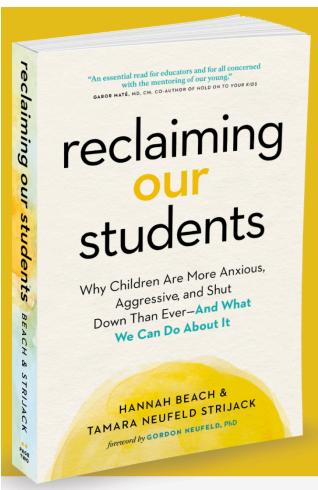


Reclaiming Our Students

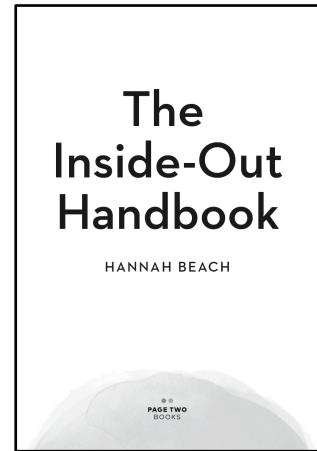
Q&A and Troubleshooting

Session 1

Martine Demers and Catherine Korah
Behavior Consultants, RSB, CEBM
November 29, 2021.



Inside-Out Handbook



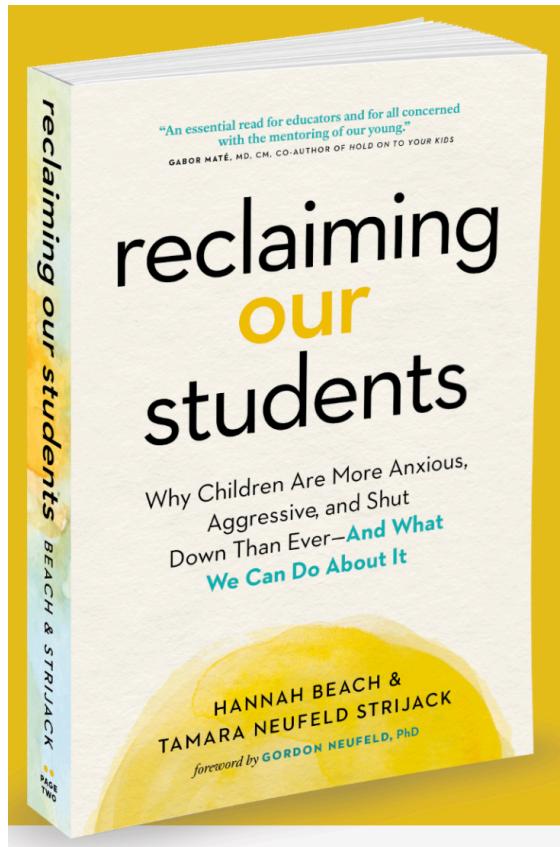
Book

Comprehensive Professional Development Resource Package

Video Series

reclaiming our students:
Professional Development Series

Bring the book to life!



How to procure the *Reclaiming Our Students* Book

- ▶ Speak to your school administration
- ▶ French translation is not yet available

The Inside-Out Handbook

HANNAH BEACH

PAGE TWO
BOOKS

How to procure the *Inside-Out Handbook*

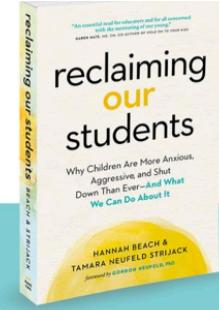
- ▶ At the top of the page 299 of the *Reclaiming Our Students* book you will find the code word to retrieve the electronic handbook.
- ▶ Go to the website <https://reclaimingourstudents.com> and type in the code word to download your free copy.

How to register to the video series



reclaiming our students: Professional Development Series

How To Access Your Course:



If you are accessing this course for the first time:

1. Go to: <https://reclaiming-our-students.thinkific.com/courses/pd-series> (we recommend bookmarking this link)
2. Click on "Free Preview" to start creating your account.
3. Enter your name, @rsb.qc.ca email*, and new password.
**Note: Please sign up with your work email so we can identify which organization/school board you are connected to.*
4. Read the Terms of Use below and click the checkbox next to "I have read and agree to the Terms of Use."
5. Click "Sign Up". Once you have done this, you can view the first section of this course. Please allow 24 business hours for us to unlock the rest of the series.

If you have already activated your account, simply click "sign in"!

