



Supporting Emotional Well-Being in the Classroom



REVIEW of Social And Emotional Awareness and Response for Teachers

- What do you remember?



Review:

- Impact of Trauma: ACE Study
- Common Mental Health Signs and Symptoms
- Internalizing vs. Externalizing Behaviors
- AIR

ACEs...

The ten ACEs are:

- Emotional abuse
- Emotional neglect
- Physical abuse
- Physical neglect
- Sexual abuse
- Drug addicted or alcoholic family member
- Incarceration of a family member
- Loss of a parent due to death, divorce, or abandonment
- Mentally ill, depressed, or suicidal family member
- Witnessing domestic violence



Video

- <http://www.papertigersmovie.com/>



**“Children do not care
how much you know
until they know how
much you care”**

Teddy Roosevelt

Friday - Aug 3, 2012 (1:50 pm)



Why do Children Behave as They Do? Influence in the Classroom:

What challenging behaviors do you see in your classroom?

What do you think contributes to misbehavior in your classrooms?



Why do Children Behave as They Do?

- Genetic make-up
 - Wanting attention
 - Emotions
 - Activity levels
-
- Health
 - Hearing problems
 - Poor diet
 - Illness



Why do Children Behave as They Do?

- **Family**
- Accidental rewards for misbehavior
- Ignoring good behavior
- Sibling mimicking
- Ineffective parenting style: aggressive, passive, escalation traps, adverse experiences.
- Stress, Anxiety, other emotional challenges



Why do Children Behave as They Do?

- Influences outside the home
 - Friends: peer pressure, acceptance, exploration
 - Media and technology: Exaggerated, misleading images and unrealistic material things.
 - School: community, classroom




Why do Children Behave as They Do? Influence in the Classroom:

- Unclear expectations and instructions
- Watching others/ Mimicking
- Giving instructions, appears difficult to them
- Ignoring good behavior/Catch them being good
- Ineffective or inconsistent Punishment
- Teachers' beliefs and expectations ex: One size fits all
- Teachers' relationship ex: Too passive or too authoritarian
- Teachers' feelings ex: personalized or personal challenges
- Students' emotional challenges, Stress, Anxiety, Depression etc.
- Students' learning challenges

