Course Syllabus for

Yoga Calm® An Integrated Approach to Wellness

Course consists of three Integrated Approach to Wellness classes (referred to as workshops) with graduate credit option:

• An Integrated Approach to Wellness: Introduction to Yoga Calm®
• An Integrated Approach to Wellness: Physical Connections to Learning
• An Integrated Approach to Wellness: Social/Emotional Connections to Learning
• Graduate Credit: Paper Requirements

Course Location
Tula Yoga & Wellness
99 N Snelling Ave.
St. Paul, MN 55104

Course Instructor
Kathy Flaminio, MSW, E-RYT 200
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Course Goals
As a result of participation in the Integrated Approach to Wellness course(s), participants will:

• Demonstrate understanding of how the techniques and activities of research-based mindfulness and yoga-based movement impact the teacher/therapist, student/client achievement and well-being
• Learn how to design yoga-based movement sequences and breathing techniques that maximize self-regulation, social/emotional, and communication skills into the classroom/therapeutic setting
• Demonstrate through writing application-based Integrative Lesson Plans that enhance self-regulation for children with sensory processing disorders such as attention deficit hyperactivity, anxiety, and Autism Spectrum Disorders
• Demonstrate proficiency in the application of social/emotional learning standards when designing Integrative Lesson Plans
• Describe how intention and reflection impact one’s relationship with oneself, to students/clients, and one’s ability to recognize, support, and deepen healthy emotional expression
**Expected Outcomes: Pre-K–8 Students/ Clients**

- To develop an ability to focus and concentrate on a given task
- To develop the ability to utilize specific techniques to manage emotions, transitions, and stressors
- To develop the ability to tolerate conflicts and creatively and compassionately problem-solve to resolve them
- To develop visual, auditory, and kinesthetic intelligences
- To develop stability and self-control
- To develop supportive self-care and stress management

**Expected Outcomes: High School Students/ Clients**

The above student outcomes of K–8 and additional focus on the following:

- To develop critical thinking and creativity through reflective processes
- To observe, identify, and work with thoughts and feelings
- To develop the ability to make positive choices that respect and support one’s self and others

**Texts/Readings**

Required reading and a complete Participant Workbook (provided to each participant during the first workshop):

- *Yoga Calm®: An Integrated Approach to Wellness Participant Workbook* that includes articles, worksheet, job aids, sample communication letter to parents (sample communication letters also available in Spanish) and course content from PowerPoint slides used in the workshops
- An available library of books for review and use during workshop in-class assignment times
GPDI 5116A
An Integrated Approach to Wellness: Introduction to Yoga Calm®
1 Semester Credit

Introduction to Yoga Calm® Course Description
The scientific practices of mindfulness, social/emotional learning and yoga-based movement for grades pre-K-12, coupled with the most current brain-based research is the focus of An Integrated Approach to Wellness: Introduction to Yoga Calm® course. This workshop utilizes hands-on learning, reflection and strategies for implementation to allow participants to utilize breathing exercises, simple yoga-based movement and social/emotional skill-development activities to incorporate in their work. This course is appropriate for educators, social workers, school counselors, OT’s, PT’s, and other related pre-K-12 service providers. It enables participants to develop practical, research-based Integrative Lesson Plans and work in collaborative small groups to practice teaching to fine-tune their Lesson Planning and delivery skills.

