



# Tools for Working with Children in Institutional Care



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## Introduction

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This knowledge resource discusses and provides examples of practice tools and calming techniques (in English and Hindi) which counsellors and adults can use while working with children who are in institutional care. The paper reviews evidence on the impact of institutionalisation on children as well as evidence-based interventions that can help mitigate this impact. The latter part of the paper presents tools and calming techniques in the form of worksheets and pictorial representations. These tools are developed and compiled by [Counsel to Secure Justice \(CSJ\)](#), Delhi. These tools and techniques are part of CSJ's interventions with children in child care institutions (CCIs) including in the form of in-person interactions, virtual interventions during COVID 19, and restorative circle processes.

## Experiences of children in institutional care

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### **Institutional care:**

Research indicates children living outside of family care are a vulnerable population<sup>1</sup> and shows the adverse impact of alternative care.<sup>2</sup> Formal alternative care, i.e., institutional care, residential care is defined as “all care provided in a family environment which has been ordered by a competent administrative body or judicial authority, and all care provided in a residential environment, including in private facilities, whether or not as a result of administrative or judicial measures”.<sup>3</sup> This residential/institutional care is provided by both the public and private sector.<sup>4</sup> CSJ works with Children in Conflict with Law (CCLs) and Children in Need of Care and Protection (CNCs), including those who are in institutional care (in child care institutions) run by government and non-government organisations.

### **Impact of institutionalisation on children:**

A large amount of research across countries, socio-economic factors, contexts and methodologies has been conducted on the impact of institutionalisation on children. There are many comparative studies between groups of children and adults who have been in institutional care and who have never been institutionalized. During CSJ's work with children in institutions, CSJ staff has provided counselling and other interventions for children who were impacted by institutionalisation.

Literature considers institutionalisation an early childhood deprivation<sup>5,6</sup> which affects children immediately as well as in the long term after they are removed from the institution.<sup>7</sup> There is evidence of significant negative impact of institutionalisation on children.<sup>8</sup> Research suggests a direct impact of institutionalisation during childhood on children's development of emotional regulation<sup>9</sup> and socio-emotional functioning, including emotional lability<sup>10</sup> (rapid and frequent changes in emotional state and inability to maintain a consistent emotional state)<sup>11</sup> and emotional facial recognition.<sup>12</sup> Being in institutional care delays and deficits the child's development, including physical growth as well as socio-emotional and psychological development.<sup>13</sup> A comparative research study suggests that there is a higher frequency of emotional and behavioural (conduct) disturbances in children who are institutionalized.<sup>14</sup>

Physiological and psychosocial deprivation by institutionalisation also has an influence on neurodevelopment.<sup>15</sup> Institutionalisation impacts children's cognitive functioning,<sup>16</sup> including

their intelligence quotient and development quotient, memory (visual-spatial memory),<sup>17 18</sup> attention, learning capacity, inhibitory control<sup>19</sup> and executive functioning.<sup>20</sup> There is evidence of prevalence of quasi-autistic patterns in children who were institutionalized.<sup>21</sup> Immediate as well as long term studies suggest that there is also impairment in language development after institutionalisation.<sup>22</sup>

Children also experience varied intense emotions as a result of being placed in an institution. These include anxiety, anger and sadness which are also depressive symptoms.<sup>23</sup> The separation from parents/primary caregivers can be traumatizing for some children.<sup>24</sup> It could lead to traumatic stress and reactive attachment as well as psychosocial impairment in children.<sup>25</sup> Several factors that lead to the child's placement in an institution also further influence the child's wellbeing, coping and adjustment in the institution.<sup>26</sup>

CSJ staff has worked with children in CCIs who were experiencing varied intense emotions and behavioural reactions. These reactions could be a result of various factors that led to child's placement in a CCI and the institutionalisation. We have worked with children who were crying excessively, finding it difficult to interact with others and be engaged in the activities, getting into fights with others and experiencing difficulties in sleeping and eating inside the CCI.



During our interactions with children, they speak about feeling lonely, experiencing anxiety (घबराहट), sadness and, fear regarding future and anger. Children also experience homesickness and worry excessively about their relationships with their family and friends at home. We observed that these emotional and behavioural reactions intensified during the COVID 19

pandemic as the children could not meet their families at all and had very little contact outside the institution.

CSJ staff also experiences that a lot of the children who come into the institutional care are not equipped to understand and deal with these varied experiences and emotions. This manifests in further behavioural difficulties, suicidal ideation, self-harm and cognitive distortions. Children often form misconceptions that self-harm and suicide ideation can lead to their release from the institution. This experience of working with children who needed to be placed in an institution and have been impacted by institutionalisation, led to CSJ's ongoing interventions around reducing the impact of institutionalisation and equipping children to cope better.

## Interventions for children in Institutions

**Psychosocial counselling:** Research suggests that evidence-based institutional care, including behavioural needs<sup>27</sup>, substance abuse and mental health related counselling and interventions,<sup>28</sup> reduces the differences between institutional and non-institutional care outcomes.<sup>29</sup> Evidence also indicates that early intervention can have a positive impact, help normalize the developmental trajectory of processing negative emotions after the child's institutionalisation.<sup>30</sup> Psychosocial counselling and interventions can help mitigate this impact of institutionalisation on children and benefit them.<sup>31</sup> These interventions are also effective in reducing traumatic stress symptoms and increase hope, coping and social support<sup>32</sup>

**Trauma Informed Interventions:** Addressing and providing support for trauma experiences of children in institutions is crucial component of institutional intervention.<sup>33</sup> According to Substance Abuse and Mental Health Services Administration (SAMHSA), U.S Department of Health and Human Services, the six key principles of trauma informed approach are: a. Safety, b. Trustworthiness and Transparency, c. Peer Support d. Collaboration and Mutuality, e. Empowerment, Voice and Choice, f. Cultural, Historical and Gender Issues.<sup>34</sup> These principles can be ensured practically by ensuring safety, hope, autonomy, respect, empathy in implementing trauma informed care.<sup>35</sup> Trauma focused Cognitive Behaviour Therapy includes practical strategies such as safety precautions, addressing uncertainty of traumatic experiences (including separation for children in institutions) as well as trauma narration. Specific to children who are separated from their parents, including traumatic separation focused components and balancing the child's challenges of forming new relationships can be beneficial.<sup>36</sup>

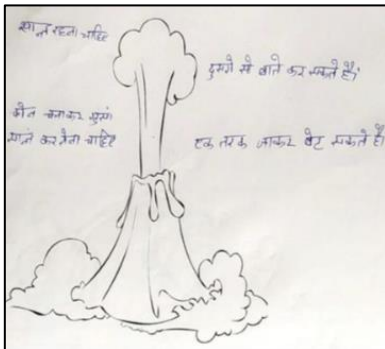
**Social-Emotional Learning (SEL):** Social-emotional learning interventions can help improve children and adolescents' outcomes of mental health<sup>37</sup> and help improve cognitive functioning including attention, emotion regulation, motivation and conduct of social relationships.<sup>38</sup> It also helps decrease anxiety and behaviour problems. All five components of social-emotional learning (Self- Awareness, Self-Management, Social Awareness, Relationship Building, Decision Making) can help children learn to manage their emotions and behaviours through a holistic, person-focused approach.<sup>39</sup>

**CSJ's interventions in CCIs:** CSJ provides psychosocial counselling with rehabilitative and trauma informed approach to children who are in institutions. Along with the counselling, CSJ also facilitates restorative circle processes<sup>40</sup> for children in institutions. CSJ in collaboration with Department for Child Rights, Government of Rajasthan and UNICEF, Rajasthan developed a project in 5 Observation Homes (CCIs for CCLs) in Rajasthan<sup>i</sup>. The project intervention was designed to create a replicable model of restorative circle practices in CCIs. The circles incorporated social emotional learning and several coping tools, some of them are included in this resource. Children who were part of the circles spoke about using the tools later and encouraged each other to use the tools to help with their emotions.<sup>41</sup> Some of these tools are also part of the virtual circles CSJ staff holds in CCIs, since COVID 19. The children who have experienced severe trauma including child sexual abuse are part of the circles and trauma informed approach and tools are incorporated in these circles.

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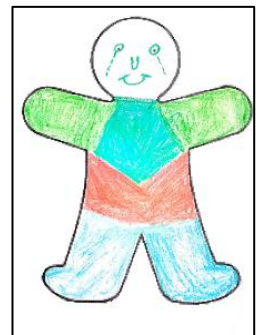
<sup>i</sup> The full report of the project: [https://csjindia.org/wp-content/uploads/2020/12/UNICEF-Study-April-2020\\_Final-1.pdf](https://csjindia.org/wp-content/uploads/2020/12/UNICEF-Study-April-2020_Final-1.pdf)

## Tools



The tools (worksheets and calming techniques) are developed and compiled based on CSJ's experiences and interventions with children who are in CCIs. Most of the tools and techniques are used in psychosocial counselling provided by CSJ's staff. During COVID 19 pandemic, CSJ staff adapted some of the tools to be used during virtual counselling and provided the worksheets to the CCI staff for the children who were not receiving any counselling or were in quarantine facilities.

CSJ staff has experienced that the pictorial tools are helpful for children to identify their emotions and over the time these tools help children use their own tools to express their emotions effectively.<sup>42</sup> We used calming techniques and mindfulness with a child who was experiencing anxiety after being transferred to Aftercare. These techniques helped the child understand his anxiety, express it better and provide stabilization, which led to reduced frequency and intensity of the child's experiences of anxiety.



These tools are developed for the purpose of aiding the psychosocial counselling and as individual worksheets for children in institutions, to reduce the intensity of emotional distress, anxiety, anger and other less severe emotional reactions. These are not a replacement of in-person, telephonic, individual or group counselling, therapy or any psychological/psychiatric intervention for severe mental health conditions and disorders. None of these tools can be used for psychological or psychometric testing or diagnosis.

