


Oppositional, Defiant and Explosive Behaviours:
Transforming Challenges for Long-Term Success



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PRE-WORKSHOP SURVEY





<https://rebrand.ly/parentinganxietypresurvey>

<https://parentsoftheyear.buzzsprout.com/>



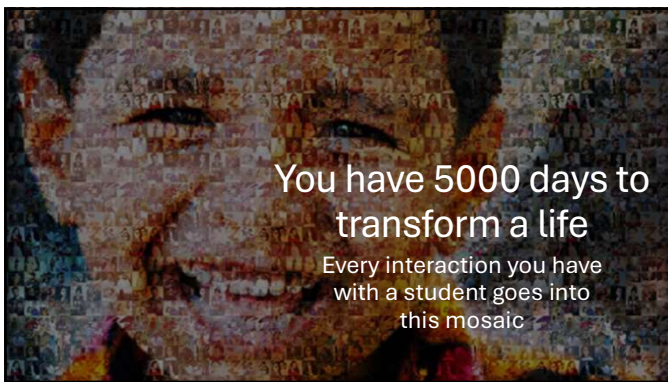
PILOT STUDY!

OVERPOWERING EMOTIONS
with Dr. Caroline Buzanko
rebrand.ly/OverpoweringEmotionsPodcast

Developing a personal action plan

What traps do I need to get out of?	How can I improve my approach for effective communication?	What can I do proactively?	What can I start collaboratively problem-solving?	What I can do to strengthen our relationship?





Developmentally Appropriate Behaviours



Preschoolers

- Argue
- Demanding
- Independence
- Say "No!"
- Test limits
- Act babyish
- Some tantrum
- Minor aggression
- Jealousy, worries
- Know-it-all



Grade school

- Want more freedom but need help
- Struggle with failure
- Support to manage big emotions
- Poor verbal impulse control
- Test limits
- Tantrums
- Dramatic
- Complaining



Early Adolescence

- Attitude
- Mild opposition
- Social skills trouble
- Don't think of consequences of actions
- Argumentative
- Push against/argue about rules
- Disrespectful
- Blame others



Teens

- Experimenting
- Minor rebellion
- Control for autonomy
- Resistance to authority
- Moody
- Noncompliant, Defiant
- Emotionally distant
- Impulsive and risk taking
- Dismissive
- Misread social cues

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

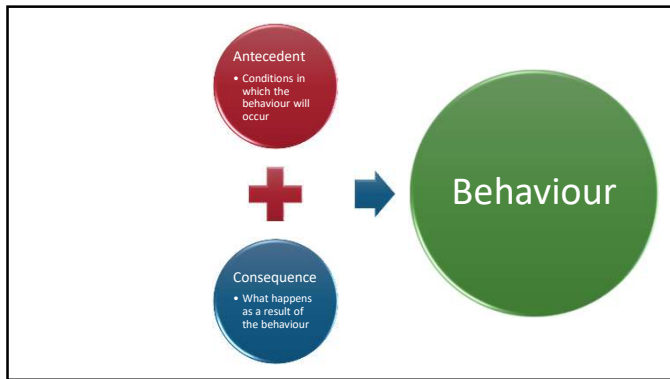


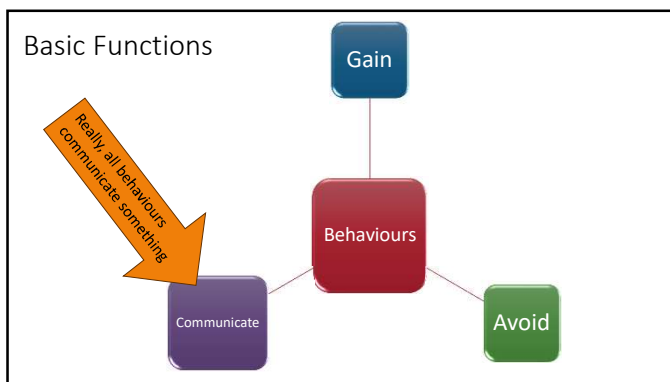
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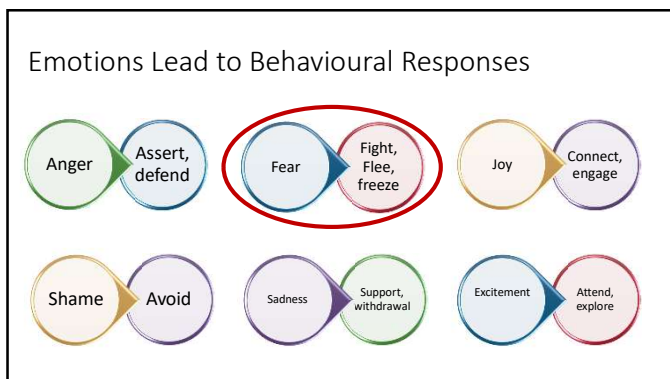
Problem with compliance

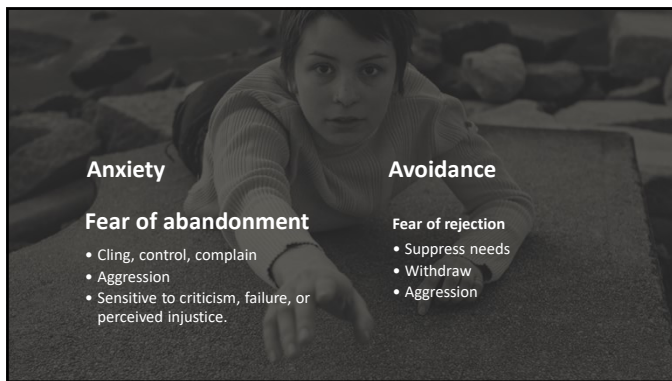
- Stifles development
- Creates followers
- Don't think for themselves
- Leads to anxiety, vulnerability, & lack of self-identity
- Limits individuality
- Easily manipulated
- Erodes sense of self











Anxiety

Fear of abandonment

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

Avoidance

Fear of rejection

- Suppress needs
- Withdraw
- Aggression



Feeling like they don't belong = Stress =
Danger! = Threat response



ODD vs. Anxiety?

ODD or Trauma?

- Changes in brain development
 - Disrupt emotional regulation and executive functioning, heightened stress responses
 - Hypervigilance or overreacting to perceived threats
 - Emotional outbursts or withdrawal
 - Increased likelihood of behaviours as coping mechanisms
- Difficulty with trust and forming secure relationships.
 - Difficulty following rules or responding to authority.



Trauma Related Behaviours

Predictable outcome = Safety for the nervous system

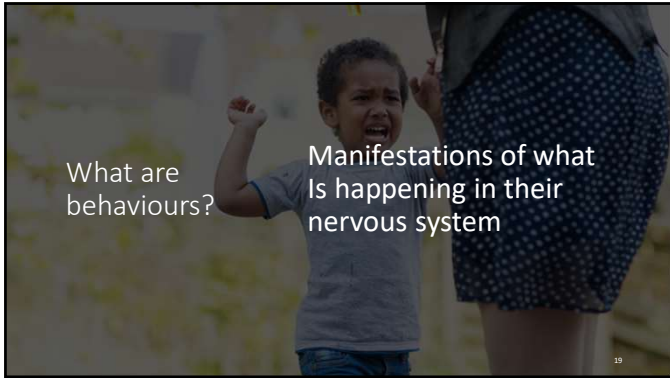
- Relationships are unpredictable!
- Getting close is vulnerable & uncomfortable
 - Easier to disrupt the relationship
- Distracts from uncomfortable feelings
- Less vulnerable



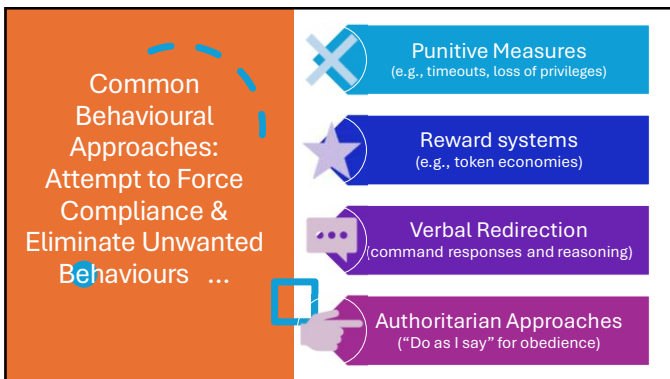
Behaviours
adaptive for
them

***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









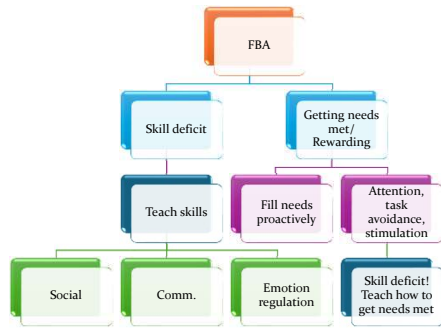
Unfortunately,

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

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

Behaviours:
A puzzle to be solved
vs.
a problem to eliminate

No bad kids!!! What are they defending?



