



DIGITAL LEARNING
CONFERENCE

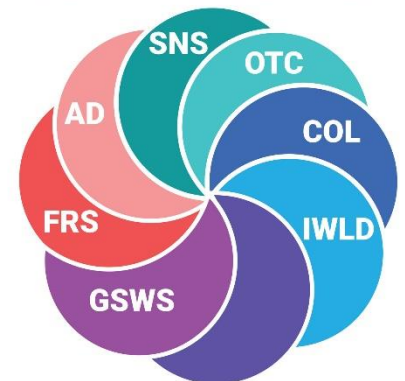
Understanding Behavior In A Digital Age: Are You Maximizing Their Intrinsic Motivation?

Region 4 DLC 01 11 2022

Gayle Y. Fisher, M.Ed., Ed.Tech.
Gayle.Fisher@usa.net



GETTING SORTED



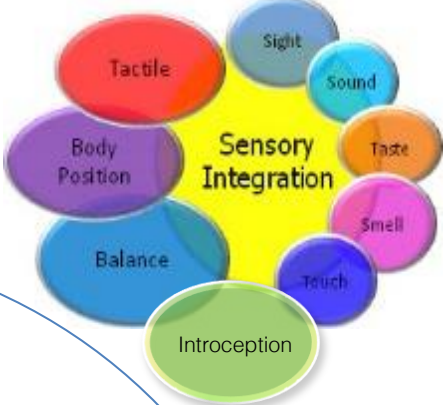
3 Things Today

1. What motivates your child/student.
2. How to use that.
3. Why that works.



Social Emotional Learning

Movement-Based (Learning), Well-Running Machine

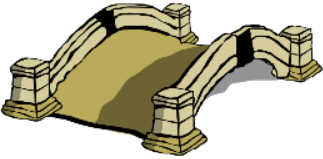


Self-Directed Academic Learning

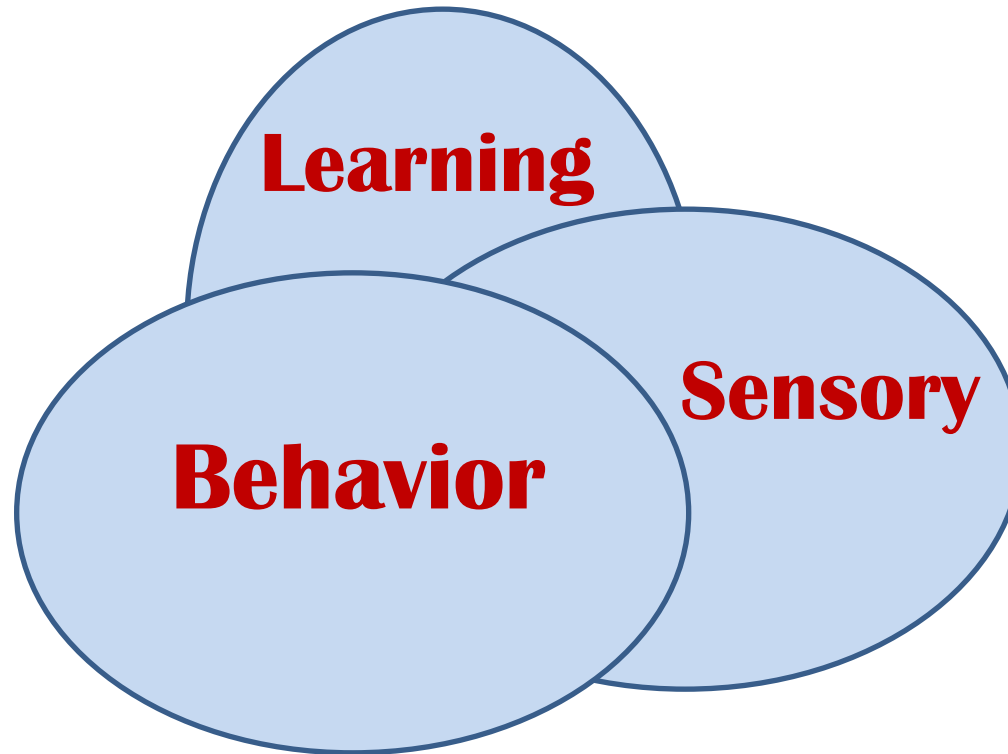
Intrinsic Motivation



Positive Behavioral Re-Direction & Self-Regulation



They Overlap



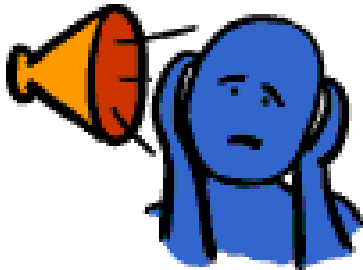
How Do They Process Their Data? ⁽¹⁾



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- Crossing mid-line (off-center Chinese finger puzzle)
- Lights (flickering, humming)
- Touch/Tactile (1 glove)
- Sounds (1 ear plug, ambient noise higher)
- Vision out of whack (trade glasses with someone)
 - *Ick Factor (don't like someone else's glasses?)*



(1) In collaboration with Alma Liotta, OT.R., and Rosemary Slade, O.T.R. Thank you so much for your ideas!

What Do They See?



Four children in every classroom see print this way. They can't control their eye movements at close distances, making reading and attention almost impossible. As the print blurs and moves, they stumble over words, lose their place, and can't comprehend. Out of desperation, they give up and quit. Is it any wonder they struggle in school?

How The Brain Transports Messages

Messages from the totally unique child's Central Nervous System



Sensory Seeking
vs.
Sensory Averse/Avoiding



There are 4 more:

- Vestibular (balance)
- Proprioceptive (body position)
- Tactile (different from touch)
- Introception (body awareness)

<http://www.economist.com/news/science-and-technology/21601809-potent-source-genetic-variation-cognitive-ability-has-just-been>

Neural Synapse

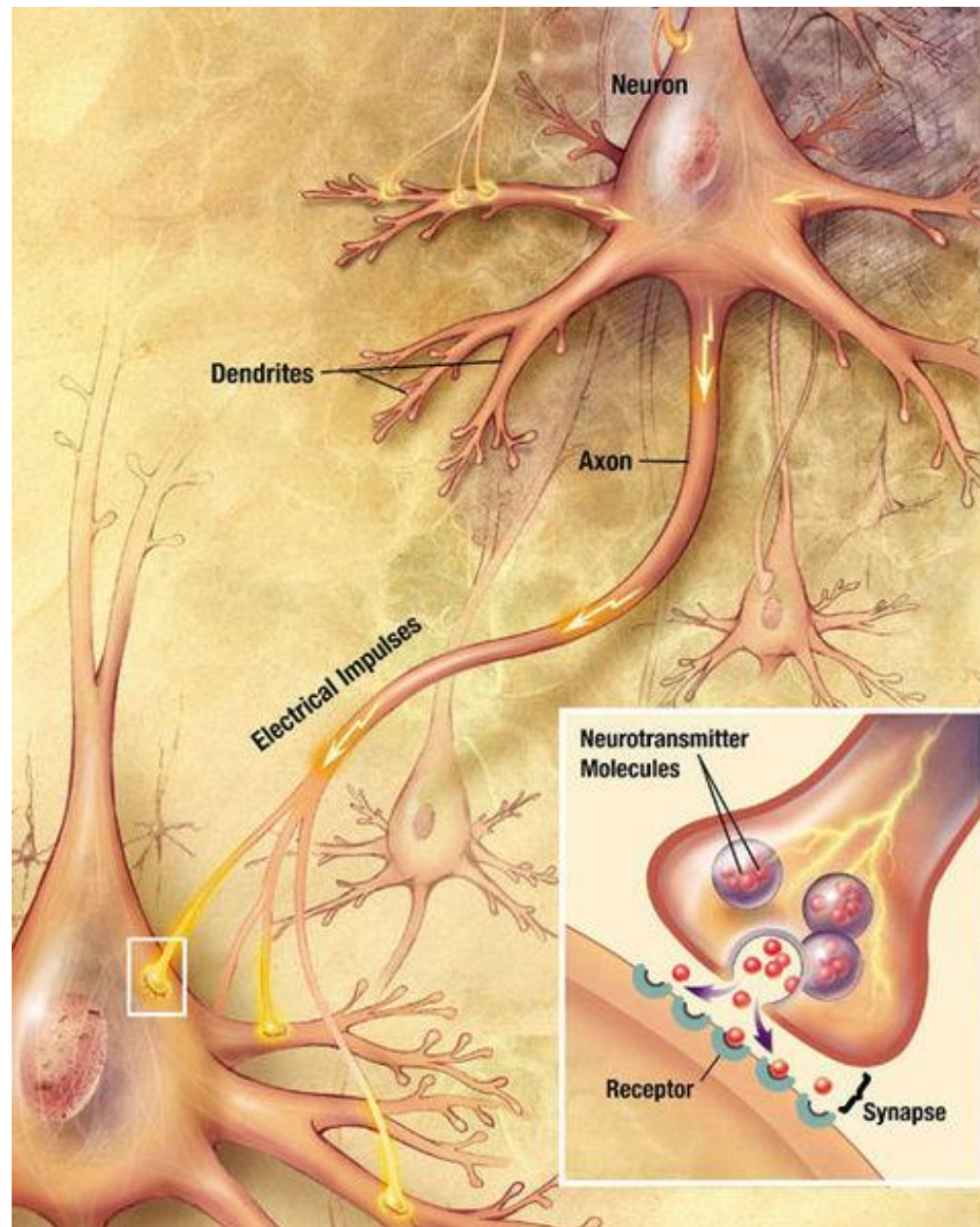
Anatomy of a Neuron

<http://www.khanacademy.org/science/biology/human-biology/v/anatomy-of-a-neuron>

Neural Synapses

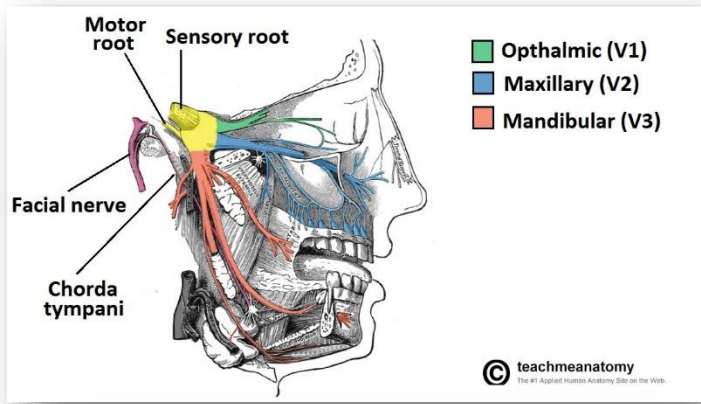
<http://www.khanacademy.org/science/biology/human-biology/v/neuronal-synapses--chemical>

Brain Plasticity

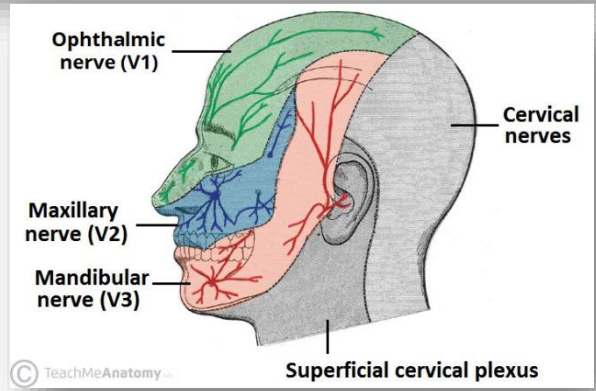


Sensory Integration

(9 portals to the brain)



[Link](#)



[Wikipedia: Trigeminal Nerve](#)



Auditory Transduction
 YouTube video
<http://www.youtube.com/watch?v=PeTriGTENoc>

Text from Wikipedia:
http://en.wikipedia.org/wiki/Neuronal_encoding_of_sound#Transduction

Why might your child be misbehaving due to sensory overload?

.....doesn't mean they get away with it.....



