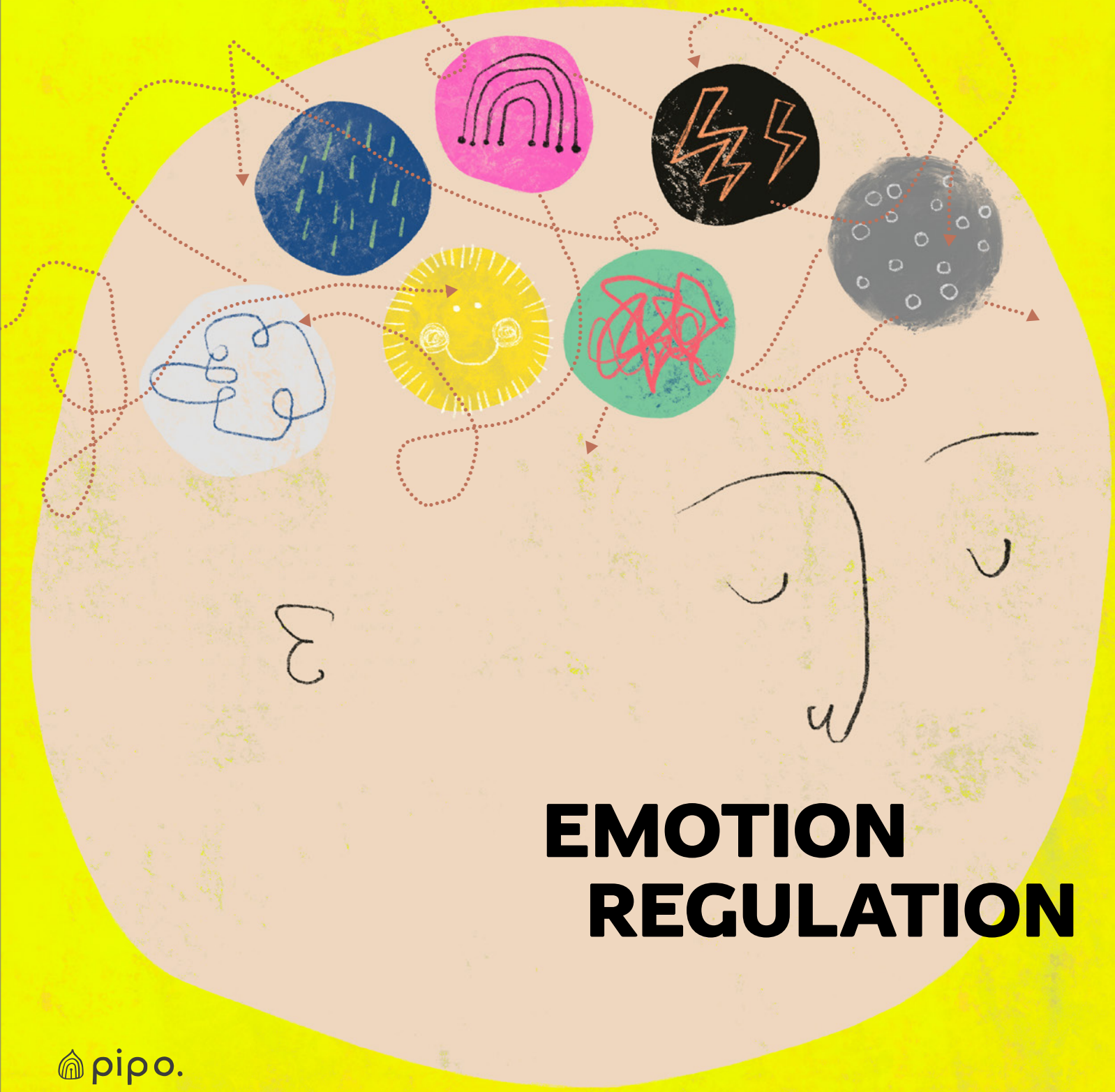
pip o. Gazette

A new magazine about social-emotional development

Fall • 2023



EMOTION REGULATION

pipo.

We know too much and feel too little.
At least, we feel too little of
those creative emotions from which
a good life springs.

– Bertrand Russell

Editorial

Emotion regulation, or the ability to manage our emotions in ways that are age-appropriate and effective, is an important part of child development. Children are often asked to "calm down," but what does calm look like? What does it feel like? In this issue, Dr. Melis Yavuz-Müren summarizes emotion regulation research from the Laboratory for Social-Emotional Development and Intervention (p. 18) ,while Dr. Ruthie Speidel provides practical tips and activities for you to try at home or in the classroom (p. 26).

We were incredibly grateful to connect with educators and parents with children ranging from infancy to high school, from Thunder Bay to Bradford, asking what they have observed about their emotion regulation during the pandemic and beyond, as well as the changes and impacts on their own mental health and well-being. Thank you to Ayşe Koçlar Volkan, Deepika Gupta, Mabel Appiah-Kubi, Melissa Kanyo, Mishaal Khan, Sasha Khan, Sherry Blasizzo, Steven Chan, and Renée Choi for sharing their perspectives and experiences with us.

Of course, this issue of the *pip o. Gazette* would not be complete without the voices of children and youth themselves. Our team spoke with a few young people about stress and what has worked well for them to find a healthy balance. And the drawings and reflections sent in by children across Ontario will bring a smile to your face; I know it did to ours. Thank you to all those who shared how they find their calm.

Thank you for being here. For more information about the pip o. Gazette and our other initiatives, please visit our **website** or e-mail us at maltilab.pipo@utoronto.ca.

Tina Malti
Editor-in-Chief

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WHAT IS pip o.?

A **pip** is a seed found in the core of a fruit. It represents beginnings and growth.

o stands for *Omega*, the final letter in the Greek alphabet. It signifies infinity, endlessness, and enlightenment.

Every child has the seed of infinite potential! We hope to help encourage the development of kindness for themselves and others, well-being, and personal growth by preparing a supportive environment and nurturing care as a community.

pip o. is an arts-based knowledge translation project by the SEDI Lab. Through this initiative, we bring like-minded people together to explore and nuture the infinite potentialities in every child. Our goals include sharing research-informed practices and strategies to promote growth, kindness, and well-being for children and adolescents and creating resources to support parents, caregivers, and educators in their commitment to healthy child development and caring.

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HOW IT STARTED...

The Laboratory for Social-Emotional Development and Intervention (SEDI Lab) is a community of researchers and partners at the University of Toronto who explore how we can provide nurturing care to children for healthy development through research, practice, and policy. Our founding director is Dr. Tina Malti, a clinical child psychologist and psychology professor at the University of Toronto.

Particularly, we focus on understanding and promoting kindness with the self and others, because growing internal strengths such as kindness helps children realize their full potential and develop and maintain well-being, treat others equitably, and encourages them to feel empowered in society.

While we *study* emotions, art is a way to *express* them. This arts-based research to practice project was born out of our love for collaboration: working side-by-side with artists, educators, families, and local organizations to support our children.

About Feelings

Listed below are some quick facts about emotions. How many of these facts did you know?

BY BISMA ALI

Although it is important for a child to learn emotion regulation skills in their developing years, a child's brain doesn't finish developing until their mid-twenties, and the way they self-regulate will change as they develop and grow over time (Li, 2022). Isn't that amazing?

A number of studies suggest that fear is the most risky emotion for toddlers, as increased exposure to situations which produce persistent fear and chronic anxiety can largely disrupt neural network development in the brain (Harvard, 2010). Dr. Ruthie Speidel talks about ways to promote emotion regulation in her article on page 26.

Kindergarten is an incredibly crucial transition period for children and has a great impact on emotion regulation. Specifically, children must adapt to a new and unfamiliar environment, which will help them develop independence, self-discipline, interpersonal skills and emotional intelligence (Graziano et. al, 2007). Read about how to support your child's emotion regulation at home and in the classroom on page 12.

It is important to provide a child with plenty of opportunities for making choices, as it allows the practice needed to develop decision-making skills. This is because a well-regulated child who has developed decision-making skills, will be more likely to look through a set of options and make a reasoned decision as an adult (Soderlund, 2015).

Crossword for Kids!

Listed below are some fun facts about social-emotional regulation in animals.

Write the answers in the chart below!

Ahhh! That's the spot!

ha-ha!

1. Animals love to p_ _y! Play brings them many positive emotions! If a potential partner does want to play, they will often try to play with another (Bekoff and Byers 1998).

2. Chimpanzees relieve s_ _ss by grooming themselves and each other (Fraser, 2008).

3. Playing with animals can help children r_d_ _e feelings of anger and anxiety (Powell, 2019).

4. Rats can l_ _ _h! Rats experience positive emotions when they are tickled! Scientists found that rats make sounds similar to laughter (Bekoff, 2000).

5. Scratching posts can h_ _ _ feline animals reduce stress• (PurrfectPost).

The correct answers are on page 57.

How Can We Support Children's Emotional Health?

By Chanel Tsang & Hagar Saleh

"It's so hot out today!"
"I think it's supposed to rain later."
"What's the weather like tomorrow?"

Weather is a go-to small talk topic. Why? Because it affects us all and changes each day. Knowledge about it allows us to predict what may happen, enjoy the outdoors safely, and prepare for severe weather.

Similarly, our emotions affect our daily lives and can change often, so we need to learn about them to have well-prepared strategies to work with them effectively. Social-emotional development (SED) has become a part of most school curriculum (often called social-emotional learning or SEL) and there is a multitude of SED resources and lesson plans to be found online. This is a good thing, as researchers have found that children who are able to regulate their emotions are more prosocial (Eisenberg et al., 2015).

