

COVID-19 Child Activities Toolkit













COVID-19 Child Activities Toolkit					
Activities	Virtual Tours/Field Trips for Younger Children				
	Virtual Tour/Field Trips for Older Children				
	Physical Activities at Home				
	Mindfulness for Children				
	Family Activities				
	Story Time				
	Creating Creative Spaces for Children				
Family Resources	General Child Support				
	Parenting Tips				
	Social Stories				
	Webinars and Workshops for Parents				
Social and Emotional Health	Children's Social and Emotional Health/Behavior				
	Anxiety and Worry for Adults				
Home Learning	Virtual Pre-School				
	Home Learning Sheets/Activities				
Resources by Age Group	Infant Resources				
	Toddler Resources				
	Preschool Resources				

COVID-19 Child Activities Toolkit Only				
Activities				
Virtual Tours/Field Trips for Younger Children Frost Science Museum At Home:				
	http://www.frostscience.org/at-home/			
	Boston Children's Museum Virtual Tour:			
	https://www.bostonchildrensmuseum.org/museum-virtual-tour			
San Diego Zoo Live Cam:				











https://zoo.sandiegozoo.org/live-cams

Monterey Bay Aquarium Live Cam:

https://www.montereybayaquarium.org/animals/live-cams

Panda Cam at Zoo Atlanta:

https://zooatlanta.org/panda-cam/

6 Animal Cams at Houston Zoo:

https://www.houstonzoo.org/explore/webcams/

Georgia Aquarium Live Cam:

https://www.georgiaaquarium.org/webcam/beluga-whale-webcam/

Virtual Farm Tour (Pigs, Cows, Apples, Minks, eggs)

https://www.farmfood360.ca

Cleveland Park Zoo Daily Virtual Classroom/Trip:

https://www.facebook.com/pg/ClevelandMetroparksZoo/videos/?ref=page internal

Virtual Tour/Field Trips for Older Children

British Museum Field Trip:

https://britishmuseum.withgoogle.com

Explore Mars:

https://accessmars.withgoogle.com

Louvre Museum:

https://www.louvre.fr/en/visites-en-ligne

NASA Virtual Field Trip:

https://www.youtube.com/watch?v=fAq5rjie02c

Great Wall of China:

https://www.thechinaguide.com/destination/great-wall-of-china

Discovering Education Virtual Field Trips:Discovery Channel Polar Bears and the Tundra

https://www.discoveryeducation.com/learn/tundra-connections/

STEM:

https://www.boeingfutureu.com

Manufacturing:

https://www.manufactureyourfuture.com/VirtualFieldTrip/US











	Fun Learning/Facts Videos:					
	https://www.youtube.com/user/studiesweekly/videos					
Physical Activities at Home	Physical Activity Alliance:					
	Physical Activity Alliance- Move with Us					
	Catch At Home: Physical Wellness:					
	https://www.catch.org/pages/health-at-home					
	Animal Walks Activity:					
	https://lemonlimeadventures.com/animal-walks-sensory-diet/					
	Go Noodle Website/App:					
	https://family.gonoodle.com					
	Various Play Activities and How to:					
	https://www.playworks.org/wp-content/uploads/2020/03/Play-At-Home-Playbook-					
	3.23.20.pdf (PDF)					
	https://www.youtube.com/channel/UCEdQPk6kkal8KBixZ7JOeVA (YouTube Channel)					
	Tool for Creating an Active Home:					
	https://openphysed.org/activeschools/activehome					
	Importance/Ideas for Physical Activity:					
	https://www.actionforhealthykids.org/make-time-to-play-today-it-does-more-than-you-think/					
	Body Coach YouTube Workouts for Kids:					
	https://www.youtube.com/playlist?list=PLyCLoPd4VxBvPHOpzoEk5onAEbq40g2-k					
Mindfulness for Children	Breathing, Journaling and More:					
	https://www.actionforhealthykids.org/activity/mindfulness-journaling-breathing-and-more/					
	Free Alo Videos (Yoga and Mindfulness):					
	https://www.aloyoga.com/pages/alo-gives-programs					
	Yoga:					
	https://www.yogafoster.org/mindful-remote-learning					
	Cosmic Yoga:					
	https://www.youtube.com/user/CosmicKidsYoga					
Family Activities	Find Waldo at Home:					
	<u>https://waldo.candlewick.com</u> – Website					











	https://waldo.candlewick.com/pdf/WaldoCharacterSheets20.pdf - Printable Waldo Cards				
	Various Activities at Home:				
	https://www.actionforhealthykids.org/game-on-activity-				
	library/?locationfilter%5B%5D=Home				
	Family Staycation Kit:				
	https://talkingisteaching.org/assets/illustrations/staycation-toolkit-v3.pdf				
	Seussville:				
	https://www.seussville.com				
Story Time	Story time in Space:				
	https://storytimefromspace.com/				
	Chicago Public Library Daily Story Time:				
	https://www.facebook.com/chipublib				
	Stories in Spanish:				
	https://www.thespanishexperiment.com/stories?fbclid=IwAR0YdDWyRRIIQ9mZJtFZC0				
	G20b5eIDWnsnEOSTYayk3haO_6Y4a7PxQcc#.XCedvqR2dF4.facebook				
	Audio Story and Printable Comic Strip for Older children:				
	https://www.npr.org/sections/goatsandsoda/2020/02/28/809580453/just-for-kids-a-comic-				
	exploring-the-new-coronavirus				
	Books Read Out Loud by Different Actors:				
	https://www.storylineonline.net				
	Tips for Families on Talking, Reading and Singing:				
	https://talkingisteaching.org/assets/public-files/Tips-for-Families.pdf				
	Miami Children's Museum:				
	https://www.miamichildrensmuseum.org/videos/				
	PCIT 305 Pinterest Board with Various Links:				
	https://www.pinterest.com/PCIT305/boards/				
Creating Creative Spaces for Children	https://www.actionforhealthykids.org/creative-classrooms-to-inspire-students/				
	Family Resources				
General Child Support	Printable Coloring Books, Craft Ideas, Virtual Stories, Videos and Activities for Children:				
	https://www.stayhome.miami				











	Indeen Activities Stemy Time and Mana					
	Indoor Activities, Story Time, and More:					
	https://talkingisteaching.org/indoors?utm_source=Clinton+Foundation&utm_campaign=1b2					
	4566746-202004902-nd&utm_medium=email&utm_term=0_3e0b4430e6-1b24566746-					
	158406973&mc_cid=1b24566746&mc_eid=4a9f9719b6					
	National Center for Pyramid Model Innovations:					
	https://challengingbehavior.cbcs.usf.edu/emergency/index.html					
	General Activities Website in Spanish:					
	http://peepandthebigwideworld.com/es/los-padres/					
	How to talk to your kids about Corona:					
	https://www.pbs.org/parents/thrive/how-to-talk-to-your-kids-about-coronavirus					
	Sesame Street Toolkits:					
	https://www.sesamestreet.org/toolkits					
Parenting Tips	Positive Parenting: Positive Parenting & COVID-19 10 Tips to Help Keep the Calm at					
	Home - HealthyChildren.org.pdf UNICEF:					
	Tips for parenting during the coronavirus (COVID-19) outbreak					
	WHO Parenting Tip Sheets:					
	https://drive.google.com/file/d/1NN6aewcMyD6iy -bItX0AXcu0wi7Vd9Z/view					
	Parenting Tips on Supporting Child Development:					
	https://www.vroom.org					
Social Stories	Use social stories to talk to your child about COVID-19:					
	Children's activity books to learn about COVID-19 (feelings activity, handwashing):					
	https://drive.google.com/file/d/1CoIQ-					
	VTukNPYueGztPFKgXz2XnJwCSYI/view?usp=sharing(4) (English),					
	https://drive.google.com/file/d/1PahTnsgTG7ENIIc2VgVBD12613T1xaOA/view?usp=shari					
	ng (Spanish)					
	General Social Story:					
	Social Story by CARD: http://www.umcard.org/files/8415/8437/4991/COVID-					
	19 Social Narrative SP.pdf (Spanish); http://umcard.org/files/3915/8422/3594/COVID-					
L	17_50clar_tvarrative_51.pur_spanish), http://unicard.org/files/5715/6422/5594/COVID-					











19 Social Narrative.pdf?fbclid=IwAR0X0qur1tresCtP4zeV1S7eX9nFO5JrKLENbIngnty1 NDi5cDvATuYXKog (English) My Social Distancing Story: https://vkc.vumc.org/assets/files/resources/Social%20Distancing%20Social%20Story.pdf Why can't I go to school?: https://drive.google.com/file/d/1Sl-wI1Cfp5HJ7QBszjoisLcYC14H2PU-/view (English) https://drive.google.com/drive/folders/1HZ7ntshYCJS5vEZiQVmbhEFTH2fz8R7S (Spanish) Social Distancing Story by Early Discovery: https://drive.google.com/file/d/1loC864B81AAUwDh35pOAWovYPeMNUYi /view?usp=s haring (English) https://drive.google.com/file/d/1cJDDsEB97z8Tp-KyrB4Hv9pBYUkL1COJ/view?usp=sharing (Spanish) Wearing a Mask: https://drive.google.com/file/d/1GIpXntE1RsrpMRPRdxDhpv5kRcVPlLW9/view (video) https://drive.google.com/file/d/119yDiWCQH2IFABCqeTJ30lhpLLrlDHxP/view (Spanish) https://drive.google.com/file/d/17rhpIEf58SKMo3vBcuPz0IREYaR3YDws/view (English) Webinars and Workshops for Parents Susan Stiffleman: https://susanstiffelman.com/better-together/ Dr. Rosenthal – Supporting Families during Covid: https://docs.google.com/document/d/1urHjakG9JhiVV9IhXYbzA8tfkFTggDCcRvivfHN5pO/edit Vanderbilt – Families First for Children with ASD: https://vkc.vumc.org/vkc/triad/covid19/ff/ Parent Club – The Children's Trust: https://www.thechildrenstrust.org/content/parent-club Healthy Children: https://www.healthychildren.org/English/tips-tools/webinars/Pages/default.aspx Reading Rockets: Parent Engagement Webinar Series











	Positive Parenting:				
	https://www.positiveparentingsolutions.com/web-free-webinars				
	Families First:				
	Families First Parenting Groups				
	Parent to Parent of Miami:				
	https://www.ptopmiami.org/view-calendar/				
	Parent to Parent Virtual Support Groups – Every Friday from 2-3pm				
	https://us02web.zoom.us/meeting/register/tZwkdu2gpjwrGd3VngcL0mayPiXDLFBrTuZ4?f				
	bclid=IwAR3gy4Shx wzPbpMTiE3rQvX8g j1-z8aDpSj0PTON84J u 50-zbNR0E				
	Social and Emotional Health				
Children's Social and Emotional	Coping Skills – Tucker the Turtle:				
Health/Behavior	https://drive.google.com/file/d/1YQZipb0m7Nb8 QsihLFlUOtjA-bjrdPx/view				
	Child Anxiety:				
	Interview on WLRN with Jill Ehrenreich-May "How Do You Help An Anxious Kid; Right				
	Now?				
	Challenging Behaviors:				
	https://www.autismspeaks.org/sites/default/files/2018-				
	08/Challenging%20Behaviors%20Tool%20Kit.pdf				
	Promoting Child Resilience:				
	https://www.childtrends.org/publications/ways-to-promote-childrens-resilience-to-the-covid-				
	19-pandemic				
	YouTube Video for STAR Breathing Technique:				
	https://www.youtube.com/watch?v=qDqOG0RIiSE				
	YouTube Video for Drain Relaxation Technique:				
	https://www.youtube.com/watch?v=IhPIoOJGC30				
Anxiety and Worry for Adults	Helping Cope with Anxiety for Adults:				
Timilety and Worly for Faults	https://drive.google.com/file/d/1aLIFlNnjH3YLCwXFrEchl8RBshlCvedQ/view?usp=sharin				
	σ				
	Living with Worry and Anxiety for Adults:				
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https://drive.google.com/file/d/1BbPY_2tIDm9dOT0qWURaZCbBzcelW_K1/view?usp=sha					
ring					
Home Learning					
Virtual Pre-School	Early Learning Outdoors:				
	https://tinkergarten.com/athome				
	Khan Academy:				
	https://keeplearning.khanacademy.org/				
	ABC Mouse:				
	https://www.abcmouse.com/abt/homepage?8a08850bc2=T1230359370.1587404875.3935				
	Other Goose:				
	https://othergoose.com/welcome/#welcome				
	PBS learning pages:				
	https://www.pbs.org/parents/learn-grow				
	Tons of Resources on all thing's education related:				
	http://www.fldoe.org/em-response/resources-families.stml				
	ZooAcademy - Zoo Miami:				
	https://www.zoomiami.org/zoocademy				
Home Learning Sheets/Activities	Learning Activities Week PDF:				
	https://drive.google.com/file/d/1AJpSwY8Mk6S9oHfD3Xt89g9fOU7j4jFl/view?usp=sharin				
	g .				
	Activity Packets for Pre-k through 5 th grade:				
	https://www.havefunteaching.com/resources/relief-packs				
	MDCPS Birth – 2 Years At-Home Learning Activities Sheet:				
	https://drive.google.com/file/d/1G8ohxQyHW2xNAG1Rscnm8JTGn1WtGMrq/view				
	MDCPS 3 – 5-Year-Old At-Home Learning Activities Sheet:				
	https://drive.google.com/file/d/1mrG7u6OLQDqMXiCUTkE5zKXupKweFtJK/view				
	Sign-Up for activities 3 times a week for 3-4-year old's:				
https://www.waterford.org/early-learning-boost/					
	Resources by Age Group				
Infant Resources	Play Skills				











- (1) Becoming a Play Partner
- (2) Becoming a Play Partner (Spanish)
- (3) Stages of Play from 6-12 Months.pdf
- (4) <u>Strategies-Promoting Relationships Infants</u>
- (5) <u>Learning Through Play- Birth to 12</u> <u>Months.pdf</u>
- (6) Five Little Monkeys Jumping on the Bed
- (7) Five Little Monkeys Jumping on the Bed (Spanish)

Sleep

- (1) Infant Sleep Recommendations and Strategies.pdf
- (2) Helping Babies Learn to Fall Asleep On Their Own.pdf
- (3) Coping with Sleep Challenges Birth to 3 Months.pdf
- (4) Cómo ayudar a los bebés a conciliar el sueño por si solos- SPANISH.pdf

Developmental

- (1) Estimular el Cerebro Infantil.pdf
- (2) Tummy Time.pdf
- (3) What You Can Do to Support School Readiness Skills Birth to 12 Months .pdf
- (4) Supporting Language and Literacy Skills 0-12 Months.pdf
- (5) Infant and Toddler Curriculum and Individualization.pdf
- (6) Developing Thinking Skills from 0-12 Months.pdf
- (7) Feeding What to Expect From Birth to 12 Months .pdf

Social Emotional

- (1) Se tranquilizarme Canción infantil.docx
- (2) Infant Massage Techniques for Calming Your Child
- (3) 10 Tips for Conscious Discipline (Spanish)
- (4) Attention Getting and Call backs for Infants .docx
- (5) Baile de las emociones .docx













	(6) <u>Positive Communication (Spanish).pdf</u>					
	(7) EFFECTIVE PARENTING TIPS FOR INFANT PARENTS.docx					
	(8) <u>Developing Self-Control 0-12 Months.pdf</u>					
	(9) <u>Handout Social-Emotional Development for Parents.pdf</u>					
	(10) <u>Developing Self-Confidence From 0-12.pdf</u>					
	(11) Desarrollo Socioemocional 0-12- SPANISH.pdf					
	(12) Abuelos que crían a sus nietos.pdf					
	(13) Activities for Bonding and Learning from Birth to 12 Months.pdf					
	I Love You Rituals					
	(1) <u>I love you rituals- peek a boo</u>					
	(2) I love you rituals-walk and stop					
	(3) I love you rituals-goodnight elbow					
	Conscious Discipline					
	(1) Conscious Discipline-Why Can't I Go to (English)					
	(2) Conscious Disciple-Why Can't I Go to (Spanish)					
	(3) Conscious Discipline- Story Hand					
	(4) Conscious Discipline-Visual Shopping Cart					
Toddler Resources						
	Hand Washing Visuals					
	(1) Washing Your Hands					
	(2) Washing Your Hands 2					
	Sensory/Fine Motor Activities/Crafts					
	(1) Taste Safe Blocks					
	(2) Taste Safe Paint					
	(3) Taste Safe Slime					
	(4) Ice Paint Activit y					
	(5) Puffy Paint Activity					
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	(O.D.) (C.D.)					
	(6) <u>Baby Safe Paint</u>					
	(7) Playdough Number Mats Game					
	(8) <u>Home-Made Playdough</u>					
	(9) The Best Crafts for Toddlers					
	(10) <u>5 Little Speckled Frogs</u>					
	Toilet Training					
	(1) <u>Toilet Training Guide</u>					
	(2) Successful Toilet Training					
	Developmental Activities					
	(1) <u>Tucker the Turtle at Home-Eng</u>					
	(2) Parent Tips-Toddler					
	(3) Early Childhood-Ages 0-2					
	(4) Family Staycation Toolkit					
	(5) Floor Time					
	(6) <u>Little Bunnies Finger Puppets</u>					
	(7) Teaching Body Parts					
	(8) Weather Matching Cards					
	(9) If you are happy song for kids.docx					
	(10) Activities for Toddlers at Home					
	(11) <u>Indoor Activities for Toddlers</u>					
	Social Emotional					
	(1) Stress Releaser methods for kids .docx					
	(2) 20-stress-busters-for-young-children.pdf					
Preschool Resources (3) Heart Shaped Glasses to Practice Positive						
	(4) 11 Ways to Encourage Friendship Skills and Social Play _ The Inclusion Lab.pdf					
	(5) ACTIVIDADES PARA TRABAJAR LAS					
	(6) FREE-Printable-Safe_Place_Breathing_Ico					











- (7) Social-Emotional Development Preschool
- (8) Managing Preschool Separation Anxiety.pdf
- (9) CON NIÑOS -Spanish -Imágenes
- (10) 20 Tips for Parents From Preschool
- (11) Juegos en solitario para niños.docx

Literacy

- (1) 15 Ways to Help Children with Autism
- (2) Literacy.pdf
- (3) 6 Ways to Make Your Book Corner More
- (4) expand language skills with fun activities.pdf
- (5) Language and literacy for all Special needs.pdf
- (6) Literacy-Rich Preschool Environments for
- (7) Getting ready to read.pdf
- (8) Teaching Tom Language Intervention for
- (9) Use shared storytimes to boost early
- (10) Twin Texts.pdf
- (11) teach kids their letters and phonemes.pdf
- (12) Checklist of Important Elements for

Developmental

- (1) Asq-activities.pdf
- (2) Asgse2-activities.pdf
- (3) HHS-SED-Milestones.pdf
- (4) 24-ways-to-have-fun-with-math-at-home.pdf
- (5) The Inclusion Lab powered by
- (6) FeedBurner.pdf
- (7) Tips-for-Talking-with-Multiple-Children.pdf
- (8) What is the teacher's role in supporting play in early childhood classrooms?













Physical Activities at Home











PHYSICAL ACTIVITY ALLIANCE

MOVE WITH **US**

Due to the ongoing coronavirus pandemic, people around the U.S. and World have been asked to self-isolate and limit gatherings to fewer than 10 people. With schools, offices, restaurants, and gyms closed, people are spending most of their time at home and it's important to reiterate the importance of physical activity and exercise.

Regular physical activity is essential to health and wellbeing and the benefits don't stop because we're all home practicing physical distancing. It is important that we are all still getting the recommended amounts of activity to maintain health.

- For adults that's **at least 150 minutes per week** of moderate-intensity aerobic activity or 75 minutes per week of vigorous aerobic activity, or a combination of both, preferably spread throughout the week. Add moderate- to high-intensity muscle-strengthening activity (such as resistance or weights) on at least 2 days per week.
- For children, that's **at least 60 minutes per day** of moderate- to vigorous-intensity physical activity, mostly aerobic.

The **Physical Activity Alliance** has compiled this list (still growing) of free resources that make it possible for people of all ages to be active at home.

100 Mile Club - 26 Day Challenge!

Let's Keep Moving - With schools closed across much of the country, we want to bring a little bit of "summer" fun to students this spring with a spin on our classic Club 262 summer challenge.

Keep your kids and family healthy and active with smart, safe exercise at home, in a park, or in your neighborhood. For 26 days (or until school resumes, whichever comes first), track your progress and aim for 1 mile per day. The 26 Day Challenge is FREE for all to sign up and download our mile tracking sheet. More Info

Action for Healthy Kids

Action for Healthy Kids has created and collected resources to help parents and educators keep kids active and healthy while schools are closed or doing online learning. Resources will be added continually, so check back often. https://www.actionforhealthykids.org/covid-19-and-at-home-resources/

New items include:

- Virtual Learning Tips
- Mindful Eating
- Making the Most of Screen Time
- Play-Based Yoga
- Social-Emotional Learning Resources for Families and Educators

Active Schools

Active Schools Partner Videos to Get Kids Moving at Home https://www.activeschoolsus.org/news-and-resources/2019-11-22-resources-for-home/

ActiveKids.com

Soccer, basketball, football, tennis, dance, field hockey, swimming, lacrosse, gymnastics—the world of sports is wide open for kids. To help keep your kid in shape for any season, full-body exercises are the way to go. These conditioning moves help build endurance, balance, agility and coordination while strengthening the whole body. Whether your kid is into sports or just being a kid, these full-body conditioning exercises will have them ready for the game or the playground. All these exercises can be done anywhere, anytime with zero equipment. https://www.activekids.com/fitness/articles/full-body-conditioning-exercises-for-kids

Alliance for A Healthier Generation

Healthier Generation provides free, evidence-based resources to support the physical, social, and emotional health of children and their caregivers. Find a selection of these resources designed to support you in reducing stress, eating healthy, moving regularly, getting quality sleep, and more. https://www.healthiergeneration.org/campaigns/covid-19

Fitness Breaks with Pro Athletes https://www.healthiergeneration.org/resources/physical-activity/fitness-breaks

Fit for a Healthier Generation Physical Activity Videos https://www.healthiergeneration.org/app/resources https://www.healthiergeneration.org/app/resources https://www.healthiergeneration.org/app/resources https://www.healthiergeneration.org/app/resources https://www.healthiergeneration.org/app/resources https://www.healthiergeneration.org/app/resources https://www.healthiergeneration https://www.healthiergeneration https://www.healthiergeneration https://www.healthiergeneration https://www.healthiergeneration.org/app/resources <a href="h

American College of Sports Medicine

ACSM is dedicated to supporting and promoting health through physical activity. Amid concerns around the coronavirus disease 2019 (COVID-19) pandemic, individuals in communities across the country and around the world are being encouraged to stay home. you will find many resources to help you continue to stay physically active while at home. Also check out this <u>link</u> for more.

- Staying Active During COVID-19 | A blog from Liz Joy, M.D., MPH, FACSM, FAMSSM and Exercise is Medicine
- Staying Active During the Coronavirus Pandemic | Handout
- Ten Sought-After Functions in Workout Apps | Infographic
- <u>Time Saver Fitness: High-Intensity Circuit Training At Home</u> (The Seven-Minute Workout) | Infographic

ACSM is dedicated to the continuing education of certified exercise professionals. A variety of educational resources are available to certified exercise professionals to utilize during this time as well as throughout their careers, with additional premium resources available to those who are ACSM Alliance Members. https://www.acsm.org/learn-develop-professionally/exercise-professional-resources

American Council on Exercise

Across the world, individuals and families are limiting their time in public and communal places; our daily lives of work, school and socialization look different than they did only a few weeks ago. During this time, ACE encourages all people to keep moving – whether that's at home, with your family or in a safe place outside. In fact, the CDC recommends adults participate in at least 150 minutes a week of cumulative moderate or vigorous physical activity!

Check out this <u>link</u> to articles, webinars, and tips to get inspired on ways to stay active and healthy in this uncertain time as well as other tips to boost your mood and reduce stress.

https://www.acefitness.org/education-and-resources/lifestyle/blog/7499/how-to-keep-moving-during-covid-19/

American Heart Association

Many people continue to have questions around the coronavirus and how it impacts our daily life. As employees and families spend more time at home, the American Heart Association has gathered this collection of resources to help those wishing to continue to life healthy, active lives. For updated information on the coronavirus and what heart disease and stroke patients should do, click here.

- 25 Ways to Get Moving at Home infographic
- Create a Circuit Workout infographic
- How to Move More Anytime Anywhere
- How to get Energy When You're Too Tired to Workout infographic
- Balance exercises
- Physical Activity Around the House

American Physical Therapy Association

The American Physical Therapy Association has compiled resources at the following website: ChoosePT.com

The Body Coach (for kids)

The YouTube channel for The Body Coach offers a variety of exercise videos for both adults and kids. Videos for adults are about 20 minutes in length. Many of the videos feature kids working out alongside The Body Coach, which is highly entertaining for kids and can help keep them engaged. Starting Monday 23rd March, The Body Coach will be hosting a free daily PE workout aimed at kids LIVE his YouTube channel. https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ

BOKS Kids

Please join us and a number of our wonderful Trainers at www.facebook.com/boks today and each weekday for a fun dose of physical activity for you and your kids. If you can't join our events in real-time, don't worry, the workouts will live on our Facebook page and can be watched at your convenience.

Check out this link to see their at-home resources https://www.bokskids.org/boks-at-home/

CATCH Health at Home

CATCH is trying to keep our kids healthy and active during Coronavirus-related school closures. To help families, we've set up a Google Classroom to provide you with free and easy access to several of CATCH's evidence-based health, nutrition, and physical education materials. These activities require limited space and supervision, and are organized into three sections: Physical Activities, Activity Breaks and Family Health and Nutrition. https://www.catch.org/pages/health-at-home

CorePower Yoga is offering free access to a limited collection of online yoga and meditation classes while studios are closed. https://www.corepoweryogaondemand.com/keep-up-your-practice? fbclid=lwAR3-T4eGvS1B7S2RKGV6tLoglWAobw3n6S4mYxPAq750ppu32BPxlzAZfuA

Cosmic Kids Yoga

Cosmic Kids offers yoga lessons working on balance and strength on YouTube. Specifically designed for kids ages 3 and up to engage in mindfulness and yoga practices, Cosmic Kids Yoga offers a variety of videos that your kids can follow along with at home. Videos are sorted by age and activity level, so you can choose from an easy beginner-level video for little kids or high-energy yoga videos for older kids. Your kids can also move along with dance videos and participate in short brain breaks to help shake up your daily routine. Episodes range between 2 minutes and 1 hour. https://www.youtube.com/user/CosmicKidsYoga

CrossFit

CrossFit At Home is a place to access the necessary tools—functional movement, simple nourishment—to sustain and preserve your health at home. https://www.crossfit.com/at-home/workouts

Daily Burn

Daily Burn is offering 30-day free trial. Daily Burn is an online program that creates a personalized fitness program that you can complete remotely. When you sign up, you will create a Daily Burn profile and Daily Burn will pick workouts for you each day to help you improve your fitness. If you don't like the workouts selected for you, you can opt out of them for the day and choose your own. Daily Burn workouts include cardio, strength training, Pilates, barre and more. https://dailyburn.com/landing

Down Dog App Group

Down Dog maintains several fitness and yoga apps that offer yoga practices or at-home workouts. These apps —HIIT, Yoga, Yoga For Beginners, 7 Minute, and Barre— will be free until April 1. Students and K-12 teachers have free access until July 1. https://www.downdogapp.com/

Exercise Is Medicine

The current coronavirus (COVID-19) pandemic presents some challenges to maintaining a physically active lifestyle. For all of us, young and old, regular physical activity remains an important strategy for staying healthy! Compared to being sedentary, moderate-intensity physical activity is associated with better immune function. Likewise, regular physical activity is associated with lower levels of anxiety and perceived stress https://www.exerciseismedicine.org/support_page.php/staying-active-during-covid-191/

Fitness Blender

Fitness Blender is a free online resource created by two personal trainers with hundreds of free workout videos ranging from 10-85 minutes long. These videos include apartment-friendly cardio, strength training, Pilates, stretching and more at levels appropriate for everyone from beginners to elite athletes. https://www.fitnessblender.com/videos

Fluency and Fitness

Fluency and Fitness® helps students review essential K-2 reading and math topics, while providing a movement break. Over 30,000 classrooms worldwide use Fluency and Fitness® for literacy and math blocks, brain breaks, inside recess, morning meetings, or just those few spare minutes in the day. Teachers love that they don't have to lose instructional time to fit in a movement break. Students have so much fun, they don't realize how much they're learning. Fluency & Fitness® is typically used in classrooms for review purposes, but we are giving families 21 days of FREE unlimited access to our site during school closures due to the Coronavirus. Your access to the content will simply expires after this time period. https://fluencyandfitness.com/register/school-closures/

Global Employee Health and Fitness Month

The Global Employee Health and Fitness Month (GEHFM) website (which can be accessed throughout the year - not just in the month of May). It is an international and national observance of health and wellness and promotes the benefits of a healthy lifestyle to all people (not just workforce) through health promotion activities and environments. This website has translation capability into any language. www.healthandfitnessmonth.org

Go Noodle

GoNoodle is a great way to break up our long days inside and get kids moving. This YouTube channel features a plethora of silly videos that kids love to move along with. Whether they're dancing along to songs from Trolls or doing an actual workout like their Fresh Start Fitness Collection, GoNoodle videos will keep your kids active. https://www.youtube.com/user/GoNoodleGames

Hip Hop Public Health

Hip Hop Public Health has put together a collection of free, fun, standards-based dance breaks that encourage physical activity at home. Keep your spirits up, stay healthy and get <u>H.Y.P.E. at Home</u>. The H.Y.P.E. at Home collection is easily accessible to anyone for free in our <u>Resource Center</u>, along with our other 100+ free educational videos, comic books and music. You can also download these resources and save them on your computer.

Keep your spirits up, stay healthy and get H.Y.P.E. at Home. https://hhph.org/h-y-p-e-at-home/

Jack Hartman Kids Music Channel on YouTube

The Jack Hartman Kids Music Channel on YouTube is full of videos that incorporate both learning and exercise for kids. These videos are great for elementary ages and younger. One of the most popular videos is Lets Get Fit Count to 100 Check out his channel here: https://www.youtube.com/channel/UCVcQH8A634mauPrGbWs7QlQ

KiDZ Bop

Have a KIDZ BOP Dance Party in your living room to get the wiggles out! KIDZ BOP Dance Along videos are the best way to incorporate music + movement into your daily routine. Kids can sing, dance, and burn off extra energy to kid-friendly versions of popular songs following along with the dance moves of the KiDZ Bop kids.

https://www.youtube.com/playlist?list=PLMr-d2PLsO95ydptpBnsxdQNSKc9iUNU0

Les Mills

This workout class creator is offering free classes on their <u>streaming platform</u>, LES MILLS on Demand until the coronavirus outbreak is over. The site has 95 video classes for Body Combat, Body Pump, Barre, cardio training, mindfulness and more.

Little Sports

As the current situation in the world forces us to stay more at home, Little Sports has a collection of simple and effective exercise videos for kids to be done indoors. The kid's workout videos by Little Sports are fun, engaging, and easy for kids to follow along with on their own. Each video is approximately 15 minutes long and teaches kids a variety of exercises to do at home including stretches, standing exercises, cardio moves, and more. https://www.youtube.com/channel/UCTIwFB4ciFi5ZClu-VIwaOg

Marathon Kids

Looking for a fun and easy way to get moving with your kids? You can now access all of our tools and support by starting your very own Marathon Kids at Home running club! The goal of Marathon Kids at Home is to help families establish healthy habits by actively working together to reach a total of 104.8 miles, the distance of four marathons. By tracking progress, one mile at a time, you will discover that you can achieve more than you ever thought possible. https://marathonkids.org/marathon-kids-at-home/

We invite you try Walk and Talk, a free program that gets you active as a family. Walk a mile with your child and talk about a new topic each day. We provide a special mileage log to track the distance you walk, along with 26 conversation starter cards—one for each mile. After a month or so of family walks, you'll have walked the distance of a marathon (26.2 miles) and have gotten to know your child a little better along the way. https://marathonkids.org/walkandtalk/

Marathon Kids running club games http://s3.amazonaws.com/marathonkids.org/Programs_1617/ MKRC RunningGames.pdf

Mommy Poppins

25 Exercise Games and Indoor Activities to Get Kids Moving https://mommypoppins.com/ newyorkcitykids/25-exercise-games-indoor-activities-for-kids

Moovelee

Moovelee videos are perfect for toddlers who need to stretch and move while stuck at home. Friendly animated monkeys guide little ones through video workouts based on yoga and meditation practices, as well as more traditional workout skills like running and stretching. Kids can follow along with videos about superhero yoga or dodge the monsters in order to keep their body moving. https://www.youtube.com/channel/UCsSS5kMpKCaJ_HhTM9-HKHg/videos

Move to Live More

Move to Live MoreSM has a mission to help people live healthier, longer, more active lives. Parents and kids need ideas for how to be active during COVID-19 closures, and Move to Live MoreSM is providing new, fun programming ideas created by parents and kids. Activities can be done inside, in the yard/driveway, or at a local park, with minimal equipment.

https://www.movetolivemore.com/resources

National Center on Health, Physical Activity and Disability (NCHPAD)

- Given the severity of COVID-19, people with disabilities and chronic health conditions are some of the most at risk populations. While staying home, practicing social distancing and good hygiene are of upmost importance it is also imperative that we stay active through exercise options at home. Exercise can help boost immunity and keep us in good physical and mental health. The National Center on Health, Physical Activity and Disability (NCHPAD) has curated a playlist of the top exercise from home videos on their YouTube channel for kids and adults. The playlist includes 32 options for all abilities to choose an exercise mode that works and is enjoyable to them. Get ready, set and move -> https://bit.ly/ 2Qoliao
- Looking for an exercise program that is inclusive and can be done at home? Look no further! @NCHPAD's 14 Week Program to a Healthier You might be just what you need. This program is a FREE, personalized, web-based physical activity and nutrition program for individuals with disabilities and chronic health conditions. Remember to stay active at home during #COVID-19! https:// www.nchpad.org/14weeks/
- Calling all athletes with a disability! Need some new options to stay active while at home? Check out NCHPAD's Champion's Rx program. This is a FREE, high-intensity daily workout program designed to challenge all ability levels. https://www.nchpad.org/CRx
- Discover Inclusive Active Aging: This Guide builds on the information presented in Exercise & Physical Activity: Your Everyday Guide from the National Institute on Aging. Also, check out this playlist full of videos for at home workouts https://www.voutube.com/playlist?list=PLwMObYmlSHaNtRi3VofpacMoaSIEJVODv
- NCHPAD Educators Quarterly Digest https://myemail.constantcontact.com/QUARTERLY-DIGEST-FROM-NCHPAD.html?soid=1112636979069&aid=gTxgmMs3fRI
- Inclusive PE resources for distance learning https://www.nchpad.org/fppics/PE%20Resources%20for%20Distance%20Learning.pdf

National Council on Aging (NCOA)

Your organization may not be able to offer group exercise classes during the COVID-19 outbreak, but it is important to encourage older adults to stay active and maintain gains in strength, balance, and flexibility that reduce fall risk, strengthen the immune system, and improve quality of life. Check out these tips from NCOA on encouraging older adults to stay active during this time.

https://www.ncoa.org/blog/encouraging-older-adults-to-stay-active-and-safe-during-the-coronaviruspandemic/

NFL PLAY 60 Virtual Field Trip

To join in the fun visit heart-nflplay60.com

The NFL PLAY 60 Virtual Field Trip is an all access pass to behind the scenes of Super Bowl LIV in Miami. Huddle Up and Get Moving with NFL players, cheerleaders, American Heart Association volunteers and students. Watch the Virtual Field Trip to learn more about physical activity and wellness! The fun doesn't end there! Additional physical activity videos and stories on heart health and nutrition are also available.

NFL PLAY 60 App

Available in the App Store or on Google Play

With the NFL PLAY 60 App take real steps to move in the game, explore your surroundings and collect characters to build your ultimate team for competition. See your rank on the leaderboard as you run, jump, dance, catch and see your players do the same. By leveraging the American Heart Association's health expertise and the NFL's commitment to physical fitness, you can help us achieve our goal of getting kids physically active for 60 minutes every day all year long.

NIH National Institute on Aging

Physical activity is an important part of healthy aging. Check out these links and videos to learn what exercises can help you stay healthy as you get older. Learn how to fit exercise into your daily life safely and get motivated to get moving! https://www.nia.nih.gov/health/exercise-physical-activity

Nike Training Club

The Nike Training Club app lets you download free 15-, 30-, and 45-minute workouts designed by Nike trainers. Most of the workouts are equipment-free and use GIFs to demonstrate how to do each exercise — from squats, to walkouts, to lunges.

Online Physical Education Network

The Online Physical Education Network has added over 100 pages of new content over the weekend to help with your emergency planning. Visit the Active Home module to download, share links, print, or edit. https://openphysed.us13.list-manage.com/track/click?
u=4c88ba29f4bffb284dd9c293a&id=2e38986f7f&e=264eb1180f

Orangetheory

Orangetheory is sharing a new 30-minute workout video each day, featuring some of its most popular coaches from around the world. According to the fitness center, the workouts don't require any special equipment, but may feature everyday household items. https://www.orangetheory.com/en-au/member-communication-regarding-coronavirus/

Peloton

Peloton, the fitness company, is offering a 90-day free trial to its digital membership, up from its usual 30-day trial. With the trial, you can access streaming and on-demand workouts for spin, tread, yoga, strength training and more. To begin your trial, head to Peloton's website or download the app. https://www.onepeloton.com/digital/checkout/digital-90d

Pickup Sports

Pickup Sports aims to provide healthy and fun early sports experiences for kids to prepare them for long-term sports participation. Every day we will be releasing videos of sports games you can play with your

kids at home! (For kids age 3-6) Think of it like Homeschool PE! Here is this week's schedule. Look for the videos on social media at 1pm EST every day! #homeschool https://twitter.com/askpickupsports? s=20

Planet Fitness

Planet fitness is one of the country's largest gym chains, Planet Fitness is live-streaming free online workout classes on its <u>Facebook page</u> on weekdays at 7 p.m. ET. These 30-minute, equipment-free workouts are also available on demand on their <u>YouTube channel</u>.

Playworks

Playworks is highlighting games on their social media channels in the coming weeks. These will be games that can be played at home with a small number of children or larger groups in schools that are open. Follow along using #PlayworksAtHome and #PlayAtHome. Please follow Playworks on Twitter, Facebook, Instagram, and LinkedIn so you receive these notifications. Learn how to play Crack the Code http://email.playworks.org/m0005k2091uWoW3RLY40UI0

Playworks also has their <u>Game Library</u>: Explore hundreds of games by group size, available space and equipment, appropriate ages, and developmental skills. Our games are designed to keep all kids playing. You will see lots of games where everyone is "it", ground-rules that keep games manageable for recess supervisors, skill-building variations on students' favorite sports, and other adaptations that make games fun and inclusive for everyone.

SANFORD Health

The team at Sanford Sports, including Sanford POWER, Sanford POWER academies and the Sanford Sports Science Institute, are offering advice and support for athletes during the COVID-19 pandemic. https://www.sanfordpower.com/sanford-sports-experts-offering-advice-and-support-for-athletes-during-covid-19-pandemic/

Athletes have an opportunity during COVID19 to adjust their nutrition and start new habits that will help them in the long run. Sanford Sports registered dietitian Liz Kasparek, RD offers examples and advice. https://www.youtube.com/watch?v=GHiWP8OYAWM&feature=youtu.be

5 Fun Ways to Incorporate Physical Activity: Learn about 5 ways you can get your family moving every day! https://fit.sanfordhealth.org/blog/5-fun-ways-to-incorporate-physical-activity-article

SHAPE America

SHAPE America is dedicated to helping physical education and health education teachers across the country as many schools and school districts are moving to distance learning due to COVID-19. In response, we have created a collection of resources from SHAPE America and other K-12 health and physical educators to help you continue to provide high-quality, standards-based lessons despite the circumstances. Adapt, repurpose or use the resources provided as you see fit to best meet the unique needs of your students. Be sure to bookmark this page and come back as we will be adding content regularly. https://www.shapeamerica.org/covid19-resources.aspx

SPARKhome

Covid-19: Unprecedented times for sure and SPARK – the World's Most Researched Physical Education and Physical Activity Programs is here to help.

Teachers and Parents: Check out the FREE SPARKhome activities we have added to SparkAcademy.org

Login or create a FREE account – Go to "Course Catalog" and select SPARKhome (Free). We have materials to provide 3 weeks of content for K-2, 3-6, Middle School, and High School to keep students active and healthy when they are out of school. To see all the K-12 courses click on "See More".

Special Olympics

We have seen a TON of our local Programs activating around these resources in the past few days.

- The Fit 5 Guide challenges our athletes to live by the 3 simple goals of staying active 5 days per week, eating 5 fruits and vegetables each day and drinking 5 water bottles full of water each day.
- The Fitness Cards and Videos are simple leveled exercises in endurance, strength and flexibility.

These were made with the idea that many of our Special Olympics athletes are using. These resources don't just benefit our athletes, they have also helped coaches and family members.

Check out the resources here: https://resources.specialolympics.org/health/fitness/fit-5-page
https://resources.specialolympics.org/health/fitness/fit-5-page
https://resources.specialolympics.org/health/fitness/fit-5-page

Stretch and Grow of the Rockies

Stretch and Grow of the Rockies is a kid's health and wellness enrichment company that teaches children age-appropriate fitness and yoga routines. Jillian Sterner is the CEO and has started uploading daily "Brain Breaks" on YouTube that include a 10-minute video of yoga poses, breathing techniques, and exercises. https://www.youtube.com/results? sp=mAEB&search guery=stretch+and+grow+of+the+rockies

STRONG by Zumba

Using combinations synced to music to give you an all-around workout, this will give you a workout without needing much or any equipment. You can access plenty of free HIIT workouts on YouTube, choosing from 7-, 20-, and 30-minute on-demand classes. The videos also come in languages other than English. https://www.youtube.com/channel/UCQkaczRlyBjl3UKBH59W3XQ/videos

Sweat & Social Distance

www.sweatandsocialdistance.com & online community: www.facebook.com/sweatandsocialdistance

Our mission is to keep the world active and connected during the CoronaVirus Pandemic.

- Free live stream workouts from body weight classes to yoga at home.
- Interviews with fitness and wellness experts.

Online facebook community to keep us all engaged and active during this unprecedented time

All are welcome!

UNICEF Kid Power

If you are a teacher whose school has already been affected by the shutdowns or anticipate that it will soon be, we want you to know that we are working on a UNICEF Kid Power from home option for your students to make sure that kids are staying active. Additionally, we are already developing COVID19 specific psycho-social Kid Power Ups to help students get through this difficult time. https://www.unicefkidpower.org/

US Soccer Foundation

While we're social distancing, let's continue to connect with each other and stay active. We've created activities and gathered tools from trusted sources to help you incorporate the five components of Soccer for Success into your routine while at home. These activities and resources are available to everyone, including our program partners, coach-mentors, participants, and people like you—our supporters. On behalf of the entire U.S. Soccer Foundation team, we hope that you and your loved ones are staying safe and healthy during this time. We look forward to staying connected with you and getting through this

Walk With A Doc

together. Soccer for Success at Home

The Walk With A Doc team has been brainstorming a lot over the last few days and we've decided to launch the **Physical Distancing Challenge**.

How are you maintaining 6 feet and SAVING LIVES!? The more creative, the better. The more movement, even better.

Is it going for a walk with your loved one (and a pet!)? Is it getting outside to see a beautiful sunset or sunrise? Is it a solo dance party or home workout?

Share your ideas, pictures, and videos on social media using the hashtags #PDChallenge and #PhysicalDistancing.

We've also launched a brand new <u>WWAD Facebook Group</u> - please join and share your ideas to help encourage others. We can remain socially connected even during a period of physical distancing.

Walkabouts

Free Temporary Walkabouts Access for Teachers and Students During COVID-19 Closures COVID 19. We want kids to be able to stay active at home, so we are providing free access to the end of the summer. Feel free to share this link with your network. We are really concerned about those underresourced kids who get their opportunities at school. http://info.activedinc.com/covid

YMCA 360

YMCA wants to make sure people stuck at home due to the COVID-19 outbreak can still get the exercise they need. YMCA 360 is your Virtual YMCA. It's your favorite classes, our top instructors, and the Y

community, now availabl	e at home, on	the road, 24/7	⁷ and 360 degre	ees. Welcor	me to healthy	living for all.
Welcome to YMCA 360.	https://www.ye	<u>outube.com/ch</u>	nannel/UCOGt_	IpceP_xQh	hCMCrut_A/	<u>videos</u>

Yoga Ed

Since 1999, Yoga Ed. has empowered millions of children and teens to thrive through evidence-based yoga and mindfulness training and curriculum. https://www.youtube.com/channel/ UCZkbiujyDoXqoPPr5D74I7A/videos

For more information on the importance and benefits of physical activity please check out these resources.

- Physical Activity Guidelines for Americans
- NCHPAD Fitness Resources https://www.nchpad.org/1585/6600/Physical~Activity~Resources
- 10 Reasons to Get Moving from the CDC Division of Nutrition, Physical Activity and Obesity https://www.cdc.gov/nccdphp/dnpao/features/physical-activity/index.html
- Move Your Way https://health.gov/moveyourway
- Physical Activity Facts for Healthy Schools https://www.cdc.gov/healthyschools/physicalactivity/facts.htm
- National Physical Activity Plan https://www.physicalactivityplan.org/theplan/about.html
- Physical Activity Facts from USDA https://www.nutrition.gov/topics/healthy-weight/physical-activity
- Special Olympics https://www.specialolympics.org/



The Play at Home Playbook: Powered by Playworks

Created on 3.23.20

About this Playbook

At Playworks, we believe every child should experience safe and healthy play every day. Playworks' evidence-based programs have been proven to get kids moving, while teaching them social-emotional skills like cooperation and conflict resolution. Now more than ever, these skills are essential to helping kids across the country combat stress and anxiety and successfully navigate the uncertainty and change associated with the COVID-19 crisis.

The games in this guide can be played anywhere, but we have assembled them for kids who may be playing at home due to school closures. In these settings, the challenge is not just to introduce games kids will love, but also to ensure that children can play in the space safely and in accordance with all CDC guidelines to help prevent the spread of coronavirus.

Making playtime run smoothly often starts with game rules, while still keeping it fun. In the following pages, you will find the rules of games that require little to no equipment, can be played with one child or siblings, and can be led by families, teachers, caring adults, and peers.

For more than 24 years, Playworks has helped schools and youth organizations through on-site staffing, consultative support, staff training, and most recently, online learning. We are a mission-driven nonprofit committed to the power of play.

This Play at Home guide is accompanied by resources available online. Visit www.playworks.org/PlayatHome for more games and resources.

Have fun! The Playworks Team

Most games can be played inside or outside. CDC recommendations for interaction include: play with groups of ten or less, stand at least 6 or more feet apart from each other, wear gloves if sharing an object or give everyone their own object, if possible, or clean hands thoroughly before and after play, clean and disinfect equipment frequently and thoroughly. For the most up to date quidelines visit cdc.gov.

Beans on Toast



of people to play: 2+ Best for ages: 5+

Equipment needed: None **Setup/Teaching Time:** 5 Minutes

Before You Start

 Choose one person to lead the game and remind the group to focus on playing safely

Set Up

- Find somewhere to play that allows everyone to have some space to move
- The leader should stand in front of the group so that they are visible to everyone

How to Play

• The leader's job is to call out different types of beans. Each bean will have an action associate with it. When the bean is called out, the group does the action for that bean. The goal is to follow the directions as quickly as possible and



Playworks Play At Home Playbook

without making any mistakes. If you are able to go the longest without making a mistake, you get to be the new leader.

- Teach the various beans one at a time. Practice each one and add in new beans until you have a list of 3-4 that the group knows. Here are a few to start with:
 - String Bean Stand straight and tall with your hands together over your head
 - Chilly bean Shiver like you're out in the cold
 - Dancing Bean Show one of your best dance moves
 - o Green Bean Run in place as fast as you can
 - Red Bean Stop running and freeze
- The leader should call out the beans and mix up the speed and order. Example: "String Bean, Green Bean, Red Bean, Red Bean, Chilly Bean"
- If at any point someone does the wrong action they should step out and sit next to the leader.
- Aside from the various beans, the leader can also call out "Beans on Toast."
 When you hear "Beans on Toast," fall to the ground as quickly (and safely!) as you can.
- The leader will watch for the last person to fall to the ground. If you're the last one on the ground, step out of the game, sit next to the leader, and help them come up with new bean ideas.
- As you play, add in more beans, create your own beans and actions, and try to trick the group any way you can!

Challenge ideas

- What creative beans and actions can you come up with?
- As the leader, can you trick everyone all at once?
- How many commands can you follow before making a mistake?

Game Variations

 Instead of sitting out when a mistake is made, have players perform an action, such as 5 jumping jacks, to re-enter the game

The Big Cheese



of people to play: +3 Best for ages: +5

Equipment needed: None **Setup/Teaching Time:** 3 minutes

Before You Start

• Practice the call and response of "I am the Big Cheese", with all players responding "You are the Big Cheese".

Introduce the 3 different movements: Cheddar Cheese (hands circled in front),
 String Cheese (arms stretched overhead), Stinky Cheese (waving hand in front of nose)

Set Up

 All players stand in a straight line, in a semi-circle or circle so you can see everyone and identify who's made which sign. Choose who will be the first "Big Cheese"

How to Play

- The leader begins each round by saying "I am the Big Cheese!" and the other players respond "You are the Big Cheese!".
- The leader then counts "1...2...3!" On the "three," players pick one of the 3 predetermined movements to show (Cheddar, String or Stinky Cheese). At the same time, the Leader shows one of the 3 movements.
- Players who make the same movement as the leader are recycled (or out).
- The object of the game is for players to stay in the game by doing a different sign than the leader. The last player standing gets to be the next "Big Cheese."

At-Home Accommodations

Play sitting down if space is limited indoors.

Challenge ideas

- Play the game while standing on one leg!
- Challenge the players to come up with more cheeses and associated actions.

Game Variations

- Students can complete an action (ex: 5 jumping jacks) to re-enter the game rather than sitting out
- Connect game to what kids are learning in class (plant cycle, larva cycle, etc)

Huckle Buckle Beanstalk



of people to play: 3+

Equipment needed: A small unique object to hide (beanbag, marker, etc.)

Best for ages: 5+

Setup/Teaching Time: 5 minutes

Before You Start

- Remind everyone to be fair and honest during the game especially when the object is being hidden.
- Remind the person hiding the object to remember where they put it!

Set Up

- Decide on a starting area for each round. This could be a spot in the room such as a couch or your desk if in a classroom. This is where everyone will stand while the object is being hidden.
- Choose one person to hide the object first.



How to Play

- To begin, have everyone in the starting area put their heads down and close their eyes.
- One person will take the object and hide it in plain sight somewhere in the room.
 The seekers shouldn't need to touch, rearrange, or open anything in the room to find the object.
- Once the object is hidden the hider can return to the starting area and let everyone know they can begin searching.
- The goal of the game is to find the hidden object as fast as you can and keep it a secret from other players.
- When you find the object, don't give away its location don't point at or pick up the object. Simply make your way back to the starting area. Once you are back at the starting area, say "Huckle Buckle Beanstalk!"
- Keep playing until everyone has found the object. Then, choose someone new to hide the object. Make sure everyone gets a chance to hide it!

At-Home Accommodations

Play in a specific room or throughout the house.

Challenge ideas

- Can you hide your object in a spot no one can find?
- How quickly can you find the object?

Game Variations

- Allow the object to be hidden out of plain sight in a box, under a pile of clothes, etc.
- Have multiple people hide an object then race to see who can find someone else's object first.

I see, I see (Brain Break)



of people to play: 5+ Best for ages: 3+

Equipment needed: No equipment **Setup/Teaching Time:** 5 minutes

needed

Before You Start

Make sure players know to not make any physical contact with each other.

Set Up

Designate an appropriate play area with clear boundaries.

How to Play

- Players begin walking around the designated area (use movement modifications to make this more playful: examples include a runway walk, slow-mo walk, zombie walk, etc.)
- When the leader says the words "I See, I See", the players freeze. After the players freeze, they will ask the leader, "What do you see?"
- The leader will then say, "I See _____".



Playworks Play At Home Playbook

- Whatever the leader says, the players act it out in the designated area.
 - An example dialogue/sequence for the game:
 - Leader: "I See, I See!!"
 - Players: "What do you see?"
 - Leader: "I see a superhero flying in the sky!"
 - Players then act like superheroes flying in the sky.
 - After the players have successfully acted, the leader will then repeat the phrase, "I See, I See" and the game will continue with new actions.

At-Home Accommodations

• Play sitting down if space is limited indoors

Modifications for Social Distancing

• Have players standing/sitting in certain spots of the designated area. Players cannot wander from that spot or move closer to each other.

Challenge ideas

 Challenge players to be really silly with their actions. Their goal can be to make the other players laugh! The player with the silliest action gets to be the new leader.

Game Variations

 Connect the game to animals you see at the zoo, characters you see on tv, or anything players are interested in!

One Step Back



of people to play: 2+ Best for ages: 5+

Equipment needed: A tossable object **Setup/Teaching Time:** 2 minutes

like a ball

Before You Start

• Have all players stand in a circle, or an equal distance apart.

Set Up

• You'll need a ball or tossable object, and some space for everyone to spread out.

How to Play

- Start with a small circle--each person standing an arm's length apart. The leader starts the game by passing the ball to the person next to them. When each person gets the ball, their job is to pass it on to their neighbor.
- Once the ball makes it around the circle without anyone dropping it, the leader says "One step back!" and all players take one step back.



- Then, everyone passes the ball around the circle again. If the group successfully passes it all the way around without dropping it, the leader says "One step back" and everyone takes one step back--making the circle even larger.
- This continues until the ball is dropped, at which point we say "Good job, nice try!" and the group returns to the center to try again.

At-Home Accommodations

• You can use any tossable object to play this game. Balls work well outdoors, but if you're playing indoors, try using a soft object such as a balled up sock!

Challenge ideas

- Try playing this game while standing on one foot.
- Add throwing challenges to the game. For example, only throw with your non-dominant hand, or throw under your legs.

Game Variations

- Play "soccer style" and kick the ball on the ground instead of tossing it. If the next person has to take more than one step to receive the pass, start over!
- Play "football style" and punt the ball with your foot instead of tossing it. If the next person drops the punt, start over!
- Instead of taking just one step back each round, the leader can choose to say any number up to 10. All players will take that number of steps back!

Popcorn



of people to play: 1+ Best for ages: 5+

Equipment needed: 1 ball **Setup/Teaching Time:** 1-2 Minutes

Before You Start

 Get a ball or soft throwable object and a few people to play with (you can also play this game on your own!)

Set Up

• Find an area with space for your group to make a circle - preferably with a high ceiling. Playing outside works great, too!

How to Play

- One person starts the game by throwing the ball in the air, clapping one time, and then catching the ball.
- Once you've tried it one time, pass the ball to the person next to you in the circle so they can try. Continue this all the way around the circle, giving everyone a turn.



- If you drop the ball or don't clap the correct number of times, you were unsuccessful and that's okay.
- When it gets back to the first person, check in with everyone. If you successfully clapped and caught the ball, move up to Level Two. If you were unsuccessful, stay on Level One.
- Level Two means that you'll try to clap two times before catching the ball. Level Three means three claps, Level Four means four claps, and so on.
- Each time the ball comes to you, try the level you are on. If you're unsuccessful, stay on the same level and try again when the ball makes it back to you.
- The goal of the game is to see how many claps you can work up to and still catch the ball each time.
- If you're playing on your own, just work your way up and see how many claps you can get to!

At-Home Accommodations

- Ball up a sock or crumple up a piece of paper to use as a ball.
- Play outside for more space.

Challenge ideas

- How many claps can you do?
- How quickly can you get to # of claps?
- What other actions can you do while the ball is in the air? Spin around, clap behind your back, etc.

Game Variations

- Give everyone a ball and race to a certain number of claps.
- Partner up and pass to your partner. They'll try to clap before they catch the ball.

Rock, Paper, Scissors Stretch



of people to play: 2 Best for ages: 6+

Equipment needed: None **Setup/Teaching Time:** 3 minutes

Before You Start

- Make sure everyone knows how to play Rock, Paper, Scissors!
 - o Rock make a fist with your hand. This is more successful than Scissors.
 - o Paper hold your hand out flat. This is more successful than Rock.
 - Scissors make a scissor shape with your first two fingers. This is more successful than Paper.
 - To play, chant "Rock Paper Scissors Go!" while gently placing a closed fist on your open palm. On "Go!", reveal your choice of Rock, Paper, or Scissors.

Set Up

 Identify an open space where both participants will have room to stretch out their legs.

How to Play

- The goal of the game is to stay balanced without falling over. Try to stay balanced longer than your partner!
- Start out by facing your partner. Play a game of Rock Paper Scissors.
- Each time you win a game of Rock Paper Scissors stay where you are--you don't need to move your feet!
- Each time you lose a game of rock paper scissors stretch out by one foot length.
 - One way to do this is to simply take a step back with your back foot, keeping your front foot in the same spot. Each time you lose a game, your back foot goes further back and your front foot stays in the same place!
 - To more precisely stretch out the same distance each time try this: swing your front foot behind your back foot and touch your toe to your heel.
 Leave that foot there and slide your new front foot up to your partner's toes.
- Keep playing Rock Paper Scissors and stretching out after each round! The game goes until someone falls over, holds onto something for balance or can't stretch any further.

At-Home Accommodations

 Consider moving furniture to make sure each partner has enough space to stretch.

Challenge ideas

- How far can you stretch?
- Can you play a perfect game without ever having to stretch out?

Game Variations

• Play with 3 people at once. Stretch out for each person who beats you in Rock paper Scissors. For example, if two people play paper and one plays Rock, the person who played Rock would take two steps back!



Blizzard (Challenge Game)



of people to play: 1-10 Best for ages: 5+

Equipment needed: 1 piece of paper **Setup/Teaching Time:** 1-2 minutes

Before You Start

• Find an open space large enough for the group to stand in a circle.

Set Up

• Take the piece of paper and create small rectangles (about 2 inches wide by ½ inches tall). You can rip the paper or cut it with scissors. These rectangles will be the "snowflakes."

• Stand with the group in a circle in the middle of the designated open space.

How to Play

• For the first round, choose someone to hold one of the "snowflakes." When everyone is ready, throw the "snowflake" as high as you can into the air.



- As the "snowflake" floats down, work together with your team to catch it before it hits the ground.
- If you are able to catch it before it hits the ground, you move up to the next level! To move to the next round, everyone shouts "Just One More!" Add one more "snowflake"--this will be thrown with the first "snowflake."
- During the second level, you must catch BOTH "snowflakes" to move up, during the third level you must catch ALL three to move up, the fourth you must catch ALL four... and so on.
- If at any time you throw the "snowflakes" into the air and the team is unable to catch ALL the "snowflakes," that's alright! Try that level again using the same number of "snowflakes."
- Keep playing and get creative with how you work together to catch them all!

At-Home Accommodations

 Try dropping them all from a higher spot for everyone below you to catch. Make sure you consider safety when choosing a higher spot to drop "snowflakes" from!

Modifications for Social Distancing

 Play with your own set of "snowflakes" or on a team of 2 and compete to see who can catch the most.

Challenge ideas

- How many "snowflakes" can your group work up to?
- How many can you catch without using your hands?

Game Variations

- Play in smaller groups, with a partner, or on your own.
- Cut paper into decorative "snowflakes" to use! Make this an activity before the game.

Concentration Ball



of people to play: +2 Best for ages: 6+

Equipment needed: Soft ball that can be **Setup/Teaching Time:** 30-60 seconds

easily thrown or caught

Before You Start

- Explain how to make a good underhand toss with eye contact.
- Explain that players have to say the intended recipient's name before throwing.
- Make sure players know to throw gently!

Set Up

• Identify an open area where players can form a small circle.

How to Play

• You pick a theme such as animals, cars, sports, colors, fruits, singers, etc.



- One person starts with the ball and says something that fits the theme (such as "cat" if the theme were animals), then says the name of someone in the circle and tosses them the ball.
- That person must say the name of a different person/object/animal in the theme, followed by the name of another player, and toss the ball to that person.
- You may not repeat answers and you only have 3 seconds to say yours!
 - If a player repeats an answer or can't complete their turn within the allotted time, they must complete 5 jumping jacks before rejoining the circle!
- Once three people get stuck, switch to a new theme!
- If someone drops the ball or misses a catch, they are the only one who should chase the ball to put it back in play.

At-Home Accommodations

- If there is no ball available, roll up a sock to use as a soft throwable object.
- If using a ball or soft object, avoid areas with windows, glass objects, etc.
- Play sitting down if space is limited indoors!

Modifications for Social Distancing

- Instead of throwing a ball/soft object, one can point or throw an imaginary ball.
- Can be played via Facetime, Google Hangout, Zoom, etc. Instead of throwing the ball players can simply say the next person's name.

Challenge ideas

- Endurance: Try to get to 20 total of whatever theme is chosen! (Example: 20 animals are named before someone makes a mistake or takes longer than 3 seconds to respond).
- Timed: try to get 20 total of whatever the theme is spoken within 20 seconds!

Game Variations

- For younger players, you may have them hand or roll the ball to each other instead of throwing.
- Add a rule that you may not throw the back to the person that tossed it to you!
- Elimination Round: If someone takes too long, they are eliminated. The last person in the game gets to pick the next theme. All players rejoin for the next round!

Giant



of people to play: 4+ Best for ages: +4

Equipment needed: None **Setup/Teaching Time:** 3 minutes

Before You Start

• Identify the clear boundaries of the game and make sure players know of any off-limits spaces (under furniture, leaving the room etc.).

• Make sure all students understand how Villagers get "caught" and how to get back in.

Set Up

• Identify an area where players can safely crawl. Ideally there will be obstacles to crawl around.

• Identify where Villagers go when they get caught.



How to Play

- The Leader is the Giant, all other players are Villagers.
- The Giant starts on the edge of the space and says "Fee, Fie, Foe, Fum, Freeze!" to start the game. Villagers may crawl around the space until the Giant says "Freeze!"
- While frozen, Villagers must stay totally still and silent!
- After saying "Freeze!", the Giant can take up to three giant steps to tag as many frozen Villagers as possible. Villagers cannot move away from the Giant!
- Villagers must return to their seat (or the designated "caught" area) when they are:
 - Tagged by the Giant.
 - o Caught moving by the Giant OR any adults in the room.
 - Caught making noise by the Giant OR any adults in the room.
 - Caught moving on their feet (running) instead of crawling by the Giant OR any adults in the room.
- After the Giant takes three steps and tags as many Villagers as possible, the
 next round will start! The Giant will start from the place they ended after their
 three steps. The Giant will say the phrase, and Villagers can move until the Giant
 says "Freeze!"
- Repeat until either all Villagers have been tagged OR the Giant was unable to tag a Villager in that round.
 - Tagged Villagers may return to the game after a round when the Giant is not able to tag anyone (and no one is caught moving or making a noise)!

At-Home Accommodations

 This game can be played inside or outside! Choose a space where players can crawl safely. If you are using a smaller room, have the Giant take smaller steps or heel-toe steps!

Modifications for Social Distancing

Remove tagging and have the Giant close their eyes while saying their phrase.
 After saying "Freeze!", the Giant will open their eyes and take their three steps. While doing this, the Giant should try to catch villagers moving or making sounds!

Challenge ideas

Challenge the Giant to take more or less steps each round!



Game Variations

- Select a new Villager to be a new Giant after each game!
- Have Villagers move in a different way Heel-to-Toe walking, Fire Feet, hands must touch the floor, etc.
- Roll a dice to see how many steps the Giant can take!
- When the Giant tags a Villager, the Giant must win a round of Ro-Sham-Bo (Rock Paper Scissors) to be successful. Otherwise, the Villager "escapes!"

Recycle Ball



Can be played as just a game OR to help clean up!

of people to play: 2 Best for ages: 3+

Equipment needed: Setup/Teaching Time: 5 minutes

Playground ball/soft throwable object and recycling bin or box

Before You Start

- Everyone should sit in a big circle.
- Emphasize the importance of cheering others on and using positive language!

Set Up

Place a recycling bin/bucket/basket in the middle of the circle.

How to Play



- The ball is passed around the circle while the group sings a song. When the song ends, whoever is holding the ball gets to stand up and try to throw the ball into the recycling bin!
- Practice passing the ball hand to hand while singing a song. Song examples:
 "Happy Birthday," "Alphabet Song," "Row Your Boat"
- Emphasize that the only time someone should stand is if they are holding the ball at the end of the song.
- The player holding the ball at the end of the song gets to stand up to toss the ball/object into the bin.
- Only the leader can get up to retrieve the ball from the recycling bin.

At-Home Accommodations

- Ball up a sock to use as a soft throwable object rather than a ball.
- Clean up fun! Use this game to return toys into toy box/basket, clean up after a meal, etc.

Modifications for Social Distancing

- Players should maintain at least 6 feet of distance while sitting in the circle.
- Toss or roll the object (practice tossing "nicely" with the idea that the person can catch the object).

Challenge ideas

- Give yourself a time limit of 30 seconds to make it around the circle!
- Try to finish the game with everyone standing on one leg!
- Players can only use their non-dominant hand.
- If all the toys are picked up and the room passes "inspection," you earn a "reward"- (rewards can be a parent reading a book to them, making homemade cookies, 15 min of tablet/electronic time, etc.)

Game Variations

 Let each player try tossing into the bin before starting the game and make sure everyone shouts "Good Job _____, Nice try!" for each person.

Red Light, Green Light



of people to play: 2+ Best for ages: 4+

Equipment needed: None **Setup/Teaching Time:** Under 5 minutes

Before You Start

 Make sure everyone knows the rules and what happens if players move on a 'Red Light.'

• Make sure everyone knows how to move safely throughout the designated space.

Set Up

• Clearly define the playing area with a designated start line and finish line. (You can use a wall, a natural boundary, or cones).



How to Play

- Begin with everyone along the start line.
- When you say 'Green Light' everyone will move towards the finish line.
 - Make sure you tell players how they should be moving during the Green Light!
 Let them know if they should be using running feet, walking feet, or another option like skipping.
- When you say 'Red Light' everyone must immediately stop and freeze.
 - If you see players are still moving after you call 'Red Light', they must go back to the starting line.
- Start a new round when everyone gets across the finish line or when most players make it across the finish line.
- The first player to reach the finish line can be the new leader! If they have already had a turn, the next player to cross the finish who has not yet been the leader should have a turn.

At-Home Accommodations

Use walking feet if playing indoors.

Modifications for Social Distancing

• Spread players out on the line to increase distance between players. Have players stand at least two arms-lengths away from each other.

Challenge ideas

- Introduce new colors of light to include different types of movement! For example:
 - Run on Green Light
 - Walk heel to toe on Yellow Light
 - Bunny Hop on Purple Light
 - Other movements: skip, gallop, tip toe, etc.

Game Variations

- The leader can designate themself as the finish line. This enables the game to
 move around so that when players get close to the finish line (the leader), the
 finish line moves farther away.
- For the hearing impaired, you can turn your back towards the group for red light and turn around (face your group) for green light.

Seven



of people to play: 2+ Best for ages: 6+

Equipment needed: None **Setup/Teaching Time:** 2 minutes

Before You Start

• Choose one player to start the game.

Set Up

Arrange all players in a circle (sitting or standing).

How to Play

- The goal of the game is to work together as a group and count up to 7.
- Starting with the number 1, go around the circle and count up to 7 by having each person say one number. If there are fewer than 7 players, continue to go around the circle again (as many times as necessary!) to reach 7.
- When you get to 7, stop counting. The next person in the circle will come up with a sound or action to replace one of the numbers between 1 and 7.



- For example instead of saying the number 3, make the sound of a cow, or instead of the number 5, do a jumping jack.
- When the group knows the new rule, begin counting again starting at 1.
- When it comes to the number a rule was created for, make the sound or do the action instead of saying that number.
- If someone forgets the sound or action for a number, say "good job, nice try" and the group starts over from 1.
- Each time you get to 7 without making a mistake, add another rule (each new rule is added to your current rules it doesn't replace rules already in place).
- Go until every number has been replaced!

At-Home Accommodations

- Play around the dinner table or in the living room.
- Play it virtually! Start a video call with a few friends and decide on an order to go in.

Modifications for Social Distancing

• To play with social distance, make sure all players in the circle are at least 6 feet apart from their neighbors.

Challenge ideas

- Can your group make a rule for every number?
- Try playing with more numbers than seven (10, 15, or 20). How many rules can your group remember?

Game Variations

• For a silly twist, if someone giggles laughs or makes a mistake, have them do a lap around the group or 5 jumping jacks before continuing.

This is My Nose



of people to play: +2 Best for ages: +8

Equipment needed: None **Setup/Teaching Time:** 3 minutes

Before You Start

- The group stands shoulder to shoulder.
 - All players stand in a straight line, in a semicircle, or a circle so the leader can see everyone and identify who's made which sign.

Set Up

• A space big enough for everyone to line up or circle up in comfortably!

How to Play

- The goal of this game is for the leader (the person in the middle of the circle) to try and trick someone in the circle into saying the wrong body part (Example: calling their nose a nose when they were supposed to say elbow!).
- The leader starts in the center, walks up to a player in the circle, points to their elbow and says: "This is my nose."



- The player must point to their nose and say: "This is my elbow."
- The leader goes up to another player, points to another body part and misnames it.
- In order to move out of the middle, the leader must make a player in the circle mess up by saying/pointing to the wrong body part. The leader can then join the circle!
- When a player makes a mistake, they become the new leader and move to the center of the circle.

At-Home Accommodations

• Play sitting down if space is limited indoors.

Modifications for Social Distancing

Players should stand/sit 2 arm's-lengths apart.

Challenge ideas

• Play the game while standing on one leg!

Game Variations

- Players can point to objects in the room rather than body parts.
- Choose a category of objects for the round. Examples: only say/point to kitchen objects, objects bigger than your head, etc.

Up Down Stop Go (Brain Break)



of people to play: 2+ Best for ages: 5+

Equipment needed: None **Setup/Teaching Time:** 2 minutes

Before You Start

- Demonstrate the appropriate (opposite) actions for "up", "down", "stop", and "go".
 - "Up" Players squat down
 - o "Down" Players jump, or stretch up as high as possible
 - "Stop" Players move around the play area in a specific movement (walking, jogging, running, hopping, etc.)
 - o "Go" Players freeze
- Explain that players who make a mistake should complete a task (ex: 5 jumping jacks) before returning to the game.
- Do a practice round first so that all players understand the commands and the movements that go with them. Make sure players understand what to do if they make a mistake!



Set Up

• Have all players stand around the room and designate a caller.

How to Play

- Caller calls out the commands "up", "down", "stop", or "go" one at a time.
- For the first few minutes, the caller watches the group and stops the game when a player makes a mistake, giving them time to complete their task (for example, 5 jumping jacks) and join back in.
- After a few minutes, the caller should not need to stop for mistakes and should continue calling while players who made a mistake complete their task. Those players should join back in as the game continues!

At-Home Accommodations

• Run in place rather than freely moving throughout the home.

Modifications for Social Distancing

All players stand 6 feet apart.

Challenge ideas

How many commands can the entire group get through before a mistake occurs?

Game Variations

- Use literal commands (up means up, down means down, etc). Use only two commands to start. Then mix up all four commands.
- Have the caller use various speeds.

This Playworks Play at Home Playbook is proudly supported by our incredible funding community.



Mindfulness for Children











Mindfulness: Journaling, Breathing and More!

Overview

Our skills for managing stress, anxiety, excitement, and many other emotions are always with us, but it takes practice to learn how to access and call upon these tools. Teaching children simple skills in emotional awareness and mindfulness at a younger age helps them to craft lifelong, healthy habits and better manage the ebb and flow of life.

Take Action

Mindfulness is the practice of being fully present in the given moment while working to identify and be aware of our own feelings and emotions. Mindfulness can be practiced in many ways - try one of the activities or develop a practice of your own.



Journaling

Often, children feel safer and more open to exploring their thoughts and feelings when they can do so in a private place such as a journal. Journaling helps us us to

dig deep into what is important to us in each moment and offers a space for reflection.

Allow children to choose or create a special journal for their thoughts.

Whether it's a journal created out of printer paper and a stapler, an old notebook in the back of the closet or digital - give children an opportunity to make it their own. Paint, collage, doodle or draw - creating a space that feels the most comfortable and unique to them.

Start by offering prompts. Begin with topics such as self-esteem, self-reflection, story-telling, etc. to help children get a jump start in their writing and reflection. Invite children to utilize the prompts or journal on a topic most important or top of mind for them. Looking for examples? Try out some of these:

- What makes you happy?
- Who do you look up to and why? Do you share any traits with this person?
- What is something you learned about yourself this week?
- Write something that makes you special.
- Trace your hand and write 5 things you like about yourself on each finger.
- Write 3 things that you are grateful for today.
- If you could have one superpower what would it be and why?
- Write your favorite thing about an important person in your life.
- Describe a time you noticed someone struggling and how you helped them feel better.
- Make a list of kind actions that you can and have performed for others.
- What is your favorite memory? Why is this your favorite memory? How did you feel at this time?
- Why is it important to thank others? What does it mean to be thankful?
- What is your favorite way to make other people smile?

Lead by example by offering to journal together. Modeling these practices

helps children to formulate their own. Journaling together can be a great way to connect with others and explore empathy. Start by choosing a prompt. Offer to journal separately for a few minutes. Come back together and offer to talk about it. Make it clear that discussing what everyone wrote is optional and not necessary for those who do not wish to share.

Breathing Exercises

Deep and thoughtful breathing exercises help to calm the nervous system and can act as a "reset" in times of unrest. Often times, we do not think or pay attention to our breath, but it is amazing what even just 60 seconds of conscious breath will do for you both physically and mentally. Diaphragmatic breathing is a simple technique to promote relaxation and mindfulness that focuses on the expansion of the abdomen and diaphragm instead of the chest. This allows children to focus on longer, deeper breathes, rather than short and shallow breaths. Individuals will sometimes count to four or five for the inhalation and then back down to zero with each exhalation. This can help to match each breath.

Blow Out the Birthday Candles: Stick your hand out and use slow deep breaths to blow out the birthday candles. Lower one finger down at a time while you exhale. Repeat several times.

Deep Belly Breathing: The fullest inhales come from the depth of our bellies. Bringing awareness to the rise and fall of our bellies can bring us a sense of calmness and can slow our breath down in times of stress. Place one hand on your belly and one hand on your heart. On the inhale breath from the very bottom of your belly and feel how your belly rises. On the exhale, bring attention to the feeling of release as your belly falls. Repeat several times.

Hot Air Balloon Practice: Sitting in a comfortable cross-legged position, start by cupping your hands round your mouth. Take a deep breath in through your nose and slowly start to blow out through your mouth, growing your hands outwards in time with your exhale as if you are blowing up an enormous hot air balloon. This long deep exhalation as you blow up your hot air balloon has a relaxing effect and the image is incredibly vivid for children's imaginations.

Bumble Bee Breathing: Sitting comfortably with your legs crossed, breathe in through your nose, then with fingers in your ears hum out your exhalation. The comforting sound and vibration has a calming effect.

Other Mindfulness Exercises

Opportunities to practice mindfulness are all around us! Almost any activity can be turned into a mindfulness activity just by placing the intention behind it.

Art: It may seem simple, but drawing and doing other art projects can be very calming and a great outlet for self-expression. No need to buy any fancy art supplies, a pencil and paper will do! To learn more about the psychological benefits of art read, <u>15 Art Therapy Activities, Exercises & Ideas for Children and Adults</u> from Positive Psychology.

Movement: Movement gets our blood flowing and releases endorphins that make us feel lighter and happier. Whether it is through dancing, walking, jumping, or playing, physical activity has incredible benefits for the mind. Ready to step out of your comfort zone and try something new? Practice simple yoga poses with your children to incorporate mindfulness through breath and movement. Help children identify their feelings for themselves and others by exploring empathy through

physical activity.

Sensory Play: <u>Sensory play</u> brings awareness to one's place in the physical world through abstract activities. Create a sensory bin for children to explore their senses and gain a better understanding of themselves in relation to their physical environment.

Mindful Eating: Mindful eating is a mindfulness practice that helps children develop a deeper connection with food and begin to create lifelong, healthy habits. It encourages children to focus on the present - noticing thoughts, feelings and physical sensations.

Social Emotional Health Highlights

Activities such as these help children develop...

Self-Management and Self-Awareness: Practicing mindfulness allows children to begin identifying feelings and better control emotions while re-centering attention onto the present moment. Helping children to better understand how feelings and emotions influence behavior equips them to make responsible decisions to control impulses and communicate effectively. Mindfulness exercises are also a great way to support children in setting and working towards personal goals.

Relationship Skills: Learning how to communicate one's feelings and emotions can be difficult, but mindfulness techniques such as journaling and breathing can give children the skills they need to identify their emotions and communicate them when necessary. Mindfulness activities also help children develop skills in problem solving and analyzing situations by helping them better communicate and interact with others.

Tips



Lead by example. Try to practice mindfulness yourself! As adults, it is much easier to invest energy into our children when we invest energy into ourselves.



Create a designated space for you and your child to practice mindfulness. This space does not have to be large and can even be a corner of your living room! Ask for ideas on how to make the space more calming and inviting for you and your children.



Offer mindfulness practice as an activity, but never force a child to participate. Use mindfulness for positive reinforcement only, do not use it as a punishment or in any negative context.



Share your own experience with mindfulness with your children. Explain how mindfulness helps you. Maybe share a story about a time when practicing mindfulness helped you through a challenge or a tough time.

For more activities and ideas like this one, be sure to <u>sign up for our news and updates</u>. And if you like what you see, please <u>donate to support our work</u> creating more ways to help build a healthier future for kids.

Resources

Mindful Remote Learning (Yoga Foster) Mindful Schools

Mindfulness Resources (Alo Gives) Wellness and Social Emotional Learning

Resources (Breathe for Change)

Mindfulness with Flow (Go Noodle) Digital Journaling Apps and Online

Resources (Common Sense Media)

Related Activities

Yoga for Children

It's often assumed that one must already be flexible and physically fit to participate in yoga. One of the many great aspects of yoga is that it can be modified to fit the age, goals and abilities of almost anyone.

Exploring Imagination: Play Based Yoga

Use the imagination to soar off on new adventures while stretching the body and calming the mind!

Easy, On-the-Go Play Activities

Turn travel time—whether on foot or in the car—into playtime using these fun, imaginative activities!

Sensory Play

Help kids get in touch with their senses by facilitating sensory play using interesting materials to create tactile and visual experiences.



Family Activities

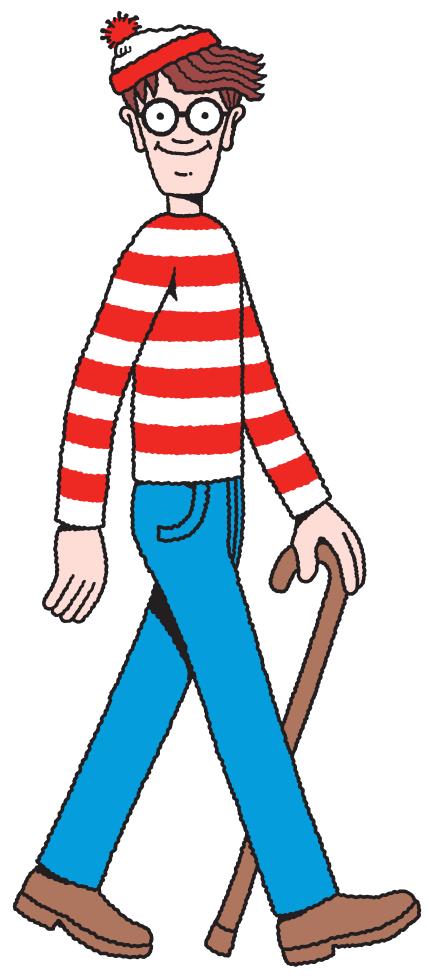








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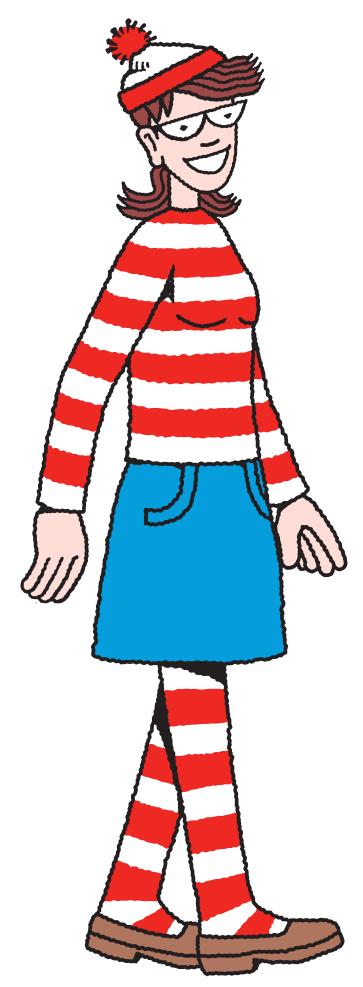


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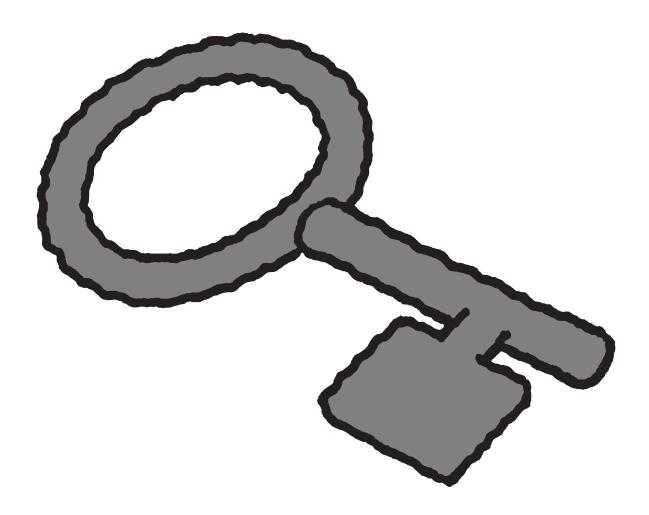






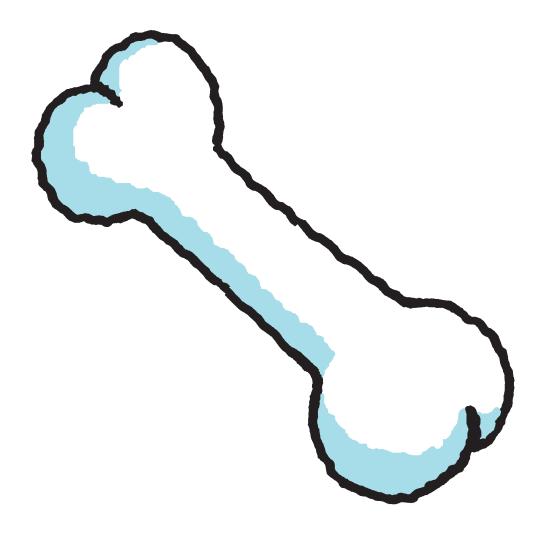


WALDO'S KEY



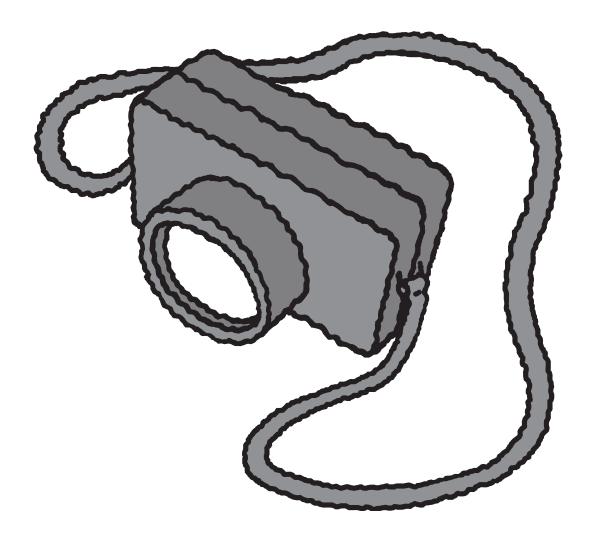


WOOF'S BONE





WENDA'S CAMERA



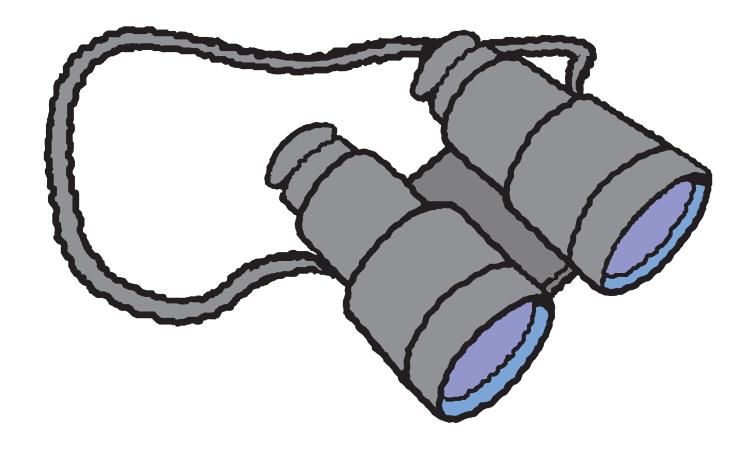


WIZARD WHITEBEARD'S SCROLL





ODLAW'S BINOCULARS





TALKING IS TEACHING: TALK, READ, SING FAMILY STAYCATION KIT









HI PARENTS AND CAREGIVERS.



Are you inside with the kids today? Someone's sick? Raining outside? Something else keeping you inside?

This booklet provides 10 ways you can talk, read, sing, and play your way through the day—just with things you might already have at home.

Pick and choose the ideas that work best for your child's age and interests. And follow your child's lead on other ways they want to play!

LOOK OUT
FOR THE "LET'S TALK!"
SUGGESTIONS ON EACH PAGE FOR
WORDS AND PHRASES YOU CAN USE
TO BUILD YOUR CHILD'S
VOCABULARY, TOO.



For more ideas, please visit www.talkingisteaching.org.

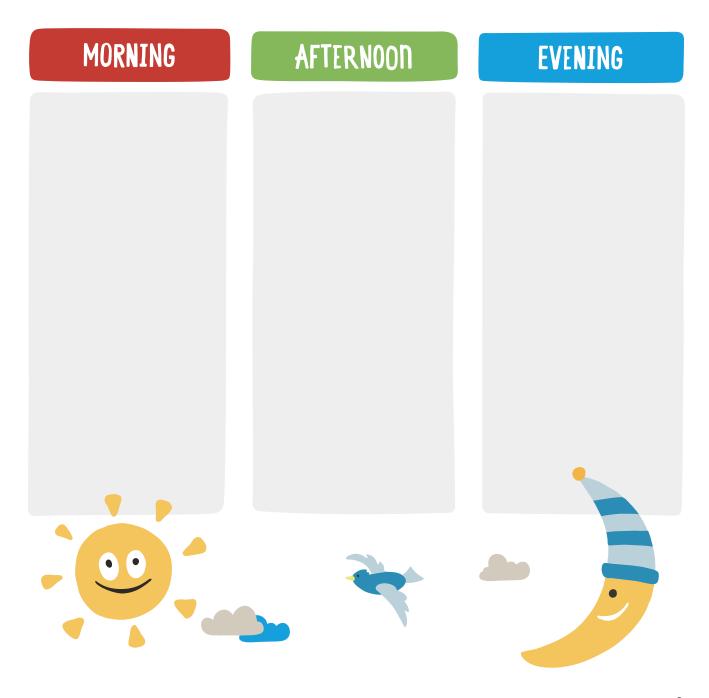






OUR INDOOR SCHEDULE: PLANNING AHEAD

Planning for the day can make it easier to create a routine for your child. It can also build excitement for all the fun activities ahead! Use this chart to write down your schedule with activities in this booklet. Depending on your child's age, you can also talk about and create your plan together!



LET'S WASH OUR HANDS!

It's important to stay clean and wash our hands often throughout the day, especially before eating, and after playing and using the bathroom. Here's a way to make handwashing fun through singing!



WASH, WASH, WASH YOUR HANDS WASH THEM EVERY DAY SCRUB IN AND OUT AND ALL AROUND KEEP DIRTY GERMS AWAY!



LET'S TALK!

Scrub the top of our hands, under fingernails, the inside of our palms, and in between our fingers.

Let's lather our hands by rubbing them together with soap and water!

Let's scrub our hands and make lots of bubbles!

LET'S USE OUR IMAGINATION!



MAKE A FORT

Use chairs and a big bedsheet or blanket to make a fort. Let your child fill it with favorite toys and pretend you're on a camping trip, in a cave, or in a secret hideout!



NOT JUST A BOX

Use all those extra cardboard boxes (and some strong tape) to build just about anything. Can you build a castle? A rocket ship? A boat?

What else?



DRESS-UP TIME

Pick out some costumes or different-sized clothes from the closet. Imagine you're a superhero going on an adventure together!

LET'S TALK!

Let's build something tall. How about something humongous?

Let's pretend we are going to...

Let's imagine we're superheroes. Who are we going to save today?

READ TOGETHER ANYTIME!

Reading together is a wonderful way to bond, learn new words, and bring your child's imagination to life. Cuddle up and enjoy a book during any part of the day together!



ENJOY BOOKS TOGETHER

Allow your child to pick a favorite book to read. It's okay for them to choose the same book over and over again—this helps them learn and build their vocabulary!

WHO, WHAT, WHEN, WHERE, WHY

Between pages, pause often to ask a lot of open-ended questions.





LET'S ACT OUT A STORY

After reading a book together, have fun acting out the story. Talk together about which character you each want to be, what's happening in the story, and where you are!

LET'S TALK!

Let's pick a book to read. Why did you pick this book?

Who is this character? Why does she look happy? Where are they? Let's make up a story!

CREATE KITCHEN CHEMISTRY!

SLIPPERY SLIME TIME

Making slime is a fun way to experiment and explore what happens when you mix together different ingredients. To make slime, mix ½ cup of school glue, 1 teaspoon of baking soda, and 2 tablespoons of contact lens solution. Decorate with glitter and food coloring!

HOMEMADE PLAY DOUGH

With your child, mix 1 cup flour, 1 cup salt, 1 cup water, and 1 tablespoon of oil (canola or vegetable). Stir over medium heat. When it starts to stick together, your homemade play dough is ready!

LET'S GET COOKING

Find a recipe online to bake cookies, bread, or muffins. Work together to measure, count, and mix ingredients.





LET'S TALK!

Let's stretch and pull the slime! What shapes can we make?

How does the play dough feel? Is it squishy? Is it soft?

Let's count the eggs. One, two, three!

SHARE KINDNESS!

We can spread kindness from wherever we are! Use some of these activities to encourage your child to show appreciation and care for others.



CARING NOTES

Provide paper and crayons/markers to draw a picture or write a letter to someone your child cares about. This could be a friend, family member, or a teacher.



PROMOTE POSITIVITY

Write and color kind messages on sheets of paper and tape them on your windows or doors. Brighten up the days of those who walk by!

COMPLIMENT GAME

Sit in a circle with your family. Go around and take turns using words to say something nice about the person next to you. Make sure to say thank you!



LET'S TALK!

Who do you care about? Let's write or draw something nice to send to them. What pictures can we draw to make other people feel happy?

Let's share compliments! I love how you are so...

LET'S MAKE MUSIC!

We can make music anytime, anywhere by using toilet paper rolls to kitchen utensils! Have fun singing with your child, too! Visit www.talkingisteaching.org/spotify to access our free family-friendly playlists.



ROCKIN' FAMILY KITCHEN BAND

Use plastic containers and wooden spoons to make music. Put on a concert with your child as the lead drummer. Using paper and markers/crayons, your child can also make "tickets" to the show!

MAKE YOUR OWN RAIN STICK

Use tape to shut one end of a paper towel tube. Fill it with some rice or beans and tape the other end. Decorate it with pictures or stickers. Shake, twirl, and dance!





YOU SING, I SING

Make up lyrics or sounds ("shalala", "badaba") and sing them in any melody. Take turns copying each other's sounds!

LET'S TALK!

Can you drum fast? Can you drum slowly?

Let's make a loud sound! Now, a quiet sound. What's your favorite song to sing?

BE A HANDY HELPER!

Here are some fun ways you can encourage your child to be handy helpers at home!

CLEAN UP GAME

Pretend you are vacuum cleaners that need to pick up toys, clothing, or other things. Put on a timer and make a game out of putting the items away. On your mark...get set...GO!

FAMILY BINGO

Create a bingo card of chores (clear the table, make your bed, put toys and clothes away, sweep the floor...). When your child gets BINGO (3 in a row), he or she "wins" the game!

SHARING IS CARING

Together, go
through your closet
or bins for clothes
and toys that are no
longer used. Name
each item as you
fill a bag to donate
to a local shelter or
share with friends.





LET'S TALK!

Let's look for toys and put them where they belong!

Let's play BINGO! How many more chores until we win? One? Two? Three? Sharing is caring! What can we find to share with others?

GO ON A SCAVENGER HUNT!

There's so much to see and find—right at home. Here are ways to turn each room of the house into a fun adventure land!



SHAPE ADVENTURE

Have fun looking for shapes all around the house.

Take turns naming different shapes and finding objects that match them.



Write letters and numbers on small pieces of paper. Say a letter or number out loud and have your child search around for it!

I SPY WITH MY LITTLE EYE

Take pictures of small areas in your home, like the corner of your shower curtain. Show these pictures to your child, and have them look for where the pictures were taken!



LET'S TALK!

Let's talk about shapes! A circle is round. A square has four equal sides.

What sound does each letter make?

I spy a square-shaped window. What do you spy?

ENJOY WATER PLAY!

Playing with water can be both fun and calming for your child. It's also a great way to keep your child engaged for a good chunk of time!



SPLISH, SPLASH, LET'S TAKE A BATH

Let your child enjoy a fun bubble bath with toys and bubble wands. Use words like nose, hair, and ear as you place bubbles on each of these parts.

FLOAT OR SINK EXPERIMENT

Place different objects in the bath or a big container of water. Ask your child to predict whether he or she thinks it will float or sink.





BATH TIME FOR OUR TOYS

Give your child a sponge or a cleaning brush to clean her toys with soap and water in the bath or a big bowl. Use words to describe each part of the toy as they scrub.

LET'S TALK!

I see bubbles on your nose, your ears, and now your hair!

Let's predict. Will this float or sink? Why do you think so?

Which of our toys need a bath today?

LET'S GET MOVING!

When you're stuck indoors, moving and dancing can help get everyone's wiggles out. It's also a great way to keep our bodies healthy and strong!

FAMILY DANCE PARTY

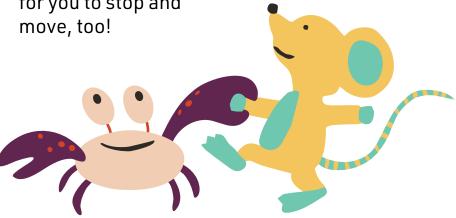
Turn on some music and have fun dancing together. You can even dance from room-to-room in a congaline. Stop the music every once in a while to play "Freeze Dance!"

RED LIGHT, GREEN LIGHT

Find an open area. When you say "green light," your child has to run fast, then stop when you say "red light." Allow your child to say "red light, green light" for you to stop and

ANIMAL MOVES AND GROOVES

Take turns
pretending to
move like different
animals and guess
which animals they
are!



LET'S TALK!

Let's twist, turn, jump, wave, and wiggle all around!

Let's run super fast! Let's move super slooooowly.

Can you slither like a snake? Hop like a bunny? Leap like a frog?



Story Time













TALK, READ AND SING TOGETHER EVERY DAY! TIPS FOR FAMILIES

11

When you talk, read and sing with your child – even before they can use words - you're helping them learn. And making them happier too! Research shows that talking, reading and singing with your child every day from birth helps build their brains as well as important language, math, reading and social skills for use in school and beyond. Talk, read and sing with your child in the language you are most comfortable using.

You probably naturally talk to your baby about the events of the day. Keep doing it, and do it more! The more words and conversations you share together, the better prepared they will be to learn. You are your baby's first teacher!

For children with disabilities or delays, communicate with your service providers and keep each other informed about the strategies you are using to enhance their language environment.

TIPS FOR INFANTS

TALK

- Your touch and voice help your baby learn. Listen to the fun sounds your baby makes and repeat them. When they coo, coo back. Hold their hand gently and when they smile, smile back. Your loving touch combined with this back-and-forth "baby language" are the first steps in talking.
- Everywhere you go, talk about what you see and what your baby is looking at: "Wow, I see the four dogs, too!" "I love that red truck you're playing with. It goes beep beep!"
- Play "Peek-a-boo" while getting your baby dressed. Ask, "Where's (baby's name)?" when you pull a shirt over your baby's head. Then say, "There you are!"
- As you feed your baby, use words to describe what foods taste, feel, and look like. "This yogurt is smooth." "That yellow banana is sweet!"
- Looking into your baby's eyes, holding your baby's hand, and talking to your baby in a high voice are all ways that you can help your child grow up to be a confident, loving adult.

READ

- Read a book or tell a story to your baby every day in whatever language you feel most comfortable – beginning at birth.
- Cuddle with your baby as you share a book. It doesn't matter how
 young your child is; even newborn babies are learning when their parents read with them.
- Point to the book's pictures: "Look, the train goes choo-choo!" Using words to describe what you see builds language.

SING

- Hold your baby close during bedtime and sing a favorite song again and again. Singing the same song can help your baby feel calm and safe.
- Sing silly songs about your day to help get your baby's attention during diaper changing.
- Your baby loves to hear your voice even if you think you can't sing! The sound of <u>your</u> voice is comforting to your baby.

