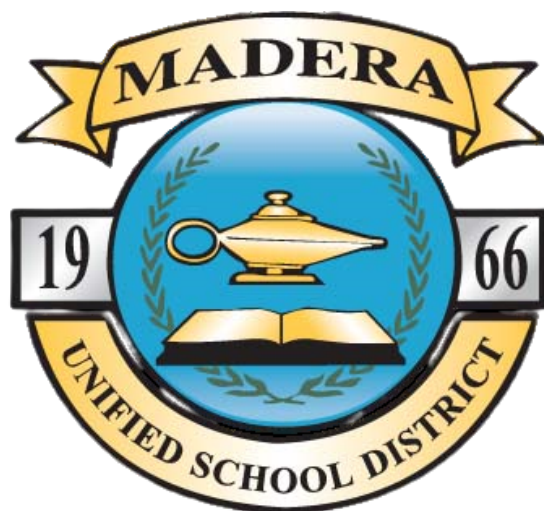




Trauma-Informed Resources

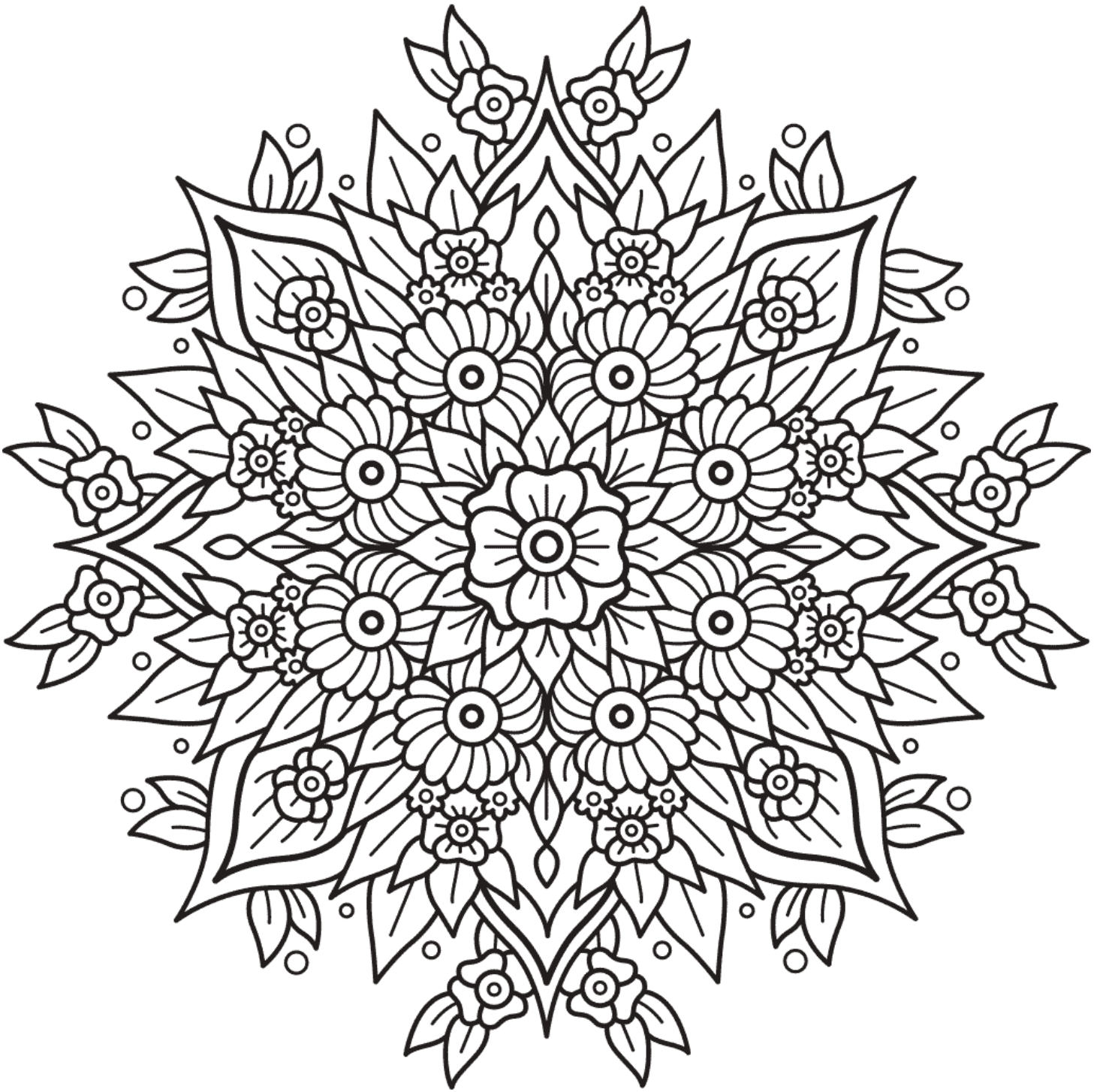


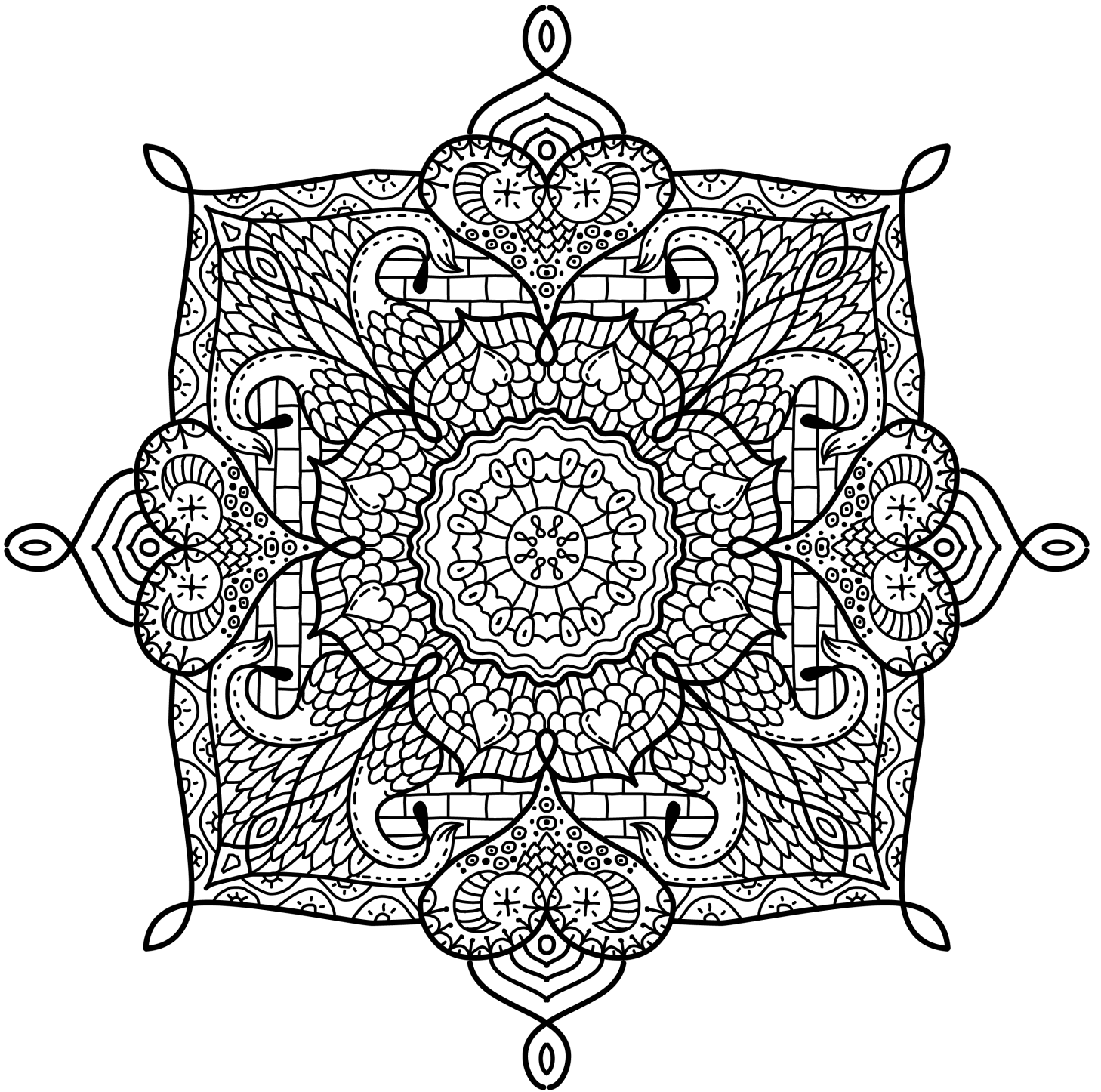


GRATITUDE

IS THE NEW

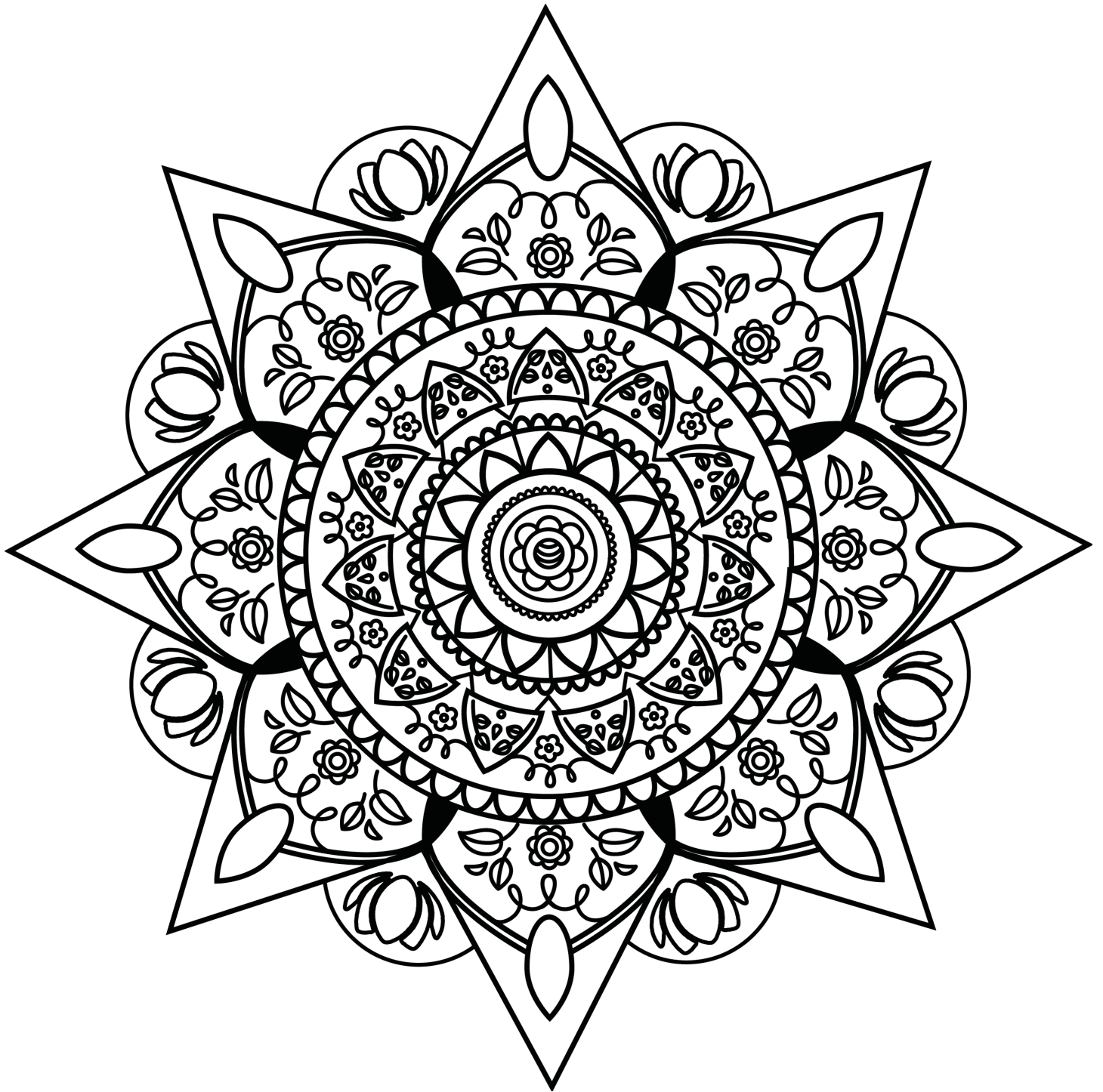
ATTITUDE





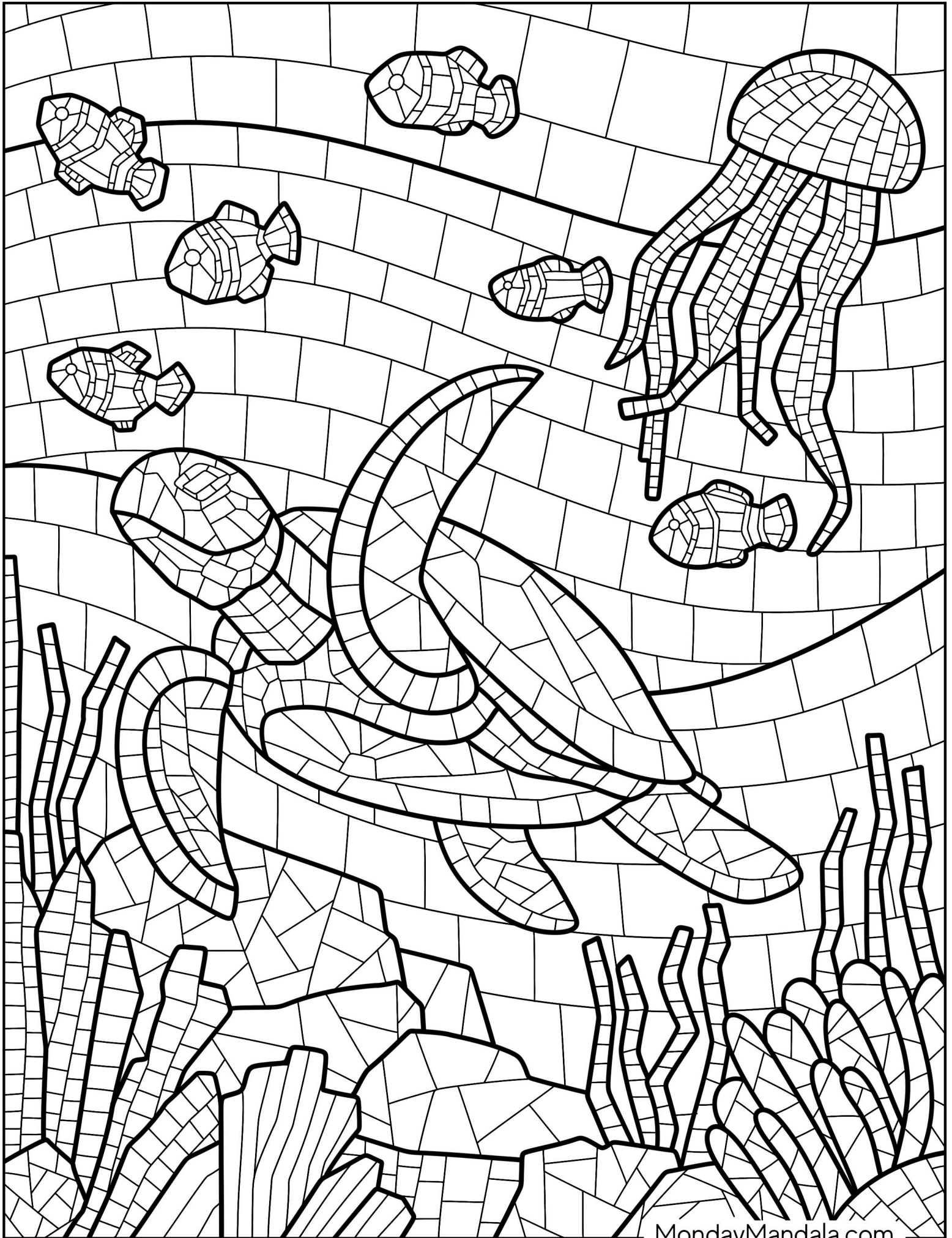
Castle Garden

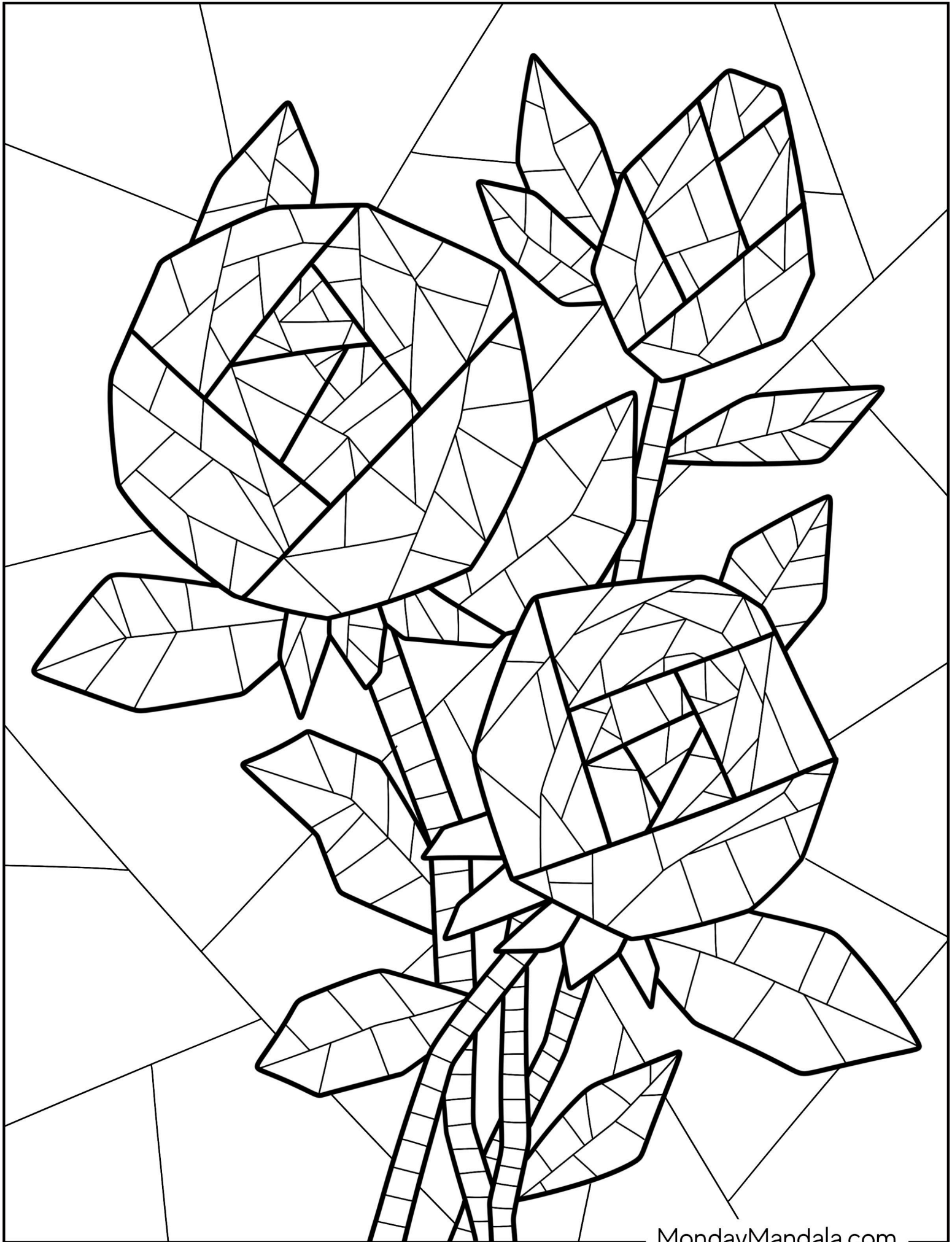
More coloring pages at
mondaymandala.com



Bold Decision

More coloring pages at
mondaymandala.com





Cartoon Characters

T W N G E M J C Q W E S U O M Y E K C I M R S V
 H F K E Y F K C I R T A P B S Z A S B E N E F D
 B A T M A N Y E U W B S E I Z S N S U G T N G A
 H Q R V D L L A B M U G F I B O N H G R C N D F
 S D A B O A B W E B O T R R I B L I S O E U F F
