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Childhood Trauma & Communication Virtual Conference

Guest Editor: Trisha L. Self, PhD, CCC-SLP, BCS-CL

Caregiver and Child Interventions to Support Children with Adverse Childhood Experiences

Carol Westby, PhD, CCC-SLP

Moderated by:
Amy Hansen, MA, CCC-SLP, Managing Editor, SpeechPathology.com
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- Two opportunities to pass the exam
Supporting Children with Adverse Childhood Experiences: Caregiver and Child Interventions

Carol Westby, PhD, CCC-SLP
Bilingual Multicultural Services
Albuquerque, NM 87106
mocha@unm.edu

Disclosures

- Nonfinancial disclosure
  - Carol Westby is a member of the American Board of Child Language and Language Disorders
  - Carol Westby has an affiliated appointment at Brigham Young University
Learning Outcomes
Participants will be able to:

- Describe the effects of adverse childhood experiences on children's language and social-emotional development.
- Describe caregiver-child interventions that promote attunement/affect management.
- Explain types of and rationale for child interventions to promote language for personal narratives/self-regulation.

Adverse Childhood Experiences

Five are Personal:
- emotional abuse
- physical abuse
- sexual abuse
- emotional neglect
- physical neglect

Five are Related to Other Family Members:
- absence of a parent though divorce, death or abandonment
- a mother or stepmother who was treated violently
- a household member who abused alcohol or drugs
- a household member who was diagnosed with a mental illness
- a household member who went to prison

Persons with 4 or more ACEs are 32.6 times more likely to be diagnosed with learning and behavioral problems:

- 2007 Bayview Child Health Center, San Francisco
- 2008 Made connection between ACEs and toxic stress
- 2012 Center for Youth Wellness
- 2019 Appointed as California’s first Surgeon General


**Toxic Stress**

HPA Axis

CRH = corticotrophine releasing hormone
ACTH = Adrenocorticotropic hormone

Hypothalamus triggers release of CRH which

Activates the pituitary which releases ACTH which is carried by blood to

Adrenal glands which release cortisol/adrenalin/noradrenalin

To assist the body in dealing with the stressor
Long-term effects of cortisol

- Suppressed immune system (illnesses)
- Increased amygdala size (fight/flight; fear/anger)
- Reduced hippocampus size (memory)
- Reduced size of orbital frontal cortex (emotional understanding/regulation)

ACEs Shorten Telomeres

What are Telomeres?

- Ends of chromosomes that protect genetic information during cell division
- Each time a cell divides, the telomeres get shorter. When they get too short, the cell can no longer divide; it becomes inactive or it dies.

Disabilities and ACEs

Children who have experienced abuse/neglect/trauma have more disabilities

Children with disabilities experience more abuse and neglect

- Children with disabilities that affect conduct (ADHD, ASD) more at risk for abuse
- Children who are deaf, non-verbal, or physically impaired more at risk for neglect


Parent ACEs and Child Development

- Maternal ACEs explained about 12 percent of infants' developmental delays in communication, motor skills, problem solving and social skills by age 1.
- For each additional ACE mothers experienced, children were 18 percent more likely to have a suspected developmental delay.
- Children had a 34 percent higher risk of delays for each ACE fathers experienced.

Children are not resilient; Children are malleable


Genotypes Influence Response to Trauma

- Children with these genotypes who are reared in negative social environments (abuse/neglect) more affected
  - Short form of DRD4 (dopamine receptor gene): associated with poorer regulation of emotions/complex behaviors
  - Low-activity MAOA genotype (monoamine oxidase A—metabolizes stress hormones): associated with greater aggression
  - AA or AG allele of OXTR gene: associated with more sensitivity to stress, fewer social skills


Attachment Types

<table>
<thead>
<tr>
<th>Attachment Type</th>
<th>Child's Behavior</th>
<th>Adult Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secure</td>
<td>Protest the mother’s departure and quiet promptly on the mother’s return, accepting comfort from her and returning to exploration or play</td>
<td>Attuned to their child’s emotions.</td>
</tr>
<tr>
<td>Avoidant</td>
<td>Show little or no signs of distress at mother’s departure, a willingness to explore the toys; little or no visible response to the mother’s return</td>
<td>Rejecting or unavailable</td>
</tr>
</tbody>
</table>

