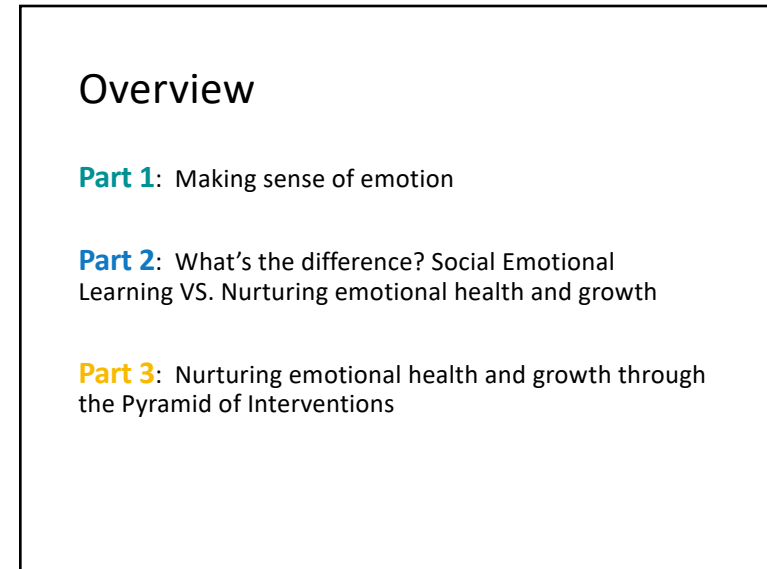
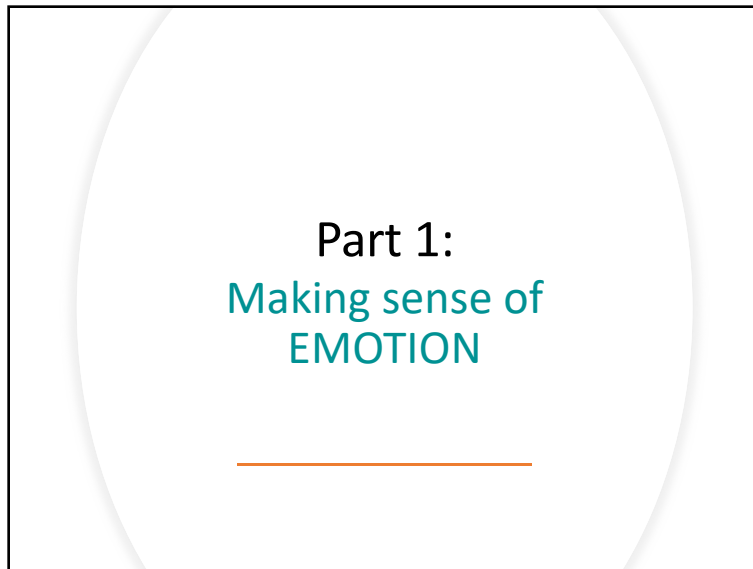


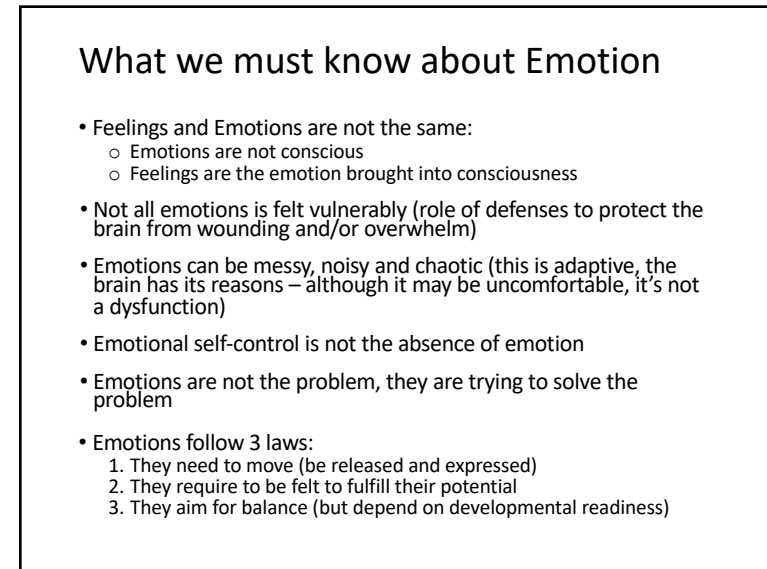
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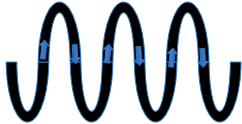
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4

### Three Laws to Emotional Health and Growth

**Law #1:** Emotion seeks to MOVE through expression.



*Once it is activated, it needs to 'find a way out' in order to be discharged.*

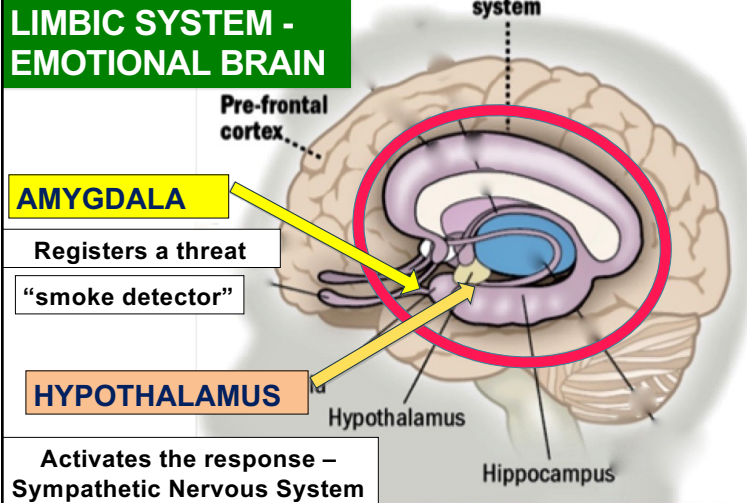
Emotion needs to be EXPRESSED to preserve healthy functioning and well-being

Gordon Neufeld (2013) Science of Emotion

5

### Where do Emotions come from?

#### LIMBIC SYSTEM - EMOTIONAL BRAIN



**AMYGDALA**  
Registers a threat  
"smoke detector"

**HYPOTHALAMUS**  
Activates the response - Sympathetic Nervous System

Gordon Neufeld (2013) Science of Emotion

6

### Emotion has vital WORK to do.

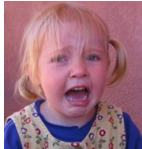


The immediate task of emotion is SURVIVAL.

The ultimate job of emotion is to GROW THE CHILD UP.

Gordon Neufeld (2013) Science of Emotion

7

### Emotions need to be expressed BUT...

- Expression** is often MESSY & NOISY, CHAOTIC & UNACCEPTABLE, ALIENATING & WOUNDING
- It can **threaten** a child's RELATIONSHIPS.
- So, the **brain** can suppress or depress emotion to protect its attachments especially if emotional expression is considered to be "unacceptable".

Gordon Neufeld (2013) Science of Emotion

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### PARAMETERS OF ATTACHMENT

upset, shy, intense, dislike, cranky, resistant, calm, frantic, melancholy, insecure, loving, conflicted, sexy, alarmed, caring, grumpy, disappointed, jealous, excited, sad, irate, missing, irritable, cooperative, unsafe, worried, hurt, possessive, happy, concerned, mean, enraged, needy, lonely, deflated, bored, critical, angry, frustrated, dependent, timid, hate, afraid, discouraged, pessimistic, nervous, oppositional

Gordon Neufeld (2013) Science of Emotion

9

### The problem with focusing on "right" thinking

- confronting irrationality & impulsivity
- focusing just on being positive & pursuing happiness
- focusing on self-regulation prematurely
- pursuing calmness & tranquility

Gordon Neufeld (2013) Science of Emotion

10

### What happens when emotions are SUPPRESSED?

*\* when emotions are suppressed, they come out in in challenging behaviours*

**EMOTIONS NEED TO BE RELEASED AND EXPRESSED**

Gordon Neufeld (2003) Bullies: Their Making and Unmaking

11

**PERMISSION TO FEEL**  
UNLOCKING THE POWER OF EMOTIONS TO HELP OUR KIDS, OURSELVES, AND OUR SOCIETY THRIVE  
**Marc Brackett, Ph.D.**  
DIRECTOR, YALE CENTER FOR EMOTIONAL INTELLIGENCE  
 PROFESSOR, YALE CHILD STUDY CENTER

“The irony, though, is that when we ignore our feelings, or suppress them, they only become stronger. The really powerful emotions build up inside us, like a dark force that inevitably poisons everything we do, whether we like it or not. Hurt feelings don’t vanish on their own. They don’t heal themselves. If we don’t express our emotions, they pile up like a debt that will eventually come due”.

Marc Brackett (2020) Permission to Feel

12

Evidence\* related to suppressing emotion shows consequences on physical health, mental health and general well-being, including an increase in:

- attention, concentration, and memory problems
- high daily emotional stress and emotional dysregulation
- negative social functioning
- number of physical aggressions and bullying incidents
- mental health conditions, including anxiety and depression
- long term health problems on the body (insomnia, poor digestion, etc.)

Patel & Patel (2019) Consequences of Repression of Emotion  
Gross & Cassidy (2019) Expressive Suppression of Negative Emotions in Children and Adolescents

13

### Nurturing Emotional Health and Growth and cultivating resiliency

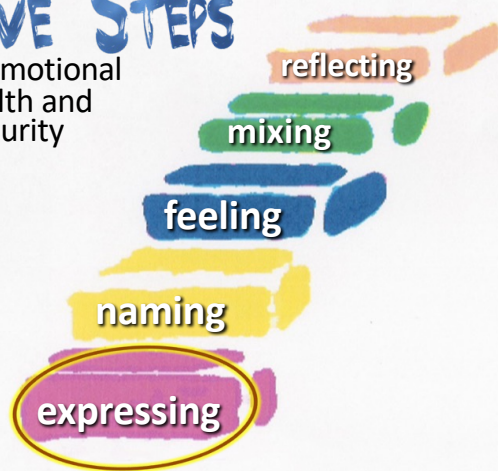
**RESILIENCE = CAPACITY TO BOUNCE BACK**



Gordon Neufeld (2017) Making Sense of Resilience

14

### FIVE STEPS to emotional health and maturity



Gordon Neufeld (2013) Science of Emotion


15

### EXPRESSING EMOTIONS - inviting and making room for different forms of expression -



Sometimes, all we need is to let it out.

