Understanding and Responding to Stress Response Behaviours in Years 0 - 6.

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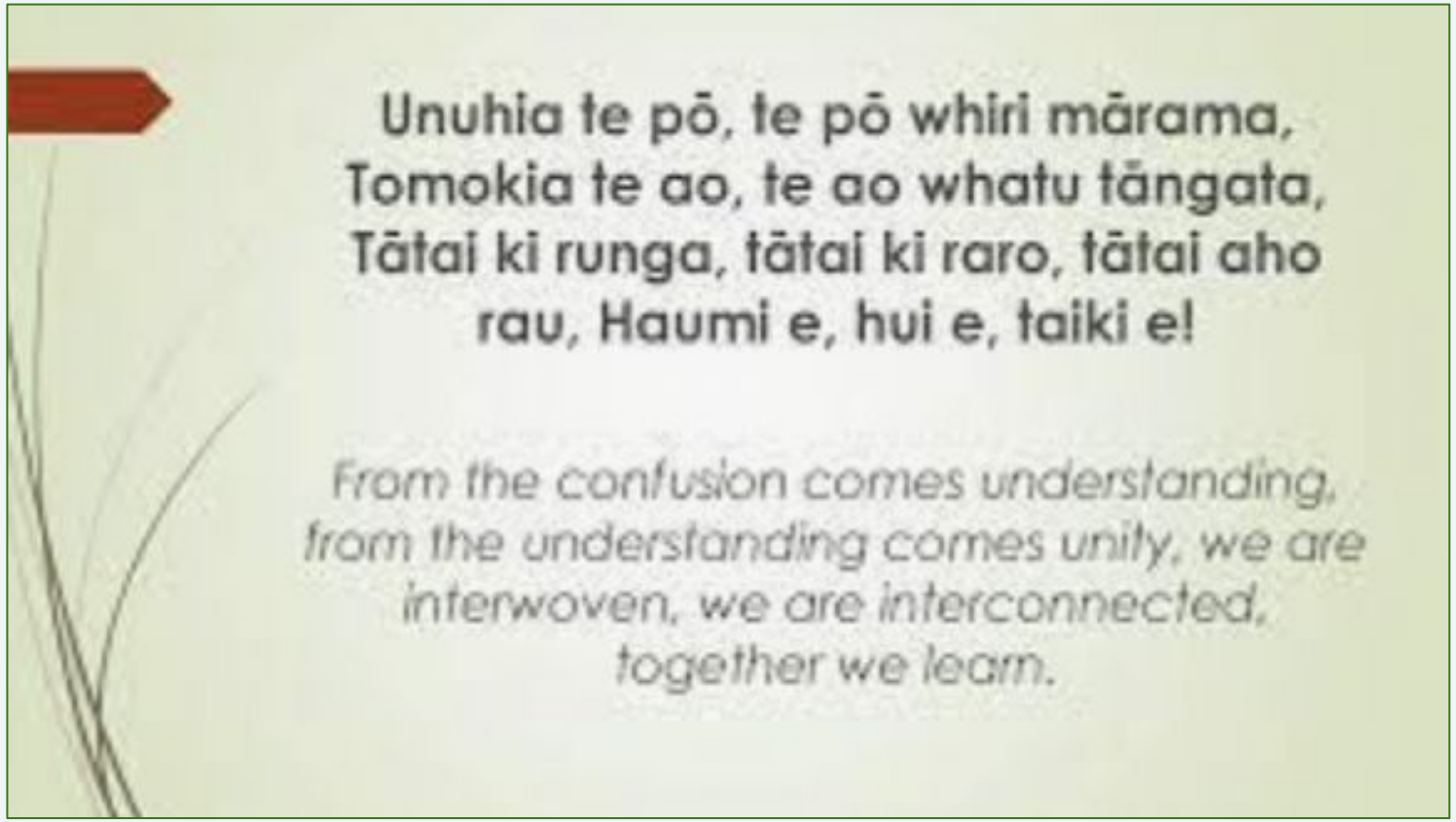
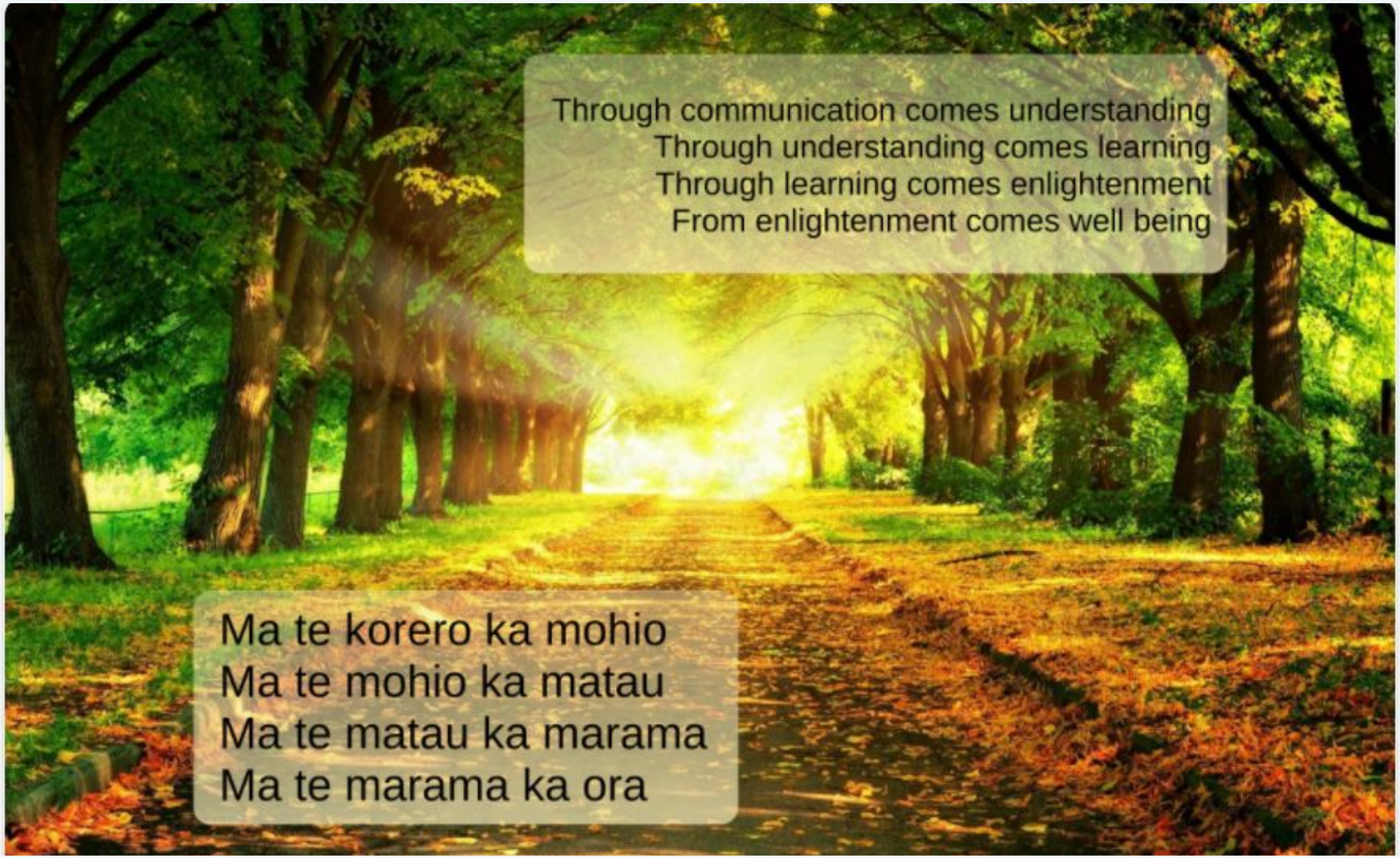
Te Paeroa RTLB, Cluster 34



He Whakatauki



Whakawhanaungatanga - Connection activity

Share either a:

- Positive experience at school

- or, a negative experience

- or, your best teacher and why

Strengths and areas of focus

Please write on the post its, one area of strength and one area you would like to develop within your practice with respect to supporting ākonga.

