

The Brain in the Palm of your Hand

(From *Parenting from the Inside Out*, by Daniel Siegel and Mary Hartzell)

Your Wrist and Palm: Brain Stem. Responsible for survival instincts: flight, freeze or fight; Autonomic (“automatic”) functions

Your Thumb: Mid brain. The amygdala (our brain’s safety radar), memories, emotions.

Your Fingers over your Thumb: Cortex. Perception, motor action, speech, higher processing and what we normally call “thinking.”

Your Fingernails: Pre-frontal cortex – a primary integration center for the brain, almost like a “switchboard” that makes sure messages get where they need to go. Documented functions of the pre-frontal cortex are: attuned communication, emotional balance, response flexibility, fear modulation, empathy, insight, moral awareness, and intuition.

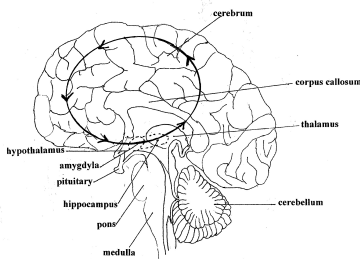
What happens when you are stressed, overwhelmed, or trying to deal with traumatic or painful memories? The pre-frontal cortex shuts down; it no longer functions. (This is temporary, thank goodness!) You have flipped your lid. You can’t use most of those 8 functions above. And you can’t learn without them. To engage, to learn, you need to calm down and bring the prefrontal cortex back into functioning. Watch Daniel Siegel explain it: Watch Daniel Siegel explain it:

<http://www.youtube.com/watch?v=DD-lfP1FBfk>

Mirror Neurons: The “see it, do it” neurons that play a key role in social interaction, connection and learning. Go to: <http://www.pbs.org/wgbh/nova/sciencenow/3204/01.html> to see an excellent 14 minute Nova episode on **mirror neurons**.

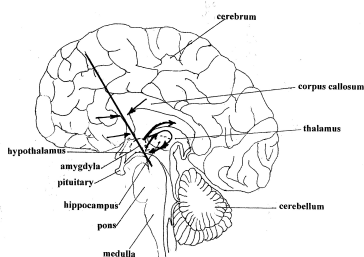
Your brain, when the prefrontal cortex is working:

Integrative functioning (the high road)



Integrative functioning: “A form of processing information that involves the higher, rational, reflective thought process of the mind. High-road processing allows for mindfulness, flexibility in our responses and an integrating sense of self awareness. The high road involves the prefrontal cortex in its processes.” Siegel and Hartzell, *Parenting from the Inside Out*.

Non-integrated function (flipping your lid, the low road)



“Low road functioning involves the shutting down of the higher processes of the mind and leaves the individual in a state of intense emotions, impulsive reactions, rigid and repetitive responses and lacking in self reflection and the consideration of another’s point of view. Involvement of the prefrontal cortex is shut off when one is on the low road.” Siegel and Hartzell, *Parenting from the Inside Out*.

Drawings adapted from Siegel and Hartzell, *Parenting from the Inside Out*. P. 157

De-escalation tips: For when the mid brain takes over.....

We refer to this as “having a flipped lid” or “flooding”

Tips for when YOU have flipped your lid:

- **Recognize what it feels like physically:** fast heart beats, pounding head, a sense of urgency etc. Learn your own body's warning signs.
- **Recognize what it feels like mentally:** a sense of urgency, thoughts that keep repeating or going in circles, an inability to think calmly and clearly (or do mental math). Learn your own body's warning signs.
- **Take a time out from the situation to calm down.** Recognize that continued engagement isn't going to help.
- **Focus on your breathing.** Do belly breathing.
- **Use large muscles:** walk, do isometrics, do windmills with your arms.
- **Try to engage your cortex.** Do mental math, spell things backwards, list facts...and slow the pace.

