

# PARIS I.S.D.

## Social-Emotional-Behavioral Supports Newsletter

### Week 3

### 04/06/2020

### Behavior/Mental Health Tip



## Emotional Support Resources from Boys Town

<https://www.boystown.org/parenting/guides/Pages/crisis.aspx>

### 60 Ways to be Kind to Yourself

Making a plan for how to be kind to yourself should be personal and unique to you. As you create your list, think about how you can tap into your...

- Emotional Self (thoughts & feelings)
- Physical Self (health)
- Creative Self (writing, art & music)
- Spiritual Self

By tapping into each of these 4 areas, you can create a lot of kindness and self-care that will be both helpful and well-rounded. Check out the list below to help you get started.

- |                                      |                                         |                                        |
|--------------------------------------|-----------------------------------------|----------------------------------------|
| 1. Feel your feelings                | 21. Stand up for yourself               | 41. Create a gratitude list            |
| 2. Laugh                             | 22. Be curious                          | 42. Surround yourself with good people |
| 3. Cry                               | 23. Don't be a victim                   | 43. Focus forward                      |
| 4. Admit your mistakes               | 24. Keep your journal                   | 44. Refuse to change                   |
| 5. Forgive yourself                  | 25. Identify your strengths             | 45. Create a happy/safe space          |
| 6. Accept imperfections              | 26. Appreciate your uniqueness          | 46. Make a happy memory box            |
| 7. Leave failures in the past        | 27. Avoid drama and chaos               | 47. Check in with yourself             |
| 8. Stop negative thoughts            | 28. Be present in the moment            | 48. Get fresh air & sunshine           |
| 9. Avoid triggers                    | 29. Be happy                            | 49. Get outside                        |
| 10. Don't compare yourself to others | 30. Try to be a good person             | 50. Pray/meditate                      |
| 11. Be patient with yourself         | 31. Treat yourself to something special | 51. Sleep more                         |
| 12. Learn to let go                  | 32. Learn something new                 | 52. Take a shower/bath                 |
| 13. Forgive others                   | 33. Do routine tasks in a new way       | 53. Hug                                |
| 14. Look at different perspectives   | 34. Find a purpose                      | 54. Cook or bake                       |
| 15. Be open to change                | 35. Acknowledge accomplishments         | 55. Listen to or play music            |
| 16. Have realistic expectations      | 36. Recognize the good                  | 56. Make a collage of happy things     |
| 17. Move your body                   | 37. Ignore the bad                      | 57. Journal your thoughts & feelings   |
| 18. Stay fit                         | 38. Listen to your heart                | 58. Create a happy memory box          |
| 19. Don't give up                    | 39. Find joy in simple pleasures        | 59. Write stories, poetry, lyrics      |
| 20. Repeat affirmations              | 40. Be your own cheerleader             |                                        |

Ways I Can Be Kind To Myself:

**YOUR Life YOUR Voice**  
www.yourlifeyourvoice.org

BOYS TOWN

### BLESSINGS LIST

When lots of things are going wrong, it helps to look at what's right. What are you thankful for?



**YOUR Life YOUR Voice**  
www.yourlifeyourvoice.org

BOYS TOWN

### Brain DUMP

Write out your thoughts. Give your brain a rest.


- Set:**
1. Circle the things that encourage you.
  2. Put a square around the things that you need to do today.
  3. Check off the thoughts that you are able to release or you don't need.
  4. Highlight the things that you want to talk to someone about. This could include emotions that you are not sure how to handle on your own, or even things that could harm you or hurt feelings you have from a recent relationship.
- Brain:**
1. Write a couple of sentences to mindfully think about the circled items.
  2. Be grateful for the things that encourage you today.
  3. Reorder the square items so you know what you will do first.
  4. If the things that you want to talk to someone about, write them down. If you need to, write them down. If you need to, write them down. If you need to, write them down.

