>> Let's get started. Everyone here should have received a small square of toilet paper.

There is a purpose for this when we get there. You should see a small square of toilet paper. I swear it has a purpose. My name is Larissa, I'm very happy to be here with you all. This is my second time speaking and I'm very honored and it's a privilege to be able to stand up in front of you as a parent of a child who experienced hearing loss and also as a special needs advocate and parent advocate that works primarily in the State of Pennsylvania. A lot of my work has been on the more national level since the pandemic hit and families were looking for new ways to move and to bond and to be with their little one. So this is what I'm bringing to you today, just a heads up. This is Jack Jack, my children named him Jack Jack.

When I do some of the movements with little ones towards the end when we're looking towards this, I will be using him to show you what those movements look like and translate to and those movements that we do even with infants can translate as the little ones become toddlers and so on and so forth and then the movements sort of become engrained in their bodies and all of the good things that happen regardless of what communication method you are using with your child. Could be listening in spoken language, it could be sign language, total communication, many, many forms of communication can be used and incorporated with what I am showing you today. Also I want to take a moment and say if you have any questions, I'll make sure we have time for that at the end of our time together.

Also leave an opportunity to chat with some of the folks at your table to talk about how you could use some of this, maybe you could tweak it, what you might be able to apply for and then we get to share that with the larger group. Last year I had 25 minutes for what I'm doing, this year they were like you need more time so they gave me more time which I'm grateful for and I hope to bring whatever I can possibly to you in that format. Instead we're going to switch it to the next slide if I can. Okay. So I am a mom to three boys. I was a teacher then became a lawyer, then merged into a special need advocate as a parent mentor. I do think that things happen for a reason and interestingly enough all of these jobs sort of intersected when my middle son because I'm a parent. Just go to that slide.

He is super cute. So this is why I'm here. This is Gavin. This is my middle son who's now nine. He is generally speaking a typical 9-year-old child. Does all of the 9-year-old things. He also supplements with ASL. He has a deaf mentor who is in high school, played similar sports that he plays. And it is just the most amazing thing to see that connection that he felt and to see him smile when he's with this particular individual, it's just so magical so I can't encourage more having basically a mentor that could be very similarly positioned or in age that your children or youth that you work with can then be able to refer to. So this is Gavin.

He was born with bilateral sensory neural hearing loss slipping to severe. And we knew right away when we did the newborn hearing screening which I never even heard of until my second child when they came and visited me in the hospital and said hey he didn't really pass his newborn hearing screening.

And I said what are you talking about. I don't know what you're talking about. Because my first son had all of the screenings and there was no flags. So when he came along and there was many flags not just for hearing loss but other things that were going on, I was very at the moment confused and sad and frustrated and all of the things you could possibly think of. And very grateful that we have these screenings because I do think that it completely changed his trajectory, his acquisition of language regardless of what method we chose, his ability to seamlessly find ways of connecting with teachers and his peers, that all happened because he had early connection and early intervention. So how many early intervention folks are here? I bow down heavily to you. You are so important. I work very closely with EI in the State of Pennsylvania and I find it really just really, really important. If there's one thing that I share with my families it's even if you're nervous and worried and scared, please connect with EI because there's so many services that can be provided to you and for you to be able to bond and give opportunities to your child even if you are worried about things related to a diagnosis as such.

