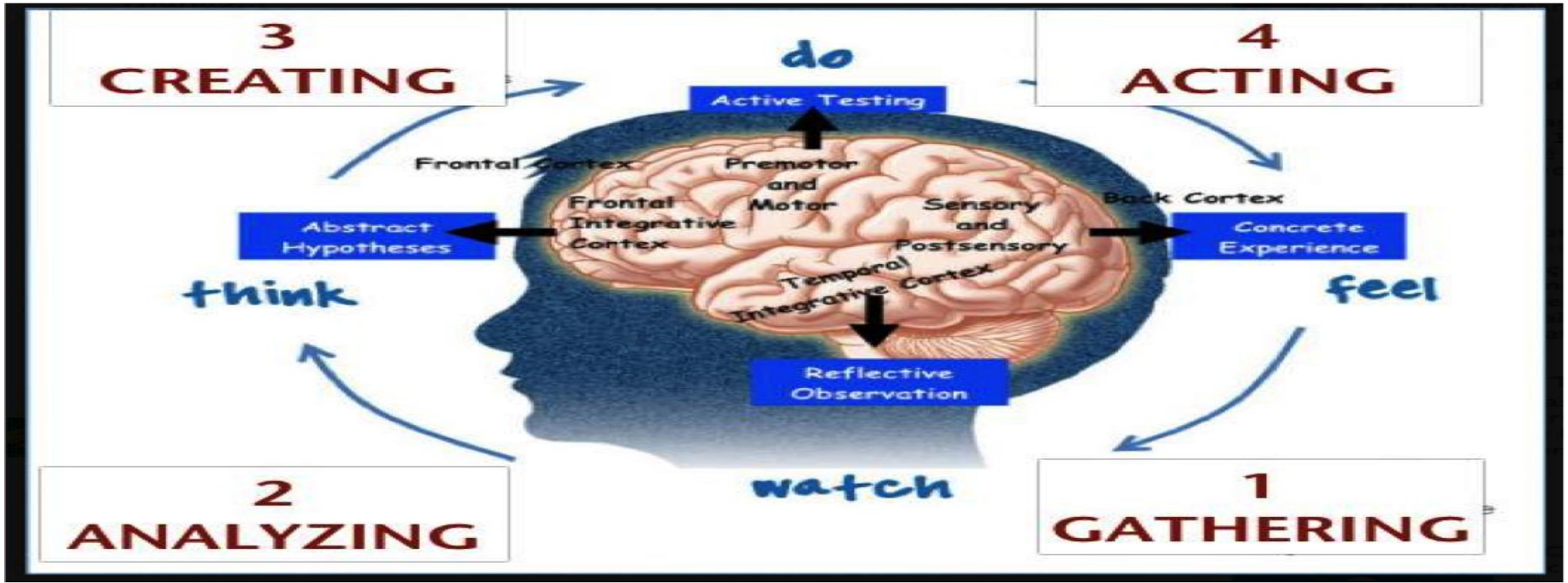
Teach Students to Be Kind To Their Brains

Preston

2022



The Brain Knows Even If You Don't Know

Let it go

Floating Bubble -Pick something that has been bothering you today.

Close your eyes and put it inside a bubble you see in your mind.

Tuck in tight and make sure it is all in there.

Now let the bubble go into the sky.

Watch it float away and wave goodbye.

Teaching Students About Their Brain

1. Make sure you have registered with: maconpiattroe.org Click on the blue Sign up for PD.
2. Participants will be expected to read each slide, view each video, and complete the tasks in this training.

2. The tasks will be in red. They need to be sent to Barbara Preston prestonb@roe39.org **when you complete the training**.

You can copy the PPT slide and answer it in Word or make your own ppt with task answers. No Google Docs or One Drive. I cannot get into them without permission.–

Due Date: Nov. 15,2022

3. Example on how to send answers to me is on the next slide.

Hopefully, this training will enhance the learning experience for you.

Thank you for participating and let's begin.

Send your answers through email like this:
Send the completed training answers together

Name: Your name

Title of the Training: Teaching Students to be Kind to Their Brain

Task One_____

Task Two_____

Task Three _____

Some participants answer on WORD and send that document.

Some participants make a ppt with their task answers on each slide.

Google Docs are difficult because I need permission and that takes away time to get things reviewed and sent as completed.

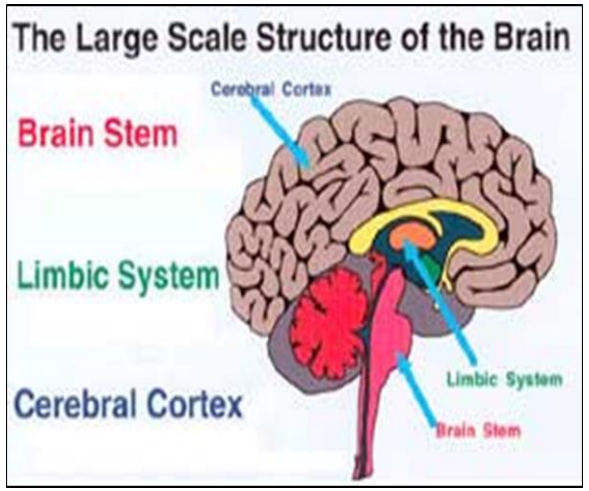
TASK ONE -Pre/Post Mindset and Learning

The following statements related to the targets of this training session.
Please indicate your comfort level with the following:
4 = I am confident in my knowledge
3 = I am on the right track
2 = I am not sure I am doing it right or with the right amount of consistency
1 = I need more information in this area
Copy the pre and post tests and send to me with your tasks.

Teaching Students about the Brain	Pre	Post
I understand how the brain works and that each student is unique in the learning process and their approach to learning.		
I know the visual, auditory, and tactile way to teach students about their brains and emotions and can use these learning styles in my instruction.		
I know that students can learn about their brains and use the information to support themselves with motivation and persistence in learning.		
I understand that Social and Emotional Standards can support me as a teacher in building the areas needed for students to feel safe to learn and build resiliency.		
I can locate resources that will help me in this effort.		

TASK TWO -Video on How to Teach the Brain to Students You may have to copy and past links into your browser to view them.

- https://www.youtube.com/watch?v=Q6vqSehMYQQ 3.29 min. Take a Tour of our Brain K-8
- https://www.youtube.com/watch?v=FczvTGluHKM 5.08 min. Using your hands to explain the brain 5-HS
- https://www.youtube.com/watch?v=rVDZYQOoeHw 6.39 More involved video 2-8



1. Watch one video that fits into your grade level.
2. After watching the video, tell me how you could use the information with your students.
3. Is there something other than this that could support teaching about the brain?

Brain Video Resources Using A Hand
Tactile Learners will get this.

- https://www.youtube.com/watch?v=FTnCMxEnnv8 3.29 Great video using the hand to learn about the brain.
- https://www.youtube.com/watch?v=5CpRY9-MIHA 3.09 Helps teacher teach the brain with their hands to students.

The brain is a social organ.

- **Our brains require stimulation and connection to survive and thrive**. A brain without connection to other brains and without sufficient challenge will shrink and eventually die—moreover, the modern human brain's primary environment is our matrix of social relationships.
- A caring teacher can transform the school experience especially for students who face enormous difficulties.
- **We make assumptions** about a child's background based on our own childhoods; as a result, a child can receive different types of care—which may not necessarily have been appropriate to his/her needs.
  - Build Relationships with your students and know the lives they live
  - Tell them about yourself and things you failed and succeeded in
  - Listen intently
  - Ask for Feedback for yourself

2. We have two brains that work together to form connections.

The cerebral hemispheres have differentiated from one another and developed specialized functions and skills

3. Early learning is powerful.

Much of our most important emotional and interpersonal learning occurs during our first few years of life, when our more primitive neural networks are in control. Early experiences shape structures in ways that have a lifelong impact on three of our most vital areas of learning: **attachment, emotional regulation, and self-esteem.**

These **three spheres of learning establish our abilities to connect with others, cope with stress, and feel that we have value.**

4. Conscious awareness and unconscious processing occur at different speeds, often simultaneously.

- Conscious awareness and explicit memory are but a small fraction of the vast amount of neural processing that occurs each millisecond.
  - Breathing, walking, balancing, even constructing the syntax of a sentence, is handled automatically. **The brain is able to process incoming information, analyze it based on a lifetime of experience, and present it to us in half a second**. **The brain then creates the illusion that what we are experiencing is happening right now and that we are making decisions based on our conscious thought processes.**
- Because of this, it is especially important to teach students to question their assumptions and the possible influences of past experiences and unconscious biases on their feelings and beliefs.

