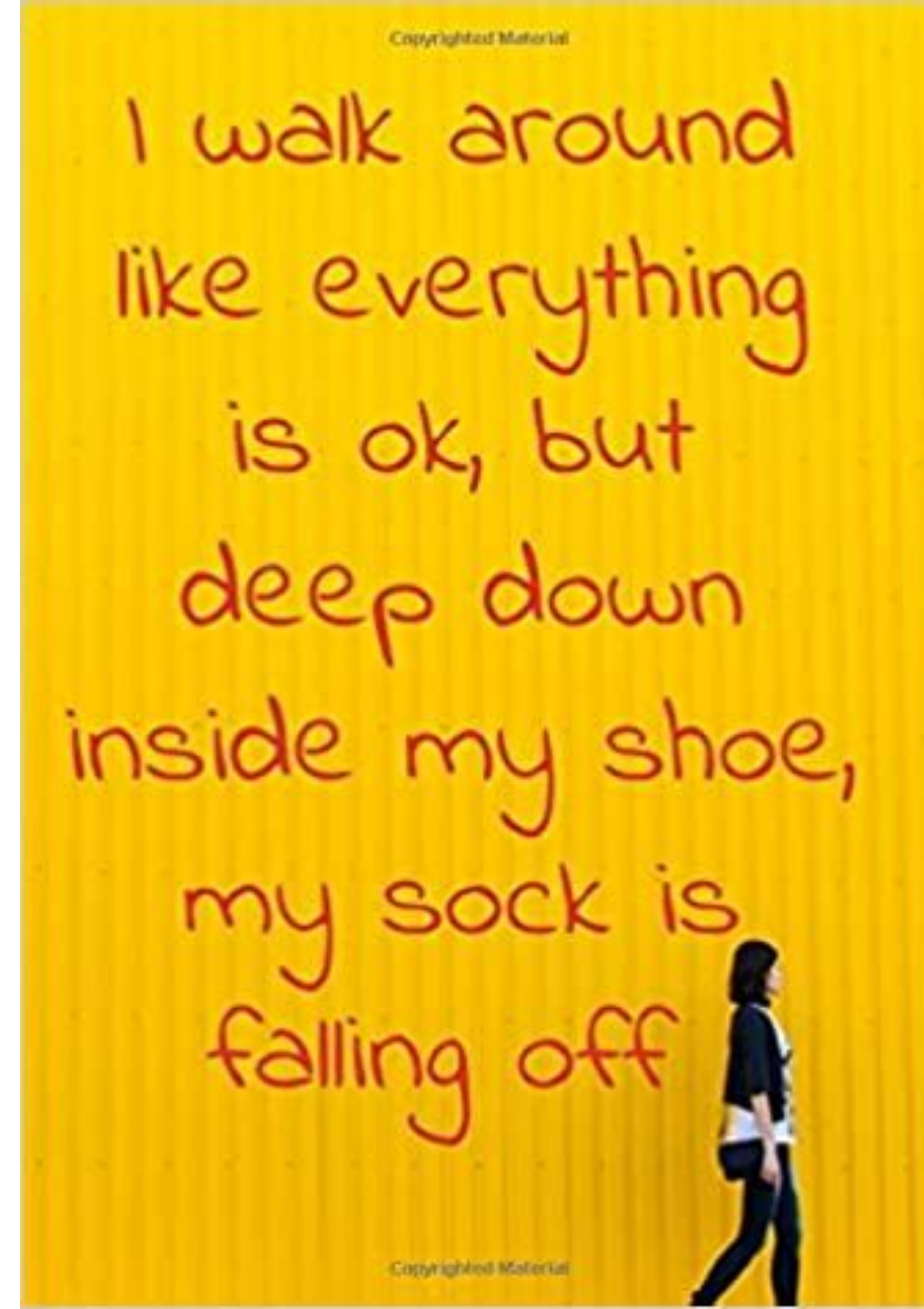


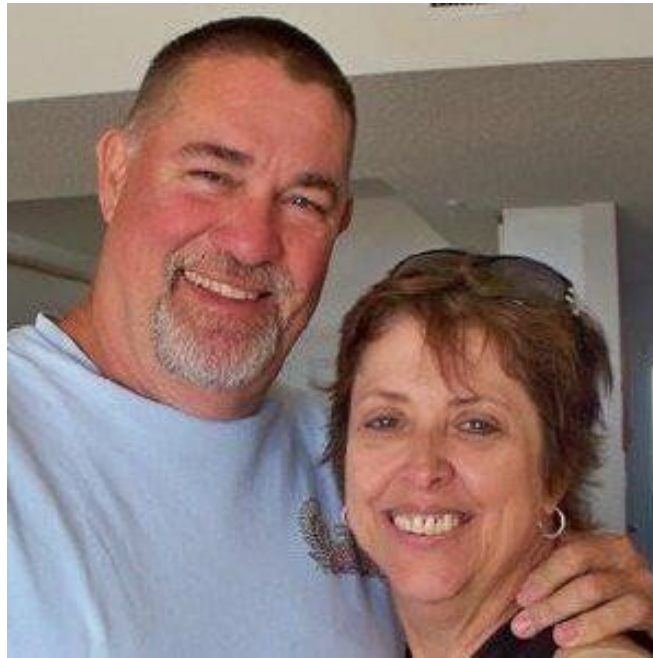
A Child's Behavior Starts with You

Understanding Why Behavior Management is Really
about the Adults

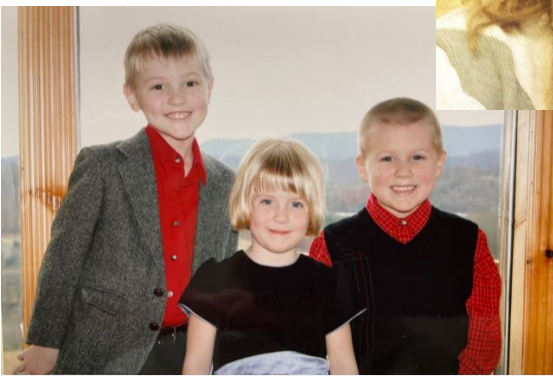
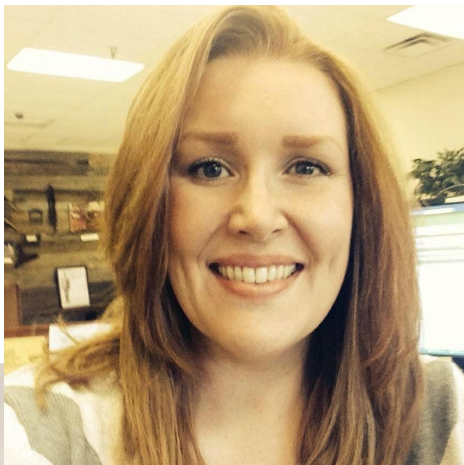
But First....

- Let's Get Ready to REGULATE!!!!!!





My
Why..



Why Are We Here?

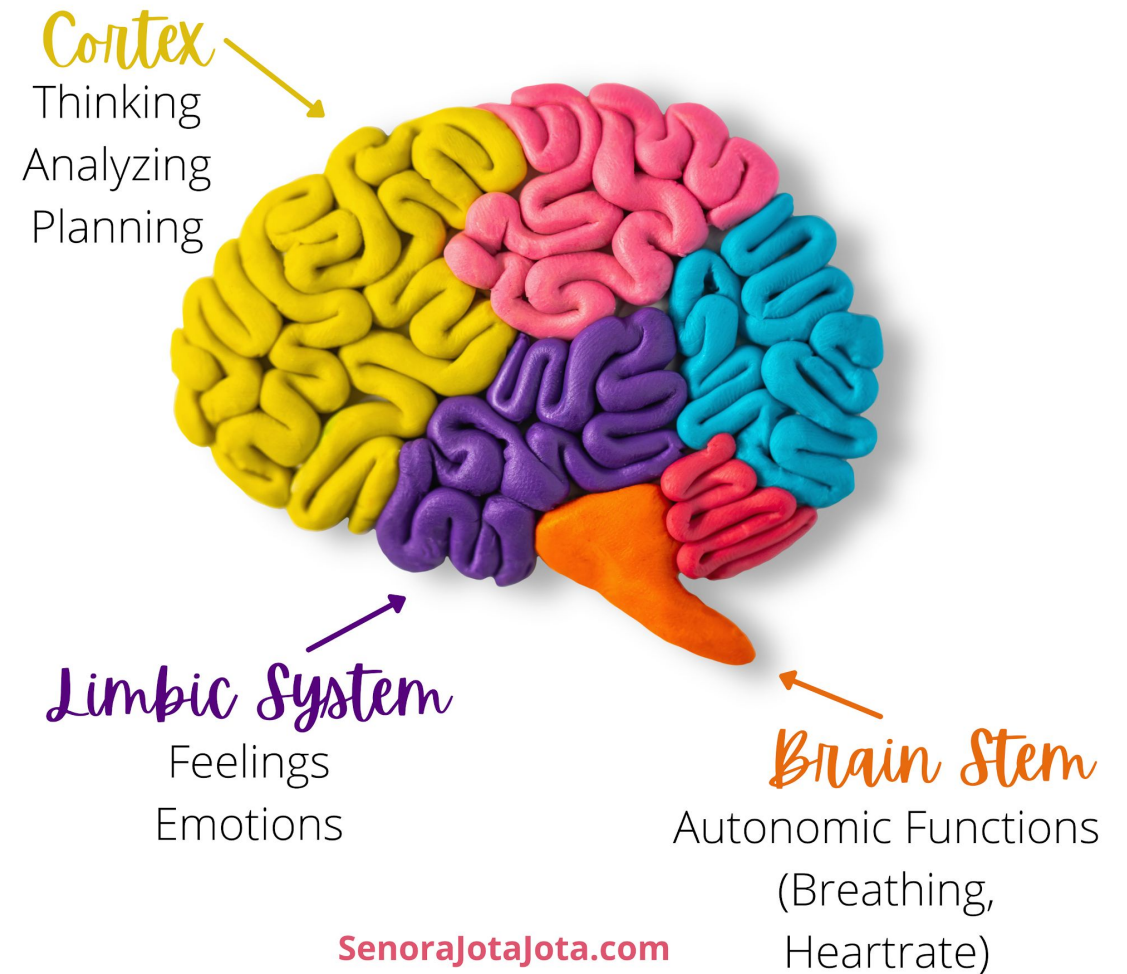
Goal: Gain an understanding of how your personal, lived experiences influence your relationships and ultimately, impact others.

