

RECLAIMING OUR STUDENTS

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JACK HIROSE CONFERENCES ON *Developmental & Emotional Challenges* *with Children & Adolescents*

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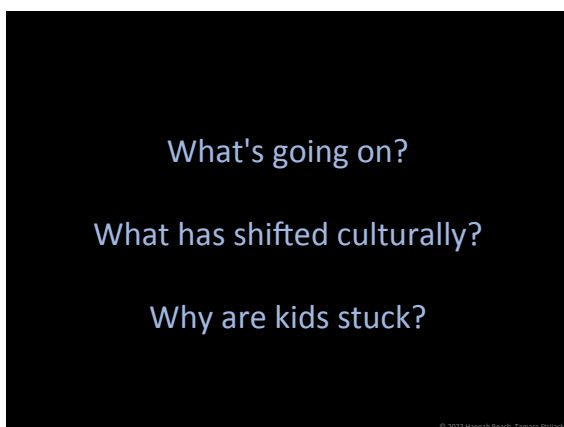
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Why are our students struggling?

- Children have become DISCONNECTED from adult guidance
- Technology has DISRUPTED the connection between adults and children
- Children have LOST opportunities for spontaneous play

less adult guidance
+
less authentic human connection
+
less places for release

=

more frustration
and more anxiety

many of our students are stuck
in survival mode

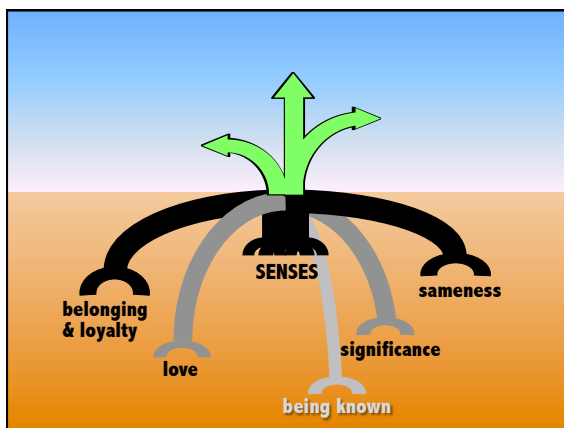
and they need us more than ever

Why do we need to hold on?

Childrens' attachments to the adults responsible for them create the natural context for raising and teaching children.

Essence of Attachment

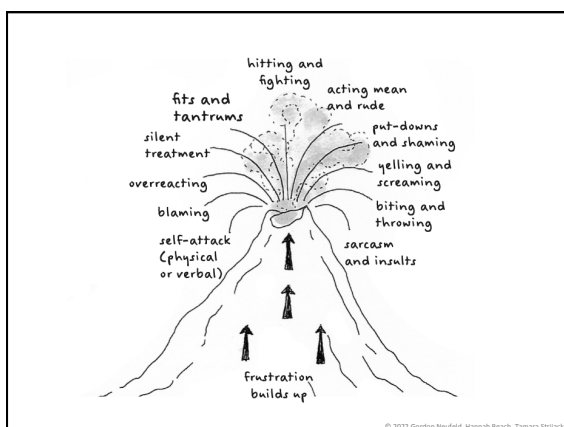
... that drive or relationship characterized by the pursuit and preservation of proximity

