

Understanding Learning & Emotions

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www.secacpg.org

www.Tinyurl.com/PGCPS-LD-Survey

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I am a bored dreamer confiding in books.

I ponder at the grass, trees, plants, and animals and wonder at their meaning.

I hear the soft rustling of trees in winter, shaking the cold, white snow from their withered branches.

I see a face, watching me, through the ever-changing tide of leaves in a storm.

I want to live a life without fear, contempt, or injustice.



I pretend to be normal, holding in my strange feelings so I can fit in.

*I feel like an **abandoned hero**, lost and alone.*

I touch the pages of books as they softly speak to me, explaining the meaning of their story.

I worry that my life accomplishments will be of no consequence to those around me.

I cry for all the hate and unnecessary deaths in the world.

I understand that earth is just a tiny speck compared to the rest of the universe,

but I don't see why that should discourage anyone.

I say "live" is just a word, it's our actions that make it come alive.

I dream that one day we will respect who we are and where we came from.

I try to express myself in any way I can.

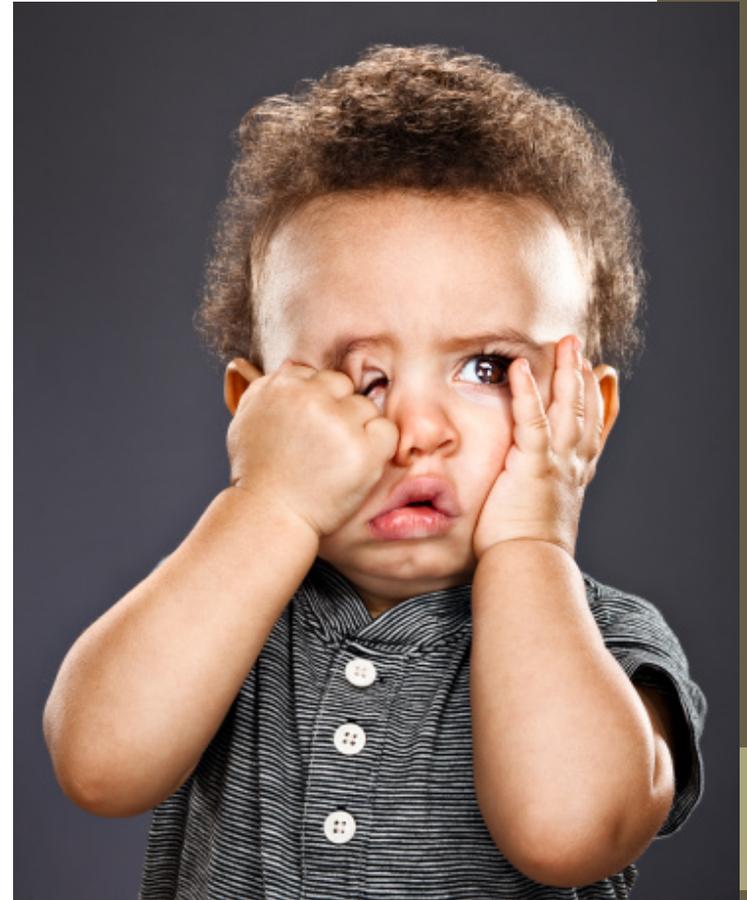
I hope that people will like me for all my quirks and errors and for who I am.

Loneliness- Disconnect



“Pretending” to fit in
Wanting others to like him for
‘quirks’ & ‘errors’

Sadness



Other Themes

- Need for larger sense of **Meaning and Connection**
 - Speck in the universe
- Feeling **Misunderstood/undervalued**
 - Accomplishments will be of 'no consequence'
 - Small speck in universe—sense of nature
- Need for **Expression**
 - Express myself in 'any way I can'

Overview of topics

- What do social-emotional challenges look like?
- Regulation of Emotion; Emotion and the brain
 - Levels of Arousal-Limbic System
 - The human hungers; Stimulation, Certainty, Recognition
 - Learning with Feeling
- Addressing Emotions when Teaching
 - Brain compatible learning environments
 - Myth of Laziness, Effort and Motivation
 - Learned Helplessness
 - Disability Perspective
- Praise, Feedback and Developing a Relationship
 - Effective praise/feedback--allow expression
 - Dealing with the Rage Cycle
 - Cooperation, freeing from roles
 - Resources Ross Greene-"The explosive Child" etc.

Comfort, Connection Accomplishment



The Child with Socio-Emotional Challenges: Characteristics

- Often have **poor** peer relations
- Socially naive — doesn't always **notice what the other** kids are doing
- **Poor facial recognition (AS)**
- **Low or no eye contact**
- Difficulty working independently
- **Behaviors often appear to be rude**
- **Talks persistently** about obscure subjects, **or not at all**, even when asked a question
- Doesn't see how bothersome their behavior is **but when others do the same thing they are extremely annoyed**
- Lack of getting the big picture
- Often **gets along better with adults** or much older or younger children
- **Not aware** of frustration level
- Tendency to make **irrelevant remarks**
- Not knowing when **not** to interrupt
- Appears to be highly **anxious, annoyed, or irritable**



Strengths vs. Challenges

Typical strengths

Possible Problems

- Desire to be accepted by others
- Empathy for others
- Diverse interests and abilities
- Sense of humor;
Often interest in the absurd
- Displays intense efforts, high energy,
and alertness.
- Seeks to organize things and people

Expects others to have similar values

Sensitive to peer criticism; may feel alienated

Frustrated over lack of time; may appear disorganized

May not be understood by others; becomes **class clown to get attention**

Eagerness may disrupt others; **Frustrated** with inactivity; may be seen as hyperactive

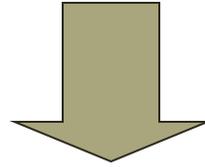
May be seen **as rude or domineering**, may question teacher's procedures

Anger, Sadness, Frustration

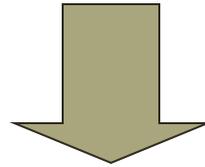




EMOTION



ATTENTION



LEARNING

Boredom--Frustration



Emotions and Learning

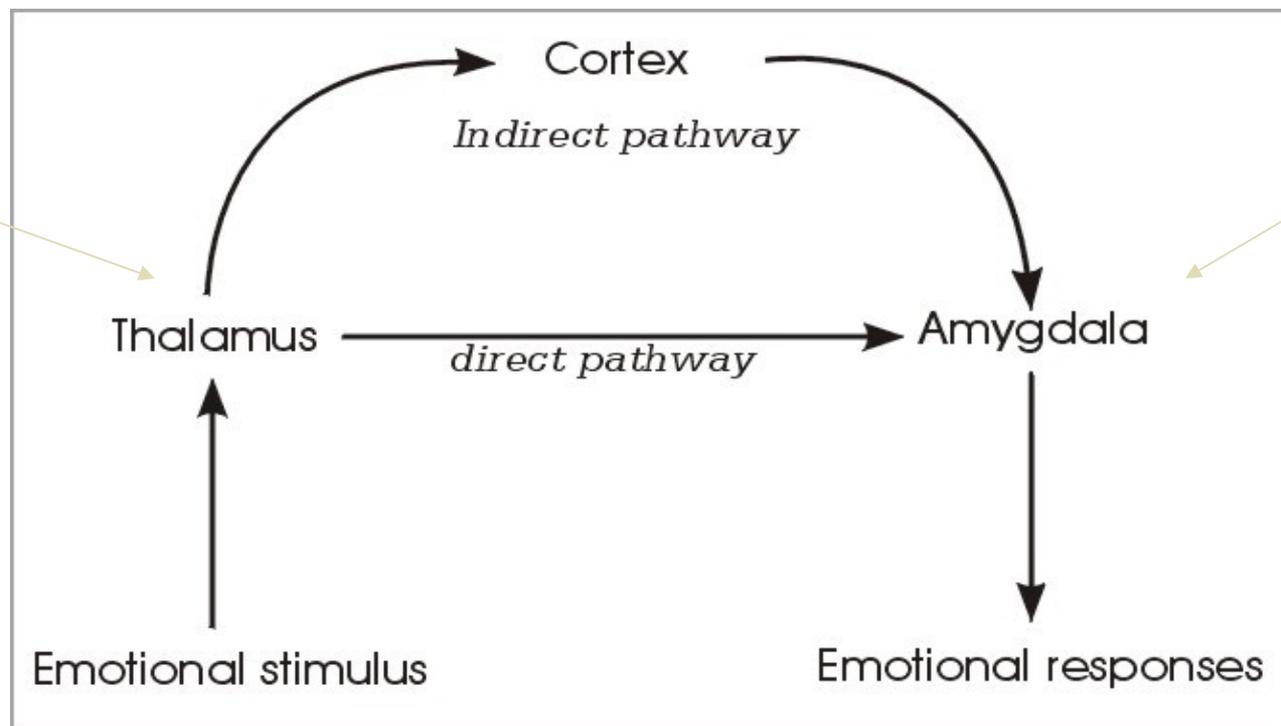


Illustration by Buck Jones from Kreger Silvermann 2003

Emotion is the on / off switch for learning

The emotional brain=the limbic system (includes the Amygdala), has the power to open or close access to the cortex:

- Learning, memory and the ability to make novel connections



Limbic
“relay” center
for emotions

Limbic System
Emotion center



Elevator of Emotions: Limbic to Cortex message

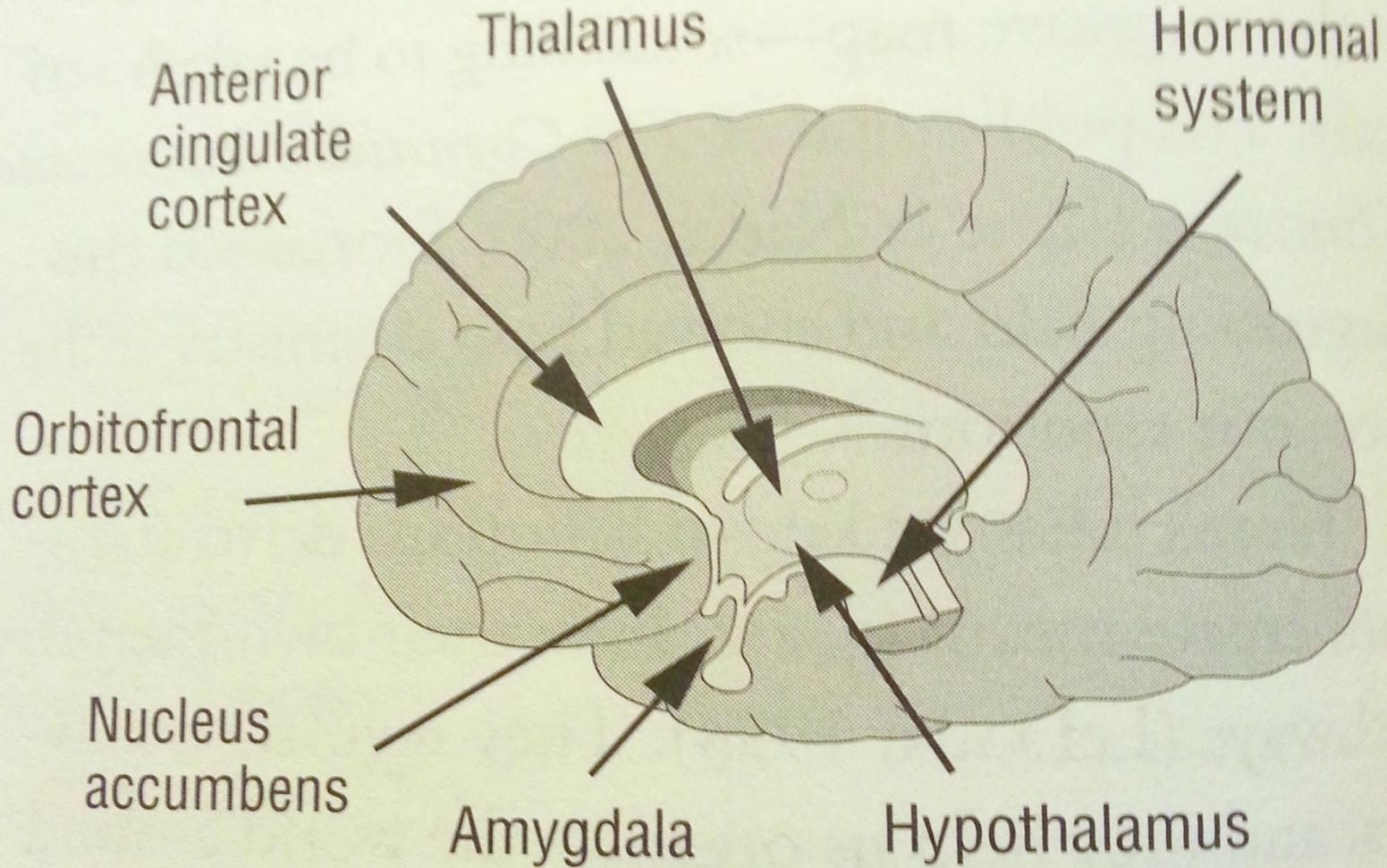
- If the limbic system says “Trouble” access shuts down to cortex
- If the limbic system says “Great!” the elevator smoothly ascends to a penthouse of knowledge, imagination, and creativity.
- Emotion controls the elevator !!



Bottom: mechanisms for arousal Middle: Interpreter top: Cortex

Figure 5.1

AREAS OF THE BRAIN ACTIVATED BY BOTH EMOTIONS AND LEARNING



Cingulate
gyrus

Pineal gland

Fornix

T

Thalamus

Mammillary
body

Pituitary gland

Hypothalamus

Amygdala

Hippocampus

The Limbic System

Hy

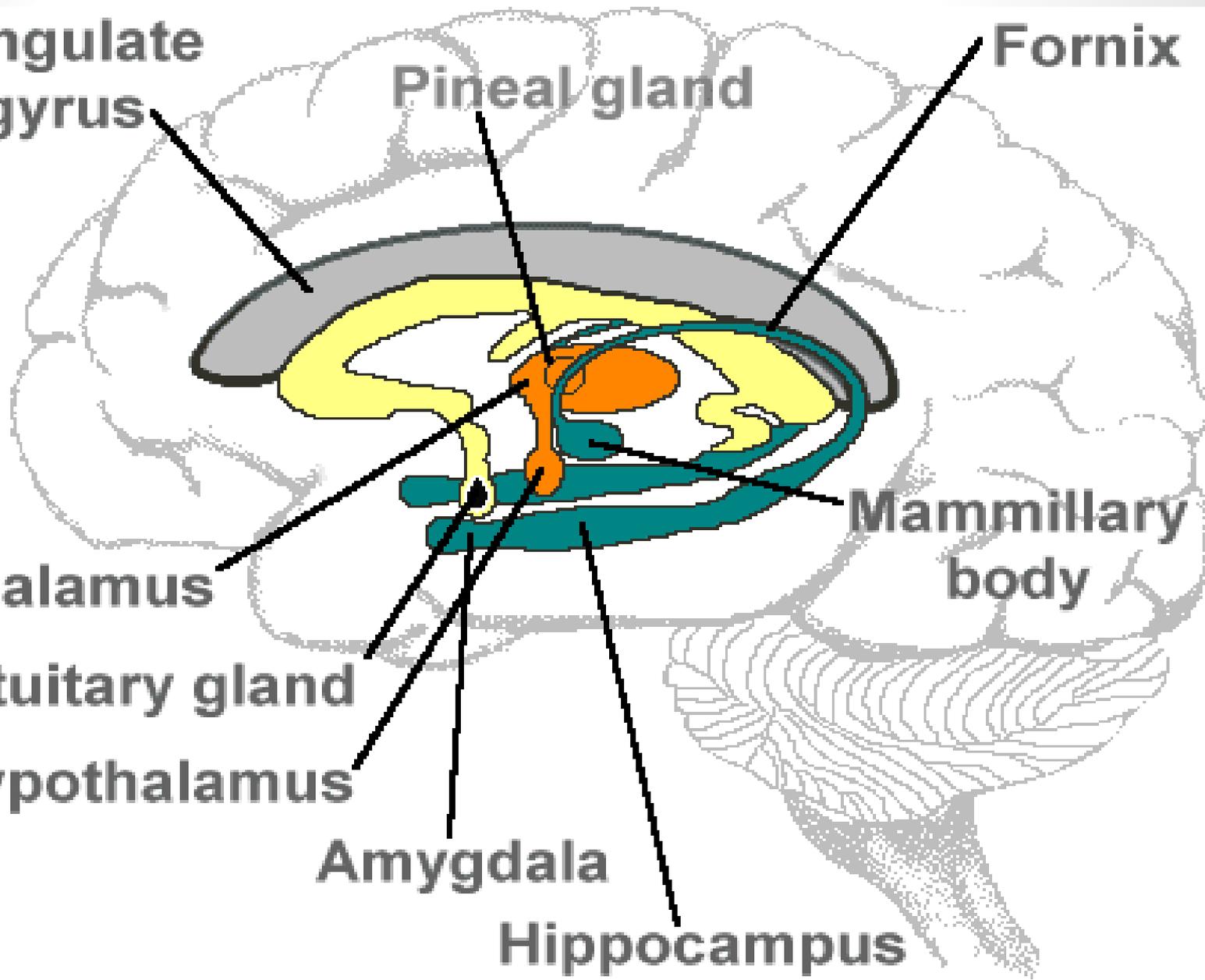
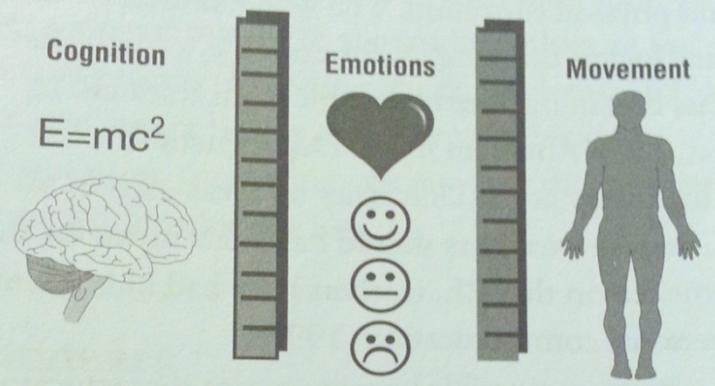
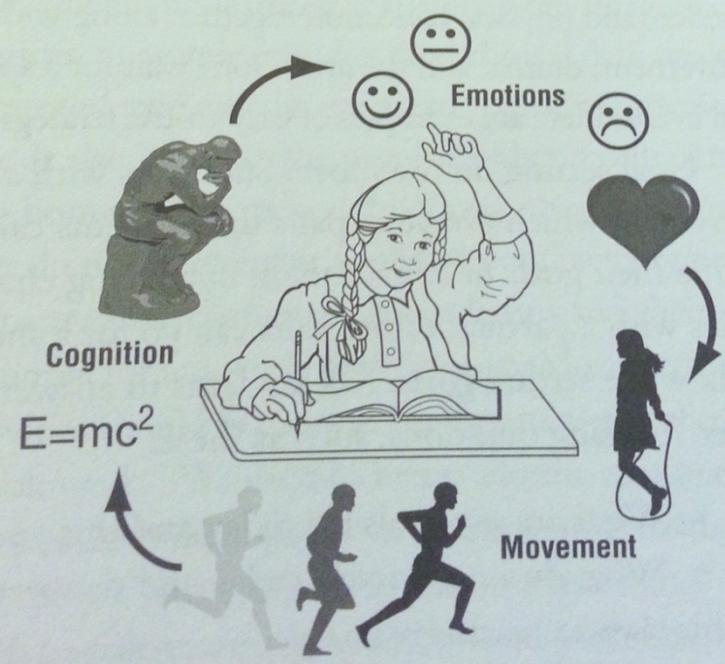


