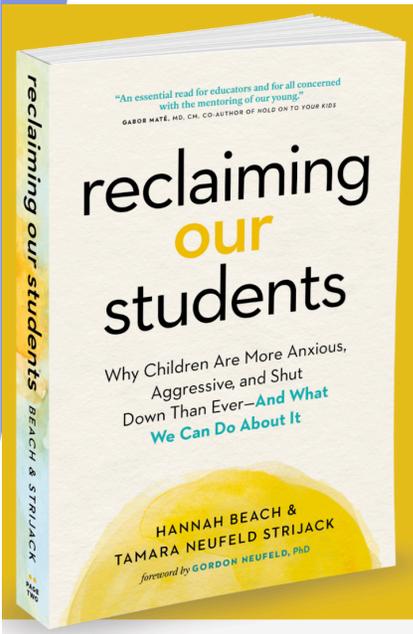


Reclaiming Our Students Q&A and Troubleshooting Session 2

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Behavior Consultants, RSB, CEBM
January 17th, 2022.



TODAY'S FOCUS:

“Common student challenges”

- Ch. 7: What's Behind the Behavior? (p.83-85)
- Ch.10: The Child Who is Being Disruptive (p.111-122)
- Session 4: Not safe to feel: unpacking the role of emotion and defense

What's Behind the Behavior? Behaviors are the 'tip of the iceberg,' what we see in action and sound. However, to truly be able to understand and intervene in a meaningful way, we must invest time, energy and focus into understanding what is 'underneath.'

Book	Video Series	Inside-Out Handbook
<p>Ch. 7: What's Behind the Behavior?</p> <p>Ch. 10: The Child Who is Being Disruptive</p>	<p>Understanding what's behind the behavior & how to help</p> <p>Session 4: Not safe to feel: unpacking the role of emotion and defense</p>	<p>GET IT OUT!</p> <p>p.10 Drumming: Age 4-11</p> <p>p.14 Be the Conductor (Age 4-8) / You Are the Music (9-18)</p> <p>p.17 Scavenge and Create Age 4-18</p> <p>p.20 Squeeze Away: Age 4-11</p> <p>p.22 Scribble Time: Age 4-11</p> <p>p.23 Drawing the Music: Age 4-18</p> <p>FEEL:</p> <p>p. 30 The Feeling Symphony: Ages : 4-18</p> <p>p. 33 Frustration Monster: Ages 4-11</p> <p>p. 34 The Shape of Our Feelings: Ages 12-18</p> <p>p. 35 Drawing with Oven Mitts: Ages 9-11</p> <p>p. 38 Sensory Poem: Ages 12-18</p> <p>p. 40 "Sometimes I ...": Ages 12-18</p> <p>p. 42 Journal Time: Ages 12-18</p> <p>CARE AND CONNECT:</p> <p>p. 49 Us Art: Ages 4-11</p> <p>p. 53 The Snake: Ages 12-18</p> <p>p. 61 The Mirror: Ages 4-18</p> <p>p. 63 Soundscape: Ages 4-18</p>

Chap 7: What's Behind the Behavior?

Highlights:

- ▶ Our schools often frame behavioural problems as disciplinary issues that must be “fixed,” rather than understanding them as an indication that a child has an emotional need that needs to be filled.
- ▶ Typically, our culture tries to create change within children by teaching them to be different.
- ▶ We can teach a child to care *for* something (e.g., “this is how you feed it, brush it”), but you cannot teach a child *to* care. Feelings of caring arise from within a person, are grown or awakened, not taught.
- ▶ If we can ask ourselves “What do I *see*?”—instead of “What do I *do*?”—the doing may come much more naturally.
- ▶ With a plant, it seems obvious that with the right conditions, it can thrive. When we can find the conditions that work for a child, they have the opportunity to thrive in the same way.
- ▶ When we see what is potentially at the root of the problem, we can hopefully shed light on what conditions might be needed for change.



CEBM FRAMEWORK FOR STUDENT SUPPORT Members Section



PHILOSOPHY

THEORETICAL FRAMEWORK

CHALLENGES

PRACTICES

MATERIALS

INTERVENTION SPACE

Student Challenges

WHAT'S BEHIND THE BEHAVIOUR?

