

Bonus Resources

Behaviours

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Developing a personal action plan: Get out of traps!

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?

Screen Resources

- Canadian Home Video Rating System (CHVRS) <https://www.mpa-canada.org/canada-home-video-rating-system/>
- Center for Humane Technology: <https://www.humanetech.com/>
- Common sense media: <https://www.commonsensemedia.org/>
 - Teach digital citizenship: <https://www.commonsense.org/education/digital-citizenship>
- Family Online Safety Institute: <https://www.fosi.org/>
- Media Smarts: <https://mediasmarts.ca/>
- Screenagers: <https://www.screenagersmovie.com/>
- Wait until 8th: <https://www.waituntil8th.org/>

Behaviour Change Always Starts with Us!

• Assessing My Role

- . What am I contributing to this conflict?
- . Am I reacting to this situation or responding thoughtfully?
- . Am I enforcing rules consistently, or might my approach appear unfair or biased?
- . Am I modeling the behavior I want to see in this student?
- . Did I provide clear expectations and consequences beforehand?

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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?

Behaviour Change 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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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

Establishing Behaviour Expectations Tips

- 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

8

Self-Regulation Expectations & Supports

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Example Stressors Depleting Self-Regulation Capacity

Biological	Emotion	Cognitive	Social	Prosocial
<p>Loud noises, sensory overload</p> <p>Pain or discomfort</p> <p>Inadequate or irregular sleep</p> <p>Lack of physical activity</p> <p>Sitting too long</p> <p>Screens</p> <p>Poor diet</p> <p>Dehydration</p> <p>Too hot or cold</p> <p>Allergies or intolerances</p> <p>Illness</p> <p>Poor air quality - classrooms!</p> <p>Lack of exposure to natural light</p> <p>Discomfort in clothes</p> <p>GI problems</p> <p>Overexertion</p> <p>Medication side effects</p> <p>Lack of natural light</p>	<p>Changes in routine, transitions</p> <p>Leaving parents</p> <p>Over-excitement</p> <p>Fear of making a mistake</p> <p>Trauma</p> <p>Feeling unsupported</p> <p>Negative self-talk</p> <p>Anxiety, sadness, anger, frustration</p> <p>Guilt or shame</p> <p>Feeling overwhelmed with work</p> <p>Inability to express emotions</p> <p>Feeling powerless</p> <p>Uncertainty</p> <p>Loneliness</p> <p>Social exclusion</p> <p>Pressure to perform</p> <p>Relationship conflicts</p> <p>Feeling unloved or unsupported</p> <p>Stress from life changes</p>	<p>Put on the spot</p> <p>Uninterested in a topic</p> <p>Information overload</p> <p>Distractions</p> <p>Fast pace, time pressures</p> <p>Lack of clear instructions</p> <p>Language barriers</p> <p>Complex problem solving under pressure</p> <p>Memory demands</p> <p>Clutter</p> <p>Unfamiliar or new environments</p> <p>Inconsistent routines</p> <p>Lack of feedback on performance</p> <p>Concentrating for long</p> <p>Homework</p> <p>Making choices</p> <p>Busy schedule</p> <p>Disorganization</p> <p>Frequent task switching</p> <p>EF challenges</p>	<p>Bullying</p> <p>Social media pressures</p> <p>Peer pressure</p> <p>Friendship fires</p> <p>Family conflicts</p> <p>Social anxiety or shyness</p> <p>Miscommunications</p> <p>Disagreeing with what someone is saying</p> <p>Being in a social setting alone</p> <p>Sharing ideas as part of a group plan</p> <p>Missing friends</p> <p>Navigating complex social hierarchies</p> <p>Trouble making friends</p> <p>Cultural assimilation challenges</p> <p>Being a minority</p> <p>Lack of empathy</p> <p>Managing social commitments</p> <p>Navigating societal norms and rules</p>	<p>Empathy overload</p> <p>Moral dilemmas</p> <p>Injustice to self or others</p> <p>Feeling undervalued or unappreciated</p> <p>Observing or learning about widespread suffering</p> <p>Witnessing distress without being able to help</p> <p>Conflict between personal values and societal expectations</p> <p>Being undervalued or unappreciated</p>

Early Childhood Co-regulation Considerations

Adult relationship

- Key for effective emotion regulation

Teach

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

Identify & Label

- Observed emotions

Model

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

Prompt & reinforce

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

Role of Language

Receptive and expressive skills related to executive functions & impulse control

- Parent verbal skills also predictive of impulse control

Language also important in learning strategies for self-regulation

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



Early Childhood Co-regulation to Self-regulation

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

Early Childhood Co-regulation to Self-regulation

Ideas for in the classroom

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



Middle Childhood Co-regulation Considerations

Adult relationship

Teach problem-solving.

Model conflict resolution.

