


Oppositional, Defiant, and Disruptive Behaviours

Promoting long-term success for children & youth


Dr. Caroline Buzanko
drcarolinebuzanko.com
caroline@korupsychology.ca



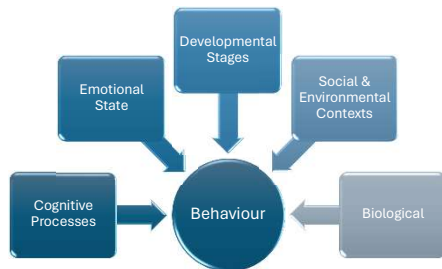
The Costs of Oppositional, Defiant, Explosive Behaviours



Laying the Foundation



Conceptualizing Behaviours



Developmentally Appropriate Behaviours

			
Preschoolers <ul style="list-style-type: none"> • Argue • Demanding • Independence • Say "No!" • Test limits • Act babyish • Some tantrums • Minor aggression • Jealousy, worries • Know-it-all 	Grade school <ul style="list-style-type: none"> • Want more freedom but need help • Struggle with failure • Support to manage big emotions • Poor verbal impulse control • Test limits • Tantrums • Dramatic • Complaining 	Early Adolescence <ul style="list-style-type: none"> • Attitude • Mild opposition • Social skills trouble • Don't think of consequences of actions • Argumentative • Push against/argue about rules • Disrespectful • Blame others 	Teens <ul style="list-style-type: none"> • Experimenting • Minor rebellion • Control for autonomy • Resistance to authority • Moody • Noncompliant, Defiant • Emotionally distant • Impulsive and risk taking • Dismissive • Misread social cues

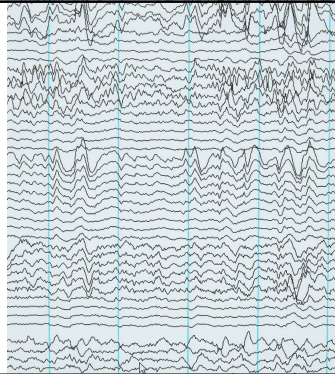
Are Behaviours Problematic?

Consider:

- Developmental milestones
 - Two-year-old vs. 10-year-old
- Environmental context
 - Family dynamics
 - School setting
 - Peer interactions

Normal vs. Problematic Behaviours

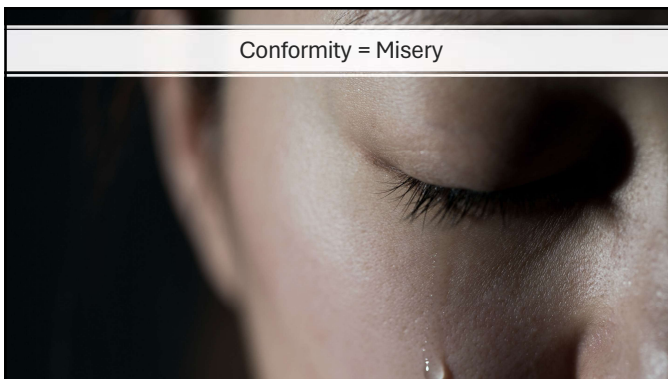
- Persistent pattern
- Frequency and intensity are out of proportion to developmental expectations
- Impair functioning across contexts
- The context and severity
- Adaptive vs. maladaptive



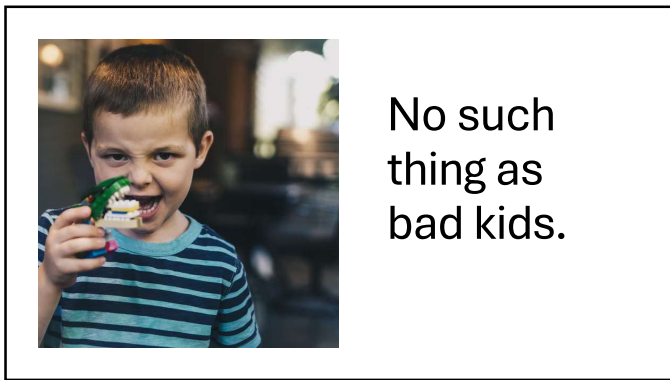


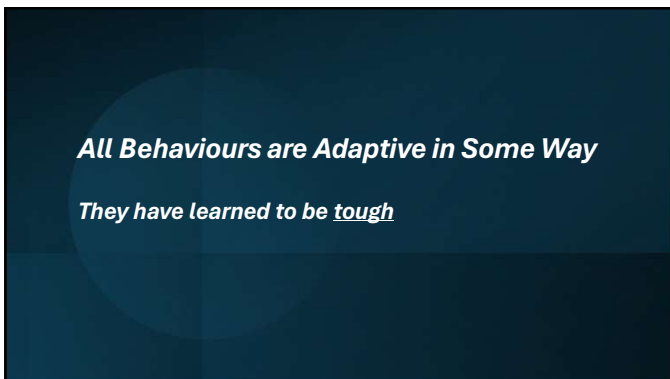
“People with great passions, people who accomplish great deeds, people who possess strong feelings, people with great minds and a strong personality rarely come out of good little boys and girls.”
Vygotsky

Conformity = Misery

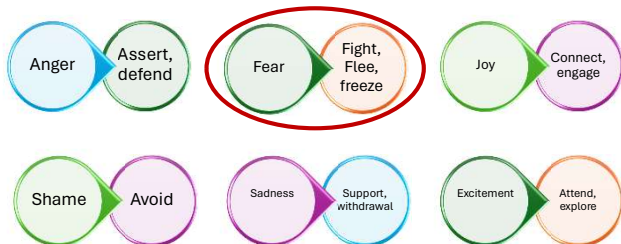








Emotions Lead to Behavioural Responses



Function of Emotions

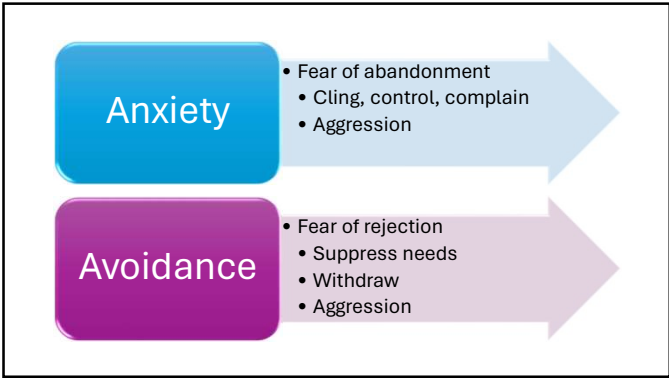


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Function of Emotions



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A circular image shows a person with dark hair, wearing a light blue long-sleeved shirt, lying on their stomach on a sandy beach. They are looking directly at the camera with a serious expression. The background shows the ocean and some rocks.

Many have worries about abandonment.

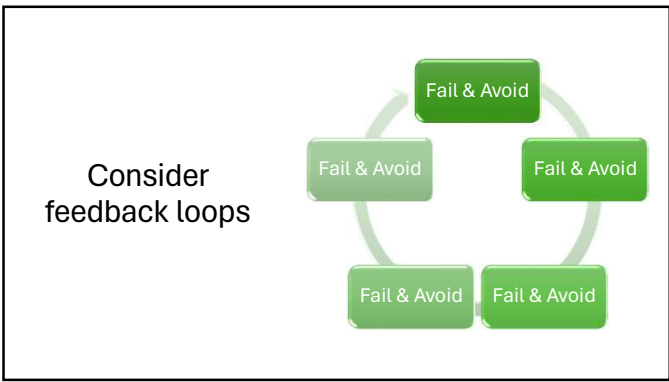
Particularly sensitive to criticism, failure, or perceived injustice.

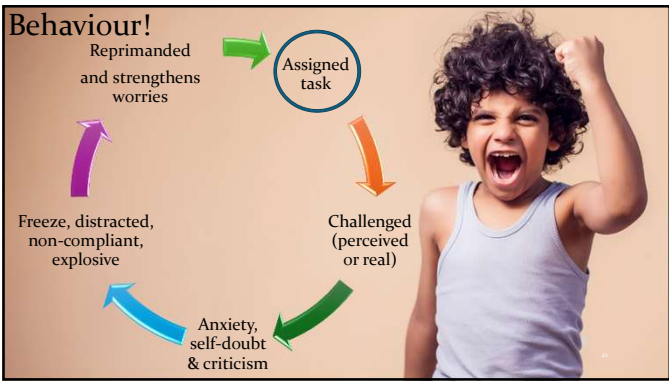
The background is a mix of blue and orange wavy lines with small white dots. The text 'Behaviours adaptive for them' is on the left, and a list of two points is on the right.

Behaviours adaptive for them

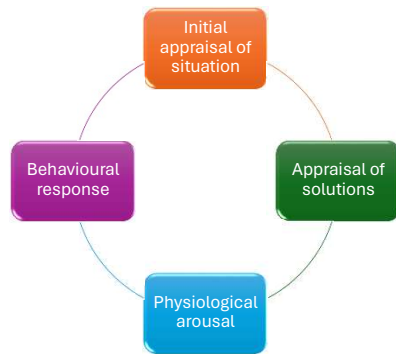
- To get love, a need met, or support ... because they don't know how to get it any other way
- To protect themselves from perceived lack of safety (emotional or physical)

Core emotional pain	Responses (internal/external situations)	Behavioural patterns	Stories	Needs
Shame-based experiences	Rejection, judgement, humiliation, negative self-treatment	Hide, disappear, shrink away, act out	I am flawed, worthless, don't deserve good things	To be valued, appreciated, recognized, accepted, validated
Loneliness-based experiences SADNESS	Isolation, loss of connection/loved one	Grieve or act out	I am on my own, lonely	Closeness, support, love, connection, cared for, inclusion
Fear-based experiences	Fear, lack of control	Escape or act out	Not safe	Safety, stability, protection, control, personal strength

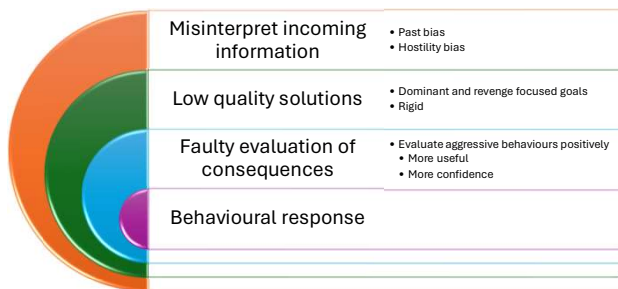




Social information processing

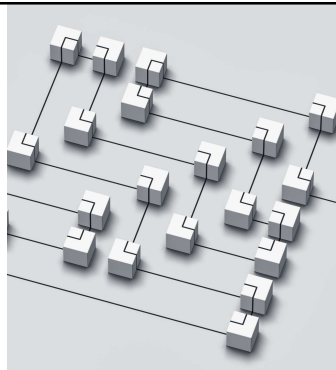


Social information processing




Role of schemas

- Active schemas
 - Often in consciousness
 - Guide everyday behaviour
 - Reinforced by interactions
- Dormant schemas
 - Out of awareness
 - Emerge when stressed



Why Behavioural Approaches Fail


Too much focus on changing the behaviour without understanding why it's happening in the first place



Unfortunately,

When we take behaviours at face value, we miss the source.

We often escalate the behaviour if we're only giving the child attention when there is a problem behaviour



ODD or Trauma?



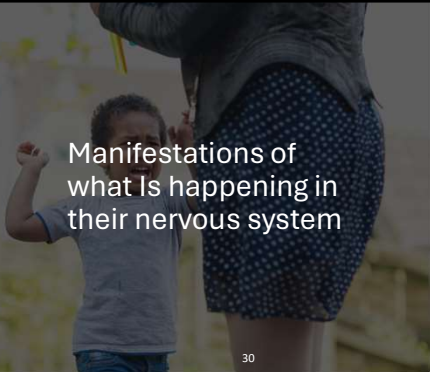
Consider problem behaviours related to trauma

- Predictable outcome: safety for the nervous system
- Getting close is uncomfortable – easier to disrupt the relationship (because they are scary and painful)
- Distracts from uncomfortable feelings
- Less vulnerable



What are behaviours?

Manifestations of what is happening in their nervous system



Brain in high stress state = amygdala kicks in and becomes a stop sign for Information

➤ Intense emotions

➤ Behavioural and emotional outbursts

➤ Impulsivity

➤ Rigidity

➤ No self-reflection

➤ Unable to take perspectives

➤ Disengagement

Signs of stress

• Low mood, anxiety, pessimistic

• Bored

• Easily irritated and moody; overreact

• Low self-esteem

• Poor sleep, overly tired

• Avoid responsibility

• Avoid interacting with others

• Nervous habits (e.g., picking)

• Frequent headaches/stomach-aches

• Clingy or social avoidance

Internalizers

(increase their own distress)

Externalizers

(increase others' distress)

Stress

• Teens report more stress than adults juggling all the demands imposed on them

• More expectations

• More homework

• More deadlines

• Less resources

• Fewer breaks/recess

• Appearances

peer pressure

group

people

behaviour

school

group

pressur

people

behavi

community

young

risk

strength

high

Wave

adolescents

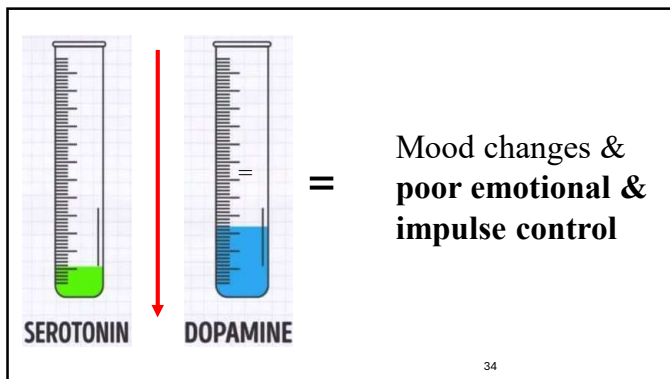
like

schools

clique

including

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Already increased stress responses
= increased vulnerability to stress


Add any more:

- Effects learning and memory
- Greater risk for other mental health problems
- Greater risk of emotional trauma
- Increased stress-induced illnesses
- Alters the maturation of brains
- Compared to adults, unable to cope
 - Effects can be long-lasting and even *irreversible*

