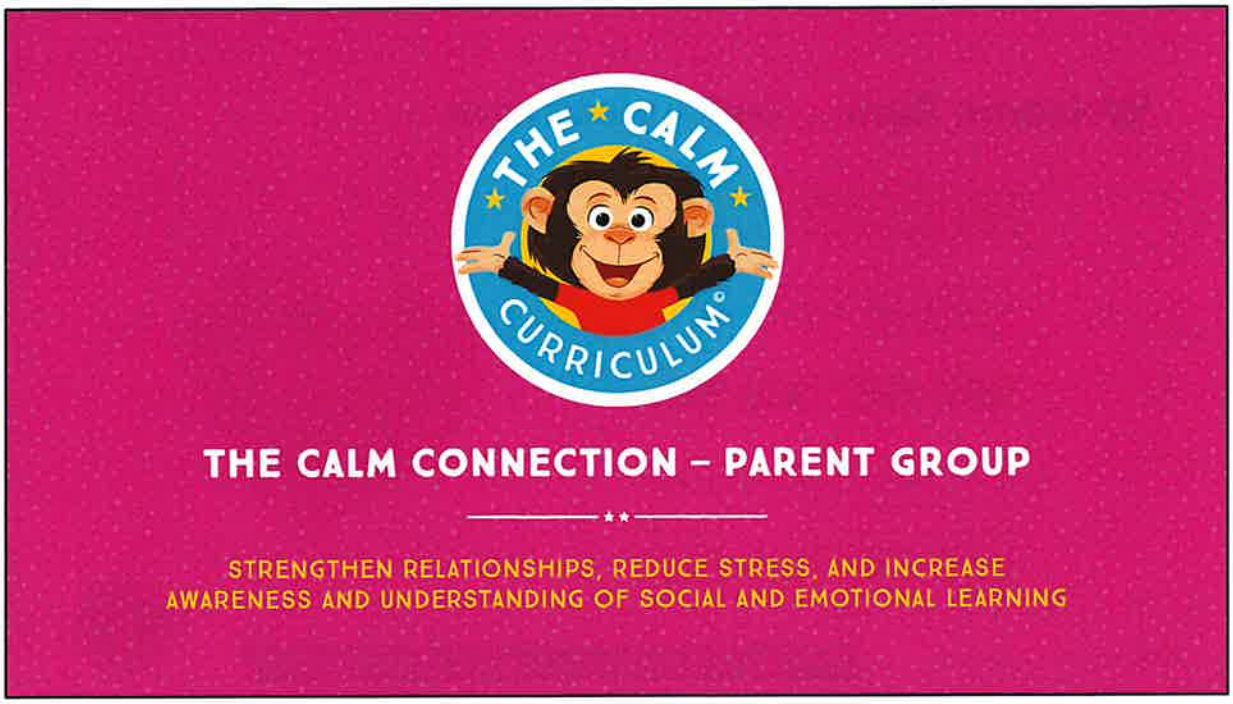
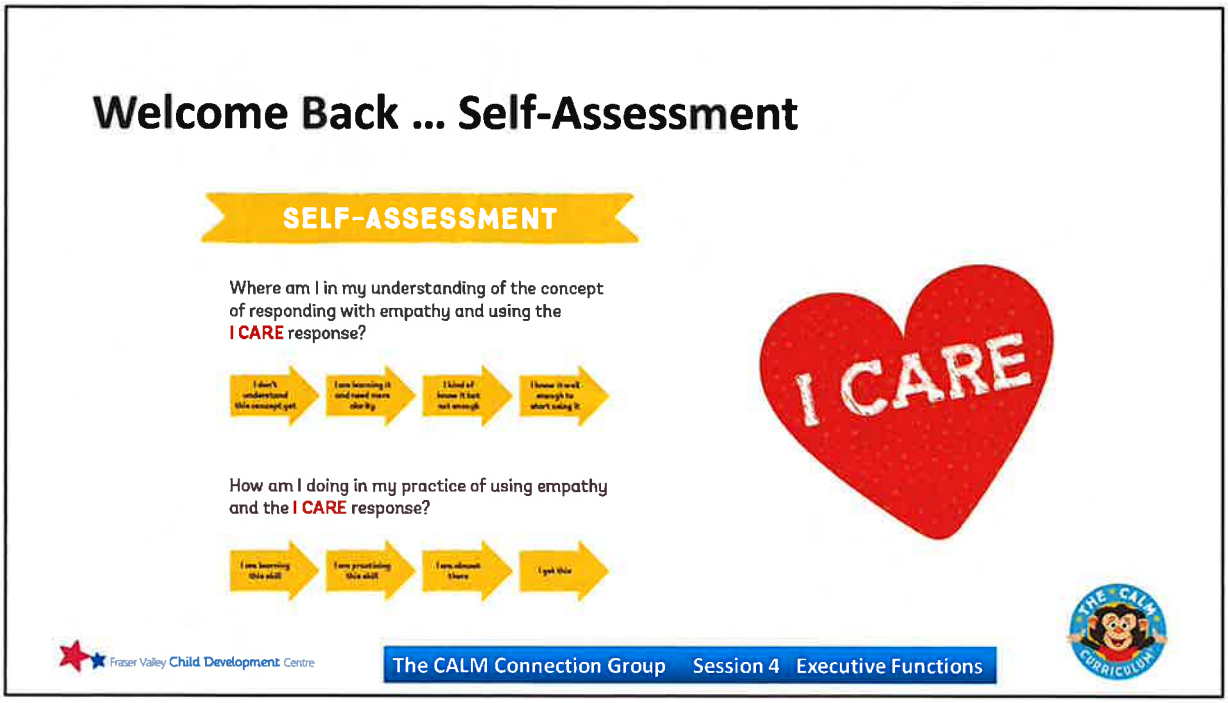

THE CALM CURRICULUM
THE CALM CONNECTION – PARENT GROUP
STRENGTHEN RELATIONSHIPS, REDUCE STRESS, AND INCREASE
AWARENESS AND UNDERSTANDING OF SOCIAL AND EMOTIONAL LEARNING



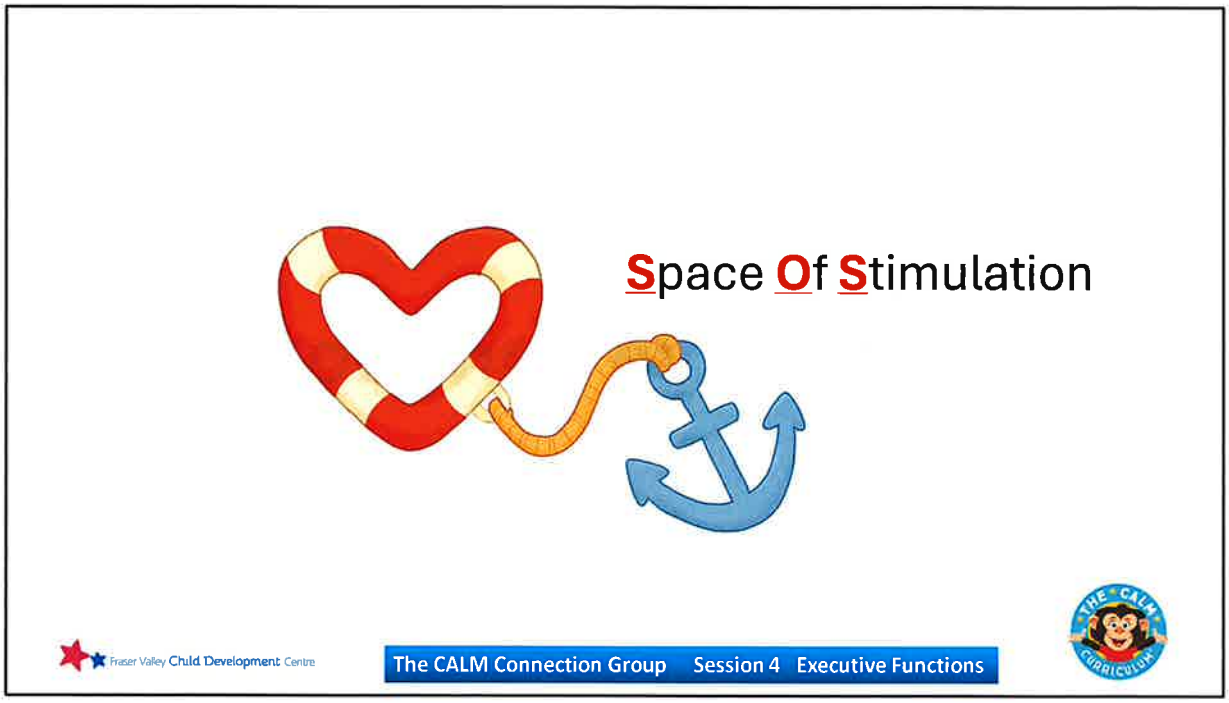
Welcome Parents Back.....

Invite them to comment on the previous week and their experiences with homework, including:

- *Implementing the **I CARE Response**, and*
- *Reading the book **"Tucker Teaches Melvin to Tuck, Hug and Breathe."***

Have parents complete the second part of the Self-Assessment and have them hand it into the facilitators.

Executive Functions



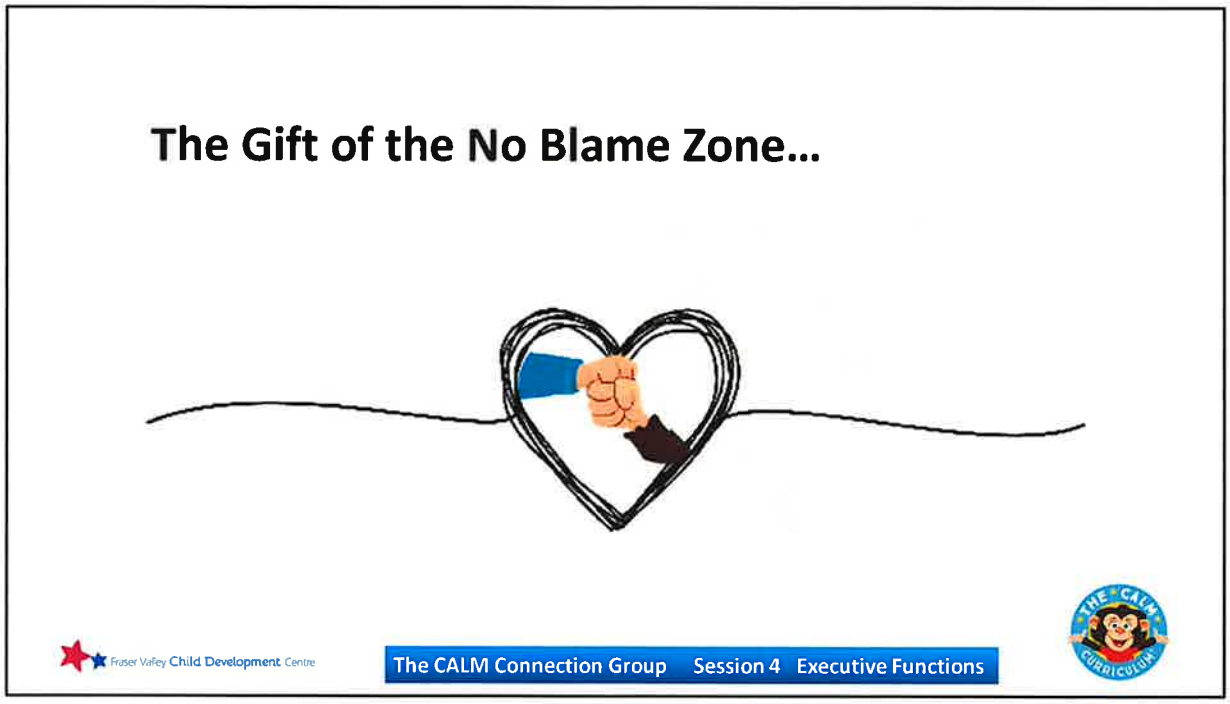
In the last few weeks, we have been focusing on building our children's (and ours) self-awareness and self-management skills.
This week we are going to build on these concepts by understanding resiliency and how we can foster this skill with our children from a very young age.
Having resiliency is a lifetime skill and can be super helpful for our children to have when they are needing to cope and deal with the stressors that will come their way.
To help lay the foundations for this skill, children need the SOS love saver of a Space of Stimulation to allow them to practice this skill with their safe people, and work through stress in fun and playful ways.

To help us build this skill with our child, we are going to learn about your child's executive functions. As you learn about these foundational life skills, you will understand how a Space of Stimulation is instrumental in helping children develop and practice these skills.