Eyes & Vision Learning

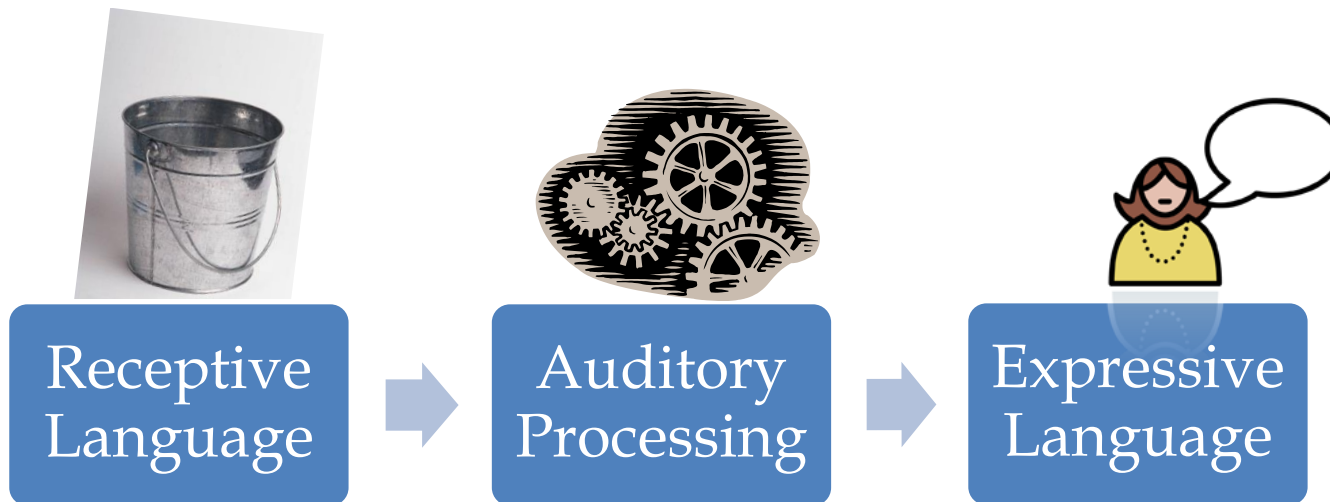
“80-90% of all info absorbed by the brain is visual” (1)



What if they can't see?

(1) Silberman, M., (2006), *Active Training, A Handbook of Techniques, Designs, Case Examples, and Tips, 3rd Edition*, Pfeiffer.

Language

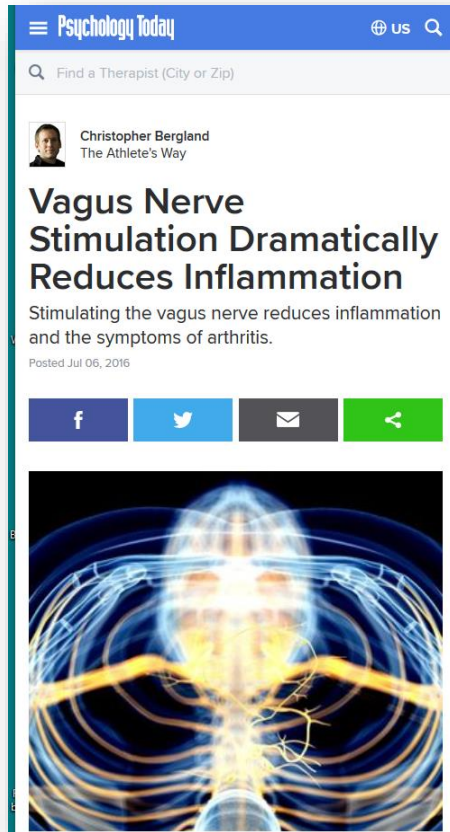


Learning is also driven by motor function:



Your Vagus Nerve

[Link](#)



Psychology Today

Find a Therapist (City or Zip)


Christopher Bergland
The Athlete's Way

Vagus Nerve Stimulation Dramatically Reduces Inflammation

Stimulating the vagus nerve reduces inflammation and the symptoms of arthritis.

Posted Jul 06, 2016

f t e



“In 1921, a German physiologist named Otto Loewi discovered that stimulating the vagus nerve caused a reduction in heart rate by triggering the release of a substance he coined *Vagusstoff* (German for "Vagus Substance"). The “vagus substance” was later identified as acetylcholine and became the first neurotransmitter ever identified by scientists.”

Stress produces inflammation

[Link](#)



Psychology Today

Find Counselling (City or Postcode)

Christopher Bergland
The Athlete's Way

Longer Exhalations Are an Easy Way to Hack Your Vagus Nerve

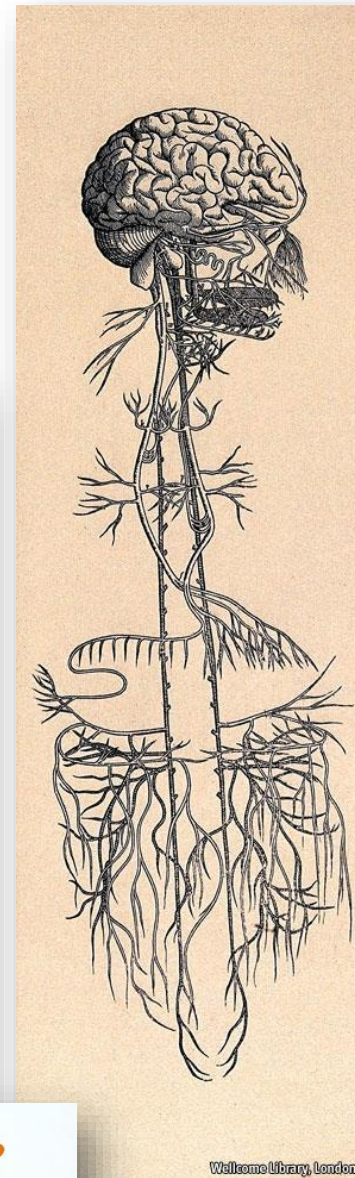
Respiratory vagus nerve stimulation (rVNS) counteracts fight-or-flight stress.

Posted May 09, 2019

f t e



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Your kids can make their own pinwheels?



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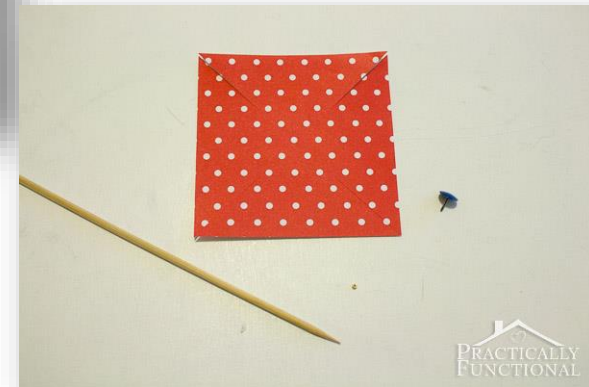
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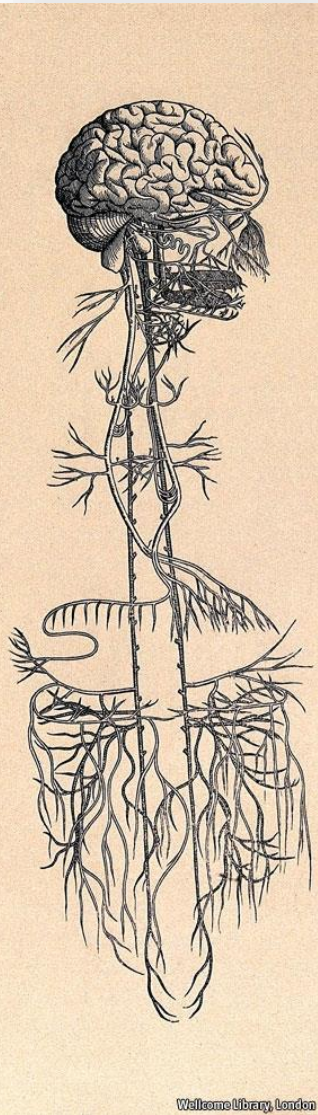
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Wellcome Library, London

https://www.npr.org/sections/health-shots/2020/05/27/862963172/how-the-lost-art-of-breathing-can-impact-sleep-and-resilience?utm_source=pocket-newtab

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THE CORONAVIRUS CRISIS

How The 'Lost Art' Of Breathing Can Impact Sleep And Resilience

May 27, 2020 · 1:59 PM ET

Heard on Fresh Air



TERRY GROSS

FRESH AIR



36-Minute Listen

+ PLAYLIST



Breathing slowly and deeply through the nose is associated with a relaxation response, says James Nestor, author of *Breath*. As the diaphragm lowers, you're allowing more air into your lungs and your body switches to a more relaxed state.

Sebastian Laulitzki/ Science Photo Library

Humans typically take about 25,000 breaths per day — often without a second thought. But the **COVID-19 pandemic** has put a new spotlight on respiratory illnesses

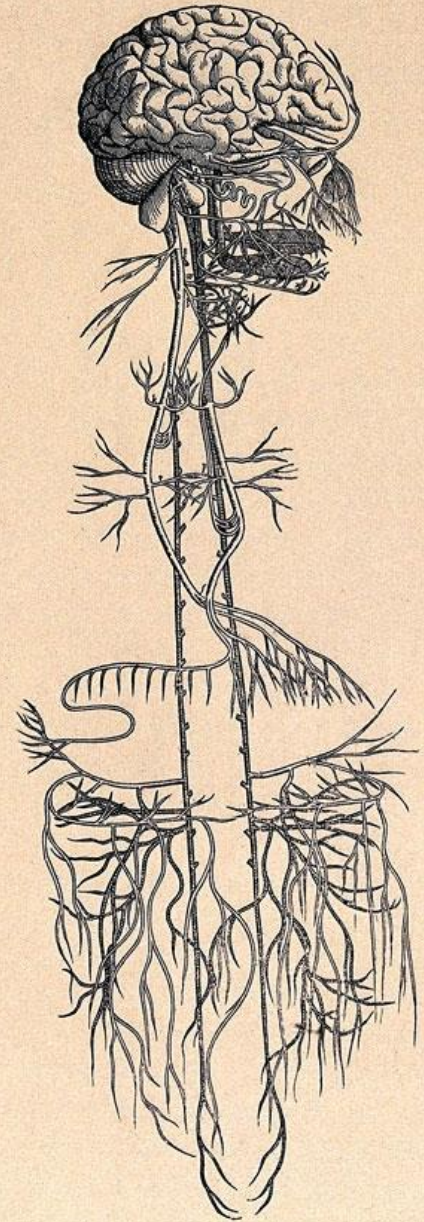
Your Vagus Nerve (1)

“Starts in the brain and runs, via numerous branches, to several thoracic and abdominal organs including the heart.

Among its jobs is to send signals telling that organ to slow down during **moments of calm and safety** (1)”

But what if there is no sense of calm or safety?

(1) Photo & Reference: The Economist, 12/8/2012, Science & Technology, p. 80
<http://www.economist.com/news/science-and-technology/21567876-you-can-it-helps-think-well-yourself-first-place-think-yourself>



Motivation (what makes them do that they do)

Intrinsic (what they want) **or**

Extrinsic (what you force them to do)



How Do You Make Them Want To Do It?

(Incentive: Intrinsic Motivation of Your Child)



In public.
In your home.

“Because I want it”



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What Research Shares About Relationships

SHARE


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RESEARCH STORIES

The Science of Resilience

Why some children can thrive despite adversity

BY: Bari Walsh POSTED: March 23, 2015



When confronted with the fallout of childhood trauma, why do some children adapt and overcome, while others bear lifelong scars that flatten their potential? A growing body of evidence points to one common answer: Every child who winds up doing well has had at least one stable and committed relationship with a supportive adult.


SHARE

RESEARCH STORIES

Public Policy and Resilience

How we can change our policies to help disadvantaged kids cope and thrive

BY: Bari Walsh POSTED: March 23, 2015



Resilience — It's not about grit; it's about relationships.

Here's what the **science of resilience** is telling us, according to the council's report:

"There is a common set of characteristics that predispose children to **positive outcomes in the face of adversity**:

- The availability of at **least one stable, caring, and supportive relationship** between a child and an adult caregiver.
- A **sense of mastery** over life circumstances.
- **Strong executive function & self-regulation skills.**
- The supportive context of affirming faith or cultural traditions.

Learning to cope with manageable threats to our physical and social well-being is critical for the development of resilience.

Some have **greater sensitivity** to (-) and (+) positive **experiences.**

Positive and negative experiences over time continue to **influence a child's mental and physical development.**

Resilience can be built; it's not an innate trait or a resource that can be used up.



