

BIC ACADEMY

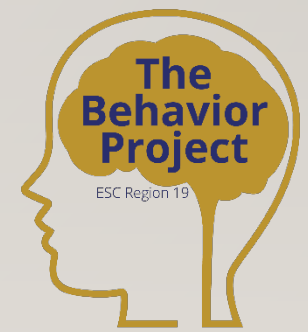
November 2021

Albert Villa

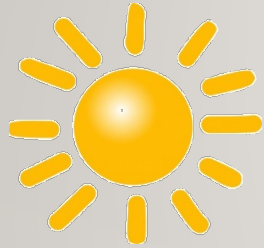
*Project Manager
Behavior & Mental Health*



Serving the Educational Communities of El Paso & Hudspeth Counties



HOW ARE YOU FEELING TODAY?



Sunny
(happy, excited)



Snowy
(relaxed, peaceful)



Rainbow
(hopeful)



Rainy
(sad, lonely)



Stormy
(angry, frustrated)



Windy
(anxious, stressed)



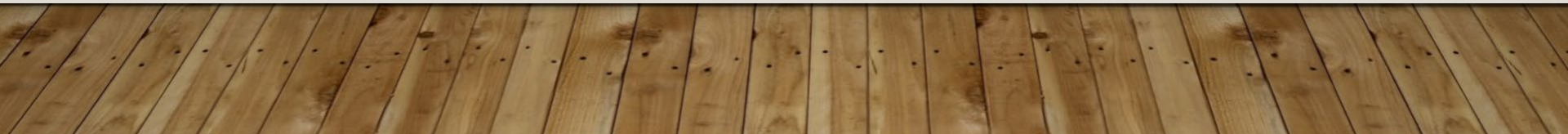
Foggy
(confused, depressed)



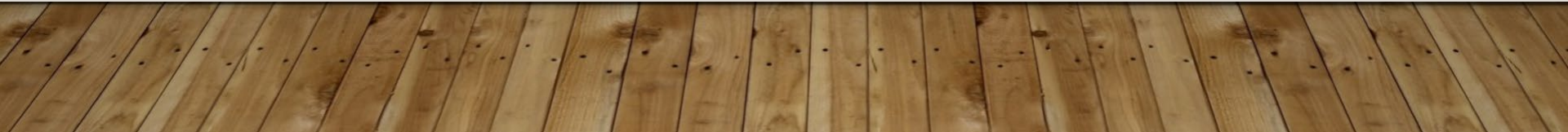
Cloudy
(grumpy, sick)

TODAY'S AGENDA

- 1. What's Going On In Our BIC World?**
- 2. What The Heck Are ACE's?**
- 3. Trauma & It's Effects On The Brain**
- 4. Let's Get Some Practice**
- 5. Mindfulness**



Current Picture of ED Students



Current Picture of ED Students

- Have the worst graduation rate of all students with disabilities.
- Are three times as likely as other students to be arrested before leaving school.

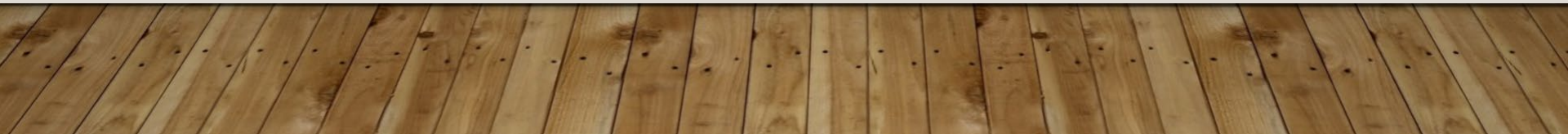
Current Picture of ED Students

- Are twice as likely as other students with other disabilities to be living in a correctional facility, halfway house, drug treatment center, or on the street after leaving school.
- Are twice as likely as students with other disabilities to become teenage mothers.

Current Picture of ED Students

- Youth with emotional disturbances are 13 times more likely to have been arrested while still in school compared to students with other disabilities.
- 10-25 percent of ED students enroll in post-secondary education (compared to 53 percent of typical population).

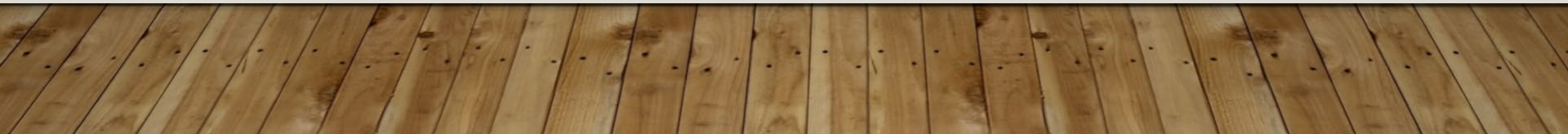
**What's Going On
In
YOUR
Classroom?**



Some Quick Questions...

1. *Who is responsible for creating your students' FBA's & BIP's?*
2. *Do you use a formal social skills curriculum and if so, which do you use?*
3. *Do you collaborate when a student transitions between elementary-middle & middle-high school?*

ADVERSE
CHILDHOOD
EXPERIENCES

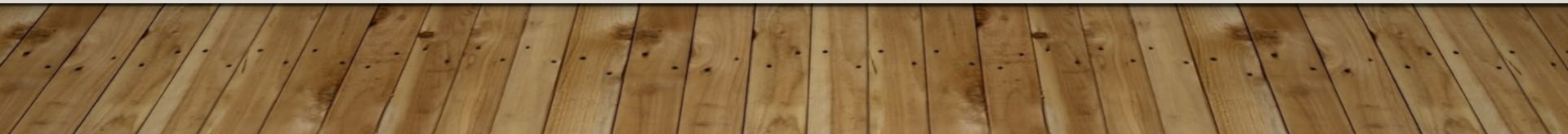


EFFECTS of ACE's

- Research shows that there is a remarkable link between adverse childhood events and health issues later in life.
- Childhood trauma is prevalent. Research indicates that there are now more children affected by trauma than ever before.

CURRENT RESEARCH SAYS...

- Nearly 35 million US children have experienced at least one type of childhood trauma.
- One study of children ages 2-5 found that 52% had experienced a severe stressor in their lifetime.
- Suicide is the second leading cause of death for children ages 10-17.



EFFECTS of ACE's

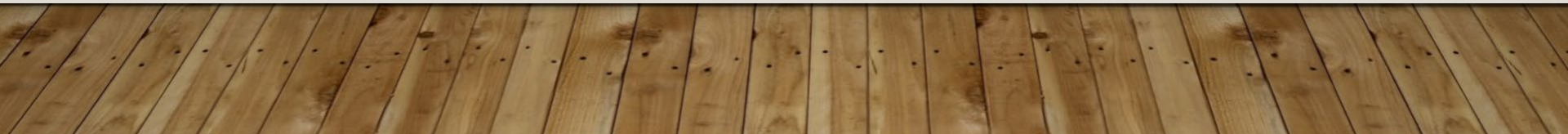
ACE's have a powerful negative effect on student's readiness to learn, leading to the “triple whammy” of school troubles in **attendance, behavior, and classwork.**

CORRELATION BETWEEN NUMBER OF **ACE'S** AND STRUGGLES IN SCHOOL

	Attendance	Behavior	Classwork
No Known ACE's	1.0	1.0	1.0
1 ACE	2.2	2.4	1.5
2 ACEs	2.6	4.3	2.5
3 ACEs	4.9	6.1	2.9

WHAT IS TRAUMA?

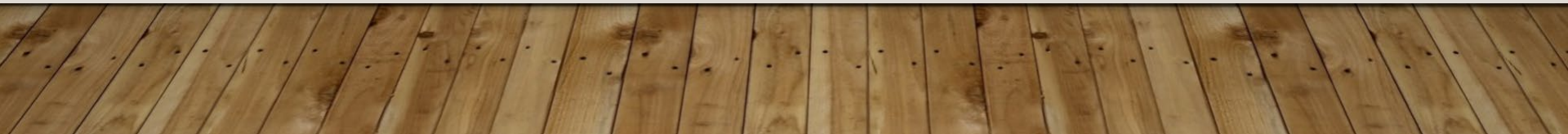
“Trauma is an exceptional experience in which powerful and dangerous events overwhelm a person’s capacity to cope.”



WHAT MAKES SOMETHING TRAUMATIC?

It's **NOT** the nature of the event itself
that makes something traumatic.

It's really the *subjective experience* of
the person that defines whether an
event is traumatic or not.