Tips for when the OTHER person has flipped his/her lid (child or adult):

- **Watch for signs in the other person:** Irrational action, flushed face, intense emotion, disjointed sentences.
- **Notice your own body.** Remember that mirror neurons work quickly. Don't let the other person's flipped lid “catch you.”
- **Remember safety.** People who are using their mid brain and not their cortex do not act rationally and can be physically dangerous. Stay calm, move slowly and be aware.
- **Use your mirror neurons.** The more you stay calm and connected, the easier it is for them to calm down.
- **Acknowledge feelings:** using few words and calm empathetic tone.
- **Don't talk at them.** Don't touch them, and don't make fast movements. If they want to leave (and it is safe) let them.
- **Don't crowd them.** Don't demand from them, don't give complicated directions (they cannot process them).
- **Invite them to take a time out (non punitive) or “cool down time” (CDT)** This works best if it is an option, not a command.
- **Simple tasks may engage their cortex.** You might ask them to remind you how their name is spelled, to count to ten, ask if they remember how to spell your name.
- **Ask for their help.** When they have begun to de-escalate, change the subject by asking for their help. “I can tell you aren't ready to engage in work yet, but are you calm enough to help me by.....?” “I can tell you aren't quite ready to play again, but would you be willing to help me by...?”

Regulate

Relate

Reason

A Brief Introduction to the Thought of Alfred Adler

Terry Chadsey terry@chadsey.us

Core ideas

1. Behavior is purposive
2. The goal of behavior is belonging (sense of connection) and meaning (significance). Misbehavior is from "mis"-taken belief about how to find belonging/meaning.
3. People are continually making decisions based on how their world is perceived.



4. Horizontal relationships: Everyone is worthy of equal dignity and respect.

Implications

1. The "problem" is really a "solution" to another problem that is unstated or out of awareness. The mis-behaving child is a discouraged child.
2. Gemeinschaftsgefuehl (Community feeling)
 - Being part of a community (belonging/connection)
 - Being able to make a contribution to the community (significance/purpose)

Basic tools and principles that flow from Adler's thought

1. Teach life skills
2. Pay attention to the power of perception
3. Focus on encouragement. (Connection and presence, not rah-rah)
4. Hold the tension of Kindness AND Firmness at the same time
5. Look to Mutual Respect
 - Respect for yourself and the situation (firmness)
 - Respect for the needs of the child and others (kindness)
6. Assume mistakes to be opportunities to learn.
7. Look to solutions rather than punishment

Five Criteria for Effective Discipline

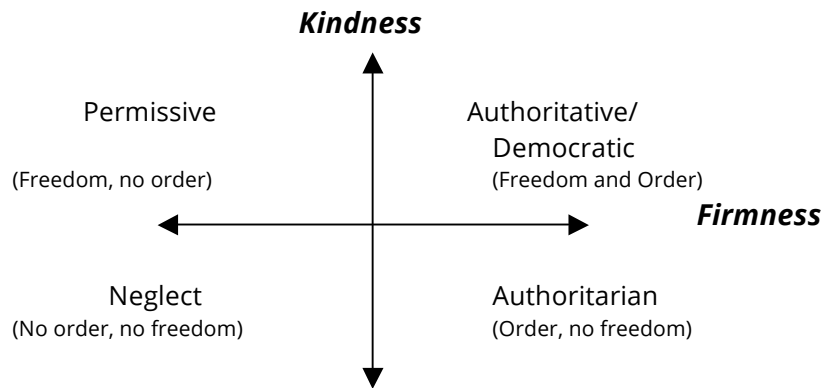
Effective Discipline:

1. Helps children feel a sense of connection. (Belonging and significance.)
2. Is mutually respectful and encouraging. (Kind and firm at the same time.)
3. Is effective long - term. (Considers what the child is thinking, feeling, learning, and deciding about himself and his world – and what to do in the future to survive or to thrive.)
4. Teaches important social and life skills. (Respect, concern for others, problem solving, and cooperation as well as the skills to contribute to the home, school or larger community.)
5. Invites children to discover how capable they are. (Encourages the constructive use of personal power and autonomy.)

