

# Social/Emotional/Behavioral Resources for Parents

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## Social Skills

- Play a game together as a family
- Use fair deciders when making decisions about who goes first, who gets to choose the next activity, etc. Fair deciders include:
  - - Rock, Paper, Scissors
  - - Popsicle sticks with names on them
  - - Pick a name out of a hat
  - - Roll a dice, highest number “wins”
- Practice skills such as good sportsmanship, tolerating losing, turn-taking, waiting appropriately, making relevant comments during gameplay
- Conversation skills: Practice asking questions, answering questions, and staying on topic
- Talk about personal strengths and accomplishments. For example, what is something you are really good at? What is something you enjoyed doing today? What are you looking forward to tomorrow?
- Imaginative play:
  - Build a fort in your living room/bedroom
  - Play school, restaurant, post office, etc.
  - Write a letter or draw a picture for a friend

## Emotional Regulation

### Social Emotional Regulation Webinar:

<https://www.makesociallearningstick.com/3-keys-to-help-your-child-free-webinar>

- free webinar- good up to minute 41 (then becomes a sales pitch for a different program)
- Resources included at end of document (will be emailed after you watch the free webinar)
  - creating a schedule
  - scheduling time for a balanced mind/body
  - focus on what words to use to support regulation in your child
  - the importance of mindfulness (See handouts in Mindfulness section)



TIME	ACTIVITY	COMPLETED
Morning Meeting		<input type="checkbox"/>
Morning Activity		<input type="checkbox"/>
Break Time		<input type="checkbox"/>
Lunch Time		<input type="checkbox"/>
Afternoon Activity		<input type="checkbox"/>
Break Time		<input type="checkbox"/>
Evening Activity		<input type="checkbox"/>
Reflection Time		<input type="checkbox"/>

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# OUR FAMILY'S SCHOOL SCHEDULE



TIME	ACTIVITY	COMPLETED
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# Daily Schedule

for a Balanced Mind and Body

Focus/Mental/Academic

Time:

What:

Physical Activities

Time:

What:

Play

Time:

What:

Social

Time:

What:

Downtime/Rest

Time:

What:

Adapted from Dr. Dan Siegel's  
Healthy Mind Platter  
[https://www.drDansiegel.com/resources/healthy\\_mind\\_platter/](https://www.drDansiegel.com/resources/healthy_mind_platter/)


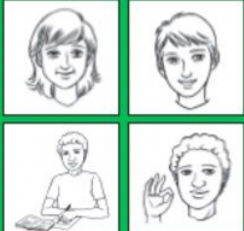


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## Zones of Regulation: Zones of Regulation Parent Resource

Typically speaking, the Zones are as follows:

