

# Peace

*If we want to bring about peace, we will have to begin with the people who teach the children.*

*Laurie*

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## Ready to Learn

- Security
- Trust
- Connection
- Contribution
- Capability
- Friendship
- Learning
- Emotional Regulation
- Social Skills



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## Emotional Development 101

- Children's emotional development is the product of a dance of interaction between biological maturation and the experiences they have had.

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### Why kids misbehave

- Some neurological issues
- Pre-natal exposure to drugs, alcohol, and other teratogens, or toxins
- Chaotic environments
- Abuse, neglect, harsh punishment, aggressive adults-- **ACES**
  - Developmentally INAPPROPRIATE Expectations

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### Situational factors

- Hungry
- Tired
- Anxious/Excited/Worried
- Sick
- Dealing with transitions
- Developing Bad Habits

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Name some of the behaviors we consider challenging

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## Challenges

- |                       |                  |
|-----------------------|------------------|
| Screaming             | Not eating food  |
| Talking back          | Not taking turns |
| Ignoring us           | Taking things    |
| Putting off tasks     | Lying            |
| Not listening         | Kicking          |
| Tantrums              | Biting           |
| Hitting               | Throwing things  |
| Not sharing (selfish) | Whining          |

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## Gifts

- |                 |                   |
|-----------------|-------------------|
| • Respectful    | • Self-sufficient |
| • Independent   | • Motivated       |
| • Generous      | • Educated        |
| • Compassionate | • Common sense    |
| • Passionate    | • Hard working    |
| • Courageous    | • Responsive      |
| • Patient       | • Honest          |
|                 | • integrity       |

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## Development

- The influence of development in children’s behavior cannot be underestimated.
- Most behaviors that we consider “challenging” are simply age typical and are constrained by immaturity and lack of skills and impulse control.

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**When children Struggle**  
 Their behaviors are exaggerated and or extend beyond the typical developmental timelines that we would expect.  
 They should not be punished for their lack of knowledge, skill and ability !

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**Attachment matters:**

- ✓ Attuned
- ✓ Responsive
- ✓ Coherent
- ✓ Consistent

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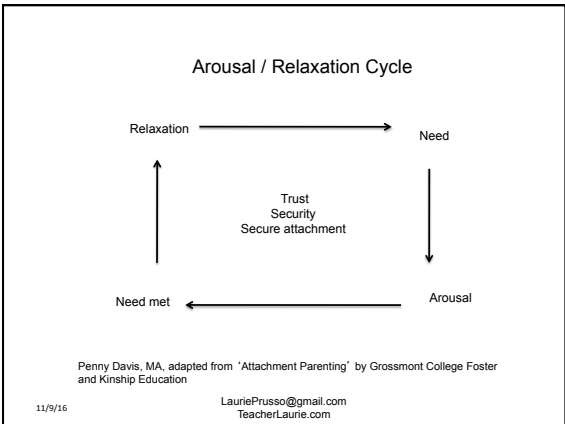
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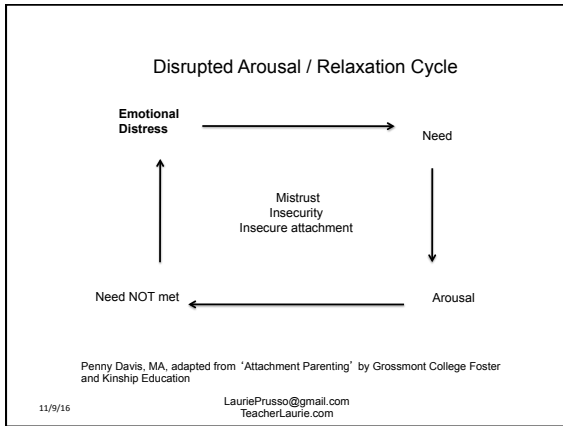
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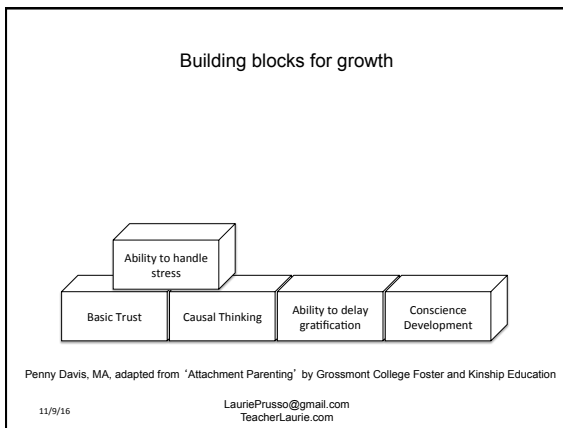
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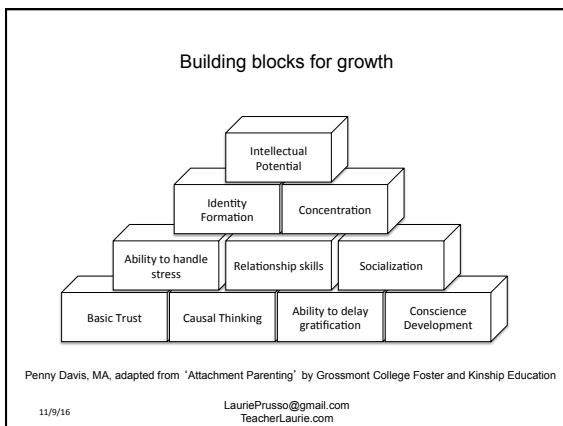
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## Types of Attachment