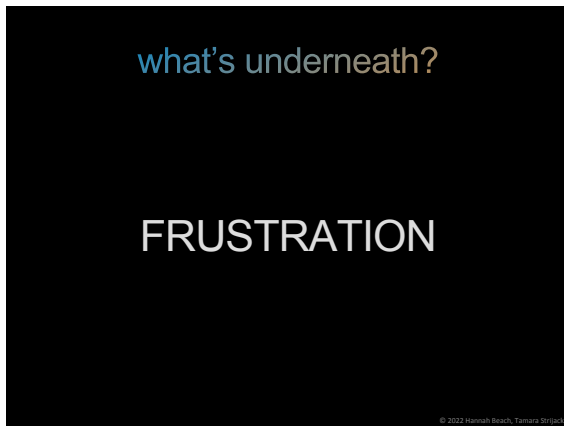


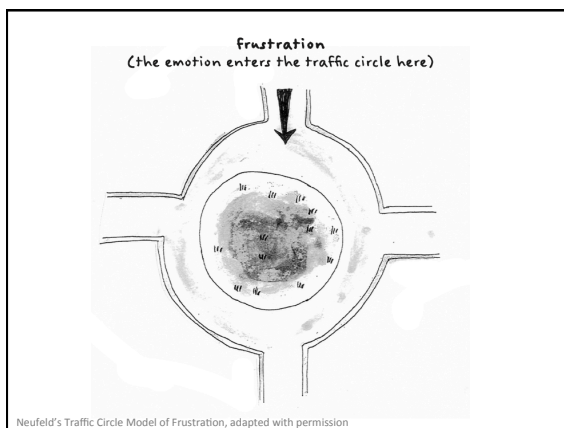


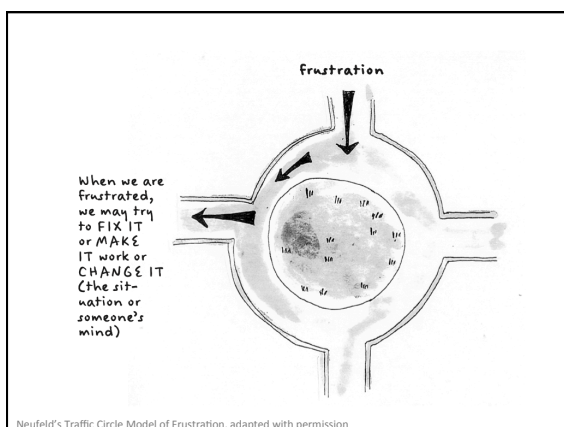


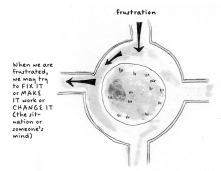








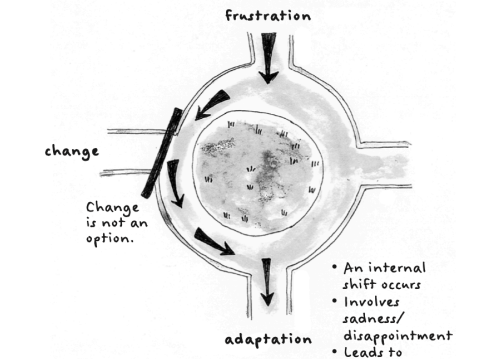




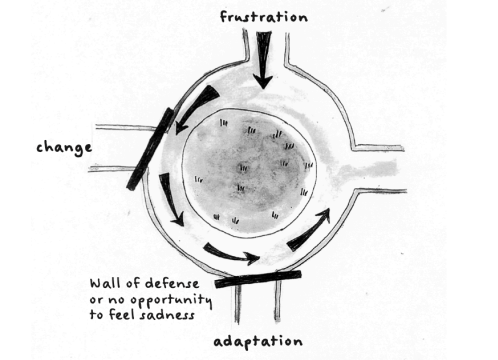
What we can do:

- sometimes it makes sense and it is possible to make a change
- if it's not possible ...

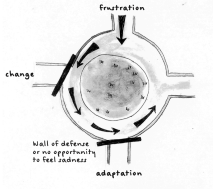
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Neufeld's Traffic Circle Model of Frustration, adapted with permission



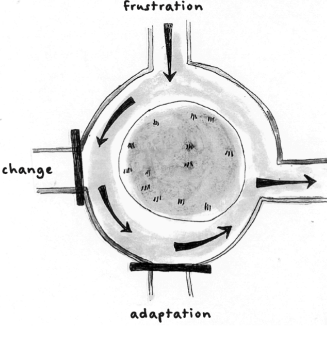
Neufeld's Traffic Circle Model of Frustration, adapted with permission



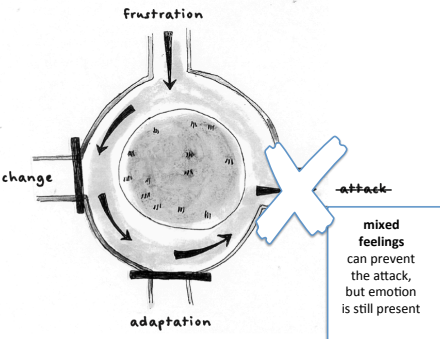
**What we can do:
helping a child adapt**

- coming alongside what you see
(eg. something's not working for you, or I see you are frustrated)
- making it safe:
warm up our voice
add a bit of silence & space
- waiting to address until
emotional intensity has
come down
- honouring defense

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Neufeld's Traffic Circle Model of Frustration, adapted with permission



Neufeld's Traffic Circle Model of Frustration, adapted with permission

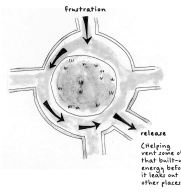
**What we can do:
helping with impulse control**

- modelling our own mixed feelings
- drawing out conflicting feelings (outside of the moment)
- coming alongside their good intentions
- coming up with a plan together
- remember frustration is still present ...

