

# Inclusive Program Environments: Resources

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## Section1: Including Youth with Different Abilities

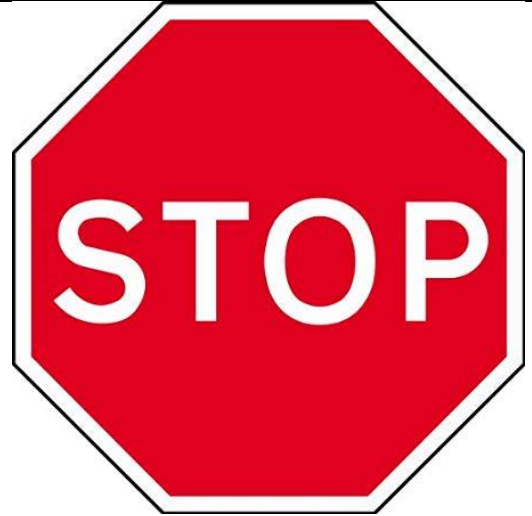
- Companion presentation: <https://vimeo.com/392044905/97e26bc585>
  - Slides: [www.actforyouth.net/resources/ipe/inclusive-presentation-different-abilities.pdf](http://www.actforyouth.net/resources/ipe/inclusive-presentation-different-abilities.pdf)
- American Academy of Child & Adolescent Psychiatry: Facts for Families Guide  
[https://www.aacap.org/AACAP/Families\\_and\\_Youth/Facts\\_for\\_Families/Layout/FFF\\_Guide-01.aspx](https://www.aacap.org/AACAP/Families_and_Youth/Facts_for_Families/Layout/FFF_Guide-01.aspx)  
Fact sheets on autism spectrum disorder, learning disorders, ADHD, PTSD, and many other issues
- National Institute of Mental Health: Health Topics  
<https://www.nimh.nih.gov/health/topics/index.shtml>  
Guides on ADHD, coping with traumatic events, autism spectrum disorder, etc.
- Harvard Health Publishing: HelpGuide  
<https://www.helpguide.org/>  
Articles on ADD/ADHD, autism spectrum disorder, helping children cope with trauma, etc.
- National Alliance on Mental Illness: Website  
<https://www.nami.org>
- National Alliance on Mental Illness: OK2Talk.org  
<http://ok2talk.org/>  
Online community for teens and young adults who are struggling with mental health conditions.
- Center for Parent Information and Resources  
<http://www.parentcenterhub.org/#>
- The Child Mind Institute  
<https://childmind.org/>  
An independent, national nonprofit dedicated to transforming the lives of children and families struggling with mental health and learning disorders.
- The Child Mind Institute: Speak up for kids  
<https://speakupforkids.org/splash/>  
Celebrities speak about their childhood challenges with mental health and the advice they would give their younger selves. Can be inspirational for young people.

### **Autism Spectrum Disorder**

- National Center for Autism  
<http://autismnow.org>
- Autism Spectrum Disorder  
<https://www.cdc.gov/ncbddd/autism/index.html>
- Interacting with Autism  
<http://www.interactingwithautism.com/>
- The Reason I Jump  
<https://www.penguinrandomhouse.com/books/227014/the-reason-i-jump-by-naoki-higashida/>

### **Trauma**

- National Child Traumatic Stress Network  
<http://www.nctsn.org/>
- Adverse Childhood Experiences Study  
<https://www.cdc.gov/violenceprevention/acesstudy/>
- ACES too High  
<https://acestoohigh.com/>



# Comfort Corners

Just as adults have places, people, foods, or activities they turn to in times of distress, young people need a space to help them calm down, refocus, or take a break in the classroom. Creating this type of space or “Comfort Corner” allows students to regulate themselves and then return to the group without a major disruption.

## When using a Comfort Corner, remember...

- Introduce, explain, and practice how to use it before a student needs it.
- It is a place for a student to regain control and feel safe.
- It should offer some privacy but still be within view of an adult.
- Use it as an opportunity/option: “Would you like to try the comfort corner to see if it will help?”
- Do NOT use it as a directive or consequence: “Go to the Comfort Corner!”

## A Comfort Corner may include:

- Comfortable seating (bean bag chair, pillows, etc.)
- Weighted blankets
- Headphones with music
- Fidget toys
- Coloring supplies
- Stuffed animals
- A timer
- Beads and string
- Posters of breathing exercises/yoga moves/calming scenes

Get input from your students to get more ideas of items they would find soothing.

