


**Neufeld
Developmental Paradigm**

Catherine Korah
Behaviour Consultant, Coordinator of CEBM
Based on the work of Dr. Gordon Neufeld



www.cebm.ca

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How behaviour is understood

- Currently in North America, behaviour is still viewed through a behavioural lens, where we believe it can be controlled and molded through rewards and consequences. Our assumptions are based on the hypothesis that if we reward a behavior, this will increase the chance of seeing it reappear and eventually become ingrained. And, if we give that behaviour a negative reinforcement (consequence), this will increase the probability of seeing it reduce until its extinction.
- In a society where we fear raw emotion and its foul expression, we have relied on the basic premise that by teaching skills and providing social emotional learning, one can "shape" behaviour.
- Our beliefs are also based on the thought that behaviour is instrumental and that we consciously act in a certain way with the intent to get a specific outcome. Therefore, our interventions take into consideration this notion that we can "choose" to behave correctly if we want to.

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What if we were wrong?

Is it possible that:

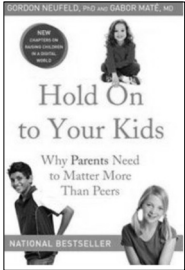
- beyond the behavior, emotions must be considered in the equation, and they have an incident on behavioral and mental health problems?
- behaviors are just the tip of the iceberg, and that we must look at what's beneath to get a better understanding?
- punitive and restrictive approaches don't answer to behavioural problems at the base of the iceberg and that, in fact, it may be exacerbating it?
- by removing a privilege, an object, or a much-needed connection, under the premise that "he needs to learn a lesson", it actually causes more harm than believed?
- the solution is an integral part of the problem?

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Based on the work of
Gordon Neufeld, PhD.



**Hold on to your Kids: Why
Parents Need to Matter
More than Peers**



**Canadian
developmental
psychologist,
Vancouver, B.C.**

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1. **Attachment-based developmental paradigm** – Gordon Neufeld, Deborah MacNamara, Hannah Beach & Tamara Strijack, Mona Delahooke, etc.
2. **Research on the human brain (neuroscience) and its impact on emotion** – Jay Giedd, Laurence Steinberg, Steven Porges, Daniel Siegel, etc.
3. **Trauma research** – Bruce Perry, Bessel Van der Kolk, McCrory, Gabor Maté, Reggie Melrose, Edmiston & Jackowski, etc.
4. **Research on play and its benefits for brain development and learning** – Jaak Panksepp, David Elkind, Peter Gray, Iain McGilchrist, Pellis & Pellis, Lillard & Else-Quest, etc.

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- ### Distinctives of the Developmental Approach
- ❖ is about making sense of children
 - is about what to see, not what to do
 - ❖ is about how children come to realize their human potential
 - about the big picture and not getting lost in the details
 - ❖ is about seeing children three dimensionally
 - ❖ is about finding a common language that promotes understanding
 - ❖ is about providing maps instead of methods or directions
 - ❖ is about using interventions that are not prescriptive

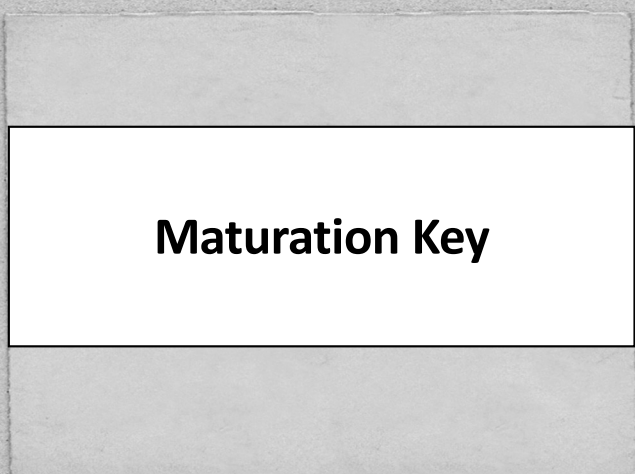
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DEVELOPMENTAL APPROACH



- the Maturation Key
- the Emotions Key
- the Vulnerability Key
- the Attachment Key

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Maturation Key

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Maturation - Principles

1. Natural Process that unfolds according to a plan – it is in our nature to mature.
2. Maturation cannot be rushed

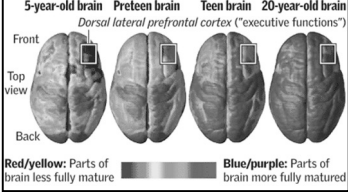



Takes 90 days, "If you want a GOOD one!"

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Maturation - Principles

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:



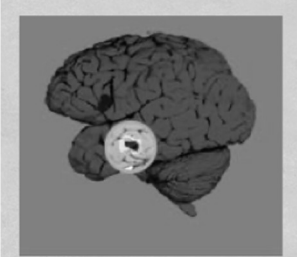
Red/yellow: Parts of brain less fully mature **Blue/purple:** Parts of brain more fully matured

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

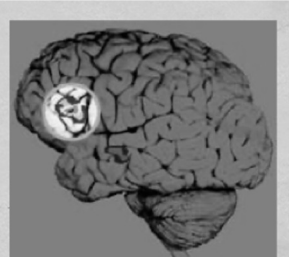
- Maturation is NOT inevitable
- Only in ideal conditions can a child be disposed to maturation (trauma can stunt brain development)
- In those conditions the prefrontal cortex debuts its growth between 5-7 years old and continues well into the 20's and 30's
- If a child is **hypersensitive** the 5-7 gap of development will rather be at 7-9 years old

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Prefrontal cortex development

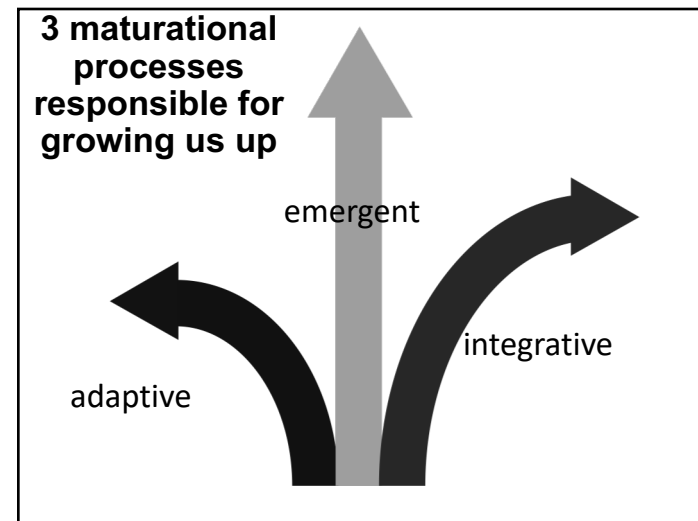


Youth rely more on the **Amygdala**
(limbic system)

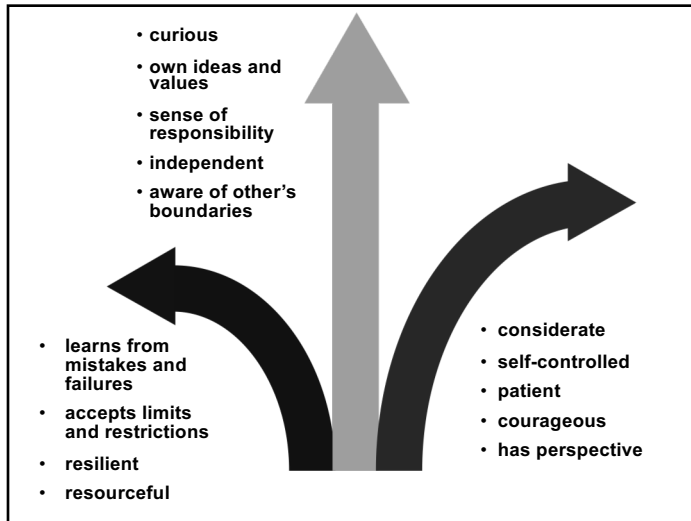


Adults rely more on the **Prefrontal Cortex**

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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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WHAT DOESN' T WORK


To EXPECT immature students to:

- display civilized behaviour, such as asking them to control their impulses
- make the right decision when faced with a challenge
- possess social sensitivity towards others and to be considerate of others
- be able to sort-out and problem-solve on their own during a difficult situation
- learn from correction and consequences in the moment

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COMPENSATE for what is missing in them

– be their PREFRONTAL CORTEX –



- to accept responsibility for keeping them out of trouble instead of asking them to control their impulses (creating structures and routines that prevent problem).
- keep them out of situations that are beyond their developmental level.
- script appropriate behaviour and reach out for their good intentions instead of expecting social maturity.

