


**COMING HOME TO OURSELVES:**  
A HEALING SPACE FOR CAREGIVERS AND COMMUNITY

Mike Browne (he/him)




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**WHO AM I**

**MIKE BROWNE**

napcast206@gmail.com  
@NAPCAST206 on Instagram  
Napcast (listen to our podcast wherever you podcast!)


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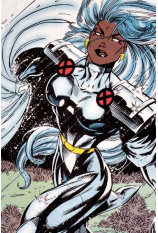

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**CHAT STORM**

You'll hear a series of either/or questions.

You'll type in your answers into your chatbox BUT you won't press enter/return on your keyboard until you're instructed too.

On the count of three (3), we'll all populate the chat at the same time.


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### WHAT IS MY BODY TELLING ME IT NEEDS RIGHT NOW?

FEAR	ANGER	SADNESS	DISGUST	GUILT	GENIUS
<b>NEED: A GREATER SENSE OF SAFETY</b> <input type="checkbox"/> TO TAKE A BREATH OR CHASE A BREATHING <input type="checkbox"/> TO DISCHARGE ENERGY <input type="checkbox"/> TO MOVE FURTHER AWAY <input type="checkbox"/> TO SLEEP MORE <input type="checkbox"/> TO BE PRESENT IN THE PRESENT <input type="checkbox"/> TO FIND AN EXIT <input type="checkbox"/> SOMETHING ELSE: _____	<b>NEED: SOMETHING TO MOVE OR CHANGE</b> <input type="checkbox"/> MAKE UNWARRANTED <input type="checkbox"/> TO BE RECOGNIZED <input type="checkbox"/> TO GET UP <input type="checkbox"/> TO GET A NEW ENVIRONMENT <input type="checkbox"/> TO DISCHARGE ENERGY <input type="checkbox"/> TO REMEMBER <input type="checkbox"/> SOMETHING ELSE: _____	<b>NEED CONNECTION TO SELF, OTHERS OR PURPOSE</b> <input type="checkbox"/> TO REST <input type="checkbox"/> TO SLEEP <input type="checkbox"/> TO BE HEARD <input type="checkbox"/> ATTENTION <input type="checkbox"/> PHYSICAL TOUCH <input type="checkbox"/> TO BE REMEMBERED <input type="checkbox"/> SOMETHING ELSE: _____	<b>NEED SUPPORT</b> <input type="checkbox"/> TO TRUST <input type="checkbox"/> TO TRUST MY FEELINGS <input type="checkbox"/> TO TRUST MY JUDGMENT <input type="checkbox"/> TO TRUST MY SUPPORT <input type="checkbox"/> TO TRUST MY SUPPORT <input type="checkbox"/> TO TRUST MY SUPPORT <input type="checkbox"/> SOMETHING ELSE: _____	<b>MY NEEDS ARE MET IN THIS MOMENT</b> <input type="checkbox"/> TO SAVOR IT <input type="checkbox"/> TO REST <input type="checkbox"/> TO SHARE IT <input type="checkbox"/> TO WRITE <input type="checkbox"/> SOMETHING ELSE: _____	<b>NEED TO EXPRESS MYSELF</b> <input type="checkbox"/> TO MAKE SOMETHING <input type="checkbox"/> TO SHARE <input type="checkbox"/> TO PLAY <input type="checkbox"/> TO ACT <input type="checkbox"/> TO WRITE <input type="checkbox"/> TO UNDERSTAND MORE ABOUT <input type="checkbox"/> SOMETHING ELSE: _____

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### INVITATION TO GROUND

How am I doing?

What do I notice?

What do I sense in my body?

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### LAND ACKNOWLEDGMENT AS A RELATIONAL PRACTICE

**BLACK NORTH (N)**  
WINTER  
WISDOM

**WHITE WEST (W)**  
AUTUMN  
TRUTH

**YELLOW CENTRAL (S)**  
EARTH  
WEALTH

**BLUE EAST (E)**  
WOOD  
SPRING  
CREATION  
LIFE

**RED SOUTH (S)**  
SUMMER  
PROTECTION

**MITÁKUYE OWÁS'IN - WE ARE ALL RELATED**

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## Slide 6

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**MB1** Create a slide with the Taino people medicine wheel  
Mike S Browne, 2026-04-15T16:46:39.087

### LAND ACKNOWLEDGMENT AS CONTINUOUS PRACTICE

#### ORIENTING


Where are we? Where do I come from? Where am I? 

