
Presented by Michele Iemolo, PsyD, BCBA, R-DMT, RYT-200 & Dina Hill, PhD

April 1, 2022
Indigenous Peoples' Land and Territory Acknowledgement

Founded in 1889, the University of New Mexico sits on the traditional homelands of the Pueblo of Sandia. The original peoples of New Mexico - Pueblo, Navajo, and Apache - since time immemorial, have deep connections to the land and have made significant contributions to the broader community statewide. We honor the land itself and those who remain stewards of this land throughout the generations and also acknowledge our committed relationship to Indigenous peoples. We gratefully recognize our history.
Introducing the Presenters

**Michele Iemolo** is a licensed psychologist with experience in the screening, assessment, diagnosis and treatment of children with autism and related neurodevelopmental disabilities. Dr. Iemolo has extensive training and experience in treatment approaches for children and families including applied behavior analysis, dance-movement therapy, as well as parent coaching programs aimed at improving social communication. Dr. Iemolo provides on-going trainings, workshops and didactics to UNM faculty, intern and post-doc trainees, as well as other professionals and caregivers across the state.

**Dina Hill** is a licensed clinical neuropsychologist with experience in the assessment and diagnosis of children with genetic, neurological, and neurodevelopmental disorders. Over the past seven years, Dr. Hill has worked with the UNM CDD Prenatal Exposures Clinic and on the UNM Center grant investigating the effects of prenatal exposure on the developing child. Dr. Hill has a contract with Indian Health Services through UNM to develop and disseminate webinars in the area of neurodevelopmental disorders.
Disclosure Statement

Disclosure Statement: As a jointly accredited provider of continuing education, the IHS Clinical Support Center must ensure balance, independence, objectivity, and scientific rigor in its educational activities. Course directors/coordinators, planning committee members, faculty, reviewers and all others who are in a position to control the content of this educational activity are required to disclose the existence of all financial relationships with ineligible companies within the prior 24 months. Safeguards against commercial bias have been put in place. Faculty will also disclose any off-label and/or investigational use of pharmaceuticals or instruments discussed in their presentation. All those who are in a position to control the content of this educational activity have completed the disclosure process and have indicated that they do not have any relevant financial relationships or affiliations with any manufacturers or commercial products to disclose.

There is no commercial interest support for this educational activity.

Disclaimer

The views expressed in this presentation are those of the speaker and do not necessarily represent the views, policies, and positions of the Indian Health Service (IHS), or the U.S. Department of Health and Human Services (HHS).
Exploring Mindfulness & Dance Movement Therapy for Children with Autism

This workshop will focus on developing families’ and providers’ skills in the understanding of mind-body therapies as treatment options for children with Autism Spectrum Disorder (ASD).

This will be a fun, interactive workshop whereby families and healthcare providers will have the opportunity to learn and practice specific mindfulness and dance movement therapy techniques, thereby increasing their therapeutic skill set with children with ASD to create accepting and caring home and healthcare environments.

In addition to practicing these techniques, teaching tools will also include a resource page, handouts, and quick facts pages for families and providers.
Objectives

At the end of this workshop, participants will be able to:

• Compare and contrast body-mind therapies with traditional Autism Spectrum Disorder (ASD)-treatment approaches.
• Examine mindfulness and dance movement therapy (DMT) interventions as treatment approaches for children with ASD.
• Employ mindfulness interventions with children with ASD.
• Employ DMT with children with ASD.
## Workshop Schedule (MT)

