

I'm not robot!



2C The stress test
Irene Easton and Ceri Jones

Type of activity
Reading and reporting. For ages 7-11.

Aim
To investigate how the body reacts to the stress of stress and relaxation.

Task
To measure heart rate.

Preparation
Make copies of the stress test. Give one out to each child. Give them 5 minutes to read and discuss the test.

Timing
15 minutes.

Procedure
1. Divide the children into pairs. Give them 10 minutes to discuss the test and to decide how they will measure their heart rate. They should use a stopwatch to measure the time. They should also use a pulse counter to measure the heart rate.

Key
1. 120-140
2. 100-120
3. 80-100
4. 60-80
5. 40-60
6. 20-40
7. 10-20
8. 5-10
9. 2-5
10. 1-2
11. 0-1
12. 0-1

Follow up
Ask the children to write up their results and to discuss them. They should also discuss how they felt during the test and how they think they can manage stress in the future.



Self Calming Tools

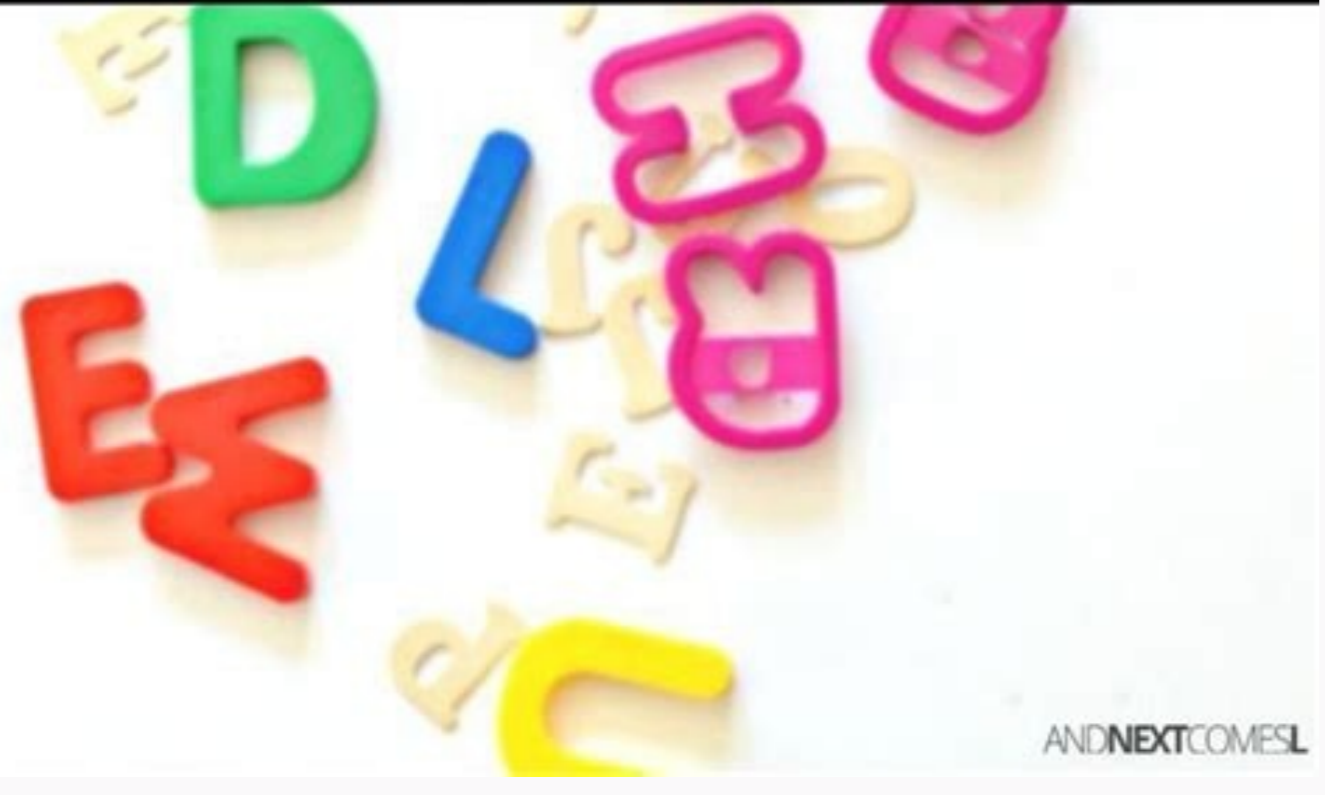
- Physical outlets for energy release: jumping on trampolines, playing drums, riding exercise bike, pushing/carrying, wrestling.
- Self stimulation: fidget items, chewing gum, deep pressure palm squeezers, humming, repetitive hand movements, etc.
- Relaxation techniques: Deep breathing, slow rocking, muscle relaxation, meditating, yoga, sleeping, coloring and visualization.
- Coping strategies: writing in journal, diary, feelings book, problems solving sheets, self calming statements.
- Favorite activity: Listening to music, reading, drawing, focus on type of interest.

