GUIDELINES

TRAUMA INFORMED DISCIPLINE

FOR SCHOOL DIVISIONS

BY HEIDI HAWKINS, ED.S.

WWW.NESTPSYCHOLOGICAL.COM

CONTENTS

OBJECTIVE & KEY CONCEPTS

Objective: The goal is for schools to develop effective disciplinary responses and proactive practices that support students in maintaining positive behavior. This includes recognizing trauma-related factors and minimizing opportunities for re-traumatization.

Key Concepts: Challenging student behavior may stem from traumatic stress responses. To create a safe learning environment, schools should employ trauma-informed disciplinary policies and practices. These approaches aim to avoid re-traumatization, prevent escalation of difficult behavior, and integrate positive behavior supports. Recognizing that feelings of unsafety hinder decision-making and self-regulation, trauma-informed responses seek to address these issues, rather than exacerbate them. Students with trauma histories may exhibit dysregulated emotions and behavior in school, necessitating early intervention and prevention strategies.

Trauma-informed discipline systems work on various levels to promote positive behavior, prevent issues through early recognition and intervention, and support self-regulation for both students and staff. This approach facilitates learning and
helps students develop empathy, compassion, and self-regulation, reducing disruptive behaviors.

UNDERSTANDING TRAUMA–INFORMED DISCIPLINE RESPONSE AND BEHAVIOR SYSTEM:

Studies show that trauma-informed practices supports and non-exclusionary disciplinary responses, lead to decreased office suspensions.

Trauma-informed approaches, such as PBIS, SEL, and conscious discipline, have been proven to positively impact school climate, aggression, readiness to learn, and "at-risk" status. In contrast, the traditional "punishment paradigm" has limitations and potential hazards, suppressing rather than changing behavior. Specific elements of traditional discipline, like physical restraint, seclusion, and zero tolerance policies, are not aligned with trauma-informed principles. These practices can lead to negative outcomes, including the disproportionate application of discipline to minority students and the perpetuation of the "school- to-prison pipeline."

Corporal punishment is inconsistent with trauma-informed principles, as it contradicts values of safety, trust, collaboration, mutuality, and equity. Research indicates that it may contribute to adverse outcomes, such as involvement in the juvenile justice system and increased risks of mental health and substance use disorders.

Corporal punishment contradicts the fundamental principles of trauma-informed care, which prioritize safety, trust, collaboration, mutual understanding, and equity. Using corporal punishment not only goes against these principles but also poses a risk of causing emotional and physical trauma to students. It can even re-traumatize those who have experienced abuse at home.

Engaging in practices that intentionally cause pain to a student, especially one with inherently less power than the adult administering the punishment, should be viewed in the broader context of assault and battery. This sends a confusing message that physical force and the infliction of pain are acceptable ways to resolve differences or interpersonal conflicts, even when the behavior being punished is the use of physical force.

SCHOOL DISCIPLINE AND THE 4 RS

Realize	the root cause
Recognize	the signs of stress
Respond	with calm & calming
Resist Retraumatization	by avoiding yelling, punishment, & shame

TRAUMA INFORMED DISCIPLINE

Developing trauma-informed discipline responses involves incorporating the six essential elements of trauma-informed care: ensuring safety, trustworthiness and transparency, providing peer support, felt safety, encouraging collaboration and mutual understanding, promoting empowerment, giving voice and choice, and addressing cultural, historical, and gender issues. By incorporating these elements, schools can establish a positive and trauma- informed climate and culture that not only supports positive behaviors but also proactively prevents disruptions. It is crucial to apply these principles consistently in all disciplinary interactions with students to create an environment that prioritizes their well-being and understands the broader context of their experiences.

Trauma-informed disciplinary responses must prioritize the psychological and physical safety of the student. Ensuring physical safety involves creating the least restrictive environment, avoiding the use of seclusion and restraint. It's important to be mindful of the meeting location, seating arrangements, door status, lighting, and other environmental factors to enhance the student's sense of safety.

Recognizing that trauma reminders can impact a student's perception of safety, both staff and students should be attentive to any patterns of dysregulation. Identifying sources that may serve as trauma reminders in the student's schedule or interactions is crucial for fostering a supportive and secure environment.

