



Oppositional, Defiant, and Disruptive Behaviours

Promoting long-term success for children & youth

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Working with the Student

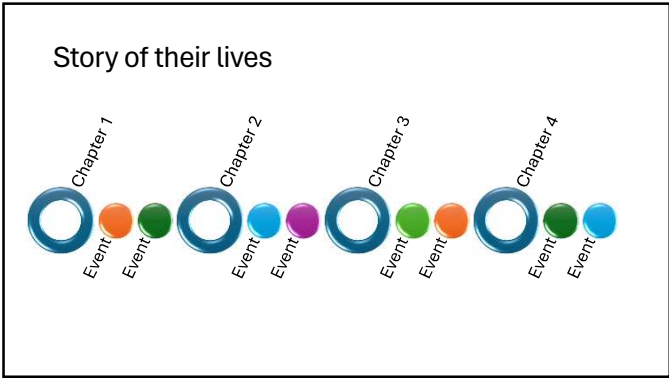
- Brief, focused, non-intrusive sessions
 - Open doors to conversations
 - Their goals & solutions
- Non-pathologizing/de-pathologizing
 - Strengths to overcome challenges
- Counter condition!
- Safety and security paramount
 - Connection – eating
 - Titles don't matter



Capitalize on strengths (vs. symptom relief)

- Focus on achievements, strengths, and successes
- Collaborate
 - Goals based on what is important to THEM
 - SMART Approach goals








Board Members

Name	School issues	Friend issues	Parent issues	Sibling issues	Getting in trouble	Emotional	Health
Mr. Frank	X						
Dr. Simms						X	X
Susan	X	X	X				
Mom				X	X	X	
Jeff			X	X	X	X	X
Brendan		X					X
Marie			X	X	X	X	X

Start from Strengths!

Multiple self-esteems

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



Build on their confidence!

Kids stick with things they feel confident with

Highlight Strengths, Interests, Aspirations....

Capable	Caring	Careful	Generous	Charming
Cheerful	Clever	Collaborative	Communicative	Compassionate
Competitive	Confident	Conscientious	Considerate	Content
Cooperative	Courageous	Creative	Curious	Daring
Decisive	Dedicated	Delegator	Dependable	Detailed
Determined	Diligent	Disciplined	Eager	Easy-going
Educated	Efficient	Empathetic	Endurance	Energetic
Enthusiastic	Entrepreneurial	EQ	Fair	Faithful
Fast	Flexible	Focused	Forgiving	Friendly
Fun	Funny	Gentle	Generous	Goal oriented
Grateful	Happy-go-lucky	Hard worker	Healthy	Helpful
Honest	Honour	Hopeful	Humorous	Idea generator
Imaginative	Initiative	Independent	Insistent	Inspiring
Integrity	Intelligent	Intuitive	Jester	Jovial
Joy	Jubilant	Justice	Knowledgeable	Leadership
Learning	Listening	Logical	Loving	Loyal
Magnetic	Mature	Modest	Motivated	Motivator
Mysterious	Negotiator	Non-linear	Obedient	Observant
Optimistic	Open-minded	Orderly	Organized	Outgoing
Passionate	Patient	Peaceful	Persistent	Persuasive
Philosophical	Playful	Pleasant	Polite	Practical
Precise	Problem Solver	Proud	Prudent	Punctual
Quick	Quiet	Reliable	Resilient	Resourceful
Respectful	Responsible	Responsive	Sarcasm	Savvy
Self-confident	Self-controlled	Self-directed	Sensitive	Shrewd

Individual Protective Factors Enhancing Resilience

Emotion Regulation

Problem-Solving

Boosting Talents and Interests

Perseverance

Self-Efficacy

Have a Structure!



Assessment Critical

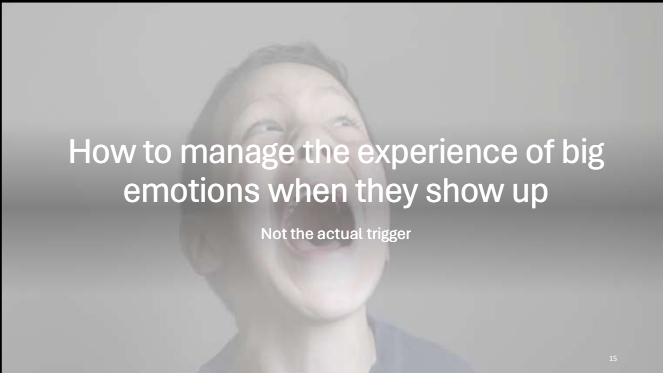
- Behavioural observations
- Neuropsychological tests
- Adult input

A graphic consisting of a thick, irregular green ring with a white center. The text "Skill building" is written in a simple, black, sans-serif font inside the white center.

- Emotional, cognitive & social skills
 - Emotion regulation
 - Active coping
 - Labelling emotions
 - Articulating triggers
 - Problem solving & flexibility
 - Delayed gratification
 - Social skills
 - Mindfulness

A photograph of a young woman with curly hair, wearing a red and black plaid shirt, sitting at a desk with her hands clasped over a stack of books. A pair of glasses is on top of the books. The background is a plain, light-colored wall.

The # 1 thing
they need to
learn?

A photograph of a person with their mouth wide open in a large, expressive smile or shout. The image is slightly faded and has a soft, ethereal quality.

How to manage the experience of big
emotions when they show up

Not the actual trigger

Emotional Intelligence

The ability to understand one's own emotions, the emotions of others, and how to manage and respond to these emotions appropriately.



Core Skill: Emotion Awareness

Emotions Are Adaptive!

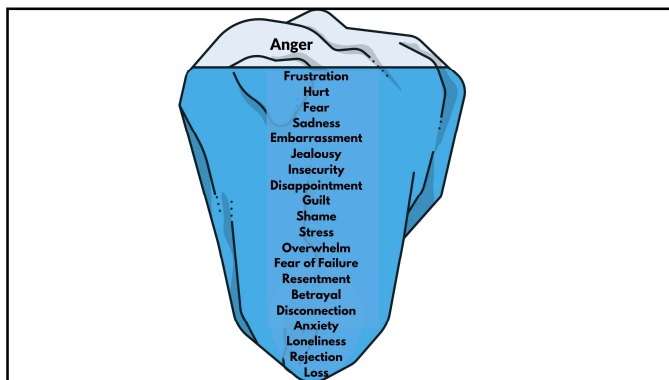
Tell us something about reality

Anger
<ul style="list-style-type: none">Alerts us to threats or injusticesProtect our well-being
Fear
<ul style="list-style-type: none">Alerts us to dangerProtects us from harm
Joy
<ul style="list-style-type: none">Positive reinforcement for doing things that promote our well-being and survival
Shame
<ul style="list-style-type: none">Prompts self-reflection, processing, and changeMaintains social harmony
Sadness
<ul style="list-style-type: none">Alerts us to loss, separation, or unmet needs and allows us to process the eventPromotes personal growth and deeper social connections
Excitement
<ul style="list-style-type: none">Propels resilience and growthFosters curiosity, creativity, learning, and adaptability

Emotions Help Us Navigate Situations

Keep us safe or move us towards goals



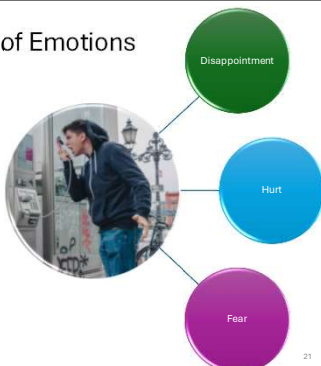


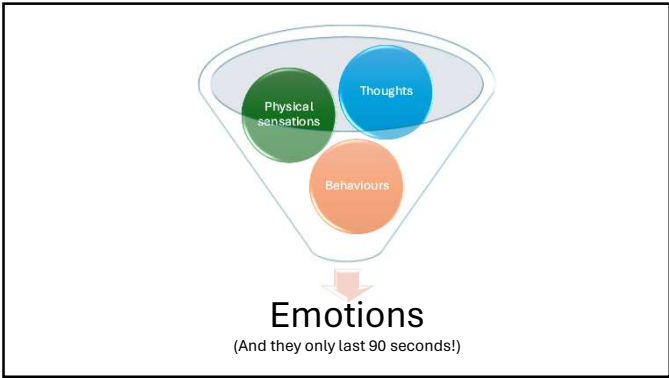
Understand Functions of Emotions

and all that comes with it

MUST have physical reactions to alert us to what is happening

- Cannot change reactions without this understanding






Expressing Feelings Adaptively

Kids need to know:


- All feelings are ok and important
- How to label feelings effectively & rationale
 - To make sense of them
 - How they can guide us
 - Foresight
- How to talk about feelings
- Their feelings matter
- What to do next



Working with Emotions

IDENTIFYING FEELINGS

- I get angriest when
- The person I have been angriest with is
- The person angriest with me is
- The think I worry about the most is
- The person who scares me the most is
- I feel sad when:
- The saddest time of my life was
- The person I have made the saddest is
- The person who made the saddest is
- I feel happiest when
- The person I feel happiest around is



How do emotions show up?

Sounds like:
List the worried thoughts and images that come up:

Feels like:
List physical symptoms associated with worries:

Looks like:
List behaviours that result from the worries, including avoidance:

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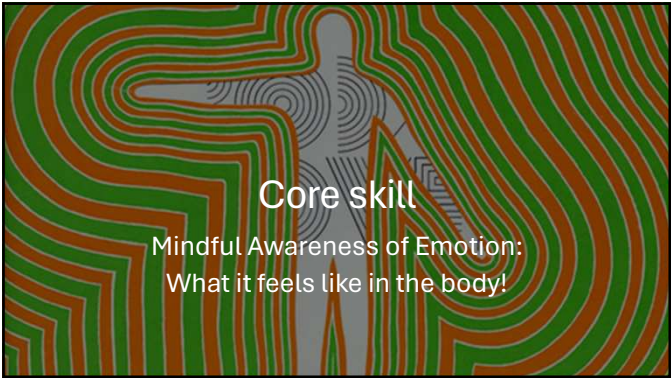
Labelling Emotions & All that comes with it

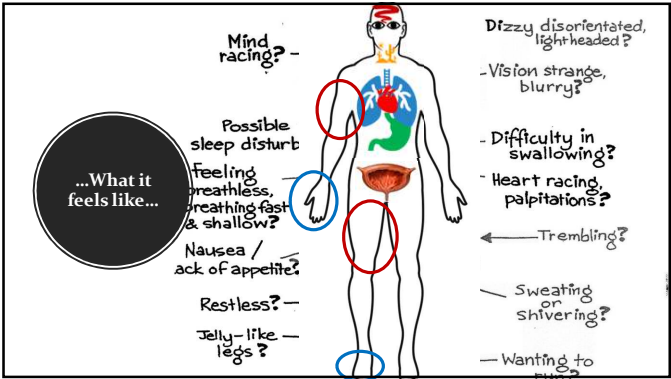
- With no words comes behaviours
- Name it to tame it
 - Calms nervous system
 - Builds confidence

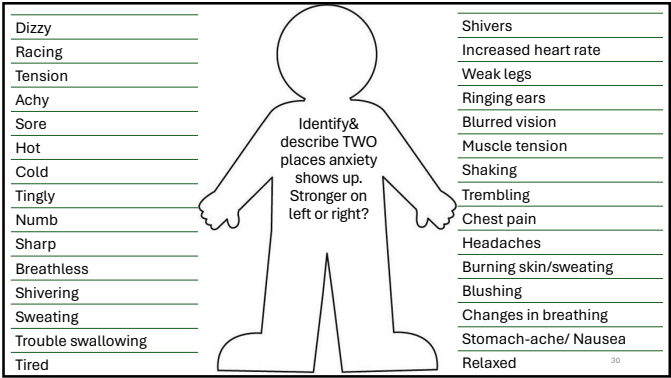
Labelling Feelings

- Model
- Build emotion vocabulary

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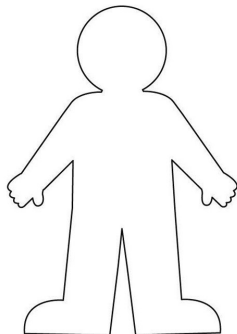






When we label the different parts of emotions and our experiences, we:

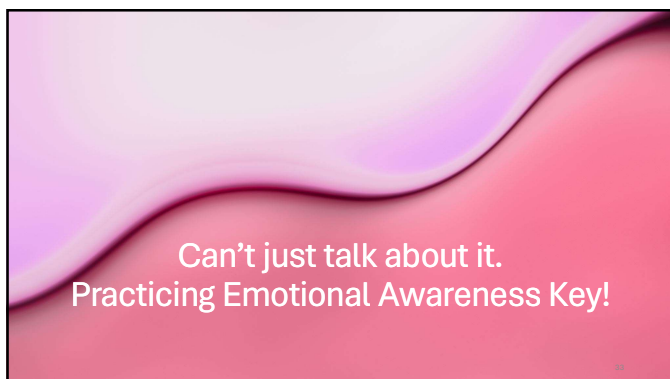
- Change our interpretation of them
- Change how our body responds
- Dampen amygdala's false alarm
- Turn on prefrontal cortex
- Make adaptive decisions
- Learn that we have control over our responses
 - I know what you are & I know how to handle you
- Avoid getting sucked in – it's just a piece of information





Teach:
Physiological
awareness

Know what stress vs. calm feels like
Pair a cue word with a relaxed body



Can't just talk about it.
Practicing Emotional Awareness Key!