Figure 4.2
OLD AND NEW UNDERSTANDINGS OF THE
MIND-BODY RELATIONSHIP



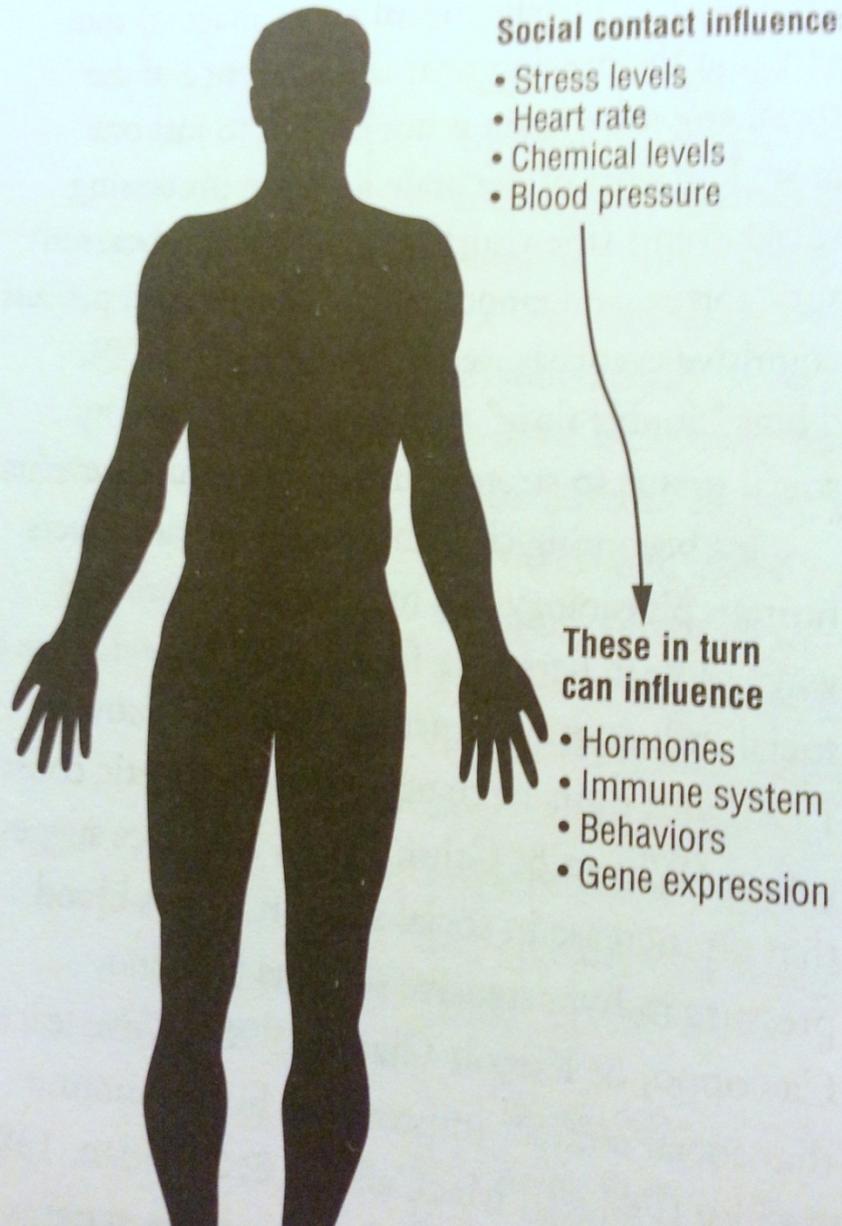
Old, Compartmentalized Paradigm



New, Integrated Paradigm

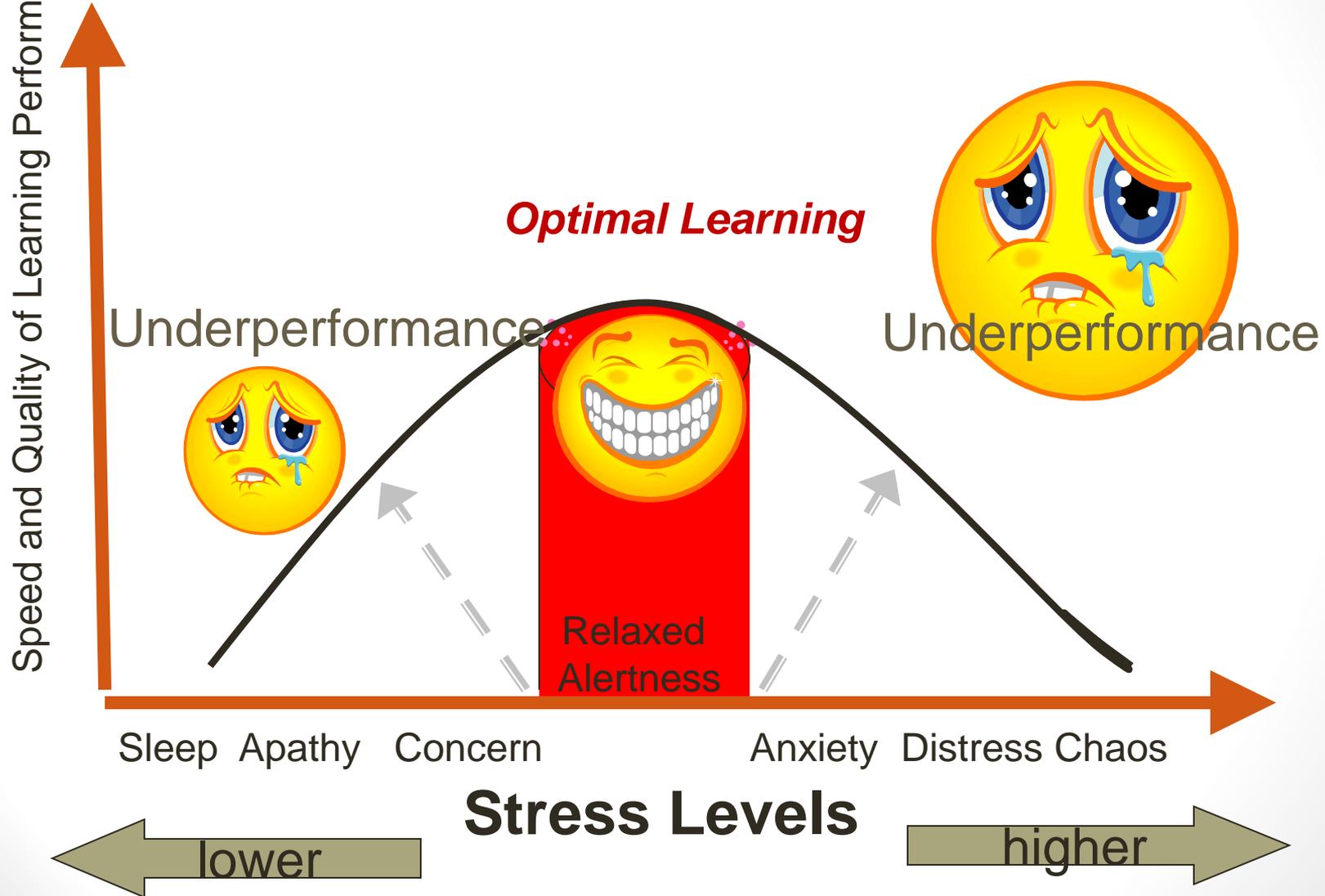
Figure 7.1

HOW SOCIAL CONTACT AFFECTS THE BRAIN AND BODY





Impact of Stress on Performance and Learning





Stress and learning= Change in Brain Chemistry

- Threat/stress (e.g., harsh comments, pressure, sarcasm) can trigger chemical imbalance.
- Brain receptor sites adapt to ‘survival-oriented behavior—
 - e.g., student says “don’t look at me that way!”
 - no reward for defensiveness and behavior cycles
- Defense mechanisms means that the brain is on ALERT—good for survival but BAD for learning
- Brain returns to ‘stable states’ don’t want to keep returning to negative ones!
- **Instead learning needs to focus on:**
 - **Joy, pleasure, anticipation and curiosity**

