

**What's Next? Series**

**The Child Who Acts Aggressively**

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**Book chapter and webinar on Frustration and Aggression**

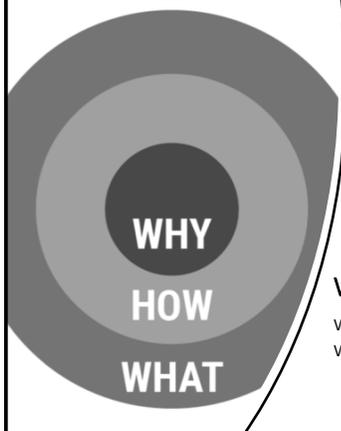
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The Child Who Acts Aggressively




The child who ACTS AGGRESSIVELY

<https://www.youtube.com/watch?v=rd5NTrml0B8&t=16s>



**Start with the WHY**

Simon Sinek - Golden Circle

**WHY: the purpose**  
what is your cause?  
what do you see?



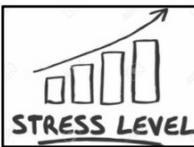
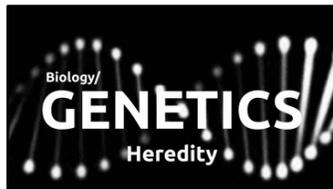

**KEY INSIGHT #1**

Children's behavior isn't always what it seems, we need to dig deeper and look at what's happening beneath.




**KEY INSIGHT #2**

Children's behavior is based on development and emotional maturity. We cannot push and pull to get what's expected.

**KEY INSIGHT #3**

Some children are more at-risk towards developing emotional and behavioral problems.

### SHIFTING OUR LENS To gain perspective and insight



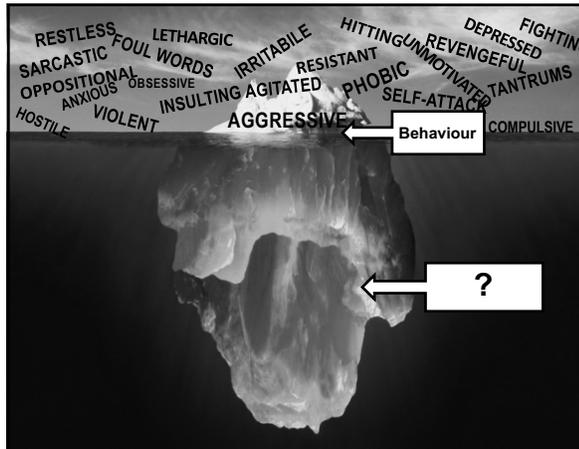
What we SEE influences what we do

When we understand what is behind the behaviour we then:

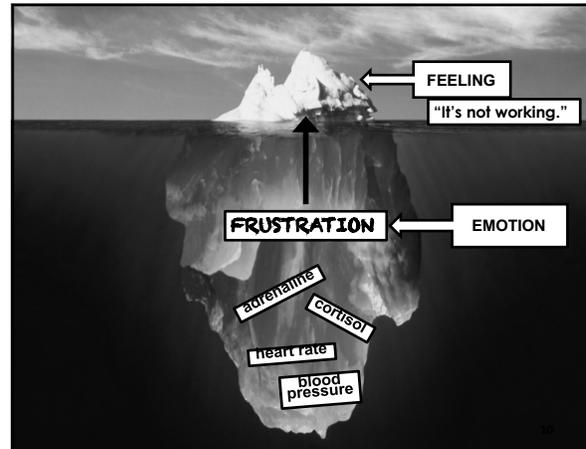
- choose interventions that will make a difference
- avoid interventions that risk making things worse