 V L D U R E E P I O A G W N U H O C B E M R X Y
 H R A Q Y M A Z S N P M I Q O M V E U G I D N D
 A V R S Z N M C Q D N M Z V P B S B N S E A X U
 G W W I P Y O G X M M I U P I O S E N U M O T C
 J A I A K O E O W B T A E M M A T A Y O K R F K
 J D N W B X U O G C K G H T A T S R W I M U S G
 P G R Y H H C F K R P B H B H H C R Y R M A H M
 F V D A A P X Y M X R I I L A E E R T U U J F J
 D O G Y W N H T J E X P S G J D P O P C H S U W
 O I R O I D X N F K Y Y G P N L T O R N A F V G
 N C A B I G I A K T O Y I O I U U V O T F Q V Z
 A Z G T I O F U T T X X W N L V M T E H Z V U O
 L A Y S Z I F I Q W L N U P R R B Z C H L F M S
 D M N A Q H K L S S D S S E F U J P B S T E C N
 D Y R E F O Y N Y T C A S A E N I H P C N S S O
 U V B B L K I P R G M C L N A M R E P U S J S O
 C W R L U E S G W O O D S T O C K V Y Y R R E P
 K Z E W K P N W O R B E I L R A H C O O E V Q Y
 E H D S P O N G E B O B S Q U A R E P A N T S A

- SpongeBob SquarePants
- Winnie the Pooh
- Curious George
- Charlie Brown
- Mickey Mouse
- Wonder Woman
- Hello Kitty
- Donald Duck
- Scooby-Doo
- RoadRunner
- Daffy Duck
- Bugs Bunny
- Woodstock
- Squidward
- Beast Boy
- Ice Bear
- Superman
- Minions
- Phineas
- Patrick
- Gumball
- Smurfs
- Shaggy
- Snoopy
- Darwin
- PanPan
- Batman
- Pluto
- Perry
- Goofy
- Linus
- Grizz
- Dory
- Nemo
- Ferb