Kaupapa (purpose of this session)

- To understand the red / green brain and the full stress response phase.
- To develop an understanding of the senses and how these can impact on ākonga learning and emotional regulation.
- To identify strategies that will support and develop the executive functioning skills of ākonga, that you are working with.

Red Brain / Green Brain - Kathryn Berkett

Making Space for Learning: Trauma Informed Practice in Schools

Start with audits, develop policies and initiatives, plan and put SPACE into action

Regulate

Children and young people become aware of their internal state by experiencing how others react to their feelings.

If those feelings are acknowledged, valued and verbalised, then children develop emotional literacy.

They come to know when it is appropriate to be excited. They learn when it is okay to be curious and explorative. They know what reactions to expect if they are angry.

Predictability becomes the key.
Adults guide them through their feelings, emotions and what to do to self-regulate.

Relate

These compensatory relational experiences centre around the following key features:

•there is a consistent approach to communication;

•children have their feelings acknowledged and validated by adults;

•children experience adults as being protective towards them; and,

• children experience adults trying to take care of them even when their behaviour is challenging and complex.

Reason

Talking about the situations they have been through, what happened

Calming experiences and activities

Unpacking and restorative conversations when ready

Getting ready to learn

Repeated experiences of this

HOPE is the outcome of change

Making SPACE for Learning: Trauma Informed Practice in Schools

WINDOW OF TOLERANCE

IDENTIFY YOUR STATE

HYPERAROUSAL

REACTIVE
HYPER-AWARE
TEARS
FAST SPEECH
CHAOTIC RACING THOUGHTS
HEIGHTENED PHYSICAL SENSATIONS

DOWN-REGULATE

WINDOW OF TOLERANCE

CALM
ALERT
FEEL PRESENT
FEEL SAFE
CONTROLLED
CAN PAY ATTENTION
SOCIALLY ENGAGED

REGULATED

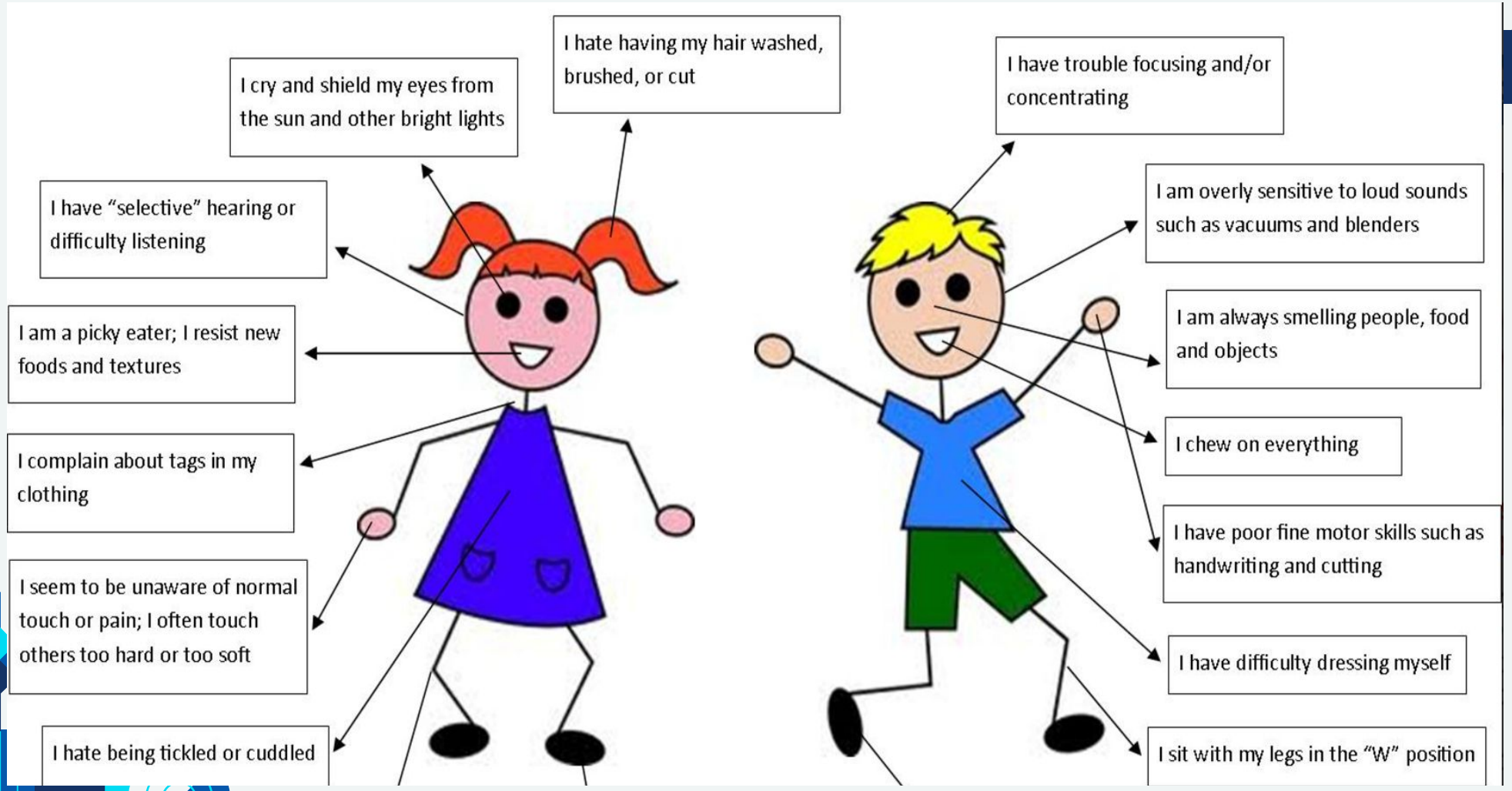
BECOME DYSREGULATED (PUSHED OUT)

UP-REGULATE

HYPOAROUSAL

LOW
SHUT DOWN
NUMB
UNMOTIVATED
LETHARGIC
ABSENCE OF PHYSICAL SENSATIONS

Some indicators of sensory processing needs



Self Assessment

Most of us use sensory strategies without even knowing it. Some people need a more intentional approach.

Sensory Seekers: people who are under-responsive so they seek intense sensation to make up for their under responsive nervous systems

Sensory Avoiders: people who are over-responsive so they avoid sensation to make up for their over responsiveness.