Once potential trauma reminders are recognized, staff should collaborate with students to develop strategies that promote self-regulation or reduce exposure, as appropriate. Utilizing tools like a Trauma-Informed Safety Plan, which outlines possible trauma reminders, early signs of dysregulation, and calming strategies, can be beneficial. This proactive approach helps prevent disruptions and identifies effective ways to support students in regaining calm during periods of dysregulation.

Psychological safety is heightened by adopting a neutral and calm tone of voice, treating the student with respect, refraining from sarcasm, employing active listening, and avoiding assumptions. Implementing these strategies contributes to a supportive and understanding environment.

Incorporating these strategies should always be an integral part of implementing trauma-informed practices in classrooms and schools, especially when dealing with challenging behaviors displayed in front of others. Addressing such behaviors is most effective when done one-on-one, with psychological safety serving as the fundamental cornerstone of a trauma-informed approach.

Students feel psychologically secure when they have control over their emotions, thoughts, and behaviors. Allowing students a moment to self-regulate before addressing disciplinary consequences provides an opportunity to calm their brain and deactivate the threat-response system. Here are various ways to facilitate self-regulation when meeting with a student individually:

Provide a brief moment of quiet, such as while answering an email, and inform the student about the short interruption. It may be helpful to offer an activity, like stress balls, playdough, drawing materials, or an Etch A Sketch. Take a few deep breaths or employ a calming strategy before engaging in any discussion. Doing this together with the student can be more effective than instructing them to do it on their own. Allow the student to have a drink of water or keep a glass of water in your office. Permit the student to wash their hands or face, particularly if they are sweaty, bloody, or dirty. Walk with the student in the hallway or outside to release additional stress- response hormones circulating in their bodies.

Psychological safety is further strengthened when students are familiar with a consistent and predictable disciplinary process, known to students, families, and staff, contributing to the establishment of trust. Begin by explaining the process to the student, promoting a sense of safety and trust in the overall disciplinary framework.

TRUST & TRANSPARENCY

Building trust is closely tied to ensuring safety, and a significant factor in achieving this is transparency. It iscrucial that school expectations regarding behavior and conduct, along with the consequences for not adhering to these expectations, are well-known to all students, families, and staff. Presenting behavioral expectations in a positive light is important, highlighting the ways the school encourages positive behavior, available resources for prevention and early intervention, and the expectations for both students and staff across various response tiers.

When a student is referred to the office for a behavioral concern, it is essential to review the process with as much detail as possible. For instance:

"Before we begin, let me explain what we're going to do. First, we'll take a few minutes to regroup – you can grab a drink, wash your hands, draw, or simply sit. I'll take a couple of breaths to clear my head. Then, I'll ask you to share what happened; afterward, I'll share what I heard. Together, we'll figure out our next steps."

PEER RELATIONSHIPS

Effectively fostering positive behaviorsand preventing challenging behaviors is strengthened byencouraging healthy peer interactions and support systems. It's important to actively promote positive peer collaboration and communication for all students, including those facing difficulties. Isolating and excluding struggling students from peer engagement is not conducive to teaching them how to manage their behavior in group settings and may even be counterproductive.

For students grappling with self-regulation in group settings, adapting peer engagement may be necessary. This could involve starting with one-on-one interactions, gradually progressing to small group settings, and then incrementally increasing the time dedicated to group work.

Historically, school discipline has been characterized by an authoritative response imposed by staff on students. Restorative justice models, however, illustrate the effectiveness of peer accountability. These models deliver justice through a community that emphasizes responsibility for individual actions. Restorative justice highlights the preventive influence of peer support, utilizing healing circles to foster peer respect, empathy, compassion, and perspective-taking. Additionally, these models promote parental acknowledgment of the benefits of community healing and accountability by involving caregiver permission for participation.

By fostering peer support, restorative justice models facilitate the mending of relationships with both peers and adults, thereby boosting repair and rehabilitation. Conventional methods of school discipline, such as out-of-school and in-school suspensions or diversion programs, not only isolate students but also impede the potent positive influence of peer support in shaping positive

socialbehavior andconduct.

COLLABORATION

Involving students in defining behavioral expectations and assessing the effects of their actions on others is crucial. Additionally, they should play a role in determining suitable and proportionate consequences for problematic behavior. Engaging students in these activities fosters a sense of responsibility and accountability for their actions, contributing to the development of the five core competencies of social-emotional learning and reinforcing a positive learning environment.

Enhancing the capacity for empathy and compassion in students is vital. Encouraging collaboration and mutuality doesn't necessarily mean assigning equal weight to student perspectives, but it does involve incorporating their viewpoint into consequence considerations.