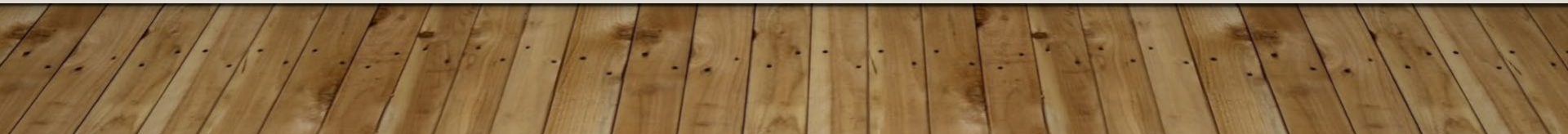


5 FUNDAMENTAL TRUTHS ABOUT TRAUMA

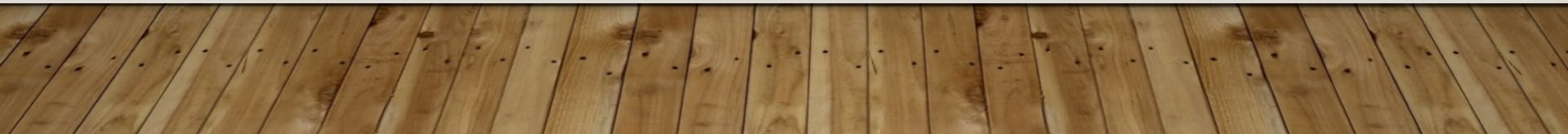
1. Trauma is **real**.
2. Trauma is **prevalent**. In fact, it is likely much more common than we care to admit.
3. Trauma is **toxic to the brain** and can affect development and learning in a multitude of ways.
4. In our school, we need to be prepared to **support students who have experienced trauma**, even if we don't know exactly who they are.
5. Children are **resilient**, and within positive learning environments they can grow, learn, and succeed.

HOW TRAUMA AFFECTS THE BRAIN

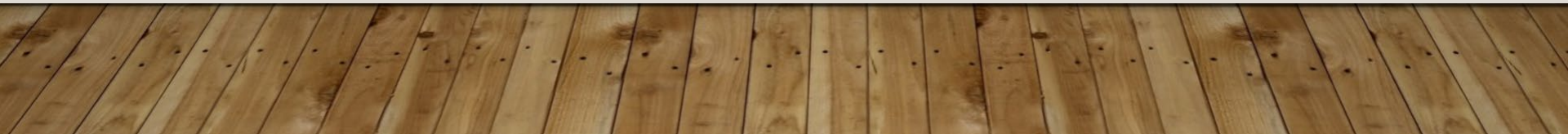
- Under extreme stress, our bodies are forced to respond via a heightened state of alert known as the ***flight, fight, or freeze*** response.
- Our bodies were designed to be in that state only for brief periods, and only in the face of extreme danger.



Let's take a look at
STRESS & ANXIETY
and their effects on
students and
student behavior



WHAT DOES
FIGHT, FLIGHT, OR FREEZE
LOOK LIKE IN THE
CLASSROOM?



“FIGHT”

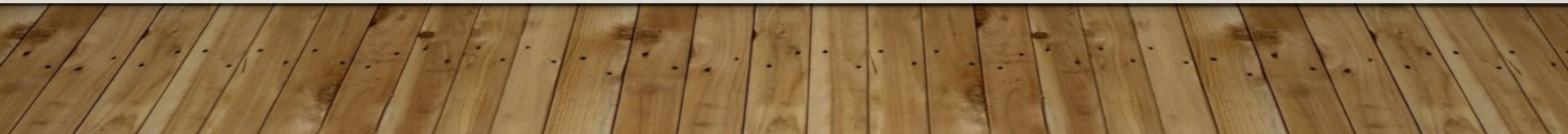
- Acting out
- Behaving aggressively
- Acting silly
- Exhibiting defiance
- Being hyperactive
- Arguing
- Screaming/yelling

“FLIGHT”

- Withdrawing
- Fleeing the classroom
- Skipping class
- Daydreaming
- Seeming to sleep
- Avoiding others
- Hiding or wandering
- Becoming disengaged

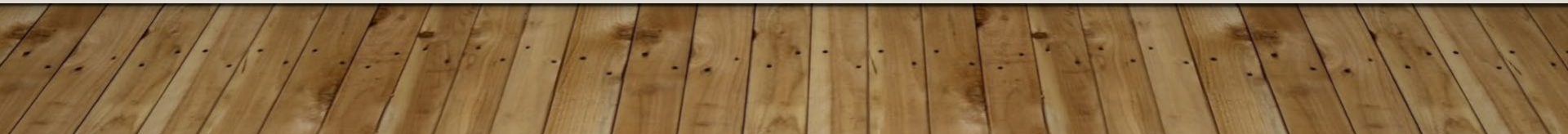
“FREEZE”

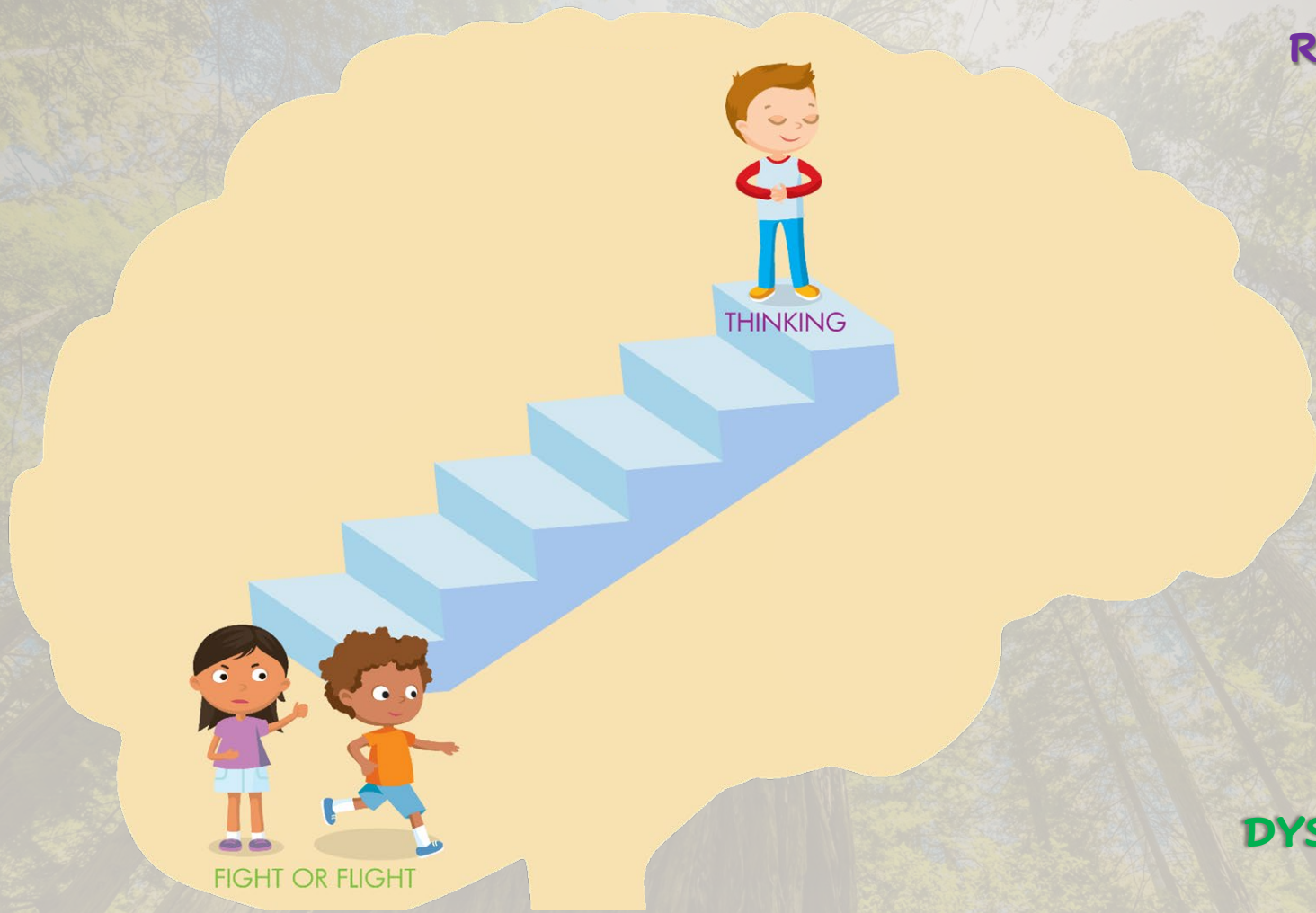
- Exhibiting numbness
- Refusing to answer
- Refusing to get needs met
- Giving a blank look
- Feeling unable to move or act



HOW TRAUMA AFFECTS THE BRAIN

- When released in large doses, these chemicals become toxic to the body and can create significant impairment in development.
- Because a child's brain is so sensitive, chronically elevated levels of stress hormones can significantly disrupt the development of the brain in a multitude of ways.
- They affect learning, memory, mood, relationship skills, and parts of executive functioning....ALL REQUIRED for success in the classroom.





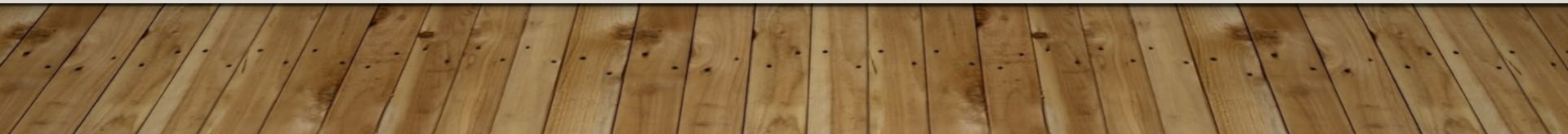
REGULATED



DYSREGULATED

UPSTAIRS vs. DOWNSTAIRS BRAINS

The better we can teach students to recognize when they are in their downstairs brain versus their upstairs brain and give them a tool set for getting back upstairs, the greater the chance we have at supporting student's pursuit of personal and academic success!