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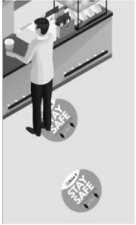
DISCIPLINE - IMPOSING ORDER

Let the environment do the guiding

KEEPING CHILDREN OUT OF EACH OTHER'S WAY

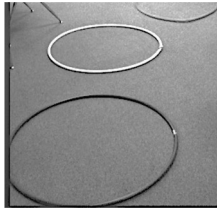
LINING UP:

1. Masking tape
2. Floor decals



CIRCLE TIME:

1. Masking tape
2. Chairs
3. Hula hoops
4. Carpet swatches



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DISCIPLINE - IMPOSING ORDER

Let the environment do the guiding

USE PHOTOS TO GUIDE BEHAVIOUR

POSTER TO ILLUSTRATE WHAT IS EXPECTED



WHERE ITEMS SHOULD GO



CARPETS **PRACTICE PRACTICE PRACTICE**

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COMPENSATE FOR IMMATURITY

PROVIDE EXTRA ORGANIZATION

- Provide routine and structure – with visual schedule/prompts
- Organize tasks and materials – minimal materials in desk
- Make it easy to access necessary materials – pencils, work folder, paper, scissors etc. – have extra at hand
- Help with time management – break tasks into manageable steps
- When doing groupwork, strategically choose groups
- Provide extra time and help for organizing assignments and studying for tests
- Homework – keep to the essential – identify what must absolutely be done

Help the student get through their day as successfully as possible.

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COMPENSATE FOR IMMATURITY

Short work periods to complete essential tasks may be all this student can handle.

When the student becomes agitated – provide an alternate activity – Personal Bin or permission to use the Kinesthetic hallway – if other children ask why he gets to “not work” – say, “He completed his work.” This may help the student so that he/she does not disturb the group.

Better to be busy than in trouble

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*Classroom
"Brain Breaks"*


<https://www.cebmmember.ca/brain-break-activities>

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CHANGE THE CIRCUMSTANCES that control the child

ANTICIPATE & PREVENT

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



BE a TRAFFIC DIRECTOR
(who directs away from trouble) rather than the **POLICE** (who gives a consequence for troubling behaviour)

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Emotions Key

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Emotions - Principles

Emotion has WORK to do.

- The ultimate job of emotion is to GROW THE CHILD UP.
- The immediate task of emotion is SURVIVAL.
- EMOTIONS need to be EXPRESSED to preserve healthy functioning and well-being.

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EMOTIONS

The action potential of EMOTION has energy that seeks **EXPRESSION**

Once it is activated, it needs to "find a way out".

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Where do Emotions come from?

LIMBIC SYSTEM - EMOTIONAL BRAIN

AMYGDALA
Registers a threat
"smoke detector"

HYPOTHALAMUS
Activates the response – Sympathetic Nervous System

HIPPOCAMPUS
Memory

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

EMOTIONS are not always **FELT** but they still exist.

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FIVE STEPS

to emotional health and maturity

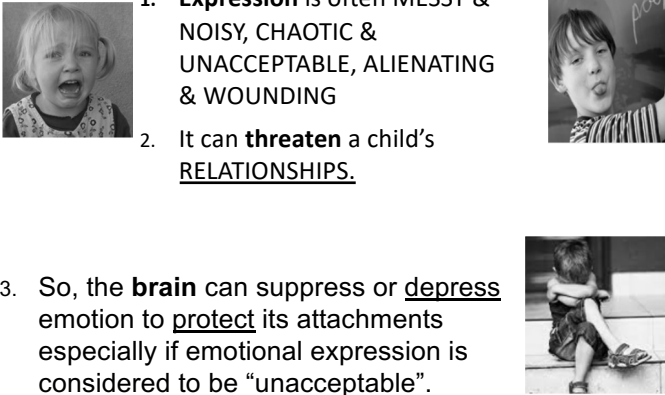
reflecting
mixing
feeling
naming
expressing

Gordon Neufeld (2017) Science of Emotion


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Emotions need to be expressed BUT...

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



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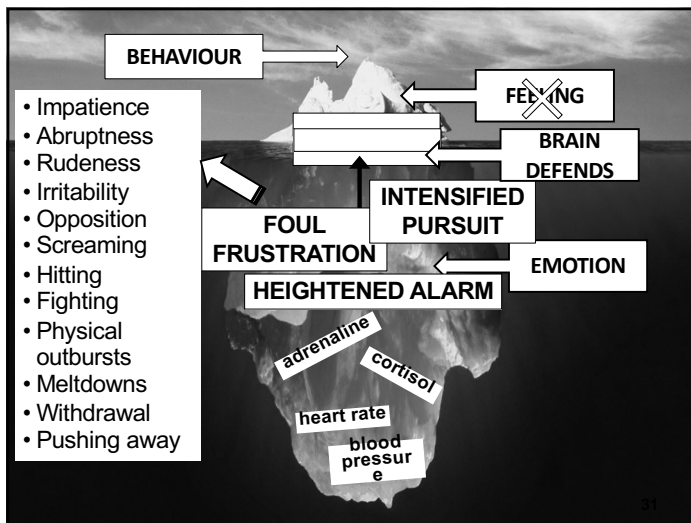


What happens when emotions are SUPPRESSED?

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


EMOTIONS NEED TO BE RELEASED AND EXPRESSED

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WHAT DOESN'T WORK



- Projecting **intentionality** in the behaviour obscures the true nature and purpose of emotions. We are moved by our emotions rather than being under our control.
- Focusing on **appropriateness** of behaviour can endanger its unfolding (shame and guilt can cause defenses and numb out necessary feelings towards emotional health and growth).
- Thinking **rewards/consequences** is the answer can undermine intrinsic motivation for good intentions and true, deep, long-lasting change.

Gordon Neufeld (2017) Science of Emotion

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WHAT DOESN'T WORK

PARAMETERS OF ATTACHMENT

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WHAT DOESN'T WORK

- Focusing on **irrationality** of the behaviour conceals the true purpose of emotions. Although the behaviour may seem irrational, the brain has its reasons to function in such a way (survival, stress response).
- Focusing on **cognition** as a priority negates the underlying needs that are communicated by the emotion.
- Focusing on **thinking** blinds to the feelings involved. Also, mixed emotions are the answer to tempering the behaviour.

