

Differentiating for Students Displaying Challenging Behaviours Secondary

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Outline of Session

1. Where does behaviour come from?
2. How does behaviour change?
3. Why should we differentiate for behaviour?
4. How can we differentiate for behaviour in the classroom?
5. What else can be done to help our challenging students?

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Using a Developmental and Trauma-Informed Lens

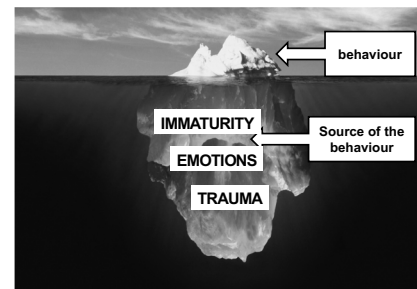
1. Attachment-based developmental paradigm of Dr. Gordon Neufeld
2. Research on the development of the human brain – Jay Giedd, Laurence Steinberg, Iain McGilchrist, etc.
3. Trauma research – Reggie Melrose, Bruce Perry, Bessel Van der Kolk, McCrory, Edmiston, Jackowski, et al.

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Gaining perspective

Behaviour isn't always what it seems, we need to dig deeper and look at what's happening beneath.



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NEUFELD DEVELOPMENTAL PARADIGM

Three keys for understanding youth



the Maturation Key



the Vulnerability Key



the Attachment Key

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MATURATION - PRINCIPLES

1. Natural process that unfolds according to a plan
2. Cannot be rushed
3. Can become stuck
4. Potential - continues throughout the life span
5. Based in neuroscientific research

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Jay Giedd – National Institute of Mental Health

- Since 1991 - watching healthy teen brains grow up using MRI (magnetic resonance imaging)
- Wondered - 16 or 18 as an age to stop?

CONCLUSION:

The human brain continues to change significantly until about age

Brain development - from back to front (primitive to sophisticated)

PRE-FRONTAL CORTEX – CEREbellum - CORPUS CALLOSUM

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PRE-FRONTAL-CORTEX

Conflicting:

- **THOUGHTS**
- **FEELINGS**

Executive Functions:

- **Suppressing Impulses (tempering)**
- response flexibility
- **delay of gratification**
- time management
- **ability to work**

PROVIDES A TEMPERING ELEMENT

ALLOWS US TO APPLY WHAT WE KNOW

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CEREbellum

- Motor Co-ordination
- Cognitive organization & co-ordination
- **accessing** many different parts of the brain **smoothly and quickly**
- “filing system”

CORPUS CALLOSUM

- Communication between LEFT Brain & RIGHT Brain
- Transfers MOTOR, SENSORY, and COGNITIVE information between the brain hemispheres.
- **INTEGRATION OF INFORMATION**

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LEFT HEMISPHERE

- detail-oriented
- decontextualizes
- finds facts
- wants THE RULE
- looks for THE ANSWER

RIGHT HEMISPHERE

- whole-oriented
- contextualizes
- makes vivid and concrete,
- takes in the **whole picture**