5. The mind, brain, and body are interwoven.

- Physical activity exerts a stimulating influence on the entire brain that keeps it functioning at an optimal level. Exercise has been shown to stimulate the birth of new neurons in the hippocampus and to pump more oxygen through the brain, stimulating capillary growth and frontal-lobe plasticity.
- Proper nutrition and adequate sleep are also essential to learning.
- https://greatergood.berkeley.edu/article/item/can_we_play Recess and Play We need to rethink play and our recesses at school. Students need fresh air, movement, social connection with peers, and most of all breaks from learning.

6. **Learning Environments are important** for the brain and learning.
   - Inadequate school facilities, poor acoustics, outside noise, and inadequate classroom lighting all correlate with poorer academic performance.
   - Chairs with poor support hamper blood supply to the brain and impede cognition
   - Temperatures above 74–77 degrees Fahrenheit have been shown to correlate with lower reading comprehension and math scores.

7. The brain has a short attention span and needs repetition and multiple-channel processing for deeper learning to occur.

- We are rewarded for curiosity by dopamine and opioids (feel-good chemicals in the brain), which are stimulated in the face of something new. Because our brains evolved to remain vigilant to a constantly changing environment, **we learn better in brief intervals.**
- There is a greater likelihood that learning will generalize outside the classroom if it is organized across sensory, physical, emotional and cognitive networks.

8. Fear and stress impair learning.

- **Evolution has shaped our brains** to err on the side of caution and to trigger fear whenever it might be remotely useful.
- **Fear makes us less intelligent** because amygdala activation—which occurs as part of the fear response— **interferes with prefrontal functioning.**
- **Fear also shuts down exploration**, makes our thinking more rigid, and drives "neophobia," the fear of anything new.
- **Stressful situations trigger the release of the stress hormone cortisol,** which interferes with neural growth.
- **Prolonged stress impairs our ability to learn** and maintain physical health.
- The **inclusion of stress-management techniques into the curriculum is an obvious application of neuroscience to education that can improve learning,** emotional well-being, and physical health.
- **Teachers can use their warmth, empathic caring, and positive regard to create a state of mind that decreases fear** and increases neuroplasticity and learning.

Through our Lesson Planning, teachers can help students understand themselves.

9. We analyze others but not ourselves: the primacy of projection.

- Taking our thoughts about others and trying them on for size has the potential to teach us about ourselves and increase our empathic abilities.
- Simple exercises that guide students to examine what and how what they think and feel about others may be true for themselves can open a window of self-awareness, empathy, and insight.
- Teachers can ask students to examine the lives of historical figures and characters from books and movies to help them gain a third-eye perspective on their own strengths, motivations, and flaws.

10. Learning is enhanced by emphasizing the big picture—and then allowing students to discover the details for themselves.

- **Chunking material into meaningful segments makes it easier to remember,** and improves test performance while increasing prefrontal activity during encoding.
- When it comes to discovering the details, bear in mind that **our brains evolved to learn is through trial-and-error exploration.** This is true of learning and adapting to both our social and physical environments.
- Therefore, **using what we learn to attempt to solve real-world problems and adjusting our behaviors or ideas based on the results augments the retention of skills and information.** ***We are born to explore***, and teachers who make use of that will probably find more success in the classroom.

Adapted from -Things Educators Need to Know About the Brain

BY LOUIS COZOLINO | MARCH 19, 2013

Task Three –Using Slides 8-14

Name 3 brain informational facts from slides 8-14 that you did not know.

Name one of the facts that will help planning instruction.

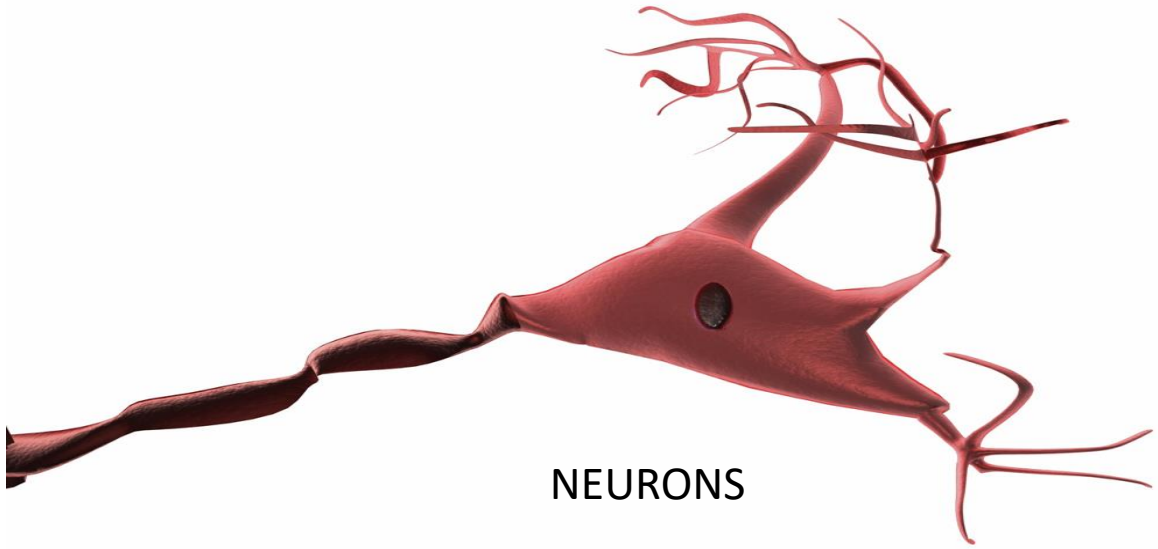
What one brain fact would help you teaching students?

Things Teachers Need To KNOW ABOUT THE BRAIN

THE BRAIN,
A Remarkable Organ

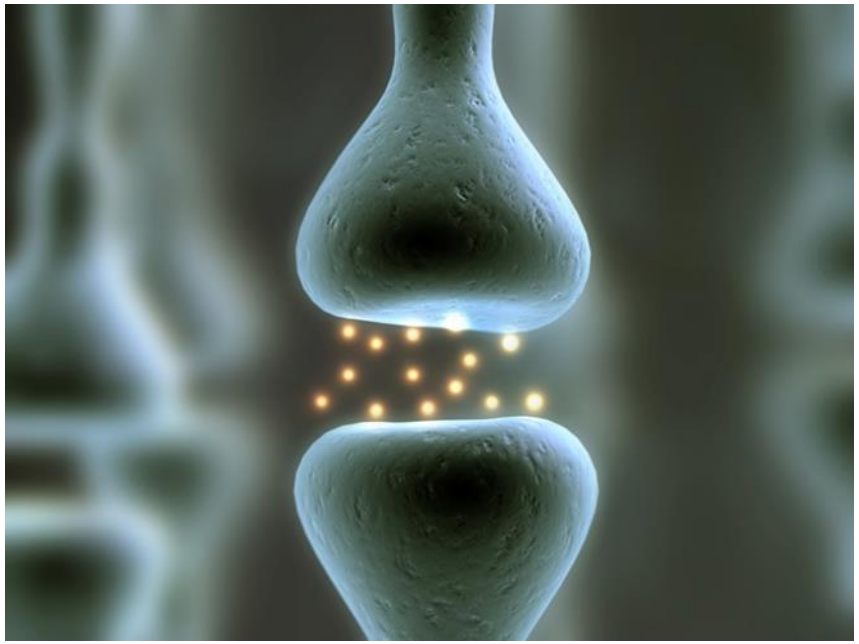
THE BRAIN IS A WAD OF NERVES HELD TOGETHER WITH A BIT OF GLUE

Kathy Nunley: A Student's Brain 2003



NEURONS

PNS-PERIPHERAL NERVOUS SYSTEM



THIS IS THE AREA OUTSIDE OF OUR BRAIN AND SPINAL CORD.