Figure 5.5

HOW THE BRAIN RESPONDS TO THREAT

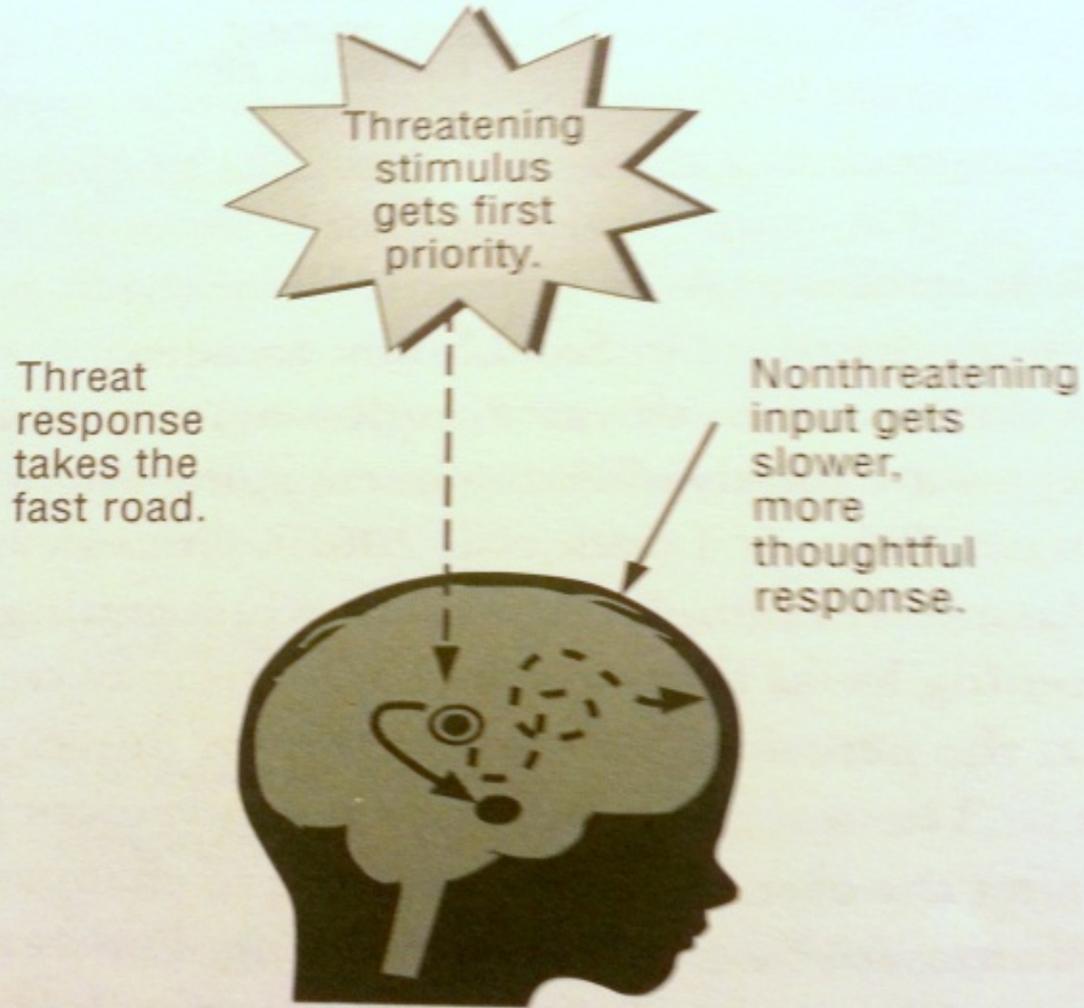


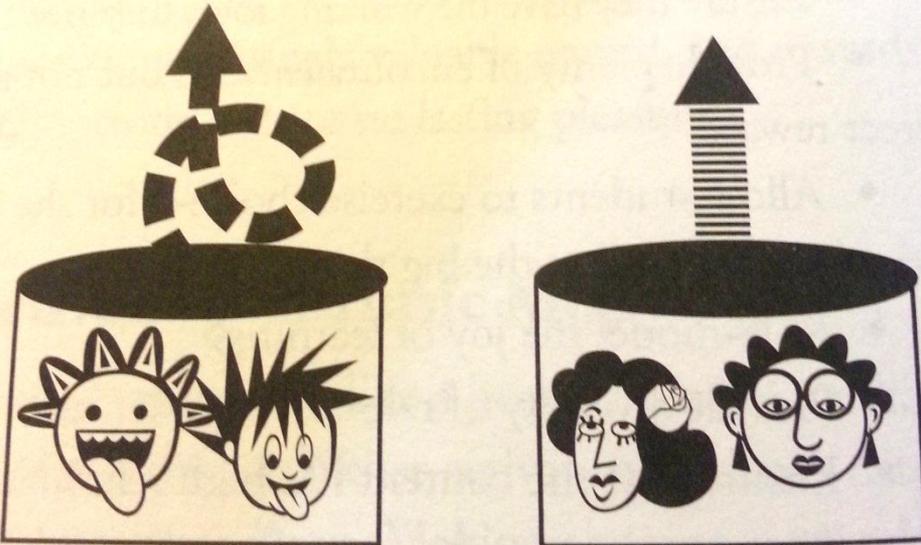
Figure 8.3

BRAIN STATES

Our behaviors are limited by the mind–body state we're in.

One "pool" contains only our sillier, more wild and crazy behaviors.

A different "pool" contains only our more serious, intellectual, thoughtful behaviors.



States provide the "pool of choices" from which all behaviors emerge.

Figure 8.4

SEVEN EASY STEPS FOR CHANGING STATE

1. Choose the target state for your audience.
2. Read present states.
3. Plan your strategy (Who? How? When?)
4. Create a back-up plan.
5. Set up the state change ("framing").
6. Begin the change of state.
7. Monitor and adjust during the process.

Figure 5.2

CHEMICALS THAT INFLUENCE EMOTIONS

Simple Amino Acids

Glutamate
Aspartate
Taurine
GABA
Glycine

Pituitary Peptides

Oxytocin

These chemicals are affected by genetics and autonomic processes.

Hormones

Melatonin
Testosterone
Progesterone
Estrogen

Opioid Peptides

Enkephalins
Endorphins

These chemicals are affected by time, daylight, competition, injury, pain, and gender.

Monoamines

Acetylcholine
Dopamine
Histamine
Serotonin

Hormones

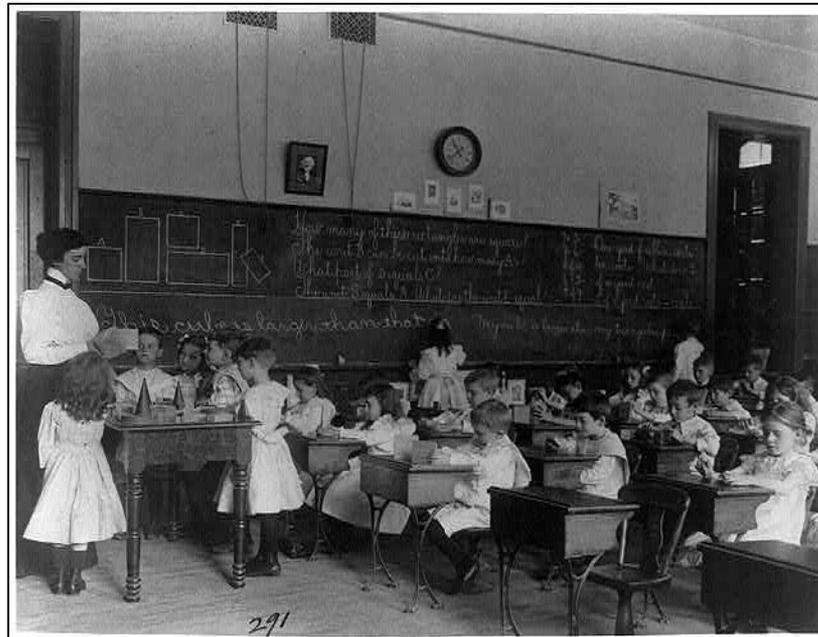
Cortisol
Epinephrine
(adrenaline)
Norepinephrine
(noradrenaline)

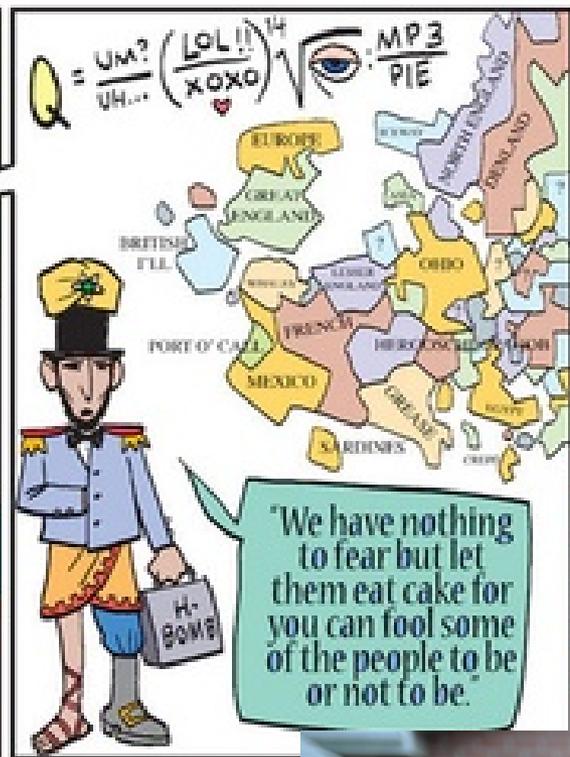
These chemicals are affected by everyday factors: diet, stress, exercise, drugs, sleep, social contact, risk-taking and urgency.

Historical goals of American public education

“The whole system was built on the premise that *isolation from first-hand information and fragmentation of the abstract information* presented by teachers would result in obedient and subordinate graduates, properly respectful of arbitrary orders.”

John Gatto



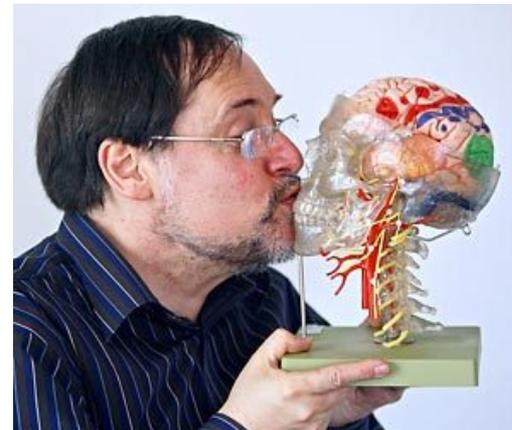


The archeology of human learning.

Learning requires:

- **Movement**
- **Challenge and frustration--exploration**
- **Emotional arousal**
- **Resource state access (to remember and have confidence for the journey)**
- **Repetition**
- **Adequate sleep**
- **A sense of being in control**
- **Multisensory stimulation**
- **Lots of pictures**

Dr. John Medina



Human Hungers

Stimulation
too little
monotony
results in person
experiencing lack of
connection and vitality

too much
constant excitement
results in person expecting
to be entertained or seeking
high personal risk experiences

too much
rigidity
results in giving in,
pushing hard, or manipulating, or
becoming passive

too much
center of everything
results in self-centeredness

Recognition
too little
isolation
results in person feeling
ignored, devalued, unimportant

Certainty
too little
abandonment
results in uncertainty
lack of order and
direction,
chaos

Principles of Brain Compatible Learning

- Safe, non-threatening environment--**Certainty**
 - No stress, role modeling
 - Predictability and ritual: Celebrate!
- Stimulating & varied input --**Stimulation**
 - Theater, physical, role play
 - Build suspense/anticipation
 - Physical and mental Challenge and Intensity
- Active & meaningful learning +==learn with feeling!—**Meaning/Relatedness/Connectedness**
 - Engineered controversy, debates
 - Relate to Personal experiences (journals)
 - Infectious enthusiasm
 - Relate to past
- Accurate & timely **FEEDBACK**