Super Heros & Villains

X D M O O D R O T C O D Q H L R E Y U G S J A W
 O F W X L U T R Z A R K A C I H A I P O Z O N K
 Q H D U B Q C M T A X R M X G S Q U J F D A L D
 G Z J U A E D S Z S L A V C U P V R I S M U X D
 F W A V T Y B H W E P V W W Q P L P S T H F C E
 P O O D M Q E U Y E S I O D X T X U N E W U I Z
 A D C X A Y H Q H K F N D A B N P A H N U Z H T
 L I A Z N E U O I V D W E E G E A S X U D D M R
 C W P W D I E W W E S H H J R N R M C H Z Q K S
 P K T A N L F A R N K K N M R M A F N X R M K A
 H C A N N H V W Y R N F A E N T A M J O Z X F D
 G A I O Q U O K B E Q N K B K X M N O D R S J A
 F L N D Q M X W O T B O T I H R R I W W W I G R
 N B A N A S T W S N J Y V R K L Y L Q A T E D E
 O B M N Q B W K O A B H G F M N O B E H K A M D
 F N E L J W H G S L R G L Z R Y I O M Q T W C E
 K T R J A U F T K N F B C C F F N G P Y G G N V
 I H I G L C F W D E D A D S P W I N H D M G E I
 Q O C K V G E X E E I M X B U T B E R F A V I L
 N R A U C X Q I G R L K O V I W O E W P S E M E
 P G M C C N L N H G K X O H X X R R H D F V D D
 A I I C R H N T S Z Q H G L T C Q G B U W J O D
 E I U O E X M E N E X R Z Q N Y S S Q M Z P N U
 E K Y J Q V F W G E Y M H N I U L I S U C K Q V

- | | | | |
|-----------------|---------------|--------------|--------------|
| Captain America | Green Lantern | Wonder woman | Harley Quinn |
| Green Goblin | Doctor Doom | Black Widow | Spiderman |
| Daredevil | Catwoman | She hulk | Superman |
| Deadpool | Iron man | Antman | Batman |
| Joker | X-men | Robin | Loki |
| Thor | Hulk | | |

Name: _____

Date: _____

animal kingdom

K G T G E R D Y T S A F A R I B V T X K G L A T
N X O Z M V R Y E R W T O R R A P N O A A I H I
O A L L I R O G X A X H W S H I Z M Z X O Z O G
E C Z Q G A J D L H C F U E M A O E E Z B A O E
G W V G H X N L T E R M A A L D L O C P N R D R
I J E S J N A O L I A U N L O L P E Y L O D E F
P O G Z L B A E H T U D Y D E O L O R W M M D E
T E B B Y O P K O T A R R L O I O I S O M J P C
N Y A W L H T P E R Y A F H D O Y P S F O T I D
A T G R A Y O H I D G P S O R E I P T E C U T O
S A A N L P S N P O M U C A O C S S B L M Y T L
A P T Y P Y D L N M R O G F E P E G F G T L A P
E Q N I T U B R I C R N L F U E M G C N W G X H
H Y H S C O E L H C A C I E B I F O C U A U W I
P K Q K T F L H U K C N H E R K X C W J R I C N
H S I A M A N G T E C T D E N A T O D N T N L Y
C Z L N M U Z Y S H B L Y O E W T P X E H E M T
I J E S G A Z Z A B I I I G S T A U X E O A N G
R U R B J D C U E W E L R X L N A C R R G F I O
T A H J R P O A B X R Z Y D I Y H H I G F O U Q
S H E O D A C M W R H I N O C E R O S R Y W G D
O J D B S D E F F A R I G M V U I L V A F L N O
Y A T E E K A R A P D E D A E H M U L P T A E B
A N T E L O P E W M O N K E Y L Y C M P F D P M

Plumheaded Parakeet
naked mole rat
spice finch
crocodile
wallaby
giraffe
warthog
python
tiger

Green Jungle Fowl
komodo dragon
guineafowl
antelope
gazelle
gorilla
hoopoe
safari
zebra

wompoo fruit dove
mandarin duck
common boa
elephant
africa
kingdom
lizard
sloth
bear

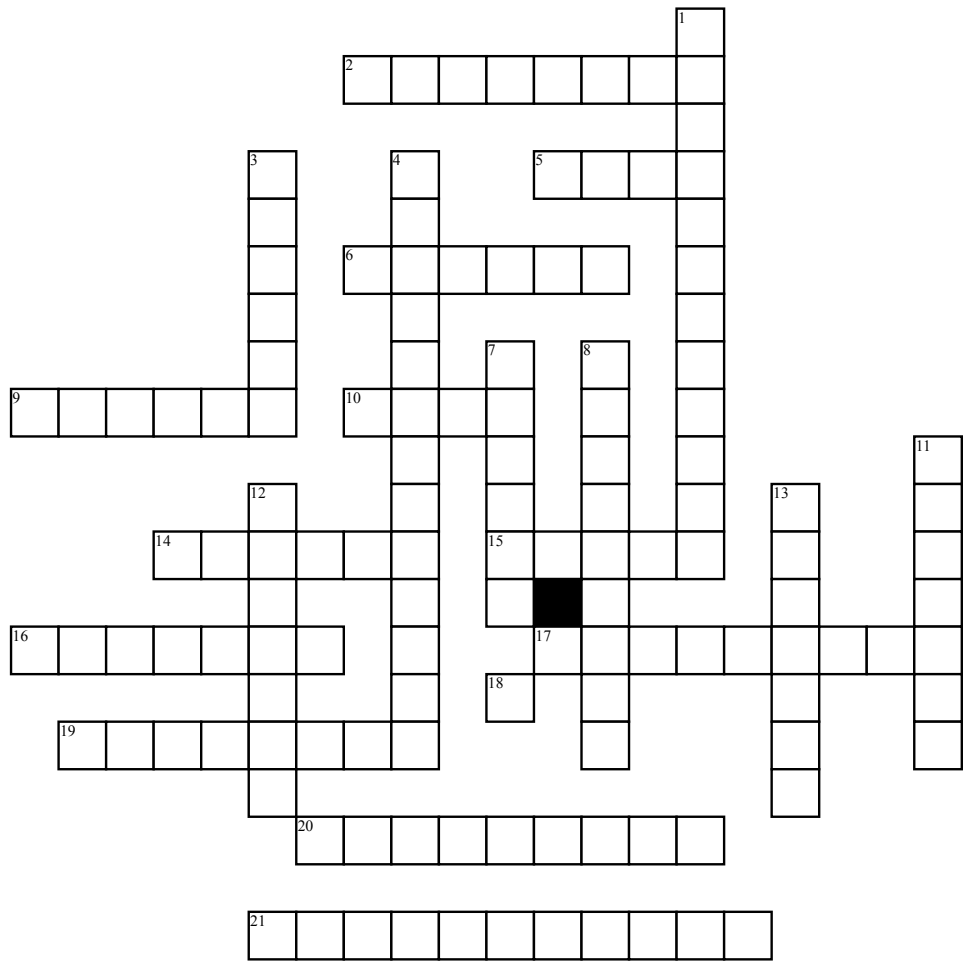
Pheasant Pigeon
Hooded Pitta
rhinoceros
kangaroo
cheetah
ostrich
monkey
beast
joey