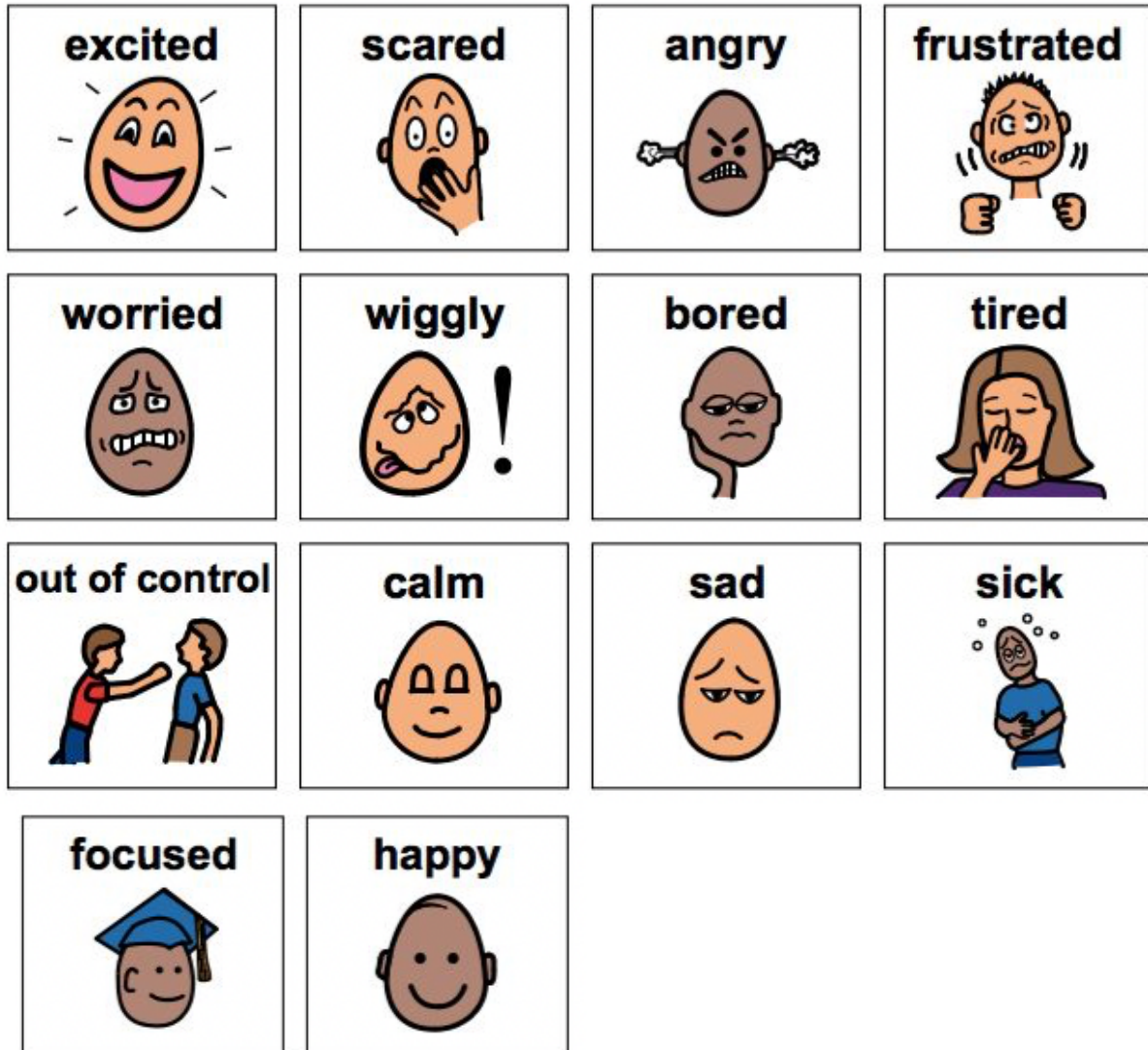
- Blue is characterized by low energy (tired, sick, bored, etc.)
- Green is “just right” we feel our best in the green zone.
- Yellow is characterized by increased energy but we still have some control of our bodies (nervous, excited, silly, etc.)
- Red is characterized by high energy and we typically have little control over our actions when we are in this zone (mad, aggressive, etc.)
- There is no “bad” zone. We all experience different feelings and it is how we manage this feeling through use of strategies that is most important!

## The ZONES of Regulation®

			
<p><b>BLUE ZONE</b></p> <p>Sad Sick Tired Bored Moving Slowly</p>	<p><b>GREEN ZONE</b></p> <p>Happy Calm Feeling Okay Focused Ready to Learn</p>	<p><b>YELLOW ZONE</b></p> <p>Frustrated Worried Silly/Wiggly Excited Loss of Some Control</p>	<p><b>RED ZONE</b></p> <p>Mad/Angry Mean Terrified Yelling/Hitting Out of Control</p>

## Zones of Regulation Feelings Sort:

Directions: Print blank zones board (page 2) and below emotions. Cut out emotions images and sort into corresponding zones. Also, instead of calling it “wiggly”, you can use the word “silly”



