



Positive Paths: Transforming Behaviour In Children & Adolescents with Essential Behaviour Modification Techniques

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KORU
 FAMILY PSYCHOLOGY







parents of the year

<https://parentsoftheyearbuzzsprout.com/>

OVERPOWERING EMOTIONS
 with Dr. Caroline Buzanko

<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

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



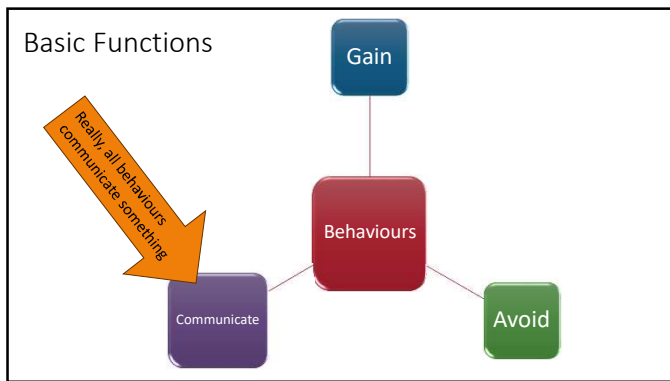
"People with great passions, people who accomplish great deeds, people who possess strong feelings, people with great minds and a strong personality rarely come out of good little boys and girls."
Vygotsky

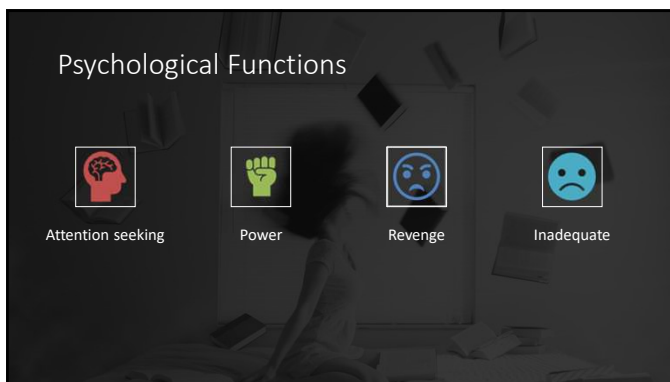
**Non-Compliant People
Change the World!**



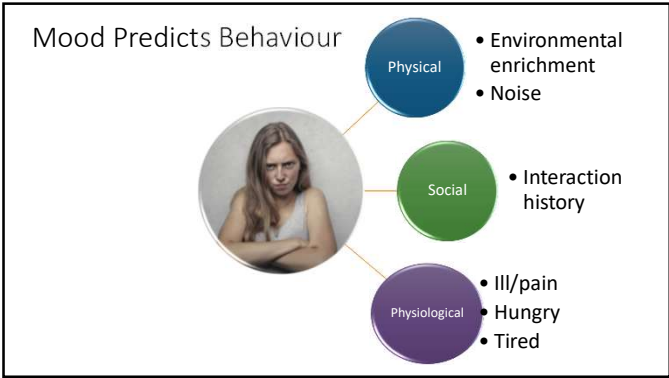
Result of both

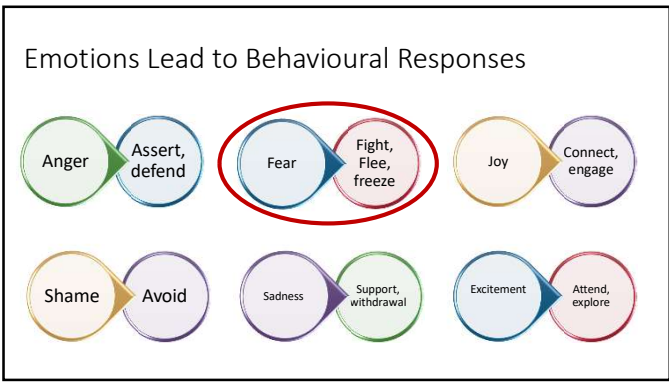












Anxiety

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

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What are behaviours?

Manifestations of what is happening in their nervous system

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Why Behavioural Approaches Fail

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

Unfortunately,

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

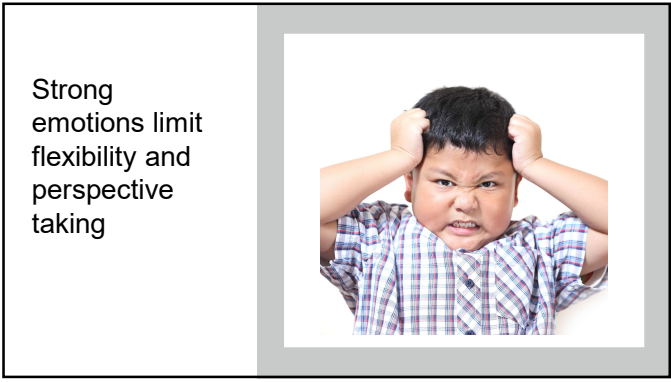
We often escalate the behaviour if we're only giving the student attention when there is a problem behaviour

