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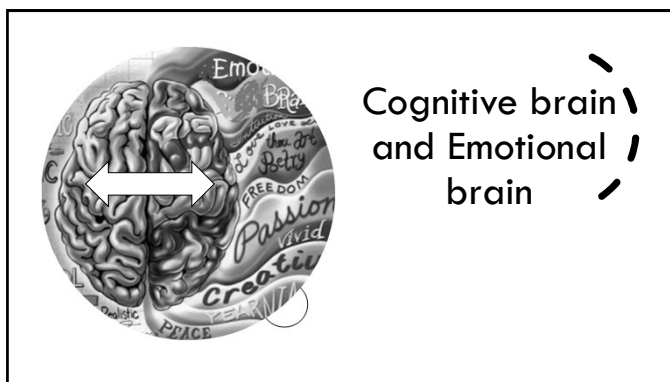
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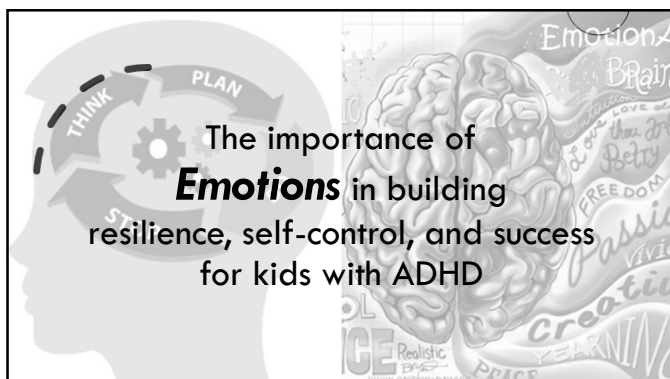
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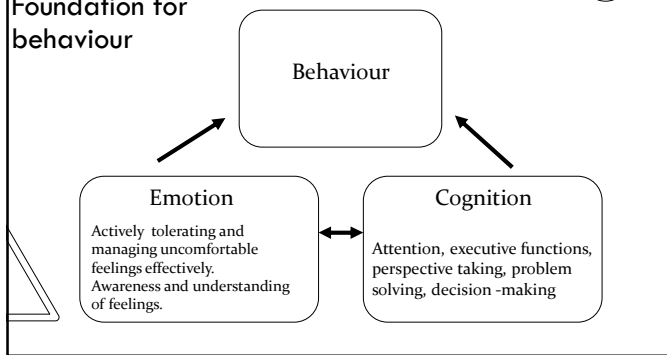
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### Foundation for behaviour



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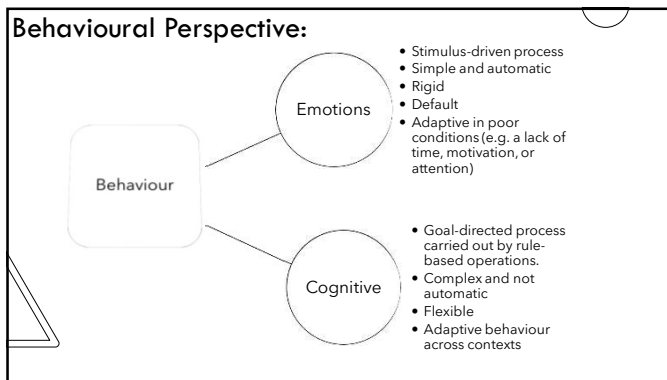
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### Behavioural Perspective:



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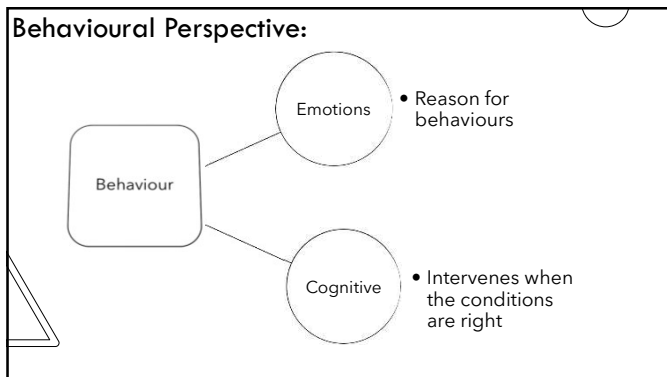
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### Behavioural Perspective:



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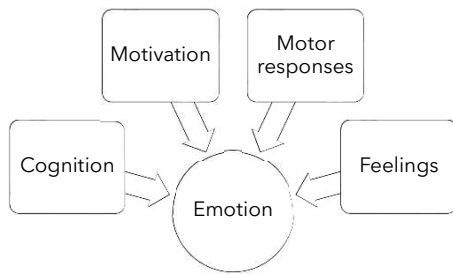
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## Emotional Perspective



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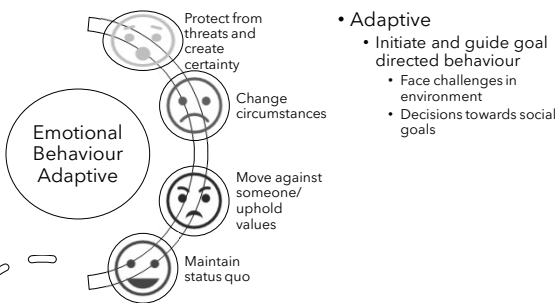
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## Emotional Perspective