So, what are executive functions? Executive functions are what helps our children continue to learn and problem solve.
We need executive functioning skills to help us think, focus and plan. These skills are extremely helpful to have when we are stressed.

We are not born with executive functioning skills but almost everyone can learn them!

We develop these skills through experiences and with practice and more practice. The foundations of executive functioning skills start in infancy with connect and reflect interactions and playing games like peek-a-boo. They continue to grow rapidly from the ages of 3-5. There is another spike in development of these skills from adolescence into adulthood. Anyone who has ever taught a teenager to drive can understand how these skills take practice and patience!



Before we get started, we will always go over this slide, and once, again giving all of us the gift of the **no blame zone**.

As we continue to learn new information there may be times that you may have feelings of guilt. It is important to remember that these feelings are normal.

We need to remember that there is no such thing as perfect parenting. As parents we do the best, we can with the information we know, we are human, and we will make mistakes. The gift of the no blame zone helps us from feeling shame or blame for the practices we do.

The Gift of the No Blame Zone...

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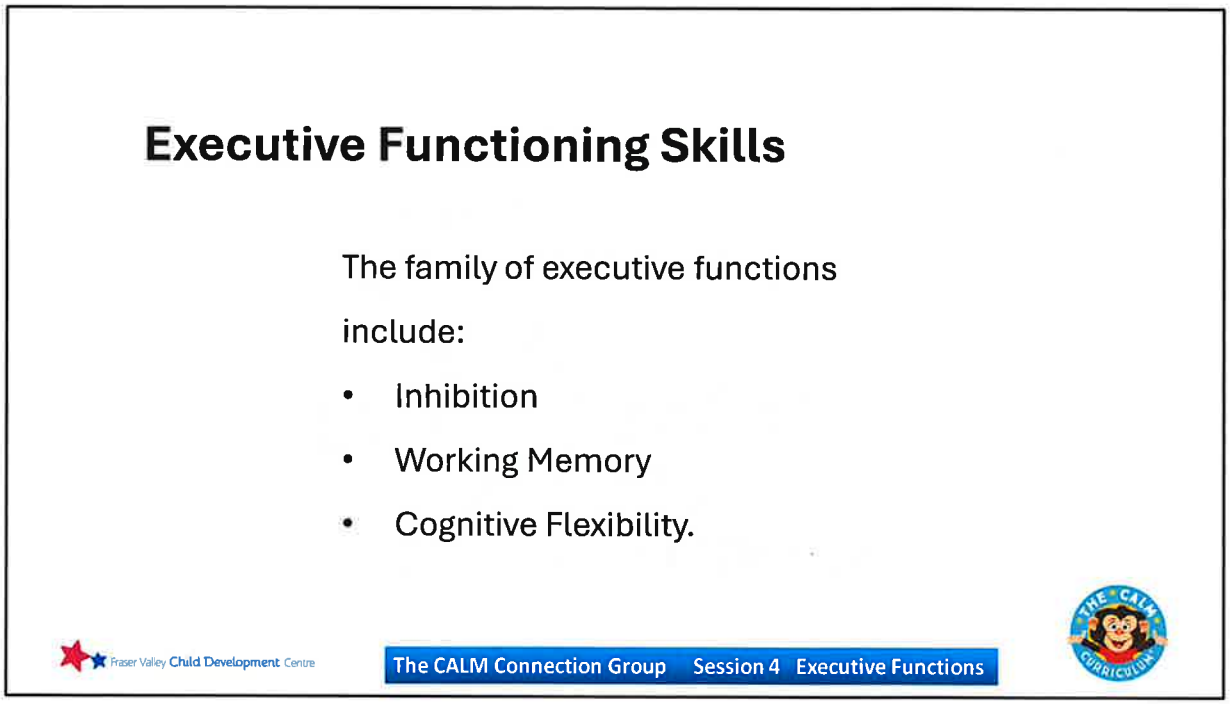
Keep in mind, it is only when we know different, we can do different, forgiving ourselves for the mistakes we have made and will continue to make.

Also understanding that research states, that if you can use the strategies that you will be learning (some of you are already doing this) 30% of the time, it is enough to make connections with the neural pathways of your child's brain to foster healthy brain architecture.

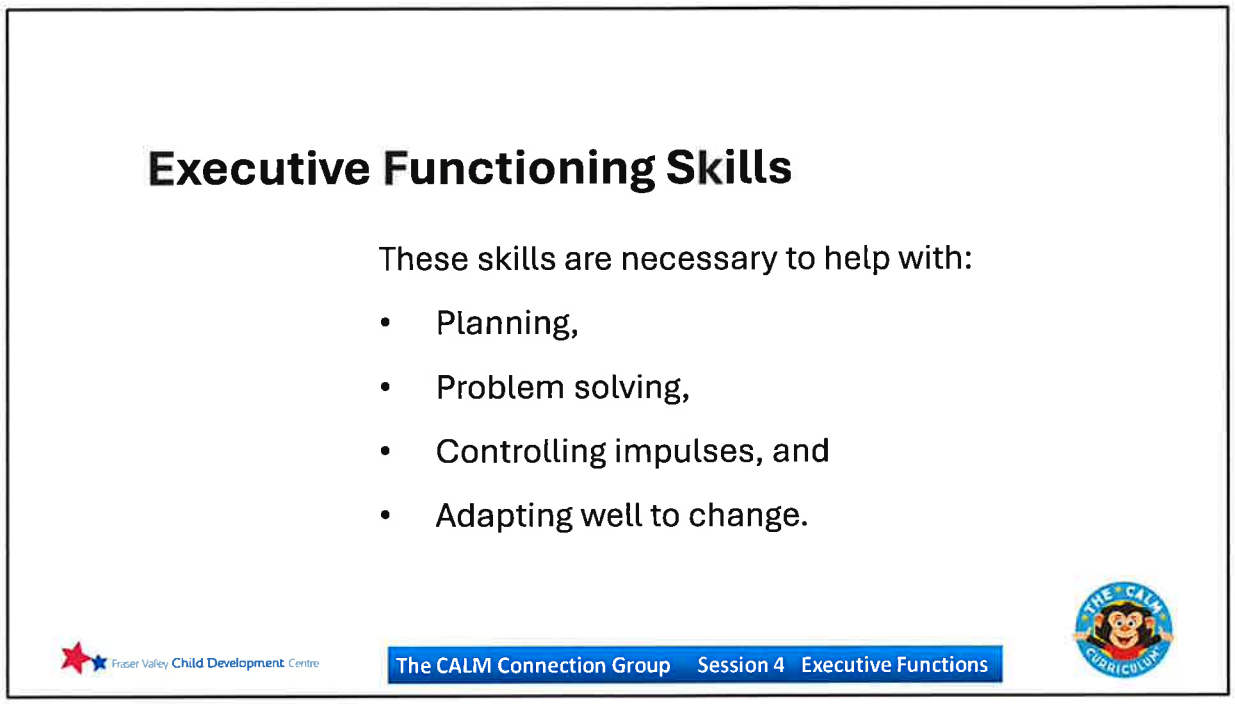


Executive functioning skills help our children to "Stop and Think" by accessing their upstairs brain. With help, they can then use these skills for problem solving.

The family of executive functions include:

- Inhibition,
- Working memory, and
- Cognitive flexibility..

In today's session we will talk in depth about inhibition..... working memory..... and cognitive flexibility. We will begin to understand why these skills are important, and when we are stressed, why it is harder to access them.



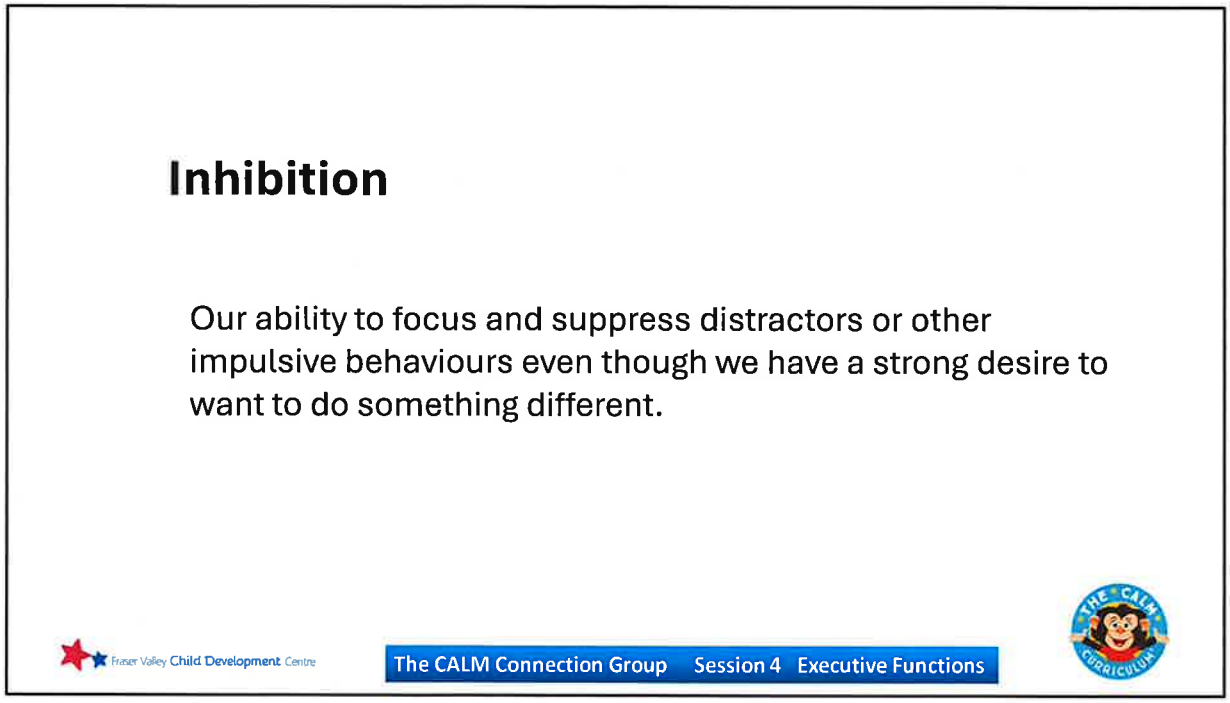
It is important for you to know that these skills are extremely necessary for your child to help them with:

- planning,
- problem solving,
- controlling impulses, and
- adapting well to change.

This is the area of the brain that will also help your child learn new skills and cope through some of the stressors they will experience through life.

So yes, executive functioning skills are very important and critical skills to learn.

Executive functioning skills are also essential for learning in the classroom, having friends and developing life skills needed in the future (parenting, jobs etc.)....so let's learn more about how you can support this SOS need in providing a Space for Stimulation and helping to build your child's brain.



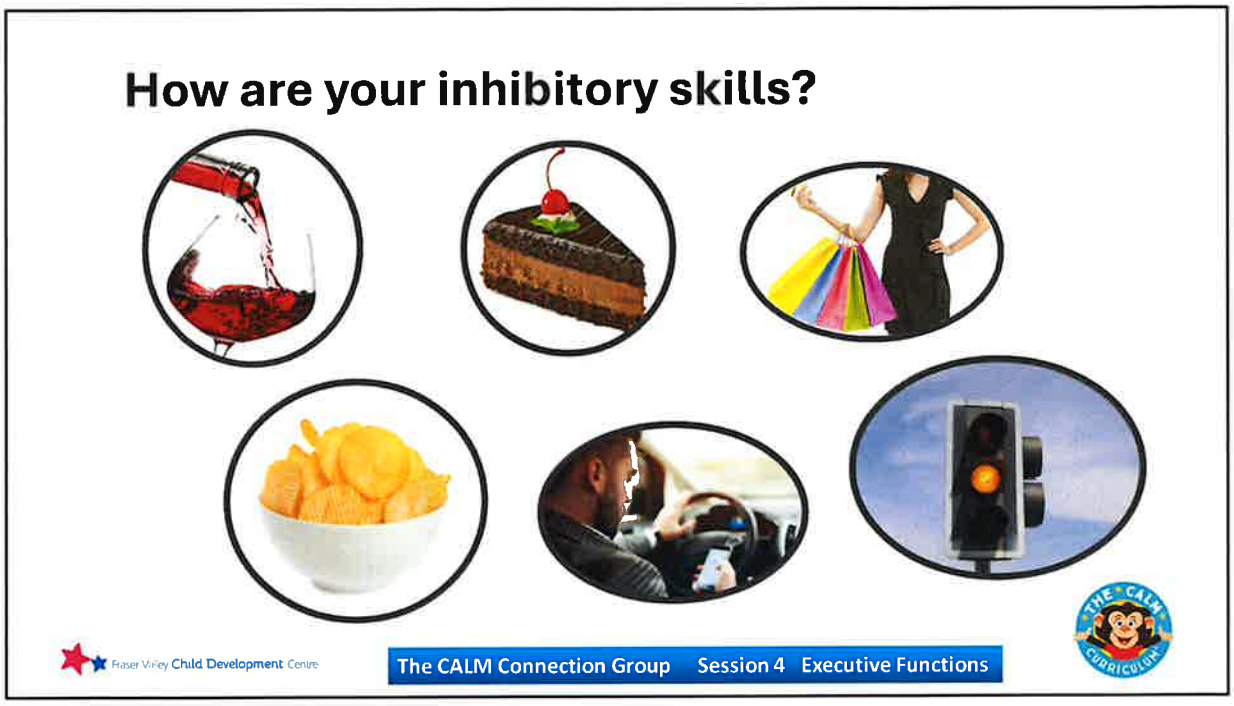
First, let's discuss inhibition. The definition of inhibition is...