### Attachment Types

<table>
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<th>Adult Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resistant-ambivalent</td>
<td>Show sadness on the mother’s departure and on the mother’s return; they also show some ambivalence, signs of anger, or reluctance to “warm” to her, and they fail to return to play.</td>
<td>Caregivers are inconsistent; they may be sensitively attuned with the child at one time, but intrusive, rejecting, and angry at other times.</td>
</tr>
<tr>
<td>Disorganized-disoriented</td>
<td>No clear strategy for responding to their caregivers; may at times avoid or resist approaches to the caregiver; may also seem confused or frightened by her, or freeze or still their movements when she approaches them.</td>
<td>Ignore the child’s needs or may react to the child in frightening/traumatizing ways.</td>
</tr>
</tbody>
</table>


### Importance of Parental Narratives

- Best predictor of a child’s security of attachment is not what happened to his parents as children, but rather how the parents made sense of those childhood experiences.
  - If parents had ACEs and were unable to make sense of what happened, the parents are likely to be at risk for passing it along to their children.
  - If parents had ACEs but did make sense of those experiences, they are likely to have children who were securely attached to them.

Attachment Affects Telomere Length

- Children with 0-1 ACEs
  - Children with secure and insecure attachment had similar telomere length
- Children with 2-3 ACEs
  - Insecure children had significantly shorter telomeres than secure children

Secure attachment moderates ACEs risks


Trauma's Impact on Academic Performance

- Language and Communication Skills
  - Learning and retrieving new verbal information
  - Social and emotional communication
  - Problem solving and analysis
- Organizing Narrative Material
- Cause-and-Effect Relationships
- Taking Another's Perspective
- Attentiveness to Classroom Tasks
- Regulating Emotions
- Executive Functions
- Engaging in the Curriculum

Trauma’s Impact on Behavior, and Relationships

- Childhood Trauma and Classroom Behavior
  - Reactivity and Impulsivity
  - Aggression
  - Defiance
  - Withdrawal
  - Perfectionism

- Childhood Trauma and Relationships
  - Relationships with School Personnel
  - Relationships with Peers

Available at: https://traumasensitiveschools.org/

Social and emotional challenges compounded

- Children ages 3-5 with 2+ ACEs
  - 4 times more likely to have 3 or more emotional challenges that can impact learning (e.g., easily distracted, can’t calm self, loses temper, difficulty making friends)
  - 2/3 of children ages 6-17 who have 2+ ACEs likely to bully, pick on, or exclude other children—or are themselves bullied, picked on, or excluded

- School success impacted
  - 76.3% of U.S. children ages 3-5 who were expelled from preschool had ACEs.
  - Children ages 6-17 with 2+ ACEs are twice as likely to be disengaged in school compared to those without ACEs

Impact of Maltreatment on Language

- Children with a history of abuse/neglect perform between .48-.67 SDs lower than children not exposed to abuse/neglect on standardized tests
  - All aspects of language affected
  - Performance poorest on oral narratives
- Type of maltreatment did not appear to make a difference


Multiple ACEs and Language Risks in Children: Reduced

- Use of language to articulate needs and feelings necessary for self-regulation
- Use of language to convey abstraction necessary for advanced literacy skills
- Sustained coherent narrative dialogue which is key to social exchange

ACEs and Emotion Recognition

- Neglected children have
  - Difficulty discriminating among emotional expressions
  - Linking emotions to contextual situations
- Compared to non-maltreated children, maltreated children are:
  - Less accurate in identifying positive emotions in facial photos
  - Quicker to recognize anger, but tend to perceive anger in ambiguous situations
  - Poorer at recognizing sadness
    - Recognition of sadness related to empathy


Autobiographical Memory

- Memory of autobiographical events (times, places associated with emotions, and other contextual knowledge) that can be explicitly stated
- Properties of autobiographical memory:
  - Knowing is factual/semantic;
  - Remembering is a feeling that is located in the past (autobiographical episodic)

Importance of Autobiography Memory

- Helps person learn what to avoid and how to behave in the future
- Detail for past and future events predicts social problem-solving

- Synchronically: Integrating different roles & relations that characterize a life
- Diachronically: Integrating self in time

- If the story is coherent


Effects of trauma on autobiographical memory

- Overgeneralized memories
  - Fragmented, incomplete autobiographical memories
  - Negative self-representations
- Mothers who have experienced multiple ACEs have less coherent personal narratives
  - Less detailed reminiscing with children
  - Less secure attachments with their children
- Greater trauma, less integrated identity

