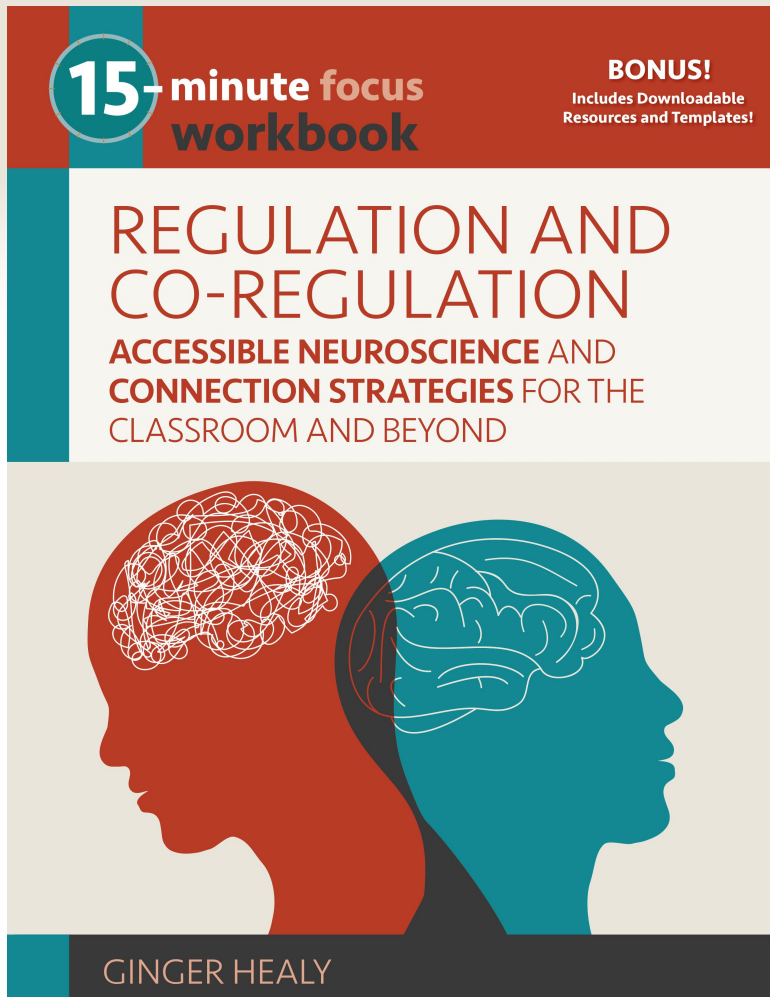


# Reproducible Resources from



Written by: Ginger Healy

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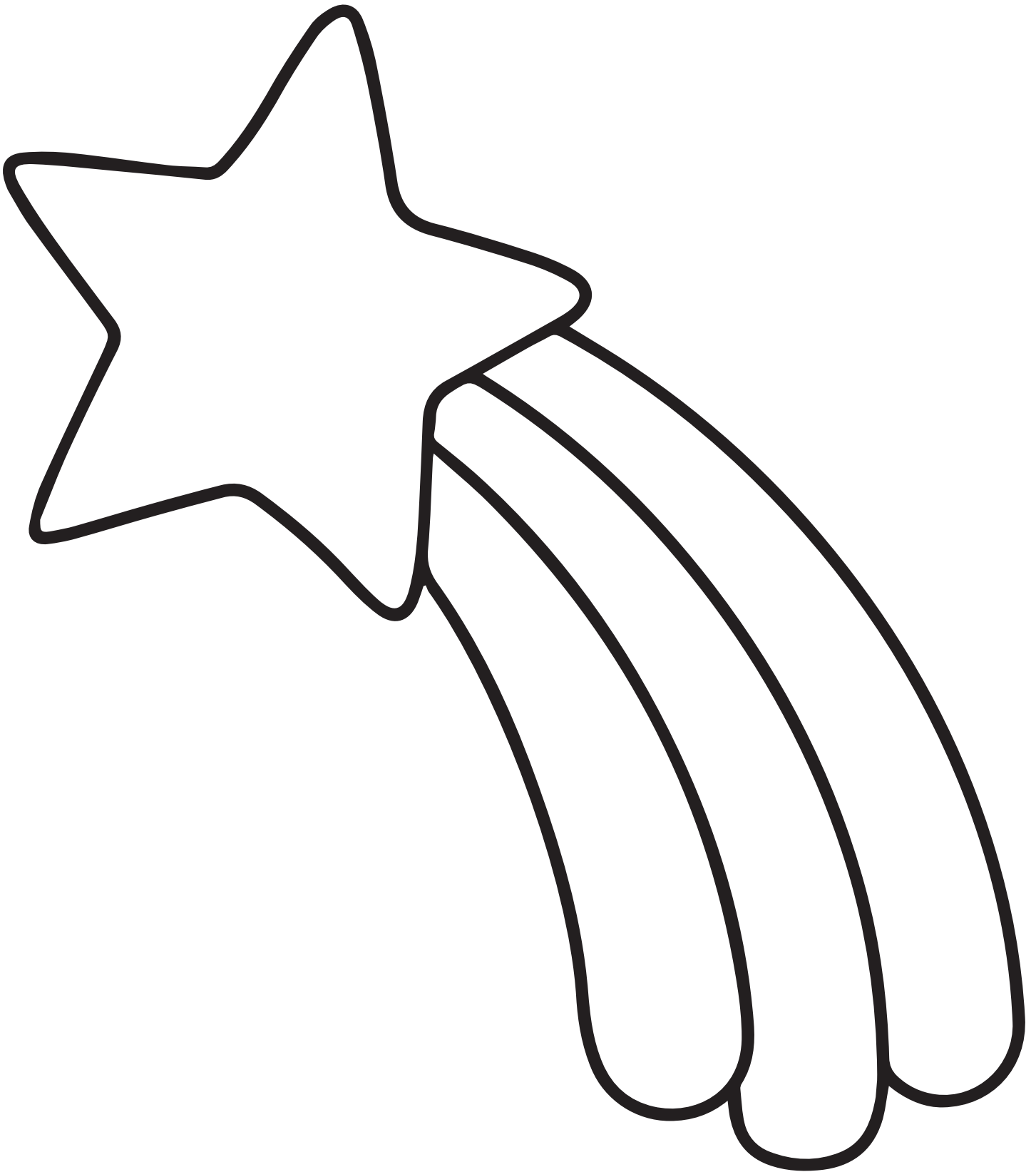
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NAME: \_\_\_\_\_

## Shooting Star Strengths

Choose a goal to work on. Write, draw, and decorate your goal in the star and fill in the tail of the shooting star with your strengths.



# Magnificent Me

Consider the following questions. Write or draw what comes to mind.

Do you have a favorite memory that makes you laugh or smile?



What are your hopes and dreams for yourself?



What are some of your accomplishments?



Think about a proud moment.



What are you scared of?



What are you worried about?



Is there something that isn't listed here that you want others to know? If so, make up one or more questions about yourself on a separate sheet of paper.

NAME: \_\_\_\_\_

# Removing Roadblocks on the Problem-Solving Pathway



The path to success becomes easier when we identify and remove what is blocking our way. Use this worksheet when you are stuck to figure out what is in your way and how to remove the roadblock.

There is a problem and I'm feeling \_\_\_\_\_ !

## ROADBLOCKS

**Check and describe what is irritating you, making you feel uncomfortable, or is in your way.**

- |  |   |
|--|---|
| <input type="checkbox"/> Sounds: _____         | <input type="checkbox"/> Too cold or too warm                           |
| <input type="checkbox"/> Smells: _____         | <input type="checkbox"/> I feel dizzy, wobbly, buzzy or: _____          |
| <input type="checkbox"/> Sights: _____         | <input type="checkbox"/> Not sure, but something feels off, like: _____ |
| <input type="checkbox"/> Sense of Touch: _____ | _____   |
| <input type="checkbox"/> Taste: _____          | _____   |

**I can't focus because...check the box(es) below.**

- |  |   |
|--|---|
| <input type="checkbox"/> My personal learning space (backpack or desktop) is disorganized. | <input type="checkbox"/> I am tired.                |
| <input type="checkbox"/> I can't find/don't have what I need.                              | <input type="checkbox"/> I need something repeated. |
| <input type="checkbox"/> I need a break!   | <input type="checkbox"/> Other: _____               |
| <input type="checkbox"/> I am confused.  | _____   |

## ROADBLOCK REMOVAL

**Check one or more options that will help you.**

- |  |  |   |
|--|--|---|
| <input type="checkbox"/> Headphones        | <input type="checkbox"/> Quiet workspace     | <input type="checkbox"/> Grounding strategy         |
| <input type="checkbox"/> Weighted blanket  | <input type="checkbox"/> Drink and/or snack  | <input type="checkbox"/> Talk/draw/write about it   |
| <input type="checkbox"/> Different seating | <input type="checkbox"/> Bathroom            | <input type="checkbox"/> Take a break and try again |
| <input type="checkbox"/> Walk and talk     | <input type="checkbox"/> Regulation tool     | <input type="checkbox"/> Other: _____               |
| <input type="checkbox"/> Stretch and yawn  | <input type="checkbox"/> Breathing technique | _____   |

If the Roadblock cannot be removed, what can I do to help manage how I feel? \_\_\_\_\_

My Roadblock & my removal solution is: \_\_\_\_\_



# The 5 Love Languages of Neurodivergence



## LOVE LANGUAGE

# #1

**Info dumping:** Talking about an interest or passion and thus sharing information, usually in detail and at length.

## LOVE LANGUAGE

# #2

**Parallel play:** Being alone together. One example could be both reading your own books in the same room or doing a puzzle while the other plays a video game. Just existing together counts too.



## LOVE LANGUAGE

# #3

**Support swapping:** Reminding a friend to hydrate when they ask if you have taken your meds, or if a friend helps you write an email or word a text a certain way, you help them with homework.

## LOVE LANGUAGE

# #4

**Please crush my soul back into my body:** Deep pressure is good and provides proprioceptive input. It can soothe the body's stress responses. (Consent is essential, and one size fits **one**.)

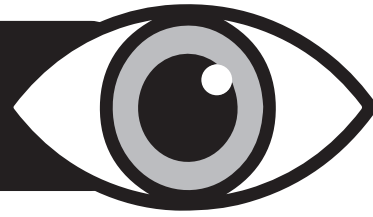


## LOVE LANGUAGE

# #5

**I found this cool rock/button/leaf etc., and I thought you would like it:** Unconventional gift giving, sharing things that are valuable or interesting to you as a sign of affection, OR giving someone a thing you know they are interested in; memes count too!

# VISUAL Considerations



BEST PRACTICE	CURRENT SITUATION	ACTIONS NEEDED
<p><b>SUGGESTIONS FOR HYPERRESPONSIVE NERVOUS SYSTEMS</b></p> <p><b>Lighting</b></p> <ul style="list-style-type: none"> <li>• Ensure there are no flickering lights.</li> <li>• Distracting shadows/light patterns are minimized.</li> <li>• Objects which produce glare or reflections are removed or minimized.</li> <li>• Exposure to fluorescent lighting is minimized.</li> <li>• Access to a low/dimly lit space is available.</li> </ul> <p><b>Spatial Design</b></p> <p><i>Dividers to Block Visual Input</i></p> <ul style="list-style-type: none"> <li>• Busy or cluttered wall displays are minimized.</li> <li>• Limited use of distracting patterns and/or colors.</li> <li>• Access to a neutral and tidy space is made available.</li> </ul> <p><b>SUGGESTIONS FOR HYPORESPONSIVE NERVOUS SYSTEMS</b></p> <ul style="list-style-type: none"> <li>• Larger images, color coding, bolding, and other visual aids.</li> </ul>		

Adapted from The Lindsay Foundation

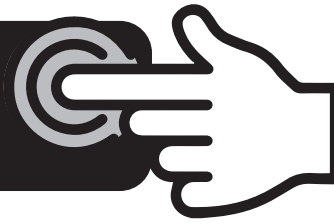
# NOISE Considerations



BEST PRACTICE	CURRENT SITUATION	ACTIONS NEEDED
<p><b>SUGGESTIONS FOR HYPERRESPONSIVE NERVOUS SYSTEMS</b></p> <p><b>Noise &amp; Sound</b></p> <ul style="list-style-type: none"> <li>• The space is carpeted to reduce movement sounds.</li> <li>• The space is modified to lessen echo sounds.</li> <li>• Electronic equipment is turned off when not in use to avoid electrical buzz/hum.</li> <li>• The space is soundproofed to minimize external noises (e.g., vehicle traffic).</li> <li>• Fluorescent lights are replaced or fixed when they become noisy.</li> <li>• A warning is given if a loud or sudden noise will occur, including fire and other safety drills. Adjust volume for school announcements, class interruptions (over speakers or walkie-talkies) bells of transitions, etc.</li> <li>• Signage advising appropriate noise levels.</li> <li>• Access to a quiet room is made available.</li> </ul> <p><b>SUGGESTIONS FOR HYPORESPONSIVE NERVOUS SYSTEMS</b></p> <ul style="list-style-type: none"> <li>• Auditory cues to hear better and focus (say student's name before a lesson, repeat questions).</li> <li>• Air pods for students who do better when listening to music.</li> </ul>		

Adapted from The Lindsay Foundation

# TOUCH Considerations



BEST PRACTICE	CURRENT SITUATION	ACTIONS NEEDED
<p><b>SUGGESTIONS FOR HYPERRESPONSIVE NERVOUS SYSTEMS</b></p> <p><b>Clothing/uniform</b></p> <ul style="list-style-type: none"> <li>• Avoid uncomfortable seams, itchy fabric, and heavy or inflexible fabric.</li> <li>• Alternative clothing or uniform options are easily accessible.</li> </ul> <p><b>Seating</b></p> <ul style="list-style-type: none"> <li>• Hard chairs have optional padding to reduce discomfort.</li> <li>• Rug or fabric squares available to cover hard floors or uncomfortable carpets.</li> </ul> <p><b>Provisions</b></p> <ul style="list-style-type: none"> <li>• Equipment and activities that provide deep pressure or resistance for proprioceptive input (e.g., weighted lap pads, carrying books).</li> <li>• Space for students to withdraw if they are sensitive to proprioceptive overload.</li> <li>• Provide opportunities for movement, such as swivel chairs or rocking chairs for those who need more vestibular input.</li> <li>• Create spaces that are motion-free and offer stability for students who may get overstimulated by movement.</li> <li>• Allow use of electronic typing device when hand writing is uncomfortable.</li> <li>• Create signage advising appropriate contact between people (e.g., ask before hugging).</li> </ul> <p><b>SUGGESTIONS FOR HYPORESPONSIVE NERVOUS SYSTEMS</b></p> <ul style="list-style-type: none"> <li>• Gentle hand on student shoulder before a lesson as a focus cue.</li> </ul>		

