

- [Host] And with that, I'm gonna turn it over to our presenter, Padmaja.

- Hello everyone.

Welcome to this AbleNet University webinar on cultivating calmness, concentration and coping skills.

Again, welcome.

If there is one important aspect to all of us, but particularly for children with growing brains, that is critical not only for their school success, social-emotional success, learning success, and as a lifelong support tool, that is calmness, concentration and coping skills.

So that is the reason for me to pick this topic.

So as you can see from the agenda, we will spend a little bit of time on the introduction, a lot of the time, how do we strengthen a learner's emotional literacy and competence? And then a lot of the time will be also devoted to the calming strategies, mindfulness practices, breathing and movement-based activities.

And also an important aspect both in terms of our own self-development and also to nurture children is positive affirmation.

How do we engage in positive affirmations and self-soothing techniques so that those are helpful tools in shaping our thoughts and feeling good about ourselves? And then finally, the summary.

Calmness and coping skills.

Why do we need to focus on that? As a matter of fact, I started with that.

Research tells us that the behaviors children exhibit as early as kindergarten, the attentiveness that they show or aggressiveness that they may exhibit or the friendliness they may display, that predicts their adult learning potential.

And in order to be successful in school and with learning, they need to pay attention.

They need to be able to focus and concentrate.

They need to listen and learn.

And to be in wise relationship, in positive relationships with others, they have to be able to apply effectively the knowledge, attitudes and skills in terms of understanding emotions and managing emotions so that they can communicate their emotions safely.

We all know that they need to develop friendship skills, so that they have good, positive relationship with their peers and they not only learn from the teacher and from the home, but they learn just as much from their peers, engaging with their peers.

And are we in our activities, promoting that engagement, is a question I often wonder, especially when it comes to children with diverse and complex needs.

Are we promoting that togetherness, engagement, peer relationships? Because we want them to be cooperative.

We want them to engage in group activities both during work and during playtime.

And we also want them to strengthen their self-regulation, which helps with their concentration so that they can focus on the task and complete the task as successfully as they can.

And when they encounter problems, we want them to be able to solve the problems and demonstrate sufficient coping skills when they encounter a task that's difficult.

So what are some things we are going to be looking at in this webinar? How do we strengthen children's calmness, concentration, and coping skills? We need to coach and guide children first and foremost, to be able to identify and label emotion and express them safely, I already mentioned that.

We want them to build focus and attention control so that they can be successful with their learning activities.

And for that they need self-regulation and coping.

In other words, what is routinely mentioned as executive function, which requires both the attention and the strengthening of impulse control and self-regulation.

So one of the things that I'm gonna be discussing about how do we involve children and teach them and guide them to use mindfulness-based practices with them, and how can you do it incorporated within your daily routine? How do we help children to practice these mindful breaths and also incorporate some yoga-based movement postures and movement activities? We want children to be engaged so that they will want to learn, and when they learn, we want them to be able to concentrate.

So we have to provide highly engaging motivating activities.

That's one of the first priority.

At the same time, we wanna make sure we provide positive strokes to children.

And as we go through the slides, you will find there are things that we can do in how we respond to children, how we provide positive strokes, how do we react to children's behaviors.

All of these are important in strengthening children's self-regulation.

And at the same time, equally important is how do we engage in self-soothing ourselves and also teach children to engage in self-affirmation and self-soothing.

We have to teach that deliberately as a skill.

Just briefly, many of you may have participated in some of the webinars that I have presented.

I have written a number of books and many guides on various topics, autism, significant disabilities, severe and complex disabilities, early childhood, paraeducator training, and couple of the things, or several of the things that I will be drawing material from would be one of my autism book and Enhancing Executive Function.

And then I do have a Mindfulness-Based Practices for Developing Brain as a mini-guide, and then a behavioral strategies book and the autism spectrum disorder mini-guide.

So I draw from these resources that I have written, authored myself, as well as from a variety of other research-based evidence-based practice resources.

So how do we teach children to exercise impulse control and self-regulation? We want them to think and act.

We want them to apply focus and concentration.

We want them to be able to cope with challenging tasks.