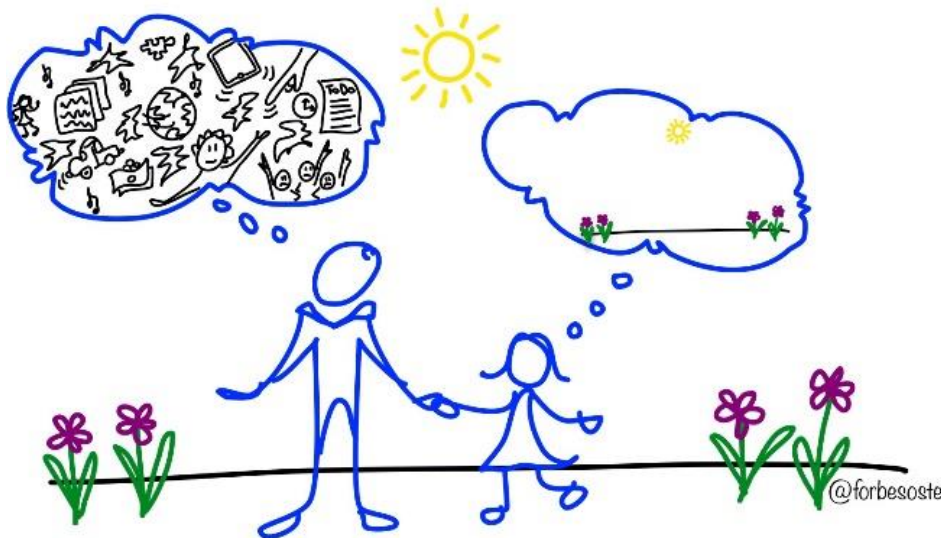
Risk Taking

https://www.npr.org/sections/ed/2018/07/24/628042168/the-overparenting-crisis-in-school-and-at-home?utm_source=facebook.com&utm_medium=social&utm_campaign=npr&utm_term=nprnews&utm_content=20180724

A screenshot of an NPR Ed article. At the top, the NPR logo is followed by navigation links: "set station", "news", "arts & life", "music", "programs", and a "shop" button. Below this is the "nprEd" logo and the tagline "HOW LEARNING HAPPENS". The article title is "The 'Overparenting' Crisis In School And At Home", dated "July 24, 2018 · 6:00 AM ET", by "ANYA KAMENETZ". Social media sharing icons for Facebook, Twitter, and email are visible. The main image is a colorful illustration of a woman with a distressed expression, wearing a pink shirt, holding a dark, jagged path that leads to a yellow school bus. The background is a solid blue color.

Mindfulness for Kids

Mind Full, or Mindful?



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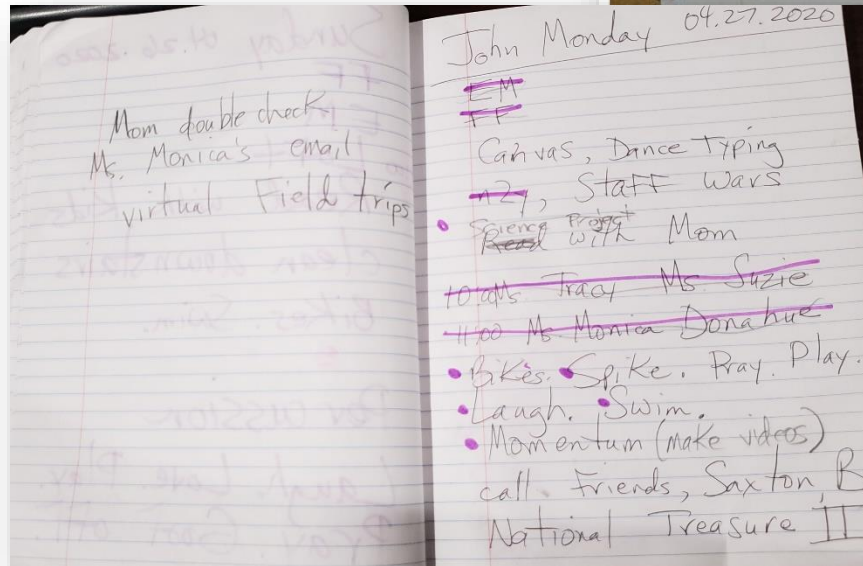
“Mindfulness means maintaining a moment-by-moment awareness of our thoughts, feelings, bodily sensations, and surrounding environment.

Mindfulness also involves acceptance, meaning that we pay attention to our thoughts and feelings without judging them – without believing, for instance, that there’s a “right” or “wrong” way to think or feel in a given moment. When we practice mindfulness, our thoughts tune into what we’re sensing in the present moment rather than rehashing the past or imagining the future.”

Some Simple Tools to Redirect Difficult Behavior in your Classroom Management, In Life



Use age-appropriate representations



What Motivates Your Child? What they want or don't want to do?



Kids Finding Their Purpose

If you are a spiritual person, please consider that “a child is not God’s accident”, and that each child was created for a purpose.

When you have high expectations, allow them the **dignity of taking risks**, and **offer them the opportunity** to find their **independence**,

**You help each child
find their purpose**

The hardest walk
is walking alone, but it's
also the walk that makes
you the strongest.



*(not really "alone",
Just "ever-fading")*



Because They Deserve Opportunity For In The Flow

Mihaly
Csikszentmihalyi
(In The Flow)



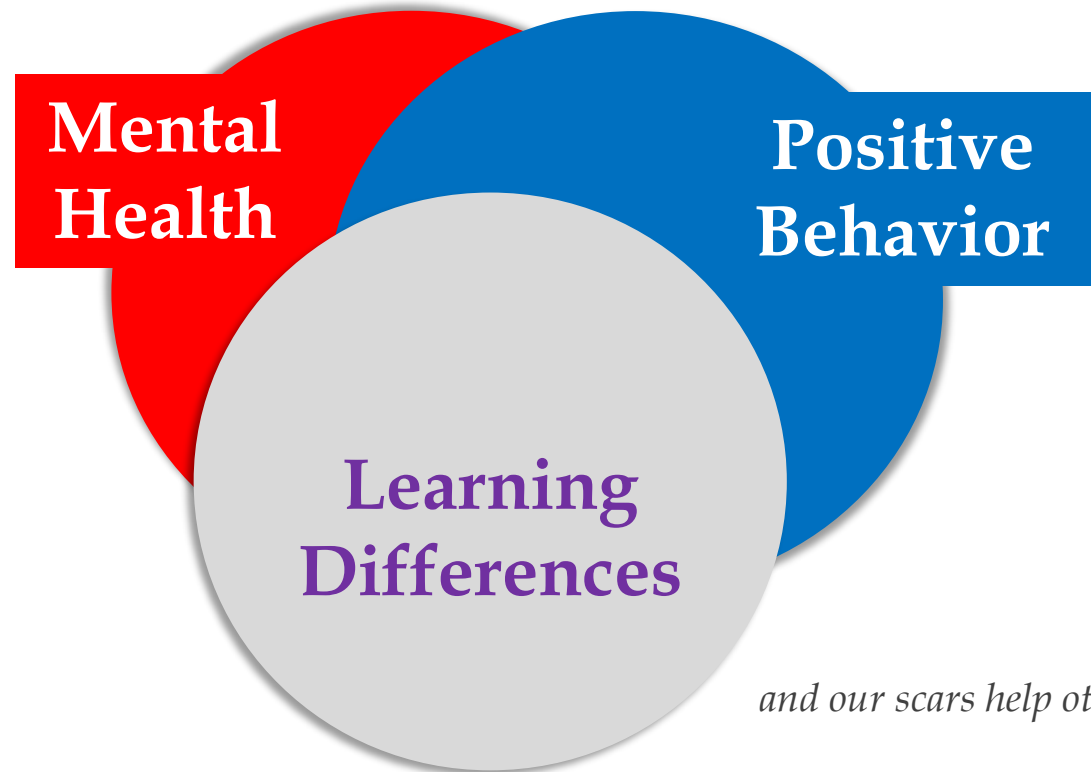
"can handle 110 bits per second (bps)...."



$$110 - 60 = ?$$

So, if I am full of an emotion in my **cycle of grief, regret
or other distraction,**
what is left of my thinking/processing capacity?

We All Know These Overlap



Positive Behavior

(What if)
the way to change the behaviors of others,
triggering intrinsic motivation, is to change
OUR behaviors?

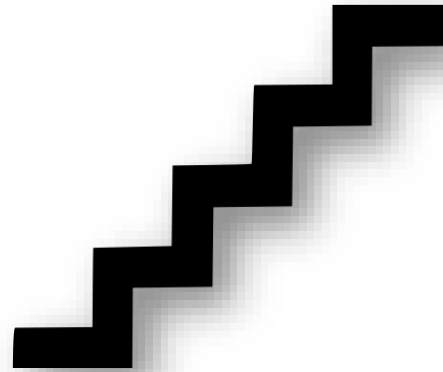
Meta (me) Cognition (thinking) = "I am thinking about my thinking"



Instant Gratification or Consistent Decisions?



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Behavior

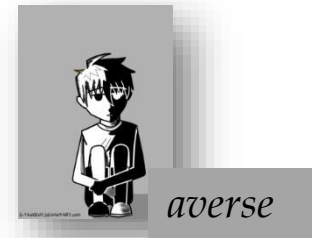
as a Means of Communication

“Look At Me!”



Seeking!

“Don't Look At Me!”



Depending on the motivation, right?

Some Tools: Positive Behavior



Remember how they worked together?



Sunday Review NEWS ANALYSIS

Teaching Peace in Elementary School

By JULIE KIELFO NOV 14, 2015 http://www.nytimes.com/2015/11/15/sunday-reviews/teaching-peace-in-elementary-school.html?_r=1

FOR years, there has been a steady stream of headlines about the soaring mental health needs of college students and their struggles with anxiety and lack of resilience.

Now, a growing number of educators are trying to bolster emotional competency not on college campuses, but where they believe it will have the greatest impact: in elementary schools.

In many communities, elementary chiees, guidance counselors and administrators are embracing what is seen as social and emotional learning, or S.E.L., a process through which people become more aware of their feelings and learn to relate more effectively to others.

Ring left out? Angry at your mom? Increased to speak out loud during class? Proponents of S.E.L. say these feelings aren't insignificant issues to be ignored in favor of the three R's. Unless emotions are properly dealt with, they believe, children won't be able to reach their full academic potential.

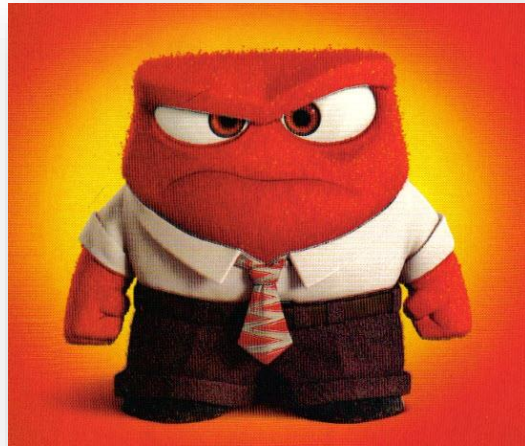
"It's not just about how you feel, but how are you going to solve a problem,"

Email Share

Teaching Social Emotional Learning

Positive Behavior (PBIS).
Trauma-Informed.
Re-Directs.
TBRI.

FIGHT



FRIGHT



FREEZE
(Hasn't
decided
yet)



FAWN



FLIGHT



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You Know This Old Cliché



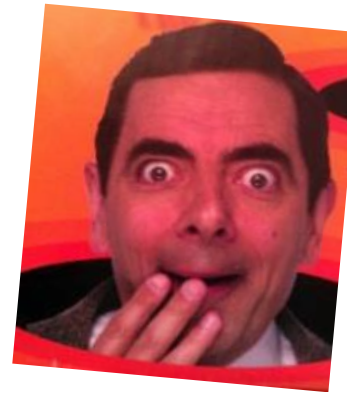
Language vs. Communication

Are You Getting Joint Attention?

The intent to communicate is key.

Communication can be:

non-verbal,
body language,
emotions audibly expressed,
facial expressions,
laughter,
grunts,
signing,
and much more.



Ever
hear
Mr.
Bean
actually
talk?

Picture Exchange (PECS)

(Am I paying attention? Who is frustrating who?)



So, It Is Magic? No, It Is Neurology.