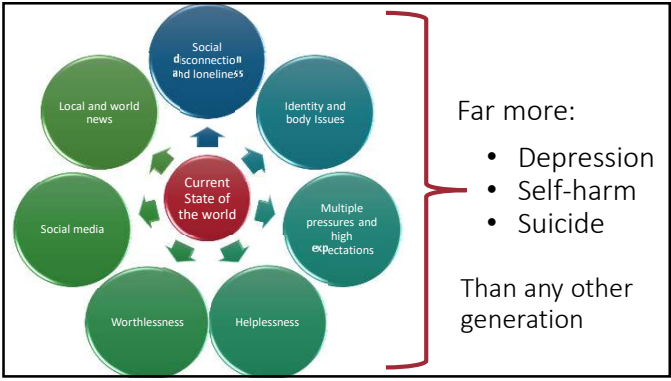
Misbehaviour vs. Stress behaviour

Misbehaviour

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

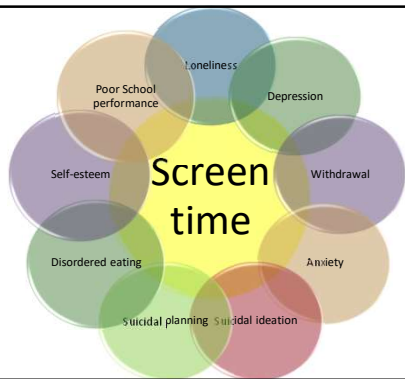






Major Psychological Risk Factor

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



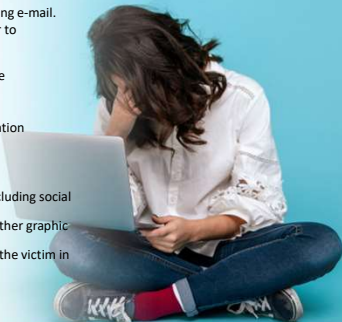
Self-esteem

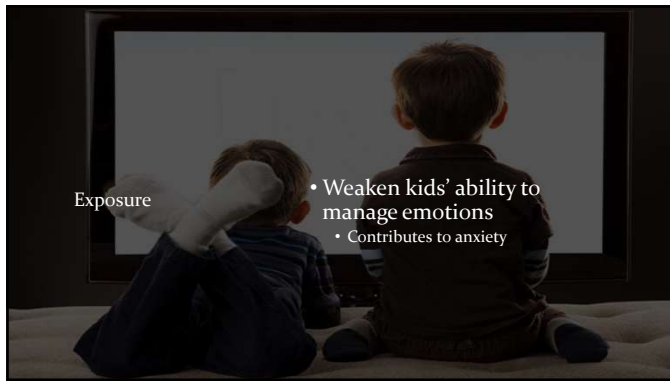
- False messages to avoid rejection
- So happy!
- So beautiful!
- "Likes" worsens self-esteem
 - Others won't like the "real" them.



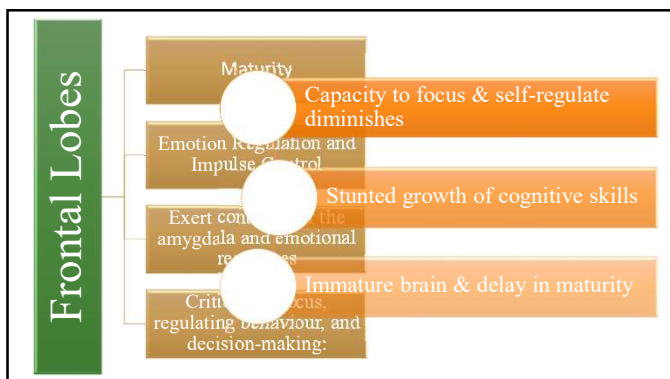
Bullying doesn't happen privately anymore

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










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



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




Get Out of the Traps

This alone can make all the difference in the world


Over-Nagging and Unrealistic Demands

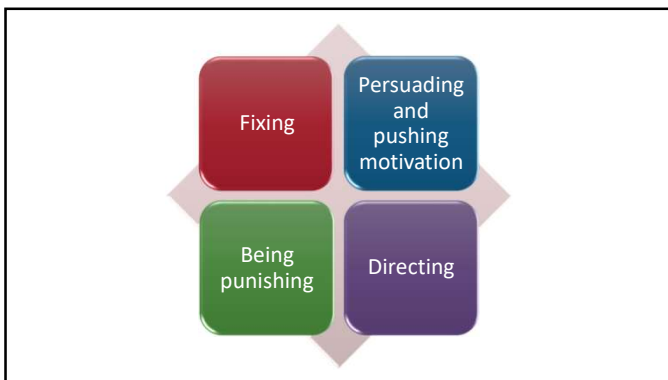
- We place more demands on children than adults
- Constant correction and nagging can erode relationships and discourage autonomy
- Would we treat our coworkers or friends the same way?



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



Adult emotion-related behaviours

Adaptive child emotion outcomes ↑

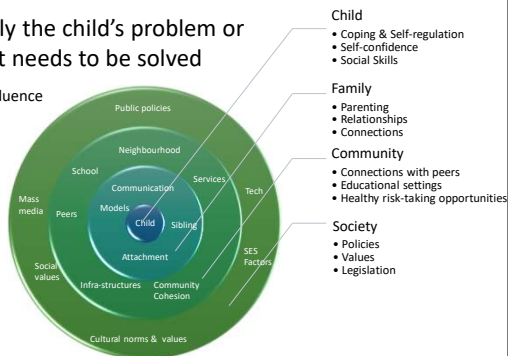
Safe environment
Supports
Validates
Perspective taking
Own emotion regulation

Criticizing
Minimizing
Punishing
Own emotion dysregulation

↓ Child emotion dysregulation

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!