ttps://sensationalbrain.com/wp-content/uploads/2010/03/SB-School-Checklist.pdhf

pril, 2021Retrieved from https://youtu.be/NqOsPl2OqTo

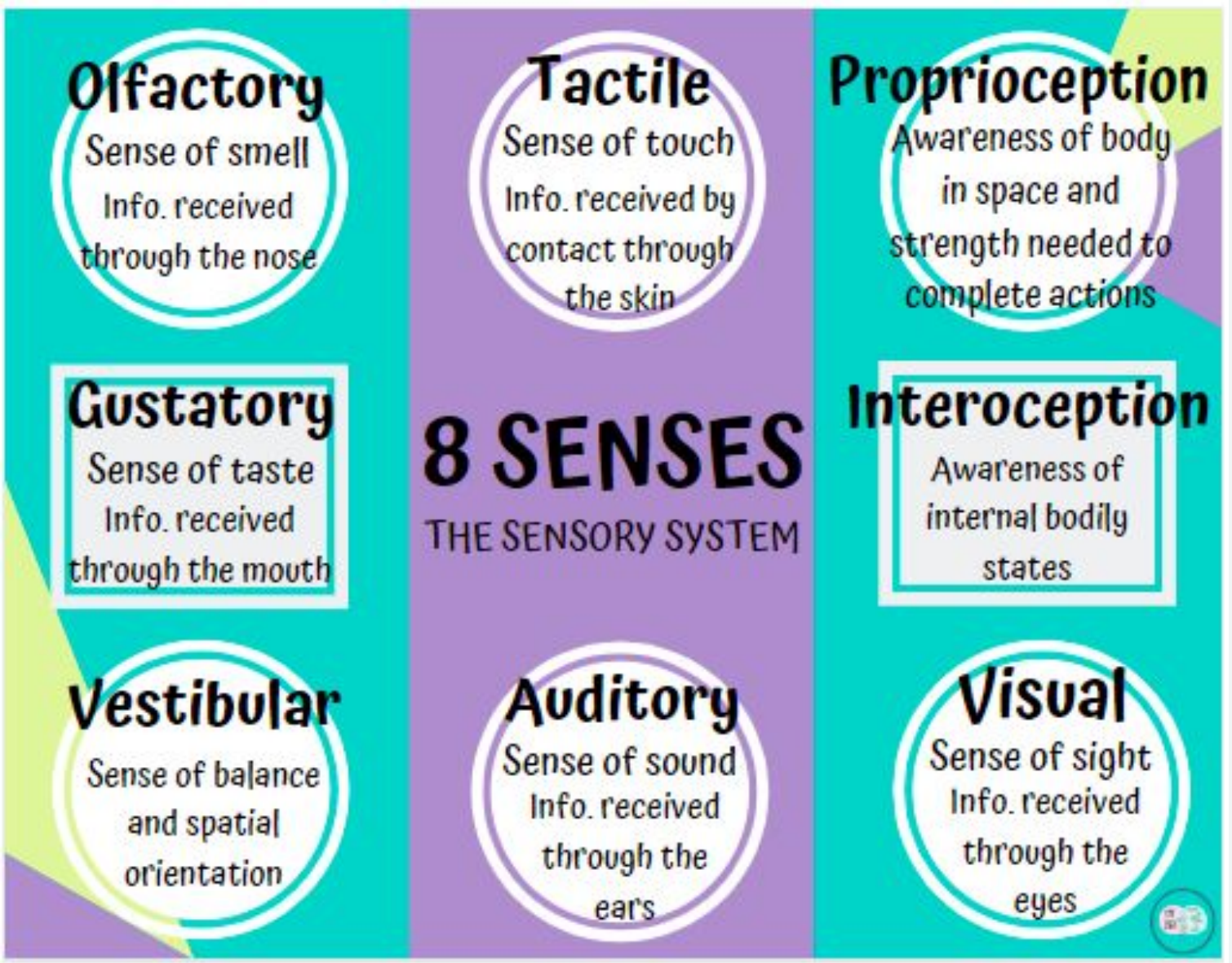
What is sensory processing?

Sensory processing is the way the body receives, analyses, and responds to the signals it receives from its environment.

Sensory experiences are so powerful they can “rewire” the brain.

They can help children understand their environments more clearly, making them feel safe. Or the experiences can be overwhelming, causing children to become defensive and withdrawn.

Online resources. (n.d.). YouTube. https://www.youtube.com/watch?v=aPknwW8mPAM



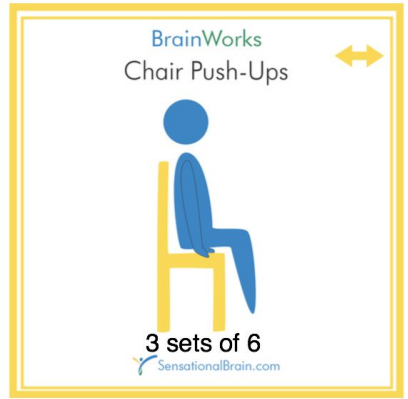
Let's talk!

