

BLOOM

50 Things to Say, Think and Do with Anxious, Angry, and Over-the-Top Kids



CHAPTER 7 Perpetual Motion

WHAT TO SAY

SAY

I heard you had the 'wiggles' and were feeling fidgety today.

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SAY

It can be hard for you to sit still in class.

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SAY

Is it possible the other children are sitting too close to you? Do you need more space?

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SAY

Do you notice that your body moves a lot?

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SAY

Do you know when you are going to get out of your seat or does it just happen?

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SAY

Do you feel that your body needs to wiggle, like you have a lot of energy?

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SAY

Moving around feels better to you, doesn't it?

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SAY

I know it can be hard to keep your body still when you're thinking so much. It means your brain is working.

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SAY

Sometimes your body says, 'Get up,' and your teacher says, 'Sit down.'

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WHAT TO SAY

SAY

When it feels hard to sit still, tell your teacher you need help.

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SAY

We can talk with your teacher about keeping your body busy so you can sit longer.

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SAY

You need to wait to get up when the teacher says it's time. Don't get up just because you want to.

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SAY

We can ask your teacher if you can keep fidget toys at your desk to help you stay alert.

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SAY

Sometimes we move a lot to express our feelings.

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SAY

You must be proud of yourself for paying attention to the messages your body gives you.

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SAY

There are times we need to sit still, shall we practice what that feels like?

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SAY

Let's think about what your body needs to be able to sit still, when needed.

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SAY

Sometimes when we hold our feelings in, our bodies want to move.

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WHAT TO SAY

SAY

What do you feel inside when you move around a lot?

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SAY

If your teacher asks you to stay still does that help you stay in your seat?

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SAY

It's okay that you like to move, let's just choose the right time to get up and move around.

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SAY

Are there moments when you want to tap your pencil or draw on your paper to let your feelings come out?

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WHAT TO THINK

THINK

I need to understand the meaning of my child's behavior.

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THINK

My child's behavior is goal-directed. What is she needing that she is not getting?

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THINK

There is a reason my child needs to get up, walk around or move a lot.

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THINK

How is moving around helping my child?

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THINK

What might my child need that she cannot find when seated?

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THINK

I wonder if other children in the class also need to get up more frequently.

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WHAT TO THINK

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Perhaps I can speak with the teacher about allowing my daughter to walk around a bit between centers or activities.

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THINK

Might my child need to have more movement opportunities?

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THINK

How can we add more movement into my child's day?

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THINK

Is my child getting enough exercise?

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THINK

Should we consider more trips to the park or playground outside of school?

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THINK

How can I provide more stimulation to my child at her seat, so that her brain is engaged? Might brain breaks like those provided by sparkpe.org help?

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WHAT TO DO

DO

Learn about mindfulness for children, being mindful of what their body feels like doing empowers a child to take positive action.

DO

Helping your child notice or observe their feelings, bodily sensations and thoughts *right now, in this very moment*, improves self-awareness leading to more active choices about behavior.

DO

Write a list of things your child can do to release energy before, during and after school so that she can alternate being still and moving around.

DO

Enlist the teacher's help. There are more times to move in classrooms than we often know. What your child may need are more scheduled movement breaks.

DO

Talk to the school psychologist or occupational therapist at the school and use some sensory tools to help your child focus.

DO

Ask the teacher, school psychologist, or occupational therapist if a ball chair might be helpful to your child.

DO

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WHAT TO DO

DO

Help your child become her body's "best teacher."

DO

"When your body tells you it needs to move, you can listen and tell your body, "we will get up and walk after the teacher is finished with the story."

DO

Help your child recognize her energy states: When does she feel calm, when does her body have a lot of energy she needs to release?

DO

Role play! "Getting out of your seat looked like this, it could have looked like this (model alternate strategy), let's practice."

DO

Model the behavior of getting calm and staying calm for your child.

DO

DO

DO

DO

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