Prosocial behaviours are voluntary, positive behaviours that are meant to benefit others (Yavuz et al., 2022). Examples of prosocial behaviour are helping, caring, and sharing.

We connected with parents and educators living and working in Ontario to learn what is happening in real time, finding that a few common themes emerged when we talked about what worked well to support children's emotion regulation in the classroom and at home: learning about emotions, modelling and working together, and being prepared and proactive.

1. Learn to Read the Weather

We teach children learn to wear a hat in the sun and bundle up in the cold so they can enjoy exploring and playing outdoors while being safe and staying healthy. In the same way, if we teach them what their emotions look and feel like, we can help children learn how to manage their emotions in healthy and appropriate ways.

SED starts at birth and at home. Oakville parent **Ayşe Koçlar Volkan** also uses a weather analogy to describe feelings with her son: "Sometimes our inner weather is rainy, sometimes sunny, or stormy, and all are okay, and all will pass. As we cannot judge a certain state of weather outside, we should not judge our own emotions." All emotions are valid and being non-judgemental when speaking about feelings can build trust and allow us to open our minds and hearts to truly listen to what are children are telling us (be it through words or behaviour). We may not like the behaviour, but we always love the child. Let's make sure they always know that.

Even emotions that seem negative or may lead to challenging behaviour have a purpose and are normal. For example, it's normal to feel angry sometimes. This feeling is our brain telling us that there's something making us feel uncomfortable, something is not right. Now that we get that signal, it's time to do something about it, for example, to calm down by taking some deep breaths or taking a break from what we are doing. If we dismiss or otherwise invalidate feelings ("You don't have to get mad about it!"), this may lead to the child feeling stuck, unsure or unable to deal with the feeling when it comes up again.

But before we can get there, we need to learn how to read the weather (or learn about emotions)—what do they look like, what do they feel like, what do they mean?

When children are learning to read, we point out environmental print, letters and words found all around the child such as stop signs, posters, fridge magnets, etc. For emotions, we can point out how emotions appear in books, videos, posters, music, dance, and other forms.

Renée Choi, a parent in Markham, and told us how she helped her child communicate her feelings better: "We found that our daughter had trouble labelling her emotions so a lot of the time she would say she's feeling angry when she was actually feeling anxious, sad, jealous, etc." To support her, Renée printed out a feelings chart so her daughter could more accurately identify which emotion she was feeling.

Deepika Gupta uses music as a way to help her children express themselves by attending library programs that involve singing songs and making art. In her kindergarten classroom in Bradford, **Melissa Kanyo** emphasizes social-emotional development through various strategies, including music. Her students learn to recognize their emotions through songs, stories, or rhymes.

Melissa also teaches them how to regulate their emotions in a healthy way through verbal coaching or using physical activities like dancing. For "big" emotions (for example, anger, frustration, and excitement), Melissa guides her students in understanding them by breaking down these challenging emotions: "I can tell you are feeling ____. It is not safe to ___ when you feel that way but we can do ___ instead."

2. Weathering the storm together

Thunderstorms can be scary, especially if you're experiencing it for the first time. Adults have lived through many storms throughout their lives and can understand that all storms will come to an end. However, children are still learning about big emotions, understanding what they are and how to manage them so that they can problem-solve, feel better, and move forward.
Of course, it usually feels better when you know you're in it together with someone who you can trust.

Mishaal Khan co-regulates emotions with her baby

"Sometimes we need to take a step back before giving advice and learn to be great listeners. We need to validate emotions rather than trying to have a solution to all the problems at hand. Sometimes all one needs is the feeling of being heard."

through gentle touch (hugs and kisses) and reassurances, "sometimes singing his favourite rhyme." She feels that participating in family support programs such as EarlyON Child and Family Centres has helped both her baby and given her support as a parent as well.

At school, educators are still observing the impact of COVID-19 on students' well-being. **Steven Chan**, a secondary school vice principal in Mississauga, emphasized how, "for students that were struggling to regulate their emotions...I took the time to know more about each student and their identities more deeply. By having a trusting relationship with students, they are more open to communicating with you about their challenges, struggles, and ways to happiness." This approach allows students to be able to find support during their emotional "storms" and, as many educators will attest, it always goes back to relationships. Students are likely to appreciate knowing that they're not alone and that they are weathering the storm together, as a team.

And sometimes, less is more. **Sherry Blasizzo** is a pre-/postnatal program facilitator at Our Kids Count in Thunder Bay and supports parents prenatally through the first year of life. Her advice to educators shows how observing and understanding children's emotions before finding a solution is essential: "Sometimes we need to take a step back before giving advice and learn to be great listeners. We need to validate emotions rather than trying to have a solution to all the problems at hand. Sometimes all one needs is the feeling of being heard."

3. Keep an eye on the sky

Meteorologists are constantly studying and tracking weather systems to help us understand what to expect from the weather. To be able to understand and predict our children's emotions, we can observe and find patterns in their emotional health.

And just as we have developed methods to predict weather, parents can develop ways to predict their child's emotional reactions and behaviour through observation, keeping an eye on emotional patterns or "triggers" to proactively help children navigate challenging situations.

For example, Renée shared that when her daughter felt overwhelmed by a school project, she avoided working on it and then became frustrated as the due date approached. Renée and her husband worked with their daughter to break down the project into smaller, more manageable steps. This strategy helped their daughter become more confident and positive about working on school projects. "She's also learning that it's ok to ask for help so whenever she does, we consider that a win!"

Sasha Khan also helps her child be prepared for highly charged emotions by putting together a "calm down kit" containing items such colouring books with her favourite characters, Elsa and Anna.

After quarantining and being away from social interactions for a long time, Brampton-based educator **Mabel Appiah-Kubi** noticed a change in her students when in-person learning came back. Mabel works with students from kindergarten to grade eight with Autism Spectrum Disorder (ASD) in Brampton and she observed that some of her students demonstrated more anxiety than before when new people entered the classroom, including supply teachers and new school staff. Close observation has helped Mabel and her team better meet students' individual needs and work with them to support their learning and well-being.

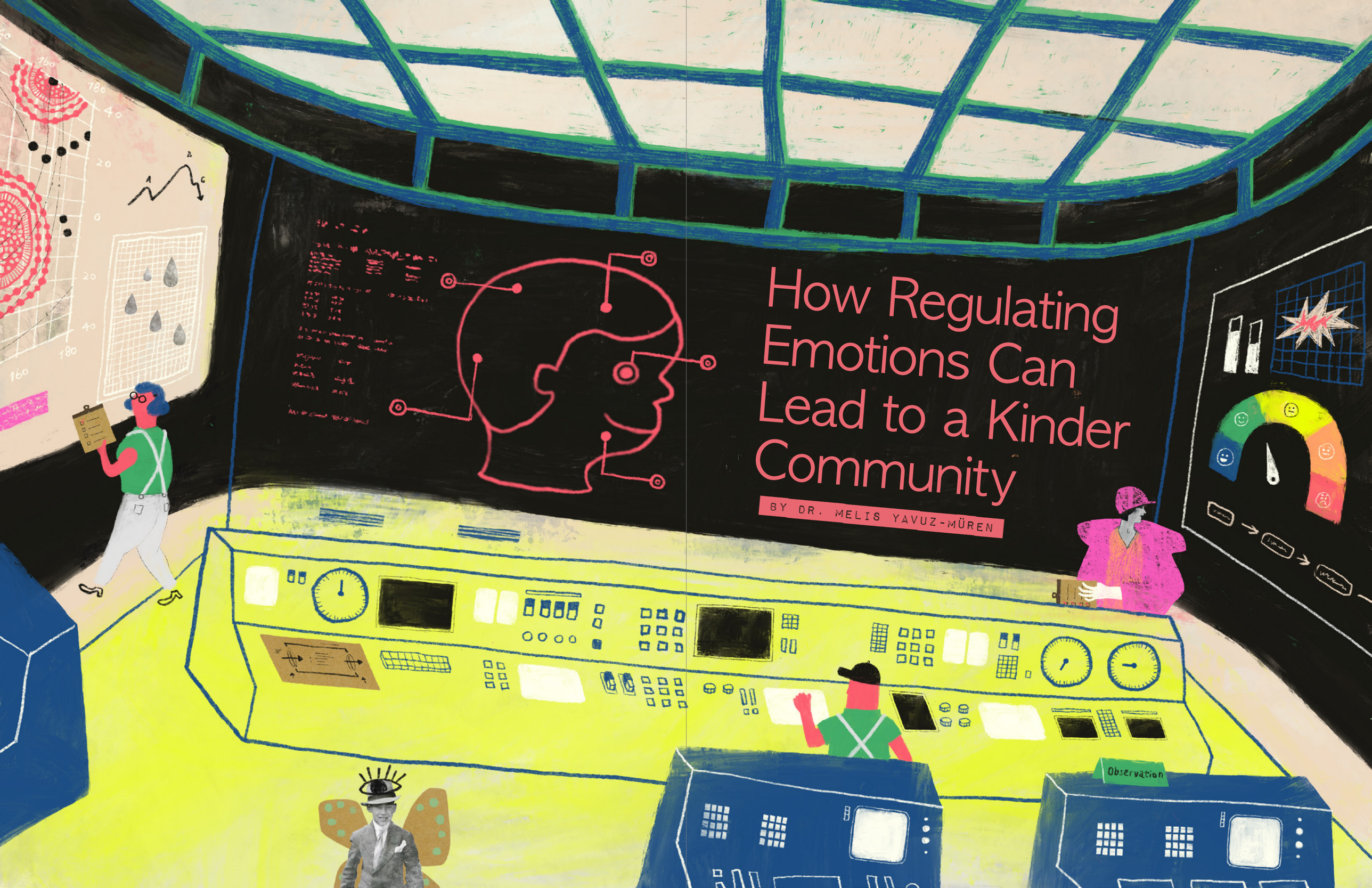
Of course, weather predictions can change over time and are not always accurate, and this goes for our emotions too. One thing that will remain the same is their need for you to be a consistent safe space for them.