**BLUE**  
Zone:

**GREEN**  
Zone:

**YELLOW**  
Zone:

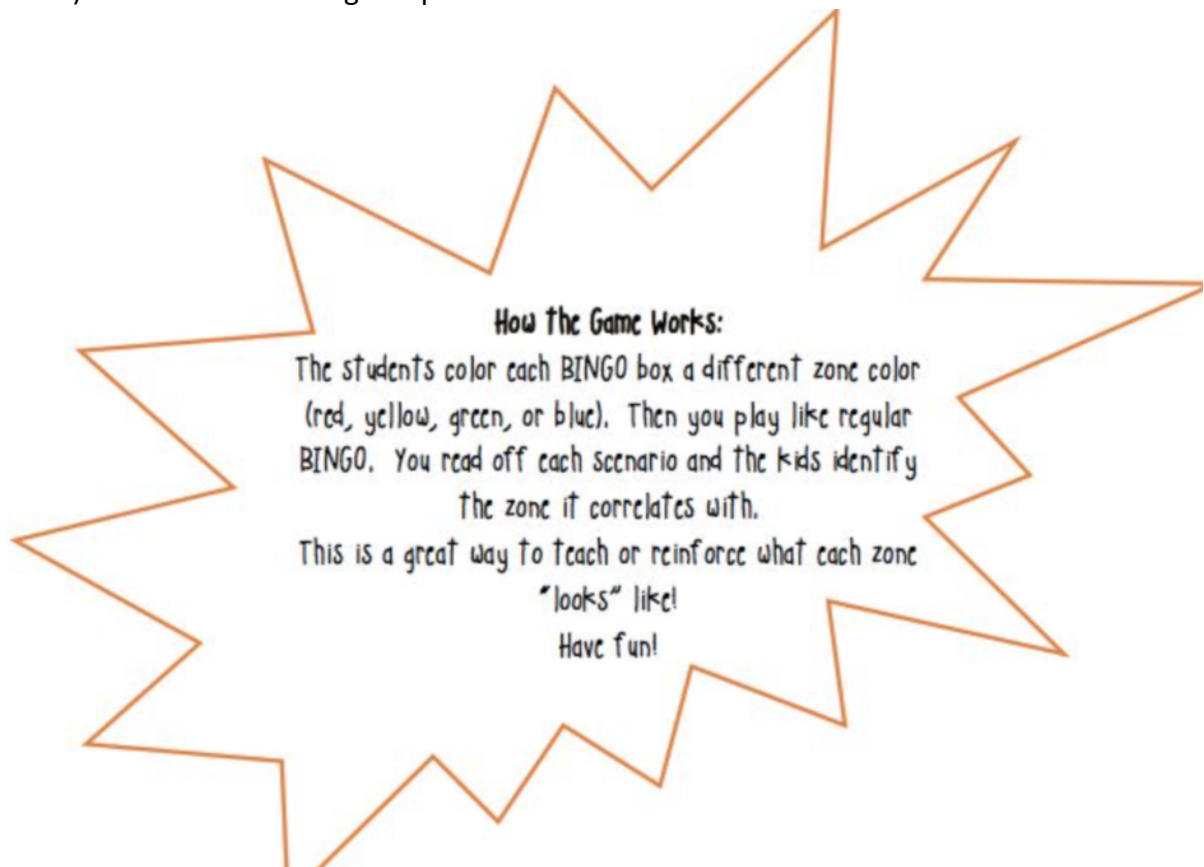
**RED**  
Zone:



## Zones of Regulation Bingo Game

Modifications: Some children are just working on feelings and sorting these feelings into the corresponding categories. For these children, it is helpful to

- 1.) read the card,
- 2.) ask "how does s/he feel?"
- 3.) What zone is (feeling) in?
- 4.) cover zone with bingo chip or other items



Z	O	N	E	S
		What is your zone right now?!		

I was up late last night. I am feeling really tired and want to put my head down.

Today is my birthday! I am having a party and I CAN NOT WAIT! This is the BEST day

I am so angry at my friend. He pushed me on the play ground. I want to yell and hit

I am feeling focused on my math assignment. I am doing my best work and working at a

I am excited about school and ready to do my reading.

I am feeling nervous about the school play I am in. I feel jittery and have some butter-

I'm hungry and feeling pretty sleepy. I know a snack would help wake me up.

Today I am just feeling lazy. I want to just do nothing

I didn't get what I wanted and I am feeling really angry. I want to yell and cry!

My math assignment is pretty hard. I am feeling a little frustrated.

Recess was a lot of fun. Now I am feeling really silly and just want to keep playing.

My mom is sick and I am feeling pretty sad about it.

I have a cold and I am feeling crummy and sick.

I'm just feeling okay right now, just calm and ready to go.

This reading lesson is super boring. I am feeling really bored.

I'm feeling a little out of control but I do have some control of my body right now.

I am feeling worried about a school assignment that I don't understand.

I am so angry that I pushed my friend on the play ground.

I'm concerned because I don't know what I am doing today. I like to always know the

I just finished my math assignment and I am relaxing with a good book.