The tools below can help provide a visual input and illustration during counselling. They are also prompting and can help children engage and think. The worksheets and calming tools which are art-based and activity-based can help the child feel comfortable and can be helpful in rapport building as well. These tools are also helpful for children who find it difficult to express their emotions and experiences verbally. Worksheets also help children connect their experiences to the concepts the counsellor is talking about. The tools can help children learn coping techniques and solidify that learning through practicing it with their counsellor.

The worksheets, which can be used individually by the children or in front of any adult, can help children with attention, focus and feel hope and express their emotions better. These could be beneficial to children who are not provided counselling presently.



## Worksheets for children

### Engagement for children, a adult's presence not needed

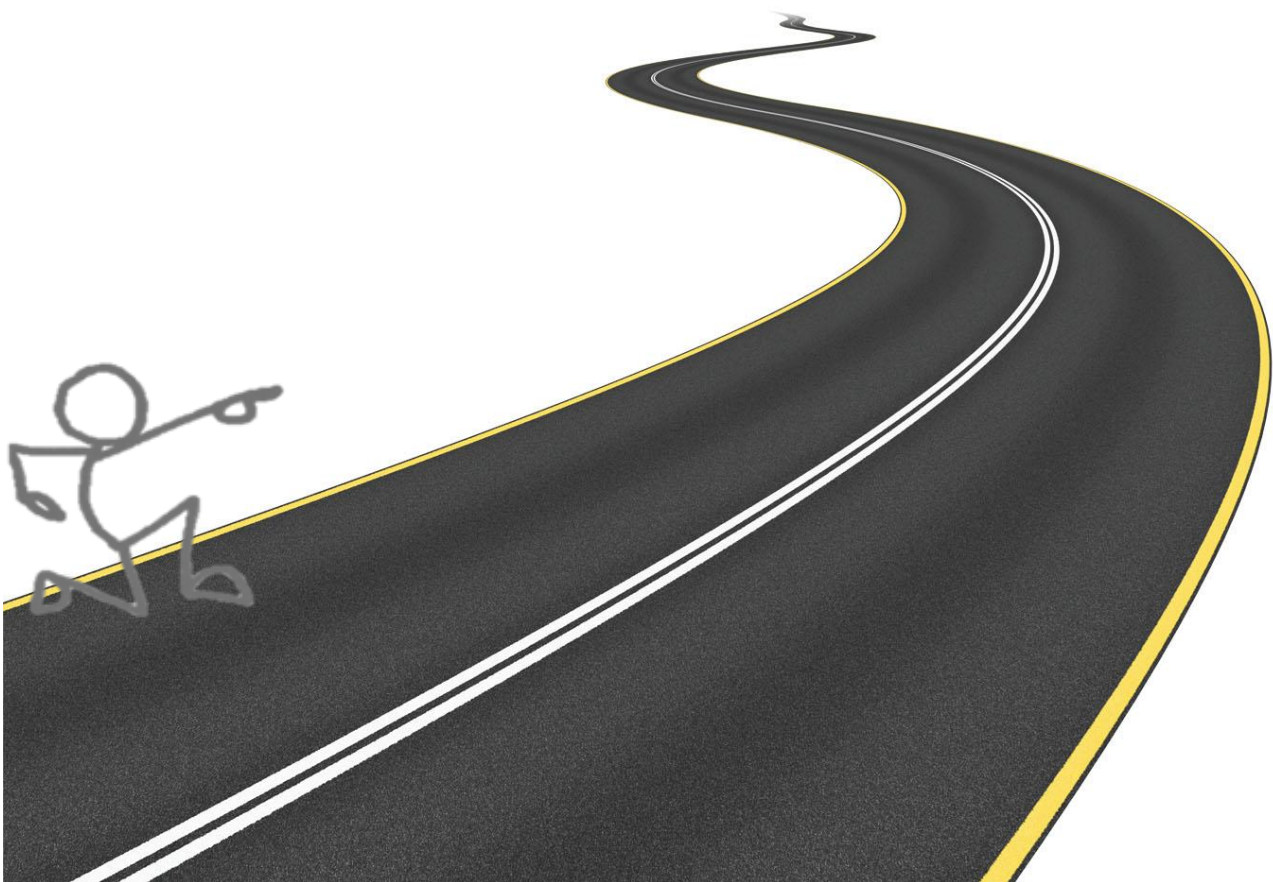
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For Adults: Can be used personally by the child and separate from the counselling sessions

वयस्कों के लिए: बच्चे द्वारा व्यक्तिगत रूप से उपयोग किया जा सकता है और काउंसिलिंग सत्र से अलग किया जा सकता है

For children: Imagine this road is the road of your future or your life. The person standing at the beginning of it, is you. Now think about everything you want to do in future or in your life, you can draw or write all those things, alongside the path.<sup>ii</sup>

कल्पना कीजिए कि यह सड़क आपके भविष्य या आपके जीवन की सड़क है। इसकी शुरुआत में खड़े व्यक्ति, आप हैं। अब भविष्य में या आप के जीवन में आप जो कुछ भी करना चाहते हैं, उसके बारे में सोचें, आप उन सभी चीजों का चित्र बना सकते हैं या लिख सकते हैं, रास्ते के साथ।



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<sup>ii</sup> Helps the child think about future, creates hope.

Draw a picture of yourself in the space below. Write/draw 5 things you like about yourself around you<sup>iii</sup>.

नीचे दिए गए जगह में अपना चित्र बनाएँ। अपने आस-पास अपने बारे में पसंद की 5 चीजें लिखें / उनका चित्र बनायें।

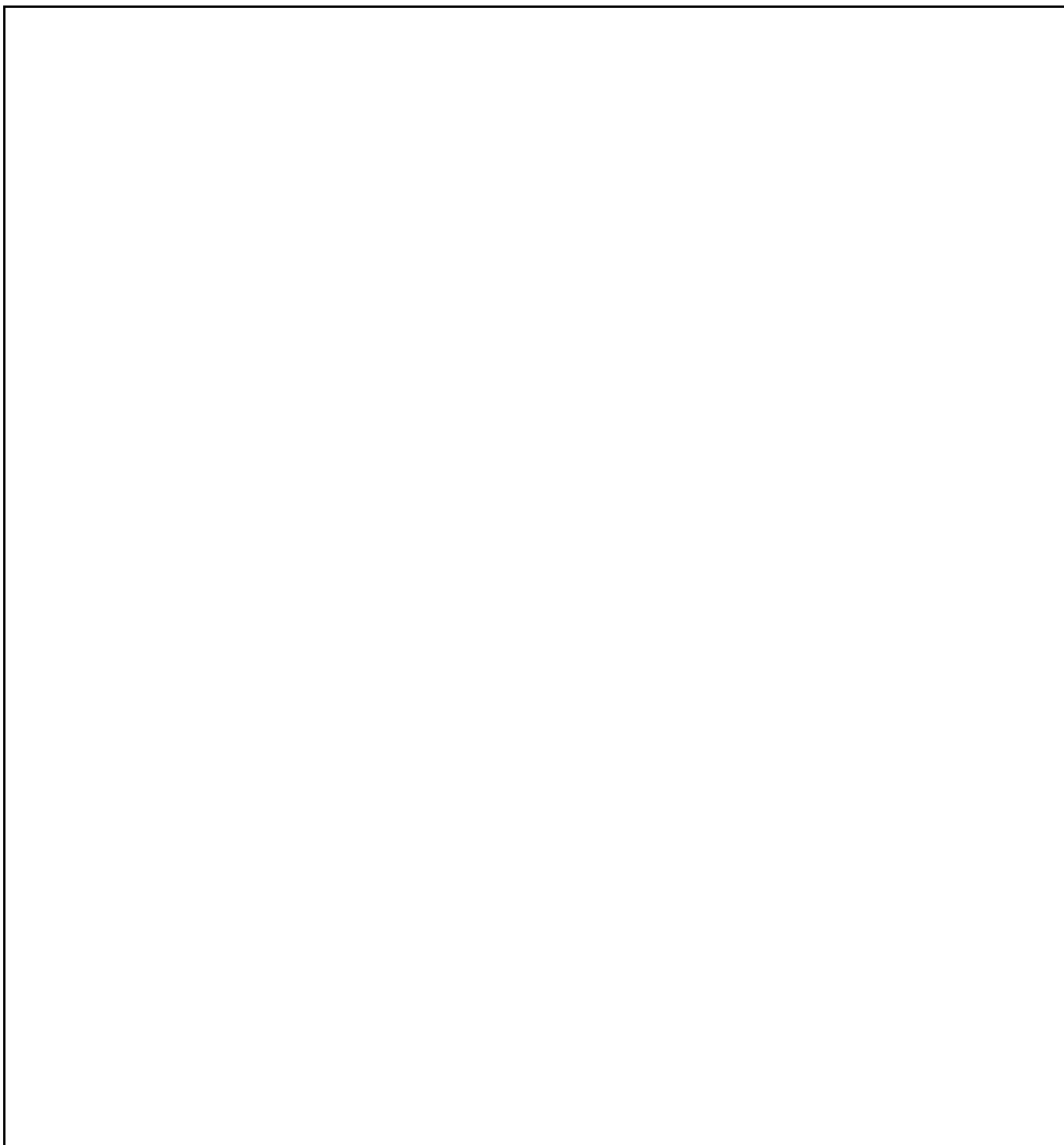
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<sup>iii</sup> Person focused, Strength based tool, helps with self-awareness.