Interested more about emotion regulation tips? Check out Dr. Ruthie Speidel's article on evidence-based strategies. You may notice that many of our educators here are using similar strategies to support their students!

Talking about weather may seem mundane at times, but it can be helpful because we gain information, understand more about our relationship to it, and bond with others over it. Talking to others about ourfeelings also helps us connect and learn about ourselves and others. Teaching our children about emotions and helping them to regulate them is an ongoing process as they grow and develop.

We can't stop the storm, but we *can* hold an umbrella, show our children how to dress for the weather, and appreciate the need and beauty of rain. And, once the storm has passed, we can go splash in the puddles together and look out for rainbows!

Special thanks to the parents and educators who contributed their time and knowledge to this article.



How Regulating Emotions Can Lead to a Kinder Community

BY DR. MELIS YAVUZ-MÜREN

What is emotion regulation? How might it help to create a kinder society? This article provides insights on our research on emotion regulation and explains how it helps with becoming more helpful and considerate towards others.

My 6-year-old son had his birthday party last month. He was very happy to play with his friends and, of course, excited to open presents. One by one, he happily opened his gifts until he got to one present in a cheerful yellow paper gift bag, blue and white striped tissue paper sticking out from the top. That present turned out to be a toy that he already had. I immediately became anxious because I began anticipating what would happen next: a repeat of his party two years ago when he became very upset and started crying saying that he did not want it in front of the generous gift giver.

However, he did neither of these things.

Although it was clear that my son was not happy about the gift, he managed to stay calm. Afterwards, he told me that he told himself: "It's OK, they did not know that I already have that toy", and it made him feel better. More importantly, he managed to thank his friend who gave him the gift without being reminded to do so. This interaction reflects the development my son is going through. Specifically, he is becoming more aware of his emotions and more capable of regulating them. My son's capacity to control his emotions flexibly in this moment allowed him to engage positively with his friend. This and similar daily events in which better regulation of emotions elicit more positive behaviours are good examples of research we are conducting at the Laboratory of Social-Emotional Development and Intervention (SEDI Lab), examining emotion regulation and its benefits on positive social-emotional outcomes.

What is emotion regulation?

Emotion regulation reflects our capacity to modulate our emotions and encompasses the strategies to control emotions in line with our goals. Hence, it helps with managing our emotions.

Regulating emotions does not mean suppressing or not feeling them. All emotions (yes, even the negative ones) are important and it is healthy to experience a variety of emotions. Yet, we function most effectively when our emotions are optimally aroused and emotion regulation capacity helps with keeping our emotions at the optimal level.

Also, the capacity to regulate emotions is linked to many positive outcomes including:

- higher sympathy and perspective taking (the capacity to take the perspective of others)
- more prosocial behaviours (e.g., sharing, helping)
- higher academic success
- overall better mental health

At the SEDI Lab, we are interested in understanding how emotion regulation helps children's social-emotional development and mental health.

Research study: How does emotion regulation help us?

In one study (Song et al. 2018), our team examined how emotion regulation linked with prosocial behaviours of 4- and 8-year-old children. Prosocial behaviours represent actions aiming to benefit another person, like helping, cooperating, and sharing. With age, children start to display more prosocial behaviours and expand the target of prosocial behaviours from primary caregivers to other social interaction partners such as peers. Previous studies showed that children's emotion regulation is linked to their prosocial behaviours. But how does emotion regulation facilitate prosocial behaviours? And are there any differences in this process based on children's age or developmental stage? This study sought the answers to these questions.

Specifically, in this study we examined how emotion regulation is related to sympathy and trust as well as consecutive prosocial behaviours.

Background: sympathy and trust

Empathy is considered a central building block of kindness. Our ability to feel with others spurs our ability to engage compassionately with others. However, when it is not well regulated, empathy does not always translate into kind behaviours

Sympathy is an other-oriented emotion and refers to feeling concern and sorrow for another person who is in distress or in need. Sympathy generally stems from feeling empathy.

When we empathize with another in distress, we may feel the distress of the other and might become overwhelmed by our own feelings. This can lead to strong feelings of personal distress in children. When feeling these emotions themselves, the children might need calming down themselves, which would prevent them from having positive interactions with others.

This is where emotion regulation comes into play. Children who are better at regulating their emotions are better at managing their own distress in such situations. As a consequence, they can redirect their attention to the other person more easily, which makes it easier for them to show sympathy and display prosocial behaviours towards the distressed other.

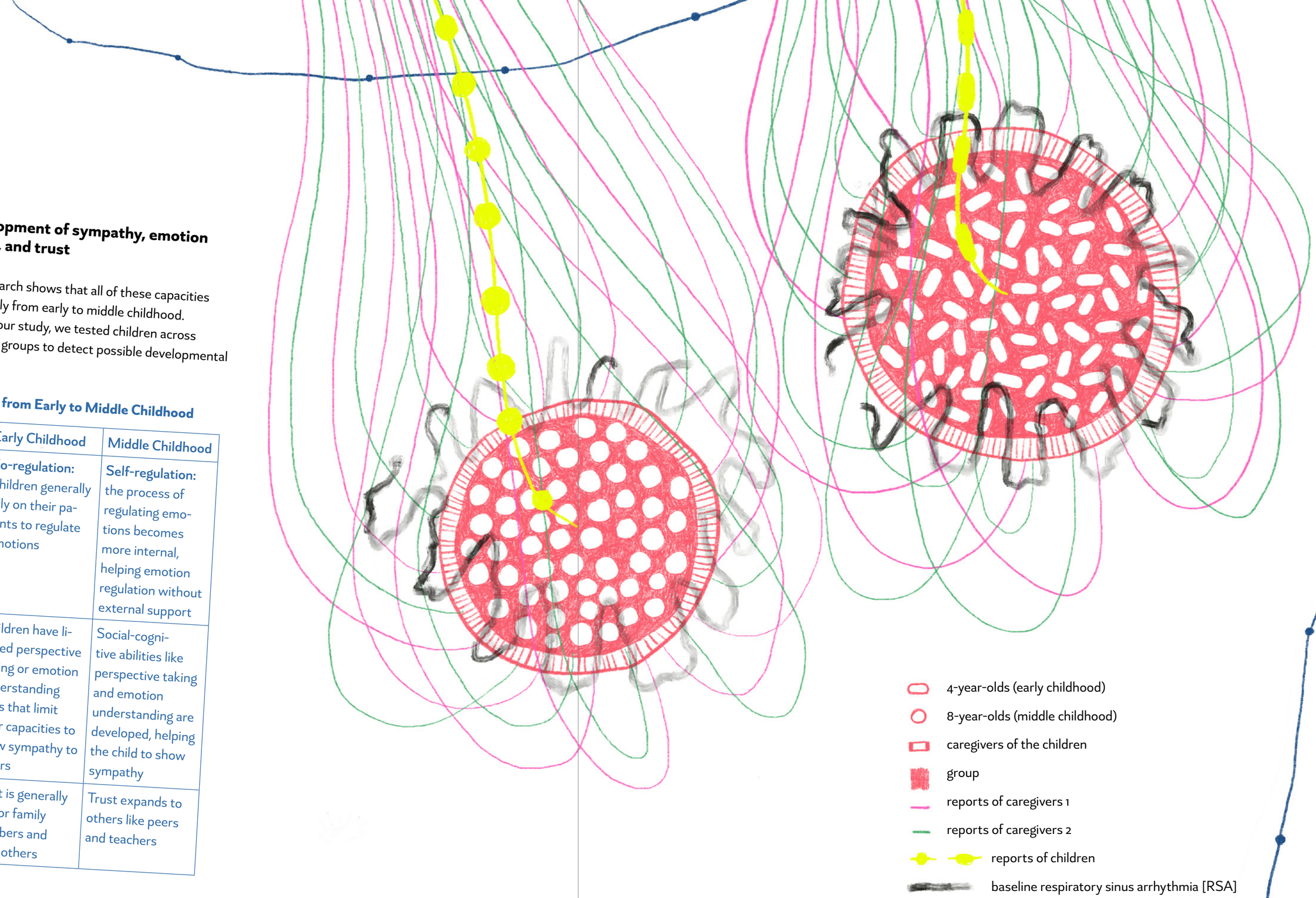
Similar to sympathy, trust may also increase prosocial behaviors because trust is the belief that others are reliable and are likely to reciprocate the prosocial behaviours. Trust can also be related to emotion regulation. Children with better emotion regulation might be more capable of down regulating their negative emotions and/or maintaining their positive emotions, both of which might facilitate trust.

The development of sympathy, emotion regulation, and trust

Previous research shows that all of these capacities increase rapidly from early to middle childhood. Therefore, in our study, we tested children across these two age groups to detect possible developmental differences.

Development from Early to Middle Childhood

	Early Childhood	Middle Childhood
Emotion regulation	**Co-regulation:** Children generally rely on their parents to regulate emotions	**Self-regulation:** the process of regulating emotions becomes more internal, helping emotion regulation without external support
Sympathy	Children have limited perspective taking or emotion understanding skills that limit their capacities to show sympathy to others	Social-cognitive abilities like perspective taking and emotion understanding are developed, helping the child to show sympathy
Trust	Trust is generally felt for family members and close others	Trust expands to others like peers and teachers



How did we test emotion regulation?
Our study tested whether emotion regulation assists prosocial behaviours via facilitating sympathy and trust in children.