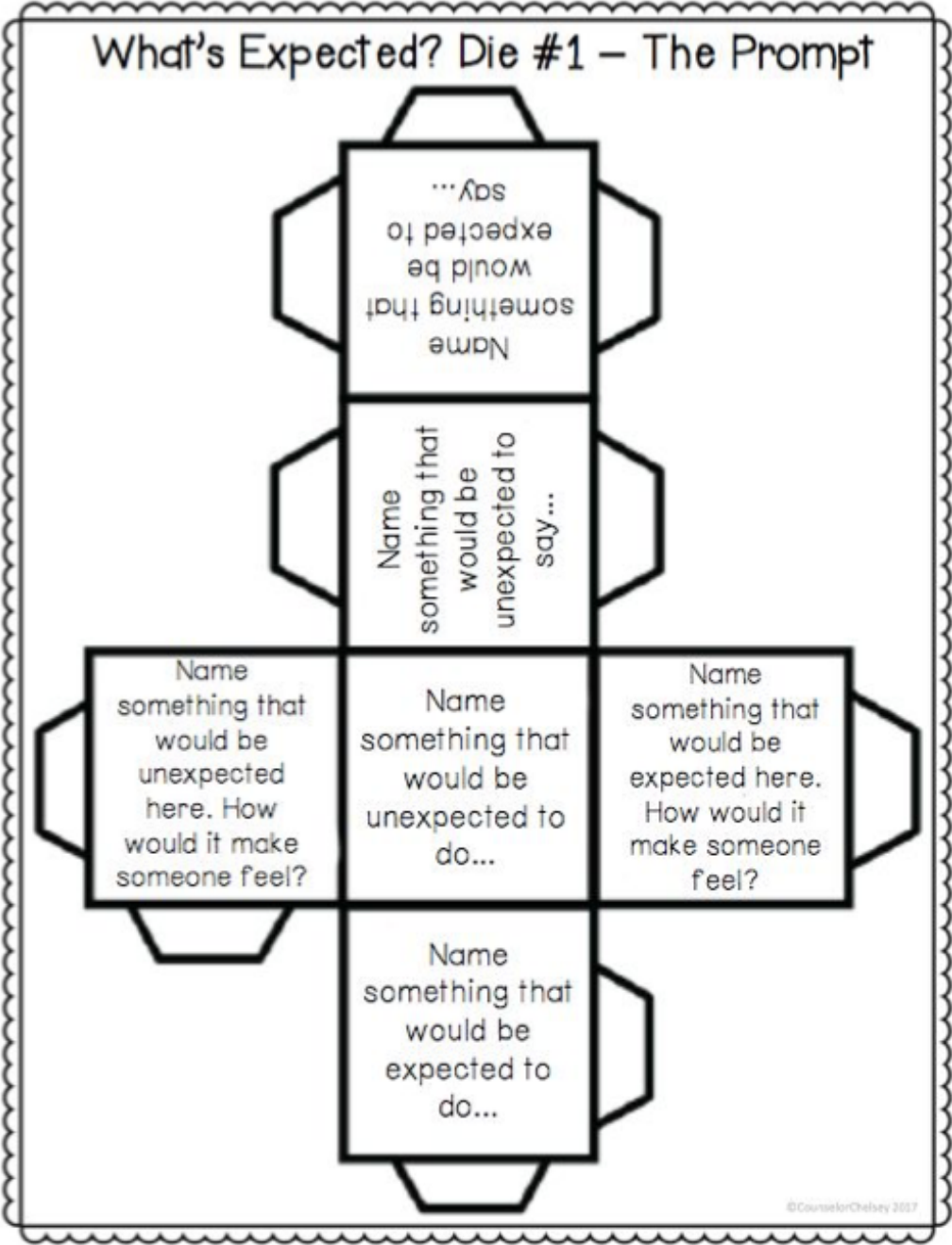
I am having trouble staying focused. I'm just moving really slow on my work and keep

- Ideas: Talk to kids about:
  - What feelings they have about being home/missing school
  - What zones those feelings fall under
  - What strategies you can use
  
- Use this language across your day (i.e. “I am feeling a little tired right now, I am in the blue zone”) to help reinforce this with your children
- Sort feelings into corresponding zones (*blank zones board and images at the end of this document*)
  
  
- Anxiety: Helping Handout for School and Home  
<https://www.nasponline.org/x55101.xml>
  