16



**Tears of grief**      **Tears of change**


**Onion tears**      **Laughing tears**

These are pictures of different dried human tears. Grief, laughter, onion and change. They all have a different chemical makeup, which makes them look different from each other.

**Benefits of having a 'good' cry**

Crying releases the stress hormone (cortisol) and the mood-regulating hormone (oxytocin).

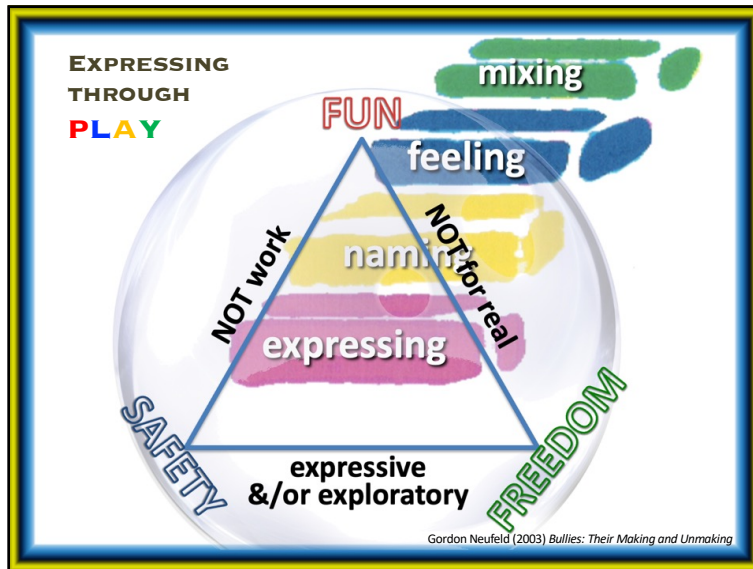
17



Emotion has vital WORK to do, however it can be difficult for some to express it.

Being in the 'play' mode allows to safeguard the outcomes of emotional expression.

18



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**What Play Offers Emotion**



- a work-free space for development to take place
- protection for feelings
- expression without repercussion

Gordon Neufeld (2017) *Play and Emotion*

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### PLAY and EMOTIONAL WELL-BEING

Studies have found that play-deprived rats are particularly impaired under novel, changeable or challenging situations. They evoke more aggression, incur more injuries, take more time to assume a submissive posture, and show inappropriate exploration of the resident's territory after defeat (Van den Berg et al., 1999a; Von Frijtag et al., 2002).

Studies have also shown that play-deprived animals display increased levels of anxiety (Leussis and Andersen, 2008; Lukkes et al., 2009; Wright et al., 1991).

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### PLAY and EMOTIONAL WELL-BEING

David Elkind in the *Power of Play*

- over the past two decades, children have lost twelve hours of free time a week, including eight hours of unstructured play and outdoor activities.

Stuart Brown on the *Status of Play* (Encyclopedia of Play Science)

- outdoor play has decreased by 71% in one generation in both the US and the UK.

Escalating diagnoses of childhood anxiety, depression and ADHD has paralleled the loss of Play - Peter Gray, American Journal of Play 2011

22

### PLAY and EMOTIONAL WELL-BEING

When children are “stirred up” emotionally, their PLAY can reflect themes they are struggling with.

PLAY is how they naturally make sense of all the emotions they are experiencing.

In PLAY, pictures are drawn, structures are made, and games are engaged in to ALLOW EMOTIONS TO COME OUT in safety.



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### Three Laws to Emotional Health and Growth

**Law #2: Emotion seeks to be FELT to fulfil its potential.**

Emotions must be felt (reach consciousness) to do their JOB  
(sadness cannot lead to healing and recovery without being felt)

Emotions require to be felt in order to be MANAGED  
(feelings of caring and responsibility are needed to temper impulses)

*Emotion can only be felt if it's safe and there's space.*

Gordon Neufeld (2013) Science of Emotion

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“ Our kids are experiencing an emotional crisis. Children are more anxious, aggressive, and shut down than ever. We are seeing clear evidence of this in our schools, our homes, our neighbourhoods and our community spaces. The situation has become so dire that our newspapers are literally writing stories about elementary school-aged children punching, kicking and biting their teachers. The root cause of the emotional crisis and resulting behavioural issues we see on the day to day is that children are losing their feelings.”

Hannah Beach (2020) *Kids Need a Safe Space to Feel*

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### Why are kids losing their feelings?

- Society’s pressure to push for independence and self-control prematurely (kids don’t feel safe and taken care of)
- Impact of peer orientation (more wounding interaction, less shielded by adults)
- Impact of screens, digital devices and social media (more superficial connections, more wounding interaction)
- Loss of respite (rest without external stimulation) and creative solitude
- Loss of play, being outdoors (nature)
- Loss of family time (meals around a table, board game night)
- Culture’s lack of understanding around the need for emotion to be expressed (kids interpret that emotional expression has repercussion for relationships)

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### Anatomy of EMOTION

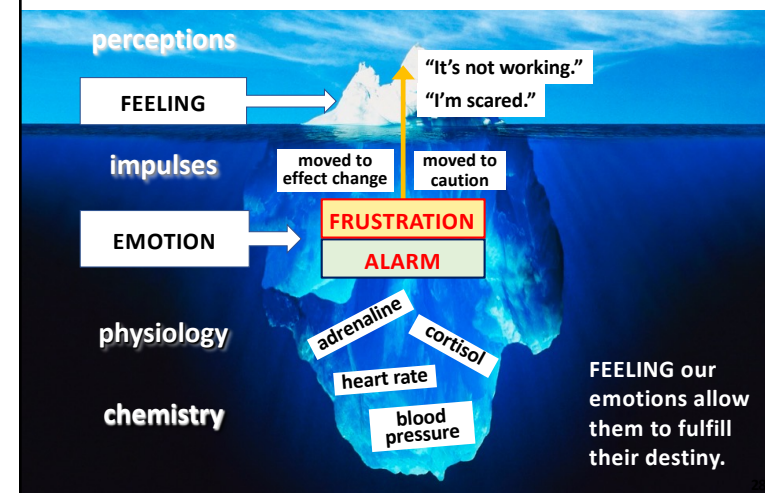
perceptions  
FEELING  
impulses  
EMOTION  
physiology  
chemistry



Gordon Neufeld (2013) *Science of Emotion*

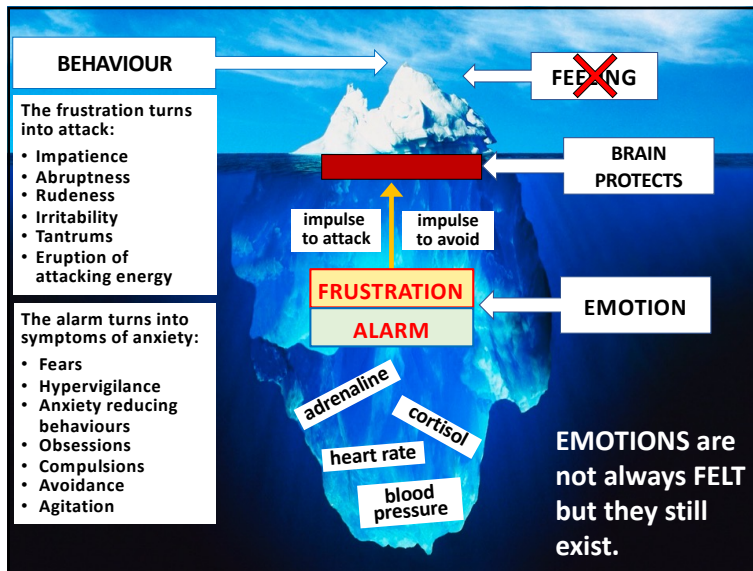
27

### Emotion becomes FEELING when it is FELT or becomes conscious



FEELING our emotions allow them to fulfill their destiny.

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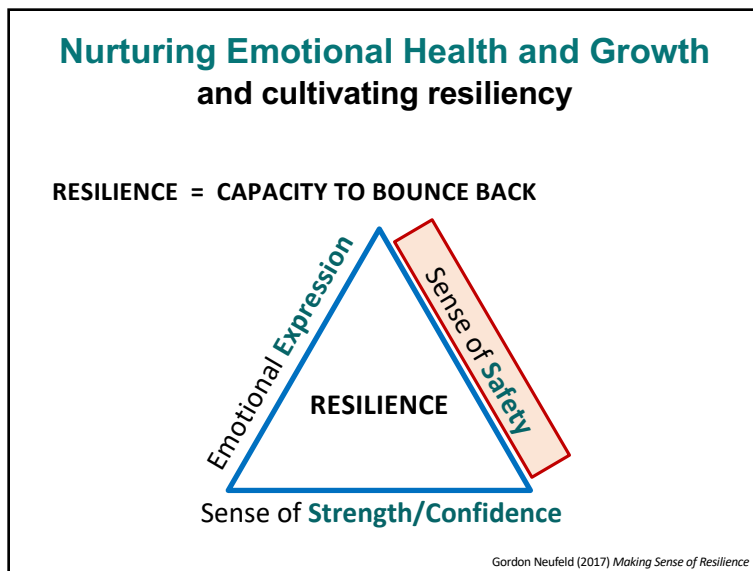
29

For emotions to be felt ...