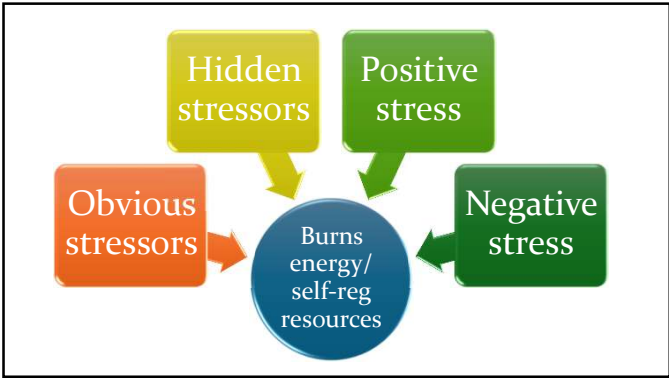
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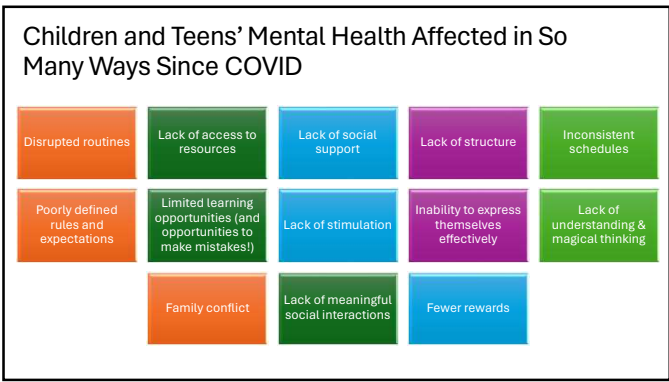
Impairs Daily Functioning in All Areas

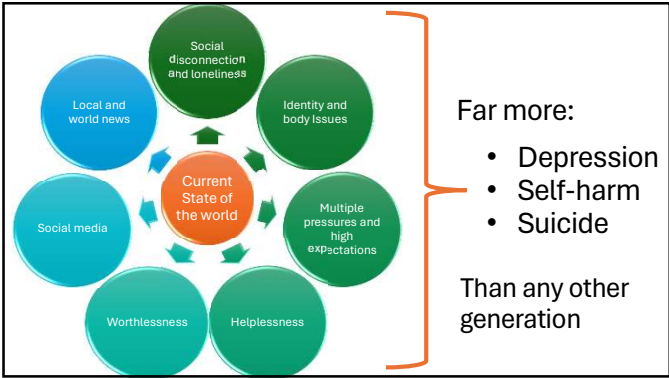
- Sleep!!!
- Academics
- Social interactions
- Happiness and outlook
- Family relationships
- Doing things/going places
- Nutrition
- Self-care
- Independence



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Effortlessly Perfect



Overachieve
academically



High expectations
in all areas of life



Expectations to
be happy



Perfection



School
achievement



Appearance



Happiness



Perfection



Masculinity norms



Expectations to
succeed



Limited opportunities
to express emotions



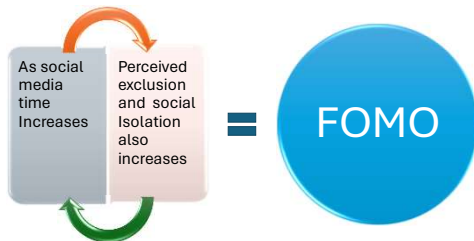
Limited meaningful
male friendships



Self-esteem

- False messages to avoid rejection
- So happy!
- So beautiful!
- “Likes” worsens self-esteem
 - Others won’t like the “real” them.





Massive-Scale Emotional contagion

- We begin to experience the same emotions as others without our awareness
- Long-lasting moods (e.g., depression) can be transferred through social networks

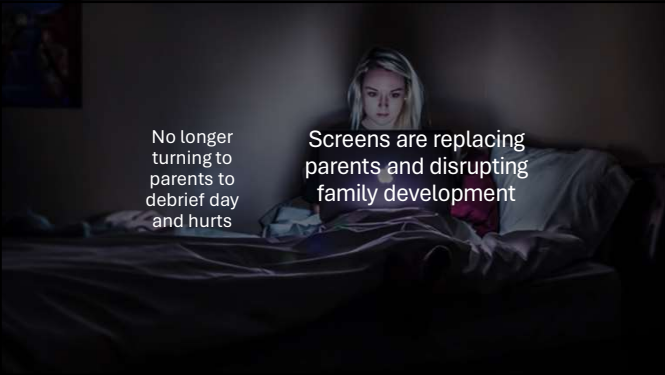




Most important relationship for bonding and overall development

- Discovering:
- Self
- Values
- Personality
- World

Family Connection

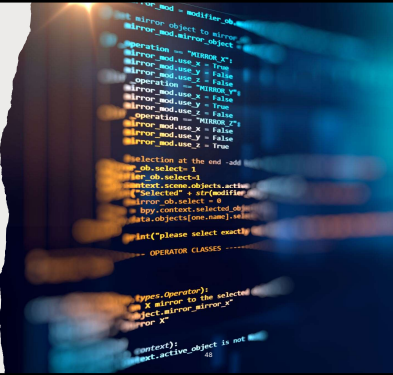


No longer turning to parents to debrief day and hurts

Screens are replacing parents and disrupting family development

Technostress

- Hard to detach = chronic stress
- Shame & stigma if not connected

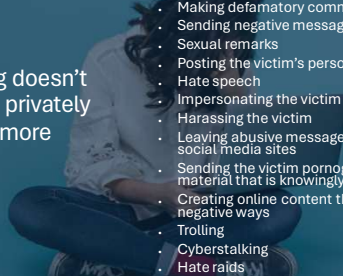


Digital Immigrants vs. Digital Natives

No issue big enough to risk being disconnected



Bullying doesn't happen privately anymore



- Sending unsolicited and/or threatening e-mail.
- Encouraging others to send e-mail or to overwhelm the victim
- Posting/spreading rumours.
- Making defamatory comments online
- Sending negative messages
- Sexual remarks
- Posting the victim's personal information
- Hate speech
- Impersonating the victim online
- Harassing the victim
- Leaving abusive messages online, including social media sites
- Sending the victim pornography or other graphic material that is knowingly offensive
- Creating online content that depicts the victim in negative ways
- Trolling
- Cyberstalking
- Hate raids


No exceptions: ALL screen time is linked to less happiness.



- More screen time =
- School struggles
- Loneliness
- Depression
- Suicidal thinking




Oppositional Defiant Disorder

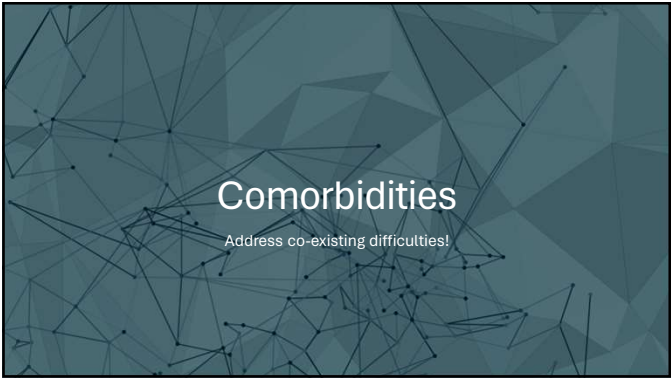


Problems with the self-control of emotions and behaviours

Angry or irritable mood
Argumentative or defiant behaviour
Vindictiveness toward others.



Cause distress for themselves and/or others in their immediate social context and/or impairs their functioning



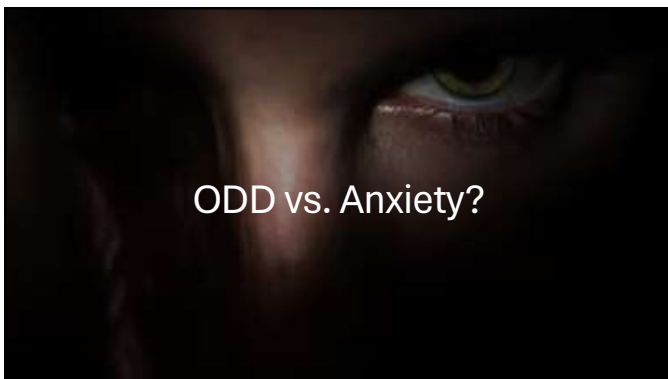
ADHD

- Core deficit: Self-regulation
 - Hard to manage emotions & behaviours
 - EF deficits
- They do try their best and really do want to be successful.
- They gave it their all and still don't meeting expectations.
 - It's easier just not to try at all then.



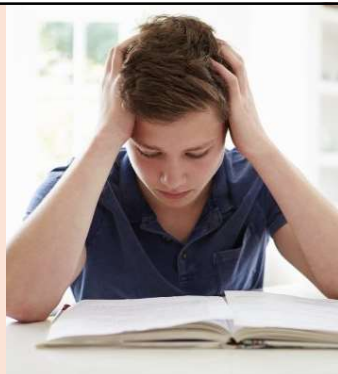


Anxiety



ODD vs. Anxiety?

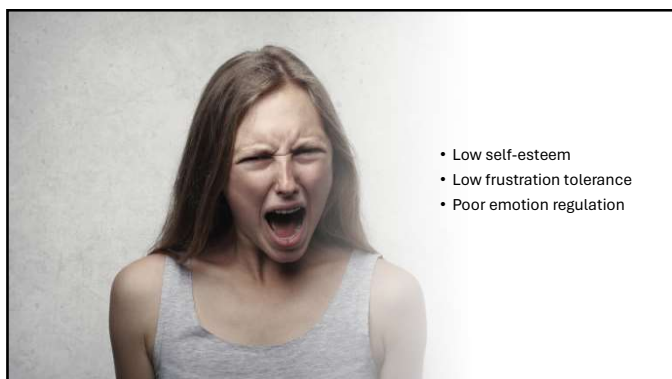
Depression



Behind every mad kid is
a scared and/or sad kid.



- Low self-esteem
- Low frustration tolerance
- Poor emotion regulation



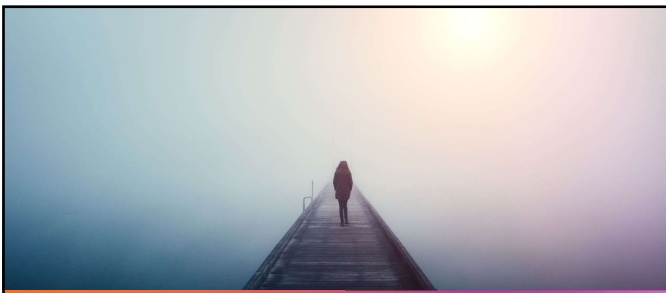
Learning & Language



Address behavioural concerns



Create successes and build confidence as a learner




Attachment

Trauma

ASD

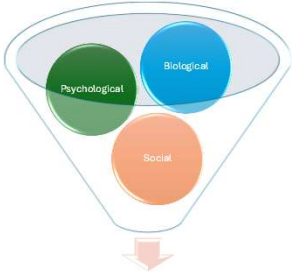
- Identify and understand ASD and accompanying needs
- Safe environment





Sensory & Medical Needs

Nature vs. Nurture?
Which causes behaviour problems?



Behavioural outcomes

Brain Differences Influence Social Learning

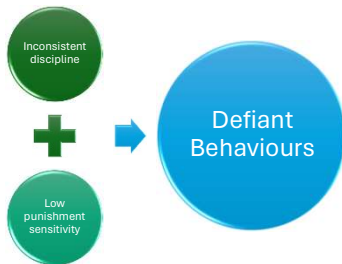
- Socialization hard
 - Low fear levels
 - Low sensitivity to rewards make
 - Reduced amygdala volume and activity (OR increased activity in response to negative stimuli)
- Stimulation seeking
- Poor cognitive control

(Matthys et al., 2013)

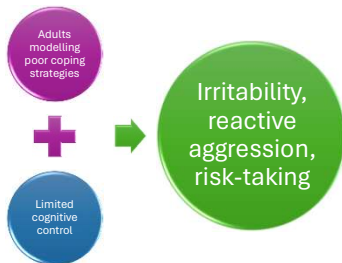
Hard to learn from their behaviours

- Not processing reward and punishment cues, which leads to impaired decision-making
 - Not learning appropriate behaviours
 - Unable to avoid inappropriate behaviours
 - Cannot manage emotions, leading to reactive aggression

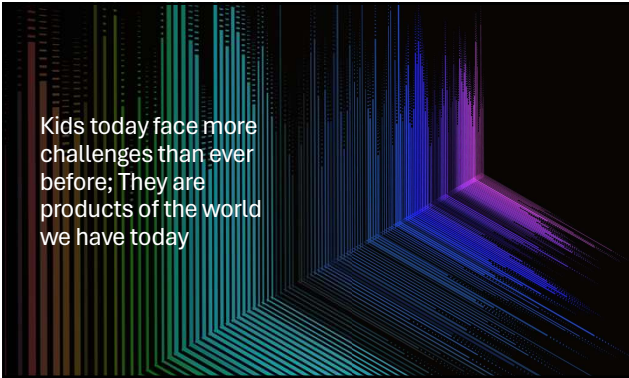
Role of Environment on Biology




Role of Environment on Biology



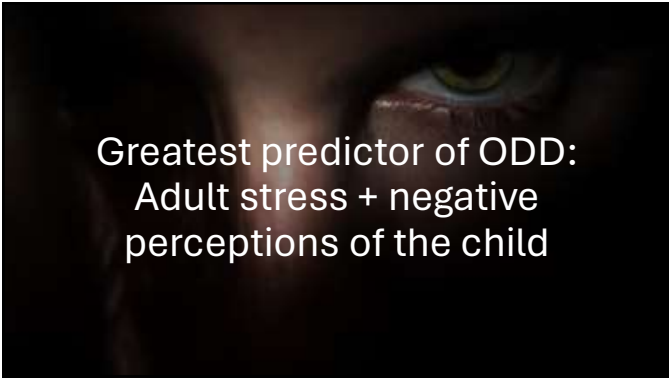
Kids today face more challenges than ever before; They are products of the world we have today






Behaviours do not exist in a vacuum

Diagnosis should NOT be given if it can be explained by other things!




Greatest predictor of ODD:
Adult stress + negative
perceptions of the child



A glowing yellow lightbulb with a black cord, set against a solid yellow background. The lightbulb has several short black lines radiating from it to represent light.

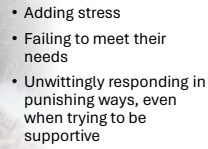
Caution!

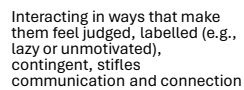
- Behaviours do not exist in a vacuum
 - Diagnosis should NOT be given if it can be explained by other things!
 - Can it be a diagnosis/problem within the child if the greatest predictors are external? And when external changes make things better?

A man and a woman are shown from the side, standing close together. They are both tied with thick, brown ropes that wrap around their bodies and arms, symbolizing being "tied together" or "in the same boat". The man is wearing a dark vest over a light shirt, and the woman is wearing a blue top. They are standing in front of a grey background with a large white circular arc.