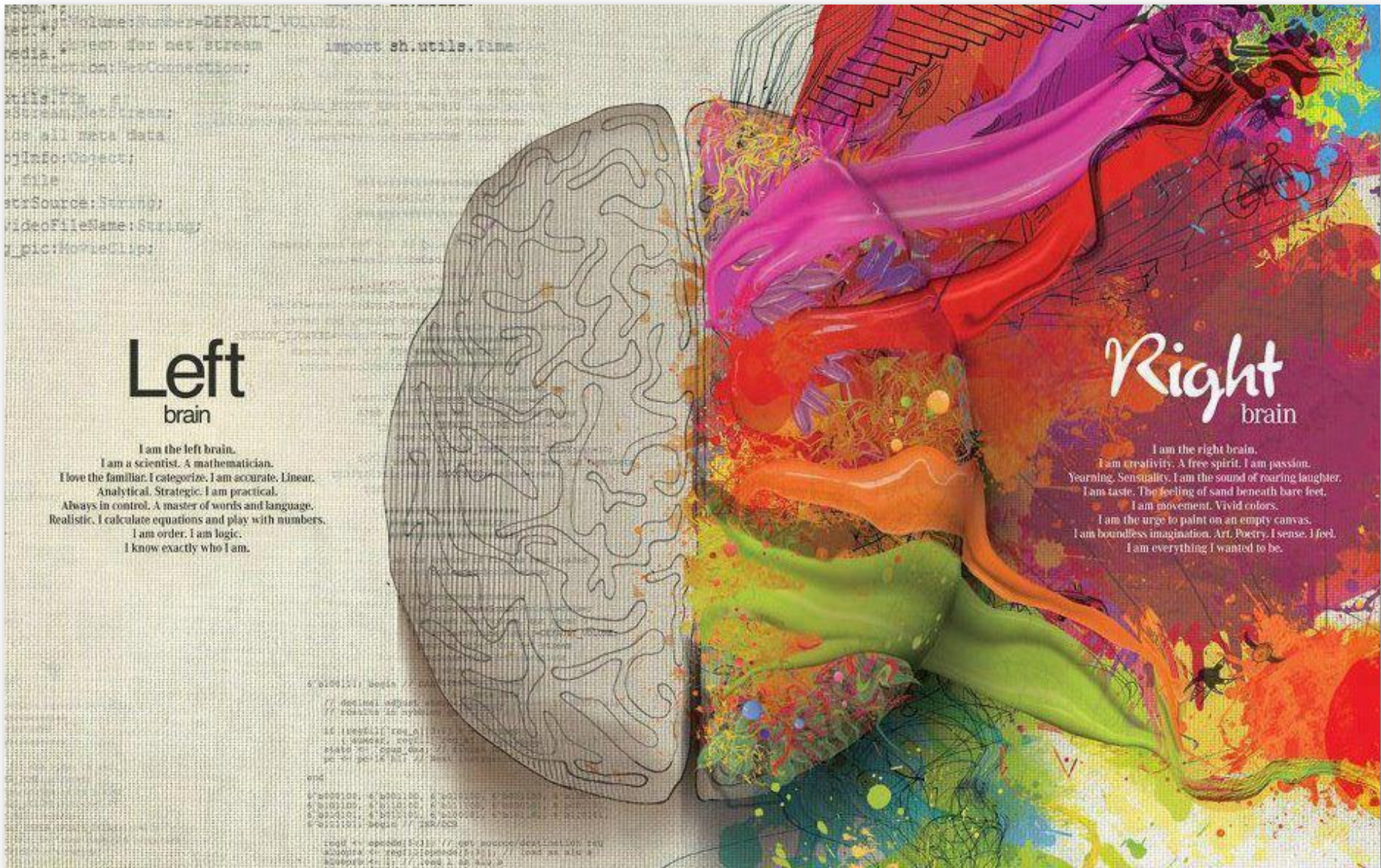


Building Consistent & Dependable Neural Pathways



Works in both

- 1. neurotypical childhood and in*
- 2 inconsistent transmissions in Learning Differences (behaviors, learning, choices).*



Left brain

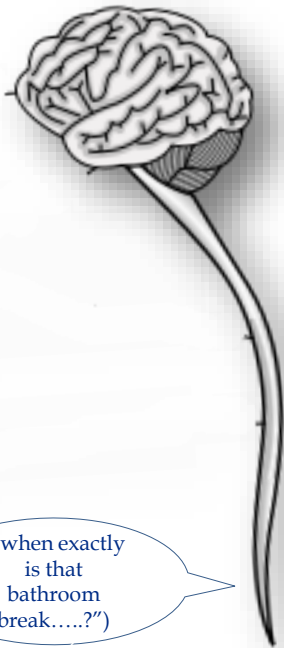
I am the left brain.
I am a scientist. A mathematician.
I love the familiar. I categorize. I am accurate. Linear.
Analytical. Strategic. I am practical.
Always in control. A master of words and language.
Realistic. I calculate equations and play with numbers.
I am order. I am logic.
I know exactly who I am.

Right brain

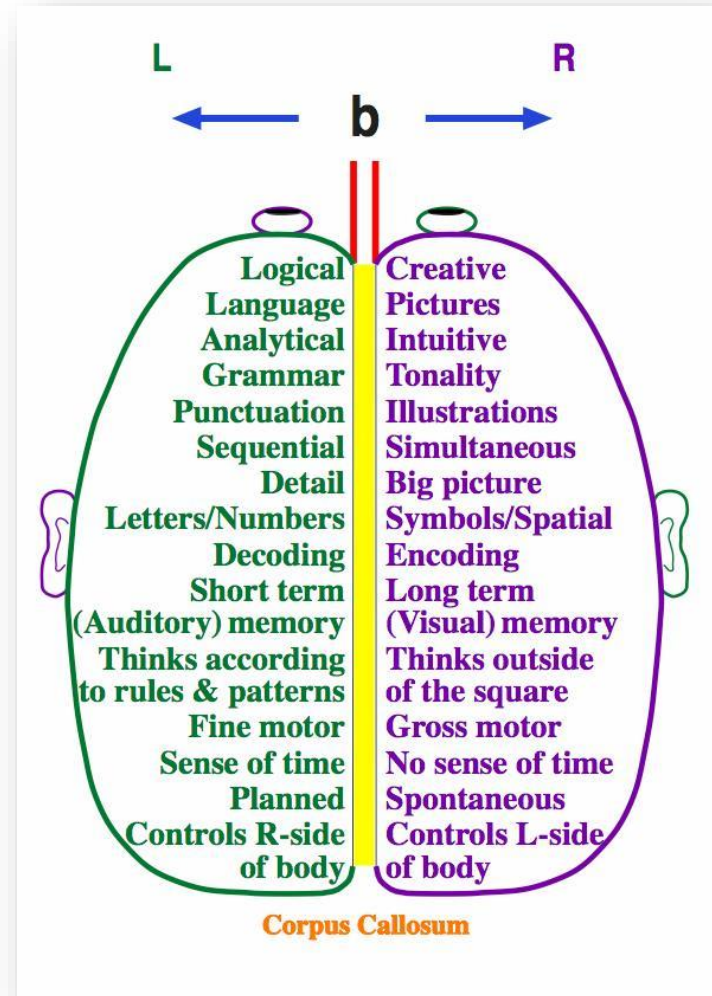
I am the right brain.
I am creativity. A free spirit. I am passion.
Yearning. Sensuality. I am the sound of roaring laughter.
I am taste. The feeling of sand beneath bare feet.
I am movement. Vivid colors.
I am the urge to paint on an empty canvas.
I am boundless imagination. Art. Poetry. I sense. I feel.
I am everything I wanted to be.

The Brain

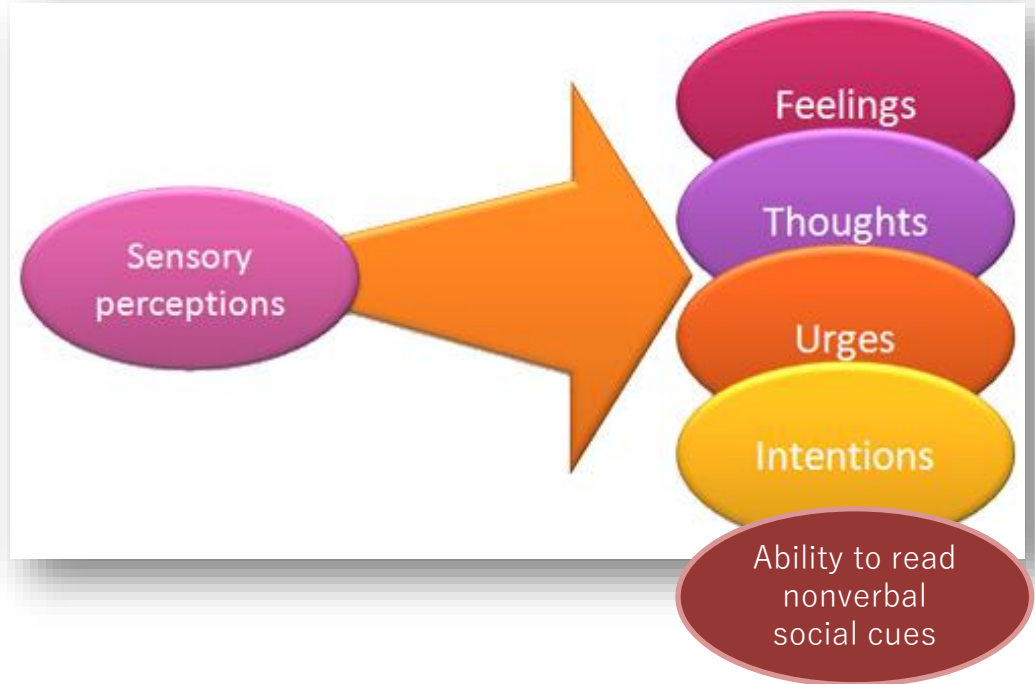
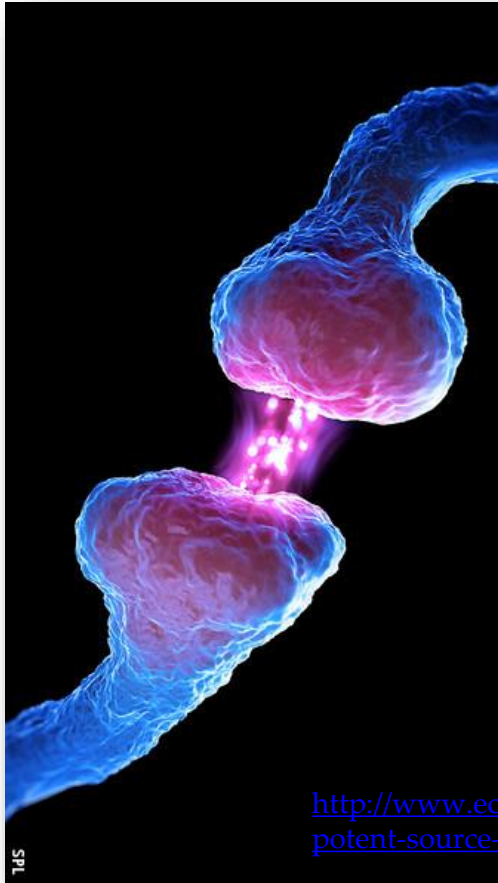
Central Nervous System
(data @ 250 mph)



Busy trying to make sense of this traffic:



Sensory Messages & Neural Pathways



<http://www.economist.com/news/science-and-technology/21601809-potent-source-genetic-variation-cognitive-ability-has-just-been>

What If The Neural Pathways Look Like This?



(1) Roadway: http://static1.abduzeedo.com/files/posts/best_week/freeway_lost.jpg

Why “Early Intervention” means Today

The neural pathway “habit” starts like a little sprinkle of pebbles . . .

*And grows from there
Until the “habit” grows into a beautiful “purposeful” road*



Yeah, but what if that neural pathway was all wrong, was allowed to get reinforced by habit, and was never corrected by intervention?

The Road to



Intervention

As in “to intervene”,

to interrupt what is happening accidentally and
make it purposeful.

From the Latin "**intervenire**," meaning “to come between,” the verb *intervenire* means just that:

to get involved, to jump in the middle of something, to interfere.



Why Do Sensory Problems Exist?