Source: Jane Nelsen, www.positivediscipline.com

Developing Relationships with Children According to the Dimensions of Kindness and Firmness

(Terry Chadsey)



Two Opposing Schools of Thought on Human Behavior

Chart by Terry Chadsey and Jody McVittie

	Dominant and Traditional Practice in American Schools	The Democratic (Solution Focused) Approach
Theory based on:	Common practice Pavlov, Thorndike, Skinner	Adler, Dreikurs, Dewey, Glasser, Nelsen, Lott, Dinkmeyer, Albert.
Behavior is motivated by:	People respond to rewards and punishments in their environment.	People seek a sense of belonging (connection) and significance (meaning) in their social context.
We have most influence on the behavior of others:	At the moment of response to a specific behavior.	In an ongoing relationship founded on mutual respect.
The most powerful tools for adults are:	Control, rewards, and punishments	Empathy, understanding the perspective of the student, encouragement, collaborative problem solving, kind AND firm follow through.
"Respect" is:	Obedience and compliance in relationships in which dignity and respect of the adult is primary	Mutual, in relationships in which each person is equally worthy of dignity and respect.
"Appropriate" response to inappropriate behavior:	Censure, isolation, punishment	Naming without shaming and blaming, identifying the belief behind the behavior, focus on solutions, follow through.
"Appropriate" response to dangerous and destructive behavior:	Censure, isolation, punishment	Maintaining safety for all, holding the student accountable for their action, followed, at a later time, by solution focused planning and clear follow through.
Student learning is maximized when:	The adult has effective control over student behavior	The student feels belonging and significance in the classroom

ASSESSMENT OF LAGGING SKILLS & UNSOLVED PROBLEMS (11-12-12)

Used by permission from Dr. Ross Greene There is a writable version on the website.

http://www.livesinthebalance.org/sites/default/files/ALSUP%20Rev%2011-12-12%20pdf%20%282%29_0.pdf

Instructions: The ALSUP is intended for use as a *discussion guide* rather than as a freestanding check-list or rating scale. It should be used to identify specific lagging skills and unsolved problems that pertain to a particular child or adolescent. If a lagging skill applies, check it off and then (before moving on to the next lagging skill) identify the specific expectations the child is having difficulty meeting in association with that lagging skill (unsolved problems). A non-exhaustive list of sample, unsolved problems is shown at the bottom of the page.

LAGGING SKILLS	UNSOLVED PROBLEMS
<input type="checkbox"/> Difficulty handling transitions, shifting from one mindset or one task to another	
<input type="checkbox"/> Difficulty doing things in a logical sequence or prescribed order	
<input type="checkbox"/> Difficulty persisting on challenging or tedious tasks	
<input type="checkbox"/> Poor sense of time	
<input type="checkbox"/> Difficulty maintaining focus	
<input type="checkbox"/> Difficulty considering the likely outcomes or consequences of actions (impulsive)	
<input type="checkbox"/> Difficulty considering a range of solutions to a problem	
<input type="checkbox"/> Difficulty expressing concerns, needs, or thoughts in words	
<input type="checkbox"/> Difficulty understanding what is being said	
<input type="checkbox"/> Difficulty managing emotional response to frustration so as to think rationally	
<input type="checkbox"/> Chronic irritability and/or anxiety significantly impede capacity for problem-solving or heighten frustration	
<input type="checkbox"/> Difficulty seeing the "grays"/concrete, literal, black-and- white, thinking	
<input type="checkbox"/> Difficulty deviating from rules, routine	
<input type="checkbox"/> Difficulty handling unpredictability, ambiguity, uncertainty, novelty	
<input type="checkbox"/> Difficulty shifting from original idea, plan, or solution	
<input type="checkbox"/> Difficulty taking into account situational factors that would suggest the need to adjust a plan of action	
<input type="checkbox"/> Inflexible, inaccurate interpretations/cognitive distortions or biases (e.g., "Everyone's out to get me," "Nobody likes me," "You always blame me, "It's not fair," "I'm stupid")	
<input type="checkbox"/> Difficulty attending to or accurately interpreting social cues/poor perception of social nuances	
<input type="checkbox"/> Difficulty starting conversations, entering groups, connecting with people/lacking other basic social skills	
<input type="checkbox"/> Difficulty seeking attention in appropriate ways	
<input type="checkbox"/> Difficulty appreciating how his/her behavior is affecting other people	
<input type="checkbox"/> Difficulty empathizing with others, appreciating another person's perspective or point of view	
<input type="checkbox"/> Difficulty appreciating how s/he is coming across or being perceived by others	
<input type="checkbox"/> Sensory/motor difficulties	

UNSOLVED PROBLEMS GUIDE: Unsolved problems are the specific expectations a child is having difficulty meeting. Unsolved problems should be free of maladaptive behavior; free of adult theories and explanations; "split" (not "clumped"); and specific.

