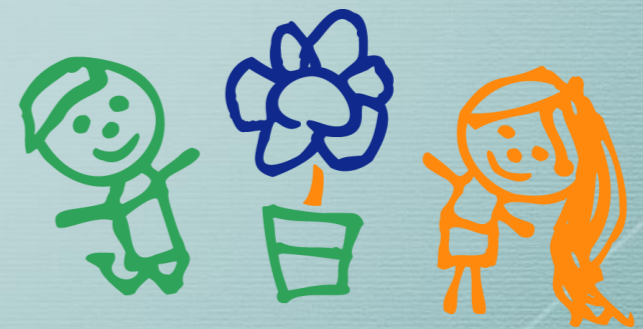


“Relationships and Regulation for Healthy Brain Development and Learning: Teach Coping and Self-Regulating Skills through Developmental and Brain Aligned Discipline”

INPEC
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Diane Pike, St. Mary's Early
Childhood Center



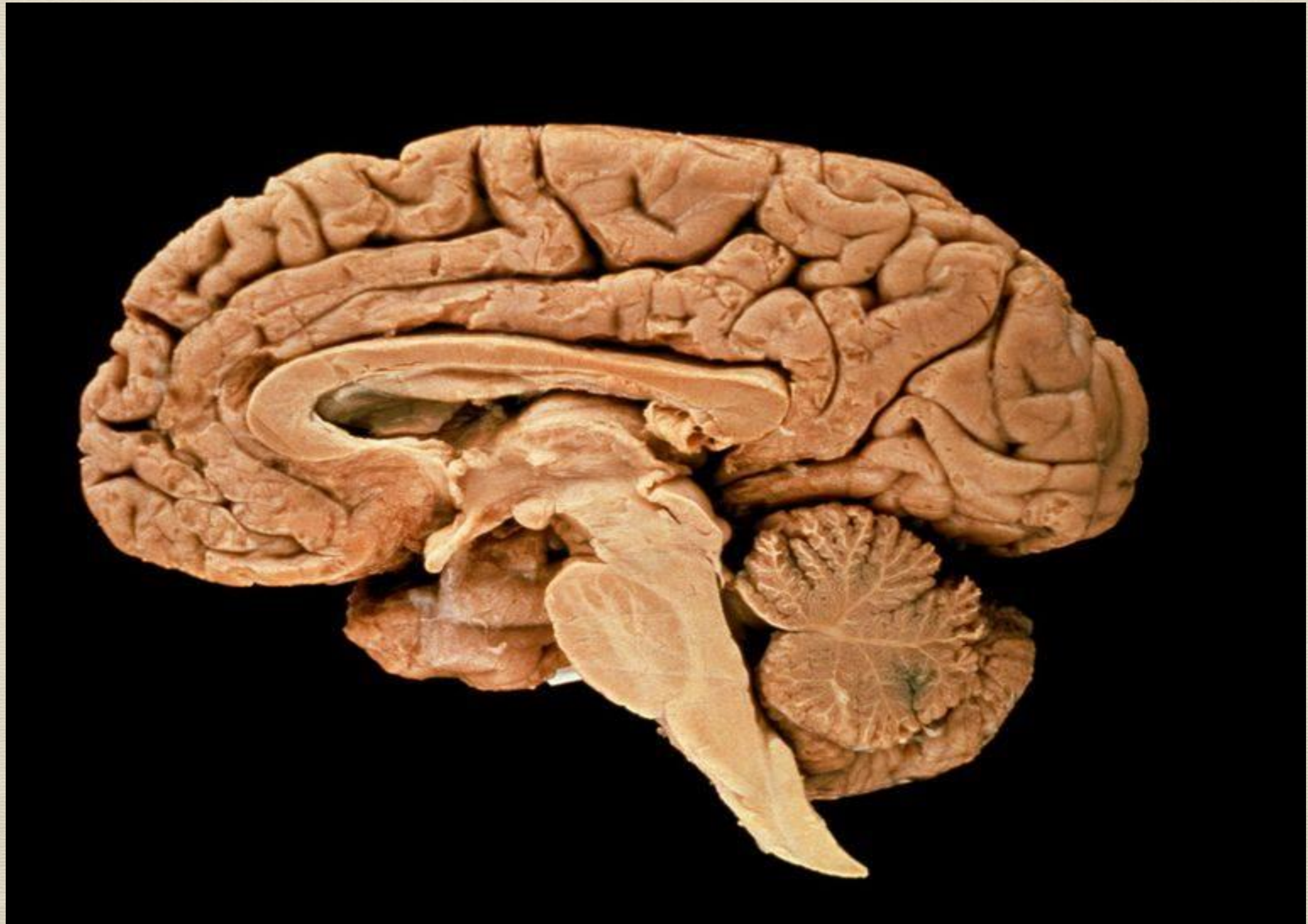
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Applied Educational Neuroscience