# Activities to Foster a Sense of Belonging

## Activity 1: Finding Commonalities

### Materials

- One sheet of newsprint for each group
- Markers
- Bell or noisemaker
- Prize

### Instructions

1. Break into small groups of 3-5.
2. Have each group designate a recorder by finding out whose birthday is next.
3. Tell participants that this is a competition among groups to see who can come up with the longest list. The topic of the list is: "Things We All Have in Common."
4. Tell participants that when you ring the bell, they can begin. At that time they need to come up with a list of everything they can discover that they have in common with one another. Give a couple examples: brown eyes, like to read mysteries. Tell them they'll have 5 minutes, and to continue to add to the list until you ring the bell again.
5. Give them 5 minutes.
6. Now find out who's the winner. Ask first, "who had 5 or more?" Then "who had 8 or more?" and so on until you've established a winning group. Give small prizes to the winning group.

This activity can be done in pairs as well.

## Activity 2: As the Wild Wind Blows/Thunder

Introduce the activity by saying that this a game for getting to know each other and finding out what people have in common.

Set up for the game is similar to Musical Chairs. Have participants arrange chairs in a circle (or they can stand on pieces of paper) with plenty of room in between them. There should be one less chair/paper than there are people playing the game. One person is "it" in the center of the circle. They start off with the statement: "The wild wind blows for \_\_\_\_\_," filling in the blank. For example, somebody may say "...anyone who's wearing white socks." Then anyone in the group who is wearing white socks has to get up and find another chair to sit in. The person who is "it" must find a chair as well, and no one can sit in a chair that was immediately to their right or left. The person who ends up without a chair is "it" next and makes the next "The wild wind blows..." statement.

If the person in the middle cannot think of anything to say, they can also call "Thunder" and everyone in the circle must get up and find another chair/place.

### Activity 3: On the Bus

Instructions: Have participants form 2 facing lines. Draw a line in the middle with masking tape. One side represents the first part of each statement, the other side represents the second part of the statement. Read each statement and have people move to the side that best represents their preference. Add or delete statements as appropriate for your participants.

- Morning person or night owl
- Pepsi or Coke
- Big picture or detail-oriented
- Craves sweets or salty foods
- Bath or shower
- Rock or rap music
- Communicate by text or instagram
- Ideal vacation – city or country
- Comedies or dramas
- Day off – go for a hike or read a book
- Ideal car – SUV or Hybrid
- Loner or people person
- \$1000 – save it or spend it
- Prefer spring or fall
- In school – prefer science or history
- Swim or bike
- Go out for breakfast or dinner
- Read the news or watch the news
- Under stress – more likely to do exercise or eat chocolate

Ask at end of activity what they learned about each other. Focus on similarities.

### Activity 4: Have you ever...

Similar to “On the bus” have participants form two lines facing each other. You will ask a series of questions, “Have you ever...?” If participants answer yes to the question, they go to this side (point at the yes side). If they don’t agree with the question, they go to the other side. Create a list of 20 questions that may be appropriate for the group. To build trust, begin with less risky questions.

- Have you ever traveled out of state?
- Have you ever learned more than one language?
- Have you ever gone camping?
- Have you ever been in a school bus?
- Have you ever eaten cereal out of a bag?
- Have you ever slept until noon?

Have participants notice who shares different experiences with them. Debrief what they learned about themselves and each other.

## **Activity 5: You Belong!**

Time: 15-20 minutes

Ask youth to form groups as quickly as possible as you call out the different criteria:

- Form a group of two players; now four; now six.
- Form a group of six people wearing athletic shoes (or a particular color).
- Form a group of people in which at least one person wears red socks (or no socks).
- Form a group of people wearing red shirts, white shirts, and blue shirts (or another color pattern at your discretion).
- Find a person who shares your birthday month, and sing “Happy Birthday to us!”
- Form a group of three, each with the same eye color.
- Form groups of morning people and night owls.

## **Activity 6: Finding Your Twin**

Use the next page as a handout. Ask participants to introduce themselves to others and learn something about them by “finding their twin” for each category listed.

# Finding Your Twin

Introduce yourself to other people in the room and get to know them better. "Finding your twin" will help you with this.

Category

Your "Twin's" name

1. Same hobby

1. \_\_\_\_\_

2. Same favorite food

2. \_\_\_\_\_

3. Same favorite movie

3. \_\_\_\_\_

4. Same favorite music

4. \_\_\_\_\_

5. Same birthday

5. \_\_\_\_\_

6. Same middle name

6. \_\_\_\_\_

7. Same favorite holiday

7. \_\_\_\_\_

# I am good at ...

Is good at math	Always works hard	Likes to join activities	Can organize anything	Good at the computer
Speaks more than one language	Tells great stories & jokes	Is a good speller	Plays a team sport	Likes to read
Knows how to swim	Can play a musical instrument		Has a good memory	Is good at building or making things
Likes to make charts & graphs	Likes to figure out how things work	Likes to write	Like to be in theater plays	Likes to help others
Is a good cook	Likes to design posters and murals	Is a good artist	Is a great dancer	Is good at explaining things