TIPS FOR TODDLERS

TALK

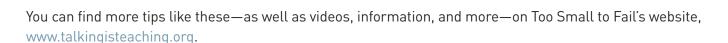
- Everywhere you go, talk about what you see. A stop sign, a traffic light, or a tree might seem boring to you, but it's a whole new world to your child, so teach them about it!
- Young children learn best during playful, everyday activities. Play "I-Spy" in the grocery store together. Choose a color and encourage your child to point out objects that match the color.
- Try some early math activities: point out shapes on your child's plate or around the kitchen. Ask your child, "How many sides does a square have?" "How about a triangle?"
- Play games during bath time to help your child learn new words. Take turns dropping toys in the water. Say, "Watch it sink!" or "It floats!"

READ

- You can inspire a love of books and words in your young child by reading or telling a story together every day.
- Point to the pictures, letters, and numbers in books. Ask open-ended questions as you share the book together. "What do you see? How does he feel? What would you do if you were her? What's your favorite page?"
- Let your child turn the book's pages. It's OK if they skip pages, or like a few pages better than others. You just want your child to get used to touching books.

SING

- Sing during everyday activities like driving in the car, or during bath time. It can be repetitive and simple, like "Wash your toes, wash your nose!"
- Singing songs that have basic counting or rhyming patterns also helps children learn basic math skills. "One, two, buckle my shoe. Three, four, open the door."
- Your toddler loves to get positive attention from you.
 Singing is a great way for you and your toddler to share an activity together.



Every child develops at his or her own pace, but if you are ever worried about your child's development, don't wait! Acting early can make a big difference. Remember, you know your child best. Talk with your child's doctor if you have concerns. Get tips to help you prepare at cdc.gov/Concerned.

For more information on developmentaland behavioral screening, visit Birth to Five: Watch Me Thrive!











Parenting Tips







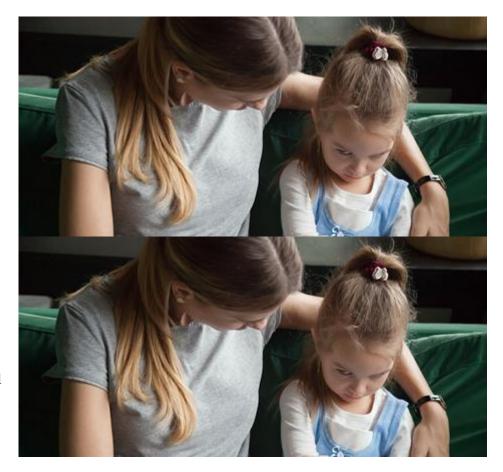


Positive Parenting & COVID-19: 10 Tips to Help Keep the Calm at Home

Calmly teaching your child good behavior can become more difficult, though no less important, during stressful times. The American Academy of Pediatrics (AAP) offers these tips for families facing long periods of time isolated at home during the COVID-19 outbreak.

With schools closing and many parents working at home or facing job uncertainty, it's more important than ever to use positive parenting and healthy approaches to discipline. Some examples:

1. Prevent boredom. Bored or frustrated children are more likely to act out. Many U.S. children have had their lives disrupted--they are out of school, and they can't play with their friends. Try to keep kids busy with a healthy and productive schedule at home.



- **2. Address fears.** Children who are old enough to follow the news may be afraid, for example, that they or their parents are going to die. The medical research about COVID-19 shows that healthy people under 60 are unlikely to get very sick or die. Talk with children about any frightening news they hear.
- **3.** Use time-outs. This discipline tool works best by warning children they will get a time-out if they don't stop. Remind them what they did wrong in as few words—and with as little emotion—as possible. Then, remove them from the situation for a pre-set length of time (1 minute per year of age is a good guide).
- **4. Redirect bad behavior.** Sometimes children misbehave because they don't know any better and need some guidance. Find something else for your child to do.
- **5. Know when not to respond.** As long as your child isn't doing something dangerous and gets plenty of attention for good behavior, ignoring bad behavior can be an effective way of stopping it. Ignoring bad behavior also can teach children natural consequences of their actions. For example, if your child keeps dropping food on purpose, there will be nothing left to eat.
- **6. Praise success.** Children need to know when they do something bad—and when they do something good. Notice good behavior and point it out, praising success and good tries. This is particularly important in these difficult times, when children are separated from their friends and usual routines.

- **7. Allow time for attention.** The most powerful tool for effective discipline is attention—to reinforce good behaviors and discourage others. When parents are trying to work at home with children who are out of school or child care, this can be tough. Clear communication and setting up expectations, particularly with older children, can help with this.
- **8.** Avoid physical punishment. The Academy reminds parents that spanking, hitting, and other forms of physical or "corporal" punishment risks injury and isn't effective. Physical punishment can increase aggression in children long-term, and fails to teach children to behave or practice self-control. In fact, research shows it may harm the child and inhibit normal brain development. Corporal punishment may take away a child's sense of of safety and security at home, which are especially needed now.

The Academy reminds parents and caregivers never to shake or jerk a child, which could cause permanent injuries and disabilities and even result in death. Tips for calming a fussy baby and advice for caregivers who have reached a breaking point can be found here. If you have a friend relative or neighbor with the new baby at home, think of ways you can reach out to provide support during the isolation period.

- **9. Take care of yourself.** Caregivers also should be sure to take care of themselves physically: eat healthy, exercise and get enough sleep. Find ways to decompress and take breaks. If more than one parent is home, take turns watching the children if possible.
- **10. Remember to take a breath.** In addition to reaching out to others for help, the AAP recommends parents feeling overwhelmed or especially stressed try to take just a few seconds to ask themselves:
 - Does the problem represent an immediate danger?
 - How will I feel about this problem tomorrow?
 - Is this situation permanent?

In many cases, the answers will deflate the panic and the impulse to lash out physically or verbally at children.

COVID-19 PARENTING One-on-One Time

Can't go to work? Schools closed? Worried about money? It is normal to feel stressed and overwhelmed.

School shutdown is also a chance to make better relationships with our children and teenagers.

One-on-One time is free and fun. It makes children feel loved and secure, and shows them that they are important.

Set aside time to spend with each child

It can be for just 20 minutes, or longer – it's up to us. It can be at the same time each day so children or teenagers can look forward to it.



Ask your child what they would like to do

Choosing builds their self confidence. If they want to do something that isn't OK with physical distancing, then this is a chance to talk with them about this. (see next leaflet)



Ideas with your baby/toddler

Copy their facial expression and sounds



Stack cups or blocks

> Tell a story, read a book, or share pictures

Switch off the TV and phone. This is virus-free time

Ideas with your teenager

- Talk about something they like: sports, music, celebrities, friends
- Of Go for a walk outdoors or around the home
- > Exercise together to their favorite music

Listen to them, look at them. Give them your full attention. Have fun!

Ideas with your young child

- Read a book or look at pictures
- Go for a walk outdoors or around the home
- Dance to music or sing songs!
- Do a chore together make cleaning and cooking a game!
- > Help with school work

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2 COVID-19 PARENTING Keeping It Positive

It's hard to feel positive when our kids or teenagers are driving us crazy. We often end up saying "Stop doing that!" But children are much more likely to do what we ask if we give them positive instructions and lots of praise for what they do right.

Say the behaviour you want to see

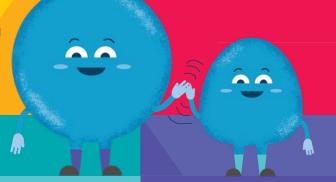
 Use positive words when telling your child what to do; like 'Please put your clothes away' (instead of 'Don't make a mess')

It's all in the delivery

Shouting at your child will just make you and them more stressed and angrier. Get your child's attention by using their name. Speak in a calm voice.

Praise your child when they are behaving well

Try praising your child or teenager for something they have done well. They may not show it, but you'll see them doing that good thing again. It will also reassure them that you notice and care.



Get real

Can your child actually do what you are asking them? It is very hard for a child to keep quiet inside for a whole day but maybe they can keep quiet for 15 minutes while you are on a call.



Help your teen stay connected

•

Teens especially need to be able to communicate with their friends. Help your teen connect through social media and other safe distancing ways. This is something you can do together, too!

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3 COVID-19 PARENTING Structure Up

COVID-19 has taken away our daily work, home and school routines.

This is hard for children, teenagers and for you. Making new routines can help.

Create a flexible but consistent daily routine

- Make a schedule for you and your children that has time for structured activities as well as free time. This can help children feel more secure and better behaved.
- Children or teenagers can help plan the routine for the day like making a school timetable. Children will follow this better if they help to make it.
- Include exercise in each day

 this helps with stress and kids
 with lots of energy at home.

You are a model for your child's behavior

If you practice keeping safe distances and hygiene yourself, and treat others with compassion, especially those who are sick or vulnerable – your children and teenagers will learn from you.

Teach your child about keeping safe distances

- If it is OK in your country, get children outside.
- You can also write letters and draw pictures to share with people. Put them up outside your home for others to see!
- You can reassure your child by talking about how you are keeping safe.
 Listen to their suggestions and take them seriously.

Make handwashing and hygiene fun



Make a 20-second song for washing hands. Add actions! Give children points and praise for regular handwashing.



Make a game to see how few times we can touch our faces with a reward for the least number of touches (you can count for each other).

At the end of each day, take a minute to think about the day. Tell your child about one positive or fun thing they did.

Praise yourself for what you did well today. You are a star!



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4 COVID-19 PARENTING Bad Behavior

All children misbehave. It is normal when children are tired, hungry, afraid, or learning independence. And they can drive us crazy when stuck at home.

Redirect

- Catch bad behavior early and redirect your kids' attention from a bad to a good behavior.
- Stop it before it starts! When they start to get restless, you can distract with something interesting or fun: "Come, let's go outside for a walk!"



Take a Pause

- Feel like screaming?
 Give yourself a 10-second pause.
 Breathe in and out slowly five times. Then
 try to respond in a calmer way.
- Millions of parents say this helps A LOT.

Use consequences

Consequences help teach our children responsibility for what they do. They also allow discipline that is controlled. This is more effective than hitting or shouting.

- Give your child a choice to follow your instruction before giving them the consequence.
- > Try to stay calm when giving the consequence.
- Make sure you can follow through with the consequence. For example, taking away a teenager's phone for a week is hard to enforce. Taking it away for one hour is more realistic.
- Once the consequence is over, give your child a chance to do something good, and praise them for it.

Keep using Tips

- One-on-One time, praise for being good, and consistent routines will reduce bad behaviour.
- Sive your children and teens simple jobs with responsibilities. Just make sure it is something they are able to do. And praise them when they do it!



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5 COVID-19 PARENTING Keep Calm and Manage Stress

This is a stressful time. Take care of yourself, so you can support your children.

You are not alone

Millions of people have the same fears as us. Find someone who you can talk to about how you are feeling. Listen to them. Avoid social media that makes you feel panicked.

Take a break

We all need a break sometimes. When your children are asleep, do something fun or relaxing for yourself. Make a list of healthy activities that YOU like to do. You deserve it!

Listen to your kids

Be open and listen to your children. Your children will look to you for support and reassurance. Listen to your children when they share how they are feeling. Accept how they feel and give them comfort.



Take a Pause

1-minute relaxation activity that you can do whenever you are feeling stressed or worried

Step 1: Set up

- Find a comfortable sitting position, your feet flat on the floor, your hands resting in your lap.
- Close your eyes if you feel comfortable.

> Step 2: Think, feel, body

- · Ask yourself, "What am I thinking now?"
- Notice your thoughts. Notice if they are negative or positive.
- Notice how you feel emotionally. Notice if your feelings are happy or not.
- Notice how your body feels. Notice anything that hurts or is tense.

Step 3: Focus on your breath

- · Listen to your breath as it goes in and out.
- You can put a hand on your stomach and feel it rise and fall with each breath.
- You may want to say to yourself "It's okay.
 Whatever it is, I am okay."
- · Then just listen to your breath for a while.

> Step 4: Coming back

- · Notice how your whole body feels.
- · Listen to the sounds in the room.

> Step 5: Reflecting

- · Think 'do I feel different at all?'.
- · When you are ready, open your eyes.

Taking a Pause can also be helpful when you find your child is irritating you or has done something wrong. It gives you a chance to be calmer. Even a few deep breaths or connecting with the feeling of the floor beneath can make a difference.

You can also Take a Pause with your children!

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COVID-19 PARENTING Talking about COVID-19

Be willing to talk. They will already have heard something. Silence and secrets do not protect our children. Honesty and openness do. Think about how much they will understand. You know them best.

Be open and listen

Allow your child to talk freely. Ask them open questions and find out how much they already know.

Be honest

Always answer their questions truthfully. Think about how old your child is and how much they can understand.

Be supportive

Your child may be scared or confused. Give them space to share how they are feeling and let them know you are there for them.

It is OK not to know the answers

It is fine to say "We don't know, but we are working on it; or we don't know, 'but we think'." Use this as an opportunity to learn something new with your child!



Heroes not bullies

Explain that COVID-19 has nothing to do with the way someone looks, where they are from, or what language they speak. Tell your child that we can be compassionate to people who are sick and those who are caring for them.

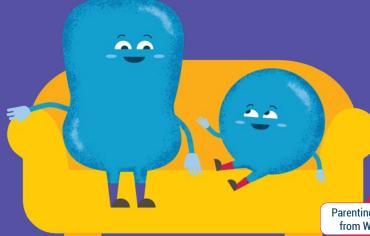
Look for stories of people who are working to stop the outbreak and are caring for sick people.

There are a lot of stories going around

Some may not be true. Use trustworthy sites:

https://www.who.int/emergencies/diseases/novel-coronavirus-2019/advice-for-public

https://www.unicef.org/coronavirus/covid-19 from WHO and UNICEF.



End on a good note

Check to see if your child is okay. Remind them that you care and that they can talk to you anytime. Then do something fun together!

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Social Stories





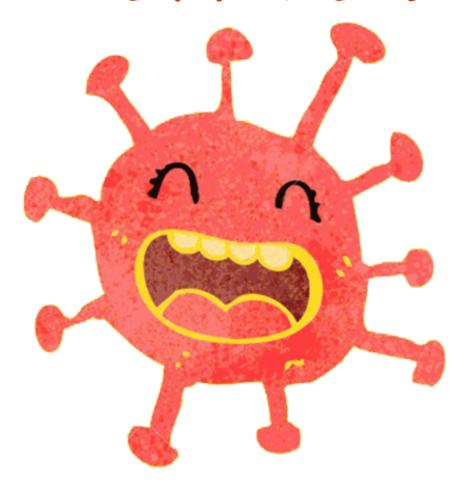






HELLO!

I am a VIRUS, cousins with the Flu and the Common Cold



My name is Coronavirus

MANUELA MOLINA - @MINDHEART.KIDS

WWW.MINDHEART.CO

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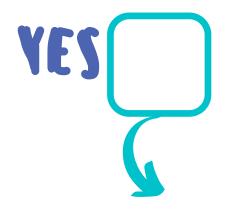
I love to travel...



and to jump from hand to hand to say Hi



Have you heard about me?





And how do you feel when you hear my name?



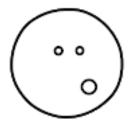
Relaxed



Confused



Worried



Curious

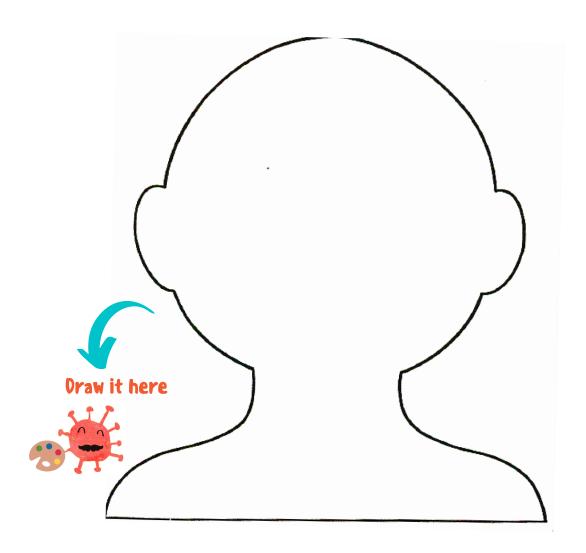


Nervous



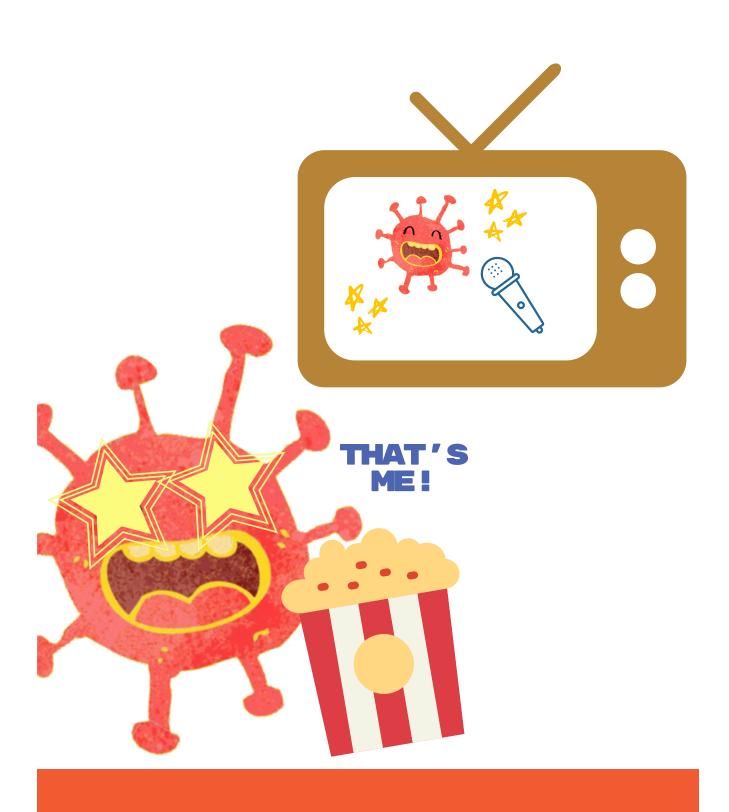
Sad

I can understand you feel...

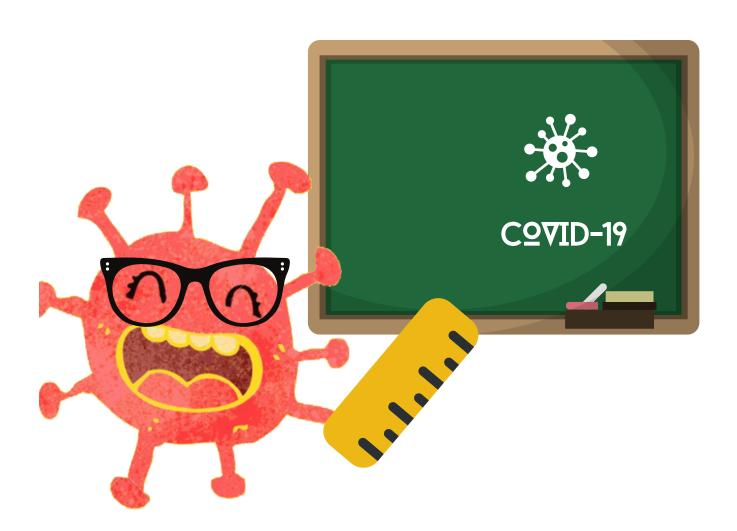


... I would feel the same way

Sometimes adults get worried when they read the news or see me on TV



But I am going to explain myself...



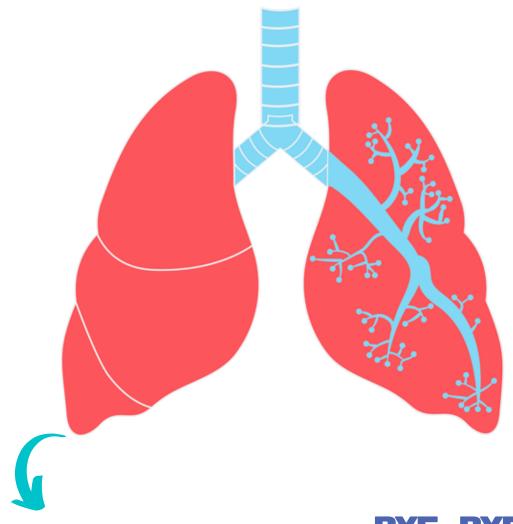
So you can understand...

When I come to visit, I bring...





But I don't stay with people for long, and almost everyone gets better



Just like when you get a scrape on your knee and it heals



Dont you worry!

The adults who take care of you:

will keep you safe



And you can help...



4

By washing your hands with soap and water while singing a song



You can sign your favorite song, the happy birthday song, or the alphabet song





By using hand sanitizer and letting it dry on your hands



Without moving them count to 10

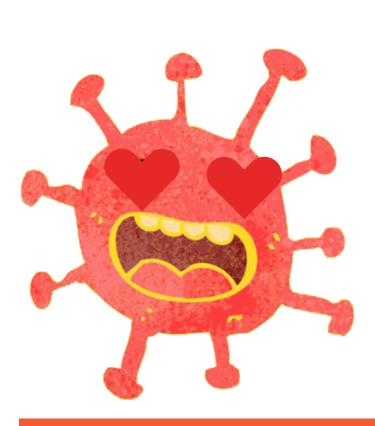
1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Once your hands are dry you can get back to playing!!

If you do all that I will not come to visit

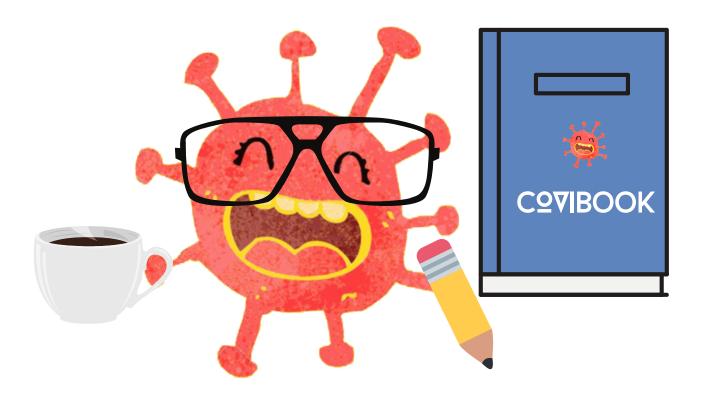


while the doctors work to find a vaccine that will allow me to say hi without getting you sick.





THE END



Download this PDF here:

www.mindheart.co/descargables

Author:

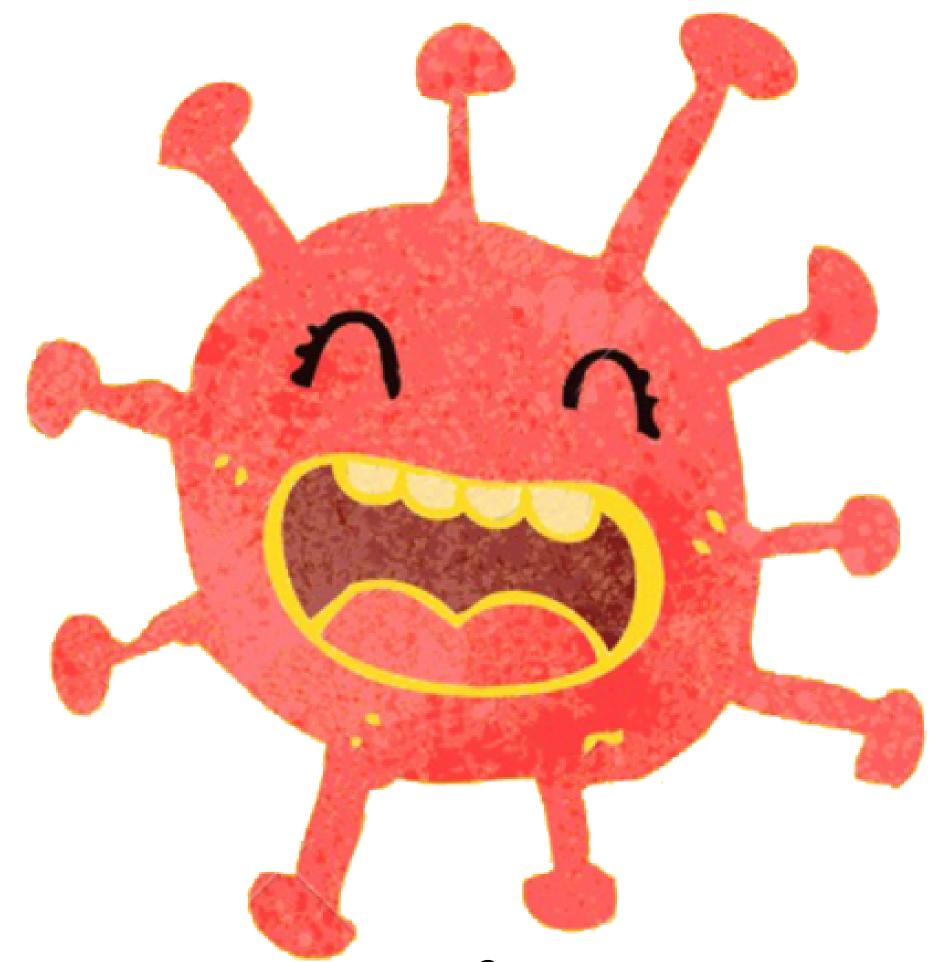
Manuela Molina Cruz

Instagram: @mindheart.kids

manuela_825@hotmail.com

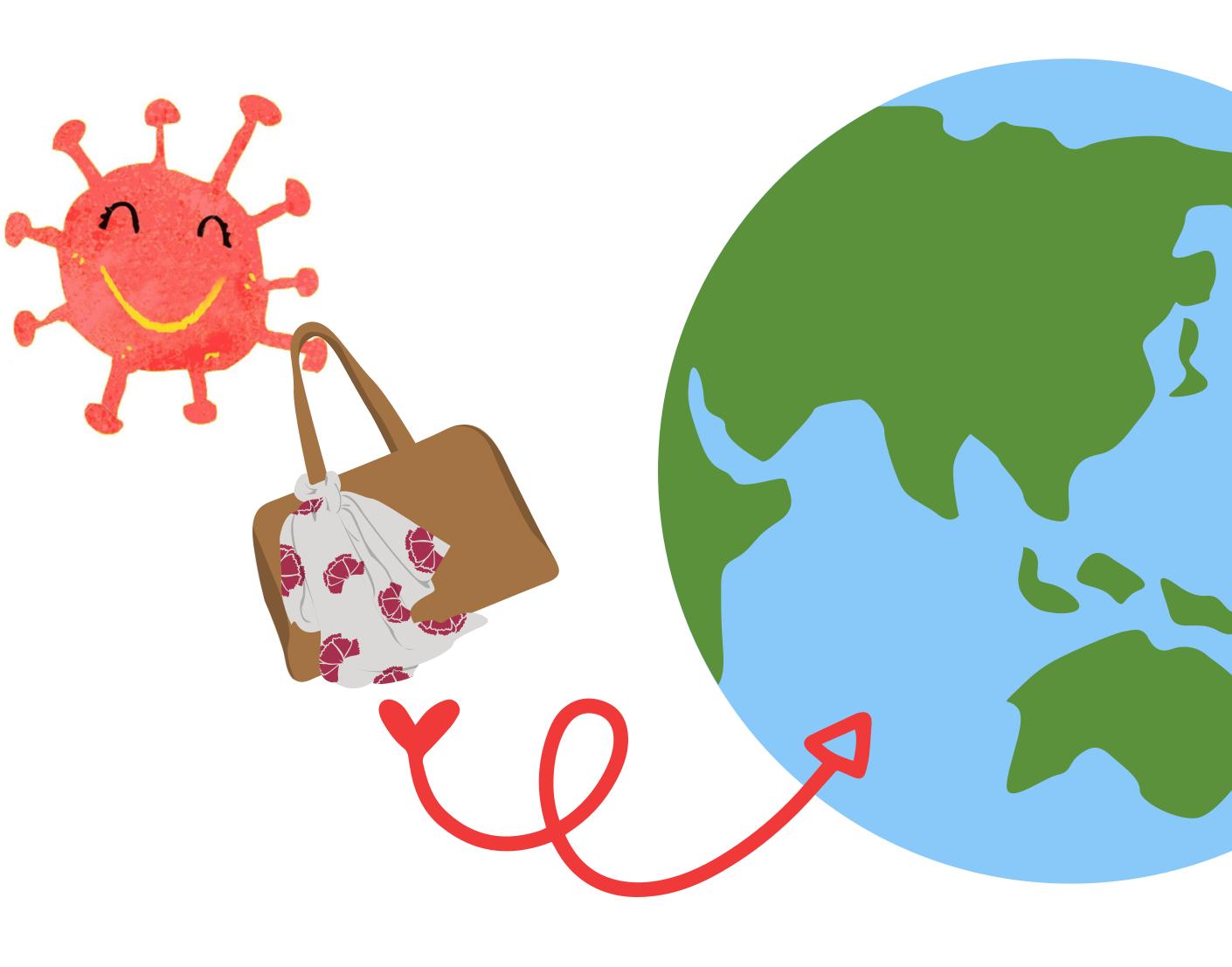
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soy un VIRUS, primo de la gripa y el resfriado...



Y me llamo Coronavirus

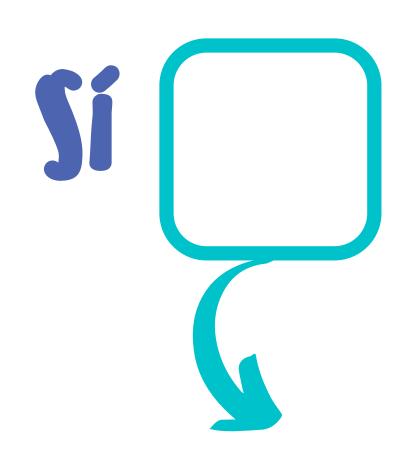
Me encanta viajar...



y saltar en las manos de las personas para saludar



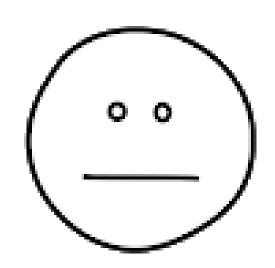
¿Has escuchado hablar sobre mí?



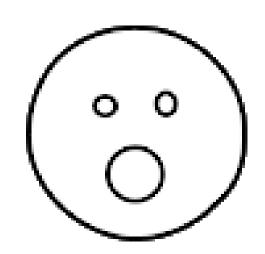
¿Y cómo te sientes cuando me escuchas nombrar?



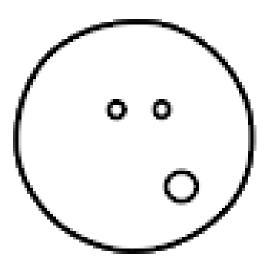
Tranquilo



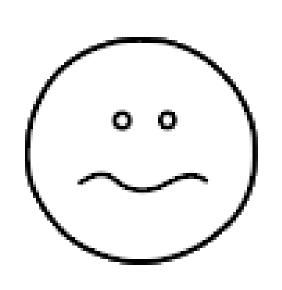
Confundido



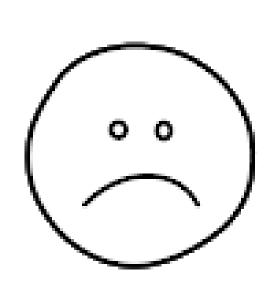
Preocupado



Curioso

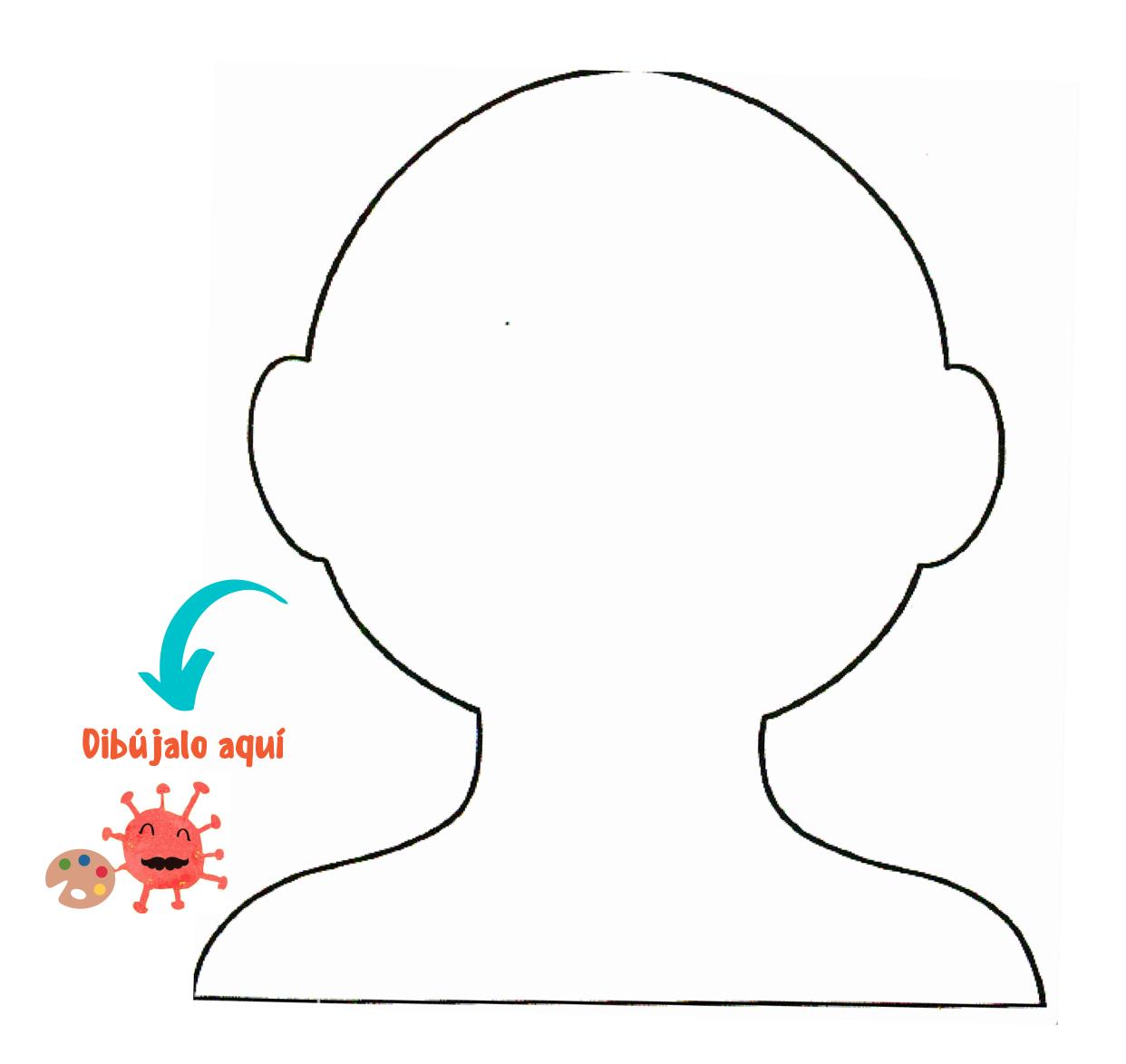


Nervioso



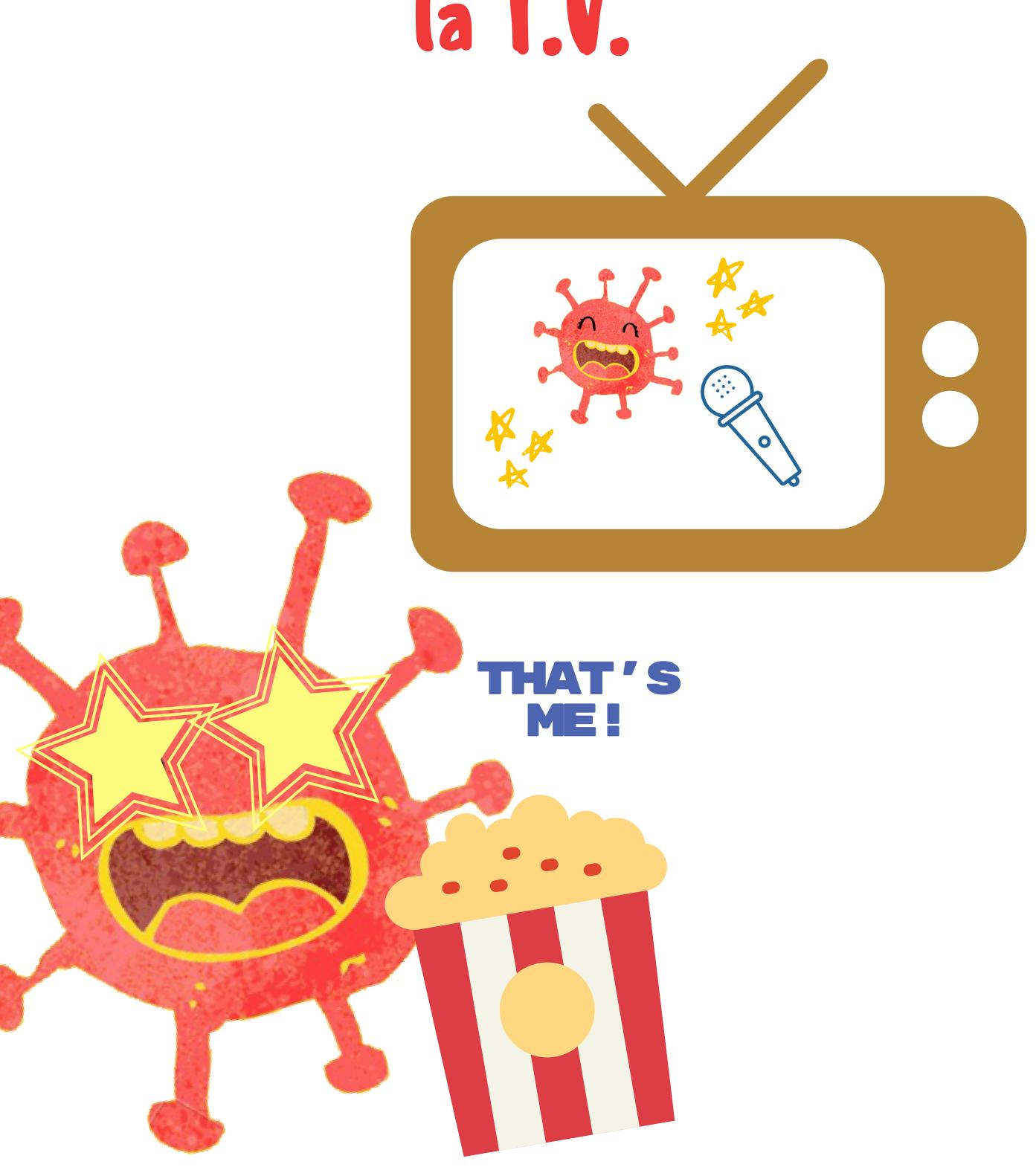
Triste

Puedo entender que te sientas...

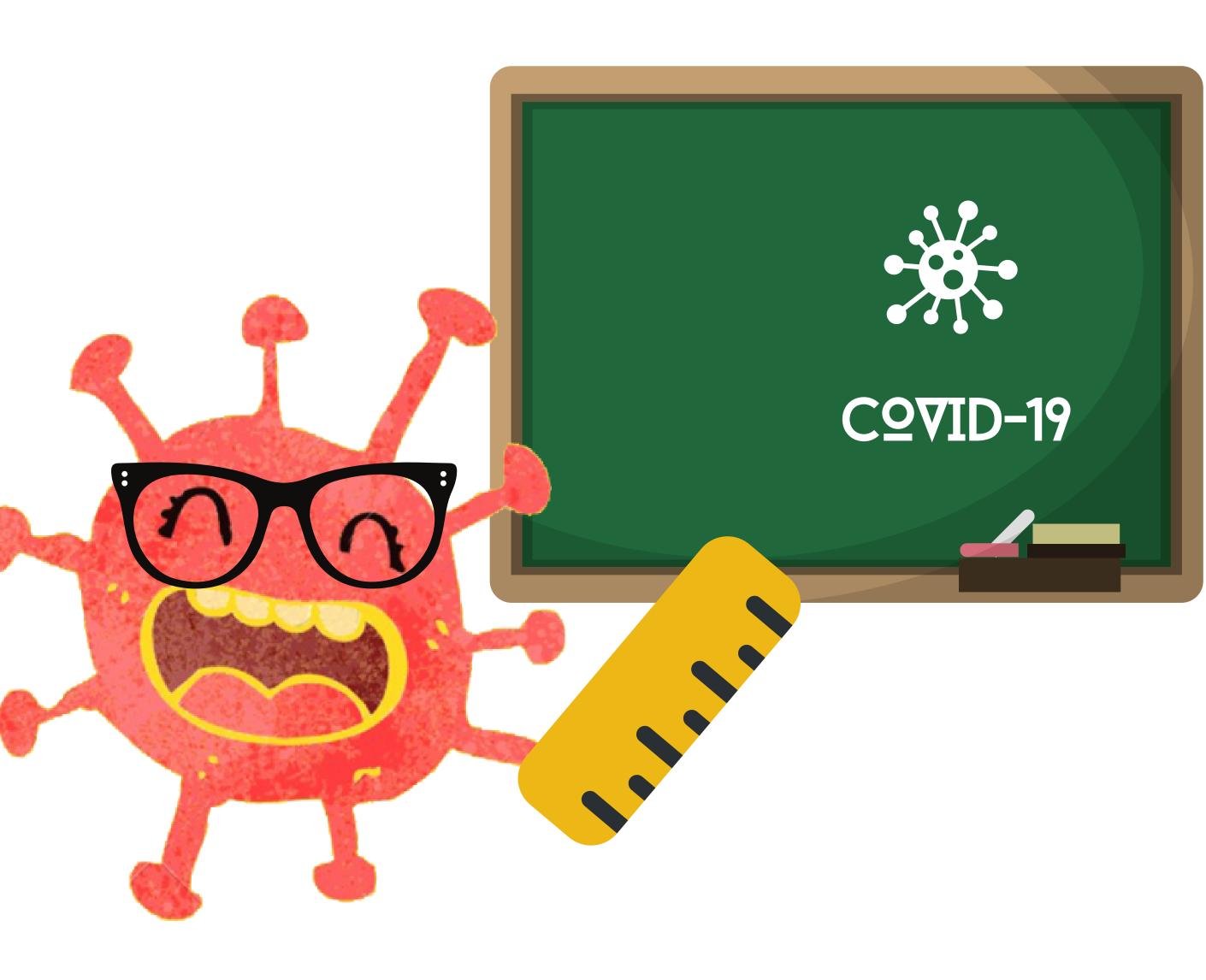


... Yo me sentiria igual

A veces los adultos se preocupan cuando leen las noticias o me ven en la T.V.



Pero yo te voy a explicar...



Para que puedas entender

Cuando llego de visita traigo...





Pero pronto me voy y las personas, casi todas, se sienten mejor



Como cuando tu rodilla se sana después de una raspadura o aporrión



Puedes estar tranquilo!

Los adultos que te cuidan:

te mantendrán seguro



Y tú puedes ayudar...



4

lavándote las manos con agua y con jabón lo que dura una canción



Canta tu canción favorita mientras te las lavas





Usando antibacterial y dejándolo secar



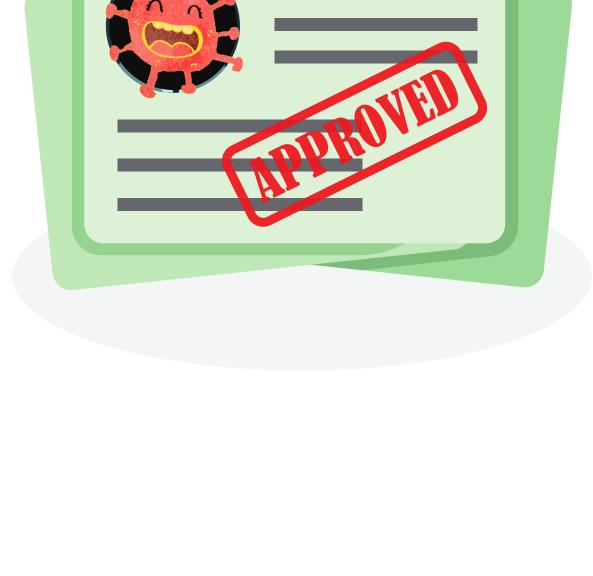
Manos sin mover, cuenta hasta 10 1, 2, 3, 4, 5, 6, 1, 8, 9, 10... Están secas...; A jugar!

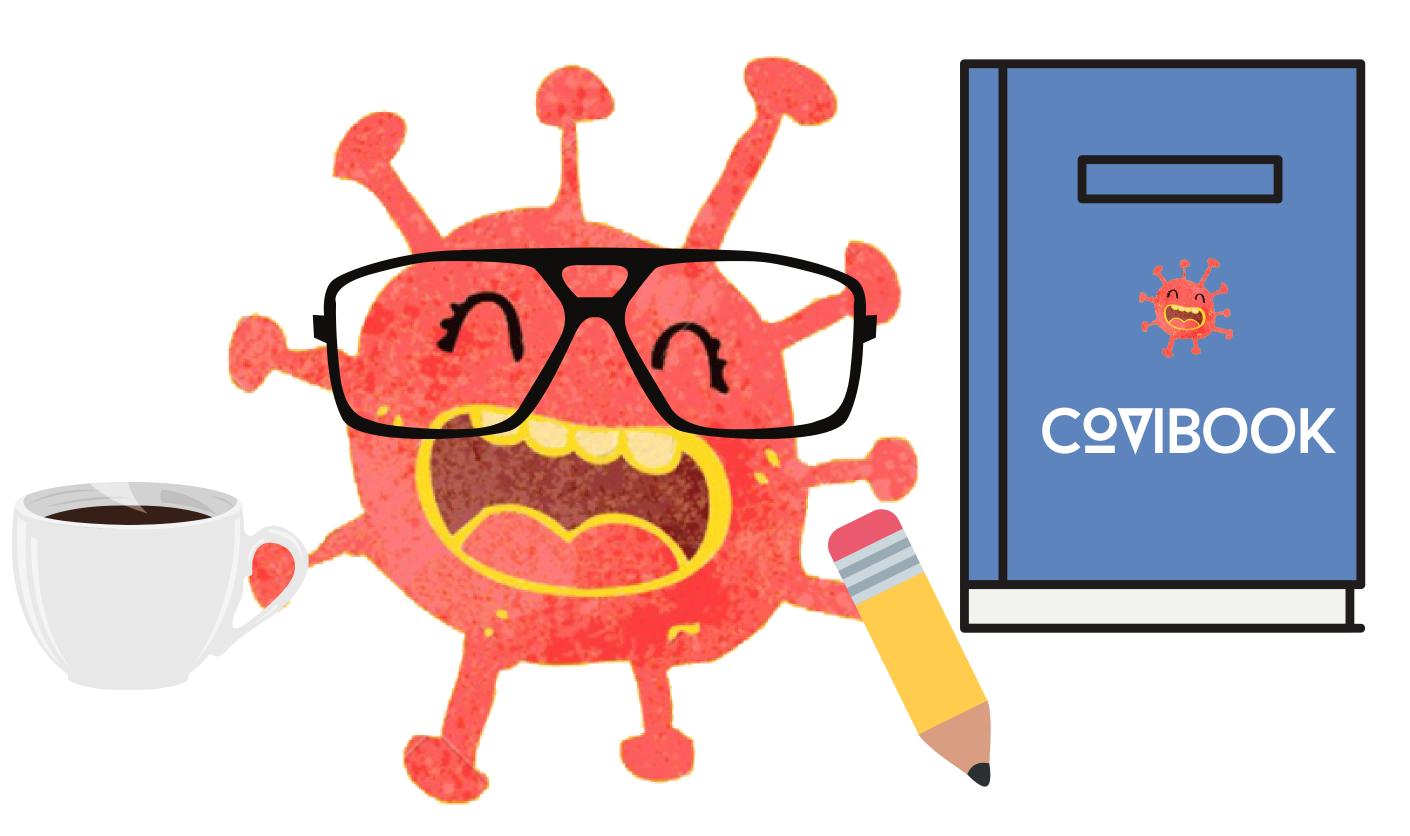
Y así no vendré a visitar...



mientras los doctores trabajan para encontrar la vacuna que me permita saludar sin hacerte entermar...







Descarga este libro en PDF entrando a:

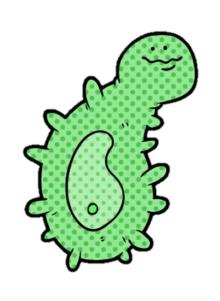
www.mindheart.co/descargables

Autora:

Psicóloga Manuela Molina Cruz Instagram: @mindheart.kids manuela_825@hotmail.com

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Let's Talk About the Coronavirus (COVID-19)



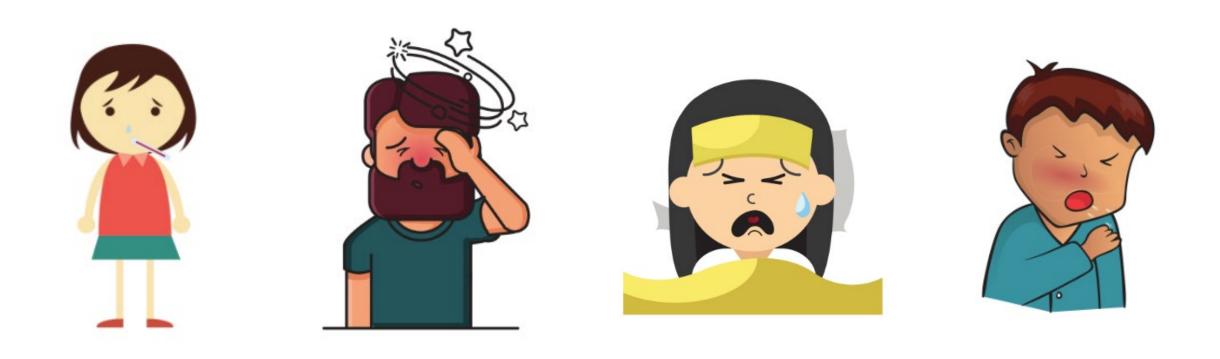




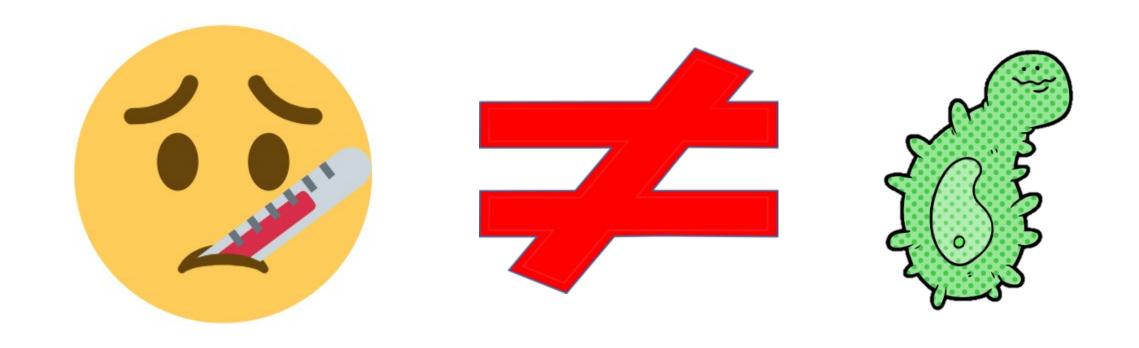




I might hear about the virus from the TV, school, family, or friends. It is a new virus that makes people feel sick. It is called the Coronavirus or COVID-19.



The Coronavirus has symptoms like the flu. People can get a fever, cough, or have difficulty breathing.



Not everyone who is sick, has the Coronavirus. Some people may have a cold or the flu.





If a person has the virus they will go to the doctor or go to the hospital to feel better.





The Coronavirus is contagious.

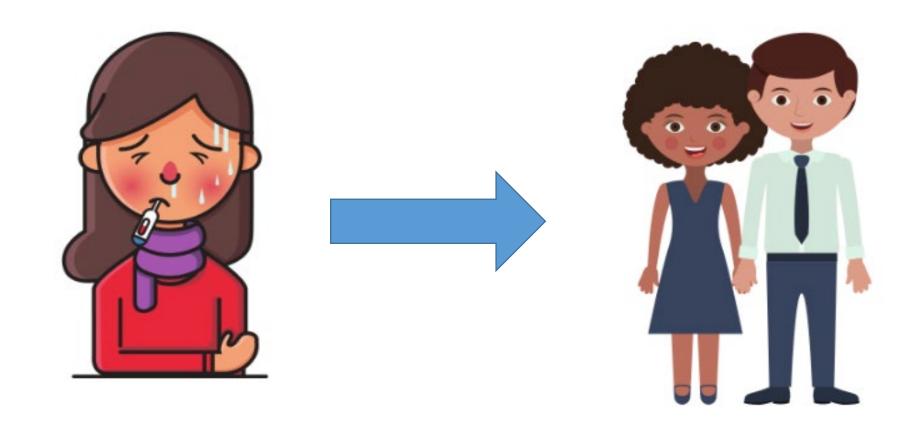
There are some things that I can do to help everyone stay healthy and safe.







It is very important to wash my hands. I can sing the song "Happy Birthday" 2 times or count out loud for 20 seconds.



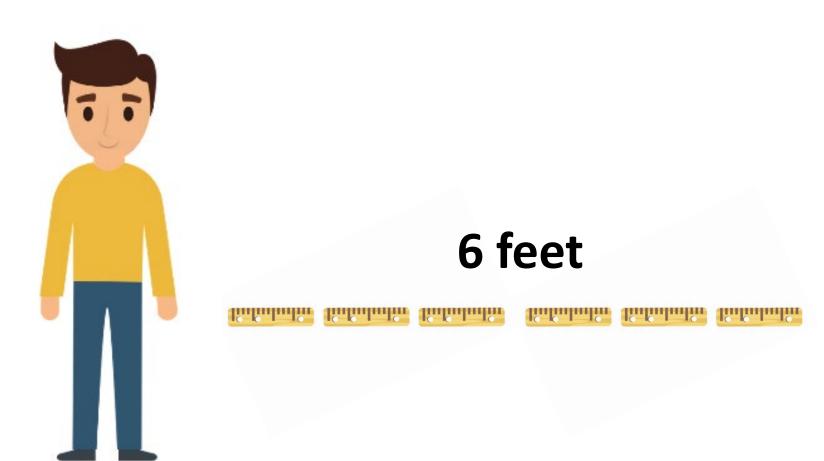
If I do not feel well, I need to tell an adult right away. The adult will know what to do next.

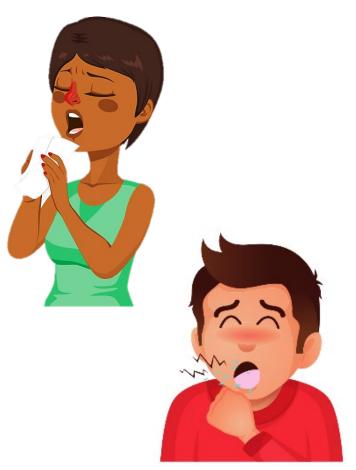


If I am sick, I should go see a doctor and then I will stay home to rest.

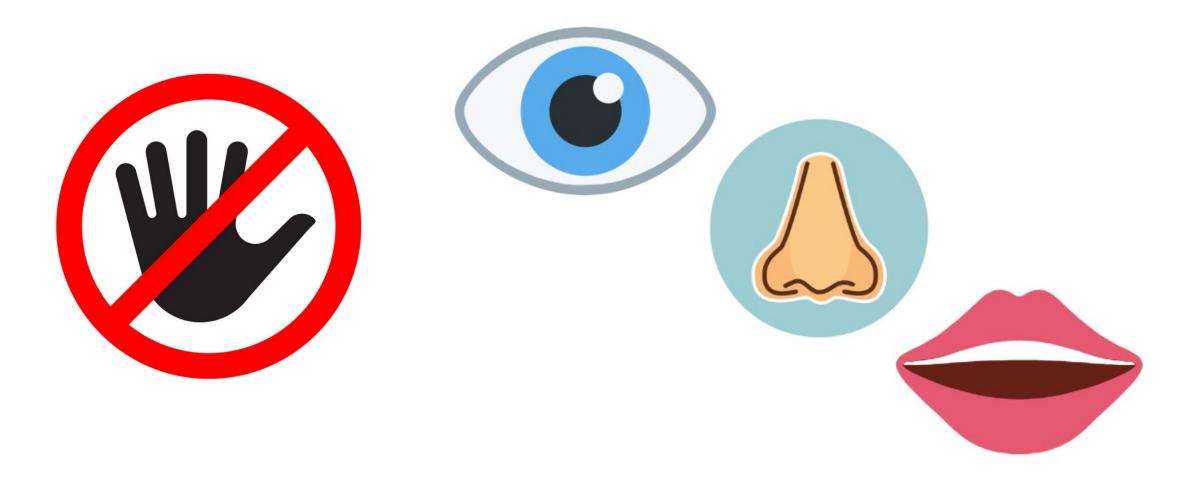


I need to remember to always cover my mouth when I cough or sneeze and then wash my hands right after.





If I see someone coughing or sneezing, I will do my best to stay 6 feet away from them.



I will try my best not to touch my eyes, nose, and mouth. This will help me not get sick.



These tips will help me and everyone around me stay healthy and safe!

Additional Resources for Special Educators, Therapists, & Families Dealing with Covid-19



Curated resources for those working with individuals who have developmental disabilities.

www.smore.com/udqm2-covid-19-preparedness

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UNIVERSITY OF MIAMI COVID-19 Updates www.coronavirus.miami.edu

NOVA SOUTHEASTERN UNIVERSITY COVID-19 Updates www.nova.edu/coronavirus



National Council on Severe Autism Coronavirus Share and CareThis interactive online event provides a platform for parents and caregivers to share stories, concerns, advice, and questions. https://www.ncsautism.org/blog//ncsa-coronavirus-share-amp-carelive-on-march-17-11am-pacific



Just For Kids: A Comic Exploring The New Coronavirus

https://www.npr.org/sections/goatsandsoda/2020/02/28/809580453/just-for-kids-a-comic-exploring-the-new-coronavirus



To cope with COVID-19, carry on

University of Miami anxiety expert Jill Ehreneich-May urges staying the course albeit from a distance—and being mindful of the present.

https://news.miami.edu/stories/2020/03/to-cope-with-covid-19-carry-on.html



Share Facts About COVID-19

Know the facts about coronavirus disease 2019 (COVID-19) and help stop the spread of rumors.

FACT

Diseases can make anyone sick regardless of their race or ethnicity.

People of Asian descent, including Chinese Americans, are not more likely to get COVID-19 than any other American. Help stop fear by letting people know that being of Asian descent does not increase the chance of getting or spreading COVID-19.

FACT 2

Some people are at increased risk of getting COVID-19.

People who have been in close contact with a person known to have COVID-19 or people who live in or have recently been in an area with ongoing spread are at an increased risk of exposure.

FACT

Someone who has completed quarantine or has been released from isolation does not pose a risk of infection to other people.

For up-to-date information, visit CDC's coronavirus disease 2019 web page.



FACT 4

You can help stop COVID-19 by knowing the signs and symptoms:

- Fever
- · Cough
- Shortness of breath

Seek medical advice if you

Develop symptoms

AND

 Have been in close contact with a person known to have COVID-19 or if you live in or have recently been in an area with ongoing spread of COVID-19.

FACT 5

There are simple things you can do to help keep yourself and others healthy.

- Wash your hands often with soap and water for at least 20 seconds, especially after blowing your nose, coughing, or sneezing; going to the bathroom; and before eating or preparing food.
- Avoid touching your eyes, nose, and mouth with unwashed hands.
- Stay home when you are sick.
- Cover your cough or sneeze with a tissue, then throw the tissue in the trash.

For more information: www.cdc.gov/COVID19



STOP THE SPREAD OF GERMS





Cover your cough or sneeze with a tissue, then throw the tissue in the trash.



Clean and disinfect frequently touched objects and surfaces.

Stay home when you are sick, except to get medical care.



Wash your hands often with soap and water for at least 20 seconds.

For more information: www.cdc.gov/COVID19

CS 315446-A 03/06/2020

Stop Germs! Wash Your Hands.

When?

- · After using the bathroom
- · Before, during, and after preparing food
- · Before eating food
- Before and after caring for someone at home who is sick with vomiting or diarrhea
- After changing diapers or cleaning up a child who has used the toilet
- After blowing your nose, coughing, or sneezing
- After touching an animal, animal feed, or animal waste
- After handling pet food or pet treats
- After touching garbage



How?



Wet your hands with clean, running water (warm or cold), turn off the tap, and apply soap.



Lather your hands by rubbing them together with the soap. Be sure to lather the backs of your hands, between your fingers, and under your nails.



Scrub your hands for at least 20 seconds.
Need a timer?
Hum the "Happy Birthday" song from beginning to end twice.



Rinse hands well under clean, running water.



Dry hands using a clean towel or air dry them.

Keeping hands clean is one of the most important things we can do to stop the spread of germs and stay healthy.



www.cdc.gov/handwashing



CS310027-A

¡Detenga los microbios! Lávese las manos

¿CUÁNDO?

- Después de ir al baño.
- · Antes, durante y después de preparar alimentos.
- · Antes de comer.
- Antes y después de cuidar a alguien que tenga vómitos o diarrea.
- · Antes y después de tratar cortaduras o heridas.
- Después de cambiarle los pañales a un niño o limpiarlo después de que haya ido al baño.
- · Después de sonarse la nariz, toser o estornudar.
- Después de tocar animales, sus alimentos o sus excrementos.
- Después de manipular alimentos o golosinas para mascotas.
- · Después de tocar la basura.



¿CÓMO?



Mójese las manos con agua corriente limpia (tibia o fría), cierre el grifo y enjabónese las manos.



Frótese las manos con el jabón hasta que haga espuma. Asegúrese de frotarse la espuma por el dorso de las manos, entre los dedos y debajo de las uñas.



Restriéguese las manos durante al menos 20 segundos. ¿Necesita algo para medir el tiempo? Tararee dos veces la canción de "Feliz cumpleaños" de principio a fin.



Enjuáguese bien las manos con agua corriente limpia.



Séquese las manos con una toalla limpia o al aire.

Mantener las manos limpias es una de las cosas más importantes que podemos hacer para detener la propagación de microbios y mantenernos sanos.

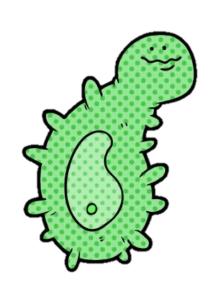






www.cdc.gov/lavadodemanos

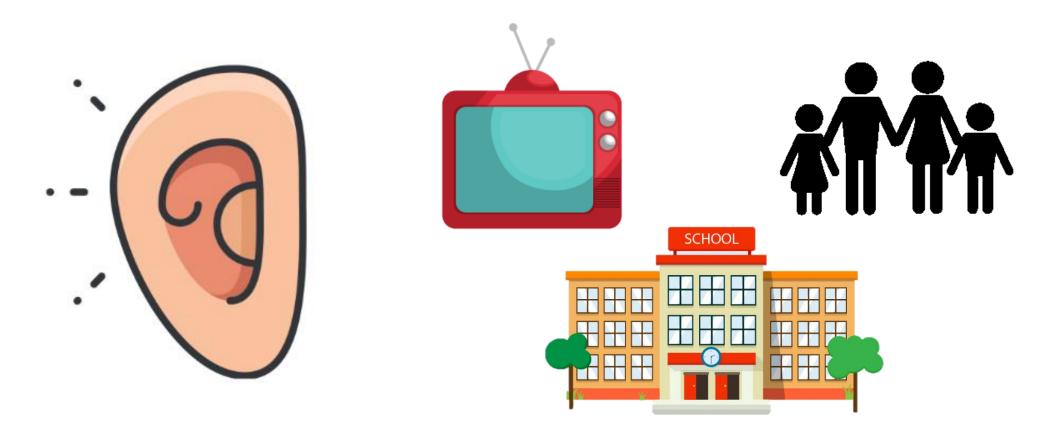
Hablemos sobre el Coronavirus (COVID-19)



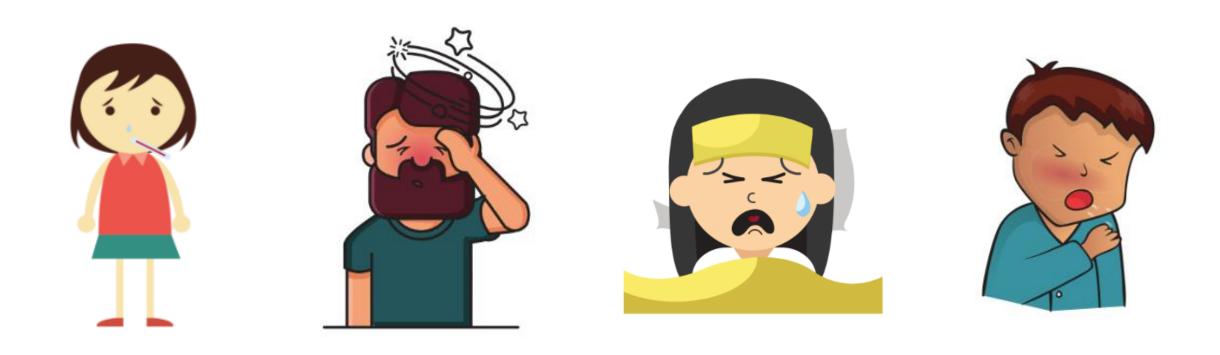




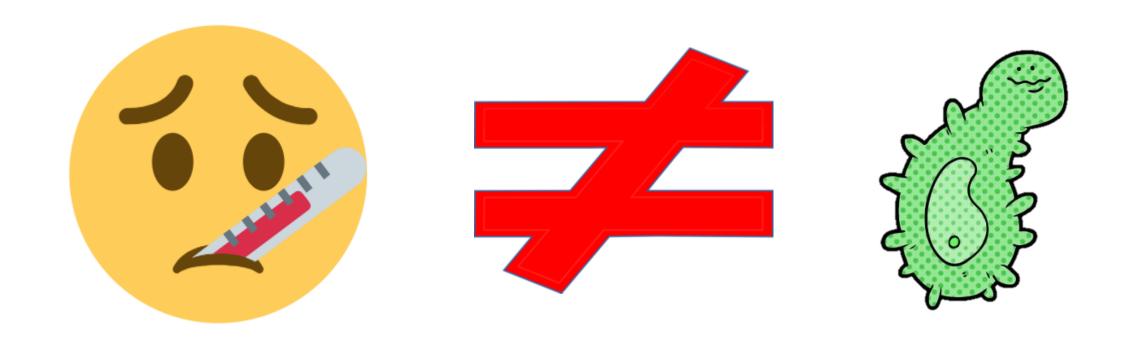




Puede ser que escuche sobre el virus en la televisión, escuela, por amigos o familiares. Este es un virus nuevo que hace que las personas se sientan enfermas. El virus se llama Coronavirus o COVID-19.

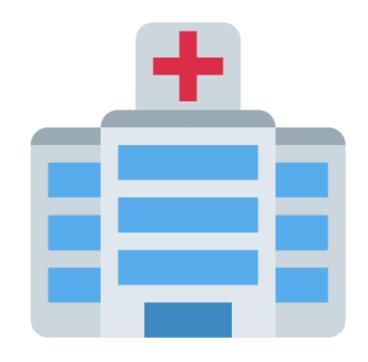


El Coronavirus tiene síntomas como la influenza (flu). A las personas les puede dar fiebre, tos o dificultad al respirar.



No todo el que está enfermo tiene el Coronavirus. Algunas personas pueden tener gripe o influenza (flu).





Si la persona tiene el virus tal vez tendrá que ir al doctor o al hospital para sentirse mejor.



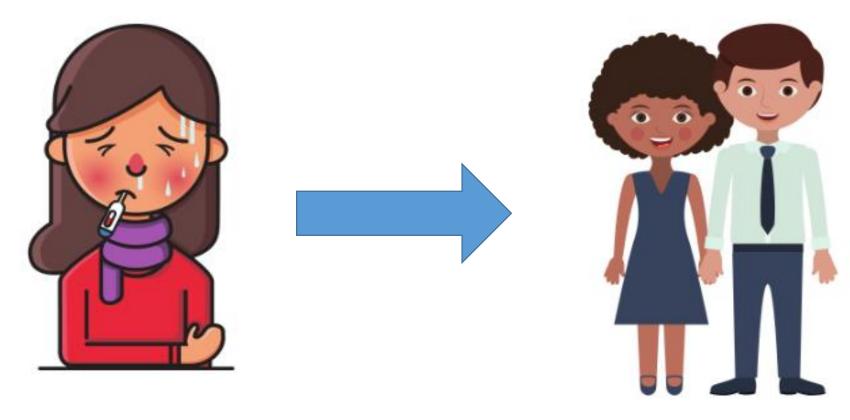
El Coronavirus es contagioso. Hay medidas que puedo tomar para ayudar a que todos estemos seguros y saludables.







Es muy importante que me lave las manos. Puedo cantar la canción de "Cumpleaños Feliz" 2 veces o contar en voz alta por 20 segundos.



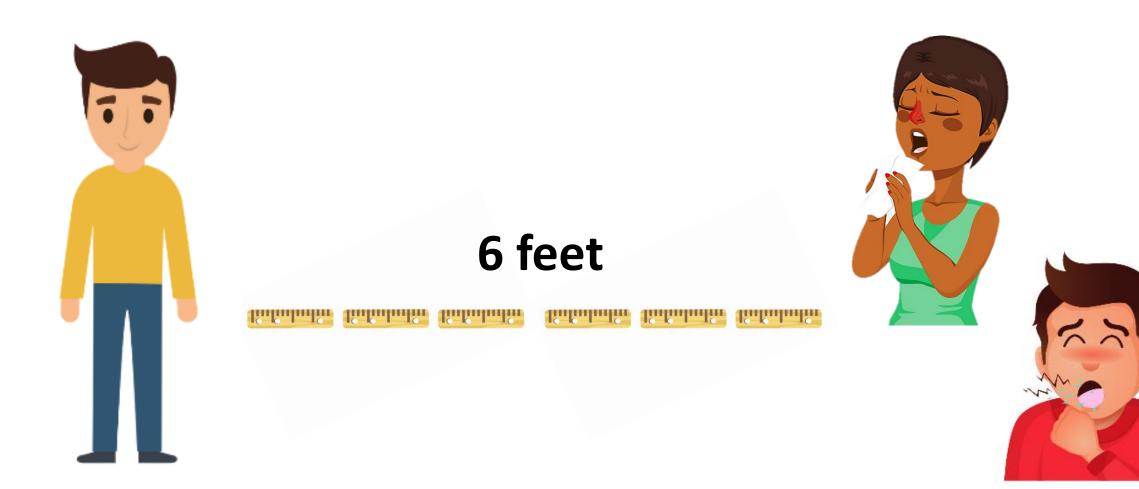
Si no me siento bien, necesito decirle a un adulto inmediatamente. El adulto sabrá que es lo próximo que debe hacerse.



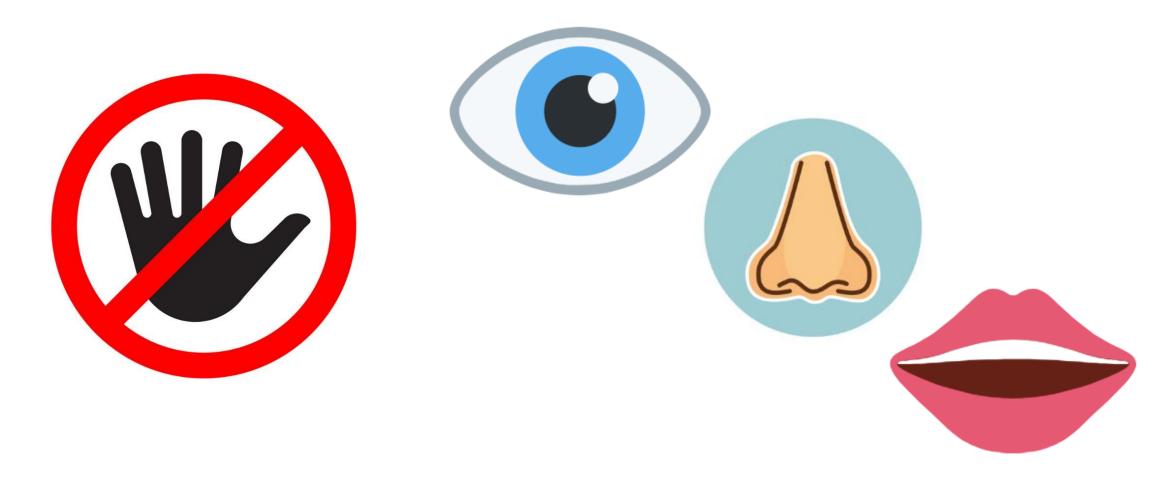
Si estoy enfermo, debo ir a ver un médico y después debo quedarme en casa y descansar.



Necesito recordar que debo siempre cubrir mi boca cuando toso o estornudo, y que debo lavarme las manos después de hacerlo.



Si veo a alguien estornudar o toser hare todo lo posible de mantenerme a 6 pies de distancia de ellos.



Trataré lo más posible de no tocar mis ojos, nariz y boca. Esto ayudará a que no me enferme.



Estos consejos ayudaran a que tanto yo como los que están a mi alrededor se mantengan seguros y saludables.

Recursos Adicionales para Maestros de Educación Especial, Terapistas y Familias lidiando con el COVID-19



Curated resources for those working with individuals who have developmental disabilities. www.smore.com/udqm2-covid-19-preparedness

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UNIVERSITY OF MIAMI COVID-19 Updates www.coronavirus.miami.edu

NOVA SOUTHEASTERN UNIVERSITY COVID-19 Updates www.nova.edu/coronavirus



March 17 Live Event

National Council on Severe Autism Coronavirus Share and CareThis interactive online event provides a platform for parents and caregivers to share stories, concerns, advice, and questions. https://www.ncsautism.org/blog//ncsa-coronavirus-share-amp-carelive-on-march-17-11am-pacific



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https://news.miami.edu/stories/2020/03/to-cope-with-covid-19-carry-on.html

Comparta la información sobre el COVID-19

Infórmese sobre la enfermedad del coronavirus 2019 (COVID-19) y ayude a detener los rumores.

1 1

Alguien que haya completado el periodo de quavertena o que ya salió del alstamiento no representa un riesgo de infección para las demás personas.

Para obtener leformación actualizada, visite la página web de los CDC sobre la enfermedad del coronaviros 2019

ът 2 Para la mayoria de las persenas, se piensa que el ries qui inmediato de enfermarse gravemente por el virus que causa el COVID-19 es bolo.

La personas mayones y las personas con afecciones como diabetes o enfermedad cardiaca ties en un mayor riesgo de enfermasse gravemente a causa del CVMT...s

₃

Las enfermedades pueden afectar a qualquier persena, sin importar su raza e grupe étnico.

El miedo y la antiedad relacionados con el COMD-19 pueden provocar que la gente exite o rechace a otras personas aun cuando no esté e en riesgo de propagar el visus. 4

Bay cos as simples que puede hacer para ayudar a que usted y los demás se mantesque sanos.

- Livese las manos frecuentemente con agua y jabón por al menos 20 segundos, especialmente despeto de sonarse la narte, toser o estornadar; despeto de in al baño, y antes de comero prepasar la comida.
- Evite tocusse los ojos, la narto y la boca con las manos sin lavas:
- Ouédese en casa si está enfermo.
- Cúbrese la nariz y la boca con un partuelo desechable al toser o estornadar y luego bótelo a la basera.

5

Ustvel preefe ayudar a determenel COVID-19 conociendo los signos vilos sintomas:

- Blabon
- Text.
- Difficultad pana respirar

Consulte a un médico si le ocume lo siguiente:

Tiene sinternas.

- 7

 Ha estado en contacto cercano con una persona que se sepa que tiene el COVID-19, o al ustedivire o ha stado reclantemente en unitirea con propagación en curso del COVID-19.



Para obtener más información: www.cdc.gov/COVID19-es

DETENGA LA PROPAGACIÓN DE LOS MICROBIOS

Ayude a prevenir la propagación de virus respiratorios como el nuevo COVID-19.



Cúbrase la nariz y la boca con un pañuelo desechable al toser o estornudar y luego bótelo a la basura.



Limpie y desinfecte los objetos y las superficies que se tocan frecuentemente.





Lávese las manos frecuentemente con agua y jabón por al menos 20 segundos.

Para obtener más información: www.cdc.gov/COVID19-es

SÍNTOMAS DE LA ENFERMEDAD **DEL CORONAVIRUS 2019**

Los pacientes con COVID-19 han presentado enfermedad respiratoria de leve a grave.

Los síntomas* pueden incluir

FIEBRE

TOS

*Los síntomas pueden aparecer de 2 a 14 días después de la exposición.

Consulte a un médico si presenta síntomas y ha estado en contacto cercano con una persona que se sepa que tiene el COVID-19, o si usted vive o ha estado recientemente en un área en la que haya propagación en curso del COVID-19.





Para obtener más información: www.cdc.gov/COVID19-es

¡Detenga los microbios! Lávese las manos

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- · Después de ir al baño.
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- · Antes de comer.
- Antes y después de cuidar a alguien que tenga vómitos
- · Antes y después de tratar cortaduras o heridas.
- Después de cambiarle los pañales a un niño o limpiarlo después de que haya ido al baño.
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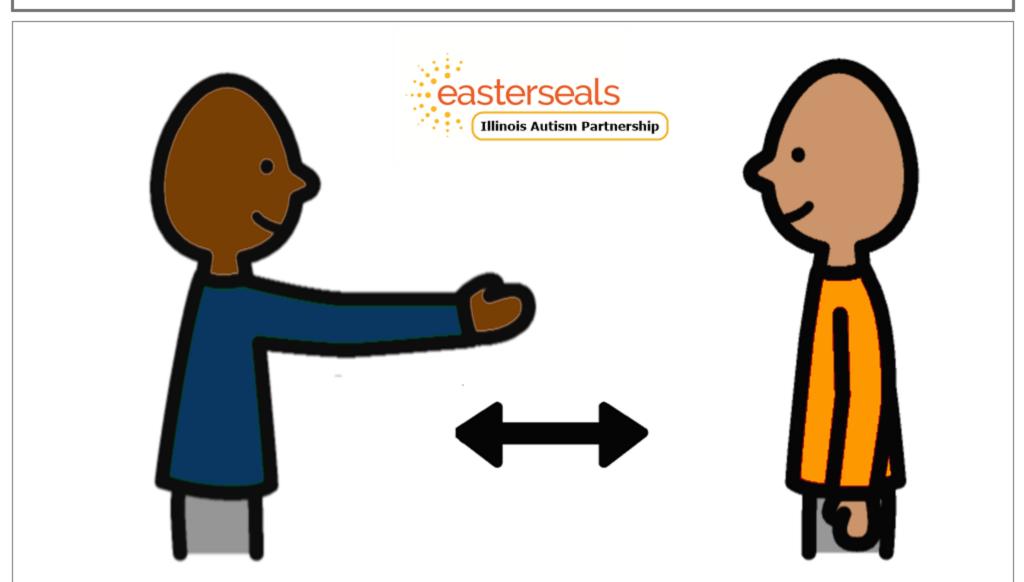
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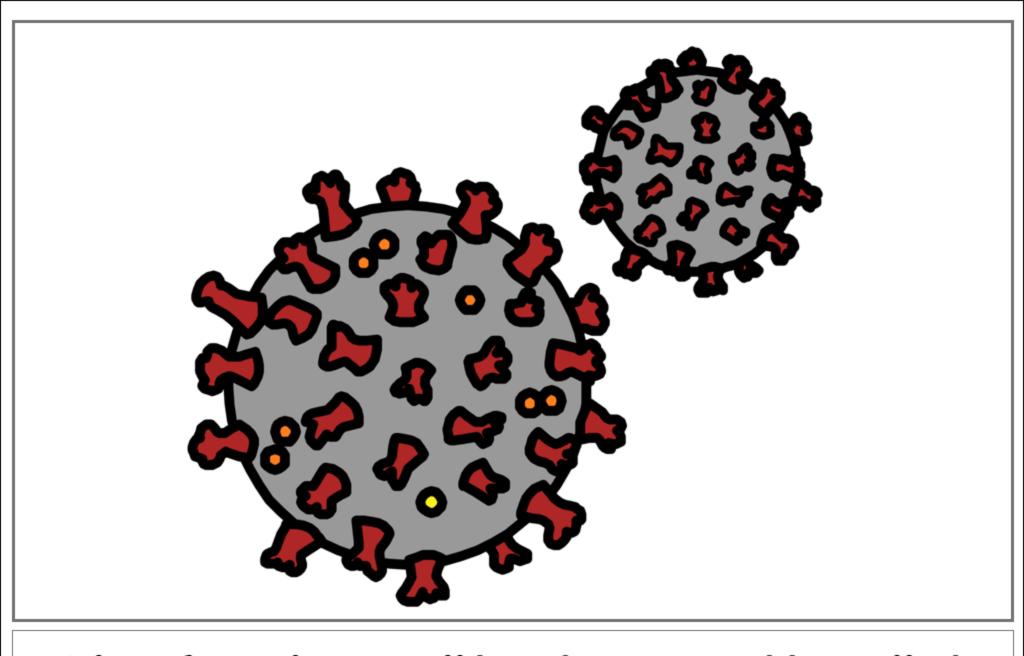


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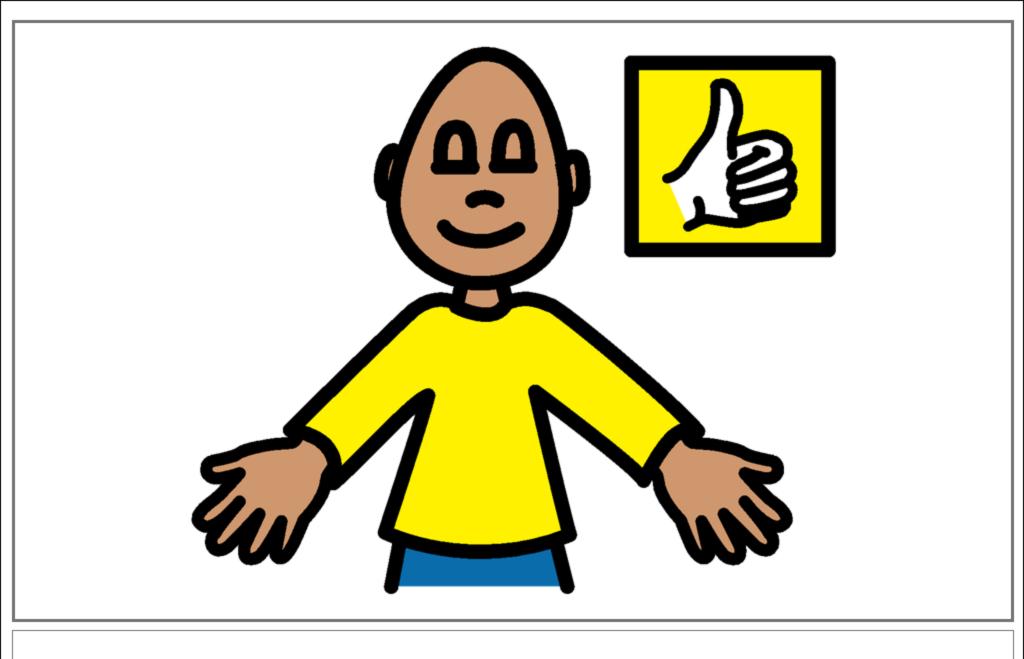
My Social Distancing Story



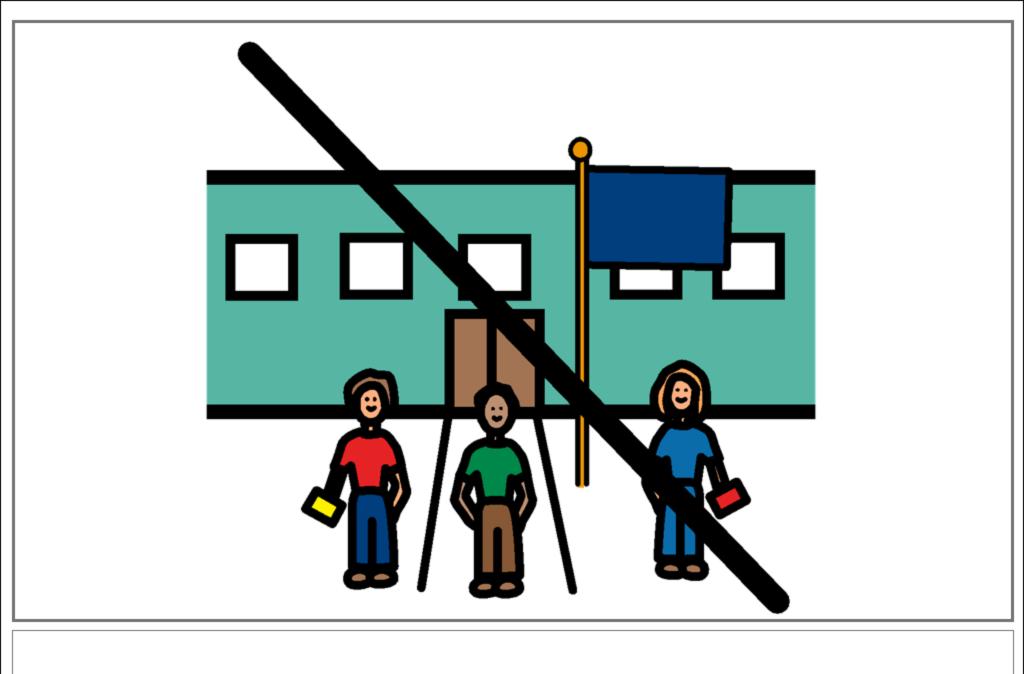
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A lot of people are talking about something called Coronavirus.



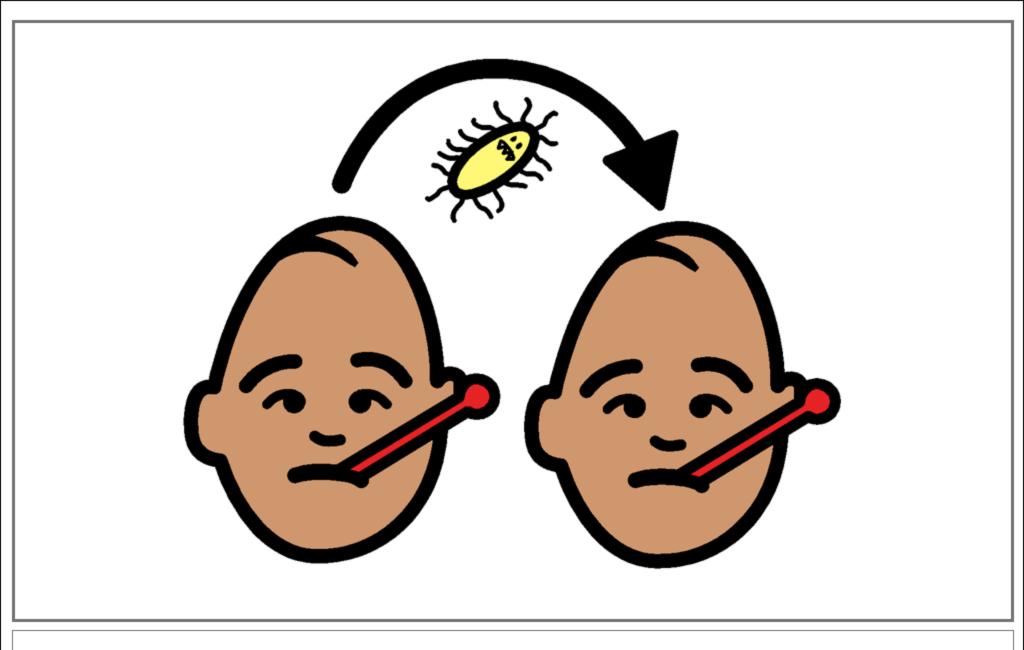
Everyone is working hard to feel safe and be healthy.



My school is closed right now.



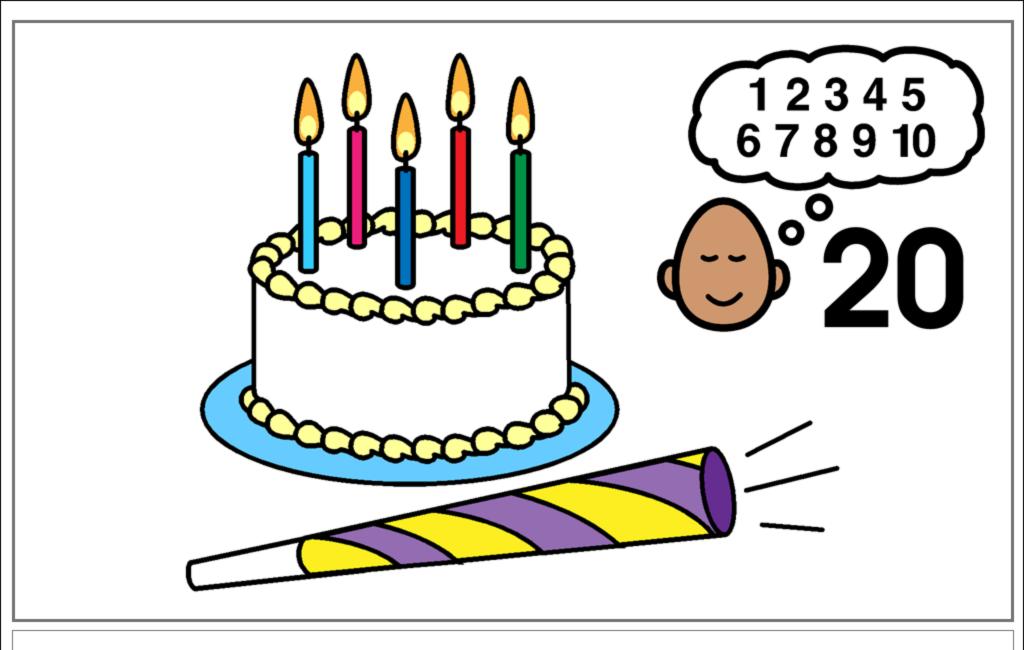
My school is closed because it is being cleaned.



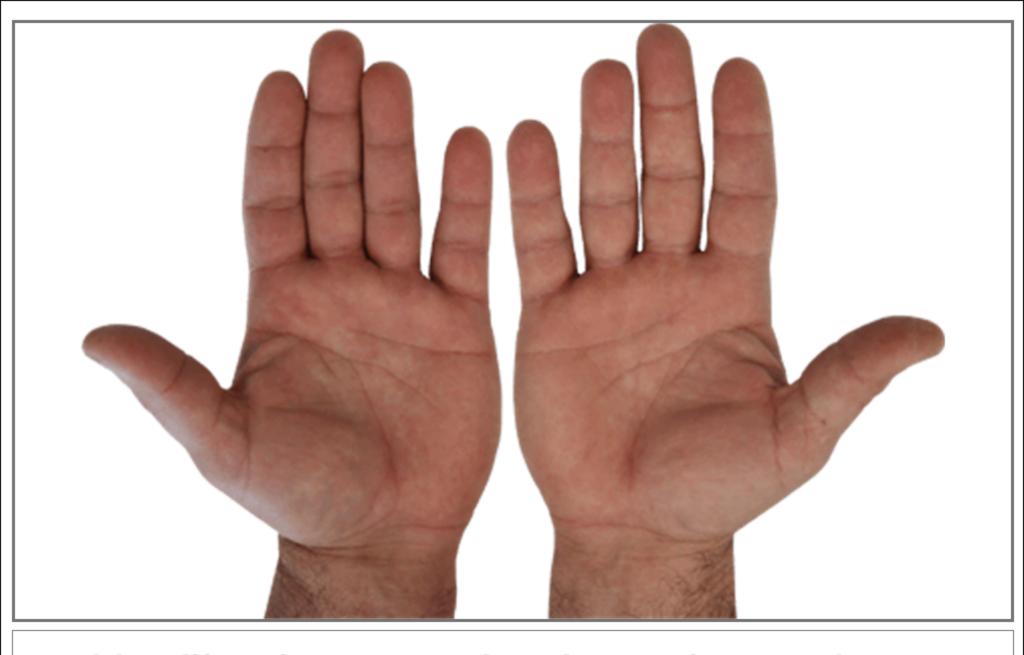
The Coronavirus germs spread VERY easily.



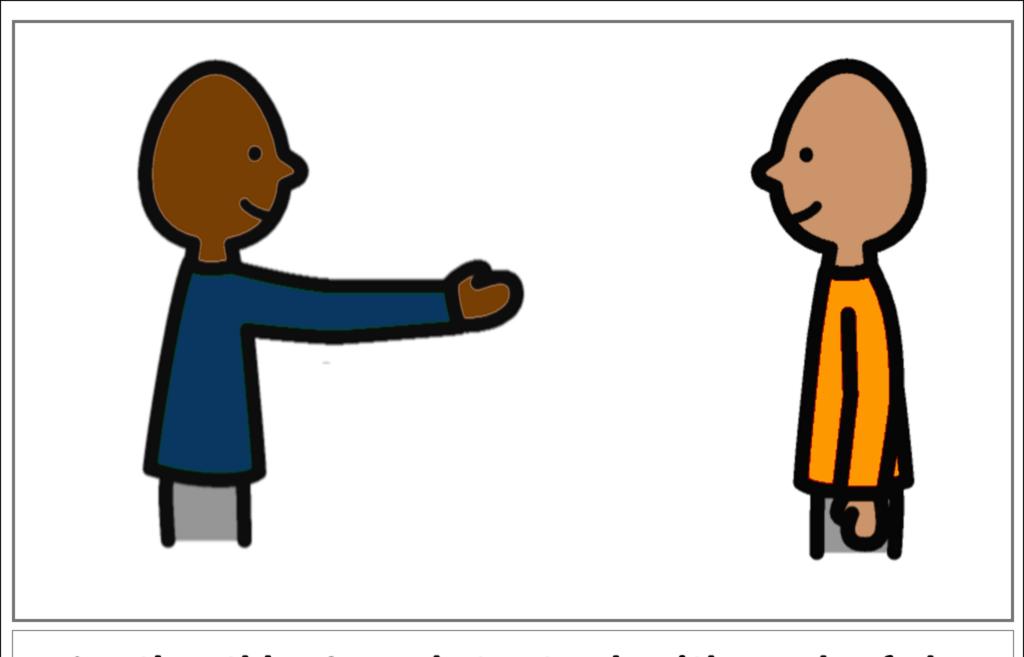
I need to wash my hands A LOT so that I can stay healthy.



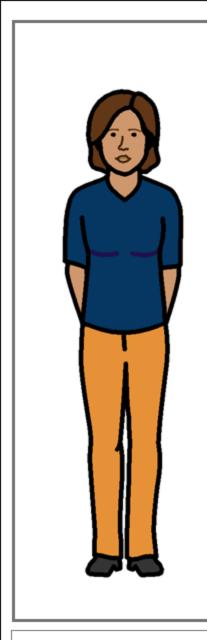
When I wash my hands, I can sing "Happy Birthday," or count to 20!

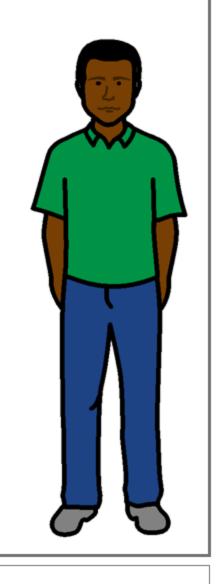


This will make sure my hands are clean and I stay healthy.



Another thing I can do to stay healthy and safe is called social distancing.





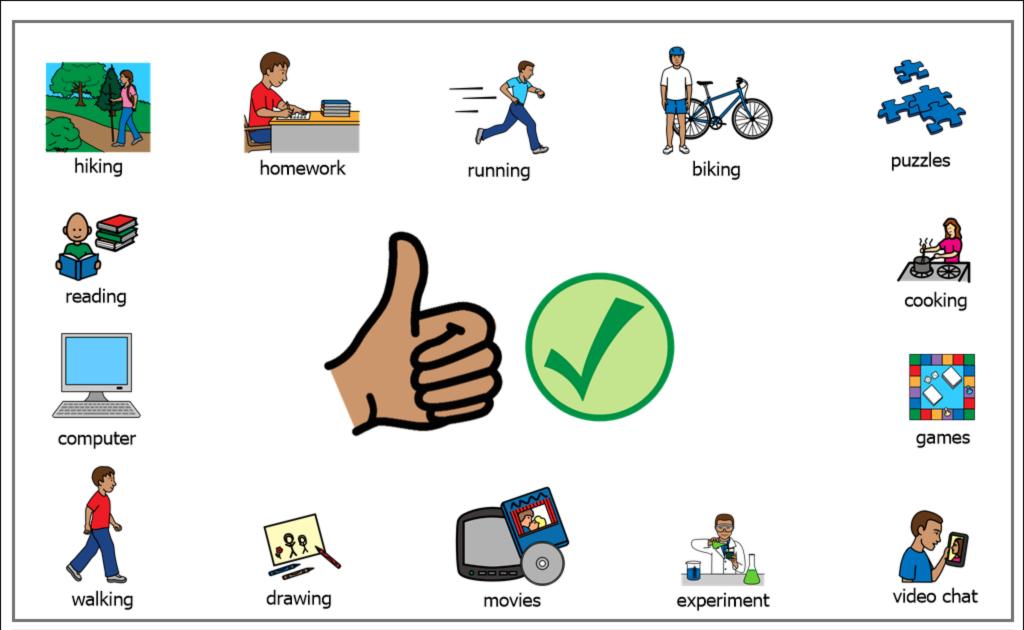
Social distancing means I cannot be close to other people.



