



TEACHER RESOURCE PACK



HOW TO SUPPORT A CHILD WITH SYMPTOMS OF ADHD

WHY CLAY IS A POWERFUL BENEFIT FOR YOUR SCHOOL



MEET CLAY

- ✓ Improve classroom behavior
- ✓ Monitor teacher burnout
- ✓ Upskill your educators
- ✓ Improve teacher retention



At Clay, we understand that managing disruptive behaviors can lead to teacher burnout, particularly for less experienced teachers. That's why we focus on upskilling teachers with effective tools and strategies, reducing their reliance on directors to handle challenging situations. By empowering teachers to better navigate the behavioral issues in their classroom, Clay reduces teacher burnout and helps create a confident and capable teaching workforce that benefits both teachers and students.

Transform your classroom with Clay, which includes:

- **A digital behavioral expert** that provides real-time support to teachers, helping them successfully manage disruptive behaviors and reducing their reliance on directors for support
- **Virtual professional development** for less experienced teachers that improves their confidence and competence in managing behaviors in their classroom
- **Easy-to-implement resources** for directors to help prevent teacher burnout and improve teacher well-being, so they show up energized at work
- **Foster better collaboration between teachers & parents** to help families understand how they can support their child's behavior and development.





THE MANY GIFTS OF ATTENTION DEFICIT HYPERACTIVITY DISORDER

So often we focus on the negative attributes of ADHD and how it negatively impacts behavior and attention. At Clay, we believe in putting more focus on the gifts of ADHD. Every child is unique so every gift will be unique. Below please find the many gifts we see in ADHD.



- ♡ **Highly curious**
- ♡ **Energetic**
- ♡ **Heightened empathy**
- ♡ **Ability to process information quickly**
- ♡ **Natural leaders**
- ♡ **Deep interests**
- ♡ **Highly sensitive**
- ♡ **Ability to hyperfocus on topics of interest**
- ♡ **Increased creativity**
- ♡ **Fun to be around**
- ♡ **Athletically gifted**

The list goes on. We encourage you to take time to focus on the unique strengths and gifts of the children in your life who have ADHD.

RED FLAGS OF ADHD



Inattention

- Difficulty following directions and routines
- Forgetful, loses items often
- Struggles to remember information
- Avoids or dislikes activities requiring sustained attention
- Loses interest quickly
- Daydreams and zones out
- Does not seem to listen when spoken to directly



Impulsivity

- Frequently gets hurt due to impulsivity
- Impatient
- Big reactions
- Interrupts often
- Acts or speaks without thinking
- Trouble with turn-taking
- Calls out answers
- Negative emotions
- Aggression with peers



Hyperactivity

- Makes noises or talks excessively
- Fidgety and unable to stay seated
- Climbs on things
- Hard to sit through snack or lunch
- Cannot play quietly
- Trouble with quiet/rest time
- Difficulty transitioning to another activity
- Tiredness or fatigue

IMPULSIVE HURTING BEHAVIORS WHAT TO DO & WHAT TO SAY

Hurting behaviors such as hitting, pushing, kicking, biting, and tackling are common challenging behaviors. Young children don't yet have the self-control or communication skills to express their big feelings and needs.

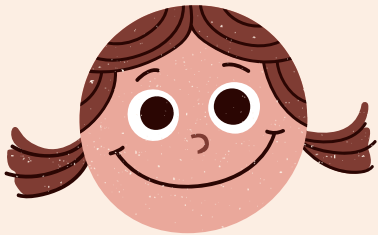
- ♡ **First**, pause and take a deep belly breath to self calm.
- ♡ **Get at eye level**, with a gentle hand on the child's body, label their BIG feelings, and then set a limit calmly with a "NO" and a "YES" (the behavior you want to see).
- ♡ **Repeat this response consistently.** It could be helpful to add a statement such as "I will not let you hurt your friend - I need to help your body - my job is to keep everyone safe."
- ♡ **During your daily one-on-one special time**, through play with stuffed animals or exploring picture books, revisit past challenging moments. Practice using words to express BIG feelings and self-calming tools like rollercoaster breathing.
- ♡ **Post a Feeling Chart** and schedule predictable times to check-in to help children learn how to recognize, label, and regulate feelings.
- ♡ **Be sure to catch positive behaviors!** Praise positive behavior with a whisper in the ear, wink, gentle touch, or big thumbs up.