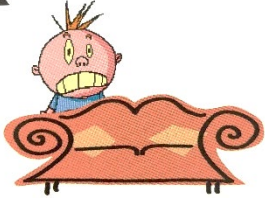


**HOW DO WE MOVE
FROM ACE'S & TRAUMA**

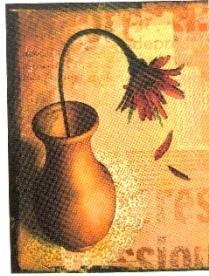


RESILIENCE

A Adverse Childhood Experience
**WITNESSING DOMESTIC
VIOLENCE AGAINST MOTHER**



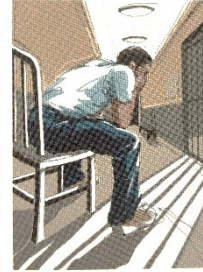
A Adverse Childhood Experience
**LOSS OF A PARENT TO
DEATH OR ABANDONMENT**



A Adverse Childhood Experience
**MENTALLY ILL, DEPRESSED
OR SUICIDAL FAMILY MEMBER**



A Adverse Childhood Experience
**INCARCERATION OF
A FAMILY MEMBER**



A Adverse Childhood Experience
**DRUG ADDICTED OR
ALCOHOLIC FAMILY MEMBER**



A Adverse Childhood Experience
PHYSICAL NEGLECT



A Adverse Childhood Experience
CHILD EMOTIONAL ABUSE



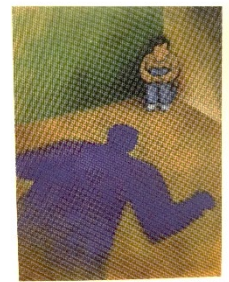
A Adverse Childhood Experience
CHILD SEXUAL ABUSE



A Adverse Childhood Experience
EMOTIONAL NEGLECT



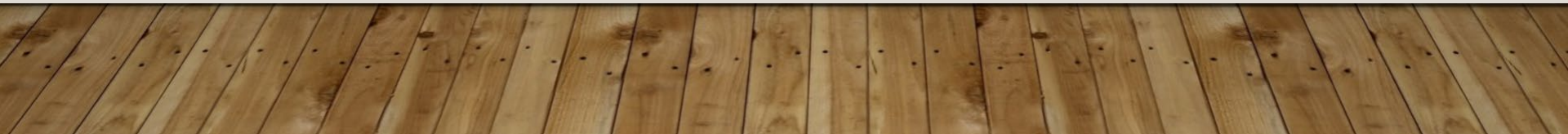
A Adverse Childhood Experience
CHILD PHYSICAL ABUSE



THE BOTTOM LINE

YOUNG PEOPLE WILL BE MORE
RESILIENT IF THE IMPORTANT
ADULTS IN THEIR LIVES
BELIEVE IN THEM UNCONDITIONALLY
AND HOLD THEM TO HIGH
EXPECTATIONS.

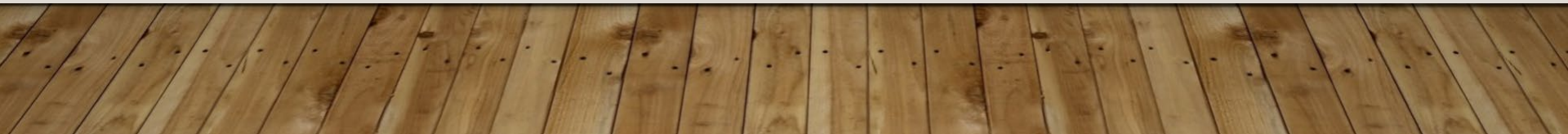
YOUNG PEOPLE LIVE UP OR DOWN
TO THE EXPECTATIONS WE SET FOR
THEM.



Did any of the adults make good decisions?

Did any of the adults make bad decisions?

How could this have been avoided?

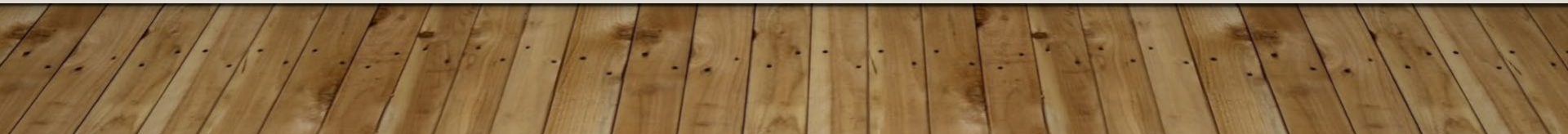


POSTER ACTIVITY

- Anticipating a Problem
- Body-Language of De-escalation
- Listening
- Tone of Voice
- Offering an Apology
- Avoiding Defensiveness & Answering All Questions Respectfully
- Giving Something
- Offering Clear Boundaries

**“Don’t Say.....
Say Instead”**

ACTIVITY



DON'T SAY...



Say Instead...

I understand.

I know how you feel.

DON'T SAY...



Say Instead...

Just calm down.

Just get over it.

DON'T SAY...

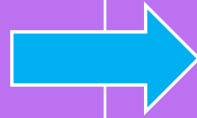


Say Instead...

You're making a big deal
out of nothing.

You're always causing trouble
here and that's not acceptable.

DON'T SAY...

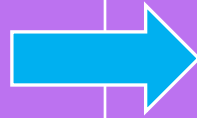


Say Instead...

I agree.

It sounds like he was
totally wrong.

DON'T SAY...

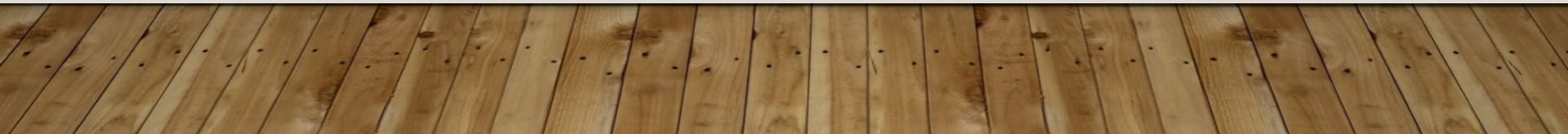


Say Instead...

Don't have an attitude
with me,
I'm here to help you.

You're always causing trouble.

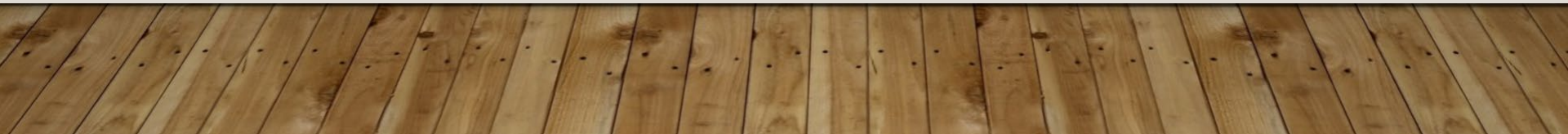
**WHAT WAS YOUR
"TAKE-AWAY"
FROM THE VIDEO?**



THE IMPORTANCE OF POSITIVE RELATIONSHIPS

Positive relationships with peers and adults - including parents and teachers - are key to children's social-emotional development.

- First, they make school a comfortable, secure safe place where children can focus on learning.
- Second, mutual, caring relationships provide opportunities for children to develop and practice important social skills.



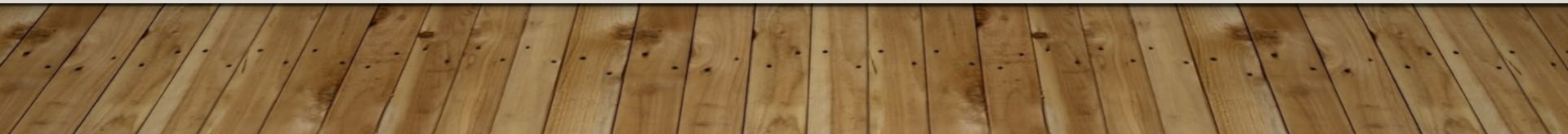
A photograph of a classroom with rows of desks and chairs. In the background, there is a chalkboard with some faint writing and a map on the wall. A large, semi-transparent white circle is overlaid on the center of the image, containing the main text.