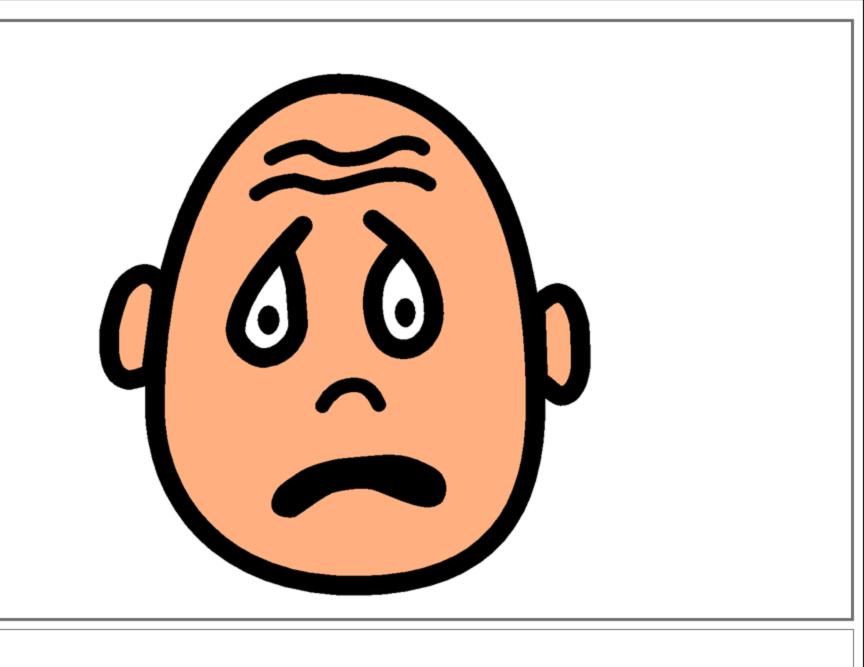
Social distancing also means that crowded public spaces like restaurants, libraries, theaters, and other places might be closed just like my school.



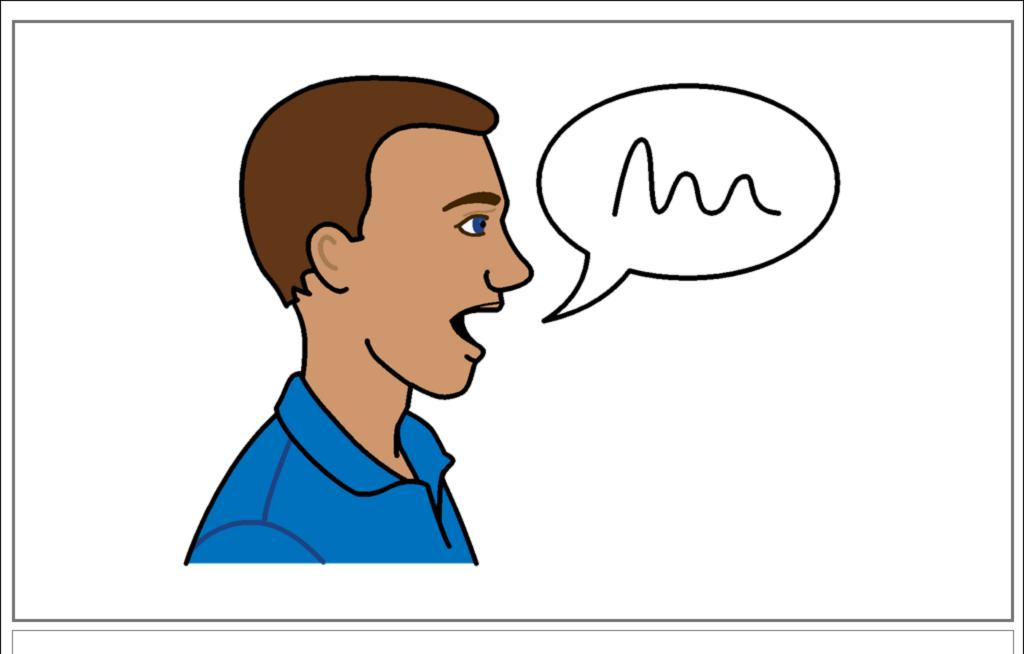
Fun activities or events might be canceled. This is so we can all stay healthy and safe.



These are some things that I CAN do!



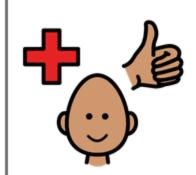
Social distancing might make me feel worried or sad.



If I feel this way, I can always talk to someone that will help make me feel better.



This will be over soon!







Social distancing will help keep everyone happy, healthy, and safe!





THE END





To download "My Coronavirus Story," please scan here or visit: https://l.ead.me/bbPKG6



To download "School Closure Toolkit," please scan here or visit: https://l.ead.me/bbTE3n

iap@eastersealschicago.org

Illinois Autism Partnership builds the capacity of school districts statewide so they may provide effective programming for students with an autism spectrum disorder.



Children's Social and Emotional Health/Behavior















Autism Speaks does not provide medical or legal advice or services. Rather, Autism Speaks provides general information about autism as a service to the community. The information provided in this tool kit is not a recommendation, referral or endorsement of any resource, therapeutic method, or service provider and does not replace the advice of medical, legal or educational professionals. Autism Speaks has not validated and is not responsible for any information or services provided by third parties. You are urged to use independent judgment and request references when considering any resource associated with the provision of services related to autism.



Aggressive and Challenging Behaviors Tool Kit

Johnny runs away and requires constant supervision. Susie screams and covers her ears whenever an airplane is overhead—and she always hears them before anyone else. She screams other times too and it is hard to get her to stop. Tommy refuses to wear shoes and throws them at anyone who tries to get him to put them on. Maria doesn't like riding the bus, and bites her mom each day as it rolls up to the bus stop. Jose will only eat three foods, and they can never touch each other on his plate or everybody is sorry. Sally hits herself in the head whenever someone tells her 'no.'

Sometimes the difficulties of autism can lead to behaviors that are quite challenging for us to understand and address. Most individuals with autism will display *challenging behaviors* of some sort at some point in their lives. These behaviors can often be the result of the underlying conditions associated with autism.

Purpose and Scope of this Tool Kit

Challenging behaviors represent some of the most concerning and stressful features of autism. These behaviors can often cause harm or damage, family and staff stress, isolation, and caregiver burnout. Parents may feel guilty or responsible, but it is important to know that you should not blame yourself for behaviors that you find difficult. Sometimes, the extraordinary steps parents go through for their children with complex needs might not be enough, and additional supports and resources might be necessary. It is important not to think of your child, or these behaviors, as 'bad,' but to learn how to better understand and respond to challenging situations to make them more manageable for everyone. Hopefully this kit will help provide you with strategies and resources, and lead you to professionals within your community.

For the purposes of this tool kit, we classify challenging behaviors as behaviors that:

- are harmful (to the individual or others)
- are destructive
- prevent access to learning and full participation in all aspects of community life
- cause others to label or isolate the individual for being odd or different

Challenging behaviors can occur throughout the lifespan of an individual with autism. The core and associated symptoms of autism can adjust over time and as a result, many individuals with autism experience changes at various stages of life that might result in new behaviors. An individual's behavior can often vary considerably even minute by minute in response to internal (such as stomach pain) or external (people, places, noises, activity levels, etc.) issues. In addition, many individuals with autism experience other associated concerns and co-occurring (co-morbid) conditions that can layer on additional concerns, such as those described here and here.

As time passes, families and caregivers adapt to meet the needs and demands of their loved ones. At times their responses and expectations can drift into a place that becomes difficult for everyone. These feelings often increase stress levels and may even limit access to their own friends and community.





Sometimes as children age and become stronger, challenging behaviors can reach crisis levels. Many families who have previously managed the trials presented by autism might experience crisis situations when their child hits older childhood or the teenage years. This may be because the challenges have grown as the child becomes bigger and stronger, or because of new factors that accompany growing up or *puberty*. To address more significant concerns that might create risk to the child or others, later in the kit there is section to help with Managing a Crisis.

"When James reached age 18, he was 6'2" and 210 pounds, and strong. He was learning that aggression was an effective way to avoid tasks that he didn't like because it worked – I was afraid of him. Every morning when I asked James to make his bed, he would usually begin doing it correctly but would often make mistakes. When I told him that he had made a mistake, he would start biting himself and hitting me, so I would back away and leave the room. But this allowed James to escape the task of making his bed and taught him (and me) that his aggression worked! With a little help from a behavioral consultant, I decided that whenever James began to get upset while making his bed, I would prompt him to say, "Help me please." It was explained to me that this behavior served the same purpose as his aggression and self-injury. When James asked for help, I'd give him some assistance, which made us both a lot less frustrated."

—AG, mother

The guiding principle used in developing this kit is that each individual with autism and his family should feel safe and supported, and live a healthy life filled with purpose, dignity, choices, and happiness. With this in mind, positive approaches and suggestions are highlighted throughout the kit. The general framework and *intervention* principles included are relevant at any stage of life, and we have included basic background information, with links to further information and resources on a variety of topics.

In this tool kit, the term autism will be used to include all *Autism Spectrum Disorders* that result in the social, communication and behavioral differences characteristic of this population. While we recognize that the autism spectrum encompasses both males and females, for the sake of simplicity, we have used 'he' throughout to represent an individual of either gender.

The kit is broken into different sections. You may want to read the kit in its entirety or work through a section at a time. Please visit the Autism Speaks Resource Guide to find services, contacts or resources in your area, as well as information specific to your state. If you have resources to share, you can add them to the Resource Guide here.

Document Key

- The definitions of the words highlited in the *clay colored italic text* can be found in the Glossary.
 - The blueberry italic text are quotes from Targeting the Big Three: Challenging Behaviors, Mealtime Behaviors, and Toileting by Helen Yoo, Ph.D, New York State Institute for Basic Research Autism Speaks Family Services Community Grant recipient
 - The blue text are links you can click on for further information.





Table of Contents

■ Why is Autism Associated with Aggressive and Challenging Behaviors?	Page 1
1. What is helpful to know about behavior?	Page 3
2. Function of Behavior	Page 4
■ Why is it Important to Do Something about Challenging Behaviors?	Page 7
1. What are some Challenging Behaviors Commonly Displayed by Individuals with	h Autism?Page 9
2. Less Common Challenging Behaviors	Page 11
■ Who Can Help? What is this Idea of a Team?	Page 12
1. Team Members to Consider	Page 12
2. Things to Look for in Your Child's Team	Page 16
3. How and Where to Find a Team	Page 19
4. Funding Sources	Page 20
■ What are the Things to Consider?	Page 22
1. Physical Concerns	Page 24
2. Mental Health Considerations	Page 26
3. Medication	Page 28
4. Behavioral Considerations	Page 30
5. Other Concerns to Consider	Page 33
■ What are the Positive Strategies for Supporting Behavior Improvement?	Page 39
1. Adapt the Environment	Page 41
2. Use Positive Behavior Supports	Page 42
3. Teach Skills and Replacement Behaviors	Page 44
4. C.O.P.E.S. TM	Page 51
■ What might I need to know about Managing a Crisis Situation?	Page 52
1. Have a Plan	Page 52
2. Managing a Crisis at Home	Page 54
3. Managing a Crisis at School	Page 54
4. Managing a Crisis in the Community	Page 54
5. How do I know it's time to get more help?	Page 56
■ Long Term Solutions: What if we just can't do this anymore?	Page 62
1. Where can we learn more?	Page 63
2. Family and Caregiver Training	Page 63
■ Challenging Behaviors Glossary	Pages 66 – 71





As a companion to the information in this kit, we have two video series of frequently asked questions regarding challenging behaviors. One is from a legal perspective and the other from a clinical perspective. You can find them on the homepage of the Challenging Behaviors Tool Kit. The questions addressed in these videos are listed below.

Legal FAQ's

General Crisis Information:

- Can you tell me what a crisis is?
- What's my first objective in a crisis situation?

Crises & Schools:

- What is a school's immediate responsibility if a crisis happens in school?
- What about after the crisis?
- Can my child get kicked out of school for this kind of behavior?
- What should I do if my child does get kicked out of school?
- What is a manifestation hearing?
- What is a school's responsibility if the crisis happens at home?
- If my school isn't helping or can't help with the situation, what should I do?

Adults & Guardianship:

- Is there anybody responsible for helping adults who are having crisis behavior?
- What happens in a crisis situation if the family has no guardianship and the individual is over 18?
- Is there emergency or temporary guardianship for a situation like this?
- If I want to obtain emergency or temporary guardianship, how would I do that?
- What's the advantage of seeking guardianship before a child turns 18?

Hospitals & Residential Placement:

- What are the responsibilities of a hospital and your rights regarding medical interventions?
- Is the hospital required to provide behavioral supports?
- If my child is in the hospital, what happens to their schooling?
- What happens if my child is being repeatedly kicked out of school and sent to hospital settings? Are there any other options?
- If an adult is in residential placement, what is the responsibility of the facility or home in a crisis situation?





Calling 911:

- If I call 911 for an emergency, what should I tell the dispatcher?
- Are there specific terms or phrases that should be used to get help in a crisis situation?
- When the first responders arrive, what information should I give them?

Other Advice:

■ What other legal advice do you have for families in crisis?

Clinical FAQ's:

Understanding Challenging Behaviors:

- What are challenging behaviors?
- What's the most important thing to know about challenging behaviors?
- What's important to know about aggressive or self-injurious behaviors?

Addressing Challenging Behaviors:

- Why is it important to address challenging behaviors?
- What should I know before addressing challenging behaviors?
- How important is consistency in addressing challenging behaviors?
- What if I'm having trouble carrying out a behavior plan?

Dealing With A Crisis At Home:

- What should families do in a crisis situation?
- Where can families turn if they feel unsafe in a crisis situation?

Other Advice:

- Can you use Applied Behavior Analysis (ABA) on adolescents and adults with autism?
- What role can medication play in addressing challenging behaviors?
- When should I consider residential placement?
- Where do siblings fit in with all of this?
- Do you have any general advice for families dealing with challenging behaviors?





With gratitude, we thank the members of our Advisory Committees for generously donating their time, experience and resources to this project.

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Why is Autism Associated With Aggressive and Challenging Behaviors?

Autism itself does not cause challenging behaviors. It is likely, however, that some of the underlying biological processes that result in autism might also result in behaviors that are outside of a person's control—similar to how the tremors associated with Parkinson's Disease are brought on by impulses that the person cannot direct. In addition, some behavioral responses are simply reflexes—no more of a choice for your child than when your leg jerks upward when the doctor uses his hammer on your kneecap.

"Some of those behaviors that most professionals and many families would not consider challenging, such as making odd noises, repeating phrases over and over, closing and opening doors in a repetitive fashion, might not be dangerous or destructive. But they sure can be annoying, and raise everyone's stress levels. And when the individual is told to stop again and again but still doesn't, those little things can lead to big things. They can create a tension that makes everyone behave in ways that become problematic. Learning how to think about and deal with these low-level, irritating behaviors certainly changed how we functioned as a family and improved our quality of life."

-NM, mother

In addition, the core features of autism are areas in which difficulties can lead to feelings of frustration, confusion, anxiety or lack of control, resulting in behavioral responses. Since behavior is often a form of communication, many individuals with autism (as well as those without autism) voice their wants, needs or concerns through behaviors, rather than words. This does not mean that they are always knowingly communicating. For example, running away from a barking dog might be the child's biological fight or flight response to scary situations, or even to something that you might not view as frightening. Similarly, shutting down and retreating to a quiet place might be a child's way of saying 'this situation is far too noisy and crowded for me to handle.' This may be an automatic response in the moment, not a choice he is making.

Challenging behaviors are more likely to appear when a person is feeling unhappy or unhealthy. Medical concerns, mental health issues, or sensory responses that we cannot see might bring pain or discomfort to a person with autism that we might not understand, especially when he is unable to say so.

"All of a sudden when Mark was about 8 years old, he needed order. The change came overnight. If we opened a cabinet, he closed it. Loading and unloading the dishwasher was impossible—he could not tolerate the door being open. It was maddening to us, and so clearly compulsive for him. He became anxious and acted out if the order was not maintained. Thankfully, our doctor ran some tests and determined that he had high antibodies to strep, and the compulsiveness was likely due to a sort of obsessive compulsive disorder called PANDAS. The biological factors were not easy to treat and took a long time to resolve, but how we responded to his behavior changed completely when we realized that he wasn't doing this to drive us crazy, and that he was no more in control of what he was doing than we were. We worked a lot on building his tolerance for flexibility, in tiny bits and using positive rewards. Eventually, he returned to his flexible self, but we had to adapt our behavior to help him through this in a way that worked for all of us."



- SP, father



Many behaviors are also responses to previous experiences. A baby who gets a smile when he coos usually learns to coo more often. The same is true for challenging behaviors. If a child has learned that screaming gets him out of a difficult task, he might scream in the future to escape.

How we respond to his actions can have a significant effect on what he does the next time he is in a similar situation.

Because of the learning differences that autism can bring, people with autism might need specialized approaches to learning appropriate behavior. For example, the scolding look that stops your typical two-year-old in his tracks may mean nothing to a 30-year-old with autism who has not learned to recognize emotions and facial expressions.

Without some of the abilities and skills that most of us have developed as children and adults, people with autism are often just using the tools they know how to use. Therefore, it is likely that behavior can be improved by helping them to increase the tools they have available—to communicate, to recognize their own biological and behavioral responses, and to build an increased ability to self calm and self regulate.

Research on Aggression in Autism

A recent study of aggression in autism showed some interesting trends in terms of *risk factors*, which may give some insight into challenging behaviors overall.

- There is a much higher rate of aggression towards caregivers in autism than in the general population and in others with intellectual disabilities.
- Unlike the risk factors in a typical population, aggression was equally common in girls as boys with autism. Several other usual risk factors (lower IQ, lower parental education, less language ability) were not associated with greater risk in autism.
- The research also showed that just like in the typical population, age was a risk factor, with higher levels of aggression occurring at younger ages, which may suggest that learning and growth may help behaviors improve.
- Those children with autism at highest risk of aggression exhibited the following characteristics:
 - 1. More repetitive behaviors, especially self-injurious or ritualistic behaviors, or extreme resistance to change
 - 2. More severe autistic social impairment

These results show that core symptoms of autism are associated with the risk of aggression. Perhaps underlying conditions such as a lack of social understanding or the discomfort associated with breaking a routine might promote aggressive behavior.







What is helpful to know about behavior?

Before considering challenging behavior in isolation, it is helpful to think about human behavior in general. Some behavior is biologically driven (we eat when we are hungry) or reflexive (we cover our ears when a noise is too loud). But for the most part, *behavior occurs because it serves a function and/or produces an outcome*. Eating serves the function of satisfying hunger, and covering our ears softens the impact of the loud noise. Behavior also serves as a form of communication. Seeing someone cover his ears, even when we did not find a noise to be offensive, can communicate that he is particularly sensitive to sound.

It is critical to remember that any individual is doing the best he can do in each situation, given his skills, education, physical and emotional state, and past experiences. We classify certain behaviors as challenging because we as individuals or a society find them to be difficult to accept. It will be important for you to become a careful observer, working to understand the purpose of behaviors. Taking a step back and considering why a person might behave in a certain way is the first important step toward understanding and learning how to help. It is also essential to reducing your own frustration. In fact, it is often helpful to think of an individual's actions as a response, rather than a pre-determined or willful behavior.

However, there is a difference between understanding behaviors that we or society might not find appropriate and accepting those behaviors. For example, determining why a child needs to kick, and then developing his skills for communication should be the objective (e.g. 'I need a break.'), instead of allowing kicking as a form of speech. Similarly, working to understand and treat biological conditions that might cause challenging behaviors is essential.

"Sam's teacher moved to another city, so he entered his second year of high school with a familiar but less skilled instructor. Soon he was headed to the nurse's office each morning and spending first period on her bed. Clearly the new teacher had anxiety, and the school staff believed that this was being reflected in Sam's behavior and increasing his anxiety as well. Or perhaps it was task avoidance, as there were a lot of language demands in that first period social skills class. Then one morning, he actually gagged and vomited, but once he got home it was clear that Sam was not sick. Soon after, other staff noticed that he would turn his head to the side and his eyes would roll during the period immediately after lunch. We also noticed a tendency to retreat to the couch at home after dinner. That's when we consulted the gastroenterologist, and sure enough, he was diagnosed with reflux. All of these odd behaviors and the trips to the nurse's office subsided once he was treated."

-ED, mother

When thinking about your loved one with challenging behaviors, it is also important to consider his positive features and strengths. Show respect for his thoughts, feelings and the likelihood that he understands far more — or alternately, perhaps far less—than you might consider. Take care not to speak about him in his presence, for it is likely that he understands more than he is able to show. Talk to him and provide him with information, even if you are not sure that he understands what you are saying. It is important to build your child's trust in your support, and shape his motivation and purpose into more acceptable behaviors.





Function of Behavior

Whenever behavior occurs, it is important to consider its purpose, or what is most often called its function. Although some behavior is biologically driven, much behavior is learned over time and through experiences, and shaped by what happens before and after the behavior takes place. Other behaviors may have begun as biologically driven (such as scratching an itch) but may turn into something that serves a different function (perhaps scratching to gain a teacher's attention).

"Special educators [and parents] need to look at what a child can do instead of what he/she cannot do. There needs to be more emphasis on building up and expanding the skills a child is good at. Too often people get locked into a label such as dyslexia, ADHD, or autism, and they cannot see beyond the label. Kids that get a label often have uneven skills. They may be talented in one area and have a real deficiency in another. It is important to work on areas where a child is weak, but an emphasis on deficits should not get to the point where building the area of strength gets neglected."

— Temple Grandin, Ph.D.

An example of a productive behavior might be asking for something to eat, then receiving a cookie. The function of making the request is to get the cookie. For a child with limited language skills, the strategies involved in getting a cookie might look very different. But if the end result is the same, whatever the individual needed to do to be fed is the method by which he has learned to 'get a cookie.' Over time, an individual with significant communication challenges is likely to develop some creative and interesting methods for communicating—some of which might be considered challenging.

The Function of Challenging Behaviors

Challenging behaviors, such as aggression, disruption, or self-injury are often a chief concern of caregivers of individuals with autism and other developmental disabilities. Many of these challenging behaviors are learned and maintained by what happens immediately before and after the problem behavior. Because they are learned behaviors, problem behaviors can be modified by manipulating or changing situations in the environment, especially the events before and after the problem. In most cases, challenging behavior is seen as a way to request or communicate a preferred outcome (e.g., access to toys, food, social interaction, or cessation of unpleasant activity). Therefore, the goal is to replace the inappropriate "request" with more adaptive (appropriate and effective) communication.

-p.13 Targeting the Big Three

Questions you might ask about why a person is behaving in a certain way include:

- Did this behavior start suddenly? If so, might my child be sick or is there another change that might have caused this?
- Is there some underlying medical concern or condition that is making him reactive? Tired? Stressed?
- What is my child attempting to gain from this behavior? Is he trying to escape something?
- What is he trying to tell me? What can I learn from this?
- Does it happen in certain places, with specific people or in situations where he is hungry or tired? Is there something we might adjust in his surroundings that might improve the situation?





- What happens before the behavior? Is there something that makes it more likely to occur?
- What happens after the behavior occurs? What is helping this behavior persist? What maintains it or makes it work as a tool for this individual?
- What do I typically do to get my child to stop engaging in the behavior? Am I (or is someone else) giving him more attention then, or doing something that might be making the behavior work to get him what he wants?

If you can develop an idea of when or why a behavior is happening, you may realize there are simple solutions that help to improve a situation and make an undesired behavior less likely to occur.

It is also essential to remember that behavior changes, and people adapt. The same behavior that serves a specific function in one situation may serve a different purpose in another setting. In other words, one bite might be out of frustration when a child wants something he is unable to ask for. Another might occur when he is afraid and needs to get away, and yet another might be an automatic response to intense stress. And although biting is the same behavior, the reasons it happens (the function) can be very different.

Behavior generally serves one of several functions:

- Obtaining a desired object or outcome
- Escaping a task or situation
- Getting attention, either positive (praise) or negative (yelling)
- Trying to self-calm, self-regulate or feel good (sensory input)
- Blockingor staying away from something painful or bothersome (*sensory avoidance*)
- Responding to pain or discomfortAttempting to gain control over an environment or situation (*self-advocacy*)

Improvements can often be made by changing the situations and environment, or the things that come before and after problem behaviors occur. And since behavior is often a form of communication, teaching more adaptive and appropriate ways of communicating can often reshape problem behaviors into more appropriate requests, protests and responses.

"Before I was able to express myself with my speech, the only way I knew how to escape from situations and people I didn't like was to hit and bite and run. I didn't want to hurt anyone, but I just couldn't stand being there anymore and I couldn't explain my thoughts or feelings in any other way. So many things bothered me, it was like being in intense pain. Now that I've had years of practice – first with signing and then my communication device – I can use my speech and other forms of communication to ask for a break or to move to a quiet space, instead of using aggression. Things are much better for me now."

-DR, a young woman with autism

Before formal interventions are developed, it is important to consider the wide array of possible contributing factors, including the biological ones. Appropriately determining function is then essential to creating a plan that might effectively address the behavior.





For example, if a child is hitting his mom in order to get out of making his bed, putting the child in 'time out' would actually give the child what he wanted (avoiding the task), and therefore support (*reinforce*) the behavior. In this case, he would be inclined to hit again to escape. Instead, if it is determined that the child hits because the task is too difficult, making the task easier to build success might allow him to stay engaged, and eliminate the need to hit. You may want to start by helping him make the bed, but be sure that he has to finish the job correctly by putting on that last pillow.

In considering behavior, it is important to look at the individual as a whole, and to consider productive as well as challenging or *maladaptive* behaviors. It is also important to recognize that what we might consider negative behavior might have positive elements—the individual might be standing up for his wants or desires. Building appropriate self-advocacy and self-determination skills is essential. Visit the *Positive Strategies for Supporting Behavior Improvement* for more information.

People with autism often report that they find the world confusing and anxiety-producing. Many of the successful supports for increasing appropriate behavior involve creating more predictability and safety, while also building self-regulation, communication and self-determination skills. Meet your child where he is now, celebrate the things he does well, and take small, positive steps to build the skills and the trust that will make him more adapted to your family and the world around him.



Two Vital Things to Remember

By applying the principles of behavior, you will teach the individual a more appropriate way to obtain what she wants (i.e., attention, access to leisure materials, or avoiding doing a task, etc.).

- Consistency is Vital While function-based behavior intervention can be very effective, for it to be most successful, it must be implemented consistently at all times by the majority of people who interact with the individual.
- Continuation is Vital More importantly, the behavior intervention should continue even if the challenging behavior begins to decrease, much like the way medication or diet works. Hoping for a lasting effect without continuing the changing agent (i.e., behavior treatment, medication, and diet) will only lead to frustration and failure. With consistency and adherence to the behavioral guidelines, you will see gradual change in the individual's challenging behavior.



-Page 72 - Targeting the Big Three





Why is it Important to Do Something about Challenging Behaviors?

Easily seeing what the problem is and adjusting the situation may be simple enough to change challenging behaviors. But sometimes this is unsuccessful, in which case continued challenging behaviors may be a sign that an individual needs help. This may be a medical evaluation or a particular treatment if something is affecting his health. Or it may require some changes in the supports, skills or tools that will allow him to feel comfortable, safe, heard and validated.

Challenging behavior might reflect an individual's only way to cope with a certain difficulty at any given time. Without proper intervention, these behaviors tend to continue and may get worse, creating an increasingly challenging cycle for you and your loved one. Promoting and teaching adaptive behavior as early as possible is essential for long term growth.

"Before Lindsay had speech, we could only guess at what was causing her so much pain. It was truly awful to feel so powerless to help your own child. And when she was aggressive or hurting herself, there was no way I was going to sit back and take my time to figure out what was causing it. I had to intervene right away either by moving away from her or restraining her arms. Once we learned to see her behaviors as her form of communication, we could begin to understand the purpose behind them. Then we could really focus on strengthening the few communication skills she had. Eventually, her problem behaviors became less and less frequent as they were replaced by language."

- BK, a father

Your ability to learn the tools to address and reshape challenging behaviors as early as possible is important for the day to day quality of life for your loved one, as well as your family. Many parents make subtle adjustments to adapt to their child's behavior, but over time, they can drift into patterns that become a "new normal." This may mean they no longer take their child shopping because of his aggression in the community. They may no longer bring him to visits with family or friends because he is disruptive, and so they lose their supports and relationships. They may accept that a child is an early riser, but then 6 AM becomes 5 AM, then 4 AM, and everyone is exhausted and no one is functioning well. Over time, these subtle adjustments (sometimes called behavioral drift) can become difficult to change, and can accumulate to limit the child's and his family's access to many important things in life.



PAGE 7





Challenging behaviors can have a significant impact on the individual in many ways. They can:

- Interrupt academic learning and as a result limit long term growth and development
- Limit experiences and keep a person out of many opportunities for growth over his lifespan, including play dates, mainstream classrooms, recreational options, and eventually his work options, living conditions and ability to be integrated into the community
- Cause physical decline, pain, injury, especially when aggression and self-injury are involved
- Compromise an individual's psychological state, resulting in depression, stress, anxiety, and reduced self-confidence and self-respect
- Impair social relationships, as well as long term interactions with siblings, parents and other family members
- Affect finances as a result of employability, medical and supervision expenses
- Reduce independence and choice

Challenging behaviors can have a significant impact on the family and caregivers in many ways. Effects include:

- Added stress and worry
- Social isolation as a result of the embarrassment or stigma that accompanies the maladaptive behavior
- Anxiety and/or depression for parents and siblings
- Less time and attention for other children, responsibilities or interests
- Physical danger
- Fear of harm to themselves, other family members, others or the individual himself
- Less support from other caregivers, extended family or friends due to added complexities
- Financial concerns that result from the costs of constant care and supports, damage to property, medical bills, or the necessity of a parent to stop working
- Faster staff burnout and increased turnover
- Problem behaviors that might overwhelm the family's ability to cope or intervene

It is important to address challenging behaviors for many reasons, and the sooner the better. A 25 pound toddler with reactive behavior and a fist is a challenge, but that same behavior in a teenager who weighs 175 pounds is a threat. If your child has challenging behaviors that you are not able to change, it is important to seek out professional help.





What are some Challenging Behaviors Commonly Displayed by Individuals with Autism?

Sometimes knowing more about a behavior itself, or learning the language to describe the behaviors you see to a professional, can help others to recognize the seriousness of the problem or find the right team members or approaches to understanding your concerns. The intensity, frequency and severity of behaviors will vary considerably across individuals and settings, and may change over time. For many families, the list below may seem overwhelming and well beyond the concerns you have about your child. Some of these behaviors occur only rarely and many will not describe what you see in your child. However, any of these may require you to learn new skills or perspective and can be addressed with assistance from professionals when they do occur.

Disruption occurs when an individual exhibits inappropriate behaviors that interfere with the function and flow of his surroundings. Examples include interrupting a classroom lesson, the operation of a work environment, or a parent's ability to make a meal. Behaviors might include banging, kicking or throwing objects, knocking things over, tearing things, yelling, crying, or swearing.

Elopement refers to running away and not returning to the place where a person started. In autism, elopement is often used to describe behaviors in which a person leaves a safe place, a caretaker, or supervised situation, either by 'bolting,' wandering or sneaking away.

"There was a young man who was always eloping, He would run and we could not figure out why. Unfortunately this running was both scary and dangerous. We worked to try and figure out why he was running and when we couldn't we decided to try and teach him how to ask to run. Once we opened this door up he would ask before he would run and the parent was able to tell him where he could run and sometimes she would run with him. It wasn't the perfect solution but it worked to keep him safe and that was the best we could do at the time and it worked".

- Behavioral Consultant

Incontinence is the (usually) involuntary passing of feces or urine, generally not into a toilet or diaper. Sometimes there is an underlying physical concern that might need treatment or incomplete toilet training that may need additional teaching. For some individuals, it may be a sign that there is difficulty recognizing body signals before it is too late. Sometimes an individual learns to use 'peeing his pants' or urinating on the floor as a means of gaining attention or escaping an undesirable task or situation.

Non-compliance is used to describe when an individual does not or refuses to follow the directions, rules or wishes of someone else. Non-compliance can be passive, such as not following a direction, or active, such as whining/crying, becoming aggressive or self-injurious. It is helpful to remember that non-compliance can be purposeful, but at times can also result from lack of understanding, lack of motivation, fatigue, or poor organizational or motor planning issues.

Obsessions, compulsions, and rituals are often strong, irresistible urges that can result in difficulty with a person's ability to cooperate, to manage change or to be flexible and adjust. The compulsion involved in obsessions and rituals can often lead to additional challenging behaviors if they are interrupted or forbidden.





- An *obsession* is when a person's thoughts or feelings are dominated by a particular idea, image or desire, such as a person who only wants to talk about elevators.
- A *compulsion* is the drive to do something in particular or in a particular way, such as the need to straighten all the forks at the dinner table.
- A *ritual* is used to describe a repetitive behavior that a person appears to use in a systematic way in order to promote calm or prevent anxiety, such as arranging all the pillows in a certain way before being able to settle in to sleep.

Physical aggression is an act of force that may cause harm to another person, and might include hitting, biting, grabbing, hair pulling, slapping, kicking, pinching, scratching, pulling, pushing, head butting, or throwing things.

Property destruction includes behavior in which belongings or property are harmed, ruined or destroyed and might include breaking, throwing, scratching, tearing, defacing, etc. belongings (his or those belonging to others).

Self-injury is the attempt or act of causing harm to a person's own body severe enough to cause damage. Self injury can present in a wide range of behaviors including head banging, hand-to-head banging, body slamming, hitting or punching oneself, eyeball pressing, biting oneself, wound picking, and hair pulling. Self mutilation such as cutting one's skin, burning, or bone breaking, is less common in autism unless other psychiatric conditions co-occur.

Sexual inappropriateness can take many forms in autism, and might be described as a lack of sexual inhibition or 'acting out' behavior. Lack of impulse control and poor social understanding might result in acting on sexual impulses that others know to keep private, such as sexual advances (propositions), sexual touching, promiscuity, exposing one's genitals, masturbating in public, sexual talk, obscene phones calls or voyeurism (watching others in private situations). Depending on the severity and the circumstances, sexual inappropriateness may lead to, or be considered, sexual aggression.

Threatening behavior includes physical actions that do not involve injury or actual contact with another person (such as holding up a knife), or stated or written threats to people or property.

Tantrum or meltdown describes an emotional outburst that might involve crying, screaming, yelling and stubborn or defiant behavior. The person might lose control of his physical state, and may have difficulty calming down even if the desired outcome has been achieved.

Verbal aggression generally involves the use of threats, bullying tactics, negative language, ultimatums and other destructive forms of communication.







Less Common Challenging Behaviors

Fecal digging occurs when an individual puts his fingers into his rectum (backside). Fecal smearing and handling of feces (poop) occurs when feces are spread on property or the individual himself. Each of these might be rooted in medical causes such as skin or digestive tract concerns, or may be learned behaviors that serve a purpose such as access to attention or escape from unpleasant situations.

Food refusal occurs when a person refuses to eat anything at all.

Pica is an eating disorder that involves eating things that are not food. Some individuals with autism and other developmental disabilities eat items such as dirt, clay, chalk or paint chips. Pica can also occur when a body craves certain nutrients or minerals that are lacking in the diet/body, as sometimes occurs in women during pregnancy.

Rumination describes the practice of (voluntarily or involuntarily) spitting up partially digested food and re-chewing it, then swallowing again or spitting it out. Rumination often seems to be triggered by reflux or other gastrointestinal concerns.

Purposeful or self-induced vomiting is throwing up on purpose. Contributing factors such as reflux, hyper gag reflexes and eating disorders (*bulimia*) should be considered.

It is important to repeat that while these behaviors might all be challenging, they should not be assumed to be purely behavioral, or purposeful. As discussed earlier, they are often learned responses. Sometimes there is a biological root or trigger that might require investigation or treatment in order to help the individual get to a more comfortable place where he might be able to learn adaptive skills. Even if treatment is not immediately effective, sometimes just knowing of a medical or neurological cause of a behavior can change how you think about it and how you respond.

Resources:

- Asperger's Syndrome: Meltdowns; IAN Community, http://www.iancommunity.org/cs/about_asds/aspergers_syndrome_meltdowns
- Autism Solutions, How To Create a Healthy And Meaningful Life For Your Child, Ricki Robinson, MD, MPH http://www.drrickirobinson.com/
- Targeting the Big Three: Challenging Behaviors, Mealtime Behaviors, and Toileting
 by Helen Yoo, Ph.D, New York State Institute for Basic Research
 Autism Speaks Family Services Community Grant recipient
 http://www.autismspeaks.org/sites/default/files/challenging_behaviors_caregiver_manual.pdf
- *The Autism Revolution*, Martha Herbert http://www.marthaherbert.org/





Who Can Help? What is this Idea of a Team?

Individuals with autism are often quite complex, so it is helpful to take a broad approach when evaluating concerns, and deciding how to provide appropriate support. In order to meet their various needs, many individuals with autism, especially those with challenging behaviors, need a team to develop specialized and individualized care.

Team Members to Consider

Depending on the placement, circumstances, services, supports and concerns surrounding your loved one with challenging behaviors, the team might include the individuals and professionals from the disciplines outlined below. The actual mix of professionals and titles will vary across situations, but for most people it will be important to have someone in each of the roles described, either as an ongoing advisor, or as a consultant at some point.

Individual with Autism: To maintain a person-centered approach and treat your loved one with dignity and respect, it is essential to include his voice at the table. Keep his wellbeing in the forefront of your mind as you plan and program as a team. Seek his perspective on the behaviors that are concerning, and why they take place. With some kids, it might help to ask, 'Why do you need to do this? How can we help?' Wherever possible, involve him in the decision-making. Some individuals will have strong preferences that can greatly affect outcomes.

Even if it seems that your child is not able to understand what you are saying, let alone make decisions about his care, talking to him directly might deliver more information and generate more understanding than you might expect. In addition, a person who does not respond verbally can deliver a great deal of information about his comfort, preferences and dislikes through his behavior. Involving him in the treatment process can help to build his social skills, self-advocacy skills, and independence. Remember to be sensitive to talking about him in his presence, as it is possible that he understands more than he can show.

Below is an excerpt from A Full Life with Autism, from the perspective of Jeremy, a young man with autism who learned to type to communicate:

"I have often times been the victim of ignorance. I think you have to be brave to get over the horrible times people hurt you by talking like you don't understand the comments they are making about you within earshot. I don't think people realize the kind of effect they have on nonverbal people. You know that intentional abuse is unforgiveable, but in some cases ignorance is just as painful. I remember when I was in junior high the occupational therapist told the teacher I would never learn and she did not understand why I was in mainstream classes I was so upset because even though I could not talk or type, I could listen and learn. I wanted to die."

From A Full Life with Autism by Chantal Sicile-Kira and Jeremy Sicile-Kira. Copyright © 2012 by the authors and reprinted by permission of Palgrave Macmillan, a division of Macmillan Publishers Ltd.





■ *Parent(s):* You are the key informant and advocate and an absolutely essential member of the treatment team. Outcomes are better with family involvement. No one knows your loved one, his history or the dynamics of your beliefs and your household the way you do. You might need to tell a story or give an example to fully describe the situations you find difficult or the needs you might see in your child.

Be prepared to ask questions, raise your concerns and preferences, and ask for help. Effective communication across the team is essential, and in many cases you may be the one facilitating the sharing of information. Take notes, but also request information, suggestions and treatment plans in writing, since afterwards it may be hard to recall what was said. Ask for referrals to additional resources and share concerns about time and financial abilities. Ask for training and where else you might find help.

If you are asked to do something you cannot do because it is too expensive, too difficult, or you don't understand the objective, speak up and ask for other ideas.

You are likely to fall into a role as the team leader or coordinator, but if this is too much for you to take on, there might be help. Look into finding a case manager (see below), *special needs parent advocate*, family member or friend. Ask for suggestions from a primary care provider. Ask someone to accompany you to medical or specialist appointments to take notes and help you understand the choices and information being presented. You do not need to do this alone, but you may need to seek out and advocate for the level of supports that your family needs.

"When my daughter was moving from 1st grade to a new school, I created a 3-ring binder notebook with plastic inserts and dividers. In each plastic insert, I placed sheets of her school work both good and bad to show her growth. I included artwork, certificates and added a picture to the front. Almost just as important, I included information from her Medical Home and all of the other care providers on her team. This gave each team member and everyone who saw it, the full scope of who my daughter was. That notebook gave me the tools I needed to be the best Team Leader for my daughter. Not to mention, it helped me effectively communicate with our entire team. I still update and use this notebook method for everything from IEPs to Summer Camps...it works!!" – KD, parent

- Case Manager: Depending on the age or placement of your loved one, this might be a school case manager, or a representative from a service agency, such as a regional center (in California) or your state's Division of Developmental Disabilities or Department of Child and Family Services. Ideally, this person should be your direct contact, and should be helping to gather resources, team members and ideas. The effectiveness, skill set and time availability of a case manager will vary considerably due to many factors, and in some circumstances, you may not have one. You may have to advocate strongly in order for the case manager to understand the level of your concerns. If you do not have a case manager, sometimes a friend or family member can help you to research, track and organize the body of information that comes with the challenges of your loved one.
- Medical Professional: If you do not yet have one, try to build a 'medical home'—a relationship with a doctor who knows your child, and who you know and trust. Involve your primary doctor in evaluations, as he should be able to help when considering medical triggers for behavioral concerns. If your provider does not have a lot of experience in autism, it might help to share the list of Things to Consider in the next section and work through the possibilities together. Your doctor might refer you to specialists in areas of concern, and may be helpful in finding some of the other team members or therapists in the roles described below.





- Among others, referrals to specialists might include:
- hearing assessments (audiologist)
- vision evaluation (ophthalmologist or optometrist)
- stomach or digestive tract concerns (*gastroenterologist*)
- diet or nutrition issues (*nutritionist*)
- allergies (allergist)
- immune concerns (*immunologist*)

Just because an individual has autism, it does not mean that he is exempt from any of the other health concerns that affect any of us.

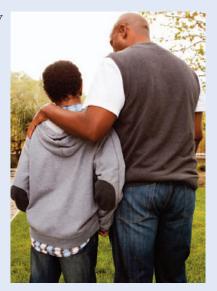
Sometimes doctors try to consider symptoms and signs, relate them back to what they know about autism and write off anything difficult to interpret as behavior. This is especially difficult if your loved one has limited language and cannot describe pain or perception issues. You might have to advocate in order to keep the focus on the individual and your concerns. Just because a broken leg is not associated with autism in the research literature, doesn't mean your child who just fell out of a tree does not have one!

In some states, you might have access to an Autism Treatment Network site, where the medical concerns associated with autism are being researched and treated according to collaboratively developed protocols with teams who specialize in autism treatment.

Is your loved one an adult or approaching adulthood?

It is important to note that while pediatricians are becoming increasingly aware of some of the issues related to autism, individuals on the spectrum are still relatively rare and novel in the world of adult medicine. Sometimes individuals with developmental disabilities stay in pediatric care far beyond childhood. If a switch to an adult provider is necessary, try to facilitate a transition of medical records as well as conversations with the pediatric caregiver. You may want to pass along this introduction for internists: 'Gently does it,' caring for adults with autism, from the American College of Physicians.

If you find your loved one in the care of an adult doctor new to autism, you may need to share the information and resources provided in this tool kit, or additional general background information such as Your Next Patient Has Autism....







■ Behavioral Health Provider or Behavior Analyst: A team member who is trained in behaviorally based evaluations and interventions is often instrumental in understanding your child's challenging behaviors and developing supports and strategies. This might be a school psychologist, general psychologist, Board Certified Behavior Analyst (BCBA) or other behaviorally trained provider. These providers will use the elements of Applied Behavior Analysis (ABA) in supporting your loved one.

ABA techniques involve controlling factors in the environment and monitoring interactions prior to a behavior (antecedents) and responses after a behavior (consequences). These techniques, including using positive reinforcement, are powerful in shaping behavior in individuals with autism. For more information, see the ATN Applied Behavior Analysis: A Parent's Guide and tips on Partnering with your Child's ABA Instructor.

"I honestly do not know where my son, Tyson, would be today without ABA. I am a true believer, although it was definitely not easy in the beginning. I hadn't realized how much work it was going to be for me and my wife, not to mention for our BCBA, but it was well worth it in the end. We basically started breaking down every task in Tyson's life into very small, manageable steps, and we rewarded him for even his 'smallest' successes. Then the BCBA would have us systematically raise the bar as he did more and more independently. I can say that Tyson is in an inclusive middle school today (with lots of accommodations) because ABA therapy helped him learn how to do almost everything from looking, listening, and sitting in his chair."

- HK, a father

- Educator/Job Coach/Habilitator: If your child is under the age of 21, it is likely that he is in a school based program with a teacher. Once he reaches adulthood, instruction is more likely to come through a habilitator or staff member at a day program, or a job coach. In both instances, finding a lead educator with autism experience and background in behavioral interventions will likely be helpful. Schools will require credentials on a state-by-state basis, but there is very little licensing or required training for adult service providers in most states.
- *Mental Health Provider:* Consideration of emotional and mental health concerns, as well as training and supports for the individual and the family, can come from a psychologist, school psychologist, psychiatrist, social worker, or community mental health worker.
- Speech Pathologist or Speech Language Pathologist (SLP): A trained speech specialist can evaluate an individual's ability to understand language as well as produce speech. These specialists are trained to see subtle concerns that might reflect communication deficits that an individual might find frustrating., A speech professional can also be invaluable in developing functional communication skills.
 - Sometimes schools or agencies will resist providing speech services for a person who is non-verbal. But it is the development of communication systems (e.g. use of gestures and visuals, *picture exchange systems (PECS)*, sign language, *voice output technology*), not the pronunciation of sounds, that is the target for many speech therapy interventions in autism. Be persistent!
- Occupational Therapist (OT): An occupational therapist can help to evaluate concerns with fine motor issues, as well as the sensory and stimulation differences. Many OTs have also been trained in interventions and coping strategies to help make individuals feel more comfortable in their surroundings.





Physical therapists (PT), who generally work on large motor tasks and functions, may also be trained in related techniques. Both OTs and PTs can be instrumental in developing effective exercise programming.

Each of these team members might bring a different view of the same person to the table, providing perspective and expertise in understanding and creating systems of support. It is up to the parent, hopefully with the support of another key team member such as the case manager or doctor, to weigh and prioritize the input from these team members. A combined approach from the team should help to address physical, mental and learning concerns, and create a positive support plan for addressing challenging behaviors and helping you help your loved one with autism to grow and adapt.

Things to Look For in Your Child's Team (and Questions You Might Ask)

It might be helpful if you first go through the list of questions included below so that you have a sense of your own expectations and perspectives and can find a good match. Also keep it mind that certain personalities and styles will fit you or your child better than others.

- Person-centered approach: Professionals who think of your child as a person first—not the disability or the behaviors—will be the most helpful in discovering his strengths and his challenges. A person-centered approach will allow your team to find the tools and strategies that will be most helpful to him as an individual and to you as a family. A family-centered approach is also important, so it is essential to consider the values, priorities and specific needs of your family.
 - What do you see about my child that you think is meaningful? Helpful? Different?
 - What are his strengths? What can you see of his preferences and fears?
 - This concern is as much about the questions the provider asks you, as it is about how he answers your questions. Does he try to understand your loved one, family dynamics, priorities, strengths, confounding factors, etc?
- Collaborative: The challenging behaviors that might develop from a variety of factors will require many points of view. There may be a need for multiple providers or even multiple agencies, and the team will need to work together on the person's behalf. Collaboration also requires good communication between the members of the team. Some parents carry a notebook, an informational sheet and even makeshift brochures regarding their child to share with other team members.
 - How do we communicate as a team?
 - What information can you give me to share with other team members?
 - How have you worked collaboratively in the past?

"I have to say, we were lucky enough from the beginning to have assembled a group of fine people who had the very best intentions of helping my son Eli. But a few months into his preschool year, after Eli's progress seemed to have stalled, the school psychologist realized that we were not communicating well enough with each other. We were a patchwork team in which one hand hardly knew what the other one was doing. Once we started holding monthly





team meetings at the school where we could coordinate what each person found helpful, Eli really started to make a lot of progress. Keeping a daily communication book in his backpack (and now an email chain) was terrific because it kept us all in the loop and it was a way to document everyone's ideas." – SW, a mother

- Broad thinking approach: Given the complexities and variability associated with autism, it is critical that team members think about all of the possible driving and complicating factors that might influence an individual's behavior. (See Things to Consider) Especially when a challenging behavior is new or has dramatically increased, medical issues should be considered early in the evaluation process.
 - What do you know about other interventions?
 - Do you have any suggestions for other team members with ____ expertise who might be helpful?
 - Do you think _____ might reflect something physical or emotional? Is there something else we should be considering?
- Experience with Autism: Especially when it comes to challenging behaviors, it is important to try to connect with providers who are experienced with autism. For example, a doctor who understands that a minimally verbal child cannot report pain may have developed other ways of gathering information about possible concerns. A psychologist who understands that sensory issues may cause a child to be more anxious in certain situations may utilize a different approach to evaluation. You can learn about the provider's experience by asking at his office, or by connecting with school or agency staff, other parents, or local support groups for suggestions and recommendations.
 - What is your experience in working with individuals with autism? This age group? This type of challenging behavior? This intervention plan?
- Commitment to evidence-based interventions: Team members should focus on medications, interventions and programming that research has shown to be effective. However, it is important to remember that each individual should be treated as such. An intervention that has been validated in a diagnosed co-occurring condition, such as depression, should not be tossed aside just because it has not been established as a treatment in autism.

The team should treat the person and the presenting symptoms, not the 'autism.'

In addition, the field of autism is evolving, and for many interventions the research has not been done. A lack of research may not mean a lack of effect or relevance to your child's situation. Consult other team members to help you assess suggestions, but also know that you might not all agree. You should work within your team to weigh risks and benefits. For more on autism best practices, see the National Autism Center's A Parent's Guide to Evidence-Based Practice and Autism and the National Professional Development Center on Autism Spectrum Disorders.

■ What does the research say about the use of this intervention for _____? What other information is available?





- Professional judgment: While research studies show the general effects of an intervention across a population, an evaluation of effectiveness should take place for interventions used with any specific person. Assessing effects requires set targets, goals and protocols, as well as a plan for collecting and analyzing data. Data analysis is important so that you know what is working, and when and if alternate treatment choices should be considered.
 - What is the target behavior of this intervention?
 - How will we know if it is working? What are we tracking?
 - What are the side effects?
 - What is our role in the intervention?
- Responsiveness: Providers should give you as much information as you need to understand the intervention and your role in it. They should listen to your concerns and priorities—cultural, familial, financial, etc.—and be able to adjust interventions to make them work for your family, the team, and the individual's needs. Voice your concerns and challenges so the providers can best support you and your loved one.
 - What is my role in this plan or intervention?
 - How can we adjust _____ to take into consideration our family's needs? My travel schedule? Our insurance plan?
 - This is too hard. Data reflects that it is not working. This medication is making him worse. What do we do now?
- Licensing, board certification or other credentials: It might be helpful to request references and talk to others who have used a provider you are considering. A list of certification and credentials required for the team members above is listed below:
 - Occupation Therapist/Physical/Speech Therapists:

 OT/PT/SLT State Certification Required (available online)

 National Board for Certifying Occupational Therapy (voluntary certification)

 American Speech-Language-Hearing Association (voluntary certification)
 - Mental Health Provider:

Psychologist License: State Licensing Board (available online)

Psychologist Certification: American Board of Professional Psychology or

National Association of School Psychologists

Clinical Social Worker: State license or certification (available online)

■ Behavioral Health Provider:

Certification, required for BCBA designation, but not required to use ABA: Behavior Analyst Certification Board

■ Medical Professional:

License: United States Medical Licensing Examination

Certification required: American Board of Medical Specialties or American Osteopathic Association





How and Where to Find a Team

For school age children, many of these providers will be available through your school (ask your child's teacher or *Individualized Education Plan (IEP)* team case manager), or by referral from your school team or your doctor. Schools are required under the *Individuals with Disabilities Employment Act (IDEA)* to use *Functional Behavior Assessment (FBA)*, and then to support the learning of a child in school using a *Behavior Improvement Plan (BIP)* when necessary. Further information is available here and here.

Additional case management and referral ideas might come through your state disability agency, county offices, or social services agencies. Often there are printed resource directories or you might search online for your state's agency for developmental disabilities. Check phone books and county websites for government offices that might lead to the right agency. You may need to call several numbers to find out how to get to the right place for what you need. This may be quite frustrating, but be persistent! Public health departments, offices of children and family services, disability services or developmental disabilities may be helpful; sometimes their work is subcontracted to other organizations such as Easter Seals or United Cerebral Palsy, or groups that only exist in your state or city. The Autism Speaks Resource Guide also contains state information by age.

"Each time we saw a new doctor or therapist, or my daughter joined a new group or activity, I became increasingly overwhelmed. I oftentimes found myself just staring at papers and numbers and not knowing where to start. A friend of mine, whose child is also on the spectrum, suggested I reach out to a case manager to help me sort through everything. I wanted to think I could do this all on my own but decided to call. After an hour-long meeting with a case manager at a local organization I felt much better. There's still so much to do but I feel like I have a clear path to get there now."

— MM, a parent

Some states have *wraparound* programs, designed to build teams of providers, family members and natural supports to help keep complex youth in their homes and communities. In autism, wraparound services can sometimes fund behavioral programming. You can find a Board Certified Behavior Analyst (BCBA) here.

For adults, referrals might come through an existing service provider, medical home or *Medicaid* case manager. Contacting the county or state agencies will be similar to what is described above, but different agencies may be involved in care for adults.

It is important to note that your primary or initial contacts may not have the necessary time or specific skills necessary to fulfill the needs of your child, his evaluation, or ongoing supports and interventions. You may need to ask for additional referrals and supports. Keep asking.

Contacting other parents, often through your child's school, program or local autism support groups, might reveal additional suggestions and resources, especially for providers who are already working in the field of autism. Attend conferences, lectures, or fundraising events such as Walk Now for Autism Speaks. Even if you don't have time for the lectures or the event itself, take a pass through the vendor tables that are often set up just outside to meet area providers who might be able to help.

To access supports or resources specific to your state, please consult the Autism Speaks Resource Guide. If you have found providers that have been helpful, please submit them to the database here.





Funding Sources

Even if you have an experienced professional team assembled, paying for the additional services and supports can be yet another hurdle. Services provided by the school under the stipulations of IDEA are required to be free and appropriate. That means you do not need to pay, and if the school does not have the necessary skills or staff to meet your child's needs, it is their responsibility to pay for the services required to do so. It may require significant advocacy to get them to do what the law requires. More information on your rights under IDEA can be found here.

Ask your Human Resources officer about benefits, or check with your insurance company. Contact the public health department to learn about community plans such as those for mental health or those targeted to children. Funding for medical needs is often covered through health insurance and/or Medicaid. Speech and occupational therapists, as well as medical specialists, are often covered under medical plans. Historically, some of these benefits were specifically denied for autism and developmental disabilities, but as autism has become more common and research and advocacy efforts have increased, coverage for these items is improving.

Some states have mental health parity laws, which indicate that mental health care has to be covered to the same degree as physical health issues. Some insurance plans also have stipulations for behavioral health supports and interventions, and Medicaid programs provide *wrap around* services for behavioral interventions. It may take some significant investigation through your Human Resources department, your insurance company or the Medicaid office to find out the details of the mental or behavioral health coverage available. You may find assistance through your primary care provider or a case manager.

Military families are covered by *TRICARE*, the military healthcare program, which provides for limited ABA coverage for certain beneficiaries under the TRICARE Extended Care Health Option (commonly referred to as the ECHO program). Learn more about TRICARE eligibility criteria here.

Autism insurance legislation is in the process of being enacted state by state, with various terms regarding implementation and coverage. More than 30 states have passed autism insurance laws; they are listed on the National Conference of State Legislatures website. It is advisable to investigate and understand your coverage so that you know what to expect before beginning services. To find out the status of specific laws for insurance coverage for autism services in your state, visit the Autism Speaks Autism Votes website and select your state.

Certain state agencies can also provide funding for *respite*, which is helpful in giving you a chance to catch your breath. These agencies, such as Departments or Divisions of Developmental Disabilities or Children and Family Services may have programs, supports or suggestions of resources.





Sources/Resources:

Behavior Analyst Certification Board, Inc. (BACB)

http://www.bacb.com/

'Gently does it,' caring for adults with autism

http://www.acpinternist.org/archives/2008/11/autism.htm#sb3

National Autism Center's A Parent's Guide to Evidence-Based Practice and Autism

http://www.nationalautismcenter.org/learning/parent_manual.php

National Conference of State Legislatures (autism insurance information)

http://www.ncsl.org/issues-research/health/autism-and-insurance-coverage-state-laws.aspx

National Professional Development Center on Autism Spectrum Disorders

http://autismpdc.fpg.unc.edu/

Special Needs Parent Advocate

www.specialneedsadvocate.com

Wrightslaw (special education and disabilities legal information)

www.Wrightslaw.com

US Bureau of Labor Statistics Occupational Outlook Handbook

(Information on practitioner training and qualifications)

www.bls.gov/OCO/

Your Next Patient Has Autism...

http://www.northshorelij.com/cs/Satellite?blobcol=urldata&blobheader=application%2Fpdf&blobkey=id&blobtable=MungoBlobs&blobwhere=1247088820137&ssbinary=true





What are the Things to Consider?

When trying to understand what might be contributing to challenging behaviors in any person at a certain point in time, the team needs to utilize a broad approach. Thoughtful consideration must be given to the various issues that might be resulting in the individual's actions. You may want to have your providers explore possible medical and mental health factors (also referred to as applying the principles of *differential diagnosis*). In this way, they can better evaluate what might set up, trigger, or maintain the behavior.

Some of these concerns might be quite obvious. For example, you would expect pain if a child has a visibly broken arm. However, other issues might require the skills of an expert who knows what subtle signs to look for, such as staring spells that might suggest seizure activity, certain behaviors that might suggest belly discomfort, or patterns that suggest an additional mental health concern.

"Until age 9, generally I lived in my own world relating to things, shiny coins, marbles and sparkly objects that I collected and hid in a secret place. I focused intently on these objects, lining them up over and over in patterns only I understood. If anyone disturbed them I had a tantrum, a meltdown, banging my head against the floor or wall for fifteen minutes. Nothing seemed to assuage my rage, it seemed to run a predictable course. I pulled my hair, picked at my skin and bit my arms. When it was over I was very thirsty and tired. Often, I returned to my activity to repair the interruption. My world was a house of cards, any breeze could collapse it.

I was an escape artist. I ran wildly, arms flailing until I became too winded to continue. Then I fell down, rolled onto my back and stared at the sky. I usually fell asleep. I believe that I had seizures.

I played with others if I could lead, and control the activities. If not, I left without a word. I seldom fought with other kids, except my bossy older sister who felt responsible for me. I didn't have a connection to people until I was in grade school.

High School and College I succeeded academically and socially pursuing artistic interests. I had many casual friends, none were close."

- Ruth Elaine Hane*, a married woman with High Functioning Autism

*To read more about Mrs. Hane, please refer to Appendix 1 at the end of this section.

It might be helpful to know that in general, people with developmental disabilities (including autism) are more likely to receive inadequate or inappropriate medical treatment. They receive fewer routine physical examinations, less preventative dental care and less mental health care than other Americans. People with communication issues are at greater risk of poor nutrition, overmedication, injury, neglect and abuse. There are likely multiple factors involved in these statistics, but certainly it is harder to care for someone who does not reliably say 'This hurts,' or 'Hey mom, why can't I see the blackboard at school?' Often, it is the parent's ability to be a watchful observer and careful reporter, combined with the skilled listening and evaluation of an experienced provider, that brings the necessary factors of a person with autism's health and other factors into consideration.

The following chart lists areas of potential consideration for the professionals on your team, and the types of questions you might ask in each area. This list is not complete, but hopefully it will support you and your team in considering topics that might be relevant with respect to your loved one and his concerns. If this list suggests an area that a provider is not investigating, be sure to bring it up. Know that you may have to be persistent or consult with other team members for each of your concerns to get the attention your loved one deserves.





Possible Cause	Things to Cons Potential Areas of Focus	Questions to ask
Medical	Pain e.g. ear infection? Toothache?	Could this person be in pain?
	Seizure	Could this be seizure related?
	Sedation / Poly pharmacy (multiple medications)	Is this individual sedated? Is he on too many medications? Is he on the wrong medications or dose?
	Insomnia/Inadequate sleep	Does the person get enough sleep?
	Allergies	Are there seasonal, food or environmental allergies involved?
	GI Issues/Nutrition	Is behavior related to meal times or food? Has there been a change or concern about bowel habits?
	Dental concerns	When was the last dental exam? Is there tooth pain?
	Vision/Hearing	Is there a change in or problem with perception
Genetic	Fragile X, Down Syndrome, etc.	Could this behavior be related to an undiagnosed genetic syndrome?
Mental health	Co-occurring mental illness	Could he be experiencing anxiety, depression, ADHD? OCD?
Cognitive	Intellectual ability/ Processing abilities	Are the demands on the individual too high or low for his cognitive level?
Communication	Adequacy of communication system	Does this person have a functional communication system? Does he use it spontaneously (without prompt)
Sensory Dys-regulation	Unmet or overwhelming sensory factors	Is the behavior supplying sensory input/ attempting to meet sensory needs?
	Sensory defensiveness	Is the behavior in response to sensory overload? Are there big responses to things in the environment? (Loud noises, etc.)
Environmental factors	Location, time of day, setting, activity	Is he too exhausted at the end of the day to handle this demand? Why is he okay at other doctors' offices, but not here? Is this task beyond his motor ability?
Environmental reinforcement of behavior	Family/ Staff / Educator / Caregiver responses to behavior	Is the behavior responded to with attention? Removal of a request? Other?
Family / Staff dynamics	Changes in family environment	Have we had losses/changes in our family?
	Changes in staffing	Has a favored staff member left? Are new staff members adequately trained? Is there a shift ir schedules/patterns?

Adapted from: "Psychopharmacology of Autism Spectrum Disorders: Evidence and Practice," in press, Child and Adolescent Psychiatry Clinics of North America, 2012, Matthew Siegel, M.D.





Physical Concerns

As the previous chart outlines, there are many potential physical causes of and medical contributors to behavior. Gathering information about pain and symptoms can be especially difficult in individuals with autism due to communication difficulties, variable responses to sensory input and pain and even in those with good verbal ability, a lack of self-awareness.

It is also important for the team to know about medical concerns that often accompany autism, or more specifically, challenging behaviors. Addressing these less obvious concerns can often change behaviors. The most recognized of these include the following:

- Seizure disorder or epilepsy occurs in as many as a quarter of individuals with autism. Spotting seizures is sometimes tricky, since some seizures might occur at night but leave daytime effects, and others can appear in milder forms such as *staring spells* or times of 'spacing out.' Sometimes the after effects of a seizure can leave the person lethargic or reactive. You can find resources related to epilepsy here.
- Gastrointestinal complaints or digestive disorders such as reflux, stomachache, constipation, bowel pain, and diarrhea are often reported in autism. Investigation can be difficult in light of language challenges, but treatment has been shown to improve comfort and increase access to learning environments. See Recommendations for evaluation and treatment of common gastrointestinal problems in children with ASDs.
- Sleep disorders or disturbances such as difficulty falling asleep, insomnia, sleep apnea (disrupted breathing), and night waking are often reported in autism. Sleep is always an important consideration, both for the individual and the caregiver. Sleep is essential for physical as well as psychological restoration. It is hard to remain calm and keep perspective when you are exhausted, so evaluating and treating sleep concerns is essential. See the ATN Sleep Strategies Guide.
- Sensory issues are important to consider, since many individuals with autism respond to sensory input in an altered way. Sounds are louder, lights are brighter, words and visuals cannot be taken in at the same time, and the world is hurtful or confusing. It is also important to remember to assess sensory input. Have your child's eye sight and hearing checked? Make sure the doctor uses the right tests, since these concerns can be a challenge to evaluate in people with autism. In addition, these issues can change over time. Any of these factors might change a person's reactivity and promote a behavioral response.
- Allergies, immune dysfunction, or autoimmune conditions may show behavioral features that vary with exposure. Seasonal or food allergies or intolerances only occur at certain times of year, or when a particular food is eaten. Some food intolerances cause discomfort but not obvious rashes or breathing concerns, and may be difficult to identify. Immune activation such as eczema, joint pain or other conditions can cause a chronic discomfort that goes unnoticed.
- *Headaches or migraines* can result in a person with autism walking around with pain that you or I might readily fix with an over the counter pain killer. The inability to report pain—or even in more verbal individuals to identify pain in a certain place—can lead to discomfort that results in challenging behavior.
- *Genetic disorders* are associated with autism, and some can be accompanied by additional challenges that are worthy of medical consideration. Sometimes knowing about genetic differences can help you be more aware of other associated conditions, such as seizures.





Reflections on my childhood:

"I had terrible belly pain, and I did not know what to do about it. So I would run. I ran for miles just to try to get away from the pain. Of course, it was a small town and everyone knew me, so eventually I would end up back at home."

- RT, adult with autism

Other medical conditions have been noted in individuals with autism that may cause significant changes in behavior. These concerns may not immediately come to mind for your medical provider. But there is growing awareness of and investigation into the role they may play in autism, and sometimes in the appearance of challenging behaviors.

- Whole body condition is important to consider as autism is being increasingly recognized as a condition of the body, not just the brain. Many of the associations discussed above highlight the idea that there is likely more going on physically than was once thought. Insights into nutrition and various body processes might be worth considering.
- *Missed infections*, such as Lyme's Disease, PANDAS, an ear infection, an ongoing upper respiratory infection that harbors strep, or other low grade infections might cause immune activation but perhaps not obvious signs like a fever. Sometimes, there are effects on the nervous system as well as physical results of these infections. A doctor might check blood samples to look for titers (evidence of infection in the immune system) if behavior changes, such as extreme lethargy, tics, or a sudden onset of obsessions take place.
- Catatonia might be worth investigation if there is behavioral regression and significant changes in motor function (the ability to move, or to control one's movements). With catatonia, an individual may appear to hesitate, develop strange body postures, limit eating, and develop odd movements and tremors. Behaviors can appear such as self injury and aggression as a result of the individual's lack of motor control. Though it is not well recognized in the U.S., catatonia has been shown to develop in a significant number of teenagers and young adults with autism in studies in the UK as discussed in Catatonia in autism and may be worthy of consideration if these symptoms sound familiar.
- Changing hormones and the onset of puberty can make a typical child seem like a stranger, and these same effects can occur in people with autism. However, in autism, additional considerations come into play because of the language and social deficits. It is important to consider whether some of the behavioral features you are seeing are a natural, developmentally appropriate strive towards greater independence. If so, you should consider allowing additional choices and other proactive strategies (described in the next section) that will address this need. In addition, statistics show that individuals with developmental disabilities are at greater risk of abuse, including sexual abuse. The team should give consideration to this as a potential factor in sudden challenging behaviors. You can learn more by visiting the Autism Speaks Safety Project website.

Although it is not specific to autism, the chart of "Common" behavior problems and speculations about their causes might trigger some thoughts of additional considerations in your child (please see Appendices 2 & 3).





For some children, evaluations may have been skipped or avoided because of difficulty or fear of the procedures themselves. If anxiety about procedures affects the ability of your medical or dental team to evaluate your child, these tool kits, which were created by the *Autism Treatment Network (ATN)* might be helpful to you or your providers:

- Blood Draw Tool Kit
- Dental Tool Kit for Families
- Dental Tool Kit for Professionals

Mental Health Considerations

Studies of individuals on the autism spectrum show frequent overlap with symptoms that meet diagnostic criteria for other mental health conditions. This is a difficult area and interpretation often varies by provider, since many of the features of autism also occur in other named disorders and there is no distinct line. For instance, various providers might use different criteria in distinguishing between the repetitive behaviors of autism and a diagnosis of obsessive-compulsive disorder.

Sometimes the features of *depression*, *anxiety*, *ADHD*, *obsessive compulsive disorder*, *Tourette's Syndrome*, *bipolar disorder* or *schizophrenia* are significant enough that they stand on their own as worthy of specific diagnosis and treatment. When a person has two or more diagnosed conditions, this is called a *co-morbid condition* or *dual diagnosis*. Challenging behaviors are common in individuals with dual diagnoses, and it may be that another mental health concern has not yet been diagnosed or considered.

Statistics for dual diagnosis in individuals on the 'higher functioning' end of the spectrum or with Asperger's Syndrome are high. This might be because they are better able to report concerns. It may be that the combination of the social aspects of autism and the effects of the co-morbid condition combine to cause challenges that drive them to evaluation, services and hopefully, treatment. More information is available through the National Association of Dual Diagnosis (NADD).

The role of the mental health provider might include differential diagnosis, medications, therapy and/or cognitive behavior interventions, as well as partnership with other team members. It might be important for a mental health provider to educate the team about the features of a dual diagnosis, so that, for example, the uncontrollable tics of Tourette's might be considered and treated as something different from behavioral stereotypy. A mental health provider might ask questions about the behavior, as well as changes in behavior that might reveal new circumstances or areas of concern such as depression, anxiety, post-traumatic stress, or psychosis.

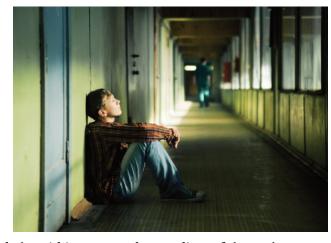
It is important to note that mental health disorders and symptoms should not be considered purely psychological. There are biological factors that can drive anxiety, anger, tics and other behaviors. Just as it may be impossible to know when a seizure is coming, the biological triggers for some of these symptoms in some individuals, and the resulting behaviors, can be unpredictable. If this is the case, your mental health provider should help you understand this situation better and may be able to help. Together with your behavioral/educational team, you may be able to determine subtle signs that your child is headed towards a surge and then develop approaches that will minimize its effects.





Recent research has shown preliminary evidence of *biomarkers* of depression in teenagers. A biomarker is a sign of an objective, measurable biological state. For many, the presence of a biomarker makes something 'real', like high cholesterol or an infection with a specific virus. In contrast, autism and most mental health concerns are diagnosed based on observed behaviors, and therefore more subjective and likely to be thought of as psychological in nature. Identification of biomarkers in autism is an objective of the research field, but even if only potential co-morbid conditions can be assessed this way, it could be helpful in defining concerns, and tailoring treatments for many individuals.

Another potential factor is the role of adolescence in changing behaviors. Puberty is often a time when conditions such as depression and anxiety appear. The physiological changes, as well as the developmentally programmed need for greater independence and breaking away from parental control, are just as real in an individual with autism as they are in a typical teen. For those who have academic and functional skills closer to their peers, such as young people with Asperger's Syndrome, teenage years can be a sensitive time when a growing awareness of their differences or difficulties making friends and fitting in becomes increasingly frustrating.



A mental health provider might be able to help your child, and also aid in your understanding of these changes and how you might adapt to grow with your child as he strives for more autonomy and self-advocacy.

Post-traumatic stress (PTSD is another condition worthy of consideration, especially for someone who cannot describe what he has experienced. Some individuals may have been in situations that have caused significant stress, such as medical concerns/pain/procedures, changes in surroundings/staff/family, neglect, or abuse. *It is important to be aware that research also shows a higher likelihood of sexual abuse in the developmentally disabled population*. The possibility of abuse or trauma should be considered when challenging behaviors develop suddenly.

Other individuals may feel additional stress in response to interventions that have targeted challenging behaviors using approaches such as *seclusion* (putting a person in a place alone), *restraints* (tying, wrapping or otherwise restricting a person's ability to move), *over correction*, 'aversives' (interventions that are painful or disliked), or other punishments. In these instances, caregiver/staff responses to challenging behavior may be instrumental in creating a disturbing cycle that raises stress and increases the likelihood of more difficult behaviors. In other words, how the people around your child are responding to his behavior might be making his situation even more stressful and challenging. More discussion of the effects of intervention is included in the behavioral section that comes later in this tool kit.





Medication

If your loved one takes medicine, it might also be worthwhile to talk to your doctor about the possible effects on behavior. Many of the medications we use affect more than just the intended outcome. These side effects can sometimes be quite significant and can change an individual's sensitivity or ability to regulate. For example, some medications can be *ototoxic*—which means they might be damaging to the ears, causing sound sensitivities, dizziness or balance issues. Other medications might cause stomach pain in a person who never had digestive issues before. It is not just traditional *psychotropic* (acting on the brain) medications that need to be considered. It is possible that a prescription for acne medication might be having an effect that might trigger new behavior. Carefully review side effect lists and discuss the side effect profiles of each medicine with your doctor, especially in someone who might not be able to report on his symptoms.

In considering medication, note that proper dosage can be very sensitive, particularly in individuals with autism. Sometimes too much medication can be *over-stimulating* or *sedating* (tiring), perhaps even causing the person to find other ways (through new or difficult behaviors) to try to get back to a sense of stability or normality. Some medications can have unexpected or rebound effects. Layering on multiple medications at one time, called *poly pharmacy*, can also have unintended effects. Some doctors have reported success in slowly taking a person off all medications to re-establish 'baseline' in an effort to sort out 'what is the autism?' from 'what is the medication?'

"I recall that when Jack was little our doctor suggested that we try a stimulant. This was meant to calm and focus him. As time went on, Jack didn't sleep for 48 hours sometimes, and we were all a mess as he was bouncing off the walls. We couldn't imagine what he would be like without the benefit of those calming meds. Eventually we tried a weekend drug holiday as they often suggest for stimulants, and he was lethargic the whole weekend. Aha! We realized it was the drugs, not the autism, that was causing the behavior. In hindsight it seems obvious, but in the moment, it was hard to see the relationship."

-SG, parent

As an individual grows and changes, medication may need to do so as well. For example, a larger teen might need more medication to achieve the same effect on attention or anxiety. Medical expertise specific to autism is often quite helpful in carefully determining the right pharmacological interventions for an individual at any point in time.

Families often struggle with decisions about the role of medication in addressing challenging behaviors, and when and what kinds of medication might be useful. This Medication Guide is designed to help in defining your values and goals surrounding medication use. It also provides perspective and talking points to assist in speaking with your doctor and making decisions. It can be used for new medication decisions, or in re-evaluating current medications.

If medication is started, it is important to track side effects and look for other concerns to ensure that the medication is helping where it is supposed to help, and not causing other problems. Sometimes a provider might use a measurement tool that involves asking the family or staff questions prior to starting a medication or other intervention. One often-used tool is the Aberrant Behavior Checklist. The provider might repeat this test after a few weeks or months as a way of measuring the effects of the medication. It is wise to have multiple responders, as well as to compare baseline and follow-up responses from the same person.





The use of simple *tracking scales* for both target behaviors and side effects is another way to assess the effects of a medication. This might be undertaken in cooperation with a behavioral provider or team using their data collection systems, or you could create or modify something like this tracking scale:

Date:	
Medication Name:	
Medication Dose	

Behavior/Symptom Occurred	Morning	Midday	Evening
Burping			
Sleepiness			
Uses iPad to make request			
Hitting			
Kicking			
Other			

"We did not like the weight gain associated with the meds that Sammy was on, and we weren't even sure it was helping. So, every few months, I would decrease his dose just as the doctor instructed, and I would start on a Friday so that we would be able to see changes that we wouldn't see while he was off at school. I would not tell my husband, so that at least one of us was getting a 'blinded' view of any changes. By Sunday afternoon, in the midst of some frustrating situation, he would say, 'are you doing that meds withdrawal experiment with Sammy again?' And we knew the meds were still working."

-BW, parent

Sometimes it is helpful to keep some team members or family members *'blinded'* to a new intervention. Often, if we know something is supposed to help in a certain way, we are more likely to see it, even if it is not really there. For example, if you tell the lead teacher about a new medication but not the classroom aides, you might get better information from the team about the true effects of a medication on your child's behavior.

Consideration of changes in the effects of medications should be ongoing. Sometimes adjusting dosage, form (some medications come in time-release forms for more even delivery), time of delivery (before vs. after meals, at bedtime instead of morning, etc.), or other factors can help to increase the benefits and reduce the side effects of a medication.

Being a careful observer and a good reporter to your doctor, and discussing both the benefits and downsides of a medication in advance and as the intervention progresses, can often help to manage a medication so that it is most helpful. Using a chart such as the one above can help you to see if the medication is effective. If medical concerns are a feature of your loved one's profile, it is important to maintain good records and share information among team members.





Behavioral Considerations

When a person behaves in a way we find difficult or offensive, we often reflect on the impact of that person's actions on us—how we feel threatened or embarrassed or hurt. This is absolutely normal, but not always helpful. Instead, it is important to think about the behavior from the individual's perspective.

What is so scary about entering this place that my child is so panicked that he has to bite me? What pain is occurring in his body that he might be trying to over ride it by hitting himself in the head? Is this something biological over which he does not have control? If so, can we help him to learn how to adapt?

Shifting our thinking from how a particular behavior affects us (and the siblings, the classmates, the furniture, etc.) to what might be happening from the individual's perspective is an important step in finding ways to understand behavior. Understanding the behavior will allow you to support the replacement of disturbing or *maladaptive* behaviors with functional skills.

Going back to the basics of behavior, it is important to consider the possible purpose or function. How does this behavior serve the person? Does he get something out of it? Does he get to escape something boring or difficult? Does he get attention? Does it allow him to assert a little bit of control over his life or surroundings? Does it help to block out pain? What is good about the behavior? Is he trying to tell me something?

Taking the time to understand the function can often give a window into the motivation behind the behavior. Proper evaluation of function is usually essential to crafting an appropriate response.

For example, suppose a child kicks when it is time to go to gym class and the response to his kicking is to put him in a 'time out.' This is likely to be an ineffective intervention if the whole reason for kicking was to avoid going to gym. He just got what he wanted, and he learned that kicking is an effective way of making his argument. Next time he doesn't want to go to gym class, what is he likely to do? But if kicking keeps him out of the loud, echoing chaos of gym that he finds hurtful or disturbing, he is likely to use the communication he has learned *unless and until* he is taught a better way of coping with gym class (e.g. asking for a different activity) or advocating for avoiding the unpleasant situation.





In the field of Applied Behavior Analysis, the three components that are documented and considered in looking at a specific behavioral episode are called *A-B-C* (antecedent-behavior-consequence) analysis, and include the following components:

- a clear description of the behavior (behavior)
- the situation, events and conditions that occurred before the behavior began (antecedent)
- the situation and events that immediately followed the behavior (consequence)

These behaviors may be tracked using a sheet such as this:

ABC SHEET

Student:	Observer:
Target Behavior:	
Antecedent: The event that occurs immediately before the	e behavior
Behavior: The occurrence of the target problem behavior (reecord frequency)
Consequence: The event that immediately follows the occ	curence of the behavior

Date	Time	Antecedent	Behavior	Consequence	Comments





A professional with expertise in behavioral assessment and intervention (e.g. a BCBA) will use a variety of tools to help understand the function of a behavior at any given point in time. It is important to remember that the scales are tools, not answers. A good *functional behavior assessment (FBA)* will use several measures—questionnaires as listed below, observational assessments, active listening, and the professional's experience and background.

An FBA should be broad based and should take into account the observations of behaviors and how and when they occur. They should also seek to be empathetic and to understand why the person might feel the need to behave in a certain way. Make sure your provider is using a broad approach, since this is essential to getting a good handle on the concerns, potential causes of the behavior, and possible interventions and solutions for replacing this behavior with skills.

The following resources will help you learn more about how behavior is often evaluated and considered by professionals:

- Parents' Guide to Functional Assessment
- Functional Behavioral Assessment and Positive Interventions: What Parents Need to Know
- Targeting the Big Three parent training manual

For a school-aged child, the school district is responsible (under the laws of *IDEA*) to perform a FBA and create positive interventions for a child whose behavior inhibits his learning, or the learning of those around him. If they do not have this expertise on staff, they need to secure these services through other agencies or consultants. Some schools will provide additional training and instruction in the home, or through other community providers such as *wraparound* supports. Behavioral interventions through your health insurance provider may also be able to provide this support.

If you do not have access to a behavioral support provider or team, you can begin to become a more advanced observer of the elements of behavior yourself. Tools such as Barbara Doyle's data collection and communication dictionary might be helpful.

After defining and evaluating the behaviors, the behavioral team, teaching staff or other providers should explain the results to you and develop instructional strategies using *Positive Behavior Supports (PBS)* and *Reinforcement Strategies*. Using Positive Behavior Supports is a way to promote functional skill development and motivation and can be used at home, school, work, and in the community. These supports often need to be individualized to the needs of the child, and the functions of his behaviors, to be effective. Classroom based supports are often not sufficient for challenging behaviors, so you may have to advocate for these to be individualized. More on positive behavior supports, training and resources for families, schools and staff, and strategies for building positive behavior are included in the next chapter.

If the function of the behavior is to gain attention, challenging behavior can be reduced if attention and interaction are no longer given when the individual engages in the problem behavior. This means not giving direct eye contact or calling the individual's name, no reprimands, no reasoning and lecturing, or showing that you're upset. Attempts to redirect the behavior by giving attention may inadvertently increase the problem behavior.

Note: Ignoring challenging behavior may initially increase the challenging behavior because that is how he communicated what he wanted and how he got his way until now. Keep the faith. Ignoring will ultimately decrease the likelihood that the individual will engage in challenging behavior to gain attention.

-Page 73 Targeting the Big Three





Other Concerns to Consider

Communication Issues

Teachers, behavioral providers and/or speech pathologists should also evaluate the *functional communication* skills available to an individual, as this can be a critical factor. After all, behavior is often a form of communication—sometimes the only form available to an individual who has not learned other skills.

It will be helpful to consider: Did he understand what I said? Can he independently use speech or other forms of communication to raise concerns? Report pain? Make requests? Ask to get away? If not verbally, does he have cards or a device that he uses independently for this? Even if he can speak well, does he have the language or the confidence to make his needs and concerns known verbally? If not, it is likely he is finding other ways to express wants, frustration, fear or other information.

Many individuals with autism have difficulty processing information—hearing all the parts of what someone said, matching what they see to what they hear, or being able to decide what information is important and relevant in light of all the possible sights, sounds, smells, etc. Many people with autism are visual learners, or otherwise benefit from information presented in pictures, words or video. Verbal information (speech) disappears as soon as it is said, but visuals have staying power—they can be available and accessed as long or as often as the individual needs.

It is essential that the functional communication system is something that your child can initiate and use independently. Often a speech pathologist can perform an evaluation and design appropriate interventions. Many skilled autism intervention teams have also developed expertise in communication supports and development. If supports and training in functional communication are needed, there are a variety of systems that the team should explore, such as PECS and voice output devices, to find a fit for the individual and his specific needs and preferences.

"I remember how he would throw himself to the floor when he was thirsty. The speech pathologist taught me how to take his little hand and shape his fingers into a point, then lead his hand to touch the cup. We did this hundreds of times, moving from the cup to toys and movies he wanted to watch. When he pointed, he got what he wanted. He started pointing. He was learning to ask!"

- TO, parent

Sometimes even highly functional individuals with autism can have difficulty communicating certain concerns. For example, many individuals with Asperger's Syndrome lack self-awareness. So as a result, isolating pain, describing emotions or identifying what is causing a negative feeling can be very difficult. Expectations that a 'straight A student' should be able to navigate social situations or other challenging experiences can often leave an individual unsupported, and as a result, increasingly anxious and reactive. Specific instruction in social and self-awareness can be hugely beneficial for someone who might have an incredible vocabulary but difficulty communicating about socially relevant concerns.





Sensory Concerns

Individuals with autism often report on their different ways of experiencing the world, and it is helpful to keep these issues in mind when considering a person's specific behaviors. A child may scream or run out of the singing of the Happy Birthday song not to be difficult, but because the singing and/or the cheering that follows is truly painful for him. Often these responses are more like reflexes than behavioral choices. When a person stays away from certain experiences—sounds, touch, smells, food tastes/textures, certain types of movement, etc., it is often called *sensory avoidance* or *sensory defensiveness*. Even in these same individuals, there is often a contrasting need for additional stimulation of certain senses as a way of maintaining attention or achieving a calmer state. This is called *sensory-seeking behavior*.

It is important to consider whether the individual has some sensory need that is otherwise not being met. Is he jumping up and down because it feels good? Alternatively, is there sensory defensiveness? Is there something about this tag in his shirt, this lighting, this sound, this crowd, these odors that he finds painful or overwhelming?

"He had a fascination with birthday parties and blowing out candles, and at one point we would have to re-light, re-sing, and re-blow – 20 times or more each birthday. We developed a program to teach Joey how to end Birthday Parties. Of course all of this was after at age 5, because until then he couldn't tolerate listening to the song 'Happy Birthday' at all."

-BH, Parent

To investigate whether sensory factors might be a consideration with your loved one, an Occupational Therapist or other provider might use an age-appropriate form of the Sensory Profile or the Sensory Processing Measure (SPM). A sensory checklist and additional information are available at the Sensory Processing Disorder Foundation website. More information can be found here.

Support Systems and Environment — Family, Staff, Supports Dynamics

Change is difficult for any of us, but it may be more so for those who do not understand what changes are taking place and why. Consider potential contributing factors that might be leaving your loved one with autism feeling confused or anxious.

If challenging behaviors come on suddenly or intensify, it is important to ask what changes have occurred in his life. Have there been changes in schedules? School, work or residential placement? Changes in the family environment? A sibling heading off to college? Loss of a family member? Have there been changes in staff? Loss of a preferred staff member? If there is a behavior plan, is it being followed consistently? Perhaps new staff who need additional training or who employ methods that are stressful? Is there any concerning behavior in caregivers? What is their stress level?





Resources:

General:

Ask and Tell, Self-Advocacy and Disclosure for People on the Autism Spectrum

Autism Solutions; How to Create a Healthy and Meaningful Life for Your Child,

Ricki G. Robinson, MD, MPH

National Autism Center's A Parent's Guide to Evidence-Based Practice and Autism

http://www.nationalautismcenter.org/learning/parent_manual.php

Behavior Function and Evaluation:

Functional Behavioral Assessment and Positive Interventions: What Parents Need to Know

http://www.wrightslaw.com/info/discipl.fba.jordan.pdf

How to Think Like a Behavior Analyst, Jon Bailey and Mary Burch

Parents' Guide to Functional Assessment

http://pages.uoregon.edu/ttobin/Tobin-par-3.pdf.

To Walk in Troubling Shoes: Another Way to Think About the Challenging Behavior of Children and Adolescents, Bernie Fabry PhD, 2000

http://www.parecovery.org/documents/Troubling_Shoes_2000.pdf

Targeting the Big Three: Challenging Behaviors, Mealtime Behaviors, and Toileting

IBR Autism Speaks Family Services Grant Challenging Behaviors Curriculum

http://www.autismspeaks.org/sites/default/files/challenging_behaviors_caregiver_manual.pdf

Skill Evaluation/Development:

The ABLLS-R; The Assessment of Basic Language and Learning Skills,

James Partington and the AFLS too!

Severe Behavior Problems: A Functional Communication Training Approach (Treatment Manuals for Practitioners),

V. Mark Durand

Sensory Profile

http://www.pearsonassessments.com/HAIWEB/Cultures/en-us/Productdetail.htm?Pid=076-1638-008

Sensory Processing Measure (SPM)

http://portal.wpspublish.com/portal/page?_pageid=53,122938&_dad=portal&_schema=PORTAL





Medical/Medication:

Buie T, Campbell DB, Fuchs GJ, et al.,

Evaluation, diagnosis, and treatment of gastrointestinal disorders in individuals with ASDs: a consensus report.

[Consensus Development Conference, Journal Article, Research Support, Non-U.S. Gov't] Pediatrics 2010 Jan.:S1-18.

http://pediatrics.aappublications.org/content/125/Supplement_1/S1.long

Buie, et al.

Recommendations for evaluation and treatment of common gastrointestinal problems in children with ASDs. http://pediatrics.aappublications.org/content/125/Supplement_1/S19.long

Herbert, Martha, *The Autism Revolution*www.marthaherbert.org

Loschen, EL and Doyle, B,

Considerations in the Use of Medication to Change the Behavior of People with Autism Spectrum Disorders http://www.asdatoz.com/Documents/WebsiteCONSIDERATIONS%20IN%20THE%20USE%20OF%20 MEDs%20ltrd.pdf

Siegel M & Beaulier A, Journal of Autism and Developmental Disorders, November, 2011 Psychotropic Medications in Children with Autism Spectrum Disorders: A Systematic Review and Synthesis for Evidence-Based Practice.

http://www.ncbi.nlm.nih.gov/pubmed/22068820

Siegel, M,

Psychopharmacology of Autism Spectrum Disorder: Evidence and Practice, Child and Adolescent Psychiatry Clinics of North America, 2012, in press, http://www.ncbi.nlm.nih.gov/pubmed/22068820

Appendix 1

Ruth Elaine Hane, who was diagnosed with High Functioning Autism in 1995, lives in Minneapolis, with her husband and their two cats. Contributing author to *Ask and Tell, Self-Advocacy and Disclosure for People on the Autism Spectrum* and *Sharing Our Stories* and numerous other publications, Ruth Elaine mesmerizes audiences with her vivid memories of growing up in a large family without knowing the characteristics of autism. Born as a Rubella measles baby; unable to swallow or tolerate touch, Ruth Elaine did not talk until nearly five years old, when she began using full sentences with reciprocal language. Her strength lies in her unique view of how things are, and an insatiable desire to improve her life by learning to read faces and understanding complex nonverbal messages. Ruth Elaine mentors and coaches others, effectively teaching the skills she has learned, and serves on boards and task forces for many autism organizations. Presently she is focusing on developing her Face Window idea to work to overcome face blindness, by assisting in Child Psychology research at the Fraser Family Services and the University of Minnesota. Ruth Elaine is a gifted healer, utilizing Reiki Energy to balance the whole body system, believing that an underlying deficit in autism is an unbalanced whole- body system.





Appendix 2

Common "problem" behaviors and speculations about their causes

Ruth Myers, MD, James Salbenblatt, MD, Melodie Blackridge, MD

"High pain tolerance"

- A lot of experience with pain.
- Fear of expressing opinion.
- Delerium
- Neuropathy (disease of the nerves)/many causes

Fist jammed in mouth/down throat

- Gastroesophageal reflux
- Eruption of teeth
- Asthma
- Rumination
- Nausea

Biting side of hand/whole mouth

- Sinus problems
- Eustachian tube/ear problems
- Eruption of wisdom teeth
- Dental problems
- Paresthesias/painful sensation (e.g., pins and needles) in the hand

Biting thumb/objects with front teeth

- Sinus problems
- Ears/Eustachian tubes

Biting with back teeth

- Dental
- Otitis (ear)

Uneven seat

- Hip pain
- Genital discomfort
- Rectal discomfort

Odd unpleasurable masturbation

- Prostatitis
- Urinary tract infection
- Candidal vagina
- Pinworms
- Repetition phenomena, PTSD

Waving head side to side

Declining peripheral vision or reliance on peripheral vision

Walking on toes

- Arthritis in ankles, feet, hips or knees
- Tight heel cords

Intense rocking/preoccupied look

- Visceral pain
- Headache
- Depression

Won't sit

- Akathisia (inner feeling of restlessness)
- Back pain
- Rectal problem
- Anxiety disorder

Whipping head forward

- Atlantoaxial dislocation (dislocation between vertebrae in the neck)
- Dental problems

Left handed or fingertip handshake

- Frightening previous setting
- Pain in hands/arthritis

Sudden sitting down

- Altlantoaxial dislocation (dislocation between vertebrae in the neck)
- Cardiac problems
- Seizures
- Syncope/orthostasis (fainting or light-headedness caused by medication or other physical conditions)
- Vertigo
- Otitis (thrown off balance by problems in the ear)

Waving fingers in front of eyes

- Migraine
- Cataract
- Seizure
- Rubbing caused by blepharitis (inflamation of the eyelid) or corneal abrasion.

Pica

- General: OCD, hypothalamic problems, history of under-stimulating environments
- Cigarette butts: nicotine addiction, generalized anxiety disorder
- Glass: suicidality
- Paint chips: lead intoxication
- Sticks, rocks, other jagged objects: endogenous opiate addiction.
- Dirt: iron or other deficiency state
- Feces: PTSD, psychosis





Common "problem" behaviors and speculations about their causes continued

Ruth Myers, MD, James Salbenblatt, MD, Melodie Blackridge, MD

General scratching

- Eczema
- Drug effects
- Liver/renal disorders
- Scabies

Self-restraint/binding

- Pain
- Tic or other movement disorder
- Seizures
- Severe sensory integration deficits
- PTSD
- Parasthesias

Scratching stomach

- Gastritis
- Ulcer
- Pancreatitis (also pulling at back)
- Porphyria (bile pigment that causes, among other things, skin disorders)
- Gall bladder disease

Scratching/hugging chest

- Asthma
- Pneumonia
- Gastroesophageal reflux
- Costochondritis/"slipped rib syndrome"
- Angina

Head banging

- Pain
- Depression
- Migraine
- Dental
- Seizure
- Otitis (ear ache)
- Mastoiditis (inflammation of bone behind the ear)
- Sinus problems
- Tinea capitis (fungal infection in the head).

Stretched forward

- Gastroesphageal reflux
- Hip pain
- Back pain

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What are the Positive Strategies for Supporting Behavior Improvement?

As highlighted in the previous section, there are many possible contributors to the development of challenging behaviors. It is important to investigate and evaluate these, but also to take action sooner rather than later, since many behaviors can become increasingly intense and harder to change as time goes on.

Often a necessary approach to managing behavior involves a combination of addressing underlying physical or mental health concerns, and using the behavioral and educational supports to teach replacement skills and self-regulation. There is no magic pill, but there are a number of strategies that can often be helpful.

The use of *Positive Behavior Supports* is more than just a politically correct approach to behavior management. Research shows that it is effective. The alternative is usually *punishment*, which decreases the likelihood of a behavior by taking something away (such as removing a favorite toy) or doing something unpleasant (yelling, spanking.) While punishment might work immediately, it has been shown to be ineffective in the long run and can increase aggressive behavior, provide a model for additional undesirable behaviors, and strain the relationship with the caregiver (you). It is worth noting that to continue to be effective and maintain improvements, positive supports and feedback need to be ongoing as well.

"Withholding reinforcement for problem behavior (i.e., extinction) is technically an example of punishment. Proponents of Positive Behavior Support (PBS) acknowledge that controlling access to reinforcement is necessary when trying to change behavior. What PBS does not condone is the use of aversive (e.g., demeaning, painful) procedures to suppress behavior. Such approaches have been demonstrated to be ineffective in producing durable changes in people's behavior and do not improve to quality of their lives." —Association for Positive Behavior Support

If you have made changes to improve your child's health or happiness, and these have not helped to improve his behavior in a reasonable time frame (a couple of weeks), or you are concerned about safety, help may be needed. Positive strategies and an intervention plan can be developed by a behavioral or educational team, usually in response to what is learned in a *functional behavior assessment* (FBA) as described in the previous section.

When several challenging behaviors exist, it is important to establish priorities. You may want to first target behaviors that are particularly dangerous, or skills that would help to improve situations across several behavioral scenarios. Remember to set goals that are realistic and meaningful. Start with small steps that can build over time. A non-verbal child is not likely to speak in full sentences overnight, but if learning to hold up a 'take a break' card when he needs to leave the table allows him to exit, and keeps him from throwing his plate, that is a huge success.

A plan for you and your team should meet four essential elements:

- *Clarity:* Information about the plan, expectations and procedures are clear to the individual, family, staff and any other team members.
- **Consistency:** Team and family members are on the same page with interventions and approaches, and strive to apply the same expectations and rewards.





- *Simplicity:* Supports are simple, practical and accessible so that everyone on the team, including the family, can be successful in making it happen. If you don't understand or cannot manage a complicated proposed behavior intervention plan, speak up!
- **Continuation:** Even as behavior improves, it is important to keep the teaching and the positive supports in place to continue to help your loved one develop good habits and more adaptive skills.

Please recognize that many skills take time to develop, and that changes in behavior require ongoing supports to be successful. In some cases, especially when you are ignoring a behavior that used to 'work' for your child, behavior may get more intense or more frequent before it gets better. Your team should keep good records and track progress and responses to intervention to know if the plan is effective.

There are increasing numbers of tools and apps for behavioral intervention tracking that are portable and simple to use.

Links can be found here.

Being realistic at the outset is crucial. It can help parents and caregivers appreciate that they are making small yet meaningful changes in their lives and the lives of the individual they care for. Making goals realistic



means they are achievable. Being realistic keeps the picture positive. It focuses attention on progress towards a goal, rather than perfection.

Setting Realistic Behavioral Goals:

Setting goals allows us to objectively measure progress toward an identified desired outcome. It also allows caregivers and parents to ask themselves, "What behavioral changes would really make the greatest improvements in our lives together?" It allows them to identify what really matters. For instance,

it may be more important to address a behavior such as throwing things during a classroom activity than to address that person's tendency to stand up during meals.

p.23 – Targeting the Big Three

For example, it is possible that you or your team may have misinterpreted the function of a behavior, or that the function has changed over time. A-B-C data often indicates that screaming has the function of attention, because attention from others is a common (and usually natural) consequence. But it may be that screaming is triggered by painful reflux and attention is not the true function. Tracking and interpreting the data is important since it may help to show that more investigation is needed, and the plan may need to be adjusted to be effective.

Information on supports for teaching behavior management can be found in the Autism Treatment Network's An Introduction to *Behavioral Health Treatments* and *Applied Behavior Analysis*; A Parent's Guide.

In the end, you are trying to teach your child that life is better, and that he can get what he needs, without having to resort to challenging behaviors. The suggestions below are strategies to help make individuals with autism feel more comfortable and more empowered.





Adapt the Environment

As you learn to think like a detective about your child's behavior, your observations (or the FBA) are likely to show that behavior occurs at specific times, with certain people or in particular environments. You and your team will need to tune in, learning to recognize the signs of increasing tension, anxiety or frustration that eventually lead to challenging behaviors. Often there is a ramping up, or escalation period, and learning to recognize that early and using many of the approaches here can help to calm a situation and prevent behavioral outbursts. Sometimes these signs may be very subtle—red ears, a tapping foot, heavier breathing, higher pitched speech—but it is essential that everyone on the team responds to the importance of tuning in and working towards *de-escalation*.