Think of a place where you feel happy, safe, you can also imagine what a place would look like, where you feel happy and safe. Try to draw the image of that place below.<sup>43</sup>

एक ऐसी जगह के बारे में सोचें जहां आप खुश, सुरक्षित महसूस करते हैं, आप यह भी सोच सकते हैं कि एक जगह कैसी दिखेगी, जहां आप खुश और सुरक्षित महसूस कर सकते हैं। उस जगह का चित्र नीचे बनाने का प्रयास करें<sup>iv</sup>

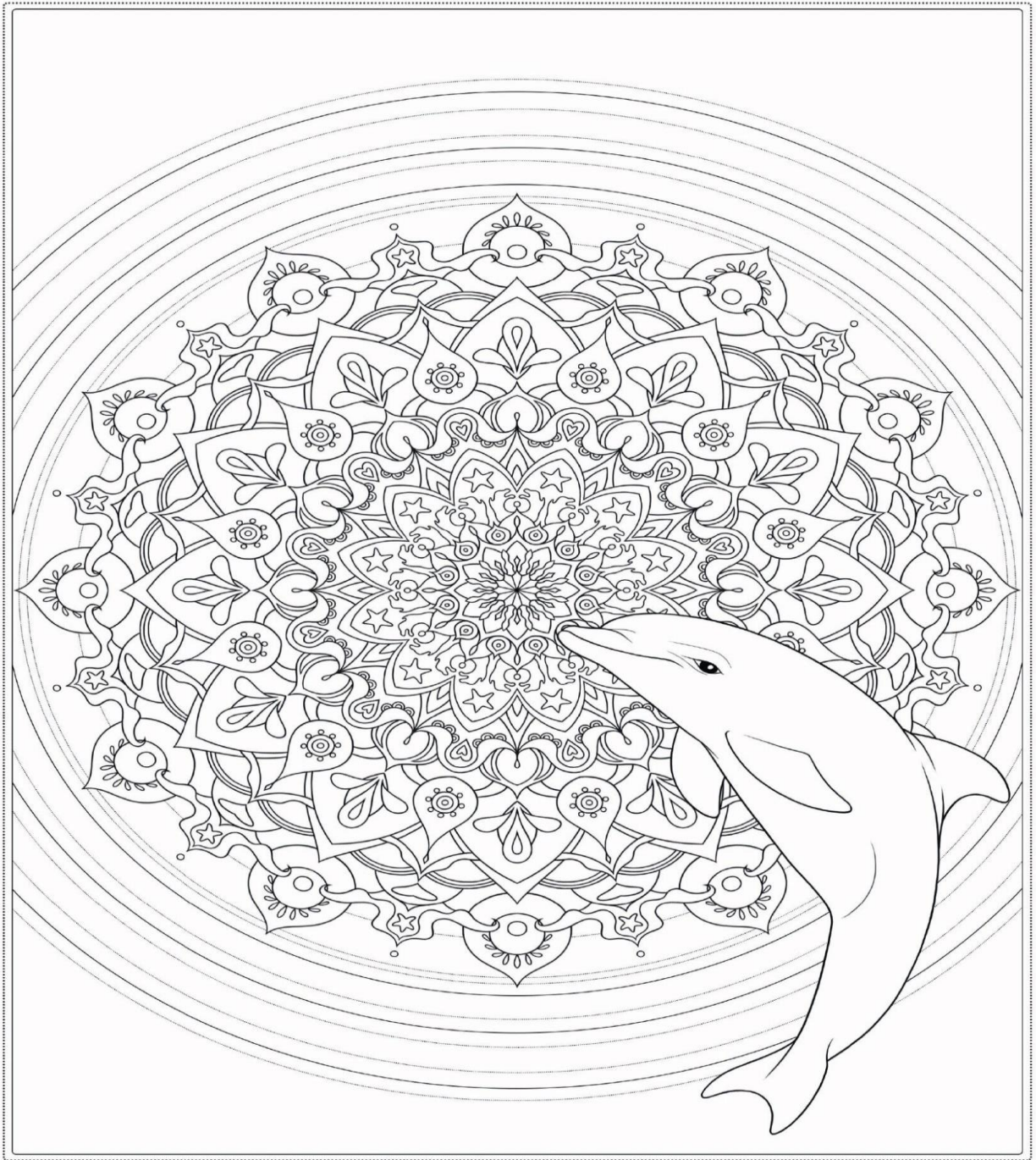


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<sup>iv</sup> Imaginative thinking, helping child think of safety, brings in hope, Calming.

Mindfulness colouring: You can colour the images below with the colours you like<sup>v</sup>

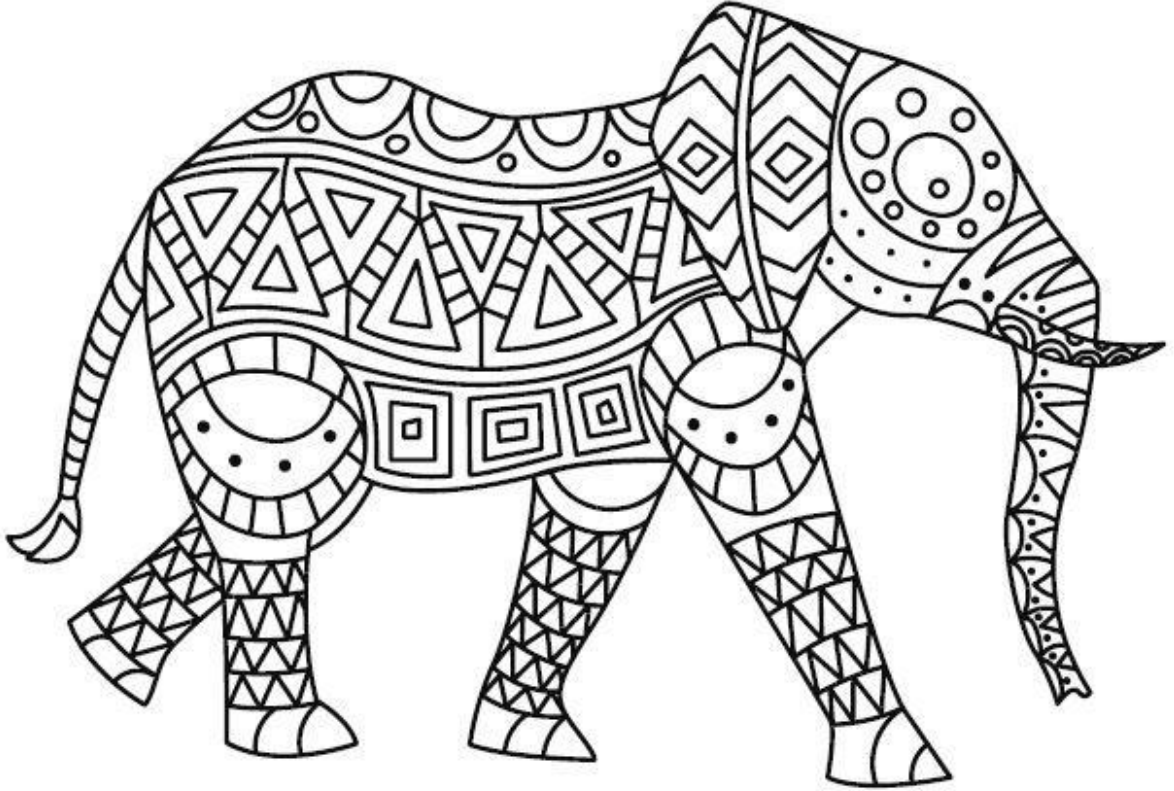
माइंडफुलनेस कलरिंग: आप अपनी पसंद के रंगों के साथ नीचे की तस्वीरों को कलर कर सकते हैं



<sup>v</sup> Mindfulness helps with attention, emotional regulation, calmness, resilience. Letting the child choose the colours, allows for autonomy and choice.  
For Adults: There are various mindfulness colouring resources on internet.


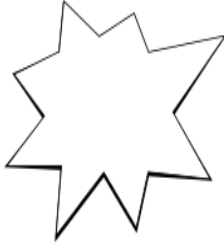

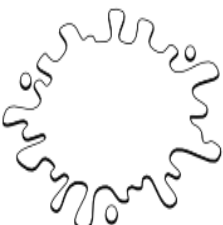
Mindfulness colouring: You can colour the elephant below with the colours you like<sup>45</sup>

माइंडफुलनेस कलरिंग: आप अपने मनचाहे रंगों से इस हाथी को रंग सकते हैं



You can write or draw a story in these boxes, below. You can make a story and draw it, or draw a story you already know.