<table>
<thead>
<tr>
<th>Time</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:00am – 10:10am</td>
<td>IHS Welcome &amp; Presenter Introductions</td>
</tr>
<tr>
<td>10:10am – 11:00am</td>
<td>Presentation on Mindfulness based Interventions</td>
</tr>
<tr>
<td>11:00am – 11:10am</td>
<td>Break</td>
</tr>
<tr>
<td>11:10am – 12:30pm</td>
<td>Interactive Exercises on Mindfulness Interventions</td>
</tr>
<tr>
<td>12:30 – 1:00pm</td>
<td>Lunch</td>
</tr>
<tr>
<td>1:00 – 2:00pm</td>
<td>Presentation on Dance Movement Therapy</td>
</tr>
<tr>
<td>2:00 – 2:10pm</td>
<td>Break</td>
</tr>
<tr>
<td>2:10 – 3:00pm</td>
<td>Interactive Exercises on Dance Movement Therapy &amp; Conclusion</td>
</tr>
</tbody>
</table>
Polls

Poll 1: Share who you are!
1. Individual on the spectrum
2. Family member or caregiver
3. Educator
4. Medical provider
5. Behavioral health provider/BCBA
6. SLP, OT, PT
7. Administrator
8. Other
POLLs

Poll 2:
Do you use any type of body-mind practices with your clients or with yourself?
YES OR NO

Poll 3:
Do you use mindfulness interventions with your clients or with yourself?
YES OR NO

Poll 4:
Do you use dance-movement therapy interventions with your clients or with yourself?
YES OR NO
Rhythm
Breathing
Regulation
Autism
Gesture
Communication
Body
Popcorn!!
Dance
Movement
Behavior
OBJECTIVE 1: Compare and contrast body-mind therapies with traditional Autism Spectrum Disorder (ASD)-treatment approaches.
Terms

- Identification: Autism Spectrum Disorder (ASD), Neurodivergent, Autism, Autistic
- Restricted & Repetitive Behaviors (RRBs)
- Naturalistic Developmental Behavioral Interventions (NDBI)
- Body-Mind Therapies
- Mindfulness
- Dance Movement Therapy (DMT)
Review of the DSM 5 ASD Diagnostic Criteria

ASD

SOCIAL COMMUNICATION (3)

RESTRICTED/REPETITIVE BEHAVIORS (2)

SOCIAL/EMOTIONAL RECIPROCITY
NONVERBAL COMMUNICATION
MAKING/MAINTAINING RELATIONSHIPS

STEREOTYPED MOVEMENTS
RITUALIZED PATTERNS
FIXATED INTERESTS
SENSORY SENSITIVITIES
Intervention Considerations

– Complex clinical presentations (ASD specific behaviors, level of language/cognitive functioning)

– Comorbid Conditions
  • ADHD, Intellectual Impairments, Anxiety

– Slower rates of treatment progress

– Difficulty with generalization of skills

– Dysregulation
Traditional Treatment Approaches

- Behavioral
- Developmental
- Educational
- Social-Relational
- Pharmacological
- Psychological
OBJECTIVE 2:
Examine mindfulness and dance movement therapy (DMT) interventions as treatment approaches for children with ASD
Mindfulness is NOT:

- Religion
- Clearing your mind
- Not all in your head
- Only being relaxed
- Positive thinking
- Getting rid of negative feelings
- One method or technique
- A cure-all

Mindfulness is:

Mindfulness-based Interventions for ASD
Mindfulness-based Interventions for ASD

• Mindfulness, basic definition:
  – Fully present
  – Aware of where and what we are doing
  – Managing our responses
  – A quality we already possess, just have to learn how to access it

• Mindfulness for children:
  – A calming strategy
  – A self-awareness practice
Mindfulness-based Interventions for ASD

Mindfulness-based programs for ASD:

- Mind Matters
  - [https://www.dibbleinstitute.org/mind-matters-overview/](https://www.dibbleinstitute.org/mind-matters-overview/)
- My Mind
- MBPEP – Mindfulness-Based-Psycho-Educational Programs
- SMART-in-Education – Stress management and relaxation Techniques
- MBCT- Adapted Mindfulness-Based Cognitive Therapy for Young Adults with ASD
Mindfulness-based Interventions for ASD

Common Mindfulness-based strategies for ASD:

1. **Visuals to support breathing exercises**
   - Glitter jar
   - Hoberman sphere
   - “A breathing buddy”
   - Breathing with a partner or parent