Read slide.

Having this ability to inhibit something you really want to do, even if you know it may not be the best choice, becomes even harder when you are stressed.

Facilitators: Say this before going to next slide

Let's look at the following slide and I want you to consider how many of these things you may do more of when you are stressed...how are your inhibition skills?



You may not be limited to just one of these ☺.

I want to draw your attention to the yellow light.....

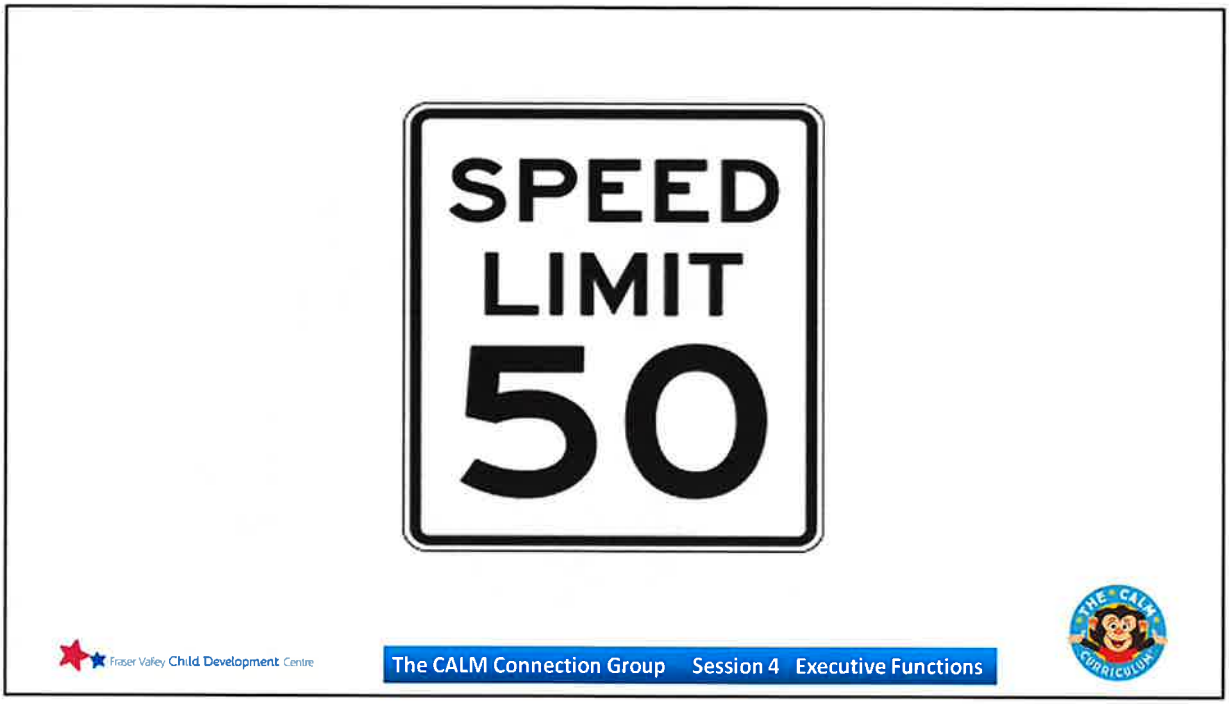
Facilitator Question: When you are late for an appointment or need to be somewhere at a specific time, how many of you have run the yellow light?

For many of us, the stress of having to get to our appointment on time has impacted our ability to think of the consequences of this behaviour.

None of us are bad. Stress overrides our need to be somewhere, and it seems more important than the *chance* of us getting into an accident or getting *caught* by law enforcement.

Facilitators, say this before going to next slide.

Let's explore this more. How many of you follow the next rule 100% of the time?



You do realize it is not a suggestion, right? ☺. It is the law.

Looking at the majority in the room, many of us have difficulty following rules ourselves,

even though we know there is a consequence to breaking this rule.

In fact, some of us even get frustrated by people driving in front of us that are following the rule.

Therefore, we know penalizing someone for breaking rules is not an effective long-term strategy, especially when we use fear to teach inhibition.

"Discipline involving fear of reprisal does not enhance emotional regulation. This type of approach does not encourage sustained self-regulation because it is largely dependent on the presence of an authority figure such as a teacher or parent."

Greenspan & Shanker, 2012

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In fact, with current research, we can understand that discipline which involves using fear does not support regulation and it is not sustainable because it is largely dependent on the presence of an authority figure such as a police officer, teacher or parent.

You will notice on the highway when someone is pulled over that there is a row of brake lights ahead of you.

As soon as the police officer is out of sight, the vehicles all speed up again.

Do you see how using fear is not a permanent solution and as our children get older, we run the risk of them not feeling safe to approach us when they are faced with big problems.

This results in children finding it safe to lie and provide you the story that they think you would rather hear. Remember the fawn response we learned earlier. **We want and need to be our children's "go to" people and this starts at a very young age by creating safety.**

So how else can we teach these skills, because we need to have them.

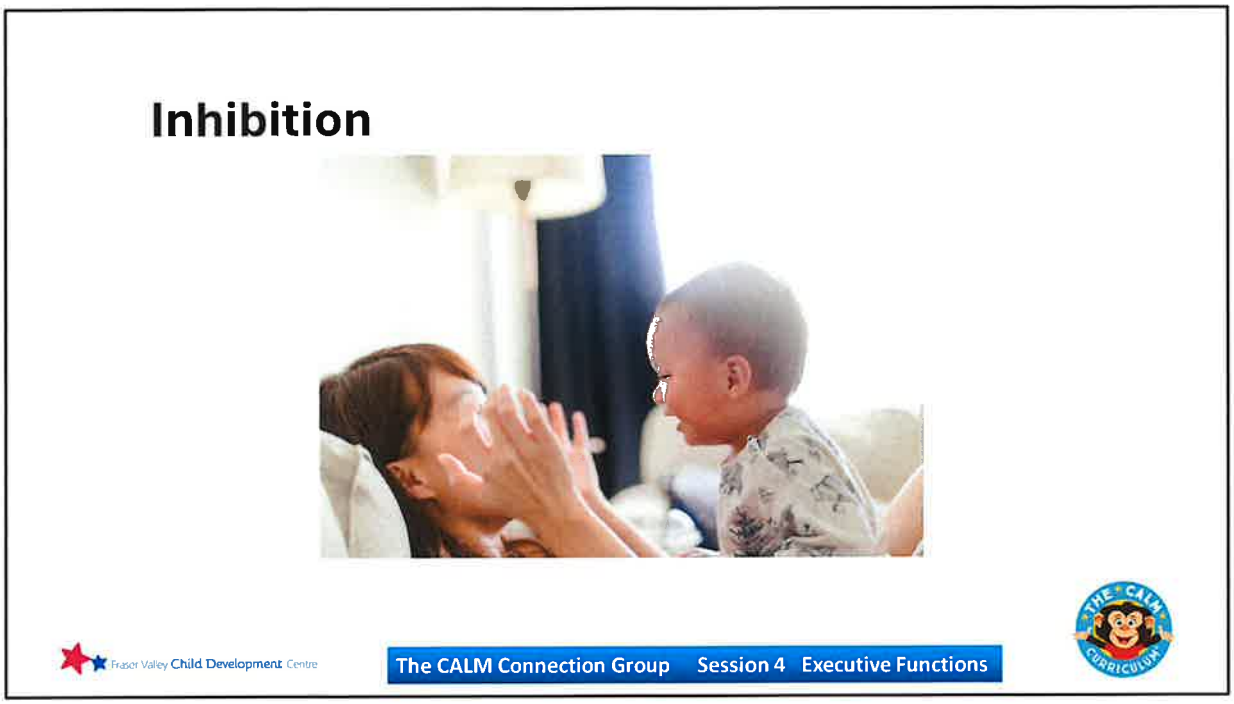
According to the late Lev Vygotsky, a prominent and well-respected child psychologist, he claimed children learn immense inhibition skills through games with rules.

Think of childhood games that you played where the rules of the game would have made your brain 'stop and think' and rationalize, even though perhaps your body wanted to do something different and just move.

Facilitator Question: Do you have any ideas?

List might include *Go, go, go stop! What time is it Mr. Wolfe, Freeze Tag, Mother May I, Kick the Can, Red Light-Green Light, Hide and Go Seek, and even songs like Head and Shoulder Knees and Toes, Wheels on the Bus, Going on a Bear Hunt.*

Some of these games may not be played as much anymore due to the nature of our neighbourhoods and children not having opportunities to play these games.



It is important for you to understand that there is huge intention when playing these games and they are NOT "just playing", or "just singing", when engaged in these activities with your child. For example,

When you were playing **peek-a-boo** with your child, they had to wait for you to lift your hands off your face. This stressed your baby as they lost contact with you. They then recovered when they were re-engaged with your safe, familiar face, and you would see the delight on their face. This is called allostasis or is a tolerable stress, where children learn to adapt to the stressors of their environment.

This is teaching our children to use a top-down brain approach when they experience stress rather than a bottom-up reaction. They can do this because you, the safe person, are helping them regulate and recover from stress and this is all done through play. The same can happen with hide-and-seek.

Your child might hide under the table and call out "Come and find me!" As you say their name, they might giggle or screech, that is because they have not completely developed the skill of inhibition. As your child practices this game, they will learn to keep their voices quiet and bodies still, and now they are developing inhibition.

Children learn to inhibit impulses as they get better at using a top-down approach. Allostasis is also helping your child develop resiliency to stress. These games still illicit the emotions of being scared, or fear, but instead of going into fight or flight, they are accessing their upstairs brain.

Inhibition

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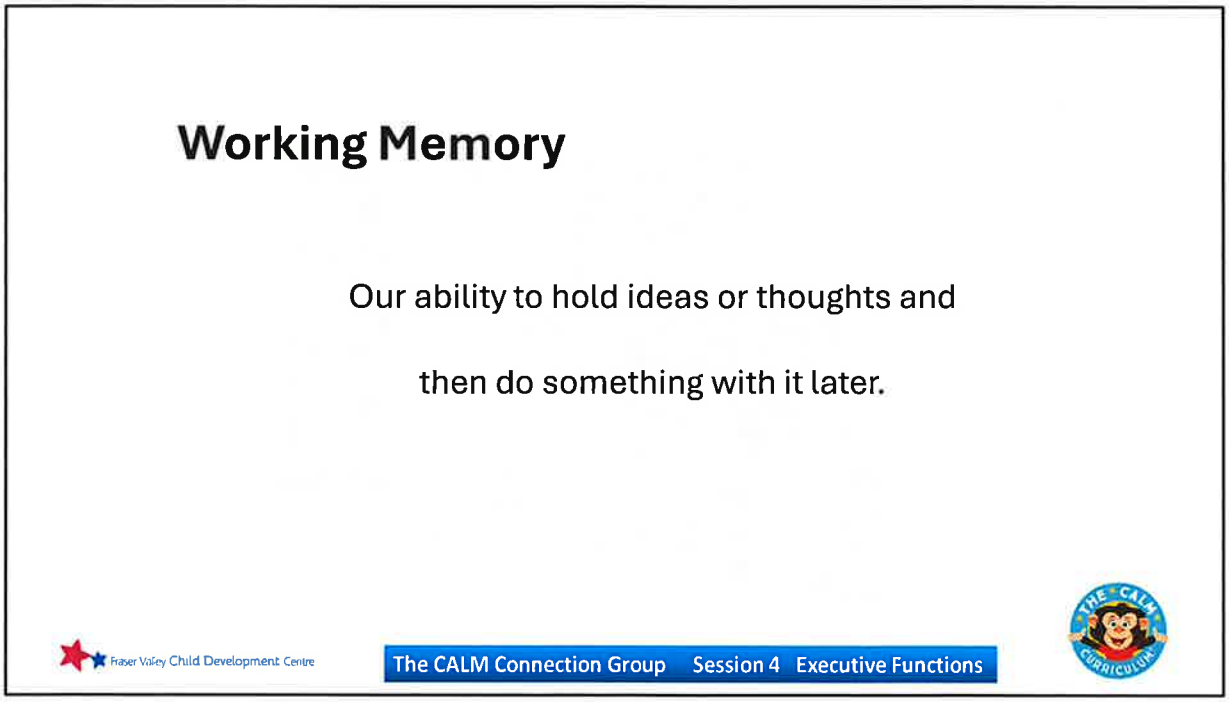
Let's watch Baby Emerson in our next clip and you can clearly see Emerson in a fear response and then recovering...we do not recommend that the game be taken to this extreme...