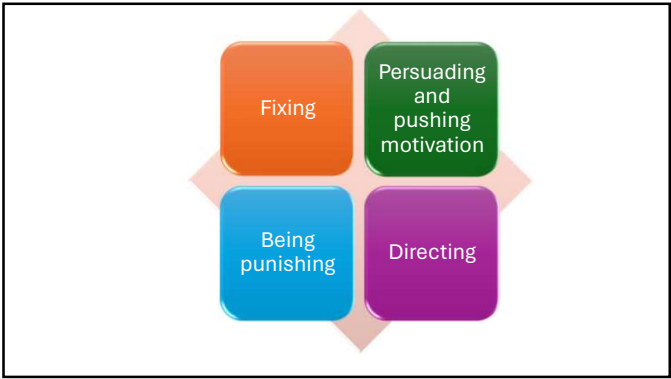
Get Out of the Traps

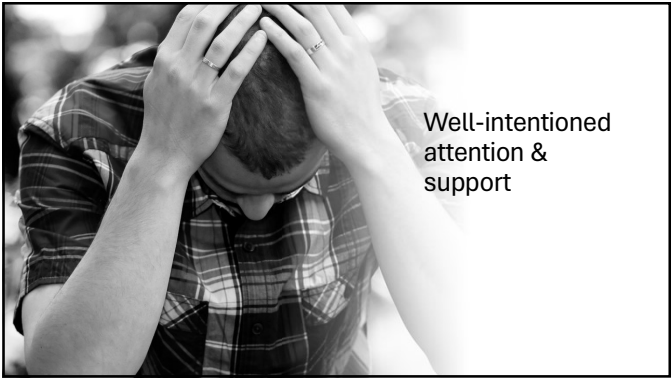
This alone can make all the difference in the world

[illegible]







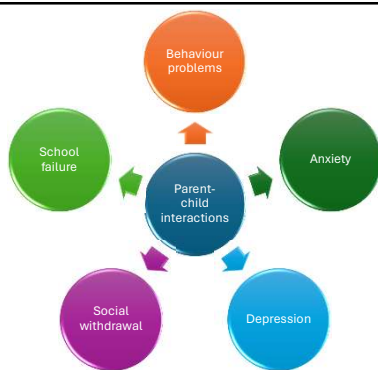


Unsolicited Support vs. Perceived Support

- Swooping in can:
 - Undermine the equity in the relationship
 - Create a sense of obligation
 - Independence and self-esteem threatened
 - Feel invalidating
 - Seem unsympathetic
 - Shut down communication



Talking too much or asking lots of questions



Family Dynamic Traps & Outcomes

Connection Disruptors

- Frequent arguing
- Inconsistent rules
- Lack routines or structure
- Triangulation
- Parental over involvement
- Nagging (even to change health related behaviours)
 - Exercising
 - Taking medications

Child outcomes

- Feel threatened (externalizing behaviour)
- Self-blame (internalizing behaviour)
- Poor models for coping
- Lack of trust
- Few resources
- Blunted reactivity – unable to respond effectively to stress
- Lifelong health problems

Parent emotion-related behaviours

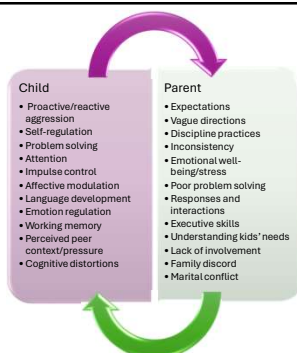
Adaptive child emotion outcomes

Safe environment
Supports
Validates
Perspective taking
Own emotion regulation

Criticizing
Minimizing
Punishing
Own emotion dysregulation

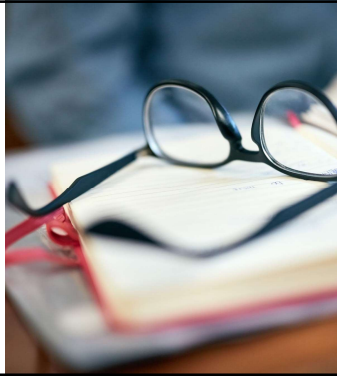
Child emotion dysregulation

Compatibility

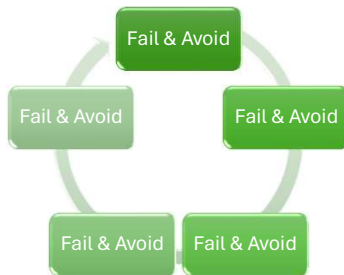


School settings

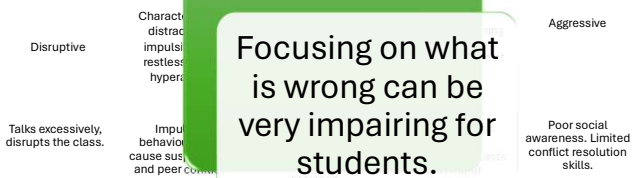
- Mismatch in demands and needs



If they aren't experiencing success or getting their needs met, they become even more vulnerable



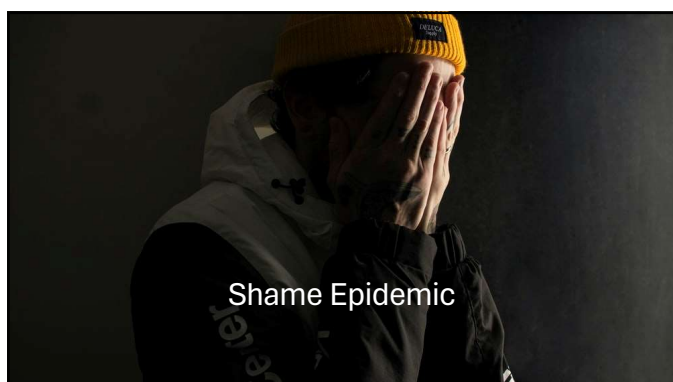
Caught in stress and lack and deficits



Behaviours Related to Identity

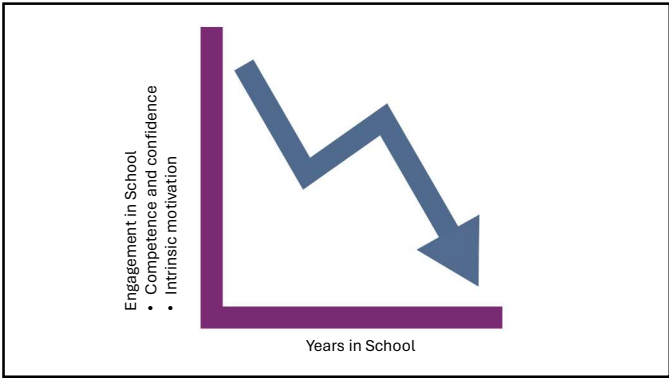
- Identity and self-concept are co-created!
- Self-evaluation is based on their experiences and others' appraisals
- What are the consistent, repeated cues they receive over time?

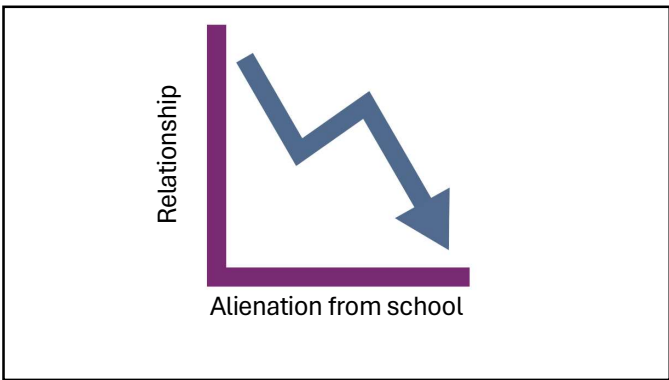


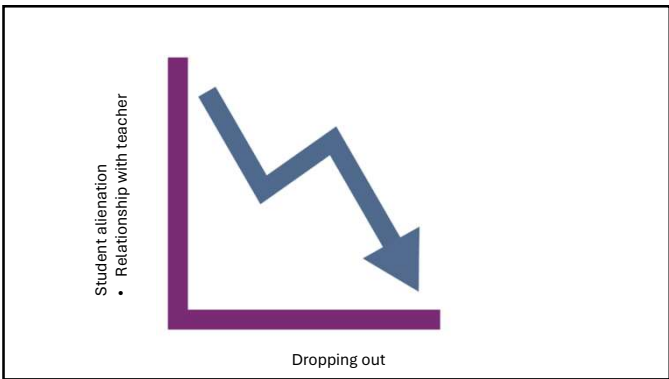


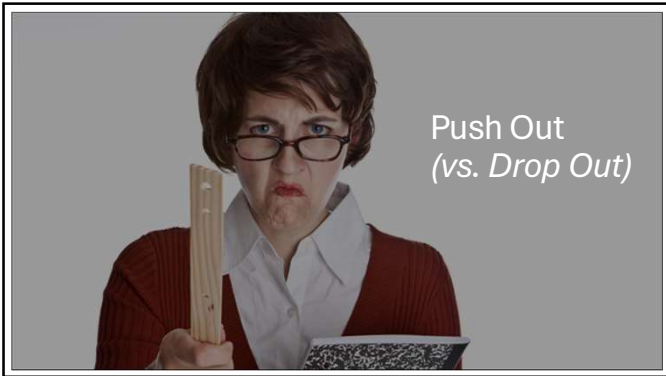
Disengaged Students: 20%





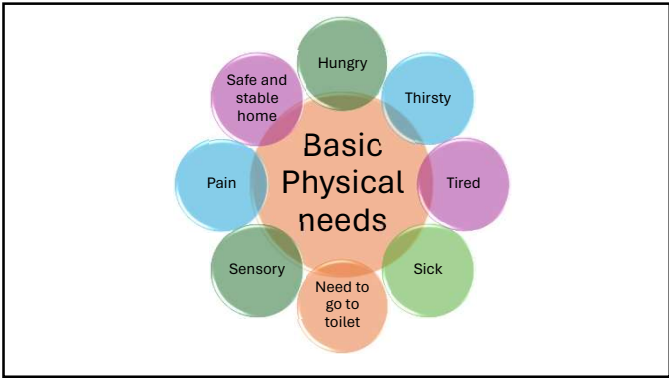




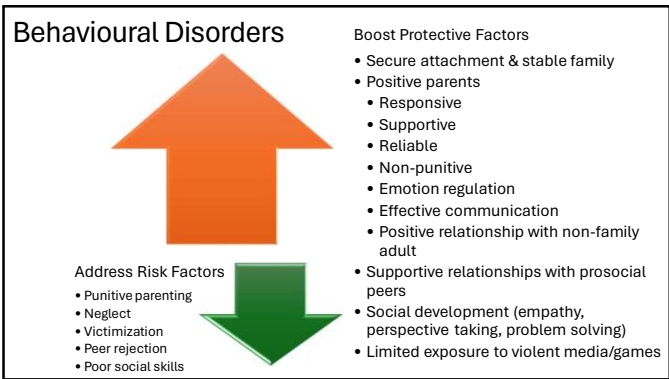


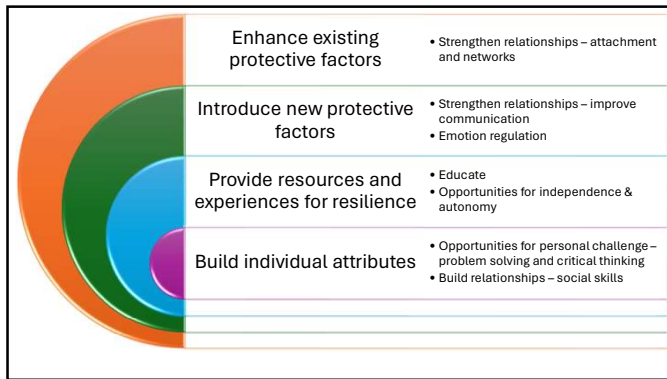












Promote Protective Factors Enhancing Resilience	
Relationships	Mentors, teachers, coaches, extended family, family friends
Identity	Use talents, experience respect, self-worth
Agency & Control	Opportunities for belonging and contribution
Social Justice	Laws, anti-discrimination
Access to material resources	Housing, basic needs, jobs,
Belonging & Contribution	Experiences at school, on sports teams, religious institutions
Cultural adherence	Cultural spaces, diverse curriculum

Promote Family Protective Factors Enhancing Resilience	
Supportive Caregiver Relationships	Consistent, supportive, and model prosocial behaviour.
	Engage in own self-care for optimal functioning
Safe and Structured Home Environment	Safe, predictable, nurturing, and meet basic needs
	Structured, predictable routines
	Enjoyable family activities
	Relationships with positive, stable, and safe influences for the family
Opportunities to Navigate Adversity	Opportunities to cope and solve problems on their own
	Not being overly protective
Open Communication	Feel valued and understood
Positive Family Relationships	Emotional Warmth and Affection

Promote Community Protective Factors Enhancing Resilience

Positive Community Relationships	Consistent, supportive, and encouraging. Teachers, coaches, neighbours, family friends, counsellors, cultural role models
Supportive Peer Networks	Healthy relationships (mutual respect, trust, effective emotion regulation, kindness)
Access to Quality Education	Inclusive, supportive, and adaptive to their needs
Safe and Inclusive Community Spaces	Comfortable to interact, play, and learn together
Community Services and Support Systems	Access to physical and mental health care and other services
Cultural and Recreational Activities	Enhances sense of identity, belonging, and resilience Connecting with heritage and explore new interests



Identify (& Minimize) Risks

- What system (e.g., individual, family, school, or community)
- What effects do the risks have on the student?
 - Do kids blame themselves?
 - Negative self-talk?
 - Poor emotion regulation?

Not interested in the subject

- Make it interesting

No ownership over learning

- Give ownership over learning

Perceived workload overwhelming

- Make the work perceivably manageable

Lack of confidence

- Promote confidence

Anxiety

- Promote resilience

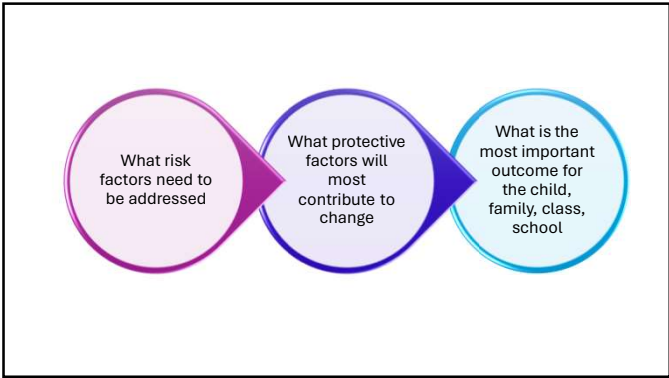
Relevance

- Get buy-in. Rationales & relevance

Self-identity

- Contribute to empowering identities

Relationship with teacher









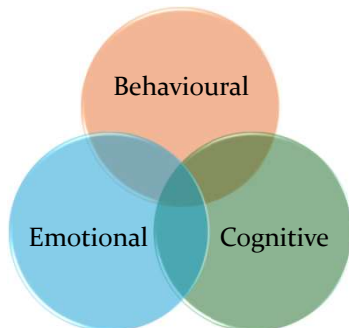
Self-Regulation

The ability to process and manage thoughts, feelings, impulses, and behaviours

To adjust, we need to be aware of:

- Changes in our environment
- How we are feeling
- How we are behaving
- How to respond adaptively when upset
- How to be flexible and adapt to a situation
- How to resist an emotional outburst

Interconnected domains



- Plan
- Prioritize
- Time management
- Break tasks down
- Remember goal (vs. going to friend's house)
- Knowing what to do when
- Knowing what strategies work best
- Knowing how one learns best

Cognitive

- Manage stress
- Stay calm to focus
- Manage disappointment or self-criticism

Emotion

Affects attention and motivation

Behaviour

Emotion

Actively tolerating and managing uncomfortable feelings effectively. Awareness and understanding of feelings.