THE NURTURE/STRUCTURE HIGHWAY

N U R T U R E



ABUSE



CONDITIONAL
CARE



ASSERTIVE
CARE



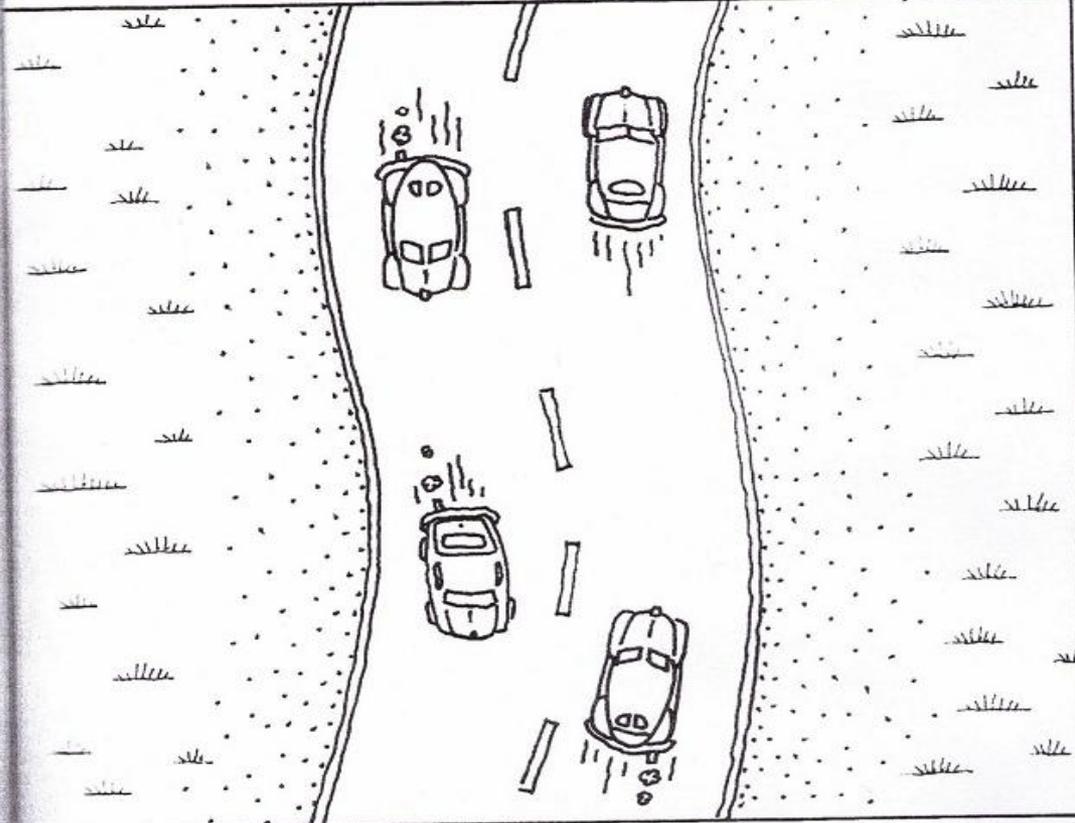
SUPPORTIVE
CARE



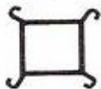
OVER-
INDULGENCE



NEGLECT



RIGIDITY



CRITICISM



NONNEGOTIABLE
RULES



NEGOTIABLE
RULES



MARSHMALLOW



ABANDONMENT

S T R U C T U R E

From J. Clarke and C. Dawson
"Growing up Again" (1998)



Types of Nurture

- Abuse**----you don't count, you're not lovable
- Conditional care**---I matter you don't. Your feelings don't count
- Assertive care**—You are important. I care for you willingly
- Supportive care**---You are lovable and capable. Ask for what you need. I am separate from you
- Overindulgence**—Don't grow up. Don't be who you are. My needs are more important.
- Neglect**—Don't expect to be recognized. You do not deserve to exist

From J. Clarke and C. Dawson
"Growing up Again" (1998)



Types of Structure

- **Rigidity**—Rules are more important than my needs
- **Criticism** —I’m supposed to know what I know. I won’t ask for help
- **Nonnegotiable rules**—I can learn from my mistakes and am lovable and capable
- **Negotiable rules**—Its OK for me to grow up but still be dependent at times. I can think things through with others
- **Marshmallow parenting.**—I must take care of other’s feelings or I don’t need to care about anyone. I am not capable of learning how to value responsibility
- **Abandonment**— Don’t ask for or expect help. No one cares. Mistrust help

Notice that the structure offered at both extremes is very similar. Rigidity and abandonment both fail to meet the child’s needs.

“The Power of Respect”

- 25 years of asking students what makes a good teacher
 - “Because she respects us...”
 - They feel respected by teachers who make them feel visible and worthy, who are demanding, who hold high standards for them, who insist that they learn.
 - they feel disrespected or "dissed" by teachers who never bother to get to know them, who let them off easy, who **do not** take them seriously or believe that they can be successful.

What is meant by Respect?



Respect is commonly seen as deference to status and hierarchy.

Usually respect is seen as involving some sort of debt due people because of their attained or inherent position

Dr. Lawrence Lightfoot focuses on the way in which respect creates symmetry, empathy, and connection in all kinds of relationships, even those such as parent and child, teacher and student, doctor and patient, commonly seen as unequal. Must see the other as 'genuinely worthy'

The Changing Classroom...





Teachers can modify Arousal Levels to accommodate:

- Type of activity
- Amount of student participation
- Tempo or pace
- Amount of structure
- Domain stressed (cognitive, affective, psychomotor)
- Formality versus informality
- Stimulus complexity
- Style of feedback
- Cooperative or competitive activities
- Form of reinforcer

The Importance of Self-Awareness

- *What experiences have you had that contribute toward your strengths as a teacher or parent?*
-
-
- *What experiences have you had might contribute toward some challenges you experience as a teacher or parent?*
-
- *How might 'self-awareness' of your experiences, perspectives and background influence your role as a parent or teacher?*

The Importance of Self-Awareness

- *What situations do you find particularly difficult to deal with at work or with your children? Can you relate this to a past experience or lack of relevant experience?*
-
-
- *What would you like to have happen instead?*
- *What steps can you take to make it happen?*

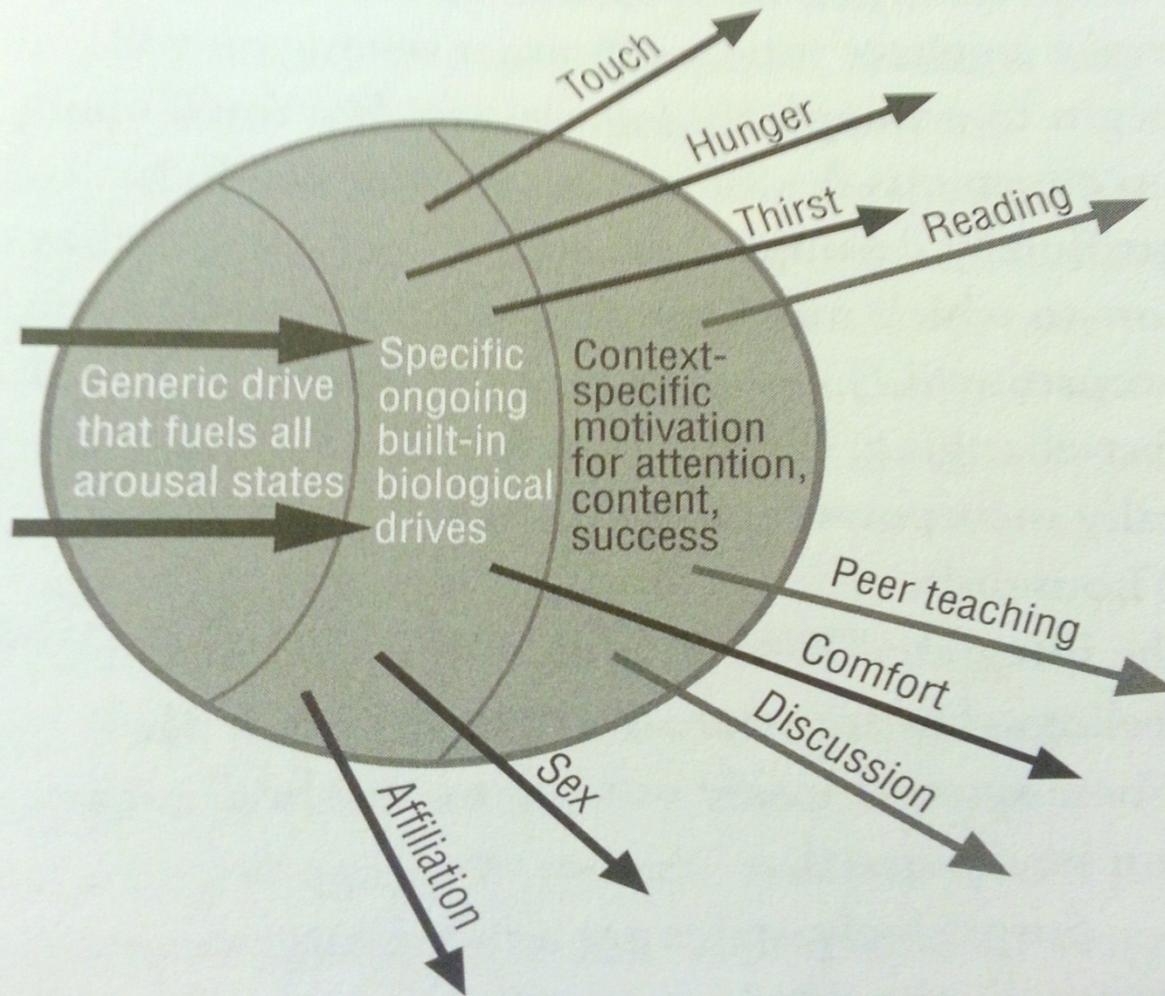


Motivation

- ❑ Everyone yearns to be productive and be praised
- ❑ Basic search for recognition and self-satisfaction
- ❑ But we are motivated to meet our basic needs
- ❑ Other obstacles to output should be considered:
- ❑ THE MYTH OF LAZINESS assumes we are 'just lazy'

Figure 8.2

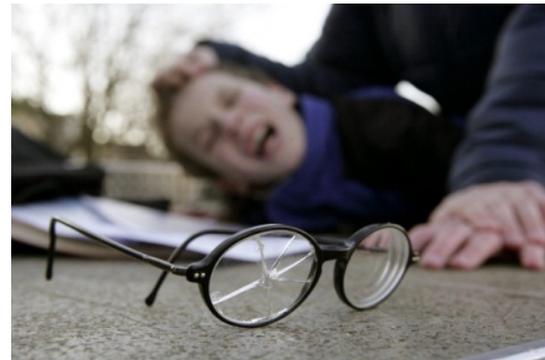
SOURCES OF MOTIVATION: THREE LAYERS



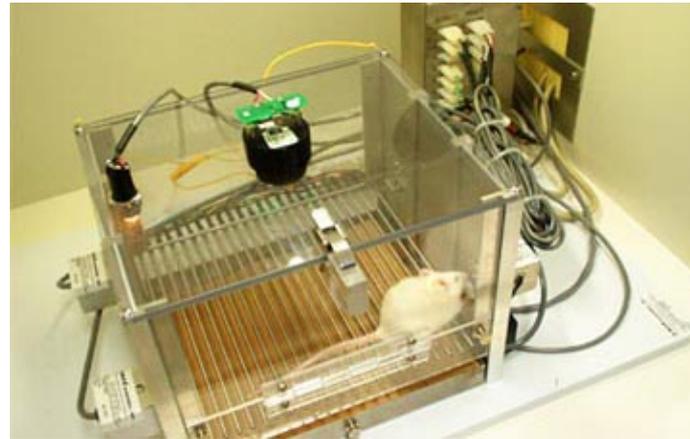
What is Learned Helplessness?