As you can see Emerson is working through a top-down approach through this playful game with mom. A few times Emerson nearly landed in the downstairs brain, but with mom's safety was able to cope with the stress. Perhaps playing less stressful but similar games, such as peek-a-boo and hide and seek, are powerful in supporting a top-down approach with the brain.



Working memory is our ability to hold ideas or thoughts and then do something with it later. We need our working memory to help us remember important tasks, planning, problem solving and even following directions. This is another important skill to have, and once again, because this is located in the upstairs brain, when we are stressed, it becomes hard to retrieve.

Facilitator Question: Do you remember cramming for final exams in school? You would have your index cards or worksheet memorized for the next day. When you would go into your exam and a question popped up that you absolutely could answer the night before, and now it becomes challenging to retrieve it.

Facilitator Question: What happened when you walked out of the exam?
Wait for responses and reflections.
Yes, it all comes back. The same can happen in an interview, where you have a hard time to produce a response to a question, and as soon as you are on your drive home, you think of all the things you could have said instead.

Do you see how stress can impact your working memory skills?

My example: *I have learned a lot about how I respond to my son when he says "I did lousy on my exam. I went in feeling like I knew how to do the work, and then couldn't seem to remember it in the exam."*

The old Kiran would have responded, "You should have studied harder!" or "Have you thought about getting a tutor?" or "Next time you should spend more time studying!"

The new Kiran now tries to remember to respond, "I get it. It is hard when you are stressed to remember all that information."

Your example:

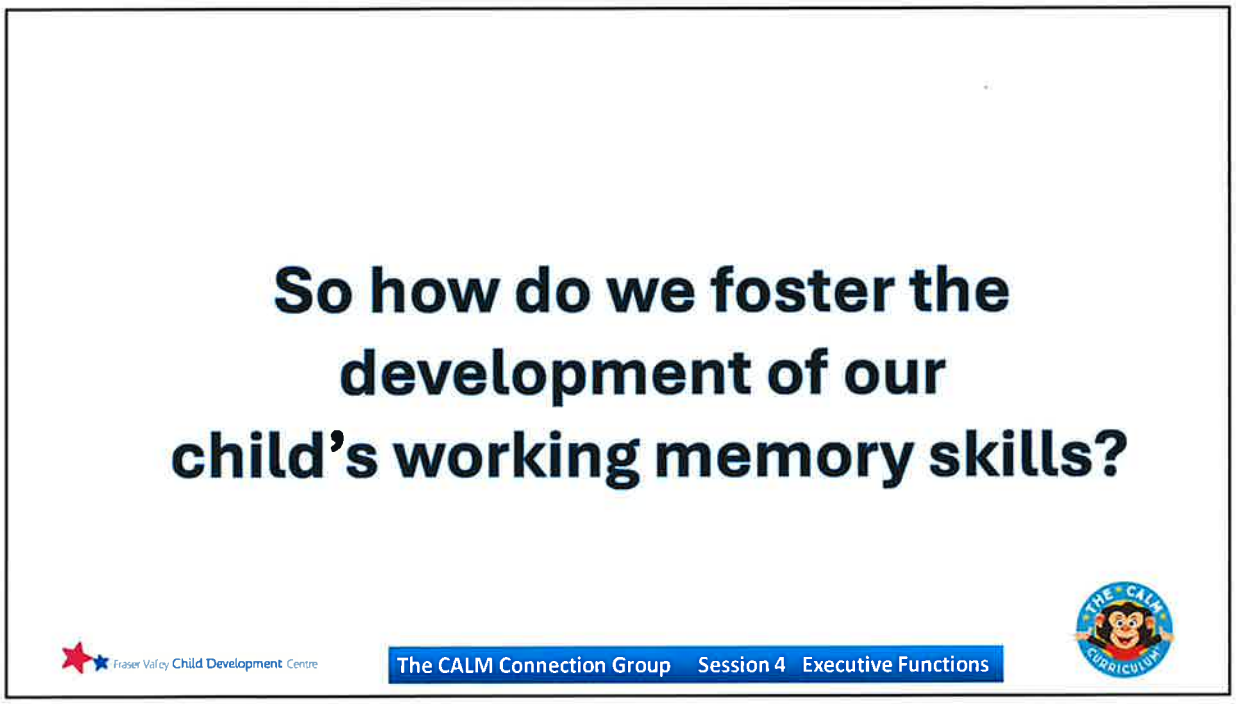
Let's have some fun and test your working memory skills. We are going to put up a slide for about 30 seconds which has a list of my 11 grocery items that I need you to pick up.

You cannot use your phone camera to take a picture or write anything down yet. When we say, get my groceries, you may start writing them down. **Are you ready?**

After 20 seconds change the slide and ask parents to write down the grocery list.

Allow time for participants to review their list.

After 20 seconds change the slide and ask parents to write down the grocery list.



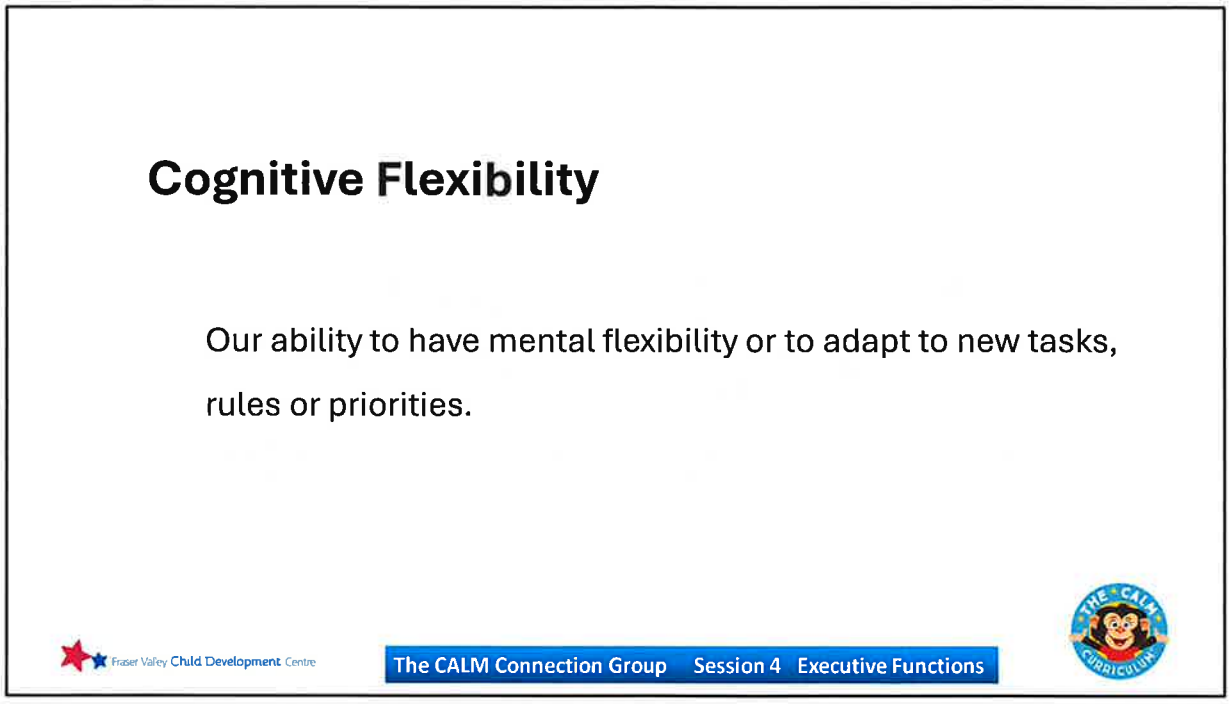
Facilitator Question: What games did you play when you were younger that helped you with your working memory?

Possible Answers*: Songs, rhymes, memory games, guess what's missing, reading the same book.*

You are probably doing many of these things already. You might want to expand by having your child act out a favourite story or show or have them remember 3-4 items from your grocery list.

The key to working memory is constantly challenging the brain to remember more. We are scaffolding the skill of working memory by doing it this way.

So, if you are playing a matching game with 8 cards, and your child is mastering the skill, then challenge them with 12 cards. Or if your child is doing well with remembering 3-4 items on the grocery list, increase it to 5-6 items.



The last in the family of executive functioning skills is **cognitive flexibility** and this is your ability to adapt to new tasks, rules or priorities.

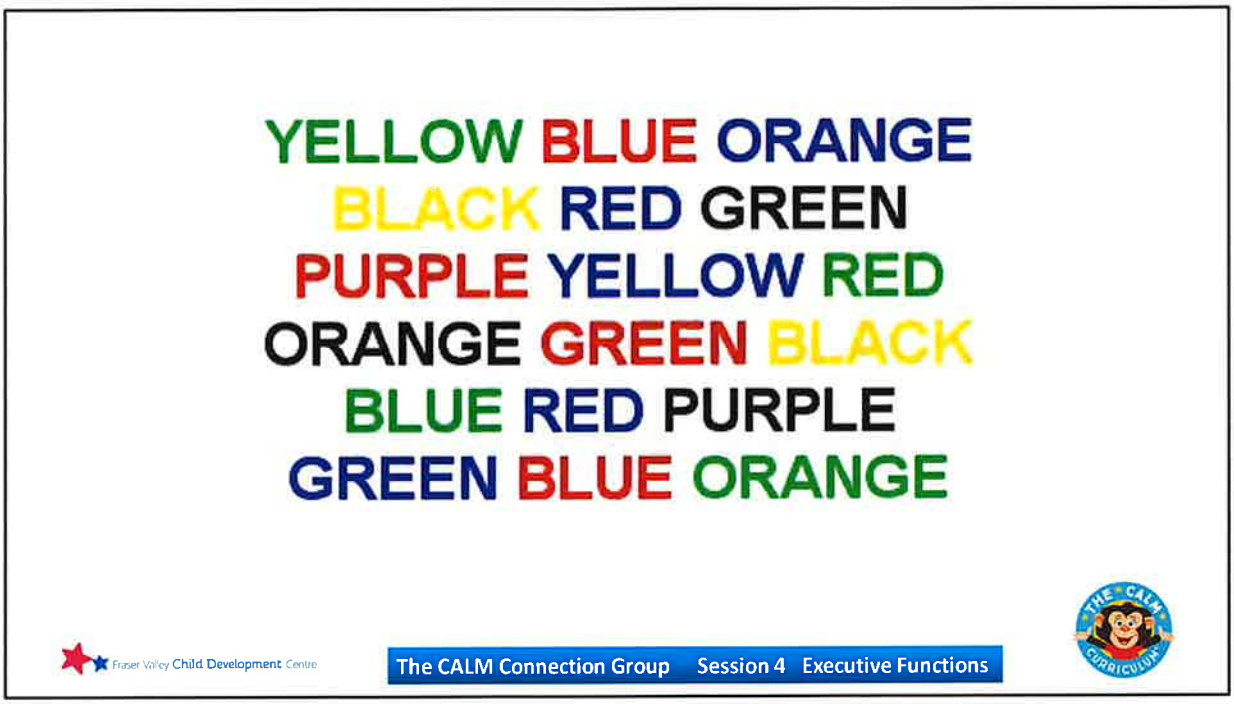
In this ever-changing world of technology, our children are going to have to be able to learn things quickly and then adapt and change to new ways of doing things over-and-over again.

Many of our brains were never trained this way, as we were trained for factory work, and doing the same type of work over-and-over again.

Let us show you in this next example, how hard it is for your brain when we change the rules.