- Discussion Areas:
 - Our Brain and Autonomic Nervous System
 - Adverse Childhood Experiences (ACE)
 - The Case for Relationship
 - Barriers To Connection
 - Regulation Strategies
 - Takeaways

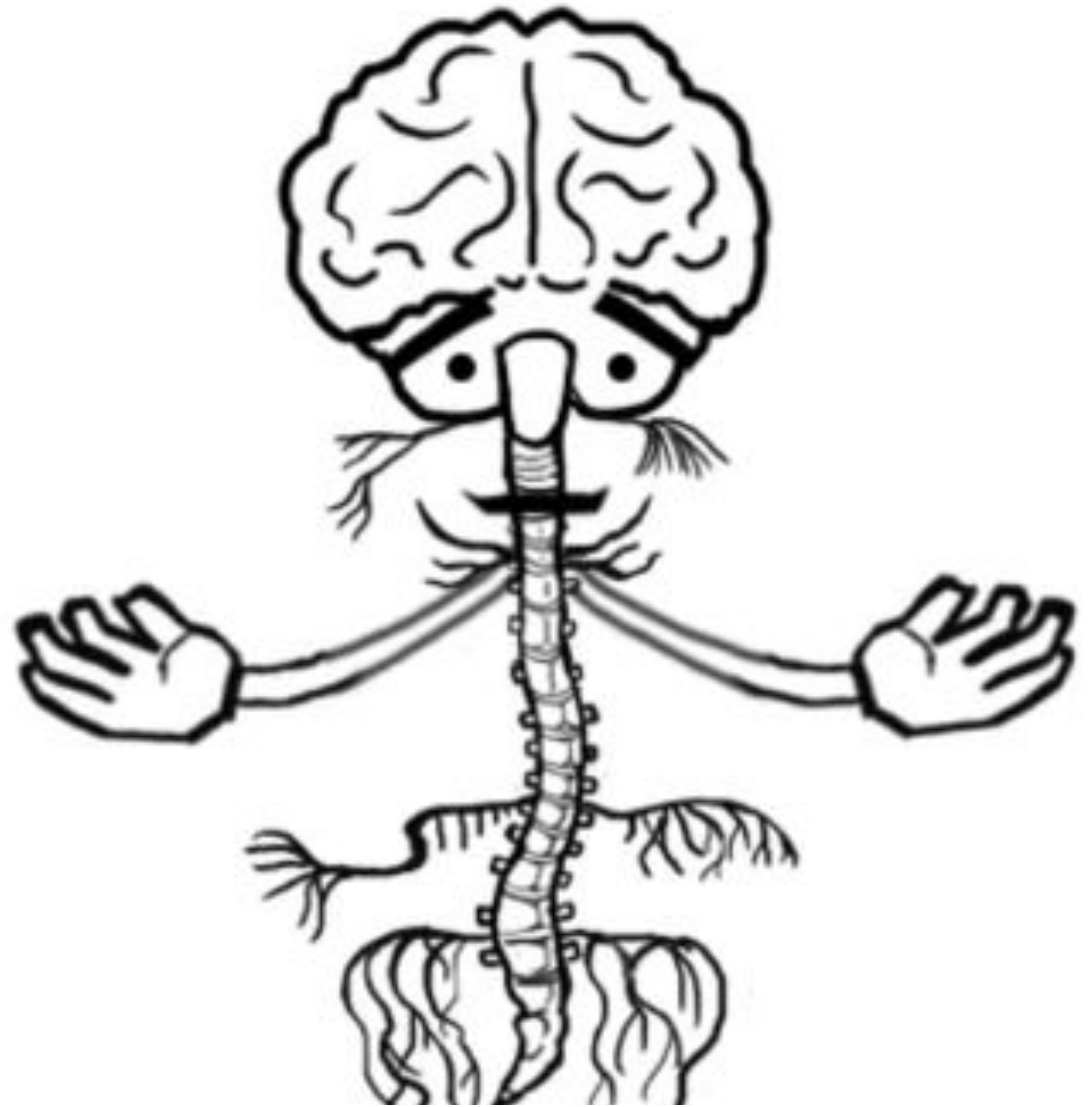


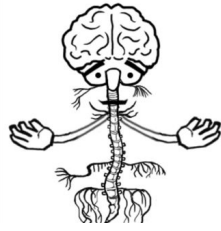
The Brain

- Organized: Bottom-Up
- The Big Three:
 - Brain Stem
 - Limbic System
 - Cortex
- Likes:
 - Predictability, *Rhythm & Movement* Is Regulating
- Dislikes:
 - Adversity, Toxic Stress, Chronic Unpredictability
- Builds on one main ingredient: Experience

