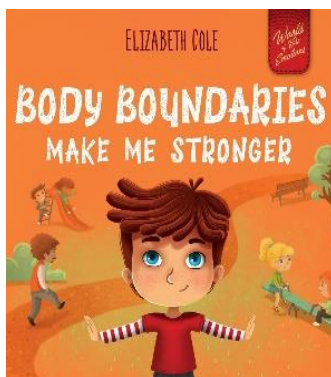


EN / FR



***Body Boundaries Make Me Stronger* by Elizabeth Cole**

Book synopsis: Knowing boundaries with different types of touching, social vs. private parts.

Themes covered:

- Personal space, boundaries, voicing comfort/discomfort

Time of the year:

- December

Secondary books linked:

- *My Body Has a Bubble* (EHDA collection)
- *My Body Sends a Signal*

Tier 1 universal practices – for the whole group

- **Reading the story** with the **whole group** (teacher is reading a physical copy of the book with the group, rather than having them listen to the story on video).
- Asking the children questions about the book to keep them engaged and to take the message of the story one-step further (having a **bookmark** with pre-planned questions can be useful).
- Using **props** (e.g. [having items with different textures to touch](#)) can help increase the children's interest in the story.

Tier 2 targeted practices – for some children in a small-group setting

- **Re-reading** the same story with a **small-group** of selected children at Tier 2.
- Owning a second copy of the book, which could be lent to each child at Tier 2 to read with their **parents at home** (book to be lent on rotation).
- Link to read aloud version for parents:
https://youtu.be/O_vlcY6ngJo?si=3ZKRhgu-ArQ0Cl6t

Tier 3 individualized practices – for few children on a one-to-one basis

- **Re-reading** the same story with a child at Tier 3 on a **one-to-one basis**.
- Owning a second copy of the book, which could be lent to the child at Tier 3 to read with his/her **parents at home**.
- Link to read aloud version for parents:
https://youtu.be/O_vlcY6ngJo?si=3ZKRhgu-ArQ0Cl6t

Adaptations for special needs:

EHDA

- This book may not be suitable for some children with special needs. The story is long, and the concept of body boundaries may be too abstract for some. May need to use more simple and descriptive language instead.

S

= social development



= emotional development

EHDA

= special needs

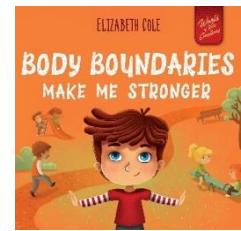




**Body Boundaries
Make Me Stronger**
By Elizabeth Cole

1. When you look at the cover, what do you think this book is about?
2. Why did Nick stop to have fun at the playground?
3. Do you like to be tickled? If yes, by whom? If not, why? How does it make you feel?
4. What is it that Nick does not like about his dear Auntie's kisses and hugs?
5. What are the touches that you like? What are the ones that you don't like?
6. What are different ways to say "hi" or to show someone that you like them?
7. If someone is invading your personal space, what can you do?
8. Who are the adults who can touch you and help to keep you safe?
9. If you're in a situation and you feel uncomfortable, who are the people in your Safety Team that can help you?
10. What are the touches that make you feel loved and cared for?

TEXTURE STATION



S

INDOOR ACTIVITY

Materials needed

- Different fabrics to be touched and manipulated, pompoms, pipe cleaners, corrugated cardboard, tissue paper, felt, sandpaper, sponges, string, thick rope, cellophane paper, yarn, tiles, various beads, etc.
- An area where things can be left on display on a table.
- An open floor area if you're able to set-up items that can be stepped on to feel textures through their feet. Ex. Bubble wrap, sponge mat, carpet, ceramic tiles, rubber mat, etc.

Tier 1 universal practices – for the whole group

- Setting up a sensory centre with items of different textures for the children to feel on their faces, hands and bodies. The greater the variety, the more informative the experience will be.
- Introducing different textures one at a time within a group discussion, illicit their felt experience when touching different items. Be aware that some children may be reluctant to touch, please respect this. They may decide to touch at a later time when they feel comfortable or see that touching this item is enjoyable for other children.
- Keeping this Sensory Centre up and running for a few weeks. It will be interesting to see which children return to it repeatedly and when they choose to do so.
- Visit the CEBM Resource Centre website for [sensory material ideas](#).