# Inclusive Program Environments: Resources

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## Section 3: Promoting a Sense of Belonging

- Education Week: Microaggressions in the Classroom  
<https://www.edweek.org/ew/section/multimedia/illustration-microaggressions-in-the-classroom.html>
- Harvard Graduate School of Education: Usable Knowledge: Accentuate the Positive  
<https://www.gse.harvard.edu/news/uk/16/12/accentuate-positive>
- Positive Youth Development 101 (see section 2 for discussion of sparks and strengths)  
[http://www.actforyouth.net/resources/pyd/pyd\\_pyd101curriculum.pdf](http://www.actforyouth.net/resources/pyd/pyd_pyd101curriculum.pdf)
  - Sparks Peer-to-Peer Interview  
[http://www.actforyouth.net/resources/pyd/pyd\\_2-3\\_sparks-peer.pdf](http://www.actforyouth.net/resources/pyd/pyd_2-3_sparks-peer.pdf)
  - Strength-Based Information Gathering  
[http://www.actforyouth.net/resources/pyd/pyd\\_2-3\\_strength.pdf](http://www.actforyouth.net/resources/pyd/pyd_2-3_strength.pdf)
  - Sparks Interview Questions  
[http://www.actforyouth.net/resources/pyd/pyd\\_2-3\\_sparks-interview.pdf](http://www.actforyouth.net/resources/pyd/pyd_2-3_sparks-interview.pdf)
- Community Programs to Promote Youth Development  
<https://www.nap.edu/catalog/10022/community-programs-to-promote-youth-development>

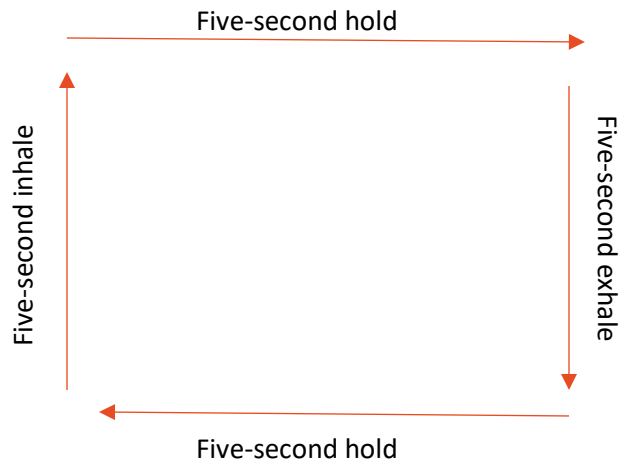
# Sample Mindfulness Activities

## Box Breathing

**Time: 3-5 minutes**

### Material

Draw or display a square box shape on large newsprint



### Setting the Stage

Explain to young people that:

- Focused breathing reduces stress and instills a sense of calm.
- Doing breathing exercises once a day helps people learn how to breathe from their diaphragm.
- Young people can use this activity whenever they feel anxious or stressed.

### Directions

1. Instruct participants to sit comfortably in a chair or on the floor.
2. Begin by telling participants to look at or imagine the box shape and exhale completely. Start at the lower left corner of the box and prompt youth to inhale for five seconds as they move up the box. Slowly count to 5.
3. As you move along the top of the box, hold for five seconds.
4. As you move down the right side, exhale for five seconds.
5. As you move along the bottom of the box, hold for five seconds.
6. When you arrive back at the beginning, repeat.

### Tips

For elementary school youth do box breathing in interval of three seconds.

To get ready to lead this practice, consider practicing box breathing for weeks. It is an easy discipline to adopt. In fact, noticing boxes or rectangular shapes in daily life can serve as a reminder to pause for a few deep diaphragmatic breaths.

# Glitter Jar Demonstration

**Time: 20-40 minutes**

## Materials

- 1 canning jar, baby food jar, or other glass or clear plastic jar with a watertight lid; filled with water
- Several colors of glitter

## Setting the Stage

Explain that this is a demonstration of how our minds work.

- The mind is similar to a snow globe. At times, it is settled and calm. Other times, it is filled with flurries. People have tools to help them calm the flurries.
- The jar is similar to a person's mind. Each color of glitter represents a thought or feeling that person has.
- People do not need their thoughts and feelings to go away. They just need thoughts to settle down so they can see clearly.