Impulse control is that ability to master and filter out distractions, filter out the thoughts and impulses so that we are not reacting, but we are reflecting, we are resisting temptations, we are resisting distractions.

And we pause and think before we act.

As a matter of fact, this is just as relevant for adults, but children, we have to teach them almost in a step by step by step manner, especially for some children who experience behavioral issues that we teach.

How do we pause and think before we act? What are some ways children exhibit impulse control, self-regulation and coping skills? We have to teach them how to think about the consequences before reacting to a situation.

If a child is interested in the book corner, in a book, and another child is interested in the same book, instead of getting into a fight or grabbing the book from the other, how can they think about, "What will happen if I grab the book or if I pushed her or if I push somebody who is in line, or if somebody accidentally bumps into me, if I just pushed that person?" thinking about the consequences, controlling the aggressive behavior and outbursts, understanding the thoughts and feelings and intentions of others.

Let's say a child is standing and another child is on the swing, and this particular child wants to have a turn at the swing.

How can we teach the other child who is in the swing, that the intention, the thoughts, the child who is standing is experiencing and eager to have a turn? we can interfere and say, "Look, you have had enough time, now it's time for the other.

" Or you can teach that as a skill to think about the thoughts and feelings and intentions of others through a variety of

activities.

And I'm going to be talking about the different activities that you can use.

Letting go of frustration, accepting mistakes.

Wait, for example, are we using games? When we use games, are they waiting their turn, or when we are asking questions are we teaching them how to wait their turn or to be able to speak in a group, resisting distraction and staying on a task.

And most importantly, even when the task is difficult, are we guiding the children to persist on a task? these are all skills that children need in order to strengthen and in order to be able to cultivate their self-regulation and impulse control.

And children who usually experience difficulty with self-regulation and coping skills, they may exhibit some of the following behaviors during instruction.

They may start wandering around the classroom, especially if it's a child who has some significant behavioral needs as well as cognitive difficulties.

Or they may start playing with objects around, they may start grabbing things from the peer sitting next to them, or at the desk next to them.

They may not wait their turn in a game.

They may just blurt out the answers.

They may grab things from the neighbor, they may get frustrated with the task.

And then especially some children who experience difficulty with the writing task, they may just crumple the paper and throw it in the trash.

These are all things that I have observed in the classroom.

Or a child, younger child may start crying or if they find a puzzle to be difficult, they may throw the puzzle.

All of these behaviors show that they have not developed sufficient amount of calmness, concentration, and coping skills.

So it is our responsibility to shape these behaviors, so that they are successful not only with their academic tasks and school, but life itself.

So we have a poll.

I know it says two, but it really should be one.

Let me see if this is.

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how was it that I don't see the.

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- [Host] Sorry, Padmaja I have not made you a co-host.

I will do that right now.
And we do have the role poll that we use.

- The role, we do have.
I thought so.

- [Host] Okay.
You should be able to access it now.

- Okay.

I do.

Okay.

I'm always eager to know what role you play.

Please let me know if you are an administrator, AT specialist, occupational therapist, paraprofessional, parent, physical therapist, special education teacher or others.

We have a lot of occupational therapists, and speech and language pathologists.

and speech and language pathologists play an important role in shaping the behaviors.

Okay, I think everybody.

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Okay, I'm gonna go ahead and share the results.

Okay, as I said, we have a lot of speech pathologists, and we have a few parents, administrators, assistant welcome to you all.

I'm gonna stop sharing.

So these are some of the things we are going to be looking at.

How do we cultivate emotional competence, problem-solving skills, and teach and practice calming techniques in order to strengthen children's social-emotional teaching and build their emotional competence? One of the first essentials is to help them, as I said at the very beginning, to be able to manage, first of all, identify and label emotion.

Then to be able to show the appropriate knowledge, attitudes and skills to manage those emotion, and to be able to communicate those emotions safely.

So we do have to pursue a variety of activities that will help them to strengthen their emotional competence.

One of the things that I have not seen much taking place in classrooms, and that's where maybe many of you who are speech and language pathologists can play a significant role, is pursuing role-play and drama.

It's not any kind of a theater production, but something very simple.