SCHOOL: Difficulty moving from choice time to math; Difficulty sitting next to Kyle during circle time; Difficulty raising hand during social studies discussions; Difficulty getting started on project on tectonic plates in geography; Difficulty standing in line for lunch; Difficulty getting along with Eduardo on the school bus; Difficulty when losing in basketball at recess.

Working with Students Exposed to Trauma

Children exposed to trauma struggle to:

- Accurately perceive safety (over perceive danger)
- Self-regulate (attention, behavior, emotion)
- Hold a self image that includes the belief that they matter
- Succeed academically and or socially at school

What trauma can look like in the classroom (and school)

Adapted from: *Helping Traumatized Children Learn*

Trauma may:

- Disrupt the ability to process verbal information and use language to communicate. (May make it difficult to follow instructions.)
- Be less skilled in using language to forge social relationships and more skilled using language to build walls between themselves and those perceived to be dangerous or threatening.
- Have limited problem-solving skills.
- Struggle with sequential ordering and therefore not be able to organize (thoughts, feelings, if-then events, multi-step tasks) which in turn results in difficulty reading, writing and with critical thinking. Interfere with a student's understanding of behavior and consequences.
- Not have internalized cause and effect relationships. This means that they cannot easily predict events, sense their power over events or make meaning of "consequences."
- Struggle to see the world from the point of view of another.
- Struggle to focus and attend to what is happening in the classroom because their brains are preoccupied with ensuring safety /warding off danger.
- Struggle to self regulate his/her own attention.
- Struggle to self regulate and recognize emotions. This results in poor impulse control, trouble reading social cues, and lack of a predictable sense of self. (Self regulation is a predictor of academic success)
- Have low executive functions.
- Be slow to trust adults or peers
- Struggle to engage with academic material effectively

Thinking Through Student Intervention Team Meeting

For students who have experienced trauma

- How do you establish trust? (Who should be there? Who will be the advocate for the student? What kind of practice is necessary?)
- How do you establish safety? (What are the ground rules? How will the student be supported – *always*?)
- What are the student's strengths?
- What doable piece of the challenge needs to be addressed?
- How can the student use his/her strengths to meet the challenge?
- How do you work with family/care givers to frame things in a helpful way and invite them to see the student's best side?
- What is a reasonable amount of change to expect? (Small steps for success)
- What skills will be needed for the student to be successful?
- Who is going to be responsible? And for what?
- What is the follow through going to look like? (Who, when, how, next meeting?)

Remember to take care of yourself. Vicarious trauma is real.

Students who don't perceive safety (over-perceive danger)

Our brains are hard wired to keep us safe and are *continually* monitoring the environment for safety (out of our awareness). Children who did not have secure attachments and/or have experienced a significant threat (trauma) devote much more of their brain energy toward ensuring safety. They tend to overreact to stimuli (which are misperceived as threats) and struggle to self regulate, modulate their attention, and/or be able to complete academic tasks.

You might see:

- Inability to focus.
- Deep withdrawal.
- Very wary, suspicious, not trusting.
- Apparently random body movements (getting out of seat) and blurting out.
- Lack of impulse control.
- Inability to sit still.
- Repetitive behaviors.
- Appear anxious (twirls hair, sucks thumb).
- Clingy/Needy.
- Lack of boundaries (hugging strangers).
- Over-reaction to peer movements.
- Extreme, acute sensitivity to any negative body language.
- Misinterpretation of events, where the child feels that their actions caused the problem.
- Explosive behavior that does not have clear cause.
- Trouble with transitions.
- Trouble with any change in schedule.
- Pains, body complaints, nurse visits.
- Aggressive (physical/verbal).
- Avoidant behavior (not coming/ refusing to participate or go places).

