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Ready for Storytime: A Mindful Approach

Susan Hendler Lederer, PhD, CCC-SLP

Moderated by:
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READY FOR STORYTIME: A MINDFUL APPROACH

Susan Hendler Lederer, PhD, CCC
Adelphi University
SPEECHPATHOLOGY.COM 4/3/18

Learning Objectives

After this course, participants will be able to:

- Describe shared book reading practices.
- Define and explain attention and attention training practices.
- Define and explain mindfulness and mindfulness practices.

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AGENDA

- Shared book reading
- Attention/attention training
- Mindfulness
 - Teaching kids about mindfulness
 - Mindful breathing, listening & looking practices
- *I have no relevant financial or nonfinancial relationships to disclose.*

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continued

HOW DID I GET HERE?



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continued

WHAT BROUGHT YOU HERE?

10

continued

BREATHE

continued

SHARED BOOK
READING: WHAT,
WHY, HOW

SHARED BOOK READING: WHAT

The interactive process of engaging children with text and illustrations
(WWC, 2015)

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SHARED BOOK READING: WHY

- Enjoy reading
- Exposure to crafts
- Jumpstart literacy
 - Vocabulary
 - Story comprehension
 - Phonological awareness
 - Print awareness
 - Reading fluency

(National Reading Panel, 2000)

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continued

TO BENEFIT NEED TO BE ENGAGED
(NATIONAL EARLY LITERACY PANEL,
2008)

continued

SBR: HOW TO...
CHOOSE
READ
DISCUSS

continued

HOW TO CHOOSE BOOKS

- Appealing content and illustrations
- Content aligned with interests
- Limited large and repetitive print
- Pattern books with predictable repetitive refrains
- Interactive books (e.g., lift the flap, Press Here)

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HOW TO READ BOOKS

- Read with enthusiasm
- Dramatic flair
- Voices
- Eye contact
- Provide opportunities to join in (choral reading, echo reading, fill-in)

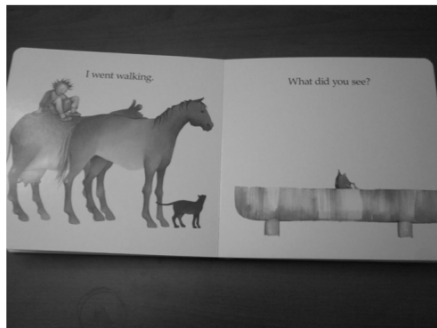
**Sometimes it
looked like
Spilt Milk.**

But it wasn't Spilt Milk.



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HOW TO DISCUSS BOOKS



- Guess what story is about from cover
- Discuss novel vocabulary
 - WOW (word of week)
- Recall details and sequences (dialogic read)
- Predict what will happen next by looking at pictures or listening to clues from text
- Connect to personal life

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BUT NONE OF THESE
TECHNIQUES CAN BE SUCCESSFUL IF
CHILDREN ARE NOT FOCUSING AND
CONTROLLING THEIR ATTENTION (NATIONAL
EDUCATION GOALS PANEL, 1997)

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ATTENTION

continued

ATTENTION: DEFINITION

Attention is a cognitive process of selectively concentrating on one aspect of the environment (e.g., sights, sounds, touch, smells, movements, thoughts) while ignoring others

(J. Anderson, 2009)

continued

TYPES OF ATTENTION

- Focused attention: paying attention to one object, sensation, or thought
- Sustained attention: maintaining attention over time
- Selective attention: choosing to pay attention to one stimulus instead of another that is distracting (Sohlberg & Mateer, 1989)

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SELECTIVE ATTENTION!

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RESEARCH-BASED ATTENTION TRAINING

- Computer-assisted
- Curricular add-on
- Mindfulness

COMPUTER-ASSISTED ATTENTION TRAINING

Various computer games designed to challenge different attentional skills; adjust

Pros: Improves attention skills (RCT ADHD; Steiner et al., 2014)

Cons:

- Individual basis
- Needs technology
- Don't know why playing games; Doesn't require children to metaprocess (talk about or through attention experiences) which develops self-regulation skills (control of emotions & behaviors)

CURRICULAR ADD-ON ATTENTION TRAINING

Additional activities/lessons used to teach attention

Talk about goals, reflect on strategies & success

Improves attention, working memory, & impulse control (Re et al., 2015)