Narratives of children with insecure attachment

- Preschool children completed 5 stories from the Attachment Story Completion Task, e.g.,
  - Stolen bicycle: A youth he/she does not know steals the bicycle that the child’s parents have given him/her
  - The present: Upon arriving home from school, the child gives his/her parents a present that he/she made for them
  - I’m sorry: The child says sorry for something he/she has done, and promises never to do it again

- Preschool children told 3 personal experience stories


<table>
<thead>
<tr>
<th>Age</th>
<th>Narrative structure</th>
</tr>
</thead>
<tbody>
<tr>
<td>1:2-2;0</td>
<td>2. One event: one past event</td>
</tr>
<tr>
<td>3:6</td>
<td>3. Two events</td>
</tr>
<tr>
<td>3:6-4:0</td>
<td>4. Miscellaneous: more than 2 past events, but no logical sequence</td>
</tr>
<tr>
<td>4:0</td>
<td>5. Leap-frogging: events not in temporal order</td>
</tr>
<tr>
<td>4:0-5:0</td>
<td>6. Chronological pattern: list of temporally and logically sequenced events lacking an evaluative apex</td>
</tr>
<tr>
<td>5:0</td>
<td>7. End-at-high-point: well-sequenced events that peak at a climax but events not resolved or concluded</td>
</tr>
<tr>
<td>6:0</td>
<td>8. Classic: sequence of temporally and logically ordered events that reach evaluative high point and concluded</td>
</tr>
</tbody>
</table>

Developmental Appropriateness of Stories


Executive Function in Trauma-Exposed Youth

- Trauma-exposed youth have lower levels of executive functions.
  - Compared to single trauma-exposed youth, violence-exposed/abused and foster care/adopted youth showed more problems in inhibition
  - Foster care/adopted youth showed more problems in cognitive flexibility.
  - Particular difficulty in emotion regulation

Developmental Deficits as a Result of ACEs

- Intrapersonal competencies (sense of self and self-development)
- Interpersonal competencies (capacity to form and engage in relationships with others)
- Regulatory competencies (capacity to recognize and modulate emotional and physiological experience)
- Neurocognitive competencies (capacity to engage executive functions and other cognitive abilities to act meaningfully on the world)


Model for Understanding Child Behaviors

Treat Core Areas of Impact

- Lack of safety in surrounding context
- Systems of meaning
- Domains of developmental competency


ARC Model for Traumatized Children

1. Building secure Attachments between child and caregivers(s);
2. Enhancing self-Regulatory capacities; and
3. Increasing Competencies across multiple domains

Available at: https://traumasensitiveschools.org/
### ARC Interventions

<table>
<thead>
<tr>
<th>Child Interventions</th>
<th>Traumatic Experience Integration</th>
</tr>
</thead>
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<td>• Competence</td>
<td>Executive functions</td>
</tr>
<tr>
<td>• Regulation</td>
<td>Self-development &amp; identity</td>
</tr>
<tr>
<td></td>
<td>Relational connection</td>
</tr>
<tr>
<td></td>
<td>Identification</td>
</tr>
<tr>
<td></td>
<td>Regulation</td>
</tr>
<tr>
<td>Caregiver Interventions</td>
<td>Attunement</td>
</tr>
<tr>
<td>• Attachment</td>
<td>Caregiver affect management</td>
</tr>
<tr>
<td>• Foundations</td>
<td>Engagement</td>
</tr>
<tr>
<td></td>
<td>Routines &amp; Rhythms</td>
</tr>
</tbody>
</table>

### Trauma Experience Integration

Sequential development of the capacity to:

- Survive and tolerate moments of overwhelming distress and arousal brought on by both real and perceived experiences of danger in the world;
- Build an ability to engage curiosity and reflect upon those states;
- Ultimately be able to engage developmental capacities in service of purposeful action in the present moment

Goals for Caregiver Interventions

- Foundations
  - Create routines
  - Engage with child
- Attachment
  - Develop awareness of temperament and engagement and disengagement cues
  - Foster attunement to child: read child cues
  - Manage response to child cues/behaviors
Necessary for Developing Secure Attachment

- Collaborative communication
  - Contingent and attuned
- Reflective dialogue
  - Verbal sharing of internal experience of both adult and child
- Coherent narrative
  - Best predictor of child’s attachment is nature of parent’s narrative of her/his own live
  - Parent-child co-construction of narratives
- Emotional communication
  - Positive and negative emotions shared without emotional abandonment
- Repair
  - Repair disruptions in relationships


