

CLIFF VALLEY INSTITUTE

OUTSTANDING PROGRAMS FOR
PARENTS AND EDUCATORS

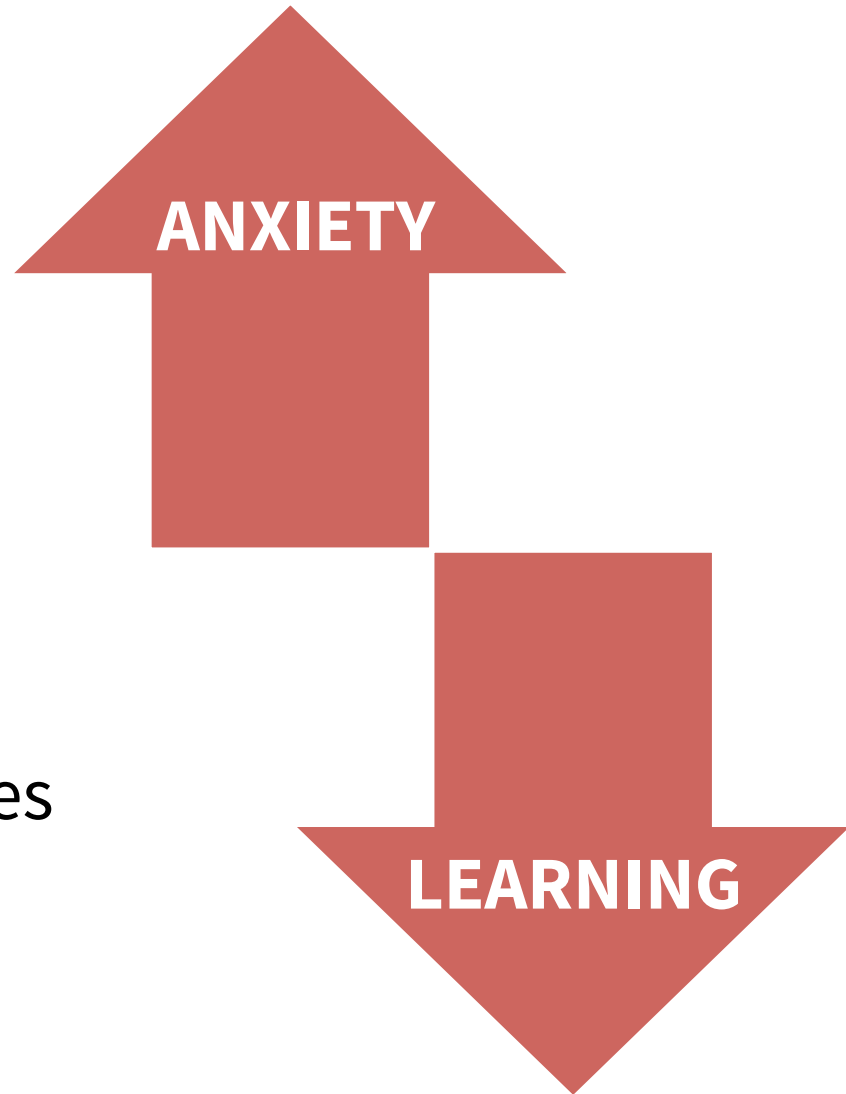
Diffusing F-Bombs (Fight, Flight, Freeze) with the Anxious Learner

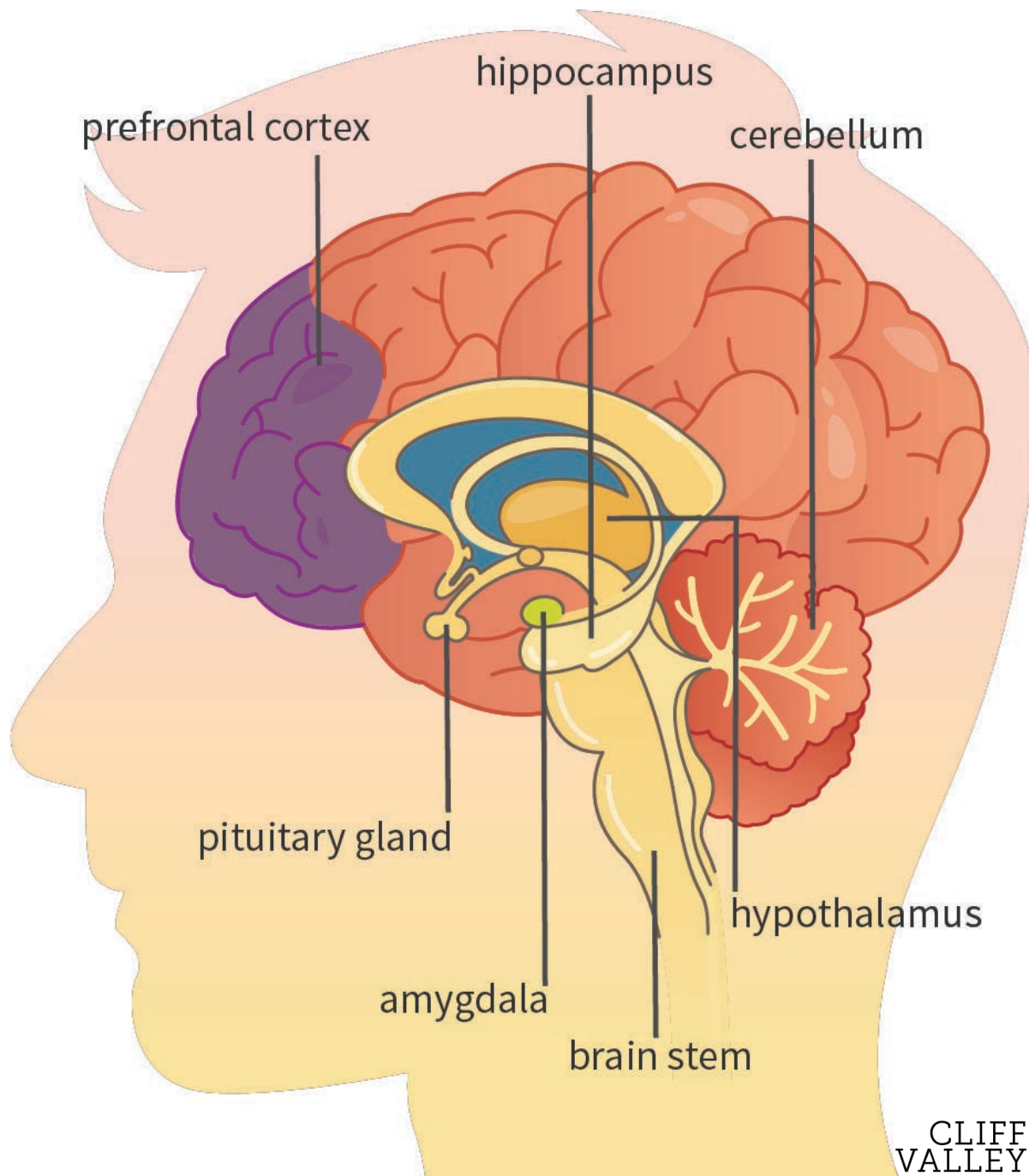
Tamara Hamilton, LCSW
School Counselor, Cliff Valley
Director, Cliff Valley Institute

