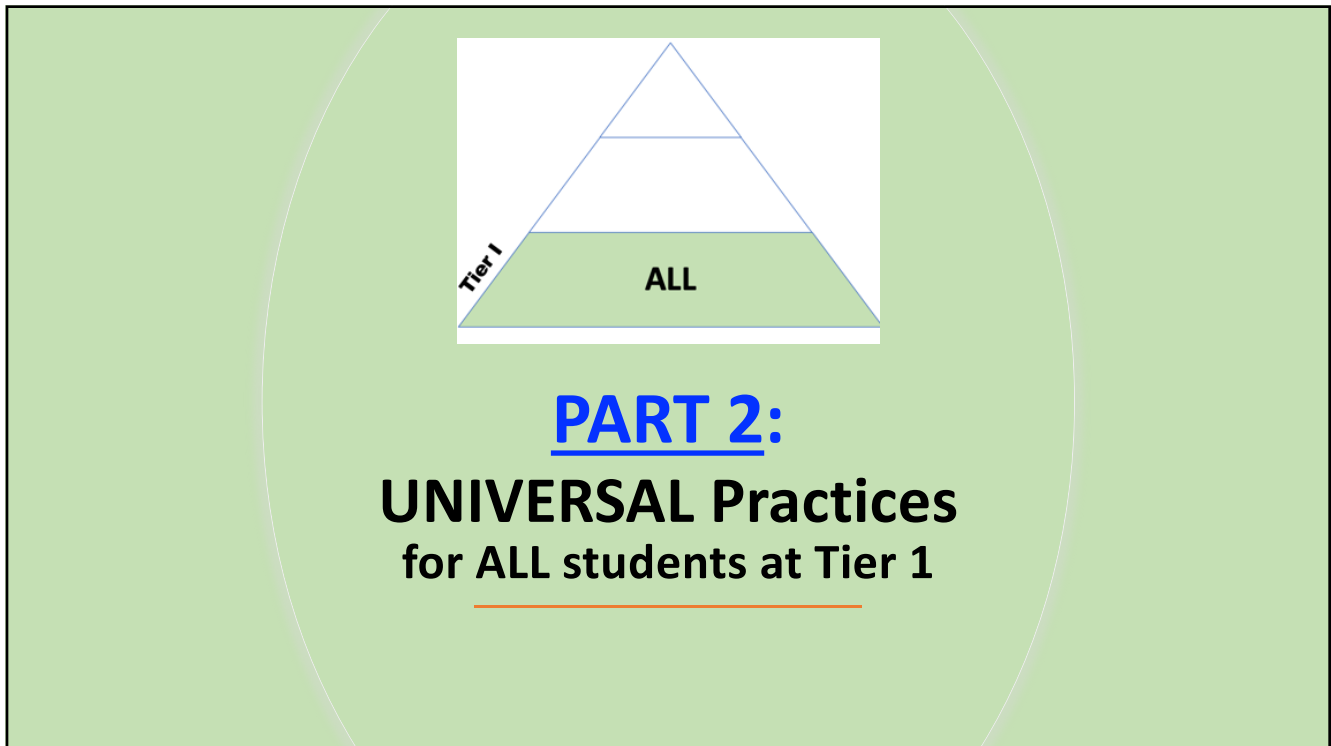
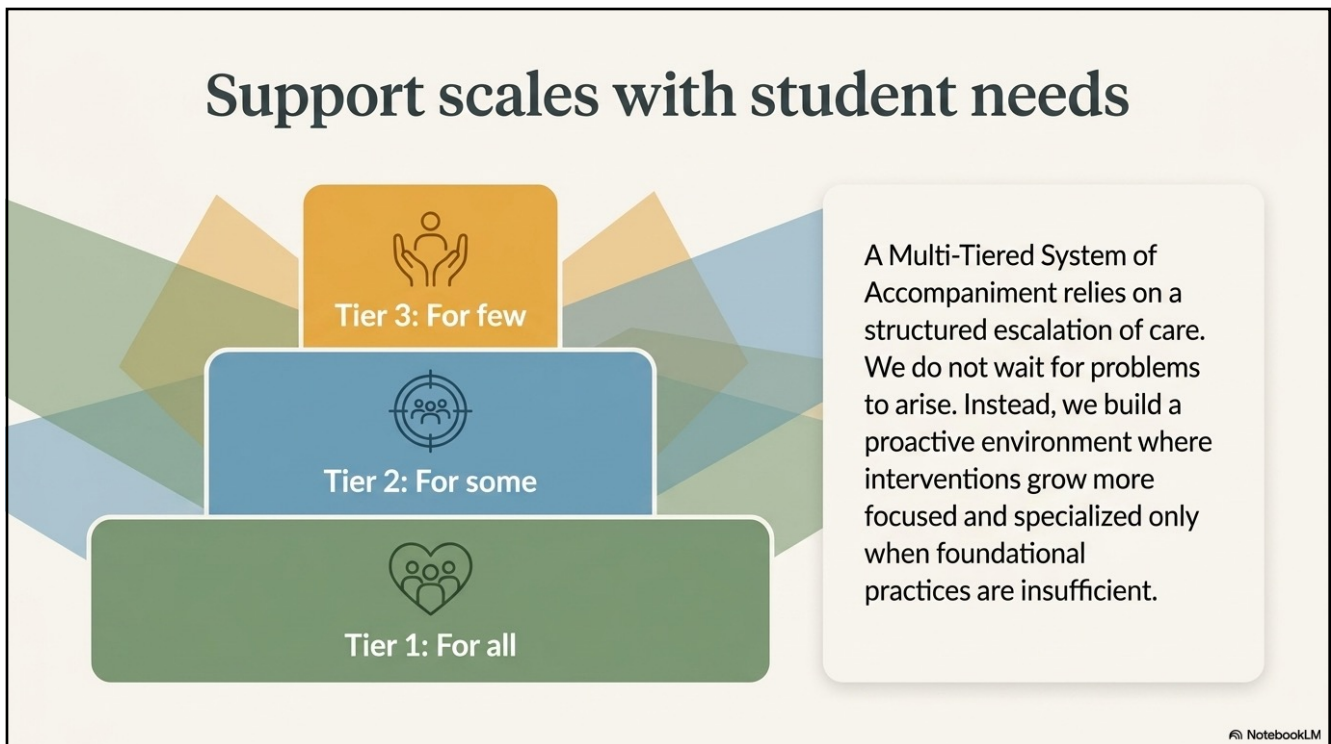