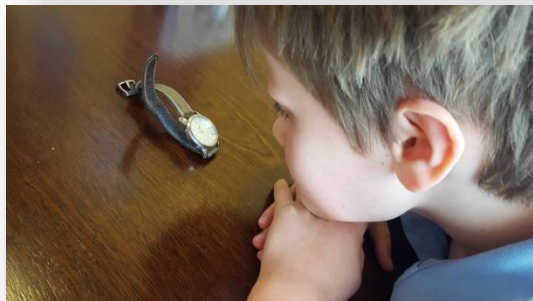
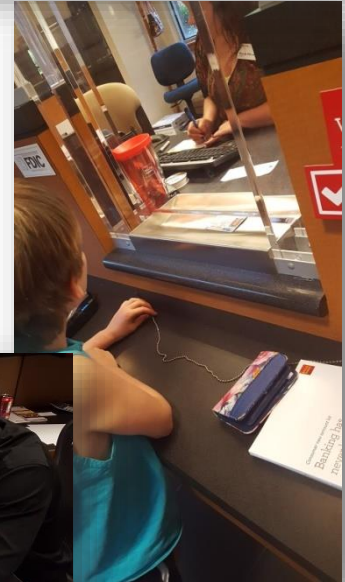
- The brain's wiring isn't "typical" (genetic)
- Developmental stuff didn't happen "on schedule"
- Post-Birth Trauma (epi-genetic)
- Many other reasons, sadly



- In the classroom
- At work
- At home
- In the community
- With friends socially
- Shopping
- Physical activities
- Where else?



“Do you want to try that?”



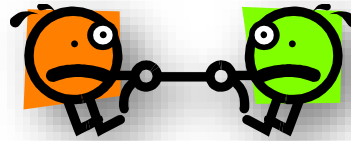
Forces To Understand



Motivation

(extrinsic, intrinsic)
(because you make me,
because I want to)

Power Struggle



(Redirect, not negotiate)



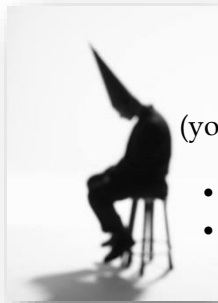
Mask of Compliance

(Is it real or just to
shut us up?)

Dietary & Environmental Craziness



EPIC power
struggle



Shame

(you, your child)

- Whose rules, anyway?
- Who am I trying to impress?
- How hard does the child take the disapproval?



Fear

(underlying)



“By myself”

Behavior

Beware the Traps

- Does the intervention give my child what he seeks/craves, so he keeps doing it for the reward?
- Am I rewarding his bad decisions?
- Does the intervention guide his intrinsic motivation to improve his decisions?
- Who's in charge here?

(how can I lose an argument to a non-verbal child?)

Have I painted myself into a corner?



“Water the Flowers, Not the Weeds”



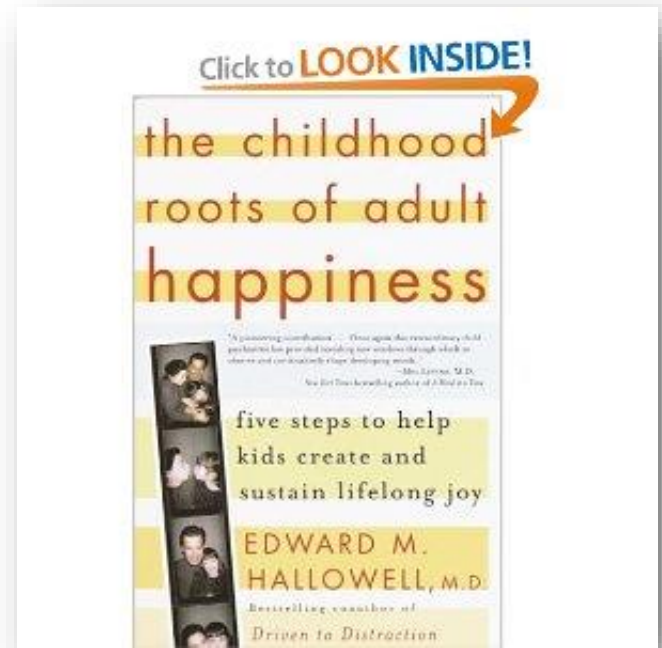
“First You Name It, Then You Limit It”
(or Put the Boundaries On It)

Children have this amazing
@AmyWeatherly
way of becoming exactly who we
tell them they are. If we tell
them they are strong, they
become strong. If we tell them
they are kind, they become
kind. If we tell them they are
capable, they become capable.
Speak life into your kids, so
they will have what it takes to
tackle their own life one day.

(and thus intrinsically motivated)

12 Elements of a connected childhood

1. Responsibility to contribute
2. Ideas & Information (school)



To Introduce Fear/Flow:

“Fear (and no flow) is what keeps them from realizing their potential...” (Hallowell)

(which makes their learning “not the destination, but the **JOY** of the journey...”



Re-Direction: “That’s What Other Kids Do”

Exceedingly and increasingly powerful in my son’s world

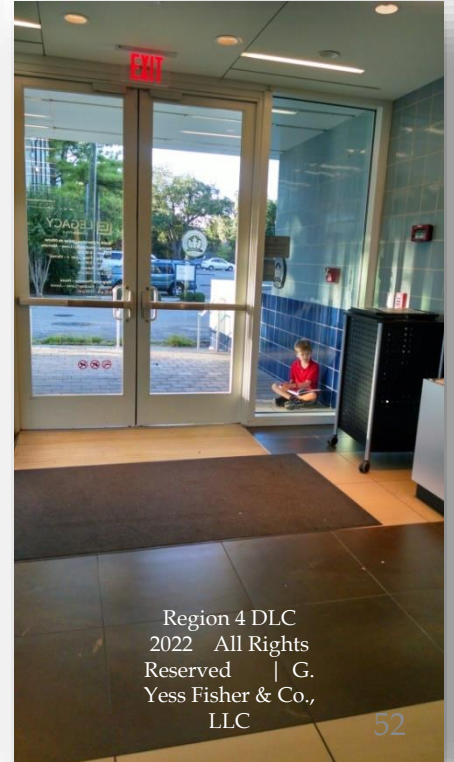


I ask myself all the time, “what would other kids do?”



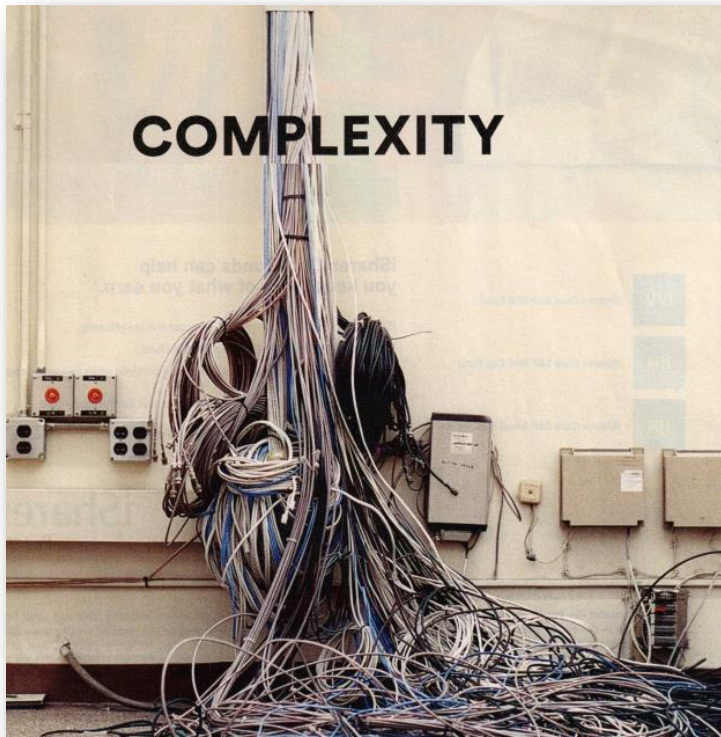
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“Don’t Move”. Self Control.

