

COLLECTION OF SUPPORTING MATERIALS

HAPPY
HOLIDAYS



This document contains support materials aimed at family members and professionals to work on situations similar to those described in the book "Happy Holidays". This material includes information on strategies and techniques, guidelines, social stories and pictograms, among others.

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1. ANTICIPATION

Anticipation is the action of anticipating an event before it occurs. In the case of children, it is preparing them and informing them that something out of their routine is going to happen.

It consists of establishing a visual agenda that represents activities or tasks that are programmed by means of visual supports or pictograms, whose final objective is to reduce stress and anxiety and thus improve learning and behavior. It is a great help for children to understand their daily routines in the environments they frequent (home, school, etc.) and in unfamiliar environments. It is based on the decomposition of the tasks in different steps in order to facilitate learning for children.

1.1. ANTICIPATION CALENDAR

In the case of Mateo, the use of an anticipation calendar is recommended, through which he is given the opportunity to visually know what is going to happen at each moment during the days of the Christmas holidays. In this way, Mateo can understand and enjoy the new experiences and changes that come with this type of holidays (See Appendix 1).

1.2. SOCIAL STORY

An example of anticipation would be the use of a Social Story: an individualized, short narrative, with the use of visual aids or pictograms that is used to explain in detail and clarify specific social situations that may be difficult or confusing for children, in order to anticipate how to react and/or act in that specific situation that they do not know.

In the case of Mateo we can explain to him in a simple way, what is going to happen every day, and what he can do in each context (See Annex 2).

1.3. ANTICIPATION PANEL

An anticipation board is an agenda where events or plans that are going to occur at a certain time, punctually or during a period of time, whether weekly, daily or monthly, are indicated. We use these panels or calendars to anticipate changes in the daily routine of children who need to receive this type of information to reduce their anxiety and better understand certain situations. Anticipation, visual support and a structured environment help them feel secure in knowing what is going to happen (See Annex 3).

1.4. TRAVEL AGENDA

The travel agenda is a tool used to plan and structure activities that a child will carry out during a trip or excursion, or as a reminder of an activity already carried out, where it would be used to gather photos, drawings, letters, texts, characters and images of vocabulary according to the situation, to help him/her remember an event that has already happened. The main objective is to provide a visual structure to help



reduce anxiety and thus improve his/her ability to participate in the various planned activities.

In Mateo's case, he uses the travel agenda to gather all the memories of Christmas, and thus, to be able to anticipate the upcoming holidays. In addition, being able to do this type of activity increases his interest and motivation and helps him to respond more flexibly to new situations (See Appendix 4).

1.5. PHOTO ALBUM

Like the travel agenda, the photo album serves to anticipate and help to better understand in a positive way this type of event and any new experience that may be stressful for the children. In this case, the photo album would serve only to collect photos.



2. AUDITORY ACCOMMODATION STRATEGIES

Here are some activities that can be done to achieve a greater acceptance of auditory stimuli.

While the child is doing a pleasant activity at the table such as drawing, playing with the tablet, doing a puzzle, etc., we will play different sounds or songs that we have already prepared and we will observe his/her reaction. We can mix relaxing music with loud traffic noises or songs with sound effects.

If we know beforehand the place where we are going to go, we can make a quick consideration of the possible noises in the environment and anticipate to the child where we are going, and what sounds will be in that place.

In very noisy environments, situations in which the noises are unexpected or in moments in which the approximation and accommodation to the auditory stimulus has not been possible, we can opt for the use of headphones that isolate from the ambient sound.

It is important to take time to desensitize ourselves to the noise of certain places. To do this, we must get closer and closer to the source of the sound and stay longer, with a more relaxed attitude. It is therefore important that all these criteria are taken into account and modified gradually.

AT A GENERAL LEVEL:

If we observe that the minor begins to show altered, we can perform some activity that involves some force or pressure, such as jumping or running.

It is important NOT to force the child to perform the proposed activities, everything must be progressive and respecting the times and tolerances of the children.

3. RELAXATION TECHNIQUE

3.1. RELAXATION GAMES FROM 2.5 TO 6 YEARS OLD:

When we talk about relaxing children between the ages of 2.5 and 6 years old, we have to be clear that the action of relaxing should be approached as a game. This is why we can call these techniques "relaxation games". By doing so, we adults will change the way we approach our dialogue with the infant and he/she will also receive it with greater interest.

We have to be aware that the objective we seek to achieve is not that he/she understands relaxation as a theoretical concept, but that through the game he/she becomes familiar with the practice and can perform it in the situations we need it most.

The practice of the "relaxation games" will work in quiet places, such as in the room before going to sleep or at a time of the day when we can count on a quiet space. It is preferable that the child knows the games or stories beforehand so that when we need to use them, we can do it in an effective way.



It is important to know the child's attention and comprehension skills to determine if he/she is able to understand what is being explained. The age to initiate these games and have an effect is usually when the understanding of the language appears and there is a possible reception of the information. Therefore, we will not achieve a great effect if the child is less than two and a half years old.

3.1.1. The spaghetti

The practice of making spaghetti is very simple. The idea is that the child imagines a spaghetti, hard and straight. The idea is to imitate the tension that the spaghetti has.

We will say: "Imagine that you are a spaghetti going into a hot pot. Every part of your body will feel softer and more flexible."

3.1.2. The balloon

With the balloon we can work on breathing by trying to get the child to imitate the action of inflating and deflating. We can take a balloon and show him/her that we are going to do the same as him/her by inflating our belly.

3.1.3. The butterfly

In the butterfly, as in the balloon, we will teach them to be aware of breathing by imitating animals or objects. In this case, the butterfly needs to catch air to fly (filling the belly with air) and when it flies (crossing arms in a cross hugging us) it flaps its wings (the fingers gently tap the upper part of the back).

The pictograms associated with these three relaxation dynamics are shown in Annex 5.