Who are we? Who are you? Who am I?

What is the history? Whose story? 

What is our history? What is my story?

#### RELATING

How do we (dis/re)connect to this story? How do I (dis/re)connect? 

How have I (dis/re)engaged in this story? How will I engage?

How do we restore connection? How do I restore connection?

What am I doing? What can I do? What will I do?




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#### Ancestral Mathematics

In order to be born, you needed:

- 2 parents
- 4 grandparents
- 8 great-grandparents
- 16 second great-grandparents
- 32 third great-grandparents
- 64 fourth great-grandparents
- 128 fifth great-grandparents
- 256 sixth great-grandparents
- 512 seventh great-grandparents
- 1,024 eighth great-grandparents
- 2,048 ninth great-grandparents

For you to be born today from 12 previous generations, you needed a total of 4,094 ancestors over the last 400 years.

Think for a moment – How many struggles? How many battles? How many difficulties? How much sadness? How much happiness? How many love stories? How many expressions of hope for the future? – did your ancestors have to undergo for you to exist in this present moment...

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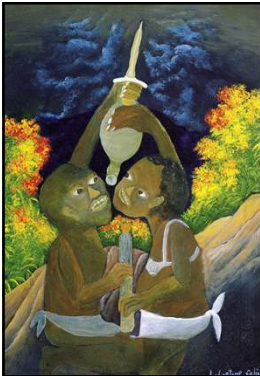
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#### A MOMENT OF PRESENCE



- Libation is the act of pouring water (or other liquid) as a way to honor ancestors, thank the Earth, or open space with intention.
- It's about connection. About remembering that we are never alone...that people, places, and histories walk with us.
- We're pouring to remember. We're pouring to thank. We're pouring to love.

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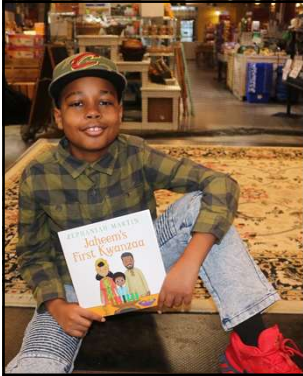
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### CALLING OUR ANCESTORS, CALLING FOR STRENGTH

- Option 1: Say something or someone that's carried you through hard times.
- Option 2: Type into the chat the names of our ancestors who are no longer with us into the space to call upon their strength

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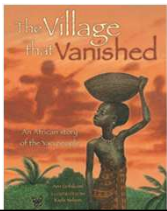
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Why do this with young children?




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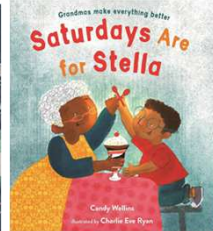
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Why do this with adults?




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WHAT'S A MOMENT WHEN SOMEONE SAW YOU...  
LIKE REALLY SAW YOU AND YOU FELT SAFE?



- |            |              |
|------------|--------------|
| EMOTIONAL  | NEUROLOGICAL |
| RELATIONAL | SPIRITUAL    |
| PHYSICAL   | LANGUAGE     |
| SENSORY    | IDENTITY     |
| CULTURAL   | LEGAL        |
| COMMUNAL   | NARRATIVE    |




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THE ZONES OF REGULATION

BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
Some feelings in the BLUE ZONE Bored Hurt Sick Tired Exhausted Sad Low levels of energy and down feelings	Some feelings in the GREEN ZONE Calm Happy Okay Focused Proud Relaxed Calm energy and a sense of control	Some feelings in the YELLOW ZONE Frustrated Worried Energetic Silly Excited Annoyed Higher energy and stronger feelings	Some feelings in the RED ZONE Overjoyed Wild Angry Out of Control Terrified Furious Extremely high energy and strongest feelings




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WHAT IS MY BODY TELLING ME IT NEEDS RIGHT NOW?