**YOUR Life YOUR Voice**  
www.yourlifeyourvoice.org

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<https://www.boystown.org/parenting/guides/Pages/crisis.aspx>

# I.D. your Feelings



## Today I Feel:

## What is causing me to feel this way?

## { Ways I can cope with this feeling }


Need ideas for coping skills? <http://www.yourlifeyourvoice.org/life/4th-coping-skills.aspx>

**if this feeling gets too intense I will talk to: \_\_\_\_\_**

If you don't know who to talk to, you can always call us: 1-800-448-3000

**YOUR *Life* YOUR Voice**

[www.yourlifeyourvoice.org](http://www.yourlifeyourvoice.org)



**BOYS & GIRLS**

# My COPING skills

1

Can you identify what is making you feel sad?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2

Does it make sense that you feel sad? (For example, did a friend move away or did you lose a favorite toy?) If so, do:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3

Is there people who you can talk to when you are feeling sad?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4

What can you do to enjoy being sad, playing a favorite game, spending time with friends or family, playing an instrument, reading a favorite book? Write down three activities you can do when you are feeling sad.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5

What can you do when you feel sad to distract yourself, playing with a pet, building something with Legos, trying a new recipe, going? Write down three activities you can do when you are feeling sad to distract yourself.

\_\_\_\_\_

\_\_\_\_\_





\_\_\_\_\_

From the experts at **BOYS & TOWNS** where the town lives **boyswits.org/parenting**

**\*Remember:** The key is to find several options that work for you in various situations. Sometimes, you might need to switch up and try different coping skills to find one that works best.

## Emotional Support Resources from Boys Town

<https://www.boystown.org/parenting/guides/Pages/crisis.aspx>

<b>Clean All Sinks</b> 1. Gently scrub sinks using sponge and cleanser. 2. Rinse and dry well. 	<b>Clean Bathtub and Sink</b> 1. Remove washcloths, tub mat, shampoo, etc. 2. Scrub with bathroom scrub brush and cleanser. 3. Rinse well. 4. Dry with old towel. 5. Take washcloths to dirty clothes. 6. Replace tub mat, shampoo, etc. 
<b>Rake and Bag Leaves</b> 1. Rake front yard. 2. Rake back yard. 3. Rake side of driveway. 4. Put leaves in bag. 5. Put rake in garage. 6. Put bags of leaves in garage. 	<b>Organize Garage</b> 1. Roll up hoses and extension cords. 2. Organize shelves. 3. Make a corner for "junk" (anything we want hauled away). 

<b>CANDY BAR</b> 	<b>STAY UP 15 MINUTES PAST BEDTIME</b> 
 <b>\$2.00</b>	 <b>\$ 1.00</b>

<b>Morning Conversation Starters</b>	What are you looking forward to most today?
What special activity are you looking forward to?	What do you think your favorite part of today will be?
What is something kind you plan on doing today?	What is something you would like us to know?
How did you feel about your school work yesterday?	Give one adjective to describe your morning.

### Tips for Teaching Kids Flexibility

Sometimes, we don't get to do what we want to do, and we all have to learn how to be more flexible. Here are a few tips for helping your children ignite their Powers of Flexibility.

- Using role-play and real-life situations, teach your children to use and embrace their Powers of Flexibility: "What an amazing power you have and what a great opportunity for you to use it!"
- Be a good role model by communicating your own flexibility when things aren't going your way.
- When a conflict takes place, encourage your child to actively listen to what the other person is saying, and practice role-reversing with the opposer.
- Praise your children when they demonstrate social flexibility.
- Use a private signal system to help your children become more aware of how their actions are perceived by others and how to encourage calm, assertive leadership rather than aggressive, domineering behaviors. Remember, self-awareness is key.
- When power struggles arise, offer choices with limits: "You get to choose. Are you going to brush your teeth before we read our story or after?"
- Whether a parent or a teacher...YOU are the boss. Respect your power and how you use it. You may need to tell your children, "Someday when you are older, maybe you can be the boss, but right now it isn't your turn."