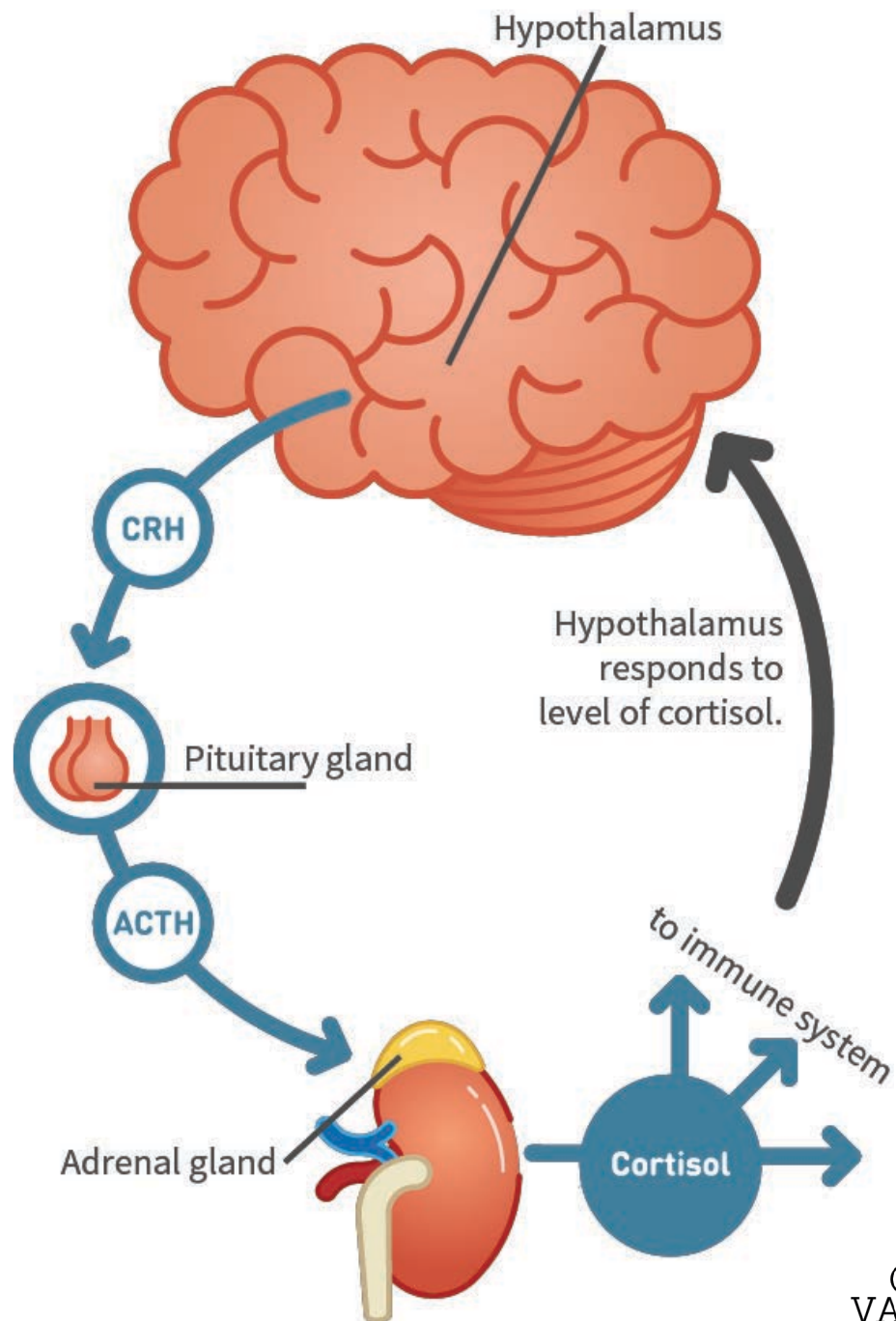




Neuroscience
Child anxiety
Constructive
communication
Growth mindset
Strategies and resources









AUTONOMIC NERVOUS SYSTEM



ANXIETY IN CHILDREN



- > Irritable, annoyed
- > Tantrum
- > Argue
- > Kick, hit, stomp feet
- > Clench fists
- > Yell
- > Grit teeth
- > Cry
- > Oppositional
- > Rigid

ANXIETY IN CHILDREN



- > Walking, running away
- > Less engaged
- > Avoidant
- > Outside of group
- > Restroom visits
- > Distracted, daydream
- > Procrastinating
- > Tired, sleepy, fatigue
- > Physical complaints
- > Crying

ANXIETY IN CHILDREN



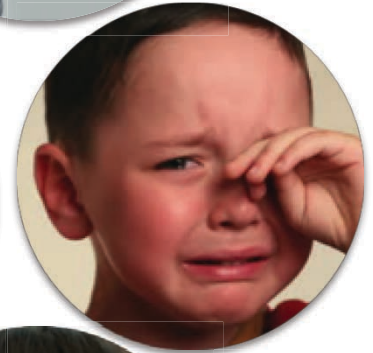
- > Lack of production
- > Inability to initiate tasks
- > Muted
- > Disinterested
- > Apathetic
- > Not engaged
- > Stuck, rigid
- > Confused
- > Numb

ANXIETY AND BEHAVIOR **FUNCTIONAL NEED**

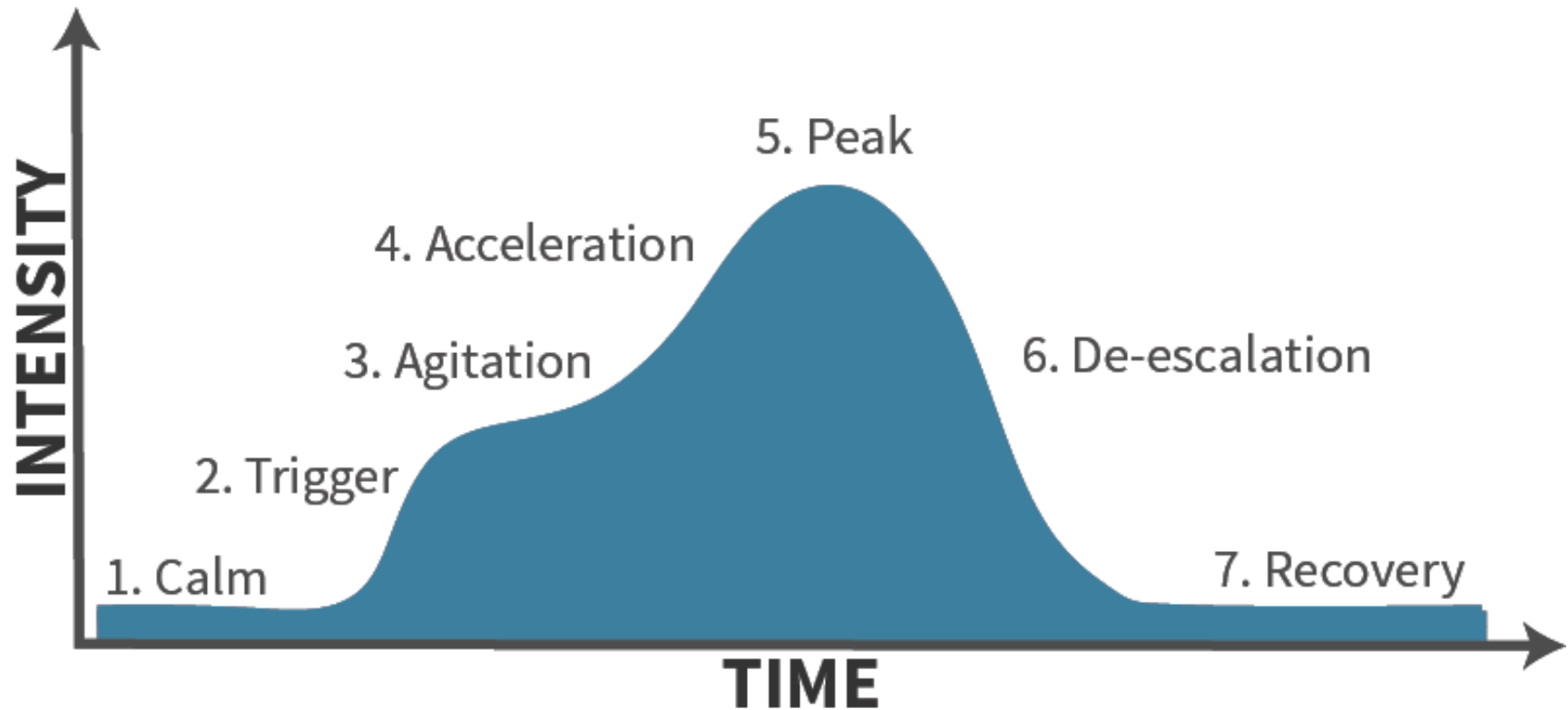


TRIGGERS

- > Child's temperament
- > Sensory issues
- > Stress
- > Challenging situations
- > Physical and mental health
- > Sleep
- > Executive function skills
 - self-control
 - flexible thinking
 - emotional regulation



