



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

*Nurturing Responsible,  
Proactive, & Empowered Kids*

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<https://parentsoftheyear.com>

<https://bit.ly/overpoweringemotionspodcast>

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**Developmentally Appropriate Behaviours**

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|  <p><b>Preschoolers</b></p> <ul style="list-style-type: none"> <li>• Argue</li> <li>• Demanding</li> <li>• Independence</li> <li>• Say "No!"</li> <li>• Test limits</li> <li>• Act babyish</li> <li>• Some tantrum</li> <li>• Minor aggression</li> <li>• Jealousy, worries</li> <li>• Know-it-all</li> </ul> |  <p><b>Grade school</b></p> <ul style="list-style-type: none"> <li>• Want more freedom but need help</li> <li>• Struggle with failure</li> <li>• Support to manage big emotions</li> <li>• Poor verbal impulse control</li> <li>• Test limits</li> <li>• Tantrums</li> <li>• Dramatic</li> <li>• Complaining</li> </ul> |  <p><b>Early Adolescence</b></p> <ul style="list-style-type: none"> <li>• Attitude</li> <li>• Mild opposition</li> <li>• Social skills trouble</li> <li>• Don't think of consequences of actions</li> <li>• Argumentative</li> <li>• Push against/argue about rules</li> <li>• Disrespectful</li> <li>• Blame others</li> </ul> |  <p><b>Teens</b></p> <ul style="list-style-type: none"> <li>• Experimenting</li> <li>• Minor rebellion</li> <li>• Control for autonomy</li> <li>• Resistance to authority</li> <li>• Moody</li> <li>• Noncompliant, Defiant</li> <li>• Emotionally distant</li> <li>• Impulsive and risk taking</li> <li>• Dismissive</li> <li>• Misread social cues</li> </ul> |
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Warning!  
100%  
obedience  
comes at a  
great cost

**Importance of acting out**

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



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Result of both



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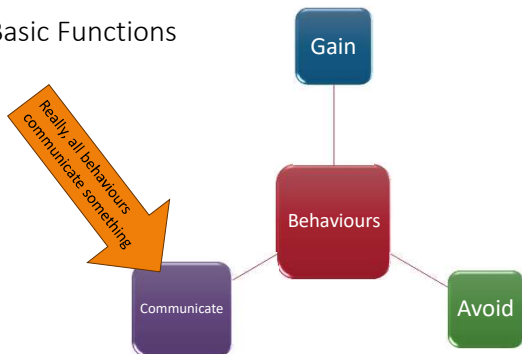
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**Basic Functions**



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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

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Mood Predicts Behaviour



Physical

- Environmental enrichment
- Noise

Social

- Interaction history

Physiological

- Ill/pain
- Hungry
- Tired

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Emotions Lead to Behavioural Responses

Anger

Assert, defend

Fear

Fight, Flee, freeze

Joy

Connect, engage

Shame

Avoid

Sadness

Support, withdrawal

Excitement

Attend, explore

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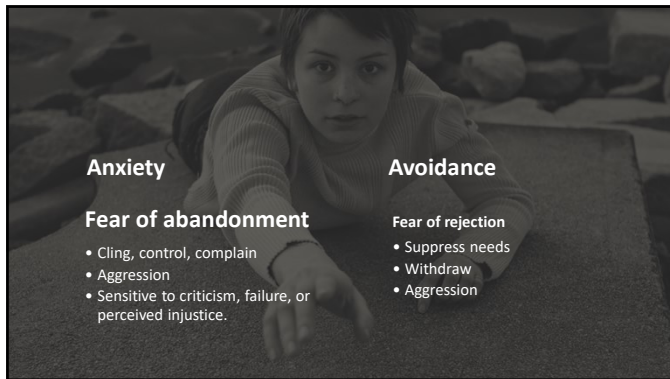
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### Anxiety

#### Fear of abandonment

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

### Avoidance

#### Fear of rejection

- Suppress needs
- Withdraw
- Aggression

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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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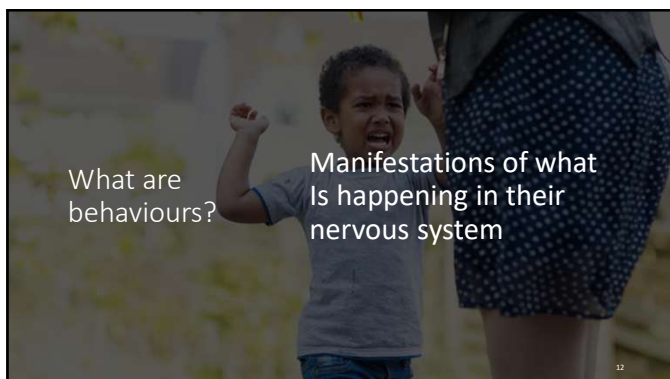
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What are behaviours?

Manifestations of what is happening in their nervous system

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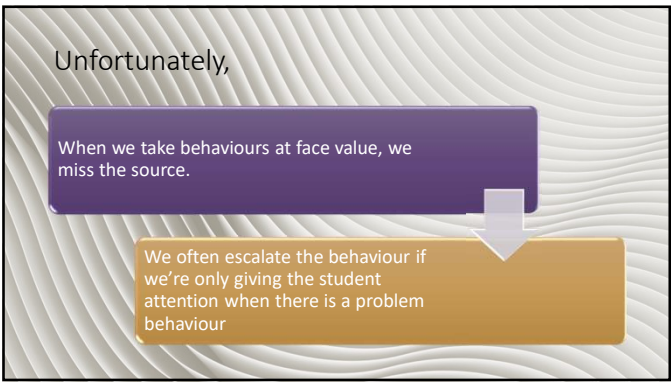
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## Misbehaviour

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



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## Stress behaviour

- None of these capacities



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Strong emotions limit flexibility and perspective taking



