

**Suggested Accommodations to include on
Individualized Education Plans or Section 504 Plans for children diagnosed with a
Childhood Anxiety Disorder and Selective Mutism**

- ~ Least Restrictive Environment
- ~ Allow nonverbal communication (pointing, head nods, shakes, thumbs up or down, facial expressions etc.)
- ~ Prior preparation or alternatives for presentations
- ~ Video/Audio taping
- ~ Verbal intermediary
- ~ Small group work
- ~ Testing accommodations...For example, taping reading fluency lessons at home via video or audiotape is appropriate, assuming a gradual weaning to “verbalization” is taking place. Consider this sequence of steps:
 - o Allow the child to tape her lessons at home.
 - o Next, encourage her to tape in a classroom with her parent present.
 - o Encourage her to tape part of a lesson on tape, then whisper the lesson to the parent (or teacher) within the class setting~~
 - o Next, have her whisper the entire school lesson in the classroom with only the teacher present.
 - o Increase to another student (a preferred friend), plus the teacher.
 - o Increase all to verbalization.

Each individual step is often a huge leap because the child feels that “the words just won’t come out” even though she desperately wants to speak to her peers. Even the slightest successes from the child—including looking at the teacher, or coming to the speech room—should be calmly but fully praised the adult.

- ~ Related services (emotional support, speech and language therapy, occupational therapy etc.)
- ~ Do not single out the child
- ~ Have a classroom routine / structured setting
- ~ Have a “safe” place in the room
- ~ Do not expect her to talk
- ~ Don’t comment if the child does talk
- ~ Seat child in close proximity to a “buddy” or friend
- ~ Don’t have child be the first to accomplish a demonstration
- ~ Phrase questions requiring single word responses
- ~ Do not pressure child for eye contact
- ~ Give advanced notice of changes in routine, field trips, outside speakers
- ~ To help with initiating peer interactions use language such as “___ needs someone ot help with a puzzle, why don’t we join her”
- ~ Weekly communication from the teacher
- ~ Don’t call out the child’s name or draw unnecessary attention to the child. If you are happy with something the child is doing, say something generic like “I love how kids are putting away their toys”
- ~ Be aware of child’s sensitivity to loud noises or being overwhelmed by lots of chaos
- ~ Use words to explain how you feel, not just facial expressions and body language
- ~ Be concrete – child often has difficulty understanding abstract language
- ~ Quarterly meetings with all related service providers and teacher
- ~ Minimize direct questioning
- ~ Arrange appropriate seating
- ~ Provide the child with word prediction software to encourage her written responses can be heard by all
- ~ Provide one-to-one time with the teacher (or speech/language pathologist, or psychologist) to play a simple, familiar board game or computer game. The relaxed atmosphere will allow the SM child to “open up.” Then, when the child is comfortable enough to speak in this situation, add one close friend in the room with the SM child and adult. Next, increase the peers to two in the same room with the SM child and adult, etc.

How to Fill Out ANXIETY AND ME

Family Beliefs: List out ideas you think your family has about how to behave, what is good versus bad in life, and other important values. If you imagined your family was a sports team you might ask, "Whats our slogan?". For example, some families believe its not okay to make mistakes, or being loud is bad. Your family might not say it, but how they behave gives it away (e.g. frowning when people are talking loudly in the store).

Important Life Events: Write down important things that have happened in your lifetime. Its okay if you're not sure if they have contributed to your current situation.

Biological Factors: Think of any physical, mental health, or biological conditions either you or your family members have. For example, asthma, a heart condition, diabetes, chronic worry, depression, and more.