### What are the behaviours we see?

<p><b>In the Classroom:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Impatient with peers</li> <li><input type="checkbox"/> Abrupt in tone and demeanor</li> <li><input type="checkbox"/> Rude, screaming, verbal threats, swearing</li> <li><input type="checkbox"/> Easily irritated, whines, complains</li> <li><input type="checkbox"/> Tapping with objects – gets louder as frustration increases</li> <li><input type="checkbox"/> Frustrated with daily routine</li> <li><input type="checkbox"/> Reactive to simple requests</li> <li><input type="checkbox"/> Work refusal</li> <li><input type="checkbox"/> Physical outbursts with objects, towards peers and/or adults</li> <li><input type="checkbox"/> Shut down</li> <li><input type="checkbox"/> Fatigue</li> <li><input type="checkbox"/> Flat affect/depression</li> <li><input type="checkbox"/> Retreats to small enclosed areas</li> <li><input type="checkbox"/> Storms out of the room</li> <li><input type="checkbox"/> Can be extremely difficult to manage by substitute teachers</li> </ul>	<p><b>In the School/On the Playground:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Invades personal space</li> <li><input type="checkbox"/> Plays too roughly</li> <li><input type="checkbox"/> Rude, screaming, verbal threats, swearing</li> <li><input type="checkbox"/> Physical outbursts with objects</li> <li><input type="checkbox"/> Physical outbursts towards peers</li> <li><input type="checkbox"/> Physical outbursts towards adults</li> <li><input type="checkbox"/> Ignores rules when playing games/creates own rules to win at games</li> <li><input type="checkbox"/> Imposes self into games with others</li> <li><input type="checkbox"/> Takes or destroy other's possessions or creations</li> <li><input type="checkbox"/> Disrupts others' games when not invited to play</li> <li><input type="checkbox"/> Difficult to transition back indoors</li> </ul>
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Labels above the water (behaviors): RESTLESS, SARCASTIC, OPPOSITIONAL, ANXIOUS, HOSTILE, LETHARGIC, FOUL WORDS, OBSESSIVE, VIOLENT, IRRITABLE, RESISTANT, INSULTING, AGITATED, AGGRESSIVE, HITTING, UNMOTIVATED, PHOBIC, SELF-ATTACK, DEPRESSED, REVENGEFUL, FIGHTING, TANTRUMS, COMPULSIVE.



Labels above the water: FEELING, "It's not working."

Labels below the water: EMOTION, FRUSTRATION, adrenaline, cortisol, heart rate, blood pressure.

### FRUSTRATION =

the experience of something not working for you




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**Frustrations in a child's day**

- Time to get up!
- Let's go, we're going to be late!
- Chores, homework
- Sibling interactions
- "No" really means "no"
- Not winning all the time
- Not getting one's way
- Not being the best at everything
- Etc.

*aggression*

↑

*frustration*

### Some children experience more frustration....

- Children of separation and divorce
- Foster children/removed from their families
- Being apart from caregivers for periods of time:
  - hospitalization
  - work
  - travel
  - prison
  - peace-keeping missions
  - other life events.



**FRUSTRATION INVENTORY**

List all the frustrations your student could have that morning prior to coming to the classroom.

What frustrations are added in the classroom?

What frustrations are added in a learning situation?

What Attachment frustrations are present, or have been present, in this student's life?

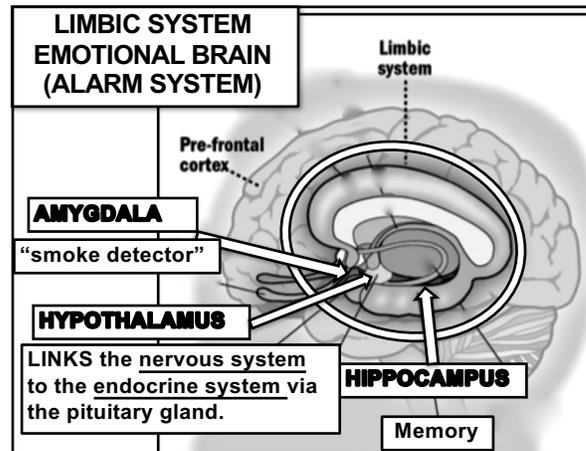
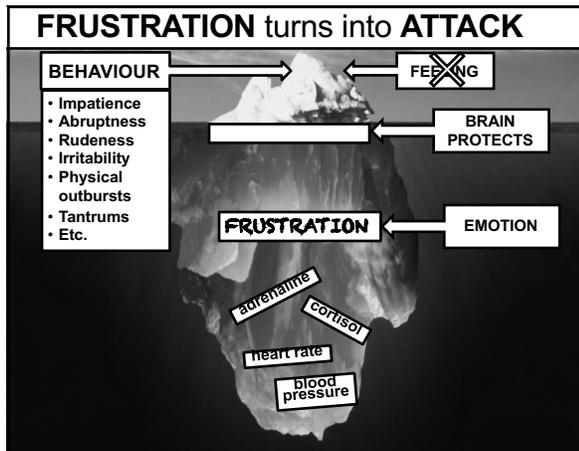
**Impact of Sensitivity and Emotional intensity on frustration-aggression**



Greater children are hypersensitive and emotionally intense:

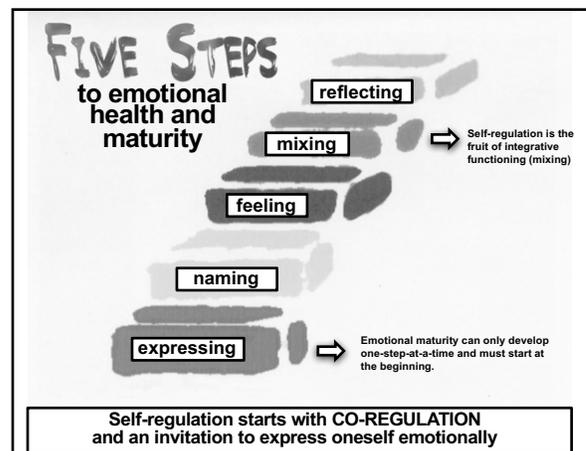
- More easily they are affected and moved by their emotions
- More easily they are overwhelmed by their emotional experience
- More likely they are to be "stuck" emotionally:
  - Emotional intensity evokes more defenses
  - Intellectualization of experiences (escape of emotions)
  - Loss of tears necessary 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>

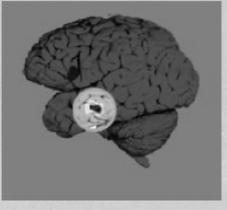


**Understanding the true NATURE of Emotions**

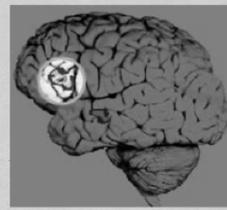
1. Emotions happen to us as opposed to being a choice or being under our control:
  - ✓ They are meant to move us in ways that would serve us. E.g. frustration drives us to persist and not give up.
  - ✓ Although seemingly irrational, the brain has its reasons.
2. Achieving emotional health and maturity relies on the following:
  - ✓ Emotions need to be EXPRESSED to preserve healthy functioning and well-being.
  - ✓ Emotions have a job to fulfill and need to be FELT in order to realize their designed destiny.
  - ✓ The capacity for self-control and consideration must be nurtured, as opposed to a set of skills to be taught.



### SELF REGULATION requires Prefrontal cortex development



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



Adults rely more on the **Prefrontal Cortex**

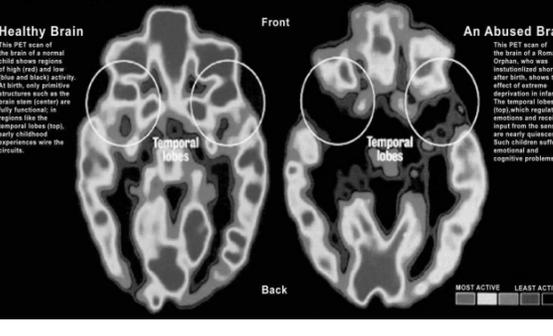
### Effects of Adverse Childhood Experiences

**Healthy Brain**

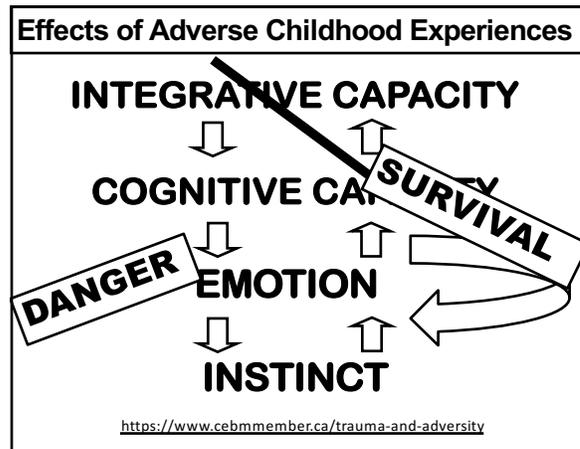
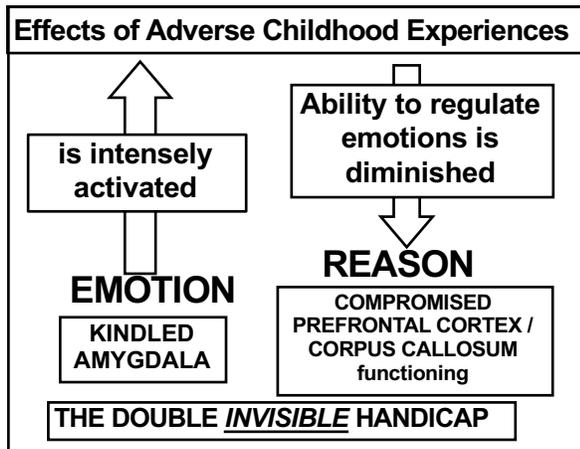
This PET scan of the brain of a normal child shows regions of high (red) and low (blue) activity. At birth, only primitive structures such as the brain stem (center) are fully functional. In regions like the temporal lobes (top), early childhood experiences wire the circuits.

**An Abused Brain**

This PET scan of the brain of a woman (Dyran) who was institutionalized shortly after birth, shows the effect of extreme deprivation in infancy. The temporal lobes (top) which regulate emotions and receive input from the senses, are nearly quiescent. Such children suffer emotional and cognitive problems.