Introduction to Yoga Calm® Participant Learning Objectives
Upon completion of this workshop, the following primary objectives will be met:

a. Equip participants with tools for developing self-awareness and enhancing the social, physical, mental and emotional health and well-being for both the participant and their students/clients
b. Develop cross-curricular Integrative Lesson Plans that build nervous system regulation, leading to improved focus and concentration, enhanced learning, and achievement

c. Develop best practices for intervening with high-intensity behaviors, concentration, adaptations for specific classes and populations, and applications for attention deficit hyperactivity, anxiety, depression and Autism Spectrum Disorders

d. Apply yoga-based movement and outcomes to other academic and social situations and environments, including the impact on teaching/therapy and classroom/therapeutic practice as well as student/client achievement

e. Enable participants to inspire their students/clients to establish and maintain a lifetime of wellness

Topics/Activities
• Introductions and Course review
• Experience breathing exercise to impact nervous system regulation
• Highlight research using suggested websites and additional sources found online that supports integrative movement and mindfulness with children
• Explore the physiology of stress and its impact on the health and learner outcomes
• Discuss DSM-V diagnoses and treatment modalities using mindfulness and yoga-based movement
• Explore the Five Yoga Calm Principles of Stillness, Listening, Strength, Grounding and Community through yoga-based movement, self-reflection/journaling, and group possessing
• Learn the impact of the Five Yoga Calm Principles on the parasympathetic nervous system, vestibular, circulatory, and respiratory systems and enrich teaching vocabulary
• Experience and discuss healthy breathing techniques to impact self regulation and overall health
• Practice teaching various breathing techniques
• Watch video that demonstrates an Integrative Lesson Plan based on the principle of Listening and introduce the use of various guided relaxation techniques and story telling
• Experience yoga-based movement focusing on physical, emotional, and mental strength using differentiated instruction with emphasis on visual, auditory and rhythmic methodologies
• Learn the impact of sensory processing on student learning, recognizing and differentiating sensory-seeking and sensory-avoiding behaviors
• Experience excitatory and calming strategies using yoga-based movement, mindful eating, breathing, and relaxation techniques
• Demonstrate understanding in reflective writing the differences between excitatory and calming strategies
• Explore the components to setting the stage for learning to create a therapeutic environment

Reading Requirements

Yoga Calm for Children: Educating Heart, Mind and Body, Chapters 1-4

Assessment of Student Performance/Graduate Paper Requirement

Each participant will be assessed and evaluated on the completion of the three Integrative Lesson Plans and a paper to include the following elements:

• Student Population: Describe the student/client population you are working with, the demographics and unique characteristics.
  o For example, “I am a therapist working with children ages 5s18 with anxiety, depression, etc.” Or, “I am a first grade teacher at a talented and gifted school. Some children are presenting with high anxiety, worrying a lot, head aches, perfectionism, etc. We are 501 free and reduced lunch.” Provide insight about your population.

• Summarize and cite at least three references/research that support yoga and mindfulness with your population.
  o Include a bibliography at the end of the paper.

• Submit three Integrative Lesson Plans For Each Course (total of 9 lesson plans if you are doing the intensive.
  o For example, one Lesson Plan on Stillness, one on Listening, one on strength etc..
  Incorporate specific language throughout that illuminates the Principle. For example, if the Principle is Stillness, “Imagining you are on a mountain on a quiet, winter day. Feel the snow flakes quietly fall down. It is perfectly quiet.”

• Reflect on your experience throughout An Integrated Approach to Wellness Courses.
  o Include: What does yoga mean to you? How will you be integrating yoga and mindfulness into your life? What were some of the “ah ha” moments for you? What are three action steps you are fully committed to take as a result of your experience?
Physical Connections to Learning Course Description
An Integrated Approach to Wellness: Physical Connections to Learning continues to expand and deepen knowledge of 20 physical activities to safely develop strength, flexibility, and health awareness for children of all ages. Using highly experiential activities, participants will also develop ways to unite their classroom community through the Five Yoga Calm Principles of Stillness, Listening, Strength, Grounding, and Community. Class includes detailed instruction in alignment, sequencing adaptations for diverse abilities, including special needs students. Participants will create Integrative Lesson Plans within small groupings by grade level and discipline that can be used right away in their work with students. No yoga experience necessary.