A Child's Behavior is an Iceberg

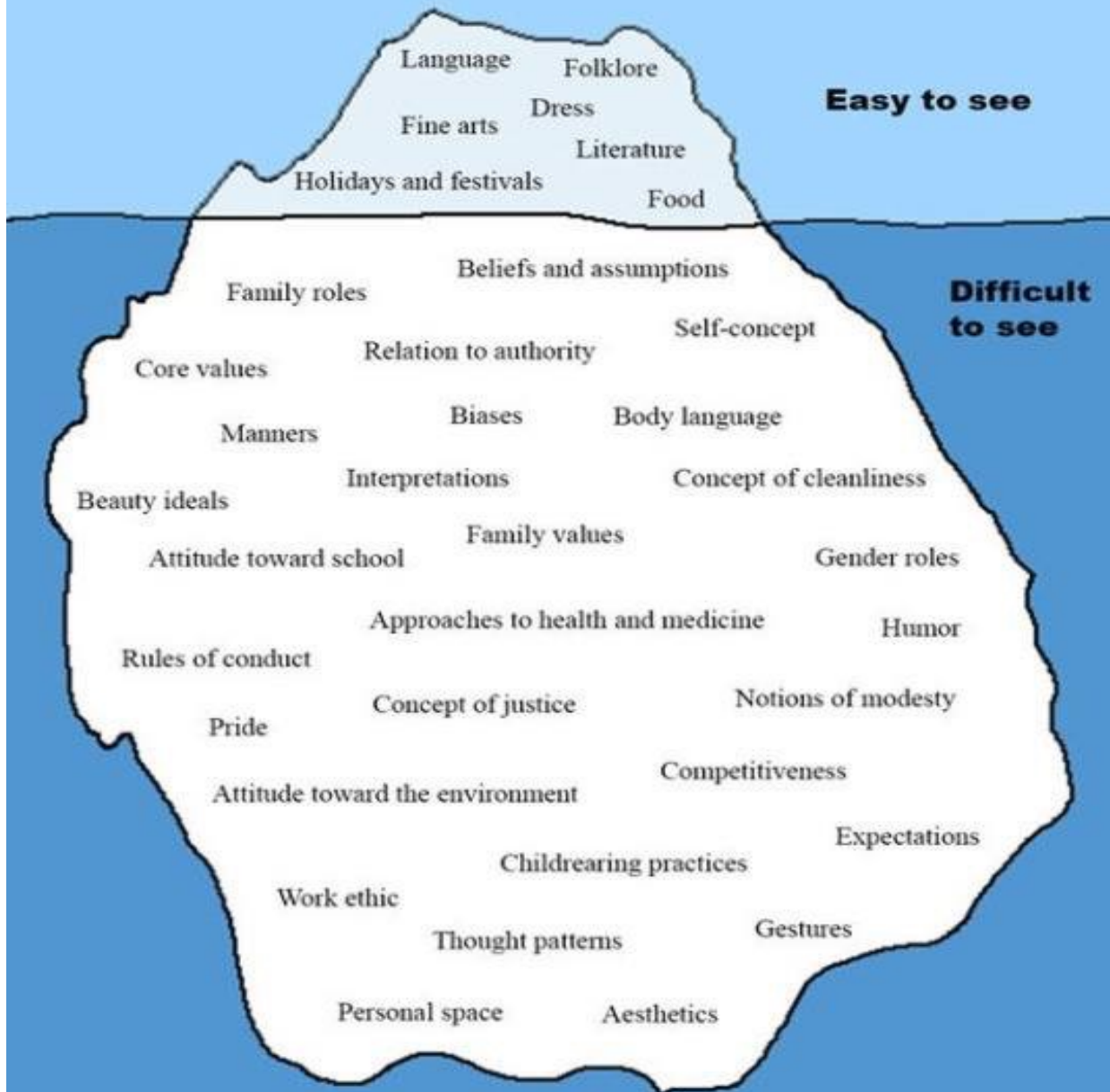
What you see:



Feeling loved
Feeling satisfied
Feeling confused
Feeling detached
Feeling secure
Feeling sad
Feeling connected
Feeling angry
Feeling joyful
Am I safe? Am I loved?
Can I do things for myself?
Am I capable? Am I nourished?
Do I belong? Am I respected? Do I
have power? Am I secure? Am I included?
Are my thoughts valued? Am I understood? Do I matter?

(What's really going on)

The Cultural Iceberg





Encouraging Good Behavior

Relationship building with students

- Talk with your students
- Show that you care
- Learn their interests



Encouraging Good Behavior

- Praise your students
- Give your students positive attention
- Have interesting activities, Be creative and when possible alter assignments to fit their learning style.



Encouraging Good Behavior

Descriptive Praise

- Be clear and specific
- Describe the behaviour you like
- Be enthusiastic
- Mean what you say



Classroom Management Styles

- Authoritarian
- Authoritative
- Permissive
- Uninvolved/Disengaged



Authoritarian Teaching Style

- This teaching style usually consist of taking control, being strict, and expects obedience. Children learn good behavior but, often with the threat of punishment and may rebel.
- In extreme cases this style can also include making many demands, using punishment, psychological control, withdrawing positive attention, and intruding on child's individuality.
- The authoritarian approach usually makes decisions for the child, without the child's point of view.



Authoritative Teaching Style

- Teacher is usually viewed as: warm, attentive, responsive, and sensitive to child's needs
- Teacher usually makes reasonable demands for maturity and is consistent with enforcing rules and boundaries
- Teacher allows child to make decisions when based on maturity, encourages the child to express thoughts, feelings, and desires, also uses joint decision making when possible



Permissive Teaching Style

- Teacher can be considered warm, but overindulgent or inattentive
- Makes few if any demands
- Allows the child to make many decisions before child is mature enough to understand short and long term effects.