Excitation
and Settling
Activities

- Physical games to release excess energy followed by settling and body scan to raise awareness

Optimizing Self-Regulation Through Relationship

Up-regulating emotions we enjoy

- Expand positive emotional vocabulary
- Focus on strengths & positive coping
 - Exceptions
 - What's working
- Visualization

Mood Induction Practice

- Observe reactions, whatever comes up physiologically, in an objective and nonjudgmental way
 - Third party reporter
- Focus on the PRESENT MOMENT
 - Grounding techniques
- Debrief at the end about all the reactions that happened, in an objective and nonjudgmental way

Nonjudgmental Awareness of the NOW is Foundational

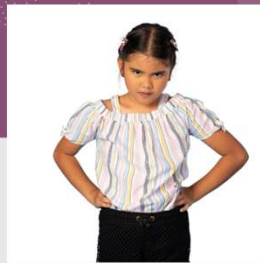
- Without mindful awareness and acceptance of emotions, can't move on with any of the other work to strengthen more adaptive responses
 - Therefore, need **LOTS of practice and experiences with UNCOMFORTABLE feelings**



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Practice to build awareness & manage emotions effectively

- Not being first in line
- Losing a game
- Winning a game
- Denied request
- Doing something hard
- Given corrective feedback



Starts with
Awareness &
Acceptance:
Thoughts



Behaviours manifest not in the situation
but the feelings we have AND
how we perceive those feelings

How Emotions Manifest: **Thoughts**

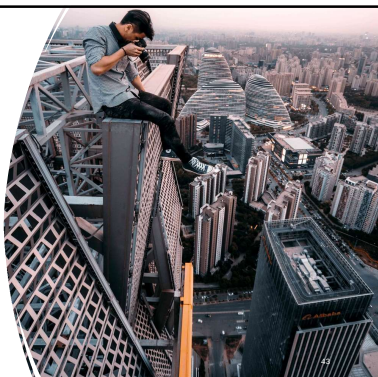
- Negativity bias
 - Primes them to (non-existent) danger
 - Uncertainty misinterpreted
 - See events as threats
 - Becomes ingrained
- Avoid getting caught in the content!

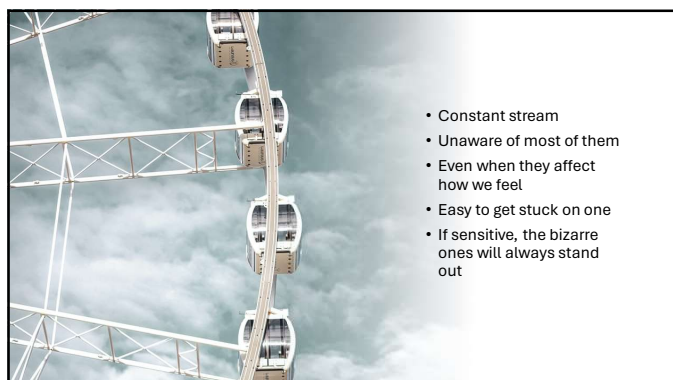


The brain cannot tell the difference
between what it actually sees and
what it imagines
& will react as truth

Mindful Awareness & Acceptance of Thoughts

- Infinite amount of thoughts
 - (4.617 x 10⁶¹ potential thoughts= four hundred sixty-one duodecillion and seven hundred decillion)

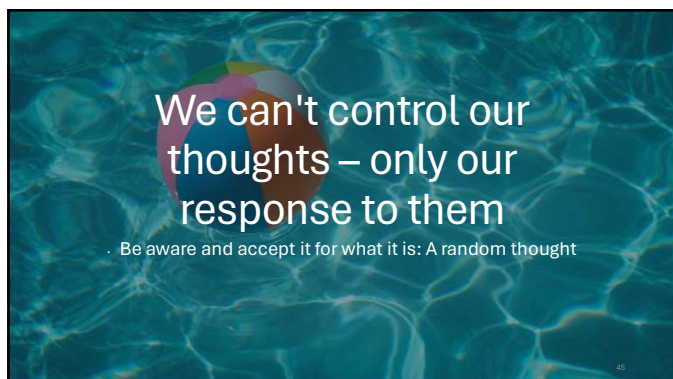




- Constant stream
- Unaware of most of them
- Even when they affect how we feel
- Easy to get stuck on one
- If sensitive, the bizarre ones will always stand out

We can't control our
thoughts – only our
response to them

• Be aware and accept it for what it is: A random thought



Sit with, accept, & acknowledge worries

Focus on raising awareness to thoughts

Recognizing
them

Acknowledging
them

Disentangling
from them

Accepting
them

vs. trying to change thoughts

Mindfulness



Not about relaxing or
getting rid of physical
symptoms



Not about changing
thoughts

Mindfulness

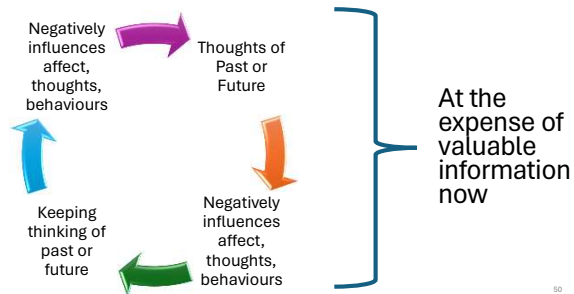


IT'S ABOUT *NOT* FIGHTING THEM

Mindfulness

- Active process
- Paying attention to the present moment in a non-judgmental way
 - Being detectives

Emotions Likes to Keep us Stuck!



Mindfulness

- Need to stay here and attend to the current context
 - To keep prefrontal cortex online
 - To attend to corrective information
 - To learn!

Versus getting sucked into worries, which intensifies the emotional experience and keeps us stuck

Acceptance & Tolerance of Emotions

- Confront emotions
- Sit with emotions
 - NOT resist, control, or eliminate emotions.



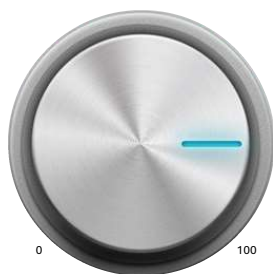
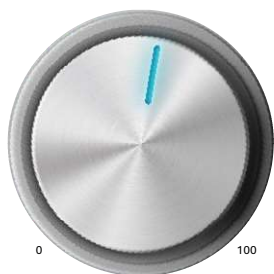
GOAL Acceptance & Tolerance

- Normal part of being human
- Temporary, not fact
- Sit with them until they subside



Emotion Dial

Acceptance Dial



Defusion

- *Noticing* thoughts vs. getting caught in thoughts

Get Unstuck: Detach

Distancing

- “___ is noticing ___ is having the thought that....”
- Use third person language

Train, balloons, bubbles clouds, or leaves on the river

Thank them

Objectify

- What colour? How big? What shape? What texture? How would it move if it could?

Name that Story


Core Skill:
Cognitive Flexibility



Did you know?
Fear and excitement
feel the same in the body?
But how we think about it makes all
the difference in the world....

Flipping Vulnerability

- Reframe challenges to opportunities
 - Starts with us!
 - Teach



Threat vs. Challenge Response
Not good or bad, different purposes

Threat response: Goal is survival in situations we aren't equipped to handle

- More cortisol to defend and protect

Challenge response: Opportunity for growth where we tackle hard but manageable situations

- More testosterone and adrenaline to help us achieve our goal



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Different hormones released to prepare for what's to come.

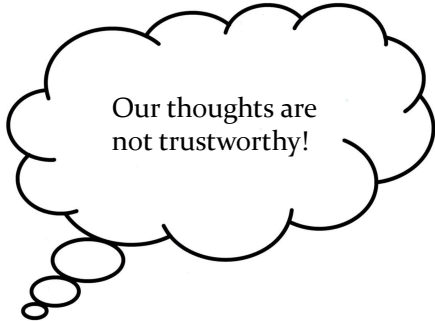
How does our body know?

Depends largely on our evaluation of the situation.





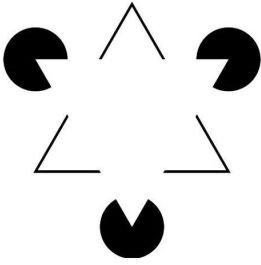
Our thoughts are not trustworthy!





Stretch

Make a list of things you or others have believed that you do not believe anymore



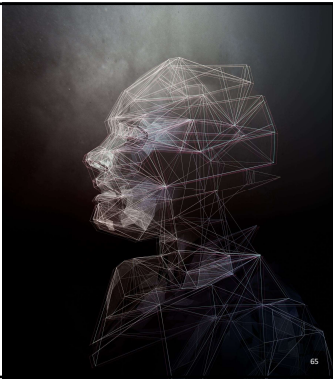
- Information from our eyes and ears only loosely connected to what we experience
 - Fragmented
 - Ambiguous
 - Lots of effort to change them into 3-D

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Knowledge Influences
Sensory Information
(e.g., all faces are always convex)

- Our knowledge/ experience misleads us into seeing the mask as convex

Bottom-up sensory information is overridden by top-down knowledge



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Illusion of Emotions
(and all that accompanies it)

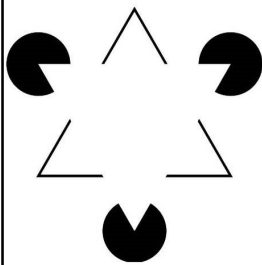


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ANTS



The first draft



These are only guesses!!

Wrong 99% of the time

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Be Creative!



Mixing up the day



Find three ways to learn about a topic



Find three ways to show what you know about a topic



Stop and Switch (e.g., dribble, switch to math, back to ball activity)



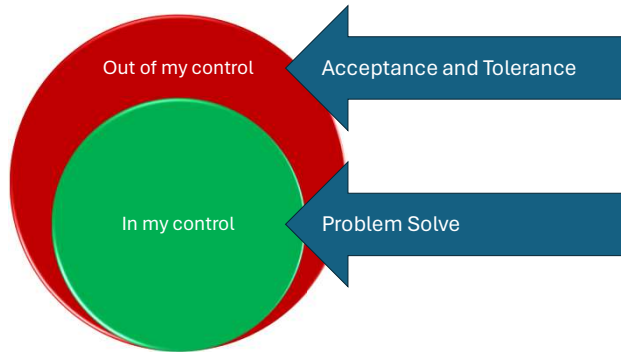
Build Awareness! Externalize & Get Meta

- When does Stuck Stan show up?
 - What is easy to get stuck on? What is easy about it?
 - What is easy to avoid getting stuck? What is easy about it?
 - What helps you get unstuck? What worked before? What do you say to yourself to get unstuck?
- Identify obstacles to getting unstuck
- Collaboratively develop strategies to overcome them

Practice Flexibility: Getting Unstuck

- Looks like the amygdala is trying to get you stuck
- What little change can help?
- How can you try something different?

Brainstorm to build flexible problem solving.



Problem-solving



Identify the problem



Brainstorm all possible solutions



Evaluate pros/cons of the feasible ideas



Make a plan



Implement & Tweak as needed

Identify the Problem



What is the problem?



Exceptions & Strengths
Tell me about a time....



How is it stressful?
What happens?



What needs to change?



What outcome do you want?



What actions are needed?

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Problem-solving

Help them be thinkers
Independent problem solvers to figure things out



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Problem-solving



No solving problems for them!

No lectures or explaining!

Lots of opportunities to figure out what works and what doesn't



Collaboration: Brainstorm!

