

Kelle DeBoth Foust, Ph.D., OTR/L and Kelsey DeLisio, S/OT

Adapted from a manual for school-aged children with developmental disabilities created by Brooke Gymorie, S/OT, Lauren Martin S/OT, Justina Roose, S/OT, Natalie Tennison, S/OT, Hannah Wright, S/OT, Kelle DeBoth Foust, Ph.D., OTR/L, Ryan Suder, Ph.D., OTR/L, BCP

Contributions by Kristen Pataki, OTD, OTR/L, Kristin Pysarchuk, MOT, OTR/L and Barbara Milliken, Ed.D., OTR/L, CVW

## Purpose

The purpose of this training manual is to promote resilience for children ages 2 ½ – 5 with histories of trauma and their families. Interventions include mindfulness techniques, adaptive coping strategies, building relationships and creating social supports. The focus of this resiliency training program is to provide education and introduce tools needed to overcome challenges with the intent of improving quality of life.

Each Adult Caregiver Session is designed to last approximately 60 minutes; each Child Session is approximately 40 minutes.

Children Group Goals	Adult Caregiver Group Goals
Children will demonstrate at least 2 mindfulness techniques.	Caregivers will demonstrate adaptive coping strategies (i.e. mindfulness-based stress reduction

that they will utilize in their daily lives.	techniques, problem-based coping, engagement coping, accommodative coping) to replace any maladaptive methods of coping they may currently use.
Children will implement breath awareness techniques in place of maladaptive responses to stress.	Caregivers will identify community-based resources that will provide social support for themselves and their child.
Children will demonstrate the ability to identify and verbalize emotions they or others are experiencing in different case scenarios presented.	Caregivers will utilize learned coping strategies in reducing behavioral disengagement in their children.
Children will be introduced to and explore coping strategies for the body.	Caregivers will learn how to advocate for themselves and their children and will demonstrate this ability through role playing.

# Adult Curriculum (Session 1)

## Introduction to Resilience

### Objectives:

- Introduce the concept of resilience and discuss the key themes and benefits of resiliency within the family
- Provide opportunities for group members to introduce themselves and share their experiences with occupational therapy
- Recognize barriers in their lives and identify how to accommodate for them to increase life satisfaction

- If not completed already, administer assessments in order to collect relevant pretest measures

#### Materials:

- Construction paper, markers, tape or glue, scissors
- Writing utensils
- The Mindfulness Toolbox by Donald Altman, MA, LPC
  - Identifying Strengths Worksheet
- Take-home handouts for parents – Zones of Regulation/Emotional Regulation/Family Resilience; Zones of Regulation Chart

## Procedures

Discuss the scope of the Reinforcing Resiliency Program, what caregivers' children have been learning in the first few weeks of the program, and the role of occupational therapy in pediatrics. Provide an overview of weekly activities and objectives for caregivers and student groups. Discuss major concepts of resilience and its role in promoting positive coping mechanisms in families with children.

- What is resilience?
  - The ability to respond positively to difficult situations
  - Responding to challenges with a positive affect
  - Having knowledge about a child's social, emotional, and sensory needs in and out of the classroom
  - Having various types of support
- What are the benefits of resilience?
  - Greater ability to respond to challenges
  - Greater psychological well-being
  - Less likely to experience depression and other mental health challenges
  - Increased feelings of comfort and connectedness

Discuss situations in which learned concepts discussed in groups can benefit caregivers and their children i.e. *How can my family apply these concepts?*

- Learning mindfulness techniques
- Implementing adaptive coping strategies
- Strengthening social support systems
- Learning to advocate for self and child

Curriculum Week	Caregiver Topics	Student Topics
Prep Week	Pre-Program Questionnaires	
Week 1	--	Introduction to Resilience and Zones of Regulation
Week 2	Session 1: Introduction to Resilience for Families, Promoting Resilience and Identifying Strengths	Identifying and Communicating Emotions
Week 3	--	Emotional Regulation
Week 4	Session 2: Coping Strategies for Stress	Coping Strategies for Self-Regulation – Body and Hands
Week 5	--	Coping Strategies for Self-Regulation – Eyes, Ears, and Mouth

Week 6	Session 3: Finding Community Resources, Advocacy for Self and Child	Coping Strategies for Self-Regulation - Breath Awareness
Week 7	--	Applying Positive Coping Strategies
Program Wrap-Up	Post-Program Questionnaires Curriculum Review	

## Activities

### Icebreaker - 5 Things

- Participants will introduce themselves and discuss their child’s current or past experiences with occupational therapy. Participants will be encouraged to share any reservations or excitement about the groups ahead.
- Participants will have 5 minutes to interact with one another to find 5 things they have in common with other members and group leaders.
- Participants will share with the group the commonalities they have with one another.
- Optional: allocate a team “leader” who will write down the commonalities on a white board or poster board.

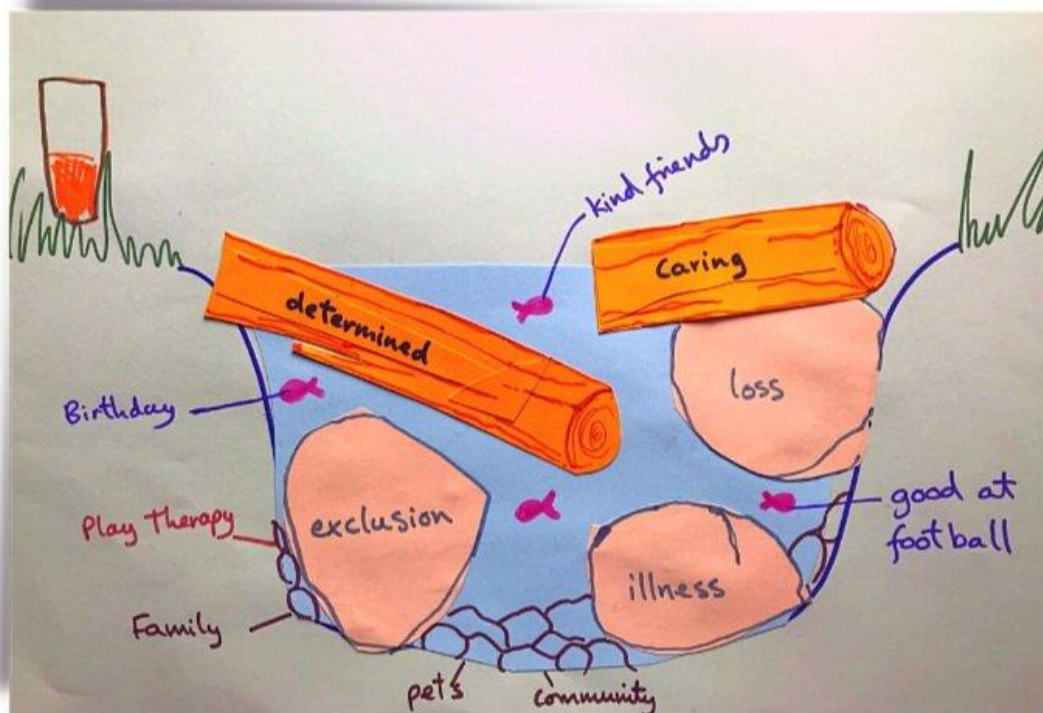
### Main Activity - Kawa River Model

- The Kawa River Model utilizes the metaphor of a river to help depict a person’s life journey while taking into account the various contexts of their life. Each component of the river represents different aspects of one’s life. The following components will be used in today’s activity:
  - Rocks - represent current struggles