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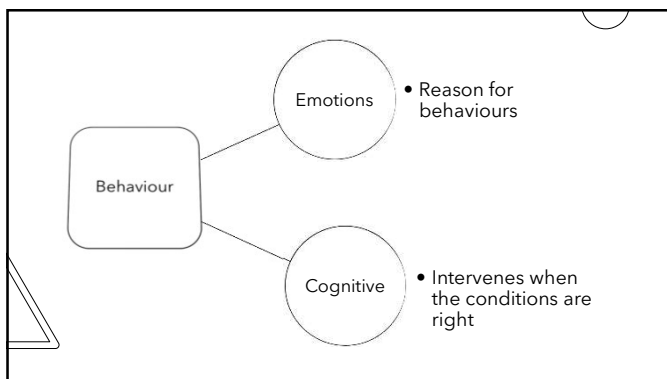
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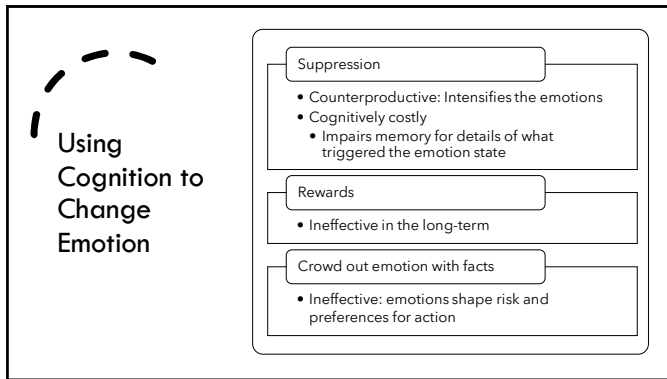
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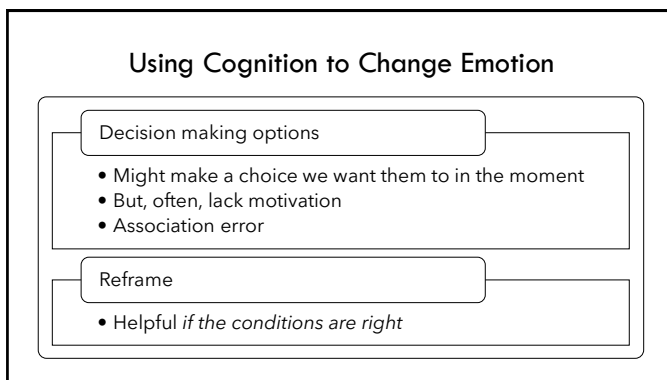
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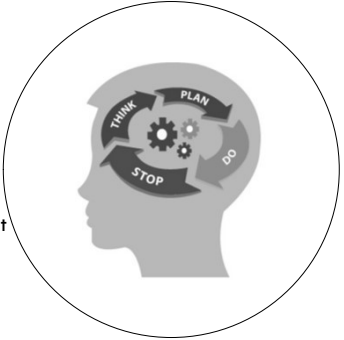
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## Executive Functions

- Working memory
- Attention
- Excessive movement
- Impulsivity



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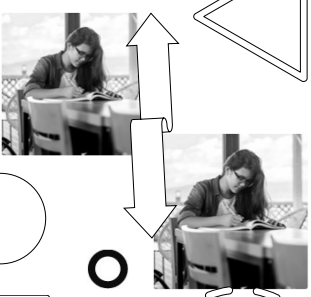
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Executive functions are *limited*

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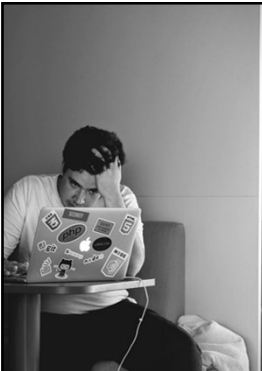
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Working memory

Emotion Regulation

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Executive functions  
are *limited*

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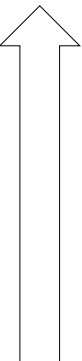
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Executive functions  
are *limited*

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Executive functions  
are *limited*

Continued perseverance and  
sustained effort under pressure alone  
do not support resilience  
- Only likely to fail



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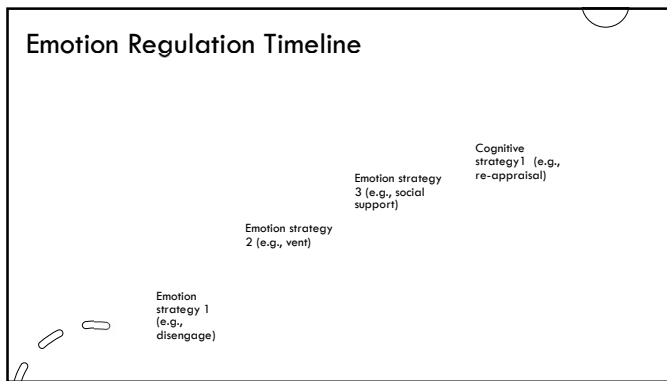
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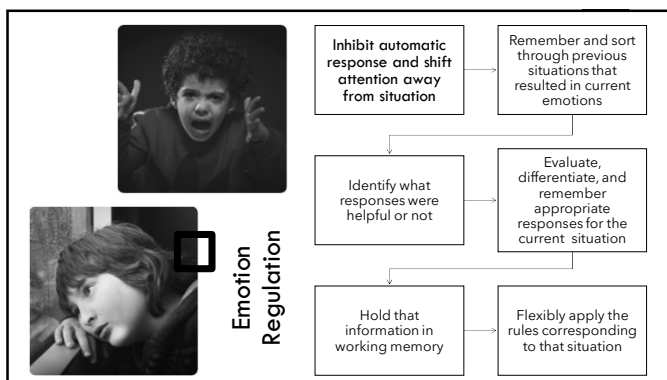
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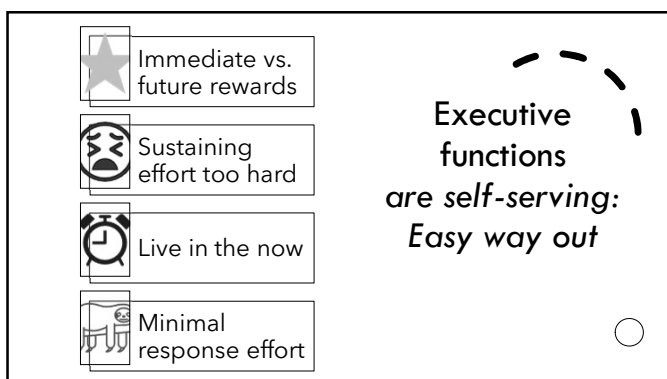
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Executive functions *make us make bad decisions.*

\$x now  
or  
\$y in z days  
\$17+ > \$100

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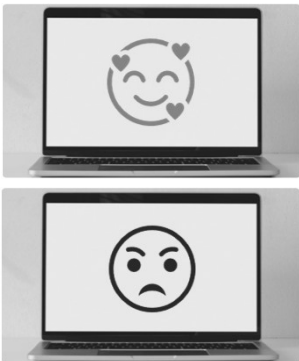
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Executive functions *make us cheat.*