But this is why I'm here. So Gavin is my why. But for the purposes of today, I definitely find that learning occurs in waves. And because development especially with the youth that you probably see in your practices isn't linear, there's things that come and go. You might have one diagnosis early on and then another diagnosis maybe at the same time or shortly thereafter or later. And I think for me it was really important to be able to know to be able to work with individuals who are there to support our children and students and youth as well. And I think that these methodsmethods worked for us and allowed us to bond in a beautiful way and connect with can Gavin. When I first had him I was just staring at him like what am I supposed to do with you. So all of these things worked for us. They worked for parents that I'm with. But I am not a medical doctor, this doesn't constitute medical advice. It's more me as a parent standing in front of you as educators, as professionals, giving you tools that you might integrate into something in your lives that I hope are useful to you. The little ones the attention is so small and you only have little pockets of time sometimes. And your days are packed. Especially when I had Gavin, there were so many, some of these can be done while you're waiting in the doctor's office, while you're waiting for a provider, while you're in your home with a provider being able to be there and have these connections. These are meant to be applicable and I really was able to get it down to four practices, we'll talk about animals, seasons, bodies, and routine that you can then bring into everyday life. I love this particular quote that development doesn't occur in a linear progression but it's overlapping waves with each pattern being integrated and modified by the emergence of new patterns, because eventually all of those patterns are contained in each of the others and I think that so accurately defines a lot of the folks and the families that I work with. There is no one right way, there's no perfect way. There's no perfect child. Every child has things that we're working with. Some might require more tools than others, but using some of these tools can be really powerful and also beneficial for several reasons which I'll get to. The next slide basically talks about -- this particular quote -- using science and evidence-based, research-based work. I feel like this has just exploded over time. And it's so applicable to so much of what we're doing and many of us are doing. I find that students, families also have that connection. We'll talk about that too. We can provide that through different ways, the more rich the environment becomes regardless of what a child's access to sound might be.

There's so many senses. We always talk about the five senses, there's even more senses than the five senses that are out there. In all of the work that I've done, I didn't even realize this. I feel like this is a good plat tomorrow to be able to chat about all of the different ways that we can reach our little ones from a sensory perspective. That reading and playfulness, that idea of bringing in literacy with the play element helps you then bond and connect and provides this sense of attachment and care.

And we started reading with all of our littles very early on like right away. Simple books that you can literally either get from the library or from thrift books. Does anyone love thrift books? It's one of my favorite spots to get stuff. You don't have to get a big box retailer and pay top dollar, almost all of these have been used by multiple children. But the repetition that you get and just having access to the pictures and the visual words in front of you are really important too. For the purposes of this presentation today it's related to the ability to bring literacy to all. Whether it was during eating during snack time, whether it was right before bad, whether it was in the morning, whether it was reading in the doctor's office, it's always something that we can connect at the time. And that face to face connection that you have. Even just making eye contact with the baby even when you're physically in the presence of a baby, they can smell you and be close to you, that provides attachment and bonding and there's something so magical to that.

And it runs from our vein all the way down to your gut. When they say you have a gut brain connection, you literally have one. And that happens immediately, so that gut brain connection, that connection that goes from our stomach to our brains is there right away. And the more we can stimulate certain things, face to face connections, sensory connections, it all maps to the brains of the little ones that we're working with. And then physical contact with caregivers, inviting in accessible, gentle touch that stimulates the brains as well of the little ones that we're working with too and lots of varied movements so to be able to connect with a variety of different things, their awareness in space, vistibular, especially working with children who experience hearing loss and deafness. All of these things can be worked with in different types of movement in a very, I call it tight training quarters early on and leaving it in and out of your practices when you work with little ones. I just love the quote because there's always waves. I was just talking with a parent. It in no way is the only thing that, like I know he is the child who experiences hearing loss. He's a wrestler, he plays football. He loves to read. He lives in two worlds. He will always be in two worlds. I want to honor both worlds, but I want him to know that that diagnosis is not the only thing that defines him. And other diagnosis that your little ones may experience, there are waves.

Things are going to happen and come and go over time. A lot of times there are things that you can't prepare for. We're going to take a moment to take a grounding practice. This is something I really love because calm and grounded children begin with calm and grounded versions of ourselves. You can do this seated, you can do this standing. Whatever feels best for you in this moment. I encourage you to try something even if it's really small. I want to do a sound test. Can you still hear me? So from here it's going to be very mindful of a practice. But just take a moment from wherever you are and if you're seated just take a pause and maybe check. Both feet on the ground. We're noticing, we're not judging, and we're not changing anything drastically in this moment. Then from there, maybe start noticing your seats.

Does that seat feel soft? Does it feel hard? Does it feel supportive? And then pausing and noticing where your back is resting on your chair and your seat as well. Just noticing.