FEAR	ANGER	SADNESS	DISGUST	WORRY	GENIUS
<p><b>I NEED A GREATER SENSE OF SAFETY</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> TAKE A BREAK OR CHANGE IN SCHEDULE</li> <li><input type="checkbox"/> DISCUSS YOUR FEELINGS</li> <li><input type="checkbox"/> TAKE A WALK</li> <li><input type="checkbox"/> SLEEP DOWN</li> <li><input type="checkbox"/> BE PRESENT</li> <li><input type="checkbox"/> FIND ME EASY</li> <li><input type="checkbox"/> SOMETHING ELSE</li> </ul>	<p><b>I NEED SOMETHING TO MOVE OR CHANGE</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> MAKE AN APPOINTMENT</li> <li><input type="checkbox"/> BE RESPONSIBLE</li> <li><input type="checkbox"/> SAY "NO"</li> <li><input type="checkbox"/> SET A NEW GOAL</li> <li><input type="checkbox"/> TAKE A BREAK</li> <li><input type="checkbox"/> TAKE A WALK</li> <li><input type="checkbox"/> SOMETHING ELSE</li> </ul>	<p><b>I NEED CONNECTION TO FEEL CALM AND PURPOSE</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> REST</li> <li><input type="checkbox"/> SLEEP</li> <li><input type="checkbox"/> BREATHE</li> <li><input type="checkbox"/> BE PRESENT</li> <li><input type="checkbox"/> REMEMBER</li> <li><input type="checkbox"/> SOMETHING ELSE</li> </ul>	<p><b>I NEED SUPPORT</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> TALK TO SOMEONE</li> <li><input type="checkbox"/> ASK FOR HELP</li> <li><input type="checkbox"/> TAKE A WALK</li> <li><input type="checkbox"/> BE PRESENT</li> <li><input type="checkbox"/> REMEMBER</li> <li><input type="checkbox"/> SOMETHING ELSE</li> </ul>	<p><b>MY NEEDS ARE MET IN THIS MOMENT</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> LAUGH IT</li> <li><input type="checkbox"/> SLEEP IT</li> <li><input type="checkbox"/> BEAT IT</li> <li><input type="checkbox"/> SMILE</li> <li><input type="checkbox"/> SOMETHING ELSE</li> </ul>	<p><b>I NEED TO EXPRESS MYSELF</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> MAKE SOMETHING</li> <li><input type="checkbox"/> SING</li> <li><input type="checkbox"/> DANCE</li> <li><input type="checkbox"/> PLAY</li> <li><input type="checkbox"/> WRITE</li> <li><input type="checkbox"/> TALK</li> <li><input type="checkbox"/> SOMETHING ELSE</li> </ul>

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### WHAT HELPS YOU COME BACK TO YOURSELF?

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### TURN AND TALK

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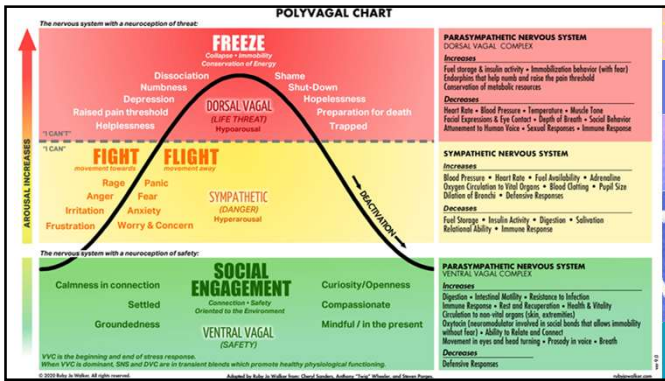
## Slide 18

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### **MB1** Mentimeter for engagement