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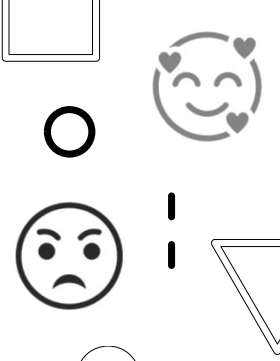
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Executive functions *make us cheat...*

- 100% people said it not using the randomizer would be dishonest and immoral.
- 90%+ consistently cheated



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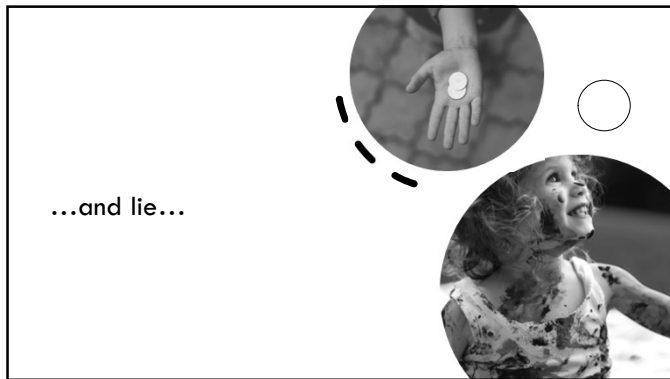
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... and then justifies our behaviour

- 100% people said it not using the randomizer would be dishonest and immoral.
- 90%+ consistently cheated
- Condemned others' cheating behaviours
- Rated own cheating behaviours as acceptable
  - Created stories as to why their behaviour was acceptable

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Executive functions can inhibit impulses... When they want to.

EF Self-serving for immediate gain	Most likely to be selfish when positive	
	Discounts the rational choice	
	Saves energy and effort	
	Justifies behaviour	

Never acknowledge misbehaviour
Remove concern misbehaviour
Don't learn from their behaviour

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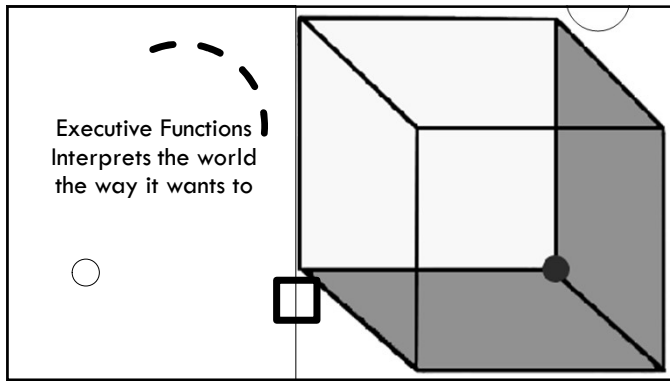
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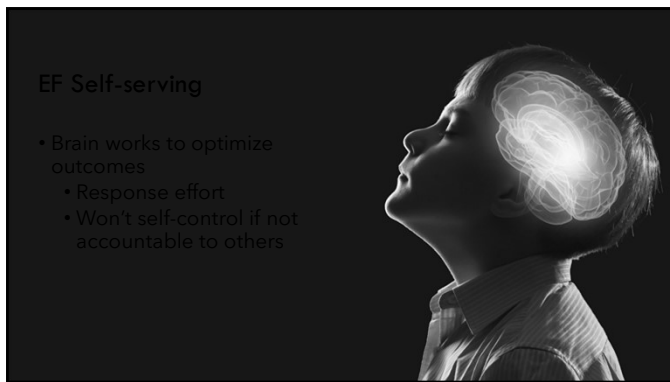
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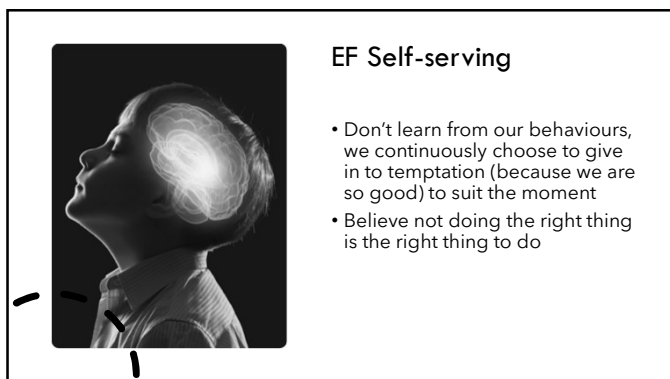
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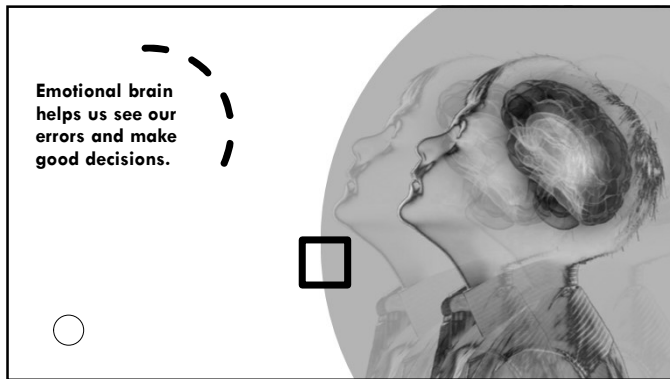
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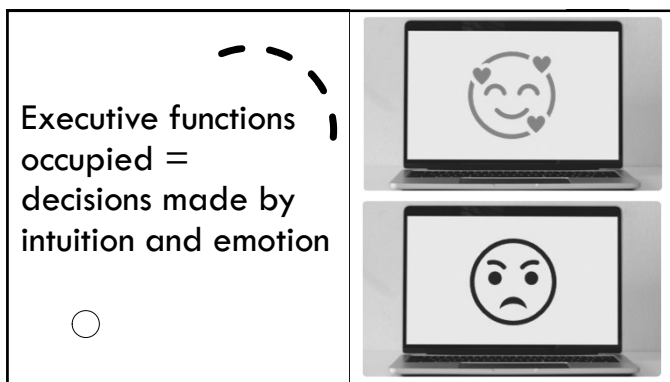
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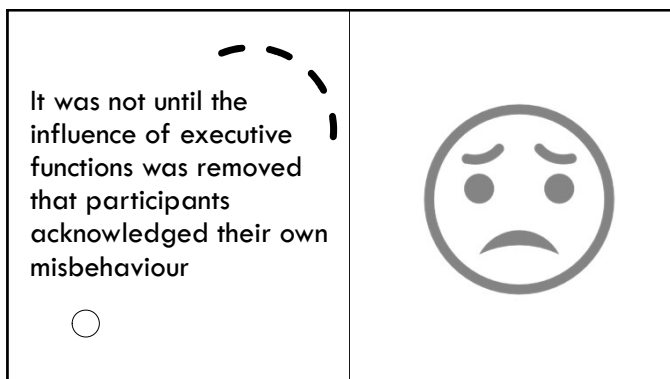
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Emotions are powerful  
and PREDICTABLE  
influencers over  
behaviour