Something where it's not as though you are doing, you know, play practice and all that, but something where you were teaching emotions, different types of emotion.

"I am frustrated, I am nervous, I am mad, I'm happy.

" And connecting it with the situation, what makes you nervous? And can we connect it, "Whenever there is a fire drill or when there is a lockdown, that makes me nervous.

when I want to have a turn at the swing and I don't get a turn at the swing, it makes me kind of sad.

" Can they connect? Can we show emotion pictures and can they connect it with a situation? And maybe different children can role-play the different situations and we can have, aided with visuals, we can teach and have a little bit of fun role-playing and having a little bit of a drama production.

And then at the end, each one has seen another person act out a certain feeling.

The other important thing is playing games.

Playing games helps bring not only the children together and the togetherness it supports.

Playing games is a way to kind of relax and also teach coping skills.

When they lose in a game or when it is their turn, when do they take their turn in a game? And game can be used to teach vocabulary, games can be used to teach math concepts.

Games can be used to teach STEM concepts.

It's a question of just making sure you are presenting it as a game because it adds to the fun element and because it adds to the fun element of learning the children are more likely to be calmer.

And the other way, as I mentioned just now, role-playing emotions and drama, is playing the charade game and connecting it with emotions and feelings, and we can do the freeze dance.

All of these type of activities are much more joyful.

And then you can always connect it with a story and you can act out.

The other things that you can pursue is teaching, modeling and encouraging problem-solving.

In other words, presenting situation where there is a problem when you have your class meeting or group meeting or circle time, that would be a great time to engage in this kind of activity where they are taking turns and they're sharing things.

And that would be one way.

For example, I have a book of feelings, and one person holds the book and turns the pages and the children take turns naming the different feelings that is depicted in the book.

And one of the things I do want to mention here, we often do not give that child who is somewhat fidgety, who has a tendency to move around, who has a tendency to exhibit behavior issues, behavior problems.

We don't usually give that child a chance to play the lead role.

How about if that is the child who is holding the book and turning the pages and having the other children label the emotion or label the pictures? We often think that that child who is fidgety, who is not appropriately behaving should be punished.

So they should be sitting at the back or going to the timeout.

Instead, if we begin with giving that child a turn, maybe that will help build the child's calmness and competence and concentration.

And then the other things that would help is increasing music and movement.

For example, if you play, especially if it is a kindergarten classroom or a first grade classroom or if it is a small classroom that you meet in a self-contained setting.

So though I don't think especially children, all children should have the opportunity to spend as much time as possible in an inclusive setting.

But if you do have small groups and if you can play the same game of musical chairs with a twist.

Instead of removing chairs, if there is a chair for every child and the child holds a partner's hand, and they move around and when the music stops, they find a chair to sit.

So everybody has a turn, but we play musical chairs with a twist so that no one is disappointed.

And then gradually you can change and add a challenge, but in the beginning to build that togetherness, you can also make up songs, your own version If You're Happy And You Know It.

These are all some things you can do to strengthen children's problem-solving.

In focusing on the calming techniques, I'm going to share with you how do we teach children and to practice the total technique, that's from the Center For the social-emotional Foundations of Early Learning.

How do we teach and practice mindfulness practices? How do we practice breathing exercises, yoga-based movement, engage in positive thoughts and self-affirmation? One of the simplest games, it's called Play the Mirror Game.

Children sit in a circle, and you teach emotion words, including not just happy and sad, but crabby and calm or frustrated, embarrassed, nervous, all these different words build their vocabulary and they can play a mirror game, and

children make feeling faces using their handheld mirror and they take turns and they pass the mirror to the next child.

And then they say, "Mirror, mirror in my hand.

Tell me, tell me the feeling I show!" Is it angry? Is it sad? Is it happy? Is it scared? So this way they are having fun, they are passing on the mirror to the next child, and they are all joining in this little verse.

And then they're also learning different feelings, they're expressing their feelings, and that builds not only their calmness but also their coping.

How do I handle this emotion? Another thing that helps is using a variety of puppets.

Somehow we think of puppets as something only preschool children.

No, puppets is something that brings joy to everyone.