Assisted Calming Tools (Guided by Others)

- Deep Pressure massage
- Neutral warmth deep pressure wrap
- Rocking together
- Singing, chanting, nursery rhymes together
- Clapping hands to music
- Dancing together
- Sensory motor interaction patterns.
- Deep breathing together
- Deep pressure palm squeezers.
- Chanting positive self calming statements.
- Bouncing on trampoline, rhythmic movement!



TIPS FOR IMPROVING CONVERSATION WITH KIDS WHO HAVE HYPERLEXIA



Loading VisuewSorry, the view is currently unavailable. You can download the paper by clicking the button above. Verbs that contribute to the meanings of other verbs part of a series of grammatical morphology suffixes -suffixes (frequent) that the types of faithful are insensitive (lists) that the reports are assigned (lists and lists -reinterense - interiors, the people who are not activated by base terms (list) that the retention is activated. Subjunctive Aspect (continuous A- habitual A- perfect)-ingirregular verbsModal verbsPassive voicePhrasal verbsVerb usage Transitive and intransitive verbs SyntaxClauses (in English)Conditional sentencesCopulaDo-supportInversionPeriphrasis Zero-marking OrthographyAbbreviationsCapitalizationCommaHyphen Variant usageAfrican-American Vernacular EnglishAm E and BrE grammatical differencesDouble Grammar Negatives Disputed VTE English auxiliary verbs are a small set of English verbs, which include modal verbs in English and some others. [1] Although the definitions vary, as generally conceived, an aid lacks inherent semantic meaning, but modifies the meaning of another verb it accompanies. In English, verbal forms are often classified as auxiliary based on certain grammatical properties, especially with regard to syntax. They also participate in subjects - auxiliary reversal and denial by the simple addition of not after them. History of the concept in English, the adjective auxiliary was "previously applied to any formative or subordinate elements of language, for example, prefixes, prepositions". Some historical examples The first English grammar, pamphlet for William Bullokar grammar, published in 1586, does not use the sodamach sodamach ofAs solbrev sortuo so sodot euq zid sam. "raikuxa" Because they require the infinitive mood of another verb to express their meaning of meaning perfectly; and being these, can, can, or mought, could., should, should, must., and sometimes be a mere sign of The Future Tense. (Spelling has been modernized) [3]: ç à à ç à à ç à ç é fference in The Life and the opinions of Tristram Shandy, (1762) the narrator's father explains that "the auxiliary verbs where we are concerned here, ..., healthy, healthy, be used; or not not ". The 1764 Wiseman Grata notes that most verbs can not be combined by all their moods and times, without one of the following main verbs and being. The first serves to combine the rest, providing the times composed of all regular and irregular, active, passive, neutral or impersonal verbs, as can be seen in their own variation, etc. Aferences continues to include, along with have and be, from, may, can, should, as auxiliary verbs. The Fowler's Grata of 1857 has the following to say: auxiliary verbs, or help verbs, perform the same writing in the

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