Infant Cues

Engagement

- Obvious cues
  - Reaching toward caregiver
  - Mutual gaze
  - Smiling/giggleing
  - Turning head toward caregiver
- Subtle cues
  - Brow raising/raising head
  - Smooth arm and leg movements
  - Eyes wide and bright
Infant Cues

Disengagement
- Obvious cues
  - Back arch
  - Turning head away
  - Coughing
  - Tray pound
  - Pulling/crawling/walking away
- Subtle cues
  - Hand to mouth/ear
  - Frown
  - Increased foot movement
  - Finger extension
  - Looking away

Temperaments
- Flexible (easy)
  - regular rhythms
  - quick to adapt
  - positive mood
  - low intensity
  - low sensitivity
- Fearful/cautious (slow-to-warm up)
  - slow to adapt
  - withdraws
- Feisty (difficult)
  - active
  - intense
  - irregular
  - moody
  - distractible
  - sensitive

Flexible, Fearful, and Feisty
https://www.youtube.com/watch?v=1EcA9mgx9wk

Copy of CDE Baby Human to Feel 3 Temperament
https://www.youtube.com/watch?v=zu1pVh5DNQ8
Interpret behavior cues that signal the child feels danger

Human Danger Responses

- Fight: Externally directed physiological arousal
- Flee: Withdrawal and escape
- Freeze: Stilling and hypervigilance
- Submit: appeasing and accommodating others

Common Trauma Triggers that may Activate the Survival Brain

- Unpredictability
- Sudden changes or transitions
- Loss of control
- Sensory overload
- Vulnerability
- Being confronted
- Rejection
- Intimacy

Trauma and Resilience: An Adolescent Provider Toolkit; Adolescent Health Working Group 2013

Develop Mindfulness/Mindsight

Recognize reactions
Manage responses
Mindfulness

- The ability to focus one’s awareness on the present moment:
  - aware of where we are and what we’re doing,
  - while acknowledging and accepting one’s feelings, thoughts, and bodily sensations,
  - and not being overly reactive or overwhelmed by what’s going on around us.

https://www.mindful.org/what-is-mindfulness/

Mindsight:

is larger than mindfulness.
Not just about being present moment to moment, but being present so you monitor what’s going on, but then modify what’s happening.

The lotus flower is the perfect analogy for the human condition: even when its roots are in the dirtiest waters, the lotus produces the most beautiful flower.

Mindsight

How we focus attention on the nature of our internal world:

• Our awareness of our own thoughts and feelings
• The internal world of someone else
• Insight into ourselves and empathy for others

Gives us the tools to monitor and modify the internal world with more clarity and depth


Caregiver Responses: Emotional/Cognitive

• Reduced sense of efficacy
  • Parents: “Why is my child rejecting me?”
  • Teachers: “Why can’t I get this child to listen?”
  • Providers: “Why can’t I help this child calm down?”

• Guilt and shame about child’s experiences
  • “How could these things happen to my child?”

• Anger and blame of child
  • “She’s doing this on purpose! She’s trying to manipulate me.”

• Anger and blame of the provider system
  • “Why haven’t people done more? Why is no one trying to help us?”

Caregiver Responses:
Behavioral/Physiological

- **Shutting down** or constricting to defend against emotion
  - May lead to ignoring or minimizing the child
- **Surges of arousal**, involving intense physiological or emotional responses that escalate when confronted by child’s difficult behaviors
- **Overreacting** by trying to control or protect the child through overly punitive or authoritative response
- **Being overly permissive** as a way to try to prevent child’s escalation


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Encourage rather than Praise

<table>
<thead>
<tr>
<th>PRAISE (Fixed Mindset)</th>
<th>ENcouragement (Growth Mindset)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I’m so proud of you.</td>
<td>You figured it out.</td>
</tr>
<tr>
<td>You did it just like I told you.</td>
<td>You reached your goal!</td>
</tr>
<tr>
<td>You’re the best player on the team.</td>
<td>You are capable.</td>
</tr>
<tr>
<td>You got an A!</td>
<td>I trust your judgement.</td>
</tr>
<tr>
<td>Good boy/girl.</td>
<td>You can decide for yourself.</td>
</tr>
<tr>
<td>Your painting/project is beautiful.</td>
<td>Can you tell me about your painting?</td>
</tr>
<tr>
<td>I’m impressed.</td>
<td>You really stuck it out.</td>
</tr>
<tr>
<td>You are so smart.</td>
<td>Look how far you’ve come.</td>
</tr>
</tbody>
</table>