2. **Sounds to support focus**
   - Bell
   - Natural sounds in environment
Mindfulness-based Interventions for ASD

Common Mindfulness-based strategies for ASD:

3. Body awareness to support focus and regulation
   • Soles of the feet
     https://info.stageslearning.com/soles-feet-turn-anger-peace-autism
   • Body Scan

4. Mindful Movement exercises
   • Mindful walking
   • Body Parts
   • Power Poses (with positive affirmations)

5. Creating a Space for mindfulness/ sensory breaks
# Mindfulness linked with ASD Criteria

<table>
<thead>
<tr>
<th>ASD Core Deficits</th>
<th>Mindfulness Intervention Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Social Emotional Reciprocity</td>
<td>1. Programs such as Mymind, Adapted MBCT, breathing with a partner or parent</td>
</tr>
<tr>
<td>2. Nonverbal Communication</td>
<td>2. Programs such as Mymind, Adapted MBCT</td>
</tr>
<tr>
<td>3. Developing /Maintaining Relationships</td>
<td>3. Programs such as Mymind, Adapted MBCT, breathing with a partner or parent</td>
</tr>
<tr>
<td>4. Stereotyped Movements</td>
<td>4. <strong>Body scan</strong>, “<strong>Soles of the feet</strong>” yoga, mindful walking, sitting meditation</td>
</tr>
<tr>
<td>5. Ritualized Patterns/Restricted Interest</td>
<td>5. breathing meditation, <strong>body scan, visual supports breathing</strong></td>
</tr>
<tr>
<td>6. Sensory Atypicalities</td>
<td>6. <strong>Sensory Awareness Exercises</strong>, sounds meditation, <strong>visual supports (Hoberman Sphere &amp; Glitter Jar)</strong>, for breathing, mindful eating exercise</td>
</tr>
</tbody>
</table>
Mindfulness-based Interventions for ASD

Benefits of Mindfulness-based strategies for ASD:

- Improve focus and concentration
- Increase ability to self-regulate
- Decrease anxiety, stress response
- Increase self awareness
  - Negative thoughts
  - Body
  - Reactions
# Traditional vs Mindfulness Interventions for ASD

<table>
<thead>
<tr>
<th>ASD CORE SYMPTOMS</th>
<th>Traditional</th>
<th>Mindfulness</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SOCIAL INTERACTION</strong></td>
<td>Developmental Behavioral Approaches SLP Interventions Psychological (CBT)</td>
<td>Present moment focus Relaxation strategies Emotional awareness (self -&gt; others)</td>
</tr>
<tr>
<td><strong>SOCIAL COMMUNICATION</strong></td>
<td>Developmental SLP interventions</td>
<td>Present moment focus Practice shifting between widening &amp; narrowing of attention</td>
</tr>
<tr>
<td><strong>RRBS</strong></td>
<td>Behavioral Approaches OT interventions</td>
<td>Taught to notice internal and external experiences</td>
</tr>
<tr>
<td><strong>SENSORY PROCESSING</strong></td>
<td>OT/PT Interventions Behavioral Approaches</td>
<td>Taught to notice internal and external experiences Sense-based strategies</td>
</tr>
<tr>
<td><strong>BEHAVIORAL &amp; EMOTIONAL DYSREGULATION</strong></td>
<td>Behavioral Approaches OT Interventions Pharmacology</td>
<td>Body Awareness Exercises Breathing/calming strategies</td>
</tr>
</tbody>
</table>
Time for a 10-minute break
OBJECTIVE 3:
Employ mindfulness interventions with children with ASD

Interactive Exercises!
Mindfulness-based activity for ASD

• Body Scan

https://www.youtube.com/watch?v=ihwcw_ofuME&t=63s
Reflection and Journal
Adaptations for ASD

• Outline the body on paper, use outline as a visual
• Touch the part of the body you are focused on.
• Tense and release each part of the body
Mindfulness-based Activity for ASD