Relationship



Environment

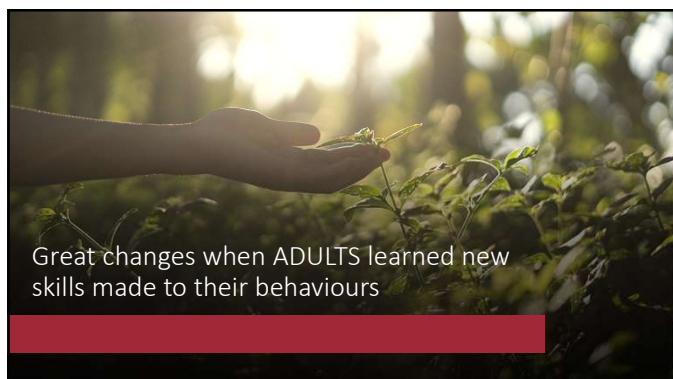
Self-regulation Pyramid

Individual factors

Opportunities

Social connection

Supportive environment



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

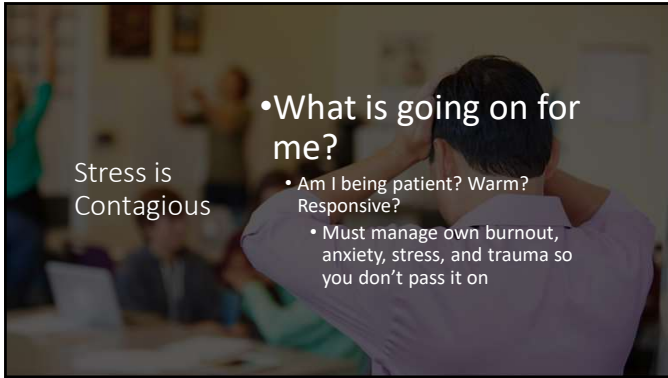
- What kind of relationship do I want this student?
- Who do I want to be within this relationship?
- What qualities do I want this student to see in me?
- How could our relationship be improved?
 - What can I do more of? Less of?

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

Adult Emotion Regulation

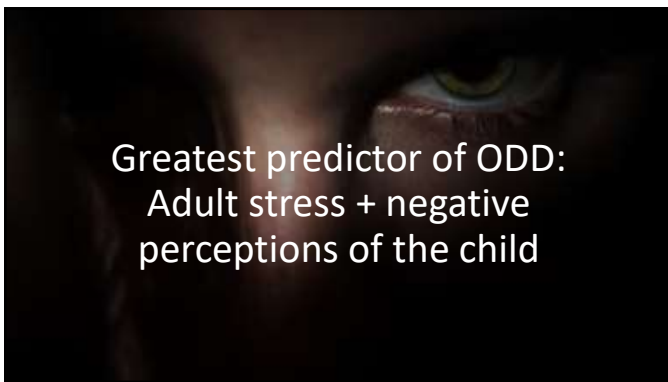
- Avoid passing own stress on to students!!!



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



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

Behaviours Related to Identity

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



Expectations



Self-fulfilling prophecy

“Begin with the end
In mind”

Interpersonal Expectancy Effects

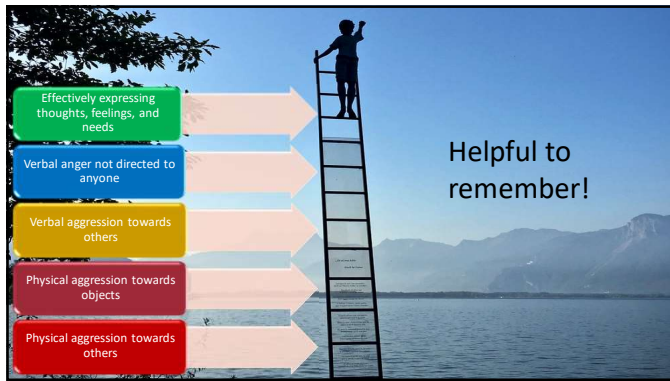


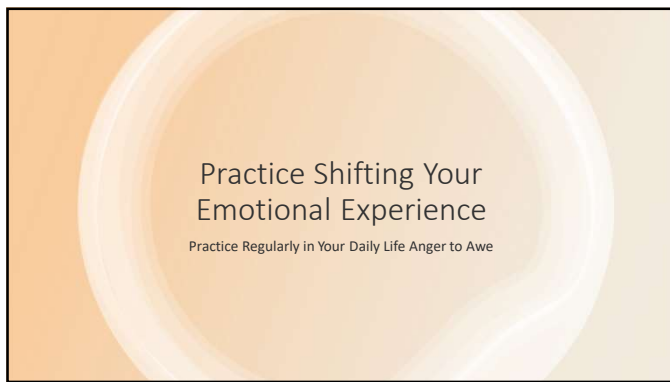
Positive teacher expectations can significantly enhance student performance and intellectual growth



Positive expectations beyond the classroom

Rosenthal & Jacobson, 1966







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.

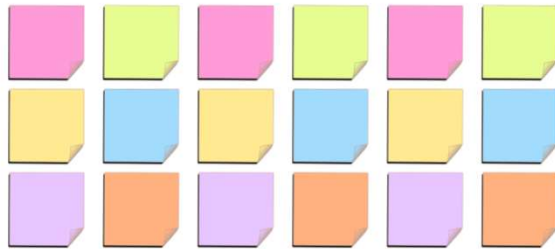
A positive start to class greatly improves engagement and behaviours

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

What I need from you



Attention Seeking

Relationship! Maintain connection with lots of positive attention.