Provide time and space to manage emotions.

Model, prompt, and reinforce developing skills.

Encourage independence in task completion with external consequences as needed.



Middle Childhood Co-regulation to Self-regulation

- **Explicit teaching** of specific strategies
 - Managing emotions, managing time, monitoring work and behaviour, focusing attention, and being more independent through the day.
- **Scaffolding** for complex tasks: step-by-step guidance, gradually reducing support as their skills improve.
- **Positive reinforcement** for desired behaviours that promote self-regulation.
- **Collaboratively problem-solve**
 - Encourage them to generate potential solutions, consider different options and consequences

Middle Childhood Co-regulation to Self-regulation

Ideas for in the classroom

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



Adolescence Co-regulation Considerations

More reactive to stress

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

= Self-regulation is out of balance

More vulnerable to anxiety, depression, and risk behaviours

Adolescence Co-regulation to Self-regulation

Adolescence

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



Adolescence Co-regulation to Self-regulation

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

Adolescence

Co-regulation to Self-regulation

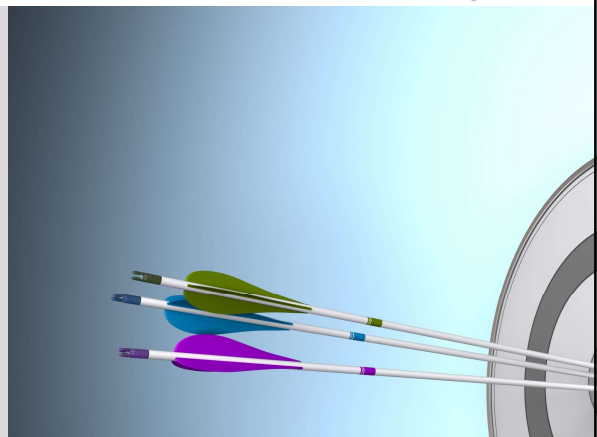
Ideas for in the classroom


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

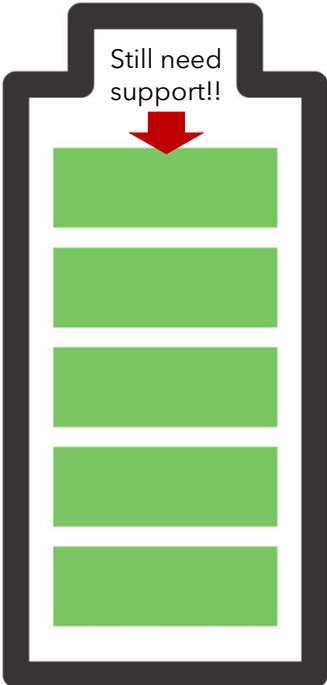


Tips for All Ages

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




SELF-REGULATION BATTERY	Regulation Plan/Strategies				
	Self-regulation support:	Self-regulation support:	Co-regulation support:	Calming co-regulation support:	Emphasizing cues of safety:
Signs for energy level					
					



Self-Regulation Battery Example

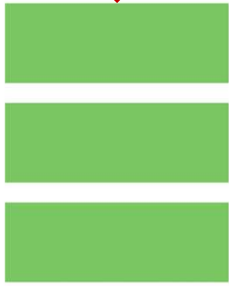
Signs for Billy's energy level	Self-regulation Plan/supports for Billy
Optimal participation <ul style="list-style-type: none"> Communicates needs Easily transitions Engaging Smiles Follows requests easily Follows rules 	Self-regulation support <ul style="list-style-type: none"> Adults monitoring his energy levels & providing support as needed First-then for less preferred activities Regular breaks to do energy restoring activities

Still need support!!