MOST ACTIVE    LEAST ACTIVE



### 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.”**

### WHAT DOESN'T WORK

**Conventional Classroom Management and Problem Behaviour Centered Intervention**



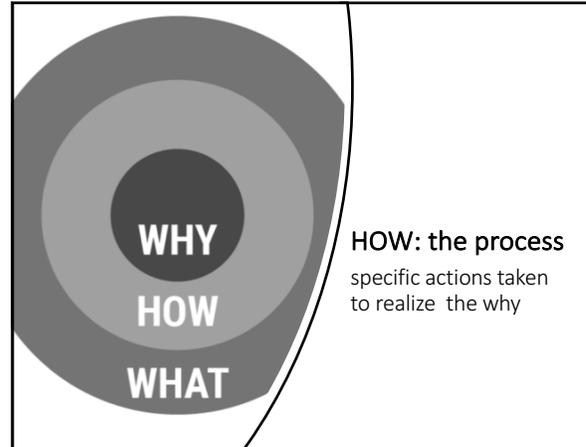
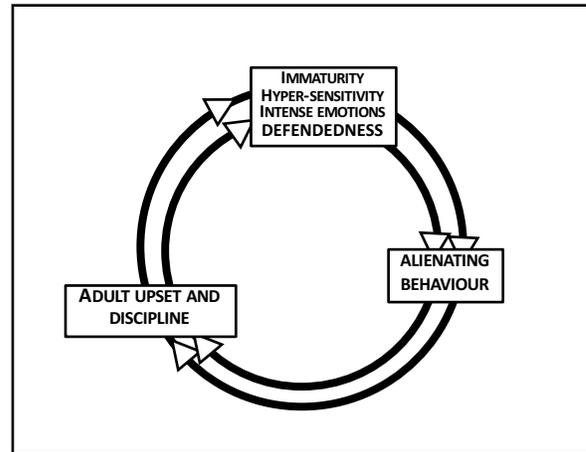
- Rewards/Consequences
- Behaviour management tracking systems
- Being sent to the Principal's office
- Detention/Reflection Room
- Student behaviour contract
- Zero tolerance discipline measures
- Suspensions

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

### WHAT DOESN'T WORK

- ❑ **Time Outs** - Increase separation alarm and frustration, which can lead to 'disengagement' *'I don't care'*
- ❑ **Consequences** - in times of high emotions integrative capacity diminishes. Giving consequences directly increases frustration for a child who already struggles with managing frustration
- ❑ **Behaviour Management Systems:** Incentive charts, rewards and behavior contracts
  - ✓ Focuses on child's struggles rather than their good intentions and efforts
  - ✓ May increase disengagement
  - ✓ Make the relationship contingent on performance

For more details please see:  
<https://www.cebm.member.ca/common-practices-to-avoid>



### BEST PRACTICES

Key Principles

### *Shared Vision*

- **Common expectations** for student behaviour (types of behaviour and their degree)
- **Common direction** for the intervention measures
- **Pyramid of interventions:** universal, targeted and individualized measures
- **Intervention flowchart** from the classroom to the Principal's office
- Priority on **prevention measures**
- Focus on creating a **'safe' environment**

**BEST PRACTICES**  
Key Principles

**BEST PRACTICES**  
Gaining insight to inform practice

**From:** What's wrong with you? This behaviour has to stop.



**To:** He's experiencing too much **frustration** – too much that is not working in his life.

*How can I help to release and reduce the frustration?*

**BEHAVIOUR CHANGES WHEN...**

**Maturation**  
Behaviour changes as the brain matures

**Emotions**  
Behaviour changes when emotions are felt

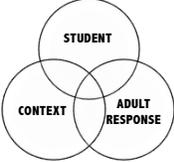
**Vulnerability**  
Behaviour changes when vulnerability is protected

**Attachment**  
Behaviour changes when students are attached to adults

**Insight Driven**

Insight about the student:

- Age and developmental maturity
- Inherent sensitivity
- Life stressors/trauma
- Attachment depth



Insight about the context at hand:

- Environmental triggers
- Child emotional state/intensity
- Instinct driven to defend and protect
- Engagement/receptivity to the adult

Insight about the adult response:

- Adult stress level
- Reflective vs. Reactive
- Type of verbal and non-verbal responses