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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

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Misbehaviour

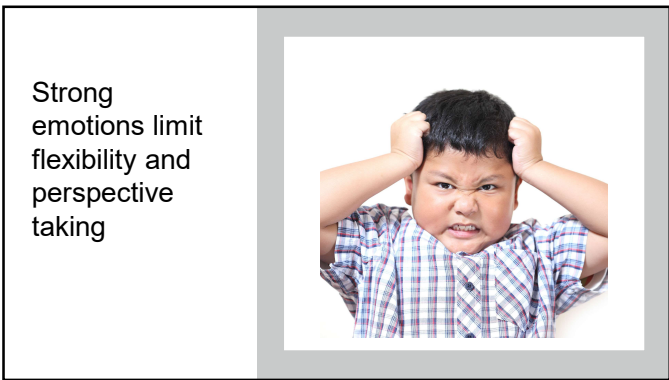
- Aware of behaviour and rules
- Within their capacity to act differently



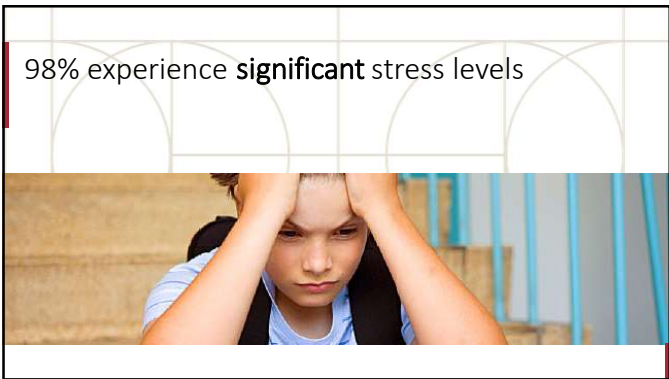


Stress behaviour

- None of these capacities



Strong emotions limit flexibility and perspective taking



98% experience **significant** stress levels

Behavioural & Emotional Disorders are on the Rise...

Far more:

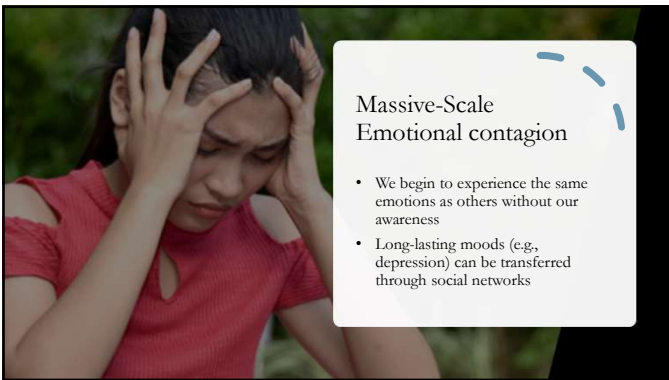
- Anxiety
- Depression
- Self-harm
- Suicide
- Disruptive Behaviours

Than any other generation

Major Psychological Risk Factor

- Impairs resilience
- Contributes to everything we worry about as parents









Poor self-regulation because resources used up

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

Digital Immigrants vs. Digital Natives

- Hard to detach = chronic stress
- Shame & stigma if not connected
- No issue big enough to risk being disconnected



No exceptions:

ALL screen time is linked to less happiness.

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

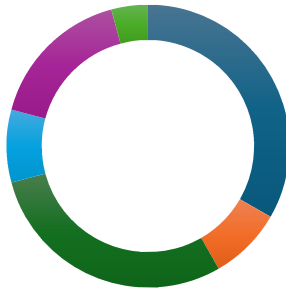


Recommended Guidelines

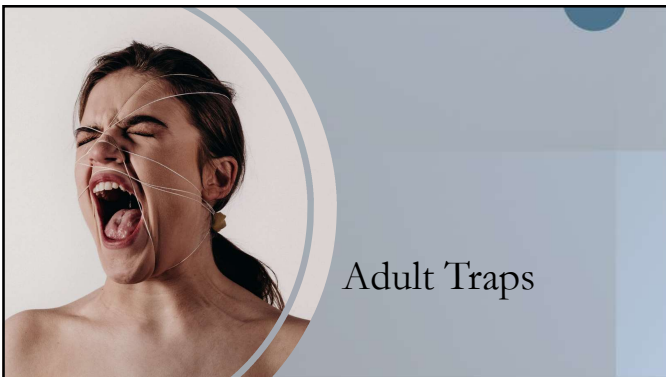
<2	2-5	Elementary	High school
NO screen time	30-60 min.	1 hour (<2 at most)	<2 hours
Turn screens off completely!	Co-watch	Co-watch	Still co-watch!

Australian Department of Health; Canadian Paediatric Society, Public Health Agency of Canada, American Academy of Pediatrics

Not just about reducing screens! Creating Balance



■ Sleep ■ Exercise ■ School ■ Face-to-face connection ■ Daily developmental tasks ■ Gaming



Whole Body Listening

Whole Body Listening = compliance-based one-size-fits-all listening expectations.

- Marginalizes neurodivergent behaviours
- Increases anxiety, shame, and dysregulation for children who listen differently.
- Fails to recognize that many children focus best when moving or engaging differently.



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?





How much feedback would you give this new dad if he was a student?

The things that often frustrate others



Are actually some of their greatest strengths.

Fixing	Correcting	Controlling	Reminding
Persuading	Pushing	Punishing	Directing
Lecturing	Arguing	Confronting	Threatening
	Talking	Labelling	

They hear "You are a failure."

They don't hear "I love you, and I'm trying to help."

“There’s a reason why western kids are so bad”



We Punish A Lot

Limited effectiveness in behaviour change

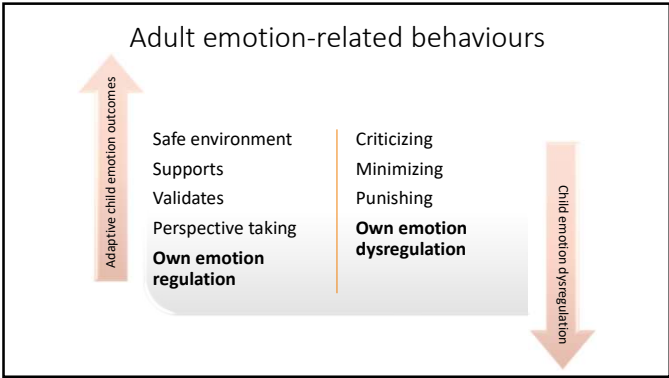
- Increased aggression, avoidance, delinquent behaviours, and school dropout
- Higher re-offense rates
- Negative impact on academic achievement & social success
- Does not teach skills
- Damage to adult-child relationships
- Contributes to long-term negative consequences

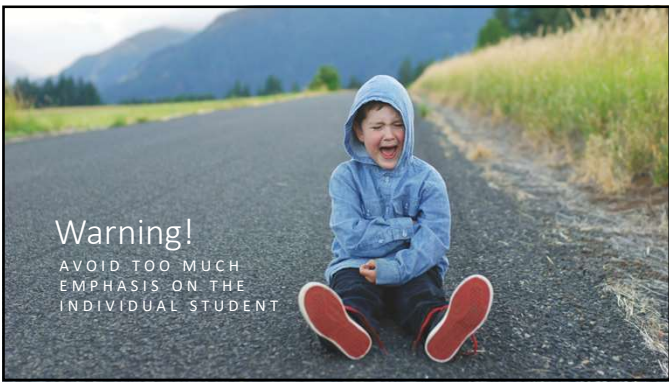


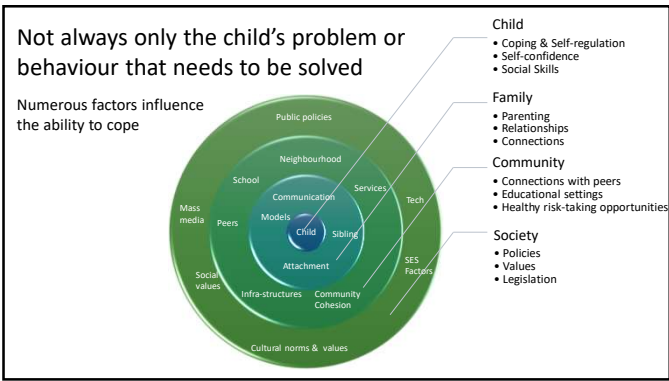
Unhelpful Interactions can Create Loneliness

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









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



Relationship



Environment

Avoid Counterproductive Approaches!

