

EMBODIED THERAPY FOR THE WHOLE CHILD: MIND, BODY & SPIRIT

A helpful *aide* for IGAPS

INTEGRATION

THE ACT OF UNITING DIFFERENT (DIFFERENTIATED) PARTS (SYSTEMS, PEOPLE, ROLES)

PREDICTABILITY → FLEXIBILITY

HARDWIRE A MINDSET FOR CONNECTION & POSITIVITY

RESEARCH SHOWS THAT THE HIGHEST LEVELS OF PERFORMANCE COME TO
PEOPLE WHO ARE CENTERED, INTUITIVE, CREATIVE AND REFLECTIVE -
PEOPLE WHO KNOW TO SEE A PROBLEM AS AN OPPORTUNITY

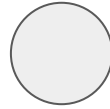
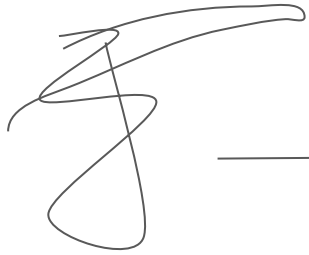
DEEPAK CHOPRA

1 IN 6 U.S. CHILDREN AGED 2-8 YEARS (17.4%) HAD A DIAGNOSED MENTAL, BEHAVIORAL, OR DEVELOPMENTAL DISORDER.

~~DIS~~EASE
PATH~~OL~~OGY
~~CHAL~~LENGES

*ALL DISEASE, PATHOLOGY, CHALLENGES & LIFE ARE EXPERIENCED THROUGH THE BODY
WITH/IN MOVEMENT*

THE SCALE: IN ORDER FOR REGULATION TO OCCUR INTEGRATION IS KEY.



CHAOS

- TANTRUMS
- DISORGANIZATION
- IMPATIENCE
- IMPULSIVITY

INTEGRATION

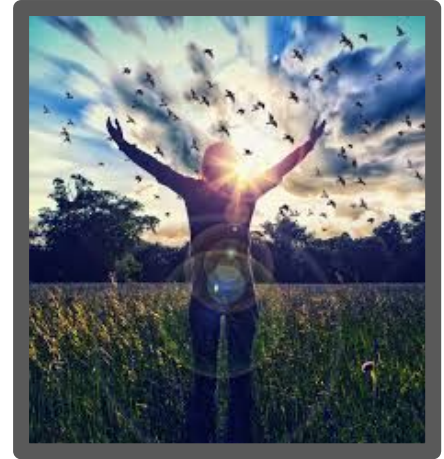
- ADAPTABLE
- PLAYFUL
- CREATIVE
- CALM
- ALERT

RIGID

- DEFIANCE
- WILLFULNESS
- DIFFICULTY
- TRANSITIONS
- EXPANDING IDEAS

BODY KNOWLEDGE: ONE'S AWARENESS TO HOW THE BODY EXPERIENCES FEELINGS, SOCIAL SITUATIONS, AND COMMUNICATION

DIRECTIONALITY, WEIGHTEDNESS, TIMING



LOOK AT ALL BEHAVIORS AS MOVEMENTS: IS THE CHILD MOVING QUICKLY, DIRECT TO ONE SPOT, AND WITH HEAVINESS IN HIS FEET? IS SHE MOVING AROUND THE ROOM LIGHT IN STEP, AND SLOW PACED?

A.W.A.R.E (ACCEPT, WITHIN, ACTION, REGULATE, EDIT)

BE AWARE IN ORDER TO
SUPPORT EMOTIONAL
REGULATION & PROMOTE
CONNECTION



A.W.A.R.E.: ACCEPT

IT'S NOT PERSONAL IT'S PHYSICAL

- TAKE AWAY JUDGMENTS AND LABELS
- NARRATE WHAT YOU ACTUALLY SEE THE CHILD DOING
- BE CURIOUS

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A.W.A.R.E. : WITHIN

CHECK ON YOUR OWN NEEDS FIRST BEFORE SUPPORTING THE CHILD

- MOVE YOUR BODY BY ROLLING SHOULDERS, RUBBING YOUR NECK, STRETCHING YOUR ARMS
- RELAX YOUR FOREHEAD, SMILE, BREATHE THROUGH YOUR NOSE
- UNCROSS YOUR ARMS
- SET YOUR POSITION
- USE PLAYFULNESS, LAUGHTER, AND SIGHS

MODEL TAKING CARE OF YOURSELF

A.W.A.R.E. : ACTION

TRY ON THE CHILD'S MOVEMENTS AND PLAY

- FIRST MIRROR SIMPLE MOVEMENTS (DIFFERENTIATING PARTS OF THE BODY)
- ATTACH MOVEMENTS TOGETHER TO MAKE A FULL SEQUENCE/ROUTINE OR NON VERBAL PHRASE
- NARRATE HOW YOU ARE MOVING TOGETHER
- BRING TO CONSCIOUSNESS HOW YOU ARE FEELING "I FEEL GRATEFUL WE HAVE TIME TOGETHER"
- YOU ARE SHOWING EMPATHY IN MOVING TOGETHER AND CO-REGULATING...LIKE A CONVERSATIONAL

DANCE



A.W.A.R.E. : REGULATE

SUPPORT THE CHILD'S INDIVIDUAL PROFILE.

- OBSERVE HOW THE CHILD SOOTHES/SENSES
- WHAT IS HE ATTRACTED TO/AVOID
- SEEK MODERATION & CHOICES INSTEAD OF CHAOS/RIGIDITY
- LEARN ABOUT YOUR OWN PREFERENCES
- ADJUST SENSORY STIMULATION TO AVOID UNWANTED FRUSTRATION AND JUDGEMENT ON THE CHILD.



A.W.A.R.E. : EDIT

TRIED &
TRUE



SEMANTICS ARE KEY TO SUCCESSFUL INTERACTIONS

- OPTING FOR INCLUSION - WHAT IS POSSIBLE
- MOVEMENT OPTIONS ALLOW FOR RECEPTIVE RESPONSES AND ACTION
- AFFECT - GESTURES - WORDS

SO, HOW DOES THIS ALL SOUND?

LET'S DISCUSS