STRATEGIES FOR DE-ESCALATION



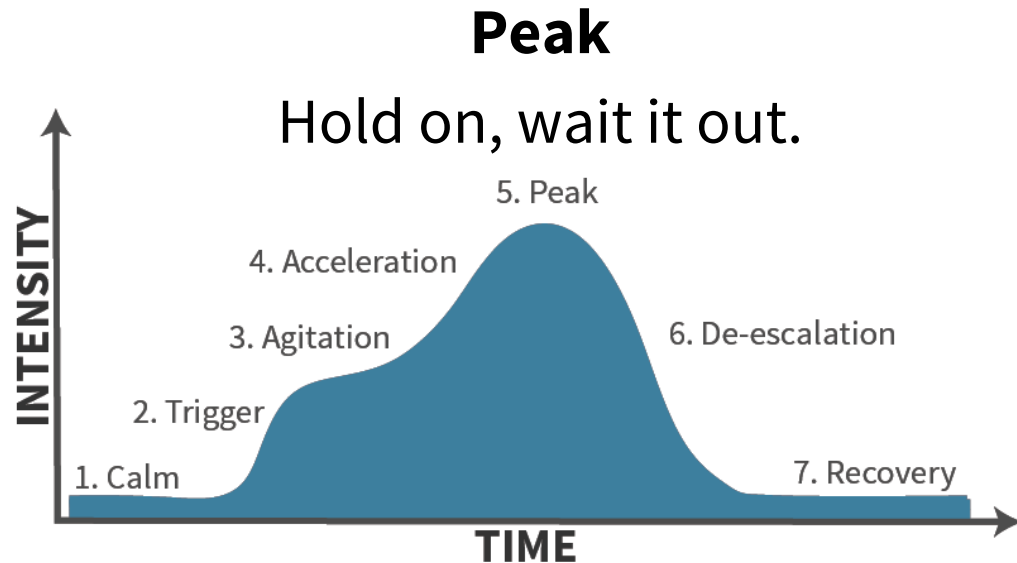
STRATEGIES FOR DE-ESCALATION

> Trigger and Agitation

- redirect
- cue target behavior
- remind expectation
- offer replacement

> Acceleration

- empathy, firm, kind
- state expectation
- directive to use calming tool



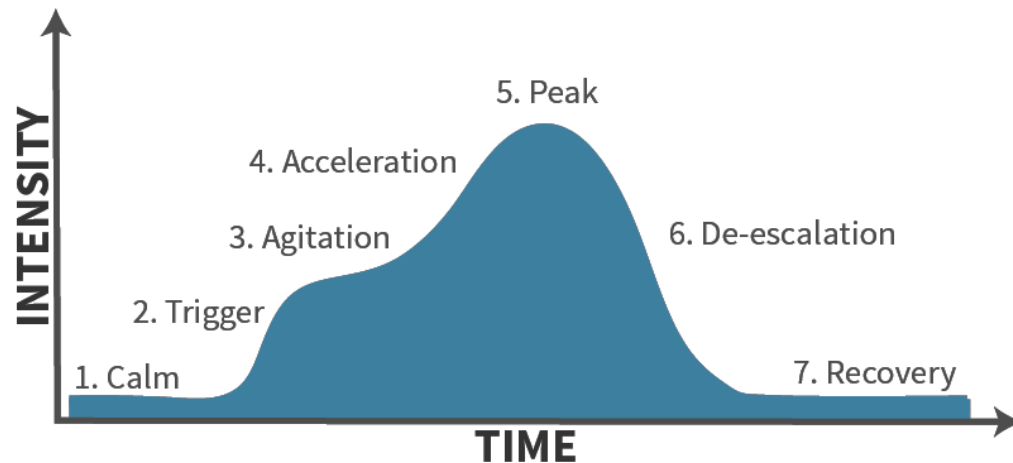
STRATEGIES FOR DE-ESCALATION

> De-escalation

- wait
- stay calm
- maintain calming tool

> Recovery

- process or talk about it
- consequence
- restitution



ANXIETY AND ANXIETY DISORDERS

DSM V

- > Separation anxiety disorder
- > Selective mutism
- > Specific phobia
- > Social anxiety disorder
 - may be performance-specific
- > Panic disorder
- > Agoraphobia
- > Generalized anxiety disorder
- > Anxiety disorder due to another medical condition
- > Other specified anxiety disorder
- > Unspecified anxiety disorder

Anticipatory fear of a real or perceived threat.

All disorders have criteria for level of distress and functional impairment.

High co-morbidity.

A NOTE ON SOCIAL MEDIA

- > FOMO is a real thing
- > Higher emotional investment in social media has been found to have positive correlation to anxiety
- > Bullying, trolling, negative social interaction related to anxiety
- > Sleep disturbance



ANXIETY AT SCHOOL AND HOME



REINFORCING ANXIETY

Accidental

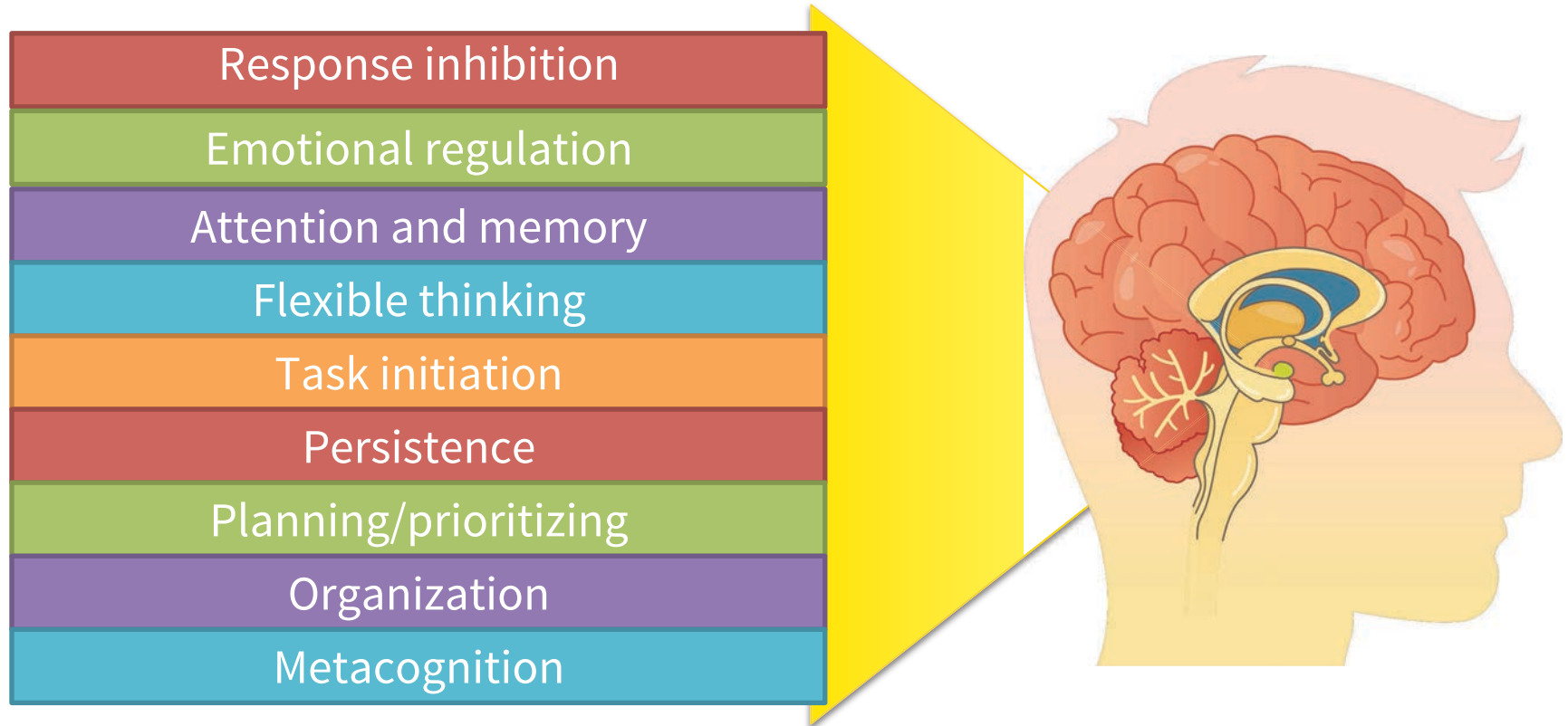
Fatigue

Caught off-guard

Misread

Lack of understanding

EXECUTIVE FUNCTIONS





Manage environment

- > Consider settings
- > What you can and cannot control
- > Timing

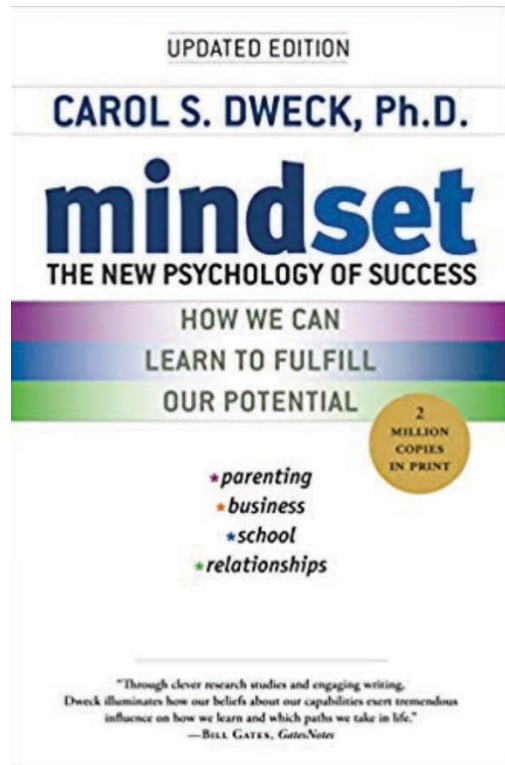
CONSTRUCTIVE COMMUNICATION

Building self-efficacy

Knowing that you can have an impact on yourself and others and knowing how you or their behaviors and emotions will be affected.