If a child hits someone, or isn't listening to us or is screaming at the top of their lungs, the developmental approach recognizes that the behaviour is connected to something. It's there for a reason. The child's behaviour is telling us that they have a need that is not being met.

By seeking to understand the underlying emotions and/or environmental conditions that lead to challenging behaviours we have the opportunity to create real change. This approach may take more time, but it addresses the roots of the problem, and in this way, leads to profound and long-lasting change. Not just stop the behaviour for ten minutes, or while we are watching!

Paradigm Shift
CEBM Distinctives
Pyramid of Interventions
COMMON PRACTICES TO AVOID

A child's behaviour is not always what it seems

What we see - Behaviour

What we don't see

- Loss
- Attachment
- Illness
- Do I belong?
- Am I Safe?
- Need for attention
- Self-esteem
- Am I Understood?
- Emotions
- Need for connection
- Security
- Am I loved?
- Do my thoughts matter?
- Sensory needs

beyond PSYCHOLOGY

INSTEAD OF...	...THINK
MY KID IS GIVING ME A HARD TIME	MY KID IS HAVING A HARD TIME
MY KID IS SUCH A LITTLE "SLEEP"	MY KID IS STRUGGLING WITH SOMETHING
HE'S PUSHING MY BUTTONS	THIS IS NOT ABOUT ME
HE DID THAT DELIBERATELY	HE DID THAT FOR A REASON
MY KID IS DISRESPECTING ME	I WONDER WHY MY KID IS ANGRY
MY KID NEVER LISTENS	I WONDER IF HE HAS UNDERSTOOD OR HAS OTHER PLANS?
MY KID WILL NEVER LEARN	MY KID NEEDS MY HELP
MY KID IS AGGRESSIVE	MY KID NEEDS ME



What do our students need to grow and show us their true potential?





CEBM FRAMEWORK FOR STUDENT SUPPORT

Members Section



PHILOSOPHY

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INTERVENTION SPACE

Philosophy

THE GARDENER ANALOGY

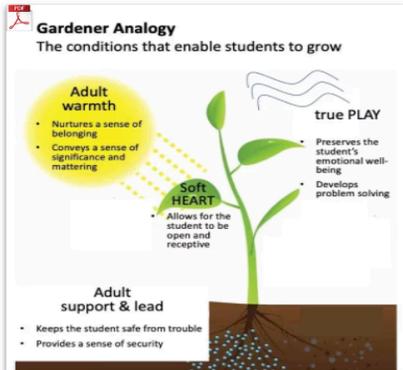
Truly comprehending that students are human beings who are in the process of maturation, requires that the adults who care for them accept that nurturing their growth is where true behavioural change will happen. We must give up the idea that we can "sculpt" or alter a student's behaviour from the outside. As so eloquently stated by Sir Kenneth Robinson, "The gardener does not make a plant grow. The job of a gardener is to create optimal conditions." A student who is having difficulty behaving needs the adults to take extra care to change the circumstances and conditions, just like the gardener cares for a plant that is not thriving by changing light, moisture and soil conditions. As a result, we promote managing behaviour through changing the environment rather than by using rewards and consequences. We work at making sure that the student feels safe with the adults who are there to take care of them. Being able to rest in a caring and safe adult relationship is the necessary condition for growth and with growth comes true change.

Paradigm Shift

CEBM Distinctives

Pyramid of Interventions

COMMON PRACTICES TO AVOID



Chap 10: The Child Who is Being Disruptive

Highlights:

- ▶ Disruptive behaviour can really push our buttons. Whether a student is acting out impulsively, interrupting us, or distracting other students, this can be a real challenge to navigate in the classroom.
- ▶ It is easy to interpret such disruptions as intentional, for it may feel like the child is consciously and purposely acting out.
- ▶ Most adults have the ability to control their impulses in response to emotions like anger, frustration, and fear in ways that respect the feelings and boundaries of others. But we are not born with that ability. Being able to control our impulses is an important part of growing up.
- ▶ One of the most common explanations for disruptive behaviour is immaturity. The child is “not there yet.” They may know right from wrong but won’t be able to deliver in the moment if they aren’t yet able to control an impulse.
- ▶ It is also possible for a child to have difficulty controlling their impulses if the emotions (frustration, alarm) they are experiencing are too much for them to handle in that moment.
- ▶ It may also be that a child lacks impulse control because they are unable to tune out certain things in their environment. Their filters are letting too much stimulus through to the brain.