In this next slide, I want you to tell us what colours you see from left to right. There is only one rule, and that is **don't read it.**

We will all say them out loud at the count of three. **One, two, three...**



Green, red, blue... *(Facilitators stops after blue and allows participants to continue)*

Facilitator Question: Why was that so difficult? I am sure you all learned your colours.

Wait for responses and reflections.

Yes..... your brain has been trained to read, and now I have changed the rules.

Did that make any ones' brain hurt?

New learning does make our brains hurt!

Once again, we do want our children to have this skill, so that they are ready to conquer the fast-paced changing world they are in now and in the future.

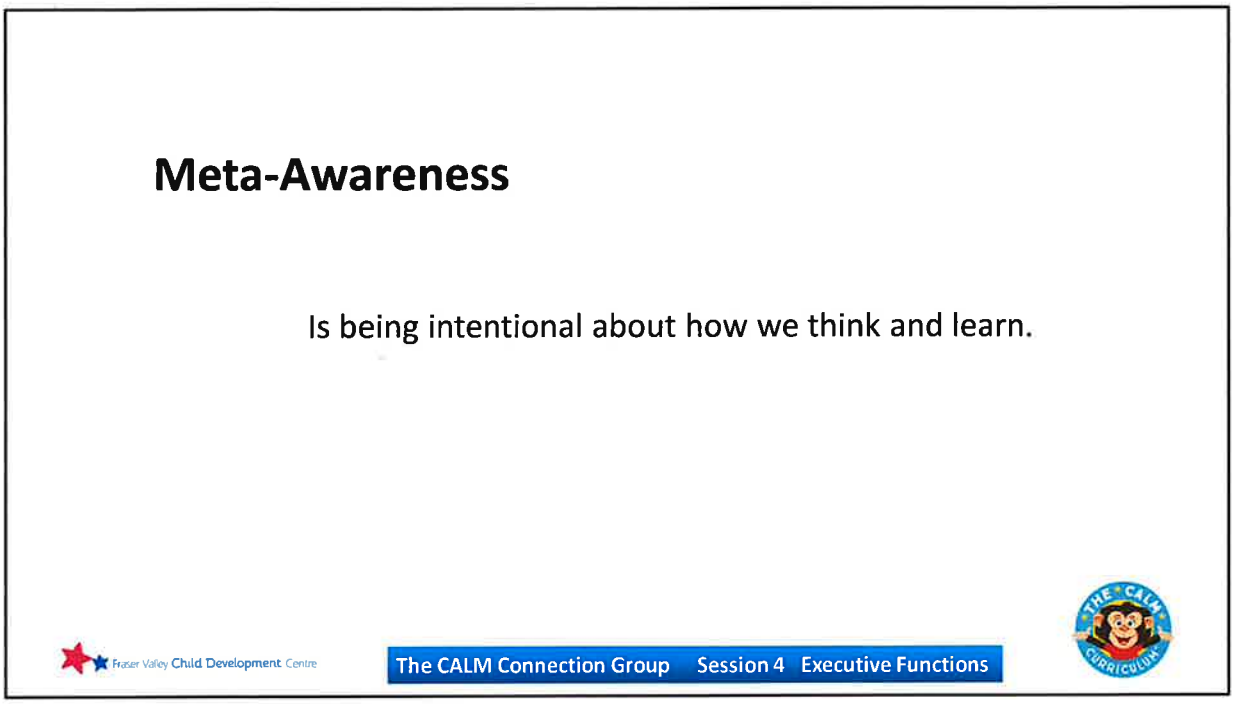
What games did you play when you were younger, where the rules to the game changed...this is a harder one.

Let me help you ***(act out)*** ... **Do this, do this, do this, do that.** Yes, Simon Says.

Other games include Duck, Duck, Goose and taking a song like Head and Shoulders and changing the body part throughout it, or at the end. So instead of eyes, ears mouth and nose, you could sing ears, mouth, nose and eyes. Also, activities that are open ended help support cognitive flexibility, such as building with blocks, imaginative play, or even changing the endings of your favourite stories.

Driving a different route to grandma's house, walking a different way to the park, or starting at the other end of the grocery store fosters cognitive flexibility.

Now that you have learned about our executive functioning skills, there is something else you should know that would help your child to be successful with these skills and that is building your child's metacognitive skills.



Metacognition requires the capability to be fully present in our mind and be aware of how we think and how we can learn a skill and the patterns behind them. It is here that we can plan, monitor and assess a process to learn a new skill. It also helps us reflect on our own thoughts and have insight into our feelings, needs and behaviours. Metacognition can also frame our self-talk, and this is critical in a growth mindset brain and having resilience. We will learn more about this in Chapter 6.

However, it is hard to rely on metacognition and reflect on your thinking when we are rarely fully present.....

Facilitator Question: How many of you have experienced the following in the last week?

How many of these things have you done this past week...

- Forget where I put my keys?
- Can't remember my drive?
- Did I lock the car?
- Did I close the garage door?
- What was I looking for in this room?
- Did I turn off the iron...hair straightener...stove?
- Did I just go through a red light?

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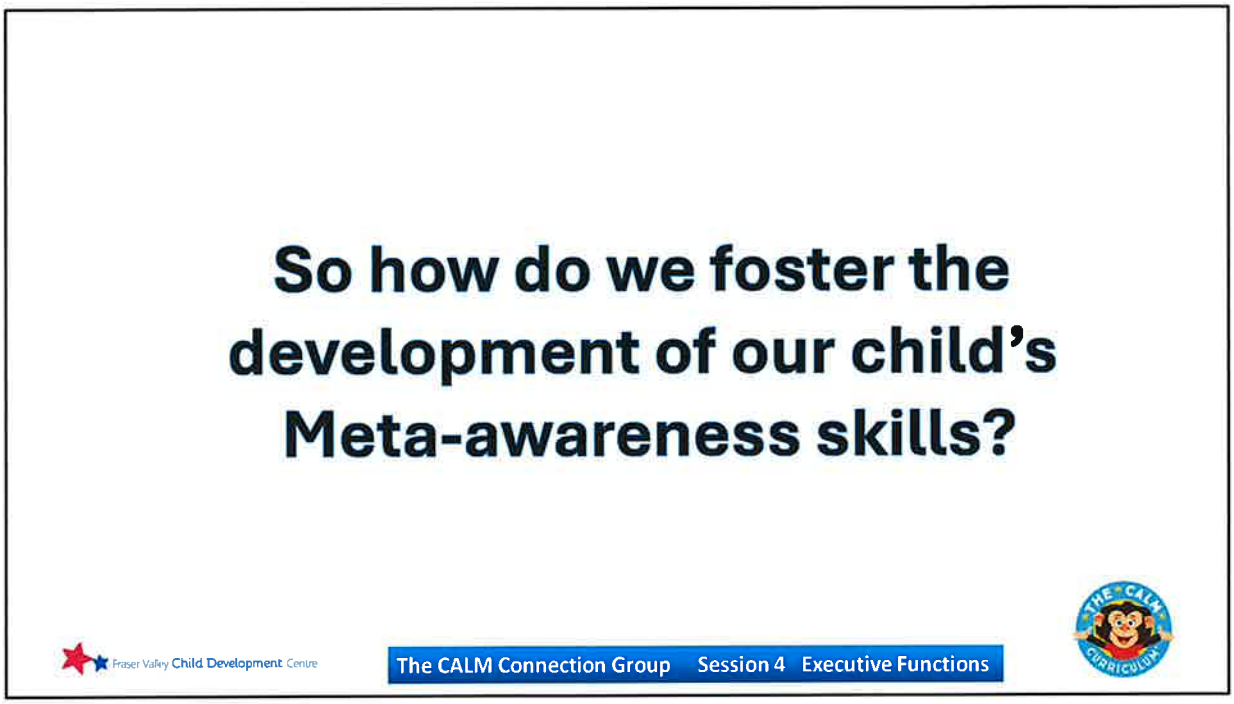
Facilitator Question: Why do you think this happens?

Allow for responses and reflections.

Yes, we have too many things going on in our minds at one time and we are not in the present moment when we do some of our tasks. Remember the goldfish study, well it also revealed we have become much better multitaskers, and we are not sure if this is a good thing considering, as a result, we can't remember our drive to work or many other things that happen in our day. BUT we have figured out in our mind what to make for dinner, what needs to go into the oven first, how you will get your child to soccer practice and having the ability to get a load of laundry in between dinner and soccer practice!!!

Wow, we are so good!
Well, this can be helpful at times and problematic during other times. If I told you we were going to practice meditation and the task was to just listen to our breathing, many of us would panic as this would not allow our brain to multitask. We need our brains to rest and recover because they will naturally go into multi-task mode.



To support our children's metacognition, we need better meta-awareness. How do we expect our children to be aware of their thoughts, if we ourselves are unable to do it.

As we foster this skill of meta-awareness in our children, we need to practice this skill too. It is basically the ability to observe your thoughts and feelings and sensations in your mind and body as they happen and formulate self-talk...yes talking to yourself can be a very positive skill.

For children, a great way to become meta-aware is through sensory activities, such as: playdough, water play, sand play.

These are all examples that help children feel more present in their mind and body where children can start to observe these sensations and how they make them feel and develop their internal dialogue.

Stretching and regular breathing practice can also help with meta-awareness. Ask your child to help you do "Melvin Breaths!"

Now that we have learned about executive functions, meta-cognition and meta-awareness skills, prior to today what might have you done when.....

Your child would forget...

Can't do it...

Can't find it... or

Can't remember...

Wait for responses and reflections.

Now just to emphasize the point...how many of you can remember the 11 grocery items...anyone...

Now you know these are all developing skills, and with your patience and your safety, children will learn these skills. It may take a while, just like riding a bike, however with lots of practice children get better and better with these skills.

Won't or Can't

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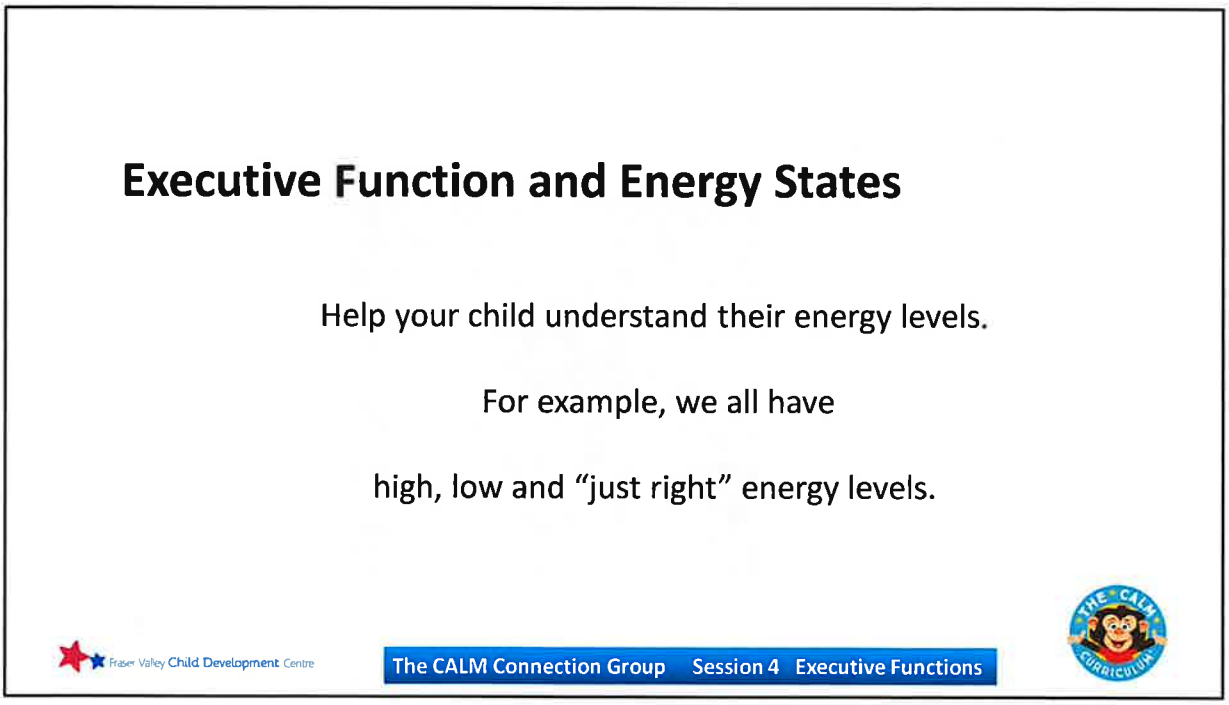
Just remember it is not because your child won't do it.....