- Driftwood – represent values and resources (personal and/or physical)
- River walls and base – represent one’s personal environment (social and/or physical)
- Spaces between elements – represent satisfaction (more space = more satisfaction)
- A brief introductory discussion may be held to discuss some of the barriers caregivers face in their lives. Some questions may include:
  - What are some barriers in your personal life?
  - How do these barriers contribute to decreased satisfaction?
  - What are some ways you try to overcome these barriers?
- Procedure:
  - Participants will have 15 minutes to create a river from paper, glue, and coloring utensils that is representative of their life
  - Each participant will share their river and elaborate on the barriers they face, their supports, their beliefs, and overall life satisfaction Questions used to guide discussion include:
    - What additional barriers did you identify?
    - How much satisfaction do you have in this area of your life?
    - What areas of your life can you improve and how?
  - Group members will be encouraged to provide input throughout the discussion to help generate ideas on how to better manage barriers
  - Participants will add methods to overcome barriers to their river (i.e. adding more to the river walls to represent additional support, etc.)
  - After participants have personalized their river, the group leader will lead a brief discussion about the barriers, supports, and values their children have, as well as how they can be addressed

### **Wrap Up Activity – Identifying Strengths Worksheet**

- Go through the Identifying Strengths Activity from The Mindfulness Toolbox.
- Discuss some individual strengths among the participants.
- Encourage discussion on how our individual strengths help us to overcome the barriers of our rivers.



## Adult Curriculum (Session 2)

### Coping Strategies & Regulation

Objectives:

- Identify adaptive coping strategies (problem-based coping, engagement coping, accommodative coping) to replace maladaptive methods of coping
- Demonstrate ability to use said coping strategies
- Identify sensory strategies involving visual, auditory, and gustatory systems that can be used for emotional regulation
- Demonstrate Mindfulness-Based Stress Reduction (MBSR) strategies and state intent to implement them into routine

Materials:

- Copies of the sensorimotor preference checklist/sensory systems checklist
- Sensory Solutions for Emotional Regulation Worksheet
- The Mindfulness Toolbox by Donald Altman, MA, LPC (choose 1-2 below)

- Focusing Away Worksheet
- BE-THIS Sense-Grounding Worksheet
- Squeeze Out Stress Worksheet
- Take-Home Handout – Building Resilience in a Child with SPD (STAR Institute) and/or list of sensory strategies

## Procedures

Caregivers report having high amounts of stress. Stress is prevalent in all of our lives, but does not have to run them! Discuss how each individual has unique coping strategies that they use to overcome adversity. Some of the strategies used can be adaptive while others can be maladaptive.

- Adaptive coping – effective strategies used to overcome adversity:
  - Problem-based (active) coping
  - Positive reframing (accommodative coping)
  - Acceptance
  - Spirituality
- Maladaptive coping – ineffective or unhealthy strategies that increase stress and negative emotions:
  - Behavioral disengagement
  - Self-distraction
  - Self-blame
  - Substance use, denial, isolation

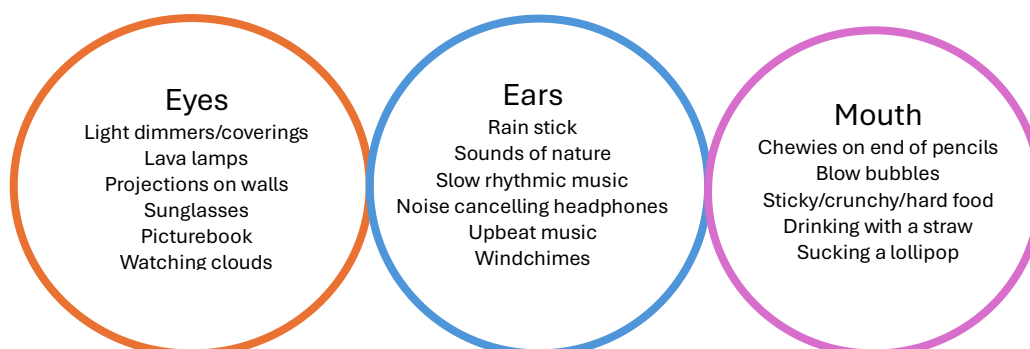
Discuss how each individual has a unique sensory system and different sensory needs. Various sensory tools can be used as adaptive coping strategies to help regulate the mind and body. Discuss sensory tools associated with the vestibular, proprioceptive, and tactile systems.

- Vestibular responsivity to movement of the head in space – i.e. swinging, rocking, spinning
- Proprioceptive: awareness of body's movement, actions, and location in space (i.e. jumping, pushing/pulling/carrying heavy objects)
- Tactile: responsivity to touch (i.e. textures, materials, etc.)

Educate about sensory modulation, over/under responsivity to sensory input, including times where caregivers may have noticed sensory preferences or avoidance in their child (sandy beaches, crowded shopping mall, tire swings, barefoot on grass, etc.).

- Sensory modulation is the brain's ability to take in and process sensory info while maintaining an appropriate level of alertness.
- Over-responsivity: an exaggerated response from the nervous system to sensory input.
  - List examples from each sensory system
  - Calming sensory input is needed
    - Deep pressure to muscles and joints, slow rhythmic movement, calm music, heavy work activities, dim lighting
- Under-responsivity: a diminished response from the nervous system to sensory input.
  - List examples from each sensory system
  - Alerting sensory input is needed
    - Fast movements, jumping, running, spinning, blowing bubbles, tickling, upbeat music

Discuss sensory strategies and their ability to improve a child's ability to regulate their own emotions.



Introduce the use of MBSR as an adaptive tool for coping.

- MBSR is useful because it allows us to acknowledge the present moment and cope more efficiently with stressors by becoming aware of the mental processes that sometimes generate exaggerated thoughts about a situation or experience.
- Mindfulness is a way to become more self-aware in times of stress. Mindfulness activities can be used for stress-reduction, self-reflection, and to create an understanding of stressful situations. It can be used to cope with everyday stressors as well as unexpected stressors.