Pros: groups, no-tech, metaprocess

Cons:

- Have to completely adopt program
- Time consuming (hour lessons)
- Not easy to embed daily, across the curriculum
- Doesn't promote generalization

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MINDFULNESS: PROBLEMS SOLVED

- Technology-free
- Appropriate for groups
- Uses metacognitive language to support self-regulation
- Can be embedded across the curriculum in shorter durations of time than add-on models ("Mindful minutes")

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continued

MINDFULNESS

continued

MINDFULNESS: DEFINITION

“The awareness that emerges through
paying attention on purpose, in the
present moment, and nonjudgmentally
to the unfolding experience”

(Kabat-Zinn, 2003, p. 145).

STATE OF OPEN AWARENESS

continued

MINDFULNESS PRACTICE

- Practiced by paying attention to all thoughts, sensations, feelings...but not getting attached
- Beginner practices purposeful, focused attention to one thing: breath, sound, object
- Notice when mind wanders and begin again

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continued

MINDFULNESS PRACTICES
ARE NOT JUST FOR STRESS!

continued

MINDFULNESS FOR KIDS' COGNITION/SELF-REGULATION

- Tool for cognitive self-regulation
- Curriculum embedded mindful yoga & breathing exercises improve self-regulation & attention regulation skills (Razza et al., 2015)
- Kids at risk did the best

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META MATTERS: TEACH KIDS ABOUT THEIR BRAINS

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META MATTERS: TEACH KIDS ABOUT MINDFULNESS

Monkey asks, *What do you do to be so peaceful?*

Panda: *I walk, I work, I read, I eat, I play, I rest*

Monkey: *Me too...but I'm not happy.*

Panda asks, *What do you do when you do those things?*

Monkey: *When I walk, I also think about doing chores. When I do chores, I also think about reading. When I'm reading...*

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continued

PRACTICES:
BREATHING
LISTENING
LOOKING

continued

continued

PRACTICE #1: MINDFUL BREATHING

PURPOSE: calm &
focus

- Hoberman's sphere
- Hands on belly
- Sun breath
- Take 5 with
fingers or blow
out candles

https://www.youtube.com/watch?time_continue=100&v=n66r5Y6wguc

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continued

READ: MINDFUL BREATHING BOOKS

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continued

PRACTICE #2: MINDFUL LISTENING (PAY ATTENTION WITH EARS)

PURPOSE: For story
comprehension and
phonological awareness

- Chime, bell
- Rainstick
- External sounds (live
or audio)
- Reading song

<http://www.youtube.com/watch?v=QhThsbV-iYo>

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continued

READ: MINDFUL LISTENING BOOKS

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continued

PRACTICE #3: MINDFUL LOOKING (PAY ATTENTION WITH EYES)

PURPOSE: for print awareness and making meaning of pictures

- Sights in room
- Glitter jars
- Pinwheels
- Bubbles
- Hoberman's sphere

http://www.youtube.com/watch?v=_Zrc7hnezUg

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continued

READ: MINDFUL LOOKING BOOKS

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continued

MORE MINDFUL LOOKING BOOKS

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continued

WHOLE BODY LISTENING: AN INTEGRATED APPROACH

BRAIN: Think about what we are hearing - selective listening

EYES: Look at or toward the speaker/book

MOUTH: Don't talk while listening to the speaker

HANDS: Keep them still & quiet

FEET & SEAT: Sit up "tall" in the chair with feet on the floor

(Susanne Truesdale Poulette, CCC-SLP, 1990)

https://www.youtube.com/watch?v=B0-TWdekQ_M

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PUTTING IT ALL TOGETHER

*Ready, read, review,
reflect*

- *Ready:* Practice paying attention to get ready
- *Read:* choose books with looking/listening attention themes
- *Review:* books concepts
- *Reflect:* on how well you paid attention

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TIPS

- Don't need to be certified
- Learn about it
 - Mindful Schools, MindUp, Inner Kids
- Practice it yourself & then with children
- Create the environment (clear clutter, dim lights)
- Keep practices short & simple
- Infuse across session or day
- Adapt practices & accept child's own adaptation
- Collaborate with families & other professionals

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continued

REFLECT: HOW DID
YOU DO PAYING
ATTENTION TODAY?

continued

NAMASTE: WE ARE ALL SPECIAL!

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