This collaborative approach extends to the creation of individual behavior plans for prevention and response strategies. Actively involving students and families as partners in developing these plans is essential. Such plans may also incorporate trauma-informed components, such as trauma-informed safety plans.

EMPOWERMENT VOICE & CHOICE

Experiencing trauma often leads to a sense of powerlessness, and these feelings frequently contribute to challenging behavior in school settings. Providing opportunities to amplify student voice, choice, and empowerment becomes essential in offering students a degree of control and countering the perception of complete powerlessness. Even small choices can give students an immediate sense of control. These choices can include:

- Deciding whether to meet in an office or have a walking discussion;
- Choosing where to sit in the office;
- Determining whether the office door should be open or closed;
- Having the option of something to drink or washing hands;
- Selecting the order of the conversation: allowing them to decide if they share their version of events first or if you share what you heard/saw first;
- Choosing which adult they prefer to work with to address the problem, such as the principal, counselor, social worker, or a specific teacher.

Empowering students at an individual level involves focusing on acquiring skills for improved self-regulation and behavior management. The sense of competence gained by students successfully implementing behavior plans serves as a valuable preventive aspect within a trauma-informed discipline system. It acts as a potent means of empowerment, fostering self-efficacy.

In the development of school and district discipline policies, it is imperative to incorporate student voice. To ensure diverse perspectives, representation from students of various backgrounds (race, ethnicity, gender, sexual orientation, socio-economic status, academic performance, etc.) is crucial. This necessitates having more than just one token student representative on policy-making committees. Furthermore, authentic and meaningful student and family input should be actively sought during public comment periods for draft policies. These efforts should be sincere, avoiding tokenism and surpassing mere performative gestures. Students should take the lead in establishing positive behavior rules at the classroom level, guided by teachers.

TRAUMA DISCIPLINE GUIDELINES

1. **IncorporateStudentVoice:** Involvestudentsinshapingclassroom,school,and district discipline policies.
2. **Non-Judgmental Approach:** Utilize a non-judgmental tone, language, and expressions.
3. **Allow Time and Space for Calming:** Provide students with the time and space needed to calm themselves physically, emotionally, and cognitively. Implement self-regulating, grounding, and coping strategies, considering any identified calming strategies in their Trauma-Informed Safety Plan.
4. **Consider Student Perspective:** Consider the student's version of events without imposing your own interpretation, especially if you were not present.
5. **Active Listening:** Actively listen by reflecting back what you hear and acknowledging the student's perspective and feelings, even if you don't necessarily agree.
6. **Share Alternative Perspectives:** Calmly present other versions of the events as an alternative, avoiding dismissal of the student's perspective. Refrain from arguing; instead, agree to disagree.
7. **Offer Choices:** Provide choices whenever possible.
8. **Affirm Positive Behaviors:** Affirm positive behaviors, strengths, and cooperation during the process and regarding the incident.
9. **Involve Students in Repairing Harm:** Engage students in determining ways to repair any harm done to peers, staff, or property and actions that promote accountability.
10. **Utilize Restorative Practices:** Employ restorative practices and peer support.
11. **Focus on Preventive Consequences:** Direct consequences toward preventing, minimizing, and interrupting similar future problems.
12. **Proportional Consequences:** Ensure consequences align with the current infraction and the student's cognitive, emotional, and behavioral developmental levels. View cumulative infractions as signals for a more individualized response.
13. **Identify Behavior Patterns:** Recognize behavior patterns to identify potential trauma reminders or triggers, such as people, places, time of day, fatigue levels, anxiety, fear, and structure.
14. **Respect Differences:** Ensure the content and process of disciplinary responses acknowledge and respect how differences, including culture, race, ethnicity, religion, ability, gender, sexual identification, and sexual orientation, may inform the situation.
15. **Avoid Harmful Practices**: Steer clear of exclusion, seclusion, restraint, or corporal punishment.

CONCLUSION

EMPOWERING EDUCATION WORKS

Utilizing trauma-informeddisciplinepracticesin schools isimperativefor
fostering a safe and supportive environment that recognizes and responds to students' underlying trauma. By preventing retraumatization, these approaches not only address challenging behaviors but also contribute significantly to the healing of trauma responses. Through a holistic focus on emotional and behavioral well-being, trauma-informed discipline lays the foundation for improved cognitive performance. By prioritizing understanding, empathy, and supportive interventions, educators and school psychologists can create a nurturing atmosphere where students feel seen, valued, and understood, ultimately paving the way for enhanced academic success and overall well-being.