What we did:

- We examined 2 different age groups to reflect different developmental periods: 4-year-olds (early childhood) and 8-year-olds (middle childhood).
- 131 children (55 four-year-olds and 76 eight-year-olds) and their caregivers participated to this study.
- Caregivers reported on their child's prosocial behaviours and trust. (Reports of caregivers 1)
- They also reported on their child's capacity to regulate sadness (as an indicator of the capacity to regulate negative emotions) and reported on their child's emotional intensity, specifically the intensity of their child's expression of negative emotions (as an indicator of difficulties in regulating emotions). (Reports of caregivers 2)
- Children reported on their sympathy towards others.
- Finally, a physiological indicator of children's emotion regulation was examined via assessing their baseline physiological reactions to neutral situations (baseline respiratory sinus arrhythmia [RSA]).

Baseline RSA reflects the vagus nerve activation and measures physiological activation at low threat situations (for example, the situations when there are no emotionally arousing environmental input available) and having a higher baseline RSA is suggested to indicate a better general capacity to physiologically regulate emotional arousal.

What did the research tell us?

The results showed that children who are more capable of regulating their sadness displayed more sympathy and trust in others, both of which were related to higher prosocial behaviours.

- Although having high negative emotional intensity was not related to sympathy, trust, or prosocial behaviours, children's biological regulatory capacity (baseline RSA) was related to higher sympathy and, in turn, higher prosocial behaviours.
- These results showed that other-oriented psychological processes (sympathy and trust) facilitate the connection between emotion regulation and prosocial behaviours.
- These same results were found in both the 4- and 8-year-old children, suggesting that across different age groups in early and middle childhood, emotion regulation is related to higher capacities to sympathize with others and have higher trust to others, both of which in turn increased the chances of displaying prosocial behaviours.

What does that mean for my child(ren)?
These results implied that children's capacities to regulate emotions is important for their prosocial behaviours in early and middle childhood because,
in both ages, the children who can better regulate their emotions generally display higher sympathy and trust towards others. Hence, these results suggest that increasing emotion regulation capacities of children in early and middle childhood years might be an important venue for creating a kinder community in which individuals display more positive social behaviours towards one another.

Please see Dr. Speidel's article for some practical tips and ideas to promote emotion regulation in childhood, adolescence, and even adulthood since we—the adults— too, can find it hard to manage our emotions sometimes too!"

About two years ago, I was trying to help my son manage his disappointment at his birthday party. This year, he has become more capable of regulating his own emotions without external help, which led to more positive interaction with his friend. With support in early childhood, children can learn to understand and better manage their emotions, leading to more positive behaviours and a kinder community.

Was this a printing error? No!

We wanted to have some fun and play around with this article by having you regulate your view of these pages! Sometimes looking at something at a different angle can help us discover our own comfort levels, find solutions that work best for us in the moment, and learn more about ourselves—much like emotion regulation!

HOW TO PROMOTE EMOTION REGULATION?

By Dr. Ruthie Speidel

Teaching children healthy ways to regulate their emotions starts with teaching them about emotions – what they are, how they feel, and why we feel them. Let's go through some tips for how we can support children as they navigate the ins and outs of emotions

Think about how emotions are important sources of information

To set the stage when thinking about how we can support emotion regulation, we must first remember that emotion regulation is not the same as suppressing, or hiding, our emotions. In fact, emotions are extremely healthy and are important sources of information for us. For example, emotions can help us tackle challenges and address injustices. They can also alert us when something is wrong and can help keep us safe. Emotions also support our ability to connect and form relationships with others. It is very healthy and important for us to feel a wide array of emotions like joy, curiosity, excitement, anger, sadness, and fear. Emotion regulation is not about avoiding those emotions. Instead, it is about understanding and managing all of our emotions in a way that enables us to achieve our goals and engage positively with others.

Remain calm and confident in the face of the storm

Meet big emotions with calm empathy. Listening and validating children's big emotions is often a first step to helping children learn to navigate their big emotions. On the contrary, if we answer big emotions with big emotions this often does little more than result in two individuals who are filled with big emotions. But when we meet challenging emotions with calm empathy we serve as a source of sure footing and co-regulation that can help the child establish their own footing to be able to cope with their emotions more healthily.

Talk it out

Reminiscing about past shared emotional experiences in our day-to-day lives is a great way to build a bond while also promoting children's emotion regulation. Research also shows that reminiscing has great benefits for children's language and memory development!

During these discussions, try out the ABCD's of reminiscing:

Ask open-ended questions. Let the child be the navigator! To follow the child's lead, try to ask more open-ended questions than yes/no questions to follow the child's lead.

- Example questions: What happened? I saw a seagull. Oh wow! Where did you see if? I saw it out side of school.

Be descriptive. Expand upon what children share by working together with them to elaborate about the facts of what happened.

- Tips: Work together to describe the objects, locations, colours, sounds, and smells involved.
- Example: It was grey and white and really big. And it was eating some French fries that had fallen on the ground. Every time it had a bite, it would make a loud squawk!

Confirm children's contributions. Confirm and repeat children's contributions during these conversations to support their agency and to show you are listening.

- Example: That's right, that seagull was huge!

Discuss emotions. This includes:

- Labeling emotions: You were fee ling ___; How were you feeling?.
- Validating emotions: It's okay to feel ___; That would make me feel ___ too.
- Linking emotions with their causes: Why were you feeling ___?; The seagull made me feel happy because it made me laugh with its loud squawking.
- Discussing signs of emotions: How does it feel in your body when you feel ___?; I could tell you were feeling sad because your body was droopy and your lips were quivering a bit.
- Resolving negative emotions: What

did we do to make you feel better?; What could we do next time?

Remember that timing is important

Pay attention to the timing of your emotion-based dialogues. Children learn best when they are regulated and calm. While you are at sea in the middle of a raging storm at sea probably isn't the best time to have a detailed discussion about what it feels like in our bodies to feel scared. In these cases, it's often better to wait until the storm has calmed and you are safely on shore again. Similarly, when children are in the middle of expressing a big emotion, it's often best to prioritize maintaining safety and serving as a calm source of comfort and support. This might look like sitting with a child or rubbing their back as they cry. Later, when they are in a more tolerable emotional state try engaging them in a dialogue.

Emotions don't always have to be communicated using words

Sometimes it's really hard for children to use words to express their feelings. This is especially the case for young children who are still learning what emotions are, what causes them, and how it feels when they experience them. When children are feeling a big emotion like anger, sadness, fear, or disappointment, it can feel overwhelming and hard to communicate these feelings. But we don't always have to use words! We can encourage children to express themselves in a different way, like by drawing or painting how they are feeling in their body, or by using motion or dance to show us how they are feeling. By reflecting and thinking about what an emotion feels like or looks like, children can build self-awareness and become more attuned with their emotions. Let the child choose their method of expression and let them lead the creation.

Model the emotion regulation you want to see in children

One of the most important ways we can support children's emotion regulation is by modelling self-calming strategies, especially when we are upset in front of children. We recognize that oftentimes this is much easier said than done! The fact of the matter is that children look to us as guides for almost everything, and this includes for how emotions are appropriately managed. Next time you are upset in front of a child, turn it into an opportunity. Try pausing and modelling self-regulation, such as some deep breathing. For example, we might say, "Oh boy. I need to take 3 deep breaths before I respond to that". Then, take those three deep breaths in front of the child.

Don't be afraid to make mistakes along the way

If you do lose your temper in front of a child, be compassionate with yourself. Emotions are big for everyone sometimes, even for adults. It is normal and healthy to express our emotions. After an instance where we do lose our cool in front of a child, it can be helpful to circle back to the event later and discuss it together.

You might start by labeling the emotion and its cause: "Remember when I lost my temper in the car this morning? I was angry because another car cut us off when they came into our lane."

Next, we can validate our emotion while also pointing out a tip for ourselves for the future. "It's okay that I was angry, but I should have taken a deep breath before I responded. That might have helped me calm down. I will make sure that I do that next time."

By taking the time to circle back to this event, we are using this as a learning opportunity for ourselves and for children. And by being compassionate with ourselves, we are letting children know that it's okay to make mistakes and that we can learn from those mistakes and do better in the future.

Let us know what you think about these strategies to promote emotional regulation. Is there something else that works well for your child? Email us at maltilab.pipo@utoronto.ca, we'd love to hear from you!

Growing Up, Figuring Stress Out

By Hagar Saleh

Stress is a natural part of a person's everyday life, no matter how young or old you are. We spoke to youth between the ages of 11 and 14 about what causes them stress in their everyday life and what stress management strategies work for them.

When speaking to youth who are between the ages of 11 and 14 about what causes them stress in their everyday life, school was unsurprisingly a common source. This makes sense with school being their main responsibility, and the place where they spend the majority of their time. However, even if the source of worry is the same, the way that worry is expressed is different for each person.

What causes you stress?

Eleven-year-old Ruqaya quickly said that "schoolwork, and presentations, and tests" were the main source of her stress.

Meanwhile, thirteen-year-old Danya told me that, "My head convinces itself that it's gonna fail or something's not gonna go my way," causing her to stress over schoolwork.

As for Malek, age 14, he said that he is anxious when he has any sort of assessment at school.

Other reported sources of stress included pressure from family, friends acting irresponsibly, and keeping up with chores at home.

