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DUŠEVNÍ ZDRAVÍ PRO DĚTI

Why do I behave different than I would like?

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Have you ever…

- Done something you regretted afterwards?
- Done something you felt so ashamed about that you never told anyone about it?
- Been too angry? Too impulsive?
- Done something you felt you shouldn’t do, but you couldn’t help it and did it anyway?

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Don’t worry
You are not alone

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DUŠEVNÍ ZDRAVÍ PRO DĚTI

We all do stupid things

It is part of life, part of being human

And today we will tell you more about why this happens and what you can do to reduce the times it happens, both for yourself and others

But first a little experiment

I am going to invite you to do something really hard.

It is going to take a lot of effort, but I want you to try your best

You have to think really, really hard to make it happen

It is not dangerous, you don't have to say anything loud, you can do the task on your own

For the next minute, when I say «GO», I want you to:

Make your heart stop beating

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The Neurosequential Model

The brain mediates our thoughts, feelings, actions and connections to others and the world.

Understanding core principles of neuroscience, including neuroplasticity and neurodevelopment, can help us better understand ourselves and others.

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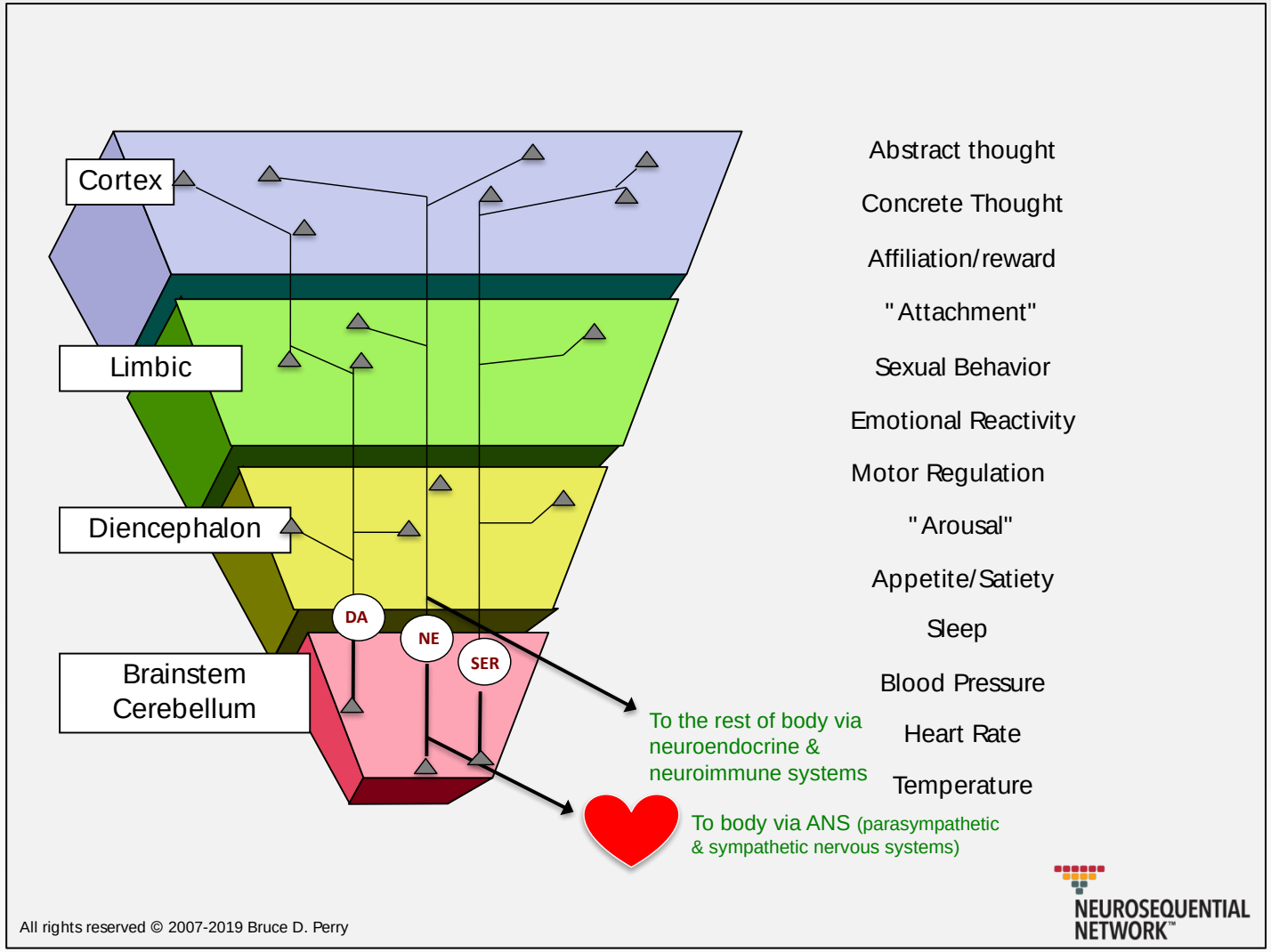
Sequential functioning of the brain