## Activities

### Mindfulness Strategies Worksheets

- Focusing Away
  - In this practice, we will see if we can attend to other items in our environment or actions that draw our attention away from pain and stress and allow it to focus somewhere else
  - Caregivers are asked to circle the activities that they take comfort in and will help them focus away from stress or pain
  - They will then circle comfort items that can be found around the house
  - As homework, caregivers will be challenged to make a comfort box of activities and items that allow for sensory engagement and decreased stress
- BE-THIS Sense-Grounding
  - Sense-grounding - getting connected to our bodies through any of the senses - helps us move away from anxious thoughts, rumination, and emotional negativity. It is a way for us to engage with the present moment, not worry about the future or dwell in the past
  - Caregivers will be guided through BE-THIS practice (breathe, emotion, touch, hear, intentional stretching, sight/smell)

- Caregivers will be asked to rate their emotional state before and after, and asked to discuss situations in which this practice may be helpful in their lives
- Squeeze Out Stress
  - This is a tense and relax body scanning activity that caregivers will be guided through with a script
  - Following the practice, caregivers will be asked to reflect on how it felt and how they could practice this in order to keep stress from building up in the body

### **Sensory Solutions for Emotional Regulation**

- Discuss that children don't have the same ability to regulate their nervous systems in quite the same ways that adults do. They look to the adults in their life to help them regulate their emotions, but that can be difficult when they are in sensory overload. This can cause behaviors and big feelings that are inappropriate for the current social situation.
- Caregivers will work in groups to complete at least one example from the Sensory Solutions worksheet, identifying a behavior and emotion in at least one setting that they have seen in their child.
- Group leaders will offer possible sensory explanations for the identified behaviors and help brainstorm tools to resolve heightened emotions

## **\*Adult Curriculum (Session 3)\***

### **Community Resources,**

### **Advocacy for Self and Child, Breathing Strategies**

Objectives:

- Identify community-based resources that can provide social support and meet the needs of caregivers and their children

- Share personal experiences about the resources they currently use within their community and reflect on what has been beneficial
- Demonstrate the ability to advocate for themselves and their children through role playing
- Demonstrate the ability to self-regulate through breathing techniques

Materials:

- Index cards with various events/activities listed for the Navigating the World as a Caregiver activity
- Role playing scenarios, printed

## Procedures

Ask caregivers to reflect on and identify reasons that finding support services for themselves and their families would be important. After a few minutes of sharing, summarize the benefits below:

- Why are support services important?
  - More frequent positive parent-child interactions
  - Sense of belonging and acceptance within the community
  - Opportunities for improved experiences
  - Learning opportunities for children

Present examples of programs that caregivers may find in their communities.

Identify strategies for finding events or activities that are specific to the needs of their families.

- Examples of positive support services:
  - Dinner with friends
  - Recreation center classes
  - Public library programs
  - Church groups
- Keywords and strategies to search for activities:
  - "Sensory-friendly"
  - "Adaptive activities"

- “Inclusive”
- Word of mouth – use your social network! (and social networking!)
- YWCA ELC’s list of community resources binder located at front desk

Introduce the importance of advocacy and what it may mean to a family. This may look like:

- *“Today we will also be discussing advocacy - this may involve feeling empowered to communicate your child’s needs to others”*

Ask the group to reflect on experiences where they may need increased advocacy for themselves or for their children. This may look like:

- *“Think about a time where you felt like you or your child may not have been heard or seen. Do you feel like the problem lay with the person being uninformed about your family’s needs? Do you feel like you were able to control your response and communicate these needs effectively?”*
- *“Some scenarios may involve others not understanding your family’s needs. Today we will address how to communicate your needs to others effectively so that if you are faced with a challenging situation, you will feel empowered in your ability to advocate for yourself and your family.”*

## Activities

### **Navigating the World as a Caregiver Activity**

- Distribute index cards to each caregiver.
- Have the caregiver read the card to themselves and ask the group to reflect on the following question:
  - What are challenges that you face when it comes to participating in and preparing for these events with your child? What specific factors do you think about or prepare for in order to participate successfully?
- Give each caregiver the opportunity to share their index card as well as the steps that they take to prepare for the event.
  - E.g., a child with auditory defensiveness preparing for church
- Allow the caregivers to share their personal experiences and advice with one another. Ask the following:

- Do any of the answers you heard surprise you?
- Do you think you would implement any of these ideas with your own family?
- *Discussion: There are many benefits to community-based programs for families. There are many resources out there and the tools that were discussed today can help you discover events that are tailored to your family's interests. This is a great way to embrace and develop social support systems within your community.*

**Advocacy Role Playing Activity**

- The leader will provide situations where increased advocacy may be useful. These should be client-centered and relevant to the caregivers. Use examples that have been discussed in previous weeks. Settings may include:
  - In public places
  - With friends or family
  - In their communities
- After placing caregivers in groups of 2-3, provide a randomized scenario to each. Assign a role in the scenario to each caregiver and allow them to practice concepts of self-advocacy and mindfulness strategies.
  - After completing the first round of roles, allow the caregivers to switch role assignments.
- The group leader should be checking in with partners and providing suggestions for word choice and expression
- New scenarios can be created that are relevant to the participants and recorded on the handout
- *Discussion: Was there anything that you admire about another caregiver's approach to the scenarios? Did you learn anything about how you would prefer to respond in unfavorable scenarios? If so, what? How did you feel about advocating for yourself or your family? What do you think prompted that feeling? Are there any new approaches to advocacy that you feel may be useful to you in your own scenarios?*

<b>Scenario</b>	<b>Suggestions for Response:</b>
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A family friend becomes upset that you canceled your attendance to their event.

**Roles:** friend, caregiver

1. Take a deep breath
2. Think about how you would like to respond to this. You do not owe anyone a response, and you can decide how to proceed. Some options:
  - a. Silence/no response
  - b. Direct – e.g., Unfortunately, my family will not be attending. Hopefully there will be another event we will be able to attend soon!
  - c. Educate – e.g., Unfortunately my family will not be attending. [Child’s name] has difficulty with events like [event type] due to his/her [characteristic], so hopefully we can make it to a different event soon.
  - d. Advocate – e.g., Thank you for your concern about my attendance at the event, and wanting to include me/us. Perhaps the next event you invite me to could include [name/need/accommodation, such as accessible walking paths] so that [Child’s name] and I will be able to more easily attend the next one!

**Scenario**

**Suggestions for Response:**

<p>A member of your church approaches you in a service and asks you why you have been missing services recently.</p> <p><b>Roles:</b> church member, caregiver</p>	<ol style="list-style-type: none"> <li>1. Take a deep breath</li> <li>2. Think about how you would like to respond to this. You do not owe anyone a response, and you can decide how to proceed. Some options: <ol style="list-style-type: none"> <li>a. Educate – e.g., [Child’s name] has [diagnosis] which sometimes makes it difficult to attend services due to [insert needs]. Perhaps you could suggest [name accommodation] to the administration!</li> <li>b. Redirection – e.g., “Thank you for your concern. Our family has had some other obligations but I am glad we were able to make it today!”</li> </ol> </li> </ol>
<p><b>Scenario</b></p>	<p><b>Suggestions for Response:</b></p>
<p>Someone speaks in bad faith about your child’s parent, or about you to your child.</p> <p><b>Roles:</b> caregiver, stranger</p>	<ol style="list-style-type: none"> <li>1. Take a deep breath</li> <li>2. Think about how you would like to respond to this. You do not owe anyone a response, and you can decide how to proceed. Some options: <ol style="list-style-type: none"> <li>a. Silence/no response</li> <li>b. Education: Speak to the person directly and set a clear boundary</li> </ol> </li> </ol>

	about what you would like to be said in front of your child. Let this person know that any issues they have about X can be dealt with you only, not in front of your child.
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# Child Curriculum - Week 1

## Introduction to Resilience

### Objectives:

- Introduce purpose of group sessions and what students will be learning throughout the program
- Provide opportunities for children to get to know the group leaders and allow them to assist in creating a reinforcement chart for rewarding positive behaviors
- Introduce new descriptive emotion words and explain how those emotions are experienced in the body. Week 1 should focus on broadening the child's vocabulary for different emotions, recognizing different emotions in the bodies and faces of others, and expression of those emotions through pretend play (i.e., making faces, copying what they see in stories, on flashcards, and with their peers)

### Materials:

- Coloring pages, crayons
- *The Color Monster* by Anna Llenas
- Color Monster coloring pages
- Emoji flashcards
- Feelings flip book

# Day 1

## Activities

### Favorite Things Icebreaker

- Go around the room and ask each child to share a favorite (favorite food, favorite place, favorite toy, etc.) and how that favorite makes them feel.