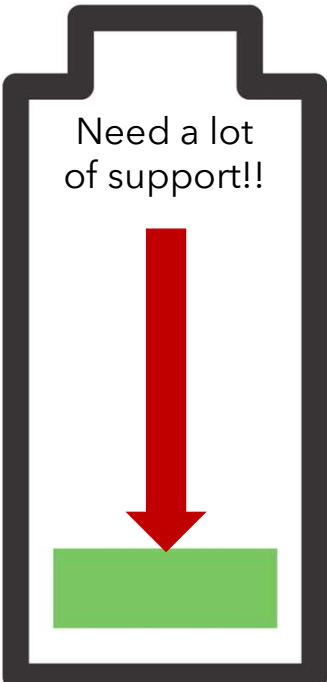


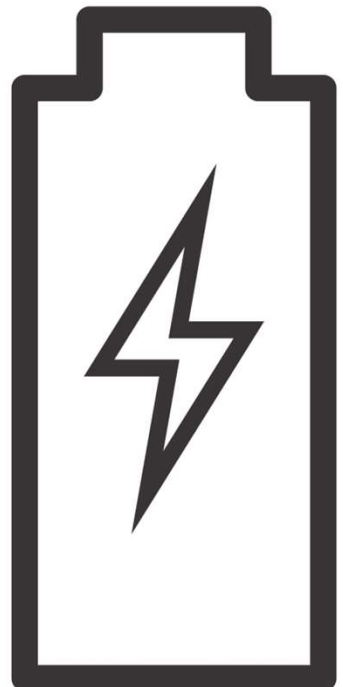
Signs for Billy's energy level	Self-regulation Plan/supports for Billy
<p>OK Participation</p> <ul style="list-style-type: none"> Seeks attention/connection Can choose and engage in tasks with frequent check-ins Responds to strategies offered OK with following rules Transitions with support Negotiates-can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

Need more support!!



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

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

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

Optimize the Environment: Self-Assessment

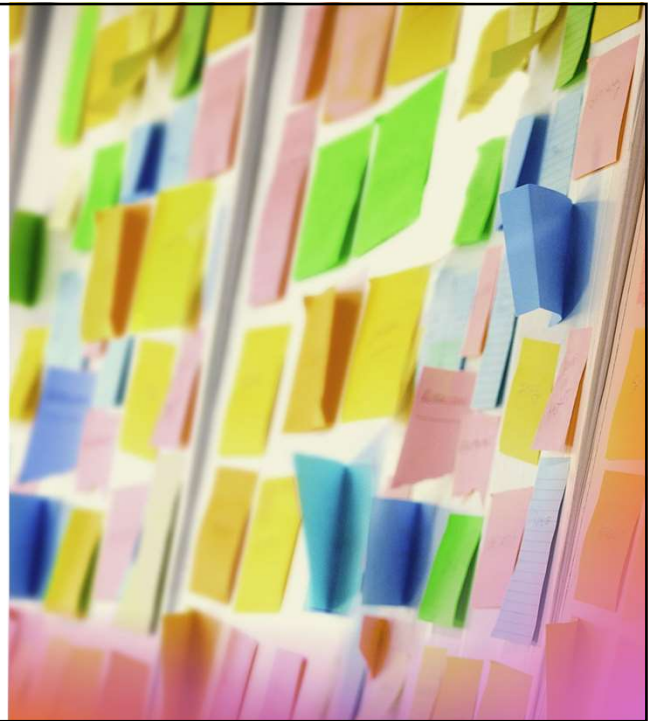
- Is the classroom arranged to accommodate the needs of all students? Is the home environment organized in a way that supports structured activities and routines for your child?
- Are routines been established, explicitly taught, and made predictable to ensure a smooth flow of activities throughout the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

Does the environment support student needs? Strategically Optimize Classroom Environment