3.2.STORIES:

It is very enriching to use stories to explain to children how the world works. In the case of teaching relaxation, a very good idea is to use stories in which the main characters are animals that show opposite ways of behaving according to the characteristics that define them. An example of such a story is "The Tortoise and the Hare".

In the story of "The Tortoise and the Hare", we can have the child imitate both the hare and the tortoise, but always end the story with the animal that is calmer.

We will make a clear comparison between the two animals. In this case, the hare will move quickly and its breathing will be very fast, while the tortoise will be slow and its limbs will move slowly, it will walk with short steps and even speak slowly.

Once the child is clear about the attitude of each animal, when we finish telling the story, we should finish by adopting the personality of the quiet animal. For example, we can tell him/her how the turtle, when he/she finishes the race: he/she arrives home, takes a slow and deep breath, gets ready to sit down, turn off the light, relax and rest.



In the future, when the child feels anxious or restless, we will encourage him/her to act out the turtle.

4. INSECURITY STRATEGIES

Mateo is a child who has a lot of difficulty coping with changes in routine. In this section we will address the emotional insecurity he presents in the face of stressful activities for him and his family.

As we see during the story, Mateo does not easily accept changes in his routine, in fact, he does not understand why he does not have to go to school, and he has a certain fear of the events that occur during some holidays, due to the stimuli he encounters during the activities he performs in these periods.

In this case, we can help Mateo to feel more self-confident.

All children may feel insecure about certain activities, so it is important to praise the small achievements as they happen. *"Mateo, we have passed in front of the store and you look calm, you have done very well"*. This can help Mateo feel self-confident. We must avoid criticizing or attending to negative behaviors: *"Mateo, I saw that you were very nervous when your cousins came"* or *"Mateo, once again you didn't want to eat with the family"*. If we want Mateo to trust himself, we must transmit to him that we trust him.

We must try to give him responsibility according to his age and give him challenges that can be overcome. Mateo is small and probably needs some help at times. A gesture of affection can make him feel more confident and convey to him that he is not alone in this difficulty. *"Mateo, if you feel afraid, you can hold Daddy's hand, I'm here with you"*. We must encourage his autonomy, but assuming that he may need our help and support at many times.

Mateo will probably not achieve the proposed challenges the first time, and therefore, it is important to minimize failures. Children must experience failure and tolerate frustration in situations or games that are not always going to work out well, but we must also make them see it as a challenge. *"Mateo, today we have almost reached the store, what do you think if tomorrow we run past the store?"* Even ask him what the best option is to get a little bit closer. *"Mateo, what could we do tomorrow to get a little closer to the store?"*

In another section we discuss the game in more detail, but we can keep in mind that we can use these strategies while playing with the child at home. We can also teach them to laugh at ourselves and thus increase their self-esteem. Dance, play, jump, laugh, dress up. Teach them to have fun and thus reduce their rigidity in new situations that they share with other people and children.

Finally, the discourse that adults and children use in the face of failure is usually negative. Negative thinking and self-reinforcement can also be trained, and thus we can give positive messages to ourselves. We can start by changing or modeling *"I have not been able to play with my cousins"* to *"I have tried"* or *"I can't"* to *"What if I tried?"*



5. MANAGEMENT STRATEGIES FOR THE COMPANION

The adult who accompanies the child to achieve the change of routine during the holidays is an important factor in the process. If we consider certain aspects, foresee and have a series of tools at hand, we will be able to deal with the possible difficulties that may arise in a safe way. In the following, we describe strategies to accompany the child in this challenge.

First of all, it is important for the child to know what changes are going to occur and what behavior or action is expected of him/her.

Inform the people who will interact with the child during this period of time of the child's character traits. Informing the environment facilitates things such as: interaction, playing with peers, adaptation of traditions, etc.

In order for the child to understand the process in a simpler and more visual way, we can prepare a social history. In it we tell in a very concrete way by means of pictograms the complete activity. It is used long before the activity begins. For example, we can select a time of the day to show it to him/her and tell him about it. If he/she knows what is going to happen at each moment, he/she will feel much more relaxed.

We can also provide instructions so that the child knows what to do in stressful situations. An example of an instruction is, *"If Mateo is nervous on the way to the store, he can shake Daddy's hand"* or *"If Mateo is nervous when the family comes, he can say I'M STAYING A LITTLE IN MY ROOM"*.

The approach to doing new activities has to be progressive. The child will set the pace and if at some point we see that he/she is not having a good time, we should decrease the demands. For example: Mateo plays near his cousins, but he does not want to play with them, as we see that he is starting to get very nervous. We can play in parallel, with the same toys until Mateo feels ready to interact with his cousins. Once he interacts, we will move on to the next step, how to play together, always observing the child's emotions.

Having different strategies and materials is very important. One of the things that can make the child feel calmer is to be able to call on his or her most loved toys or objects. Before leaving the house, we can invite him/her to gather some toys and objects in case he/she wants to use them at some point. For example: Mateo goes to the store to go shopping, but when he has to go in, he moves his legs a lot and his gesture changes. On this occasion we can say to him: *"Mateo, do you want a toy from your backpack?"* while we offer him the backpack.

We must try to anticipate possible behaviors that may have repercussions or cause us to backtrack in the process. Knowing the signs of stress, nervousness, frustration or discomfort makes it possible to prevent many situations. In case we see that the child starts to be restless, we can validate his/her nervousness and offer an alternative. *"Mateo, your feet are moving a lot, do you want us to move away from the store?"*



In general, it is important to address the child in a clear, precise and calm way, using short sentences and concrete terms, using positive language, with tranquility and little gesticulation, in an environment as calm as possible, speaking at his/her level and with eye contact, making sure he/she understands what is happening. We adapt to their processing pace and allow time. We validate their emotions, showing understanding of their anger, fear... accompanying them and naming what they feel and being by their side. We include them in the process of looking for solutions, showing them options and letting the child choose one of them.