Uninvolved Teaching Style

- The *Uninvolved Teaching style* (often referred to as neglectful Teaching), as the name implies, the Teacher is totally disengaged, and emotionally uninvolved in their student's life.
- There is little if any expression of positive attention. Makes few or no demands



Uninvolved Teaching Style

- The *uninvolved Teaching style* is low in responsiveness (the nurturing aspect of the child) and has low or no expectations (control over the child).
- Often these Teachers focus solely on the job
- Teachers may feel too busy to connect with their students.



Which is more Effective

- The “authoritative” style of Teaching is the most successful. It helps children grow into responsible, thoughtful, healthy, and productive adults.
- Teachers provide models of caring concern and confident, self-controlled behavior.



Which is more Effective

Authoritative

- Children are usually more likely to comply and internalize with reasonable and fair control.
- Known to foster high self esteem, cognitive, and social maturity for children by allowing autonomy that matches their child's ability.
- Fosters resilience in children.



Authoritative Teaching Child Qualities

- lively and happy disposition
- self-confident about ability to master tasks.
- well developed emotion regulation
- developed social skills



Authoritarian Teaching, Child Qualities

In extreme cases, children can become

- Anxious, withdrawn, and unhappy disposition
- Poor reactions to frustration (girls are particularly likely to give up and boys become especially hostile)



Permissive teaching, Child Qualities

- Poor emotion regulation
(under regulated)
- Rebellious and defiant when desires are challenged.
- low persistence to challenging tasks
- Problematic behaviors



Knowing your students...

By taking the time to know your students, temperament and personality, you will be better able to recognize which style may be most beneficial to meet their individual needs and increase the level of success within the classroom.



Temperament

- Your temperament is like the canvas of an artist. It is your basic inherited style. It is the fabric underlying who you are.
- Temperament is a set of in-born traits that organize one's approach to the world.
- It is the manner of thinking, behaving, or reacting characteristic of a specific person.



3 Temperament Types

- **Easy or flexible** children are generally calm, happy, regular in sleeping and eating habits, adaptable, and not easily upset.
- **Difficult, active, or feisty** children are often fussy, irregular in feeding and sleeping habits, fearful of new people and situations, easily upset by noise and commotion, high strung, and intense in their reactions.
- **Slow to warm up or cautious** children are relatively inactive and fussy, tend to withdraw or to react negatively to new situations, but their reactions gradually become more positive with continuous exposure.

9 Temperament Traits

- **Activity:** Is the child always moving and doing something OR does he or she have a more relaxed style?
- **Rhythmicity:** Is the child regular in his or her eating and sleeping habits OR somewhat haphazard?
- **Approach/withdrawal:** Does he or she "never meet a stranger" OR tend to shy away from new people or things?
- **Adaptability:** Can the child adjust to changes in routines or plans easily or does he or she resist transitions?

9 Temperament Traits

- **Intensity:** Does he or she react strongly to situations, either positive or negative, OR does he or she react calmly and quietly?
- **Mood:** Does the child often express a negative outlook OR is he or she generally a positive person? Does his or her mood shift frequently OR is he or she usually even-tempered?
- **Persistence and attention span:** Does the child give up as soon as a problem arises with a task OR does he or she keep on trying? Can he or she stick with an activity a long time OR does his or her mind tend to wander?
- **Distractibility:** Is the child easily distracted from what he or she is doing OR can he or she shut out external distractions and stay with the current activity?
- **Sensory threshold:** Is he or she bothered by external stimuli such as loud noises, bright lights, or food textures OR does he or she tend to ignore them?



Temperament

- In children temperament is instrumental in the development of the child's distinct personality.
- They are enduring characteristics that are actually never "good" or "bad."
- These traits also determine how the child goes about learning about the world and in the classroom.
- They influence the child's learning style.



Temperament

- How well their temperament fits with the environment, and how well they are received by the people in the environment will determine how a child sees himself and others.
- When Teachers understand the temperament of their children, they can avoid blaming themselves for issues that are normal for their child's temperament.
- Some children are noisier than other. Some are harder to engage...