Mike S Browne, 2026-04-15T17:18:57.441






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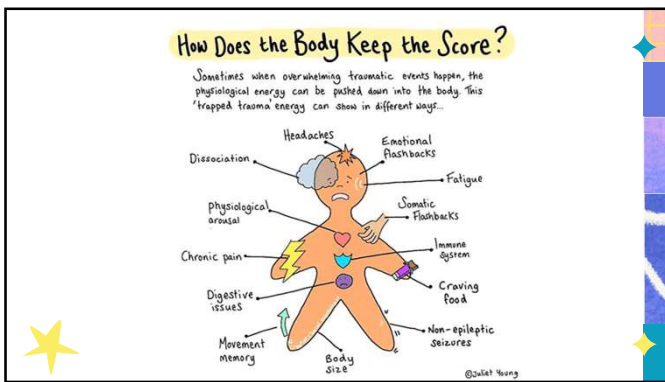
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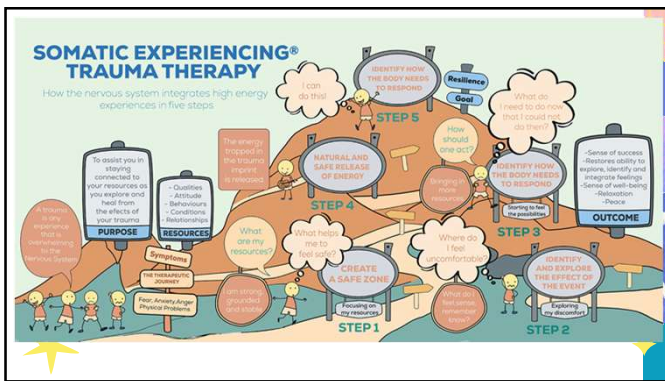
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### HOW DOES IT FEEL IN YOUR BODY WHEN YOU DON'T FEEL SAFE

#### ANCESTRAL AWARENESS

When you don't feel safe, what ancestral memory or spirit do you feel stirring in your body? Where does that energy gather or move?

#### COMMUNAL BODY

When safety feels distant, how does your body hold the stories of your community's struggles? Where do you carry those shared burdens or protective strengths?

#### LAND AND BODY CONNECTION

In moments of unease, does your body pull away from the earth or tighten like the bark of a tree? What part of your body feels disconnected from the land beneath you?

#### RITUAL AND BREATH

How does your breath change when you're unsettled? Is there a rhythm or song from your culture that calls your body back to calm and safety?

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### WHAT COULD IT LOOK LIKE WHEN A CHILD IS HURTING?

#### WITHDRAWAL & SILENCE



#### BIG EMOTIONS



#### HYPER-INDEPENDENCE



#### BODY-BASED SIGNALS



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Some feelings in the BLUE ZONE	Some feelings in the GREEN ZONE	Some feelings in the YELLOW ZONE	Some feelings in the RED ZONE
Bored Hurt	Calm Happy	Frustrated Worried	Overjoyed Wild
Sick Tired	Okay Focused	Energetic Silly	Angry Out of Control
Exhausted Sad	Proud Relaxed	Excited Annoyed	Terrified Furious
Low levels of energy and down feelings	Calm energy and a sense of control	Higher energy and stronger feelings	Extremely high energy and strongest feelings