Listen & ask open-ended questions

As many as possible

Pros/cons of each & choose one



Collaborate: Make a plan

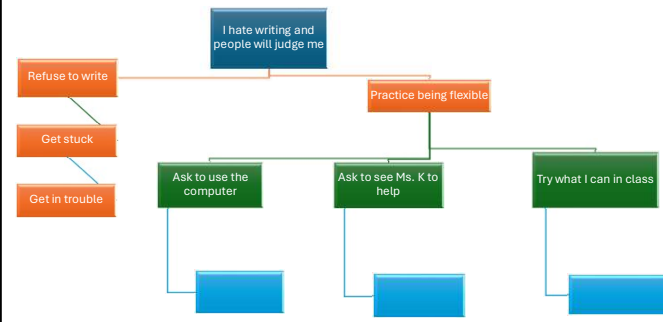
What are the steps? What will help?
What will get in the way?



Evaluate

What worked? Didn't? What was hard?
Easy? Next time?

Brainstorm, Practice, & Evaluate Options





Ensure success

- Start with easy situations
 - Practice regularly to build consistency
- Break into steps
 - Help set up the first step
- Reinforce

Model!

- I feel frustrated. I need to take a minute to think what to do next.
 - Can you help me brainstorm ideas?
- That's a tight timeline. I am going to plan this out.
- I am a little nervous; I have no idea what will happen. Let's figure this out.

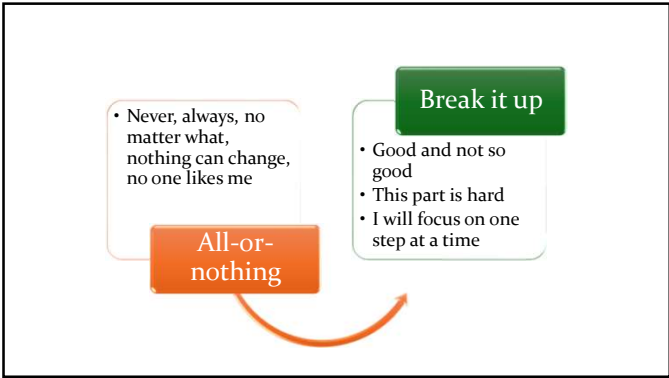






Forging ahead: How do we get unstuck?

- No need to ask why, lecture, or explain the problem
- Have them think of **hows**
 - How can this mistake be fixed?
 - What will you do next?
 - How will you handle (the situation)?



Difficulty scale

Easy Hard

|-----9-----|

What is easy that makes it 9 (and not 10)? What can I already do?

What can I do to bring this down to 7 or 8?

Want to scale

Hate it Love it

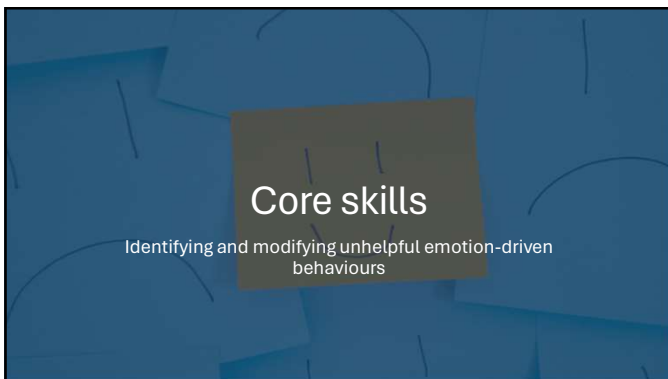
|-----3-----|

What do you like that makes it 3 (and not 1)?

What can I do to bring this up to 4? 7 or 8?



Thoughts & Feelings Lead to Behaviours	
No one understands me	• Refuse to participate
They hate me and always criticize me	• Swear when given feedback, throw things
I can't do anything right.	• Rip work up, run out of class & slam doors
It's not fair.	• Argue and swear
I have to fight back or they'll walk all over me.	• Threaten or beat up
This is too hard, people will think I am dumb	• Refuse to try and swear
If I'm in control, I can't be hurt.	• Dominate interactions, no compromise
They're going to punish me anyway, so why bother?	• Break rules






Mishmash of a Brain

Pieced together over millennia

- No one CEO. Lots of sub selves.
- Different parts of the brain can communicate and work together easily
- Others only have indirect contact
- Can hold contradicting information in different parts of the brain



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At Least Seven Subselves

The Best Equipped Takes over

Self-protection

Mate attraction

Mate retention

Affiliation

Kin care

Social status

Disease avoidance

Argue & fight for control when it feels it is best suited for the job

Inner Dialogue

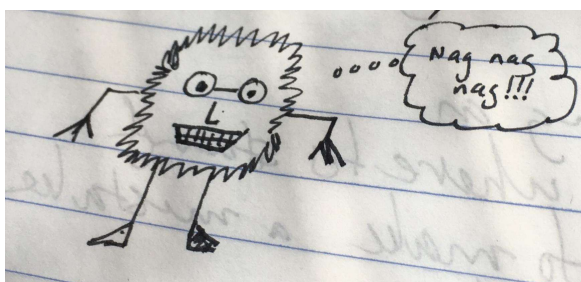
- A lot of back and forth
 - Integrative – working through a scenario
 - Confrontational – competing to win

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Saying it out loud gives us more power

- ✓ To expose it
- ✓ To take control and use helpful coping strategies

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Expose it

- You are not your behaviours (*Sneaky trickster trying to make you think there is something wrong...*)
- Remind how emotions works
 - Yep, there's Freaking our Fran, that's what it does.
 - Wow, it is really working hard to make me yell and hit today!
 - Yeah, we all knew it'd show up now. It doesn't want me to write the test.
 - It wants me to avoid new things.
 - It really knows how to try to stress people out.

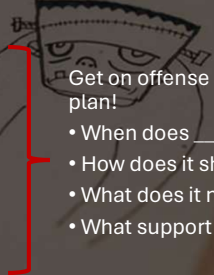
Understand It

- Different parts
 - Different ways to protect
- Will never see the pain part if they don't feel safe!
- Depathologize

Externalize Henchmen

They are not their behaviour

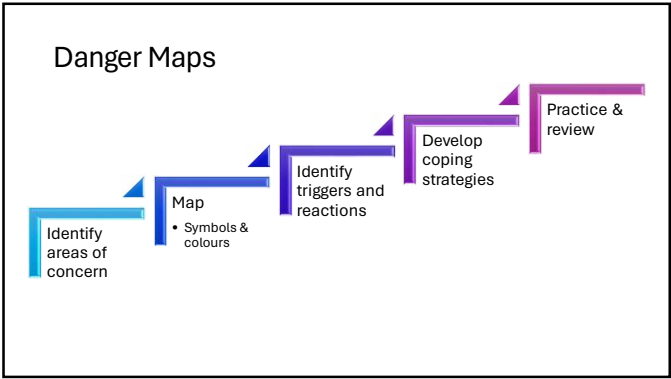
- What are the different parts?
 - Time wasters
 - Mind robbers
 - Brain drainers
 - Arguing Alice
 - Mean Jean
 - Explosive Bob
 - Aggressive Alonso
 - Worry Wanda
 - Distracting Dan
 - Yelling McGee

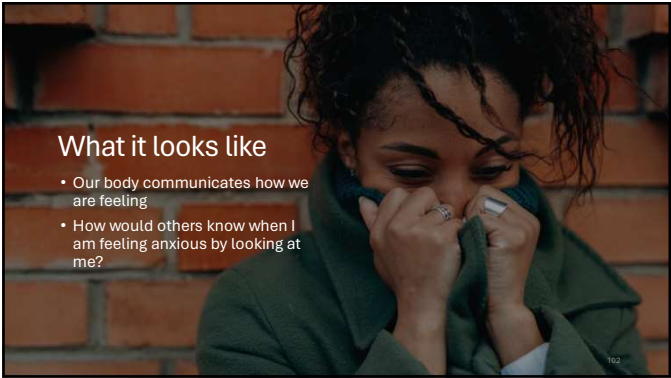


Get on offense and make a plan!

- When does ____ show up?
- How does it show up?
- What does it need?
- What support do you need?


When Freaking out Fran shows up:		
What I feel	My body feels	EF wants me to:
Disappointed	Chest pain, headache	Get in their face, swear, punch, yell, blame
Disconnected	Nausea	Avoid talking about what is going on, retreat
Unloved	Heart burn	Say hurtful things, yell, cry, and throw things





Emotional Behaviours

Function:
To reduce the intensity of the emotion

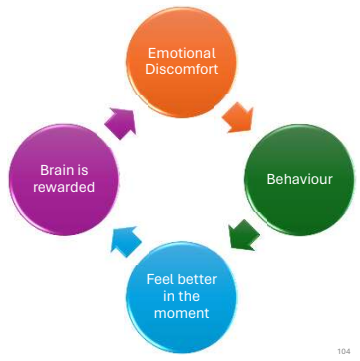


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Important!


MUST understand how their behaviours are maintaining, or even worsening, their emotional discomfort

- The behaviour is reinforced in the moment, increasing the likelihood of using this strategy again in the future



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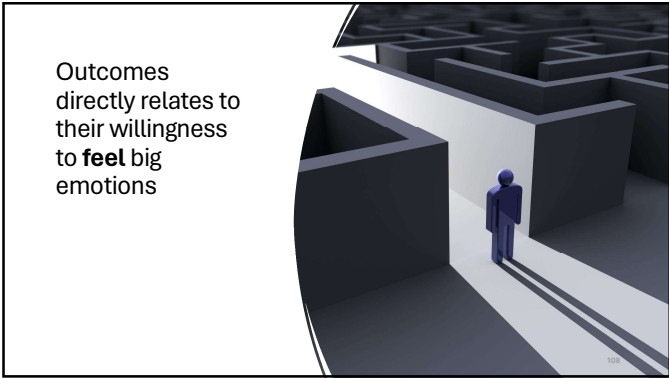
Remember! Short- and long-term outcomes of maladaptive vs. adaptive coping strategies

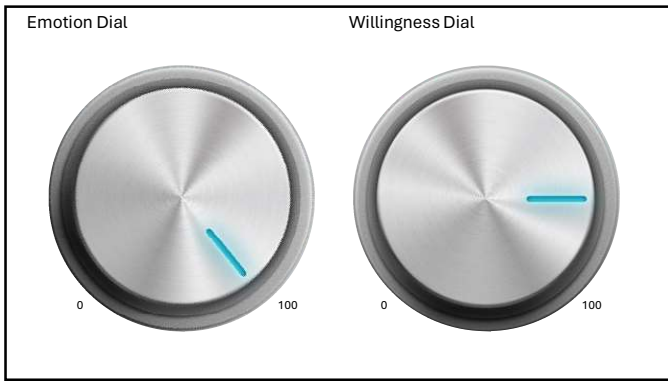


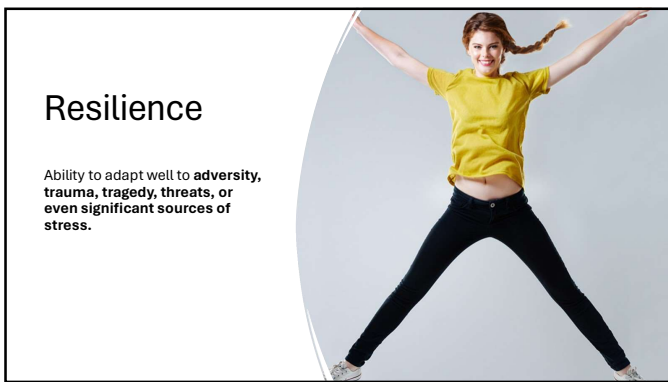
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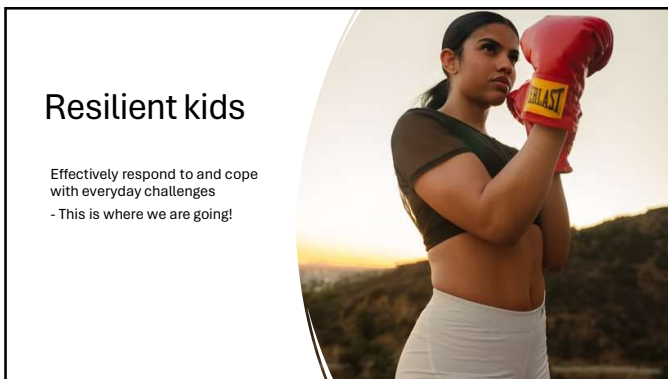












Core skills

Integration of all the skills through emotion exposure to
MASTER ADAPTIVE RESPONSES








Integrate Skills through Emotion Exposure

Integrate skills to master adaptive responses

- Talking not enough to change the brain!
- Doing makes stronger memories
- Doing gives us experience
- Quicker progress
- Provoke **STRONG EMOTIONS** - **MUST** show up for learning to happen

Why Emotion Exposures?

Emotional exposures because the primary focus is not the specific situation, image, or activity but the emotion itself.