- Depression: Helping Handout for Home  
<https://www.nasponline.org/x55105.xml>

# Behavioral Regulation

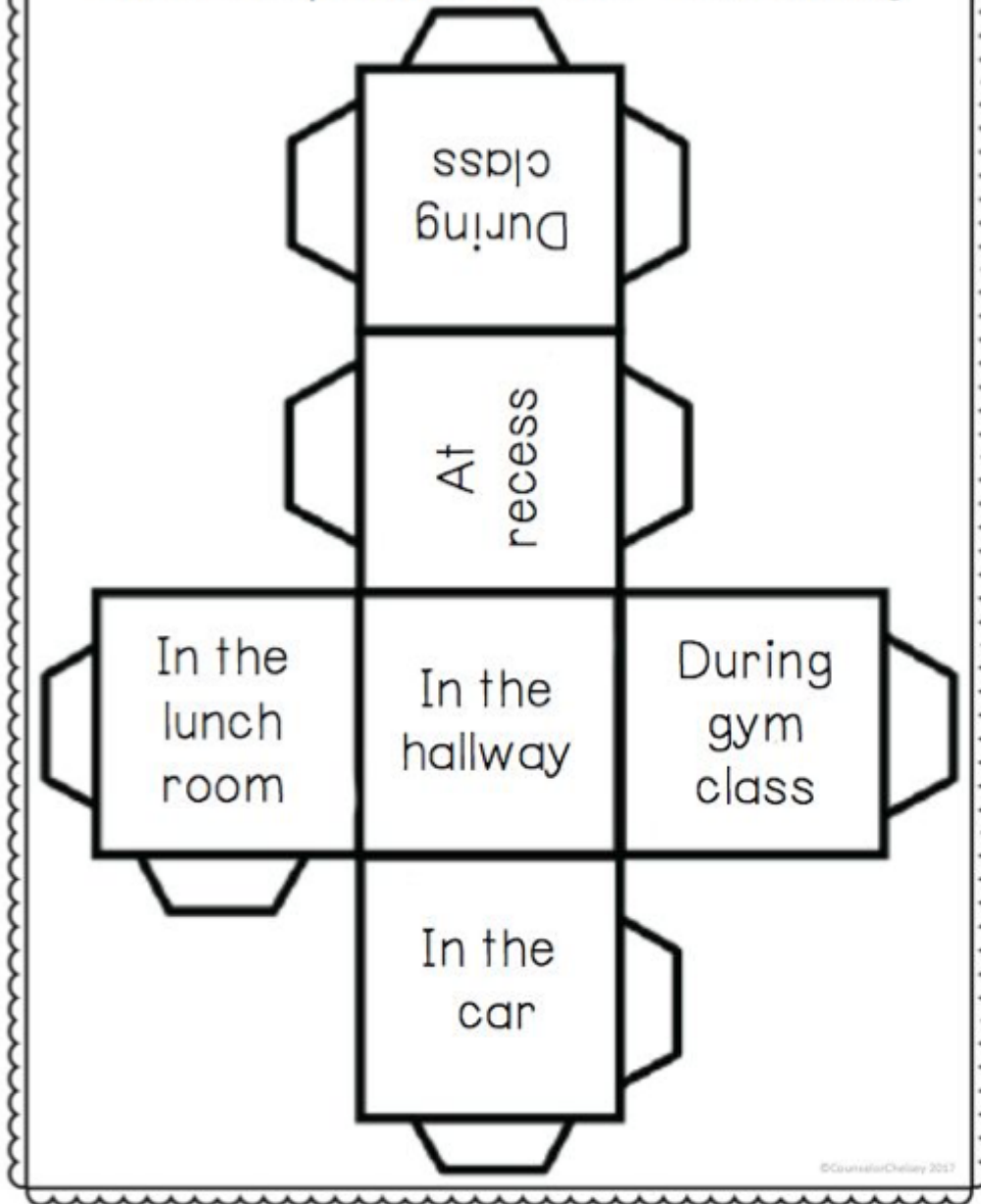
## Working with Expected vs Unexpected:

- helps children with knowing and managing expected and unexpected behavior and outcomes
- helps children consider how behaviors make others feel
- dice game at the end of this document





What's Expected? Die #2 – The Setting





- Using Praise and Rewards Wisely—Helping Handout for School and Home <https://www.nasponline.org/x55109.xml>
- Engagement and Motivation: Helping Handout for Home <https://www.nasponline.org/x55100.xml>
- Co-Regulation Handout from Webinar

## Words that Work for Co-Regulation

.....