Cognition

Attention, executive functions, perspective taking, problem solving, decision-making

Executive Functioning & Self-regulation

Range of skills that help kids be adaptable and flexible to various situational and social demands

Is voluntary and effortful response to adapt to a situation or meet a certain goal (flexibility key!)

Executive Functions (EF)

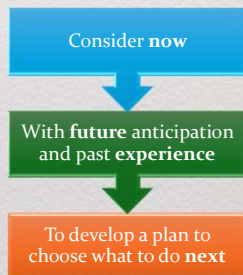
- Brain-based skills important for everyday functioning
 - Help us to decide what tasks we will pay attention to and which ones we will choose to do

EF

EF



EF Helps Us



Impulsivity

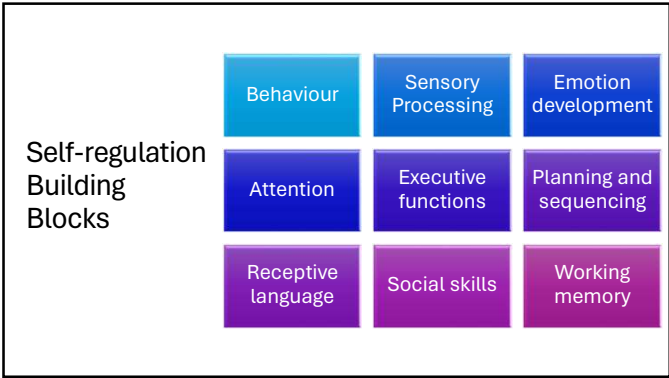
Hard to control **overwhelming** *immediate* need

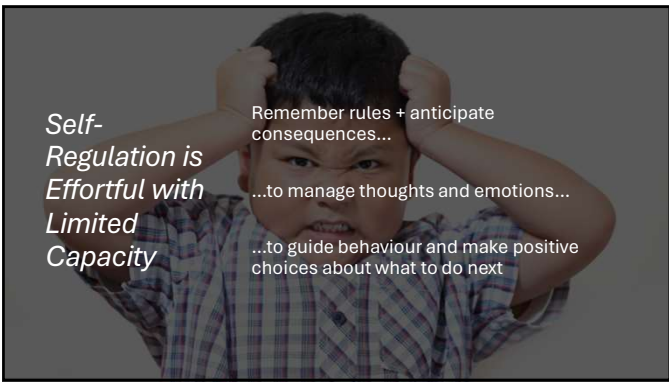
Driven toward: *immediate*, predictable, frequent, ongoing, and meaningful consequences (not long-term goals)

Repeat offenders

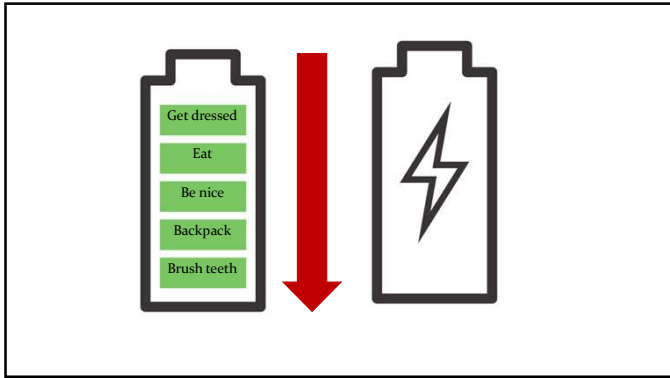
Difficult to think about actions/consequences












Energy Depletion

Problematic when stress exceeds resources

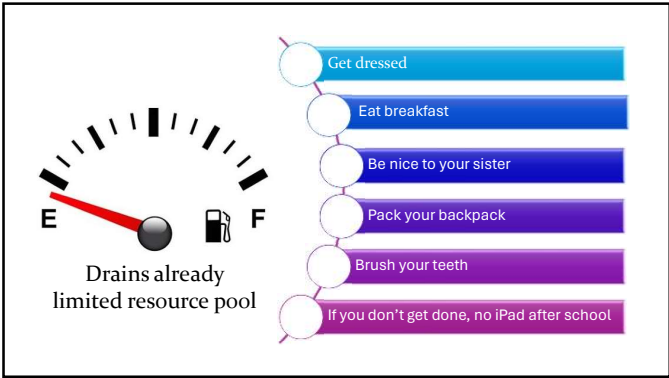
- Cannot self-regulate
- Some completely withdraw
- Others will do anything to get adrenaline rush
- Many will do what they can to avoid and save face



Which Leads to Behaviours

- Intense emotions
- Behavioural and emotional outbursts
- Impulsivity
- Rigidity
- No self-reflection
- Unable to take perspectives
- Disengagement

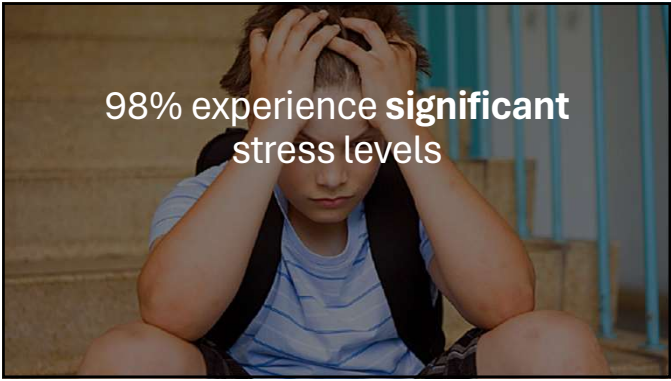




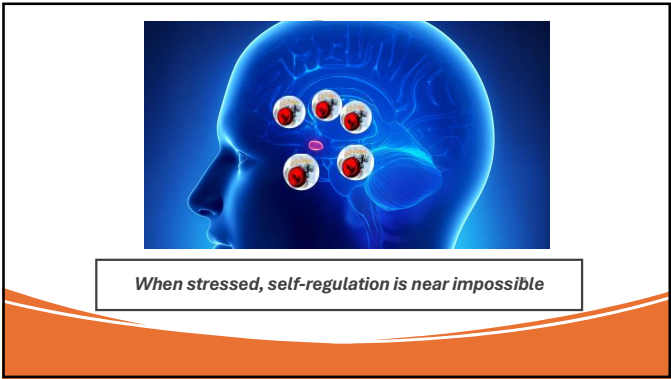
Self-regulation Difficulties

- Subjective reactions to events
- Difficulty covertly emoting and motivating themselves
- Difficulty with delayed gratification
- Difficulty with perseverance
- Sensory sensitivities
- Day dreaming
- Tired easily
- Poor attention and easily distracted
- Poor motor skills
- Poor sleep
- Picky eater
- Hygiene tasks distressing
- Seek movement/pressure
- Poor social communication
- Rigidities
- Immature & social difficulties
- Emotional roller coaster






98% experience **significant** stress levels



When stressed, self-regulation is near impossible

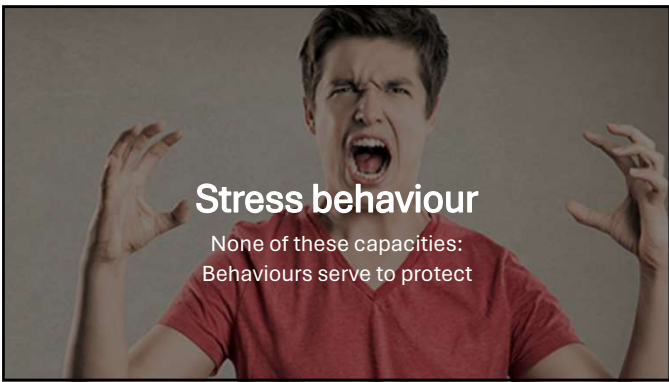


Misbehaviour vs.
Stress behaviour



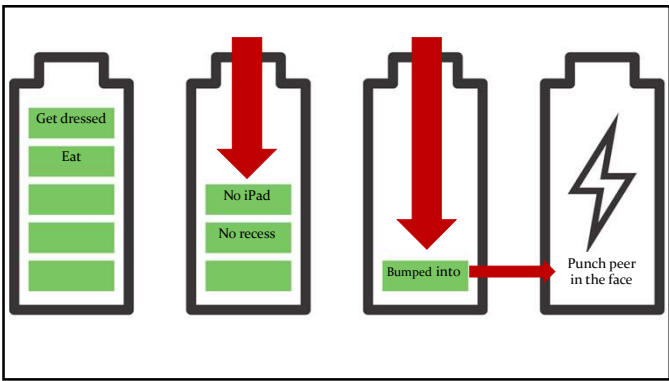
Misbehaviour

- Aware of behaviour and rules
- Within their capacity to act differently



Stress behaviour

None of these capacities:
Behaviours serve to protect





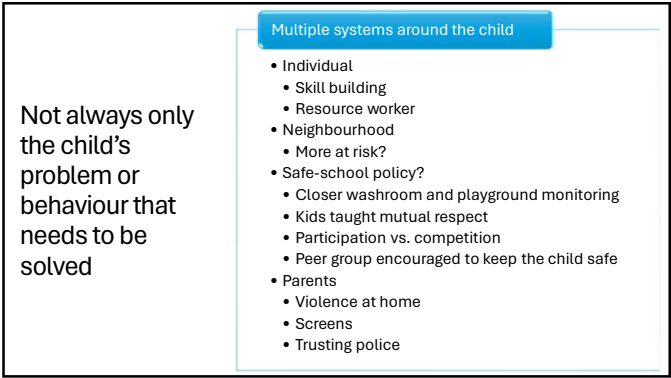


What is your response?

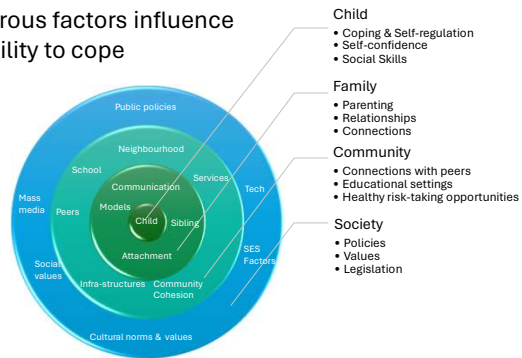
- Consequence the child?
 - Delinquency program
 - Suspension
- Teach skills?
 - Emotional intelligence
 - Anger management
 - Problem solving







Numerous factors influence the ability to cope



Multiple Systems

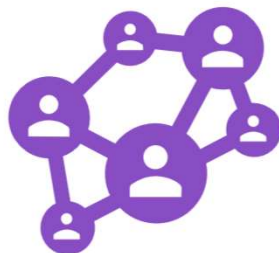
Not only the child's problem or behaviour that needs to be solved

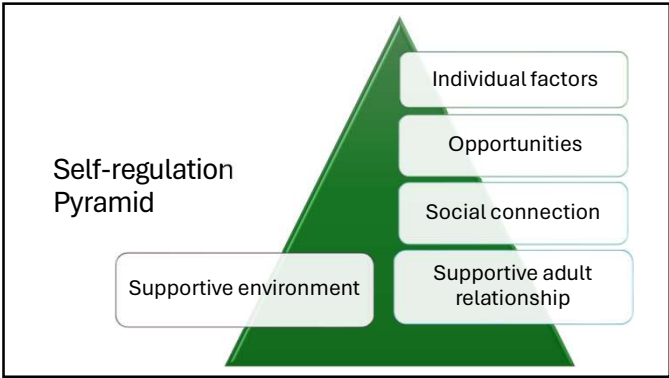


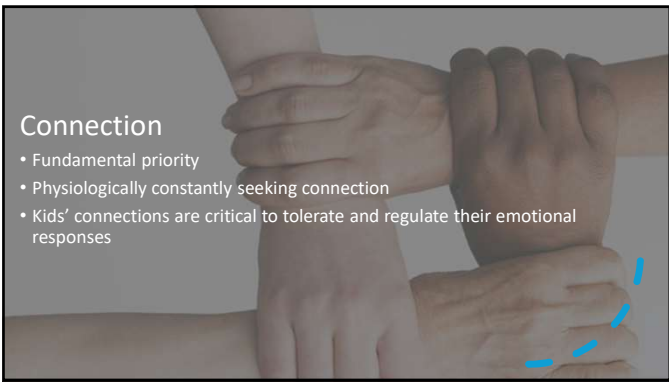
Self-regulation Is a process

Motivate students to change behaviour by:

- Changing their environment
- Improving relationships
- Creating opportunities for them to succeed

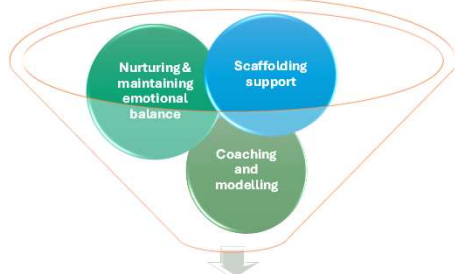




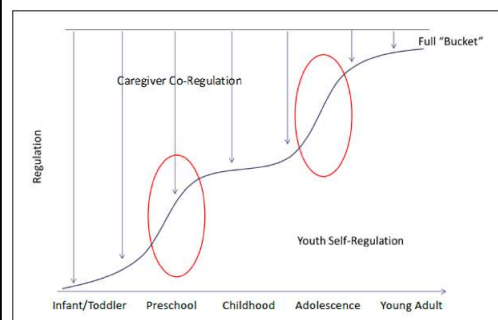




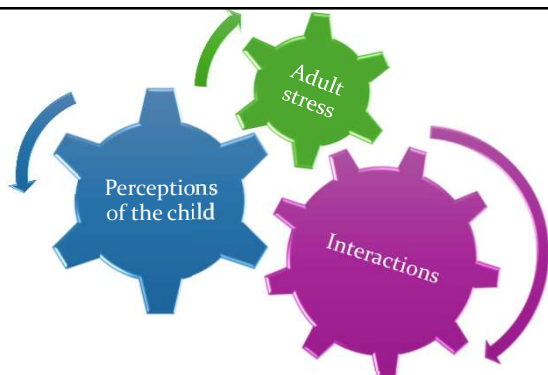
Keys to success: Co-regulation

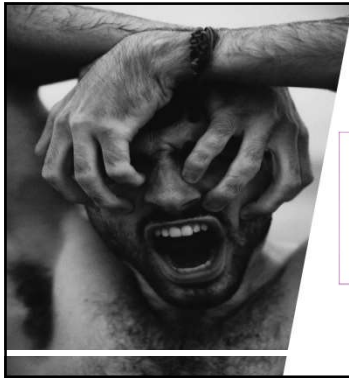


Effective adults help kids understand and adjust their thoughts, feelings, and behaviours. Help maintain balance.