### Coloring with Emotions

- Have a variety of coloring pages and crayons out for the students to choose from. Invite them to share with the group what pictures they picked and why, or a good memory they have with the pictures (ie an ice cream cone because child loves ice cream, asking what their favorite flavor is, how ice cream makes them feel, etc.).
- Group leaders may ask about the colors students used, how each color makes them feel, or when they are feeling \_\_\_\_, what color comes to mind.
- During this structured coloring activity, group leaders will be focused on transitioning students to this new routine, learning students' names, and introducing themselves to students.

Establish that rules followed in class will be the same rules followed in group (i.e., sharing, taking turns, being kind, using listening ears, etc.). Introduce a behavior chart to reinforce positive behaviors. The group leaders will refer to the reinforcement chart and place stars next to a child's name as they exhibit positive behaviors. Positive behaviors will be rewarded at the end of the session with non-food treats (stickers, etc.).

# Day 2

## Activities

### If I Were an Animal Icebreaker

- Go around the room and ask each child to share what animal they would choose to be and why. Invite them to make the noise of the animal they chose and/or move like the animal they chose.

### **The Color Monster Book Reading**

- Read a story to the group and discuss the characters' experiences and emotions.
- Identify the characters' facial expressions, their words, and their body language and how these can be used to identify their emotions.
- Add in imaginative play to capture interest of age group e.g., for Color Monster, have each child assigned to a color and have them act out the page when read out loud.

### **Coloring with the Color Monster**

- Allow children to color their own Color Monster with any colors they choose.
- Go around the room and ask each child to express which feeling their color monster is feeling today and why.

## **Day 3**

### **Emotions Flash Card Games – Emoji Cards**

- Game 1:
  - Place all emotions cards on the table, face up
  - Call out an emotion and have each child grab a card that matches that emotion
  - Go around in a circle and practice making the face that corresponds to the emotion
  - Repeat
- Game 2:
  - Give each child a flashcard placed face down on the table
  - On the count of three, instruct each child to flip at the same time and make the face displayed on the card

- Go around in a circle and name the feeling on each card
- Repeat

### Emotions Charades

- Using the feelings flip book or emotions flash cards, show one child an emotion card and instruct them to make that face for the rest of the group.
- The group should then guess what emotion the child is feeling based on the face they made.
- Repeat so each child takes at least one turn.



## Child Curriculum - Week 2

### Identifying and Communicating Emotions

Objectives:

- Identify various emotions and their sensations within the body
- Introduce emotion identification content including Zones of Regulation
- Identify where various emotions fall within the Zones of Regulation

**Day 1**

### Activities

Hoppity Feelings Game

- Materials:
  - Large cards with facial expressions of different emotions
  - Duct tape
- Procedure:
  - Spread out the emotion cards on the floor and tape them face up
  - Call out an emotion and have the children hop to whichever card displays that emotion
  - The children who hopped to the correct emotion should explain how their bodies feel when they experience that emotion and give an example of something that makes them feel that way
  - OR have children hop with bodies that feel like that emotion. Example: "show me how you would move if you were ANGRY!" "Show me how you would move if you were SILLY!"
  - Continue for all emotion cards



Kiddie Matters (2016)

### Zones Social Story

- Materials:

- Zones Social Story printed on large pieces of paper OR presented on tv screen in room (from YouTube link of story reading) – download available at [autismworks.com](http://autismworks.com)
- Zones of Regulation poster
- Procedure:
  - Group leaders read through the social story, pausing to ask the children if they have ever felt these emotions, and asking children to make faces that align with the emotions in the story
  - Leader discusses tools of self-regulation for each Zone using proper Zone terminology
  - After the Social Story, group leaders have the option to take the happily feelings cards and ask children where each feeling might fall within the Zones

Right now, I feel happy! My body is just right,  
not too high, not too low.



I am in the **green** zone!

(Image adapted from the Zones of Regulation)

**Day 2** →

## Activities

### Emotions Flashcard Game

- Materials
  - Emotions flashcards
  - Zones of Regulation poster

- Procedure:
  - Begin with the stack of cards facing down. Turn over the top card and have the children name what emotion the card is showing
  - Ask the child to show what the emotion looks like by making that face
  - Ask the child to share an experience that makes them feel that emotion
  - **New for Week 2 - now ask which Zone each emotion would belong in.**  
As the Zones of Regulation are still a new concept, it is helpful to have the Zones poster available as a visual aid. Pause to review how each emotion feels in the body, and why it is in each Zone
  - Repeat this activity with a variety of emotion cards



(content from Kuypers, 2023)

## Day 3

### Activities

#### Review of Zones of Regulation

- Materials:
  - Zones poster and/or large sheets of colored paper corresponding to the Zones displayed on the wall, floor, etc.
  - *Color Monster Color Activity Book* (coloring sheets copied and printed on large 11x14 paper recommended)

- Crayons
- Procedure:
  - Group leaders will review the Zones of Regulation
  - Children will be given coloring printouts of the Color Monster experiencing different emotion-evoking scenes (e.g., Color Monster eating candy, Color Monster watching a scary movie, Color Monster pretending to be a super hero, etc.)
  - Ask each child the following questions and ask them to explain to the group:
    - 1) What is happening in your picture? Tell me what you see!
    - 2) What do you think Color Monster is feeling? Why? (Allow for creativity and imagination to run wild)
    - 3) What Zone of Regulation does that feeling go with? (Children may need help matching the emotion with the Zone)
  - Once every child has participated, give each child the crayon that corresponds to the Zone color chosen and encourage them to color the monster that color
  - Finish coloring the pictures with any colors of their choosing
  - Optional: collect the finished pictures and shuffle. Ask each child to match their peer's picture with the correct Zone (colored paper on the wall or floor, or to the Zones poster)

*Discussion/Conclusion:*

This week we...

- Learned various ways to identify differences in how we are feeling.
- Learned how to identify our emotions by talking about how they make our bodies feel and what makes us feel these emotions.
- Learned about the Zones of Regulation and how our feelings can match up to different colors.

Wrap up the group by going around the room and asking the children to share how they are feeling now compared to the beginning of the group.