Instead of saying		Say this instead
That's enough	→	I'm here for you
Calm down	→	How can I help?
You're okay	→	Are you okay?
Stop yelling	→	What's going on for you
Don't get upset	→	I can see you are sad/mad
I can't deal with this/you	→	I'm here if you need me
I need a break from you	→	Can we take a deep breath together
Pull it together	→	Which calming strategy would work for you right now?
Why are you so upset?	→	You seem upset. Do you need to talk about it or take a break?
You're overreacting	→	I can see this is really upsetting
Stop whining	→	Is there a word that matches how you feel right now
You need to deal with this	→	We'll get through this

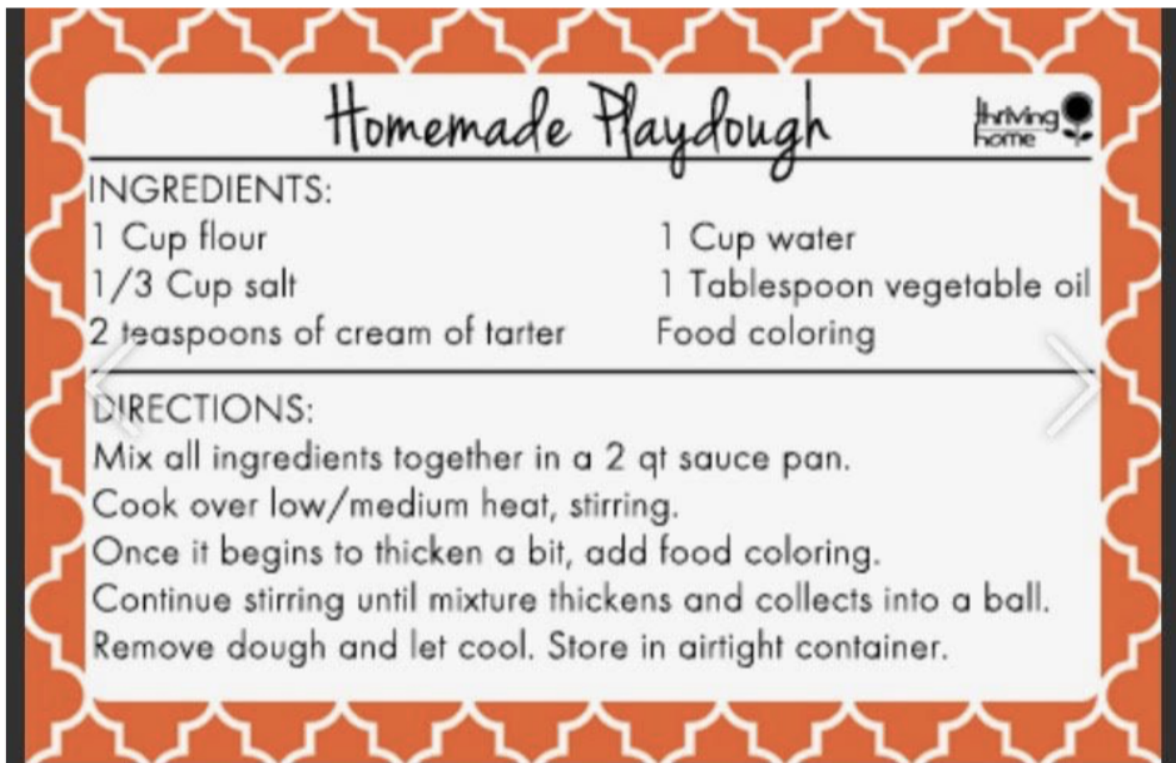


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## Mindfulness

- When reading stories with your children, stop to reflect on events in the book, for example:
  - What is the problem on this page?
  - What is the size of this character's problem?
  - How could this character solve the problem?
  - How is this character feeling?
  - What do you think is in this character's thought bubble?
- Exercise can be an excellent emotional regulation tool for students to stay active, increase focus, and maintain emotional regulation. Encouraging time spent outside may be helpful for your child!
- It might also be helpful to start and end your day with mindfulness! Here are some ideas:
  - Make your own calming/relaxation bottle (<https://heartmindkids.com/how-to-make-a-glitter-jar-for-mindfulness/>)
  - Make your own Play Dough (*recipe below*)
  - Practice "Star breathing" (*breathing board below*)
  - Make a sensory bin (<https://littlebinsforlittlehands.com/our-favorite-sensory-bin-fillers/>)