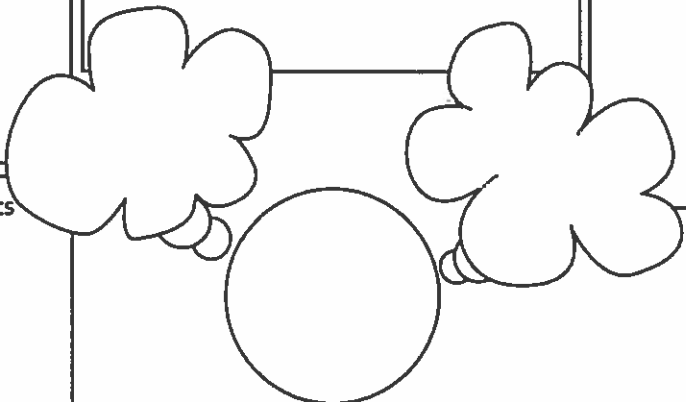
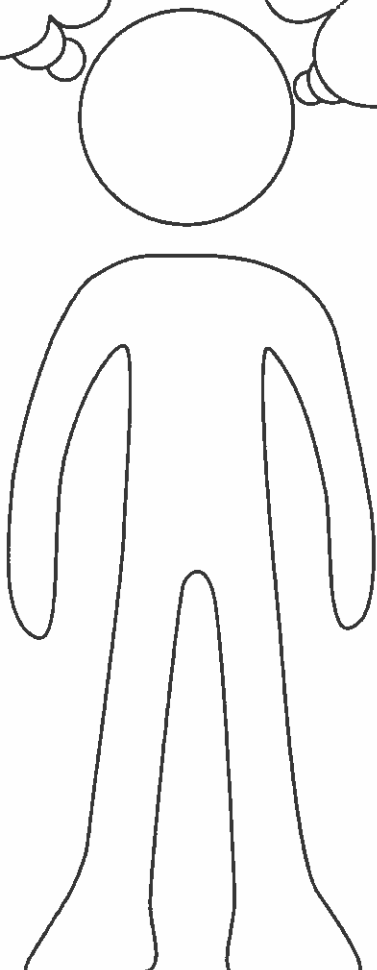
Daily Events: List out the things that happen in your day or week that you think cause you to become anxious or engage in the behaviours listed in the "What I Do" section.

What I do: List out the things you do when you feel anxious, scared, fearful, sad, mad, and any other negative emotions that bubble up for you.

How I feel: Check off any of the signs and symptoms that you notice when you are feeling negative emotions.

slides - 29-31

ANXIETY AND ME

Family Beliefs	Important Life Events	Biological Factors
Daily Events		
What I Do		How I Feel <ul style="list-style-type: none"> <input type="checkbox"/> racing heart <input type="checkbox"/> trouble breathing <input type="checkbox"/> feels like I'm choking <input type="checkbox"/> dizzy or light-headed <input type="checkbox"/> sweaty <input type="checkbox"/> trembling or shaking <input type="checkbox"/> blurry vision <input type="checkbox"/> tightness in my chest <input type="checkbox"/> numbness or tingling in hands or feet <input type="checkbox"/> blushing <input type="checkbox"/> heavy or tired muscles

Poor Attendance BEHAVIORAL INTERVENTION PLAN (BIP)

Name:	Date:
Parent:	School:
D.O.B.	Teacher:
Telephone:	Support Staff:

Target Problem Behaviors:

- ☐ Student has frequent absences
- ☐ Student frequently comes to school late
- ☐ Student is frequently late getting to classes
- ☐ Student is frequently tardy for 1st hour
- ☐ Student frequently misses the first period, class, or approximate half hour or more of school
- ☐ Student has a history of attendance problems
- ☐ Other:

Intervention Plan:

Objectives:

- ☐ Student will daily come to school on time
- ☐ Student will decrease number of tardies
- ☐ Student will maintain regular school attendance
- ☐ Student will get to all classes on time
- ☐ Student will daily get to their 1st hour, class, or period on time
- ☐ Student will reduce number of absences
- ☐ Other:

Preventative Strategies:

- ☐ Parent/Guardian will ensure the student's regular and consistent attendance and punctuality
- ☐ Teachers will daily remind student to get to classes on time and warn them how much time they have
- ☐ Teacher will develop a good rapport with the student by spending 15 minutes with them after school once a week to talk or do non-academic activities (go to the gym, play a card game, talk, etc)
- ☐ Student will lose passing time privileges, changing classes before or after regular passing time
- ☐ Student will report to the school office 10 minutes before school starts where they will wait until after the bell, then they will be sent to their first class or period
- ☐ Teacher will make a point to offer the student at least one activity, task, or assignment each day that allows the student to experience success or progress (like a hands-on activity, relating to student's interests, asking the student to tell about something they know or do well, or anything else that will help the student to establish a positive connection with school)
- ☐ Teacher will try to relate topics and assignments to the student's interests, life, and experiences
- ☐ Teacher will frequently remind the student to manage their passing time wisely
- ☐ Teacher and student will meet with the student and the student's friends to discuss with the friends how they can help keep the student on time for classes and remind the student to get to classes more quickly and avoid distractions in the halls
- ☐ If the student has trouble separating from the parent, the parent will bring the child to school but the teacher, administrator, or another student will walk the student into school without the parent (after the parent says bye to the student leaves)
- ☐ For students that do not want to or will not go into the classroom, the student will sit in a desk or seat outside of the classroom until they are ready to enter the classroom (if the student will not even sit outside of the classroom, the desk they sit in can be progressively moved closer to the classroom door each day)