## Directions

1. Fill the jar with water. Ask participants to name some thoughts that seem to swirl around in their minds. Some examples may include worrying about grades, dealing with friendship issues, missing a free throw in a basketball game, learning troubling information from the news or media, and so on.
2. Add to the jar glitter of one color to represent one thought – for example, “Blue represents when we worry about who we will sit with at lunch.” Swirl it slightly.
3. Ask participants to name another thought or feeling that may swirl around in their minds. “Green represents ...” Swirl it slightly.
4. Continue the process with three or four colors.
5. Seal the jar by fastening the lid tightly.
6. Show young people that at times the thoughts and feelings are very calm, such as when they first get up in the morning. All of the glitter will be at the bottom of the jar during this explanation.
7. Begin to shake the jar while describing events that might cause their thoughts to grow louder throughout the day. For example, someone wrote something mean on the student's locker, or a new friend smiled at the student. Ask students to notice how the glitter starts swirling as these thoughts compound.
8. Invite youth to discuss how to make the water clear again. Their answers may include stillness, silence, deep breathing, meditation and so on.
9. Share an essential point of the exercise: We do not want our thoughts and feelings to go away. We just want them to settle down so we can see clearly.

## Tip

In a small group, each young person could make their own glitter jar.

## Thirty-Second Stretch Break

**Time: 30 seconds**

### Setting the Stage

Explain the importance and usefulness of stretch breaks

- Our brains need oxygen to learn effectively. Oxygen is fuel to our brains.
- A simple stretch break increases our oxygen levels. This helps us focus and stay alert for learning.
- Sometimes learning or creative ideas occur while we are moving.

### Directions

1. Instruct young people to stand up and shake their arms out.
2. Have youth stretch their arms up high toward the sky. Let them know it's okay to make stretching noises, such as "mmm" or "ahh."
3. Ask them to lower their arms back to their sides.
4. Tell them to tilt their heads gently to the left, roll their heads gently to the front, and then over to the right and back to the center. Repeat in the opposite direction.
5. Have them roll their shoulders to the back four times.
6. Have them roll their shoulders forward four times.
7. Finally, ask them to shake their arms out one last time and be seated.

**Tip:** This activity can be done with all age groups. It can be used as needed throughout the day. As energy levels lag, invite youth to participate in a stretch break. Once young people are familiar with the process, they can lead the stretch break.

## Body Scans

**Time: 10 minutes**

### Setting the Stage

Explain key aspects of a body scan:

- Taking time to be aware of the body allows people to notice stressed or tense muscles and relax them.
- Body scans help practice general focus and awareness, which can be applied to sensations in the body, thoughts in the mind, or external events.
- After learning body scan techniques, young people can use them at any time.

### Directions

Body scans can be conducted in any order. The following eleven steps progress from the feet up to the head.

1. Ask youth to lie comfortably on the floor or to sit up straight in their chairs. If seated, they should aim for the middle ground between being rigid and being relaxed. Ask them to rest their palms gently on the floor beside them or on their laps face up.
2. Invite youth to take three or four slow belly breaths in and out.
3. Ask them to bring attention to their right foot. Have them notice the toes, the arch, and the heel touching the floor. Ask them to gently bring that awareness up to the calf and the thigh. Have them notice the feeling of the calf. Have them notice the pressure of the thigh against the floor or chair. Repeat with the left foot and leg.
4. Remind them to breathe in and out, slowly and gently, allowing their abdomen to rise and fall. Ask them to notice their torso, feeling their back against the carpet or chair, feeling the gentle rise and fall of their stomach.
5. Bring their attention to the ribcage. Ask them to feel their lungs expand and contract with each breath, in and out, in and out.
6. Invite them to notice the heart and how it beats on its own, without any conscious effort.
7. Invite them to move their attention to their right fingers and palms, their right wrist, arm, elbow, and shoulder. Repeat with the left arm.
8. Ask participants to bring their awareness to their neck muscles. Invite them to relax their neck muscles. Ask them to notice their jaw muscles. Are they tight? Can they relax?
9. Invite them to notice their mouths, noses, eyes, and foreheads and relax the muscles of the face.
10. Ask them to notice their bodies as a whole. Invite them to outline their bodies in their minds starting at the crown of their head and imagining the outline traveling the course of the arm, down the right side, all the way around and up the left side, and resting again at the crown of the head.
11. Ask them to breathe deeply a few times. When they are ready, ask them to rejoin the class and calmly return to their seats.

### Tip

This activity is very easy to prepare for: it requires no materials, although developing a script may be helpful.

## Eating a Raisin

**Time: 10 minutes**

### Material

- One raisin for each young person

To conduct this ten-minute activity, each student needs to have one raisin. We suggest explaining the activity to students before passing out the raisins to ensure that they do not eat them before the activity has begun. Teachers should also be sure to accommodate any students with food allergies or dietary restrictions, and should substitute an acceptable and appropriate kind of food.

### Setting the Stage

Explain the activity to young people before passing out the raisins and alternate foods.