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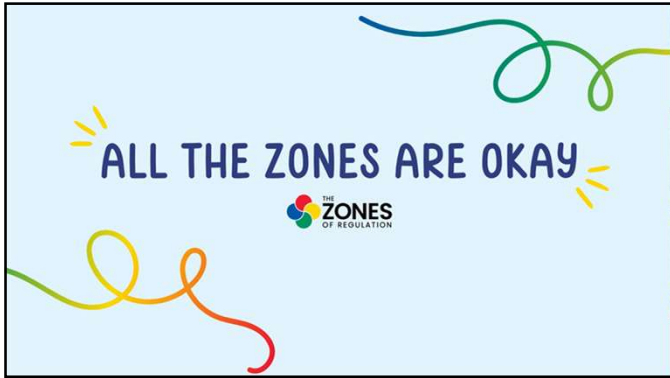
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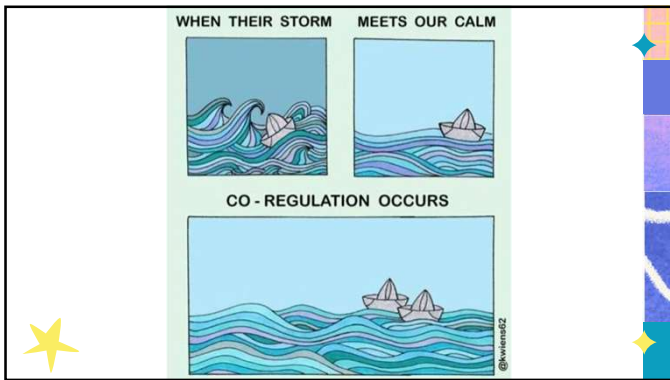
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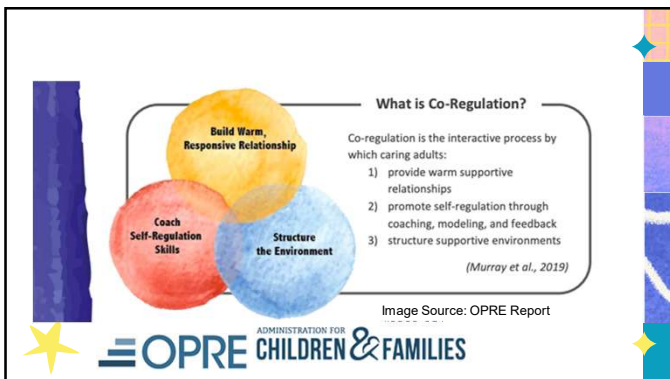
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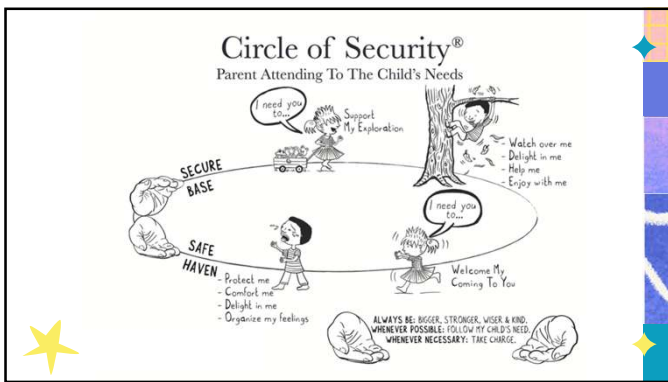
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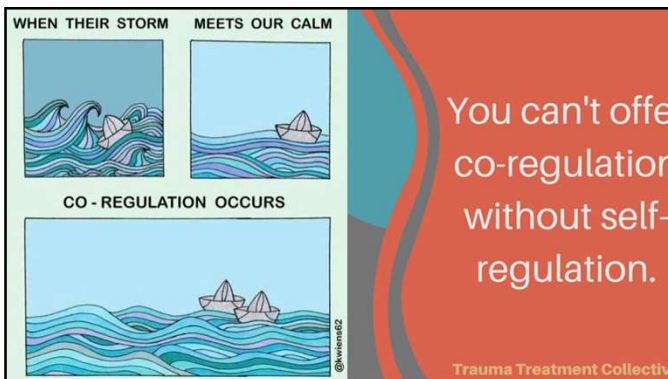
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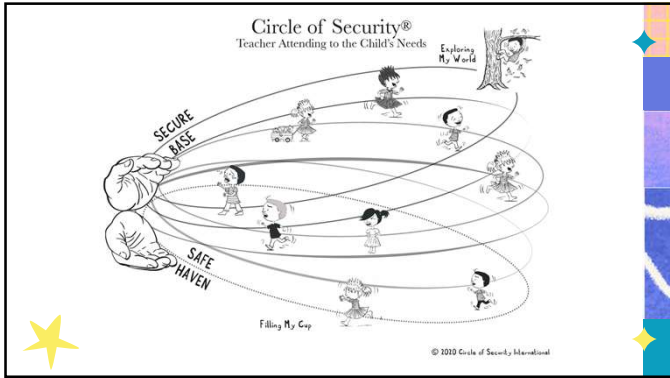
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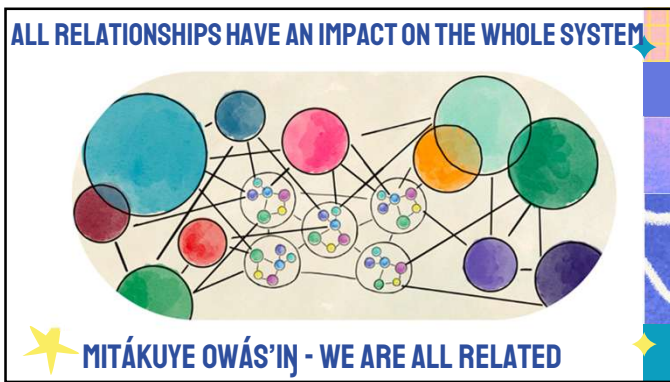
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Co-Regulating Moves	This Might Look Like:
 Set the scene	<i>Using lighting as a cue – dimmer to bring the energy down, brighter to bring the energy up</i>
 Match volume and tone	<i>When a situation is escalating, keeping a quiet or moderate volume with a serious, calm, steady tone</i>
 Check your physical presence	<i>Getting on students' eye level to balance power</i>
 Use reflecting language	<i>Naming the emotions students express as a way to show you are listening to or seeing them</i>
 Prompt strategies and choices	<i>Remind students of available supports or strategies, when they might not be at their best</i>
 <b>Center for Whole-Child Education</b>	 <b>ASU Mary Lou Fulton Teachers College</b> <small>Arizona State University</small>