And if you are illustrating stories, how can we combine it with the puppets? "Oh, the angry lion, ah the angry Lion! All the animals are scared!" So how can they make the angry lion a friendly lion? And then use that as a problem-solving situation.

What can the lion do to be friendly? And if you give a child a turn to hold the lion.

And then if you have other puppets and if they can demonstrate, they are using problem-solving, but at the same time it's like fun because they're using puppets, and that will also strengthen their emotional literacy and emotional competence.

And this is the third technique.

This is of course usually used with younger children, but we can transform this into an activity for older children as well.

This turtle technique is for anger and impulse control, and it helps children to self-manage their anger and if they are disappointed.

This technique is a research-based, evidence-based technique and it has been used with preschool and kindergarten age.

It is recognizing that you are angry, thinking "Stop," going into the shell, and taking deep breaths to calm down and then coming out of the shell when the child is calm.

You can do it as a group practice for a few minutes and then when individual children feel that kind of anger or disappointment or frustration, you can remind them with the turtle technique picture cards that they can use the turtle technique to think of a way to calm down.

And we have to teach problem-solving techniques intentionally and deliberately.

And we have to show to specific children who are repeatedly experiencing behavioral issues.

Of course we cannot teach the child when the child is feeling agitated or very upset, but when the child is calm, we have to

teach the child to think of alternative solutions when they are upset.

And of course you combine it with emotional scripts to deal with the situation.

When you are feeling this, provide them with cues and hints to shape their behavior.

It does require repeated practice, but you can also demonstrate it for the whole class.

And you can also work with individual children who are continuing to experience these problems.

And you have to identify the triggers.

What triggers this kind of emotional issue in some specific children? Is it the fire drill or the tornado drill that frightened them so, so much that they are not able to handle that transition that is required during that fire drill? Can you practice it? I know people may argue with me and say, "How can you practice for a fire drill?" We always do practice, and it is that repeated practice that helps them to handle when a real situation occurs.

And these days with the increased lockdowns, it's even more important for children to feel calmer and to be able to cope with this kind of situation.

So you can show videos, you can practice with the whole class and then you can practice with individual children, aided further with visuals.

And some children may experience problem transitioning from another activity to circle time.

Some others may experience difficulty transitioning from outside recess and then coming into the classroom.

These are the times when we can not only use problem-solving, but also calming and mindfulness-based techniques.

And I will share with you in just a little bit, we have to break that strategy into manageable and simple steps.

You have to pre-teach the steps that the children have to take with a situation that triggers that kind of impulsive behavior, and teach and reinforce the steps when the child is calm.

And also provide for communication difficulties in order to reduce that frustration.

When you do all that, you are strengthening the problem-solving skills to help children to cope with.

Let's look at a couple of student scenarios.

This, maybe I should have put it at the end, but I'm still thinking some of the other things I'm gonna be sharing with you will also be relevant for these student scenarios.

Often you may come across a student who has difficulty persisting with the task.

The child may get frustrated if the task is, the child

perceives the task as being complicated or difficult or "I don't understand it," or just like that.

That may be the child's response to any kind of a writing task or a math worksheet.

So one of the things you can do, is maybe the child can begin with taking some calming breaths.

Just like in the case of the turtle technique, the child can maybe take some calming breath to say, "I'm going to be able to do it.

" And some positive thoughts.

And gradually you build the tolerance for the activity.

But one of the things that I would like to mention at this point.

Quite often we expect, you know, if we have a page full of 20 problems or if there is a writing task that requires writing a paragraph with an older child, with a younger child, the task may be somewhat different and easier and less complex.

However, what one of the things we have to do is to reduce the amount of task, the task itself.

Instead of 20 problem, can this child do the first three, and the last three, maybe five, and then gradually increase the challenge.

The same way if the child has to write a paragraph and the child is not willing to even start with the activity, begin with a calming breath, maybe with some words, with a word bank and putting in the words in a sentence, they are just filling in the words and then gradually they're writing a sentence.

Can we gradually increase the challenge to help this child who is experiencing frustration and turns aggressive when a task is given? Could you make it a group activity so that you include others who are displaying calmness and self-control, maybe three or four work together.