Other:

Teaching Alternative Behaviors:

- ☐ Student will develop a structured, consistent, and predictable morning routine (with parent assistance if needed)
- ☐ Student will daily use an alarm clock
- ☐ Student will maintain a sticker or other chart system to track attendance and punctuality, which the student will utilize to self monitor and earn rewards
- ☐ Student will be given a classroom job in the morning at the start of school or several minutes before school begins (raising the flag, safety, cleaning board, assisting with younger kids in another class, assisting maintenance staff, etc)
- ☐ Student will take part in Check In Check Out (CICO)

- ☐ Student, parent, and teacher will develop a Home/School behavior contract
- ☐ Student will develop a checklist and post it in their locker or on folders, using it to organize their routine during passing time
- ☐ Teacher and student will develop strategies together that will help the student to be on time for school and classes

Other:

Positive Reinforcement:

- ☐ Student will be rewarded at school and home for consistent and regular attendance and punctuality
- ☐ Teacher and parent will verbally praise student for regular attendance and punctuality
- ☐ Teacher and parent will encourage the student for good attendance through high fives, pats on the back, thumbs up, etc
- ☐ Student will be able to spend time with or "hang out" with a teacher or staff person if they get to school early
- ☐ Student may eat breakfast in the lunch room if they get to school early
- ☐ Student will earn rewards for achieving predetermined goals on their sticker or attendance tracking chart system
- ☐ Teacher will offer the student opportunities and incentives the student cannot get at home and does not have at home (like using the computer and internet, writing on the board, gym time, recess, games, books, library time, helping with chores in the class, hands-on activities, science experiments, doing assignments with cameras or video cameras, caring for class pets, etc)
- ☐ Student will take part in before and after school extra curricular activities (like sports, clubs, tutoring, etc)
- ☐ The teacher will try to make the student feel welcome in school as much as possible, looking for even small accomplishments to praise and encourage the student with
- ☐ Teacher will greet the student in the morning with encouragement and a positive statement (for example, "Hi Johnny! So good to see you this morning! I can't wait to work with you today!")

Other:

Consequences for Non-Compliance:

- ☐ Student will be subject to the school and class discipline policies and procedures
- ☐ Student will be subject to natural consequences
- ☐ Student will receive detention for being late to school, tardy to classes, or absent
- ☐ Student will take missed work home for homework
- ☐ Student will lose privileges at school and home for being absent, late, or tardy (no recess, free time, video games, TV etc)
- ☐ When the student is absent or late, the parent will be contacted and the student will be spoken with about the absence or tardy when they return or get to school
- ☐ Other:

Home Intervention/Support:

- ☐ Parent/Guardian will monitor student's academics, behavior, and attendance on Parent Connect
- ☐ Parent/Guardian will daily check the student's attendance through Parent Connect or by calling the school and/or teacher
- ☐ Parent/Guardian will follow through with rewards and consequences for attendance and punctuality
- ☐ Parent/Guardian will attend all behavior meetings and conferences
- ☐ Parent/Guardian will maintain regular communication with teachers, administrator, and school
- ☐ Parent/Guardian will establish and maintain a regular, consistent, and predictable morning and bedtime routine
- ☐ Parent/Guardian will daily bring the student to school on time
- ☐ Parent/Guardian will maintain the student's consistent and daily attendance
- ☐ Parent/Guardian will daily walk the student into the school and/or class on time
- ☐ Parent/Guardian will daily wake the student up and ensure they have adequate time to get to school before the starting bell
- ☐ Parent/Guardian will reinforce a Home/School behavior contract
- ☐ Parent/Guardian will refuse to allow the student to come home from school unless the student is truly sick or there is a real and evident reason the student cannot remain in school
- ☐ Parent/Guardian will support the school when the teacher or administrator feels the student should remain in school by telling the student they cannot come home and must remain in class
- ☐ Parent/Guardian, using their best judgment, will make the student attend school when the student complains they do not feel well or cannot go to school for whatever reason or excuse the student may give
- ☐ When the student is refusing to attend, the parent will call the teacher and have the teacher speak to the student, saying the teacher and class miss them and really want to see them and play/work with them (teacher may also say the student will miss a special activity or treat that day if they do not go)
- ☐ For more extreme instances where the child is older and refuses to attend after all other interventions have been attempted, the parent may consider calling the police to escort the child to school