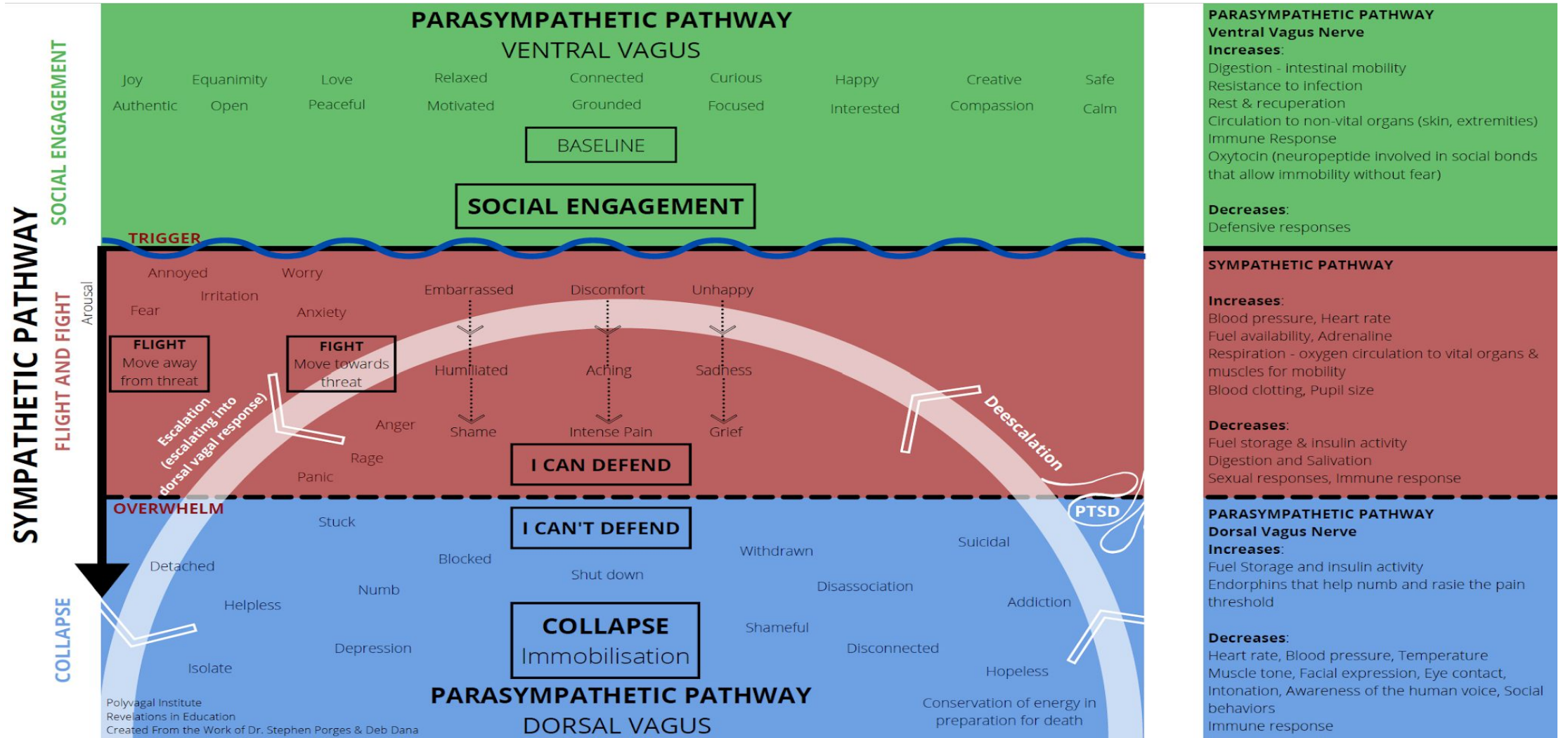


Meet ANS





Our Nervous System



Trauma

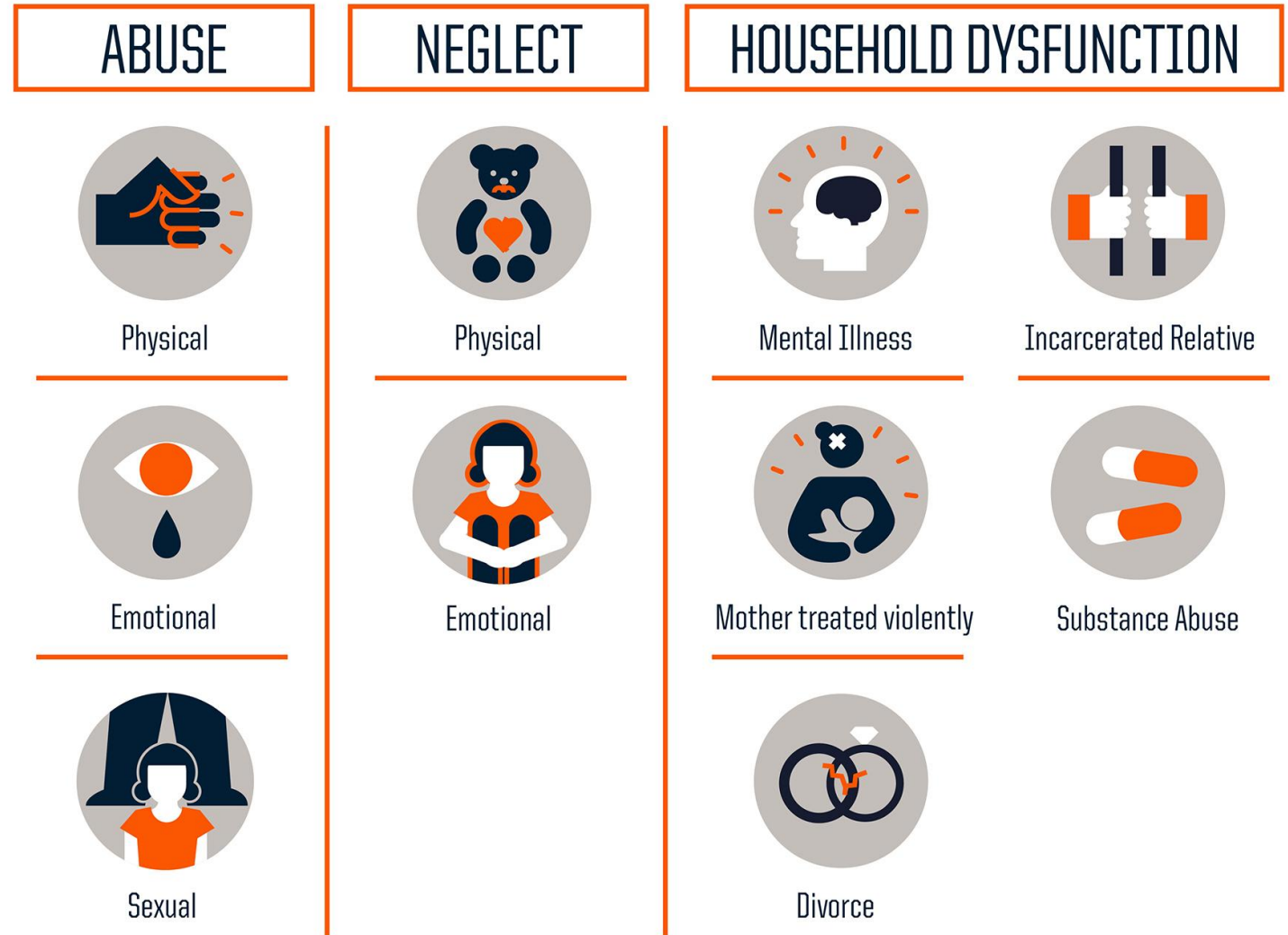
- **Definition:** An event, series of events, or set of circumstances that is experienced by an individual as *physically or emotionally harmful or threatening* and that can have lasting adverse effects on the individual's functioning and physical, social, emotional well-being.
- Trauma impacts the Brain and ANS
- Three E's of Trauma:
 - Event
 - Experience
 - Effect
- Timing is Everything

Trauma is not what happens to us, but what we hold inside in the absence of an empathetic witness.

-Peter A. Levine

Adverse Childhood Experiences

- An ACE score is a tally of different types of abuse, neglect, and other hallmarks of a difficult childhood.
- According to the Adverse Childhood Experiences study, the more challenging your childhood, the higher your score is likely to be and the higher your risk for later health problems.



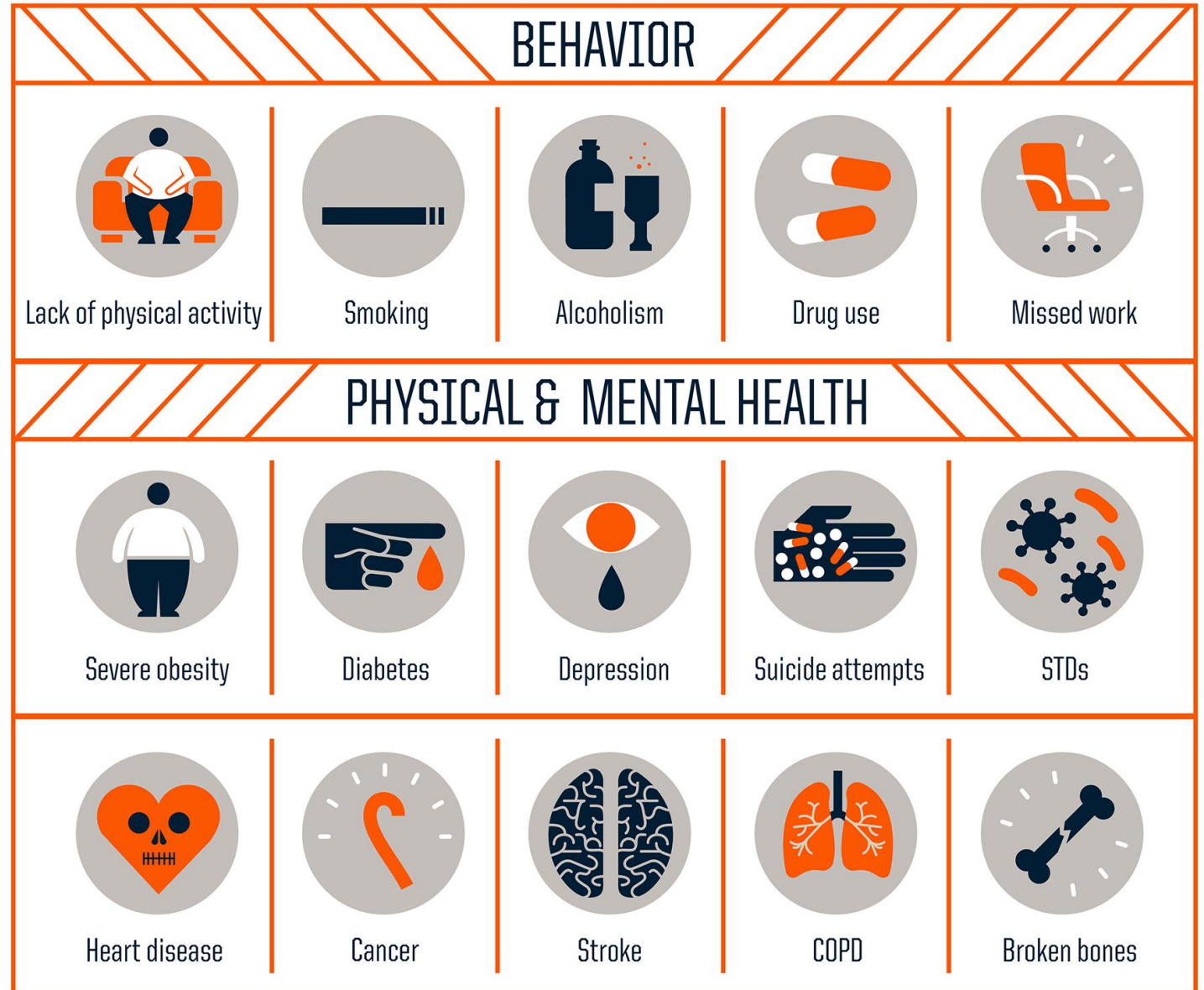
For each “yes” answer, add 1. The total number at the end is your cumulative number of ACEs.

Before your 18th birthday:

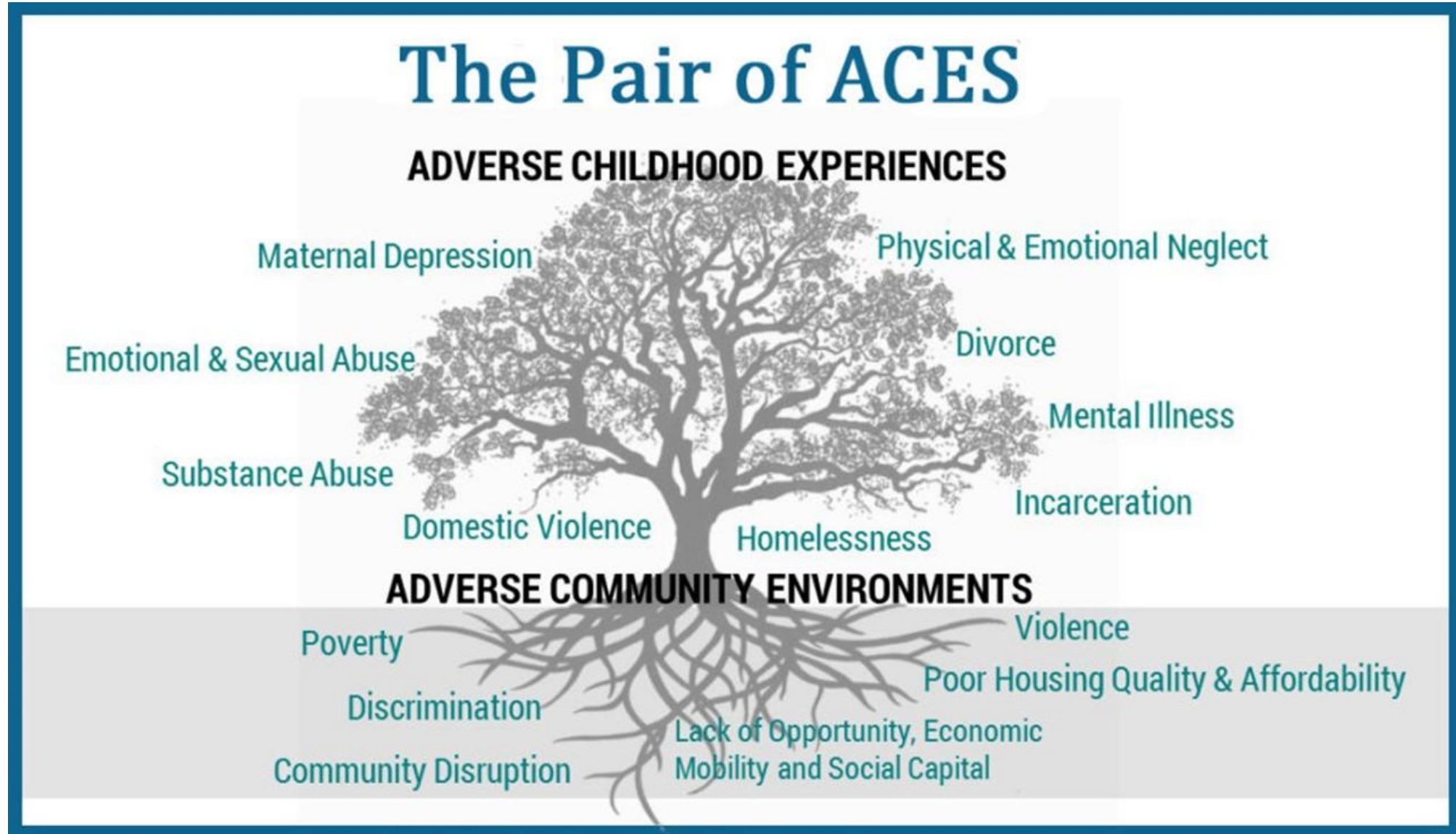
- 1) Did a parent or other adult in the household often or very often... Swear at you, insult you, put you down, or humiliate you? or Act in a way that made you afraid that you might be physically hurt?
- 2) Did a parent or other adult in the household often or very often... Push, grab, slap, or throw something at you? or Ever hit you so hard that you had marks or were injured?
- 3) Did an adult or person at least 5 years older than you ever... Touch or fondle you or have you touch their body in a sexual way? or Attempt or actually have oral, anal, or vaginal intercourse with you?
- 4) Did you often or very often feel that ... No one in your family loved you or thought you were important or special? or Your family didn't look out for each other, feel close to each other, or support each other?
- 5) Did you often or very often feel that ... You didn't have enough to eat, had to wear dirty clothes, and had no one to protect you? or Your parents were too drunk or high to take care of you or take you to the doctor if you needed it?
- 6) Were your parents ever separated or divorced?
- 7) Was your mother or stepmother:
Often or very often pushed, grabbed, slapped, or had something thrown at her? or Sometimes, often, or very often kicked, bitten, hit with a fist, or hit with something hard? or Ever repeatedly hit over at least a few minutes or threatened with a gun or knife?
- 8) Did you live with anyone who was a problem drinker or alcoholic, or who used street drugs?
- 9) Was a household member depressed or mentally ill, or did a household member attempt suicide?
- 10) Did a household member go to prison?

What Does it Mean?

- Your Score
- Will your *biography* can become your *biology*.
- Correlation Not Causation
- Protective Factors and Emotional Buffers can dampen down the ACEs and move us towards growth

