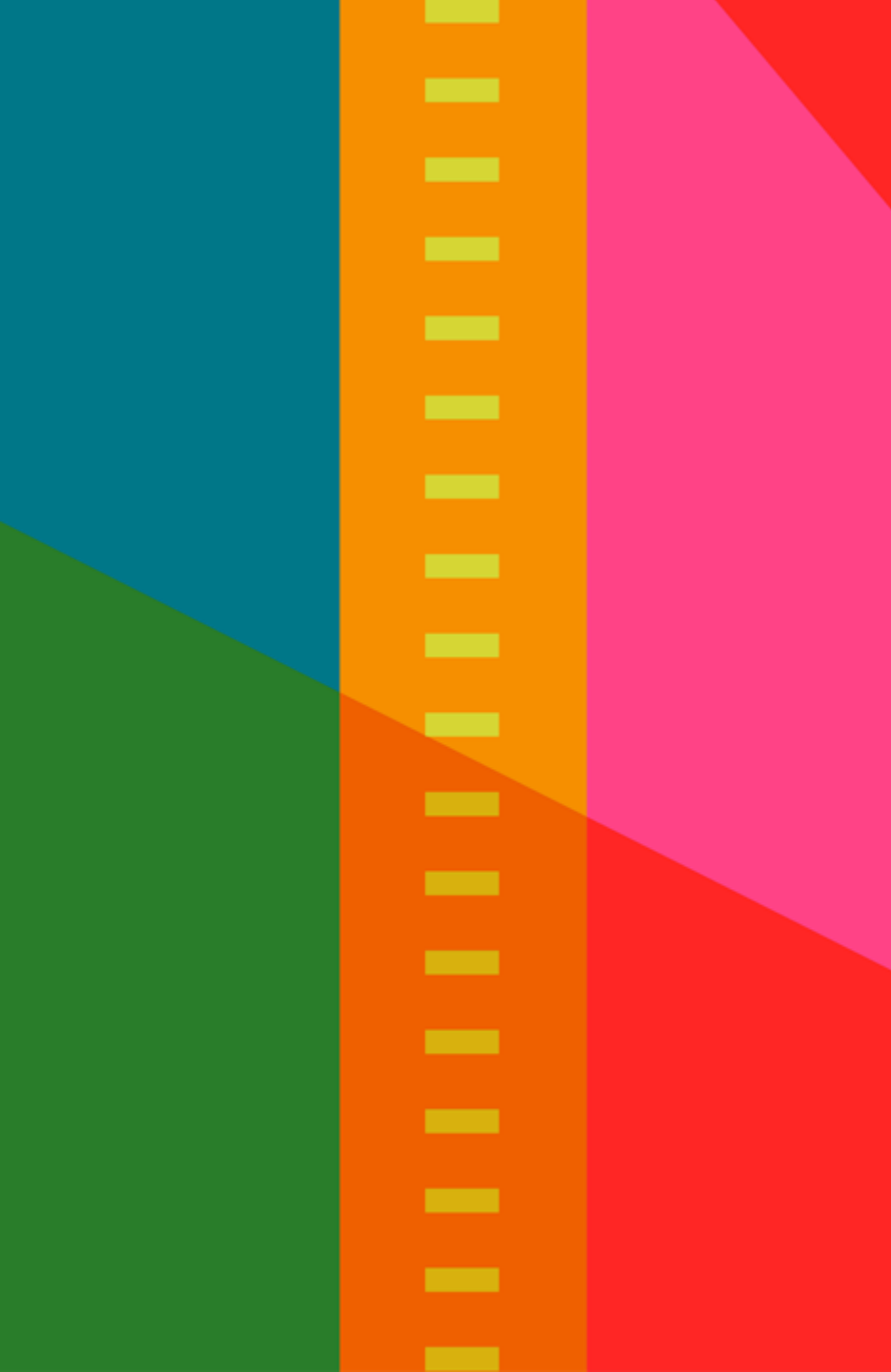




FY 24-25 Training Series

Focus Today:
The Middle Childhood Period
(Part II)

*In partnership with
Pajaro Valley Prevention and
Student Assistance, Inc.*

Presented by:
Oscar Flores, M. Ed., ACC, CMT-P, IFEC-TMHP
www.respondmindfully.com

Disclaimer about Training & Meditation Practices

- I am a coach and educator, not a mental health therapist. I am trauma and healing-informed practitioner. This workshop is therapeutic in nature, but not therapy.
- Stop any practice if it's not helpful to you.
- Education can be an important complement to medical care; however, it is never a substitute for diagnosis, treatment, or care of disease by a medical provider.

Thanks for signing the electronic waiver.