इन बक्सो मे आप कोई कहानी लिख सकते है या उसका चित्र बना सकते है. आप खुद कहानी बना सकते है या अगर आप को कोई कहानी पाता है तो उस का चित्र बना सकते है<sup>vi</sup>

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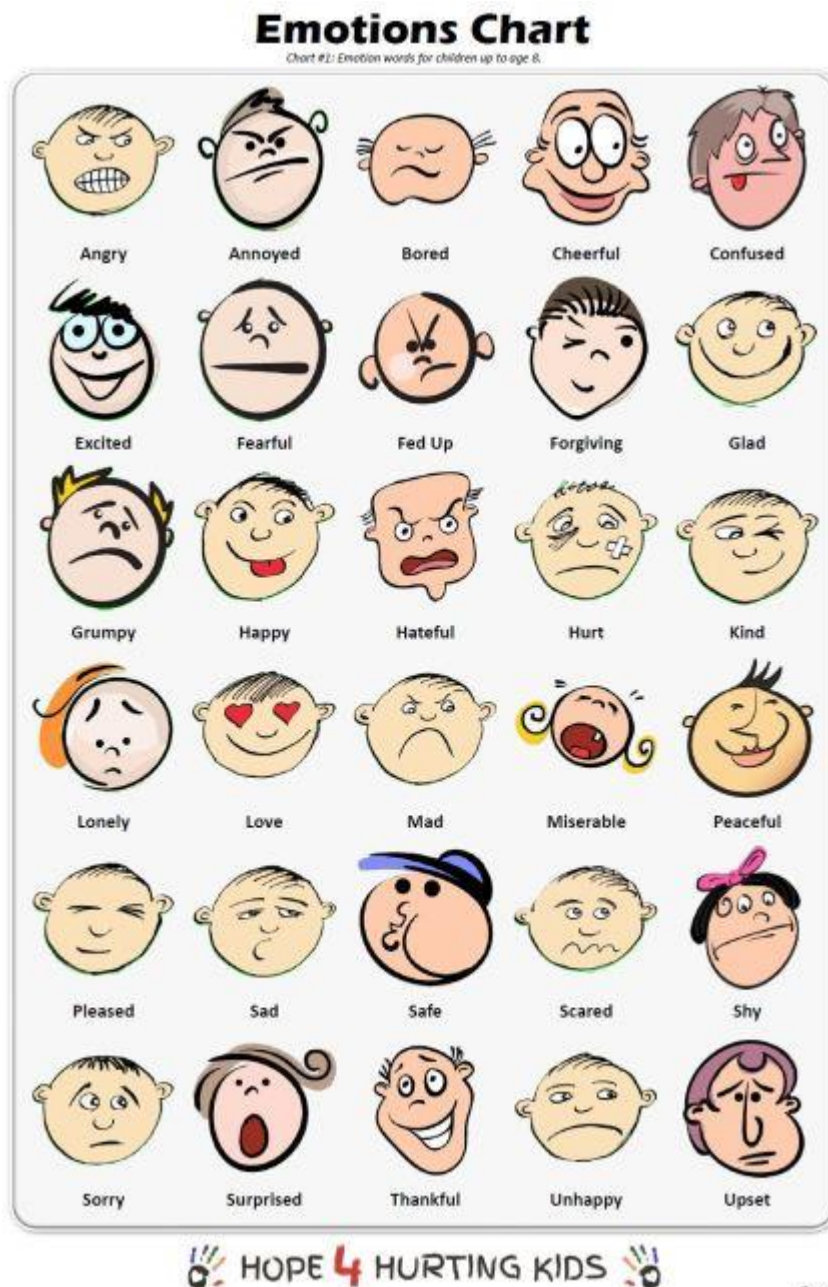
<sup>vi</sup> Can help the child tell their story in a way that is comfortable to them. This kind of storyboarding is also used in trauma narration.



## Worksheets for Children

### Understanding and managing emotions, presence of any adult required

For children: look at the charts below, there are many different faces on it. Take your time to look at the faces and think about which face looks like how you are feeling right now? <sup>vii</sup>



<sup>vii</sup> Emotional Awareness helps emotional regulation, increases child's emotional vocabulary and helps differentiate between different emotions.

# ≡ MY FEELINGS CHART ≡

TODAY I AM FEELING: \_\_\_\_\_



HAPPY



INTERESTED



PROUD



HOPFUL



PLAYFUL



SAD



LONGELY



ASHAMED



BORED



IGNORED

@journey-to-wellness



FEAR



ANXIOUS



WORRIED



OVERWHELMED



REJECTED



DISAPPOINTED



AVOIDANT



JUDGEMENTAL



HESITANT



LOATHING



ANGRY



FRUSTRATED



IRRITATED



SARCASTIC



DEVASTATED

बच्चों के लिए: नीचे दिए गए चार्ट देखें, उस पर कई अलग-अलग चेहरे हैं। चेहरों को देखने के लिए अपना समय लें और सोचें कौनसे चेहरे जैसा अभी आप महसूस कर रहे हैं?



डरा हुआ



ऊबा हुआ



परेशान



आराम से



खुश



आश्चर्यचकित



गुस्सा



उत्साहित



सुरक्षित



चिंतित



उदास

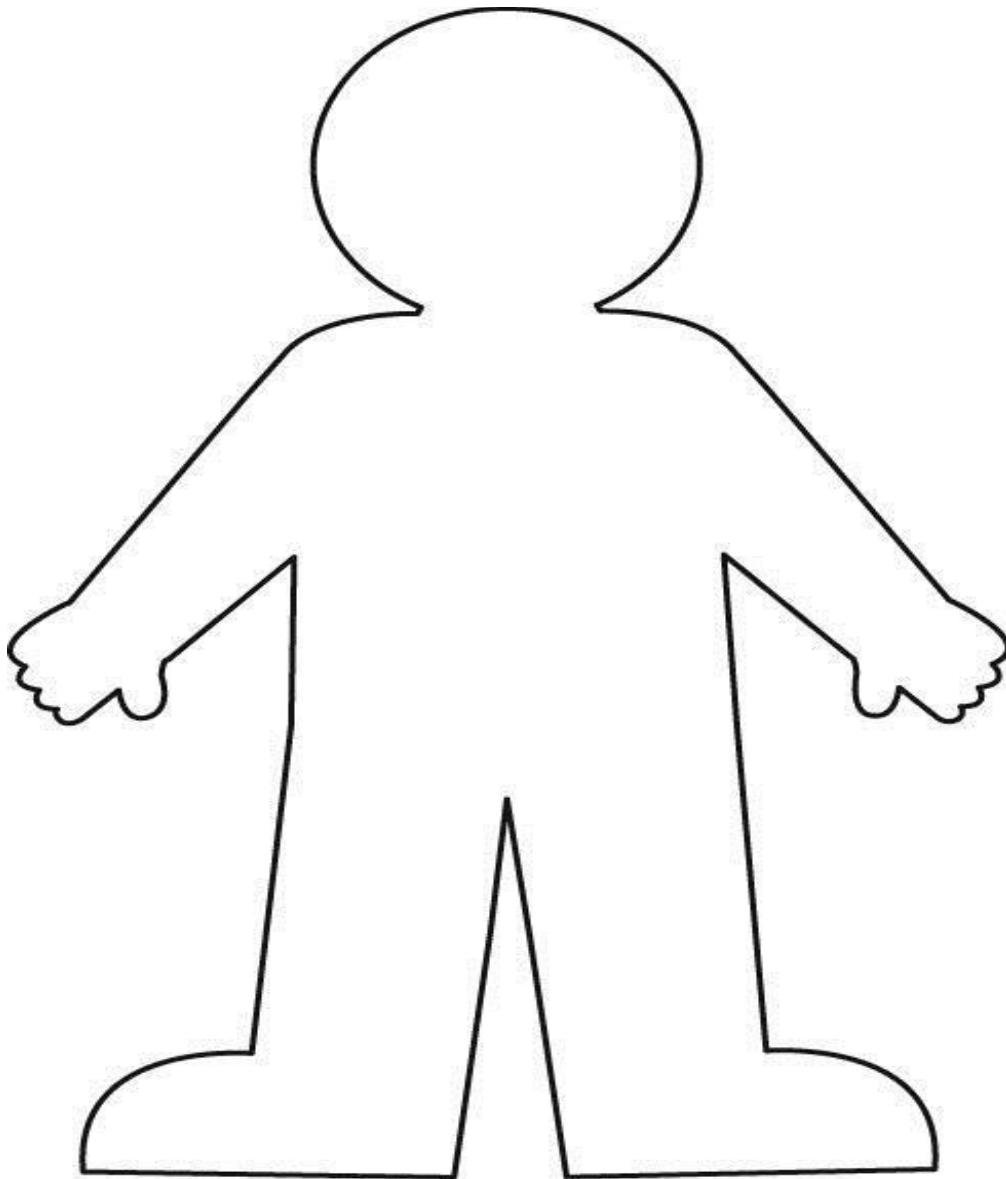


प्यार किया



Imagine the body outline is you, you can write your name on the top if you want. Think of how you are feeling right now, in your body, mind or heart, and try drawing that feeling in this body chart.<sup>viii</sup>

कल्पना करें की शरीर की रूपरेखा आप हैं, आप चाहें तो उपर अपना नाम लिख सकते हैं। इस बारे में सोचें की आप अपने शरीर, मन या दिमाग में अभी कैसा महसूस कर रहे हैं, और इस शरीर चार्ट में उस का चित्र बनाने की कोशिश करें।



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<sup>viii</sup> Understanding emotions, emotional awareness, can help the child express their emotions and understand the emotions are felt in our bodies.

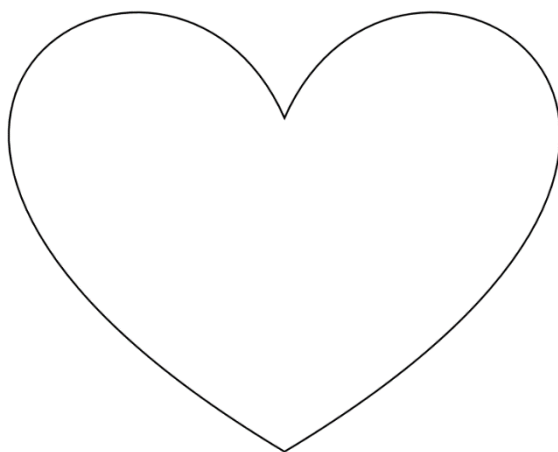
भावनाओं के चार्ट में से, कुछ भावनाओं के लिए आपके पास मौजूद रंगों में से एक एक रंग चुनें । कभी-कभी हम एक ही समय में कई अलग-अलग भावनाओं को महसूस करते हैं। नीचे दिए गए इस दिल में आवश्यकतानुसार अधिक से अधिक रंग का उपयोग करके आपको महसूस होने वाली प्रत्येक भावना को दिखाए <sup>ix</sup>

### Color Your Feelings

Sometimes we feel lots of emotions at the same time.

