



Julie: Okay, so welcome everybody, we're so excited you're here!. Happy Friday! Kristie and I have planned a really fun class for you today, all about a pretty serious topic, which is dealing with big emotions and we're going to jump right in, so I'm going to start by sharing my screen. And so, we're ready to start! Can you believe it's session four already, that's kind of blowing my mind? Our last planned session today and it's all about dealing with big emotions.

If you're reading the book, where can you get it, inclusiveschooling.com in the books tab. This is a great read for the summer because what it is, is even more in-depth in a lot of the topics we've been talking about, and if you want 20% off, use parapd20 for the 20% discount and today is really about chapter eight in the book. So, if you're following along in the book, that's what it's about.

Back by popular demand, we have Sherrill with us, and should we pop over and see Sherrill, or should we wait? Kristie?

Kristie: Let's get a little content.

Julie: Yep. So Sherrill's there, she's drawing like before, and creating those incredible drawings to really summarize our work. Here's our plan for today. We're jumping in with our opening in a minute, we're jumping into the concept of belonging, restoring students, how we can hold for our students, how we can respond to students. We've got tools, question and answer, and closing, and we're going to keep it as nice and tight as possible.

Here's a question that I'd like to ask, but, if I can make this work. So, you've already come up with the most dangerous, concerning, challenging, behaviors that you experience. And we know this stuff feels very big and very scary when you're supporting kids because Kristie and I have both supported students and I'm often hired all over the country to support the students who have the most challenging behavior in schools.

We wanted to save this class until today, because we want to make sure you've been thinking all about mindset and everything up to this point, and now we're going to talk a lot about strategy and ideas. So, we've got lots of behaviors that people are talking about.

I want you to answer this question. Have you, yourself, ever participated in any of the behaviors you've seen? So, all of us recognize that we have, even in our adult lives, participated in these kinds of behaviors and I'm going to ask you in your head to go to a time where you behaved in a way that you weren't proud of, okay? So, I'm going to think about a fight I was having with Ellen and it wasn't pretty and there was door slamming and that kind of a big fight. I'm just going to go back to that moment when I was not my best self and I'm going to ask you to do the same thing. Think of a time when you had really, really, really challenging behavior yourself as an adult. What did you need at that time? Okay? I'm going to jot some of your ideas down, but we just want to know, what did you need at that time?

Kristie: I would layer that. Were you aware of it at that time, what you needed, or only in reflection right now was it clear to you, what you could've used? But as you're really thinking about that moment, in that moment, if I would've asked you or Julie would've asked you, would you have known what to say? That wasn't very good grammar, but-

Julie: Yeah no, I get it, totally. Beautiful! I'm just going to jot down what people have written, that I really want to pick up on. People are saying things like "sleep" and "love" and "connection" and "space" and "comfort" and "to be heard" and "love" and "safety" and "time", right? "Empathy."

Kristie: Empathy.

Julie: Okay. What you just wrote, I know some people wrote wine and things like that, that is true and I would say wine helps with behavior for awhile until it doesn't, just to be honest. But what I think is fabulous, is you came up with words that I would say, if you support learners with those same exact things, you're going to do the right thing. If you start with love and connection and kindness and quiet and comfort and to be heard all those things that you're mentioning, that is what our students, whether we're talking about little little kids or high school students. They have the same needs.

And I'm actually surprised, Kristie. That nobody said this, but I was noticing that nobody said a sticker chart.

Kristie: Hmm.

Julie: Nobody said sticker chart and let me ask you, why did nobody say sticker chart as what you need when you have the most challenging behavior? Why did nobody say that? I hate sticker charts. A sticker chart won't work, it's not rewarding. It's childish, right? If someone said to me when I was really upset, "Hey Julie, in the next 15 minutes you get a smiley face or a sad face sticker," I would tell them where to put the sticker, right? It is not useful. It is not about a connection. I've never liked them, even as a child.

And guess what, we know from working with kids, those kinds of external rewards and punishments are not the best way to support students with challenging behavior.

Kristie: I want to connect a few things really quickly, if I have a couple minutes here. So, when I come back to the wine and why that's what we call a coping mechanism, not a coping strategy. And then, I want to make a connection between what Julie just asked you all about sticker charts of behavior charts or behavior clips, but I want you to generalize it and think about those behavior interventions plans, or those different things that come along with children's IEPS, about what are we going to do when a child throws, screams, bites, tears, refuses, and oftentimes that is called, we're going to ignore. And so, I want you to know that on your course dashboard, there are some links to some things about ignoring, what we call, from applied behavior analysis, planned ignoring. There's some resources, in fact a podcast that we've not yet made accessible to the world on praise, rewards, and punishment.