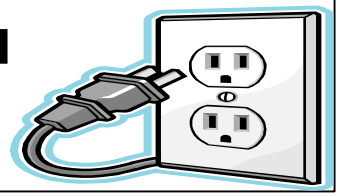
THESE ARE BODY NERVES

INFORMATION TRAVELS VIA NERVES

- Nerves are not stringy, like threads.
- Nerves are thousands of neurons lined up end to end, nearly touching.
- Nerves are separated by a synapse or synaptic junction.
- Neurons communicate with each other by electrical or chemical methods.

- Nerves stay in a **RESTING STATE** until an electric or chemical exchange begins.
- This stimulation can be brought about by:
  - ***Touch, Light, Chemicals, Heat***
- The cell membrane lets down its guard
- It becomes permeable and the **+ and –** charges no longer have anything to separate them.
- Small holes open and the **+ and –** charges meet**….ELECTRICITY.**

ELECTRICAL CHARGE



- Moves down the length of the neuron and when it gets to the end of the cell branches, FIRING takes place.
- (This electrical charge runs at the speed of 3000 meters/second) (Household current runs at 300,000 meters/second)
- **Myelin Sheath** is a *fatty substance* that covers some of the neurons. This *helps transmit* the electrical charge *ten times faster*.
- This **Myelin Sheath** accounts for the white and gray matter in our brains. ***White is the myelinated neurons and the Gray is the plain variety.***

NEUROTRANSMITTER	INVOLVED IN
1. Norepinephrine	1. Arousal, alertness, memory
2. Epineohrine	2. Involved in reaction to stress
3. Serotonin	3. Sleep, mood, appetite
	4. Pleasure, learning, memory
4. Dopamine	5. Motor activity, sleep
5. Gamma-aminobutyric acid	
6. Endorphins	6. Learning, memory, pleasure

Neurotransmitters have different actions for different parts of the brain.

NEUROTRANSMITTERS

- These neurotransmitters are at the end of each nerve cell and the wait to release chemicals when the synapse occurs.
- They then bump into the next neuron that fires its own electrical charge.
- The chemicals cause the neuron to become electrical in nature as it moves down the nerve cell until it reaches the end and releases its own supply of neurotransmitters.
- This goes on and on and on …….

Neurotransmitters either speed up or slow down

If it **speeds up** it is called an **AGONIST**.

It fires on contact

If it **slows down**, it is called an **ANTAGONIST**.

This **inhibits or prevents** a firing of another neuron.

It does this ***by blocking the RECEPTOR SITE***. Receptor sites are the places on a nerve cell where the neurotransmitters can attach.

RECEPTOR SITES

They are the lock and the key of the neurotransmitter.

1. If you feel good today, you probably have a surplus of **AGONISTS.** Speeds up the neuron to move quickly.
2. If you feel lethargic, depressed you probably have too much **ANTAGONISTS.** Slows down the neuron to move slowly or not at all.

YOU NEED TO HAVE A GOOD BALANCE BETWEEN THE TWO.

FAKE NEUROTRANSMITTERS

Humans learn that if their balance is off, use….

1. **Caffeine-acts like an agonistic** neurotransmitter-Messages move quicker, perceptions are intensified, and learning is easier. (Moderation is the key)

Homeostasis (sameness) occurs biologically. The body likes things in balance, so it will restore balance unless we mess it up with things we put into our body

2. The body will try to balance itself. If we dump caffeine into it daily, the neurons will quit because it is waiting for the caffeine. This is how we become addicted to things.
3. Now your nerve cells depend on the caffeine daily and if it does not get it, withdrawal will occur.
4. If we can go without caffeine for two weeks, the body will start making its own balance.

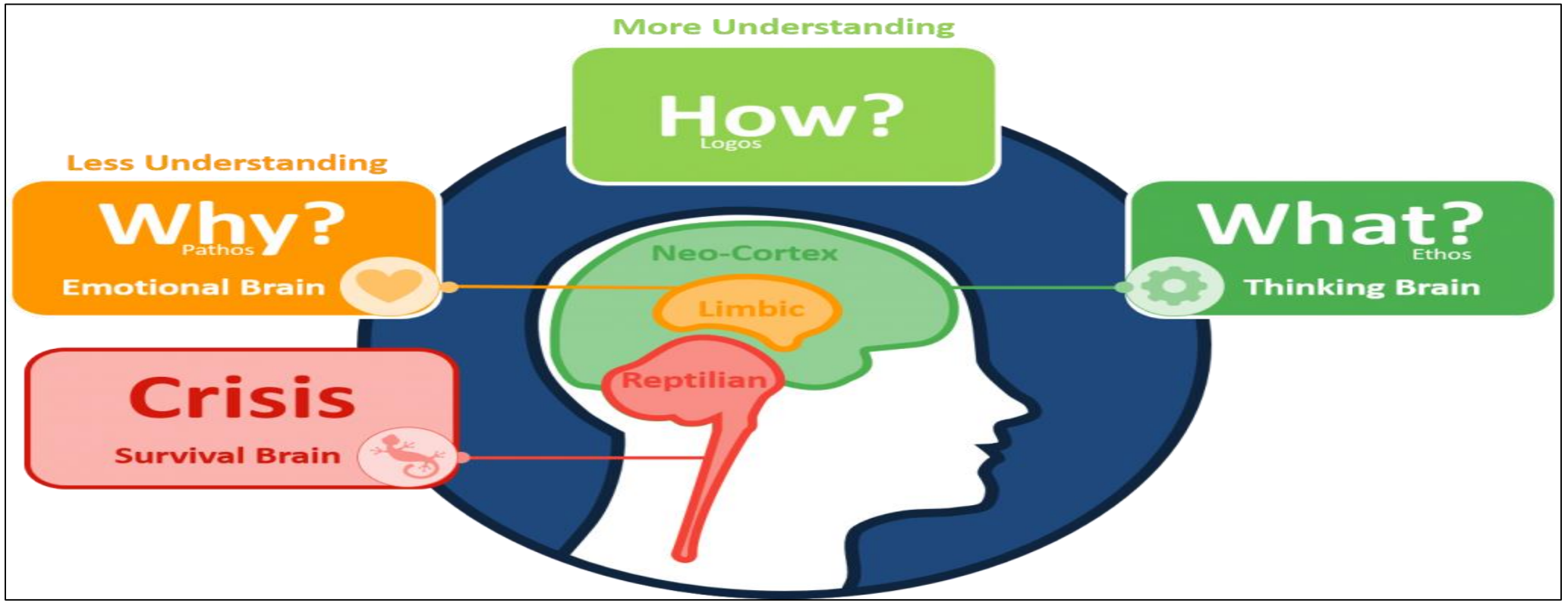
PURE FACTS About the Brain Dana Foundation

The Brain

1. Brain size is not as important as the connections between areas of the brain and their efficiency to work.
2. Brains are smaller than 20,000 yrs. ago mostly because of domestication, hotter climates, more social networks, and survival of the fittest.
3. Brains are not good at multitasking.
4. Learning does not add new cells to the brain. Learning makes connections between cells creating an association which with practice makes the connection stronger. Cells that fire together, wire together.
5. All brains start out as female XX chromosomes. At 5-6 weeks if there is a specific genetic code Y chromosome present, it becomes active and it causes testosterone production which in turn results in a boy.
6. Brains do not feel pain because it does not have the sensory nerve fibers that cause pain. Structures around the brain have nerve receptors so those areas feel pain.
7. Brains are not fully developed until our mid to late twenties.
8. Brains are 75-80% water. The other percent is made up of solid tissue which has 60% fat.
9. Brains are active to some degree 100% of the time.
10. Left/Right brains cannot be categorized as dominant. The integration of the two sides working together is the ultimate talent.
11. Your spinal cord will grow 16-20 inches by the time you are 5. It stops then and your body grows around it.
12. Some brains can taste shapes and colors. It is called synesthesia (to perceive together). Scientists are still studying this but believe it is increase response to sound.

Once everyone knows about the brain…..

Start using the brain when you consider planning, instruction, memory, learning and your teaching methods.



Showing Empathy https://www.understood.org

1. Follow the "Platinum Rule," not the "Golden Rule."

- You're probably familiar with the Golden Rule: Treat others the way you want to be treated. But empathy relies on the Platinum Rule: Treat others the way they want — **and need** — to be treated. This approach puts the focus on understanding what students need from you instead of what you *think* they need.