**BEST PRACTICES**  
Key Principles

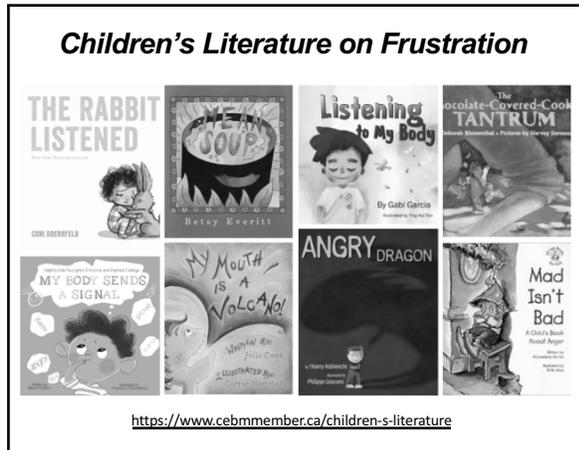
**Adult-centered goals**

- **Scaffolding** orchestrated by the adults to help the student succeed:
  - ✓ Compensate for the student's immaturity
  - ✓ Shield the student from overstimulation/overwhelm
  - ✓ Safeguard the student from getting into further trouble
  - ✓ Soften the student's defenses
- **Coming alongside** the student's emotional experience by acting as a CO-REGULATOR and by inviting emotional release in a safe way.
- **Protect** the vulnerability by taking a step back to diffuse the situation and by avoiding to trigger the student further.
- **Preserving** the attachment relationship.









### TIER 2 – TARGETED Practices in the Classroom and School

- Interventions for challenging students who struggle in the classroom (situational, for a short period of time)
- Practices lead by the Homeroom Teacher and the Specialists with the help of Support Staff and Resource Teacher
- Interventions based on DATA monitoring and evidence-based practices
- Student continues to benefit from T1 interventions in addition to supplemental T2 measures

**TIER 2 – Targeted Practices  
in the Classroom and School**

- Set-up and use Physical Movement Stations – Inside and Outside
- Use 'You've Got Mail' to have the student leave the group for a short break for a quiet or physical movement break.
- Visits to Foster Classroom – provide a break from the classroom
  - ✓ It's essential that this be set-up as an intervention prior to its use, that the student and parents are informed of this intervention strategy
- Provide student with passes to visit the Technician Room, to work, to talk, to have supervised 'alone time'
- Organized games during recess and lunchtime
- Participation in 'interest clubs' with adult supervision
  - ✓ Orchestrate the schedule to 'divide & conquer' clusters of students who struggle together
- Sheltered recess and/or sheltered lunch in a predetermined location – small group

### 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.

### Classroom or Hallway Movement Station

<https://www.cebmmember.ca/physical-outlet-movement-station>

### Physical Outlet - Movement Corner

Having an area dedicated to *Physical Movement*



<https://www.cebmmember.ca/physical-outlet-movement-station>

### "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>

### Emotions Corner

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

Having an area dedicated to *Emotions Intervention*



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

### Elementary Emotions Folder



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

### Individual Bin and Personal Choice Board



<https://www.cebmmember.ca/personal-bin>

### Taking Frustration into **PLAY**

<p><b>Playing out the impulses to make things work</b></p> <ul style="list-style-type: none"> <li>• Making things perfect – puzzles</li> <li>• Building – Lego, blocks, mazes etc.</li> <li>• Constructing and crafts</li> <li>• Organizing and orchestrating</li> <li>• Games like Jenga</li> </ul>	<p><b>Playing out the impulse to attack or destroy</b></p> <ul style="list-style-type: none"> <li>• Bouncing a ball against the wall - Throwing a Velcro dart onto a target</li> <li>• Clapping and/or drumming to music</li> <li>• Kicking &amp; stomping</li> <li>• Play fighting – pool noodles</li> <li>• Destroying and demolishing cardboard boxes</li> </ul>
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**FRUSTRATION MONSTER**  
 (p. 33, In the Inside-Out Handbook and editorial link by Hannah Beach)

- Remember a time when you felt really frustrated
- Imagine that your frustration was a monster
- Draw the monster... is it big? Is it bright? What color(s) is it?
- This is not meant to be a nice & neat drawing – leave room for lots of expression!



<https://hannahbeach.ca/the-frustration-monster/>

**Foster a relationship with frustration**

- Shift the focus to towards the emotion of FRUSTRATION, rather than targeting the behaviour directly
- Normalize frustration, including the impulses to attack
- Help uncover frustration in their own lives
- Teach the language of frustration
  - "You're frustrated."
  - "This isn't working for you."
  - "This isn't what you had in mind."
  - "You tried so hard, and it didn't turn out for you."

Once the student starts using this language, **honour** the emotion by acknowledging and accepting it.

