



MINDFUL FOUNDATIONS

WHAT EVERY CHILD DESERVES

**Mindful Foundations Curriculum Alignment with
Teaching Strategies GOLD® — Objectives for Development and
Learning**



About This Document

This document maps the key components of Mindful Foundations (Mercedes Finstuen, 2026) to the 38 Objectives for Development and Learning from Teaching Strategies GOLD® (TSG GOLD®). The alignment demonstrates how the L.O.V.E.E. method's trauma-informed, whole-child approach directly supports the developmental domains measured by TSG GOLD® across Social-Emotional, Physical, Language, Cognitive, Literacy, Mathematics, Science and Technology, Social Studies, and The Arts.

How to Use This Guide: Educators and administrators can reference this alignment to document how Mindful Foundations curriculum activities connect to TSG GOLD® checkpoints, informing observation notes, portfolio evidence, and instructional planning.

Curriculum Alignment by TSG GOLD® Domain

Mindful Foundations Component	TSG GOLD® Area	Objectives Addressed	Description of Alignment
L.O.V.E.E. Method – Foundation Phase (Weeks 1–2)	Social-Emotional	Obj 1: Regulates own emotions and behaviors (1a, 1b, 1c) Obj 2: Establishes and sustains positive relationships (2a, 2c, 2d) Obj 3: Participates cooperatively in group situations (3a, 3b)	Children practice daily connection rituals, classroom family-building, and the Peaceful Pause routine. Heart Poster Activity and reading aloud promote empathy, belonging, and trust. The L.O.V.E.E. cycle explicitly addresses safety, love, and emotional connection as prerequisites to learning.
Emotion Literacy Vocabulary (Weeks 1–5, daily)	Social-Emotional	Obj 1: Regulates own emotions (1a) Obj 2: Responds to emotional cues (2b) Obj 3: Solves social problems (3b)	Core vocabulary (calm, frustrated, worry, anxiety, excited, advocate, accept, control) is introduced weekly. Children learn to name, recognize, and respond to their own and others' emotions using words rather than behaviors.
Breathing Strategies & Mindful Regulation (Rollercoaster, Raindrops, Pretzel, and more – Weeks 2–5)	Social-Emotional	Obj 1: Manages feelings (1a) Obj 1: Takes care of own needs appropriately (1c)	Students learn 10+ breathing strategies used as self-regulation tools. The Pretzel Breath, breathing ball, and Peaceful Pause routines teach children to calm their nervous system independently. Daily repetition builds lasting neural pathways for stress response.
Guided Meditations & Visualizations (Weeks 3–5)	Social-Emotional	Obj 1: Regulates own emotions (1a, 1c) Obj 2: Forms relationships with adults (2a) Obj 3: Balances needs and rights of self and others (3a)	Whole-group meditations teach co-regulation and positive stress responses. Role-play scenarios allow children to 'live' emotional experiences before encountering them in real life, wiring the amygdala with safety and tools for big emotions.
Fade-Away Approach (Weeks 2–5)	Social-Emotional	Obj 1: Follows limits and expectations (1b) Obj 1: Takes care of own needs appropriately (1c)	Teachers gradually release support as students demonstrate readiness—promoting independence, self-belief, and