• “Soles of the Feet”
  https://info.stageslearning.com/soles-feet-turn-anger-peace-autism
  https://www.youtube.com/watch?v=5QYY-7tjQTg
Reflection and Journal
Adaptations for ASD

• Outline the feet on paper, use outline as a visual
• Touch the feet
• Place a light weight object on the feet to bring more awareness to the feet (e.g., stuffed animal)
Mindfulness-based Activity for ASD

• Glitter Jar
  https://www.youtube.com/watch?v=C16ABtvIkck
  https://heartmindkids.com/how-to-make-a-glitter-jar-for-mindfulness/
Reflection and Journal
Adaptations for ASD

• Vary the thickness of the glue, to determine amount of time.

• Add preferred items into jar to increase likelihood of focus
  – Ex: glitter cars, animals, etc.

• Glow in the dark- for support at settling down at night

• Sound a bell at the beginning and once glitter reaches the bottom to assist with awareness of beginning and ending.
Mindfulness-based Activity for ASD

- **Hoberman Sphere**

https://www.youtube.com/watch?v=u9Q8D6n-3qw

Inhale deeply while expanding the sphere

Take a deep breath with me!

Exhale slowly while making the sphere small again
Reflection and Journal
Adaptations for ASD

• Use the body as a prompt for inhaling and exhaling
  – Ex: Inhale, open arms wide, exhale, bring the arms into the body

• Have child open and close the Sphere while you model breathing in and out first

• Use visual from YouTube- if distracted by the sphere at first
Mindfulness-based activity for ASD

• The Five Senses
Reflection and Journal
Adaptations for ASD

• Have a box prepared for each of the 5 senses
  – Box 1: objects for 5 things you see (e.g., toy car, ball, pencil, book, flower, hat)
  – Box 2: piece of playdough, pom-pom, feather, sand paper, etc.
  – Box 3: a recording of nature sounds
  – Box 4: scented candle, cinnamon stick, a scratch and sniff, etc.
  – Box 5: raisins, granola, etc.

• Provide a visual for each of the senses
Time for a Lunch Break
Welcome back..
Take a few minutes to connect to your breath
OBJECTIVE 2 Continued: Examine mindfulness and dance movement therapy (DMT) interventions as treatment approaches for children with ASD.
Historical and current cultural importance of dance

Image: Crow Fair MT
Dance Movement Therapy-based Interventions for ASD

• What is DMT?
  – Creative art therapy
  – “The psychotherapeutic use of movement as a process which furthers the emotional, cognitive, social and physical integration of the individual.” -American Dance Therapy Association (ADTA)
  – Began in the 1940s

Photo: Marian Chace, Chestnut Lodge, early 1940s
Dance Movement Therapy-based Interventions for ASD

- **Dance-Movement Therapy (DMT)**
  - Movement based, interactional intervention
  - Enactive approach

- **DMT for children**
  - The use of movement, body awareness, dance, and relaxation techniques to facilitate changes on all developmental levels (Torta, 2006)

"Tell me and I will forget; show me and I may remember; involve me and I will understand."
– Chinese Proverb
Basic Elements in DMT

What do DMTs work with in session?

1. **Changes in the management of time:**
   - Speed, duration, rhythm, continuity, discontinuity

2. **Weight**
   - Degree of force, softness, strength

3. **Space**
   - Direction of Levels, spatial planes

4. **Flow**
   - Degree of activity: quietness, high energy

5. **Body Parts**
   - Whole Body, the limbs, the trunk, the head

6. **Affect:** Expressed thoughts, feelings, emotions
   - Verbal and non-verbal content

7. **Therapeutic Relationship:**
   - Movement & Verbal dialogue
Dance Movement Therapy-based Interventions for ASD

1. Movement/kinesthetic Empathy
   - Empathy Defined
   - Movement Empathy Defined
     • Imitation
     • Mirroring (Berrol, 2006)
     • Attunement (Gallese, 2004)
Dance Movement Therapy-based Interventions for ASD