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Neufeld's Traffic Circle Model of Frustration, adapted with permission






**What we can do:
helping with release**

- finding ways individually or as a group
- not drawing attention to it, but rather facilitating when you see the need
- through art, writing, music, movement, nature ... and so much more

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**What we can do:
helping others that are affected, including the class**

- coming alongside all affected
- making amends, taking the lead
- addressing the class

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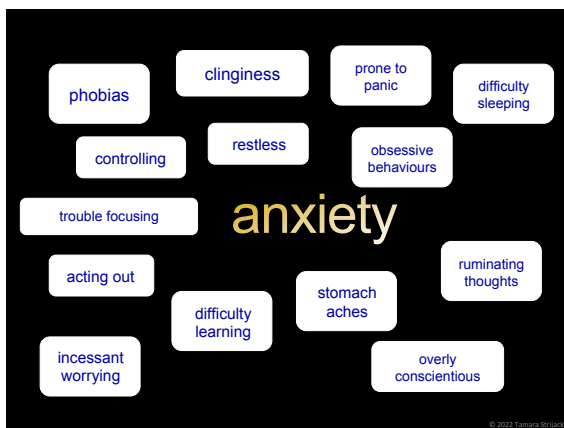
putting insight into practice



The behaviour:
What might be **underneath**?
What can we do **in the moment**?
What can we do **all the time**?

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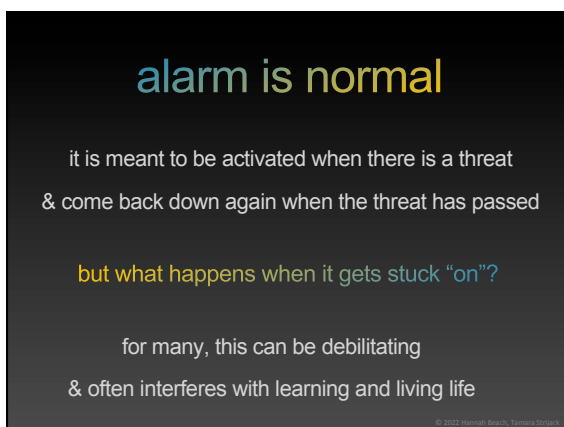












our alarm is meant to move us to caution
to keep us safe from danger and from threats

but what if we aren't able to see the threat directly
and only catch the edge of it?

some things are too much to look at directly

so our brain lands on other things as the source
and we move to caution accordingly

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why can't we see
what alarms us?

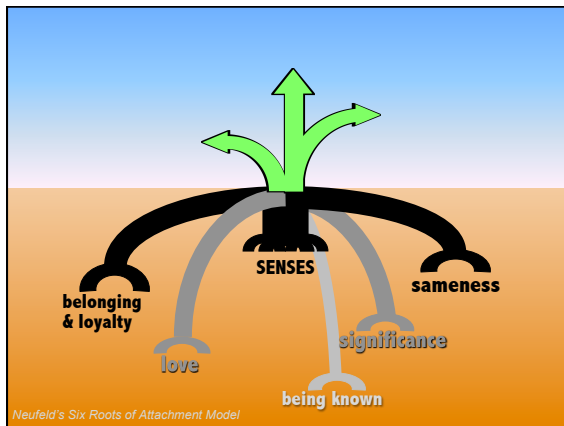
some things are far too wounding to acknowledge