Other:

Program Review Schedule:

The Behavior team will meet to review, assess, and revise the BIP (if needed) on:

Signatures:



ADD/ADHD/Disorganized BEHAVIORAL INTERVENTION PLAN (BIP)

Name:
Parent:
D.O.B.
Telephone:

Date:
School:
Teacher:
Support Staff:

Target Problem Behaviors:

- ☐ Inattentive, unfocused, off task, and distractible
- ☐ Excessive movement, out of seat, fidgeting, not keeping hands to self, etc
- ☐ Poor organization, messy, and missing work
- ☐ Unprepared, no materials or books, etc
- ☐ Impulsive, blurts out, disruptive, etc
- ☐ Rushing through work, tasks, and directions
- ☐ Other:

Intervention Plan:

Objectives:

- ☐ Improve attention and focus on assignments, tasks, and instruction
- ☐ Reduce distractibility
- ☐ Maintain organized and neat work space, book bag, locker, folders, etc
- ☐ Come to class with necessary materials, books, and supplies
- ☐ Engage in extra movement in a non-disruptive and non-distracting manner
- ☐ Reduce disruptions to class by raising hand, waiting to be called on, thinking and pausing before doing, etc
- ☐ Take time and care with assignments, instructions, notes, etc
- ☐ Other:

Preventative Strategies:

- ☐ Student seated away from distractions
- ☐ Teacher will utilize proximity control
- ☐ Teacher will give frequent verbal and physical (touch on arm or shoulder or tap on desk) redirection and refocusing
- ☐ Teacher will have student explain the directions and directives in their own words
- ☐ Reduce assignments, problems, questions, or workload
- ☐ Reduce number of items or text on a page and/or increase the font size and white space
- ☐ Give student frequent breaks or errands to run (go to bathroom, get drink, take note to office, etc.)
- ☐ Student will utilize sensory aides, like work corral, seat cushion, rocking chair, yoga ball seat, weighted object on lap or shoulders, tight fitting vest, sound blocking earphones, music, nature sounds, or white noise in earphones, VELCRO® brand hook and loop fasteners under desk or other textures, fidget toys, etc.
- ☐ Provide student with materials (pencil, paper, book, etc)
- ☐ Student will be offered alternative ways to complete assignments when possible (verbal responses, computer, hands-on, act out, record responses on audio or video, draw, etc)
- ☐ Student will be allowed to move around (stand, walk, etc) within their area or work standing up (perhaps at podium)
- ☐ Student will keep all materials in a crate by their desk or near the teacher (to keep desk empty and materials more organized and accounted for) and their desk opening will be turned around away from them
- ☐ Assignments and discussions will be related to the student's interests when possible
- ☐ Teacher will help student begin assignments by completing the first several items or problems with the student
- ☐ Teacher will ignore minor disruptions, outbursts, etc from the student
- ☐ Teacher will structure the student's day, routine, and schedule more strictly, giving student frequent reminders of how much time is left, what task is next, etc
- ☐ Other:

Teaching Alternative Behaviors:

- ☐ Student will daily or weekly organize desk, crate, or locker, putting assignments into color coded folders with a "to do" side and a "done" side.
- ☐ Student will maintain a planner or organizer with daily assignments and homework
- ☐ Teacher will pause before giving directions
- ☐ Teacher will remind student when they are off task

- ☐ Student will use a visual schedule or checklist
- ☐ Student will use a timer with assignments
- ☐ Student will utilize a self management system, like a tracking chart or checklist
- ☐ Student will ask to take a break or get up and move around when needed
- ☐ Student will pause and count to 10 after instructions or directions and before beginning assignment or task
- ☐ Student will self administer small breaks in their seat every couple problems or items completed to help pace themselves and prevent rushing through work
- ☐ Student will go back and check their work before handing in assignments or putting them away
- ☐ Other:

Positive Reinforcement:

- ☐ Verbal praise from teacher (use clinically supported ratio of at least 4 positive to 1 correction)
- ☐ Rewards at school for attending, organization, work completion, etc
- ☐ Rewards at home for attending, organization, work completion, etc
- ☐ Increased adult attention
- ☐ Positive note or call home
- ☐ Stickers, check on behavior chart, star, etc.
- ☐ Play or free time with a peer of the student's choosing
- ☐ Food or edible treats
- ☐ Send to office for praise and/or treat
- ☐ Give break to get a drink
- ☐ Allow extra recess or free time
- ☐ Allow student to be a helper when their work or task is complete
- ☐ Other:

Consequences for Non-Compliance:

- ☐ Firm redirection and warning
- ☐ Classroom card flip system
- ☐ Office discipline referral
- ☐ Student Responsibility Center (SRC)
- ☐ Detention
- ☐ Holding student after school or at recess to finish work or task until completed
- ☐ Come in early the next day to complete unfinished tasks, receive missed instruction, or organize materials
- ☐ Complete a think sheet
- ☐ Note or call home
- ☐ Natural consequences
- ☐ Loss of privileges, incentives, and/or rewards in school
- ☐ Loss of privileges at home and must complete unfinished school task at home
- ☐ Time out
- ☐ Teacher will speak to student in hallway
- ☐ Other:

Home Intervention/Support:

- ☐ Parent/Guardian will monitor student's academics, behavior, and attendance on Parent Connect
- ☐ Parent/Guardian will maintain regular communication with teachers, administrator, and school
- ☐ When teacher reports behavior and other incidents to parent/Guardian, they will discuss it with the student at home and take appropriate actions
- ☐ Parent/Guardian will daily or weekly assist student with organizing materials, backpack, and/or locker
- ☐ Parent/Guardian will follow through with rewards, incentives, and praise at home
- ☐ Parent/Guardian will follow through with consequences and discipline at home
- ☐ Parent/Guardian will establish a daily structured homework routine and assist student with work
- ☐ Parent/Guardian will establish a structured routine in the home (bed time, free time, wake time, breakfast, etc)
- ☐ Parent/Guardian will daily check student's planner, checklist, chart, or other tracking and monitoring forms, signing them as appropriate and relevant to the established plan
- ☐ Parent/Guardian will attend behavior and academic meetings and conferences
- ☐ Other:

Program Review Schedule:

The Behavior team will meet to review, assess, and revise the BIP (if needed) on:

Signatures:

Anxious/Poor Self-Esteem/Overwhelmed BEHAVIORAL INTERVENTION PLAN (BIP)

Name:
Parent:
D.O.B.
Telephone:

Date:
School:
Teacher:
Support Staff:

Target Problem Behaviors:

- ☐ Anxious, nervous, tense, worried, and uptight
- ☐ Poor self-esteem and self-concept, low confidence, and unsure
- ☐ Overwhelmed, flustered, confused, rattled, etc
- ☐ Other:

Intervention Plan:

Objectives:

- ☐ Improve coping, relaxation, and calming skills
- ☐ Increase self help and problem solving skills (asking for help, repetition, further explanation, verbalizing needs, etc)
- ☐ Increase self-esteem, self confidence, and participation
- ☐ Identify positive traits and strengths about self
- ☐ Other:

Preventative Strategies:

- ☐ Teacher will give student opportunities to choose when they would like to participate or volunteer
- ☐ Teacher may grade tests, quizzes, and assignments right after completion, informing and going over the student's scores with them
- ☐ Teacher will forewarn and/or speak with student about tasks, activities, etc that are likely to cause anxiety and other strong emotions and feelings, reminding them to utilize their coping strategies
- ☐ Teacher will forewarn and tell student how much time is left on an assignment, test, quiz, task, etc
- ☐ Teacher will maintain structured, consistent, and predictable routines and procedures
- ☐ Teacher will frequently emphasize the student's strengths and positive traits, gearing assignments and tasks to take advantage of them when possible
- ☐ Other:

Teaching Alternative Behaviors:

- ☐ Student and teacher will reduce the whole to parts, pieces, sections, steps, etc (student breaks directions down to parts, breaking math problem down to steps, etc)
- ☐ Student will develop and utilize a schedule, checklist, or visual schedule
- ☐ Teacher and student will develop a secret cue that the student will use to indicate to the teacher they would like to participate, volunteer, answer a question, add a comment, etc
- ☐ When student cannot control anxiety and feelings, they may ask to go to an alternative room or setting to take a break and re-group or calm down
- ☐ Student will take deep breaths, count to 10, stretch, or utilize other relaxation techniques when feeling anxious or overwhelmed
- ☐ Student will utilize positive self talk when feeling overwhelmed or anxious (positive internal dialogue)
- ☐ Teacher will help student begin a task, assignment, problem, etc
- ☐ Student may utilize calming nature sounds, music, white noise, or other assistive aides like weighted objects on lap or shoulders, tight vest, fidget toy, textures like VELCRO® brand hook and loop fasteners, etc
- ☐ Student may use alternate methods to complete assignments (typing, computer, drawing, recorded responses, verbal responses, etc)
- ☐ Student will utilize a chart to track and monitor their anxiety and stress levels, feelings of being overwhelmed, and/or feelings of low self-esteem throughout the day, reflecting on the data with the teacher to determine the source and cause of elevated levels and problem solving how to improve them
- ☐ Teacher will facilitate opportunities for the student to interact, work with, and model confident and friendly students
- ☐ Teacher and parents will challenge and reframe or rebut student's false logic, perceptions, exaggerations, harsh self criticisms, generalizations, and "all or nothing" thinking (for example, a student says everyone hates them because a student they asked to play with turned them down or for older kids they were turned down by a girl, then the teacher responds by