Early Bluebird
hippopotamus
wildebeest
siamang
dolphin
penguin
parrot
macaw
lion

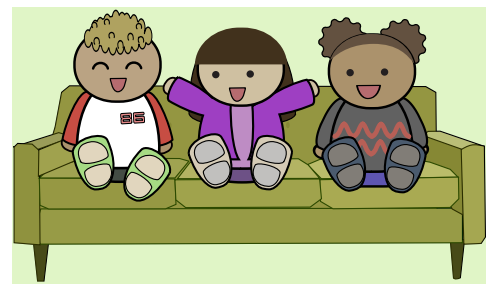
Friends

Across

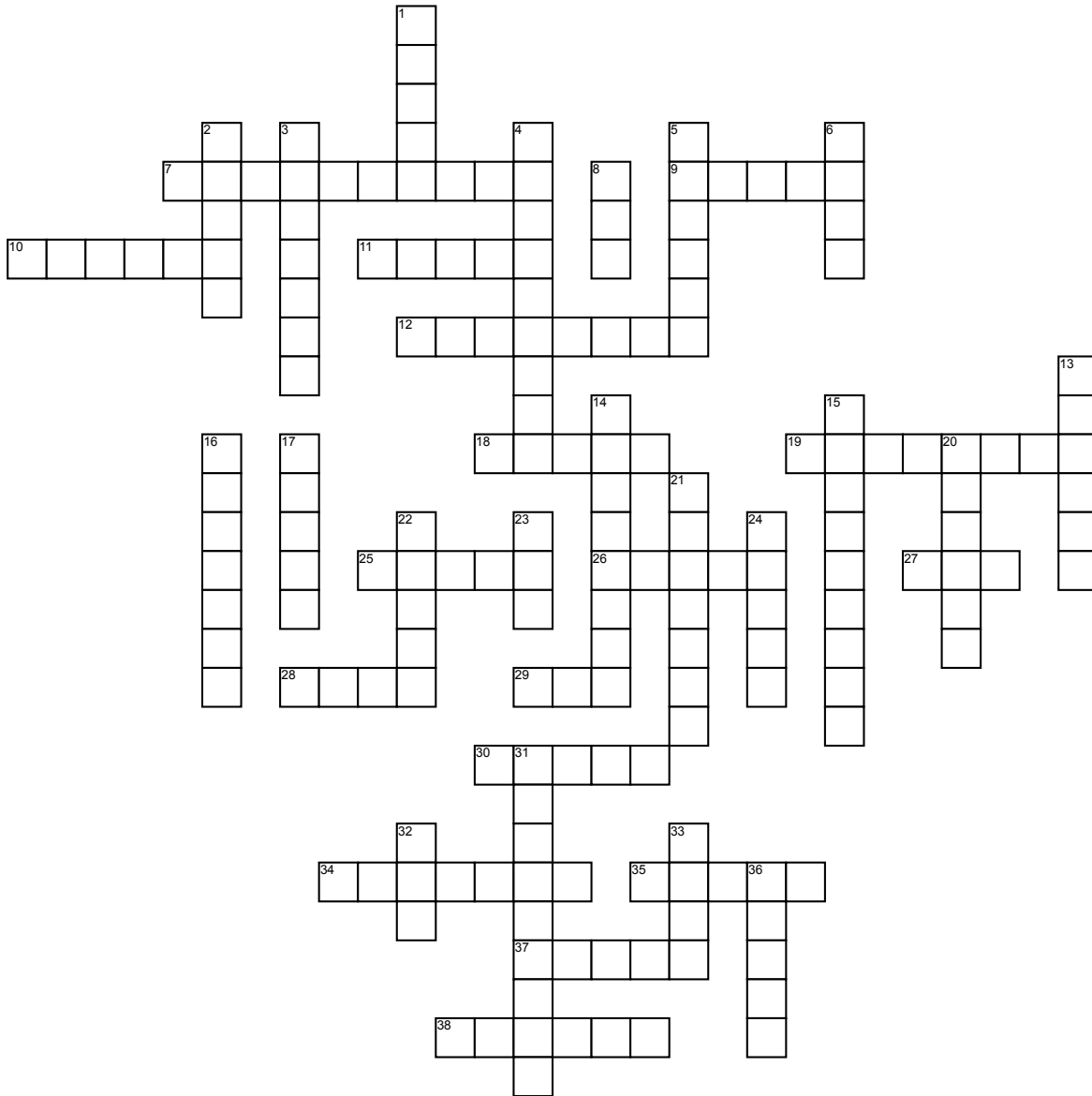
2. Bing (played by Matthew Perry)
 5. Water fowl kept as a pet by Joey and Chandler
 6. Ross and Monica's surname
 9. Lisa Kudrow's character, surname Buffay
 10. The name of Ross and Rachel's daughter
 14. Phoebe Buffay's twin sister
 15. The British girl Ross marries, whose name he forgets at the altar
 16. Creepy coffee shop guy who is obsessed with Rachel
 17. Famous song by Phoebe Buffay
 19. The gift Phoebe gives to her brother after finding out he and his wife cannot have children
 20. Joey (played by Matt LeBlanc)
 21. The name of the coffee shop where the group of friends hang out
- ## Down
1. The doctor that Joey portrays on Days Of Our Lives
 3. "Ohhhh Myyyyyy Gooooodddd" famous quote by this character



4. Performs the theme song "I'll Be There For You"
 7. The pet monkey belonging to Ross
 8. David (plays Ross)
 11. Jennifer (plays Rachel)
 12. The name of joey's agent
 13. The setting of the show
 18. a



Disney Movie Classics



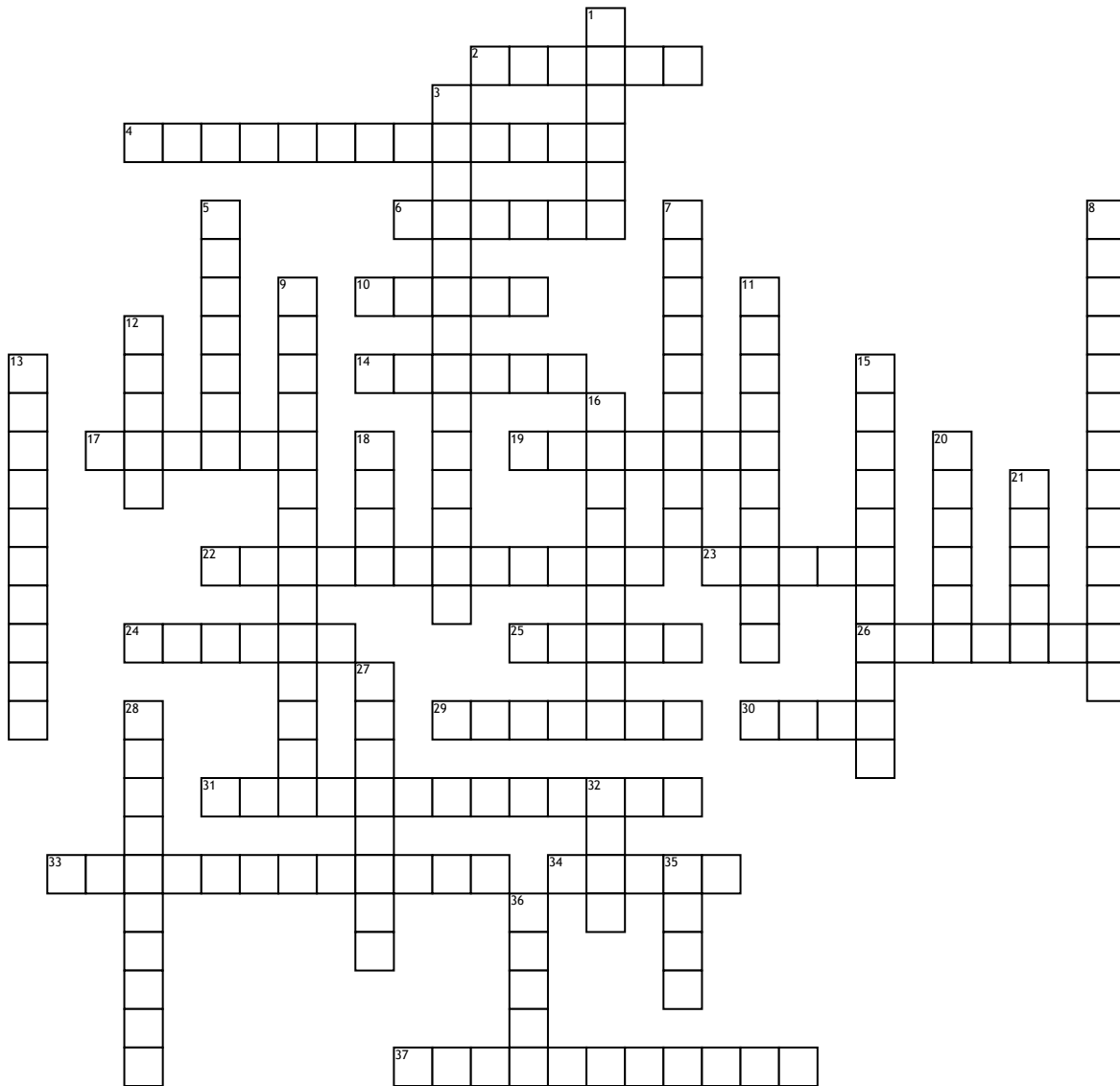
Across

- 7. " Can you paint all the colors of the wind?"
- 9. Agrabah's favorite tiger pet
- 10. _____ O'Malley the alley cat
- 11. Robin Williams's bluest role
- 12. A boy separated from his shadow
- 18. The return of _____
- 19. Honey, you mean HUNKules
- 25. The tales of Jumbo Jr & Timothy Q Mouse
- 26. _____ in wonderland
- 27. Cinderella's roundest mouse sidekick
- 28. Cheetahs never prosper
- 29. "Trust me..."
- 30. The mutt sharing spaghetti with his lady
- 34. Prince Ababwa