Child Interventions

Consider School-Wide Trauma Sensitive Programs


https://traumasensitiveschools.org/tlpi-publications/
What the child must learn:

- How the world works
- How I work in the world

Essentials of Building Resiliency

- Help students feel safe
- Help students be connected
- Help students get regulated
- Help students learn

Aspects of Self and Identity

- Unique self: involves an exploration and celebration of personal attributes including likes and dislikes, values, opinions, family norms, and culture
- Positive self: involves building of internal resources and identification of strengths and successes
- Coherent self: emphasizes examination of self across multiple aspects of experience
  - Self before and after trauma
  - Self with biological parents vs adoptive
  - Self as displayed versus self on the outside
- Future self: involves building of child’s capacity to imagine the self in the future and to explore possibilities


Improve these competencies:

- Intrapersonal competencies (sense of self)
- Interpersonal competencies (understanding in interacting with others)
- Regulatory competencies (regulating one’s emotions and behavior)
- Neurocognitive competencies (language, cognition, sensori-motor)

Reminisce to promote autobiographical memory and narrative skills.

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**Developmental Changes in Rich Reminiscing**

**Toddlers 1 ½ - 3 years**

- Talk about something that just happened not something that happened yesterday or a week ago.
- Ask open-end elaborative questions when child brings up past: Each question:
  - Should contain new information about event.
  - Should give cues that help child formulate answer.
Developmental Changes in Rich Reminiscing
3 – 5 year olds

- Preschoolers
  - Include details – what happened, a bit of where, when
  - Begin to understand that others have thoughts and feelings different from their own
  - Begin to focus not only on what happened but on what might have happened (I didn’t get sick), what could happen in the future (when I’m bigger), and how what did happen made him feel (I got scared. It made me dizzy)


- Use metacognitive talk (we know, she thought)
- Provide brief explanation of why the child might have felt that emotion and the resulting consequences
- Offer alternative explanations and expand on the child’s reasoning

Developmental Changes in Rich Reminiscing
5 - 8 year olds

- Get child to offer own perspective on experience
- Don’t make it a memory test; frame it as reminiscing about shared experience
- Make related questions/comments that follow on child’s topic.


High Elaboration and High Autonomy

- Child: I talked to the balloon pilot.
- Adult: You talked to the balloon pilot? What did he tell you?
- Child: How to make the balloon go up.
- Adult: Yes, he showed you how to pull the cord to ignite the burner. That made the air inside the balloon hot. The hot air made the balloon rise.
- Child: The burner was real hot.
- Adult: Yes, it was very hot so you needed to be careful not to touch it.
- Child: Then the balloon went up.
- Adult: I think you were a little bit scared when it left the ground.
Low Elaboration and Low Autonomy

- **Child:** I pulled the cord.
- **Adult:** But what did you do before that?
- **Child:** Mmm, I got in the basket.
- **Adult:** Yes, but what did you do before you got in the basket?
- **Child:** I talked to the pilot.
- **Adult:** And what did he tell you?
- **Child:** How to get in the basket.
- **Adult:** Then what did you do?
Mental Time Travel

If I.....then
If I don't.....then

Developing a Future Self

Past Future

Time

Present

Develop Emotional Understanding
Emotion Coaching

- Be aware of children's emotions
- View children's display of emotions as a time for teaching
- Help children to verbally label the emotions being experienced
- Empathize and validate children's emotions
- Help children to solve problems (and set limits where appropriate)


Nonsocial Emotion Words

Universal nonsocial emotions: require only the awareness of one’s own physical state

- Happy
- Sad
- Mad/angry
- Surprised
- Disgusted
- Afraid
Developing a Unique Self

**Characters**
- Joy
- Sadness
- Anger
- Disgust
- Fear

Inside Out Meet Your Emotions Joy, Sadness, Anger, Disgust, Fear
https://www.youtube.com/watch?v=C1CvTC1CH7
Inside Out: Guessing the feelings
https://www.youtube.com/watch?v=dOkyKyVFnsS

**pictures of Joy**

What makes me feel joy
pictures of Sadness

What makes me feel sad

pictures of Disgust

What makes me feel disgusted
pictures of Fear
What makes me feel afraid

dr. Child Language & Language Disorders

pictures of Anger
What makes me feel angry

How Happy are You?