Acknowledge the wanted behaviours & ignore the unwanted ones

Proactively establish expectations

Skill deficit

Don't feel connected

Insecurity

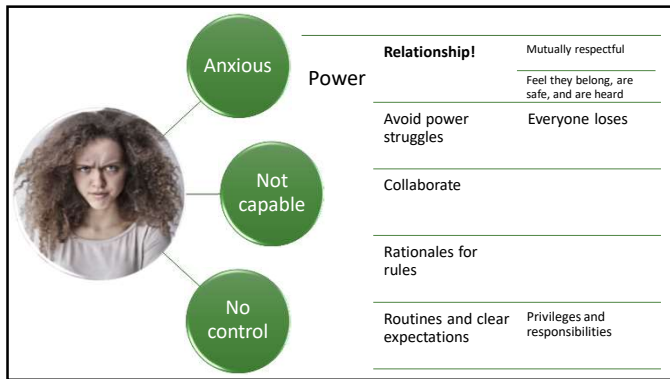
Wrong attention

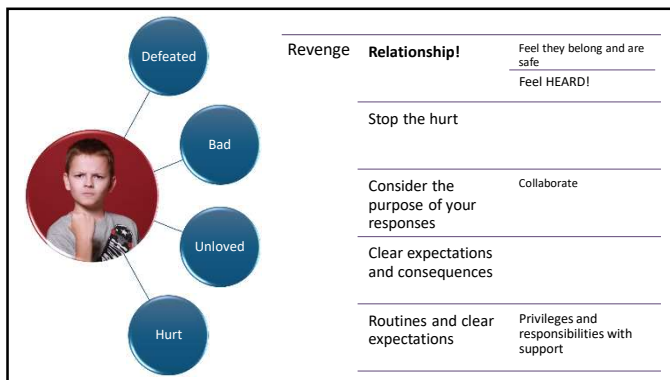


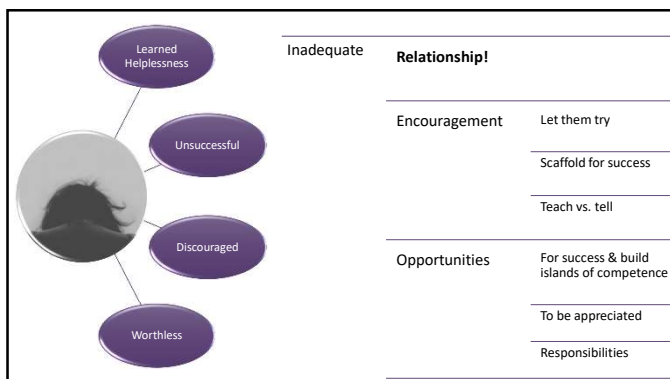
Positive Attention & Planned Ignoring



For behaviours that are maintained by adult attention







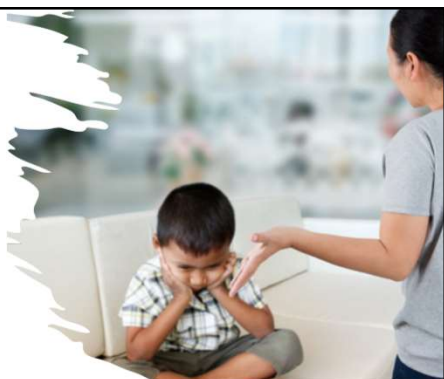
Emotion Coach

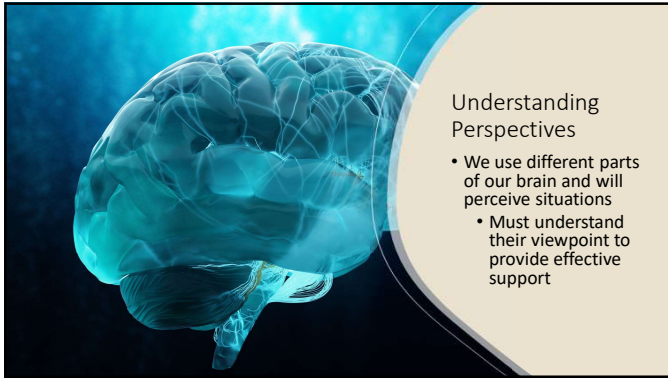


Effective Communication



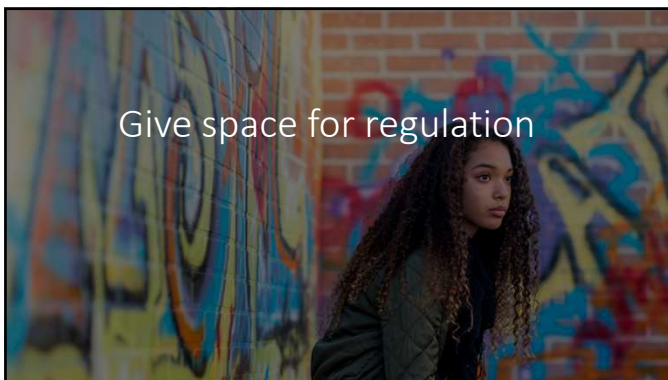
Adults don't tend to understand children's experiences and needs



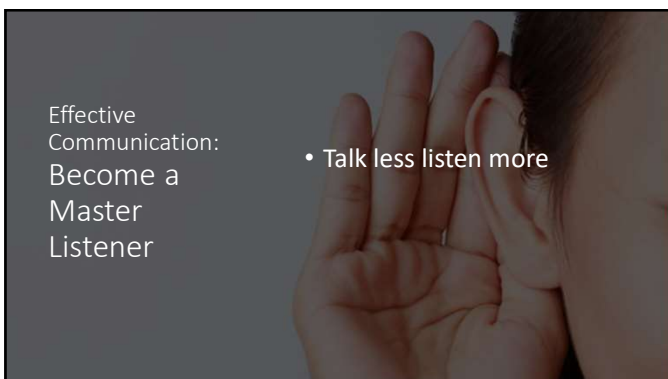


Understanding Perspectives

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



Give space for regulation



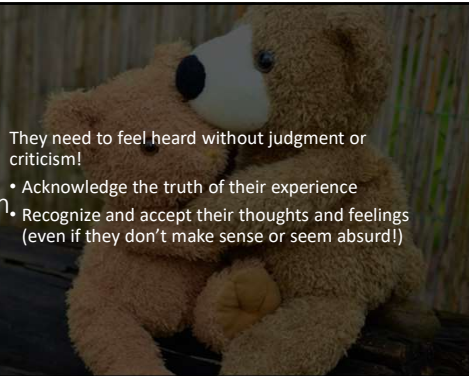
Effective Communication: Become a Master Listener

- 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



How we Talk Particularly
Important for PDA



PDA

- Pervasive Developmental Disorder
- Pervasive Drive for Autonomy**



PDA

Behavioural vs. Emotional?