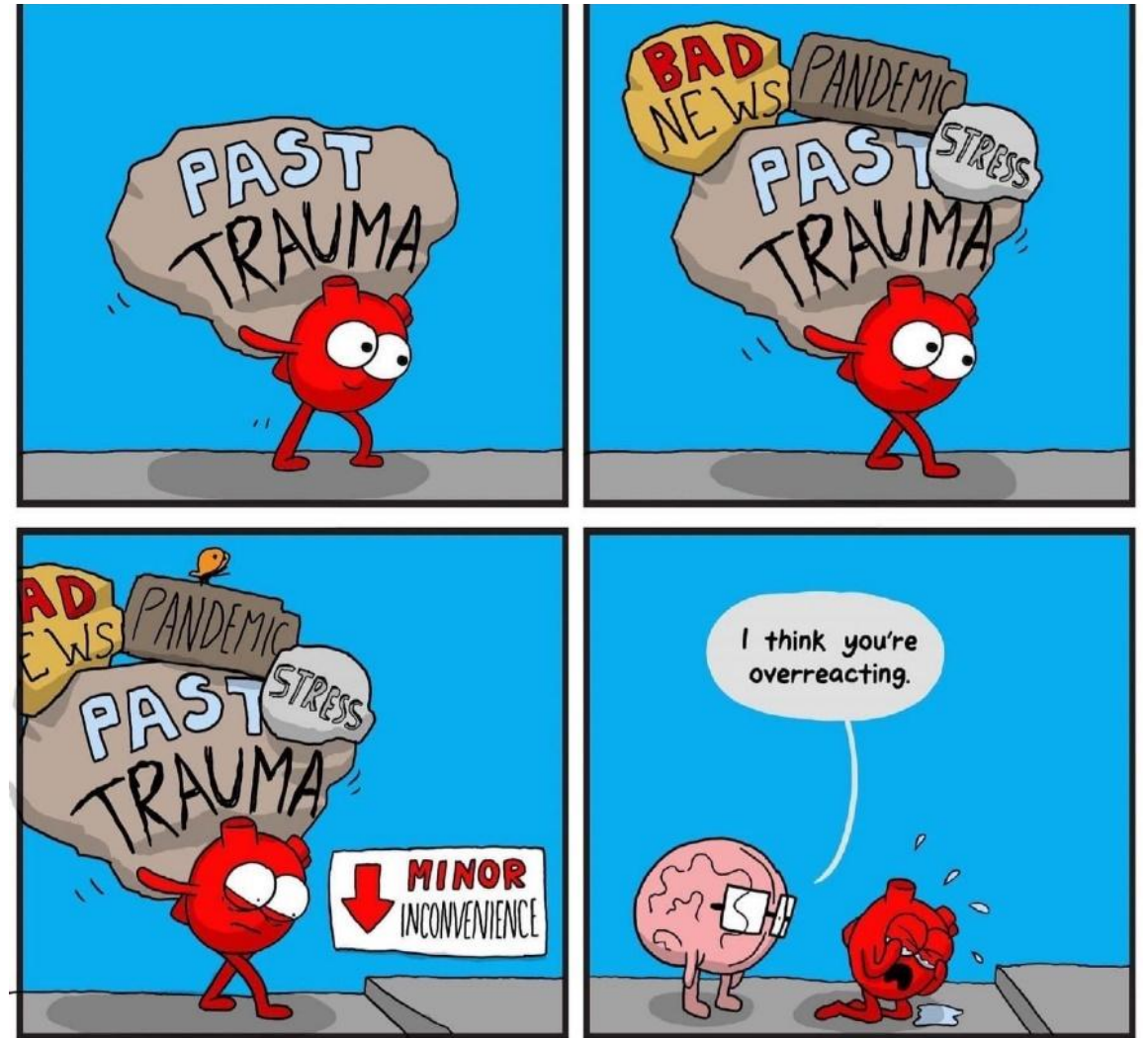


Other Factors Influencing ACEs



They're All Connected

- Brain
- ANS
- Trauma & ACEs impact the Brain and ANS





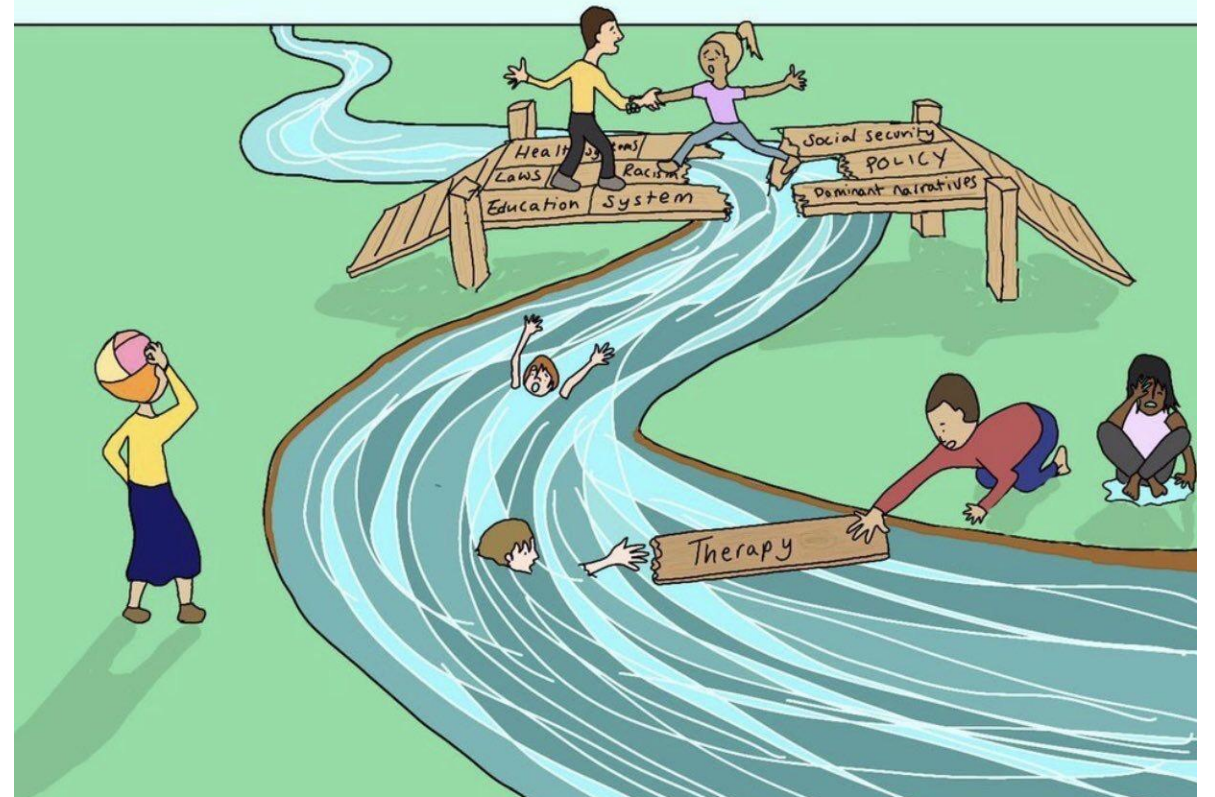
Families & Communities

- Humans of the Past
 - 250,000 years
 - Hunter-Gatherers
 - Multi-generational groups comprised of adults, youth and children
- Modern World
 - 2,000 / 200 years – Innovation at the speed of light
 - Smaller, transient
- Relational Poverty
- Impact of Innovation on Connection

Systems

- Accepted Model: Behavioral
- Trauma Informed Care
- Micro
 - Direct Interactions
 - Language
 - Programming
- Macro
 - Regulatory
 - Funding
 - Outcomes


There comes a point where we need to stop just pulling people out of the river. Some of us need to go upstream and find out why they are falling in. (Desmond Tutu)





“When a child hits a child, we call it aggression.
When a child hits an adult, we call it hostility.
When an adult hits an adult, we call it assault.
When an adult hits a child, we call it punishment.”

Haim G. Ginott



How Were You Disciplined?



Discipline versus Punishment

- Discipline: Meant to be a guide and help children, gives children the tools of self-regulation. It builds self-esteem, respects, heals, encourages, emotionally supports and facilitates trust.
- Punishment: Adult oriented, imposes power and control, lowers self esteem, humiliates, hurts (physically &/or emotionally), angers, embarrasses, discourages, emotionally abandons and frustrates.




Applied Educational Neuroscience

- Framework comprised of four components:
 1. Brain and Body State
 2. Touch Points
 3. Co-Regulation
 4. Neuroanatomy

The Case for Relationship

- Two most important, basic human needs
 - Attachment
 - Authenticity
- **Question?**
 - Who are we really managing?
 - What are we really managing?
 - Our Behaviors or Our Emotions

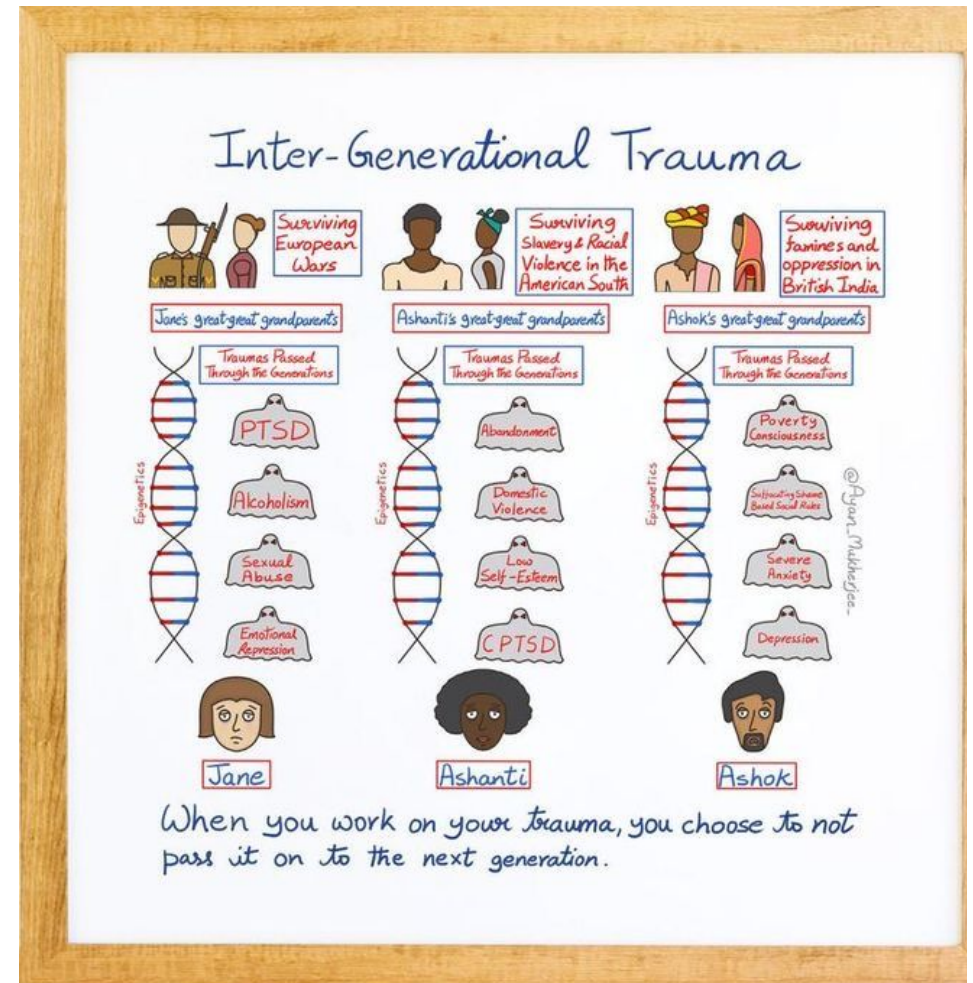


We cannot teach respect
by
being disrespectful
to our children

~ pamela li

Generational Trauma & Epigenetics

- Generational Trauma - Concept of passing trauma
- Intergenerational / Transgenerational Trauma - Changes that occur in subsequent generations.
- Epigenetics - How your behaviors and environment can cause changes that affect the way your genes work.
 - Unlike genetic changes, epigenetic changes are reversible and do not change your DNA sequence, but they can change how your body reads a DNA sequence.
 - Gene changes can be transferred from generation to generation



Explicit vs Implicit Bias

Explicit bias

Expressed directly

Aware of bias

Operates consciously

Example -- "I like whites
more than Latinos."

Implicit bias

Expressed indirectly

Unaware of bias

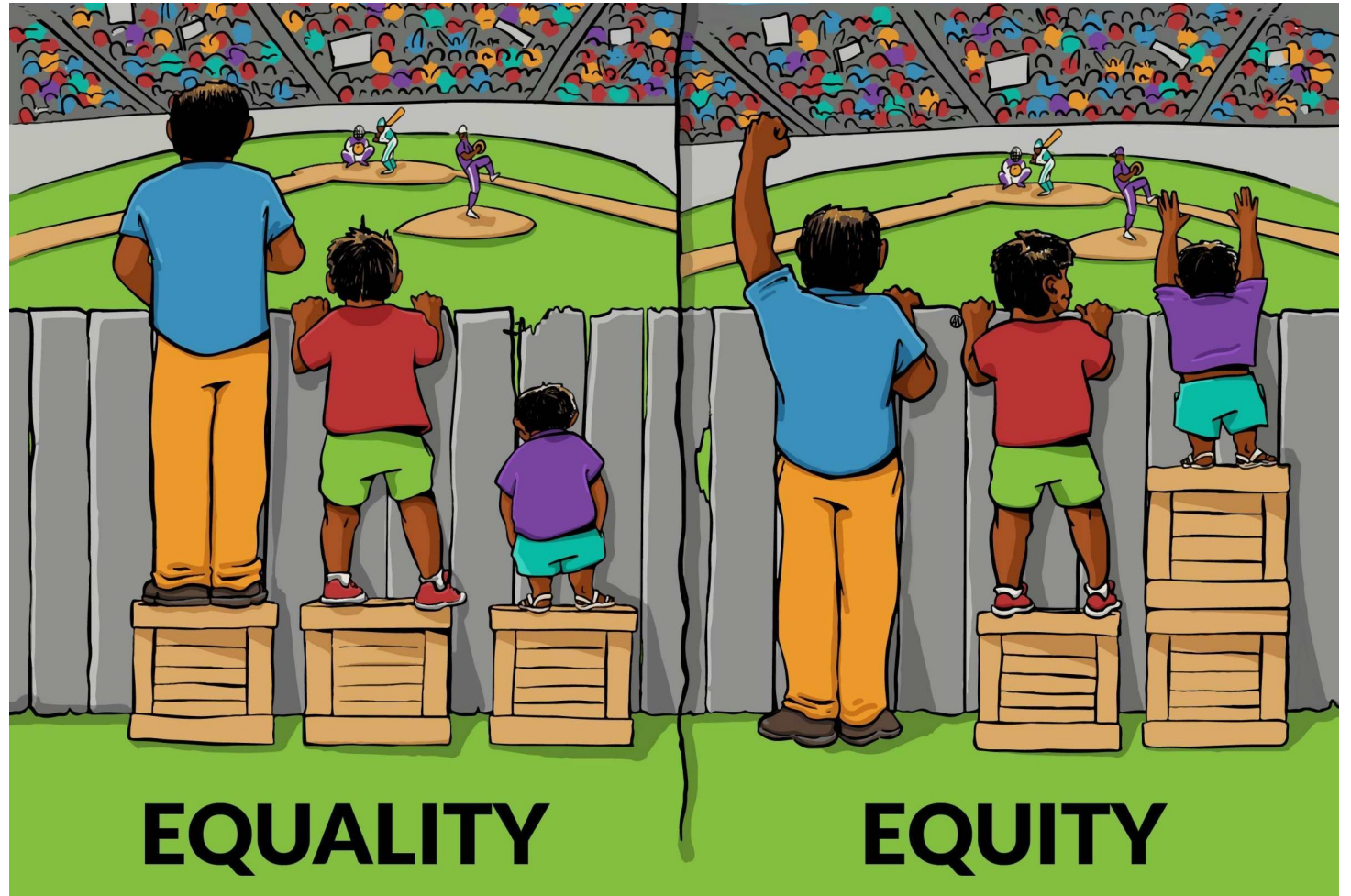
Operates sub-consciously

Example -- sitting further
away from a Latino than a
white individual.