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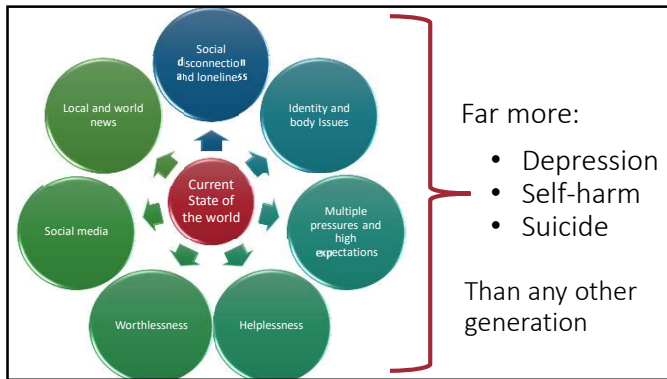
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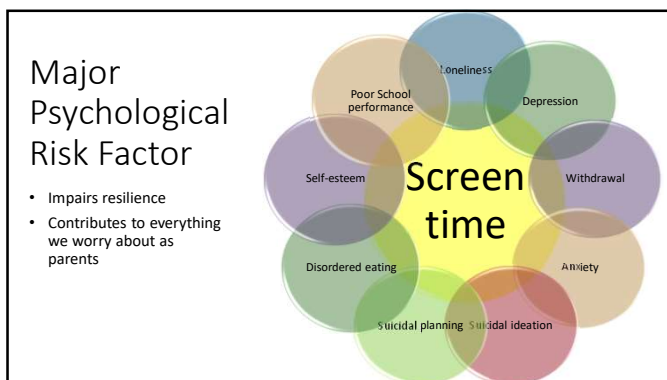
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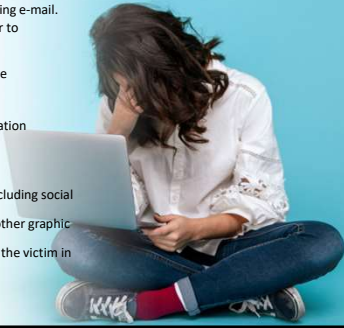
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### Bullying doesn't happen privately anymore

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



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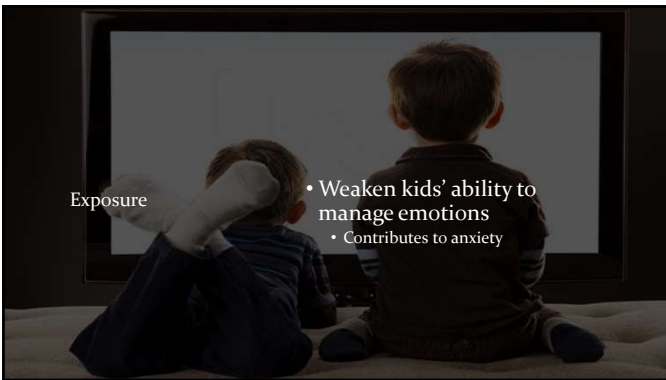
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Exposure

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



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- Poor self-regulation because resources used up
- Poor emotion regulation
  - Increased emotional reactivity
  - Proactive aggression
  - Anti-social behaviours

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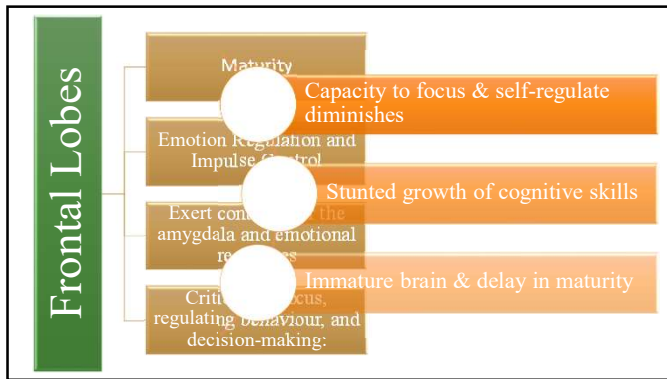
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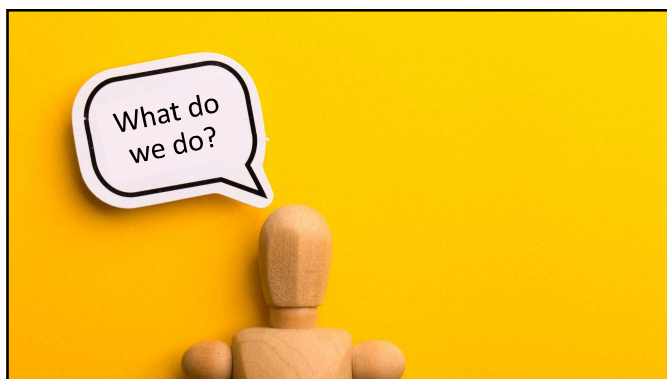
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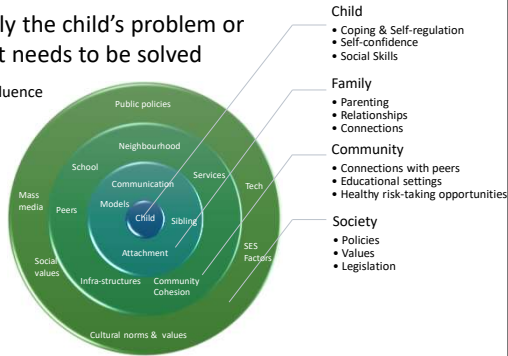
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## Not always only the child's problem or behaviour that needs to be solved

Numerous factors influence the ability to cope




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




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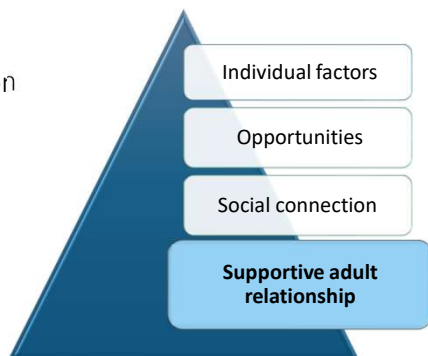
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Self-regulation Pyramid




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# It Takes Work...

Values Discovery

Identify own values in your role

Goals in your role

Hopes for students' futures

Professional/Personal Mission Statement

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## 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?

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## 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?

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## 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?



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## 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

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## Get Out of the Traps

*This alone can make all the difference in the world*

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### 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?