Lecturing

- Proactively establish expectations & calmly remind them

Power struggles

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

Arguing

- Stay calm and assertive

Confrontation

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

Avoid Counterproductive Approaches!

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

CHALLENGE!
No corrective feedback for a week!

SEE THE CHANGES

NOTICE

IDENTIFY YOUR NON-NEGOTIABLES

Self-regulation
Pyramid

Individual factors


Opportunities


Social connection


**Supportive adult
relationship**


It Takes Work...

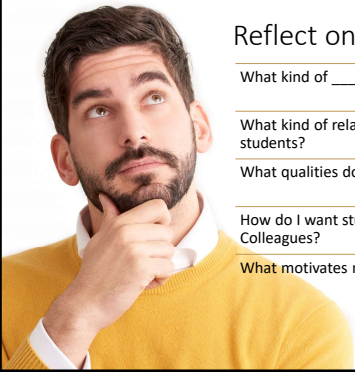
Values Discovery

Identify own values in your role

Goals in your role

Hopes for students' futures

Mission Statement



Reflect on your incentives

What kind of _____ do I want to be?

What kind of relationships do I want to have with students?


What qualities do I want students to see in me?


How do I want students to remember me? Parents? Colleagues?

What motivates me?

From Ideas to Reality

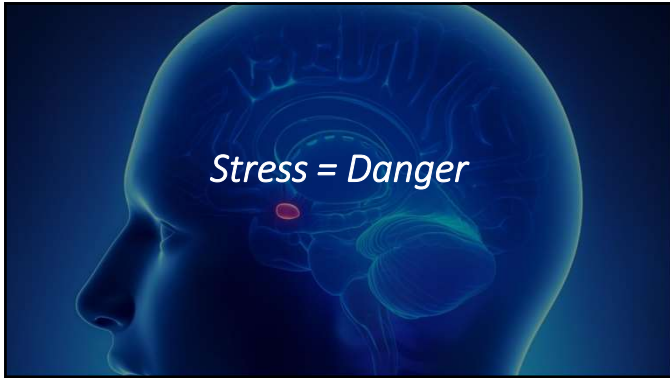
- List concrete, observable behaviours you can start doing today
 - Identify child's strengths and positive behaviours more frequently
 - Listen actively more often
 - Engage in collaborative problem solving whenever a conflict arises
 - Show more appreciation
 - Do daily acts of kindness
 - Reduce corrective feedback

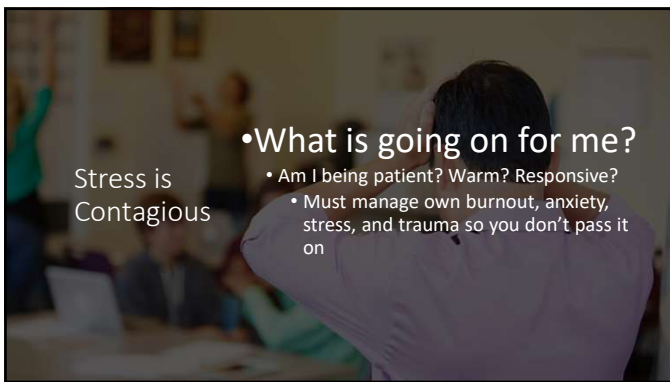








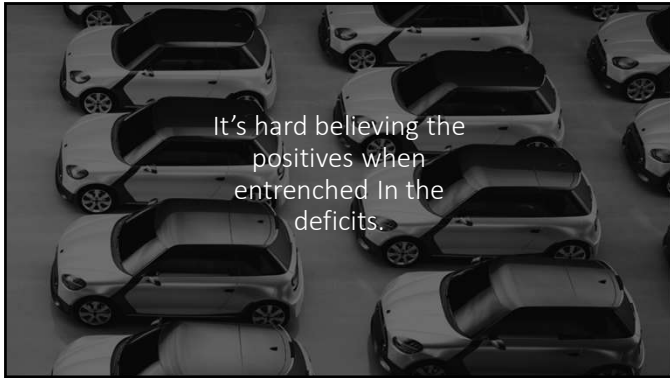
Adult Emotion Regulation

- Avoid passing own stress on to students!!!







Notice! & Experiment			
			
Racing Heart	Tense muscles	Overwhelmed Mentally	Freeze
Slow breathing Weight	Shake Progressive Muscle Relaxation	Brain dump Problem-solve	Anchor feet



Interpersonal Expectancy Effects



Positive teacher expectations can significantly enhance student performance and intellectual growth



Positive expectations beyond the classroom

Rosenthal & Jacobson, 1966

Caught in stress and lack and deficits

Disruptive

Talks excessively, disrupts the class.

Characteristics: distract, impulsive, restless, hyperactive

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

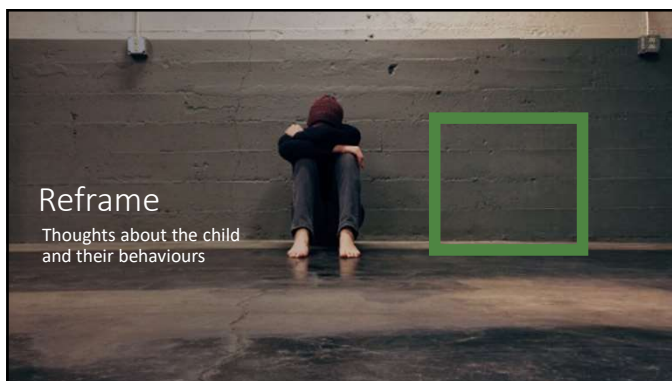
- Identity and self-concept are co-created!
- Self-evaluation is based on their experiences and others' appraisals
- What are the consistent, repeated cues they receive over time?



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

Reframe

Thoughts about the child
and their behaviours








Always Starts with Us!

- **Understanding the Student:**
 - What might be going on for this student now? What might this student be feeling?
 - What external factors (e.g., home environment, peer relationships, personal struggles) might be influencing their behavior?
 - Does the student feel heard and respected during this interaction?
 - Have I considered the student's context/developmental needs in interpreting their behavior?
 - What unmet needs (e.g., safety, belonging, competence) might be driving this behavior?

Strengths-Based Reframing of Behaviours

-  Signals of unmet needs or skills to be developed
-  Opportunity to teach new skills (e.g., problem-solving, self-regulation)
-  Focus on their strengths to guide positive changes

Consider Skills to Develop vs. *Problem*



Instead of:

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



Might be difficulties:

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



Reframe:

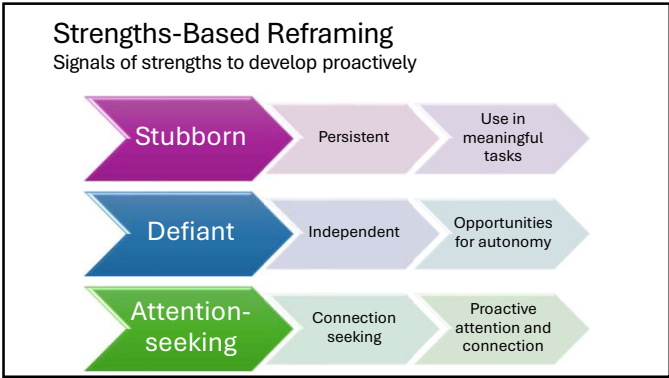
Working on...
Learning to...
Still developing...