Gordon Neufeld (2017) Science of Emotion

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WHAT DOESN'T WORK

THE PROBLEM WITH "RIGHT" THINKING

- *focusing just on being positive*
- *pursuing happiness*
- *resisting the 'let-down'*
- *pursuing calmness & tranquility*

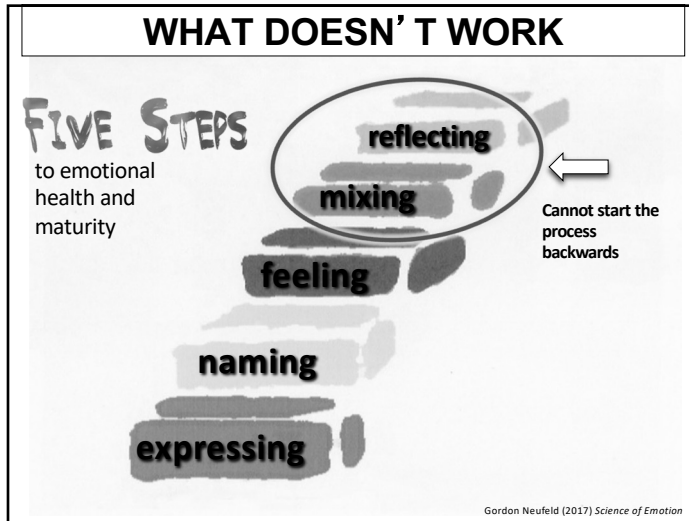
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WHAT DOESN'T WORK

- Assuming that **self-control** can be taught intellectually negates the importance of emotional experience (especially the vulnerable feelings) to help maturation along.
- Focusing on **self-regulation prematurely** can endanger the very process by which it is achieved (shame and guilt can cause defenses and numb out necessary feelings towards emotional health and growth).
- Focusing on **'calming-down'** disregards the more fundamental need of expressing and of building a healthy relationship with one's emotions.

Gordon Neufeld (2017) Science of Emotion

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COMPENSATE FOR THE OVERWHELM OF EMOTION
Provide the student with an environment that is necessary for THEIR level of functioning.
<ul style="list-style-type: none">• Tolerate movement – allow for pacing or squirming• Provide acceptable fidget items (Personal Bin)• Offer weighted objects• Provide sufficient “elbow room”• Offer alternate seating options and alternate workstations• Allow for frequent movement breaks – Active Corner or Kinesthetic hallway• Give active jobs• Provide time in the Quiet Corner• Use “Brain Breaks” – all the class will benefit

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-Co-regulation is essential-

- Emotional regulation starts by co-regulation.
- Emotional health and growth in children requires the support and collaboration of adults.
- Resilience can develop only in a context of safety and trust.


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To come alongside a person's feelings is to...

- a) accept their existence regardless of how irrational and unreasonable they may seem;
- b) normalize the feelings rather than treat their existence as a problem;
- c) Make room for the feelings rather than try to get rid of them.

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The benefits of **VENTING**



Sometimes, all we need is to let it out.

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FIVE STEPS
to emotional health and maturity



reflecting

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

feeling

naming

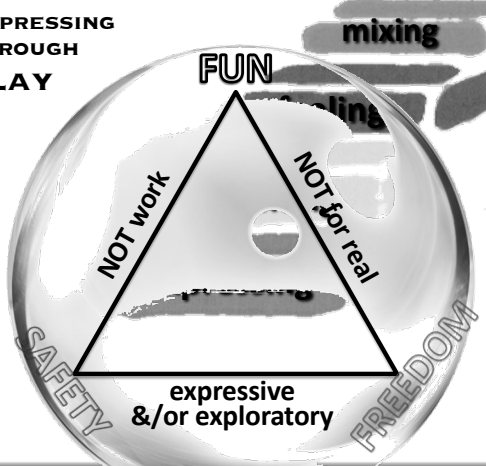
ACCEPT/INVITE/ASSIST

expressing → Emotional maturity can only develop one-step-at-a-time and must start at the beginning.
Create channels for, and remove the impediments to, emotional expression

Self-regulation starts with **CO-REGULATION** and an invitation to express oneself emotionally

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EXPRESSING THROUGH PLAY



FUN

SAFETY

FREEDOM

NOT work

NOT for real

expressive &/or exploratory

mixing

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Emotions AT PLAY

Here are a few examples of outlets that help teens stay engaged on their emotional journey:

- Dancing and movement
- Stories and writing
- Drawing and painting
- Singing and music
- Drama and theatre
- Any hobby
- Etc.

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Classroom Emotional Release Activities

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

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Children's Literature on Emotion

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How are you feeling today? Quelle émotion ressens-tu aujourd'hui?

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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
FOR THROWING

BUBBLE WRAP
FOR KICKING

FOR HITTING

FOR RIPPING

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

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Vulnerability Key

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Vulnerability Principles

BRAIN Defense system

Our brain protects us by:

- ✓ **NUMBING OUT** feeling that are too much
- ✓ **TUNING OUT** from seeing things that would be too hard to see
- ✓ **BACKING OUT** of relationships where you might get hurt

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Brain's Mechanisms of Defense

1. the brain is designed to protect its host from a vulnerability too much to bear (this is not disorder) (Bessel van der Kolk)
2. the purpose of these defenses is to enable us to do our work (no one is defenseless) and to equip us to function in wounding environments
3. defenses work best when employed **situationally** and **temporarily**
4. defenses are **automatic and mechanistic** and are **not willfully controlled**

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Vulnerability Principles

1. Growth requires softness – which means being vulnerable.
2. When the brain senses it is too vulnerable, it protects itself
3. When the brain is **protecting** itself, it cannot be growing.
4. Immaturity is at the root of, and the most likely explanation for, learning and behaviour problems.

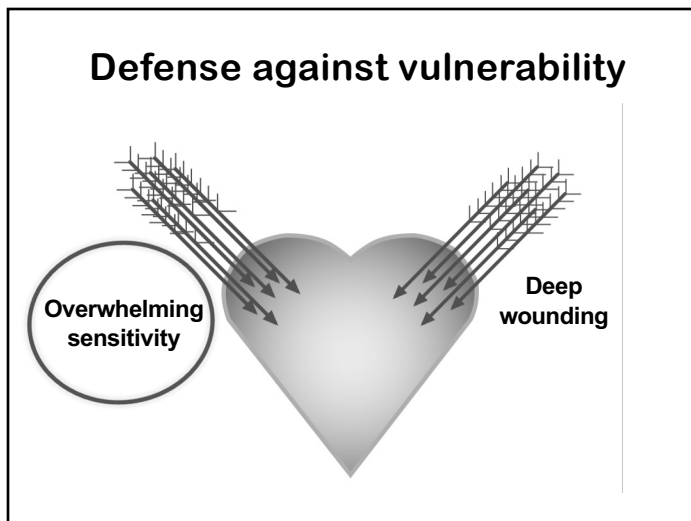
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THE COST OF DEFENSIVE ARMOUR

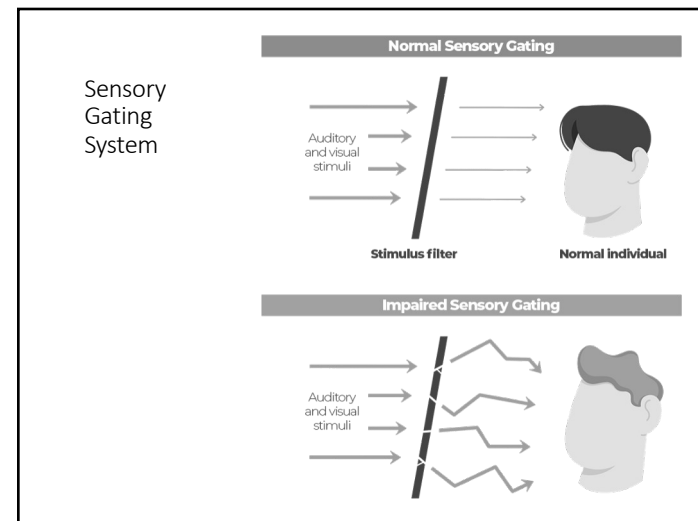
- a loss of PLAYFULNESS, RESTFULNESS and VULNERABLE FEELINGS
- a stunting of development - IMMATURITY
- less flexibility in distressing scenarios (the hardening results in rigidity)
- the loss of ability to heal, recover or bounce back
- a LOSS OF EMPATHY AND CARING, resulting in more wounding interaction
- the risk of losing caring ATTACHMENTS
- a predisposition to a host of problems that have defendedness at their core