- People often do things without paying much attention to them.
- Doing familiar activities slowly and deliberately allows us to see them from a new perspective.
- Many areas of life can benefit from the focus and attention practiced in this activity.

### Directions

1. Participants should begin by holding the raisin in their hand and just looking at it, as if they are seeing a raisin for the first time. Ask them to pretend they are a one-year-old, looking at and wondering what this wrinkled little item is all about. If their minds wander while doing this activity, ask students to gently return their attention to the activity.
2. Ask them to feel the raisin and rub it between their fingers. If they feel comfortable, ask them to close their eyes to limit the sensation to only that of touch.
3. Then ask them to place the raisin in their mouth without chewing it. Ask them to notice how it feels. Again, if they are comfortable, ask them to close their eyes for the experience.
4. Ask youth to slowly chew their raisins. What does it taste like? Smell like? Feel like? Ask them not to rush into swallowing it. Finally, ask them to swallow it.
5. Lead a discussion of what it's like not to rush through experiences. Where else might they be able to slow down and experience events with such attention?

## Mindful Walking

**Time: 5-10 minutes**

### Setting the Stage

Explain that:

- People have control over their bodies.
- People have full control of their movement and actions.
- Young people can honor others' personal space by walking mindfully, with intention, and by noticing what they are doing.

### Directions

1. Calmly ask or gesture to students to rise from their seats.

2. Ask them to begin walking around the room and to be conscious of every step.
3. Remind them to notice what they are doing with each step.
4. Provide cue words such as to walk *calmly*, *carefully*, *gently*, and *thoughtfully*.
5. Ask them to watch each step they take.
6. Ask them to pause, take only one step, and freeze. Repeat this several times.
7. You may want to include phrases such as, “You are leaving footprints of kindness wherever you go,” “We want to be respectful and mindful of other people’s space,” and “Be mindful; be gentle.”
8. Ask students to gently, mindfully return to their seats. Ask them to mindfully pull out their chairs and be seated.

### Tip

In addition to using this activity with the whole group, you can also remind youth to walk mindfully at any time in the classroom, in the hallway or other areas of the school, and at recess.

## Mindful Movements

- Use balancing activities to improve focus. Have young people balance on one leg, or leg stretched out.
- More advanced: have them balance something on their head like a bean bag while they stand on one leg.

### Group activity (elementary & middle school youth)

Divide the group into four teams. Each team gets a spoon, a cup of water, and an empty cup. The object is to fill the spoon with water, walk it from one point in the room to another, and dump the water in the empty cup.

Explain that this activity is a bit like a relay race, but speed is not important—mindful balance is. Introduce the terms *balance*, *steady*, and *stable*. Tell youth that each member of the team will get a chance to walk with the spoonful from the beginning point to the end point. If each team does not have an even number of participants, choose someone who will go twice.

### Discussion

Which group has transferred the most water into the empty cup? What was your best strategy for holding the spoon steady? How did you keep it stable in your hand? What did you learn about mindful balance from this activity?

## Sources

Jeanie M. Iberlin. (2017). Cultivating Mindfulness in the Classroom. Marzano Research. <https://www.marzanoresources.com/cultivating-mindfulness-classroom>

Susan Kaiser Greenland and Annaka Harris. (2017). Mindful Games Activity Cards. Boulder, CO: Shambhala Publications. <https://annakaharris.com/mindful-games/>

# Stress Management Tool

<b>Trigger -</b> Something that makes me upset	<b>Feelings -</b> How does the trigger make me feel?	<b>Coping –</b> Things I can do that help me feel better
Example: People yelling at me	Example: I get nervous and anxious when people yell at me	Example: Taking deep breaths and counting to ten



# Relaxation Techniques

These relaxation exercises are focused breathing techniques which help reduce anxiety and tension. These techniques can be performed with your eyes open or closed. You can also do them at any time and no one will even know.

For all these exercises, make sure you are breathing from your diaphragm – that means from your belly, not your chest. If you are having trouble, try breathing in through your nose and out through your mouth. You should feel your stomach rising about an inch as you breathe in and falling about an inch as you breathe out. If this is difficult, lie on your back or your stomach; you will be more aware of your breathing pattern. Remember, it is impossible to breathe from your diaphragm if you are holding in your stomach, so relax your stomach muscles.

## Technique 1

Count very slowly to yourself from ten down to zero, one number for each breath. With the first breath from your diaphragm, say “ten” to yourself, with the next breath, say “nine,” and so on. If you start feeling light-headed or dizzy, count more slowly. When you get to “zero,” see how you are feeling. If you are better, great! If not, try again.

## Technique 2

As you inhale, count very slowly up to four; as you exhale, count slowly back down to one. As you inhale, say to yourself “one, two, three, four”; as you exhale, say “four, three, two, one.” Do this several times.