"Won't" (Behavioural Misinterpretation)	"Can't" (Skill Deficit)
"Oppositional, Stubborn"	Cognitive inflexibility, Protective effort to avoid being overwhelmed
"Can do it if he wants to"	Difficulty shifting
"Doesn't try"	Poor initiation, Impaired planning & generativity
"Won't put good ideas on paper"	Poor fine motor skills, Disorganization
"Sloppy, erratic" / "Careless errors"	Poor self-monitoring, Impulsive, Overloaded
"No self-control"	Overload, Disinhibition
"Not listening"	Poor attention or working memory
"Pushy, interrupts constantly"	Impulsive disinhibited

Reframe Problem Behaviours as Opportunities for Growth

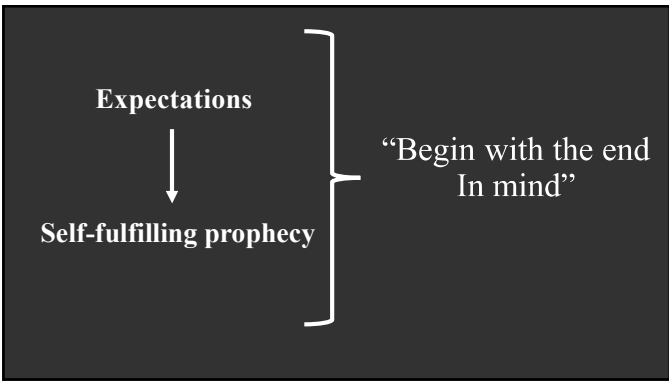
Refusal to Do Schoolwork


- Potential Need:
- Potential Strengths:
- Ideas to do:



Collaborate with Kids

- How can we keep the good part of the behaviour that is helping you while getting rid all the unhelpful parts of the behaviour?





Be a gardener

Gardener's job is to nurture the seed and allow it to become what it is supposed to be to its full potential.



The only real behaviour (and emotion regulation) management you need.... Strong Relationship


No interventions will work without a relationship



Connection Essential for Regulation

To tolerate and regulate emotional responses & cope with stress


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.

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

You have less than 6 minutes

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

Always Starts with Us!

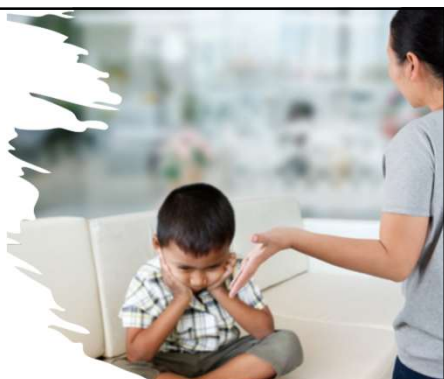
- **Improving the Relationship**
 - What is one action I can take to improve the dynamic?
 - What steps can I take to repair trust with this student?
 - What can I do to help this student feel seen and valued?
 - Have I built a strong enough relationship with this student to understand their triggers and motivators?
 - Am I focusing on the student's strengths as much as addressing their challenges?
 - How can I create a safe space for the student to express themselves without fear of judgment or punishment?
 - Have I provided opportunities for the student to share their perspective on this conflict?

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Emotion Coach

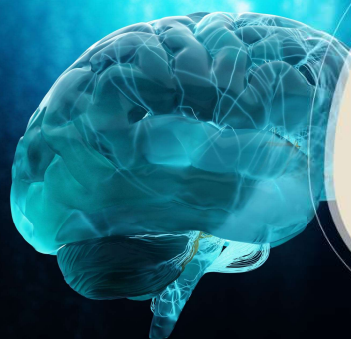


Adults don't tend to understand children's experiences and needs



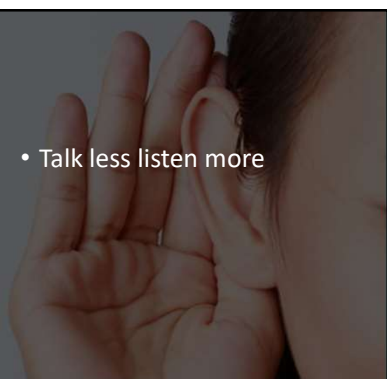
Understanding Perspectives

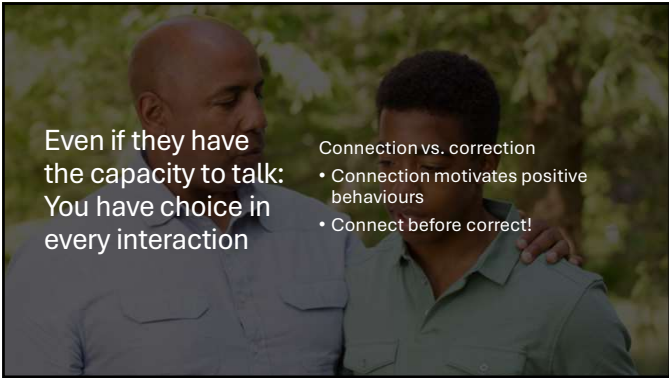
- We use different parts of our brain and will perceive situations
- Must understand their viewpoint to provide effective support



Effective Communication:
Become a Master Listener

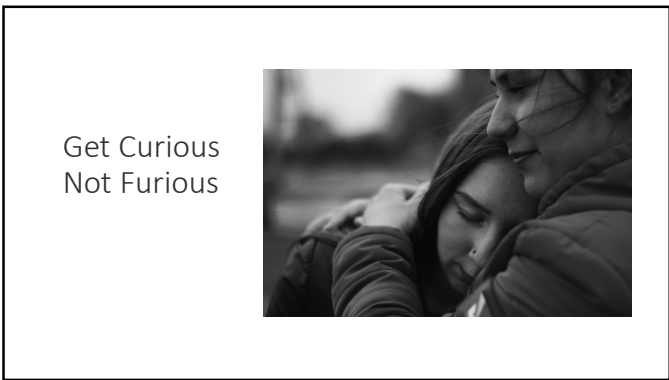
- Talk less listen more



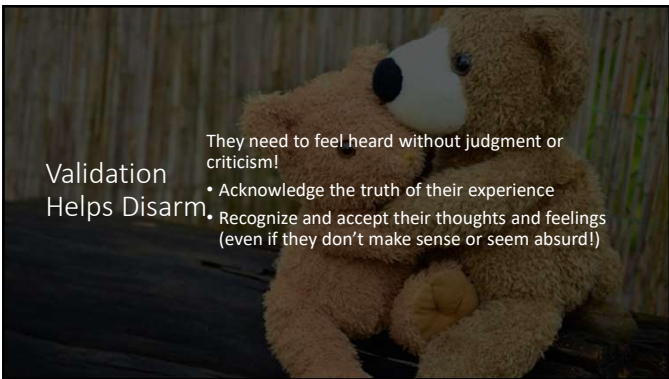


Even if they have
the capacity to talk:
You have choice in
every interaction

- Connection vs. correction
- Connection motivates positive behaviours
 - Connect before correct!



Get Curious
Not Furious



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?

How we talk is
important

Replace
negativity
with curiosity





Separate
Consequence
Discussions from
Emotional
Validation



When Big Emotions
show up...



Give space for regulation

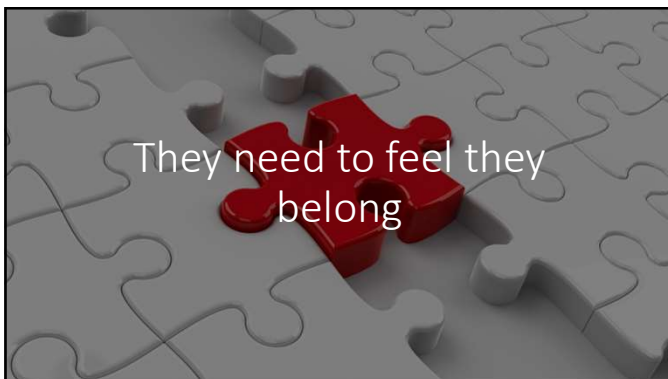
Always Remember:
Many have worries
about abandonment.