Absolute control of environment

- To avoid everyday demands and expectations
- Harder the more routine things become

Social communication and interaction

Rigid thinking

Pervasive

How PDA Shows Up

- Avoidant behaviours of **everyday demands and expectations**
- NOT about the activity itself that makes it aversive. **The demand is aversive.**
- Fight-flight

Extreme overreactions,

Avoidance, escape


Noncompliance, negotiation, excuses

Aggression

Distraction, procrastination

Clinginess

Controlling, rigidity



- MUST respond effectively
- Relationship is key! (vs. compliance)
 - Positive interactions
 - Unconditional positive regard and acceptance
 - No negativity
 - Create safety!

Adults!

What's Helpful?



- Novelty, spontaneity, and unpredictability

- **Indirect**

- **Declarative language**

- Address Anxiety

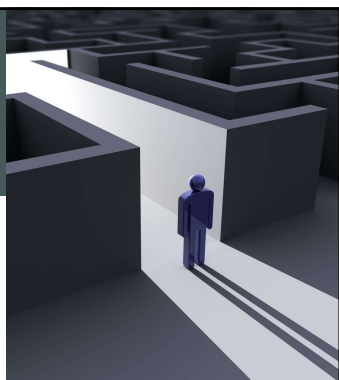


- Positive reinforcement
- Direct demands

Address Anxiety: Exposure

Build tolerance to uncomfortable feelings: Collaborate!

- Ensure learning is happening - there must be some discomfort/challenge
- They can handle it!



Even if they challenge, we still have to work hard



RESPECTFUL



POSITIVE



ASSERTIVE



NON-AGGRESSIVE



CARING

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

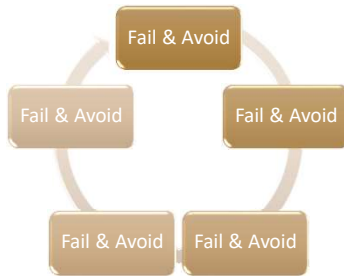
A child's greatest need is
to feel accepted and
valued just as they are

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.*

Consider feedback loops

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



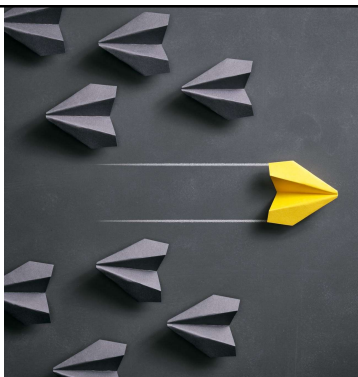
Behaviour!



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
 Automate (requires less brain energy!)
 Tie new behaviours to existing ones
 Use positive motivators vs. Punishment
 Make rewards appealing and immediate
 Acknowledge adaptive behaviours
 Review expectations and support at point of performance
 Provide ongoing structure and support for success
 Choices
 Structured breaks

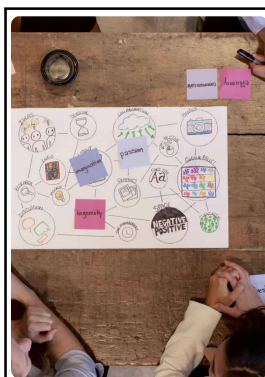
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Provide:

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

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

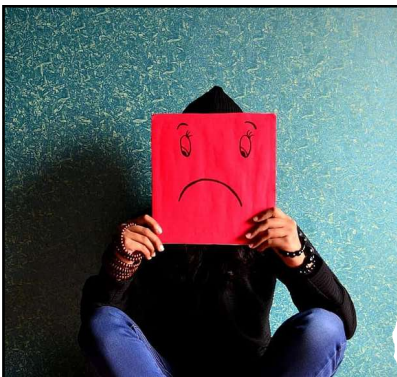
Did What: Helped figure out a problem in science.

From: Chana




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





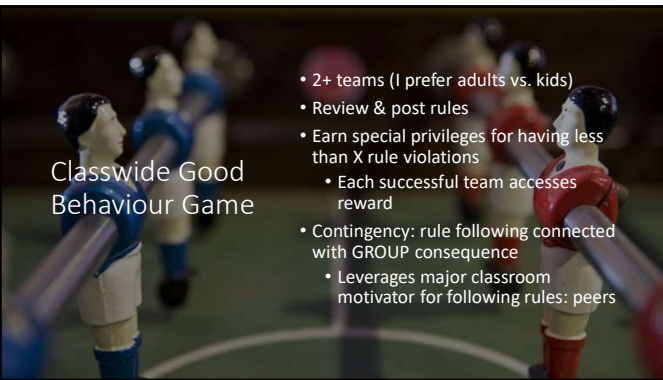
Remember
context:
Save Face

Watch what you
say when and
where you say it



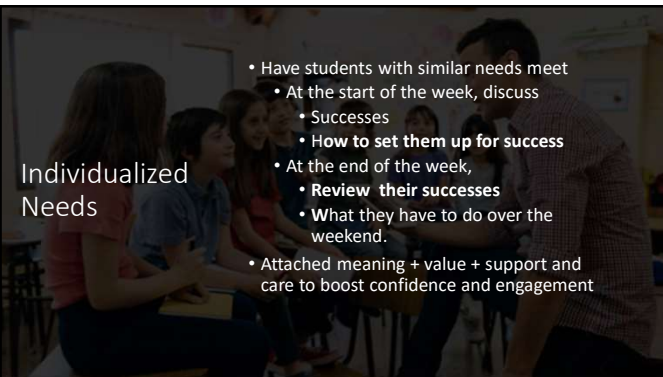
Interdependent Group- Oriented Contingencies

- 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



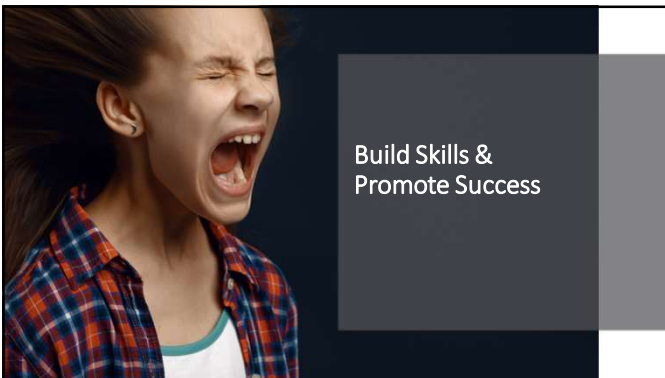
Individualized Needs

- 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



Build Skills & Promote Success



Focus on the student
not the behaviour

Externalize Behaviours & Work as a Team

The # 1
thing they
need to
learn?