6. VISUAL AIDS FOR GROUP GAMES

As can be seen in the story, some people have difficulties in communication, which can limit them in different moments of their daily life. In the case of boys and girls it could make it difficult to understand and participate in games, therefore strategies such as social stories, use of pictograms for the explanation of the games, adapting the environment or the material of the games themselves can be used.

Organization of the space:

- Draw on the ground the boundaries of the playing field.
- Clearly identify, by means of images, colors (either printed or drawn with chalk), or material elements (hoops, cones, etc.) the posts or different places required by the game, for example, if we play "the houses", draw on the floor the different houses.

Adaptation of game materials:

- Explanations of the games can be made using pictograms as support.
- When teams are made by groups, each member of the group can be identified by colored bibs or handkerchiefs.
- If it is a game in which one child does one action (for example, catching) and the rest do another (running so as not to get caught, following the example), the previous signs can also be used to mark who does each action (putting a dungarees on the person who catches).
- In the case of games with simple commands, pictograms can be used as reinforcement to the verbal command, which will be displayed when the command is given. Another option is to put them on different parts of the body if the order is accompanied by a gesture of the person, for example, if we play "English chick" we can put on the back of the child who watches the order to move, and on the chest the order to stop, when he/she turns around to watch.
- We can also use timers or visual clocks (sand, colors, etc.) to mark the time of the game, in games that are conditioned by time.

7. PICTOGRAMS FOR THE LETTER TO SANTA CLAUS

In Annex 6 we include pictograms that may be useful for writing a letter to the Three Wise Men or Santa Claus.



ANNEXES









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ANNEX 1: ANTICIPATION SCHEDULE

MONDAY 23	TUESDAY 24	WEDNESDAY 25	THURSDAY 26	FRIDAY 27	SATURDAY 28	SUNDAY 29
						
MONDAY 30	TUESDAY 31	WEDNESDAY 1	THURSDAY 2	FRIDAY 3	SATURDAY 4	SUNDAY 5

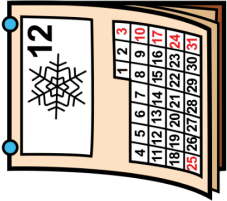

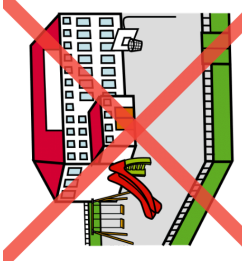

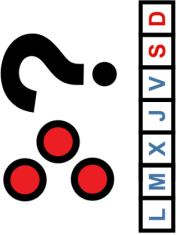



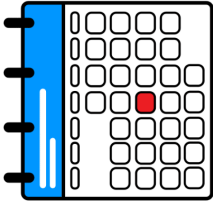
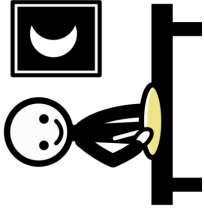
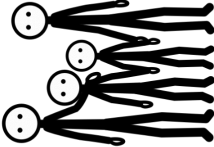
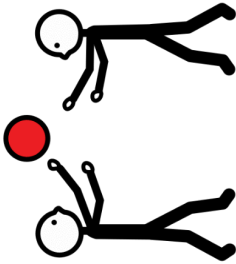
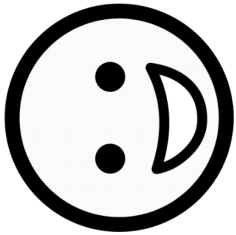
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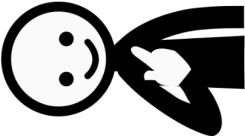
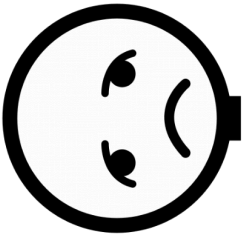
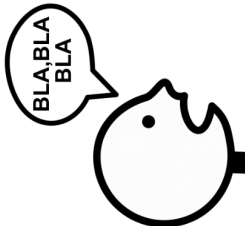
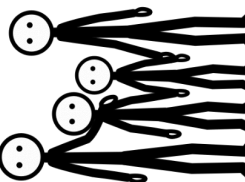
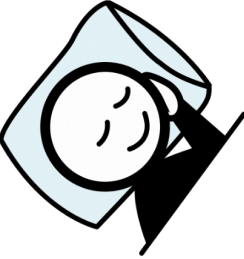


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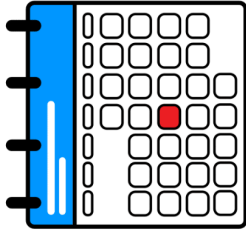

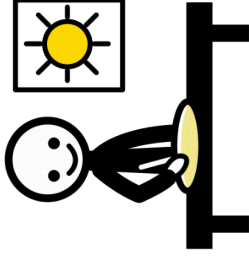
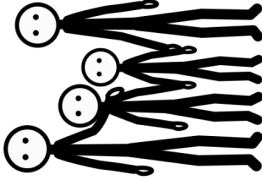
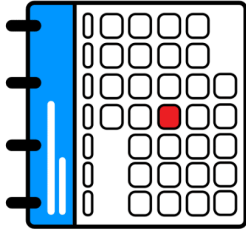
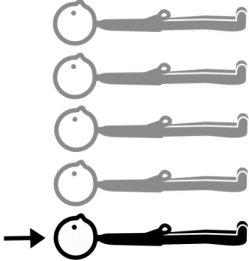
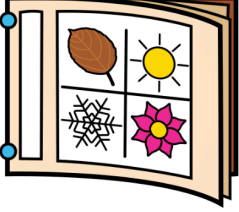
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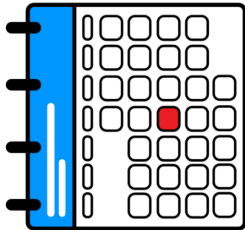
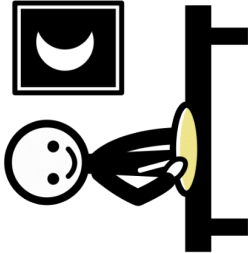
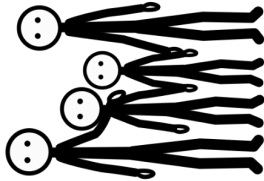
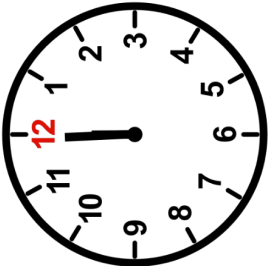
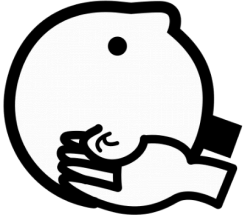