Then you have the option to draw your fingers down. And just shake your hands out, but shake them down towards the earth, a little bit of a shake. We're shaking whatever it is. Then just take a pause and allow the shoulders to move a little bit side to side. I call this with littles spaghetti hands and letting this be free. And then from here just taking a pause and letting the shoulders gently move away from the ears. Notice that you can still feel that movement in the body. Reach your arms up. Awesome, breathe bringing our arms down by your sides. If you're yawning, it's working. Just put the fingertips a little bit downward towards the earth. Maybe it's only here, maybe it's coming up farther.

Check in what feels best for your body today. We're going to move through that two more times, exact same movement. Drop the right fingertips down, maybe reach that left arm up and over.

Any amount that works for you.

Just one more time. Then on the way back down we're going to switch sides as you feel ready.

Tip the fingertips down. Then slowly wave that down. Awesome.

And then at your pace, just one last time make this as slow as you need this to be this afternoon. Take a breath and reach the arms if you wish. Take a twist towards the left hand side, any amount. Awesome.

Inhale, reach the arms all the way up. As you exhale, twist to the opposite side. If the arm starts to feel a little bit tired, take a rest with the arms. Reach all the way back up.

Twist to one side. All the way up. Twist to the outside. Then take a pause. It's almost like you're taking your hands and putting them right in your chair. Maybe the elbows are to the sides. Look slightly upwards. Exhale, take a moment.

Invite a small rub with the hands. We're going to see how this relates to what we do in the moment. And then slow that down. You can slide one hand forward. Take these hands that are warmed up and slowly tap. So imagine working with your youth.

Just gently tap. Take that gentle tapping and invite it towards the sides. Gently by the ears, around the ears or visualizing this, you don't have to do this. Gentle tapping. Then from here then from that noise take the hands and bring it to your heart. You can do a gentle tapping here. Sometimes with littles, just making any kind of sound. So like oh, sounds in your chest as you're making the sounds. And then take this and bring it all the way down. Now take three rounds of breath right here. Then gently breathing out. And gently breathing out. Then take a pause and notice do you feel the same?

Do you feel different? Do you feel anything? This is for you to do a little check in. This is something we use as a grounded practice. The movements themselves, every time when we're lifting our arms up, we're creating more space to breathe.

When we create more space to breathe, that provides more oxygen to our organs in our body. So when our arms are reaching out, the more we can take those movements side to side, you're still activating this. You're taking a little bit of movement. There's lots of science behind this now which I'm very excited about. All of these movement practices are designed almost like a soothing your bodies, to little one's bodies, to whatever it is that they're facing in these moments.

Lots of medical appointments I went to with Gavin. In moments of calm to be able to provide him a sense of connection through focus. So that's just one example. But as we continue with these I feel as though you're taking movements in a mindful and accessible way.

Who's heard of mindfulness? Who works with mindfulness? Those of you who already know what this is, this will be a small review. But basically basically for me why it's important and impactful especially to the families that I work with, why it helped me is because that bubble where it's got all of the things happening in it is, I'm not ever saying --

the what ifs are enough for me.

And you can't change -- no matter what you do. They're all valid emotions to have which I had. But I've been doing mindfulness for years before I even had children. And that's allowed me to process and work with is how I was able to add tools. And to be a better parent really. I think that's such a powerful tool and so many things that are accessible. I think this made it powerful for me to give myself a tool to work with to feel like I had a little bit of control over a situation that I felt I had little control over. As a parent there's something powerful in that. And to see that benefit your child as well and you, but also your child is mindfulness. There's focus, there's caring, there's calming, there's a shared sense of empathy and awareness, gratitude, purpose, and you can sense so many different things that happen from this. But as you break this down more specifically to why this has to do with story time, it gives little ones ways to express.

There's also things that we can work with and I could spend hours talking about. We'll see how some of the practices that we do send an immediate message to the nervous system and tell the nervous system it's okay to take five right now. Forward fold for babies is so, so, so powerful and it also works for us even just taking a moment, pressing yourself away from your desk and resting on your desk is that immediate message. You only take 3 to 5 rounds of breath in that shape for that exact message. So keeping these tools in your back pocket are so powerful. It encourages focus, concentration, comprehension, and memory. There's specific breath work and mindful movement that can send specific messages to calm, to concentrate, to focus, anytime you can go right in, just taking the hands and arms across, those movements even in adults, arms out to the sides, deep breath in. We have a baby here, yes. What's up?