Show how much of each emotion you feel

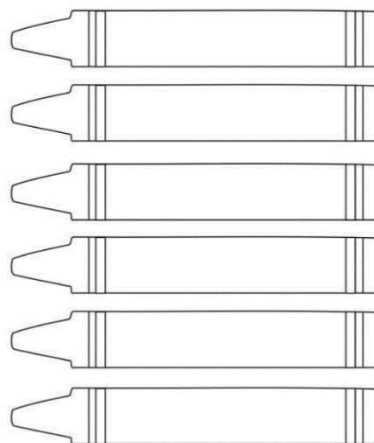
By how much of the color you choose!



This is how I feel about \_\_\_\_\_

Step 1: Pick a feeling for each crayon

Step 2: choose a color for each one!



Helpful hints: Anger, Worried, Blame, Excited, Hurt, Shame, Sad, Loved, Embarrassed

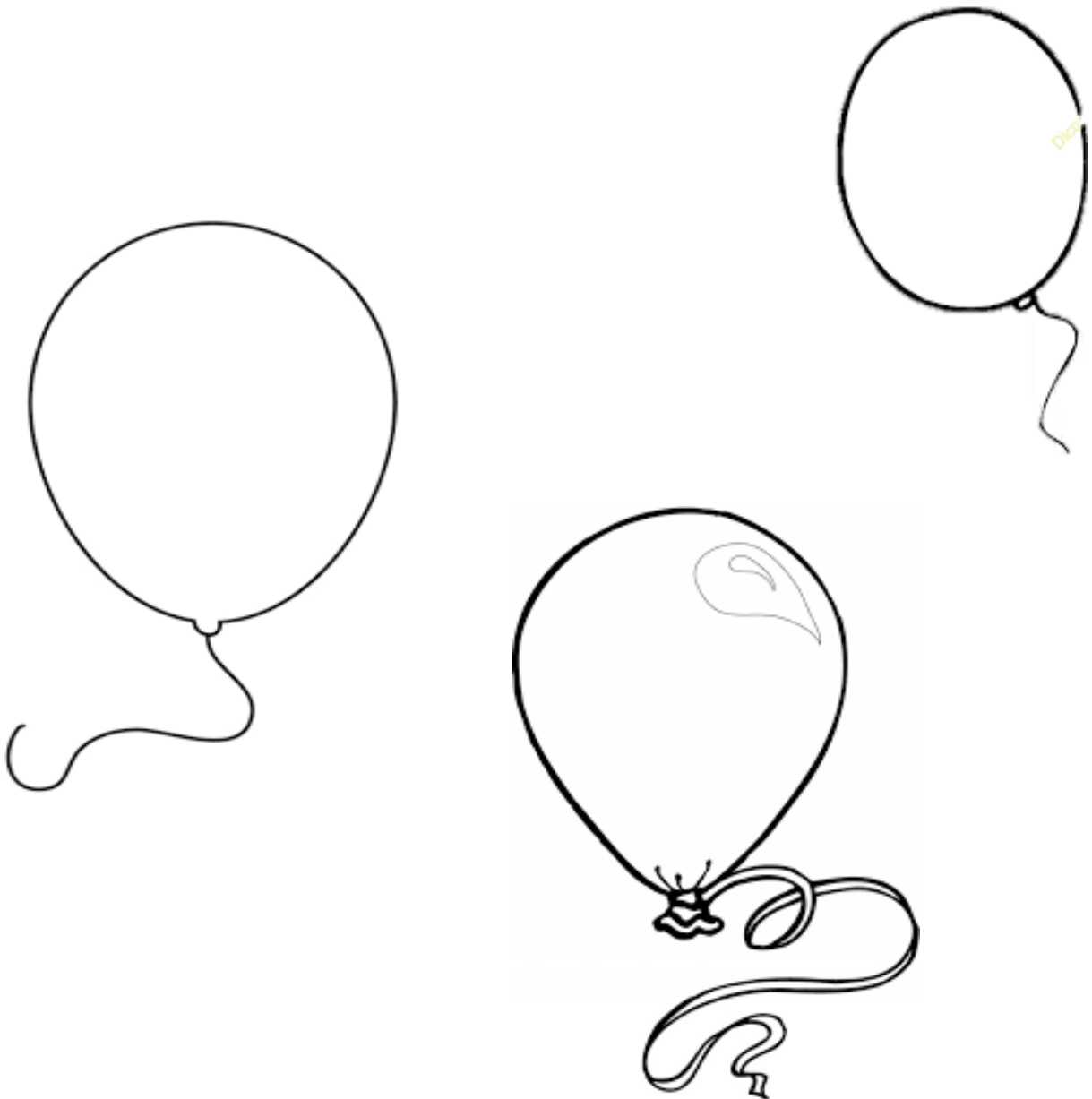
Provided by ThePlayTherapist.com

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<sup>ix</sup> Self-awareness, can help children understand the emotions and their intensity.

Think and write/draw all the big worries that you have, on these balloons. Afterwards, imagine you are releasing these balloons in the air. And now they are going far and up in the air, as far as you can think. And along with the balloons, your worries and concerns are going far away in the air too.<sup>x</sup>

इन गुब्बारों पर आप की सभी बड़ी चिंताओं को लिखें/चित्र बनायें। बाद में, कल्पना कीजिए कि आप इन गुब्बारों को हवा में छोड़ रहे हैं। और अब वे हवा में दूर और ऊपर जा रहे हैं, जहां तक आप सोच सकते हैं। और गुब्बारों के साथ, आपकी चिंताएँ और परेशानीयां हवा में भी दूर जा रही हैं।



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<sup>x</sup> Tool to help cope with worries and anxiety via visualization.

Think about all the things you feel grateful/thankful for. These are the things for which, you feel like saying thank you. We can write all those things, on these clouds. If you want, you can think about today, this week or this month and try to remember things<sup>51 52</sup>

इन बादलों पे हम वो सारी चिज़ें लिखेंगे या बनायेंगे जिनके लिये या जीन को हम थँक यु (thank you) याने शुक्रिया केहना चाहेंगे. अगर आप चाहो तो आज के दिन या पीछले हफ्ते या महिने के बारे मे सोच सकते है की किन चिज़ों के लिये या लोगोंके लिये आप थँक यु मेहसूस कर रहे है<sup>xi</sup>



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<sup>xi</sup> Gratitude Practice positively impacts happiness and other positive emotions, part of trauma informed healing.

Draw/ write all the things that you like/ make you feel good <sup>54</sup>

उन सभी चीजों को चित्र बनायें या लिखें जो आपको पसंद हैं / आपको अच्छा महसूस कराती है <sup>xii</sup>

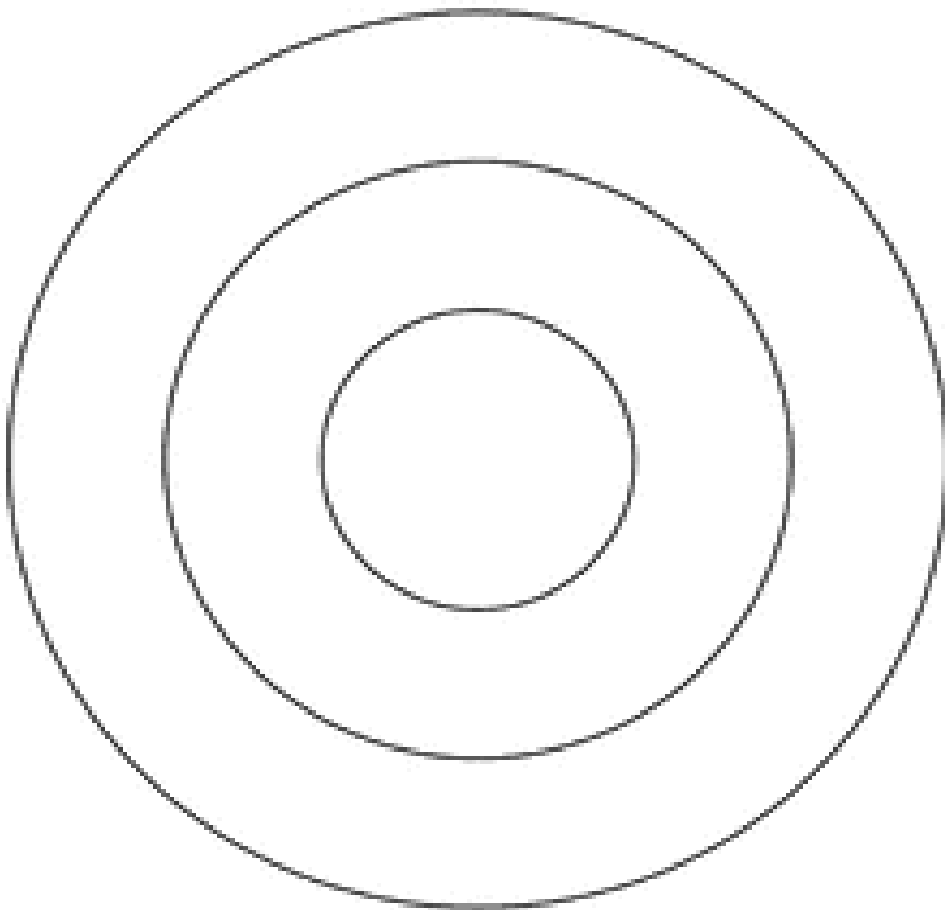


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<sup>xii</sup> Can be used as a coping tool when the child is experiencing difficult emotions.

Write your name in the middle circle, now write the names of people you go to when you need any help or who you think support you, in next two circles. Take your time to think the names of the people and then write them<sup>xiii</sup>.

