

# Creative Interventions

## Yoga and Mindfulness

- Parents or caregivers
  - Do a yoga routine in the living room each morning with your child
  - Encourage deep breaths and identification of emotions throughout the day
  - Model recognition of emotions by labeling your own emotions aloud in front of your child
  - Model deep breaths when experiencing frustration
  - Encourage coregulation by taking breaths with your child and discussing emotions
- Teachers
  - Have a “yoga pose of the day”
  - Start each class period/transition with a mindfulness exercise accompanied by slow, deep breathing
  - Encourage movement throughout the day during transitions
  - Start each morning and end each day with stretching and deep breaths
  - Encourage students to name their feelings during conflict
- Group home managers
  - Host daily yoga classes in a common area with a yoga instructor or with a guided YouTube video
  - Encourage identification of emotions during conflict
  - Teach the importance of deep breaths when experiencing difficult emotions
  - Be a listening ear for members of the home during difficult emotions or conflict and encourage mindfulness of the moment
- Therapists/counselors
  - Provide psychoeducation on the benefits of yoga
  - Help with activity planning to incorporate yoga into a weekly routine
  - Provide guidance on how to be mindful throughout the day
  - Utilize mindfulness of the present in session
  - Use experiential exercises consistent with Acceptance and Commitment Therapy

## Music

- Parents or caregivers
  - Encourage listening to music and dancing together as a bonding exercise
  - Ask children about their favorite songs and what they like about it
  - Encourage a child to listen to a song with lyrics you think they might relate to
  - Encourage a child to learn an instrument
  - Learn an instrument as a family
- Teachers
  - Play instrumental, calming music or beats during in class work time or down time



- o Use song lyrics in English Language Arts lessons to discuss emotional awareness
- o Encourage students to write essays or do projects about lyrics or songs they relate to
- Group home managers
  - o Host weekly guitar lessons or other classes on how to play an instrument
  - o Facilitate the forming of a band among group home members
  - o Allow for music to be played in common areas and talk with members about their favorite songs
  - o Facilitate lyric reading groups for members to discuss lyrical meanings with each other
- Therapists/counselors
  - o Discuss song lyrics or music pieces in session
  - o Assign music pieces or songs to be listened to and reflected on outside of session
  - o Assign a lyric journal
  - o Foster confidence to try a new musical instrument

## Cooking and Nutrition

- Parents or caregivers
  - o Encourage child to assist with cooking
  - o Involve child in grocery shopping and meal planning
  - o Teach child to read nutrition labels at the store before buying
  - o Model language and eating habits associated with a nutritious and balanced diet; “I feel so strong after I eat vegetables,” “I notice I feel more energy when I have been eating whole grains more often”
- Teachers
  - o Teach how to read nutrition labels in classes
  - o Provide cooking lessons in Health classes
  - o Use experiential learning to teach cooking skills
  - o Use group cooking and meal sharing as a way to facilitate connection
- Group home managers
  - o Facilitate group cooking among group home members
  - o Involve members in meal planning and grocery shopping
  - o Challenge members to split into groups and compete for the most nutritious and balanced meal over the span of a week
  - o Encourage meal sharing and recipe collaboration
- Therapists/counselors
  - o Provide psychoeducation on the importance of nutritional balance on stress hormones
  - o Encourage group meals with friends or family

## Gardening and Nature

- Parents or caregivers
  - o Create a vegetable or flower garden with your child to facilitate connection and to foster the hobby
  - o Use vegetables grown in a garden to use in cooking with your child to show their progress and reward
  - o Go on a nature walk with your child and encourage appreciation of the view



- Teachers
  - Have a class plant for students to rotate responsibility for care
  - Use gardening lessons in Science classes
  - Take nature walks (if available) in Physical Education classes
- Group home managers
  - Have a community garden for members in the home to foster connection and skill
  - Use vegetables from the garden to utilize in group cooking
  - Take weekly nature walks with members of the home and encourage appreciation of the view
  - Have each member or room have a house plant they are responsible for and encourage sharing of progress and tips for each other
- Therapists/counselors
  - Provide psychoeducation on the importance of nature and plants on stress hormones
  - Take nature walks with patients if possible during session
  - Assist with activity planning time to practice gardening or taking care of a plant

## Animal Care and Pets

- Parents or caregivers
  - Volunteer at an animal shelter as a family
  - Have a pet for the home and encourage children to assist with caring for the pet
  - Have an aquarium or terrarium for children to take care of as a hobby
- Teachers
  - Have a class pet or aquarium/terrarium for students to rotate responsibility for
  - Have a therapy dog visit the class or school once per month for positive interactions with the animal
  - Teach students about agricultural animals and how to care for them in Science classes or Social Studies classes
- Group home managers
  - Have a group home pet and have members rotate responsibility for taking care of the pet
  - Encourage positive interactions between members and the pet
  - Volunteer at an animal shelter with members of the home and discuss their emotional reaction to interaction with pets
  - Take group home pet to the dog park to allow for socialization of members with the community
- Therapists/counselors
  - Have a therapy dog in your clinic or practice for patients to pet and have positive interactions with
  - Provide psychoeducation on the benefits of pets for regulation and connection
  - Encourage a patient with depression or anxiety to own a dog to take on walks for behavioral activation, socialization, and connection