Adapted from The Lindsay Foundation

# SMELL & TASTE

## Considerations

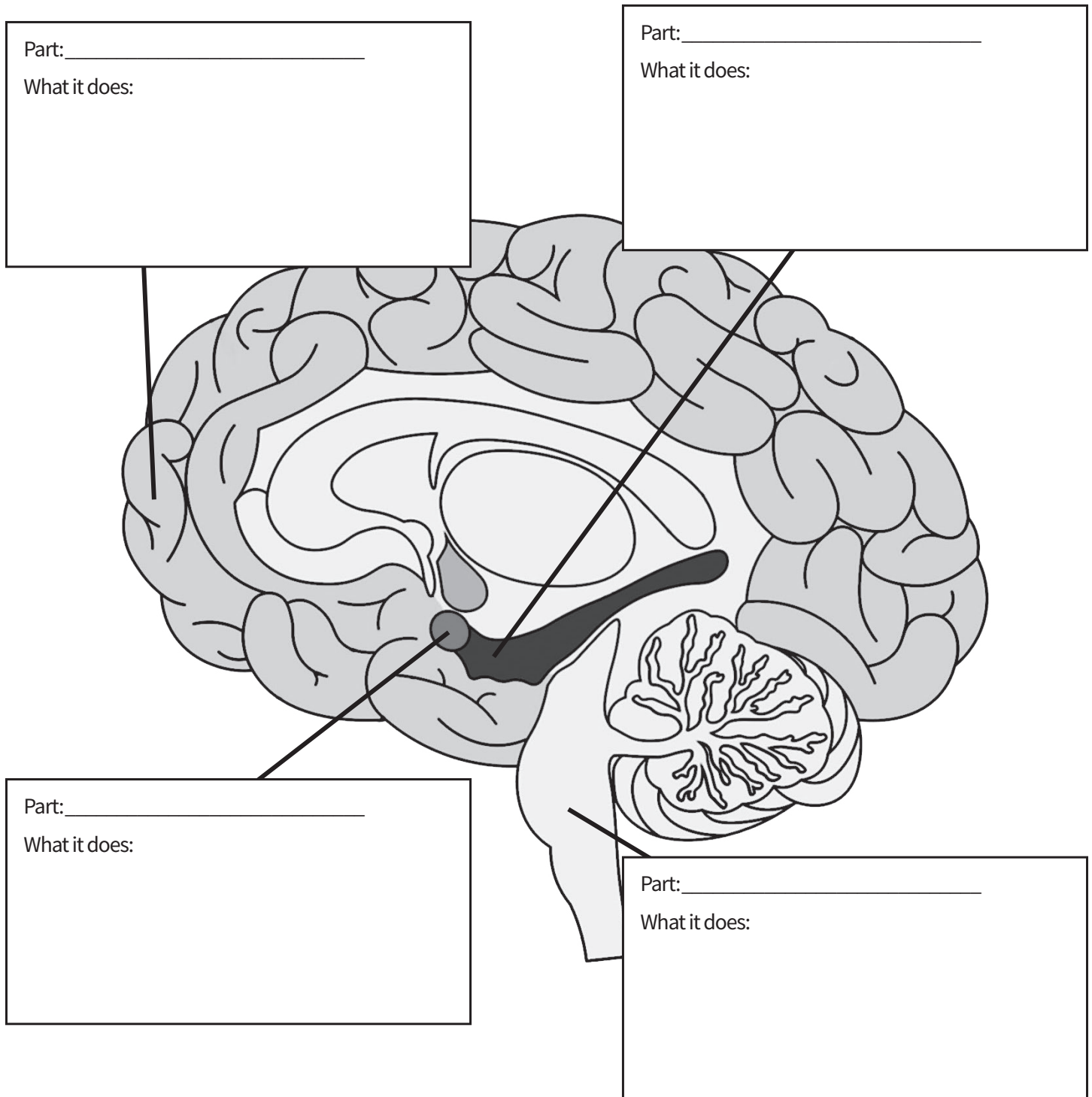


BEST PRACTICE	CURRENT SITUATION	ACTIONS NEEDED
<p><b>SUGGESTIONS FOR HYPERRESPONSIVE NERVOUS SYSTEMS</b></p> <p><b>Smell</b></p> <ul style="list-style-type: none"> <li>• Smells from cleaning chemicals, paint, deodorizers and similar materials are minimized.</li> <li>• Use of strong perfume, deodorant, or personal care items minimized.</li> <li>• Smell from amenities (e.g., kitchen, toilet) are contained.</li> <li>• Option to leave space or wear mask if smell becomes uncomfortable.</li> </ul> <p><b>Taste</b></p> <ul style="list-style-type: none"> <li>• Neutral tasting food available (e.g., low spice).</li> <li>• Option to provide own meals in group eating or sharing situations.</li> </ul> <p><b>SUGGESTIONS FOR HYPORESPONSIVE NERVOUS SYSTEMS</b></p> <ul style="list-style-type: none"> <li>• Smelly stickers and markers, (lotion or essential oils dependent on school policy).</li> <li>• Spicy and sour options.</li> <li>• A basket of snacks with a variety of tastes and textures to access at anytime (never force any food option, texture, or taste).</li> </ul>		

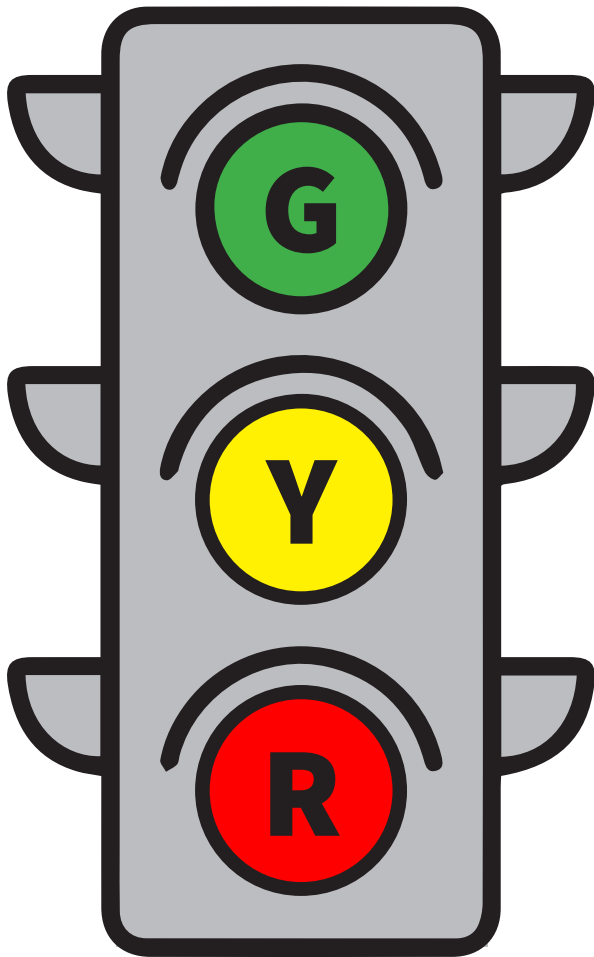
Adapted from The Lindsay Foundation

# Let's Label the Parts of the Brain

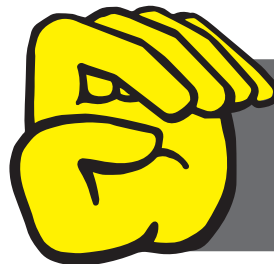
Recreate the lesson by labeling the parts of the brain and explaining the major tasks of each part. Get creative and artistically expand on each area. (The cortex can have drawings of things that represent executive functions like a clock, calendar, book, etc. The Limbic area could express emotions, have an alarm bell, or a drawing of what creates worry and causes the amygdala to activate. The brain stem could show pictures of basic survival functions.)



## Where Are You at in Your Brain?



**Green**  
**Upstairs Brain**  
**Ready to Learn**



**Yellow**  
**Limbic Region**  
**Caution**



**Red**  
**Downstairs Brain**  
**Flipping your Lid**

SOURCE: ADAPTED FROM THE BEHAVIOR HUB

# Brain Stoplight

Draw lines connecting the emotional and physical reactions of the students to the colors on the stoplight. There may be more than one answer.

1.



2.



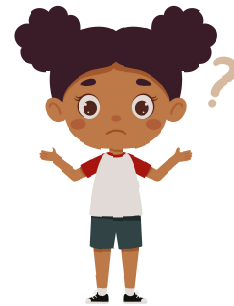
3.



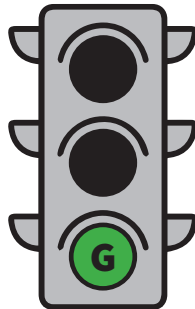
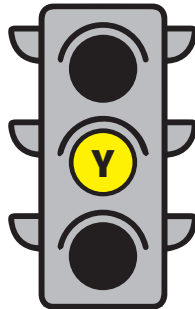
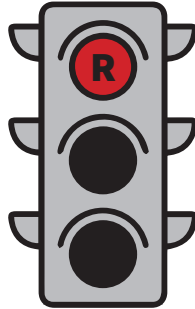
4.



5.



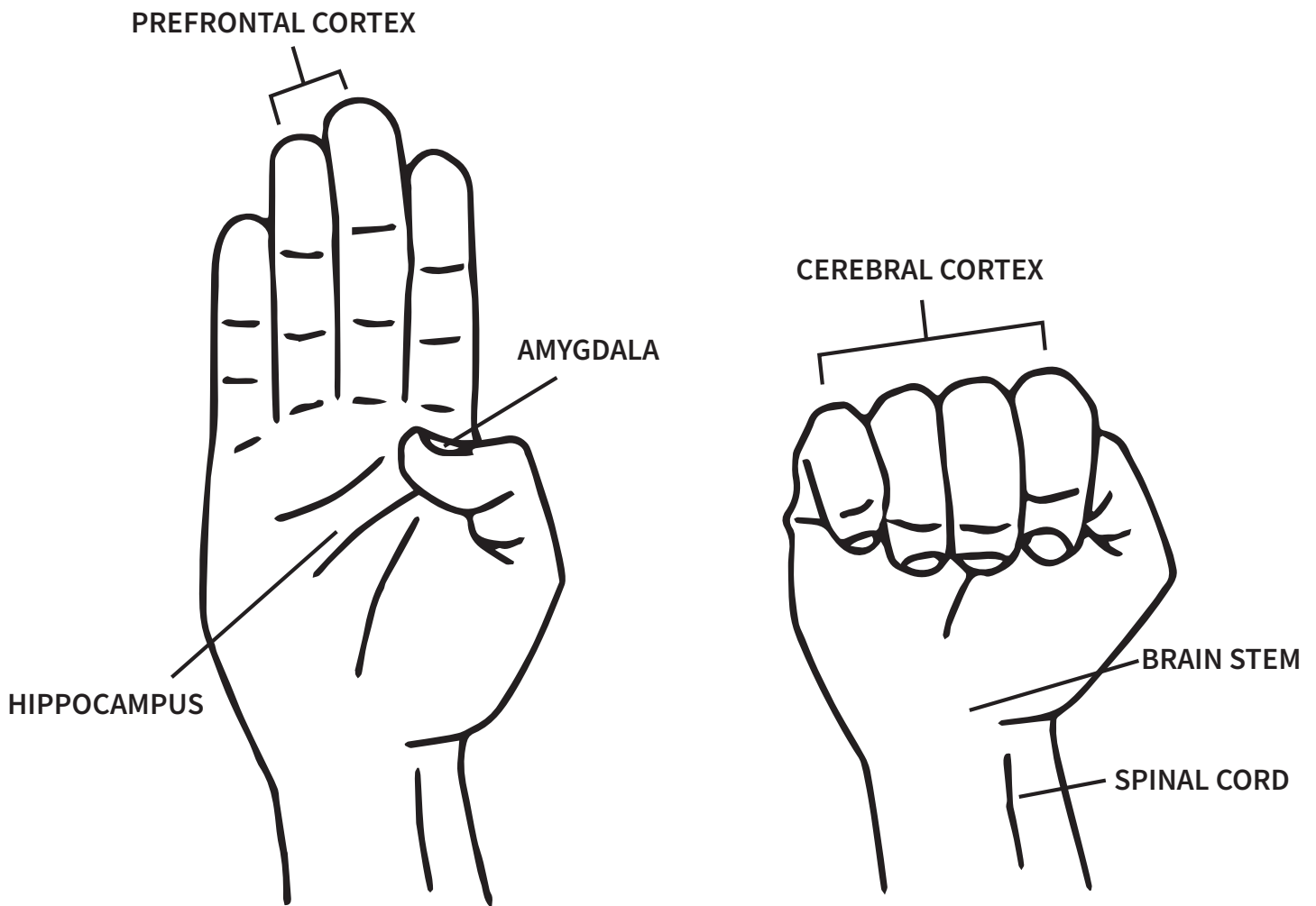
6.



Write or draw other green, yellow, and red (“fight, flight, freeze”) stoplight reactions.



