


Strategies to Influence Positive Behaviours - Noon Supervision

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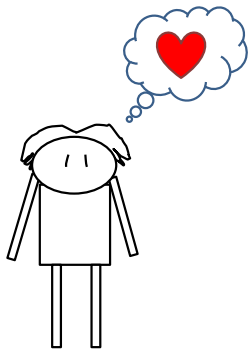
On #1



What is the #1 thing
that can help
support positive behaviour?

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On What Works



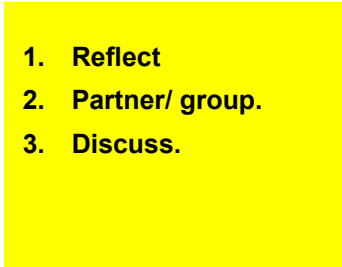
1. Who has positively influenced you the most as a student / child?
2. Name two (2) characteristics that best describe that person.
3. Pair. Share.

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On Noticing

How do you know
when **OTHERS** are upset?

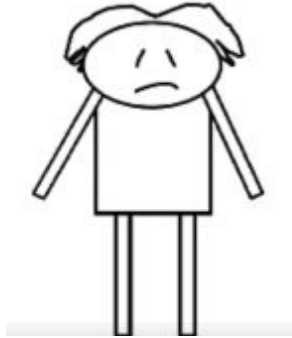


- 
1. **Reflect**
 2. **Partner/ group.**
 3. **Discuss.**

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On Noticing

How do you know when YOU are upset?



1. Reflect.
2. Partner/ group.
3. Discuss.

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On Noticing & Naming

How do you know when someone is:

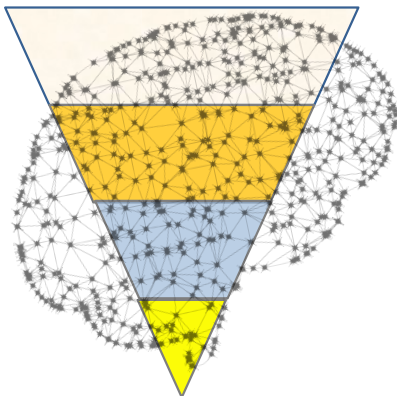


1. Partner/ group.
2. Discuss.

HAPPY SAD SCARED SURPRISED
DISGUSTED ANGRY TIRED LONELY SICK

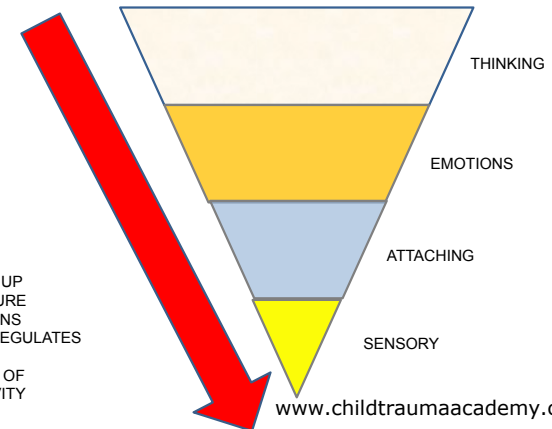
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On Brains: 0-5



www.childtraumaacademy.com

On Brains: 0-5



- BOTTOM UP
- STRUCTURE
- FUNCTIONS
- UPPER REGULATES LOWER
- WINDOW OF SENSITIVITY

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On Brain Development

Information flow through neurons

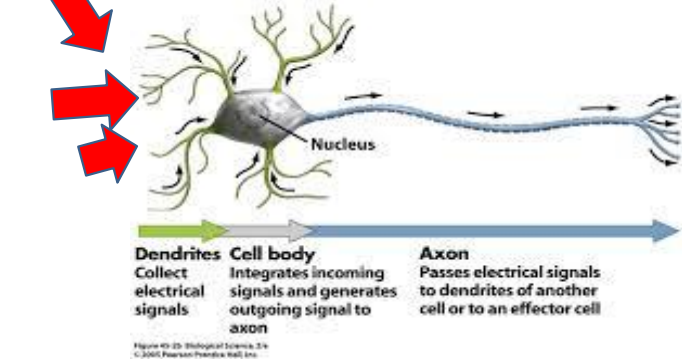
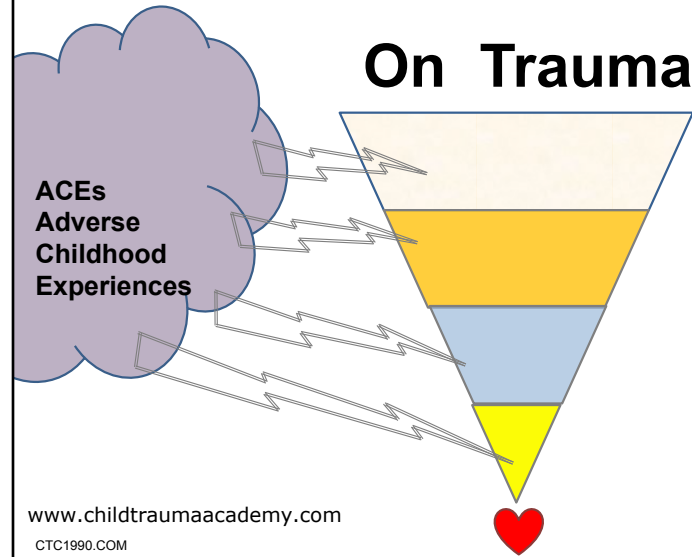


