

Presented by



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Georgia Strait | WOMEN'S CLINIC

WHO SHOULD ATTEND

Education & Clinical

Professionals: All education and mental health or healthcare professionals who work with children or youth including, but not limited to K-12 Classroom Teachers, School Counsellors, Learning Assistance/Resource Teachers, School Administrators, School Paraprofessionals including Special Education Assistants, Classroom Assistants and Childcare Workers.

All other professionals who support behavioural challenges and complex learning needs including but not limited to: Nurses, Social Workers, Psychologists, Clinical Counsellors, Family Therapists, Occupational Therapists, Speech Language Pathologists, Addiction Counsellors, Youth Workers, Mental Health Workers, Probation Officers and Community Police Officers.

LIVE IN-PERSON

- Complimentary tea, coffee and assorted pastries
- On-site exhibitors

Please note, in-person registration does not include access to the live stream or recorded footage.

LIVE STREAM FROM HOME

This conference will be live streaming from Saskatoon, SK to online participants on November 4-6, 2024 from 8:30am - 4:00pm CT

Recorded footage and all course content will be available until December 9, 2024. Please allow 3-5 business days after the conference has ended for recorded footage to become available.

Live stream registration:

www.webinars.jackhirose.com

Please Post

LIVE IN-PERSON
& LIVE STREAM
CONFERENCE

5

CHILD & YOUTH
FOCUSED TOPICS



THE SASKATOON CONFERENCE ON

Behavioural, Developmental & Emotional Challenges with Children & Adolescents

November 4-6, 2024

Monday to Wednesday
8:30am to 4:00pm

Saskatoon, SK

Saskatoon Inn & Conference Centre
2002 Airport Drive

**Caroline
Buzanko**

Ph.D., R.Psych



**Steven
G. Feifer**

D.Ed.



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(Gibbs) Lyons**

Ph.D., OTD, OTR/L, ASDCS



✓ **Proven Brief Interventions
to Help Students with Emotional
and Behavioural Problems**

✓ **Worried & Distressed:
Dealing with Anxiety Disorders
in School Age Children**

✓ **Fostering Social Emotional Learning
Skills in Students**

✓ **Proven Interventions to Help
Children & Adolescents with
Reading and Writing Difficulties**

✓ **Self-Regulation & Mindfulness
for the Classroom**

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THE SASKATOON CONFERENCE ON BEHAVIOURAL, DEVELOPMENTAL & EMOTIONAL CHALLENGES WITH CHILDREN & ADOLESCENTS

Presented by Jack Hirose & Associates. Sponsored by Sunshine Coast Health Centre and Georgia Strait Women's Clinic

If you have any questions, please contact your on-site coordinator.

PLEASE REMEMBER:

- Wear your name badge every day.
- Turn off your cell phone.
- If you have pre-purchased lunch your tickets are in your name badge, please treat your tickets like cash.

EVALUATION FORM:

- Complete your evaluation form each day using the QR code below.



SCHEDULE:

This schedule may vary depending on the flow of the presentation and participant questions

7:30am – 8:30am	Sign-In
8:30am – 10:00am	Morning Workshops Begin
10:00am – 10:15am	Mid-Morning Break (Refreshments Provided)
10:15am – 11:45pm	Workshop in Session
11:45pm – 12:45pm	Lunch Break
	Sign-In (CPA Members Only)
12:45pm – 2:15pm	Afternoon Sessions Begin
2:15pm – 2:30pm	Mid-Afternoon Break (Refreshments Provided)
2:45pm – 4:00pm	Workshop in Session
4:00pm	Complete Evaluation Forms (Use QR Code Above) & Sign-Out (CPA Members Only)

CERTIFICATES:

- Digital certificates are available for download on the final day for multi-day attendees at:
<http://registration.jackhirose.com/certificates>

CPA MEMBERS

- A new policy requires you to request a form from your on-site coordinator, which must be submitted directly to the association.
- Please sign in after lunch and sign out at the end of the day. Early departures result in the loss of CPA credits.
- Certificates will be updated with CPA credits after form verification (allow 2-4 weeks).

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**Proven Brief Interventions
to Help Students with
Emotional and Behavioural
Problems**


*Nurturing Responsible,
Proactive, & Empowered Kids*

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KORU
FAMILY PSYCHOLOGY







<https://parentsoftheyear.com>

<https://bit.ly/overpoweringemotionspodcast>

Developmentally Appropriate Behaviours

 <p>Preschoolers</p> <ul style="list-style-type: none"> • Argue • Demanding • Independence • Say "No!" • Test limits • Act babyish • Some tantrum • Minor aggression • Jealousy, worries • Know-it-all 	 <p>Grade school</p> <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 	 <p>Early Adolescence</p> <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 	 <p>Teens</p> <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
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Warning!
100%
obedience
comes at a
great cost

Importance of acting out

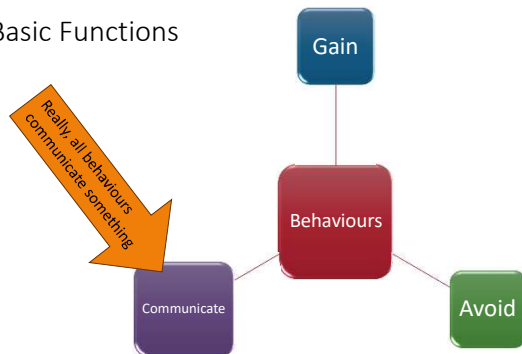
- Essential for development & learning
- Learn about themselves & the world
- Boosts independent thinking
- Helps form identity
- Boosts emotional regulation
- Empowering
- Stand up for themselves



Result of both



Basic Functions




Behaviours
adaptive for
them

***They learned
to be tough***

➤ 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

Mood Predicts Behaviour



Physical

- Environmental enrichment
- Noise

Social

- Interaction history

Physiological

- Ill/pain
- Hungry
- Tired

Emotions Lead to Behavioural Responses

Anger

Assert, defend

Fear

Fight, Flee, freeze

Joy

Connect, engage

Shame

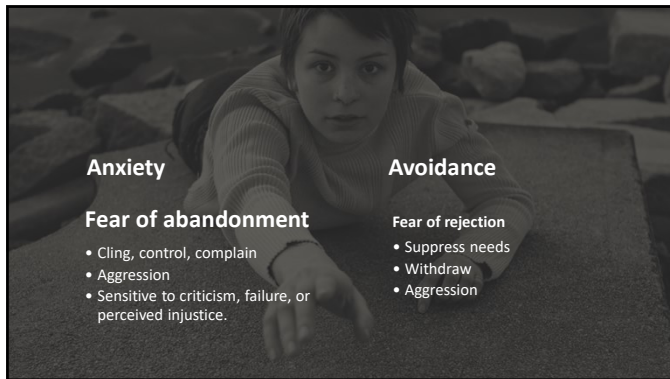
Avoid

Sadness

Support, withdrawal

Excitement

Attend, explore



Anxiety

Fear of abandonment

- Cling, control, complain
- Aggression
- Sensitive to criticism, failure, or perceived injustice.

Avoidance

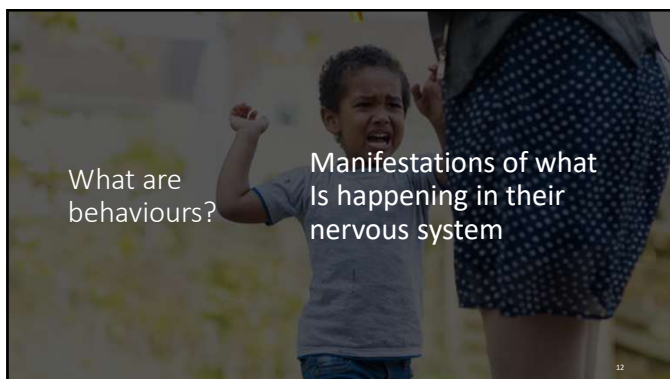
Fear of rejection

- Suppress needs
- Withdraw
- Aggression



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

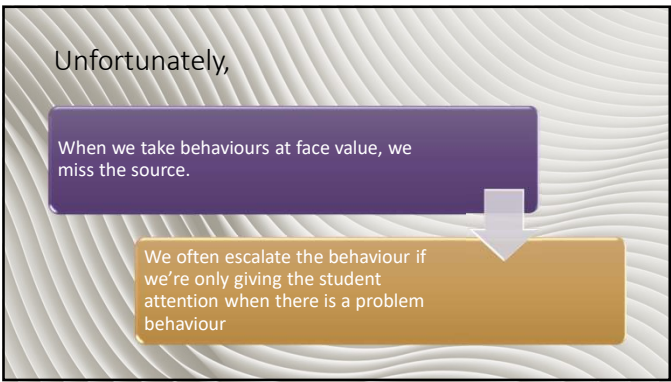
- Intense emotions
- Behavioural and emotional outbursts
- Impulsivity
- Rigidity
- No self-reflection
- Unable to take perspectives
- Disengagement



What are behaviours?

Manifestations of what is happening in their nervous system







Misbehaviour

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



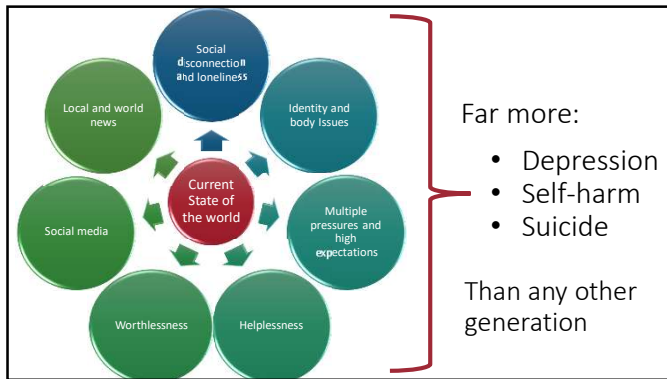
Stress behaviour

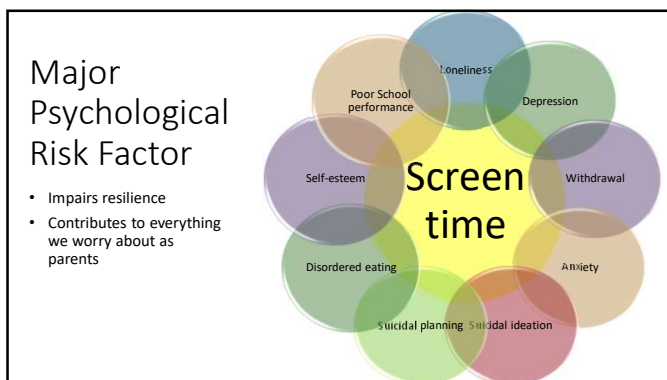
- None of these capacities



Strong emotions limit flexibility and perspective taking



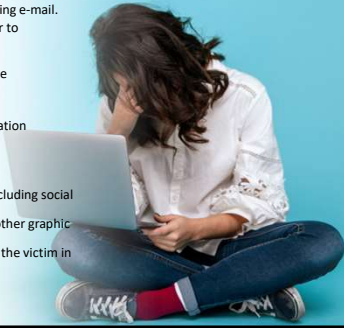






Bullying doesn't happen privately anymore

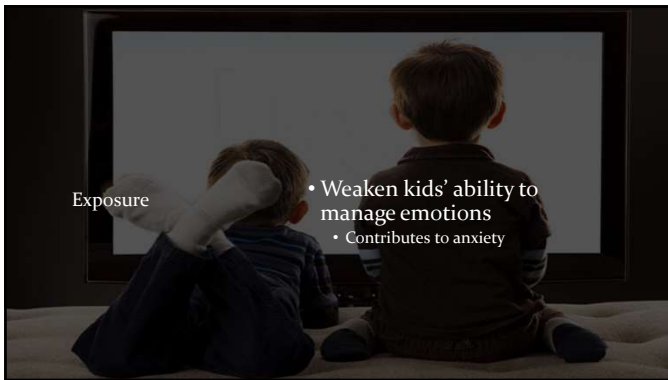
- Sending unsolicited and/or threatening e-mail.
- Encouraging others to send e-mail or to overwhelm the victim
- Posting/spreading rumours.
- Making defamatory comments online
- Sending negative messages
- Sexual remarks
- Posting the victim's personal information
- Hate speech
- Impersonating the victim 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



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Exposure

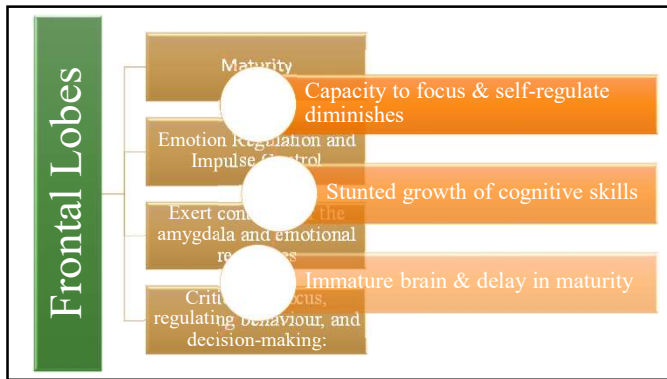
- Weaken kids' ability to manage emotions
- Contributes to anxiety



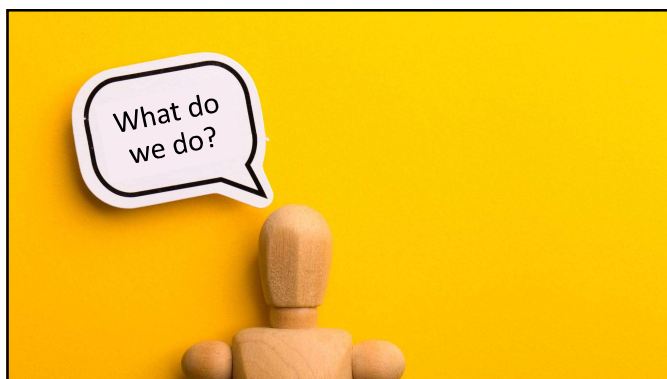


Poor self-regulation because resources used up

- Poor emotion regulation
- Increased emotional reactivity
- Proactive aggression
- Anti-social behaviours

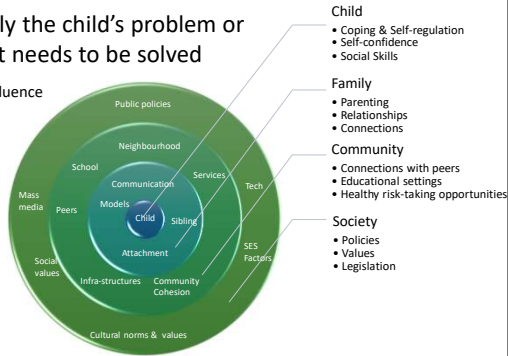




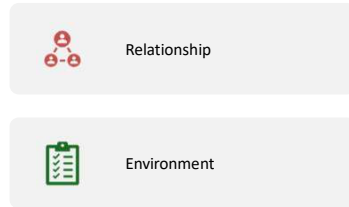


Not always only the child's problem or behaviour that needs to be solved

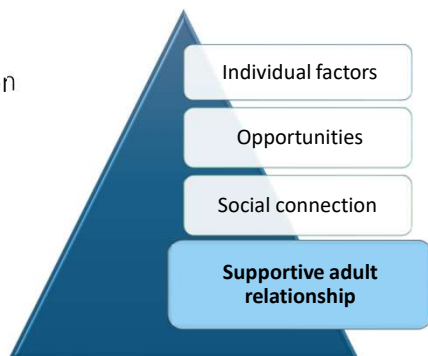
Numerous factors influence the ability to cope



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



Self-regulation Pyramid



It Takes Work...

Values Discovery

Identify own values in your role

Goals in your role

Hopes for students' futures

Professional/Personal Mission Statement

What did you value as a student?

- What are things your teachers did that you valued and appreciated?
- What do you wish teachers did differently?
- What did your teachers do/not do that influence how you interact with students today?
- What things did your teachers do/not do that influence what kind of person you want to be with students today?

Reflect on your incentives

What are your goals?

What kind of teacher do you want to be?

How do you want students to remember you?

What kind of class do you want to have?

What motivates you?

Clarifying Values

- What kind of relationship do I want this student?
- Who do I want to be within this relationship?
- What qualities do I want this student to see in me?
- How could our relationship be improved?
 - What can I do more of? Less of?



Align with Values: From Ideas to Reality

- List concrete, observable behaviours you can do that align with your top three values?
 - Reducing corrective feedback
 - Identifying child's strengths and positive behaviours more frequently
 - Listening actively more often
 - Engaging in collaborative problem solving whenever a conflict arises
 - Showing more love
 - Engaging in more acts of kindness

Get Out of the Traps

This alone can make all the difference in the world

Over-Nagging and Unrealistic Demands

- We place more demands on children than adults
- Constant correction and nagging can erode relationships and discourage autonomy
- Would we treat our coworkers or friends the same way?



Unhelpful Interactions can Create Loneliness

- Adding stress
- Failing to meet their needs
- Unwittingly responding in punishing ways, even when trying to be supportive







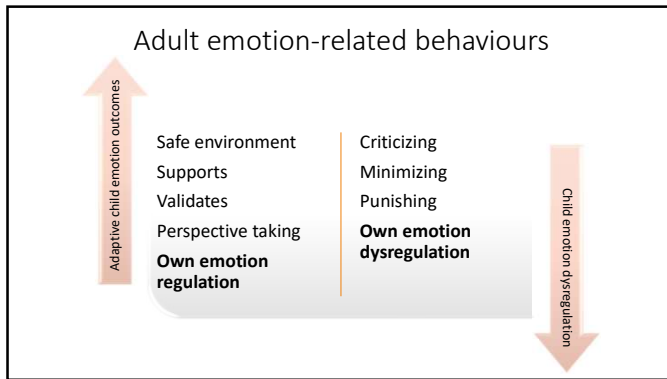
Unsolicited Support vs. Perceived Support

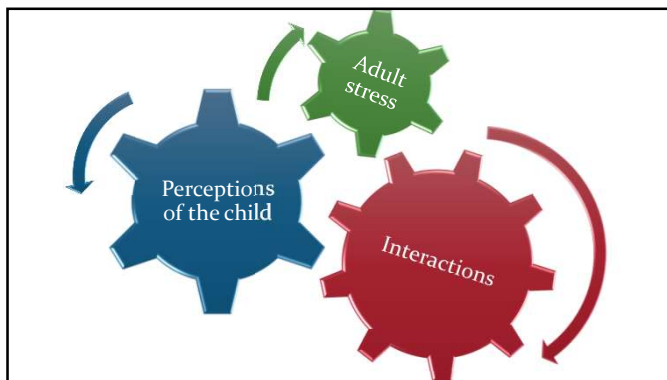
- Swooping in can:
 - Undermine the equity in the relationship
 - Create a sense of obligation
 - Independence and self-esteem threatened
 - Feel invalidating
 - Seem unsympathetic
 - Shut down communication

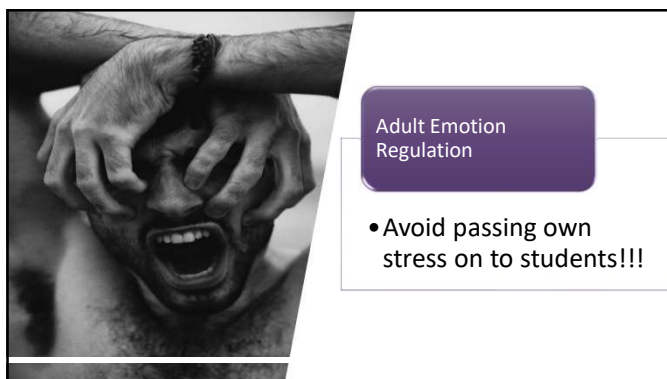


Talking too much or asking lots of questions









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



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

Caught in stress and lack and deficits

Disruptive

Character: distract, impulsive, restless, hyperactive

Talks excessively, disrupts the class.

Impulsive behavior, cause suspicion and peer conflict

Focusing on what is wrong can be very impairing for students.

Aggressive


Poor social awareness. Limited conflict resolution skills.

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?

Perceive Students for Their FULL Potential

Interpersonal Expectancy Effects



Positive teacher expectations can significantly enhance student performance and intellectual growth



Positive expectations beyond the classroom

Rosenthal & Jacobson, 1966

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!)

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Effectively expressing thoughts, feelings, and needs

Verbal anger not directed to anyone

Verbal aggression towards others

Physical aggression towards objects

Physical aggression towards others



Helpful to remember!







Relationship Major Protector Factor

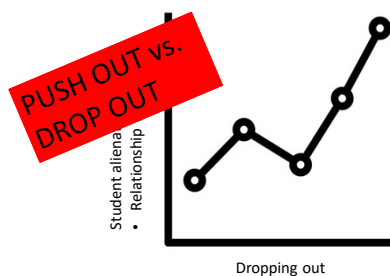
- Positive physical and mental health
- Motivation
- Academic outcomes
- Academic self-efficacy
- Reduces risk outcomes
 - Violent behaviour, School failure, Substance abuse, Depression and other mental health challenges, Suicidal ideation, Unwanted pregnancy
- Major predictor of long-term happiness

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

Relationship: How do you show up?

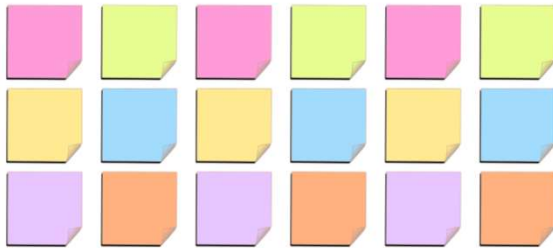
One small change in your interactions can be a gamechanger.



You have less than 6 minutes

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

What I need from you



Psychological Functions



Attention seeking



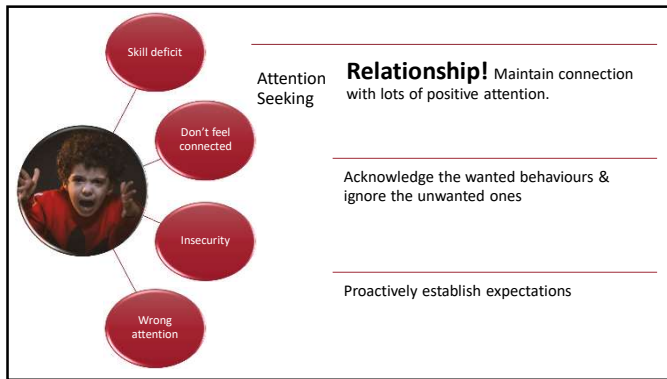
Power



Revenge

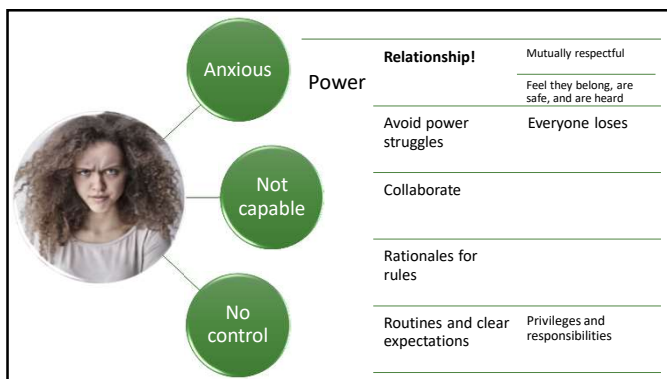


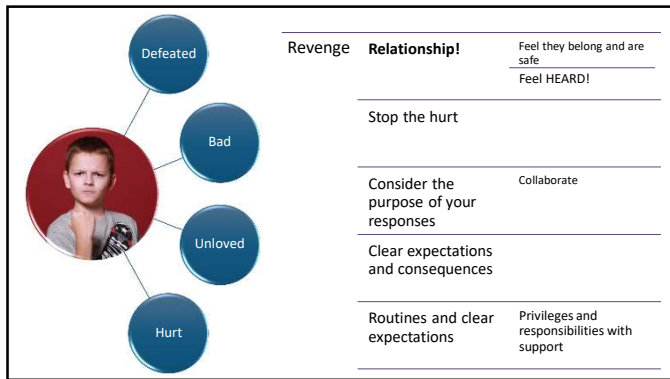
Inadequate

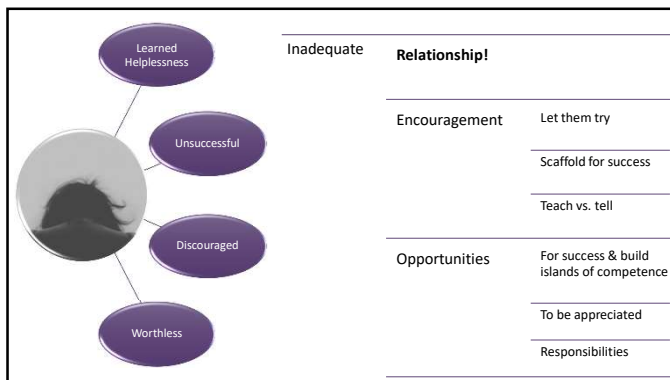


Positive Attention & Planned Ignoring

For behaviours that are maintained by adult attention

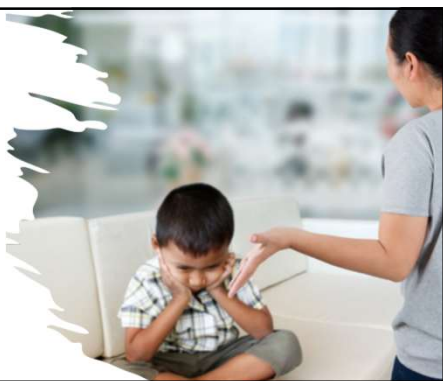






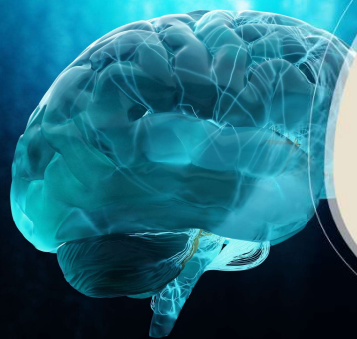


Adults don't tend to understand children's experiences and needs

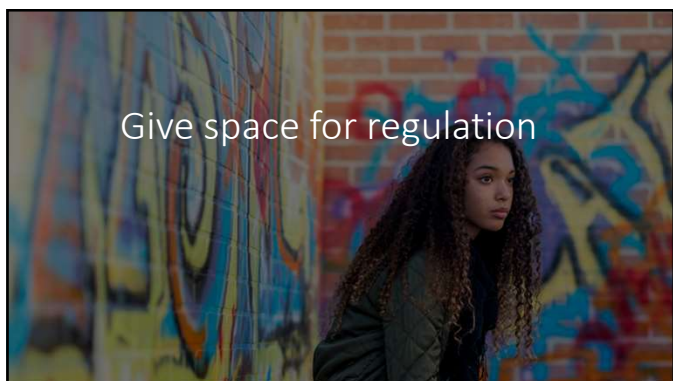


Understanding Perspectives

- We use different parts of our brain and will perceive situations
- Must understand their viewpoint to provide effective support




Give space for regulation



Effective Communication:
Become a Master Listener

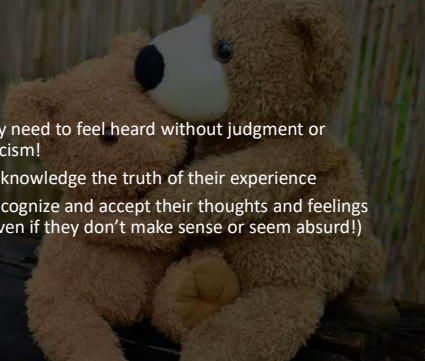
- Talk less listen more



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!)

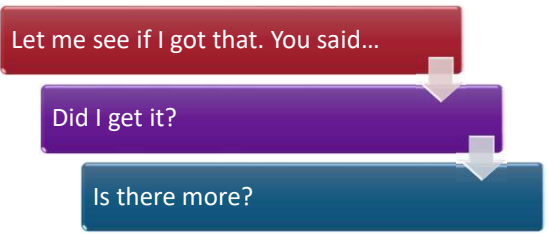


OR, even better... ADJECTIVE!

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

Did I get it?

Is there more?





Effective Communication

- You listen more than talk
- You remain calm
- You acknowledge their perspective
- Your attitude is respectful and caring
- You respect their autonomy
- You ensure that they feel heard



Unhelpful Communication

- You ignore perspective
- Your attitude is not respectful and caring
- You try to lecture, teach, nag, or fix the situation, share your agenda
- Talk too much
- Emotional escalation or power struggle
- Taking things personally
- Negativity
- Judgment

Replace
negativity
with curiosity



Even if they
challenge, we
still have to
work hard



RESPECTFUL



POSITIVE



ASSERTIVE

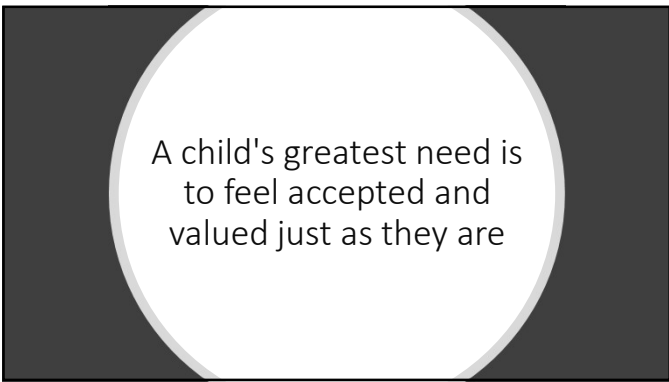


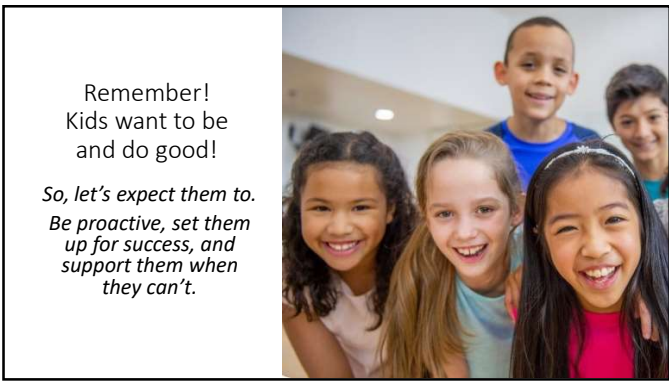
NON-
AGGRESSIVE

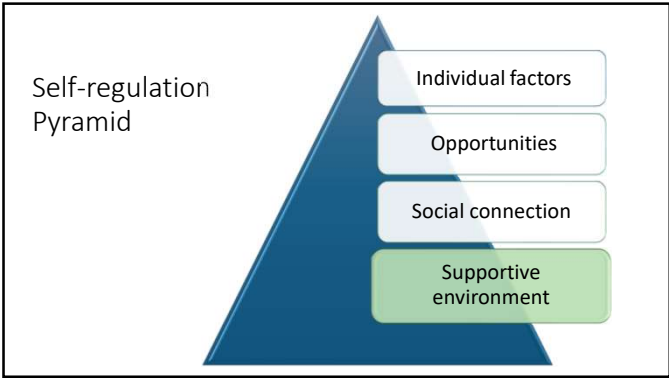


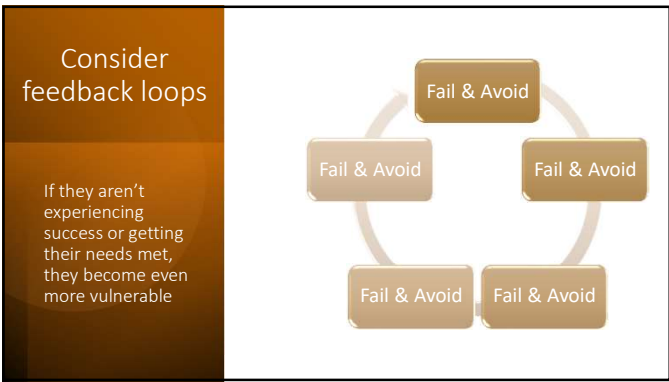
CARING

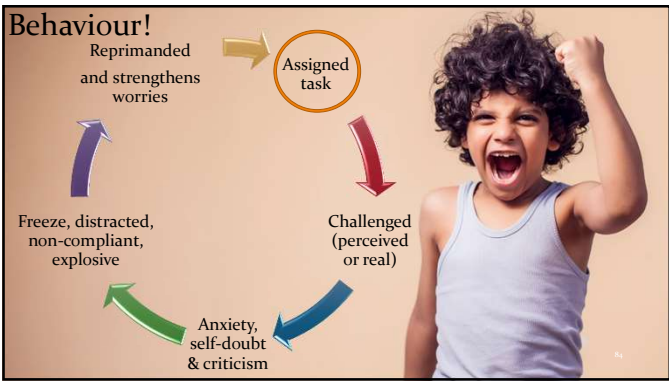








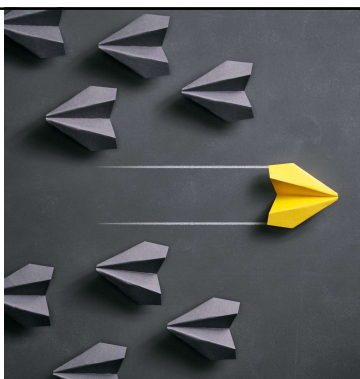




Get on Offense!