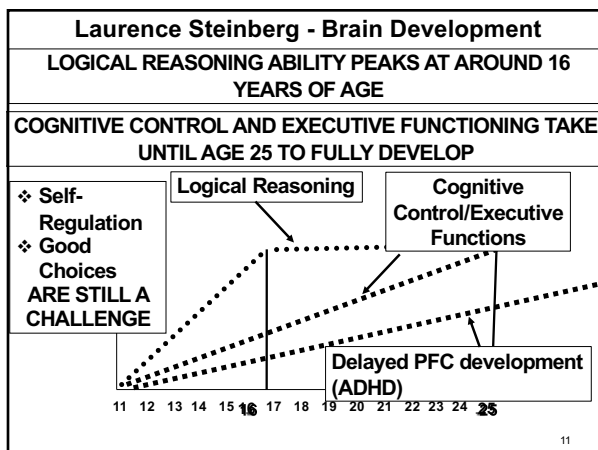
RIGHT HEMISPHERE IS IN RAPID DEVELOPMENT DURING THE PRESCHOOL YEARS

RIGHT HEMISPHERE REQUIRES EXPERIENCES NOT INFORMATION TO DEVELOP

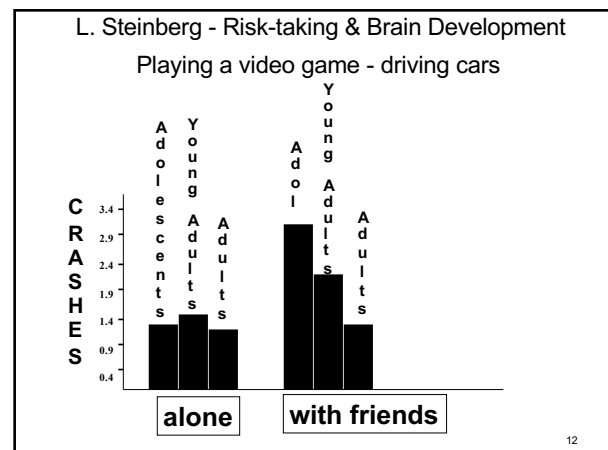
HENCE THE IMPORTANCE OF PLAY

The Master and his Emissary: The Divided Brain, Iain McGilchrist

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L. Steinberg - Risk-taking and Brain Development

- The **emotional centre** of the teen brain is more easily aroused
- Peers** increase emotional arousal
- Emotional arousal **decreases** the ability of the teen to consider long-term effects, consequences etc.
- That is why so much adolescent risk-taking - drinking, reckless driving, delinquency - takes place when teens are in groups.

Risk of death for teenagers driving alone increased by 44 percent per mile when traveling with one peer, & quadrupled with three peers in the car. Tefft 2012

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The IMMATURE (even teens) struggle with:

- Seeing the "WHOLE" picture (immature Corpus Callosum – Developing Right Hemisphere)
- Finding information efficiently and quickly (developing Cerebellum)
- Applying what they know in all circumstances, especially when emotions are high (immature Pre-frontal Cortex)


Behaviour changes as the brain matures

We can nurture the soil but cannot really speed up the development.

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NEUFELD DEVELOPMENTAL PARADIGM

Three keys for understanding youth



the Maturation Key

the Vulnerability Key

the Attachment Key

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Vulnerability Principles

- Growth requires softness – which means being vulnerable.
- When the brain senses it is too vulnerable, it protects itself (B. Van Der Kolk)
- When the brain is **protecting** itself, it cannot be growing.

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Effects of Adverse Childhood Experiences

Erin E. Edmiston et al., Yale Univ. 2011

Self-reported scores on the Childhood Trauma Questionnaire (CTQ) show that experiences of **physical abuse, physical &/or emotional neglect** can decrease the volume of the **PREFRONTAL CORTEX**

MALES = IMPULSE CONTROL
FEMALES = EMOTIONAL REGULATION

A.P. Jackowski et al., 2008

Children with PTSD had reduced volume in the Corpus Callosum.

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Adverse Childhood Experiences Study

With an **ACE score of 4 or more** the student is at risk for having significant behavioural and mental health issues

<input type="checkbox"/> emotional abuse <ul style="list-style-type: none"> parent and/or sibling 	<input type="checkbox"/> loss of parent <ul style="list-style-type: none"> separation/divorce absence multiple step-parents illness death adoption
<input type="checkbox"/> physical abuse <ul style="list-style-type: none"> parent and/or sibling 	<input type="checkbox"/> witness domestic violence
<input type="checkbox"/> sexual abuse	<input type="checkbox"/> familial substance abuse
<input type="checkbox"/> lack of family support	<input type="checkbox"/> familial mental illness
<input type="checkbox"/> physical neglect	<input type="checkbox"/> family member in prison