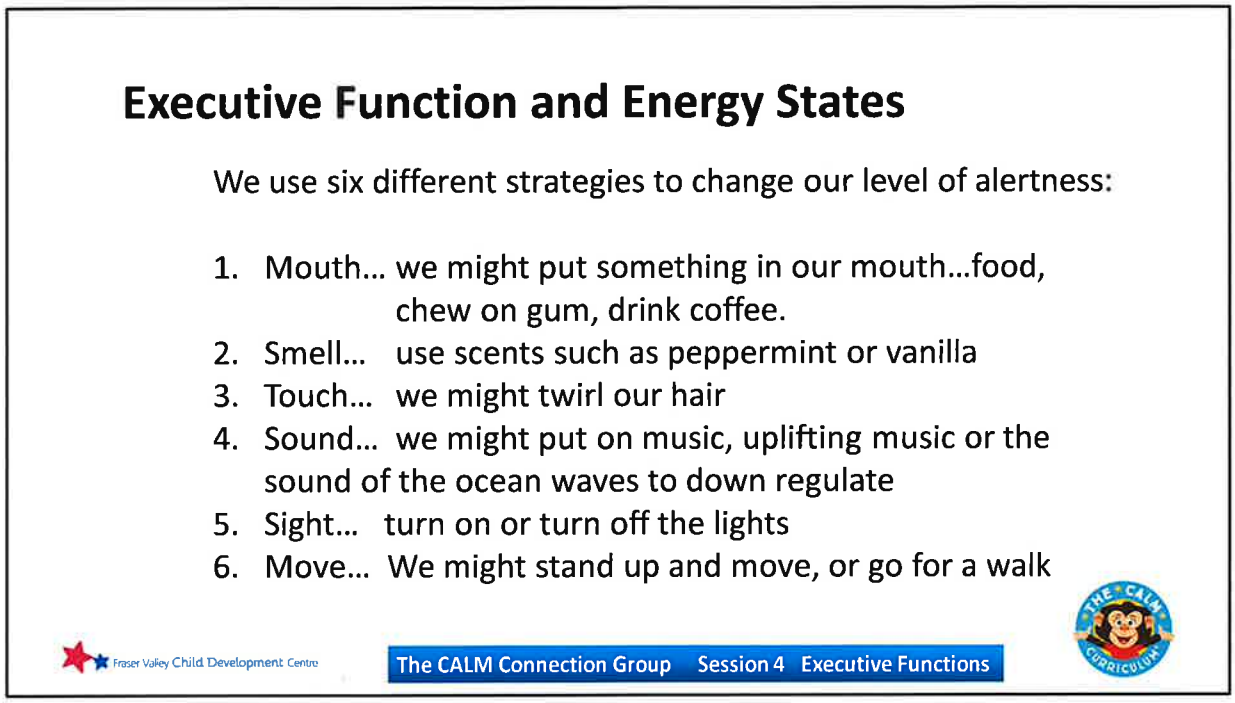
It is because they can't do it.



Before our children can access their executive functioning or the learning part of their brain, we also need to ensure their energy levels match the task that we are requesting of them. For example, we all have high, low and "just right" energy levels.

Some of us will wake up and we need a few cups of coffee or tea to help us get ready for our morning. Others will wake up and go for a morning walk or run to help them get ready for their morning. Now if a high energy morning person tried to convince the coffee drinker to come out and do a morning run, they may not be so successful.

Our energy levels need to be ready to match the task that is being presented and sometimes when we can, we find ways to match the level of alertness that is required for the activity. We also know that these energy levels change for us throughout the day, and we will find ourselves naturally finding ways to increase or decrease our energy. (Having something salty in the afternoon, taking a break from what we are doing, taking a deep breath, chewing gum, listening to music, turning the lights on or off etc. can change our levels of alertness.)



Our senses are powerful in helping us to change our energy states. And yes, there are more than five senses. Movement is also considered one of our senses, known as our vestibular sense and how we position our body in space is known as the proprioceptive sense.

As mentioned before, we do things unknowingly or unintentionally which naturally help meet our body's needs.

We may know that we need to complete something important, yet we may take a break or grab a snack to help us up-regulate, so we can continue with the activity. As big people, we have lots of control to be able to do this to meet our bodies' needs.

Little people, don't always know what their bodies need and/or have the ability to just grab or change something.

Sometimes when our children do something, they are giving their body what it needs. If this action surprises us, we may have missed the message and translate it as misbehaviour (such as, jumping on the couch).

Self-Management & Hypersensitivities

When our body is not getting what it needs, our body and mind can become stressed.

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Many times, even as adults, we don't even know our own stressors until they are gone. For example, we may turn the fan on while we are cooking and then forget to turn it off. Many times, we might feel agitated until someone else turns it off and then we realize the noise of the fan was agitating us. Or we may 'turn down a sense' to help us focus, such as turning off the radio when you are looking for an address.

For many children, when their bodies and minds are overstressed and they are having feelings of worry, anxiety or fear, they can become hypersensitive to noises, visuals, textures (even their clothes), smells and tastes.
As a result, their whole body might get fidgety as they are trying to cope with the stressor. This is called hyper-aroused.
Or their body might just retreat to itself because it has no more energy to cope with the stressor. This is called hypo aroused.
When children's bodies are in these states, it becomes almost impossible for them to pay attention and to learn.

It is very important that we understand this so we can support them in the energy arousal state that their body is feeling.

1 in 5 children are hypersensitive to their environments due to genotypical differences.

Ellis and Boyce 2005

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Just a little more on hypersensitivities.

We are seeing more and more children within our programs and through family referrals that have hypersensitivities.

In a research study done by Ellis and Boyce in 2005, they found that 1 in 5 children were hypersensitive to their environments due to their genetic make-up or genes.

We know from families that this number has increased.

Hypersensitive children are just like **Orchids**.

Dandelions are those children who are resilient no matter what environment they are placed in.

However, our Orchids need a lot more nurturance to be successful in their environment and for those of you who have ever tried to nurture the flower, it is lots of work, but the result of a well nurtured Orchid is a beautiful flower.

If we learn to nurture their hypersensitive needs, these Orchid children, according to the research, will outdo their dandelion counterparts...

Why... Because they become far more aware of their environment and navigating the emotions of people around them.

Of course, this can go the other way. If our Orchids are not nurtured well, they run the risk of unhealthy outcomes.

Therefore, we all need to have a better understanding of our Orchid children so we can all better support our caregivers who are raising Orchids.

Colour Gauge

Red Zone

My body has
too much energy

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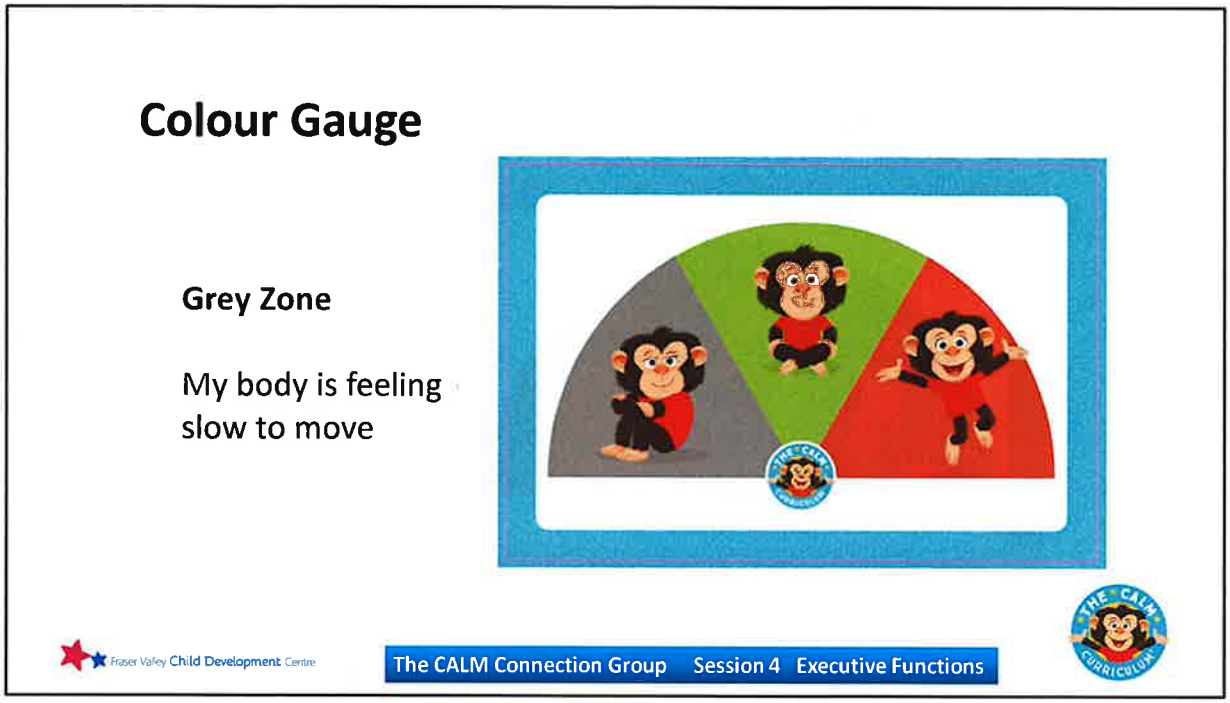
We can help our children become more self-aware and give the strategies to understand and express their body energy states.

We can explore with them what their body needs to match their energy levels with the activity that is being presented.

You will be given a story to read with your child to help them understand their energy states. You will also have an energy gauge to help your child learn their body energy states. If their level of alertness is different than the activity, you can support them to meet their energy needs differently.

For example, a child may be in the **red zone** with too much energy at bedtime, and you need them to be in the grey zone, and ready for bed. Helping your child may include……

Using the touch sense: A warm bath; A back rub; A cuddle;
Using the hearing sense: Offering soft soothing music; A bedtime story;
Using their sense of vision: Turning the lights down low; Closing the blinds

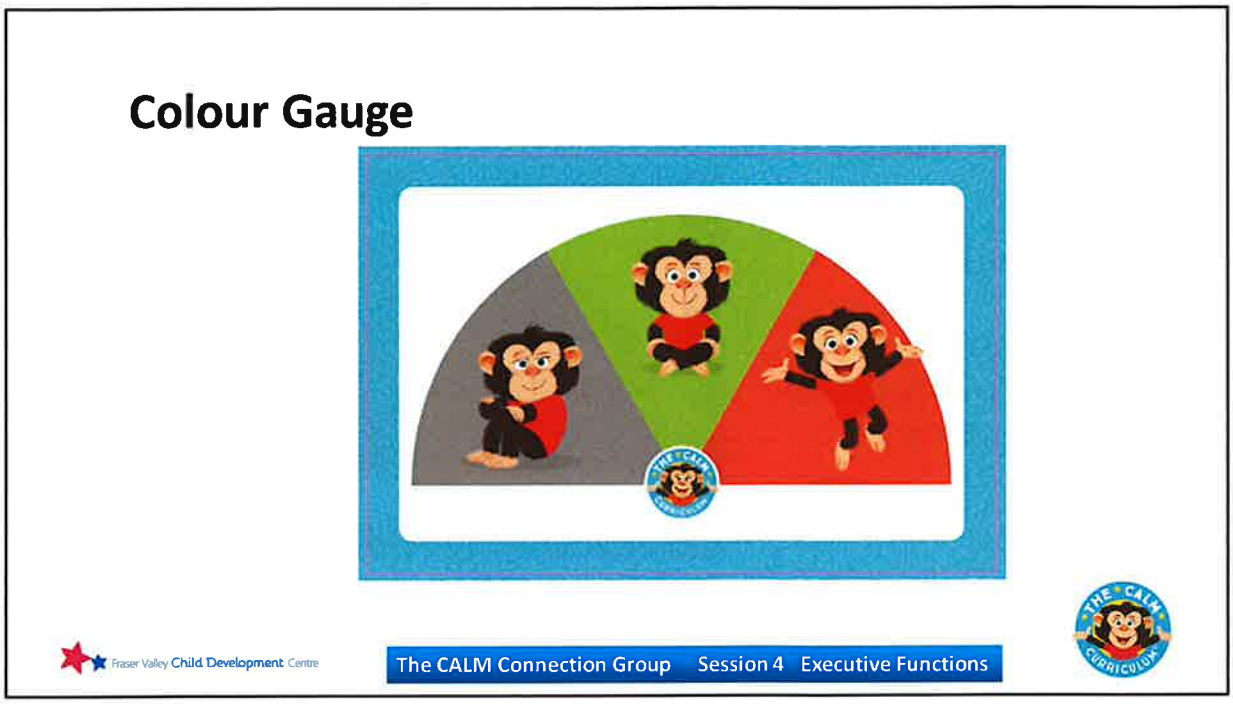


On the other hand, for example: you may need to up-regulate your child's energy level or state of alertness when you need to be somewhere or do something, and your child is in the **grey zone**.