Tier 2 targeted practices – for some children in a small-group setting

- Offering the small group (2 or 3) of selected children at Tier 2 opportunities to explore the different materials in the Texture Station.
- Noting which items bring them a sense of calmness or comfort. These items could then serve as targeted tools to help the children when they are upset.

Tier 3 individualized practices – for few children on a one-to-one basis

- Providing a child at Tier 3, with the support of an adult in an **alternate space**, the opportunity to explore the different materials available.
- Noticing which items bring them a sense of calmness or comfort. These items could then be used as individualized tools to help the child when they are upset.



INDOOR ACTIVITY



- It is recommended to introduce 3-5 different textures at the start of this activity and to gradually introduce new ones that can be added to the Texture Station in a few days.
- For some children, if there are too many items on display, it can be overwhelming. Meanwhile, others are unable to choose which to try and do not benefit from trying different items.
- Notice which items are frequently being touched and those which some children may be hesitant to touch. This will help you have a sense of the children who have some tactile defendedness.

- Some children at Tier 3 may refuse to touch – this can give insight into tactile sensitivities.
- Others may relish in touching everything and want to keep everything for themselves.
- For children you want to be at the Texture Station and not attend to other activities being done with the group, it could be beneficial to use a timer with a 10 min time block to provide them with the desired experience, then moving to another activity and letting them know that they can return later for another 10 min sensory touching time.

EHDAA

- Touching certain textures may be uncomfortable for some children. Make sure to personalize according to their likes/dislikes.

= *social development*



= emotional development

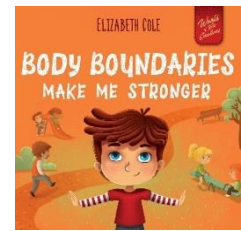
EHDAA

= *special needs*



This toolkit was developed by Martine Demers and Catherine Korah (CEBM), and Lucie Brisebois (RSB) with the collaboration of K4-K5 teachers

SAFETY BUBBLES/SCHOOL SAFETY TEAM



S

INDOOR/OUTDOOR ACTIVITY

Materials needed

- Practicing watching children walk down the hallway (distance you can see them, stop and reroute when they can no longer be seen)
- Introducing the children to the different adults at school who care for them

Tier 1 universal practices – for the whole group

- Coaching the children about the parameters when playing (going no further than a spot where ‘they see you’ and ‘you see them’).
- Helping the children get to know the adults at school who are part of their ‘Safety Team.’ Introducing these adults to the group to help the children remember who they are, what they do and where they can be seen in the school.

Tier 2 targeted practices – for some children in a small-group setting

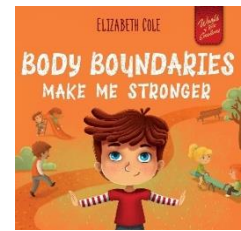
- Coaching further the small-group (2 or 3) of selected children at Tier 2 about the parameters when playing (e.g. not going further than a spot where ‘they see you’ and ‘you see them’).
- Helping the children to get to know the adults at school who are part of their ‘Safety Team.’ Introducing these adults to the group to ensure the children remember who they are, what they do, and where they can be found in the school
- By providing more targeted contacts, both the child and the adult will more likely remember who the other is.

Tier 3 individualized practices – for few children on a one-to-one basis

- Coaching further a child at Tier 3, with the support of an adult, about the parameters when playing (e.g. not going further than a spot where ‘they see you’ and ‘you see them’).
- Helping the child to get to know the adults at school who are part of their ‘Safety Team.’ Introducing the adults to the child at Tier 3 to help them remember who they are, what they do, and where they can be found in the school.
- By providing more individualized contacts, both the child and the adult will more likely remember who the other is.



SAFETY BUBBLES/SCHOOL SAFETY TEAM



S

INDOOR ACTIVITY

Special attentions for K4:

- With 4-year-olds, this activity may be best done in small groups in order for them to have the support they need.

Special attentions for Tier 3

- Multiple visits will help the child at Tier 3 come to feel comfortable and safe with the different adults they are being introduced to. Going for walk-and-talks with a caring adult is a great way to help them feel safe at school and surrounded by a caring team.
- Some children need this added exposure to feel seen and heard, the time invested here will likely be quite beneficial in building strong attachments.
- Children at Tier 3 may enjoy taking pictures with each adult, which can then be put into a personal photo album that they can refer to. This could also be brought home and shared with parents and family.