2. Expanding a Movement

- Enhance
- Add
- Change
Dance Movement Therapy-based Interventions for ASD

3. Rhythmic Interventions
   - Rhythmic Synchrony
     - Fraenkel, 1983
   - Steady beat
     - Rhode, 2005
     - Gallese, 2006

Example: Story.
## DMT linked with ASD Criteria

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<tr>
<th>ASD Core Deficits</th>
<th>DMT Intervention Strategies</th>
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<tbody>
<tr>
<td>1. Social Emotional Reciprocity</td>
<td>1. <strong>Mirroring</strong></td>
</tr>
<tr>
<td>2. Non-verbal Communication</td>
<td>2. <strong>Kinesthetic Empathy, affect attunement, mirroring</strong>, and rhythmic synchrony (builds joint attention)</td>
</tr>
<tr>
<td>3. Developing /Maintaining Relationships</td>
<td>3. Creation of a movement dialogue using the natural non-verbal language of the individual (<strong>Kinesthetic Empathy, affect attunement, mirroring</strong>)</td>
</tr>
<tr>
<td>4. Stereotyped Movements</td>
<td>4. <strong>Rhythmic Synchrony</strong>. Key point of entry and information to work with. Use as a foundation for interaction.</td>
</tr>
<tr>
<td>5. Ritualized Patterns/Restricted Interest</td>
<td>5. <strong>Expanding of movement range</strong>, working with flexibility in the body</td>
</tr>
<tr>
<td>6. Sensory Atypicalities</td>
<td>6. multi-sensory, <strong>body-based</strong> approach</td>
</tr>
</tbody>
</table>
Dance Movement Therapy-based Interventions for ASD

Benefits of DMT with children with ASD

- Increased socialization and communication
- Body awareness, boundary setting
- Increased non-verbal communication/recognition
- Self-regulation, increased focus
- Self expression, increased self-esteem
- Improved coordination
- Increased empathy for others
- Improved relationship, repairs in attachment
## Traditional vs DMT Interventions for ASD

<table>
<thead>
<tr>
<th>ASD CORE SYMPTOMS</th>
<th>Traditional</th>
<th>DMT</th>
</tr>
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<tbody>
<tr>
<td>SOCIA</td>
<td>Developmental Behavioral Approaches SLP Interventions Psychological (CBT)</td>
<td>Therapeutic Movement Dialogue (mirroring)</td>
</tr>
<tr>
<td>INTELLATION</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOCIAL COMMUNICATION</td>
<td>Developmental SLP interventions</td>
<td>Therapeutic Movement Dialogue (mirroring)</td>
</tr>
<tr>
<td>RRBS</td>
<td>Behavioral Approaches OT interventions</td>
<td>Rhythmic and Body based Interventions Mirroring and Expanding</td>
</tr>
<tr>
<td>SENSORY PROCESSING</td>
<td>OT/PT Interventions Behavioral Approaches</td>
<td>Rhythmic and Body based Interventions</td>
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<td>BEHAVIORAL &amp; EMOTIONAL DYSREGULATION</td>
<td>Behavioral Approaches OT Interventions Pharmacology</td>
<td>Rhythmic and Body based Interventions</td>
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</tbody>
</table>
Time for a 10-minute Break

breathe.
OBJECTIVE 4: Employ DMT with children with ASD

Interactive Exercises!
DMT-based Interventions for ASD

- Pairing words to movement, with visuals

Courtesy of Rene Kornblum
Reflection and Journal
Adaptations for ASD

• Match images with Velcro to support identification of body/feeling states on thermometer

• Use a task strip, with the 4Bs outlines as 4 steps

• Take turns leading
DMT-based Interventions for ASD

- Working with Different Rhythms/Speeds
- Opposing rhythms and Movements (breakdown habitual patterns of responding)
Reflection and Journal
Adaptations for ASD

• Use of musical prompts: drums, tambourine, maraca

• Matching Rhythm Game
  – Demonstrate a simple rhythm on instrument or body percussion (clapping, tapping knees) have them try to imitate
  – Switch- have them lead