- 35. I just can't wait to be king
 - 37. A fiery blue villain voiced by James Woods
 - 38. A very unfitting name for a skunk
- Down**
- 1. She impersonates a man to save her father
 - 2. The Great _____ Detective
 - 3. The shiest of the seven
 - 4. Demi Moore voices the streetwise Gypsy girl
 - 5. Ariel's father, King _____
 - 6. A tiny teacup
 - 8. The _____ and the hound
 - 13. "When I was a lad, I ate four dozen eggs every morning to help me get large"
 - 14. Disney's third animated movie
 - 15. Pirates, and mermaids, and fairies, oh my!

- 16. Jiminy _____, a companion & conscience
- 17. The adopted father of 84 dalmations
- 20. "Come on, you poor unfortunate soul. Go ahead! Make your choice"
- 21. Sleeping Beauty's prince
- 22. "Dishonor! Dishonor on your while family! Dishonor on you! Dishonor on your cow!"
- 23. The smartest of the seven
- 24. " I have to grow up tomorrow"
- 31. He's so handsome, just like his reward posters
- 32. Cinderella's tallest mouse sidekick
- 33. Sir _____, a hypnotic snake sidekick
- 36. "Look for the bare necessities..."

Marvel Crossword Puzzle



Across

- 2. Wields infinity goblet; obsessed with finding infinity stones
- 4. aka Doctor Doom
- 6. Robot; mind gem rests in his head
- 10. Rock Monster
- 14. Tech that allows him to fly; in the comics he has wings
- 17. Green alien with a sword
- 19. Billionaire; also know as Tony Stark
- 22. Warrior of Wakanda
- 23. Plant
- 24. Raccoon
- 25. Spiderman's nemesis that's and African animal
- 26. Spiderman's nemesis; quick _____
- 29. Incredible eye sight; wields a Bow and Arrow
- 30. Ice giant; god of mischief

Down

- 1. Possesses shrinking tech
- 3. Can't see
- 5. Spiderman's nemesis that gives off an electric current
- 7. Friendly, neighborhood _____
- 8. aka Green Goblin
- 9. The First Avenger
- 11. Emits high temperatures
- 12. Wants the infinity orb
- 13. Sheild Agent; aka Natasha Romanoff
- 15. "Made of rubber"
- 16. Claws
- 18. Giant Green Rage Monster

Across

- 20. Robot with artificial intelligence; wants to reform the world
- 21. Spiderman's nemesis; black goo
- 27. Peter Quill
- 28. Juggernaut
- 32. Prince of Thunder; Oden son
- 35. The destroyer
- 36. Octopus doctor

	6							9
			5		8			
				6	2			3
			1		6	3		
	8	7		9			4	
				2				7
		6				9	5	
		1	4					2
4							1	

#44927

Difficulty: moderate

		6						
					5			4
		2				6	8	7
	7	3				9		1
	4			8	3			
				5				
5	2	1		6	7			3
							6	
				8				

#184229

Difficulty: moderate

7			8	1				5
			5		6			3
		2						
		3						
				2		8		
6			3			5		
	5	8	6		7			4
	7		4					
					9	1		

#41752

Difficulty: moderate

7								4
			1		2			8
				9		3		2
8			6					
		1		8				
			3	7	9		6	
		7				9		3
4				5				
			2		8			

#172944

Difficulty: moderate

	6	9						
	4				2	8		
	1			8				
7		5			4	6		
	2					4		7
				9		3		
			7				9	
								8
4		6					1	

#143917

Difficulty: moderate

		6		9		4		
			1			7		
2	9				7			
9								
								8
				4		9		3
6				5				2
						2	3	
3		5	4		8		7	

#179105

Difficulty: moderate

8						1	9	
					4			
			5	1		3		
	5							2
	2						4	
					1	6	3	
	7					8		
3				4	2			
	1	5	6					7

#179202

Difficulty: moderate

		2	1				6	
6	9	3						
			3				4	5
	2	7						
				3		8	2	
					1			
3								
						9	1	4
	8	9	7	6				

#8253

Difficulty: moderate

					3			
			1		8			5
			9			2		
					2		4	3
	1	7		4				
8			5			9		
4						5		
	7	3			1	8		
5	2	8						

#182687

Difficulty: moderate

			7					
	8		1					
	5		2		4			1
						6		
		9	4	2		7		
	2	5		3	6			
					1			7
2							9	8
4			6				1	

#137782

Difficulty: moderate

	1		2				5	
			9				8	
	3	5						
						3	2	8
7					4			
9					6		4	
		4		7				
	2			5		1		
				1		6		

#18062

Difficulty: moderate

9					2			
	7							
		3	4		1	2		9
2				3		7		
	5						3	
4		7	9			6		
						8		
	6			8		3		
		1		4				5

#196740

Difficulty: moderate

			6	5				3
					8			
5				2		7	4	
	4	2	3					7
		5		6	1			
		6					9	
	3		7					8
						1		
	1		2					5

#197819

Difficulty: moderate

	7		9			5		1
	9	4				3	6	
								9
					1		4	
			6	9	5			2
		8	7					
								5
1				5	2			8
5		2			6			

#131134

Difficulty: moderate

				4	3			
	6			7	1			5
		3		8	2			
9		2						3
5			1					
			7		8			4
	7			6				
8						9		6
	5							4

#7519

Difficulty: moderate

		2			7			
		9						
			1			4		7
7	1					3		6
6					5	2		4
				9				
4				6				3
		1	4			9		
	2			7				

#197943

Difficulty: moderate

				3		2	5	
7		9					1	
			8		6			
	6							3
			2	5	8			7
	2	8						
1		6					3	
						4	9	
			4		3			

#25686

Difficulty: moderate

					7			
4			5				1	
2								
	8				3	2		6
	3	7						4
			6				5	
	1	2	7		4	8		3
			8	5		4		9

#99727

Difficulty: moderate

				5	1		7	
			3				4	
				6				1
			4				3	
	8	4						6
		5	9					
	5			7		1		
4		2			9			
7		3	2		8			

#204336

Difficulty: moderate

		5	1			3		2
4	6		7					
3			4					1
					6	8		
						7		
				2	8			
6		4						
		2					5	9
						3		

#8301

Difficulty: moderate

7	4						9	
1		5	9					2
			3					
		2	5					
3			1	7		9		
	6				8	3		
			2				7	
							4	
				1		8	6	5

#219822

Difficulty: moderate

				2		8		
							3	9
9	3		7		6			2
				7	9			
		6						1
			5			7		
		2	4					8
1					8		2	3
6					7	9		

#38192

Difficulty: moderate

5							8	
				7		9	4	
8					6		1	
	2	4	8			5		
					2			
9		3	6		1	2		
					9			8
				3				
3	9	5	7					

#142633

Difficulty: moderate

			1					
	8	5			6			
		4	3	2				
			6	1			8	
						2		7
		2	5			3		
7		6			5			
	4			8				2
2					4			9

#47996

Difficulty: moderate

Resources

Create Your Calm

Glitter Bottle

HOW TO MAKE YOUR GLITTER BOTTLE

1. **Add glue:** Fill your bottle about $\frac{1}{8}$ to $\frac{1}{3}$ full with glue. The more glue you add, the longer it will take for the glitter to settle after shaking.
2. **Add Glitter:** Add glitter, start with a tablespoon or so. Add food coloring to give color if you'd like.
3. **Add warm water:** Fill the bottle the rest of the way with warm water, leaving a little space at the top. Cap it and shake to test. Add more glitter, glue, or water if needed.
4. **Seal it tight:** When the bottle is full up to the neck with water, glitter, and glue, cap it tightly. For extra security, use super glue to seal the cap closed.



