

Taking Care of Yourself

During this time, you and your colleagues may be experiencing different reactions. There are several ways you can find balance, be aware of your needs, and make connections. Use this list to help you decide which self-care strategies will work for you.

- Practice brief relaxation techniques during the workday
- Check in with other colleagues
- Prepare for worldview changes that may not be mirrored by others in your life
- Increase leisure activities, stress management, and exercise
- Pay extra attention to health and nutrition
- Self-monitor and pace your efforts
- Maintain boundaries: delegate, say no, and avoid getting overloaded with work
- Pay extra attention to rekindling close interpersonal relationships
- Practice good sleep routines
- Make time for self-reflection
- Find things that you enjoy or make you laugh
- Participate in formal help if extreme stress persists for greater than two to three weeks
- Increase experiences that have spiritual or philosophical meaning to you
- Keep a journal to get worries off your mind
- Access support from colleagues routinely by sharing concerns, identifying difficult experiences and strategizing to solve problems
- Stay aware of limitations and needs
- Recognize when one is Hungry, Angry, Lonely or Tired (HALT), and taking the appropriate self-care measures
- Increase activities that are positive
- Practice religious faith, philosophy, spirituality
- Spend time with family and friends
- Learn how to “put stress away”
- Write, draw, paint
- Limit caffeine and substance use


Think of self-care as having three basic aspects:

Awareness	The first step is to seek awareness. This requires you to slow down and focus inwardly to determine how you are feeling, what your stress level is, what types of thoughts are going through your head, and whether your behaviors and actions are consistent with the who you want to be.
Balance	The second step is to seek balance in all areas of your life including work, personal and family life, rest, and leisure. You will be more productive when you've had opportunities to rest and relax. Becoming aware of when you are losing balance in your life gives you an opportunity to change.
Connection	The final step is connection. It involves building connections and supportive relationships with your co-workers, students, friends, family, and community. One of the most powerful stress reducers is social connection.

Looks good
mjs

POSITIVE ENGAGEMENT IN EARLY CHILDHOOD: STRATEGIES FOR SOCIAL EMOTIONAL LEARNING


Minneapolis Public Schools
Early Childhood Education





Jane Biegen
Sandra Santiago Pickett

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

- Ignacio Estrada



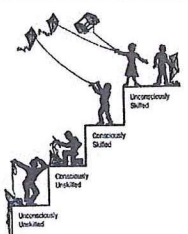
Teachers make more minute by minute decisions than a brain surgeon


**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



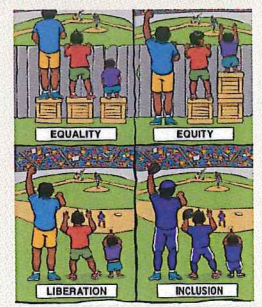
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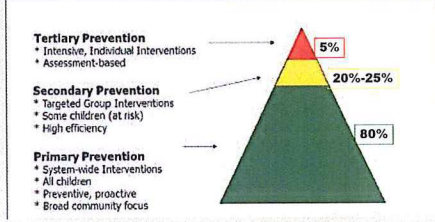
Thoughts?



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



Early Childhood Positive Behavior Support



Tier 2

- 2-5 students
- Small group instruction
- Play stories/role play
 - Sharing
 - Taking turns
- Specific needs
- Progress monitoring
- Identify emotions
- Visuals-Teach what you mean
- Practice
- Pre-referral
- EVERY DAY
- 10minutes
- Target skill

Tier 3

- One-to-one
- Inventory of practice
- Practice skills
- Identify needed skill
- Social stories
- Affirmations
- Behavior plan
- Find student interests
- 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.

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
- Wiggles
- 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 1991 and are commonly used to break down a task or social situation into small and easy to understand steps, often accompanied by descriptive pictures.

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



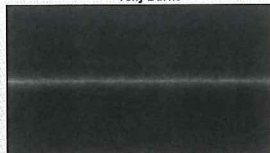
Mindfulness

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?
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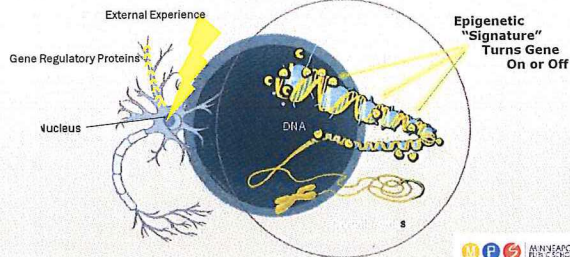


Jessica Gourneau, Ph.D.
Interim Clinical Director, American Indian Family Center



Genes Carry Instructions that Tell Our Bodies How to Work
Early Experiences Leave Lasting
Chemical "Signatures" on Genes

Megan R. Gunnar, Ph.D., Director, Institute of Child Development/Institute of Child Development, University of Minnesota

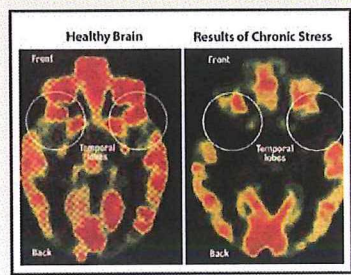


What Are ACEs? Adverse Childhood Experiences

- ❖ Traumatic experiences in childhood
- ❖ Sometimes called toxic stress of childhood trauma
- ❖ Cause 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 BUILT 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.



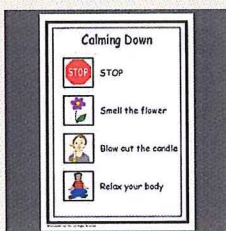
Time In

- ❖ Teacher-child attachments are necessary if a child is to trust enough to learn to manage classroom conflicts (Betz 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
 - Blowing bubbles
 - 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 "HeavyWork" that involves heavy resistance and input to the muscles and joints, and is essential in helping our bodies assimilate and process both movement (vestibular) and touch (tactile) information.

- Heavy work activities include:
- Whole body actions involving pushing, pulling, lifting, playing, and moving
 - Oral actions such as chewing, sucking, and blowing
 - Use of hands for squeezing, pinching, or "fidgeting"



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 timers so the kids know when their time is up.
- Any visual supports you can offer, such as picture symbols so they can chose which activity they want (if that is an option)



You Got It

Lisa Fox Rochelle 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.