5 senses and the other 3 - Proprioception

What is it:

- Receptors in our muscles, joints and ligaments tell us where our body parts are and what they are doing.
- Provides a reference point of where our body is in space
- Indicates how much pressure we need to apply to do something

Movement breaks



Brain highways: The proprioceptive system. (2010, August 4). YouTube. https://youtu.be/b2iOliN3fAE

5 senses and the other 3 - Vestibular

What is it?

- First sensory system to get all the information received by the brain and its function is to direct this information to the other senses
- Provides the leading contribution to the sense of balance and spatial orientation for the purpose of coordinating movement with balance.
- Helps to keep you stable and upright. People with vestibular issues may not know where their body is in space
- Poor vestibular function results in trouble interpreting and directing this information
- Can be both over responsive and under responsive

(n.d.). YouTube. https://www.youtube.com/watch?v=ueDQjhJDqIg

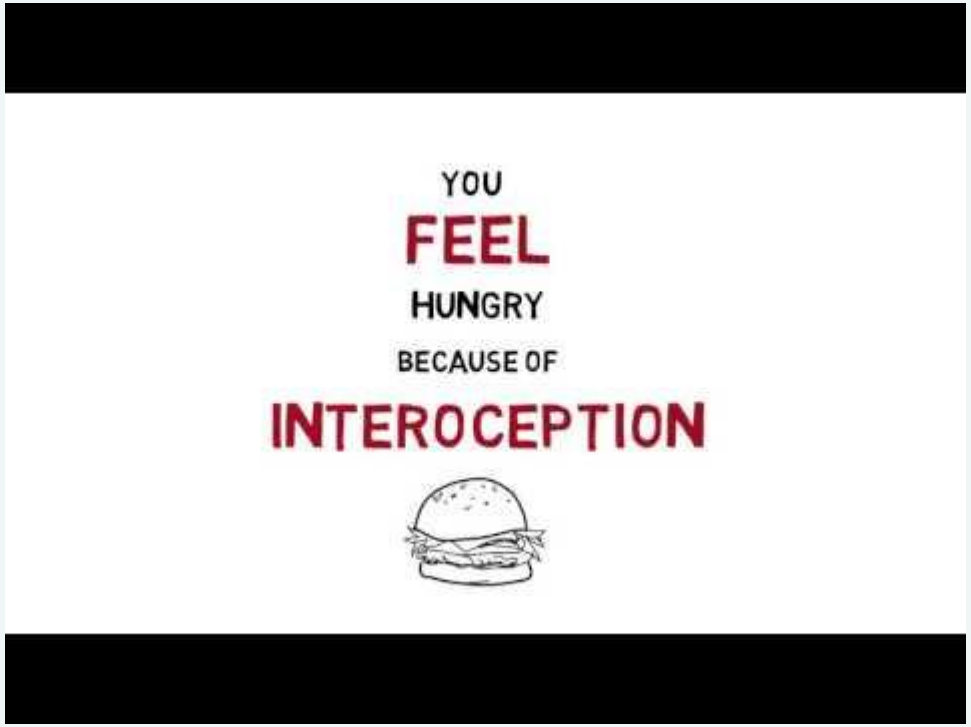
What is Interoception

Interoception is the eighth sense. It is our internal sensory system and enables us to be aware of what is happening within our bodies:

Interoceptive awareness is needed for:

- Toileting awareness - being aware of bladder being full
- Being aware of pain
- Being aware of body temperature
- Being aware of being hungry or thirsty
- Being aware of becoming angry - a change in emotional state

For a person to be able to regulate their emotions before they become too big they need to be aware of the feeling of these emotions.