(Peterson, Maier. and Seligman 1993)

- Near complete apathy and persistent passivity. e.g., “I’m stupid (or unlucky), so why bother?”
- Several Conditions qualify :
 - Severe threat or trauma, positive or neutral
 - Lack of control or no skills to handle it.
 - Decision negative expectation about the future



Learned Helplessness Experiments: Brains rewired by experience



- Dogs were given shocks through floor with no chance of escape, every time they approached their activity/food
- Even after shocks were eliminated and dog was in 'safe' area, **dog still curled up in fear**
- Analogous results found in humans, **effects are long lasting and take a long time to 'undo'!!**



What can we learn about Learned Helplessness for the classroom?

- “The effect in people may be even stronger than the analogous effect in animals...” (Peterson et al 1993)

Important lesson: teachers sometimes give up after 5-10 positive attempts. Some kids may need many more attempts!!

- Need to be proactive in dealing with it by engaging positive emotions and feelings from the get go..
- *Learned Helplessness* results in anxiety, anger, and depression and an increase in hostile (sarcastic) humor



Best-practices in teaching based on understanding how people learn

**Engaging critical thought and debate
Asking, not just answering, questions.**

E.g., Who can tell me...?

Fostering the ability to “see outside themselves.”

Creating a context for “give and take” conversation.

Democratic learning:

e.g., A. Kohn “Less lecture, more listening”

Student centered and project driven”

UDL—advocates ‘affective’ learning or engagement

Environmental Challenge

- ***Working on tasks of sufficient complexity for the learner's skill level***
- ***Clear goals and perceived importance (meaning) of the task—BUILD RELEVANCE***
- ***The building of conceptual understanding and/or language skills (i.e., academic literacies)***
- ***The opportunity to demonstrate one's performance, as through assessment***
- ***Deep Concentration***

Environmental Support

- ***Positive relationships*** with teachers and peers
- ***Support for motivational drives*** (for example, support of the learners sense of autonomy or perceived competency)
- ***Constructive feedback*** (especially timely performance feedback)
- ***Opportunities to be both active and interactive—offer choices***
- ***Make em laugh***

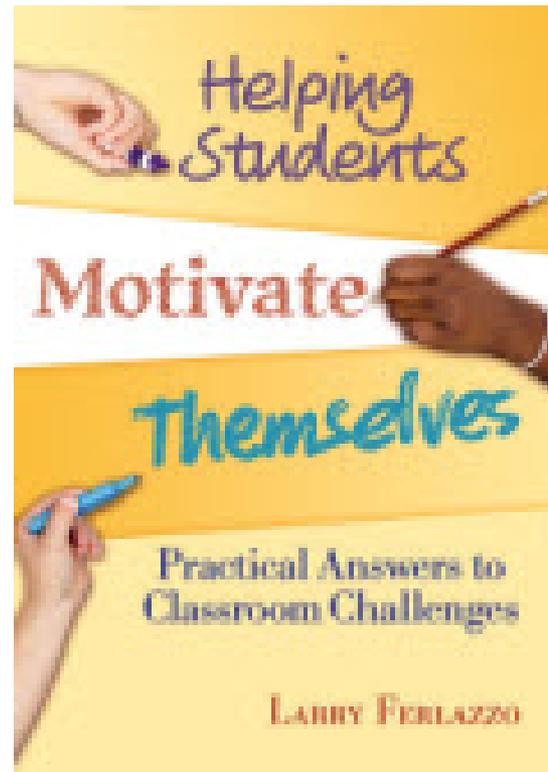
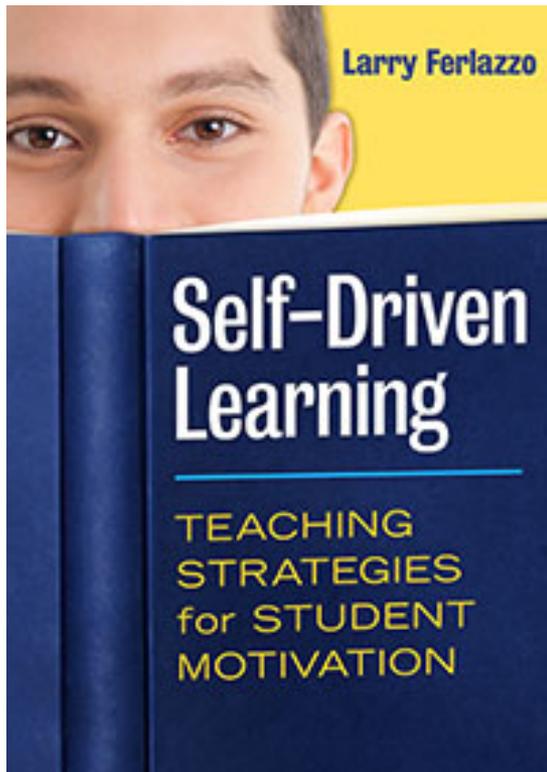
The Disability Perspective:

The disability is not an 'excuse'

- ADHD, LD (Dyslexia) or AS are legitimate *neurological conditions* that undermines the child's ability to regulate behavior and/or learn.
- *BUT there is the capacity for self-regulation of behavior* (aided by effective strategies / interventions.)
- *Behavioral growth should be expected* to be **gradual** rather than rapid and dramatic.
- Must use *positive and supportive strategies* rather than punitive and rejecting strategies.

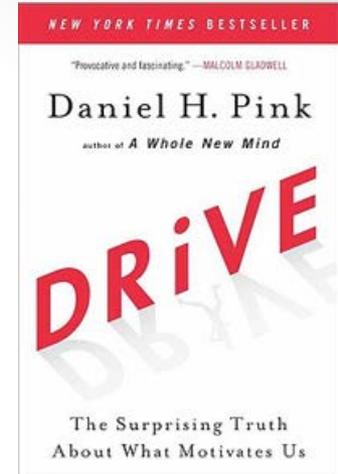
Larry Ferlazzo: On Motivation

- GO TO ["Helping Students Motivate Themselves"](http://larryferlazzo.com/articles.html)
Here are a list of his published articles:
<http://larryferlazzo.com/articles.html>



Daniel Pink: Drive

- Daniel Pink's Puzzle of Motivation
- http://www.ted.com/talks/dan_pink_on_motivation.html
(TED talk)
- <http://www.danpink.com/books/drive>
- “The secret to high performance and satisfaction—at work, at school, and at home—is the deeply human need to direct our own lives, to learn and create new things, and to do better by ourselves and our world.”





“One looks back with appreciation to the brilliant teachers, but with gratitude to those who touched our human feelings.

The curriculum is so much necessary raw material, but warmth is a vital element for the growing plant and for the soul of a child.” --
Carl Jung



Use Positive Language

Instead of using the following:

- unpredictable*
- argumentative*
- stubborn*
- irritable*
- aggressive*
- attention deficit disordered*

Use:

energetic

flexible

spontaneous

independent

creative

committed

imaginative

sensitive

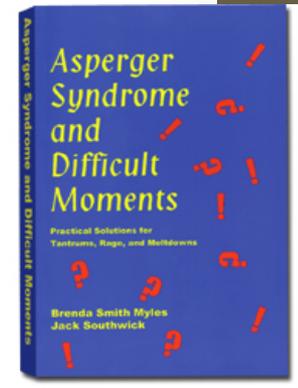
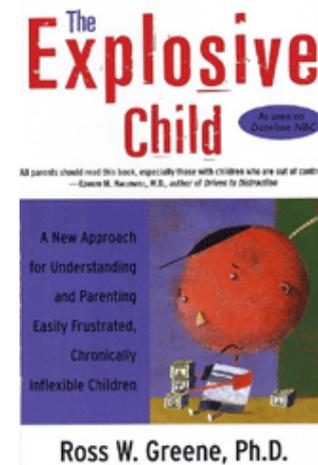
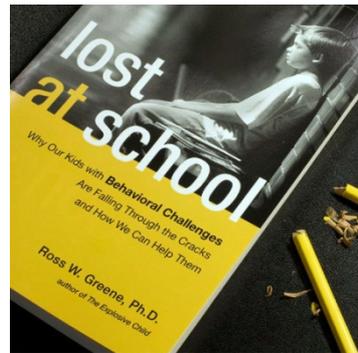
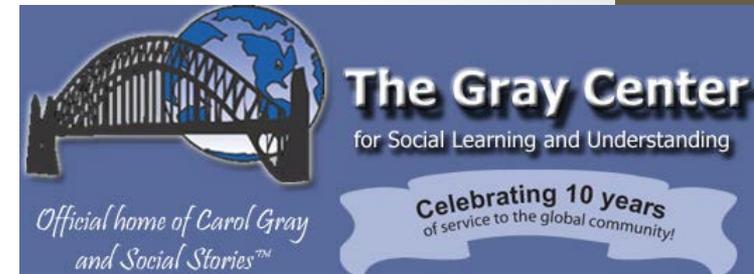
global thinker

assertive

with a wide focus

unique

Some Resources ...



If we identify a kid's lagging skills, then people can get busy teaching them. If we identify the unsolved problems that are reliably and predictably precipitating a kid's challenging episodes, then we can begin working with him to solve them. If we instead focus on popular concepts like "attention-seeking," "manipulative," "unmotivated," "limit-testing," "entitled," and "coercive," then the lagging skills won't get identified and taught, the unsolved problems won't get identified and solved, and the kid's behavior won't improve.

I have come to a frightening conclusion

I am the decisive element in the classroom

It is my personal approach that creates the climate

It is my daily mood that makes the weather

As a teacher I possess a tremendous power to make a child's life miserable or joyous.

I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal.