- they need to **MOVE** (through release and expression)
- they need to be **NAMED** (whether through words or symbols/images)
- it must be **SAFE** (we need to keep our hearts soft and vulnerable)

Gordon Neufeld (2013) Science of Emotion

30



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**SAFETY** is the starting point

- Giving priority to prevention work. Providing check-ins.
- Using structure – routine – predictability. Being intentional in the physical and social setup of the room (honoring inclusive practices).
- Portraying as a strong and tempered adult (alpha posture).
- Greeting and engaging them (showing warmth, delight and enjoyment). Calling students by their name.
- Being actively involved beyond academics. Meeting them at their interests. Remembering what is important to them. Listening with full attention.
- Moving away from discipline methods that cause separation. Finding ways to preserve their dignity when they need to step away.
- Offering a variety of emotional playgrounds to express emotions with or without words. Inviting them to share their thoughts and feelings without being in the 'fix-it' mode.
- Supporting and enhancing protective factors (e.g. presence of secure adult attachments, sense of belonging to school, availability of support measures adapted to student needs, access to healthy and positive extracurricular activities – sports/arts, strong home and school relationship, etc.)

32



"Safety is not the absence of threat, it is the presence of connection."  
  
Gabor Mate

**Safety is in the eye of the beholder**

Mona Delahooke  
Beyond Behaviours

33

### Three Laws to Emotional Health and Growth

**Law #3: Emotion seeks BALANCE by 'mixing', but only when developmentally ready.**

**Capacity for self-control and consideration needs to develop**

When the conditions are favorable and the development is optimal, emotion finds its 'on the other hand', which brings balance, stability, reflection, self-control and consideration.

*Emotional management starts with adult support and accompaniment.*

Gordon Neufeld (2013) *Science of Emotion*

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### Emotional balance requires Prefrontal cortex development

**Judgment last to develop**

The area of the brain that controls "executive functions" — including weighing long-term consequences and controlling impulses — is among the last to fully mature. Brain development from childhood to adulthood:

Red/yellow: Parts of brain less fully mature. Blue/purple: Parts of brain more fully matured.

- Only in ideal conditions can a child be disposed to maturation (trauma can stunt brain development)
- In those conditions the prefrontal cortex debuts its growth between 5-7 years old and continues well into the 20's and 30's
- If a child is **hypersensitive** the 5-7 gap of development will rather be at 7-9 years old

Image from the National Institute of Mental Health; Paul Thompson, Ph.D., UCLA Laboratory of Neuro Imaging

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### The capacities for self-control and consideration need to be developed

- although development is spontaneous, it is not inevitable and often requires some support
- children cannot manage emotions that they do not feel and cannot feel emotions that are not named or expressed
- self-control is NOT on the developmental agenda until the fifth year of life and not a reliable capacity, even if development is optimal, for several years
- does NOT respond to the direct approach, to taking short-cuts, or putting pressure on the child for results. These non-developmental approaches can do more harm than good

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**The IMMATURE child has a hard time:**

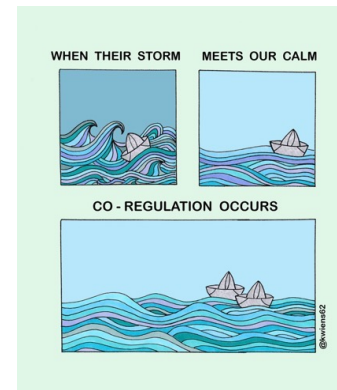
1. **Finding information efficiently** and quickly (under-developed **Cerebellum**)
2. Seeing the **“whole” picture** (under-developed **Corpus Callosum**)
3. **Tempering** their instinctual reactions with conflicting thoughts and feelings. (under-developed **Prefrontal Cortex**)

As a result, they often KNOW better but cannot DO better as Emotion overwhelms REASON.

Behaviour will improve when maturation occurs, but this takes time.

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**Children need ADULTS to grow the capacity to temper their emotions**



*Emotional support and accompaniment must come first and pave the way towards emotional self-control.*

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“Emotion regulation is not about exerting tight control over what we feel. And it’s not about banishing negative emotions and feeling only positive ones. Rather, emotion regulation starts with giving ourselves and others the permission to own our feelings—all of them”.

Marc Brackett (2020) Permission to Feel


39

**Emotional self-control is not the absence of emotion  
It is the FRUIT of ‘mixed feelings’ (integrative functioning)**




Gordon Neufeld (2013) Science of Emotion

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<p><b>to ATTACH</b></p> <ul style="list-style-type: none"> <li>to keep close</li> <li>to take care of</li> <li>to care for</li> <li>to protect from hurt</li> <li>to be loyal to</li> <li>to not push away</li> <li>to avoid upsetting</li> <li>to not disappoint</li> <li>to measure up</li> <li>feelings of affection</li> </ul>	<p><b>PATIENCE</b> is the fruit of the 'mixing' between the impulse to attack and the desire to attach</p>  <p><b>Patience</b></p>	<p><b>to ATTACK</b></p> <ul style="list-style-type: none"> <li>to strike or bite</li> <li>to insult or criticize</li> <li>to put down</li> <li>to hurt or wound</li> <li>to yell at</li> <li>to be sarcastic to</li> <li>to hate or loathe</li> <li>to ignore or discount</li> <li>to tantrum</li> <li>to take one's own life</li> </ul>
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Gordon Neufeld (2013) Science of Emotion


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<p><b>DESIRE</b></p> <ul style="list-style-type: none"> <li>to engage in an activity</li> <li>to take part in some fun</li> <li>to ask one's question</li> <li>to stand up for a friend</li> <li>to wear what one prefers</li> <li>to share one's story</li> <li>to express one's opinion</li> <li>to get attached &amp; involved</li> <li>to pursue a passion</li> <li>to be oneself</li> </ul>	<p><b>COURAGE</b> is the fruit of the 'mixing' between the impulse to avoid and the desire to try</p>  <p><b>Courage</b></p>	<p><b>FEAR</b></p> <ul style="list-style-type: none"> <li>to be away from home</li> <li>to be laughed at</li> <li>to appear stupid</li> <li>to lose popularity</li> <li>to be seen as different</li> <li>to not be interesting</li> <li>to meet disapproval</li> <li>to have to let go</li> <li>to not measure up</li> <li>to be alone</li> </ul>
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Gordon Neufeld (2013) Science of Emotion

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**FIVE STEPS**  
to emotional health and maturity




Self-regulation is the fruit of integrative functioning (mixing)

Emotional maturity can only develop one-step-at-a-time and must start at the beginning.

Gordon Neufeld (2013) Science of Emotion

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THE MORE YOU FEEL YOUR FEELINGS,

THE EASIER IT GETS TO UNDERSTAND THEM.

-MANSI

44

**When the caring feelings and vulnerability disappear**

~~CARING & CONSIDERATION = EMPATHY~~

~~CARING & ALARM = COURAGE~~

~~CARING & FRUSTRATION = PATIENCE~~

~~CARING & ANGER = FORGIVENESS~~

~~CARING & SHAME = INTEGRITY~~

~~CARING & DISCOMFORT = SELF-SACRIFICE~~

Gordon Neufeld (2003) *Bullies: Their Making and Unmaking*

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Premature emotional prescriptions can result in emotional restriction and undermine emotional health and development.

Be good! Be kind! Be nice!

Come back when you can control yourself!

Be considerate!

Settle down!

CALM DOWN!

Get a hold of yourself!

Be positive!

BE HAPPY!

DON'T BE UPSET!

Gordon Neufeld (2013) *Science of Emotion*

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Consequences of focusing on self-regulation prematurely as a competency needed to be taught.

→ **SELF-REGULATION**

~~reflecting~~

~~mixing~~

~~feeling~~

~~naming~~

~~expressing~~

Gordon Neufeld (2013) *Science of Emotion*

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#3 Child's relationship to others

reflecting

mixing

feeling

#2 Child's relationship to own feelings

naming

expressing

#1 Adult's relationship to child's feelings

Gordon Neufeld (2013) *Science of Emotion*

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## Part 2: what's the difference?

### Social Emotional Learning (SEL)

VS.

### Nurturing Emotional Health and Growth

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## Social Emotional Learning (SEL)

- Social-emotional learning (SEL):
  - is an **educational method** that aims to foster social and emotional **skills** within school curricula.
  - emphasizes social and emotional skills to the same degree as other subjects, such as math, science, and reading.
- SEL **began in the 1960s** at the Yale School of Medicine in its Child Study Center:
  - Professor James Comer studied the education systems of low-income African-American communities due to their poor academic report cards.
  - They implemented competence-based programs that focused on the social and emotional needs of the students.

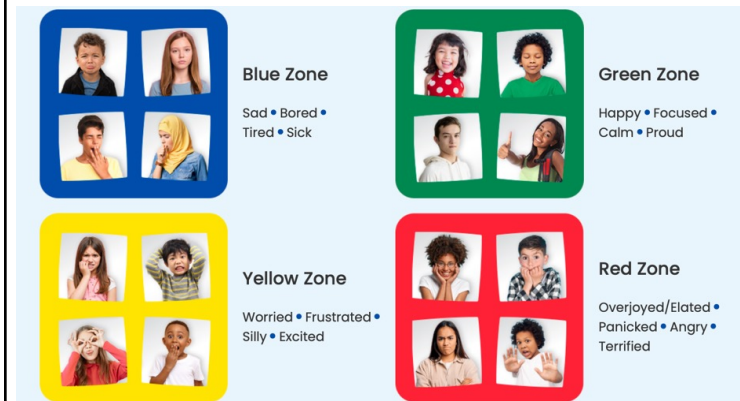
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## Social Emotional Learning (SEL)

- In 1987, Roger Weissberg, Timothy Shriver, researchers, and educators established the New Haven Social Development program.
- In **1994**, the Collaborative for Academic, Social, and Emotional Learning (**CASEL**) was founded.
- In 1997, CASEL participants published Promoting Social and Emotional Learning: Guidelines for Educators. The organization that has led the way to bringing SEL into schools worldwide.
- SEL is closely linked to Daniel Goleman's construct of **emotional intelligence** and on schooling emotions.
- Roger Weissberg acknowledges on his website that the only programs that demonstrated lasting results involved a parent-child relationship component to the program.