saying not everyone hates them and they just need to ask someone else, play another person's game, keep trying, and emphasize their positive traits and strengths, etc)

☐ Other:

Positive Reinforcement:

- ☐ Teacher will give positive praise and encouragement and emphasize student's strengths and positive traits (utilize clinically supported ratio of at least 4 positive to 1 correction)
- ☐ Teacher will send positive notes home, call parents to give positive feedback, or write positive notes on assignments and planner
- ☐ Teacher and parent will utilize rewards and incentives for utilizing coping skills, positive thinking, comments, and attitude, participation, and remaining in control of emotions and feelings
- ☐ Teacher will highlight the student's strengths, positive traits, skills, and talents as an example to the class when relevant and appropriate
- ☐ Teacher will provide positive feedback like high-fives, hand shakes, pats on the back, etc
- ☐ Student will help and work with younger students to boost confidence and self-esteem
- ☐ Teacher will emphasize and discuss how failure, low marks, and mistakes are normal, okay, and everyone experiences them (help to normalize this)
- ☐ Teacher and/or parents will teach the student a special talent, skill, tip, shortcut, trick, etc then highlight it with other students and adults and have the student teach or show it to others (or if the student has one of their own already, they can use this)

Other:

Consequences for Non-Compliance:

- ☐ Student will be subject to the school and class discipline policies and procedures
- ☐ Student will be subject to natural consequences
- ☐ When student cannot control anxiety and feelings, they may be sent to an alternative room or setting to take a break and re-group or calm down
- ☐ When student's anxiety and stress levels elevate, teacher may send student to get a drink, go to the bathroom, or run an errand
- ☐ Teacher may call parents or guardian when the student cannot calm down or regain control of their feelings and emotions
- ☐ Student may be sent home for the remainder of the day if they cannot calm down or regain control of their feelings and emotions, only after other options and procedures have been exhausted
- ☐ When student abuses or takes advantage of bathroom breaks, getting drink, sharpening pencil, etc, they will be limited to a certain number of opportunities for each
- ☐ Other:

Home Intervention/Support:

- ☐ Parent/Guardian will monitor student's academics, behavior, and attendance on Parent Connect
- ☐ Parent/Guardian will maintain regular communication with teachers, administrator, and school
- ☐ Parents will attend all behavior meetings and conferences
- ☐ Parents will follow through with rewards and consequences at home
- ☐ Parents will establish and maintain a structured daily homework routine, assisting their child with homework
- ☐ Parents will daily help student to keep materials and papers organized
- ☐ Parents will give student positive praise and encouragement
- ☐ Parents will practice, utilize, and reinforce coping and other strategies at home
- ☐ Parents will maintain a consistent bed time and morning routine
- ☐ Parents will help the student to maintain regular attendance and punctuality
- ☐ Parents will facilitate and provide frequent opportunities for the student to interact with peers, engage in activities with peers, invite peers to the house, etc
- ☐ Other:

Program Review Schedule:

The Behavior team will meet to review, assess, and revise the BIP (if needed) on:

Signatures:

Refocusing

Clapping Exercise

Refocus the class with a series of claps with a certain pattern. The routine will capture student's attention and create a shared focus. This exercise can be enhanced with stomps, hand movements focused on fine motor skill development, or increasingly complex rules, depending on the students' age.

Conducting an Orchestra

This activity requires the use of musical instruments. The teacher will have a long stick or ruler that and will act like an orchestra leader, conducting when they will play their instruments. The teacher will wave the conductor's wand quickly or slowly and have students play according to her movements. Then, the teacher will have students override their automatic response by indicating that students should play slowly when she waves the conductor's wand quickly, and vice versa.