2. Ask open-ended questions.

- "Is there something about today that's been hard for you?" invites more conversation than "It looks like you're having a rough day. Is that true?"
- "I noticed you had your head down in class today. Are you frustrated, angry, or nervous about something?"

3. Set aside your own reaction.

- Responding with empathy means letting students' reactions come first.

4. Use "I" statements to avoid blame.

- "You" statements, such as "you distracted other students in class today," can make students defensive. Try turning the same thought into an "I" statement, like "I felt that other students were distracted by your behavior today." "I" statements allow you to talk about situations without placing blame. These questions also allow you to acknowledge your own feelings, and may encourage students to consider your emotions.

5. Actively listen to what students say.

- Empathy requires active listening. That means giving your full attention and listening to both a student's words and tone of voice. When you use active listening, think through and state in your own words what you think you've heard.

6. Don't jump into "fix it" mode.

- Sometimes, it's more useful to just listen and understand what's wrong.

7. Validate feelings.

- Tell students they have the right to feel the way they feel. You may not agree with their choices or may even think they're overreacting. But it's important to recognize that the way they're feeling is real to them. You can say, "Your feelings aren't right or wrong" as a way to show respect for how they're feeling.

Task Four –Look back at Slides 24-26

Tell me one thing you learned from those slides.

TASK Five-Your Brain is Like a _____

- https://yogaed.com/resources/how-to-teach-students-about-brain/

Article -Resources to teach-What metaphor do they use?

1. Read the Article and then click on the Download the Toolkit at the end of the article.
2. Tell me how you could use this approach with your students.
3. Do you think that this is a good metaphor that is understandable for your students?
4. https://yogaed.com/wp-content/uploads/2021/04/Yoga-Ed-Teaching-Activities-for-Young-Neuroscientists.pdf this is the toolkit site

Something to Think About
Task Six Questions on Next Slide

Choose your grade level and watch the video, please.

- https://amysmartgirls.com/short-film-just-breathe-helps-kids-deal-with-emotions-1b4f91dac5ad
  Elementary
- https://www.youtube.com/watch?v=KKmUtUPIqF4
  2.58 min MS/HS
- https://www.youtube.com/watch?v=cOGM_-zKPTE
  4.29 min Very powerful video HS offers a Mindfulness Class to students

Task Six -What do you think?

- Would this be a video you could show in your classroom?
- What would be the discussion after students watched it with you?
- Would this be a good SEL resource for you and other teachers?
- Could this actually have an effect on any of your students?

Task Seven -16th video on the website

Watch this video "If You Have Never Failed" Blue Fish TV

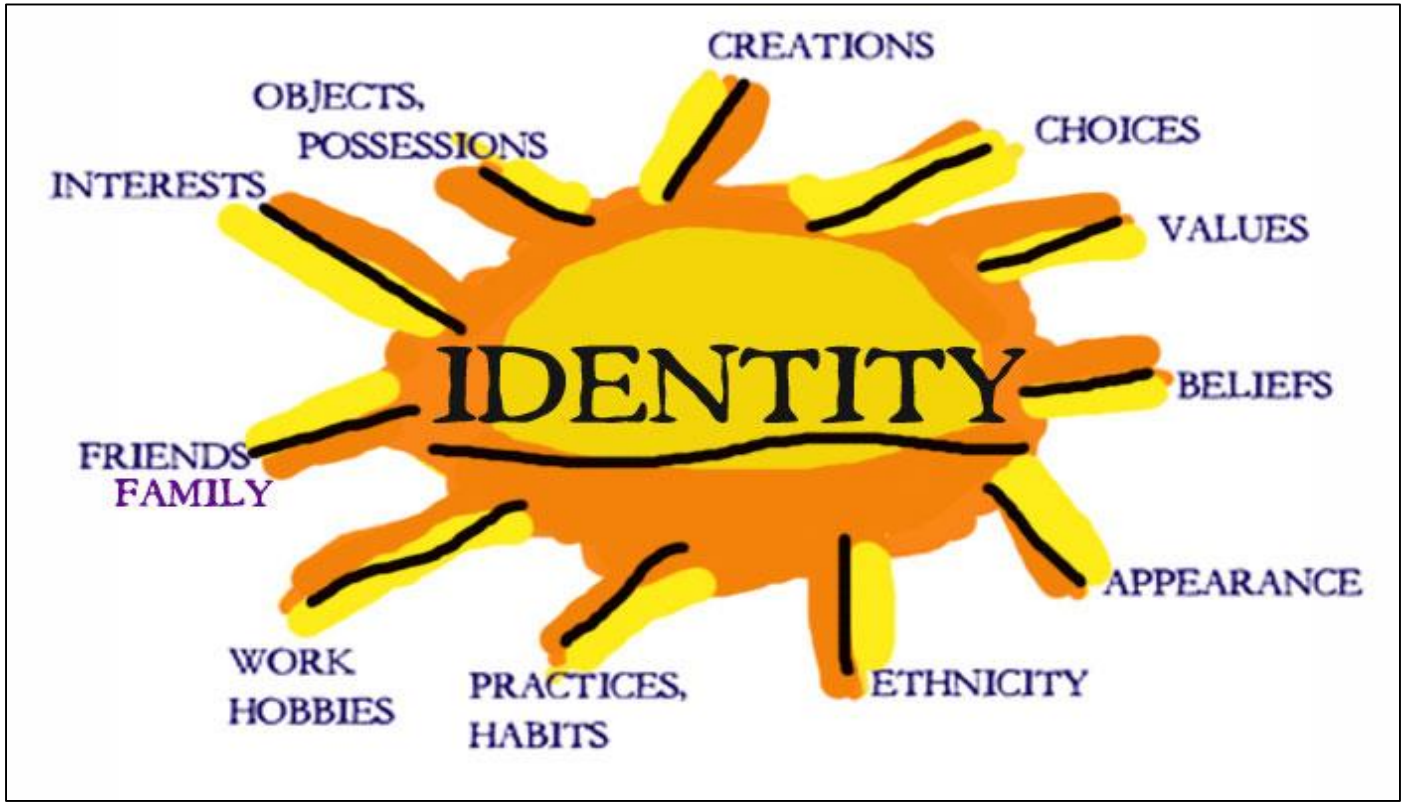
https://www.mindsetworks.com/Videos

How could you use this video and this chart with your students online or face to face?