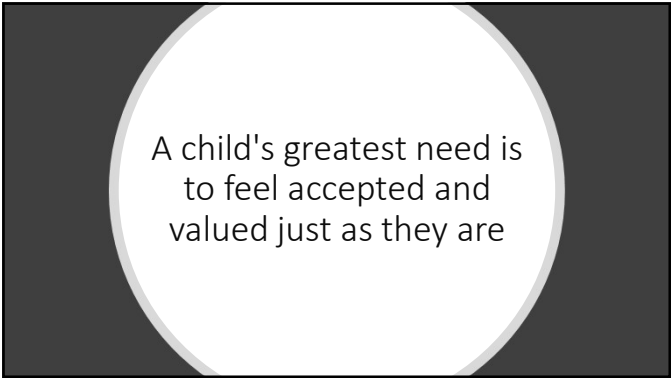


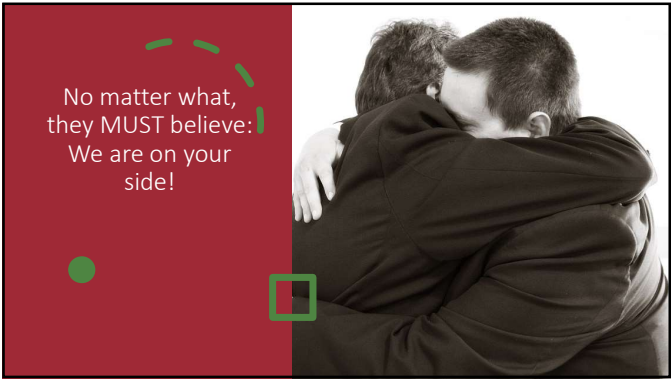
Even if they
challenge, we
still have to
work hard



They need to feel they
belong











Reminder


Do this



Create (quiet) space



Nothing



Wait until PFC back online

Not that

Talk

Only escalates the problem. They aren't going to process and learn from what you have to say anyway

Do

For risk of escalating your emotions, which will just escalate them.

Rush

It can take a long time to recover from overload. Some children need hours of downtime.


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!

Remember!
Kids want to be and do good!


*So, let's expect them to.
Be proactive, set them up for success, and support them when they can't.*



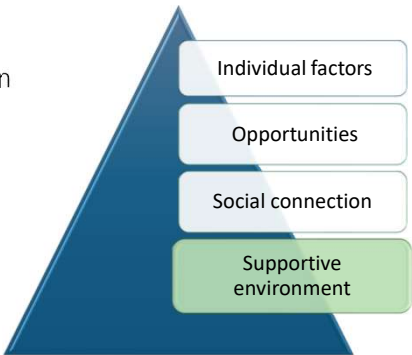
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If the tree isn't growing... you don't change the tree....

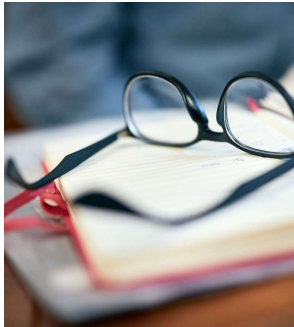



Self-regulation Pyramid



Mismatch in demands and needs

School settings





Adjust the Environment: Sensory Regulation!

Reduce overwhelm


- Turn off bright lights
- Lower noise
- SPACE!

Remove unnecessary stressors


- Clutter
- Background noise
- Unnecessary demands

Give students ownership of space!


Collaborate to create a classroom to promote learning




Breakout desks?




Quiet workspace?



Conferencing couch?



Tea station?



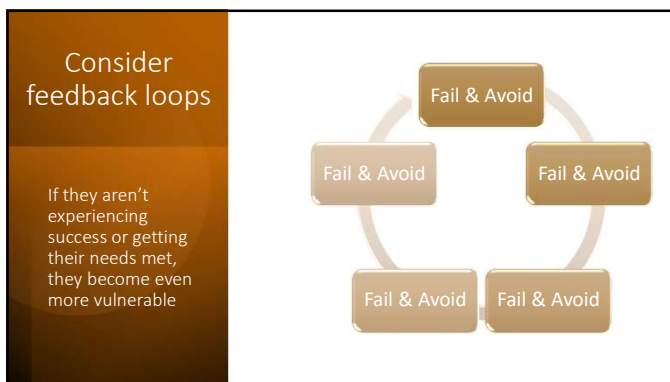
Rows? Groupings?

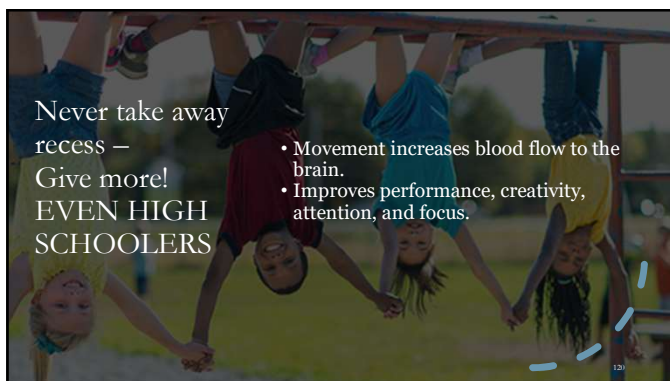
Reduce Decision-Making Burden

The more decisions students make throughout the day, the less mental energy they have left to self-regulate

- Automated or structured routines to minimize unnecessary decisions
 - Use schedules so students know what's next without needing to decide.
- Pre-plan workflows to reduce decision fatigue
 - Prep the night before
 - Set up their workspace for next class
 - Create default routine structures (e.g., homework right after snack)





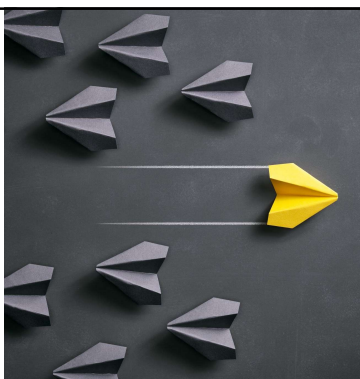


Get on Offense! Be Proactive!

Spend time putting support strategies in place vs. waiting for problem behaviours to happen.

Do anything you can to promote positive behaviour

- Greet 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



MUST have Clear & Consistent Expectations & Limits

- Establish 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.

Provide:

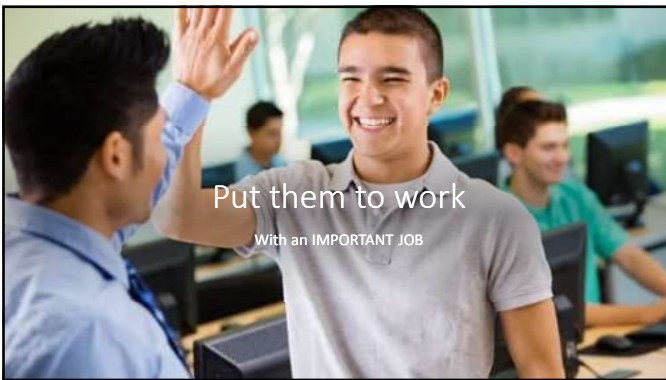
- 3-5 expectations
 - Rationales
 - Explicitly Teach
 - Examples and non-examples of expected behaviours
 - Models
- Immediate successes



Build on their confidence!

Emphasize what is going right rather than what is going wrong.

Kids stick with things they feel confident with



Put them to work

With an IMPORTANT JOB

Opportunities for Independence

Decision making

- They need to know you support and trust them!
- Collaboratively discuss consequences
 - Experiment: What might happen if you...
 - Show decision-making process to lead to consequences





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

[illegible]

- 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!