- Emotions are infinite  
They get stronger the  
more they are used
- Contagious



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### Emotional brain's goal:

*To direct our behaviours to  
increase our chance for success*

- Emotions calculate our  
environments and adjusts our  
behaviours
  - Disgust protects our health
  - Fear protects us from threats (as  
does anger)
  - Can fail us, but mostly beneficial in  
navigating the world



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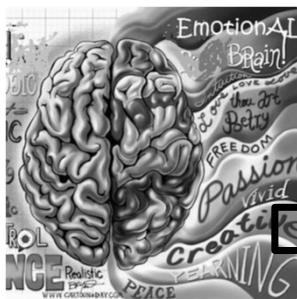
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Two brains  
Two solutions

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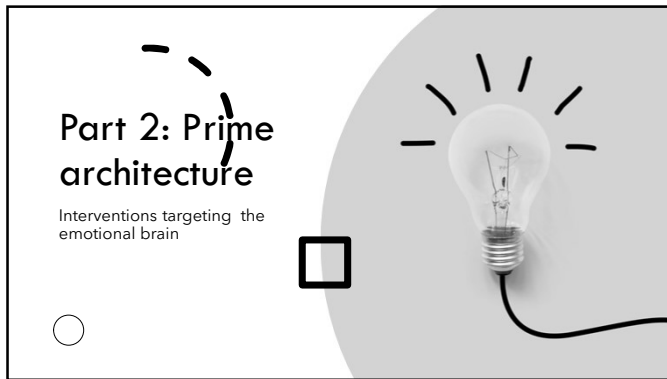
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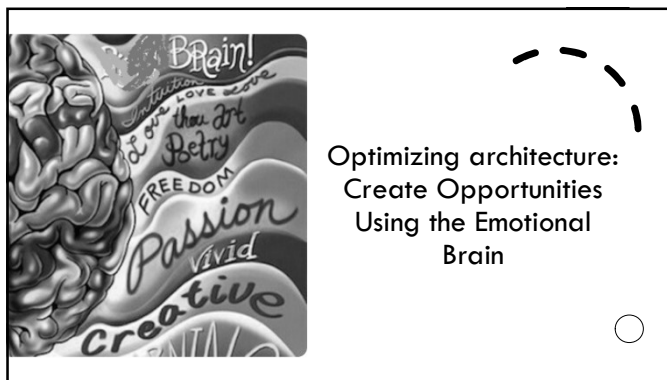
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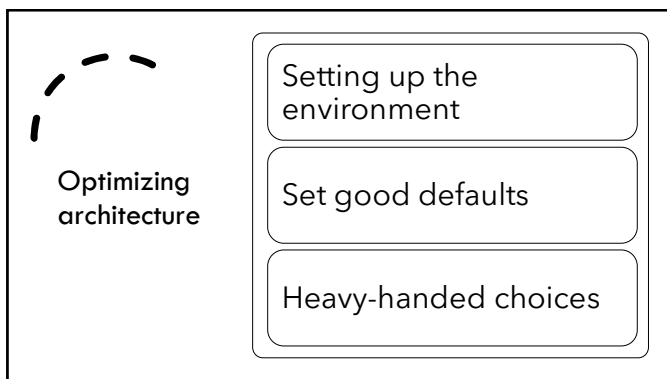
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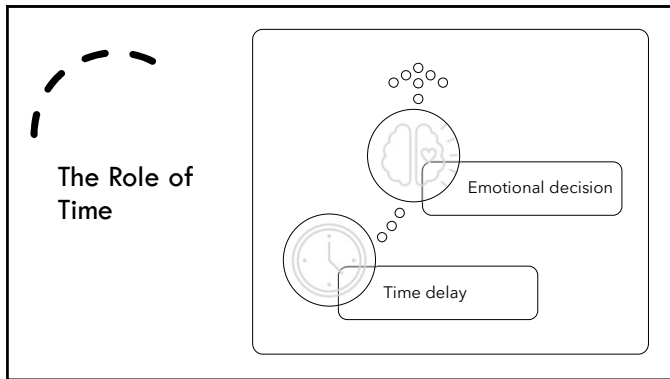
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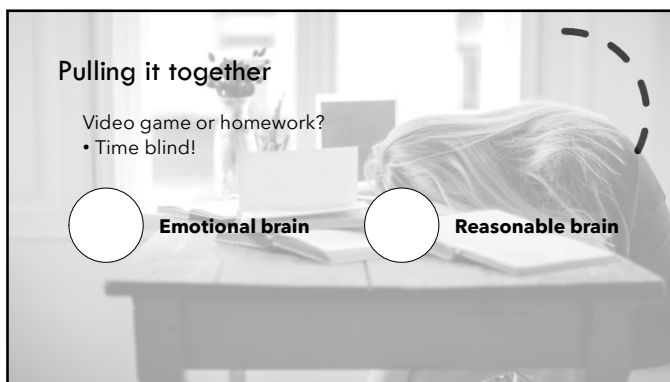
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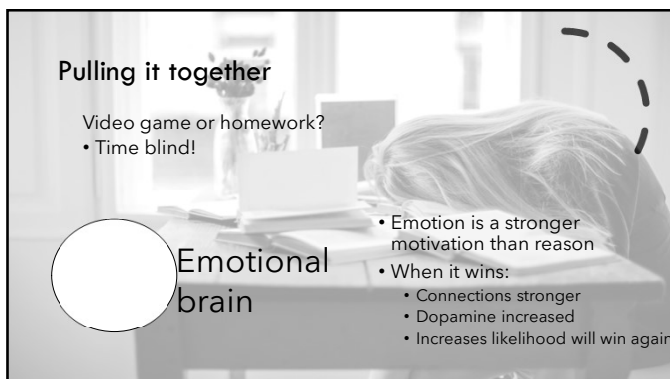
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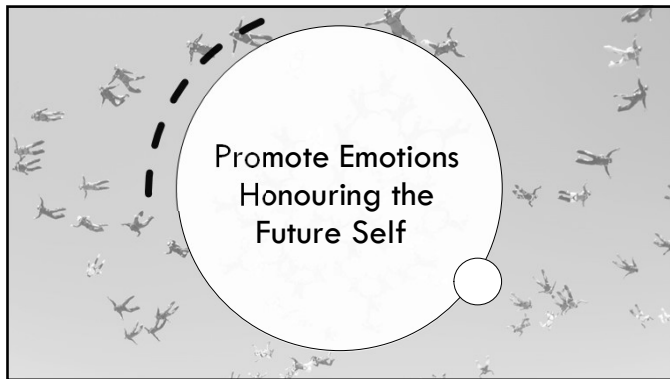
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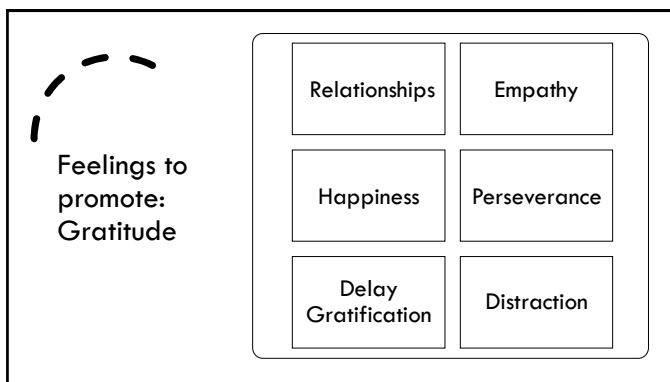
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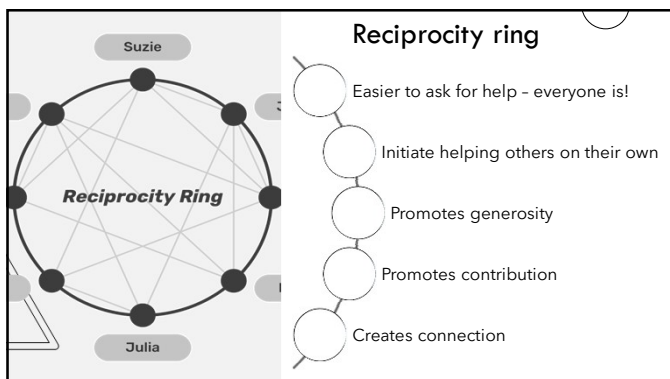
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## Gratitude Rituals