GROWTH MINDSET



“In a growth mindset, people believe that their most basic abilities can be developed through ***dedication*** and ***hard work***—brains and talent are just the starting point. This view creates a ***love of learning*** and a ***resilience*** that is essential for great accomplishment.”
(Dweck, 2006)

GROWTH MINDSET CULTURE

- > Constructive communication
- > Specific and meaningful praise
- > Discerning emotional engagement
- > Fostering connections with caring adults
- > Peer support
- > Opportunities to make choices
- > Humor and curiosity

GROWTH MINDSET CULTURE

- > Work for mastery
- > Independent homework
- > Promote healthy risks
- > Educate about the brain
- > Integrated SEL
- > Differentiate and challenge
- > Explicit instruction for EF skills



MESSAGING AND MODELING

- > Semantics matter
- > Daily interactions
- > Reactions
- > Simplest interactions can have big meaning to a kid

CONSTRUCTIVE COMMUNICATION

- > Do for
- > Do with
- > Watch do
- > They do on own



**If they
can do it,
let them!**

CONSTRUCTIVE COMMUNICATION

Messaging that undermines

- > Overprotecting
- > Overdirecting
 - what to do at every moment
- > Hand-holding
 - correcting homework, handling their lives, negotiating for them
- > We confuse it with love



CONSTRUCTIVE COMMUNICATION

- > Difference between pushing and pressure
- > Pushing
 - Encouraging through discomfort
 - Stretch a child's limits
 - Provide help as a resource without doing for
 - Goal-directed for your child's goals
- > Pressuring
 - Relentless stress
 - Refusing help to make a point
 - Focus for the child is about freeing the stress
 - Goal is parent driven

CONSTRUCTIVE COMMUNICATION

Self-efficacy

- > Takes initiative
- > Makes deeper connections
- > Understands consequences
- > Higher motivation
- > Hopeful, optimistic

VS.

Learned helplessness

- > Lacks initiative
- > Passive
- > Gives up easily
- > Less curious
- > Superficial or vapid
- > Lonelier, moody

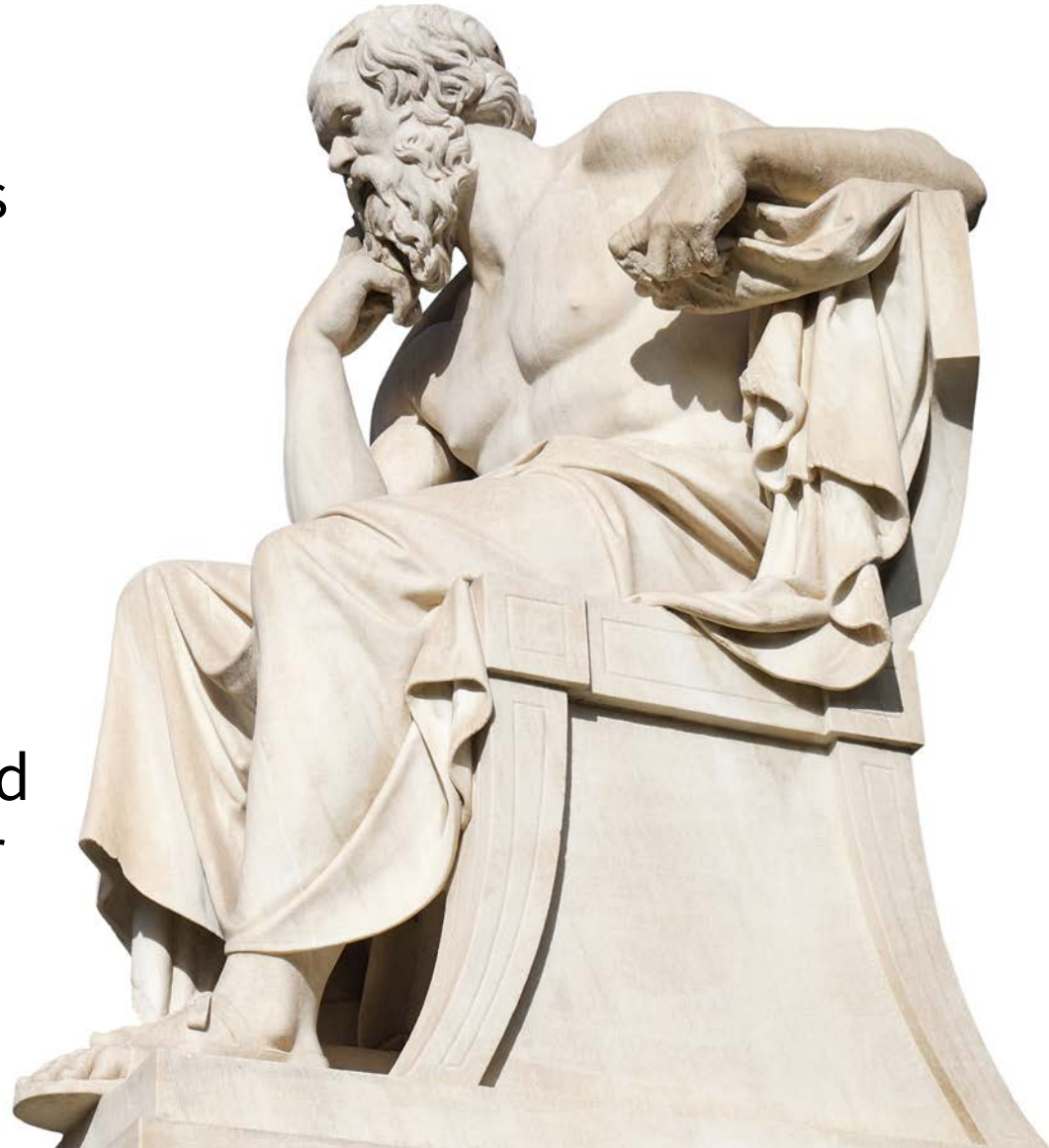
CONSTRUCTIVE COMMUNICATION

- > Encourage kids to think for themselves
- > Not a mother robin feeding her young

MESSAGING FOR CRITICAL THINKING

- > Let them try
- > Let them figure things out
- > Conversation matters
- > Socratic method: question for thought

Think of one area where you could help your child be more independent or think for themselves.



PRAISE AND REWARDS

- > Overpraising
- > Overvaluing
- > Worshipping
- > Bribing moral behavior
- > Paying off what is expected



A WORD OF CAUTION

- > Avoid token economies and reward incentives for anxiety-related behaviors.
 - unintentional punishment
 - leads to frustration and mistrust
 - increases the anxiety
 - escalates problematic or maladaptive behaviors

Focus on rewarding use of strategies.

PRAISE AND GROWTH MINDSET

- > Listen for mindset language and foster it
- > Praise **strategies and effort** when leading to learning
- > Empower choice within reason
- > Foster self-efficacy
- > Support willingness to seek help when needed
- > Hold accountable for lack of effort (builds trust)

CONSTRUCTIVE DISCIPLINE

- > Empathy and connection
- > Promotes growth and development
- > Strengthens resilience
- > Redirection, setting limits, saying NO





STRATEGIES




The ZONES of Regulation®

BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
			
Sad Sick Tired Bored Moving Slowly	Happy Calm Feeling Okay Focused Ready to Learn	Frustrated Worried Silly/Wiggly Excited Loss of Some Control	Mad/Angry Terrified Yelling/Hitting Elated Out of Control