Pause. Breathe. Refocus.
You've got this.

01 Glitter Bottle: Create Your Calm

A visual reset that helps the body settle before reasoning, repair, or return.

This is not a break from accountability. This is a regulated pathway back to learning, repair, and participation.

Biological Target

Autonomic downshifting, paced breathing, visual attention anchor, parasympathetic activation.

The Practice

Shake once. Place it down. Watch the glitter settle. Track the movement. Slow the breath. Nothing to solve. 60 to 90 seconds.

Research Why

The bottle is not evidence-based intervention. The mechanisms are adult co-regulation, paced breathing, visual attention anchor, and a brief pause before reasoning. Slow breathing across 223 studies is associated with increased vagally mediated heart rate variability, a marker of parasympathetic regulation (Laborde et al., 2022; Perry, 2009).

Adult Script

"We are not solving this while your alarm system is still on. Watch it settle. Let your body settle too." When ready: "What is one word for what your body feels right now?"

Use It When

Student is mildly escalated, reactive, overwhelmed, or not yet ready for a restorative conversation, re-entry, or conflict repair.

Do Not Use It As

Punishment, timeout rebranded, repeated shaking with no return plan, or a toy.

Not This

"Go calm down."

Shake it again and again.

Instead This

"Watch it settle. When your body settles, we choose the next step."

One shake. One pause. One next step. That is the routine.

The Return Plan

After 60 to 90 seconds: student names one word or points to a feeling. Then returns to learning, repair, or higher support. No fourth option.

Grade	Implementation
K-2	Sensory only. "Watch the glitter. Breathe. Settle." No talking required.
3-5	"My body feels like the glitter when I am scared. Like this when I am calm."
6-8	Use before restorative conversation or re-entry. Never mid-crisis.
9-12	Use adult language: nervous-system reset. Avoid making it feel childish. "Take 60 seconds before you respond."

Look-Fors: How the Adult Knows It Helped: Slower breathing. Softer posture. Less verbal reactivity. More readiness to name a feeling or take one next step.

Research Anchors: Perry, 2009; Laborde et al., 2022; Shonkoff et al., 2012. *Full APA references in Toolkit*

Create Your Calm

Color Your Calm

HOW TO PRACTICE MINDFUL COLORING

1. **Choose a page:** Pick a coloring page that stands out to you or matches your mood.
2. **Select your colors:** Use crayons, colored pencils, or markers to create your design however you'd like.
3. **Slow down and focus:** Take your time coloring. Notice the shapes, colors, and movements as you work.
4. **Enjoy the moment:** There's no right or wrong way to color. Let yourself relax, breathe, and enjoy the creative process.



Pause. Breathe. Create.
You've got this.

02 Color Your Calm

A nonverbal return for students whose bodies need to slow before their words can.

This is not a break from accountability. This is a regulated pathway back to learning, repair, and participation.

Biological Target

Reduced cognitive load, visuomotor grounding, focused attention, interoceptive return.

The Practice

Choose a page. Pick colors. Slow the pace. Notice pressure, shape, movement. No grade. No correction. No perfect product. 3 to 5 minutes.

Research Why

Coloring lowers verbal demand and gives the brain a structured, non-threatening task supporting focused attention and emotional settling. Not independently proven, but aligned with mindfulness and art-therapy mechanisms for anxiety reduction and emotional expression in youth (Tang et al., 2015; Zenner et al., 2014; Bosgraaf et al., 2020).

Adult Script

"Let your hands slow your mind down. There is no perfect way to do this." Optional: "Choose one color for what you are feeling and one for what you need."

Use It When

Student is anxious, shut down, overstimulated, or not ready to talk. Coloring opens the nonverbal door back into the room.

Do Not Use It As

All-period escape. Replacement for instruction. Avoidance without a return plan.

Not This

"Color as long as you need."

Instead This

"Take five minutes to settle. Then we return to one small part of the task."

Replace instruction with coloring.

Lower the demand so the student can re-enter instruction. Not replace it.

The Return Plan

After 3 to 5 minutes: student completes one small step. First sentence, first problem, first direction, or first check-in with the adult.

Grade	Implementation
K-2	Simple images. Match colors to feelings. Short and sensory.
3-5	"Color how calm feels in your body today." Pair with "I feel ___, I need ___, I can ___."
6-8	Mandalas, identity patterns, or calm-start coloring before writing or processing.
9-12	Private decompression. Slowing down is maturity, not regression.

Look-Fors: How the Adult Knows It Helped: Less agitation. More focus. Willingness to stay present. Student can name one feeling or need after the activity.

Research Anchors: Tang et al., 2015; Zenner et al., 2014; Bosgraaf et al., 2020.

Create Your Calm

Create & Connect

HOW TO CREATE & HAVE FUN

1. **Choose your craft:** Decide if you want to make a friendship bracelet or create something using pipe cleaners.
2. **Get creative:** Use the materials provided to twist, braid, bend, and shape your design however you'd like.
3. **Make it your own:** Try different colors, patterns, beads, and shapes to create something unique to you.
4. **Share the joy:** Give your bracelet to a friend, display your creation, or simply enjoy the process of creating something fun and calming.



Create. Connect. Share.
You've got this.

04 Create & Connect

A hands-on practice that turns stress, meaning, and belonging into something students can hold.

This is not a break from accountability. This is a regulated pathway back to learning, repair, and participation.

Biological Target

Fine motor engagement, stress regulation, agency, symbolic meaning, relational belonging.

The Practice

Use pipe cleaners, beads, or bracelet materials to make something with meaning: courage, calm, family, repair, hope. Keep it, give it, or hold it privately. 5 to 10 minutes.

Research Why

Hands-on creation combines fine motor engagement, stress regulation, agency, symbolic meaning, and relational belonging. Responsive relationships buffer stress by returning the stress response to baseline (Shonkoff et al., 2012). Art-based practices offer nonverbal pathways for expression when words are not yet available (Bosgraaf et al., 2020). The bracelet is not the intervention. The meaning, movement, and connection built while making it are.

Adult Script

"Create something your hands can hold that reminds your body what you are practicing." If uncertain: "It does not have to mean anything to anyone else. Just to you."

Use It When

Student needs to move stress through the body, build belonging, or access a nonverbal path to repair and return.

Do Not Use It As

Open craft time with no purpose. Endless project. Public emotional performance. Avoidance of re-entry.

Not This

Let it expand without a time boundary.

Force sharing the meaning.

Instead This

Name the purpose and the time. Meaning matters. So does return.

Sacred work needs choice. Silent creation is still real work. Honor that.

The Return Plan

Student names privately or silently what the object represents. Then returns to class, repair, or the next level of support.

Grade	Implementation
K-2	Calm shapes, kindness bracelets, color patterns. Sensory and relational.
3-5	Connect to friendship, courage, or classroom belonging. Name if student chooses.
6-8	Identity bracelets, intention words, "what helps me stand firm" designs.
9-12	"Create something that represents what you are carrying, releasing, or becoming."

Look-Fors: How the Adult Knows It Helped: Settled hands. Increased openness. Pride or ownership. Student can keep, gift, or name the meaning when ready.