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Impact of Sensitivity and Emotional intensity on frustration-aggression



Greater children are hypersensitive and emotionally intense:

- More easily they are affected and moved by their emotions
- More easily they are overwhelmed by their emotional experience
- More likely they are to be "stuck" emotionally:
 - Emotional intensity evokes more defenses
 - Intellectualization of experiences (escape of emotions)
 - Loss of tears necessary for adaptation
- More adults attempt to calm the child in order to avoid emotional eruptions, which doesn't help the situation

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

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WHAT DOESN' T WORK

To EXPECT hypersensitive students to:

- function well like any other neurotypical student
- follow daily routine without too much struggle
- stay seated in class during desk work
- be able to remain focused on task given
- tune in to instructions automatically without needing too many cues/prompts
- manage transitions (hallway, schoolyard, cafeteria) with ease

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WHAT DOESN' T WORK

REASONING, TALKING especially about CONSEQUENCES

- Talking keeps them in high arousal – flight or fight mode – intensifies the agony.
- When the child is in "survival" mode they cannot hear our words, just our tone.
- They can't process language (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.**

Waiting to hear: "And I've had it with you."

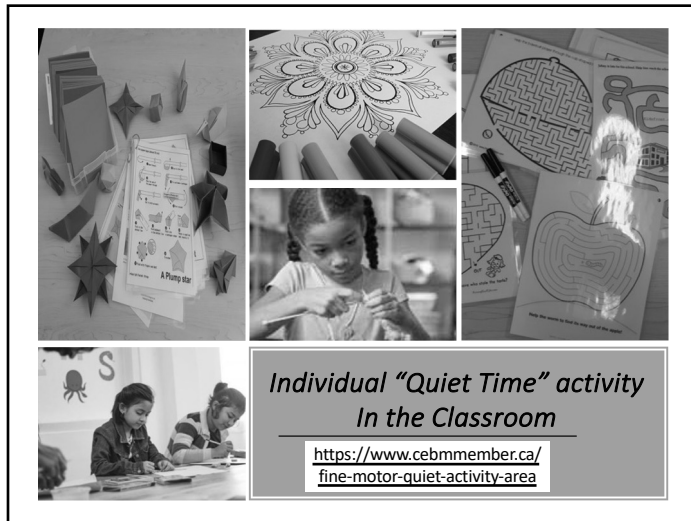
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Flexible Classroom

<https://www.cebmmember.ca/individual-work-stations>



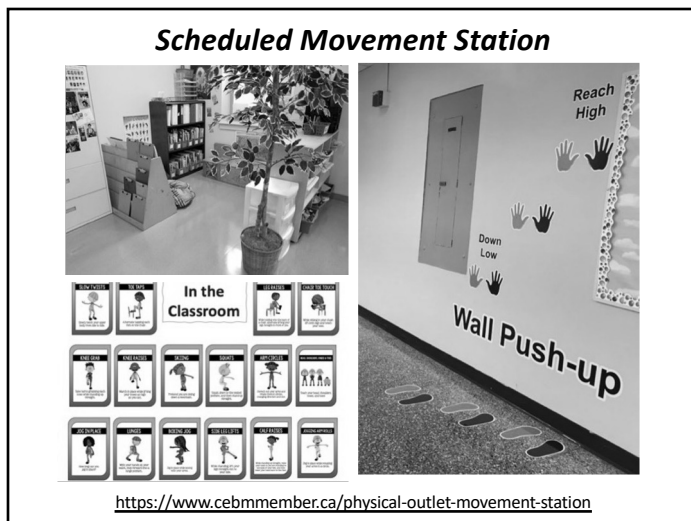
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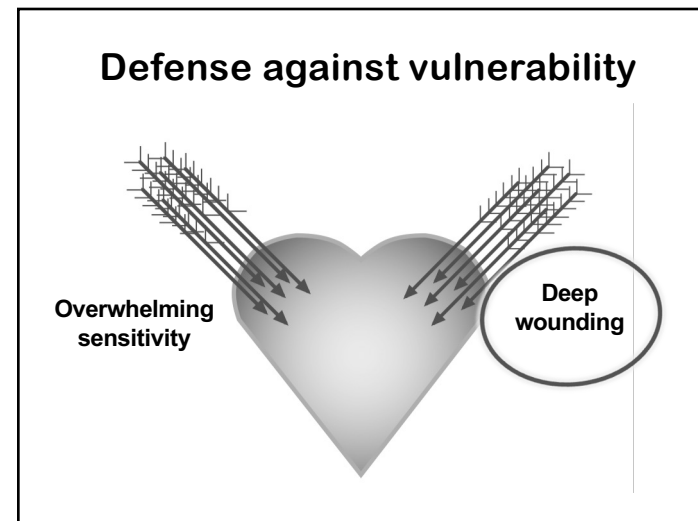
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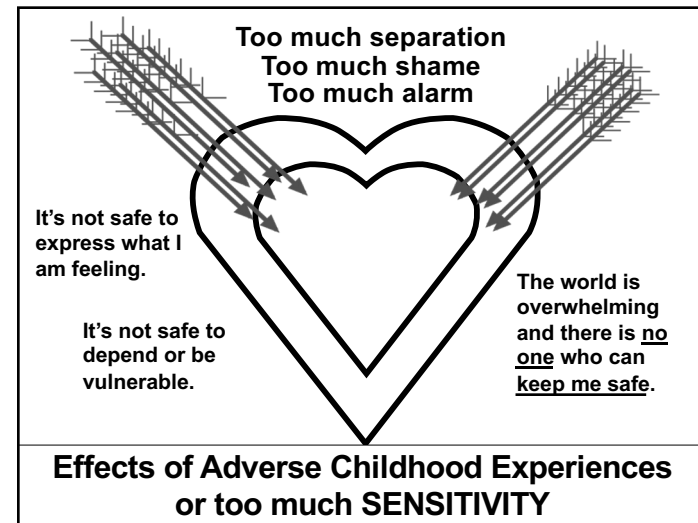


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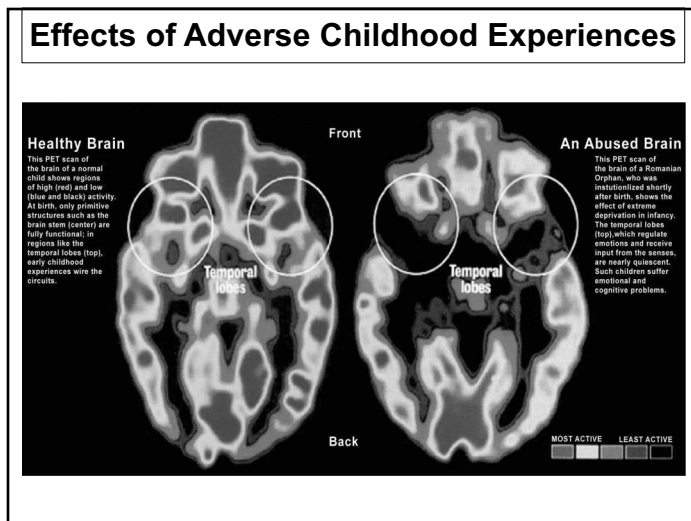
EXPERIENCES OF SEPARATION

- parents not living together and not getting along
- parent having a new partner or multiple partners
- being removed from home – foster care
- frequent hospitalizations
- family member very sick
- adoption
- arrival of a sibling
- death in the family
- high sensitivity that is not understood
- never feeling “good enough”
- **adverse family conditions** (ACES study – trauma)