- * It's a Framework, not a Program
- * We look at both Educator and Student brain states
- * We meet Students where they Are
- * We sit beside our students in RELATIONSHIP and DEVELOPMENT
- * Teach Coping and Self -Regulating Skills through Developmental and Brain Aligned Discipline

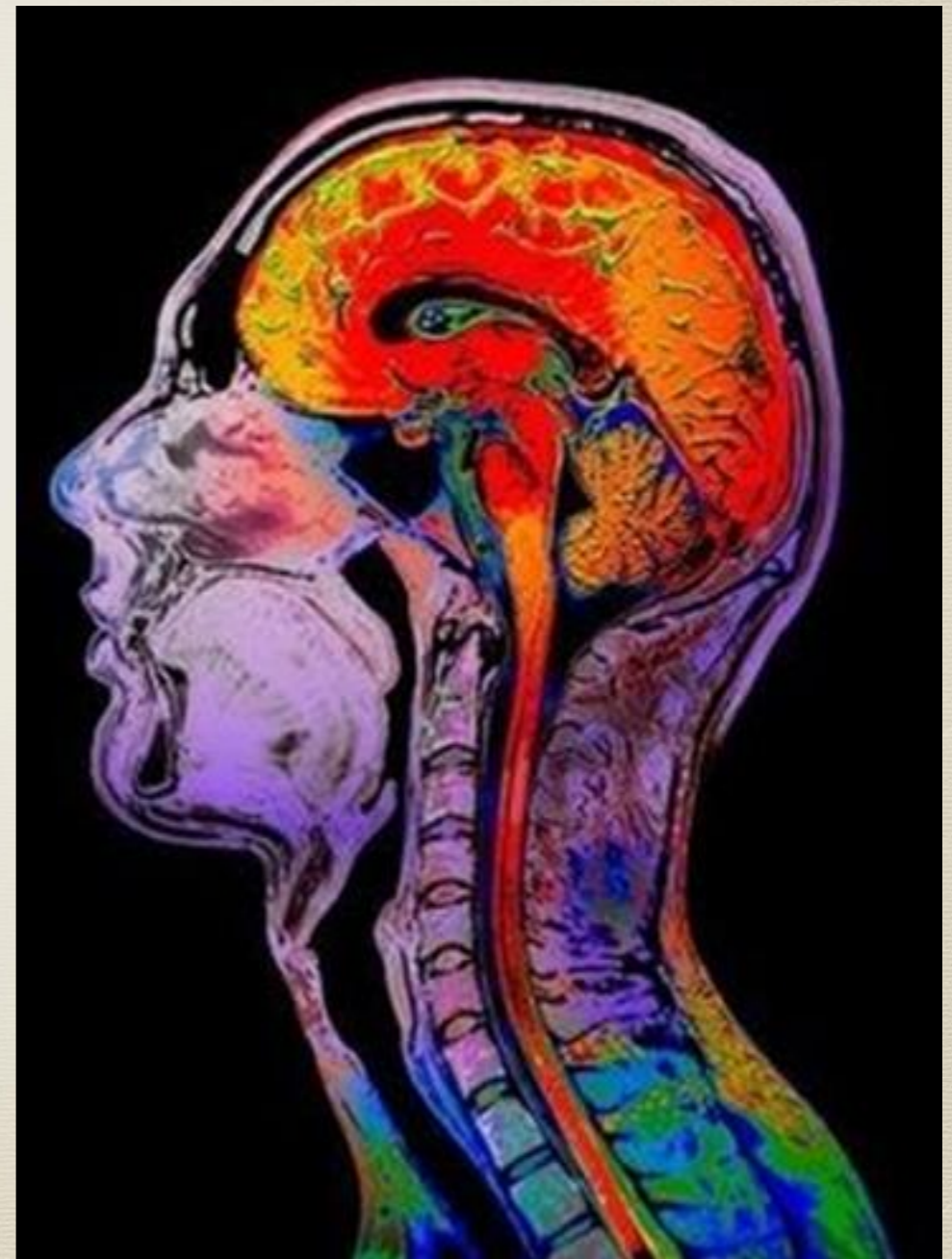
“Relationships are the agents of change, and the most powerful therapy is human love” -Dr. Bruce Perry