Students get stuck in negative patterns when emotions show up

Helpful



Avoid real danger



Becomes a problematic learned behaviour that's hard to break

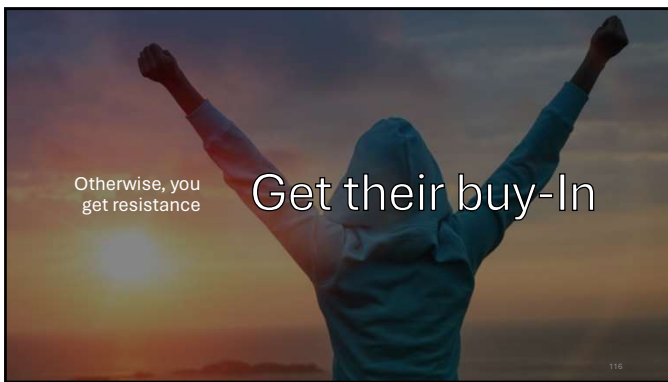
Excessive & incongruent with the context
Gets in the way of what's important to us
Based on short-term gratification vs. long-term consequences

Unhelpful



Never learn anything new

That things weren't as we expected
That feelings pass
That we can cope



Promote self-reflection

- What does prosocial behaviour mean?
 - How do you know when someone is being prosocial?
- What types of things have you done to help others?
 - How did it feel?
- What are the benefits of helping others?
- Who is someone you know who is kind or helps others?
 - How do they interact with others?
- How come some people are prosocial and some aren't?
- How come some kids choose to bully others and some don't?
- Are some people prosocial sometimes and not others?
 - What gets in the way of them being prosocial sometimes?
- What motivates you to be kind to others?
- How do you think being prosocial affects your relationships with others?



Ask Questions

What is Angry Anna protecting?

How is Angry Anna helpful?
What are the ways Angry Anna is helping you?

How is does Angry Anna get in the way?

How is Angry Anna causing problems for you?
What would happen if you never got angry?
What is causing you distress?
How would managing Angry Anna help you?
How come others want to set limits on Anna?

Redirect Emotional Energy Adaptively

Do this

I am angry because I need...

Not this

I am angry because THEY..

Daily Practice! Focus on awareness

- Objectively observe whatever comes up in the present moment
 - ✓ Physical sensations
 - ✓ Thoughts
 - ✓ Behavioural urges

Do the Opposite!

People will think I'm stupid:

- Unhelpful: I throw my pencil across the room
- Helpful:

People are thinking bad stuff about me:

- Unhelpful: I shove and hit people
- Helpful:

My teacher doesn't like me

- Unhelpful: I yell and swear at him
- Helpful:

I am going to fail

- Unhelpful: I avoid doing any work
- Helpful:

People will tell lies about me

- Unhelpful: I threaten them
- Helpful:

What am I going to do next? *(The Opposite of What Emotions Want)*

No one understands me
Talk about my frustration to Joe
Keep my friendship

They hate me and always criticize me
Thank Mr. K and ask for clarification
Improve my grade and continue getting support

I can't do anything right.
See what I got right and ask for help for the mistake
Learn and get better

I have to fight back or they'll walk all over me.
Effective communication to collaborate
Make a new friend


They're going to punish me anyway, so why bother?
Follow the rule
Might get access to xBox

When Freaking out Fran shows up:			
What I feel	My body feels	EF wants me to	Do the opposite
Disappointed	Chest pain, headache	Get in their face, swear, punch, yell, blame	Walk away, say how I feel
Disconnected	Nausea	Avoid talking about what is going on, retreat	See Mr. K, reach out to a friend
Unloved	Heart burn	Say hurtful things, yell, cry, and throw things	Ask for help

Hypothesis Testing

Lots of experiments and experiences needed!

- What do you think will happen?
- How sure? (1-10)?
- Was the hypothesis right?
- What did you learn?




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What is important for them?


WHAT IS THE PROBLEM?	WHAT OUTCOME DO I WANT?	WHAT DOES EMOTIONS WANT US TO DO?	WHAT NEEDS TO CHANGE? (& WHAT IS THE OPPOSITE?)	WHAT ACTIONS ARE NEEDED?
•		•		•

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Willingness Action Plan

Goal:

Big why:

The steps I need to take are:

I will take the first step on at (DIME)

The discomfort I am willing to have to achieve this goal:

Thoughts
Feelings
Sensations
Urges
I can remind myself that:

Working with Emotions

COPING CARDS

- The best thing for me to do when I am:
 - Happy _____
 - Sad _____
 - Angry _____
 - Excited _____
 - Confused _____
 - Bored _____
 - Scared _____

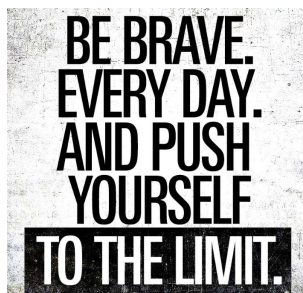


Create Opportunities: Stress Inoculation



Work on it everyday

- Focus on what skills the student needs to develop specifically
 - Problem solving
 - Making mistakes
 - Asking for help
 - Frustration tolerance
 - Persistence
- Change it up
 - Length of time
 - Distance
 - Time of day
 - Places
 - People



Risk-takers advantage

Exposing kids to opportunities for some risk is helpful


- Limits on screen time
- Learn the skills they need to survive early
- Help with Important events
 - Decorating the class
 - Eskimo club
 - Using tools
 - Planning school events



Opportunities :

Capitalize on current challenges!

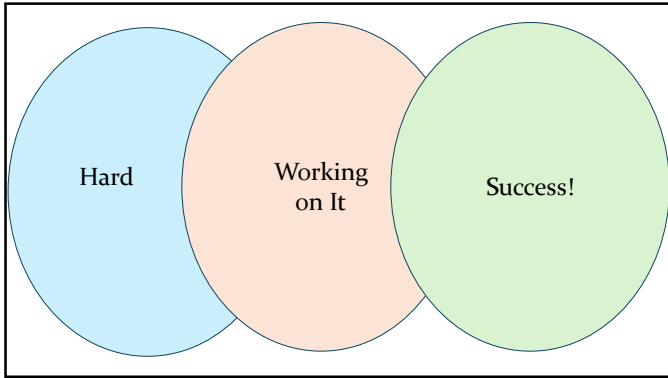
- Challenges are part of life.
 - Dealing with them is part of learning.
- Optimize teachable moments
 - Let them try.
 - Let them fail (*but don't set them up for failure*)
 - Take accountability
 - Understand other's perspectives
 - See the consequences of their behaviours
 - Work through next steps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



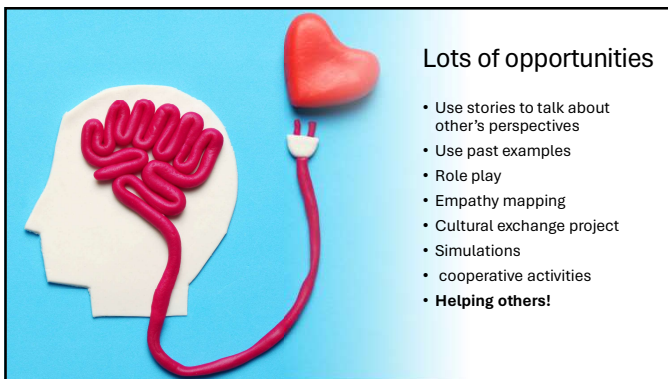
Create challenges!

- Challenge of the day, week, or month
 - Work through things on their own
- Challenging puzzles
 - Might get frustrated in the moment but the intrinsic reward once solved is far greater than if helped









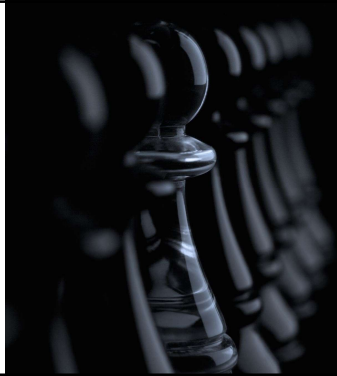
Lots of opportunities

- Use stories to talk about other's perspectives
- Use past examples
- Role play
- Empathy mapping
- Cultural exchange project
- Simulations
- cooperative activities
- **Helping others!**

Conflict Resolution

Teach!

- Normal part of relationships!
- Not a bad thing – can be positive
- Examples
- Helpful vs. unhelpful responses



Conflict Resolution

- Reflect on their emotions and triggers
- Practice recognizing signs & talking about the experience



Conflict Resolution Effective Communication

- Use teaching interactions
- Reciprocity in relationships



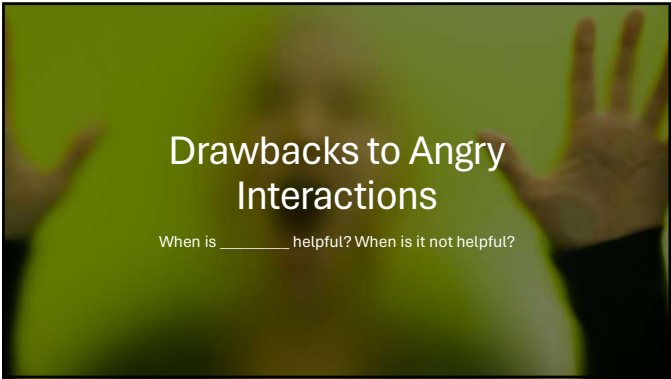
Conflict Resolution
Effective
Communication

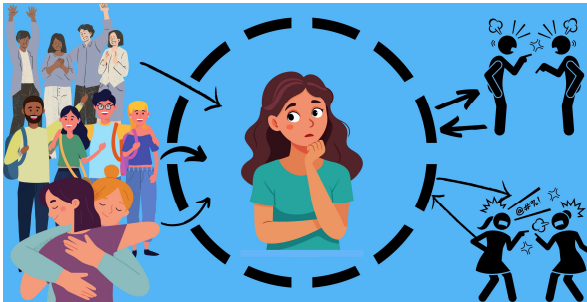
- Problem solving frameworks
 - Clearly express own viewpoint
 - Active listening and reflecting
 - Brainstorm
- Reinforce!

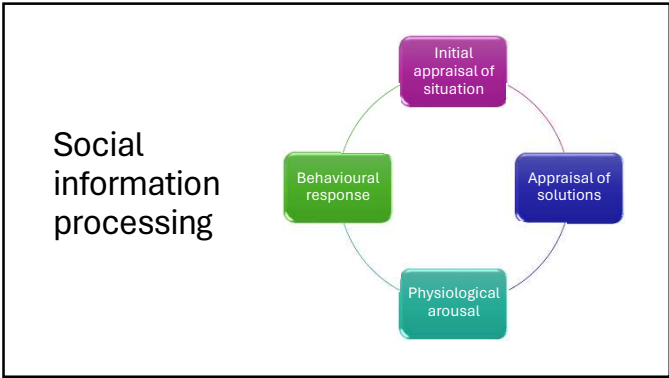


Drawbacks to Angry
Interactions

When is _____ helpful? When is it not helpful?







Model!

- Polite & respectful behaviours
 - Verbal
 - nonverbal
- Listening
- Validating others
- Collaboratively problem-solving

Coping Cards

- I got this.
- I am frustrated but can do it anyway.
- I am not going to let Freaking out Fred get in my way.
- This feeling is temporary and will pass.
- This is manageable.

Coping Cards

What emotions
says/wants me to do:

- 1.
- 2.
- 3.

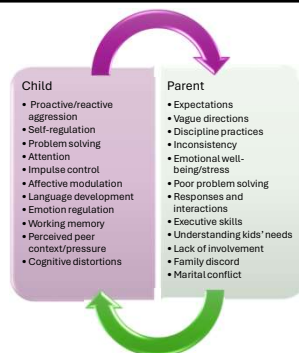
What I will say back
or do instead:

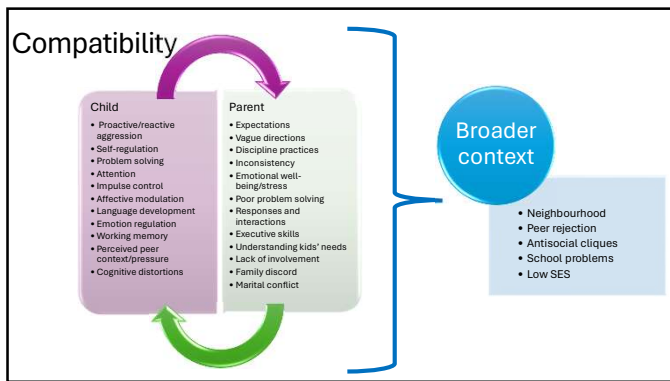
- 1.
- 2.
- 3.