So, if what Julie was just saying, you're like your mind is going in a million different directions and some of you are saying, "But stickers have helped some kids." And students do work well when we kind of give them feedback. Just put a pin in it and know that this is really complicated, and we've got a few things to help support on your dashboard. Okay.

Julie: Beautiful! We want you to remember that all behavior is a message to be decoded. So, when we think back to the times when we've behaved in ways that we're not proud of, the behavior itself happens later, after something internally happens and Kristie's going to talk a lot about that today. And I want you to know that negative behavior is on the continuum of all human behavior. The reason we want to bring that up is just for you to remember that when we're talking about students in schools, I always put myself in that kid's shoes to say, "Whoa, what's going on with this student. What's the behavior they're showing?" And then, noticing that those behaviors are not unlike, or not very unlike, behaviors that I myself have had in my lifetime, even as an adult.

Kristie: Mm-hmm. Mm-hmm.

Julie: Kristie, want to talk about our beliefs, just to center this discussion?

Kristie: Yeah and we'll, Julie and I'll both try to use "I" statements because when we talk about children and student's big emotions. It can cause big emotions in the adults who serve them. Everybody has an opinion about how to parent, how to teach, how to deal with behaviors. Even those of us who are struggling with what to do about the behavior, have an opinion about the behavior. So, we're going to talk about what we believe, so that you understand where our recommendations are coming and our invitations to think differently.

So, we believe that whenever we, as humans, that we sort of came into this profession, because we naturally have some great amount of love and compassion. And so, maybe our threshold is wider or bigger than other people's. So, we kind of want to remember that that's ... those are a lot of big words there, Julie. I'm just going to stick on the love and compassion, but not everyone around that student may share that. So, we speak from our truth, and our experiences.

And we want students to do well. In the end, that's what our goal is, and we want educators to do well. We want us to feel successful at the end of the day. We want you to feel safe at the end of the day. We don't want you to leave with physical harm or emotional harm or more trauma. So, we want everyone to do well, and to thrive and we really want to re-design and re-imagine what we think about in terms of connection and compassion over compliance. And how do we make sure that a child's behavior that can challenge us is not a barrier to their inclusion in our community.

So, remember when Julie talked about that society creates the barriers that make people look disabled or different. How we've created so many rules and so many restrictions, so many lines if you will Julie, that it's now making children look like they have challenging behaviors when really, we need to have a different mindset. So, those are our beliefs around love, compassion, doing well, and always about inclusion.

Julie: Mm-hmm and we want you to know that we believe in innate kindness. So, I'm just going to read this, Dr Richard Davidson's quote, and he says, "Human beings come into the world with innate basic goodness. When we engage in practices that are designed to cultivate kindness and compassion, we're not actually creating something that didn't already exist." What we're doing, is we're recognizing, strengthening, and nurturing a quality that was there from the onset.

So, one of the things that we need you to understand, is to think of your most challenging students. Someone who sometimes you lose sleep over, and we want to start with their innate goodness and that is what we're hoping to keep cultivating and thinking about and supporting, as opposed to, there's something really wrong with this kid, right? The student is not the problem.

Humanistic behaviorist support, which is what we're going to be talking about, demands locating the problem of the behavior, not within the kid, but within the context, the curriculum, the instruction, and the social landscape. So, please hear our hearts here. We know that kids have challenging behavior, for sure. But what we do is, instead of spending our time and energy saying what's wrong with this human, we figure out how we create a space and a place and a way of being together that supports their innate goodness and creates better behavior.

And so, this comes from an article that's in ... isn't it in, Kristie?

Kristie: Yeah.

Julie: Yeah. Beyond treats and timeouts is on your dashboard and you can take a look at it there.

The first question we want to make sure that everybody's on board with is, do we really understand what's happening in student's brains?

Kristie: So, when you look at all those words and even if you want to scroll back through the chat and when Julie asked, what are the behaviors that you find most distressing or challenging and you look at all those themes. The biting, the kicking, the screaming, the disrobing, sometimes it helps just to take a step back. And so, a lot of my early childhood colleagues that hang out with me know this, but let's all just kind of do it because it's helpful.