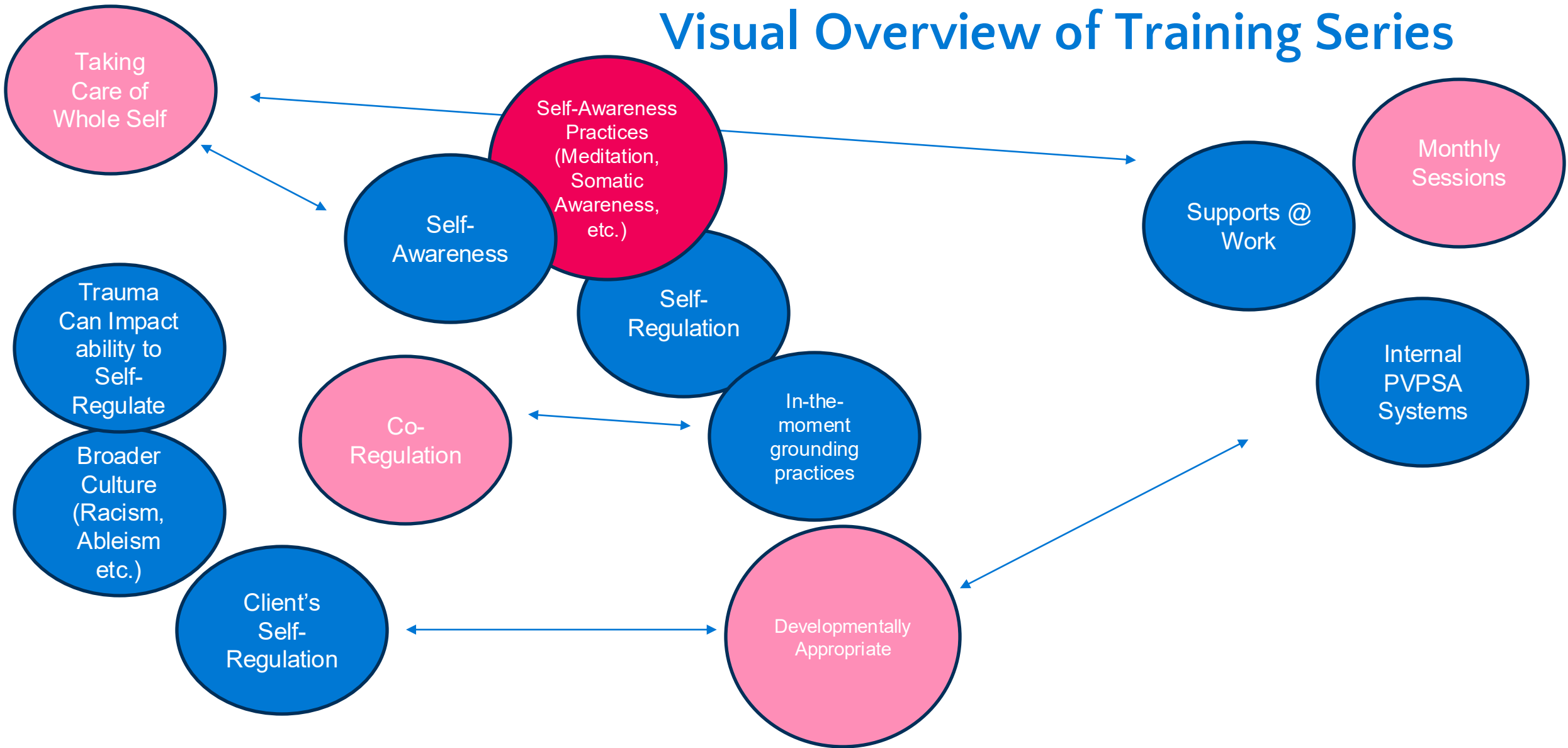


Community Vibe and Learning Space

Any new folks?

- No advice giving from others (*we are here to primary learn about ourselves*). *If you want advice, please ask. If you want to comment, pause.*
- Speak up or take a step back.
- What is said here, stays here. Learning can move beyond this space.
- Expect non-closure. Good news: we have monthly sessions!
- Keep in mind that there is a difference “knowing” something and following through with a new habit or practice. Approach this training from a curiosity stance, and with humility.
- As it relates to self-awareness and mindfulness, it’s learned best by practicing and modeling – we’ll get more into that later. Notice if you are trying to over-intellectualize.
- This is your training. Your experience is more important than slides; *I will move us forward, if needed.*

Visual Overview of Training Series



Transition Practice

(Self-Awareness & Self-Regulation)

Noticing Distractions and Grounding in the Breath

How was that practice? What did you notice?

Any "ahas" or insights since last session?