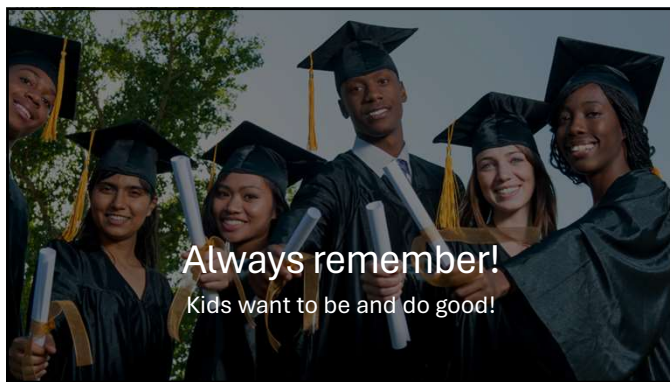
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Compatibility









Get Curious
Not Furious



+ . *Functional Behaviour
Analysis*




First ask

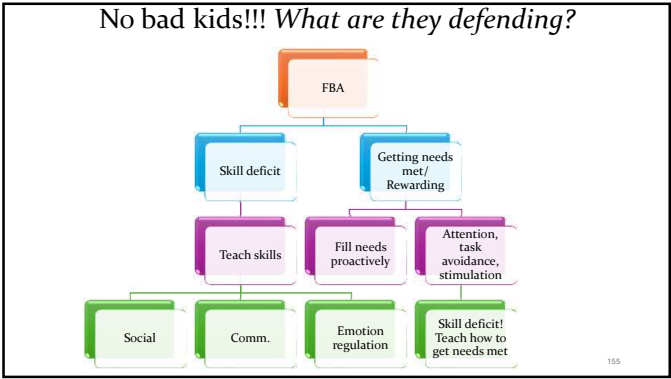
1. What behaviour do we want to change or see more of?
2. WHY do we want them to?
3. What is important for THEM?



Behaviours:


A puzzle to be solved
vs.
a problem to eliminate





Functional Behaviour Analysis

- When are kids are doing good?!!!!
- Triggers
 - People
 - Place
 - Time
 - Other conditions?
- Anecdote of behaviour
- What are the consequences of the behaviour
 - How do others react?
 - Do others reinforce the behaviour?
 - Do others punish the behaviour?



ABC of Behaviours



Why is this behaviour happening?
What is going on for the child?
What are the contextual circumstances?
Why now?



Functional Behaviour Analysis

- Collect data
 - Indirect measures
 - Direct observation
 - Environment assessment
- Develop a behavioural hypothesis
- Develop and implement intervention
- Evaluate and monitor progress

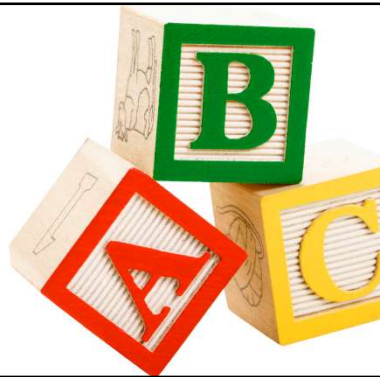


Behaviour Observation Examples

- On and off task behaviour
- Duration of the behaviour
- Frequency of the behaviour
- Intensity of the behaviour 1-10
- What happens to the kid when they engage in the behaviour?
- What happens to others when the behaviour happens?
- Triggers?
- Environmental factors
- Patterns of behaviours
- Odd, developmentally inappropriate behaviours
- What are other peers doing? Is the target child doing something completely different?
- If you were to change the situation, what would you do?

Functional Behaviour Analysis

- Hypotheses re: antecedents
 - Conditions to change
 - Skills to be taught
 - Replacement behaviours
- Interventions needed
- Strategies
 - Preventive vs. reactive



Beyond ABC's

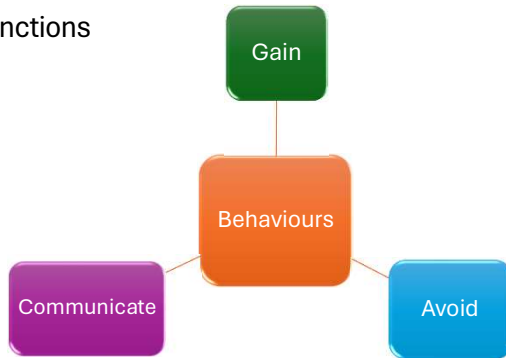
	Motivation	Influence behaviour
	Antecedent	Conditions in which the behaviour will occur
	Behaviour	Observable
	Consequence	What happens as a result of the behaviour

Motivational Schemes





Basic Functions

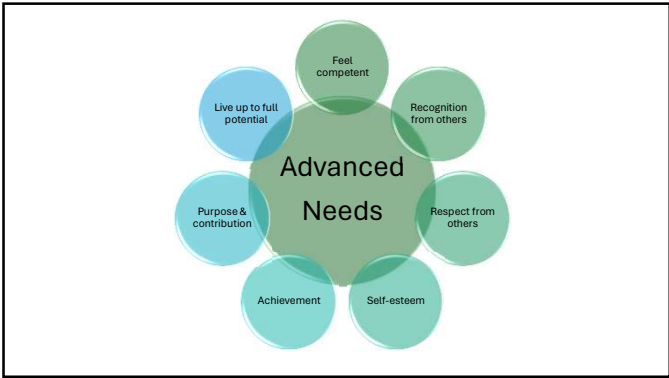


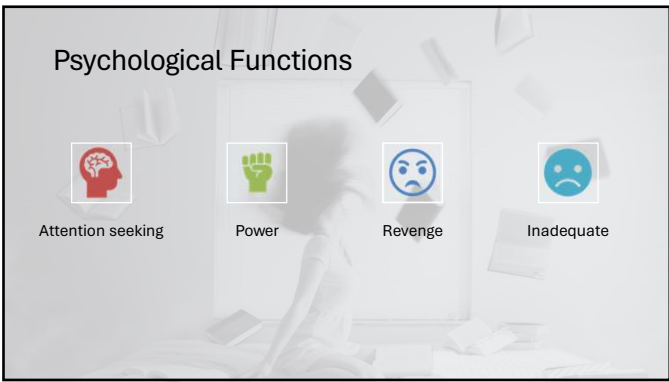
Basic Needs

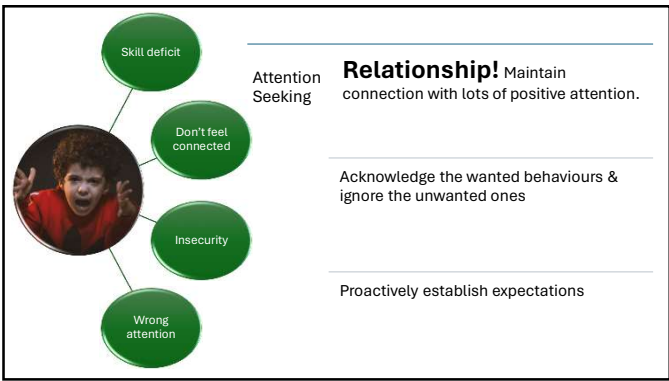


Basic Social Needs












Positive Attention & Planned Ignoring

For behaviours that are maintained by adult attention






Anxious

Not capable

No control

Power	Relationship!	Mutually respectful
		Feel they belong, are safe, and are heard
	Avoid power struggles	Everyone loses
	Collaborate	
	Rationales for rules	
Routines and clear expectations	Privileges and responsibilities	

Revenge



Defeated

Bad

Unloved

Hurt

Revenge	Relationship!	Feel they belong and are safe Feel HEARD!
Stop the hurt		
Consider the purpose of your responses		Collaborate
Clear expectations and consequences		
Routines and clear expectations		Privileges and responsibilities with support

Inadequate

Inadequate	Relationship!	
Encouragement		Let them try
		Scaffold for success
		Teach vs. tell
Opportunities		For success & build islands of competence
		To be appreciated
		Responsibilities

Example Needs

Social	• Time with friends
Attention	• Time with the secretary
Fear	• Supported approach
Control	• Choice of assignment
Sensory	• Headphones or listen to music
Escape	• Earn time away from boring tasks
Pain	• Enjoyable activity that brings contentment

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Proactive Strategies

Antecedent strategies

The best interventions are the ones that you implement before behaviours happen – at the level of relationship and environment. You're already there!



Relationship



Environment. E.g., modifying tasks, choices

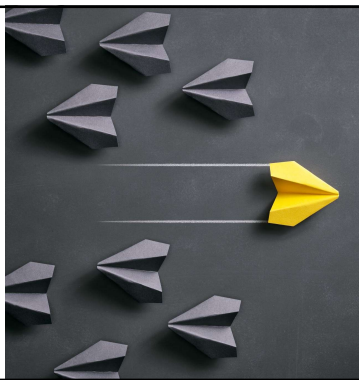
If they aren't experiencing success, they become even more vulnerable



Get on Offense!

Spend time putting support strategies in place vs. waiting for problem behaviours to happen. Do anything you can to promote positive behaviour

- Greeting students as soon as you see them
- Help them transition to/from various activities throughout their school day
- Clear and simple expectations that are both reasonable and enforceable;
- Provide the ability to step away from situations that they perceive as too hard or difficult and problem-solve what needs to happen for them to be successful
- Adults and kids take "practice breaks" before they really need them
- Model appropriate tone, volume and cadence with students who are frustrated



Example: Work avoidance & Attention seeking

- Sufficient supervision
- Structure & predictable routines
- Success-oriented practice sessions
- Teacher checks in to provide additional modelling or guided practice
- Classroom expectations displayed
- Precorrections for academic and behavioural expectations
- Achievable daily goal that is posted visibly
- Explicit instruction on specific skills
- Behaviour-specific praise
- Intermittent reinforcement
- Immediate reinforcement
- If-then reminders
- Mood induction activity with peers



Establishing Behaviour Expectations & Strategies

Involve child
 Start small! Few rules and build on successes
 State rules positively
 Make rules visible
 Teach & practice to success
 Use role play to keep kids actively engaged
 Train every day
 Automatize (requires less brain energy!)
 Tie new behaviours to existing ones
 Use positive motivators vs. Punishment
 Make rewards appealing and immediate
 Acknowledge adaptive behaviours
 Review expectations and support at point of performance
 Provide ongoing structure and support for success
 Choices
 Structured breaks

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15:1



Find the Antidotes!

- | | |
|----------------------|--|
| Defies authority | • Follows directions; obeys rules |
| Destroys property | • Uses objects appropriately |
| Fights with siblings | • Plays and shares with siblings; assists them |
| Hits others | • Solves problems verbally |
| Disrespectful | • Collaborates, accepts decisions |
| Irritable | • Express how they feel
• Good natured & easy going |
| Lies | • Is honest |

I caught you!

Calling out

- Put up their hand

Name calling

- Helping, complimenting

Hitting

- Using words to express upset

Tootling Slip

Who: Suzie

Did What: Helped figure out a problem in science.

From: Chana



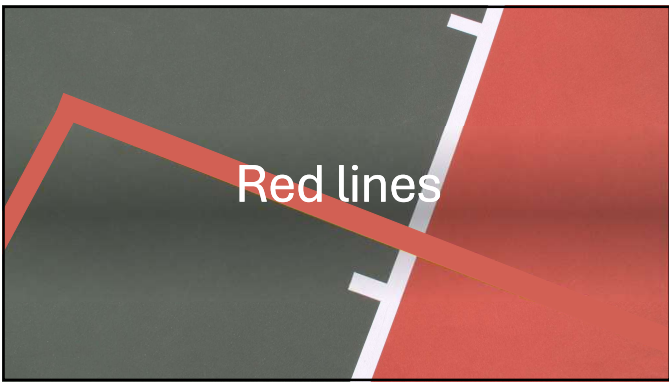
Two Key Components

- ✓ Positive peer reporting
- ✓ Group-oriented rewards

Bonus Response-Cost

- Pre-scheduled, automatic reinforcers to promote prosocial behaviours
- Complements existing reinforcement plan
- Graduated approach
 - To learn from behaviours
 - Chance to make different choices
 - Shape desired behaviours





Red lines



Technology Diet

Effective Discipline



Teach!