These sources of stress will also vary in their effect depending on each person's experiences. Taking friends as an example, while Ruqaya struggles with her friends "doing weird things," Danya experiences stress from her friends even when they don't realize it, and Malek expressed that he has "good friends" that don't cause him stress.

While school is a large contributor of worry for youth, it can also be a place of enjoyment, where they can enjoy learning and hanging out with their friends.

How do you destress?

It is important that we learn how to effectively destress to avoid being in a constant state of stress. While there are many different strategies that a person can use to destress, what is effective for one may be completely ineffective for another. When asked about the ways in which our teen interviewees destress, each person had a different answer.

For Malek, playing sports like judo and soccer is the way he "forgets about everything". Ruqaya deals with the worry in her life by hanging out with her friends and going out for walks.

Danya starts by expressing how "destressing doesn't always work efficiently" for her. She categorized two different ways of destressing, one that was aimed at distracting like reading, and another aimed at addressing the stress by writing it out or thinking about it.

Mental health supports for youth?

While a person can try to manage their stress on their own, it can sometimes get overwhelming, especially for youth who are still growing and learning about themselves, to destress effectively by themselves. There are many resources that a person can reach out to when they are feeling overwhelmed by stress.

Ruqaya was unfamiliar with any of the resources around her to support her mental health and said that if she knew about any of these resources she would reach out to them. While Malek and Danya were both familiar with mental health resources around them, specifically the school counselor, they felt no need to reach out to them. However, they both stated that they would reach out if they ever felt they needed it.

It is important for youth to know the resources around them, and feel comfortable in reaching out without any fear of judgment. It is also not the case that one method suits all people for tackling stress, it takes time and effort for each individual to be able to gain the skill of effectively managing it.

INTRODUCING THE KINDNESS HALL OF FAME

Brunella Andrade, Mississauga, ON

Who in your life inspires you to be kind?

My children have been the greatest inspiration to model kindness. Becoming a parent, I knew the choices I make create an imprint in my children's lives. Leading a life with kindness is an intentional choice I make, so that my children can lead with the values of empathy and compassion as well.

Valerie Kenny, Toronto, ON

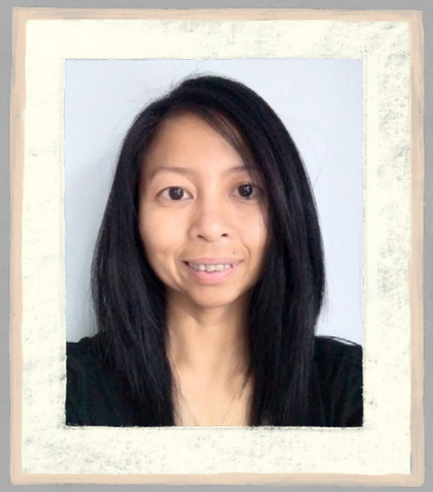
What does kindness look like to you?

Kindness is a loving gesture towards another that makes their life easier in some way and happier too.

Archana Arun, Mississauga, ON

Who in your life inspires you to be kind?

All the great souls who uplift human consciousness. I take inspiration from every moment I can.



Leyna Vo, Mississauga, ON

What does kindness look like to you?

Kindness is about what one can offer to others within their capacities to make other lives easier, without expectations or ulterior motives. It is an act of love and love is always worth the effort.

Vrunda Patel, Brampton, ON

What does kindness look like to you?

Any small action or step of yours, that can make someone's life easier and happier than it was yesterday.

Follow us on social media for regular updates on the kind people in our communities who help us create a #CultureOfKindness!

kindness

Kindness makes other people happier.
Being kind also makes us happier and healthier.
Kindness connects and includes people.
The world needs more kindness, especially now.

By Mikayla Hamilton

SEDI Lab's Kindness Hall of Fame celebrates the people of all ages and walks of life who keep kindness going in our communities. Help us shine a spotlight on the everyday kindness of friends, families, and neighbours by nominating them to the Kindness Hall of Fame.

Learn more about the Kindness Hall of Fame at http://www.tinamalti.com/pipo/community.html

Our first Kindness Hall of Fame Inductees

We received almost a hundred nominations and want to thank those who took the time to recognize these wonderful folks. While each and every one of those nominated have made the lives of those around them better, we selected five to highlight here.

Congratulations and thank you for making kind everyday choices that improves life for those around you!

Learning About Emotions through Books

By Samira Karimova & Isabella Vreux

Age	Name of book	What it's about
Toddlers	*How Do You Feel* written & illustrated by Lizzy Rockwell	Lizzy Rockwell utilizes straightforward and minimalistic language, accompanied by vibrant and dynamic visuals, for young readers with a diverse spectrum of emotions. The intricate illustrations foster recognition and discourse of the various emotional responses, and provide a starting point for the introduction of emotional intelligence, self-control, and adaptive coping strategies.
	My Name is Saajin Singh by Kuljinder Kaur Brar, illustrated by Samrath Kaur	The story of Saajin highlights the challenges he faces on his first day of school when his name is mispronounced by his teacher. Despite being unsure about correcting her, he ultimately comes to appreciate the importance of his identity through meaningful conversations with his family and decides to reclaim his name.
	Pig's Big Feelings by Kelly Bourne, illustrated by Aparna Varma	Pig's Big Feelings introduces children to a diverse range of emotional vocabulary, exploring themes such as friendship, self-expression, perseverance, empathy, creativity, and self-acceptance. This book provides a valuable tool for toddlers to express themselves and navigate feelings of frustration.
	The Colour Monster: A Pop-Up Book of Feelings written and illustrated by Anna Llenas	Readers of all ages are sure to be delighted by the educational book, where Color Monster gains self-awareness and serenity through the help of a benevolent girl who associates each sentiment with a specific color, effortlessly integrating color concepts with socio-emotional development
Elementary	*The Crayon's Book of Feelings* by Drew Daywalt, illustrated by Oliver Jeffers	Did you know that crayons have feelings too? They can feel happy or sad. From the authors of "The Day the Crayons Quit" and "The Day the Crayons Came Home" this is a fun new book to help kids understand and express their own feelings.
	The Feelings Book written & illustrated by Todd Parr	This is a delightful and entertaining read that depicts various emotions in a playful manner. The colorful illustrations and simple language make it enjoyable for both kids and parents. This book aims to inspire kids to discuss their emotions freely and comprehend them better.

	Peace Out : Calm Down Workbook for Kids by Chanel Tsang, illustrated by Cory Reid	"Peace Out: Calm Down Workbook for Kids is a collection of relaxation stories for children that focuses on mindfulness and imagination to teach social-emotional skills. The vibe is calm and friendly, providing a safe space for kids to relax. The author speaks directly to her readers — children and their parents. Her approach has always been to speak to children as if they are curious and capable because they are!"
Older children	*The Feelings Book : The Care and Keeping of Your Emotions* by Dr. Lynda Madison, illustrated by Josee Masse	The Feelings Book, a helpful guide to understanding and managing emotions, provides tips on expressing emotions constructively, coping with fear, anxiety, jealousy, and grief, and taking charge of one's emotional state.
	The Red Tree written & illustrated by Shaun Tan	The Red Tree is a children's story about a girl who wakes up feeling sad but goes on an imaginative journey and finds a small red leaf that brings her hope and joy, inspiring her to see the world differently. It's a touching tale about the power of optimism and imagination in facing difficult emotions.
	What to Do When Your Temper Flares Flares: A Kid's Guide to Overcoming Problems with Anger by Dawn Huebner, illustrated by Bonnie Matthews	What to Do When Your Temper Flares is a guidebook that helps children and parents manage anger through cognitive-behavioural techniques. It provides engaging examples, lively illustrations, and step-by-step instructions to cool down angry thoughts and actions, aiming to create calmer and more effective behavior.
	What to Do When You are Too Shy: A kid's Guide to overcoming Social Anxiety by Dr. Claire Freeland & Dr. Jacqueline Toner, illustrated by Janet McDonnell	Does your child feel too shy or nervous to participate in activities and miss out on fun? This book can help! It uses cognitive-behavioural principles to address social anxiety and shows children and their parents the underlying emotions. The interactive self-help book is designed to educate, motivate, and empower children to work toward change.
Teens	*Tell Me More About That* by Rob Volpe	This book by Rob Volpe elaborates on five steps he developed to building a strong and reflexive sense of empathy. Using interviews and experiences he has had in conducting interviews with various strangers, Volpe discusses how these conversations allowed him to gain insights on how to connect with others through shared values and empathy.
	Emotional Intelligence: Why It Can Matter More Than IQ by Daniel Golman	This bestseller book by Daniel Golman explores the concept of emotional intelligence using insights from the fields of psychology and neuoscience. Goleman discuessed how both our rational and emotional minds work together to become part of how we build our futures by including analysis of childhood experiences, self-awareness, empathy and self-discipline.
	The Self-Compassionate Teen: Mindfulness and Compassion Skills to Conquer Your Critical Inner Voice by Dr. Karen Bluth	This book is written by psychologist Karen Bluth and provides teens with fun exercises to help them overcome self-criticism and respond to self-doubt with kindness and self-care. By practicing self-empathy, teens can reduce stress, increase resilience, and become their own best friends.

Emotion Regulation Activities to Try This Week

By Dr. Ruthie Speidel

There are many strategies we can use to support children's (and our own!) emotion regulation. Try out one of the activities below that are applicable for different age ranges.