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 problem-solve what needs to happen for them to be successful in challenging situations
- Adults and kids take "practice breaks" before they really need them
- Model appropriate tone, volume and cadence with students who are frustrated



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

25

Provide:

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

Unhelpful Instructions

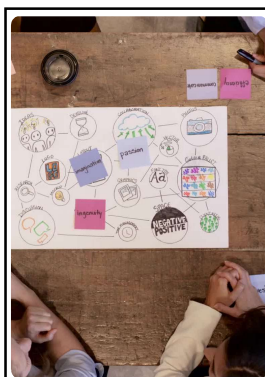
Buried
Chained
Questions
Repeated
Vague
Let's
Yelled

Better Instructions

Direct
Specific
Clear
One at a time
Moment of silence
Within their capacity
Respectful

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.



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

Start the day
off right





Backwards Behaviour Modification: Catch 'em being good

Find the Antidotes!

Defies authority	• Follows directions; obeys rules
Destroys property	• Uses objects appropriately
Fights with others	• Plays, shares with, assists others
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

Focus on
ACKNOWLEDGEMENT
(of contribution)
vs. Praise

Conduct an Acknowledgement Assessment!

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

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					

Reinforcement Exhaustion

Replace praise with gratitude

Tootling Slip

Who: Suzie

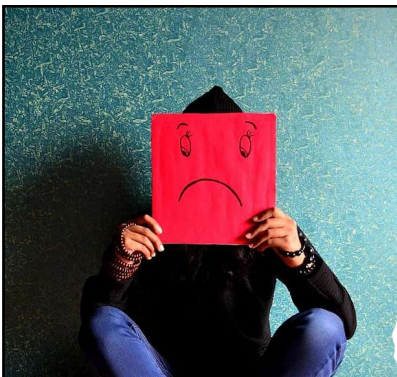
Did What: Helped figure out a problem in science.

From: Chana




*When giving out
discincentives,
BE BORING,
but when giving out
rewards,
BE PASSIONATE.*





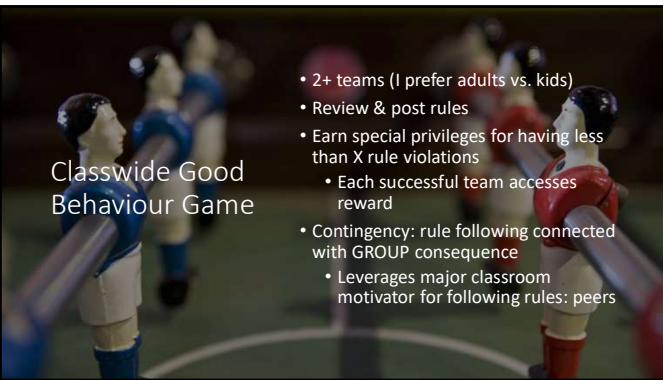
Remember
context:
Save Face

Watch what you
say when and
where you say it



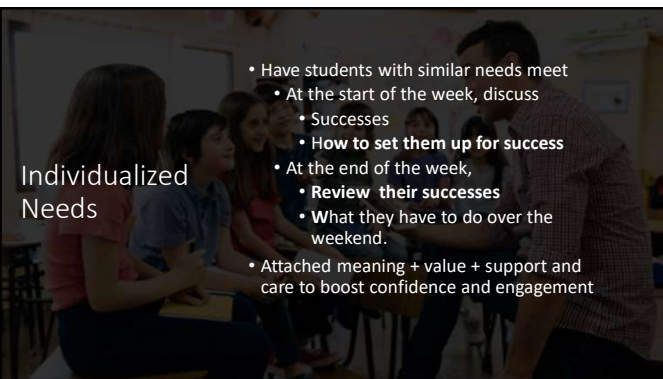
Interdependent Group- Oriented Contingencies

- Creates a supportive classroom environment & adaptive behaviours through peer monitoring and influence.
- 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**
 - Reward the whole class for when the subgroup meets criteria (otherwise don't say anything)



Classwide Good Behaviour Game


- 2+ teams (I prefer adults vs. kids)
- Review & post rules
- Earn special privileges for having less than X rule violations
 - Each successful team accesses reward
- Contingency: rule following connected with GROUP consequence
 - Leverages major classroom motivator for following rules: peers



Individualized Needs

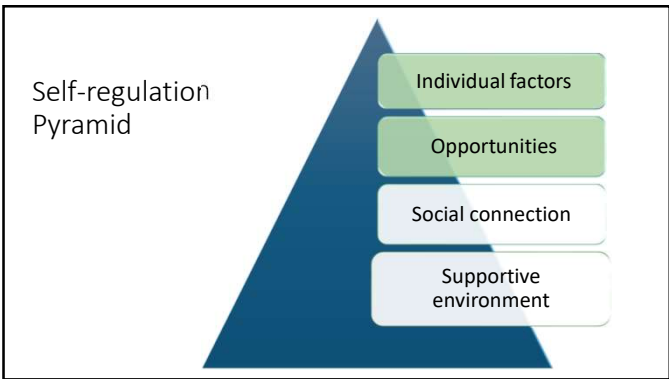
- Have students with similar needs meet
 - At the start of the week, discuss
 - Successes
 - How to set them up for success
 - At the end of the week,
 - Review their successes
 - What they have to do over the weekend.
- Attached meaning + value + support and care to boost confidence and engagement





Check-In Check-Out (CICO)

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





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[illegible]

Not the actual trigger

[illegible][illegible]



Externalize
They are not their behaviour

Things to watch for:

- Mind robbers
- Brain drainers
- Freaking out Fran
- Mean Jean
- Explosive Bob
- Worry Wanda
- Distracting Dan
- Yelling McGee

Get on offense and make a plan together – you're on the same team!

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

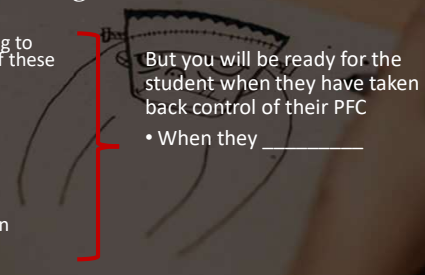
Expose it

Remind how emotions works

- Yep, there's Bob, that's what it does.
- Wow, it's really working hard to make me yell today!
- Yeah, I 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.

Planned Ignoring!

- You are NOT going to respond to any of these henchmen:
 - Time wasters
 - Mind robbers
 - Brain drainers
 - Mean Jean
 - Explosive Bob
 - Worry Wanda
 - Distracting Dan
 - Yelling McGee




But you will be ready for the student when they have taken back control of their PFC

- When they _____

Build Acceptance & Tolerance

- NOT resist, control, or eliminate emotions
- Focus on **ending fear of discomfort**
 - I am uncomfortable but I am going to do this anyway



They start to worry about the physical feelings, which are distressing, which they will do anything to stop

Become reactive
Misinterpret and leads to more sensations...



Emotions
show up in
the body

They need to know that we **MUST** have physical reactions to alert us to what is happening

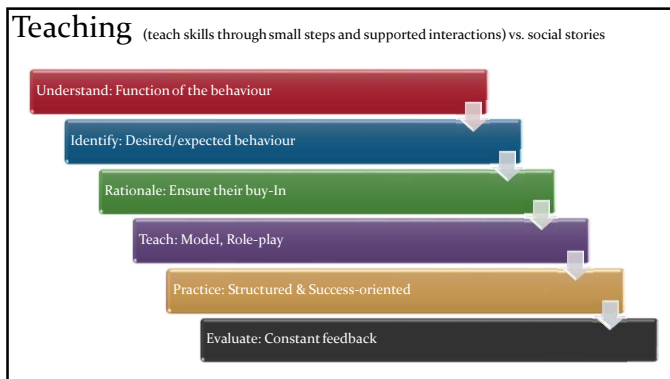
- Cannot change reactions without this understanding

Practice!

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

Practice

- Not being first in line
- Losing a game
- Meeting a cute puppy
- iPad unavailable
- Someone cheats at soccer
- Making a mistake



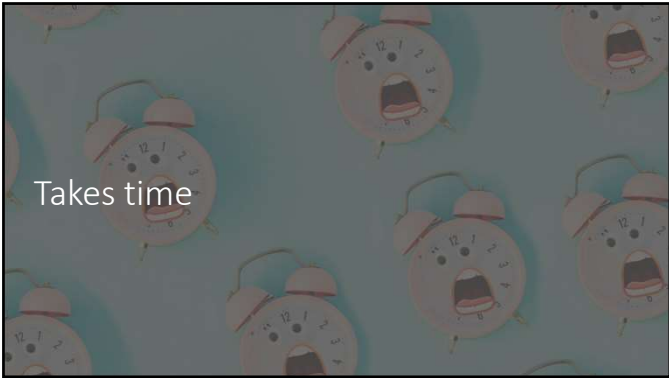
- Which child was most like you?
 - Why?
- Who was successful?
 - What did they do to be successful?
- Who wasn't successful?
 - What could they have done to be successful?
- When is it better to get the small reward right away vs. the big reward later?
 - When is it better to wait?
 - When have you chosen the bigger reward later over the smaller one right away?
- What are your marshmallows? Your phones? iPad? Videogames?
- When is it important to think before you act?
 - When do you NOT need to think before they act?

Goal: Waiting for things we want

Teaching

Resistance training: Structured teaching trials to learn to resist the temptation

- Do vs. not do
- Proactive
- Clear expectations and consequences
- Ongoing support for success
- Short redirection vs. lectures



Takes time

Capitalize on current challenges!

- Challenges are part of life & dealing with them is part of learning.
- Optimize teachable moments
 - Let them figure out the fight on the playground themselves!
 - Let them try.
 - Let them fail (but don't set them up for failure)
 - Work through next steps and how to fix things




Create challenges!

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



Get Meta!



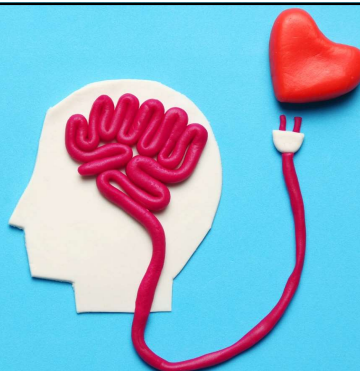
Cue (vs. prompt)

- How will you get started?
- How will know when you are done?
- How will you keep going if it gets hard? If you are tired?
- What will this look like?
- How long will it take? (*How long did it take before?*)
- How do you know what you need?
- How do you know where to start?
- How did you know how to do that?
- What would you do the same way? Differently?
- Did this meet your prediction of difficulty?
- What have you done to be successful in the past?


Conflict Resolution

Teach!

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



Practice Flexibility: Getting Unstuck



- Looks like _____ is trying to make your amygdala stuck
- What little change can help?
- How can you try something different?
- Have them think of **hows**
 - How will you respond?
 - How will you make your next move?
 - How will you handle (the situation)?

Conflict Resolution

Effective

Communication

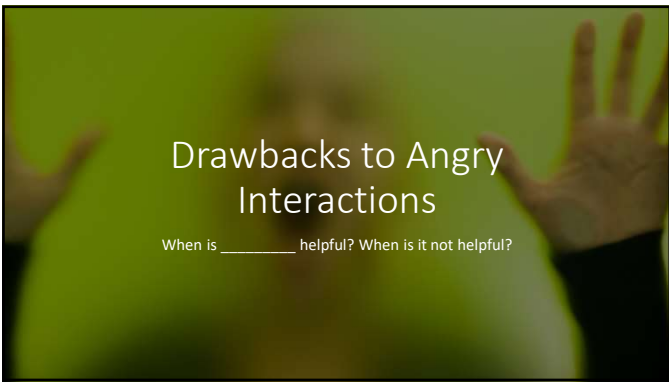
Use teaching interactions

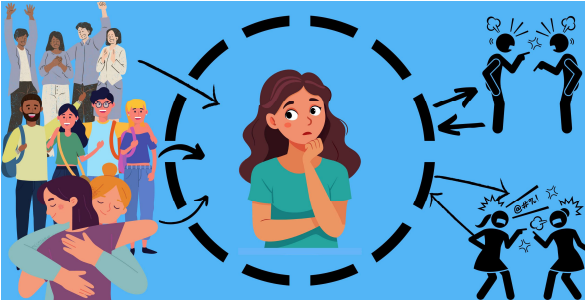
▪ Reciprocity in relationships




Drawbacks to Angry Interactions

When is _____ helpful? When is it not helpful?







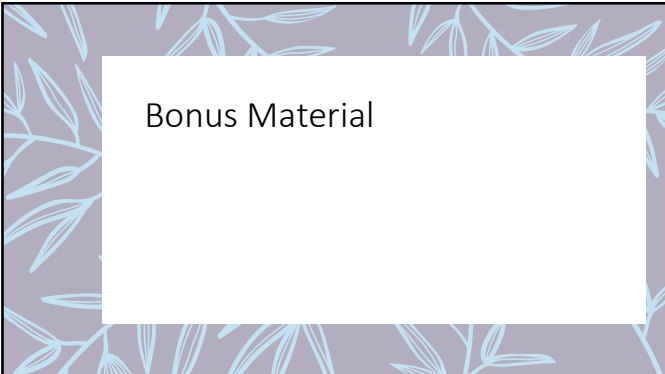
Promote self-reflection

- What does prosocial behaviour mean?
 - How do you know when someone is being prosocial?
- What types 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?

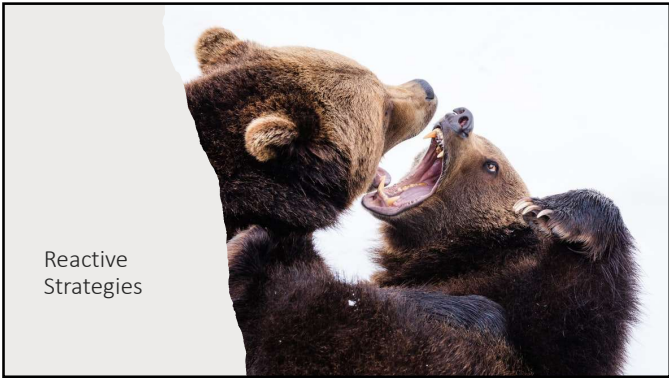


Model!

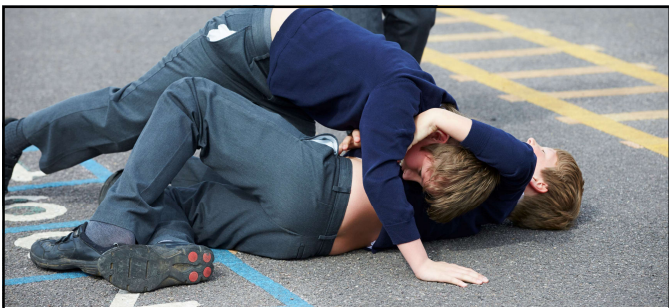
- Polite & respectful behaviours
 - Verbal
 - nonverbal
- Listening
- Validating others
- Collaboratively problem-solving



Bonus Material



Reactive
Strategies



Avoid Reinforcing Problem Behaviours

Avoid Counterproductive Approaches!

Lecturing	<ul style="list-style-type: none">Proactively establish expectations & calmly remind them
Power struggles	<ul style="list-style-type: none">Pre-established expectations, active listening, choicesPrivacy!
Arguing	<ul style="list-style-type: none">Stay calm and assertive
Confrontation	<ul style="list-style-type: none">Wait until calm & offer invitationEstablish regular meeting times

Avoid Counterproductive Approaches!

Threatening

- 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

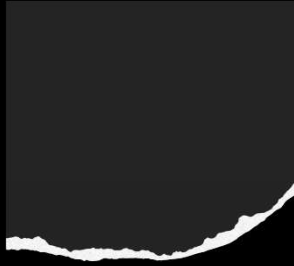
Labelling

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

Avoid Punishment

Limited effectiveness in behaviour change

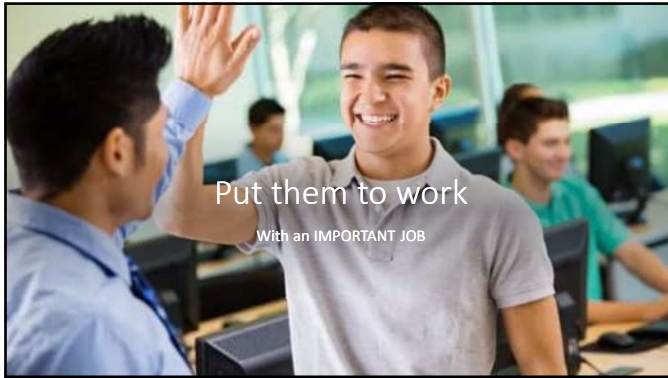
- Increased aggression, avoidance, delinquent behaviours, and school dropout
- Higher re-offense rates
- Negative impact on academic achievement & social success
- Does not teach skills
- Damage to adult-child relationships
- Contributes to long-term negative consequences



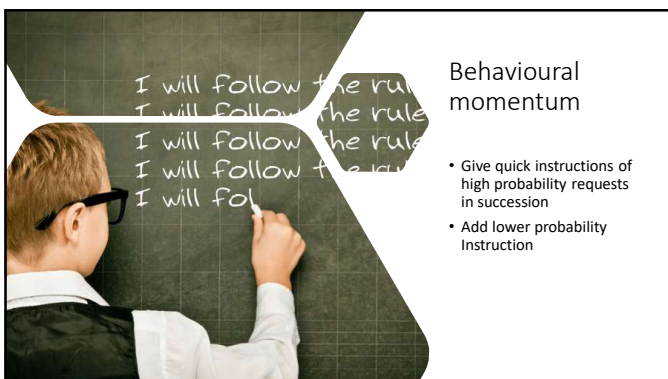
Get Them Thinking About Their Own Behaviours

- Your choice. No skin off my back!
- Ask questions
 - What is this, a zoo?
 - What is this, a preschool?









Get Curious
Not Furious





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

- 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

How would you respond?

You are the worst person in the universe and I hate you. You are a dumb f&%ing a%hole.



An illustration of a black stick figure hanging from a large red heart. The heart is drawn with thick red lines, and the figure is hanging from its bottom point. The background is a light, textured grey.


Ideas on how to respond?

Master listener & compassion

- Acknowledge the upset & validate their experience
- You understand their pain
- Show safety
- Be natural and neutrak

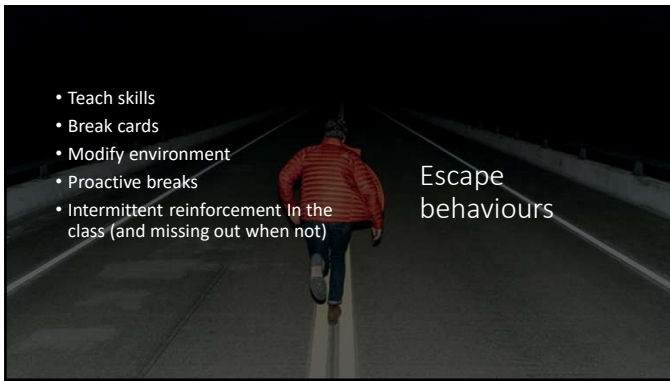
An illustration of a black stick figure hanging from a large red heart. The heart is drawn with thick red lines, and the figure is hanging from its bottom point. The background is a light, textured grey.

“Ugh, you really don’t like this math. I can see how upset you are and hate the thought of doing this right now.”

A split-screen image showing two people. On the left, a woman with long dark hair in a braid, wearing a light blue button-down shirt, has her arms crossed and a neutral expression. On the right, a man with brown hair and a beard, wearing a blue and white striped t-shirt, has his hands raised in a gesture of surprise or emphasis with an open-mouthed expression.

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

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Physical aggression towards you

Dignity & respect

Create safety

Collaborative Framework

De-escalation strategies

- Create space
- Call for help



Physical aggression:
Escorting or Evacuation?

Avoid physical restraint, but:

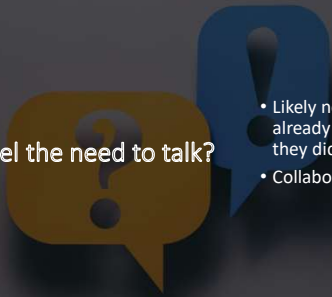
- When, How, Who & Where
- Return plan afterwards

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



Mistake of the
day/
Honourary
Mistake Wall





Embracing mistakes

What was this experience like?

What did you learn today?

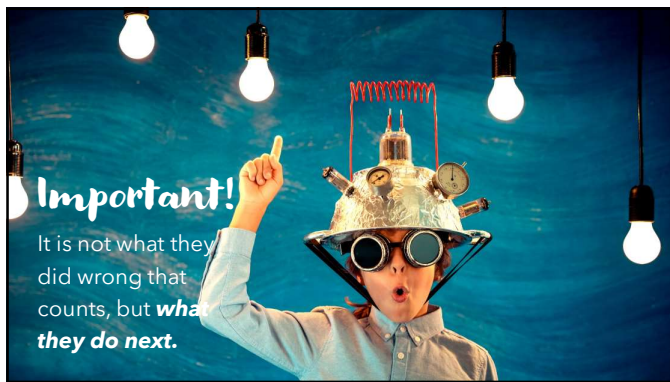
What mistake did you make that taught you something?

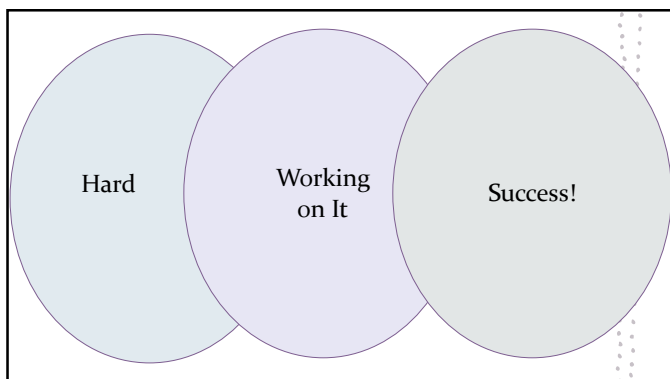
What did you try hard at today?

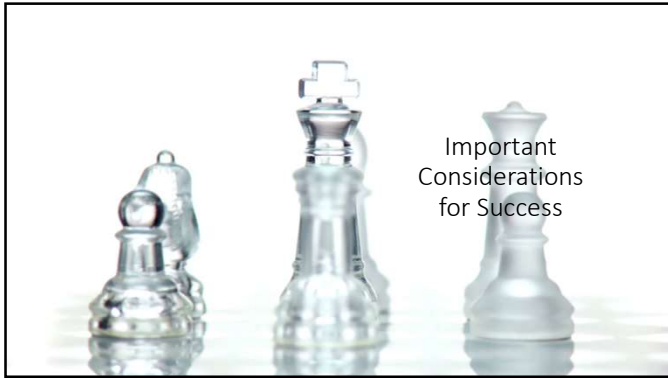
What can you learn from this?

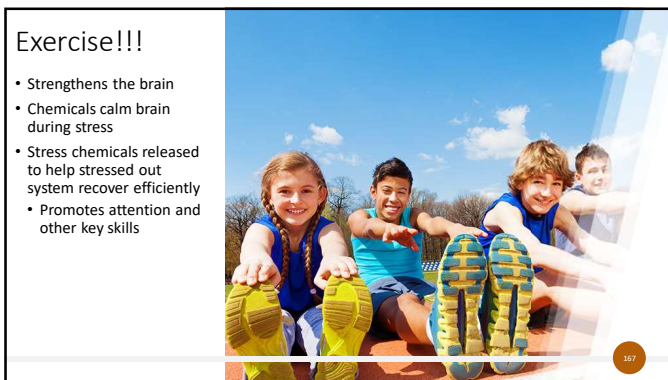
What will you do the next time you are in this situation?

What advice can you tell others based on this?



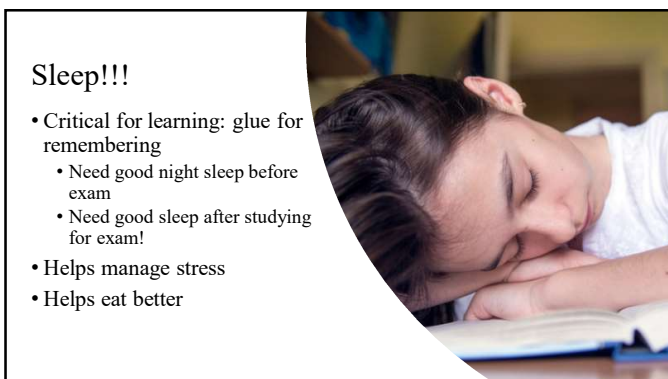






Exercise!!!

- Strengthens the brain
- Chemicals calm brain during stress
- Stress chemicals released to help stressed out system recover efficiently
- Promotes attention and other key skills

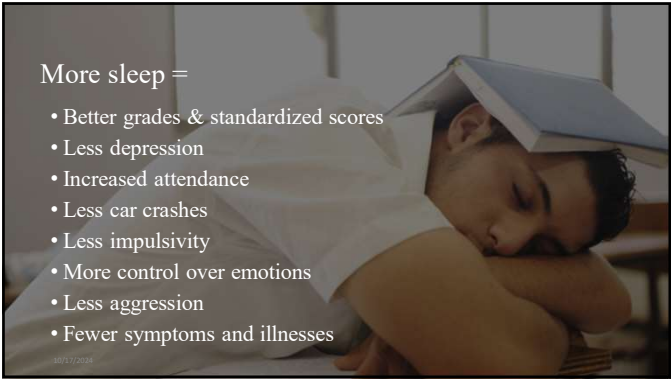


Sleep!!!

- Critical for learning: glue for remembering
 - Need good night sleep before exam
 - Need good sleep after studying for exam!
- Helps manage stress
- Helps eat better

More sleep =

- Better grades & standardized scores
- Less depression
- Increased attendance
- Less car crashes
- Less impulsivity
- More control over emotions
- Less aggression
- Fewer symptoms and illnesses



Important Considerations



Hydration!



Healthy diet



Appropriate leisure activities

Collections
Physical recreation
Creative pursuits
Nature

Worried & Distressed


Dealing with Anxiety Disorders in School Age Children

Dr. Caroline Buzanko, R. Psychologist
www.drcarolinebuzanko.com
info@koruppsychology.ca



Emotional Disorders are on the Rise...


Anxiety is the most common mental health problem in kids K-12



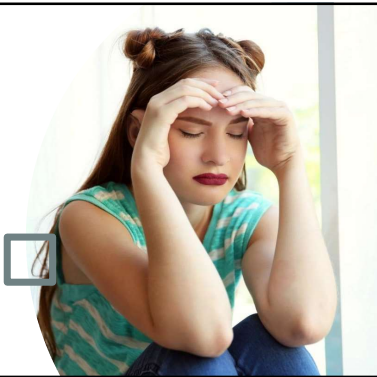
70% of all mental health problems begin in childhood and adolescence




Not something
they outgrow



Untreated anxiety is
the leading predictor
of depression in teens
& young adults



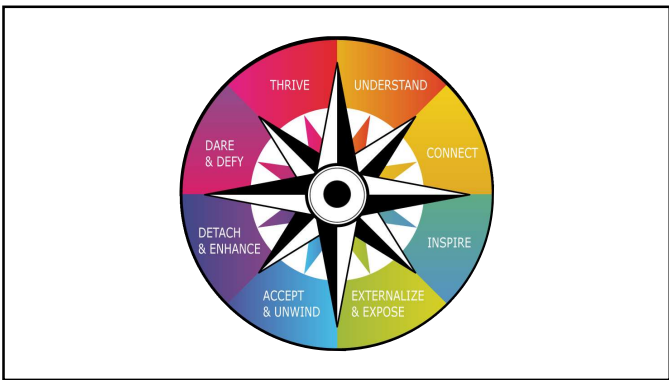
In the classroom, anxiety
is an exceptionality that
affects how students learn
in your classroom.



Limits Executive Functioning

- Attention
- Impulsivity
- Organization
- Planning
- Prioritizing
- Initiation
- Working memory
- Decision making
- Self-monitoring

**Inconsistent performance



Worries are here to stay

- Normal, protective feeling
- Necessary for survival
- Its ok!
- Temporary in the moment
- Not dangerous
- Not to be eliminated or avoided
- Can help motivate & energize us

Worries to be expected

- Developmentally appropriate fears
 - Survival: separation, danger
- Life transitions
 - New school, graduation, change in family composition, teenage years
- Stressful experiences
 - New or unfamiliar situations

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Worries to be expected

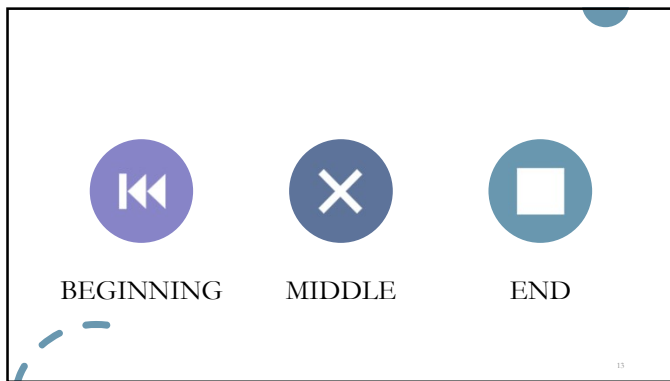
Infant/Toddlers	Preschool	Early Childhood	Elementary	Pre-Adolescence	Adolescence
<ul style="list-style-type: none"> Separation Novelty Loud noises Shyness, fear of strangers Santa 	<ul style="list-style-type: none"> Animals, dark, thunder, fire Nightmares Monsters & shadows Novelty 	<ul style="list-style-type: none"> Fear of death or ghosts Separation Dark Getting lost Thunder 	<ul style="list-style-type: none"> Changes Performance Getting sick or hurt Animals, monsters, ghosts Natural disasters 	<ul style="list-style-type: none"> Home alone Family or pets Rejection Mortality, health 	<ul style="list-style-type: none"> Social What others think Family getting sick School performance World events After high school!!!!