My 5 point scale

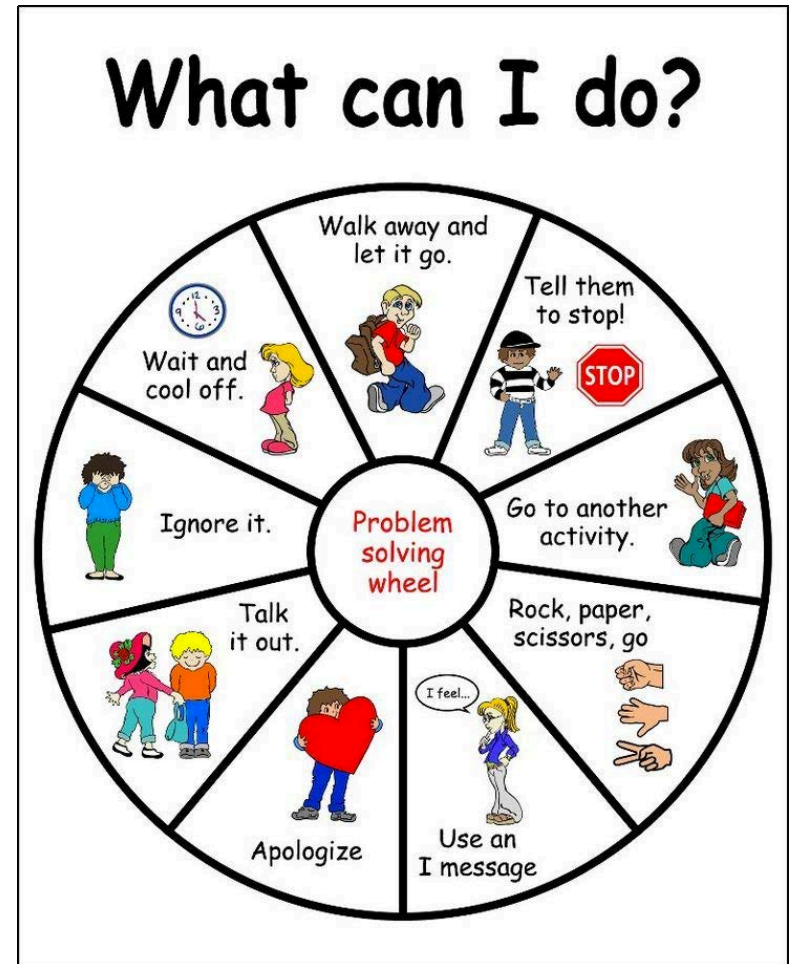
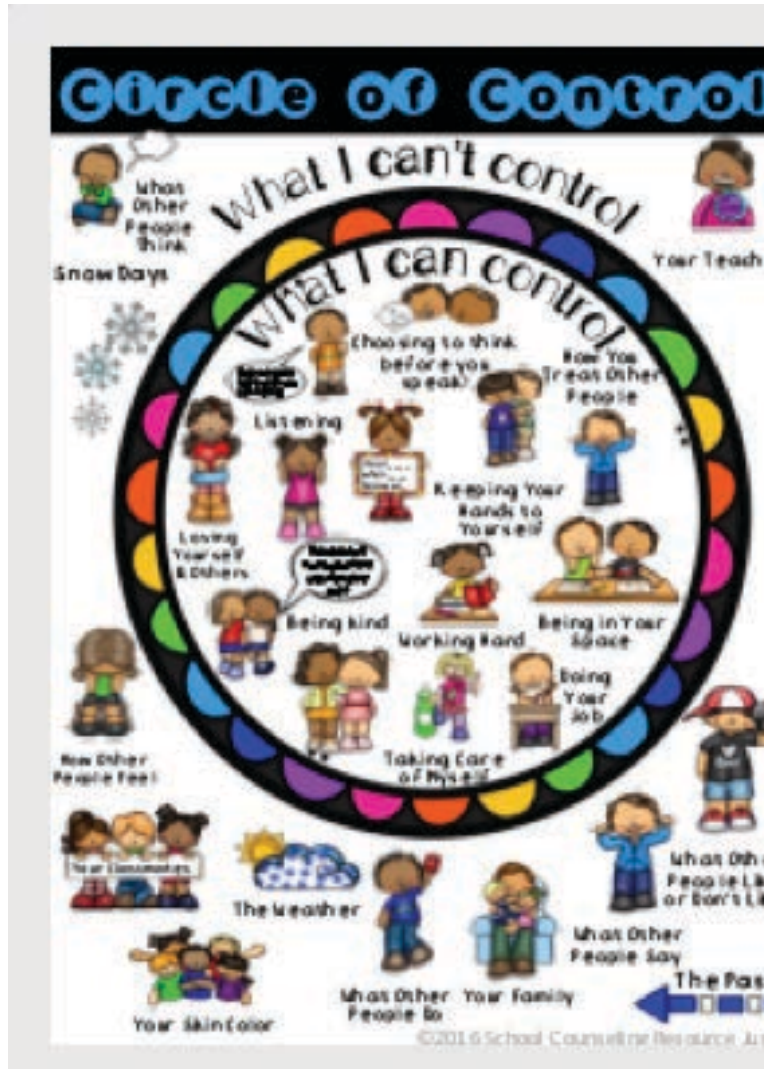
Feels like:		What it looks like:
MAD	5	
FRUSTRATED	4	
JUST RIGHT	3	
QUIET	2	
SLEEPY	1	

Very anxious		Say, "I need a break" Say, "This is too hard" Ask, "I want ____"
Getting anxious		Take 5 deep breaths Say, "This is too hard" Squeeze hands together Think about funny videos Count backwards 10-9-8-7-6-5-4-3-2-1
I'm Calm		

Ways I can calm myself...

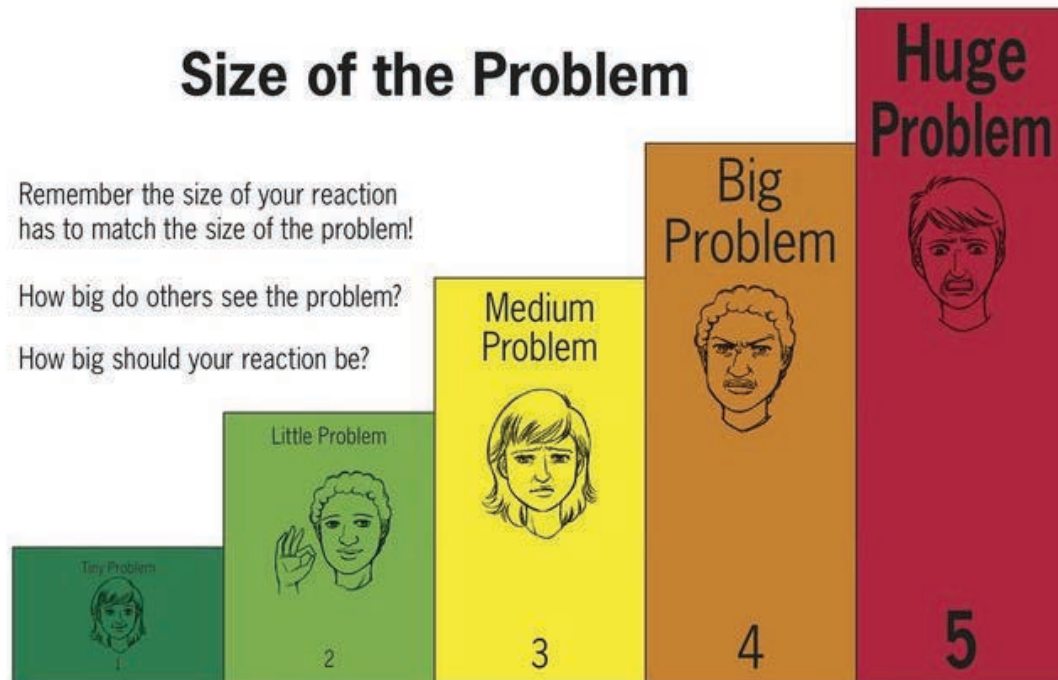
Write About It 	Draw a Picture 	Breathe Deeply 
Put my Head Down 	Remember a Happy Time 	Take a Brain Break 
Read a Book 	Smile 	Count to 10 1,2,3,4,5,6,7,8,9,10

STRATEGIES



STRATEGIES

The ZONES of Regulation® Reproducible W



Visual adapted by Leah Kuypers, Donna Brittain and Jill Kuzma for The Zones of Regulation® from the original work of Winner's Think Social! (2005), pages 44-45, www.socialthinking.com, and Buron and Curtis' The Incredible 5-Point Scale (2003), www.5pointscale.com

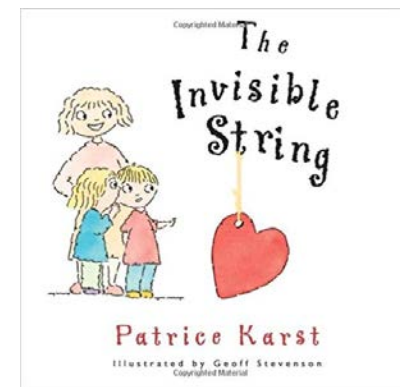
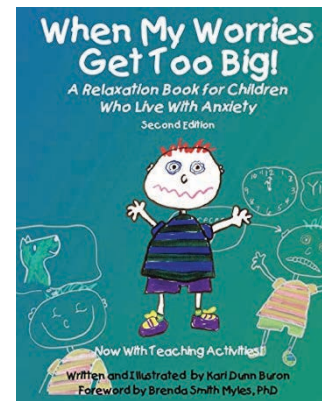
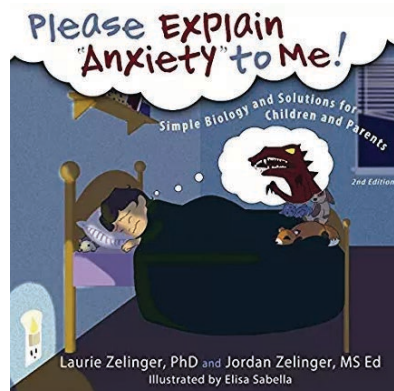
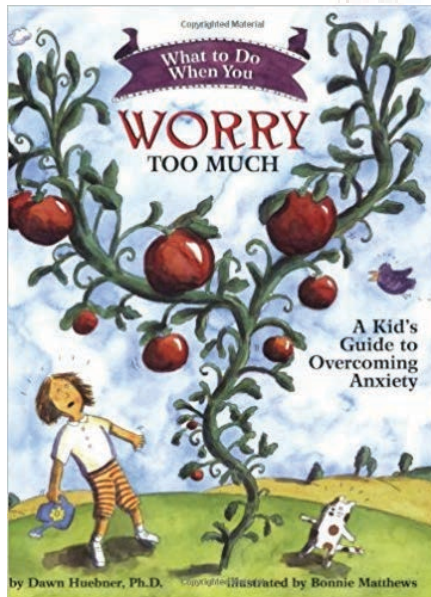
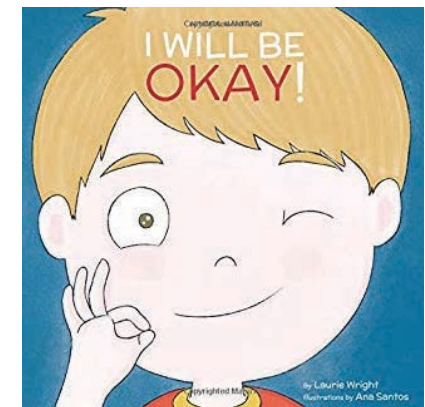
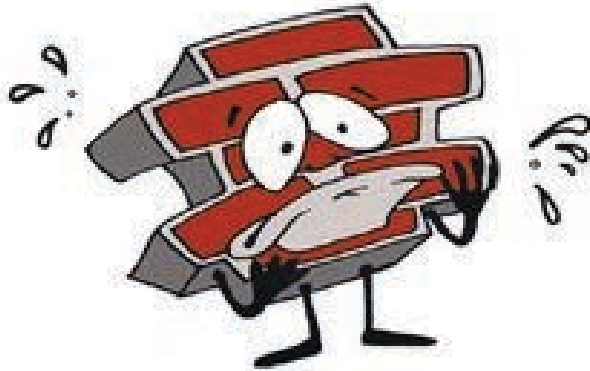
Copyright © 2011 Think Social Publishing, Inc.
This page may be copied for the purposes of educating students and other professionals.