Changing the environment can often reduce behavioral episodes. Expand situations, relationships, places and opportunities that are successful. If possible, try to adjust or avoid situations that are triggers for challenging behavior. Incorporate ways to reduce frustration and anxiety and increase understanding. Below are some things to consider when working to create a more successful environment:

- Organize and provide structure: Provide clear and consistent visual schedules, calendars, consistent routines, etc. so that the person knows what is coming next.
- *Inform transitions and changes:* Recognize that changes can be extremely unsettling, especially when they are unexpected. Refer to a schedule, use countdown timers, give warnings about upcoming changes, etc.
- *Use Visual Supports:* Pictures, text, video modeling and other visuals are best for visual learners, but they are also critical because they provide information that stays. The ATN Visual Supports Tool Kit provides a step-by-step, easy-to-understand introduction to visual supports.
- Provide a safe place and teach when to use it: A calming room or corner, and/or objects or activities that help to calm (e.g. bean bag) provide opportunities to regroup and can be helpful in teaching self-control.
- Remove or dampen distracting or disturbing stimuli: Replace flickering fluorescent lights, use headphones to help block noise, avoid high traffic times, etc.
- Pair companions or staff appropriately for challenging activities or times: Some people are more calming than others in certain situations. If going to the store with dad works better than with mom, focus on that and celebrate successes.
- Consider structural changes to your home or yard: These changes might address some of the specifics of your situation to increase independence or reduce the risks when outbursts occur. Making Homes that Work includes a range of potential changes that can be made to reduce property damage, improve safety, and increase choice and independence.

"One of the barriers that we often find for children with autism in toilet training has to do with the condition of the bathroom itself. Often times we find that people with ASD can be very tactfully defensive so the space itself needs to be as neutral as possible. There needs to be enough room around the toilet so people don't feel too confined. It is really helpful if the space is warm and you address other types of sensations around the toileting experience. For example, is it cold, is there a fan running, is the light too bright, or not bright enough? You can sometimes help encourage people to use the toilet if the bathroom is a friendly place for them to be

- George Braddock, President, Creative Housing Solutions LLC





What else can I do to promote a Safe Environment?

Even the best-laid plans don't always work in every situation or at the necessary speed. Despite proactive strategies, particularly challenging times and stressful situations can get beyond our control. Aggression or self-injury can get to a point where the situation is dangerous. It is good to be prepared if you think this might happen.

Communicate to Others

Many families have found it helpful to communicate to those around them about their child's special needs and some of the behavioral situations that might arise. Sometimes it is helpful to let others know what is going on so that they can also be observers and help provide helpful input about your child. Some families have found it helpful to talk to their neighbors, or to communicate with others in the community using stickers, cards, or other visuals.

I carry a note card stating:

"Thank you for your concern. My child has autism. He finds many situations difficult, including this one. Right now, we are doing a treatment plan recommended by our therapist, Dr. BCBA. This includes not giving attention to my child when he is acting out in order to discourage it. If you have any questions, you can contact Dr. BCBA at 123-456-7890."

I post these cards in the windows of my car, on the front door of my house and at any other environment, like family members houses. My child has Autism printable card http://card.ufl.edu/handouts/Autism-Card-w-border.pdf

Preparing for an Autism Emergency

Because autism often presents with special considerations, tools have been developed to help families prepare ahead of time for some situations that might arise. The following resources have suggestions for families, as well as information that can be shared with local law enforcement and first responders:.

- Autism Speaks Autism Safety Project
- First Responders Tool Kit
- Community and Professional Training Videos for First Responders
- National Autism Association's Big Red Safety Boxes
- Autism Wandering Awareness Alerts Response and Education Collaboration (AWAARE)
- Making Homes that Work

Use Positive Behavior Supports

Your team should develop strategies for you to use to increase the behaviors you want to see in your child. These will need to be individualized to his particular needs and challenges. They can often be helpful in building a sense of pride in accomplishments and personal responsibility, and a sense of what is expected. This will reduce the anxiety and reactivity that results in aggression or other behaviors. Some helpful strategies:

- Celebrate and build strengths and successes: Tell him what he does well and what you like. A sense of competence often fosters interest and motivation. Strive to give positive feedback much more frequently than any correction or negative feedback. 'Great job putting your dishes in the sink!'
- *Respect and listen to him:* You may have to look for the things he is telling you, verbally or through his choices or actions. 'You keep sitting on that side of the table. Is the sun in your eyes over here?'
- Validate his concerns and emotions: Do not brush aside his fears or tell him not to worry. His emotions are very real. Help to give language to what he is feeling. 'I know you do not like spiders. I can see that you are very afraid right now.' 'I can see that you are angry that our plans have changed.'





- Provide clear expectations of behavior: Show or tell your child what you expect of him using visual aids, photographs or video models. A great way to teach new skills is Tell-Show-Do.
- Set him up for success: Provide accommodations. Accept a one word answer instead of demanding a whole sentence. Use a larger plate and offer a spoon to allow him to be neater at the dinner table. Use Velcro shoes or self-tying laces if tying is too frustrating.
- Ignore the challenging behavior: Do your best to keep the challenging behavior from serving as his way of communicating or winning. This is hard to do, but in the long run it is effective. Do not allow his screams to get him out of brushing his teeth, or his biting to get him the lollipop that he wants. Behaviors may get worse before you start to see them get better. Stay the course! And make sure all family and team members are consistent in this approach and that you pair this with other positive strategies.
- *Alternate tasks:* Do something that is fun, motivating or that your child is good at. Then try something hard. He will be less inclined to give up or get agitated if he is already in a positive framework.
- Teach and interact at your child's or loved one's learning level: Take care to set him up for growth and accomplishment, rather than the anxiety produced by constant failure or boredom.
- *Give choices, but within parameters:* Everyone needs to be in control of something, even if it is as simple as which activity comes first. You can still maintain some control in the choices that you offer. 'Do you want to eat first, or paint first?'
- *Provide access to breaks:* Teach the individual to request a break when he needs to regroup (e.g. use a *PECS* card that represents "break"). Be sure to provide the break when he asks so he learns to trust this option and does not have to resort to challenging behaviors.
- Promote the use of a safe, calm-down place: Teach him to recognize when he needs to go there. This is a positive strategy, not a punishment.
- Set up reinforcement systems: Use simple, predictable processes that reward your child for desired behavior. Catch him being good and reward that, verbally and with favored activities, objects or 'payment.' 'I love that you stayed with me during our shopping trip. You earned a ride on the airplane toy!'
- Allow times and places for him to do what he wants: Even if it is a 'stim', it is important to provide these options when it is not an intrusion or annoyance to others.
- Reward flexibility and self control: 'I know you wanted to go to the pool today and we were surprised when it was closed. For staying cool and being so flexible about that change in plans, let's go get some ice cream instead!'
- *Pick your battles:* Strive for balance. Focus on the behaviors and skills that are most essential. Be sure to include positive feedback and intersperse opportunities for success and enjoyment for you, your family, and your loved one with autism. Be resilient. Celebrate the fun and the good things!
- Use positive/proactive language: Use language that describes what you want the individual to do (e.g. Tlove how you used a tissue!'), and try to avoid saying 'NO', or 'don't' (e.g. 'stop picking your nose.').





Teach Skills and Replacement Behaviors

Since behavior often represents communication, it is essential to replace behavior by building more adaptive skills. It is important that you and your team not assume that a child has the skills needed to do something 'the right way' and that you are prepared to use systematic instruction and motivation to build new abilities.

Focus on communication and functional skills to promote greater independence, social skills to promote greater understanding and reduce apprehension, and self-regulation skills. The team should specifically work on skills that will address the behavior's function, and thereby help to replace, the target behavior. Skill building can take some time, so be persistent and celebrate the small steps along the way.

"Communication-based intervention refers to an approach that reduces or eliminates problem behavior by teaching an individual specific forms of communication. Because the communication forms that are taught are more effective ways of influencing others than the problem behavior, they eventually replace the problem behavior itself... By communication training, we mean that individuals are taught specific language forms including, for example, speech, signing, and gestures that can be used to influence other people in order to achieve important goals."

- Ted Carr, Ph.D.,
State University of New York at Stony Brook

When you adjust to give different feedback or to help your child develop a new skill, celebrate yourself as much as you celebrate your child's growth! Reward a sibling for being extra patient or modeling a skill you are teaching. Use the pride in your successes to help you stay focused and dedicated, and to help you reflect on the good things in your child and your family.

It is essential to teach skills in the context of a positive learning situation, which is NOT while a behavior is occurring. These skills need to be part of a comprehensive educational plan. Just like math facts, they may need to be practiced many times during the day when the child or adult is calm and attentive. Label 'calm' and 'ready to learn' states and teach your child what they feel like.

- Develop and expand functional communication: Find a way to build effective communication that is appropriate for the person across his daily activities. Use language instruction, PECS, sign language, communication devices or other tools. For example, teach an over-stimulated child to ask for quiet time (using his words, PECS, pointing to a picture, or an iPad app), instead of running away. Functional communication should be rewarded with immediate access to the requested item to build the connection. This allows you to use request = item rather than behavior = item. A trained autism specialist or speech therapist will be very helpful in choosing and supporting effective interventions for functional language development. More information and possible resources:
 - The National Professional Development Center's Functional Communication Training
 - Functional Communication Training http://www.autismspeaks.org/sites/default/files/challenging_behaviors_caregiver_manual.pdf
 - Severe Behavior Problems: A Functional Communication Training Approach (Treatment Manuals for Practitioners), by V. Mark Durand





- Picture Exchange Communication System (PECS) and Associated Apps
- Other Autism Apps, such as Proloquo

Developing a voice can be life changing, and finding the right supports can help to increase functional communication in a variety of ways. For one dramatic example, watch Carly's story.

- *Teach Social Skills*: Use social stories to explain expectations and build skills and awareness. Recognize that some skills might require a team approach. For example, messy eating or toileting can be the result of a combination of sensory concerns, motor planning and social awareness, so working with an occupational therapist and using social stories as well as behavioral interventions might be needed
- Create Activity Schedules: Teach the use of schedules using pictures, written words or videos to help organize a chunk of time (e.g. a day, a class period, etc.) and break tasks into small, manageable steps. These schedules often reduce anxiety, provide skill development, and promote independence. Examples and resources:
 - Picture Activity Schedules, from Do2Learn
 - Activity Schedules for Children With Autism, Second Edition: Teaching Independent Behavior, by Lynn E. McClannahan and Patricia Krantz
 - Other Autism Apps, such as ReDo
- Teach Self-Regulation and De-escalation Strategies: Learning to self regulate is essential to a person's ability to remain calm in the face of the assaults that the world will undoubtedly bring his way. Your child is most likely to show problem behaviors when he is in an emotional state of anxiety or agitation. Strategies and programs for building self-regulation relate to both arousal and emotions. Many of us have had to learn these ourselves—counting to ten, taking a deep breath—and the same principles apply to the learning needs of an individual with autism.

"My behavior began to improve when I started to learn about emotions—how to recognize them not only in others, but in me. This was an essential step to learning self-regulation, and it was then that I started to take more control of my actions."

-RH, adult with autism

- Use The Incredible 5-Point Scale to teach social awareness and emotions
- Teach recognition of arousal levels: The Alert Program: How does your engine run?
- Employ Behavioral Relaxation Training (BRT) which uses motor exercises (posture, breathing, etc) to find a relaxed state, and has been shown to be helpful in individuals who are less able to talk through issues or concerns.
- Teach self control and behavioral targets using Social Stories or Cognitive Picture Rehearsal.
- Teach the individual to recognize the triggers for his behavior, and ways to avoid or cope with these when they occur.
- Find ways to arouse and ways to calm your child, which can vary from person to person, and teach him to do these when he needs to.
- Review additional tips and hundreds of sample behavior charts and targets, including feeling charts.





- Find providers who use Cognitive Behavior Therapy or teach cause and effect, self-reflection, and social understanding through tools such as the Social Autopsy. While these techniques lend themselves to more verbal individuals, they can be used with individuals of all verbal abilities with appropriate accommodations such as use of visuals and role-play.
- Teach Self-Management Skills: Self-management focuses on becoming aware of one's actions and learning responsibility for behavior and tasks without the support of caregivers. This is especially important in the adolescent years, as young adults with autism often feel the need for greater autonomy and independence just like their peers. Teaching self-management provides your child with a sense of personal responsibility, pride and accomplishment. Some books include:
 - 1. How to teach self-management to people with severe disabilities: A training manual, by Lynn Koegel
 - 2. Self-Management for Children With High-Functioning Autism Spectrum Disorders, by Lee A. Wilkinson
- Promote Exercise: Exercise can be a powerful factor in overall quality of life, for reasons beyond just physical fitness and weight issues. Research shows that aerobic exercise can influence behavior, decreasing self-stimulatory behaviors such as rocking and spinning, as well as discouraging aggressive and self-injurious behavior. Sometimes the challenges of autism (e.g. sensory input, motor planning, social aspects of team sports, etc.) can require a little extra creativity in terms of designing an approach to physical activity that is beneficial and motivating for a specific person. However, if implemented appropriately, the addition of physical activity to an autism intervention program can address some of these specific challenges, increase self-confidence and social interactions, and improve overall quality of life. The same interventions that are used to teach other skills (ABA, structured teaching, etc.) can be used to build exercise skills and routines.
 - The Benefits of Sports and Exercise in Autism
 - Top 8 Exercises for Autism Fitness from AutismFitness.com
 - Autism Fitness Exercise Videos from AutismFitness.com
- Address Hormones and Sexuality Considerations: The hormone and brain changes of puberty can make a typical child seem like a stranger, and these same effects occur in people with autism. However, in autism, additional considerations come into play because of the language and social deficits. Tell your child, even if you think he may have difficulty understanding, about what is happening to his body. Specific teaching to the skills of appropriate social considerations (personal space, privacy, feelings vs. actions, etc.) can help to keep an individual with autism out of situations that others might find disturbing or inappropriate.

 Responding to Inappropriate Sexual Behaviors Displayed by Adolescents With Autism Spectrum Disorders by Jenny Tuzikow, Psy.D., BCBA-D has helpful insights.

Editor's Note: This story reflects the need for the team to take into consideration the culture and comfort of those being asked to take part in an intervention. Your family's perspective and concerns need to be considered as you program, as a team, for your child.

"Just like any other teenage boy, my 13 year old son with autism starting having occasional, unexpected erections that seemed outside of his control. He found them funny, but obviously others did not. We explained to him what was taking place, but that it was something that he should keep private. Even if he understood what we were saying, we recognized this would be difficult to do when you don't have the language to let others know you just 'need a few minutes at the desk.' His behavioral team thought the way to address this was to give it an outlet, suggesting some





Victoria's Secret catalogs and some modeling from Dad. I was so relieved that I could not be asked for this duty! But we were also concerned about what else we were teaching him. What if Victoria's Secret became his 'trigger' and we went to the mall??? We reasoned with the team, and instead taught our son to ask for Private Time—in his room, at home, with a Private Time sign on his door. Eventually he outgrew this phase and it has not been an issue. We can even go to the mall and pass Victoria's Secret without concern!"

-ES, a mother

An Intervention Example: C.O.P.E.S. ™

One school intervention team has had success using strategies for 12 teenage students with long histories of failed interventions and high incidence of aggressive and self-injurious behaviors. C.O.P.E.S. ™ involves consistent implementation of a collection of individualized approaches. This program incorporated several interventions to greatly reduce behaviors and build positive skills and happier students. For a description and accompanying visual examples, please see the Appendix at the end of this section.

Punishment vs. Rewards: What does science tell us?

Punishment is often used in shaping behavior. It works because it reduces the chances that the behavior will happen again. Punishment often takes two forms— *doing something* such as spanking or giving extra chores, or *taking something away* such as TV time or the car keys. We often use punishment in its more subtle forms without even realizing it—raising our voices, removing a favorite toy or withdrawing attention.

The short term consequences of punishment bring focus to a problem and may stop the behavior in the moment. But studies show that punishment is largely ineffective in the long run, especially when it is not used together with positive and preventive approaches. It can promote emotional responses such as crying and fearfulness, and aggressive behavior by providing a model (e.g. hitting). It can also promote a desire for escape and avoidance of the person or the situation that caused the punishment. It often needs to be repeated and often becomes more intense, because punishment may teach what *not to do*, but does not build skills for what *to do*. The negative feelings associated with punishment are often paired with the person delivering the punishment, causing the relationship with the parent or caregiver to be affected as time goes on.

Of course, every child exhibits behavior that needs to be corrected, or shaped, so what else can I do?

Rewards, or using **reinforcement**, are one of the most consistent ways to change behavior and build desired responses. For people with jobs, the reward is a paycheck at the end of the month. Children, especially those with autism, often need their rewards much more immediately, and in connection with the desired behavior. So, as soon as he buckles his seatbelt, he gets a 'high five'.

Sometimes reinforcement is viewed as simple, such as giving an M&M after a correct response, but reinforcement can be much more than that. When a tangible reward (M&M) is paired with a social reward (*Great job saying Good Morning to your brother!*'), the positive feeling of success gets paired with both the verbal praise, and the person giving the reward. This helps to build the desired behavior, and also often improves the relationship with the parent or teacher using the reward.

Reinforcers can vary considerably from person to person. It is important to observe your child to learn what he finds rewarding so that you can give him what he wants after he has responded in the way that you desire. Watch what he does in his free time, or when he has choices—some children love to be tickled, others do not. Consider edibles (such as a cookie or other favorite food) but also other tangibles (a toy, bubbles, etc.) or experiences (listening to music, taking a walk, curling up on the bean bag). Be creative and mix it up. Know that the more opportunities a person has to encounter a reinforcer, the less rewarding it might become—so the 'power' of a reward is often increased if it is saved for certain times when you want to celebrate your child's behavior.





Research shows that positive, reinforcement-based strategies are most effective in creating long-term behavioral change. However, it is also important to have an immediate response to a behavior in order to maintain safety or minimize disruptions. Planning in advance for the type of situation is important, so that caregivers across settings (home, school, etc.) are consistent in their responses and delivery of consequences. Most reactive strategies fall into three areas as listed below.

- *Ignoring the behavior* (*extinction*) is often used when the behavior is used for attention, and is mild or not threatening.
- **Redirection**, often supported with visuals, may involve redirection to an appropriate behavior or response and is often paired with positive strategies.
- Removal from a situation or reinforcement through a time out is often used for calming down opportunities.

Ignoring challenging behavior means not giving in to the behavior that you are trying to eliminate, to the best of your ability. If he kicks to get a cookie, ignore the kicking and do not give him a cookie. But, use other strategies here to teach him to request a cookie, and be sure to give the cookie when he asks, so as to build his trust in you. Note that when you first start to ignore a behavior (called *extinction*) it may increase the behavior. This is called an *extinction burst* and is very normal. Stay the course.

Certain behaviors (those that are dangerous or injurious) are more difficult to ignore and sometimes need to be redirected or blocked (e.g. putting a pillow by his head so that his self-hitting does not do damage), even as you strive to not allow the behavior to 'win.' link to Yoo section on ignoring?

"When Joey was little, every time he spilled his glass of water, he banged his head on the edge of the table. I learned to wipe-up his spilled water quickly, in order to avoid this self-injurious behavior. If I was really fast, he'd attack me on my way to cleaning it up – grabbing my hair and pulling. I also noticed that his aggression didn't stop once I had cleaned up the obvious puddles, but continued as I wiped what I thought was a dry surface.

This behavior continued because, try as we might, we could not completely avoid spilling water. By the time Joey was age 9, the entire family was very alert to the importance of not spilling water and the need to respond quickly trying to reduce the duration of Joey's aggression. Only after we started a home ABA program was it pointed out that my rushing to clean up spilled water followed Joey's becoming self-injurious and aggressive. By wiping up the water, we were reinforcing Joey's inappropriate behaviors. I realized that Joey did not know how to clean up the water himself. He also did not have another way to ask us to clean up the spilled water or to tell us that it bothered him, other than banging his head or pulling our hair.

With the help of our behavior consultant, we learned to clean-up the spilled water only before Joey becomes aggressive or self-injurious. We also learned to prompt appropriate language "clean up" as we cleaned up. If Joey aggressed, we ignored the spilled water and followed our behavior protocol. After practice, Joey learned to say "clean up" instead of banging his head and pulling hair. Eventually, we taught Joey how to ask for a towel or to get a towel and clean up the water himself."

-BH, parent

Redirection can be a very powerful tool, giving you the opportunity to steer your child into a situation that is more positive, or more manageable. It also helps to avoid or calm an escalating situation. The use of a time out can vary considerably, and to be most effective, it is important that it is done correctly. A time out is not just a change in location—it means your child loses access to something he finds rewarding or cool. For more complete discussion on how best to use time out, see the ATN ABA guide or this parent training information.





Other strategies your behavioral team might employ include teaching accountability (if he spilled the milk, he is the one to clean it up), or using positive practice, sometimes known as do-overs. For example, if he let the door slam in someone's face, he might practice in the doorway how to enter the house and hold the door five or ten times. 'Oops, let's practice doing that that the right way.' In doing this, try to limit the sense of punishment, keeping positive strategies employed (reinforcement, praise) to build the desired behaviors over time. 'I love that you noticed I am right behind you and you held the door open!'

- When behavior does occur, be careful not to:
- Feed into the behavior, give in or provide what your child wanted to get from the behavior
- Show disappointment or anger
- Lecture or threaten
- Physically intervene (unless necessary for safety, such as keeping a child from running into the street)

A new look at time-out

Contrary to popular belief, time-out is not sitting in a chair for a few minutes. Time out is losing access to cool, fun things as a result of exhibiting problem behavior, usually by removing the individual from the setting that has those cool, fun things. Time-outs can only occur when the individual is in time-in. That is, if nothing enjoyable was happening before time-out, you are simply removing the individual from one non-stimulating, non-engaging room to another.

For example, if the individual is watching her favorite TV show, but hits and screams at her sibling for getting in the way, taking her to a chair located in the same room will not serve as a time-out since she can still see and listen to the TV. Removing her from accessing the TV completely, however, is an example of a time-out. In this case, time-in (watching a favorite show) was in place, allowing for time-out to be effective upon the occurrence of the problem behavior. Once the individual is in time-out, let her know that she must be calm for at least 10 seconds (or a duration of your choosing, usually shortly after he is calm) before she can return to time-in. Do not talk to the individual or explain to her what she did wrong while she is in time-out. You may use a timer to indicate to the individual when the time-out will be over. When the timer goes off, he should be allowed to return to what he was doing, i.e. time-in.

How to use time-out correctly

- A fun, enjoyable activity should be in place before using time-out (e.g. playing video game, visiting friends).
- Time-out should not lead to the individual avoiding or delaying an unpleasant task or work activity
- Time-out should take place in a boring and neutral setting.
- No attention should be given during time-out. Simply tell the individual, "You hit your brother, no TV. Go to time-out until you are calm".
- Time-out should be discontinued shortly after the individual is calm and quiet (approximately 10 seconds of calm behavior).

-page 74, Targeting the Big Three





Resources:

Behavioral Relaxation Training and Assessment

by Roger Poppen

Behavioral Relaxation Training (BRT): Facilitating acquisition in individuals with developmental disabilities by Theodosia R. Paclawskyj, Ph.D., BCBA, and J. Helen Yoo, Ph.D.,

The Cycle of Tantrums, Rage, and Meltdowns in Children and Youth with Asperger Syndrome, High-Functioning Autism, and Related Disabilities

by Brenda Smith Myles and Anastasia Hubbard

How to teach self-management to people with severe disabilities: A training manual by Lynn Koegel

Self-Management for Children With High-Functioning Autism Spectrum Disorders by Lee A. Wilkinson

Taking Care of Myself: A Hygiene, Puberty and Personal Curriculum for Young People with Autism by Mary Wrobel

Targeting the Big Three: Challenging Behaviors, Mealtime Behaviors, and Toileting by Helen Yoo, Ph.D, New York State Institute for Basic Research

Autism Speaks Family Services Community Grant recipient

Autism Fitness.com: Leading Authority in Autism Fitness

Eric Chessen

Depression and Anxiety: Exercise Eases Symptoms

Mayo Clinic

Exercise for Mental Health

Primary Companion to the Journal of Clinical Psychiatry

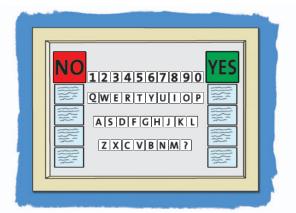




C.O.P.E.S.TM

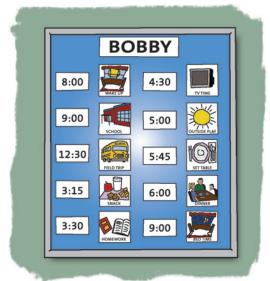
The COPES program uses individualized programs for each of their students that incorporates the following elements:

Communication: students were given immediate access to communication for emotional issues. Multi access approaches were tailored to the student's needs using YES - NO boards, icons, and iPads with augmentative apps. Teach communication at his level and start with what is most essential.





Organization: many of the students showed considerable anxiety and a complex array of escape and avoidance behaviors since they had no systems to help them organize and anticipate events, daily schedules, changes in schedules and or future events. Simple schedules and training on basic contingency management and use of visual supports showed rapid changes in behavior and reduced anxiety.



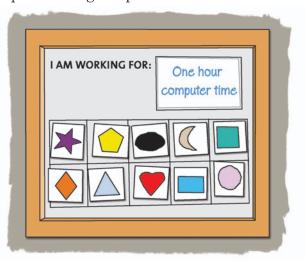
Tommy's Schedule Monday	All Done
Put Backback in Cubby	
Independent Work	
Morning Meeting	
Reading Time	
Music Class	
Lunch	
Recess	
Special Reading Group	
Pack Up Backback	
Go Home	





■ Postive behavior supports: Even though all of the students had prior FBAs and complex contingency management systems, the interventions often failed since they were too little, too late. By being reactive instead of addressing why the behavior occurred in the first place, the previous interventions were sending the message that the student's behavior was frustrating, but missing the opportunity to prevent its occurance in the future. Prevention had to be addressed as a primary objective and replacement skills needed to be built using positive behavior supports. Simple token charts were introduced and each student was reinforced for success, as simple as walking into a room nicely to sitting for a minute in a chair. The students responded immediately to being honored and acknowledged for the things they did right, though they were in shock at first since they were accustomed to primarily negative feedback. You could almost see the questions in their faces—What do you mean I'm being given constant feedback? And it's positive!

Example of reinforcement steps to earning computer time:



Emotional regulation: Starting on day one of the behavior support plan, each student was systematically taught to understand and identify his own regulatory state and escalation cycle. Proactive programming was essential. Empowerment and self-determination was a significant part of the program and the students responded immediately to their involvement in their plans. The plans were based on knowing that the student who understands that stress, anxiety and specific activities or situations often result in tension, frustration, and behaviors, is a student who has a chance of self-regulating.

The program has been taught successfully to numerous students with limited to no verbal skills. Individuals with limited verbal skills are often assumed to be without a full range of emotions, with limited ability to comprehend what others are saying. As a result they live frustrating lives. These students are often misunderstood and their emotions, feelings and responses are not fully considered. People talk about them as if they are not there and they make judgments and statements that do not take into account for the full depth of their feelings, thoughts and opinions.

- Teaching the student his escalation cycle does two main things:
- it allows him to have some say or opinion in his program
- it teaches him to be aware of the things that cause him anxiety or frustration that often leads to disruptive behaviors, and teaches him corresponding strategies for self-regulation





An example of the visuals used to teach a student to identify his regulatory state and what to do to 'get to green':

My Self -Management Plan

	The behaviors I exhibit when I feel this way	What I need to do-
I AM HIGH	 I grab others I hit and bite I yell loud I cry loudly 	 Sit and breath- deep breaths I need to be in a safe place go to the beanbag and stay there! Get to yellow
I AM LOW	 I look tense, my shoulders and body are tense I bite my tongue I click my neck and fingers I look red and sad I need everything to be in its place 	 Take a sensory break Ask for help I need someone to write and explain what's going on! I need to take DEEP breaths
I AM CALM	 I can sit and focus I can follow my schedule I can answer with my voice I do respond to others and I look relaxed! 	■ I can earn my points and get preferred breaks

Sensory and social: Each student has a systematic exposure to community and or social outings that includes the golden rule--no community and/ or social access when the student is in any other state but green. This decreases the chances for the student to be in dangerous situations where staff have to try to manage behavior and risk inadvertently reinforcing behaviors because the safety risk is too high.

Social skills are focused on as reciprocal interaction, not necessarily frustrating, overwhelming exposure to typical students. The social success is based on the student being motivated and able to access the social situation. Start small and be successful. Building confidence in the student has to come first and regulation is key to that confidence.





What might I need to know about Managing a Crisis Situation?

Generally, when a child is engaged in the active, disruptive stage of a behavior, such as a tantrum or aggression, the essential focus has to be on the safety of the individual, those around them, and the protection of property. It is important to keep in mind that when he is in full meltdown mode, he is not capable of reasoning, being redirected, or learning replacement skills. However, this level of agitation does not usually come out of thin air. You can learn skills to help anticipate and turn around an *escalating* situation that seems to be headed in this direction.

In case of emergency, call 9-1-1. Always take suicide threats seriously!

"Both my husband and I have thought of calling 911 before but we were too scared of the unknown. Finally one afternoon we were in a difficult situation with our son and we knew it was time to make the call. It was one of the hardest decisions we have ever had to make, but it was the right one – for our son's safety and ours as well."

—CH, Mother

Have a Plan

Preparation and strategies for coping and staying safe in these situations is essential and it is important for the team, including the family, to develop a *crisis plan* together. A well-designed plan will include:

- Defined setting events, triggers or signs that a crisis situation might develop
- Tools and strategies for keeping the individual and those around him safe in any setting (school, home, community)
- Intervention steps and procedures promoting de-escalation that are paired at each level with increasing levels of agitation
- Lists of things to do and NOT to do specific to the history, fears and needs of the individual
- Hands on training and practice for caregivers and staff
- Data collection and monitoring for continued re-evaluation of the effectiveness of the plan
- Knowledge of the best prepared facility if hospitalization or an Emergency Room visit might be necessary
- Secured guardianship if your child is above age 18 and you need to continue to make decisions for him (See the Autism Speaks Transition Tool Kit for more information)

Providers and families who have experienced crisis highlight the need to maintain safety first and foremost. This is not the time to teach, make demands, or to shape behavior.

Know Ways to Calm an Escalating Situation

- Be on alert for triggers and warning signs.
- Try to reduce stressors by removing distracting elements, going to a less stressful place or providing a calming activity or object.
- Remain calm, as his behavior is likely to trigger emotions in you.





PAGE 54



- Be gentle and patient.
- Give him space.
- Provide clear directions and use simple language.
- Focus on returning to a calm, ready state by allowing time in a quiet, relaxation-promoting activity.
- Praise attempts to self-regulate and the use of strategies such as deep breathing.
- Discuss the situation or teach alternate and more appropriate responses once calm has been achieved.
- Debrief with the individual, as well as the team, to prepare for increased awareness of triggers and strategies for self-regulation in future experiences.

In the midst of a Crisis Situation

- Remain as calm as possible
- Assess the severity of the situation
- Follow the Crisis Plan and focus on safety
- Determine whom to contact:
 - Dial 211 for free, confidential crisis counseling
 - Dial 911 for an emergency: fire, life-threatening situation, crime in process, serious medical problem that requires mental health and basic life support ambulance services
 - Call local police for non-emergencies

Disclosure to a Police Officer:

"The decision to disclose your (or your child's) diagnosis to a police officer will always be yours to make. If you have learned through experience that disclosure would be helpful in the particular situation, you may decide to disclose to a police officer. Law enforcement officers report that they make their best decisions when they have their best information. A good, strong autism or Asperger Syndrome diagnosis disclosure that includes the use of an information card, contact information for an objective professional, and proof of diagnosis should be considered."

 Dennis Debbaudt, a parent and leading voice on autism training for law enforcement and emergency responders

When severe and dangerous behaviors pose a risk of physical harm to the individual or to others in the vicinity, physical restraints or seclusion as a brief intervention are sometimes necessary to maintain safety.

Physical restraints are physical restrictions immobilizing or reducing the ability of an individual to move their arms, legs, body, or head freely.

Seclusion (putting the individual briefly in a room by himself to 'calm down') is often employed in schools and other group environments. Seclusion can provide a quick halt to an immediate threat, but in the long run, seclusion is not a solution to the behavior itself, especially if the function of the behavior is to escape or avoid something. School programs should be focused on developing functionally based, positive behavior intervention plans to eliminate the need for seclusion practices all together.

It is important to note that while restraints and seclusion can serve to maintain safety, it is an intervention of last resort and should only be used when less restrictive and alternative interventions are not effective, feasible,





or safe. Improper use of these techniques can have serious consequences physically and emotionally. Parents and caregivers should seek out and receive professional guidance and training on positive behavior interventions and supports, crisis prevention, and the safe implementation of restraints and seclusion techniques when necessary.

Managing a Crisis at Home

Having a Crisis Plan is an important step, and it might be helpful to create this with your team or behavioral provider. Some families have emergency information cards with vital information and signs posted to alert first responders. Strategies for keeping the individual with autism and other family members safe during episodes of aggression or self-injury are most important. Being prepared for an individual who is inclined to outbursts and times of aggression or property damage can help everyone feel safer. The strategies outline in Making Homes that Work might be helpful.

Managing a Crisis at School

For school age children, there are protections under the *Individuals with Disabilities Education Improvement Act (IDELA)* that pertain to behavioral considerations, functional behavior assessments, and positive supports. The school will need to have a behavior intervention plan (BIP), and your child's educational team should provide you with materials to explain your rights and your child's rights under educational law. You need to approve the plan, and the defined behavioral targets, expectations and interventions should be clear to you, your loved one and his entire team. If you need information or training, ask! Be persistent.

In the case of a significant aggressive or other concerning behavior at school, the staff or the family can call an emergency IEP meeting to discuss placement, BIP and other considerations. Special Needs, Special Gifts offers some insights into challenging behaviors in the school environment and the responsibilities and warning signs.

Your school team may suggest the use of seclusion and/or restraints, but these controversial interventions should not be undertaken lightly. It may also be helpful to know the regulations as they pertain to challenging behaviors and the use of suspensions and expulsions. There are certain protections afforded students with special needs under a provision in IDEA. The Wrightslaw page Behavior Problems & Discipline: What Parents and Teachers Need to Know contains great information on this topic.

Managing a Crisis in the Community

"My daughter has had quite a few tantrums in our community that have escalated. This encouraged my family and I to take steps to let my local neighborhood know about my daughter's behavior— by posting autism cards, in my car window, on our front door, etc.

The other thing that really helps my family is that we travel in pairs. This means that someone is always around to help whomever my daughter is with. As a parent, I always worry about my child's safety, so I try to find a "safe place" while I'm out to take her to when there's a problem, Places like family bathrooms or even dressing rooms in clothing stores work when she needs to calm down or re-focus. I also spoke to our state's DMV about getting a handicap placard for my car that I only use when my daughter is with us--so I can make that bee-line to the car even faster!

The other thing that helps a lot is placing a Family Emergency Kit in the trunk of each car we travel in. Much like the ones used during pregnancy and in Disaster Emergency Preparedness Kits, I add a comfortable change of shoes/clothes, personal items, an extra insurance card, her medic alert necklace info, even my CPI card-to show that I'm trained. I complete each kit with a few extra sensory items she might like and extra water and snacks, in case she might be cranky because she's hungry and cannot say so. Also, in each kit, I started packing a few care items for myself, just in case we had to go to the hospital so that I would be more at ease, during our wait. The last thing I do very





frequently, is make sure I bring any medication for my child and for myself so that neither one of us get off our meds. One time my daughter's meds had changed recently, and my daughter had to go to the ER. As it turned out, I was the only one with the meds she needed, right there in my kit!"

- KV, a parent

Emergency Personnel Response and Interacting with Law Enforcement

Training in autism awareness is increasing, but has certainly not been universal across the United States. It is important that you understand that EMS personnel might not know that 'he has autism' means that he might have difficulty understanding directions, or respond poorly to flashing lights, a blood pressure cuff or other actions. It can be helpful to have information (on a card) ready to pass along or to find ways for your local responders to get to know your child. You might advocate for training in your local emergency departments. Visit the Autism Safety Project page for tools and more information for emergency personnel.

Police and Law Enforcement Response, Judicial System

It is important to remember that police and law enforcement officers, such as security guards and TSA agents, often have little training in autism awareness and response. Sometimes a person with autism will appear to be dangerous or on drugs to a law enforcement officer. The unpredictable behaviors and communication challenges of autism, coupled with variable social understanding of authority have been known to have dire consequences. It is important to keep these factors in mind when interacting with law enforcement.

You may encounter law enforcement when you are out in the community. If your loved one has especially troubling behaviors, you may have occasion to call them into your own home. It is important to get to know your local police department and have them get to know your child. Advocate for training and sensitivity concerns. Find resources and training information to pass along to law enforcement officers and other professionals on the Autism Safety Project page.

If police are involved and your loved one is charged with a crime, there are special considerations within the legal system. Information for Advocates, Attorneys, and Judges supplies additional background information and statistics on autism for legal representatives.

"Persons with autism who are able to navigate the community without assistance should strongly consider developing personal handouts, along with the skills and resiliency to risk necessary to appropriately disclose their need for accommodations. Remember that the initial uninformed contact with police presents the highest potential for a negative outcome. What's the best tool to use when you decide to disclose your autism or Asperger Syndrome to a police officer? A handout card:

- Develop a handout card that can be easily copied and laminated.
- Remember that the handout card is replaceable. You can give it away to the officer on the scene.
- Carry several at all times.
- The handout card can be generic or specific to you.
- Work with an autism support organization to develop a generic handout.
- Work with persons whose opinions you trust and value to develop a person-specific handout."
 - Dennis Debbaudt, a parent and leading voice on autism training for law enforcement and emergency responders





How do I know it is time to get more help?

Many families work diligently at home to help their children with autism negotiate the many challenges the world presents for them. However, it is important and necessary to seek professional help when:

- Aggression or self-injury become recurrent risks to the individual, family or staff
- Unsafe behaviors, such as elopement and wandering, cannot be contained
- A threat of suicide is made
- An individual presents with persistent change in mood or behavior, such as frequent irritability or anxiety
- A child shows regression in skills
- The family can no longer care for the individual at home

Sometimes this journey starts with a trip to the Emergency Room, when a person is in crisis and the caregiver or family needs immediate help. Sometimes it occurs in a more planned way, at the advice or urging of a doctor, mental health provider or other member of a team.

What can I expect at the Emergency Room?

Whether it is for behavioral concerns or just necessary medical care, the emergency room can be a difficult place for people with autism. Treating autism patients in emergencies presents challenges describes some of the challenges and makes suggestions for medical staff regarding how they might be more accommodating. It might be helpful to pack this in your emergency prep kit and pass it along to ER staff upon your arrival. Be prepared to advocate yourself.

If you are requesting a *psychiatric evaluation*, it is important to bring documentation of the behaviors that are causing concern, information about psychiatric history, any previous psychiatric evaluations, recent FBA and/or BIP, a list of current and past medications and other relevant information. Names and contact information for doctors, your behavioral provider or other important team members will be helpful. Having all of this information in writing, in one place, will help you be prepared in the event of a crisis.

Alternately, a call to the police might trigger their concern for the person or those around him, and the officer might issue orders to have the individual transferred to the ER, even if that is not your wish. In either case, the police officer or the hospital staff can place the person on a *Mental Health Hold*. When a person is placed on a mental health hold, they can usually be held for up to 72 hours for a psychiatric evaluation. This does not necessarily mean that the person will be held for the entire 72 hours. The evaluation often takes place within 24 hours.

Before a psychiatric evaluation can occur, the ER staff must evaluate and medically clear the individual. In many cases, they are likely to do a drug screen and toxicology report. The process to get medical clearance may take several hours, and maybe longer based on the staffing and volume at the ER and the complexity of the medical situation. Then a psychiatric evaluation will be performed, and will include interviews, a record review and an examination. For more information, see Psychiatric Evaluations in the Emergency Room.





Many trips to the emergency room will involve calming the individual, often with medication, and then releasing him and sending him home. Arriving at an ER does not necessarily translate into an admission to the hospital. Sometimes, the ER visit will turn into a longer stay of 1-2 weeks, with the length of stay sometimes a reflection of insurance issues.

If the hospital staff decides that the individual is at particular risk of harm to himself or others, they may recommend commitment to a mental hospital or psychiatric ward. It is important to know that if you or the adult patient does not approve, the law provides for a process known as *Involuntary Commitment* or *Civil Commitment*. This allows for court-ordered commitment of a person to a hospital or outpatient program against his will or protests.

Psychiatric Inpatient Hospitalization: How do you choose a facility?

Often individuals are brought to the nearest hospital or the closest one that has an open bed. While this may be the fastest response in a crisis, it is best to be at a facility that can best respond to the needs of your child. If possible, discuss with your providers ahead of time if there is a preferred treatment setting for individuals with autism in the event of crisis. Some hospitals have a psychiatric emergency room.

In a few states, there are specialized hospital programs specifically designed for individuals with autism and other developmental disorders. These Crisis Intervention Centers can often provide more targeted treatment options and assessment expertise. Pre-planned stays in *bio-behavioral units* may be hard to arrange since so few of these facilities exist, but the length of stay is generally a 3 to 6 month period.

What happens when you check into a hospital?

Just as you might do when planning a trip, it is important to remember to bring your loved one's necessary supports, including communication devices, visual supports, preferred toys and sensory items, as well as a familiar blanket or pillow. Entering a hospital can be quite stressful, so anything you can do to reduce anxiety and increase predictability should be considered.

If your child or loved one is placed in a psychiatric facility or ward, it will be important for you to help the staff understand his particular skills and challenges. You should be prepared for the fact that unlike many medical situations you may have experienced, a psychiatric ward is likely to have locked doors and may have stricter limits on visitation. You may not be able to be present during your child's entire stay or there to be his 'interpreter' of behaviors, food aversions, fears and anxieties as you might otherwise do. These facilities are not obliged to provide behaviorally-based treatments and interventions, though some do.

You may need to advocate for a role in helping the hospital to understand your child. In particular, it might be important to advocate against the use of restraints for your loved one, as this may increase anxiety and the intensity of negative behavioral responses. There are established policies on the use of restraints and seclusion in healthcare that you can read here. You can also request that a medical provider who knows your child be involved with the hospital staff.





"When Kevin ended up in the psych unit at our state hospital, it was incredibly valuable to have out autism doctor involved in his care. The hospital staff did not get it when it came to autism and Kevin, and our doctor was very helpful at running interference."

-SB, parent

Most hospitals are family-friendly and have extended visiting hours for children. Separating from your child can be difficult and leave you with feelings of guilt, but it is essential to remember that this is in the child's best interest. He needs specific help, and you need an opportunity to recover from a challenging situation.

Patient Rights

Patients receiving services in a hospital have the same human, civil and legal rights accorded all minor citizens (those under the age of 18) or adults. Patients have the right to a humane psychological and physical environment. They are entitled to respect for their individuality and to recognition that their personalities, abilities, needs and aspirations are not determined on the basis of a psychiatric label. Patients are entitled to receive individualized treatment and to have access to activities necessary to achieve their individualized treatment goals.

Commitment-Involuntary vs. Voluntary: As mentioned above, a psychiatric evaluation will be performed to determine if the individual is a danger to himself or others. If he is considered a danger, he can be committed against his (or your) will with a court order.

Parent Rights

Parents (or guardians) retain their legal rights for decision-making regarding the health and welfare of their child under the age of 18. Parents have the right to informed consent to treatment, including notification of the possible risks and benefits of any treatment that is proposed. Parents have the right to be involved in the treatment that is provided to their child, which includes visiting their child during the course of their treatment, ongoing communication from the providers about the child's progress, and copies of medical, behavioral and educational records.

If you feel your child would be better served in a different setting, you should engage the attending physician and other members of the hospital clinical team in a discussion of the risks and benefits of changing treatment programs. While you know your child best, it is important to evaluate the implications for safety and treatment in any setting being considered.

Age of Majority and Guardianship: For many years, you have been making decisions on behalf of your loved one with autism. But at the age of 18, the law says he gets to decide for himself and can give the required 'informed consent.' He can refuse treatment or be declared unfit to decide. Either way, unless you apply for and are granted guardianship, the decisions are now out of your hands. If you think your loved one will need your assistance in making medical, safety and/or financial decisions, it will be important for you to learn about and consider your state's laws and procedures for obtaining guardianship status. This may take some time and the process involves a series of procedures, so it is important to consider this in advance of his 18th birthday, if possible. Sometimes there are allowances for temporary guardianship status while guardianship proceedings are in process. Guardianship is different from conservatorship, which allows for financial responsibility of another person. You can learn more in the Transition Tool Kit section on Legal Matters to Consider.

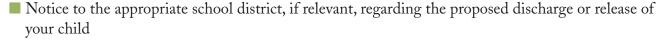




What happens when the Hospital Stay is over? What is a Discharge Plan?

When the hospital stay is complete, your child or loved one should leave with a Discharge Plan created by the hospital, ideally with the input of other team members. It is not necessary for you to agree to the terms or components of the plan, but the hospital is required to counsel you, your loved one and other relevant team members about the components of the plan. The hospital is also supposed to begin implementation of the plan and assist in the coordination and connection to local social services organizations, making referrals or transfers and forwarding information and records. Such a plan is not likely to occur after a brief ER stay, but should be developed for your child over the course of an extended inpatient hospitalization. A discharge plan should include:

- A statement of your child's need, if any, for:
 - Supervision
 - Medication (what, when, how much)
 - Aftercare services and supports
 - Assistance in finding employment
- Recommendation of the type of residence in which your child is to live and a listing of the services available to your child in such residence
- Lists of the organizations, facilities, and individuals who are available to provide services in accordance with each of your child's identified needs



- An evaluation of your child's need and potential eligibility for public benefits following discharge, including public assistance, Medicaid, and *Supplemental Security Income*
- Follow-up evaluation plans

For anyone who has been hospitalized for any reason, recovery is best when there is a solid support network. This network can be family, friends or team members, often working together. Involving others in the discharge process will help your loved one and support you in moving forward. To learn more, visit Discharge Planning in Mental Health.

Contributions to this section were made by Matthew Siegel, M.D.







Long Term Solutions: What if we just can't do this anymore?

Sometimes, a team gels beautifully and medical supports and positive interventions are effective in bringing an individual with autism the sense of security and the skills he needs to thrive in his home or community environment. However, sometimes factors such as limited resources, dual diagnoses, biological triggers or learning history can mean that a family needs more support than can be provided at home, and alternate solutions need to be considered.

This is not an easy decision to make, and often comes with considerable stress for everyone involved. It is important to remember that this decision is NOT giving up on your child. In many ways, it is recognizing that your child needs more than you can provide, and taking the steps necessary to allow him to grow and thrive in a place that is able to provide what he needs. This might mean a place with a 24-hour staff who can provide something that is not possible for a single individual, or a residential facility that supports his physical concerns as much as his behavioral needs. It is hard to be consistent and upbeat and follow a behavior plan when you are exhausted and deflated. It is difficult to be a family and support each person's needs, wants and growth, when everyone is afraid. Many families who have experienced a family member with significant challenging behaviors have reported on a much-improved relationship with their child once he was placed in a residential program that met his needs.

"If I could give any advice to parents going through this, I would tell them that it's not always an easy road, and a lot of times it can be scary. But you aren't alone, it can get better. I would tell them to reach out for help, because you can't walk this road alone. Each day is a new adventure, new challenges and new successes."

-DM, a mother

Residential placement is a personal decision that should be made when a family is no longer able to care for the needs of their child at home. For individuals with challenging behaviors such as aggression or self-injury, this may occur earlier in life than the usual transitions that occur in adulthood. It is also important to note that a residential placement is not necessarily permanent. If your team is able to build supports and skills and address underlying concerns, it may be possible for your child to return home.

A case manager or service coordinator from your school or social services agency can help to search for an appropriate setting for your child. Often, parents want to find something close to home so that they can maintain a relationship and contact with the child and his providers.

For help, visit these resources:

- Autism Speaks Housing & Residential Supports Tool Kit
- Autism Speaks Catalog of Residential Services
- National Disability Rights Network
- Disability.gov Housing Resources
- Global & Regional Asperger Syndrome Partnership (GRASP) list and map of GRASP support groups





Where can we learn more?

Family and Caregiver Training

This tool kit is a lot of information in writing, and that is not always the best way to learn. Families who need additional information and supports will benefit from specific training and supports.

- Hands on Training: Ideally, this is from a behavior analyst or other behavioral provider who is part of your child's team at school or home who can individualize training to your child's needs. It is individually designed to the needs of your child, your family, and responsive to the findings of the functional behavior assessment. It would occur in your home or in the settings where you need the assistance and training. Insurance laws are increasingly providing coverage for autism services, including ABA and behavior supports. Ask your doctor or case manager for suggestions.
- State or local ABA or autism conferences: Many conferences, presentations and workshops will focus on autism and case studies related to the treatment of challenging behaviors, or skills that might help to replace those behaviors. Visit ABA International to learn more.
- Training Classes in Behavioral Approaches: Parenting classes are often held at autism support groups, local hospitals, YMCAs, social services agencies, and the National Alliance on Mental Illness. Only some will be autism specific. These classes may provide you with tips and skills, as well as access to people and resources you might not already know about who can provide or suggest more specific services. Mental Health First Aid USA may also be a helpful resource.
- Watch SuperNanny episodes on TV or YouTube: She employs good behavioral strategies with respect to setting boundaries and expectations, staying calm, rewarding desired behavior and incorporating fun. These principles apply in autism just as they do with typical children.
- Take care of yourself: Parenting is hard enough, let alone when the demands of a child with special needs and challenging behaviors are added into the mix. Find strategies to improve your sleep, your resilience and your ability to remain calm and nourished. Classes in yoga, mindfulness and other stress reducers might be helpful. Talk to your friends and family, and find some time for fun. Seek out local supports for respite from community agencies, your place of worship or friends and family. Spend time with your other children and your spouse. Ask for help. Breathe. Visit the Autism Speaks Resource Guide to find respite care and support groups in your area.

"My friends were always reaching out to me to get lunch or a cup of coffee. Most of the time I felt too busy to step away from taking care of my son. Any time away from his needs felt like I wasn't being a good parent. One day my friend happened to call just as I was running out to the grocery store – she convinced me to meet her for a cup of coffee beforehand. Once I met her and sat down to chat and relax for a few minutes, I realized how much I needed it. I now make time every week to see my friends, or have a little 'me' time. Ultimately I think I'm a better parent and person because of it."

-AC, a mother





Resources:

211 Database Service

Available in much of the US, this service connects people with important community services, sponsored by United Way Worldwide (UWW) and the Alliance for Information and Referral Systems (AIRS).

ABA Training & Treatment - Behavior Frontiers

Asperger Syndrome and Difficult Moments: Practical Solutions for Tantrums, Rage and Meltdowns by Brenda Smith Myles and Jack Southwick

Managing Threatening Confrontations DVD

from the Attainment Company

No More Meltdowns: Positive Strategies for Managing and Preventing Out-Of-Control Behavior by Jed Baker Ph.D.

The Way to A: Empowering Children with Autism Spectrum and Other Neurological Disorders to Monitor and Replace Aggression and Tantrum Behavior by Hunter Manasco

Provider Training

Many schools and service providers will have trained staff accustomed to handling challenging behaviors. Others will not. Service providers who need additional information on positive supports and crisis prevention and management can utilize the following resources for information and training:

- **■** Positive Behavior Supports
- Kansas Institute for Positive Behavior Support
- The New England Center for Children "CALM" Curriculum
- Safe and Civil Schools
- **■** Crisis Prevention Institute
- Quality Behavioral Solutions to Complex Behavior Problems
- Mental Health First Aid USA





Conclusion

Autism can bring a family many challenges, especially when a loved one with autism exhibits behaviors that are challenging, disruptive, or dangerous. These are often experiences that our siblings, parents and best friends do not quite understand, since they have not necessarily faced the same concerns. As a result, many families with loved ones with autism experience significantly high levels of stress, which can be disruptive and unsettling. However, many families have also shown resilience and an ability to bounce back from the challenges that autism presents with humor, grace and increasing strength.

It is important to get help. Cry when you need to. Lean on your friends, extended family, and other social supports. Connect with other parents who are experiencing similar challenges and swap stories and vent together—find them at support groups or places like www.meetup.com. Investigate counseling supports through your insurance plan, place of worship or community services agency.

Use the information in this tool kit to seek out information and team members who will support you, and help your loved one to grow to become all he can be. Take small steps, and celebrate the growth and accomplishments along the way. Be the detective that helps you better understand—and hopefully better accept—your child and the difficulties he faces as he goes through life. Use the strategies and resources in this kit and from your team to help you build a place in which everyone feels safer and more successful. Advocate for help when you need it. Find resources or create a plan for respite care so that you get a break too, and use it!

Recognize the resilience your loved one with autism shows each and every day. Celebrate the things he says or does that make you laugh: his dimples, his artwork, his smile. Sure, you may cry or swear sometimes. But also rest. Breathe. And celebrate the successes one at a time, whenever and wherever they come.

"A multidimensional, comprehensive approach to ASD that emphasizes the development of positive, constructive behavior, builds family cohesiveness and mutual support, focuses on successful home and community living, and addresses systemic barriers to progress will not "cure" autism, but it will make it possible to live happily with autism. These goals are realistic and can be achieved now."

Ted Carr, Ph.D.,State University of New York at Stony Brook



PAGE 65





Challenging Behaviors Glossary

- *A*-*B*-*C Analysis:* an approach to understanding behavior by examining the Antecedent (the cause), the Behavior, and the Consequence (the result)
- *ADHD (Attention Deficit Hyperactivity Disorder):* a problem with inattentiveness, over-activity, impulsivity, or a combination, that is out of the normal range for a child's age and development
- Age of majority: the age established under state law when an individual is no longer a minor and has the right to make certain legal decisions without consent
- Allergies: adverse immune responses or reactions to substances that are usually not harmful (i.e. pollen, peanuts, gluten)
- Anxiety disorder: a pattern of constant worry or tension under many different circumstances
- *Applied Behavior Analysis (ABA):* the systematic approach to the assessment and evaluation of behavior, and the application of interventions that change behavior
- *Audiologist:* a professional who diagnoses and treats a patient's hearing and balance problems using advanced technology and procedures
- Autism Spectrum Disorders: a group of complex disorders of brain development characterized, in varying degrees, by difficulties in social interaction, verbal and nonverbal communication and repetitive behaviors
- Aversive: an unwanted stimulus designed to change an individual's behavior through punishment
- Behavior Improvement Plan (BIP): a plan to improve a student's behavior in school created based on the results of a Functional Behavior Assessment
- **Behavioral disorder:** a condition in which behavior significantly deviates from acceptable norms
- Behavioral drift: changes in behavioral patterns resulting from gradual and subtle adjustments over time
- Behavioral stereotypy: repetitive or ritualistic movements such as body rocking or crossing and uncrossing of legs
- *Biobehavioral unit*: a psychological and psychiatric clinic within a hospital or research center that treats behavioral, anxiety and mood disorders
- Biomarker: an indicator of a certain biological state
- *Bipolar disorder:* a brain disorder that causes unusual shifts in mood, energy, activity levels, and the ability to carry out day-to-day tasks; also known as manic-depressive illness
- **Blinded:** unaware of a new or different intervention, which prevents bias during evaluation
- Board Certified Behavior Analyst (BCBA): a professional certified to provide ABA therapy by the Behavior Analyst Certification Board (BACB)
- *Bulimia:* an illness in which a person binges on food or has regular episodes of overeating and feels a loss of control, then uses different methods such as vomiting or abusing laxatives to prevent weight gain





- Case manager: a professional from a school or service agency such as the Department of Developmental Disabilities who serves as a direct contact for families and helps gather resources, team members and ideas
- **Catatonia:** a state in which a person does not move and does not respond to others
- *Challenging behaviors:* behaviors that are destructive and harmful to the individual or others, that prevent learning and cause others to label or isolate the individual for being odd or different
- *Civil Commitment:* a legal process in which an individual experiencing a mental health crisis is ordered into treatment against his or her will, including to a hospital
- **Comorbid:** pertaining to a disease or disorder that occurs simultaneously with another
- Cognitive behavioral therapy: a type of therapy designed to help improve an individual's inappropriate or challenging behaviors by replacing the negative thoughts that cause these behaviors with positive thoughts
- **Compulsion:** the drive to do something in particular or in a particular way, such as the need to straighten all the forks at the dinner table
- **Conservatorship:** the legal right given to a person to be responsible for the assets and finances of a person deemed fully or partially incapable of providing these necessities for himself or herself
- *Crisis plan:* a document that outlines in specific detail the necessary strategies and steps that must be taken when a crisis occurs
- *Data analysis:* the process of thoroughly inspecting information related to challenging behaviors in order to draw out useful information and conclusions that may result in strategies to improve behavior
- De-escalation: the process of stopping a challenging behavior or crisis from intensifying, and calming the situation
- *Depression:* a mood disorder in which feelings of sadness, anger, or frustration interfere with everyday life for an extended period of time
- *Differential diagnosis:* distinguishing between two or more diseases with similar symptoms to identify which is causing distress or challenging behavior
- **Disruption:** an event that causes an unplanned deviation from a situation
- *Dual diagnosis:* the identification of an additional mental health disorder individuals with developmental disabilities
- **Elopement:** a situation in which an individual leaves a safe place, a caretaker, or supervised situation, either by 'bolting,' wandering or sneaking away
- **Epilepsy:** a brain disorder in which a person has repeated seizures (episodes of disturbed brain activity or convulsions) over time
- **Escalating:** increasing or worsening rapidly
- **Extinction:** a response used to eliminate a behavior that involves ignoring a mild behavior when it is used for attention





- **Extinction burst:** the short term response to extinction in which there is a sudden and temporary increase in the response's frequency, followed by an eventual decline
- **Face blindness:** an impairment in the recognition of faces
- Fecal digging: the process in which an individual puts his fingers into his rectum
- Fecal smearing: the process in which feces are spread on property or the individual himself
- *Food allergies:* an adverse immune response to a food protein (i.e. dairy products) that may cause rashes, gastrointestinal or respiratory distress
- **Function:** the purpose or desired result
- **Function of behavior:** the purpose or reason behind a specific behavior for an individual
- Functional Behavior Assessment (FBA): the process by which a school thoroughly examines a student's problem behavior using strategies such as close observation, questionnaires, active listening, previous experiences, etc.
- **Functional communication:** effective and appropriate communication that an individual uses across his daily activities to meet his or her needs
- Gastroenterologist: a professional specializing in disorders of the digestive system
- *Guardianship:* the legal right given to a person to be responsible for the food, health care, housing, and other necessities of a person deemed fully or partially incapable of providing these necessities for himself or herself
- *Hormones:* chemical messengers that travel in an individual's bloodstream to tissues or organs slowly, over time, and affect many different processes, including brain activity and behavior
- *Immunologist:* a physician specially trained to diagnose, treat and manage allergies, asthma, and other immunologic disorders
- Incontinence: the (usually) involuntary passing of feces or urine, generally not into a toilet or diaper
- *Individualized Education Program (IEP):* a written statement for each child with a disability that is developed, reviewed, and revised in meetings within the school so an individual's education best meets his or her needs
- Individuals with Disabilities Education Improvement Act (IDEIA): the 2004 reauthorization of the Individuals with Disabilities Act that states that in exchange for federal funding, states must provide a free appropriate public education (FAPE) to individuals with disabilities in the least restrictive environment (LRE)
- Individuals with Disabilities Education Act (IDEA): a law ensuring services to children with disabilities throughout the nation that governs how states and public agencies provide early intervention, special education and related services to more infants, toddlers and children with disabilities
- *Informed consent:* a process of communication between a patient and physician that results in the patient's authorization or agreement to undergo a specific medical intervention
- *Intervention:* a strategy or process put in place in order to improve or modify an individual's behavior (i.e. medication, Applied Behavior Analysis)





- *Intolerance*: the inability, unwillingness or refusal to endure something (i.e. specific foods)
- *Involuntary Commitment:* a legal process in which an individual experiencing a mental health crisis is ordered into treatment against his or her will, including to a hospital
- Lyme Disease: a bacterial infection spread through the bite of the blacklegged tick
- *Maladaptive behavior*: a type of behavior that is often used to reduce anxiety, but the result does not provide adequate or appropriate adjustment to the environment or situation
- *Medicaid:* a government program that provides healthcare coverage for low-income families and individuals with disabilities in the United States
- *Medical home:* a team based healthcare delivery model led by a physician that provides comprehensive and continuous medical care to patients
- Mental Health Hold: involuntary hospitalization due to a mental health crisis
- Motor function: the ability to move that results from messages sent from the brain to the muscular system
- *Nutritionist*: a professional specializing in diet and nutrition issues
- **Obsession:** a repetitive thought or feeling dominated by a particular idea, image or desire, such as a person who only wants to talk about elevators
- Obsessive Compulsive Disorder (OCD): an anxiety disorder in which people have unwanted and repeated thoughts, feelings, ideas, or sensations (obsessions) that make them feel driven to do something (compulsions)
- **Ophthalmologist/optometrist:** a professional specializing in vision issues and eye care
- Ototoxic: damaging to the ears, causing sound sensitivities, dizziness or balance issues
- Over correction: a punishment mechanism for a challenging behavior that involves requiring an individual to engage in repetitive behavior to an excessive extent in an attempt to prevent the behavior from reoccurring
- Pediatric Autoimmune Neuropsychiatric Disorders Associated with Streptococcal Infections (PANDAS): a subset of children and adolescents who have Obsessive Compulsive Disorder (OCD) and/or tic disorders, and in whom symptoms worsen following infections such as "Strep throat" and Scarlet Fever
- Pica: an eating disorder that involves eating things that are not food (i.e. dirt, plastic)
- Picture Exchange Communication System (PECS): a unique augmentative/alternative communication intervention package that involves teaching an individual to give a picture of a desired item to a "communicative partner," and goes on to teach discrimination of pictures and how to put them together in sentences
- *Polypharmacy:* the use of multiple medications by a patient
- Positive Behavior Supports (PBS): an approach to helping people improve their difficult behavior by understanding what is causing it, and then developing strategies to increase positive behaviors
- Post-Traumatic Stress Disorder (PTSD): an anxiety disorder that can occur after witnessing or experiencing a traumatic event





- **Psychiatric evaluation:** a mental health examination by a psychiatrist or other mental health professional
- *Psychologist*: a professional with the training and clinical skills to help people learn to cope more effectively with life issues and mental health problems
- Psychosis: a loss of contact with reality that usually includes delusions and hallucination)
- **Psychotropic:** a medication or intervention that affects brain activity, behavior or perception
- **Puberty:** the process of physical changes that occur when a child's body matures into an adult
- *Regional center:* agencies throughout the state of California that serve individuals with developmental disabilities and their families
- *Reinforce:* to strengthen with additional material or support
- *Reinforcement strategies:* methods used to promote or increase positive behavior by providing motivating reinforcers (i.e. praise, a favorite toy, a cookie)
- Resilience: an ability to recover from or adjust easily to change or a difficult situation
- Respite care: a service that provides short-term breaks that can relieve stress, restore energy, and promote balance for caregivers
- *Restraints:* physical restrictions immobilizing or reducing the ability of an individual to move their arms, legs, body, or head freely
- **Reward:** a prize, token, or preferred activity given to an individual for good behavior, designed to promote the same behavior in the future
- *Risk factors:* conditions that increase the likelihood of aggression
- *Ritual*: a repetitive behavior that a person appears to use in a systematic way in order to promote calm or prevent anxiety, such as arranging all the pillows in a certain way before being able to settle in to sleep
- *Rumination:* the practice of (voluntarily or involuntarily) spitting up partially digested food and re-chewing it, then swallowing again or spitting it out.Rumination often seems to be triggered by reflux or other gastrointestinal concerns
- Schizophrenia: a chronic, severe, and disabling brain disorder that makes it hard for individuals to think clearly and tell the difference between what is real and not real
- Seclusion: a situation in which an individual is put briefly in a room alone to 'calm down'
- *Sedating*: calming, sleep-inducing, numbing an individual experiencing challenging behaviors or struggling during difficult situations
- *Self-advocacy:* the ability of an individual to communicate his or her wants and concerns, and make his or her own decisions
- Sensory avoidance: blocking or staying away from something that is painful or bothersome





- Sensory defensiveness: a tendency to react negatively or with alarm to sensory input which is generally considered harmless or non-irritating
- Sensory input: any source that creates sensation and activates one or more of the senses -vision, smell, sound, taste, and touch
- Sensory-seeking behavior: behaviors caused by a need for additional stimulation of certain senses as a way of maintaining attention or achieving a calmer state
- *Sleep apnea:* a usually chronic, common disorder in which an individual has one or more pauses in breathing or shallow breaths up to 30 or more times per hour during sleep, and results in daytime sleepiness
- *Special needs parent advocate:* an advocate for parents of children with special needs who helps ensures that the child's rights and needs are met in school and in the community
- Staring spells: occasions when an individual is in a trance staring into space, which can often signal seizure activity
- Stimulation: excitement or activity triggered by a stimulus either internally or externally
- Supplemental Security Income (SSI): a Federal income supplement program designed to help aged, blind, and disabled people who have little or no income, and provides cash to meet basic needs for food, clothing, and shelter
- Tangibles: items or rewards that can be touched, such as a toy or piece of candy
- *Tourette's Syndrome:* a neurological disorder characterized by tics, or repetitive, stereotyped, involuntary movements and vocalizations
- *Tracking scales:* a document or other tool used to track information such as changes in an individual's behaviors, side effects of medications, school performance, etc.
- TRICARE: the health care program for Uniformed Service members, retirees and their families worldwide
- *Voice output technology:* a technological device that helps people who are unable to use speech to express their needs and exchange information with other people
- Wraparound: an integrated, multi-agency, community-based planning process designed to build teams of providers, family members and natural supports to help keep complex youth in their homes and communities



Have more questions or need assistance?

Please contact the Autism Response Team for information, resources and tools.

TOLL FREE: 888-AUTISM2 (288-4762) EN ESPAÑOL: 888-772-9050

Email: FAMILYSERVICES@AUTISMSPEAKS.ORG

WWW.AUTISMSPEAKS.ORG

Text ART to 30644



Autism Speaks is dedicated to promoting solutions, across the spectrum and throughout the life span, for the needs of individuals with autism and their families. We do this through advocacy and support; increasing understanding and acceptance of people with autism; and advancing research into causes and better interventions for autism spectrum disorder and related conditions.

To learn more about Autism Speaks, please visit Autism Speaks.org.



Anxiety and Worry for Adults













Coronavirus Anxiety Workbook

A Tool to Help You Build Resilience During Difficult Times

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CONTENTS

- 1 Introduction
- **5** Planning Your Information Diet
- 7 My Spheres of Influence Worksheet
- 8 Practical Wisdom for Tolerating Uncertainty
- 9 Reducing Anxiety With Thought Challenging
- 10 Reducing Anxiety Through Distraction Activities
- **15** Starting a Planning Practice
- **18** Starting a Daily Gratitude Practice
- 20 Starting a Daily Breathing Practice
- 21 Improving the Quality of Your Social Connections
- 22 Developing a Regular Exercise Routine
- 23 Creating Your Stress-Resilience Action Plan
- **25** Further Resources

Introduction

In this unprecedented period of global uncertainty, we felt it was necessary to put together this workbook to provide our community with much needed support.

The first thing to note right now is that it's completely normal to be experiencing a wide range of emotions. Accepting your feelings is an important first step to building resilience. The simple act of naming your emotions has been found to benefit wellbeing. So, take a moment now to tune into your body and notice how you're feeling. Circle the emotions that you identify with:

- Anxious
- Stressed
- Worried
- Fearful
- Low
- Lonely
- Overwhelmed
- Helpless
- Frustrated
- Guilty
- Angry

Remember: It's okay to feel discomfort. Accepting distress is often the quickest way to feel immediately calmer.

What Is Stress and Anxiety?

The terms stress and anxiety are often used interchangeably. To develop a deeper understanding of mental wellbeing, it's helpful to understand how they differ.

Stress

Kelly McGonigal, an expert in the new science of stress, offers us this definition: "Stress is what arises when something we care about is at stake". Many of us are now in positions where things that matter to us feel more uncertain, which understandably gives rise to our stress response.

Stress is best understood as manifesting in the body. It's the racing heart, sweaty palms and funny tummy we're all familiar with. Central to the experience of stress is the amygdala, the area of your brain responsible for generating your body's stress response.

Experts agree that a core component of stress is the perception of threat and danger. You've probably heard of the 'fight-or-flight' stress response as a reaction to perceived danger. In fact, we have various stress responses. For example, there is one response which encourages us to reach out for social support, named the 'tend and befriend' response.

Dr John Arden, author of several books integrating neuroscience and psychotherapy, recently put forward the term *autostress* for describing what happens when our body's stress response goes on for a long time. He explains:

"Like autoimmune disorders that hijack the immune system, attacking the body instead of protecting it, autostress [transforms] the stress response system into something that attacks the self rather than protecting it."

If your body is in autostress mode, you'll experience a wide range of physical stress symptoms on an ongoing basis, regardless of your situation. That's why people often reporting feeling anxious for no apparent reason. If you're suffering from high levels of distress triggered by the pandemic, you might continue to feel this way after the virus has passed.

Signs of autostress include:

- Chest tightness and feeling like you can't breathe
- Muscle tension, aches and pains
- Headaches
- Difficulty sleeping
- Restlessness and an inability to relax
- Heart palpitations
- Digestive issues

Anxiety

Anxiety is commonly described as having both mental and physical symptoms. The distinction between mental and physical anxiety is important because different tools are required for addressing physical symptoms (what we label autostress) and mental symptoms (what we label anxiety).

Anxiety is best described as the unhelpful thinking patterns we experience when our mind fixates on threat, uncertainty and negativity.

Anxiety can occur on its own, as a response to stress, or it can trigger stress. When it occurs as a response to stress, it can intensify the stress, and, in worst cases, lead to panic attacks.

It's important to understand that you cannot control anxiety from occurring – this is your brain's automatic survival mechanism. What matters is learning how to respond to anxiety helpfully, so that you don't get carried away by it.

Here are five examples of what to look out for:

Threat Scanning	When your mind searches the environment for what you fear (consciously or subconsciously). Threat scanning is often associated with your mind assigning meaning to harmless events. Examples • Frequently checking your body for coronavirus symptoms. • Obsessively checking the news for coronavirus updates.
Catastrophising	 When your mind jumps to worst case scenarios, i.e., 'making a mountain out of a molehill'. Examples You feel chest tightness and your mind tells you that you have coronavirus and that your life is in danger. Your mind gives you the mental image of losing all the people you love.

Hypothetical Worry	It's important to note that worry is completely normal. It only becomes unhelpful when you focus excessively on <i>hypothetical worries</i> instead of <i>practical worries</i> .		
	Hypothetical worries include 'what if' thoughts and are typically about things you don't have much control over.		
	Practical worries concern things you do have control over, and they can help you be more proactive.		
	If you're very uncomfortable with uncertainty, you're likely prone to hypothetical worry and spend a lot of time focused on the future instead of the present.		
	Examples • "I know I'm following all the guidelines, but what if I spread the virus?" • "What if someone gets too close to me at the supermarket and I catch it?"		
Emotional Reasoning	When your mind tells you that your emotions reflect reality. While emotions can act as helpful messengers, they often aren't reliable.		
	Examples		
	 "I feel scared, so I must be in danger." "I feel guilty, so I must've done something wrong."		
Fortune Telling	When your mind interprets predictions as facts.		
	Examples • "I'm going to be stuck inside for months on end." • "My mental health will keep deteriorating and I'll have to go back on meds."		

My Unhelpful Thinking Patterns

Learning how to recognise and reduce anxiety is an extremely helpful life skill.

In Part One of this workbook, we'll introduce you to several tools for dealing with anxiety.

In Part Two, you'll create your Stress Resilience Action Plan for preventing and reducing autostress.



PART ONE

Tools to Help You Manage Anxiety

Planning Your Information Diet

The media is fully aware that our brains are built to fixate on threat, uncertainty and negativity – and they capitalize on it. Most news sources are negatively biased, sensationalist and speculative in order to win your attention. Anxiety is easily fuelled by consuming this kind of information. To reduce anxiety, it's important to be aware of and take control over your information diet.

My Current Information Diet

Which information sources are you feeding your mind and how often?

Key Coronavirus Facts

If you're prone to catastrophising, you may find it helpful to redirect your attention to the facts:

- The vast majority of people only experience relatively mild symptoms.
- Coronavirus is fatal in about two to three percent of cases.
- Health advice for the public is as follows:
 - Wash your hands with warm water and soap for at least 20 seconds:
 - After coughing or sneezing
 - Before, during and after you prepare food
 - Before eating
 - After toilet use
 - When you get in from the outdoors
 - When hands are visibly dirty
 - When caring for the elderly or sick
 - After handling animals or animal waste
 - Use alcohol-based hand sanitizers as a substitute for washing your hands, but do so sparingly.
 - Maintain a distance of at least 2 metres (6ft) between yourself and anyone who is coughing or sneezing.
 - Cover your coughs and sneezes and throw your tissue into a closed bin immediately after use.
 - Avoid touching your eyes, nose and mouth.
 - Frequently disinfect surfaces, like your desk, phone, tablet, smartphone, and countertops.

Trusted News Sources

We recommend finding and sticking to a credible source you can trust, such as:

- GOV.UK
- BBC News
- The Economist
- CDC.gov
- WHO.int



Uplifting News Sources

- Coronavirus chronicles: Here's some good news amid the dire reports
- · Coronavirus: Creativity, kindness and canals offer hope amid outbreak
- Positive News Amongst Coronavirus Outbreak
- <u>Italian 101-year-old leaves hospital after recovering from coronavirus</u>
- 98-year-old COVID-19 patient discharged from hospital
- 32 Positive News Stories You May Have Missed During The Coronavirus Outbreak
- Uplifting stories from New York Times
- Positive News Magazine
- Uplifting news stories from BBC News
- German firm Bosch to cut coronavirus test time 'to 2½ hours'
- Chinese Company Donates Tens of Thousands of Masks to Coronavirus-Striken Italy, Says 'We Are Waves of the Same Sea'
- China's richest man to donate 500,000 coronavirus testing kits, 1 million masks to U.S. to help 'in these difficult times'

Good News Newsletters

- The Week
- The Telegraph
- CNN
- Good News Network
- GoodGoodGood
- Country and Town House

Planning My Information Diet

To reduce anxiety, we recommend checking your trusted news source once per day. We also recommend balancing out your information diet with uplifting news sources (as listed above).

Which news sources will you use and when will you read them? How else can you limit your exposure to anxiety-provoking news (e.g., by doing one digital detox day per week and limiting time on social media)?



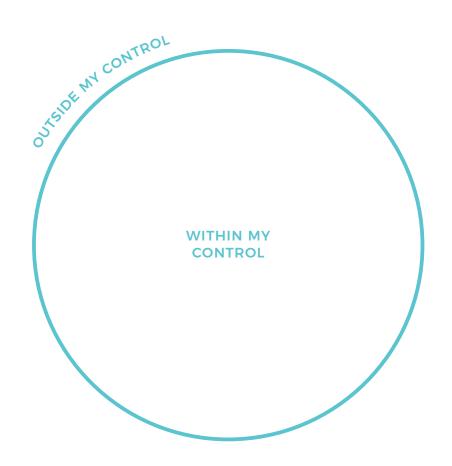
My Spheres of Influence Worksheet

If you're prone to hypothetical worry (i.e., the 'what if?' thoughts), you may find it helpful to practice noticing these thoughts and then redirecting your attention to things within your control.

Research shows that when we shift our focus to what we can control, we see meaningful and lasting differences in our wellbeing, health, and performance. So, write down what you have control over inside the circle below. Then, note the things you cannot control outside of the circle, using the table below as inspiration.

Remember: You cannot stop hypothetical worries from occurring, but you can control your response to them.

Within My Control	Outside My Control		
 Building resilience Following the latest information and advice Focusing on what's important to me My information diet My routine Relaxation Cultivating connection Eating well Exercising Seeking and offering support Voting and activism 	 Other people's decisions Other people's health The news The government's actions Schools opening or closing The state of the healthcare system Flights and holidays being cancelled Traffic Public transport Aging The weather 		



Practical Wisdom for Tolerating Uncertainty

People who experience anxiety have been shown to have a low tolerance for uncertainty. It's worth reminding ourselves that uncertainty is an inescapable part of life, and the sooner we become more comfortable with it, the sooner we can reduce mental suffering.

Stoic and Buddhist philosophy both emphasise embracing uncertainty and change as the essence of life. Many people find reading about these topics helpful, stating that practical wisdom helped them shift their mindset and reduce anxiety.

Practical Wisdom Resources

Videos

- The philosophy of Stoicism by TED-Ed
- Why Stoicism Matters by The School of Life
- Buddhist Widsom For Inner Peace by Einzelgänger

Books and Audiobooks

- Happy by Derren Brown Listen to this for free on Audible using their <u>30 day free trial</u>
- Philosophy for Life by Jules Evans
- Meditations by Marcus Aurelius
- Letters from a Stoic by Seneca
- Buddhism Plain and Simple by Steve Hagen

Quotes

- "The greatest obstacle to living is expectancy, which hangs upon tomorrow and loses today. The whole future lies in uncertainty: live immediately." Seneca
- "Ask yourself: Does this appearance (of events) concern the things that are within my own control or those that are not? If it concerns anything outside your control, train yourself not to worry about it."
 Epictetus
- "You have power over your mind, not outside events. Realize this and you will find strength."
 Marcus Aurelius
- "When I see an anxious person, I ask myself, what do they want? For if a person wasn't wanting something outside of their control, why would they be stricken by anxiety?" Epictetus
- "The universe is change; our life is what our thoughts make it." Marcus Aurelius
- "It's not what happens to you, but how you react to it that matters. When something happens, the only thing in your power is your attitude toward it; you can either accept it or resent it." Epictetus
- "Men are disturbed not by things, but by the view which they take of them." Epictetus
- "Don't demand or expect that events happen as you would wish them do. Accept events as they actually happen. That way, peace is possible." Epictetus
- "Don't let your reflection on the whole sweep of life crush you. Don't fill your mind with all the bad things that might still happen. Stay focused on the present situation and ask yourself why it's so unbearable and can't be survived." Marcus Aurelius
- "Freedom and happiness are won by disregarding things that lie beyond our control." Epictetus



Top Tip

Why not research and create a scrapbook of your favourite practical wisdom quotes? When you notice your mind spiralling, try reviewing your scrapbook to reduce your anxiety.

Reducing Anxiety With Thought Challenging

Thought challenging is a simple yet powerful cognitive behavioural therapy (CBT) technique for reducing anxiety.

As mentioned, anxiety is best described as the unhelpful thinking patterns you experience when your mind fixates on threat, uncertainty and negativity. Thought challenging helps by broadening your focus to include the bigger picture.

Below are two thought challenging techniques you can experiment with. Keep practicing and discover what works best for you.

The ABCDE Technique

Attention – When you feel distressed, stop what you're doing and pay attention to your inner dialogue. What is your mind telling you?

Believe? - Do not automatically believe your thoughts!

Challenge – Defuse anxiety by broadening your focus. What's the bigger picture? Is the thought fact or opinion? What might you think if you were feeling calmer?

Discount – Acknowledge that anxiety has been is dominating your thinking and let the unhelpful thoughts go.

Explore options – What would be helpful to focus on right now? What options do I have available?

The THINK Technique

True? – Is this thought 100% true? If not, what are the facts, and what is opinion?

Helpful? – Is paying attention to the thought useful to me or others?

Inspiring? – Does the thought inspire me or does it have the opposite effect?

Necessary? – Is it important for me to focus on the thought? Is it necessary to act on it?

Kind? – Is the thought kind? If not, what would be a kinder thought?

Thought Challenging Tips

- Writing or typing your thought challenging process is more powerful than trying to do it in your head. We recommend trying out the free CBT Thought Diary app (Google Play, iTunes).
- If you're not used to paying this much attention to your inner dialogue, thought challenging might feel unnatural at first. That's okay. Over time, it'll start to feel easier.
- This isn't the most appropriate tool if you're feeling very distressed, as it can be hard to think rationally when your emotional brain has taken over. Try defusing your emotions with a distraction activity (see the following page) and returning to thought challenging once you're feeling calmer.

Adapted from Carol Vivyan (2006)



Reducing Anxiety Through Distraction Activities

If your mind continues to spiral with unhelpful thoughts, distraction can be an effective tool for nipping it in the bud. It's important to note that a distraction activity must be very attention absorbing to effectively reduce anxiety. When an activity isn't working well, spend some time reflecting on why this could be and how you could make it more attention grabbing in future.

Distraction activities have the added benefit of helping you feel happier, more motivated and more energised, as well as combatting feelings of boredom.

Low activity and social disconnection are the two most fundamental maintaining factors of low mood, motivation and energy.

To feel better through building up your drive system (see page 8 of our *Understanding Your Mental Wellbeing Guide*), you need to increase your activity levels and ensure you're meeting your social connection needs (which we'll address later).

Here's a checklist of 74 ideas for healthy distraction activities. Tick the ones you like the sound of to add to your distraction activities list alongside your own ideas:

	1. Browse mindfulness and meditation resources to try - find lots in <u>our online guide!</u>
	2. Work on personal development through journaling - here's a list of prompts
	3. Browse new <u>healthy recipes</u>
	4. Plan your meals
	5. Work your way through this <u>list of films</u> that have helped people with their mental health
	6. Do the <u>7 Day Happiness Challenge</u> from Action for Happiness
	7. Watch <u>free online documentaries</u>
	8. Watch comedy
	9. Play on a trivia or games app
	10. Learn some basic yoga poses - we recommend <u>Yoga with Adriene</u> on YouTube
	11. Learn calligraphy or hand-lettering
	12. Learn how to play a musical instrument
	13. Talk to a volunteer listener (see pages 20-26 of <u>The Social Connection Planner</u>)
	14. Read a biography about someone who inspires you
	15. Do some mindful colouring - check out our free mindful colouring sheets
	16. Rediscover old music you liked when you were a teenager
	17. Watch a live stream theatre show from <u>The National Theatre</u>
	18. Make a list of things to save up for
	19. Have a relaxing <u>DIY foot soak</u>
	20. Do a <u>free online nutrition course</u>
	21. Start a blog
	22. Download <u>Bumble BFF</u> and chat to new people in your area
	23. Reorganise or redecorate your living space
	24. Do a jigsaw puzzle
	25. Make a list of goals for the year
	26. Find a <u>new podcast</u> to listen to
	27. Declutter
	28. Update your CV



☐ 29. Make a list of books you want to read this year

30. Search Pinterest for <u>craft or DIY project ideas</u>
31. Download Reddit and browse uplifting content such as <u>r/aww</u> and <u>r/humansbeingbros</u>
32. Do a <u>free online drawing class</u>
33. Search Facebook for local groups with volunteering opportunities
34. Arrange to catch up with someone over video chat
35. Explore new music
36. Do a <u>workout video</u>
37. Brainstorm ways to save more money
38. Learn furniture building or upcycling
39. Make a life experiences bucket list
40. Get a <u>30 day free trial</u> of Audible and listen to an audiobook
41. Do a <u>free online coding course</u>
42. Build your <u>Mental Wellbeing Toolkit</u>
43. Use <u>Jackbox Games</u> to play games with friends
44. Join an <u>online book club</u>
45. Start learning a new language
46. Do the 4-week <u>Best Possible Self Exercise</u> , an evidence-based intervention for improving wellbeing
47. Plan some thoughtful birthday or Christmas gifts
48. Research <u>activities for your elderly relatives</u>
49. Start a side project to earn extra money
50. Browse <u>free online courses</u> (<u>here</u> are some for kids)
51. Write a poem or short story
52. Make a cookbook of your favourite recipes
53. Make a list of things you're looking forward to when the pandemic is over
54. Become a volunteer listener (or chat to one) on <u>7Cups.com</u>
55. Watch a live stream gig from <u>Sofar Sounds</u>
56. Watch <u>TED Talks</u>
57. Use the Netflix Party extension to watch Netflix with your friends online
58. Do a home improvement project
59. Do some gardening
60. Make a list of topics you're curious about and research them online
61. Do a <u>spring clean</u>
62. Search Pinterest for <u>family bonding ideas</u>
63. Search Pinterest for <u>indoor kids activities</u>
64. Learn knitting, cross-stitch or embroidery
65. Find a <u>new board game to play</u>
66. Do <u>exercise song videos</u> with your kids
67. Take part in a <u>virtual pub quiz</u>
68. Start a <u>dream journal</u>
69. Watch a live opera stream from <u>The Metropolitan Opera</u>
70. Do some <u>baking</u>
71. Feel more connected by <u>finding a pen pal</u>
72. Learn how to invest in this <u>free online course</u>
73. Explore ideas for <u>camping in your backyard</u>
74. Browse our <u>free tools library!</u>



My Distraction Activities

Write the activities you ticked in the box below.			
Another idea is to make an "I Get To List". Write: "Now that I have more free time, I get to" and brainstorm your ideas. What opportunities does having more free time bring for you?			

MOTIVATION FOLLOWS ACTION.

"What assistance can we find in the fight against habit? Try the opposite!" - Epictetus

If you've been inactive and feeling low for a while, you'll likely be experiencing low motivation and energy levels.

You can build up your motivation and energy by increasing your activity.

Don't think - just do.

Motivation will follow!

Check out <u>this video</u> on the opposite action technique for more guidance.

PART TWO

Creating Your Stress Resilience Action Plan

Here are five different methods for preventing and reducing physical anxiety symptoms (i.e., autostress).

Choose the practices that appeal most to you and add them your Stress Resilience Action Plan.

(The more, the better!)

Starting a Planning Practice

Maintaining structure can work wonders for your mental wellbeing. Routines help you increase your sense of control and defuse feelings of overwhelm.

Planning Tips

- **Schedule regular breaks.** Take time to mindfully drink your tea or focus on your breathing here's a great website you can bookmark from Calm.
- Write a weekly goals list. Identify what you need to do to achieve your weekly goals. Break tasks down into smaller steps and cross them off as you go to maintain a sense of progress throughout the day.
- **Identify 1-3 "Most Important Tasks".** Creating a daily MIT list helps you prioritize your most important and urgent tasks.
- Review your crossed off items at the end of the day. Taking stock of your achievements can help boost mental wellbeing.
- Try a to do list app. You may prefer a digital format such as Google Keep.
- **Experiment with productivity techniques** such as <u>The Pomodoro Technique</u> and <u>Eat The Frog.</u>
- Write your daily to do list the night before. You might find that being able to start work straight away helps increase your productivity. Also, this practice can help you clear your mind and switch off in the evening.
- **Tidy your workspace at the end of the day.** Research finds that cluttered environments interfere with your ability to focus.
- **Decide on a regular sleep schedule.** When it comes to improving sleep, research suggests that maintaining a regular sleep schedule is of high importance.
- Create an end of work day ritual. To enforce work-life boundaries, you might find it helpful to create an end of day ritual such as changing into comfier clothes, switching off work email notifications and putting on some music.
- **Create weekly family traditions.** Strengthen family routines through traditions such as "Board Game Fridays" and "Movie Night Mondays". Find more advice and resources for setting up a family routine here, here, here and here.
- **Be kind to yourself.** You might suddenly have a lot more on your plate. Be mindful of your inner critic, and remind yourself that you can only do the best you can.

Notes

weekly planner

WEEK OF:

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
MORNING							
AFTERNOON							
EVENING							

MY WEEKLY GOALS

daily planner

DATE:

	3 MOST IMPORTANT TASKS
6AM	
7AM	
8AM	
CAN	
9AM	
10AM	NOTES
11AM	
1001	
12PM	
1PM	
2PM	
3PM	
4PM	
5PM	
6PM	
7PM	
8PM	
9PM	
10PM	
11PM	

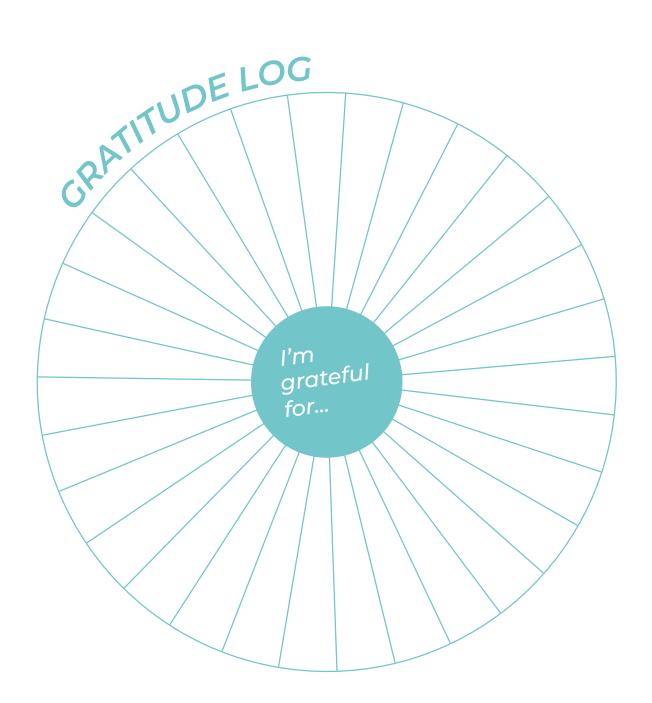
Starting a Daily Gratitude Practice

"Enjoy the little things. For one day you may look back and realize they were the big things." – Robert Brault

Research shows that cultivating gratitude has a plethora of benefits, including:

- Reducing stress and anxiety
- Boosting mood
- Strengthening your immune system
- Improving sleep

A simple way to cultivate gratitude is to keep a gratitude log. Each day at a set time in your daily routine, write down one thing you're grateful for on the following sheet.



Starting a Daily Breathing Practice

Breathing difficulties are associated with autostress. When you have problems with your breathing, you lower the amount of carbon dioxide that's normally in your blood. This leads to a wide range of symptoms, including:

- Shortness of breath
- Chest tightness
- Tingling or numbness in the arms, fingers, toes, or around the mouth
- Feeling dizzy and light-headed
- Weakness
- Heart pounding and racing
- Heart palpitations
- Sweating or hot flushes
- Headaches
- Feeling sick
- Fatigue

These symptoms can appear out of the blue and can also lead to panic attacks.

Your breathing difficulties may be related to:

- Shallow breathing (breathing in too quickly)
- Over-breathing (breathing in more air as you feel like you're not getting enough, for example through yawning or sighing frequently)

Some people experience both.

So, let's take a moment to test your breathing:

- 1. Put one hand on your chest, and one on your belly.
- 2. Breathe for a few seconds. Which hand rises?
- 3. If it's your chest, you might have developed a habit of shallow breathing.

Although the effects of shallow breathing can be very unpleasant, it won't harm you, and you can reverse the habit with a daily breathing practice. The next time you feel anxious, take a moment to notice your breathing. Focus on breathing through your stomach so that your belly rises when you inhale and drops when you exhale.

Here's a belly breathing exercise you can practice for 5-10 minutes a day:

- Inhale gently, lightly and slowly count to four, expanding your belly as you do so,
- Hold that breath for a count of two,
- Slowly exhale though your mouth for a count of six.

This is referred to as 'belly breathing'. Research shows that practicing regular belly breathing can help people feel calmer within a matter of weeks.



Top Tip

You can use the breathing timer function on the free <u>Stop</u>, <u>Breathe and Think app</u> to complete your daily breathing practice. They also have a great kids version!

Improving the Quality of Your Social Connections

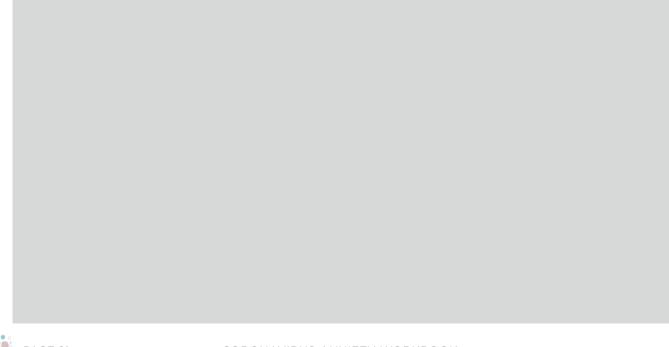
How to cultivate connection in a period of isolation?

Here are some ideas. Tick the ones you're interested in adding to your Stress Resilience Action Plan:

1. Use the online support resources listed in page 7 of The Social Connection Planner.
2. Explore improving your communication skills using pages 12-14 of The Social Connection Planner
3. Talk to volunteer listeners on a helpline (see pages 20-26 of The Social Connection Planner).
4. Use this time as an opportunity to complete the <u>Relationship Inventory Exercise</u> (see page 27).
5. Schedule video chat catch ups with friends you haven't spoken to in a while.
6. Use the video chat app <u>Houseparty</u> to play popular games like trivia and Heads Up! with friends.
7. Have a virtual happy hour over video chat.
8. Browse Meetup.com for events that have been transferred to online.
9. Organise a weekly lunch date with a friend over video chat.
10. Use the Netflix Party extension to watch Netflix with your friends online.
11. Send letters to your loved ones using a service like <u>Postable</u> .
12. Play Scrabble and chat to friends using the Words with Friends app.

Here's a list of 17 video chat options.

What else could you do? Reflect below.



Developing a Regular Exercise Routine

"Walking is man's best medicine." - Hippocrates

Exercise reduces the overall activation of your amygdala and sympathetic nervous system – the parts of your brain and body that generate your stress response.

Research suggests that aerobic exercise (such as walking, cycling, and jogging) provides the same benefits as non-aerobic exercise (such as yoga and pilates).

Studies also suggest you need around **21 minutes three times a week** to experience the benefits. So, you don't have to spend hours doing it – it's something most of us can fit in to our lives when it becomes a priority.

It's important to find something that you enjoy when it comes to building an exercise habit. Now more people than ever are interested in fitness, you have endless options. These include 'bedroom fitness' resources and tools that make it easy to keep moving indoors.

Here are some ideas. Tick the ones you may be interested in adding to your *Stress Resilience Action Plan*:

1. Schedule a daily walk.
2. Complete <u>YouTube video workouts</u> .
3. Do a free trial of <u>Les Mills</u> at home workouts.
4. Do online yoga with <u>Yoga with Adriene</u> .
5. Do the 5 week <u>strength and flexibility plan</u> from the NHS.
6. Set yourself a challenge to run 5k with the support of the Couch to 5k running plan for beginners
7. Invest in some indoor exercise equipment.
8. Do this 10 minute home cardio workout from the NHS.
9. Find an <u>outdoor gym</u> to visit.
10. Browse Pinterest for <u>indoor workouts</u> .
11. Do an affordable at home cardio workout with a jump rope.

Don't forget: Motivation follows action!

☐ 12. Invest in a <u>Fitbit</u> to track your progress.

Creating Your Stress-Resilience Action Plan

Review your workbook and make a note of the actions you've considered below.		
Then, select up to five actions that feel the most appealing to you to add to your Stress Resilience Action Plan on the following page.		



My Stress-Resilience Action Plan

ACTION STEP	WHEN WILL I DO IT?	DONE ✓
	I I	

Further Resources

"Don't be ashamed of needing help. You have a duty to fulfil just like a soldier on the wall of a battle. So what if you are injured and can't climb up without another soldier's help?" - Marcus Aurelius

There are endless ways to improve your mental wellbeing and an abundance of tools to support you.

This time may represent an excellent and rare opportunity for you to invest in yourself and develop skills that will help you for the rest of your life.

Here are some recommended resources:

- The free online course <u>Coping during the pandemic from Recovery College Online (click log in as guest)</u>
- Free Online Meditation Resources for Times of Social Distancing / COVID-19 by The Awake Network
- · Coronavirus Anxiety Helpful Expert Tips and Resources from the ADAA
- The free e-Book <u>FACE COVID</u>: How to respond effectively to the Corona crisis by Dr Russ Harris
- Free Guide To Living With Worry And Anxiety Amidst Global Uncertainty from Psychology Tools
- The Framework, our deeper dive into understanding, transforming and reducing stress, autostress and anxiety
- The Mental Wellbeing Toolkit, our comprehensive set of practical tools designed to help you improve your mental health and wellbeing
- Our online guide to accessing therapy. There are many therapists currently working via video chat. If you start to feel too overwhelmed emotionally or physiologically, we strongly encourage you to seek the support of a trained professional

We love hearing from you.

Thank you to everyone who shared their experiences with us for the development of this workbook.

Collaboration is incredibly important to us, and we really appreciate your help in making our tools the best they can be.

Do you have any feedback on the workbook? Or suggestions for future updates/tools?

Please email us at hello@thewellnesssociety.org.

We love to hear from you!

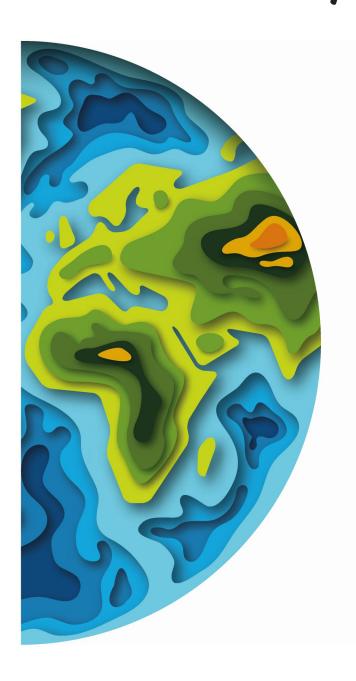
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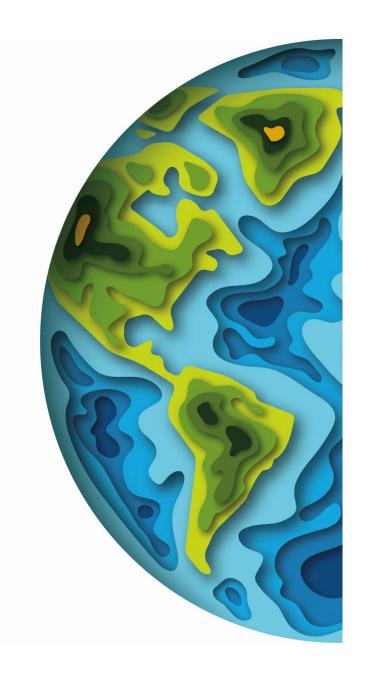
JAMMAInternational.

A full list of references is available on request by emailing hello@thewellnesssociety.org

Guide US English

Living with worry and anxiety amidst global uncertainty





About this guide

Our world is changing rapidly at the moment. Given some of the news coverage, it would be hard not to worry about what it all means for yourself, and for those you love.