# Child Curriculum - Week 3

## Emotional Regulation

Objectives:

- Demonstrate understanding of appropriate vs. inappropriate ways to manage various emotions
- Identify appropriate actions and words to use when experiencing emotion in all 4 Zones of Regulation

### Day 1

## Activities

### Favorite Characters in the Zones - Part 1

- Materials:
  - Cutouts of various characters from popular children's shows/movies, all expressing a specific emotion
  - Laminated "What Zone Are They In?" game board
  - Zones of Regulation poster OR large poster board with 4 zone colors
- Procedure:
  - From a stack of cards of characters, have each child identify the emotion seen on the character's face
  - Ask the child what Zone of Regulation the character is in, and how we know based on their face and body language
  - If the child offers a story about the character and why they are feeling that way, validate that we all have many different feelings and all feelings are okay
  - Pass the child the cutout of the character and ask them to place the character on the Which Zone Are They In? game board

- Repeat until each child has at least one chance to participate in placing a character on the board, or until all characters' emotions have been identified

### **Four Corners Game**

- Materials:
  - Zones colors placed on the wall or floor in the four corners of the room (pieces of construction paper, etc.)
- Procedure:
  - Everyone starts in the center of the room with a visual cue for the starting line (can be on a rug, touching a pillow, or on a shape marked or taped to the floor)
  - The group leader calls out an emotion, and has the group think about what Zone that emotion reflects in our bodies.
  - On a count of 3, 2, 1, children can race to touch the correct colored Zone on the wall, and then race back to the starting line
  - Optional: practice returning to the Green Zone from the silly, energetic Yellow Zone by asking children to show the group "calm, Green Zone bodies" when they return to the starting line

## **Day 2**

### **Activities**

#### **Favorite Characters in the Zones - Part 2**

- Materials:
  - Cutouts of various characters from popular children's shows/movies, all expressing a specific emotion
  - Laminated "What Zone Are They In?" game board
  - Zones of Regulation poster OR large poster board with 4 zone colors
- Procedure:

- From a stack of cards of characters, have each child identify the emotion seen on the character's face (for novelty, this can be a new stack of character cards, or for increased difficulty, this can be scenes of characters doing something emotion-evoking, i.e. giving a hug, falling down, or dancing)
- Ask the child what Zone of Regulation the character is in, and how we know based on their face and body language
- If the child offers a story about the character and why they are feeling that way, validate that we all have many different feelings and all feelings are okay
- New for Part 2: **Discuss how each character's actions, words, or feelings land them in each of the Zones, and how they could move back into the Green Zone**
- Pass the child the cutout of the character and ask them to place the character on the Which Zone Are They In? game board
- Repeat until each child has at least one chance to participate in placing a character on the board, or until all characters' emotions have been identified
- Alternate procedure:
  - Read out loud a brief case scenario of each character OR show clips from movies/tv shows that convey a character's emotional state
  - After the case scenario, give child a cutout of the character and ask them to place the character on the Which Zone Are They In? game board
  - New for Part 2: **Discuss how each character's actions, words, or feelings land them in each of the Zones, and how they could move back into the Green Zone**
  - Repeat until each child has at least one chance to participate in placing a character on the board

**Day 3** 

## Activities

### Today I Feel... Craft

- Materials:
  - Card stock
  - Mini Zones printouts
  - Pipe cleaners
  - Pony beads
  - Hole punch
  - Glue sticks
- Procedure:
  - Each child will receive materials to make Feelings Scales to help identify emotions
  - Children will be directed to glue their printed scale onto a piece of card stock and select a colored bead for their project
  - Children will thread their bead onto the pipe cleaner
  - Group leaders will assist in punching two holes in each child's paper
  - With assistance, if needed, children will poke each end of the pipe cleaner through the hole and twist in the back to secure
  - Group leaders will emphasize how the visual cards can help to identify which Zone a child is in even when overwhelmed and using words is difficult.
    - What kinds of situations move our bead into the different Zones?
    - What behaviors can we practice to move it back to Green?

### Discussion/Conclusion

- Discussions should be held throughout all activities to aid in the children's understanding of what behaviors are associated with each Zone of Regulation. Discuss tools that can be used to manage various emotions, and be sure to remind children that being in any of the Zones is okay as long as we keep our bodies safe, are kind to others, and use our words to name our feelings.
- Appropriate behaviors:

- Talking to our parents in a nice, calm voice
- Walking away from bad situations
- Using our words to name our feelings
- Pointing to pictures to represent how we're feeling
- Inappropriate behaviors:
  - Yelling and screaming at our parents when we are mad or sad
  - Saying mean words and calling people names
  - Throwing tantrums
  - Hitting or kicking others and throwing objects



## Child Curriculum - Week 4

### Coping Strategies for Self-Regulation: Body and Hands

Objectives:

- Introduce sensorimotor strategies involving the body and hands for emotional regulation
- Review the Zones of Regulation terminology

**Day 1**

### Activities

**Warm Up: Hoppity Feelings in the Zones**

- Materials:
  - Hoppity Feelings cards/tape from Week 2
  - Large pieces of Zone-colored paper for floor
  - Tape
- Procedure:
  - Arrange Hoppity Feelings into a path on the floor from blue to yellow to green to red
  - Encourage children to hop from color to color, narrating feelings as they go. (E.g., “You hopped to green! How do you feel when you’re in the green zone? What zone should we go to next?”)

### **Sensory Exploration Stations for Body**

- Materials:
  - Therapy gym items (either supplied by community partner or brought in from outside)
    - Suggestions: bean bag chair, scooter board, swing, therapy ball, bicycles
    - Large poster board with photos of the therapy gym items
    - Colored sticker dots (red/yellow/green/blue)
- Procedure:
  - Explore various sensory tools and equipment for the body set up in stations around the therapy gym or dedicated space. Suggest 2-3 children per station
  - Following play session, lead discussion about the tools and encourage children to place colored Zone stickers on the pictures of each station

Discussion/conclusion: Discuss the various sensory tools for the body and hands that were introduced. Which tools did you like or dislike? How do these tools make you feel? Are there tools that made you feel like you were in the green zone? Are there tools that made you feel like you were in the yellow zone? Red zone? Blue zone? Have each child share how they were feeling before and after the activities with language from the Zones of Regulation. (For preschoolers, this

could be as simple as “Before gym time, I felt silly. I was in the yellow zone. After playing on the swings I am happy. I am in the green zone.”)



## Day 2

### Activities

#### Warm Up: Safe vs Unsafe Hands

- Discuss all of the important things we do with our hands (we give hugs, we make art, we carry things, etc.). Then, go around the room and ask children for examples of safe vs unsafe hands:
  - Unsafe hands might: hit, push, punch, slap, scratch, pull hair, grab, squeeze, pull
  - Safe hands can: wave, hug, thumbs up, clap, high five, handshake, raise your hand
    - “What can safe hands do? Show me!”
- Discuss that today we will be using our hands to explore all kinds of new things, and that those hands have to stay safe to keep us safe.

#### Sensory Exploration Stations for Hands

- Materials:
  - Sensory items (either supplied by community partner or brought in from outside)

- Suggestions: Stress balls, sensory bins (beans/rice/sand), brushes, shaving cream, fidget toys, silly putty, twisty toys, koosh balls, water beads
- Large poster board with photos of the therapy gym items
- Colored sticker dots (red/yellow/green/blue)
- Procedure:
  - Explore various sensory tools and equipment for the hands set up in stations around the therapy gym/classroom or dedicated space. Suggest 2-3 children per station
  - Following play session, lead discussion about the tools and encourage children to place colored Zone stickers on the pictures of each station

Discussion/conclusion: Discuss the various sensory tools for the body and hands that were introduced. Which tools did you like or dislike? How do these tools make you feel? Are there tools that made you feel like you were in the green zone? Are there tools that made you feel like you were in the yellow zone? Red zone? Blue zone? Have each child share how they were feeling before and after the activities with language from the Zones of Regulation. (For preschoolers, this could be as simple as “Before gym time, I felt silly. I was in the yellow zone. After playing on the swings I am happy. I am in the green zone.”)