Drum Beats

For this activity, the students will use drum cues from the teacher to do certain body movements. For example, "When the drums play, clap or stomp" "When the drum plays slowly, walk around the room slowly" "When the drum plays quickly, walk around quickly". The teacher will then invert the response instructing "When the drum plays quickly, walk around slowly" "When the drum plays slowly, walk around quickly."

Elephant Stampede

The class will get to stamp their feet and make lots of noise in this one, but it is all regulated by the teacher. The teacher

Puts a hand to his ear and says "What's that I hear?" The class responds by saying "Elephant Stampede!" The teacher then says where are the elephants? "I can barely hear them!" The class responds with "Far away!" and begins quietly stamping their feet on the floor to mimic the sound of elephants in the distance. The teacher repeats his lines, adjusting for how close the elephants are, until the herd arrives in the classroom. Now the students can make elephant trumpets and stamp their feet as hard as they can until the teacher begins to quiet them down by saying "Oh good, they're going away!" The children respond by stamping their feet more softly, and continue to respond to the teacher until the elephant herd has left the building.

Relaxation

Sinking Activity

Tell students to lie on their backs on the floor, their arms by their sides and legs uncrossed, and eyes closed. Tell them (in a soft gentle voice) to imagine that their bodies are very heavy and sinking to the floor. Start to mention different body parts: toes, ankles, wrists, necks, eyelids. Then tell them to imagine that they are laying on a warm beach on a sunny day and that they can hear waves, seagulls, then once they have calmed down they may only sit up and open their eyes. This will help students calm their emotional and refocus.

Count to Ten

The teacher stands at the front of the class and raises both hands above her head, spread open and facing the class. The students raise their hands over their heads, fingers spread, and facing the teacher. The teacher begins counting slowly from one to ten, and at ten lowers her hands to her sides. The class follows until everyone is back in the position they started in.

Drawing

Drawing a picture helps to relax children. Try giving your students a prompt! For example, "draw how you feel right now." This helps children to recognize their emotions whether good or bad and process them in a healthy manner. Part of self regulation is learning to deal with your emotions in the appropriate manners and this activity sets up a calming environment for kids to learn to do this. Aside from processing emotions, drawing helps children and adults process any circumstance and is very calming to the mind!

Animal Breathing:

Snake Breath: Breathe in the nose, long deep inhale, and out the mouth on a hissing sound, slow and long. Extending the exhale will allow kids to slow down their inner speed. It's wonderful to connect kids to their exhale to help them learn to slow themselves down, mentally and physically.

Bear Breath: Inhale through the nose, pause; exhale out the nose, pause. Breathe in to a count of 3 or 4, pause for a count of 1 or 2; breath out for a count of 3 or 4, pause for a count of 1 or 2. Repeat a few times. This will help ground and settle kids. Wonderful for restful, reflective time. Imagine a bear hibernating. Helpful before nap time, story time or any creative activity.

Bunny Breath: Just 3 quick sniffs in the nose and one long exhale out the nose. Invite kids to pretend to be bunnies, sniffing the air for other bunnies, carrots to eat, or safety. It can be a lovely cleansing breath when you use it in this way. You can also use it when kids are very upset and can't find their breath, because it will help them connect to their exhale, so that they breathe instead of spin out.

Impulsivity Reduction

Think or Say?

The teacher will create a list of potential student comments to present to the students. Students will then determine if the comment should be said aloud simply thought. Examples: This exercise is aimed at reducing impulsivity and increasing students' private speech.

"One of your classmates is having a bad hair day, do you think you should tell them, or keep it to yourself?"

"One of your classmates hurt your feelings, but they do not know that they did this, should you talk to them about it kindly or keep it to yourself?"

Private Speech

Encourage the students to partake in private speech. This is when they think about a situation privately and quietly to themselves. Ask them to think about outcomes that could possibly happen if they make certain choices. Encourage them to really think before speaking and acting.

Follow the Birdie

Two children partner up. One picks up an object such as an eraser and holds it eighteen inches in front of the other student's eyes. The first student then begins to move the object from left to right and back again. The watching student must follow the object with his eyes only and count slowly. If he turns his head to follow the object he loses his turn and must move the object for the other student, who has to follow it himself. Alternatives to left and right can be in an arc, or a figure eight, or a circle. The object must move relatively slowly so that the watcher's eyes are not strained. Whoever lasts the longest during the time period given wins the game.