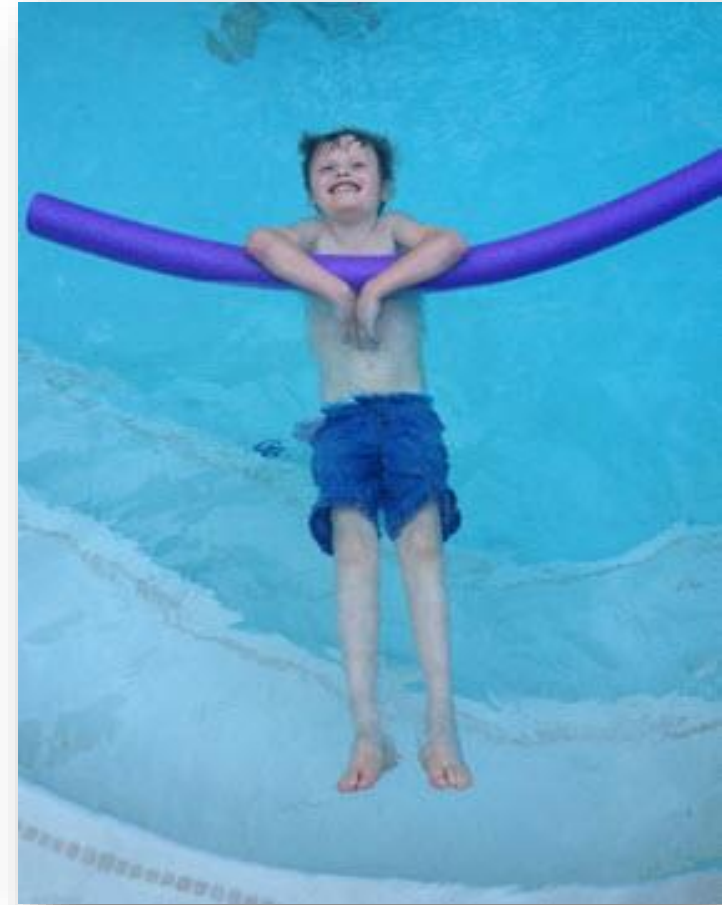


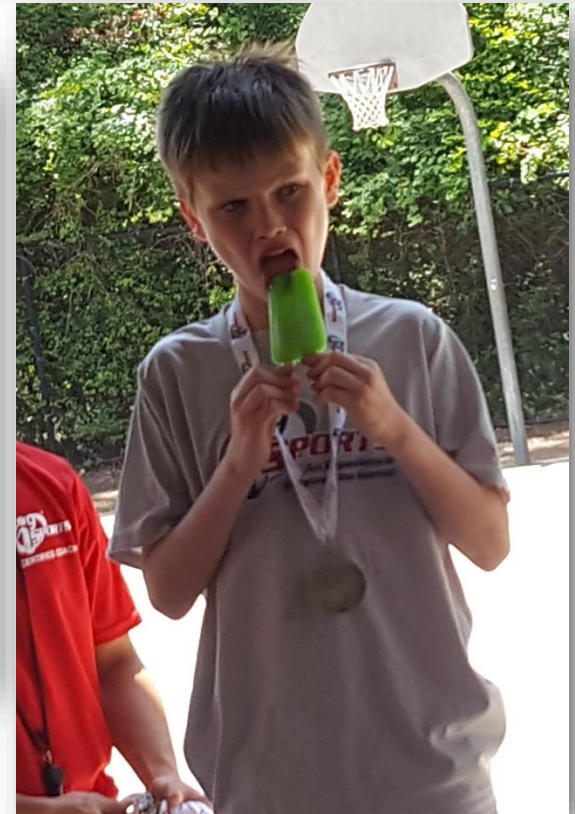
Tranquility *is elusive*

Some habits have been years in the making



At peace in their own skin

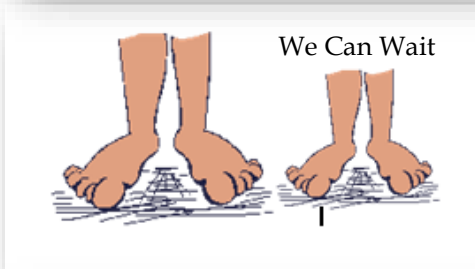




Teachable Moments Are Everywhere



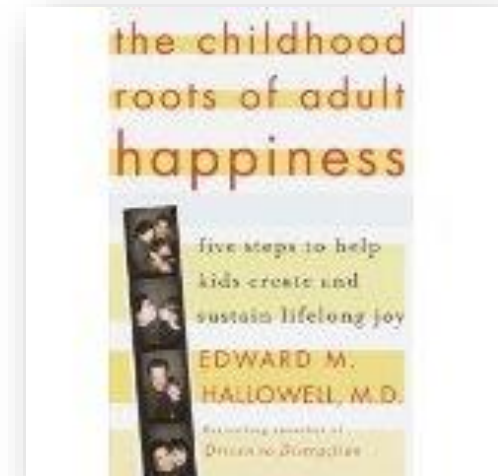
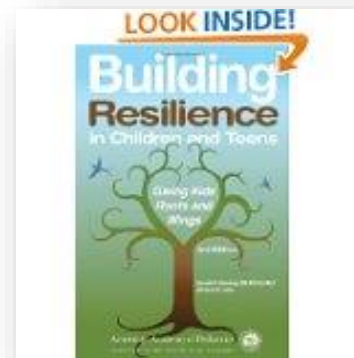
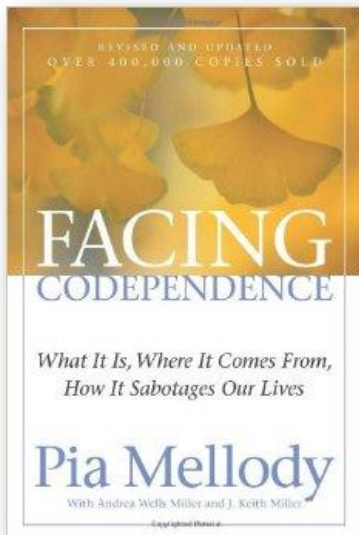
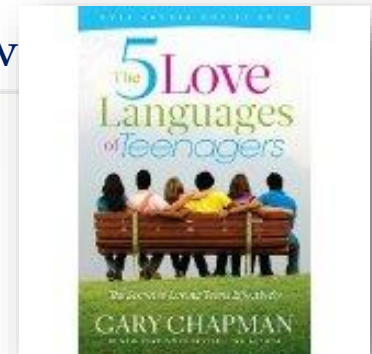
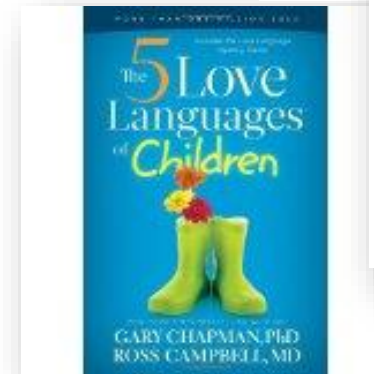
“You Be the
Leader”



Caretaker Burnout: Do You Feel

*Left Behind,
Unloved,
Unwanted ?*



c/w



Repeat: Only You Can Give Yourself Peace

(and permission to be in the present,
to own your own flow,
within your personal
boundaries) and
to find your own



If you are depressed you are
living in the past. 
If you are anxious you are
living in the future. 
If you are at peace you are
living in the present. (Lao Tzu)

(and thus intrinsically motivated by SEL & SDL)

From Dr. Edward Hallowell,
New York Times national best seller,
former Harvard Medical School instructor,
and current director of the Hallowell Center
for Cognitive and Emotional Health...

Fear is the great disabler. Fear is what keeps children from realizing their potential. It needs to be replaced with a feeling of I-know-I-can-make-progress-if-I-keep-trying-and-boy-do-I-ever-want-to-do-that!

One of the great goals of parents, teachers, and coaches should be to find areas in which a child might experience mastery, then make it possible for the child to feel this potent sensation.

The feeling of mastery transforms a child from a reluctant, fearful learner into a self-motivated player.

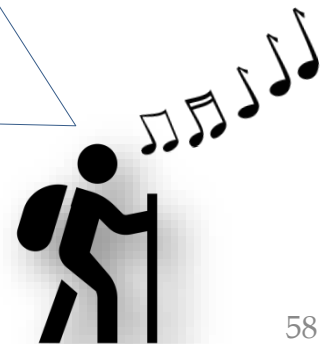
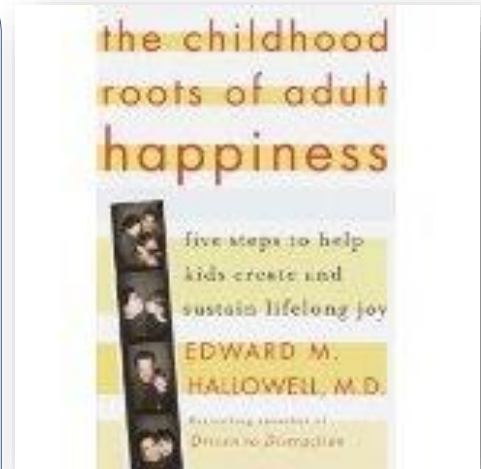
The mistake that parents, teachers, and coaches often make is that they demand mastery rather than lead children to it by helping them overcome the fear of failure.

The best parents are great teachers. My definition of a great teacher is a person who can lead another person to mastery.

~Dr. Hallowell

“Fear (and no flow) is what keeps them from realizing their potential...”
(Hallowell)

which makes their learning “not the destination, but the **JOY** of the journey...”





So, a Gentle Reminder

To change a child's behavior,
change YOUR behavior

(We are the adultswe are supposed to be in charge)

Offer them the **dignity of risk-taking**,
to let them **feel heard and seen** for who they really are,
the opportunity to **fail** and **to try again**, and
the supports for **resilience** to
help them find their **purpose**.

Consequences to the Child

- Anxiety v. Confidence
- Shame v. Pride
- Guilt v.
- Fear v. Joy
- Hiding v. Risk Taking
- Social Isolation v. Belonging
- Object of Mockery v. Respected
- Anger v. Self-Control
- Physical Loss v. Resilience
- Self Harming v. Poised
- Loss of Happiness v.
- Individual Reaction to Disapproval v. Self Esteem
- Natural *
- Unintended *



* My favorites !

Fitting Interventions for Learning Differences Into Your Busy Life

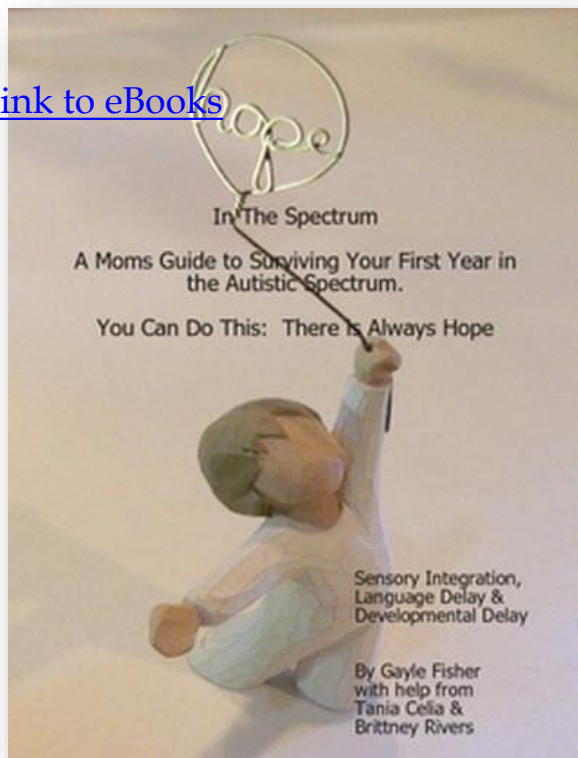
Reduce Shame & Fear. Increase Joy.



Also an eBook series.
So you always have new ideas
close by.



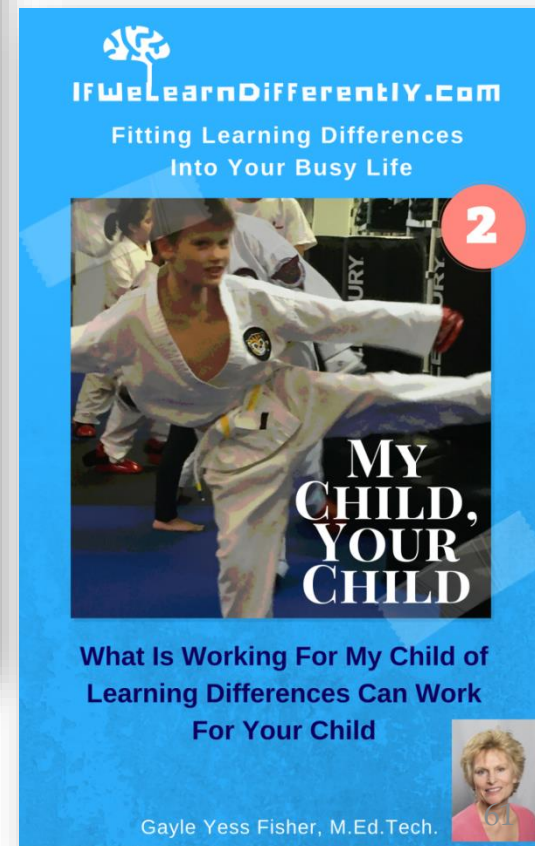
[Link to eBooks](#)



For all devices in all formats



Coming Soon



Appendix: Over 10 single-spaced,
full-sized pages of John's medical
history



GETTING SORTED



HOME ABOUT APRENDEMOS DIFERENTE IF WE LEARN DIFFERENTLY OUR TRAINING CENTER [PODCASTS](#) SIBLINGS WORKSHOPS COLLABORATIONS EVENTS



Simplify

May 18, 2020

▶ **Simplify**
Gayle Y. Fisher Download

So, It Is Magic? No, It Is Neurology.

2020

- Neural Pathways
- Sensory Integration
- Self-Directed Learning and Intrinsic Motivation
- Phonetic Awareness & Executive

Stimming, Early Intervention, Re-Directs

Risky Behavior and The Teenage Brain: An Accelerator without a Brake

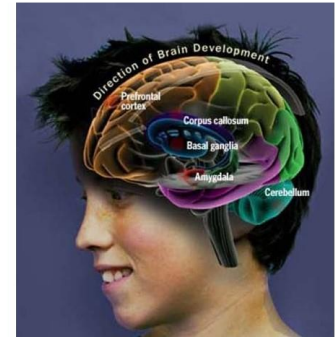
Crystal Collier, PhD, LPC-S

Director of the Choices Program and Prevention Research
The Council on Recovery

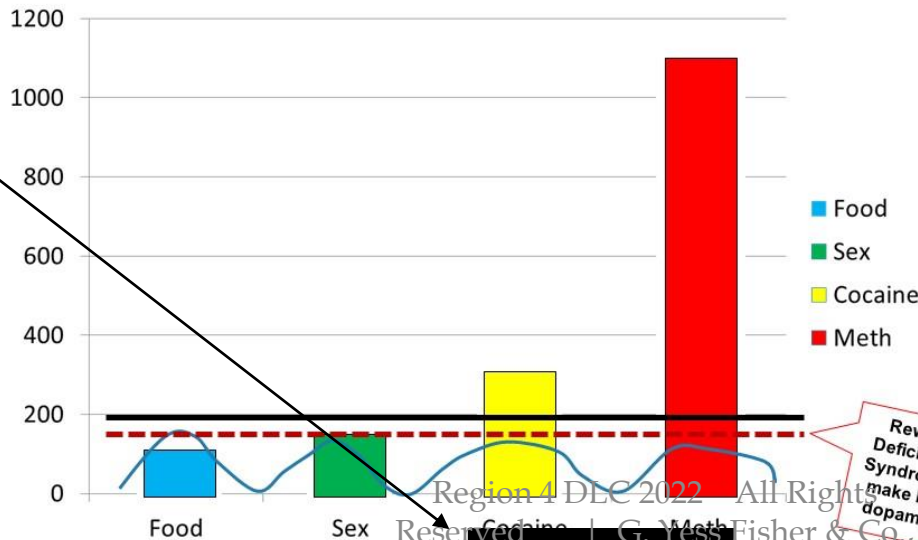


Is it *really* so harmful?