Review: *Developmentally Appropriate (DA)*

- It can be applied lifelong, especially for the periods of early childhood, middle childhood and adolescents due to unique ways brains, bodies, relationships and culture impact at these stages.
- To be DA, we must understand some basic human universals about the following learning domains:
 - Cognition
 - Social-Emotional
 - Physical / Brain Development
- Behavior has meaning and it's purposeful.
- Culture/s impacts behavior and all domains of learning.
- The professional's work is to understand that learning is inter-connected (domains impact each other), and **modeling is how children and teens learn**
 - Adult scaffolds learning, development and growth
 - Involves and engages parents
- Relationship-based approaches at all times. When children feel seen and understood, they are more likely to listen and trust.
- Professional's who aware of the Hidden Curriculum often help children in deeper ways (i.e., they are aware and intentional about what they 'teach' beyond what is on the worksheets)



Pair Reflection

- What do you most about social and emotional life as a child 7-12 years old?
- How do some of those memories highlight typical ways other children might experience emotional and social domains of development?



Big Picture: One Theory

Erikson's Psychosocial Stages

Stage	Crisis	Description
Infancy (0 - 1 year)	Trust vs. Mistrust	Children who are treated with consistent love and care and have their needs met by their parent they should develop the capacity for trust.
Early Childhood (2 - 3 years)	Autonomy vs. Shame and Doubt	Children should be encouraged to exercise free will and try out new skills. Discouragement (or lack of encouragement) may lead to sustained self-doubt.
Play Age (4 - 6 years)	Initiative vs. Guilt	Children should be encouraged to be independent. If a child's independent initiatives and play activities are overly controlled, they may develop sustained guilt.
School Age (7 - 12 years)	Industry vs. Inferiority	A sense of industry is a desire to be creative and productive. A school child should be encouraged in their creative and productive endeavours. If belittled for incompetence, a sense of inferiority may set in.
Adolescence (13 - 18 years)	Identity vs. Role Confusion	Young people seek a sense of self and their place in the world. If they feel they lack a sense of belonging to any identity group, they may develop uncertainty about their identity that lasts into adulthood.
Young Adulthood (Early 20s)	Intimacy vs. Isolation	Young adults commit their efforts to developing intimate relationships with significant others. If they are unsuccessful, they will develop a sense of isolation.
Adulthood (Late 20s - Late 50s)	Generativity vs. Stagnation	Generative adults contribute to society and the raising of future generations through parenting. Self-absorbed adults stagnate and fail to contribute to the flourishing of their societies.
Old Age (60s onward)	Ego Identity vs. Despair	As people enter their twilight years, they reflect on their contributions to society. Those dissatisfied with their lives will develop a sense of despair as they face the looming end of their lives.

Physical and Brain Development (From Part I)

- Movement helps with brain function
- Family physical activity can lead to better health
- Selective attention is still in development. It's hard to concentrate on one stimulus while ignoring the other.
- Reaction time (responding to stimuli) is also slow.
- Rate of misdiagnosing ADHD is high. Many ADHD behaviors are DA. Importance (especially for clinicians) to hold the principal of equinity (same symptom can have different causes).
- Learning differences are more apparent. How do we respond to them versus try to 'fix' them?

Cognition and Thinking (Part I)

Control processes require the brain to organize, prioritize, and direct mental operations.

- Selective attention

- Metacognition

- Metamemory

Control processes improve with age and direct and indirect experience. Pragmatics is the ability to use words and devices to communicate in various contexts. This allows children to change formal and informal codes to fit audience

Opportunity to learn multiple languages shrinks, especially if home language is not regularly used at home or school

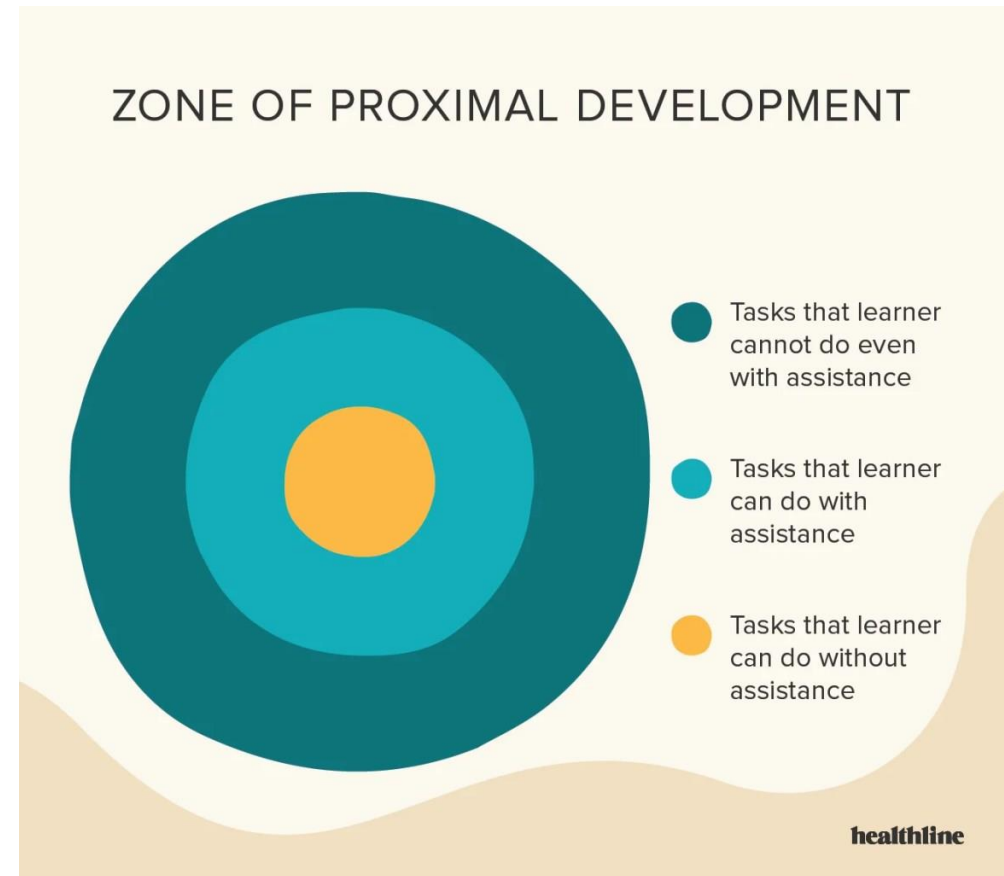
Language skills develop in the context of being spoken with and to. How do we support parents to use rich language with their children?