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### Unhelpful Interactions can Create Loneliness

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



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### 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



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### Talking too much or asking lots of questions



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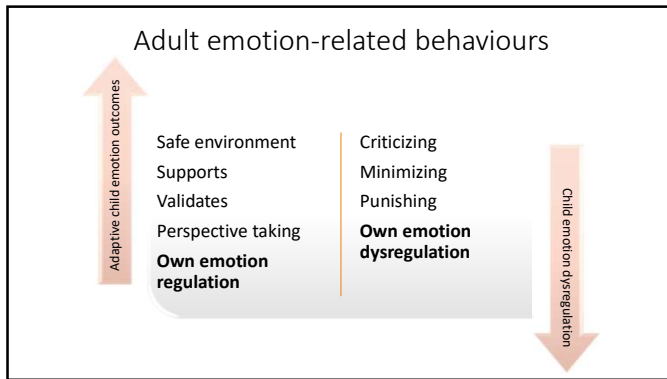
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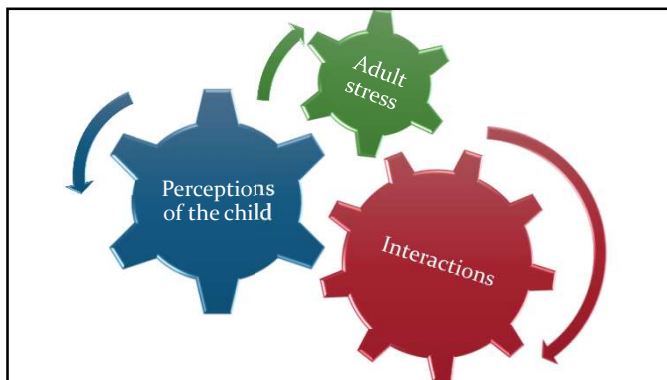
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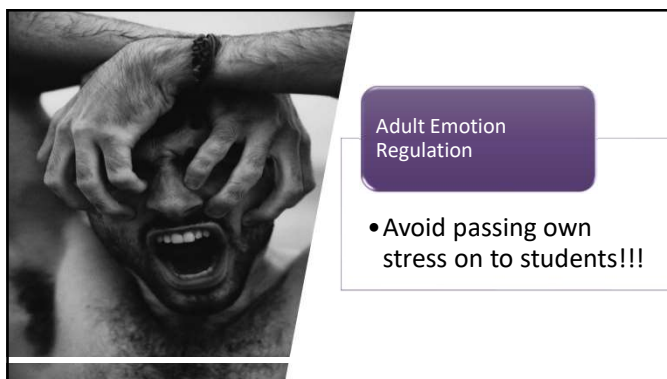
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Stress is Contagious

•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

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

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Caught in stress and lack and deficits

Disruptive

Character: distract, impulsive, restless, hyperactive

Aggressive

Talks excessively, disrupts the class.

Impulsive behavior, cause suspicion and peer conflict

Poor social awareness. Limited conflict resolution skills.

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

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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?

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Perceive Students for Their FULL Potential

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Interpersonal Expectancy Effects



Positive teacher expectations can significantly enhance student performance and intellectual growth



Positive expectations beyond the classroom

Rosenthal & Jacobson, 1966

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Bossiness

Aggressiveness

Argumentative

Stubborn

Easily upset

- LEADER
- ASSERTIVE (knows and gets what she needs)
- Strong conflict resolver and negotiator
- Persistent
- Emotionally expressive (easier to help and quicker to recover!)

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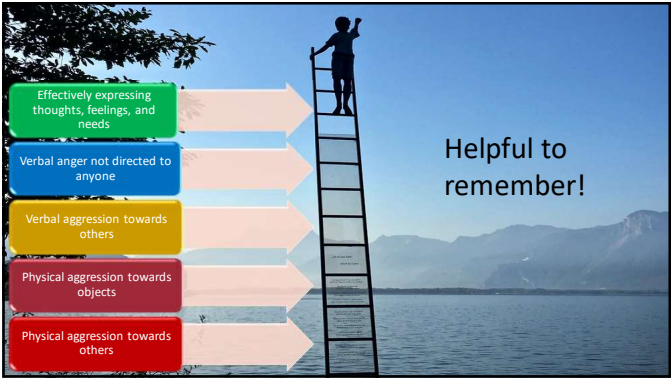
Effectively expressing thoughts, feelings, and needs

Verbal anger not directed to anyone

Verbal aggression towards others

Physical aggression towards objects

Physical aggression towards others



Helpful to remember!

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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

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## 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      |

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## Relationship: How do you show up?

One small change in your interactions can be a gamechanger.

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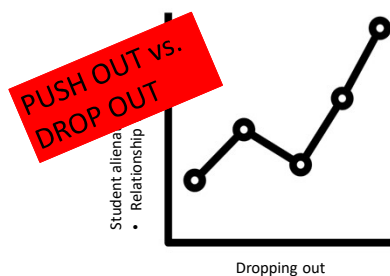
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## You have less than 6 minutes

- Stand just in/outside the door or go around the room
- Greet each student positively
- Say their name
- Have a short positive interaction
- Follow student's lead
- Handshake, fist bump, high five, pinkie shake
- Direct them to the first activity
- Specific acknowledgement to reinforce desired behaviours
- Kids need to feel liked and respected
- What can you DO to strengthen your relationship with your students every day?

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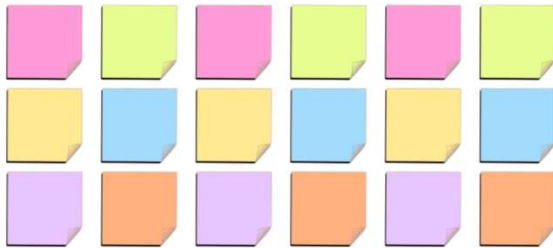
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## What I need from you




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## Psychological Functions



Attention seeking



Power



Revenge



Inadequate

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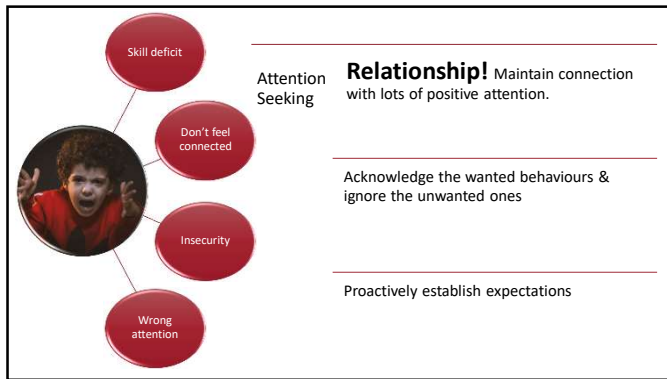
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**Positive Attention & Planned Ignoring**