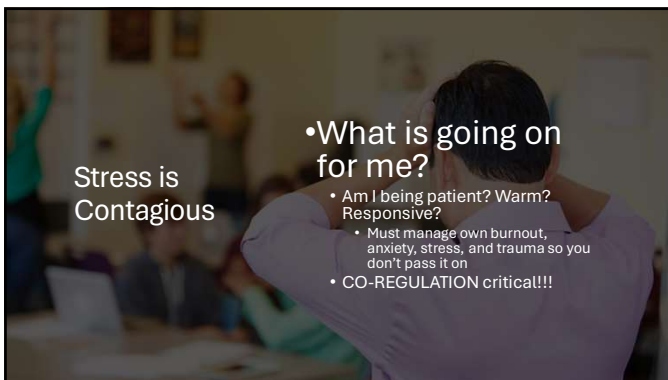
If not filled,
affects
emotional,
cognitive,
and
behavioural
outcomes





Adult co-regulation
and emotion control

- Avoid passing own stress on to kids!!!



Stress is
Contagious

• What is going on
for me?

- Am I being patient? Warm? Responsive?
- Must manage own burnout, anxiety, stress, and trauma so you don't pass it on
- CO-REGULATION critical!!!



Feeling Safe
Where do
they run to?

You can directly influence the
degree of safety or degree of
threat kids experience

Need to
manage our
own stress,
perceptions
&
responses
so we can
provide:

Choice

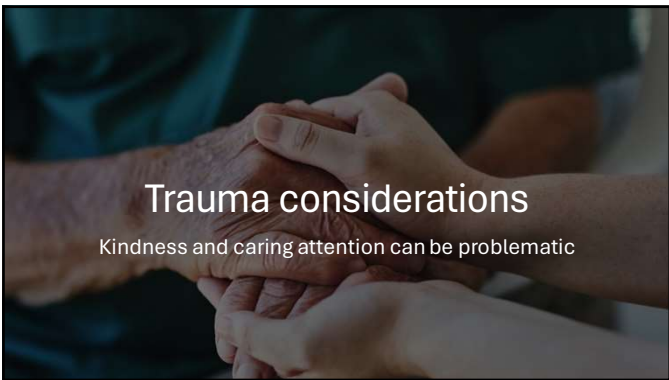
Context

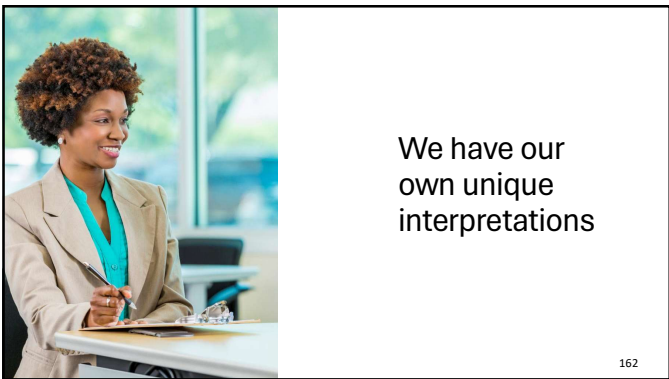
Connection

Choice

- No control = fight/flight
- Builds connection
 - Choice stimulates inner security (inner wisdom)
 - Empowering (we trust their own expertise and internal resources)
- Small choices in interactions
- Choice through eliciting their inner wisdom
 - Get meta!
 - Get mindful (noticing now) & follow that











Collaborate!

- Always remember everyone has different experiences.
- Create a guide and get *them* to lead



What do you need from others when dysregulated?

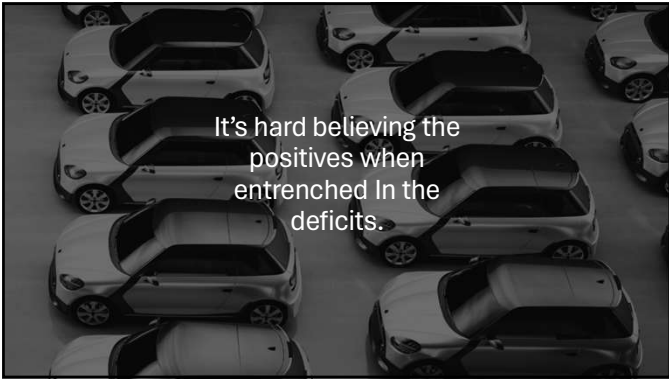
We all need different things when we're distressed



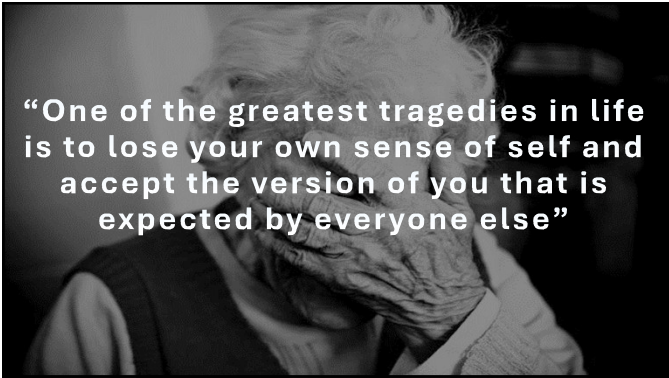
Interpersonal
Expectancy
Effects

Rosenthal & Jacobson, 1966

- Positive teacher expectations can significantly enhance student performance and intellectual growth
- Positive expectations beyond the classroom



It's hard believing the positives when entrenched in the deficits.



“One of the greatest tragedies in life is to lose your own sense of self and accept the version of you that is expected by everyone else”

Reframe

Thoughts about the child and
their behaviours



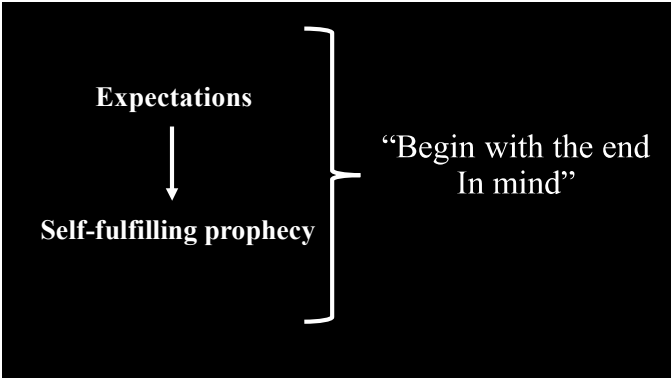
The things that often frustrate adults

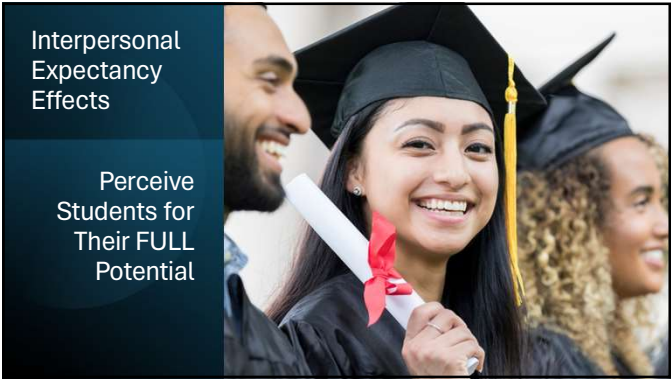


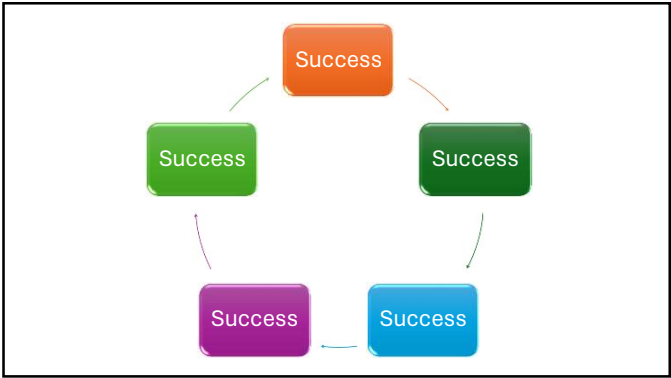
Are often some of their greatest strengths.

Bossiness
Aggressiveness
Argumentative
Stubborn
Easily upset

- LEADER
- ASSERTIVE (knows and gets what she needs)
- Strong conflict resolver and negotiator
- Persistent
- Emotionally expressive (easier to help and quicker to recover!)







Consider skills to develop vs. problem



Instead of:

Oppositional
Only if wants to
Narcissistic
No empathy
Lazy
Sloppy
Loner
Doesn't prioritize



Might be difficulties:

Flexibility
Know what is important
Theory of mind
Subtle social cues
Initiation
Fine motor skills
Social understanding
Seeing big picture

Change lenses

- Where is the good?
- Books open?
- Successes?



Focus on the most important

- What else is important?
Connection vs.
disrupted afternoon





Adjust expectations

- What can they do?
- How important is this?
- How else can this be done?
- What else can be done?



Create Positive energy

- Look forward to tasks that you dread



Lots of Rejection in the World

Our job is to recognize behaviours for what they are and create a sense of belonging and connection wherever we can. This is the basis of every strategy we use in any context.

PAPER TIGERS

One high school's unlikely success story.


ODD or Trauma?

Having just ONE dependable and caring adult offset negative outcomes (i.e., behaviours)



The only real behaviour management you need.... Strong Relationship

Relationship Major Protector Factor



- Positive physical and mental health
- Motivation
- Academic outcomes
- Academic self-efficacy
- Reduces risk outcomes
 - Violent behaviour, School failure, Substance abuse, Depression and other mental health challenges, Suicidal ideation, Unwanted pregnancy
- Major predictor of long-term happiness

Teacher Relationship

- Promotes emotional well-being
- Reduces problem behaviours
- Improves school liking and engagement
- Provides a sense of belonging

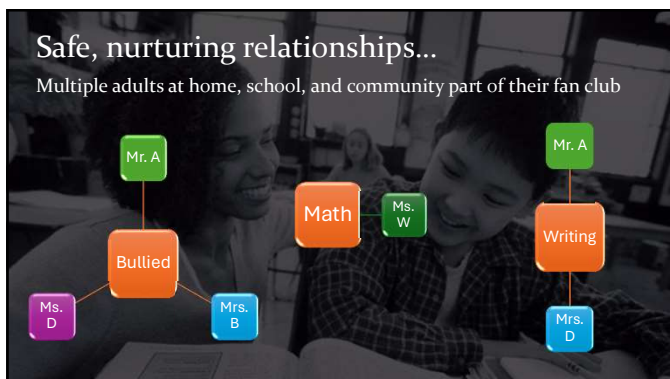



- Critical difference in outcomes for kids with behaviour difficulties
- Greatest predictor of long-term happiness
- More predictive than ACEs



Safe, nurturing relationships...


Multiple adults at home, school, and community part of their fan club





Relationship: How do you show up?

One small change in your interactions can be a gamechanger.




You have less than 6 minutes

- Kids need to feel liked and respected
- What can you DO to strengthen your relationship with your students every day?

Greet Students Every Day!

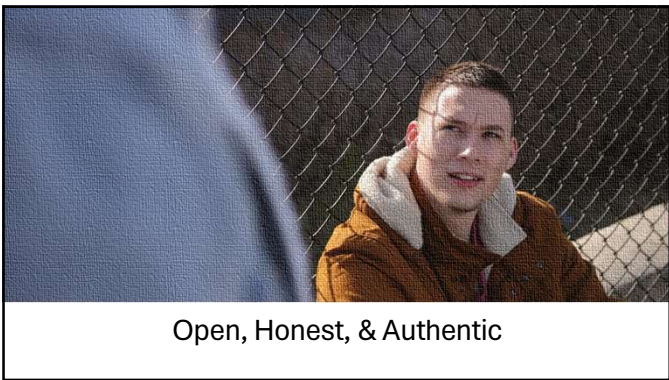
A positive start to class greatly improves engagement and behaviours

- Stand just in/outside the door or go around the room
- Greet each student positively
- Say their name
- Have a short positive interaction
- Follow student's lead
- Handshake, fist bump, high five, pinkie shake
- Direct them to the first activity
- Specific praise to reinforce desired behaviours

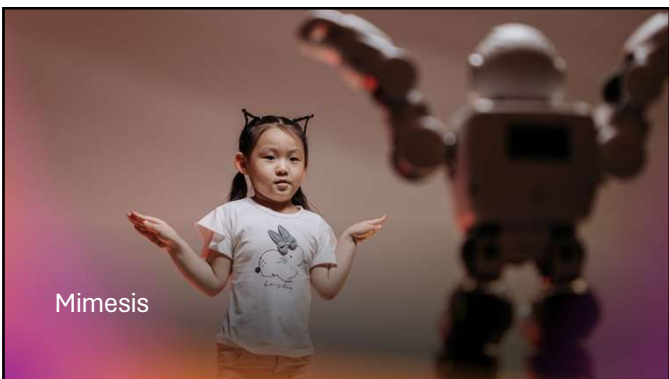




Countercondition

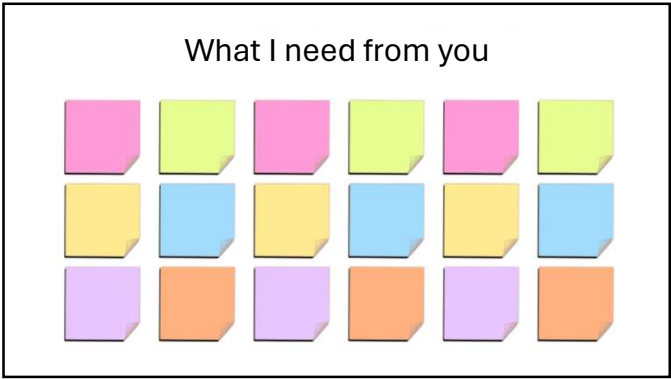


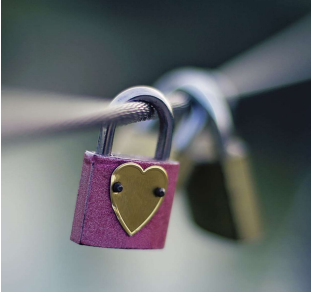
Open, Honest, & Authentic



Mimesis







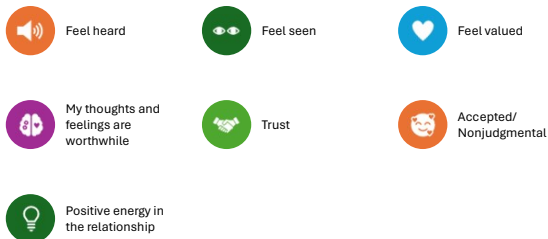
Key to Success:
Boosting OUR Qualities

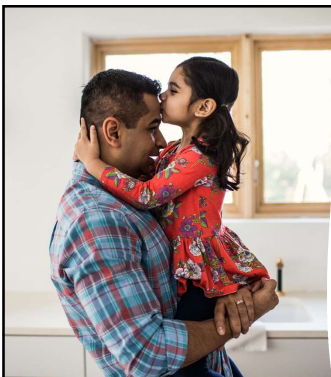
- Passion for helping: Patience and Perseverance
- Adaptability and Agility
- Respect and Reciprocity
- Trust and Transparency
- Honesty and Humility