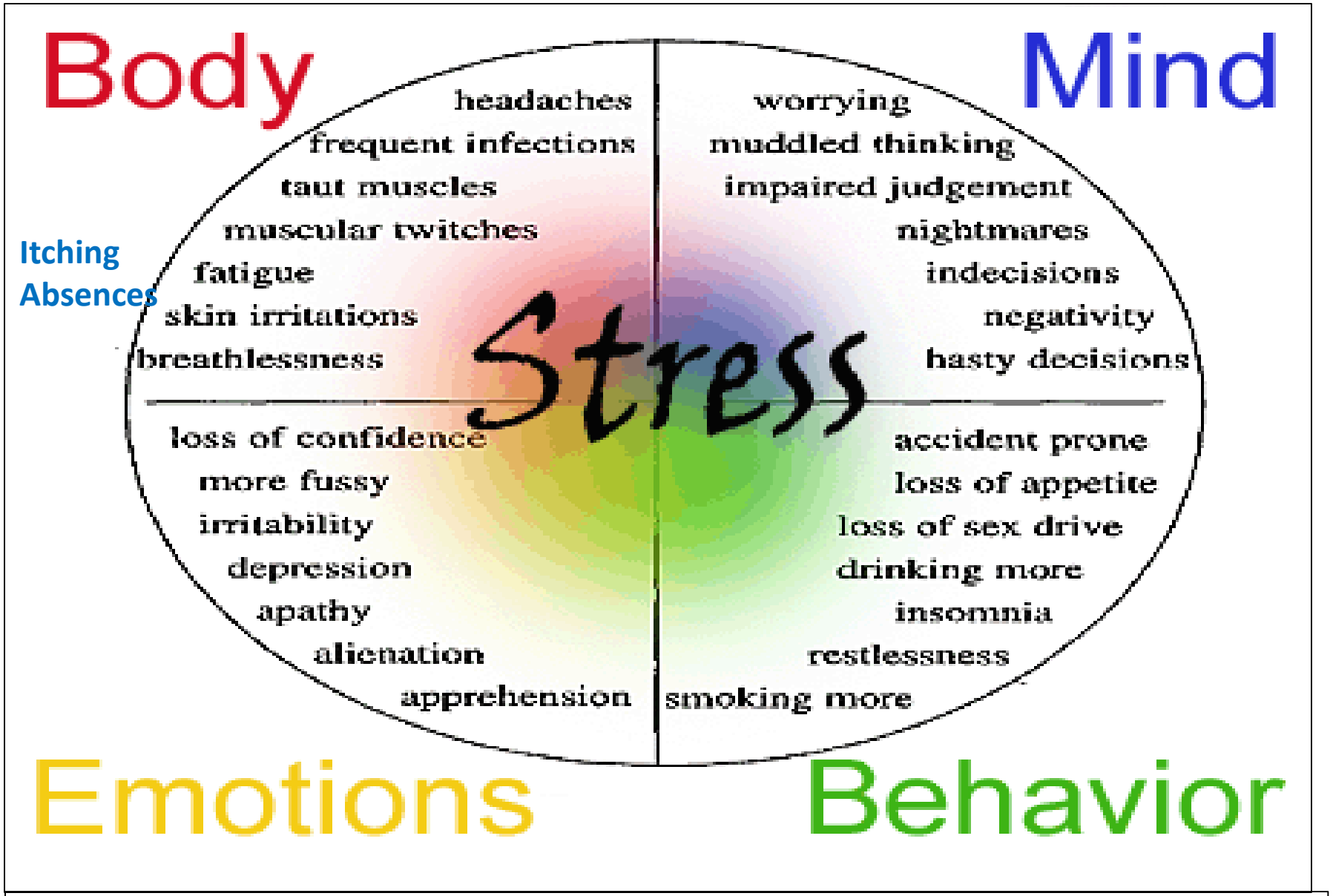
We need to:

Separate **who we are from what we feel**. **Feelings are separate from who we truly are.**

- So many times **what we feel is how we see ourselves.**
  - Many times we make a child feel that the way they act is who they are and that is not true.



Task Ten-Question at the Bottom of the Page



This quadrant shows what stress can do to children and you. How would you recognize these in a student? What would you see or hear?

CHANGE OUR APPROACH

Instead of asking **"What's wrong with you?"** to **"WHAT HAPPENED TO YOU?"**

- **Provide a Cool-down corner** that is safe, supportive environment.
- **Promote Hope-**inside your classroom and being a role model of resilience. "Turn your wounds into wisdom" Oprah
- **Teach Strategies of Resilience-learning about their brain, breathing techniques, mindfulness, and recognize when students are being resilient.** Sometimes they do not know that they are being resilient or making the right choice. Tell them and promote it.
- **Use ANCHOR CHARTS to remind them about strategies they can be using during recess, testing, difficult situations.**

De-escalation

Avis Smith, the director at Crittendon Children's Center in Kansas City developed this:

NOTICE, NAME, VALIDATE, RESPOND

Notice- Check in with yourself. If you are calm, students are calm. Notice the needs of the student before he/she escalates.

Name- Name the Need or Feeling of the student.

"It seems you are feeling sad. I can see a sad look on your face."

Validate- Validate the Feeling so they feel understood and heard- "It is hard when_____"

Respond- Respond with an open-ended question about how can you help. "What can I help you with?"

"How can I help?"

Then give the student **structured choices when calmed down**. For example: Would you like to visit the calm center? Would you like to visit the counselor? Would you like me to breathe with you to help you calm down?

He has a from to use also on pg. 57 of Building trauma-sensitive schools: A practical guide by Jim Sporleder.

Let's REVIEW

THREE KEY GOALS

- Predictability-Rules and consequences, transitions, emergency preparedness
- Safe Relationships / Engagement
- Opportunities for Self-Regulation

Watch Your NONVERBALS

- Tone
- Rate of speech
- Choice of words
- Facial expression
- Voice volume
- Gestures
- Smile vs. Frown
- Personal distance

KEEP THE BRAIN IN MIND.

1. **Planned Regulation Activities**:
   Movement breaks, exercise, calming routines.
2. **Calming Space:**
   Place students can go if they are dysregulated.
3. **Visual Supports:**
   Students with ACEs pay less attention to words than visuals.

REMEMBER

COMMUNICATION BREAKDOWN

- **55% is Body Language**
- **38% is Tone of Voice**
- **7% is The Words We Use**

Task Eleven-Could this be your classroom?

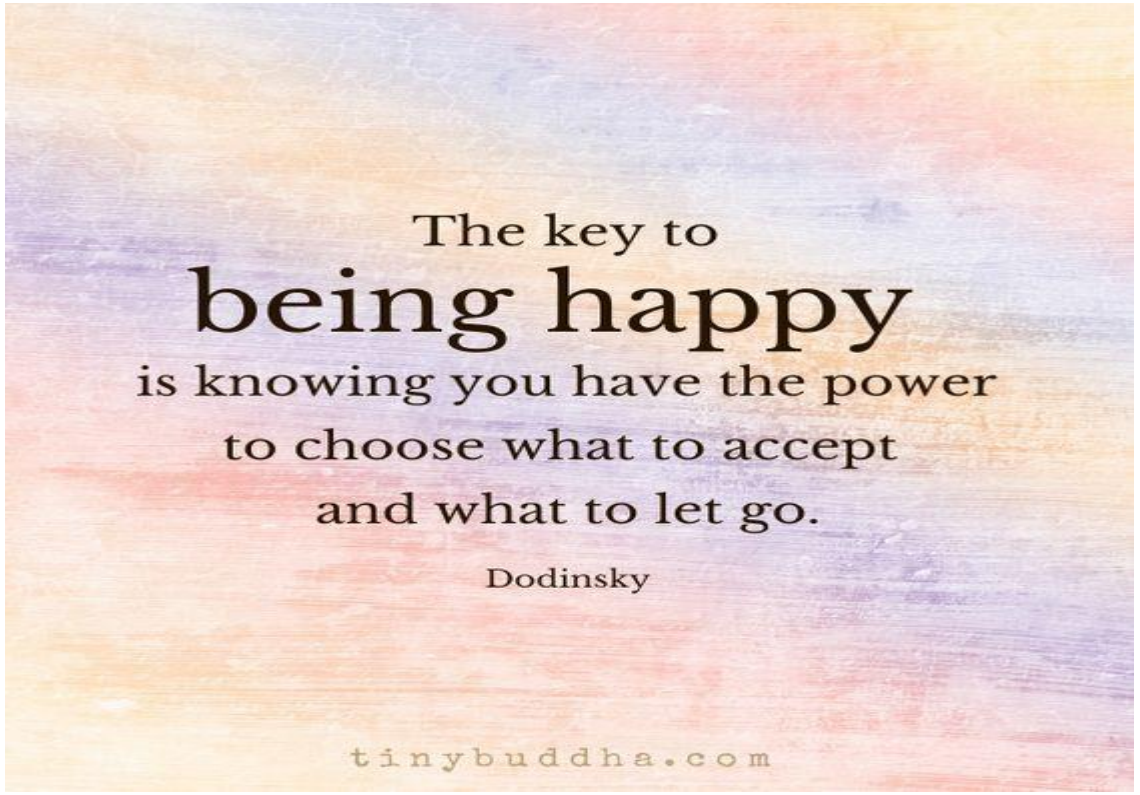
- https://www.edutopia.org/video/building-belonging-classroom all teachers 3.41 min
- https://www.edutopia.org/video/students-tackle-lifes-challenges-together

Weekly Circles for Older Students 4.15 min Peer Counseling

- Watch both videos. Try to put them in your grade level thinking. What would happen if your classroom mirrored these classrooms?

Resource you might want to look at yourself.

- https://www.edutopia.org/how-learning-happens



Districts, Schools, and Communities….