1) WHAT DID SOMEONE DO TODAY TO MAKE YOU HAPPY?

2) WHAT DID YOU DO TO MAKE SOMEONE ELSE HAPPY?

3) WHAT HAVE YOU LEARNED TODAY?

4) WHAT INSPIRED YOU TODAY?

5) WHAT SURPRISED YOU TODAY?

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## Gratitude Rituals

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## Acts of Kindness

### Kindness Bingo

Compliment someone	Say only positive things all day	Donate to a COVID charity	Take out the garbage	Make someone laugh
Help someone busy	Take care of a neighbour's lawn	Play with a sibling nicely	Make breakfast in bed for someone	Make a list of what you like about someone and send it to them
Take the afternoon off to do something fun with the family	Make dinner	Do someone a favour	Facetime a relative and tell them why you love them	Write a letter to a distant relative
Thank local healthcare workers	Do someone else's chore without being asked	Write a warm Zuzis to someone	Sending a thinking of you not to a friend	Give hugs
Thank a community helper	Make a gift for someone	Plant something	Tell someone something they did to	Tell someone something you are

Do a sibling's chore without anyone asking

Make dinner for the family

Spend time with someone

Be a good friend to your sibling

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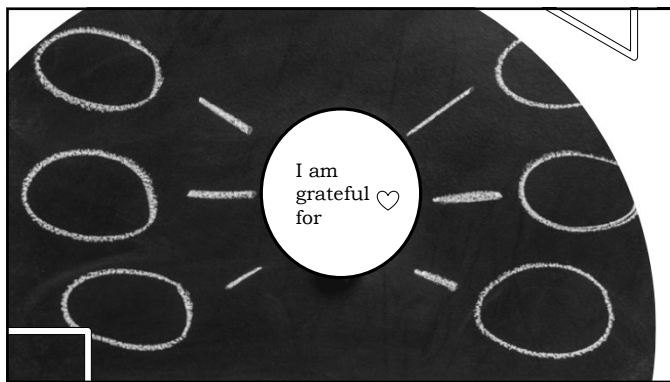
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### Model Gratitude

- Show appreciation and highlight the good
- I noticed! notes
- Openly talk about what you and others appreciate and are grateful for
- Show them love

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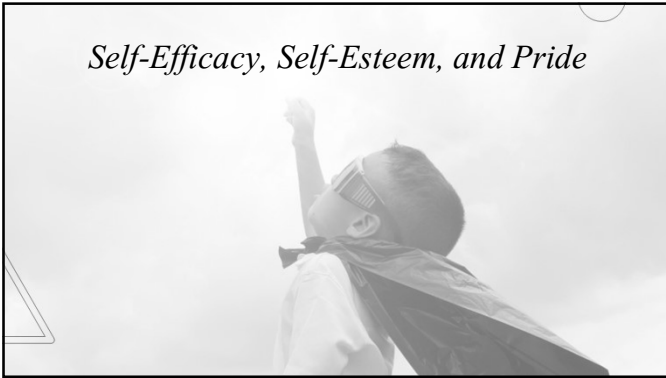
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## Self-Efficacy, Self-Esteem, and Pride



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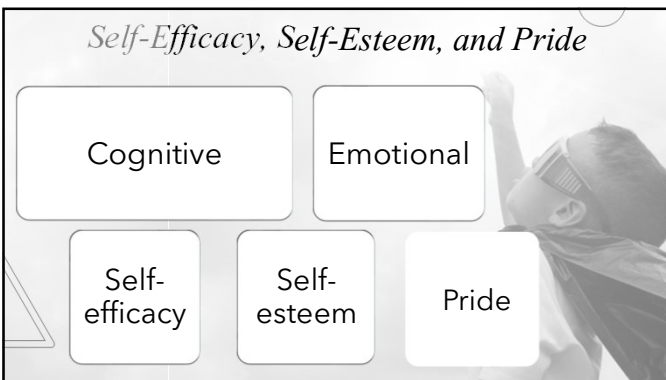
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## Self-Efficacy, Self-Esteem, and Pride