Worry and anxiety are common problems at the best of times, and when it takes over it can become all-encompassing. At Psychology Tools we have put together this free guide to help you to manage your worry and anxiety in these uncertain times.

Once you have read the information, feel free to try the exercises if you think they might be helpful to you. It's natural to struggle when times are uncertain, so remember to offer care and compassion to yourself, and to those around you.

Wishing you well,

Dr Matthew Whalley & Dr Hardeep Kaur

What is worry?

Human beings have the amazing ability to think about future events. 'Thinking ahead' means that we can anticipate obstacles or problems, and gives us the opportunity to plan solutions. When it helps us to achieve our goals, 'thinking ahead' can be helpful. For example, hand washing and social distancing are helpful things that we can decide to do in order to prevent the spread of the virus. However, worrying is a way of 'thinking ahead' that often leaves us feeling anxious or apprehensive. When we worry excessively, we often think about worst case scenarios and feel that we won't be able to cope.

What does worry feel like?

When we worry it can feel like a chain of thoughts and images, which can progress in increasingly catastrophic and unlikely directions. Some people experience worry as uncontrollable – it seems to take on a life of its own. It is natural that many of us may have recently noticed ourselves thinking about worst-case scenarios. The example below illustrates how worries can escalate quickly, even from something relatively minor. Have you noticed any thoughts like this? (confession: we both have!)



Worry isn't just in our heads. When it becomes excessive we feel it as anxiety in our bodies too. Physical symptoms of worry and anxiety include:

- Muscle tension or aches and pains.
- Restlessness and an inability to relax.
- Difficulty concentrating.
- Difficulty sleeping.
- Feeling easily fatigued.

What triggers worry and anxiety?

Anything can be a trigger for worry. Even when things go right, you might manage to think to yourself "but what if it all falls apart?". There are particular situations where worry becomes even more common, though. Strong triggers for worry are situations that are:

- Ambiguous open to different interpretations.
- Novel and new so we don't have any experience to fall back on.
- Unpredictable unclear how things will turn out.

Does any of this sound familiar at the moment? The current worldwide health situation ticks all of these boxes, and so it makes sense that people are experiencing a lot of worry. It is an unusual situation with much uncertainty, which can naturally lead us to worry and feel anxious.

Are there different types of worry?

Worry can be helpful or unhelpful, and psychologists often distinguish between worries concerning 'real problems' vs. 'hypothetical problems'.

- Real problem worries are about actual problems that need solutions right now. For example, given the very real concern about the virus at the moment, there are helpful solutions which include regular handwashing, social distancing, and physical isolation if you have symptoms.
- Hypothetical worries about the current health crisis might include thinking about worst-case scenarios (what we might call catastrophizing). For example, imagining worst case scenarios such as *most* people dying.



When does worry become a problem?

Everyone worries to some degree, and some thinking ahead can help us to plan and cope. There is no 'right' amount of worry. We say that worry becomes a problem when it stops you from living the life you want to live, or if it leaves you feeling demoralized and exhausted.



Excessive worry

Helps you to get what you want

Leaves you feeling demoralized, upset, or exhausted

Helps you to solve problems in your life

Gets in the way of living the life you want to lead

What can I do about worry?

It is natural for you to worry at the moment, but if you feel that it's becoming excessive and taking over your life – for example if it's making you anxious, or if you're stuggling to sleep – then it might be worth trying to find ways to limit the time you spend worrying, and taking steps to manage your well-being. In the next section of this guide we have included a selection of our favourite information handouts, exercises, and worksheets for maintaining well-being and managing worry. These can help you to:

- Maintain balance in your life. Psychologists think that well-being comes from living a life with a balance of activities that give you feelings of pleasure, achievement, and closeness. Our information handout *Look After Your Wellbeing By Finding Balance* discusses this in more detail. The *Activity Menu* on the following page contains suggestions of activities to help you to distract yourself and stay active. Remember that we're social animals we need connections to thrive and flourish. We would recommend trying to do at least some activities that are social and involve other people. In times like these you might have to find some creative ways to do social things at a distance. For example, by keeping in touch online or by phone.
- Practice identifying whether your worry is 'real problem' worry, or 'hypothetical worry'. The *Worry Decision Tree* is a useful tool for helping you to decide what type your worry is. If you're experiencing lots of hypothetical worry, then it's important to remind yourself that your mind is not focusing on a problem that you can solve right now, and then to

find ways to let the worry go and focus on something else. You might also use this tool with children if they are struggling to cope.

- Practice postponing your worry. Worry is insistent it can make you feel as though you have to engage with it right now. But you can experiment with postponing hypothetical worry, and many people find that this allows them to have a different relationship with their worries. In practice, this means deliberately setting aside time each day to let yourself worry (e.g. 30 minutes at the end of each day). It can feel like an odd thing to do at first! It also means that for the other 23.5 hours in the day you try to let go of the worry until you get to your 'worry time'. Our *Worry Postponement* exercise will guide you through the steps you need to give it a try.
- Speak to yourself with compassion. Worry can come from a place of concern we worry about others when we care for them. A traditional cognitive behavioral therapy technique for working with negative, anxious, or upsetting thoughts is to write them down and find a different way of responding to them. Using the *Challenging Your Thoughts With Compassion* worksheet, you can practice responding to your anxious or worrying thoughts with kindness and compassion. We have provided a worked example to get you started.
- Practice mindfulness. Learning and practicing mindfulness can help us to let go of worries and bring ourselves back to the present moment. For example focusing on the gentle movement of your breath or the sounds you hear around you, can serve as helpful 'anchors' to come back to the present moment and let go of worries.

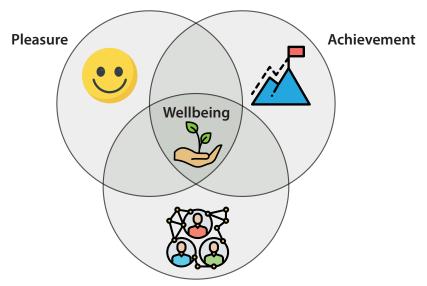
Look After Your Wellbeing By Finding Balance

With the current health situation many of our normal routines and daily activities are changing. Naturally this can be unsettling, and we can find that the things we usually did to look after our well-being have become difficult. Whether you are working from home, or in some form of physical isolation or distancing, it can be helpful to organise a daily routine that involves a balance between activities that:

- give you a sense of achievement,
- help you feel close and connected with others and
- activities that you can do just for pleasure.

When we are struggling with anxiety and worry, we can lose touch with things that used to give us pleasure. Plan to do some activities each day that are pleasurable and make you feel joyful. For example, reading a good book, watching a comedy, dancing or singing to your favourite songs, taking a relaxing bath, or eating your favourite food.

we feel good when we have achieved or accomplished something so it's helpful to include activities each day that give you a sense of achievement. For example, doing some housework, decorating, gardening, a work task, cooking a new recipe, completing an exercise routine, or completing 'life admin' such as paying a bill.



Closeness / Connection

We are social animals so we need and naturally crave closeness and connection with other people. With the current health crisis many of us may be physically isolated or distant from others, so it's important that we consider creative ways to connect in order that we don't become socially isolated and lonely. How can you continue to connect with family and friends and have social time in a virtual way? Perhaps using social media, phone and video calls you could set up shared online activities e.g. a virtual book or film club. You could also explore local online neighbourhood groups, and see if there are ways to be involved in helping your local community.

An imbalance of pleasure, achievement, and closeness can affect our mood. For example if you spend most of your time working with no time for pleasure or socialising then you may start to feel low and isolated. Conversely, if you spend most of your time relaxing for pleasure and not doing other things that are important to you then this can also impact your mood.

At the end of each day could you check in with yourself and reflect on 'what did I do today that gave me a sense of achievement? Pleasure? Closeness with others?' Did I get a good balance, or what can I do differently tomorrow?

Use An Activity Menu To Give You Some Ideas To Stay Occupied



Animals

Pet an animal Walk a dog Listen to the birds



Be active

Go for a walk Go for a run Go for a swim Go cycling Use an exercise video at home



Clean

Clean the house
Clean the yard
Clean the bathroom
Clean the toilet
Clean your bedroom
Clean the fridge
Clean the oven
Clean your shoes
Do the washing up
Fill / empty the dishwasher
Do laundry
Do some chores
Organise your workspace
Clean a cupboard



Connect with people

Contact a friend
Join a new group
Join a political party
Join a dating website
Send a message to a friend
Write a letter to a friend
Reconnect with an old friend



Cook

Cook a meal for yourself Cook a meal for someone else Bake a cake / cookies Roast marshmallows Find a new recipe



Create

Draw a picture
Paint a portrait
Take a photograph
Doodle / sketch
Organise photographs
Make a photograph album
Start a scrapbook
Finish a project
Do some sewing / knitting



Expression

Laugh Cry Sing Shout Scream



Kindness

Help a friend / neighbor / stranger Make a gift for someone Try a random act of kindness Do someone a favour Teach somebody a skill Do something nice for someone Plan a surprise for someone Make a list of your good points Make a list of things or people you are grateful for



Learn

Learn something new Learn a new skill Learn a new fact Watch a tutorial video



Mend

Repair something in the house Repair your bike / car / scooter Make something new Change a lightbulb Decorate a room



Mind

Daydream Meditate Pray Reflect Think Try relaxation exercises Practise yoga



Music

Listen to music you like
Find some new music to listen to
Turn on the radio
Make some music
Sing a song
Play an instrument
Listen to a podcast



Nature

Try some gardening
Plant something
Do some pruning
Mow the lawn
Pick flowers
Buy flowers
Go for a walk in nature
Sit in the sun



Plar

Set a goal Create a budget Make a 5 year plan Make a 'to do' list Make a 'bucket list' Make a shopping list



Read

Read a favourite book Read a new book Read the newspaper Read your favourite website



Schedule

Get up extra early Stay up late Sleep in late Tick something off your 'to do' list



Self care

Take a bath Take a shower Wash your hair Give yourself a facial Trim your nails Sunbathe (wear sunscreen!) Take a nap



Try something new

Try a new food
Listen to some new music
Watch a new TV show or movie
Wear some new clothes
Read a new book
Do something spontaneous
Express yourself



Watch

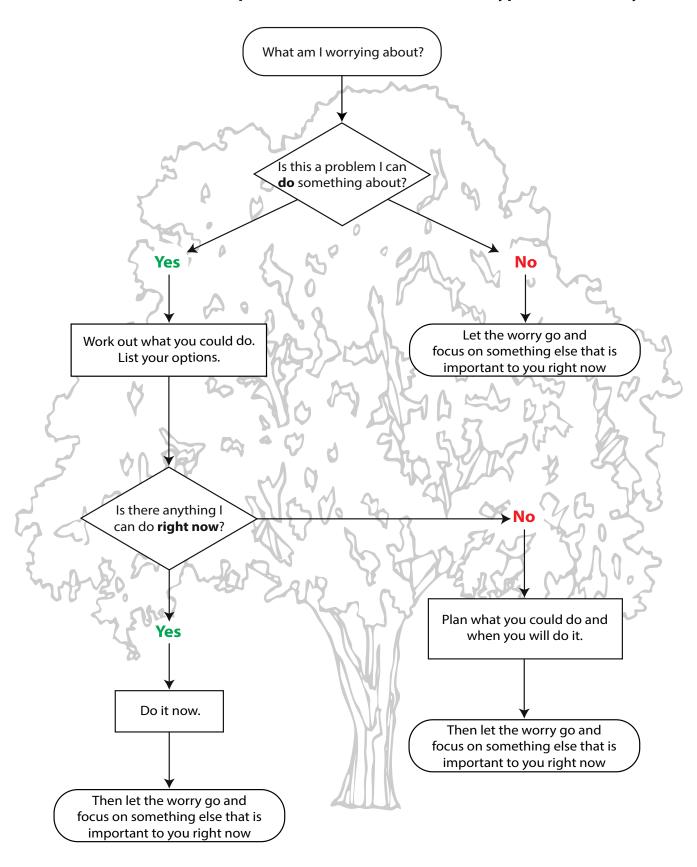
Watch a movie Watch a TV show Watch a YouTube video



Write

Write a letter with compliments
Write a letter to your politician
Write an angry letter
Write a grateful letter
Write a 'thank you' card
Write a journal / diary
Write your CV
Start writing a book

Use This Decision Tree To Help You Notice 'Real Problem' Vs. 'Hypothetical Worry'



Worry Postponement For Uncertain Times

Psychologists think that there are two types of worry:

- 1. Real problem worries are about actual problems affecting you right now and which you can act on now. "My hands are dirty from gardening, I need to wash them", "I need to call my friend or she will think I have forgotten her birthday" "I can't find my keys", "I can't afford to pay this electricity bill", "My boyfriend isn't speaking to me".
- **2. Hypothetical worries** are about things that do not currently exist, but which *might* happen in the future. "What if I die?", "What if everyone I know dies?", "Maybe this worrying is making me crazy"

People who are bothered by worry often experience it as *uncontrollable*, time consuming, and sometimes believe that it is beneficial to engage in worry when it occurs. Experimenting with postponing your worries – deliberately setting aside some time in your day to do nothing but worry and limiting the time you spend worrying – is a helpful way of exploring your relationship with worry. Follow the steps below for *at least* one week.

Step 1: Preparation

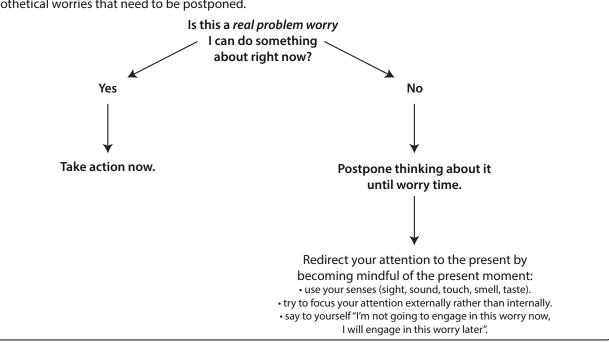
Decide **when** your worry time will be, and for **how long** it will be for.

- 'Worry time' is time you set aside every day for the specific purpose of worrying.
- What time of day do you think you will be in the best frame of mind to attend to your worries?
- When are you unlikely to be disturbed?
- If you are unsure, 15 to 30 minutes every day at 7:00pm is often a good starting point.



Step 2: Worry postponement

During the day, decide whether worries that surface are 'real problem' worries you can act on now, or whether they are hypothetical worries that need to be postponed.



Step 3: Worry time

Use your dedicated worry time for worrying. Consider writing down any of the hypothetical worries that you remember having had throughout the day. How concerning are they to you now? Are any of them the kinds of worries that can lead you to take practical actions?

- Try to use all of your allocated worry time, even if you do not feel that you have much to worry about, or even if worries do not seem as pressing at this time.
- Reflect upon your worries now do they give you the same emotional 'kick' when you think about them now as they did when you first thought of them?
- Can any of your worries be converted into a practical problem to which you can look for a solution?

Compassionate Thought Challenging Record

Situation Who were you with? What were you doing? Where were you? When did it happen?	Emotions & body sensations What did you feel? (Rate intensity 0–100%)	Automatic thought What went through your mind? (Thoughts, images, or memories)	Compassionate response What would a truly self-compassionate response be to your negative thought?
Watching the news for the second hour in a row.	Feelings of anxiety and an increasing sensation of panic.	This is terrible. So many people could die. What's going to happen to me and my family?	It's understandable that you're worried — it would be unusual not to be. What's the best thing that you can do for yourself to feel better right now? maybe you could watch a comedy instead of the news, or get up and do something else.
DSVCHOLOCYTA*I C°		If you had an image or memory, what did it mean to you?	Try to respond to yourself with the compassionate qualities of wisdom, strength, warmth, kindness, and non-judgement • What would my best friend say to me? • What would a truly compassionate being say to me? • What tone of voice would I need to be talked to in order to feel reassured?

Living with worry and anxiety amidst global uncertainty

Compassionate Thought Challenging Record

Situation Who were you with? What were you doing? Where were you? When did it happen?	Emotions & body sensations What did you feel? (Rate intensity 0–100%)	Automatic thought What went through your mind? (Thoughts, images, or memories)	Compassionate response What would a truly self-compassionate response be to your negative thought?
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		If you had an image or memory, what did it mean to you?	to me? • What tone of voice would I need to be talked to in order to feel reassured?

Living with worry and anxiety amidst global uncertainty

Some final tips

- **Set a routine.** If you are spending more time at home it is important to continue with a regular routine. Maintain a regular time for waking up and going to bed, eating at regular times, and getting ready and dressed each morning. You could use a timetable to give structure to your day.
- Stay mentally and physically active. When you plan your daily timetable have a go at including activities that keep both your mind and body active. For example, you could try learning something new with an online course, or challenge yourself to learn a new language. It's also important to keep physically active. For example doing rigorous housework for 30 minutes, or an online exercise video.
- **Practice gratitude.** At times of uncertainty, developing a gratitude practice can help you to connect with moments of joy, aliveness, and pleasure. At the end of each day take time to reflect on what you are thankful for today. Try and be specific and notice new things each day, for example 'I am grateful that it was sunny at lunchtime so I could sit in the garden'. You could start a gratitude journal, or keep notes in a gratitude jar. Encourage other people in your home to get involved too.
- Notice and limit worry triggers. As the health situation develops it can feel like we need to constantly follow the news or check social media for updates. However, you might notice this also triggers your worry and anxiety. Try to notice what triggers your worry. For example, is it watching the news for more than 30 minutes? Checking social media every hour? Try to limit the time that you are exposed to worry triggers each day. You might choose to listen to the news at a set time each day, or you could limit the amount of time you spend on social media for news checking.
- Rely on reputable news sources. It can also help to be mindful of where you are obtaining news and information. Be careful to choose reputable sources. The World Health Organization provides excellent information here:

https://www.who.int/emergencies/diseases/novel-coronavirus-2019/advice-for-public

Living with worry and anxiety amidst global uncertainty

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Infant Resources











Feeding: What to Expect From Birth to 12 Months

What most children can do	What you can do	What children are learning
(from birth) Show you when he is hungry or full by using his voice, face and actions such as turning away from the bottle when full or crying when hungry.	 Respond to her signals: Feed babies when they show signs of being hungry. Help them calm down so they can focus on eating. Hold babies during feedings. Do not prop babies up. Stop feeding when they show they are full. Try to avoid feeding children every time they cry. A baby may not be hungry every time. She may just need comfort or some of your attention. 	 To trust you. To become a good communicator. That his parents are listening to him. To know that his needs will be met. That he is important to you: loved, respected, and fun to be with. To eat and sleep in a predictable pattern. To calm himself (with your help). That milk (or food) is for nutrition, not for comfort.
(starting at 6 months) Sit up. Learn to eat with his fingers.	 Start using a high chair, if you and the parent agree to this. Talk with parents about how they would like to introduce new foods. Offer safe finger foods so babies can practice self-feeding. Turn off the TV during mealtimes. This is a time for interacting and sharing. 	 To feed herself. To decide how much to eat. To learn about the tastes and textures she likes and doesn't like. To focus on eating during mealtimes. That eating and mealtimes are fun and feel good.

<u>Canción – Sé tranquilizarme</u>

https://elclubdelpentagrama.wordpress.com/category/canciones-para-trabajar-las-emociones/

Respiro muy deprisa cuando me enfado.

Si me tranquilizo respiro más despacio.

Hablo muy deprisa cuando me enfado.

Si me tranquilizo hablo más despacio.

Y cuando me enfado, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10.

Yo me tranquilizo.

Si vuelvo a enfadarme 1, 2, 3, 4, 5, 6, 7, 8, 9, 10.

Sé tranquilizarme.

Ando muy deprisa cuando me enfado.

Si me tranquilizo ando más despacio

Me duele la cabeza cuando me enfado.

Si me tranquilizo se me va pasando.

Y cuando me enfado 1, 2, 3, 4, 5, 6, 7, 8, 9, 10.

Yo me tranquilizo.

Si vuelvo a enfadarme 1, 2, 3, 4, 5, 6, 7, 8, 9, 10.

Sé tranquilizarme.



Pierdo los papeles cuando me enfado.

Si me tranquilizo los voy encontrando.

Salen mal las cosas cuando me enfado.

Si me tranquilizo mejora el resultado

Y cuando enfado 1, 2, 3, 4, 5, 6, 7, 8, 9, 10.

Yo me tranquilizo.

Si vuelvo a enfadarme 1, 2, 3, 4, 5, 6, 7, 8, 9, 10.

Sé tranquilizarme.



5 Infant Massage Techniques for Calming Your Child

Since massage can provide relief from stress and relax your baby, you should consider using different infant massage techniques to keep your baby calm. In many cultures, parents also massage their infants to promote bonding between the baby and the parents.

Benefits of Massage

The positive skin-on skin contact between parent and infant has positive physical, emotional and developmental advantages that are often observed when the baby reaches adulthood. Regular massage makes a baby calmer, helps the child sleep better and promotes alertness during waking hours. Babies prone to constipation and colic also benefit through regular massage. Studies have shown that regularly massaged infants gain weight faster, reach mental and motor skill milestones quickly and become more sociable and pleasant.

Preparing the Room for the Massage

It's best to massage your baby before a bath. You should ensure that the room is warm and that the atmosphere is conducive to relaxation. Music can help in this regard. You may choose to use oil when you massage your baby. However, be sure to select oil that's specially formulated for infants as babies are likely to put their fingers into their mouth. A light olive oil or almond oil is ideal for this purpose.

Place a mat on the floor and sit on the mat with your legs stretched out in front of you. Place your baby on your legs so that his legs are near your torso and his head is closer to your knees. Your baby should initially be placed on his back. Pour a little oil into your palm and rub it with long, slow and rhythmic strokes into your baby's skin. The pressure of your palms should be firm and stimulating but not painful. Talking while you massage can help strengthen the parent-baby bond.

Technique 1

When you massage your baby's head and face, hold the head with both hands and massage the scalp with your fingertips. Massage behind the ears using the thumb and forefinger. You should stroke gently with your thumbs. Areas that should be covered include the eyelids, the cheeks, and the area between the eyebrows and the bridge of the nose.

Technique 2

Hold both your baby's knees close together and lift them towards his abdomen a few times. Then, place your hand on his stomach and gently massage from one side to the other. All the movements should be in the direction of the heart and never away from the heart.

Technique 3

Hold your baby's wrist and massage his arm moving upwards towards his shoulder. Also massage the palms by moving your thumb down his fingers.

Technique 4

Hold your baby's ankles and massage his legs by using upward movements towards his thighs. Use circular movements of your thumb and fingers to stimulate the legs.

Technique 5

Turn your baby over and use the heel of your palm to massage his back, starting from his buttocks.

You should take at least 20 minutes to complete the massage and once the massage is over, bathe him by which time he will be pleasantly tired and ready for his nap. There are several books and videos available that teach you proper techniques for infant massage. You can also visit your local baby center or hospital to learn a few massage tips and technique

10 Tips para una Disciplina Consciente

1. Dígale a los niños qué hacer.

Principio: En lo que más se enfoca es de lo que más obtiene.

Aplicación: En vez de decir "iNo le pegues a tu hermano! iTú sabes que no debes pegarle a tu hermano! iNo seas brusco!" diga "Cuando quieras que tu hermano se mueva dile 'muévete por favor'."

* Enfóquese en lo que quiere que sus hijos HAGAN y no en lo que no quiere que hagan.*

2. Dé a los niños información que ellos puedan usar, especialmente cuando usted este molesto.

Principio: Cuando uno está molesto siempre se enfoca en lo que NO quiere.

<u>Aplicación</u>: En vez de decir "¿Porqué no hiciste la tarea? ¿Quieres perder la materia? ¿Cuántas veces te tengo que decir que tienes que hacer la tarea?" diga: "Puedes empezar por hacer la tarea de matemáticas o la de lectura, ¿cuál prefieres?"

3. Ayude a los niños a ser exitosos en vez de intentar hacerlos que se comporten.

Principio: La única persona que usted puede hacer cambiar es a usted mismo.

Aplicación: ¿Cuántas veces hemos tratado hacer que un fumador deje de fumar? O ¿que un niño pequeño se coma los vegetales? Hay una mejor manera de hacer las cosas. En vez de preguntarse '¿cómo puedo hacer que mi hija se quede en la cama y se duerma a tiempo?' pregúntese '¿cómo puedo ayudar a que mi hija escoja quedarse en la cama y dormirse a tiempo?.' La primera pregunta va a ser que usted encuentre respuestas manipuladoras y coercivas. La segunda pregunta le arrojará respuestas creativas y enfocadas en cooperar.

4. Utilice a sus niños como recursos para encontrar soluciones a problemas.

Principio: Dos cabezas piensan más que una.

Aplicación: En vez de siempre tratar de solucionar las diferentes situaciones, pregúntele a sus niños por su opinión y así los involucrará en el proceso. Pregúnteles "¿Qué te ayudaría a terminar la tarea a las 8:00?." Así sus niños juegan un papel activo en el proceso de solucionar los problemas.

5. Ponga a sus niños en su lista de "cosas por hacer" y disfrute compartiendo con ellos.

<u>Principio:</u> La motivación para comportarse viene de la relación que tengan con usted.

Aplicación: Cuando un niño dice "ino me importa!" realmente está diciendo "no me siento importante." La cooperación viene de estar en conexión, en relación. Si un niño se niega constantemente a escuchar o le dice "ino me importa!" entonces usted debe dedicarse a reconstruir su relación con él desarrollando rituales familiares.



6. Aliente a sus hijos en momentos alegres de celebración y en momentos difíciles de frustración. Nunca trate de hacer que los niños se sientan mal para que se comporten bien. Enfóquese en el amor y no en el miedo. Principio: El aliento empodera.

Aplicación: Conviértase en el/la porrista de sus niños. Dígales constantemente "iLo lograste!" "iPudiste!" "iBien por ti!" Cuando sus niños estén teniendo momentos difíciles aliéntelos diciendo "iCreo en ti!" "iTú puedes!" "iLo lograrás!".

7. Vuelva a tener el poder de usted mismo. Vuelva a estar a cargo.

Principio: Cualquier persona que esté a cargo de sus sentimientos usted ha puesto a cargo de usted. **Aplicación:** En vez de decir "No me hagas parar el carro" diga "voy a parar el carro hasta que se pongan los cinturones de seguridad y todos estén seguros." En vez de decir "iMe estás enloqueciendo! "diga "Voy a respirar un poco para calmarme y después hablamos". Cuando los niños se nieguen a hacer lo que usted les pida dígales "voy a mostrarte lo que quiero que hagas." Luego ayúdelos a ser exitosos modelando.

8. Conviértase en la persona que usted quiere que sus niños sean.

<u>Principio:</u> Debemos disciplinarnos a nosotros mismos primero y a los niños después.

Aplicación: En vez de gritar "iContrólate ya!" Respire profundo y cálmese usted. (S.T.A.R Stop- Sonría-Tome Aire-Relájese) y conviértase en lo que usted quiere que sus niños sean. Si quiere que estén calmados usted debe demostrarles cómo pueden estar calmados.

9. No rescate a sus niños de las consecuencias de sus actos.

Principio: El malestar emocional es una señal de que debe haber cambios en su vida.

Aplicación: Ayude a sus niños a manejar sus emociones cuando tomen decisiones equivocadas. Ofrezca empatía en vez de dar cátedra después de que cometan errores. En vez de decir "iTe dije que no llevaras esa foto al colegio! Es tu culpa que se hubiera dañado. Eso te pasa por no hacerme caso," Diga "iQue decepcionante! Yo sé que la foto era importante para ti." La empatía permite que los niños sean responsables de sus propias decisiones mientras que dar cátedra les permite a ellos que lo culpen a usted por su malestar emocional.

10. Enseñe a sus niños a solucionar los conflictos en vez de castigarlos por no saber cómo hacerlo.

Principio: El conflicto es una oportunidad para enseñar.

<u>Aplicación:</u> Cuando un niño viene a acusar a otro por algo que hizo, utilice estos momentos para ensenarles habilidades útiles para la vida. Cuando un niño diga "iMi hermano me empujo!" pregúntele "Y te gusto?" El niño probablemente va a contestar "no". En este momento usted puede decir "Ve y dile a tu hermano 'No me gusta que me empujes. Por favor pídeme que me mueva." Utilice estos episodios intrusivos para empoderar a las "víctimas" y enseñarlos a ser asertivos.



"Making Learning & Teaching Fun

- ." **Shushing** kids doesn't work, so here's some attention grabbers that get the attention for your young learners quickly.
 - Tootsie-Roll Lollipop
 - Hocus Pocus
 - Give Me a Clap
 - Criss-Cross Applesauce
 - Everybody Have a Seat (transition song)
 - I am special (attention and positive re-affirmation song)
 - Call-backs: Hands on top...everybody stops!
 - Macaroni & Cheese...freeze please!

Please when doing these activities place special attention not hands gesture and movement. Also do not choose more than one attention grabbers per month.

Tootsie -Roll Lollipop:

We have been talking now let's stop



Hocus Pocus – Direct Children to put FOCUS goggles
And now repeat... Hocus Focus everybody focuses!

(If you are reading a book, make sure you ask question
The book or whatever you are showing to the children



Now that you have their attention)

Give me a clap – (repeat this phrase in the song 5 times)

Give me a snap – (repeat this phrase 5 times also)

Now, show me your hands and put them down in your lap



Criss Cross Apple Sauce

This is a visual Literacy method. Create a sign using an apple sauce label. Show this to the children at circle time or whenever you would like them to seat Criss cross



Seat Down Song (transition song perhaps to be used when children come from playing outside)

Seat Down, everybody have a seat, have a seat on the floor

Not in the ceiling and not by the door

Everybody have a seat on the floor

I am special (positive reaffirmation song and attention grabber)

Teacher's part: How does my teacher feels about me?

Children answer I am special as special can be because my teacher believes in me

(Here the teacher part could be replaced also by a care giver)

Isn't this a wonderful affirmation?

Call backs phrases to stimulate the executive function in children and work with their Self-control and self-regulation

Work hard...Do right!

We are learning...All the time!

Hand on the top

Everybody stop

Macaroni and cheese ...

Freeze please

El Baile de las Emociones

Por: Marina y los Emoticantos:

https://www.youtube.com/watch?v=cpr7ttt1sOQ



Este es el baile, de las emociones

donde todo el mundo tiene que bailar.

Vamos muy arriba, esos corazones

nuestros sentimientos quieren despertar

Baila la tristeza, bajo la cabeza.

Bailas a mi lado, ya se me ha pasado.

Baila la alegría, salto todo el día.

Saltas tú con ella, toco una estrella.

Este es el baile, de las emociones donde todo el mundo tiene que bailar.

Vamos muy arriba, esos corazones nuestros sentimientos quieren despertar.

REPORT THIS AD

Baila el enfado, cuerpo alborotado.

Tras haber bailado, ya se ha relajado.

Baila nuestro miedo, tiembla todo el cuerpo.

Y si nos unimos, miedo te vencimos.

Este es el baile, de las emociones

donde todo el mundo tiene que bailar.

Vamos muy arriba, esos corazones

Nuestros sentimientos quieren despertar.

Baila la sorpresa, mi postura apresa.

Con la boca abierta, atención despierta.

Baila el desagrado, corre espantado.

Tapo a la boquita, y la naricita.

Este es el baile, de las emociones,

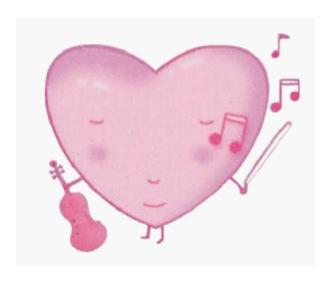
donde todo el mundo tiene que bailar.

Vamos muy arriba, esos corazones,

nuestros sentimientos quieren despertar.

Quieren despertar.

Quieren despertar.







COMUNICACIÓN POSITIVA

Comunicarse con su niño de una manera positiva es una de las cosas más importantes que usted puede hacer como padre, y comunicar es más que sólo hablar. La comunicacion incluye su tono de voz, las palabras que usted escoge, el contexto en que usted habla, el volumen de su voz y el lenguaje corporal. Significa que ambas personas hablen y escuchen.

La comunicación positiva es un instumento maravilloso para reforzar un buen comportamiento y eliminar lo malo. Establece autoestima y nutre las relaciones. La autoestima de los niños está estrechamente vinculada a la interacción y las relaciones con sus padres. Todos los niños merecen sentirse amados y aceptados, y usted puede comunicar esos sentimientos simplemente por la manera en que usted habla.

Consiga la atención de su niño

Los niños tienen una capacidad limitada para mantener la atención por períodos prolongados Cuando usted hable con su niño, trábales a mirar a los ojos. Pídales que le miren mientras usted habla y usted haga lo mismo. Trate de ponerse al mismo nivel físico y mental que su niño. Escoja palabras que su niño va a entender. Si una palabra es desconocida, tome tiempo para explicarle lo que significa la palabra. A la misma vez, trate de estar cerca de la altura de los ojos de su niño. Inclínese o siéntese al lado de su niño o póngase de otra posición donde estará más igual físicamente.

Sea cortés

Empezamos a aprender modales muy temprano en la vida. Decir "por favor" suaviza nuestras peticiones y cuando vienen seguidas por una petición específica, pueden animar a los niños. Agregar "gracias" al terminar su petición refuerza lo que usted espera de su niño para cumplir con el trabajo. Tenga cuidado de evitar de descargar su frustración o desesperación en su niño. Trate de controlar las emociones y exprese sus petitiones claramente y firmemente sin parecer enojado o suplicante.

Prepárese para repetir

Acepte que los niños a menudo necesitan que se les diga la misma cosa una y otra vez antes de que lo puedan memorizar. Esto no es necesariamente un signo de desafío, sino es un signo de desarrollo inmaduro. Si usted tiene que repetir una petición, trate de quitar la exasperación de su voz. En cambio, céntrese en asegurar que su niño entienda la conducta que usted quiere ver y por qué este tipo de comportamiento es importante para usted.

Observe el lenguaje corpora

La investigación demuestra que tanto como el 90% de la comunicación no es verbal. La postura, la expresión facial, el contacto visual y otros signos no verbales dicen más que las mismas palabras que usted usa. Observe su propio lenguaje corporal y preste atención al lenguaje corporal de su niño. Cuando un niño está de molestia, trate de encontrar un lugar tranquilo para hablar de lo que le molesta.

Escoge sus palabras con cuidado

Una palabra escogida sin la debida atención usada apresuradamente puede tener un gran impacto en la autoestima de un niño. Tenga cuidado en eligir sus palabras y no deje que el estrés o la frustración le cause que usted use palabras negativas que puedan herir los sentimientos de sus niños. Sea considerado cuando reoriente a su niño. Céntrese en el comportamiento que usted quiere que sea cambiado, no en la personalidad o los atributos del niño.

Escuche con atencion

Escuchar no es esperar pasivamente su turno para hablar. Significa dar toda su atención a la persona que habla y centrarse en lo que está diciendo. Escuche a sus niños sin interrumpir. Haga contacto visual. Repita lo que usted acaba de escuchar para que su niño sepa que usted entiende. Tenga paciencia cuando los niños menores hablan. Les puede tomar más tiempo para expresar sus pensamientos, sentimientos y emociones.











EFFECTIVE PARENTING TIPS FOR INFANT PARENTS

These tips give parents effective, easy ways to promote learning and bond with their child. It's ideal to brain build from birth, but it's never too late to start.

Early learning happens at home. Start a conversation by describing what you think your baby wants. Watch how they respond to you and keep the conversation going. When you listen and respond back, you're having a real conversation

Did you know that of all the senses, touch is the one that is most developed at birth? And did you know that communication through touch helps children learn to talk? Touch is the first language of baby care.

Look into your child's eyes. As they look back, smile and talk with them. Do what they do. When your child looks at you, and you respond, they're making new connections in their brain. Learn about the signs your child is using to talk to you.

Help your child learn to calm down. Hold up 3 fingers and pretend they are candles. Breathe in, then blow them out one at a time. This helps your child focus and to calm down when things are stressful.

Describe what you think your baby wants. Conversations go both ways, so watch how your baby responds to you without words. Even before babies can say words, they're learning what words mean and how to communicate

Young children learn best when you follow their lead. Tune into your child's words, sounds, ideas, and movements! Then respond with your own words and actions.

Diaper change Tip: Find something safe for them to hold. Then talk about what's in their hand. When you use words to describe their actions, they're learning how words describe what they're doing.

Use hand actions with your favorite rhyme or song. Mirror each other's movements. Rhymes and songs are great for early reading skills.

Bedtime Tip: Give your child kisses on different parts of the face. Count the kisses out loud and name each body part as you go. This helps your child feel loved as well as learn new words.

Use your senses for this Tip! By talking with your child and sharing how things feel, you're introducing them to new words and feelings.

Hold your child's feet and touch each of their toes. Make up a story about each one. When your child hears words and feels

your touch, they're making connections between words and actions.

Early learning happens at home. Use this tip to make music! Use pots and pans as drums and talk with your child about the sounds they're creating. This helps your child pay careful attention to different sounds and use self-control.

Move your child from a lying to a sitting position. Look into their eyes, smile, and speak to them then gently lower them back down. This helps your child learn to pay attention and bond with you!

Use objects in your house to explore the sense of touch. Ask, "Is this rough and bumpy?" Find other things for them to touch. Children learn from their senses. This game helps your child organize their thoughts and put words to their experiences.

Early learning happens at home. When your child seems fussy, sing a song. When you respond to your child's movements and sounds, you build a trusting relationship and teach them ways to deal with stress while building a love of language.

Early learning happens at home. Start a conversation by describing what you think your baby wants. Watch how they respond to you and keep the conversation going. When you listen and respond back, you're having a real conversation!

Talk with your child about a picture. Ask them to find certain objects and ask questions. When you encourage your child to look closely, they're making connections and building focus and self-control skills.

Asking children questions like, "what do we do next?" when using the potty or taking a bath can help support their developing problem-solving skills.

Turn on music and dance with different parts of your body! Have fun coming up with moves. Take turns copying one another. Dancing with different body parts helps your child build focus and self-control.

When at a window, follow your child's gaze as you point and chat about what you both see. Share where you're looking. Chatting about what each of you sees makes this a fun learning moment. Naming things also helps your child increase their vocabulary.

Have your child copy your hand motions. After going back and forth a few times, ask them to do the opposite. Your child is learning to pay close attention and use their memory and self-control—important skills for learning.

Share a picture in a book with your child. Be sure to point at what you're looking at and chat about it. As you connect pictures and real things, you help them understand symbols.

Tap a rhythm with your hands and let your child do their best to copy. Try different patterns of sounds and lengths. Your child uses memory and focus as they watch you and copy your movements.

Babies are born ready to learn and you have what it takes to help them! With Vroom by Text you can receive weekly, ageappropriate VroomTips for your child by text. Text VROOM to 48258, or visit http://sms.vroom.org/vroomweb to get started.



Home • Resources & Services



Developing Self-Control From 0-12 Months

May 19, 2010

Babies have very little self-control, but with your help, babies are gradually learning about and gaining some self-control across the first year.

Babies naturally act on their thoughts and feelings which they have no conscious control over. They can't reflect on or think about their behavior; and they can't stop themselves from acting on their desires. This can be tough at times for parents, as they try to understand a fussy baby's needs and wants, cope with a baby who has difficulty sleeping, or quiet a baby who is not easily comforted. But with your help, babies are gradually learning about and gaining some self-control across the first year.

Help your baby feel calm and comforted.

One of the most important factors in developing self-control is the ability to soothe and calm oneself when upset. The first step in helping babies learn to soothe themselves is for their caregivers to calm and comfort them. Knowing there will be a loving adult there to soothe them when the world becomes overwhelming is a baby's first experience with self-control. Parents put a pacifier back in their baby's mouth, give their baby a "lovey" to help her fall asleep, and try to understand her facial expressions, gestures and cries in order to meet her daily needs. This sense of being loved and understood gives babies a foundation of safety and security that is essential for coping with feelings in a healthy way.

(This information was adapted from Groves Gillespie, L. & Seibel, N.)

** What You Can Do:**

- Stay calm yourself. You teach your child self-control by staying calm when she has lost control. This helps
 her feel safe and lets her know that you'll always be there to support her—even during the tough times.
 You are also modeling for her how to stay calm and manage strong feelings.
- Give your baby some basic tools for regaining self-control. Provide just enough help to so that your baby can solve some problems herself. Put a lovey or pacifier within your baby's reach, or teach an older baby a simple sign (like lifting hands to mouth) to show when she is hungry. Help your crawling baby find her "blankie" when she is sleepy, or move a couch pillow to help her find her missing toy.
- Show your baby what he can do. If he's biting your finger because he is teething, instead of just saying "no" and taking your hand away, offer him a positive alternative. Give him a cool, wet washcloth to chew on or a soft teething toy to gnaw. This kind of response from you helps him learn right from wrong. It also gives him the chance to focus his energy in acceptable ways—a key ingredient in school success.

Use daily routines to make your baby feel safe and in control.

Daily routines are events (like mealtime, naptime, bath-time, and bedtime) that happen at about the same time and in the same way each day. For example, first comes a bath, then stories, then a lullaby, and then bed. Routines help babies begin to understand that the world is a sensible and organized place. And they help children learn what will happen next. This makes them feel safe and secure. Routines can also help babies cope during difficult times—like when there has been a recent change in their world. The ability to "get back to normal" after some type of disruption is what self-control is all about.

What You Can Do:

- Understand why your child lost control. Is there a particular time of day or specific experiences that often leads to a breakdown? If you can identify specific stressors, it will help you guess which times or situations may be challenging for your child. You can then change the environment or your daily routine to minimize the chance of a tantrum. For example, if you know your baby doesn't like noisy, crowded places, you can be sure you've packed his lovey, and a favorite snack and small toy for these outings. You can also schedule such trips during his best time of day (not when he's tired or hungry). And plan to keep your time out as short as possible.
- Use routines to help soothe your baby. For example, playtime is often fun, silly and active, and tends to get babies very excited. So it can help to have a relaxing naptime routine to help babies calm down after an active, playful interaction. You might give your baby a brief massage with a yummy-smelling lotion, and then read a gentle book and/or sing a lullaby to help your baby make the switch to dreamland.

Tune in to your baby's temperament.

A child's temperament—his individual approach the world—can influence how (and how quickly) he regains self-control. Temperament characteristics shape how easily babies and toddlers are able to manage their feelings and impulses, especially traits like:

- Overall mood (whether a child is mostly positive or negative),
- · Intensity (how big a reaction a child has to situations and stimulation), and
- Adaptability (how easily a child adapts to changes or challenges).

Children who have a more negative mood, who are intense reactors and/or who are not very flexible or adaptable may have a more difficult time developing self-control. They tend to get upset more easily and will likely need more help from you to calm down. This doesn't mean their temperament is somehow "wrong" or "bad." But because their reactions are so strong, it may take more time to learn how to manage such intense feelings and responses.

Watching your baby and getting to know her personality and temperament gives you important information about her needs, strengths, and preferences. You will learn what is "too much" for her, and what situations she finds challenging. You will also begin to learn what to do in order to help her regain her self-control—is it a pacifier, a lovey, being swaddled, being cradled in someone's arms, listening to music?

What You Can Do:

Help your baby soothe herself. The calmer your baby feels, the more in control she will be. Experiment
with different ways to soothe your baby. Some children need lots of physical contact—firm touch and
hugging—while others respond well to being engaging in an activity. Still others need time to blow off
steam on their own in a safe, quiet place.

Read your baby's signals. How does your baby communicates through her cries, facial expressions, and gestures? By watching, you will discover how your child "tells" you about her needs, wants, and feelings.
 Maybe she rubs at her eyes when she is tired, or puts her fingers in her mouth when she is hungry. When you are able to understand your baby's communications, you can help her regain control more easily. Also be aware of your child's daily rhythms and basic needs. It is hard for children to cope when they are tired, hungry, sick or stressed.

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Parent-Child Activities That Promote Self-Control

Read books about feelings.

Look for stories that explore feelings in all of their complexity. My Friend and I by Lisa Jahn-Clough, which depicts an argument and forgiveness between two toddlers, When Sophie Gets Angry by Molly Bang, about a toddler who has a tantrum, and How Are You Peeling by Saxton Freymann and Joost Elffers and My Many Colored Days by Dr. Seuss (general stories about emotions) are great choices for this age group. As you read, talk about what you see in the pictures and how the different characters may be feeling.

Play games that encourage your child to practice self-control.

Set up an obstacle course where your child has to climb over couch cushions, wiggle through a cardboard box tunnel, hop over a stuffed animal. The catch: He has to wait at the "starting line" while you say "one, two, three....go!" Learning to wait helps your child develop self-control and learn to manage his impulses—in this case, to run onto the course.

Frequently Asked Questions

My son is 14 months now and has started whining to get what he wants. Some days it seems he whines all day. We aren't sure what to do about it. We obviously don't want to encourage whining as a way for him to get what he wants, but he's so young we're not sure if it's possible to stop him. Why are one-year-olds whiny?

It's not easy being a toddler. They have lots of thoughts and feelings but limited ways to communicate them! They will use whatever sounds or gestures they can to get the response they are looking for. As babies, they simply cry to let their needs be known. Then they move on to what you are calling "whining", which is actually a step forward in their communication skills. The tears have turned into sounds, which let you know they are unhappy, frustrated, distressed, etc.

What to do about whining?

While "whining" can be quite irritating, it is also normal. There are a few things you may consider trying. Some parents choose to teach their child sign language for important needs (e.g., food, bottle or sleep.) There are many books and classes available on teaching sign language to babies. Most indicate that babies are ready to start learning to sign when they can wave "hello" and "bye-bye."

If you don't want to commit to the time and commitment it takes to formally teach your baby to sign, you can simply encourage the use of gestures in your daily interactions. For example, if you think he is whining because

he wants to be picked up, say: Do you want daddy to pick you up? as you raise your hands in the air. This will help him learn to use gestures to communicate over the next few months.

Remember that whining can also be a sign of frustration.

One-year-olds are on the verge of developing many new skills, such as getting into a standing position by themselves, crawling, and walking. Until they master these skills, they can get very frustrated at needing you to do so much for them and not yet being able to clearly communicate these needs.

Try to put what you think he wants to say into words. "You can't reach the toy. That is so frustrating! Let's see how we can help you get it." Even though he won't understand what you are saying, your soothing voice and actions will let him know he is being heard. This may reduce the whining.

Whining can also be a way to communicate boredom.

Another possible cause of the whining may be a need for more stimulation or interaction. Try introducing the next level of toy to him - ones that teach cause/effect like pop-up and busy boxes. Toys that are more challenging may hold his interest longer. Babies this age also really enjoy turn-taking activities such as rolling a ball or "doing" activities like art or music. When all else fails, change the environment - go for a walk, a ride in the car, etc. Sometimes just seeing new scenery is enough.

Whether or not you can figure out why your child seems fussy, what's most important is staying calm and patient since this will likely have a calming effect on him. And remember, all kids have fussy days.

My 13-month-old has started biting me and I don't know what to do. He will give me a hug and bite my shoulder or will start to give me a kiss and bite my cheek. How can I teach him that biting hurts?

For young toddlers like yours, biting behavior is normal and often a temporary behavior. It sounds like your son just needs some help expressing his loving and excited feelings in a different way. When he gives you a lovenibble, your natural, immediate reaction—jumping, startling, yelping—is often very effective in letting your child know that he's done something unacceptable.

Next, say in a stern tone with a serious face, "Biting hurts! No biting." Although your child might not understand the words now, he soon will. Until then, your expression and tone of voice speak volumes. Let your son know you understand that he is just trying to show you how much he loves you, and demonstrate another way he can express himself, such as by hugging or kissing you only with his lips!

What to do when biting is more than a brief phase?

With some children, biting is more than a brief phase. Watching and reading a child's cues helps parents learn more about what situations set their child up for biting. When and where is he more likely to bite? Is it out of frustration, stress, fear, anger, or excitement? If a child tends to bite when he's overwhelmed or upset, for instance, notice when he is showing signs of stress and help calm him before he loses it.

Recognize his feelings—"It feels so bad when someone takes your toy"—and give him a firm hug, which often helps children settle down. As he grows, you can teach him to put those feelings into words, and offer him alternate ways to work them out such as banging a xylophone, stomping his feet, or making a lion face and roaring.

Sometimes biting is due to a need for oral-motor stimulation. Research has shown that some children bite because of a physical need. When these children were offered objects they could safely bite as well as crunchy

snacks (ideally healthy) throughout the day, they were less likely to bite. You can experiment to see if these tactics seem to reduce your child's biting. It may also help to brainstorm some ideas with a health care provider or child development specialist, if you suspect your child's biting is due to a physical need.

My 16-month-old is in that phase where he wants to do everything by himself, from opening a lollipop wrapper to pouring his own milk. He's too little to do some things without making a mess or getting hurt—he even wants to cut his own food with the knife. How can I reason with him?

You can't. Sixteen-month-olds are not logical beings, so forget any strategies that include reasoning. What you can and should do is congratulate yourself. You have nurtured in your son a strong sense of self-confidence and an eagerness to learn. That said, curious, confident kids can also be a handful because they want to do everything by themselves! There is a lot you can do to encourage your child's sense of competence, while also keeping him safe and yourself sane.

- Compromise. If he wants to feed himself but you can't wait all day for him to get an ounce of food in, give him one spoon to feed himself while you use another to get most of the meal into his mouth.
- Find safe alternatives. There will certainly be times when you have to just say no. Setting these kinds of limits is your job. You can explain, "These sharp knives are for Mommy and Daddy to use." Then show him how he can use his hands to break up certain foods, or help him use a safe, blunt, plastic knife.
- Be his coach. When he's frustrated because he can't do it all himself, label his feelings: "It makes you so mad when you can't open the container!" And introduce him to the word "help." Then provide the assistance he needs to master the challenge without appearing to do it all for him. This may mean holding your hand over his as you unscrew the top. It helps him feel like he has been a part of the solution.
- Let your child practice new skills within limits. For example, if he wants to pour his own milk and he won't let you help, consider taking the milk and cup outside, or somewhere else you don't have to worry about the mess, and letting him try. If that's not possible, you can insist on pouring the milk for him, but later give him some cups he can fill and empty out in the bathtub. These experiences also give him the chance to practice so that one day he will be able to pour his own milk.
- Invite him to be your helper. Involve him in activities you're doing, like mixing pancake batter or putting together a new toy. This will let him to try out his skills without your having to say no so much.

I can't get a handle on my 20-month-old's moods. He wakes up happy, then five minutes later he's furious at me for not letting him pour his own Cheerios. And I never know if he wants my hugs or will shrug away from me if I try! Is this normal?

Very much so. Toddlers are a lot like teenagers, which means they can be very moody. Your child's temperament is also a big factor. Some kids are easy-going and flexible, and their moods are more stable. On the other end of the spectrum are kids whose emotions and reactions are much more intense. They are either ecstatic or enraged, and their moods can swing up or down. They also tend to have a hard time making transitions, such as from playtime to naptime, or switching from one activity to another. These children are usually highly sensitive and absorb everything going on around them. Taking in so much means they can get overwhelmed easily and feel out of control, which leads to their intense responses. Most kids fall somewhere in the middle of the intensity continuum; your child may lean toward the intense end. Keep in mind that intense children also tend to be very passionate, creative, and delightful children. So hang in there!

How can you help your child manage his moods?

- Be as consistent as possible in your own moods and responses to him. When he is having a hard time, he
 needs you to be his rock. If you have a big reaction (shouting, waving your arms) to his outbursts, his
 emotions are likely to get bigger too, making it harder to help him calm down. Label his feelings. "You're
 angry that Daddy won't give you another cookie." Noting how your child is feeling doesn't mean that
 you're giving in to what he wants, but if your child feels understood, it will help him settle down.
- Offer advance notice about when an activity is about to end. "When this book is finished, we're going home" or "When the timer rings, it's time for your bath."
- Tell your son what will happen next: "Now we are going home to see Mommy and the kitty!"
- Help him feel more in control by offering him as many choices as possible. "Do you want the blue or red cup for your milk?" or "Can Mommy give you a hug?" (Don't take the answer "no" personally; he may just not want to be touched right then.)
- Anticipate blow-ups, Gently remove your child from potentially explosive situations. Try redirecting him by getting him engaged in a different activity. Or distract him with another toy.

When he doesn't get his way, my 18-month-old will scream at the top of his lungs. This is incredibly embarrassing when we are out in public and just irritating when we are at home. What's the best way to get him to calm down?

One of the biggest challenges of parenting is separating ourselves from our children's behavior. Unfortunately, when we have a strong emotional reaction to our child's behavior, we tend to react in ways that make the behavior escalate.

Step 1 – The rule of thumb is: When your child is losing it, do everything you can to stay calm. While this is no small task, it is key to a successful outcome.

Step 2 – Recognize his feelings. (This is quite different from saying the behavior is okay.) Recognizing his feelings means acknowledging what your child is feeling without judgment: "You are really frustrated!" Feelings themselves are not right or wrong. It is how feelings get expressed that can be problematic (i.e., hitting when angry vs. using words.)

Until their feelings are acknowledged, most children will continue to act out to show you just how mad they are. Also, helping children identify their feelings and teaching them the words to describe their feelings is critical for promoting self-control and coping skills.

Step 3 – Set the limit matter-of-factly, with as little emotion as possible: "You may not hit your baby brother." When possible, you can offer an alternative, more acceptable behavior instead: "If you are really angry, you can hit the couch cushions or play your drum as loud as you want."

How do you implement this approach? Implementing this strategy would look something like this. Your son starts screaming when it's time to leave the playground. You say, with compassion: "I know, you are soooo mad that we have to leave the playground! You really want to keep playing." As he continues to scream, you very calmly continue taking steps to depart while remaining cool.

If he refuses to get in the stroller or car seat, pick him up and place him in, ideally without anger or emotion. There is no reasoning with a child when they are out of control. The more matter-of-fact you can be (even as you use all your strength to click him in!), the better.

Completely ignore his screaming so that he gets no attention for it. Instead, keep talking to him in a calm voice about how mad you can see he is; that it is hard to stop doing something he likes so much; that you'll come back again soon, etc. While he may not understand all your words, talking in a compassionate, soothing voice can be calming to him; and, just as important, it is a way to soothe yourself during this stressful time.

Finally, don't fear these episodes. See them as opportunities to help your child develop the ability to cope with frustration. Your response to him can make a big difference in how he learns to manage his strong feelings in acceptable ways.

My daughter (22 months) and I go to a playgroup once a week. Things were fine when the babies were little, but now they are walking around, exploring...and grabbing and pushing and hitting! Last week my daughter grabbed a car out of her friend's hands. Her friend started to cry, and when I made my daughter give the car back, she started to cry. It was a mess. When do you start making little kids share? And how?

The incident you described is very typical. In fact, it's what we expect at this age. Learning to share is a process—one that can start now, but that takes a long time to master.

Young toddlers are very smart, determined beings who know what they want and are determined to get it. Unfortunately, what they don't yet have are the words to express their strong feelings, so they communicate through action.

Children this age are also self-centered, meaning they cannot yet "put themselves in someone else's shoes" or to imagine what others might be feeling. This is why it is hard for them to share. They only know what they feel, not what others feel. They are not thinking, "I really want that car but grabbing it will make Sherri feel bad."

They are more likely thinking, "I want that car and I want it now!"

A final complicating factor is that most 22-month-olds don't yet have the impulse control to stop themselves from doing something they want to do, even if they have been corrected countless times. For all of these reasons, most children do not learn to share until they are much closer to age 3.

How can you help your toddler learn to share? You certainly don't have to wait, and shouldn't wait, until your child is older to start helping her learn to share. Use everyday moments to work on this skill. When you are playing, help her take turns. She adds a block, then you add one. At clean-up time, take turns putting the toys back on the shelf. At bedtime, take turns flipping the pages of her story. Through these interactions, your daughter will experience turn-taking as part of a positive, loving relationship which sets the stage for sharing in other relationships.

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Social-Emotional Development: Birth to 12 Months

Loving relationships give young children a sense of comfort, safety, confidence, and encouragement. They teach young children how to form friendships, communicate emotions, and to deal with challenges. Strong, positive relationships also help children develop trust, empathy, compassion, and a sense of right and wrong.

Starting from birth, babies are learning who they are by how they are treated. Through everyday interactions, parents, relatives and caregivers send babies messages like: You're clever. You're good at figuring things out. You're loved. You make me laugh. I enjoy being with you. These messages shape a baby's self-esteem.

A 6-month-old laughs and laughs as his mother holds a napkin over his face, and then drops it to say, "Peek-a-boo!" Whenever his mother tries to put the napkin back on the table, the baby says, "eh, eh, eh" and kicks his arms and legs to let her know that he wants her to play the game again. She follows his lead and keeps playing until he gets bored. This baby is discovering that relationships with others are satisfying and pleasurable, that he is a good communicator, and that his needs and desires are important.

What You Can Do:

Provide babies with responsive care. Responsive care means matching your caregiving to what your baby needs. For example, your 10-month-old might start kicking, babbling, and grabbing at mealtime to show you he really wants to hold his own spoon. You know that he's not yet able to feed himself, so you give him a baby spoon to hold in his hands while you continue feeding him with another. This is *responsive care* because you took the time to think about what the baby's behavior meant and figured out a way to support him.

- **Get to know your baby.** What are his likes and dislikes? Which toys are his favorites? What daily schedule works for him?
- Build open and collaborative relationship with your child's caregiver(s). Talk to your child's caregivers about your baby—her personality, what she likes to do, what calms her, what upsets her. Share your baby's usual daily schedule and typical activities. Learning more about your baby (and your family) helps caregivers meet your child's needs. Collaborating with caregivers helps to ensure that each of you feels respected and supported.

Support babies' developing skills.

Babies learn best when you let them play, explore, and follow their interests. They develop new skills when you give them *just enough* help so that they can

master a challenge without becoming overly frustrated. For example, if you see a five-month-old trying to roll over, you may hold a toy to his side so that he reaches over with his body to grab it.

- **Delight in your baby's discoveries.** You found me! You pulled away the scarf hiding my face and here I am!
- **Build on the skills your baby already has.** For example, if your baby is trying to build with blocks and has stacked two, put a third one on top and hand her a fourth block for her tower.

Be affectionate and nurturing.

Touching, holding, comforting, rocking, singing and talking to your baby all send the message that he is special and loved. While it's easy to be affectionate when babies are cute and cuddly, it's also important to nurture babies when they are difficult, fussy, crying a lot or colicky. When you can be there for your baby during the tough times, children learn that they are loved for who they are—no matter what.

In your work:

- Give hugs and kisses. Let your baby know how loved she is.
- **Be patient during the tough times.** Colic, crying and fussiness are part of babyhood. When you can support babies even at their most difficult, you are letting them know they can trust and rely on you. This makes them feel safe and makes it more likely they will learn to calm themselves as they grow.

Help your child feel safe and secure.

You help your baby feel safe and secure when you respond to her cries and other communications—for example, picking your baby up when she lifts her arms in the air as if to say, "Up!" Babies also feel secure when they get lots of affection from you and when their days are predictable. It is the love and trust you share that helps your child learn that you will always be there for her. This trust gives her confidence.

In your work:

- Be a safe "home base" for your baby. Watch how your child crawls away, then comes back to check-in with you. He wants to be sure you are still there and may be looking for some encouragement to explore some more
- **Establish routines for your baby.** Knowing what to expect helps babies feel safe, confident, and in control of their world. Try to keep daily routines in the same order and at the same time each day. For example, there may be a morning walk, then diaper change, then bottle, then stories.

Look for ways to make your home culture part of your child's everyday routines. A child's culture is an important part of who he is. The connection he

has to his culture shapes his identity and self-esteem in healthy and positive ways.

- **Teach your child's caregivers** the words your family uses for important people mother, father, grandparents) and things (bottle, blanket, pacifier, etc.).
- Choose books and music that reflect your home culture. These are often available at your public library for no charge and will quickly become a beloved part of your child's daily routines—bedtime, bath-time, or just driving in the car.



Home • Resources & Services

RECURSO PARA PADRES

Desde el nacimiento hasta los 12 meses: Desarrollo socioemocional

G English

A partir del nacimiento, los bebés aprenden quiénes son mediante la manera en que son tratados.



Las relaciones afectuosas les dan a los niños pequeños un sentido de comodidad, seguridad, confianza y estímulo. Ellas les enseñan a los niños pequeños cómo formar amistades, comunicar emociones y enfrentar a dificultades. Las relaciones sólidas y positivas también ayudan a los niños a desarrollar confianza, empatía, compasión y un sentido de lo correcto y lo equivocado.

A partir del nacimiento, los bebés aprenden quiénes son mediante la manera en que son tratados. Mediante las interacciones diarias, los padres, parientes y proveedores de cuidado envían a los bebés mensajes como: Tú eres listo. Tú eres bueno en darte cuenta de las cosas. Tú eres amado. Tú me haces reír. Me gusta estar contigo. Estos mensajes dan forma a la autoestima de un bebé.

¡Un bebé de seis meses ríe y ríe cuando su madre coloca una servilleta sobre su cara y luego la quita para decir "cu cú"! Cuando su madre trata de poner de vuelta la servilleta sobre la mesa, el bebé dice "e, e, e" y agita piernas y brazos para hacerle saber que él quiere que ella juegue otra vez ese juego. Ella hace lo que el bebé quiere y sigue jugando hasta que él se aburre. Este bebé está descubriendo que las relaciones con otros son satisfactorias y placenteras, que él es un buen comunicador y que sus necesidades y deseos son importantes.

Lo que usted puede hacer

Proporcione a los bebés un cuidado receptivo.

Cuidado receptivo significa correlacionar el cuidado con lo que su bebé necesita. Por ejemplo, su bebé de 10 meses podría comenzar a patalear, balbucear y agarrar cosas durante la comida para mostrarle que él quiere realmente sostener su propia cuchara. Usted sabe que él todavía no puede alimentarse a sí mismo, entonces usted le da una cuchara de bebé para que la sostenga en sus manos mientras usted continúa alimentándolo con otra. Esto es cuidado receptivo porque usted se tomó el tiempo para pensar en lo que significaba el comportamiento del bebé y descubrió una manera de apoyarlo.

En su trabajo:

- Conozca a su bebé. ¿Qué le gusta y qué le disgusta? ¿Cuáles son sus juguetes favoritos? ¿Cuál es el horario diario que funciona para él?
- Forme relaciones abiertas y colaboradoras con los proveedores de cuidados de su hijo. Hable con ellos sobre su bebé: su personalidad, lo que le gusta hacer, lo que le calma, lo que le irrita. Cuénteles cuál es el horario diario de su bebé y sus actividades típicas. El aprender más sobre su bebé (y su familia) ayuda a los proveedores de cuidado a satisfacer las necesidades de su hijo. La colaboración con los proveedores de cuidado ayuda a asegurar que cada uno de ustedes se siente respetado y respaldado.

Apoye las habilidades en desarrollo de los bebés.

Los bebés aprenden mejor cuando se les deja jugar, explorar y seguir sus intereses. Desarrollan nuevas habilidades cuando se les da la ayuda suficiente de modo que puedan superar una dificultad sin volverse demasiado frustrados. Por ejemplo, si usted ve que un bebé de cinco meses está tratando de darse la vuelta, usted podría sostener un juguete a su lado de modo que él trate de moverse para agarrarlo.

En su trabajo:

Deléitese en los descubrimientos de su bebé. ¡Me encontraste! ¡Tú retiraste el pañuelo que cubría mi cara y aquí estoy! Desarrolle las habilidades que su bebé ya tiene. Por ejemplo, si su bebé está tratando de construir con bloques y ha encimado dos bloques, ponga un tercero encima y pásele un cuarto bloque para su torre.

Sea afectuoso y protector.

Tocar, sostener, consolar, arrullar, cantar y hablar a su bebé envían el mensaje de que su bebé es especial y es amado. Si bien es fácil ser afectuoso cuando los bebés son lindos y adorables, también es importante ser afectuosos con los bebés cuando son difíciles, inquietos, lloran mucho o tienen cólicos. Cuando usted está con su bebé durante los momentos difíciles, ellos aprenden que se les quiere por lo que son, no importan las circunstancias.

En su trabajo:

- Dele abrazos y besos. Deje que su bebé sepa cuánto se le quiere.
- Sea paciente durante los momentos difíciles.** Tener cólicos, llorar e inquietarse son parte de la vida del bebé. Cuando usted puede apoyar a los bebés aun en sus momentos más difíciles, les están diciendo que pueden confiar en usted y depender de usted. Esto les hace sentirse seguros y hace que sea más posible que aprendan a calmarse a sí mismos cuando crezcan.

Ayude a su hijo a sentirse seguro y protegido.

Usted ayuda a su bebé a sentirse seguro y protegido cuando responde a sus llantos y otras comunicaciones; por ejemplo, alza a su bebé cuando levanta sus brazos como diciendo "¡Arriba!" Los bebés también se sienten seguros cuando reciben muchas muestras de afecto de usted y cuando sus días son previsibles. Es el amor y la confianza que usted comparte lo que ayuda a su hijo a aprender que usted estará siempre allí para él. Esto le da confianza.

En su trabajo:

- Sea un centro de seguridad para su bebé. Observe cómo su hijo se aleja gateando, luego regresa adonde usted está. Él quiere estar seguro de que usted sigue estando allí y puede ser que esté buscando estímulo para explorar un poco más.
- Establezca rutinas para su bebé. El saber qué esperar ayuda a los bebés a sentirse seguros, confiados y en control de su mundo. Trate de mantener las rutinas diarias en el mismo orden y al mismo tiempo cada día.
 Por ejemplo, puede ser una caminata por la mañana, luego cambio de pañales, luego el biberón, luego cuentos.

Busque maneras de hacer que la cultura de su hogar sea parte de las rutinas diarias de su hijo.

La cultura de un niño es una parte importante de quién es. La conexión que tiene con su cultura moldea su identidad y autoestima de maneras sanas y positivas.

En su trabajo:

- Enseñe a los proveedores de cuidado de su hijo las palabras que su familia usa para personas (madre, padre, abuelos) y cosas (biberón, manta, chupete, etc.) importantes.
- Escoja libros y música que reflejen la cultura de su hogar. Con frecuencia esto se puede conseguir en la biblioteca pública sin costo alguno y rápidamente se convertirán en una parte muy querida de las rutinas diarias de su hijo: la hora de ir a dormir, la hora del baño o sencillamente viajar en el auto.



Abuelos que crían a sus nietos

¡Juega conmigo! Actividades que hacen divertido el aprender del nacimiento a los doce meses.

Juegos más activos

- ¡Qué grande! Ponga a su nieto(a) en su regazo , Pregúntele: "¿Qué tan grande es (nombre del niño)?". Levante sus brazos al aire y dígale "Tan grandooote". A los bebés les encanta este juego y luego aprenderán a levantar sus brazos en respuesta a esa pregunta.
- El viento en la espalda. Ponga a su nietecita(o) boca abajo en una cobijita sobre el suelo. Sople debajo de una mascada o pañoleta y hágala volar sobre el niño y dígale: "siente el viento". Deje que la mascada caiga suavemente sobre su espalda y luego poco a poco destápelo. Muévala de un lado a otro frente al bebé y vea si la sigue con la mirada. Esta actividad divierte a la bebé y a la vez le da un "período de tiempo boca abajo" que es importante para que se desarrolle la fuerza de la parte superior del cuerpo.
- **Rueda y persigue**. Cuando su nieto ya esté gateando, muéstrele una pelotita o un juguete interesante. Ruédelo o póngalo a cierta distancia y anímelo a que lo alcance. Si el bebé ya está gateando, ponga el juguete más lejos cada vez para motivarlo a que siga moviéndose.
- **De pie**. Consiga varios pedazos de material con diferentes texturas, como una toallita, peluche, felpa, seda, etc. Sosteniendo al nietecito verticalmente (con sus manos debajo de sus brazos), deje que con sus pies toque los materiales (si el bebé ya gatea, puede gatear sobre las telas). Intente diferentes telas para ver qué texturas prefiere el bebé. Estos juegos estimulan que el niño se de cuenta de las diferentes texturas.

Juegos más calmados

- **Siga la luz.** Los bebés muy pequeños no tienen una visión tan buena como más tarde, pero sí perciben bien los contrastes entre la luz y lo oscuro. A la hora de dormirlo, mueva lentamente un haz de luz de una linterna portátil sobre la pared o el techo de la habitación donde duerme el bebé. Vea si lo puede seguir con sus ojos. Al ir creciendo, seguirá cada vez mejor el haz de luz, habilidad que se llama "seguir con la mirada".
- Haga su propio "acuario". Corte formas de peces usando esponjas de las que se usan en la cocina, y póngalas en una bolsa de un galón que se pueda cerrar, llénela con más o menos una taza de agua. Para mayor diversión, ponga unas gotitas de colorante de comida de color azul, puede añadir un poco de diamantina o conchitas. Selle la bolsa y luego oclúyala con cinta adhesiva para asegurarse que se mantenga cerrada. Deje que el bebé estruje los peces y que la manotee cuando está sentando en su sillita alta o en el piso con usted.
- Haga un móvil con hojas. Haga un móvil de hojas para su nietecita (o) poniendo unas hojas secas de distintos colores y laminadas con plástico. Corte las formas de las hojas, perfore un agujero en cada uno, y cuélguelas con un cordón de estambre de un gancho de colgar ropa. Cuando el bebé esté boca arriba, oscile el móvil suavemente para que las hojas revoloteen. Muévalo a la izquierda, a la derecha y en círculo. (El móvil no debe estar al alcance del bebé cuando ya no estén jugando con él). Estas actividades aumentan la capacidad del bebé de seguir objetos visualmente y con la mano.





• **Toca y toca.** Haga un libro de distintas texturas para su nietecita(a) cortando cuadros de distintas telas, y pegue cada uno en una tarjeta de cartoncillo. Haga un agujero en la esquina de cada tarjeta y sujételas juntas con estambre. Tome la manita de su bebé y póngala en contacto con cada textura y vea cómo responde. Al ver el libro entre los dos juntos, usted puede nombrarle el color y la textura del material.

Actividades que ayudan al niño a pensar

- Envoltura. Envuelva una bola hecha con papel encerado en una mascada o pañoleta y átela. Enséñesela al bebito y vea si quiere alcanzarla, tomarla, apretarla o estrujarla. Observe su carita para ver si está interesada o sorprendida por los sonidos que hace el material. Puede usted poner en palabras lo que ve en su cara. "Uy, hace ruiditos, truena. ¿qué hay adentro?". Estos juegos la ayudan a tener conciencia de sus sentidos, a alcanzar, sujetar con la mano y al desarrollo del lenguaje.
- Bebé ante el espejo. Sostenga a su nietecito en sus brazos enfrente del espejo. Señale las partes de su cuerpo y nómbrelas, ojos, nariz, boca, brazos, etc. Luego, retírese del espejo y pregúntele: "¿Dónde está el bebé?". Los juegos de esconder y encontrar ayudan a que el niño tenga mejor conciencia de su propio cuerpo, darse cuenta de que es un ser distinto de usted.
- Encuéntralo. A medida que su nieta (o) se acerca al primer cumpleaños, tal vez le gustaría jugar a "encuéntralo". Cuando esté sentado en su sillita alta o en el piso, muéstrele una de sus sonajas preferidas u otro juguete pequeño. Luego cúbralo con un trapito de cocina. Espere un momento a ver si el bebé trata de destaparlo. Si no es así, enséñele dónde está. Estos juegos ayudan al desarrollo de la capacidad de pensar y para resolver problemas.
- Haciendo combinaciones. Entre los seis y los doce meses, el bebé empieza a comprender cómo los objetos funcionan unos con otros, lo que se puede hacer relacionando a uno con otro. Para practicar esta destreza, ofrézcale al bebé algunos bloques pequeños, fáciles de tomar con la mano y muéstrele cómo los puede dejar caer en una cubeta, vaso de plástico o plato hondo. Al combinar los bloques y el vaso, es una forma de enseñarle cómo dos objetos distintos se pueden relacionar.

Actividades para los sentidos

- ¡Escucha!. Muéstrele al bebé una campanita y hágala sonar suavemente para que la oiga. Espere a que se enfoque en la campanita y luego póngala detrás de usted o cúbrala con un trapito. Luego pregúntele:"¿a dónde se fue?". Sáquela y hágala sonar desde un sitio diferente. Espere a que su nietecito(a) la haya encontrado de nuevo con la mirada. Esta actividad enriquece su conciencia de los sonidos.
- **Huele esto.** Dele a su nieta(o) de seis meses de edad en adelante, la oportunidad de usar el olfato. Cuando usted corte una naranja, póngala con cuidado bajo la naricita del bebé para que la huela. Cuando tenga en sus manos canela o clavo para hacer un platillo, deje que los huela también. Podría decirle: "*Huele esto, olemos con nuestra nariz*", y luego señale su propia nariz. Recuerde que



Al poner el bloque y la taza juntos le muestra cómo corresponden las cosas.





cada niño procesa la información sensorial de un modo diferente. A algunos bebés les pueden gustar los olores y a otros no. Estas actividades le ayudan a su nieta a conectar la información sensorial con sus experiencias de la vida cotidiana.

- **Diferentes sonidos**. Junte objetos distintos que hagan varias clases de ruidos. Muévalos, agítelos o sacuda cada uno para el bebé. Si el niño trata de alcanzar uno y asirlo, déjelo y que lo explore son sus manitas. Estos juegos aumentan la capacidad de pensar del niño y el desarrollo muscular fino.
- **Pruebe un masaje**. Cuando termine de darle el baño a su nieto, tómese un momento para hacerle un masaje suave en sus brazos y piernas con aceite para bebé (pregunte a los padres del niño si prefieren alguna marca). A medida que hace el masaje, mueva las piernitas del bebé con cuidado en diferentes direcciones, y ponga sus bracitos sobre el pecho y luego extiéndalos de nuevo. A muchos bebés los calma y serena el masaje. Esta actividad les enseña que el tacto puede producir calma y que su cuerpo es especial y le pertenece. Pero claro, siga las señales del bebé y deténgase si parece que el bebé no está a gusto.

Actividades para fomentar el lenguaje

- ¡Saca tu paraguas! Cántele una canción infantil de lluvia (por ejemplo "llueve, llueve, como llueve"). Al terminar la canción deje caer sobre el cuerpecito uno o dos puñados de borlas (o pequeños pompones). ¿Le gusta esta sensación?. Si el bebé parece interesado, al abrir más los ojos, sonreír, mover pies y brazos, hágalo de nuevo. Si su nietecito llora, inténtelo de nuevo pero un tiempo después. Las preferencias de los bebés cambian rápidamente. Cantarle es una forma excelente de promover la capacidad de lenguaje. Este juego también le ayuda a tener más conciencia de sí mismo como individuo, diferente de usted.
- Retrato perfecto. Tome fotos de amigos y miembros de la familia que participan en la vida de su
 pequeña nieta(o). Pegue cada fotografía en una tarjeta de cartoncillo y lamínela con plástico o tela
 adhesiva. Enséñele las fotos al bebé y diga el nombre de cada persona. Con el paso del tiempo,
 su nieto empezará a señalar, sonreír y tratar de alcanzar la gente que muestra la foto. Estas
 actividades promueven la capacidad de memoria del niño y el desarrollo del lenguaje.
- Jugar con los dedos. Cante canciones con su nieta(o) que pueden acompañarse de movimientos con las manos. Por ejemplo, canciones y rimas como "tortillitas de manteca, tortillitas de maíz" o "Tengo manita, no tengo manita..." y "tortillitas para mamá...", tienen movimientos de las manos para la canción. Cuando el pequeño puede usar sus manos y dedos, empieza a intentar copiar sus movimientos, y en menos de lo que usted piensa, estará cantando junto a usted.
- Hola y adiós. Cuando su nietecito tiene entre seis y mueve meses, puede participar en el juego del "cu-cu" (peek-a-boo). A casi todos los niños les encanta este juego. Cuando usted muestra su cara antes oculta por un trapo o por sus manos puede decirle "hola". Cuando va a desaparecer su cara, mueva su mano y dígale "adiós". Al acompañar sus gestos con palabras, al pasar el tiempo el bebé empezará a comprender su significado. Tal vez empiece a repetir las palabras.

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Home • Resources & Services



Activities for Bonding and Learning from Birth to 12 Months

Apr 18, 2016

Try these fun games and activities with your children and watch how their eagerness to learn and their relationship with you grow!

So Big!

Play "So Big." Ask: "How big is the baby?" Then lift his arms up into the air and say: "Sooooo big!" Babies love this game and will eventually learn to lift their arms in response to your question.

Sound It Out!

Gather several different objects that make distinct noises. Jingle, tap, or shake each one for the baby. If she reaches out to grasp one of the instruments, let her hold it and explore it with her hands. Sensory games like this enhance babies' tactile awareness and listening skills. Grasping objects encourage fine (small) muscle development.

Please Touch!

Cut 3x3 inch squares of fabrics (such as lace) and papers (such as sandpaper) with different colors and textures. Glue each square onto a sturdy piece of paper or posterboard. Let the babies touch each card and explore the texture with their hands. Do they want to hold the cards themselves? Reaching and grasping behaviors show you that babies are now beginning to act on their desires.

Wrap It Up!

Wrap a ball of waxed paper in a scarf and tie it up. Let the children reach for it, grasp it, squeeze and crinkle it. Watch their faces to see if they are interested or surprised by the sounds the package makes. You can put into words what you see on their faces, "Wow! It crinkles and crackles. What's inside?" Games like this encourage tactile awareness, reaching, grasping, and language development.

On Your Feet!

Gather several pieces of material with different textures. Hold baby upright (with hands under baby's arms) with baby's feet touching one of the fabrics. Try a few

different fabrics to see which textures she prefers. Sensory games like this enhance your baby's tactile awareness and body awareness.

Wind at Your Back!

Place baby on a soft blanket on her tummy. Billow a light scarf in the air above her and say, "Feel the wind!" Let the scarf gently fall on her back and then slowly pull it off her. If she likes this activity, try it again but lying on her back this time. The feel of the scarf builds your baby's tactile and body awareness.

Smush and Squeeze, If You Please!

Cut little fish shapes from a kitchen sponge. Slide them into a gallon-size resealable plastic bag. Fill the bag with water (add a few drops of blue food coloring, if you'd like). Place the bag on your baby's high chair tray and let him touch and squeeze it. The sensory experience of exploring this squishy, cool object will fascinate him...and enhance his growing sense of touch.

Baby In the Mirror!

Hold baby in your arms in front of the mirror. Talk about and point to her body parts—eyes, nose, mouth, arms, etc. Then step away from the mirror and ask, "Where did baby go?" Move back in front of the mirror and say, "There's the baby!" Hide-and-seek enhances babies' growing sense of body awareness, or the knowledge that they are separate from you.

Do You Hear It?

Show baby a bell and then gently ring it so he can hear. Sing, "Do you hear it? Do you hear it, baby dear, baby dear? Listen to the bell ring; Listen to the bell ring; Ding, dong, ding; Ding, dong, ding" (to the tune of "Frere Jacques"). At the end of the song, show baby how you hide it behind your back. Slowly bring it out once more, to jingle and sing again. This activity enriches your baby's auditory awareness.

Get Out Your Umbrella!

Sing "It's Raining, It's Pouring" to babies and at the end of the song, drop a handful or two of soft, colorful pompoms over their bellies and chests. How do they like this exciting game? If they look interested—widening their eyes, smiling, kicking arms and legs, try it again. If a baby cries, wait until she's a little older and try again. The game encourages babies' awareness of themselves as an individual, separate from you.

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Toddler Resources









Peek-a-Boo. I See You!

I Love You Rituals

Materials: This game can be played without any materials or with towels, scarves, or any other objects that you or the child can hide behind.

Preparation and Instructions: This is a traditional game that most people have played. You may play the game by covering your face or the child's face.

The Game: Begin the game with one of you hiding behind one of the objects. Then proceed by saying, "Where is Ashley? Where could she be? She was just here. Is she in my shoe? Is she under the rug? Is she in my hand?" Look in silly places. Continue until

Peek-a-boo!

you find the child. When you find her, say, "There you are!" Then describe what you see. You may say, "I see your blue eyes, your pinky finger, and your two knees." By describing the child to herself, you become a mirror for her. This mirroring strengthens your child's brain, literally wiring her for future self-control.

Walk and Stop

1 Love You Rituals

Rituals

Preparation and Instructions: Pick the child up in your arms.

The Game: Sing or chant the following words with any tune that works for you: "You walk and you walk and you walk and . . . STOP!" As you sing this song, take steps with the child in your arms. When you say, "STOP," bring your body to a quick halt. Repeat the song as you move around the room carrying the child.

Variations: Change the movements as you carry the child. Change from walking to jumping. You jump and you jump and you jump and . . . STOP! Try swaying, swinging, marching, skipping, hopping, wiggling, and leaping. Let your imagination go!

Goodnight Elbow

Preparation and Instructions: Add this delightful game to your child's bedtime routine.

The Game: Tell your child, "I am going to say goodnight to your ears, your hair, your forehead, your eyebrows, your shoulders, and your elbows." Continue down the child's body, saying goodnight to as many parts as you want to. Each time you say goodnight to a body part, touch that part. Each touch involves a gentle massage, helping your child relax for a good night of sleep. Take your time. Use the time to relax as well by emptying your mind of clutter and being totally present with your child.

Variation: In the morning, play "wake up elbow." Tell your child, "I am going to wake up your hair, your ears, your chin, your thumb, and so on. Touch each part that you "wake up."

Soothing and Relaxing Games





Created by Abbi Kruse & The Playing Field, Madison, WI

800.842.2846

Conscious Discipline.com







I like to play with my friends.



800.842.2846 ConsciousDiscipline.com



My teachers love me a lot.



800.842.2846 Conscious Discipline.com



I can't go to school right now.



800.842.2846 ConsciousDiscipline.com



At school there are a lot of other children.



800.842.2846 Conscious Discipline.com



When a lot of children are together, they sometimes share their sneezes and coughs.



800.842.2846 Conscious Discipline.com



Sharing sneezes and coughs can make everyone sick.



800.842.2846 Conscious Discipline.com



I am staying home until all my friends and my teachers are healthy.

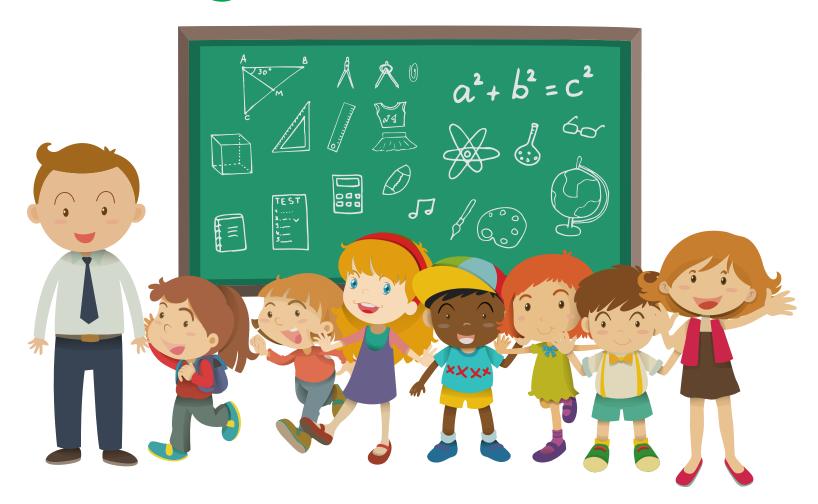




800.842.2846 Conscious Discipline.com



When everyone is healthy, we can go back to school.



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My teachers love me and they are thinking of me.



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Story Hand

A Story Hand is a gentle hand massage accompanied by a personalized social story that helps a child deal with stress or anxiety. The story you tell will reflect a specific, personalized experience or concern for the child.

This graphic summarizes how to conduct a Story Hand. Slow down, be present, connect and enjoy this profoundly helpful activity with a child who is having a tough time.

Conscious Discipline.com



"This little finger likes to draw ladybugs."

"This little finger likes to swing."

> "This little finger likes to blow bubbles."

Hold child firmly by the wrist. On each finger, tell a story about the child's life. "This little finger likes to run."

Thumb: Describe the problem area or concern

"But the thumb said, 'What about me?' The thumb was worried it might not like joining soccer." Fold child's thumb in and wrap fingers around it and say, "The fingers said, 'You're safe. You can do it." We know you can do it." Give a little squeeeze to the hand to cement it in the brain.

Story Hand

To help a child manage stress

Start at the pinky finger. As you massage each finger tell the story of the child's life. The thumb discloses the stressor and at the same time reassures the child that s/he is safe and capable.

Conscious Discipline.com © Loving Guidance, Inc.

Washing Your Hands









Teach children to wash their hands:

 Upon arrival to the center

Hello

Before and after eating



After using the

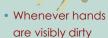
toilet/diapering

After coughing or contact with body fluids: runny nose,

Before and after using water tables

blood, vomit

- After outside play
- After handlina pets



 Before going home

1. Turn water on.

- Be sure clean, disposable paper towels are available.
- Turn on warm water.

2. Wet hands.

Wet hands with water.

3. Apply soap.

Apply liquid soap.

4. Wash hands.

 Wash hands well for at least 20 seconds. Rub top and inside of hands, under nails and between fingers.



5. Rinse hands.

 Rinse hands under running water for at least 10 seconds.



6. Dry hands.

• Dry hands with clean, disposable paper towel.



7. Turn water off.

• Turn off the water using the paper towel.



8. Throw paper towel away.

• Throw the paper towel into a lined trash container.





Healthy Child Care Iowa

www.idph.iowa.gov/hcci 1-800-369-2229

Lavado de Manos









Enseñe a los niños a layarse las manos:

Al llegar al centro

 Antes y después de comer

hóla!



 Después de ir al baño o de que se les cambian los pañales

Después de toser o tocar líquidos cor-

- porales, excreciones nasales, sangre o vómito
- Antes y después de usar las mesas de agua
- Después de jugar afuera
- Después de tocar animales domésticos
- Cuando sea que las manos se vean claramente sucias
- Antes de irse a casa

1. Abra la llave.

- Asegú rese de que h aya toallas de papel limpias.
- Abra la llave de agua caliente.

2. Mójese las manos.

• Mójese las manos con agua.

3. Aplíquese jabón.

 Aplíquese jabón líquido en las manos.

4. Lávese las manos. • Lávese bien las manos durante

20 segundos. Frote la parte de arriba y la parte de adentro de las manos, debajo de las uñas y entre los dedos.



5. Enjuáguese las manos.

• Enjuáguese las manos bajo el agua por lo menos 10 segundos.



6. Séquese las manos.

• Séquese las manos con una toalla de papel limpia.



7. Cierre la llave de agua.

• Cierre la llave de agua usando la toalla de papel.



8. Bote la toalla de papel.

• Bote la toalla de papel en un basurero con bolsa.



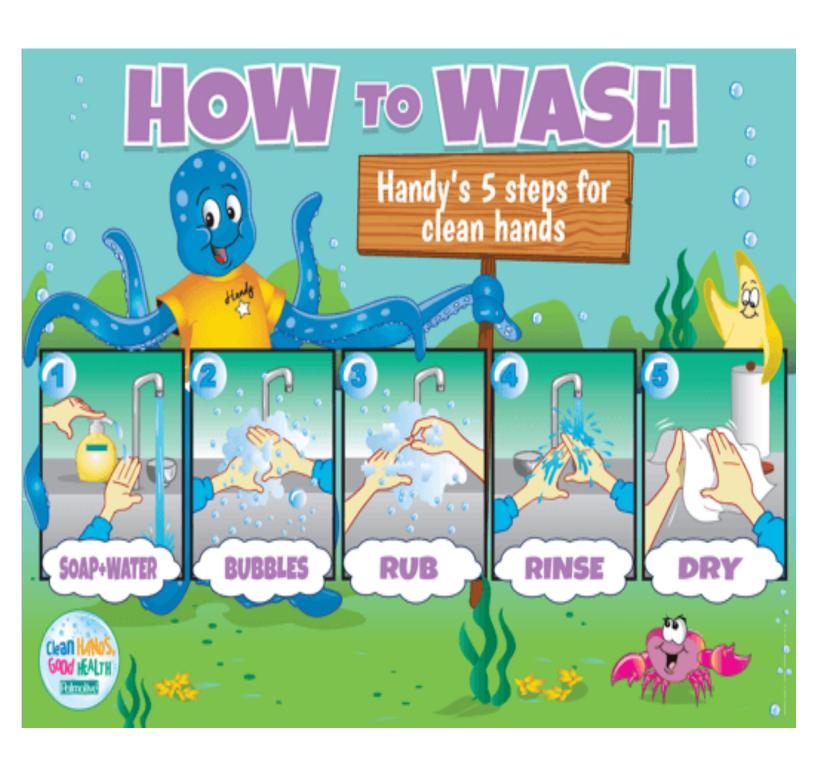


Healthy Child Care Iowa

www.idph.iowa.gov/hcci 1-800-369-2229

Handwashing is an important hygiene skill and especially important for the prevention of illnesses. This document provides several examples of visuals that are helpful in teaching and reminding children about the steps of thorough hand washing.





Let's Wash Our Hands!

Whooshy washy! Wet our hands Under running water

Add some soap and Rub them hard Don't miss any part!

Between our fingers Under the nails Rid germs without fail

Front and back And round the wrist No germs will be missed!

They may hide But we shall seek So we will not fall sick!

Splishy splashy Bye bye germs Down the drain they squirm

With clean towels We dry our hands Now let's show our friends!

Copyright © HPB P E 46206



Palm to palm



etween finger



Back of hands



Base of thumbs



Back of fingers



Fingernails





Rinse and wipe of

Remember to wash our hands:









After sports or playing outside



Health Promotion Board

HAND WASHING





🌉 Washing hands

	Water on
	Hands wet
	Rub hands with soap
A STATE OF THE PARTY OF THE PAR	Rinse
	Water off
	Dry



MOTHERCOULD

TASTE SAFE BLOCKS

YOU'LL NEED:

- -Clear gelatin powder
- -Boiling water
- -Food coloring
- -Parchment/wax paper
- -Containers

- 1.Add the gelatin powder to a bowl.
- Measure 3/4 of the indicated amount of water ratio and add a drop of food coloring.
- Pour into the bowl and mix immediately or the gelatin will clump up. In the video you'll see I added first one cup of water, mixed, and then another 1/2 cup. I did that so that I could mix before it clumped.
- 4. Line the container with parchment paper and pour mixture in.
- 5. Refrigerate for 3-4 hours.
- When the gelatin is firm, pull the wax paper out of the container and cut into large blocks.



YOU'LL NEED:

- -1/4 cup salt
- -1/2 cup flour
- -1/2 cup water
- -Food coloring

- 1.Mix the flour and salt in a bowl.
- Add a few drops of food coloring to the water. Pour into the flour and salt mixture.
- 3. Whip well until and the clumps dissolve.
- *You can add more or less water depending on the consistency you desire.
- **Store in the refrigerator. Can keep for 6 months or so.



YOU'LL NEED:

- -1/4 cup chia seeds
- -1 + 3/4 cup water
- -Food coloring
- -3-4 cups corn starch

- 1.Mix the chia seeds, water and food coloring together.
- 2. Cover and refrigerate overnight.
- 3. Uncover and add the corn starch a little at a time. About a cup at a time. Mix and then continue until you achieve the desired consistency. Should be like regular slime. Slimy but can be easily taken off the hands.
- Store covered in the refrigerator. You will need to add a little water each time you take it out to use it. It will reactive the slime.





MOTHERCOULD ICE PAINTS

YOU'LL NEED:

- -lce cube tray
- -Water
- -Food coloring
- -Popsicle sticks

- 1.Fill an ice cube tray with water. Don't over fill
- 2. Add a small drop of food coloring to each cube.
- Cut a popsicle stick in half. Use the flat edge side to mix the water and food coloring. Leave the popsicle stick inside
- 4. Freeze overnight
- *When painting, use water color paper for best results.



MOTHERCOULD

PUFFY PAINT

YOU'LL NEED:

- -Glue
- -Shaving cream
- -Food coloring
- -Ziploc bag
- -Scissors

- 1.Add equal aparta glue and shaving cream in a bowl.
- 2. Add food coloring and mix well.
- □If you want to use the paint in a DIY piping bag:
- 1.Add the paint to a ziplock bag.
- 2.Close the bag and cut a small piece of corner off.
- 3. Squeeze the paint through the opening



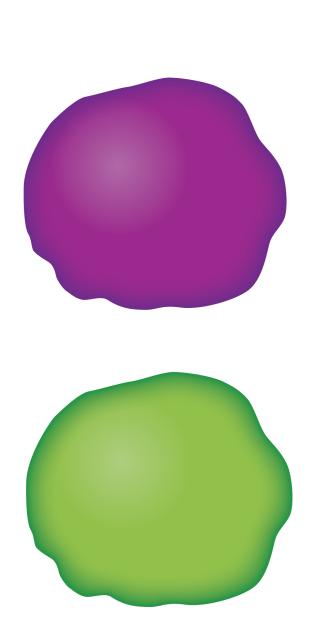
YOU'LL NEED:

- -1/2 cup baby cereal (I used a multigrain one)
- -3/4 to 1 cup of water
- -Food coloring

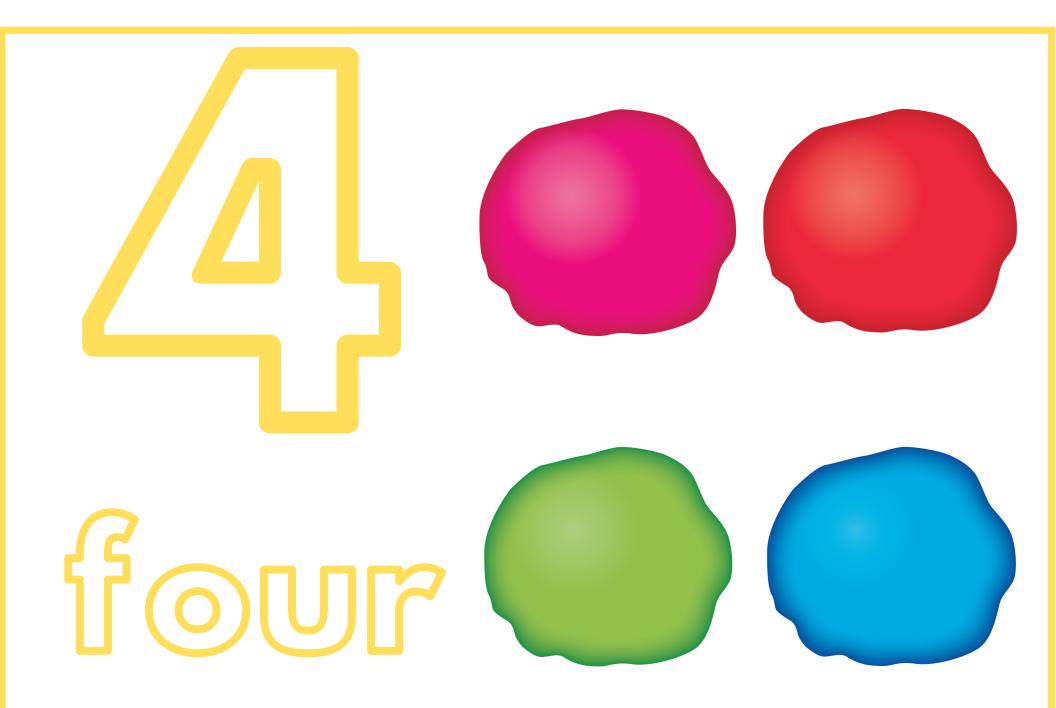
- 1.Add the baby cereal, water and food coloring to a food processor. If you don't have one, you can mix with a whisk.
- Mix until color is well blended. Adjust water quantity based on the consistency you'd like.
- *Even though this recipe is taste safe, I still like to discourage my girls from eating it. It helps when I introduce real paint and food coloring is not great to eat.
- **Make sure you are constantly supervising your little ones doing any activities especially if they are babies. These suckers are fast!





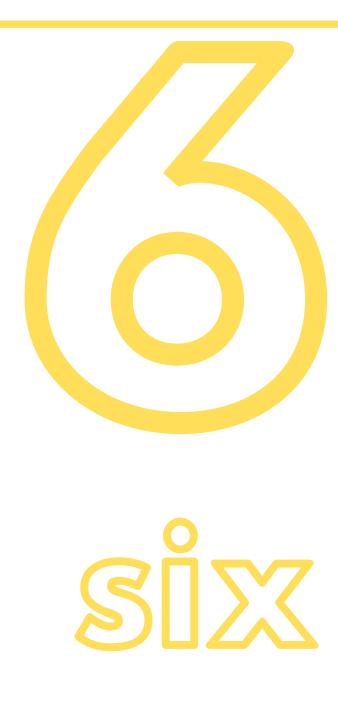


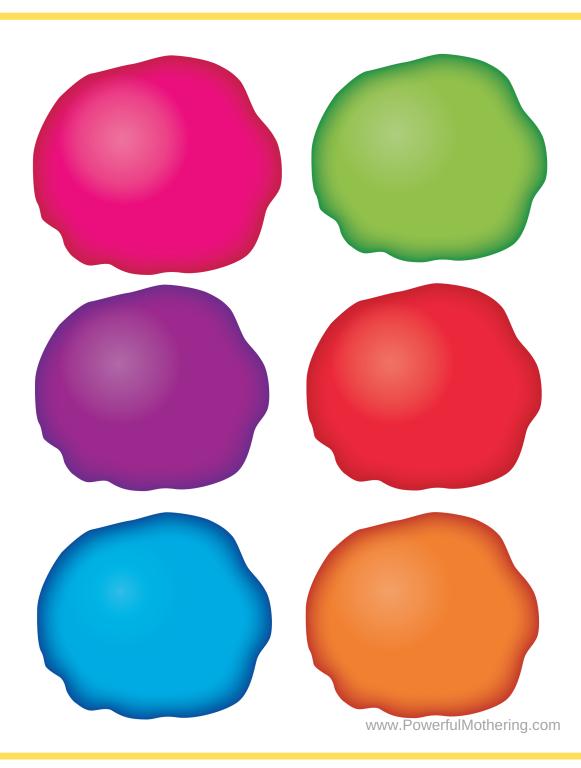






www.PowerfulMothering.com









www.PowerfulMothering.com





Homemade play dough!