Social-Emotional Development

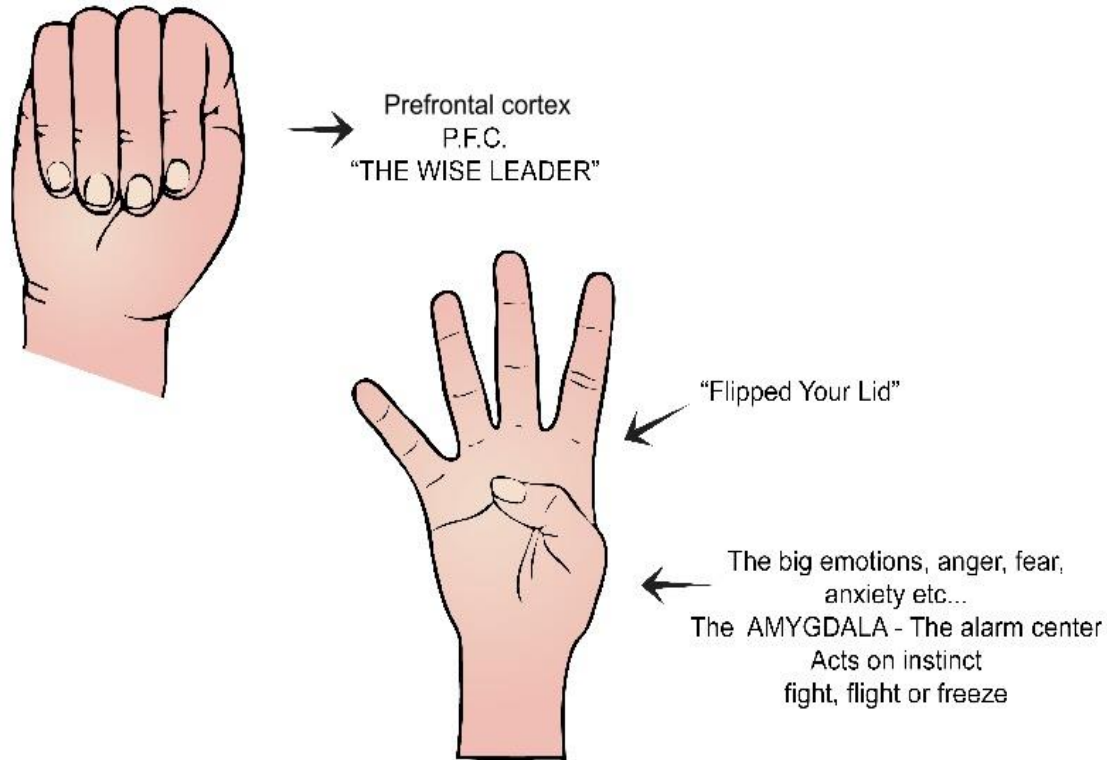
- Social Comparison is very common; how we 'social compare' can be influenced by those around us
- Resilience (or lack of) is something that is start to become habituated from the experiences of the early childhood period
- A lot of how children show up emotionally and socially related to the 'child culture' around them
- During middle childhood, friendships become more intense and intimate.
- We start seeing children who are 'unpopular' and those that are 'popular'
- Bullying more common (Physical, verbal, relational, and cyber)
- Middle childhood is a critical time for moral development. Concrete operational thought allows logic and awareness of the needs of others (theory of mind).
- By ages 8 and 9, children favor fairness even when they themselves benefit from the unfairness.