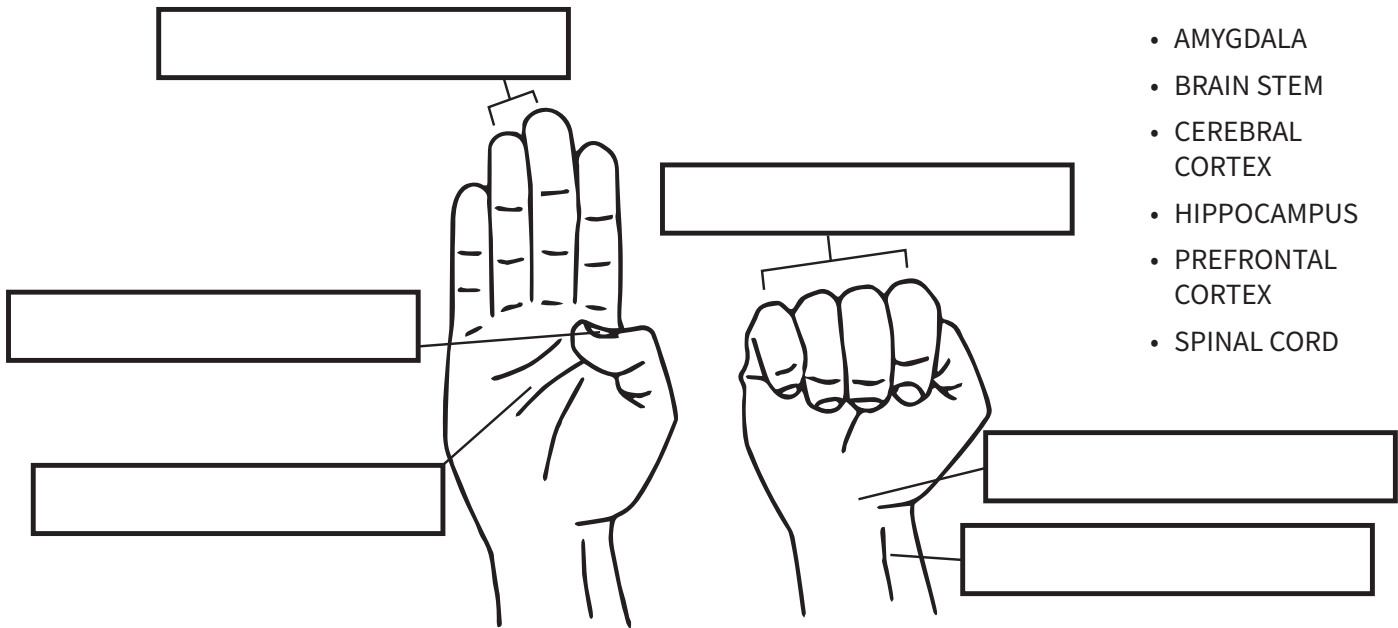
# Hand-Brain Model



Source: Hand Model, Courtesy of Dan Siegel

# Use Your Hands To Imagine Your Brain

Write the part of the brain that corresponds with the appropriate box.



Source: Dan Siegel

**Circle the correct answer:**

**True or False** When I am regulated, my lid is flipped.

**True or False** When I am scared or angry, I flip my lid.

**True or False** Flipping your lid is normal and can happen every day.

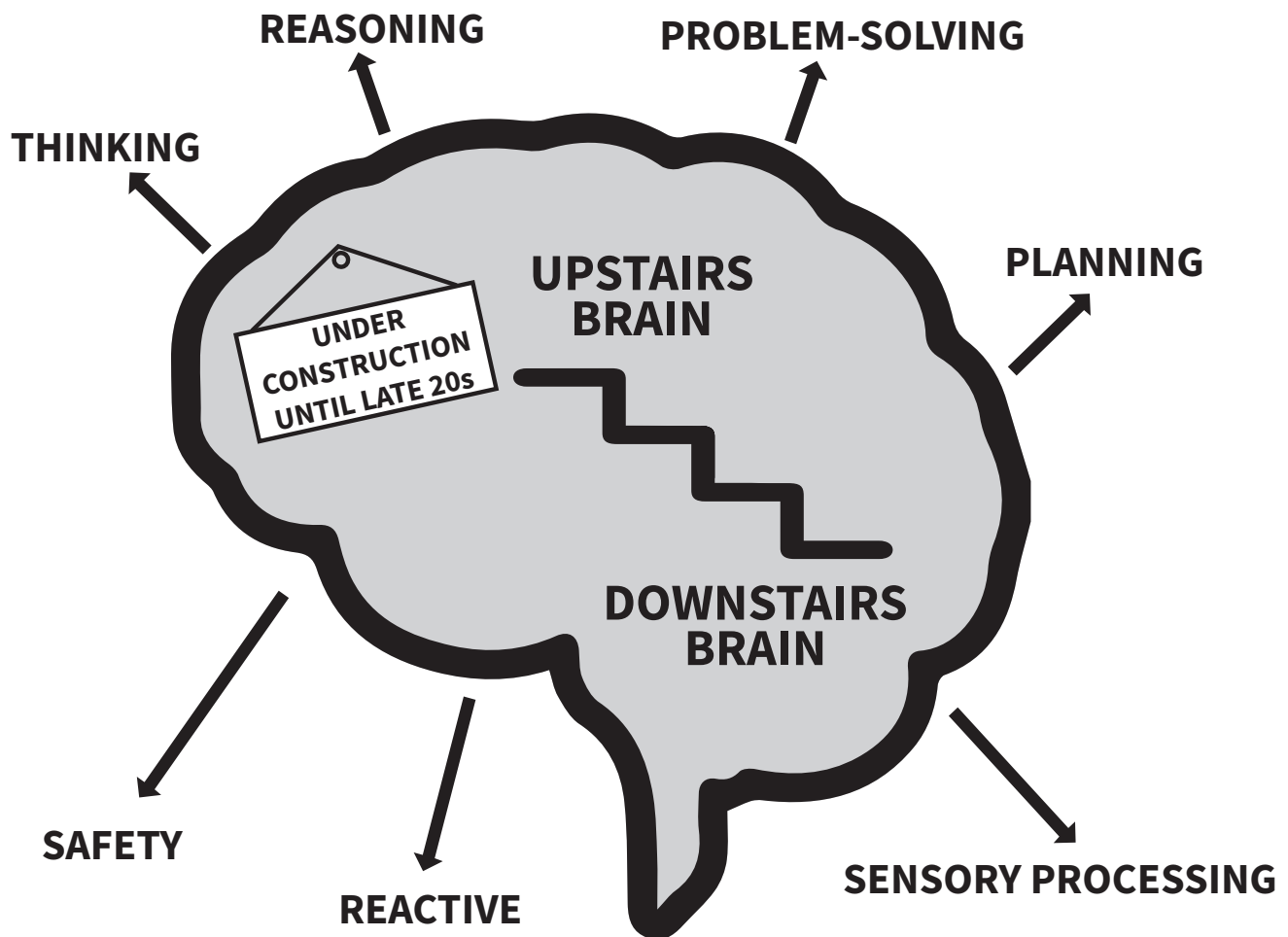
**True or False** The brain stem is responsible for survival tasks and is represented at the bottom of my hand.

**True or False** When I fold my fingers over my thumb it represents regulation and shows where my prefrontal cortex is.

## More Practice

1. Turn to a classmate and practice the hand model with them. Make intentional mistakes and have them correct you (like these):
  - “When my lid flips, I feel calm and safe.”
  - “I can get my lid back down by ignoring my feelings and yelling at someone.”
  - “The bottom part of my hand represents the prefrontal cortex.”
2. Ask your partner what they notice and recognize within themselves when they start to flip.
3. Brainstorm together ways to get your lid back down when it flips.

# Understanding the Brain Will Help Us Understand Behavior

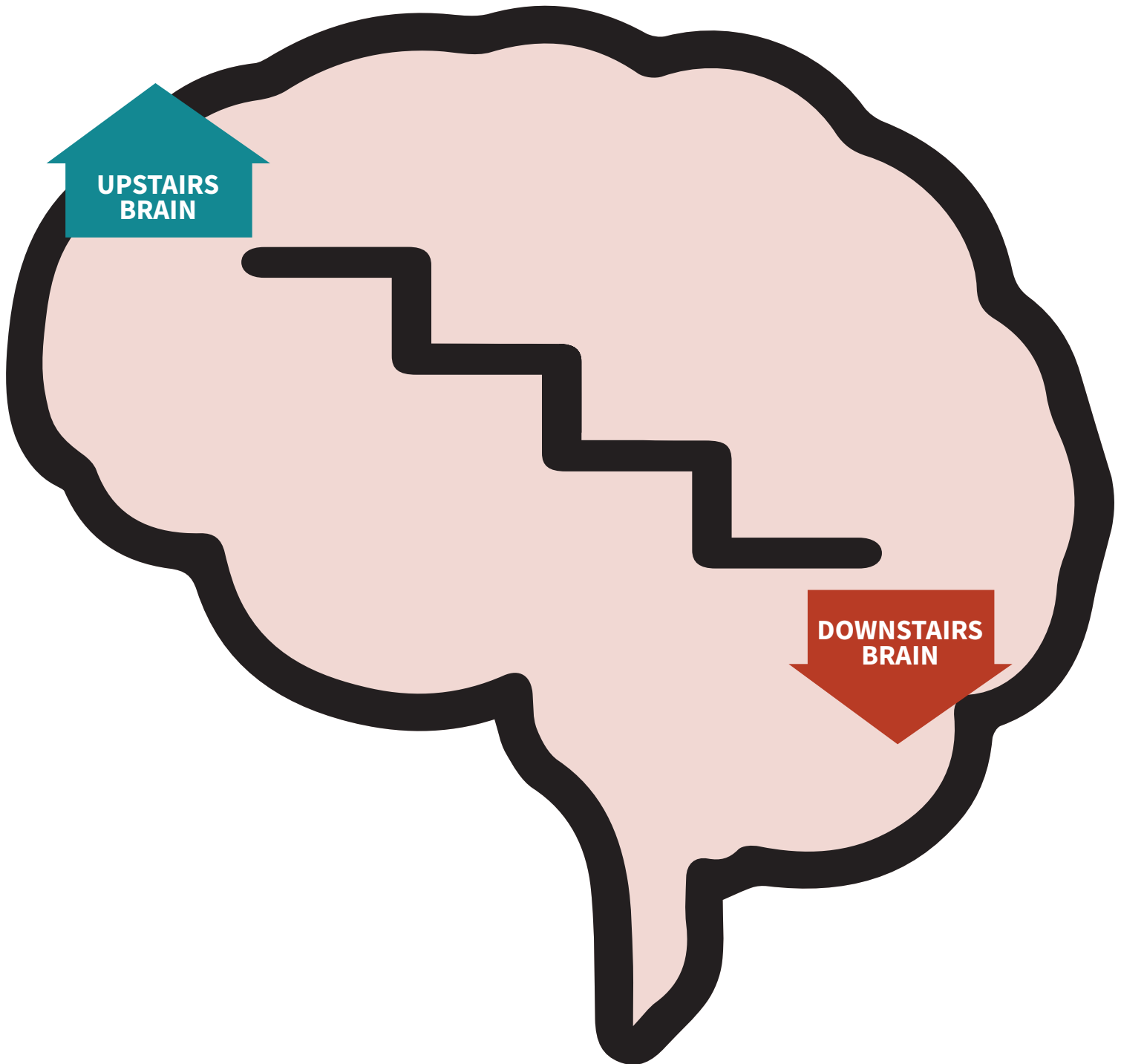


Source: Adapted from Siegal and Bryson (2011, [www.gregsantucci.com](http://www.gregsantucci.com))

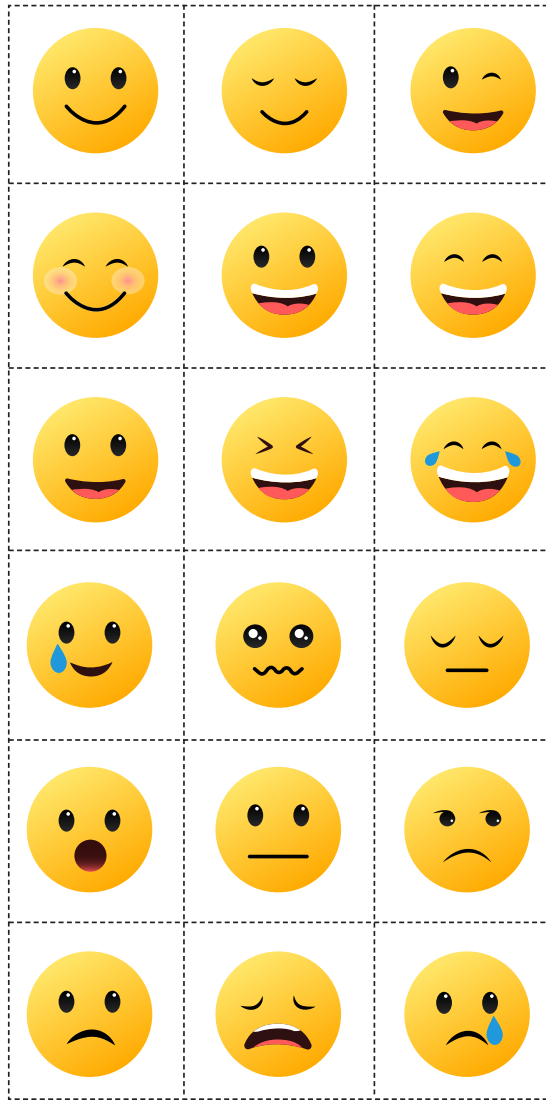
NAME: \_\_\_\_\_

# My **Upstairs/Downstairs** Brain

Cut out emojis and place them below  
where they go in the brain (upstairs or downstairs).