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**Educators and Aides**

- **The Calm Corner is Not a Timeout, it's a Tool:** It's a space for listening to the body, not silencing behavior. Fidget tools, emotion cards, and soft textures invite self-awareness, not shame.
- **Emotional Safety Builds Academic Readiness:** Children learn best when their nervous systems are regulated. The calm corner isn't a break from learning...it's a bridge back to it.
- **Culture Shapes What Feels Comforting:** Work with families to find out what soothes their children. Some might need soft drums, scent pouches, prayer cloths, or emotion cards in home languages.

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**Bus Drivers**

- **Choice:** Give children autonomy in how they are greeted.
- **Cultural resonance:** Incorporate greetings from children's cultures and languages.
- **Embodied care:** Use body-based gestures that don't require touch but still feel connective.
- **Consistency:** A predictable rhythm helps children regulate.

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**Cooks and Nutritionist Staff**



- **Healing Happens in Everyday Rituals:** The act of preparing, serving, or sharing food can become a soothing ritual—bringing rhythm, predictability, and safety to a child’s day.
- **Cooks Are Culture Keepers and Storytellers:** The kitchen is a site of ancestral knowledge and care. Cooks pass on traditions, hold recipes from home, and offer cultural pride through each spoonful.
- **Respect Choice and Sensory Needs:** Some children who are hurting may struggle to eat. They may crave soft foods, familiar textures, or small portions. Respect their rhythm—offer, don’t force.

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**Operations Staff / Program Leaders / Coaches**



- **Listening Is a Form of Leadership:** We don’t just manage programs—we model how to *hold space* for big feelings, uncertainty, or pain.
- **Dignity Lives in the Details:** A quiet space in the front office for someone to sit, cry, rock, or breathe—without being rushed or watched—restores dignity in moments of distress.
- **Cultural Safety is Emotional Safety:** The chair can be surrounded by symbols, quotes, fabrics, or colors that reflect the cultures of the children and families served—making it a place of belonging, not just comfort.

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**Floors / Maintenance / Classroom Support**



- **Bend Down to Build Up:** When possible, adults that kneel or crouch to a child’s level, shifts power and honors dignity. A quiet moment at eye-level says: *“I want to meet you where you are.”*
- **Children Are More Likely to Trust Who They Feel Connected To:** When children regularly see your face, your smile, or their artwork on your cart or badge, they’re more likely to feel rooted in the space.
- **Presence Is Power—even in Passing:** You don’t have to stay long to make a child feel seen. A 10-second moment of connection, especially from someone who usually moves through, can stay with a child all day.

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**EVERY ROLE IS A HEALING ROLE!**

Children don't heal in isolation. They heal in relationships ... but **ONLY** when they feel safe in their bodies, their culture, and their ways of being.

That healing can begin hallways, at snack time, or on the bus.

What's important to remember is that **YOUR ROLE IS A HEALING ROLE.**

What's one trauma-responsive thing you can do in your everyday interactions with children to help them feel safe, seen, and connected?

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**SCENARIO I: "THE RIDE TO SCHOOL"**



A 3-YEAR-OLD BOARDS YOUR BUS IN THE MORNING. SHE'S QUIETER THAN USUAL. AS SHE CLIMBS THE STAIRS, SHE AVOIDS YOUR EYES AND CLUTCHES HER STUFFED ANIMAL TIGHT. HER BODY SEEMS TENSE. YOU OVERHEAR HER GROWN-UPS YELLING LOUDLY AT HER JUST BEFORE SHE GOT ON.