Responding in Ways that Support Growth

- What can you do to scaffold development?
- What to do in the moment?
- What to encourage at home and school?
- What supports do you need?



“Flipping One’s Lid”



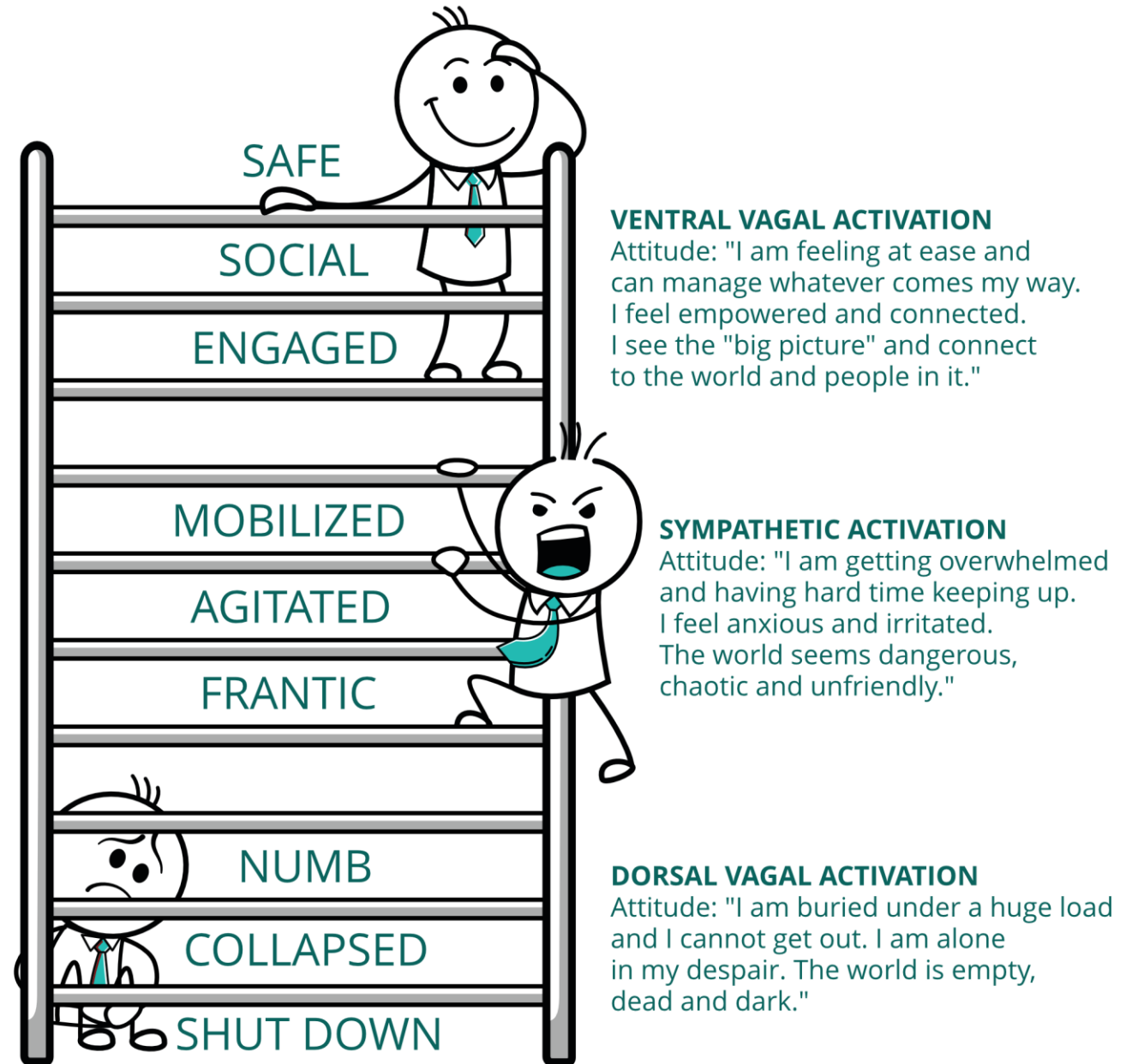
Credit: Daniel Siegel, M.D. is the creator of this metaphor
and expression “Flipped Lid”. Copyright © 2014 www.sharonselby.com

**When adult FLIP
THEIR LID, they tend
to tell children what
to do versus model
what they expect of
them.**

**We expect that
children will analyze,
when they can't yet.**

Adults Struggle with Self-Regulation Too

Mindful Tool: Autonomic Ladder



Yes, and Practice

How was that practice? What did you notice about yourself?

This can be done as a meditation or in the moment grounding.



Putting it all Together: Mindful Framework

- NAME IT (Where are you on the Autonomic Ladder?)
- FEEL IT (Be with the Autonomic Ladder and the feelings and the sensations)
- SELF-COMPASSION (Kind acceptance while being open to the next step to grow)
- REDIRECT (Respond with wisdom)

What is my intention?