Source: Adapted from Hopeful Minds Curriculum ([www.hopefulminds.org](http://www.hopefulminds.org))

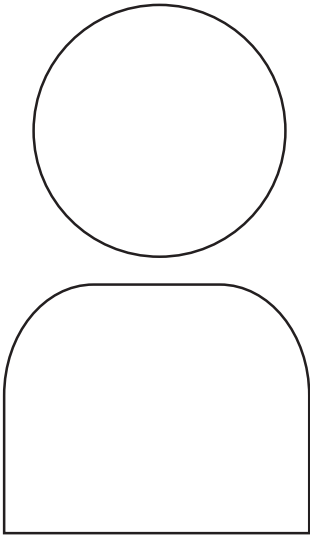


# My Upstairs/Downstairs Brain

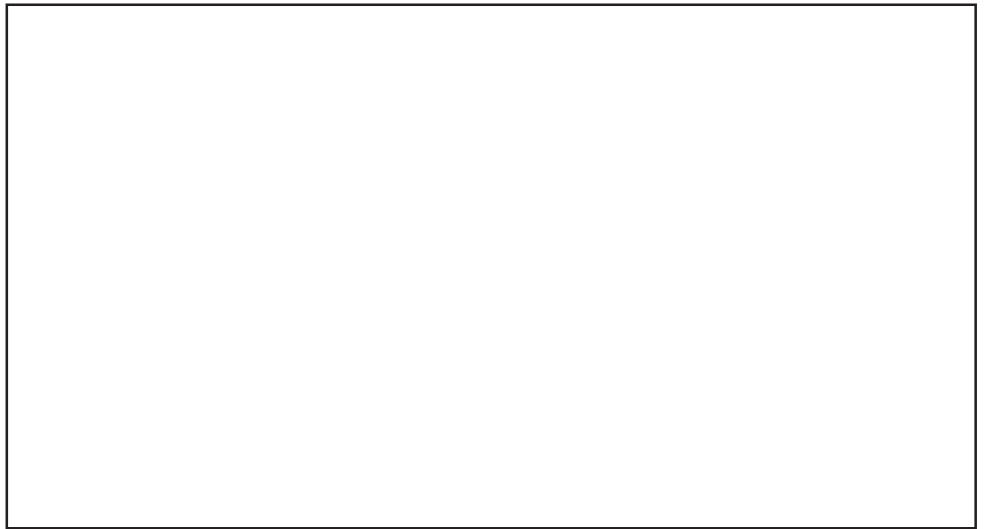
In the bodies below, draw how you feel or what it looks like when you are in your upstairs brain and then your downstairs brain. In the space to the right, list or draw things that help you go upstairs or cause you to go downstairs.

## UPSTAIRS BRAIN

How do you feel?

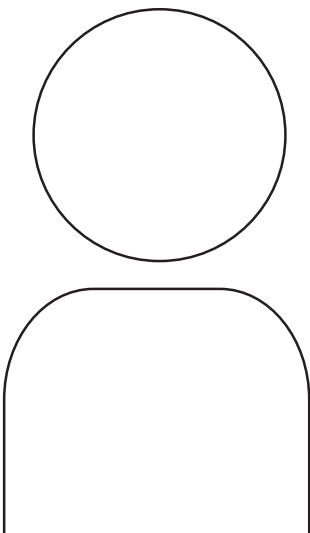


What helps you go upstairs?



## DOWNSTAIRS BRAIN

How do you feel?



What causes you to go downstairs?



Source: Adapted from Hopeful Minds Curriculum ([www.hopefulminds.org](http://www.hopefulminds.org))



# UPSTAIRS BRAIN

## PLAY LIST



List your favorite songs that help you move from downstairs brain to upstairs brain. Share your list, if you feel comfortable, so that you help others add to their lists.

Ponder the following: Are there songs that send you to your downstairs brain? Why do you think that is?

SONG TITLE	ARTIST
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	

NAME: \_\_\_\_\_

# My Brain is Under Construction



Write or draw (or both!) your answers below.

1. Have you noticed ways in which your brain has changed and gotten stronger?

2. Think of skills that you can now achieve that were hard at first and draw or list them. For example, riding a bike, counting, reading, or learning an instrument or foreign language.

3. Think back to the story in the lesson. What could the debris on the path represent?

4. If we don't continue to practice after we learn something, what happens?

5. How can you compare this to flipping our lid?



## **Motion**

***Let's move together!***

Lunges, jumping jacks, or a walk.

1



## **Mellow**

***Let's ground together!***

Bilaterally pat legs, color, deep breathe, or notice one color

2



## **Mental**

***Let's think together!***

Count by 5's, list your favorite foods, or say the alphabet backwards

3



## **Mindful**

***Let's reflect together!***

Write, draw, or discuss what happened and how to repair, if necessary.

4



# Dragon Wings

*Try Flapping Your  
Dragon Wings  
To Regulate Your  
Nervous System*



1. Cross your arms over your chest, interlock your thumbs to form the dragon body, and extend your other fingers outward to form the wings.
2. Alternate the movement of hands, like the flapping wings of a dragon.
3. Breathe slowly and deeply while you observe and notice what is going through your mind and body, such as thoughts, images, sounds, smells, feelings, and physical sensations.

# How I Felt

## Describe your experience.

What were some of the emotions or sensations telling you?

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What can happen when we don't listen to our bodies and our needs go unmet? For example, if we don't listen to our hunger pains we may get weak and grumpy. If we don't listen to our shivering body we may get chilled and sick.

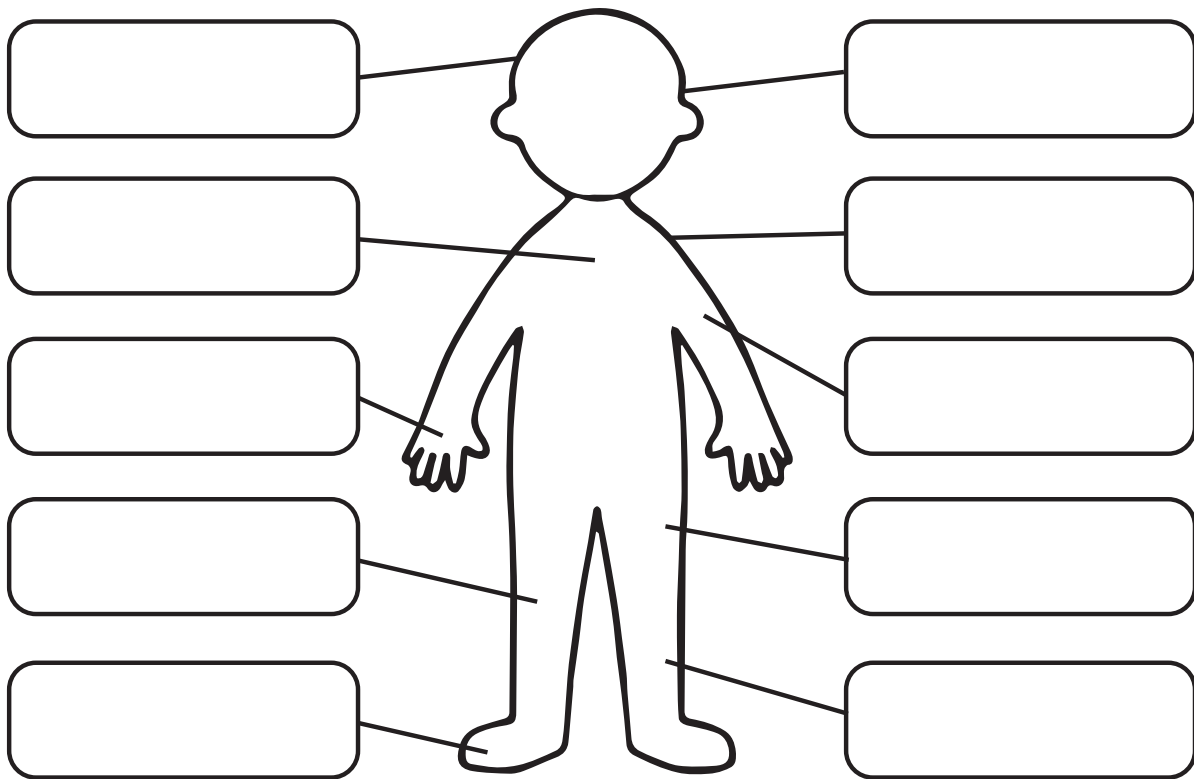
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## Does any part feel uncomfortable?

What words would you use to describe the different parts you scanned?



Examples of feeling words. Use these or make up your own.

cheerful  
content  
glad  
joyful  
loved  
peaceful  
silly  
terrific  
brave

certain  
courageous  
determined  
empowered  
strong  
sure  
creative  
curious  
inspired

renewed  
depressed  
disappointed  
down  
gloomy  
upset  
doubtful  
indecisive  
tense

unsure  
afraid  
ashamed  
bored  
caring  
curious  
embarrassed  
guilty  
jealous

quiet  
scared  
hesitant  
uncomfortable  
pain  
tightness  
comfort  
relaxation  
openness

# Tactile Adventure

Collect 6 textures and paste them in the squares below. Describe how each texture and item makes you feel. Place a check mark in the box indicating which items help you move from your downstairs brain to your upstairs brain.

**Paste  
Texture  
Here**

---

CHARACTERISTICS

How I Feel: \_\_\_\_\_

☐ Helps me move to my upstairs brain

**Paste  
Texture  
Here**

---

CHARACTERISTICS

How I Feel: \_\_\_\_\_

☐ Helps me move to my upstairs brain

**Paste  
Texture  
Here**

---

CHARACTERISTICS

How I Feel: \_\_\_\_\_

☐ Helps me move to my upstairs brain

**Paste  
Texture  
Here**

---

CHARACTERISTICS

How I Feel: \_\_\_\_\_

☐ Helps me move to my upstairs brain

**Paste  
Texture  
Here**

---

CHARACTERISTICS

How I Feel: \_\_\_\_\_

☐ Helps me move to my upstairs brain

**Paste  
Texture  
Here**

---

CHARACTERISTICS

How I Feel: \_\_\_\_\_

☐ Helps me move to my upstairs brain

# Mindfulness Word Search

Find and circle the words in the puzzle. Words can go in any direction and can share letters as they cross over each other.

alert  
awareness  
breathing  
calm

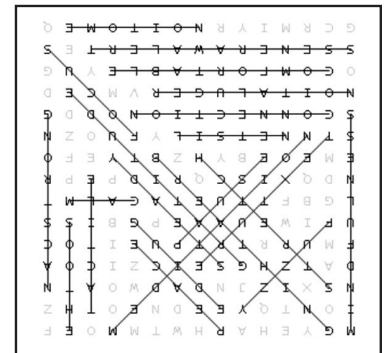
comfortable  
connection  
emotion  
focus

fuzzy  
gratitude  
guide  
listen

meditation  
mindfulness  
pause  
peace

regulation  
scan  
soothe  
steady

stretch  
strong  
tactile  
texture



# Grounding Helpers

Try the following forms of grounding and notice which ones help shift you into a more comfortable and regulated state. Circle **Yes** if the grounding strategy helped or **No** if it did not. Keep in mind that what may work this time may not next time and what didn't work this time might be worth trying again later. Keep this worksheet so that when you are feeling worried, mad, or upset (dysregulated), you can quickly determine what will help you.

## Physical Grounding

- Yes or No** Run cool or warm water over hand/hold a piece of ice
- Yes or No** Jump up and down
- Yes or No** Dig heels into the floor
- Yes or No** Rub a pocket stone
- Yes or No** Clench and release your hands
- Yes or No** One-minute dance party

## Soothing Grounding

- Yes or No** Say kind statements to another person
- Yes or No** Tell about your favorite animal
- Yes or No** Smell something yummy
- Yes or No** Sing a favorite song
- Yes or No** Talk about something you are looking forward to

## Mental Grounding

- Yes or No** Count backward
- Yes or No** Spell a color
- Yes or No** Repeat alphabet foods (a-apple, b-banana, etc.)
- Yes or No** Read out loud with someone

What other forms of grounding can you add to the list that help you?

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Adapted from: [www.compassionresiliency.com](http://www.compassionresiliency.com)



# What am I Grateful for?

List 5 things you're grateful for.