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## Social Emotional Learning (SEL)



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### Teaching The Zones with Integrity

by Leah Kuypers, OT and Creator of The Zones of Regulation (2011)

“The students on my OT caseload were amazing kids who were often misunderstood and found themselves “in trouble” because of their differences and challenges in managing their feelings and behavior. In an effort to reduce disciplinary and exclusionary measures, my main goal was to offer positive and proactive instruction that truly helped my students gain an understanding of their feelings and find adaptive tools and strategies for communication, coping, and wellness. Though I am thrilled to see its widespread adoption and use, I am concerned to see some misinterpretation of my intentions and The Zones sometimes being used as a behavioral or compliance model, particularly centered on feeling in, or returning to, the Green Zone. This was never my objective. My mission is to honor all feelings and experiences people have in their bodies, as well as valuing the differences in how we regulate”.

<https://www.socialthinking.com/Articles?name=all-the-zones-are-ok>



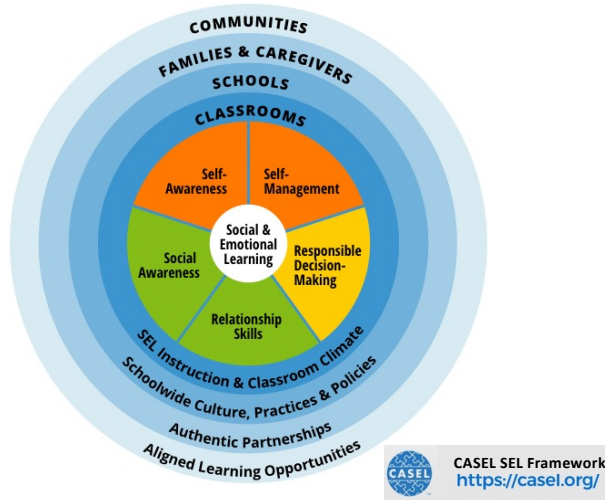
53

### Social Emotional Learning (SEL)



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### Social Emotional Learning (SEL)



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<p><b>Self-awareness</b> to develop a healthy sense of who you are, and better understand your thoughts and feelings</p>	<ul style="list-style-type: none"> <li>Identifying emotions</li> <li>Accurate self-perception</li> <li>Recognizing strengths</li> <li>Self-confidence</li> </ul>
<p><b>Self-management</b> to manage your thoughts, feelings, and actions toward goals</p>	<ul style="list-style-type: none"> <li>Impulse control</li> <li>Stress management</li> <li>Self-discipline</li> <li>Self-motivation</li> <li>Goal-setting</li> <li>Organizational skills</li> </ul>
<p><b>Social awareness</b> to better understand different views and have empathy for others</p>	<ul style="list-style-type: none"> <li>Perspective-taking</li> <li>Empathy</li> <li>Appreciating diversity</li> <li>Respect for others</li> </ul>
<p><b>Relationship skills</b> to communicate and connect, problem solve together, and stand up for others</p>	<ul style="list-style-type: none"> <li>Communication</li> <li>Social engagement</li> <li>Relationship-building</li> <li>Teamwork</li> </ul>
<p><b>Responsible decision-making</b> to make constructive choices, analyze our actions, and find solutions</p>	<ul style="list-style-type: none"> <li>Identifying problems</li> <li>Analyzing situations</li> <li>Solving problems</li> <li>Evaluating</li> <li>Reflecting</li> <li>Ethical responsibility</li> </ul>



56

“Emotional Health Cannot be “Taught”. Building emotional health calls for **experiences** that put us in touch with the full spectrum of human emotions – even the ones that we often try so hard to avoid”.

“Change doesn’t begin with managing our emotions as an intellectual process that we systematically think through in the heat of the moment! Change – true, deep, long-lasting change – is something that comes from the **inside out**. It begins with **feeling** our emotions, being truly aware of them, having the space to express them, and then acting on them in ways that are appropriate. It is at the emotional level that the deepest, most long-lasting changes occur. And it is on this level that we have to engage our kids, if we want to support their emotional well-being”.

Hannah Beach (2020) *Kids Need a Safe Space to Feel*

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## Nurturing Emotional Health and Growth

- Emotional health and growth is a lifelong process
- It starts with the adults
- It needs to be experiential as a process
- Setting up the conditions for emotional health and growth to unfold naturally (rather than focusing on ‘teaching the skills’ prematurely)
- It needs to be peppered into our everyday life and can be built-in implicitly (infused)
- It can work better for some if the experience is done in the ‘play mode’ (indirect none-threatening expressive activities)

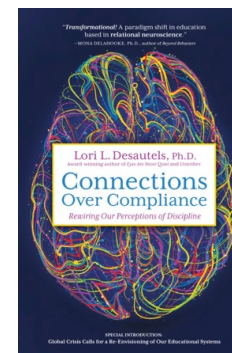
58

## Nurturing Emotional Health and Growth

Emotional health and growth isn’t just about ‘self-regulation’. Student success and well-being rely on the adults’ intent to provide the ‘right’ conditions and to manage the circumstances instead of trying to control the student’s behaviour at all cost.

Gordon Neufeld (2013) *Science of Emotion*

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“Social and emotional learning needs to be redefined. It is about the health of our nervous systems. It is about recognizing our sensations. It is as much about the adults as it is the students.”

Dr. Lori Desautels

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### Nurturing Emotional Health and Growth

Experiences that support a sense of safety and connection – this helps soften the defences and lead to wholeheartedness (vulnerability):

- requires tender-hearted care from the adults (warmth and gentle care), which comes from empathy, compassion and vulnerability.
- requires the adult to carry out their role and responsibility in fulfilling the student’s attachment needs.
- requires reflective practices on the part of the adults (prevention, teamwork and co-care, using the mirrors to gain perspective).
- need to keep in mind how neuroception can impact the sense of safety and what we can do help calibrate the stress response.
- requires from the adults to adjust the circumstances for the student (physical environment) and help them stay out of trouble (structures and routines that minimize the stress intake).

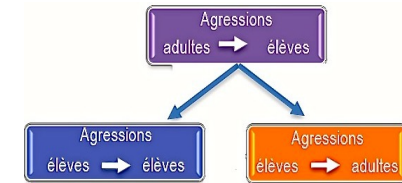
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### Impact of adult-student relationships in schools

Research findings

Quebec school surveys\* found that the more students experienced **negative treatment from adults** (rudeness, staring with contempt, yelling, insults, humiliation, ignoring when student being mistreated by others, etc.)

1. the more **aggressive behaviours between students** occurred.
2. the more adults reported **being attacked by students**.



\* Beaumont, Claire et collectif (2016). *Ensemble pour de saines habitudes de vie relationnelles à l'école*. Communication présentée dans le cadre de la Journée d'étude annuelle de la Chaire de recherche sur la sécurité et la violence en milieu éducatif, Université Laval à Québec.

62

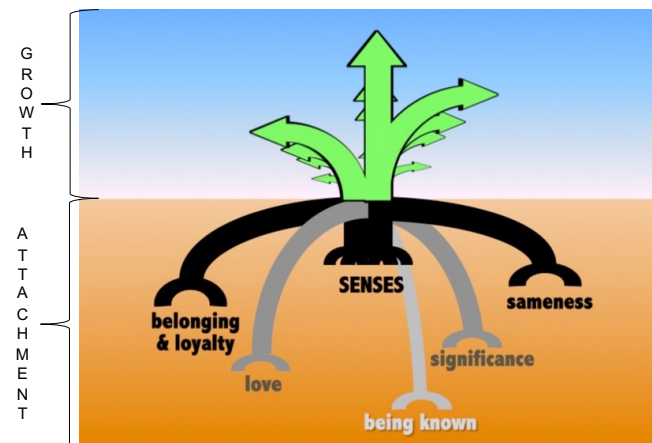
### Nurturing Emotional Health and Growth

Reminding ourselves that:

- the whole experience is meant to be **empowering** for the child, not causing them more discomfort and distress.
- our expectations must be **realistic and adapted** to the child’s individual needs and differences.
- it’s about **collaboration and support**. Even when the child is showing signs of maturation, they still need adults to nurture and guide them.

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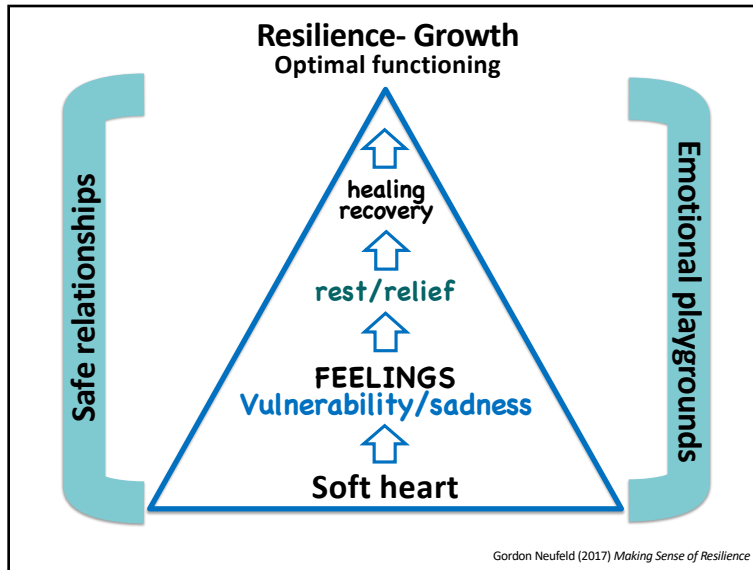
all true GROWTH emanates from a place of rest, which requires a **sense of safety and connection**