You might try:

- Taking time to teach routines.
- Posting schedules.
- Practice transitions.
- Pay attention to which parts of transitions are hard for the student and work together to create solutions. (Non verbal signals, advance warning etc.)
- Lead classroom respectfully. (Kind and Firm)
- Establish clear agreements about classroom behavior with your students. Teach the students how to follow them by regularly checking in with them about how they are doing and asking them to silently make improvements. ("How are we doing on our agreement to have quiet during reading? Thumbs up/sideways/down. Take a breath and notice if there is one thing you can quietly do to make it better. Please do it. Thank you")
- Warning the student of potential "surprises" including fire drills, guests, substitutes, schedule changes, new seating arrangements.
- Connecting with the student each day in a similar fashion.
- Small connection rituals (hand shake/high five).
- Give the student control where possible. (I'm changing the seating chart. Do you have a place in the classroom that feels best for you?)
- Whole class activities involving patterns of motion. (Regular motion/rhythm/music helps re-establish helpful connections in the lower brain.)
- Keep your mood relatively stable. If you are having a bad day explain why to the students (or they may think you are mad at them).

Things to avoid:

- Inconsistency, irregular behavior
- Allowing bullying, name calling
- Requiring students to present from the front/ read aloud to all.
- Punishments or threats
- Angry outbursts in class
- Surprises (even "good" ones")
- Not keeping promises or appointments
- Not following through

Consider the context:

- What do you know about this student's family?
- What do you know about this student's history at school?
- What do you know about his/her culture? (Unspoken rules about eye contact, personal space, gender roles, role of the individual vs. group)

Students who are not able to self-regulate well (physically/emotionally)

Self-regulation is a learned behavior. Our experiences with adults who self-regulate, early in our lives, help our brains develop the neural networks to be able to calm ourselves. In the absence of adults who can teach us to self-regulate that part of the brain does not develop fully. Self-regulation can be learned later in life but it requires lots of practice. To be able to self-regulate students must be able to recognize feelings in themselves and others, be able to connect those to their experience (and awareness of physical sensations.) The ability to self-regulate is a better predictor of success than academic achievement.

You might see:

- Over reactivity, hyper-sensitivity.
- Aggressive/loud behavior.
- Physical acting out.
- Anticipatory aggression.
- Tantrums.
- Destruction.
- Lack of impulse control.
- Inability to sit still.
- Sudden mood swings.
- Dissociation/spacing out.
- Irritability.
- Belligerent, confrontational.
- Picking fights.
- Blaming.
- Teasing, taunting, bullying.
- Explosive behavior that does not have clear cause.
- Trouble with transitions.
- Pains, body complaints, nurse visits.
- Aggressive (physical/emotional/verbal).
- Avoidant behavior (not coming/ refusing to participate or go places).

You might try:

- Keep your mood relatively stable. If you are having a bad day explain why to the students (or they may think you are mad at them).
- Teach short self-regulation tools regularly. These can include deep breaths, 10 second quiet moments for reflection, listening until the chime is silent, BrainGym activities, activities that require awareness of the body in space. (Moving and then asking students to close their eyes and guess something about their body like which foot is further ahead, which elbow is higher, is an example)
- Teach emotional awareness. Examples include feeling faces charts, vocabulary work to distinguish feelings, journaling, regular emotion check-ins using a consistent format.
- Lead classroom respectfully. (Kind and Firm)
- Establish clear agreements about classroom behavior with your students. Teach the students how to follow them by regularly checking in with them about how they are doing and asking them to silently make improvements. ("How are we doing on our agreement to have quiet during reading? Thumbs up/sideways/down. Take a breath and notice if there is one thing you can quietly do to make it better. Please do it. Thank you")
- Warning the student of potential "surprises" including fire drills, guests, substitutes, schedule changes, new seating arrangements.
- Connecting with the student. "It seems like you feel..."
- Give the child control where possible. (I'm changing the seating chart. Do you have a place in the classroom that feels best for you?)
- Whole class activities involving patterns of motion. (Regular motion/rhythm/music helps re-establish helpful connections in the lower brain.)

Things to avoid:

- Raising your voice.
- Allowing bullying, name calling, outbursts.
- Punishments, threats and put-downs.
- Trivializing feelings/behavior.

Consider the context:

- What do you know about this student's family?
- What do you know about his/her culture? (Unspoken rules about eye contact, personal space, gender roles, role of the individual vs. group.)