Response Regulation

Red Light, Purple Light

This game follows the same concept as "red light, green light". Using different colors for stop and requires children to regulate their responses and adapt to the change. First assign "go" and "stop" to non-sequential colors (ex: purple and orange). Use construction paper as a visual. Alternate the "stop" and "go" colors. Once the children grow accustomed to the colors and their corresponding meaning, make changes so that children must once again regulate their responses. they have developed the appropriate self regulation for this game.

Head-Toes-Knees-Shoulders

This activities requires that students override an automatic response, and therefore exhibit self-regulation. Begin by having students point to their head, shoulders, knees and toes. Have students touch each body part in a variety of sequences to get accustomed to the game. Then have students override their automatic response by asking students to point to incongruent body parts. For example, tell students "when I say to touch your head, touch your TOES!!" or "When I say touch your tummy, touch your EARS."

[HTKS YouTube clip](#)

The Freeze Game

This game requires music! The teacher will play the music and then when she stops the music the children must freeze and be still as statues in whatever position the froze in. Then the teacher will play a variety of different music. The children must dance quickly to upbeat and fast songs, and they must dance slowly and gracefully to the slow songs. Then when they have gotten the hang of that, switch it up and have them dance slowly to the fast songs and quickly to the slow songs.

The Color Matching Freeze Game

There will be 4 pieces of construction for each student taped to the ground in a square. The teacher will play music and the students will dance—quickly or slowly according to the music. When the music stops playing, the teacher will hold up a piece of colored construction paper and the students have to sit on the same color on the ground.

Stance Contest

2 students stand and face each other in a specific pose (any pose that they choose). When the teacher says "GO" neither student may move, talk, or change facial expression. The first student to do so loses. The teacher can also come up with the poses if she wants so that they have someone to mimic.

Starting Block

Students will all line up on a starting line. Instructor says "Ready, Set...." and she might say "go" OR another word that sounds like go OR starts with a "g". EXAMPLE: green! gorilla! snow! crow! blow! grape! gate! The students that make a false start will have to take a penalty step backwards from the starting line. When instructor does say "go" all will run to the finish line.

Freeze Pattern Game

Have students get into a certain pattern (ex: circle, square, heart) and have them standing next to a certain person. Then, signal for students change to a different pattern and stand next to a different person. Use different signals for each pattern.

Mirror Game

Kids partner up and take turns making different faces and their partners must imitate them. For an added challenge, students can imitate one another's' body movements.

Red Light, Green Light. One child is the stoplight, the other children are the cars. When the stoplight yells "Green light!" the children run towards the stoplight. When the stoplight yells "Red light!" all the children must stop. If a child doesn't stop, they must go back to the starting line. A popular variation is to include a "Yellow light!" where children must walk instead of run. Excellent for developing self-regulation skills because children must learn to pay attention, follow directions, and wait their turn.

Simon Says. When Simon says, "Simon says jump!" the children must jump. But if Simon only says, "Jump!" and somebody jumps, that person must sit out for the rest of the game. The last person standing becomes the new Simon. Another excellent game for developing self-regulation because children must listen carefully, pay attention, and follow directions.

Dance, Dance, Dance

The teacher puts on some fun music and then starts to dance. The students have to follow her routine exactly, no matter how wacky. After 30 seconds or so the teacher calls out a student's name and that student begins to make up his own dance moves that the rest of the class must follow. The teacher then becomes the judge. Any student she catches not follow the moves

exactly has to sit down. Each student should get thirty seconds or a minute to lead the dance before the teacher calls another student to lead.

Peanut Butter Jelly Game

Have the children sit on the floor in a large circle. Choose one ball to be the peanut butter and the other ball will be the jelly. The object of the game is to always throw the peanut butter ball and roll the jelly ball. On start, the child holding the peanut butter ball throws it to anyone in the circle, and the child holding the jelly ball rolls it to anyone in the circle. Whoever receives the peanut butter ball must continue to throw it to someone else, whereas the jelly ball must be rolled. If a player makes a mistake and rolls the peanut butter ball, throws the jelly ball, or if both balls are in front of one player at the same time, then that player is either out of the game or play starts over.

Quick movements can improve attention: Jumping jacks, Wall push-ups, Deep breathing, Running in place, Chair push-ups, Push-up High fives, Hand and shoulder stretches, Deep breathing exercises

Water breaks and bathroom breaks can be helpful too.

Add a little extra movement during classroom transitions: Walk like a bear Hop like a frog Crawl like a snake Walk like a crab Do the army crawl Walk backwards Gallop like a horse Skip high, skip low Move slowly like a turtle Fly like a butterfly