• Use imagery, masks, costumes of animals that move with different rhythm/speeds
  – Slow like a turtle
  – Fast like a cheetah
DMT-based Interventions for ASD

- Body & sensation awareness.
- Pairing feelings/affect with words and movement

Image: Verywell/JR Bee
Reflection and Journal
Adaptations for ASD

- Use of colors to help identify emotions
- A dance for each emotion with supportive music
- Use of animals or characters (e.g., Oscar the grouch, a lion, a hyena) to help support expression of emotions
DMT-based Interventions for ASD

- Movement Empathy (Mirroring)
- Expanding a movement (scaffolding)
Reflection and Journal
Adaptations for ASD

- Use of an actual mirror, standing side by side at first
- Start by “mirroring” small movements
  - Movements of the hand, arms
- Take turns leading and following
- Teach, growing and shrinking movements- gradients of the same movement
General Supports to use within a individual or group session

- Visual schedules
- Visual supports
- Adjustments made to:
  - Lighting
  - Furniture
- First/then statements
- Provide choices
- Alert them to upcoming transitions (e.g., use of timers)

**IMPORTANT STRUCTURE:** warm-up, cool down, slowly introduce social demands
DSM 5 ASD Diagnostic Criteria

SOCIAL COMMUNICATION (3)
- SOCIAL/EMOTIONAL RECIPROCITY
- NONVERBAL COMMUNICATION
- MAKING/MAINTAINING RELATIONSHIPS

RESTRICTED/REPETITIVE BEHAVIORS (2)
- STEREOTYPED MOVEMENTS
- RITUALIZED PATTERNS
- FIXATED INTERESTS
- SENSORY SENSITIVITIES

ASD
ASD: DMT Conceptualization

(SHared) Movement & Rhythm

- Sensory Processing
- Non-verbal communication
- Caregiver & Provider/Child Interactions
- Socialization
- Language
Rural and Remote Area Considerations

Usefulness of Telehealth Practice with Body-Mind Therapies for Individuals with Neurodevelopmental Disorders

- Example: A Telehealth Parent-Mediated Mindfulness-Based Health Wellness Intervention for Adolescents and Young Adults with Intellectual and Developmental Disabilities
- Example: Hancock Center for Dance Movement Therapy (Madison, WI) offering telehealth sessions
### Mindfulness Based Interventions

**Definition:** Present, aware, ability to manage responses  
**For children:** A calming strategy & self awareness practice

**Common Mindfulness-based Interventions**
- **Visuels for Breathing**  
  - Glitter Jar  
  - Hoberman Sphere  
  - “breathing buddy”
- **Sounds to Support Focus**  
  - Bell  
  - Natural Sounds
- **Body Awareness**  
  - Soles of the feet  
  - Body Scan
- **Mindful Movements**  
  - Mindful Walking  
  - Body Parts  
  - Power Poses

**Benefits of Mindfulness**
- Improved focus/concentration  
- Increased ability to self-regulate  
- Decreased anxiety/stress response  
- Increased Self-awareness

### DMT Based Interventions

**Definition:** Psychotherapeutic use of movement to further the emotional, cognitive, physical & social integration of the individual  
**For children:** The use of movement, body awareness, dance & relaxation techniques to facilitate changes on all developmental levels

**Common DMT-based interventions**
- **Movement Empathy**  
  - Imitation  
  - Mirroring  
  - Attunement
- **Expanding a Movement**  
  - Enhancing  
  - Add or Change
- **Rhythmic Interventions**  
  - Rhythmic Synchrony  
  - Steady beat

**Benefits of DMT**
- Increased socialization & communication  
- Body awareness, boundary setting  
- Self-regulation, increased focus, empathy  
- Self-expression  
- Improved coordination

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**Quick Facts for Providers**