Adaptations for special needs:

EHDAA

- Children with special needs are often leery of new situations and new people, introducing yourself and for a 'known' person to introduce new people will be a great help in trying to help them feel safe and secure at school. They may not easily remember your name, but they

S

= social development



= emotional development

EHDAA

= special needs



This toolkit was developed by Martine Demers and Catherine Korah (CEBM), and Lucie Brisebois (RSB) with the collaboration of K4-K5 teachers

PARENT COMPONENT

BODY SILHOUETTES WITH COLORED ZONES



S

INDOOR ACTIVITY

Tier 1 universal practices – for the whole group

- This activity will begin in class and then transfer home with parents.
- Engaging a discussion about what constitutes appropriate and inappropriate touching of one's body.
- Providing children with a body silhouette on which they can identify the areas that should not be touched (e.g. private parts) and those that they may like to be touched, when given permission.
- Encouraging the children to express when they accept being touched, how they like to be touched, or when they do not want to be touched.
- Explaining that they may like to be touched one day (e.g. a hug) but not the next, and it's perfectly acceptable not wanting to be hugged or touched another day.
- Emphasizing the importance of asking permission and respecting other people's personal space.

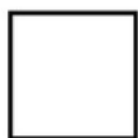
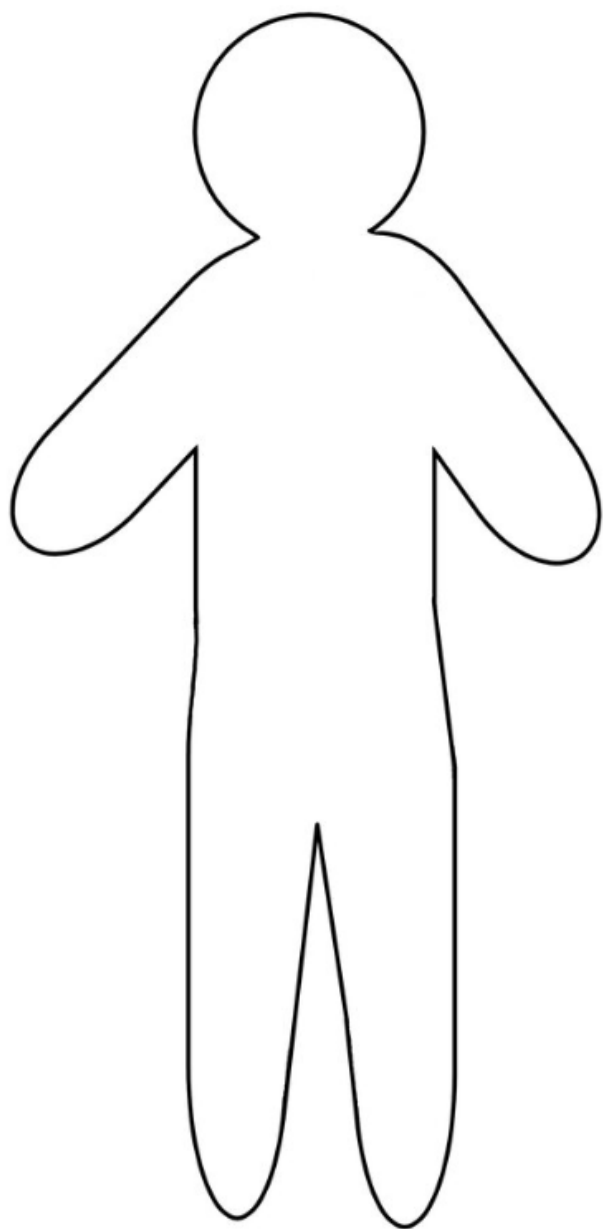
Tier 2 targeted practices – for some children in a small-group setting

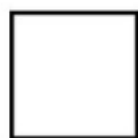
- Continuing the activity initiated with the class group, but now with a small group (2 or 3) of selected children at Tier 2.
- They tend to struggle to respect personal space and are unsure about touching or not touching others. They may also dislike being touched.
- The emphasis should be on 'asking before touching,' 'using their words if they don't like something' and modelling/practicing ways of engaging with others.
- Sharing with the parents some strategies that were demonstrated and taught at school to help them have the same or similar language and strategies at home. This will help the child learn and transfer these skills in different environments.