How do I model for children and colleagues how to respond?

What would help children with their own self-regulation?

How do I help children be in the safe and engaged latter?



“
**MINDFULNESS MEANS PAYING
ATTENTION IN A PARTICULAR
WAY; ON PURPOSE, IN THE
PRESENT MOMENT, AND
NON JUDGEMENTALLY**
”

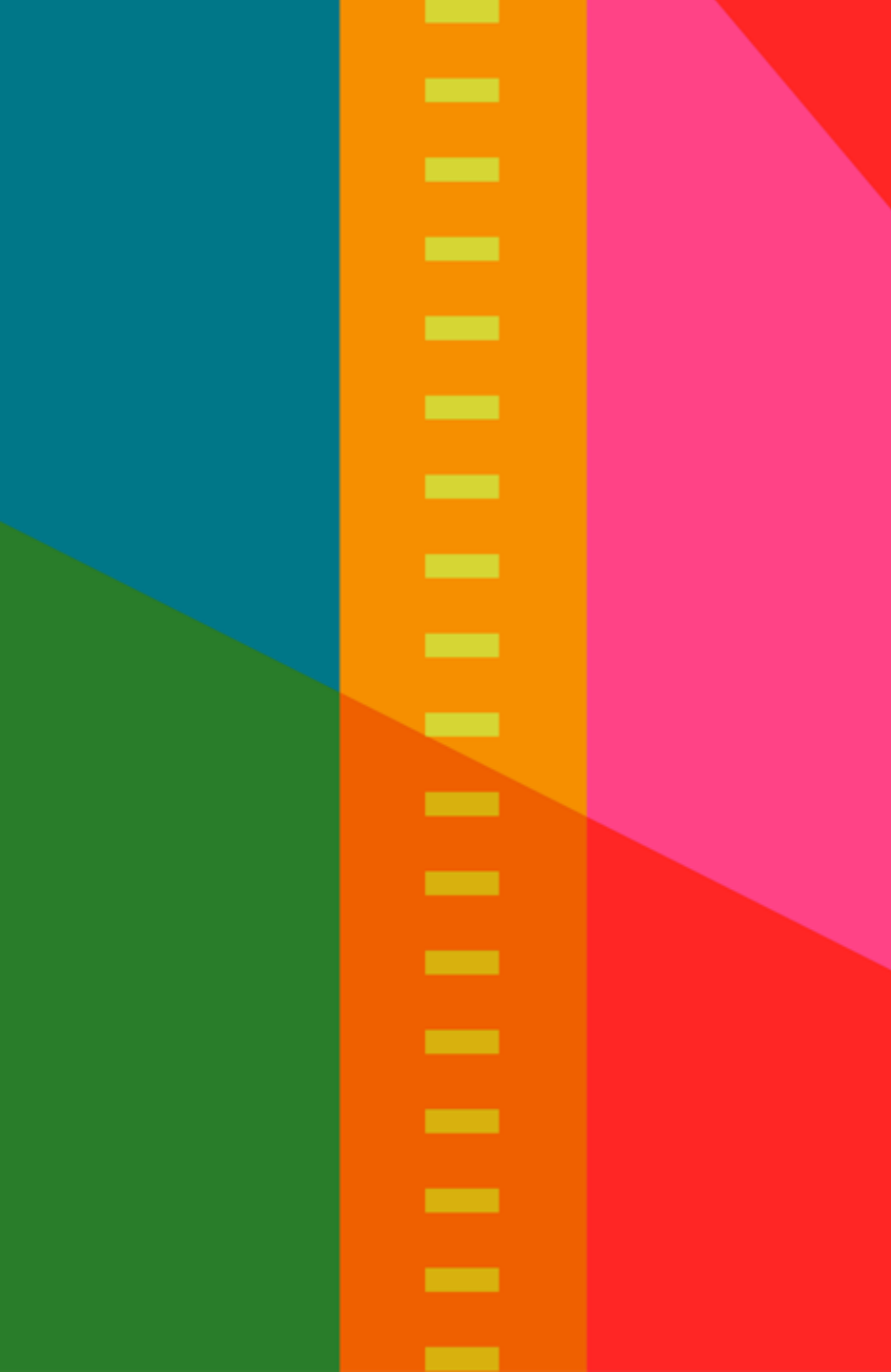
JON KABAT-ZINN

DISCOVER MINDFULNESS @ MINDEVOLVED.ORG



Working definition from Jon Kabat Zin

LivingMoreFully.com



Important Distinctions & Practices

Mindful in the Moment (Presence)

Strategies to Self-Regulate (Active Mindfulness)

Meditating (Actively ‘Working Out’)

Lets practice! Any questions?

Co-Regulation

- This is less about what you say, *but how you say it and what you do.*
- "Everyone take a deep breath..." -----> *Not always most effective*
- Without being Safe and Engaged, it's hard to notice how and what you do.

