



10 Ways to Support Identification

- 1. Label your own feelings for children.**
- 2. Help children label how they're feeling.**
- 3. Support children in naming how characters in books, TV shows, or movies are feeling.**
- 4. Use reflective listening when talking to children about their experiences.**
- 5. Show curiosity and genuine interest about the child's internal experience. Ask him/her/them how he/she/they feel each day.**
- 6. Observe the child's behaviors out loud and suggest that they may be connected to an emotion. You can say something like, "Your body is tense right now, which tells me that you might be having a tough time."**
- 7. Name emotions in the context of specific experiences (e.g. "You seemed really happy when you went down the slide").**
- 8. Normalize affective experiences (e.g. "I bet a lot of kids might feel sad if something like that happened").**
- 9. Help the child understand the range of ways in which people express emotion by comparing and contrasting how people you both know show certain emotions.**
- 10. Support the child in feelings detective work with themselves, you, or others. For example, "What makes you think Jimmy is feeling mad?"**



10 Ways to Support Modulation

- 1. Incorporate modulation activities into morning, afternoon, and/or bedtime routines to support baseline regulation.**
- 2. Support the child in practicing modulation strategies when he/she/they is calm.**
- 3. Help children make associations between modulation activities and feelings of safety by prompting them to practice strategies in times of safety and calm.**
- 4. Help the child identify where their energy is and decide whether they need an up-regulating or down-regulating activity.**
- 5. Cue the child to use modulation activities in the moment.**
- 6. Engage in modulation strategies with the child, such as taking deep breaths together.**
- 7. Observe the child's shifts in emotions or energy out loud and engage him/her/them in active attempts at modulation.**
- 8. Watch children for clues as to which modulation activities are likely to be successful with them. What kinds of movements do they gravitate towards when they became anxious, angry, or sad?**
- 9. Reinforce the child's use of modulation strategies by providing positive and specific verbal feedback, such as, "You just did a great job using your breathing to calm down."**
- 10. Once the child has regained some comfort and control, help him/her/them identify and process what triggered the difficult emotion and how he/she/they used a strategy to regulate.**



10 Ways to Support Relational Connection

- 1. Support children to use modulation strategies prior to engaging in communication in order to help them communicate effectively.**
- 2. Reflect on your own communication resources and the strategies you use to meet specific needs.**
- 3. Model effective communication strategies for children.**
- 4. Think about why the child may struggle with connection and communication and try to understand the way the child is currently communicating. Get curious and use your detective skills!**
- 5. If a child struggles with verbal communication, think about working with his/her/their provider to come up with a ways you can communicate with each other nonverbally.**
- 6. Include opportunities for informal communication into routines. Meal times, bedtimes, even riding in the car can help facilitate communication.**
- 7. Add formal communication strategies into your routine. These might include a feelings check-in or a daily communication log between members of the family or youth and milieu staff.**
- 8. Support the child in coming up with concrete strategies for letting someone know that he/she/they has something to communicate (e.g. a secret hand signal, a verbal invitation, a note).**
- 9. Prompt verbal communication for the child's nonverbal attempts to communicate needs by labeling the need they are trying to communicate (e.g. "I think when you pushed me away you were saying, 'I don't want to talk to you!'").**
- 10. Introduce opportunities for you and your child to experience moments of connection. See the ARC 5-minute connection activities handout for ideas!**



10 Ways to Support Executive Functions

- 1. Notice and name choices, even minor ones, and possible outcomes (e.g. “It sounds like you want to make the choice to walk today instead of taking the bus. That’s fine, but I’m guessing you’ll want to leave a bit earlier, right?”).**
- 2. Provide children with opportunities to make choices. Limited choices (e.g. between two options) are best, especially for younger children.**
- 3. Support the youth’s inhibition of his/her/their immediate responses by cuing him/her/them to use modulation strategies.**
- 4. Reinforce positive choices by noticing them out loud.**
- 5. Focus on strengths or successes in decision-making (rather than “poor choices”).**
- 6. When a child does make a “poor choice,” use your attunement skills to understand the reason behind the choice. Why might this choice have made sense for the child?**
- 7. Engage the child in evaluating situations (e.g. “What’s the problem we’re dealing with here?”).**
- 8. Support children in identifying goals in situations (e.g. “What do you/we/others want to happen?”).**
- 9. Actively support youths’ problem solving through generation and evaluation of ideas**
- 10. Participate with children in active experimentation of possible solutions to problems through role playing, games, or stories.**



10 Ways to Support Self Development and Identity

- 1. Express your interest in the whole child, not just the negative experiences or symptoms. Be curious: try to learn what influences the child or teen.**
- 2. Mirror the child's negative states, rather than minimizing or working to change them too quickly. Accept and validate the child's necessary protections instead of fighting them.**
- 3. Acknowledge the aspects of the child's or adolescent's self that may be different from your own experience.**
- 4. Notice and verbally reinforce unique aspects of the child at home or in the community. Validate things that are important for the child.**
- 5. Incorporate activities that bring attention to the child's identity into the home or milieu, such as photo albums, pride walls, family trees, or identity collages.**
- 6. Provide opportunities for self-expression. Let children pick their clothes, style their hair, decorate their room, etc.**
- 7. Identify and name the child's patterns to support self-awareness (e.g. "You pick up new ideas quickly!")**
- 8. Create space for the child or teen's unique contributions to the family or milieu.**
- 9. Support opportunities to identify and explore new interests. For example, help the child try a new after school activity.**
- 10. Share your own unique influences and interests. Talk about family traditions, values, and historical experiences.**