For behaviours that are maintained by adult attention

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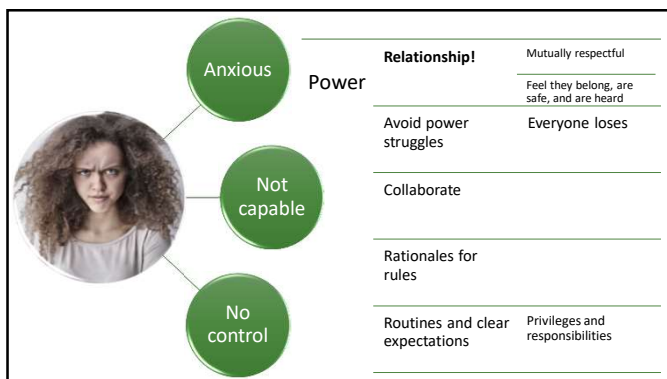
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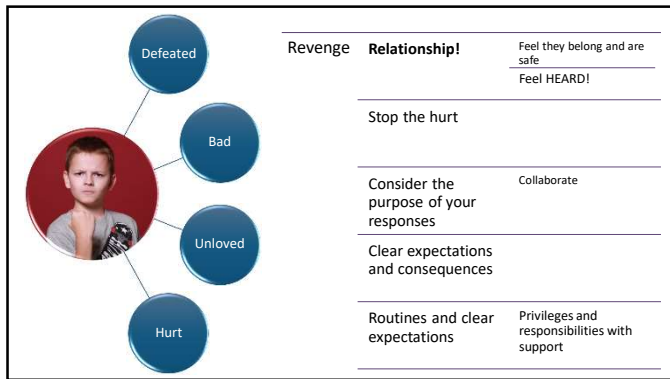
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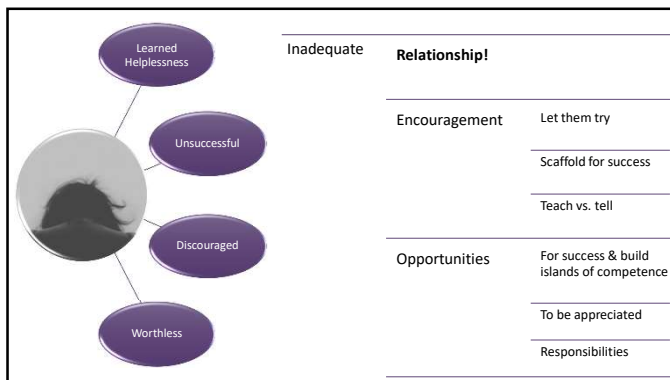
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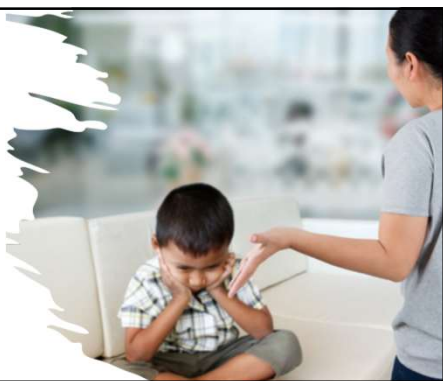
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Adults don't tend to understand children's experiences and needs



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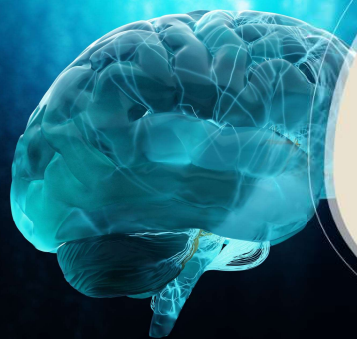
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#### Understanding Perspectives

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



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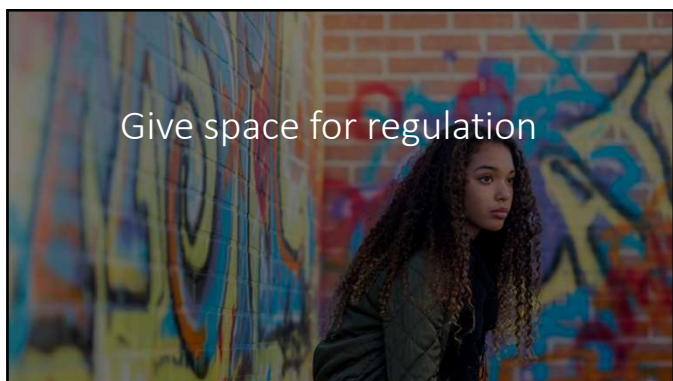
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Give space for regulation



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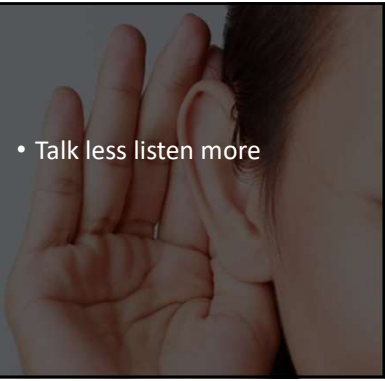
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Effective Communication:  
Become a Master Listener

- Talk less listen more



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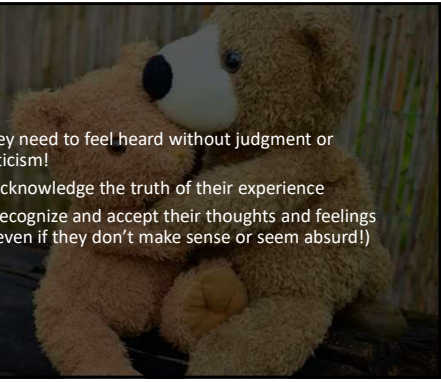
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Validation Helps Disarm

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!)



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OR, even better... ADJECTIVE!

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

Did I get it?

Is there more?

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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

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Replace  
negativity  
with curiosity



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Even if they  
challenge, we  
still have to  
work hard