TODAY'S FOCUS:

“How we Lead Matters” &
“Creating the Environment of Emotional Safety”

Becoming the Leader Our Students Need - How can we help them feel safe in our presence and secure enough to take risks in their learning

Book	Video Series	Inside-Out Handbook
Ch. 3: How We Lead Matters	From stuck to unstuck: creating the conditions for change	GET IT OUT! p.10 Drumming: Ages 4-11 with variations for ages 9-11 p.12 Class Parade: Ages 4-8 p.14 Be the Conductor (Ages 4-8)/You Are the Music (Ages 9-18) - modifications for ages 9-11, 12-18 p.17 Scavenge and Create Age 4-18, modifications for ages 9-11, 12-18 p.20 Squeeze Away: Ages 4-11, modifications for ages 9-11 p.22 Scribble Time: Ages 4-11 p.23 Drawing the Music: Ages 4-18, modifications for ages 9-18 p.26 I See It. I Go to It: Ages 9-18
Ch. 18: Emotional Safety	Session 2: Creating the environment of emotional safety Session 3: Becoming the leader our students need	FEEL: p. 30 The Feeling Symphony: Ages : 4-18, modifications for ages 12-18 p. 33 Frustration Monster: Ages 4-11 p. 34 The Shape of Our Feelings: Ages 12-18 CARE AND CONNECT: p. 61 The Mirror: Ages 4-18, modifications for ages 12-18 p. 63 Soundscape: Ages 4-18, modifications for ages 12-18

Chap 3: How We Lead Matters

Session 3: Becoming the leader our students need

Highlights:

- ▶ Teachers do not need to rely on time outs or gold stars to get students to listen.
- ▶ Being “friends” with students is not the answer, and being a “drill sergeant” doesn’t work either.
- ▶ More than any style we adopt, the relationship between the student and the teacher provides the foundation for growth and learning.
- ▶ The answer lies in becoming our students’ compass point, by embodying the kind of caring leadership our students crave.
- ▶ Children NEED an adult leading and guiding them. Children were not meant to take care of themselves.
- ▶ Without an adult guiding and caring for them, children feel emotionally unsafe, which results in challenging behaviours.



- Laissez-faire
- Children decide “what” will happen “when”
- Teacher continually asks students ‘if they want ‘x’ or if it’s ‘okay’ with them?’

- Authoritarian
- Stern
- Micromanager
- Highly controlling

What's needed:

Consistently be a warm leader

“I’ve got this” - attitude and demeanor

Add in routines to help orchestrate behaviors

Not reacting or shaming

Harness their alpha energy - provide opportunities to help this energy flow

For the school team to work in unison, being warm caring leaders to help the child feel safe at school





Tiers 2 & 3 students

Much less receptive to being lead in general

Highly resistant to direction and guidance

Often are less endearing, tending to alienate the adults responsible for them

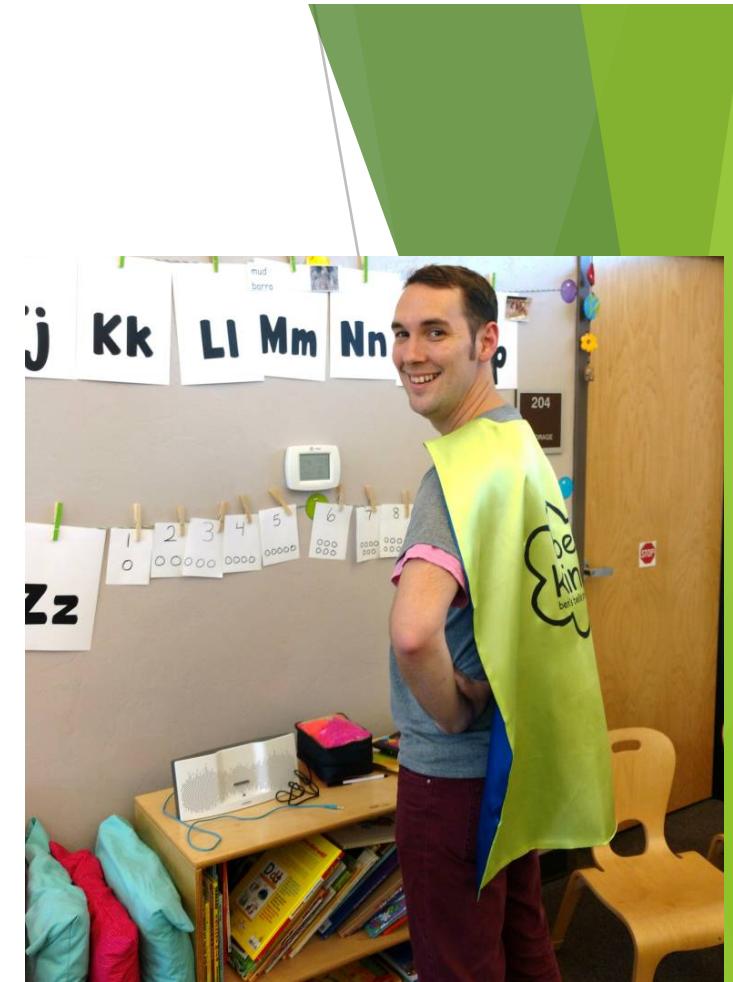
Appear independent and much less needy and so not as likely to evoke care-taking responses in the adults responsible for them