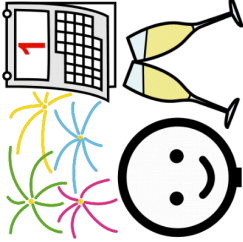
ANNEX 2: CHRISTMAS SOCIAL STORY

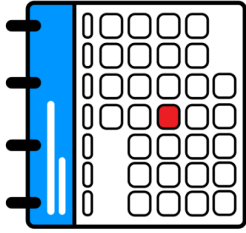


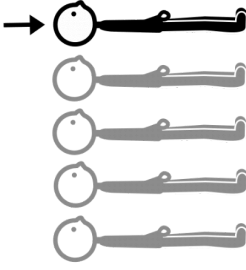
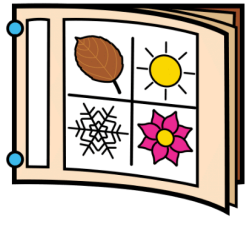


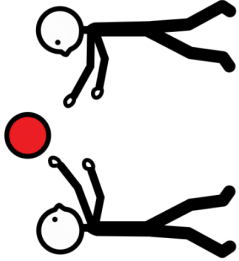
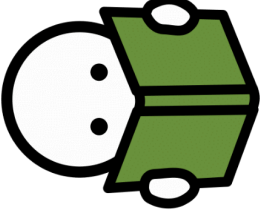
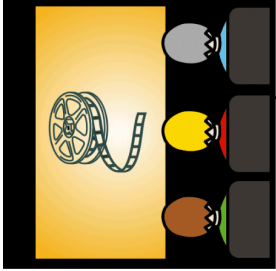
 <p>IN DECEMBER</p>	 <p>IT'S CHRISTMAS</p>	 <p>THERE'S NO SCHOOL</p>	 <p>IT'S VACATION TIME</p>	
 <p>WHAT DO WE DO?</p>	 <p>AT CHRISTMAS?</p>			

 <p>ON THE</p>	<p>24</p> <p>24TH</p>	 <p>WE HAVE DINNER</p>	 <p>WITH THE FAMILY</p>	
 <p>WE MUST PLAY</p>	 <p>AND HAVE FUN</p>			

 <p>IF I FEEL</p>	 <p>SAD OR ANGRY</p>	 <p>I TELL IT</p>	 <p>TO MY FAMILY</p>	
 <p>I GOT TO SLEEP</p>	 <p>EARLY</p>	 <p>TO GET PRESENTS</p>		

 <p>THE DAY</p>	<h1>25</h1> <p>25th</p>	 <p>WE OPEN PRESENTS</p>	 <p>WE HAVE LUNCH</p>	 <p>WITH THE FAMILY</p>
 <p>THE DAY</p>	<h1>31</h1> <p>31st</p>	 <p>IS THE LAST</p>	 <p>DAY OF THE YEAR</p>	

 <p>THE DAY</p>	<p>31</p> <p>31st</p>	 <p>WE HAVE DINNER</p>	 <p>WITH THE FAMILY</p>	
 <p>AT TWELVE</p>	 <p>WE HEAR</p>	 <p>THE BELLS</p>	 <p>HAPPY NEW YEAR</p>	

				
THE DAY	FIRST	OF JANUARY	IS THE FIRST	DAY OF THE YEAR
				
ON CHRISTMAS	I CAN	PLAY,	READ,	WATCH A MOVIE,...

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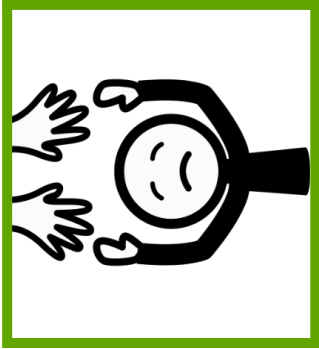
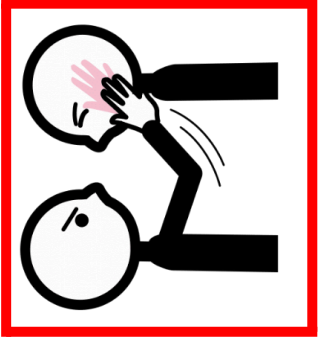
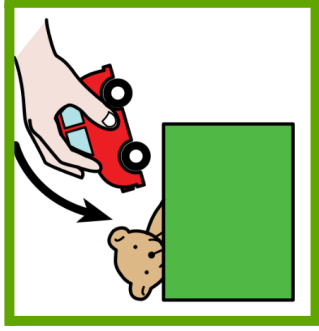



ANNEX 3: STANDARDS

INSTRUCTIONS:

- Print and place in a visible place at home and easily accessible to the child.
- Remember the behavior we want to extinguish when it occurs (red color) and give an alternative (green color).