Behaviours are
Driven by Emotion

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For ALL Students:
How to manage the experience of
big emotions when they show up

Not the actual trigger

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True for PDA too!

- Related to anxiety
- Feel threatened and will do what they can to avoid the threat
- Rigid thinking
- Intolerance of uncertainty

Address What is Underlying Anxiety

- Address underlying deficits to ensure success
 - Executive functioning
 - Problem solving
 - Social skills
- Optimal zone of tolerance!
- Sensory processing



For all students:
Curiosity is a key
response to
emotional
experiences



Externalize

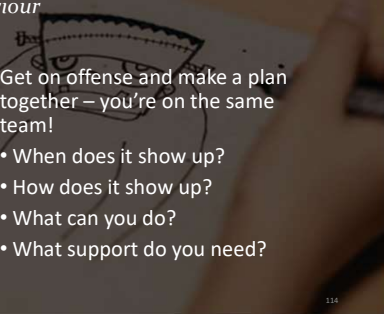
They are not their behaviour


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?



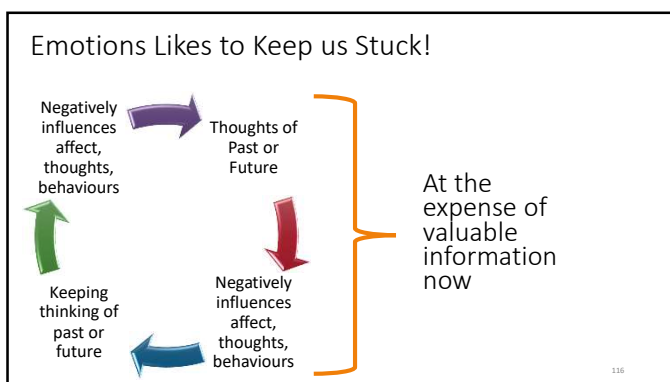


Expose it

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.

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Planned Ignoring!

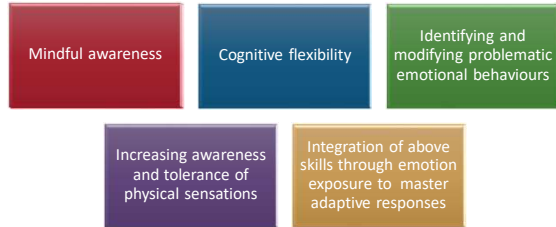
- You are NOT going to respond to any of these henchmen:
 - Time wasters
 - Mind robbers
 - Brain drainers
 - Mean Jean
 - Explosive Bob
 - Worry Wanda
 - Distracting Dan
 - Yelling McGee

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

- When they _____

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Core skills



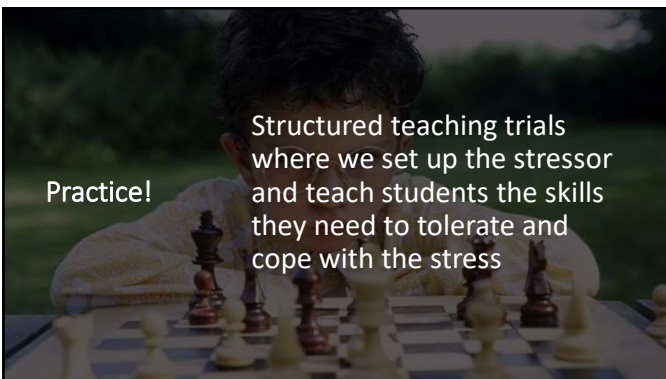
Practice

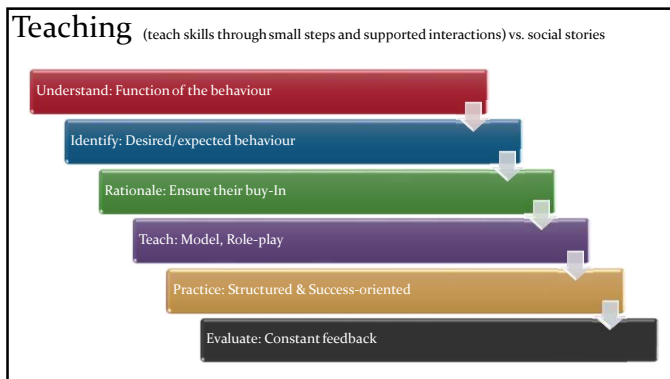
- Not being first in line
- Losing a game
- Meeting a cute puppy
- iPad unavailable
- Someone cheats at soccer
- Making a mistake



Practice!

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





- 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

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

LET THEM PLAY!!!



1.25

LET THEM HELP!!!

With IMPORTANT things
Sooner vs. later



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?