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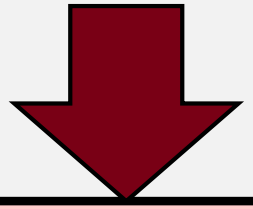

Ages	30 ← 15	15 ← 8	8 ← 3	3 ← 1	1 ← 0
Developmental Stage	**Adult** / **Adolescent**	**Adolescent** / **Child**	**Child** / **Toddler**	**Toddler** / **Infant**	**Infant** / **Newborn**
Primary *secondary* Brain Areas	**NEOCORTEX** / *Subcortex*	**SUBCORTEX** / *Limbic*	**LIMBIC** / *Midbrain*	**MIDBRAIN** / *Brainstem*	**BRAINSTEM** / *Autonomic*
Cognition	Abstract	Concrete	Emotional	Reactive	Reflexive
Mental State	CALM	ALERT	ALARM	FEAR	TERROR

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State dependent functioning – teacher perspective

State	Calm	Alert	Alarm	Fear	Terror
Behaviour	Adela finds it easy to concentrate. Looks forward to being in the classroom with the students. Feels tolerant for the students that are struggling. Wants to understand	Adela stills feels quite calm. Does not get too upset by students with challenging behavior. Still finds it relatively easy to reflect upon the students' behavior and wonder what they might need and why they behave this way. Finds it easy to smile and joke in a friendly way	Adela can feel she is irritable and that her heart beats faster. Wants the student to "pull themselves together" and listen to what they are told. Feels tired and fed up, can get "snappy" with the students. Gets overfocused on the challenging students and tends to forget the other students. The students' behavior feels personal, directed at her	Adela switches between feeling angry and frozen. Sometimes feels "cold in her stomach". It feels difficult to think, feels more like she is reacting, not thinking. Sometimes her mind feels completely "blank". Can sometimes be verbally abusive towards the students	Adela only remembers being in this state once. In that situation her heart beats really, really fast and the mouth felt dry. It felt like time stood still and she couldn't think one thought. Afterwards she felt absolutely exhausted

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State dependent functioning – student perspective

State	Calm	Alert	Alarm	Fear	Terror
Behavior	Honza sits at his desk, works quietly and disturbs no one He is funny, caring and empathic and shows good social skills	Honza still works well with his school stuff. Stops if the teacher tells him to stop if he ever disturbs the other students. He is easy to engage with	Honza wanders around in the classroom, sits only briefly by his desk. Gets easily angry and upset if the teacher addresses his behavior. It is difficult to engage contact with him	Honza behaves in a way that can feel threatening for the teacher and the other children. He sometimes runs away form the school premises or out of the classroom	Honza yells at the teacher. Throws desks and books around in the classroom