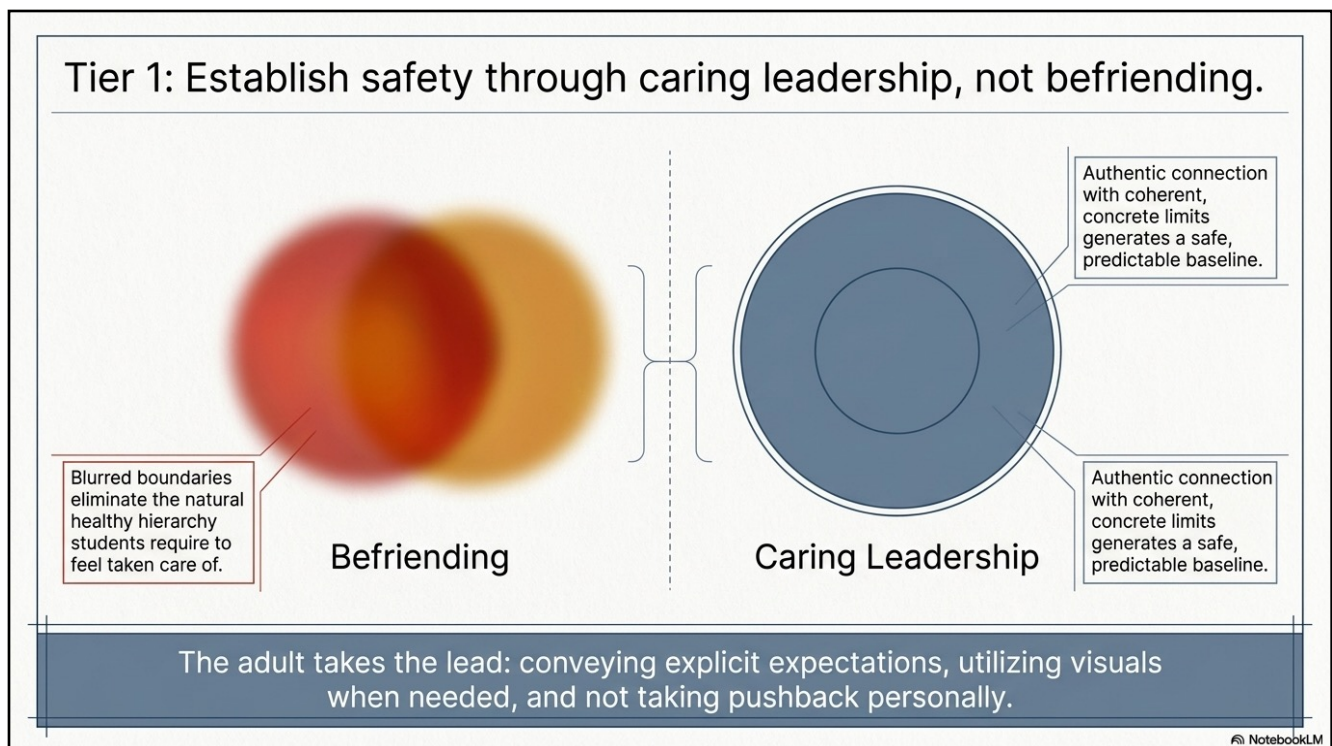
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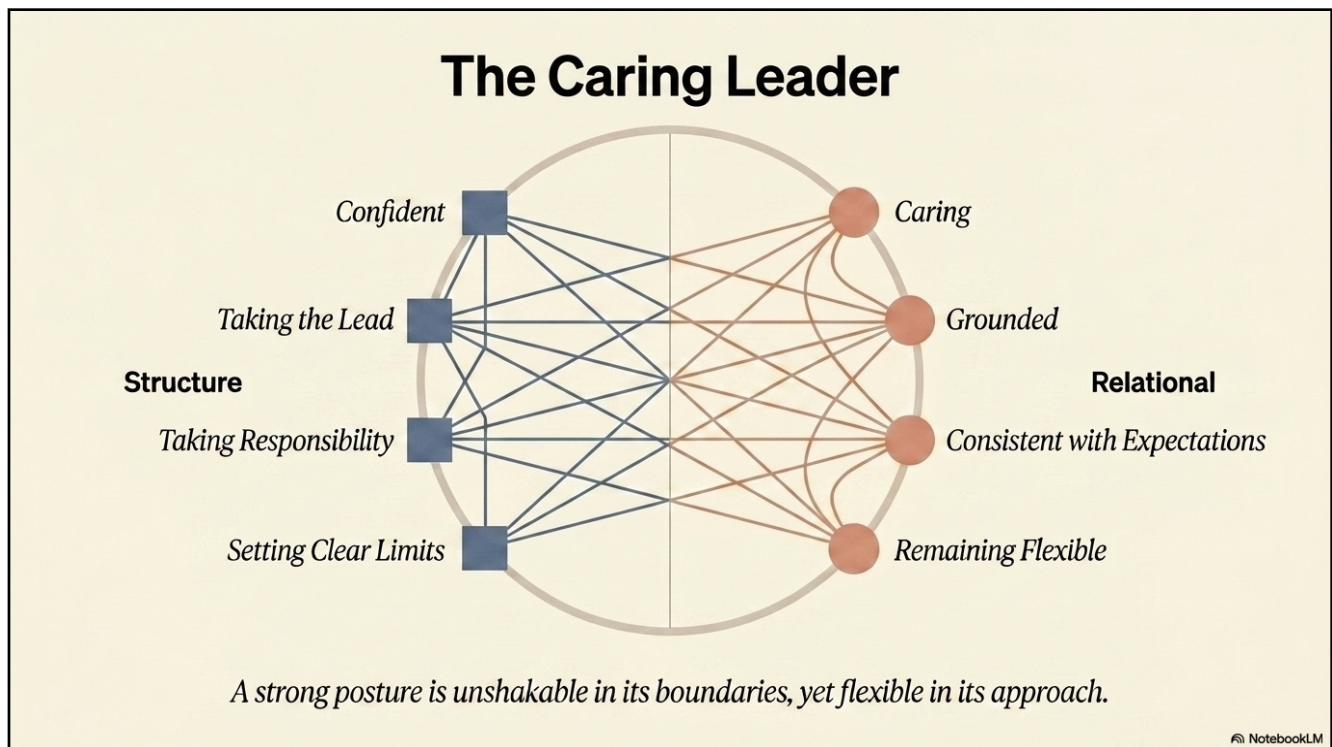