Key to Success: Emotional Support

Positive climate	Adult sensitivity	Regard for student perspectives	Flexibility
<ul style="list-style-type: none"> Overall (positive) emotional tone of the classroom Connection between teacher and students Minimal negativity (e.g., anger, irritability, aggression) 	<ul style="list-style-type: none"> Responsiveness to student needs (e.g., Academically, emotionally) 	<ul style="list-style-type: none"> Student interactions and activities focus on student's interests, motivations, and point of view (vs. teacher driven) Listen Ask open-ended questions 	<ul style="list-style-type: none"> Minimize rigid structure and regiments at the expense of the student's interests and/or needs

Open Supportive Communication = Connection





Open & Supportive Communication

Cornerstone for behaviours while fostering resilience & emotional intelligence

- Can express thoughts and feelings openly
- Confident to seek support
- Navigate challenges collaboratively
- Shapes a child's understanding of the world and themselves

Connection to Action



Listening



Demonstrating understanding



Valuing their perspective & what's important to them



Responding consistently



Demonstrating warmth and positive regard

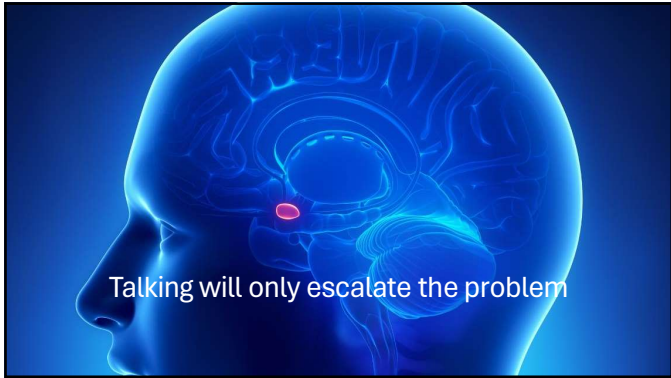


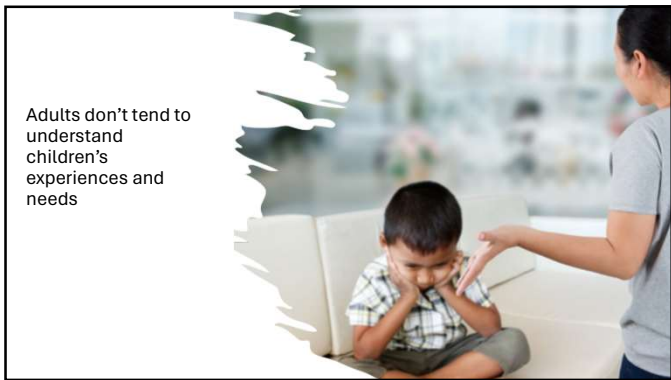
Meet THEIR needs

Effective Communication

We assume they come to talk to us for our advice.







Understanding Perspectives

- We use different parts of our brain and will perceive situations
 - Must understand their viewpoint to provide effective support
- A well-functioning perception system is essential for accurately interpreting the environment.
 - Faulty neuroception = ODD diagnosis
 - Our kids' systems need recalibration
 - Safety
 - Acceptance
 - Validation



Our best intentions to make them feel better works against us

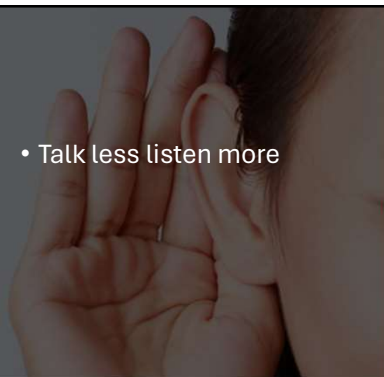
- We minimize or negate their feelings
- We excuse away their feelings
- Kids may believe we don't want to hear how they feel
- We might send the message we know best
- The benefit from our hindsight is lost
- We disrupt our connection with kids when we share advice or opinions

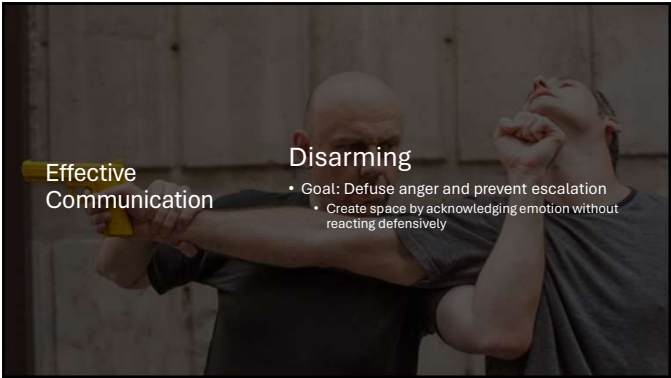
Emotion Coach



Effective Communication:
Become a Master Listener

- Talk less listen more

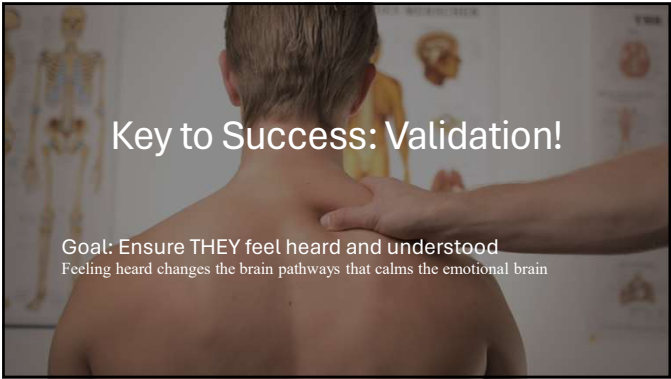




Effective Communication

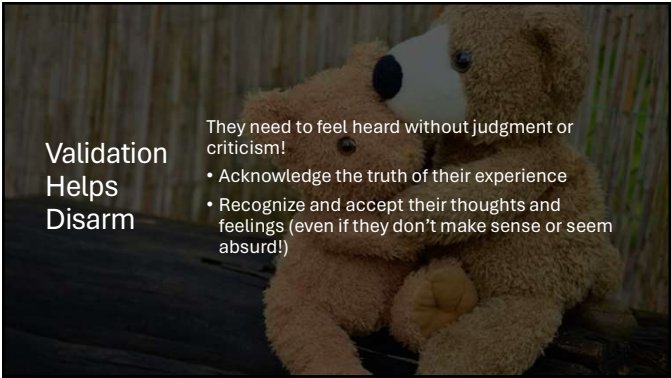
Disarming

- Goal: Defuse anger and prevent escalation
- Create space by acknowledging emotion without reacting defensively



Key to Success: Validation!

Goal: Ensure THEY feel heard and understood
Feeling heard changes the brain pathways that calms the emotional brain

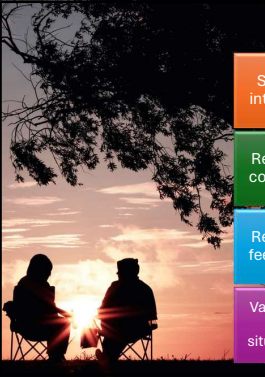


Validation Helps Disarm

- They need to feel heard without judgment or criticism!
- Acknowledge the truth of their experience
 - Recognize and accept their thoughts and feelings (even if they don't make sense or seem absurd!)

Effective Emotion Coaches

- Focus on connection & safety
- Empathy & Physical safety
- Validate & acknowledge
 - Ensure you got how they are feeling
- Be present with the situation yourself




Validation


Show interest	Eye level, full attention/no distraction Lean in & nonverbals Stay calm
Reflect content	Paraphrase Clarify Ensure you understand their perspective
Reflect feelings	Be hesitant! Acknowledge nonverbals Ensure you understand how they feel
Validate the situation	Makes sense, given this situation No wonder you feel this way!

Be prepared!

Let me see if I got that. You said...

Did I get it?

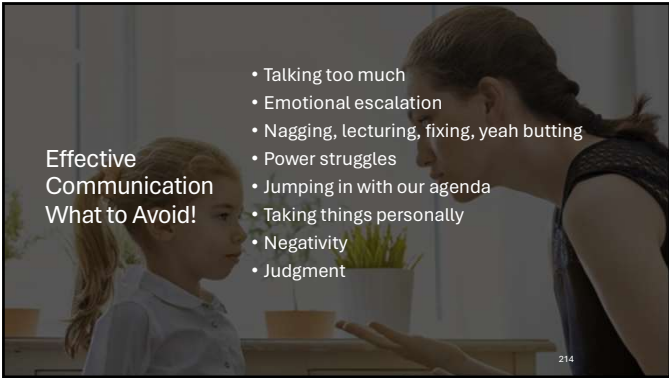
Is there more?

That makes sense...


Effective Communication

What to Avoid!

- Talking too much
- Emotional escalation
- Nagging, lecturing, fixing, yeah butting
- Power struggles
- Jumping in with our agenda
- Taking things personally
- Negativity
- Judgment



214




Effective Communication

You acknowledge their feelings

You acknowledge their perspective

Your attitude is respectful and caring

You respect their autonomy



Unhelpful Communication

You ignore their feelings

You ignore their perspective

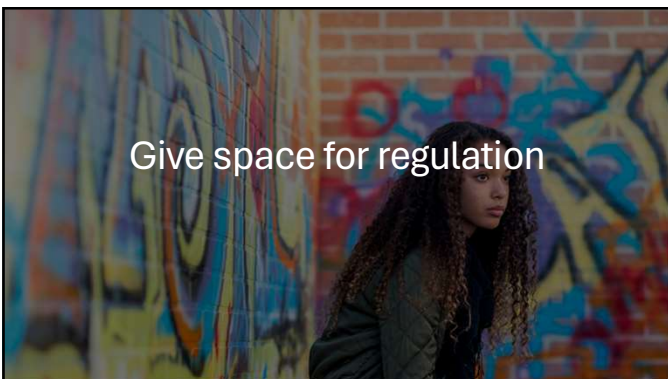
Your attitude is not respectful and caring

You try to lecture, teach, or fix the situation

We know we are listening when we are changed by what we hear







Connection: Stay present

Big emotions disrupts their ability to stay present and connected

- We must create the space to do this
- Our presence alone is often better than words



When Emotions Overwhelm

During a Meltdown

- Remain calm and neutral
- Create safety
 - Eye level
 - Soothing tone
 - Disengage but remain close for support

After a meltdown

- Acknowledge and praise
- Validate and empathize
- If calm
 - Work through it collaboratively
 - Lessons learned
 - Function of emotion
 - What's next

Using nonviolent
and responsive
communication
Always remember

- Focus on connection
- Connect before correct!



Seven deadly habits

- Criticize
- Blame
- Complain
- Nag
- Threaten
- Punish
- Bribe

Common Communication Traps	
Truth	You insist you're "right" and the child is "wrong."
Blame	You imply the problem is the child's fault.
Defensiveness	You argue and refuse to listen to the child's perspective.
Labeling	You call the child "manipulative" "a brat," or worse.
Sarcasm	Your tone of voice is belittling or patronizing.
Counterattack	You respond to criticism with criticism.
Scapegoating	You imply the child has a problem.
Diversion	You change the subject or list past grievances.
Self-Blame	You act as if you're awful and terrible.
Hopelessness	You claim you've tried everything and nothing works.
Demandingness	You complain when the child is not as you expect.
Helping	Instead of listening, you give advice or "help."
Problem Solving	You try to solve the problem and ignore feelings.
Passive-Aggression	You say nothing, pout or slam doors.

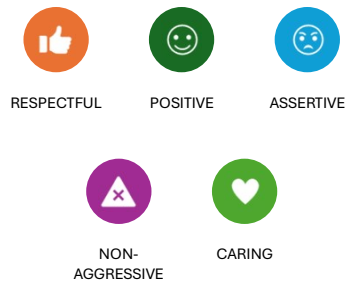



Taking it personally



They will
challenge you!

Even if they
challenge, we
still have to
work hard






They will challenge you !



Accepting & non-threatening




Disarming




Joining



Positive information





Validate and empathize



Motivational interviewing

No matter what,
they MUST believe:
We are on your
side!





They need to feel they
belong





Wired for connection


Motivated to constantly connect


- Permeates our thoughts, feelings, and behaviours
- We never doubt whether we belong with strong connections

Attachment

 Get creative! Typical approaches not helpful

 Lots of non contingent positive interactions

 Reframe

 Set them up for success

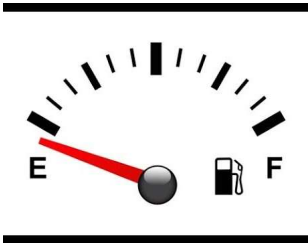
Safe environments
Mini-schedules
Choices



A child's greatest need
is to feel accepted and
valued just as they are

Problematic when stress exceeds resources: they will do anything to get adrenaline rush

Energy Depletion



When we have a strong relationship & know how to respond effectively

We can co-regulate

Self-regulation looks like:

Early Childhood (2-5)

- Brief attention.
- Use rules and strategies to guide behaviour.
- Delay gratification for longer.
- Perspective taking and empathy.
- Language begins to control emotional responses.

Early Childhood Co-regulation Considerations

Adult relationship

- Key for effective emotion regulation

Teach

- Expressing emotions & problem solving through direct instruction, modelling, and coaching

Label

- Observed emotions

Model

- Appropriate emotion management (e.g., self-talk)

Prompt & reinforce

- To follow the same process.
- Self-regulation supported through external consequences.