**TIER 3 – INDIVIDUALIZED Practices**  
 with the help of Support Staff and/or Professionals

- Interventions for highly challenging students who are unable to function well within the classroom and/or the school
- Collaboration between the school team, the board consultants/professionals, the parents, as well as outside partners if involved
- Interventions based on close DATA tracking - Referral for further investigation on the root of the problem
- Adaptation-Accommodations – Student specific needs, remediation (pull-out 1 on 1), evidence-based practices
- Student continues to benefit from T1 interventions in addition to supplemental T3 measures

**TIER 3 – Individualized Practices**  
 with the help of Support Staff and/or Professionals



**Schedule intervention time based on the needs of the student – daily, bi-weekly, weekly:**

- Check-Ins/End of Day Recap
- Safe place to express big emotions
- Emotional expression activities
- Personalized Project a venue for building, creating, trying things out
- Introduce sensory materials
- Create a personalized tool kit that will support student's efforts in expressing and managing his/her emotions  
<https://www.cebmmember.ca/emotions-intervention-area>
- Share information with other members of the school team, including daycare team

**Suggestions to help big emotions come out:**

Pre-set schedule for:

- Physical movement breaks during the school day
- Break from the classroom – intervention with support staff
- Targeted emotional release activities
- Additional outdoor time
- Additional physical education classes
- Assign a job within the school – recycling – tearing boxes
- Bringing chairs down in classroom
- Mail messenger for secretary
- Woodwork projects
- Carrying equipment for outdoor games

**Daily multiple student "Check-Ins"**



**Nurturing Support Centre**  
**Tier 3 Intervention**

**Personalized & adapted schedule**

**Individualized support**



### EMOTIONS ROOM

A PLACE TO LET IT OUT  
'calming down' will come naturally once the emotion has been released

POOL NOODLES  
BUBBLE WRAP  
FOR THROWING  
FOR KICKING  
FOR HITTING  
FOR RIPPING

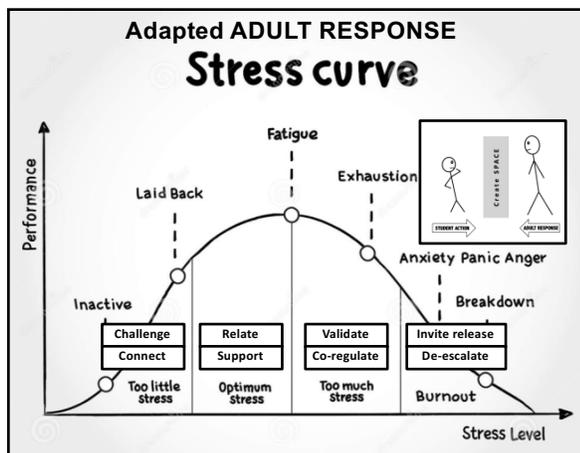
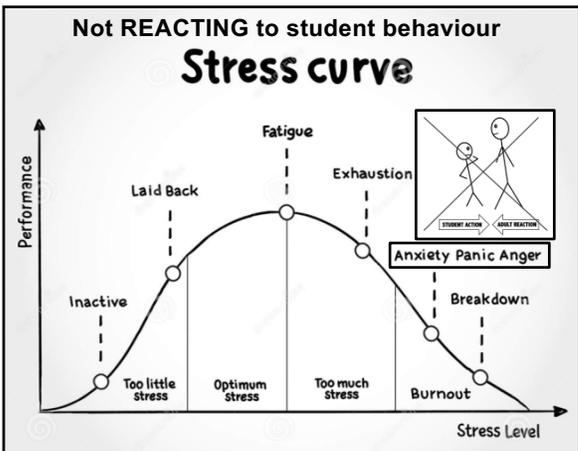
<https://www.cebm.ca/emotions-room>

- Facilitate SAFE ERUPTIONS and allow for VENTING**
- Find the student's natural bent for relieving foul frustration
  - Come alongside when the student's frustration is mild and suggest nonviolent ways of relieving the frustration
  - Encourage times for venting
  - Find ways of relieving some foul frustration together – PLAY
  - Model or SCRIPT nonviolent ways of relieving foul frustration
  - Use times of strong connection to LEAD the student to ideas and good intentions regarding nonviolent eruptions