1 cup of flour
½ cup of salt
2 tsp. Cream of tartar

1 cup of water
1 tbs. oil
Food coloring of your choice

Mix liquids together – gradually stir in dry ingredients

Cook over medium heat – stirring constantly until a ball forms

Remove from heat and knead – keep in an air tight container

Enjoy and have fun creating with your child ©

The Best Crafts for Toddlers



by **Kaitlin Stanford** Updated: July 9, 2019



These toddler art projects will inspire your child and help him unleash his creativity. If you've ever handed a toddler some finger paint, a blank sheet of paper and watched him go wild, then you know the endless amount of fun crafts can bring. But art activities get little minds going in more ways than one. As your toddler's tiny hands experiment with mixing colors and creating swirls on the page, he won't just be entertained — he's also flexing important developmental skills, exploring his imagination and gaining a sense of independence by creating something of his very own.

Why arts and crafts are beneficial for toddlers

According to Christina Johns, M.D., a pediatrician and senior medical advisor for <u>PM Pediatrics Urgent Care</u>, toddler crafts benefit kids in ways big and small, starting with how they help refine both gross and fine motor coordination. Even if little ones aren't quite sure what they're making or are unable to follow all the

steps without assistance, that's okay: They're still getting a lot more out of art projects than you might think.

ADVERTISING

"Working with their hands and practicing repetitive motions and activities also helps with focus and discipline," says Dr. Johns. For example, picking up objects helps refine their pincer grasp, she says.

Arts and crafts also give toddlers a sense of spatial orientation, a cognitive skill that can help with flexibility, dexterity and more. "Carrying supplies and cleaning up helps gross motor transferring skills," says Dr. Johns, adding that crafts also help young children make decisions and learn from their mistakes.

In other words: Encouraging any kind of creative play with toddler crafts can be beneficial, even if your little one isn't ready to do much yet. Just take things slow, and don't expect him to be making some elaborate paper mache masterpiece any time soon.

"Encourage your child to speak their mind and tell you, in their own words and way, what they are thinking and planning as they make decisions about arts and crafts — which colors to use, what to put where, etc.," says Dr. Johns. "This encourages verbal development and sentence formation."

Perhaps most importantly, toddler crafts give little ones a sense of accomplishment that boosts their self-esteem.

"Gaining confidence and feeling good about oneself is important for children at this age," says Dr. Johns, "so patience, praise and a positive attitude go a long way in making these activities go well."

The best crafts for toddlers

Not sure what makes an art project appropriate for toddlers? Think simple, says Dr. Johns.

"Toddlers should be focused on simple activities that aren't too complex or above their developmental level," she notes, explaining that choosing activities with just a few steps is best, since complex crafts might make little ones feel frustrated or cause them to lose interest. She also suggests using crafting elements that aren't too small or difficult to manipulate.

"Working with beads or buttons (while supervised) can help with counting skills, [while] gluing objects or painting (like color by number) can help with naming items, color selection, numbers and vocabulary," she says.

Above all else, make sure toddler art projects are fun — but also keep a close watch. You may have to jump in on a few tasks that involve steps like cutting to ensure your little one doesn't hurt herself or ingest anything while working with the materials.

Ready to dive in? Scroll on for fun and easy crafts for toddlers that you and your little one will love.

Homemade Stamps Craft



Happy Hooligans

Toddlers love dipping stamps into ink pads or paint and leaving their mark all over the page. Jackie from Happy Hooligans suggests using common household items to make your own stamps, such as wine corks, bottle caps and toy blocks, which are easy for little hands to grab (and are likely laying around your house, anyway).

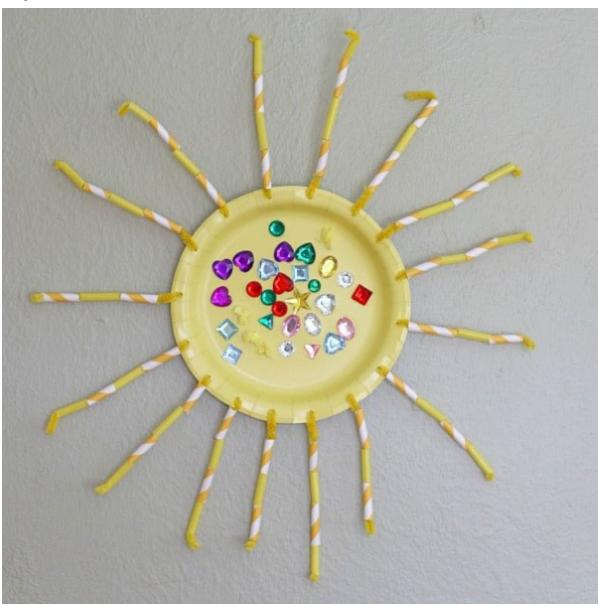
What you'll need:

Large bottle caps, wine corks or other small items with a flat surface

- Foam shapes
- Glue gun
- Blank paper
- Paint, ink or markers to dip the stamps into

Get the instructions: happyhooligans.ca

Paper Plate Sun Craft



Buggy and Buddy

Here comes the sun! This fun and simple paper plate craft will definitely work on those fine motor skills, as little ones carefully glue each of the sun's "rays" on

(AKA yellow pipe cleaners). You can also practice counting with your tot as she crafts to work on those math skills.

What you'll need:

- 1 small yellow paper plate (or a white one your toddler can paint yellow)
- 1 single hole punch
- Yellow pipe cleaners
- Yellow straws
- Scissors
- Yellow tissue paper squares
- Liquid glue
- Sequins or jewels (optional)

Get the instructions: <u>buggyandbuddy.com</u>

Painted Pasta Necklace Craft



Pink Stripey Socks

Encourage little ones to make their very own wearable art with nothing more than some pasta noodles, paint and string. You'll probably have to give your toddler a hand stringing each noodle, but chances are she'll love wearing the finished product.

What you'll need:

- Craft paint
- Paint brushes
- Pasta noodles

- Yarn
- Tape
- Scissors
- Scrap paper
- Wax paper
- Cup for water
- Disposable plate or palette to hold paint
- Painter's tape (optional)

Get the instructions: pinkstripeysocks.com

Leaf Painting Craft



The Best Ideas for Kids

Nature-inspired art teaches toddlers to learn about the world around them in a whole new way. Before getting started on this craft, take a walk with your little one and encourage him to pick out different leaves that catch his eye. After, watch as he paints each one in a pretty color and creates leaf impressions across the blank page.

What you'll need:

- Acrylic paint
- White cardstock

Leaves from the outdoors

Get the instructions: thebestideasforkids.com

Paper Cup Flowers Craft



How Wee Learn

This pretty flower craft makes for a fun afternoon activity, and it's also a great gift for Mom or Grandma. It involves painting a simple white paper cup with a small stone and then cutting the sides into strips to create the petals — though for toddlers, you'll need to step in with that part.

What you'll need:

- Small round stone
- White paper cups
- Paint
- Paper plate

Get the instructions: howweelearn.com

Caterpillar Suncatcher Craft



Fireflies + Mudpies

This caterpillar suncatcher offers toddlers a fun indoor activity. Using the colorful tops of extra Play-Doh lids, you can help guide your little one as he sticks them to the window, forming a happy little caterpillar. Then show him where to glue on the tiny caterpillar legs, ears and eyes to complete the friendly face.

What you'll need:

- Play-Doh lids (5 small and 1 large)
- Glue dots
- 2 small wiggly eyes
- Black permanent marker
- 2 black pipe cleaners
- Tape
- Scissors

Get the instructions: firefliesandmudpies.com

Under the Sea Preschool Plate Craft



Daisy Cottage Designs

In this craft, toddlers can turn an ordinary paper plate into a pretty blue fish bowl, complete with a friendly yellow fish that lives inside. Using tissue paper to make the seaweed and white beans for the sandy bottom will also create more of a sensory experience.

What you'll need:

- Paint (preferably blues and greens)
- Paint brushes or sponge
- Paper plate

- Piece of white card stock
- Green and yellow tissue paper
- White beans
- Fish template
- Glue
- One set of googly eyes

Get the instructions: daisycottagedesigns.net

Rainbow Tree Craft



Babble Dabble Do

Ana from Babble Dabble Do is a big fan of nature crafts that inspire kids to look differently at the world around them. But here's an added bonus: These types of art activities are also low-cost and sometimes even free. This craft is no exception — it involves taking a large downed branch from your yard or a nearby wooded area, "planting" it in a bucket filled with sand and then letting little ones paint it however they wish.

What you'll need:

- Tree branch
- Bucket
- Sand
- Acrylic paint
- Paintbrushes

Get the instructions: <u>babbledabbledo.com</u>

Felt Board Tree Craft



Crafts by Amanda

Introduce the concept of seasons to your kiddo by letting her play with felt to create a tree and naturescape that reflects the season you're in. You'll have to do a little prep work when it comes to the cutting, but then you can encourage her to place flowers and leaves within the scene wherever she likes.

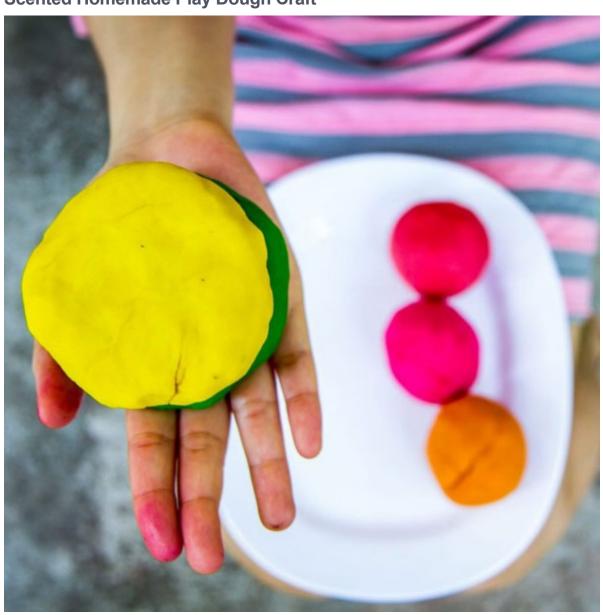
What you'll need:

- 8×10 piece of cardboard
- 1 sheet light blue felt
- 1 sheet green felt

- 1 sheet white felt
- 1/2 sheet brown felt
- Various colors of felt (scrap pieces work, too)
- Scissors
- White craft glue

Get the instructions: craftsbyamanda.com

Scented Homemade Play Dough Craft



The Hippie Homemaker

If you're looking for a toddler art project that's more of a sensory play activity, scented play dough is kind of perfect. Your tot can assist in helping you whip up different batches of the colorful dough by pouring the ingredients into a bowl before you mix them. After it's ready, watch as he has a blast kneading the dough and creating fun shapes and creatures.

What you'll need:

- 1 cup all-purpose flour
- 1/2 cup salt
- 2 teaspoons cream of tartar
- 1 cup filtered water or cooled tea (for flavors)
- 1 1/2 tablespoons unrefined coconut oil
- Food coloring
- Essential oils, flavor extracts and/or spices (optional)

Get the instructions: thehippyhomemaker.com

Foam Sticker Roller Craft



No Time for Flashcards

Get ready to get messy! This simple craft lets toddlers mix colors, make patterns and have fun using the rolling pin to create a true work of art. This isn't exactly one of those crafts that'll come out looking Pinterest-perfect, but it doesn't matter — it'll be fun, and kids will work on motor skills as they move the rolling pin about the page.

What you'll need:

- Large sheets of paper
- Poster paints in a variety of colors

- Plastic plate to put the paint on
- Glitter (optional)
- Rolling pin
- Foam stickers (whatever design you prefer)

Get the instructions: notimeforflashcards.com

Handprint Calendar Craft



Crazy Adventures in Parenting

The best art projects are the ones that double as great gifts — and this toddler craft is no exception. You and your tot can work on this project all in one day, or incrementally over a couple of weeks to compile the finished product: A one-of-a-kind handprint calendar for Mom, Dad, Grandma, Grandpa... you name it!

What you'll need:

- Smocks
- Several size paint brushes
- Several colored paints
- Construction paper
- Markers
- Sharpies
- Glue
- Glitter
- Newspaper to place beneath your painting area

Get the instructions: <u>crazyadventuresinparenting.com</u>

Rainbow Cereal Craft



Crazy Adventures in Parenting

Good luck not getting hungry while making this one! Using marshmallows and strategically placed pieces of rainbow cereal, your toddler can create a colorful rainbow while practicing her counting skills and color recognition.

What you'll need:

- Fruit cereal
- Mini marshmallows
- Paper plates

- Blue crayon
- Glue

Get the instructions: <u>crazyadventuresinparenting.com</u>

Valentine's Day Paper Wreath Craft



Glue Sticks and Gumdrops

The good news? There's no wrong way to make this Valentine's Day-themed wreath, which offers little learners a fun and tactile activity. Once you cut out the center of the paper plate, toddlers will have fun gluing each piece of colorful

tissue paper to the wreath, and will be super proud when you hang their work of art from the front door.

What you'll need:

- Tissue paper squares in red, pink and white
- Paper plate with the center cut out
- School glue or glue sticks
- Cellophane paper with hearts (optional)
- · Red, pink or white pipe cleaner

Get the instructions: gluesticksandgumdrops.com

Yarn Stamping Craft



Fantastic Fun and Learning

Creating patterns and prints with stamps is always fun for toddlers, and these DIY yarn stamps help teach kids about different textures and materials. You can use play toy blocks to wrap the yarn around, or even cut up floral foam, like Shaunna from Fantastic Fun and Learning did for this craft. Kids will love the bold, interesting patterns they create once dipped in paint and pressed against a sheet of paper.

What you'll need:

- Washable tempura paint
- 3 different colors of string
- 3 blocks (or floral foam cut into blocks)
- Scissors
- White paper
- Paint tray

Get the instructions: fantasticfunandlearning.com

Apple Print Craft



Make and Takes

Here's another fun paint stamping craft that involves something you likely already have at home: apples! Simply cut them down the middle and let your toddler use the halves as makeshift stamps to press against the stark white paper. You can even use different kinds of apples to teach your little one about the various colors and varieties while you're at it.

What you'll need:

- Several apples (one kind, or a variety)
- · White paper
- Washable paints

Get the instructions: makeandtakes.com

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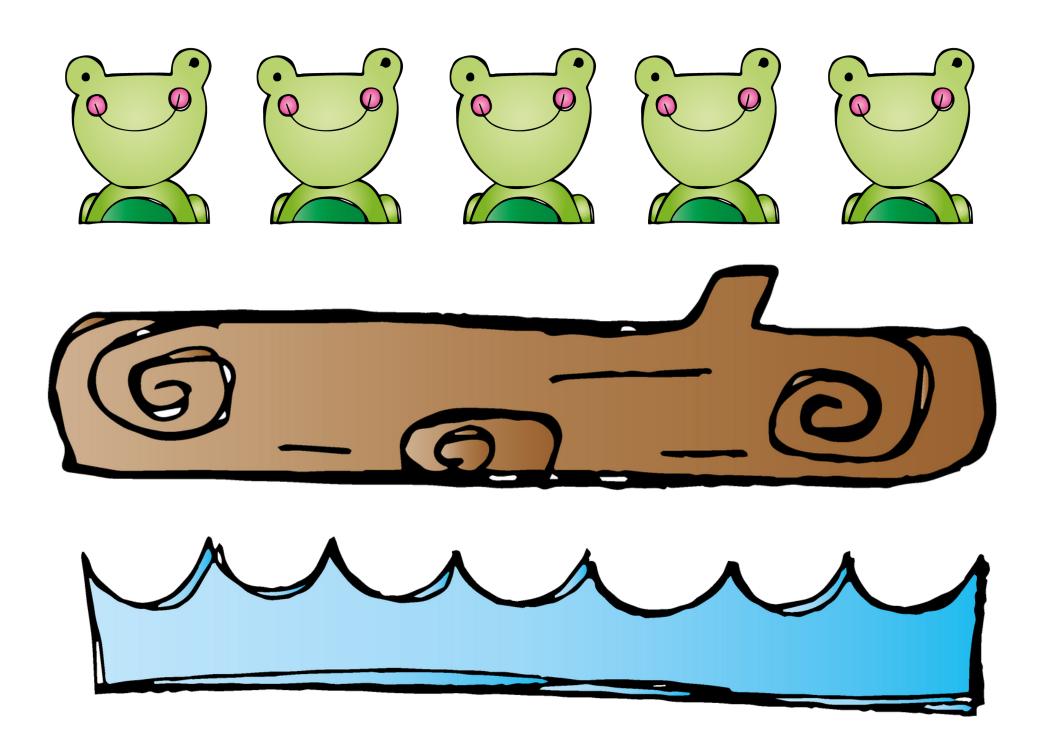
is on teaching2and3yearolds.com. Do not upload this file to a shared website (this includes private forums). Instead, share the link that

Suggestions:

finger play, move each frog from the log to the water. Cut apart the pieces and laminate, for durability. Place the frogs on the log. As you recite the

Graphics credit:





Toilet Training



A Parent's Guide





These materials are the product of on-going activities of the Autism Speaks Autism Treatment Network, a funded program of Autism Speaks. It is supported by cooperative agreement UA3 MC 11054 through the U.S. Department of Health and Human Services, Health Resources and Services Administration, Maternal and Child Health Research Program to the Massachusetts General Hospital.

Toileting training can be challenging for children with autism spectrum disorders (ASD). There are many reasons why it can take a long time. Many children with ASD learn to use the toilet at a late age. Most children with ASD learn to urinate and have bowel movements in the toilet later than other children (Tsai, Stewart, & August, 1981).

Each child with an ASD is different. Children with ASD have some common problems that can make toileting hard. Knowing about these problems can help you come up with different ways to meet your child's needs. Here are some ideas to think about:

Physical: There may be a physical or medical reason for toileting difficulties. Discuss these issues with your child's pediatrician.

Language: Children with ASD have trouble understanding and using language. Do not expect a child with autism to ask to use the toilet.

Dressing: Some children with ASD have difficulty pulling their pants down or pulling them back up.

Fears: Some children with ASD are afraid of sitting on toilet seats or hearing toilets flush. Getting used to the toilet by using a visual schedule and making it part of the routine can make it less scary.

Body cues: Some children with ASD may not be aware that they need to go or that their clothes are wet or soiled.

Need for sameness (aka routine): Many children with ASD already have their own ways of urinating and having bowel movements. Learning new ways to toilet may be hard.

Using different toilets: Some children with ASD learn a toileting routine at home or school, but have a hard time going in other places such as public restrooms.

"It's a marathon, not a sprint." - Gary Heffner

A study by Dalrymple and Ruble (1992) found that, on average, children with ASD require 1.6 years of toilet training to stay dry during the day and sometimes more than 2 years to achieve bowel control.

It can be a few years
journey but to
achieve a lifetime
of toileting
independence is
worth the wait!

Never Give Up!

The ideas included in this handout may help teach toileting skills to young children, teenagers and adults with ASD. While the problems listed above may make you unsure about how to start toilet training, it is a task within your control; *there is always something a child with autism can do to become more independent in toileting*. Just remember that toilet training tips for typically developing children often need to be changed for children with ASD.

WHERE DO I START?

"Trip Training" or "Schedule Training" helps children learn toileting skills without placing other demands on them. Adults set the schedule and help train the child's body to follow the schedule.

- Sit for 6. Set a goal for 6 toilet sits per day. At first, trips will be short (as little as 5 seconds per trip), with one longer trip each day to work on bowel movements. Over time, toilet sits can be long (e.g., up to 10 minutes). Setting a timer can be a helpful way to let your child know when the toilet sit can end. Your child also is allowed to get up from the toilet immediately if s/he urinates or has a bowel movement. Boys are taught to sit on the toilet to urinate until they regularly have bowel movements on the toilet.
- **Don't Ask. Tell.** Do not wait for children to tell you they need to use the bathroom or to say "yes" when asked if they need to go. Tell them it is time for a toilet trip.
- **Schedule.** Make toilet trips part of your everyday life. Plan toilet trips around your usual routine. Stick with the same times of the day or the same daily activities.
- **Communicate.** Use the same simple words, signs or pictures during each trip. This helps a child learn toileting language.
- **Keep Trying.** They say it takes 3 weeks to make a habit. Once you outline the routine and methods, keep working towards the same goal for 3 weeks.
- Make a Visual Schedule. Pictures may help your child know what to expect during toilet trips (see Appendix 2: Example Visual Schedule on page 9). Take pictures of items in your bathroom (e.g., toilet, toilet paper). Place the pictures in order on a piece of paper to show your child each step of the toilet trip. There also are websites with toileting pictures that you can print out. Please see page 7 for the website information. If your child does not yet understand pictures, you may show your child actual objects (e.g., a roll of toilet paper) for each step.

Quick Points to Practice...

- Be Supportive. Use encouraging language whenever you are talking with children about toileting. Use positive words if they are nearby.
- Praise your child's effort and cooperation-no matter how large or small.
- Be calm and "matter of fact" when you approach toilet training.
- ✓ Stick to a schedule. Establish a time when toileting is practiced both in and outside of the home.
- Use the same words about toileting.
- Make sure everyone is using the same plan. Talk with other people who work with your child. Share the toileting plan with them and request they stick to the same routine and language.
- Identify Rewards. Make a list of your child's favorite things, like foods, toys, and videos. Think of which ones will be easiest to give your child as soon as he/she urinates or has a bowel movement in the toilet. A small food item (e.g., fruit snack, cracker, chocolate chip) often works well. In addition to giving a reward for "going" in the toilet, you also can give your child time to do a favorite activity (e.g., watch a video, play with a toy) after the toilet trip is over.

TIPS TO INCREASE TOILETING SUCCESS!



For 3- "typical" days, document your child's routine. To help you write your child's toileting program, track how long it takes between when your child drinks and when he or she is wet. Checking your child's diaper frequently for wetness (e.g., every 15 minutes) will help you decide when to schedule toilet trips.

Consider your child's diet. Dietary changes, such as increasing the fluids and fiber your child eats and drinks, may help your child feel the urge to use the toilet.

Make small changes in daily habits. Dress your child in easy-to-remove clothing. Change your child as soon as he or she becomes wet or soiled. Change diapers in or near the bathroom. Involve your child in the cleanup process.



Have your child put waste from the diaper in the toilet when possible. This will also help your child understand that waste goes in the toilet. Have your child flush the toilet and wash hands after each diaper change.

Make sure toilet trips are comfortable. Your child should be comfortable while sitting on the toilet. Use a smaller potty seat and/or provide a footstool. If your child will not sit on the toilet, work on sitting before beginning a toilet training program.

Think about your child's sensory needs. If your child does not like certain sounds, smells, or things he or she touches in the bathroom, change these as much as you can.



Have many pairs of underwear ready. During toilet training it is important for children to wear underwear during the day. They need to feel when they are wet. Your child may wear rubber pants or a pull-up over underwear if necessary. Diapers or pull-ups may be used when your child is sleeping or is away from the home.

Use a visual schedule. Pictures showing each step of the "potty routine" may help your child learn the routine and know what will happen. During toilet trips, show your child the visual schedule you have created. Label each step as you go along (see <u>Appendix 2: Example Visual Schedule</u> on page 9).

Use rewards. Give your child a reward *immediately* after he or she urinates or has a bowel movement in the toilet. The more quickly you reward a behavior, the more likely that behavior will increase. Toileting rewards are special. Rewards used for toileting should <u>only</u> be used for toileting.



Practice in different bathrooms. Using different bathrooms helps your child know he or she can use different toilets in different places.



CREATING YOUR CHILD'S TOILETING PLAN

Many different people may help your child with toileting. Different family members, teachers, aids, and day program staff may help. Everyone working with your child should use the same language and the same routine. This will help make toilet training a success.

A written toileting plan may help your child with ASD make progress. If it is in writing, everyone will be able to use the same language and the same routine. Toileting plans may include these details:

Goals:

✓ Let your child's helper know your goals. Outline for the helper, what it is you are trying to achieve for the given period of time. For example, "The goal is to have Tommy visit the restroom 15 minutes after the meal and sit on the toilet for 5 seconds."

Routine:

- ✓ How often? Include how often or what time the child should visit the rest room. Some examples include, "every hour on the hour" or "15 minutes after drinking / meals."
- ✓ **For how long?** Be sure to include how long your child is able to tolerate the bathroom trips-it may start with only 5 seconds.

Language:

✓ Words: Use words that work for your child. For example, are there any "code" words that you use for urination? What words do you use to tell your child to go to the bathroom?

Places:

- ✓ Where? Where does your child go to the bathroom?
- ✓ What? Think about the lights, are they bright or dim? How does light affect your child? What about noises in the bathroom (e.g., a fan)? What about the type of toilet paper? Should the door be open or closed?
- ✓ Who? Who goes with your child to the bathroom? Is someone with your child or just nearby?

Tools:

✓ What tools are you using? Do you use a visual schedule? Does your child like to listen to music or read a book?

Rewards:

- ✓ What activities earn a reward? What activities do not?
- ✓ How do you reward your child for a job well done? What happens if your child does not earn a reward?



FREQUENTLY ASKED QUESTIONS FROM PARENTS

Q+

Our child will use the potty at school, but he refuses to use it at home. What should we do?

A+

Something your son with a diagnosis of ASD learns to do at school may be hard for him to do at home. It might help to have your son learn to use different bathrooms at school. Use the words and ideas that his teachers use at school. You may need to start with simple steps at home. Start by walking into the bathroom. Add steps one at a time until he is using the toilet at home. Practice potty trips in different bathrooms. Use the bathroom in stores and other people's houses.

- Q+
- We thought we had a good toileting program for our daughter, but it isn't working. What are our next steps?
- **A***

There are a number of steps you may want to take. (1) Be sure there is not a medical reason. Talk with your daughter's doctor to see if she is constipated or to get ideas about changes in diet. (2) Look at your daughter's toileting schedule and make sure you are taking her when she is likely to urinate or have a bowel movement. (3) Think about changing rewards. Make sure your daughter likes the reward. It is often helpful to think about what type of reward you are using at least every 3 months, but you may have to do so more often.

- Q+
- I worked on toileting all weekend with my son, but we didn't make any progress. How long should the process take?
- **A***

Toileting takes a long time for many people. It helps to be relaxed and have patience. There isn't a deadline for toileting. Toilet training should be a small part of your life. You can take a break and try again when you have more energy or when your son seems ready. Remember that it can be hard to learn to go to the toilet. Practice toileting when it is a good time for you and your family. That way you will have the energy to work on this important skill over the long haul.

Q+

Our family has tried to help our son become toilet trained, but he is still wearing diapers. What should we do?

A+

It may be time to seek help from someone who has special training. There are physicians, psychologists, special educators, speech/language pathologists, behavioral analysts / specialists, and occupational therapists that can help children with ASD become toilet trained. These professionals may be able to help your family in intensive toilet training. This is a method that may work well for children diagnosed with ASD, but needs to be monitored by a professional. Remember that it can take a long time to learn this complicated and important skill.

RESOURCES

The Autism Speaks Family Services Department offers resources, tool kits, and support to help manage the day-to-day challenges of living with autism www.autismspeaks.org/family-services. If you are interested in speaking with a member of the Autism Speaks Family Services Team contact the Autism Response Team (ART) at 888-AUTISM2 (288-4762), or by email at familyservices@autismspeaks.org. ART En Español al 888-772-9050

References

- Dalrymple, N.J. & Ruble, L.A. (1992). Toilet training and behaviors of people with autism: Parent views. Journal of Autism and Developmental Disorders, 22 (2), 265-275
- Tsai, L., Stewart, M.A., & August, G. (1981). Implication of sex differences in the familial transmission of infantile autism. Journal of Autism and Developmental Disorders, 11(2), 165-173.

Websites

- The National Autistic Society: Toilet Training: <u>www.autism.org.uk/living-with-</u> <u>autism/understanding-behaviour/toilet-</u> training.aspx
- www.do2learn.com/picturecards/printcards/se <u>lfhelp toileting.htm</u> is a great resource for picture schedules
- Tips for Daily Life—Toilet Training: <u>www.theautismprogram.org/wp-content/uploads/toileting-tips.pdf</u>
- Bright Tots: Toilet Training and Autism: <u>www.brighttots.com/Toilet training and autism.html</u>

DVDs

- Potty Power
- Elmo's Potty Time

Books

- Self-help Skills for People with Autism: A
 Systematic Teaching Approach by Anderson,
 S.R., Jablonski, A.L., Thomeer, M.S., & Knapp,
 M. (2007).
- The Potty Journey: Guide to Toilet Training Children with Special Needs, Including Autism and Related Disorders by Coucouvanis, J. (2008).
- Toilet Training for Children with Special Needs by Hepburn, S. (2009).
- Toilet Training for Individuals with Autism or other Developmental Issues: A Comprehensive Guide for Parents and Teachers by Wheeler, M. (2007).
- Once Upon a Potty by Frankel, A. (2007).
- Going to the Potty by Rogers, F. (1997).

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Appendix 1: Ex	AMPLE TOILETING PLAN
	ANNI EL TOILETHIGT LAIN
Goal:	
"The goal is to have	
Tommy visit the	
restroom 15 minutes	
after the meal and sit on the toilet for 5 seconds."	
the tollet for 5 seconds."	
Routine:	
How often?	
Tommy goes to the	
restroom 15 minutes	
after every meal and	
drink.	
How long doing	
what behavior?	
Tommy visits the	
restroom for 5	
seconds. He sits on	
the toilet.	
Language:	
"Now we go to the	
bathroom"; "Pee-Pee" =	
urinate.	
Place:	
Helper stands outside the	
door. Door is open. Lights	
and fan on.	
Tools:	
Tommy reads Where the	
Wild Things Are in the	
bathroom.	
Rewards:	
Tommy receives 5 minutes	
of iPad time for every visit	
to the bathroom	



APPENDIX 2: EXAMPLE VISUAL SCHEDULE

Visual Schedule

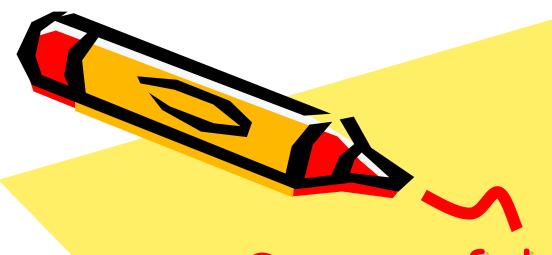
A visual schedule is a display of what is going to happen throughout the day or during an activity. A visual schedule is helpful during toilet trips to decrease anxiety and difficulty with transitions by clearly letting your child know when certain activities will occur.

- 1) Decide the activities that you will put on the schedule. Try to mix in preferred activities with non-preferred ones.
- 2) Put the visuals that stand for the activities that you have identified on a portable schedule (on a binder or clipboard). The schedule should be available to your child from the beginning of the first activity. It should continue to be visible through all of the activities.
- 3) When it is time for an activity on the schedule to occur, let your child know with a brief verbal instruction before the next activity begins. When that task is completed, give your child praise. Then refer to the schedule and label the next activity.
- 4) Provide praise and/or other rewards for following the schedule and completing the activities. Put a preferred activity at the end of the schedule to give your child something positive to look forward to after completing all the items on the schedule.

VISUAL SCHEDULE







Successful Toilet Training and Beyond

Anna Edwards, Ph.D., Clinical Child Psychologist Kristen Michener, Ph.D., Clinical Child Psychologist

Made For Kids, Inc. www.made4kids.org

Intro

- Most children have the muscle control to regulate themselves between 18 months and 3 years of age.
- Children with disabilities or certain medical problems may not have this ability until later.
- On average children are fully day trained between ages $2\frac{1}{2}$ and 4.
- Night training for wetting is much more variable, between the ages of 3 and 8.



Setting the Stage for Success

- Pre-toilet training prepares your child for toilet training and will make the process easier for you.
- You can begin this process when your child is around 15 months or older.
- You should continue until your child demonstrates some of the readiness signals that will be talked about in the next section.
- If your child is ready to begin toilet training now, spend at least a week practicing pre-toilet training skills so that your child becomes familiar with the process.



Setting the Stage for Success, cont'd

· Name urine and bowel movements:

- When your child has a dirty diaper, mention what has happened using words that you have chosen (e.g., "You have poopoo in your diaper").

· Model the use of the toilet:

- This involves allowing your child to watch you and other family members use the toilet so that they can see, ask questions and learn.



Setting the Stage for Success, cont'd

· Change diapers quickly:

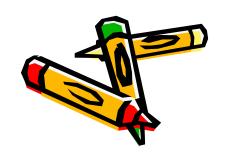
- Change your child's diapers as soon as it becomes wet or dirty so that your child does not become comfortable with wet or dirty diapers.
- Try to change diapers in the bathroom if possible and drop the discards in the toilet, so that your child may learn where "poopoos" go.
- Also, encourage your child to flush the toilet so that she may learn how.
- Do not make your child feel bad for wetting or soiling her diapers.



Setting the Stage for Success, cont'd

· Praise your child:

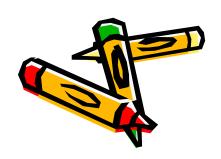
- Praise your child when he verbally tells you or with a gesture that he has urinated or soiled the diaper.
- You should also praise your child for cooperating with any of the above



When your child is ready

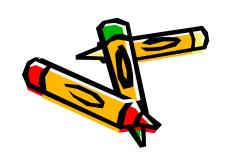
Your child may be ready to begin toilet training if he/she:

- · Has regular, soft, formed bowel movements
- Imitates others' bathroom habits (e.g., likes to watch you go to the bathroom, wants to wear underwear)
- Makes physical demonstration when he/she is having a bowel movement (e.g., grunting, squatting)
- Has words or gestures for urine and bowel movements



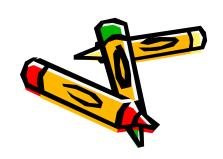
When your child is ready, cont'd

- · Is able to follow simple instructions
- Can inform, by words or gestures that he/she has to urinate or have a bowel movement before it happens
- Does not like the feeling of a dirty diaper
- Has "dry" diapers or underwear for at least 2-3 hours
- Can walk and sit down



When your child is ready, cont'd

- Your child's bowel movements become regular and predictable.
- Your child can take his or her pants on and off and walk to and from the bathroom with ease.
- Your child asks to use the toilet or the potty chair.
- Your child asks to wear "big kids pants", pull-ups, or underwear instead of diapers.



How long does Training Take?

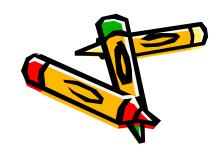
How Long Does Toilet Training Take?

- Once you begin toilet training it may take children 3 to 4 weeks before they are mostly dry during the day
- For some children it may take several months.
- · Many children still accidentally wet or soil their pants up to a year after training begins.
- Most children find that learning to urinate in the toilet is easier than passing a bowel movement and it may take children longer to learn to pass a bowel movement in the toilet.



Getting ready for training.... Here we go!





Getting ready for training

- · Find your child's pattern, their schedule or routine.
 - Keep track of the times during the day when your child usually wets or passes bowel movements.
 - Begin to sit your child on the toilet during those times when you begin training.
- · Get everything ready that you need.
 - You can use a potty or the toilet for training.
 - If you choose to use the toilet, get a toilet seat ring so that your child will not be afraid of failing in.
 - Also provide your child with support under their feet (e.g., a stool or stable step).



Getting ready for training, cont'd

- · Help your child get ready.
 - Only use diapers when your child is sleeping.
 - Diapers are a sign that it is all right to wet or pass a bowel movement.
 - Put your child in underwear.
 - The feeling of wet underwear may help your child realize when they are wet.
 - Training underwear made of thicker material may be helpful.

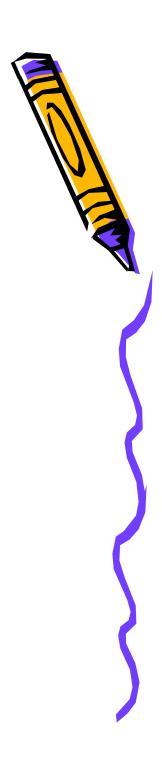


Getting ready for training, cont'd

- Dress your child in loose clothing.
- Clothing without fasteners or buttons is easier for children to get on and off.
- Talk to your child about the potty and what it is for.
- You may want to let your child do a special activity (e.g., like playing with a favorite toy) while they practice sitting on the potty.
- We all learn by watching others.
- Let your child follow you into the bathroom to see the steps that you go through when using the toilet.
- Talk to your child about what you are doing.



I'm ready... now how do I do it?

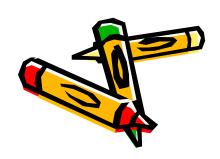




 There are several steps involved in toilet training. Keep in mind that your child should feel comfortable with each step before moving on to the next.



- · Choose a concrete time to begin
 - It is important to be consistent and follow the same toileting routine every day when you begin toilet training.
 - To start toilet training, set aside half of a day when you will be home and choose a time when your family is relaxed.
- · Give your child plenty to drink.
 - On the first day of training giving your child more to drink helps to increase the chance that you child will want to use the bathroom, but do not force your child to drink.
 - Also, make sure that your child's diet has plenty of fruits and fibers to keep bowel movements soft.



Step 1:

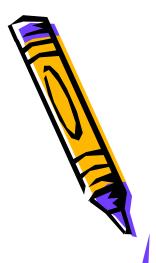
- Keep track of when your child urinates and has bowel movements so that you identify her elimination pattern.
- Continue to obtain this information while implementing steps 2 and 3.



Step 2:

- Begin to introduce the potty to your child.
- Place a potty chair in the bathroom and wait for your child to inquire about it.
- This gives your child a sense of control and lets him initiate the training.
- This also avoids negative comments such as "No, I don't wanna see potty."





Step 3:

- Have your child sit on the potty a few times a day with her clothes on.
- This will get your child in the habit of sitting on the potty.
- Encourage your child to sit on the potty.
- You can do this by providing a special activity to do (e.g., playing with a favorite toy or game) or giving a special treat such as stickers or M&M's for sitting on the potty.



- Only allow that desirable activity to occur when your child sits on the potty.
- This will keep your child from becoming tense and bored.

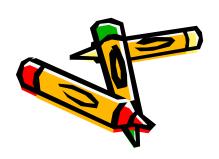


Step 4:

- Encourage your child to sit on the potty a few times a day with her pants and diapers off.
- Try to place your child on the potty close to the time she usually urinates or has a bowel movement (you will know this from step 1).
- A natural time to do this may be around bath time when your child's clothing is already off.
 Or. Try this about 10 to 15 minutes after a meal.

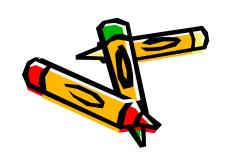


- Don't have your child sit too long (no longer than 5 minutes at the most).
- If your child urinates or has a bowel movement while on the potty, make a huge deal and give lots of praise and attention (hugs, kisses, clapping, verbal compliments, positive reinforcement of urination or bowel movement).



Step 5:

- During the toilet training period, allow your child to take over the toileting procedure.
- This includes letting your child push pants and underwear down, get on the toilet, get the correct amount of toilet paper, wipe clean from front to back, put toilet paper into the toilet, get off the toilet, pull pants and underwear up, flush and wash and dry hands.
- When your child performs any of these tasks, remember to give lots of praise and positive attention.



Step 6:

- Leave your child's diaper off (for a block of time each day, at least 30 minutes).
- During this time, explain to your child that big boys and girls go "peepee and poopoo" in the potty.
- Show your child where the potty is and tell her to sit on it when she has to go.
- Remember to tell your child that you will help him and take him to the bathroom whenever she wants.



- Occasionally remind your child that it is there if she needs it.
- If your child asks to use the potty, MAKE SURE TO DROP EVERYTHING AND GET YOUR CHILD TO THE POTTY.
- If your child is successful, give lots of positive reinforcement and praise your child.
- If he tries but does not go, still praise for trying.



Step 7:

- Transition your child into pull-ups or training pants then underwear.
- First have your child wear pull-ups or training pants all the time instead of diapers.
- Remember, it may take a few months before your child can go a couple of days without having an accident.
- Once your child has mastered this, allow her to wear underwear instead.



Side Notes

- Teach your child to wash their hands
 - Praise their cooperation for washing their hands.
- After your child has learned to toilet train.
 - Once your child learns to toilet train, you can stop giving rewards for successful use of the potty and instead praise your child from time to time for following toileting steps.



Accidents

- Toilet training is a learning process, and there are times when children will stay have accidents.
- Do not become discouraged. Children may also accidentally wet or soil their pants when they are sick or their usual routine has been disrupted.
- If this happens, take a break from toilet training.
- Start the training again with sitting on the potty or toilet when everything has returned to normal.



What to do about accidents

What should I do if my child has an accident?

- Stay calm if your child accidentally wets or soils.
- · Calmly say something like, "Oops, you're wet. Let's change."
- Go to the bathroom and help your child clean up.
- · Do not punish your child and do not talk a lot or make cleaning up a fun time for your child.
- A few minutes after changing remind your child of the toileting steps.

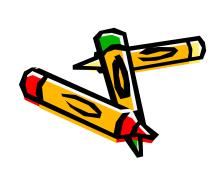


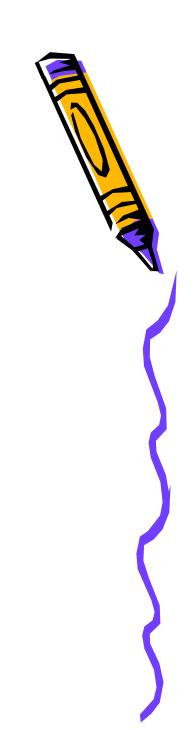
Preventing Accidents

- Check to make sure the following things are in place to help prevent accidents.
 - Make sure your child can easily reach the potty or the toilet.
 - During long play periods or before going out, ask your child if they need to use the potty.
 - Encourage your child to go to the bathroom on outings.
 - Keep diapers on at night until your child usually stays dry until morning.
 - Ask your child to sit on the toilet before going to bed.



 Charts to assist you with this process...





Elimination Disorders

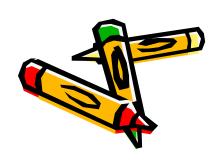
- Elimination disorders occur in children who have problems going to the bathroom—both defecating and urinating. Although it is not uncommon for young children to have occasional "accidents," there may be a problem if this behavior occurs repeatedly for longer than 3 months, particularly in children older than 5 years.
- · There are two types of elimination disorders, encopresis and enuresis.



Elimination Disorders

• Encopresis is the repeated passing of feces into places other than the toilet, such as in underwear or on the floor. This behavior may or may not be done on purpose.

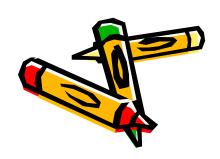
• Enuresis is the repeated passing of urine in places other than the toilet. Enuresis that occurs at night, or bed-wetting, is the most common type of elimination disorder. As with encopresis, this behavior may or may not be done on purpose.



What Are the Symptoms of Encopresis?

In addition to the behavior of releasing waste in improper places, a child with encopresis may have other symptoms, including:

- Loss of appetite
- Abdominal Pain
- Loose, watery stools (bowel movements)
- Scratching or rubbing the anal area due to irritation from watery stools
- · Decreased interest in physical activity
- Withdrawal from friends and family
- · Secretive behavior associated with bowel movements.



What causes Encopresis

- What Causes Encopresis?
- The most common cause of encopresis is chronic (long-term) constipation, the inability to release stools from the bowel.
- This may occur for several reasons, including stress, not drinking enough water (which makes the stools hard and difficult to pass) and pain caused by a sore in or near the anus (the opening of the rectum in the fold between the buttocks, where waste is expelled).



Factors that may contribute to constipation

- · A diet low in fiber
- Lack of exercise
- Fear or reluctance to use unfamiliar bathrooms, such as public restrooms
- Not taking the time to use the bathroom
- Changes in bathroom routines; for example, when going to school and there are scheduled bathroom breaks
- Another possible cause of encopresis is a physical problem related to the intestine's ability to move stool.
- The child also may develop encopresis because of fear or frustration related to toilet training.
- Stressful events in the child's life, such as a family illness or the arrival of a new sibling, may contribute to the disorder. In some cases, the child simply refuses to use the

How Is Encopresis Treated?

- The goal of treatment is to prevent constipation and encourage good bowel habits.
- Treatment often begins by clearing any feces that has become impacted in the colon, also called the large intestine.
- The next step is to try to keep the child's bowel movements soft and easy to pass.
- In most cases, this can be accomplished by changing the child's diet, using scheduled trips to the bathroom and encouraging or rewarding positive changes in the child's bathroom habits.
- In more severe cases, the doctor may recommend using stool softeners or laxatives to help reduce constipation.
- Psychotherapy may be used to help the child cope with the shame, guilt or loss of self-esteem associated with the disorder.



What causes Enuresis?

Some of the causes of Enuresis (with associated bed-wetting) include:

- Genetic factors (it tends to run in families)
- Difficulties waking up from sleep
- Slower than normal development of the central nervous system--this reduces the child's ability to stop the bladder from emptying at night
- Hormonal factors (not enough antidiuretic hormone--this hormone reduces the amount of urine made by the kidneys)
- Urinary tract infections
- Abnormalities in the urethral valves in boys or in the ureter in girls or boys
- Abnormalities in the spinal cord
- Inability to hold urine for a long time because of small bladder
- Bed-wetting isn't caused by drinking too much before bedtime. It's not a
 mental or behavior problem. It doesn't happen because the child is too lazy
 to get out of bed to go to the bathroom. And children do not wet the bed
 on purpose or to irritate their parents.



What are the treatments for Enuresis?

- Most children outgrow Enuresis without treatment.
- However, you and your doctor may decide your child needs treatment.
- There are 2 kinds of treatment: behavior therapy and medicine.
- Behavior therapy helps teach your child not to wet the bed.
- Some behavioral treatments include:
 - An alarm system that rings when the bed gets wet and teaches the child to respond to bladder sensations at night.
 - A reward system for dry nights.
 - Asking your child to change the bed sheets when he or she wets.
 - Bladder training: having your child practice holding his or her urine for longer and longer times.



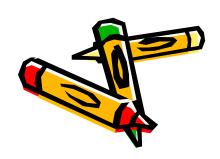
What kinds of medicines are used to treat Enuresis?

- Your doctor may give your child medicine if your child is 7 years of age or older and if behavior therapy hasn't worked.
- · But medicines aren't a cure for bed-wetting.
- One kind of medicine helps the bladder hold more urine, and the other kind helps the kidneys make less urine.
- · These medicines may have side effects.

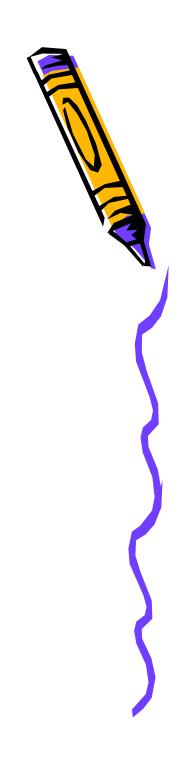


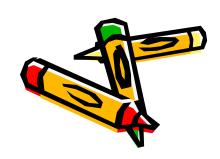
How can I help my child not feel so bad about it?

- Enuresis and bed-wetting can lead to behavior problems because of the guilt and embarrassment a child feels.
- It's true that your child should take responsibility (this could mean having your child help with the laundry).
- Your child shouldn't be made to feel guilty about something he or she can't control.
- It's important for your child to know that this problem isn't his or her "fault."
- Punishing your child for wetting the bed or his/her pants will not solve the problem.
- It may help your child to know that no one knows the exact cause of enuresis.
- Explain that it tends to run in families (for example, if you wet the bed as a child, you should share that information with your child).



Questions?





For further information:

Anna Edwards, Ph.D. Kristen Michener, Ph.D.

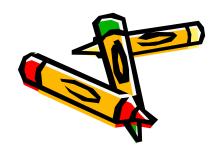
Made For Kids, Inc. 182 Ben Burton Circle, Suite 100 Bogart, GA 30622 706-995-3160 www.made4kids.org





Available Information

 For more information about child developmental topics, our website, www.made4kids.org has several fact sheets and will have articles on special topics in the near future.





Social Emotional Tips for Families with Toddlers

Introduction

The quality of each toddler's relationships with familiar adults—especially their parents—sets the foundation for social and emotional health. Social and emotional health is a child's growing ability to:

- · express and manage a variety of feelings
- develop close relationships with others and
- explore his/her surroundings and learn (adapted from Zero to Three, 2001)

Children who experience the world as responsive to their needs, predictable, and supportive develop the social and emotional foundations that help them become ready to learn (Norman-Murch, 1996). For example, when a parent shares a smile with their toddler son, hugs and cuddles him throughout the day, and gently responds to his needs, the child learns that he is safe. This sense of security allows the child to explore, learn and engage in the world and with people around them. A child who can do these things has an easier time being successful in school and life. Research tells us that attending to the social and emotional needs of very young children throughout the day—as part of their every day rituals and routines—promotes positive attachments that are critical to their developing trust for others and empathy.

Social and Emotional Tips for Parents of Toddlers provides a set of (5) one-page posters that families can refer to during specific daily routines including: dressing, meal times, play time, resting and diapering. Putting these posters up around the house can serve as a reminder of what to say or do to nurture the social and emotional health of their toddlers every day. Each poster has (5) simple tips that parents can try with their child such as: Show her how to do new things. Each tip includes sample language that parents can try, "Dalia, you can hold the bowl with this hand and then stir." Each poster also offers a rationale for using the tips based on research. The practical strategies, sample language and rationale in each poster can help families to:

- Practice using behavior and language that supports healthy, positive connections with children
- · Learn more about social and emotional health and
- Understand the importance of social and emotional health to school readiness.

Acknowledgements

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GEORGETOWN UNIVERSITY CENTER FOR CHILD AND HUMAN DEVELOPMENT

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Social Emotional Tips for Families with Toddlers

Intended Users and Examples of How to Use this Resource

This resource is primarily intended for use by those supporting families with toddlers. This may include staff such as, Early Head Start home visitors and center-based teachers, or early childhood mental health consultants.

Examples of how professionals can introduce these posters to families include:

Working together during a home visit

For example, an Early Head Start home visitor might introduce one of the posters during a home visit as a way to expand conversations about building connections during daily routines. Together the home visitor and parents might look at the tips and highlight some of the things the parent already does to support social emotional health and discuss one new thing they might want to try.

• Facilitating a small or large group training session for parents
For example, an early childhood mental health consultant might use the posters to enhance a parent training on social emotional development.

• Facilitating an ongoing group experience for parents

For example, a teacher might introduce one poster at a time during monthly parent get-togethers, encouraging families to try several tips and report about their experiences at the next meeting.

For more information about social and emotional health of young children, visit the Center for Early Childhood Mental Health Consultation website at http://ecmhc.org.

Examples of additional social and emotional resources found on http://ecmhc.org website include:

 Everyday Ideas for Increasing Children's Opportunities to Practice Social Skills and Emotional Competencies

http://ecmhc.org/ideas/index.html
The Everyday Ideas are available in a variety of formats including,
Twitter postings ("tweets"). The
Everyday Ideas offer strategies that can be used in a classroom and supplemental materials that can be sent home for families to use. The ideas are organized by the type of skill that would be targeted when using the strategy: emotions, friendship skills, problem solving, and handling anger and other difficult emotions.

• The Infant Toddler Temperament Tool (IT³)

http://ecmhc.org/temperament/index.html

The Infant Toddler Temperament Tool includes a short on-line survey that allows parents and caregivers of infants and toddlers to recognize and explore their own temperament traits and those of a child for which they provide care. The IT³ generates personalized results, which support parents and caregivers in understanding how adult and child similarities and differences in temperament traits may affect "goodness of fit." Along with these personalized results, the IT³ describes best practice tips adults can use to foster the unique temperament of each child within their care.

 Recognizing and Supporting the Social and Emotional Health of Young Children Birth to Age Five

http://ecmhc.org/tutorials/
social-emotional/index.html
This on-line tutorial provides
professionals with a detailed
definition and understanding of the
milestones related to social and
emotional health in infants and
young children (birth up to age
five) as well as strategies that
adult's (parent's and other
caregivers) can use to support these
behaviors within every day routines
in the home and within early care
and education settings.





Dressing

- Let them help.

 "Mika, hold your arms up high, while I pull your shirt over your head!"
- Offer choices.

 "Josef, do you want to put your shirt on first or your pants?"
- Practice patience.

 "Anna, these socks are tough to get on! Let's take a few deep breaths and try again."
- Leave extra time.

 "William, we are going to child care soon, let's go see what you want to wear today."
- Offer positive words.

 "Nice going Elena! You got your shoe on your foot!"

You Are Your Child's First Teacher!

Together, you and your toddler can make dressing a special time for connecting. Toddlers like to show that they can do it—"All by myself!" When you offer choices and show patience they learn that you value their efforts. This will help them to keep trying and eventually learn to dress themselves. Toddlers look to you for encouragement. Let them know their efforts matter, "Tamika you pulled your pants up! You are doing new things, Daddy is proud of you."







Meal Time

- Let them help.

 "Hey Talia, I bet you could hold your spoon!"
- Offer choices.

 "Derek, do you want the red cup or the blue cup?"
- Eat together.

 "Daddy likes his rice; do you like your rice Jayden?"
- *Maria, I see you frowning and you are getting frustrated, let's have a snack that is good for our body."
- Be a role model for healthy eating.

"Dana, let's share this banana."

You Are Your Child's First Teacher!

Meal Time offers an opportunity to connect and learn with your toddler. Take time to talk about the day together. Offering choices lets toddlers feel in control. Noticing cues that let you know your toddler is hungry or full—fussing, crying, etc. helps them feel understood.







Play Time

- Join in!
 "Ashton, Mommy, will run with you, let's go!"
- Stay close by.

 "Michael, I am right here, I see you playing with trucks."
- Talk about what you see.

 "Mia, you are jumping up and down with a big smile! You are excited."
- Show her how to do new things.

 "Dalia, you can hold the bowl with this hand and then stir!"
- Have fun and laugh together.

 "Brady, that's so silly, you make me laugh!"

You Are Your Child's First Teacher!

Toddlers love to learn. Your toddler learns by looking, touching and interacting with things around them. When you join in and encourage learning through play, it supports your child's brain to grow—getting them ready for school and life! So, take time to have fun every day.







Rest Time

- Create a routine.

 "Abia, In ten minutes we're going to read a book and then it's time for bed."
- Use routines across settings.

 "Eden, don't forget your cuddle bear for grandma's house so you can have it at nap time."
- Offer choices.

 "Keri, what pajamas do you want to wear tonight?"
- Take care of the basics.

 "Justin, let's change your diaper before you rest."
- Take time to refuel.

 "Neal, Daddy has to take a break too so we can play again later."

You Are Your Child's First Teacher!

Toddlers, need time each day to rest. Just like us! Gentle routines—doing the same thing every day, will help your toddler know what to expect and will help them ease into resting, "Shana, it's time to pick out your stories for nap time."







Diapering and Toileting

- Create a routine.

 "Li, let's sit on the potty and then we can wash our hands."
- Know the signs.

 "Tamesha, I see you pulling on your diaper, do you need to be changed?"
- Offer choices.

 "Grace, do you want to talk with Daddy while you are on the potty or be by yourself?"
- Follow your child's lead.

 "Marcelo, you are upset right now, let's try again later."
- Prepare for toileting.

 "Angela, do you want to read Once Upon a Potty?"

You Are Your Child's First Teacher!

Your child looks to you for support and guidance as they take on new challenges. As your toddler moves from diapers to using the potty they need your patience and support as there may be many accidents along the way. Each child moves at their own pace and when you read their cues and find ways to support them, this stage can be less frustrating for everyone, "Shana nice job pulling up your pants! Thanks for trying, let's go wash our hands."



At-Home Learning Activities for Families of Young Children (Ages Birth-2) Let your child use Have your child sing a Turn on music and let Fun Finger Play: Take a "nature walk" favorite song to you vour child dance with a wooden spoons and a Round and round the outside and fill a plastic and sina/dance alona scarf, waving it in tune plastic bowl to "play aarden, baa with items such as drums." See if they can with them. to the music. goes the teddy bear. rocks, leaves, and sticks. (Take your finger and Can you and your child follow your rhythm. Challenge your child to Talk about the things move like a cat? A move in different ways: Play a fast song and a make a circle on your that you see. Music & kangaroo? A snake? A tip toe to their room, slow song. Make your child's palm.) Movement fish? take big giant steps to movements match the One step, two steps, the kitchen, etc. speed of the sona. tickle right there! (moving to music, (Walk your finger up your exploring sounds, singing child's arm and tickle!) sonas, usina simple musical instruments) Have a special time for Encourage dramatic Let children hold the When reading stories to While reading a story, reading each day. play/acting-out the book and point at the your very young child, focus on repeated lines Create inviting and story you read. pictures. feel free to "tell" the in the book. comfortable reading Have family members Talk about who is in the story based on the Choose storybooks that areas in your home. pretend to be a story and what they are pictures. are based on popular Read with your child for character in the story as children's songs. (The doina. Storytime Ask your child to do 5-7 minutes each day. you retell the story. Wheels on the Bus, Old (looking at pictures in Choose books with movements similar to MacDonald, etc.) books, listening to vibrant pictures and those in the story. (If the rhymes and stories, talk about the pictures. boy in the story is enjoying being read to) jumping, have them iump.) Have your child fill an Blow bubbles and have



Play Skills

(filling and emptying containers, fitting thngs together and taking them apart, imitating play schemes) Have your child till an empty plastic container with items (blocks, large uncooked beans, small toys). They can move the items into an empty bowl by using their fingers, a spoon, or by pouring.

- While taking a bath, have your child fill containers with water and pour them out.
- Have your child place small items into an empty egg container.
- Have your child play with toy cars and/or trucks. Make "vroom vroom" noises when they roll them on the floor. Practice "stop" and "go."
- Blow bubbles and have your child try to catch them. Add a drop of food coloring to the bubble solution and blow the bubbles onto paper.
- Have your child stack blocks one on top of another. Show them how to stack them and have them imitate your movements.
- Give your child some crayons and paper.
 Have them scribble on the paper.



At-Home Learning Activities for Families of Young Children (Ages Birth-2)					
	6	7	8	9	10
Music & Movement (moving to music, exploring sounds, singing songs, using simple musical instruments)	 Make an obstacle course. Have something for your child to jump over, crawl under, and stand on top of. Sing a favorite song along with your child. Pair hand movements and clapping. 	Use masking tape or painter's tape to make a square on the floor. Play music and have your child jump "into" the box and "out" to the tune of the music.	Fill empty food containers (oatmeal container, empty jars, etc.) with beans and secure them shut with tape. Have your child shake their new musical instruments along with music.	Fun Finger Play: Where is thumbkin, where is thumbkin? Here I am! Here I am! (show your thumb) Where is pointer finger? Where is pointer finger? Here I am! Here I am! (repeat with each finger)	 Play "Row Your Boat" with your child. Sit with your feet touching and hold hands. "Row" back and forth slowly and fast Sing the song loudly and sing it in a whisper. Use a bedsheet to play parachute games. Hold each side and move it up and down. Have you child go "under" and "around."
Storytime (looking at pictures in books, listening to rhymes and stories, enjoying being read to)	 Have a special time for reading each day. Create inviting and comfortable reading areas in your home. Read with your child for 5-7 minutes each day. (continue from previous week) 	 Let your child hold the book and practice turning the pages. Show them the front of the book and the back of the book. 	Use pictures of your child to make a book. Slide pictures into clear plastic bags (sandwich bags) and tape them together on one side.	 Have your child choose a story and let them "read" it to you. Talk about the pictures that they see. Choose books with vibrant pictures and talk about the pictures. 	Give your child several pieces of paper and crayons. Have them "illustrate" a story and you write the words.
Play Skills (filling and emptying containers, fitting thngs together and taking them apart, imitating play schemes)	 Gather pairs of items. Scramble the items and have your child match them. Give your child several pots and pans and allow them to "cook" their favorite meal. 	 Make bubbles out of dishwashing liquid and blow bubbles outside. Have your child try on your shoes and role play that they are "the mommy." 	 Have your child decorate an empty box and use it as a toy car or airplane, etc. Play hide and seek in your house. 	 Roll a car or ball back and forth. Use a paper bag from the store to make a vest. Have your child decorate it using crayons and markers. 	 Have your child stack blocks one on top of another. Show them how to stack them and have them imitate your movements. Play Ring Around the Rosie!



TALKING IS TEACHING: TALK, READ, SING FAMILY STAYCATION KIT









HI PARENTS AND CAREGIVERS.



Are you inside with the kids today? Someone's sick? Raining outside? Something else keeping you inside?

This booklet provides 10 ways you can talk, read, sing, and play your way through the day—just with things you might already have at home.

Pick and choose the ideas that work best for your child's age and interests. And follow your child's lead on other ways they want to play!

LOOK OUT
FOR THE "LET'S TALK!"
SUGGESTIONS ON EACH PAGE FOR
WORDS AND PHRASES YOU CAN USE
TO BUILD YOUR CHILD'S
VOCABULARY, TOO.



For more ideas, please visit www.talkingisteaching.org.

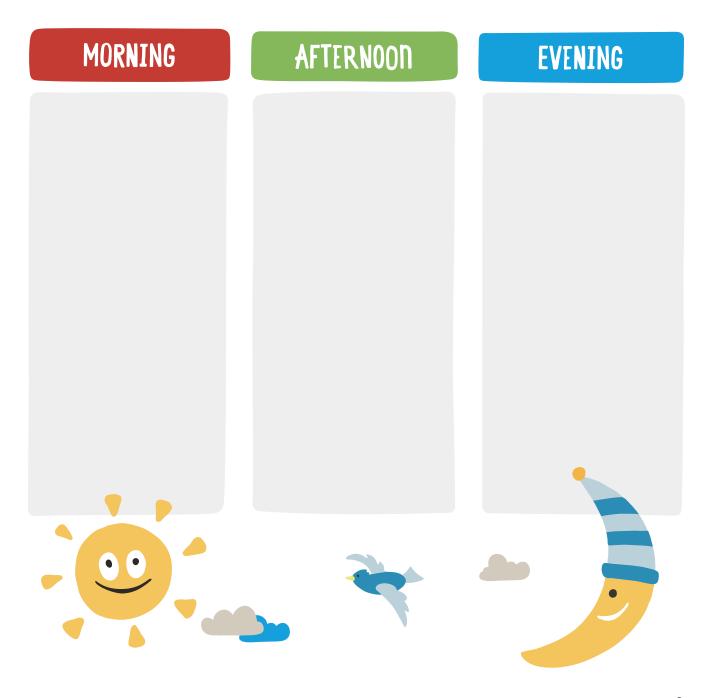






OUR INDOOR SCHEDULE: PLANNING AHEAD

Planning for the day can make it easier to create a routine for your child. It can also build excitement for all the fun activities ahead! Use this chart to write down your schedule with activities in this booklet. Depending on your child's age, you can also talk about and create your plan together!



LET'S WASH OUR HANDS!

It's important to stay clean and wash our hands often throughout the day, especially before eating, and after playing and using the bathroom. Here's a way to make handwashing fun through singing!



WASH, WASH, WASH YOUR HANDS WASH THEM EVERY DAY SCRUB IN AND OUT AND ALL AROUND KEEP DIRTY GERMS AWAY!



LET'S TALK!

Scrub the top of our hands, under fingernails, the inside of our palms, and in between our fingers.

Let's lather our hands by rubbing them together with soap and water!

Let's scrub our hands and make lots of bubbles!

LET'S USE OUR IMAGINATION!



MAKE A FORT

Use chairs and a big bedsheet or blanket to make a fort. Let your child fill it with favorite toys and pretend you're on a camping trip, in a cave, or in a secret hideout!



NOT JUST A BOX

Use all those extra cardboard boxes (and some strong tape) to build just about anything. Can you build a castle? A rocket ship? A boat?

What else?



DRESS-UP TIME

Pick out some costumes or different-sized clothes from the closet. Imagine you're a superhero going on an adventure together!

LET'S TALK!

Let's build something tall. How about something humongous?

Let's pretend we are going to...

Let's imagine we're superheroes. Who are we going to save today?

READ TOGETHER ANYTIME!

Reading together is a wonderful way to bond, learn new words, and bring your child's imagination to life. Cuddle up and enjoy a book during any part of the day together!



ENJOY BOOKS TOGETHER

Allow your child to pick a favorite book to read. It's okay for them to choose the same book over and over again—this helps them learn and build their vocabulary!

WHO, WHAT, WHEN, WHERE, WHY

Between pages, pause often to ask a lot of open-ended questions.





LET'S ACT OUT A STORY

After reading a book together, have fun acting out the story. Talk together about which character you each want to be, what's happening in the story, and where you are!

LET'S TALK!

Let's pick a book to read. Why did you pick this book?

Who is this character? Why does she look happy? Where are they? Let's make up a story!

CREATE KITCHEN CHEMISTRY!

SLIPPERY SLIME TIME

Making slime is a fun way to experiment and explore what happens when you mix together different ingredients. To make slime, mix ½ cup of school glue, 1 teaspoon of baking soda, and 2 tablespoons of contact lens solution. Decorate with glitter and food coloring!

HOMEMADE PLAY DOUGH

With your child, mix 1 cup flour, 1 cup salt, 1 cup water, and 1 tablespoon of oil (canola or vegetable). Stir over medium heat. When it starts to stick together, your homemade play dough is ready!

LET'S GET COOKING

Find a recipe online to bake cookies, bread, or muffins. Work together to measure, count, and mix ingredients.





LET'S TALK!

Let's stretch and pull the slime! What shapes can we make?

How does the play dough feel? Is it squishy? Is it soft?

Let's count the eggs. One, two, three!

SHARE KINDNESS!

We can spread kindness from wherever we are! Use some of these activities to encourage your child to show appreciation and care for others.



CARING NOTES

Provide paper and crayons/markers to draw a picture or write a letter to someone your child cares about. This could be a friend, family member, or a teacher.



PROMOTE POSITIVITY

Write and color kind messages on sheets of paper and tape them on your windows or doors. Brighten up the days of those who walk by!

COMPLIMENT GAME

Sit in a circle with your family. Go around and take turns using words to say something nice about the person next to you. Make sure to say thank you!



LET'S TALK!

Who do you care about? Let's write or draw something nice to send to them. What pictures can we draw to make other people feel happy?

Let's share compliments! I love how you are so...

LET'S MAKE MUSIC!

We can make music anytime, anywhere by using toilet paper rolls to kitchen utensils! Have fun singing with your child, too! Visit www.talkingisteaching.org/spotify to access our free family-friendly playlists.



ROCKIN' FAMILY KITCHEN BAND

Use plastic containers and wooden spoons to make music. Put on a concert with your child as the lead drummer. Using paper and markers/crayons, your child can also make "tickets" to the show!

MAKE YOUR OWN RAIN STICK

Use tape to shut one end of a paper towel tube. Fill it with some rice or beans and tape the other end. Decorate it with pictures or stickers. Shake, twirl, and dance!





YOU SING, I SING

Make up lyrics or sounds ("shalala", "badaba") and sing them in any melody. Take turns copying each other's sounds!

LET'S TALK!

Can you drum fast? Can you drum slowly?

Let's make a loud sound! Now, a quiet sound. What's your favorite song to sing?

BE A HANDY HELPER!

Here are some fun ways you can encourage your child to be handy helpers at home!

CLEAN UP GAME

Pretend you are vacuum cleaners that need to pick up toys, clothing, or other things. Put on a timer and make a game out of putting the items away.

On your mark...get set...GO!

FAMILY BINGO

Create a bingo card of chores (clear the table, make your bed, put toys and clothes away, sweep the floor...). When your child gets BINGO (3 in a row), he or she "wins" the game!

SHARING IS CARING

Together, go through your closet or bins for clothes and toys that are no longer used. Name each item as you fill a bag to donate to a local shelter or share with friends.





LET'S TALK!

Let's look for toys and put them where they belong!

Let's play BINGO! How many more chores until we win? One? Two? Three? Sharing is caring! What can we find to share with others?

GO ON A SCAVENGER HUNT!

There's so much to see and find—right at home. Here are ways to turn each room of the house into a fun adventure land!



SHAPE ADVENTURE

Have fun looking for shapes all around the house.

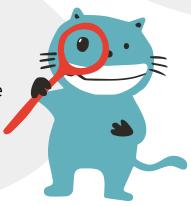
Take turns naming different shapes and finding objects that match them.



Write letters and numbers on small pieces of paper. Say a letter or number out loud and have your child search around for it!

I SPY WITH MY LITTLE EYE

Take pictures of small areas in your home, like the corner of your shower curtain. Show these pictures to your child, and have them look for where the pictures were taken!



LET'S TALK!

Let's talk about shapes! A circle is round. A square has four equal sides.

What sound does each letter make?

I spy a square-shaped window. What do you spy?

ENJOY WATER PLAY!

Playing with water can be both fun and calming for your child. It's also a great way to keep your child engaged for a good chunk of time!



SPLISH, SPLASH, LET'S TAKE A BATH

Let your child enjoy a fun bubble bath with toys and bubble wands. Use words like nose, hair, and ear as you place bubbles on each of these parts.

FLOAT OR SINK EXPERIMENT

Place different objects in the bath or a big container of water. Ask your child to predict whether he or she thinks it will float or sink.





BATH TIME FOR OUR TOYS

Give your child a sponge or a cleaning brush to clean her toys with soap and water in the bath or a big bowl. Use words to describe each part of the toy as they scrub.

LET'S TALK!

I see bubbles on your nose, your ears, and now your hair!

Let's predict. Will this float or sink? Why do you think so?

Which of our toys need a bath today?

LET'S GET MOVING!

When you're stuck indoors, moving and dancing can help get everyone's wiggles out. It's also a great way to keep our bodies healthy and strong!

FAMILY DANCE PARTY

Turn on some music and have fun dancing together. You can even dance from room-to-room in a congaline. Stop the music every once in a while to play "Freeze Dance!"

RED LIGHT, GREEN LIGHT

Find an open area. When you say "green light," your child has to run fast, then stop when you say "red light." Allow your child to say "red light, green light" for you to stop and move, too!

ANIMAL MOVES AND GROOVES

Take turns
pretending to
move like different
animals and guess
which animals they
are!



LET'S TALK!

Let's twist, turn, jump, wave, and wiggle all around!

Let's run super fast! Let's move super slooooowly.

Can you slither like a snake? Hop like a bunny? Leap like a frog?

25 WAYS TO PUT FLOOR TIME INTO ACTION

Arrival Time

- **1.** Take advantage of early arrivals to touch base with individual children.
- Let children see you connect with parents/grandparents through notes or shared information.
- **3.** Greet children by name at their eye level, making brief connections as you help unzip or unbutton coats/jackets.
- **4.** Take a moment to support or comfort children who are struggling with separation through sharing a story, helping them become involved in play, giving reassurance that you will take care of them, or helping to wave good-bye.

Free Choice/Play Time

- **5.** Observe children's play to determine when they need new props or materials to enhance their play.
- **6.** Act as a supportive play partner by responding to children's play with meaningful questions and comments.
- **7.** Respectfully join children's play from time to time by allowing them to set the tone and direct the action.

Group Time

- **8.** During circle time, plan activities that allow children to express themselves by suggesting an idea for an activity, starting a song, or volunteering to take the lead in a game such as "Duck, Duck, Goose!" or "What can you do, Punchinella?"
- **9.** During storytime, involve children in the telling of the story by having them predict "What will happen next?" or by role-playing parts of the story as it's being read. Also, when possible try to relate the story to a child's own personal experience such as, "Joey, you've just had a new baby sister, like Peter in the book. Want to tell us about her?"

Lunchtime

- **10.** Sit next to a child who needs special one-on-one support.
- **11.** Ask each child individually, "What did you enjoy most about what we did this morning?"
- 12. Ask, "What do you do before/after dinner at

your house?" Give each child a turn to respond.

13. Encourage children's spontaneous conversation with each other and with other adults.

Naptime

- **14.** Make contact with each child as you tuck blankets around and help them settle with their "cuddlies."
- **15.** Rock a child who has trouble falling asleep in the rocking chair and sing a favorite lullaby: Perhaps you'll sing softly together.
- **16.** Sit on the floor next to a restless child's cot. Encourage her to "whisper a daydream" to you.
- **17.** As you gently rub a child's back, tell him a nursery rhyme in a low, soothing voice.

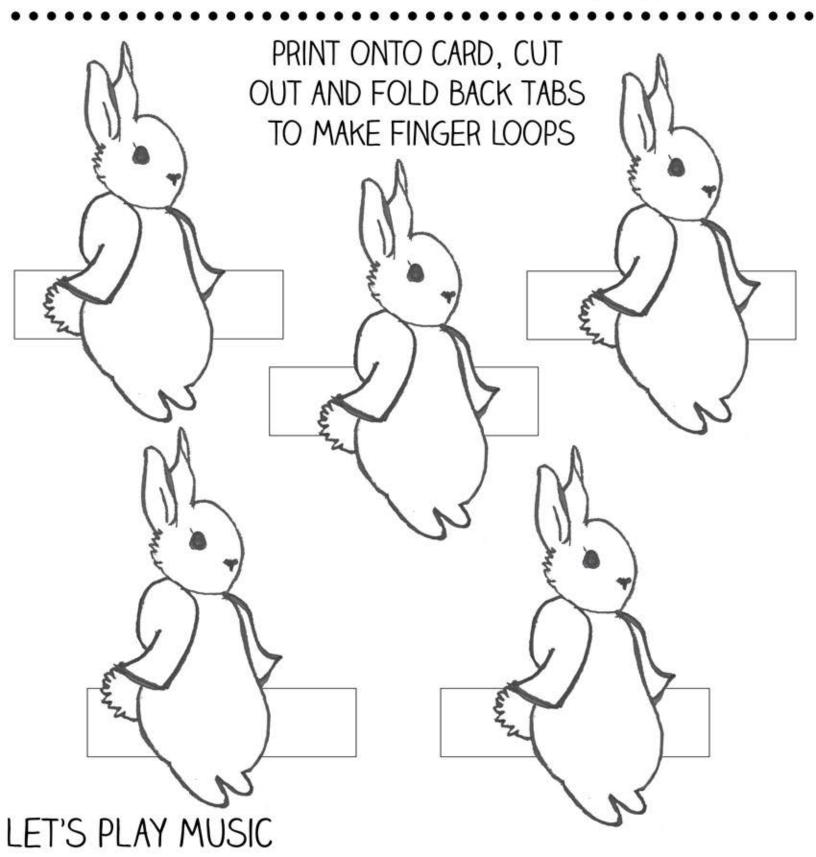
Large-Motor/Outdoor Play

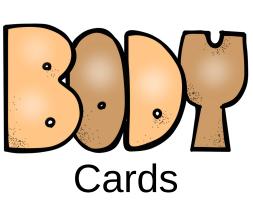
- **18.** Settle down next to children in the sandbox. Respond to their pretend play and extend it through conversation and by using the sand yourself.
- **19.** Become the helpful "traffic director" for the vehicle riders. Give them directions and encourage their adventures traffic rules taken into account, of course!
- **20.** Encourage beginning climbers without urging them to do more than they can. Help them to verbalize their accomplishments, and let them know there will be many more times when they can practice new-found skills.
- **21.** Give children encouragement on the swings with an initial push, but encourage them to use legs for pumping. Converse as you go: "I think you went a little higher! How does it feel?"

Going Home

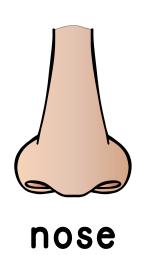
- **22.** Make some connection with each child as she's dressing to go home.
- **23.** Make brief contact with parents so children can observe and comment on the interaction.
- **24.** Use each child's name as you say "good-bye," and add a personal word or two if possible.
- **25.** If a child wants to share a special event, accomplishment, or feeling about school with a parent, try to support the effort and make time to participate.

5 Little Bunnies Finger Puppets

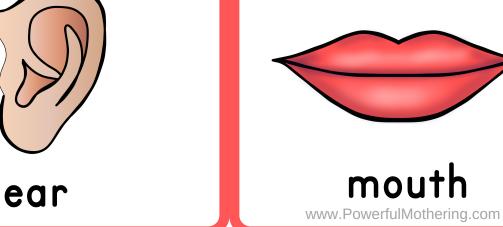




www.PowerfulMothering.com

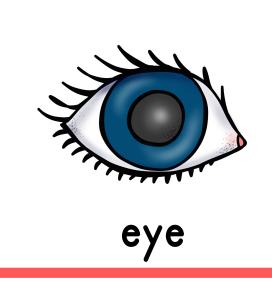


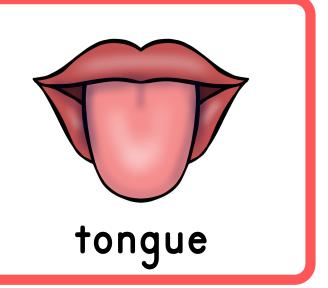






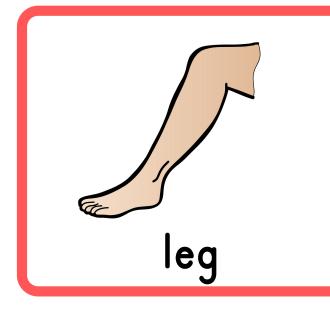


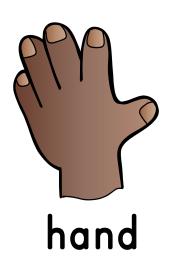




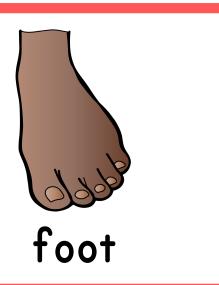


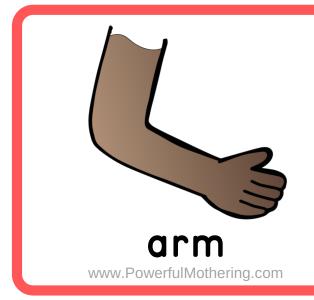


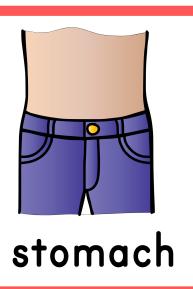


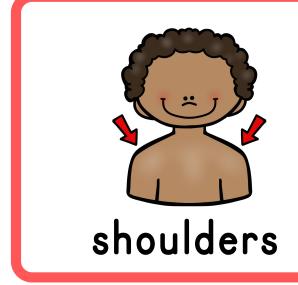


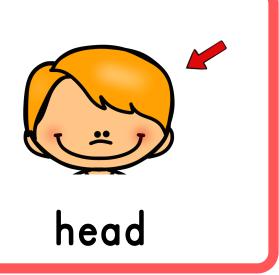


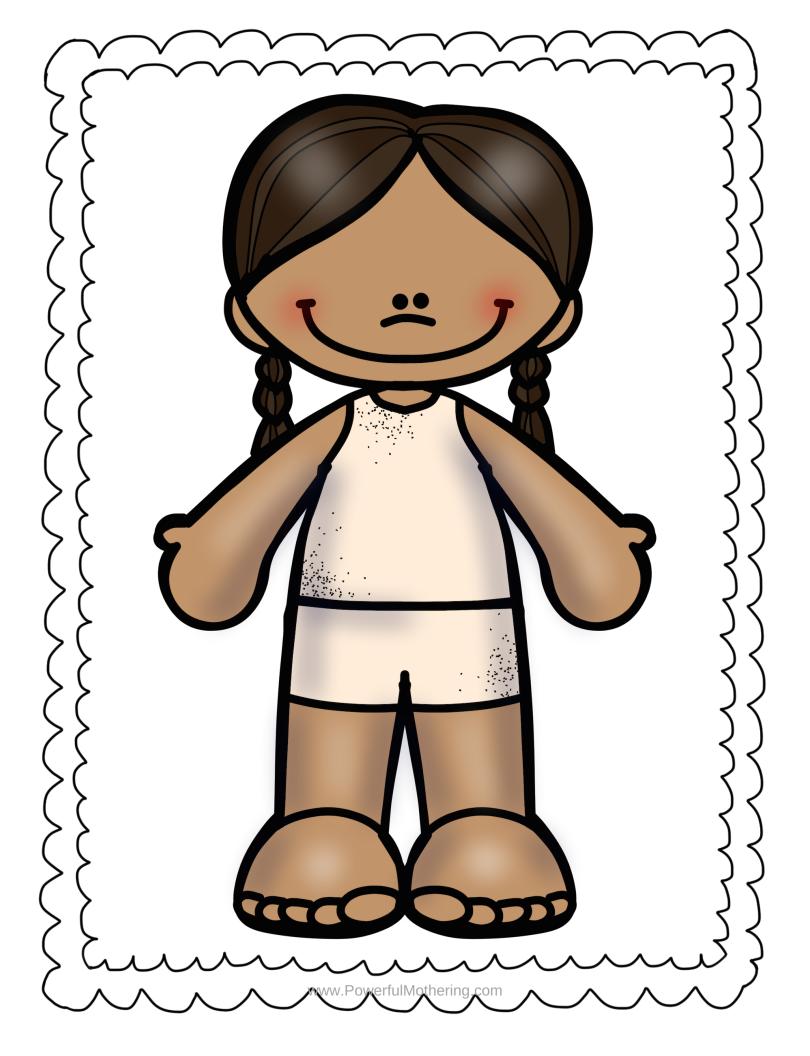


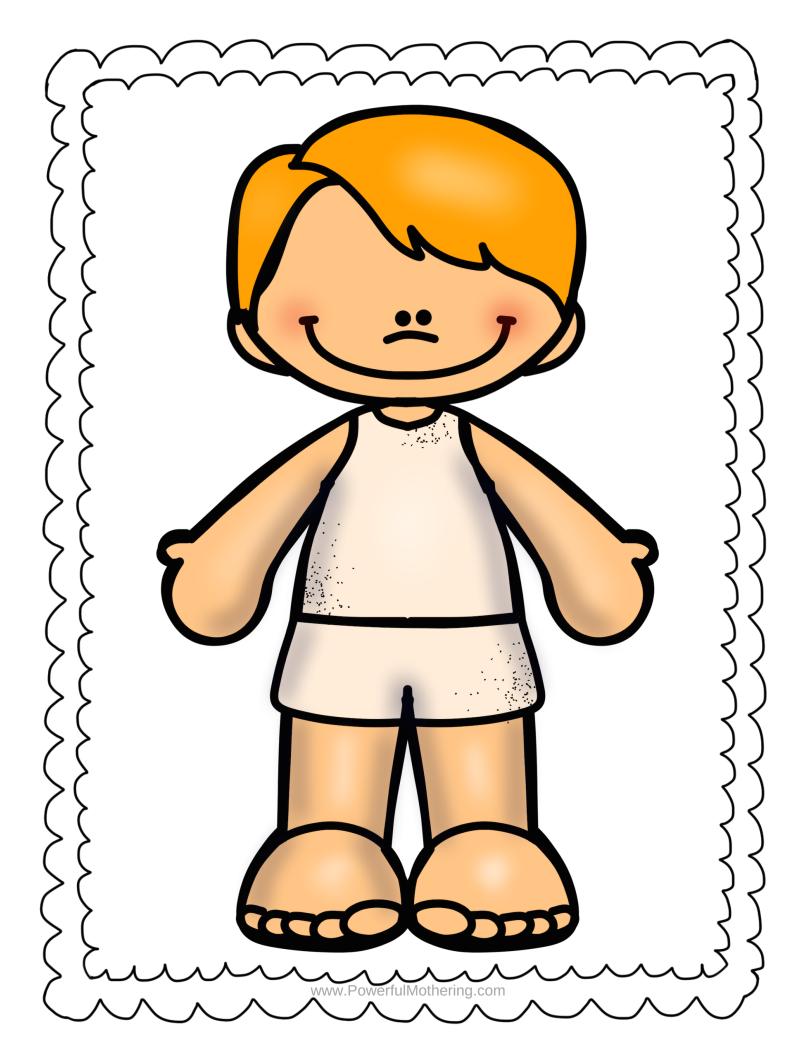


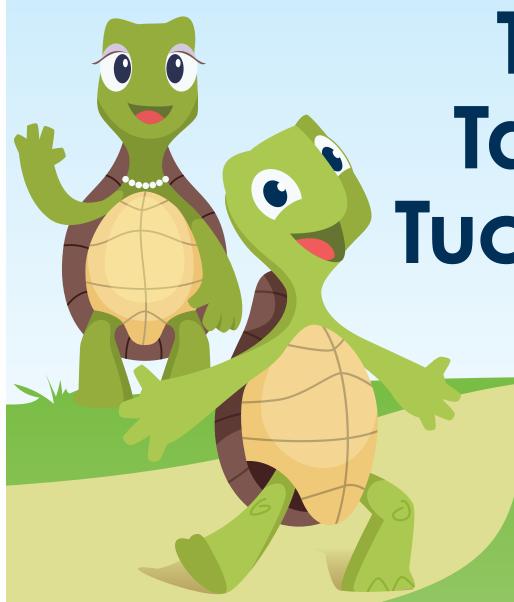












Tucker Turtle Takes Time to Tuck and Think at Home

A scripted story to assist with teaching the "Turtle Technique"

By Rochelle Lentini, Lindsay N. Giroux and Mary Louise Hemmeter

ChallengingBehavior.org

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Tucker Turtle is a terrific turtle. He lives with his family in a small pond.



Sometimes, things happen that make Tucker really mad.



It used to be that when Tucker got mad, he would hit, kick, or yell at his family and friends. His family and friends would get sad and scared.



Tucker now knows a new way to stay calm when he gets mad.



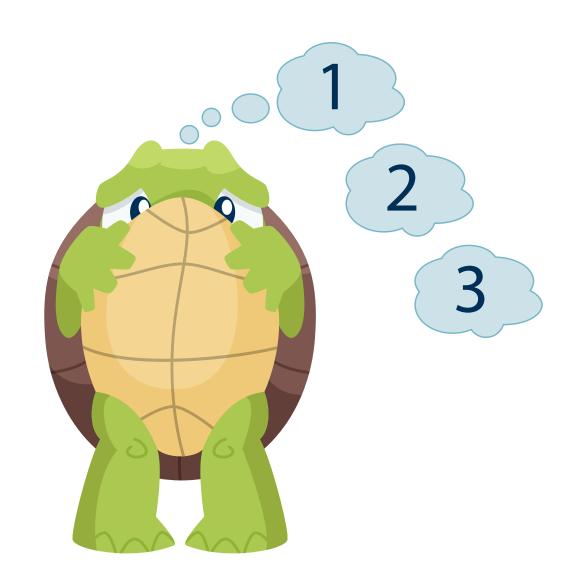
Step 1

He can stop yelling and keep his hands and body to himself!



Step 2

He can tuck inside his shell and take 3 deep breaths to calm down.



Step 3

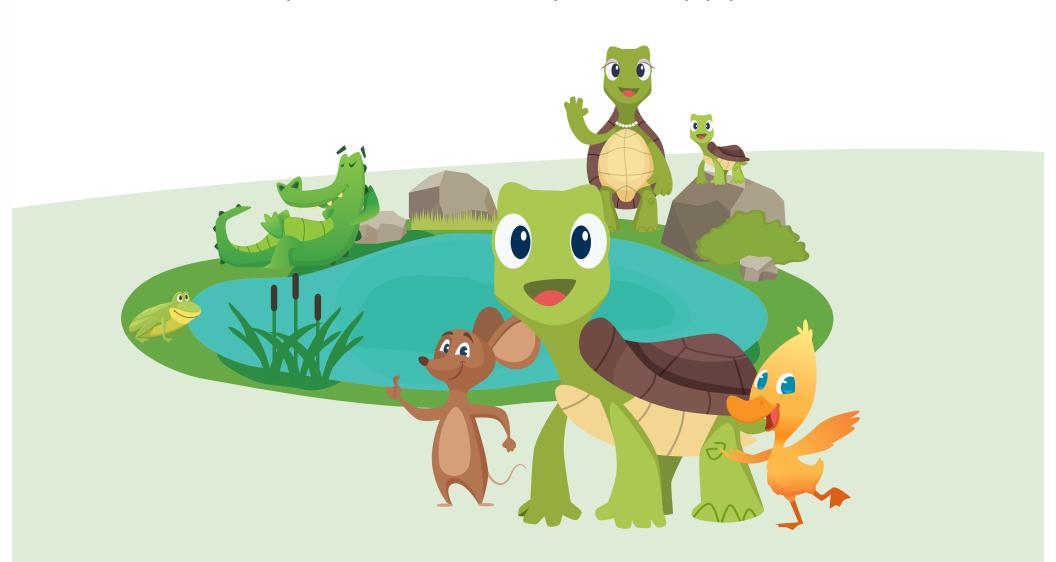
Tucker can then think of a solution to solve his problem.



Step 4

When Tucker stops and thinks, his body is calm and feels better.

When he uses gentle touches and kind words with his family and friends, they feel happy and safe.



Tucker's family practices stopping and thinking together using Tucker's new way to calm down.



Practice Thinking Like a Turtle

Teach your child the steps of how to control feelings and calm down ("think like a turtle").

- Step 1: Recognize your feelings.
- Step 2: Stop your body.
- Step 3: Tuck inside your "shell" and take 3 deep breaths.
- Step 4: Come out when you are calm and think of a solution.

Turtle Technique Tips

- Practice tucking like a turtle when your child is calm.
- Throughout the day, make time to practice taking 3 deep breaths.
- Model using the calming steps when your feelings are strong.
- Practice these steps frequently during routines (e.g., before playing with siblings, while reading a book, before chores, etc.).
- Use the cue cards on the next page when practicing the steps.
- Prepare for and help your child handle possible disappointment or change by reminding them to tuck and think like a turtle when they feel angry or mad.
- Offer lots of encouragement when your child tries to use the steps.
- Recognize and comment positively when your child stays calm.
- Help all family members know the Turtle Technique.

Help Children Think of Possible Solutions

- Ask for help.
- Say "Please stop."
- Wait and take turns.
- Get a timer.
- Ask for a hug.
- Take a break.
- Say, "Will you play with me?"
- Share.
- Use kind words.



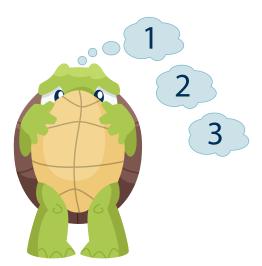
NCPMI The Turtle Technique



Step 1. Recognize your feelings.



Step 2. Stop your body.



Step 3. Tuck inside your shell and take three deep breaths.



Step 4. Come out when you are calm and think of a solution.

35 EASY ACTIVITIES TO BREAK UP THE DAY from BusyToddler.com

- I. Popsicle Bath: Let your child take a bath while eating a Popsicle mess is contained & the kids are happy.
- 2. Decorate Boxes: Go big use paint, stickers, construction paper, crayons, markers. Store it and play again tomorrow.
- 3. Pillow Lava: Put every pillow and cushion on the floor for a "pillow lava" experience.
- 4. DIY Coloring Page: Roll out a large piece of paper and draw your child their own personal GIANT coloring page.
- 5. Make Play Dough: Make some homemade play dough with your child. Let them be a part of the process.
- 6. Wash the Toys: Fill a large container with tear-free soapy water. Have your child wash their plastic toys in the bin.
- 7. Toy Parade: Tape lines on the carpet and set out some tiny toys to have a giant parade.
- 8. Creation Station: Let your child cut and glue recycled materials explore, tinker, create.
- **9.** Dance Party: Crank up the tunes, add in some glow sticks, turn off the lights make this a real kid party.
- 10. Random Painting: Invite your child to paint with *random paint brushes:* foil, Q-tips, cotton balls, sponges.
- **II. LEGO Bath:** Dump your LEGO Duplos or other large plastic bricks in a full bath let the water building begin!
- 12. Build with Toilet Paper Rolls: Have your child build towers using toilet paper they can pretend they're snow forts.
- 13. Box Road: Cut open a box and draw DIY road in marker. Bring out cars, blocks, animals and make a town.
- H. Toy Hide & Seek: Pick a toy to play hide and seek with (puzzles are great). Hide the pieces for your child to find.
- 15. Playing Card Games: With cards, have your child sort by color, suit, & number. Teach them Slap Jack. If older, play War.
- **16.** Make a Fort: Be epic! Bonus points: have lunch INSIDE the fort, read books in the fort, bring in toys.
- 17. Paint in the Bath: Cover the walls with paper and let your child paint will in a dry bathtub.

35 EASY ACTIVITIES TO BREAK UP THE DAY from BusyToddler.com

- **18.** Make a Ramp: Use wood OR fold an open box into a ramp. Tip: tape a broom handle to the back of cardboard for stability.
- 19. Flashlight Find: Put sticky notes all over with shapes, words, or numbers. Send your child to find them with a flashlight.
- **20.Sensory Bin:** Make a sensory bin in a storage container. Fill with kitchen tools and a base (rice, cornmeal, leftover cereal, or oats).
- 21. Make Paper Airplanes: Learn how to make paper planes and teach your child. Have races.
- 22. Body Art: Lay your child down on a large piece of paper and trace their body. Let them paint it.
- 23. Car Races: Have car and ball races on the floor keep track of the winners.
- **24. Play with Ice:** Experiment with ice. Fill a bin with ice and add water. Ladle the ice, mix, scoop, and smash it.
- **25. Paint the Trash:** Grab the recycling & let your child paint it egg cartons, boxes, etc.
- **26.Bake Cookies:** Bonus points: Open the cookbook and pick a NEW recipe.
- **27. Color Bath:** Collect plastic toys and object all one color. Dump them all in the bath for a color themed experience.
- 28. Bubble Foam: 2:1 tear free bubble bath/body wash to water I cup soap + ½ cup water. Mix with a hand mixer or blender to "stiff peaks."
- **29. Paint the Toys** Let your child paint some of their plastic toys (then have them wash them off in the bath).
- 30.Cut & Glue Bin: Let your child practice cutting and gluing by making a collage on paper.
- 31. Puzzle Unwrap: Wrap puzzle pieces in foil or paper and let your child open them and complete the puzzle.
- 32. Send Letters: "Write" letters and make pictures for family and friends actually mail them!
- 33. Pouring Station: In a bin or dry bath tub, let your child scoop and pour water into and from various containers.
- **34. Coin Sort:** Sort the coins onto 4 plates. Talk about each coin's uniqueness.
- **35. Oobleck** 2:1 cornstarch to water. Mix 2 cups of cornstarch and I cup of water for an awesome taste safe science experiment.



Preschool Resources









Reducing Stress in Kids

by <u>StressFreeKids</u> | Jul 12, 2015 | <u>Articles, Children</u> | <u>8 comments</u> by Lori Lite

Children are vulnerable to stress. Thirteen out of one hundred children experience some kind of anxiety disorder and many more are just stressed out! Living a balanced life and reducing stress in kids is a challenge for most families.

With very little effort you can offer your children the tools they need to maintain emotional balance. Consider filling your child's emotional backpack with solutions and techniques they can use for stress management and relaxation. Kids can be active participants in creating their own healthy, calm lives.



•Be aware that change, be it positive or negative, creates stress for most kids.

•Make time to relax and schedule downtime for your children. Do not over-schedule.

•Show your child how to maintain a positive outlook, stop the chatter and lists in their heads, and take their mind off of their worries.

Here are 4 tips and proven techniques which will result in reducing stress in kids:

Use affirmations or positive statements to counteract your child's stress. Teach your children to take a break and say, "I am calm. I am relaxed. I am peaceful. I am happy. I am safe." Write a positive statement

and have your child carry it in their pocket for the day. Put a list in the back of their school notebook for them to access at any time. For added fun put affirmations in a fish bowl by the front door. Grab an affirmation on the way out to school.

(Affirmation Weaver is a story that encourages positive statements.)

Create visualizations. Tap into your child's imagination and encourage your child to create a happy thought that they can "go to" when stressed or worried. Develop a short story or scene that your child can think of when they are fearful or anxious. Go for a calming ride on a cloud or float in a bubble. Slide down a rainbow and watch your child use their very own relaxation story or guided imagery as a relaxation tool. For added fun write the story down or record it.

(A Boy and a Turtle is a story that introduces visualizing.)

Practice controlled breathing. Taking slow deep breaths can help lower a child's anxiety and anger. All children can benefit from this important powerful stress and anger management technique. Children with special needs; Autism, Aspergers, ADHD, SPD, PTSD can learn to bring their energy level down a notch and feel in charge of themselves. Children can use breathing when they feel over-stimulated or on a verge of a temper tantrum. Remind your child to use their breathing tool. Breathe in 2,3,4 and out 2,3,4. In 2,3,4 and out 2,3,4. For added fun encourage your child to show one of their dolls or stuffed animals this technique.

(Sea Otter Cove is a story that introduces breathing.)

Use progressive muscle relaxation to help your child to fall asleep. Relax your child's mind and body by sending a signal of relaxation to various muscle groups. Start with your child's feet and work your way up to their head or reverse the order. After a few tries your child will be able to use this technique on their own. "I am going to relax my legs. I will relax my legs. My legs are relaxing. My legs are relaxed." For added fun try active progressive muscular relaxation. Tighten muscle groups and relax. "Hold, hold, hold,.... Ahhhhh..."

(The Goodnight Caterpillar is a story that introduces passive progressive muscle relaxation.)



STRESS-BUSTERS

For Young Children



Little kids can have big worries, too. Help melt their stress away with these 20 practical tips for your early childhood classroom!



1. Set Aside Group Time to Talk About Feelings

Young children need the vocabulary to talk about complex emotions. Teach them words like proud, worried, excited, frustrated, and amazed, and talk about them during group time. Acknowledge both negative and positive emotions, since every emotion shared provides valuable insight into the child's mind.

2. Be Flexible During Transitions

Transitions are a time when many children feel stressed and overwhelmed. Be flexible as much as possible during transitions. For example, allow kids who prefer to eat slowly to finish their snack at their own pace, and let other students get up and play if they finish first.





3. Show Them Mistakes Are Okay

Everyone makes mistakes when learning new skills and navigating new social situations—even grownups. Owning up to your own small mistakes in the classroom can go a long way toward soothing children's worries when they mix up the rules of a new game or accidentally hurt a friend's feelings.

4. Encourage Conversations with Children from Diverse Backgrounds

Children often feel stressed when they feel alienated from the rest of the class. Help students from diverse backgrounds find common ground by encouraging them to chat about favorite TV shows, games, and hobbies—a great way to help kids look past differences and bring them together.





5. Infuse the Day with Patterns and Rituals

Kids are less likely to feel anxious when routines and patterns are predictable. Use a special greeting each morning to help kids ease into the day. Choose a song that tells kids when it's time to put away toys or use inside voices. Celebrate special events like birthdays with predictable rituals—for example, make it a tradition to have each child tell the birthday boy or girl something nice.