CEBM FRAMEWORK FOR STUDENT SUPPORT Members Section



PHILOSOPHY

THEORETICAL FRAMEWORK

CHALLENGES

PRACTICES

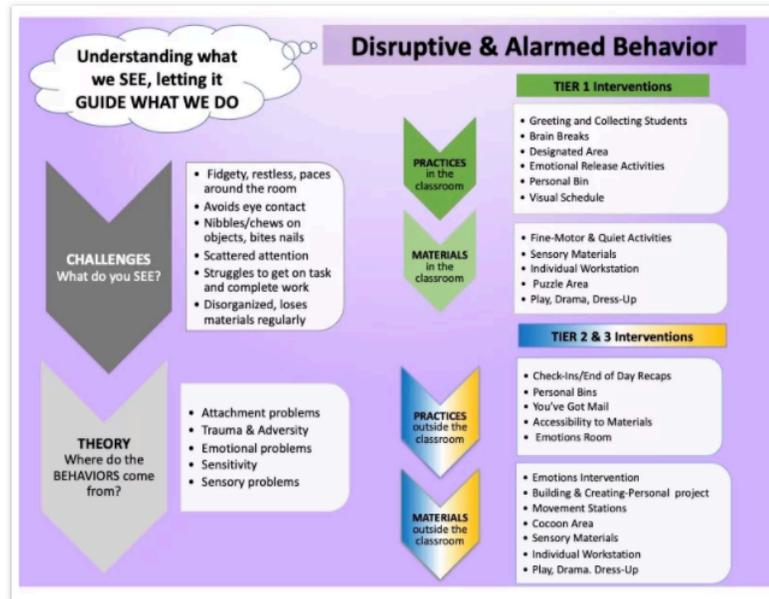
MATERIALS

INTERVENTION SPACE

Student Challenges

DISRUPTIVE AND ALARMED BEHAVIOUR

Students with disruptive behaviors can often be perplexing to the adults who try to care for them. It is important to understand that a range of precipitating factors are at play and directly impact their capacity to manage their big emotions throughout the day. Interventions within the classroom, in the school and on the playground can help contain their outbursts, provide safe outlets for expression and support them in managing themselves. A team effort will be required to best support these Tier 2 and Tier 3 students with their challenging needs.