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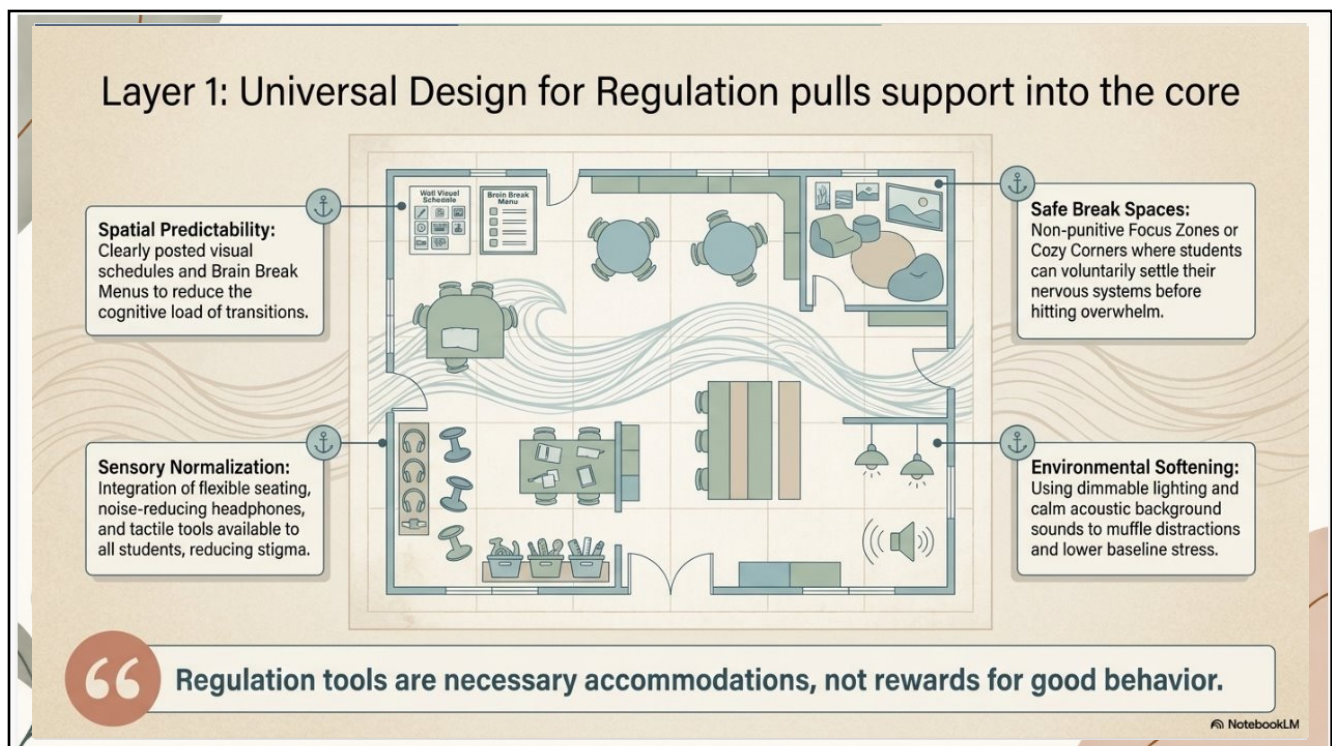
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5