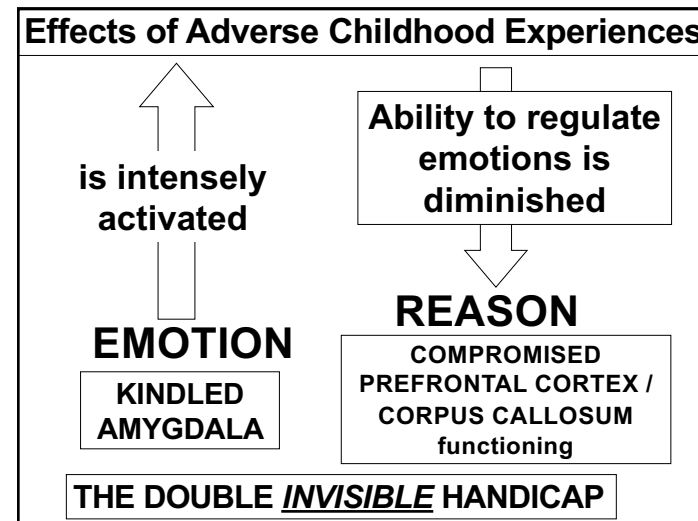
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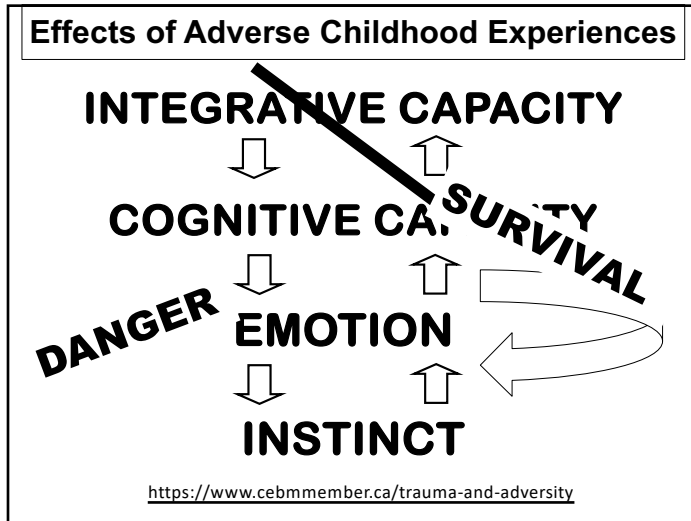
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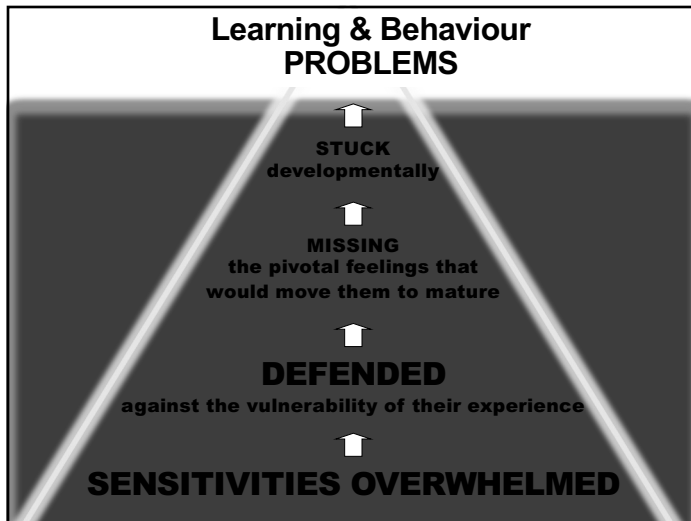
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Impact of Defendedness on Learning

New Learning increases the feelings of **VULNERABILITY**

- These students instinctively **avoid** doing anything that would lead them into **vulnerable territory** – trying new things, asking questions, presenting original ideas, exploring the unknown.
- These students are reluctant to look at their own **mistakes** or to attend to their **failures** as that would make them feel **vulnerable**.
- They find it difficult to **admit to inadequacy or ignorance**, or to confess confusion, as that would open them to feelings of shame.
- They rarely ask for **assistance** from the teacher as that would create **feelings of dependency and vulnerability**.
- Since they cannot feel sad about what is not working, their brain is then less able to do “work arounds” – they get **stuck in their learning disabilities**.

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INTERVENING WITH THE DEFENDED AND HARD TO REACH STUDENT

When they feel vulnerable they get prickly, just like a hedgehog

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 **Impact of defendedness on relationships**

It will be hard to “collect” the student.

- No eye-contact / ignoring
- A scowl when contact is made
- Mumbling or rude comment “under the breath”

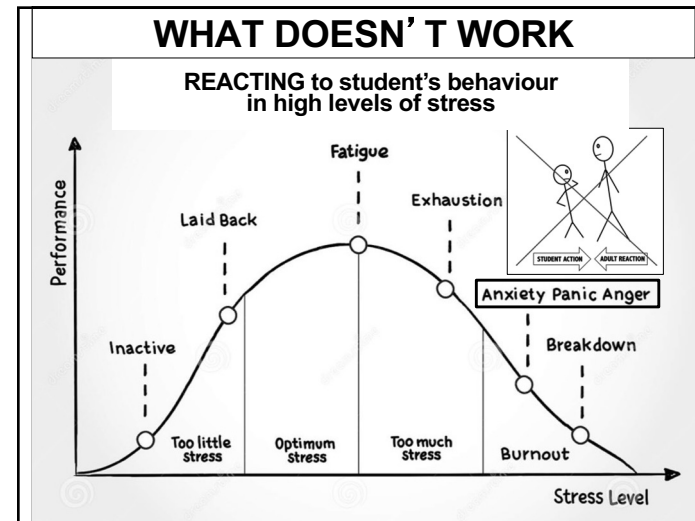
TO REMEMBER from the student’s point of view:

- Attachment feels vulnerable
- Better to reject than be rejected
- Waiting for the kindness to be turned into a “but”, or critique, or a judgement about all they have done wrong

RESPONSE:

- ❖ Keep greeting and acknowledging the student – stay **low key**
- ❖ If possible, ignore the non-verbal and mumbling
- ❖ Come alongside emotion – frustration - alarm


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WHAT DOESN’ T WORK

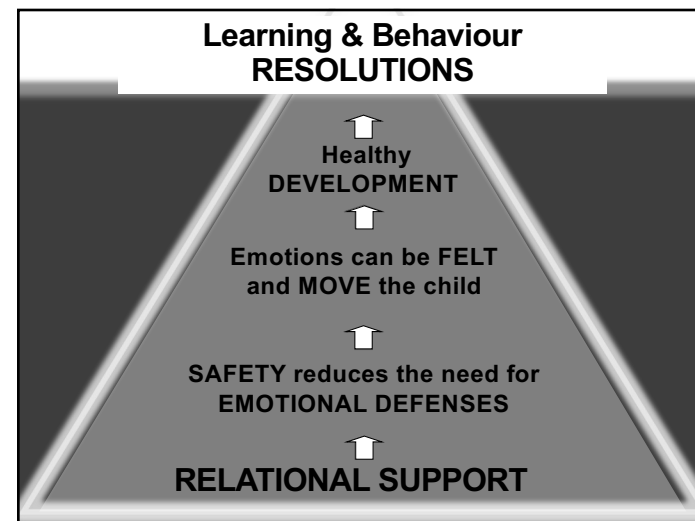
Conventional Classroom Management and Problem Behaviour Centered Intervention