Source: Unconscious (Implicit) Bias and Health Disparities: Where Do We Go from Here?

Equality vs Equity

- **Equity**-reducing the predictability of who succeeds and who fails, interrupting reproductive practices that negatively impact students, and cultivating the gifts and talents of every student



Aggression

- **Counter Aggression** - Aggression shown in response to the aggression of another person.
- Reasons:
 - Caught in the Conflict Cycle
 - Caught in a Bad Mood
 - Unfinished Business Exposed
 - Have Not Met Own Professional Expectations
 - Feeling Hopeless and Lowering Standards
 - Have Prejudged a Troubled student
- Were YOUR Values and Belief Violated?
 - Cleanliness
 - Prompt/On-Time
 - Polite

Don't blame the kids

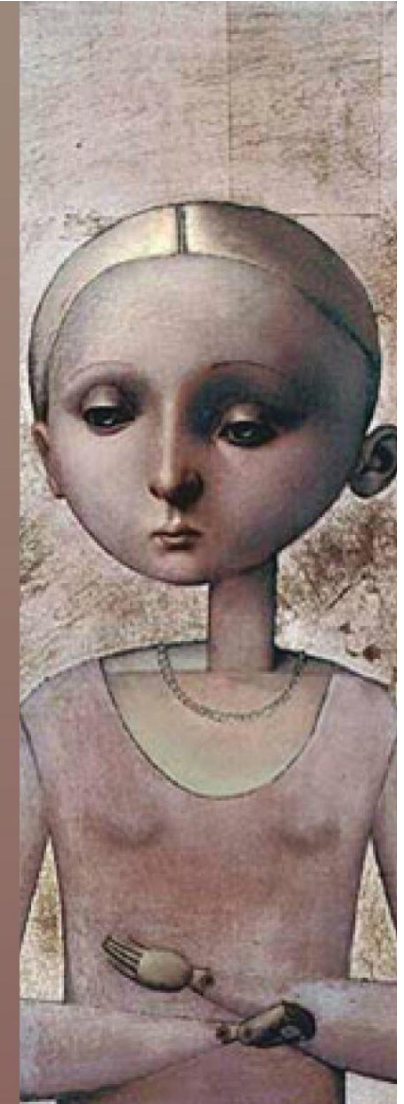
“When children press your buttons they are not responsible for the buttons that are there.”

Quote: Dr Louise Porter • Artist: Klavis Zuters

Inflamed or Informed?

We are **inflamed** when we blame the kids: “You make me so angry, how many times have I told you?” The safe way to deal with our buttons being pressed is to breathe; find the gap; then deal with **your** upset respectfully and without blame.

We are **informed** when we realise the ‘button’ has done us a favour. It has alerted us to stuff that we are holding, stuff we haven’t dealt with - and that’s why we went off in anger. Our buttons are our reliable guide to what we need to deal with in our own journey to wholeness.



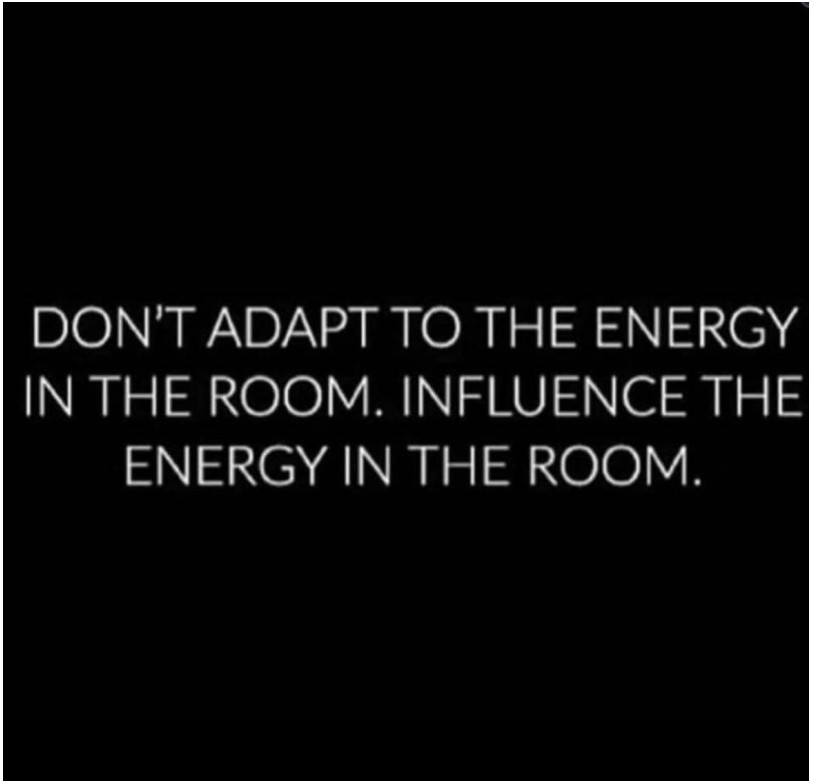


Aggression

- **Lazy Aggression** – Enlisting the help of police or other authority figures instead of addressing issues of distrust, poor milieu/classroom culture or negative relationships.
 - **Micro Aggression** - Small, subtle verbal insults or nonverbal actions directed at people of color that intentionally or unintentionally communicate mistrust or hostility
 - Giving a more severe punishment to a student of color than their white student engaged in the same behavior.
 - Overemphasizing military like behavior management strategies for students of color.
 - In smaller children: excluding them from fun activities as punishment for minor infractions.
 - Not pronouncing a students name correctly or anglicizing their name to make it “easier” to pronounce.
 - Not acknowledging the realities or structural racialization or implicit bias (telling a student of color they are being “too sensitive” or “playing the race card”).
-

Emotional Contagion

- Occurs when someone's emotions and related behaviors lead to similar emotions and behaviors in others.
- Evidence suggests that emotions can be **contagious** and cause **mind** and **body** arousal.
- Triggered by:
 - Facial, vocal and postural expressions.
 - Indirect human interactions.
 - Observing other people's behavior in direct and indirect interactions.
- Response to emotional contagion, individuals show behavioral, attentional, and emotional synchrony.




DON'T ADAPT TO THE ENERGY
IN THE ROOM. INFLUENCE THE
ENERGY IN THE ROOM.

Boston 24/7

We will either co-regulate
or we will co-dysregulate.

They will catch our calm
or they will catch our anxiety.