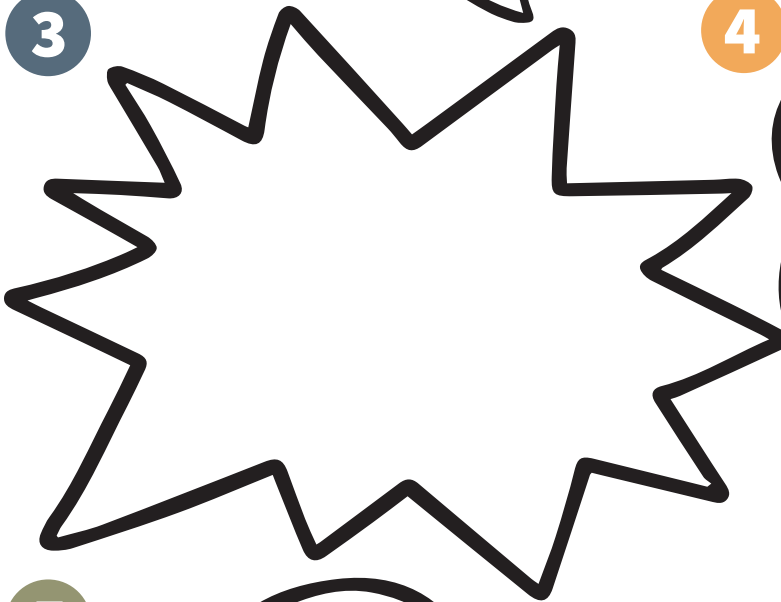
1



2



3



4



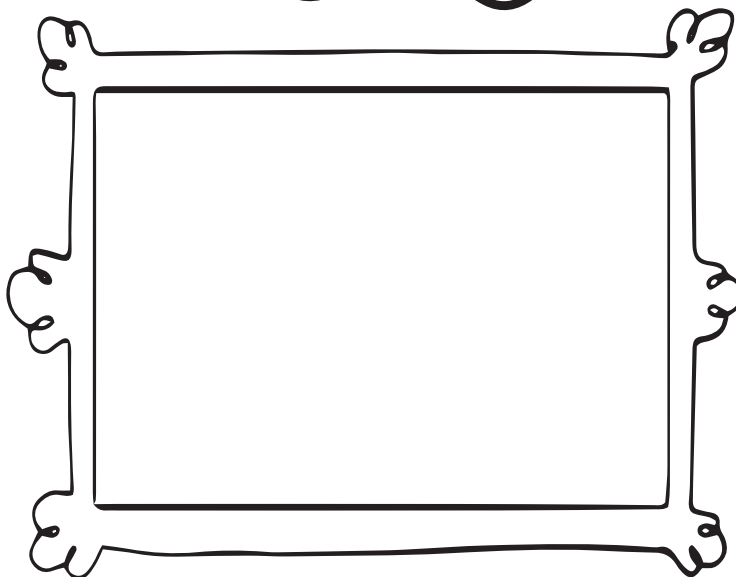
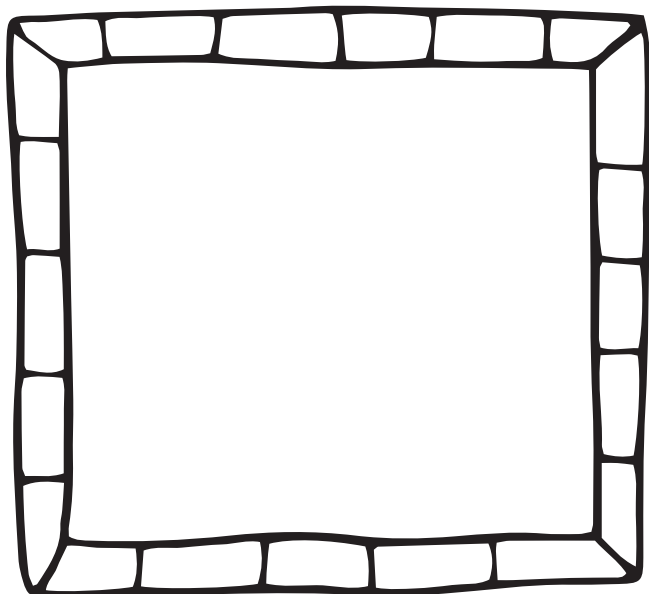
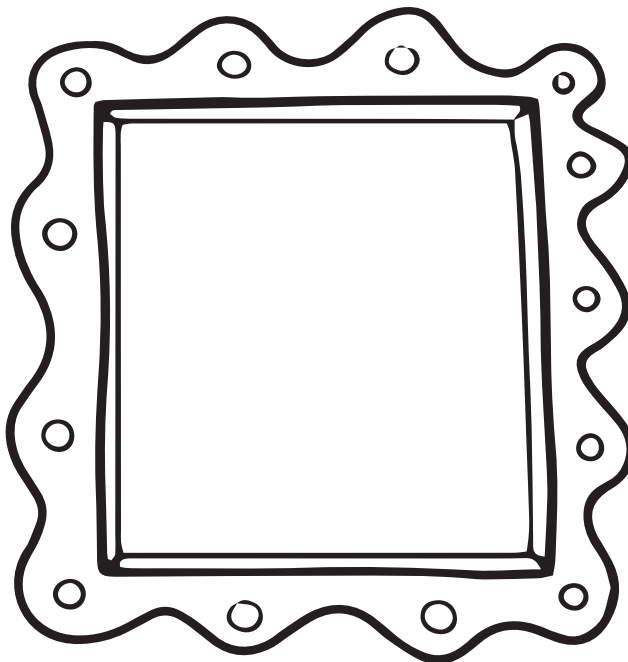
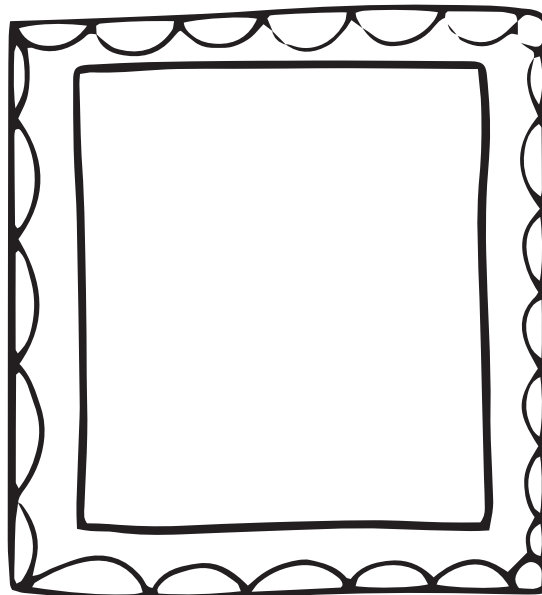
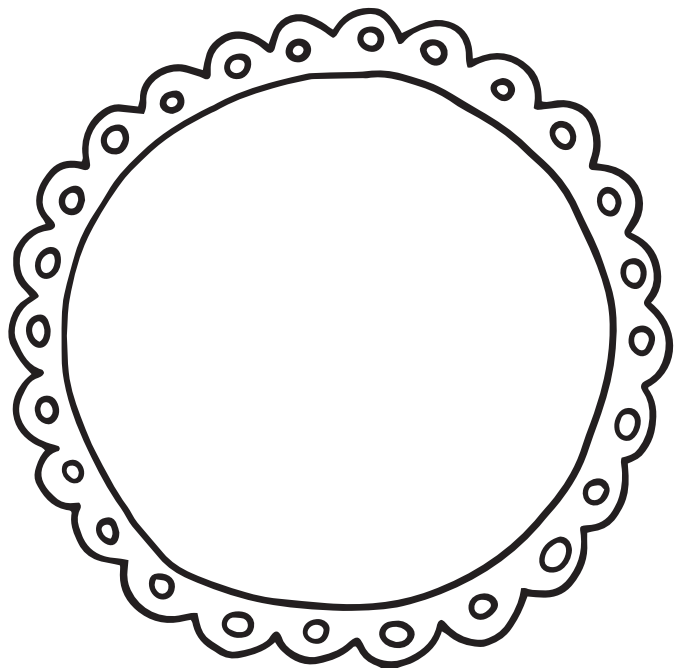
5



NAME: \_\_\_\_\_

## 5 People Who Made My Day Great!

In each frame, write the name, paste a photo, or draw the person (or animal!) who contributed positively to your day.



Source: [www.developgoodhabits.com](http://www.developgoodhabits.com)

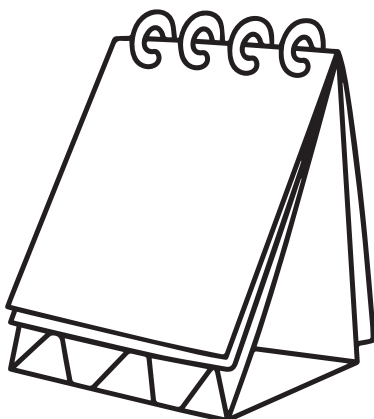


NAME: \_\_\_\_\_

## What I Learned Today

Write or draw  
3 things you  
learned today.

Write today's date  
in the calendar.



1.

2.

3.

## Best Moment of My Day

Describe the best part of your day and why it was special.

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Source: [www.developgoodhabits.com](http://www.developgoodhabits.com)

# 10 Gratitude-Focused Drawing Prompts

Gratitude can play a vital role in helping regulate our emotions because focusing our attention on the positive aspects of our lives minimizes what makes us sad or worried. This shift in perspective can give us a sense of serenity and emotional freedom. Use the following prompts to write or draw your answer in the space provided or on another sheet if needed.

<div></div>	<div>something that makes you happy</div>	<div></div>	<div>something you are thankful for</div>
<div>something that you can't live without</div>	<div></div>	<div>someone you love</div>	<div></div>
<div></div>	<div>someone who helps you</div>	<div></div>	<div>something you think is fun</div>
<div>something that makes you smile</div>	<div></div>	<div>something that makes you feel good</div>	<div></div>
<div></div>	<div>something you love to do</div>	<div></div>	<div>something that makes you laugh</div>

Source: [www.camhsprofessionals.co.uk](http://www.camhsprofessionals.co.uk)

NAME: \_\_\_\_\_

# Gratitude and Grounding

Write your thoughts or draw a picture about something you accomplished recently that was difficult.



Write or draw what you noticed going on inside you when you thought about the challenging experience and your accomplishments that you described/drew above.

# Gratitude Mantras

Recite the following gratitude mantras out loud,  
and have students repeat them back:

**I am grateful for who I am and what I have.**



**I am grateful for the opportunity to try again.**



**I am grateful to be able to make mistakes  
and correct my mistakes.**



**I am grateful to be here and now.**



**I will appreciate and enjoy the  
simple moments today.**



**Thank you, brain, for supporting my efforts.**



NAME: \_\_\_\_\_

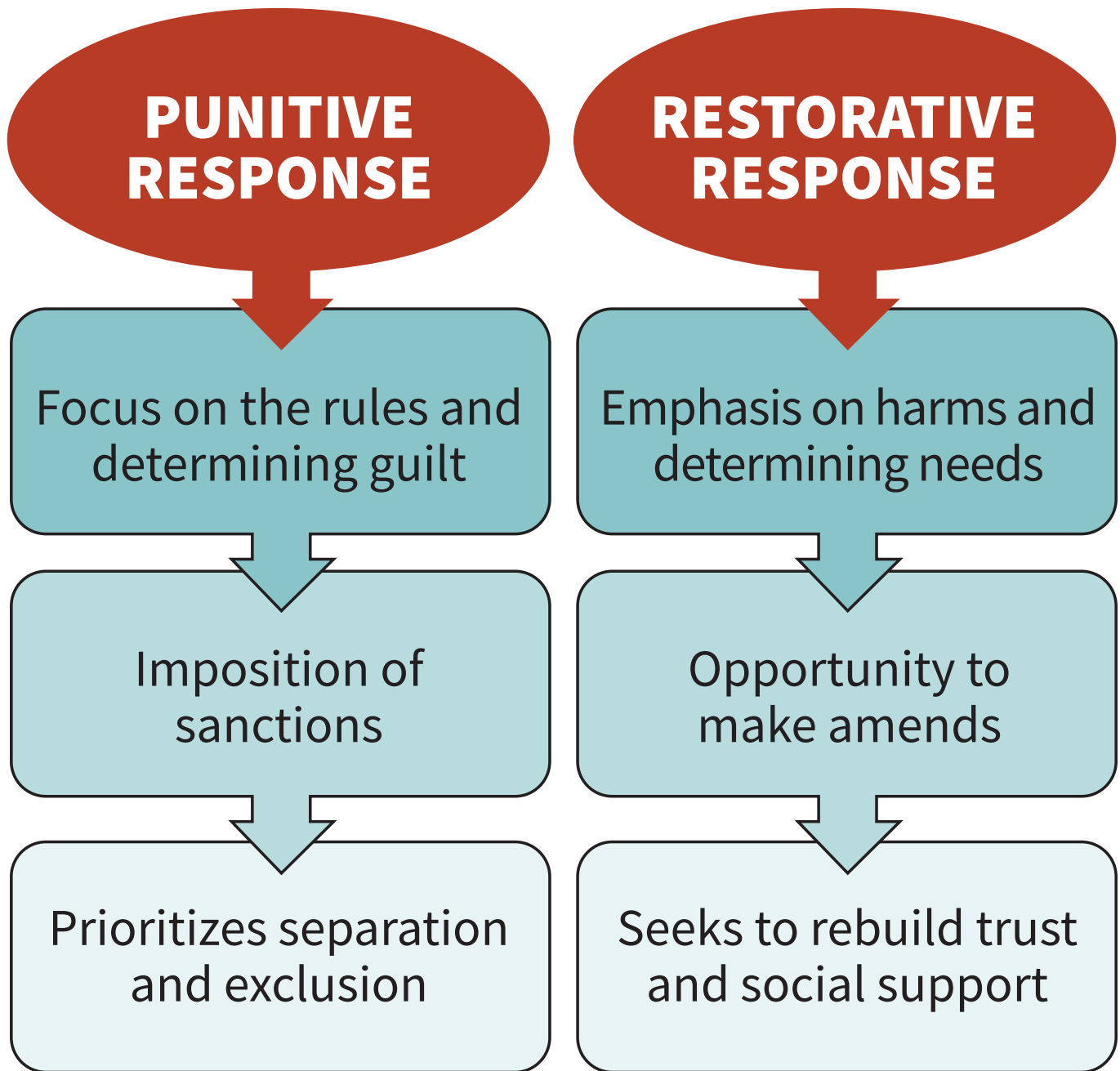
# My Glimmer Jar



Notice bright spots in your day, describe them on these word strips, and add them to your class glimmer jar. Don't forget that you can create your own glimmers by helping others.

My <b>GLIMMER</b> :	My <b>GLIMMER</b> :
My <b>GLIMMER</b> :	My <b>GLIMMER</b> :
My <b>GLIMMER</b> :	My <b>GLIMMER</b> :

Source: [theregulatedclassroom.com](http://theregulatedclassroom.com)



Source: [https://warwick.ac.uk/fac/cross\\_fac/academy/connect/restorativejustice/resource/sexualharm/](https://warwick.ac.uk/fac/cross_fac/academy/connect/restorativejustice/resource/sexualharm/)

# CLASSROOM NORMS



**In our classroom, we...**

- a** *keep ourselves and others safe.*
- b** *ask for help when needed.*
- c** *listen to each other.*
- d** *help others when we can.*
- e** *do our best.*

Source: Taylor Young

# Circle Guidelines

**Speak** from the heart.

**Listen** from the heart.

**Trust** that you will know  
what to say.

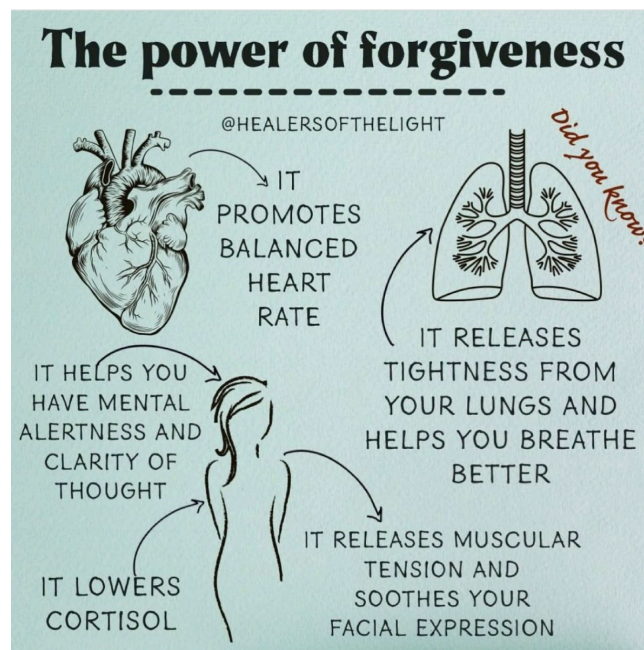
Say **just enough**. Not  
too much, not too little.

Source: <http://caffeinatedcounselor.blogspot.com/>



# The Power of Forgiveness

Write or draw an experience you have had with forgiveness and share if you feel comfortable doing so.