Physical Connections to Learning Participant Learning Objectives
Building upon requisite learning from An Integrated Approach to Wellness: Introduction to Yoga Calm, the following primary objectives will be met:

a. Successfully bring the benefits of mindfulness, yoga-based movement, and social/emotional activities to classrooms/therapeutic settings
b. Develop teacher best practices involving classroom behaviors, cognitive strategies, adaptations for specific populations, and applications for attention deficit hyperactivity, anxiety, depression, and Autism Spectrum Disorders
c. Recognize, support, and deepen physical and emotional health and well-being
d. Analyze how the techniques and activities of Yoga Calm impact teaching/therapy and classroom/therapeutic practices as well as student achievement and health awareness
e. Experience elements of respiration and the diaphragm’s role in breathing
f. Explore respiration patterns and the impact on emotional regulation
g. Discuss the use of yoga-based movement as an intervention for populations with sensory integration challenges

Topics/Activities
• Explore and Understand the Yoga Calm Context
• Learn and Experience the Primary Alignment Principles
• Develop Integrative Lesson Plans that target certain high need areas
• Learn and Practice Secondary Alignment Principles
• Practice communicating Yoga-Based Movement
• Learn and Experience Social/Emotional Activities
• Explore the role of Wrap Around Services and interviewing techniques
• Discuss Sensory Integration and Yoga Interventions
• Explore The Elements of Great Teaching
Assessment of Participant Performance/Graduate Paper Requirements

Each participant will be assessed and evaluated on coursework that includes the following elements:

• Student Population: Briefly describe the student/client for whom you are designing this plan.
  ○ For example, “I am a therapist working with a child age 5 with anxiety and depression, etc.”
  Or, “I am a first grade teacher at a talented and gifted school. One children is presenting
  with high anxiety, worrying a lot, head aches, perfectionism, etc. We are 50% free and
  reduced lunch.” Provide insight about your student/client.

• Summarize and cite at least two references/research that support yoga and mindfulness for youth
  similar to your particular student/client: Please write a short paragraph regarding the research that
  supports yoga and mindfulness for youth similar to your particular student/client (ADHD,
  depression, anxiety, autism, trauma, special needs, early ed). Cite at least two references.
  ○ Include a bibliography at the end of the paper.

• Submit three Integrative Principle Based-Lesson Plans based on this student’s/client’s needs.
  ○ For example, one Lesson Plan on Stillness, one on Listening, one on strength etc..
    Incorporate specific language throughout that illuminates the Principle. For example, if the
    Principle is Stillness,
    “Imagining you are on a mountain on a quiet, winter day. Feel the snow flakes quietly fall
    down. It is perfectly quiet.”

• Reflection on your experience designing these plans.
  ○ Include: How easy/difficult was it to create these lesson plans? How easy/difficult was it to
    organize these three lesson plans with a particular Principle in mind? What guided your
    choices on what activities/poses to include for this particular student/client?

Reading Requirements

• Yoga Calm for Children: Educating Heart, Mind and Body, Chapter 5
An Integrated Approach to Wellness: Social/Emotional Connections to Learning
1 Semester Credit

Social/Emotional Connections to Learning Course Description
Third in a series of four workshops, An Integrated Approach to Wellness: Social/Emotional Connections to Learning introduces participants to 20 new social/emotional skill development games and wellness activities from the program curriculum. Equipping teachers, counselors and related support staff new tools for directly addressing the need for social/emotional guidance and support in school/therapeutic settings. Case histories from social work counseling will be used to highlight and develop successful strategies and techniques useful for working with a broad range of student needs. The use of storytelling and symbolic language will also be covered. In small groupings by discipline and grade level, participants will develop Integrative Lesson Plans to support and deepen healthy emotional expression that can be used right away in participants’ work with students.