Personality

- Your personality is like the painting on the canvas.
- It is what you have built on top of your temperament. Two people with like temperament may be very different in actual behavior.
- Factors that affect personality include socialization, education, birth order, siblings or lack of siblings, and interpersonal pressures will cause us to adapt and change our behaviors.



Personality Types

- **Introverts** (or those of us with introverted tendencies) tend to recharge by spending time alone. They lose energy from being around people for long periods of time, particularly large crowds.
- **Extroverts**, on the other hand, gain energy from other people. Extroverts actually find their energy is sapped when they spend too much time alone. They recharge by being social.



Positive Outcomes

- When Teachers understand how their students responds to certain situations, they can learn to anticipate issues that might present difficulties.
- Teachers can be proactive in preparing the student for situations that can increase difficulties or assist in avoiding a potentially difficult situation all together.
- Teachers can tailor their teaching strategies to the particular temperamental characteristics of the student.



Positive Outcomes

<https://www.youtube.com/watch?v=RwlhUcSGqgs>



Compassionate Teaching

- What is it ?
- What we Teach
- How We teach
- Helpful Principles to positively influence students behavior and academic success.

How We Teach

Compassionate Teaching
and Discipline Principles

- 1 Always empower.
Never disempower.
- 2 Provide unconditional
positive regard.
- 3 Maintain high
expectations.
- 4 Check assumptions.
Observe. Question.
- 5 Be a relationship
coach.
- 6 Provide guided opportunities
for helpful participation.



What We Teach

Compassionate Curriculum
Strategies

Domain One	Safety, Connection, and Assurance of Well-Being
Domain Two	Emotional and Behavioral Self-Regulation
Domain Three	Competencies of Personal Agency, Social Skills and Academics



6 Principles

- **I: Always Empower, Never Disempower**
 - Students may compete with teachers for power, need for sense of control
 - The more helpless, dependent, and incompetent they feel, the worse the behavior becomes
 - Recognize that behavior can be out of awareness and out of their control
 - Discipline should be consistent, respectful, non violent and include unconditional positive regard.



6 Principles

- **2: Provide Unconditional Positive Regard**
 - Defined as the various ways and adult shows **GENUINE** respect for students as persons
 - An adult who cares has a healing power
 - Providing sustained kindness, validation, and encouragement.



6 Principles

- **3: Maintain High Expectations**
 - Consistent expectations, limits and routines send a positive message
 - Rules can assure safety and well being
 - Limits should be immediate, related, age appropriate, proportional, and delivered calmly



6 Principles

- 4: Check Assumptions, Observe, Question
 - Identify your own assumptions
 - Challenge your assumption through observation
 - Ask questions and Listen to the answers – in listening, we show unconditional positive regard.
 - Consider taking notes on student's reactions to things



6 Principles

- 5: Be a Relationship Coach
 - “Trauma events call into question basic human relationships. They breach the attachment of family, friendship, love and community.” – Judith Herman, Trauma and Recovery
 - All teachers have to teach/model social skills
 - When they feel safe and supported, they can put more energy into learning



6 Principles

- 6: Provide Guided Opportunities for Helpful Participation
 - Opportunities can provide solace, create mutual trust, and affirm self-worth
 - Teachers should plan, model, and observe interactions

Fixed Mind-set

Intelligence is static

Leads to a desire look smart and therefore a tendency to...

Challenges
...avoid

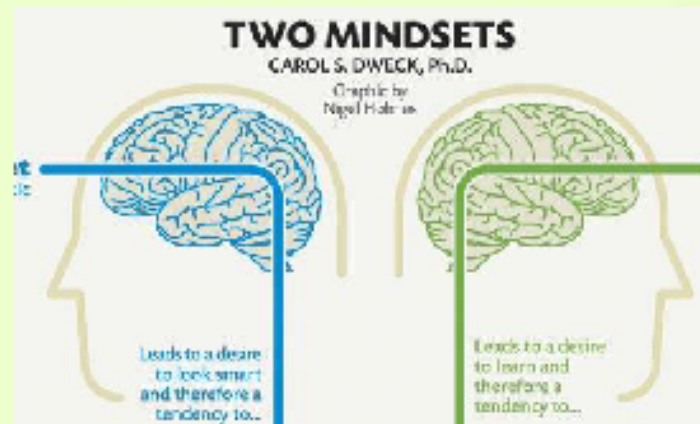
Obstacles
...Get defensive or give up easily

