

CLAY™

TEACHER RESOURCE PACK



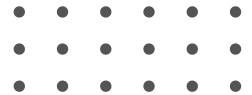
HOW TO SUPPORT AN ANXIOUS CHILD

WHY CLAY IS A POWERFUL BENEFIT FOR YOUR SCHOOL



MEET CLAY

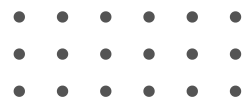
- ✔ Improve classroom behavior
- ✔ Monitor teacher burnout
- ✔ Upskill your educators
- ✔ Improve teacher retention



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.



SIGNS AND SYMPTOMS OF ANXIETY IN PRESCHOOLERS



Physical Symptoms

- Body complaints- headaches or stomach aches
- Distracted, hyperactive, and/or fidgety
- Shakes or sweats without a clear trigger
- Feeling weak or tired
- Refusing to eat or extremely picky eating
- Unwilling to use bathrooms outside of home or frequent bathroom use
- Difficulty falling or staying asleep; frequent nightmares
- Bedwetting after being fully trained



Emotional Symptoms

- Cries easily or often
- Very sensitive
- Angry without a clear trigger
- Frequent worries
- Fears and phobias
- Afraid of making mistakes
- Doesn't socialize with peers (stays near adults)
- Feeling nervous or on edge often



Behavioral Symptoms

- Constantly seeking reassurance and approval
- Asking "what if?" questions often
- Avoiding fun activities
- Stays alone during play time
- Quiet in social situations
- Reluctant to go to school
- Easily and/or frequently tantrums
- Disruptive behaviors (aggression or acting out)
- Rigid in play; often dictates during play

CHILD ANXIETY: WHEN TO TAKE FURTHER ACTION

Identifying anxiety in preschoolers can be difficult. Below are some suggestions for when you should take further action and refer your student to a mental health provider.

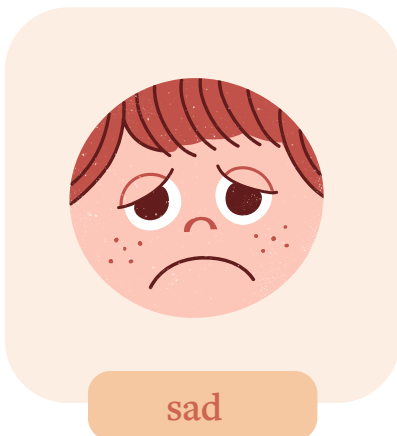
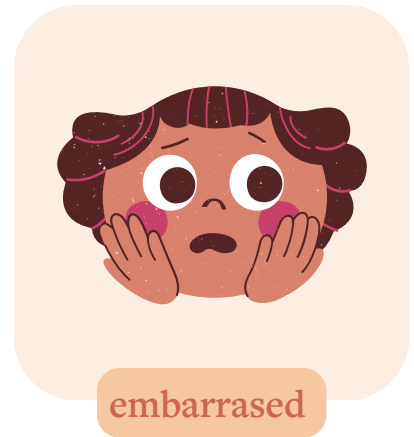
Refer to a professional when:

- Your student's behaviors or emotions are happening often or for a long period of time.
- Your student's behaviors or emotions are interfering with typical activities or tasks for their age.
- Your student is having difficulty learning because of their anxiety.
- Your student's behavior is impacting the classroom dynamics.
- Your student isn't responding to interventions or supports you have implemented.
- Your student is not able to calm down or recover.
- Your student is not participating and avoiding activities.
- Your student's separation anxiety is going beyond 6 weeks.
- Your student's behaviors or emotions are effecting how peers feel about them.
- Your student's parent is bringing up concerns, even though you are not seeing them in the classroom.
- You feel you need more support.
- You have done a developmental screening.

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



TODAY I FEEL

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happy



excited



silly



surprised



shy



embarrassed



sad



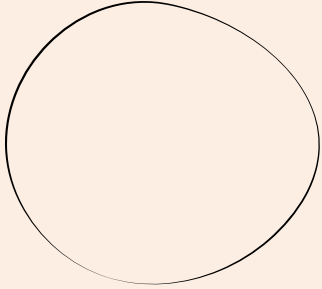
worried



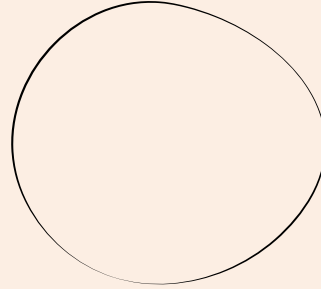
angry

TODAY I FEEL

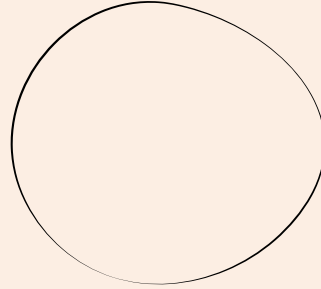
This feelings chart supports social-emotional learning in young children. Together with your child, encourage them to draw faces to match each feeling below. Take turns sharing when and why you experienced each feeling. This fun activity will help your child recognize, label, and regulate big feelings!