- A little happy
- A little more happy
- Medium happy
- Very happy
- Very, very happy
- Happy
- Proud
- Thrilled
- Excited
- Pleased
- Satisfied
- Ecstatic
Emotional Thermometers

- Ecstatic/euphoric
- Blissful
- Elated
- Joyful
- Happy
- Glad
- Pleased
- Contented
- Comfortable
- Enraged
- Incensed
- Livid/furious
- Angry
- Aggravated
- Provoked
- Irritated
- Annoyed
- Bothered

Examples

- Someone gives you a new bicycle
- You are eating a cereal you like
- You found your shoes
- Your brother turns on your favorite TV show
- You are eating your favorite breakfast
- Your teacher told you that you did good work
- You just won your favorite game
- Your mother says she loves you
How does your body feel when relaxed?

- What happens to your heart?
- What happens to your breathing?
- What happens to your muscles?
- What happens to your face?
- What happens to your thinking?

Identify Feelings: Happy/Anxious

- When do you feel happy?
- How do we know when we are happy?
- How does your face look? (look in mirror)
- What thoughts do you have?/Do you feel friendly?
- How are you energy levels? Do you feel you have energy to do what you want?
- How do you move your body? Do you feel light or heavy?
- How does your voice change?

Clues that you feel angry/anxious:

- Increased heartbeat
- Fast breathing
- Muscles tense
- Making a fist
- Red face
- Frowning
- Shaky voice
- Loud voice
- Crying
- Thinking of hurting someone
- Sweaty palms
- Lump in throat
- Gritting teeth
- Flappy hands
- Headache
- Itchy skin
- Tingly tummy
- Wobbly knees
- Feeling dizzy
- Jumping up and down

Social Emotions

- Social emotions - depend upon the thoughts, feelings or actions of other people
  - Embarrassment
  - Guilt
  - Shame
  - Jealousy
  - Envy
  - Pride

Growing Friendship Wish
May
All
I
Think
Say
And do
Not
Hurt
Anyone
And
Help
Everyone

Mindfulness Kindness Curriculum

- **Attention.** Children learn that what they focus on is a choice.
- **Breath and Body.** Children learn to attend to how they feel on the inside when they are listening, moving, and resting.
- **Caring.** Children learn to think about how others are feeling and cultivate kindness through stories.
- **Depending on other people.** Children learn that everyone supports and is supported by others.
- **Emotions.** Children learn to identify what emotions feel like and look like; and they identify how they feel.
- **Forgiveness.** The children learn how to forgive themselves and others.
- **Gratitude.** Children recognize the kind acts that other people do for them.


Children practice being animals
- Bee: excited/calm/busy
- Lark: happy/scared/light/flying
- Tiger: brave/big/ferocious
- Shrimp: shy/small/afraid
- Whale: large/strong/gentle
- Shark: dangerous/hungry/aggressive

How emotions feel on the inside

The Kindness Curriculum has teamed with Sesame Street

Sesame Street: Try a Little Kindness:
https://www.youtube.com/watch?v=enaRNnEzwi4

Sesame Street on Empathy:
https://www.youtube.com/watch?v=1B4SwOKg48A


Social Emotional Learning: Underlying SEL Premise

Emotions matter in the lives of children, and not having the skills to understand and manage emotions can be disruptive to optimal social and cognitive development. Without emotional skills, children may not be able to control their behavior, feel empathy for others, or focus on learning.

Collaborative for Academic, Social, and Emotional Learning

www.casel.org


SEL (Social Emotional Learning)

SEL

SELF AWARENESS

• Labeling one’s feelings
• Relating feelings and thoughts to behavior
• Accurate self-assessment of strengths/challenges

SOCIAL AWARENESS

• Perspective-taking
• Empathy
• Appreciating diversity
• Understanding social and ethical norms for behavior
• Recognizing family, school and community supports

RELATIONSHIP SKILLS

• Building relationships with diverse individuals/groups
• Communicating clearly
• Working cooperatively
• Resolving conflicts
• Seeking help

SELF MANAGEMENT

• Regulating one’s emotions
• Managing stress
• Self-control
• Self-motivation
• Setting and achieving goals