Effort
...sees effort as fruitless or worse

Criticism
...ignore useful negative feedback

Success of Others
...feel threatened by success of others

As a result, they may plateau early and achieve less than their full potential



"If you manage people or are a parent (which is a form of managing people), *Don't everything and read **mindset***"
—Sir Richard Branson, author of *The Art of the Start*

mindset
THE NEW PSYCHOLOGY OF SUCCESS

HOW WE CAN
LEARN TO FULFILL
OUR POTENTIAL

+parenting
+business
+school
+relationships

"All parents be one of the most important books ever read!"
—Ty Burrell, author of *Accidentally Good*

CAROL S. DWECK, Ph.D.

Growth Mind-set

Intelligence can be developed

Leads to a desire to learn and therefore a tendency to...

Challenges:
...embrace challenges

Obstacles:
...persist in the face of setbacks

Effort:
...see effort as the path to mastery

Criticism:
...learn from criticism


Success of others:
...find lessons and inspiration from the success of others.

As a result, they reach ever higher levels of achievement.



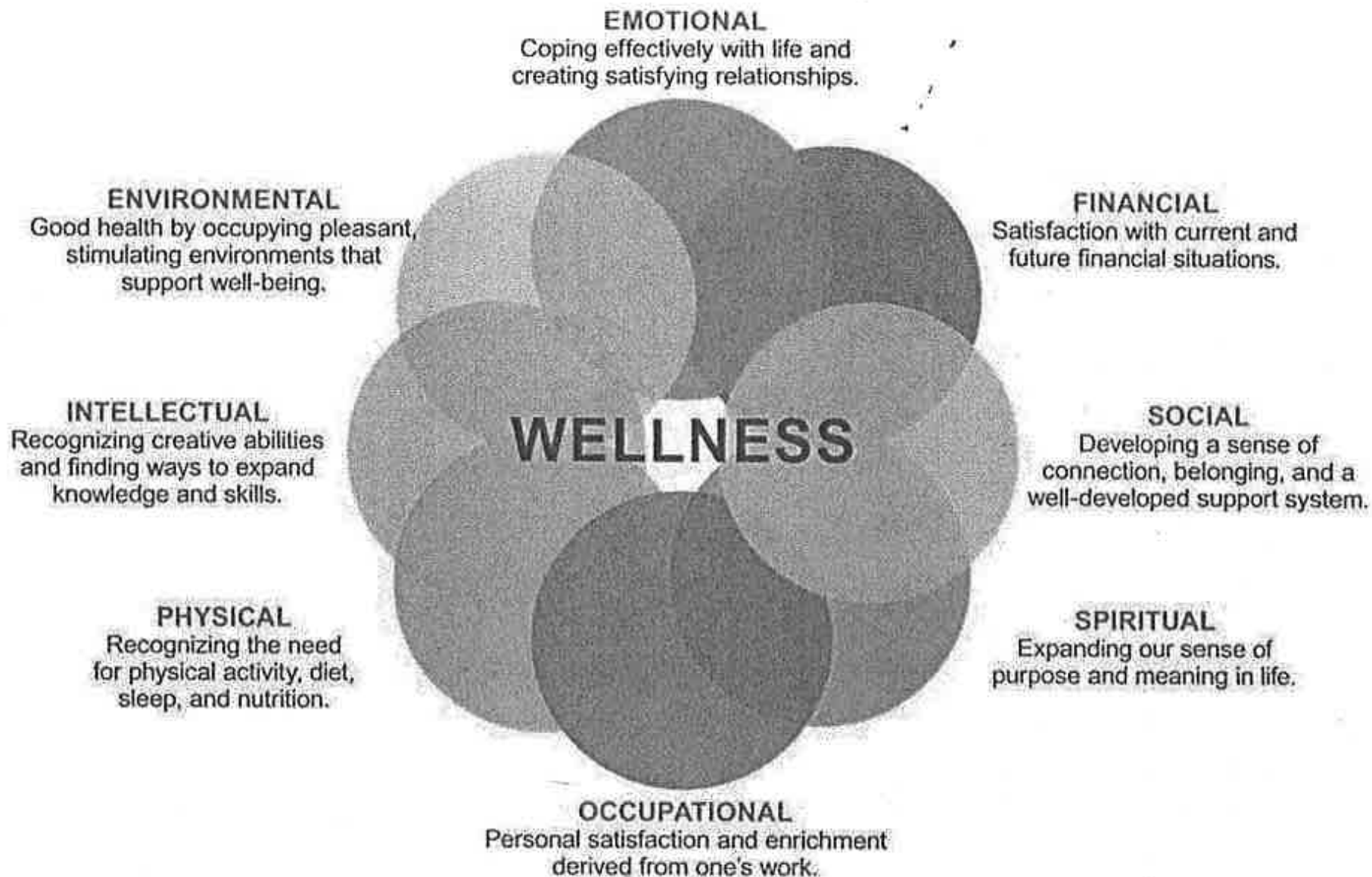
The Heart of
Learning and Teaching:

Compassion, Resiliency, and Academic Success



Students work hardest for teachers they like and respect. When I'm asked, "How do I get the students to like and respect me?" my immediate response is, "Like and respect them first."

Dr. Debbie Silver in Education Week Teacher





Your Wellness

- Self Assessment Completion



Physical Dimension

- Recognize the need for physical activity, diet, sleep, and nutrition.



Spiritual Dimension

- Expanding our sense of purpose and meaning in life.



Social Dimension

- Developing a sense of connection, belonging, and a well developed support system.



Intellectual Dimension

- Recognizing creative abilities and finding ways to expand knowledge and skills.



Emotional/Mental Dimension

- Coping effectively with life and creating satisfying relationships.



Occupational Dimension

- Personal satisfaction and enrichment derived from one's work.



Environmental Dimension

- Good health by occupying pleasant, stimulating environments that support well-being.



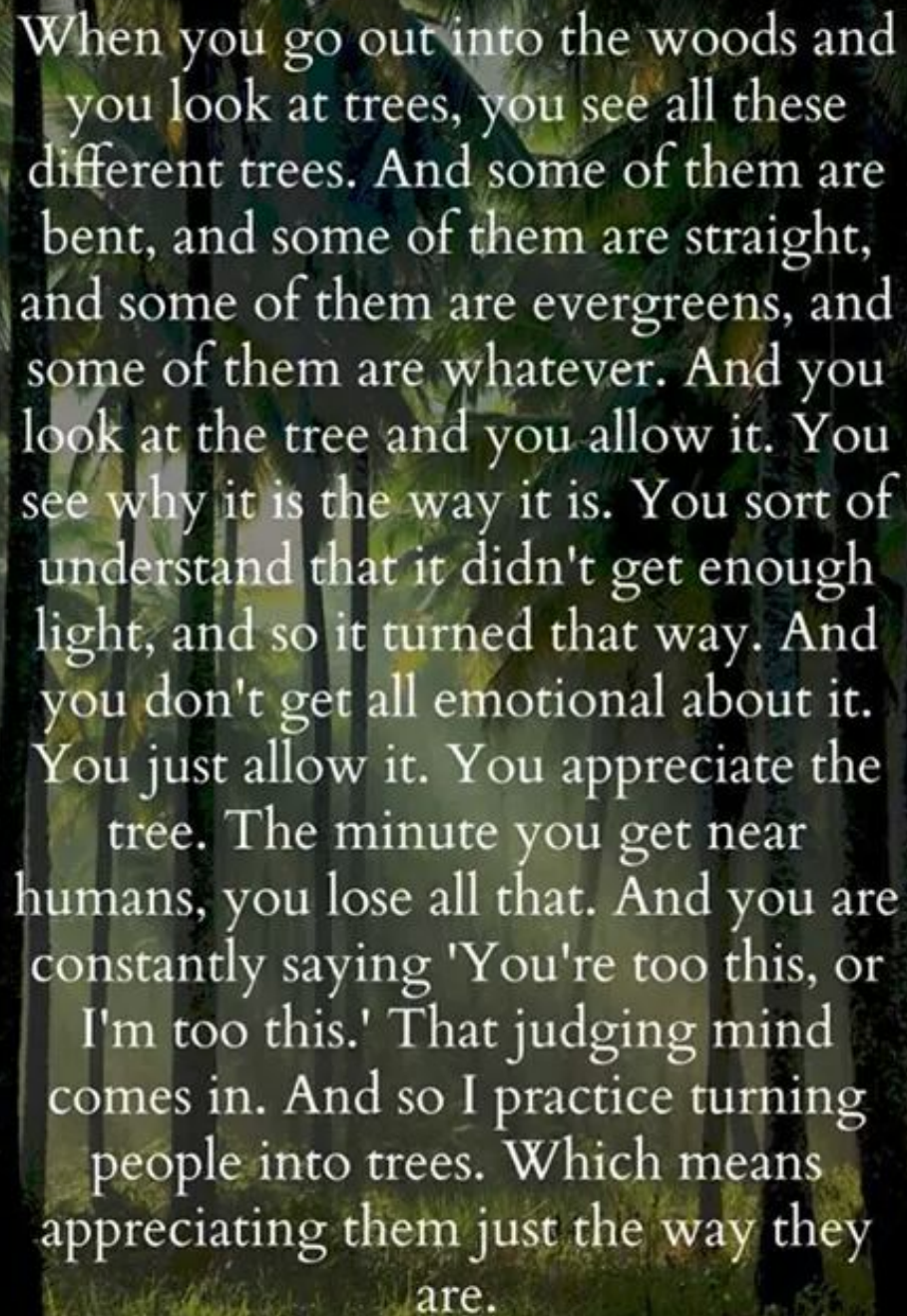
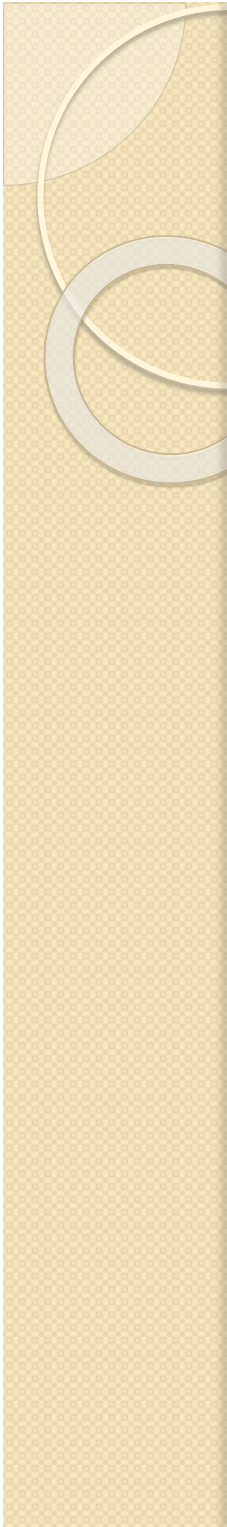
Financial Dimension

- Satisfaction with current and future financial situations.

Self Care

- Physical fitness
- Nutrition & hydration
- Sleep and rest
- Support system
- Assertiveness skills
- Centering/ Time Out
- Creative Activities
- Have Fun
- Set and Monitor Goals
- Self Awareness and Limit setting





When you go out into the woods and you look at trees, you see all these different trees. And some of them are bent, and some of them are straight, and some of them are evergreens, and some of them are whatever. And you look at the tree and you allow it. You see why it is the way it is. You sort of understand that it didn't get enough light, and so it turned that way. And you don't get all emotional about it. You just allow it. You appreciate the tree. The minute you get near humans, you lose all that. And you are constantly saying 'You're too this, or I'm too this.' That judging mind comes in. And so I practice turning people into trees. Which means appreciating them just the way they are.

-Ram Dass



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