**BOYS TOWN**  
Press



## Coping Skills Toolkit:

<https://documentcloud.adobe.com/link/track?uri=urn%3Aaad%3Asc%3AUS%3A9e5ece51-e09b-4288-ae47-54e0b00facbc>

ADVANCED - SKILL 107

### Expressing feelings appropriately

1. Remain calm and relaxed.
2. Look at the person you are talking to.
3. Describe the feelings you are currently having.
4. Avoid profanity and statements of blame.
5. Take responsibility for feelings you are having.
6. Thank the person for listening.

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Basic Lesson Plan 2

### Accepting Criticism or a Consequence

Criticism and consequences are a part of everyone's life. Students might hear criticism from others, especially adults, as a result of their behavior or lack of behavior, their work habits, or their appearance. Sometimes students use behavior that results in consequences that are unpleasant or unwanted. Many students have developed different inappropriate ways for coping with criticism and consequences. They include yelling, leaving the situation, and throwing things. These strategies are inappropriate for school or social situations in general, and students need learn alternative appropriate ways to accept criticism and consequences if they are to find success.

The goal of the lesson is to teach students the appropriate behavioral expectations for the skill of "Accepting Criticism or a Consequence."

The objectives of the lesson for students include:

- learning the steps of the skill of "Accepting Criticism or a Consequence,"
- practicing the skill,
- generalizing the use of the skill to different situations and people.

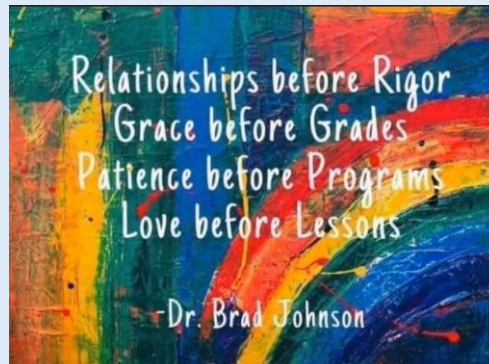
**Introduce the Skill**

Ask the students to share examples of times when they have had to accept criticism from someone. Give the students time to think about the question and provide several responses. Reinforce their responses.

**NOTE:** Responses might include when they were late for work, when they didn't clean up their room at home, when they made mistakes on an assignment, or when they did not follow the rules in the cafeteria.

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## Emotional/Behavioral Tips



### Emotion Coaching in Hot Moments

Co-Regulate with the 3 Cs

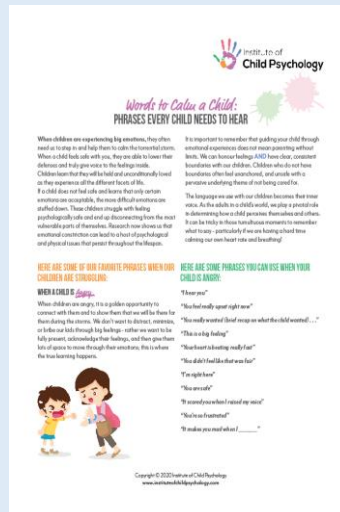
1 Center yourself	2 Connect	3 Create Space	Later... Collaborate & Problem Solve
<p><b>Examples</b></p> <p>Take three slow deep breaths.</p> <p>Close your eyes and count to three.</p> <p>Give yourself a pep talk. "I've got this. I've got this."</p> <p>This is someone who is calm and can help me.</p>	<p><b>Examples</b></p> <p>Sit close by.</p> <p>I'm not alone. Someone understands.</p> <p>Kneel down (get on child's level). "It looks like _____ I understand."</p> <p>Make eye contact. "I see. I've got you."</p>	<p><b>Examples</b></p> <p>"Let's take three slow breaths together."</p> <p>"Let's go walk over there."</p> <p>I can ask for help when I am upset.</p> <p>My _____ can help me. I like, know ways to help myself.</p> <p>"Let's sit here and we can read a book together."</p>	<p>Let's keep practicing coping skills in cool moments!</p>