"The wasted human potential is tragic. In so many schools, kids with social, emotional and behavioral challenges are still poorly understood and treated in a way that is completely at odds with what is now known about how they came to be challenging in the first place. The frustration and desperation felt by teachers and parents is palpable. Many teachers continue to experience enormous stress related to classroom behavior problems and from dealing with parents, and do not receive the support they need to help their challenging students. Half of teachers leave the profession within their first four years, and kids with behavioral challenges and their parents are cited as one of the major reasons. Parents know there's trouble at school, know they're being blamed, feel their kids are being misunderstood and mistreated, but feel powerless to make things better and are discouraged and put off by their interactions with school personnel." Ross Greene, *Lost at School* p ix

Students who don't believe they matter

The belief that you matter to another human being is one of the most powerful foundations for resilience. Our beliefs about ourselves shape the way we interpret and respond to the world around us. You cannot talk a student out of their beliefs, however beliefs can change based on regular consistent behavior of the people around us. "The body changes its mind, one experience at a time." stimuli (which are misperceived as threats) and struggle to self regulate, modulate their attention, and/or be able to complete academic tasks.

You might see:

- Giving up.
- Acting out when work feels hard or the student doesn't believe he/she can do it.
- Deep withdrawal.
- Very wary, suspicious, not trusting.
- Appear anxious (twirls hair, sucks thumb).
- Clingy/Needy.
- Lack of boundaries (hugging strangers).
- Misinterpretation of events, where the child feels that their actions caused the problem.
- Explosive behavior that does not have clear cause.
- Trouble with transitions.
- Trouble with any change in schedule.
- Pains, body complaints, nurse visits.
- Aggressive (physical/emotional/verbal).
- Avoidant behavior (not coming/ refusing to participate or go places).

You might try:

- Encouragement.
- Teach the class encouragement skills.
- Have appreciation circles.
- Notice strengths.
- Small connections regularly, 2x10 rule.
- Writing post it notes – that are honest.
- Learning about the student. What are his/her likes/dislikes?
- Not giving up.
- Saying hello, using his/her name whenever you see him/her in the hall.
- Teach to make amends.
- Make amends.
- Use solutions instead of consequences.
- If you have to call home, call home after the problem has been fixed so parents are not put in a position that they do not know how to handle.
- Get to know the family.
- Be the magic fairy mirror.
- Continue to acknowledge student even when no longer in your class.
- Let the student teach you and or class something that they are skilled at.
- Share appreciations (in private or with post –it note is best).
- Use teacher tools to elevate student's academic and social status with peers.

Things to avoid:

- Shaming, blaming, humiliating.
- Embarrassing student.
- Posting grades.
- Displaying poor work as "bad example."
- Requiring students to present from the front/ read aloud to all.
- Punishments or threats.
- Not keeping promises or appointments.

Consider the context:

- What do you know about this student's family?
- What do you know about this student's history at school?
- What do you know about his/her culture? (Unspoken rules about eye contact, personal space, gender roles, role of the individual vs. group.)

Students who don't succeed academically or socially

When students misperceive safety, can't self-regulate and /or don't believe that they matter it is easy to understand why they struggle to succeed academically.

You might see:

- Inability to focus.
- Lots of excuses.
- Attention getting behavior.
- Disruptive behavior.
- Acting out in front of peers.
- Withdrawal.
- Lots of absences/ skipping class.
- No class participation.
- Inappropriate class participation.
- No homework.
- Low or absent organization skills.
- Lack of supplies.
- Sleeping in class.
- Not working well alone or in group.
- Not able to follow a series of instructions.
- Frequent repetitive requests for help but without follow through.
- Lack of ability to remember previous work/skills.
- Lack of ability to make connections between linked concepts.
- Making "creative" or inappropriate links between concepts.
- Shame and embarrassment with special help.
- Refusal to accept special help.
- Claims of abilities that are not present. (I can read this).
- Claims that work has been done and turned in. (You lost it.)
- Drug or alcohol use.
- Gang involvement.