Mindful Foundations Component	TSG GOLD® Area	Objectives Addressed	Description of Alignment
			initiative (Erikson Stages 2 & 3). The approach is adapted in real time based on each child's emotional and behavioral readiness.
Daily Affirmations (Weeks 1–5)	Social-Emotional	Obj 1: Manages feelings (1a) Obj 2: Forms relationships with adults (2a)	Science-based affirmation practice uses neuroplasticity to help children rewire negative self-beliefs. Affirmations build positive self-concept, emotional security, and readiness to learn.
Reward Jar & Positive Reinforcement System (Weeks 2–5)	Social-Emotional	Obj 1: Follows limits and expectations (1b) Obj 2: Interacts with peers (2c) Obj 3: Balances needs and rights of self and others (3a)	Classroom reward system reinforces calm bodies, emotional regulation, and positive peer behaviors. Children earn tokens for demonstrating breathing, trust, and responsible choices—building intrinsic motivation and community.
Movement-Based Breathing Strategies (Pretzel Breath, Rollercoaster – Weeks 3–4)	Physical	Obj 4: Demonstrates traveling skills Obj 5: Demonstrates balancing skills	The Pretzel Breath requires children to cross arms and legs and balance, engaging gross motor control. Rollercoaster and other kinesthetic strategies involve coordinated full-body movement tied to breath rhythm.
Stretch Breaks & Movement Resets (Throughout curriculum)	Physical	Obj 4: Demonstrates traveling skills Obj 5: Demonstrates balancing skills Obj 6: Demonstrates gross-motor manipulative skills	Teachers are guided to offer movement resets between activities. Transition stretches and body breaks are embedded throughout daily lesson plans to support physical regulation and readiness.
Calm Island & Physical Environment Design (Part 2 & Toolkit II)	Physical	Obj 7: Fine-motor strength and coordination (7a)	The Calm Island setup includes tactile materials (Play-Doh, Pop-It, sensory tools) that engage fine-motor skills. These tools also serve as physical co-regulation supports for dysregulated children.
Read-Alouds with Interactive Discussion (Weeks 2–5, Lesson A days)	Language	Obj 8: Listens to and understands increasingly complex language (8a, 8b) Obj 9: Uses language to express thoughts and needs (9a, 9d) Obj 10: Uses appropriate conversational skills (10a, 10b)	Each lesson week includes a literacy-connected read-aloud with open-ended questions ("What do families do to show care?"). Children practice active listening, vocabulary use, turn-taking, and expressive language in a structured conversational context.
Emotional Literacy Core Vocabulary (Weeks 1–5)	Language	Obj 9: Uses an expanding expressive vocabulary (9a) Obj 9: Speaks clearly (9b) Obj 10: Engages in conversations (10a)	Weekly vocabulary lists (calm, frustrated, worry, advocacy, acceptance, patient, choice, control, etc.) are woven into daily



Mindful Foundations Component	TSG GOLD® Area	Objectives Addressed	Description of Alignment
			teacher dialogue. Children are guided to use these words to express needs and name emotions verbally.
Sample Scripts & Guided Conversation (Throughout curriculum)	Language	Obj 8: Comprehends language and follows directions (8a, 8b) Obj 10: Uses social rules of language (10b)	Teacher sample scripts model respectful conversational language and give children a framework for social communication. Students learn the social rules of classroom dialogue through consistent modeling.
Sign Language Integration (Toolkit I)	Language	Obj 8: Comprehends language (8a) Obj 9: Uses language to express thoughts and needs (9a)	Sign language tools in Toolkit I offer children an additional modality for communicating emotions and needs, especially supportive for students with limited verbal expression or language delays.
L.O.V.E.E. Cycle – Executive Brain State Activation (Foundation → Regulation → Education)	Cognitive	Obj 11: Demonstrates positive approaches to learning (11a, 11b, 11d, 11e) Obj 12: Remembers and connects experiences (12a, 12b)	The entire L.O.V.E.E. curriculum is designed to move children into the executive brain state—where attention, persistence, curiosity, and flexible thinking are possible. Daily regulation rituals directly enable cognitive readiness.
Daily Routine & Transition Structures (All weeks)	Cognitive	Obj 11: Attends and engages (11a) Obj 11: Persists (11b) Obj 12: Recognizes and recalls (12a)	Predictable daily routines (arrival, calm signal, Calm Island, cleanup, lineup) help children build memory for sequence and expectations. Consistent repetition wires new neural pathways supporting attention and persistence.
Psychosocial Stage-Aligned Learning Activities (Throughout, Erikson Stage 1–3)	Cognitive	Obj 11: Shows curiosity and motivation (11d) Obj 11: Shows flexibility and inventiveness in thinking (11e) Obj 14: Uses symbols and images to represent something not present (14b)	Activities are adapted to children's developmental stage, not just age. Role-play meditations, dramatic expression of emotions, and problem-solving scenarios engage symbolic thinking and flexible cognition.
Reflective Practice & Video Observation (Toolkit IV, all weeks)	Cognitive	Obj 11: Solves problems (11c) Obj 12: Makes connections (12b)	Teacher Reflective Practice Conversations use Swivl video observations to make connections between classroom behavior patterns and instructional decisions. This meta-cognitive practice models a problem-solving mindset for the teaching team.
L.O.V.E.E. Literacy Connections (Weekly read-alouds, Toolkit II)	Literacy	Obj 15: Demonstrates phonological awareness (15a, 15b) Obj 17: Demonstrates knowledge of print and its uses	Weekly literacy read-alouds connect SEL themes to children's books (e.g., Our Class Is a Family). Interactive pre- and post-reading