RESPECTFUL



POSITIVE



ASSERTIVE



NON-  
AGGRESSIVE



CARING

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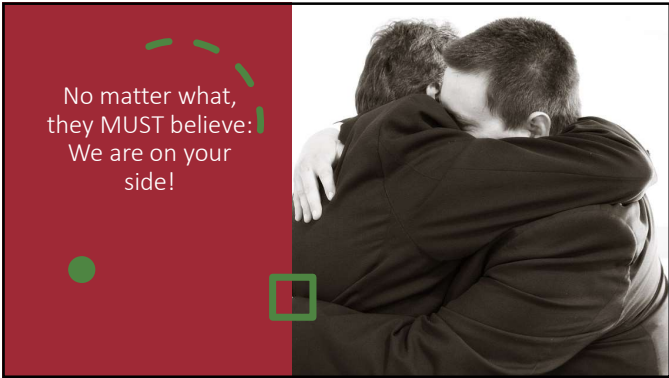
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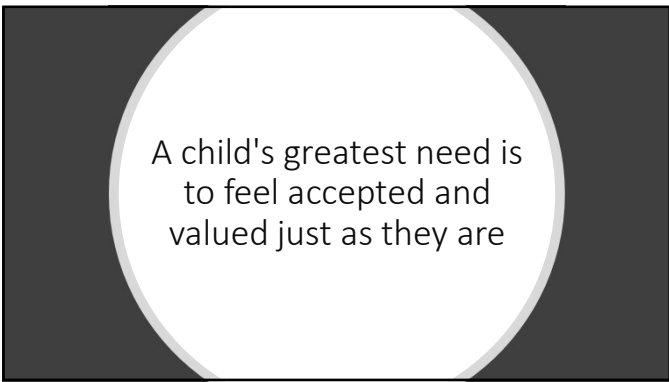
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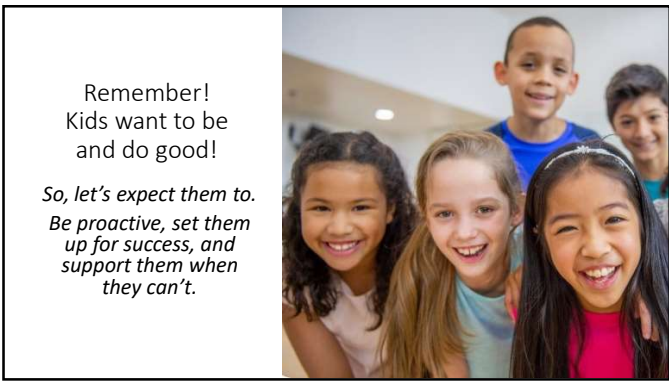
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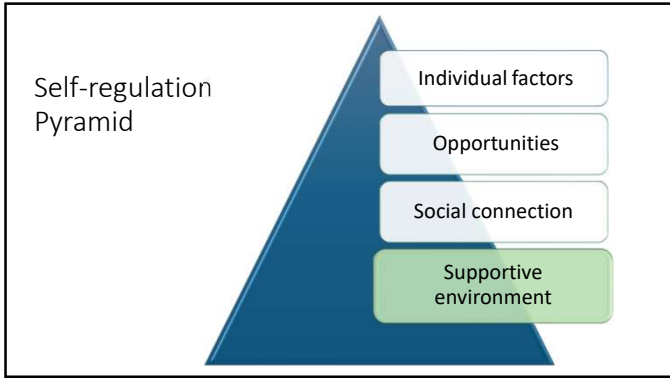
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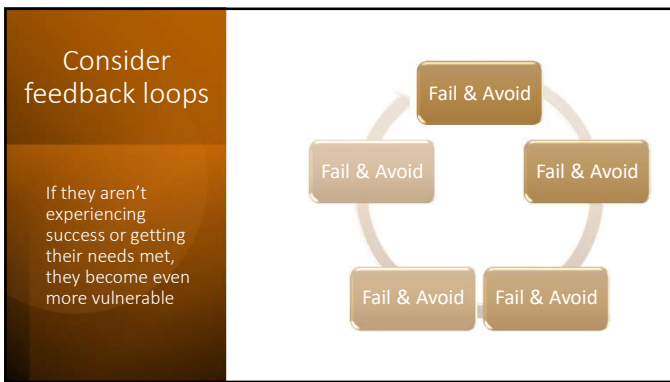
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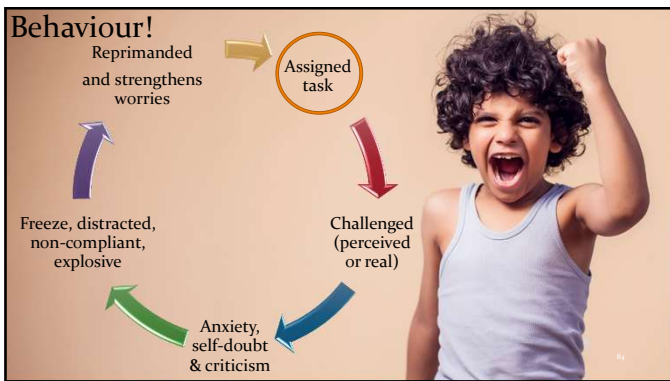
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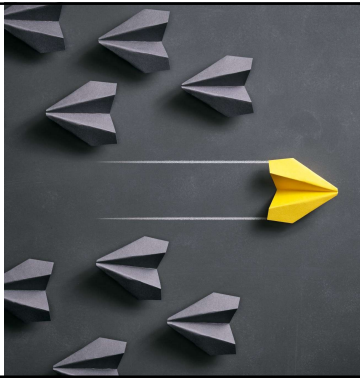
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## Get on Offense!

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




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## Establishing Behaviour Expectations & Strategies

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

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## Provide:

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

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## Unhelpful Instructions

Buried  
Chained  
Questions  
Repeated  
Vague  
Let's  
Yelled

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## Better Instructions

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

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## 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.

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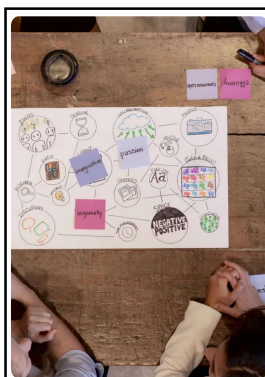
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## Boosting Motivation

- 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

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Start the day  
off right



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*Backwards Behaviour Modification: Catch 'em being good*

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### 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<br>• Good natured & easy going |
| Lies               | • Is honest  |

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I caught you!

|              |                                |
|--------------|--------------------------------|
| Calling out  | • Put up their hand            |
| Name calling | • Helping, complimenting       |
| Hitting      | • Using words to express upset |

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Focus on  
ACKNOWLEDGEMENT  
(of contribution)  
vs. Praise




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## 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!

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## 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          |                           |                                  |                        |                                   |                                    |

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Reinforcement Exhaustion

Replace praise with gratitude

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## Tootling Slip

Who: Suzie

Did What: Helped figure out a problem in science.