- Secure – 60-70% of the population
- Insecure – 30-40% of the population
  - Avoidant
  - Ambivalent
  - Chaotic

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## ACES Predict

DELAY IN ABILITY TO SELF-REGULATE	Behaviors that look like ADD and ADHD
DEVELOPMENT MAY BE DELAYED	LACK OF CONFIDENCE
MEMORY PROBLEMS	NIGHTMARES/SLEEP ISSUES
EXCESSIVE TEMPER ISSUES	STOMACHACHES/HEADACHES
ATTEMPTS TO FEEL CONNECTEDS	SELF-BLAME
AGGRESSION	PROBLEMS ATTENDING/FOCUSING
AFRAID OF ADULTS	IMITATION OF TRAUMATIC EVENT
ANXIETY	VERBALLY AGRSSIVE
GENERAL SADNESS	SCREAM OR CRY A LOT
WITHDRAWAL	AVOIDANT/ DON'T DO COOPERATIVE PLAY EASILY

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## The Stress Response

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## Hyper-vigilance and The Brain in the Palm of the Hand



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## Outward Behaviors

- Explosive
- Volatile
- Angry
- Anxious
- Unpredictable
- Intense
- Erratic



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## Effects on behavior and learning

Because the Stress Response directly effects the brain and the development of memory, children who experience adversity at an early age are more likely to exhibit **deficits in executive functioning**, suggesting that these capacities are vulnerable to disruption early in the developmental process.

**Behavior related to self-regulation is especially effected.**



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### What about learning?

- 60% available
- Not interested!
- Confused, hurt (angry), hyper-vigilant, worried
- Reactive
- Don't work well in classroom environments where teachers are demanding, demeaning, discouraging and disrespectful.
- By the time we get these folks, they have lived a life time in a world of sorrow and pain!

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### Human Beings Are Always Seeking Connection

- Belonging
- Personal Power
- Capability
- Significance
- Integrity and self-expression
- Courage

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### Misbehavior is

- An attempt to meet a real human need in a way that does not work well and is met with resistance or rejection.
- The need is for belonging and significance —a sense of connection
- Our job is to help children learn effective and appropriate ways to meet their needs and get along with us and others as they grow.
- That is what *Discipline* is all about.

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### Effective Relationships

Strengthen a sense of belonging and significance, connecting the child with a caring adult.

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When we focus on supporting the belonging and significance of the child, we strengthen the child's sense of connection and our relationship with the child; in response, he/she will be able to "do better."

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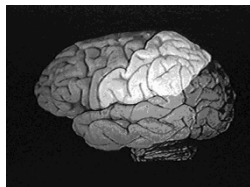
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### Reptile, Mammal or Human

- The Three Part Brain
  - Survival
  - Emotion
  - Thinking
- Kind and Firm



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## Enable or Encourage

What do we typically do?

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## Traumatic Life

*When children (and adults as children) have been exposed to adverse childhood experiences, they have a powerful, overwhelming sense of loss, sorrow, sadness, fear, pain, and confusion.*

Unfortunately, their behavior often looks like anger or distraction.

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## Behavior is Like an Iceberg



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Avoid Re-traumatization

- Every adult is respectful every time!
- Teachers see their role as supporting and being as effective as possible in teaching ALL children
- Teachers recognize that they ARE that ONE caring adult that will enhance a child's resilience
- Administrators understand Trauma and provide supports for teachers and staff in meeting the needs of children
- Effective Discipline Replaces Behaviorism
- Non-punitive, effective problem solving is used to support a caring learning culture

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•Fist in Pairs

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Brainstorm among yourselves

Typical classroom and school responses



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**Typical school responses**

- Time out
- Lose recess
- Detention
- No "FUN" activities (Friday fun-day, etc.)
- Threats
- Notes home
- ZERO TOLERANCE POLICIES!

- Humiliation in front of class– Pulling cards, withholding stickers (using stickers) s

All of these things hurt them more!  
We RE-TRAUMATIZE THEM

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**Re-traumatization**

- Typical "Discipline" policies and practices re-traumatize already fragile children
- Humiliation and embarrassment invited by pulling cards, calling out names, shaming and blaming support and strengthen the existing hyper-vigilant neuro-pathway for aggression
- Discouraged and hurt children are not full participants in the learning environment
- The cycle of discouragement predicts for worse outcomes

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**AVOID PUNISHMENT!**

- Replace Punishment and Punitive Consequences with Positive Discipline
- Be kind, patient, and compassionate in ALL interactions because that is what you want the children to learn
- Recognize your OWN behaviors

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The child is asking:  
 "What do I need  
 to be able to do  
 next time?"

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**Effective Relationships**

Respect the need for personal dignity, respect and power.

Adults avoid threatening these essential needs and provide opportunities for the child to develop an internalized sense of dignity and worth, mutual respect and appropriate power and courage.

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**Effective Relationships**

Are focused on long-term solutions and learning

- **NO MORE** punishment and no "consequences", rather working together to create solutions

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### Effective Relationships

- Enhance capability and learning and help children become increasingly capable over time.

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- The type and strength of a child's Attachment will influence the expression of emotional self-regulation early on.
- Caregivers RESPONSES to a child's abilities will continue to influence the development of emotional self-regulation.

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We do not help children do better by making them feel badly about themselves!

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