Source: @healersofthelight

# Window of Tolerance

Consider your own window. Using words and pictures, describe what your window looks like in each nervous system state (hyper-arousal, hypo-arousal, regulated-optimal zone).

## Hyper-arousal

Describe or draw what this is like for you.

## Regulated

Describe or draw what your optimal zone is like.



## Hypo-arousal

Describe or draw what this is like for you.

# SOME COMMON STRESSORS FOR YOUNG PEOPLE



Source: Adapted from Wholehearted School Counseling

# Do You Recognize Your Own Responses to Stress?

These stress responses are an attempt by your body and brain to protect you from stress and help you survive it. We can learn how to handle and respond to stress without hurting ourselves or others physically and emotionally. (This is not an exhaustive list. Consider other ways that stress may show up in your thoughts, sensations, and behaviors.)

FIGHT	FLIGHT	FREEZE	FAWN
Facing the threat	Putting distance between yourself and the danger	Shutting down until the danger ends	Acting to please others in order to avoid conflict (threat or danger)
Moving towards the danger	Feeling like running away	Unable to complete tasks	Letting others decide/dictate behavior and decisions
Hands up protecting self	Backing away	Feeling stuck, helpless, or numb	Seeking connection, validation, attention
Verbal aggression	Creating plans for escaping	Unable to process information or talk	Changing your opinions
Physical aggression	Staying longer at school, work, or a friend's house to occupy yourself	Isolating/withdrawing	Deferring-pretending to agree
Raging	Taking the long way home	Deer in the headlight-tense, tired, and still	Appeasing/placating
Protesting or challenging authority	Eloping	Not giving consent	Acting passive
Trying to overpower the danger	Feeling restless, fidgety, trapped	Mind going blank	Excessively flattering
Refusing to comply	Hyperactive/Hyperresponsive behavior	Mentally checking out	Offering praise or admiration even after criticism
Tightening jaw, grinding teeth	Hiding	Using fantasy or imagination to escape distress	Neglecting/denying own needs
Glaring	Procrastinating/avoiding	Hiding/masking feelings	Always saying "yes"
Crying	Drowning out sound with loud music	Feeling cold	Negotiating
Nausea/stomach in knots	Pulling hoodie over eyes, wearing excessive makeup, covering face with hair	Feeling stiff or heavy	Bribing
Sabotaging/Causing a fight	Darting eyes	Having a sense of dread	Pleading
Acting defensive	Shallow breathing	Breathing restricted	Rescuing
Shaming another person	Excessively exercising or working	Slower heartbeat	Overachieving
Physical, Verbal, or Cyber-Bullying	Doing everything except for the thing that needs to be done	Oversleeping	Excessive apologizing
Spreading rumors	Drug and/or alcohol use	Feeling disconnected	Making yourself as useful and helpful as possible
Refusing to answer or speak	Feeling anxious	Fainting	Have a hard time answering when asked about yourself or what you like and enjoy
Pouting and/or giving someone the silent treatment	Ending a relationship before the other person can break up with you		Fear of making others mad or upset

NAME: \_\_\_\_\_

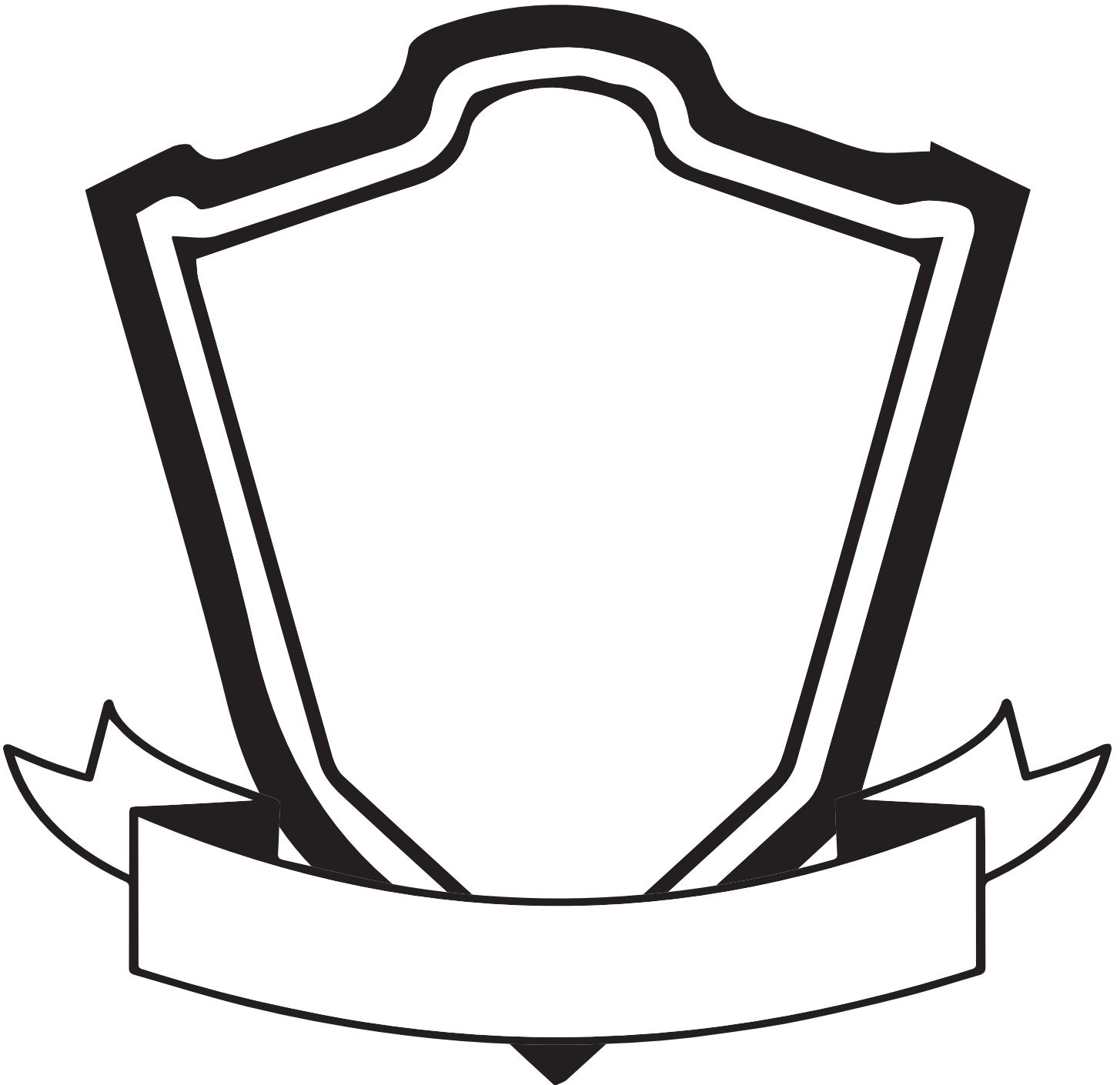
# My Buffer Is My Shield

Inside the shield template, draw and illustrate your buffer  
and write your name on the banner.

Discuss and explain who or what your buffer is.

## Examples:

Family • Friend • Pet • Coach or Teacher • Deep breathing and/or other regulation tools •  
Sport or other activity • Journaling • Being outside



# My Regulation Rescue Plan

We all have times when we are not feeling our best. This is completely normal. Identifying our triggers and what helps us feel better when we are dysregulated is the key to strengthening regulation skills and emotional resilience. (original credit Jodi Place)

## My list of what bothers, irritates, frustrates me, (dysregulates me) and activates my nervous system.

- |  |   |
|--|---|
| <input type="checkbox"/> Loud noises/noisy spaces                  | <input type="checkbox"/> Being embarrassed                      |
| <input type="checkbox"/> Being tired                               | <input type="checkbox"/> Unexpected changes in schedule         |
| <input type="checkbox"/> Being hungry                              | <input type="checkbox"/> Feeling behind/pressure/rushed         |
| <input type="checkbox"/> Someone getting too close                 | <input type="checkbox"/> Strong smells                          |
| <input type="checkbox"/> Quizzes/tests                             | <input type="checkbox"/> Bright lighting                        |
| <input type="checkbox"/> Group work                                | <input type="checkbox"/> Being publicly called out              |
| <input type="checkbox"/> Being laughed at                          | <input type="checkbox"/> Being asked to read aloud              |
| <input type="checkbox"/> Safety drills                             | <input type="checkbox"/> People sitting behind me               |
| <input type="checkbox"/> Too many instructions being given at once | <input type="checkbox"/> Sitting still for long periods of time |
| <input type="checkbox"/> Other triggers/activators: _____          | <input type="checkbox"/> Other triggers/activators: _____       |

## Noticeable signs that I am feeling irritated, unsafe, or not my best:

- |   |  |
|---|--|
| <input type="checkbox"/> Fidgeting                                      | <input type="checkbox"/> Clenching my fists                |
| <input type="checkbox"/> Feeling unable to respond to questions/prompts | <input type="checkbox"/> Using curse words                 |
| <input type="checkbox"/> Having a hard time staying seated              | <input type="checkbox"/> Stomach pains                     |
| <input type="checkbox"/> Raising my voice                               | <input type="checkbox"/> Unable or refuse to complete work |
| <input type="checkbox"/> My face becomes red                            | <input type="checkbox"/> Headache                          |
| <input type="checkbox"/> Other: _____                                   | <input type="checkbox"/> Other: _____                      |

## When I feel sad, angry, overwhelmed, frustrated or something else (dysregulated), these are things that help me.

- |   |  |
|---|--|
| <input type="checkbox"/> Listening to music               | <input type="checkbox"/> Snack/water break                 |
| <input type="checkbox"/> Sitting in a quiet location      | <input type="checkbox"/> Deep breathing                    |
| <input type="checkbox"/> Drawing/coloring / doodling      | <input type="checkbox"/> Game/puzzle/fidget                |
| <input type="checkbox"/> Walking/spinning/pacing/swinging | <input type="checkbox"/> Funny video                       |
| <input type="checkbox"/> Writing my thoughts down         | <input type="checkbox"/> Putting head down                 |
| <input type="checkbox"/> Talking to a trusted adult       | <input type="checkbox"/> Regulation tools/calm kit/zen den |
| <input type="checkbox"/> Other: _____                     | <input type="checkbox"/> Other: _____                      |



# Things That Make Anxiety Worse

Consider which things tend to make your anxiety worse, and circle them. Next, write a positive alternative using the line underneath. Finally, put an 'X' over those situations that you now have a plan to avoid.

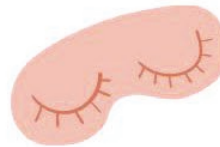
**Caffeine**



**Not Moving Your body**



**Neglecting Sleep**



**Drugs and Alcohol**



**Skipping Meals**



**Too Much Sugar**



**Clutter and Mess**



**Always Saying Yes**



**Negative People**



**Not Drinking Enough Water**



**Not Getting Fresh Air**



**Spending Too Much Time Online**



**Obsessing**



**Thinking the Worst**



**Overloading Your Senses**



**Isolating**



Adapted from: [www.harrietgreen.com](http://www.harrietgreen.com)

# Respond -or- React

Read each situation and determine whether in that scenario the person Responded or Reacted.  
Circle your answer.

1. You find out that something you wanted to do that day will not happen, and you become angry and yell at the teacher.	<b>Respond -or- React</b>
2. You ask the teacher to help you talk to a fellow student about a problem.	<b>Respond -or- React</b>
3. You hide in the bathroom when you hear that another student is mad at you.	<b>Respond -or- React</b>
4. You approach someone who hurt your feelings to explain how their words impacted you.	<b>Respond -or- React</b>
5. You tell your friend she cannot hang out with anyone except for you after school.	<b>Respond -or- React</b>
6. Your friends want to play a new game that you don't want to play, but they encourage you to try it, and you do.	<b>Respond -or- React</b>
7. You ask other students how to help them when you see them struggling.	<b>Respond -or- React</b>
8. You tell your friend you don't like what another student in the class is wearing and how they styled their hair.	<b>Respond -or- React</b>
9. You recognize that you are feeling insecure when your friend talks to others. You share this information with your friend.	<b>Respond -or- React</b>

## LIGHTS...CURTAIN...ACTION!

Choose from the list above to play charades and act out suggestions. You can use these suggestions or make up your own. Take it a step further by showing how you could Respond or React to each situation.





# Reflection

Read or listen to the reflection below, then write how you feel about it and write a reflection of any experience you have had that is positive, funny, scary, frustrating, or any emotion you choose.

---

## Something scary happened...

*I talked to someone about it that I feel safe with, and I feel better.*

*I can talk with them about it again if I need to.*

*I still think about it sometimes.*

*I am still who I am and not less.*

*I miss parts of who I used to be before it happened.*

*Sometimes I feel sad or upset that it happened.*

*I keep moving forward, but every once in a while; I have a setback.*

*Sometimes I am embarrassed or feel insecure about what happened.*

*Others have gone through scary things too; I know I am not alone.*

---

**Write your reflection below.**

# Emotional First Aid

In the emotional Band-Aids® below draw or write what helps you soothe your emotional injuries.

## Examples:

A pet • Service to someone in need • Responding instead of reacting •  
Hugs • A drink of water • Talking to a friend or safe adult •  
Getting more sleep • Eating healthy • Moving around/exercise •  
Taking a break • Journaling



A blank emotional Band-Aid template. It consists of a central rectangular area for writing or drawing, flanked by two circular areas containing a grid of dots representing the adhesive part of the bandage.	A blank emotional Band-Aid template. It consists of a central rectangular area for writing or drawing, flanked by two circular areas containing a grid of dots representing the adhesive part of the bandage.
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# Is My Lid About to Flip?

Put a check next to the pictures that you have noticed in yourself when your lid is about to flip. Describe or draw what will help you keep your lid from flipping in the box below the picture.



**When I am overly silly**



**When I want to hide  
and not participate**



**When I don't want to follow  
directions**



**When my skin feels  
hot and red**



**When I space out**



**When I can't find the words or  
don't want to talk**

Source: Adapted from coastalconnectionsot



**When I can't control my actions and behaviors**



**When I am overly tired**



**When I sweat**



**When I talk too much and too fast**



**When I repeatedly yawn**



**When I feel fidgety and can't sit still**

Can you come up with more that aren't listed? Write or draw them below.