Share these recommendations with parents so they do and say the same thing at home.

TODAY I FEEL

This feelings chart supports social-emotional learning in young children. Display it in an accessible place either at home or in the classroom. Throughout the day, schedule predictable check-in times to help children learn how to identity, understand, and regulate feelings.

Inspired by www.TheLovedChild.net



happy



excited



silly



surprised



shy



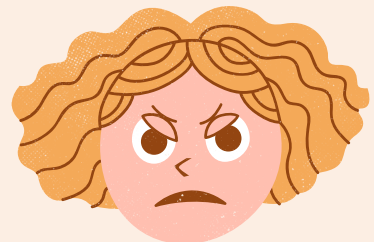
embarrassed



sad



worried



angry

CLAY

www.carebyclay.com

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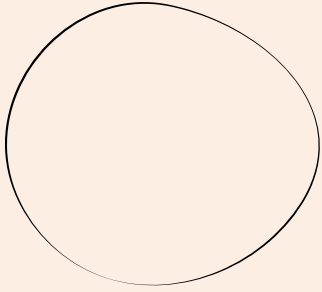
angry

CLAY

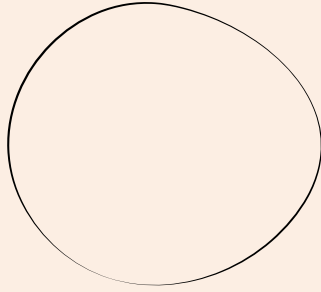
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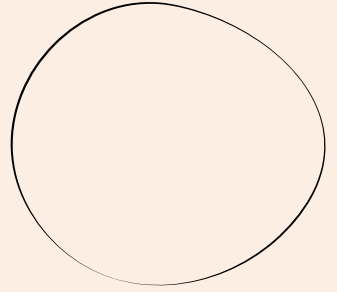
This feelings chart supports social-emotional learning in young children. Together with your child, encourage them to draw faces to match each feeling below. Take turns sharing when and why you experienced each feeling. This fun activity will help your child recognize, label, and regulate big feelings!



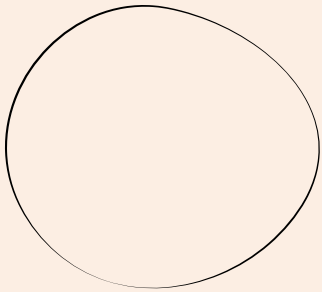
happy



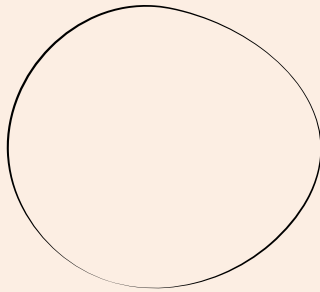
excited



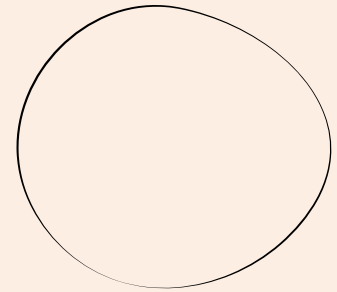
silly



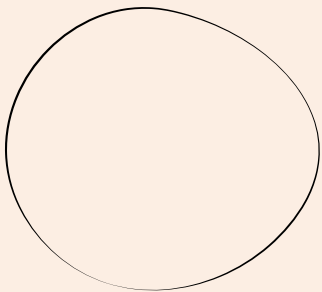
surprised



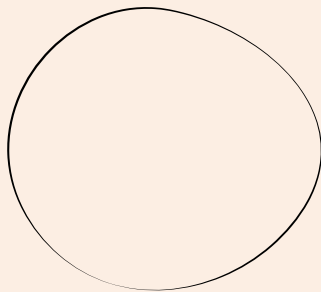
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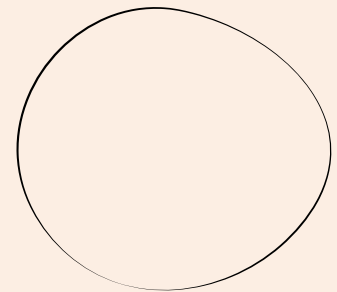
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worried



angry

BEHAVIOR IS COMMUNICATION ICEBERG

All children's behaviors have meaning. The behavior we see is a form of communication letting us know what the child may be actually experiencing and/or feeling underneath the surface.