RESPONSIBLE DECISION MAKING

• Considering well-being of self and others
• Basing decisions on safety/social/ethical considerations
• Evaluating consequences of actions
• Making constructive, safe choices about self & relationships

www.casel.org
Components of SEL for Young Children

- Relationships
  - Self awareness
  - Self Management
  - Social Awareness

  Working cooperatively
  Providing & asking for help

  Identify & recognize emotions in self
  Impulse control; follow directions
  Empathy; recognize emotions in others

Evaluate Perspectives

Duck! Rabbit!
Social Awareness: Helping students understand others’ perspectives and being thoughtful of others’ feelings, even when others disagree and have differing opinions
  - Volunteering
  - Showing Respect

Responsible Decision-Making: Encouraging students to carefully consider potential outcomes of decisions
  - Accepting Responsibility
  - Resisting Peer Pressure

Relationship Skills: Helping students form friendships and positive interactions across the lifespan
  - Working Together
  - Joining In & Inviting Others to Join In
  - Showing Appreciation
  - Making a Compromise

Self-Management: Helping students control and manage their thoughts, feelings, and behaviors
  - Waiting & Interrupting Appropriately
  - Following Instructions

Self-Awareness: Encouraging students to be mindful of one’s own thoughts and emotions and how these affect their behavior
  - Being Optimistic
  - Being Resilient
  - Being Mindful

Lesson Plans for Children with Language Delays: Designed to facilitate emotion understanding, conversational ability and language skill
https://education.byu.edu/buildingsocialskills/lesson-plans
Oh no! The ball went into the doghouse

Read: “Oh no!...”
I wonder what this is about.
What do you think has happened? (Some characters were playing ball and the ball went into the doghouse.)
Why does it say “oh no!”? (Why might they be upset?)
(If the animals think there is a big dog in the doghouse, they might feel scared.)
Who do you think might be in the dog house?
Mouse, Duck, Cow, and Pig with terrified expressions

Read: “Who will get it out?”

Look, who are these guys? (Duck, Cow, Mouse and Pig.)

What do you think they were doing? (Playing ball.)

Look at their eyes. How do they feel? (Scared.)

Can you make a scared face? (Use mirror.)

Why do you think they are scared? (They are scared because they think that someone scary might be in the dog house.)

If they think a mean dog is in there, then they would be scared.

If you were there, what would you say to these animals?

Cow will!

Cow is BIG.

Cow is BRAVE.

Cow is STRONG.
Read: “Cow will…”
Why does Mouse say that?
What does Mouse want to happen? (Mouse wants Cow to get ball out.)
Mouse is saying nice things so that Cow will go in the doghouse.
Why does Mouse want Cow to go into the doghouse? Why doesn’t Mouse go in by himself? (Discuss Mouse’s motives.)
If you were there, what would you say to Mouse?
Look at Cow’s face. How does Cow feel? (Cow looks surprised.)
Cow is surprised that Mouse wants him to go into the Doghouse. It is not a good surprise.
Maybe Cow is afraid/scared too.
Look at these pictures (show pictures of facial expressions), which of these people looks like Cow?
Can you make a surprised face? Now make a scared face. (Use mirror to contrast.)

Kimochis

HUGGTOPUS is all smiles and hugs, but sometimes she can get too close!
CLOUD like the weather can be a bit unpredictable. He can be happy or sad just by turning his head!
BUG is a caterpillar who is afraid of change. Bug is thoughtful and cautious.
CAT is a great leader, but sometimes she can be a bit bossy.
LOVEY DOVE is calm and nurturing and there to keep the peace, but can sometimes worry too much.

Nina Rappaport Rowan & Ellen Pritchard Dodge
https://www.kimochis.com
Which Kimochis® character are you?

- HUGGITY®: is overly affectionate.
- BUGGY®: is a camper who is afraid of change.
- LOVY DOVY®: can worry sometimes.
- CLOUDY®: is a bit moody and unpredictable.
- CAT®: is a little busy.
- BELLA ROSE®: is sensitive and sweet.
- MAD MARY®: is a four-leaf clover with bad luck.
So be a bucket filler
Show love and be kind
Give us a smile and open your eyes
Don’t be a bucket dipper
And don’t be mean
Be a bucket filler
On your shoulder I’ll lean Yeah
Relationships matter:
The currency for systemic change is trust, and trust comes through forming healthy working relationships.
People, not programs, change people.