HOME RULES

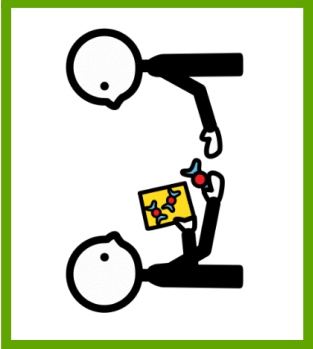
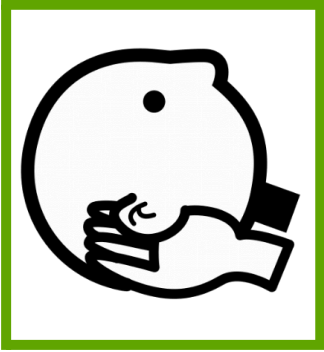

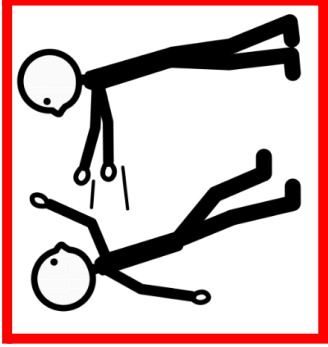




YES		NO	
	ASK FOR HELP		HIT
	PICK UP THE TOYS		SHOUT

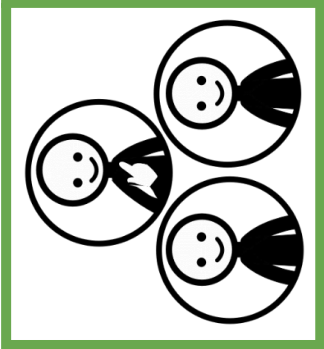
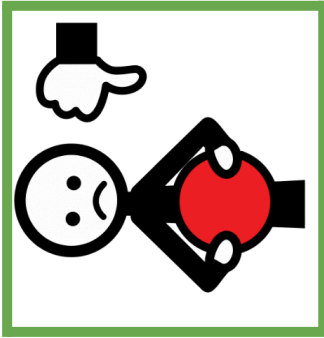

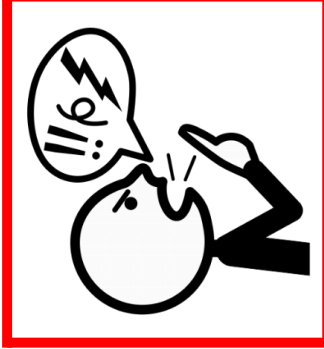


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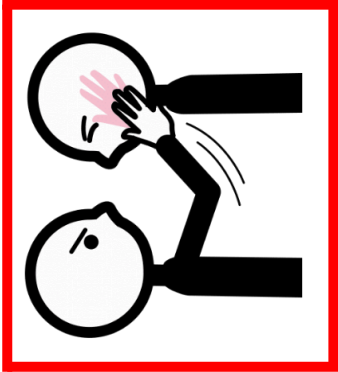
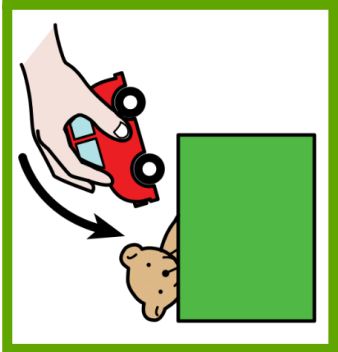

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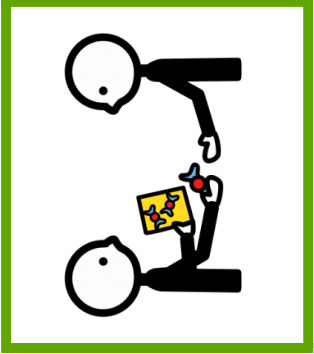
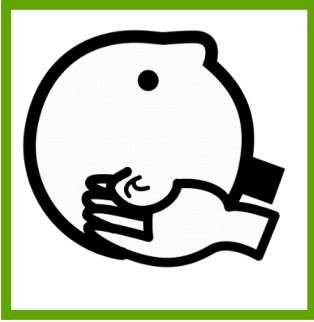

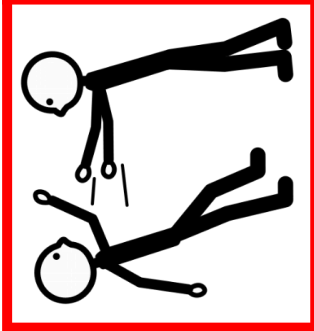




 <p>SHARE</p>	 <p>LISTEN</p>	 <p>KICK</p>	 <p>PUSH</p>
 <p>HAVE FUN</p>	 <p>LAUGH OUT LOUD</p>	 <p>SCRATCH</p>	 <p>BITE</p>

			
WAIT MY TURN	SAY I DON'T WANT - I DON'T LIKE IT	GET ANGRY	INSULT



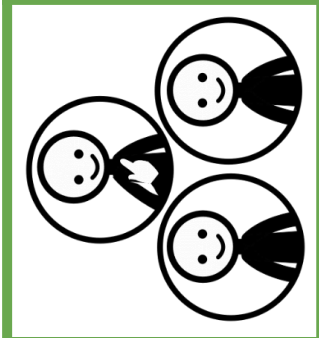
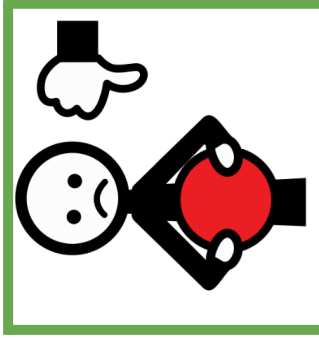