So, Dan Siegel is a neuroscience, uses your hand as a way of thinking about what's going on in the brain. And so, you can teach this to very young children, you can teach this. My parents are almost 80 and I had breakfast with them back in December where I taught them and had them raise their hand, and say, "This is what your brain is doing." Okay? So, you want to just take your hand, stretch out all your fingers. And then, I want you to put your thumb in the middle of your palm. So, you're just going to fold it in, and then wrap your forefingers over your thumb and that is roughly what our brain looks like.

So, we grow from the bottom, or the back, up. And so, humans are the most immature beings that are born on our planet, and so not only are we the most immature of all beings, our brain is the most immature part of us. It takes almost 25+ years, and not only 25 years, but 25 years of nurturing and someone noticing me and someone supporting me to make that brain grow from the back up. Sometimes, we call it the basement brain to the upstairs brain.

And in the basement brain, down here, and you do palm reading, this is your brain stem, so back here. And this is what sometimes you'll hear as the reptilian brain. This is where you have fight or flight, freeze, or faint.

Then, in the middle here. I sometimes call it Middle Earth because I like Lord of the Rings but this is where there's this great, big emotion going on. And so, the thumb is like a brake, and we call it the limbic brake. It puts the brakes on big emotions to allow information to come by, not stop, come out through the neocortex, or the upstairs brain, all the way to your fingertips. And in the fingertips is where the beautiful stuff of being humans resides. Problem solving. Perspective taking. Compassion. Empathy, all of those things that you said what you give to someone or what you would need. Recognizing somebody needs space. Giving somebody a look that says, "I'm here for you." That only can come if your lid is on.

So, all of those behaviors that challenge us, that child's lid has flipped, and if it's bad enough, the limbic break is off and they're operating from a nonconscious perspective, which is fight or flight, freeze or faint. There's no conscience, I'm choosing to do this. Even if they give you that look, it's not a punch as we call it, a nonconscious response, because the body said, "I'm not safe." And so, I'm not safe, I have no way to put the brakes on, and so what you get is the disrobing, the biting, the kicking, the refusal. And that is what's going on in the brain.

Julie: That was beautiful. Mind blown, thank you, that's how I feel and I've never. Kristie share that, but I'm just thinking a lot about what does it look like, for kids, when they've

flipped their lids. When they don't have the brakes on, in any fashion and you all have seen it. Now, you understand what's happening in the brain.

Kristie: And so, what I'll do, is I'll talk about these ones quickly, but I'm going to actually go over to see what Sherrill's been drawing because I'm curious what her interpretation is. But what makes the brain go "Woo," the lid flipped, are these stressors? And so, Stuart Shanker talks about stressors from chapped lips to abuse. There's so many things that humans say, "Oh, I'm not safe. I'm not safe." And this is all at a nonconscious level. Every second, the brain asks five times, "Am I safe, am I safe, am I safe, am I safe, am I safe?" So, five times every second, it's doing a scan to say, "Am I safe?" And if, at any point it's going, "I don't think I am," the lid will flip.

Now, if something puts the brakes on, another human, even a glass of wine, we'll come back to that. If that puts the brakes on, you won't go all the way to the freeze or faint, fight or flight. You might get a big emotion, but it's not going to be over the top.

So, all data comes in through the brain stem. What we want to do is not get stuck in Middle Earth. We want it to come all the way out. So Sherrill, tell us what you've been hearing so far about big emotions.

Sherrill: I loved that part about what, where we start from as educators. What we believe in, I think that's so important, and innate kindness especially. Coming from there is really good to hear. I also love the opening. I hadn't always captured the opening, but I think that was such a good place for us to recognize what we need, and of course our students need the same things. And then so visual on the brain, I'm a brain geek, I love that kind of stuff so that was fun.

Julie: Myself a brain geek now too, Sherrill.

Kristie: And on your landing page, there's a whole bunch of stuff about stressors and things. So, don't worry about going into that. But just know that this is not just about trauma, trauma absolutely, but all of these things from the pro social, Julie. Maybe just read randomly, 25 of them, one-word slides. Read five of those from the pro social, and I just want people to think, are you experiencing those stressors right now during the pandemic? Just give me five, Julie.

Julie: Okay, so the stressor might be empathy, sympathy, something called compassion fatigue, means you're really tired of the compassion response. Feeling unprepared, a sad friend, a sick friend, those would be examples.

Kristie: Yep. And so, you hear-

Julie: Yeah.