6. Reduce Tensions through Art Activities

Group art activities can provide children with a powerful outlet for their feelings. Art can help kids process dark emotions—a child worried about his father's illness might draw an ambulance and cover it with brown scribbles that represent his fears. Art can also be a way to express and amplify joy, as children work with bits of bright paper, glitter, stickers, and gloopy paint in vivid colors.

7. Keep a Peace Rose

Keep a silk Peace Rose in your classroom to help resolve conflict. Have the children involved in the conflict take turns holding the rose and describing what happened, how they feel about it, and what they think the solution should be. Ask children to interact directly to solve the problem. When they agree on a solution, have them say together: "We declare peace."





8. Use Puppets to Model Behavior

Puppets are a fun and effective way to teach peaceful conflict resolution strategies. Collect a cast of puppet characters, give them names like Homer Helper and Frannie Fixer, and make up little skits and dialogues that demonstrate how to resolve problems and help peers who are upset. Model words and behaviors explicitly to support children in adopting kind and helping behaviors.

9. Empathize with Outsized Child Fears

Remember how scary the world often felt when you were a young child? Take an empathetic approach when a child quakes at thunderstorms or fears being abandoned by a trusted parent or caregiver. Even if the child's fears seem unrealistic or exaggerated to you, approaching him or her with kind understanding will help alleviate stress.





10. Dance During Circle Time

This is a great way to relax tensions and unwind the body! Try slow skating waltzes or lively, stomping music. Let your young learners twirl dreamily or jump and leap to powerful beats. Watch tension flow out of their bodies as children move to the music.









11. Provide Safe Spaces for Vigorous Movement

Kids with high activity needs can feel stressed if they lack opportunities to let off steam. Find creative ways for high-energy children to move vigorously throughout the day. Provide access to tumbling mats, hobbyhorses, jumping games, and safe climbing equipment that give kids an outlet for their natural energy.

12. Use Toys to Encourage Nurturing

Nurturing dolls and stuffed animals is a good way for children to unwind and practice caring behavior. Set up toy cribs where boys and girls can put their "babies" to bed, and water tables where kids can bathe their dolls. Help create caregiving scenarios and praise children for their TLC. (Be sure to provide girl and boy dolls representing different cultural groups.)





13. Care for Plants and Animals Together

Tending to bird feeders, classroom pets, and indoor and outdoor gardens can divert children's attention from daily stressors and fill them with wonder. Digging and planting can both energize and calm children as they work together, and caring for animals can boost children's happiness as they learn responsibility.

14. Keep Your Classroom Neat

A little messiness is unavoidable during playtime and activities—toys get scattered on the floor, art supplies clutter tables. But research shows that children feel more secure when things look orderly. To increase children's sense of calm and security, try to keep toys and supplies neatly stored in their places after activities are over.





15. Involve Children as Classroom Helpers

Enlist children's help in keeping the classroom tidy, comfortable, and efficient. Get them involved in organizing the classroom, arranging toy storage, and planning special occasions. A happy, orderly classroom environment will decrease stress, and if you praise kids for their helping behaviors, they'll feel so important and proud!









16. Try a Baking (or Squishing) Activity

Mushing, squeezing, and pounding dough is a therapeutic activity that can help kids process feelings of anger and frustration. If baking isn't an option in your school, let the kids smush and pound dough or clay. They'll let off steam in a safe, wordless way *and* hone their artistic creativity at the same time.

17. Tell Silly Jokes

Laughter releases tension and eases stress—both for you and the kids in your classroom. Tell silly, easy-to-understand jokes throughout the day to get your young learners giggling. When a small mishap occurs, reframe it in a funny way to reduce the stress of the situation and ease worries.





18. Give Children Reasons for Expected Behaviors

Children are less stressed when they feel that requests are reasonable. Share the reasons behind your behavioral expectations and then redirect the child's focus. For example, if a child is bothering a peer, say "It makes Jerry upset when you run your truck over his back when he is lying down. You can have fun driving your truck on the floor instead."

19. Provide Upbeat, Positive Emotional Feedback

Daily doses of upbeat talk and cheerful remarks will give children the positive energy they need to cope with stress. And when you model acceptance of unexpected nuisances (spilled juice, a clogged sink), children will see how to handle stressful situations with grace and good humor.





20. Praise Children for Helping Each Other

Have you noticed kids in your classroom going out of their way to engage a worried or withdrawn peer? Have you seen a child help another through a stressful activity or transition? Be on the lookout for instances of children helping each other during free play and activities. Tell them how proud you are of their positive behavior—and you'll likely see more of it!



Get more tips on boosting children's social-emotional skills at the Brookes Inclusion Lab!

www.brookesinclusionlab.com



These tips were adapted from Little Kids, Big Worries, by Alice Sterling Honig, Ph.D.

Learn more about the book at www.brookespublishing.com.



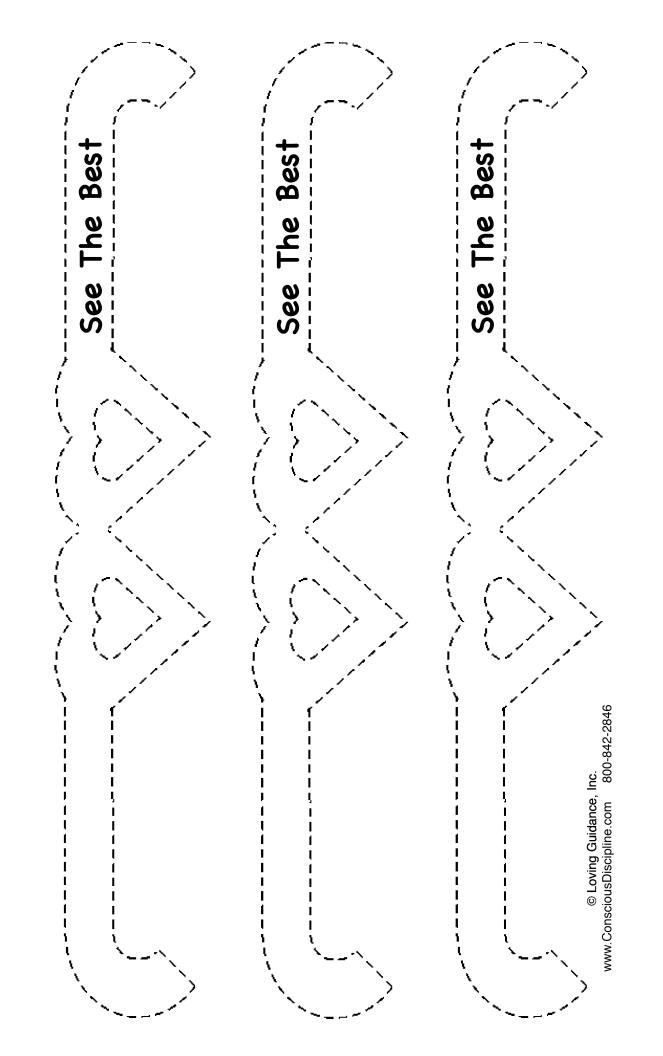


Shubert's Heart-Shaped Glasses

Create heart-shaped glasses to help children practice positive intent (seeing the best in others) as they read Shubert Sees the Best.

Before reading Shubert Sees the Best, print the PDF template (below) on legal-sized paper. (Older children can cut the glasses out themselves, but you may want to precut the glasses for younger children.) After reading Shubert Sees the Best, present each child with his/her own pair of glasses. Then everyone enjoys coloring and decorating their own pair of heart-shaped glasses just like Shubert's! Once decorated, put the glasses on and have a class or family meeting to talk about what it means to see the best in others.

Conscious Discipline.com





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11 Ways to Encourage Friendship Skills and Social Play (https://blog.brookespubl ishing.com/11-ways-toencourage-friendshipskills-and-social-play/)

SEPTEMBER 4, 2018

Friendship and social play skills are key capabilities for young kids to develop in the early years of school—they form the foundation of long-term success in school and in the community. In your inclusive classroom, you'll probably have students who need some extra support to develop and strengthen these skills. Today's post gives you some tips and activity ideas you can use to promote friendships and encourage social play among children with and without disabilities.

Excerpted and adapted from DO-WATCH-LISTEN-SAY, (https://products.brookespublishing.com/DO-WATCH-LISTEN-SAY-P1010.aspx)Second Edition, by Kathleen Ann Quill & L. Lynn Stansberry Brusnahan, these ideas were developed to build social and communication skills for students with autism, but they'll also have benefits for a wide range of learners. Give these a try in your classroom, and see which ones are most helpful to your students.

Try a greeting game. For this activity, have everyone in the group take a turn going around the circle and saying "Hello." Every time a peer successfully greets everyone, cheer for the person. After a learner with support needs has watched one or two other people take a turn, have him or her go around the circle greeting peers.

Play tag. Start a game of tag with a group. For learners who need some support to join, have them watch the group play for a while and then encourage them to join the game. Prompt them to ask, "Can I play?" and then prompt them to join in. Fade your prompts as the child becomes more independent in joining in the game.

Make a group mural. Tape a large piece of mural paper to a table and give a few ideas for a theme (e.g., St. Patrick's Day, Spring, All About Me, The Farm). Set out art materials: paint, paintbrushes, markers, glitter, stickers, and stencils. Limit the number of each type of supply so the group is required to practice sharing and taking turns. Have bowls of warm water or wet paper towels readily available for kids who don't like to get their hands messy, and give a smock to every person. Ask the group to work together to complete the mural, and once the activity is over, have them collaborate on cleanup.



Have them co-author a story. Pair a learner who needs extra support with a peer to write a story together. Ask them to take turns coming up with what happens on each page, or have them alternate sentences, whatever works best for the activity. If your students don't write yet, you can have them draw a picture together. Encourage them to talk to each other about what they're drawing.

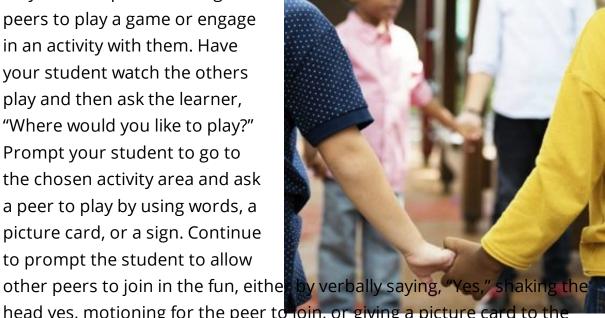


side of a small table. Put two empty puzzle boards in front of one chair and the puzzle pieces in front of the other chair. Prompt your student to choose a peer partner and then have them sit down at the table. The child sitting in front of the puzzle pieces can give them to the partner, one at a time, until the first puzzle is completed. Then have the partners switch roles to complete second puzzle. (Another idea: completing a giant floor puzzle as a group.)

Send them on a scavenger hunt. Hide items around the classroom that you use to complete morning activities (e.g., attendance log, calendar). Invite students to play detective together to hunt down the items you hid.

Build skills with building blocks. Set up an activity in which children build together with Legos or blocks. For learners who need extra help with social play and turn-taking, ask them to place the first block, and then have the peer place the next block. Establish a turn-taking routine between the two of them. When their masterpiece is finished, have them work together to return the blocks to the marked bin.

out. Some of your students may need help with inviting peers to play a game or engage in an activity with them. Have your student watch the others play and then ask the learner, "Where would you like to play?" Prompt your student to go to the chosen activity area and ask a peer to play by using words, a picture card, or a sign. Continue to prompt the student to allow



head yes, motioning for the peer to join, or giving a picture card to the peer. Fade prompts as learner becomes more successful.

Use computer games to teach turn taking. Set up your technology station with two chairs. Use a WAIT pictograph to indicate who is waiting to play the computer game. (If you're using a desktop or laptop computer, set up one mouse and two mouse pads. Put the mouse on the pad of the person who will be going first and a WAIT pictograph on the pad of the other person.) Place a visual timer enhanced with audio where both students can see it, and set the timer for 5 minutes as the first person begins playing. If the other child is having a hard time waiting, use simple language to remind them: "It's Madison's turn; you have to wait." Refer the child to the pictograph, or show them that the timer is moving. When the bell rings, say, "Madison's turn is all done. Now it's your turn." Have the children exchange pictographs, and reset the timer for 5 minutes.

Get dramatic. Dramatic play can be a great way to build social skills and

. ,

spark friendships. Have your learners reenact a story using action figures with a group, dress up as favorite characters and act out a familiar story with a group, participate in a puppet show, or act out a role with peers using a scenario they both understand and agree upon (e.g., grocery store cashier and shopper).



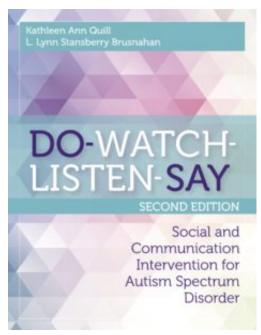
Don't stop the music. For students who are motivated by music, use their interest to help build social play skills. Have them play Musical Chairs with a group, participate in a musical Hot Potato game with a beanbag, take turns following the musical pattern of the game Simon, play an instrument as part of a marching band, or listen to audio tracks with

peers.

Have students who aren't quite ready for this level of peer interaction yet? When you're organizing social play activities in your classroom, it's helpful to slowly build up the complexity and difficulty of play. Start with parallel activities in which the learner has their own set of materials, and then introduce structured, predictable activities with a clear set of rules. Then, as your student learns to engage in these activities, move on to support more interactive play with peers.

Do you have another idea for building students' social play skills and promoting friendships between students with and without disabilities? Add your favorite strategy in the comments below!

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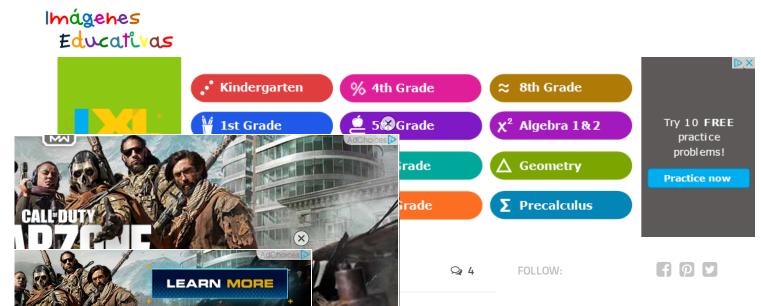
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ACTIVIDADES PARA TRABAJAR LAS EMOCIONES CON NIÑOS

BY ACRBIO · 28 ENERO, 2019



El que los niños aprendan y dominen las habilidades sociales y emocionales, les ayudará no sólo en la escuela, sino también en todos los aspectos vitales. Numerosos estudios han descubierto que los jóvenes que poseen estas habilidades sociales y emocionales son más felices, tienen más confianza en sí mismos y son más

competentes cómo estudiantes, miembros familiares, amigos y trabajadores. Al igual que tienen menor predisposición al abuso de sustancias, la depresión o la violencia.

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¿Cuáles son estas habilidades decisivas?

Lantieri y otros, fundaron Collaborative for Academic, Social, and Emotional Learning (CASEL) una organización que se centra en el uso del aprendizaje social y emocional como parte esencial de la educación. CASEL propone cinco grupos básicos de habilidades o aptitudes que construyen la inteligencia emocional:

- Autoconciencia: Identificar los pensamientos, los sentimientos y la fortaleza de cada uno, y notar cómo influye en las decisiones y las acciones.
- Autoconciencia social: Identificar y comprender los pensamientos y los sentimientos de los demás desarrollando la empatía, y ser capaz de adoptar el punto de vista de los otros.
- Autogestión: dominar las emociones para que faciliten la tarea que se está realizando y no interfieran en ella; establecer objetivos a corto y largo plazo; y hacer frente a los obstáculos que puedan aparecer.
- Toma de decisiones responsable: generar ejecutar y evaluar soluciones positivas e informadas a los problemas, y considerar las consecuencias a largo plazo de las acciones para uno mismo y para los demás.
- Habilidades interpersonales: expresar rechazo a las presiones negativas de compañeros y trabajar para resolver conflictos con el objetivo de mantener unas relaciones sanas y gratificantes con los individuos y el grupo.



Son justo la autoconciencia, la autoconciencia social y la autogestión de las habilidades las áreas que más necesitan entrenar y profundizar los afectados por TDAH.

Por ello es necesario desarrollar el trabajo sobre estos aspectos dentro de los programas de habilidades sociales y autocontrol emocional.

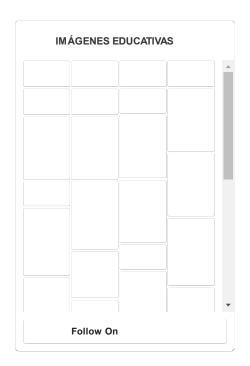
Podemos realizar actividades que trabajen la identificación de las emociones básicas, la autoexpresión emocional y la empatía (corazón de la Inteligencia Emocional), trabajando con los niños a ponerse en el lugar de los otros, a diferenciar que los sentimientos ajenos pueden ser distintos a los suyos. También enseñando a poner nombre a las distintas emociones y a saber cuál es la mejor forma de manifestarlas.







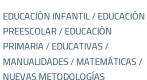












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Más 40 Juegos matemáticos para trabajar los números y otros conceptos lógico matemáticos

14 FEB, 2015



- 1. Diario de las emociones: El juego es una dinámica educativa que trata de favorecer la reflexión sobre los propios estados emocionales. A través de esta dinámica vamos a procurar que los niños y niñas dibujen sus estados emocionales y que tomen conciencia de cuando sienten cada emoción, de los posibles desencadenantes y consecuencias. De esta manera tendrán un rico collage de las propias emociones.
- 2. Juego "El observador": Deben observar las expresiones emocionales de otras personas (familiares y amigos). Deben fijarse en los aspectos verbales (qué dice y cómo lo dice) y en los aspectos no verbales: gestos faciales, muecas, tonos de voz, tics, etc. Como ya se trabajó al principio, este juego les motiva mucho porque saben en qué han de fijarse.

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- 3. ¿Qué estará pasando? A través del *roleplaying* podemos plantear diversas situaciones, reales o imaginarias (preferiblemente reales), y han de dramatizar la situación con todo tipo de detalles. El resto de compañeros deben tratar de adivinar los estados afectivos en cada uno de los acontecimientos relatados. "Me imagino que sentiste.....cuando". Confirmar si ha acertado en los sentimientos.
- 4. El juego del nombre: Se les reparte a los niños dos hojas de papel y se les pide que apunten su nombre y apellido. Después, en una de las hojas, se les pide que con cada letra de su nombre apunten las cualidades que consideran que tienen (si el nombre es muy largo, puede pedirse que lo hagan solo con el nombre o el apellido). Por ejemplo: Si la persona se llama Bea Salta, las cualidades o virtudes pueden ser: Buena, enérgica, amable, segura, agradable, lista, trabajadora y asertiva.

En la otra hoja, se les pide a los niños que escriban el nombre de alguien que haya influido en su vida. y entonces **deben escribir palabras que expresen cómo les han influido éstos**. De este modo se crea un vínculo entre el autoconcepto y los valores postivos que han sido asociados a uno mismo, generando una narración autobiográfica acerca del desarrollo de su personalidad que ayude a consolidar estos recuerdos.





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5. La caja de las emociones: Una de las formas con las que podemos trabajar las emociones en clase es a través de un juego denominado «La caja de las emociones». Su funcionamiento es simple y puede ser adaptado a las características o necesidades de cada clase. Se tiene que prepara una caja (de plástico, cartón, etc.) con todo nuestro grupo de alumnos y en ella se escribe el nombre de las diferentes emociones, junto con algún dibujo representativo. Esta caja debe estar situada en un lugar visible del aula y ser accesible a todos los alumnos. Además, se dispondrá de papel en forma de pequeñas notaspara que los alumnos puedan escribir en ellos sus mensajes. El **objetivo** de este juego es conseguir que **nuestros alumnos y** alumnas aprendan a comunicarse emocionalmente. A partir de estas comunicaciones individuales podemos profundizar en el conocimiento de las diferentes emociones (alegría, tristeza, desesperanza, rencor, etc.). De esta forma se logra una mayor inteligencia emocional y enseñar nuevas formas de afrontamiento de conflictos y canalización adecuada de los sentimientos que la acompañan. Con ello también estamos efectuando un trabajo preventivo respecto a posibles nuevos conflictos.



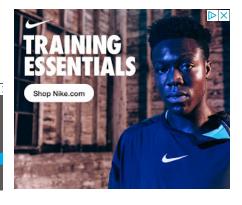


6. El diccionario de las emociones: Es un juego muy eficaz para que los niños aprendan a interiorizar sus emociones. Se utilizan cartulinas donde los alumnos escriben, en letras grandes, los nombres de una emoción: tristeza, alegría, rabia, etc. Después tienen que hacer un dibujo inspirado en dichas emociones y en las respuesta, emocional y/o física. El tarro de las buenas noticias: Este juego está especialmente pensado para potenciar el optimismo y los pensamientos positivos en los niños. Cada vez que ocurra una buena noticia en el contexto de la clase (un cumpleaños, el nacimiento de un hermanito o hermanita, un logro personal de algún niño o niña, etc.) los alumnos lo deben escribir o representar con algún dibujo y depositarlo en un tarro. El contenido de dicho tarro puede ser objeto de debate y al final de curso se puede hacer un mural con todas las buenas noticias que han ocurrido.









Esta dinámica es ideal para que los profesores eduquen a sus alumnos en control emocional. En el aula, el profesor debe leer en voz alta el comienzo de esta historia.

"Va Pepe muy contento por el parque, cuando de repente ve a Rafa viniendo a su encuentro. Rafa tiene una mirada muy rara. Pepe se pregunta qué le estará pasando. Se acercan y se saludan, pero inmediatamente Rafa comienza a gritar. Dice que Pepe le ha hecho quedar muy mal con los otros chicos del barrio, que es mal amigo, que tiene la culpa de todo lo que le pasa. Entonces Pepe...".

Una vez leído el cuento, **los alumnos deben pensar de forma individual cómo actuarían se encontraran en la situación en la que está Pepe**. Después, se comparten las respuesta y se clasifican en dos grupos: las que permiten la conciliación y buscan un camino pacífico y las que promueven un mayor conflicto. En forma de debate, se llega a la conclusión de por qué las primeras son mejores que las segundas.

8. El tarro de las buenas noticias: elige un tarro, decóralo con tu hij@ y colócalo en un lugar accesible para todos. Junto al tarro pon pedacitos de papel donde podáis escribir o dibujar aquello positivo que os ha pasado. Cada vez que tengáis algo positivo lo metéis en el tarro. Si en algún momento tu hij@ se encuentra triste o enfadado, podéis recurrir al tarro y recordarle la cantidad de cosas buenas que le han pasado.



- 9. **El álbum de fotos emocionales:** Hacer 4 fotos con diferentes expresiones de emociones (alegría, pena, sorpresa y enfado). Pegar las fotos en cartulinas o folios pegarlas por la clase o en un álbum.
- 10. Inventamos historias: Dibujad distintas emociones en tarjetas de cartulina. El maestro saca una tarjeta con una emoción y comienzan a inventar una historia con un personaje principal que tiene esta emoción. Luego los alumnos sacan otras tarjetas y hace lo mismo.

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4 RESPONSES



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Francys @ 29 enero, 2019 a las 3:49 am

Muy buenos tips , para el trabajo de las de emociones y de paso la conducta

Responder

Leticia Resendiz ② 29 enero, 2019 a las 4:45 am

Deseo informes de material para trabajar emociones con preescolares

Responder

Marisa Vásquez Panduro ② 3 febrero, 2019 a las 1:17 pm

Gracias por la información, soy una maestra convencida de la importancia de la educación emocional en nuestros estudiantes. no deje de enviarme, qué haré extensivo en demás maestros.

Responder

Paola Kelm © 21 febrero, 2019 a las 6:36 pm

Muchas gracias por la información, es un gran aporte para repensar nuestras prácticas docentes, la educación de las emociones fortalece y forma niños autónomos, responsables y empáticos

Responder

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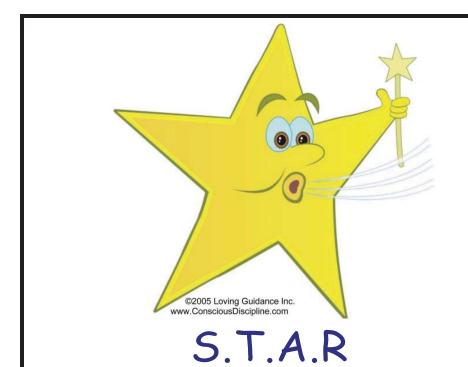
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Conscious Discipline.com





Drain





Pretzel



Drain

Extend arms out, pretending your arms are faucets. Tighten arm, shoulder, and face muscles. Exhale slowly making a "sssshhh" sound and release all your muscles, draining out the stress.



S.T.A.R.

Smile, Take a deep breath And Relax. Encourage belly breathing where the tummy goes out when the air goes in, and in when the air goes out. Also help children learn to exhale slower than they inhale.



Pretzel

Standing up, cross your ankles. Now cross your right wrist over left, turn your hands so your thumbs are facing the floor, put palms together and interlace fingers. Bend your elbows out and gently turn your hands down and toward your body until they rest on the center of your chest. Put your tongue on the roof of your mouth. Relax and breathe.



Balloon

Place your hands on top of your head and interlace your fingers. Breathe in through your nose as you raise your arms, inflating an imaginary balloon. Release the air in the balloon by pursing your lips, exhaling slowly, lowering your arms and making a "pbpbpbpbpb" sound.



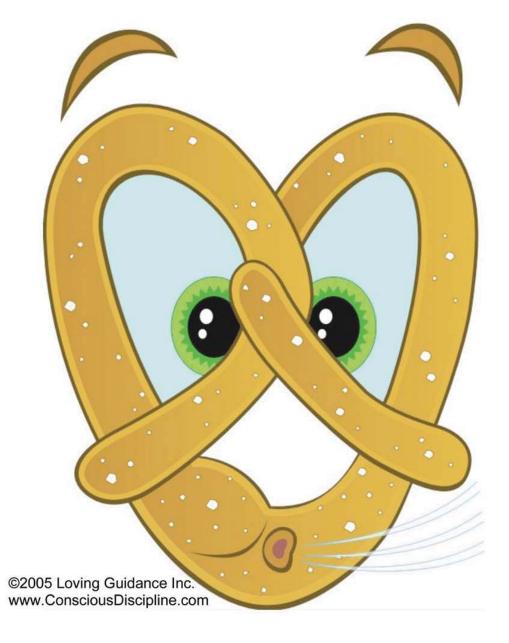
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Balloon



Drain



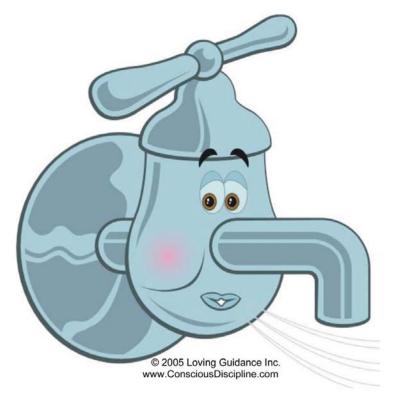
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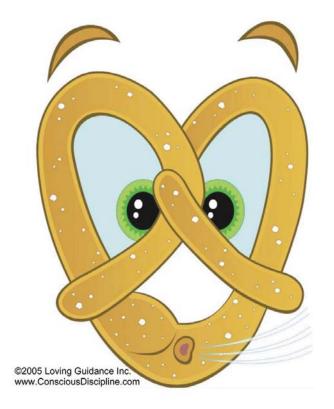
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PRESCHOOLERS > EVERYDAY CARE

Managing Preschool Separation Anxiety

By Amanda Rock Updated on June 24, 2019

It's the stuff broken hearts are made of. You, the <u>parent of a preschooler</u> dropping off your little one with a pit in your stomach, knowing what's coming next. Your child working himself into a fit, kicking, screaming and crying, not wanting you to leave him alone in this strange place. Preschool separation anxiety: You know it can't go on forever, but it sure feels like it lasts a lifetime.

The good news is that there is an end in sight. Employ these strategies to get rid of preschool separation anxiety, help your child

relax and, believe it or not, learn to <u>look forward to going</u> to preschool <u>every day</u>.

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Preventing Separation Anxiety in Preschoolers

Say goodbye. The simplest of the steps, it's also the hardest to do. But do it you must. Give your child a hug and a kiss, tell her you'll be back soon and then walk out the door. [1] Don't delay, don't give her "one more minute," don't linger, hoping that she'll miraculously start smiling and laughing, happy to go and play with her preschool chums. You've brought her to preschool and now it's time to let her get to the business of being a preschooler.

Trust your child's teacher. Preschool teachers, even newlyminted ones, know kids. They've done this before and have many ways and methods in their bag of tricks to help calm your little one down. From <u>redirecting</u> to a new activity to simply giving your child a hug and offering comfort, preschool teachers are masters at knowing what works and what doesn't when it comes to making kids happy. You <u>chose this preschool</u> for a reason, let the staff prove that your instincts and research was well-founded.

Establish a goodbye routine. Preschoolers crave routine. By giving your child something he can count on, he's likely to go to the school that much more willingly. So come up with a couple of things that you do each time you say goodbye. [2] Maybe it's a secret handshake or a special high-five. Maybe you kiss her chin or tweak her nose. Whatever it is, make it something special between the two of you and make sure you do it every single time. [3]

Confront the problem head-on. Bribing your child to stay in school may work—temporarily. Sneaking out might make you feel better because you don't have to witness a meltdown. But the best way to cope with preschool separation anxiety is to just deal with it. The reality is, that within minutes of their parents' exit, most kids happily settle down and forget what all the fuss was about. And within days (sometimes weeks), the tearful goodbyes end. This is something the two of you must work through the right

way together. [4]

Try a change. It's a reality of parenthood. Kids often behave better for people other than their parents. If there's a relative, friend or neighbor that's game, let them handle the dropping off for a few days and see if there is a change in your child's behavior.

Enlist the help of home. The most important message to send your child is that you love them very much and that you are thinking of them often. Together, pick out something that your child can bring to school with them that reminds them of home—a small stuffed animal, a photo, even a smiley face drawn on their hand. It just needs to be something they can look at that will conjure up thoughts of you that also offer comfort. (Keep it reasonable—smaller than a breadbox and nothing that makes noise.)

Never let them see you sweat. Don't let your child see that their preschool separation anxiety is getting to you. ^[5] Of course this is hard on you, but you must never let your child see that. Smile, talk about how much fun she's going to have, and then once you are out the door, call a friend to vent and cry.

Don't be late for pick up. It's easy to <u>lose track of time</u> when you have a few hours to yourself, whether you are running errands, working, or simply taking some time to relax. But no matter who is picking your child up, whether it is you or someone else, make sure you are there on time—even early. If you are late, it can cause your child even more anxiety and make dropping her off the next time that much harder.

Get the teacher involved. You probably have plenty of questions and could use some wise words from someone who has done this before. Your child's preschool teacher is likely an expert in preschool separation anxiety and probably has a lot to offer in terms of dealing with your child specifically. Make an appointment when you can talk

to her, if possible without your child present. And while it's tempting to try to corner her during drop-off and/or pick-up time, it's best to wait until she has time to focus solely on you, allowing her to gather her thoughts and prepare herself.

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Be prepared for regression. Just when you think you finally have

preschool separation anxiety under control, along comes a <u>school</u> <u>vacation</u> or an illness that keeps your child home for a few days and —tah-dah!—it's back again. This is perfectly normal. While upsetting, it's likely to last only a day or two and your child should go back to his cheerful self at drop-off time quickly.

Give your child something to look forward to. Most *grown-ups* aren't thrilled with the idea of being left in a roomful of people they don't know. If it's possible, put some friendly faces in the crowd by scheduling <u>play dates</u> with some of your child's classmates. If your child arrives at preschool and sees someone they recognize, they may be more likely to settle down and relax.

Be honest. Talk to your child about what they are feeling and why. Ask them what makes them so upset about you dropping them off at preschool. Share a story about a time that you may have felt scared or nervous about something and how you dealt with it. Talk about why you want your child to go to preschool and how much fun they are going to have while they are there. Don't minimize their fears or concerns—address them while assuring them that you will always be there to pick them up once school is over for the day.

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Help your child do his homework. Before preschool even starts, talk to your child about the whole process, <u>preparing her</u> for what she can expect to happen. Do site visits, go on bus rides and even read a few books about what preschool will be like and what she will do there. Knowledge is power and the more information your child has, the more empowered she's likely to feel.

Tips for an Easier Drop-Off

Make preschool mornings easier on both of you with these strategies. [6]

What You Need

A small reminder of home, like a photo or stuffed animal Patience

A strong support system in place—teachers, friends, confidantes you trust

A goodbye routine that you follow each time

Don't drag out saying goodbye and don't sneak out either. Keep it simple—one kiss, one hug, and out the door you head. And never bring your child home with you.

Keep your own emotions in check. Kids are surprisingly adept at picking up on what we grown-ups are feeling, even if we are trying to hide it.

Discuss what is going on with your child's teacher, but not during drop-off or pick-up time. Make an appointment to discuss the matter privately.

See if you can get another relative or friend to bring your child to school to see if a change in routine makes a difference.

Be prepared for your child to regress a bit after vacations, after he's been out sick or if something eventful is going on at home, like the <u>birth of a sibling</u>.

Related Articles

20 Tips for Parents From Preschool Teachers

Five teachers with a combined 90 years of experience share tips for parents of 2- to 5-year olds.

By Marguerite Lamb

Updated March 06, 2020



PHOTO: SKYNESHER/GETTY IMAGES

Do ever wonder if your little child has a split personality? At school she might clean up her toys, put on her shoes, and act entirely self-sufficient at potty time. Yet at home, she may whine whenever you ask her to pick up anything, insist you join her in the bathroom whenever she has to go, and demand that you spoonfeed her dinner.

The simple reason this baffling trend: Your child tests her limits with you because she trusts you will love her no matter what. But that doesn't mean you can't borrow a few strategies from the preschool teachers' playbook to get the best from your child.

We asked educators from around the country for their tips. Listen up and take notes!

 RELATED: 18 Tips for Overcoming Separation Anxiety on the First Day of Preschool

Promoting Independence

While 3- and 4-year-olds still need plenty of parental help, our preschool experts agree that kids are typically able to do more than many of us think. Here's how you can encourage them:

Expect more from your kids.

Most people have a way of living up (or down) to expectations preschoolers included. "At school we expect the kids to pour their own water at snack, to throw away their plates, to hang up their jackets—and they do," says Jennifer Zebooker, a teacher at the 92nd Street Y Nursery School, in New York City. "But then they'll walk out of the classroom and the thumb goes in the mouth and they climb into strollers." Raise the bar and your child will probably stretch to meet it.

Resist doing for her what she can do herself.

While it may be quicker and easier to do it yourself, it won't help to make your child more self-sufficient. Quick hint: Appeal to her sense of pride, suggests Donna Jones, a preschool teacher at Southern Oregon University's Schneider Children's Center in Ashland, Oregon. "Whenever I'm trying to get kids to dress, put jackets on, sit on chairs during meals and so on, I'll ask them: 'Do you want me to help you or can you do it yourself?' Those words are like magic," promises Jones. "The kids always want to do it for themselves."

 RELATED: I Felt Guilty for Not Teaching My Daughter to Read Before Kindergarten, But Turns Out I Didn't Have To

Don't redo what they've done.

If your child makes her bed, resist the urge to smooth the blankets. If she dresses herself in stripes and polka dots, compliment her "eclectic" style. Unless absolutely necessary, don't fix what your child accomplishes, says Kathy Buss, director of the Weekday Nursery School, in Morrisville, Pennsylvania. She

will notice and it may discourage her.

Let your kid solve simple problems.

If you see your child trying to assemble a toy or get a book from a shelf that she can reach if she stands on her stepstool, pause before racing over to help. "Provided that they are safe, those moments when you don't rush in, when you give children a moment to solve things for themselves, those are the character-building moments," says Zebooker. "It's natural to want to make everything perfect, but if we do, we cheat kids of the chance to experience success."

 RELATED: Preschoolers 101: Understanding Preschooler Development

Assign a simple chore.

Putting your preschooler in charge of a regular, simple task will build her confidence and sense of competency, says Buss. A child who is entrusted to water the plants or empty the clothes dryer is likely to believe she can also get dressed herself or pour her own cereal. Just be sure the chore you assign is manageable and that it's real work, not busywork, since even preschoolers know the difference. The goal is to make your child feel like a capable, contributing member of the family.

Encouraging Cooperation

Walk into almost any preschool class in the country, and you'll see children sitting quietly in circles, forming orderly lines, raising their hands to speak, passing out napkins and snacks. The question is: How do teachers do it? How do they get a dozen or more children under 4 to cooperate, willingly and happily? While there's no secret formula, here are some tips:

Praise is key.

This is especially true if your child is not in a cooperative phase. Try to catch her being good. Kids repeat behaviors that get attention.

RELATED: What Your Kid Will Learn in Preschool

Develop predictable routines.

Kids cooperate in school because they know what's expected of them, says Beth Cohen-Dorfman, educational coordinator at Chicago's Concordia Avondale Campus preschool. "The children follow essentially the same routine day after day, so they quickly learn what they are supposed to be doing, and after a while barely need reminding."

While it would be impractical to have the same level of structure at home, the more consistent you are, the more cooperative your child is likely to be, suggests Cohen-Dorfman. Decide on a few routines and stick to them: Everyone gets dressed before breakfast. When we come in from outside, we wash our hands. No

bedtime stories until all kids are in jammies. Eventually, following these "house rules" will become second nature to your child.

• RELATED: Why Play Is Important in Preschool Classrooms

Turn responsibilities into a game.

If your child refuses to do something, try turning it into a game. "Humor and games are two great tools that parents sometimes forget about in the heat of the moment," says Zebooker. When her own son, now 13, was in preschool, she used to persuade him to put his shoes on in the morning by playing shoe store. "I would say, 'Welcome to Miss Mommy's Shoe Store, I've got the perfect pair for you to try on today,' and I'd speak in a silly accent and he loved it."

Give advanced notice before transitions.

If your child pitches a fit whenever you announce it's time to switch gears—whether that means shutting off the TV, stopping play to come eat, or leaving a friend's house—it could be that you're not giving enough advance notice. "At school we let kids know when transitions are coming so they have time to finish whatever they're doing," observes Cohen-Dorfman. "If you need to leave the house at 8:30 a.m., warn your child at 8:15 that she's five more minutes to play, then will have to stop to put her toys away. Set a timer so she knows when the time is up."

RELATED: Before Starting Preschool: What Your Kids Should

Know

Use sticker charts and rewards judiciously.

"If your child is always working for the reward, he won't learn the real reasons for doing things—that he should pick up his toys because family members pitch in," says Buss. Best bet: Reserve rewards for finite endeavors, such as potty training, but avoid offering them for everyday things, such as dressing himself or brushing his teeth.

Give structured choices.

If, for example, your 3-year-old refuses to sit at the dinner table, you might offer the choice of sitting and getting dessert—or not sitting and missing out on a treat. "At first, your child may not make the right choice, but eventually he will, because he'll see that the wrong choice isn't getting him what he wants," says Buss. Just be sure, if you want your child to choose option A, that option B is less attractive.

Avoid using "if" statements.

Make requests in language that assumes cooperation. "If you finish putting away your crayons, we can go to the park," suggests that perhaps your child won't clean up his crayons. Try instead: "When you put your crayons away, we'll go to the park."

 RELATED: How to Help Your Preschooler Handle Emotions and Avoid Outbursts

Prioritize play.

Preschool teachers said over and over that kids today are less able to play imaginatively than kids of a decade or two ago. "Too much of their day is structured in supervised activities," says Haines. The antidote: Get comfortable saying "Go play." It's not your job to see that your child is entertained 24/7. Let her get a little bored. But make sure she has items like dress-up clothes, paint and paper, a big cardboard box, and play dough.

Turn on music while completing tasks.

There's a reason the "cleanup" song works. "Set a task to music, and suddenly it's fun," says Sandy Haines, a teacher at the Buckingham Cooperative Nursery School, in Glastonbury, Connecticut. If you're not feeling creative, suggest "racing" a song: "Can you get dressed before Raffi finishes singing 'Yellow Submarine'?"

Encourage teamwork.

If your child is fighting over a toy with another child, set a timer for five minutes, suggests Buss. Tell one child he can have the toy until he hears the buzzer, and then it will be the other child's turn.

RELATED: What Doctors Wish Parents of Toddlers Knew

Let your child work out minor squabbles.

Instead of swooping in to settle disputes, stand back and let them

work it out (unless they're hitting each other). You won't always be there to rescue your child.

Disciplining Effectively

You've probably never met a parent who doesn't use time-outs, and never met a preschool teacher who does. So what discipline strategies do teachers recommend?

Rely on distractions.

If your preschooler is jumping on the couch or grabbing for her big sister's dolls, distract her by asking if she'd like to draw a picture or read a short story together.

Prevent good-bye meltdowns.

If your child is nervous about spending time apart, give him something tangible to remind him of you. Let him carry your picture; kiss a tissue or cut out a paper heart and put it in his pocket. Having something physical to touch may help him feel less anxious—and short-circuit a tantrum.

 RELATED: Getting Wordy: 4 Ways to Improve Your Preschooler's Vocabulary

Involve her in righting her wrongs.

If you find her coloring on the walls, have her help wash it off. If

she knocks over a playmate's block tower, ask her to help rebuild it.

Don't delay discipline.

If you must reprimand your child, do so when you see her misbehaving, advises Buss. "Sometimes I will hear parents say, 'Wait until we get home ... ,' but by the time you're home, your child has forgotten the incident." Similarly, canceling Saturday's zoo trip because of Thursday's tantrum won't prevent future outbursts; it will just feel like random, undeserved punishment to your child.

By Marguerite Lamb

ADVERTISEMENT

Juegos en solitario para niños

A qué pueden jugar los niños solos Guiainfantil.com 24 de julio de 2015

Hay niños que no saben entretenerse solos y necesitan la atención continua de los padres. Otros solo disfrutan saliendo a <u>jugar al aire libre</u> con los demás niños. Y otros más están encantados de **jugar solos**. El caso es jugar y divertirse, ya que es uno de los Derechos fundamentales de los niños.

Mientras no sea por una <u>cuestión de timidez</u> o de inadaptación social, el niño también debe aprender a **jugar en solitario**, una actividad lúdica que aporta muchos beneficios al desarrollo intelectual y emocional del niño. Nos preguntamos a qué juegan los niños cuando están solos y qué ventajas tienen los juegos en solitario.

Índice

- 1. Beneficios de jugar en solitario
- 2. <u>Juegos en solitario para niños</u>

Beneficios de jugar en solitario



No se trata de evitar los <u>juegos tradicionales</u> o los juegos al aire libre con un montón de niños juntos. Pero los niños también deben aprender a jugar solos porque fomenta

su **independencia** y **autonomía**. Al jugar en solitario el niño aprende a solventar situaciones por sí mismo y eso puede aplicarlo después a otros ámbitos de la vida.

Una de las mayores ventajas de los **juegos en solitario** se observa en el desarrollo de la creatividad y la imaginación. El niño que juega solo debe exprimir su imaginación para divertirse y al mismo tiempo <u>estimula su creatividad</u> elaborando situaciones lúdicas sin la ayuda de los demás niño o adultos.

Jugar solo también tiene beneficios para el **desarrollo emocional** del niño. En los juegos en solitario no hay presiones por parte de los demás, tampoco hay imposiciones, ni peleas, ni competitividad por ser el centro de atención. Desde este punto de vista, jugar en solitario puede ser beneficioso para <u>la autoestima</u> del niño porque se siente más seguro y aprende a creer en él mismo y en sus capacidades.

ADVERTISING

Juegos en solitario para niños

- Puzzles. Los puzzles o rompecabezas son uno de los juegos que más beneficios aportan al desarrollo cognitivo de los niños. Se potencia la concentración, la atención, se estimula la agudeza visual, <u>la memoria</u> y se aprende a gestionar los recursos.
- Construcción. Los clásicos juegos de piezas de construcción son ideales para estimular <u>la creatividad</u> de los niños. Con esas piezas los niños pueden ser arquitectos o inventores utilizando su habilidad, **su ingenio** y también su imaginación.
- Videoconsola. Probablemente la videoconsola sea el juguete preferido por los niños hoy en día y, a pesar de sus detractores, 'las maquinitas' también tienen sus beneficios. Son los adultos los responsables de elegir los juegos que pueden utilizar en la consola y entre partido y partido de fútbol, siempre se pueden encontrar algún juego de estrategia o de resolver misterios.
- Juguetes. Hay infinidad de juguetes, como las clásicas muñecas, granjas, parque de bomberos o incluso islas que mantienen a los niños entretenidos jugando casi solos, con la compañía de los personajes y su imaginación. No hay por qué renunciar a los juguetes tradicionales porque suelen ser los que más llaman la atención de los niños cuando están solos.

- **Disfraces**. Una buena colección de disfraces en la habitación del niño puede hacerle pasar las mejores **tardes a solas**, imaginando y creando situaciones de película. Es ideal para los <u>niños más imaginativos</u> que saben inventarse historias y también vivirlas. Puedes leer más artículos similares a **Juegos en solitario para niños**, en la categoría de <u>Juegos</u> en Guiainfantil.com.



Ways to Help Children with Autism Develop Language

Here are 15 tips for encouraging young children with autism to imitate and use words and sounds. (These suggestions are also great for any young child, with or without autism!)

IMITATING SOUNDS AND WORDS

GROOMING AND HYGIENE

Brushing teeth and hair and washing hands and face provide many opportunities for imitation. Model the actions needed while saving important key words, such as "Brush-brush-brush."

MEALTIME/SNACK TIME

Use sounds and words to describe the food. When preparing and cleaning up, provide opportunities for the child to imitate stirring, rinsing plastic dishes, and wiping off the table. Model the corresponding words.

BOOK TIME

Use gestures to represent actions and concepts in the pictures. Model making sounds and saying words that correspond to the pictures such as "Mmm!" and "Eat" for pictures of food.

COMMUNITY OUTINGS

As you approach the automatic doors at the grocery store, library, or post office, say "open" and model signing open. If the child does not say the word, assist him or her to make the sign.

HOUSEHOLD ACTIVITIES

Tell the child what you will be doing and model corresponding environmental sounds, actions, and words. When getting ready to vacuum, say "Time to vacuum," make the whirring sound of a vacuum, and pretend to push a vacuum before turning it on.

PLAYTIME

Model actions and their corresponding sounds and words, such as shaking, pushing, flying, filling, dumping, and sweeping.

BATH TIME

When playing with tub toys, model sounds such as "b-b-b" for a boat, and words such as "quack-quack" for a duck. Wave and say "hi" and "bye" to toys when putting them in the tub and putting them away.

BEDTIME

Pat the child's stuffed animals and tell them "Night-night." Help the child to do the same. Put your fingers to your lips and say "Shhh" or "Night-night" to the child.

USING WORDS

GROOMING AND HYGIENE

When brushing the child's hair or teeth, sing a song and pause for the child to fill in words, such as "This is the way we brush your __." Ask "Now what?" when the child knows what comes next.

MEALTIME/SNACK TIME

Give choices of food and drink for the child to select. Playfully sabotage situations such as giving ice cream but not a spoon to a child who typically uses a spoon. If the child does not request a spoon. ask the child "What do you need?" Give the child small portions so he or she must ask for more.

BOOK TIME

For some pictures, ask the child questions that are appropriate for his or her level of language comprehension. For example, begin with "What's that?" and "Who's that?" to target nouns, and when those are mastered, progress to "What is he doing?" to target actions with -ing endings.

COMMUNITY OUTINGS

Set up opportunities for the child to make requests, such as "up" to get in the car, "out" to get out of the shopping cart, and "more" to be pushed again on the swing.

HOUSEHOLD ACTIVITIES

Ask the child if he or she wants to help with household activities such as watering plants or rinsing dishes. When the child is helping, make comments about what he or she is doing and ask relevant questions.

BATH TIME

To facilitate requesting, set up situations so desired bath items are outside the child's reach. Vary word models to target requesting and commenting (e.g., when the child wants the duck, say, "You want the duck. Say 'duck,'" and after the child has the duck, say, "You have the duck. Say 'duck.'").

BEDTIME

Encourage the child to use a variety of words: requesting a stuffed animal on the shelf, naming a book to read, and choosing pajamas to wear.



Excerpted and adapted from Autism Intervention Every Day! by Merle 7. Crawford & Barbara Weber, Brookes Publishing Co.











Checklist of Important Elements for Supporting Early Literacy

Availability of learning materials

At least five picture books per child
Three-dimensional alphabet letters
Variety of writing implements (crayons, pencils, markers, colored pencils) and paper
Games, materials, and activities to help children learn to name and print alphabet letters
Games, materials, and activities to help children learn to rhyme
Cozy and comfortable area where children can look at books of their own choice
Separate area with table or other surface readily available for writing







Availability of early literacy learning opportunities

Adults read aloud to children at least once a day
Teacher introduces new words to children while reading picture books
Teacher sometimes sounds out printed words when reading picture books and sometimes points to text while reading aloud
Teacher encourages children to scribble and experiment with pretend writing
Teacher has detailed and informative conversations with children about things that interest them (e.g., "How do you think ice cream is made?")
Teacher encourages children to talk about their experiences
Teacher helps children learn nursery rhymes
Teacher encourages children to express themselves using complete sentences
Teacher keeps a record of how individual children are progressing in their early literacy learning
Teacher believes in the importance of helping young children gain early literacy knowledge
Teacher engages children in games and activities that focus on phonological awareness (e.g., "Clap your hands for every sound you hear in po-ta-to")
Teacher helps children learn to write their own and others' names
Teacher regularly helps children learn the sounds the alphabet letters represent (e.g., "M makes the mmmm sound")
Classroom day includes some planned teaching activities in which all children are expected to engage in literacy activities

Excerpted from Building Blocks for Teaching Preschoolers with Special Needs, Second Edition, by Susan R. Sandall & Ilene S. Schwartz, Brookes Publishing Co.







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Excerpted and adapted from Autism Intervention Every Day! by Merle 7. Crawford & Barbara Weber, Brookes Publishing Co.





expand language skills with fun activities

Preschoolers love fun, engaging activities that let them show off their expanding language skills and learn new words (especially silly ones!). On the next page, you'll find a timeline of 10 age-appropriate activities to try with preschoolers from ages 3-4.

Excerpted from the $ASQ-3^{TM}$ Learning Activities, these activities are great for sharing with parents to boost the

home-school connection. But if you're an early childhood educator, you can adapt them for use in your classroom, too.



A Timeline of Talk









Fun & Easy Activities that Boost Preschoolers' **Language Development**

Ages 3-4

30-36 months

Have your child help you put away things like food or folded laundry. Use words such as up, down, over, or through: "Please put the can on the shelf" or "Please put your socks in the drawer." Thank them for the help! You can give silly directions, too: "Put the lemons under the chair."

36-42 months

Put little notes to your child here and there: "You are a very helpful brother to your baby sister," "I noticed you put your toys away," "Dad will read your favorite story at bedtime." Read these notes to your little one so that he learns reading is fun and important.

42-48 months

Encourage your child to begin to make up stories of her own. Write them on a piece of paper as she tells them to you. She might like to draw or paint a picture to go along with the story. You can put these stories in a folder to make a book titled, "My Own Stories."

48-54 months

Challenge your child to remember and do three things in a single direction. Ask your child to go into the bathroom, flush the toilet, and bring your toothbrush.

54-60 months

Set up an office for your child with notebooks, a toy phone, an old keyboard, pencils and pens, a ruler, a calculator, and a calendar. Encourage her to pretend to go to work, write letters, type messages, and make notes. Pretend with her. Call on the phone and ask questions.

Don't forget, all activities should be safely supervised by an adult!

30-36 months

Your child will have fun when you act silly. Pretend you don't know what things really are. Point to the toothpaste and ask, "Is that the soap?" Let him tell you what it really is. Act surprised. Your child will enjoy "teaching" you the right name of things.

36-42 months

Go for a walk outside and look for living things. Ask your child questions about the world around her. "Where do we see birds?" Up in the sky. "Where do bugs live?" Under rocks. Your child may need a little help at first, but soon she will know the answers.

42-48 months

Riding the bus or in the car, look for things in a certain category. Find things with wheels, things that are tall, or things of different colors. Choose the category or let your child pick. You might say, "Let's see how many animals we see."

48-54 months

Go outside and lie on your back and take turns pointing out different cloud shapes and patterns. Ask your child what the clouds look like: "Look. There's an ice cream cone! What do you see?"

54-60 months

When the moon is visible, find a place to look at the moon and stars with your child. Explore your child's imagination: "What do you see? Can you connect the stars to make a picture? What do you think it is like on the moon? How would you feel about being so far away from Earth?"

Adapted from ASQ-3™ Learning Activities by Elizabeth Twombly, M.S., & Ginger Fink, M.A., Brookes Publishing Co.





language and literacy for all



best support his or her language and literacy development in early childhood classroom settings?

In this section, you'll learn about

- milestones, red flags, and next steps
- literacy and language supports for children with special needs
- strategies for constructing literacy-rich preschool environments for all learners



Early Language Development

Every child acquires language at his or her own pace, and there's a wide range of development that's considered "normal."

But what key speech milestones should you be on the lookout for in a young child? When a child's language skills seem to be lagging behind, when should you worry, and what next steps should you take? Here are some guidelines from Louis Pellegrino, MD, a developmental pediatrician



Cooing	2-3 months
Babbling	6 months
"Dada" and "mama"	8-9 months
Single words (other than "dada" and "mama")	12 months
Two-word phrases	22-24 months
Partial sentences	28-30 months
Complete (grammatical) sentences	36 months



If you notice any of the following red flags, your child should be evaluated further to determine whether a problem with language development exists.

- You have a gut feeling that something is wrong with your child's language development.
- Your child shows little eye contact, responsive smiling, or vocalizations from infancy.
- Your child does not respond when you call him by name.
- Your child is not babbling by 9 months of age.
- Your child has limited vocalizations and is not saying any recognizable words by 15 months of age.
- Your child is not using at least a dozen words consistently by 18 months of age.

- Your child is not using at least 50 single words and some two-word phrases by 2 years of age.
- Your child is not using complete sentences or is still difficult to understand by 3 years of age.
- Your child is extremely frustrated because she cannot easily communicate wants or needs at any age.
- Your child shows little interest in communication at any age.
- Your child has stopped progressing or has had a regression in speech at any age.









- Talk to your child's primary doctor about your concerns, Trust yourself and recognize that if you are concerned about your child's speech and language development, your child's doctor should be as well. Your child's doctor
- can play a critical role in referring you to local resources and in helping to determine whether any medical issues may have a bearing on your child's speech problem.
- Have your child's hearing tested by a qualified audiologist. If your child's speech and language skills are delayed, she should have a formal hearing assessment, even if she passed a hearing screening test in the newborn period.
- Obtain the assistance of a speech-language pathologist. If your child is younger than 3, the early intervention system is the most important resource for speech therapy and educational support. If your child is older than 3, your local school district will typically provide this support. Parents often consider private speech therapy as well, but insurance coverage is inconsistent, and outof-pocket expenses can be considerable.

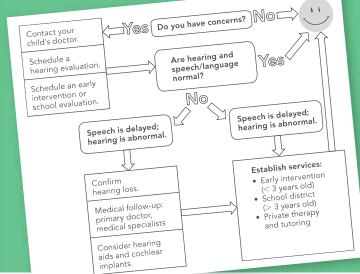
A speech-language pathologist can help in several ways. SLPs will typically work directly with your child and may focus on articulation, comprehension, social communication, or all of these. The SLP will also be a valuable resource for you as you look for ways to help your child at home.

Enroll your child in the right educational program. If your child has speech and language delays, it is advisable to start him in preschool as early as possible, typically at age 3. General education preschools are appropriate for many children with speech delays. These children benefit from exposure to the communication and socialization skills of their typically developing peers. If your child attends a general preschool he will usually receive speech therapy on an itinerant basis—the

- speech-language pathologist will go to the school or, in some cases, come to your home, and work with your child individually. For some children with speech and language delays a specialized preschool program is most appropriate. These are typically obtained through the local school district.
- Find ways to help at home, Your child learns most of his or her speech and language skills at home. In the course of the day your child will hear thousands of words in the form of greetings, instructions, commands, guestions, descriptions, suggestions, identifications, promptings, and general conversation. There are a number of ways in which you can go beyond this to provide an enhanced language experience for your child at home. Here are some suggestions:
 - Engage in child-oriented language and conversation.
 - Encourage your child to initiate requests and to be as specific as possible in communicating her wants and needs.
 - Schedule one-to-one time with your child away from distractions.
 - Create opportunities for interaction with typically developing peers.
 - Read to your child every day; make reading a part of the daily routine.
 - With the advice of a speechlanguage pathologist, make judicious use of flashcards, computer programs, and special teaching materials to help your child.
 - Limit television viewing.







Use this helpful flowchart to decide what steps to take if you have concerns about your child's language development.







Early Literacy Instruction for Children with Special Needs

What Does the Research Say?

Research on this topic is ongoing, but here are some key points from Early Childhood Literacy, a guide to current research from more than 20 top experts.

There's no evidence at this point that children with special needs will not benefit from evidence-based practices in early literacy.

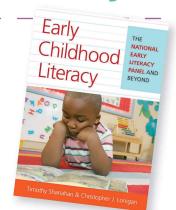
Although children with general developmental delays or disabilities or with sensory problems may struggle to learn literacy skills, they should not be ruled out of classwide instruction.

Teachers should monitor the progress of students with disabilities in response to literacy instruction and provide them with a higher level of literacy support if they need it.

Studies show that instructional strategies were effective for children with special needs when implemented in a variety of contexts. Although many interventions were carried out in one-to-one situations in clinic settings by speech and language pathologists, they can also work when implemented in small groups in classrooms by teachers.

Strategies used by parents in home settings, such as shared storybook reading with print referencing, showed some preliminary evidence of effectiveness with children who have special needs.

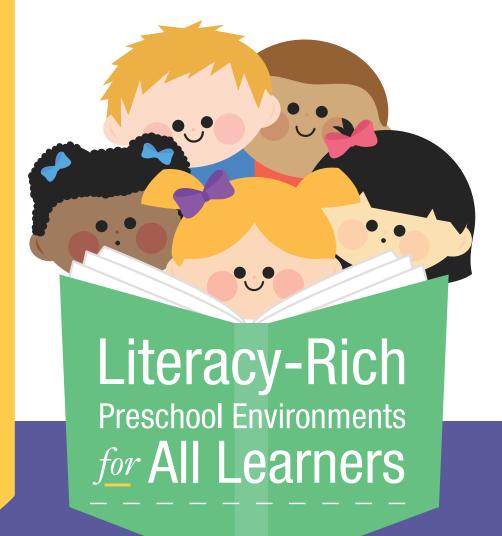
It's important to increase opportunities for learning through a balance of child- and teacher-initiated activities. Research indicates that when children with special needs are first acquiring literacy skills, they benefit from explicit teaching (i.e., giving clear instructions supplemented with modeling or demonstration, and reinforcing correct responses or giving corrective feedback). Children learn best when you blend this intentional teaching with multiple opportunities for children to practice new skills through games, songs, and other activities throughout the day.





On the next page, you'll see how the teacher of one preschooler with special needs embedded language interventions into routines and activities during the course of a regular school day.

From Early Childhood Literacy, edited by Timothy Shanahan & Christopher 7. Lonigan, Brookes Publishing Co.



INCREASE PHYSICAL ACCESS TO BOOKS

Adapted from:

Assistive Technology for Young Children by Kathleen Curry Sadao, Ed.D., and Nancy B. Robinson, Ph.D., CCC-SLP. Brookes Publishing Co.

Making Preschool Inclusion Work by Anne Marie Richardson-Gibbs & M. Diane Klein, Brookes Publishing Co.

For young children with disabilities, some simple physical modifications to your classroom's books can provide more opportunities for developing preliteracy skills. For example:

- Choose durable books with clear pictures and simple text.
- Consider optimal physical positioning—for example, sitting or side-lying on the floor with a bolster or other supports may be most comfortable for the child. Carpet squares in your literacy center can help with stabilizing the child's position.
- If the child needs an angled surface to see the book, use a slantboard with textured fabric. Attach Velcro to the back of the book and place on the slantboard to hold it in place.
- On the book pages, affix "page fluffers" such as dots of puffy paint or Velcro to help children with limited fine motor skills separate each page.
- Attach foam pieces with paper clips to the edges of the pages to make page turning
- Make tablets and e-readers available for children with motor disabilities, and audiobooks available for children with hearing impairments.
- Stock your book corner with reading materials featuring large print, bright and contrasting colors, interesting textures, and braille letters for children with visual impairments. Also, recorded stories with sound effects can help teach appreciation of language and story structure.









BOOST COGNITIVE **ACCESS** TO BOOKS

Here are some ideas for supporting all young learners' understanding of the books you read them:

- Simplify books by shortening sentences and abbreviating text as you read.
- During shared reading, give students props such as stuffed animals and photographs that correspond to key elements of the story.
- Try covering up excessive text so only key words are visible.
- Use highlighter tape to emphasize important words that relate to pictures or plot elements.
- Introduce graphic symbols that represent text and support understanding of the story.
- Help children connect their own familiar experiences to the characters and plots in books.
- Make simple 3-6 page My Family books using laminated and labeled photographs. These will often catch a child's interest more readily than books with too many words and busy illustrations.
- Choose books with lift-a-flap features or sound buttons to encourage engagement of diverse learners.

PUNCH **UP YOUR PLAY CENTERS**

INCLUDE READING & WRITING DURING DAILY ROUTINES

Everywhere you look, there's another chance to embed literacy opportunities in your classroom. Look for every opportunity to reinforce emerging reading and writing skills throughout the day.

- Teach children to recognize their name labels on personal items, such as their cubbies and jackets.
- Use braille labels on cubbies and chairs for children with visual impairments.
- Print words on a small whiteboard to foreshadow transitions (especially helpful for children with autism).
- During activities, identify the letters on signs and labels you see in the classroom and on your supplies.
- Give children the opportunity to choose a snack or activity by selecting the word card that corresponds to their selection.
- Encourage play throughout the day with chalk, markers, whiteboards, and paper. Use Velcro straps, grips, and other physical accommodations for children who have trouble holding a marker or crayon.





preschool----power---



Teaching Tom

Language Intervention *for* Preschoolers with Special Needs

Three-year-old Tom speaks primarily in one-word utterances.

Tom's words are usually intelligible, and he appears to understand much of what is said to him. He's shy when interacting with peers, preferring to watch rather than play with them. He usually pays attention to the teacher during group activities and responds nonverbally to adult directions.

After language assessment, Tom's education team decided to help him work toward these long-term outcomes:

- Increase vocabulary knowledge
- Increase mean length of utterances
- Increase appropriate peer interactions

To help Tom increase vocabulary knowledge, length and complexity of utterances, and appropriate peer interactions, here are some examples of interventions his teacher implemented in the classroom during the day. These included both general language facilitation techniques as well as specific intervention techniques. Paraprofessionals and support professionals can model these techniques, too.

Arrival Time

As Tom plays with the blocks and farm animals, the teacher describes what Tom is doing. Verbal responses from Tom are invited but not required. The teacher uses a number of specific vocabulary words during the activities and invites opportunities for appropriate peer interactions. Tom's teacher:

- Models talk: "You are building a fence. A big fence. The cows can't get out. The cow is jumping. He is jumping over the fence. He's on the ground now."
- Introduces contrasts: "He's not in the truck. He's on the ground."
- Encourages expansion: When Tom says. "Block," the teacher says, "Big block," "Two blocks," "More blocks," or "Blocks in tub," depending on his meaning.
- Prompts peer initiations: "Ask Maya for a block. Say, 'May I have a block, please?''



Sharing time teaches children new vocabulary words and helps them learn how to ask and answer questions. As a child shows the class something brought from home, Tom's teacher prompts another child to ask three routine questions about the item ("What do you have?"

> "What do you do with it?" and "Where did you get it?"). The teacher encourages Tom to participate in asking questions and initiating interactions with his peers.





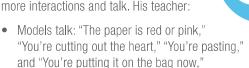
Dramatic Play/ Center Time

Tom is pretending to be the veterinarian and is playing with a toy doctor kit. His teacher plays along, targeting a number of specific vocabulary words and grammatical morphemes (on," "in," and "-ing"). As they play, Tom's teacher:

- Models talk: "My doggie's sick. Give him a shot." "Is my dog OK?" "Help my dog," and "Thank you for helpina my doa."
- Encourages expansions: When Tom says simply, "Hurt," his teacher says, "Doggie is hurt."
- Prompts peer initiations: "Go ask Bobby for a turn. Say, 'May I have a turn, please?'"
- Asks open questions: The teacher asks, "Where can we go?" Tom says, "Vet." His teacher acknowledges and expands his answer: "OK, we'll go to the vet. We're driving to the vet."
- Redirects: When Tom says, "Want car," his teacher gently redirects him to a peer and models politeness: "Ask Charlie, 'Car, please.'"



Tom is decorating a colorful bag for Valentine cards—a great opportunity for more interactions and talk. His teacher:



- Encourages expansions: When Tom says, "Cut," his teacher expands this with, "Cutting the paper."
- Prompts peer initiations: When Tom needs glue, his teacher says, "Ask Tyson, Say, 'More glue, please,'"
- Asks open questions: "What color do you want?" Tom's teacher asks. When he points one out, his teacher models a response: "You want red."

Outside Time

Outside activities give Tom's teacher many opportunities to model, expand, prompt, and redirect verbal productions. As the children play, she:

- Teaches a variety of verbs (e.g., run, jump, skip, ride, slide, dig, climb, build) and prepositions (e.g., in, through, on, down, under, on top of, in front of, behind).
- Models talk by varying the complexity of the language she uses: "Mary is sliding down the slide" and "Suzie is riding the bike on the road" versus "Climb ladder" and "Dig in sand."
- Prompts peer initiations: When Tom wants a turn on the bike, his teacher says. "Tell Joe, 'My turn, please,'" to help him negotiate.



Snack time is about more than juice and crackers. It's also an activity packed with language-learning opportunities. As the children enjoy their snack, Tom's teacher:

- Models polite talk: "Please pass the juice," "May I have more crackers, please?"
- Prompts peer initiations. When Tom indicates he wants more juice, his teacher says, "Why don't you ask Suzie to pass the juice." She models "Suzie. please pass the juice" if Tom declines to ask.
- Redirects: When Tom says, "I need more," Tom's teacher redirects with, "Ask Kayla to hand you the crackers." Tom responds with "More, please."
- Lets children sit by their special friends to encourage them to talk to each other.



Group Time

During group time, the teacher introduces new vocabulary and concepts to the whole class through lessons that involve matching, labeling, classification, and sequencing. Tom's teacher:



- Targets Tom's vocabulary goals. In Tom's case, his targeted vocabulary includes the location term "in." So Tom's teacher asks him to identify the item that's in the box (versus beside or under the box).
- Models appropriate vocabulary and structure.
- Prompts and expands initiations and responses from Tom and his peers.
- Asks open questions to help all children learn to problem-solve or to focus on a specific feature. For example, the teacher asks, "How can we find out how many ribs Smiley the Skeleton has?" One child responds by saying, "Count them." The teacher has the child help count the ribs.

Music Time

Music time is an opportunity for kids to have fun together as they learn words through songs and rhythm activities. To make the most of music time, Tom's teacher:



- · Picks songs that are short and repetitive so all children can easily learn them.
- Has Tom start out by imitating the different animal sounds as the class learns "Old MacDonald Had a Farm." He'll work his way up to singing the whole song with the class.
- Chooses songs and fingerplays that could help expand Tom's vocabulary knowledge. (Many songs use a variety of action words and labels—for instance, "Going on a Bear Hunt" discusses crossing a bridge, swimming in a river, climbing a cliff, and so on.)

Adapted from Early Literacy in Action by Betty H. Bunce, Brookes Publishing Co.

Storytime

Storytime gives the teacher a chance to expand language skills for the whole class and target Tom's specific goals at the same time. She:

- Selects books that label objects, as a way to present new vocabulary.
- Chooses stories with repetitive lines to teach language structure, help children predict future events, and encourage them to join in.
- Uses dialogue from the story to help Tom produce or practice new sentence structures: Teacher: Teddy bear, teddy bear, what do you see? I see Tom looking at me. Tom: Look me.

Transition Times

Tom's teacher uses transition times as language-learning opportunities for the whole class while targeting Tom's goals. When the children are getting ready to go outside, the teacher:

- Asks questions like "Who is ready?" This encourages children in line with their coats on to respond with "I am" or "He is."
- Provides labels for clothing items or body parts while kids are getting ready: "Put your hand in the mitten," "Let's zip up your coat," "You need your hat to cover your ears."
- Pays special attention to teaching Tom new vocabulary words and grammatical forms (e.g., hand in the mitten).

These simple strategies and techniques illustrate how children with speech and language impairments can receive interventions within a day of typical preschool activities. When teachers provide a language-rich environment with many opportunities for both child-child and adult-child talk, children like Tom can make progress toward their goals—and all learners will benefit, too!





use shared storytimes to boost early literacy

"The beauty of storybook reading is that young children can learn a multitude of concepts through this one activity."

—Helen Ezell & Laura Justice. Shared Storybook Reading

Storytimes with preschoolers still provide great opportunities for bonding with children, teaching new words, and expanding language development. At this stage, shared storybook reading is also a critical strategy for advancing early literacy

skills. On the next few pages, you'll find strategies for

promoting print awareness and phonological awareness as you read books with preschoolers. You'll also find tips for pairing storybooks with nonfiction texts to help kids learn new vocabulary and concepts in key areas like math and science.



Use Shared Reading

to Promote Emergent Literacy





Use shared storytimes to help children:

- Recognize that print is different from pictures. You can do this by tracking the print in the storybook with your finger as you read, or explicitly stating the difference: "Here's a picture that shows what's happening in the story"; "These are the words that tell the story."
- Understand print directionality. To communicate the sequence in which pages are read, say, "I read this page first [point to the left page], and I read this one next [point to the right page]." To communicate the left-to-right orientation of words, say "I start reading here [point to the first word on a line] and go this way [move a finger in a left-to-right motion under the words]."
- Identify the top and bottom of a page. Say, "I start reading up here [track the first line of print], and then I go to the next line [track left to right under the second line]. I read each one until I come to the bottom [move a finger down the page to the bottom line]. I read each page from top to bottom."
- Realize that print tells a story. Point to the print and explain to the child, "These are the words that tell this story." Check for understanding by saying, "Show me which part tells the story," or asking, "What do these words do?"
- Identify the first letter in his or her name. Select a book that contains several words that begin with the uppercase form of this letter. Show the child a written example of the letter and say you'll be looking for it as you read. Interrupt the story periodically and ask "Can you point to the letter M in this word?"
- Learn some letters of the alphabet. Select a letter used at least three times in a storybook. Show the child a written example of the letter and say you'll be looking for it. Interrupt the story on two or three occasions and ask, "Can you put your finger on the letter T in this word?"
- Understand that words are made up of letters. Select a few words in a storybook that contain two or three letters. If possible, pick words with at least one letter the child already knows. Interrupt the story and point to one of the selected words. Ask "How many letters are in this word?" and help the child point to the letters as he or she counts.
- Identify the space between two words. In a storybook, find two short words next to each other (in here, to the). Point to the two words selected and cover the surrounding words. Ask the child, "How many words do you see here?" Help the child count them, and say "There's a little space between these two words to keep them apart. Can you put your finger on that space?" Direct the child's finger to point to the space between the words.
- Point to words individually as they are read by an adult. Select a page in a storybook that contains at least one page where there are only one or two lines of print. Ask the child, "Can you point to the words on this page as I read each one?" Reading at a slower pace, guide the child's finger for the first several words and then let the child continue independently.





PHONOLOGICAL AWARENESS Use shared storytimes to help children:

- Recognize word boundaries. Select a single word, a two-word phrase, and a three-word phrase from a familiar storybook. Before reading begins, tell the child: "When I say the word bed, I am saying one word, so I clap once. (clap once). When I say (pause) my bed, that is two words, so I clap two times. (clap twice) Now you try it." When the words and phrases you chose appear in the book, pause and say to the child, "Listen closely and tell by clapping how many words you hear."
- Identify the number of syllables in words. Choose two pairs of words on a storybook page: a one-syllable word and a three-syllable word. Interrupt shared reading when the first word pair appears and say, "Listen carefully as I say two words from the story. I want you to tell me which word has more parts. Ready?" Quietly clap once as you say house and three times as you say eve-ry-one. Then let the child identify which one has more syllables.
- Rhyme words by changing the first sound. Select a storybook that contains one word that rhymes with at least two other words by changing the initial sound (e.g., tea/sea/key, tell/bell/fell). During shared reading, make a comment like, "This word tea sounds like the word sea. The words tea and sea rhyme, which means that they sound the same except for the first sound. Tea starts with a 'tuh' sound, and sea starts with a 'sss' sound. Can you think of another word that rhymes with tea and sea?"
- Identify the first sound of words. Select a target consonant sound that the child is able to say without any difficulty, such as the /t/ phoneme. Pick a book that contains this sound at the beginning of three different words, avoiding words with consonant clusters (e.g., try, twine). During reading, provide a brief explanation and an example using the target word: "All words are made of sounds. When I say a word, listen to the first sound and tell me what you hear. When I say the word to, you hear the 'tuh' sound. Can you hear the 'tuh' in the word to?" Then explain that some other words in the story begin with this sound, and resume reading.

Remember to:

- Give lots of praise for the child's correct responses and provide assistance for incorrect answers.
- Praise the child's attempts to answer and participate even if he needed guidance with the whole task.
- Continue practicing tasks until the child is able to do them with little or no assistance.
- Consider what works for the child—there are many different ways to teach the features of alphabet letters, print conventions, and sounds. What works for one child may not work for another.
- Look for natural opportunities throughout the day to discuss these concepts with young children (e.g., when children sign their names to their artwork or look at a classroom calendar).

Twin Texts

How to Use Fiction & Nonfiction Together in Shared Book Reading with Preschoolers



To teach important vocabulary words and concepts in key content areas like social studies and science, pair storybooks with nonfiction books (informational texts) that expand on concepts explored in the stories.

Why read informational texts to preschoolers? Aren't they too young for books like that?

Many teachers don't use twin texts (informational texts read along with storybooks), fearing that the complex concepts will go over their students' heads. But there are lots of great nonfiction books written just for children—and some experts even suggest that kids may prefer informational texts, because they tap into their natural curiosity about the world. There's also some evidence that young children who participate in discussions about informational text may become better informational writers later in school.*

Tips on choosing "twin texts"

- Make sure the facts presented in the twin texts are consistent and don't contradict each other.
- Ensure that illustrations and visuals across the two books are connected to the book content and character's actions, while pictures in informational (nonfiction) texts should accurately depict behavior patterns (e.g., the butterfly life cycle) with clearly presented diagrams.
- Look for book pairs with related content vocabulary that will be important for students' later
- Select storybooks that have visuals to help children understand the sequence of the story and
- Choose informational books that present facts clearly without complicated explanations, long
- Select storybooks and informational books that feature target vocabulary words and concepts
- Consider selecting twin texts one grade level above the students' current placement to expose them to text structures and vocabulary important for later learning.



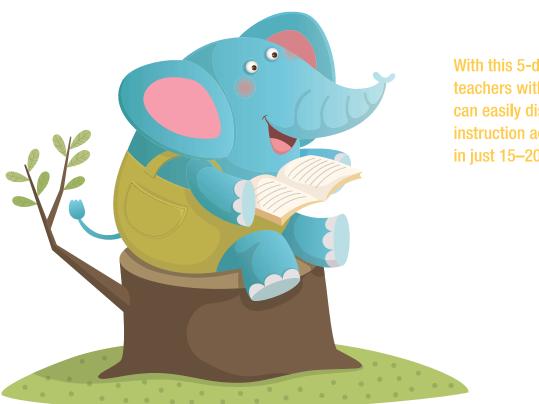
Next pages: a sample schedule and suggested "twin text" pairings!





Sample schedule for teaching twin texts

Day 1	Read and discuss the storybook for the first time, introducing new thematic concepts and words.
Day 2	Read the storybook again to review, discuss, and extend children's understanding of previously taught information.
Day 3	Read the informational text, introducing new thematic concepts and words.
Day 4	Read the informational text again to review, discuss, and extend children's understanding of previously taught information.
Day 5	Cumulatively review the concepts, theme, and topic using both the storybook and the informational text.



With this 5-day schedule, teachers with limited classtime can easily distribute vocabulary instruction across their lessons, in just 15-20 minutes a day.



Suggested "twin text" pairings

Continued





For a complete guide to using twin texts in your lessons, see Accelerating Language Skills and Content Knowledge Through Shared Book Reading.

TOPIC INFORMATIONAL TEXT Parker, V. (2006). Asch, F. (1999). Light. Chicago, IL: Moonbear's Heinemann Library. shadow. New LIGHT York, NY: Aladdin Books. Brennan, A. (2006). Jordan, H.J. How a Seed Mr. Greg's garden. (2006). How a New York, NY: seed grows. New National York, NY: Geographic Harper Collins Society. Publishers. Schaefer, L.M. Arnold, T. (1987). **NO JUMPING** House (2003). House. NTHE BED! No jumping on the Chicago, IL: bed! New York, NY: Heinemann Library. Puffin Books.

Adapted from Accelerating Language Skills and Content Knowledge Through Shared Book Reading by Sharolyn Pollard-Durodola, Ed.D., Jorge Gonzalez, Ph.D., Deborah C. Simmons, Ph.D., & Leslie Simmons, M.Ed., Brookes Publishing Co.

*Citations for this paragraph are from chapter 4 of Accelerating Language Skills and Content Knowledge Through Shared Book Reading: Duke, N.K. (2003). Reading to learn from the very beginning: Information books in early childhood. *Young Children*, 58,14–20. Neuman, S.B., & Roskos, K. (2007). Nurturing knowledge. New York, NY: Scholastic.

Duke, N.K., & Bennett-Armistead, V.S. (2003). Reading and writing informational text in the primary grades. New York, NY: Scholastic.





teach kids their letters and phonemes

On the next few pages, you'll find fun activities you can use to help teach children the building blocks of literacy—foundational skills they'll use for the rest of their lives. Use these simple games and activities to:

- teach preschoolers their letters
- raise children's print awareness
- help children learn the 4 components of phonological awareness: rhyming, syllable awareness, knowledge of words and sentences, and phonemic awareness



Now I Know My ABCs

Name Poems. Simple Name Poems are a catchy way to teach kids how to spell their names. Here's an example: "J-O-C-E-L-Y-N/That's how you spell Jocelyn!" Create a name poem for each child. Read several in class and have the child repeat the poem with you. Then visit with each child individually during small-group activities to teach them their name poems.

Print Scavenger Hunt. Point out that letters appear on many things besides books. Then give children about five minutes to look around the classroom and identify things that have print on them, such as cubby labels, wall displays, memos, envelopes, and school supplies labels.

Name Necklaces. Create an uppercase Name Necklace for each child in the class, print each child's first name in *uppercase* letters on *both* sides of stiff stock (e.g., half of a 3" × 5" index card), and add string to make a necklace. Distribute the

Hi, mu name is... letters in each other's names. Explain that if they want to see their own names, they can hold out their Name Necklaces and look at the printing on the back of the card.

Sing It Soft, Sing It Loud. This game is just like Sing as I Point, but it's a little livelier. Ask the children to sing the letter name in their soft, gentle voices when you point to any letter with your pinkie, and use their loud, booming voices when you point to letters with your thumb.

Alphabet Bounce. During times when your students have energy to spare, sing the alphabet as a class to the tune of "Jimmy Crack Corn" and have the kids jump to the beat. Sing it a few times, going a little faster each time. This will help children learn to hear individual letters as they sing

them—and it's a fun way to burn off excess energy.

Exploring Print. Bring in different types of books—illustrated children's storybooks,

Alphabet Books. Read a colorful, engaging alphabet book with your class to introduce and reinforce each letter in order. (One of our favorites is Paula Kluth's A is for All Aboard, a train-themed alphabet book with beautiful uncluttered artwork. It's designed especially for kids with autism, though it's fun and appropriate for all young children.)

Sing as I Point. The goal of this game is to get children to think about the alphabet as a set of separate letters. Ask your students to sing the Alphabet Song as you point to the letters, and explain that they should not sing any letter until you actually point to it. Lift your finger away between letters, moving it slowly from letter to letter, prompting the children to leave real space between the letter names as they sing them. Vary the pace unpredictably when you repeat this game. (You can use this game to teach both uppercase and lowercase letters.)

Uppercase Letter Draw. Divide children into

Find complete activities and many more ideas in the book behind this tip sheet: ABC Foundations in Young Children by Marilyn Adams, Brookes Publishing Co.



11 Fun Activities for Boosting Young **Children's Phonological Awareness**

Try these tips for teaching the 4 components of phonological awareness: rhyming, syllable awareness, knowledge of words and sentences, phonemic awareness.

Block It (Syllables).

Explain that syllables are parts of words. Demonstrate by pushing out a block for each word part as you say a word. Return the blocks to a pile before trying the next word. Give each child small paper squares instead of blocks to use at their desk for a group activity. Have a prepared list of words to dictate for the practice. You may want to use vocabulary from one of your areas of study.

On My Way to the Store (Rhyme).

Have the students sit in a circle and provide something to toss, such as a small ball or beanbag. To begin the game, say, "I was on my way to the store to buy some cheese," then toss the ball to a student. The student must repeat the phrase and add a rhyming word at the end, such as "I was on my way to the store to buy some peas (or trees, fleas, bees, knees, and so forth)." The student should then toss the ball back to the teacher, who repeats the original phrase with a new rhyming word (e.g., "I was on my way to the store to buy some jam (or ham, Sam, Pam, ram"). Keep the pace moving quickly so children do not lose interest.

Hearing Words in Sentences (Knowledge of Words and Sentences).

Give each child six or seven ordinary blocks, interlocking cubes, or squares of heavy paper, which they will use to represent the words in a sentence that you produce—one block for each word. Model the required thought process for the children, showing them how to repeat your sentences to themselves word by word with clear pauses between each. Also encourage the children to arrange the blocks from left to right so that they begin to establish directionality. After arranging their blocks, the group should be asked to repeat your sentence, pointing to each block while pronouncing the word it represents.

Take One Thing from the Box (Syllables).

Collect a number of objects in a box or basket. Make sure to include objects that differ from one another in the number of syllables in their name. Invite one student to close her or his eyes, choose an object from the container, and name it (e.g., "This is a pencil"). All of the children should repeat the chosen object's name as they clap out its syllables. Then ask how many syllables were heard, taking care not to let anyone call out the answer too soon.

> The Ship is Loaded with... (Rhyme).

Seat the children in a circle, and make sure you have something to toss, such as a ball or a beanbag. To begin the game, say, "The ship is loaded with cheese." Then toss the ball to somebody in the circle. This person must produce a rhyme (e.g., "The ship is loaded with peas") and throw the ball back to you. Repeating your original rhyme, then toss the ball to another child. Continue the game in this way until the children run out of rhymes. Then begin the game again with new cargo.

Animal Names (Phonemic Awareness).

Use animal picture cards or photos cut from magazines. Give students pictures and ask them to name the animals. Ask, "What sound do you hear at the beginning of that animal's name?" If students have also worked on final sounds, the teacher may ask, "What sound do you hear at the end of that animal's name?" This idea could be expanded with more pictures and could be "played" in centers with pairs of students.

Basic Three-Sound Words (Phoneme **Isolation & Identity).**

Give yourself and each of the children three blocks. Start by saying a two-sound word (e.g., ice) in two clearly separate parts, "-ı . . . s," asking the children to repeat what you have said. All the children should then represent the word with two blocks of different colors to show that it consists of two sounds. Next explain that words may consist of more than two sounds. To demonstrate, say the word *rice*, "r . . . ⁷ . . . s," and ask the children to repeat the word in unison. To represent the third phoneme, place a new block to the left of the two other blocks, pronouncing the whole word, phoneme by phoneme, as you point to each block in turn from left to right.

Robot Talk (Phoneme Blending).

Say a word stretched out with every phoneme separated by about a second of time. The students then repeat the word back to you as a whole unit. For example, when the teacher says, "/b/.../l/.../a/.../ck/," the students respond, "Black!"

Head-Waist-Toes (Phoneme Segmentation).

This is a great activity to help students identify internal sounds. Say a three-sound word, such as mitt. Students then stand and touch their heads while saying the first sound (/m/), waists while saying the second sound (/i/), and toes while saying the final sound (/t/). Then touch your waist again while saying, "What sound?" Continue to elicit the sounds in positions that students need help identifying.

by Susan M. Smartt & Deborah R. Glaser, Brookes Publishing Co. Children by Marilyn Adams, Brookes Publishing Co.

Guess Who? (Phonemic Awareness).

With children seated in a circle, say "Guess whose name I'm going to say now." Then secretly choose the name of one of the students and distinctly enunciate its initial phoneme only. For names beginning with a stop consonant, such as David, the phoneme should be repeated over and over, clearly and distinctly: "/d/ /d/ /d/ /d/." Continuant consonants should be stretched and repeated (e.g., "/s-s-s-s//s-s-s-s//s-s-s-s/"). If more than one child's name has the same initial sound, encourage children to guess all of the possibilities. This introduces the point that every phoneme shows up in lots of different words.

Silly Words (Phoneme Isolation & Identity).

Give the children a sound and have them replace the sound at the beginning of their names or any other desired words. The teacher may say, "The silly sound is /b/. Change the first sound in your name to /b/," such that Mary becomes Barry and Sam becomes Bam.







Try these fun and easy activities with your 2-month-old—a great way to have fun together and encourage your child's healthy development.

BP MONTHS

Take turns with your baby when he makes cooing and gurgling sounds.
Have a "conversation" backand forth with simple sounds that he can make.

Rest your baby,
tummy down, on your arm,
with your hand on her chest.
Use your other hand to secure your
baby—support her head and neck.
Gently swing her back and forth.
As she gets older, walk around
to give her different views.

Gently shake a rattle or another baby toy that makes a noise. Put it in your baby's hand. See if she takes it, even for a brief moment.

to your baby.
Even if he does not
understand the story,
he will enjoy being close
and listening to you read.

Read simple books

Put a puppet or small sock on your finger. Say your baby's name while moving the puppet or sock up and down. See whether he follows the movement.

Now move your finger in a circle.

Each time your baby is able to follow the puppet, try a new movement.

Place a shatterproof mirror close to your baby where she can see it.

Start talking, and tap the mirror to get her to look. The mirror will provide visual stimulation.

Eventually your baby will understand her reflection.

With white paper and a black marker, create several easy-to-recognize images on each piece of paper. Start with simple patterns (diagonal stripes, bull's eyes, checkerboards, triangles).

Place the pictures so that your baby can see them (8"–12" inches from her face). Tape these pictures next to her car seat or crib.

Sing to your baby
(even if you don't do it well).
Repetition of songs and
lullabies helps your
baby to learn
and listen.





Try these fun and easy activities with your 6-month-old—a great way to have fun together and encourage your child's healthy development.



While sitting on the floor, place your baby in a sitting position inside your legs. Use your legs and chest to provide only as much support as your baby needs. This allows you to play with your baby while encouraging independent sitting.

Gently rub your baby with a soft cloth, a paper towel, or nylon Talk about how things feel (soft, rough, slippery). Lotion feels good, too.

Play voice games.
Talk with a high or low voice. Click your tongue. Whisper. Take turns with your baby.
Repeat any sounds made by him.
Place your baby so that you are face to face—your baby will watch as you make sounds.

Common household
items such as measuring spoons
and measuring cups make toys with
interesting sounds and shapes.
Gently dangle and shake a set of
measuring spoons or measuring
cups where your baby can reach
or kick at them. Let your baby hold
them to explore and shake, too.

With your baby lying
on his back, place a toy
within sight but out of reach,
or move a toy across your baby's
visual range. Encourage him
to roll to get the toy.

Your baby will like
to throw toys to the floor.
Take a little time to play this
"go and fetch" game.
It helps your baby to learn to
release objects. Give baby a
box or pan to practice
dropping toys into.

Place your baby in a chair or car seat to watch everyday activities. Tell your baby what you are doing. Let your baby see, hear, and touch common objects. You can give your baby attention while getting things done.



Place your baby facing you.
Your baby can watch you
change facial expressions (big
smile, poking out tongue, widening eyes,
raising eyebrows, puffing or blowing).
Give your baby a turn.
Do what your baby does.

Try these fun and easy activities with your 1-year-old—a great way to have fun together and encourage your child's healthy development.

AGE

Let your baby "help"

during daily routines. Encourage your baby to "get" the cup and spoon for mealtime, to "find" shoes and coat for dressing, and to "bring" the pants or diaper for changing.

Following directions is an important skill for your baby to learn.

Babies love games at this age
(Pat-a-Cake, This Little Piggy).
Try different ways of playing the
games and see if your baby will try
it with you. Hide behind furniture
or doors for Peekaboo; clap blocks
or pan lids for Pat-a-cake.

Make puppets out
of a sock or paper bag—one
for you and one for your baby.
Have your puppet talk to your
baby or your baby's puppet.
Encourage your baby
to "talk" back.

Tape a large piece of drawing paper to a table.

Show your baby how to **scribble** with large nontoxic crayons.

Take turns making marks on the paper. It's also fun to paint with water.

Babies enjoy **push and pull toys**. Make your own pull
toy by threading yogurt cartons,
spools, or small boxes on a piece of
yarn or soft string (about 2 feet long).
Tie a bead or plastic stacking ring
on one end for a handle.

This is the time your baby learns that adults can be useful!
When your baby "asks" for something by vocalizing or pointing, respond to his signal. Name the object your baby wants and encourage him to communicate again—taking turns with each other in a "conversation."

Cut up safe **finger foods**(do not use foods that pose a danger of your baby's choking) in small pieces and allow your baby to feed himself. It is good practice to pick up small things and feel different textures (bananas, soft crackers, berries).



Try these fun and easy activities with your 18-month-old—a great way to have fun together and encourage your child's healthy development.



Pretend play becomes even more fun at this age. Encourage your toddler to have a doll or stuffed toy do what he does—walk, go to bed, dance, eat, and jump. Include the doll in daily activities or games.

Toddlers love movement.
Take him to the park to ride on rocking toys, swings, and small slides. You may want to hold your toddler in your lap on the swing and on the slide at first.

Put favorite toys in a laundry basket slightly out of reach of your toddler or in a clear container with a tight lid. Wait for your toddler to request the objects, giving her a reason to communicate.

Respond to her requests.

Your toddler may become interested in "art activities."
Use large nontoxic crayons and a large pad of paper. Felt-tip markers are more exciting with their bright colors. Let your toddler scribble his own picture as you make one.

Fill a plastic tub with cornmeal or oatmeal. Put in kitchen spoons, strainers, measuring cups, funnels, or plastic containers. Toddlers can fill, dump, pour, and learn about textures and use of objects as tools.

Tasting won't be harmful.

Toddlers will begin putting

objects together. Simple puzzles

(separate pieces) with knobs

are great. Putting keys into

locks and letters into

mailbox slots is fun, too.

Sing action songs together such as "Ring Around the Rosy," "Itsy-Bitsy Spider," and "This Is the Way We Wash Our Hands."

Do actions together. Move with the rhythm. Wait for your toddler to anticipate the action.

Play the "What's that?"
game by pointing to
clothing, toys, body parts, objects,
or pictures and asking your
toddler to name them. If your toddler
doesn't respond, name it for him
and encourage imitation
of the words.

Try these fun and easy activities with your 2-year-old—a great way to have fun together and encourage your child's healthy development.

Pg2

Action is an important
part of a child's life. Play a game
with a ball where you **give**directions and your child does
the actions, such as "Roll the ball."
Kick, throw, push, bounce, and catch
are other good actions.
Take turns giving
the directions.

Children can find
endless uses for **boxes**.

A box big enough for your child to fit
in can become a car. An appliance box
with holes cut for windows and a
door can become your child's
playhouse. Decorating the boxes with
crayons, markers, or paints can be
a fun activity to do together.

Take time to **draw** with your child when she wants to get out paper and crayons.

Draw large shapes and let your child color them in.

Take turns.

Play "Follow the Leader." Walk on tiptoes, walk backward, and walk slow or fast with big steps and little steps.

Enhance listening skills by playing both slow and fast music. Songs with speed changes are great. Show your child how to move fast or slow with the **music**.

Children at this age love
to **pretend** and really enjoy it
when you can pretend with them.
Pretend you are different animals, like a
dog or cat. Make animal sounds
and actions. Let your child
be the pet owner
who pets and
feeds you.

Add actions to your child's favorite **nursery rhymes**.

Easy action rhymes include
"Here We Go 'Round
the Mulberry Bush,"
"Jack Be Nimble,"
"This Is the Way We Wash Our Clothes,"
"Ring Around the Rosy,"
and "London Bridge."



Try these fun and easy activities with your 30-month-old—a great way to have fun together and encourage your child's healthy development.



Tell or read a familiar story
and pause frequently to leave out a word,
asking your child to fill it in. For example,
Little Red Riding Hood said,
"Grandmother, what
big _____ you have."

Give a cup to your child.

Use bits of cereal or fruit and place one in your child's cup ("one for you") and one in your cup ("one for me").

Take turns. Dump out your child's cup and help count the pieces.

This is good practice for early math skills.

Have your child help you set the table. First, have your child place the plates, then cups, and then napkins.

By placing one at each place, he will learn one-to-one correspondence.

Show your child where the utensils should be placed.

Trace around simple objects with your child. Use cups of different sizes, blocks, or your child's and your hands. Using felt-tip markers or crayons of different colors makes it even more fun.

Help your child learn new words to describe objects in everyday conversations.

Describe by color, size, and shape (the blue cup, the big ball).

Also, describe how things move (a car goes fast, a turtle moves slowly) and how they feel (ice cream is cold, soup is hot).

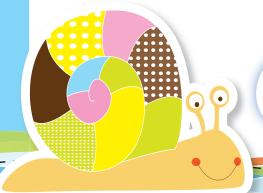
Put an old blanket over a table
to make a tent or house. Pack a "picnic"
sack for your camper. Have your
child take along a pillow
on the "camp out" for a nap.

Flashlights are especially fun.

To improve coordination and balance, show your child the "bear walk" by walking on hands and feet, keeping the legs and arms straight.

Try the "rabbit hop" by crouching down and then jumping forward.

Cut pictures out of magazines to make two groups such as dogs, food, toys, or clothes.
Have two boxes ready and put a picture of a dog in one and of food in the other. Have your child put additional pictures in the right box, helping her learn about categories.





Try these fun and easy activities with your 3-year-old—a great way to have fun together and encourage your child's healthy development.

See 3

Make an adventure path
outside. Use a garden hose, rope, or
piece of chalk and make a "path" that
goes under the bench, around the tree,
and along the wall. Walk your child
through the path first, using
these words. After she can do it,
make a new path or have
your child make a path.

Before bedtime, look
at a magazine or children's book
together. Ask your child to **point to pictures** as you name them, such as
"Where is the truck?" Be silly and ask him
to point with an elbow or foot.
Ask him to show you something that
is round or something that goes fast.

While cooking or eating dinner, play the "more or less" game with your child. Ask who has more potatoes and who has less. Try this using same-size glasses or cups, filled with juice or milk.

Make a necklace
you can eat by stringing Cheerios
or Froot Loops on a piece of yarn
or string. Wrap a short piece
of tape around the end
of the string to make a
firm tip for stringing.

Practice following directions.

Play a silly game where you ask your child to do two or three fun or unusual things in a row. For example, ask him to "Touch your elbow and then run in a circle" or "Find a book and put it on your head."

Find large pieces of paper or cardboard for your child to **draw** on.
Using crayons, pencils, or markers, play a drawing game where you follow his lead by copying exactly what he draws.
Next, encourage your child to copy your drawings, such as circles or straight lines.

Listen and dance to **music**with your child. You can stop
the music for a moment and play the
"freeze" game, where everyone
"freezes," or stands perfectly still, until
you start the music again.
Try to "freeze" in unusual
positions for fun.

Try these fun and easy activities with your 4-year-old—a great way to have fun together and encourage your child's healthy development.



Invite your child to play
a counting game. Using a large piece
of paper, make a simple game board
with a straight path. Use dice to
determine the count. Count with your
child, and encourage her to hop
the game piece to each square,
counting each time the piece
touches down.

Play the "guess what
will happen" game to encourage
your child's problem-solving and thinking
skills. For example, during bath time, ask
your child, "What do you think will
happen if I turn on the hot and
cold water at the same time?" or
"What would happen if I stacked
the blocks to the top of the ceiling?"

Play "bucket hoops."

Have your child stand about 6 feet away and throw a medium-size ball at a large bucket or trash can. For fun outdoors on a summer day, fill the bucket with water.

Make a **bean bag** to catch and throw. Fill the toe of an old sock or pantyhose with 3/4 cup dry beans. Sew the remaining side or tie off with a rubber band. Play "hot potato" or simply play catch. Encourage your child to throw the ball overhand and underhand.

Go on a walk and pick up things you find. Bring the items home and help your child sort them into groups. For example, groups can include rocks, paper or leaves. Encourage your child to start a collection of special things. Find a box or special place where he can display the collection.

"Write" and mail a letter

to a friend or relative. Provide your child with paper, crayons or pencil, and an envelope. Let your child draw, scribble, or write; or he can tell you what to write down. When your child is finished, let him fold the letter to fit in the envelope, lick, and seal. You can write the address on the front. Be sure to let him

decorate the envelope as well. After he has put the stamp on, help mail the letter. Play "circus." Find old, colorful clothes and help your child put on a circus show. Provide a rope on the ground for the high wire act, a sturdy box to stand on to announce the acts, fun objects for a magic act, and stuffed animals for the show. Encourage your child's imagination and creativity in planning the show.

Don't forget to clap.



Try these fun and easy activities with your 5-year-old—a great way to have fun together and encourage your child's healthy development.



Encourage dramatic
play. Help your child act out
his favorite nursery rhyme,
cartoon, or story.
Use large, old clothes
for costumes.

