


Strategies to Influence Positive Behaviours - Noon Supervision

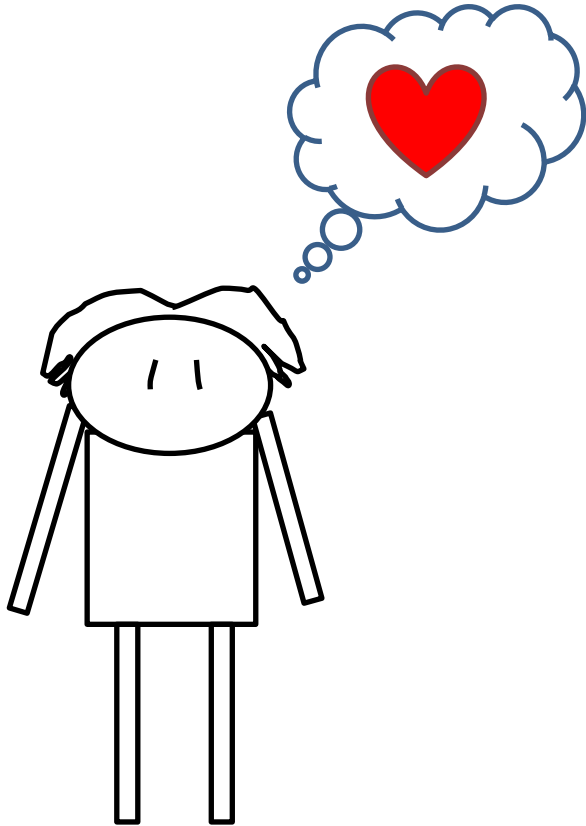
**MC Bailey-McKenna,
M.Ed. M.A., B.Ed., R Psychologist**

On #1



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

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.

On Noticing

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



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

On Noticing

How do you know when YOU are upset?



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

On Noticing & Naming

How do you know when someone is:



1. Partner/ group.
2. Discuss.

HAPPY

SAD

SCARED

SURPRISED

DISGUSTED

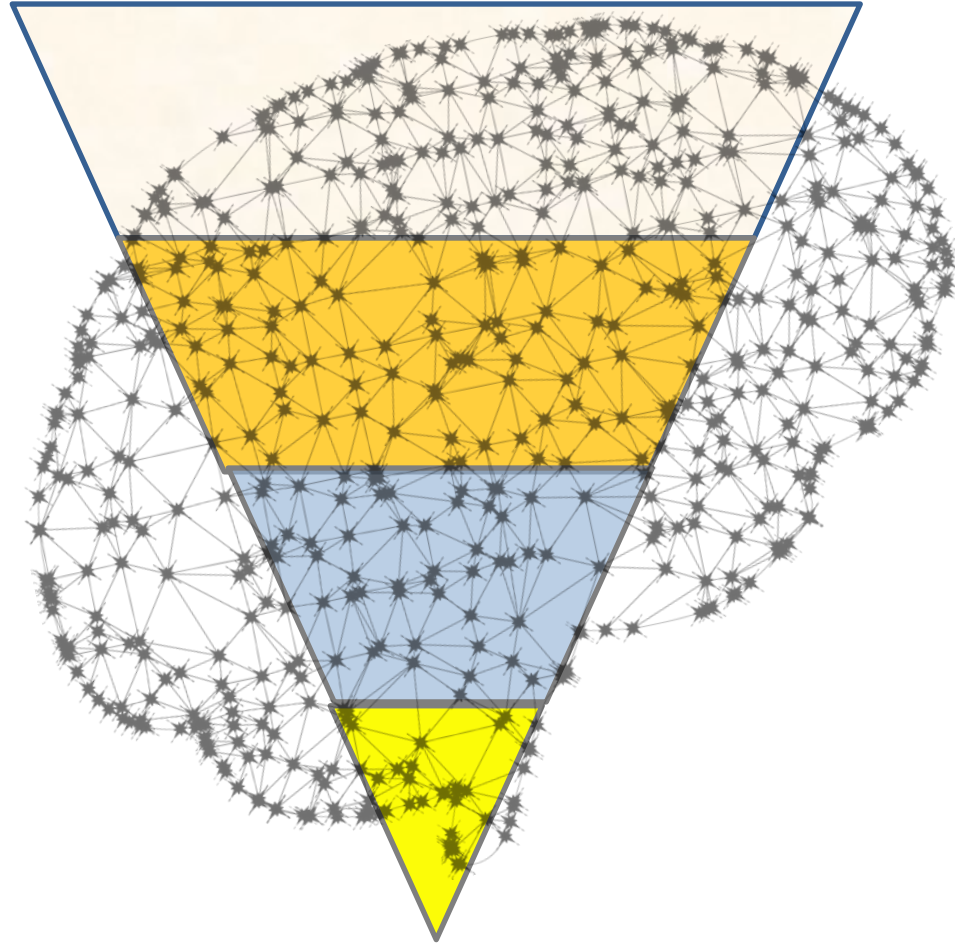
ANGRY

TIRED

LONELY

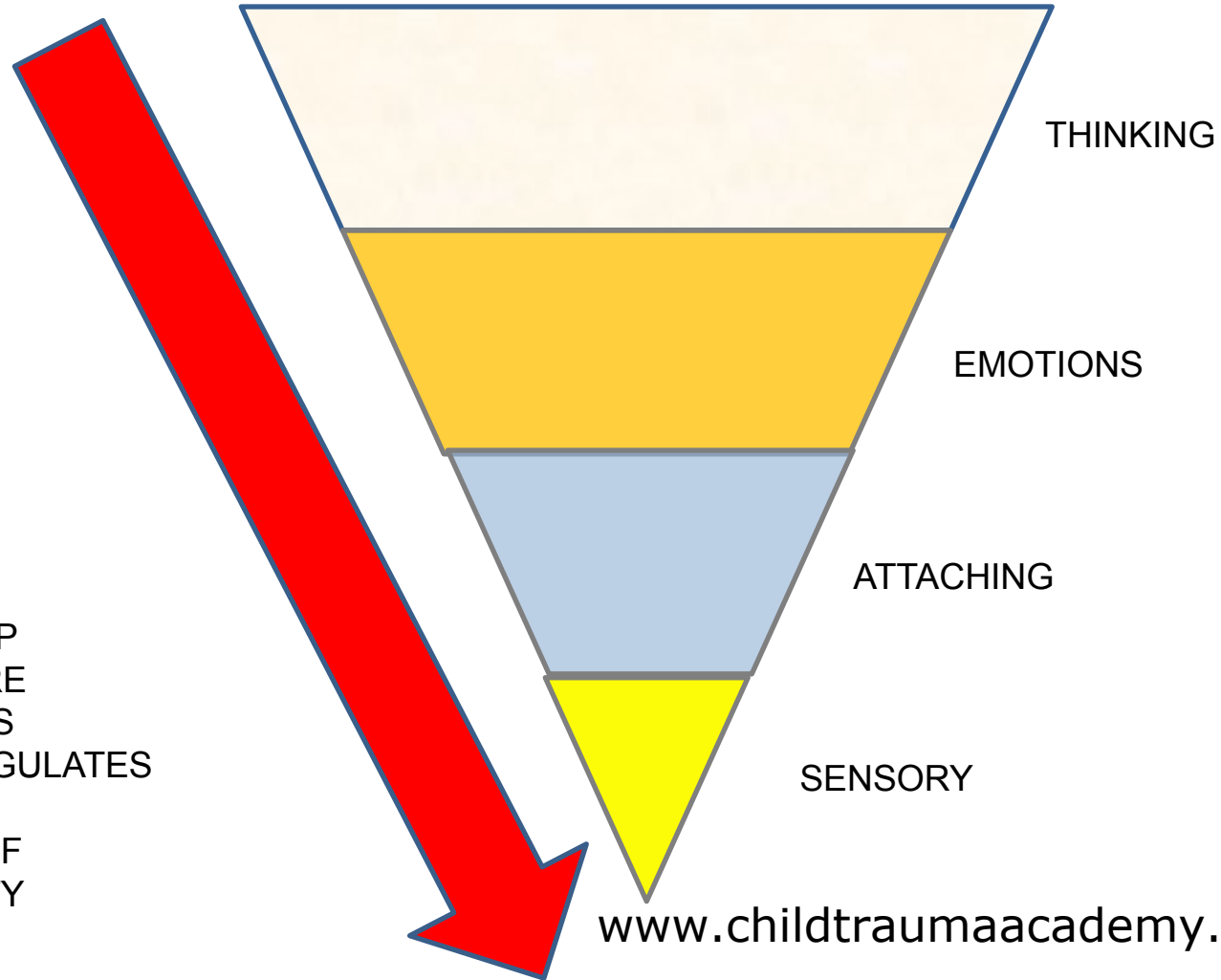
SICK