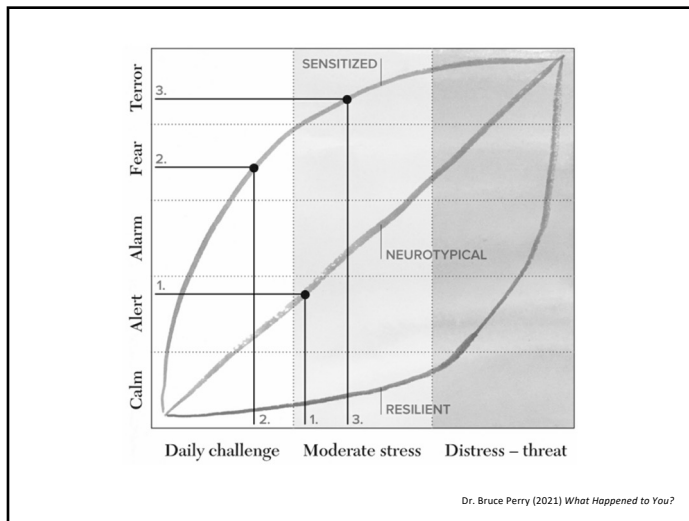
- Rewards/Consequences
- Behaviour management tracking systems
- Being sent to the Principal’s office
- Detention/Reflection Room
- Student behaviour contract
- Zero tolerance discipline measures
- Suspensions

It doesn’t help change or improve student behaviour and it exacerbates the problem with troubled students

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COMPENSATE FOR DEFENDEDNESS

PROVIDE EXTRA SUPPORT

- Make it easy to access necessary materials – pencils, work folder, paper, scissors etc. – have extra at hand
- If needed, unobtrusively provide what is needed
- Help with time management – break tasks into manageable steps
- When doing group work, strategically choose groups or allow for working alone, if possible
- Provide extra time and help for organizing assignments and studying for tests
- Homework – keep to the essential – identify what must absolutely be done

Help the student get through their day as successfully as possible.

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OTHER WAYS TO DECREASE DEFENDEDNESS

1. Avoid the use of a behaviour chart
 - Since the student cannot “see” his short comings, the chart doesn’t really help, except to increase a sense of alarm and shame.
2. Avoid the use of a reward system
 - Since the student’s behaviour is because of defenses, time and softening of defenses is how behaviour will change – rewards add alarm and shame and can cause more defendedness.
3. Avoid the use of “notes home” at the end of the day – causes separation alarm and upsets the evening with the parents.

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INTERVENING WITH THE DEFENDED AND HARD TO REACH STUDENT

- When situations continue to be difficult and challenging - team meetings are helpful for deciding interventions.
- It is important to remind adults of small changes that are happening
- It is key that all adults working with the student are informed of changes and decisions regarding interventions being tried.

Even with the most challenging cases, the guiding principles should be:

- ❖ How can we keep everyone safe?
- ❖ How can we help this student have a better day at school?
- ❖ What can we do to help this student feel **hopeful** about his/her future?



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Instead of a time-out, use TIME AWAY

1. If necessary, use TIME AWAY.
2. Send the student TO SOMEONE or to a Nurturing Support Centre (NSC).
3. Use a dignified way to have the student leave
 - a) Send the student on an 'errand'
4. If no other adult is available create a "safe spot" or "quiet corner". Let the student know you will be there shortly.
5. Always go to the student and let them know that the relationship is still intact.
6. It is always up to the adult to restore and maintain the relationship with a student.

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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/practices-outside-the-classroom>

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Nurturing Support Centre (NSC)



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


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Attachment Key

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Attachment Principles

1. Attachment is the primary need of a developing being. Separation is the greatest fear.
2. Growth takes place in the context of a safe Attachment.
3. A "safe" Attachment figure both cares about and cares for (takes charge of) the dependent being.
4. Being dependent requires the ability to tolerate vulnerability.



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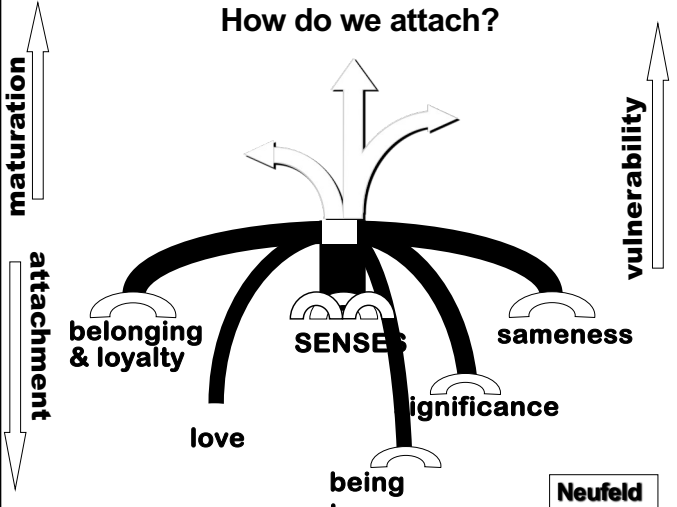
A well-attached child ...



- listens and attends to us
- takes our cues
- trusts us
- looks up to us
- seeks our help
- likes our company
- doesn't want to have secrets from us
- feels at home with us
- follows us
- likes us
- likes to please us
- seeks to measure up

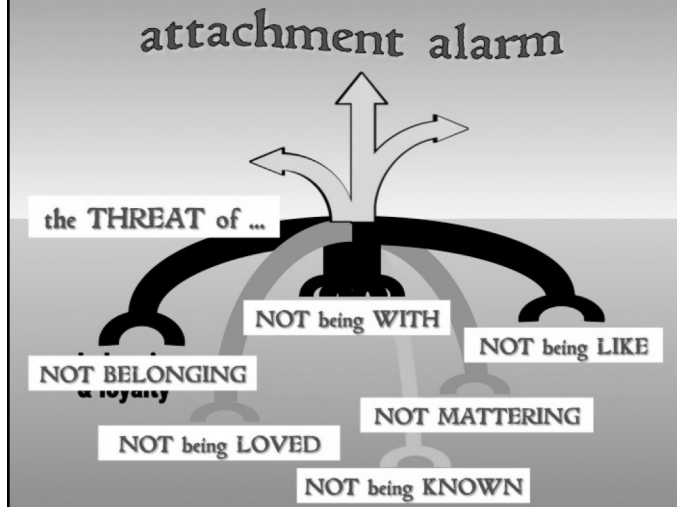
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How do we attach?

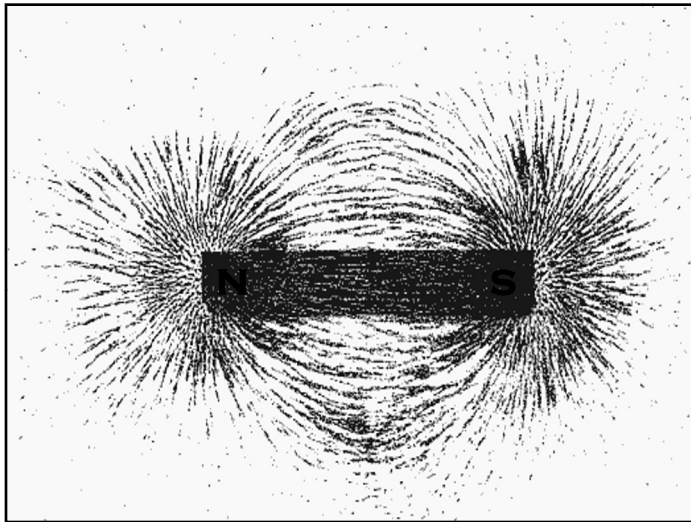


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attachment alarm



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positive polarity	negative polarity
seeks to be with	shies away from
makes contact	resists contact
endears	alienates
looks up to	looks down upon
attends & listens to	ignores & disregards
imitates & emulates	mocks & mimics
possesses	disowns
is loyal to	opposes & betrays
holds dear	holds in contempt
attempts to find favour	ridicules and derides
makes things work for	spoils things for
seeks to matter to	discounts as not mattering
seeks to please	annoys and irritates
befriends	eschews
loves	loathes
shares secrets with or keeps the secrets of	keeps secrets from or creates secrets about

