

Building Resilience

TIPS FOR HANDLING A STRESS RESPONSE

REGULATE-CONNECT-REASON

Remember, the prefrontal cortex and higher level thinking skills aren't working properly when the body is in a stress response. To help calm down a stress response, we have to focus on regulation and connection before introducing reasoning.

Sometimes we need movement activities to regulate, like walking, dancing or squeezing. Sometimes, we need calm activities to regulate, like reading, listening to music, coloring or napping.



WORKSHOP NOTES FROM:
"USING MUSIC THERAPY
TECHNIQUES TO FOSTER
RESILIENCE IN CHILDREN"



Once someone feels safe, we can start to work on reasoning. This is a time for identifying emotions, working on expression and finding solutions.

Once the child is calm and out of a stress response, there are plenty of fun musical games you can play to strengthen auditory perception, processing, attention, memory and emotional expression and identification- all areas of the brain that are impacted by chronic stress and trauma.

Auditory Perception Training

Interventions that help up differentiate between sounds and tones



FAST/SLOW

When I play fast you _____ fast.
When I play slow you _____ slow.

LOUD/SOFT

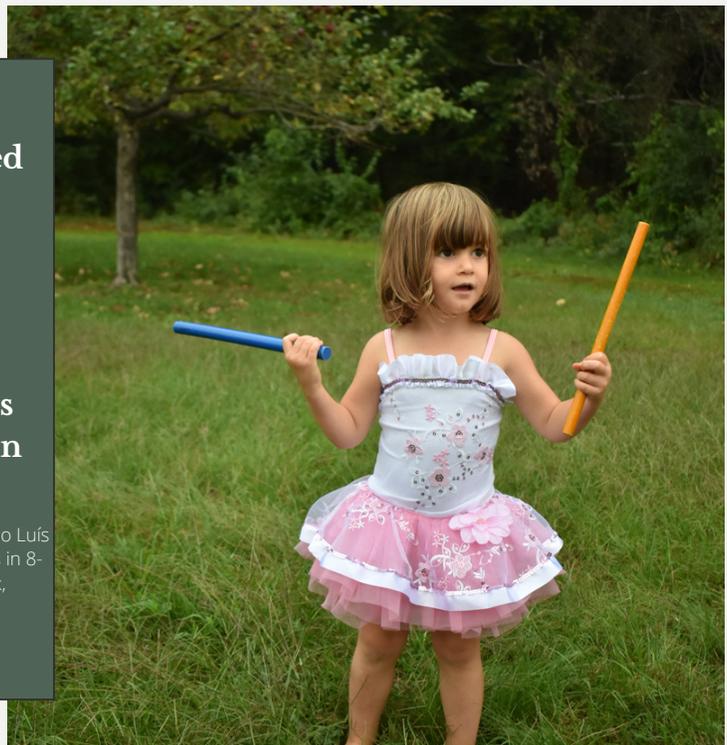
When I play loud, you _____.
When I play soft, you _____.

INSTRUMENTS

When I play a drum, you _____.
When I play a shaker, you _____.

"After musical (but not painting) training, children showed enhanced reading and pitch discrimination abilities in speech. Remarkably, 6 months of musical training thus suffices to significantly improve behavior and to influence the development of neural processes as reflected in specific pattern of brain waves." -Moreno

Sylvain Moreno, Carlos Marques, Andreia Santos, Manuela Santos, São Luís Castro, Mireille Besson, Musical Training Influences Linguistic Abilities in 8-Year-Old Children: More Evidence for Brain Plasticity, Cerebral Cortex, Volume 19, Issue 3, March 2009, Pages 712-723, <https://doi.org/10.1093/cercor/bhn120>



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Musical Attention Control Training

Interventions that help strengthen focused, sustained, selective, divided and alternating attention function

EASY:

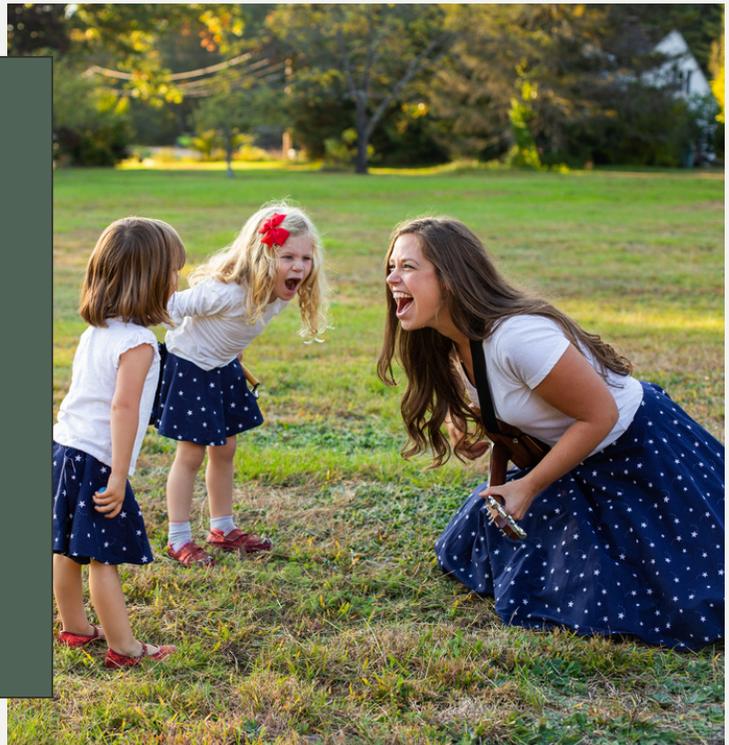
1. While listening to "Dinosaur at My Door", by Miss Julieann, clap every time you hear the word "Dinosaur"
2. During a drum circle, designate a leader. Everyone in the group has to follow the speed and volume of the leader.
3. One leader is playing a drum, and everyone else has to stomp their feet to the beat. The leader can change the beat, playing fast or slow.

MEDIUM:

1. While listening to a song, identify the instruments you hear playing.
2. One person plays a steady beat or rhythm on a drum, while the other person tries to "mess them up" by playing random sounds and beats.

HARD:

Two leaders- one plays drum, one plays a melodic instrument (like piano or vibraphone). Everyone has to dance with the movement of the piano, but only when the drum is playing.



Musical Executive Function Training

Interventions that strengthen organization, problem solving, goal setting, impulse control, psychosocial goals like emotional awareness and identification

**Make sure to
respect the
challenge zone!**

TRY:

- songwriting
- playlist building
- lyric analysis
- lyric rewrites
- instrument learning
- music reading
- stop and go games
- playing emotion "sounds" on different instruments

An easy game:

Gather a bunch of instruments. Let students listen to the different sounds of the instruments. Have students close their eyes, while the leader plays 2 instruments. The students then open their eyes and identify the 2 instruments they heard and what order they heard them in. Then, try a sequence of 3 sounds, then 4, 5, and 6.

BREATHE IN, BREATHE OUT

by Miss Julieann

This is a great song for talking about coping skills. You can use the words as is, or change the words "Breathe in, Breathe out" for other coping skills like, "Call a friend" or "Go for a walk" etc.

You can find it on Spotify, Tidal, Amazon, iTunes and Youtube.



Stay tuned for the release of the *Resilient Child* music album, which will feature songs that help kids develop coping skills, identify emotions, identify support system, explore self-worth and what it means to be resilient.

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Other reminders:

- Keep the music simple and repetitive, with a steady beat
- Use music that the kids are motivated by
- Offer choices
- Offer compromises
- Offer breaks to regulate
- Role model using:
 - coping skills
 - identifying supportive people and places
 - showing gratitude (and accepting it)
 - labeling emotions and expressing them
 - identifying goals and meaning
 - setting boundaries and working within your "challenge zone"
 - practicing self care with good nutrition, hygiene, movement and a mindfulness/meditation practice

Want to book Miss Julieann?

Currently offering:

- live concerts
- virtual concerts
- consultations
- professional development training

Contact us at
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Don't forget to follow Miss Julieann on Facebook and Instagram!