By: DA Custom Publishing | Issue: November/December, 2019 | Thought Leadership
November 13, 2019

School leaders need to realize that financial poverty and emotional poverty are not the same. **Financial poverty involves a lack of basic necessities for living, such as food, shelter, medical care, and the language of school and work**. (Which can cause Emotional Poverty)

Emotional poverty is when the **integration and regulation of the brain is underdeveloped, the inner self is weak, and bonding and attachment is unstable.**

For schools to provide better emotional safety, **educators must have the right vocabulary and strategies to address the issues that surface.** When these basic emotional structures are not in place, **students have difficulty negotiating school and learning. The safety of other students and staff is reduced. Teachers need better tools to calm students and address emotional issues**

- **A guide to understanding** the origins of anger, anxiety and avoidance
- **Language to talk about brain regulation**, integration and emotional competence
- **Tools** for educators to address and reduce students' anger, anxiety and avoidance
- **Practices** for handling "classroom dance" management between educators and students
- **Methods to motivate** good behavior
- **Information about the emotional processing** differences between males and females

Task Twelve What is Emotional Poverty?

It is a set of real conditions that can surface in individuals that are brought on by home and neighborhood environments in which they live .

It occurs when:

- The brain is not integrated or self-regulated
- The inner self is not emotionally mature
- Bonding and attachment do not occur
- The outside environment reinforces “less than” or “separate from” others frequently.

Choose two videos below and view them. Tell me how you can use these inside your classroom and how it can support you in dealing with social and emotional episodes.

Knowing about the brain is one important piece of the puzzle. You may have to copy and paste these links into your browser to view them.

https://www.youtube.com/watch?v=ZcDLzppD4Jc 4.21 Min. Daniel Siegel Video How to teach the brain to parents and adults

https://www.youtube.com/watch?v=c9HK59FaoMI 4.51 Brain and What It Does

https://www.youtube.com/watch?v=1aCYsYSM1MA Elementary Video About the Brain 3.56

https://www.youtube.com/watch?v=a-GTkLghyFs 2.51 Using the Hand to Teach about the Brain

https://www.youtube.com/watch?v=0O1u5OEc5eY 3.08 The Adolescent Brain

The Brain needs help to be regulated.

An emotional meltdown is an unregulated, unintegrated brain response.

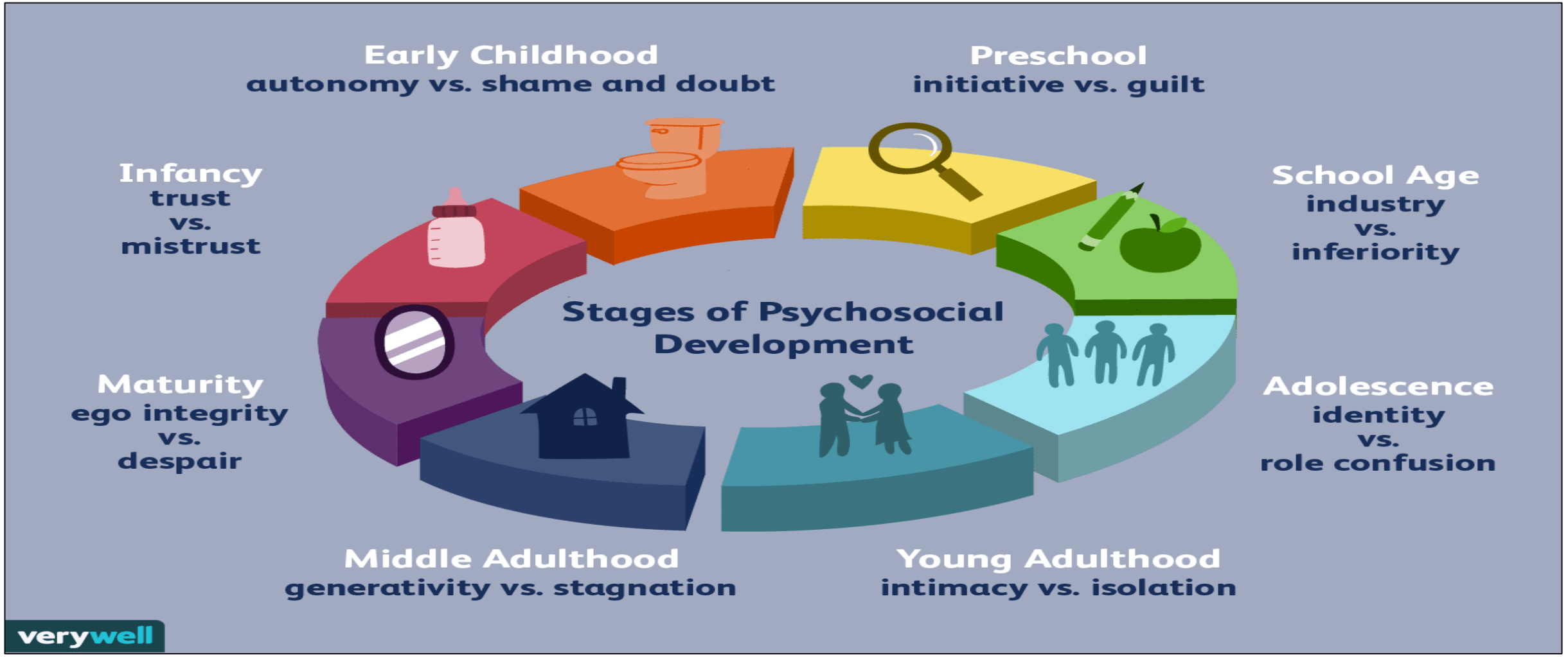
Emotion is processed 200-5000 times faster than thought says Steven Stosny, (The Powerful Self).

SO…..CALMING TECHNIQUES SHOULD BE EMPLOYED:

- Water-it helps the body metabolize cortisol. When you see the child slump, it is working.
- Distraction –Visualize, Breathe, Different stances, Tapping, Eye movements, Manipulate fidgets, Draw, Paint, Build, Listen to Music

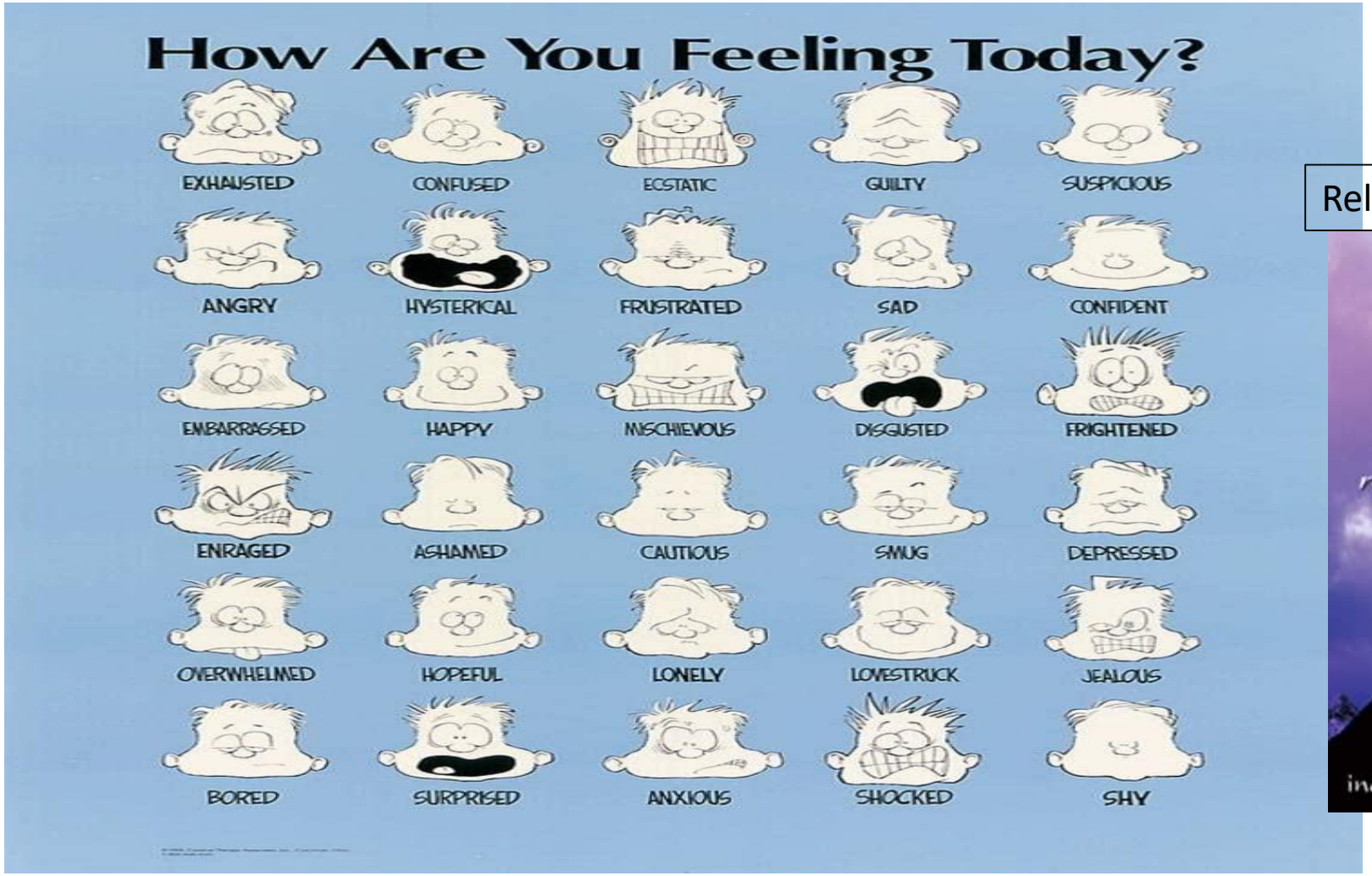
Have some ideas in place for regulation of student brains.