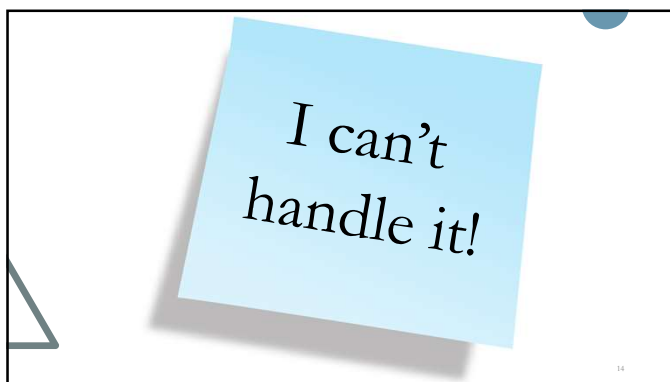
11

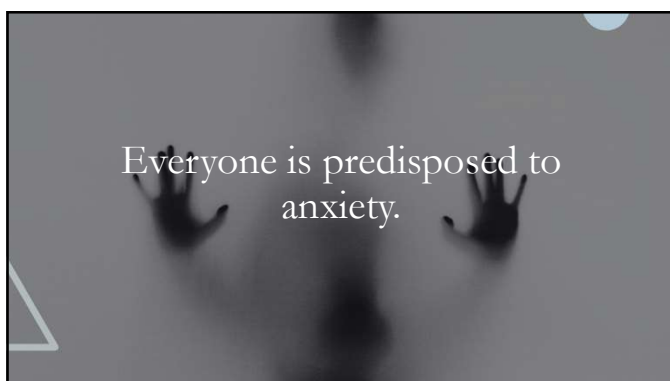
Worries to be expected

- Temporary
- Do not interfere with functioning
- Students still successful in achieving goals

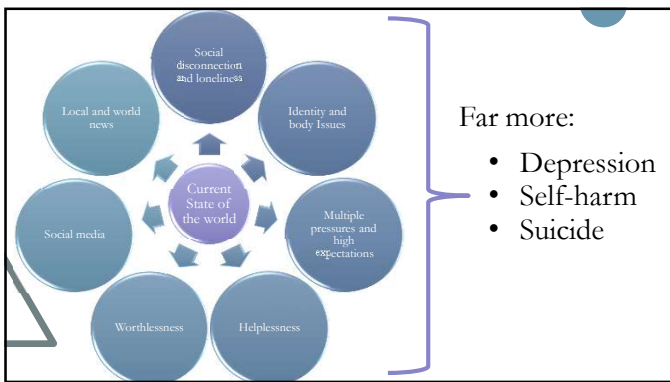
12





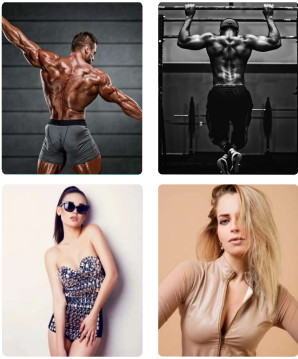




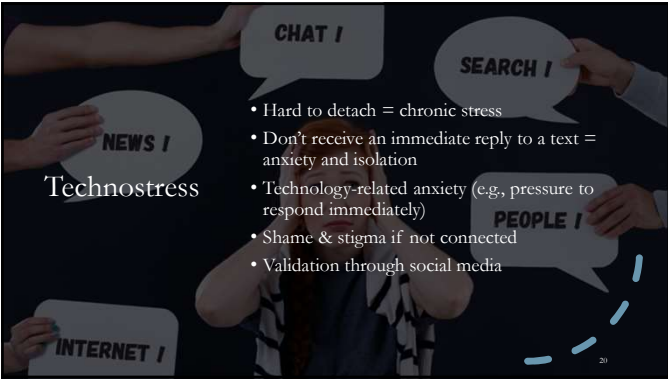




Pressure and expectations

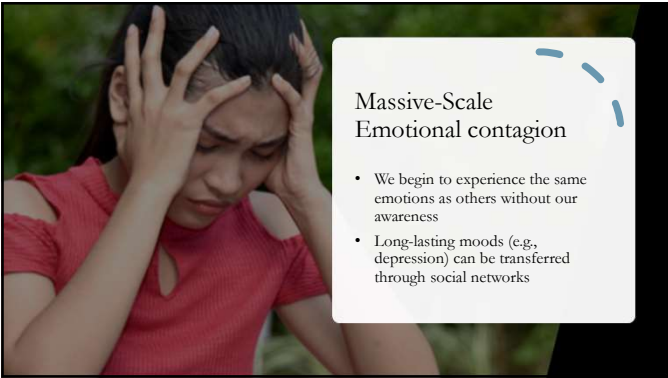


Technostress

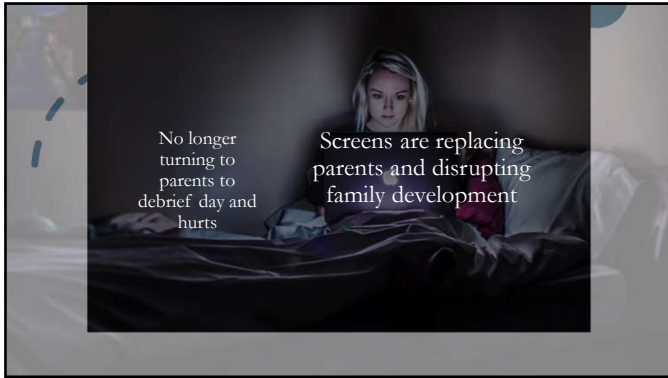


- Hard to detach = chronic stress
- Don't receive an immediate reply to a text = anxiety and isolation
- Technology-related anxiety (e.g., pressure to respond immediately)
- Shame & stigma if not connected
- Validation through social media

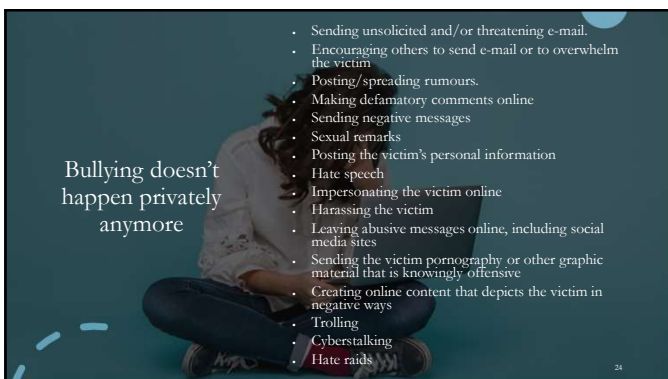
Massive-Scale Emotional contagion



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







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



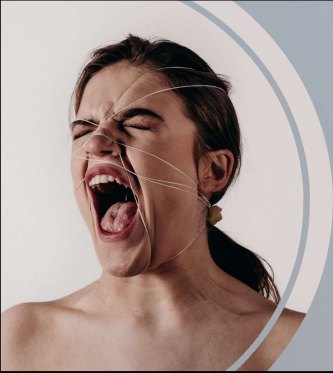
- More screen time =
- School struggles
- Loneliness
- Depression
- Suicidal thinking

A red arrow points upwards next to the list.

Technococoon



The image shows a woman lying in bed using a smartphone and a young child sitting on a bed also using a tablet.



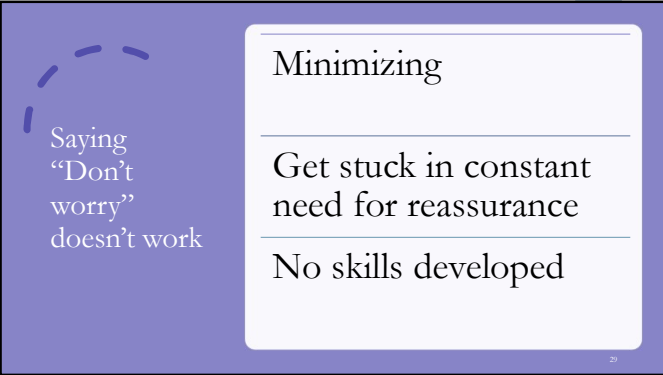
Adult Traps

This alone can make all the difference in the world



Unsolicited 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

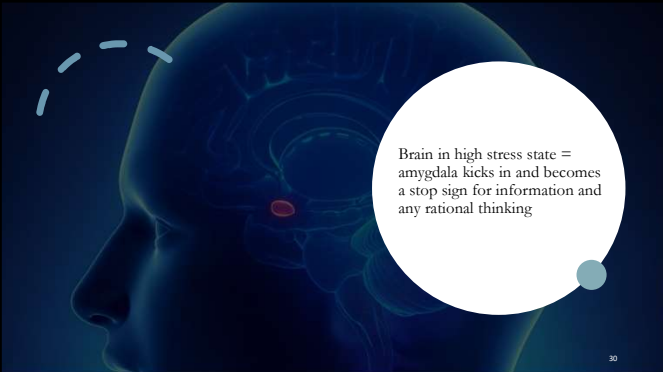


Minimizing

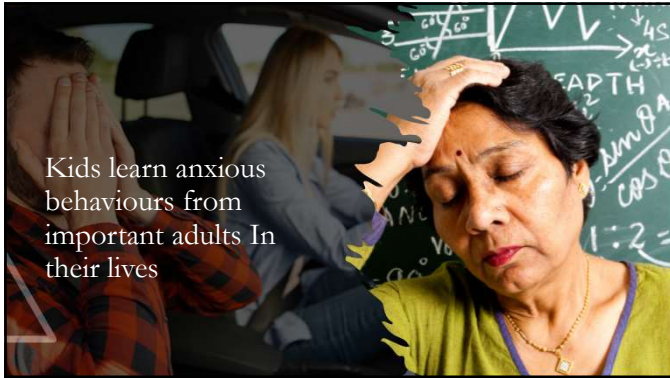
Get stuck in constant need for reassurance

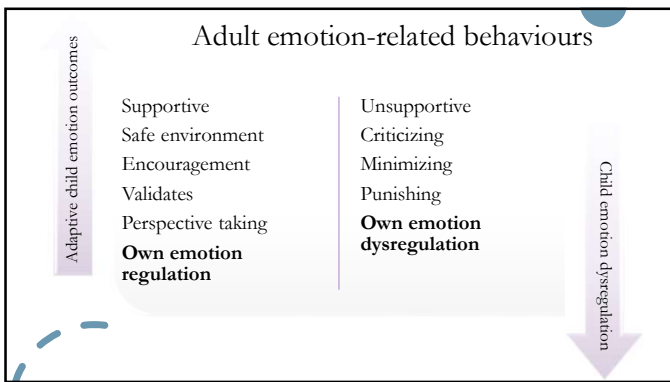
No skills developed

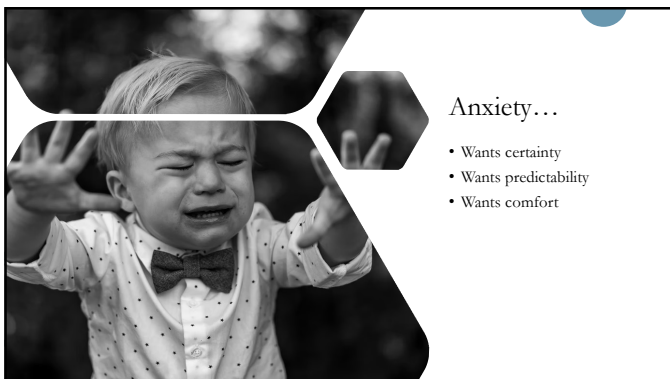
Saying "Don't worry" doesn't work

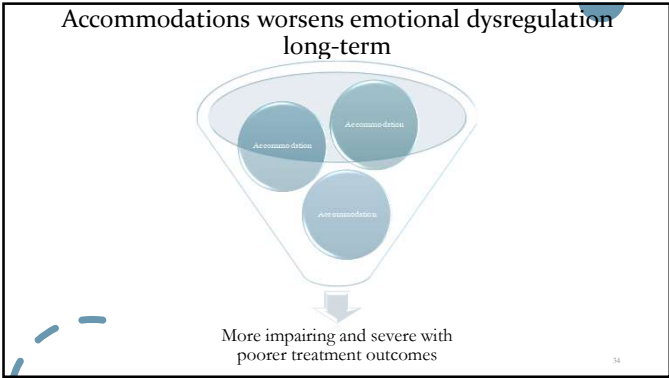


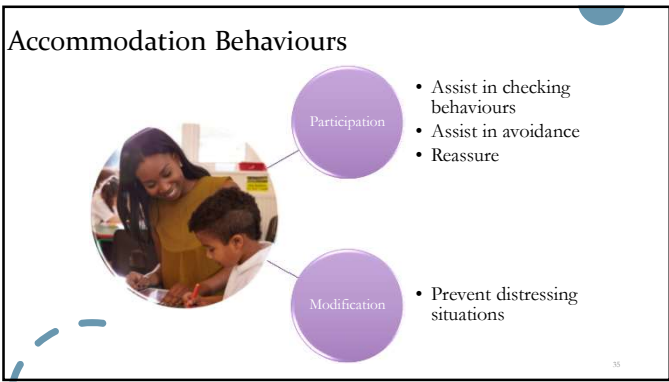
Brain in high stress state = amygdala kicks in and becomes a stop sign for information and any rational thinking











Speaking for the student	Allowing students to be excused	Ensuring predictability	Avoiding outings	Sitting out of anxiety provoking situations (e.g., gym)
Only having one substitute	Participating in rituals	Not throwing away unnecessary items	Not opening windows	Rigid routines
Seeing school nurse unnecessarily	Leaving lights on	Checking homework	Accompanying the child to certain parts of the school	Distraction
Adjusting routines	Alternate place for lunch	Fixed schedules	Pre-warnings and Transition warnings	Stress balls

Consider IPP's

Does it accommodate anxiety? Or prevent it from showing up?

Are skills being taught?

- How do breaks/office visits help?

Is there a transition plan?

Does the plan address physical symptoms?

Does it document how to maintain contact between home and school?

Ensure skills-based goals (vs. avoidance based)

Skills IN the class

- If leaves, plans for quick return
- No pick-up plan
- Alternatives to phone calls home

Consistent language with home

- Name of worry
- Same responses
- Parent coaching (e.g., how to respond to texts/calls)
- Stipulations about home-school communication

Detailed and specific

- Everyone's role and response
- Minimal reactions – anxiety is so annoying
- Weaning off plans

Your Big But

Deprived Kids



Critical for developing:

- Resilience
- Competence
- Confidence
- Maturity
- Mental health

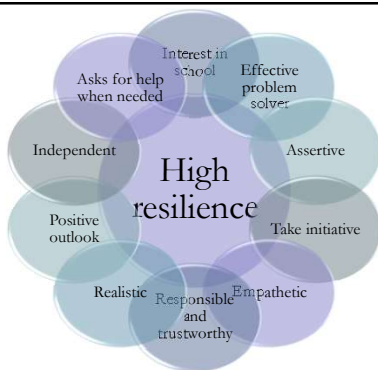
Stunted Resilience

Kids develop patterns of behaviour/ways to respond to stress and other emotions depending on whether they believe they can manage....

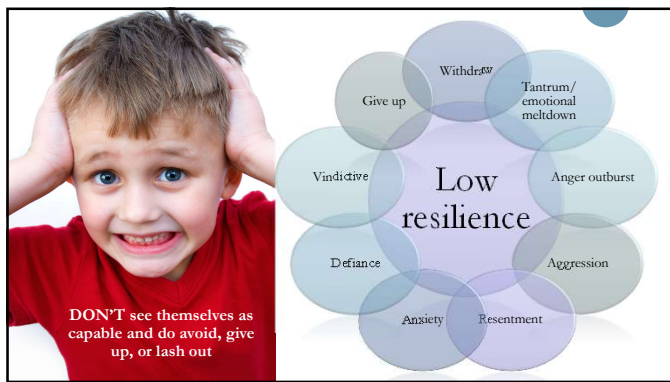
And when they don't think they can manage....

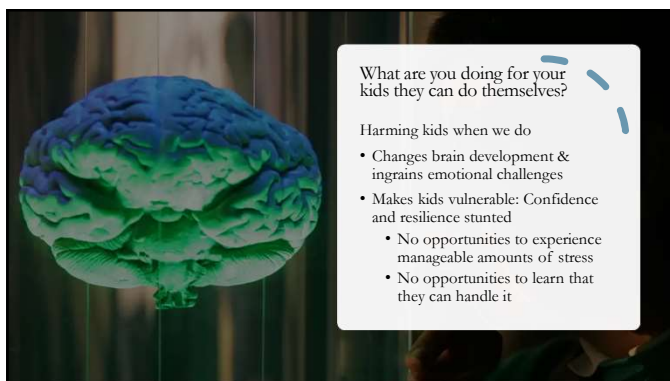


High resilience



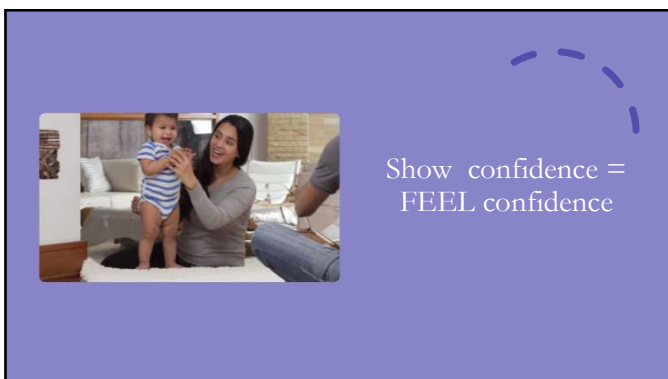












Emotion Coach



Big emotions disrupts their ability to stay present and connected

- We must create the space to do this



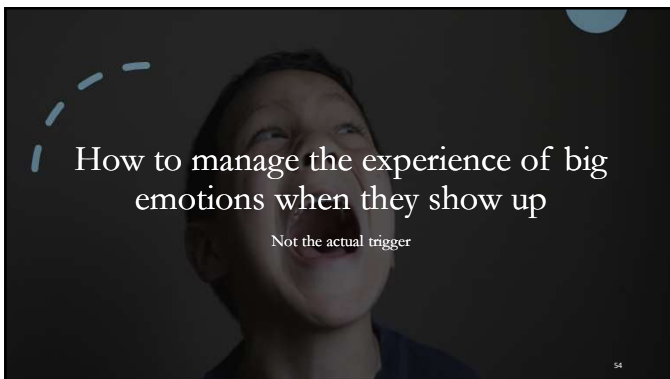
Supportive

Confident

Effective Response









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

Understand Functions of Emotions
and all that comes with it

MUST have physical reactions to alert us to what is happening

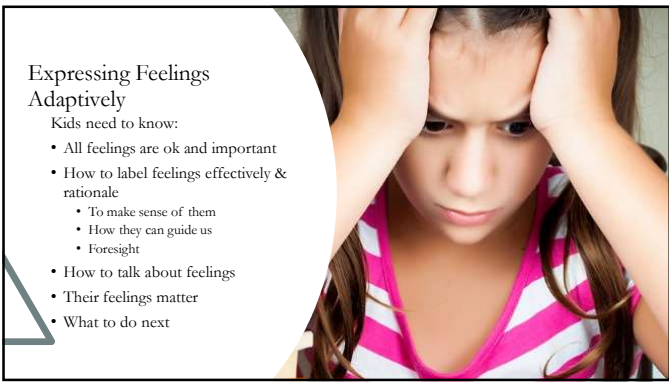
- Cannot change reactions without this understanding

A circular inset image shows a person in a dark jacket talking on a mobile phone. To the right of this image is a diagram with three blue circles connected by lines. The top circle is labeled "Disappointment", the middle one "Hurt", and the bottom one "Fear".

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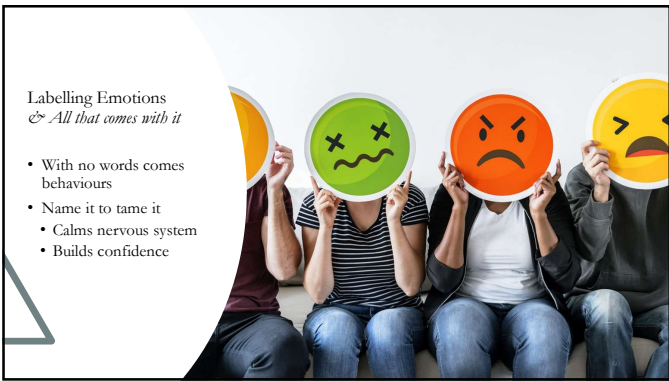
Curiosity is a key
response to
emotional
experiences



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

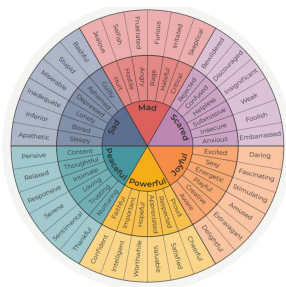


Labelling Emotions
& All that comes with it

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

Labelling Emotions

- Model
- **Build emotion vocabulary – the more specific, the better**
- Foresight



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:

Externalize

- You are not your worry

(Sneaky trickster trying to make you think there is something wrong with you...)

Saying it out loud gives us more power

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

Physical Symptoms are a Problem

Core skill

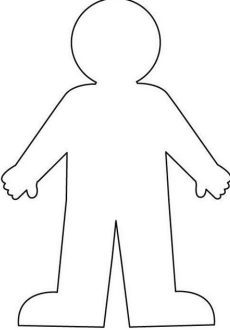
Mindful Awareness of Emotion:
What it feels like in the body!


A close-up photograph of a woman with dark hair, wearing a light blue and white striped shirt, hugging a young girl. The girl is wearing a yellow shirt and a blue and red plaid skirt. She has her eyes closed and a peaceful expression, resting her head against the woman. The woman is looking down at the girl with a gentle smile. The background is slightly blurred, showing a window with greenery outside.

[illegible]


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





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

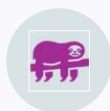
Nonjudgmental Awareness of the NOW is Foundational

- 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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Mindfulness



Not about relaxing or getting rid of physical symptoms



Not about changing thoughts

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Mindfulness

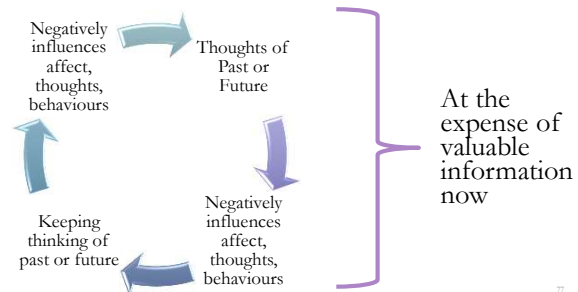


IT'S ABOUT NOT FIGHTING THEM

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.



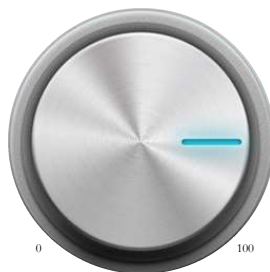
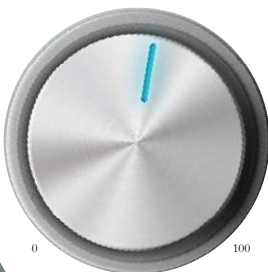
GOAL Acceptance & Tolerance

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



Emotion Dial

Acceptance Dial



Sit with, accept, & acknowledge whatever comes up

Focus on raising awareness to emotions

Recognizing them	Acknowledging them	Disentangling from them	Accepting them
------------------	--------------------	-------------------------	----------------

vs. trying to change the experience

Mindful Awareness & Acceptance of Thoughts

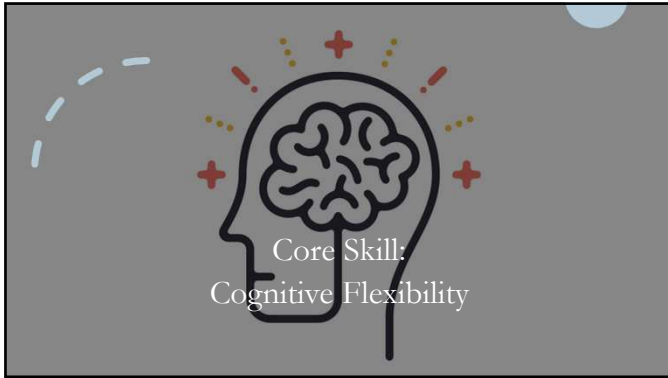
- Infinite amount of thoughts
 - (4.617×10^{61}) potential thoughts= four hundred sixty-one duodecillion and seven hundred decillion)



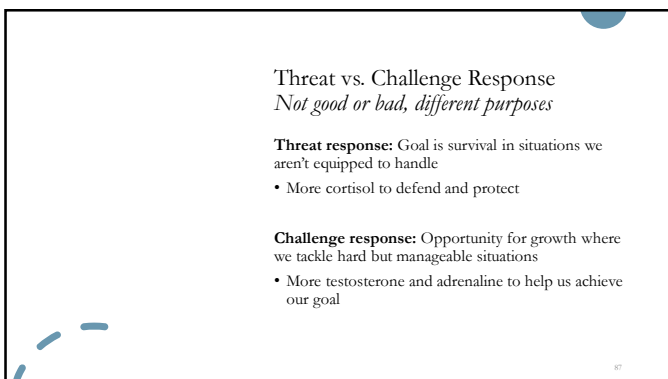
We can't control our thoughts – only our response to them

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





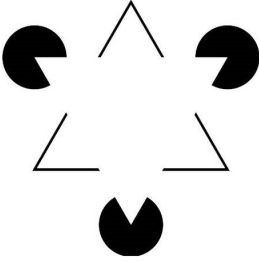






Stretch

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

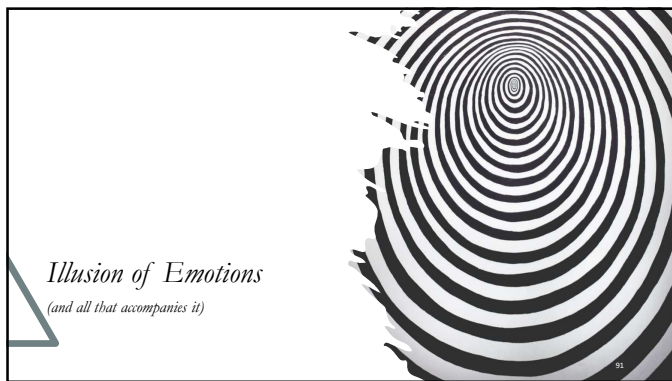
Knowledge Influences Sensory Information

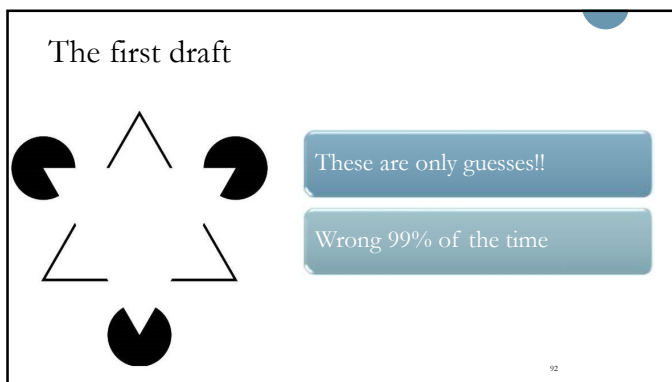
(e.g., all faces are always convex)

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

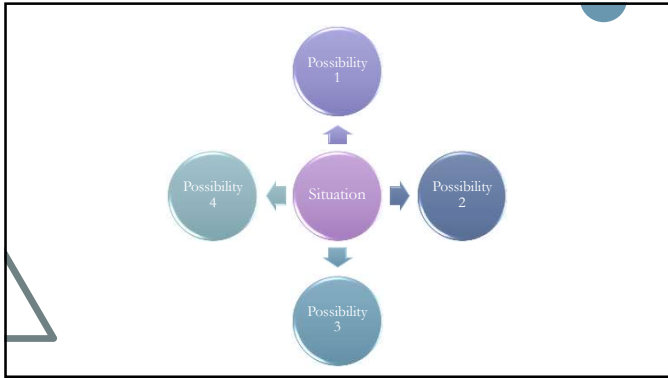
Bottom-up sensory information is overridden by top-down knowledge







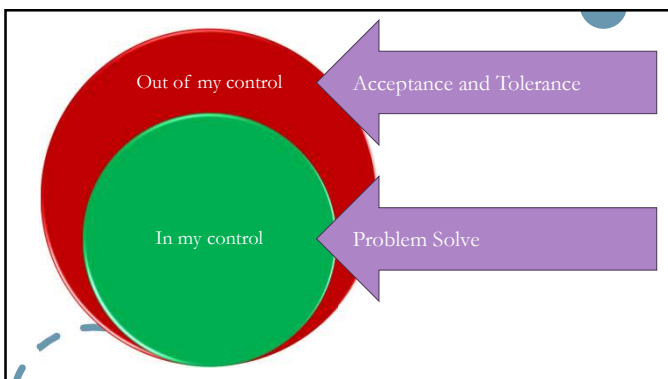







Build Awareness! Externalize & Get Meta


- 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



Problem-solving


Identify the problem


Brainstorm all possible solutions



Evaluate pros/cons of the feasible ideas


Make a plan


Implement & Tweak as needed


Problem-solving

Help them be thinkers
Independent problem solvers to figure things out



The power of I Don't Know

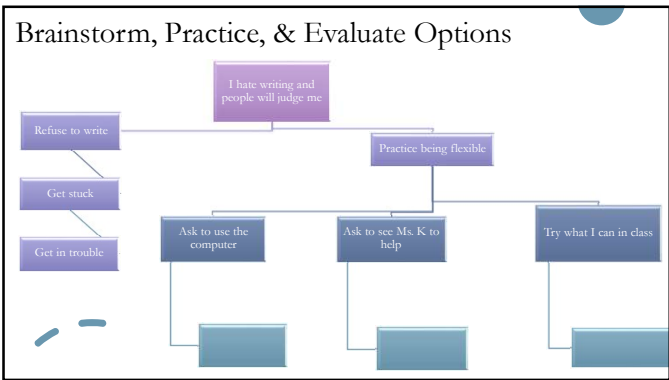
They can figure it out themselves



(We can't know, so avoid reassurance.)

Let's figure that out.


What could you do?




What I know	What I don't know
• We are going to the zoo	• If I have to go to the bathroom
• We are going by bus	• Where the bathrooms are
• We are leaving at 9:10	• Who will be in my group
• We will get back at 2:55	• I will get lost
	• Where to go if I get lost
	• What parent will be in our group
	• if we will see the gorillas
	• if I will fall down and get hurt
	• If I have an allergic reaction

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.








Practice!