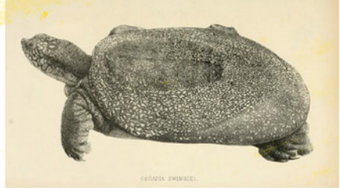
01. Hot Chocolate Breathing

AGE 3-5
WHAT YOU NEED: A REAL OR IMAGINARY CUP OF HOT CHOCOLATE

1. Have your child imagine they have a cup of hot chocolate in front of them.
2. Have them hold their hands around their imaginary hot chocolate and take in a deep breath.
3. Then as have them let their breath out very slowly, like they are breathing their out breath through a straw or like they are slowly cooling down the hot chocolate in front of them.
4. Repeat this 3-5 times or as needed (or until the hot chocolate is cool enough to drink!)

TIPS:

- **You can switch this exercise up to something like hot pizza or hot chocolate chip cookies fresh out of the oven, or blowing bubbles, anything your child likes!**
- **When we change the rhythm of our breathing so that our out- breath is longer than our in- breath, this activates our parasympathetic system, which helps us calm down.**
- **Children often learn best when they are playing, so turning mindfulness into something playful and creative is a great way to coach them in mindful breathing in a simple, fun, and memorable way. Then, we can support them in practicing this strategy in the moment when they are experiencing a big emotion and need some support in calming down.**



02. The Turtle Technique

AGE 3-8
WHAT YOU NEED:
OPTIONAL: A PLUSH TURTLE TOY, A PICTURE OF A TURTLE, OR A DRAWING OF A TURTLE YOU CREATE WITH THE CHILD

1. Guide the child to pretend they are a turtle who is very upset.
2. Identify the emotion (e.g., frustration).
3. Think "STOP".
4. Get into their "shell" (you can model this by shrugging your shoulders, or lifting the neck of your shirt up so your head does down, like a turtle going into their shell).
5. Take 3 deep breaths.
6. Think calm thoughts or use positive self-talk such as "I can calm down" and "I am good at solving problems". As a variation, children can think about relaxing their body, one body part at a time.
7. Come out of their shell when calm, and ready to think of solutions to the problem.

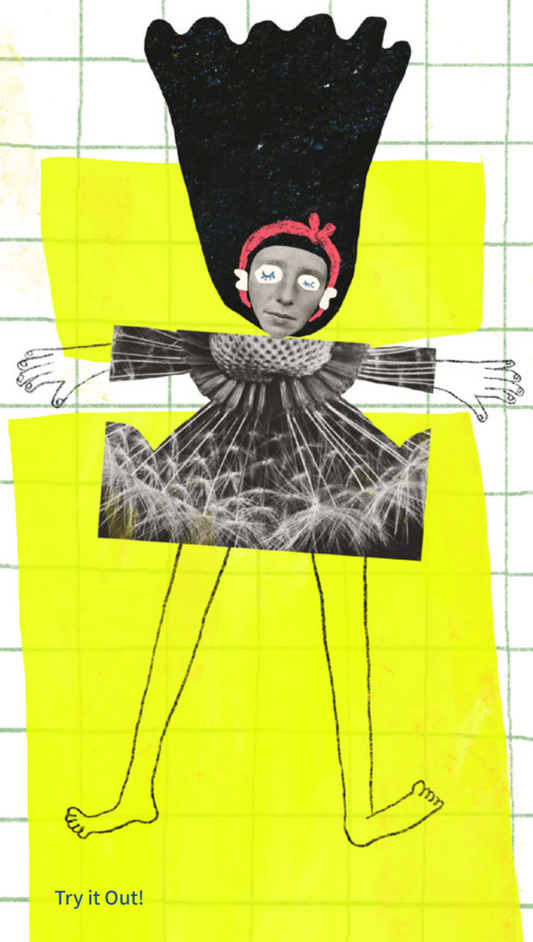
TIPS: **You might start this exercise by having the turtle give an example of a time they felt a negative emotion (e.g., "Mr. Turtle has been trying to solve a tricky puzzle all morning and he just can't do it! His face is turning more and more red with each try. He huffs and he puffs and suddenly he kicks the ground"). You could also have a child describe a time that they felt a negative emotion.**

It might be beneficial to first teach this technique after an emotional event is over, when the child is calm. Once they are familiar with the technique, children can use the turtle technique in real time when they are upset, or anxious, and need help calming down.

03. Mindful Progressive Relaxation

AGE 3 AND UP
WHAT YOU NEED: JUST YOUR BODY!

1. Have the child lie down on their back on a comfortable surface and close their eyes. Lie down beside them.
2. Tell them to tense ("squeeze") every muscle in their body as tight as they can. After holding this for a few seconds, have them release all their muscles and relax for a few minutes, focusing on their breathing.
   (a) Next, try scrunching up the toes and then letting go
   (b) Tighten leg muscles and then relax them
   (c) Bring in the belly and then release
   (d) Then squeeze hands into fists, making the arms as hard they can at the same time
   (e) Scrunch up the face and forehead, and then relax
3. Encourage children to think about how their body is feeling throughout the activity, and to keep the parts that have been relaxed, relaxed!



TIPS:

Try this Variation! Have children stand up and instruct them to tighten their entire body, and then have them slowly relax and start to fold their body forward. Start by letting the head relax and gently drop forward, then the shoulders, arms, chest, belly. They can stay standing, bending their knees so their fingertips touch the floor. Remind them to relax the neck and head when they are fully folded over. They can gently sway back and forth here for a couple of moments (like a rag doll!) before slowly coming back up.

04. 5-4-3-2-1 Exercise

AGE 3 AND UP
WHAT YOU NEED: JUST YOUR BODY!

1. This is a mindfulness exercise you can try to support your ability to cope in the moment when you are feeling overwhelmed.
2. Start by taking a deep breath and noticing your breath.
3. Then look around you and ask yourself these five questions without judging your answers. This exercise is just about noticing:

What are 5 things that you can see?
What are 4 things you can feel?
What are 3 things that you can hear?
What are 2 things you can smell?
What is 1 thing you can taste?

The 5-4-3-2-1 exercise can help ground you in the moment and return you to a calm state, especially when you are feeling overwhelmed. Taking a moment to re-connect with what's around you can help you feel better able to then connect with those around you.

TIPS: **Depending on where you are and what you're doing, asking what you can smell and taste may be challenging. Instead, you can try asking your child to think about their favourite smell or food, or think about the last thing they ate.**

HOW DO YOU FIND ...Your Calm?

Children have unique ways of finding their calm. For some, it's about resetting and escaping their surroundings to find inner peace. This could mean playing a game on their phone or listening to music while reading a good book. Nature and animals are also soothing for some, like when **Aidan** (age 11) meditates with an image of a turtle. For others, it's about being with their dog or creating art to express themselves. **Kylie** (age 9) finds calmness by getting enough sleep or taking naps, and **Georgia** (age 6) enjoys a peaceful place in her imagination. Everyone has a different way of finding their happy place, and it's essential to listen to children and support them in finding what works best for them.

SAMIRA KARIMOVA

Blue design on yellow paper
Ezra, age 4, Toronto

"Painting makes me happy. I paint with many colours."
- Ezra A., age 4, Toronto

Blue, red, and white shapes

A sleeping dog under the words "nap time"
Kylie T., age 9, Markham

"Being calm to me means resetting and finding my happy place, and escaping my surroundings to find inner peace. Everyone has a different happy place. Mine just so happens to be playing subway surfers and blasting my favourite music in my ears. I find that I can escape my problems and everything bothering my by simply escaping through my phone. I also find inner peace by listening to soft French music and reading a good book. Finding calmness through a book all ways gets my mind off whatever I am worried about."
- Razan A., age 14, Toronto

"I find my calm when I am with my dogs."
- Katelyn T., age 12, Mississauga

"I go to my peaceful place which is all in my imagination. I get calm by lying down in a flower bed and sitting down for dinner in my imaginary treehouse."
– Georgia R., age 6, Toronto

"I meditate and think about hugging my mom."
- Cinar M., age 5, Oakville

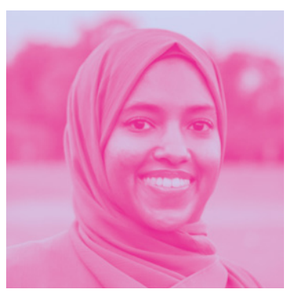
Child's drawing of a forest with a child laying down beside flowers
Georgia, age 6, Toronto

Two turtles meditating
Aidan, age 11, Markham

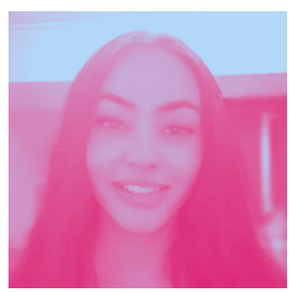
"I find my calm by creating art. Anytime I get anxious, disturbed, or even when I'm happy, I use art as my form of expression. Sometimes I like to journal or listen to music, but I find painting the best way to cope with my emotionsUsing different colours, textures and techniques all play a role in helping me connect and express with my art. Sometimes I'll even go outside in nature or to parks to do art as these are the things that help me regain my calm."
- Naomi L., age 18, Mississauga

CONTRIBUTORS OF PIP O. GAZETTE ISSUE FALL • 2023

The names are arranged in alphabetical order.



Maarya Abdulkarim worked and volunteered at the SEDI lab during her undergraduate degree in Psychology. She is now completing her Master's in Health Promotion at Dalla Lana School of Public Health. In her free time, she loves tending to her indoor plants and discovering new biking trails.



Bisma Ali is a 5th year student at the University of Toronto who is studying Health Studies and Biomedical Ethics. She is a work-study student at the SEDI Lab and the Editorial Assistant for the pip o. Gazette. Bisma enjoys getting exercise at the gym, and likes to have movie marathons with her cousins in her free time (which is a type of marathon she doesn't have to train in the gym for!)