Erikson's Stages of Psychosocial Development



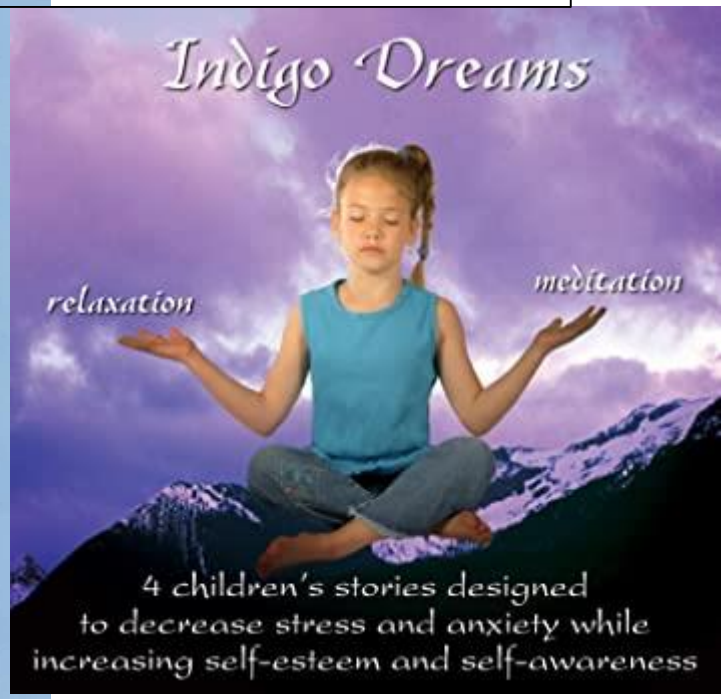
People can be stuck psychologically at a certain age, which is different from their chronological age. So saying to an emotionally impoverished student "Act Your Age!" They are ***not*** that age emotionally.

Have them identify their emotion they are feeling.



Drawing and art

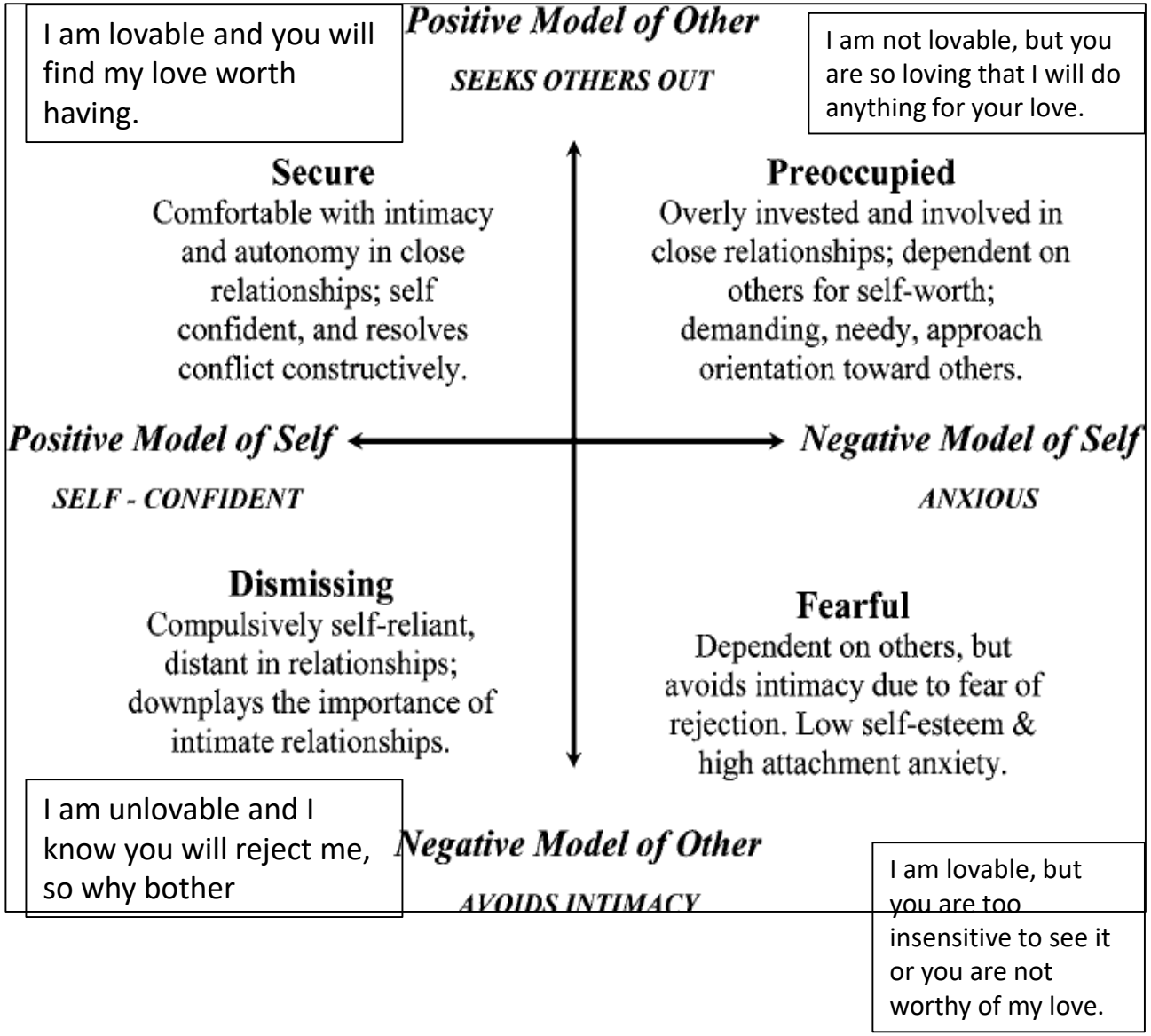
Relaxation music or stories.