Name	Define	
Phrase Examples	YES PLEASED	NO THANKS
Personal commitment: "You did or would do" on your project, drawing great creativity and enthusiasm		
Encouraging words: "You really grew up how you worked on that"		
Public acknowledgment in class: "You're going a great deal of progress there"		
Thanks on or after your own graduation line		
Sending or mailing to show approval		
A positive technical job well done		
Shakes		
A group salute to the class		
Trains or points may be collected and exchanged for a privilege		
Bring the class together or leader for a class		
Choosing a game or activity for the class		
Enrich complete form or free form to the what I want I do class		
Feeling on your own a distinction degree or better than		
Believe in the school curriculum for its progress or moving measurements to the school		
A certificate of achievement for its completion		
Laugh with the teacher or a special guest		
Opportunity to share a skill or interest with the class		
Group recognition through classroom shows something positive about class		

Write other phrases and their back and the back of this page for types of phrases you wish to remember

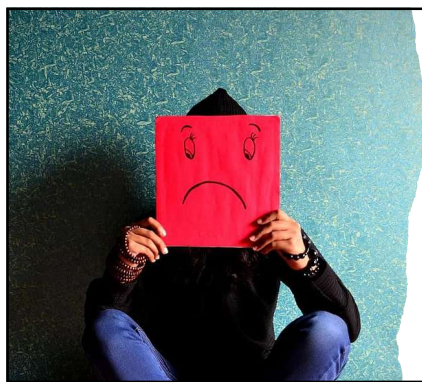
[illegible]

Who:	Suzie
Did What:	Helped figure out a problem in science.
From:	Chana

[illegible]

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



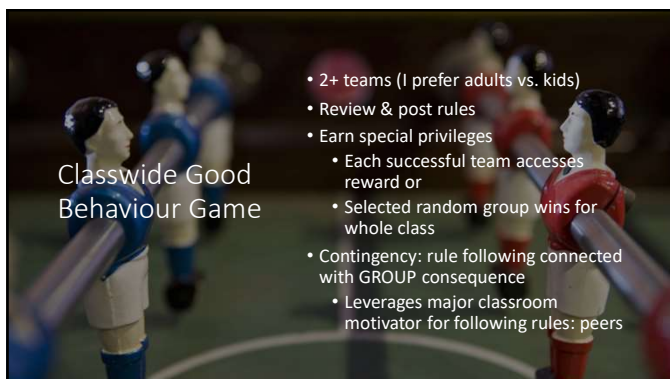


Remember
context:
Save Face

Watch what you
say when and
where you say it

Classwide Good Behaviour Game

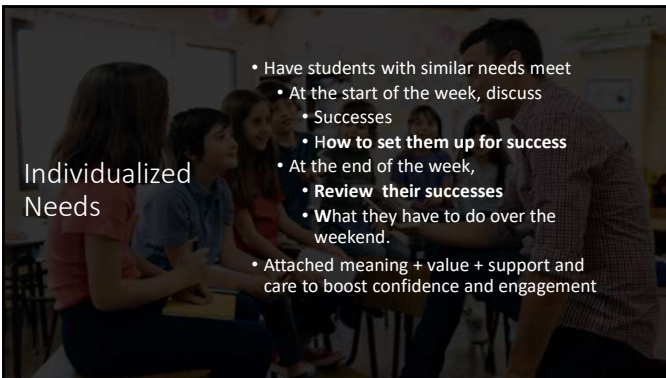
- 2+ teams (I prefer adults vs. kids)
- Review & post rules
- Earn special privileges
 - Each successful team accesses reward or
 - Selected random group wins for whole class
- Contingency: rule following connected with GROUP consequence
 - Leverages major classroom motivator for following rules: peers





Check-In Check-Out (CICO)

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




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

Remember:
They often
can't help it

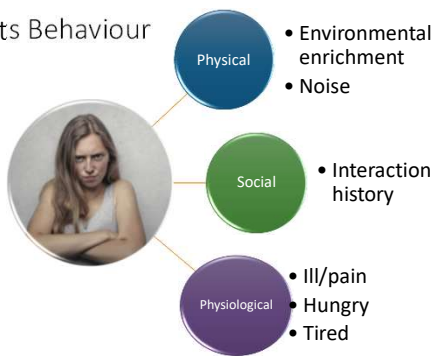
Allow a Take Back
of the Day

Helps them learn
accountability without
shame.



Also want to know: When are kids
are doing good?!!!!

Mood Predicts Behaviour



Proactively Address Psychological Functions



Attention Seeking

What's the underlying need?



Attention Seeking

Relationship! THEY NEED CONNECTION!

Maintain connection with lots of positive attention.

Acknowledge the wanted behaviours & ignore the unwanted ones

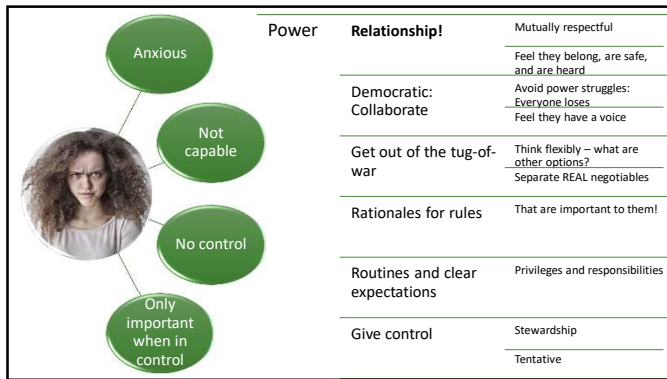
Proactively establish expectations – what behaviours WILL and WILL NOT get attention

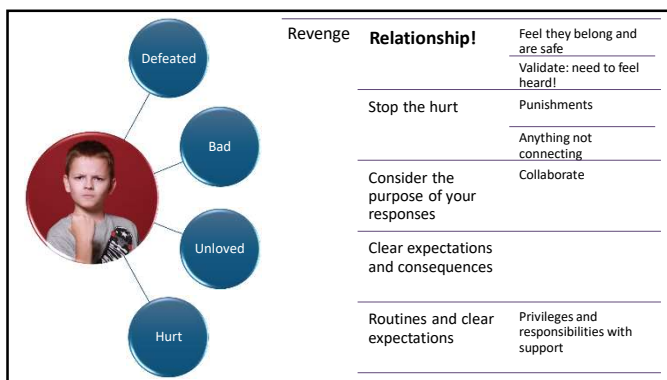
Teach & practice how to get attention appropriately

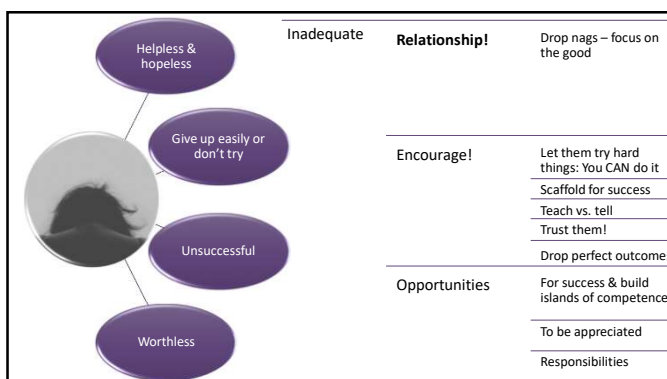


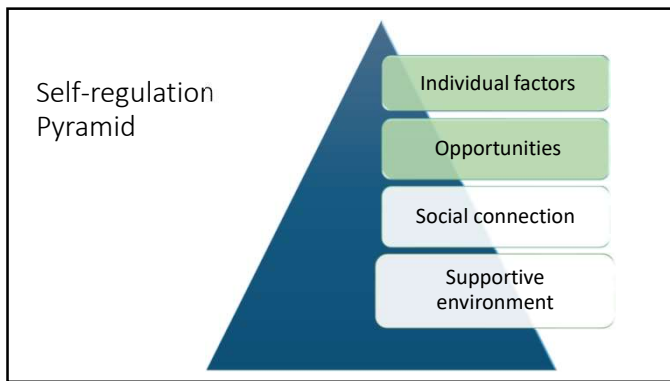
Positive Attention & Planned Ignoring

For behaviours that are maintained by adult attention













Externalize

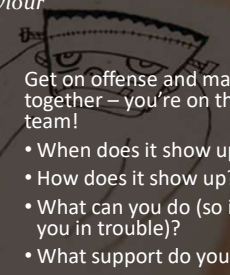
They are not their behaviour

Things to watch for:

- Mind robbers
- Brain drainers
- Freaking out Fran
- Mean Jean
- Explosive Bob
- Throwy McThrower
- Hitting Hal
- 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 (so it doesn't get you in trouble)?
- What support do you need?