Mindful Foundations Component	TSG GOLD® Area	Objectives Addressed	Description of Alignment
		(17a, 17b) Obj 18: Comprehends and responds to books and other texts (18a, 18b, 18c)	questions support comprehension, retelling, and conversational engagement. Toolkit II includes a curated book list to model classroom behavior and social skills.
Heart Poster Activity & Written Displays (Week 2, Lesson 1A)	Literacy	Obj 17: Uses and appreciates books (17a) Obj 18: Interacts during read-alouds (18a) Obj 19: Writes to convey meaning (19b)	After the class read-aloud, children contribute ideas to a co-created Heart Poster displayed in the classroom. The activity reinforces print awareness (ideas written for others to read) and emergent writing concepts (conveying meaning through recorded words).
Affirmation Cards & Visual Language Tools (Toolkit VI)	Literacy	Obj 17: Uses print concepts (17b) Obj 18: Uses emergent reading skills (18b)	Classroom visuals, affirmation cards, and reproducibles (Toolkit VI) surround children with print in meaningful contexts. Children learn to recognize and use environmental print as a reading strategy and emotional support tool.
Counting & Reward Jar System (Weeks 2–5)	Mathematics	Obj 20: Uses number concepts and operations (20a, 20b, 20c)	The classroom Reward Jar provides a naturalistic counting and quantifying experience. Children observe tokens accumulate toward a goal, connecting number symbols with quantities in a meaningful, motivating context.
Sequence of Daily Routine (All weeks)	Mathematics	Obj 23: Demonstrates knowledge of patterns	The predictable daily flow (Peaceful Pause → read-aloud → activity → transition) creates a temporal pattern children can anticipate and internalize. Pattern recognition supports mathematical thinking and executive function.
Neuroscience & Brain State Connections (Neuro Tips throughout)	Science and Technology	Obj 24: Uses scientific inquiry skills Obj 25: Demonstrates knowledge of characteristics of living things	Neuro Tips embedded in every lesson introduce age-appropriate neuroscience (mirror neurons, amygdala, neuroplasticity, left/right brain balancing). Children learn that breathing and meditation are physical tools that affect the brain—foundational science of living systems.
Swivl Video Recording & Observation (Toolkit IV)	Science and Technology	Obj 28: Uses tools and other technology to perform tasks	The Swivl recording device is used systematically by teaching teams for observation and reflection. Introduction of this technology tool supports the standard of using