On Brains: 0-5



www.childtraumaacademy.com

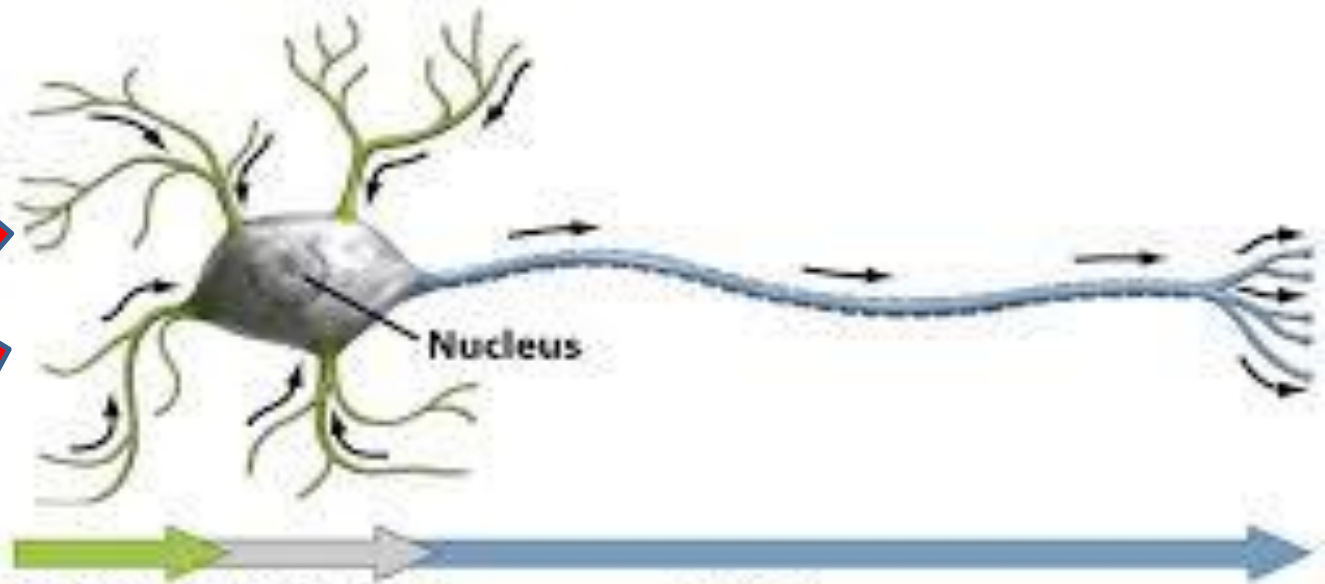
On Brains: 0-5



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

On Brain Development