### Homemade Playdough Recipe:



**Star Breathing:** Choose a starting point and trace as you breathe in and out



# Mindfulness

## Resources to Teach Your Child

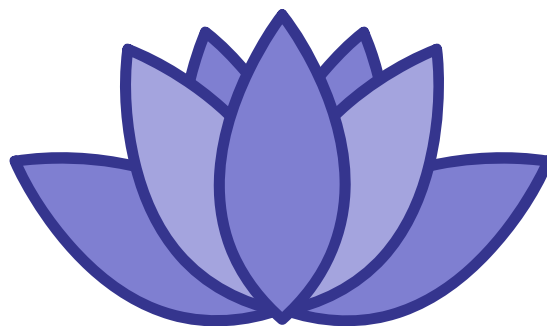
### What is Mindfulness?

*"Paying attention on purpose, in the present moment, and non-judgmentally to the unfolding of experience, moment to moment."*

Jon Kabat-Zinn

*"Mindfulness means maintaining a moment-by-moment awareness of our thoughts, feelings, bodily sensations, and surrounding environment."*

Greater Good Science Center, University of California, Berkeley



# The Benefits of Mindfulness Practice

There is extensive research on the benefits of mindfulness and how it affects the brain. Some of the studies of the benefits of mindfulness for children demonstrate improvements in:

## **Attention and Learning**

- Strengthens the ability to focus
- Strengthens self-control, impulse control, and self-discipline
- Promotes cognitive development and cognitive control

## **Social, Emotional and Behavioral Skills**

- Helps with recognizing emotions, allowing a pause between stimulus and response, and ability to change potential response.
- Increases social and emotional awareness
- Increase confidence
- Improved behavior at school
- Reduced aggression
- Increases positive moods
- Improves social skills and peer acceptance
- Better empathy and perspective taking skills

## **Resilience**

- Relaxes body and mind, improves sleep
- Improves emotional regulation
- More optimism
- Stronger school self-concept
- Decreases in self-reported symptoms of depression
- Lowers anxiety and stress
- Reduces symptoms of post-traumatic stress

## **Research**

[Ehttps://www.mindfulschools.org/about-mindfulness/research-on-mindfulness/#reference-24](https://www.mindfulschools.org/about-mindfulness/research-on-mindfulness/#reference-24)

Davidson, R. and Lutz, A. (2008) Buddha's brain: neuroplasticity and meditation. IEEE Signal Process Mag. 25(1): 174-176. <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2944261>



## Apps/ YouTube

- SmilingMind app
- Calm app
- Cosmic Kids Yoga
- Mindful Ozzy ([https://www.youtube.com/watch?v=0k\\_R7R1gIdA](https://www.youtube.com/watch?v=0k_R7R1gIdA))
- GoNoodle
  - Some of these videos can be silly, but if you click on “categories” and select the “SEL and Mindfulness” category, most of these videos are good! Some favorites include *Melting*, *Bee Breath*, *Let’s Unwind*

## Outside Resources/ Support Groups

[https://supportgroupproject.org/support\\_groups/parent-support-group-of-western-mass/](https://supportgroupproject.org/support_groups/parent-support-group-of-western-mass/)

<https://disabilityinfo.org/records/support-network-for-families-of-western-massachusetts/>

<https://childrensemotionalhealth.org/>

<https://www.collaborative.org/programs/early-childhood/parentchild-programs/parenting-resources>

<https://www.mcpapformoms.org/Resources/ParentAndFamilySupports.aspx>

## COVID Resources

- COVID-19 and Climate Crises Mental Health Resources: Emotional Well-Being and Coping During COVID-19

<https://psychiatry.ucsf.edu/copingresources/covid19>

- Emotional Exhaustion During Times of Unrest

<https://www.msn.com/en-us/health/wellness/emotional-exhaustion-during-times-of-unrest/ar-BB19uLbO>

- Supporting Families During Covid-19

[https://childmind.org/coping-during-covid-19-resources-for-parents/WeThriveInside/Helping parents through COVID-19 and beyond](https://childmind.org/coping-during-covid-19-resources-for-parents/WeThriveInside/Helping%20parents%20through%20COVID-19%20and%20beyond)  
<https://27c2s3mdcxk2qzutg1z8oa91-wpengine.netdna-ssl.com/wp-content/uploads/WTI-ParentResource.pdf>