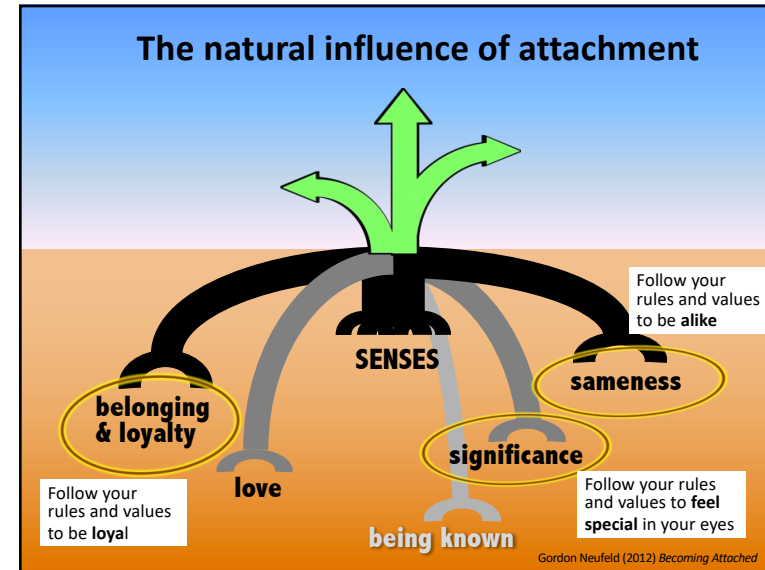
Gordon Neufeld (2012) *Teachability Factor*

64

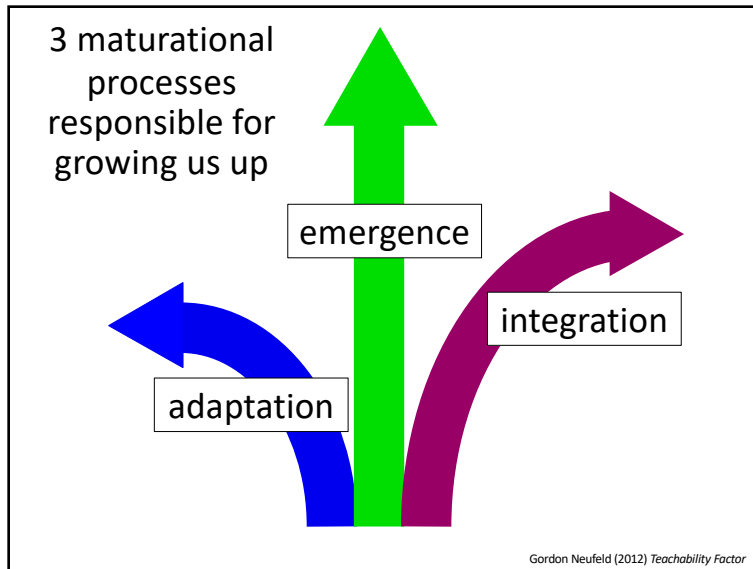




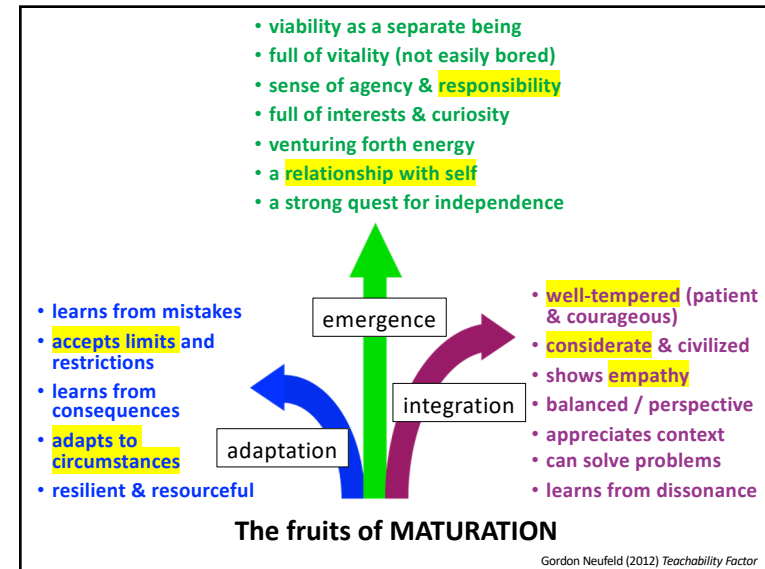
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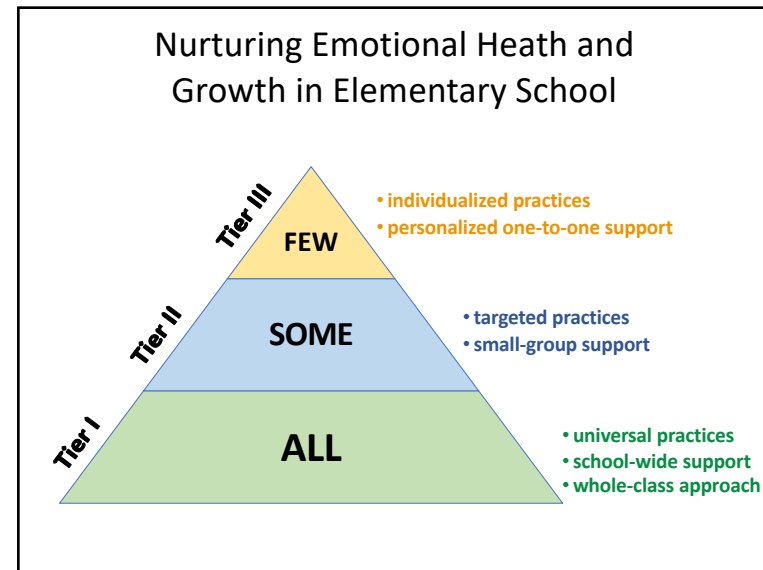
69

Emotional support and accompaniment	Coercive self-regulation through an SEL lens
Being aware of the adult's own emotional state and stress response as a priority.	Focusing on external elements to fix/control the problem.
Focusing on the student's sense of safety, sensations and feelings, as well as the adult-student dynamic.	Focusing on the student's behavior (what they've done wrong).
Helping the student find balance through the adult's own soothing posture and tone.	Looking to stop the inappropriate behavior through the adult's authoritative posture and tone.
Supporting the student in their upset even when hostile (adapting the circumstances accordingly). Acting like a thermostat to hold a steady temperature.	Upping the ante when the student is hostile to attempt to shut it down. Acting like a thermometer that reacts to the rise of the student's behavior.
Meeting the student's needs through the application of specific measures of support and accompaniment.	Focusing on the outcome and how to achieve it (e.g. by applying consequences).
Providing a debrief and follow up. Creating a preventative plan of action for the future.	No debrief, no follow up, and no plan of action in place beyond the incident.

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Part 3:  
Nurturing emotional health and growth in schools through the **Pyramid of Interventions**

71



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“The best approaches are **systemic**, not piecemeal. There must be buy-in from the top and the bottom. Emotions can’t be addressed only in a ten-minute morning meeting or every Thursday, fourth period. It has to be an everyday thing—it has to become part of the school’s DNA. There needs to be a common vision and language among all stakeholders. It has to be integrated into leadership, instruction, faculty meetings, family engagement, hiring procedures, and policies”.

Marc Brackett (2020) Permission to Feel

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“The best efforts towards emotion are **proactive**, not reactive. Being proactive means, we don’t wait for problems to arise and then deal with them—we adopt measures to prevent them. In some schools this means a shift in mindset, from focusing primarily on having students follow the rules to supporting students preventatively by creating emotionally safe spaces”.

Marc Brackett (2020) Permission to Feel

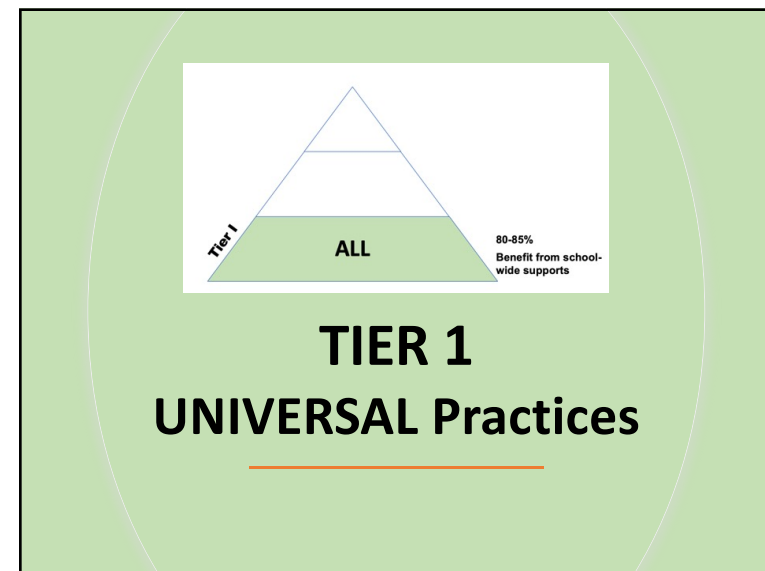
74

## Nurturing Emotional Health and Growth


The 3 keys to cultivating resiliency are:

- Fostering a sense of **SAFETY** and belonging.
- Making room for emotional **EXPRESSION** and inviting emotional release.
- Creating opportunities to discover and build a sense of **STRENGTH**, courage and confidence.

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**Tier 1 universal practices – during class time**  
<https://www.cebmmember.ca/tier-1-universal-practices>

**Whole-group** support measures in the prevention mode:

- Fostering a sense of **safety** and predictability (clear and explicit structures/routines, diverse and inclusive practices, being intentional in the physical set-up of the classroom, other spaces in the building, hallways, school yard, etc.)
- Cultivating a sense of connection, inclusion, and **belonging** (authentic adult greeting, class meetings, group projects, activities for inclusion and team building, interest/social clubs, sports teams, family and community involvement).
- Allotting time for **breaks** and emotional **respite** (re-set corner, quiet individual activities).
- Providing opportunities for emotional **release** in engaging ways (brain break activities).