From: Chana



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



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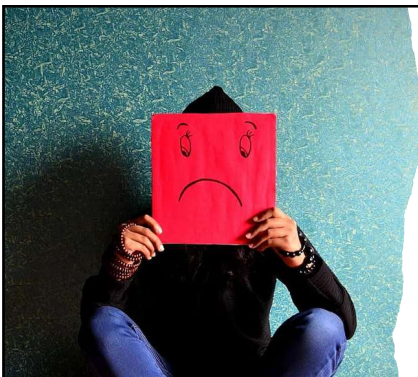
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Remember  
context:  
*Save Face*

Watch what you  
say when and  
where you say it

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### 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)

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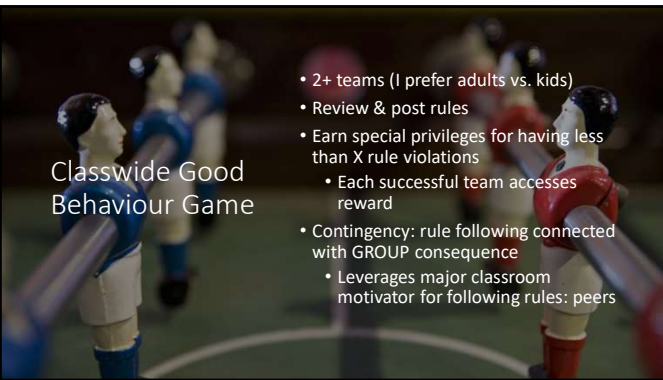
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### Classwide Good Behaviour Game

- 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

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### 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

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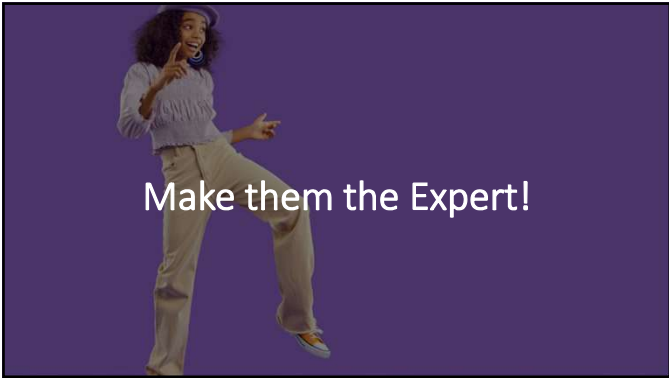
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Check-In Check-Out (CICO)

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

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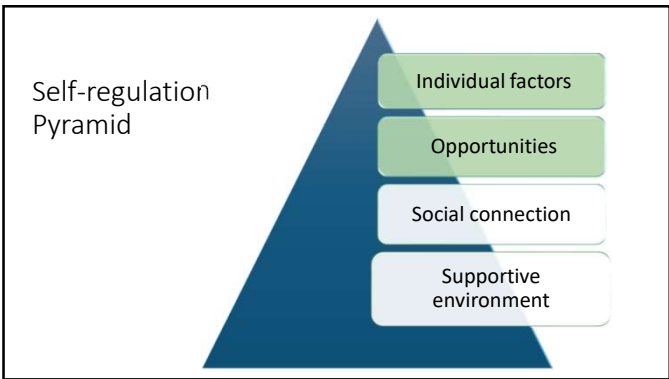
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105

[illegible]

### Not the actual trigger

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[illegible]



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### 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?

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### 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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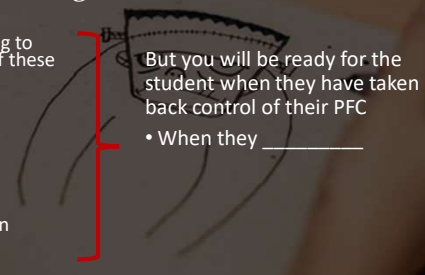
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### Planned Ignoring!

- 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 taken back control of their PFC

- When they \_\_\_\_\_

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### Build Acceptance & Tolerance

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



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

Become reactive  
Misinterpret and leads to more sensations...



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Emotions  
show up in  
the body

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

- Cannot change reactions without this understanding

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Practice!

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

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Practice

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

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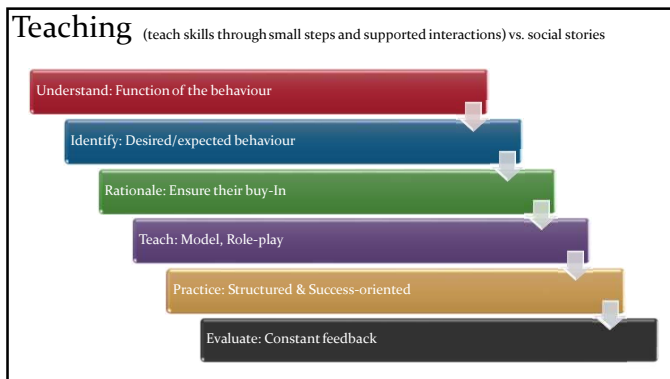
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- Which child was most like you?
  - Why?
- Who was successful?
  - What did they do to be successful?
- Who wasn't successful?
  - What could they have done to be successful?
- When is it better to get the small reward right away vs. the big reward 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

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## 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

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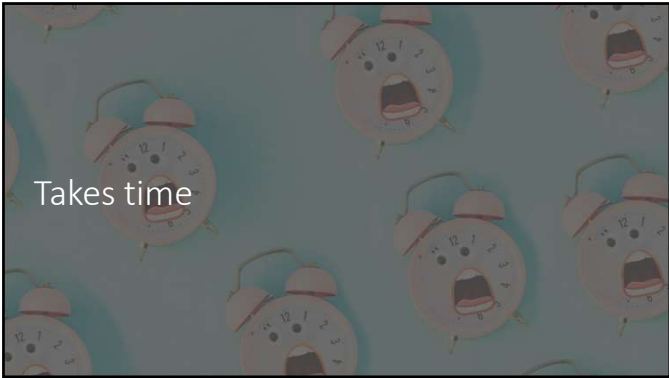
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Takes time

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### 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



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### 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



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### 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?

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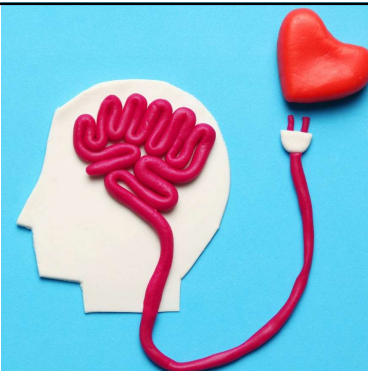
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### Conflict Resolution

Teach!

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



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### 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)?