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## Pride as goal-directed behaviour

**Pride correlated to perseverance**

Self-efficacy or expectation of success *did not* affect effort

Positive mood *did not* contribute to perseverance



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## Pride as goal-directed behaviour

- Positive mood helps *when the task was for self-betterment*
- Self-efficacy helps *when working toward a personal goal*

\*\*\*OTHER rewarding motivation needed. **PRIDE**

**Publicly praised accomplishment** = stronger pride (but can be internally derived as well)

Nonetheless, only pride itself, regardless of social acclaim, predicted EFFORT



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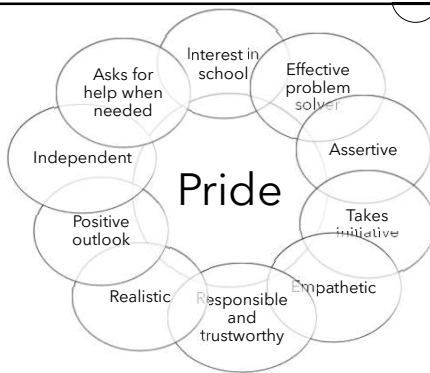
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## Feelings to Promote:



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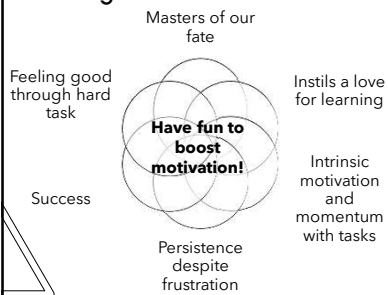
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## Building Pride



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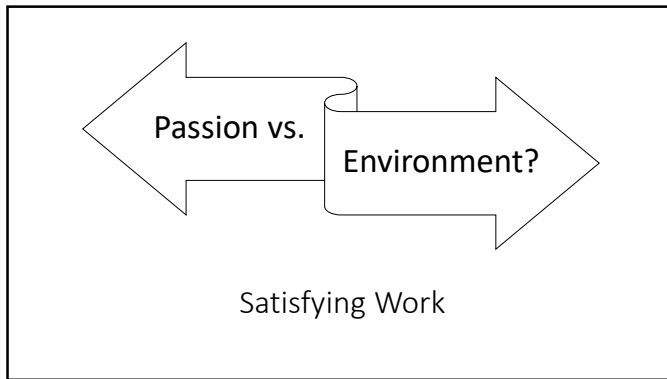
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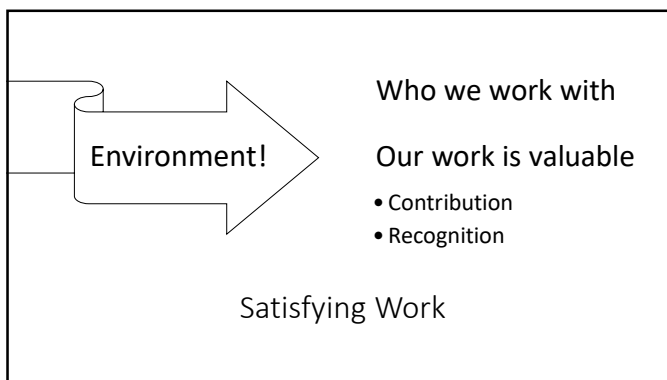
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### Building Pride

**Connection!!!**

- **Valued skills** = authentic pride
  - Marker for belonging
  - Instills sense of cooperation
  - Motivated to work harder to get better

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## Building Pride



### ▪ Foster valued skills

- Become an area expert
- Specific, important responsibilities
  - Planning important events
  - Important jobs
- Part of the decision-making process
  - Focus groups
  - Surveys

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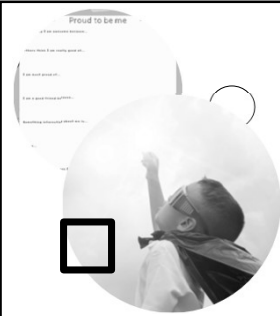
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## Identify unique skills



- Brainstorm all things you can do that you are proud of and/or others value or are amazed at
  - Lego designs
  - Writing with your left hand
  - Things your body can do
  - Comforting small kids
  - Ways you are helpful/appreciated
- What are skills you would like get better at? What one small thing could you do today, tomorrow, this week to keep building?

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### Building Pride

Connection!!!

- Even if they are working independently, kids will work longer and on harder tasks *when they think they are contributing to the group*
- Assign certain questions/parts of a worksheet to kids to work towards group completion

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### Anticipatory Pride

- PRIDE VS. SHAME
- SMALL STEPS VS. LONG GOAL
  - CONTINUED PROGRESS

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**Compassion**

- Criticism buries
- Kindness and Connection! Motivates through failure
- Helps overcome anxiety, avoidance, procrastination
- Promotes academic engagement
- Promotes empathy and cooperation

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## Building Compassion

- Build compassion through **similarity**
- Create social belonging in as many ways as possible
  - Any cue: wristbands, colour shirts, birthdays, class shirts, team jerseys
  - Collaborative tests. Weaker students can have open books so they can help contribute
  - Giving or receiving help on something important



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## Create webs of connection

- Never have I ever musical chairs.
- Create a web showing how the kids are all connected. Use that web to figure out where and how you can build new connections.
- Peer mentoring: Instead of show-and-tell or presentations, teach another student about a topic of interest, share a book they read, or explain a favourite hobby.



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## Create connection through contributions

- Build compassion and pride through valuable contribution
  - Find ways they can support others
    - Brainstorm ideas in small groups how to support peers/other classes
    - Acknowledge peer and teacher birthdays (1:1 responsibility)



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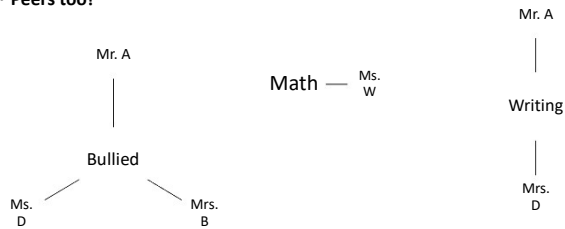
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## Compassion needs relationships

- Multiple adults at school, as well as other contexts, need to be part of their fan club
- Peers too!