Meet Heidi Hawkins

PSYCHOLOGIST, ENTREPRENEUR, & MOM OF 7

Hi! I'm Heidi.

I help parents, teachers, and counselors **confidently reduce challenging behaviors and emotional meltdowns by teaching practical, brain-based strategies**—so they can **create calmer, more connected, and cooperative homes and classrooms where children thrive**.

Over the past 18 years, I've guided thousands of families and educators to create calmer, more connected, and resilient relationships with the kids they care about.

But I didn't start out with all the answers.
- I faced overwhelming challenges as a teen mom in poverty learning my own emotional regulation.
- Over the past 27 years I was simultaneously raising seven kids while building my practice.
- Early on, I struggled to find practical tools that truly worked in my home & schools.
- I made plenty of mistakes learning how trauma and behavior connect.
- I've been through the frustration of feeling stressed & stuck — and so have my clients.

I've learned what truly helps children heal, regulate, and thrive — and I'm here to share those insights with you.

Today, I offer courses, coaching, and resources rooted in research and real-life experience that empower families and schools to transform behavior without power struggles or burnout.

If you're trying everything but still feel uncertain about what's working, you're not alone — and you're in the right place.

If this resource gave you a helpful insight, let's keep building your toolkit:

🌿 Join my weekly newsletter — I send simple, practical tips for emotional regulation, classroom strategies, and trauma-informed care straight to your inbox. No fluff, just what you need to support kids with love and science.

Or if you prefer to dive in now:

🌿 Check out my self-paced course packed with practical, trauma-informed strategies to help children regulate emotions, improve behavior, and build strong relationships—whether at home or in the classroom. This course gives you lifetime access to tools, lessons, and expert guidance designed to support you every step of the way.

You're doing important work, and I'm here to support you every step of the way.

With care,

Heidi

(**NESTPSYCHOLOGICAL.COM**)
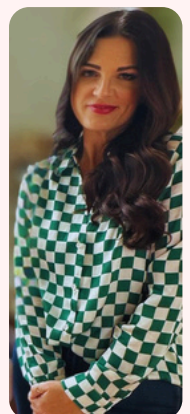
Functional Behavioral Analysis

(FBA) for John:

Student Name:	John Smith
DOB:	1 /2/2015
School:	Happy Valley Elementary School
Grade:	4th

Background Information:

John has experienced significant trauma, including changes in living situations and family dynamics. He has a history of inconsistent attendance and academic challenges.

Behavior Description:

Target Behavior(s): Defiance towards authority figures, particularly during transitions and when given instructions.
Frequency/Intensity/Duration: Occurs daily during transitions and academic tasks, lasting 5-10 minutes. Intensity varies from verbal resistance to refusal to comply.

Antecedents (A):

Environmental Triggers: Transitions between activities, changes in routine, and crowded environments.
Social Triggers: Interactions with authority figures, particularly when perceived as demanding or critical.

Behavior (B):

Observable Behavior: John exhibits verbal defiance, refuses to follow instructions, and displays non-compliance through crossed arms and avoidance of eye contact.
Function(s): The behavior serves as a means of asserting control in situations where John feels overwhelmed or threatened. It is also a response to past experiences of perceived

injustice.

Consequences (C):

Immediate Consequences: John's defiance often leads to a temporary halt in the activity, redirection, or increased attention from authority figures.
Long-term Consequences: Impact on peer relationships, missed academic opportunities, and potential academic decline.

Trauma-Informed Considerations:

Potential Trauma Triggers: Changes in routine or authority figures may trigger memories of past instability and loss.
Coping Mechanisms: John has shown a preference for solitary activities and tends to withdraw during periods of stress. He seeks a sense of control to reduce anxious responses that are triggered from past moments of his life being out of his control.

Supports and Interventions:

Strengths and Protective Factors: John excels in creative activities and enjoys positive interactions with peers. He responds well to individual attention.
Trauma-Informed Interventions: Implement a sensory break before transitions, provide clear and concise instructions, and o er choices to empower John's sense of control. Teach John coping mechanisms and emotional regulation skills for calming the stress response reaction. Connection strategy daily for the whole class.