## Technique 3

After each time you inhale, pause for a few seconds. After you exhale, pause again for a few seconds. Do this for several breaths.

## Good times to use a relaxation technique

- Before you take a test or exam.
- When someone says something that bothers you.
- When waiting for an important phone call.
- Before going on a date.
- When you feel overwhelmed by a project or homework.
- While standing in line.
- Before an athletic game.
- Before giving a presentation, etc.

Source: Midwest Youth Services <https://mys-kids.org/information-for-kids/ways-to-deal-with-anger>

More techniques: HelpGuide

<https://www.helpguide.org/articles/stress/relaxation-techniques-for-stress-relief.htm>

# Inclusive Program Environments: Resources

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## Section 4: Integrating Mindfulness and De-Stressing Activities

- Greater Good Science Center, University of California Berkeley: Mindfulness  
<https://greatergood.berkeley.edu/mindfulness>
- HelpGuide: Benefits of Mindfulness  
<https://www.helpguide.org/harvard/benefits-of-mindfulness.htm>
- Transforming Education: Mindfulness Toolkit  
<https://www.transformingeducation.org/mindfulness-toolkit/>
- Amy Saltzman: Still Quiet Place practice videos  
<http://www.stillquietplace.com/practice-videos/>
- Mindfulness Schools: Resources  
<http://www.mindfulschools.org/resources/explore-mindful-resources>
- LeBron's meditation video clip  
<https://www.youtube.com/watch?v=SCR7OfRuQd4>
- National Youth Council Of Ireland: Mindfulness Exercises  
<http://www.youthdeved.ie/sites/youthdeved.ie/files/Mindfulness%20Exercises.pdf>
- Colorado Education Initiative: The Hub: Take a Break! Teacher Toolbox for Physical Activity Breaks  
<https://healthyschoolshub.org/resources/take-a-break-teacher-toolbox-for-physical-activity-breaks-in-the-secondary-classroom/>

### **For Youth**

- Mindfulness for Teens  
<http://mindfulnessforteens.com/>
- AnxietyCanada: Mindfulness Exercises  
<http://youth.anxietybc.com/mindfulness-exercises>
- KidsHealth: Stress & Coping Center  
<http://kidshealth.org/en/teens/center/stress-center.html>

### **Promoting Self-Regulation**

- ACT for Youth: SEL Toolkit: Self-Management  
[http://www.actforyouth.net/youth\\_development/professionals/sel/self-management.cfm](http://www.actforyouth.net/youth_development/professionals/sel/self-management.cfm)
- Harvard Graduate School of Education's Usable Knowledge: Brain games  
<https://www.gse.harvard.edu/news/uk/16/08/fun-and-brain-games>
- Harvard's Center on the Developing Child
  - Core skills <https://developingchild.harvard.edu/resources/building-core-skills-youth/>
  - Executive functions  
<https://developingchild.harvard.edu/science/key-concepts/executive-function/>
- Government of Alberta: Supporting Behaviour and Social Participation (strategies)  
<http://www.learnalberta.ca/content/insp/html/index.html>

My boyfriend promised  
he would call 2 hours  
ago.

I'm fed up with my  
teacher. He's always  
telling me what to do.

It's going to be great!  
I can't wait to get  
started.

He broke up with me  
right there at the party!

Oh no. Not me, I can't  
talk to him. I'll get into  
trouble.

My sister always gets a  
lot of attention. She is  
so beautiful.

There's no future, so why should I do anything?

I shouldn't have been mean to her.

Go away; leave me alone. I don't care what happens to me anyway.

I guess I should go, but maybe it would be better if I didn't, or maybe...what do you think I should do?

I don't want to go to school. Those guys are always messing with me.

For awhile I was doing well, but now I'm worse than before. I try hard, but it doesn't seem to help. What's the use?

I never want to see her again. I wish that creep would drop dead.

Everyone's gone to the game. What is there to do?

You never let me go first, you always let John go.

I'm sick of you always telling me what to do and following the rules.

I studied really hard this week and passed all of my exams.

I hate you. I don't ever want to see you again.

My project was the best of all. How could I get a "C"?

You are always hassling me. Don't you have anything else to do?

She gets asked out every weekend. Why do boys like her?

How can you take his side? He started it!

Summer is finally here! I get to live with my Dad for 2 whole months.

Go away! I can do this on my own!

He broke up with me  
right there at the party!