You might try:

- Assess ability to self-regulate/ perception of safety/self image.
- Assess student's "prerequisite" skills. Eg. Cannot succeed at algebra without number fluency.
- Develop system to augment "prerequisite" skills.
- Post schedule and homework where it is easily visible.
- Use written and verbal instructions (show the instructions on the white board and give them verbally)
- Help student set achievable goals for short term (week, every other week) learning and follow up.
- Help student notice successes.
- Differentiate instruction.
- Assist student in using other resources: including after school tutoring, local library tutoring,
- Problem solve with student.
- Learn about the student's life. Many older students are working or caring for siblings and school work cannot be a priority if the family is to survive.
- Ask your support team for help. What other interventions are available at your school. (Friendship groups, grief groups, social skills groups.)
- Communicate regularly with family sharing successes as well as concerns.
- Support the student in creating systems that will be helpful (organizing notebooks, homework tracking).
- Empower instead of enable.
- Make agreements and follow through.
- Listen deeply.
- "What is your plan?"

Things to avoid:

- Embarrassing/shaming/blaming student.
- Not following through with student.
- Threats.
- Comparing with others.
- Giving up on student.
- Pointing out faults publicly.

Consider the context:

- What do you know about this student's family?
- What do you know about this student's history at school?
- What are the families ideas/experiences/values around education?
- What constitutes "success" in this student's family or culture?
- What do you know about his/her culture? (Unspoken rules about eye contact, personal space, gender roles, role of the individual vs. group)

Encouragement or Praise?

Adapted from Positive Discipline by Jane Nelsen, Ballantine Books

Encouragement

1. To inspire with courage
(Courage < Old French corage, < Latin cor heart)
2. To spur on: to stimulate

Self-evaluation

("Tell me about it")
("What do you think?")

Addresses Deed

Appreciation, Respectful
("Thank you for helping.")
("Who can show me the proper way to sit?")

Empathy

("What do you think and feel?")
("I can see that you enjoyed that.")

Self disclosing "I" messages

("I appreciate your help")

Asks questions

("What is an appropriate noise level for the library?")

Effect:

Feel worthwhile without the approval of others.
Self confidence, Self reliance
Self esteem

Questions you might ask:

Am I inspiring self-evaluation or dependence on the evaluation of others?
Am I being respectful or patronizing?

Praise

1. To express a favorable judgment of
2. To glorify, especially by attribution of perfection.
3. An expression of approval

Evaluation by others

("I like it.")

Addresses doer

Expectation, Patronizing
("Your are such a good boy.")
("Good girl!")
("I like the way Suzie is sitting.")

Conformity

("You did it right.")
("I am so proud of you.")

Judgmental "I" messages

("I like the way you are sitting.")

Should statements

("You should be quiet like your sister.")

Feel worthwhile only when others approve.
Dependence on others
"Other" esteem

Am I helping them discover how to act or trying to manipulate their behavior?
Am I seeing the child's point of view or my own?
Would I make this comment to a friend or neighbor?

Words for practice. Remember to leave out the judgments (good, bad, perfect, nice).

Descriptive encouragement: "I notice...." (without any value judgment – good, well etc)

Appreciative encouragement: "I appreciate....", "Thank you for...."

Empowering encouragement: "I trust you...", "I know you can..."

Courage: (from the root word: cor – latin, heart) is the very small step you take in the direction in the direction of becoming your best self

Encouragement: The space we make for others to become their best selves

Brain Science

LEFT	RIGHT
Linear	Map of body
Linguistic	Intuition
Literal	Emotion
Logical	Symbols & images
Narrative	Big picture thinking

Improving "Right-Left" brain connections helps students learn to self-regulate.

Tools for this include:

- Mindfulness practice (listen to chime)
- Increasing vocabulary for emotions
- Increasing internal awareness of body (use games like "where are my elbows?")

Explicit memory: Feels like memory. Has a sense of past.

Implicit memory: Memory that is not processed through the hippocampus – doesn't "feel like memory"... several different kinds of implicit memory: body memory, muscle memory, early memory (before hippocampus functions well), traumatic memory,

Brain plasticity (our brains are still growing new cells). – Neurons that "fire together, wire together"

More Tools: repair, relationships and solutions

Teach and practice *repair*: Recovery from a mistake (adapted from Jane Nelsen, Positive Discipline)

Re-gather: Self calm and find your rational self before starting the "repair"

Recognize: "Whoops, I made a mistake."

Reconcile: "I'm sorry."