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Other possible Adverse Experiences

- ☐ Frequent hospitalization (parent or child)
- ☐ Death of a sibling
- ☐ Sibling with special needs
- ☐ Adoption
- ☐ Foster care
- ☐ Multiple changes in parental or guardian care
- ☐ Caregivers/parents who are at odds with each other

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Effects of Adverse Childhood Experiences**Eamon McCrory et al. U College, London, 2011**

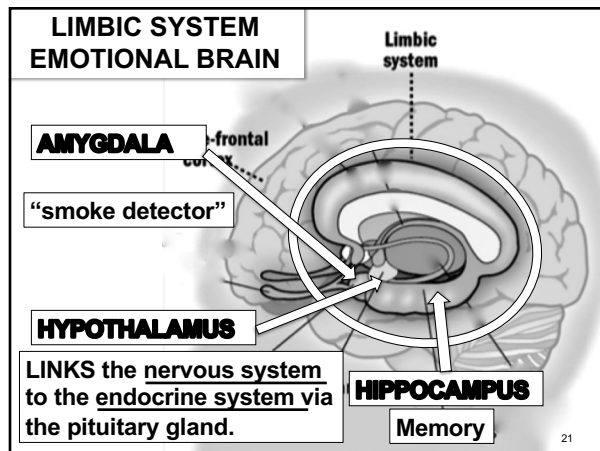
Children exposed to family violence show the same pattern of activity in their brains as **SOLDIERS EXPOSED TO COMBAT**.

Exposure to family violence was associated with **increased brain activity** in the **AMYGDALA**

when they were shown **pictures of angry faces**.

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**SYMPATHETIC NERVOUS SYSTEM
the system of ACTIVATION**

- **Cortisol** – increase blood sugar – suppress immune system
- **Adrenaline** – increases heart and respiratory rate
- **Norepinephrine** – responsible for vigilant concentration
- **Growth Hormone** – increases glucose
- Sharp Increase in Breathing & Heart Rate
- Blood diverts to Muscles
- Constricts blood vessels
- Suspends "rest & digest"

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Effects of Adverse Childhood Experiences**The amygdala is "kindled".**

The amygdala continues to fire as though **DANGER** is always imminent

RAPID ESCALATION:

feeling terrorized
feeling threatened
mildly anxious



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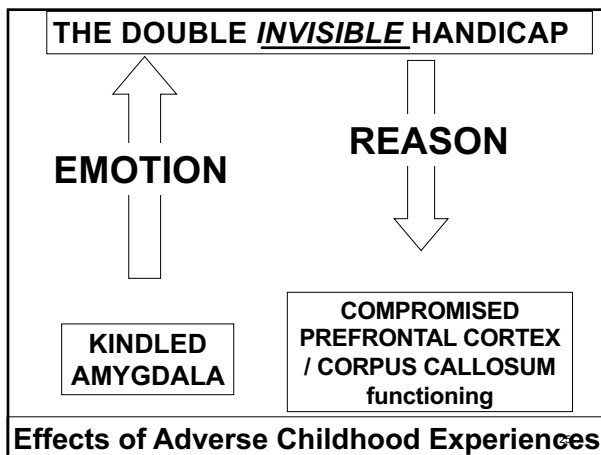
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Effects of Adverse Childhood Experiences

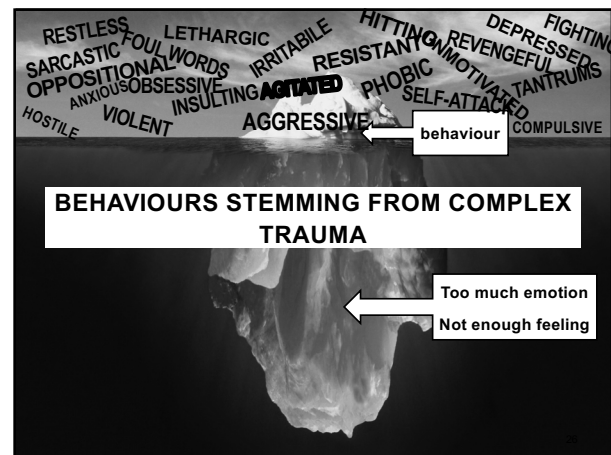
- **HYPER-VIGILANCE** – Scanning the environment = difficulty paying attention
- **FOCUS** is on the **NON-VERBAL**
 - Tone of voice
 - Body language
 - Facial expression
 - Inability to understand words
 - Becomes a being of "sensation"