# I Am Enough

When self-doubt creeps in, it is easy to get caught in a negative thought pattern where you start to think irrational thoughts that you aren't worthy, you don't matter, and you aren't enough. The truth is that you are valued, and worthy, and you matter, but self-doubt can convince you of the opposite.

When this happens, think of someone who always tells the truth; someone who you completely trust and who would not lie to you. Think of your buffer relationships. This person does not have to be currently alive. It's up to you who the person is. This person loves you unconditionally, always has your best interest in mind, and, no matter what, will always tell you the truth.

Visualize standing in front of them and having a conversation about your doubts, insecurities, and thoughts about your worth.



**In the space below each question, write or draw what they would say to you about the following questions if they had the chance. Which is more true, your thoughts or their answer?**

**Do I matter?**

**Am I worthy?**

**Am I enough?**



# **We Can Have Two Truths**

---



***It's okay to have conflicting emotions.***

***Two opposite things can be true at the same time.***

***Good news and bad news can coexist.***

***It's okay to be scared, but optimistic.***

***You can be confident about your decisions  
and humble about how little you know.***

***It's good to stay informed while also wanting to tune everything out.***

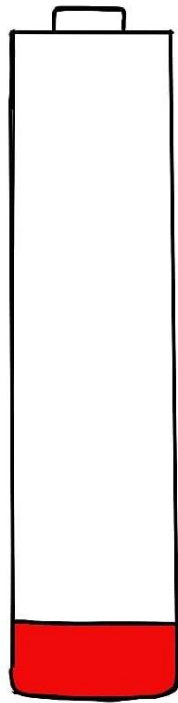
***It's okay to have been wrong about something you fully believed in.***

***It's good to have a plan but not know the future.***

***We can help ourselves before helping others  
so that we can help others better.***

Adapted from: <https://collabfund.com/blog/true-at-once/>

YOU WOULDN'T LET  
THIS HAPPEN TO  
YOUR PHONE.



DON'T LET THIS  
HAPPEN TO  
YOU EITHER.



**SELF-CARE IS A PRIORITY.  
NOT A LUXURY.**

source: [www.clairvoyantcoach.ca/](http://www.clairvoyantcoach.ca/)

# Self-Compassion Myths and Mantras

Many of us were raised to believe the following statements. See what you think.

- *Self-compassion is a form of self-pity.*
- *Taking care of my own needs means weakness.*
- *Taking a break and resting will make me complacent.*
- *Self-care is narcissistic.*
- *Self-compassion is selfish.*

Do you identify with any of these? If so, you are not alone. But I want to resolutely state that those are myths. They can be conquered. Would you turn to a friend who is struggling and tell them they are being narcissistic? I highly doubt it, but often, we treat others better than we treat ourselves.

Try the following mantras when any of the above thoughts sneak up on you:

- *“At this moment, I accept that I am exhausted.”*
- *“It’s okay to take care of myself first.”*
- *“I can’t do everything, but I will help in this way.”*
- *“I see what is happening here. You can leave now (negative thought). I’ve got this.”*
- *“I owe myself the same time, love, and grace I give to others.”*

**Write your mantra below.**

Myths adapted from: [www.self-compassion.org](http://www.self-compassion.org) Mantras adapted from: [www.compassionresiliency.com](http://www.compassionresiliency.com)





# **Every teacher needs a friend who will...**

- 1. Watch your class while you use the restroom.**
- 2. Save you a piece of cake from the break room.**
- 3. Share their student horror stories to remind you you're not alone.**
- 4. Listen to you cry without judging.**
- 5. Send you a text to make you laugh when you're having a rough day.**

Source: [www.boredteachers.com](http://www.boredteachers.com)

# Tired Teacher

**B**

**I**

**N**

**G**

**O**

<b>Arrived to school with shirt misbuttoned</b>	<b>Chewed gum instead of brushing teeth</b>	<b>Left coffee in microwave</b>	<b>Said “I love you” to parent or principal when hanging up the phone</b>	<b>Forgot what day it is</b>
<b>Used dry shampoo three days in a row</b>	<b>Fell asleep before 8 p.m. on Friday night</b>	<b>Returned papers to wrong class</b>	<b>Forgot route to school</b>	<b>Left school ID at home</b>
<b>Took casual Friday to a whole new level</b>	<b>Seriously considered only wine for dinner</b>	<b>WE ARE TEACHERS</b>	<b>Misspelled basic vocabulary word</b>	<b>Marked days left until summer on calendar</b>
<b>Ate leftover donuts for lunch</b>	<b>Called student by the wrong name</b>	<b>Wore two different shoes</b>	<b>Had more than five cups of coffee</b>	<b>Forgot what year it is</b>
<b>Cried for a reason; can’t remember what it is</b>	<b>Forgot what subject I teach</b>	<b>Couldn’t find car in parking lot</b>	<b>Late to faculty meeting</b>	<b>Lost car keys</b>

Source: [www.weareteachers.com](http://www.weareteachers.com)

# Educator Self-Care BINGO

<b>MET WITH A FRIEND FOR A LONG LUNCH OR DINNER</b>	<b>USED A POSITIVE AFFIRMATION</b>	<b>READ A BOOK THAT WAS ABOUT TEACHING</b>	<b>WENT TO BED EARLY WHEN I NEEDED MORE SLEEP</b>	<b>WORKED ON SOMETHING CREATIVE THAT MADE ME HAPPY</b>
<b>LEFT WORK AT A DECENT TIME FOR THE WHOLE WEEK</b>	<b>LISTENED TO AN INSPIRATIONAL PODCAST</b>	<b>TALKED TO A TEACHER FRIEND ABOUT THE HARD STUFF</b>	<b>DID A WORK OUT THAT GOT MY HEART RATE UP</b>	<b>MEDITATED OR TOOK DEEP BREATHS WHEN ANGRY OR OVERWHELMED</b>
<b>STAYED HOME SICK INSTEAD OF PUSHING THROUGH</b>	<b>SPENT TIME OFF SOCIAL MEDIA</b>	<b>FREE</b>	<b>MET WITH A GROUP OF FRIENDS</b>	<b>SPENT TIME OUTDOORS IN NATURE</b>
<b>TOOK BREAK TO STRETCH OR DO YOGA</b>	<b>WATCHED A SUNRISE, SUNSET, OR CLOUDS</b>	<b>DIDN'T TAKE WORK HOME ON THE WEEKEND</b>	<b>PICKED PRIORITIES AND LET THE LITTLE THINGS SLIDE</b>	<b>ATE MY FAVORITE FOOD AND DIDN'T FEEL GUILTY</b>
<b>SET A GOAL AND MET IT</b>	<b>WENT FOR A WALK LISTENING TO MUSIC OR WITH A FRIEND</b>	<b>FELL ASLEEP WITHOUT THINKING OF MY TO-DO LIST</b>	<b>BOUGHT SOMETHING FOR MYSELF AND NOT MY CLASSROOM</b>	<b>BLASTED AN UPBEAT SONG AND DANCED</b>

Source: [bingobaker.com](http://bingobaker.com)



# 4 WAYS TO RESPOND TO TEARS:

#1

Name it: “You’re crying. You must have big feelings right now.”

#2

Normalize it: “It’s good to let your tears out when you feel this way.”

#3

Empathize: “This is hard. I can see that you’re overwhelmed.”

#4

Offer help: “I wonder how I can help you through this. A hug? Listen? Something else?”

KATIE HURLEY, LCSW

\*Adapted from @the.holistic.psychologist

Knowing our happiness triggers  
can be just as important as  
knowing our anger triggers...



Source: @mombrain.therapist



Source: [www.supercoloring.com/coloring-pages/abstract-doodle-25](http://www.supercoloring.com/coloring-pages/abstract-doodle-25)



# MAKE YOUR OWN MAD LIBS

## QUICK TIPS:

A **NOUN** IS A PERSON, PLACE, OR THING.  
EXAMPLES ARE TEACHER, PALACE, AND BAG.

A **VERB** IS AN ACTION.  
EXAMPLES ARE RUN, JUMP, AND SWIM.

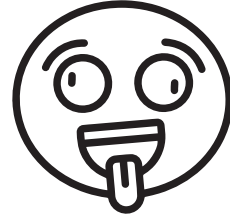
AN **ADVERB** USUALLY ENDS IN “LY” AND DESCRIBES AN ACTION.  
EXAMPLES ARE QUICKLY, BUSILY, AND SLOWLY.

AN **ADJECTIVE** DESCRIBES A PERSON, PLACE, OR THING.  
EXAMPLES ARE FUZZY, SILLY, AND COLD.





# A Mad Lib About Me



My name is \_\_\_\_\_ (your name).

I once worked as a \_\_\_\_\_ (noun),

but it made me \_\_\_\_\_ (verb),

so now I \_\_\_\_\_ (verb).

During my spare time, I like to play \_\_\_\_\_ (game/sport),

read \_\_\_\_\_ (book title),

and eat \_\_\_\_\_ (food).

I'd like to visit \_\_\_\_\_ (place), but I can't right now

because I'm feeling \_\_\_\_\_ (feeling).

My friends think I'm \_\_\_\_\_ (adjective),

but I'm really \_\_\_\_\_ (positive adjective).

One day, I'd like to ride a \_\_\_\_\_ (animal),

but for now I'm \_\_\_\_\_ (feeling) riding in a

\_\_\_\_\_ (vehicle).

# Muscle Tighten and Release Script

Take three deep breaths with long, slow exhales.

Squeeze your eyelids tightly shut, release, and repeat.

Make a grumpy expression on your face, release it, and repeat.

Make a surprised facial expression, raise your eyebrows as far as possible, release, and repeat.

Open your mouth wide enough to stretch the hinges of your jaw, yawn if you can, release, and repeat.

Raise your shoulders to touch your ears, tighten, release, and repeat.

Tighten your chest by taking a deep breath, then release and repeat.

Suck your stomach in, tighten, release, and repeat.

Pretend you are lifting weights, tighten both biceps by drawing your forearms up towards your shoulder, and “make a muscle” while clenching your fist, release, and repeat.

Clench your left fist, release it, and repeat with the right fist.

Squeeze both thigh muscles, release, and repeat.

Tighten your left calf muscle by pulling your toes towards your shin, release, then repeat with the right.

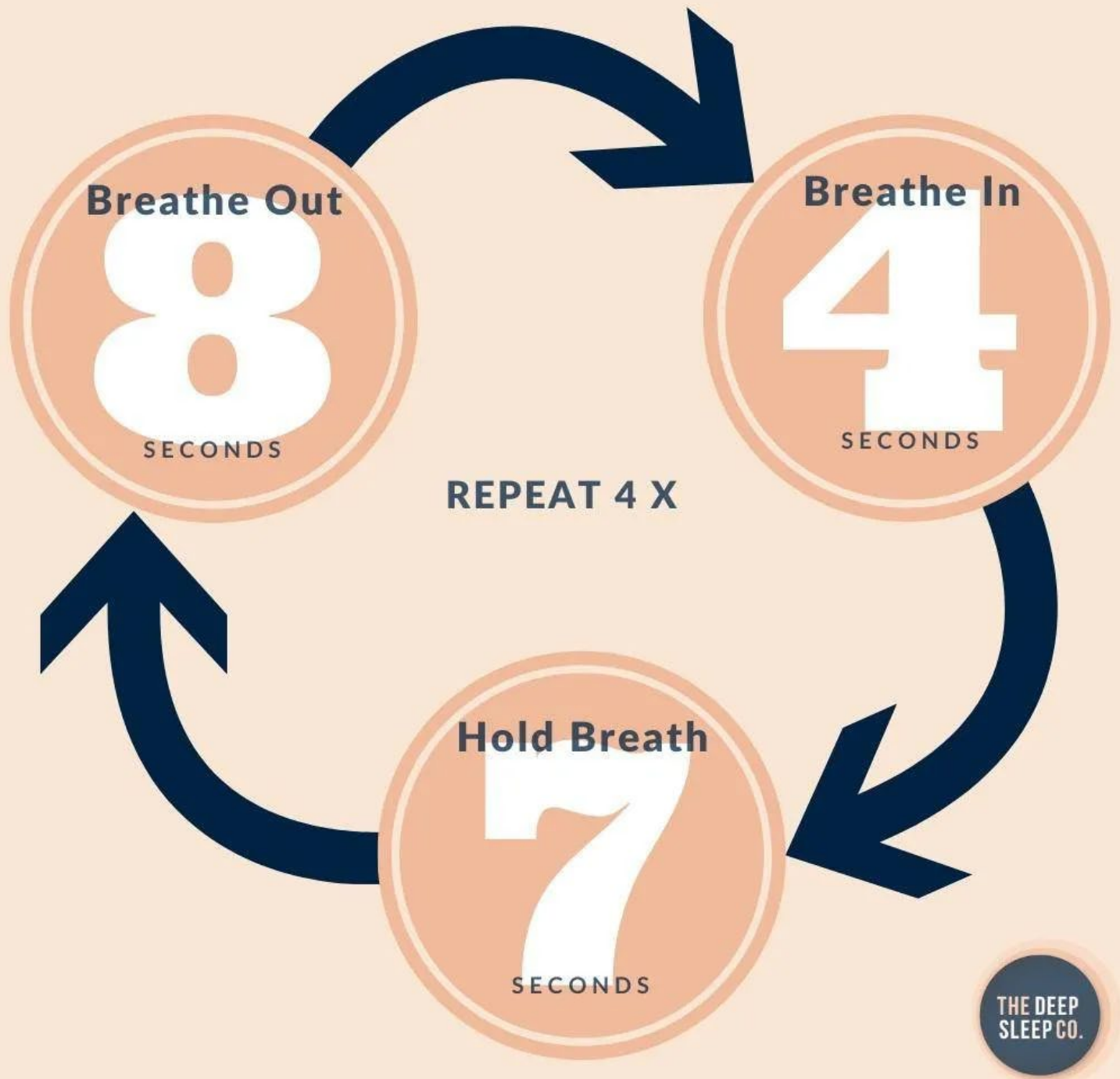
With the left foot, curl your toes downward, release, then repeat with the right foot.

Notice if there is any tightness in any other muscles. If so, tighten and release them, then take another deep breath with a long exhale.