Brain Development

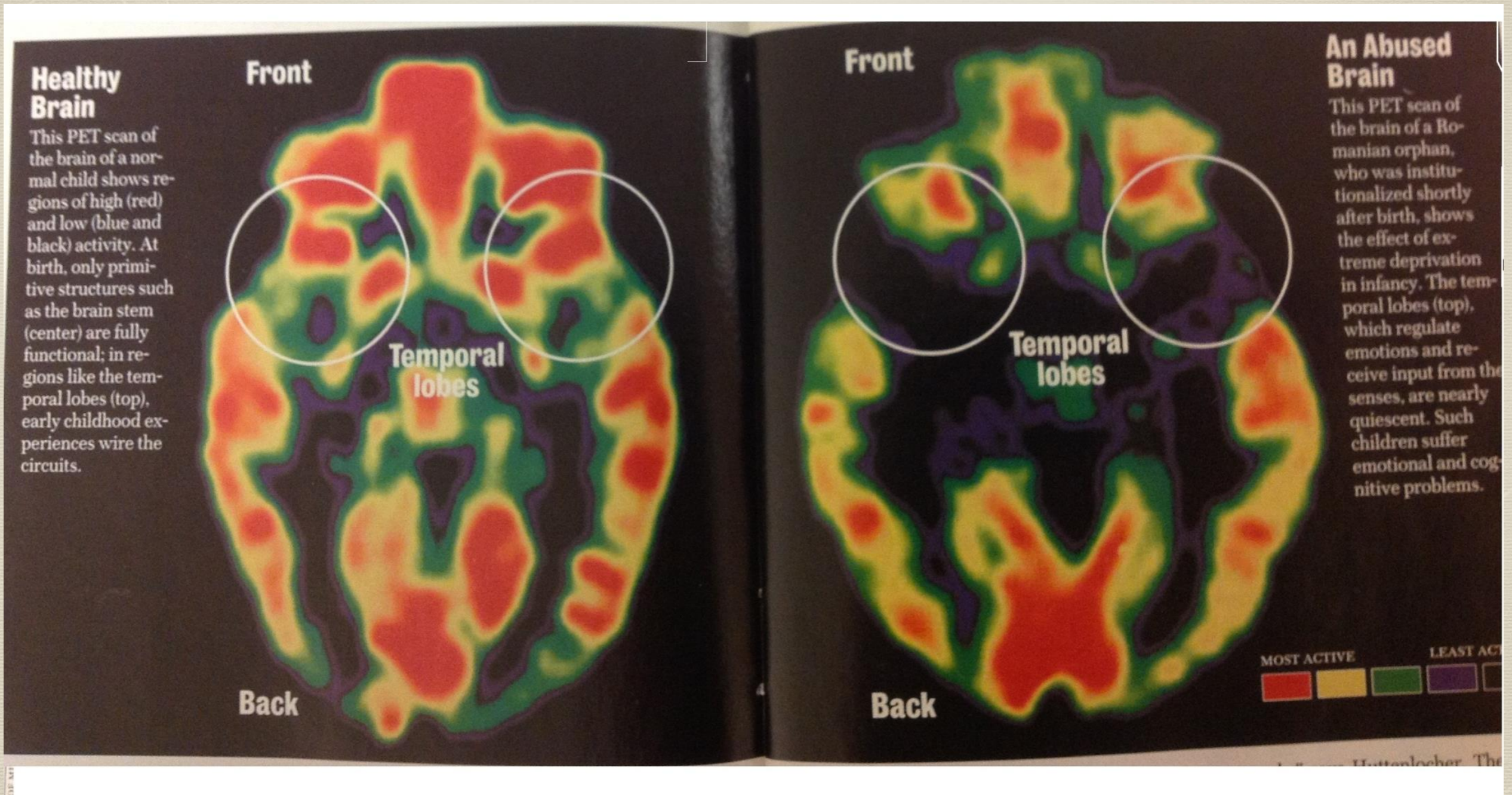


Neuro-Development and Neuro-Regulation

- * All Behavior is *communication!*
- * Attachment is the carrier of all development
- * We must meet the student in their *brain* development, not academically
- * Life Disruptions adversely affect the structure and function of the brain



Neuroplasticity = Hope



Strategies and Interventions/ Brain and Developmentally Aligned!

- * Smiling eyes
- * Validating eye contact
- * Warmth of voice
- * Playful engagement
- * 400 repetitions to get one new synapse in the brain
- * **12** repetitions if they are accompanied by **joy** and a little **laughter!**

What does all of this mean?

- * Stressors without buffers change the brain
- * Significant adversity in the first year of life is correlated to worse health outcomes
- * Focus on early developmental interventions
- * We need to teach our students self-regulation strategies, filling the gaps caused by their adversity
- * *Achievement Gaps are Adversity Gaps*
- * Exposure to patterns of stress- food and housing insecurity and repetitive patterns of stress activation- leads to a sensitized stress response
- * *Anything new is potentially threatening!*



6 4

...hours is a long time to go without the positive affirmations of a caring adult. By Monday morning, many of our students will have done just that. On Monday morning, don't let another hour pass. Let them know, "I see you."