Resolve: (Re-Solve): "How can we work on this together to make it better?" (or some variation)

Developing a healthy sense of self happens in the *context of relationships*:

Connection – "I belong"

Capable – "I can do this"

Contributing – "I have something to offer"

Courage – "Who I am is worth risking for"

Use *solutions* instead of consequences. Solutions:

Are Reasonable, Related, Respectful *AND* Helpful.

Teach what *to do* instead of what *not to do*.

Maintain dignity.

Teach causal thinking respectfully.

Move from Laddership to Leadership.

Leaders are stewards of the shared vision. In your classroom, the shared vision comes from a set of jointly constructed classroom guidelines or a classroom charter. Following up with, "How are we doing on our guidelines?" is essential for long term success.

Vicarious Trauma

Working with people exposed to trauma creates vicarious trauma. Vicarious trauma is characterized by a range of experiences that look remarkably similar to the symptoms of the trauma-surviving student.

It is important for teachers, social-workers, health care providers, foster parents and all others working with trauma exposed students to practice self-care and be aware of the risk of vicarious trauma.

Resources

Books:

Framingham Public Schools *Teachers' Strategies Guide for Working with Children Exposed to Trauma*, 3rd Edition 2008
Greene Ross: *Lost at School: Why our Kids with Behavioral Challenges are Falling Through the Cracks and How We Can Help Them*.

Jensen, Eric: *Teaching with Poverty in Mind*

LaSala, Teresa, Jody McVittie & Suzanne Smitha: *Positive Discipline in the School and Classroom Teachers' Guide: Activities for Students*. (Ordering info: Positive Discipline.com for individual copies, email Joy@positivediscipline.org for bulk orders)

LaSala, Teresa, Jody McVittie & Suzanne Smitha: *Positive Discipline in the School and Classroom Leaders' Guide: Resources and Activities*. (Order at: Positive Discipline.com – go to information for educators)

Levine, Peter: *In an Unspoken Voice*

Medea, Andra *Conflict Unraveled: Fixing Problems at Work and in Families*

Nelsen, Jane: *Positive Discipline*

Perry, Bruce: *The Boy Who Was Raised as a Dog*

Siegel, Daniel and Mary Hartzell: *Parenting from the Inside Out*

Steele, Claude: *Whistling Vivaldi*

Online:

 (note that some of the links do not work on all browsers)

ACE study www.acestudy.org Turning Gold into Lead (summary of ACE study)
http://www.acestudy.org/files/Gold_into_Lead-Germany1-02_c_Graphs.pdf or

Massachusetts Advocates for Children: Helping Traumatized Children Learn
<http://www.massadvocates.org/download-book.php>

Bruce Perry's articles on trauma and development (for more see the library section at childtrauma.org):
https://childtrauma.org/wp-content/uploads/2013/11/Bonding_13.pdf

National Child Traumatic Stress Network "Tool Kit"
http://www.nctsn.org/sites/default/files/assets/pdfs/Child_Trauma_Toolkit_Final.pdf

Mirror Neurons: <http://www.pbs.org/wgbh/nova/sciencenow/3204/01.html> (Watch the video!)

Daniel Siegel, brain in hand <http://www.youtube.com/watch?v=DD-lfP1FBfk>

Carol Dweck's work: <http://nymag.com/news/features/27840/>
<http://www.stanfordalumni.org/news/magazine/2007/marapr/features/dweck.html>

Sound Discipline newsletter on 2x10 <http://hosted-p0.vresp.com/634436/2c5da0bea8/ARCHIVE>

Sound Discipline website (links to other newsletters and resource): www.SoundDiscipline.org

Daniel Pink on TED: The Science of Motivation http://www.ted.com/talks/dan_pink_on_motivation.html

RSA on Daniel Pink's work. Drive: <http://www.youtube.com/watch?v=u6XAPnuFjlc>

This American Life: Back to School <http://www.thisamericanlife.org/radio-archives/episode/474/transcript>

Trauma Stewardship videos <http://traumastewardship.com/listen-watch/watch/>

"Violence arises when we do not know what else to do with our suffering."

Parker Palmer

The "mis" behavior that you see is really the child's unskilled solution to another problem (that you may not see.)