# KINDNESS BINGO

Offered a tissue to a person that needed it	Left a positive note on a colleague's desk	Read to someone	Introduced myself to a new person	Did a chore without being asked
Invited a new colleague for coffee	Held open a door	Got at least 30 minutes of exercise today	Helped someone	Texted a positive message to a friend
Returned a shopping cart	Asked someone about their day	FILL IN YOUR OWN ACT OF KINDNESS	Made a new friend	Gave a friend or family member a hug
Cleaned up a mess that wasn't mine	Put something in the recycle bin	Said 'thank you' to someone	Invited someone who was eating alone to join me	Woke up with a smile on my face
Made a list of 'things I am grateful for'	Made someone laugh	Let someone go in front of me in line	Gave someone a compliment	Smiled at a stranger

Adapted from [www.randomactsofkindness.org](http://www.randomactsofkindness.org)



# Inclusive Program Environments: Resources

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## Section 5: Modeling and Teaching Empathy

- Brene Brown on Empathy (video)  
<https://www.youtube.com/watch?v=1Evwgu369Jw>
- Ashoka: Start Empathy  
<https://startempathy.org/>
- Start Empathy: A Toolkit for Promoting Empathy in Schools  
[http://startempathy.org/wp-content/uploads/2015/10/StartEmpathy\\_Toolkit.pdf](http://startempathy.org/wp-content/uploads/2015/10/StartEmpathy_Toolkit.pdf)
- Teaching Tolerance: Developing Empathy  
<https://www.tolerance.org/classroom-resources/tolerance-lessons/developing-empathy>
- Teaching Tolerance: Activities: Before Mix  
<https://www.tolerance.org/mix-it-up/activities-before-mix-it-up>
- Random Acts of Kindness  
<https://www.randomactsofkindness.org>  
Activities, lesson plans, handouts, posters
- ACT for Youth: Social and Emotional Learning Toolkit  
[http://www.actforyouth.net/youth\\_development/professionals/sel/](http://www.actforyouth.net/youth_development/professionals/sel/)
  - Social Awareness  
[http://www.actforyouth.net/youth\\_development/professionals/sel/social\\_awareness.cfm](http://www.actforyouth.net/youth_development/professionals/sel/social_awareness.cfm)
  - Self-Management  
[http://www.actforyouth.net/youth\\_development/professionals/sel/self-management.cfm](http://www.actforyouth.net/youth_development/professionals/sel/self-management.cfm)
- Greater Good Science Center: Empathy  
<https://greatergood.berkeley.edu/topic/empathy/definition>

## Values: Self Assessment Tool

Please respond to each statement by checking off the box that corresponds with your own personal beliefs that first comes to mind. There is no correct response. You will not be asked to share your view with others.

Statement	Strongly Disagree	Disagree	Agree	Strongly Agree
I love working with young people.				
I know the young people I work with better than anyone.				
Providing young people with extra support will make them too reliant on help.				
I've been working with young people long enough to know what they need.				
When young people misbehave, they do it on purpose.				
When young people act out, there needs to be a consequence.				
Always reinforce/reward positive behavior.				
Letting young people get away with disruptive behavior will send the wrong message to others.				
If young people act out, they do it to provoke me.				

# Using “I Messages”

When you’re angry with people, it’s easy to blame them for whatever happened. But when you blame other people, they often get angry with you. Then, everyone ends up with hurt feelings. You can use I messages to tell other people what you really want, without judging, confronting, or blaming them. You can also use I messages to express other feelings, like happiness or fear. I messages always focus on what the speaker feels, rather than blaming the listener.

## Here’s how an I message works:

1. Say what you feel (I FEEL...)
2. Tell what the other person did that upset you (WHEN YOU...)
3. Describe how you were affected (BECAUSE...)
4. State what would make the situation better for you (AND I WANT...)

## Example

*A friend teases you by calling you a nickname you hate.*

*“I feel sad when you call me (nickname) because it reminds me of a bad period in my life. I want you to call me by my real name.”*

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## Practice with Youth

A friend constantly cancels when you have made plans together.

Your brother turns the CD player up so loud that you can’t hear your friend on the phone.

Your sister borrows your jacket without asking and wears it to school.

A student in your class is always trying to touch your rear end.

Your parent goes through your personal belongings in your bedroom.

# Behavior Management Techniques

These techniques are appropriate to use when a youth is showing signs of stress, and may be escalating towards a crisis. They are designed to provide support and lessen the stress to the point that the young person can use their own coping strategies to handle the situation.

## Proximity

This simply means being physically close to the young person while offering support. Often this will minimize the chances that the behavior will get out of control.

Touch is a powerful intervention and, if used at the wrong time with the wrong person, can easily escalate the situation. If done at the right time, a simple touch can be a reminder that a caring adult is there for help and support. It requires knowing how the youth will interpret the touch. If they have a history of sexual assault, touch may be interpreted as the beginning of another abusive situation. Knowing the youth and having developed a trusted relationship is critical.