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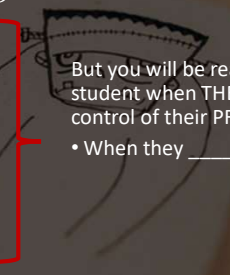
Planned Ignoring!

• You are NOT going to respond to any of these henchmen:

- Mind robbers
- Brain drainers
- Freaking out Fran
- Mean Jean
- Explosive Bob
- Throwy McThrower
- Hitting Hal
- Yelling McGee

But you will be ready for the student when THEY are in control of their PFC

- When they _____



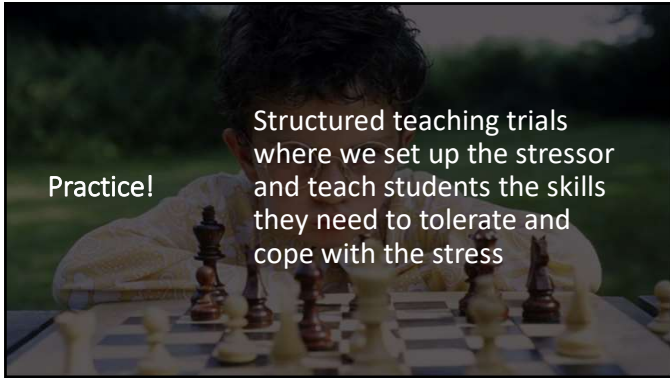
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Talking will NEVER TEACH!

Practice

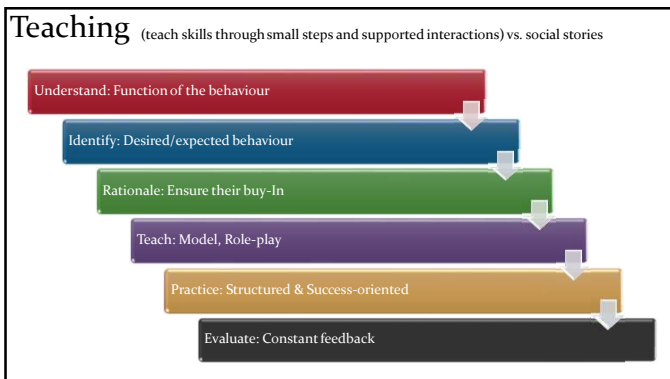
- Not being first in line
- Losing a game
- Doing something hard
- iPad unavailable
- Someone cheating in soccer
- Making a mistake





- 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


Get Them Thinking About
Their Own Behaviours

- Your choice.
 - I'll know you want option A if....;
 - And
 - I'll know you want option B if...
- Ask questions
 - What is this, a **preschool**?

Ask Mobilizing
Questions

- What's the next step for you?
- What do you want to do about this?
- Where do you go from here?
- What might you do next?

Get Meta!



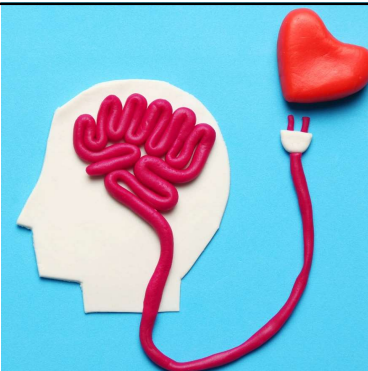
Build Autonomy: Cue HOWS (vs. prompt)

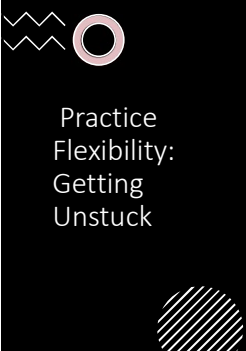
- How will you handle _____?
- How will you respond?
- How will you make your next move?
- How can you try something different?
- How will you keep your PFC online?
- How will you get started?
- How will know when you are done?
- How will you keep going if it gets hard? If you are tired?
- How do you know what you need?
- How do you know where to start?
- How did you know how to do that?
- How would you do this differently next time?
- How were you 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

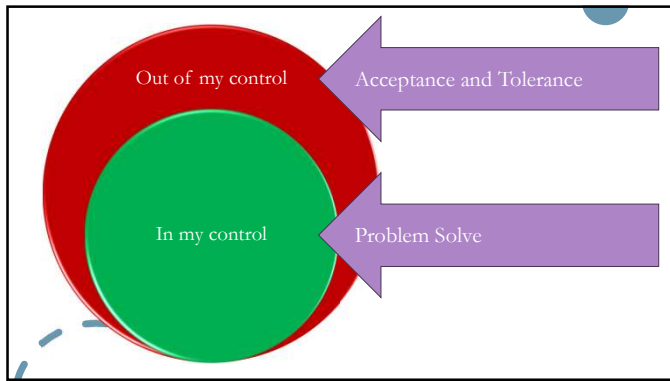
Looks like _____ is trying to make your amygdala stuck

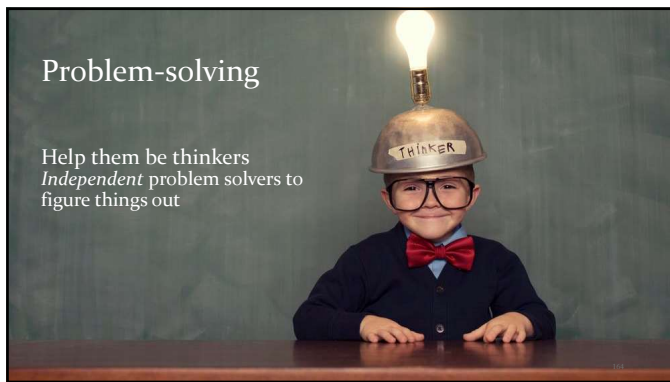
What little change can help?

Focus on Hows

How will you respond?

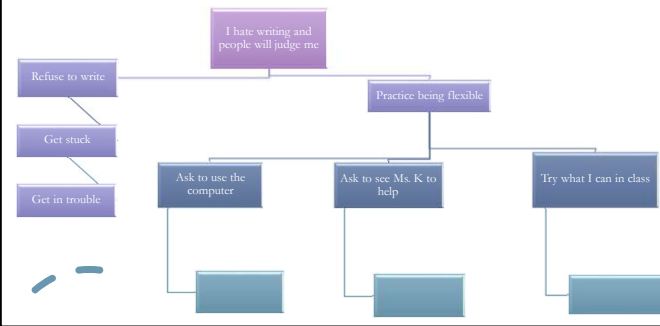
How can you try something different?

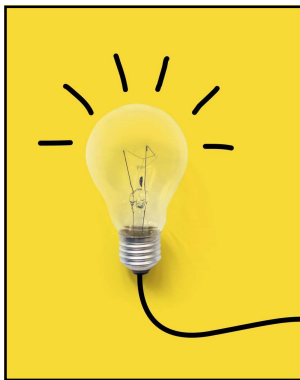






Brainstorm, Practice, & Evaluate Options





Practice!

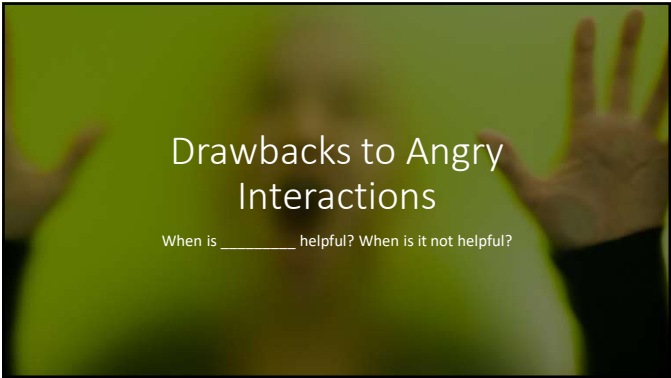
- Problem-solving
 - Start with emotion free problems
 - Move toward emotionally charged situations

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Conflict Resolution Effective Communication

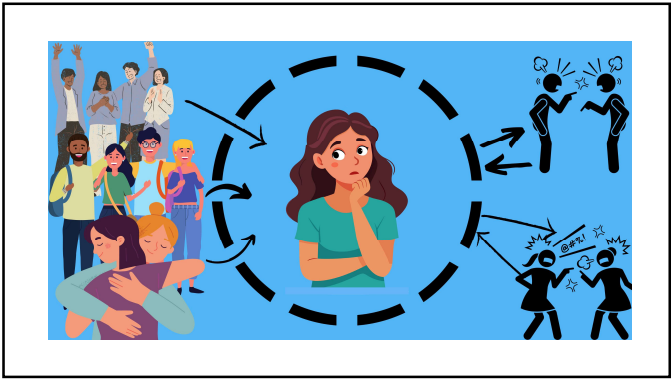
- Use teaching interactions
 - Reciprocity in relationships






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?