Collaboration and Communication:

Team Members Involved: Classroom teacher, school counselor, school psychologist, administrator, and John's parents.
Communication Plan: Monthly team meetings to discuss progress and adjustments. Regular check-ins between the teacher and counselor.

Review and Adjustment:

Data Collection Methods: Daily ABC charts completed by the teacher and counselor, documenting antecedents, behaviors, and consequences.

Review Schedule: Monthly reviews to assess progress, with adjustments made as needed.

Conclusion:

Hypothesis Statement: John's defiance serves as a coping mechanism to regain control in overwhelming situations, likely stemming from past experiences of instability and loss.
Goals and Objectives: Decrease instances of defiance by 50% over the next two months. Increase John's engagement in academic tasks and transitions.

Approval/Review:

Signatures: [Spaces for signatures from the teacher, counselor, and parents.]

Date of Review: Initial review scheduled for one month from the start of interventions.

This FBA for John aims to understand the root causes of his defiant behavior through a trauma-informed lens. The proposed interventions are designed to support John's emotional well-being, empower him with choices, and create a more predictable and positive learning environment.

Functional Behavioral Analysis (FBA) Template with a Trauma-Informed Approach:

Student Information:

Name: [Student's Full Name]

Grade/Class: [Grade/Class]

Age: [Age]

Background Information: [Brief overview of the student's personal and academic history, including any known trauma or adverse experiences.]

Behavior Description:

Target Behavior(s): [Clearly define the behavior(s) that are of concern. Be specific and observable.]

Frequency/Intensity/Duration: [Note how often, how intense, and how long the behavior(s) occur. Include any patterns or triggers.]

Antecedents (A):

Environmental Triggers: [Identify specific situations, settings, or environmental factors that precede the behavior. Consider sensory triggers, transitions, or changes in routine.]
Social Triggers: [Examine interactions with peers, teachers, or other adults that may contribute to the behavior. Note any relational dynamics or conflicts.]

Behavior (B):

Observable Behavior: [Describe the behavior in detail. Include non-verbal cues, verbal expressions, or any other observable manifestations of the behavior.]
Function(s): [Identify the perceived function(s) of the behavior. Is it a means of communication, an attempt to gain control, or a response to stress?]

**Consequences (C):

Immediate Consequences: [Describe what typically happens immediately after the behavior occurs. Consider both positive and negative consequences.]
Long-term Consequences [Examine the impact of the behavior on the student's relationships, academic progress, and overall well-being.]

Trauma-Informed Considerations:

Potential Trauma Triggers: [Identify any trauma-related triggers that may contribute to the behavior. Consider the student's trauma history and how it may manifest in their reactions. Keep in mind the 5 F's of Trauma-fight, flight, freeze, fib, and fawn. Additional considerations include any defiance as it is often an indicate of needing to feel in control to calm the trauma response due to prior events out of a child's control.]

Coping Mechanisms: [Explore the student's existing coping mechanisms and stress management skills. Note any trauma-informed strategies that have been effective.]

Supports and Interventions:

Strengths and Protective Factors: [Highlight the student's strengths, interests, and protective factors that can be leveraged to support positive behavior.]

Trauma-Informed Interventions: [Specify interventions that align with trauma-informed practices. This may include sensory supports, nervous system regulation strategies, biological methods such as water, snacks, and calming activities, scheduled breaks, instruction in emotional regulation skills, communication, conflict resolution, mindfulness activities, or counseling services.]

Collaboration and Communication:

- Team Members Involved: [List professionals involved in supporting the student, including teachers, counselors, and specialists.]
- Communication Plan: [Establish a plan for regular communication among team members to share observations, insights, and updates regarding the student's progress.]

Review and Adjustment:

Data Collection Methods: [Specify the methods for collecting data on the behavior, including frequency counts, anecdotal records, or ABC charts.]

Review Schedule: [Establish a schedule for reviewing the effectiveness of interventions and adjusting the FBA as needed. Consider monthly or quarterly reviews.]

Conclusion:

Hypothesis Statement: [Summarize the hypothesized function(s) of the behavior based on the analysis. This statement should guide intervention planning.]

Goals and Objectives: [Set measurable goals and objectives for behavior improvement, considering both short-term and long-term outcomes.]

Approval/Review:

Signatures:[Include spaces for relevant team members to sign and indicate their approval or agreement with the FBA.]

Date of Review: [Specify dates for regular reviews to assess progress and make any necessary adjustments.]