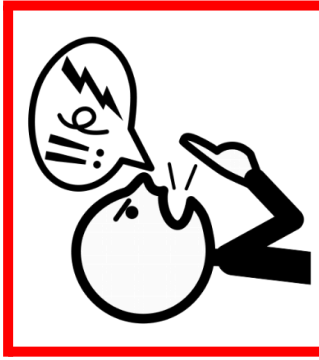

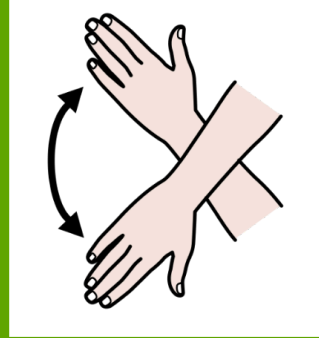

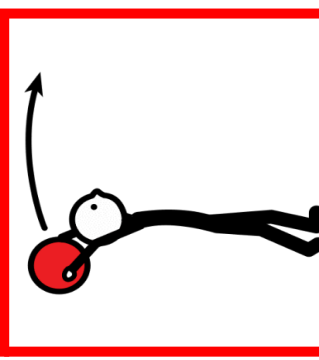
GAME RULES

YES		NO	
	ASK FOR HELP		HIT
	PICK UP TOYS		SHOUT

			
SHARE	LISTEN	KICK	PUSH
			
HAVE FUN	LAUGH OUT LOUD	SCRATCH	BITE

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 <p>WAIT MY TURN</p>	 <p>SAY I DON'T WANT - I DON'T LIKE IT</p>	 <p>GET ANGRY</p>	 <p>INSULT</p>
 <p>ASK: CAN I HELP YOU?</p>	 <p>FINISH WHEN WE ARE ASKED TO</p>	 <p>BREAK</p>	 <p>THROW TOYS</p>

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ANNEX 4: TRAVEL DIARY

INSTRUCTIONS:

- a) Print the cover page.
- b) Print the next two pages as many times as needed.
- c) Print the images as needed according to the activity to be performed each day and cut them out.
- d) Paste or write in the agenda what day it is and what activities we have done.

Another option is to print only one copy, laminate and attach an adhesive material to the agenda, to the images, or to both depending on the material chosen (hook and loop adhesive, reusable multipurpose adhesive, etc.) and modify the activities and the day of the week each day

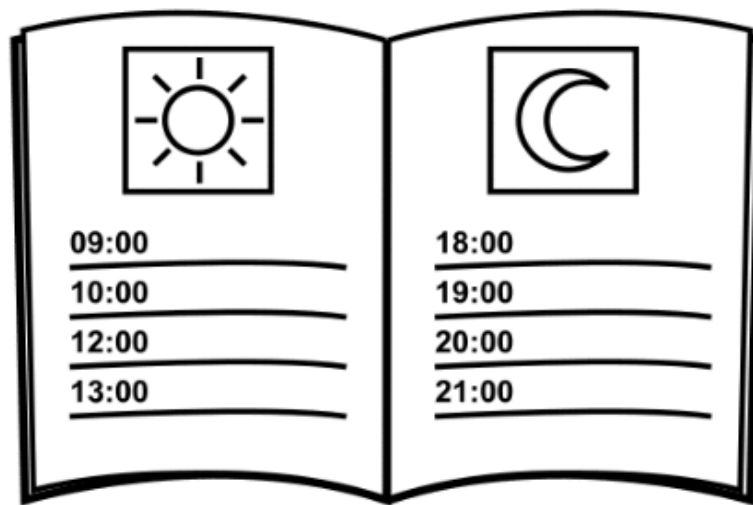


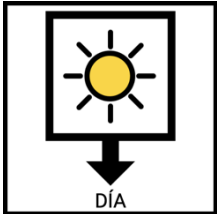

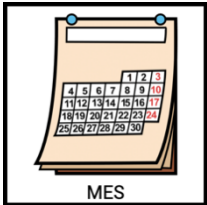
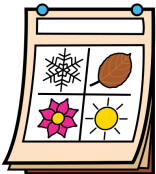
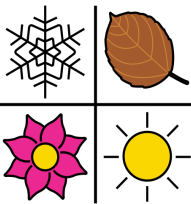


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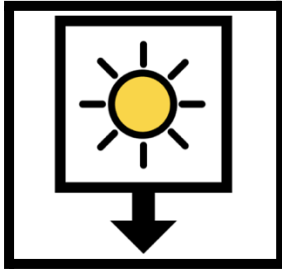
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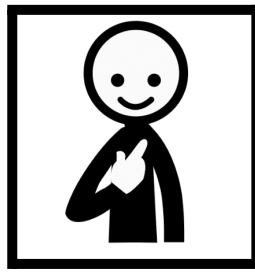
AGENDA OF



	<p>TODAY IS DAY</p>	
	<p>MONTH</p>	
	<p>YEAR</p>	
	<p>WE ARE IN</p>	
	<p>THE WEATHER TODAY IS</p>	
	<p>I FEEL</p>	



TODAY



I



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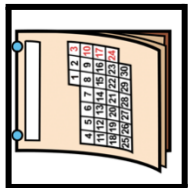
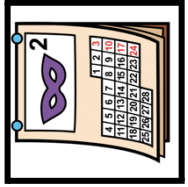
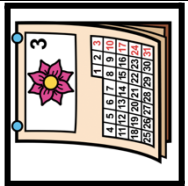

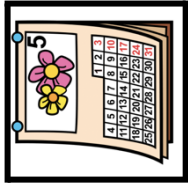
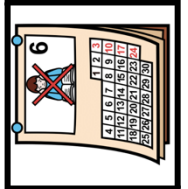


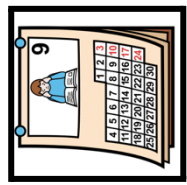
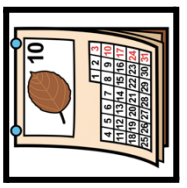

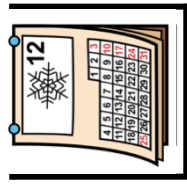
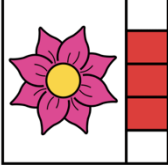
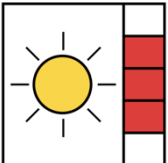
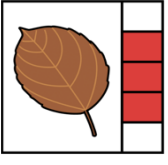
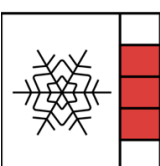
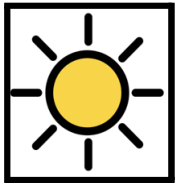

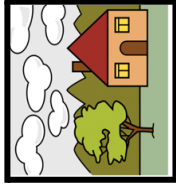
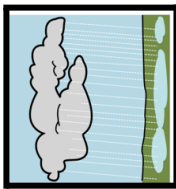