Kristie: Any of those are called stressor and those stressors are things that send off the limbic alarm. And so, if you don't have a brake system, the limbic alarm goes off, and we end up in fight or flight, freeze or faint.

Julie: Thank you.

Kristie: Yep.

Julie: We're going to jump to question two. So, question one was, what's even happening in the brain for people? The next question is, how do we increase a person's sense of belonging? So back to the brain, our job is to figure out how do we create an environment that nurtures and supports kids to feel safe, again and again and again? When I say kids, we're talking about, from birth to 21. All humans, and adults, need to feel safe in order to learn.

I'm going to use Derek and I'm going to go quickly to explain this, but I think it's fascinating. So, Derek is a student that I worked with in New York, and this is, these are some of the words that were on his IEP, okay? So, take a look at the words, and I want you to think all the way back to the Winnie the Pooh that we were doing before. Are these words positive, negative, or neutral? When you look at what I was able to pull out of this student's IEP. So, let me just... negative, negative, negative, negative, thumbs down, awful, right?

I'm going to read the words as you're jotting. So, on his IEP it says, "Autistic, truancy issues, low self-esteem, outbreaks in class, often crying, easy to anger, is a runner, throws desks, unmotivated. It says he has significant behavioral and intellectual disabilities. He cannot benefit from instruction in the general ed environment." So, I met him before their school became inclusive, and this is what it said on his IEP.

I'm going to show you this school and I'm only telling it to you, so that you kind of understand, it's called Front Elementary School, 500 kids. The racial demographics are there. There are 12 languages spoken here. 50% free and reduced lunch, 14% of the kids have labels.

Now, I'm going to show you a picture of the school and it's a kind of a different kind of picture. This is before. Do you see on the top, it says, "Special ed service delivery before." And what that means is before this school became inclusive, this is how they delivered services. On the bottom, I want you to look at this self contained class for students with significant disabilities. That is where he went to school. Is in this class, down there. Where it said he couldn't benefit from education in the general ed setting. Because he had all those behaviors, right?

You can also see there are resource teachers, et cetera, this is the before and what this district did, is they decided to become a lot more inclusive and now I'm pretty proud of this next slide. It's kind of animated, so get ready for it. They did this. They took the special ed teachers, they took the students with disabilities, and they put them in general education classrooms. So, everybody's in a general ed classroom, and all the teachers are teaming inclusively. All the paraprofessionals are teaming inclusively.

And I'm going to just share with you the results because this particular study started us doing this work for about 20 years, all about how to create more inclusive schools

because we found out, on reading test data. For example, when kids... the first column is at the beginning and three years later is after they've been included for three years. The percentage of kids that were called proficient or advanced, they went from 70% proficient or advanced to 98%.

If you look at say African American students, they went from 33% proficient or advanced to 78%. If you look at English language learners at the bottom, they went from 17% to 100% proficient and advanced on their statewide reading data.

If you want to look, that's reading only and then I can show you language arts, math, science, and social studies. You notice that everybody's improving on their actual assessments and you might be saying, "Wait a minute. So, you put kids back in a general ed setting, and they started to do better? I don't understand." It has everything to do with the brain and what it means to be in a safe space and a safe place and how to create a place where everyone belongs.

I'm going to tell you about Derek. On the very ... I'll just sort of go back. On the very first day of school when he became a student in an inclusive setting, I came in and I said to his teacher, "How did Derek do? Because I know he throws desks. I know he's done a lot of things." And she starts to cry. And I'm like, "Oh no, he didn't do well, what happened." She said, "I am not crying because of why you think I'm crying." And I said, "Why are you crying?" And she said, "Because, at the end of the day, all day he was great, he was raising his hand too much, he was so participatory. End of the day I told everyone to line up and he put his head down and refused to line up and I walked over to him and I said, "What's going on?" And he said, "I'm afraid there's been a mistake. I'm afraid that ... do you know room 104?" And she said, "Yes."

"I used to have to go to that classroom, but they made a mistake and they put me in this classroom with all these other kids, and I'm afraid that if I go home they're going to discover the mistake and I'm going to have to go back to room 104." And this brilliant teacher said, "You know what? There has been a mistake, but it wasn't this year. It was all those other years, that you were in room 104."