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Behaviours that result from Complex Trauma
<ul style="list-style-type: none"> • Attention problems – the student is paying attention to what could be a possible threat instead of paying attention to the adults. • Agitation and hyperactivity because of an overactive alarm system. • Refusal to listen to adults – feeling too vulnerable <u>or</u> attached to peers and taking cues from them. • Seeking attention, being first, being “too good” - trying hard to be worthy of being loved.

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Behaviours that result from Complex Trauma
<ul style="list-style-type: none"> • Bossy, a bully, refusing to listen – needs to be in charge of him/herself for protection • Lashing out, screaming, hitting, kicking, – full of foul frustration and attacking energy <u>and</u> unable to cry. • Pushing adults away, ignoring, shutting down - feeling overwhelmed by too much vulnerability.

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WHAT DOESN'T WORK
<p>REASONING, TALKING especially about CONSEQUENCES</p> <ul style="list-style-type: none"> • Talking keeps them in high arousal – flight or fight mode – intensifies the agony. • When the student is in “survival” mode they <u>cannot hear our words, just our tone.</u> • They <u>can't process language</u> (the words we are using) just keep hearing the TONE • They can't remember the future (what will happen if they don't stop) – only feel the intensity of the present moment. <p>Waiting to hear: “And I've had it with you.”</p>

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NEW LEARNING INCREASES THE FEELINGS OF VULNERABILITY
<p>Stuck students have trouble learning because they...</p> <ul style="list-style-type: none"> • avoid taking risks in their learning: "It's boring." • have little desire to look at their mistakes. • are reluctant to ask for help. • are hypersensitive to humiliation. • have difficulty talking about their problems and concerns. • detach when faced with vulnerable situations: "I don't care ...".

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Vulnerability and Resilience

- Defending against a sense of vulnerability (protecting) prevents growth.
- Growing requires softening and results in adaptation and resilience.
- The **process needed for softening** is feeling the **sadness** about what does not work.
- Tears are essential to **ADAPTATION**.
- Tears only can happen when a youth feels safe.**



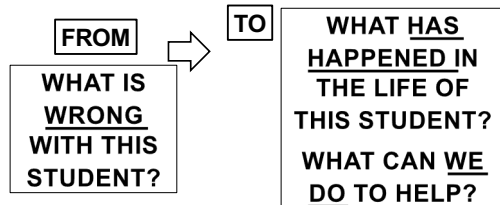
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WHAT DOES WORK?

A CHANGE IN HOW THE ADULTS SEE THE STUDENT'S BEHAVIOUR

It is not easy to adopt an approach that is **RESPONSIVE** to trauma – it requires a shift. It requires a change in how we intervene:



Behaviour changes when vulnerability is protected

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What works

Lincoln HS in Walla Walla, Washington:

Based on **Adverse Childhood Experiences (ACE)** Study decided the following:

Rule No. 1: Take nothing a raging kid says personally. Really. Act like a duck: let the words roll off your back like drops of water.

Rule No. 2: Don't mirror the kid's behavior. Take a deep breath. Wait for the storm to pass, and then ask something along the lines of:

"Are you okay? Did something happen to you that's bothering you? Do you want to talk about it?"