अपना नाम बीच के घेरे में लिखें। अब अगले दो मंडलियों में उन लोगों के नाम लिखें, जिन के पास आप सहायता के लिए जाते हैं या जो आप को सहयोग देते हैं। लोगों के नाम सोचने के लिए अपना समय लें और फिर उन्हें लिखें।



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<sup>xiii</sup> Identifying the support circle with the child, helpful visual representation of to whom the child can reach out when they need help, can help with relationship building and forming new relations.

## Worksheets for children

## Learning coping tools, to be used during counselling, with a counsellor

For counsellors: Can be used with children who are experiencing, expressing anger:

Draw/write how each of the following body parts feel when you are angry<sup>xiv</sup>

ड्रा करें / लिखें कि जब आप गुस्से में हों, तो शरीर के प्रत्येक भाग को कैसा महसूस होता है

My ears feel

.....

My eyebrows

.....

My eyes

.....

My lips

.....

My nostrils

.....

My jaws

.....

My heart

.....

My hands

.....



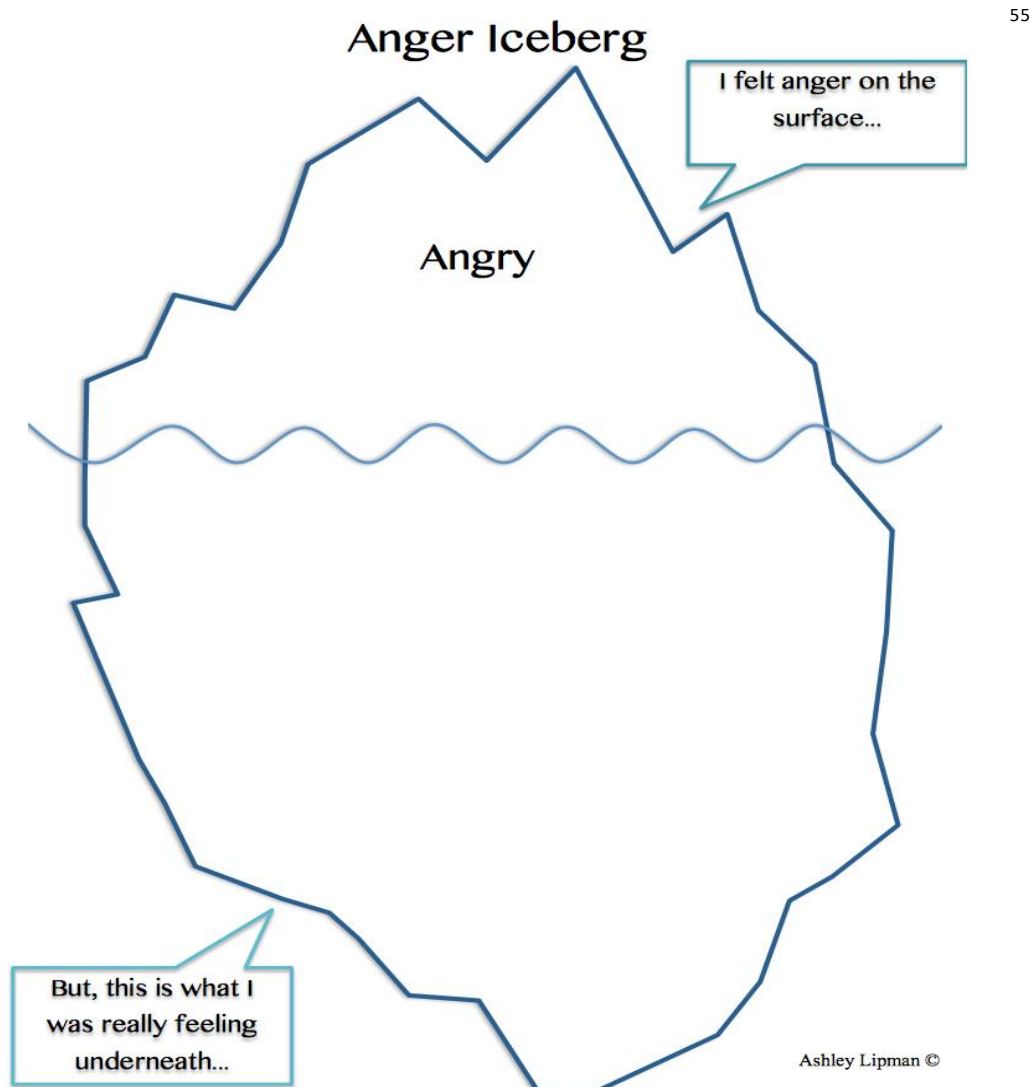
<sup>xiv</sup> Specific activity regarding anger, can help the child understand the emotion and the physical experience of that emotion better, understanding the emotional experience can help the child regulate the emotion.



What are the reasons and other emotions you feel when you say you are angry? Do you think there are other things/emotions behind your anger?

Think of an incident when you felt angry, think of the reasons or other emotions that you were experiencing? Draw/write those below in the iceberg. You can take the help of emotion chart.

जब आप कहते हैं कि आप गुस्से में हैं, तो क्या कारण और अन्य भावनाएं हैं? क्या आपको लगता है कि आपके गुस्से के नीचे अन्य चीजें / भावनाएं हैं? एक घटना के बारे में सोचें जब आप गुस्से में थे, उन कारणों या अन्य भावनाओं के बारे में सोचें जो आप उस वक्त अनुभव कर रहे थे? आइसबर्ग के नीचे वाले हिस्से में उनका चित्र बनायें या लिखें। आप इमोशन चार्ट की मदद ले सकते हैं।<sup>xv</sup>



<sup>xv</sup> Visual representation to help children understand that anger is a secondary emotion. Can help understand and regulate their experiences of anger.

## Turtle technique for when we are angry or frustrated

Turtle Technique:

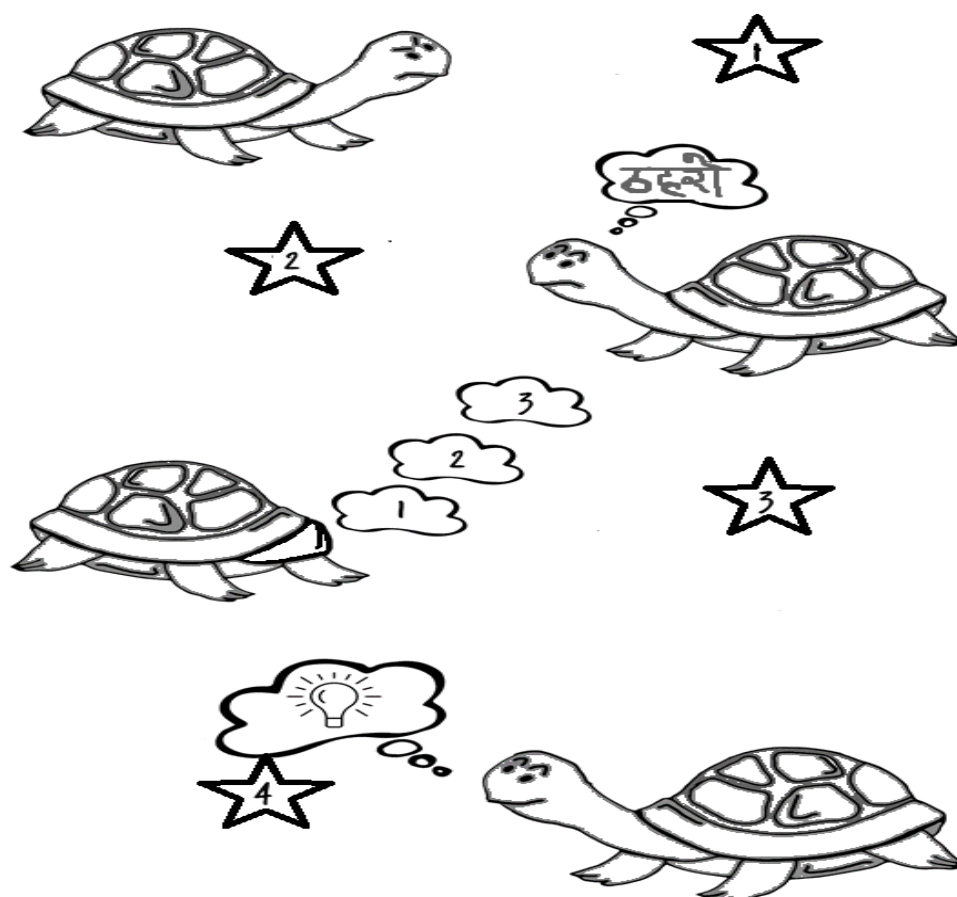
- When we feel angry or frustrated.
- Thinking “stop.”
- Going into your “shell,” taking three deep breaths, and thinking calming, coping thoughts: “It was an accident. I can calm down and think of good solutions. I am a good problem solver.”
- Coming out of your “shell” when calm and thinking of some solutions to the problem.<sup>xvi</sup>

"कछुए की तकनीक"

१. जब हमें गुस्सा आता है या निराश महसूस होता है । २. अपनी सोच हम बंद करे । ३. कछुए की तरह अपने "SHELL" (कवच ) में जाए , तीन गहरी साँसें ले, और शांत हो जाए , हमारे विचारों का का मुकाबला करे :

"यह एक दुर्घटना ना थी/है । मैं शांत हो सकता हूं और अच्छे समाधानों के बारे में सोच सकता हूं। समस्या का समाधान करने क्षमता मुझमें है। "

शांत और समस्या के कुछ समाधानों के बारे में सोचकर अपने "SHELL" से बाहर आए!