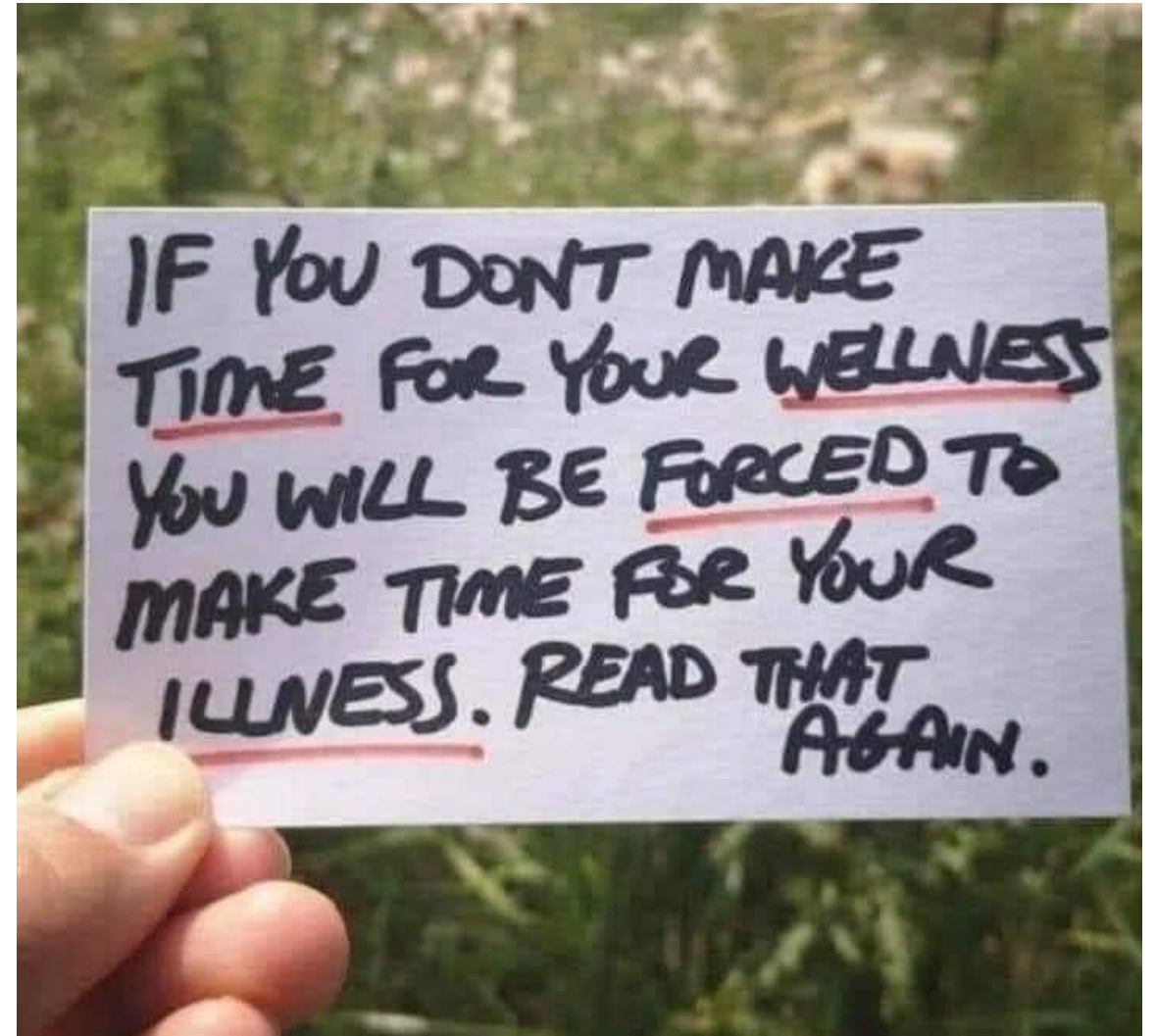


Strategies that Support Us (*and our clients*)



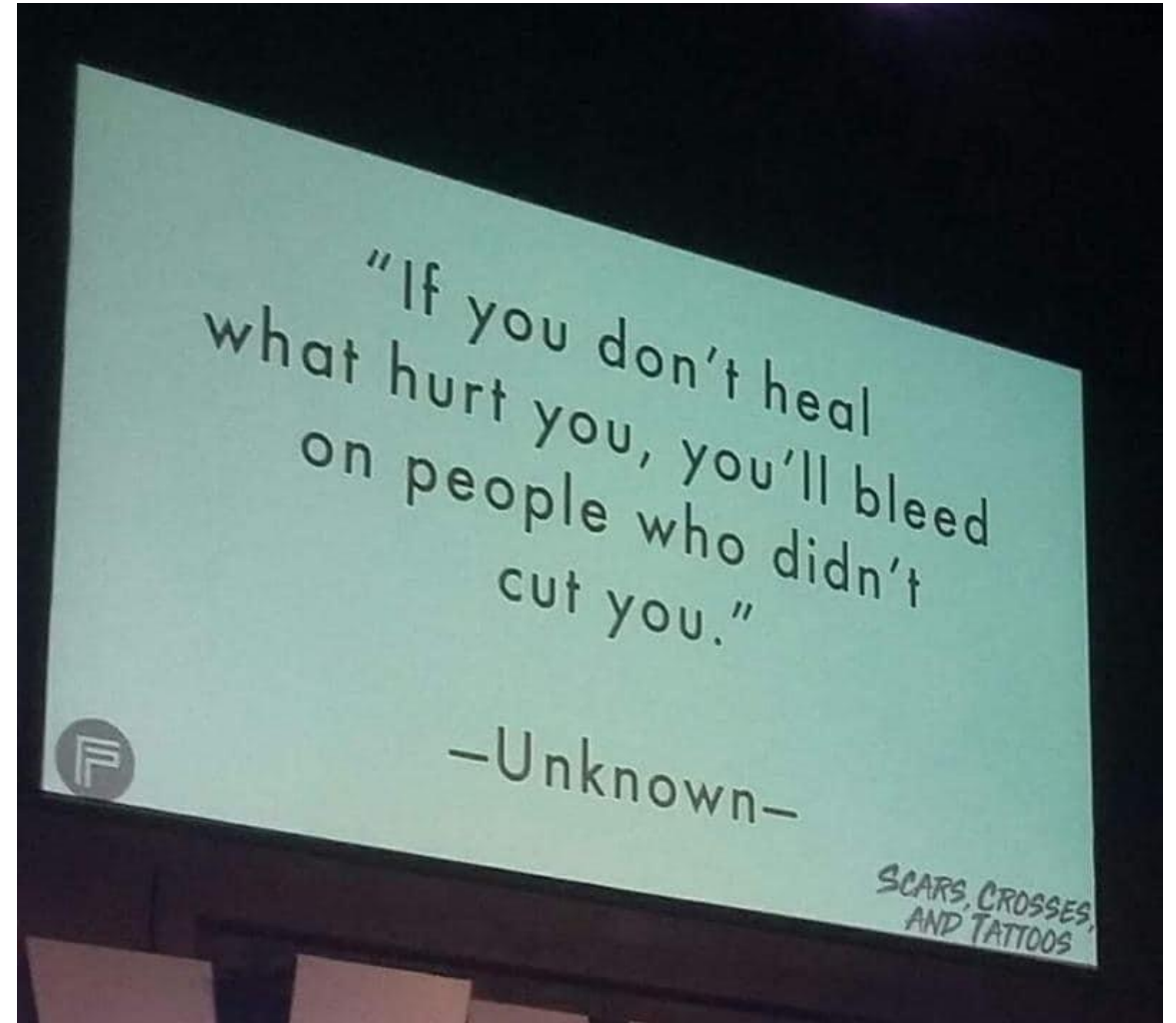
Strategies that Support *Us*

- Therapies
 - Cognitive Based Therapy
 - Emotional Freedom Technique (Tapping)
 - Trauma and Tension Releasing Exercises (TRE)
- Medication
- Meditation
- Exercise
- Yoga Nidra
- Micronaps
- Self-Care (Recommendations and Resources)



Strategies that Support *our clients*

- Incorporate AEN Framework in your procedures, routines, meetings and rituals.
 - Brain Stem: Focused Attention Practices
 - Limbic - Touch Points
 - Cortex - Brain Aligned Bell Work and Lessons





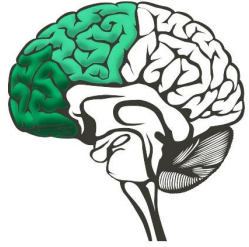
Brain Aligned Strategies - Sensations

- **Horse Lips:** Loosen your lips and blow...allow the air to wiggle your lips and do these with a large inhale and even bigger exhale. We can laugh, too, as we calm the brain stem areas where the stress response begins.
- **Hand Massage:** Once a day or as clients come in, pass out a drop of lotion, and for 90 seconds you give their hands and fingers a massage, noticing their palms, joints, fingertips, and any sensations that feel uncomfortable or stiff. Allow clients to choose scented or unscented lotion.
- **The 7/11 Breath:** Inhale for 7 seconds and exhale for 11.



Brain Aligned Strategies - Feelings

- **2 by 10:** For 2 minutes each day, 10 days in a row, the adult will have a personal conversation with the child about any thing the child is interested in (as long as the conversation is G-rated). Also try 1 by 30 and gradual release.
- **Catch Me!:** “Catch” a child doing or saying something kind! Notes of gratitude, messages of noticing, and stickers contribute to the child's feelings of purpose and connection. This strategy can be used by multiple adults.
- **Touch Point Check-Ins:** Each morning and afternoon, children can check in with a chosen adult to share how they are feeling through a thumbs up, thumbs down, or neutral show of emotion. This is a great way for adults to notice patterns while children create a connection of trust!



Brain Aligned Strategies - Words

- **The Garden of My Brain:** Let's plant a garden in our classroom (or any setting) and in our brains and watch it grow! Our gardens need water, sunlight, and good soil. They may need shade and a protective fence. Using a journal (a touch point), keep track of and share some of the following provocations or pondering questions.
 - Who watered you this week?
 - Who is your sunlight? Who can see the best and brightest in you when you and others cannot?
 - What places help you feel safe? What people?
 - What sounds help you feel safe? What types of rooms or outdoor areas?
 - Who protects you? What do you do to self-protect?
 - [Your Mind is Like a Garden](#) (video)