**Mindfulness Based Interventions**
- Visuals for Breathing  
  - Glitter Jar  
  - Hoberman Sphere  
  - “breathing buddy”
- Sounds to Support Focus  
  - Bell  
  - Natural Sounds
- Body Awareness  
  - Soles of the feet  
  - Body Scan
- Mindful Movements  
  - Mindful Walking  
  - Body Parts  
  - Power Poses

**Benefits of Mindfulness**
- Improved focus/concentration  
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**DMT Based Interventions**
- Movement Empathy  
  - Imitation  
  - Mirroring  
  - Attunement
- Expanding a Movement  
  - Enhancing  
  - Add or Change
- Rhythmic Interventions  
  - Rhythmic Synchrony  
  - Steady beat

**Benefits of DMT**
- Increased socialization & communication  
- Body awareness, boundary setting  
- Self-regulation, increased focus, empathy  
- Self-expression  
- Improved coordination
Past Trainings
To view recordings, please visit: https://www.ihs.gov/icp/training/

**Diagnosis, Supports, and Treatment:**
- Introduction to Autism Spectrum Disorder
- Screening and Diagnosis of Autism Spectrum Disorder
- After an Autism Spectrum Diagnosis: Next Steps
- Applied Behavior Analysis for Autism Spectrum Disorder
- Supports for Transition-Aged Individuals with Autism Spectrum Disorder
- Introduction to Neurodevelopmental Disorders and Body-Mind Therapies
- Applying Body-Mind Therapies with Children with Neurodevelopmental Disorders

**Co-Occurring Disorders:**
- Autism Spectrum Disorder and Mood Disorders
- Autism Spectrum Disorder and Attention-Deficit/Hyperactivity Disorder (ADHD)
- Autism Spectrum Disorder and Anxiety Disorders
- Autism Spectrum Disorder and Disruptive Disorders

**COVID-19:**
- Supporting Safety for Families of Children with Neurodevelopmental Disorders during COVID-19
- Emotion and Behavior Regulation Support for Families of Children with Neurodevelopmental Disorders during COVID-19
- Learning Support for Families of Children with Neurodevelopmental Disorders during COVID-19
Books and Resources

- Self-Regulation and Mindfulness: Over 82 Exercises & Worksheets for Sensory Processing Disorder, ADHD, & Autism Spectrum Disorder
- CBT Toolbox for Children and Adolescents: Over 200 Worksheets & Exercises for Trauma, ADHD, Autism, Anxiety, Depression & Conduct Disorders by PESI Publishing & Media
- A Mindfulness Intervention for Children with Autism Spectrum Disorders: New Directions in Research and Practice (Mindfulness in Behavioral Health) by Springer
- Mindfulness-Based Cognitive Therapy for Young Adults with ASD: https://www.actcommunity.ca/special-needs-community-events/mindfulness-based-cognitive-therapy-for-young-adults-with-asd/
- The Dancing Dialogue: Using the Communicative Power of Movement with Young Children. Suzi Tortora
- Disarming the Play Ground: Violence Prevention through Movement and Prosocial Skills. Rena Kornblum
- How to make a glitter jar: https://heartmindkids.com/how-to-make-a-glitter-jar-for-mindfulness/
Resources

Media

• Body scan for children
  – https://www.youtube.com/watch?v=ihwcw_ofuME&t=63s

• Glitter Jar
  – https://www.youtube.com/watch?v=C16ABtvIkck

• Mirroring
  – https://www.youtube.com/watch?v=cNe-QxsMvoM

• What is Mindfulness?
  – https://www.youtube.com/watch?v=kO5I0p3luiQ

• Introduction to Dance/Movement Therapy
  – https://www.youtube.com/watch?v=mhoEjbvlEw8&t=19s
Questions?
Presenter Contact Information

Dina E. Hill, PhD,
Professor, University of New Mexico
dhill@salud.unm.edu
505-272-5106

Michele Iemolo, PsyD, BCBA, R-DMT, RYT-200
Assistant Professor, University of New Mexico
miemolo@salud.unm.edu
505-272-2586