I got to work with this teacher and this kid for a long time, and for him belonging was everything. Because this is what his grade five IEP says. "Inclusive education, he often sits in the car early for school, he doesn't want to be late. He hasn't missed a day of 5th grade. He's delightful, eager, insightful, participatory, funny. He's made many friends, he's a leader, he's a stellar community member." This kid was exited from special ed February of his 5th grade year, and on honor roll student in middle school. He's currently in high school doing beautifully and this just makes me think a lot about what behaviors we cause by sorting and separating students. Kristie, do you have anything you want to say in response to that?

Kristie: It's so important that... I'm just thinking about some questions that people are asking about resources and support.

Julie: We'll get you a bunch and we can get you that story and we can get you the resources about inclusion. You probably know about Abraham Maslow's Hierarchy of Needs. We

know the bottom would be food, water, shelter, warmth. Actually it says "warth," but it should say "warmth". Safety, self esteem, all the way up and Maslow said, "You know what, you need all of those things in order to be able to pursue your inner talents, and reach self actualization."

But we really think that sometimes, we make kids earn the right to belong. And what we mean by that is, you can belong when you can behave. And when we do it that way, we disrupt Maslow's hierarchy, and it makes it so students can't actually reach self actualization. So, this is just another way for us to explain to you why we think it's so important that kids are included and that we create these beautiful, warm loving spaces for students to thrive. Oh, I almost ended the show.

What practices promote belonging? And as people are writing, I'm just going to share a couple off the top of my head. Kristie, feel free if you want to share any others. The first one is a dedicated catch up person. So, I'm in a high school biology class supporting a team and they realized that kids were coming and going a lot and they had one student every week that was the catch up person, and their job was always to think about what anyone was missing, so they could provide that information. So, I thought that was really cool.

People are saying morning meeting, voice, smiling, modeling respect. Every day is a new day for ... Robin, that's beautiful. I'm going to jot down my second one, which is learning partners. Anytime you can connect students to one another and have them discuss the learning and talk to one another, whether you do table captains and roles, whether you do elbow partners, whether you do clock buddies, it doesn't matter to us, as long as you're asking students to connect about their learning.

Greetings at the door, I bet you've seen on Facebook, all these teachers that, when we were in brick and mortar schools, they were doing greetings at the door in all sorts of creative ways. And then learning roles. I walked in this last year, I walked into a 4th grade class and I said, "Hey, what are you guys doing?" I kind of sat down. And this student said, "Sorry, I can't talk to you right now because I'm the illustrator, and I'm making sure that everybody in the group has something to say." And so it was just awesome. And that's a classroom where learning roles are very important and it helps every student feel like they belong.

Question three. What's the most positive way I can think, write, and talk about the student? We know that we've covered this every single class. We know that. We're making sure that you heard it, that you understand it, and that you are thinking very, very carefully anytime you hear anyone speak negatively about a student. The only way to reach and teach kids, is to reach and teach them through love and connection and kindness. So, we're constantly asking ourselves, "What's the most positive way I can think, write, and talk about this student?"

This cartoon just, we love this cartoon. So, it says, "Master, speak to us of labeling. Long ago, flowers had no names. Each was treasured for its unique beauty. Then, someone decided to label sunflowers as weeds and convince others that they were undesirable. Still today, when people look, some see a weed while others see a wildflower." And

we've got to think about this. The impact of special ed, the impact of labels, the impact of all the things we've talked about up to this point on behavior.

One of the things Kristie and I believe pretty strongly is if you know how kids misbehave you know how they're smart. So, take a minute and think about that. I'm going to use a kid who moves around a lot. So, I was someone in school with a label of ADHD. I moved a lot, a lot, a lot. That's how I was perceived to be naughty in school. And so, what people didn't realize is how I'm actually smart is through my ability to move. That's an actual strength of mine. The more you give me to do, that involves movement, the better I do. So, if you know how students are smart, then you know what they need more of.

I'll use another example. What if you have kids that are supposed to be quiet but they're constantly talking? What that means is, they need more opportunities to talk, and connect in ways that you are okay with. So just simply saying, instead of being quiet, sit down, all that kind of stuff, how do you build in a turn and talk so that everybody can connect about the content? Okay, we're doing great on time.

Kristie: If we're doing good on time, you want to check in?

Julie: Yeah, let's check in with Sherrill. So, I'll stop sharing and as I stop sharing, if you don't mind in the chat.

Kristie: What do you think she's been drawing about? What are you taking notes about, what are you thinking about?