Can we make it engaging, adding some multisensory items and novelty items so that that's motivating? Can we do a few moments of physical movement, yoga or some music, soft music just for a minute or two before moving on to the next activity? And I mean we have to make sure that it's not disruptive to the others, but if we can be more creative in our approach, we are less likely to see challenging behavior.

We have a student who wanders around and runs around the classroom during instruction and even tries to run out of the classroom.

These are situations I have actually seen in classrooms.

So right as we begin our group instruction, can we provide a role for that student so that the student is showing something, showing a prop related to the text or whatever we are instructing.

So he's standing, he's given a role, because he is being given a role he feels the need to be part of the group.

He has a role to play.

And limit the amount of time the student has to participate.

Extend the time for sitting and attending, as his self-regulation improves, you can extend the time.

Provide visual cues, visual reminders to stay focused and seated.

And then as I mentioned, we can use games to motivate a student who is not, you know, having that high level of concentration and coping skills.

Can we make sure we provide timed encouraging feedback? These are ways we enable that student who has not developed, the concentration and the calmness, to gradually develop that skill.

Now moving on to mindfulness.

Mindfulness is defined as that awareness that emerges through paying attention on purpose in the present moment.

What mindfulness does, it trains the mind to be reflective, to focus attention.

Instead of reacting to a situation automatically, it helps you to better focus, to calm down, understand that whatever we are facing, it'll pass, and it helps children to reduce their anxiety and stress level, increases the positive emotion.

So mindfulness activities increases the endorphins, the positive hormone feelings, the positive hormones, the positive feelings.

And because it increases the positive feeling, it helps children to develop calmness, and it strengthens their attention.

And there has been quite a bit of study, and they have used it with younger children in kindergarten, high school and various places.

It is a promising practice.

It is not yet an evidence-based practice, but what they have reported, many of the teachers, as a matter of fact, in one of the articles that I read, one of the teachers describes mindfulness as breathing in blue skies and breathing out stormy clouds.

So if you think of that mindfulness as the way of increasing, elevating the wellbeing, increasing the focus and attention, that's what mindfulness is because you are focusing on the present moment and concentrating on that and it offers simple, positive, fun tools.

It can be practiced anywhere, anytime.

It doesn't require any fancy special equipment.

And one of the other things that we'll be looking at is the positive reflections.

So part of the brain that to help being mindful is the prefrontal cortex, the amygdala, that is the part of the brain, it's all about feeling.

It doesn't have a way to communicate, it just reacts.

It is always working, it does want to help, but it can be too helpful.

And our feelings of negativity, anxiety or anger can go on and on and on.

That is the amygdala, that is the part of the brain, the prefrontal cortex that is the logical, thinking, reasoning part of the brain.

When we do mindfulness-based activities, this part of the brain gets stronger.

In other words, it actually neurologically strengthens the brain.

And so the amygdala doesn't have to work too hard and it promotes the skills that are controlled in that prefrontal cortex.

That is the mindfulness-based activities.

And it has a positive impact on self-regulation, making judgment and especially it has a very positive impact during the early childhood and early elementary you could say, during the early years when the brain is growing very rapidly.

So a technique that you can use is the simple breathing technique, breathing in deeply and slowly and then expanding your tummy and chest.

This is a ball, you can call it the breathing ball or you can think of it as the Hoberman Sphere.

And this will be a fun thing and you can have children practice with it, breathing in and breathing out, breathing in and breathing out.

And then we have to model for the children.

And if you use the additional breathing ball, it'll increase the motivation of children to practice breathing, And a few minutes of mindful breathing and you can incorporate it at different times before you break in your circle time or you have gone out to recess and you come back in a few minutes, it doesn't have to be very long, just two to three minutes of breathing in and breathing out to help children to calm down.

When they focus on their breath, it helps to manage their stress.

They are able to listen more deeply and it helps to diffuse tense situation.

So it says it has the potential to neurologically enhance children's self-regulation.

And you can also add in order to increase that calmness and coping, physical activity, and yoga will be one kind of physical

activity.