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**Tier 1 universal practices – during class time**  
<https://www.cebmmember.ca/tier-1-universal-practices>

**Whole-group** support measures in the prevention mode:

- Introducing and modeling emotional **expression** through emotional playgrounds (Inside-Out Handbook).
- Helping students build their **language of emotion** and match the words to their inner experience (stories).
- Creating opportunities to build a sense of **strength** (trying something new, attempts at facing a challenge (safe practice), allowing ourselves to make mistakes – this can be done in the play mode).
- Supporting implicitly (planting the seed) **executive functioning development** through everyday practices (activities that promote student interaction and cooperative learning, activities that encourage self-awareness and social-awareness, project-based activities, etc.)

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**Tier 1 universal practices – during class time**

How **support staff** can get involved at Tier 1:

- Helping staff and students familiarize themselves with their role and involvement in supporting emotional development: when/where/how they can be accessed for support, what tools and strategies are available to them, what rules and parameters are in place, etc.
- When needed and relevant, supporting the teacher in:
  - cultivating a sense of belonging (class meetings, class discussions, team building activities, etc.)
  - animating brain breaks or emotional release activities.
  - facilitating activities to build emotional literacy and to model the use of body language/facial expression to convey emotions.

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**Attachment-friendly practices**



Apr 29, 2021 · 8 min

**Emotional Safety: Why kids need a safe space to feel, learn, and grow**  
 by Hannah Beach (April 29, 2021)

<https://hannahbeach.ca/emotional-safety/>



Feb 13, 2020 · 6 min

**Creating a Conscious Invitation into Relationship**  
 by Hannah Beach (Feb 13, 2020)

<https://hannahbeach.ca/creating-a-conscious-invitation-into-relationship/>

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## Opportunities for Expressing Emotion

- Adult invitation to express emotion (making it okay to release all the range of emotions, not just the 'good' ones)
- Adult creating the conditions to express (ideally in the preventive mode as well) – providing the time, space, and materials needed to channel the emotional energy
- Adult modeling different safe and healthy ways of expressing emotion, including expression with or without words (*Inside-Out handbook* from Hannah Beach)

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## *Emotional Expression Playgrounds*

Examples of expressive activities with or without words:

- singing
- storytelling
- journaling
- poetry
- drama
- dancing and movement
- playing a musical instrument
- art: drawing, painting, even freestyle doodling

<https://www.cebmmember.ca/tier-1-universal-practices>

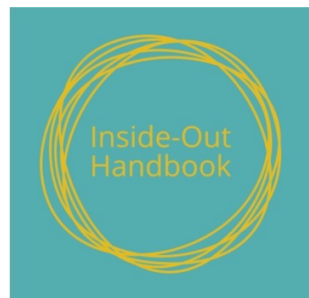
82

## *Emotional Release Activities*

### Examples:

- **Scribble Time!**
- **Drawing the music**
- **Be the Conductor, You Are the Music**
- **Which leaf am I?**

Check out [Hannah Beach's blog](#) for samples of Emotional Release Activities



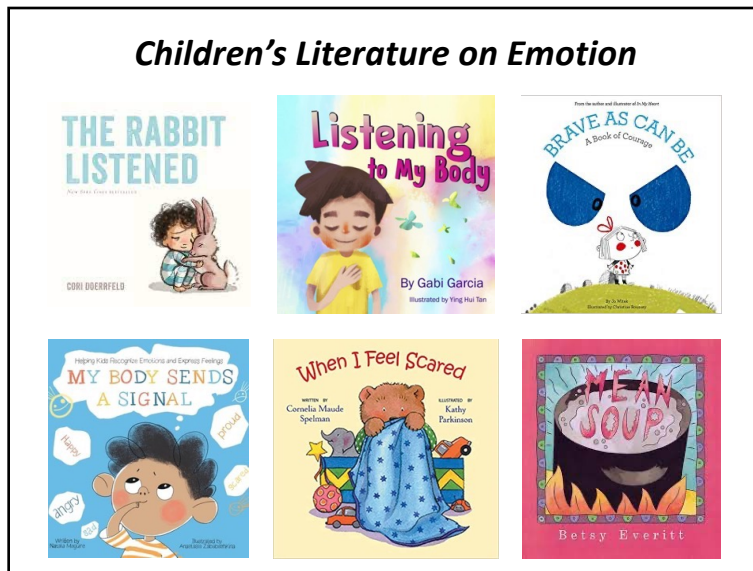
You can find numerous ideas in the Inside-Out Handbook which is free when you have a copy of the book: <https://reclaimingourstudents.com/>

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## Opportunities for Naming Emotion

- Adult support in building emotional literacy (through stories, images of emotion with real faces, puppets, song lyrics, poetry, etc.)
- Adult modeling the identification of emotions (not just a rote memorization of the language, but to be able to identify/recognize our inner emotional experience and match the words to describe it) – can be done through play via role playing, art, music, etc.
- Naming emotions can be done through words, images, symbols, etc.
- Vulnerability (in touch with feelings) – without feeling your emotions, it makes it difficult to match a word to an emotional experience we cannot 'feel'

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**TIER 1 – UNIVERSAL Practices during transitions – outdoor recess (schoolyard)**

- **Where?**—Dividing the yard into clear sections (play/activity areas)
- **With whom?** – Grouping of students
- **What?**—Types of games/activities (must consider the seasons with and without snow)
- **When?**—Schedule
- **How?** – Type of student participation, animation, supervision
- **With what?**—Materials needed

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**TIER 1 – UNIVERSAL Practices during transitions – indoor recess**

<https://www.cebmmember.ca/practices-during-transitions>

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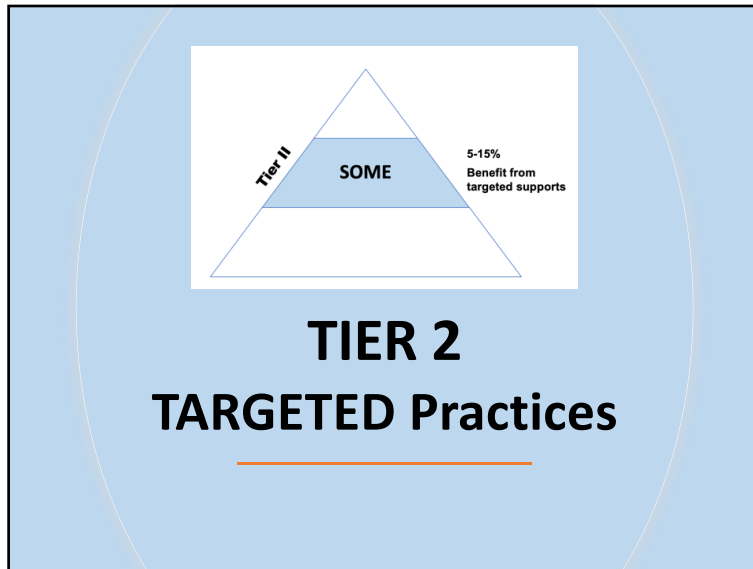
**Tier 1 universal practices – during transitions**

**ALL** <https://www.cebmmember.ca/practices-during-transitions>


How **support staff** can get involved at Tier 1 during recess/lunch:

- Animating structured activities in the schoolyard
- Introducing and modeling how to play games and sport activities, how to use the equipment needed, explaining the rules and expectations, etc.
- Overseeing the games/ sport activities, supporting cooperation, turn-taking, winning-losing, conflict resolution, etc.

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### Tier 2 targeted practices during class time or transitions

<https://www.cebmmember.ca/tier-2-targeted-practices>

**Small-group** support measures (in addition to Tier 1):

- Additional measures put into place to help foster the sense **safety** and **belonging** (check-ins, small-group projects).
- Targeted break time** allotted preventatively in the student's schedule (re-set corner, alternate location) and **targeted tools**, which are assigned to the student with a specific purpose, to help with emotional respite.
- Additional targeted emotional **release** activities in small group (kinesthetic hallway, outdoor structured activities/games).
- Additional targeted emotional **expression** activities in small group (Inside-Out Handbook).
- Additional targeted opportunities to plant the seed towards **emotional growth** in small group (stories, role playing).
- Targeted scaffolding** for executive functioning challenges (classroom supports, small-group supported recess/lunch time in the schoolyard).

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### Tier 2 targeted practices during class time or transitions

How **support staff** can get involved at Tier 2:

- Implementing the student check-ins upon need.
- Supporting the teacher in introducing and modeling the use of tools/materials, which have been assigned to the student.
- Being involved in the scheduling of breaks and what happens during those breaks.
- Animating small groups during recess/lunch, or that have been pulled out during class time (for social development, emotional development, respite, etc.)
- Creating materials (visuals, checklists, get-ready-do-done, first-then, etc.) to support students with their executive functioning challenges.