Information flow through neurons



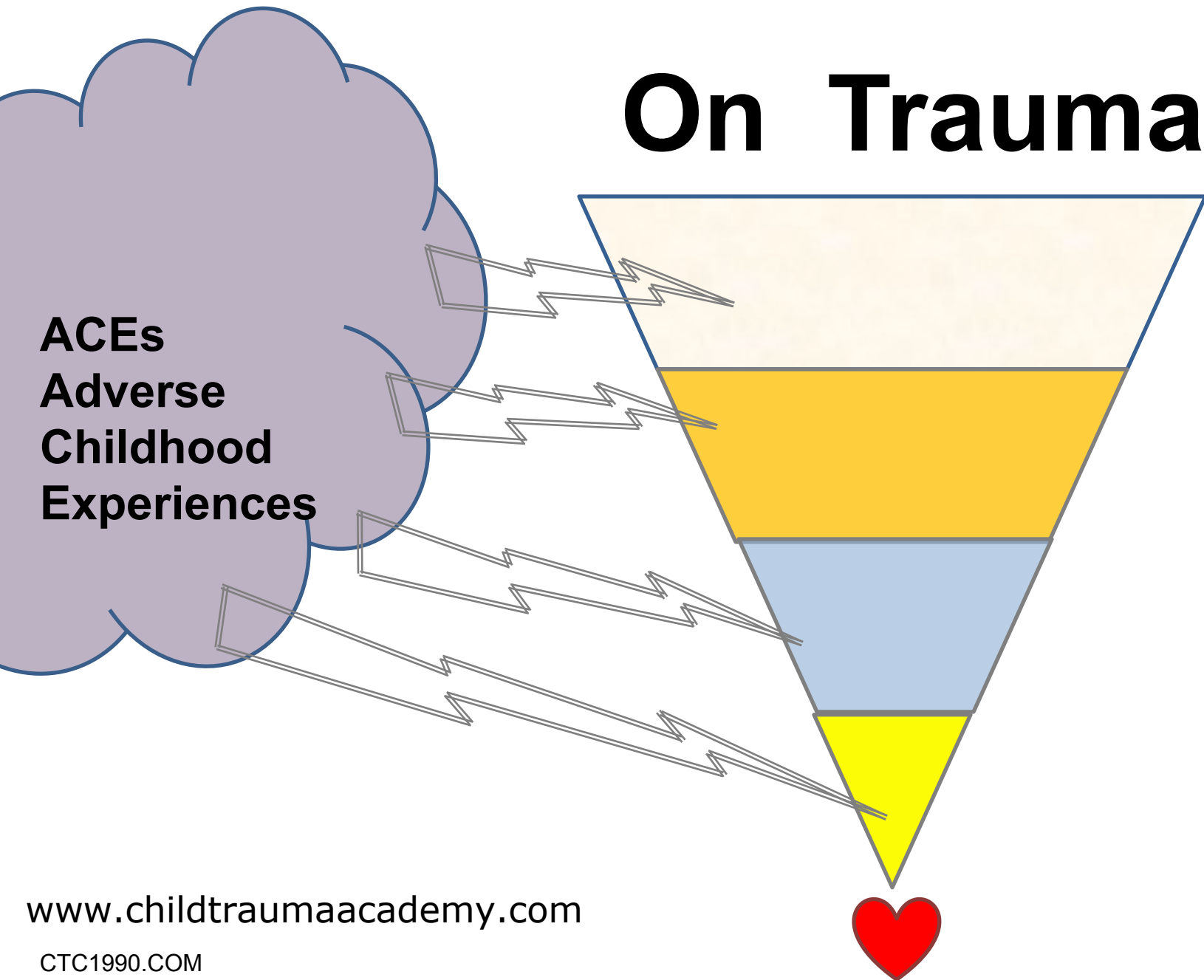
Dendrites
Collect electrical signals

Cell body
Integrates incoming signals and generates outgoing signal to axon