**Rules without
relationships
equals rebellion.**

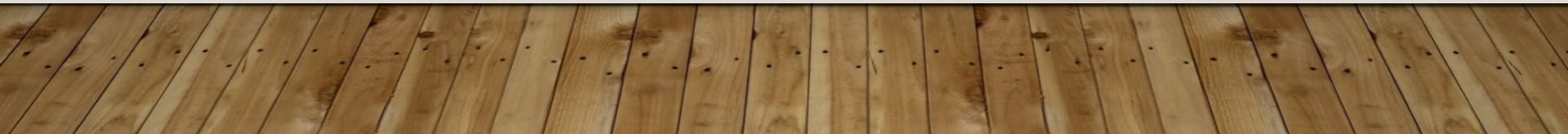
Dr. Marcia Tate

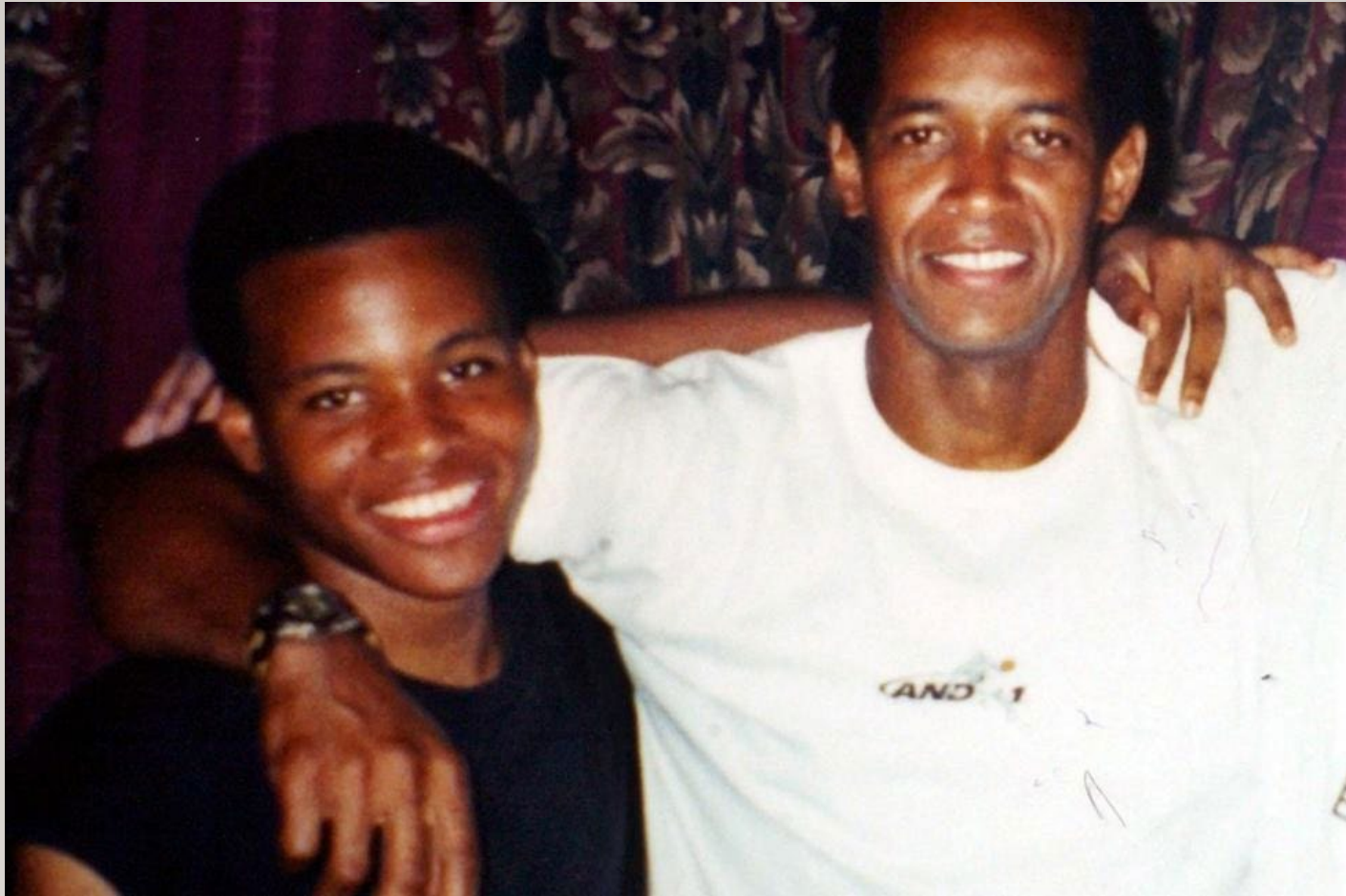
“It's always about relationships.
Cultivating relationships with
your students leads to an active
and engaged classroom.”

-Dr. Marcia Tate



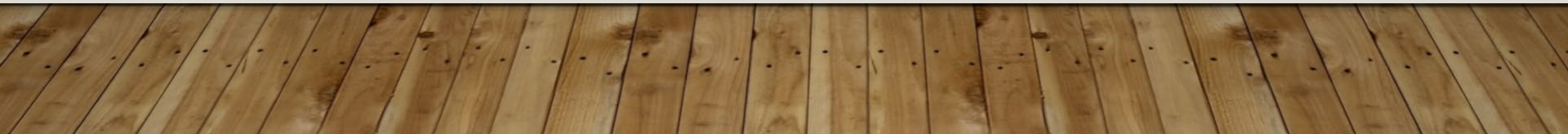
***Two Examples
of the Power
of Connection!***





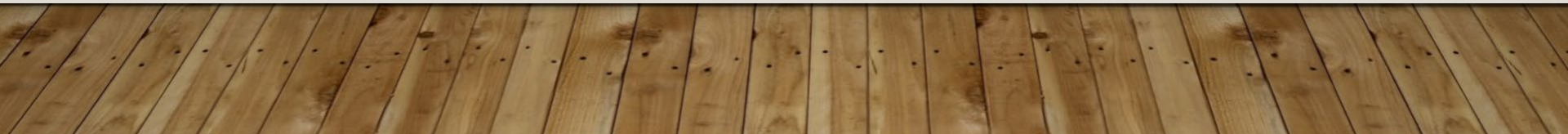
The Beltway Sniper Case

- *“He gave me his time”*
- *“He was consistent”*
- *“He was one of the only people who listened”*
- *“I had wanted that level of love and acceptance and consistency for all my life”*



**WE CAN ALL MAKE A
POSITIVE IMPACT ON A
CHILD'S LIFE...**

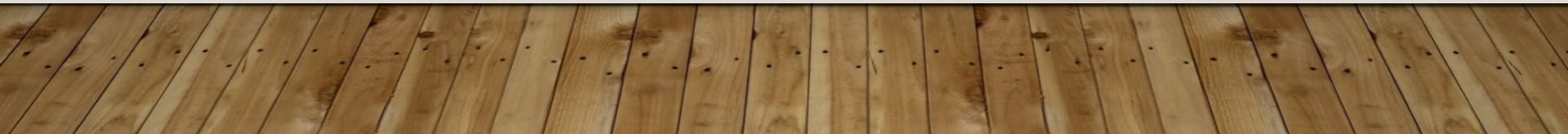
**NO MATTER WHO YOU
ARE!**



CHILDREN ARE MORE LIKELY TO DEVELOP **POSITIVE RELATIONSHIPS** WHEN TEACHERS:

- model appropriate social behaviors;
- provide opportunities for them to develop new social-emotional skills;
- give explicit guidance;
- offer the curriculum in ways that are engaging and relevant to children's lives and cultures;
- engage with parents in a two-way relationship to build children's social-emotional skills; and
- reflect an ethic of caring and nurturing.

**“If we want student
behavior to change...
adult behavior must
change.”**



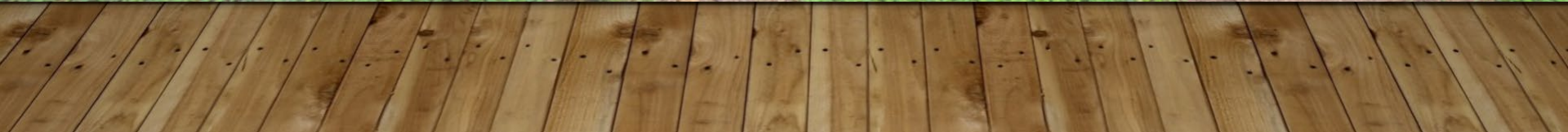
**IDEAS TO HELP
CREATE
A TRAUMA-SENSITIVE
LEARNING
ENVIRONMENT**



A photograph of a forest with large redwood trees and a person walking on a path. The trees are tall and have thick, textured bark. The ground is covered in green ferns and moss. A person in a blue jacket and hat is walking away from the camera on a dirt path. The text is overlaid on the left side of the image.