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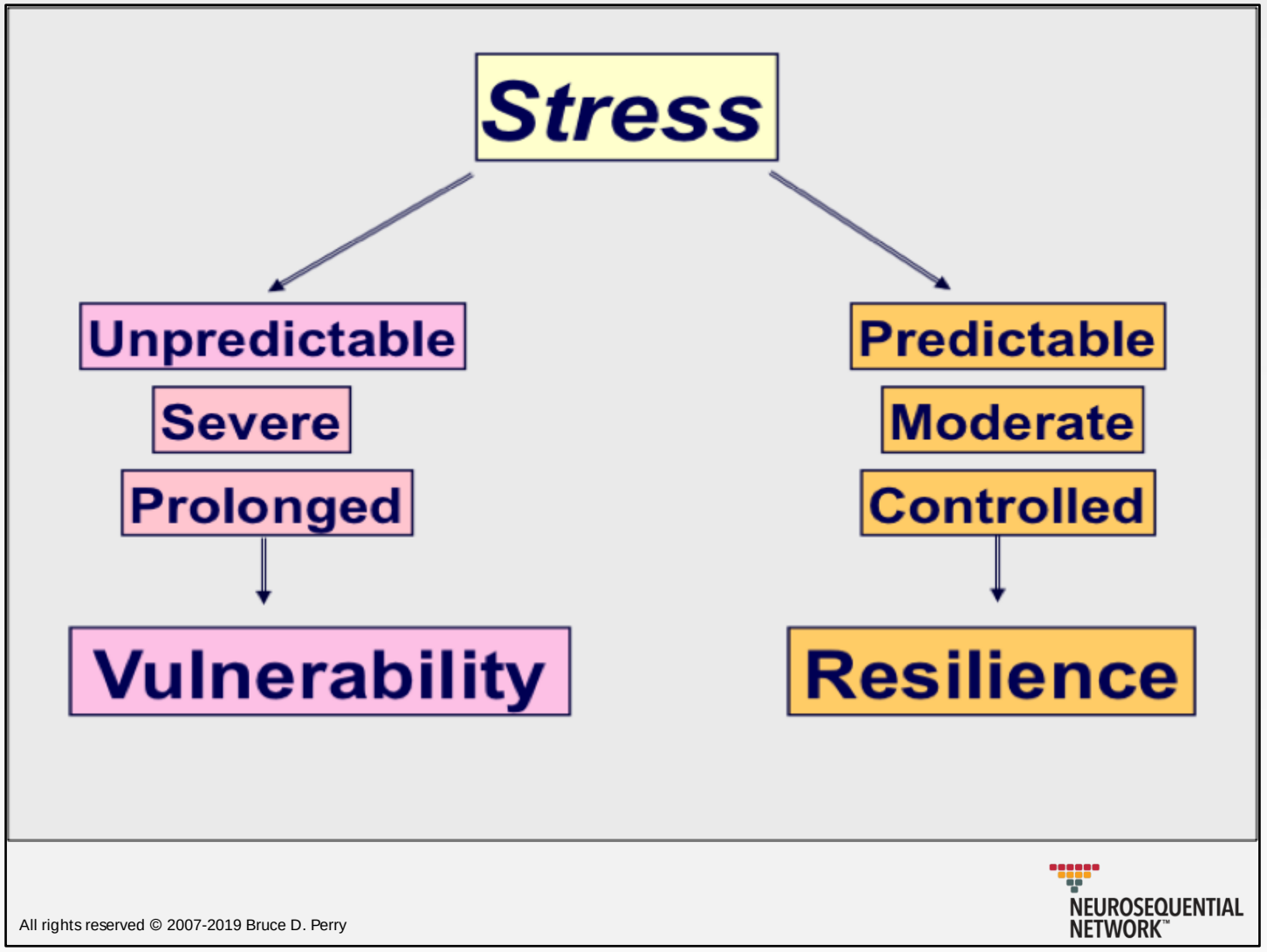
Different patterns of stress



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REGULATION – THE «WHY» AND THE «HOW»

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Regulation = altering our state so that it matches/corresponds to the situation that we are in

Regulation ≠ calm

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Two modes of regulation:

1. Self-regulation

2. Other-regulation

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Children need a regulated adult

A regulated adult can regulate a dysregulated child

A dysregulated adult will never be able to regulate a dysregulated child

A dysregulated adult is able to dysregulate a regulated child

A dysregulated child is able to dysregulate a regulated adult

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Organizational Pressures	*Resource-surplus Predictable Stable/Safe*	*Resource-limited Unpredictable Novel*	*Resource-poor Inconsistent Threatening*
Prevailing Cognitive Capacity	Abstract Creative (Group IQ = 120)	Concrete Superstitious/Defensive (Group IQ = 100)	Reactive Regressive (Group IQ = 60)
Prevailing Affective 'Tone'	CALM	ANXIETY	FEAR
Systemic Solutions	Reflective INNOVATIVE	Concrete SIMPLISTIC	Fear-based REACTIONARY
Focus of Solution	FUTURE Intentional Inflection	SHORT-TERM Serendipitous Inflection	PRESENT Forced Inflection
Policies and Practices	Abstract Conceptual	Concrete Superstitious Intrusive	Restrictive Punitive
Staff & Supervisory Practices	Nurturing Flexible Enriching	Ambivalent Obsessive Controlling	Apathetic Oppressive Harsh