Literature on Emotion

Literature on Attachment & Right Relationship

Literature on Trauma & Adversity

Emotion & Play-Based Practices

Trauma-Informed Practices

Attachment Friendly Practices

Brain Break Activities

MATERIALS: Emotions Intervention

MATERIALS: Cocoon Area

MATERIALS: Personal Bins

MATERIALS: Fine Motor Activities

MATERIALS: Building & Creating



Challenge: Disruptive and Alarmed Behavior

Making Sense of What is Unfolding and Mapping Interventions to Support a Student

<https://www.cebmmember.ca/disruptive-and-alarmed-behaviour>



What are the behaviors that you see?	Suggested Interventions:	Understanding 'WHERE' this might be coming from:	Practices to AVOID and WHY
<p>Tier 1: In the Classroom:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Struggles to come into the classroom – hyper-agitation <input type="checkbox"/> Does not give eye contact when greeting <input type="checkbox"/> Invades other's personal space <input type="checkbox"/> Struggles to attend to task and to retain information <input type="checkbox"/> Fidgety, restless, paces around the room, struggles to remain in a determined area <input type="checkbox"/> Nibbles/chews on objects, clothes, bites nails <input type="checkbox"/> Hyper vigilant, scans around the room, obsesses with what others are doing <input type="checkbox"/> Struggles to follow daily routine – scattered attention <input type="checkbox"/> Requires repeated prompts to follow simple requests <input type="checkbox"/> Struggles to begin and complete academic tasks <input type="checkbox"/> Physical outbursts with objects, towards peers and/or adults <input type="checkbox"/> Cannot read social cues from teacher <input type="checkbox"/> Interrupts, talks over and monopolizes conversations <input type="checkbox"/> Struggles to wait their turn, wants to be first all the time <input type="checkbox"/> Disorganized, loses and misplaces materials regularly <input type="checkbox"/> Unable to take responsibility for their his/her actions and words <input type="checkbox"/> Doesn't tune in to instructions, hence does not know what to do when its time to do it <input type="checkbox"/> Fatigues easily, becomes exasperated with multi-step tasks <input type="checkbox"/> Storms out of the room, goes to 'Safe Place' or to hide (usually same place) <input type="checkbox"/> Can be extremely difficult to manage by substitute teachers <p>Tier 1: In the School/On the Playground:</p> <ul style="list-style-type: none"> <input type="checkbox"/> When away from their classroom or outside, will flee back to their 'Safe Place' or other (usually the same place) <input type="checkbox"/> Invades personal space <input type="checkbox"/> Struggles with remaining in their space, when lining up, use of locker, lunch area <input type="checkbox"/> May impose themselves into games with others and/or <ul style="list-style-type: none"> <input type="checkbox"/> Disrupts their games when not invited, <input type="checkbox"/> Are surprised that others are upset with them, not understanding the impact of their actions and/or words. <input type="checkbox"/> Scattered in their play – go from one game, to another, to another 	<p>Tier 1: In the Classroom:</p> <p>https://www.cebmmember.ca/practices-in-the-classroom</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work at nourishing a significant attachment with this student : Increase opportunities to make 1:1 connections <input type="checkbox"/> Establish and follow structured routines – predictability helps them feel safe and know what is expected of them <input type="checkbox"/> Minimal material in desk – teacher supports their organization <input type="checkbox"/> Use a visual schedule – this provides predictability <input type="checkbox"/> When doing groupwork, strategically choose groups <input type="checkbox"/> Breakdown tasks into manageable steps – short intervals of work and support to redirect them, help them be more productive with on task time <input type="checkbox"/> Allow additional time to process teacher requests <input type="checkbox"/> Offer alternate seating options and alternate workstations to provide opportunity for choices <input type="checkbox"/> Notice, name and recognize efforts – focus on small steps <input type="checkbox"/> If possible, have a Movement Station within the classroom to expend energy and then return to task <input type="checkbox"/> Have a Puzzle Area and/or Quiet Activity Area this helps model low energy activity options <input type="checkbox"/> Organize a Personal Bin with the student – include items they enjoy touching, looking at and doing when they need a break. Include a fine-motor