(n.d.). YouTube. https://www.youtube.com/watch?v=A0zbCiakjaA

Kia taku whānau
Me ngā hoa
Mo te kai
Kia ora

Karakia Kai

(before food)

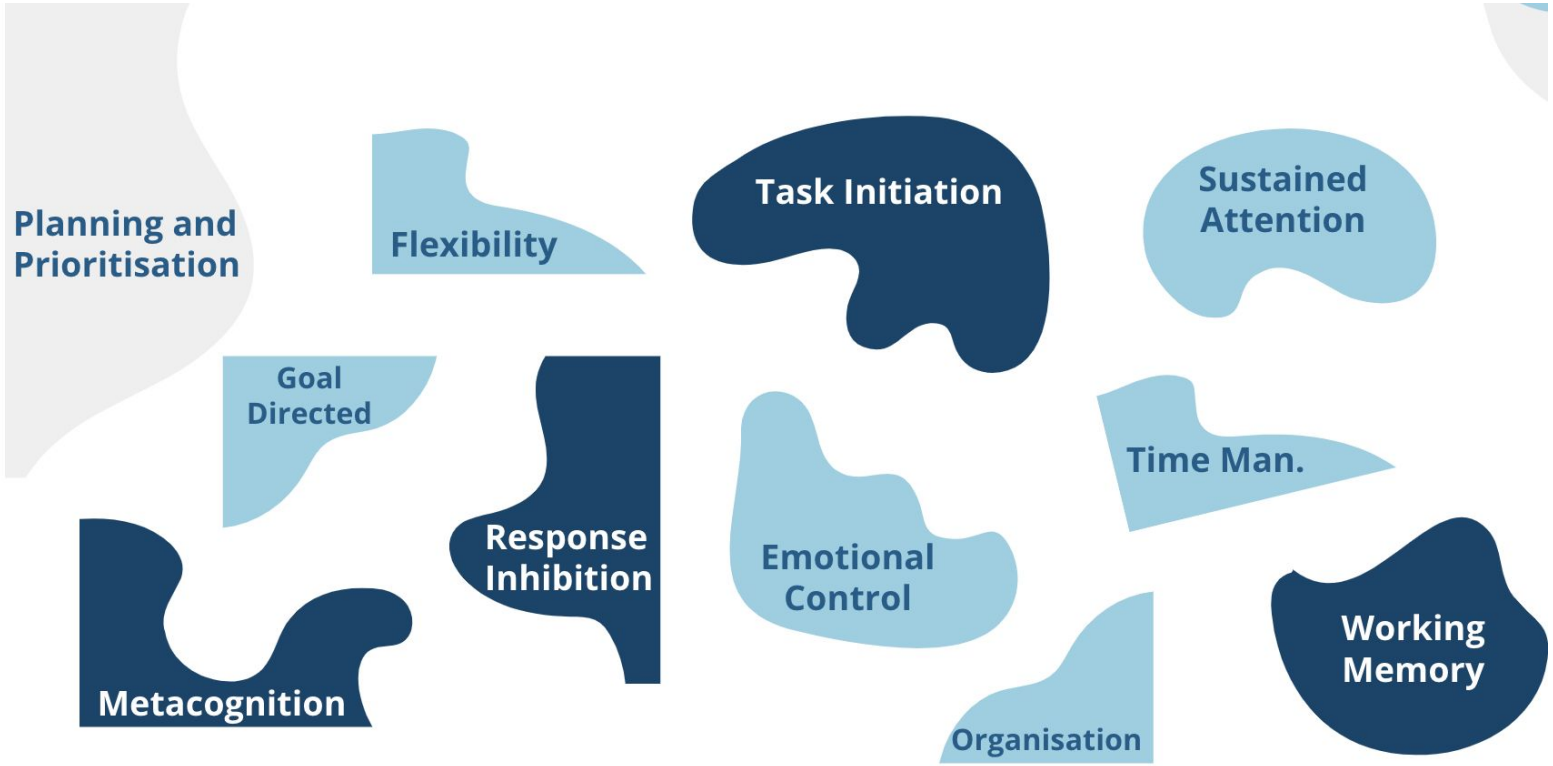
E Rongo, E rongo
Homai ngā tipu
Hei whakaki te tinana
Hei oranga
Au eke, Au eke,
Hui e
Tāiki e!