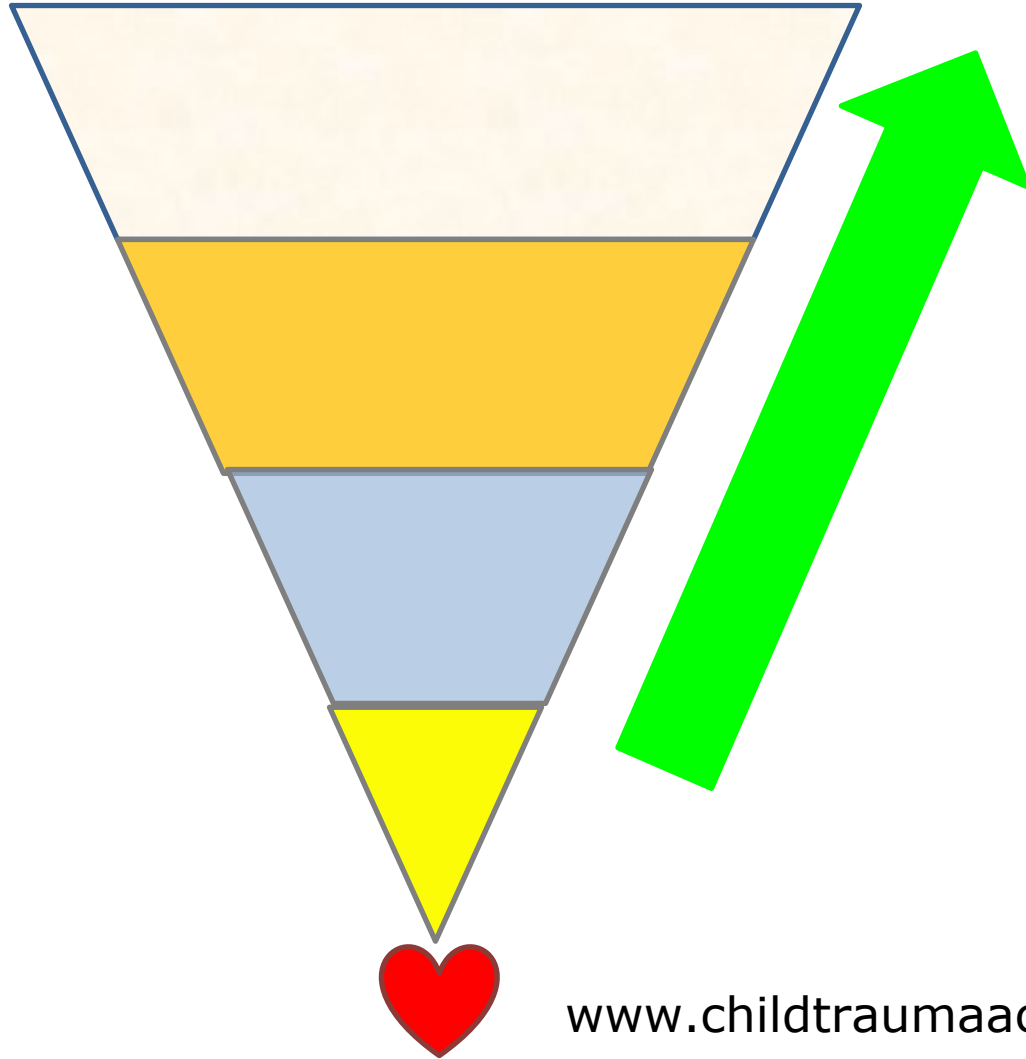
Axon
Passes electrical signals to dendrites of another cell or to an effector cell

Figure 40-20 Biological Science, 2/e
© 2005 Pearson Prentice Hall, Inc.