Thank you. So taking the time to and with little ones, I do this where if they get we call them bear hugs. Just taking those opportunities. Just knowing that all of these have a connection.

When you're doing this movement too, it's almost like a little hug and that when you hug yourself it's like somebody else hugging you. So if you're not a hugger, skip it. But it's something that could create that connection is really important too. The idea with focus, I work with a lot of individuals, even if it is just the eyes, having them follow up and jump from one side to the other side. The other thing I really like too for focus and concentration are specific types of breath, but all of these are benefits.

Anxiety related to medical procedures, and I've learned to highlight this one. And with Gavin do certain things and prior to -- my anxiety is something that you can work with, it's also something that when you start to coregulate together, you can both sort of benefit. It creates connections with caregivers and helps navigate the world around them.

Confidence, enthusiasm, and self-esteem. Confidence, enthusiasm, and self-esteem, there is a lot of evidence that it really makes me very sad to see this, but a lot of people experience deafness or hard of hearing -- there's a very large percentage of students who experience depression. Having to also coincide with the pandemic which was not helpful. So I had to create tools for him and a lot of research that went into this work. But when you're doing mindfulness practices that boost your own confidence and self-esteem, that only then benefits your little ones going forward. And they can build on them as they age. It definitely is a toolbox that they can get back into because I saw that happened and I think that it's really important to keep that in the back of our minds as we work with youth as they get older.

Play is fine. There is so many things that you can do with playfulness and if you break those down we'll see what this can look like too. When you add the literacy, it's almost like a complete package to your little ones, yourselves, your family, all of the good things. And we'll talk about literacy specifically. But they don't teach this, it isn't something that we're innately born with.

We're not innately born with the awareness to have self-awareness, self-regulation.

All of those tools need to be taught. All of these tools are built in practices to teach that. So out of curiosity in your practices that you work with, do you work with tools specific to SEL? You can raise your hands. The next slide, the combination of these together can provide a sense of balance to their lives, to their bodies, and when you add that last part with breath, there's a whole bunch of studies that show -- to the part of your brain that makes the decisions. The owl part of your brain. Just noticing all of these things, that can then bring you back to the sense of balance. When you break this down, that's what these practices are designed to tap into there's a whole bunch of settings especially how --

then we wonder why there's high correlations of increased use of social media, like all of these are correlations to this. It's interesting to see how professionals can continue to work with these tools going forward. How can we connect these? So we just did a version of what I would call accessible mindful movements. They were simple. Some might call that gentle yoga. Any other movements you can do. He has shared with me that it makes him calmer and he can hear my voice. That's my wish. I want to be able to provide those opportunities. And sometimes that's what folks need. Sometimes we need to find more regulation. So I love that it's successful. This is creative for our parents and now Gavin, I think he was eight in this picture. All of these are things that they can do. I'm just going to move. Sometimes they have things coming down.

Even if you are parents that cannot spend the money to have those things, you can just view different tools that you already have so taking the little one and moving the limbs back and forth. The toes and feet together, and then the swimming pose, super awesome and fun. And all of the books I suggested here can be used to integrate these postures. You can add an ASL component. This can be done, this is an example of how you can incorporate all of these things into a space the benefits are for deaf and hard of hearing children include so many different things, physical, increase restoration. So this is the one I wanted to share with you -- so we have to talk about that. It's a focusing breath so the vibrations can be felt by your students. If you have a baby, you can make the sound yourself, he can feel the vibrations of my sounds while I'm holding him in my chest and any throat. Take a moment and as you breathe out, keep your mouth closed, but make a gentle humming sound. Two more times.

Breathe in through your nose.

And as you breathe out, you can make a humming sound or a buzzing sound. Breathing through the nose one more time and making any one of your sounds that you wish. Holding a little one, they can feel it too.

Sometimes that would allow instance of calming. That's one of my favorites. You don't have to have access to the sound to get kind of the vibration. So if you have students that are profoundly deaf, they still get the benefits of it if you can take their hand and place it on your throat. You can literally take the baby and have the baby feel the sound. I got flagged in the airport. Those when you hit them have a sound that resonates on your hand. Very calming.