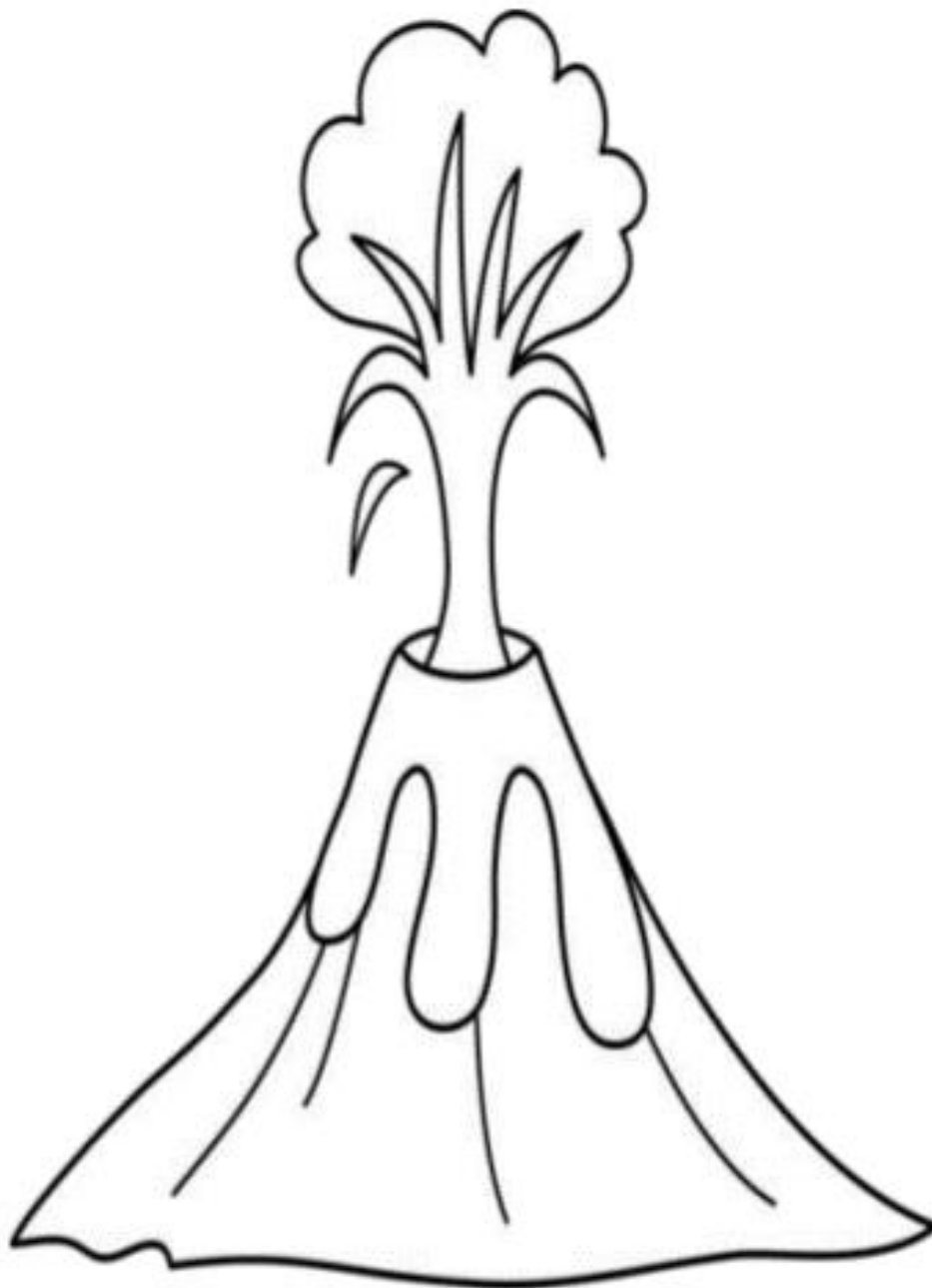


56

<sup>xvi</sup> Visual representation and practice coping tool to help the child with their experiences of anger. Can be helpful to use the technique during other intense emotional experiences.

Using the Volcano Worksheet write on the flames what happens when you get angry. On the lava flowing down the volcano write words that show the impact of the anger, what are the consequences for you or others around you? <sup>57</sup>

ज्वालामुखी वर्कशीट का उपयोग करते हुए आग की लपटों पर लिखें कि जब आपको गुस्सा आता है तो क्या होता है। ज्वालामुखी के नीचे बहने वाले लावा पर उन शब्दों को लिखें जो आप के गुस्से का प्रभाव दिखाते हैं, आपके या आप के आसपास के लोगों के लिए इसके परिणाम क्या हैं? <sup>xvii</sup>



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<sup>xvii</sup> Prompt based visual representation for children to understand and reflect on their experiences of anger.

For counsellor: Use this thermometer to explain the level of anger to the child and ask the child to tell you how angry they are or how angry they felt after/during any particular incident. Use the thermometer to explore things the child can do while experiencing anger<sup>xviii</sup>.

काउंसलर के लिए: बच्चे को गुस्से के स्तर को समझाने के लिए इस थर्मामीटर का उपयोग करें और बच्चे को यह बताने के लिए कहें कि वे कितने गुस्से में हैं या किसी विशेष घटना में उन्हें कितना गुस्सा आया था। गुस्से का अनुभव करते समय क्या कर सकते हैं उन चीजों का पता लगाने के बच्चे के साथ थर्मामीटर का उपयोग करें।

## My ANGER Thermometer

What I look like

What I can do

- Yelling
- Throwing things

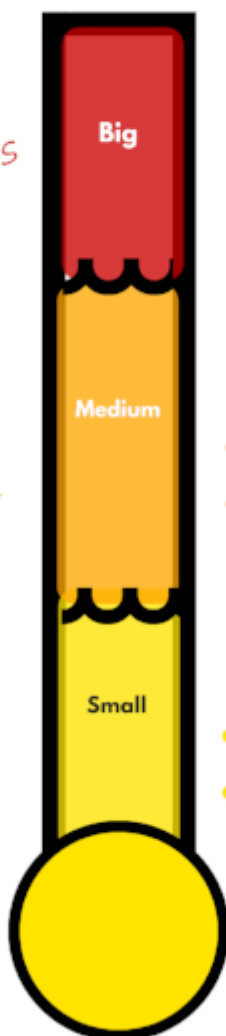
- Take a break
- Shred paper

- Loud voice
- Stomping foot

- Exercise
- Take deep breaths

- Sigh loudly
- Growl

- Get a drink of water
- Squeeze play dough



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<sup>xviii</sup> Helps the children to understand their anger or any other emotion better, can be used to practice and prepare coping tools for the emotions.

For counsellors: Can be used with children who are experiencing, expressing anxiety, worry or other intense emotions and need to feel calm and be stabilized:






Counsellors can do the following activity with the child:

When we feel scared, worried, disturbed, anxious, may be when we feel like crying a lot and cannot think about anything, we can try doing this fun activity. This activity may help us be calm.

You can see pictures of some body parts here; all these parts help us perceive and sense things. 1. we see with our eyes, 2. we touch with our hands, 3. we listen with our ears, 4. we smell with our nose, 5. we taste with our tongue. Write/draw in the boxes the things you can sense right now, with the help of the particular body part like, 5 things you can see, 4 things you can touch, 3 things you can hear, 2 things you can smell, 1 thing you can taste<sup>xix</sup>

यह कुछ शरीर के अंगों के (ज्ञानेंद्रीया) के चित्र बने हैं, इन सारे अंगों से हम चिज़ें महसूस करते हैं. १. आँखों से देखते हैं २. हाथ से छूते हैं ३. कान से सुनते हैं ४. नाक से सुंघते हैं ५. जुबान से चखते हैं इन अंगों के सामने जो बक्से बने हैं उनमें वो चिज़ें बनाये जो आप अभी इन अंगों के झरिये महसूस कर रहे हैं. जैसे, ५ चिज़ें जो आप देख रहे हैं, ४ चिज़ें जो आप छू सकते हैं, ३ चिज़ें आप सुन रहे हैं, २ चिज़ें आप सुंघ रहे हैं, १ चीज़ जो आप चख रहे हैं

## 54321 Grounding Exercise

	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
	<input type="text"/>	<input type="text"/>	<input type="text"/>		
	<input type="text"/>	<input type="text"/>			
	<input type="text"/>				

<sup>xix</sup> Grounding techniques help calm down during any experiences of intense emotions, including panic attacks. The child can be equipped to use this for self-soothing.

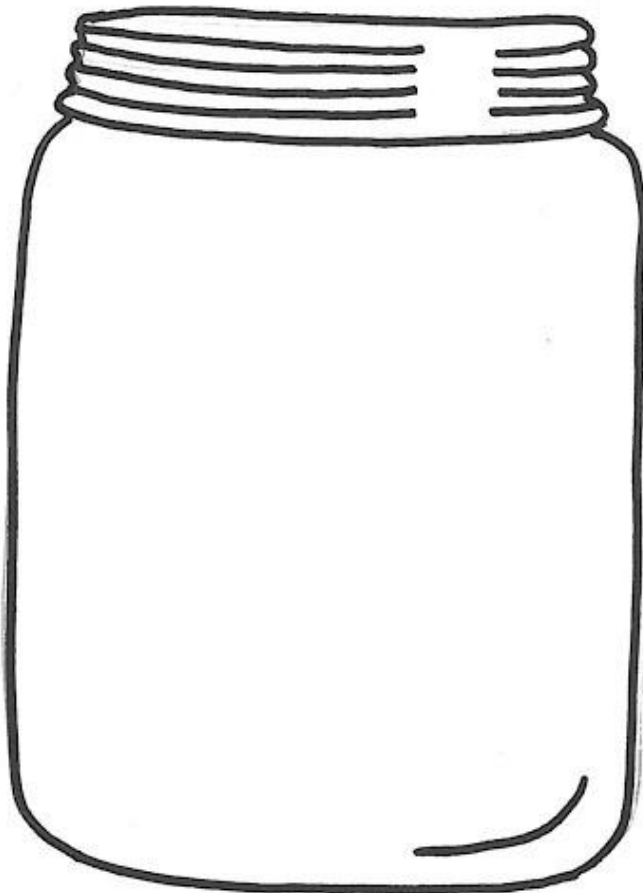
This is a calming jar, in front of you. You can draw or write down all the things that calm you and make you feel at peace. If you are finding it hard to think about the things, you can take help from this:

- a) One (or more) smell that you like
- b) One (or more) sight that you like
- c) One (or more) sound that you like
- d) One (or more) touch that you like
- e) One (or more) taste that you like <sup>xx</sup>

When we feel scared, anxious or overwhelmed we can draw this box or simply just think about it.