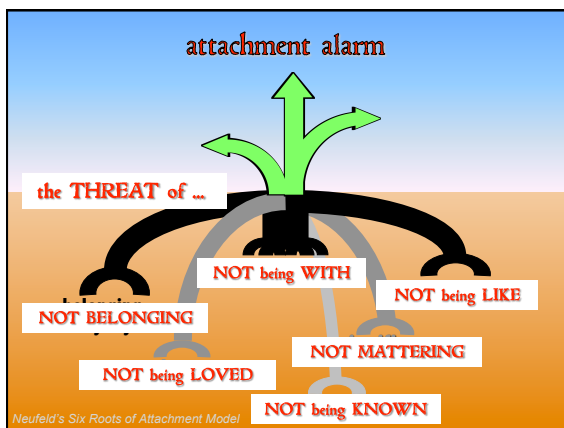
**facing separation
from "our people"**

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how we feel
CONNECTED
determines
how we experience
SEPARATION

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alarm can trigger
alpha that is out-of-place

when the world inside or outside feels out of control

sometimes the brain decides to take over

a child may step into a position
that was not meant for them
and move to CONTROL their world

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what else can cause alarm?

having to get things RIGHT
not being ENOUGH
good enough, smart enough, pretty enough
feeling JUDGED
EXPECTATIONS - of others or even ourselves

... these are also related to relationship

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freedom from ...



outcome
expectations
judgment

alarm is lifted in exploration mode

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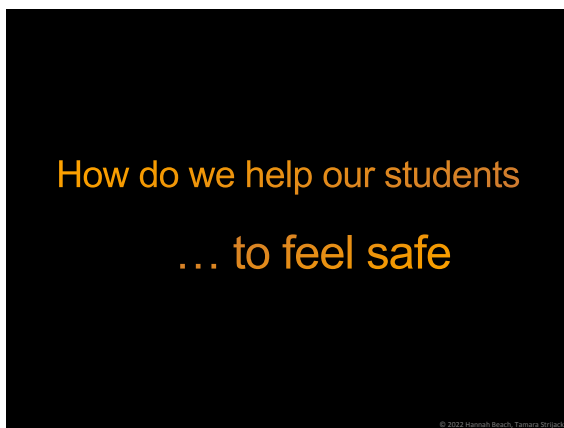
more
emotion
stirred up

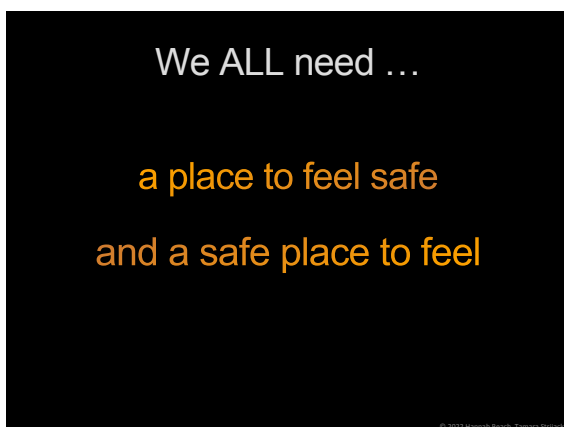


MORE FRUSTRATION & AGGRESSION
MORE ANXIETY & ALARM
MORE DEFENSE & LESS FEELING

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safety at home
 WARMTH
RELATIONSHIP
installation at rest

relationship

stepping into the leader position: "I've got this"

collecting — the greeting ritual

bridging what could divide, helping to hold on when apart

matchmaking to others who can be a supporting cast

- COLLECT -
to engage the attachment instincts

- BRIDGE -
anything that could divide


THE PRIMARY
INSTRUMENTS
OF

ATTACHMENT

- MATCHMAKE -

to other caring adults who may reach their hearts

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room

coming alongside and normalizing the feelings

for sadness and disappointment - even when hard to feel

creating a safe space - an "end of the day"

for exploration and mistakes, less focus on being "right"



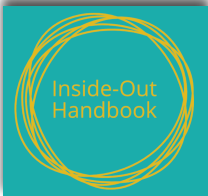
release

facilitating outlets & connections
to bring down the alarm and frustration
and bring the system to rest

physical activity
walking/pacing
rocking/swinging
moving/dancing
singing/playing music
breathing
painting/wool/clay
being in nature

release





*The **Inside-Out Handbook** contains activities to help:*

- **release pent up physical energy**
- connect to, reflect on, and express feelings
- awaken caring and build community

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for more ...

reclaimingourstudents.com/

the **Inside Out Activity Guide** is available
free with the book *Reclaiming our Students*

Sign up for our newsletter to keep connected
with activities, opportunities and support.

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