# Dial It Down



# 4-7-8 BREATHING TECHNIQUE



# Being a safe place for your child's big feelings might sound like...

@seed.and.sew

"Your voice sounds quieter and less sure. Are you feeling nervous?"

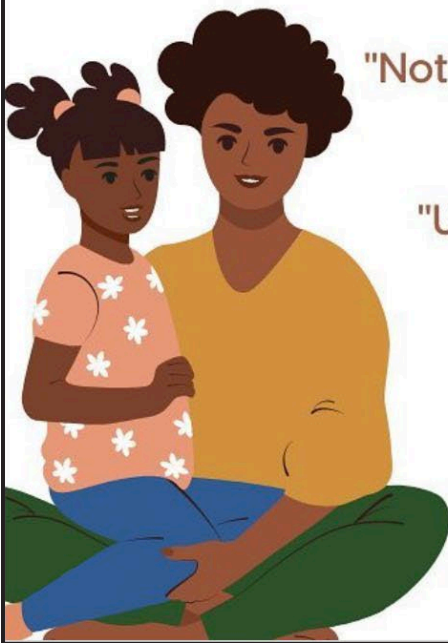
"You're feeling angry? Yeah, I get that. I've felt that way too."

"Nothing you say or do will change my love for you."

"Ugh. That sounds so frustrating. I'm here to listen."

"Thank you for sharing those feelings with me."

"It's okay to feel scared. I'm here with you."

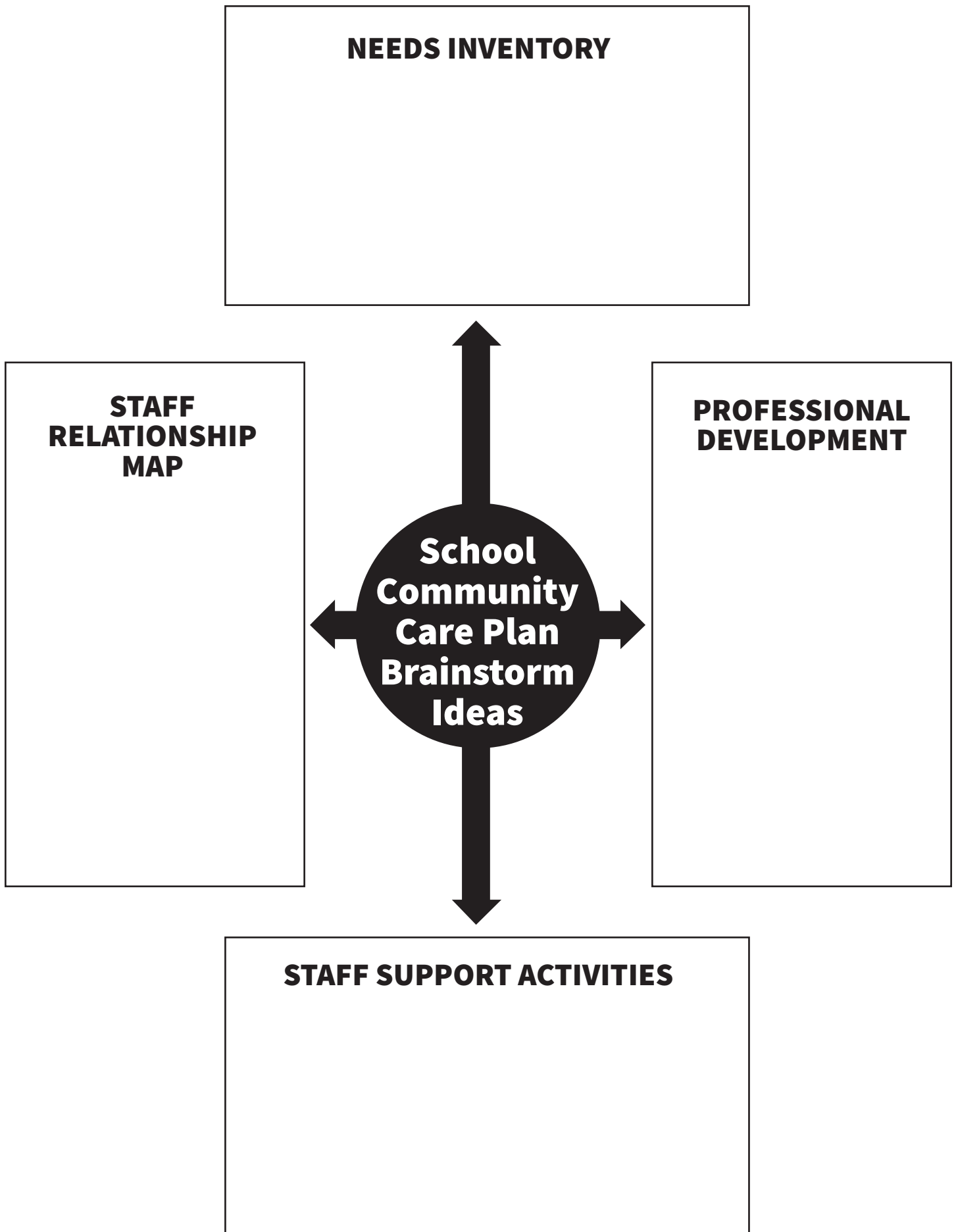


# School Community Care Plan

Date of Review	Staff Member Name and Need(s)	Support Ideas from within School Personnel	Community Support Ideas	What Are the Next Steps?	Follow-up Dates and Person Responsible

## School Community Care Plan Brainstorm Ideas

NEEDS INVENTORY	STAFF RELATIONSHIP MAP	PROFESSIONAL DEVELOPMENT	STAFF SUPPORT ACTIVITIES
OTHER IDEAS			



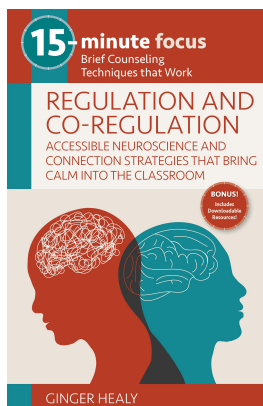


# About the Author



**GINGER HEALY, MSW, LCSW** is a clinical social worker with almost 30 years of experience in the field of social work. Ginger has worked as a child abuse investigator, hospital social worker, and school therapist. She spent 15 years as the social service supervisor at an international adoption agency and was able to travel to provide support for orphanages all over the world. This job taught her so much about attachment and trauma needs in children. She currently works as the program director for the Attachment and Trauma Network where she co-anchors the podcast “Regulated & Relational” and speaks across the nation on trauma-informed schools, therapeutic parenting, and community engagement. She is married with four children who have been her greatest teachers about developmental trauma and neurodivergence. She loves to travel and read.

**ALSO AVAILABLE BY GINGER HEALY**



**REGULATION AND CO-REGULATION**  
**Accessible Neuroscience and Connection**  
**Strategies that Bring Calm into the Classroom**

# A Brief Look at Ginger's Workshop Sessions

## **Emotional Regulation and Co-Regulation for the Classroom**

Ginger brings hope into classrooms by teaching the importance of educator regulation and co-regulation strategies. Ginger makes neuroscience accessible and shares the three steps of the regulation cycle that can bring calm and healing into the classroom. She demonstrates how regulation of the educator's nervous system is crucial in managing the behaviors and big feelings in the classroom while sharing easy-to-implement strategies that can work for any child. This session will empower educators to lower the stress levels of both students and themselves.

## **Trauma-Informed Education**

Ginger discusses and explains trauma-sensitive schools - what they are and what the paradigm shift surrounding them looks like. She helps attendees understand the pervasiveness of trauma and its impact on student learning and teaches how to recognize the signs and respond with a trauma-sensitive approach to avoid re-traumatization. This session will provide participants with strategies to implement in the classroom that support students through safety, regulation, and connection.

## **Neuroplasticity: We Can Change Brains!**

Ginger makes neuroscience fascinating and fun as she explores strategies that re-wire a child's brain from chaos to calm. Ginger gives an experiential lesson on the hand-brain model that empowers children to manage their feelings and behaviors, moving them out of shame and into post-traumatic growth. This session will introduce participants to brain basics that are essential to understanding in order to shape educator response to behaviors.

## **For the Givers: Preventing Burnout for Educators**

What exactly is burnout? How do you know when you are approaching it, and can it be avoided? Ginger explores self-care and community care strategies while teaching how to complete the stress cycle. Ginger will teach research-based implementations that can be put into place immediately and will help educators start on the road to healing. This session is dedicated to "all the givers" who will walk away inspired and energized with a concrete plan to move forward.

## **Creating Calm Kits and Regulation Rooms**

Ginger discusses the importance of "felt-safety" and creating safe spaces in the classroom and throughout the entire school building. Ginger will break down how to create a calm kit and regulation room and will also share dos and don'ts for each. Participants will walk away with a How-To formula, including a list of rules, a list of supplies, and a new lens of thinking when it comes to behavior management.

## **The Importance of Relationships: Connecting with Hard-to-Reach Students**

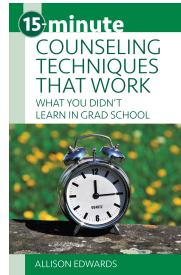
Ginger discusses attachment- what it is, how it's developed, and why it's important for academic success. She explores buffer relationships and attunement to student needs. She digs into teacher triggers and how to look at behaviors that get under our skin. Ginger will offer strategies for removing barriers that block academic success and emotional healing. Participants will make a paradigm shift in understanding behaviors and be able to implement strategies to help children reach academic success and get on the path to healing adversities.

[ncyionline.org/speakers](https://ncyionline.org/speakers)

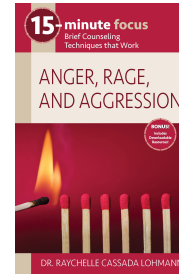
# 15-minute focus

Brief Counseling  
Techniques that Work

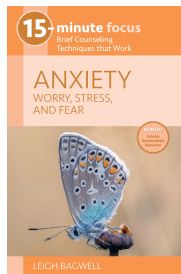
**Look for these books in the series!**



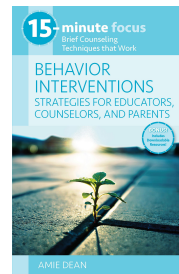
**15-MINUTE COUNSELING TECHNIQUES  
THAT WORK**  
**What You Didn't Learn in Grad School**  
Allison Edwards



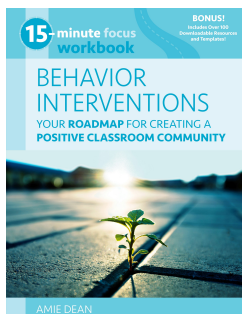
**ANGER, RAGE, AND AGGRESSION**  
Dr. Raychelle Cassada Lohmann



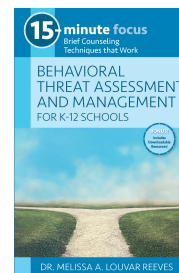
**ANXIETY**  
**Worry, Stress, and Fear**  
Dr. Leigh Bagwell



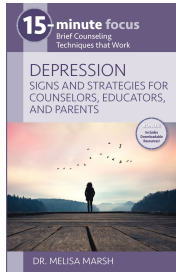
**BEHAVIOR INTERVENTIONS**  
**Strategies for Educators, Counselors,  
and Parents**  
Amie Dean



**BEHAVIOR INTERVENTIONS WORKBOOK**  
**Your Roadmap for Creating a Positive  
Classroom Community**  
Amie Dean



**BEHAVIORAL THREAT ASSESSMENT  
AND MANAGEMENT**  
**for K-12 Schools**  
Dr. Melissa A. Louvar Reeves



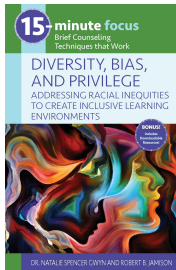
**DEPRESSION**  
**Signs and Strategies for Counselors,**  
**Educators, and Parents**

Dr. Melisa Marsh



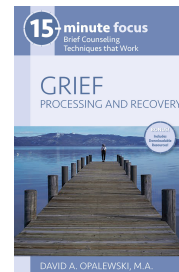
**DIGITAL CITIZENSHIP**  
**Supporting Youth Navigating Technology**  
**in a Rapidly Changing World**

Dr. Raychelle Cassada Lohmann and Dr. Angie Smith



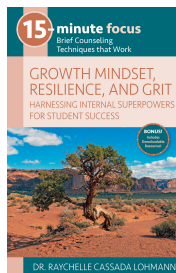
**DIVERSITY, BIAS, AND PRIVILEGE**  
**Addressing Racial Inequities to Create**  
**Inclusive Learning Environments**

Dr. Natalie Spencer Gwyn and Robert B. Jamison



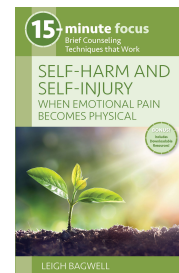
**GRIEF**  
**Processing and Recovery**

David A. Opalewski, M.A.



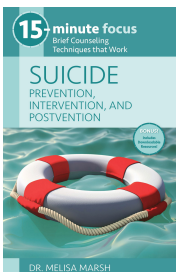
**GROWTH MINDSET, RESILIENCE, AND GRIT**  
**Harnessing Internal Superpowers**  
**for Student Success**

Dr. Raychelle Cassada Lohmann



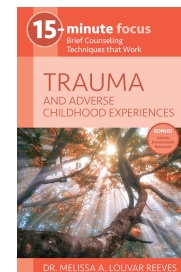
**SELF-HARM AND SELF-INJURY**  
**When Emotional Pain Becomes Physical**

Dr. Leigh Bagwell



**SUICIDE**  
**Prevention, Intervention, and Postvention**

Dr. Melisa Marsh



**TRAUMA**  
**and Adverse Childhood Experiences**

Dr. Melissa A. Louvar Reeves



## About NCYI

National Center for Youth Issues provides educational resources, training, and support programs to foster the healthy social, emotional, and physical development of children and youth. Since our founding in 1981, NCYI has established a reputation as one of the country's leading providers of teaching materials and training for counseling and student-support professionals. NCYI helps meet the immediate needs of students throughout the nation by ensuring those who mentor them are well prepared to respond across the developmental spectrum.

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