Sherrill: I can't stop thinking about Derek and the achievement once that, which was made for that school, so, and all I did was draw an arrow with, going up skyward for the student achievement. I think, also powerful. I'm going to get room 104 in there, but the words I captured were I think there was a mistake, Derek's fear, and the teacher saying, "No, we actually made the mistake." And how powerful that can be in a student's life, when we as adults admit we've made a mistake. So yeah.

Julie: Beautiful and look at these drawings. I just think this is so fun to go back. I don't know if people have gone back but when you go back and look at Sherrill's notes. It really helps me hang my learning onto something visual and that helps me retain that knowledge, and I hope everybody else is feeling the same way. Thanks Sherrill!

Kristie: I was thinking about a time, Julie, that I was in. I think I was in Elko, Nevada. Any Nevadian here today? And my mom and I were walking around, and she asked, "Why don't we think dandelions are pretty?" I see a lot of people talking about dandelions versus flowers, and she's like, "If we just saw how beautiful they were, we wouldn't be annoyed, and try to kill them." And I just thought it was an interesting observation, that because we've labeled it as a weed and something we don't want, now we have to poison it or get rid of it versus, what if we would've said they're the most valuable thing, that our neighbors that had them would be like, "Wow, they're really rich. They have gold and blondes." It's just interesting.

Julie: It's just about perspective and one of the things that we haven't said out loud but I think you've heard, is we want you to be perspective shifters for other people. What we mean by that, is that's why we're saying, how you talk about kids, how you position a kid. So, instead of saying, "Oh my god, that kid is nuts, that kid is blah blah blah." None of it. The more you say, "That student is brilliant. I noticed that student," and you're constantly looking for the value and the beauty in the human being themselves, that's what helps us to re-story our students and really reshape their futures, basically. So, thank you all, I've been loving to watch what you're thinking.

Question four is a big question and the question is, how can we hold for our students? So, here's what I want to ask. Let's imagine, oh, that Kristie and I. Sorry everybody, there. That we happened to be able to do this today. We were going to go on a roller coaster and Kristie and I were going to be in the front. I want to be in the front of the roller coaster. We're going to sit down, so imagine you sit down on a roller coaster and the bar comes down, the safety bar comes down like this over your shoulders or an old school one that goes over your lap. What's the first thing you do after the safety bar comes down? Everybody tell me what's the first thing you do when that safety bar comes down.

Kristie: Yeah, you check it. Of course you check it. I asked my husband this, Julie. He was like, "I didn't know what to say." And I'm like, "You check it." And he's like, "Why would I check it?" I'm like, "Oh my god, every other human being on this Earth, here in the chat, checks it. Everybody checks it."

Julie: That's right and so, if I could see all your faces, most of you would be going like this. I check it. I shake it. And you're-

Kristie: Pull it up.

Julie: Yeah. I pull, I make sure, because you're double checking that it's going to hold for you. Even though somebody's already pulled the bar down, you know it's supposed to be safe, you double, double, double, triple check that it's going to hold for you.

Question four is, how do we hold for students? And we want you to think about this roller coaster. We have students that have had roller coaster lives. Okay, huge ups, huge downs, big turns, big loops, super scary lives in all kinds of ways. So, thinking back to Kristie discussing the brain, brains that are working to develop and they're not getting the safety and the security that we know they need. So, we've got all these students, they come to school and I have news for you. And the news is, you are the safety bar. They are going to check you and they're going to check you at 9:00, and 10:00, and 11:00 and all day long because they're going to make sure no matter what, you can hold for them.

Think back to the analogy of the safety bar. Are you mad at the safety bar? Do you hate the safety bar? Nope. You're just double checking it. Your students double check it in all kinds of ways but for me, when I work with our most challenging students, the ones that had roller coaster lives, the ones that have seen people thrown from roller coasters,

quite honestly. That is literally terrified, meaning that flight or fight, freeze or faint. As they walk in the door, they are looking for a safe adult that will hold for them and hold for them just like that safety bar.

So, when I say hold for them, what do you think I mean? So, the next time you're around a student that's having big emotions, big emotions, same thing as big behaviors. We have to remember, how do I hold for this student and how do I keep holding for them like that safety bar. No matter how many times they check it.

Ooh. It's okay to have a quiet tone and not to talk, someone said. Yes, yes.

Kristie: Mm-hmm.

Julie: The last question that we, I think the last question, I can't remember if we have five or six, is what's the most kind and loving response we can have to the student? We typically do things like this, we typically change the reinforcement or impose a consequence when a student has a big behavior, and we're asking people not to do that. We've a lot of resources for you about this, but these typical responses are not the very best way to support a student. Whoa.