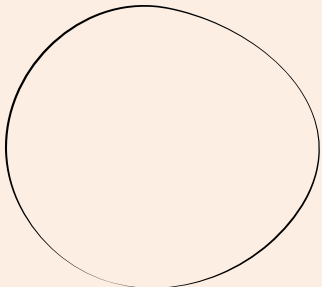
happy



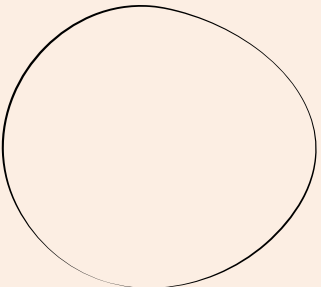
excited



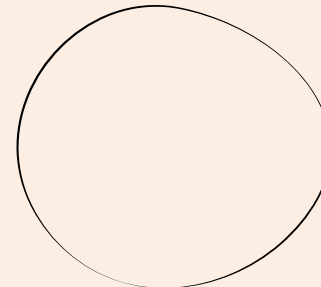
silly



surprised



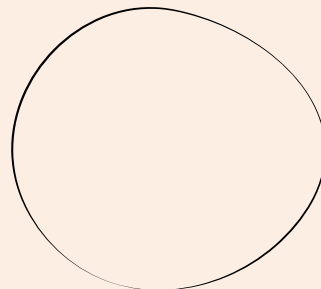
shy



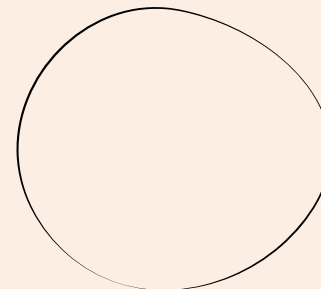
embarrassed



sad



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

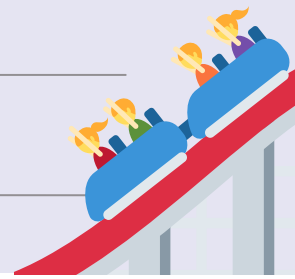
- Crying
- Aggressive behavior
- Tantrums
- Withdrawal
- Not listening
- Sleep issues
- Inflexible
- Few friends
- Rigid play
- Whining
- Body Complaints
- Fidgety/Hyperactive

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.

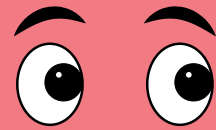


SENSORY GROUNDING EXERCISE

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

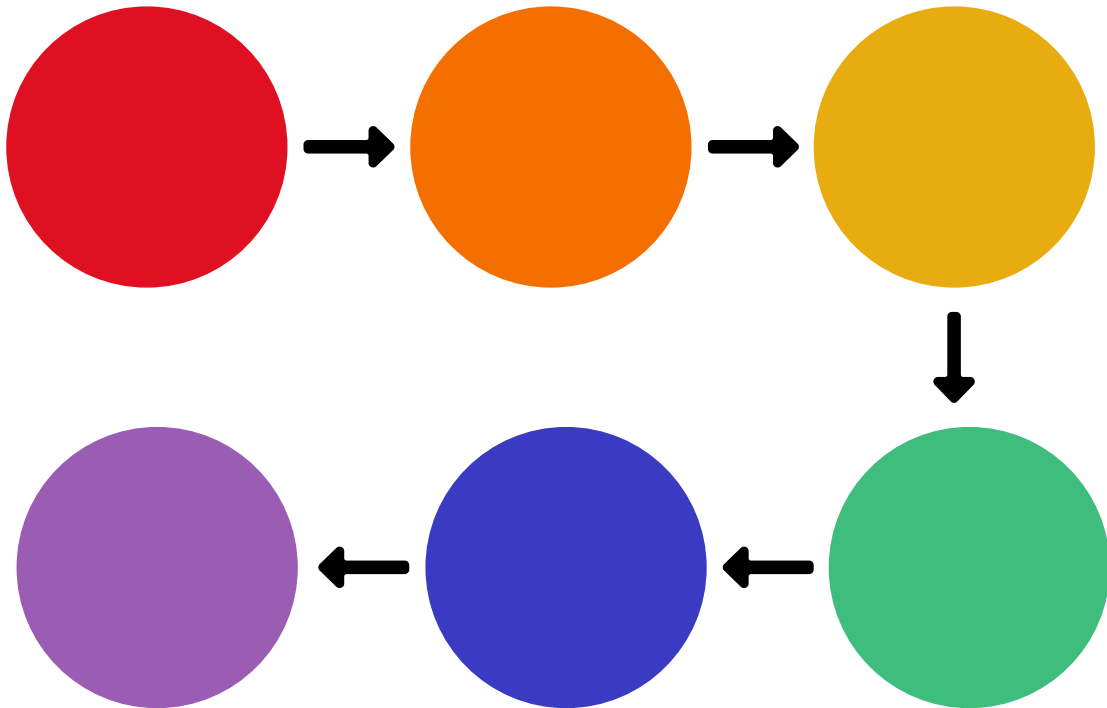


RAINBOW GROUNDING TECHNIQUE

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.



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."

POWER OF CONNECTION: 2X2X2

Prioritizing connection before correction is essential for building strong relationships with preschoolers and promoting positive behavior. One way to do this is by increasing "special time" with each member of your class.

Here's a simple formula to try: 2 x 2 x 2

2 Minutes

2 Times a day

2 Weeks

2 minutes, 2 times a day, for 2 weeks of one-on-one time with a child, focused solely on their interests and needs to talk, play, and listen.

Children feel special and important when given this time, and it helps them feel better about themselves. When children feel more connected to their teacher, they feel safe and secure, which can make them less likely to act out.

CLAY

www.carebyclay.com