Handout 88  
For more information, visit [www.seeds.org](http://www.seeds.org)

SEEDS for Family School Readiness  
Celebrating School Ready Families and Family Ready Schools

## Resources from the Institute of Child Psychology

<https://documentcloud.adobe.com/link/track?uri=urn%3Aaaid%3Aascds%3AUS%3A54b53e66-01cf-4469-9a61-5795bf91a053>



## CDC Guide to Helping Children Cope with Disaster:

[https://www.nimh.nih.gov/health/publications/helping-children-and-adolescents-cope-with-disasters-and-other-traumatic-events/19-mh-8066-helpingchildrenwithdisasters-508\\_158447.pdf](https://www.nimh.nih.gov/health/publications/helping-children-and-adolescents-cope-with-disasters-and-other-traumatic-events/19-mh-8066-helpingchildrenwithdisasters-508_158447.pdf)





# The National Child Traumatic Stress Network: Helping Youth after Community Trauma

<https://www.nctsn.org/resources/helping-youth-after-community-trauma-tips-educators>

Helping Youth after Community Trauma: Tips for Educators	
<p><small>Traumatic events such as a natural disaster, school violence, homicide, death of an individual or peer can impact students' learning, behavior, and relationships. There are some reactions you might see and that you can help. There is a need, not just at national but also at state and local levels, for strategies to help students.</small></p>	
STUDENTS WANT YOU TO KNOW THEY WANT	YOU CAN HELP WHEN YOU:
<ol style="list-style-type: none"> <li>1. Feel sad, scared, empty, or numb. Younger students may be shy. Older students may be embarrassed to show their distress, and may hide their feelings or show more or usual needs.</li> <li>2. Have behavior problems that are new or worse (e.g., more defiance, less socially, more silent). There may be changes in social or family behaviors (e.g., drug or alcohol abuse, self-harm, or risky sexual behavior).</li> <li>3. Have trouble concentrating, staying alert, participating, or getting work done on time.</li> <li>4. Appear stressed or irritable due to hearing about problems.</li> <li>5. Have physical trauma reactions like stomach aches, headaches, a pounding heart, body aches, or loss of appetite.</li> <li>6. Have more needs in response to everyday stressors (e.g., a pencil dropping, shoe laces, the P.E. teacher, reading, late pencil, and hygiene school).</li> <li>7. Think life is meaningless, or withdraw from family and friends. Older students who are typically independent may become withdrawn. They may need social media, gaming or online activities.</li> <li>8. Believe that school isn't safe, that the tragedy will repeat or that other negative events will happen. Students who have been in a school may react by not sleeping or skipping school.</li> <li>9. Feel responsible for not taking action before, during, or after the event to prevent or minimize the reactions. They may feel guilty for not being harmed.</li> <li>10. Repeat the need for information about the event in an attempt to find answers.</li> </ol>	<ol style="list-style-type: none"> <li>1. Provide support by listening to concerns and feelings. Educate students about different trauma reactions. Don't assume all students feel the same or need help but try to accommodate students' different responses.</li> <li>2. Have patience with minor behavior problems. Stay calm when talking. Refer to available school resources and policies as soon as possible. Refer students for professional help for any concerns about self-harm or dangerous behaviors.</li> <li>3. Understand that attention and strong classroom activities may be affected. Focus on the present with gentle reminders about daily tasks. Consider modifying work or providing extra structure and individuality.</li> <li>4. Realize that sleep difficulties are common and can lead to fatigue and poor participation. Support healthy sleep habits (e.g., a 14-hour sleep schedule) and encourage students to use relaxation strategies such as slow breathing, stretching, or physical activity.</li> <li>5. Recognize physical reactions may confuse or scare students, leading them to withdraw. Encourage students to use relaxation strategies such as slow breathing, stretching, or physical activity.</li> <li>6. Identify the sources of everyday stressors and that these are not dangerous. Reassure students that they are safe. Explain that physical responses (e.g., feeling nervous, tense muscles, fast heartbeat) are common after a trauma when there are no high and dangerous situations, strategies such as slow breathing.</li> <li>7. Suggest engaging in positive activities (e.g., volunteering, hobbies). Discuss ways to cope with real feelings and the value of in-person support, talking with family or friends, rather than withdrawing or using. Encourage ways to support students with other adults they trust.</li> <li>8. Create a sense of safety by returning to normal, predictable routines as soon as possible. Remind them that such events are rare. Point out ways adults make school safe.</li> <li>9. Discuss that people did the best they could at the time. Give honest, accurate, and age-appropriate information. Let students know you will tell them the truth.</li> <li>10. Support them by the use of media to maintain balance and perspective. Offer to help find answers to difficult questions.</li> </ol>
<p><small>If any of these problems interfere with school functioning, find out how to refer them for specialized help. Educators and professionals should also be aware of their own reactions and avoid support as needed.</small></p>	