And what they have found incorporating movement-based activities, the study found that it actually helped children exercise better self-control and both mindfulness-based breathing exercises, mindfulness, breathing exercises, combined with physical movement, movement-based yoga postures together it'll increase the children's calmness and coping.

And you can tie up the movement based yoga postures with various stories that you read or science books like the tree posture or the bird posture or the flower posture.

And you can combine it with the concepts shared in the science books and picture books so that you can adapt it to the different age and grade level, especially in the early childhood and the elementary level.

As a matter of fact, yoga can be done at any age and yoga is universally applicable and you can think of it as a movement-based exercise.

However, yoga is a union of the mind and body, that is how it is different from a simple physical activity.

It combines the emotional and the cognitive and the mental features together, incorporates both of them.

And some of the other things you can do, you can do balloon breath and you can connect it with art, growing and painting balloons and making a collage, that is the balloon breath that they can practice with it and they can combine it with art and they can laugh and have fun, and bird posture, which is yoga posture.

They can connect it with the story of Are You My Mother? The tree posture.

They can connect it either with Chicka Chicka Boom Boom book or with The Giving Tree.

And they can draw and paint and build a tree so that they have kind of a prop when you use the story.

And they can also use it at the science center.

And you can combine these stories, role-play, drama and art with the yoga-based, you know postures.

And that will make it much more motivating, which also will help with the concentration and the skills.

Now mindful-based practices, what are some key takeaways? You have to make sure you just don't do it like once in a week or once in a while.

It has to be embedded within your daily routine every day.

And a question someone may ask is, "If I spend all this time on this yoga and mindfulness, how am I going to have time for anything else?" But what they have found based on a number of research studies, a few minutes of yoga postures and a few minutes of mindfulness interspersed during the daily activity

actually increases the concentration, reduces the problem behaviors, and you are actually gaining more time.

This is what many of the teachers who have continuously practiced these activities in their classrooms report based on various research studies.

So it has to be built into the routine.

It helps to reduce stress and anxiety level of student.

So they are in a better position to learn, and they gain calmness.

And because they're attending much better, because their mind is now calmer, they are learning more and accomplishing and gaining more knowledge and skills, and it strengthens self-management.

One of the things that you have to remember, it is important for all of the educators who are pursuing these activities to be sure to inform parents about it and invite them to join in and observe so that some of these activities can be continued at home.

If you go to Zero to Three website, their focus is actually very young children, toddlers and maybe three year olds, but they have a mindfulness toolkit in the Zero to Three website, and they talk about the five senses exercise, five senses exercise.

And I find it very appealing because they talk about five things to see, four things you can feel, touch and experience.

So that that sense of touch is enhanced.

Three things to hear as part of the mindfulness practice.

Two things children can smell and identify and one thing finally that they can taste or think about the taste and talk about it.

So I found that fascinating.

So I wanted to share with you, do visit the website and there is far more detail about it.

I'm also sharing with you several mindfulness-based videos.

Just Breathe is a short film.

I do not want to spend time, but when you have more time, you can take a look at the link that I have provided.

These are beautiful videos, and the Still Quiet Place is absolutely fascinating even for ourselves as adults to practice the mindfulness, to calm down and to achieve that kind of mental, emotional equilibrium.

And you can also combine it with some AT tools, you can use the red brick when the student is feeling frustrated, crabby stage, moving on to the coping green brick, and then finally the blue brick stage you can program it so that they can see the picture and they can hear the word.

And you can also prerecord a message for calming breath using

Big Mack.

Research suggests one of the important thing is, what they have found is that mindfulness-based techniques not only help children, but when we personally use that and practice it, the way we interpret and react to children's behavior itself changes.

It changes our negative emotion.

When we are facing a child's challenging behavior, it increases our sensitivity for understanding and responding and working with how the children are exhibiting maybe some difficult challenging behavior.

It improves our own sensitivity.

I think that is very important because frequently what happens is we tend to be reactive in our approach to children's problem behaviors, instead of being reflective.

Mindfulness helps practitioners to self-regulate themselves so that we provide supportive, nurturing, co-regulation that children need in order to develop a strong foundation of social-emotional skills.

So this research was very, very interesting.