Discipline and the Brain

A hurtful child is a *hurt-filled* child. Trying to change the hurtful behavior by punishing her is like pulling off only the top part of a weed. If we don't get to the root, the hurtful behavior pops up elsewhere

Pam Leo



- * Traditional Discipline works best with children who need it the least!
- * We need a New Lens!

Coping and Self Regulating Skills



Rhythm sticks, chimes, and singing bowl



Blowing bubbles and lavender



Coping and Self Regulating Skills

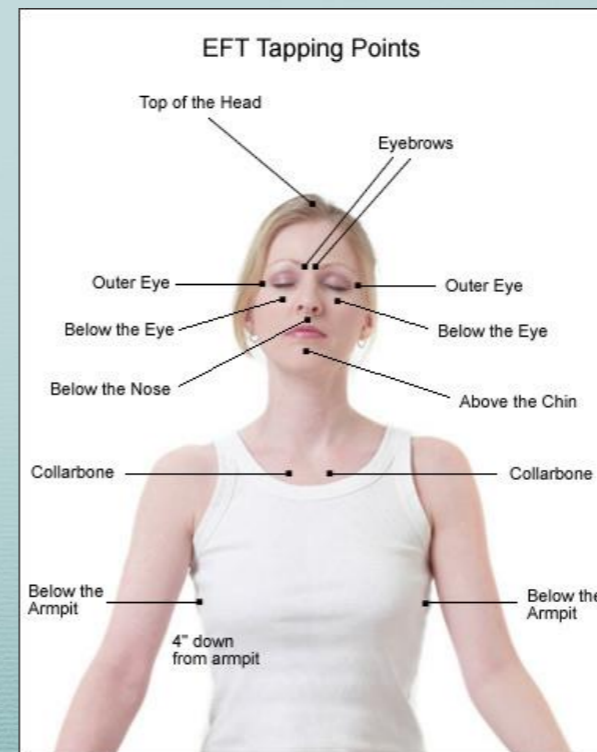


Walk the
Line

Peanut
Butter
Sandwich



Brain
Bath



Tapping

But what about the Educators?

*...a dysregulated adult cannot regulate a
dysregulated child!*

Self-Care Contract: Take care of yourself FIRST

1. Lists strategies that you might already use to keep yourself regulated:(It's ok to write none)

2. What strategy are you willing to add to your routine in the morning for the next month?

Take 5 (breathing in for 5 and out for 5)

Tapping

Writing or doodling

Talk to select people(buddy)

_____ (create your own)

3. What strategy are you willing to add to your routine when you go to and from your lunch break?

listen to music

take a walk

talk to a buddy

thank a coworker for their help

_____ (create your own)

4. What strategy are you willing to add to your routine at the end of each day?

leave at 4pm

talk to a buddy

say out loud or write down something positive from the day

_____ (create your own)

5. What can you do over the weekend to continue your self-care?

take a walk

garden

declutter an area

watch a funny movie

read

yoga

_____ (create your own)

6. At the end of each day/week/month how did your brain state change?

7. Did a specific strategy work better for you than another?

8. What do you need more support with?

Self-Care Checklist:

Take care of yourself FIRST ! This week I will plan to add or change ___ strategies for self-care. Today did you? (Check 1 or more):

Take a break when you need one	Drink more water	Do one thing you love
Create positive self-talk	Turn off your phone	Get enough sleep
Treat yourself	Do some belly breathing	Play calming music
Leave paperwork at school	Say, "Thank You."	Talk to a friend
(add your own)	(add your own)	(add your own)

At the end of the day, we are all human! The goal is to become more brain aligned.
Our children NEED the best from us every day!

We must consider Co-regulation as a way of being, NOT just a strategy

Coercive Regulation is the more traditional discipline thought process:

- * Teacher Control
- * No self-awareness
- * Make the child feel uncomfortable because of their behavior
- * Focus only on child's behavior which at times feels disrespectful to the teacher
- * No thought of child's needs
- * Teacher is looking for compliance
- * Teacher brain state is not regulated, and the teacher often gets caught up in a negative exchange with the student

Co-Regulation:

- * Teacher is aware of own feelings
- * Focus on child's feelings not the behavior
- * Teacher will take a second to calm before words come out
- * Teacher will model regulation strategy for the child such as deep breathing or jumping jacks – whatever strategy is best for the situation
- * Teacher will focus on keeping their brains state steady during the emotional challenge

(Desautels; Creating Trauma informed instruction)

* **There must be a shift from Trauma Informed to Trauma Responsive**

- * Working intensively with staff will help those who are hesitant to understand why we do this with children (NOT rewarding children, but helping them become regulated)
- * Staff need to know it's OK to ask for help: awareness that they are dysregulated; they need to know where to turn when they need a moment; put a plan in place
- * It's all about relationships – just like it is with the children

Questions?

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