Clear communication
Clear expectations
**BEFORE KIDS SET
NORMS**
Positively phrased
Visible



Consequences

Outcomes of the
behaviour
Consistent
Disincentives are:

- Natural
- Logical



Democratic approach

Be Explicit!!!!!!!!!!!!!! State Behaviours Positively

(Don't assume anything)

Provide:

- 3-5 expectations
- Rationales
- Immediate successes
- Explicitly Teach
 - Examples and non-examples of expected behaviours
 - Models

Unhelpful Instructions

Buried

Chained

Questions

Repeated

Vague

Let's

Yelled

Better Instructions

Direct

Specific

Clear

One at a time

Moment of silence

Within their capacity

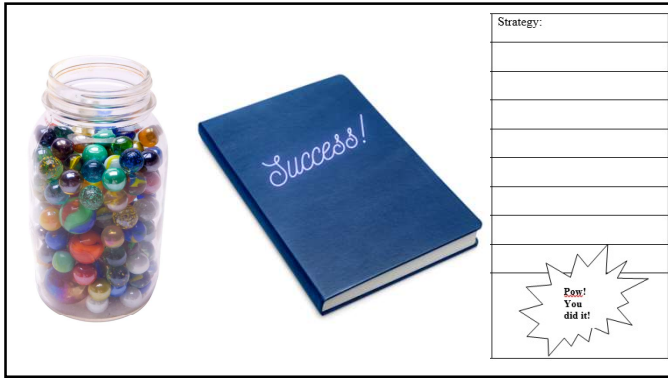
Respectful

Behaviour Matrix			
Classroom Routine	Be Respectful	Be Responsible	Be Ready
Arrival	<div> <div>REVIEW & RETEACH REGULARLY THROUGHOUT THE YEAR!</div> </div>		<ul style="list-style-type: none"> Review the day's agenda. Organize desk and materials for the first activity.
Group			<ul style="list-style-type: none"> Gather necessary materials before starting. Know the group's objectives.
Independent Work			<ul style="list-style-type: none"> Check supplies are ready. Set personal goals for each task.
Transition Between Activities	<ul style="list-style-type: none"> Move efficiently and quietly. Respect others' space and work. 	<ul style="list-style-type: none"> Follow directions for next activity promptly. Help set or clean up if needed. 	<ul style="list-style-type: none"> Check what materials will be needed next. Mentally prepare for the shift in activity.

(Adapted from Myers et al., 2017)

Provide:

- LOTS of opportunities for practice & responding
- Prompts (visual, verbal, modeling) to remind students of expectations
- Specific praise & feedback to reinforce and correct behaviours.
- Effective error correction:
 - Be specific about the error and the correct behaviour
 - Reinforce what was done correctly
- Prompt or **reteach** the expected behaviour so it is a constructive learning opportunity (vs. punishment)



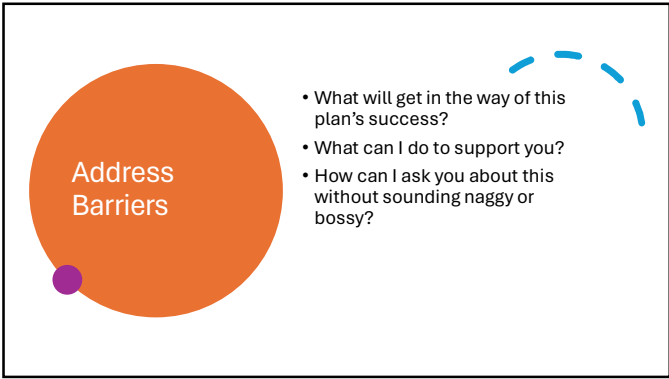
**MUST have
Clear &
Consistent
Expectations
& Limits**

- Establishing predictable consequences for behaviour
 - Clear expectations and consequences for both desired and undesired behaviours.
 - Ideally, same expectations across settings
 - Consistency helps them understand what is expected of them and reinforces positive behaviours.

A hand is shown placing a white puzzle piece with a blue person icon into a larger puzzle made of grey pieces with person icons.

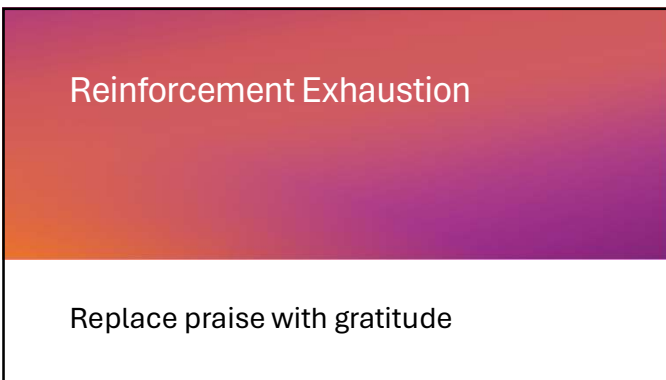
**Collaborative
Solutionizing**

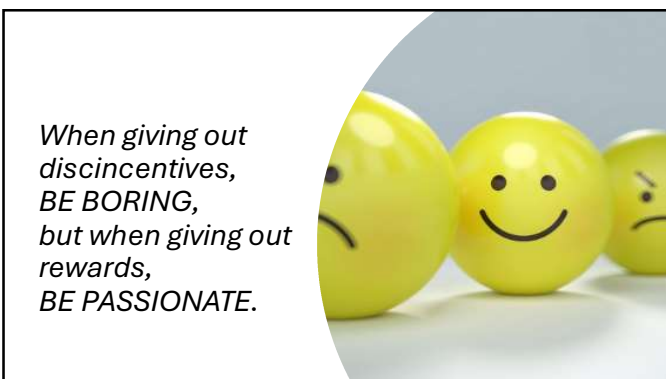




	Establishing Strong Boundaries	Unhelpful Boundaries <ul style="list-style-type: none">• Vague• Not clearly communicated and understood• Unrealistic• Problematic consequences• Vague• Cannot be monitored or enforced consistently• Unilateral• Set impulsively in emotion	Helpful Boundaries <ul style="list-style-type: none">• Clearly defined• Clearly communicated and understood• Small achievable goals with confidence• Consequences they can learn from• Consistently monitored and enforced• Established collaboratively in advance when everyone is calm and reasonable








Before Discussing Behaviours

Build Relationship and Validate,
Validate, Validate Until you form a
strong alliance
Could take months!!!!


Effective Communication to Address Behaviours



Guide

- Collaborative
- They have the capacity to solve their own problems
- We scaffold the conversation to help them get there
- Avoid focusing on labels like lazy
- Avoid passivity/doing nothing at all

Effective Communication



Strengths & aspirations

- Focus on what's **important to them**
- Focus on their strengths vs. ATWO
- Respect for their needs and autonomy
- Nonjudgmental positive regard

Effective Communication



Curiosity

- What's going on for them (no matter what!)
 - Nonjudgmental, positive regard
- Accepting
 - What would they like to see happen?
- How can they make that happen?
- What are they motivated by?

Effective Communication

Curiosity






- Partners
- Unconditional positive regard
- Respect autonomy and ability to make own choices and solve own problems

Privileges and Responsibilities

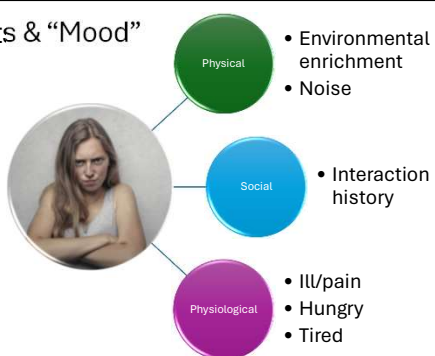
- Never revert to dictator
- **It's their choice!**
- Dump it back to them



Beyond ABC's

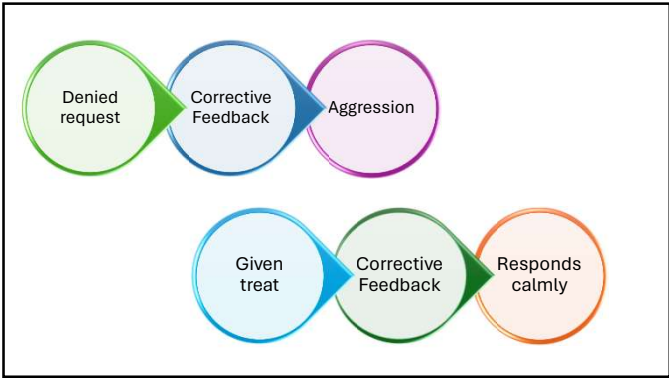
	Setting events	Influence behaviour
	Motivation	Influence behaviour
	Antecedent	Conditions in which the behaviour will occur
	Behaviour	Observable
	Consequence	What happens as a result of the behaviour

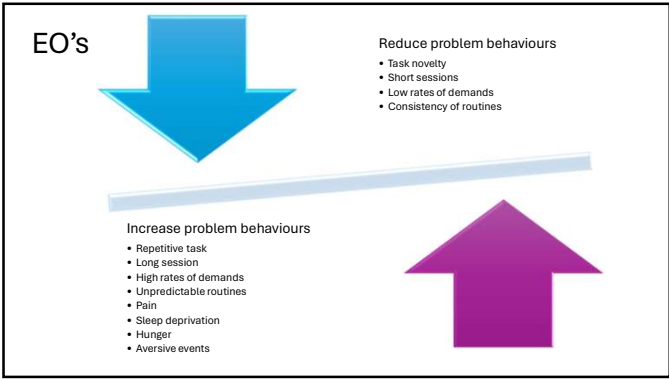
Setting Events & "Mood"



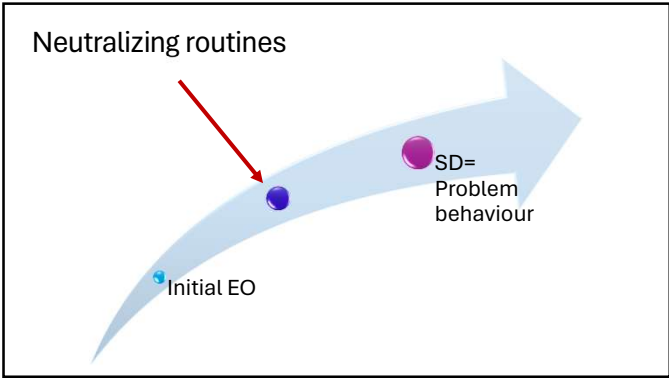
Establishing Operations

Change the value of consequences





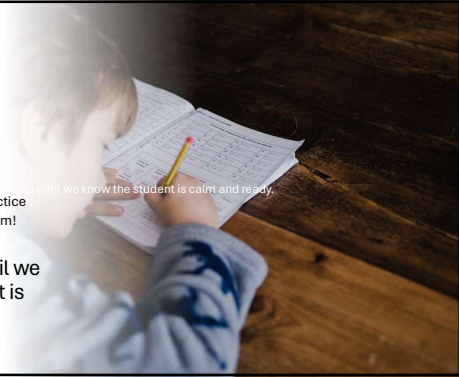


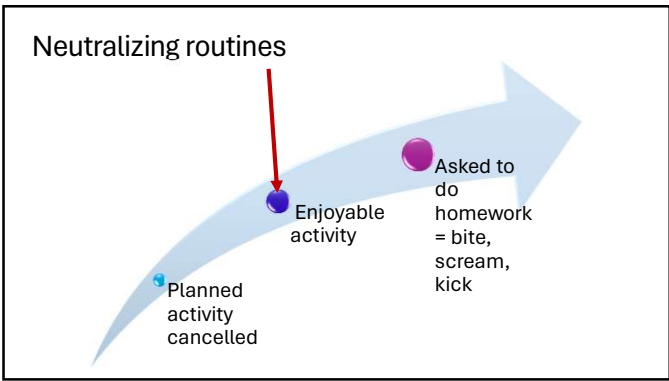


Ideas?

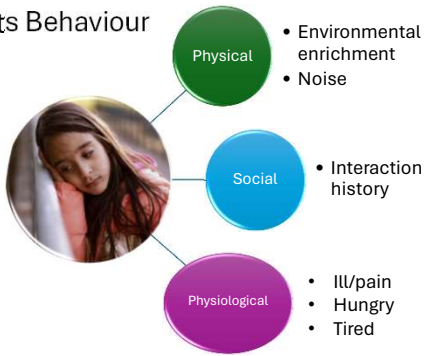
- Modify tasks
- Acknowledge effort
- Set up for success
- Opportunities to practice
 - Builds momentum!

No demands until we know the student is calm and ready.





Mood Predicts Behaviour



Mood Predicts Behaviour


What do you predict will happen if you ask her to do a non-preferred activity next to:

- Someone she hates and is easily annoyed with?
- Her best friend after she has a snack?



Mood Induction

- Mood ratings: What activities and routines are related to positive or negative mood?
- What activities contribute to optimal behaviours?
- What is the escalation cycle?