In all situations it is my response that decides whether a crisis will be escalated or de-escalated, and a child humanized or dehumanized

From Haim Ginott's "Between Parent and Child" (1972)



How to give Effective Praise

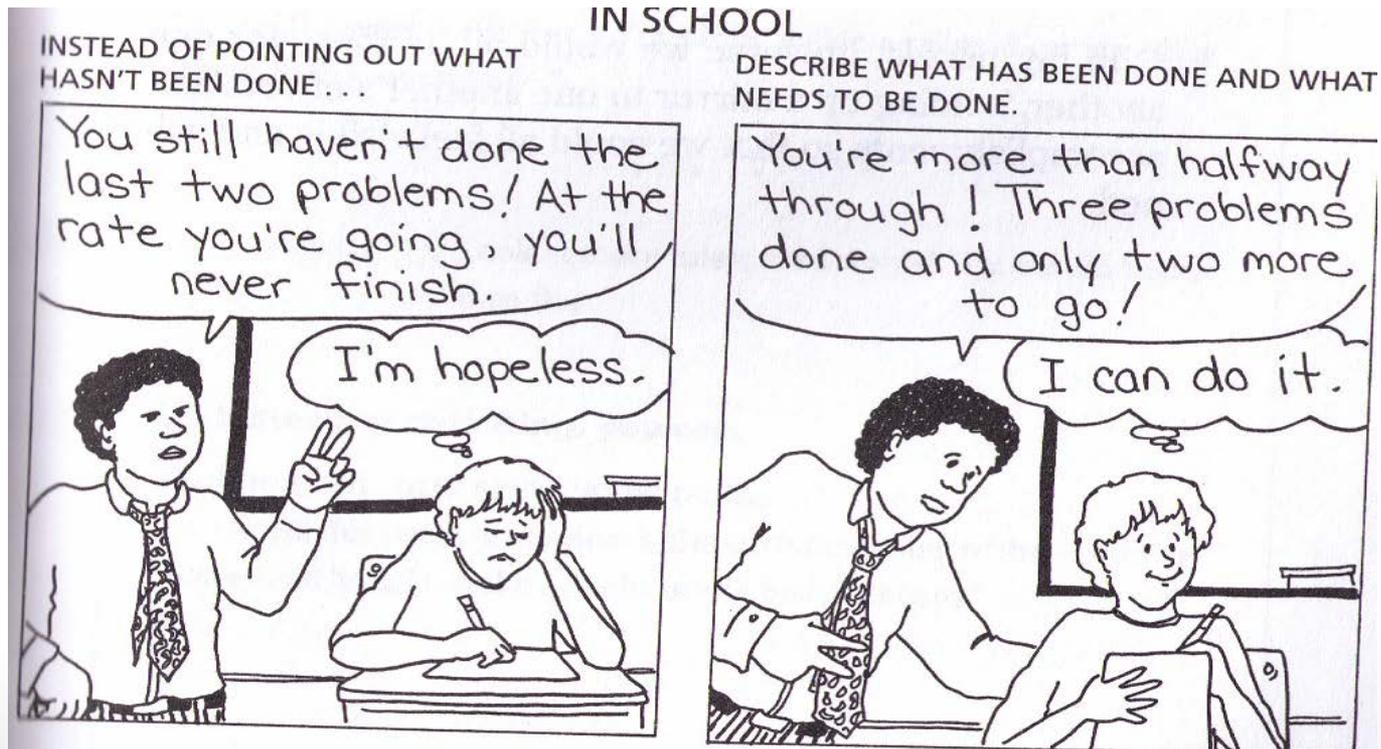
(adapted from Brophy, 98)

- **SHOW** spontaneity, variety, and other signs of credibility and *include your feelings/emotion*
- **REWARD** attainment of *specific* performance (and effort)
 - Use LOW COST CONCRETE REWARDS
 - Use judiciously—short lengths, special groups
- **GIVE** information about competence and the value of performance
- **USE** past performance as the context for describing present performance
- **RECOGNIZE** noteworthy effort or success at difficult tasks
- **ATTRIBUTE** success to effort and ability implying that similar successes can be experienced in the future

REMEMBER Students performance drops with too much reward
It's the Anticipation of the reward that creates the effect
INCREASE abstract rewards and work toward 'intrinsic'

HELPFUL PRAISE *and* CONSTRUCTIVE RESPONSES

- Instead of evaluating, you can: **Describe** what you see or hear. **Describe** what you feel.
- Instead of criticizing, you can: **Point Out** what needs to be done.“





CONSTRUCTIVE RESPONSES

- Instead of criticizing, you can: **Point Out** what needs to be done.“
 - “It makes me feel as if I’m sitting inside a railroad car speeding through the countryside.”
 - “ Look at those misspelled words! You can do better than that.”
 - Better to say what they can do to correct the problem..



Constructive Feedback: Don't Criticize—DO describe/identify

- Avoid praising with one hand but taking it away with the other
- IDENTIFY the behavior rather than the child
- Clearly identify the inappropriate behavior.
- Include your feelings about the inappropriate conduct.
- *Calm down before you describe/identify. Feedback given out of anger is rarely constructive. Avoid sarcasm and use a matter-of-fact tone.*

Describe Don't Evaluate

DESCRIBE WHAT YOU SEE OR HEAR.

“You caught the ‘chug-a-chug’ rhythm of a train and you found a way to rhyme ‘track’ with ‘clickity clack.’”

DESCRIBE WHAT YOU FEEL.

“It makes me feel as if I’m sitting inside a railroad car speeding through the countryside.”



Alternatives to Punishment

Instead of threatening punishment, you can:

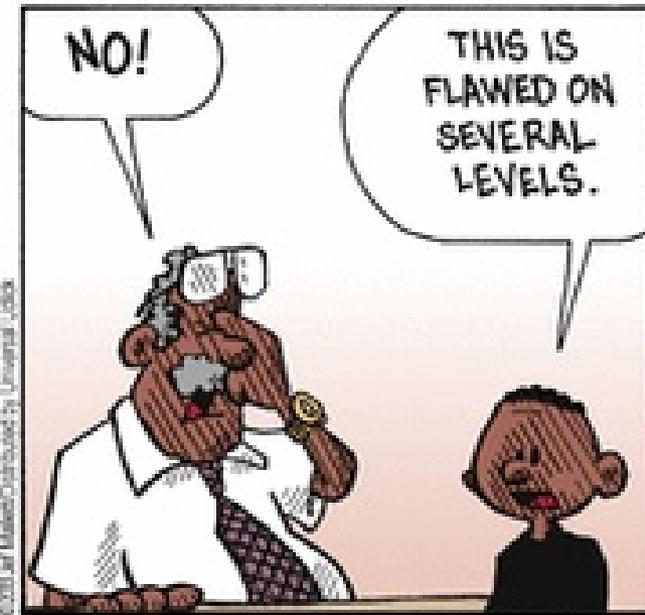
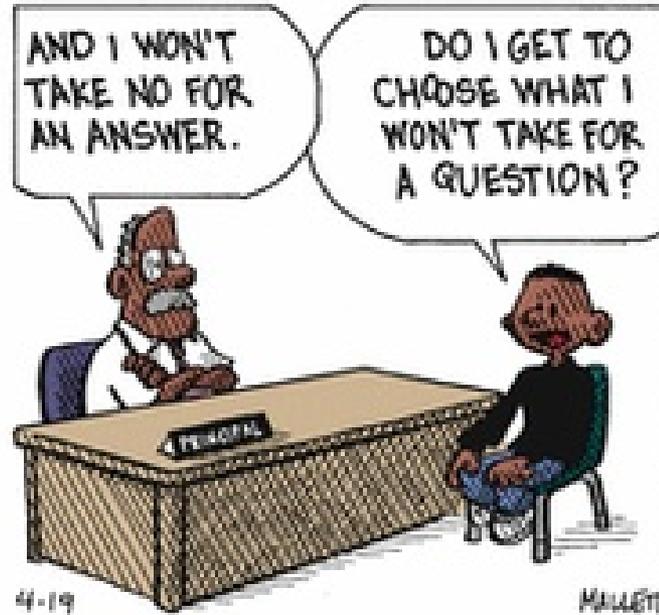
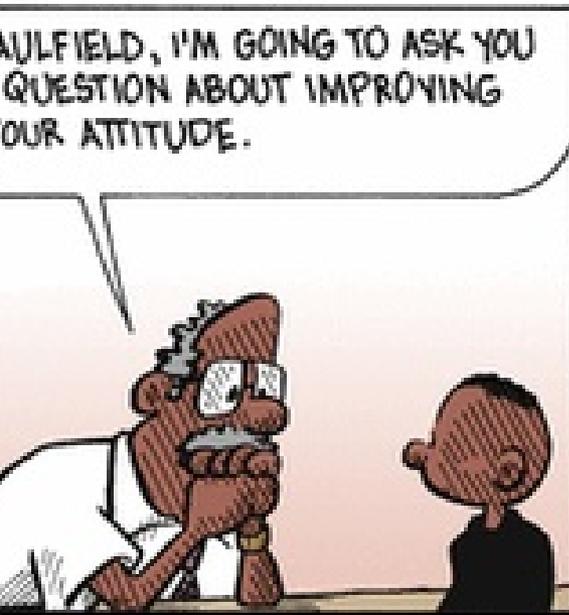
- Point out a way to be helpful.
- Express your strong disapproval (without attacking character).
- State your expectations.
- Show the child how to make amends
- Offer a choice.
- Let the child experience the consequences of his behavior.



Problem Solving

- *Listen* to the child's feelings and needs.
- *Summarize* the child's point of view.
- *Express your feelings* and needs.
- *Invite* the child to brainstorm with you.
- *Write* down all ideas without evaluating.
- *Together decide* which ideas you don't like, which you do, and how you plan to put them into action.