Running around, running around, all of a sudden I ring that, it is the sound and it vibrates and is calming. For preschoolers, they see that and know that that feels really cool on their hand, that calming vibration on your hand is pretty incredible. I'll email a picture so you know what I'm talking about. I'll even show you what that can look like in the moment in a small video.

Not today, but in the email I send as a follow up. It's so impactful and powerful to see how something as simple as sound can still be very, very impactful. Even this, super fun.

This whole thing, at the dollar store, it's there. These also have a regulatory quality. You can feel that in your hands. So lots of little tiny tweaks and tools. And those can provide movements to your students. The physical benefits too, when you're moving the major joints in any way, you're impacting a variety of systems, also gross motor skills. Even fine motor skills for the little ones especially that I work with, so very cool tools to use.

Emotional benefits are decreasing symptoms of anxiety.

The other item, almost like you're creating a circle with your hands.. as you breathe in, bring the fingers back together.

Now expand. One more time.

Everyone know what I'm talking about, right? The way they move their hands together and their feet together which we're going to get to in a second, even just the baby walks side to side and it's baby bear. But this to me, when they're babies, just as they developmentally bring themselves to clap, you're clapping too, they developmentally get there. So the hand clapping, baby's clapping. And you're not forcing, but it's just to bring them to awareness. Opportunities to have them on their belly for belly time, that just then starts the ability to crawl. All of these beautiful things, those four anytime you can take some form of breath and I kind of use breath techniques as another version of play. Just like rubbing your hands together, taking a big breath in, what sound, you're breathing out.

Then it was like part of this.

So they're making the sounds and doing the sounds. And exhale to make the sounds. So take a deep breath in or out. This is something I came up with during the pandemic because --s fors for so this is your tissue paper. So taking a moment here and taking a breath in. Make it into a little ball. See what happens. It's still here. Maybe it's a little bit broken, but it's still here. It's still a piece. The sounds that you can make with your voice, a hard time with P's, and H's, and each specific sound, you can make, she's doing it right now. And all of the cool other sounds.

Like can you make a shhh sound?

Can you make a, S is a hard one for him to do. But so many things. Think about all of the things. So I wanted to do this and make sure that we tried it together. But this is to show you different tools. If you're going to throw the toilet paper, it's just like to mindfully regulate yourself. I find these movements create sense of trust and they can repair relational disruptions. So you give yourselves opportunity to play.

When you're with little ones, sometimes they pass the paper to a friend. Can the friend catch it and turn around and pass it to the next person? You could even try and pass this with their feet. Lots of things you can do with this. Take a moment and pass it between your hands.

Lots of things with toilet paper. But I like that it gives this idea of connection. It's little tiny things that can be really great. This I find super important. So if we can improve -- so all of these super cool things. But it provides that mind body connection in a way that feels accessible and we can take that with us as we go.

And it includes any kind of --

finger puppets, all of those can be done in a way that encourages mindful play and mindful movements and I wish I could have brought all of these tools with me. But play, it doesn't need -- a serious role in play and I think for awhile I was a little bit concerned with that as much because I wasn't sure how they could access play. If he wasn't able to access the same sounds as his peers, there were so many things that went through my mind. But all of these things are possible. We talked about the benefits of mindful play. If you're like I really want that or you leave here and you get the slides --

but these are all of the many benefits --s fors for very sensory sensitive to things. It doesn't have to be scheduled, if you're working with two small children, I was like actually you know what, I can do this. It helps to know it doesn't have to be the whole thing. And like moving his feet so that was something that then brought this whole sort of community around him and he has a community around him because PTs were amazing. They were great professionals that worked in a team effort. Connection is something that this idea of the senses and accessible to touch.

And I say all the time, today I'm just preparing. Even if your little one isn't accessing sound, the vibrations of you singing with the little one on you, so impactful. Do it. He deserves an education in all forms of music. It just goes to show, and we just repeated everything over and over and made it a routine-based thing.