This Trauma-Informed Functional Behavioral Analysis template is designed to guide school employees in understanding and addressing the root causes of challenging behaviors, with a focus on trauma-informed practices. Regular collaboration, data review, and adjustments to interventions are essential components of this ongoing process.

For further information contact:

Heidi Hawkins

Nest Psychological Services

www.nestpsychological.com

Regulate the Brain

NEST

Physiological Learning

nestpsychological.com

STEP	What to do	Why it works	Age Adaptations
1. Structured Arrival (2–3 min)	Start the day with a gentle vestibular motion or rocking (a chair that gently tilts, swaying, or arm hugs for toddlers; seated forward-and-back for older kids).	Activates the parasympathetic system and helps ground the nervous system.	Tiny ones: parent-child rocking; teens: seated sway; classrooms: kids in office chairs rock gently.
2. 5-Minute Deep Breathing (Box or Paced)	Inhale 4 seconds, hold 2, exhale 6. Repeat. Make it visual or combined with a countdown.	Slows heart rate, engages vagus nerve, increases prefrontal cortex engagement.	Younger: bubble-blowing visualization; older: silent pacing apps or guided audio.
3. Grounding Sensation (1–2 min)	A weighted item (blanket, soft ball, lap pad) or warm hand on heart area for a moment.	Deep touch/pressure calm the lower brain via proprioceptive feedback.	Use plush toy for younger; weighted lap pad for older; standing, leaning on wall or desk deep pressure for teens.
4.Micro-Movement Break (2–3 min)	Simple yoga stretch, shaking arms, 360° shoulder rolls, torso twists.	Movement increases blood flow, wakes up brain networks, boosts focus afterward.	Toddlers: "shake- your -sillies-out"; older kids: follow a quick stretch video; teens: standing 60-second energizer.
5. Intent-Setting (1 min)	Ask aloud or silently: "Today, I will… (be kind, listen closely, ask questions)."	Sets executive-control intention, priming prefrontal networks.	All ages can personalize. Younger: say with parent; older: write in journal or put as phone wallpaper.
6. Check-In—Midday (2–3 min)	Pause midday: take three deep breaths, notice body tension, and release. Add a grounding gesture.	Interrupts stress build-up, recalibrates for focus and emotional regulation.	Same tool kit works across ages; teachers can cue class pause; caregivers can check in at lunch.

PROBLEM & SOLUTION TABLE

Problem	Description	Solution
Procrastination	Delaying tasks due to a lack of motivation or feeling overwhelmed.	Make a daily to-do list with clear priorities.
Time Management	Difficulty distinguishing between high-priority and low-priority tasks.	Plan a weekly schedule with time allocated for each task.
Overthinking	Spending too much time analyzing, making it hard to start.	Focus on the process instead of the final result.
Creative Stagnation	Struggling to find new ideas due to mental exhaustion.	Explore new techniques or learn something relevant to your field.

WHAT CAN HELP...

Draw, write or describe what can help you
when you are feeling each of these emotions.

When I feel stressed...
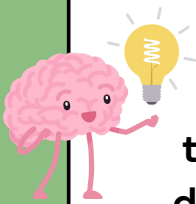
When I need a break...

When I feel hurt...

When I feel angry...

When I feel worried...

Name: | Date:

3-2-1 Self-Reflection

3 things I did well

- _____
- _____
- _____

2 concepts I still need to practice

- _____
- _____

1 question I have for my teacher

- _____
- _____

Student Name:_____   Date: _____

MINDFUL BREATHING
4 - 7 - 8 Breath Technique

INTRODUCTION

Breathing exercises are powerful tools to help us relax, reduce stress, and stay present in the moment. In this worksheet, you will explore the 4-7-8 breath technique:
This technique can be practiced anytime, anywhere, to bring a sense of calm and mindfulness into your life.

INSTRUCTIONS: 4-7-8 BREATH

- Find a comfortable sitting or lying position.
- Close your eyes if you feel comfortable doing so.
- Inhale quietly through your nose for a count of 4 seconds.
- Hold your breath for a count of 7 seconds.
- Exhale completely and audibly through your mouth for a count of 8 seconds.
- Repeat this cycle for 4 breaths, gradually increasing to 8 breaths as you become more comfortable.

REFLECTION QUESTIONS

1.How did you feel during the 4-7-8 breath exercise?

2.Did you notice any changes in your body or mind after practicing this technique?