Very difficult to bring to state of REST and SATIATION

Consequences and sanctions are highly PROVOCATIVE

USE PLAY & PLAYFULNESS

- ▶ Is a non-threatening way for the adult to take the lead without triggering resistance
- ▶ Playfulness facilitates collecting and connecting with students
- ▶ It softens the student's defenses that impede on attachment and learning
- ▶ Sets the stage for emotional safety



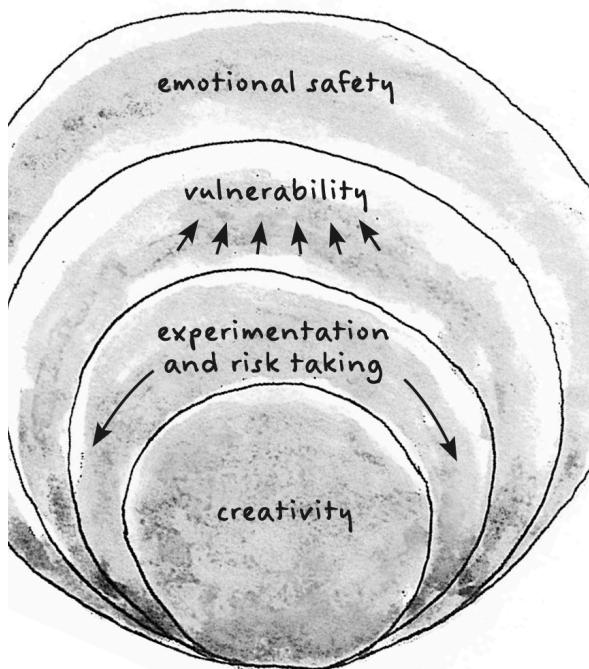
putting insight into practice



Think of one thing you can try this week to help your students feel safe...

Chap 18: Emotional Safety

Session 2: Creating the environment of emotional safety



Highlights:

- ▶ Humans are filled with emotion and therefore we need to expect some challenges.
- ▶ Students cannot be receptive when alarmed.
- ▶ Emotional safety is fundamental: only through *responding to students emotional needs first* can we make a difference in their emotional health and well-being, which in turn will have an impact on their behaviour.
- ▶ As a caring leader, we need to hold the space—that is, we need to create a tone and structure that the class can rely on.
- ▶ Creating an invitation into relationship means that we see and hear our students, that their feelings and perspectives are important to us, and that we still care, even when they make mistakes.
- ▶ Supporting exploration and experimentation in the classroom.

FIVE STEPS

to emotional health
and maturity

reflecting

mixing

feeling

naming

ACCEPT/INVITE/ASSIST - create channels for, and remove the
impediments to, emotional expression

expressing

Pathway to optimal functioning
and the unfolding of human potential

PLAY

REST

SOFT HEARTS

RIGHT RELATIONSHIPS

putting insight into practice



Start to notice where your strengths are, and where you see room for growth in becoming a caring leader



When an alpha leader is in the driver's seat:

- ▶ Meets children's underlying needs
- ▶ Students feel taken care of
- ▶ Helps them to feel safe and puts their alpha instincts at rest
- ▶ Sets the conditions for them to be guided and tolerate being in a dependent position
- ▶ Opens up the gates for learning to occur!



HOW TO CHANGE YOUR MIND while staying ALPHA

“I’ve decided that...”

“I see that we need a change of plans, we’ll...”

Be willing to make the decisions you believe are best for the student, even if they are upsetting to them.



Taking the Lead

Orchestrating
circumstances vs.
Controlling the
student

Trying to Control Students (the pitfalls):

- ▶ Impossible task - it's a myth that anyone can be controlled
- ▶ Increases felt frustration and alarm in students who are triggered by a perceived or felt coercive intervention
- ▶ This increases 'push back' and often provokes a disconnect with the relationship
- ▶ Upping the ante, adding consequences will only lead to a negative outcome
- ▶ The group loses trust in the adult as a capable care provider and subsequently they turn to each other to find new guidance and leadership
- ▶ Highly frustrating and discouraging for the adult, often left with a feeling of powerlessness

Taking the Lead

Orchestrating circumstances vs. Controlling the student

Orchestrating Circumstances:

- ▶ **Use structure and routine** - this is less coercive and confronting, particularly for students who are defended, alpha or alarmed
- ▶ **Maximize your physical space** to provide explicit messages of "what" is expected in these areas.
- ▶ **Rely on these structures and routines** to support you in leading the way in a subtle manner. You have set them, taught and modeled them, now let them bare fruit!
Ex. Teacher to her group (grade 5) "We're getting ready for 'Work Time' - please choose your preferred location, ensure you have all your work tools - you have 3 minutes to get 'into location. Remember, its important that you choose the spot that works best for you." This classroom has alternate work stations and flexible seating options for students to choose from.
- ▶ **Assign jobs** where students can show their leadership (under your initial leadership!)