Co-Regulation takes Practice and Support

Co-regulation is the process of one nervous system responding to the state of another nervous system.

It's *unconscious*
and *automatic*

It's a
survival necessity

It goes *both* ways

It's how children
learn to *self-regulate*



#ParentingWithTheNervousSystemInMind

MAMAMANON
Trauma-informed Parenting Support

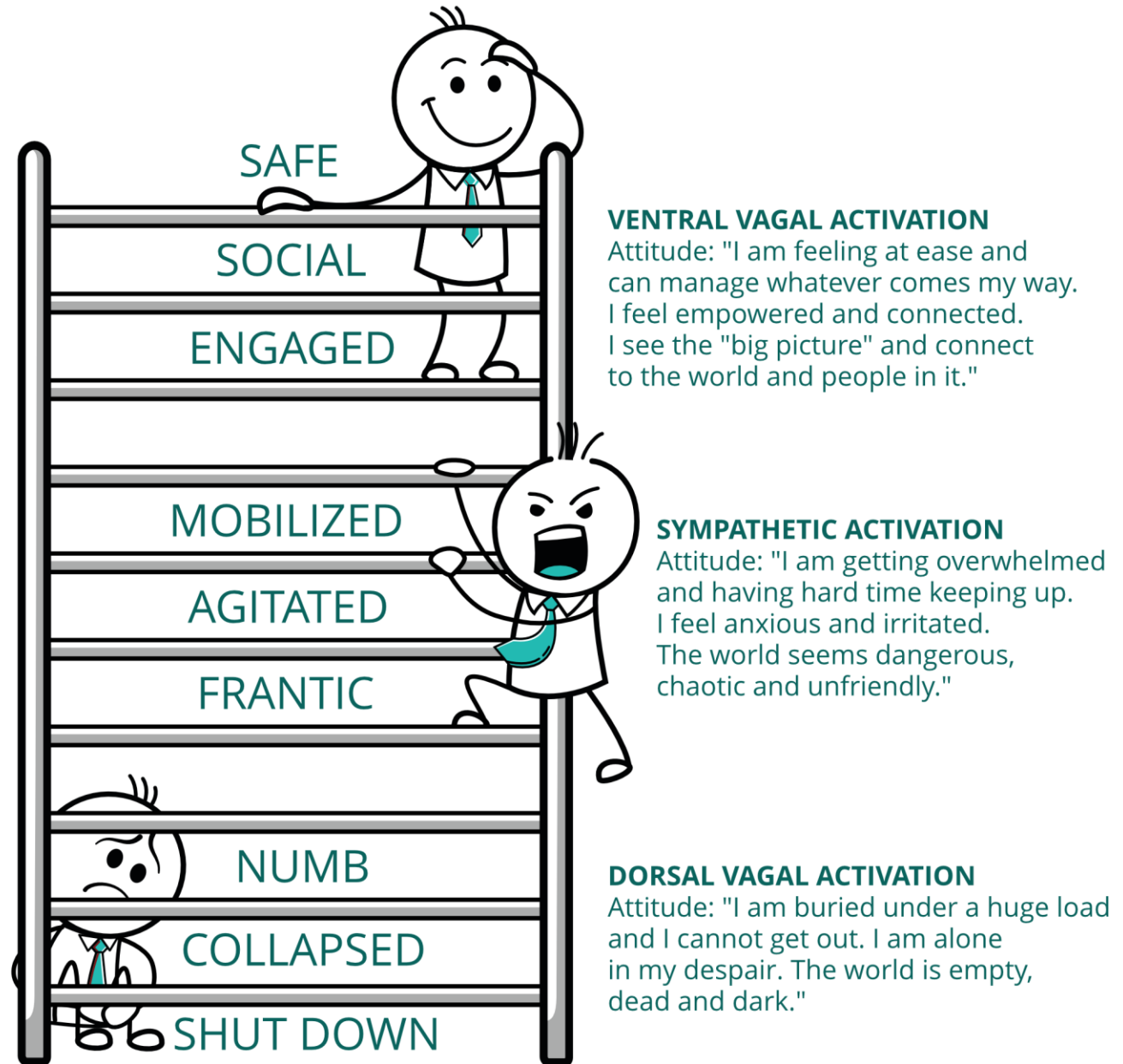
What I say, how I
say it, what I do.

Take a deep breath (before
saying something)

Notice your nonverbals.

Acknowledge what happened.

"Ahhh. Yes, this tough, I wish
there was something better for
us to do. Lets chat later about
this."