On Trauma



On Calming



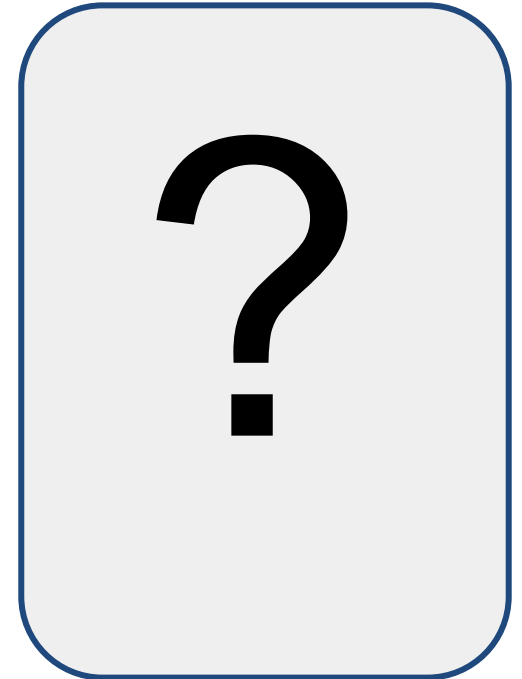
www.childtraumaacademy.com

CTC1990.COM


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

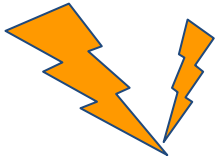
- 
1. “You seem _____ AND
you wanted to _____
 2. When you want to _____ DO _____.”







“STOP!”

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

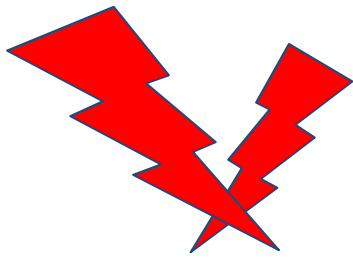
On Teaching Missing Skills



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)

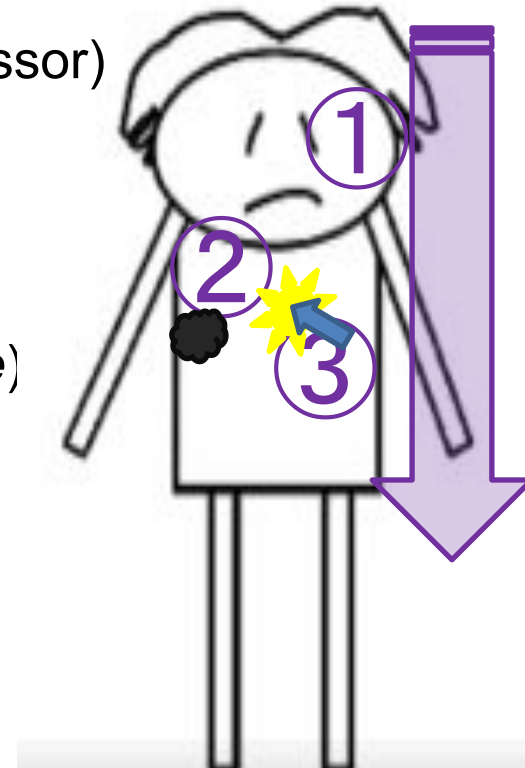
2. That usually means you are feeling  _____
(emotion name)

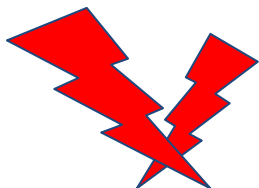
3. And you wanted to  _____
(intention)

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)

On Resources

- MC Bailey-McKenna (on regulation at school) @CTC1990.com
- Dr. Stuart Ablon (on lagging skills and joint problem solving) @ thinkkids.org
- Dr. Becky Bailey (on early childhood development) @ consciousdiscipline.com
- CSRI (on integrative approach to regulation) @self-regulation.ca
- Dr. Paul Eckman (on emotions) @ pauleckman.com
- Joanna Gibbs (on community) @ Tribes.com
- Dr. Ross Greene (on lagging skills and joint problem solving) @ lives in the balance.org
- Heart Math Institute (on psychophysiology) @www.heartmath.com
- Leah Kuypers Zones of Regulation (on sensory, cognitive and emotional regulation) @ zonesofregulation.com
- Dr. Gordon Neufeld (on collecting attention and attachment) @ neufeldinstitute.org
- Dr. Bruce Perry (on brain & trauma) @ www.childtrauma.com & www.childtraumaacademy.org
- Dr. Stephen Porges (on polygaval 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.seacrh-institute.org
- Dr. Stuart Shanker (on regulation) @ self-regulation.ca
- Dr. Dan Siegel (on the adolescent brain) @ www.drdansiegel.com
- Dr. Bessel van der Kolk @ besselvanderkolk.net
- Dr. Judy Willis @ RADteach.com