Engaging cooperation





Engage Cooperation

- *Adult:* Who's responsible for the mess on this floor?
- Instead of questioning and criticizing, you can:
- **1. Describe the problem.**
- “I see wet paint all over the floor”
- **2 Give information**
- “It s easier to remove paint before it dries”
- **3.OFFER A CHOICE.**
- **4. SAY IT WITH A WORD OR GESTURE.**
- **5.DESCRIBE WHAT YOU FEEL,**
- **6. PUT IT IN WRITING.**
- **7. BE PLAYFUL (USE ANOTHER VOICE OR ACCENT).**



Don't dismiss feelings, Acknowledge them: Be and "Empathy Coach

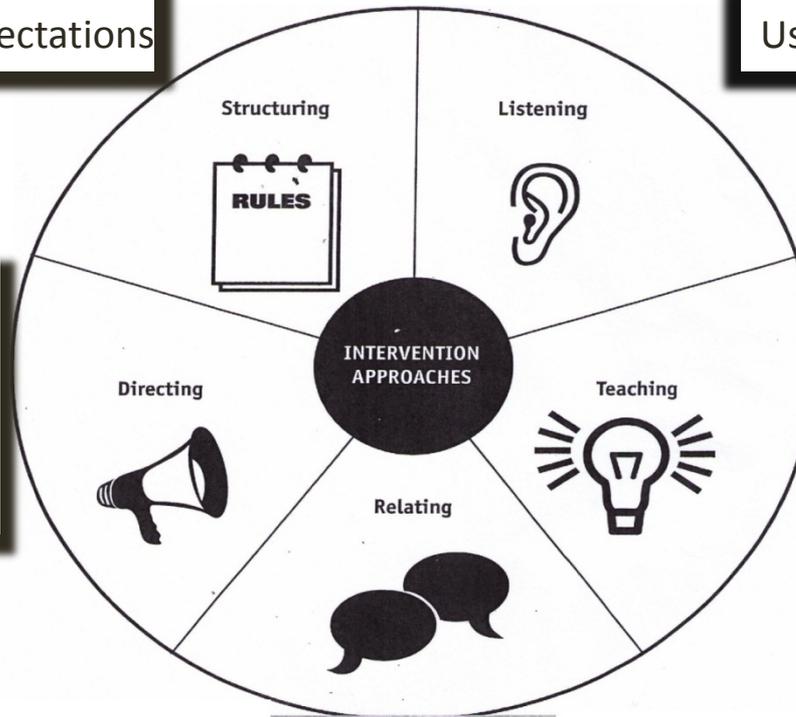
- *Identify* the child's feelings
 - "You sound very disappointed. It can be upsetting when you know the answer and lose points for careless mistakes."
- *Acknowledge* the child's feelings with a sound or word.
 - "Oh" or "Mmm, I see"
- *Acknowledge* the child in *fantasy* what you can't give him in reality.
 - "It would be great if you had a magic pencil that would break when made a mistake!"
- *Accept the child's feelings* even as you stop unacceptable behavior
 - "You're still so angry about that grade you're kicking your desk. I can't allow that, But you can tell me more about what's upsetting you. you can draw it."

(for more on the "Empathy Coach" see
J. Gottman "Raising an Emotionally Intelligent Child"

Behavioral Intervention Techniques

Provide a safe environment
Be predictable
Maintain needs-based routines
Remind students of expectations

Identify feelings
Focus on internal conflicts
Be nonjudgmental, supportive
Use active listening techniques

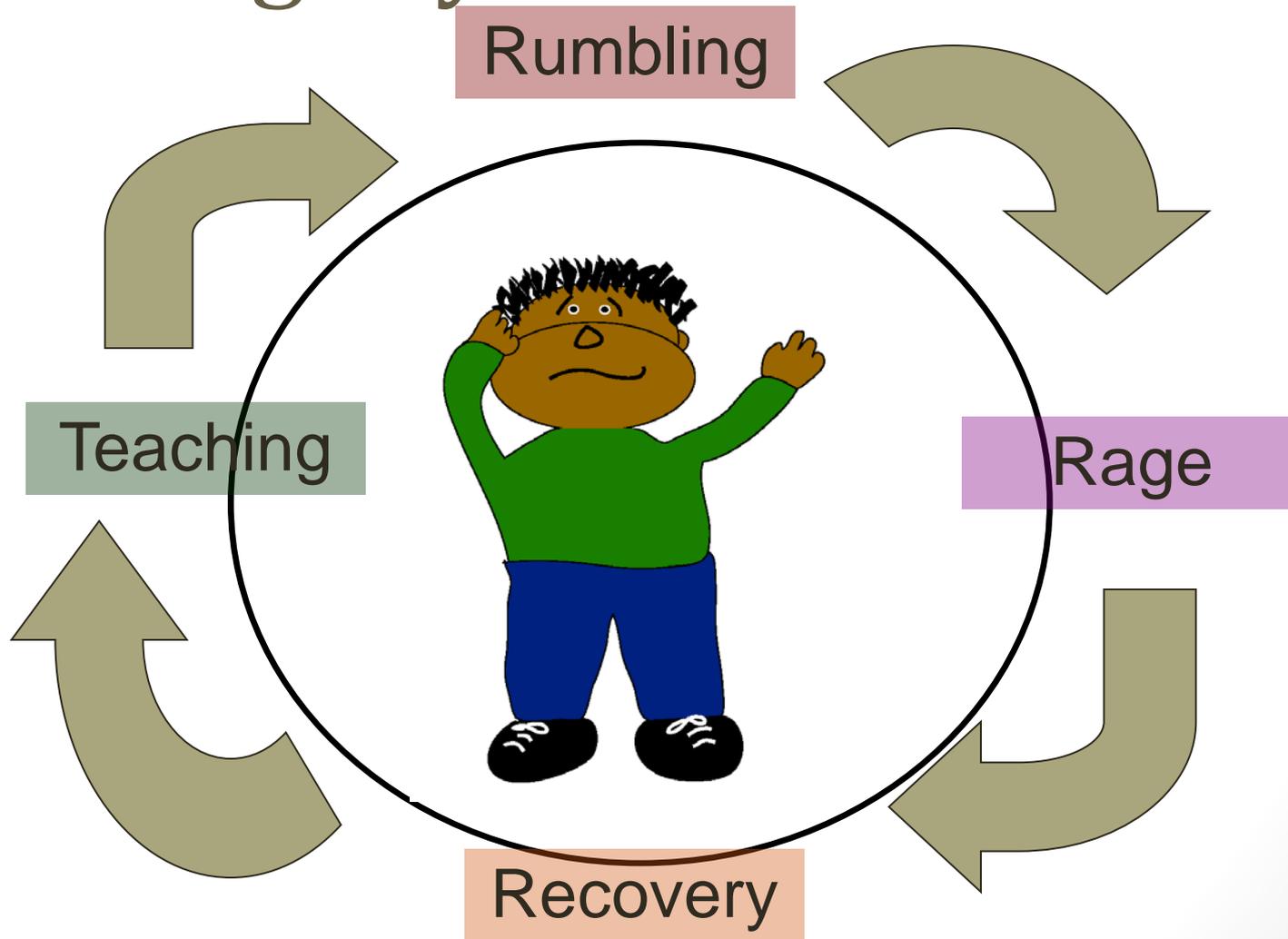


Redirect behaviors
Use rewards and consequences
Make directive statements
Establish order

Process events
Make decisions together
Hold students responsible
Create learning opportunities

Role model effective behaviors
Use personal influence
Engage withdrawn, isolated students
Give personal attention, encouragement

The Rage Cycle



Rage Cycle and dealing with outbursts

- 1. Getting them out of the situation and to a cool zone...no kids and nothing they can break.....
 - A cool zone is not about discipline but is a place where your child can go to gain their self control...
- 2. Making sure they're safe, you and anyone around them is safe and protecting your property ...
- 3. Don't touch your child as it will escalate their reactions.....
- 4. You need to use few words, as the child is beyond hearing you at this point..
 - They are not thinking - just reacting so words have little meaning
- 5. Set a timer letting the child know that you will talk to them when the timer has gone off

Other ideas to try for Regulating mood/behaviors

- The Alert Program. To help children recognize their internal states and self-regulate with visuals
 - Go to www.alertprogram.com
 - How Does Your Engine Run?® A Leader's Guide to the Alert Program® for Self-Regulation (Williams & Shellenberger, 1996)
- Brain Gym and other sensory integration treatments (visit www.sensorystreet.com)
- Deep Breathing/relaxation (See Kurchinka book)

Free your child of Labels

Value strengths



- Differentiate, Include and Listen
 - Teacher can set different tasks for different students
 - Value student strengths
 - Find out what brings your child joy and happiness
- **Free the classroom of labels** that cloud our imagination about what a child “could” be
- Labels encourage only *negative* imagination and help fulfill ‘failure’ prophecy



Freeing Students from Playing Roles

- Look for opportunities for them to **show you a different role**
- Put them in **situations where they see themselves differently**
- Let students **overhear you say something positive about them.**
- **Model** the behavior you'd like to see.
- **Remind** students of their past accomplishments.
- State your feelings and/or your **expectations.**

Freeing Students from Playing Roles

LOOK FOR OPPORTUNITIES TO SHOW STUDENTS A NEW PICTURE OF THEMSELVES

~~POOR LISTENER~~

Mary Ann, you must have been paying close attention. You followed the directions exactly.



~~DAWDLER~~

Jimmy, I see you didn't waste a minute. As soon as you got back from recess, you went to work on your project.



~~CLASS CLOWN~~

I know you were joking, Joey, but still that's an important point you made and a serious one!



~~NERVOUS~~

When that loud fire alarm rang, you calmly turned off the lights and held the door. Thank you, Henry.



PUT STUDENTS IN SITUATIONS WHERE THEY CAN SEE THEMSELVES DIFFERENTLY

~~UNDEPENDABLE~~

Mary Ann, I'm counting on you to make sure Coco has a clean cage with fresh food and water every day.



~~SHORT ATTENTION SPAN~~

Joey, Mr. Davis has a third grader who's having trouble figuring out how to find things on maps. Could you go next door and help him out?



~~SHY~~

Henry, would you please show the new boy how to get to the cafeteria?



~~SNEAKY~~

Congratulations, class! We collected \$385 today for hurricane victims. Angie, would you please take the money to the office?



Straying from the LD Perspective:

- You ask the “why” question and actually expect your child/student to be able to answer it.
- You expect your student to act differently tomorrow because of something that you did today.
- You take the student’s misbehavior personally.
- You devote a lot of time and consideration trying to determine which misbehaviors are due to the student’s disability and which are due to other factors, such as motivation.
- You are concerned that you are rewarding your student too often and punishing him/her too infrequently.

Quotes and Phrases for Inspiration

It's not about showing them whose boss (Ross Greene, Ph.D.)

It's the relationship stupid (Michael Hurley, Ph D)

When child is exploding: *It's not him, it's his brain stem*
(Michael Hurley, Ph.D.).

He that fights with monsters should look to it that he himself does not become a monster (Frederich Nietzsche)

Rules — Relationship = Rebellion (Love & Logic, Inc.)

Don't wrestle with the pig cause the pig likes to get dirty
(Sharon Weiss PhD)

Trying to make children good with bad means ends up making them wicked. (Jean Jacques Rousseau, 17th c. philosopher and educator).

Conference with resources

- Sensation to Emotion Conference
- Scholars and clinicians across disciplines in order to advance the understanding of *how sensory processing and emotion regulation interact*, and how these processes affect human behavior. We will explore the neurobehavioral processes underlying the emotions often associated with a high reactivity level to sensory information, with attention focused on the auditory domains and upon the fear response.
- www.sensationandemotion.com