Role of language

Receptive and expressive skills related to executive functions and impulse control

- Parent verbal skills also predictive of impulse control

Language also important in learning strategies for self-regulation

- Explain rules and talk through problems
- Learn rationale for behaviours
- Interpersonal communication
 - Negotiate adult demands and peer conflict
- Verbal self-instruction to internal speech and later thoughts
- Label emotions helps appraise their experience and how to react



Early Childhood Co-regulation to Self-regulation

- Guided choices to promote a sense of control
- Establish consistent daily routines to provide a sense of security and predictability.
- Help children identify and label their emotions. Use stories or play to discuss feelings and appropriate responses to different situations.
- Engage children in play activities that require turn-taking and sharing to naturally teach self-regulation in a social context.
- Encourage them to solve minor problems on their own with verbal guidance, fostering early decision-making skills.

Early Childhood Co-regulation to Self-regulation

Ideas for in the classroom

- Visual and verbal cues to signal transitions between activities, helping children prepare for changes and reducing anxiety.
- Provide structured choices during activities to promote autonomy while ensuring the choices align with educational goals.
- Model appropriate social and emotional responses. Use role-play to practice these skills in a controlled setting, providing immediate feedback.



Self-regulation looks like:

Middle Childhood (6-12)

- Not a lot of growth
 - Still an important time for skill development for those with lagging skills
- Internal speech to guide behaviour.
- Reflecting on one's own thinking (to modify as needed).
- Increased self-awareness of behaviour. Attention, flexibility, controlling impulses and emotions
- Understand and respond to others appropriately.
 - Social problem-solving
- Self-regulation becoming more independent
 - Co-regulation still needed to manage difficult feelings, problem-solve social situations, and learn executive skills)
 - More space to make decisions and self-monitor within structure and consequences

Middle Childhood Co-regulation Considerations

- Adult relationship
- Teach problem-solving.
- Model conflict resolution.
- Provide time and space to manage emotions.
- Model, prompt, and reinforce developing skills.
- Encourage independence in task completion with external consequences as needed.



Middle Childhood Co-regulation to Self-regulation

- Explicit teaching of specific strategies for managing emotions and focusing attention.
- Scaffolding for complex tasks: step-by-step guidance, gradually reducing support as their skills improve.
- Positive reinforcement for desired behaviours that promote self-regulation.
- Problem-solve together, encouraging the child to generate potential solutions to problems they encounter, guiding them through the process of considering different options and consequences.

Middle Childhood Co-regulation to Self-regulation



Self-monitor and evaluate work and behaviour.



SMART goals.



Strategies for managing time and being more independent through the day.



Collaborative problem solving.

Middle Childhood Co-regulation to Self-regulation

Ideas for in the classroom

- Implement classroom management strategies that encourage self-regulation, such as a place to reset their battery or a point system for self-monitoring behaviour.
- Use group projects to teach cooperative skills, turn-taking, and conflict resolution, requiring children to regulate their behaviour in social contexts.
- Teach organizational skills directly, such as how to keep a tidy desk or use an assignment notebook, providing regular check-ins and support as needed.



Self-regulation
looks like:

Adolescence (13-18+)

- Increased focus, self-monitoring, and task completion.
- Strategies to manage distress.
- Reward-seeking.
- Poor decisions in the moment.



Adolescence Co-regulation Considerations

More reactive to stress

- Increase in reward sensitivity and sensation seeking
- Stronger than cognitive regulation
- Low impulse control
- Peer context increases risky behaviours
- Reduced avoidance behaviour
- Experimentation and novelty seeking

= Self-regulation is out of balance

More vulnerable to anxiety, depression,
and risk behaviours

Adolescence Co-regulation to Self-regulation

Adolescence

- Relationship
- Effective communication - always supportive so they feel safe to express and manage their emotion
- Invitations and seeds of guidance on coping mechanisms.
- Coach
 - EF skills & healthy stress management
- Collaboratively problem solve
- Encourage decision-making when regulated
- Set and review goals
- Set limits to reduce reward-seeking behaviours
- Monitor task completion



Adolescence Co-regulation to Self-regulation

- Encourage projects that require planning, research, and execution over longer periods.
- Teach and model effective time management strategies.
- Work with them to set personal goals related to self-regulation and actionable steps to achieve these goals.
- Gradually increase their autonomy over daily choices and responsibilities, providing guidance as needed while encouraging independent problem-solving.
- Foster an environment for open discussions about emotions and struggles without judgment, emphasizing collaborative solutions.
- Encourage self-reflection about their beliefs, values, and goals for identity development.

Adolescence Co-regulation to Self-regulation

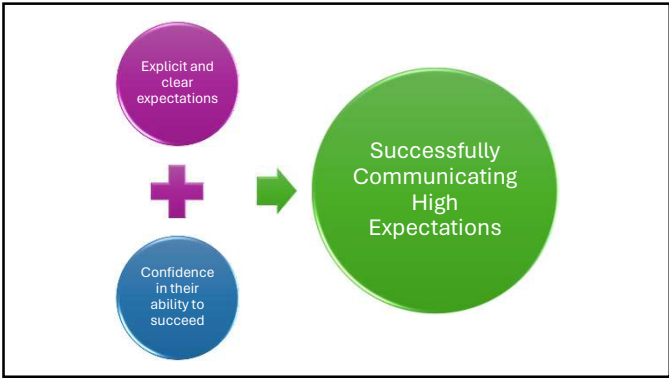
Ideas for in the classroom

- Provide opportunities for students to assess their own work and set personal learning goals.
- Offer project-based learning opportunities that require independent research, planning, and execution, with the teacher acting as a facilitator rather than a director.
- Incorporate lessons on stress management, mindfulness, and coping strategies to help students manage academic pressures and personal challenges.








Tips for All Ages

- Relationship and safety
- Explicit and consistent expectations
- Positively reinforce desired behaviours,
 - Focus on effort and improvements.
- Mindfulness



SELF-REGULATION BATTERY

	Signs for energy level	Regulation Plan/Strategies
		Self-regulation support:
		Self-regulation support:
		Co-regulation support:
		Extending co-regulation support:
		Emphasizing cues of safety:

Self-Regulation Battery Example

Signs for Billy's energy level	Self-regulation Plan/supports for Billy
Optimal participation <ul style="list-style-type: none">Communicates needsEasily transitionsEngagingSmilesFollows requests easilyFollows rules	Self-regulation support <ul style="list-style-type: none">Adults monitoring his energy levels & providing support as neededFirst-then for less preferred activitiesRegular breaks to do energy restoring activities

Still need support!!


Signs for Billy's energy level	Self-regulation Plan/supports for Billy
OK Participation <ul style="list-style-type: none"> Seeks attention/connection Can choose and engage in tasks with frequent check-ins Responds to strategies offered OK with following rules Transitions with support Negotiates-can come to agreement 	Self-regulation support <ul style="list-style-type: none"> First-then Visual schedule Choices Hands-on activities out and available to use Social acknowledgment when requested Frequent breaks with energy restoring activities Regularly monitoring signs of stress

Still need support!!

Signs for Billy's energy level	Self-regulation Plan/supports for Billy
Struggling to participate <ul style="list-style-type: none"> Echolalia Grabs Less agreeable Little patience/hard to wait Impulsive Says he is "bored" Stomps feet Moves away from group May not eat when needed/hungry Self-Initiating breaks 1:1 support to do activities 1:1 support to transition Rigid negotiations Anxiety 	Co-regulation support <ul style="list-style-type: none"> First-then Modify expectations Following his lead about calming activities Physical activities 1:1 quiet time Self-regulation supports Into routines Connect before direct Reduce stressors draining energy Energy boosting activity


Still need support!!

Signs for Billy's energy level	Self-regulation Plan/supports for Billy
Struggling to participate <ul style="list-style-type: none"> Unresponsive Does not following prompts connected to routines Pinching self Runs away from group Hyper, giggly, silly, high-pitched squeal Arguing Noncompliant Rigid Trying to get control of the situation Throwing things Anxious 	Calming co-regulation support: <ul style="list-style-type: none"> Calm tone of voice Listen vs. talk Focus on connection Reduce stressors draining energy Acknowledge emotions Say there for support Provide low energy options for expectations Cuddles

	Signs for Billy's energy level	Self-regulation Plan/supports for Billy
	Very Challenging Behaviours <ul style="list-style-type: none"> Physical aggression Verbal aggression Running away Screaming Hitting Face turning red Crying 	Emphasizing cues of safety <ul style="list-style-type: none"> Position body lower than his Minimal talking Let him know you are there with him/there to help him if needed Give time and follow his lead for space or connection Keep him safe


Family cohesion

- Get involved
- Nurture relationship
 - Nonjudgmental
 - 1:1 time
- Minimize conflict
 - Clear expectations
 - Positive environment
- Allow them to contribute in meaningful ways



Fill emotional bank

- Positive reinforcement
- Strengths based s. criticism
- Problem solving
- Consistent communication



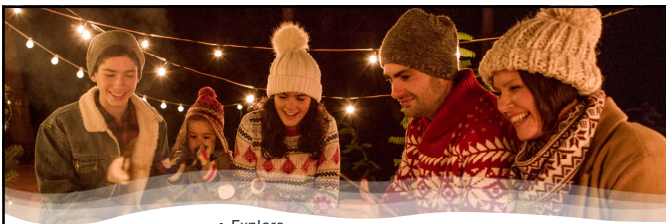
Working with the Family

- Strengths-based
- Gather information about family activities and interactions



Capitalize on Strengths and Resources

- Explore
 - Times could resolve conflicts
 - Coped with challenges
 - Exceptions to challenging behaviours
- Family supports
- Community resources
 - Clubs, Teams, Volunteer or job opportunities



Parent training

- Parent-child relationships
 - Responsive
 - Reliable
 - Nurturing
 - Consistent
 - Caring
 - Predictable



Parent training

- Education
 - Buy-in for proactive strategies (vs. punitive)
- Child's capacities and needs
 - Reasonable expectations
- How they construct meanings for and perceive behaviours
 - De-pathologizing
- Workability
 - Interact and react in different ways



Get to Know Them

- Describe a typical day in your kids' lives from their perspective.
 - How do your kids feel upon waking?
 - What are their thoughts about school?
 - Getting ready?
 - Taking the bus/walking/getting a ride?



Get to Know Them



What do your kids think about you?

How would they describe you?



What do your kids think about themselves?

Their abilities?

Successes?

Failures?

How do your kids describe themselves?

- [illegible]

- [illegible]

A close-up photograph of two red foxes in a snowy, wooded area. The fox on the left is facing the camera with its mouth wide open, showing its teeth and pink tongue. The fox on the right is facing the first fox, also with its mouth open. Both foxes have thick, reddish-brown fur and black-tipped ears. The background is a soft-focus view of snow-covered ground and trees.

-
-
-
-
-
-

Identify
patterns of
stuckness



Change patterns



When I am upset/something happens, I feel _____.

Then I _____ because _____, but when I do this, I feel _____.

These behaviours do not work and keep me stuck.

When I am upset, I feel irritated and hopeless.

Then I scream because I long for nurturance. But when I do this, I feel shame, guilt, and disconnection.

These behaviours do not work and keep me stuck.

New ways

• When I am upset, I feel _____

• What if _____ happened, I can _____



DOING
Caring

Collaborative plans to improve interactions

- Random acts of love & appreciation
- Relaxed child-focused time
- Effective communication
- Validation and reflect vs. criticism and commands
- Creating closeness
- Maintaining trust
- Showing encouragement
- Establishing belonging and importance
- Asset flooding

Collect Kids

*Intentionally
connect
throughout the
day*

Developing a personal action plan

What traps do I need to get out of?

Yelling

Blaming

Minimizing

How can I improve my approach for effective communication?

Listen

What can I do proactively ?

Regularly label & describe feelings

Set regular family meeting

What can I start collaboratively problem-solving?

Chores

Respectful language

Homework

What I can do to strengthen our relationship?

Collect with a smile

Shoot hoops

Text a meme

Managing Parent Behaviour: Do no harm!

- Separate parent meeting
- Remain in charge
- Be prepared
 - Agenda
 - Response plan
- Model appropriate behaviours
 - Taking a break/leaving and returning to problem solve



Maintaining Control



Strengths, positives,
what is going good

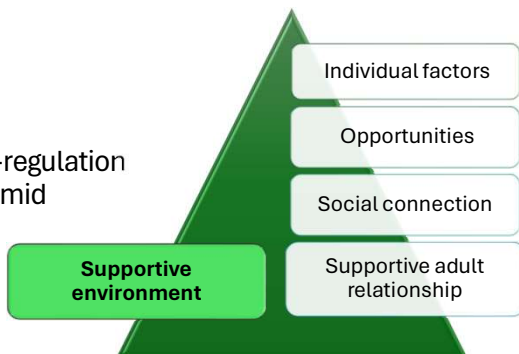


Challenges and areas to
work on



Problem-solving, using
strengths to manage
challenges

Self-regulation Pyramid



When things are going good = Certain conditions are met to support their success



Well-Resourced Kids

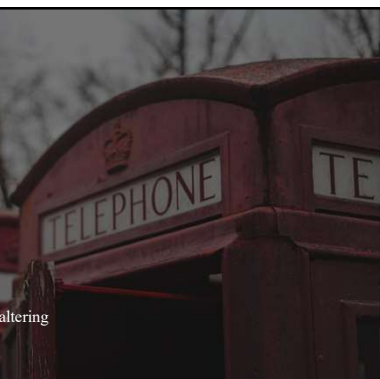
- Know their specific risks and match resources and interventions
- Icelandic Approach
 - Structured recreational activities
 - Safe social spaces
- Alternatives to screen time
 - Foster social connections
 - Promote personal efficacy



Environments to bring out their inner strengths

Accommodations a great way to start

Any changes in the physical or social environment, task modifications, and altering adult interactions to support students.