WHAT YOU SEE

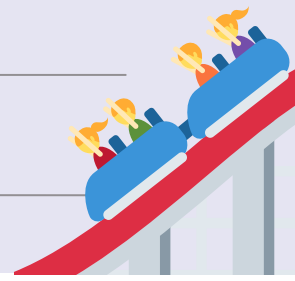
- Crying
- Aggressive behavior
- Tantrums
- Withdrawl
- Not listening
- Sleep issues
- Inflexible
- Few friends
- Rigid play
- Whining
- Body Complaints
- Fidgety/Hyperactive

WHAT MAY BE CAUSING IT

- Tired/Hungry
- Social Anxiety
- Overstimulated
- Stressors at home
- Trauma
- Need for connection
- Overscheduled
- Separation Anxiety
- Developmental milestone delay
- Lack ability to express big feelings
- Learning differences
- Lack of self-regulation skills



ROLLER COASTER BREATHING



Deep breathing helps a child regulate and calm down their brain. First practice this exercise with the child during calm and connected moments, then it can be used during times of dysregulation.

In this exercise your pointer finger is a rollercoaster riding up and down the tracks around your other hand!

Breathe in as the coaster rides up each finger.

Breathe out as you ride down each finger.



CLAY

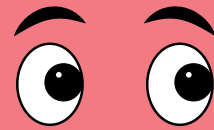
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SENSORY GROUNDING EXERCISE

When a child is overwhelmed by big feelings this sensory grounding exercise can be used to help them regulate.

Help the child name each of the below.