Mabel Appiah-Kubi is an educator (DECE) working with children with ASD. For over 22 years she has worked with family and children. She is currently working in the Region of Peel. Mabel enjoys working in the area of special education and Love spending time with her husband and four beautiful children.

Sherry Blasizzo is a Pre/Postpartum Facilitator at Our Kids Count as well as a Certified Pre/Postpartum Doula at Dragonfly Doula Services. She has worked with Pre/Postpartum Families directly for the past two years and also has worked in the Medical Field working alongside Family Physicians, Surgeons, Specialists, and Nurse Practitioners and in patient care for the past 27 years. She is a proud mom of three beautiful children and enjoys spending extra time outdoors.

Steven Chan (OCT) is currently an acting vice principal at Stephen Lewis Secondary School in the Peel District School Board. Prior to this he was the department head of science and technology at Clarkson Secondary School and the department head of science at Louise Arbour Secondary School. He has been a secondary school teacher for 16 years and has also supported his school board's NTIP program as a mentor lead teacher. He is currently working towards becoming a permanent vice principal and is committed to anti-racist, anti-oppressive, and anti-colonial work in his school board.

Pei-Yu Chang is an illustrator, author, college lecturer and translator based in Münster, Germany, originally from Taipei, Taiwan. She illustrates, writes and translates for small and big people. As a kid growning up in her family's printing factory, she loved to collect the leftover scraps of paper and other materials for her artworks. The smell of paper and ink mixed in the air reminds her of home.

Renée Choi is the mother of two daughters & is currently navigating the preteen & teen stages. Having been a bit of a rebellious teenager herself, she knows what's in store for her in the coming years!

Riad El-Karout is UTM alumni who majored in psychology. He works at the CCDMP as a research assistant and as a part of the social media marketing team. For fun, he plays guitar and sings at open mics downtown!

Deepika Gupta shared her parenting experience with us in our *How Can We Support Children's Emotional Health?* article.

Mikayla Hamilton is a fourth-year student at the University of Toronto pursuing a double major in psychology and health studies. She is an administrative and research assistant at the SEDI Lab. Her current focus is her work on the pip o.'s Kindness Hall of Fame campaign. In her spare time, Mikayla loves playing volleyball, listening to podcasts, and going to dinner.

Melissa Kanyo has been teaching for over 10 years. Most of my experience has been in my happy place, kindergarten. I grew up and still live and work in Bradford, ON. Through virtual learning my husband of almost 12 years got a small glimpse of what being a kindergarten teacher is like and now better understands "teacher tired". I love baking and cooking and getting to eat the fruits of my labour.

Samira Karimova is pursuing studies in Neuroscience & Chemistry while continuing her photography work. She is a photographer outside of school and the elected photos editor for the campus newspaper, The Medium. With a strong interest in the intersection of arts and sciences, she finds importance in observing patterns in behaviour, navigating with compassion and love, and starting each day with a warm cup of coffee. She is an undergraduate volunteer for the pip o. project.

Mishaal Khan is a parent living in Ontario and contributed to an article in this issue.

Sasha Khan lives in Ontario and shared her experience promoting social-emotional development with our children for this issue.

Ayşe Koçlar Volkan lives in Oakville, Ontario with her family. She shared her experience with social-emotioanl development with her son for this issue.

Dr. Tina Malti is a developmental psychologist and a registered clinical child psychologist. She is a professor of Psychology and directs the Laboratory for Social-Emotional Development and Intervention (SEDI Lab) at the University of Toronto. Tina feels passionate about research aimed at contributing to the potential for kindness and well-being in all children. In her free time, she likes meeting for coffee with friends, reading, and playing the piano.

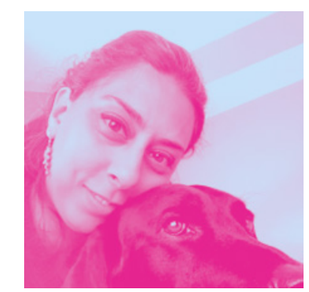
Michelle Melvin is a recent graduate of the University of Toronto with an Honours Bachelor's in Science, specializing in Forensic Psychology. She is our social media coordinator and pip o. volunteer at the SEDI Lab. Michelle is a big moviegoer and loves Marvel and anime.

Hagar Saleh is a fourth-year student at the University of Toronto Mississauga pursuing a specialist in psychology, with a particular interest in anything related to child psychology. She is a current research assistant at the SEDI lab as well as a volunteer for the pip o. project. Hagar loves reading fantasy novels, playing kickboxing and going to the beach during her free time!

Dr. Ruthie Speidel is a developmental psychologist. She is a postdoctoral fellow at the SEDI Lab, overseeing the development of social-emotional development training for caregivers and educators. Ruthie lives in Whitby with her dog, George. They love going on hikes and swimming in the lake together.

Chanel Tsang oversees knowledge translation and community engagement initiatives at the SEDI Lab and is the managing editor of the *pip o. Gazette*. She has worked with children and families for over 15 years in schools and in EarlyON and Child and Family Centres. In her free time, she works on her podcast for children, Peace Out, all about social-emotional learning and mindfulness.

Isabella Vreux is an undergraduate student at the University of Toronto studying a double major in Biology for Health Sciences and Anthropology and a minor in psychology. She is a volunteer for the pip o. project. She enjoys swimming and taking her dog Hershey on a walk but on a day indoors she likes to read mystery and science fictions novels.



Dr. Melis Yavuz-Müren is interested in the social-emotional development of children and understanding the role of parenting in children's social-emotional development. She enjoys spending time outdoors, especially with her son and their dog, while she would never say no to a nice chat over coffee with friends indoors.

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Community Support Resources

We all need help sometimes. If you are feeling overwhelmed or distressed, please consider reaching out to friends and family, and local community resources. We've included mental health supports, crisis response lines, and other resources here.

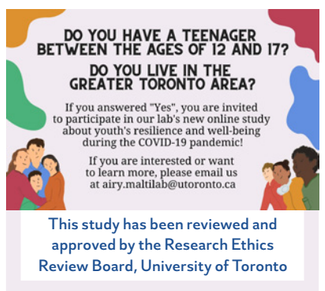
● = Open to all
Ⓐ = Services for Adults
Ⓨ = Services for Youth

Peel Region

Associated Youth Services of Peel Ⓨ
160 Traders Blvd. E. Suite 100
Mississauga, Ontario
L4Z 3K7
1-800-762-8377 (Toll Free)
general@aysp.ca
24/7 Crisis Response Service

EveryMind Peel Ⓨ
85A Aventura Court
Mississauga, Ontario
L5T 2Y6
905-795-3500
info@everymind.ca
Free, confidential and high quality mental health services to children, youth, young adults (up to age 25) and families in the Region of Peel.

Ernestine's Women's Shelter Ⓨ Ⓐ
Please note that we do not publicize the location of our shelter to protect the privacy and ensure the safety and security of our clients.
Crisis Line: 416-746-3701 press 0
contact@ernestines.ca
Emergency shelter for women and mothers with children, who are single or those with children who are currently experiencing abuse and need immediate shelter. Shelter program helps women, their children/youth heal from violence through counseling, child and youth programs, housing support and more
24/7 crisis response



Dixie Bloor Neighbourhood Centre ●
3650 Dixie Road, Suite 103,
Mississauga, Ontario,
L4Y 3V9
905-629-1873
info@dixiebloor.ca
Community oriented programs which are offered free of charge and responsive to the needs of community members.

Mississauga Halton Central Intake Program Ⓐ
2401 Bristol Circle, Suite 105
Oakville, ON
L6H 5S9
905-338-4123
one-Link@haltonhealthcare.com
√ A single point of access for referrals to 10 Mississauga Halton Addiction and Mental Health service providers.

Our Place Peel Ⓨ
3579 Dixie Road, Mississauga,
ON L4Y 2B3
905-238-1383
info@ourplacepeel.org
Our Place is a registered non-profit agency that provides shelter, support and hope for homeless and at-risk youth aged 16-24 in the Region of Peel.

Support House - Mississauga - Centre for Innovation in Peer Support ●
165 Cross Ave, Suite 201
Oakville Ontario,
L6J 0A9
1-833-845-9355
centreinfo@supporthouse.ca
Provide wellness-based, peer-led self-help and social connections programming throughout Mississauga and Halton for individuals living with mental health and/or addiction challenges

Ontario

211 Ontario ●
Various locations for services and resources across Ontario.
https://211ontario.ca/
Toll-free: 1-877-330-3213 OR dial 211
https://211ontario.ca/contact-211-ontario/#email-enquiries-link
211 is a helpline and online database of Ontario's community and social services

Centre for Addiction and Mental Health (CAMH) ●
Various locations and services. Please visit https://www.camh.ca/en/driving-change/about-camh/contact-camh
416 535-8501, press 2 OR toll free: 1-800-463-2338
info@camh.ca
24/7 crisis response
Various services and resources for mental health and addiction

Children's Mental Health Ontario Ⓨ
Find a child and youth mental health centre near you.
https://cmho.org/findhelp/
(416) 921-2109
info@cmho.org
Find child and youth mental health centres:, Walk-in services and 24/7 crisis response resources near you through their online database.

Answers from page 10-11
1: play
2: stress
3: reduce
4: laugh
5: help

ConnexOntario Ⓐ
Various locations for services and resources across Ontario. Please visit
https://www.connexontario.ca/en-ca/
1-866-531-2600
https://www.connexontario.ca/en-ca/send-email
information and referral services focusing on mental health, addiction, and gambling, in the province.
24/7 phone, web-chat and email support.