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### Student "Check-In"



"Check-In" Prevention & Intervention	End of Day "Recap" Prevention & Intervention
<p><b>Who does the "Check-In"?</b></p> <ul style="list-style-type: none"> <li>It can be done by any staff member.</li> <li>Staff should be assigned students with whom they will do daily or weekly "Check-Ins".</li> <li>If the assigned adult is absent, a back-up needs to replace the adult for the student to continue to receive this intervention support.</li> </ul> <p><b>Who requires the "Check-In"?</b></p> <ul style="list-style-type: none"> <li>Students who require additional support at the beginning of the day or ending the day (more than what their classroom teacher is already providing).</li> <li>Students who struggle with coming to school, have challenging family situations and/or experience difficulty managing their emotions.</li> </ul> <p><b>What do we mean by a "Check-In"?</b></p> <ul style="list-style-type: none"> <li>It is a time of warm connection where the student is welcomed at the beginning of their school day.</li> <li>A positive supportive person with an adult to allow us to get a "pulse" on how the student is doing.</li> <li>In the eye, we can know the student through their day if they are anticipating struggles ahead.</li> </ul> <p><b>What do we need to ask?</b></p> <ul style="list-style-type: none"> <li>How did that morning go at home? On the bus?</li> <li>Are there things that are going for the day?</li> <li>Do they have their tools?</li> <li>Is there anything else that you may be missing?</li> <li>If something is missing, please help to provide what is needed.</li> </ul> <p><b>How can I help them aim in the right direction to start-up their day?</b></p> <ul style="list-style-type: none"> <li>Have a copy of the student's class schedule.</li> <li>Write down anticipated adult requests in a positive manner by reviewing what is coming up ahead.</li> </ul> <p><b>Checking in on social communication is very important!</b></p> <ul style="list-style-type: none"> <li>For issues of incoming information that may have an impact on how they will interact.</li> <li>Inform the teacher of the student's emotional state - be clear, support the student throughout.</li> </ul> <p><b>What's the best way to "wrap-up" our conversation?</b></p> <ul style="list-style-type: none"> <li>Provide encouragement and support for the day in anticipation.</li> <li>If you notice a need for "more" support, plan to reconnect at another point in the day.</li> <li>Inform the teacher of the student's emotional state - be clear, support the student throughout.</li> </ul> <p><b>Your "Check-In" students are VIPs!</b></p> <ul style="list-style-type: none"> <li>Let them know the next time when you will connect with them!</li> </ul>	<p><b>Who does the "Recap"?</b></p> <ul style="list-style-type: none"> <li>It should be the person who has done the "Check-In" in the morning.</li> <li>It can be done by any person consistently.</li> <li>Ensure that information is transferred from the student to the adult working with teacher and vice versa.</li> </ul> <p><b>Who requires the "Recap"?</b></p> <ul style="list-style-type: none"> <li>Students who require additional support at the end of the day (more than what their classroom teacher is already providing).</li> <li>Students who struggle to regulate themselves and become overwhelmed with end-of-day transitions.</li> </ul> <p><b>What do we mean by a "Recap"?</b></p> <ul style="list-style-type: none"> <li>A short time to reflect on different aspects of the day.</li> <li>Help name and address issues that occurred.</li> <li>Provide support to make a plan, when information is adults or work through frustrations for what did not work during the day.</li> <li>Check-in with them to see if there are any required materials for the next day (lunch box, agenda, homework, etc.)</li> </ul> <p><b>What do we need to ask?</b></p> <ul style="list-style-type: none"> <li>How was your morning, then time, etc? Break down the day to see how it went.</li> <li>What were some of the things that you did well on?</li> <li>What was something today? How did you manage the situation? Do you need the help of an adult with that? How can I help you?</li> <li>What went well today? What did you enjoy most?</li> <li>What do you need to get done for tomorrow? Do you have the materials you need to complete the task?</li> </ul> <p><b>Important things to keep in mind!</b></p> <ul style="list-style-type: none"> <li>Keep students that they need to name their frustrations and/or how they're feeling.</li> <li>Check and acknowledge the emotions.</li> <li>We do not need to "fix" all that did not go as expected. Listening and responding are key elements in providing support.</li> <li>Use "I" statements, which students can repeat to express and time to "wrap-up".</li> <li>Provide for support helps students believe in themselves and enables them taking risks in their learning and social interactions.</li> </ul> <p><b>What's the best way to bring this conversation "full circle"?</b></p> <ul style="list-style-type: none"> <li>Send a "see you tomorrow" with well wishes.</li> <li>Reconnect the time that you are not together, putting the focus on next point of connection. "Tomorrow is a new day, look forward to seeing you ____ (name) when we meet again."</li> <li>Give them a "high-five" or fist pump, with your best wishes, as a point of connection and encouragement!</li> </ul>

<https://www.cebmmember.ca/tier-2-targeted-practices>

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### Classroom "Quiet Corner"



<https://www.cebmmember.ca/cocoon-area>

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### Kinesthetic Pathway/Movement Stations



<https://www.cebmmember.ca/tier-2-targeted-practices>

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### Scheduled Movement Station



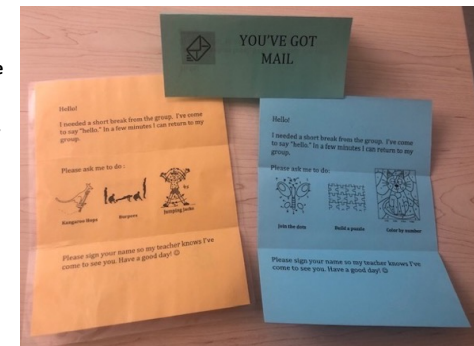
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### "You've Got Mail" Transition with a Destination

"You've Got Mail" letters provide something tangible for a student to hold as they head to a pre-determined destination for a short period of time.

Two types of letters are available:

- Active movement
- Quiet activity



<https://www.cebmmember.ca/tier-2-targeted-practices>

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**Small-group emotion interventions (with Support Staff)**

**Understanding Frustration Build-up**

Frustrations are a daily occurrence, here is a range of ideas, games and strategies that adults can use to help children express and manage themselves

**Playing with emotions**

- Role play, Emotions Charades
- Matching and games, Inside-Outside game
- Emotions Bingo
- Making puppets and creating stories
- Draw, draw up & acting
- Emotions Dictionary – draw faces and have others guess
- “Would you rather” game
- Create “Public Service Announcements” videos and play for other age groups

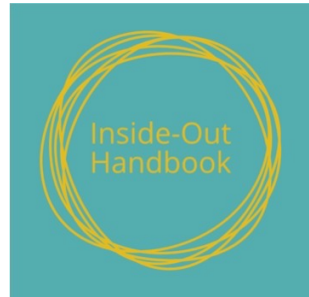
**Respecting personal space**

An ongoing challenge for some students, some activities which can help:

- Puppets drawn on personal space
- An activity: respecting personal space with different materials/colours
- Learning about different cultures
- Social dance, yoga, gymnastics, “The Floor” video
- Creating different movement/role, quiet time and play
- Handicrafts, skipping rope, cushions for individual seating
- Basketball, roller soccer and other games
- Board games that require non-children to lose each other (Lemon, chicken, connect four, etc.)
- Tag games without touching – use of hula hoop, Rabbit hole game, Whiffle game
- Building games within a designated space – eg. Lego, Straws’s Construction, K’Nex, Play-Doh Blocks
- Team sports – demonstration, support and reminders

**The Way I Feel** by Janan Cain  
A children’s resource to read with students and follow with discussion

**How Are You Feeling?** By S.Freyman & J. Effers  
Children will love this board perspective with emotions and separated!



You can find numerous ideas in the Inside-Out Handbook which is free when you have a copy of the book: <https://reclaimingourstudents.com/>

[https://www.cebmember.ca/\\_files/ugd/931e65\\_d1063c87cc2b49f1bde05350d3ec92d2.pdf](https://www.cebmember.ca/_files/ugd/931e65_d1063c87cc2b49f1bde05350d3ec92d2.pdf)

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**TIER 2 – TARGETED Practices during transitions**



Structured small-group games and activities accompanied by an adult.

<https://www.cebmember.ca/practices-during-transitions>

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**Supported Recess/Lunch**



- Identified students are part of this intervention practice
- An adult meets them at a predetermined location (or collects them along the way)
- An area of the playground is ‘reserved’ for the Supported Recess group
- Rules are explained, adult coaches, supervises the games and sportsmanship is encouraged

<https://www.cebmember.ca/practices-during-transitions>

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**Extended Recess**

- Identified students meet the support staff 10-15 minutes prior to recess
- They are given additional recess time as it is deemed that they benefit with more time to expend their pent-up energy and release frustrations
- Prior to going outside, the student is coached with specific cues to help them do their best when playing and interacting with others when they come outside to play.



<https://www.cebmember.ca/practices-during-transitions>

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**TIER 3  
INDIVIDUALIZED Practices**

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***Tier 3 individualized practices  
during class time or transitions***  
<https://www.cebmmember.ca/tier-3-individualized-practices>

**One-to-one** support measures (in addition to Tiers 1 and 2):

- Additional measures put into place to help foster the sense **safety** and **belonging** (visual schedule, systematic check-ins, access to NSC, sheltered recess/lunch, involvement in special project, allotted responsibility to help student feel accomplished and successful).
- Adapted **personalized schedule** for **amygdala reset** - emotion **co-regulation** (cocoon area in NSC, Emotions Room, sensory tools/materials in Individual Bin).
- Additional personalized emotional **release** activities on a one-to-one basis (movement corner in NSC, Emotions Room).
- Additional personalized emotional **expression** activities on a one-to-one basis (creative art activities with or without words).

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***Tier 3 individualized practices  
during class time or transitions***  
<https://www.cebmmember.ca/tier-3-individualized-practices>

**One-to-one** support measures (in addition to Tiers 1 and 2):

- Additional personalized opportunities to build a sense of **strength** on a one-to-one basis (through a project of interest).
- Additional personalized opportunities to plant the seed towards **emotional growth and resiliency** in one-to-one basis (emotions corner in NSC with tools and materials).
- Personalized plan to **compensate** for and to **scaffold** the student's immaturity and defendedness, which impacts executive functioning abilities (clear and explicit student action plan, accompaniment during transitions and unstructured times).