5 THINGS YOU CAN SEE



4 THINGS YOU CAN FEEL



3 THINGS YOU CAN HEAR



2 THINGS YOU CAN SMELL



1 THING YOU CAN TASTE

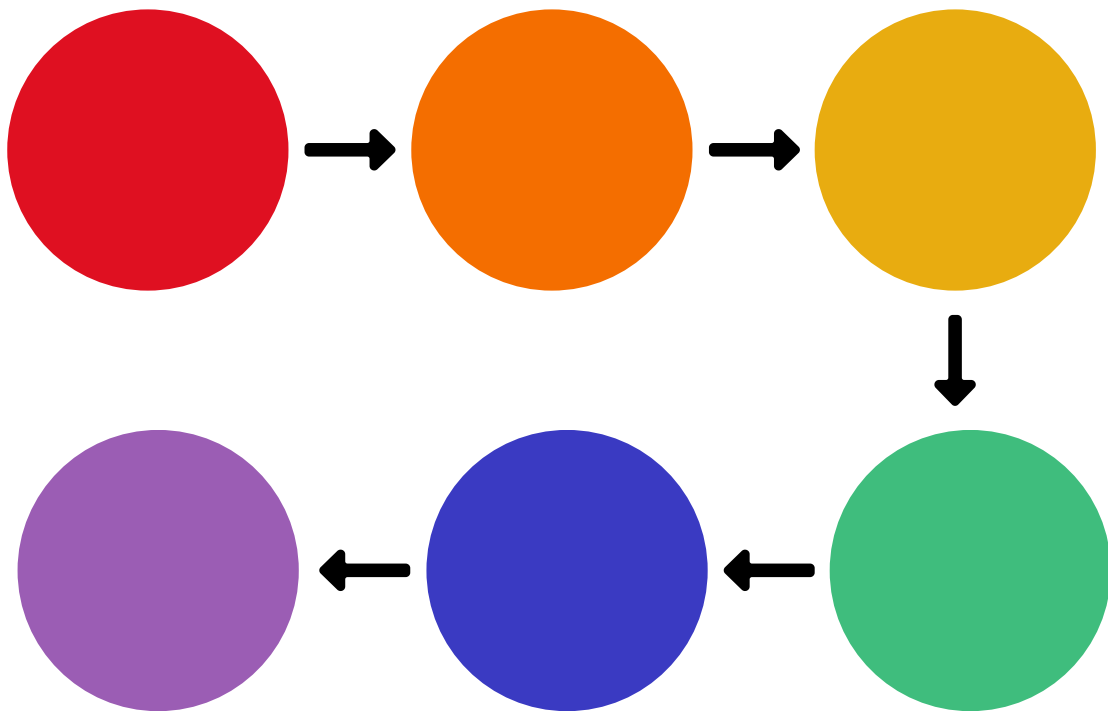


RAINBOW GROUNDING TECHNIQUE

When a child is overwhelmed by big feelings the rainbow grounding technique can be used to help them regulate. Help the child look around their environment and find items that are each color below.



Look around you and try to find the colors of the rainbow in order.



[illegible]

AVOIDING POWER STRUGGLES

An important developmental task for children is to try to be more independent and learn to make decisions. This means that they naturally begin to want some control and power, which leads to power struggles. All of the suggestions below take a lot of patience, preparation, self-regulation, and experimentation.

STRATEGIES	EXAMPLES
MAKE IT A GAME	"Let's see how long it takes you to ..." "Let's pretend we are ballerinas and twirl while we clean up" "There's no way you can put your toys away yourself!"
COACH	"You can do it" "Wow, what a good helper!" "Please use your soft hands and quiet voice"
2 CHOICES	"You can pick up the Legos or the blocks" "You can put your coat on by yourself or I can do it for you" "You can have the red cup or the blue cup for snack"
USE HUMOR	"Whatever you do don't smile..." "Let's pretend we're frogs while we clean up and hop" Use a funny voice every time they do what you ask
NO WITH A YES	"No you can't throw the blocks but you can throw the soft balls." "No you can't bring the big stick inside, but you can go find a special magic pebble to bring in with you."
CREATE A HELPER	Choose snack for the day Choose the book for circle time Have a classroom job
CATCH GOOD BEHAVIOR	"Great job cleaning up! You're a great helper" "I love how you used soft hands and a kind voice with your friend" "I love how you listened the first time"
DISTRACTION	"Hey, can you help me with this? I really need your help." "Woah look there's a squirrel outside, let's count how many we see"
PROBLEM SOLVE	Does this problem happen every day, and how can we avoid it tomorrow? Are they hungry, tired, during a transition?

CO-REGULATION SKILLS

Co-regulation is crucial in developing a child's ability to manage their big feelings and cope with difficult situations. In this handout, we'll discuss helpful and not helpful things to say to a child when co-regulating with them.

Not Helpful

"Don't worry."

"You are fine."

"You are okay."

"Stop worrying, nothing bad is going to happen."

"You need to calm down."

Relax this isn't a big deal."

"If you don't stop crying, you can't go outside."

"Go over there until you can get yourself together"

"Be a big boy/girl."

"Nobody likes a crier."

Helpful:

(get to eye level and say)

"You are scared. I get it. I am here."

"It's okay to be sad and cry, I will stay with you until you feel better."

"You are really mad they took your toy, I believe you."

"Do you want some ideas to feel better or do you just want some time to feel sad?"

"Let's take some deep breaths together and find something in your calm down box to play with."

"I get feel mad too sometimes, what helps me is when I pretend my hands are rollercoasters and I take deep breaths.
Let me show you."

CO-REGULATION SKILLS

Co-regulation is an important part of helping a child develop the skills they need to manage their emotions and cope with difficult situations on their own. Kids with big feelings need help co-regulating so that in the future they can self-regulate.

Co-regulating looks like:

Getting eye level with the child
(We should have holes in the knees of our pants from being eye level so often)

Showing the child ways to handle big feelings

Roller coaster breathing, pizza breathing, grounding exercise, calm down corner etc.

Labeling their feelings

"You are mad"

Telling the child you understand them

"I believe you" or "I get it"

Sitting with the feeling without trying to immediately fix it

"It's okay to feel sad, I will stay next to you while you get your feelings out."

Validating the feeling

"That felt really scary to you, it makes sense you feel scared."