Social/Emotional Connections to Learning Participant Learning Outcomes and Activities Outline
Upon completion of this workshop, the participant is expected to be able to the following:

a. Reflect on and discuss the most effective use of social/emotional activities and processes in classroom/therapeutic settings
b. Teach and practice skills in communication, respecting personal boundaries, recognizing and responding to feelings, as well as how to use physical activity and breathing techniques to manage emotions
c. Develop best practices involving classroom behaviors, concentration, adaptations for specific populations and applications for attention deficit, hyperactivity, anxiety, depression and Autism Spectrum Disorders
d. Design an Integrative Lesson Plan in collaborative small groups that incorporates setting an intention, proper movement, rich vocabulary, flow, and timing
e. Explore theories, principles and best practices as they relate to incorporating yoga-based movement, mindfulness and breathing in the classroom/therapeutic setting
f. Experience and reflect on social/emotional games and processes to gain self-awareness and the potential impact on classroom/therapeutic settings
g. Explore social/emotional activities as a way to teach communication, personal boundaries, giving and receiving compliments and identifying/managing strong emotions
h. Explore assessment tools that help identify students’ strengths, personal awareness and archetypes and the roles they play in personal success
i. Develop an Integrative Lesson Plan that incorporates social/emotional activities

Reading Material
Sample Integrated Lesson Plan: Strong and Supported

Notice how in this flow of activities, the Social/Emotional experience process of strong voice is merged with the physical and mental aspects of the same theme.

1. Class Intention

What is the main Principle I want the students/clients to experience? Set the tone to create a therapeutic environment.

Provide an integrated experience of what it means to be strong and supported.

2. Breath-Work

Breathing or Stillness activity (Yoga Calm for Children, p. 63) to calm the body and nervous system.

Note: Let participants experience breathing, alignment, and expansion. This is also the most basic way to build Community within a group setting. Use of breathing techniques keeps participants safe in poses by facilitating proper alignment and lessening the tendency to strain in a pose.

Breathing with the Hoberman Sphere to calm the body and nervous system.

Sit up nice and tall, feel your feet on the floor, and your seat in the chair. Notice how you are breathing. Deepen your breath, allowing the belly to get big on the inhale and small on the exhale.

Let's breathe together eight times.

3. Opening Remarks

Set expectations and connect to class work.

Today we are going to talk about what it means to be strong, physically, emotionally and mentally. What does it mean to be strong physically? What about emotionally? What does it mean to be mentally strong? Let us move our bodies to help us feel this strength.

4. Yoga-Based Movement

During the flow of poses, stop and hold in standing Warrior I pose (p.98) Ask students to hold this pose, and feel their physical strength.

Chair Flow or Mat Flow. During the flow of poses, stop and hold poses such as Chair and Warrior I (p.98) Ask students to hold this pose, and feel their physical strength. When they do the pose on opposite legs ask them to think about someone that helps them feel strong.

Note: Physical poses: a series of yoga-based movements provide physical exercise and an energetic release.

5. Social/Emotional Activities

Note: It is important to integrate language that exemplifies the Principles. For this lesson on strength have students experience the strength in their bodies, minds and hearts. Use words that support the Principle of strength (strong, resilient, proud, focus, “I can do this.” You can also incorporate a social/emotional game such as tree challenge to demonstrate strength in a relationship.

6. Relaxation

Twist/Belly Breathing with relaxation story – use a story that incorporates how people in our lives help us through frustrating times.

Note: Develops the imagination and gives students an opportunity to integrate, recharge and transition.
Assessment of Student Performance/Graduate Paper Requirements

Each participant will be assessed and evaluated on coursework that includes the following elements:

• Student Population: Briefly describe the student/client population you will be teaching these social/emotional games.
  o For example, “I am a therapist working with children age 5-8 with anxiety and depression, etc.” Or, “I am a first grade teacher at a talented and gifted school. Children are presenting with high anxiety, worrying a lot, head aches, perfectionism, etc. We are 50% free and reduced lunch.” Provide insight about your students/clients.