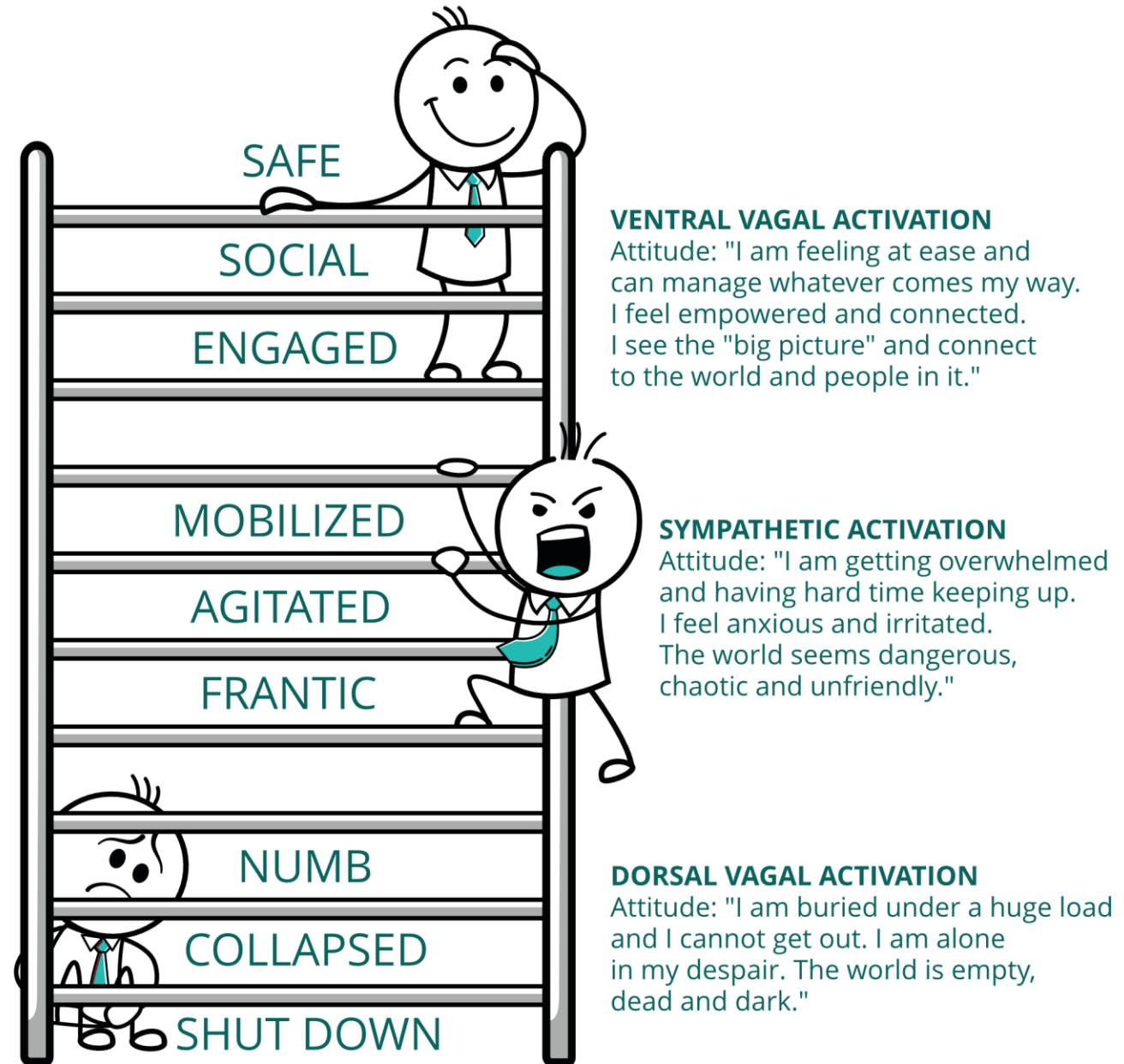


AUTONOMIC NERVOUS SYSTEM AS A LADDER

When we self-regulate, we are helping children develop their self-regulation skills.

Pair share: What is a group interactions where you noticed it was hard to stay safe, social and engaged?

How would the Mindful Framework have helped?



In few words, we are practicing:

- Our self-regulation is critical
- Knowing where we are on the Autonomic Ladder is key to support us
- How do we respond when we are dysregulated?
- Children learn by what we do, what we say and how we say it.

Transition & Goodbye

What is sticking with you?
What will you try to practice?

Questions: Oscar@RespondMindfully.com

Resources: www.respondmindfully.com/pvpsa



Upcoming Sessions

- ✓ • Mindfulness Meditation 202
- ✓ • Lifestyle Medicine Science
- ✓ • Somatic Awareness
- Co-Regulation (March 13)
- ✓ • Developmentally Appropriate Practice:
- ✓ • Early Childhood/Preschool-Focused
- Developmentally Appropriate Practice:
- Middle Childhood
- Developmentally Appropriate:
- Adolescence
- Social-Cultural Awareness
- Equity, Ableism and Neurodivergence
- Mindful Communication
- Conflict and Difficult Conversations