- Problem-solving
 - Start with emotion free problems
 - Move toward emotionally charged situations

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)





Unexpected event/mistake of the day & how you handled it

Perfectionism is the most serious thinking trap & root of depression

Focus on core concepts



- **Unrealistic expectations**
- Rumination
- Need for approval
- Concern about mistakes
- Doubts about actions
- Additional traps like circumstantial thinking, quality/quantity






Break into Parts

Ex: Perfectionism

	
Helpful parts of perfectionism	Unhelpful parts of perfectionism
Helps us prepare	Become paralyzed
Helps us strive for excellence	Procrastinate & create more stress
	Stifles learning and growth
	Narrows our world
	Makes us perform worse

Perfectionism likes to work with Pals



Henchmen Guesses

- You never do anything right
- No one likes you
- Everything you do sucks
- You always fail and will continue to fail

Break into parts

- Good and not so good
- This part is hard
- I will focus on one step at a time

**All or nothing:
I can't do anything**

I can't write

Math is easy

I can brainstorm

I can follow a template

I can edit

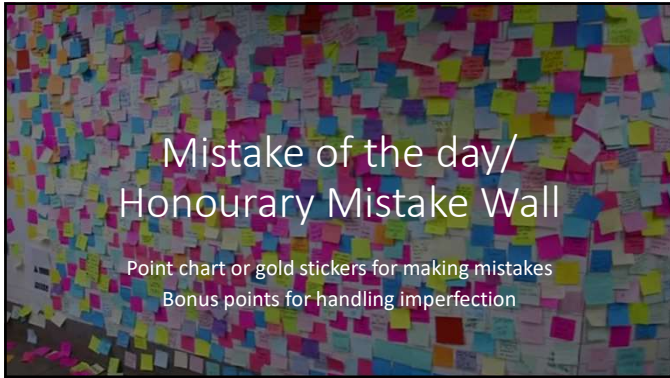
Reading: Easy

Gym: easy

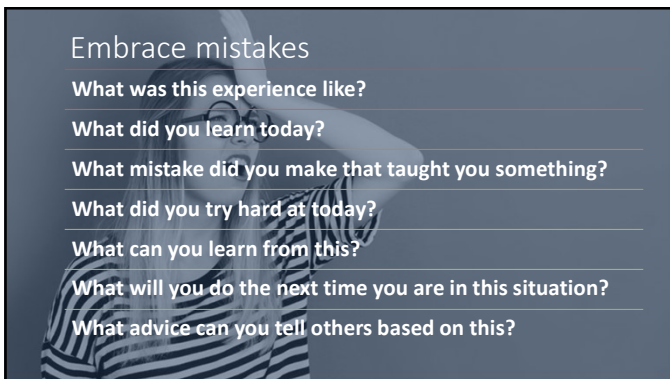


The Importance of Mistakes and Failure

- Talk about your own mistakes and failures as adults
- Talk about others' experiences
- Talk about their own – what have they learned?







It is not what they did wrong that counts, but *what they do next*.



Build Procedural Thinking!

- Strive for excellence, but address unrealistic standards
 - Emotions related to expectations
- Focus on what's next (vs. circumstances, rumination, should's)



What's next?



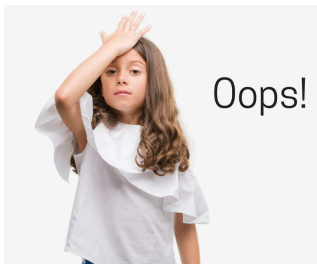
What's next?



What's next?

Forging ahead

- Avoid getting stuck
- No need to ask why, lecture, or explain the problem
- Have THEM think of the *hows*
 - How will they fix this mistake?
 - How will they move on?
 - How will they handle _____?



Core skills

Identifying and modifying unhelpful emotion-driven behaviours

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

Emotional Discomfort

Behaviour

Feel better in the moment

Brain is rewarded

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

Maladaptive Coping

Feel better in the moment

Worsens emotional discomfort in the long run

Ingrains emotional pathways

Adaptive Coping

Feel distressing in the moment

Tolerate & manage emotions in the long run

Create new healthy pathways

Resilient kids

Effectively respond to and
cope with everyday
challenges
- This is where we are going!

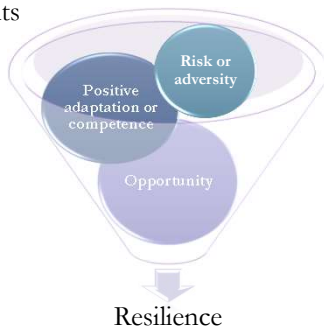


Resilience

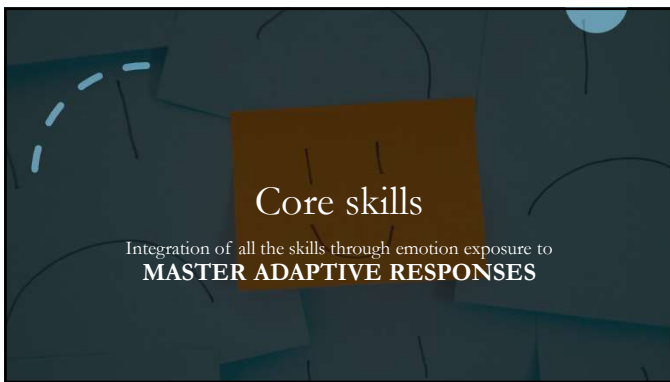
Ability to adapt well to
adversity, trauma, tragedy,
threats, or even significant
sources of stress.




Key Ingredients







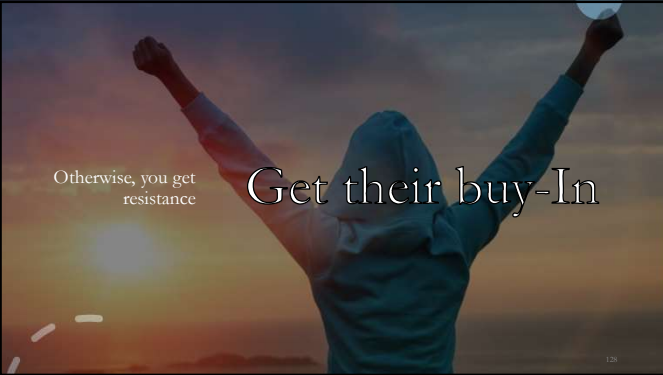




Integrate Skills through Emotion Exposure

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



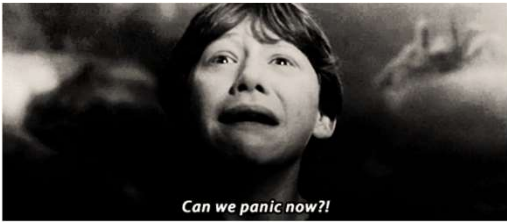
Otherwise, you get resistance

Get their buy-In

Real bravery is not fearlessness.

Bravery is acknowledging when something is hard and not pretending it isn't

- With an honest appraisal, we can respond productively




Can we panic now?!

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?




Willingness Action Plan

Goal:

Big why:

The steps I need to take are:

I will take the first step on date at time.

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

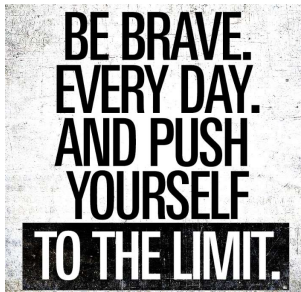
Thoughts:
Feelings:
Sensations:
Urges:
I can reward myself for:



Resilience is About Creating the Right World: 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



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Exposure to LEARN:

Emotions are safe,
tolerable, & temporary

When I don't do anything to try
to make myself feel better, the
amygdala learns: This is not
dangerous! (**And stops
sending the false alarm.**)



Exposure to LEARN

Despite feeling anxious, I
still did it

And... I can still live life and
do anything, even while
feeling anxious!




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Exposure TO LEARN

No matter what happens, I can handle it!

On my own

- Without others
- Without safety behaviours



Our job is not to convince:

Learning happens through experience

They need to:

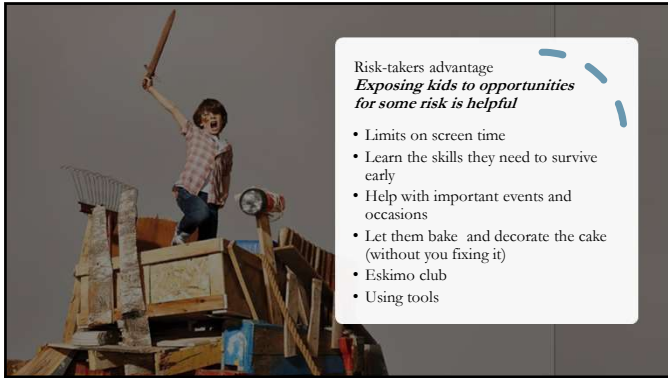
- Test the accuracy of their predictions
- Make their own conclusions
- Create new expectations

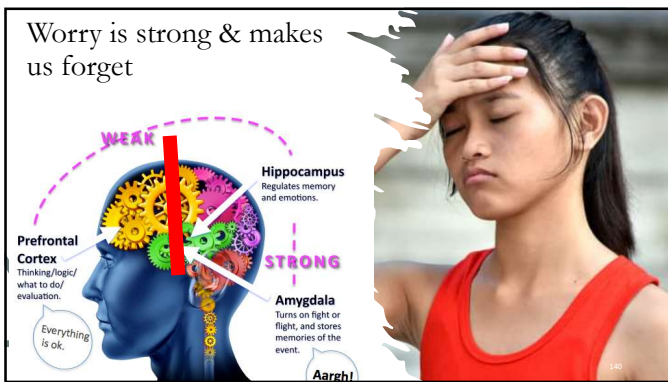


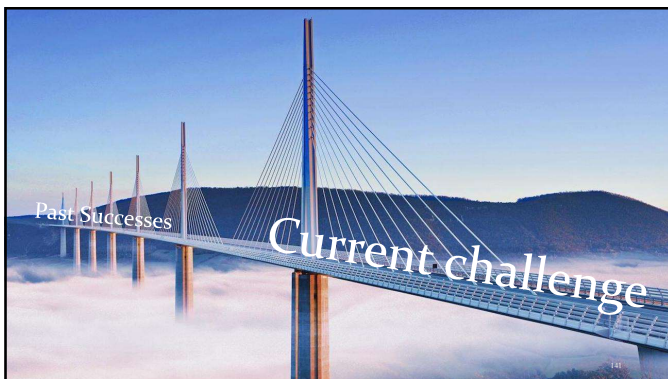


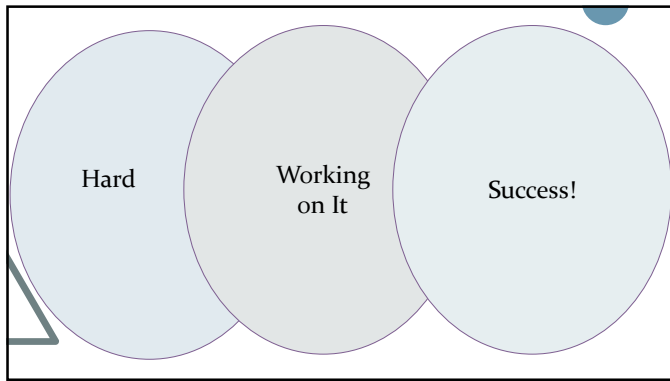
Let them Be Independent

- Give kids the chance to do, think, be, and make their own decisions and mistakes
 - Check their own homework
 - Solve their own conflicts (even during soccer at recess)
 - Make their own friends
 - Make important decisions in the class
 - Hold important jobs
- Encourage kids to try new things, even when scared
 - They need to know you support and trust them!
- Teach kids to be comfortable in the world









<https://parentsoftheyear.com>

<https://bit.ly/overpoweringemotionspodcast>

KORU
FAMILY PSYCHOLOGY

OVERPOWERING EMOTIONS
with Dr. Caroline Buzanko



Fostering Social-Emotional Learning Skills in Children and Adolescents




Steven G. Feifer, D.Ed., ABPdN
feifer@comcast.net
www.schoolneuropsychpress.com




1

Dr. Feifer's Journey 1992 – present




- Nationally certified **school psychologist** 20+ years
- Board certified in **school** and **pediatric** neuropsychology
- 2008 *Maryland School Psychologist of the Year*
- 2009 *National School Psychologist of the Year*
- Author: **8 books** on learning and emotional disorders
- Test Author: **FAR & FAM & FAW & FACT**
- Currently in private practice in Frederick, Maryland
www.schoolneuropsychpress.com



2

2




PRESENTATION OUTLINE

- ➔ ■ **Defining Trauma**
 - Trauma and Mental Health Disorders
 - Anxiety and Academic Functioning
 - Trauma and the Brain
 - Strategies to Address Student Mental Health


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with Children & Adolescents

3



PREVALENCE OF TRAUMA

- 26% of children will have experienced or witnessed a traumatic event by their 4th birthday, and 2/3rd's of children report one traumatic event by age 16 (SAMHSA, 2020).
- * A traumatic event is defined by APA as a direct or **perceived** threat rendering a child feeling overwhelmed and fearful of their safety.
- * Traumatic stress reactions in children often lead to difficulty self-regulating emotions, heightened aggression, lack of trust, and poor school performance (Diamanduros et al, 2018).



Washington DC: "March for our lives"
March 24th, 2018

4



SUBTYPES OF TRAUMA

(NCTSN, 2021)

Bullying (peer victimization) - a deliberate attempt to inflict social, emotional, physical, and/or psychological harm to someone perceived as being less powerful. Bullying can be physical (hitting, tripping, kicking, etc.), verbal (teasing, taunting, threatening, sexual comments), social (spreading rumors, embarrassing someone in public) or include cyberbullying through social media.

Community Trauma - exposure to intentional acts of interpersonal violence committed in public areas by individuals not necessarily related to the victim. Includes homicides, sexual assaults, robberies, shootings, gang related violence and weapons attacks.

Complex trauma - exposure to multiple traumatic events often of an invasive and interpersonal nature, such as abuse, sexual abuse, or profound neglect. The trauma often occurs early and often in life, and can disrupt many aspects of the child's development and ability to form secure attachments.

Early childhood trauma - traumatic experiences that occur in children aged 0-6. These types of traumas can be the result of intentional violence, such as child physical or sexual abuse, or the result of natural disaster, accidents, or war. Young children also may experience traumatic stress in response to painful medical procedures or the sudden loss of a parent/caregiver.

5

5



SUBTYPES OF TRAUMA

(NCTSN, 2021)

Intimate Partner Violence (IPV) - occurs when an individual purposely causes harm or threatens the risk of harm to a partner or spouse. Tactics used in IPV can be physical, sexual, financial, verbal, or emotional in nature and can also include stalking, terrorizing, humiliation, and intentional isolation from social supports and family. Children are silent victims of IPV, and some are directly injured, while others are frightened witnesses.

Pediatric medical trauma - refers to a set of psychological and physiological responses of children and their families to pain, injury, serious illness, medical procedures, and invasive or frightening treatment experiences. Medical trauma can occur as a response to a single or multiple medical events.

Physical abuse - one of the most common forms of child maltreatment. Legal definitions vary occurs when a parent or caregiver commits an act that results in physical injury to a child or adolescent, such as red marks, cuts, welts, bruises, muscle sprains, or broken bones, even if the injury was unintentional

Sexual abuse -any interaction between a child and an adult in which the child is used for the sexual stimulation of the perpetrator or an observer. Non-touching behaviors can include voyeurism (trying to look at a child's naked body), exhibitionism, or exposing the child to pornography.

6

6

WHAT IS CHILDHOOD TRAUMA?

WHAT CAN CHILDHOOD TRAUMA LOOK LIKE IN ADULTS?

1. **Physiological** - Trauma is not necessarily a particular event but rather the culmination of events that sensitizes the nervous system to fear.
2. **Psychological** - a fear of the fear...meaning a fear of not being in control of our body and therefore not being in control of our emotions. This leads to stress.
3. **Mental Health** - trauma leads to poor self-esteem, anxiety, irritability, and inability to build trusting relationships and poor school performance.

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SYMPTOMS OF TRAUMA

Physiological Symptoms (anxiety disorder?)	Behavioral Symptoms (withdrawal/depression?)	Psychological/Cognitive Symptoms (ADHD?)
Shallow Breathing	Work Refusal	Inconsistent attention
Facial Flushing	School Refusal	Irritability
Excessive Sweating	Avoiding unstructured areas	Mind goes blank during tests
Hand Tremors	Sensitivity to loud sounds	Loses train of thought
Dizziness	Rarely volunteers in class	Poor organization
Dilated Pupils	Speaks in a hushed voice	Easily angered
Fatigue	Does not initiate peers	Poor emotional self-regulation
Muscle Tension	Avoids cafeteria	Distrusts authority figures
Chest pains	Often visits school nurse	Irrational fears

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PRESENTATION OUTLINE

- Defining Trauma
- ➔ ▪ **Trauma and Mental Health Disorders**
- Anxiety and Academic Functioning
- Trauma and the Brain
- Strategies to Address Student Mental Health

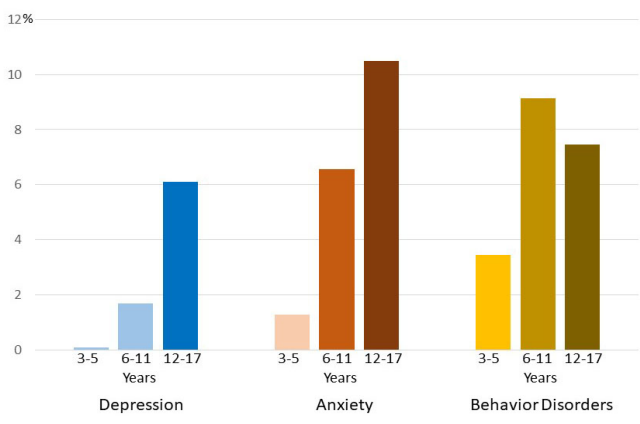
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9



MENTAL HEALTH DISORDERS & TRAUMA (CENTERS FOR DISEASE CONTROL AND PREVENTION, 2020)

Depression, Anxiety, Behavior Disorders, by Age

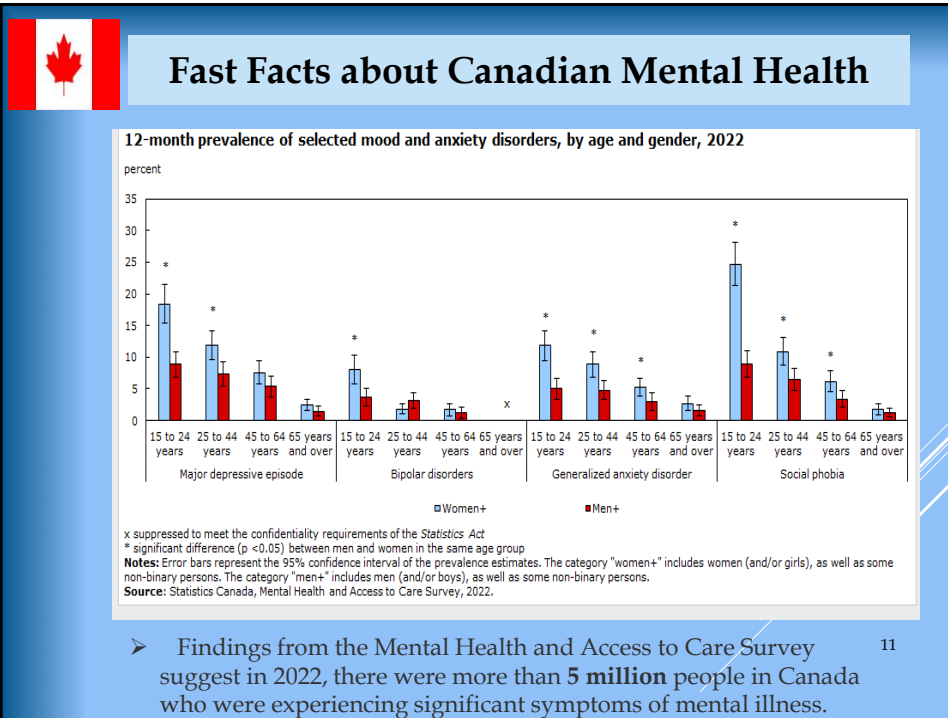


Disorder	3-5 Years	6-11 Years	12-17 Years
Depression	~0.2%	~1.8%	~6.2%
Anxiety	~1.2%	~6.5%	~10.5%
Behavior Disorders	~3.5%	~9.2%	~7.5%

- **Childhood trauma** often leads to emotional dysregulation and the precursor for many emotional conditions (Herring, 2017).
- Among **children in poverty**, more than **1 in 5 (22%)** have a mental, behavioral, or developmental disorder.

10

10



11

Fast Facts about Canadian Mental Health
Statistics Canada, 2023

- The percentage of Canadians aged 15 years and older who met the diagnostic criteria for a major depressive episode, bipolar disorder, and generalized anxiety disorder has **increased in the past 10 years**, whereas the prevalence of alcohol use disorders has **decreased**.
- Youth (ages 15-24), especially women, were most likely to have met diagnostic criteria for a **mood or anxiety disorder** based on their symptoms.
- Only half of the people who met diagnostic criteria for a mood, anxiety, or substance use disorder talked to a health professional about their mental health in the past **12 months** before the survey.
- Unmet needs for counseling or psychotherapy were **higher** than unmet needs for medication or information about mental health.

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Fast Facts about Canadian Mental Health

Statistics Canada, 2023

Barriers to Counseling and Therapy:


- Shortage of mental health workers
- Long wait times for community mental health workers
- Affordability
- Desire for a quicker fix to problems
- Stigma of admitting help
- Additional thoughts??



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SURVEY: 2 YEARS INTO THE PANDEMIC

Overall personal impact of the COVID-19 pandemic

Answers to the prompt: "Describe the last two years for you."

■ Better ■ Worse


	Worse	Better
Your household financial situation	37%	30%
Your work/life balance	29%	23%
Relationships with your spouse/partner	19%	21%
Relationships with friends and family	39%	14%
Your mental health	54%	12%
Your overall physical health/well being	53%	17%
Feeling supported/cared for	36%	14%
Your sense of optimism	56%	16%
Your life overall	41%	23%

Chart: Dexter McMillan • Source: Angus Reid Institute

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***Side note:** World Health Organization found pandemic increased worldwide levels of anxiety and depression by **25%!**

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PRESENTATION OUTLINE

- Defining Trauma
- Trauma and Mental Health Disorders
- ➔ ▪ **Anxiety and Academic Functioning**
- Trauma and the Brain
- Strategies to Address Student Mental Health




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Main Subtypes of Pediatric Anxiety Disorders

1. **Generalized Anxiety Disorder** – most common, and characterized by excessive **worry**, restlessness, and difficulty concentrating.
2. **Separation Anxiety** – excessive fear and anxiety from being separated from caregiver.
3. **Social Anxiety** – fear of being embarrassed or humiliated in a **social** or **performance** situation. Often related to fearing physiological symptoms of anxiety being visible in public (*i.e. sweating, trembling, blushing, etc..*)
4. **Obsessive-Compulsive Disorder** – ritualistic thoughts or behaviors used to alleviate anxiety.
5. **Phobia** – **irrational** fears leading to avoidance of object or situation.



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Is Anxiety Normal?

ANXIETY

A normal reaction to stress or difficult times..

Triggered by a specific stressor.

Has a start and ending point.

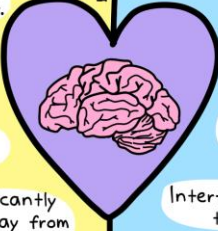
Can be helpful or motivational.

Lessens significantly or disappears away from stressful situations.

Relaxing often helps you feel better.

A response to toxic situations.

Bleeding/Manifesting



ANXIETY DISORDERS

Often comes out of nowhere.

Intense or disproportionate emotional response.

Ongoing and lasts weeks or months.

Interferes with day-to-day life.


Physical symptoms like sweating, trembling, lightheadedness, racing heart.

Feels impossible to control or manage.


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SUBTYPES OF STRESS & ANXIETY



POSITIVE

Brief increases in heart rate, mild elevations in stress hormone levels.

TOLERABLE

Serious, temporary stress responses, buffered by supportive relationships.

TOXIC

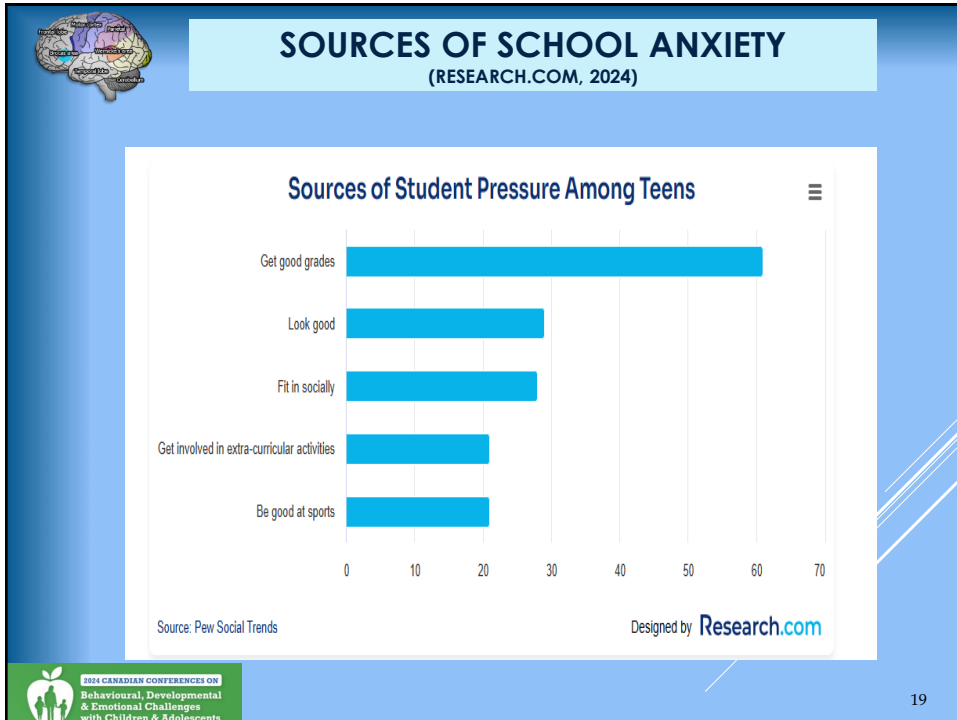
Prolonged activation of stress response systems in the absence of protective relationships.

- Positive** – normal and essential part of healthy development. Key to building **resiliency**!
- Tolerable** – more severe and longer lasting. Examples might be loss of a loved one, divorce, or a frightening injury. Key is to have healthy **relationships** and support at home and school to allow the child to adapt.
- Toxic**– chronic and often severe such as physical or emotional neglect and abuse, exposure to violence, etc. There is prolonged activation of the stress response system with little adult support to buffer the stressful situation. Needs a **therapeutic** intervention.

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Anxiety and Academic Functioning

- * Trauma and anxiety impacts academic functioning in 3 primary ways:
 - 1) Trusting authority figures.
 - 2) Attention and concentration in the classroom.
 - 3) Trauma leads to **working memory** and **executive functioning** deficits directly impacting:
 - a) Listening and reading comprehension
 - b) Written language production
 - c) Mathematical computation....especially during timed testing situations.
- * Trauma and **anxiety** impacts **frontal lobe functioning!**

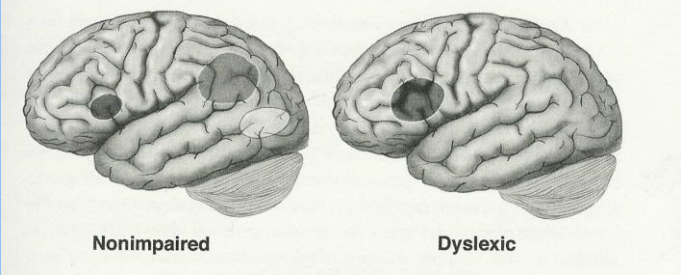
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Anxiety and Reading Comprehension




Nonimpaired **Dyslexic**

- Dyslexic students have difficulty with automatic word recognition....leading to comprehension difficulties.
- Anxiety, stress, and trauma impact reading comprehension skills though automatic word recognition remains in-tact.

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DO'S AND DON'TS FOR ANXIOUS READERS

Do's	Don'ts
Praise the effort more than the outcome. Provide alternative ways to show mastery of reading without reading in front of others.	Force the student to read aloud in class. Call on a student without their hand raised.
Validate a student's fears by being empathetic while also reassuring them.	Draw attention to a student who shows signs of physical anxiety (i.e., blushing, sweating, hand tremors, voice cracking)
Take relaxation breaks and remind the student to practice breathing.	Embarrass the student in front of peers.
Share successes with caregivers	Downgrade them for being anxious rather than not know material.
Smile more and use humor to lighten the mood.	Draw undue attention to a student.
Gradually and systemically reward incremental attempts to read in front of others, starting with the least stressful situation.	Be judgmental and overly critical.
Collaborate with other pertinent school staff so all teachers approach the situation similarly.	Tell students in advance they will be reading out loud in class. It only heightens their anticipatory anxiety.

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Executive Dysfunction & Written Language

<u>Classification</u>	<u>Writing Dysfunction</u>
(1) Initiating	* Poor idea generation * Poor independence
(2) Sustaining	* Lose track of thoughts * Difficulty finishing * Sentences disjointed
(3) Inhibiting	* Impulsive/Distractible
(4) Shifting	* Perseverations * "Stuck" on topic

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Executive Dysfunction & Written Language

<u>Classification</u>	<u>Writing Dysfunction</u>
(5) Poor Organization	* Frequent erasers * Forget main idea * Disjointed content
(6) Poor Planning	* Poor flow of ideas * Lack of cohesive ties
(7) Poor Word Retrieval	* Limited word choice * Simplistic sentences
(8) Poor Self Monitor	* Careless miscues * Sloppy work


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Executive Functioning and Mathematics

<u>EXECUTIVE DYSFUNCTION</u>	<u>BRAIN REGION</u>	<u>MATH SKILL</u>
 <ul style="list-style-type: none"> • <i>Selective Attention</i> 	<ul style="list-style-type: none"> • <i>Anterior Cingulate/ Subcortical structures</i> 	<ul style="list-style-type: none"> • Poor attention to math operational signs • Place value mis-aligned
<ul style="list-style-type: none"> • <i>Planning Skills</i> 	<ul style="list-style-type: none"> • <i>Dorsal-lateral PFC</i> 	<ul style="list-style-type: none"> • Selection of math process impaired • Difficulty determining salient information in word problems


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Executive Functioning and Mathematics

<u>EXECUTIVE DYSFUNCTION</u>	<u>BRAIN REGION</u>	<u>MATH SKILL</u>
 <ul style="list-style-type: none"> • <i>Organization Skills</i> 	<ul style="list-style-type: none"> • <i>Dorsal-lateral PFC</i> 	<ul style="list-style-type: none"> • Inconsistent lining up math equations • Frequent erasers • Difficulty setting up problems
<ul style="list-style-type: none"> • <i>Self-Monitoring</i> 	<ul style="list-style-type: none"> • <i>Dorsal-lateral PFC</i> 	<ul style="list-style-type: none"> • Limited double-checking of work • Unaware of plausibility to a response.
<ul style="list-style-type: none"> • <i>Cues Pattern Recognition</i> 	<ul style="list-style-type: none"> • <i>Dorsal-lateral PFC</i> 	<ul style="list-style-type: none"> • Symbolic reasoning • Timed subtests compromised

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Causes of Math Anxiety

Implicit Messages:

"Oh not to worry Billy, I was never that good in math either."
"Wow, are you taking Algebra II....that is sooooo hard!"
"Hey Ritchie...it doesn't matter if you do not understand your math homework, you will never use this stuff in real life."