Using the hearing sense: Sing a fun energizing song;
Using the taste sense: Offer a chewy snack; Offer a drink;
Using the touch sense: Give them a bath; A deep pressure hug.

You naturally start to know what your child needs and what their body and senses crave; however, it is also important to have our children start to become more aware of their body energy states as well. Using the energy gauge can help children identify what energy zone their body is in, which in turn, can help you decide how best to support your child's needs.

The **green zone** is the optimal state of learning for your child. When your child is in their green zone energy state, they can access their executive functions and take on challenging tasks, new ideas and engage in problem solving with your safe and nurturing guidance. Of course, none of us can be in the green zone for too long before we need a break.



When your child is in the red or grey zone it becomes your mission to find out what your child's mind and body needs to meet the energy level required for the activity.

They may not have had enough sleep, they may be hungry, their body temperature may be too hot, or too cold, or their body is craving sensory input, meaning they need to jump and run, or they may need a deep pressure hug.

If you are noticing lots of sensory needs for your child that are impacting daily activities, please come see us to discuss other ways to help your child.

Remember, Green Zone energy means your child is ready to play and learn.

This is a perfect time to build and exercise your child's executive functioning skills.

The best way to do that is through play with their safe people.

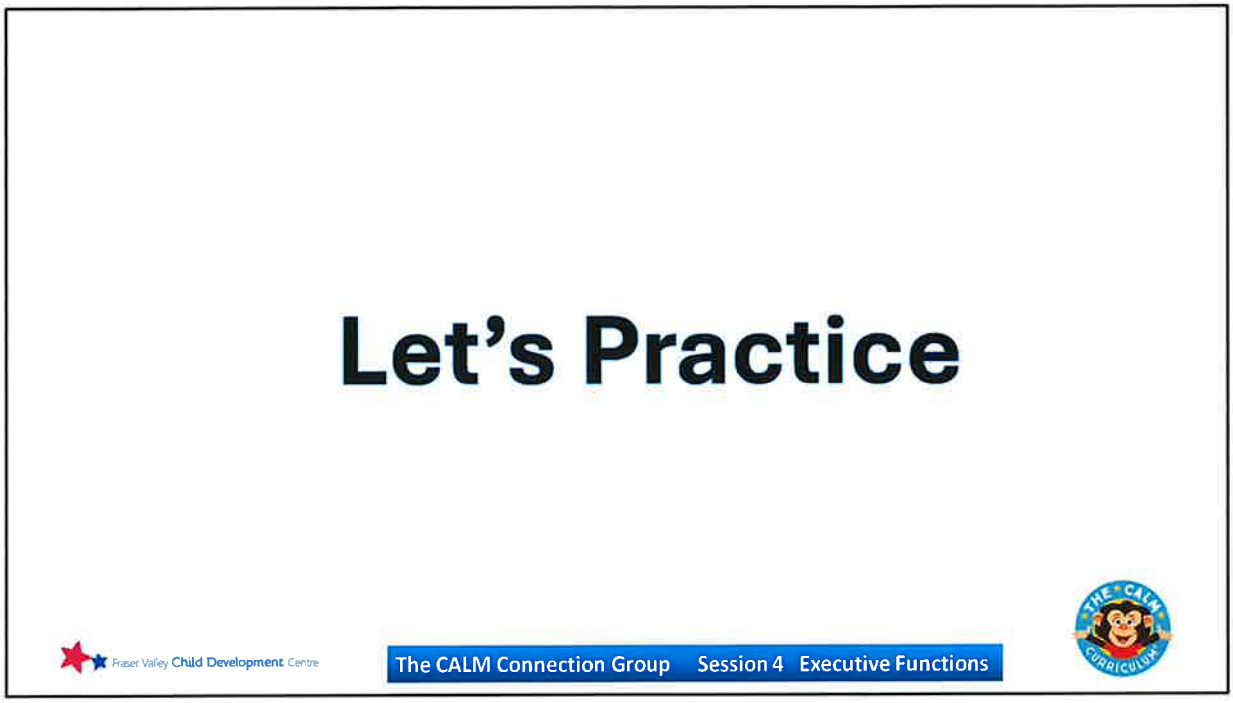
We are going to help you get started with a book called "Fun with Melvin" which has many songs and games that help build executive functioning skills.

Also, to learn the colour gauge, we are providing a story that we invite you to read with your child called **Melvin's Energy Zones**.

Let's read it together first and that way you can become familiar with it.

Read story.

There is also a song on our web page www.connectwithcalm that can help your child remember the different colour zones and what they mean.



Now it is time to take all our learning and put it into practice.

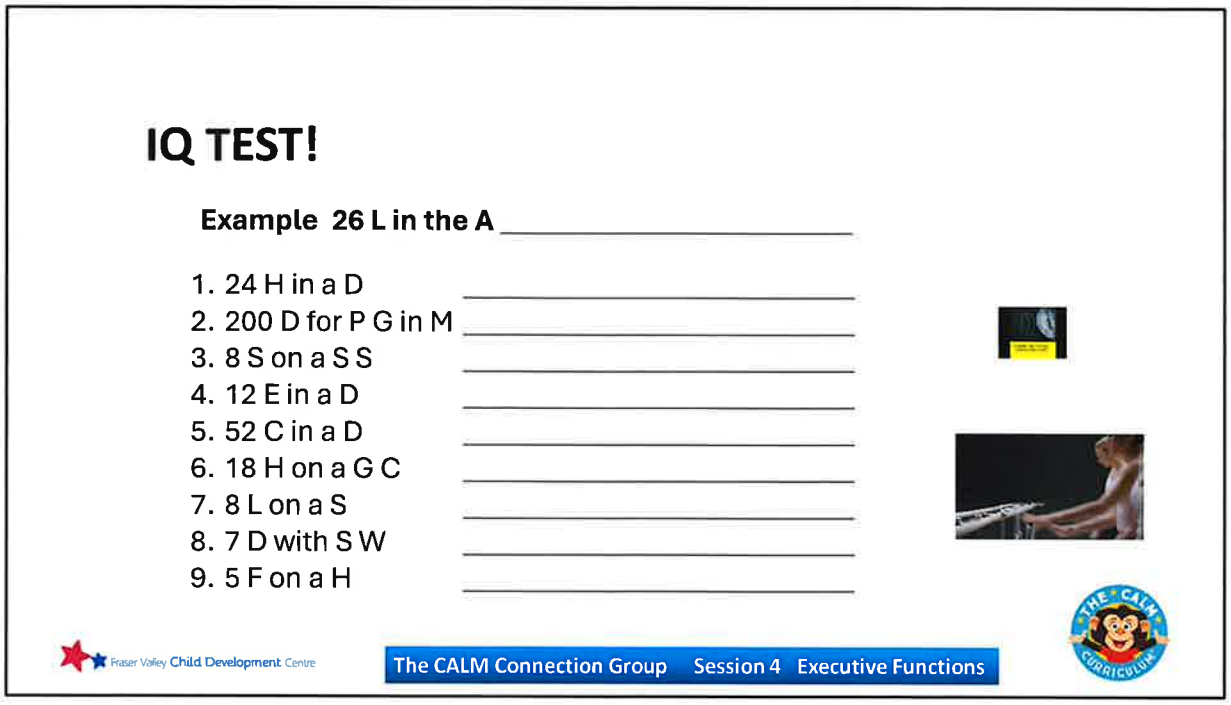
I hope you are all in the green zone because we are going to give you an IQ test.

Basically, you will have two minutes to complete the activity after we explain it.

There are only a few rules, you can't google the answers or collaborate with others.

Hopefully, this has not stressed you out!

Activity: Hand out the IQ Test Activity Sheet or go to the next slide.



Alright, let's learn the instructions to this activity.

First, let's look at the first example and we will do it together, so you understand the instructions.

These are simple acronyms with the numbering giving you a clue and the letters represent a word in the answer.

EXAMPLE: 26 L in the A.

So, what has 26 in it?

Yes 26 **L**etters in the **A**lphabet!

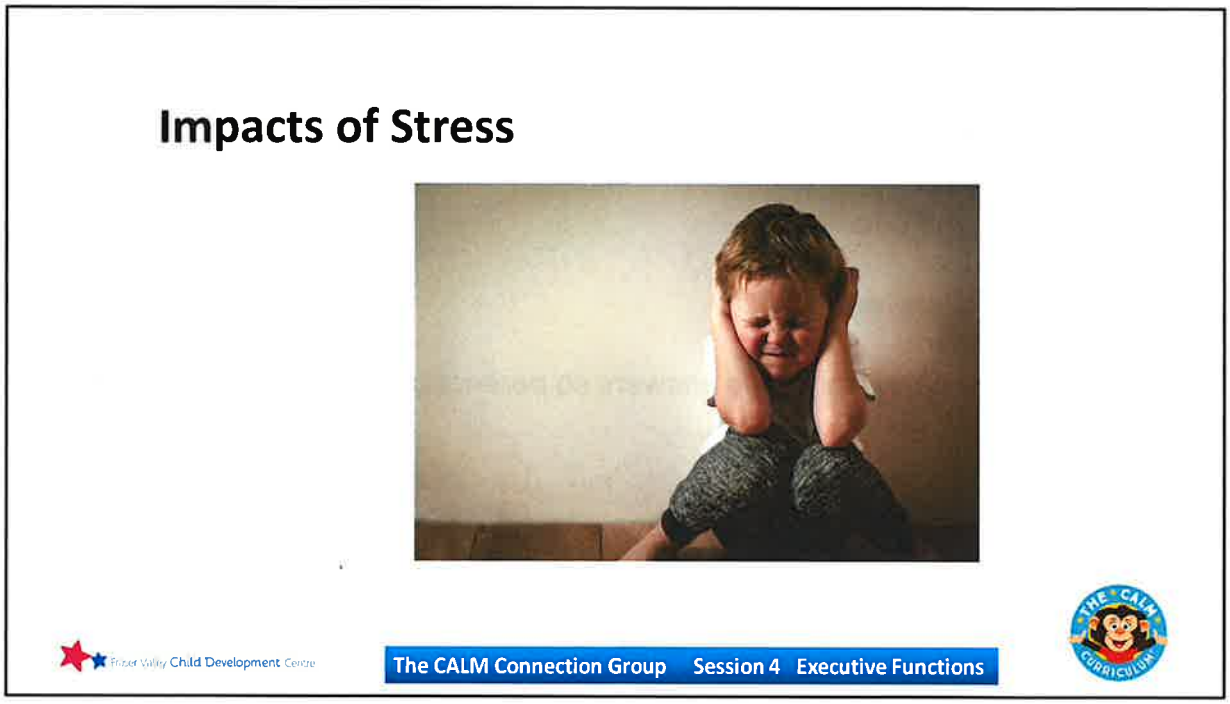
See, easy! You will have two minutes to complete the rest of the activity. GO!

FACILITATORS: after 20 seconds, play music and then play the loud buzzing noise. Wait another 15 seconds, and clap your hands, turn on lights, close and open doors etc.

Answers:

1. *24 hours in a day*
2. *200 dollars for passing go in monopoly*
3. *8 sides on a stop sign*
4. *12 Eggs in a dozen*
5. *52 cards in a deck*
6. *18 holes on a golf course*
7. *8 legs on a spider*
8. *7 dwarfs with snow white*
9. *5 fingers on a hand*

To help a little give clues about the answers so parents can still guess the answers.