activity. Change items periodically to maintain engagement. <input type="checkbox"/> Matchmake this student to the adults who are caring for them – build a village of attachments <input type="checkbox"/> Bridge any separation from one time of connection to the next – these student struggle to hold on to adults. Adults need to go the extra mile to hold on to them and keep them in connection with them. <input type="checkbox"/> Consider alternate arrangements when substitute teacher is present. <p>Tier 1: In the School/On the Playground:</p> <p>https://www.cebmmember.ca/practices-outside-the-classroom</p> <ul style="list-style-type: none"> <input type="checkbox"/> Set-up and use Physical Movement Stations – Inside and Outside <input type="checkbox"/> Provide student with passes to visit the Technician Room, to work, to talk, to have supervised 'alone time' <input type="checkbox"/> Visits to Foster Classroom – provide a break from the classroom <ul style="list-style-type: none"> <input type="checkbox"/> It's essential that this be set-up as an intervention prior to its use, that the student and parents are informed of this intervention strategy <input type="checkbox"/> Participation in 'interest clubs' with adult supervision <ul style="list-style-type: none"> <input type="checkbox"/> Orchestrate the schedule to 'divide & conquer' clusters of students who struggle together <input type="checkbox"/> Sheltered recess and/or sheltered lunch in a predetermined location –include movement and building & creating activities 	<p>Understanding 'WHERE' this might be coming from:</p> <ul style="list-style-type: none"> ❖ <i>Child unaware of their state of agitation and inability to manage their body in proximity to others</i> <input type="checkbox"/> Facing too much separation from caregivers – attachments may not be deep enough for them to feel secure <input type="checkbox"/> Misses parent(s) and struggles to move forward with their day <input type="checkbox"/> Alarmed and overwhelmed with school experience – too much is happening or being asked of them. <input type="checkbox"/> Not feeling safe <input type="checkbox"/> Offer lack of secure attachments with adults at school <input type="checkbox"/> Immaturity in emotional development due to age <input type="checkbox"/> Immaturity in emotional development due to emotional stuckness <input type="checkbox"/> Adverse family conditions <input type="checkbox"/> Learning difficulties <input type="checkbox"/> Diagnosed conditions <input type="checkbox"/> Hypersensitivity, hyposensitivity <input type="checkbox"/> Sensory Issues, ASD <p>Tier 2 & 3: Interventions with Support Staff and/or Professionals:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Schedule intervention time based on the needs of the student – daily, bi-weekly, weekly <ul style="list-style-type: none"> <input type="checkbox"/> Check-Ins/End of Day Recap <input type="checkbox"/> Provide a safe place for emotional expression <input type="checkbox"/> Personalized Project aiming to be a venue for building, creating, trying things out <input type="checkbox"/> Introduce sensory materials <input type="checkbox"/> Share information with other members of the school team, including daycare team 	<p>Practices to AVOID and WHY</p> <ul style="list-style-type: none"> <input type="checkbox"/> DON'T RUSH THINGS- When incidents occur, <i>SLOW THINGS DOWN</i>, provide time, space and quiet – this will help their alarm to come down. Over talking and asking questions will only fuel and increase their alarm, may provoke a crisis <input type="checkbox"/> Incentive charts, rewards and behavior contracts <ul style="list-style-type: none"> <input type="checkbox"/> Focus on child's struggles rather than their good intentions and efforts <input type="checkbox"/> May increase disengagement <input type="checkbox"/> May increase alarm & anxiety <input type="checkbox"/> Make the relationship contingent on performance <input type="checkbox"/> Time Outs - Increase separation alarm <input type="checkbox"/> If using the agenda to report behavior, be selective. Begin with positive, name challenge and solicit ongoing efforts. <p>For more details please see: https://www.cebmmember.ca/common-practices-to-avoid</p> <p>Suggestions to help big emotions come out:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Emotional Expression Activities <input type="checkbox"/> Encourage intense physical activity with supervision <input type="checkbox"/> Building & Creating projects – explore different types of mediums <input type="checkbox"/> Assign a 'job' that will bring them into contact with adults – help prime secure attachments