BIG IDEA #1: SELF-AWARENESS

“Stay Out of Oz”



Stay Out of Oz

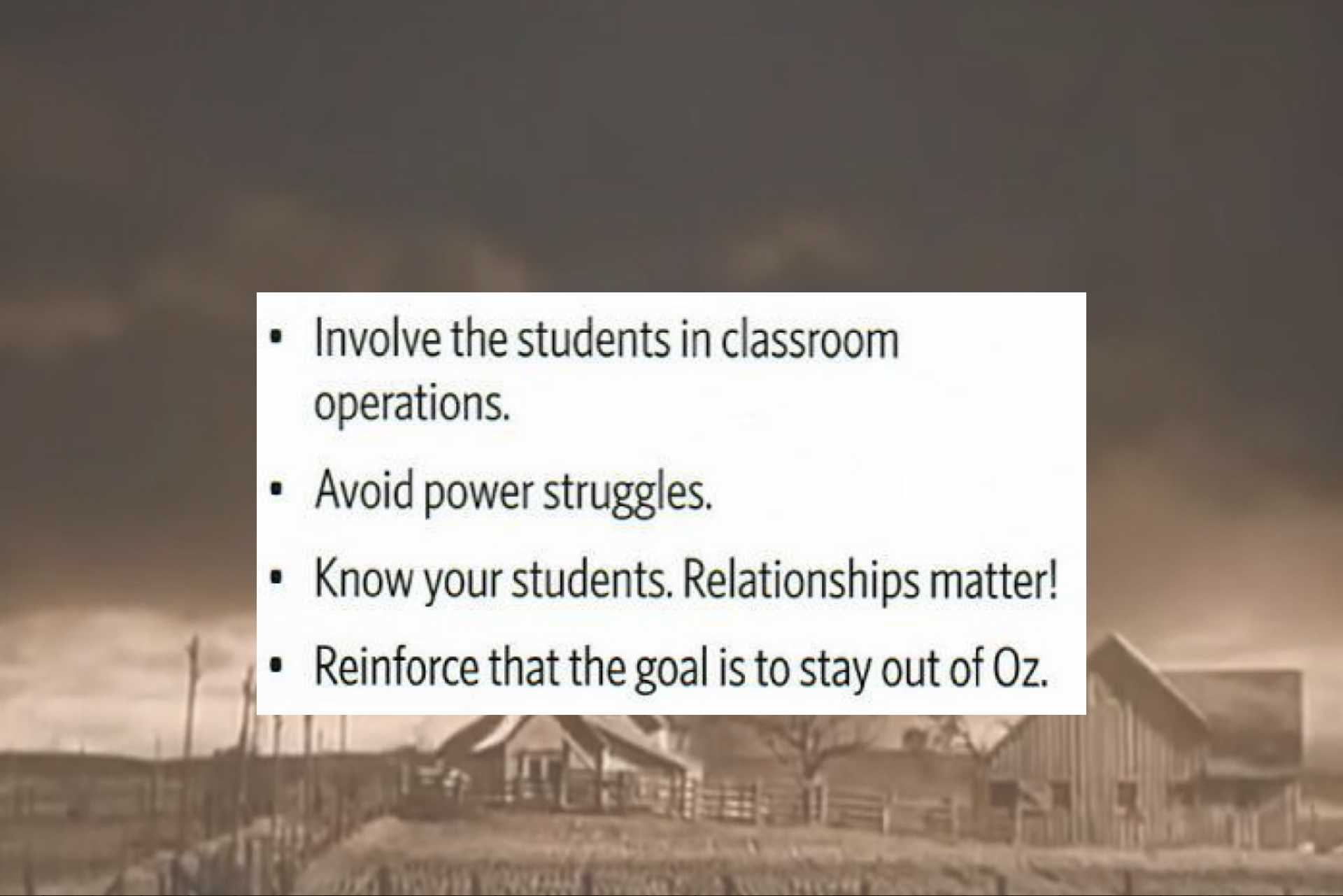
In *The Wonderful Wizard of Oz*, heroine Dorothy got whisked out of Kansas in a tornado. Does this ever happen to you? A child creates a tornado—some sort of disruption to the learning environment—and we get sucked in, too. Nothing good happens when a child and the professional adult are both in the midst of chaos!

Try these approaches to stay out of the tornado:

- Know your triggers. *What sets you off?*
- Acknowledge your emotions to the situation. *How are you feeling right now?*
- Ask yourself what the student is really asking for. *What need is this child displaying?*
- Calmly and consistently respond accordingly. *What is your plan?*

If it's predictable, it's preventable. For students who travel to Oz frequently, try these:

- Prep students for changes in advance.
- Make a habit of connecting with students often.
- Have routines and rituals in place to support student regulation and learning.

- 
- Involve the students in classroom operations.
 - Avoid power struggles.
 - Know your students. Relationships matter!
 - Reinforce that the goal is to stay out of Oz.

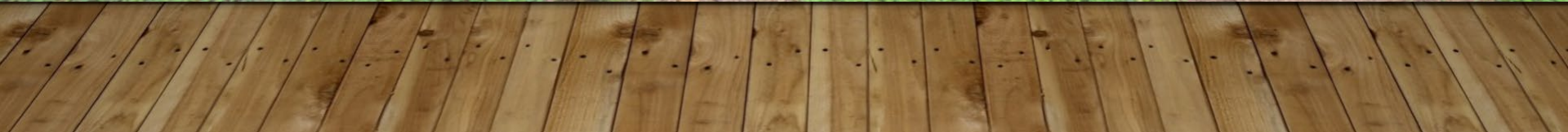
2 MINUTE SHARE OUT

Name one way that you can connect with your students and address their anxiety.

A photograph of a redwood forest with a person walking on a path. The trees are tall and thick, with a dense canopy of green leaves. The ground is covered in green ferns and moss. A person in a blue jacket and hat is walking away from the camera on a dirt path. The text is overlaid on the left side of the image.

**BIG IDEA #2:
RELATIONSHIP**

**“Forget Labels,
Remember Influence”**





Control: A myth. We cannot control others, only ourselves.

Influence: A reality. The environment we establish, the relationships we build, the focus we encourage, and the kindness we share can influence the beliefs, attitudes, behaviors, and outcomes in our classrooms.

What You Cannot Control	What You Can Influence
Whether <i>Student A</i> comes to school today.	The way you welcome <i>Student A</i> when he arrives.
The services <i>Student B</i> is eligible for.	The attention you give <i>Student B</i> before she struggles.
If a colleague sees you as capable.	Your attitude and communication with your colleague.
If a parent gets upset with you.	How you listen to that parent and hear their needs and concerns.
How a student chooses to behave under stress.	The environment you provide for this student and your willingness to look at the need versus the behavior.

2 MINUTE SHARE OUT

Name one thing that you can influence with your students in your classroom.

BIG IDEA #3: BELIEF

**“Don’t Let Fear
Drive The Bus”**



When Students Are Behaving in a Way That Seems ...	They Could Have ...	If So ...
Manipulative Bossy Dramatic Aggressive	Emotional needs: the need to regulate their feelings and responses	Provide a safe break Give students a brain tool (e.g., weighted pencil, stress ball) to help them get back to their upstairs brain
Clingy Attention-seeking Oppositional	Relationship needs: the need to connect with fellow humans	Check and connect with the student prior to a transition or change Connect the student with another safe adult in the building
Indifferent Passive aggressive Distracted Disinterested Pleasing	Control needs: the need to be in charge of their own situations	Give the student a job so they can feel like they have some control over a setting Provide some predictability and choice (e.g., "Where do you think you should sit so you can be the most successful?")
	Physical needs: the need to eat, sleep, exercise, and take care of the body	Provide a healthy snack Give the students a few minutes to put their heads down and rest

2 MINUTE SHARE OUT

Name one way that you could
meet a student's needs
in your classroom.

MINDFULNESS



WHAT IS MINDFULNESS?

“It is paying attention....

On Purpose...

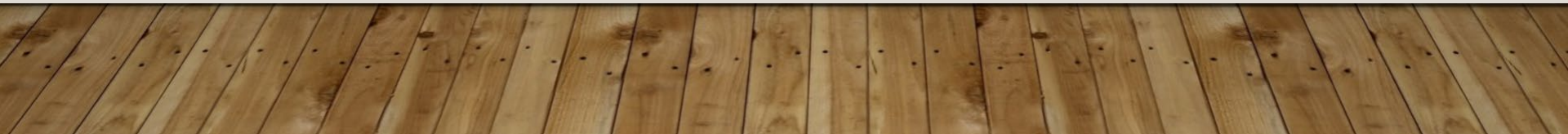
In The Present Moment...

& Non-judgmentally.

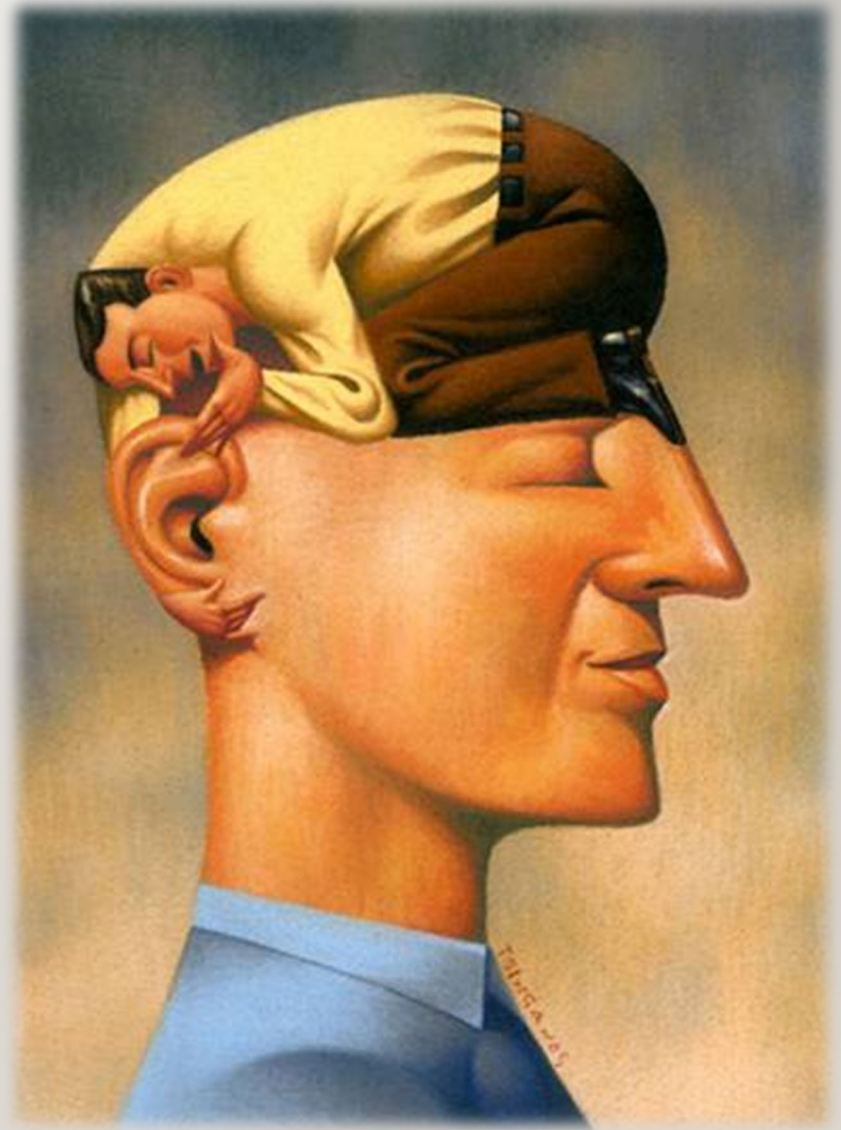
Research suggests that what we do
with our attention