Mistake of the day/
Honourary
Mistake Wall



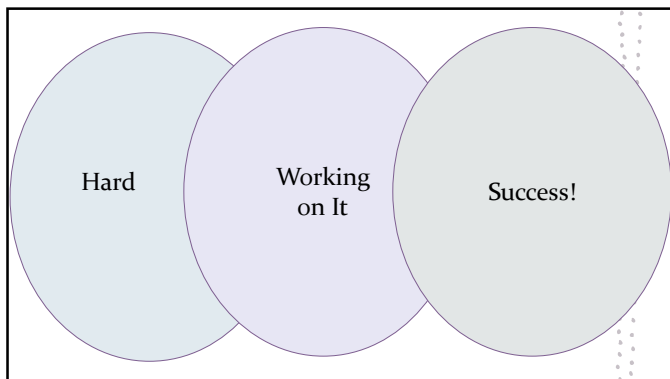
Embracing mistakes

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?



Important!

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



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

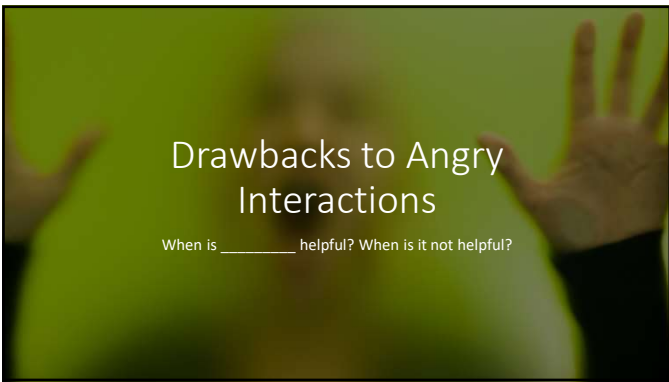
Use teaching interactions

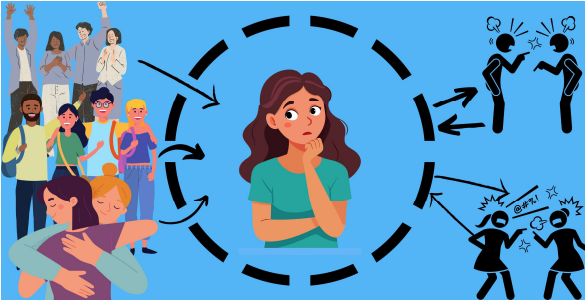
▪ Reciprocity in relationships




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?

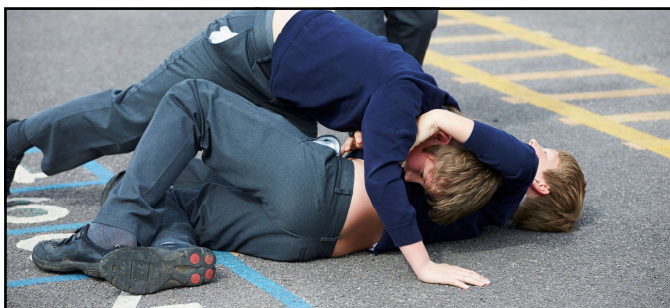


Model!

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



BONUS (IF TIME): Reactive Strategies



Avoid Reinforcing Problem Behaviours

Avoid Counterproductive Approaches!



Avoid Counterproductive Approaches!



Avoid Punishment

Limited effectiveness in behaviour change

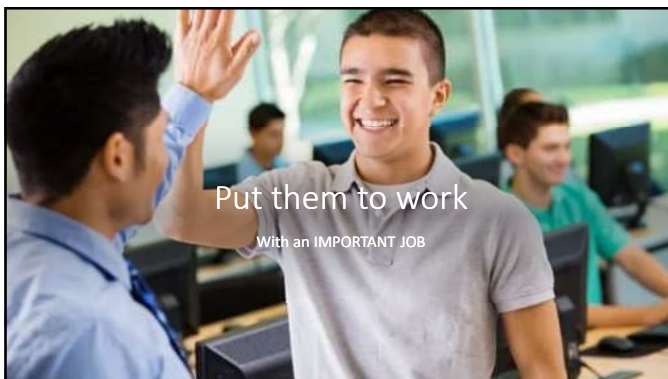
- Increased aggression, avoidance, delinquent behaviours, and school dropout
- Higher re-offense rates
- Negative impact on academic achievement & social success
- Does not teach skills
- Damage to adult-child relationships
- Contributes to long-term negative consequences



Get Them Thinking About Their Own Behaviours

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

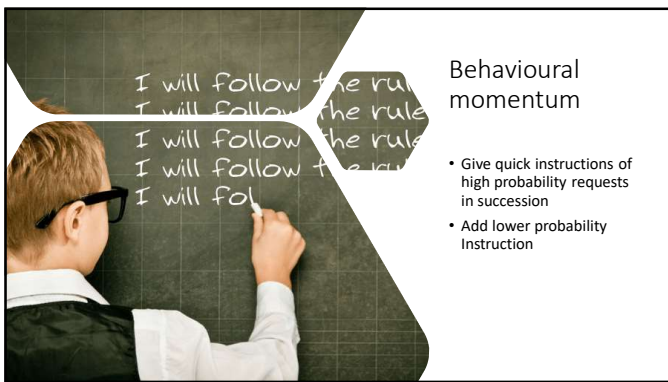




Put them to work
With an IMPORTANT JOB



Act vs. Talk



Behavioural momentum

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



When crisis hits

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

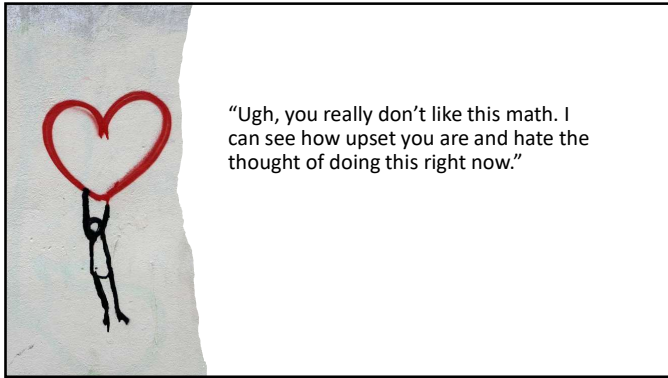
- Teach boundaries proactively
- In crisis though: Meh
 - Just words
 - Normal reaction
 - Helps release tension (better than aggression!)
- Stay calm
 - Otherwise, we teach this is an effective hurtful strategy