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## Model Compassion

- For self and others
- Find ways to help others
  - Community helpers on holidays
- Get excited over others' accomplishments
  - Make something together with your kids - make it an occasion to celebrate for all!
- Learn something about kids' interests and share it with them - strong sense of belonging
- Have kids research something of each other's interests and present to each other



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## ADHD and Self-Compassion

- Resilience jeopardized
  - Strong relationships
  - Problem solving
  - Confidence to overcome difficulties
    - Past success and positive outlook to the future
    - Learning from past mistakes
- Counterbalance by addressing negative self-views
- Resilience builds from self-compassion

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## ADHD and Self-Compassion

- Acknowledging with warm understanding our hurts, loneliness, inadequacies.
- Realistic
  - Truly know no one is perfect. Mistakes happen. Everyone has problems.
  - ADHD is what it is. I need to work a little harder.
  - Let go of perfectionism, which tires us out and makes us give up.

Decrease negative affect

Happiness

Optimism

Social Connectedness

Motivation

Open to self-improvement

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## Embrace Neurodiversity

### Brain Discussions

- How it works
- How it develops
- How we can change it
- What it is good at
- What skills it still needs to learn
- What we can do to strengthen it

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## Externalize it

- Brain separate from ourselves and we can influence some control over it



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**Externalize it**

- All brains have a blind spot
  - This is how we compensate
- Areas of mastery, working on, still hard
- What excites it vs. bores it
- Art projects showcasing experiences
  - Life timelines or stories

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**Befriending our future selves**

- Advice for past self?
  - Make a list

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### Befriending our future selves

- Connect with future self & empathize
- Advice from future self?
  - Make it visual!
- Highlight key times - Tomorrow? Next week? Next semester? Next year?
- Where will you be? What will you be doing? What will be on your plate? What outcomes do you want?

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### Creating Opportunities: Start from Strengths! Multiple self-esteems

Trouble in one area doesn't mean  
kids aren't confident in others.  
Capitalize on Multiple sources.

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[illegible]

Active	Receptive	Verbal	Nonverbal	Acoustic	Visual
<b>Amiable</b>	Analytic	Approachable	Articulate	Assertive	Assertive
<b>Assertive</b>	Artistic	Assertive	Assertive	Assertive	Assertive
<b>Bold</b>	Brainstormer	Bowl	Blatant	Calm	Calm
<b>Capable</b>	Caring	Control	Charming	Charming	Charming
<b>Clear</b>	Collaborator	Communicative	Communicative	Communicative	Communicative
<b>Competitive</b>	Confront	Confrontative	Confrontative	Confrontative	Confrontative
<b>Cooperative</b>	Cooperative	Cooperative	Cooperative	Cooperative	Cooperative
<b>Devoted</b>	Determined	Determined	Determined	Determined	Determined
<b>Disinterested</b>	Diligent	Disinterested	Eager	Eager	Eager
<b>Educated</b>	Efficient	Efficient	Endurance	Endurance	Endurance
<b>Enthusiastic</b>	Empathetic	EQ	Enthusiasm	Enthusiasm	Enthusiasm
<b>Fast</b>	Flexible	Flexible	Forgiving	Friendly	Friendly
<b>Fun</b>	Funny	Goals	Generous	Goal oriented	Goal oriented
<b>Generous</b>	Happy-go-lucky	Healthy	Healthy	Healthy	Healthy
<b>Honest</b>	Honest	Helpful	Honest	Honest	Honest
<b>Incapable</b>	Initiative	Independent	Initiative	Initiative	Initiative
<b>Imagery</b>	Imagery	Imagery	Imagery	Imagery	Imagery
<b>Joy</b>	Joy	Justice	Knowledgeable	Leadership	Leadership
<b>Learning</b>	Learning	Logical	Logic	Logic	Logic
<b>Magnetic</b>	Magnetic	Magnetic	Magnetic	Magnetic	Magnetic
<b>Mysterious</b>	Negotiator	Non-verbal	Obedient	Obedient	Obedient
<b>Optimistic</b>	Open-minded	Orderly	Organized	Organized	Organized
<b>Pastime</b>	Peaceful	Peaceful	Persistent	Persistent	Persistent
<b>Philosophical</b>	Playful	Pleasant	Pleasant	Pleasant	Pleasant
<b>Positive</b>	Problem Solver	Proat	Proat	Proat	Proat
<b>Quick</b>	Quick	Realistic	Realistic	Realistic	Realistic
<b>Respectful</b>	Responsible	Responsible	Sarcasm	Sarcasm	Sarcasm
<b>Self-confident</b>	Self-controlled	Self-reliant	Service	Service	Service
<b>Silly</b>	Sincere	Stable	Sty	Spontaneous	Spontaneous
<b>Spontaneous</b>	Social skills	Story teller	Strategic	Strategic	Strategic
<b>Smart</b>	Sympathetic	Talkative	Tenacious	Tenacious	Tenacious
<b>Theoretical</b>	Thinker	Thinker	Thoughtful	Thoughtful	Thoughtful
<b>Unhappy</b>	Tolerant	Trustworthy	Trustworthy	Trustworthy	Trustworthy
<b>Unkind</b>	Unconventional	Vocal	Victory	Victory	Victory
<b>Virtuous</b>	Witty	Witty	Witty	Witty	Witty

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[illegible]

....& Connect  
to challenges

A network diagram showing a complex web of interconnected nodes and lines, representing a system or a process. The nodes are represented by small black dots, and the connections are thin black lines. The overall shape is roughly circular, with many internal connections and a few external ones. The background is a light gray square with a subtle shadow effect.