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Keeping the adults regulated:

- Organizing the school resources:
  - Creating teams
  - Use of regulatory rooms
  - “A helping hand”
- Support from colleagues
- Self-care: at work and on our own time

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Regulating the kids:

- Top-down regulation
- Relational regulation
- Sensorimotor-regulation

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Top-down regulation:

Using the feeble superpower of our cortex

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Relational regulation:

Relationships matters!

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Sensori-motor regulation:

The highway to regulation

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DUŠEVNÍ ZDRAVÍ PRO DĚTI

Regulating the states

CALM	ALERT	ALARM	FEAR	TERROR
Top – down regulation	Top-down regulation // Relational regulation	Relational regulation // Sensorymotor regulation	Relationally oriented sensorimotor regulation	Sensorimotor regulation

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DUŠEVNÍ ZDRAVÍ PRO DĚTI

State dependent functioning in the classroom

Reflection and consolidation of new information is actively taking place; or while testing, efficient retrieving of content is possible	**Active teaching can take place; students are internalizing new content and, «mind wandering» to efficiently store new content**	**Learning new content is difficult; studens are either disengaiging or acting out.** **Increases in individual self-regulatory beahviour seen.**	**Learning new content is impossible.** **Engaging students difficult.** **Many demonstrate «freeze» responses that appear oppositional/defiant** **Increased acting out**	**Aggression, reckless behavoir, openly defying rules and authority.** **Full «fight/flight» or «shut down»**

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DUŠEVNÍ ZDRAVÍ PRO DĚTI

Calm

De-escalating behaviour

- Calm sounds
- Personal space
- Predictable touch
- Predictable routine

Escalating behaviour

- Loud noises
- Close uninvited proximity
- Unpredictable touch
- Change in daily routine

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DUŠEVNÍ ZDRAVÍ PRO DĚTI

Alert

De-escalating behaviour

- Quiet voices
- Eye contact
- Rythmic movement
- Clear directions
- Somatosensory activities

Escalating behaviour

- Frustration or anxiety
- Communication from a distance (like yelling)
- Complex directions
- Ultimatums

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DUŠEVNÍ ZDRAVÍ PRO DĚTI

Alarm

De-escalating behaviour

- Comforting and predictable voice
- Singing, humming, music
- Reflective listening
- Reassurance

Escalating behaviour

- Raised voices
- Raising hands, pointing fingers, sudden movement
- Threatening tone
- Chaos in classroom, disorganization of materials

Fear

De-escalating behaviour

- Calm, quiet presence
- Disengage
- Turn of lights, white noise
- Reduce sensory input

Escalating behaviour

- Frustration of teacher
- Yelling, chaos
- Collective dysregulation of peers

Terror

De-escalating behaviour

- Calm affect
- Disengage, but don't disappear
- Adult support
- Individual attention

Escalating behaviour

- Physical restraint, grabbing, shaking
- Screaming
- Intimidating stance

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Principles of regulation

- Relevant – developmentally matched
- Rythmic – resonant with neural patterns
- Repetitive – patterned
- Relational – safe
- Rewarding – pleasureable
- Respectful – child, family, culture

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DUŠEVNÍ ZDRAVÍ PRO DĚTI

- How to:
  - Little and often is best
  - Don’t invent the wheel every day: predictability rocks
  - Do something you enjoy!
  - Invite students to participate, but accept their refusal with respect (they will come along later)
  - Think group, not individual
  - But individualize when you have to
  - Connect with the students!

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DUŠEVNÍ ZDRAVÍ PRO DĚTI

- And most important:
  - Be a scientist, explore different activities and modes of regulation – it (most likely) wont hurt, but might help
  - In the words of Dr Stuart Ablon:
    - It's a lack of skill, not a lack of will
    - And the kids (and us adults) do well if they can
  - Shower yourself with love, selfcompassion and self-regulation

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Meaning of life

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Thank you!

Děkuji mnohokrát!

Takk for oss!