"PAPER TIGERS"

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NEUFELD DEVELOPMENTAL PARADIGM

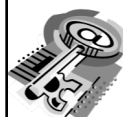
Three keys for understanding youth



the Maturation Key



the Vulnerability Key



the Attachment Key

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ATTACHMENT PRINCIPLES

- Attachment is the primary need of a developing being.
- Growth takes place in the context of a safe Attachment.
- A "safe" Attachment figure both **cares about** and **cares for** - **takes charge of** - the dependent being.
- Being dependent requires the ability to tolerate vulnerability.

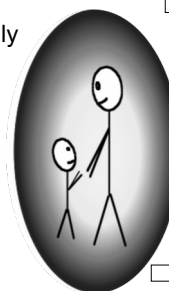
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ATTACHMENT FACILITATES DEPENDENCE

What attachment does ...

- Arranges hierarchically
- Creates a sense of home
- Creates a compass point



enables adults to...

Take charge of them, take care of them and act with natural authority

Provide comfort, rest and a place of retreat

Command their attention, guide & direct them and transmit our culture

Behaviour changes when students are attached to adults

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Differentiating for Behaviour

1. Recognizing the student's limitations and meeting the student's needs based on:
 - Level of MATURITY (due to age or being "stuck")
 - Having the "Double Invisible Handicap" – kindled amygdala and under developed Prefrontal Cortex – easily overwhelmed
2. Accepting that
 - not all students will be given the same "consequences" – at least "privately"
 - Some students need more support from us to be able to handle the demands of school

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Differentiating for Behaviour

Why should we differentiate for behaviour?

Because by providing what the student needs it:

- increases chances of success
- decreases sense of shame and worthlessness
- increases likelihood the student will stay attached to adults so they can be guided by us.

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DEVELOPMENTAL INTERVENTIONS

1. Maximize **ATTACHMENT** (with adults)
2. Compensate for **IMMATURITY** and the effects of **TRAUMA**
3. Build a **VILLAGE OF ATTACHMENT** (focus on adults)
4. Allow for **EMOTIONAL EXPRESSION** and **TEARS**

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PREVENTION and INTERVENTION

Key factors in supporting challenging student

Targeted Intervention Based on RTI Model of Response to Intervention

CEBM SUGGESTED PYRAMID OF INTERVENTIONS – Secondary Level

TIER 1 – UNIVERSAL interventions that benefit the whole group to function within the classroom:

- Teacher greeting and engaging their students individually and as a group (creating a positive classroom climate)
- Well established structures and routines (e.g. morning arrival, independent work time & asking for help, transitions and moving in the classroom, school supplies, seating arrangements, etc.)
- Visuals to cue desired behaviors (e.g. poster of classroom rules, visual calendar, poster of hand signals to make requests, homework/assignment turn-in trays with labels, etc.)
- Differentiated pedagogy and incorporation of shorter work periods, especially for longer and more complex assignments
- Alternate seating options – different items to sit on or sit in
- Scheduled Brain Breaks built-in to the student's daily schedule (e.g. take a 2-minute silent pause, play a song, joke telling, riddles & brain games, desk drumming, fitness drills, breathing & stretching, chair aerobics, "Minute to Win It" games, etc.)
- Designated Area for students when a break is needed from the group and/or their work (e.g. desk in the corner of the class with privacy folder and noise cancelling headphones)
- Emotional release activities with the whole group (e.g. drumming, stepping, TikTok dance choreography, rapping, slam poetry, improv theatre, etc.)
- Community projects (e.g. photography montage, street-art mural, quilting, community puzzles, etc.)