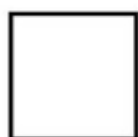
Tier 3 individualized practices – for few children on a one-to-one basis

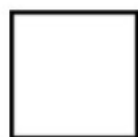
- Continuing the activity started with the class group, but now with the child at Tier 3 with the support of an adult.
- They have a difficult time respecting personal space and knowing when it is appropriate or inappropriate to touch others. They may also dislike being touched.
- The emphasis should be on 'asking before touching,' 'using their words if they don't like something' and modelling/practicing ways of interacting with others.
- Sharing with the parents some strategies that were demonstrated and taught at school to help them have the same or similar language and strategies at home. This will help the child learn and transfer these skills in different environments.

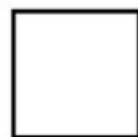
The Feelings in My Body



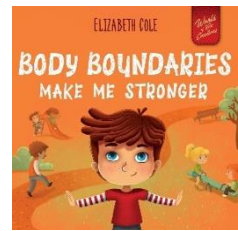








RED LIGHT, GREEN LIGHT



S

OUTDOOR ACTIVITY

Materials needed

- Road signs – streetlight, hand/don't walk sign, walk light

Tier 1 universal practices – for the whole group

- Playing different 'stop and go' games where children need to listen to see if they can proceed or stop moving in their intended direction.
- By practicing this in the play mode through different games, children will become more aware of respecting personal space and will learn to tune in when someone tells them that they are too close, without taking offence or reacting physically.

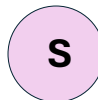
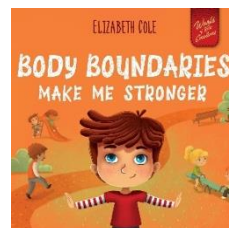
Tier 2 targeted practices – for some children in a small-group setting

- Playing these types of games with a small group (2 or 3) of selected children at Tier 2 will give them extra practice in managing their personal space and not invading others. They may have trouble with understanding this concept.
- Other children can be invited to play, and if they struggle in this area, this becomes a valuable opportunity to provide additional intervention support.

Tier 3 individualized practices – for few children on a one-to-one basis

- Playing these types of games with a child at Tier 3 will give them additional exposure to help them with managing their personal space and not invading others. This area is often challenging for them.
- Other children can be invited to play, and if they struggle in this area, it provides the perfect opportunity to offer additional intervention support.

RED LIGHT, GREEN LIGHT



OUTDOOR ACTIVITY

Special attentions for K4:

- With 4-year-olds, this activity may be best done in small groups in order for them to have the support they need.
- Keeping directives simple and short.




Special attentions for Tier 3

- Keeping directives simple and short.
- Expecting that children at Tier 3 will undoubtedly find this exciting, become agitated and forget to follow directives as a result.

Adaptations for special needs:

EHDAA

- A stop-and-go game like 'Simon Says' can be a confusing game for some children with special needs ('Who's Simon?'). Therefore, opting for more straightforward games like 'Green-Light-Red-Light'.
- This activity may be best done in small groups in order for them to have the support they need.
- Keeping directives simple and short.

 = social development  = emotional development  = special needs



This toolkit was developed by Martine Demers and Catherine Korah (CEBM), and Lucie Brisebois (RSB) with the collaboration of K4-K5 teachers

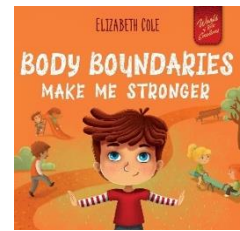






PARENT COMPONENT

CREATING THE HOME SAFETY TEAM



S

OUTDOOR ACTIVITY

Tier 1 universal practices – for the whole group

- The teacher starts by sending a virtual link of the story to the parents and children to view at home.
- Encouraging the parents to establish a Home Safety Team with their children.
- The parent can help their make a drawing or a collage to show them who are in their Safety Team.
- Photos could be included, showing the relationship the child has with each adult (e.g. grandmother, neighbour).
- Upon returning to school, asking the children to present their Home Safety Team to the class group.

** It is suggested for the teacher to model the use of this tool to the parents, for them to know how to best put it into action when at home.*

Tier 2 targeted practices – for some children in a small-group setting

- Some children at Tier 2 may feel shy about presenting in front of their peers.
- They could present to the teacher or another adult instead, or a short video could be recorded to show to the class group.

Tier 3 individualized practices – for few children on a one-to-one basis

- Children at Tier 3 often feel uncomfortable presenting in front of their peers.
- They could present to the teacher or another adult instead, or a short video could be recorded to show to the class group.