CAUSES OF MATH ANXIETY:

- Timed tests
- Pop quizzes
- Being called upon to write a math problem on the board
- Speeded skill drills and classroom competitions
- Teaching too quickly before concepts are consolidated
- Unit tests that cover too much information
- No visual cues
- Poor instruction
- Classroom climates that prevent students from asking questions
- Stressing teacher's own algorithm

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PRESENTATION OUTLINE


**DEVELOPING
TRAUMA-INFORMED SCHOOLS**

- Defining Trauma
- Trauma and Mental Health Disorders
- Anxiety and Academic Functioning
- ➔ **▪ Trauma and the Brain**
- Strategies to Address Student Mental Health

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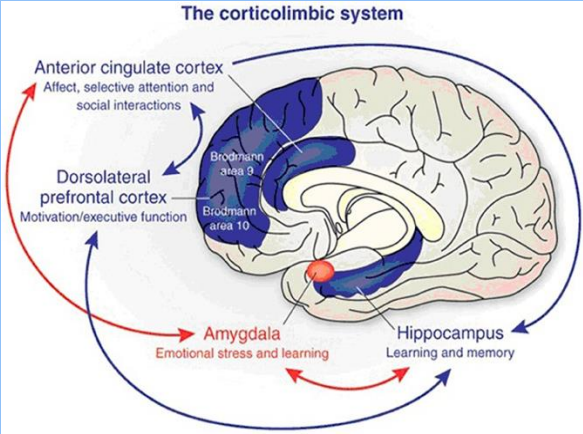
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CORTICOLIMBIC SYSTEM AND TRAUMA

The corticolimbic system




1. Amygdala – responds to **unfamiliar** and **unexpected** events (Kagan, 2007). ...Trauma alters our **threat perceptions**, and interprets benign situations as dangerous.

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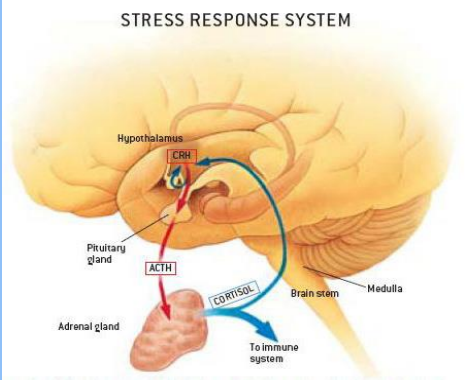
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STRESS RESPONSE SYSTEM

Cortisol – a glucocorticoid (glucose-cortex-steroid) that regulates the metabolism of glucose in the brain. A homeostasis of cortisol is needed for optimal brain functioning and efficient mobilization. Too much (*Cushing's Syndrome*)...too little (*Addison's Disease*).



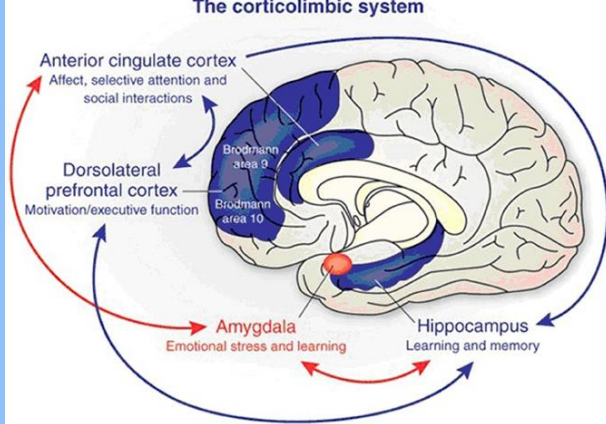
- Stress impacts body by lowering **immune system**, and also by reducing sleep.
- Stress alters amygdala to PFC connections leading to impairments in **executive functioning** (Berens et al., 2017).
- Anxiety impacts cognition and learning by way of **working³⁰ memory** (Dowker et al., 2015).

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CORTICOLIMBIC SYSTEM AND TRAUMA

The corticolimbic system



Anterior cingulate cortex
Affect, selective attention and social interactions

Dorsolateral prefrontal cortex
Motivation/executive function

Brodmann area 9
Brodmann area 10


Amygdala
Emotional stress and learning

Hippocampus
Learning and memory

2. Hippocampus - A key memory center and more sensitive to cognitive than emotional memories. Helps to inhibit amygdala. **Chronic stress** from abuse or neglect releases cortisol which can reduce hippocampal volume. (Johnston & Olson, 2015).
* Neurogenesis can occur in dentate gyrus.

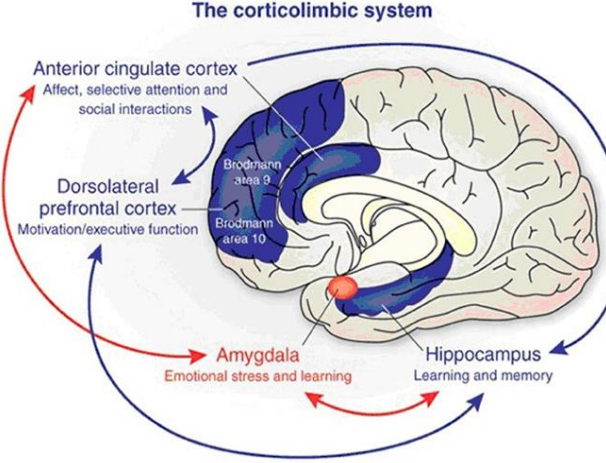
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CORTICOLIMBIC SYSTEM AND TRAUMA

The corticolimbic system



Anterior cingulate cortex
Affect, selective attention and social interactions

Dorsolateral prefrontal cortex
Motivation/executive function

Brodmann area 9
Brodmann area 10

Amygdala
Emotional stress and learning

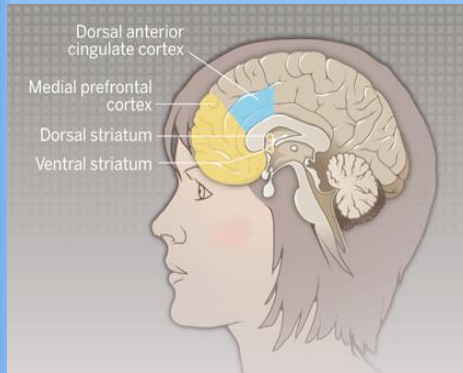
Hippocampus
Learning and memory

3. Anterior Cingulate Cortex - Directs our attention inward toward becoming overly aware of nervous system fluctuations and visceral responses (*i.e. heart rate increases, breathing rate, perspiration, etc.*). ***Trauma is felt in the body!**

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FRONTAL LOBE AND TRAUMA: DORSAL ANTERIOR CINGULATE

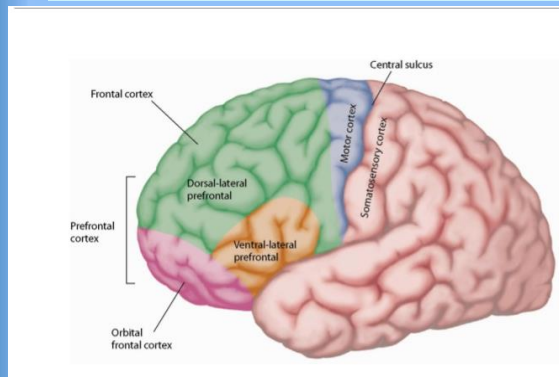


- Dorsal anterior cingulate helps regulate emotional functioning and supervises fear-based system.
- Helps interpret and regulate our emotional experiences with **language**.
- **Alexithymia** - emotional intensity of an experience impacts the ability to identify, label, and verbally communicate one's emotional state.
- 85% of PTSD patients experience alexithymia... brain imaging studies showing greater cortical thickness in dorsal anterior cingulate (Demers et al., 2015).

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ORBITAL FRONTAL CORTEX AND TRAUMA: SELF REGULATION SKILLS



* **Self-regulation of social skills functioning** - children who have been abused or neglected often experience tremendous challenges developing **trust with others** and establishing stable interpersonal relationships.

4. Orbital-frontal Cortex - children who have experienced have difficulty accurately identifying their own emotions, as well as comprehending the emotional states of others. **Emotional EF DEFICITS!**

- **Social Dyslexia** - misread social cues and highly reactive to misperceived slights and inability to comprehend how behavior may disrupt the learning environment. **Emotionally egocentric.**

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STRESS RESPONSE SYSTEM

CRH - Corticotropin-releasing hormone
ACTH - Adrenocorticotrophic hormone

SUMMARY OF STRESS REACTIONS

- The hypothalamic-pituitary-adrenal (HPA) system controls the endocrine system and how we respond to stress.
- Research shows abuse and neglect are associated with both increased (overarousal) and decreased (underarousal) of HPA system.
- If exposure to stress is chronic, the body shifts to an **ongoing stress response**, even when the threat is long gone.
- Stress in utero impacts the developing brain.

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DEVELOPING


TRAUMA-INFORMED SCHOOLS

PRESENTATION OUTLINE

- Defining Trauma
- Trauma and Mental Health Disorders
- Anxiety and Academic Functioning
- Trauma and the Brain
- ➔ ▪ Strategies to Address Student Mental Health

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WARNING SIGNS OF MENTAL HEALTH DISORDER

Warning signs of a mental health issue?

Percent of parents who would be concerned about their adolescent if they noticed the following signs

Source: C.S. Mott Children's Hospital National Poll on Children's Health, 2022

Frequent comments about being worried or anxious	65%
Moodiness	64%
Decreased interaction with family	63%
Drop in grades	61%
Change in sleep	53%
Change in eating patterns	49%




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DEVELOPING RESILIENCY IN CHILDREN

[HTTPS://WWW.YOUTUBE.COM/WATCH?V=JJVGATBGJXM](https://www.youtube.com/watch?v=JJVGATBGJXM)



5 PILLARS OF RESILIENCE




Copyright The Wellbeing Project

1. Foster hope
2. Establish a relationship
3. Environmental Warmth
4. Movement activities
5. Sleep + Diet + Exercise = Energy

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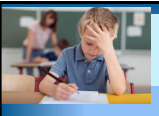
20 SCHOOL ACCOMMODATIONS FOR ANXIETY

1. Allow extra time on tests, quizzes, and assignments.
2. Refrain from calling on a student unless hand is raised.
3. Provide alternative ways to demonstrate subject mastery so school is not just the memory Olympics (e.g., projects, papers, independent study).
4. Provide preferential seating in class.
5. Allow the student to use a **crisis pass** when feeling stressed or overwhelmed in class.
6. Create a "*calm corner*" in the classroom that students can use to self-calm as needed.
7. **Structure and Routine:** picture schedules for younger children and write class routine on board for older children.

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20 SCHOOL ACCOMMODATIONS FOR ANXIETY

8. Notify the student in advance when there will be a substitute teacher or emergency drill.
9. Provide access to lecture notes and assignments online.
10. Structure more challenging classes in the morning rather than at the end of the day.
11. Allow students to retake one test each marking period to demonstrate mastery.
12. Adjust pacing and talk less rapidly as content is being taught.
13. Reduce quantity of items on ditto's and worksheets to reduce visual overload.
14. Grade assignments positively and not punitively.

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20 SCHOOL ACCOMMODATIONS FOR ANXIETY


15. Have older students **tutor** students in younger grades to build academic confidence.
16. Incorporate more **humor** into class lessons!!
17. Break large projects or assignments into manageable **chunks** to be completed over time.
18. Incorporate exercise and **movement** breaks into the daily classroom routine.
19. Teachers should try to modulate tone of voice, rate of speech, and positive comments made each date.
20. Build a **relationship** with the student outside of class!

* Encourage parents to seek **therapeutic** intervention outside of school.

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FEIFER ASSESSMENT OF CHILDHOOD TRAUMA (FACT)

- Parent, Teacher and Self-Report forms students 4-18.
- Digitally administered and scored on PIC
- Approximately 10 minutes to complete (65 questions)
- Gender and age-based norms
- Total Trauma Index Score:
 - a) **4 Clinical Scale Scores** (Physiological, Emotional, Behavioral, and Academic)
 - b) **4 Supplemental Cluster Scores** (Resilience, Inattention, Depression, Anxiety)
- Over 100 **504 Recommendations** (PAR-Iconnect)



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CAREGIVER CAPACITY AND RESILIENCY

(TRAUB AND BOYNTON-JARRETT, 2017)


1. Positive appraisal style impacts executive functioning skills and facilitates cognitive restructuring.
2. Following trauma exposure, caregivers play a critical role influencing a child's overall social-emotional response and adaptation (McLeod et al., 2007).
 - a) Neglectful
 - b) Democratic
 - c) Authoritative
 - d) Authoritarian
3. Maternal mental health most influences coping
(*16 million children live with a depressed parent)
4. Family routines foster resilience.




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TEACHING RESILIENCY: MINDFULNESS




Mindfulness – focus on breathing from the diaphragm, not the chest, and exhaling on longer slower breaths.

- Strive for 6-8 breaths per minute.
- Practice breathing techniques when visualizing an anxiety provoking situation.
- Enhances parasympathetic nervous system.


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TEACHING RESILIENCY: YOGA




Yoga – assumes the footprint of trauma is in the body and tissues.

- We cannot talk it out, and fear our own bodily sensations (Van Der Kolk, 2012).
- Pain, headaches, muscle tension, tics, panic attacks
- Some research (Albracht-Schulte & Robert-McComb, 2018) suggests yoga can reduce anxiety and heart rate variability following a stressor!


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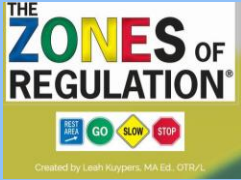
TAKE TARGETED APP BREAKS



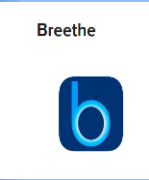
Stop, Breathe & Think
Meditation tuned to your feelings
Stop, Breathe & Think
★★★★★ 4.9 (1.2k Ratings)
Free - Offers In-App Purchases



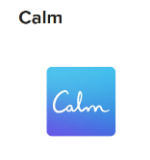
Take a Chill



THE ZONES OF REGULATION
BEST APP GO SLOW STOP
Created by Lesh Kuypers, MA Ed., OTR/L




Breethe




Calm



Headspace



Breathing Bubbles



Square Breathing :
<https://www.youtube.com/watch?v=YFdZXwE6fRE>

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CANINE ASSISTED THERAPY




- Provide unconditional warmth and positive emotions.
- Animals do not try to give sage advice, but provide an emotional pathway to heal.
- Presence of a therapeutic animal promotes oxytocin secretion (bond), lower heart rate and blood pressure, and calmness (Beetz et al., 2012).
- Reduces social isolation and promotes sense of connectedness (O'Haire et al., 2015).

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SOCIAL EMOTIONAL ACADEMIC LEARNING



Social & Emotional Learning


- Self-Management**
Managing emotions and behaviors to achieve one's goals
- Self-Awareness**
Recognizing one's emotions and values as well as one's strengths and challenges
- Responsible Decision-Making**
Making ethical, constructive choices about personal and social behavior
- Relationship Skills**
Forming positive relationships, working in teams, dealing effectively with conflict
- Social Awareness**
Showing understanding and empathy for others

Is this the future of school psychology?


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LET'S STAY CONNECTED




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Licensed Psychologist


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Books: www.schoolneuropsychpress.com

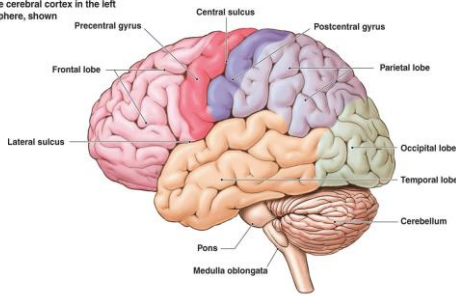
Trauma Links: [*https://www.nasponline.org/](https://www.nasponline.org/)
[*https://www.parentcenterhub.org/national-child-traumatic-stress-network/](https://www.parentcenterhub.org/national-child-traumatic-stress-network/)
[*https://news.isst-d.org/animal-assisted-therapy-for-trauma/](https://news.isst-d.org/animal-assisted-therapy-for-trauma/)
[*https://www.mindful.org/the-science-of-trauma-mindfulness-ptsd/](https://www.mindful.org/the-science-of-trauma-mindfulness-ptsd/)
[*https://www.wiley.com/enus/Essentials+of+Trauma+Informed+Assessment+and+Intervention+in+School+and+Community+Settings-p-9781119274612](https://www.wiley.com/enus/Essentials+of+Trauma+Informed+Assessment+and+Intervention+in+School+and+Community+Settings-p-9781119274612)
[*https://www.amazon.com/Trauma-Sensitive-Classroom-Building-Resilience-Compassionate/dp/0393711862](https://www.amazon.com/Trauma-Sensitive-Classroom-Building-Resilience-Compassionate/dp/0393711862)

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Proven Interventions to Help Children with Reading and Written Language Difficulties



The lobes of the cerebral cortex in the left cerebral hemisphere, shown in lateral view


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jack hirose

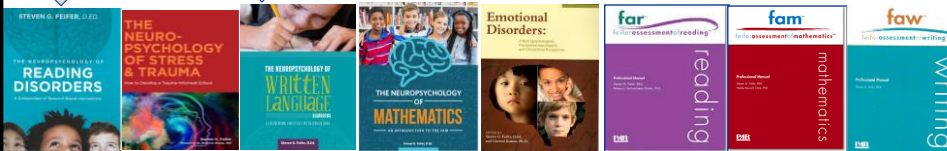
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Dr. Feifer's Journey 1992-present

www.schoolneuropsychpress.com




- Nationally certified school psychologist 20+ years
- Diplomate in **pediatric** and **school** neuropsychology
- 2008 **Maryland School Psychologist of the Year**
- 2009 **National School Psychologist of the Year**
- Author: **8 books** on learning and emotional disorders
- Test Author: **FAR-FAM-FAW-FACT**
- Currently in private practice at Monocacy Neurodevelopmental Center in Maryland.

jack hirose


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Presentation Outline

- ➔ **Why Literacy Matters**
 - Defining Dyslexia
 - Four Universal Truths of Reading
 - Subtypes of Reading Disorders & Interventions
 - Defining Dysgraphia
 - Cognitive Constructs and Writing
 - 3 Subtypes of Written Language Disorders
 - Strategies for Success



3

3



Literacy in Canada: Post Pandemic

Program for International Student Assessment (2022)

Table 3.16

Canadian and provincial average scores in reading over time, 2018–2022

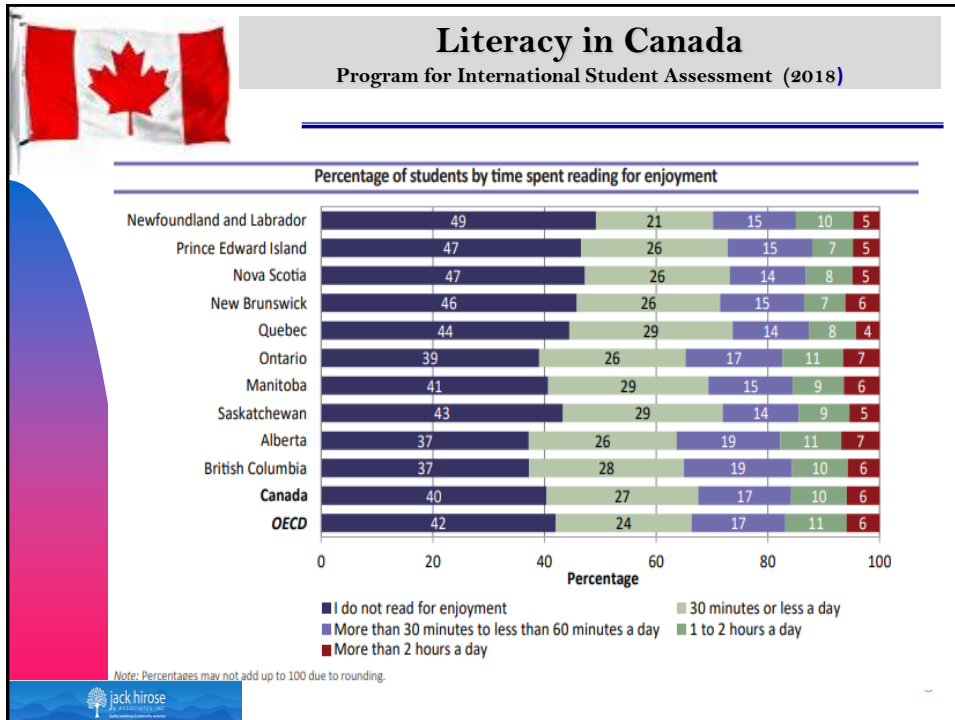
	2018		2022	
	Average score	Standard error	Average score	Standard error
Newfoundland and Labrador	512	(4.3)	478*	(7.2)
Prince Edward Island	503	(8.3)	496	(10.4)
Nova Scotia	516	(3.9)	489*	(6.4)
New Brunswick	489	(3.5)	469*	(4.3)
Quebec	519	(3.5)	501*	(4.9)
Ontario	524	(3.5)	512*	(4.1)
Manitoba	494	(3.4)	486	(4.1)
Saskatchewan	499	(3.0)	484*	(4.3)
Alberta	532	(4.3)	525	(6.4)
British Columbia	519	(4.5)	511	(6.0)
Canada	520	(1.8)	507*	(2.5)

- Reading scores in Canada (**507**) declined **13** points.
- Average decline among 81 countries **10** points (**476** avg/**U.S. 504**).
- Newfoundland and Nova Scotia biggest decline.
- More than 23,000 students in Canada from 850 schools participated.

Organisation for Economic Cooperation and Development (OECD)

4

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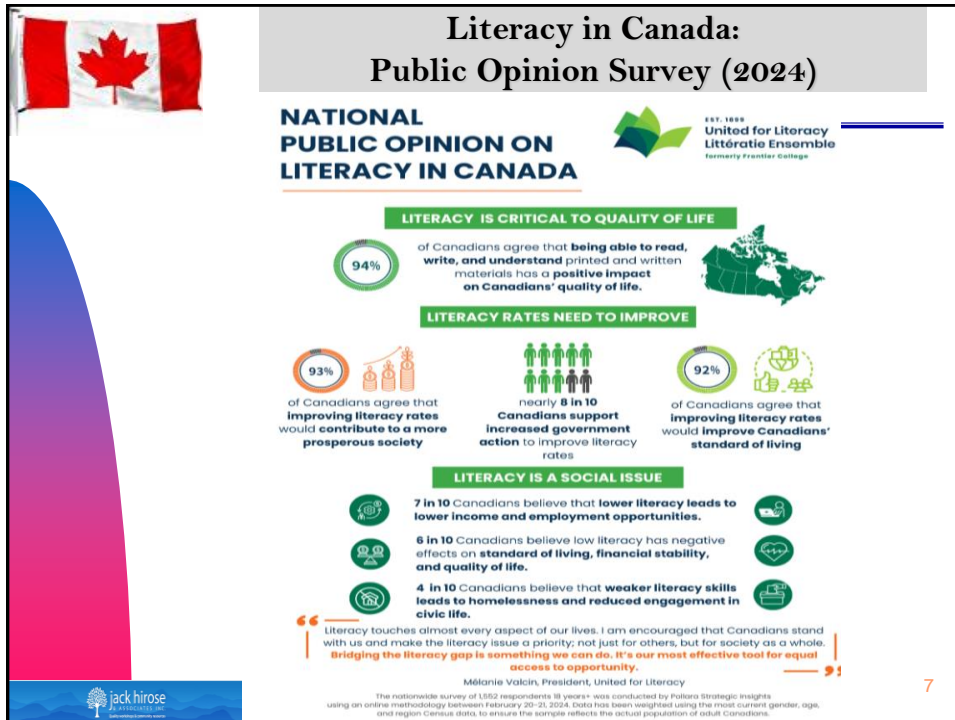


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Why Literacy Matters in Canada

- Civic Engagement:** People's belief that they can engage in, understand and influence political affairs rises with increased education and skills. Among Canadians with less than a high school diploma, just **32%** report this belief, compared to **60%** of people who have obtained a bachelor's degree or higher.
- Economy:** High literacy in Canada helps build an educated and skilled workforce which contributes to the country's economic growth.
- Work:** Canadians with low literacy skills are twice as likely to be unemployed than those with higher level literacy skills.
- Health:** Canadians with the lowest levels of literacy are more than **twice** as likely to be in poor health compared to Canadians with higher literacy skills.
- Poverty:** In Canada, **46%** of adults at the lowest literacy levels live in low income households, compared with **8%** of adults at the highest literacy levels.
- Family:** Reading to children before they start school helps develop their language skills and interest in reading and learning. Children of parents with higher education levels have higher literacy levels.

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Presentation Outline

- Why Literacy Matters
- ➔ **Defining Dyslexia**
- Four Universal Truths of Reading
- Subtypes of Reading Disorders & Interventions
- Defining Dysgraphia
- Cognitive Constructs and Writing
- 3 Subtypes of Written Language Disorders
- Strategies for Success

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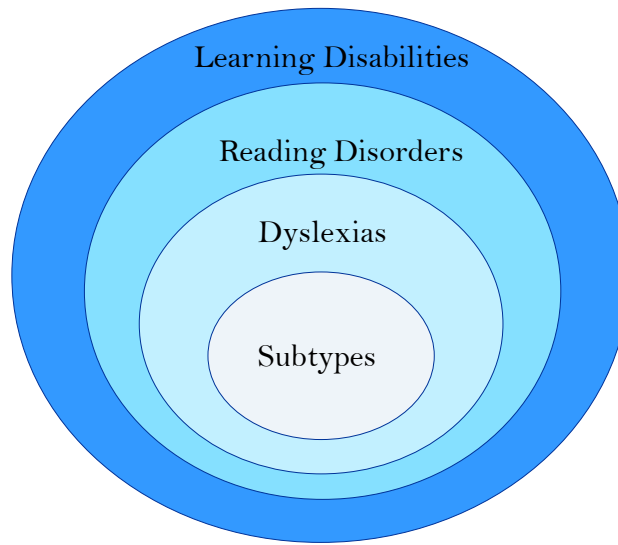
Defining Dyslexia


- “Dyslexia is characterized by difficulties with **accurate** and / or **fluent** word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the **phonological component** of language that is often **unexpected** in relation to other cognitive abilities and the provision of effective classroom instruction. **Secondary consequences** may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.”

- International Dyslexia Association



Developmental Dyslexia





What is a Learning Disability?

LEARNING DISABILITY (Grades 1–12: Code 54)

This is the official definition adopted by the Learning Disabilities Association of Canada (LDAC) on January 30, 2002.


"Learning Disabilities" refer to a number of disorders which may affect the acquisition, organization, retention, understanding or use of verbal or nonverbal information. These disorders affect learning in individuals who otherwise demonstrate at least average abilities essential for thinking and/or reasoning. As such, learning disabilities are distinct from global intellectual deficiency.

Learning disabilities result from impairments in one or more processes related to perceiving, thinking, remembering or learning. These include, but are not limited to: language processing; phonological processing; visual spatial processing; processing speed; memory and attention; and executive functions (e.g., planning and decision-making).

Learning disabilities range in severity and may interfere with the acquisition and use of one or more of the following:



- oral language (e.g., listening, speaking, understanding)
- reading (e.g. decoding, phonetic knowledge, word recognition, comprehension)
- written language (e.g., spelling and written expression)
- mathematics (e.g., computation, problem solving).

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Four Universal Truths of Reading

1. In all word languages studied to date, children with developmental reading disorders (dyslexia) primarily have difficulties in identifying, recognizing, categorizing, and/or manipulating phonological units at all linguistic levels (Goswami, 2007).

Screening for Success (Hulme & Snowling, 2016)

1. Phonological awareness skills.
2. Ability to link sounds with letters.
- *3. Rapid letter-naming skills?
 - a) Rapid naming of letters better than objects (Kilpatrick, 2015)
 - b) Rapid naming of letters is moderately correlated with reading performance (.28-.57%) and explains some of the reading variance independent of phonological awareness (Truong et al., 2019).



Four Universal Truths of Reading

2. The English language *is not* a purely phonological!

- 1 letter grapheme: c a t. The sounds /k/ is represented by the letter 'c'.
- 2 letter grapheme: l e a f. The sound /ee/ is represented by the letters 'e a'.
- 3 letter grapheme: n i g h t. The sound /ie/ is represented by the letters 'i g h'.
- 4 letter grapheme: th r ough. The sound /oo/ is represented by the letters 'o u g h'.

- The English language includes over 1,100 ways of representing 44 sounds using a series of different letter combinations (Uhry & Clark, 2005). In Italian there is no such ambiguity as just 33 graphemes are sufficient to represent the 25 phonemes.
- Therefore, 25% of words are phonologically irregular (i.e. "debt", "yacht", "onion", etc.) or have one spelling but multiple meanings –*homonyms*– (i.e. "tear", "bass", "wind", etc.)

The Reading Brain: How Words are Assembled

3. Specific neuroimaging techniques have demonstrated that **phonological** processing and **orthographic** processing are a by-product of the functional integrity of the *temporal-parietal* junctures in the left hemisphere of the brain (Paz-Alonso et al., 2018; Glezer et al., 2016; Sandak et al., 2004; McCandliss & Noble, 2003).

Supramarginal Gyrus (Decoding)

Inferior Frontal Gyrus (Inner Articulation System)

Angular Gyrus (Orthography)

Superior Temporal Gyrus (Phonics)

Heschl's Gyrus (Phonemic Awareness)

Primary Visual Cortex (Striatum or Calcarine Fissure)

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Four Universal Truths of Reading

4. **Structured literacy** based on the science of reading should drive all intervention practices.

5 Big Ideas

COMPREHENSION (EF)

LANGUAGE (vocabulary)

FLUENCY (prosody)


PHONICS (synthesis & analysis)

PHONEMIC AWARENESS

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Subtypes of Dyslexia


- Dysphonetic Subtype** - great difficulty using phonological route in reading, so visual route to lexicon is used. These readers do not rely in letter to sound conversions, but rather over-rely on visual cues to determine meaning from print.

Neuropsychological Significance: Left temporal-parietal gradient (*supramarginal gyrus*).

<u>Target Word:</u>	<u>Read As:</u>
<i>cat</i>	<i>couch</i>
<i>balloon</i>	<i>ball</i>
<i>jump</i>	<i>gym</i>
<i>ghost</i>	<i>goat</i>



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Remediation Strategies for Dysphonetic Dyslexia

<p><u>Over Age 12:</u></p> <p>(Top- Down)</p>	<p>Wilson Reading System</p> <p>SRA Corrective Reading & REACH System</p> <p>Read 180</p> <p>HOSTS</p> <p>Kaplan Spell/Read</p> <p>LEXIA Strategies for Older Students</p>
<p><u>Ages 7 - 12:</u></p> <p>(Bottom-Up)</p>	<p>ASDEC Language Foundations (Orton-Gillingham)</p> <p>SRA Corrective Reading</p> <p>Earobics II</p> <p>LiPS</p> <p>LEXIA Primary Reading</p> <p>Horizons</p>
<p><u>Under Age 7:</u></p>	<p>Fast Forward II(Tallal)</p> <p>Earobics I</p> <p>Phono-Graphix</p> <p>Saxon Phonics Program</p> <p>Success for All</p> <p>Ladders to Literacy</p> <p>Foundations</p> <p>Road to the Code</p> <p>SIPPS</p> <p>Scott Foresman Early Intervention Reading</p>



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The Morphological Connection (“Top-Down”)


Morpheme- the smallest meaningful component of a word that still conveys meaning. Examples include:

Prefixes: *ante, extra, mis, para, pre, retro, super*

Suffixes: *able, tion, ment, ness, ship, tude, ward, ible*

Latin Roots: *cent, extra, hemi, meta, therm, ultra*

- Research suggests that children learn to anticipate words through a combination of phonological, orthographic, and morphological strategies (Senechal & Kearnan, 2007).
- Knowledge about **morphological awareness** contributes to individual differences in reading and spelling that cannot be entirely attributed to orthographic and phonological processing.



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Subtypes of Dyslexia

2. Surface dyslexia - an over-reliance on sound symbol relationships as the process of reading never becomes automatic. These children break every word down to its phonological base, and read slowly due to poor **orthographic** perception and processing.