• Summarize the importance of social/emotional learning and it’s integration with mindfulness and yoga. Cite at least two references. Please cite research supporting the importance of social/emotional learning and it’s integration with mindfulness and yoga.
  o Cite at least two references. Include a bibliography at the end of the paper.

• Submit three Integrative Principle Based-Lesson Plans integrating social/emotional games.
  o For example, one Lesson Plan on Stillness, one on Listening, one on strength etc..
    Incorporate specific language throughout that illuminates the Principle. For example, if the Principle is Stillness, “Imagining you are on a mountain on a quiet, winter day. Feel the snowflakes quietly fall down. It is perfectly quiet.” Include social/emotional games in each lesson plan.

• Reflection on your experience integrating social/emotional games.
  o Include: How easy/difficult was it to incorporate the social/emotional games into your lesson plans? How easy/difficult was it to organize these three lesson plans with a particular Principle in mind? What guided your choices on what social/emotional games to include for your particular student/client population?
Assessment of Student Performance/Graduate Paper Requirements

Each participant will be assessed and evaluated on coursework that includes the following elements:

Criteria specific to each assignment will be explained in conjunction with the instructional activities.

Synopsis of Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Analysis and Synthesis of Research</td>
<td>5</td>
</tr>
<tr>
<td>In-class Formative Assessments</td>
<td>5</td>
</tr>
<tr>
<td>Application-Based Reflective Writing</td>
<td>20</td>
</tr>
<tr>
<td>Reflective Summary Strategies</td>
<td>10</td>
</tr>
<tr>
<td>Self-Assessment</td>
<td>10</td>
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<tr>
<td><strong>Total Points</strong></td>
<td><strong>50</strong></td>
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Grading Policies

Grading policies are consistent with university policy as stated in the current Catalog and Student Handbook. Grading is based solely on the assessment of the student learning objectives. The grade of “I” (Incomplete) may or may not be given by the instructor at the student’s request when the required work is not completed. The student must submit a written request to the instructor prior to the final class session, indicating when the work will be completed.

Graduate Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
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<tr>
<td>B</td>
<td>80-89%</td>
</tr>
<tr>
<td>C</td>
<td>70-79%</td>
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<tr>
<td>NC</td>
<td>below 70%</td>
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Schools of Graduate and Professional Programs Student Handbook

Included in the Handbook are details regarding SGPP Academic Policies, Registration & Tuition Policies, and University Conduct policy. Transcripts will not be automatically sent, but may be requested, free of charge, by submitting a Transcript Request form, which is found on the pdi.smumn.edu website.
Minnesota Administrative Rules: 8710.2000 Standards of Effective Practice for Teachers addressed in this Course

Key:

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<tbody>
<tr>
<td>K</td>
<td>Knowledge and understanding the standard</td>
</tr>
<tr>
<td>P</td>
<td>Practice in applying the standard</td>
</tr>
<tr>
<td>A</td>
<td>Assessment/demonstration of attainment of the standard</td>
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Standard 2. Student learning.

A teacher must understand how students learn and develop and must provide learning opportunities that support a student's intellectual, social, and personal development. The teacher must:

A. Understand how students internalize knowledge, acquire skills, and develop thinking behaviors, and know how to use instructional strategies that promote student learning. (K, P)

B. Understand that a student's physical, social, emotional, moral, and cognitive development influence learning and know how to address these factors when making instructional decisions. (K, P, A)

C. Understand developmental progressions of learners and ranges of individual variation within the physical, social, emotional, moral, and cognitive domains are able to identify levels of readiness in learning, and understand how development in any one domain may affect performance in others. (K, P, A)

D. Use a student's strengths as a basis for growth, and a student's errors as opportunities for learning. (K, P)

E. Assess both individual and group performance and design developmentally appropriate instruction that meets the student's current needs in the cognitive, social, emotional, moral, and physical domains. (K, P, A)

F. Link new ideas to familiar ideas; make connections to a student's experiences; provide opportunities for active engagement, manipulation, and testing of ideas and materials; and encourage students to assume responsibility for shaping their learning tasks. (K, P)

G. Use a student's thinking and experiences as a resource in planning instructional activities by encouraging discussion, listening and responding to group interaction, and eliciting oral, written, and other samples of student thinking. (P, A)
Standard 3. Diverse learners.