आप के सामने यह तस्सली का डिब्बा है, इसके अंदर आप वो सारी चिज़ें लिख सकते हैं या चित्र बना सकते हैं जो आप को तस्सली और शांती देती हैं! अगर आप को सोचने में दिक्कत आ रही है तो आप इन चिज़ों को सोचिये जो शायद आप की सहायता करें -

- a) एक (या ज्यादा) खुशबू जो आप को पसंद है
- b) एक (या ज्यादा) चिज़ जो आप को देखना पसंद है
- c) एक (या ज्यादा) चिज़ जो आप को सुनना पसंद है
- d) एक (या ज्यादा) स्पर्श जो आप को पसंद है
- e) एक (या ज्यादा) स्वाद जो आप को पसंद है



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<sup>xx</sup> If the child is finding it difficult to use the grounding techniques, this jar can provide already available sensory visualization. This can also help bring in predictability for someone who has experienced trauma.

For counsellors: Help the child practice following during counselling <sup>xxi</sup>

काउंसलर्स के लिए: काउंसलिंग के दौरान बच्चे की प्रैक्टिस में मदद करें

# Mindfulness Scavenger Hunt

## Relax and Focus on The Moment

<b>1</b>  Smile <input type="checkbox"/>	 Breathe In <input type="checkbox"/>	 Breathe Out <input type="checkbox"/>	 Count The Lines On Your Hand _____
<b>2</b>  Smile <input type="checkbox"/>	 Breathe In <input type="checkbox"/>	 Breathe Out <input type="checkbox"/>	 Count The Curves On Your Ears _____
<b>3</b>  Smile <input type="checkbox"/>	 Breathe In <input type="checkbox"/>	 Breathe Out <input type="checkbox"/>	 Count The Bumps On Your Lips _____

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<sup>xxi</sup> helps the child ground when they are experiencing intense emotions/panic. Child can be equipped to do this for self-soothing or when no external grounding technique is available.



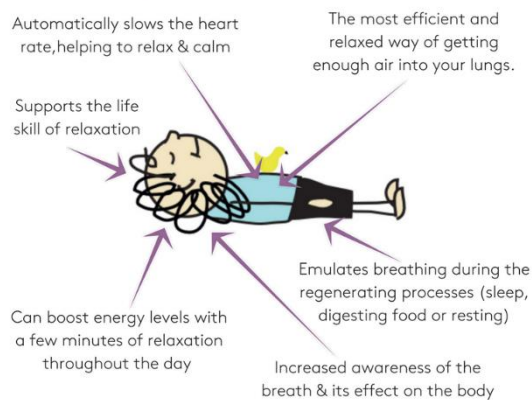
## Calming techniques

### For counsellors to use/ do with the child during counselling sessions<sup>xxii</sup>

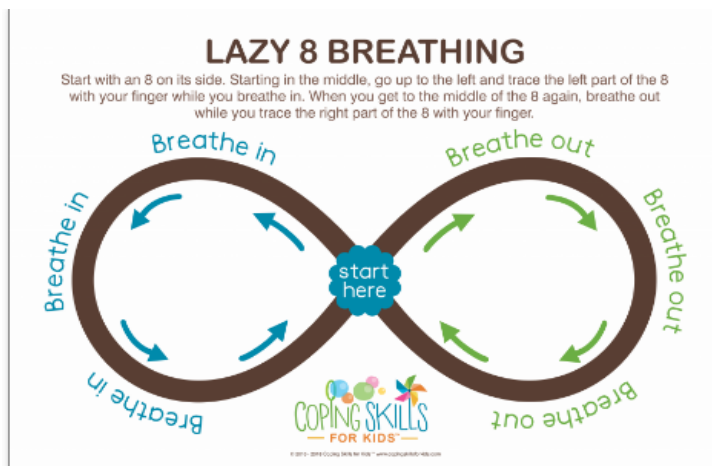
#### Breathing

- **Belly breathing:** Keep your hands or a toy on your belly, breath through your nose and as look at your hands/toy as it moves with your belly. You can also imagine your belly is a balloon. <sup>62</sup>

## Belly breathing



- **Figure of 8 breathing:** <sup>63</sup>



<sup>xxii</sup> When the child is experiencing any intense emotions (anger, rage, anxiety) or panic, breathing can help the child calm down. Breathing using various prompts and activities is distracting for the child as well. Calm breathing helps the body calm down which helps reduce the intensity of emotions.

- Smell the rose/blow out the candle breathing: Combine the Flower Breath (on the inhale) with the Blow Out the Candle Breath (on the exhale), holding up your pointer finger to your nose as “you smell the rose,” and drop your finger to your mouth as you “blow out the candle.”<sup>64</sup>



- Star breathing<sup>65</sup>



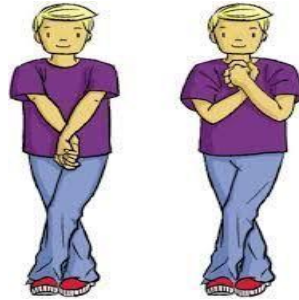
- Blowing bubbles and breathing: What is bubble breathing? Bubble breathing is simply using blowing bubbles to help to introduce younger children to calming breathing in a fun way. By focussing on trying to blow big bubbles, children are encouraged to focus on their out breath and breathe in a slow, calm way. <sup>66</sup>
- Breathe in for 4, breathe out for 6 (longer out breath allows for the body to relax) : Take a deep inhale for a total of four seconds, breathing slowly through the nose, filling the chest and lower abdomen with air. Exhale slowly for a total of six seconds, slowly pushing the air back out through your mouth. Repeat as many times as needed. <sup>67</sup>

### Physical Activities: <sup>xxiii</sup>


- Self-hug: Fold your arms around your body, positioning them in a way that feels natural and comfortable. For example, folding your arms across your stomach or just below your chest might feel easier than hugging yourself around the chest. Rest your hands on your shoulders or upper arm. <sup>68</sup>

<sup>xxiii</sup> Along with breathing, some physical activities can also help the child calm down or release their intense emotions in a harmless manner. The counsellors can equip the child to self-soothe with these activities too.

- Hook up:<sup>69</sup>





- Rip, tear paper, write and crumple the paper (paper crinkle) <sup>70</sup>
- Stomp Stomp blow!: For an active grounding exercise, have children stomp the left foot, stomp the right foot and then exhale deeply. Continue this pattern of stomp, stomp, blow, stomp, stomp, blow, stomp, stomp, blow. Feel the connection of feet with the floor. Blow away anxious thoughts.<sup>71</sup>


**TENSION RELEASE EXERCISE**




This technique is a very good way to calm down when you're overcome with anxiety. Try it at home or someplace quiet. Once you get better at it, you'll find that you can do it almost anywhere, anytime.

**1**  
HANDS

Make a fist      Squeeze      Let it go


**2**  
ARMS






Stretch your arms      Bring them over your head      Drop your arms.

Feel the tension build in your shoulders. Repeat.

**3**  
JAW








Clench your teeth      Let it go      Repeat


Repeat a couple of times until you feel relaxed and loose.

**4**  
FACE

Wrinkle your nose      Scrunch up your face      Relax

**4**  
FACE


Lift your eyebrows      Make creases in your forehead      Relax

**5**  
STOMACH








Tighten up your stomach      Take a deep breath      Relax your stomach. Breathe out.

It might help to place a hand on your belly so you can feel it tighten.

**6**  
LEGS

Push your heel and legs down on the floor      Push hard. Spread toes if you can      Relax

Try this again, this time letting all of the tension out of your lower body as you relax.

This exercise should help you relax your body from head to toe. If you're still feeling tense, try repeating the exercise again.

Kids Help Phone 

## For adults, counsellors

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- Please take print outs of worksheets and enlarge the images if needed.
- These are only examples of techniques, tools and can be edited/modified based on practicality.
- For the worksheets and techniques during counselling, it could be helpful to do the activities with the child.
- Please ensure autonomy and choice of the child while using these worksheets.
- The calming techniques are to be demonstrated by the adult first before the child is asked to do them.
- The purpose of all coping/calming techniques is to equip the child to use them when he/she needs to, however it is important to understand these techniques may not work in all situations and other intervention might be needed.
- We are equipping the children to try/explore to use these tools and techniques in difficult situations and these are certainly not a quick fix or only tools that will work.

## Helpful additional resources for adults and counsellors

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- Downing, K. (2016). Trauma Training Facilitator's Toolkit. Retrieved from <https://ciscentraltexas.org/wp-content/uploads/2017/06/Trauma-Training-Toolkit-8-29-2016.pdf>
- Psychosocial support for children during COVID-19. (2020). Retrieved from <https://www.unicef.org/india/media/3401/file/PSS-COVID19-Manual-ChildLine.pdf>
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- <sup>6</sup> Bauer, P. M., Hanson, J. L., Pierson, R. K., Davidson, R. J., & Pollak, S. D. (2009). Cerebellar volume and cognitive functioning in children who experienced early deprivation. *Biological psychiatry*, 66(12), 1100-1106. <https://doi.org/10.1016/j.biopsych.2009.06.014>

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