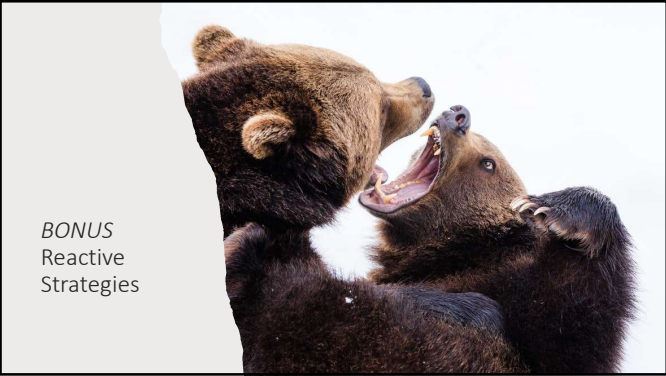
Model!

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

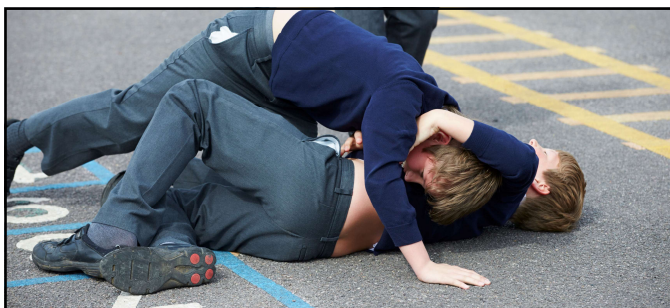


POST-WORKSHOP
SURVEY

<https://drcarolinebuzanko.com/behaviour-post-survey/>



BONUS
Reactive
Strategies



Avoid Reinforcing Problem Behaviours



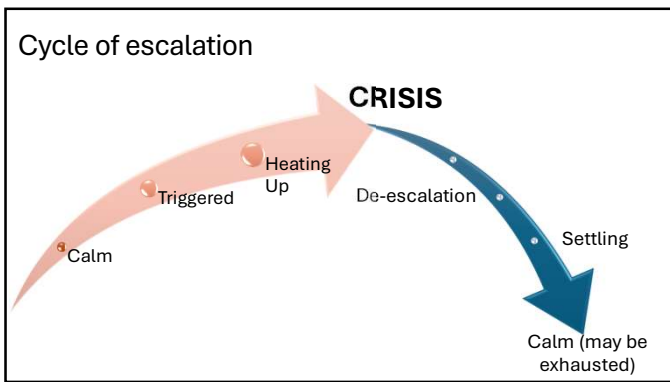
Act vs. Talk


A photograph of a young boy with glasses, wearing a white shirt and a dark vest, writing on a chalkboard. He is holding a piece of chalk and has just finished writing the sentence 'I will follow the rules' on the board. The board has several other identical sentences written on it.

Behavioural momentum

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








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.




Ideas on how to respond?

Master listener & compassion

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



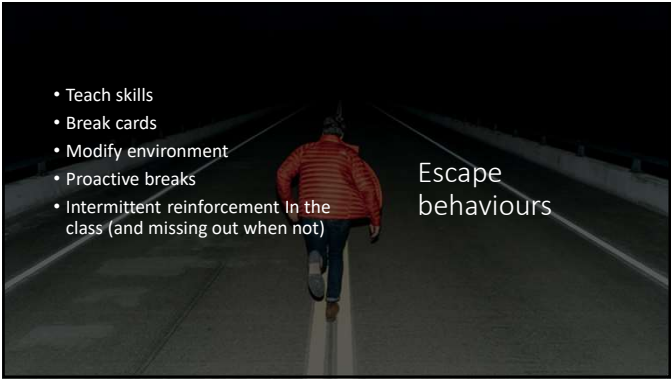
- Always validate their experience and
- Ensure they feel that we understand.



“Ugh, sounds pretty sucky right now.
What do you need to get through it so
you/we can _____?”

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

Escape behaviours



Physical aggression

Adults & Kids Master De-Escalation & Crisis Management



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:

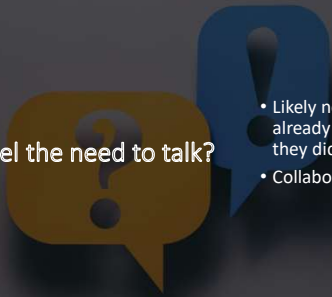
- When, How, Who & Where
- Return plan afterwards

Evacuation system:

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



Still feel the need to talk?

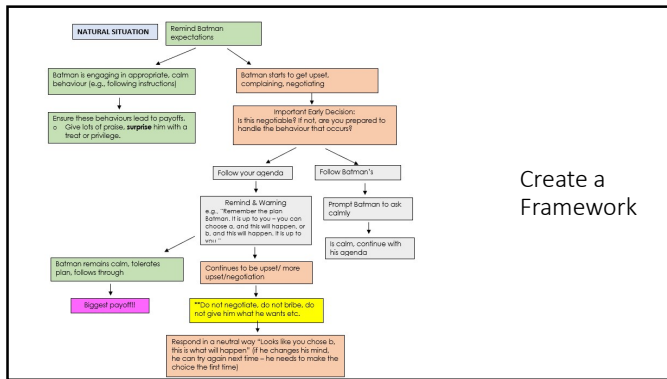


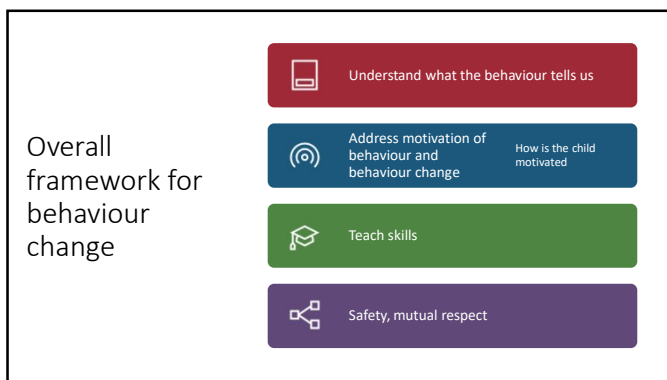
- Likely not helpful (they already know what they did wrong)
- Collaborate

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
----------------------------------	--------	-------------------------







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



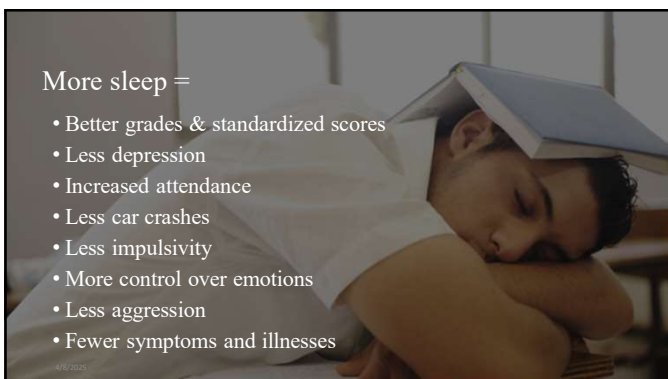
Sleep!!!

- 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

POST-WORKSHOP
SURVEY



<https://drcarolinebuzanko.com/behaviour-post-survey/>

drcarolinebuzanko.com

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