<u>WORD</u>	<u>READ AS</u>
island →	izland
grind →	grinned
listen →	liston
begin →	beggin
lace →	lake

- Extreme difficulty reading words where phonemes and graphemes are not in 1 to 1 correspondence: **yacht**
debt



Remediation of Surface Dyslexia

Over Age 12: Academy of Reading
Wilson Reading System
Laubauch Reading Series
Read 180

Ages 7 - 12: **Read Naturally**
Great Leaps Reading
Quick Read
RAVE-O
Fast Track Reading

Under Age 7: Destination Reading
Reading Recovery
Early Success
Fluency Formula



Subtypes of Dyslexia

3. **Mixed Dyslexia** - severely impaired readers with characteristics of both **phonological** deficits, as well as **orthographical** deficits. These readers have no usable key to unlocking the reading and spelling code. Very bizarre error patterns observed.

WORD

Advice

Correct

Violin

Museum

Possession

Material

READ AS:

Exvices

Corex

Vilen

Musune

Persessive

Mitear



* Multiple breakdowns along many reading pathways. ²³

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4 Remediation Strategies for Mixed Dyslexia

(1) **Multiple Programs** - An eclectic and approach capitalizing on the particular strengths of the child. Consider using a multi-sensory type of **Orton-Gillingham** program, coupled with a fluency model such as **Read Naturally**, and the computerized models of **Read 180**.

(2) **Top Down Strategies** - Often atypical development mapping individual sounds to the visual word form association areas.

(3) **Socioeconomic Status** - is a very strong predictor of reading skills due primarily to the home literacy environment. Therefore, schools need to provide more reading opportunities.

(4) **Motivation and Confidence** -Great Leaps, Read Naturally, etc. tend to give immediate feedback.



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4 Components of Reading Comprehension

1. **Content Affinity** - attitude and interest toward specific material.
2. **Working Memory** - the ability to temporarily suspend information while simultaneously learning new information. The amount of memory needed to execute a cognitive task.
3. **Executive Functioning** - the ability to self-organize verbal information to facilitate recall.
4. **Language Foundation** – vocabulary knowledge is vital for passage comprehension.



Reading Comprehension Interventions

1. **Stop & Start Technique** – student reads a passage out loud and every 30 seconds “stop” to ask questions.
2. **Directional Questions** – ask questions at the beginning of the text instead of the end.
3. **Read Aloud** – reading out loud allows student to hear their own voices and facilitates working memory.
4. **Story Maps** – pre-reading activity where graphic organizers are used to outline and organize the information.
5. **Active Engagement** – encourage active, not passive reading, by having children take notes or putting an asterisk next to important information. Also, multiple colors for highlighting.



Steven G. Feifer, D.Ed., ABPdN


- A **neurodevelopmental** assessment of reading
- Pre-K to College (Ages 4–21)
- Normative sample included 1,074 students
- 15 subtests in complete battery
- Diagnoses **4 subtypes** of reading disorders
- Includes the FAR-S dyslexia **screening** battery
- Total Far index score and 4 Reading index scores



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What is Dysgraphia?

Dysgraphia is a broad-based term that refers to a specific learning disability in written expression. The term can include problems with letter formation, legibility, letter spacing, spelling, fine motor coordination, rate of writing, grammar and overall sentence production (Chung et al., 2020).


Developmental Dysgraphia refers to difficulty acquiring writing skills despite adequate learning opportunities and cognitive skills.

- Younger children tend to have deficits with the motoric aspects of the written stroke, whereas older children struggle with more cognitive-linguistic elements of writing (Biotteau et al., 2019).

Acquired Dysgraphia refers to a learned skill (writing) being disrupted by a specific injury or degenerative condition.


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Warning Signs of Developmental Dysgraphia


Age Group	Signs of Dysgraphia
Preschool aged children	<ul style="list-style-type: none"> • Awkward pencil grasp • Lack of hand dominance • Fatigues quickly when writing • Letters poorly formed or inversed • Difficulty writing within margins • Overflow motor movements • Does not anchor paper with opposite hand.
Elementary aged students	<ul style="list-style-type: none"> • Illegible or messy handwriting • Letter transpositions • Mirror writing • Switching between cursive and print • Slower paced writing • Poor spelling impacts legibility. • Frequent erasures
Secondary school students	<ul style="list-style-type: none"> • Poor planning and organizational skills. • Discrepancy between verbal output and written output. • Difficulty keeping pace when note-taking. • Does not separate ideas by paragraph. • Paragraphs do not flow from general to specific. • Grammar impacts legibility.

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Types of Writing Genres

- **Persuasive** - change the reader's point of view in order to affect the reader's action.
- **Expository**- explaining objective information to enhance the reader's overall understanding.
- **Experiential** - to describe a personal experience or narrative to others.
- **Prosaic** – to convey a particular sentiment or emotion from a personal experience. Often written in a metaphoric style inclusive of poem, lyric, or sonnet.
- **Analytical** – heavily structured style of writing where scientific scrutiny involved.




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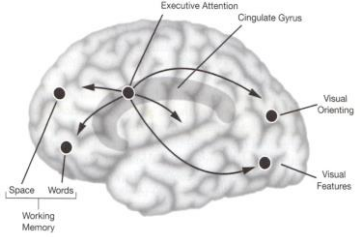
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Cognitive Constructs and Written Language

Attention: (Selective & Sustained)

- Poor planning
- Uneven tempo
- Erratic legibility
- Inconsistent spelling
- Poor self monitoring
- Impersistence




BRAIN REGION - Anterior Cingulate Gyrus
* *Effort control and top-down attention*

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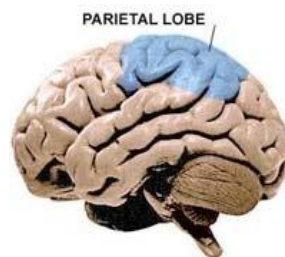
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Cognitive Constructs and Written Language

Spatial Production

- Poor spatial production
- Poor visualization
- Poor margination
- Organization problems
- Uneven spacing
- Poor use of lines




BRAIN REGION -Right Parietal Lobe

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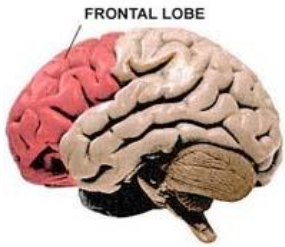
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Cognitive Constructs and Written Language

Sequential Production


- Poor connected writing
- Letter reversals
- Organizational deficits
- Lack of cohesive ties
- Deficits in working memory, especially with ADHD kids, leads to sequential dysfunction.



BRAIN REGION – Left Prefrontal Cortex


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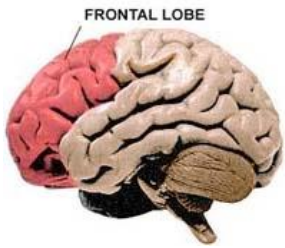
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Cognitive Constructs and Written Language

Working Memory Skills


- Poor *word retrieval* skills
- Poor spelling
- Poor grammar rules
- Loss of train of thought
- Deterioration of continuous writing
- Poor elaboration of ideas
- Cortical mapping of language is *distributed* throughout brain (*i.e. nouns vs. verbs*)



BRAIN REGION – Semantic memories stored in temporal lobes. Retrieved by frontal lobes


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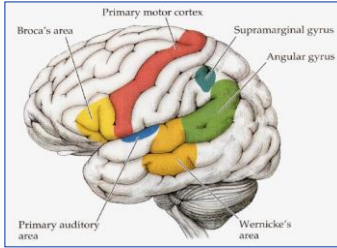
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Cognitive Constructs and Written Language

Language:

- Poor vocabulary
- Lack of cohesive ties
- Poor grammar
- Simplistic sentence structure
- Left hemisphere stores language by **converging** words into semantic baskets; right hemisphere excels in more **divergent** linguistic skills (simile and metaphor).
- Writing genre impacts retrieval!




BRAIN REGION – Temporal Lobes

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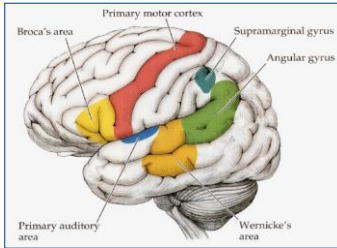
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Cognitive Constructs and Written Language

Intelligence

- Concrete ideation
- Poor development of ideas
- Poor audience awareness
- Weak opinion development
- Simplistic sentence structure



BRAIN REGION – Inferior Parietal Lobes

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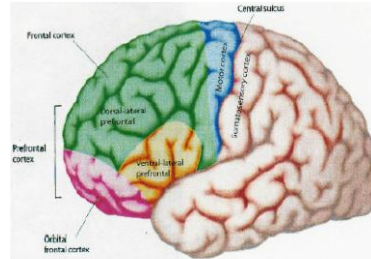
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Cognitive Constructs and Written Language

Executive Functioning

- Organize and plan ideas
- Self monitor
- Task initiation
- Sustain attention to task
- Difficulty making cognitive shifts from one topical area to another.



BRAIN REGION – Dorsolateral Prefrontal Cortex

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Cognitive Constructs and Written Language: Motor Output Speed (Pollock et al, 2009)

Grade Levels	Handwriting Speed
Grade 1	15 - 32 letters per minute
Grade 2	20 - 35 letters per minute
Grade 3	25 - 47 letters per minute
Grade 4	34 - 70 letters per minute
Grade 5	38 - 83 letters per minute
Grade 6	46 - 91 letters per minute



BRAIN REGION – Basal Ganglia

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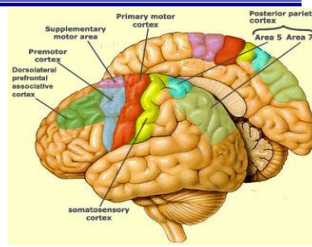

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3 Subtypes of Written Language Disorders

(1) Graphomotor Dysgraphia - apraxia refers to a wide variety of motor skill deficits in which the voluntary execution of a skilled motor movement is impaired.

- a) **Premotor cortex** - plans the execution of a motor response.
- b) **Supplementary motor area** - guides motor movement.
- c) **Cerebellum** - physical act of sequencing fine motor movements becomes less effortful and more reflexive.
- d) **Basal Ganglia** - procedural memory and automaticity of handwriting and gross motor movements.

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3 Subtypes of Written Language Disorders

(2) Dyslexic Dysgraphias: (Spelling Miscues)

- a) **Dysphonetic dysgraphia** - the hallmark feature of this disorder is an inability to spell by *sound* due to poor phonological skills. There is often an over-reliance on the visual features of words when spelling (*i.e.* “sommr” for “summer”).
- b) **Surface dysgraphia** - a breakdown in the orthographic representation of words. Miscues made primarily on phonologically irregular words (*i.e.* “laf” for “laugh”; “juse” for “juice”; “mite” for “mighty”).
- c) **Mixed Dysgraphia** - characterized by a combination of both phonological errors and orthographical errors depicting faulty arrangement of letters and words (*i.e.* “ceshinte” for “kitchen”).



Key Spelling Strategies

1. Incorporate nonsense words into weekly spelling instruction to make sure students can represent each sound with a letter.
2. Use tile spelling markers to color-code vowel digraphs in words by families (*i.e.* Sauce, Pause, cause, etc...)
3. Place a heavy focus on prefixes and suffixes during instruction.
4. Have students write each word with white space in between each syllable in the word using the box approach. (*i.e.* fascinate)



5. Show multiple spellings of a word and have the student select the correct choice (*i.e.* wuz, was, whas).



3 Subtypes of Written Language Disorders


(3) Executive Dysgraphia - an inability to master the implicit rules for grammar which dictate how words and phrases can be combined. Deficits in working memory and executive functioning in frontal lobes hinders output.

- Word omissions
- Word ordering errors
- Incorrect verb usage
- Word ending errors
- Poor punctuation
- Lack of capitalization
- Oral vs. written language discrepancy





Features of Executive Dysgraphia

- a) **Verbal Retrieval Skills** – the frontal lobes are critical in retrieving words stored throughout the cortex, often stored by semantic categories.
- b) **Working Memory Skills** – helps to recall spelling rules and boundaries, grammar rules, punctuation, and maintaining information in mind long enough for motoric output.
- c) **Organization & Planning** – syntactical arrangement of thought needed to sequence mental representations.




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- ➔ **Strategies for Success**




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10 Research Based Strategies (Graham & Perin, 2007)

- (1) Writing Strategies (*effect size .82*)
- (2) Summarization (*effect size .82*)
- (3) Collaborative Writing (*effect size .75*)
- (4) Specific Product Goals (*effect size .70*)
- (5) Word Processing (*effect size .55*)
- (6) Sentence Combining (*effect size .50*)
- (7) Prewriting (*effect size .32*)
- (8) Inquiry activities (*effect size .32*)
- (9) Process Writing Approach (*effect size .32*)
- (10) Study of Models (*effect size .25*)

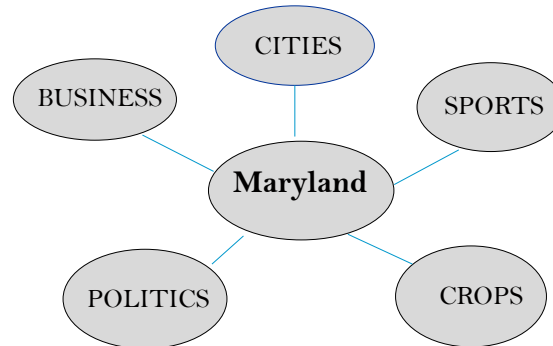

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Graphic Organizers

Graphic Organizers – this involves a pre-writing activity whereby the student simply lists a word or phrase pertaining to the topic. An example may include a brainstorming web:




Self Monitoring Strategies

COPS strategy – a directional proof-reading strategy where the student re-reads a passage four times prior to completion.

- 1) **Capitalize** the first word of each sentence.
- 2) **Organize** the information by reviewing topic sentences and double check paragraph breaks.
- 3) **Punctuation** miscues must be reviewed.
- 4) **Spelling** miscues must be reviewed.






Self Monitoring Writing Rubric

IDEAS


- 4 The topic and details are well developed.
- 3 The topic is clear but more details are needed.
- 2 Details that don't fit the topic confuse the reader.
- 1 The topic is not clear.

ORGANIZATION

- 4 The beginning, middle, and ending work well.
- 3 Some parts of the essay are unclear.
- 2 All parts of the essay run together.
- 1 The order of information is confusing.


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Self Monitoring Writing Rubric

WORD CHOICE


- 4 Words make the meaning clear.
- 3 Clearer words are needed.
- 2 Some words are overused.
- 1 Words are used incorrectly.

CONVENTIONS


- 4 Conventions are used well.
- 3 There are few errors.
- 2 Errors make the essay hard to understand.
- 1 Help is needed to make corrections

AUDIENCE AWARENESS

- 4 The passage is clear and understandable for the intended audience.
- 3 The reader may need background knowledge to fully comprehend.
- 2 There are some parts of the passage that are difficult to understand.
- 1 The passage is extremely confusing for the intended audience.



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Strategies for Secondary Students

- **Inspirations** – teaches how to craft concept maps, idea maps, and other visual webbing techniques to assist in planning, organizing, and outlining. Very effective word predictive software.
- **Kurzweil Technology** – adaptive technology to further practice grammar, spelling, and punctuation. Voice activated software also an option.
- **Journal or Diary** – can be a fun and effortless way to practice writing on a daily basis.
- **Keyboarding** – speed up output to reduce pressure from working memory skills to retain information over longer periods of time.
- **Livescribe** – a “smart” pen which would both record lecture information in the class, as well as transcribe notes to a computer screen. Smart pens allow students to better organize their notes.

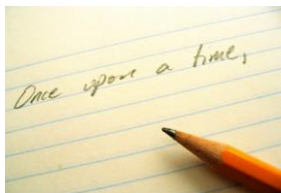


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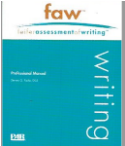


5 Steps for Executive Dysgraphia (Ray, 2001)

- (1) **Prewriting** – use graphic organizers.
- (2) **Drafting** – use model to take notes and model how to organize in a text form using topic sentences.
- (3) **Revising** – second draft emphasizing content, and elaboration of ideas and making connections.
- (4) **Editing** – re-read for capitalization and punctuation errors.
- (5) **Publishing** – peer assisted strategies and teaching students to give and receive feedback base upon a writing rubric.




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Feifer Assessment of Writing (FAW)

- A neurodevelopmental assessment of written language disorders.
- Pre-K to College (Ages 4-21)
- 12 subtests in complete battery/ 10 subtests core
- Diagnoses 3 subtypes of writing disorders:
 - 1) **Graphomotor Dysgraphia**
 - 2) **Dyslexic-Dysgraphia**
 - 3) **Executive Dysgraphia**
- Includes the FAW-S dysgraphia screening battery
- Yields a Compositional Writing Index (CWI)


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Let's Stay Connected



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[@schoolneuropsychpress](https://twitter.com/schoolneuropsychpress)





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 SCAN ME


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Dr. Varleisha Lyons
www.wasutsanctuary.com

Self-Regulation & Mindfulness in the Classroom

Enhancing self-regulation and mindfulness to improve educational outcomes



HOUSEKEEPING

Disclaimer



Introduction to the SAMClassroom Program

Enhancing Self-Regulation and Mindfulness in Education



Objective of the Program

The primary aim is to enhance students' self-regulation and mindfulness skills in educational settings.

01

Expected Outcomes

The program is designed with specific expected outcomes for student development.

03


Program Methodology

An overview of the program's methodology is provided to understand its implementation.

02

Understanding Self-Regulation

Enhancing Self-Regulation and Mindfulness in Education



Definition of Self-Regulation

Self-regulation refers to the ability to manage one's emotions, thoughts, and sensory regulation in different situations.

Importance in Education

Self-regulation is crucial in education as it impacts learning outcomes and student behavior.

Development Strategies

Self-regulation can be developed through specific strategies that encourage mindfulness and emotional regulation.

The Role of Mindfulness in Education

Enhancing Self-Regulation and Mindfulness in Education



Mindfulness is the practice of being present and fully engaged with the current moment.

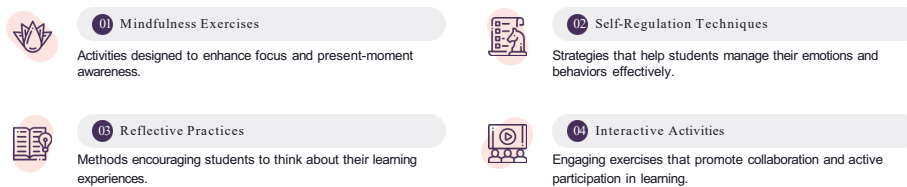
Students practicing mindfulness experience reduced stress levels, contributing to a healthier learning environment.

Mindfulness techniques enhance students' ability to concentrate, leading to better academic performance.

Mindfulness helps students manage their emotions more effectively, fostering positive interactions.

Core Components of the SAM Program

Enhancing Self-Regulation and Mindfulness in Education



01 Mindfulness Exercises

Activities designed to enhance focus and present-moment awareness.



02 Self-Regulation Techniques

Strategies that help students manage their emotions and behaviors effectively.



03 Reflective Practices

Methods encouraging students to think about their learning experiences.



04 Interactive Activities

Engaging exercises that promote collaboration and active participation in learning.

Mindfulness Exercises

Key Components of Self-Regulation in the SAM Program

- Mindfulness exercises are integral to the SAM Program.
They support students' emotional regulation and focus.
- They help students focus on the present moment.
Encouraging present-moment awareness reduces distractions.
- Develop awareness of thoughts and feelings.
Students learn to recognize their emotions and mental states.
- Breathing exercises are a common practice.
Simple techniques to calm the mind and body.
- Body scans enhance body awareness.
Students systematically focus on different body parts.
- Mindful listening improves focus in communication.
Students engage fully in listening, enhancing comprehension.



Interactive Activities

Engaging students through self-regulation and mindfulness practices

01

Engagement through
Interaction



Interactive activities are designed to engage students actively in their learning process.

02

Reinforcement of Key
Concepts



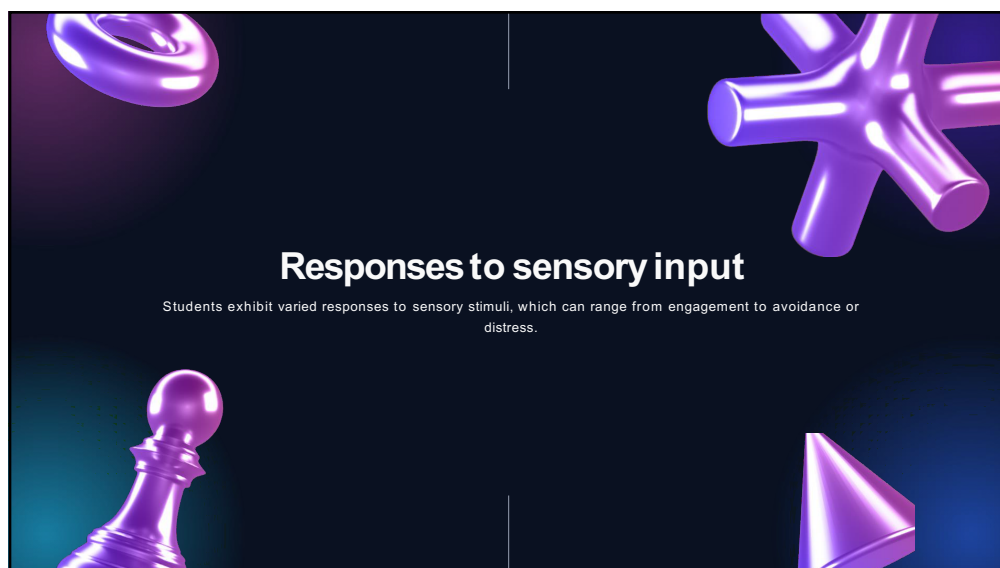
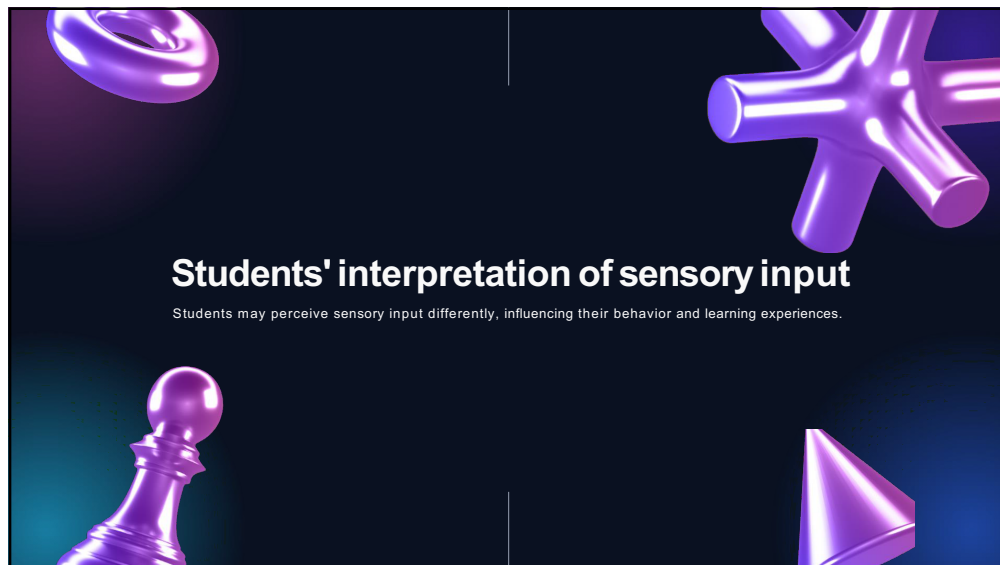
These activities reinforce the concepts of self-regulation and mindfulness, ensuring deeper understanding.

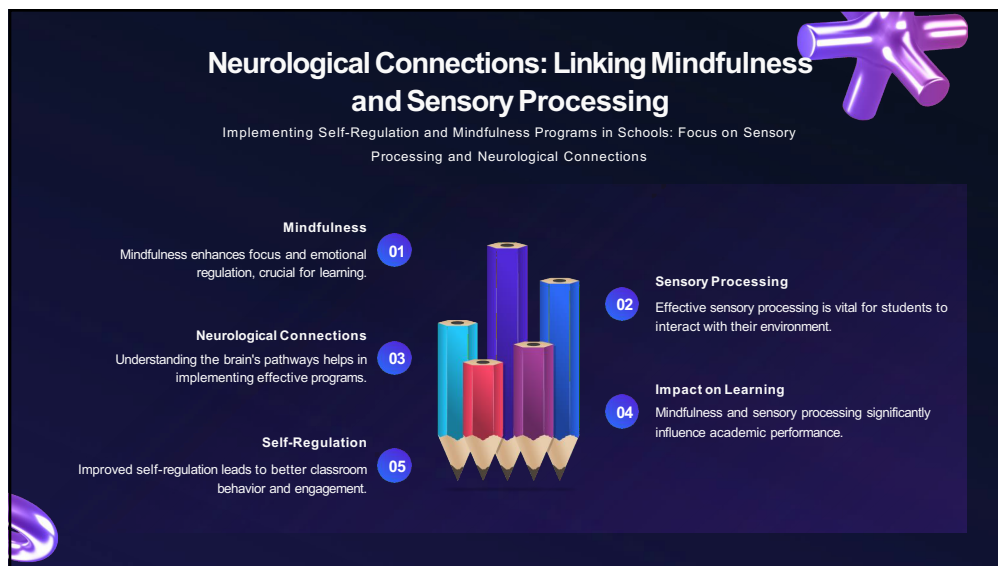
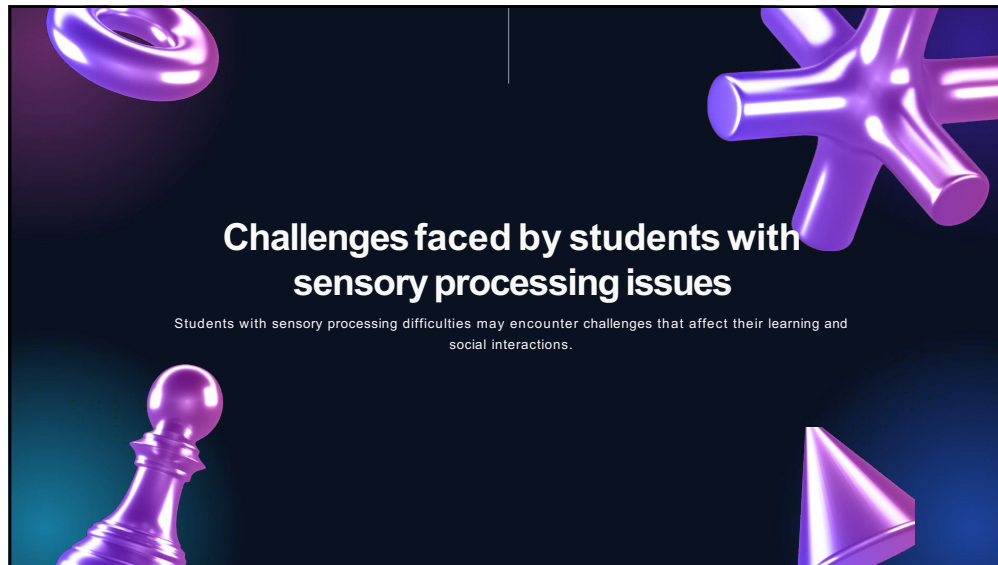
03

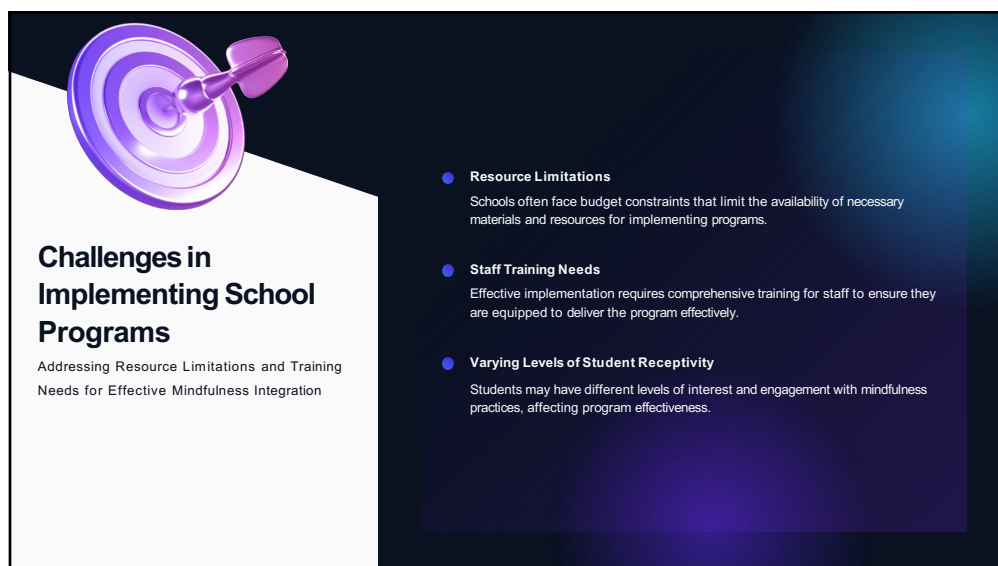
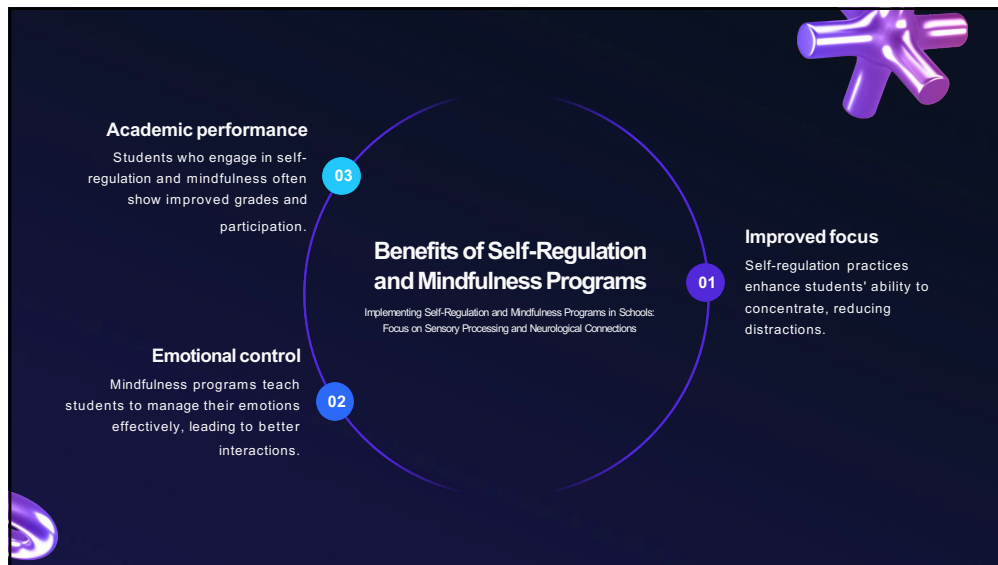
Diverse Activity Types



The program includes group discussions, role-playing, and games that effectively promote self-regulation skills.







Creating a Supportive School Environment

Implementing Self-Regulation and Mindfulness Programs in Schools: Focus on Sensory Processing and Neurological Connections



Supportive Environment for Mindfulness		Establish an environment that encourages self-regulation and mindfulness practices among students.
Role of School Culture		Discuss how a positive school culture can enhance mindfulness and support students' emotional well-being.
Importance of School Policies		Highlight the necessity of implementing school policies that reinforce self-regulation and mindfulness initiatives.
Impact of Leadership		Examine how effective leadership plays a crucial role in fostering a supportive school setting for mindfulness.