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Conflict Resolution

Effective

Communication

Use teaching interactions

▪ Reciprocity in relationships



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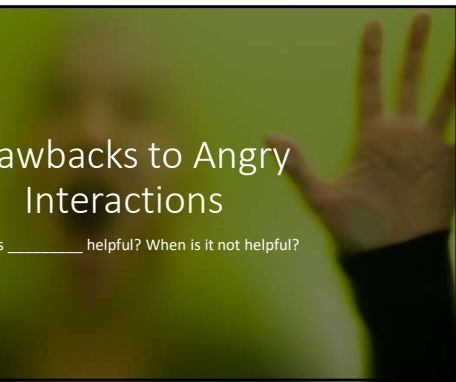
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Drawbacks to Angry Interactions

When is \_\_\_\_\_ helpful? When is it not helpful?



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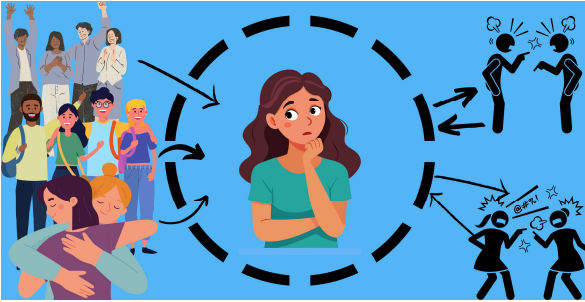
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### Promote self-reflection

- 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?

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### Model!

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

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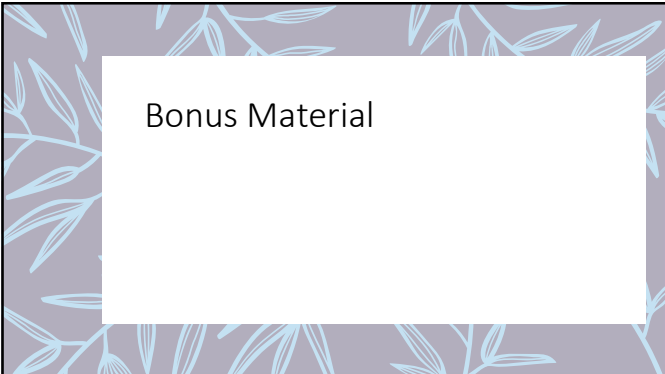
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### Bonus Material

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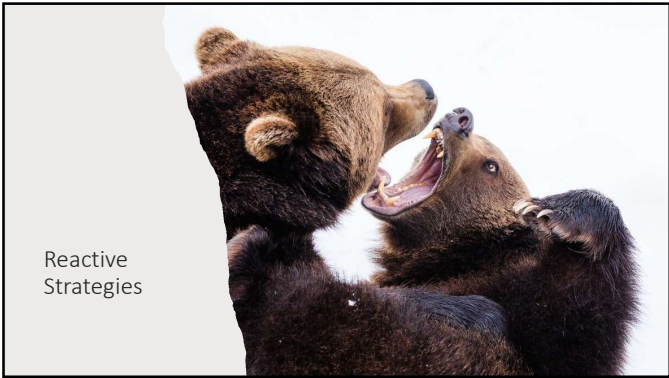
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Reactive  
Strategies

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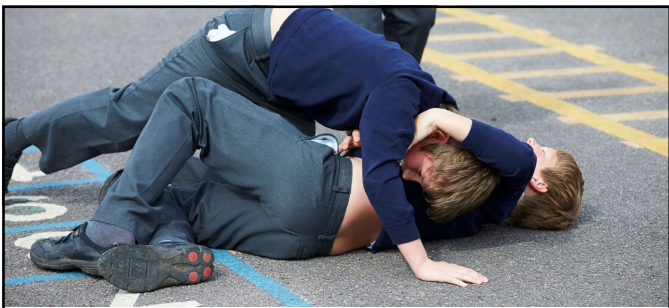
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Avoid Reinforcing Problem Behaviours

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**Avoid Counterproductive Approaches!**

|                        |  |
|------------------------|--|
| <b>Lecturing</b>       | <ul style="list-style-type: none"><li>• Proactively establish expectations &amp; calmly remind them</li></ul>                      |
| <b>Power struggles</b> | <ul style="list-style-type: none"><li>• Pre-established expectations, active listening, choices</li><li>• Privacy!</li></ul>       |
| <b>Arguing</b>         | <ul style="list-style-type: none"><li>• Stay calm and assertive</li></ul>  |
| <b>Confrontation</b>   | <ul style="list-style-type: none"><li>• Wait until calm &amp; offer invitation</li><li>• Establish regular meeting times</li></ul> |

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## 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

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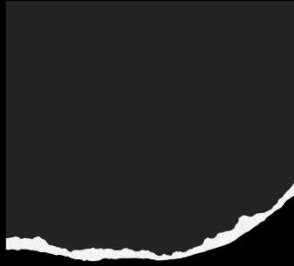
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## Avoid Punishment

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




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## Get Them Thinking About Their Own Behaviours

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




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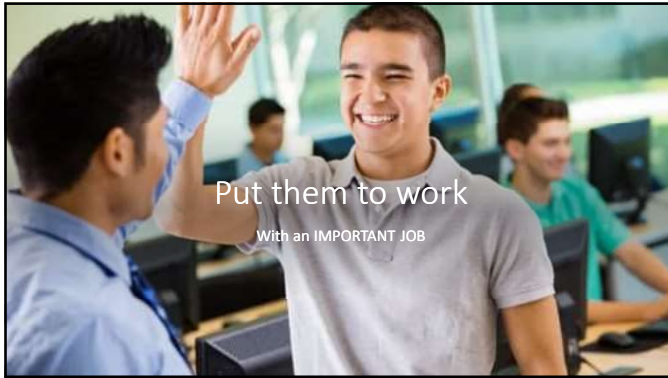
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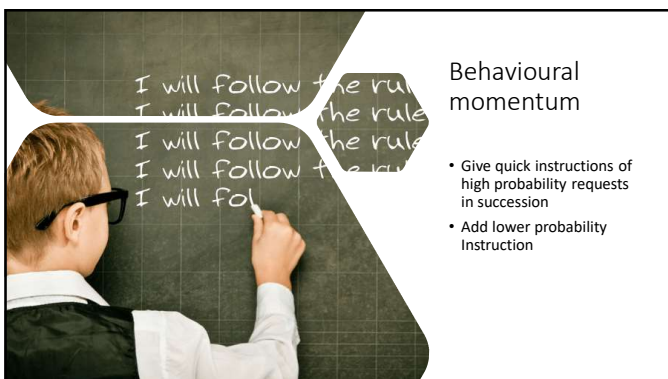
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Get Curious  
Not Furious



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Separate  
Consequence  
Discussions from  
Emotional  
Validation

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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



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### 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

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### 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

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How would you respond?