Let's talk about the activity. ***Facilitator Questions:***

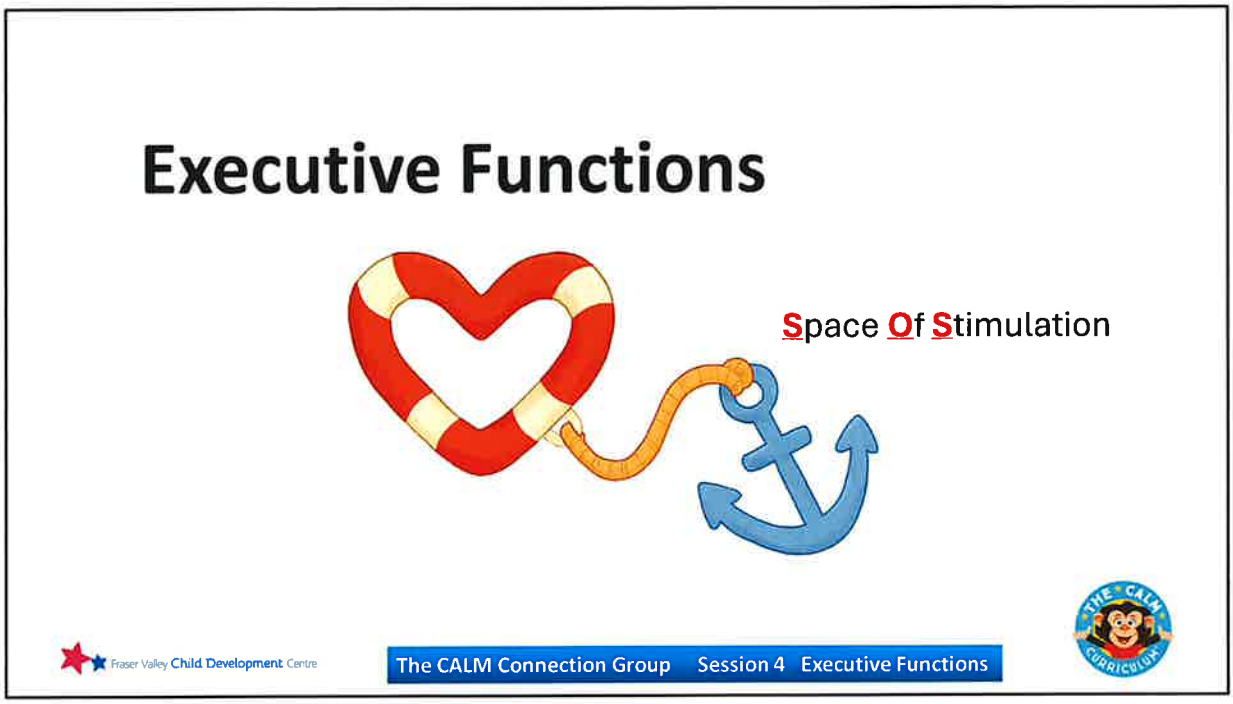
How was the music for all of you? (Some of you liked it and others didn't... do you see how stress and stressors can look different for all of us.)

How many of you heard the buzzing sound in the background...how was that?

What about the other distractors, how did those help (or not help) your ability to focus and do the task?

How many of you gave up...how many of our children give up....?

So, you see, the point of the activity is to see how stress impacts all of us differently, and this is the same for your children.
We would never want to shame you and say, "Sammy got most of them, why didn't you?"
The same goes for our children, comparing our children to others can become problematic, because there are so many variables!

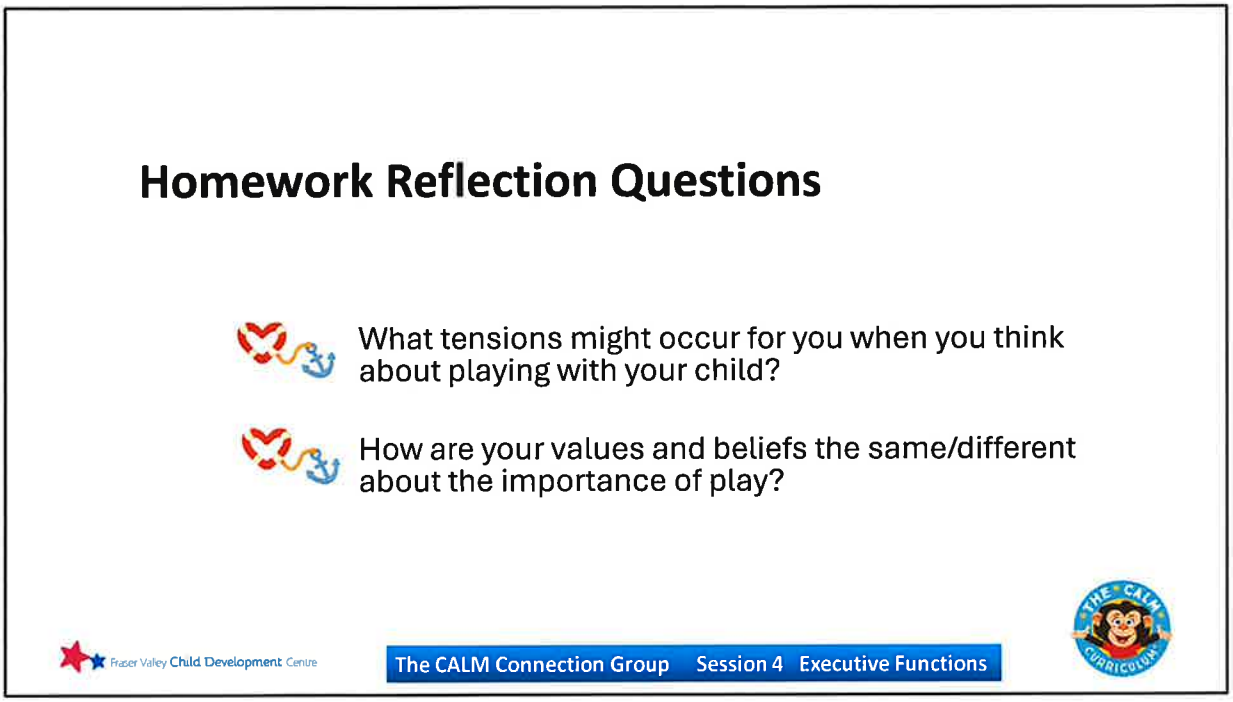


Wow another full session learning about how offering the SOS love saver of a space of stimulation to support executive functioning is foundational for life skills and you are doing so many of these already!!

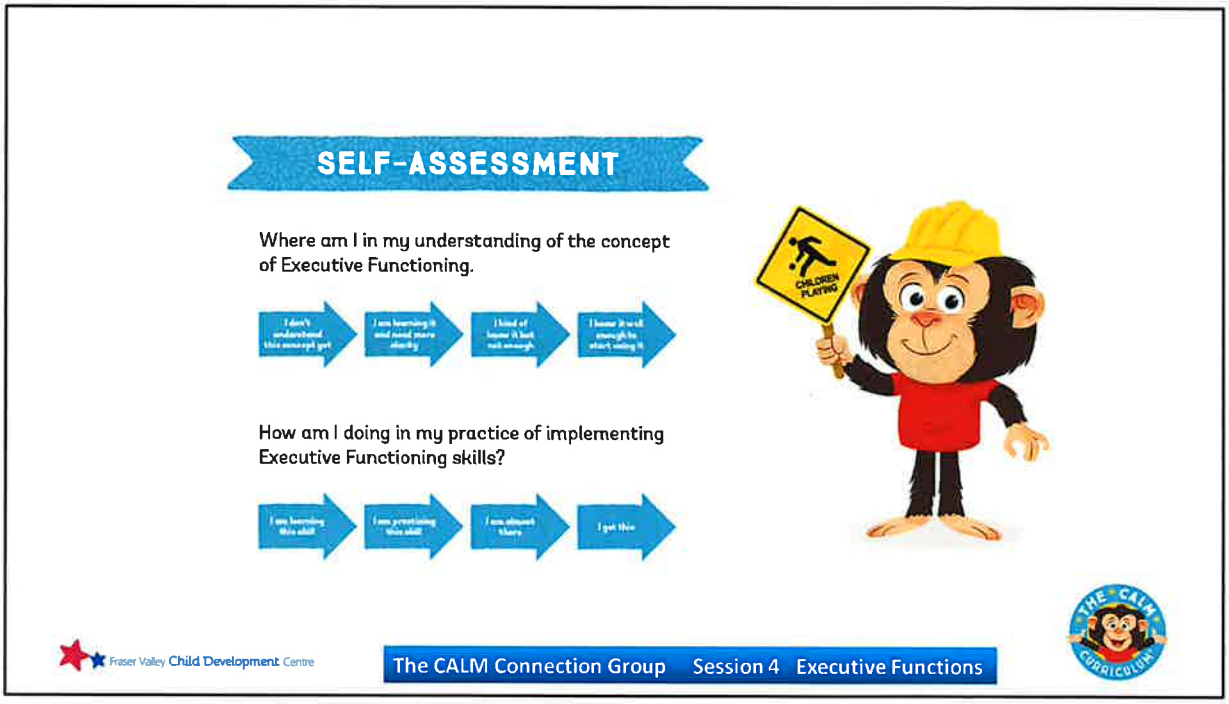
Remember you are not just playing with your child, but you are helping them build a stronger brain!

Homework...

- Practice: Executive function building games with your child, also included in the book "Fun with Melvin"
- Read: Melvin's Energy Zones



Please take a moment to consider these reflection questions and as you practice the homework, take opportunities (if you can) to write these responses in your parent guide.



Before you leave, please fill out the self-assessment on your understanding of today's session and return it to one of us.

References: Module 4

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VIDEOS:

Slide 12: Igniter Media (September 29, 2009) The Marshmallow Test [Video file]. Retrieved from https://www.youtube.com/watch?v=QX_oy9614HQ

Slide 13: University of Rochester (October 11, 2012) The Marshmallow Study Revisited [Video file]. Retrieved from https://www.youtube.com/watch?v=JsQMdECFnUQ

Slide 16: Permission Granted. Fraser Valley Child Development Centre. G. Exley

IMAGES:

Slide 4: Str33t Cat. Tangled grungy round scribble hand drawn with thin line, divider shape. Digital Image. Shutterstock. March 29, 2021. Retrieved from https://www.shutterstock.com/image-vector/tangled-grungy-round-scribble-hand-drawn-1139800124

Slide 5: Maya Angelou. Digital Image. Retrieved from https://quotefancy.com/quote/866192/Maya-Angelou-Do-the-best-you-can-until-you-know-better-Then-when-you-know-better-do

Slide 9: Digital Image. Shutterstock. July 29, 210 #134527901. June 10, 2021 #236693203; #285363830; #1181227465; #57125135; #13379470

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IMAGES Continued:

Slide 10: Alex Almighty. Speed limit 50 traffic light on white background. Digital Image. Shutterstock. June 7, 2021. Retrieved from https://www.shutterstock.com/image-vector/speed-limit-50-traffic-light-on-539538250

Slide 11: Alex Schmidt. Police Lights. Digital Image. Shutterstock. June 10, 2021. Retrieved from https://www.shutterstock.com/image-photo/police-lights-185887181

Slide 15: MIA Studio. Happy loving family.Asian mother and baby boy child playing peekaboo or peek-a-boo and have fun on sofa at home. Digital Image. Shutterstock. May 7, 2020. Retrieved from https://www.shutterstock.com/image-photo/happy-loving-family-mother-baby-boy-1309043608

Slide 18: Pressmaster. Woman supporting her colleague after hard working day. Shutterstock. May 7, 2020. Retrieved from https://www.shutterstock.com/image-photo/woman-supporting-her-colleague-after-hard-599376339

Slide 25: Yeti Studio. House keys with house shaped keychain. Digital Image. Shutterstock. December 14, 2021. Retrieved from https://www.shutterstock.com/image-photo/house-keys-shaped-keychain-isolated-on-1124978648

Slide 28: Pathdoc. **Closeup sad boy with worried stressed face expression looking down.Digital Image. Shutterstock. June 10, 2021. Retrieved from https://www.shutterstock.com/image-photo/closeup-sad-boy-worried-stressed-face-334062071**

Slide 32: Lotus Images. Beautiful purple Phalaenopsis orchid flowers, isolated on white background. Shutterstock. June 10, 2021. Retrieved from https://www.shutterstock.com/image-vector/vector-illustration-pink-color-human-brain-714498871

E.O. Yellow Dandelions. Shutterstock. June 10, 2021. Retrieved from https://www.shutterstock.com/image-photo/yellow-dandelions-145225288

Slide 33: Lotus Images. Beautiful purple Phalaenopsis orchid flowers, isolated on white background. Shutterstock. June 10, 2021. Retrieved from https://www.shutterstock.com/image-vector/vector-illustration-pink-color-human-brain-714498871

Slide 38: Wowomnom. Strong cartoon brain concept. Digital Image. Shutterstock. May 7, 2020. Retrieved from https://www.shutterstock.com/image-vector/vector-illustration-pink-color-human-brain-714498871

Slide 39: Music Taylor Swift and High Pitch Sound

Slide 40: Sharomka. Boy shouts covered his ears with his hands. Digital Image. Shutterstock. May 7, 2020. Retrieved from https://www.shutterstock.com/image-photo/boy-shouts-covered-his-ears-hands-772756326