## Prompts

Prompts involve short statements or key words that will let the young person know what is expected of them or what will be coming next. They can be non-verbal, such as eye contact or throat clearing. Or they can be signs, signals, or reminder of schedules (What happens at 10AM?) that help the youth return to the expected activity or help the youth transition.

## Hurdle help

Sometimes stress is caused by situations being very complex and overwhelming. Hurdle help is a technique to reduce the complexity of the situation and to help the youth get started. For example, the adult can do a small piece of the task at hand to demonstrate how to break the task down into smaller steps and make it more manageable and less overwhelming. Sometimes it might be enough to just get started, refocusing on the activity and away from feeling stressed out.

## Time away

This strategy involves taking the young person away from the stressful situation and them a chance to regroup and regain control. It is not meant to be used as punishment like time out. Because it is intended as a positive alternative, the adult should be clear that the youth will come back to activity soon.

## Redirection

This technique involves offering the youth an alternative to a stressor the youth is experiencing at the time. If, for example, the youth is going to a store to buy a certain snack and is stressed out because the snack is not available, the adult might suggest another attractive snack that is available and help prevent the child from getting too upset about the situation.

## Directive statements

Directive statements are not commands or demands; they are simple, direct, and clear statements of expectations which provide the youth with guidance on what to do next. Keeping a calm tone of voice is

critical. “Please, go to your room and cool down” will be more effective than “Go to your room right now!” This strategy is particularly helpful when the adult detects signs of confusion or anxiety which can easily lead to increased agitation.

## **Caring gesture**

Young people need to know that the adults who surround them care for them. Caring gestures are techniques to show the youth affection, interest, and concern without overstepping professional boundaries.

- Smiling
- Supportive phrases and gestures (“thumbs up”)
- Expressing that you care for them
- Encouragement

Expressions of caring and affection must be genuine and sincere. Using caring gestures might redirect and prevent a youth's behavior from escalating further.

# Registration/Enrollment Questions

Below are a few questions you may consider adding to your registration or enrollment process to learn more about the young person, their strengths, needs and coping strategies.

## For Younger Youth (parents will answer these questions)

1. What are your expectations/goals for this program?
2. What are your child's favorite activities at home and/or school?
3. What motivates your child? How can we let your child know they are doing well?
4. Under what circumstances does your child become easily upset?
5. How does your child behave when upset or anxious?
6. How does your child behave when angry?
7. What kind of support helps them calm down (e.g., playing with a special toy, explaining, quiet time)?

## For Adolescents

1. What are your expectations/goals for the program?
2. What do you enjoy doing in your free time? What are your passions?
3. In this program you will interact with many other young people. Are there any circumstances that may make this uncomfortable or upsetting?
4. What kind of support can we offer to make you more comfortable being in a group with other young people?
5. When you are upset, what do you usually do to calm yourself down?
6. When you are upset, what kind of support can we offer to help you calm down?

# Inclusive Program Environments: Resources

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## Section 7: Disability Legislation, Accommodations, and Working with Community Partners

### Complementary presentation for section 7

- Disability Legislation: IDEA and ADA
  - Recorded presentation: <https://vimeo.com/393032379/e8c0b0fba9>
  - Slides: [www.actforyouth.net/resources/ipe/inclusive-presentation-legislation.pdf](http://www.actforyouth.net/resources/ipe/inclusive-presentation-legislation.pdf)

### National

- U.S. Department of Education: IDEA  
<https://sites.ed.gov/idea/>
- US Department of Justice: Information and Technical Assistance on the Americans with Disabilities Act  
<https://www.ada.gov>
- ADA National Network  
<https://adata.org>
- ADA National Network: An Overview of the Americans with Disabilities Act  
<https://adata.org/factsheet/ADA-overview>

### New York State

- NYS Education Department: Office of Special Education  
<http://www.p12.nysed.gov/specialed/>
- NYS Justice Center for the Protection of People with Special Needs  
<http://www.justicecenter.ny.gov/>
- NYS Disability Services Council  
<http://www.nysdsc.org/>

## TRAINING FEEDBACK FORM

Please tell us what you thought of this training! Your honest feedback will help us plan and improve the training for future participants and also meet your additional training needs.

<i>Please answer questions 1-6 by completely filling in the circle that BEST describes your agreement/ disagreement with the statement.</i>	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Trainer(s) were knowledgeable and engaging.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. The presentations were clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. The presentation styles were a good match for how I learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. I will be able to apply today's content in my work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Today's training was a good use of my time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. I would like more information about:
7. I would like individual technical assistance (TA) on the following topics from today's training:
8. Additional comments about today's training:

If you requested information and/or TA on any of the items above, please give us your name and phone number: \_\_\_\_\_

*Thank you for taking the time to complete this form.*