Teacher must understand how students differ in their approaches to learning and create instructional opportunities that are adapted to students with diverse backgrounds and exceptionalities. The teacher must:

A. Know about areas of exceptionality in learning, including learning disabilities, perceptual difficulties, and special physical or mental challenges, gifts, and talents. (K, P, A)

B. Understand that all students can and should learn at the highest possible levels and persist in helping all students achieve success. (K, P)

C. Identify and design instruction appropriate to a student’s stages of development, learning styles, strengths, and needs. (K)

D. Use teaching approaches that are sensitive to the varied experiences of students and that address different learning and performance modes. (K, P)

E. Develop a learning community in which individual differences are respected. (K)

Standard 4. Instructional strategies.

A teacher must understand and use a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills. The teacher must:

B. Understand the cognitive processes associated with various kinds of learning and how these processes can be stimulated (K, P)

C. Understand principles and techniques, along with advantages and limitations, associated with various instructional strategies (K)

E. Demonstrate flexibility and reciprocity in the teaching process as necessary for adapting instruction to student responses, ideas, and needs (K, P)

F. Design teaching strategies and materials to achieve different instructional purposes and to meet student needs including developmental stages, prior knowledge, learning styles, and interests. (K, P, A)

H. Monitor and adjust strategies in response to learner feedback (K)
Standard 5. Learning environment.

A teacher must be able to use an understanding of individual and group motivation and behavior to create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation. The teacher must:

A. Understand human motivation and behavior and draw from the foundational sciences of psychology, anthropology, and sociology to develop strategies for organizing and supporting individual and group work. (K)

C. Know how to create learning environments that contributes to the self-esteem of all persons and to positive interpersonal relations. (K)

E. Understand the principles of effective classroom management and use a range of strategies to promote positive relationships, cooperation, and purposeful learning in the classroom. (K, P)

F. Know factors and situations that are likely to promote or diminish intrinsic motivation and how to help students become self-motivated. (K, P, A)

G. Understand how participation supports commitment. (K, P)

H. Establish a positive climate in the classroom and participate in maintaining a positive climate in the school as a whole. (K, P, A)

I. Establish peer relationships to promote learning. (K, P, A)

J. Recognize the relationship of intrinsic motivation to student lifelong growth and learning. (K, P, A)

M. Engage students in individual and group learning activities that help them develop the motivation to achieve, by relating lessons to students’ personal interests, allowing students to have choices in their learning, and leading students to ask questions and pursue problems that are meaningful to them and the learning. (K, P, A)

P. Develop expectations for student interactions, academic discussions, and individual and group responsibility that create a positive classroom climate of openness, mutual respect, support, inquiry, and learning. (P, A)

Q. Analyze the classroom environment and make decisions and adjustments to enhance social relationships, student motivation and engagement, and productive work. (K, P, A)
Knowledge Base

Knowledge base for this course, in part, is affirmed in the writing and research of these references.

Books


Publications

• Benn, R. (2004). “Reduced stress, increased happiness among middle school students”. Paper presented to the International Center for Integration of Health and Spirituality at the National Institutes of Health, Bethesda, MD.
• Children’s Mental Health Classroom Activities: Volume I and II, Combined and revised for grades 1-8; Developed by Minnesota Association for Children’s Mental Health


Website Suggestions

• http://www.scientificamerican
• http://www.search-institute.org/
• http://www.thehawnfoundation.org/
• http://www.scientificamerican.com/all_topics.cfm#mind-and-brain
• http://www.yogacalm.org
• http://www.yogajournal.com