TIER 2 – TARGETED interventions for challenging students who struggle in the classroom and to stay within the classroom (few students benefit from all the interventions listed in Tier 1, but require additional intervention strategies to help them stay in school):

- Only Check-in with a significant adult
- Small group resource intervention and RP support (if needed)
- Use of the Designated Area within the classroom at scheduled times
- Assigned Alternate Seating options and Alternate Workstation options
- Scheduled Breaks in another location:
 - Pre-determined location
 - Pre-determined times (ideal schedule for student to have a visual anchor of when this will take place)
 - Pre-determined options of what can be brought and/or done in this location
- Individualized Intervention that contains projects, which can be used within the classroom for an "in-class break" or brought to an alternate location
- End of Day Check-in with the same significant adult who did the Check-in (if possible)
- Ongoing communication amongst all adults working with these students in tier

TIER 3 – INDIVIDUALIZED interventions for highly challenging students who are unable to stay within the classroom, struggle daily with their big emotions and the requirements of school (few students benefit from all the interventions listed in Tier 1 and Tier 2, but require even more personalized intervention strategies to help them stay in school):

- Only Check-in with a significant adult at multiple scheduled times each day
- Students who require one-to-one RP support, including:
 - Individualized Intervention that contains projects as well as materials to work towards student's RP goals, which can be used within the classroom for an "in-class break" or brought to an alternate location
 - Scheduled one-to-one intervention with a significant adult to assist them in naming and processing their big emotions (e.g. use of journaling with creative writing prompts, Squiggle Box – emotion accompaniment)
 - End of Day Check-in with the same significant adult who did the Check-in (if possible)
 - Ongoing communication amongst all adults working with these students in tier, including school board
- the Resource Room
- the Transition Room or Nursing Support Centre
- the student is provided with a visual schedule in order to know when, where and for how long they will be in another location before returning to class

www.cebm.ca/intervention-continuum

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TIER 1

Interventions that benefit the whole group

Teacher greeting and engaging their students individually and as a group (creating a positive classroom climate)

Well established structures and routines (e.g. morning arrival, independent work time & asking for help, transitions and moving in the classroom, school supplies, seating arrangements, etc.)

Visuals to cue desired behaviors (e.g. poster of classroom rules, visual calendar, poster of hand signals to make requests, homework/assignment turn-in trays with labels, etc.)

Differentiated pedagogy and incorporation of shorter work periods, especially for longer and more complex assignments

Alternate seating options – different items to sit on or sit in

Alternate workstation options – different locations within the classroom for students to work

Scheduled Brain Breaks built-in to the student's daily schedule (e.g. take a 2-minute silent pause, play a song, joke telling, riddles & brain games, desk drumming, fitness drills, breathing & stretching, chair aerobics, "Minute to Win It" games, etc.)

Designated Area for students when a break is needed from the group and/or their work (e.g. desk in the corner of the class with privacy folder and noise cancelling headphones)

Emotional release activities with the whole group (e.g. drumming, stepping, TikTok dance choreography, rapping, slam poetry, improv theatre, etc.)

Community projects (e.g. photography montage, street-art mural, quilting, community puzzles, etc.)

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Greeting students at the Door

Research show significant improvements in academic engaged time and reductions in disruptive behavior.



ALLOWS THE TEACHER TO GET A SENSE OF WHERE THE STUDENT IS AT WHEN HE/SHE ENTERS THE CLASSROOM

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ENGAGING the Attachment Instincts

1. Get in their face (or space) in a friendly way – collect the eyes, a smile and a nod.
2. Provide something to hold on to – SIMILARITY, delight, INTEREST, warmth (not praise as praise is conditional upon performance).
3. Invite the student depend on you
4. Act as the student's compass point



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ENGAGE THE ATTACHMENT INSTINCTS**COLLECT BEFORE YOU DIRECT****Get the eyes - a smile - a nod**

How can I get the student to look at me and smile?

- Speak softly
- Say name with warmth and kindness

DOES THIS STUDENT GIVE ME PERMISSION TO EXIST IN HIS/HER PRESENCE?



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KNOW YOUR LIMITS AND WORK WITHIN THEM

If you are starting to "reach your limit" with a student:

Use Time Away instead of Time Out

1. Send the student **TO SOMEONE** with a "task"
 - ❑ a book or an envelope
 - Another adult – Behaviour technician, Guidance Counsellor, secretary
 - Nurturing Support Centre
 - Another place in the school with adult supervision
2. Always go to the student and let them know that the relationship is still intact and that you will take care of them the next day.