It not only helps children, but it helps the service providers as well in our reactivity and response to children's behavior.

And these techniques, it is important to understand how these emotions work.

When we experience frustration, anxiety and feeling overwhelmed, it saps our energy.

On the other hand, when we experience renewing emotions, compassion, caring, and appreciation, it actually puts us in the frame of mind to be solving problem more readily.

It helps us to be more creative.

It improves our self-regulation.

So it's not just for children, it's for us too.

It reduces our stress and improves our calming and self-regulation and it helps us to be more concentrated in what we do, and less impulsive.

And it is extremely important that we nurture ourselves as we face a variety of challenges in our education world as we try to train children to be concentrating, coping and develop calming skills, especially in the present environment where there are so many distractions in a screen-based technology world.

In a data-driven world, we want children to pay attention, to concentrate.

It is important that when we face these challenges, we also engage in self-soothing, nurturing ourselves.

At the same time, we also need to teach the students we teach self-soothing techniques.

So applaud yourself whenever you react calmly and positively to

your students' behavior.

It's your "Haha" moment.

Engage in mindful thoughts, teach yourself self-affirmation.

"I'm calm, I'm strong, I am resilient, I am friendly and I will succeed.

" Teach yourself the self-soothing.

Say that multiple times in a day when you feel down.

It is important that we, who face a variety of challenges as we work with children, it is important for us to soothe ourselves, nurture ourselves, and at the same time teach your students how to engage in self-soothing through providing positive strokes to them.

"Awesome Brian, you picked up all the pieces and put the puzzle away.

" "Wow, what a nice job you did walking the classroom from recess.

" Oh, you know, all of these various examples I have shared with you.

And also at the same time, remind the student of something he or she did.

"That was wonderful, that was positive, that was great.

" Bring back those positive memories in your students and for yourself.

Engage in self-talk and think about positive experiences in your life, positive things you have done.

That helps with your own concentration planning process.

And give yourself a pat on the back whenever you find a reasonable solution.

I do have a poll.

Okay, this one.

Which of the following activities do you plan to do? Embedding practice of calming breaths, or yoga mindfulness, or.

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Role-play and drama.

Looks like calming breaths coming out to be.

I think it's very simple.

It can be interwoven several times during the day and you can call it just movement-based activities.

You can use yoga postures and it is important to engage in positive thoughts.

It looks like all of those things appeal to you.

I hope you will use the drama and role-play too if you can.

You can make it simple.

I think I may have skipped a participant poll.

I apologize for that.

And finally, in helping children to bloom, we want to

communicate with children, tuning into them and taking turns.

I think that's difficult for adults to remember, that we do need to give turns to children for them to talk and share.

And for that we have to be a model for calmness, concentration, and coping.

Use positive discipline approaches, positive strokes, strengthen their emotional literacy, stimulate and challenge while having fun and joyful time.

Set high expectations.

See how much the student can do himself or herself before we start doing the task for the student.

That will strengthen the student's grit, persistence, and self-control.

And of course, most importantly, practice self-compassion, more that will help to move us from self-criticism and judgment to one of self-care, warmth and love.

And as Rumi said, "Raise your words, not your voice."
" And there are a number of resources that will provide additional information along with the video links that I shared that will further enhance your knowledge about using mindfulness-based techniques and strengthening children's emotional competence as we come to the close.

Thank you to each and every one of you for joining the webinar and also to AbleNet University for hosting this webinar.

I'm extremely grateful to them.

And in the month of September, I plan to offer a second part with more practical activities for joyful learning that I presented last month.

It'll be the second part with more engaging, joyful, fun activities that link with various academic concepts.

The date is not yet determined.

We will let you know.

Again, thank you everyone for joining this webinar.

I hope you plan to engage in nurturing yourself and focus on renewing emotions and not depleting emotions, and teach the same to your students.

Thank you.

- [Host] Thank you Padmaja for a wonderful presentation.

For anyone that's still with us, if you are looking to earn ASHA CEUs please be sure to complete the assessment.

The survey is of course welcomed, but the assessment is how we track participation for ASHA CEUs, so be sure to complete that.

Thank you for attending and have a great day.