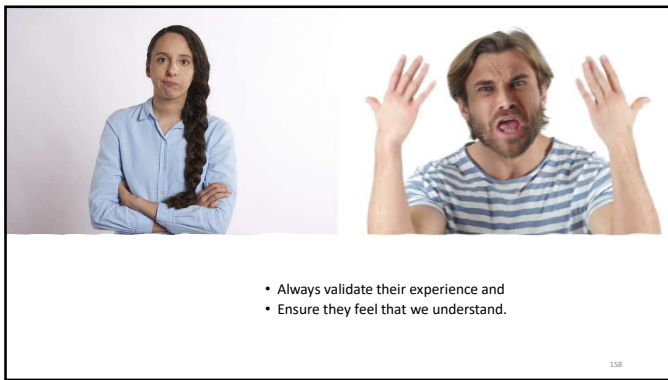
Ideas on how to respond?

Master listener & compassion

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

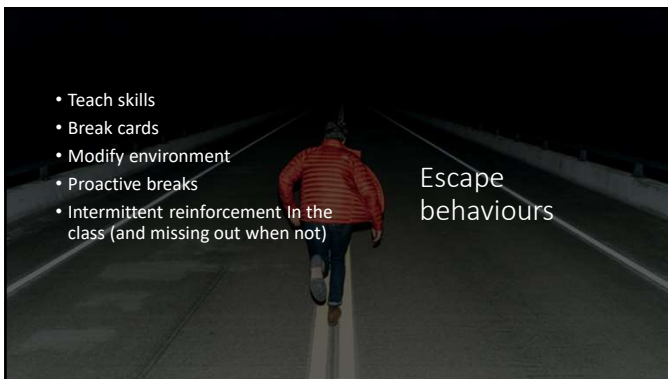


"Ugh, you really don't like this math. I can see how upset you are and hate the thought of doing this right now."



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

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

Escape behaviours




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

Understand what the behaviour tells us

Address motivation of behaviour and behaviour change

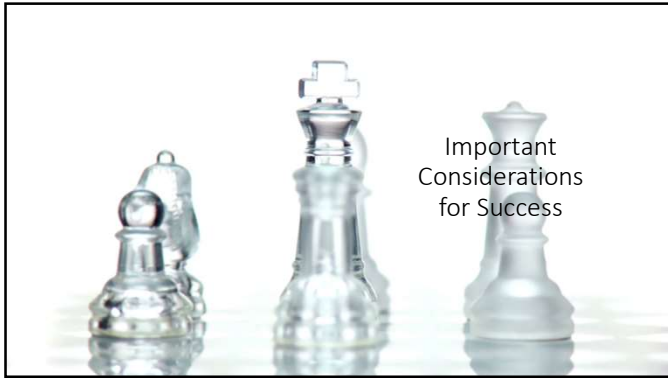
How is the child motivated

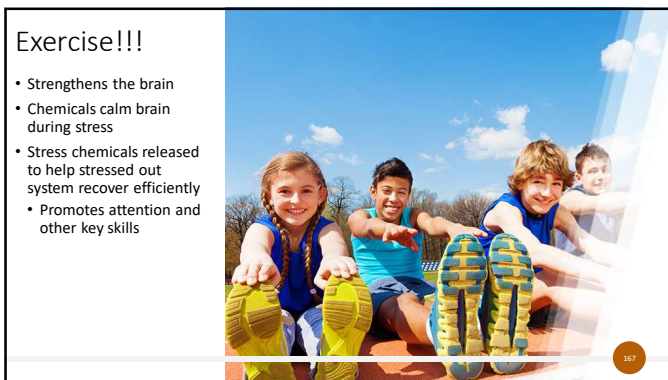
Teach skills

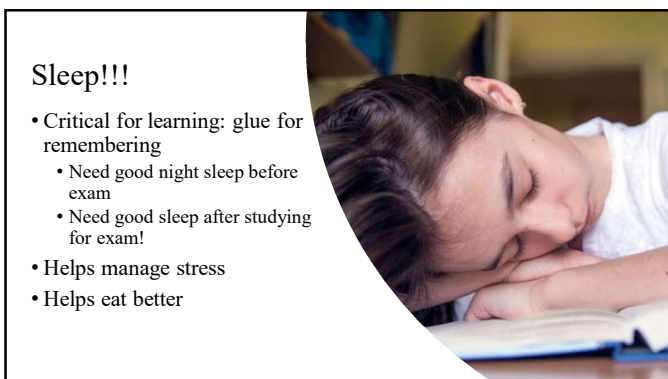
Safety, mutual respect

drcarolinebuzanko.com

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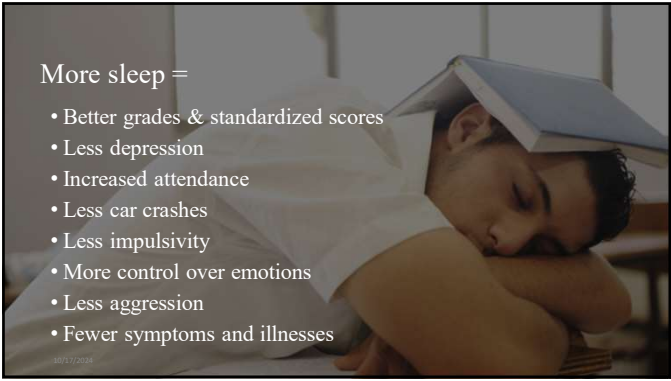






More sleep =

- 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