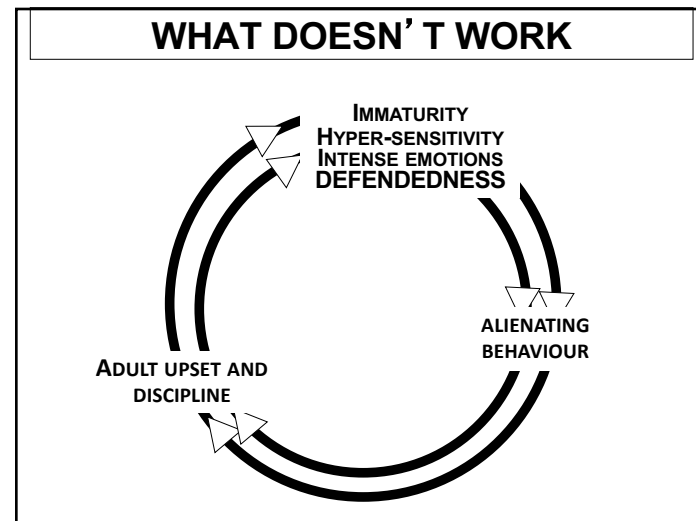
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WHAT DOESN' T WORK


When attachment power is lacking

- We expect students to listen to any adult based on their role
- We tend to assume the problem is lack of knowledge and seek know-how
- Some give up on their nurturer responsibilities (become more reactive)
- We tend to seek for some leverage or resort to forcefulness

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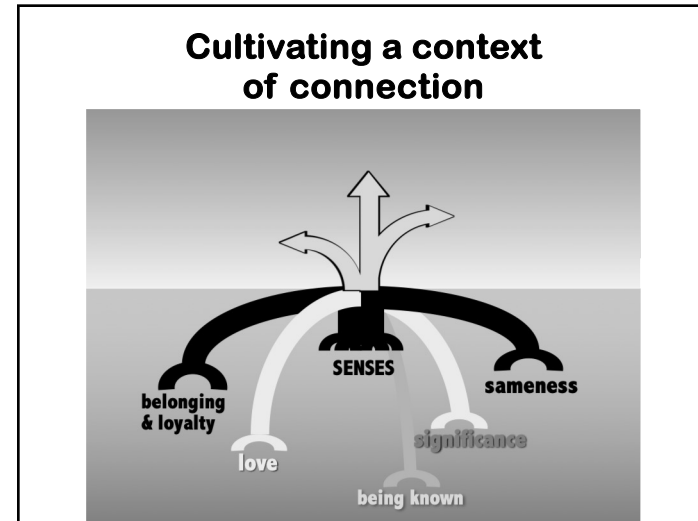


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**Work at the relationship and
let the relationship work for you.**

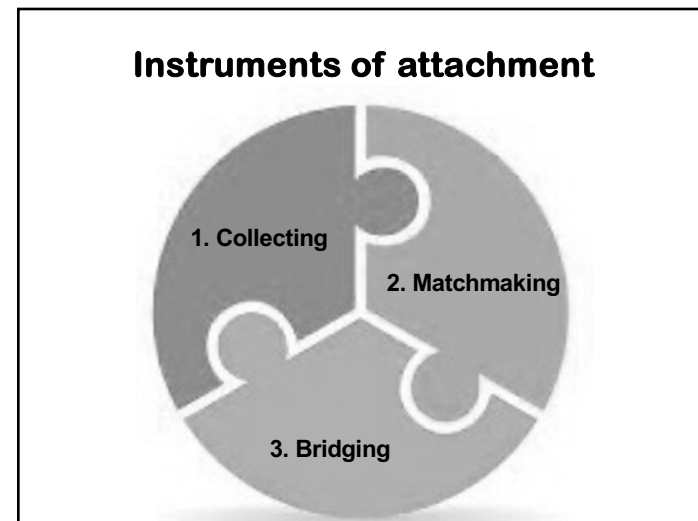
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Six Stages of Attachment	Characteristics & Dynamics	Adult involvement at school in good times...	Adult involvement at school in not so good times...
Senses (from first year) ... to be with ... in smell, taste, touch, sight, sound	<ul style="list-style-type: none"> seeks to be with or near primary attachments some or much of the time, or seeks proximity in some way is receptive and accepting of the sensory experiences with primary attachments (including eating with) 	Hand on shoulder, songs, special snacks, favorite foods, something to hold onto (eg. Special pencil)	Being near (especially during meltdowns), silence, gentle warm voice, slower rhythm, something to hold onto (soft cuddly object)
Sameness (two) ... to be like ... to imitate	<ul style="list-style-type: none"> seeks to be like primary attachments shows signs of imitation, or of seeking or being receptive to doing the same things, sharing activities 	Shared activity, playing together, noticing a likeness, a similarity, something held in common (in appearance, in mannerism, in likes and preferences, etc.)	Empathy, a shared story of difficulty, find a common ground in times of frustration
Belonging/Loyalty (three) ... to belong to ... to be loyal to ... to be on the side of	<ul style="list-style-type: none"> seeks or shares a sense of belonging to, shows signs of a growing loyalty towards shows signs of seeking belonging and loyalty 	"My special student"-using words that evoke a sense of belonging, to make things work for, to defend, to welcome, to prepare for, loyalty language	Loyalty language, belonging language, to come alongside the child's feelings, to hold onto and anchor verbally, to communicate unconditional trust in the child's good intentions
Significance (four) ... to be important to ... to hold as important	<ul style="list-style-type: none"> seeks to be important to, to be noticed by, to be listened to holds attachments as important, attends to, listens to, allows influence 	To notice, to value, to regard highly, to hold dear (giving terms of endearment), to show appreciation, to show respect, to slow down and listen to what the child has to say	To hold dear regardless, to show respect, to show to the child that the relationship is bigger than the problem, to let the child know their feelings matter
Love (five) ... to love, to be dear to ... to be loved by	<ul style="list-style-type: none"> seeks to be dear to attachments, to be loved, is loving gives love and holds attachments dear, gives signs of affection 	Gestures and words that convey delight, enjoyment, warmth, special consideration	Warmth, unconditional love regard, consideration, protecting, making room for, holding dear
Being known (six) ... to be known ... to be understood	<ul style="list-style-type: none"> seeks to be known, seeks to be understood from the inside-out, is able to express inner self in some way is able to express frustrations, upset, difficulties, as well as joys 	Providing time/place for self-disclosure, inviting perspective, listening, displaying interest in knowing them, trying to understand their feelings, making room	Inviting perspective, listening, appreciating, making space, giving room, normalizing the child's feelings even if messy, giving a sign that we truly get them

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COLLECTING A STUDENT

- Get in the child's face (or space) in a friendly way, collecting the eyes, some smiles and some nods.
- When the eyes are not accessible or unavailable, collect the ears instead.
- Collect rather than demand attention.
- Create rituals and structures for collecting.
- When reconnecting with a child, cut back on non-attachment activities and create time & space for collecting.
- Always engage the attachment instincts before attempting to work with a child.

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INCREASE ATTACHMENT

ENGAGE THE ATTACHMENT INSTINCTS BEFORE GIVING A DIRECTIVE

COLLECT BEFORE YOU DIRECT

space - eyes - a smile - a nod

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

- Say name gently
- Have a smile ready in your eyes

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



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INCREASE ATTACHMENT

CULTIVATE A STRONG RELATIONSHIP: to ATTRACT ATTENTION

- Greet with warmth
- Engage in a pleasant activity – puzzle table
- Redirect instead of correcting
- Remember that attachment creates vulnerability – be patient with “rejection”



Reassure with connection as early and often as possible

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Daily multiple student “Check-Ins”



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MATCHMAKING

- To prime the working attachments a child needs, provide leading introductions and set the stage for the adult and the child to collect each other.
- When adults come to your room, introduce who they are and name what they will be doing during their visit in your class. This will help the students feel more secure.