PROFOUNDLY SHAPES

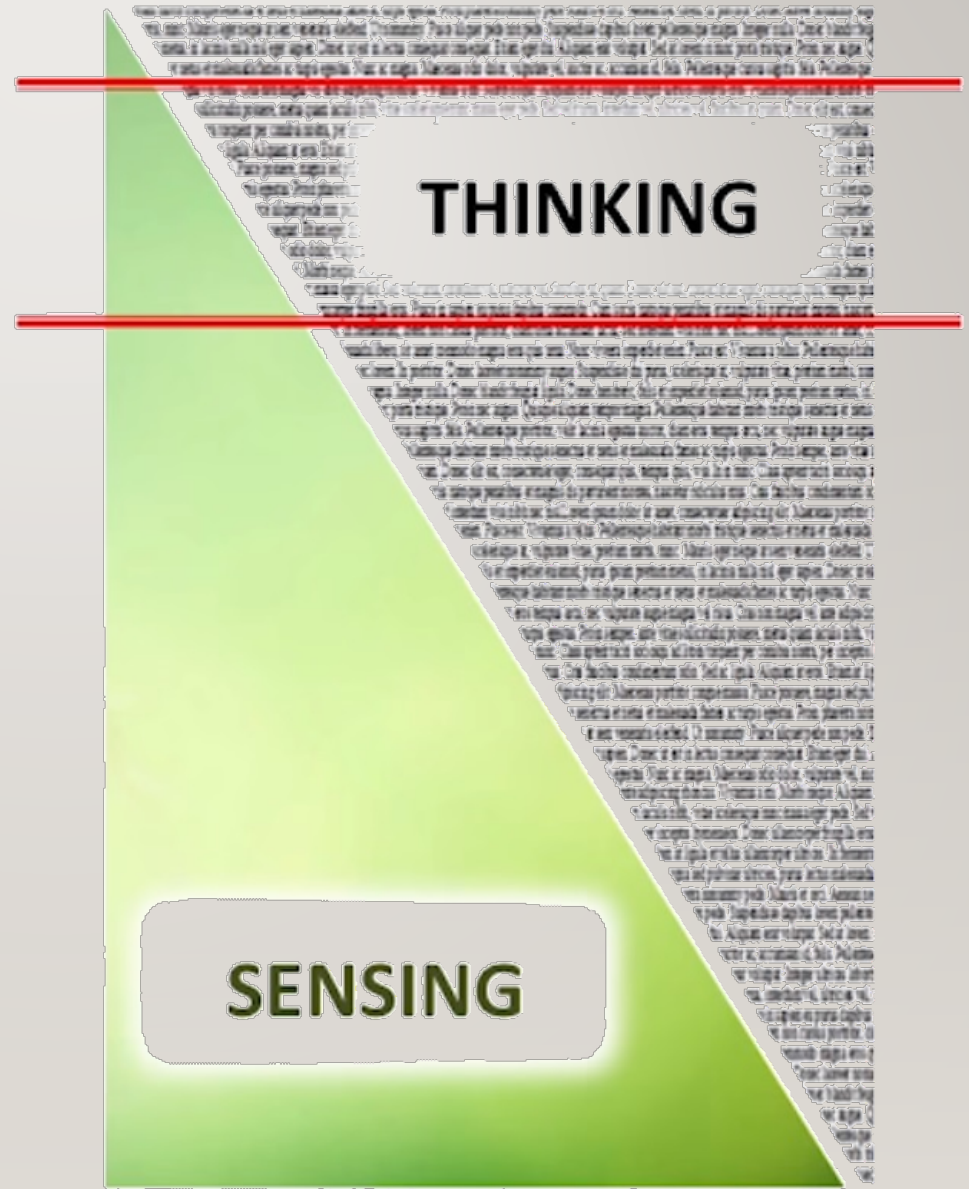
our mental health
and happiness.



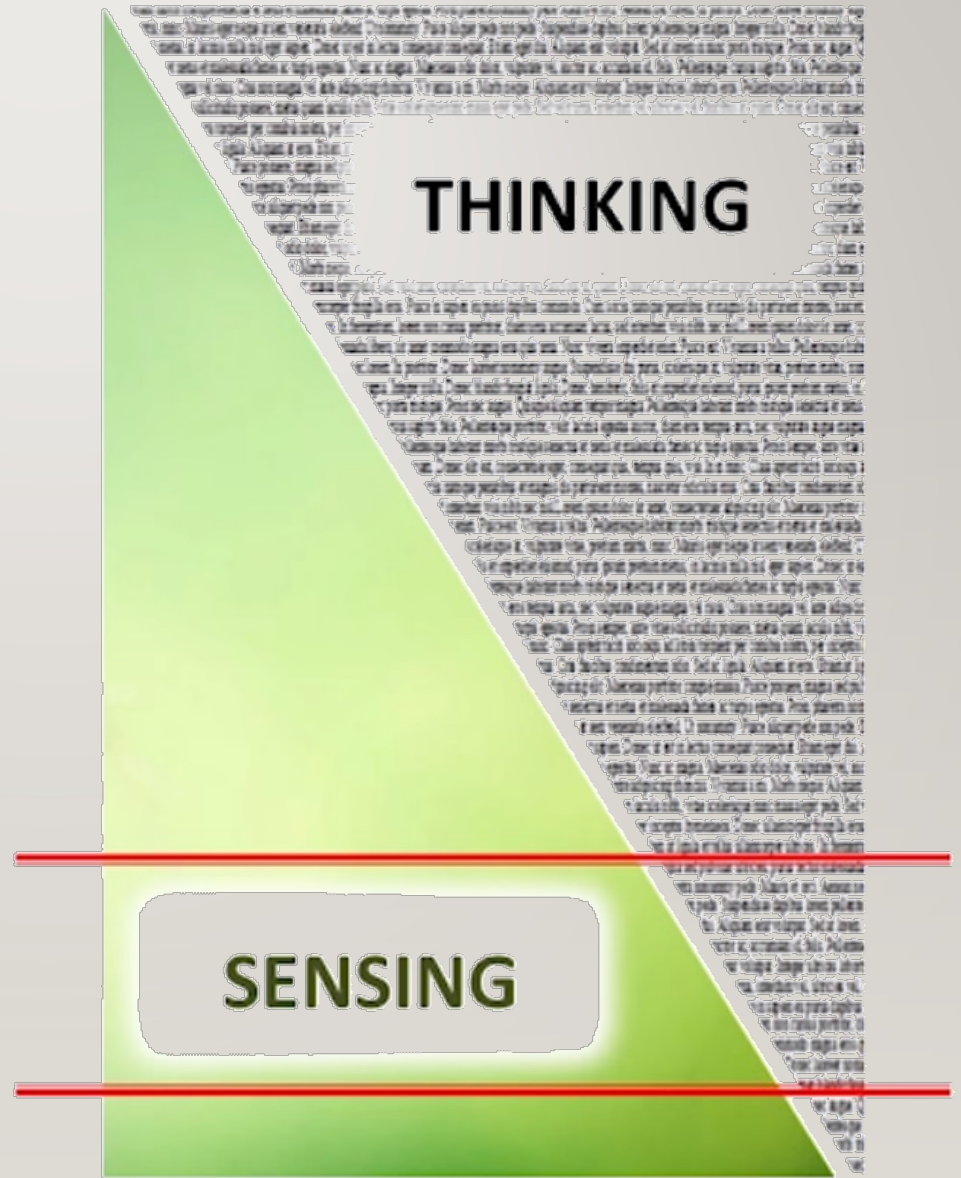
- Remembering
- Planning
- Analyzing
- Evaluating