### Action Plan with adult-centered goals

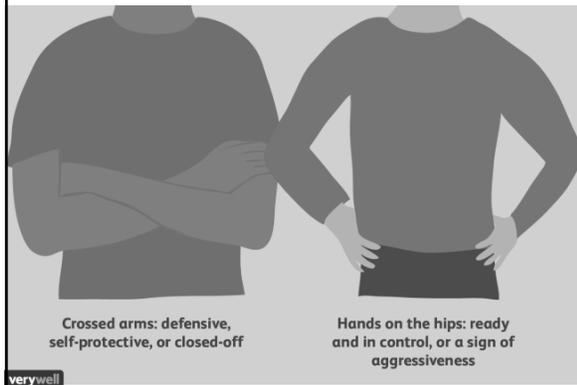
PLANNING WITH THE EXPLOSIVE and CHALLENGING STUDENT IN MIND		Student: _____ Date: _____ page 1
Name of student: _____ Age: _____ Grade: _____ Teacher: _____ Date: _____	ANALYSIS	<p><b>PLAN "B" FOR A DIFFICULT TIME OF ACTIVITY</b></p> <ul style="list-style-type: none"> <li>• Alternate location</li> <li>• Alternate activity</li> </ul> <p><b>ALLOWING FOR EMOTIONAL EXPRESSION</b></p> <ul style="list-style-type: none"> <li>• FRUSTRATION: alternate, non violent activities</li> <li>• ANGER: safe place</li> <li>• TEARS: _____</li> </ul> <p><b>OTHER INTERVENTIONS</b></p>
WHEN _____	WHERE _____	NOTES
WITH WHOM _____	PREPAREDNESS • what happened last time?	TO AVOID:
WARNING SIGNS _____	TRIGGERS • what set the student off?	• IMPOSING STIFFER CONSEQUENCES (EXCEPT FOR "SOCIAL JUSTICE")
SOURCES OF FRUSTRATION • what is not working today? • what does work every day? • what is successful? • frustration – all school or at home?	POTENTIAL SOURCES OF FRUSTRATION • schedule shift • Major changes in schedule	• USING SOCIAL FOR AND CHANGING
OTHER FACTORS • student's past history • student's current situation • trauma – difficult home situation	INTERVENTION	• USING REINFORCEMENT SYSTEMS
SAFE ATTACHMENT: REASONS FOR INTERVENTION	SAFETY ATTACHMENT: REASONS FOR INTERVENTION	• USING AGENCY TO REPORT ON THE STUDENT'S DAY
PLAN "B" FOR A DIFFICULT TIME	PLAN "B" FOR A DIFFICULT TIME	TO DO:
What will the student do to prevent an eruption?	What will the staff do to prevent an eruption?	<p><b>BEFORE AN ERUPTION:</b></p> <ul style="list-style-type: none"> <li>• Check for cues</li> <li>• Show the student "safe place"</li> <li>• Show the person "the rules" for the student</li> </ul> <p><b>AFTER AN ERUPTION:</b></p> <ul style="list-style-type: none"> <li>• Go to a safe place</li> <li>• Student/teacher/peer support</li> <li>• Try to find address &amp; learn</li> <li>• Provide reassurance</li> </ul> <p><b>MODIFY PLAN "B" FOR FUTURE INTERVENTIONS -&gt; PLAN "C"</b></p> <ol style="list-style-type: none"> <li>1. IDENTIFY CHANGES REQUIRED (WHAT DID NOT WORK)</li> <li>2. DECIDE ON CHANGES TO BE IMPLEMENTED</li> <li>3. ENSURE THAT ALL STAFF WORKING WITH THIS STUDENT ARE AWARE OF "PLAN C"</li> </ol> <p><small>©2008 page 1 of 1 Publisher: CEBM (www.cebm.ca) All rights reserved. All trademarks and logos are property of CEBM/Member.</small></p>

<https://www.cebmmember.ca/intervention-planning-and-mapping>



- ADULT RESPONSE: Elements to consider**
- **Immediate priorities:** Safety first, focus on listening and being reflective rather than reactive, aim to de-escalate the situation rather than getting one's way, put the emphasis on the student's emotions rather than their behaviours.
  - **Body positioning and physical proximity:** give the student lots of room and honor their need for personal space. Being side-by-side rather than face to face can help put the other person at ease.
  - **Non-verbal responses:** be aware of your body language (facial expressions, eye gaze, eyebrow movement, mouth expressions, arm and leg positioning, breathing pattern, etc.) as it can send signals that speak louder than words. For example, constant eye contact can be quite triggering.
  - **Posture and body movements:** avoid sudden gestures, walking fast towards the student, or appearing intimidating/threatening.

**Body language can speak LOUDER than words**



**ADULT RESPONSE: Elements to consider**

- **Mood and intensity:** be mindful of your own level of stress, affect, emotional intensity, and type of energy we reflect. Be cautious around your own triggers and pressure points. Keep yourself in check and work as a team to pass along the relay baton when needed.
- **Types of listening:** give priority to active listening, which is focused on understanding the entire message and taking into account the perception and feelings of the speaker, rather than selective listening (only hear what we want to) or listening to reply (only focused on our own message).
- **Verbal responses:** be aware of your attitude, tone of voice, volume, speech rate, and language used – select your words carefully – avoid asking too many questions, keep talking to a minimum and rely on visual cues to communicate.

