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Ready for Storytime: A Mindful Approach

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Moderated by:
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READY FOR STORYTIME:
A MINDFUL APPROACH

Susan Hendler Lederer, PhD, CCC
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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.

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.
How did I get here?

What brought you here?
BREATHE

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)
To benefit need to be engaged (National Early Literacy Panel, 2008)

SBR: how to... 
Choose
Read
Discuss
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)

HOW TO READ BOOKS

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

But none of these techniques can be successful if children are not focusing and controlling their attention (National Education Goals Panel, 1997)
ATTENTION

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)
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)

SELECTIVE ATTENTION!
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; Stein 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., 2013)
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

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”)
MINDFULNESS

MINDFULNESS: DEFINITION

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


STATE OF OPEN AWARENESS
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

MINDFULNESS PRACTICES ARE NOT JUST FOR STRESS!
**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

**Meta Matters: Teach Kids About Their Brains**
**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: *He 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...*
Practice #1: Mindful Breathing

Purpose: calm & focus
- Hoberman’s sphere
- Hands on belly
- Sun breath
- Take 5 with fingers or blow out candles

Read: Mindful Breathing Books
**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

**Read: Mindful Listening Books**
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

Read: Mindful Looking Books
More Mindful Looking Books

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-TWdekJ_Q_M
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

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
Reflect: How did you do paying attention today?

Namaste: We are all special!

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