STRATEGIES

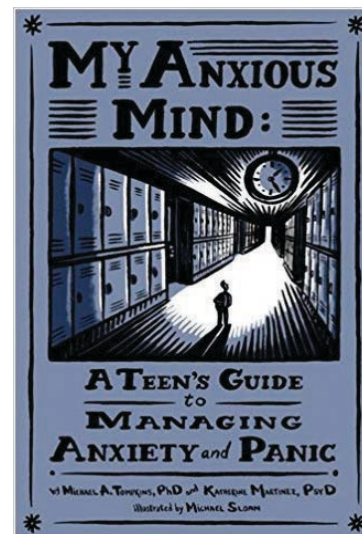
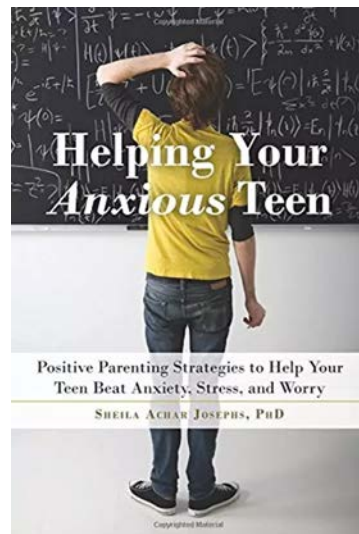
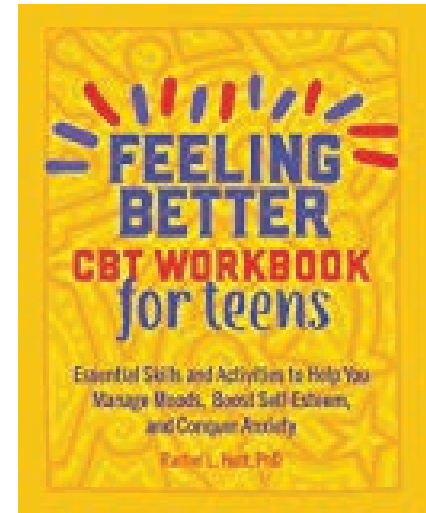
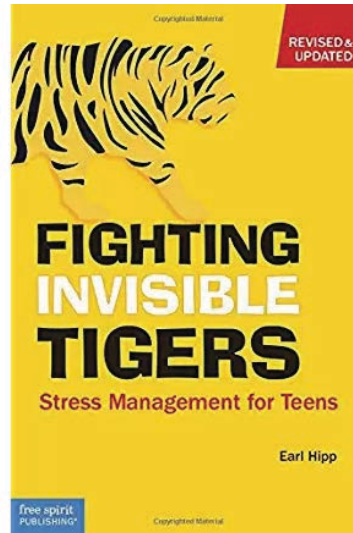
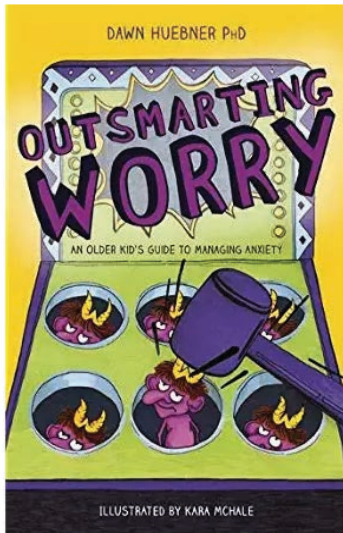
- > yoga
- > mindfulness
- > arts
- > activities
- > sports



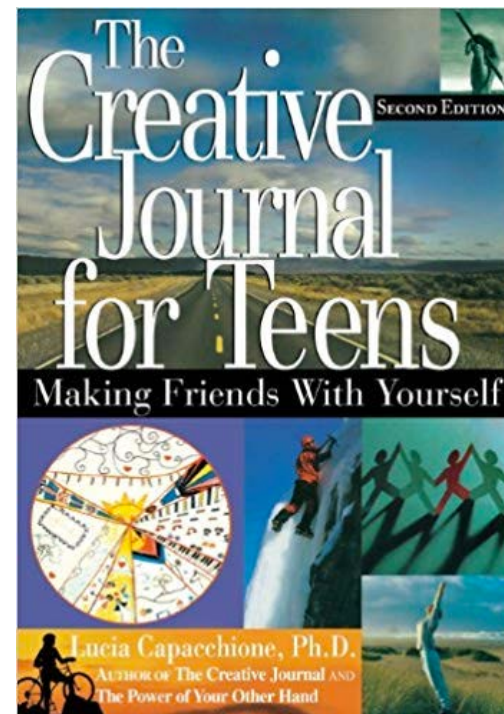
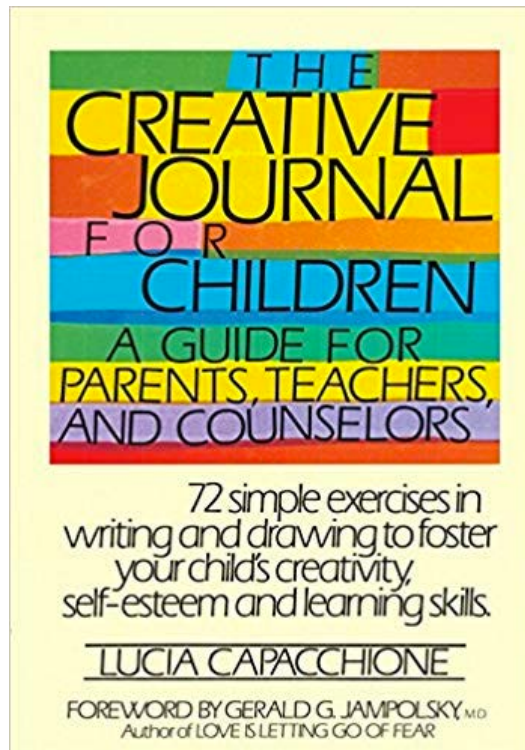
RESOURCES



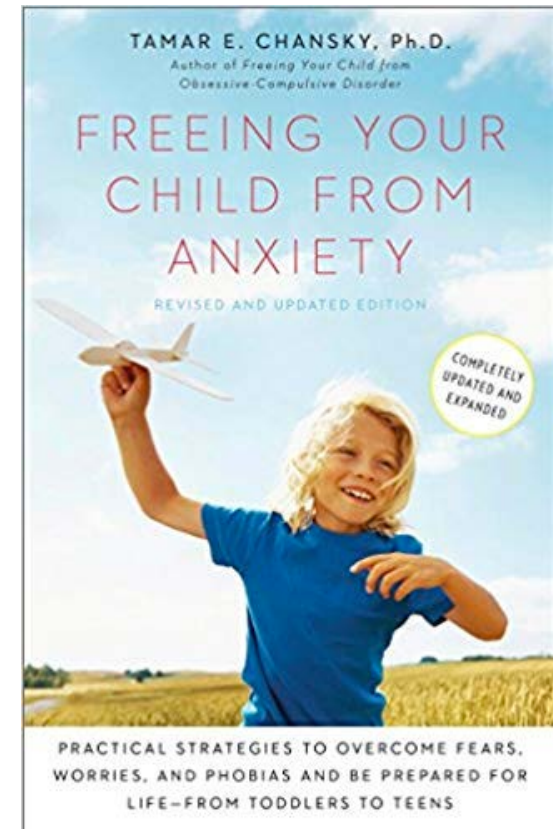
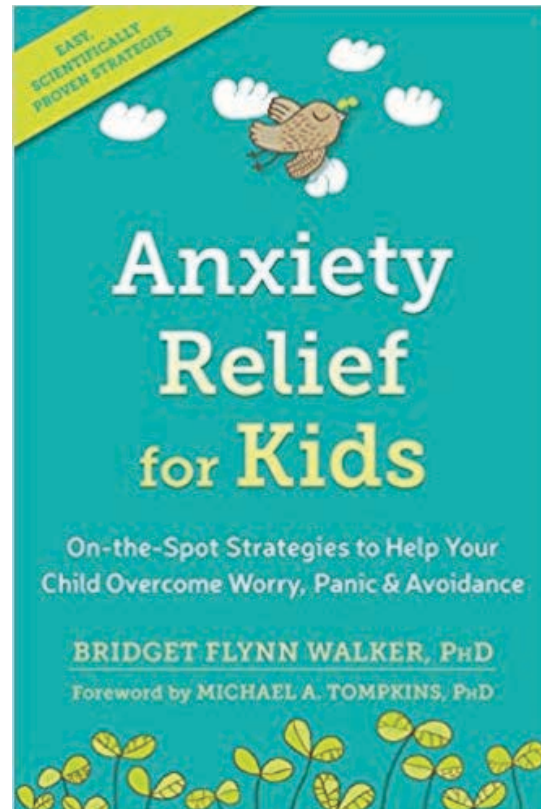
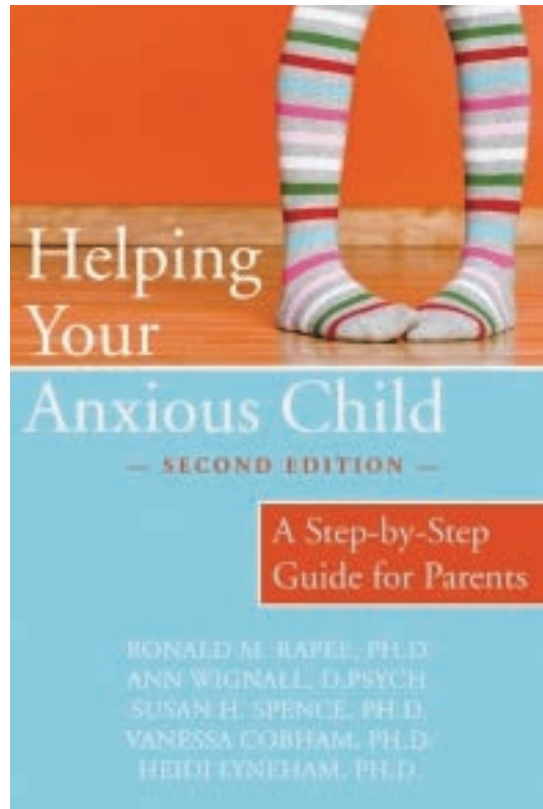
RESOURCES