Instead, what we're going to suggest is that you problem solve together with students. We're bringing this up now because in your handout packet. We hope you love that handout packet, it's just full of tools and ideas for you to use, we've got a whole section about how we actually problem solve together with students. Whether they're very small or much older, we've got a strategy in there for you about how to do that.

One of the things that we want to make sure you saw is the word together. Unfortunately, we often have adults sitting around a table solving problems and who's missing from the table? The student, the kid, absolutely. And so, we recommend, even for small kids, that whenever possible, we problem solve with students. And today we don't have time to teach you each step of how to do it but in that handout packet. You've got all of that, those steps there but we want to make sure that you at the end, whatever problem solving approach you come up with, whatever solutions you come up with, that your solution actually enhances the image of the student among their peers. It actually promotes independence and responsibility, it actually appeals to the student.

So, our solutions that we come up with have to sound good to kids as opposed to. We're going to do this to you or for you because of your behavior. It has to increase and promote belonging. Increase interaction with non-disabled peers and seem logically feasible.

I'm going to pause here and share a really quick story that relates to this. So, I was problem solving with the team, a student named Michael. A high school student, he was a head down on the desk, I'm not going to do any of this, this stuff is bullshit, that kind of a kid. Just no thank you to everything and we did problem solving with Michael and he talked about being hungry first period.

And he talked about, we did some really cool brainstorming. What would we create, what would we do, and he said, "You know what would be awesome, if first period, we could have bread in class." He also said, "This classroom stinks." And I was like, "What?" And he said, "It stinks in here, doesn't it smell like chemicals?" And he said, "I wish it smelled like freshly baked bread." We literally, in five minutes, came up with a solution that was this. What if we brought in a bread maker to 1st period? What if Michael, you helped us put the ingredients into the bread maker in the morning and if you were able and willing to sort of show up and be here and help pass out bread and stuff like that, would that help you to really be here and be connected to the learning? He was like, "Yeah, absolutely."

So, we started baking bread the night before. If you know what bread makers are, you put the stuff in and then it's ready in the morning. Students were less tardy to that class, he was standing at the door holding bread for people. A parent heard about it and brought in jelly and pretty soon, everything changed about just this kid's interactions, and his ability to belong in the classroom.

The other thing that I hope you hear is sometimes our solutions are really weird and creative, and they're not a sticker chart. And they're not just one more report written about them. It's almost always something really different and unique but you have to start with, what does the student need?

Kristie: Several people mentioned that, who else is not there in the collaborative problem solving would include families and some said, "Us" meaning us as paraprofessionals. So, I thought that was profound that it's all of these stakeholders, all of the creativity, all of the people that know this student and can support them, can engage in the collaborative problem solving. So, that was very insightful.

The second thing about problem solving that I want to mention that sometimes, we jump too quickly to problem solving, so I want you to think about Michael and the break making story, is that Julie didn't have that conversation with Michael when his lid was flipped. So she didn't say to him, when he was in the middle of swear words or giving her the finger, "Oh, would you like some bread?" First of all, I know that you're all going to worry that she's reinforcing the bad behavior by giving him bread, but also, the lid is flipped, and so that's not the time.

When we have to address the behaviors, we got to give kids of any age an opportunity to process the big emotion. We don't want to go quickly from problem to solution and that's what a lot of us do, is bypass the emotion and come up with a solution to keep you from doing that big emotion. But what we need to do is first, acknowledge the big emotion, process the big emotion, give a student coping strategies for dealing with big emotions. Then, we can do problem solving that will help keep the brakes on or keep the lid down. That's more preventative, but once the lid is flipped and you've got a big emotion. There are still some work we do around processing and developing coping strategies that don't go straight to problem solving.

Julie: Beautiful and if you look in the problem solving tools that we gave you, there's a whole section on helping students with the emotional piece of it. So, I'm really glad you brought that up, and even for students who do not use verbal speech there's even a way that they can point to how they're feeling at that time. So, those are the other pieces to just put together.

These are our questions that I'm just reviewing them, so this is not new content. We have to remember what's happening in the brain. We have to really think about increasing belonging. We have to ask ourselves, what's the most positive way I can think, write, talk about the student. We have to figure out how to hold for students. We have to give them the most kind, loving response we possibly can and then, when we get to the point of problem solving, what does that look like, who's at the table, and how do we make sure we're not just coming up with a solution that's good for adults. We want to come up with solutions that are really good for everybody and they're usually out of the box solutions.