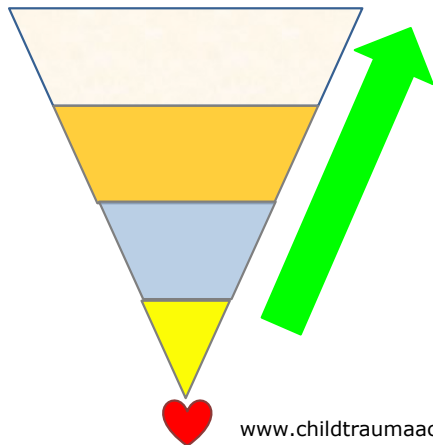
Figure 49-25 Biological Science, 2/e
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<http://www.psychologyinaction.org/>

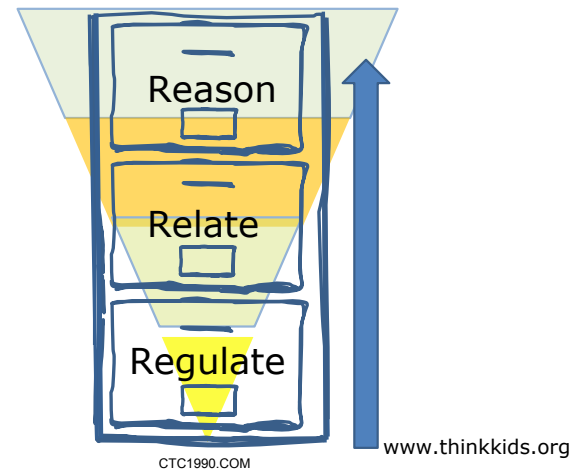
On Trauma



On Calming



On Bottom Up



On Making Rules

Consider:

1. Group Roles
2. Positive Language
3. Support for non-readers, ELLs, latecomers
4. Use pictures
5. Use a buddy to help orient



On Conflicts

1. "You seem ____ AND you wanted to ____"
2. When you want to ____ DO ____."







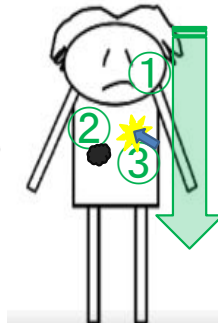
"STOP!"

- A. Go to the victim first.
- B. Teach the missing skills (to each student).

On Teaching Missing Skills







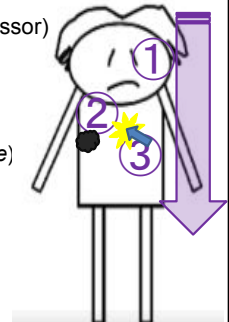
1. **Your face** is like this  _____
(demonstrate)
2. That usually means **you are feeling**  _____
(emotion name)
3. And **you wanted to**  _____
(intention)
4. When you want to  _____ **you can**
(intention)
_____ or _____ or _____
(options for calming, relating, words to use, etc.)



On Fights



- A. **Stop!**
- B. **Go there.** (Separate)
- C. **Attend to "victim" first** (Avoid reinforcing aggressor)
 1. **Your face** is like this  _____
(demonstrate)
 2. That usually means **you are feeling**  _____
(emotion name)
 3. And **you wanted to**  _____
(intention)
 4. When you want to  _____ **you can**
(intention)
_____ or _____ or _____
(options for calming, relating, words to use, etc.)
- D. **Practice**







On Aggressive Stance

A. **Stop!** (Halt Action)


B. **Look!** (Redirect Attention)

*Where attention goes neural firing goes.
Where neurons fire, new connections can be made
Siegel, 2006*

1. **Your hand is like this and your face is**  _____
(Connect awareness to body)

2. **And that means you are feeling**  _____
(Connect body to sensation)

3. **And you wanted to**  _____ (Identify intention)

4. **Teach missing skills**
When you want to _____ you can
(intention )
_____ or _____ or _____
(options for calming, relating, words to use, etc.)

5. **Practice.**



Dr. Becky Bailey, Conscious Discipline)

CTC1990.COM

On Resources

- MC Bailey-McKenna (on regulation at school) @CTC1990.com
- Dr. Gordon Neufeld (on collecting attention and attachment) @neufeldinstitute.org
- Dr. Bruce Perry (on brain & trauma) @www.childtrauma.com & www.childtraumaacademy.org
- Dr. Stuart Ablon (on lagging skills and joint problem solving) @thinkkids.org
- Dr. Stephen Porges (on polyvagal theory) @stephenporges.com
- Dr. John Ratey SPARKS (on movement) @johnratey.com
- Dr. Allan Schore (on attachment) @allanschore.com
- Search Institute (on teen developmental assets) @www.seachr-institute.org
- Dr. Ross Greene (on lagging skills and joint problem solving) @livesinthebalance.org
- Dr. Stuart Shanker (on regulation) @self-regulation.ca
- Dr. Dan Siegel (on the adolescent brain) @www.drdansiegel.com
- Heart Math Institute (on psychophysiology) @www.heartmath.com
- Leah Kuypers Zones of Regulation (on sensory, cognitive and emotional regulation) @zonesofregulation.com
- Dr. Bessel van der Kolk @besselvanderkolk.net
- Dr. Judy Willis @RADteach.com