Mindful Foundations Component	TSG GOLD® Area	Objectives Addressed	Description of Alignment
			technology purposefully to accomplish professional tasks.
QR Code Materials & Digital Resources (Throughout)	Science and Technology	Obj 28: Uses tools and other technology to perform tasks	The curriculum references QR codes for downloadable materials, supporting children's incidental exposure to how digital tools extend access to information—modeled by teachers in classroom context.
Classroom Community as Family (Week 2 read-aloud + Heart Poster)	Social Studies	Obj 29: Demonstrates knowledge about self Obj 30: Shows basic understanding of people and how they live Obj 31: Explores change related to familiar people or places	The classroom-as-family concept helps children develop identity within a community. Children explore how people show care and build relationships. Over 5 weeks, they observe how trust and connection change classroom dynamics.
Laura Duncan's 10 Emotional Needs Framework (Part 1 & embedded throughout)	Social Studies	Obj 29: Demonstrates knowledge about self Obj 30: Shows basic understanding of people and how they live	Children learn, through daily interactions, that all people have basic emotional needs (to be seen, heard, valued, accepted, etc.). This builds foundational social studies understanding of human needs and interdependence.
Parent Communication & Home-School Connection (All weeks, Toolkits VII & VIII)	Social Studies	Obj 30: Shows basic understanding of people and how they live Obj 31: Explores change related to familiar people or places	Weekly Home Connection Packets extend learning into the family environment. Children experience how school and home communities connect and reinforce one another—supporting understanding of people, families, and community structures.
Guided Meditation Illustrations (Toolkit V, all weeks)	The Arts	Obj 33: Explores the visual arts Obj 36: Explores drama through actions and language	Emily Houle's illustrations accompany each meditation, sparking visual imagination. Visualizations during meditations engage children in creative imagery and expressive storytelling connected to their breathing practice.
Role-Play & Dramatic Expression (Week 3–5 meditations)	The Arts	Obj 36: Explores drama through actions and language Obj 14: Engages in sociodramatic play (14b)	Guided meditations include role-play scenarios where children act out emotional situations and responses. This dramatic play supports expressive arts development, social problem-solving, and symbolic thinking simultaneously.
Music & Ambient Sound Use (Teacher	The Arts	Obj 34: Explores musical concepts and expression	The curriculum recommends playing instrumental music during



Mindful Foundations Component	TSG GOLD® Area	Objectives Addressed	Description of Alignment
Reflection prep, Toolkit V)			teacher reflection preparation and meditation setup. Music is used as an environmental tool to shift emotional tone and create a calm, focused atmosphere.
Movement Meditations (Pretzel Breath, body-based strategies)	The Arts	Obj 35: Explores dance and movement concepts	Full-body breathing strategies incorporate rhythmic, intentional movement. The Pretzel Breath, in particular, involves whole-body twisting and balancing that parallels creative movement exploration.

TSG GOLD® Objectives Coverage Summary

Mindful Foundations addresses objectives across all 9 TSG GOLD® developmental domains:

TSG GOLD® Domain	Objectives Covered	Primary Mindful Foundations Connections
Social-Emotional	1, 2, 3	L.O.V.E.E. Foundation Phase, Breathing Strategies, Meditations, Affirmations, Emotional Literacy, Reward System
Physical	4, 5, 6, 7	Movement-Based Breathing, Stretch Breaks, Calm Island Sensory Tools
Language	8, 9, 10	Read-Alouds, Emotional Vocabulary, Sample Scripts, Sign Language Tools
Cognitive	11, 12, 13, 14	Executive Brain State Activation, Daily Routine Structures, Role-Play, Reflective Practice
Literacy	15, 17, 18, 19	L.O.V.E.E. Literacy Connections, Heart Poster Activity, Affirmation Cards & Classroom Print
Mathematics	20, 23	Reward Jar Counting, Daily Routine Patterning
Science and Technology	24, 25, 28	Neuro Tips (brain science), Swivl Technology, QR Code Digital Resources
Social Studies	29, 30, 31, 32	Classroom-as-Family, 10 Emotional Needs, Home-School Connection Packets
The Arts	33, 34, 35, 36	Meditation Illustrations, Role-Play Dramatizations, Music in Classroom, Movement Meditations

Note: While Mindful Foundations does not directly target English Language Acquisition Objectives 37–38, its language-rich, multimodal approach (including sign language tools, visual supports, and vocabulary instruction) creates a supportive environment for English language learners.