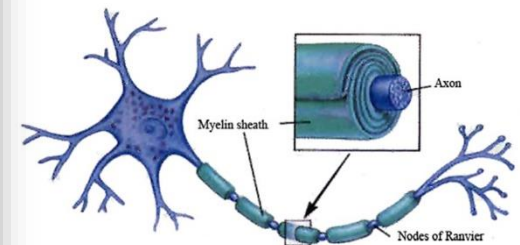
90% of adults addicts began engaging in the high-risk behavior when they were teens



Dopamine Release and the Hedonic (pleasure) Threshold



Myelin = Processing Speed



Dendrites = Learning

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Stimming

The Council on Recovery CRF Adolescent Programs



Executive Functioning

Elementary

- Task Initiation
- Flexible Thinking
- Planning and Prioritizing
- Organization
- Working Memory
- Self-Monitoring
- Selective Attention
- Coordination

High School

- Abstract; conceptual understanding
- Impulse Control
- Problem-Solving
- Decision-Making
- Judgment
- Emotion Regulation
- Frustration Tolerance
- Ability to Feel Empathy

CHOICES High-Risk Behaviors

1. Alcohol Use/Binge Drinking
2. Driving Under the Influence
3. Criminal Activity/Violence
4. Bullying/Cyberbullying
5. Date Rape/Dating Violence
6. Heavy Drug Use
7. Marijuana Use
8. Gambling
9. Eating Disorders/Body Image/
10. Pornography
11. Self-Injury
12. Healthy Relationships/Sex/Sex Addiction
13. Suicide/Depression
14. Tobacco Use
15. Video Game/Internet/Technology Addiction/Technology Safety



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ccollier@councilonrecovery.org
 (281) 200-9272

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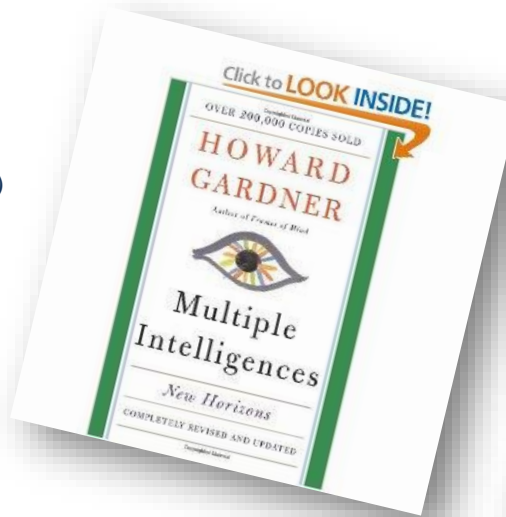
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Multiple Intelligences (1)

1. Verbal/Linguistic (*words, words, words*)
2. Logical/mathematical (*Spock?*)
3. Visual/spatial (*can visualize things*)
4. Musical 
5. Interpersonal (*knowing someone*)
6. Intrapersonal (*knowing yourself*)
7. Bodily/Kinesthetic (*moving*)
8. Naturalistic (*nature, outdoors*)



http://www.youtube.com/watch?feature=player_embedded&v=ooqvgcY5VKU

Why does a child make the behavior choices they do?

This workshop is about understanding children's undesired behaviors, with and without learning differences.

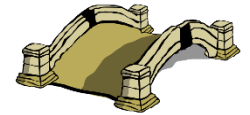
We will discuss age-appropriate re-directs using

- † intrinsic motivation,
- † multiple intelligences,
- † classroom management,
- † natural consequences,
- † sensory integration,
- † executive function, and
- † behavior interventions built on best practices of
 - † trust,
 - † boundaries,
 - † mental health awareness and
 - † learning challenges

(like you didn't have enough to do already.....)

Magic of SDL & Intrinsic Motivation

Self-Directed Learning (SDL) is the bridge between how we teach children (*pedagogy*) and how adults learn (*andragogy*).



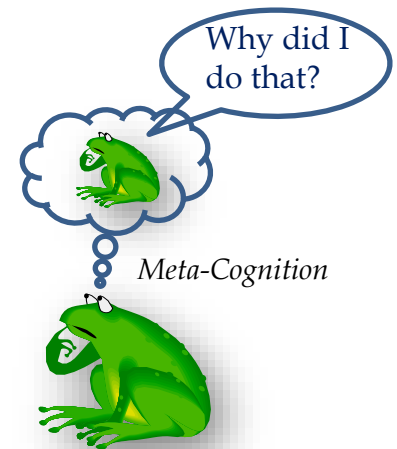
We offer young learners **SDL**,
in-the-flow (Csikszentmihalyi) learning,
and **intrinsic motivation**.



This will help them take **joy** in learning and

.... best insure transfer from short-term working memory into **long-term memory**,

and increase **meta-cognition**
(thinking about their thinking).



Emotional Self-Regulation



If we were to walk in their shoes, what if....

Self-Advocacy

High Divorce Rate

Displacement,
Loss of Home Security

Pronouns, Legal, Personal Care, Self-Harming

Co-Parenting,
Estrangement,
Co-Dependency

Working Memory,
Sensory Integration,
Dysgraphia,
Dyscalculia,
Dyslexia

Passive Aggressiveness

“Re-Directs”, ABA,
“First This, Then That”



If we were to walk in their shoes, what if....

Social Emotional Learning

Medication, Counseling
(as a minor and an adult)

Self-Directed Learning
Sensory Integration

ADHD

Executive Function

Grief &
Trauma

Diet, Immune System,
Behaviors, Sleep Patterns,
Respite, Burnout, Isolation

Empty Nest v.
Maybe Never
Empty Nest

ARDs, Evaluations
Clinical Therapies: Speech,
OT, PT, VT

Helping Them Build Their Language Processing Skills

Interpreting the Words:
**Retelling the Story &
Building Vocabulary**

Retaining the Words:
Working Memory

Building the Words:
Phonemes, Graphemes

First,





Executive Function

“ The set of processes that all have to do with **managing oneself and one's resources** in order to achieve a goal.

It is an umbrella term for the neurologically-based skills involving **mental control and self-regulation.**”

Executive Function

“managing oneself and one's resources involving mental control and self-regulation.”

Interpreting the Words:
**Retelling the Story &
Building Vocabulary**

Retaining the Words:
Working Memory

Building the Words:
Phonemes, Graphemes

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“Empowerment comes via responsibility.

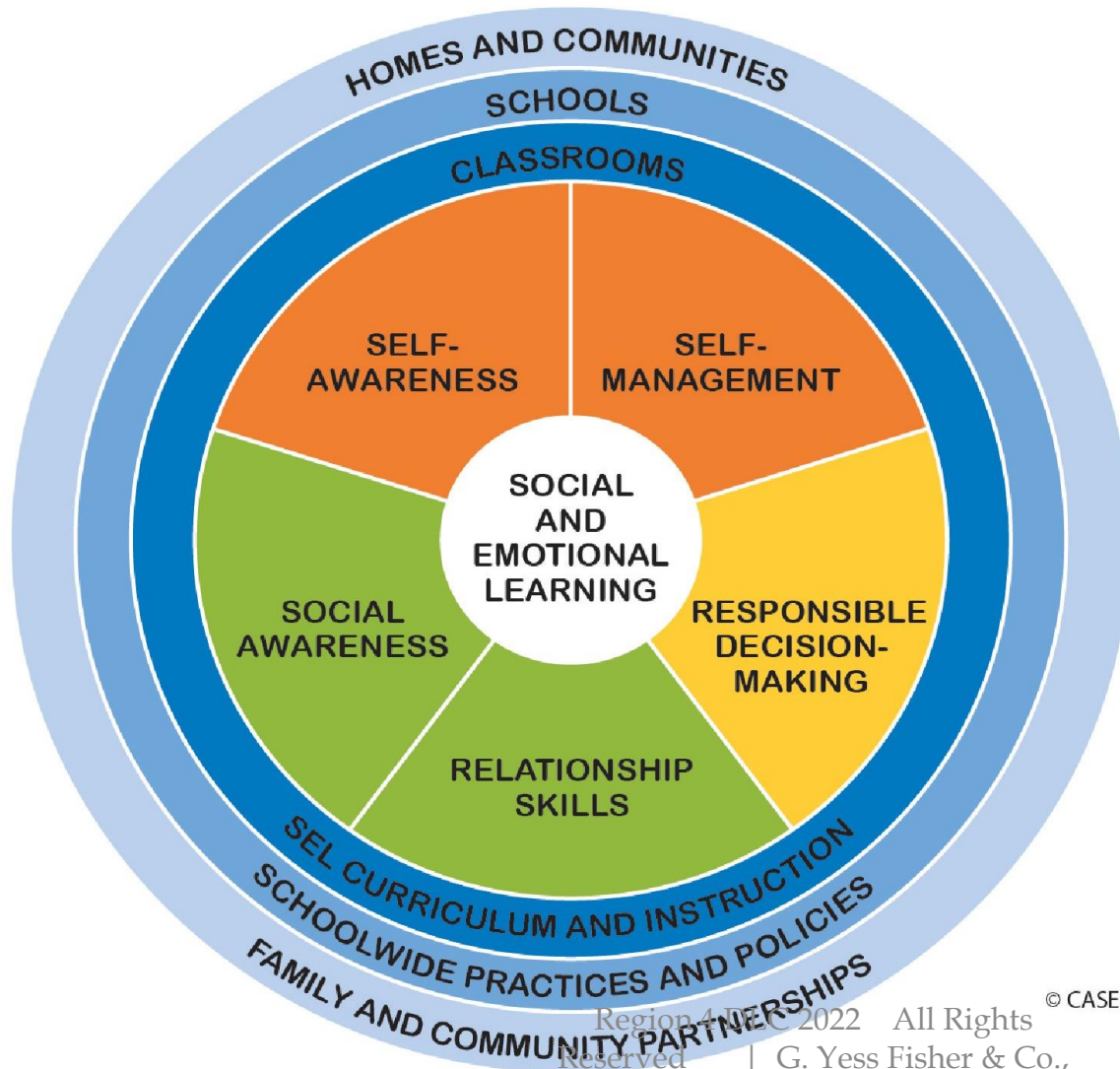
Maturity in life is ... reflective of an individual's willingness to assume **full responsibility for his or her life.**

As a person matures, they become more **decisive, consistent and strong** and when they **know** that they've taken full responsibility and are doing their very best, **confidence grows**, and they feel empowered as a result.”

(Kain Ramsay, NLP)

More Tools:

Social Emotional Learning (SEL)





If we were to walk in their shoes, what if....

Self-Advocacy

High Divorce Rate

Displacement,
Loss of Home Security

Pronouns, Legal, Personal Care, Self-Harming

Co-Parenting,
Estrangement,
Co-Dependency

Working Memory,
Sensory Integration,
Dysgraphia,
Dyscalculia,
Dyslexia

Passive Aggressiveness

“Re-Directs”, ABA,
“First This, Then That”



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ADHD Executive Function

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Diet, Immune System,
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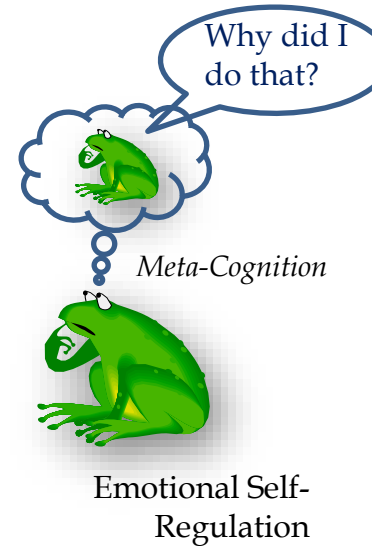
Empty Nest v.
Maybe Never
Empty Nest

ARDs, Evaluations
Clinical Therapies: Speech,
OT, PT, VT

Why Do Misbehaviors Exist?

Some ideas

- To Escape
- Sensory Integration Troubles
- Attention
- Lack of Impulse Control
- Tangible (“I didn’t get what I wanted, so I throw a fit”)
- Negative Emotions (anger, fear, embarrassment)
- Purposeful Decision (to get something, lose something)
- Medical Reasons (headache, earache, stomachache, diet, pesticides, environmental toxicities, and methylation overload. Nonverbal kids unable to tell you)

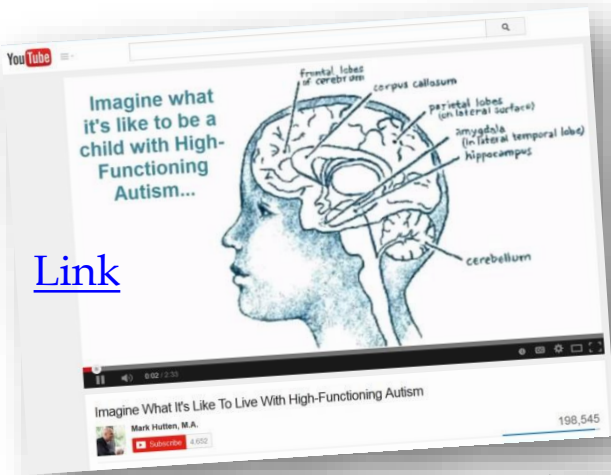


Over and over again, I have to practice with my son to teach him to recognize his own bad choice and make a better one. He is forever saying, “Try again?” We are building neural pathways the hard way.