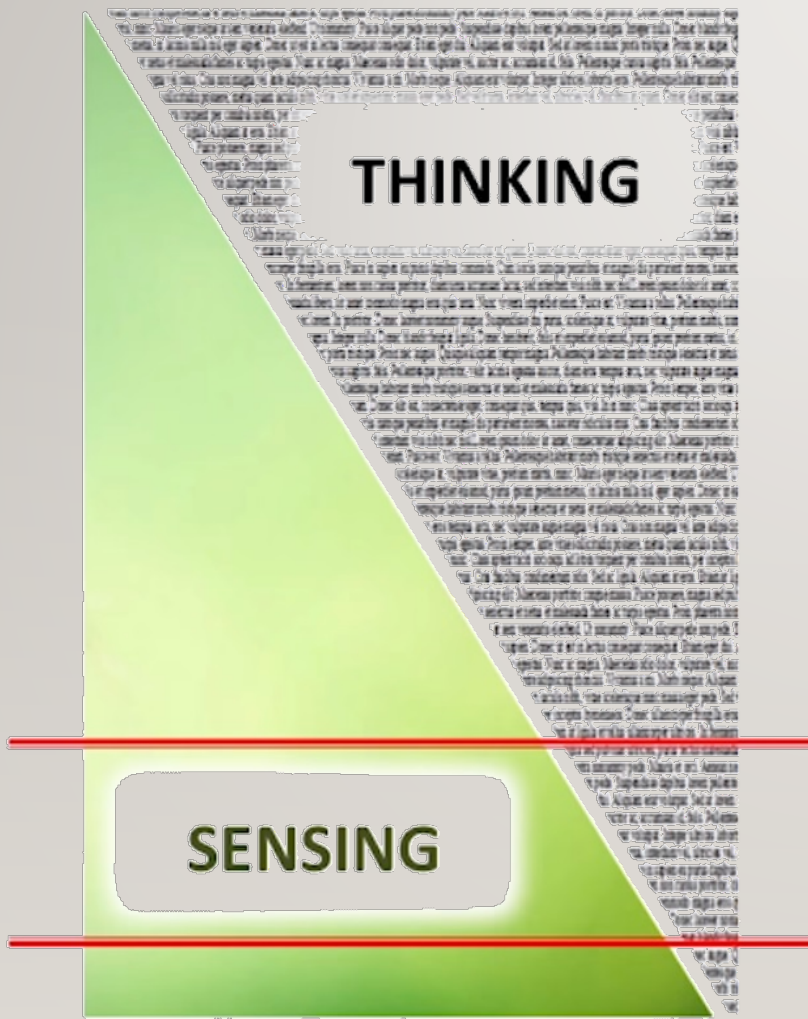


We “sense” things when we direct our attention to the present reality of our physical, bodily sensations.



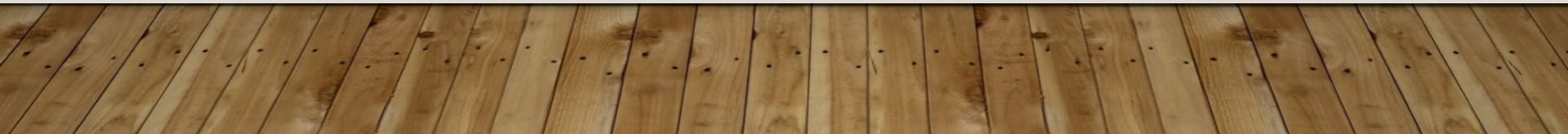
We “sense” things when we direct our attention to the present reality of our physical, bodily sensations.





- We have to “train” our minds to do this!
- Brain training can strengthen areas of the brain responsible for **attention, emotional control, and problem solving.**
- Brain training can produce **permanent structural changes in the brain.**
- Mindfulness as a skill can help you learn to be less impulsive and more self-regulated

THE BENEFITS OF BEING MINDFUL



SOME BENEFITS ARE...

- Lowers Stress
- Restores Emotional Balance
- Increases Resilience
- Reduces Anxiety
- Slows Aging
- Reduces Physical Pain

SOME BENEFITS ARE...

- Reduces Depression
- Improves Sleep Quality
- Reduces Fatigue
- Improves Concentration



MINDFUL BREATHING

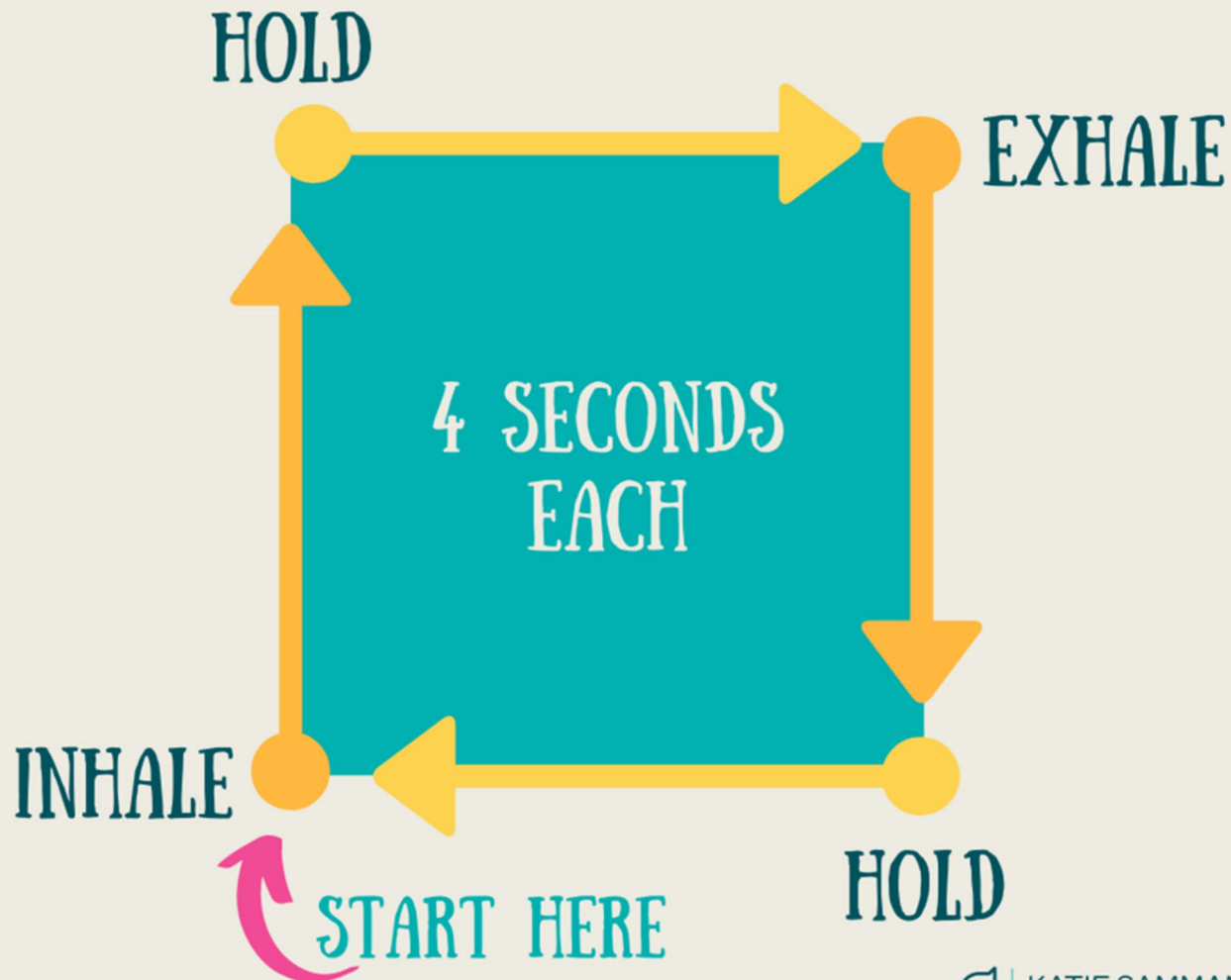
“TAKE 5” BREATHING



How do you feel?

Are you calm or would you like to take another 5 breaths?

BOX BREATHING

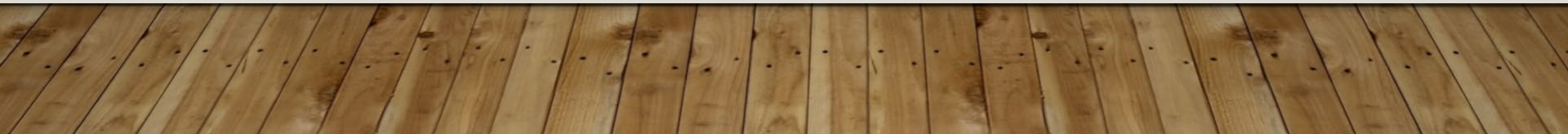


PURSED LIP BREATHING

4-7-8 BREATHING

“LAZY EIGHT” BREATHING

**WHY IS MINDFUL
BREATHING
IMPORTANT?**



BREATHING & SELF-CONTROL: USING OUR "PAUSE" BUTTON

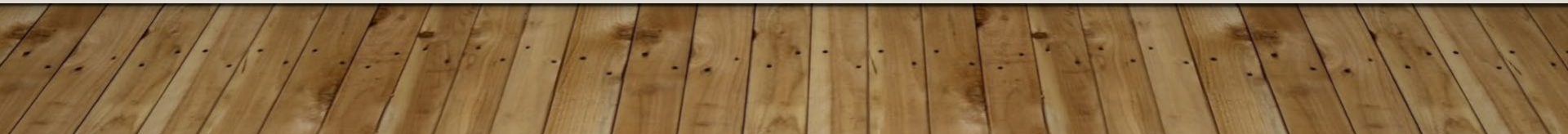


Mindful Breathing

plays an important part in coordinating electrical brain signals in the regions of the brain that directly receive input from our nose.