## Day 3

### Activities

#### **Warm Up: Snake Breathing and Butterfly Flight**

- Lead children in snake breathing warm up to bring focus to the breath and body and to introduce yoga. Sit in a comfortable position on the floor, inhale through the nose for a count of 4. Hold for a count of two before exhaling through the mouth, making an ‘sssssss’ sound like a snake. Challenge – make the exhale make as long as you can – who has the longest snake? Pause for a second before inhaling again. Feel your shoulders relax.

- Next, lead children in butterfly flight. Sit on the floor in butterfly pose, with the soles of the feet together and the knees bent to the sides. Imagine flying around like butterflies. Flap your wings (bent knees) slowly at first while starting to take flight, and then gradually speed up. Lead group to take pauses in between to land on flowers, smell each flower with a deep inhale, and repeat.

### **Yoga for Body and Hands**

- Materials:
  - Classroom television or projector
- Procedure:
  - Practice yoga poses with Cosmic Kids Yoga video
  - Each video (available for free on YouTube) is approximately 15 minutes long and leads children through a story, incorporating yoga poses and breath. Choose from any variety of kids cartoons, animals, dinosaurs, etc. Introduction to Kids Yoga section is geared towards preschool children (suggestions: Squish the Fish, Kickapoo Kangaroo)

Discussion/conclusion: Discuss today's new and different ways we moved our bodies and hands. Which parts did you like or dislike? How do these movements make you feel? Have each child share how they were feeling before and after the activities with language from the Zones of Regulation. (For preschoolers, this could be as simple as, "Before yoga time, I felt silly. I was in the yellow zone. After the video, I am happy. I am in the green zone.")

## **Child Curriculum - Week 5**

### **Coping Strategies for Self-Regulation: Ears, Eyes, and Mouth**

Objectives:

- Discuss various emotions and their associated sensations within the body using the Zones of Regulation terminology
- Introduce sensorimotor strategies involving the visual, auditory, and gustatory systems to aid in emotional regulation

## Day 1

### Activities

#### **Warm Up: Sight Grounding**

- Take a few deep breaths together as a group.
- Go around the room and ask each child to name 3 things they can see in the classroom. Alternately, group leaders can ask each child to find (without moving from their seat) something they can see that corresponds to each color (i.e., one child finds something with their eyes that is red, the next child finds something that is orange, etc.) Option to take a group breath between each color/object.

#### **Sensory Exploration Station for Eyes**

- Materials:
  - Sensory alerting/calming items for the eyes
    - Suggestions: lava lamp, projection lights, sensory bottle with glitter/water beads, flashlight
- Procedure:
  - Explore various sensory tools and equipment for the eyes set up in stations around the classroom. Suggest 2-3 children per station
  - Following play session, lead discussion about the tools. How does your body feel when playing with them? Think about how your body feels at different times of the day. How does it feel when it is bright or dark outside? Discuss how each child will feel different depending on the time of day, their unique preferences, and their individual experiences

- How do we feel in the morning when we wake up?
  - Tired, calm, happy, slow-moving
- Before lunch?
  - Tired, bored, frustrated, wiggly
- After lunch?
  - Excited, elated, happy, calm/focused
- In the evening?
  - Bored, okay, happy, angry, frustrated, calm
- *\*Note. These may be challenging questions for young children who do not have fully developed temporal awareness. If needed, use picture cards or discuss how they feel in the present.*

## Day 2

### Activities

#### Warm Up: Repeat-After-Me Song/Simon Says

- Encourage children to use their listening ears to participate in either a game of Simon Says or a repeat-after-me song lead by group leader. Examples:
  - Down by the Bay
  - Boom Chicka Boom
  - Going on a Bear Hunt

#### Sensory Exploration Station for Ears

- Materials:
  - Sensory alerting/calming items for the ears
    - Suggestions: sound machine, speaker for music – alternate between alerting (i.e., Flight of the Bumblebee – Korsakov) and calming (i.e., Liebestraum No. 3 – Liszt), nature sounds, dim lights vs bright lights, rain stick or rain ball, music making items such as drums, xylophones, maracas, sand blocks
    - Large poster board with photos of the sensory items

- Colored sticker dots (red/yellow/green/blue)
- Procedure:
  - Explore various sensory tools and equipment for the ears set up in stations around the classroom. Suggest 2-3 children per station.
  - Following play session, lead discussion about the tools. How does your body feel when you are hearing these sounds? How do we feel in our body when we are experiencing different emotions? \*Simplify language as needed – let children use words they are most familiar with\*
    - **Sad:** heavy, tearful, crying or burning/hot/watery eyes, sluggish, tightness in throat or chest (or simply “hurts”)
    - **Happy:** lightness in our body, butterflies, relaxed, bouncy
    - **Worried:** sweaty palms, shaky, out of breath, heart racing/fast hear, pit in stomach/tummy hurts, weak, nauseous/sick
    - **Sad/angry:** Out of breath/can’t breathe, shaky, hot, dizzy, tense, pain, tight

## Day 3

### Activities

#### Warm Up – Pass the Smile

- Sit in a circle or around a table so each child can see the person to their left and right.
- Explain that you are going to pass a smile around the circle – smile at the child to your left. That child will then smile to the person on their left. Continue around the circle until everyone has received a smile, including the group leader.
- You can also choose to pass a new thing, such as a wink, a wave, a handshake, a silly face or a heart formed by the hands.

#### Sensory Exploration Station for Mouth and Nose

- Materials:
  - Sensory alerting/calming items for the mouth/nose
    - Suggestions: marshmallows, lemons, pretzels, mint candy, essential oils on cotton balls in plastic bags (labeled)
- Procedure:
  - Explore various sensory tools for the mouth/nose set up in stations around the classroom. Suggest 2-3 children per station.
    - Important to explicitly direct children regarding what can be tasted and what should not go into their mouths.
    - Following play session, lead discussion about the tools. How does your body feel when you are experiencing these tastes and smells?

Afterwards, review case scenarios about blue, yellow, and red zone emotions. Discuss how the body feels when experiencing these emotions. Use a sensory strategy for the eyes, ears, or mouth for each scenario to return to the green zone.