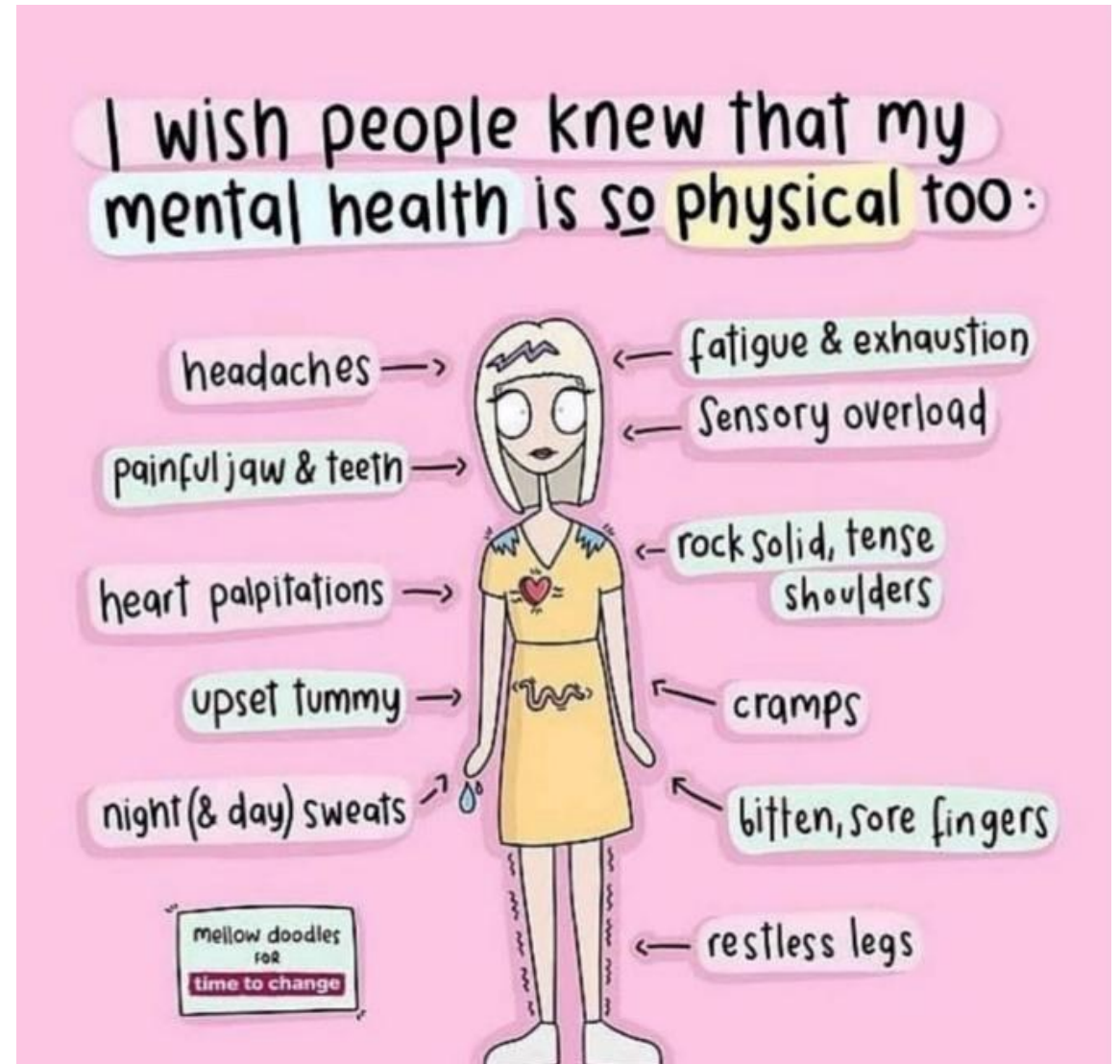


Brain Aligned Strategies - Words

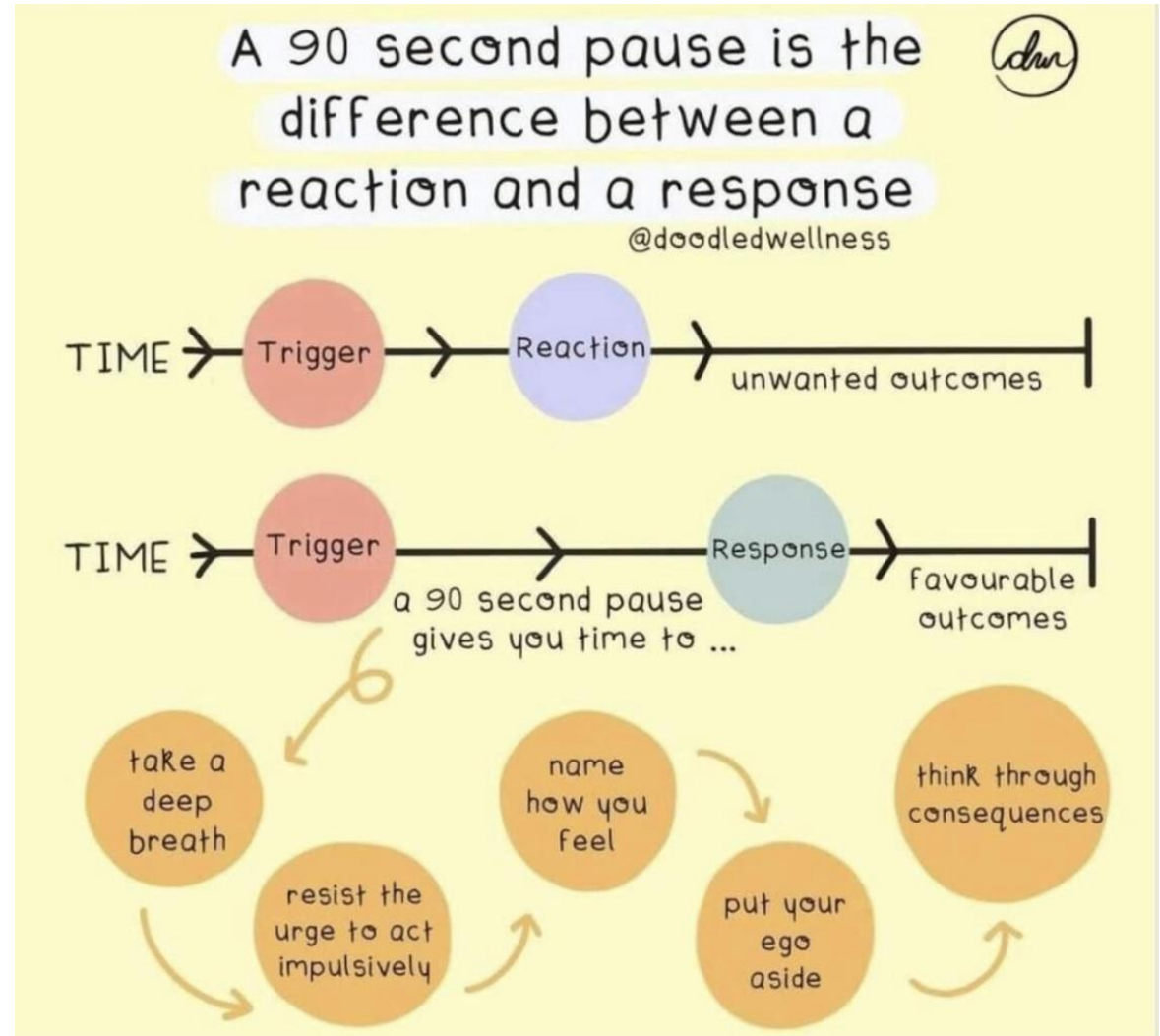
- **My Wise Self:** Guided imagery is a powerful healing technique. Start with these questions:
 - Who is the “Wise Self” soothing, comforting, and accepting you – or the younger version of you that still lives inside?
 - Is this a person? What do they look like? Is it an animal? What would your Wise Self do to calm you and bring you joy? What words of comfort do they share?
- **Regulation Routines:** Create short routines of 2-3 regulation strategies. These can also be thought of as preventative dosing. Try creating personal prescription pads for dosing and routines:
 - Five dragon breaths
 - Pacing for one minute while humming your favorite song
 - Three rounds of finger tapping

Strategies to Self-Check

- Before you enter a conversation, ask yourself..
 - What am I feeling?
 - How strong is this feeling?
 - Where am I feeling it in my body?
 - What is this feeling telling me?
 - What do I need right now?
 - What little step can I take to meet my need?



Practice the Pause



Calming & De-escalation Practices

SENSORY AND NERVOUS SYSTEM PRACTICES FOR CALM AND DE-ESCALATION

A MENU FOR STUDENTS & ADULTS

Chew on ice

Place a baggie of ice on an area on the body

Wrap up in a blanket

Take your shoes off and walk in the grass or a surface in nature for a bit

Hum, whistle, or sing

Place a fan in front of you and feel the moving air

Drum up and down your legs and arms to increase circulation

Doodle

Rock or swing

Sit on your hands or legs

Drum, tap, or snap fingers

Write/describe who you are in a calm regulated state, flight/fight state, and shut down state

Hand massage

Run your hands under warm water

Take a walk outdoors

Create a personal calming space for yourself at school and home

Splash cold water on your face

Three deep breaths

Text/call a trusted friend or family member

Find a smooth stone & roll it on your hands for a few seconds with deep breaths

Run your hands through uncooked rice, beads, marbles, sand, etc.

Make a sensory table or space

Write a letter or draw an image of how you feel in the moment

SENSORY AND NERVOUS SYSTEM PRACTICES FOR CALM AND DE-ESCALATION

MENU #2 FOR STUDENTS & ADULTS

Play with a slinky

Feel a shell

Feel a smooth stone

Eat crunchy snacks such as veggie sticks

Four deep breaths

Put on small wrist weights

Place an outline of hands on the wall and push on them.

Tapping

Hand cream

Sit on therapy ball

Play with and feel a fabric square

Listen to the birds for two minutes. Find a rhythm in their chirps. How are they different or similar?

Jumping-jacks

Rub gently on clothes - really feel it!

Draw, color, any art project

Eat sweet, hard candies or sour candies

Put on a worry bead bracelet

Push against the wall

Create yarn balls

Kneel on the ground or on a chair to ground yourself

Hold and squeeze a soft pillow

Chew gum, eat raisins, eat lollipops

Joint compression: stand, hang hands on head, bounce on heels gently



Takeaways

- The Brain is Organized from the Bottom - Up & is Built on Experiences
 - Our Autonomic Nervous System (ANS) can be our Friend or Foe
 - Incorporate the Applied Educational Neuroscience framework on all Levels
 - Body and Brain State/Touch Points/Co-Regulation/Neuroanatomy
 - Relationships Are NOT Conditional
 - The ONLY Behavior You can Manage is Your Own.
-



Final Thought

Someone out there
right now is thanking
you for the difference
you made and you
don't even know it.
Don't give up.

Living Happy

Resources & References

<http://connect.intercepthealth.com/resource>





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