PARAMETERS OF ATTACHMENT

upset shy intense dislike cranky
resistant calm frantic melancholy
insecure loving caring conflicted sexy
alarmed excited grumpy disappointed
jealous cooperative unsafe sad irrate missing
irritable happy concerned worried hurt
possessive needy lonely mean enraged
critical angry deflated bored
hate afraid frustrated dependent timid
nervous discouraged pessimistic

DEFENSE SYSTEM

how our brain protects us

- NUMB OUT
... feelings that are too much
- TUNE OUT
... from seeing things that would be too hard to see
- BACK OUT
... of relationships where you might get hurt



Session 4: Not safe to feel: unpacking the role of emotion and defense



CEBM FRAMEWORK FOR STUDENT SUPPORT

Members Section

	PHILOSOPHY	THEORETICAL FRAMEWORK	CHALLENGES	PRACTICES	MATERIALS	INTERVENTION SPACE
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Student Challenges

DEFENDED AND HARD TO REACH

Students who are defened can give the impression that they do not want to be in connection with others. It is important to understand that this a 'defense, a shell' that is erected by their brain to protect them from all that is too much to bear in their world. They need to be secured, invited into connection with adults and interventions need to proceed ever so gently. Otherwise their brain will maintain the defenses and the student will become even harder to reach. These students crave attention and connection, it needs to be provided indirectly, generously, and without coercion. Our defened and hard to reach students need to be able to rely on and trust their adults. Understanding that this is highly challenging and vulnerable for them, establishing key adults and targeted interventions is recommended.