Play "mystery sound."
Select household items that make distinct sounds such as a clock, cereal box, metal lid (placed on a pan), and potato chip bag. Put a blindfold on your child and have him try to guess

which object made the sound. Take turns with your child. Play the "memory"
game. Put five or six familiar
objects on a table. Have your
child close her eyes. Remove
one object, and rearrange
the rest. Ask your child
which object is missing.
Take turns finding
the missing object.

Make an **obstacle course**either inside or outside your home.
You can use cardboard boxes for jumping over or climbing through, broomsticks for laying between chairs for "limbo" (going under), and pillows for walking around.
Let your child help lay out the course.
After a couple of practice tries, have him complete the obstacle course.
Then try hopping or jumping through the course.

Practice writing first
names of friends, toys, and
relatives. Your child may need to
trace the letters of these
names at first. Be sure
to write in large
print letters.

Let your child help you
with simple **cooking tasks** such as
mashing potatoes, making cheese sandwiches,
and fixing a bowl of cereal. Afterward, see
if he can tell you the order that you
followed to cook and mash the
potatoes or to get the bread out of the
cupboard and put the cheese on it.
Supervise carefully when your
child is near a hot stove.

You can play "license plate count up" in the car or on the bus. Look for a license plate that contains the number 1.

Then try to find other plates with 2, 3, 4, and so forth, up to 10. When your child can play "count-up," play "count-down," starting with the number 9, then 8, 7, 6, and so forth, down to 1.



FUN & EASY SOCIAL-EMOTIONAL ACTIVITIES

Try these activities with your 2-month-old—a great way to have fun together and support your child's social-emotional development.



Sing songs you remember from childhood to your baby. Hold your baby close in your arms or in a baby carrier.

Gently dance with your baby.

With your baby on her back, take a tissue and wave it above your baby for her to see. Tissues also can fly, float, and tickle parts of your baby's body. See how your baby responds. If she fusses, then stop playing.

Hold your baby and put your face close to hers. Make silly faces. Smile at your baby. Stick out your tongue. Yawn. Wait a few seconds and see if she tries to repeat your actions back to you.

Step back from your baby so he cannot see you.
Gently call his name. Watch what he does. Does he stop moving for a moment? Does he try to move his head toward your voice? Pick him up.
Say, "Here I am."

Place interesting things close to her bed for her to look at. Hang objects or toys out of reach.

Tape simple pictures from magazines on the wall.

Introduce new, safe*
objects for your baby to
explore. Simple objects such
as plastic cups and big wooden
spoons are all new to him.

*Be sure to review safety guidelines with your health care provider.

If your baby cries, find out what he needs. He is letting you know something with his cry. When you respond, he learns to trust you are there for him. You cannot spoil your baby at this age.

Talk to your baby about what she is doing, seeing, hearing, and feeling. Say, "I am changing your diaper. You will like being nice and dry.

I love you!"







Try these activities with your 6-month-old—a great way to have fun together and support your child's social-emotional development.



Get down on the floor with your baby and play with him on his level. Look at toys, books, or objects together. Have fun, laugh, and enjoy your time together.

Let your baby begin to

feed herself bits of food

and use a spoon and a cup.

She will begin to enjoy

doing things herself.

Learn your baby's special rhythms, and try to settle into a regular routine for eating, sleeping, and diapering. Talk to your baby about his routines. This will help your baby feel secure and content.

> Bring your baby to new places to see new things. Go on a walk to a park to see new things while

or in the mall, or just bring him shopping. He will love you keep him safe.

When your baby cries, respond to her. Whisper in her ear to quiet her. Hold her close and make soft sounds. This will help her know that you are always there and that you love her.

Use your baby's name when you dress, feed, and diaper him. Say, "Here is Dusty's finger. Here is Dusty's foot."



Visit a friend who has a baby or young child. Stay close to your baby and let her know that these new people are okay. It takes a little time to warm up.

Bath time* is a wonderful time to have fun and be close with your baby. Sponges, plastic cups, and washcloths make simple, inexpensive tub toys.

*Be sure to review safety guidelines with your health care provider.

Try these activities with your 1-year-old—a great way to have fun together and support your child's social-emotional development.



Play on the floor
with your baby every day.
Crawl around with her, or just
get down and play on
her level. She will really
enjoy having you
to herself.

Dance to music
with your baby.
Hold his hands while he bends
up and down. Clap and praise
him when he "dances"
by himself.

Let your baby know
every day how much you love
him and how special he is—
when he wakes up in the morning
and when he goes to
sleep at night.

Play gentle tickle games with your baby, but make sure to stop when she lets you know she has had enough. Watch her carefully and you will know.

When you are dressing or diapering your baby, talk about her body parts and show her your body parts. Say, "Here is Daddy's nose. Here is Destiny's nose."

Go on a walk to a park or a place where children play. Let your baby watch them and visit a little if he is ready.

Twirl your baby around.

He will enjoy a little
rough-and-tumble play,
but make sure you stop
when he has had enough.

Sit on the floor with your baby and roll a ball back and forth. Clap your hands when your baby pushes the ball or "catches" the ball with his hands.





Try these activities with your 18-month-old—a great way to have fun together and support your child's social-emotional development.



Your toddler likes to have a regular daily routine.
Talk to him about what you are doing now and what will be happening next.
Give him time to be active and time to be quiet.

Have a pretend party with stuffed animals or dolls. You can cut out little "presents" from a magazine, make a pretend cake, and sing the birthday song.

Your toddler will love

to help with daily tasks.

Your toddler needs a lot of time to move around and exercise. Go for a walk, visit a playground, or take a trip to a shopping mall.

Dance with your toddler.
Make a simple instrument
out of a large plastic food tub
(for a drum) or a small
plastic container filled with
beans or rice (for a shaker).

plastic container filled with beans or rice (for a shaker).

Give her simple "jobs" to do and let her know what a big girl she is. She can wipe off a table, put her toys away, or help sweep up.

Help your child learn about emotions. Make happy faces, sad faces, mad faces, and silly faces in front of a mirror. This is fun!

other children. Your child doesn't understand how to share yet, so make sure there are plenty of toys. Stay close by and help him learn how to play with other children.

Storytimes, especially before naptime and bedtime, are a great way to settle down before sleep. Let your child choose books to read and help turn pages. Help him name what he sees.





FUN & EASY SOCIAL-EMOTI

Try these activities with your 2 together and support your chi

⁸2

Play Parade or Follow the Leader with your toddler. Your child will love to copy you—and be the leader!

Try to have set routines
during the day, and let
your child know what will
be happening next.
Say,"Remember, after we
brush your hair, we get dressed."

Have a special reading time every day with your toddler. Snuggle up and get close. Before bedtime or naptime is a great time to read together.

Give your toddler choices, but keep them simple. Let her choose a red or a blue shirt while dressing. Let her choose milk or juice at lunch.

Encourage your child to pretend play. Put a few small chairs in a row to make a "bus." Cut up some paper "money" to pay the driver. Ask, "Where will we go today?"

Teach your child simple songs and finger plays, such as "The Itsy-Bitsy Spider."

Your toddler is learning all about emotions.
Help him label his feelin
when he is mad, sad, happy, ges & Stages
Say, "You are really happy or "You seem really madestionnaires"

roduct from Brookes Publishing

ening just got better.





Try these activities with your 30-month-old—a great way to have fun together and support your child's social-emotional development.



Give your child directions that have two steps. Say, "Put all of the LEGOs in the box, and then put the box in the closet." Let him know what a big help he is! Make a "Me Book"
with your child.
Take some pieces of paper
and glue in pictures of your
child, family members, pets,
or other special things. Tape
or staple the pages together.

Let your child do more things for himself. He can put on his shoes and coat when you go out. Make sure you give him plenty of time to work on these new skills.

Say, "What a big boy!"

Your child loves
to imitate you.
Try new words, animal
sounds, and noises, and see if
your child can imitate what you
say or how you sound.

Let your child help when you are cooking and cleaning.*
She can do things such as helping to stir, putting flour in a cup, or putting away spoons and forks in the drawer.

*Be sure to review safety guidelines with your health care provider.

Encourage creative play, such as drawing with crayons, painting, and playing with playdough. Playing with chalk on the sidewalk is fun.

Play with your child and help her learn how to share. Show her how to share and praise her when he shares with you. This is a new thing for her, so do not expect too much at this age.

Invite a friend with a child over for a playdate.
Keep it short, such as 1 or 2 hours. Have some playtime with enough toys for two, snack time, and some outdoor play.
Say, "That was fun!
See you next time."

Try these activities with your 3-year-old—a great way to have fun together and support your child's social-emotional development.

SAGE

Tell your child a simple story about something she did that was funny or interesting.

See if your child can tell a different story about herself.

Draw simple pictures of faces that show happy, sad, excited, or silly expressions. Cut them out and glue them on a Popsicle stick or pencil. Let your child act out the different feelings with the puppets.

At dinner time, let family members talk about their day. Help your child tell about her day. Say, "Latoya and I went to the park today. Latoya, tell your sister what you did at the park."

Give your child directions that have at least two steps when you and he are cooking, dressing, or cleaning. Say, "Put that pan in the sink, and then pick up the red spoon."

Tell your child a favorite story, such as the Three Little Pigs or Goldilocks and the Three Bears. See if your child can tell you how the animals felt in the story.

Tell silly jokes
with your child.
Simple "What am I?"
riddles are also fun.
Have a good time and laugh
with your child.

Play games that involve following simple rules, such as Mother May I and Red Light, Green Light.

Create a pretend argument between stuffed animals or dolls. Talk with your child about what happened, feelings, and how best to work out problems when they come up.



Try these activities with your 4-year-old—a great way to have fun together and support your child's social-emotional development.

AGE 4

Introduce a new feeling each day, such as bored.
Use pictures, gestures, and words.
Encourage your child to use a variety of words to describe how he feels.

Encourage activities
that involve sharing,
such as building with blocks,
coloring with crayons, and playing
dress up. Teach your child how
to ask a friend for a turn.
Give your child a lot of time
to play with other children.

Take your child to the library for story hour. She can learn about sitting in a group and listening to stories.

Provide opportunities for your child to be creative.
Empty containers, glue, newspapers, rubber bands, and magazines can be used to make new

inventions.

Take your child to the store, a restaurant, or the library.
Explore new places.
Talk with her about how people are alike and how they are different.

Make puppets out of
Popsicle sticks by gluing on
paper faces, adding yarn for hair,
and so forth. Put on a show
about two children who meet
and become friends.

When doing housework or yard work, allow your child to do a small part on his own. Let him empty the wastebasket or clean crumbs off the table.

Use stuffed animals
to act out an argument.
Talk first about how the different
animals are feeling. Then, talk about
different ways to come
to an agreement.





Try these activities with your 5-year-old—a great way to have fun together and support your child's social-emotional development.



When your child has friends over, encourage them to play games that require working together. Try building a tent out of old blankets, playing catch, or acting out stories.

Build a store, house, puppet stage, or fire truck out of old boxes.
Your child can invite a friend over to play store or house, have a puppet show, or be firefighters.

Tell your child a favorite
nursery rhyme that involves the
idea of "right" and "wrong."
Discuss what kinds of
choices the characters
made in the story.

Ask your child her birthday, telephone number, and first and last name.

Practice what she would do if she was separated from you at the store.

Gather old shirts, hats, and other clothes from friends or a thrift store.

Encourage dramatic play—
acting out stories, songs,
and scenes from
the neighborhood.

Show your child pictures in magazines of people from different cultures.

Talk about things that are the same or different between your family and other families.

Talk about real dangers
(fire, guns, cars) and
make-believe dangers
(monsters under the bed)
using hand-drawn pictures
or pictures cut out
from a magazine.



Play games with your

child such as Go Fish,

Checkers, or Candy Land.

Board games or card games

that have three or more

rules are great.

MILESTONES:

UNDERSTANDING YOUR CHILD'S SOCIAL AND EMOTIONAL DEVELOPMENT FROM BIRTH TO AGE 5

Children are born with the need and desire to connect with those around them. When teachers and practitioners and parents and caregivers establish positive relationships with children from birth through the early years, and value their diverse cultures and languages, children feel safe and secure, laying the foundation for healthy social and emotional development. This process affects how children experience the world, express themselves, manage their emotions, and establish positive relationships with others.

Social and emotional development involves several interrelated areas of development, including *social interaction*, *emotional awareness*, and *self-regulation*. Below are examples of important aspects of social and emotional development for young children.

Social interaction focuses on the relationships we share with others, including relationships with adults and peers. As children develop socially, they learn to take turns, help their friends, play together, and cooperate with others.

Emotional awareness includes the ability to recognize and understand our own feelings and actions and those of other people, and how our own feelings and actions affect ourselves and others.

Self-regulation is the ability to express thoughts, feelings, and behaviors in socially appropriate ways. Learning to calm down when angry or excited and persisting at difficult tasks are examples of self-regulation.



DID YOU KNOW?

Research shows that a strong social and emotional foundation in early childhood powerfully impacts children's later positive attitudes and behaviors, their academic performance, career path, and adult health outcomes! For more information, see *Social and Emotional Development Research Background* in this series.

KEY SOCIAL AND EMOTIONAL MILESTONES AT VARIOUS AGES

The following examples represent developmental milestones for most children at each given age.

Remember, every child develops at her own pace and has diverse learning needs and approaches. Tuning in and being aware of your child's specific needs and where they are developmentally can help you adjust your environment and daily activities. But if you are ever worried about your child's development, don't wait! Talk with your child's doctor if you have concerns. Acting early can make a big difference. Get tips to help at www.cdc.gov/Concerned, CDC's Learn the Signs. Act Early and Birth to 5: Watch Me Thrive!

BIRTH TO 2 MONTHS:

- May briefly calm himself (may bring hands to mouth and suck on hand).
- Tries to make eye contact with caregiver.
- Begins to smile at people.

4 MONTHS:

- May smile spontaneously, especially at people.
- Likes interacting with people and might cry when the interaction stops.
- Copies some movements and facial expressions, like smiling or frowning.

6 MONTHS:

- Reacts positively to familiar faces and begins to be wary of strangers.
- Likes to play with others, especially parents and other caregivers.
- Responds to own name.



9 MONTHS:

- May show early signs of separation anxiety and may cry more often when separated from caregiver and be clingy with familiar adults.
- May become attached to specific toys or other comfort items.
- Understands "no."
- Copies sounds and gestures of others.

12 MONTHS:

- May show fear in new situations.
- Repeats sounds or actions to get attention.
- May show signs of independence and resist a caregiver's attempt to help.
- Begins to follows simple directions.

18 MONTHS:

- May need help coping with temper tantrums.
- May begin to explore alone but with parent close by.
- Engages in simple pretend or modeling behavior, such as feeding a doll or talking on the phone.
- Demonstrates joint attention; for example, the child points to an airplane in the sky and looks at caregiver to make sure the caregiver sees it too.

2 YFARS:

- Copies others, especially adults and older children.
- Shows more and more independence and may show defiant behavior.
- Mainly plays alongside other children (parallel play), but is beginning to include other children in play.
- Follows simple instructions.

3 YEARS:

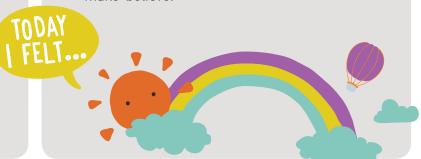
- May start to understand the idea of "mine" and "his" or "hers."
- May feel uneasy or anxious with major changes in routine.
- May begin to learn how to take turns in games and follows directions with 2-3 steps.
- Names a friend and may show concern for a friend who is sad or upset.

4 YEARS:

- Cooperates with other children and may prefer to play with other children than by herself.
- Often can't tell what is real and what is make-believe.
- Enjoys new things and activities.

5 YEARS:

- May want to please caregivers and peers.
- Is aware of gender.
- May start recognizing what is real and what is make-believe.



For additional resources on supporting your child's learning and development, check out tip sheets on early language development and STEM (Science, Technology, Engineering and Math) and social emotional development.

These resource materials are provided for the user's convenience. The inclusion of these materials is not intended to reflect its importance, nor is it intended to endorse any views expressed, or products or services offered. These materials may contain the views and recommendations of various subject matter experts as well as hypertext links, contact addresses and websites to information created and maintained by other public and private organizations. The opinions expressed in any of these materials do not necessarily reflect the positions or policies of the U.S. Department of Education. The U.S. Department of Education does not control or guarantee the accuracy, relevance, timeliness, or completeness of any outside information included in these materials.

NOTFS

1. Damon E. Jones et all, "Early Social-Emotional Functioning and Public Health: The Relationship Between Kindergarten Social Competence and Future Wellness," *American Journal of Public Health* 105(11) (2015): 2283-2290.



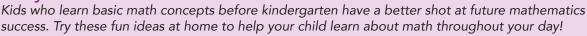






Ways to Have Fun with **MATH** at Home





7.

When getting dressed...

When doing laundry...



When waiting around...

When cleaning up...

When washing hands...



When preparing meals...



When bathing...

When brushing teeth...

When reading bedtime stories...

When saying goodnight...

..count out articles of clothing with your child

...count body parts as the clothing is put on

...have your child point out shapes like circles, triangles, squares, and rectangles in fabric prints, fasteners, and pockets

...sort clothes with your child into piles of "more" or "less"

...ask your child to help put a specific number of clothing items into the hamper or basket, and then count with her as she does it

...have your child match socks to help them understand sets of objects

...try simple math games such as "counting cars" to create learning opportunities





...ask your child to pick up a set number of objects and count with him as he does it.

...have your child count the number of steps she took to pick up each of the objects or to complete the cleanup task.

...name the shapes of the objects that the child is tidying up

...count the squirts of soap and then count to 10 while your child washes—you'll reinforce counting knowledge *and* thorough hand washing!

...try measuring out an ingredient using three different cup containers so your child can see and count "three cups of flour"

...teach "order irrelevance" by asking, "If we count from left to right, do we still get the same number of cups of flour?"

...engage your child in conversations about *more or less:* "Do I have more or less mashed potatoes than you have?"

...play "how many" games: "How many forks are on the table? How many carrots are on your plate?"

...have your child count food items as they are served

...ask your child to count the cups of bath soap or number of toys in the tub.

...hang a wall clock in the bathroom and show your child how to tell how much time has elapsed while they're in the tub

...use a small egg timer to help your child develop a sense of elapsed time (and to be sure they brush their teeth long enough!)

...choose stories that incorporate math themes like counting or shapes

...look for ways to introduce math talk even if the book isn't specifically about math—have your child count the number of animals a character meets, for example

...have your child count the number of events in his "goodnight routine": getting into bed, fluffing pillows, turning on night lights, organizing stuffed animals

...put the child's night light on a timer and say, "Count to the highest number you can to see how long the light takes to go to sleep."

...count bedtime kisses with your child—and then give him an extra one!

The Inclusion Lab

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Reassuring Connections: 4 Brookes Authors Share Tips for Supporting Stressed-Out Students

Posted:Thu. 26 Mar 2020 15:05:39 +0000

As the days go by and more and more districts announce extended school closures due to COVID-19, you might notice your own anxiety ramping up—and worry about the social-emotional well-being of your students. How can you stay connected with them and help kids who may be struggling with intense fears and concerns?

Last week, we asked a group of our expert authors to share their best advice for educators and parents who are working with and caring for children in these troubled times. We shared some **general coping tips from six experts** earlier this week, and today we're bringing you advice specific to social-emotional support. Read what these four authors have to say about helping students cope during this scary and unpredictable era.

Jen Alexander, author of **Building Trauma-Sensitive Schools**, has developed some trauma-sensitive social and emotional learning activities that both parents and teachers can use with kids. We're sharing two of our favorites with you today. To access all 11 of her suggested activities (and download a printer-friendly version!) **visit her blog**, and be sure to **register for her webinar** on Trauma-Sensitive Student Support During School Closures.



Worry Box. COVID-19 and all the fear that goes with it has created worries for us all. Round up some empty boxes and invite kids to each make a worry box. Or, work together to make one that you will all share. It can be decorated in any way. Then, on paper of any size or kind, kids (and adults) can write or draw about worries and put them in the box where they can, well, be worried about. While this won't erase all worries, sometimes having a place to put them that is outside of ourselves can give us a break from carrying them and focusing on them all the time. Another idea is to pull out one worry at a time later and discuss how to help one another with it. Or, simply notice if it's still a worry at that time, and if it is, put it back in the box for safekeeping. If it's not, get rid of it.

What Went Well Today? End one or more days with a discussion about What Went Well Today. Encourage each person to list something specific they did to help that part of the day go well (e.g., I waited my turn to get ready in the bathroom without grumbling or griping and that helped our morning be more fun). If you prefer, ask each participant to write about What Went Well Today by using Ms. Jen's What Went Well Today Download, which is one of the appendices from my book, Building Trauma-Sensitive Schools. There are many things we already do well to support one another. So...notice 'em and celebrate together!

Paula Kluth, author of many renowned books on inclusive education (including **You're Going to Love This Kid!** and **Just Give Him the Whale!**) offers her guidance on how to maintain reassuring connections with students. (Want more tips from Paula? Follow her at @PaulaKluth on Twitter or **like her page on Facebook** to get daily tips on supporting learning during school closures.)

For many of our students, nothing will be more reassuring or helpful than a daily phone call or Skype session with a teacher, counselor, therapist or social worker. This won't be possible for every teacher and every student, of course, but it might be used in situations where the learner will have a hard time creating work/products independently or expressing themselves in writing. It will also be helpful for those with high anxiety and for individuals who are very dependent on routines and consistency.



Phone calls can be personalized for each student and they can go

beyond a simple "check in." Consider creating a ritual with your call. For instance, you might start with an exchange about how the student is feeling and then share a joke or even a short story. You can follow that by talking about what the child is learning at home and ask what questions they have about any material that is being shared virtually. You could even read or explain something new to the student that relates to the material. Finally, you might end with a shared meditation or appreciation.

Tim Knoster, author of **The Teacher's Pocket Guide for Positive Behavior Support**, and his colleague **Danielle Empson**, provide this advice on supporting students' emotional wellness virtually:

These are incredibly challenging times for educators as we navigate addressing our own needs, the needs of family and friends, and the needs of our students through increasingly virtual means as we enter this initial phase of the coronavirus pandemic.

Just as each of us experience these challenging times in our own personally unique way, each of our students will likewise navigate these recent changes and stressors in their own unique way. It's important to be mindful that while some students may appear relatively unphased by these sudden changes, other students may be showing signs of distress (e.g., being withdrawn, moody, or displaying other forms of anxious behavior).

Further, please remember that how students react to their experiences and feelings can change over time. Encourage your students to identify their emotions and to share those feelings with a trusted adult as it can reduce stress and foster connection. If you notice a change in a student's behavior or if a student begins to share their concerns, be sure to listen nonjudgmentally, validate their feelings, and provide reassurance and accurate information in an age appropriate manner. Consider using messaging apps, video chat, and phone communication to continue to support your students during these uncertain times. Employing these same approaches to support our family members and friends can also help reduce the understandable fear and angst that we are all experiencing. Should you be concerned about the emotional well-being of a student, family member, friend, or yourself, help is available by texting 741-741.

Beverley Johns, author of **Your Classroom Guide to Special Education Law**, offers these tips on keeping children calm and engaged while schools are closed:

• Engage in active listening. When children are trying to communicate with us, we need to listen to them, seek clarification of what they are saying, and acknowledge their feelings rather than saying such things as "don't worry" or "it's no big deal." Answer their questions as best you can. If you find they are having difficulty voicing their feelings, look for alternative ways for them to do so. Perhaps the child can write in a journal or can draw a picture.



- Have children engage in activities that focus on gratitude and service to others. Consider having them keep a gratitude journal where they write down five things that happened during the day for which they are grateful.
- Remember that we as the adults are role models for our children. They are watching how we are handling the stress of this time and if we convey a message of fear and anxiety, children will also. We need to model activity and replace some of our time using social media with active and engaged activities such as playing a game with the child or taking a walk with them.

Thanks to our authors for being here today and sharing their words of wisdom. For more tips and guidance from our experts, tune in to our upcoming series of short, information-packed "coffee chats," ideal for teachers who are looking for some at-home professional development opportunities during the day. (They're free, too!) We'll make an announcement on the blog as soon as the schedule is available so you can mark your calendar.

Have another question for our experts? Is there a topic you want to learn more about while you're at home? Please leave a comment and let us know!

Teaching and Parenting in Troubled Times: 6 Brookes Authors Share Their Best Advice

Posted:Mon, 23 Mar 2020 15:54:21 +0000

Happy Monday, Inclusion Lab readers. How is everyone holding up? These are tough, scary times for everyone, and we hope you're taking good care and staying safe and healthy.

We know you're probably inundated with the information everyone's sharing right now, but if you feel like you could use some words of encouragement and a few practical tips from the experts, today's post is for you. We asked a group of our expert authors to share their best pieces of advice for educators and parents who are working with and caring for children in these troubled times, and today we're sharing their words of wisdom with our readers.

First up, **Julie Causton**, co-author of the **Inclusive School Practices series**, shares these two lovely "permission slips" for parents and teachers who may be struggling to decide how much structure and how many assignments they should be giving right now. These are great to print as a reminder or email to educators and parents.



For parents and children, this time is really a homecoming. Coming home to our families and coming home to ourselves. My opinion is, let your children create a balance between self-growth activities (reading, baking, writing, drawing, painting, creating), movement and exercise (family walks, playing physical games, dance parties), and community growth activities (neighborhood cleanups, offering up support, writing/drawing for someone who needs some cheer). Most importantly, let kids design their own schedules (within your parameters). Let them be a little bit bored—being bored is a quiet luxury that many in this generation have not experienced. Boredom is a rich garden for creativity to bloom. It is OK if your child is not doing a packet of work from school. This break will likely help us all return to some of the most important aspects of living, loving, and learning—none of which have ever been found in a packet of worksheets. Sending you big love and warm inclusive wishes!

Design Your Own Days—A Permission Slip for Teachers, by Julie Causton



Teachers, this time is really a homecoming. Coming home to our families and coming home to ourselves. Use these weeks to create a balance between the self-growth activities you've always wanted to try or do more (reading, baking, writing, drawing, painting, creating), movement and exercise (walks, running, yoga, dance parties with the kids), and community growth activities (neighborhood clean-ups, offering up support, writing/drawing for someone who needs some cheer). Most importantly, design your own schedule, with parameters based upon your own dreams. Enjoy the quiet luxury of boredom—that feeling may seem familiar from your childhood. Boredom is a rich garden for creativity to bloom. It is OK if you are not assigning students loads of work. This break will likely help us all return to some of the most important aspects of living, loving, and learning—none of which have ever been found in a packet of worksheets. Ask yourself this question...what can I do every day to return to my own family and to myself? Sending big love and warm inclusive wishes to all fellow teachers!

Paula Kluth, author of many renowned books on inclusive education (including You're Going to Love This Kid! and Just Give Him the Whale!) offers her guidance on how to support students with complex support needs and use fascinations to personalize teaching and learning. (Thursday's post will feature Paula's tips on how to maintain reassuring connections with students. For more Paula Kluth content, follow her at @PaulaKluth on Twitter or see her Facebook page to get daily tips on supporting learning during school closures.)

If you are working with students with more complex support needs, you will need to do more sharing, showing, and presenting as the learner may not be able to engage formally with the material or have a reliable way to communicate. You can show pictures, read, tell stories, review any material that may have been explored at home, or lead the learner in a brain break or wellness exercise. You can adapt this recommendation if you only have a minute or two, of course, as even a quick conversation is sure to ease tension and keep students feeling more tightly tethered to school, to learning, and—most importantly—to their teachers.

There may be no better time to follow the lead of students than in the virtual "classroom." We have to rely on learners to stay motivated, follow through on tasks, and complete assignments. One way to encourage these habits is to teach using special interests or fascinations. If you are teaching an entire class of students, you can do this by offering lots of choices in how students complete work. For instance, a teacher I know asked his ninth graders to write persuasive essays on whether or not cell phones should be allowed in classrooms. One student with a passion for all things related to politics was not interested in this topic and instead was granted permission to write his paper on why teens should be allowed to vote at the age of 16.

If you are not responsible for an entire classroom and are instructing only a few students at this time, you have even more latitude with this recommendation. Consider using a fascination as the centerpiece of learning at this time. Ask students what they want to learn. If possible, help them design personal projects to study interesting questions. Connect schoolwork to special interests. If the student loves dinosaurs, assign informational text and fiction on that topic. Create dinosaur word problems. Let the learner explore the Smithsonian Museum of Natural History. For more on using fascinations to teach and learn, see my YouTube video on this topic.

Nicole Eredics, author of **Inclusion in Action**, offers these guidelines for creating a home learning environment that encourages learning and minimizes distractions:



If your kids are like mine, they pull up a chair at the kitchen table to do their nightly homework. Meanwhile, the television is on, the dishwasher is running, and the dog barks for attention. However, now that schools are closed and students are asked to learn at home, parents might want consider creating a more appropriate learning space that will minimize distractions and maximize learning. To begin, find a space where your child will feel comfortable sitting and working. Then, think about

the noise and volume in the area. Can it be controlled? Can the television be removed or a door shut? In addition to noise, consider taking down any visual distractions that might draw your child's attention such as photos and artwork. Can a blind be closed or a curtain drawn in case your street gets too busy? Finally, ensure that the lighting is appropriate. Low lighting can be a problem, but so can glaring overhead lights. Most importantly, remember that learning spaces can have a significant impact on a child's ability to focus and learn, so monitor their progress and don't be afraid to make changes when necessary!

Cindy Collier, who published **The Special Educator's Toolkit** and **The Data Collection Toolkit** as Cindy Golden, emphasizes the value of experiential teaching and offers ideas for helping students learn from current events:

Experiential teaching is a method of creating an environment in which children become participants—not just observers—in the learning experience. Due to the crisis we are all facing today, our children and students are experiencing something foreign to all of us. We feel like we are muddling through just trying to survive. But teaching and learning can occur even in the worst circumstances. Experiences provide a rich environment for learning that will not only be generalized but also retained.

Don't try to swim upstream—go with the flow of the events happening around us. Take each opportunity to teach. Use the experiences to add "tools" to our children's toolbox. Teach them:



math lessons through cooking with what you have in

the pantry

- science lessons through hygiene guidelines
- basic first aid and anatomy
- appropriate ways of dealing with stress
- history and civics through learning how our community bands together for the betterment of the population as a whole
- reading and writing lessons through current events
- social skills through efforts to help your neighbors

Math, reading, writing, history, and community social awareness can be immersed within the experiences our children face today.

Elizabeth Potts, co-author of the books How to Co-Teach and Launching a Career in Special Education, sent in some helpful tips on how you can stay connected with your co-teacher and other colleagues during school closures:

Like you probably are, I'm finding it hard to concentrate, especially with the pull of news and social media and

all of the uncertainty. But having specific tasks to focus on, specific things to check off the list, is providing me with direction and keeping me off social media—which, aside from staying home, is the healthiest thing we can do for ourselves right now.



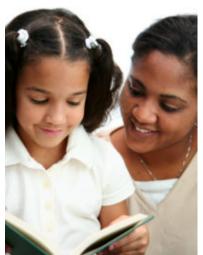
Connect with other teachers in your schools (co-teachers, perhaps?) not just to share resources and lighten the workload, but also to be mindful about including time for "hallway conversations" that you're missing out on by not seeing each other. In the coming weeks, even the most introverted of us will miss the drop-by discussions with co-workers and the rambling stories our students tell. Create opportunities to insert normalcy. You might want to:

- Send out a "meeting" link on Zoom or Google hangouts (or similar) and set up a coffee time with coteachers or your subject or grade-level team. Or establish remote "office hours" where anyone (friends, students, parents of your students, co-workers) can drop in and talk.
- If you are co-teaching, continue to co-plan to ensure that students' needs are met. Remember, IEPs still have to be followed, and though the special educator may take point, both of you should work together.
- Use Google docs or another shared file system as a collaborative tool. You can even work on it simultaneously.
- Have students work "together" asynchronously and share their knowledge—like jigsawing. Consider
 doing some projects that can be easily differentiated (for interest, materials available, or proficiency)
 and then have students share the content.
- Consider splitting co-teaching tasks differently than you might have in the past if you're now juggling many duties at home. Maybe it would work best to split the task of giving feedback by week or every few days to give each of you a rotating lighter load. Maybe tasks you used to share, you now designate one person to do.
- Be ready to adapt if one of you (or someone in your family) gets sick. If you continue to be in constant communication, this should be a seamless transition, giving the teacher who needs to heal time to recover without worrying about school.
- Support each other!

And, if you are in the sandwich generation and are in a house with your parents and kids, hope that your kids are as smart as mine—while doing science experiments yesterday she kept my dad from setting off a rocket in the house. The kids are going to be okay.

Beverley Johns, author of **Your Classroom Guide to Special Education Law**, offers some tips on keeping children calm, occupied, and engaged in learning while schools are closed:

As we all face the pandemic and the fear and anxiety associated with it, we must work together to keep our children involved in constructive activities such as exercise, mindfulness activities, art projects, and much more. We may have a tendency to allow children to entertain themselves with their electronic devices which can cause more isolation for children at a time when they need to be actively engaged and learning from us.



Limit the amount of time that children can spend on their electronic devices.

- Plan a schedule of activities that are diverse and include a mixture of active and sedentary activities.
- Learn a new skill together such as how to make a scrapbook, how to write a poem, weaving or knitting or cross stitch.
- Engage in a quiet reading time, modeling reading as a fun activity.
- Create a service project. Children feel better when they can help others. While we are in a period of social distancing, there are still some service projects that children can engage in. They can call someone who is homebound to cheer them up, or they can make something for others. A teacher I know is having her students write letters or make cards for those in nursing homes or others who might be cheered by a note.

This is a time for us to become closer with children by giving more of our time to them, rather than less. Our quality time will make a difference and help everyone turn this fearful time into one that refocuses us on what is really important.

Thanks to our experts for sharing their advice today! Tune in on Thursday, when we'll feature tips from more authors on how to take care of children's social-emotional needs during school closures and social distancing. Be sure to check out our **remote learning resource roundup** if you're looking for some good information and activities, and stay tuned for announcements about our upcoming series of (free!) "coffee chats" with our experts.

Remote Learning Roundup: 6 Things for Teachers to Do and Remember During School Closures

Posted:Thu, 19 Mar 2020 21:05:40 +0000

As concerns over COVID-19 continue to shutter schools and limit access to community resources, teachers across the country are facing questions they never thought they'd have to ask. How can I shift to online learning when not every student has a computer, and some have complex support needs? What should I be

communicating to families? How can I help students—especially those with anxiety—who may be struggling with intense fear and concern as the days go on? And how are other teachers making this work?

Today we're bringing you a special edition of the Inclusion Lab: a roundup of relevant resources, framed as six important things for teachers to do and remember during this strange, complicated, and uncertain period in our history.

We at the Inclusion Lab wish you and your loved ones good health and safety. It's a tough time for everyone, and our loyal readers are very much on our minds. Thanks for everything you're doing right now to support children and families, and if there's any other information we can share to help you cope, please send us a comment and let us know.

Keep access and equity issues in mind.

As schools close across the country, some districts are **not conducting a shift to online learning** due to complex access and equity issues that affect many students, including those with disabilities and those who don't have computers and smartphones at home. Others are trying to work fast to create remote learning materials—and struggling with the question of how to provide services, supports, and accessible lessons to students with disabilities.

There are no easy answers in these unprecedented times—as **this article in Chalkbeat** makes clear—but here are some guidelines and resources that might help:

- The U.S. Department of Education's Office for Civil Rights has developed both a webinar and a fact sheet to help schools uphold the civil rights of all students, including those with disabilities, while schools are closed.
- On the IDEA web page, there's a Q&A on providing services to children with disabilities during the COVID-19 pandemic.
- On the Understood website, seasoned online educator Kristen L. Hodnett offers UDL-based tips on how to create online assignments for students while being sensitive to learning barriers and disparities in access to technology.
- The National Center on Disability and Access to Education has developed this series of one-page
 "cheat sheets" to help you create accessible content using tools like Microsoft Word and YouTube.
- The University of Washington's DO-IT (Disabilities, Opportunities, Internetworking, and Technology)
 Center has 20 tips for teaching an accessible online course.
- This EdSurge article includes 6 tips and guidelines for making online learning accessible.

How is your school or district managing issues of access and equity during closures? Tell us in the comments below!

Remember social-emotional needs.

Students living through these uncertain times are likely struggling with a complex blend of tough emotions right now: frustration and boredom due to social isolation, fears for their friends' and family's health and financial situation, anger at missing out on anticipated school and community activities, concern and confusion about what might happen next.

Jen Alexander, author of Building Trauma-Sensitive Schools, is holding a helpful FREE webinar: Trauma-Sensitive Student Support During School Closures: Practical Strategies for Helping Caregivers Help Kids. She'll be talking about specific activities and strategies that teachers can use to support the well-being of students and families in trauma-sensitive ways. Register now to watch the webinar and access her free support materials afterward.

Here are some other articles and resources you might want to read and share with parents to help support the social-emotional needs of your students:

- CDC: Helping Children Cope with Emergencies
- Child Mind Institute: Talking to Kids About the Coronavirus
- CNN: What Parents Can Do to Face Coronavirus Anxiety
- Understood: When Kids Are Anxious About Coronavirus: What to Do
- Anxiety & Depression Association of America: How to Talk to Your Anxious Child or Teen About Coronavirus
- Today: 4 Ways Parents Can Ease Kids' Coronavirus Anxiety
- ADDitude: How to Explain Coronavirus to a Child with Anxiety
- Psychology Today: How to Talk to Kids and Teens About the Coronavirus

Learn what's worked for others.

- Teachers in other locations that have been severely affected by COVID-19 are starting to share remote learning strategies that have worked for them. Over on Edutopia, an American teaching in Beijing shares what educators in China have discovered about remote learning in the month they've been out of school. (The article includes a list of apps they've found especially helpful.) And in this blog post, an American educator living and teaching in Bahrain talks about what worked for her when her school suddenly shifted to online learning.
- This article on the PBS website shares distance learning tips from one teacher to another, including practical suggestions on making the most of available technologies.
- Over on EdSurge, columnists Reshan Richards and Stephen Valentine have written a thoughtful Letter to Educators Teaching Online for the First Time. Some good tips in here about how to maintain a presence in your students' lives and stay connected during this time.
- You might also glean some good tips from this article on Inside Higher Ed, in which 17 instructors offer guidance for colleagues teaching an online course for the first time (this article isn't specific to the situation with COVID-19, but still contains some helpful insights).

Try a new tool or resource.

Looking for something new to engage your students in learning during school closures? We Are Teachers compiled **this helpful list of 80+ free online learning resources** for teaching your students virtually. The resources span grades K-12 and include ready-to-use lesson plans, activities, educational game platforms, printable worksheets, interactive stories, and virtual field trips. All major academic subjects are represented: ELA, math, science, social studies, second language learning. You're bound to find something new to try here!

You might also want to check out:

- the suggestions from the New York Times on how to create critical-thinking exercises connected to news stories about the pandemic
- this amazing list of 200+ free online educational resources curated by Open Culture
- the new Tip a Day series from author Paula Kluth on supporting learning during school closures (follow her #PaulaKluthHomeschoolHelp hashtag on Twitter or tune in to the tips on her Facebook page)
- some of the great how-to tutorials on YouTube, such as How to Teach Remotely with Flipgrid and How to Teach Online Lessons with Zoom
- the helpful tools on this page—Distance Learning with PBS LearningMedia
- these online learning packets posted by various school districts and collected in one place by

Share reassuring words and practical tips with parents.

Parents—many of whom are juggling work-from-home responsibilities with their teaching and parenting duties—are sharing your stress and anxiety right now. What can you say to lighten their load, and what resources can you point them to? Here are a few ideas to add to your toolbox:

- Reassure them that they don't have to be perfect. Educator and parent coach Oona Hanson
 offers some reassuring words that teachers should share with parents as they continue their child's
 learning at home.
- Help them create a home environment that encourages learning and minimizes distractions, especially important if their child needs accommodations. Send parents articles like this one, from education expert and Inclusion in Action author Nicole Eredics. Nicole had to take action fast when her daughter's college shifted to online learning; in a recent post on her blog, she presents a practical list of ways she's supporting her daughter's new education experience.
- Point them to teachers who are homeschooling. Some teachers who are also parents have been
 making their current homeschooling plans public. UDL advocate Katie Novak and her colleague Alison
 Sancinito have begun teaching at home during the school closures, and they've been sharing their
 UDL-based quarantine schooling plan here.
- Share some creative activities. This article in the Atlantic has some good ideas and activities for keeping kids occupied at home, and here's a list of 50 more activities parents and kids can do together. And if you work with young children, we posted a collection of 24 at-home learning activities earlier this week—another great resource to share with parents.

Know you're not alone with your questions and concerns.

"In the past, when we've incorporated technology, we've been there to guide it, either in the classroom or by following up the next day. Now, I wonder how we will be able to make instruction clear without being able to look kids in the face." If you're a teacher, this article from a New Jersey educator about the "scramble to go digital" will likely resonate. Reporting from Bergen County, Carly Berwick blends her hopes for educational innovation with candid concerns and questions about the challenges of online learning. You're definitely not alone; teachers across the country are feeling this mixture of determination and uncertainty.

No one can predict when the coronavirus pandemic will fade and schools will be back to "business as usual." But we'll be here with you through it all, bringing you information that's directly relevant to our current reality and guidance and tips you can file away for when school is back in session.

Early next week, we'll be sharing some practical advice from Brookes authors, addressed to teachers and parents affected by school closures. Brookes is also putting together a series of "coffee break chats" with expert authors, perfect for teachers who are looking for some at-home professional development opportunities. If there's any other way we can help you out, please let us know in the comments—and again, please take care and stay safe and healthy!

A Message from Our President

Posted:Wed, 18 Mar 2020 20:50:16 +0000

A personal message from the president of Brookes Publishing, the company that brings you the Brookes Inclusion Lab. Stay safe and healthy, and stay tuned for more posts to help you adjust to teaching and

learning in the time of school closures.

Dear friends,

We know many of you are facing unique new challenges due to the spread of COVID-19. Right now, you might be shifting to remote teaching, trying to keep your kids engaged in learning while they're home, or working hard to ensure that students affected by school closings are safe, healthy, and well fed. We thank you for the tireless work you do to support all students in challenging and uncertain times.

As new developments and guidelines regarding COVID-19 continue to emerge, we at Brookes are closely monitoring the situation and carefully following local recommendations and best practices. Like you, we're committed to supporting everyone's health and safety at all times. As we make adjustments to ensure the safety of our employees and customers, we'd like to assure you that Brookes is still open and still here for you.

Although we're practicing social distancing as recommended—and many of us are working remotely—our **online store** is available 24/7, and you can reach us anytime by phone (1-800-638-3775) or by email (find the email address of your representative **here**).

Please let us know if you have any questions. We wish you and the people you care for good health in the weeks and months to come.

Sincerely,

Jeff Brookes President, Brookes Publishing

24 At-Home Learning Activities to Share with Parents of Young Children

Posted:Tue, 17 Mar 2020 16:15:27 +0000

As schools close due to COVID-19 concerns and new guidelines on social distancing take effect, many parents are home with their young children—and looking for new ways to keep them occupied while building on the skills they've been learning in the classroom. Keeping kids engaged and active (without overusing screens!) can be tough during an unexpected break like this, especially when new safety recommendations put a temporary hold on play dates, restaurant trips, and visits to crowded parks, zoos, and other places kids love.

If you're a parent of young children—or if you work with families—today's post is tailored especially for you. We're bringing you a collection of 24 at-home learning activities parents can use to boost their child's academic, motor, communication, and social-emotional skills while they're home from school. Adapted from some of our best books on early childhood development and education, these fun and inexpensive activities will keep kids learning and give you easy ways to connect with them during this unexpected break in routine.

Please share these ideas with any families who might benefit, and if you have a favorite at-home activity to share, add it in the comments below!

Academic skills



Give mealtime a math infusion. Do your kids like to help out in the kitchen? Meal prep is the perfect time to get children counting, measuring, estimating, comparing, and recognizing shapes. Ask your child to measure and count cups of ingredients, count how many plates and utensils are needed for the whole family, and figure out who has more or less mashed potatoes. Get creative with math during cleanup time, too: you can have your child name the shapes of the dishes and sponges, count the number of steps they took to complete the cleanup task, and predict how many dishes will fit in the dishwasher. (Want more ideas? Download this free tip sheet for 24 ways to have fun with math at home.)

Supercharge your storytimes. Your daily book reading sessions are golden opportunities to actively build early literacy skills. To boost vocabulary knowledge, watch for words you think your child may not know and briefly define and talk about them. When you reread a book, ask your child if they remember what the word means, and try to use the new words at other times of the day to reinforce knowledge. To build letter recognition skills, try pointing to letters as you say their names, singing a slowed-down ABC song while you point to each letter in the book. Turn to random pages in the book and see if children can name and point to the letters themselves. You can follow up by having your child make their own ABC book, finding or drawing pictures for each letter.



Reread all your child's comfort books. At times like these, when you're home together and it seems like life is slowing down, sink into some comfort rereads of favorite picture books. Kids love hearing the same book many times, and the repetition is actually beneficial to their developing literacy skills, since it gives them multiple chances to absorb the language of the book. If you want to make the most of repeated readings, choose high-quality books with words that stretch your child's vocabulary and language knowledge.

Make a museum. Your child's favorite museum might be closed to the public right now, but they can make one at home with a little imagination and a few simple materials. If your child has collected little treasures over the years (rocks, shells, toy dinosaurs, buttons, etc.), show them how to arrange their collections in themed displays using shoe boxes, small jars, or egg cartons. Help children label their treasures—a great way to practice letter writing and recognition—and build their language skills by encouraging them to give "tours" of their personal museum to visitors. (Also, did you know that many museums are giving free virtual tours right

now? Here's a list of them, and here's a link to the kid-friendly online tour of the Metropolitan Museum of Art. While you're teaching young children at home, a virtual museum tour might be a fun way to spark conversations about art and history.)

Start a language-rich restaurant at home. If your family eats out regularly, kids might be missing the interesting change in routine that a restaurant offers. Why not start a restaurant at home, and use it to help teach language and literacy skills? Stock your play area with empty boxes, food containers, and restaurant props with writing on them, such as takeout menus, placemats, or a newspaper circular. Read the menu with them, or help them create their own menus from scratch. Help kids make a sign with their restaurant's name. As children play, point out words on the restaurant props and encourage them to spot familiar letters and words.



Create a dedicated writing center. To make writing/prewriting activities inviting to young children, designate a table or desk as your home's "writing center." Fill it with openended materials that invite exploration and experimentation. Offer kids blank paper in different colors, a small dry erase board, markers, crayons, pencils, scissors, glue sticks, hole punches, and envelopes. Kids who have a variety of materials on hand will be more likely to initiate self-directed writing projects.

Measure their masterworks. Are your kids passing the time by making a long cardboard road for their cars, or building a tall tower with blocks? Dig out your ruler and incorporate a little measurement lesson into their play. Show them how to use the ruler to measure the length of their road or the height of their tower. They might have fun predicting how many inches long or feet high their creations are.



Help math and science skills bloom in your garden. If you're starting work on a garden, this is a perfect opportunity to teach math and science concepts while your kids get some much-needed fresh air. Have them measure water into a watering can, count seeds, start tallying days on a calendar to keep track of plant growth, and record observations. (If you don't have a backyard, you can start a windowsill garden with kids. They can measure soil into small pots, count and plant seeds, predict which seeds will sprout first, and make observations.)

Communication skills

Have an adventure—without leaving your living room. Sit with your kids on a rug or couch and pretend you're leaving for a big adventure on a magic carpet, submarine, or school bus. Ask them to share their ideas on where they want to visit, and take turns concocting a story about your adventure. Describe the sights you see and ask kids questions that invite their creative participation: "Look, there's a circus! Can you see the elephants? What are they doing?" "Do you see that school of fish? What do you think fish learn about in school?" This is a great way to strengthen communication skills while having fun with kids who feel cooped up.

Put on a play. Encourage your kids to collaborate on a short play using a few puppets. They can adapt a familiar story or fairy tale, or create their own story together. After they put on the play, talk with them about the story and characters, and ask them questions about how they developed the play.

Set up a home office for kids. This is an indoor activity kids love, especially if your own home office is getting a workout right now—they'll enjoy the chance to be "just like you." Set up a pretend office in a corner of your home where kids can make calls, write letters and "send" them, and type important emails. Be sure to provide lots of varied materials for them to work with: an old keyboard to type with, file folders and paper, a calculator, an old phone (toy or real), pens and pencils, tape, envelopes, rubber stamps, and notepads. Then pretend with them—give them a "call" and ask when the mail will be arriving, or ask to have a face-to-face meeting in their office.



Start your own store. If your kids are missing the chance to shop in stores with you, open your own department store in your room or in their playroom. Encourage kids to play different roles —shopper, sales clerk, cashier—and communicate with each other in character (or you can play one or more roles). This is an ideal activity to try if you've been doing spring cleaning; children can browse the items you're getting rid of and "buy" a few items with pretend money.

Have some flashlight fun. This activity can help boost communication skills while easing your child into bedtime. Once your child is in bed, give them a flashlight and play with it together in the darkened room. Take turns shining the light on different things. Ask your child questions about the items in the room, and talk about what you see. Whisper and laugh together, and make up a silly story. Bedtime chats like these hone language skills while helping your child feel safe, secure, and calm.

Motor skills



Enjoy the outdoors. Communal playtimes at the park may not be possible right now, but you can still enjoy outdoor family activities that give your child's motor skills a pick-me-up. Choose activities that involve both gross motor skills (running, jumping, playing catch, dribbling a ball) and fine motor skills (collecting and sorting objects, using small tools). Go on a family walk and play "I Spy." Have an outdoor family dance party. Collect things like pinecones, acorns, and pretty stones in a pail, and help your child sort them into groups. Make and hang homemade feeders for your backyard or windowsill birds. Your kids will get critical motor skills practice, and the fresh air and fun will give everyone an emotional boost.

Open your own "art school." Start by reading your child some favorite picture books and talking about the different techniques the artists used for the illustrations. Then have the child practice fine motor skills by making books or illustrations of their own, using materials such as watercolors, paste, paper, cloth scraps, ribbon, foil, string, stamps, greeting cards, and box tops. When they're done, your kids can hang their masterpieces in a special gallery area or "read" their illustrated books to you or each other.



Try some target practice. While there's a temporary hold on those family trips to Target, give another kind of target a try. Cut a few 8- to 9-inch holes in a big piece of cardboard, draw a target with chalk on a sidewalk or in your driveway, or pick a target outside, such as a tree, your garage door, or the side of your apartment building. Encourage your child to try to throw a beanbag or small ball through the holes or at the target. Have your child start very close to the target and then move back a few feet, and show them how to throw underhand and overhand. Be sure to cheer for them when they hit the target.

Make egg carton caterpillars. If you're shifting to at-home cooking and using up lots of eggs, here's a fun fine-motor activity to do with those leftover cardboard egg cartons. Cut the egg section of the cartons into strips, one for each child in your house. Have each child choose a caterpillar body and decorate it with paint or markers or by gluing on different colors or textures of paper. Pipe cleaners make great antennae, and children may even want to add some pipe cleaner legs to their caterpillar. Remind them to draw or glue on a face!

Outline an animal. Does your child have a favorite animal? Draw a simple silhouette of the animal on a big piece of paper and give your child some glue and a bowl of Cheerios or uncooked pasta shapes. Then have the child outline the animal by gluing the cereal or pasta pieces to the page, following the lines you drew. (Always supervise carefully when children are working with small items that could be a choking hazard.)

Social-emotional skills



Have regular emotional check-ins. During challenging times, young children can easily pick up on the stress and worry of the adults in their lives. Disruptions to regular schedules, troubling news stories, bans on social gatherings, and overheard adult conversations can leave a child confused and concerned about the future. Set aside time to check in and connect with your child every day. Talk about your day and what will happen tomorrow. Ask them simple questions: "What was the best part of today?" "Were there any hard parts?" "How did you feel?" "Do you have anything you'd like to talk about?" Listen carefully to what your child says so they know their thoughts and emotions are important to you. (For more social-emotional skill-boosters for children ages 2 months through 5 years, print these free ASQ:SE-2 activity sheets. And for a helpful guide to answering children's questions about the coronavirus, see this resource from Zero to Three.)

Pound some dough together. Mushing, squeezing, and pounding dough is a great activity for helping kids process feelings of anger, frustration, and helplessness (and housebound grownups might find this just as therapeutic). Mix up some cookie dough (like these "Get the Mad Out" cookies on the PBS website) and mash and knead it together. Or if baking isn't your thing, let the kids smush and pound play dough or clay. They'll let off steam in a safe way *and* hone their creativity at the same time.

Encourage nurturing play. When the world feels scary, nurturing dolls and stuffed animals is a good way for children to refocus their feelings and practice caring behavior. Set up toy cribs where children can put their "babies" to bed, water tables where kids can bathe their dolls, and places where the babies can be fed with old bottles, sippy cups, and spoons. Help children create caregiving scenarios and praise children for their TLC. (Be sure to include kids of all genders in this activity—every child can benefit from practicing their caring skills.)



Ways to help children deal with fears and worries in uncertain times. Select books that deal with big changes and tough emotions and have reassuring endings. Discuss how the characters dealt with adversity, adjusted to a new situation, and managed their fears. Learning about characters who faced difficult situations and emerged triumphant can help assure children that their family can make it through hard times, too.

Try some therapeutic art, too. Art activities are more than just fun—they can provide children with a powerful outlet for their emotions. Alice Honig describes one example in her book Little Kids, Big Worries: "Lonnie drew a bus and then scribbled all over it with a brown marker. The teacher was puzzled. She did not act disappointed by his scribbles. She did ask him gently to tell her about his picture. The child soberly explained, "That is the ambulance that took my dad to the hospital.' The brown scribbles over Lonnie's picture expressed his dark scared feelings about his father's illness." Teach children how art can be a healthy way to process difficult emotions, and provide them with lots of different materials they can use to express whatever they might be feeling: pages from magazines, photos, stickers, paint and markers in vivid colors, etc.



Share a story from faraway family members. Many children are finding it hard to be separated from their extended family members right now, including grandparents, aunts, uncles, cousins, and close family friends. Reach out and ask a few beloved family members to record themselves reading your child a story out loud. Your child can follow along in the book with them or just enjoy listening. This can be a wonderfully reassuring experience during a time of stress and uncertainty.

We hope this post gave you some new ideas to try with kids, and we wish you and your loved ones continued good health and safety. Stay tuned—later this week, we'll share a roundup of distance learning resources for K-12 educators who are now teaching remotely. Please let us know how else the Inclusion Lab can support you in the weeks to come!

MORE FREE RESOURCES

20 Stress-Busters for Young Children (designed for early childhood classrooms, but many of the activities can be adapted for home use)

Sample ASQ:SE-2 Learning Activity Sheets

EXPLORE THE BOOKS

The activities in this post were adapted from and inspired by the following books:

Activities 1 and 8: Let's Talk About Math by Donna Kotsopoulos and Joanne Lee

Activities 2 and 3: Connecting Through Talk by David K. Dickinson & Ann B. Morse

Activities 2, 4, 9, 15, and 22: Talk to Me, Baby! by Betty Bardige

Activities 5-7: Blended Practices for Teaching Young Children in Inclusive Settings, Second Edition, by Jennifer Grisham-Brown, Mary Louise Hemmeter, and Kristie Pretti-Frontczak

Activities 10, 11, 14, and 16: ASQ®-3 Learning Activities by Elizabeth Twombly and Ginger Fink

Activities 12, 17, and 18: Early Literacy in Action by Betty H. Bunce

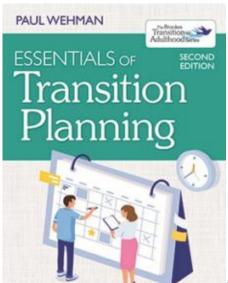
Activities 13, 19, and 24: ASQ®:SE-2 Learning Activities by Elizabeth Twombly, Leslie Munson, and Lois Pribble

Activities 20,21, and 23: Little Kids, Big Worries by Alice Sterling Honig

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5 Key Components of Effective Transition Planning

Posted:Tue, 10 Mar 2020 13:39:09 +0000



For young people with disabilities, making the all-important transition to adulthood can be challenging—but when their support teams know the key components of effective transition planning, the process will be easier and more empowering for everyone involved. That's what today's blog post is all about. Excerpted and adapted from the new edition of Paul Wehman's Essentials of Transition Planning, a one-stop guide to helping young people live fulfilling adult lives beyond the classroom, this article outlines five essential components of planning a successful transition to life after high school. If you're a teacher or another member of a young person's support team, keep these essentials in mind as you help your student explore the possibilities and work toward their goals and dreams.

Engage in concrete and ongoing conversations about what's possible. Maintain high expectations for your students, listen to what they (and their family) really want, and help them envision a life where their goals and dreams can be realized. Demonstrate what's possible by offering concrete, real-world examples of people with disabilities who have successfully navigated the transition to adulthood—and discuss the future often with students and families.

Focus on parent connections, access to peers, and information sharing. For families who are caught up in a whirlwind of day-to-day activities and challenges, "several years down the road" can seem like a lifetime away. Offer them the help and support they may need to use their child's critical school years to prepare for adult life. Provide ample time and easily accessible forums for families to get information, ask questions, and discuss their concerns about the transition to adulthood. Also, connect students and families with others who have effectively navigated the transition process. Both students and parents can benefit enormously from spending time with peers who can share their own experiences, describe what to expect, offer real-world advice, and show that positive outcomes are within reach.

Emphasize employment, work experiences, and the student's portfolio of work skills. The school years should be used to help students work toward competitive, integrated employment by shaping ideas about what job they would like to pursue someday. (Employment after high school is still an important consideration, even if students plan to pursue postsecondary education first.) Help your students summarize information about their likes, dislikes, support needs, and experiences, so they can easily communicate this to members of the transition team and prospective employers. Be sure that your students' IEP goals are stepping stones that help lead to the outcome of employment. Help connect your students with work experiences in real businesses where they develop skills, explore different careers, and determine which type of environment and work culture would best suit them.

Focus on community engagement, resources, and supports. Awareness of available resources is a critical component of effective transition planning process—but too often, families receive fragmented or incomplete information about a particular service, resource, or support. School personnel may only refer families to agencies that they personally know of or feel to be relevant to the student in question, which can limit potential opportunities for support. Widen your net to include all available community resources and services, and provide information to parents that shows how these supports might be relevant to their own situation.

Foster self-efficacy and goal-setting. Improving goal-setting skills and building self-efficacy (seeing themselves as capable people) are two important themes for students as they approach the transition to adulthood. These two elements also build on each other—that is, when someone knows how to set and achieve goals, they gain an important sense of themselves as a capable person.

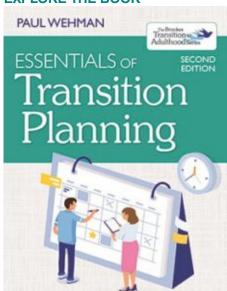
Here are five key steps to follow when helping young adults set goals and build self-efficacy:

- 1. Observe, identify and listen to your student's interests, because interests often lead to goals for the future. Help them explore what each interest means in terms of job skills and environments, connect them with other people who do jobs related to that interest, and explore local opportunities for learning about (or even doing) that kind of work. After your student has looked into several options, you might help them create a graphic chart that compares the positives and negatives of each one.
- 2. Model the goal-setting process. Show your student what you do when you set a goal, decide which steps are necessary to achieve that goal, and develop a timeline for successfully achieving your goal. Also, point out the ups and downs you might have had along the way.

- 3. Help them with an action plan. Once you've established a few things your student is interested in doing, assist your student in creating a plan of action to achieve their goals. Help your student create a visual timeline of small steps they want to accomplish in the future. Seeing small steps checked off will not only help them focus on planning and achieving their goals, it will also build positive energy and confidence.
- 4. Use small steps to encourage and support bigger things. For example, your student might job shadow someone doing the kind of work that interests them, and then volunteer in that setting in some capacity.
- 5. **Always applaud effort.** Positive feedback is essential. Applaud your students when they make an effort, and look for authentic opportunities to say things like, "I'm really impressed—I can see you are working hard on this!" When young adults recognize these as true statements, it will help them believe in their own competence and see themselves as successful people.

Use the guidelines in this post as some basic rules of thumb as you help young people with disabilities prepare for life beyond the classroom. And for more in-depth guidance and strategies on supporting young adults with disabilities...

EXPLORE THE BOOK



Essentials of Transition Planning, Second Edition

By Paul Wehman, Ph.D., with invited contributors

The new edition of this popular how-to guidebook gets transition teams ready to help students with disabilities plan the future they want, pursue employment and/or higher education, and navigate the complex shift to adult life in the community. Renowned expert Paul Wehman and a select group of contributors introduce you to all the fundamentals of transition planning, offering fast facts, vivid examples, realistic case studies, and checklists and tools for putting your plan into action.

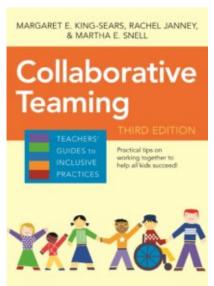
LEARN MORE NOW

5 Steps to Reaching Consensus in IEP Meetings

Posted:Tue, 03 Mar 2020 16:40:46 +0000

Into almost every IEP meeting, at least a little conflict must come. With so much at stake for the student—and with so many different people trying to reach consensus—it's easy to see why. Today's post offers some helpful guidance on how to work through conflict in these meetings and reconcile the diverse perspectives of parents, teachers, and other team members.

During IEP meetings, beliefs and values shape each person's position. Differing beliefs and values are informed by lots of factors: culture, background, upbringing, language, religion, and education. Families and school personnel may arrive at an IEP meeting with completely different approaches to key issues, such as the meaning of disability, the roles of parents and children, and the goals they feel are appropriate for the student to work toward.



So how can IEP teams resolve the differences between two distinct viewpoints? In the book Collaborative Teaming, the authors describe a five-step approach* teams can use to bridge that gap. From identifying the issues to collaborating based on shared values, this process can be used to help your team defuse conflict, recognize common ground, and work together effectively for the benefit of the student. The vignettes below, excerpted and adapted from the book, help illustrate each of the five steps.

Step 1 Identify the issues: What are the major points of disagreement between IEP team members?

Everyone left the last IEP meeting for Darrell feeling discouraged. His transition plan was not completed because the team had reached a stalemate on the issue of transportation to potential workplaces. Darrell's parents didn't want him to learn how to use the bus system to travel to worksites, but the school personnel felt that using public transportation was a valuable component of career readiness for him. The school-based team members didn't understand why Darrell's parents were so resistant to something that promoted their son's independence and would help him access employment.

Step 2

Identify the professionals' underlying values: What beliefs and feelings are contributing to the school team's viewpoint?

The school personnel placed a strong value on **independence** for Darrell. They felt that if Darrell could travel independently, then his reliance on family members or others for transportation wouldn't be an issue that could limit his career choices in the future.

Step 3

Identify the parents' underlying values: What beliefs and feelings are contributing to the family members' viewpoint?

Darrell's parents placed a strong value on safety for their son. Although Darrell's parents understood that the

school team meant well for Darrell and also wanted him to be safe, his mother still feared for his safety on the bus. Darrell's parents also regularly relied on extended family members being able to drive Darrell to worksites. Providing their own transportation was a source of pride for this family; they did not need to ride on the bus.

Step 4

Discuss beliefs: How can all parties understand each other's perspectives better?

Later that week, the special educator walked with Darrell to his mother's car when she came to pick him up after school. The special educator asked his mother, "Can you tell me why preparing Darrell to ride the bus is something you don't want? If we taught him how to get different places on the bus, then he could also get to the movie theater, the mall, and other places for some free time on his own."

Darrell's mother responded with stories she had read about teenagers getting into trouble on the bus. She shared her concerns for his safety. Then she looked at the car she was driving and told the special educator, "We worked very hard to get this car. My sister and her family also have a car. So does my brother-in-law, who lives near us. We help each other all the time for driving." She continued, "I want Darrell to find good jobs. I appreciate what you and others are doing to prepare him for careers after graduating from high school. But I do not want to worry about his safety on the bus."

Through this open conversation, the special educator now fully realized why Darrell's mother was so resistant to the bus transportation. She understood the safety concern on a deeper level, as well as the pride that Darrell's family took in providing their own transportation.

Step 5

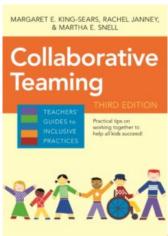
Collaborate by focusing on values shared with the parent: How can both sides find common ground and work together toward their shared goal?

The special educator continued the conversation with Darrell's mom. The teacher started out by acknowledging what they both wanted for him: "I understand what you're saying. We both want Darrell prepared for a career with a good salary that also has benefits." Then the teacher presented a solution that would directly address the safety concerns Darrell's family had brought up: "We didn't mention this at the last team meeting, but Darrell is not riding the bus alone. An adult from school would always be with him and some of his peers who are also learning how to use the bus. I've read about the safety issues on the bus, too. Those incidents happened in the evening and in other parts of town. But we wouldn't be on the bus at that time or in those places. Would you be okay if an adult and some other students were on the bus with Darrell?"

Darrell's mother felt reassured by this interaction, and by the school team's willingness to address her concerns with concrete solutions. Since having bus transportation would open up new possibilities and opportunities for Darrell, his family agreed that he could learn to ride the bus under those conditions.

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As the authors of **Collaborative Teaming** state, "Effective collaborative teams are not about any one team member getting what he or she wants; effective collaborative teams are about each team member contributing in ways that enable students to get what they need." Use the example in this post as inspiration for defusing conflict in your own IEP meetings—and for more guidance on collaboration in inclusive education...



Collaborative Teaming, Third Edition

By Margaret E. King-Sears, Ph.D., Rachel Janney, Ph.D., & Martha E. Snell, Ph.D.

Packed with practical tips, tools, and vignettes, this guidebook shows your staff how to work together effectively to support students with disabilities in inclusive classrooms.

LEARN MORE NOW

*The five-step model in this post was originally described in the research of Kalyanpur, M., & Harry, B. (2012). Cultural reciprocity in special education: Building family–professional relationships. Baltimore, MD: Paul H. Brookes Publishing Co.

10 Essentials for Promoting Young Children's Social-Emotional Development

Posted:Tue, 25 Feb 2020 14:15:38 +0000

For children with and without disabilities, strong social-emotional skills are the foundation of long-term success in school, at work, and in the community. With so much at stake, it's critical to start addressing this key area of development in the early years, even before a child starts school. Educators, child care providers, and parents should all work together to build children's social-emotional skills, identify potential issues, and mitigate the impact of stressors in a young child's life.

In today's post, we bring you 10 important things you can do to support the social-emotional development of young children, from conducting early screening in infancy to helping kids make friends and manage emotions in an early childhood classroom. And we share some helpful links to some of our best expert-developed resources—including books, tools, blog posts, and videos—that provide reliable guidance and support for you and the families you work with.



Conduct early screening for healthy social-emotional development.

Early identification of social-emotional challenges can make a huge difference in the life of a young child. That's why any effort to nurture social-emotional development should start with regular screening—as early in life as possible. Use a trusted screener like ASQ®:SE-2, a reliable parent-completed tool that lets you screen children as young as 1 month old (and up to 6 years). Administering a screener at regular intervals helps you see where a child's social-emotional skills are strongest, pinpoint any potential behaviors of concern, and identify any need for further assessment. (See a sample ASQ:SE-2 questionnaire here.)



Follow up with assessment if there are any issues.

When results from a screener indicate that a child may need more support in one or more areas, what should you do next? We recommend following up with SEAMTM, a discovery and planning tool for helping young children who are at risk for social-emotional challenges. Not only does a SEAM assessment uncover detailed qualitative information on children's social-emotional competence, it also identifies caregivers' strengths and areas of need, so you can support better family outcomes as well as child outcomes. SEAM is a great way to start sensitive but important talks with parents, educate families about social-emotional milestones, and start developing functional goals for the child based on their needs. (To learn more about SEAM, download a sample form here, view this prerecorded webinar with two of the developers, and read this article on how to use ASQ:SE-2 and SEAM together.)



Give parents learning activities to boost social-

emotional development. Between screenings, encourage parents to actively promote their child's healthy social-emotional development at home. From playing, singing, and talking with a toddler to helping older children process feelings through dramatic play and book reading, there are dozens of simple, low-cost activities parents can try with their children to help them feel safe and loved and learn how to manage emotions. Parents love to have concrete, practical ideas at their fingertips, so share the ASQ®:SE-2 Learning Activities with them—a resource packed with easy age-appropriate activities, newsletters you can send home, and parent handouts on key topics. (You can download six sheets of sample activities here to get you started.)



Facilitate developmental parenting. Parents are their children's first teachers—and in the crucial early years, developmentally supportive parenting behaviors contribute significantly to social-emotional learning. In their book **Developmental Parenting**, Roggman, Boyce, and Innocenti describe the kind of behaviors and attitudes you should encourage parents to cultivate:

Developmental parenting is what parents do to support their children's learning and development. It is what parents are doing when they clap their hands for their baby's first steps, soothe their frustrated toddler, encourage their preschool child to sing a song, or ask their first-grade child what happened at school. It is the kind of parenting that values a child's development, supports a child's development, and changes along with a child's development. Developmental parenting is warm, responsive, encouraging, and communicative.

For complete, practical guidance on how to facilitate developmental parenting with families of young children, **check out the book**. And to see how your efforts are progressing, **follow up with PICCOLOTM**, a quick observational tool that's designed to assess and monitor the quality of parent–child interactions.



Help parents approach challenges with positivity. In his book Optimistic Parenting, Dr. V. Mark Durand stresses the importance of developing a confident, positive approach to the challenges parents face every day. Here are a few important messages, adapted from the book, to share with families:

- Believe you are a good parent, and know that the positives probably far outweigh any occasional lapses you may experience.
- Believe your child can change their challenging behavior.
- Take care of yourself, because you can't help your child if you are hurting.
- Parent in the moment—keep reminding yourself to focus on what's happening right now with your child instead of worrying about other things.
- Recognize and appreciate the good things in life, and practice reminding yourself of the good things that happen each day.
- Remember to express gratitude toward those who help you with your child.
- Recognize that feeling bad sometimes is inevitable for everyone, and accept the fact that there will be "down times."

Positive, optimistic parenting is contagious, and will likely help a child develop stronger social-emotional skills. To learn more about how to encourage optimism in the families you work with, **explore the book and read an author interview here.**



Address stress in your early childhood classroom.

Stress isn't just for grownups. Young children navigate a minefield of stressors that can affect their academic success and social-emotional health, from short-term events like getting scolded by a parent or witnessing a fight at school to long-term situations like divorce, poverty, serious illness, and family relocation. Look for ways to address and reduce stress during the hours that young learners are in your care. Take the time to explain new events to children before they happen, listen empathetically to children's fears, provide sincere and specific praise, try tension-releasing dances and exercises, and use creative art activities as a way to relieve stress and explore emotions. (For more in-depth ideas, see Alice Honig's wonderful book Little Kids, Big Worries, read this blog post adapted from the book, and download this free tip sheet of 20 stress-busters.)



Pyramid Model. Is your program using the Pyramid Model. Is your program using the Pyramid Model for Promoting Social Emotional Competence in Infants and Young Children? If not, you may want to explore what this approach can do for your program and the children you care for. Widely used across the country by thousands of early childhood professionals, the three-tier Pyramid Model is a framework of practices—universal, targeted, and individualized supports—that help support children's social-emotional competence and prevent challenging behaviors.

Brookes, the publishing company that brings you the Inclusion Lab, has partnered up with the Pyramid Model Consortium (PMC) to expand access to the Pyramid Model and develop and distribute resources and products based on PMC's work. Over the past few years, we've published books, tools, and training modules on the Pyramid Model; you can **get an inside look at them here**. And to learn more about the Pyramid Model and PMC's important work, **explore the Pyramid Model Consortium's website**.



Help children understand and manage big emotions. As

you've probably seen in your classroom or program, young children often grapple with deep and challenging feelings. Worry, anger, fear, envy, and other tough emotions can be a barrier to social and academic success if children aren't equipped with coping strategies. Teaching kids how to identify and deal with their emotions can be a complex and sensitive undertaking, so it might make sense to try a tested curriculum like **Strong Start PreK**.

Developed by a team of educational and mental health experts, this scientifically based curriculum runs for 10 weeks, and lessons are easy to fit into your existing schedule. Through engaging classroom activities, kids will learn how to identify their own feelings, recognize the emotions of others, and deal constructively with anger, worry, and more. Partially scripted lessons, handouts, and worksheets are included, so there's not too much prep work—you can start using it right away, with no specialized training. (Want to learn more? Download an excerpt here.)



Promote friendships and other social relationships.

Strong, positive connections with peers can help strengthen the social-emotional health of children with and

without disabilities. In your classroom or program, every day is packed with great opportunities to promote these connections. Choose collaborative projects and games that motivate children to play together, pair kids with buddies for activities, and explicitly model important social skills like sharing and turn-taking. These Inclusion Lab blog posts give you some practical suggestions on how to help young children develop relationship skills and how to encourage friendships and social play.



Create a trauma-sensitive learning environment. Often,

the stressors in a child's life go much deeper than short-term frustrations and fears. Many young children enter programs and classrooms with a history of trauma, which can have a severe impact on social-emotional development if it goes unaddressed. That's why it's so important to actively build a trauma-sensitive learning environment for young learners—you'll help all children feel safe and secure, *and* you'll address the needs of children who struggle with the long-term effects of factors such as abuse, neglect, and community violence.

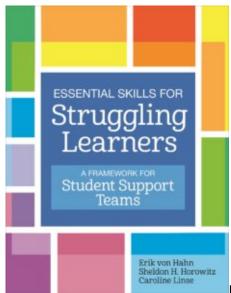
To better support young children who experience trauma, start with the work of expert Jen Alexander, a seasoned school counselor, teacher trainer, and author of the book **Building Trauma-Sensitive Schools**. Read **this blog post** (adapted from her book) for 11 tips on making your inclusive classroom a safer and more nurturing place for all students, **watch a Q&A** with Ms. Jen, and get some quick tips and insights from **this short video on trauma** from Brookes and We Are Teachers.

Consider these 10 essentials as you work with young children and their families, and stay tuned to the Inclusion Lab all year for more tips on promoting healthy social-emotional development in learners of all ages.



What's your #1 essential for nurturing social-emotional

development in young children? Add your thoughts in the comments below!



Executive function skills—including task initiation, attention span, flexibility, rule-following, and working memory—are important building blocks of your students' academic and social success. Though these skills can be taught and learned just like academic subjects, most teachers don't have a dedicated block of time to teach executive function skills and provide extra support to students who struggle with them. Support for executive function can and should be woven into lessons and routines throughout the school day—and today's post gives you some good strategies for doing just that. Excerpted and adapted from the new book Essential Skills for Struggling Learners by Erik von Hahn, Sheldon H. Horowitz, & Caroline Linse, this post outlines 12 things you can do to support students with executive function challenges and help them build critical skills they'll use for the rest of their lives.



Approach with empathy. A little empathy goes a long way when a student is having a tough time staying organized or paying attention. Show them you understand and empathize with what they're going through, and you may find your students are more receptive to your help and guidance. For example, you could try approaching an easily distracted student with something like: "I've been paying attention to you, and I think I figured something out. You know what you need to do, but some of the time, things still don't get done. Have you noticed that too?" After you talk about the issues for a while, you might add, "I want to make sure that you get everything done and that you don't have to get too many reminders from me. Here are some ideas I'd like to share with you."

Frame your goals the right way. Watch how you phrase your goals—you don't want to build yourself a tower that's impossible to climb. Avoid vague, unrealistic goals like "John will stay on task 100% of the time and follow all rules," even if that's the ideal. Instead, make John's goal more specific and easier to work toward: "John will perform his tasks while using accommodations for distractions" or "John will follow rules and use a repair strategy when a rule gets broken."



Make a clear plan. Students who struggle with executive function skills tend to perform better when you provide them with a well-defined plan and follow up with individualized attention to reinforce it. Develop clear, simple, and explicit instructions for tasks up front, and make sure your students understand them. For students with executive function issues, you may want to see if they can recite the instructions back to you before they start the task.

Provide visual reminder systems. Visual reminders of the steps and instructions connected with a task can be a huge help to a student who struggles with working memory and task persistence. Provide your students with reminders such as graphic organizers, a set of photographs or pictures placed in the right order, or a written task list. Explain to your students how to use the reminders as visual tools they can check periodically to make sure that they're completing all steps of the task. If a student reverts to prior behaviors, try not to use corrective feedback to walk them through the steps; instead, prompt the student to use the visual reminder system. Nudge them with "check your reminder system," or say "hmm, that didn't work out. Did you forget anything?"

Use a signal when you start a task. Do you have students who seem to be "off in their own world" when it's time to start a new task? Take a second to orient your class to a new activity with a clear signal that catches their attention. This could be as simple as saying "please look at me!" before making a request. You can also try visual and auditory stimuli such as ringing a bell, clapping your hands, or flicking the lights off and then on. Tune in to your students' eye gaze to be sure they're oriented to the task or activity before you continue.

Manage expectations for focusing on a task. High expectations are a good thing, but it may only be possible for your student to make small gains over the course of your school year together. Focus on those small steps of progress and make them your goal. For example, you can try using a timer to help your student understand how long they normally stay on task, and over time, you might ask that student to focus just a little bit longer.



with executive function skills, you may want to modify the scope of your curriculum and/or the pace of your instruction. When you break tasks down into smaller segments, your student may find it easier to successfully complete activities, because you've reduced the demands on their attention span. Aim for short periods of high-quality work for students who need support instead of asking them to focus for the same length of time as other students, which will likely result in lower-quality work.

Prepare students for changes in advance. Learners with executive function challenges may be averse to changes in your schedules and routines. But even students who appear to be inflexible can often accept changes when they're clearly discussed in advance. You might say, "I know you like to do things the same way, but I think you won't mind doing things a new way as long as you know how to do it. Let me show you how it works." As a longer-term goal, you might aim to help students accept new plans more often or more quickly. You can also coach peers to help the student by planning with them ahead of time. You can say: "Hey everybody, I have an idea. Ashley wants to play with you, but she might need to know what you're going to do before you do it. Why don't you discuss the plan first? I think it'll make it work better for everybody."

Set up a "gentle reminder" motion. You might need to establish an agreement with your student about how and when you'll use gentle reminders when they're veering off track. Say something like, "Let's decide how I should help you, because you aren't always going to notice it when you are acting before thinking. I know that you don't want me to single you out in front of the class. So why don't we come up with a silent signal like touching my ear, that I can use to remind you to 'Stop, think, and then act.' What would work for you?"

Schedule times for corrective feedback. Providing students with a constant stream of corrective feedback can feel overwhelming and discouraging to them. To avoid this, consider deciding with the student in advance how errors will be corrected. You can schedule regular times for monitoring and feedback—for example, you could say to the student, "I'm going to check in with you every 15 minutes," or "I'm going to check in with you at the end of each activity and give you feedback." Reducing the volume of corrective feedback may help your student be more receptive to it.



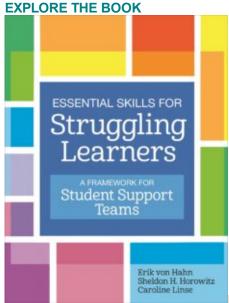
Celebrate their successes. All students benefit from knowing

what it feels and looks like when they're succeeding. Give positive feedback for small triumphs as they happen: "Wow, I noticed that you focused on that work task for 15 minutes," or "I noticed that you followed the

rules of the classroom routine really well just now." Make an effort to catch the student being successful—your positive feedback is an especially important reinforcer right at the moment the student is succeeding. Try seating students who need extra support closer to you, so you can more easily notice their successes and provide encouragement.

Make it clear that "failures" are an opportunity for learning. Students need explicit reminders that mistakes are nothing to be ashamed of and can help them learn and grow. Reassure your students of the value of mistakes and their ability to fix them: "If you find that all of a sudden, without thinking, you did something that you shouldn't have done, you can always go back and make up for your mistake."

Above all, keep in mind that executive function skills aren't developed once and then mastered—rather, they're learned over an extended period of time and should be taught and reinforced frequently. Develop and use a plan to teach these skills, and then monitor your students' progress regularly to see what needs to be clarified or emphasized again.



Essential Skills for Struggling Learners

A Framework for Student Support Teams

By Erik von Hahn, M.D., Sheldon H. Horowitz, Ed.D., & Caroline Linse, Ed.D.

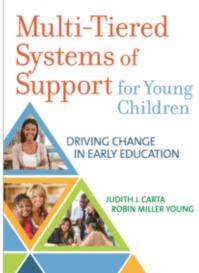
This innovative planning guide is your key to identifying and prioritizing the essential skills that students with and without learning difficulties need to succeed. Learn about 11 key domains of learning—divided into neurological, developmental, and educational domains—and get a complete, collaborative plan for pinpointing where students need help and adapting your supports to meet those needs.

LEARN MORE NOW

8 Strategies for Engaging the Families of Young Children

Posted:Tue. 11 Feb 2020 14:05:52 +0000

To ensure the best outcomes for the young children you work with, it's important to engage the real experts on each child: their families. When you make parents active partners in educational decision-making, strengthen their parenting confidence, and encourage their responsiveness to the child's needs, the whole family will benefit.



Today's post introduces you to some "Getting-Ready" family engagement strategies, based on the work of Sheridan et al. and described in detail in the book Multi-Tiered Systems of Support for Young Children, edited by Judith J. Carta & Robin Miller Young. Some of these strategies are intended to strengthen relationships: between parents and children and between parents and early childhood educators. Others are intended to build parents' confidence and competence so they can actively promote their child's learning and development. Keep these in mind as you work to develop strong relationships with families and empower parents to guide their child's healthy development.

Strategies to strengthen relationships

Communicate openly and clearly

As an early childhood educator, be sure you fully engage parents and create an open, two-way exchange in which everyone's input is valued. Regularly ask for parents' input through questions that require embellishment (not just "yes" or "no" answers), and check in with them frequently to ensure that they understand what's happening.

Establish parent-child interaction

Whether you're a home visitor or a teacher in a program where parents often volunteer, ensure that elements of the environment are intentionally and actively arranged to increase the probability of mutually enjoyable parent—child interaction.

Affirm parent competencies

Look for ways to identify and build on parents' strengths. Offer verbal affirmation of any behavior you see that suggests the parent is focusing on the child, engaging meaningfully with the child, and working on improving either their own skills or the child's skills. For example, if you see a parent using effective shared reading strategies with her child, you could affirm the parent's competencies by saying "When you point to the print while you read, just like you are doing now, you are showing Zain that print has meaning. That is an excellent strategy you are using to build his skills as a future reader."

Have conversations that include parents as equal participants, and agree together on goals, priorities, strategies, or plans regarding the child's learning and development. Make it your goal to have collaborative, back-and-forth exchanges with parents and work together to choose and incorporate learning strategies (for use at home and in the classroom).

For example: In a parent–teacher conference, you might talk to the parent about strategies to implement at school for a child who is an active learner. The parent might tell you that their child doesn't like sitting down and has to be interested in something in order to stick with it. You and the parent could work together on creative strategies that would increase the child's persistence by including his special interest (cars) and allowing him to be active. Maybe the child could drive his favorite toy cars around the shapes of the letters you're working on in school!

Strategies to build competencies

Focus attention on the child's strengths

Always be on the lookout for opportunities to help parents understand their child's development. What's typical for the child's age? What may be important to monitor? What specific developmental strengths can you point out to the parent? Focusing on strengths before bringing up concerns will help strengthen your connection with parents.

For example: At pick-up time, choose a bit of developmental "good news" to share with the parent first, even if you've had a challenging day with the student. You might say, "Madison puts her coat on all by herself now at school, and if I help her get the zipper started, she can pull it up and then put on her hat. She needs help getting all the fingers into the gloves correctly, but she can put mittens on all by herself." Leading with the child's strengths will show parents that you notice and value the progress their child is making—and may help them be more receptive if you have concerns you'd like to discuss.

Share information and resources

You can help parents build on their child's skills by

- Labeling, interpreting, and explaining the developmental significance of the child's current emotional, cognitive, linguistic, or motor abilities
- Providing information about developmental milestones and behaviors or skill levels that need some extra support
- Pointing parents to resources (books, activities, organizations) where they can receive that support.
 (Try the ASQ-3 Learning Activities, a book of fun and easy things parents can do to boost their child's development from birth to age 5.)

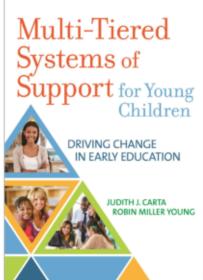
Use observations and data

Both you and the child's parent will have important observational information to share with each other. You'll have your classroom observations and assessment data, and they'll have invaluable insights from their home life. Meet with the parent regularly to compare notes and share objective information about the child, including the child's skill levels and progress toward developmental goals.

Here are two ways you can help parents try new learning activities and strategies at home:

- *Model* the use of a learning strategy with a child while the parent watches. Then invite the parent to use the strategy while you observe.
- Suggest, through explicit statements to the parent, behaviors that support the child's development and strengthen parent-child interactions. Offer the parent specific ideas about how to interact with the child in the future.

For example: Say you're meeting with a parent and child to discuss how to help the child with letter formation. You can offer to *model* how you make "rainbow letters" at school. Support the child in tracing the letters and then take turns tracing the letters with different crayon colors as the parent watches. After a while, hand a crayon to the parent and suggest, "Here, how about if you and Adam write the next rainbow letter together."



Like these ideas? Want more on improving young children's social and academic outcomes? Explore the book Multi-Tiered Systems of Support for Young Children, a visionary guidebook on how to design, implement, and monitor successful MTSS for children ages 3–5.

LEARN MORE NOW

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TALKING IS TEACHING: TIPS FOR TALKING WITH MULTIPLE CHILDREN

Talking, reading, singing, and counting with children from 0-5 years of age helps them learn because the more words and numbers children hear, the faster their brains grow. Using everyday moments to talk to your children can make a difference that lasts a lifetime.

Of course, talking to one child is easy, but it's a different story when you have two ... or three ... or five! You're not alone. For most parents and grandparents, it's tough to involve multiple kids of different ages in an activity at the same time. But you can do it!

First, remember that older kids can be your partners in talking, reading, and playing with infants and toddlers, so make them part of your teaching team. Next, develop a routine. Reading a book before bed, playing after dinner, or singing in the car are all ways to fit learning activities into the day. In no time, children will begin to look forward to these moments.

Reading a book before bed, playing after dinner, or singing in the car are all ways to fit learning activities into the day.

Here are some more tips:

- Let older children lead the conversation by asking them to talk about what they see on a walk, in the grocery story, on a car ride, or while riding the bus.
- Encourage your older child to describe a favorite toy to your younger one. This is a great way to get him or her to talk about colors, shapes, and why the toy is a favorite.
- Designate one child the "Talk Team Captain," and let him or her help decide what the family will be talking about at any given time—like during dinner.
- Reading books aloud that are appropriate for older children helps keep them engaged. Don't worry that your infant won't understand. Help them hear as many words as possible during the first five years.
- Preschool-age children can help you engage your baby by pointing to and naming the pictures in a story book, or bringing you objects around the house to name.
- Practice counting blocks, objects in the kitchen, or socks in the laundry. Older children can point out colors and patterns.



At-Home Learning Activities for Families of Young Children (Ages Birth-2) Let your child use Have your child sing a Turn on music and let Fun Finger Play: Take a "nature walk" favorite song to you vour child dance with a wooden spoons and a Round and round the outside and fill a plastic and sina/dance alona scarf, waving it in tune plastic bowl to "play aarden, baa with items such as drums." See if they can with them. to the music. goes the teddy bear. rocks, leaves, and sticks. (Take your finger and Can you and your child follow your rhythm. Challenge your child to Talk about the things move like a cat? A move in different ways: Play a fast song and a make a circle on your that you see. Music & kangaroo? A snake? A tip toe to their room, slow song. Make your child's palm.) Movement fish? take big giant steps to movements match the One step, two steps, the kitchen, etc. speed of the sona. tickle right there! (moving to music, (Walk your finger up your exploring sounds, singing child's arm and tickle!) sonas, usina simple musical instruments) Have a special time for Encourage dramatic Let children hold the When reading stories to While reading a story, reading each day. play/acting-out the book and point at the your very young child, focus on repeated lines Create inviting and story you read. pictures. feel free to "tell" the in the book. comfortable reading Have family members Talk about who is in the story based on the Choose storybooks that areas in your home. pretend to be a story and what they are pictures. are based on popular Read with your child for character in the story as children's songs. (The doina. Storytime Ask your child to do 5-7 minutes each day. you retell the story. Wheels on the Bus, Old (looking at pictures in Choose books with movements similar to MacDonald, etc.) books, listening to vibrant pictures and those in the story. (If the rhymes and stories, talk about the pictures. boy in the story is enjoying being read to) jumping, have them iump.) Have your child fill an Blow bubbles and have



Play Skills

(filling and emptying containers, fitting thngs together and taking them apart, imitating play schemes) Have your child till an empty plastic container with items (blocks, large uncooked beans, small toys). They can move the items into an empty bowl by using their fingers, a spoon, or by pouring.

- While taking a bath, have your child fill containers with water and pour them out.
- Have your child place small items into an empty egg container.
- Have your child play with toy cars and/or trucks. Make "vroom vroom" noises when they roll them on the floor. Practice "stop" and "go."
- Blow bubbles and have your child try to catch them. Add a drop of food coloring to the bubble solution and blow the bubbles onto paper.
- Have your child stack blocks one on top of another. Show them how to stack them and have them imitate your movements.
- Give your child some crayons and paper.
 Have them scribble on the paper.



At-Home Learning Activities for Families of Young Children (Ages Birth-2)					
	6	7	8	9	10
Music & Movement (moving to music, exploring sounds, singing songs, using simple musical instruments)	 Make an obstacle course. Have something for your child to jump over, crawl under, and stand on top of. Sing a favorite song along with your child. Pair hand movements and clapping. 	Use masking tape or painter's tape to make a square on the floor. Play music and have your child jump "into" the box and "out" to the tune of the music.	Fill empty food containers (oatmeal container, empty jars, etc.) with beans and secure them shut with tape. Have your child shake their new musical instruments along with music.	Fun Finger Play: Where is thumbkin, where is thumbkin? Here I am! Here I am! (show your thumb) Where is pointer finger? Where is pointer finger? Here I am! Here I am! (repeat with each finger)	 Play "Row Your Boat" with your child. Sit with your feet touching and hold hands. "Row" back and forth slowly and fast Sing the song loudly and sing it in a whisper. Use a bedsheet to play parachute games. Hold each side and move it up and down. Have you child go "under" and "around."
Storytime (looking at pictures in books, listening to rhymes and stories, enjoying being read to)	 Have a special time for reading each day. Create inviting and comfortable reading areas in your home. Read with your child for 5-7 minutes each day. (continue from previous week) 	 Let your child hold the book and practice turning the pages. Show them the front of the book and the back of the book. 	Use pictures of your child to make a book. Slide pictures into clear plastic bags (sandwich bags) and tape them together on one side.	 Have your child choose a story and let them "read" it to you. Talk about the pictures that they see. Choose books with vibrant pictures and talk about the pictures. 	Give your child several pieces of paper and crayons. Have them "illustrate" a story and you write the words.
Play Skills (filling and emptying containers, fitting thngs together and taking them apart, imitating play schemes)	 Gather pairs of items. Scramble the items and have your child match them. Give your child several pots and pans and allow them to "cook" their favorite meal. 	 Make bubbles out of dishwashing liquid and blow bubbles outside. Have your child try on your shoes and role play that they are "the mommy." 	 Have your child decorate an empty box and use it as a toy car or airplane, etc. Play hide and seek in your house. 	 Roll a car or ball back and forth. Use a paper bag from the store to make a vest. Have your child decorate it using crayons and markers. 	 Have your child stack blocks one on top of another. Show them how to stack them and have them imitate your movements. Play Ring Around the Rosie!



At-Home Learning Activities for Families of Young Children (Ages 3-5)



Emergent Writina

(drawing, scribbling, letter-like forms, invented spelling, words or a combination)

- Have writing tools and paper available for vour child to use at home.
- Write notes to family members/friends together.
- Take inventory of the refriaerator/pantry and help your child make a list of things you need to buy during your next visit to the supermarket.
- Have your child draw or
 Put shaving cream or paint a picture and tell you a story about their picture. Write down what your child says and read the story back to your child.
- sand on a plastic trav or hard surface and encourage your child to write their name or letter-like forms (lines top to bottom, left to right, circles, curves, slanted lines) using their finger.
- Help your child make name labels to put on their art supplies or items at home (e.g., refrigerator, stove, socks, shoes, etc.).

Additional Support for Pre-K ESE: Allow children to draw/scribble/write on a variety of surfaces: large paper on the floor, an easel, etc.



Emergent Reading

(picture-reading, reading the words in the story, retelling the story, role-playing the story, making up stories)

- Set aside a special time for reading each day.
- Create inviting and comfortable reading areas in your home.
- Read with your child for 20 minutes 1 to 2 times a day.
- Visit myON Reader on vour child's MDCPS Portal/APPS to access a digital library.
- Encourage dramatic play/acting-out the story you read.
- Have family members pretend to be a character in the story as you retell the story.
- Let children hold the book and use the pictures as visual cues to retell the story.
- Talk about what happened in the beginning, in the middle and at the end of the story.
- When reading stories to your child, let them make up the ending, or retell favorite stories with "silly" new endings that they make up.
- While reading a story, engage your child in conversation by askina open-ended questions and expanding their comments through back and forth dialogue.

Additional Support for Pre-K ESE: Use picture communication boards and/or Mini Word Books in order to offer children a way to deliver messages about characters/events in the stories. There are ready-made versions of these on prekese.dadeschools.net under "Visual Supports."



Mathematics

(numbers, counting, matching, sorting, patterns, shapes, spatial relations, measuring)

- Go on a nature walk and collect a variety of leaves. At home, help vour child sort the leaves and talk about why the leaves were placed in each pile.
- Ask your child to bring one book, two pencils and three sheets of paper. As your child brings the objects, have them count out each item one by one. Take one of the items out and ask, "How many are now left?"
- Play a game with your child by displaying a set of three or four objects on the table. Ask your child to look. then cover the objects with your hand or cloth and auickly ask, "How many are under the cloth?" Continue playing by adding or taking away objects.
- Count throughout the day...count how many steps it takes to get to the bathroom, count how many pillows are on the couch, count how many doors/windows are in the house, count how many grapes they will eat for snack, etc.
- Gather laundry and ask your child to help you separate clothes by color. After washing the clothes, ask your child to match socks and help sort folded clothes into piles by type of clothing.

Additional Support for Pre-K ESE: Pre-made picture boards for a variety of math activities such as recipes and play ideas for common toys and manipulatives that may exist in your home already can be found on prekese.dadeschools.net under "Visual Supports" & "Toy Bin Visuals."



Head Start Parents

Access Galileo Pre-K Parent Center www.ati-online.com for computerbased activities. You will

need to use a login name and password provided by your child's teacher.

Everywhere Learning

Visit www.talkingisteaching.org to receive tips and resources on how to build your child's brain and language development.

At-Home Learning Activities for Families of Young Children (Ages 3-5)



Emergent Writing

(drawing, scribbling, letter-like forms, invented spelling, words or a combination)

 Provide your child with playdough and practice with your child rolling the playdough into snake-like strips. Use the pieces to shape letters and their name.

 Create a pretend post office at home. Provide your child with envelopes, cards, old bills and have fun writing and distributina mail to family members.

• After reading a story, • Sit outside with have your child draw a picture about their favorite part. Ask them to tell you about their picture and write down what they say.

writing materials. Encourage your child to write about what they see.

• At the end of the day, talk about the day's events. Have your child write about what they did throughout the day.

Additional Support for Pre-K ESE: Allow children to use their fingers and a variety of textured materials to draw/scribble/write such as shaving cream, sand, water on paper, etc.



Emergent Reading

(picture-reading, reading the words in the story, retelling the story, role-playing the story. making up stories)

 Play a word game, saying the first part of a compound word and asking your child to provide a variety of second words that make compound words (e.g., say "sun" and encourage responses like

Read books that include rhyming words As you read the story, pause for rhyming words and allow your child to fill in the missing word in the sentence with a word that rhymes.

 Read alphabet books with your child.

like The Cat in the Hat. • Go on a Letter Hunt around the house and point out words that begin with the same letter as your child's name. .

 Write uppercase and lowercase letters on pieces of paper and put them in a paper baa. Have your child pull a letter from the bag and name it. Match uppercase with lowercase letters.

Talk about the first sound in your child's name. Look for other objects in books or around the house that begin with the same sound. Do the same with the names of family members.

"flower" Additional Support for Pre-K ESE: Use picture communication boards and/or Mini Word Books in order to offer children a way to deliver messages about characters/events in the stories. There are ready-made versions of these on prekese.dadeschools.net under "Visual Supports."



Mathematics

(numbers, counting, matching, sorting, patterns, shapes, spatial relations, measurina)

 Take a walk and gather rocks, sticks, and leaves. Compare sizes of objects and help your child sequence objects by size (smallest to biggest). Count the number of objects one by one.

 Use items collected on a walk. Arrange them in a pattern such as one rock, two leaves, one rock. two leaves. Then mix them up and ask children to recreate the pattern or make their own.

• Discuss shapes. Go around the house and talk about the shapes you see. "The table is a circle, the window is a sauare, the door is a rectangle. What shape is your bed?"

 Create an obstacle course inside or outside that involves children moving in different locations and directions.

When outside, start a fun game with your child by giving them a place to stand and have them guess how many steps they are away from you. When they walk back, have them count their steps aloud. Try different distances.

Additional Support for Pre-K ESE: Picture boards for a variety of math activities using common toys that may exist in your home already can be found on prekese.dadeschools.net under "Visual Supports" & "Toy Bin Visuals."

Waterford Home Access

Parents may access Waterford Early Learning and allow their child to participate in two (2) 20-minute computer-based learning sessions each day.



VROOM

Download the Vroom APP on your digital device or Vroom by Text by texting: VRoom to 48258 and receive daily brain building tips to use with your child (Ages 0-5)

myON Reader

Access the myON Reader digital library through your child's MDCPS Portal/APPS using their student ID and password (Date of Birth: month/day/year and initials).