Why Do

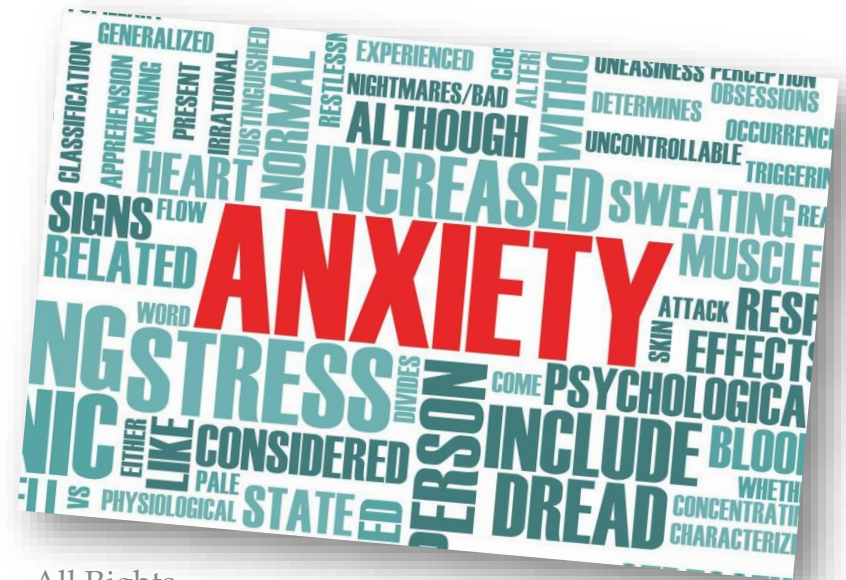
Mis-Behaviors

Exist?



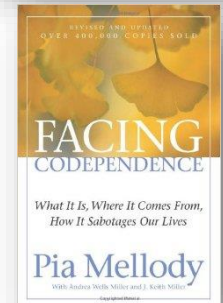
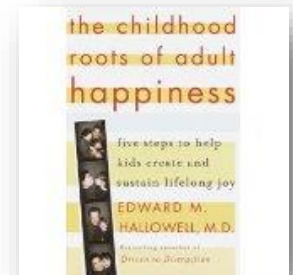
[Link](#)

[“Building Self Control” Link](#)



Tools for the Challenges

- Keep motivation intrinsic. In-the-flow.
- Re-discover joy and peace within the family.
- Use tools for positive communications.
- Set and hold boundaries during interventions in the home, school and community.
- Be proactive. (Building a Positive ARD Experience, for example).
- Be flexible and creative.



De-Escalation



[Link](#)

The screenshot shows a web browser window with the URL '21/20-tips-to-help-de-escalate-interactions-with-anxious-or-defiant-students/'. The page is from KQED News and features the 'MindShift' logo with the tagline 'How we will learn.'. Below the logo are navigation links for 'STORIES TEACHERS SHARE', 'GROWTH MINDSET', 'TEACHING STRATEGIES', 'BIG IDEAS', and 'GAMES'. The main article title is '20 Tips to Help De-escalate Interactions With Anxious or Defiant Students' by Katrina Schwartz, dated April 21, 2016. The article image shows a person with their hands covering their face, suggesting distress or frustration. To the right of the article is a 'SPONSORED BY' section with three ads: 'Free Appraisals Events Held Every Wednesday', 'Edgar Alwin Pay (California) 185 High Country Oil on board Sold for \$151340', and 'The contemporaries for independent April 29-May 1, 2016'. At the bottom of the article, there are 'PRINT' and 'SHARE' icons, and a 'Reserved' watermark.

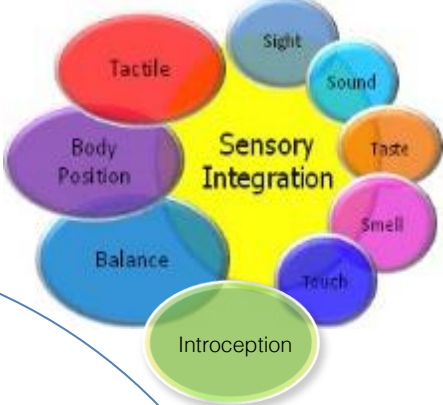
“A National Institute of Health study found that [25.1 percent](#) of kids 13-18 in the US have been diagnosed with anxiety disorders. No one knows how many more haven’t been diagnosed.

Anxiety is a huge barrier to learning and very difficult for educators to identify. “When anxiety is fueling the behavior, it’s the most confusing and complicated to figure out,” Minahan said. That’s because a student isn’t always anxious; it tends to come and go based on events in their lives, so their difficulties aren’t consistent. When we are anxious our working memory tanks, making it very difficult to recall any salient information.”



Social Emotional Learning

Movement-Based (Learning), Well-Running Machine

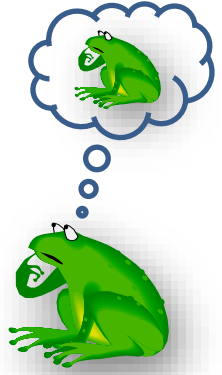
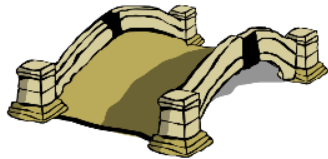


Self-Directed Academic Learning

Intrinsic Motivation

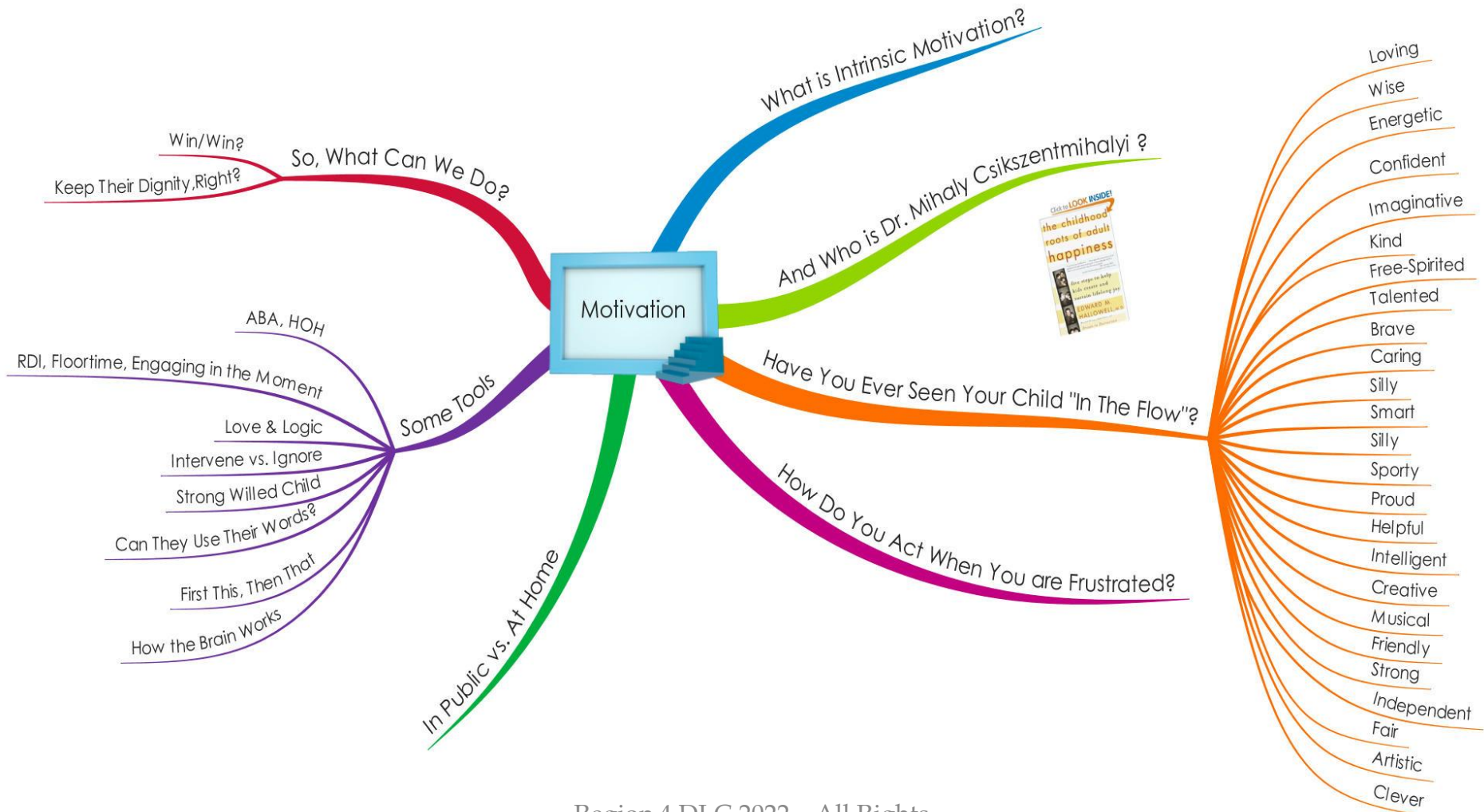


Positive Behavioral Re-Direction & Self-Regulation



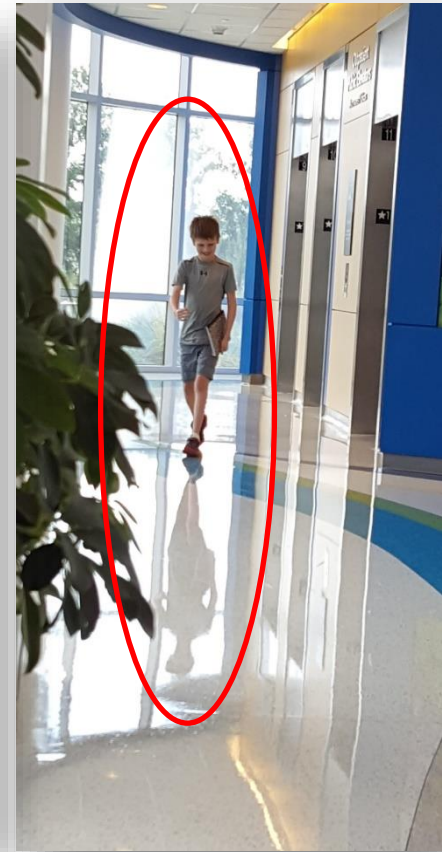
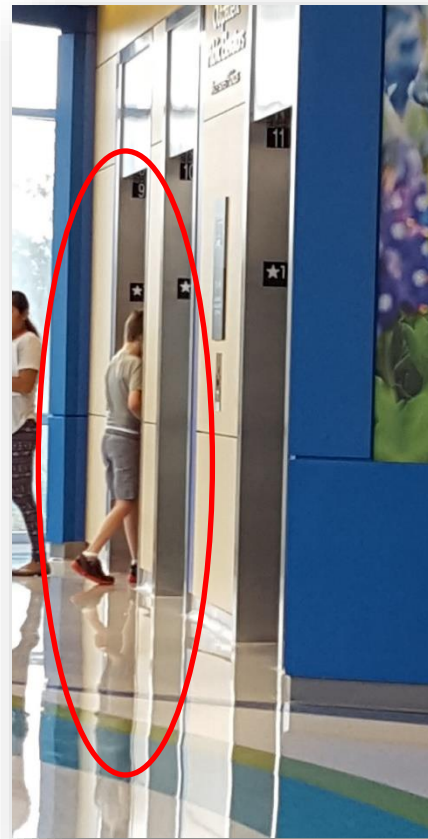
What Motivates Your Student?

and why?





Motivation,
executive
function, self-
regulation

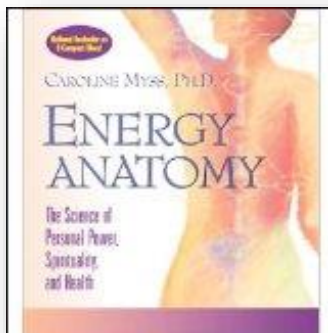


“Life is either a daring adventure
or nothing at all.”

(Helen Keller)

Only I Can Give Myself Peace (and permission to be in my own flow)

*Additional tools to find
peace, flow and personal
boundaries*



Caroline Myss



Eckhart Tolle

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So Where Do I Start?

To support my child, where am I standing at the beginning of each interaction? (This is a moment-by-moment decision!)



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