And even some of the signs we would use with him. So I do put types of books that I use to that section and it's so beautiful to be able to have this. But this is where the story time for little ones is super awesome. It's connection through repetition, increases vocabulary through more recollection by ASL and provides inclusion and increases the literacy rates. The literacy rates -- I do think this is something that's so important.

The statistic that I found was -- and I think it incorporates anything, all of that is impactful. It can go past five. Sign the color for red, sign the color for bird.

Can you go find -- then I do some signs story time opportunities. This was all done -- this is easy. Now especially with the ability of closed captioning -- parents are absolutely so happy that they have access to this. And it's all colors and you know it's here, all of the colors. What's in your house, can you go find something outside. And at the end it reinforces it. We already did bear squeeze. So bear squeeze would be giving yourself a hug. And bear squeeze, arms open. Bear squeeze, big one.

We're inviting in opportunities.

This then helps that can help out with gross motor coordination. And then the one I already showed you but the hands to the feet and the baby is rocking. As they're getting to the stage where they can do this for themselvesings --

themselves, you're doing it for them. Duck clapping for me especially with little ones is opening the palms, spreading through the fingers and then closing them. Opening through the palms, spreading through the fingers and I'll be like fingers, fingers. And I'll say that every single time. So just spreading the fingers on each side and the feet as well. I would be like here's red, here's the color blue. I have the book in front of me, we go through the pages. And that would be animals. And any ideas I can share with you will show how it's applicable to and doesn't require a ton at the back end.

In that email there should be a square in there. Don't worry about that for now. But the square breathing is basically --

I change that depending on what it is that I'm using and seasons, there's four seasons, so it's beautiful for the seasons. And you can do it where they're holding their little finger and they're tracing the squares on a piece of paper.

Because from seasons we all like to tie it to how they would come about. So it would be generally speaking summer across the top of the square breathing out, it's fall, down. Across the bottom is winter. And then coming up, spring rising.

Everything is coming up at spring. So all of the things you know about summer. Then for snowflakes falling, for snowflakes falling --

 ♫ Snowflakes falling, snowflake falling ♫ on the ground ♫ on the ground --

>> Taking a moment so their feet, you are jumping, jumping in the snow. Jumping here, jumping there. Feet moving here, feet moving there. And then you could say snow is cold and do all of the different things related to that. Chris cross and throwing snowball toss. Let's see with the snowball toss.

Chris cross, snowball toss. Then eventually the hands come together. They're making snowballs. Now this is something that as my students grow, it's the same exact movements, but they're Chris cross, snowball toss, and then packing the snow, this snow breath. Big fans of this. I mean so this just grows with them. It goes with them. If you have students that are sometimes they don't need to do the legs with this. Or vice versa, let's say the legs have mobility, but the arms don't, noticing all of these things can be molded to the success of your students. They're doing activities that promote coordination. I like to switch it then go left and right. Then you're stimulating the sides of the brain so it isn't an automatic success. Then with this whole thing like mindful walking like they would walk in snow. For this too, there's so many different opportunities.

What I really liked with snowball squeeze, you're squeezing everything, you're scratching your face. Scratch, scratch, scratch, squeeze, squeeze, squeeze. One more time.

That's all part of it too. This is baby food jars on the shelf.

This can be used to manipulate.

You can use bigger shelves if you're working with little, little ones. We talked about snowballs, I use pom-poms all the time. Then ASL signs for it too then gloves and a snowman or snow person. You can do so many different ones with these that all compliment the book. It falls right with the ability.

The body is so much fun. This is a great song, but it's also great to do with small babies.

Head, shoulders, knees and toes.

And you would literally do the entire thing with your little one and you would come back, spread through the fingers, spread through the toes, wiggle the nose, and do that multiple times. I also really love, it is -- and if you want to bring awareness to different parts of the body. Like singing with it.