Incorporating Technology in Mindfulness Programs

Enhancing Self-Regulation and Mindfulness in Schools






Apps and tools for effective mindfulness practices There are numerous applications designed to facilitate mindfulness exercises and improve self-regulation.	Use of technology to enhance mindfulness in schools Integrating various technologies can significantly improve mindfulness practices among students.	Engagement through digital platforms Digital platforms can foster greater engagement and participation in mindfulness programs.
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Parental Involvement in Mindfulness Education

Exploring Roles and Strategies for Effective Engagement

Importance of Parental Involvement

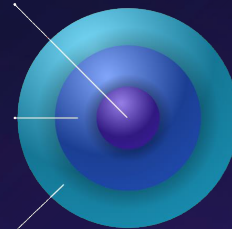
Engaging parents in mindfulness education helps reinforce self-regulation skills at home, creating a consistent learning environment.

Strategies for Engagement

Implement workshops and regular communication channels to involve parents, providing them with tools to support mindfulness practices.

Benefits of Collaboration

A collaborative approach strengthens the impact of mindfulness programs, leading to improved student outcomes and greater community support.



Adapting Programs for Diverse Learners

Implementing Self-Regulation and Mindfulness Programs in Schools: Focus on Sensory Processing and Neurological Connections

Adaptation of self-regulation and mindfulness programs

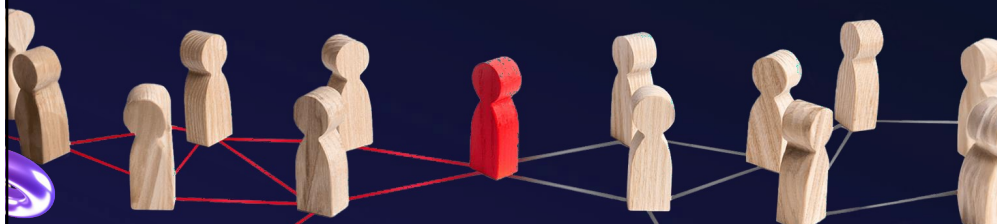
Tailoring programs to meet the needs of diverse learners ensures inclusivity and effectiveness.

Inclusion of strategies for special educational needs

Implementing specific strategies allows educators to support students with unique learning requirements.


Examples of differentiated strategies

Utilizing a range of strategies helps address various learning styles and sensory processing challenges.



Mindfulness and Emotional Intelligence

Exploring the Connection and Strategies for Development






Relationship between Mindfulness and Emotional Intelligence

Mindfulness practices promote self-awareness and emotional regulation, essential for emotional intelligence development.



Strategies for Enhancing Emotional Literacy

Incorporate mindfulness techniques like meditation and breathing exercises to improve students' ability to recognize and express emotions.



Role of School Leadership in Program Success

Implementing Self-Regulation and Mindfulness Programs in Schools: Focus on Sensory Processing and Neurological Connections

01 Critical role of school leadership in program implementation

Effective school leadership is essential for the successful implementation of self-regulation and mindfulness programs, ensuring alignment with educational goals.

02 Leadership styles that promote sustainability

Adopting transformational leadership styles fosters a supportive environment that encourages the sustainability of mindfulness initiatives.

03 Strategies for effective self-regulation and mindfulness programs

Implementing clear strategies can enhance the effectiveness of mindfulness programs, focusing on sensory processing and its neurological connections.

Developing a School-Wide Mindfulness Policy

Implementing Self-Regulation and Mindfulness Programs in Schools: Focus on Sensory Processing and Neurological Connections

- | | | |
|----|---|---|
| 01 | Stakeholder involvement | Engage parents, teachers, and students in policy creation to ensure diverse perspectives. |
| 02 | Awareness and training programs | Implement training sessions for staff on mindfulness practices and their neurological benefits. |
| 03 | Regular assessment and feedback mechanisms | Establish systems to evaluate the effectiveness of mindfulness practices and gather feedback. |
| 04 | Integration into school culture | Embed mindfulness practices into daily routines and school events to foster a supportive environment. |

Creating Mindfulness Spaces in Schools

Implementing Self-Regulation and Mindfulness Programs: Focus on Sensory Processing



Creating Mindfulness Spaces

Physical environments dedicated to mindfulness and self-regulation are essential for fostering student well-being.



Design Considerations

Ensure thoughtful layout, easy accessibility, and comfort to enhance the effectiveness of mindfulness practices.



Resources Needed

Identify necessary materials, equipment, and staff training to properly implement mindfulness programs.



Best Practices

Adopt successful strategies from existing mindfulness programs to optimize the initiative's impact.

Mindfulness Techniques for Classroom Management



Implementing Self-Regulation and Mindfulness Programs in Schools: Focus on Sensory Processing and Neurological Connections








01 Deep Breathing Exercises Practice deep breathing exercises with students before starting a lesson to enhance focus.		02 Mindfulness Breaks Incorporate short mindfulness breaks during class to help refocus attention and reduce stress.	
03 Guided Imagery Techniques Use guided imagery techniques to assist students in visualizing a calm and peaceful environment.		04 Clear Expectations Set clear expectations and utilize positive reinforcement to encourage mindful behavior in the classroom.	

Supporting Students with Sensory Processing Challenges

Implementing Self-Regulation and Mindfulness Programs in Schools: Focus on Sensory Processing and Neurological Connections





 Strategies and interventions Implement tailored strategies to address sensory processing challenges effectively.	 Sensory-friendly classroom adaptations Create environments that accommodate sensory needs, fostering better learning.	 Role of occupational therapy Utilize occupational therapy to support sensory processing and self-regulation.
---	--	--




Building Teacher Resilience through Mindfulness

Implementing Self-Regulation and Mindfulness Programs in Schools: Focus on Sensory Processing and Neurological Connections




Mindfulness practices and their impact on resilience in teachers

Implementing mindfulness practices significantly enhances teachers' resilience, fostering emotional well-being and stress management.



Strategies for incorporating mindfulness into self-care routines

Developing effective strategies allows teachers to integrate mindfulness into their daily self-care routines, promoting a healthier work-life balance.



Mindfulness in professional development for teachers

Incorporating mindfulness training in professional development equips teachers with tools to manage stress and improve classroom dynamics.

Mindfulness Practices for Test Anxiety

Implementing Self-Regulation and Mindfulness Programs in Schools



Mindfulness practices and techniques

Utilizing mindfulness methods to enhance emotional regulation and focus during tests.

Visualization techniques

Using visualization to mentally prepare and boost confidence before tests.

Preparation strategies

Developing a structured approach to preparing for tests to reduce anxiety levels.

Breathing exercises

Incorporating deep breathing techniques to help calm nerves and improve concentration.

Benefits of the SAM Program

Discover how the SAM Program enhances education through self-regulation and mindfulness.



- 
Improved academic performance
 The SAM Program fosters better focus and concentration, leading to enhanced learning outcomes.
- 
Better emotional health
 Participants experience reduced stress and anxiety, promoting a healthier emotional state.
- 
Enhanced social skills
 Self-regulation can be developed through specific strategies that encourage mindfulness and emotional regulation.

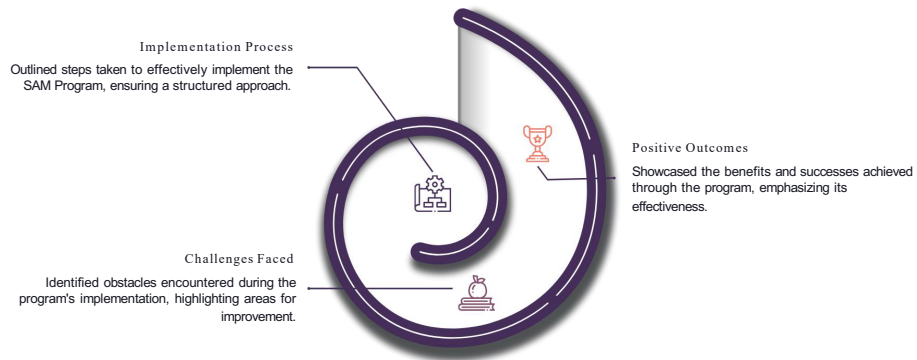
Integrating Mindfulness into the Curriculum

Strategies for incorporating mindfulness activities into various subjects and daily routines.

Mindfulness in Math Utilize breathing exercises before math tests to reduce anxiety.	Mindfulness in Science Encourage observation techniques during experiments to promote present-moment awareness.	Mindfulness in Language Arts Incorporate reflective journaling sessions to enhance emotional awareness.
	Mindfulness in Physical Education Introduce yoga sessions to improve focus and self-regulation.	Daily Mindfulness Routines Start each day with a short mindfulness meditation to set a positive tone.

Case Study: Successful Implementation

Exploring the SAM Classroom Program's Impact on Self-Regulation and Mindfulness



Promoting Peer Support

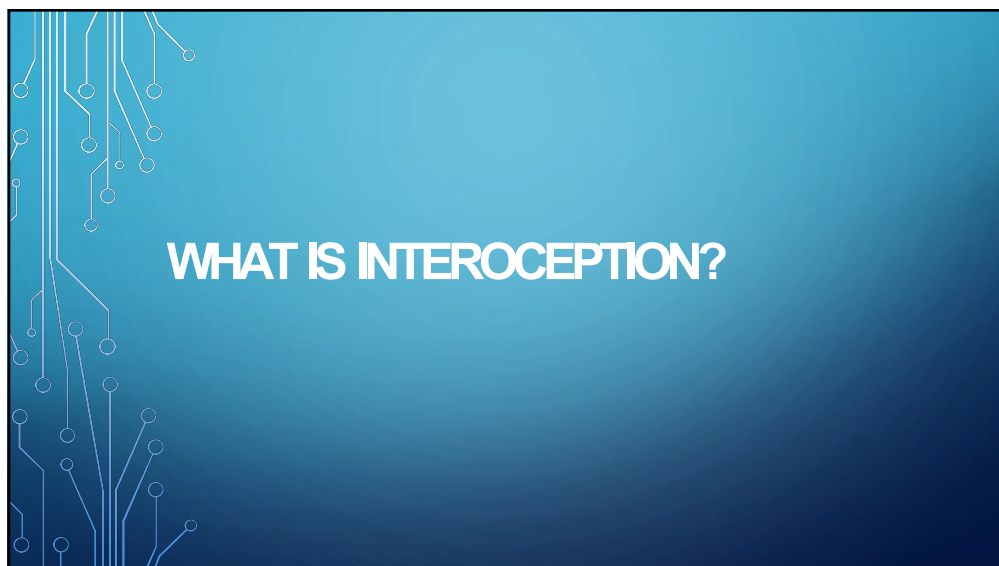
Enhancing Self-Regulation and Mindfulness in Education

- Facilitating Collaborative Activities** 03

Organize collaborative activities that promote teamwork and mutual support among students.
- Encouraging Peer Mentoring** 02

Develop peer mentoring programs where experienced students guide newcomers, fostering growth.
- Fostering Buddy Systems** 01

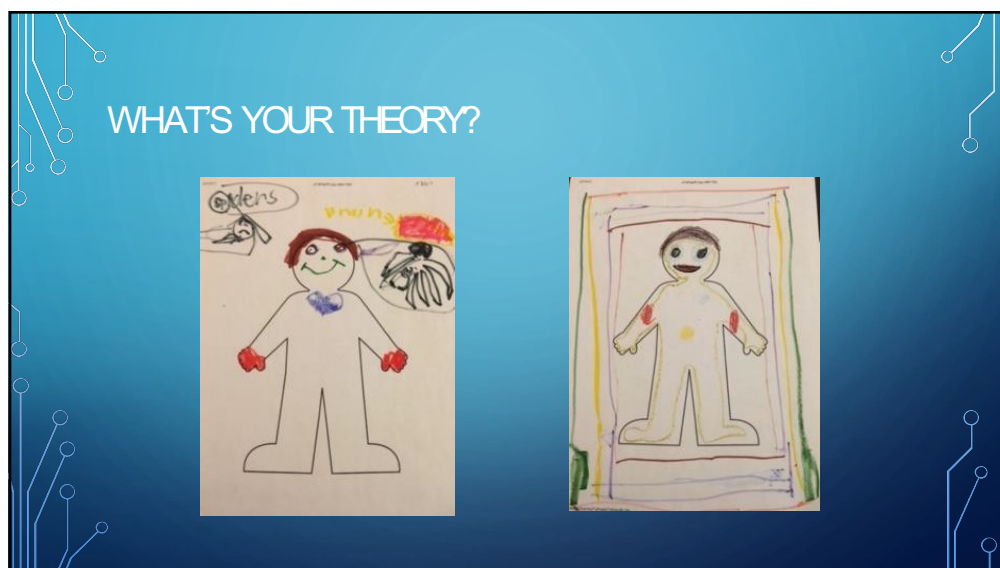
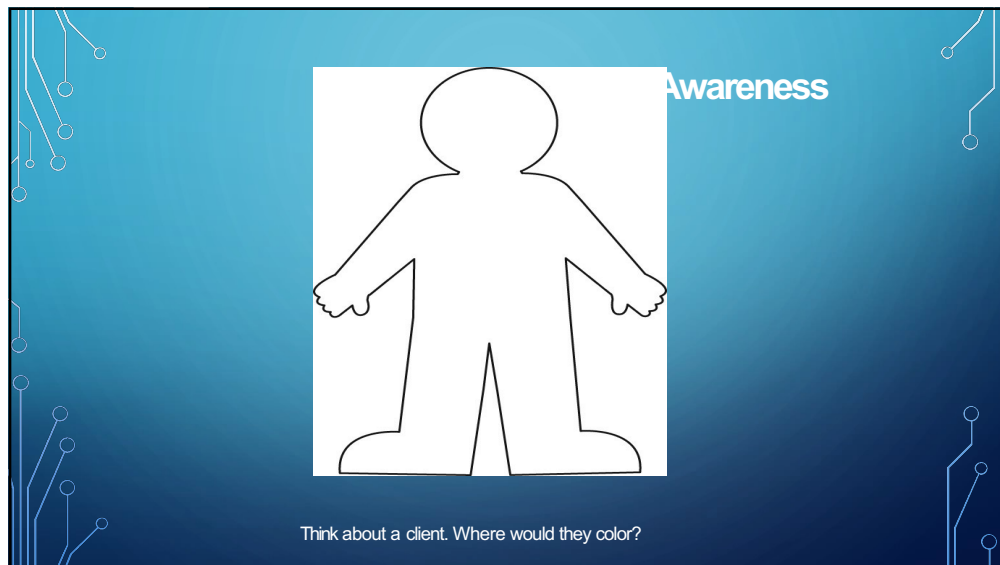
Implement buddy systems for students to support each other, enhancing social connections.



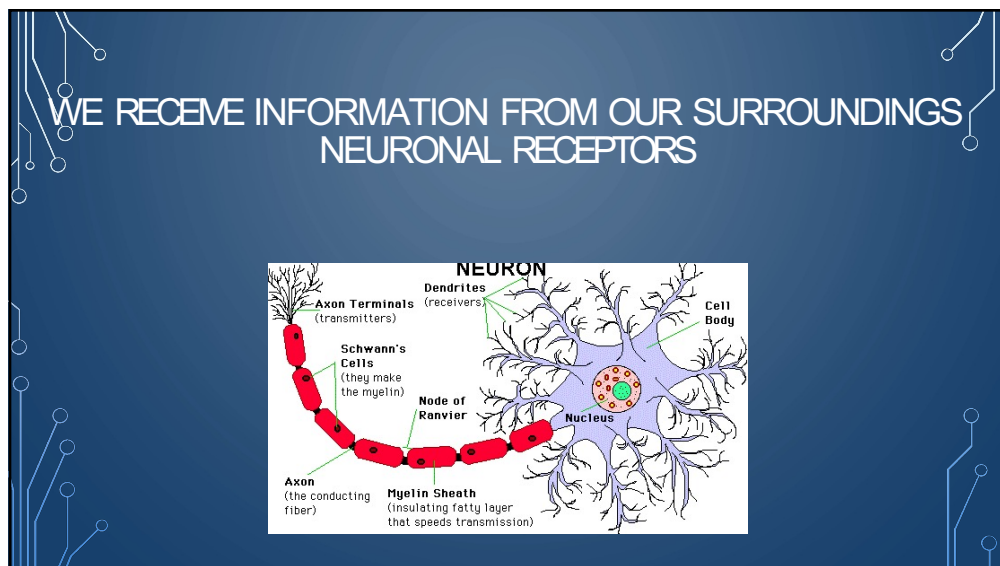
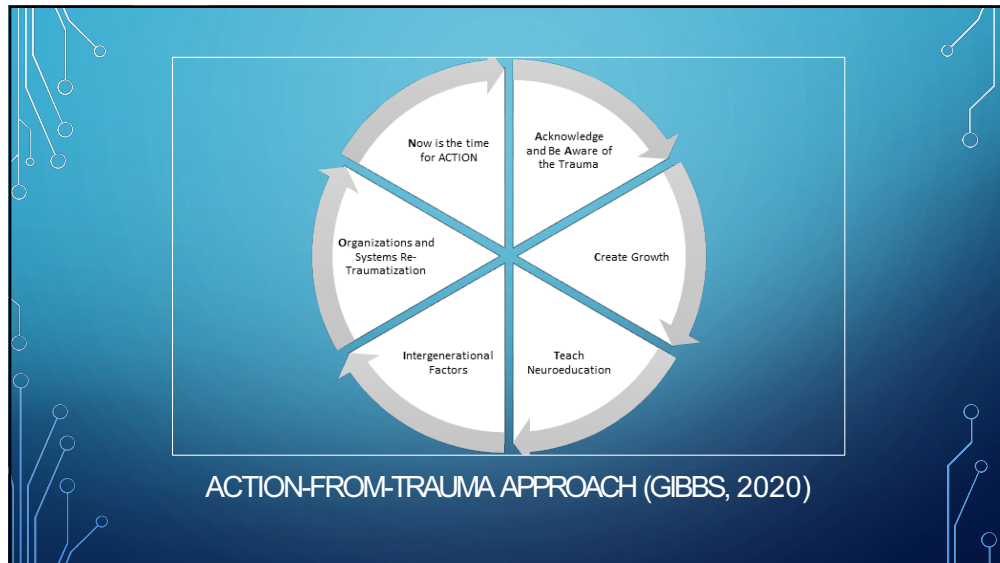
RECIPROCAL REGULATION

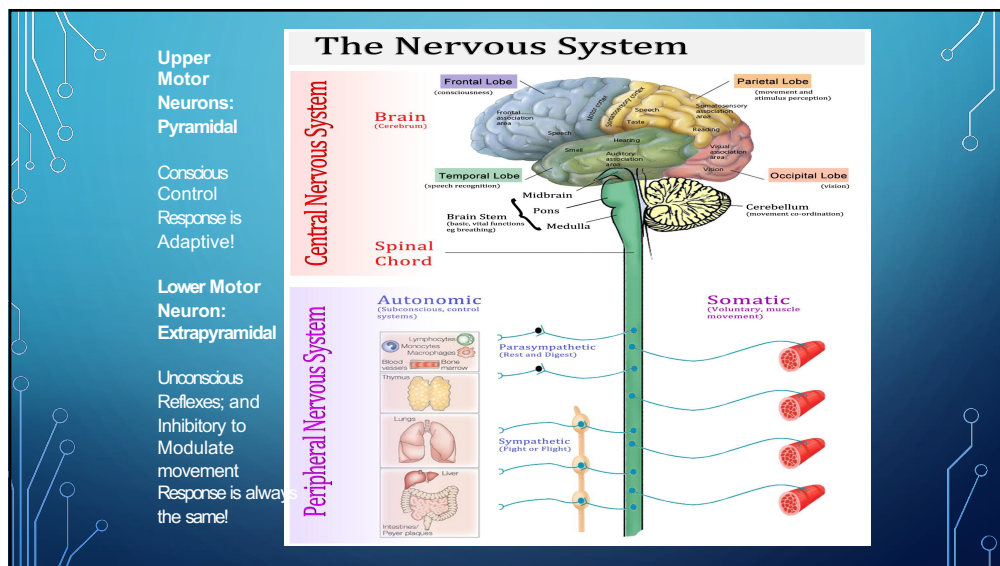
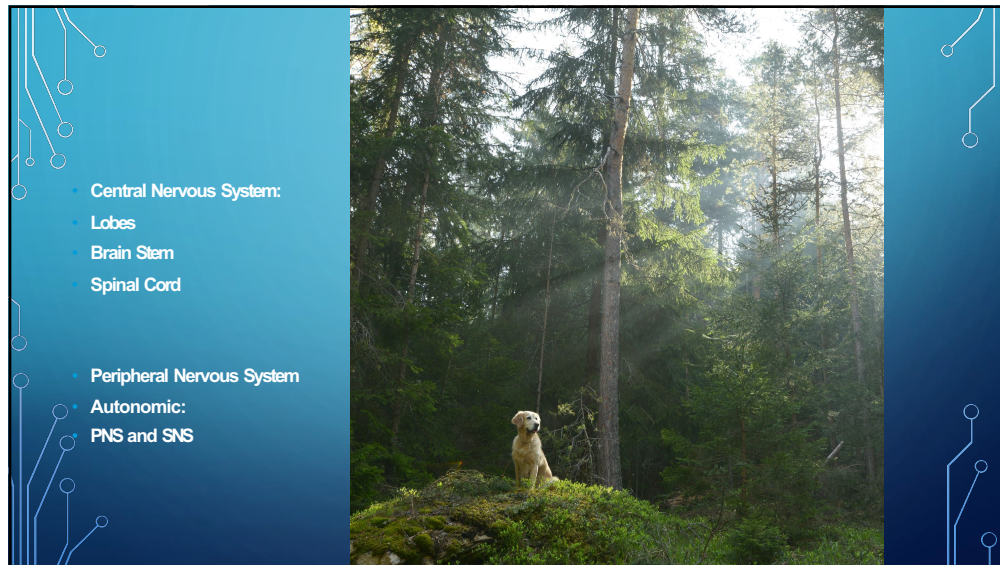
FOUR PRINCIPLES


- Multisensory Integration
- Emotional Regulation
- Executive Functioning and Mindfulness
- Mindfulness and Compassion









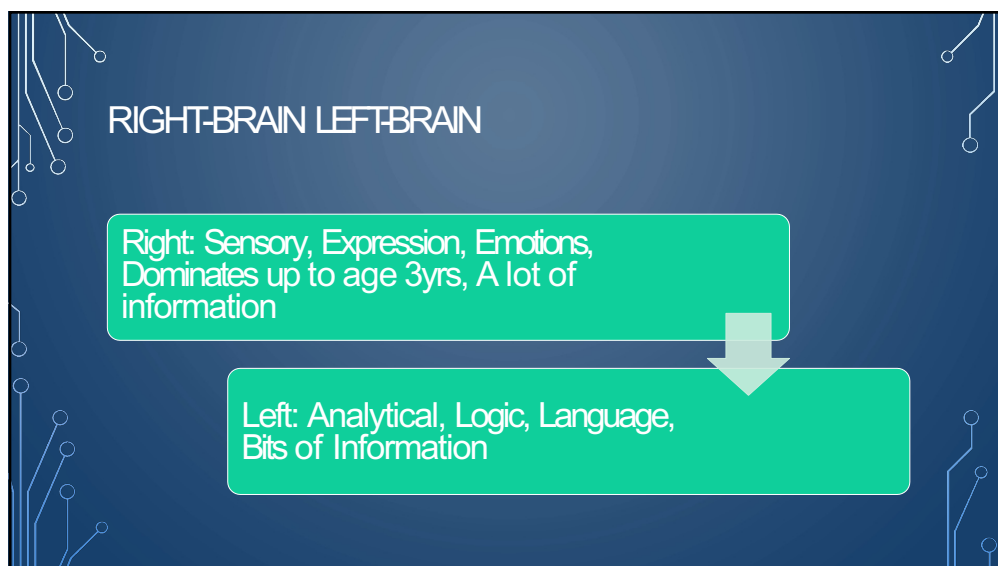


A wireframe illustration of a human head and neck, composed of a network of white lines on a dark background, representing neural connections or a digital model.

Executive Functioning:

- Attention
- Inhibition
- Best Choice
- Flexibility
- Problem Solving
- Planning,
- Working Memory
- Making sense of emotions
 - being sent from Cingulate Gyrus*

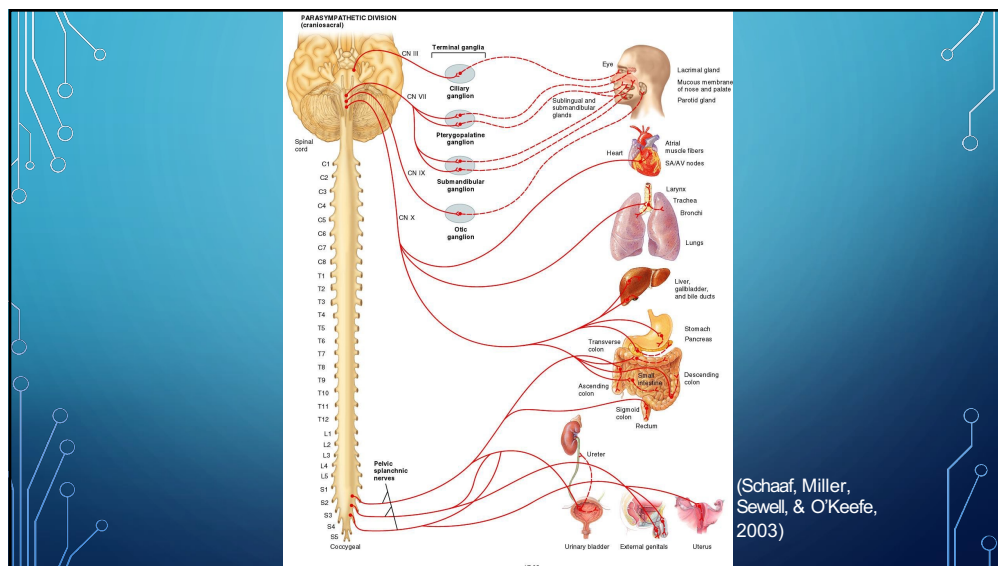
* *Pre-Motor Cortex of the Frontal Lobe: Role in movement, posture, and understanding the actions*

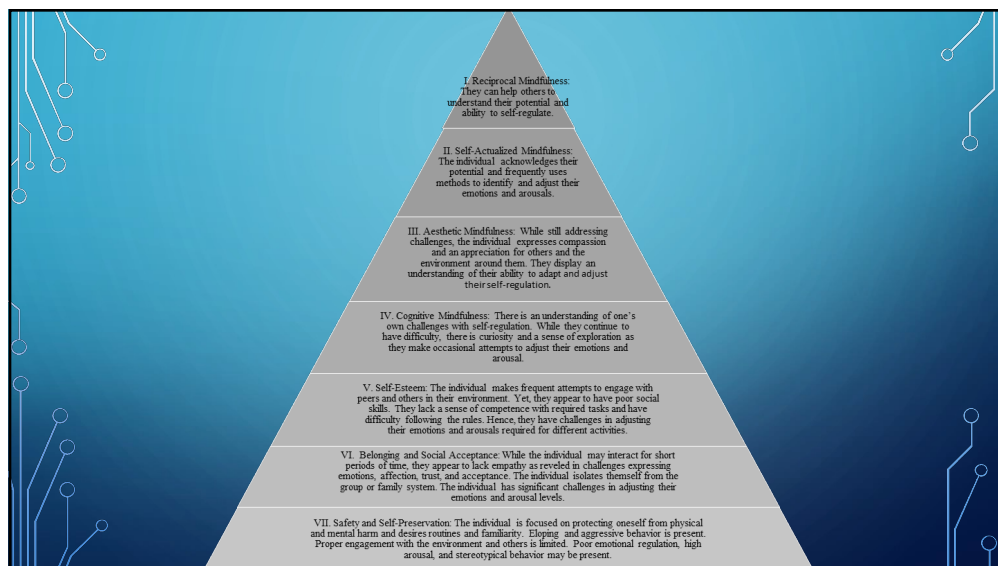
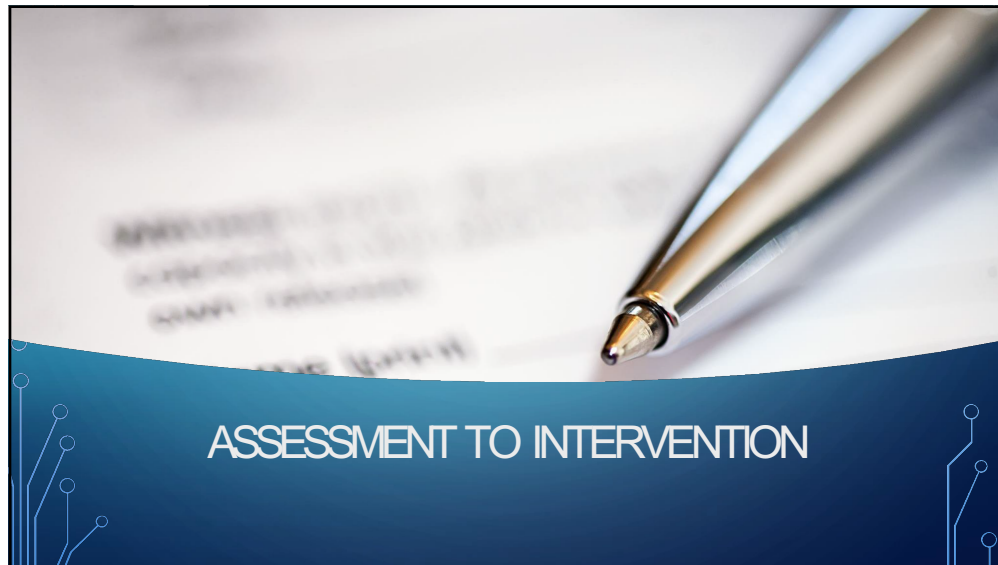


UNDERSTANDING FIGHT- FLIGHT-FREEZE



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Level	Neural Functioning	Considerations for Interactions and Interventions
Levels 6-7: Foundational level	<p>Brainstem Level Functioning: Reactive versus responsive engagement with others and their environment</p> <p>Body Signals and Actions:</p> <ul style="list-style-type: none">•Protective flexion positions•Arms and legs close to the body•Eloping behaviors•Hiding (e.g., wearing a hooded jacket with head covered or sunglasses indoors)•Preferring specific clothing, food, and ridged routine•Unsafe risk-taking behavior•Aggression•Repetitive and stereotypical movements	<p>Activities should be body-focused and less top-down. At this level, the person primarily utilizes neurological structures for arousal and safety preservation. Decrease environmental stimulation (including overuse of verbal directives) and consider using gestures or simple verbal cues to communicate. Provide sensory rich activities, ensuring safe boundaries and exits due to eloping behaviors, and develop safe, comfortable spaces.</p> <p>Provider/Caregiver/Educator Considerations: At this level, it is difficult to listen and follow directions, especially when other things are occurring around in the environment. Try to decrease noise and clutter in the environment, avoid speaking too loudly, and don't offer too many activities. They may need your help to provide or identify sensory input to calm and engage. This may include input to the skin, deep pressure to the muscles, controlled movement, aromatherapy, rhythmic music, and activities. Be careful to set expectations and open communication for scheduling and changes in plans.</p>

SEVEN-LEVEL SELF-REGULATION AND MINDFULNESS HIERARCHY ACROSS THE LIFESPAN

CLIENT WORKSHEET

PEDIATRIC ADVERSE EXPERIENCES
QUESTIONNAIRE

I'd like to ask you some questions about your child. Some of these questions are sensitive. You do not have to answer if you are uncomfortable. This information will assist in gaining clarity of your child's needs and can provide areas to address when we develop a treatment plan.