Here are some tools. Today, we're not going to go over them a lot. We're just going to tell you where they are and that they exist. and we want you to know that you can find them and look at them. Early on, we did a flip your thinking, which is really describing students in any way you want and then flipping your paper over. So, let's do this for a minute, actually. Jot in the chat a word that you would use to describe a student. So, think of a student, specifically one who challenges you, and now I'm going to pause you because I see that's exactly it. So, we've got words that are going positive, negative, neutral, and all over the place because that's the first thing that came to our mind.

Now, I want you to think of the word you wrote and we want you to rewrite it in a way that could be considered positive. And you can also think about their strengths, their gifts, their talents, their abilities, and their interests. So, let's say you were going to use the word stubborn, right? I work with a lot of kids that could be considered stubborn. I want you to change that word to what? What would be a good flip of the word stubborn? Persistent, ah. Bravo. Persistent. I didn't think of that word, that's it. Determined. Students who are stubborn can frustrate us but man are they determined, are they persistent, it's awesome. That's a good quality.

So, we've got to rethink each and every student and rethink the ways we talk about our students all the time. So, that we're really thinking about what they can do, not what they can't do.

We did this already but turning lead to gold, so we've got thinking about. This is an example, two columns. So, from aggressive to assertive. From lazy to relaxed. From irritable to sensitive. From daydreaming to imaginative. From immature to late blooming. The words we use matter a lot. These lead words are heavy words and they make us stuck. The gold words are a lot lighter and they make it a lot easy for us to learn how to reach and teach our students.

The problem solving formats are all in the PDF handout. We've got several of them. We want you to know that they exist and that you should take them to your team and start

to talk about ways that you can problem solve with students, after processing the emotion because reminder is such a big one. Spend a lot of time processing emotion before jumping to problem solving. We've got to give kids skills and strategies prior to the problem-solving.

Kristie: And so, maybe what we could do, is do a quick look at Sherrill's?

Sherrill: Sure. Okay, the Michael story again, with the bread, of course. Just thinking about how a lot of students, a lot of our students that need support, are sensitive to those kinds of things and looking at that more as an asset and that they have this wonderful sense of smell. And if it's good for a student that needs those kinds of support. Of course, it's going to be good for all students. So, that was a powerful story.

And then Kristie's point about, we'll give kids, make sure you give kids time to process that big emotion because, yeah. Adults are still learning that, much less kids. So, we have to help our students do that.

Kristie: I think what's so amazing though, look. I'll never forget the dandelion and the flower and the roller coaster and the bread. Those pictures will remind me of those stories or even the one where you've got room 104, or the kid that was isolated and now they're in the different rooms, so that's so helpful.

And what do we do about, during the storm? How do we help children process big emotions? So, two things. There are resources on our dashboard and we're going to go deeper into part two. These are big topics and all of us grapple with them and so we know that we're just touching on it. So, if you want to go deeper, check your dashboard. We've got stuff about how to process and the steps and what you do recall. Weathering the storm, sometimes and then definitely see if you can join us for a part two.

Julie: Yeah, we promise to do more on behavior in part two because we know that people need this the most. The first step is getting your heart set and mind set really right though because if you come at any challenge with the right heart set and mind set, you're likely to make the right decisions about how to support. That's partly why we're spending so much time on that today, but we promise we'll do even more.

Some questions and answers, we just pulled a couple. If a student isn't punished, won't they just repeat the behavior? So, we just started by just letting you know we don't believe in adding on punishment. Mostly, based on a lot of research that's been done on time outs and punishments, what we find is that might work in the short term and barely work in the short term, but there's long term negative effects to punishment. So, that's just our quick response.

Someone said, "Well should a student leave the room if he or she is distracting other students?" And we want to, just you, to know that leaving the room is the last resort. And we just wanted to alert you to something called stay put supports. So sometimes, we really need to help a student to stay in the space by providing a lot of different supports. Because we know that once a student is removed, or kicked out of a place, they're likely to struggle to return and they're likely to struggle to belong and they're

likely to increase their negative behaviors instead of reduce. Instead of increasing their positive behaviors.

One more thing about a student leaving the room, that's a decision that you want to make sure that an adult, that a, sorry, certified teacher, along with you, has made that decision. Because it's really a change of placement decision. So, you don't want to be removing kids without making sure that what, where is it written, that that's okay.