**Tired-** *I am feeling tired today. My eyelids are heavy, my body feels weighed down, and I am warm. What zone am I in? How can I return to the green zone? E.g., turn on lights, mint, upbeat music, gum, sour or chewy candy. What are some tools from last week that I could use for my body and hands? E.g., jumping jacks, push ups, go for a walk, exercise*

**Silly/Wiggly-** *I am feeling silly and wiggly today. I can't sit still in my seat and I want to jump and run around. My heart is beating fast and I feel energized. What zone am I in? How can I return to the green zone? E.g., dim lights, look at clouds, lollipop, chewy candy, drink from a straw, calming music. What are some tools from last week that I could use for my body and hands? Go for a walk to release energy, fidget*

**Out of control-** *I am feeling out of control. My heart is racing, my body feels stiff, my body feels hot, and I am out of breath. What zone am I in? How can I return to the green zone? E.g., dim lights, quiet, calming music, sounds of nature, deep breathing. What are some tools from last week that I could use for my body and hands? Go for a walk, exercise to release energy*

# Child Curriculum - Week 6

## Coping Strategies for Self-Regulation: Breath Awareness

Objectives:

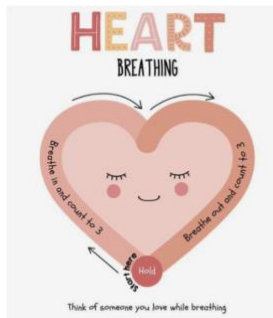
- Recall and identify various coping strategies for self-regulation
- Identify emotions utilizing language from the Zones of Regulation and their associated physical sensations
- Identify the benefits of deep breathing and discuss how to incorporate these techniques into their daily routine

### Day 1

## Activities

### Warmup: Breathing Printout

- Choose a new printout to give to students and follow along with each day this week. Examples:
  - Lazy 8 breathing
  - Rainbow breathing
  - Soup breathing
  - Butterfly breathing
  - Bunny breathing
  - Heart breathing
  - Frog breathing



## Book Reading – Breathe Like a Bear

- Materials:
  - *Breathe Like a Bear* by Kira Willey
    - Alternate titles:
      - *My Magic Breath* by Nick Ortner and Allison Taylor
      - *Breathe With Me* by Miriam Gates
      - *Crab and Whale* by Mark Pallis
      - *Breathing Makes it Better* by Christopher Willard
- Procedure:
  - Read story to the group and discuss the characters' experiences and emotions. Pause throughout the story to breathe as the main character breathes
  - Identify the characters' facial expressions, their words, and their body language and how these can be changed by slowing down the body and the breath
  - Add in imaginative play to capture interest of age group – for *Breathe Like a Bear*, have children act out a page when called upon

## Using a Breathing Buddy – Teaching Belly Breathing

- Materials:
  - Stuffed animal of any kind
- Procedure:
  - Have each child find a comfortable spot on the ground to lie down on their backs

- If comfortable, children can be asked to close their eyes or keep them open
- Group leader will pass out a small stuffed animal, placing it on each child's belly
- Group leader will lead group in breathing deeply into the belly so that the stuffed animal rises and falls with each breath
- Discuss how any special stuffed animal can be a Breathing Buddy and children can always take a Breathing Buddy break
- Discuss times when a Breathing Buddy break could move us from the blue, red, or yellow Zones into the green zone



## Day 2

### Activities

#### Warmup: Breathing Printout (See Day 1)

- Choose a new printout to give to students and follow along with each day this week.

#### Superhero Breathing (Adaptation of Pebble Meditation)

- Materials:
  - Boley dive gems (or pebbles, marbles, beads)
  - Superhero capes
  - Superhero masks
  - Pictures of flower, mountain, water, sky

- Procedure:
  - Explain to children that the purpose of this meditation is to help them to understand and remember that they have superpowers. These special superpowers can help them feel happy even when they are going through tough times. Explain how these superpowers are always within them and that no one can take them away
  - Hold up the picture of a flower. Ask the children to describe what a flower means to them. Explain how the flower represents the superpower of love and kindness
  - Hold up the picture of the mountain. Ask the children to describe the mountain and how it feels to be one. Explain how the mountain represents the superpowers of bravery and strength
  - Hold up the picture of water. Explain how water represents the superpowers of calm and focus. Ask the children about times when they are calm and focused
  - Finally, hold up the picture of the sky. Explain how the sky represents the power of freedom, peace, and happiness. Ask them how it would feel to fly across the sky
  - Give each of the children a pebble (dive gem)
  - Suggested adaptation of pebble meditation for preschoolers to help them visualize their superpowers: Each one of us is able to activate our superpowers of love, kindness, bravery, strength, calm, focus, freedom, peace, and happiness through very simple ways. Can you take a big breath and breathe into your super power stone to give it power? How does that feel in your body? What can we do with our active superpowers to get us into the Green zone? How does being in the Green zone make us feel powerful?
  - Each child can take home the dive gem to remember they can activate their superpowers with their breath at any time

 **Day 3** 

## Activities

### Warmup: Breathing Printout (See Day 1)

- Choose a new printout to give to students and follow along with each day this week.

### Dragon Breathing Craft

- Materials:
  - Toilet paper tubes
  - Green construction paper (pre-assembled on tubes)
  - Googly eyes
  - Green and black puff balls
  - Glue sticks or tape
  - Red/orange/yellow tissue paper (pre-cut into strips)
- Procedure:
  - Children will make a fire-breathing dragon craft to practice breathing strategies
  - Each child will be given a green paper tube, two googly eyes, four puff balls, and pre-cut strips of colored tissue paper
  - Group leaders will assist as needed in assembling the craft using glue sticks
  - Discussion throughout can be focused on how much breath a dragon needs to take in order for it to blow all of that fire out of its body. We can also use big dragon breaths when we are feeling out of control or in the yellow or red zones. Discuss how when we get angry and feel fire in our bodies, instead of yelling, throwing, or using our hands, we can release the fire through huge dragon breaths
  - Allow children to play with and explore their dragon breath using their new tool – when blowing out through the tube, the tissue paper should move, allowing children to visualize their breath

### Book Reading: Allie All Along

- Materials:

- *Allie All Along* by Sarah Lynne Reul
- Procedure:
  - Read story to the group and discuss the characters' experiences and emotions. Add imaginative play to capture interest of age group. Pause throughout the story to allow children to complete each coping skill Allie uses throughout
  - Identify the characters' facial expressions, their words, and their body language and how these can be changed by slowing down the body and the breath

Discussion/Conclusion: Discuss how their body feels after the various meditations/breathing techniques. Summarize the importance of deep breathing and how it can help regulate their emotions and bring them back to the Green zone. Review the breathing activities that were taught this week.



## Child Curriculum - Week 7

### Applying Positive Coping Strategies

Objectives:

- Identify positive coping strategies for self-regulation.
- Utilize positive coping strategies to demonstrate increased ability to self-regulate.

