“If a child can't learn the way we teach, maybe we should teach the way they learn.”

~ Ignacio Tinoco

Teachers make more minute by minute decisions than a brain surgeon.
DO NOW ACTIVITY
(YES!...RIGHT NOW)

Examining attitudes towards challenging behavior

- Understands the relationship between children's social emotional development and challenging behaviors.
- Understands that children's challenging behaviors are conveying some form of message.
- Identifies what behaviors "push my buttons".
- Develops strategies for dealing with situations when children's behaviors "push my buttons".
- Works with a team to problem solve around issues related to challenging behaviors.

Thoughts?
What does this mean and how does this relate to YOU?

**Early Childhood Positive Behavior Support**

- **Tertiary Prevention**
  - Increase, Individual Interventions
  - Assessment-based
- **Secondary Prevention**
  - Targeted Group Interventions
  - Some children at risk
  - High efficiency
- **Primary Prevention**
  - Universal Interventions
  - All children
  - Preventive practice
  - Broad community focus

**Tier 2**
- 2-3 students
- Brief group instruction
- Play-based/no play
- - Learning
- - Specific needs
- Progress monitoring
- Identify emotions
- Vocab teach what you mean
- Practice
- Pre-referral
- EVERY DAY
- 10 minutes
- Target skill

**Tier 3**
- One-to-one
- Inventory of practice
- Practice skills
- Identify needed skill
- Social stories
- Affirmations
- Behavior plan
- First student: Interval
- Lunch bunch
- Circle of friends
- Visual supports
- Use a timer
- Refer to a schedule
MTSS: Multi-Tiered Systems of Support
Multi-Tiered System of Supports (MTSS) is a comprehensive, evidence-based prevention framework that aims to support the academic, social, emotional, and behavioral development of all students.

Define the Problem
What is the problem and why is it happening?

Evaluate
Did our plan work?

Develop a Plan
What are we going to do?

Implement Plan
Carry out the intervention.

Beginning of the Day

Creating Routines:
- Morning Greeting
- Sign In
- Strive for Five
- Visual Schedules

Ideas:
- Cut out/ lessen frequency of calendar time
- Second Step
- Restorative Circle
- Emotional Literacy
- Wiggins
- Social Emotional Story

Sensory Affect versus Motivator

Social Stories
Social stories may increase awareness and maintenance of social skills. Social stories were first defined by Carol Gray in 1994 and are commonly used to break down a task or social situation into small and easy to understand steps, often accompanied by descriptive pictures.

3/27/2018
Authentic Children's literature to teach about emotions

Active learning encompasses everything we teach

Tell me and I forget, teach me and I may remember, involve me and I learn.
— Benjamin Franklin

Mindfulness
Being aware of our feelings, our emotions, and how they impact us

Being able to approach a classroom with a sense of calm understanding and the skills to intervene appropriately can make learning a pleasure for everyone.

TEDx Amsterdam: MINDFULNESS IN EXCELLENCE: Learning From the Inside Out
Amy Burke
Children Need to be Understood in the Context of Their Relationships

It's in our DNA!
WHAT IS HISTORICAL TRAUMA AND CULTURAL HEALING?
U of M NOYFE

Genes Carry Instructions that Tell Our Bodies How to Work
Early Experiences Leave Lasting Chemical "Signatures" on Genes
What Are ACEs?
Adverse Childhood Experiences
☆ Traumatic experiences in childhood
☆ Sometimes called toxic stress of childhood trauma
☆ Causes children to live in fight or flight (freeze) mode
☆ Short attention span
☆ Struggle learning; fall behind in school
☆ Respond to world as constant DANGER
☆ Distrustful of adults
☆ Unable to develop healthy peer relationships
☆ Feel failure, despair, shame, and frustration

Neglect, abuse, and household dysfunction without intervention does create chronic stress and can lead to trauma

Maslow's Hierarchy of Basic Needs
Schools that help meet basic human needs help children focus, overcome barriers, and reach toward their potential.

Maslow's Hierarchy

Physiological Needs - Nurture
Safety Needs - Security
Love and Belonging - Acceptance
Esteem - Impact
Self-Actualization - Competence
Self-Transcendence - Independence
**What do we do?**

- Create stable, nurturing, and safe relationships
- Provide immediate support in time of need; provide food, shelter, comfort
- Safe- Free from harm
- Nurturing- Compassionate, restorative response to harm
- Stable- Trust through consistency

**FOUNDATION FOR EXECUTIVE FUNCTION**

- **SKILLS IS BUILD IN EARLY CHILDHOOD**
  - Self-Control – ability to filter thoughts and impulses to resist temptations and distractions
  - Working Memory – ability to hold and manipulate information in our heads over short periods of time
  - Mental Flexibility – adjusting to changing demands, priorities, or perspectives

**EXECUTIVE FUNCTIONS**

**Rethink Time Out and Other "Punishments"**

Young children have not yet mastered the complex life skills of expressing strong emotions, resolving social problems peaceably, and getting along.
Time In

- Teacher-child attachments are necessary if a child is to trust enough to learn to manage classroom conflicts (Bell 1994).
- In conflict situations the adult acts as a mediator, seeking to understand the situation and lead children toward peaceable resolution.
- Affirm child’s emotions
- Help child redirect and self-regulate by modeling strategies
- Talk through event with child model appropriate behaviors

De-escalation Strategies

1. Affirm child’s emotions
2. Help child redirect and self-regulate by modeling strategies
   - breathing strategies
   - counting
   - count to 5
3. Talk through event with child model appropriate behaviors.

It doesn’t happen overnight. STICK WITH IT!

Heavy Work

- Proprioceptive input is the performance of tasks. "Heavy Work" that involves heavy resistance and input to the muscles and joints, and is especially in helping our bodies regulate and process both internal (sensory) and external (social) information.

Heavy work activities include:

- Whole body actions involving pushing, pulling, lifting, dragging
- Oral actions such as chewing, sucking
- Use of hands for squeezing, pinching, or "digging"
A couple of thoughts:

- Always keep safety in mind when performing activities.
- Remember every child is unique – some children will calm to certain activities while others get more excited.
- Vestibular input is more unpredictable as to how a child will react (may overly excite them).
- Keep the child’s age in mind and adapt the activity as needed.
- It may be helpful to be highly structured.
- Use visual timers or regular times so the kids know when their time is up.
- Any visual supports you can offer, such as picture symbols so they can choose which activity they want (if that is an option).

You Got It
Lisa Fox Rostelle Harper Lentini

- Jigsaw article for 10 minutes
- Summarize your part with your partner
- Share out

Remember...

Children may forget what you said but they will not forget how you made them feel.