Has your child experienced any of the following?

1. Problems with sleep, such as difficulty falling asleep, difficulty staying asleep, restlessness, nightmares, or bedwetting?

Yes

No

2. Changes in behavior, such aggression, increased attachment, detachment, or increased sadness?

Yes

No

3. Challenges with eating, such as loss of appetite, eating quickly, overeating, or other significant changes in eating habits?

Yes

No

4. Verbalized feelings of hopelessness or feeling unsafe?

Yes

No

5. Gut issues, such as constipation, bowel movement accidents, or soiled underwear (encopresis)?

Yes

No

6. Urinary accidents (enuresis)?

Yes

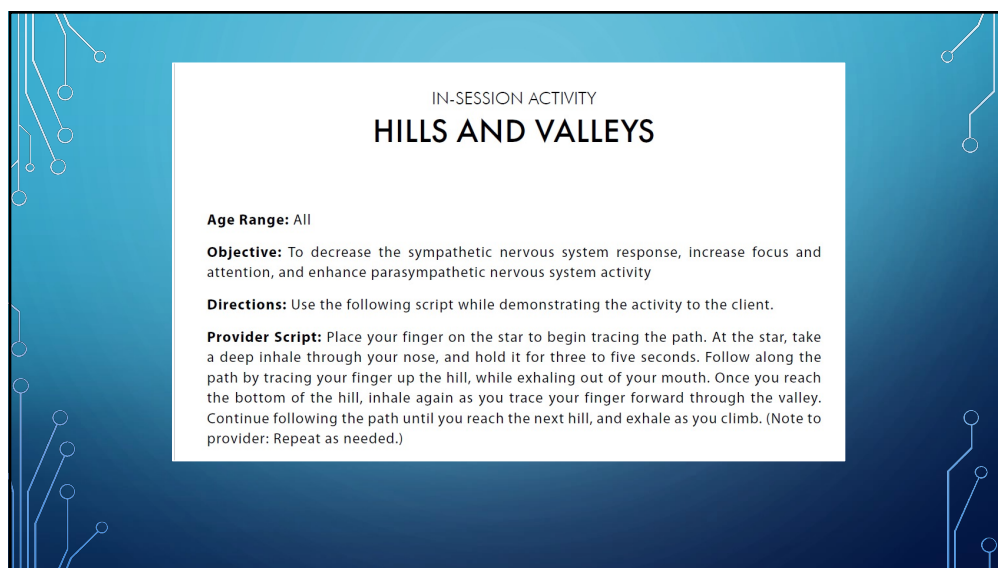
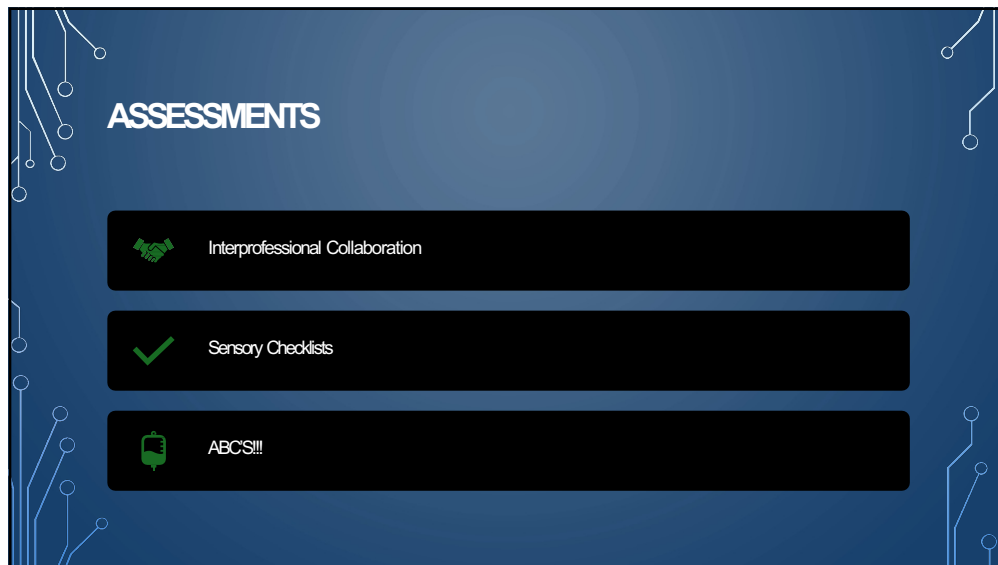
No

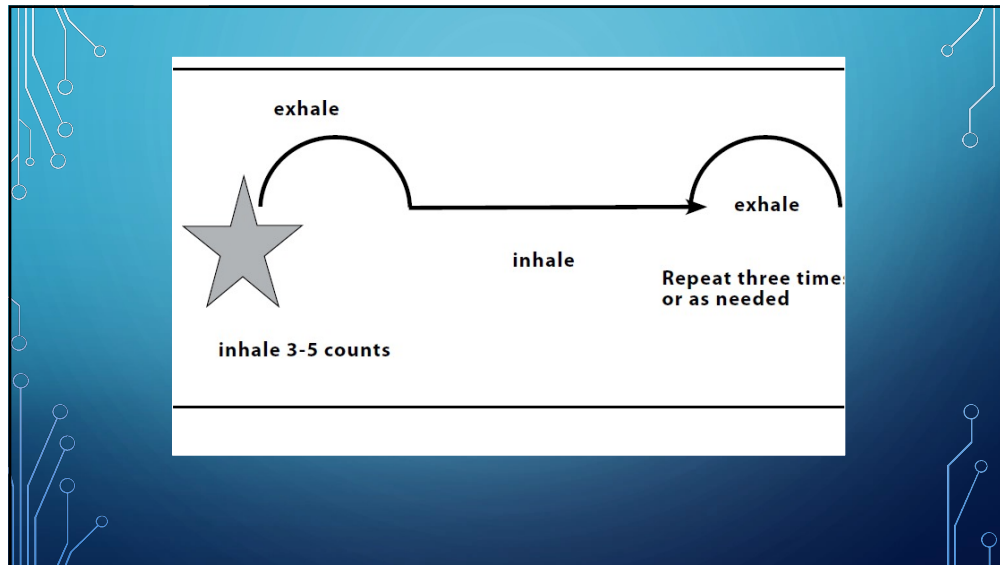
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ACTION-FROM-TRAUMA APPROACH PROMOTES THE USE OF RESPECT AND EMPATHY LANGUAGE, AS WELL AS GRATITUDE AND GROWTH STATEMENTS.





IN-SESSION ACTIVITY

LETTER BREATHING

Age Range: All

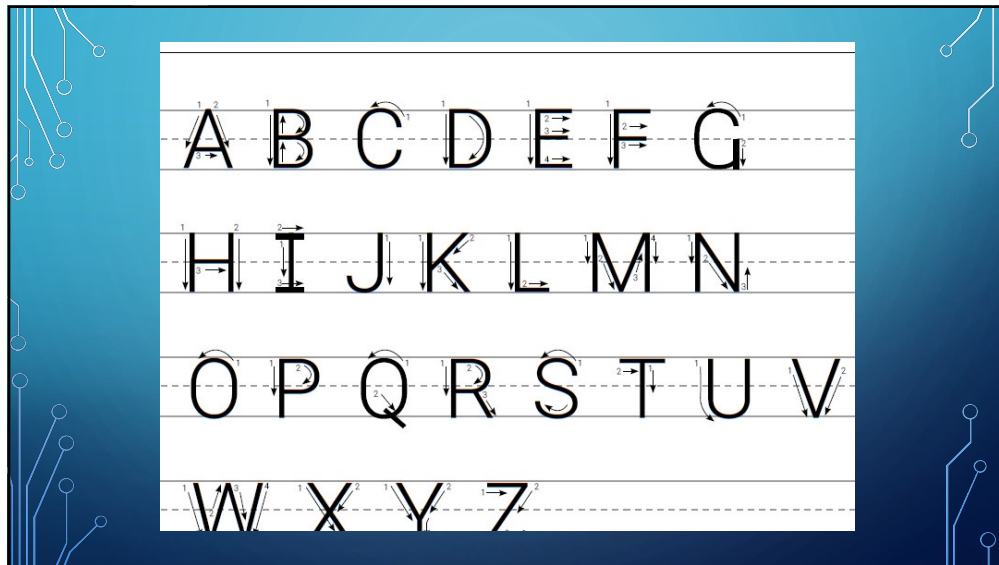
Objective: To decrease the sympathetic nervous system response, increase focus and attention, and enhance parasympathetic nervous system activity

Directions: Use the following script while demonstrating the activity to the client.

Provider Script: Use your finger to trace the letters of the alphabet, following the sequence provided by the numbered arrows and in the direction of the arrows. You may select the letters of your name, specific words (such as *relax*), or the entire alphabet. Each letter has numbers on it. Each number is an indication to start, stop, and relax your breath.

As you go through the letters, that is the pattern you will use: start, stop, and relax. For example, the letter A has three numbers followed by arrows. Starting at number one, inhale through your nose while tracing your finger down the first line of the letter. Once you reach the end of the line, lift your finger and place it on top of the letter, next to the number two. At the number two, exhale out of your mouth while tracing down the line. Once you reach the end of the line, lift your finger to place it on the number three and relax.

Continue on to the next letter with a deep inhale, following the breathing pattern outlined here. (Note to provider: You can use the following template or cut out individual letters to use as desired.)



CLIENT ACTIVITY

FIRE-BREATHING DRAGON

Age Range: Children

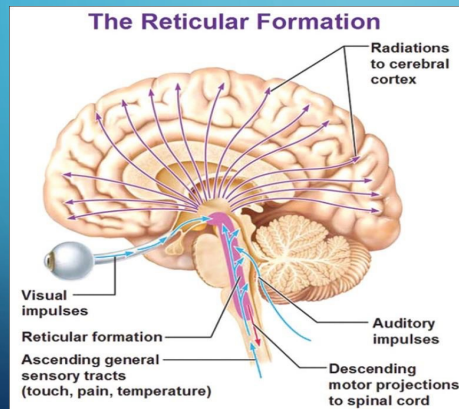
Objective: To decrease the sympathetic nervous system response, increase focus and attention, and enhance parasympathetic nervous system activity

Items Needed:

- Plastic or paper cup, construction paper, or cardboard toilet paper roll
- Tissue paper or party streamers
- Glue or tape
- Scissors
- Craft pom-poms (optional)
- Googly eyes (optional)

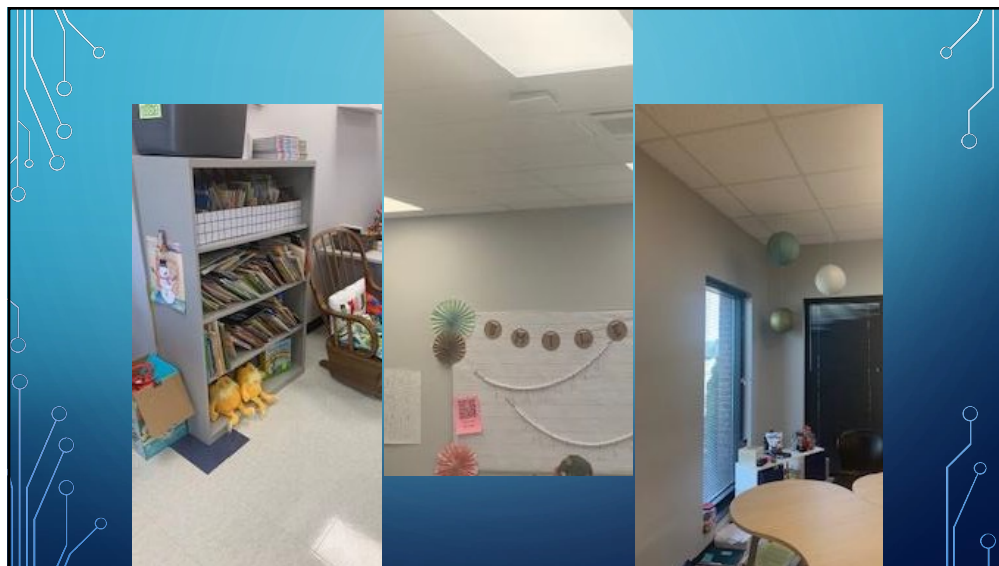
Directions: (Adult to assist as needed) To start, you will need a tube to make the body of the dragon. This can be a plastic or paper cup with the bottom cut off, construction paper rolled together with tape or glue, or a cardboard toilet paper roll. Select whatever color paper you desire. You can use paint for additional fun. Next, cut tissue paper into strips, or select a few pieces of party streamers, and adhere them inside one end of the tube. Decorate the top of the tube with eyes by adhering pom-poms with optional googly eyes. Place your mouth on the end of tube without tissue paper or streamers, take a long deep breath, and blow!

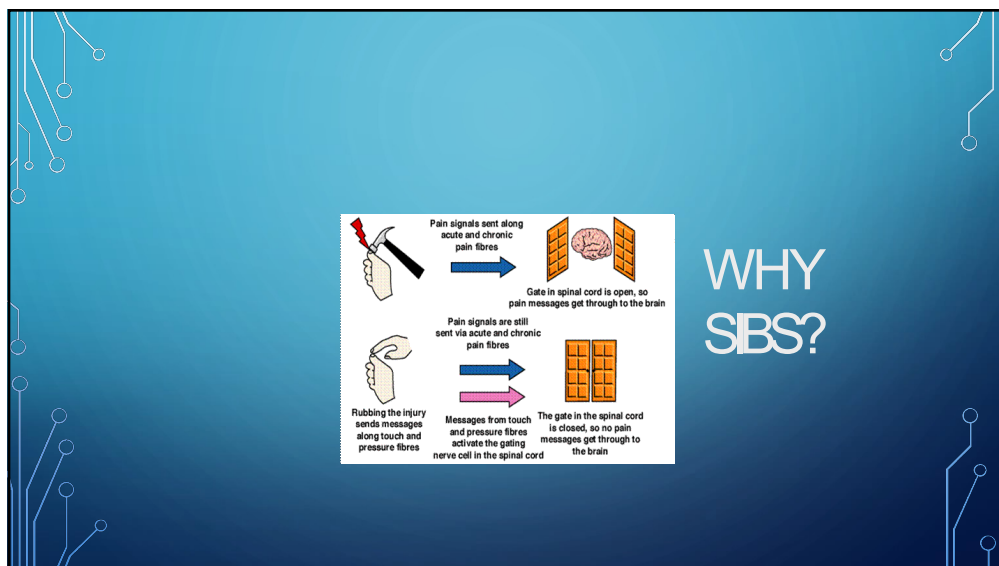
SELF-REGULATION :NEUROSCIENCE



- Poor Sleeping habits
- Hyper-/Hypo arousal
- Lack of Attention (unless it is preferred and wired)
- Poor Posture and Motoric Abilities (connection to cerebellum)
- Over activation of SNS (Fight-flight)
- Origin of descending analgesic pathway to help modulate pain!

Awareness Test





ENDORPHIN RELEASE HEAD BANGING,
BITING, SPICY FOOD, CRASHING

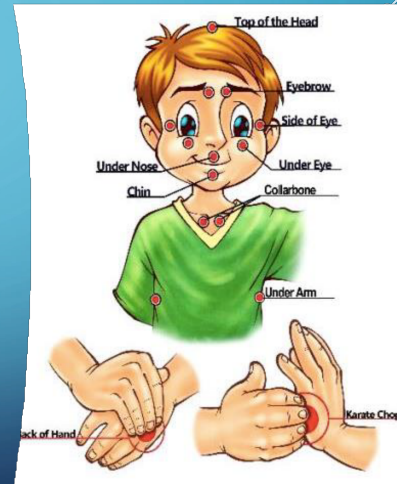


THE
DOPAMINE
CONNECTION

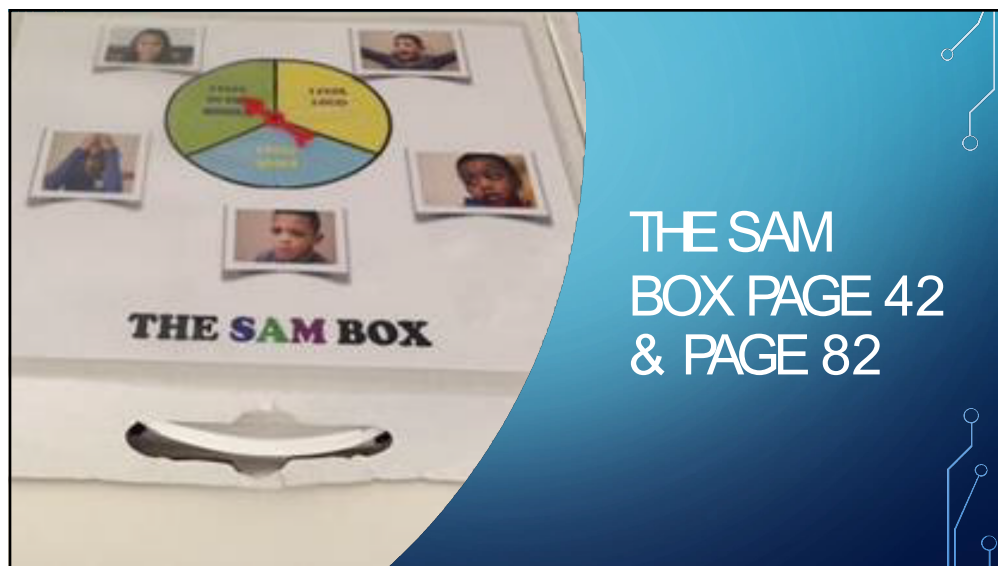
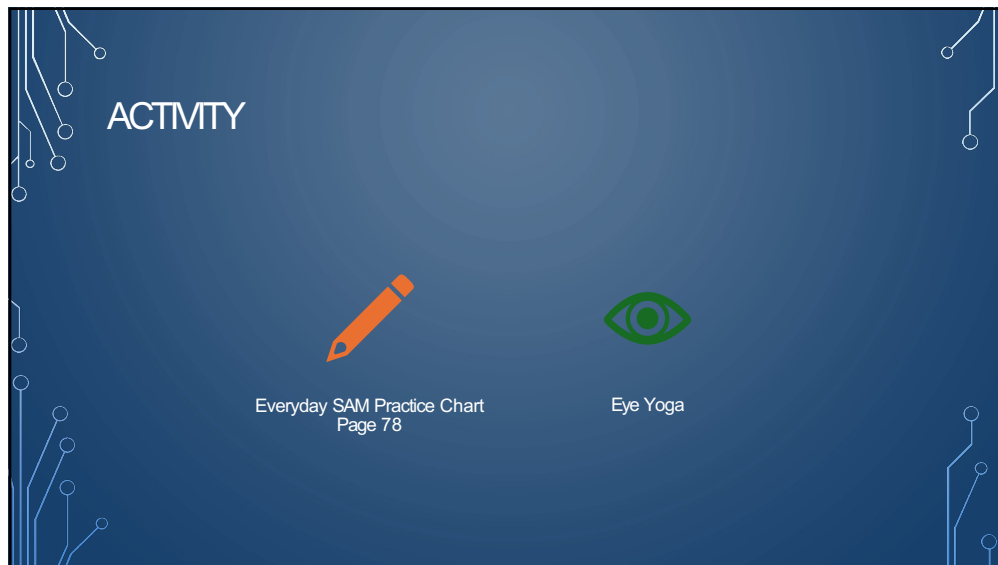
EMOTIONAL FREEDOM TECHNIQUE

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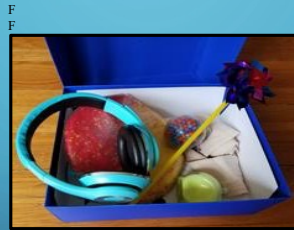
► <http://www.andrianoizou.com/en/blog-en/eft-tapping-for-gaining-patience/>



TAPPING



SAM BOX: HOW DO WE KNOW WHAT TO PUT INSIDE? PAGE 85



SAM TOOLS PAGE 95

Purpose: F

To track application of the Daily Targets of the SAM Program. If activity is performed, F

Child's Name: F

Parent/Compliment: F

Sent to school/home/clinic: F

Date: F

TARGET	AM	LUNCH	AFTERNOON	PM (if applicable)	BEDTIME (if applicable)	NOTES
• TOUCH AND HEAVY WORK	F	F	F	F	F	F
• HYDRATION AND ORAL MOTOR	F	F	F	F	F	F
• METRONOME AND TIMING	F	F	F	F	F	F
• RHYTHM AND DEEP BRAIN INTEGRATION	F	F	F	F	F	F
• PATTERN AND REPETITION	F	F	F	F	F	F
• BREATHING AND VIBRATION	F	F	F	F	F	F
• VIBRATION AND SOUND	F	F	F	F	F	F
• MOVEMENT	F	F	F	F	F	F
• INHIBITION	F	F	F	F	F	F

TOUCH AND HEAVY WORK

- Can decrease stress hormones in gut, brain, and body
- Organize brain wave
- Strategies:
 - Massage and personal touch
 - Carrying weighted objects
 - Play with textures (cooking is a wonderful opportunity.)

HYDRATION AND ORAL MOTOR

- Strong Connection to CN X and the RAS

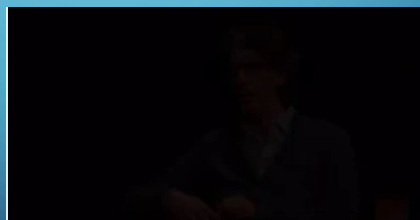


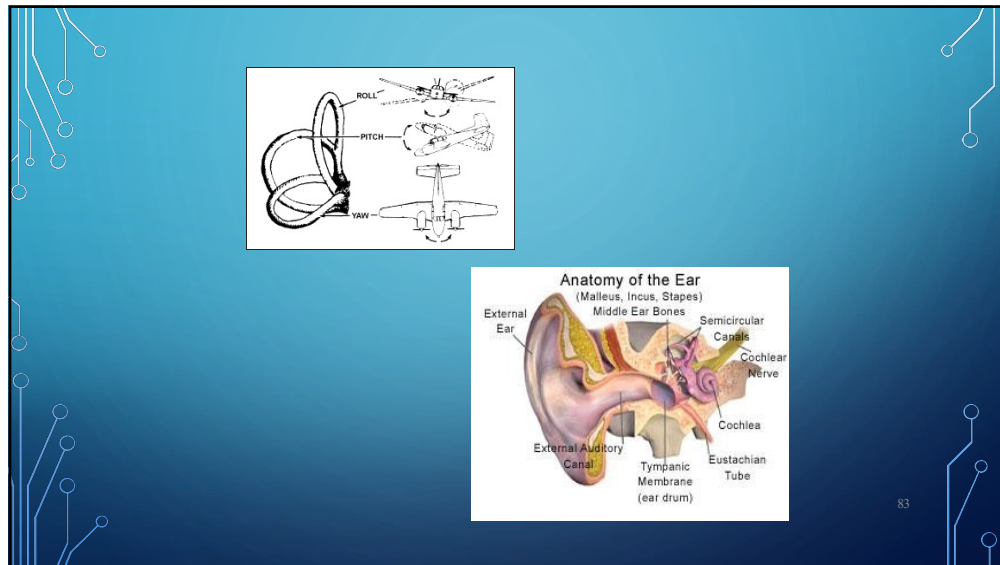
METRONOME AND TIMING

- Start-Stop
- Brain Rhythm!

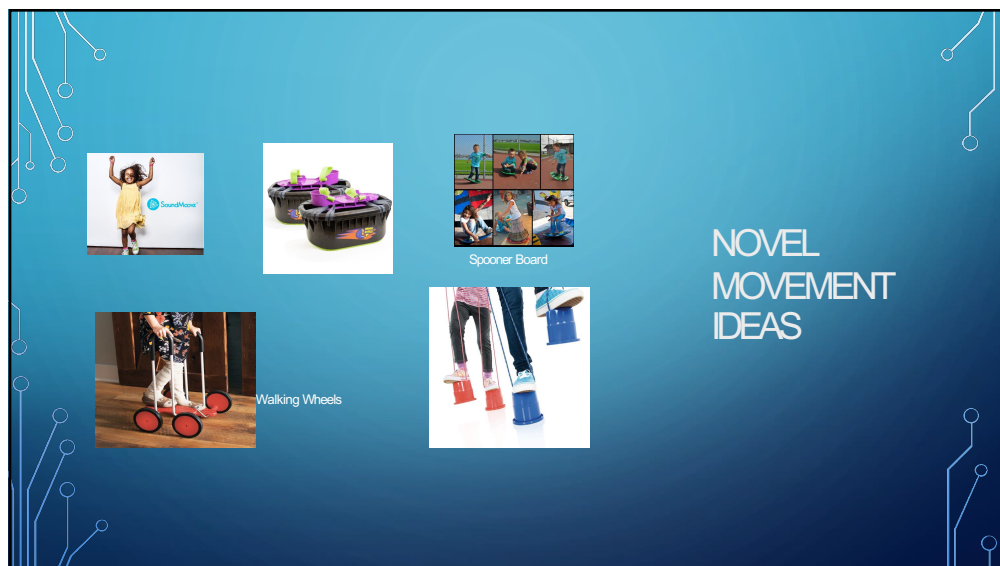


EMOTIONS AND MUSIC...



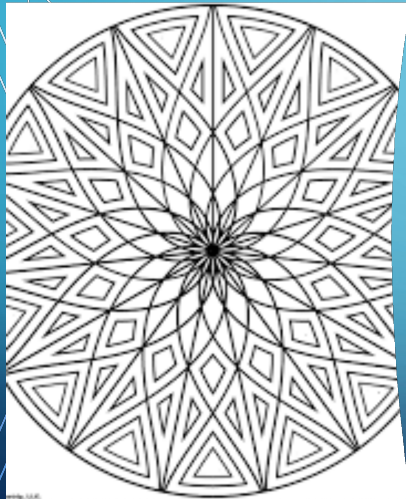


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RIGHT-LEFT BRAIN INTEGRATION


- Crossing Midline
- Primitive Reflex Connection




PATTERNS AND REPETITION


BREATH AND VALSAVA


- Ice Therapy!
- Connection to the Neuronal Plexus
- Decrease stress neurotransmitters and enhance serotonin and dopamine....in the gut!




VISION AND SOUND

**Strategies**

Use flashlights for scanning activities

Follow the leader and "I'm thinking of an animal, what could it be" games stimulate the auditory system.

Use music and visual stimuli together to optimize the multisensory approach.

MOVEMENT

Can target the neuronal plexus and primitive reflexes at the brainstem level!



INHIBITION



Red light, green light, and freeze tag are great games of inhibition.



Starting and stopping while swinging



Staring contests and who can be quiet the longest challenge this ability in a great way.



Remember multisensory! Use metronomes, change the lighting, and turn on the music.



METRONOME ACTIVITIES

60 BPM
Beats Per Minute

100 BPM
Beats Per Minute

120 BPM
Beats Per Minute

93

Quick Intervention



94



95

LAVA LAMP

Aim: To decrease hyperactivity and inattentive behaviors and provide an organizing activity to enhance functional participation

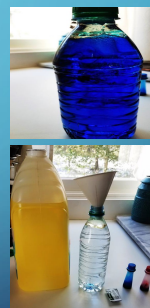
Suggested Starting Hierarchy Level: Midlevel to high

Appropriate Arousal Level: High (energetic or overreacting)

Appropriate Threshold Level: High (hyperactive) or low (hypervigilant)

To start, you will need:

- Cooking oil
- Food coloring
- A water bottle full of water
- A funnel
- An antacid or other fizzing tablet



How to Make A Smell Sac

Items needed:

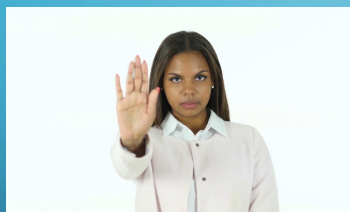
- A small organza bag
- Essential oils (lavender and wood smells to calm, citrus smells to alert)
- Dry rice
- Coffee beans

Directions:

1. Place the dry rice inside the organza bag.
2. Sprinkle a few drops of the essential oils inside.
3. Be selective with the scents you choose based on the child's arousal level and threshold.
4. You can use multiple bags to explore the child's preferences.
5. Have the child smell coffee beans in between smelling the various oil-scented bags.



USING THE STRONG VISUAL SYSTEM



CLASSROOM TECHNIQUES AND TRANSITIONS



WHAT COMES NEXT?

- Prepare the child for what to expect!
- Counting! During the activity so they know there is an end.
- Require a certain number of attempts or time before leaving an activity.



LET'S HOP IN WITH SOME IDEAS!



WRITING



- Incorporating sensory based approaches with music, tactile materials, and movement
- Writing songs, scripts, books!

Long-term Impact of Mindfulness Education

Implementing Self-Regulation and Mindfulness Programs in Schools: Focus on Sensory Processing and Neurological Connections



01

Long-term impact of mindfulness education

Mindfulness education fosters resilience in students, enhancing their ability to cope with stress and challenges over time.



02

Improved life skills

Students develop essential life skills such as emotional regulation, empathy, and communication through mindfulness practices.



03

Career success

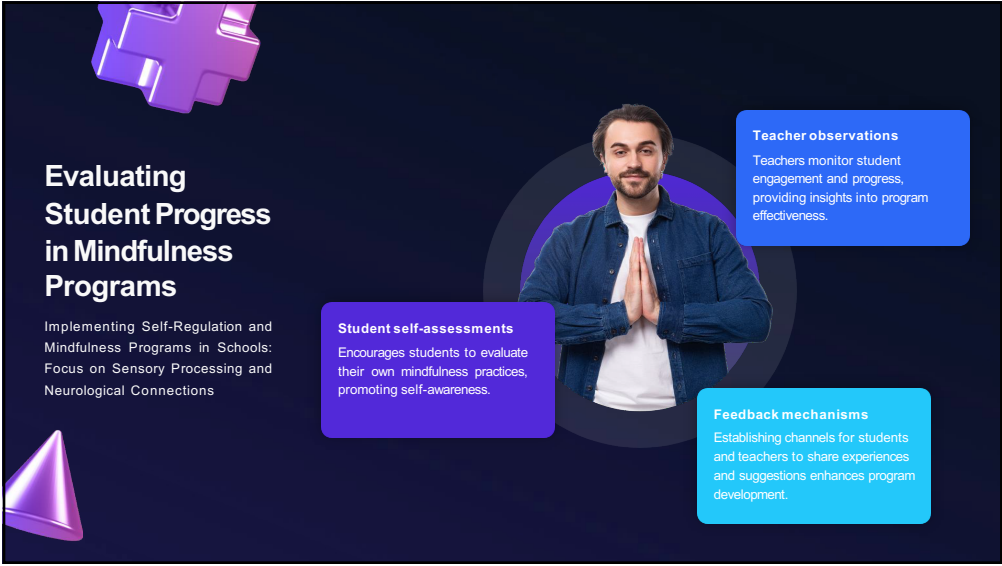
Mindfulness cultivates focus and discipline, traits vital for achieving success in various career paths.



04

Personal development

Engaging in mindfulness supports personal growth by promoting self-awareness and emotional intelligence.



Evaluating Student Progress in Mindfulness Programs

Implementing Self-Regulation and Mindfulness Programs in Schools:
Focus on Sensory Processing and Neurological Connections

Teacher observations
Teachers monitor student engagement and progress, providing insights into program effectiveness.

Student self-assessments
Encourages students to evaluate their own mindfulness practices, promoting self-awareness.

Feedback mechanisms
Establishing channels for students and teachers to share experiences and suggestions enhances program development.



Transform Your School's Approach to Mindfulness

Join us in creating a supportive environment for all students.

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