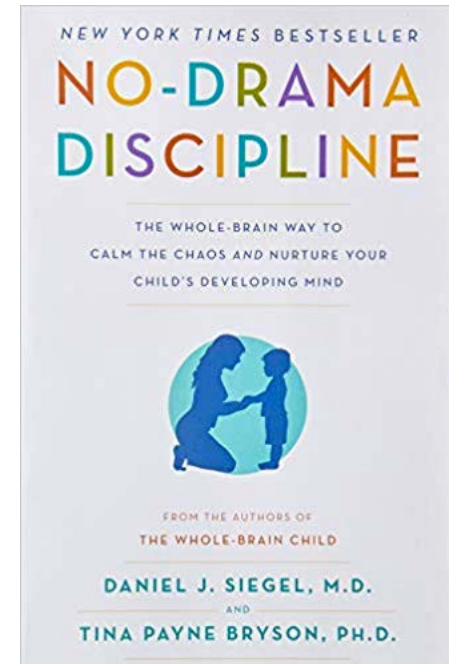
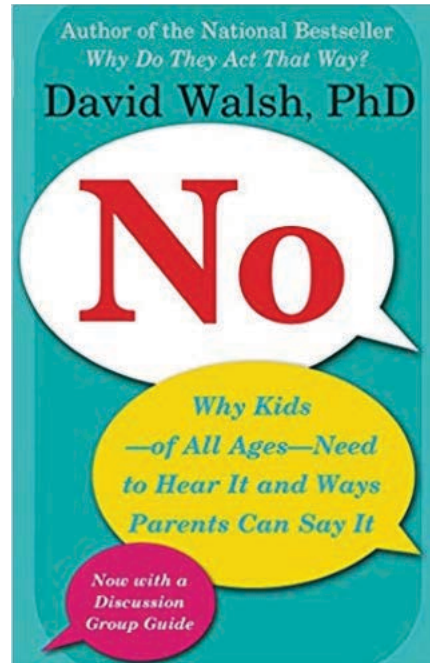
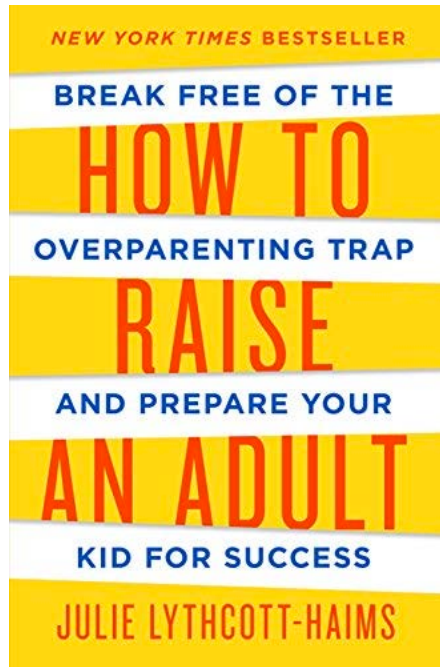
RESOURCES



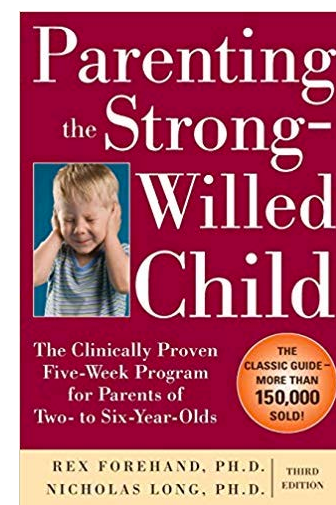
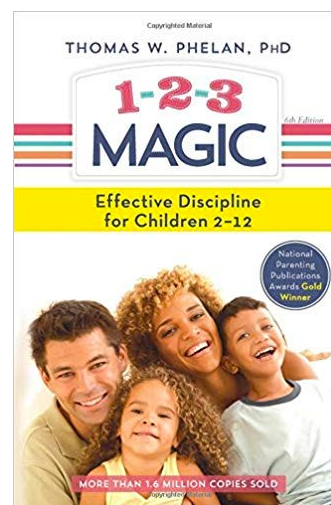
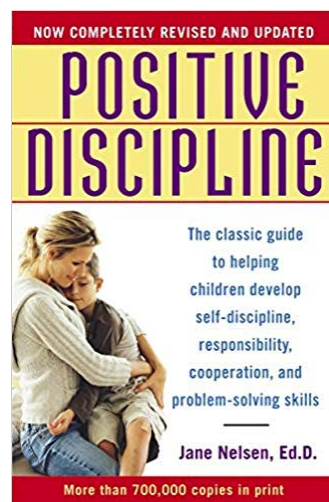
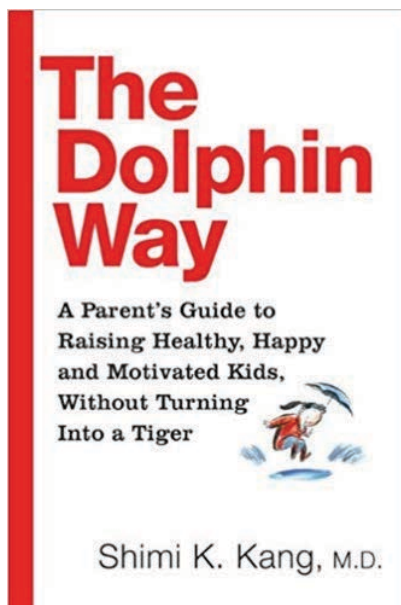
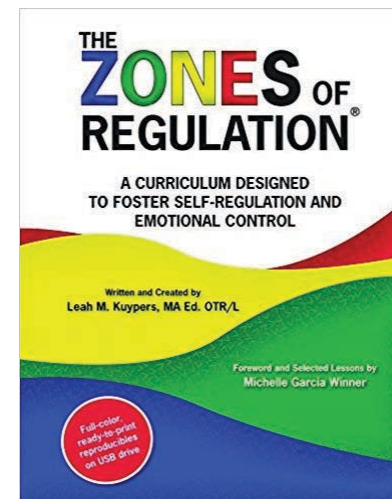
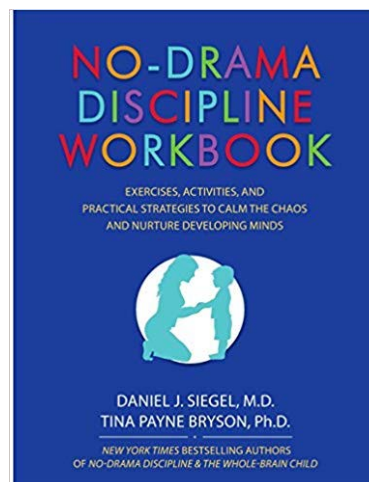
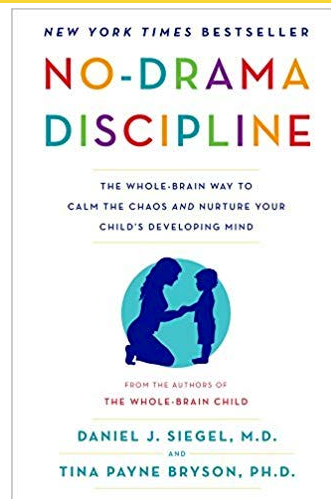
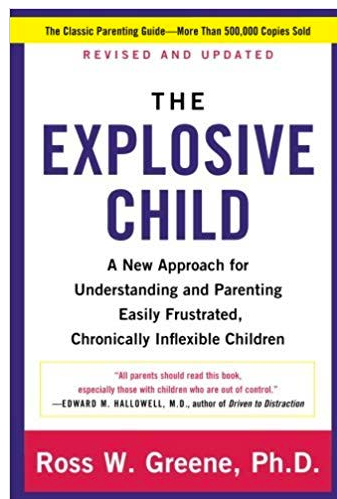
RESOURCES