Research Anchors: Shonkoff et al., 2012; Center on the Developing Child, 2016; Bosgraaf et al., 2020. .

Create Your Calm

Busy Hands

HOW TO USE THE BUSY HANDS STATION

1. **Choose an activity:** Pick from Legos, fidgets, or a ring packet that interests you or feels calming.
2. **Keep your hands moving:** Build, twist, squeeze, click, or explore the activity in a way that feels relaxing and focused.
3. **Take your time:** There's no right or wrong way to use these tools. Focus on the movements, textures, or patterns as you use them.
4. **Reset and recharge:** Use this moment to pause, breathe, and refocus before returning to your day.



Pause. Focus. Reset.
You've got this.

03 Busy Hands

A quiet tactile support for students whose bodies need small movement to reach calm-alert.

This is not a break from accountability. This is a regulated pathway back to learning, repair, and participation.

Biological Target

Sensory modulation, arousal regulation, motor containment, calm-alert nervous system readiness.

The Practice

Student selects one quiet tactile tool. Below eye level. Minimal noise. Not shared during instruction. Tool stays only if it supports focus, not entertainment.

Research Why

Tactile tools can support some students by giving the body a small, contained outlet for movement. The evidence is mixed: fidget spinners worsened attention in a controlled study of young children with ADHD (Graziano et al., 2020). The tool must be quiet, low-novelty, monitored, and connected to learning. Liking the tool is not enough.

Adult Script

"Hands busy, body safe, eyes available, learning still happening." If misused: "Is that a tool or a toy right now? We can try again when it is a tool."

Use It When

Restlessness, anxiety, ADHD traits, or high motor activation visibly interferes with learning or safe participation.

Do Not Use It As

A universal giveaway, status object, toy, shared item, or distraction during instruction.

Not This

Give one to every student.

"They like it so let them."

Instead This

Match tool to student. Monitor. Remove when it stops serving regulation.

Liking it is not enough. It must improve participation, attention, or return to learning.

The Return Plan

Student keeps the tool only while it improves engagement. If attention to the tool exceeds attention to learning, adjust or remove. Reassess the match.

Grade	Implementation
K-2	Soft, simple tools with direct adult modeling. Close supervision always.
3-5	Teach explicitly: "Is this a tool or a toy?" Remove when the answer is unclear.
6-8	During listening, testing anxiety, or independent work when restlessness is visible.
9-12	Normalize as personal regulation support for students who know their nervous system.

Look-Fors: How the Adult Knows It Helped: More task engagement. Less disruptive movement. Quiet, invisible use. Student stays connected to instruction.

Research Anchors: Graziano et al., 2020; Durlak et al., 2011; Center on the Developing Child, 2011.

Create Your Calm

Mindful Moments

HOW TO PRACTICE MINDFUL MOMENTS

1. Choose a mindfulness tool:

Pick a calming card, journal prompt, or mindfulness book that stands out to you.

2. Take a quiet moment:

Find a comfortable space to read, reflect, or write without distractions.

3. Focus on the present:

Take slow breaths and pay attention to your thoughts, feelings, or the activity in front of you.

4. Use the resources mindfully:

Feel free to take one sample journal if available. Please return the calming cards and mindfulness books to the station so others can use them too.



Pause. Reflect. Reset.
You've got this.

05 Mindful Moments

A structured pause that helps students notice what is happening inside before it becomes behavior outside.

This is not a break from accountability. This is a regulated pathway back to learning, repair, and participation.

Biological Target

Interoception, affect labeling, attention control, prefrontal-limbic regulation.

The Practice

Choose one tool: calming card, journal prompt, or mindfulness page. Follow the loop: Name it. Feel it. Breathe with it. Choose one next move. 3 to 5 minutes.

Research Why

Affect labeling reduces amygdala reactivity and increases prefrontal engagement (Lieberman et al., 2007). Mindfulness works through attention control, emotion regulation, and self-awareness (Tang et al., 2015). In schools, mindfulness-based interventions most consistently support cognitive performance and stress resilience (Zenner et al., 2014). The goal is not forced calm. The goal is choice.

Adult Script

"This is not a consequence. This is a moment to come back to yourself so you can choose your next move."

Use It When

Student is emotionally activated, building toward escalation, or not yet ready to re-enter but not in full crisis.

Do Not Use It As

Punishment. Forced public reflection. Emotional exposure without choice. Journaling with no return.

Not This

"Go to the calm corner."

Instead This

"Take a moment to notice what your body needs. Then we choose your next step."

Let awareness replace action.

Awareness must lead somewhere. One next step always follows the pause.

The Return Plan

Student completes one stem: "I notice..." / "My body needs..." / "My next right step is..." Then returns to learning, repair, connection, or higher support.

Grade	Implementation
K-2	Picture cards: mad, sad, scared, tired, calm. One body-movement cue per feeling.
3-5	Sentence stems and body maps: "I feel ___ in my ___. My body needs ___."
6-8	Private journaling tied to stress, conflict, belonging, or pressure. No forced sharing.
9-12	"Who do I want to be in this moment?" That is not a soft question. It is the right one.

Look-Fors: How the Adult Knows It Helped: Student names a feeling, need, or next step. Less escalation. More choice. Fewer words needed from the adult on return.

Create Your Calm

Puzzle Pause

HOW TO PRACTICE PUZZLE PAUSE

- 1. Choose a puzzle:** Pick a puzzle that interests you and find a comfortable space to work.
- 2. Take your time:** Focus on one section, color, shape, or piece at a time. There's no need to rush.
- 3. Work together or independently:** Complete the puzzle on your own or invite someone to join you and collaborate.
- 4. Leave it for others:** If the puzzle is not finished, leave the pieces and workspace organized so others can continue building too.



Pause. Focus. Piece It Together.
You've got this.

06 Puzzle Pause

A calm cognitive reset that keeps the thinking brain active without threatening it.

This is not a break from accountability. This is a regulated pathway back to learning, repair, and participation.

Biological Target

Executive function, cognitive containment, working memory, planning, frustration tolerance.

The Practice

Choose a puzzle. Focus on one piece, one color, one edge at a time. Alone or with a peer. 5 to 10 minutes.

Research Why

Puzzles offer cognitive containment: a calm task that practices executive-function skills without overwhelming the student. This supports sustained attention, working memory, planning, cognitive flexibility, and frustration tolerance. Harvard describes executive function as the brain's air traffic control system for focusing, switching gears, and managing information (Center on the Developing Child, 2011; Perry, 2009).

Adult Script

"You do not have to solve the whole thing. Find the next piece." With peers: "Ask before you touch. Think out loud. Help without taking over."

Use It When

Student needs to shift the brain into a safer task. Post-regulation. Post-conflict. Pre-hard conversation. Not mid-crisis.

Do Not Use It As

Crisis response. Full-period escape. Substitute for instruction. Response to acute escalation.

Not This

Use during full escalation.

Let it replace the hard conversation.

Instead This

Regulate the body first. A puzzle cannot reach a student still in alarm.

Puzzle Pause is the bridge back. The real conversation still follows.

The Return Plan

After the reset, student returns to one piece of the real task. The frame transfers: "You did not solve the whole puzzle at once. Find the next piece."

Grade	Implementation
K-2	Large-piece floor puzzles. Name colors, shapes, turns. Model patience out loud.
3-5	Partner puzzles for cooperation and turn-taking under low stakes.
6-8	Advisory, reset space, or post-conflict decompression. Never mid-escalation.
9-12	Complex puzzles before hard discussions, testing days, or restorative circles.

Look-Fors: How the Adult Knows It Helped: More focus. Less frustration. Safe participation. Student can accept "find the next piece" as a frame for the real situation.

Research Anchors: Center on the Developing Child, 2011; Perry, 2009; Durlak et al., 2011. |