**YOUR WORDS MATTER**

Instead of that, try saying this	
Be quiet	I see you are eager to share / this is really important to you.
Stop it / Calm down	I see you need to let it out.
Don't get upset	It's okay to feel mad/sad.
Don't be so defiant	It sounds like you need to follow your instincts and listen to what your body is telling you.
Don't be so bossy	I bet it feels better/safer to know you are the one making the decisions.
Don't speak to me this way	It sounds like you need me to give you space.
Don't be so aggressive	I see how it didn't turn out the way you had hoped / this isn't what you had in mind.
That's enough	How about we take a pause.
How many times do I have to tell you?	I am going to do (...) so that it will be easier for you.
What's wrong with you?	How can I help?
You are impossible!	We will figure this out. I've got you.
If you don't listen to me right now, I will (...)	I see this is tricky for you, we are going to solve this later. How about we go for a walk / a drink of water.
Leave my classroom	How about we go to a quieter place to figure this out.

**The power of listening and letting them vent**



Sometimes they just need to let it out.

**Debriefing**

**Following an acting-out episode**, once the student has calmed down, it is necessary to re-establish contact and process what has happened:

- Use empathetic listening (focus on feelings, not just facts)
- Depersonalize the attack and treat the incident as an accident. *"I can see those hits got away on you"*
- Reframe the incident as a problem of handling frustration. *"This isn't what you had in mind, it just wasn't working for you"*
- Convey that the relationship can take the weight. *"Regardless of what happened today, you're still my student. We're still good"*
- Bridge the problem behaviour. *"Tomorrow is another day. We'll try again"*
- Guide gently towards feelings of sadness and disappointment (retreat if this backfires)
- Investigate potential triggers, as well as alternatives.

**Debriefing: things to consider**

- Some students need more time to detach themselves from an incident in order to revisit it.
- If the student seems to become tense or frustrated when addressing the issue, it may be wise to revisit the incident at a future time.
- Please note that there is no urgency or need for immediacy when addressing an incident. Timing and connection to the student is key.

### Bringing it all together

- Success depends on the active involvement of all stakeholders who are committed to a shared vision, common goals and the ongoing work required in achieving them.
- Schools need to establish clear and explicit expectations and set direction for all members of the school community.
- Staff must be at least made aware of and, perhaps, have participated in the development of the school guidelines and intervention flowchart.
- There is no 'one-size-fits-all' approach. Interventions must be contextualized to the student's profile, needs and challenges.

### Bringing it all together

- It is vital to define and clarify the difference between an accidental incident, a conflict and more a serious act of violence/bullying and how to intervene vis-a-vis each situation.
- More serious acts of violence/bullying require the active implication of the school administration, board personnel and perhaps outside services.
- Each School Board has a CVI Agent Pivot (climat scolaire, violence et intimidation) which can help accompany the schools to create their Safe School Policy and their Anti-Bullying Anti-Violence Plan.

**Catherine Korah and Martine Demers**  
Centre of Excellence for Behaviour Management  
[www.cebm.ca](http://www.cebm.ca)

**Also visit the CEBM Resource Center**  
<https://www.cebmmember.ca/frustration-and-aggression>

### Editorials on Frustration & Aggression

**When Push Comes to Shove: The Answer to Children's Aggression**  
by Deborah MacNamara (December 7, 2019)

**Emotional Safety: Why kids need a safe space to feel, learn, and grow**  
by Hannah Beach (April 23, 2021)

**Kids Need a Safe Space to Feel**  
by Hannah Beach (Jan 15, 2020)

**Inside Out Activity: The Frustration Monster!**  
by Hannah Beach (Apr 7, 2020)

<https://macnamara.ca/portfolio/when-push-comes-to-shove-the-answer-to-childrens-aggression/>  
<https://hannahbeach.ca/emotional-safety/>  
<https://hannahbeach.ca/kids-need-a-safe-space-to-feel/>  
<https://hannahbeach.ca/the-frustration-monster/>

### Upcoming Events

<https://www.cebm.ca/news-events>

Multiple Dates

Tue, Nov 01 | Online Professional Development  
**Children's Emotional Health in Our Schools (two-part series) - for Elementary**

Join us ONLINE Tuesday November 1st, 2022 (6:00-7:00 pm) AND Thursday January 20th, 2023 (6:00-7:00 pm). Presenter: Hannah Beach. Event is FREE. Registration is for both dates. This series will not be recorded.

**FOR ELEMENTARY**

[To Register](#)

Wed, Nov 16 | Online Professional Development

**What's Next? series: The Child Who is Resistant**

Join us ONLINE Wednesday, November 16th, 2022 - 4:00-5:00 pm. Presenter: Catherine Korah. Event is FREE. The session will be recorded and available on the CEBM website.

[To Register](#)