What might be going on in her nervous system right now?	How can <i>you</i> , as a driver / aide / adult help her regulate during this ride?	What small rituals, words, or choices could offer her connection and safety?
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**SCENARIO II: "THE LUNCHTIME WITHDRAWAL"**



DURING LUNCH, A TYPICALLY TALKATIVE TODDLER REFUSES TO EAT. HE SITS WITH HIS HEAD DOWN. HE DOESN'T RESPOND TO HIS TEACHER'S CUES, AND HE KEEPS PUSHING HIS TRAY AWAY. YOU LATER HEAR THAT HIS FAMILY RAN OUT OF FOOD OVER THE WEEKEND, AND HE MIGHT NOT HAVE EATEN MUCH SINCE FRIDAY.

What might be happening emotionally or physically for this child?

What could you offer in this moment as someone who prepares or serves the food?

What kind of care or comfort can be offered without shame?

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**SCENARIO III: "BIG EMOTIONS MONDAY"**



IT'S MONDAY MORNING. A 5-YEAR-OLD ENTERS THE CLASSROOM ALREADY DYSREGULATED. HE'S THROWING TOYS, YELLING, AND REFUSING TO HANG UP THEIR COAT. YOU OVERHEAR ANOTHER CHILD SAY, "HE ALWAYS ACTS LIKE THIS AFTER WEEKENDS." YOU SUSPECT THERE MAY BE INSTABILITY OR CONFLICT AT HOME. AN ADMINISTRATOR IN THE HALLWAY PAUSES AND NOTICES THE BIG REACTION.

What are some ways the educator might interpret this behavior?

As admin/support staff, how can you show up as a healer—not a fixer—modeling calm, curiosity, and presence that invites others to respond with empathy, not urgency?

What kind of support does the child *and* the educator need in this moment?

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**HOMEWORK**

**What seems small to you can mean the world to a child in need. What specific ways do you show up—through your actions, your words, your presence—to help a child feel safe and heal?**



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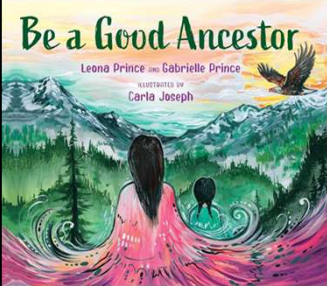
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**Be a Good Ancestor**  
 Leona Prince and Gabrielle Prince  
 illustrated by Carla Joseph

**IMAGINE IT'S 2045...**

When a child looks back years from now, what do you hope they remember about your presence?

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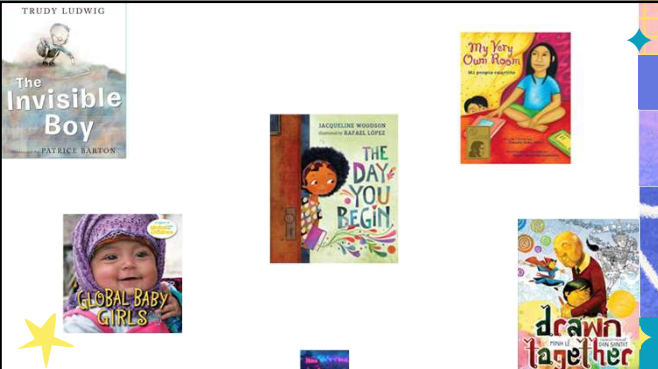
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TRUDY LUDWIG  
**The Invisible Boy**  
 illustrated by PATRICIA BARTON

JACQUELINE WOODSON  
 illustrated by RAFAEL LOPEZ  
**THE DAY YOU BEGIN**

My Very Own Region  
 illustrated by KATHY WATSON

GLOBAL BABY GIRLS  
 illustrated by PATRICIA GALLOWAY

drawn together  
 illustrated by KADIR VAN LOHUIZEN

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**Name Song**  
 by NIKKI GIOVANNI

**I Got the Rhythm**  
 by NIKKI GIOVANNI

**CALL AND RESPONSE**

WE ARE HEALERS

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**MB1**

# THANKS!



Do you have any questions?  
[napcast206@gmail.com](mailto:napcast206@gmail.com)  
@NAPCAST206 on Instagram  
Napcast (listen to our podcast wherever you podcast!)

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## Slide 53

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**MB1** QR code with links to nap cast etc  
Mike S Browne, 2026-04-19T14:28:28.692