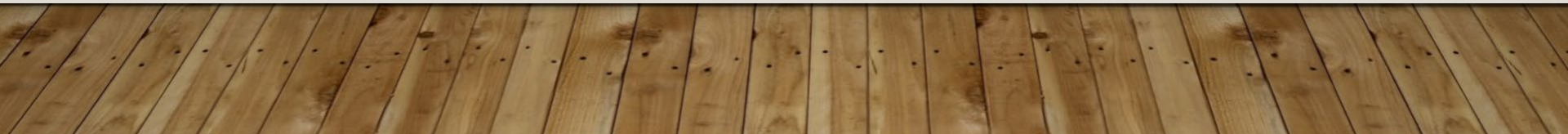
**The act of breathing itself can influence
our memory and emotions.**

**Because our brain and breathing are
connected, these slow and deep nasal
breaths can help us control our
emotions**

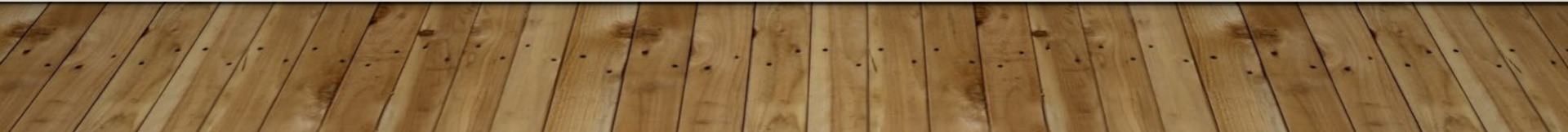




LET'S PRACTICE...



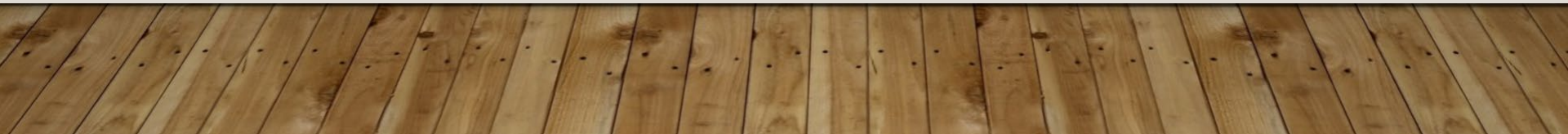
Now let's ADD something else
to our breathing...



**Now that we know how to breathe
mindfully...**

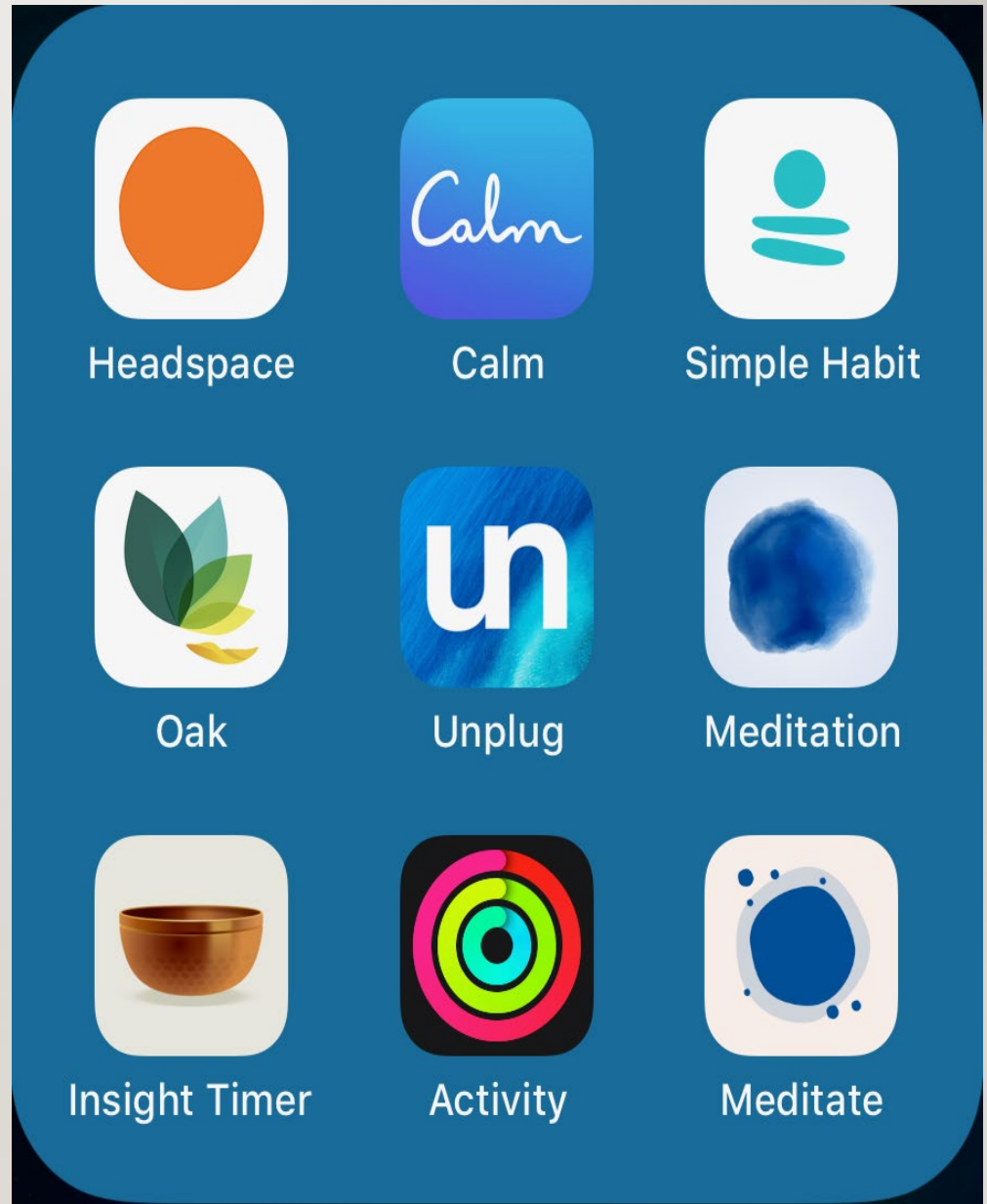
Let's focus on our **thoughts while we
breathe.**

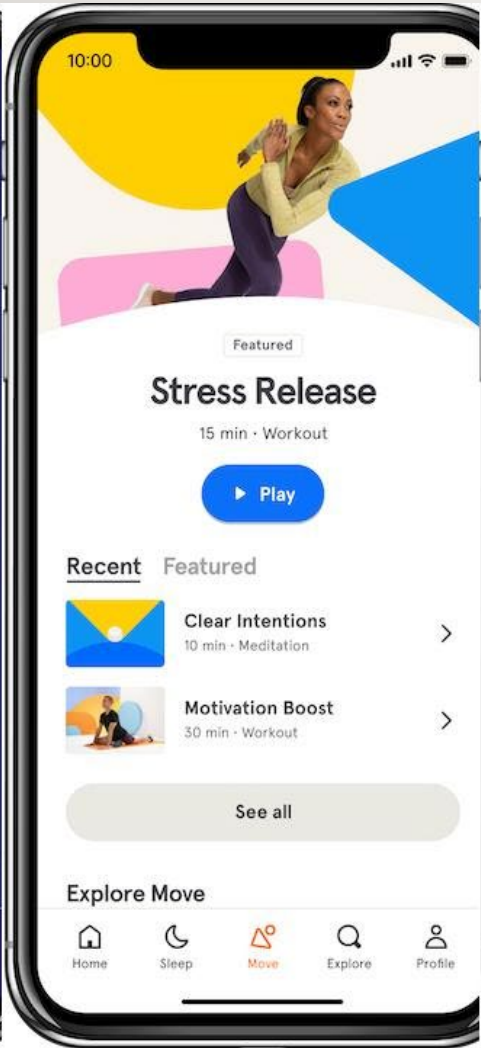
**This is important because we need
to clear our thoughts and
just be in the moment.**



...this is called MEDITATION

LET'S TRY IT!





- sleep
- walk
- focus
- relax
- happy
- anger
- morning

Back to school 

Eve's guide to sleep 


Feel-Good Yoga 

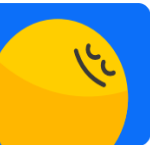
Parents and kids 


Mindful eating 

Mindful money 


Navigating injustice 


Mindfulness at work 


Weathering the storm 

Reframe stress and relax 

Anger, sadness, and growth 

Beginning meditation 

Deepen your practice 

Animations and more 



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