

Mindfulness

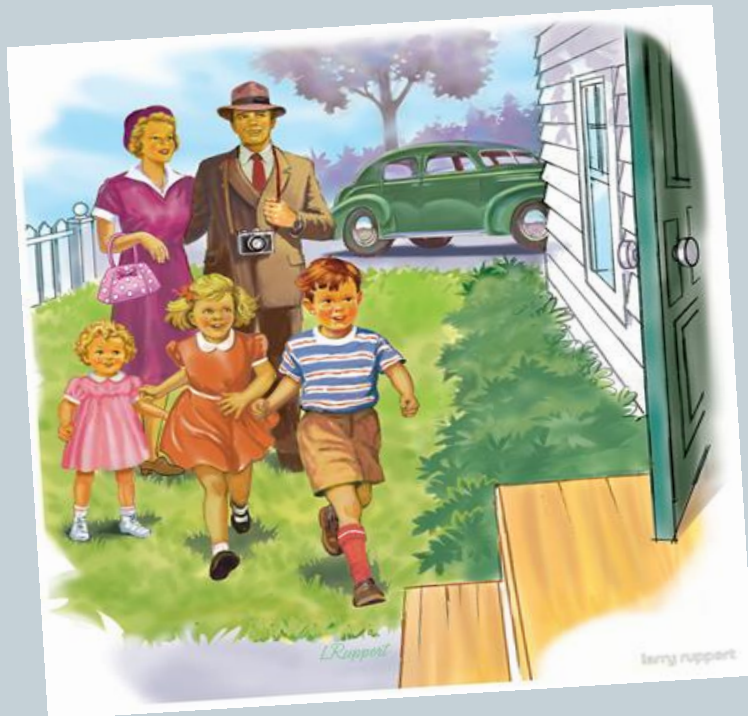


ADDRESSING THE NEEDS OF ALL CHILDREN

THE WORLD HAS CHANGED



THEN



NOW



Adverse Childhood Events



- Drug/Alcohol Abuse
 - Death of Loved One
 - Abuse
 - Mental Illness
 - Divorce/Separation
 - What else?
-
- *Simply put, trauma is toxic to the brain as well as to the body. (Souers & Hall, 21)*

Impact of Stress



- When brains are triggered by threat or perception of threat, they release chemicals into the body to allow us to “survive” those states of stress. When released in large doses, these chemicals become toxic to the body and can create significant impairment in development. (Souers & Hall, 22)
- Flight, fight, freeze

Flight, Fight, freeze (Souers & Hall, 29)



FIGURE 2.1

What Flight, Fight, or Freeze Looks Like in the Classroom

Flight	Fight	Freeze
<ul style="list-style-type: none">• Withdrawing• Fleeing the classroom• Skipping class• Daydreaming• Seeming to sleep• Avoiding others• Hiding or wandering• Becoming disengaged	<ul style="list-style-type: none">• Acting out• Behaving aggressively• Acting silly• Exhibiting defiance• Being hyperactive• Arguing• Screaming/yelling	<ul style="list-style-type: none">• Exhibiting numbness• Refusing to answer• Refusing to get needs met• Giving a blank look• Feeling unable to move or act

Triggers



- Exhaustion
- Previous bad experiences
- Challenges to our belief system
- Preconceived notions
- Fear
 - Souers & Hall, 70-71

What is Mindfulness?



- Mindfulness is nothing other than present-moment awareness, an open and friendly willingness to understand what is going on in and around you. It means living in the present moment (which is not the same as thinking about the present moment) without judging or ignoring anything or getting carried away by the pressures of everyday life. (Snel 2-3)

Why?



- Upsurge in Anxiety
- Substance Abuse
- Stress
- Academic Pressures
- Changing World
- Increases Empathy

Prevent Problem Behaviors



- Preparation
- Support
- Involve Your Child
- Have a Plan
- Avoid Power Struggles
- Power of Positive Interactions
- Stay Grounded
 - (Souers & Hall, 63-64)

Proactive Approaches



- Family Dinners
 - http://well.blogs.nytimes.com/2016/04/13/wheres-the-magic-in-family-dinner/?_r=0
- Structure, Routine, Stability
- Home/School Communication

Where to start?



- **Attention to breath**

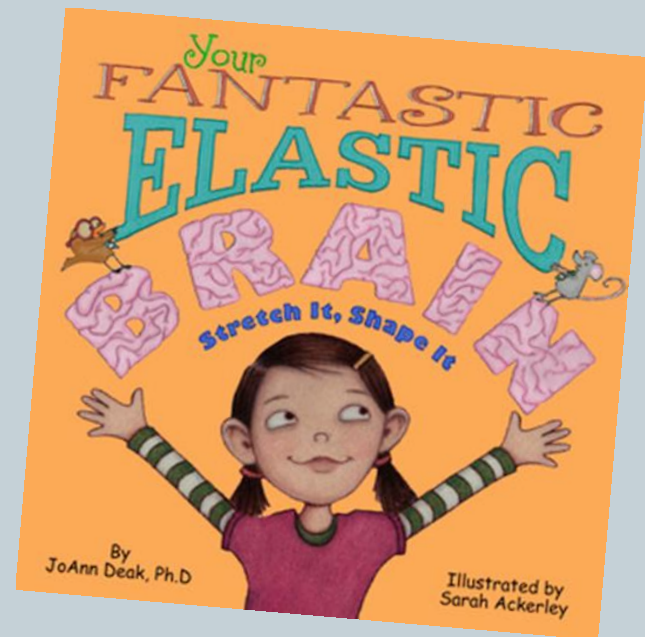
- Calm?
- Upset?
- Nervous?

- **Benefits**

- Improved concentration
- Awareness
- Stress relief
- Sports, Assessments, etc.

- **Feelings**

- Allow children to feel their emotions (no reactions)



Activities



- Little Box of Worries (Snel 75)
- Compliment Ball (Snel 82)
- Visualization
- Buddha Board
- Rag Doll
- 3,2,1 Relaxation – What can you see, feel, hear?
- Calming – breathe in slowly, as you breathe, raise your right hand, etc.
- Sit & Stare Game
- Mindfully Eating
- Toss Paper Ball
- Mindful Listening

Activities



- Peekaboo Breathing (Souers & Hall, 67)
- Listening Bell
- Squish and Relax (muscles)
- Smell & Tell
- Heartbeat (Jump & Feel)



Key Points



- Examine the impact of trauma on a child, not the event itself
 - Two children could experience the same ACE and not react in similar ways
- Stay Grounded
- Start Slowly
- Model Target Behavior

Resources

Mindfulness Jars

- Moody Cow Meditates by Kerry Lee MacLean



Mindfulness Exercises & CD

- Sitting Still Like a Frog – Mindfulness Exercise for Kids (and Their Parents) by Eline Snel



Websites to visit



- <https://www.gonoodle.com/>
 - <http://kidpresident.com/>
 - <http://www.mindfulschools.org/>
 - <http://www.mindfulschools.org/resources/explore-mindful-resources/>
 - <http://childmind.org/article/mindful-parenting/>
 - <https://www.youtube.com/watch?v=C2id2TcfVv8>
 - <https://mindfulkidsnj.com/>
- Mary Lea Crawley