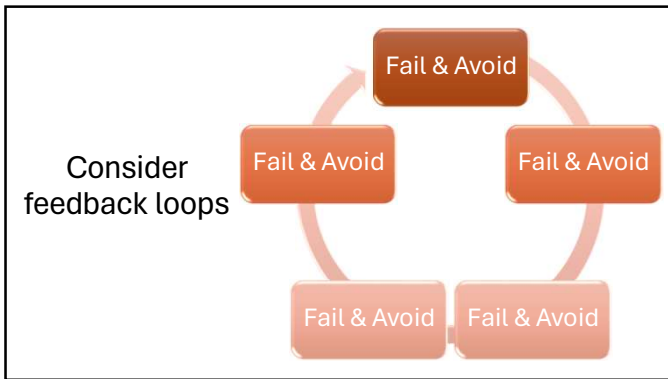


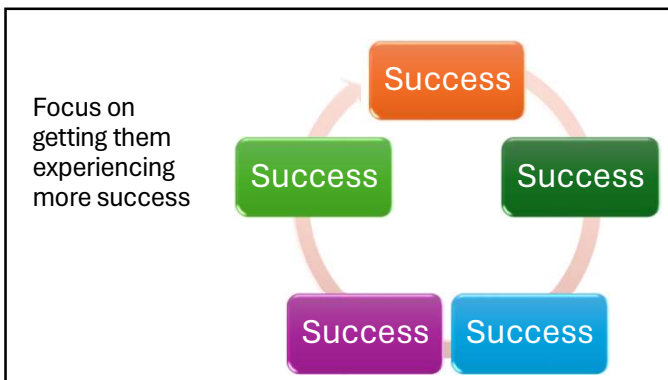





Address Mismatches

- Struggling students are often in an environment that is mismatched with their interests and abilities







Environment

Ownership of space!
Be flexible & collaborative!

- Kids help create niche environment and accommodations.
- What works for them? What promotes learning?
 - Breakout desks
 - Dedicated quiet workspace
 - Conferencing couches
- Quiet/low arousal settings
 - Remove (e.g., reduce distractions)
 - Add (e.g., supervision, organizing structures)
 - Environmental adjustments like soft lighting or noise-cancelling headphones

Optimize the Environment: Self-Assessment

- Is the classroom arranged to accommodate the needs of all students? Is the home environment organized in a way that supports structured activities and routines for your child?
- Are routines been established, explicitly taught, and made predictable to ensure a smooth flow of activities throughout the day?
- Are there three to five positive expectations outlined and prominently displayed? Have these been clearly defined and taught to children?
- Are prompts and active supervision used proactively to guide behaviour positively in anticipation of potential challenges?
- Is there a variety of opportunities for children to actively participate and engage at a high frequency, encouraging positive interactions and learning?
- Is specific praise and other positive reinforcement strategies regularly used to acknowledge and encourage the behaviors you wish to see more frequently?
- Are reminders consistently provided before a potential behavioural issue arises, to preemptively address and guide expected behaviour?
- Are responses to misbehaviours appropriate, consistent, and systematic, ensuring a clear understanding of consequences?
- Is there a system in place for collecting and analyzing behaviour-related data to inform strategies and interventions?

Does the environment support student needs? Strategically Optimize Classroom Environment

- Versatile and activity-centric learning environment
- Diverse instructional activities (e.g., small groups, whole-class lessons, and individual learning stations)
- Create a dynamic learning space that is activity-centric
- Enhance visibility and accessibility: Clear sightlines and easy access for both teacher-led and student-centered activities.
- Strategic Seating Arrangements to foster interaction and ease of movement.
 - Facilitate smooth transitions between activities.
- Ready-to-Use Materials
 - Keep instructional resources organized and within reach.

Optimize Classroom Environment

- Visual aids
- Manage personal and instructional materials
 - Provide clear options for storing personal items
- Regularly assess the classroom setup to ensure that all students are visible and engaged, adjusting seating as necessary to promote inclusivity.



Consider

- Avoid blind spots where students or sections of the room are out of the teacher's sightline.
- Mitigate congestion and design clear pathways
- Ensure furniture is appropriately sized and arranged to support the physical comfort and engagement of all students.



Optimal Home Environment

- Create defined spaces and ensure to personalize them!
 - Designate specific areas for various activities, such as homework, play, and relaxation.
 - Tailor the study and play spaces to their preferences and needs, incorporating their input to increase their comfort and sense of ownership over their space.
 - Provide a quiet, comfortable spot for downtime or when feeling overwhelmed.
- Foster independence with organized choices
 - Arrange belongings and toys in a way that allows the child to make choices independently, within set boundaries to foster autonomy while maintaining a structured environment.



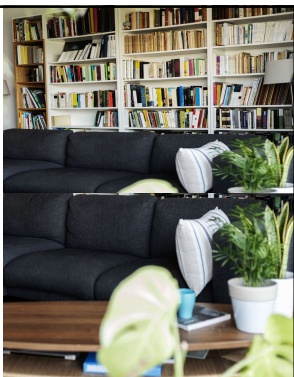
Optimal Home Environment

- Visual schedules and rules
 - Visuals for daily routines and expectations.
 - Display clear, simple rules in a visible area to reinforce expectations and boundaries consistently.
- Ensure accessibility and organization
 - Organize essential materials in accessible, designated places to foster independence and responsibility.
 - Use labeled bins or shelves for toys and supplies to promote responsibility and ease in finding and returning items. Clear labeling and consistency in where items are stored can help reduce frustration and conflict.



Optimal Home Environment

- Minimize high-stress areas
 - Identify and modify areas in the home where conflicts frequently occur, aiming to reduce triggers. This may involve rearranging spaces to avoid cramped conditions or creating clearer divisions between activity areas.
 - Keep the living space orderly and minimize clutter to reduce sensory overload and distractions, supporting calmness.
- Safety and adaptability
 - Regularly assess the home for safety, ensuring that furniture and home setups do not pose risks and are adaptable to the child's changing needs.



Are routines established, explicitly taught, and made predictable to ensure a smooth flow of activities throughout the day? *In the Classroom:*

Elementary Examples

- Ensure activities follow a predictable sequence.
- Explicitly teach and practice routines for daily activities.
- Acknowledge and reward students who follow these routines and procedures – encourage collaboration!

High School Examples

- Encourage students to manage their schedules and follow established routines with more autonomy.
- Implement structured routines for each class period, including a warm-up activity, review of previous lessons, introduction of new material, and a summary or wrap-up activity.

Routines At Home

- Consistent and structured daily routine for wake-up times, meals, homework, play, and bedtime.
- Teach and practice home routines with your child. Clearly outline the steps involved in each task and practice them together.
- Acknowledge and reward your child when they follow these routines.
- Consider what is developmentally appropriate!
 - Younger children: Focus on simple, visual schedules.
 - Older children and adolescents: Have them create their schedules and manage their responsibilities. Discuss and collaborate routines together, such as homework times and household chores, ensuring they are realistic and mutually agreed upon.

Avoid

- Minimizing the need for structure
- Assuming kids will instinctively know the expectations and naturally adapt to meet those expectations without clear guidance.
- Failing to use visual cues
- Neglecting to provide feedback on their adherence to routines
- Failing to recognize and celebrate successes
- Inconsistent enforcement of rules and routines



Physical Environment

- Green spaces
- Housing
- Accessibility



Connections to Positive Activities & Organizations



Sports & Physical Exercise



Music



Volunteering

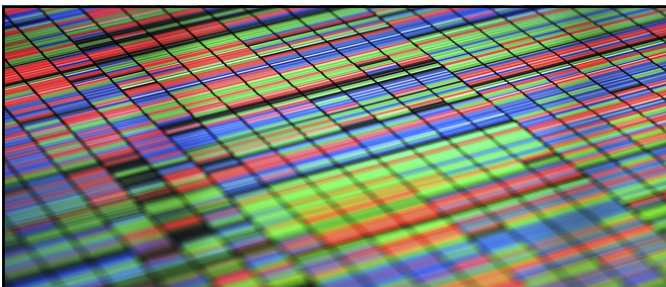


Clubs or after school jobs



Navigating Resources Not Enough!

- Hidden resilience
 - Unconventional ways to navigate environments that threaten their psychosocial development
 - Appear maladaptive to us but is an adaptive survival mechanism for them



Intentional Sequencing



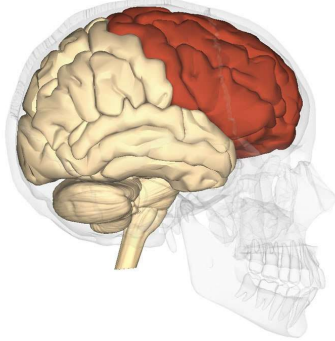
Never take away recess. Give more!

Movement increases blood flow to the brain.

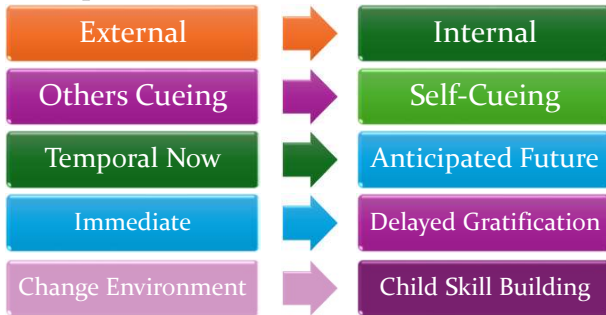
- Improves behaviour, mood, performance, creativity, attention, and focus.














Remember!

- EF do not fully develop until well into adulthood
- Developmental progression is external to internal



Developmental Transitions



 Consistent routines & lesson structure	 Clear expectations	 Posted timetables, rules, and expectations	 Things to look forward to through the day!	 Shorter tasks, explicit, closed ended	 One predictable detail at a time	 Minimize distractions
 Talk less	 Revisit and reinforce expectations	 Structured tasks & teaching	 Structure nonroutine or chaotic situations with a specific plan, job, or rules	 Visual schedules and time organizers	 Individualized checklists for task completion	

Helpful

- Engaging (interests)
- Immediate consequences
- Frequent feedback
- Personally important or relevant
- Early
- Supervised
- 1:1
- Structured
- Clear expectations and jobs
- Close to needed materials
- Quiet/low arousal
- Choices
- Consistent routines & lesson structure
- Clear expectations
- Posted timetables, rules, and expectations
- Things to look forward to through the day!
- Shorter tasks, explicit, closed ended
- One predictable detail at a time
- Minimize distractions
- Talk less
- Revisit and reinforce expectations
- Structured tasks & teaching
- Structure nonroutine or chaotic situations with a specific plan, job, or rules
- Visual schedules and time organizers
- Individualized checklists for task completion

Not so helpful

- Boring tasks
- Delayed consequences
- Infrequent feedback
- Low importance tasks
- Late in the day
- Unsupervised settings
- Group situations
- Unstructured activities
- Uncertainty
- Need to search for materials
- Loud/high arousal environments
- Excessive multitasking requirements
- Overloaded sensory stimuli without a relevant educational focus
- Sudden changes in schedule or expectations without preparation
- Overemphasis on competition rather than cooperation
- Poor relationships with peers
- Poor relationships with teachers



Consider Capacity....



Start the day
off right

Grades vs. Learning and Self-Improvement



- Priority:
 - Positive role models to promote competence and confidence
 - Boost motivation to learn

External Motivation!

- When used effectively, the goal is to help them:
- Develop a sense of mastery and autonomy, leading to more intrinsic motivation
 - Automatize routines, thus less EF demands

Reinforcement



Vs.



- Clear behaviour and expectations
- Authentic
- Personalized
- Developmentally appropriate
- Frequently
- Quickly
- Unpredictably
- Ensure they learn from their behaviour

- Threaten
- Bribe
- Embarrass
- Lecture

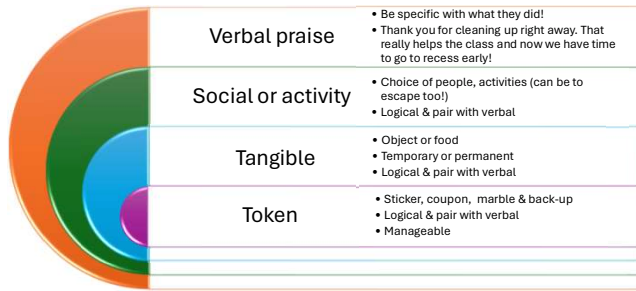
Individualized Needs

- Have students with similar needs meet
 - At the start of the week, discuss
 - Successes
 - How to set them up for success
 - At the end of the week,
 - Review their successes
 - What they have to do over the weekend.
- Attached meaning + value + support and care to boost confidence and engagement

Consider Reward Sensitivity (Responsiveness to rewards)

- Some students are more motivated by rewards than others
- Must identify what types of incentives are most effective in motivating the student

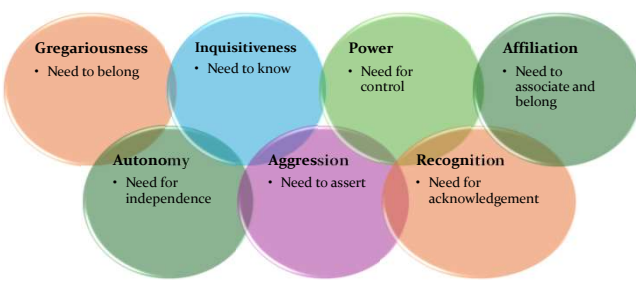
Types of Reinforcement



Reward ideas

Homework pass	Pass from a class or task	Store (e.g., pencils or erasers)	Lunch with the teacher	Bring a friend from another class	Free time in class or extra recess
Choose a seat for the day	Positive call home	Keep class mascot	Front of line pass	Classroom coupons for privileges	Dance party
Treasure box	Movie	Bonus point	Talent show	Music choice	Late pass
Science experiment	Extra computer	Class leader	Teacher chair	Podcast	Scavenger hunt
					Teacher dress up

8 Forces of Motivation



Consider their Love Languages

Clear and consistent based on what our CHILD needs to blossom.



Conduct a Praise Assessment!

- How do you like receiving praise? How do you hate receiving praise?
- Create a developmentally appropriate assessment form with a menu of lots of feasible options
- Praise students based on their preferences
 - Reflect and adjust!

PRAISE ASSESSMENT		
Name:	Date:	
Praise Examples	YES/LOVES	NO/HATES
Personalized compliments "You did so well on your project, showing great creativity and effort!"		
Encouraging words "You really proved to how hard you worked on this!"		
Public acknowledgment in class "Let's give a round of applause dear!"		
Thanks up or other positive gestures like...		
Smiling or nodding to show approval		
A positive note about my work		
Sticker		
A prize note to take home		
Taking or points that can be collected and exchanged for a privilege		
Being the class helper or leader for a day		
Choosing a game or activity for the class		
Extra computer time or free time to do what I want to do		
Featuring my work on a classroom display or bulletin board		
Whether in the school newsletter to parents or morning announcements to the school		
A certificate of achievement for my accomplishment		
Look with the teacher or a special guest		
Opportunity to share a skill or interest with the class		
Peer recognition moment where classmates share something positive about them		

Write other ideas here and the back of the page for types of praise you like to receive!

Boosting Motivation

- Choices & anything to foster independence and responsibility
- Incorporating child preferences
- Positive before anything corrective
- Positive attitude
- Statements of self-efficacy and encouragement
- Reward for practicing
- Positive before negative
- Mix low appealing tasks with high appealing
- Breaks between tasks
- Relaxation
- Exercise/movement
- Music
- Humour
- Interacting with peers