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BRIDGING

❖ PROBLEM BEHAVIOUR

- “I am looking forward to seeing you tomorrow.”
- “We’ll find a way to make things better.”



The message we want to give our youth is that **NO MATTER WHAT** they DO or how they BEHAVE **ADULTS WILL FIND A WAY TO CARE FOR THEM.**


BRIDGING gives the youth HOPE.

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INCREASE ATTACHMENT

BREAK THE "VICIOUS CYCLE"


This is the adult face they see much of the time:



Disapproval means separation. Separation alarm leads to more defendedness – more trouble.

Even if frustrated – when the student looks at you provide a attachment face.

INSTEAD



Adult who cares

Help the student feel safe.

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MORE WAYS TO DECREASE ALARM

1. **Bridge** any separation from one time of connection to the next – these student struggle to hold on to adults. Adults need to go the extra mile to hold on to them and keep them in connection with them. **“Looking forward to...”**
2. Reassure the student that you will continue to help and support despite their “short comings”. **“We’ll try again tomorrow.”**

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HOW BEHAVIOUR CHANGES

Maturation
Behaviour changes as the brain matures

Emotions
Behaviour changes when emotions are felt

Vulnerability
Behaviour changes when vulnerability is protected

Attachment
Behaviour changes when students are attached to adults

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INTERVENTION PRINCIPLES

1. Respect and compensate for the level of **Immaturity**
2. Come along-side the emotional experience by allowing **Emotional Expression** and encouraging **Play**
3. Protect the **Vulnerability**
4. Preserve and maximize the **Attachment** relationship

Working with behaviour at its roots for lasting change.

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CHILDREN GROW AND MATURE WHEN ADULTS CREATE A RELATIONAL GARDEN

We are gardeners, not sculptors.

We create the environment and wait patiently for the growth.

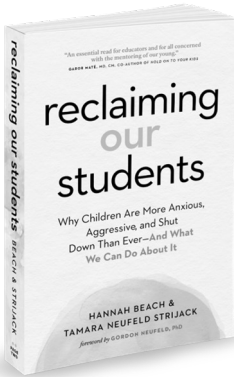

The consistency that children need is the knowledge that they can count on the adults in their world to provide what they need.

We must have faith in the developmental plan.

Gordon Neufeld, PhD.

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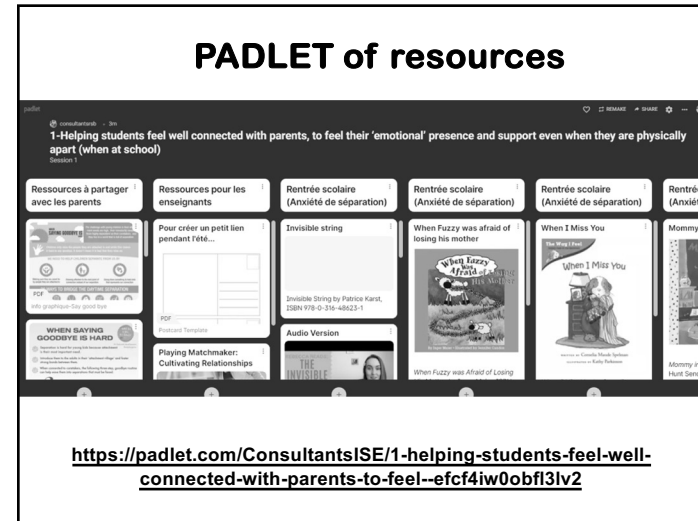
Book *Reclaiming our Students and the Inside-Out Handbook*
by Hannah Beach and Tamara Neufeld Strijack

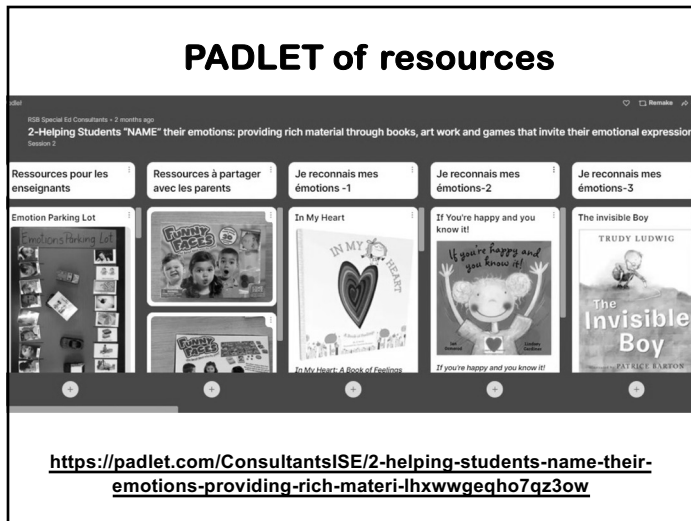
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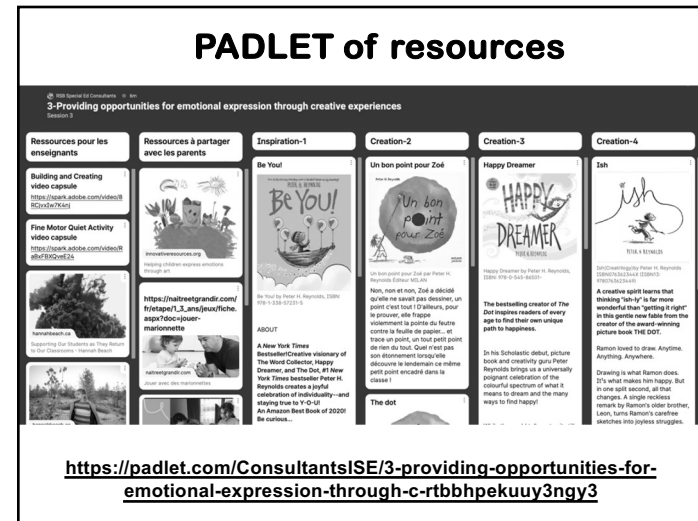
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PADLET of resources

The Padlet board is titled "4-Getting Physical and Outside" and is organized into several columns and rows of resource cards. The columns are labeled: "Ressources pour les enseignants", "Ressources à partager avec les parents", "Littérature-1", "Littérature-2", "Littérature-3", and "Littérature-4". Each card contains a title, a small image, and a brief description or link. For example, under "Littérature-1", there is a card for "Si j'étais un chat" with a book cover. Under "Littérature-2", there is a card for "Miss Fox's Class Shapes Up" with a book cover. The board also includes cards for "Play-Drama-Dress-up video capsule", "Part 1 - Classroom Brain Breaks", and "Part 2 - Movement Stations within a School".

<https://padlet.com/ConsultantsISE/4-getting-physical-and-outside-gwbsr6o0h5hmcge>

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CEBM Website

The CEBM website homepage features a header with the CEBM logo and a row of photos of children. Below the header is a navigation menu with links for "ABOUT US", "PROJECTS", "THEMES", "RESOURCES", "ARTICLES", "LIBRARY", "EVENTS", and "MEMBERS". The main content area includes the full name "THE CENTRE OF EXCELLENCE FOR BEHAVIOUR MANAGEMENT (CEBM)", a welcome message, and a section for "Upcoming Events 2021-2022". A "WELCOME BACK!" banner is also visible, mentioning the 2021-2022 school year.

www.cebm.ca

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