(PRINT THIS PAGES AS MANY TIMES AS YOU NEED)



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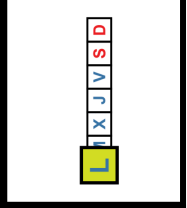
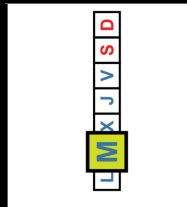
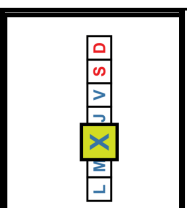
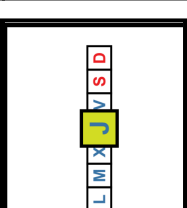
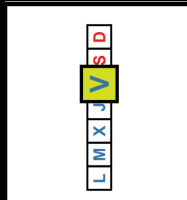
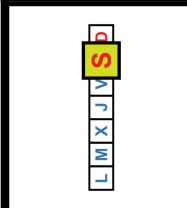
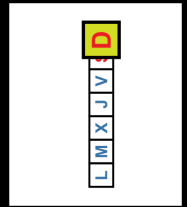

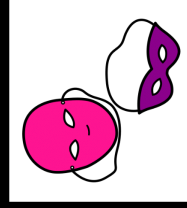
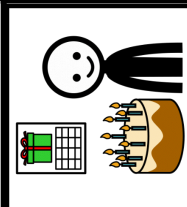


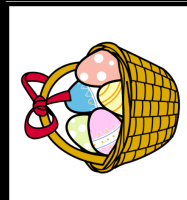
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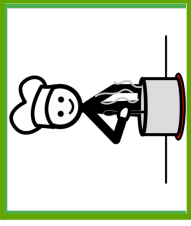
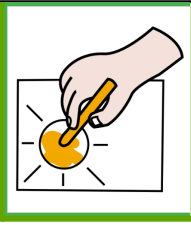
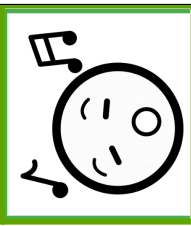


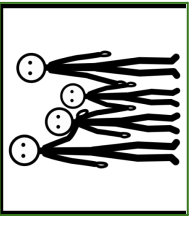
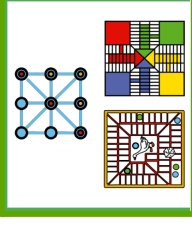
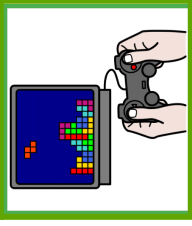

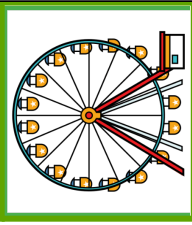
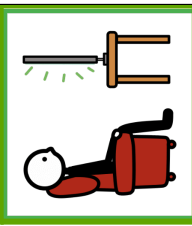

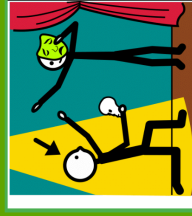
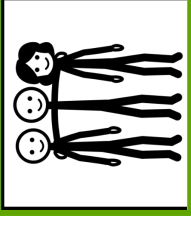

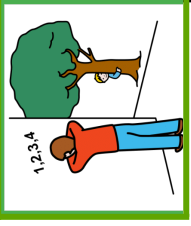
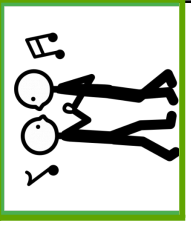
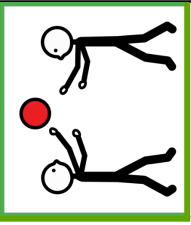
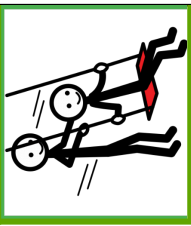


							
MONTH	JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUN	JULY
							
AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	SPRING	SUMMER	AUTUM
							
WINTER	SUN	SUN AND CLOUDS	CLOUDS	RAIN	SNOW	WIND	HEAT


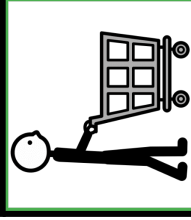
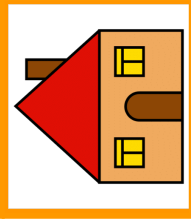
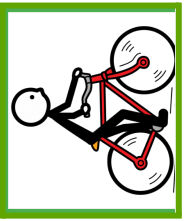

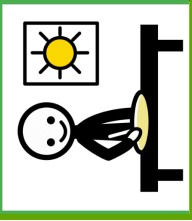
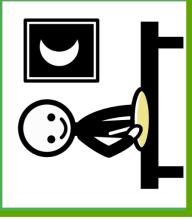






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FEEL COLD	HAPPY	SAD	ANGRY	SURPRISED	SCARED	CALM	NERVOUS
							
INJURED	WELL	BAD	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
							
SATURDAY	SUNDAY	CHRISTMAS	CARNIVAL	BIRTHDAY	PARTY	HOLIDAYS	EASTER

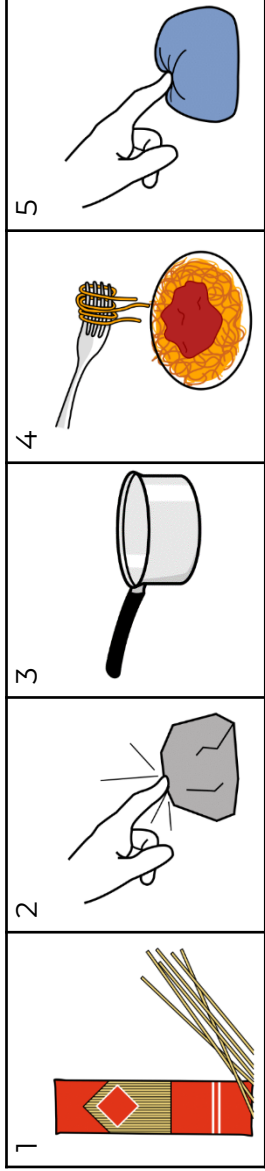
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9	10	11	12	13	14	15	16
17	18	19	20	21	22	23	24
25	26	27	28	29	30	31	
2023	2024	2025					