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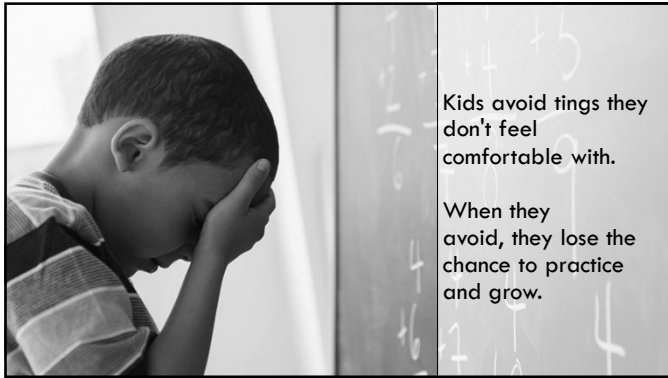
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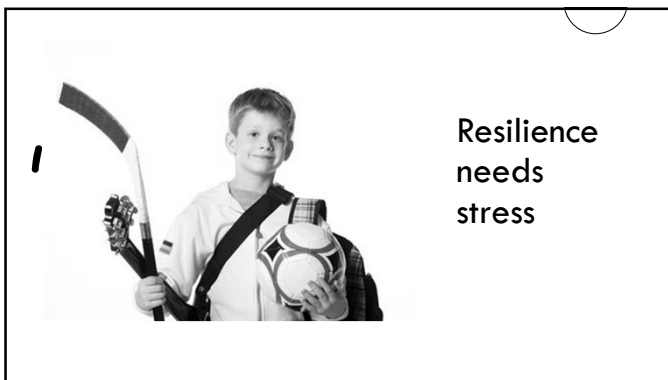
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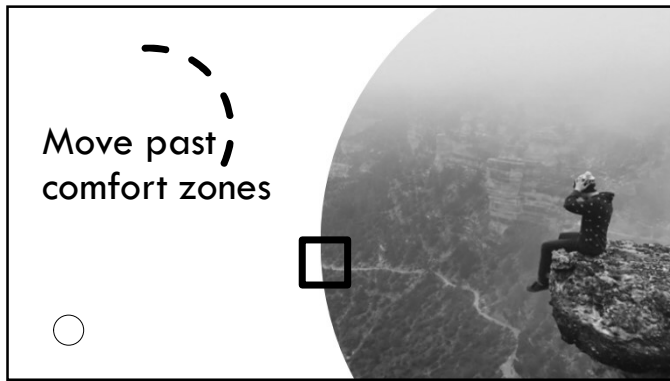
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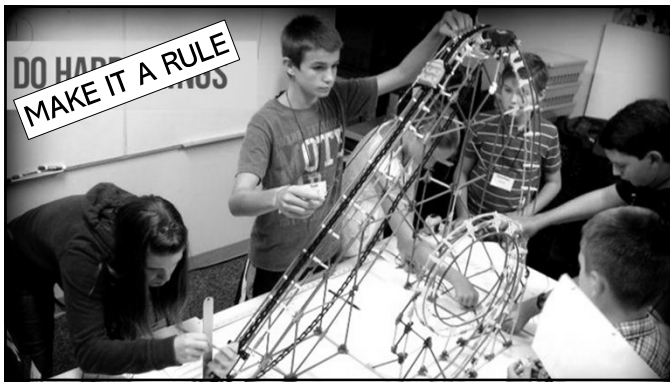
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**Creating Opportunities : Find challenges!**



- Challenges are part of life.
  - Dealing with them is part of learning.
  - Let them fail (but don't set them up for failure)
- Optimize teachable moments
  - Kids to take accountability
  - Understand other's perspectives
  - See the consequences of their behaviours
  - Work through next steps and **how to fix things**

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## Create challenges!

- Challenge of the day, week, or month
  - Work through things on their own
- Challenging puzzles
  - No help allowed!
  - Might get frustrated in the moment but the intrinsic reward once solved is far greater than if helped



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## Challenging Kids Creates Opportunities for Independence

- Complexity vs. Difficulty
  - Kids can work independently on mastering difficult tasks (e.g., fluency and perseverance)
- Complex tasks require **working with others** and receiving support
  - Strategic thinking
    - Setting goals
    - Making plans
      - How will they approach a task? Timelines? Criteria met?
  - Building expertise
    - Literal understanding: What does the text say?
    - Inferential understanding: What does the text mean?
    - Interpretive understanding: What does the text inspire you to do?:?
      - Debates
      - Critical analysis



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## Opportunities for Independence

### Give more responsibility:

### Builds on key prosocial emotions

- Assign roles!
- Classroom tasks/chores
- Boss for certain tasks/areas in the class
- Take risks & try new things
- Challenging tasks (but can ask for help)
- Do things for others



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- Give kids the chance to do, think, and make on their own
  - Get ready to go home
  - Check their homework
  - Solve conflicts
  - Make their own friends
  - Fix mistakes
  - Solve problems
  - Students to come to you with concerns
  - Assert their needs (set up opportunities)
  - IPP goals
- Teach kids to be comfortable in the world



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### Opportunities for Independence

- **Decision making**
  - They need to know you support and trust them!
  - Collaboratively discuss consequences
    - Experiment: What might happen if we...
    - Show decision-making process to lead to consequences
  - Plan events, class parties or activities

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### Opportunities for Independence

- Choices
  - How to complete an assignment
  - What homework to complete

Write ten two-digit addition problems. Next, solve the problems and circle the answer.	Write each spelling word 3 times each.	Create a game to help practice your spelling words.
Write a story about anything you want. Make sure the story has a main character, setting, and plot. Include a picture with your story.	Use each set of numbers to write a story problem. You can add additional numbers. 142, 50, 12 25, 50, 14, 109 40, 18, 27	Write a journal entry for what we did in class today. Give details about our learning.
Write a poem with at least 10 lines.	The magic number is 24. Make a list of all of the different ways you can add two or three numbers together to get 18.	Design a graphic organizer to show your knowledge of something we studied in science.

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### Take risks!!!

- Doing something brave and difficult is more important than the outcome
- Experience to cope with challenges - realize they **CAN** manage and have the capacity to succeed
- Limit screens: takes away opportunities

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### Embrace mistakes

- Have a "Mistake of the day" to share a mistake or challenge they faced, how they fixed/handled it, and what they learned
  - Use feedback statements and questions so kids can analyze the problem and learn from it



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### Embracing mistakes

- What was this experience like?**
- What did you learn today?**
- What mistake did you make that taught you something?**
- What did you try hard at today?**
- What can you learn from this?**
- What will you do the next time you are in this situation?**
- What advice can you tell others based on this?**

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## Take accountability for failure and mistakes

Rather than deflect failure, focus on the child's role to learn from the experience to grow and improve

1. What was your role?
2. What could you have done different?
3. What have you learned?
4. What's next?



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Prosocial  
emotions

- Gratitude
- Pride
- Compassion
- Delay gratification

Goal  
directed  
behaviours

- Self-control
- Persevere
- Self-regulate
- Cooperate



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Nature!



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