Telehealth Ontario ●
https://healthconnectontario.health.gov.on.ca/static/guest/home
1-866-797-0000
24/7, free support
Healthcare and addition support from nurses

Good2Talk ●
1-866-925-5454
Text GOOD2TALKON to 686868
Free, 24/7 support
For post-secondary students in Ontario (1-833-292-3698 for Nova Scotia)

Get Involved!

Canada

Talk Suicide Canada
https://talksuicide.ca
1-833-456-4566
Text 45645 (4 p.m.. - midnight ET)
24/7 crisis response

Kids Help Phone
kidshelpphone.ca
1-800-668-6868
Text 686868
info@kidshelpphone.ca
4/7 counselling via phone, online chat

Canada Suicide Prevention Service
https://www.crisisservicescanada.ca/en/
1-866-797-0000
1-833-456-4566
https://www.crisisservicescanada.ca/en/contact-us/
24/7 crisis response

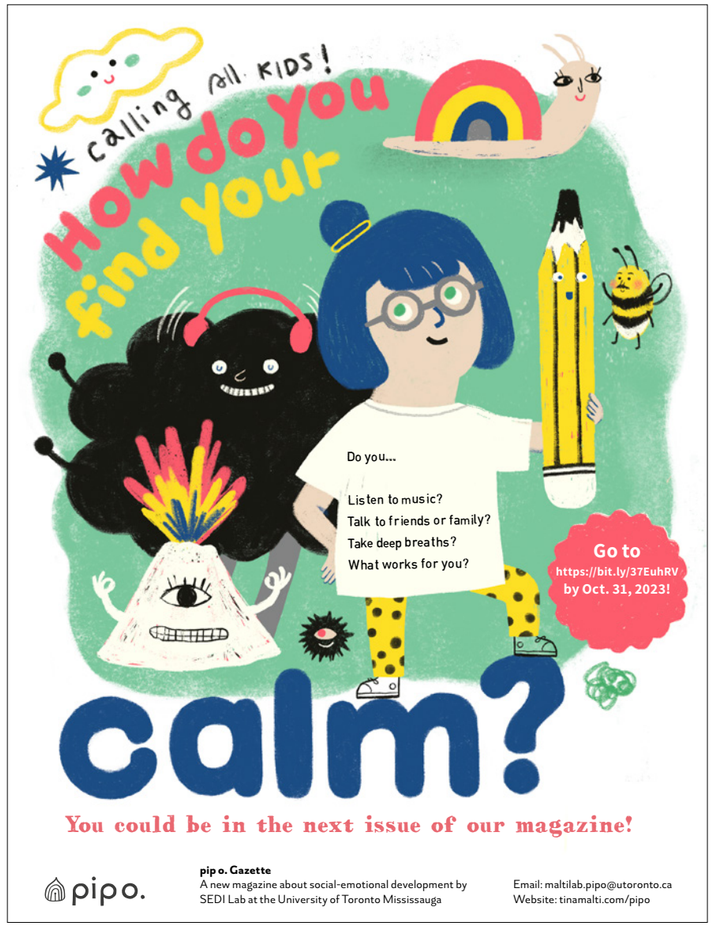
Hope for Wellness
https://www.hopeforwellness.ca/
1-855-242-3310
24/7 counselling via phone or online chat
For First Nations, Inuit and Metis peoples
Provides counselling and community referrals for emotional support and/or crisis intervention
Support available in English and French as well as Cree, Ojibway and Inuktitut (although those three languages are not in

Wellness Together Canada
https://www.wellnesstogether.ca/en-CA?lang=en-ca
For youth: 1-888-668-6810
For youth: Text WELLNESS to 686868
For Adults: 1-866-585-0445
For Adults: Text WELLNESS to 741741
Free, virtual, 24/7 one-on-one counselling via phone
For Canadians in Canada or abroad
Support for mental health and substance abuse
Credible guides, programs, articles, and information on support

Families for Addition Recovery
https://www.farcanada.org/
1-855-377-6677 ext. 207
Free, one-on-one support via phone call
Monday-Friday 1 pm -3 pm EST
For parents or caregivers of any age who struggle with addictions

LGBT National Hotline
https://www.lgbthotline.org/
For everyone: 888-843-4564
For 25 and younger: 800-246-7743
For adults over 50: 888-234-7243
For coming out support: 888-688-5428
Free, one-on-one counselling via instant messaging or phone call
Variable hours (4pm – 12 am Mon-Fri and 12 pm-5pm weekends EST)
Programs, resources and information for all

YouthSpace.ca
Text 778-783-0177
Free, one-on-one counselling via direct messaging
For youth under 30 in Canada
Open 6pm-midnight PST, everyday



FEELINGS COLLAGE

WHAT YOU NEED

paper, scissors, glue, flyers/ old magazines

1. HAVE YOUR CHILD CHOOSE AN EMOTION. TALK ABOUT IT: WHAT DOES THAT EMOTION LOOK LIKE, FEEL LIKE, SOUND LIKE TO THEM? IF THAT EMOTION HAD A COLOUR/SHAPE, WHAT WOULD IT BE?

2. CUT OUT THE PICTURES AND WORDS FROM FLYERS OR MAGAZINES THAT REMIND THEM OF THAT EMOTION. MAKE THIS ACTIVITY MORE FUN BY CREATING A COLLAGE ALONGSIDE YOUR CHILD!

Remember: Allow your child the freedom to choose whichever pictures or words they feel fits best with the emotion. There are no right or wrong answers!

3. Ask your child to describe their Feelings Collage ("Tell me about your collage/Tell me about this part of your collage.") Observe any similarities or differences in your two collages out loud and let them know that feelings can look and feel differently for everyone.

4. This can be repeated with a different emotion on another day if there's interest.

IMPRINT

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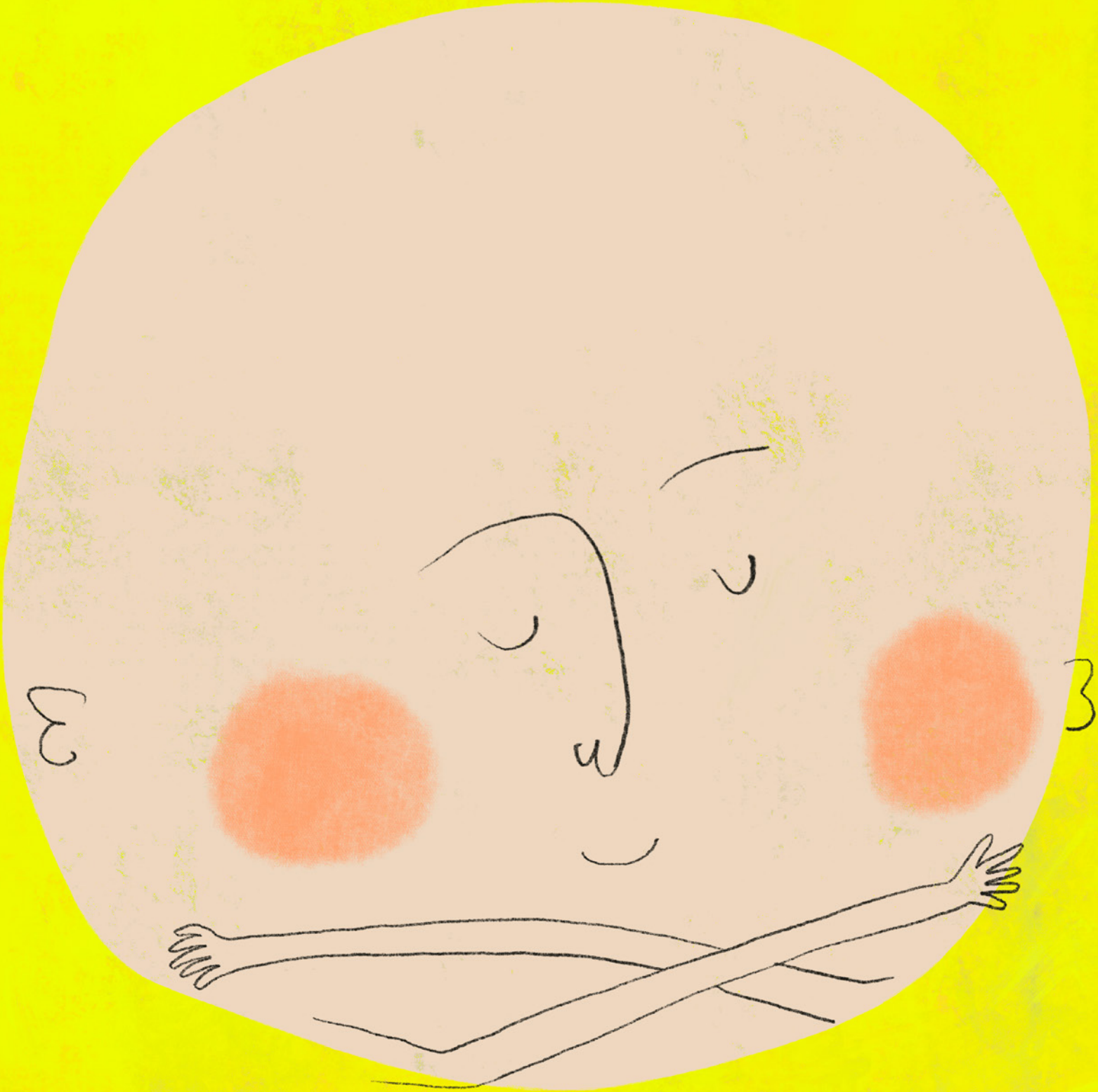
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