**Day 1**

# Activities

## Warm Up: Review the Zones

- Review the Zones of Regulation. Review some of the coping strategies addressed in previous weeks and which ones get our bodies into different zones, and how they make us feel. Discuss how these activities can be used as positive coping strategies in challenging situations. An option for this conversation may be:
  - *We learned about ways to calm ourselves down when we feel overwhelmed. Can you think about a time you have felt overwhelmed in the past week?*
    - *Alternative language and questions:*
      - **Body-based questions**
        - "Does your body feel big and loud inside right now?"
        - "Does anything feel too much right now?"
        - "Do you feel like everything is happening all at once?"
        - "Does your tummy feel wiggly or tight?"
        - "Do your hands want to do something — squeeze, push, cover your ears?"
      - **Visual/concrete anchors** (*especially useful with a feelings chart or body map*)
        - "Can you show me where that feeling lives in your body?"
        - "If that feeling was a color, what color would it be?"
        - "Is your bucket all the way full right now?"
        - "Is the feeling small like a pebble, or big like a boulder?"
    - *What can you do when you feel "too much"?*
    - *What can you do to help you feel calm?*
    - *Ask each of the participants to recall a learned coping strategy from the previous weeks.*

## Case Scenarios with Masks

- Materials:
  - Case Scenarios cut into strips and placed in a hat/bag

- Emotions masks, pre-made (can print on card stock or draw on paper plates, etc.)
- Procedure:
  - First go around the room and ask children to identify the emotions on each paper mask
  - Each child can pick a scenario out of the hat, which the child or group leader will read. The child selects the emotion mask that most appropriately fits the scenario and shows the group
  - The group can be asked which coping strategy they would use in this situation and how it might help them through the situation



(photos taken with permission and consent to publish)

## Day 2

### Activities

#### Warm Up: Inside Out

- Materials:
  - Clips from the movie Inside Out (YouTube)
- Procedure:
  - Watch clips from the movie Inside Out with children, pausing for discussion. Questions to spark social-emotional learning could include:
    - What emotion is this character feeling right now? How do we know?
    - What zone do you think this character is in right now?
    - How do we feel in our bodies when we are feeling this emotion?

- What could this character do to move them into the green zone? What tools could they use?

### **Pretend Play – What Would You Do?**

- Materials:
  - List of pretend play scenarios
- Procedure:
  - This activity requires children to use imaginative play skills in conjunction with what they've learned about emotional regulation
  - The group leader can call up 1–2 students at a time to enact a pretend play scenario with the group leader from the list below:
    - *Let's pretend your friend wants to play with the toy you have*
    - *Your teacher asks you to stop playing and come sit at the table*
    - *A friend cut in front of you in line for the slide*
    - *A friend got hurt on the playground*
    - *Your mom or dad wants you to stop playing and go to bed*
    - Group leaders may add scenarios/improvise
  - While each group acts out the scenario, students will be asked to identify how they might feel if that happened to them, how the other person might feel, etc.
  - Students not acting out the scenario will be asked to choose a coping strategy, ie "What do you think might help *student* feel better?" "What would you do to help *student* get into the green zone?"

## **Day 3**

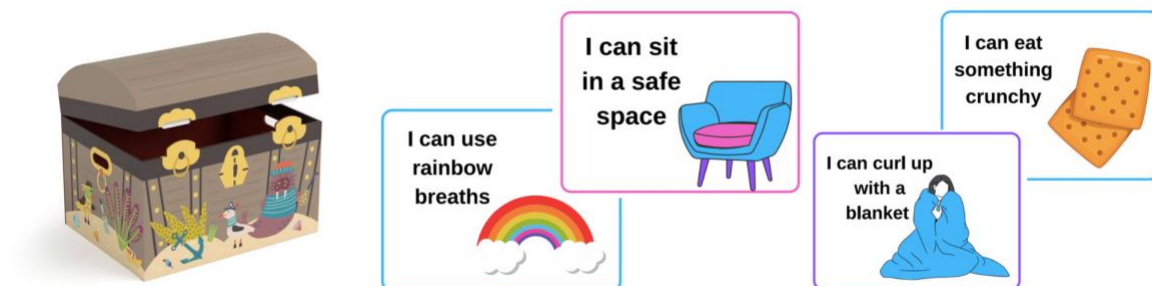
### **Activities**

#### **Coping Strategies Toolbox/Treasure Chest Craft**

- Materials:
  - Pre-cut cards depicting different coping strategies discussed throughout the program (calm-down cards)
  - Cardboard treasure chests or toolboxes
  - Crayons

- Stickers
- Procedure:
  - Students will decorate a coping strategy toolbox or treasure chest and fill with coping strategy cards that they can use when they are feeling stressed, sad, angry, upset, or overwhelmed
  - Each student will be given a cardboard treasure chest or toolbox and asked to decorate however they would like. Group leaders may assist in writing students' names on the front of the box if they would like
  - Group leader will go through each coping strategy card one at a time, asking students when they might use each strategy or how each one makes them feel
    - E.g.: Group leader flips over "belly breath" card. *"Belly breathing is a good thing to try when we are feeling silly or wiggly and want to get into the green zone. We practiced belly breathing on the floor with our breathing buddies. When would you use belly breathing to help you calm down?"*
  - Group leader will give each student a copy of each card for their toolbox/treasure chest.
    - *"Now you have belly breathing to keep in your treasure chest. You can pull it out and use it whenever you need to!"*
  - At the end, group leader might go around and ask each child about their favorite skill they've learned and why

*Discussion/Conclusion:* Ask the children to reflect on what they have learned and where they can use these strategies. Ask the children to name different settings and situations where they may use these strategies. E.g., School, home, playing with friends, etc.



# Combined Child/Caregiver Wrap Up Session - Week 8

## Overview/Wrap Up

### Objectives:

- Review scenario-based learning objectives throughout the program and create a "Take Home Toolkit"
- Facilitate an open discussion for children and caregivers to share their thoughts about the activities and ask questions.
- Administer post-test assessments and exit survey to the caregivers.

## Activities

### Plant of Life

- Materials:
  - Biodegradable paper planting cups
  - Markers
  - Embellishments (optional)
  - Soil
  - Plastic spoons
  - Rocks
  - Flower seeds
  - Handout for discussion
  - Extra copies of handouts used throughout child and caregiver programming
- Procedure:
  - Children can decorate a planting cup with markers and/or other embellishments such as stickers. Caregivers can write messages on their cup, etc. to further personalize it to their own experience
  - Caregivers and children will plant a flower together. The elements involved in this activity will be representative of learned concepts from the program

- Rocks – Place rocks in the bottom of the cup; these will represent the coping strategies and thoughts caregivers/children had prior to participating in the program.
  - Have each participant share one of their “rocks” – these may be similar to their rocks identified during the Kawa River Model session
- Soil – Pack soil down over the rocks; this represents the group process.
  - Have each participant share one thing they learned in the program
- Seeds – Place seeds in the soil; these represent the future
  - Have each participant share what strategies they want to continue implementing in the future
  - Caregivers will share their hopes for both their children and themselves moving forward

*Discussion/Conclusion:* Following the activity, hold an open discussion for both the caregiver and child groups.

- Caregiver: encourage adults to verbally reflect on the 8-week program and recognize the changes they see within themselves and their children. Additionally, adults may recognize changes they have seen in the other adults, as well.
- Child: encourage the children to share what they have learned over the 8-week program. Facilitate conversations about how they have, or how they plan to, implement the information and skills into their lives.

When the discussion concludes, summarize the information learned over the 8 weeks and answer any remaining questions either group may have.

Encourage caregivers and children to continue to take care of the plant and help it grow. Continue to locate additional community resources. Continue to implement various strategies learned throughout the 8-week curriculum. Continue to implement strategies learned to help cope with and adapt to stressors. Compile and utilize a sensory toolkit that consists of tools they have found effective in regulating their emotions throughout the 8-week resiliency training program.

Administer post-test assessments to caregivers at this time.

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