Literature on Trauma & Adversity
Literature on Attachment & Right Relationship
Emotion & Play-Based Practices
Attachment Friendly Practices
Trauma-Informed Practices
MATERIALS: Building & Creating
MATERIALS: Fine Motor Activities
MATERIALS: Personal Bins
MATERIALS: Cocoon Area
MATERIALS: Sensory Materials
MATERIALS: Play-Drama Dress-up
MATERIALS: Children's Literature



Challenge: Defended & Hard to Reach

Making Sense of What is Unfolding and Mapping Interventions to Support a Student

<https://www.cebmmember.ca/defended-and-hard-to-reach>



What are the behaviors that you see?	Suggested Interventions:	Understanding 'WHERE' this might be coming from:	Practices to AVOID and WHY
<p>Tier 1: In the Classroom:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Struggles to come into the classroom – generally very slow at putting things in locker, getting organized <input type="checkbox"/> Does not give eye contact when greeting, often walks with head down, dragging feet, shoulders forward <input type="checkbox"/> Rooms around rather than walking energetically <input type="checkbox"/> Difficult to know if they are focused and listen to instructions, provides little nonverbal feedback – but often <i>are</i> listening <input type="checkbox"/> When asked 'how are you doing?' They generally respond 'fine' but their tone, physical demeanor and facial expression don't reflect 'fine.' Often refuse to talk – they keep everything inside <input type="checkbox"/> Requires several prompts to get to task and begin <input type="checkbox"/> Often lethargic, head down on desk, playing with small objects with hands inside their desk <input type="checkbox"/> Nibbles/chews on objects, clothes, bites nails <input type="checkbox"/> Covers their hands with sleeves, pulls hoodies over their head to cover their face <input type="checkbox"/> Resistant to adult requests and intervention <input type="checkbox"/> Seems unaware of others in the room <input type="checkbox"/> Struggles to follow daily routine – often not tuned in to what the adult and students are involved in <input type="checkbox"/> When called upon, often does not want to contribute to discussion, does not want to talk, has a blank look <input type="checkbox"/> Disorganized, loses and misplaces materials regularly – desk is often messy as they tend to use the 'shove technique' <input type="checkbox"/> Often seems tired, may even fall asleep in class <input type="checkbox"/> Rarely cries – generally not willing to talk about what is troubling them <input type="checkbox"/> May retreat to quiet areas within the classroom (ex. under teacher's desk, Quiet Corner) to be in their 'own bubble' <input type="checkbox"/> With older students, they often dress in black and may do dark artwork. 	<p>Tier 1: In the Classroom: https://www.cebmmember.ca/practices-in-the-classroom</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work at nourishing a significant attachment with this student : Increase opportunities to make 1:1 connections – 'recess snack talk,' 'walk and talk' when out on duty <input type="checkbox"/> Establish and follow structured routines – predictability helps them feel safe and know what is expected of them <input type="checkbox"/> Use a visual schedule – this provides predictability <input type="checkbox"/> Allow additional time to process teacher requests <input type="checkbox"/> When doing groupwork, strategically choose groups and/or allow for individual work <input type="checkbox"/> Offer different alternatives when presentations are involved – 1:1, recorded at home <input type="checkbox"/> Breakdown tasks into manageable steps – short intervals of work and support to redirect them, help them be more productive with on task time <input type="checkbox"/> Offer alternate seating options and alternate workstations to provide opportunity for choices <input type="checkbox"/> Have a Puzzle Area and/or Quiet Activity <input type="checkbox"/> Matchmake this student to the adults who are caring for them – build a village of attachments <input type="checkbox"/> Bridge any separation from one time of connection to the next – these students struggle to hold on to adults. Adults need to go the extra mile to hold on to them and keep them in connection with them. 	<p>❖ Child is often so reclused that they are not aware of their demeanor and lack of involvement with others</p> <ul style="list-style-type: none"> <input type="checkbox"/> Not feeling safe – school is not a comfortable experience for them <input type="checkbox"/> Lack of secure attachments with adults at school <input type="checkbox"/> Facing too much separation from caregivers – attachments may not be deep enough for them to feel secure <input type="checkbox"/> Misses parent(s) and struggles to move forward with their day <input type="checkbox"/> Alarmed and overwhelmed with school experience – too much is happening or being asked of them. <input type="checkbox"/> Immaturity in emotional development due to age <input type="checkbox"/> Immaturity in emotional development due to emotional stuckness <input type="checkbox"/> Adverse family conditions <input type="checkbox"/> Learning difficulties <input type="checkbox"/> Diagnosed conditions <input type="checkbox"/> Hypersensitivity, hyposensitivity <input type="checkbox"/> Sensory Issues, ASD 	<ul style="list-style-type: none"> <input type="checkbox"/> DON'T RUSH THINGS- When incidents occur, <i>SLOW THINGS DOWN</i>, provide time, space and quiet –reassure them that you are there for them. Over talking and asking questions will only fuel and increase their shutdown. <input type="checkbox"/> Avoid situations where the student is singled out <input type="checkbox"/> Avoid invading their personal space – respect their need for a bigger 'personal bubble' <input type="checkbox"/> Incentive charts, rewards and behavior contracts <ul style="list-style-type: none"> <input type="checkbox"/> Focus on child's struggles rather than their good intentions and efforts <input type="checkbox"/> May increase disengagement <input type="checkbox"/> May increase alarm & anxiety <input type="checkbox"/> Make the relationship contingent on performance <input type="checkbox"/> Time Outs - Increase separation alarm <input type="checkbox"/> If using the agenda to report behavior, be selective. Begin with positive, name challenge and solicit ongoing efforts. <p>For more details please see: https://www.cebmmember.ca/mon-practices-to-avoid</p>
<p>Tier 1: In the School/On the Playground:</p> <ul style="list-style-type: none"> <input type="checkbox"/> May refuse to go with other adults to other areas of the school, if they do go, they may not talk at all <input type="checkbox"/> Don't want to go outside, will roam the hallways – if they do go outside, they often walk/roam alone <input type="checkbox"/> Will flee back inside the school – sometimes to their 'Safe Place' or other (usually the same place) <input type="checkbox"/> They look at others from a distance <input type="checkbox"/> Rarely join into a game <input type="checkbox"/> When lining up to go in, will often straggle behind 	<p>Tier 1: In the School/On the Playground: https://www.cebmmember.ca/practices-outside-the-classroom</p> <ul style="list-style-type: none"> <input type="checkbox"/> Matchmake this students to the adults who are caring for them – do introductions, share information, prime back and forth communication <input type="checkbox"/> Provide student with passes to visit the Technician Room, to get assistance with academic tasks, to talk, to work on a personal project <input type="checkbox"/> Participation in 'interest clubs' with adult supervision – allow for 'quiet involvement' <input type="checkbox"/> Supervised recess and/or supervised lunch in a predetermined location –include movement and building & creating activities as these can prime some expression 	<p>Tier 2 & 3: Interventions with Support Staff and/or Professionals:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Schedule intervention time based on the needs of the student – daily, bi-weekly, weekly <ul style="list-style-type: none"> <input type="checkbox"/> Check-Ins/End of Day Recap <input type="checkbox"/> Provide a safe place for emotional expression – does not need to be verbal <input type="checkbox"/> Personalized Project a venue for building, creating, trying things out <ul style="list-style-type: none"> <input type="checkbox"/> Introduce sensory materials <input type="checkbox"/> Share information with other members of the school team, including daycare team 	<p>Suggestions to help big emotions come out:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Organize a Personal Bin with the student – include items they enjoy touching, looking at and doing when they need a break. <input type="checkbox"/> Emotional Expression Activities <input type="checkbox"/> Provide a journal/sketchbook to invite expression – they can choose to share or not <input type="checkbox"/> Building & Creating projects – explore different types of mediums



putting insight into practice



Start to notice the emotions and feelings that we have a hard time coming alongside in our students