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Keep student-adult relationships strong

Despite the chronic and difficult behaviours displayed by these students

- Don't let the behaviour cause a break in the relationship with the adults
- Don't take the behaviour personally
- Find ways to reassure the student that adults will continue to care for him/her even when it has been a difficult day or a difficult week
- Find ways to bridge to the next point of connection

"Deep relational safety is certainly the means through which children who have suffered abuse and violence come to settle and find the comfort and love they need to recover from its traumatic effects." Australian Childhood Foundation

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BRIDGE ALL THAT CAN DIVIDE**❖ PROBLEM BEHAVIOUR**

- "I am looking forward to seeing you tomorrow."
- "We'll find a way to make things better."



Focus on the next point of contact

The message we want to give our youth is that NO MATTER WHAT they DO or how they BEHAVE

ADULTS WILL CONTINUE TO CARE FOR THEM.

BRIDGING gives the youth HOPE.

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TIER 2

For Challenging students who struggle in the classroom and to stay within the classroom:
(These students benefit from all the interventions listed in Tier 1, but require additional intervention strategies to help them stay in school)

Daily Check-Ins with a significant adult
 Small-group resource intervention and IEP support (if needed)
 Use of the **Designated Area** within the classroom at **scheduled times**
Assigned Alternate Seating options and **Alternate Workstation** options

Scheduled Breaks in another location:

- o Pre-determined location
- o Pre-determined times (visual schedule for student to have a visual anchor of when this will take place)
- o Pre-determined options of what can be brought and/or done in this location

Individual/Personal bin that contains projects, which can be used within the classroom for an 'in-class Break' or brought to an alternate location.

End of Day Recap with the same significant adult who did the Check-Ins (if possible)
 Ongoing communication amongst all adults working with these students is key

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<p>COMPENSATE FOR IMMATURITY</p> <p>PROVIDE EXTRA ORGANIZATION</p> <ul style="list-style-type: none"> • Organize tasks and materials • Time management – chunk tasks • Daily schedule – provide prompts – next class • Homework – keep to the essential • Assignment sheets – to help parents, homework aides and tutors • Provide time and help for organizing assignments and studying for tests
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<p>COMPENSATE FOR IMMATURITY</p> <p>CHANGE THE CIRCUMSTANCES that control the youth</p> <ul style="list-style-type: none"> • Recess/Breaks <ul style="list-style-type: none"> ◦ Under supervision • Hallways <ul style="list-style-type: none"> ◦ Away from other students • Bathrooms <ul style="list-style-type: none"> ◦ Under supervision • Lunch <ul style="list-style-type: none"> ◦ In a quieter space • Substitute teacher <ul style="list-style-type: none"> ◦ Make introductions ◦ Send to someone the student knows 	<p>ANTICIPATE & PREVENT</p>
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<p>Managing Circumstances</p> <p>If the student continually gets into difficulty in a situation or with an object, you can take charge of that, <u>BECAUSE IT IS IN THE STUDENT'S BEST INTEREST</u> NOT because you want the student to change his or her behaviour.</p>
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<p>TIER 3</p> <p>For Highly challenging students who are unable to stay within the classroom, struggle daily with their big emotions and the requirements of school: <i>(These students benefit from all the interventions listed in Tier 1 and Tier 2, but require even more personalized intervention strategies to help them stay in school)</i></p> <p>School Team</p> <p>Daily <u>Check-ins</u> with a significant adult at multiple scheduled times each day</p> <p>Students who require one-to-one IEP support, including materials to work towards student's IEP goals, as well as an adapted or modified curriculum (if needed)</p> <p>Students who require an adapted schedule with blocks of time scheduled outside of the classroom:</p> <ul style="list-style-type: none"> ◦ the Resource Room ◦ the Technician Room or Nurturing Support Centre ◦ the student is provided with a visual schedule in order to know when, where and for how long they will be in another location before returning to class <p><u>Individual/Personal bin</u> that contains projects as well as materials to work towards student's IEP goals, which can be used within the classroom for an 'in-class Break' or brought to an alternate location.</p> <p>Scheduled one-to-one intervention with a significant adult to assist them in naming and processing their big emotions (ex. use of journaling with creative writing prompts, Squawk Box – emotion accompaniment).</p> <p>End of Day Recap with the same significant adult who did the Check-ins (if possible)</p> <p>Ongoing communication amongst all adults working with these students is key, including school board professionals/consultants and external resources (if present)</p>