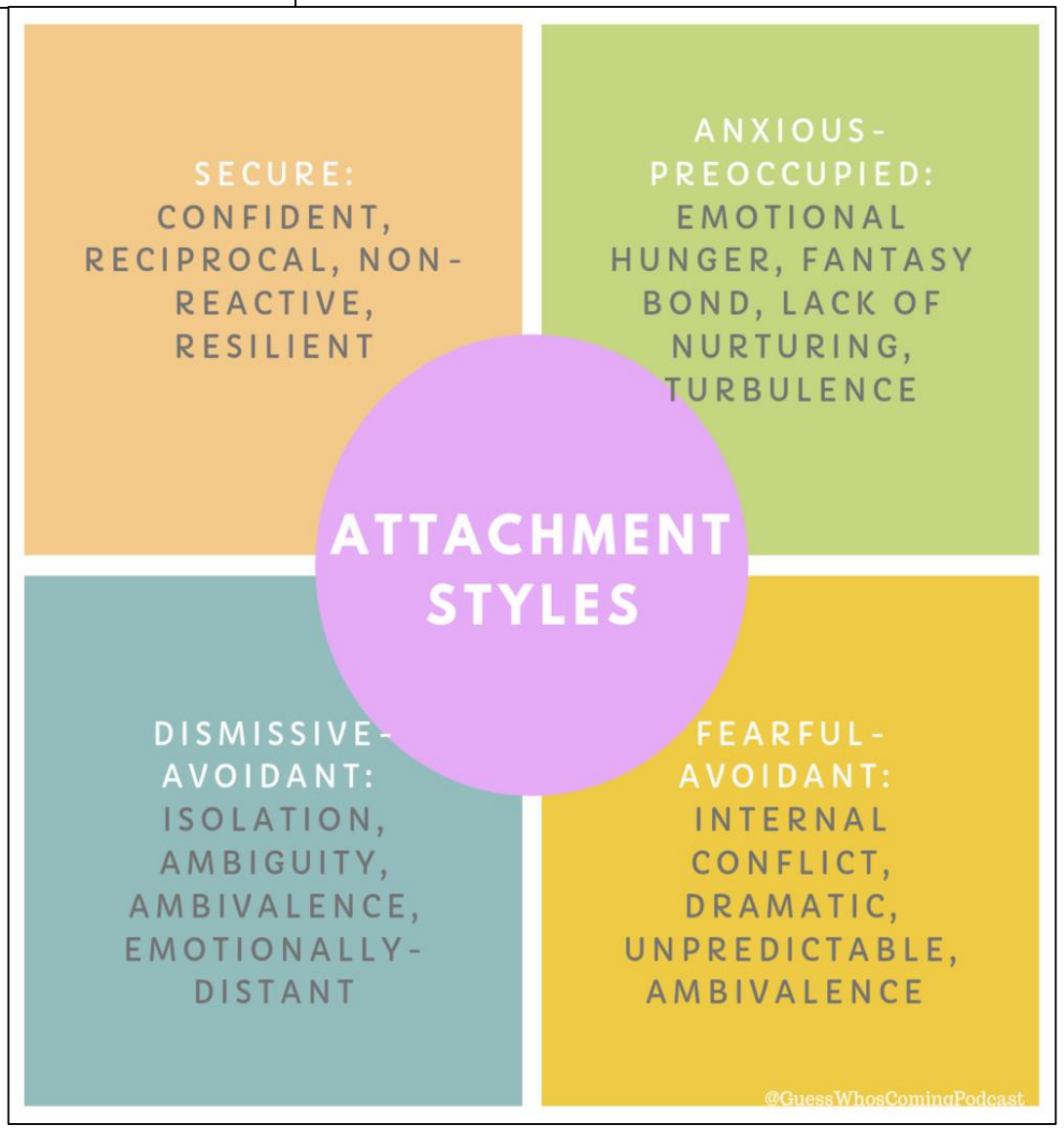


Use this chart in MS and HS classes. Let students put a plain sticky note on how they are feeling as they walk into class. If there are more in the red, take a minute to calm.

Enraged	Furious	Frustrated	Shocked	M	Surprised	Upbeat	Motivated	Ecstatic
Livid	Frightened	Nervous	Restless	O	Hyper	Cheerful	Inspired	Elated
Fuming	Apprehensive	Worried	Annoyed	O	Energized	Lively	Optimistic	Thrilled
Repulsed	Troubled	Uneasy	Peeved	D	Pleasant	Joyful	Proud	Blissful
M	O	O	D	M	E	T	E	R
Disgusted	Disappointed	Glum	Ashamed	E	Blessed	At Ease	Content	Fulfilled
Mortified	Alienated	Mopey	Apathetic	T	Humble	Secure	Chill	Grateful
Embarrassed	Excluded	Timid	Drained	E	Calm	Satisfied	Relaxed	Carefree
Alone	Down	Bored	Tired	R	Relieved	Restful	Tranquil	Serene

Bonding and Attachment is needed for a healthy emotional brain.





Emotional Stability is Necessary for Learning

The shock factor “Emotional regulation is important as it allows learning to occur and enables greater variety of thinking strategies to be available.” (Schofield et al 2012)

Maintain our own emotional stability

- Calmness with energy
- Co-regulation

Facilitating calmness- Settling to learn

- Create pauses
- Watch out for sensory overload
- Sensory breaks-When is enough?
- Swap-ins-might be a fun brain break, video, speaker, another teacher or activity that is new and exciting.

If you would like to experience even more awe, here are some suggestions:

- **Take an "Awe Walk."** An Awe Walk involves going somewhere that has the potential to evoke awe—even if it's your own backyard—and approaching it with fresh eyes, taking in the scenery as if for the first time. Even well-worn routes can reveal unexpected sources of awe—if you're paying attention. In one study, simply gazing up at tall trees for two minutes was a powerful elicitor of awe.
- **Consume awe-inspiring media.** Computers and phones often distract us from our surroundings, limiting opportunities for awe, but these devices can become sources of awe themselves. The Internet is replete with captivating images, moving videos, and inspiring stories. Research suggests that watching videos and reading stories that convey a sense of vastness and possibility can increase our feelings of awe, slow our perception of time, and even boost our life satisfaction.
- **Write about awe.** Our own memories can be a valuable source of awe. The practice of writing a detailed Awe Narrative has been shown to increase awe, reduce time pressure, and make people more generous. Can you think of a time when you felt a strong sense of awe, perhaps in the presence of someone who wowed you with her exceptional intelligence, kindness, or courage?

- https://greatergood.berkeley.edu/article/item/how_awe_can_help_students_develop_purpose video
- https://singularityhub.com/2017/12/04/let-me-blow-your-mind-the-importance-of-awe-in-education/ video
- https://esheninger.blogspot.com/2016/06/inspiring-students-bringing-awe-back-to.html great video

5 steps to Emotion Coaching

1. Be aware of child's emotional responses
2. Recognizing emotional times as opportunities for relationships and teaching
3. Listen with Empathy and Validate child's feelings
4. Help child label emotions – helps soothe the nervous system and recovery rate
5. Set limits while helping the child to problem solve

Is a Relationship with one caring adult, enough?

1. Recognizing, empathizing, validating the child's feelings and give the emotions a label.
2. Setting limits to behavior (if needed) -
3. Problem-solving with the child **when the child is calm.**

"Do these pupils really need more access to study opportunities, better teaching, different reading schemes, more computers, more effective discipline?

What if they just needed more access to you and to me? A genuine relationship. Is this a possibility? What if it really wasn't more complicated than that?

What if the tool that we had overlooked – ourselves – was the bridge into a world of possibilities, that a genuine relationship with us, perhaps acting as a buffer, could switch on the pupil's 'thinking brain' and integrate it with his 'emotional brain'?" Bomber & Hughes (2013)

More Resources To Have

- https://kidshealth.org/en/kids/brain.html Let's Look at this site for Kids
- https://classroom.kidshealth.org/classroom/ brain for Elementary
- https://www.kidshealth.org/en/teens/brain-nervous-system.html#catbody-basics brain for Teens
- https://classroom.kidshealth.org/classroom/ For teachers –Has lessons and background for grade level bands
- https://www.edutopia.org/article/tapping-compassion-when-students-push-your-buttons Teacher compassion is needed
- https://www.ascd.org/videos/teaching-students-to-drive-their-brains-a-cognitive-asset-for-life 7 min
- https://www.edutopia.org/blog/film-festival-brain-learning

More Resources -Videos.

- https://www.youtube.com/watch?v=b79xio8qgiY 4 min –Brain for Elementary
- https://www.youtube.com/watch?v=rVDZYQOoeHw 8 min Brain for MS
- https://www.youtube.com/watch?v=2snEdif57J8 whole brain teaching
- https://www.youtube.com/watch?v=T9ynlPs_NTM 4.10 min Positive Learning Environment
- https://www.youtube.com/watch?v=o1VoUImKYDE 5.21 min. Science of Learning and Development for teachers
- https://www.youtube.com/watch?v=UD9m5n-ZpB0 3.40 min. Teaching Self Regulation by Modeling
- https://www.youtube.com/watch?v=YxC_Q8zE0SU 3.39 Deescalating Spaces Calm HS
- https://www.youtube.com/watch?v=R2PSExM-NhU 4.21 explaining how we escalate and how to tame it.
- https://www.youtube.com/watch?v=dxBv1w4SQyw 2.29 min. Elementary Calm Space