Behavioural momentum

- Give quick instructions of high probability requests in succession
- Add lower probability Instruction



Behaviour Management Requires Skills


Teaching Response Inhibition

- Which child was most like you?
 - Why?
- Who was successful?
 - What did they do to be successful?
- Who wasn't successful?
 - What could they have done to be successful?



Promote self-reflection!

- When is it important to think before you act?
- When do you NOT need to think before they act?
- When is it better to get the small reward right away vs. the big reward later?
- When is it better to wait?
- When have you chosen the bigger reward later over the smaller one right away?
- What are your marshmallows? Your phones? iPad? Videogames?




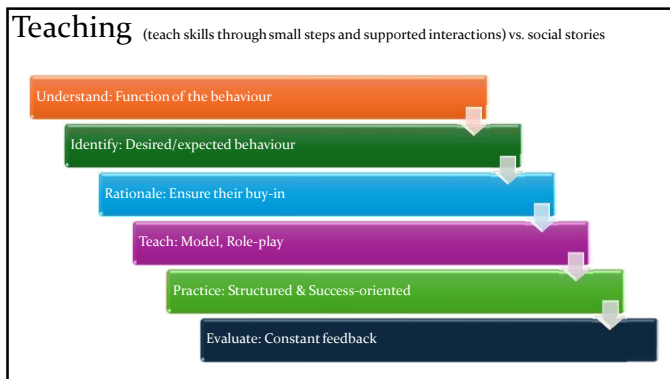
Practice!

Structured teaching trials where we set up the stressor and teach kids the skills they need to tolerate and cope with the stress

Teaching Response Inhibition

- Resistance training through structured teaching trials to learn to resist the temptation
 - Do vs. not do
 - Proactive – anticipate
 - Break negative-feedback cycle; 15:1 rule
 - Short redirection vs. lectures





CLASSROOM

Contingency Management

- The focus is on **improving functional outcomes** (*versus reducing symptoms*)
 - Relationships with peers and adults
 - Completing assigned academic tasks
 - Working in groups/classroom
 - Functional lagging skills


Example areas to target:	
Peer relations	Respects peers by allowing them focused time during work periods (i.e., does not interrupt them when they're working) Treats peers with kindness and respects their individual differences Engages in cooperative and peaceful play during recess
Academic work	Has necessary materials and assignments to complete tasks Rechecks work for accuracy before handing in Completes and returns assignments on time
Functional (Lagging) Skill: Rule-following	Follows classroom rules Follows teacher instructions Shows respect by listening attentively and responding courteously to the teacher.




**Check-In
Check-Out
(CICO)**

- Enhanced student-adult relationships
- Immediate feedback
- Increased self-monitoring
- Data-driven decision making

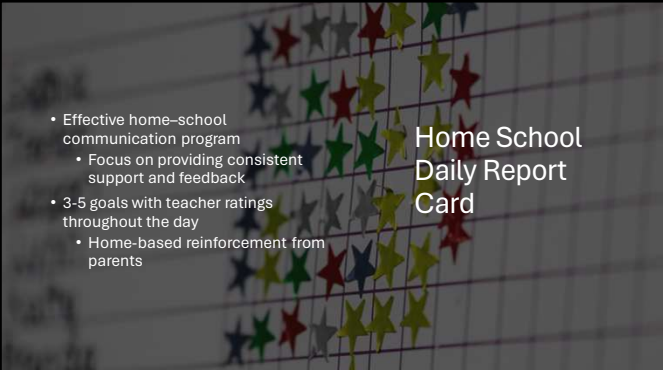
Engage Parents & Educators in Positive Ways



**COLLABORATION
BETWEEN SYSTEMS**



**THE MOST REINFORCING
REWARDS ARE AT HOME:**



**Home School
Daily Report
Card**

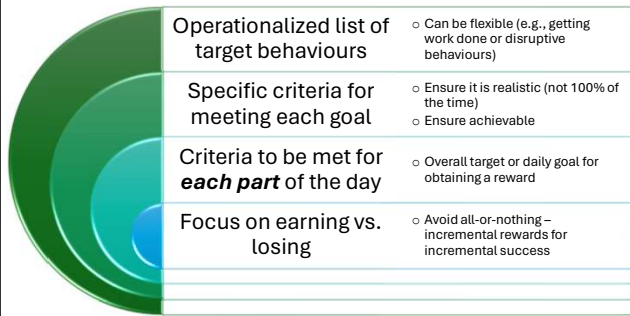
- Effective home-school communication program
 - Focus on providing consistent support and feedback
- 3-5 goals with teacher ratings throughout the day
 - Home-based reinforcement from parents

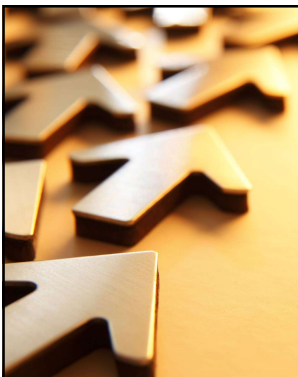


Set them up for Success!

- Active parental involvement
 - Clear understanding of how to reinforce positive behaviours at home based on school feedback
 - Review & sign daily
- Regular check-in and tweak as needed in collaboration with the student







Home School Daily Report Card!





Home School DRC: Set them up for Success!

- At least one behaviour uber easy
 - Getting upset is more work
- Reward positive behaviour (vs. penalizing) throughout the day
- Immediate feedback from teacher
- Optimize rewards
 - Motivating and meaningful to the student
 - Ideally, related to the target behaviour
 - E.g., Behaving responsibly, stay up a little later; Work completed in class, extra time on game
 - Practical
 - Accessible every day after school
 - Vary rewards

Preschool & Early Elementary				
Two or fewer prompts	9:00-10:30	10:30-10:50	10:50-12:20	12:20-1:00
Follows teacher instructions				
Engages in cooperative and peaceful play during recess				
Stays on task to completion				
Brought planner to school				

Upper Elementary & Jr. High School				
	1 = 0-25% of the time 2 = 26-50% of the time 3 = 51-75 % of the time 4 = 76-89% of the time 5 = 90-100% of the time			
	Social	English	Math	Science
Works quietly	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Stays on task	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Remains at own desk	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Raises hand to speak	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

Jr. & Sr. High School				
	1 = 0-25% of the time 2 = 26-50% of the time 3 = 51-75 % of the time 4 = 76-89% of the time 5 = 90-100% of the time			
	OR			
	1 = 2 or fewer weekdays this week 2 = 3-4 days this week 3 = Every day			
	Social	English	Math	Science
Completes assignments on time	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Comes to class prepared with pen, notebook, & text	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Uses class time to work on assignments	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Shows up to class on time	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

Behaviour Contract

(Adapted from Griffith et al., 2022)

Targets

- 1.
- 2.
- 3.

What I am working on

Daily Goal 1

Weekly Goal

When I meet my goal:

When I meet my goal:

If I don't meet my goal:

If I don't meet my goal:

Responsibilities

My responsibilities:

Teacher responsibilities:

By signing, I agree to the procedure and goals listed above.

Student _____	Date _____	Teacher _____	Date _____
---------------	------------	---------------	------------

Targets

1. Bring agenda to class from home.
2. Put hand up to speak in class with one or fewer reminders.
3. Get started on assigned tasks within the first minute.

What I am working on

Daily Goal: Earn 2 checkmarks

Weekly Goal Earn 3 stars (1 for each day I get 2 checkmarks)

When I meet my goal: I get to go on the iPad for 10 minutes.

When I meet my goal: I earn a get out of homework free pass.

If I don't meet my goal: I will meet with Mr. K to review the plan and collaborate how I can be successful for tomorrow.

If I don't meet my goal: I will meet with Mr. K to review the plan and collaborate how I can be successful for next week.

Responsibilities

My responsibilities:

- Follow the plan & monitor how I did at the end of class
- Compare and discuss my tracking sheet with Mr. K
- Ask for help if needed to reach my goal
- Use the computer if I meet my goal
- Talk to Mr. K about the plan if I don't meet my goal

Teacher responsibilities:

- Give Suzie a clean tracking sheet at the start of class
- Remind Suzie to rate her behaviour 5 minutes before end of class
- Help Suzie be successful if she asks for help
- Allow Suzie access to the computer or no homework pass if she meets her goal
- Provide feedback and collaborate if Suzie does not meet her goal

(Adapted from Griffith et al., 2022)

Tracking sheet

Bring agenda to class from home.

Put hand up to speak in class with one or fewer reminders.

Get started on assigned tasks within the first minute.

Date	Suzie's Rating	Mr. K's Rating	Suzie's Rating	Mr. K's Rating	Suzie's Rating	Mr. K's Rating
------	----------------	----------------	----------------	----------------	----------------	----------------

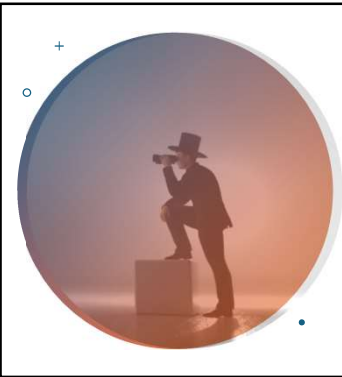
[illegible]

(Adapted from Griffith et al., 2022)



Interdependent Group-Oriented Contingencies

- Rewards
 - Initially, ensure that they are successful as quick as possible
- Activity rewards
 - Feasible and easy to deliver
 - Not something they have access to otherwise
 - Can be rewarded immediately more than delayed
 - Unknown, randomly selected



Look forward

- Have a plan
- Purposefully practice the plan
- Practice the plan in real time and evaluate



Contingency management

- Benefits
 - Teaching
 - Motivating

Contingency management

- Pitfalls
 - Skill deficits
 - Heightens arousal
 - Worsens behaviours



What doesn't work

Tough love

Scare tactics

Force/coercion

Forced
responding

Negative attention
• Complaints,
warnings, and threats

What Doesn't Work: Punishment

Limited effectiveness in behaviour change

- Increased aggression, avoidance, delinquent behaviours, and school dropout
- Higher re-offense rates

Avoid Punishment

- Negative impact on academic achievement & social success
- Does not teach skills
- Damage to adult-child relationships
- Contributes to long-term negative consequences



What's Your Goal?

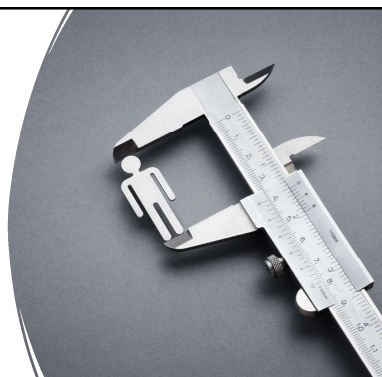
- Consequences
 - Pre-empt escalation
 - Minimize reinforcing problematic behaviour
 - Save time
 - Keep the peace
 - Create learning opportunities for desired behaviour



Constructive Discipline

Corrective and instructive

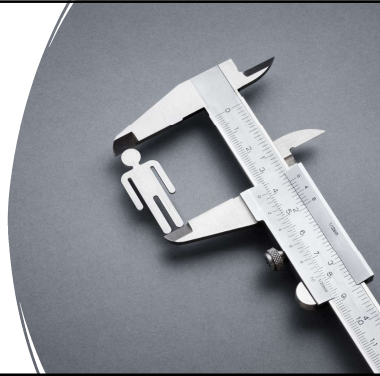
- Timing
 - Must have a strong relationship
 - Must have capacity to handle stress
 - Must have consistent social support
 - When everyone is calm
 - Privately
- Skills to make different behavioural choices



Constructive Discipline

Corrective and instructive

- Alternatives to punishment
 - Reset rooms
 - Collaborative confabs
- Restitution (caution!)
 - Understand the broader context
 - Ensure buy-in and learning is happening
 - Not usually when another student is involved



Avoid Counterproductive Approaches!

Lecturing

- Proactively establish expectations & calmly remind them

Power struggles

- Pre-established expectations, active listening, choices
- Privacy!

Arguing

- Stay calm and assertive

Confrontation

- Wait until calm & offer invitation
- Establish regular meeting times

Avoid Counterproductive Approaches!

Threaten

- Clear, concise, consistent logical/natural consequences proactively established

Unhelpful communication

- Validate their feelings
- Active listening & collaboration

Inconsistency & Snap decisions

- Consistently enforce rules and apply consequences

Labelling

- Focus most on adaptive behaviours
- Focus on behaviour not the child

Helpful Consequences

- Collaborate
- Clear Outcomes
- Consistent and predictable response to behaviours
- Consequences vs. Punishment
- Natural Consequences
 - Empower decision-making
 - Avoid power struggles
- Logical Consequences
 - Collaborative Problem-Solving
 - Democratic Approach
 - Discipline as Teaching

Motivation-Inspired Behaviour Plans

Informal (vs. formal)

- Let's make a deal – totally up to you & no skin off my back!