Listen! Listen!
Plants are grown,
to fill our bodies
with health.
Come together,
Gather, gather.

(n.d.). YouTube. https://www.youtube.com/watch?v=efCq_vHUMgs

Executive Function

How to build executive function skills in neuro-diverse ākonga



Executive Function

These 3 skills are the priority Executive Function skills to develop. All other skills need these overarching functions as a base to build on:

Response Inhibition:

- Strengthen Response Inhibition:
- Visual of Stop, Think and Act
  - Stop- stay still, Look, Listen and breathe
  - Think- What are the rules, What will happen?
  - Act

Cognitive Flexibility:

- Using self talk
- Growth mindset
- Decrease distractions
- Visual daily schedule
- Role playing- to prepare for change and to see other people's point of view

Working Memory:

- Teaching how to ask for help
  - Give them a cue to ask
- Break tasks into steps
- Relate to prior knowledge and connect to emotions
- Provide information using visuals and auditory
- Teach and model self talk, graphic organisations
- Play games like "Kim's Game", hand clapping games
- Provide sequencing practice
- Build routines and structure

Executive Function

Goal Setting

- Support students to make decisions
- Self awareness of how they best learn
- Break goals into steps
- Visualisation- the use of a vision goal

Planning/ Prioritising

- Visualise the end goal is critical
- Model using self talk to ask questions at each step
- Create a timeline for each plan

Organisation: the basis of organisation is to sort and classify

- Feel in control of their own learning environment
- Increase responsibility
- Checklists
- Model using a “to do list”
- The need for explicit teaching and to prioritise this learning

Time Management:

- Can the students read the time and have an understanding of the concept of time?
  - Time lines
  - Guess when a minute is up?
  - Model a sense of time urgency- when time is up- time is up

Task Initiation

- Ability to generate ideas
  - Need to be able to do this individually and group work
  - Check that the student knows and remembers what they need to do
  - Write the plan with steps
  - Extra supervision until they have started

“Simon Says” is great for developing response inhibition

If a child doesn't know how to read we teach.

If a child doesn't know how to swim, we teach.

If a child doesn't know how to multiply, we teach.

If a child doesn't know how to throw, we teach.

If a child doesn't know how to behave, we...teach?

...punish?

Herner, 1998

There are no quick fixes. Behaviour change takes time.

For a child to learn something new, it needs to be repeated on average **eight** times.

To unlearn a behaviour and replace it with a new behaviour, this needs to be repeated **28** times.

Harry Wong

Bus stop activity

How could you support the students within these scenarios to overcome the barriers that they are facing due to their poor executive functioning skills

Scenario 1: Student A is a caring and considerate student who enjoys participating in physical activities at break times. When he gets back to class he often ends up having behavioural incidences with other learners due to not yet being ready for learning.

Scenario 2: When the kaiako gives verbal instructions regarding tasks, Student B wanders and tries to gain the attention of other learners.

Scenario 3: Student C is often in class on time and present for the kaiako instructions, but only begins the assigned tasks once the kaiako has attended to them 1:1.

Scenario 4: Student D can rarely find their equipment for learning. As a consequence time is wasted and their frustration leads to more severe behaviours.

Scenario 5: The kaiako regularly sets specific learning tasks to be completed within a 30 minute time frame. Student E, F and G rarely complete the required tasks during this time.

Scenario 6: When there is an unexpected change in classroom routine Student E freezes and is not able to continue without 1:1 support from an adult in the classroom.

Finally, this is a great reminder about why we do what we do!

(n.d.). YouTube. https://youtu.be/lTMLzXzgB_s

Karakia

Kia hora te marino

May peace be wide-spread

Kia whakapapa pounamu te moana

May the sea be like greenstone

Hei huarahi mā tātou i te rangi nei

A pathway for us all this day

Aroha atu, aroha mai

Give love, receive love

Tātou i a tātou katoa

Let us show respect for each other.

Ngā mihi nui ki a tātou

We hope you enjoyed this workshop.

Please complete the evaluation form.