							
READ	TELL A STORY	PAINT	COOK	COLOR	SING	CRAFTS	PUZZLE
							
FAMILY	TABLE GAME	VIDEO GAME	CONSTRUCTION GAME	FAIR	WATCH TV	GO TO THE CINEMA	GO TO THEATRE
							
FRIENDS	PLAY TAG	PLAY HIDE AND SEEK	DANCE	PLAY	COLLUMPIATE	SNOW MAN	RUN

	WALK THE DOG		SCHOOL		PARK		LISTENING TO MUSIC		DRESS UP		LUNCH		DINNER		SLEEP		WAKE UP		DRESS UP		SHOWER		MAKE BED		STUDY
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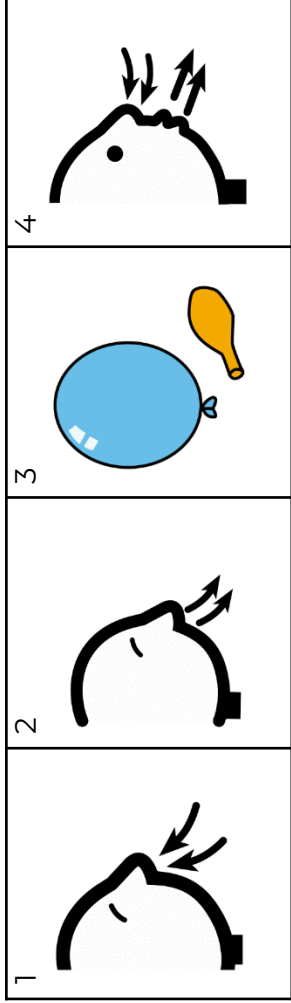
ANEX 5: PICTOGRAMS ASSOCIATED WITH RELAXATION TECHNIQUES

Spaguetti technique:



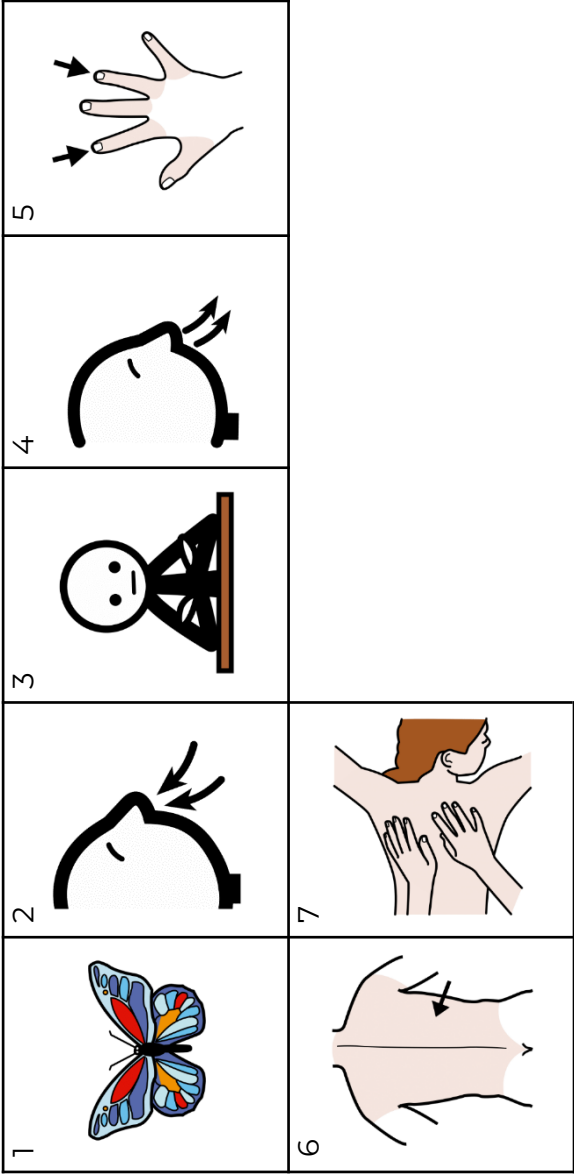
“WE ARE A ROCK-HARD SPAGHETTI, WE GET HOT AND WE GET SOFT.”

Balloon technique:



“WE TAKE IN AIR, INFLATE LIKE A BALLOON AND LET THE AIR OUT TO DEFLATE”.

Butterfly technique:



“ WE TAKE IN AIR, INFLATE LIKE A BALLOON AND LET THE AIR OUT TO DEFLATE”



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ANEX 6: PICTOGRAMS FOR WRITING A LETTER TO THE THREE WISE MEN AND/OR SANTA CLAUS



DEAR



WISE MEN



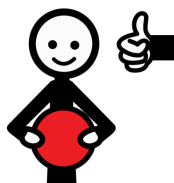
THIS YEAR



I HAVE BEEN



GOOD



I WOULD LIKE YOU



TO GIVE ME...



THANK YOU



DEAR



SANTA CLAUS

THANK YOU



THIS YEAR



I HAVE BEEN



GOOD



I WOULD LIKE YOU

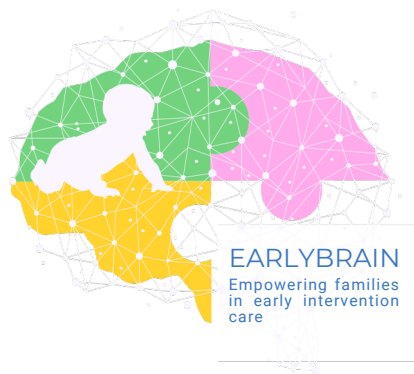


TO GIVE ME ...



THANK YOU





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