RESOURCES

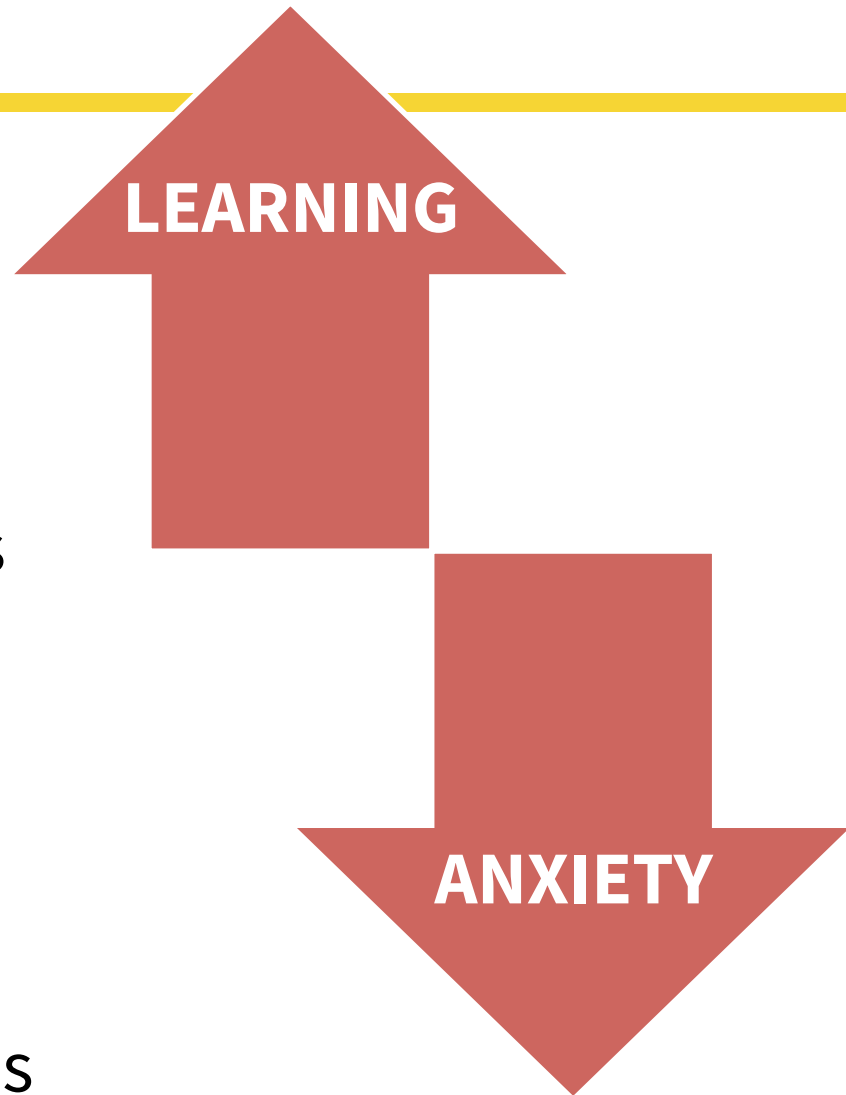


RESOURCES



SUMMARY

- > Manage stressors
- > Constructive communication
- > Proactive strategies
- > Promote Growth Mindset
- > Build resilience
- > Love of learning
- > Positive connections



RESILIENCE

“Resilience embraces the ability of a child to deal effectively with stress and pressure; to cope with everyday challenges; to bounce back from disappointments, adversity, and trauma; to develop clear and realistic goals; to solve problems; to relate comfortably with others; and to treat one’s self and others with respect.”

(Brooks & Goldstein, 2001)

**Decide on one message
you will change.**



CLIFF VALLEY INSTITUTE

OUTSTANDING PROGRAMS FOR
PARENTS AND EDUCATORS

Thank you!

Tamara Hamilton, LCSW
School Counselor, Cliff Valley
Director, Cliff Valley Institute

thamilton@cliffvalley.org

REFERENCES

- American Academy of Pediatrics. (2014). Caring for your baby and young child. New York: Bantam Books.
- American Academy of Pediatrics. (1999) Caring for your school-age child. New York: Bantam Books.
- American Academy of Pediatrics. (2013) Caring for your teenager. New York: Bantam Books.
- Borba, M. (2016). UnSelfie: Why empathetic kids succeed in our all-about-me world. New York: Touchstone.
- Brooks, R. and Goldstein, S. (2001) Raising resilient children: Fostering strength, hope, and optimism in your child. Chicago: Contemporary Books.
- Cramer, S. C. et. al. (2011). [Harnessing neuroplasticity for clinical applications](#). *Brain*. 134 (6), 1591-1609.
- Csikszentmihalyi, M. (2008) Flow: The psychology of optimal experience. New York: Harper Perennial.
- Deak, J. (2012, November). [Findings on brain development in the first five years of life](#). Lecture conducted from 92Y Wonderplay Early Childhood Education Conference, New York,
- Decety, J. & Lamm, C. (2007). The role of the right temporoparietal junction in social interaction: How low-level computational processes contribute to meta-cognition. *The Neuroscientist*. 13 (6), 580-593.
- Duckworth, A. (2016). Grit: The power of passion and perseverance. New York: Scribner.
- Dweck, C. S. (2006) Mindset: The new psychology of success. New York: Random House.
- Hardiman, M. (2012) *The brain targeted teaching model for 21st century schools*. Thousands Oaks: Corwin.
- Healy, J. M. (1994). Your child's growing mind: A practical guide to brain development and learning from birth to adolescence. New York: Broadway Books.
- Hughes, D. A., & Baylin, J. (2012). Brain-based parenting: The neuroscience of caregiving for healthy attachment. New York: W. W. Norton & Company.
- Kaufman, S. B. (2013). Ungifted: Intelligence redefined. New York: Basic Books.
- Kuhl, P. (2010, October). [The linguistic genius of babies](#).
- Meltzer, L. (2018). *Executive function in education: From theory to practice*. New York: The Guilford Press.
- Miller, C.A. (2017). Getting Grit: The evidence based approach to cultivating passion perseverance and purpose. Boulder: Sounds True, Inc.
- Miller, W. R. and Rollnick, S. (2013) Motivational interviewing: Helping people change. New York: Guilford Press.
- Minehan, J. (2012). *The behavior code: A practical guide for understanding and teaching the most challenging students*. Cambridge: Harvard Education Press.

REFERENCES

- Mischel, W. (2014). *The marshmallow test: Why self-control is the engine of success*. New York: Little, Brown and Company.
- NINDS & NIH (2014, December). [The life and death of a neuron](#). National Institute of Health: National Institute of Neurological Disorders and Stroke.
- Ryan, R.M. and Deci, E. L. (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemporary Educational Psychology* 25, 54-67.
- Packard, E. (2007, April). [That teenage feeling](#): Harvard researchers may have biological clues to quirky adolescent behavior. *Monitor*. 38-4, p. 20.
- Rapee, R.; Wignall, A.; Spence, S.H.; Cogham, V.; & Lyneham, H. (2008). *Helping your anxious child: A step by step guide for parents*. Canada: Raincoast Books.
- Saxe, R. (2009). [How we read each other's minds](#).
- Saxe, R. (n.d.). [The right temporo-parietal junction](#): a specific brain region for thinking about thoughts.
- Strauch, B. (2003) *The primal teen*. New York: Anchor Books.
- [Understanding anxiety in children and teens: 2018 Children's Mental Health Report](#). Child Mind Institute: New York. Online source
- Walsh, D. (2011). *Smart parenting, smarter kids*. New York: Free Press.
- Walsh D. (2004) *Why do they act that way?* New York: Free Press.
- Wegmann, E.; Oberst, U.; Stodt, B.; & Brand, M. (2017). Online specific fear of missing out and internet-use expectancies contribute to symptoms of internet-communications disorder. *Addictive Behaviors Reports*, 5; 33-42.
- Weiner, B. (1974). *Achievement motivation and attribution theory*. Morristown, NJ: General Learning Press.
- Weiner, B. (1980). *Human motivation*. New York: Holt, Rinehart, & Winston.
- https://www.ted.com/talks/angela_lee_duckworth_the_key_to_success_grit
- <https://www.socialthinking.com/>
- <https://k12engagement.unl.edu/Stages%20of%20Behavior%20Escalation.pdf>