Teach skills to manage (vs. punishment)

Rewards positive behaviour

Reinforcement based on motivation

Very clear about what is earned

New behaviours addresses child's needs

Cycle of escalation

```
graph LR; Calm --> Triggered; Triggered --> HeatingUp[Heating Up]; HeatingUp --> CRISIS; CRISIS --> De-escalation; De-escalation --> Settling; Settling --> CalmExhausted[Calm (may be exhausted)];
```

Emotion Coach



Separate Consequence Discussions from Emotional Validation



Verbal aggression

Master listener & compassion

- Acknowledge the upset & validate their experience
- You understand their pain
- Show safety
- Praise! They are communicating with words!
- Be natural and neutral



Verbal aggression & Threats

- Doable & targeted to someone
 - Dangerous (especially if they are holding scissors etc.!))
- Doable but not targeted at anyone specific
 - Credible but less predictable

Always:

- Validate & listen
- Disarm
- Stay calm
- Don't take it personally!
- Lots of love & positive attention when calm

• Use environment to create safety

Verbal aggression & Threats

- Specific but not doable in the moment

Always:

- Validate & listen
- Disarm
- Stay calm
- Don't take it personally!
- Lots of love & positive attention when calm

• Be proactive & prevent from happening

- Yay! They prewarned us!

Verbal aggression & Threats

- Yell or swear at someone specific without threats
- Yell or swear without threats to no one in particular
- Screaming – likely sensory overload

Always:

- Validate & listen
- Disarm
- Stay calm
- Don't take it personally!
- Lots of love & positive attention

• Teach boundaries proactively

• In crisis though: Meh

- Just words
- Normal reaction
- Helps release tension (better than aggression!)

• Stay calm


- Otherwise, we teach this is an effective hurtful strategy

An illustration of a black stick figure hanging from a red heart shape against a light grey background.

Ideas on how to respond?


Master listener & compassion

- Acknowledge the upset & validate their experience
- You understand their pain
- Show safety
- Praise! They are communicating!
- Be natural

Two side-by-side photos. On the left, a woman with a long braid in a light blue shirt. On the right, a man with a beard and striped shirt with his hands raised in surprise.

- Always validate their experience and
- ensure they feel that we understand.


259

A person in a black hoodie and blue jeans holding a red box with a sad face drawn on it, against a green textured background.


**Remember context:
Save Face**

Watch what you say when and where you say it


270




Lying




Recognize the flipside




Teach conditions




Don't ask if you know




Praise accountability



Avoid power struggles




Give them a different way to respond



Escape behaviours


- Teach skills
- Break cards
- Modify environment
- Proactive breaks
- Intermittent reinforcement in the class (and missing out when not)

Escape behaviours




Wait it out

- Run down the hall
- Run to the yard/playground
- Ran to a room in the house
- Hid under a table



Engage!

- Hanging out the window
- Ran down the street
- Left school grounds
- Hid under cars





Physical aggression

Adults & Kids Mast De-Escalation & Crisis Management

Physical aggression

Dignity & respect


Collaborative Framework

- Maintain Connection
- Calm & return to task

De-escalation strategies

Create safety

- For others
- Signs of safety for aggressor




Physical aggression: Escorting or Evacuation?

Avoid physical restraint, but:

- When, How, Who & Where
- Return plan afterwards

Evacuation system:

- Subtle! Don't make a big deal about the behaviour
- Code word & practice drills



Still feel the need to talk?

- Likely not helpful (they already know what they did wrong)
- Collaborate

Managing Behaviours
When you feel the need to respond

It is critical that students can **save face** and have the chance to **self-correct** or **solve the problem** on their own

Least-to-most intrusive response

Choice

Proactive conversations

Overall framework for behaviour change

Understand what the behaviour tells us

Address motivation of behaviour and behaviour change


How is the child motivated

Teach skills

Safety, mutual respect





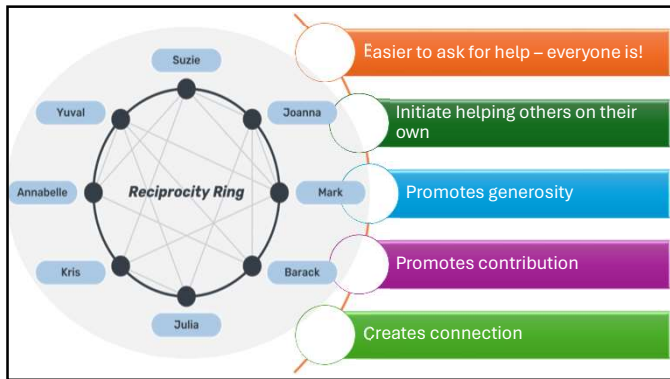
Warning!
You WILL get push back when adults start to change their response!!!



Promoting
Prosocial
Emotions

Feelings to
promote:
Gratitude

 RELATIONSHIPS	 EMPATHY	 HAPPINESS
 PERSEVERANCE	 DELAY GRATIFICATION	 DISTRACTION



Gratitude Rituals

- What did someone do today to make you happy?
- What did you do to make someone else happy?
- What have you learned today?
- What inspired you today?
- What surprised you today?
- What do you appreciate, mom, dad, sibling for?

Acts of Kindness

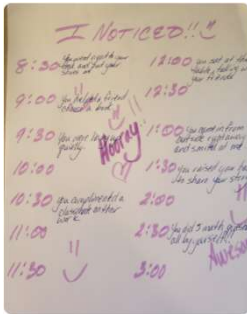
Kindness Bingo

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 fuzzie to someone	Sending a <i>thinking of you</i> not to a friend	Give hugs
Thank a community helper	Make a gift for someone	Plant something	Tell someone something they did to make your day	Tell someone something you are proud of

Do a sibling's chore without anyone asking

Spend time with someone

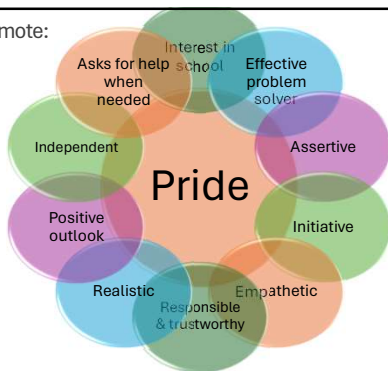
Be a good friend to your sibling



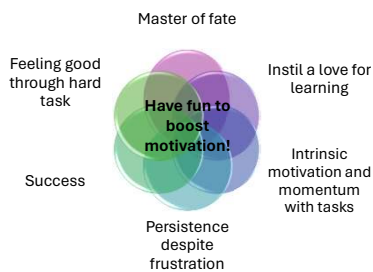
Model Gratitude

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

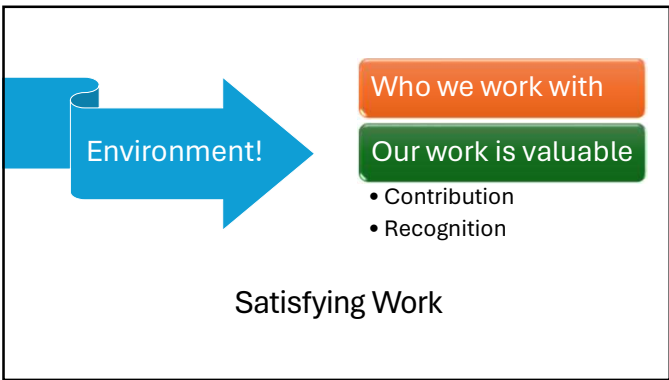
Feelings to Promote:



Pride!









Building Pride

- Become an area expert
- Even if they are working independently, work longer and on harder tasks *when they think they are contributing to the group*
 - Assign certain questions to work towards group completion



Optimize with Dopamine

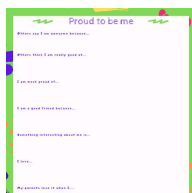
- Dopamine, a key neurotransmitter, is released in higher quantities when we face challenges and overcome them.
- The more challenging the task, the greater the dopamine release upon success, enhancing the feeling of satisfaction.
- GAME DEVELOPERS KNOW THIS
 - The repeated failures followed by eventual success amplify the satisfaction derived, reinforcing persistence and perseverance.

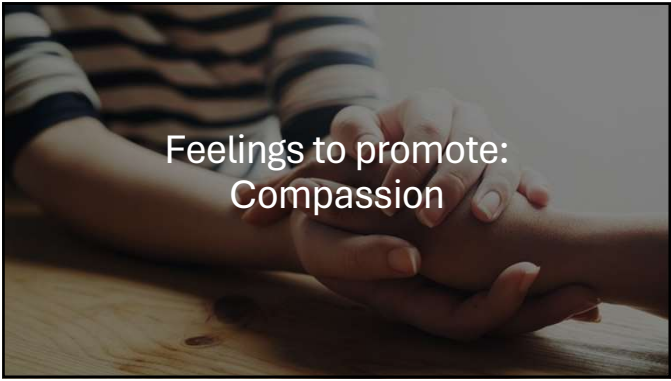


DON'T JUMP IN TO HELP!

Identify unique skills


- Brainstorm all things you can do that you are proud of and/or others value or are amazed at
- What are skills you would like get better at? What one small thing could you do today, tomorrow, this week to keep building?





Compassion

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




Christmas Truce

What brought them together?



Building Compassion


- Through *similarity*
- Create social belonging in as many ways as possible
 - Any cue: wristbands, colour shirts, birthdays, class shirts, team jerseys
- Collaborative tasks. Use skills to contribute in their way
- Giving or receiving help on something important



Safe, nurturing relationships...

Sense of contribution

- Brainstorm ideas how to support others
- Acknowledge classmate/teacher/supervisor's birthdays (1:1 responsibility)
- Collaborative tests
- Evaluate programs and activities
- Written surveys and focus groups



Peer relationships

- Promotes emotional well-being
- Improves behaviours
- Provides important development opportunities
- Sense of belonging
- Improved emotion regulation
- Better communication



WARNING!!!!

Social skills are not enough

- Social devaluation
- Peer exclusion
- Reputational bias
- Cognitive bias



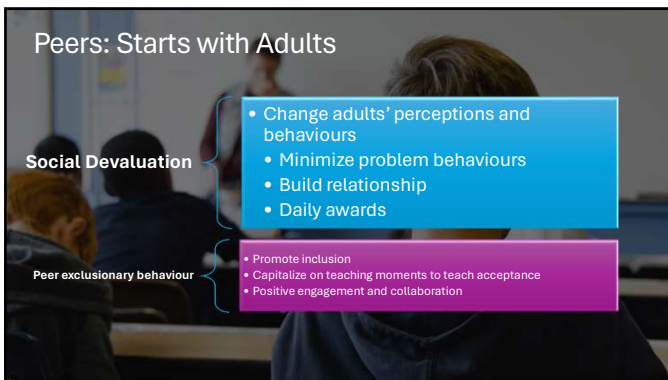
Peers: Starts with Adults

Social Devaluation

- Change adults' perceptions and behaviours
- Minimize problem behaviours
- Build relationship
- Daily awards

Peer exclusionary behaviour

- Promote inclusion
- Capitalize on teaching moments to teach acceptance
- Positive engagement and collaboration



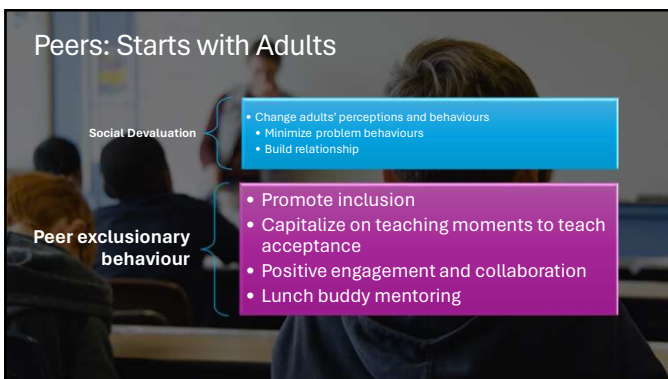
Peers: Starts with Adults





Social Devaluation

- Change adults' perceptions and behaviours
- Minimize problem behaviours
- Build relationship

Peer exclusionary behaviour

- Promote inclusion
- Capitalize on teaching moments to teach acceptance
- Positive engagement and collaboration
- Lunch buddy mentoring





PARENTS OF THE YEAR
<https://parentsoftheyear.com>

OVERPOWERING EMOTIONS
with Dr. Caroline Buzanko
<https://bit.ly/overpoweringemotionspodcast>

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