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***Tier 3 individualized practices  
during class time or transitions***

How **support staff** can get involved at Tier 3:

- Implementing the student daily check-ins.
- Being involved in creating the adapted schedule and supporting the student in an alternate location (e.g. NSC) during those blocs of time.
- Introducing and modeling (while in the NSC) the use of tools/materials, which have been assigned to the student.
- Creating materials (visuals, checklists, get-ready-do-done, first-then, etc.) to support students with their executive functioning challenges.
- Supporting and collaborating with the teacher during debriefs (involved in the repair/recovery process)

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### Action Plan with adult-centered goals

PLANNING WITH THE EXPLOSIVE and CHALLENGING STUDENT IN MIND	
Name of student:	Student: _____ Date: _____ page 2
Age: _____ Grade: _____ Teacher: _____ Date: _____	
ANALYSIS	
WHEN	
WHERE	
WITH WHOM	
PRECURSORS • what happened just before?	
WARNING SIGNS	
TRIGGERS • what set the student off	
SOURCES OF FRUSTRATION • what is not working today • what doesn't work every day • at home • at school or at home	
POTENTIAL SOURCES OF FRUSTRATION • Schedule shift • Major changes in schedule	
OTHER FACTORS Sensory issues and sensitivities Trauma – difficult home situation	
INTERVENTION	
SAFE ATTACHMENT - PERSONS FOR INTERVENTION	
PLAN "B" FOR A DIFFICULT TIME (What will be done differently to prevent an eruption?)	<p><b>PLAN "B" FOR A DIFFICULT TIME OF ACTIVITY:</b></p> <ul style="list-style-type: none"> <li>Alternate location</li> <li>Alternate activity</li> </ul> <p><b>ALLOWING FOR EMOTIONAL EXPRESSION</b></p> <ul style="list-style-type: none"> <li><b>FRUSTRATION</b> Alternate, less violent expression Flight and attack</li> <li><b>TEARS</b></li> </ul> <p><b>OTHER INTERVENTIONS</b></p>
	<p><b>NOTES</b></p> <p style="text-align: center;"><b>TO AVOID:</b></p> <ul style="list-style-type: none"> <li>IMPOSING STIFFER CONSEQUENCES (EXCEPT FOR "SOCIAL JUSTICE")</li> <li>USING ISOLATION AND IGNORING</li> <li>USING REINFORCEMENT SYSTEMS</li> <li>USING AGENDA TO REPORT ON THE STUDENT'S DAY</li> </ul> <p style="text-align: center;"><b>TO DO</b></p> <p><b>DURING AN ERUPTION:</b></p> <ul style="list-style-type: none"> <li>Clear the area</li> <li>Move the student – safe place</li> <li>Have one person "be there" for the student</li> </ul> <p><b>AFTER AN ERUPTION:</b></p> <ul style="list-style-type: none"> <li>Go to a quiet place</li> <li>Reflect frustration and/or anger</li> <li>Help to find sadness &amp; tears</li> <li>Provide reassurance</li> </ul> <p style="text-align: center;"><b>MODIFY PLAN "B" FOR FUTURE INTERVENTIONS -&gt; PLAN "C"</b></p> <ol style="list-style-type: none"> <li>IDENTIFY CHANGES REQUIRED (WHAT DID NOT WORK)</li> <li>DECIDE ON CHANGES TO BE IMPLEMENTED</li> <li>ENSURE THAT ALL STAFF WORKING WITH THIS STUDENT ARE AWARE OF "PLAN C"</li> </ol> <p><small>CEBM page on Frustration <a href="https://www.cebmember.ca/frustration-and-aggression">https://www.cebmember.ca/frustration-and-aggression</a>. (Password CEBmembers)</small></p>

<https://www.cebmember.ca/tier-3-individualized-practices>

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## SUPPORT AND COMPENSATE

**When?  
Where?  
With whom?**


- **Recess / Breaks**
  - ✓ With extra supervision
  - ✓ Organized activity
- **Hallways**
  - ✓ Away from other students
- **Bathrooms**
  - ✓ Under supervision
- **Lunch time**
  - ✓ In a quieter space
- **Substitute teacher**
  - ✓ Make introductions or
  - ✓ Have an alternate "person" the student can be with

Work with your school team to change the circumstances rather than just trying to control or change the student.

**Prevent problematic situations**

106

### Daily multiple student "Check-Ins"



Examples of items to look over at check-in point:

- Genuine touchpoint with the student (connect with them first, talk about their interests for a moment)
- Check their current emotional state - potential triggers (if any)
- Evaluate their capacity to be in class and their readiness to learn (do they have the necessary materials?)
- Remind them of their strengths to help them towards achieving their goals

<https://www.cebmember.ca/tier-3-individualized-practices>

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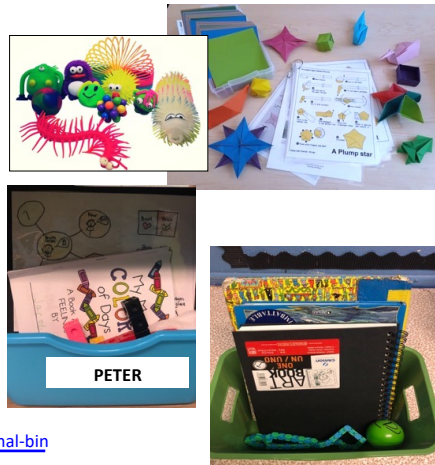
- ### Examples of sensation/emotion playgrounds
- Art – music – journaling (building a sense of safety and emotional expression)
  - Sensation treasure box (building sensory awareness through exploration)
  - Draw the music activity (discovering rhythm and intensity through exploration)
  - Gingerbread person activity - sensation body map (noticing and naming sensations)
  - Draw the shape of your feeling – Poem about your feeling (noticing and naming emotions)
  - Stories and role-playing (emotional expression one-step-removed, exploration of emotions)

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### Student Individual Bin

Contains

- activities to engage the student if they need a moment of respite
- less demanding educational work
- can be easily transported to another location or another room



<https://www.cebmmember.ca/personal-bin>

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### Personal Choice Board



The personal choice board provides clear boundaries and safe options to release energy and/or expression emotions.

<https://www.cebmmember.ca/personal-bin>

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### Nurturing Support Centre (NSC)



<https://www.cebm.ca/nurturing-support-centre>

111

### K-Cycle 1 Emotions Folder



<https://www.cebmmember.ca/emotions-intervention-materials>

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**Squawk Box**



 Eager	 Grumpy	 Exhausted
 Interested	 Silly	 Disappointed



<https://www.cebmmember.ca/emotions-intervention-materials>

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**EMOTIONS ROOM**

A PLACE TO LET IT OUT  
'calming down' will come naturally once the emotion has been released



**POOL NOODLES**



**BUBBLE WRAP**



**FOR THROWING**



**FOR KICKING**



**FOR HITTING**



**FOR RIPPING**



<https://www.cebm.ca/emotions-room>

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### Supporting emotional growth at Tier 3

Exploratory activities in the prevention mode:

- Noticing our bodies
- Trying out different rhythms
- Breathing exercises
- Sensory experiences
- Movement activities

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### TIER 3 – INDIVIDUALIZED Practices during transitions

**Nurturing Support Centre / Intervention Room**  
Intervention Practices to Consider - Prevention & Intervention

**MORNING ENTRY:**

For most of our students, getting to school is a daily challenge. These times are often highly challenging (Bridges, 2010) and for this reason they require a "reset" upon arrival to help them ground themselves and to allow them to be "in the zone". This time is used to ground the child with a warm welcome to the home, with their name being called. They have already had their breakfast in order to be able to refuel and head into the day that awaits them.

**Check-In:**

- Students who come to the Nurturing Support Centre or Intervention Room are supported staff go to them for Check-In as they require additional support from their classroom teacher to attend promptly.
- They are identified by administrators, teachers and support staff.
- They are given a brief overview of the day's activities and support staff.
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**Check-Out:**

- Check communication between home and school for issues of learning interventions that may have an impact on how they will attend. Check communication for the students who are identified in the morning.
- If you notice a need for "next" support, plan to meet at another point in the day. Some students may have a "next" support plan to meet at another point in the day. Some students may have a "next" support plan to meet at another point in the day. Some students may have a "next" support plan to meet at another point in the day.
- If you notice a need for "next" support, plan to meet at another point in the day. Some students may have a "next" support plan to meet at another point in the day. Some students may have a "next" support plan to meet at another point in the day.

**Revised Document:**

- Identified students come to the Nurturing Support Centre at the start of the school day because they are unable to engage with the morning entry to transition with their group into a classroom and classroom teacher is present for the morning entry.
- Students are identified by administrators, teachers and support staff.
- Possible support interventions include an "in and out" support plan or a "reset" to help the student to attend.
- "Check-In"
- How are they feeling? Are they "in the zone"?
- Are they doing anything to help them to be "in the zone"?
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- Are they doing anything to help them to be "in the zone"?

Revised Document by Nathan Deane, Behavior Consultant (2008) June 2013.

Personalized support measures for:

- Transitions
- Recess/Lunch
- Daycare
- School bus

<https://www.cebmmember.ca/tier-3-individualized-practices>

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## Sheltered Recess/Lunch

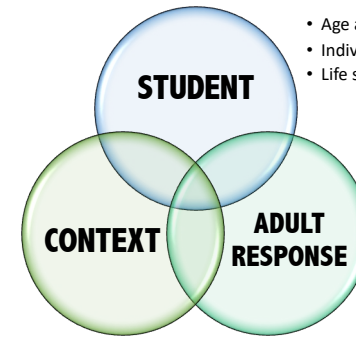


<https://www.cebmmember.ca/tier-3-individualized-practices>

- Identified students come to NSC/Intervention Room because they are unable to cope within large groups on a behavioral and emotional level
- Some students require this support a few days/week, while others require this full-time
- Coaching and intervention take place in order to help them learn skills that will help them return to the larger group

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## Considering all the elements involved



- Age and developmental maturity
- Individual differences
- Life stressors/trauma
- Adult stress response
- Insight on the student and the context
- Reflective vs. Reactive approach
- Environmental and social stressors
- Student's stress response in actual context
- Student level of engagement/receptivity to the adult in actual context

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## Nurturing Emotional Health and Growth

### *Let's review*

- Emotion seeks to be released and expressed (suppression may have serious repercussions on mental health and well-being).
- Emotion needs to be felt (if not, it cannot fulfil its job and it cannot be managed).
- Emotion requires 'mixing' to seek balance (emotion regulation isn't about cutting out the impulses, but rather about adding the tempering element).
- Although Social Emotional Learning (SEL) is based on emotions, it gives precedence to reason, and it does not truly honour the natural laws of emotion, nor the steps towards emotional maturity.
- Although nurturing emotional health and growth needs certain conditions, ultimately it's about letting 'Nature' do its job and becoming a midwife to the process.

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Centre of Excellence for Behaviour Management

[www.cebm.ca](http://www.cebm.ca)



Also visit the CEBM Resource Center

<https://www.cebmmember.ca/>

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