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<p>BUILD A VILLAGE OF ATTACHMENT</p> <ol style="list-style-type: none"> 1. Surround the youth with as many caring adults as possible 2. Help youth form attachments to adults and adults to form relationships to the youth. 3. Create a positive relationship with the parents <ul style="list-style-type: none"> • Positive phone calls/notes home • Welcome parents warmly even when there is "trouble".
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<p>Build a team of interveners</p> <p>Create or use your existing a school team to</p> <ul style="list-style-type: none"> – Plan regular meetings to discuss challenging students and how best to help support them so they can handle being in school – Put together a team of adults to <u>share the responsibility</u> of caring for challenging students – Use adult resources in the school creatively <p><i>"Children come to feel themselves as being safe through their experience in relationship with a caring and protective adult." Australian Childhood Foundation</i></p>
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ALLOW FOR EMOTIONAL EXPRESSION

1. Encourage ARTS, MUSIC, DRAMA, WRITING, SINGING, RAP – These are all EMOTIONAL PLAYGROUNDS
2. Create a SAFE SPACE to
 - a. Provide students with time for venting
 - b. Allow students to cry (be sad)

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Differentiating for Behaviour in Real Life

Make 1 small change

See the student as

- Immature
- Hurting or in distress
- Struggling with a messy emotional world
- Having a brain with the double invisible handicap

Just seeing differently will change your face and can give the student the message “I see YOU”

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Differentiating for Behaviour in Real Life

Try one thing different:

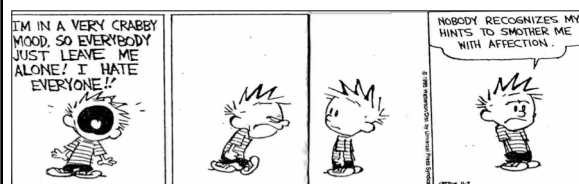
- Give the student: a pencil – calculator – piece of paper - generously
- Make a quiet comment recognizing emotion – “This is hard for you.” “You’re having trying day.”
- Let another adult know the student may need extra help.
- For a student who is hard to get to know try “2 x 10” - say a quick “hello” every day for 10 days when you meet the student in the hallway.

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STUDENTS WITH CHALLENGING BEHAVIOURS ARE JUST TRYING TO TELL US THAT THEY NEED US TO HELP THEM.

Calvin and Hobbes



Bill Watterson 1995

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Eva de Gosztanyi, Martine Demers, Catherine Korah
Centre of Excellence for Behaviour Management

www.cebmm.ca

Members site password: CEBMmembers



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THE CENTRE OF EXCELLENCE FOR BEHAVIOUR MANAGEMENT (CEBM)

Welcome to our site! As a support to the 10 English School Boards of Quebec, the CEBM aims to enable boards and their staff to find developmentally friendly and trauma informed interventions that are effective in helping students who are struggling with behavioural challenges in the school setting.

WELCOME BACK!

Upcoming Events 2021-2022

2021-2022 will be another "interesting" year. Things are still in flux, but we are all better prepared for the challenges that a pandemic year.

A website that helps schools to use a developmental-trauma-responsive-attachment friendly approach

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