Shoulders, shoulders, and you're literally just rotating shoulders, shoulders, wrists, wrists, fingers, fingers. Then you could do hips, you can do knees, you can do ankles, you can do feet and toes, all the way through the whole body. I just love them. And so I love these too because it goes through the parts of the body. I love your topside, I love your bottom side, I love your inside and outside. And it gives you all of the different body parts that you can work with. So bringing awareness to those body parts and also comfortability at all times. So in, out, up, down, above, below. Those are I used to have to label things all the time. This is my way of labeling things and showing them. But I had cards that were like in, out, down, above, below, and all around and we would have a whole thing that we would do this. So going in, going out, looking up, looking down. Looking above, looking below, and looking all around. I love that one. I feel like that's a really good opportunity to use for the way, but going back and forth with that which goes into a coregulation, clap, clap, clap.

And then drum tapping is what we do at the beginning. The tap, tap, tapping. And head, head, head, eyes, eyes, eyes, lips, lips, lips, chin. You can do neck, you can sing here, you can make that buzzing bee sound.

Shoulders, arms, all the way down. What happens is I end upbringing them to where I bought you which is basically towards the and what I'm doing is the breaths from here which is where most of us breathe to the stomach. From the stomach to brain, breath. And like I said the nerve that goes from our brain all the way down to our gut, if we can bring more of our breath here, it invites calming to our nervous system if that's something your students need.

The drum tapping is something I started out every single class that I teach with little ones and they look forward to it, they love it. It invites in a calming awareness like where are my body parts. It's a really when we're back and I already showed you the signs in this book and you could keep doing it over and over again. We love you as well. I put routine time here because I have to saying this something that parents come to me for a lot. Meal times are either awesome or hard on them, there's very little wiggle room.

Sometimes they're easier. I used to do what I called meal time motivators for Gavin. He's actually eating frog legs in this picture. He has a very high appetite for food which is very hard to think of because that's a lot. But he was very picky because he had such a different type of pal let, he didn't like some of the things that other kids would like. So it was it was harder and making the sounds, trains or choo choos. It would be like fridge cold, sink water is on. Brrr, ice cream cold. He just got his ice cream, he was so super excited. And he just wants to pause to smell the ice cream. And that was our way of doing it and then sort of hot. The post its were all over my house. It would just be like tissue. And eventually the objects would come into, he would have that association with it. But every time he did some sort of a routine, brushing your teeth, it was brushing your teeth for part of that whole routine too. These are all built in because I was trying to find ways of connecting, of communicating for using sign with movement, with sound, with all of it that was accessible to him. And then more, all done, classic ASL signs that he learned super, super young and really helped. Especially when they were little just to have the ability we're all done, really helpful. But those are the mindful tools that we would be able to use during story time. I brought some things up here so you can come check these out, I'm going to give you an opportunity to answer questions and also to take time with your group. My ask is for you to sit with your table and maybe think about ways you could apply this to your work or maybe ways that you want to incorporate it in your work. I'll give you time to come up and explore what's happened with this table up here too. And then I'll bring us back, maybe have some shares and leave time for questions. So thank you so much for listening to all of this information.

Scarves, tissues, and toilet paper, toilet paper is part of that too. These are the scarves that I'm referring to and these are awesome. Because, I'm going to break the microphone. You can put it over your face and you can use it to breathe in and out. I can literally blow this off my table, but you can use it for play time, lots of things that you can do with scarves.

And the sounds -- you can feel the vibration in different parts of your body. Rain sticks which you can make. I have tools around how to make those. And baby jars of objects too. I love the library, I work with the library and thrift stores and asking for books. There's tissues all of this jar. He used to use them to break them apart.

And all of these toys and all they need is something very simple. Thank you. I have all of my information here. I'm going to come around and I'll bring this back. We'll have time for questions. Thank you. Some lucky winner, it's random. Make sure Annie has your contact information as well.

 I love that it has great activities for me to do too.

I'll go back into the email. But also if you have specific questions you want to ask, we still have about ten more minutes and I want to ensure if you have very specific questions, I can answer them. If you don't, I get that too. But I'm going to go back here for one second. Cool. Any questions?

So if you have questions, you have my information and can reach out to me. I do trainings, I train people to do this work so if that's anything you're interested in too. That's pretty much it. Thank you. I'll send those out separately probably after the conference. Thank you all so much. If you want to come up and check this out. Thank you. With the live one you get more tools. There's a live 1 and 1one you can just do.