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



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### Ideas on how to respond?

**Master listener & compassion**

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

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

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

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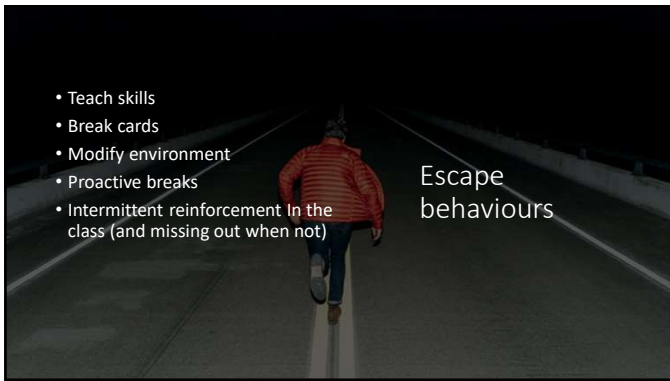
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- Teach skills
- Break cards
- Modify environment
- Proactive breaks
- Intermittent reinforcement in the class (and missing out when not)

Escape behaviours

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Physical aggression

Adults & Kids Master De-Escalation & Crisis Management

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Physical aggression towards you

- Dignity & respect
- Create safety
- Collaborative Framework
- De-escalation strategies
  - Create space
  - Call for help



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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




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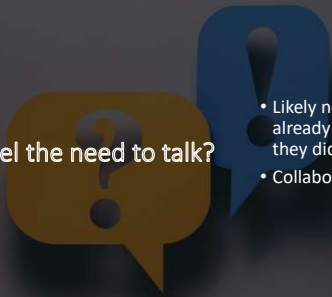
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Still feel the need to talk?



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

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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 |
|----------------------------------|--------|-------------------------|

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# Overall framework for behaviour change




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# Mistake of the day/ Honourary Mistake Wall




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## 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?

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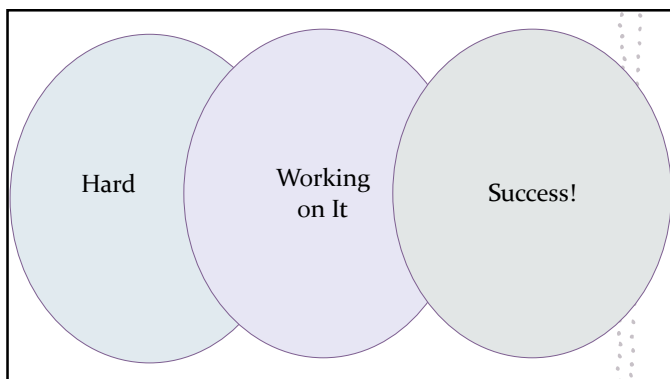
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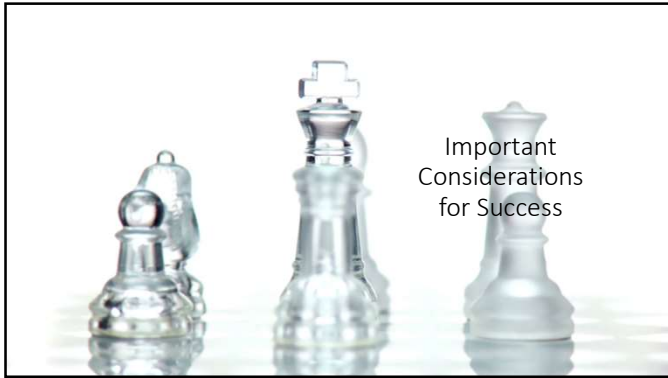
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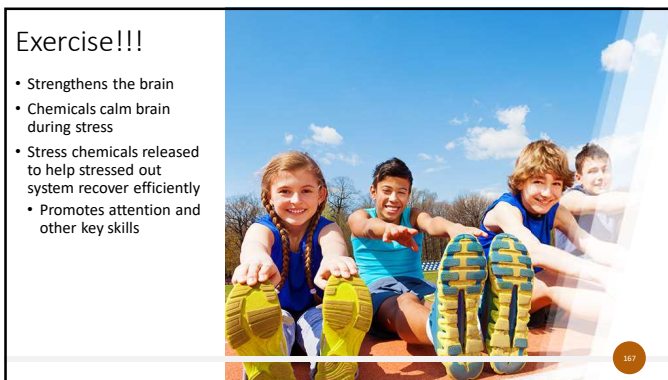
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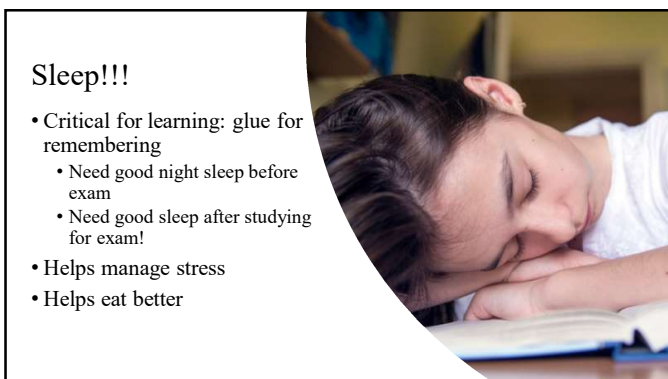
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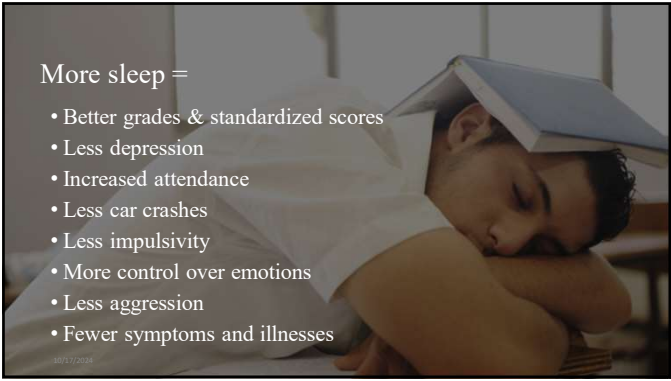
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More sleep =

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



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Important Considerations



Hydration!



Healthy diet



Appropriate leisure activities

Collections  
Physical recreation  
Creative pursuits  
Nature

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