## Emotional/ Behavioral Tip

### THE EMOTIONAL CUP

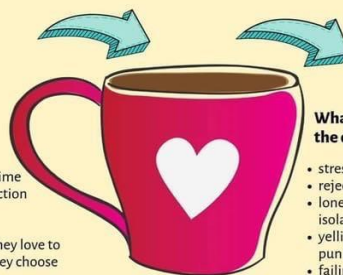
Imagine that every child has a cup that needs to be filled -- with affection, love, security, and attention. Some seem to have a full cup most of the time, or know good ways to get a refill. But most children get a little nervous when their cup gets near empty.

#### Some ways that children deal with having an empty cup:

- steal from other people's cups
- misbehave to get your attention and show that they need a refill
- seem to have bottomless cups, or need constant 'topping off'
- can't sit still for refills or actively refuse them
- bounce off the walls when they approach 'empty'
- think they have to fight or compete for every refill

#### What fills a child's cup:

- play
- friendship
- one-on-one time
- love and affection
- connection
- succeeding
- doing what they love to do or what they choose to do



#### What empties the cup:

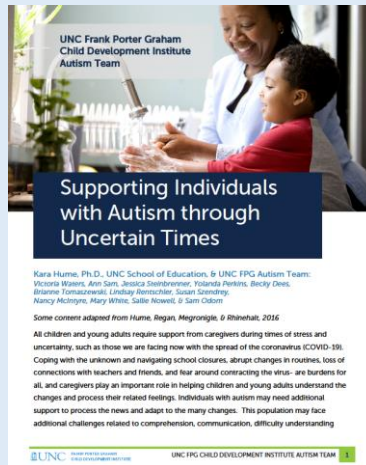
- stress and strain
- rejection by peers
- loneliness and isolation
- yelling and punishment
- failing
- fatigue
- doing what they're forced to do or they hate to do

**upbility**

Publisher of Therapy Resources

# Resources for Students with Exceptional Needs: Supporting Individuals with Autism through Uncertain Times

<https://afirm.fpg.unc.edu/sites/afirm.fpg.unc.edu/files/covid-resources/Supporting%20Individuals%20with%20Autism%20through%20Uncertain%20Times%20Full%20Packet.pdf>



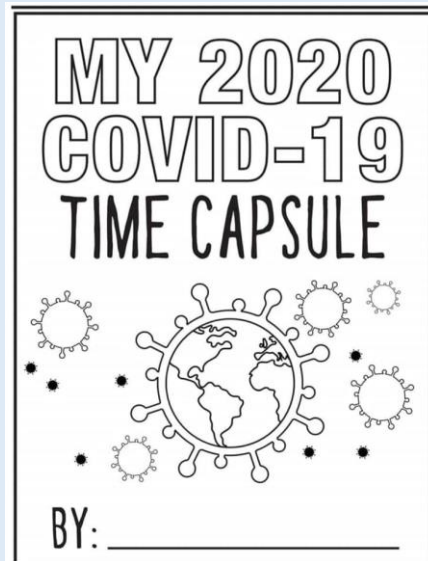
## Packet with Variety of Links for Supporting Students with Exceptional Needs:

<https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:94d5f308-3b7a-4c2e-a61a-f87599ff1e01>

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## COVID 19 Journal Time Capsule Enrichment Activity

<https://documentcloud.adobe.com/link/track?uri=urn%3Aaaid%3Asc%3AUS%3A61336216-7b82-4488-ab1d-28102d62cbaf>



## TEA COVID 19 Mental & Behavioral Health Statewide Resource List

[https://tea.texas.gov/sites/default/files/covid-19\\_mh\\_resources\\_4.3.20.pdf](https://tea.texas.gov/sites/default/files/covid-19_mh_resources_4.3.20.pdf)

COVID-19 Mental & Behavioral Health Grief & Trauma Informed Virtual Support and Statewide Resources List April 3, 2020		
<p>As Texas schools continue to deal with the COVID-19 outbreak, it is important for Local Education Agencies (LEAs) to recognize students and families may be struggling with stress, anxiety, grief, and loss. Schools can support the mental health, wellness, and resiliency of students through trauma informed approaches. Below is a list of statewide resources that can help schools connect families with specific resources as needs are identified.</p>		
Resource	Purpose	Contact Info
Telephone and Text Support Lines		
National Suicide Prevention Lifeline (24/7)	Provides crisis support for people thinking about suicide. (All Ages)	1-800-273-TALK (8255) Spanish Line: 1-888-628-9454 TTY: 1-800-795-4889 deaf and hard of hearing
COVID-19 Mental Health Support Line (24/7) Texas Health and Human Services Commission (HHSC)	Provides mental health support for during COVID-19. (All Ages)	1-833-886-1313 Translation available for Spanish
Counseling Line (24/7) Substance Abuse and Mental Health Services Administration (SAMHSA)	Provides a trained counselor to talk with during COVID-19. (All Ages)	1-800-985-5890, or Text: "TALKWASH" to 66746 For SAMHSA's Coping Resource Guides: <a href="#">Virtual Recovery Resources</a> and <a href="#">Disaster Distress Helpline</a> .  Deaf/Hard of Hearing: Text: "TALKWASH" to 66746 TTY: 1-800-947-8517



**remind**  
for psychological services

**Justiss**  
@fieldjes

**Aikin**  
@fieldaes

**Crockett**  
@fieldcis

**PJH**  
@fieldgjh

**PHS**  
@fieldphs

**Travis**  
@msfieldth

If your child is served by special education due to an emotional disability or receives direct/consult Psychological Services from the LSSP, please sign up for the LSSP's Remind group on their campus.

Text their campus code to  
**81010**  
(Include the @ symbol)

**remind**  
for psychological services

If your child is served by special education and you would like to receive mental health resources and alerts during at-home learning, please sign up for the LSSP's Remind group.

**LSSP Alerts**  
@lsspal

Text this code to  
**81010**  
(Include the @ symbol)

**For additional information, resources, or support please contact:**

**District Support Team:**

Elizabeth Field, District LSSP [elizabeth.field@parisisd.net](mailto:elizabeth.field@parisisd.net)

Sandy McGregor, Special Education Behavior Specialist [sandy.mcgregor@parisisd.net](mailto:sandy.mcgregor@parisisd.net)

Angela Reid, District Behavior Specialist [angela.reid@parisisd.net](mailto:angela.reid@parisisd.net)

Joi Roberts, Special Education Director [joi.roberts@parisisd.net](mailto:joi.roberts@parisisd.net)

Savannah Wood, LPC Special Education [savannah.wood@parisisd.net](mailto:savannah.wood@parisisd.net)

**VISIT OUR WEBSITE**

[www.parisisd.net/SpecialServicesAtHome](http://www.parisisd.net/SpecialServicesAtHome)