- Enfrentar el COVID-19: recursos para padres

<https://childmind.org/enfrentar-el-covid-19-recursos-para-padres/>

- #WeThriveInside/ Ayuda para los PADRES durante el COVID-19 más allá

<https://27c2s3mdcxk2qzutg1z8oa91-wpengine.netdna-ssl.com/wp-content/uploads/Ayuda-para-los-PADRES-durante-el-COVID-19-y-ma%CC%81s-alla%CC%81.pdf>





CHILD MIND®  
INSTITUTE

## What Should I Look For?

Signs and Symptoms of Mental Health Problems in Children During COVID-19

### Anxiety

Anxiety is the most common emotional problem in children, and it is a huge issue during times of stress like the current crisis. Some anxious kids are painfully shy, and avoid things that other kids enjoy, Some have tantrums, and others develop elaborate rituals. Parents should be ready to handle a variety of different expressions of anxiety. Symptoms include:

- Reassurance-seeking (Are we going to be okay? Is grandpa going to be okay?)
- Reluctance to separate from parents
- Physical symptoms like headaches or stomach aches
- Moodiness and irritability
- Tantrums or meltdowns
- Trouble sleeping

### Tantrums and Meltdowns

It will come as no surprise to parents that the most common problem that brings young children to the attention of a psychologist or psychiatrist is emotional outbursts—tantrums and meltdowns. Sometimes the inability to regulate emotions is the result of an underlying problem. Some of the common causes of frequent meltdowns are:

- ADHD: Many children with severe temper outbursts also fit the criteria for ADHD.
- Anxiety: Even if kids don't have a full-blown anxiety disorder, they may still be overreactive to anxiety-provoking situations and melt down when they are stressed.
- Learning problems: When your child acts out repeatedly in school or during homework time, it's possible that he has an undiagnosed learning disorder.
- Depression and irritability: Depression and irritability also occur in a subset of kids who have severe and frequent temper tantrums.
- Autism: Children on the autism spectrum are also often prone to dramatic meltdowns. These children tend to be rigid any unexpected change can set them off.
- Sensory processing issues: These challenges, often seen in autistic children and teens as well as many with ADHD, may cause kids to be overwhelmed by stimulation

### Depression

In adolescent depression, the thing people tend to notice first is withdrawal, or when the teenager stops doing things she usually likes to do. There might be other changes in her mood,

For telehealth appointments: [childmind.org/telehealth](https://childmind.org/telehealth)  
Comprehensive COVID-19 resources: [childmind.org/coronavirus](https://childmind.org/coronavirus)

including sadness or irritability. Or in her behavior, including, appetite, energy level, sleep patterns and academic performance. Symptoms include:

- Unusual sadness, persisting even when circumstances change
- Reduced interest in activities she once enjoyed; reduced feelings of anticipation
- Involuntary changes in weight
- Shifts in sleep patterns
- Sluggishness
- Harsh self-assessment (“I’m ugly. I’m no good. I’ll never make friends.”)
- Thoughts of or attempts at suicide

#### **Suicidal Thoughts and Behaviors**

Some young people who are thinking about suicide let people close to them know that they are in pain and are open about needing help. Others hide their feelings from family and friends. If you are wondering if your child is suicidal, experts say that asking him is the best way to find out. That conversation can be lifesaving. There are also these warning signs to watch out for:

- Isolation from friends and family
- Problems eating or sleeping
- Mood swings
- Reckless behavior
- Dropping grades
- Increased use of alcohol or drugs
- Talking about feeling hopeless or trapped
- Talking about being a burden to others or not belonging
- Talking about suicide or wanting to die
- Writing or drawing about suicide, or acting it out in play

#### **Tips for Parenting During COVID-19**

- **Don’t be afraid to discuss the coronavirus.** Not talking about something can make kids worry more. Convey the facts and be reassuring.
- **Acknowledge your own anxiety.** And take care of yourself. Remember to “put the oxygen mask on first before you help your child.”
- **Focus on what you’re doing to stay safe.** Kids feel empowered when they know what to do to keep themselves safe.
- **Watch out for signs and symptoms.** Now is not the time to “wait and see.”
- **Go to [childmind.org/coronavirus](https://childmind.org/coronavirus)** for our free resources and links to telehealth services.

For telehealth appointments: [childmind.org/telehealth](https://childmind.org/telehealth)  
Comprehensive COVID-19 resources: [childmind.org/coronavirus](https://childmind.org/coronavirus)