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

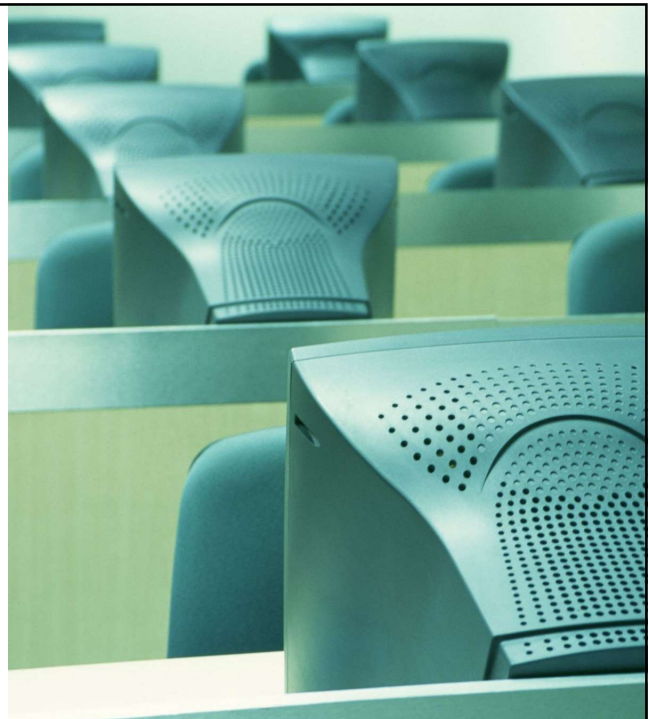
Optimize Classroom Environment

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



Consider

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



Optimal Home Environment

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



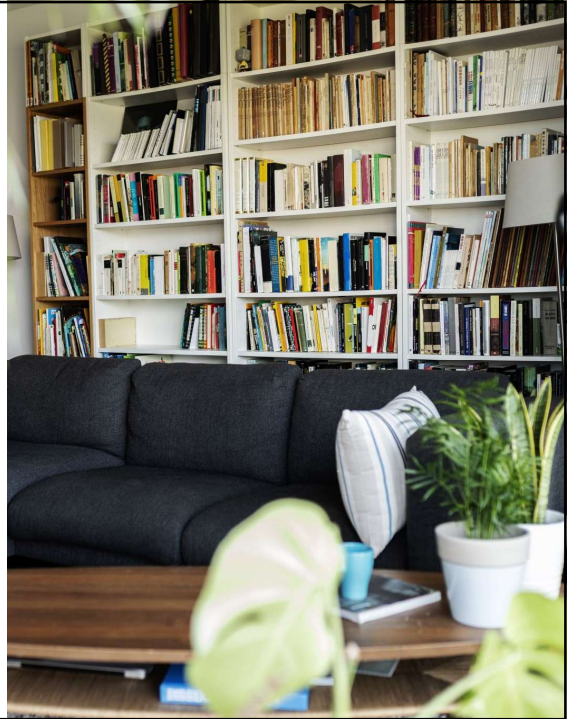
Optimal Home Environment

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



Optimal Home Environment

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



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

Elementary Examples

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

High School Examples

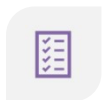
- Encourage students to manage their schedules and follow established routines with more autonomy.
- Implement structured routines for each class period, including a warm-up activity, review of previous lessons, introduction of new material, and a summary or wrap-up activity.

Routines At Home

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



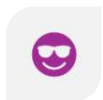
Consistent routines & lesson structure



Clear expectations



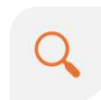
Posted timetables, rules, and expectations



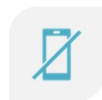
Things to look forward to through the day!



Shorter tasks, explicit, closed ended



One predictable detail at a time



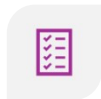
Minimize distractions



Talk less



Revisit and reinforce expectations



Structured tasks & teaching



Structure nonroutine or chaotic situations with a specific plan, job, or rules



Visual schedules and time organizers



Individualized checklists for task completion

Helpful

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

Not so helpful

Boring tasks

Delayed consequences

Infrequent feedback

Low importance tasks

Late in the day

Unsupervised settings

Group situations

Unstructured activities

Uncertainty

Need to search for materials

Loud/high arousal environments

Excessive multitasking requirements

Overloaded sensory stimuli without a relevant educational focus

Sudden changes in schedule or expectations without preparation

Overemphasis on competition rather than cooperation

Poor relationships with peers

Poor relationships with teachers

8 Forces of Motivation

Gregariousness	Need to belong	Group projects & collaborative learning Classroom circles
Autonomy	Need for independence	Choices Self-directed learning
Inquisitiveness	Need to know	Inquiry-based learning Research projects
Aggression	Need to assert	Debate & discussion Leadership roles
Power	Need for control	Class jobs Involve in creating rules & norms
Recognition	Need for acknowledgement	Praise and + feedback Showcase their work
Affiliation	Need to associate and belong	Clubs & extracurriculars Peer mentoring/buddies

Acknowledgement Examples	YES PLEASE	NO THANKS
Personalized compliments: "You did an excellent job showing great creativity and effort!"		
Encouraging words: "I'm really proud of how hard you worked!"		
Public acknowledgment in class: "Let's give a round of applause!"		
Thumbs up		
Smile or nod to show approval		
A positive note about my work		
Sticker		
A 'praise note' to take home		
Points that can be collected and exchanged for a privilege		

Acknowledgement Examples	YES PLEASE	NO THANKS
Being the class helper/leader		
Choosing an activity for the class		
Extra computer time or free time to do what I want in class		
Featuring my work		
Mention in the school newsletter or morning announcements		
A certificate of achievement		
Lunch with the teacher or special guest		
Opportunity to share a skill or interest with the class		
Peer recognition: classmates share something positive about them		

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					

Amygdala Henchmen Ideas

Catastrophizing Carl	Mindreading Mandy	Humiliating Hannah	Perfectionist Paula	Overestimating Oscar
				
Rigid Richard	Avoiding Alison	Permanent Pete	Fortune Telling Fran	Scarcity Sam
				
All-or-nothing Al	Grumpy McGrumperson	Self-critical Carla	Mindreading Mandy	Negative Ned
				

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Create Many Opportunities to Focus on Emotions & Work on it Every day!

Speak in front of a small group

Make small talk with someone new

Practice losing a game to someone who cheats

Use pictures, videos, or live encounters with feared bugs

Simulate test-taking conditions with practice exams or timed quizzes.

Role-play scenarios where express their concerns or assert themselves in a safe setting.

Create situations where they can safely express anger and practice coping strategies.

Tolerating not knowing what's happening today.

Engage in activities they've been avoiding due to emotional discomfort.

Experience and tolerate physical sensations like increased heart rate through exercises.

Watch sad video

Kindie running away with the soccer ball in the middle of a game