6

Well established classroom structures and routines

⇒ To create consistency and predictability. ⇒

Our Classroom Routine

-  Hang up your coat and book bag.
-  Put your papers in the basket.
-  Answer the question of the day.
-  Write your name on your paper.

Today we have _____.

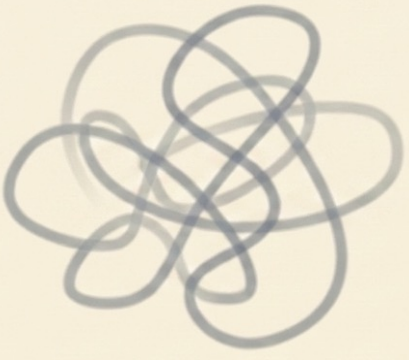
music
art
gym
guidance

Some of the key suggestions:

-  • Having a clear and explicit routine around the morning arrival, transition, or end-of-day/period departure
-  • Offering homework/assignment turn-in trays with labels
-  • Setting up structure around independent work time & asking for help
-  • Notifying students, when possible, of any changes in routine (special activities, teacher absences)

7

Explicit Expectations



→




Lengthy explanations cause students to get lost.

Speak clearly and give instructions in a concise, direct manner.

Convey explicitly what is expected of them.

Use visuals if needed to bypass cognitive overload.

Establish coherent and concrete limits and boundaries.

NotebookLM

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Clear and explicit classroom expectations



To help clarify with students what a positive learning environment looks like.

Some of the key suggestions:

- 

Regularly modeling the classroom expectations throughout the school year
- 

Providing a variety of engaging and playful ways to prompt students (through stories, chants, role-playing, games)
- 

Offering a variety of visuals to help prompt students (poster of classroom expectations, hand signals for common requests)

IN OUR classroom

-  WE ARE ON TIME, PREPARED, AND READY TO LEARN
-  WE CLEAN UP AFTER OURSELVES
-  WE RESPECT OTHERS AND RESPECT OURSELVES
-  WE LISTEN WHEN OTHERS ARE TALKING
-  WE ALWAYS USE KIND WORDS
-  WE BELIEVE IN OURSELVES AND TRY OUR BEST



9

Firm Care



Boundary

"The answer is still no."

- "You can't have the iPad right now."
- "That language is not okay."
- "You need to stay in the classroom."



Regulation

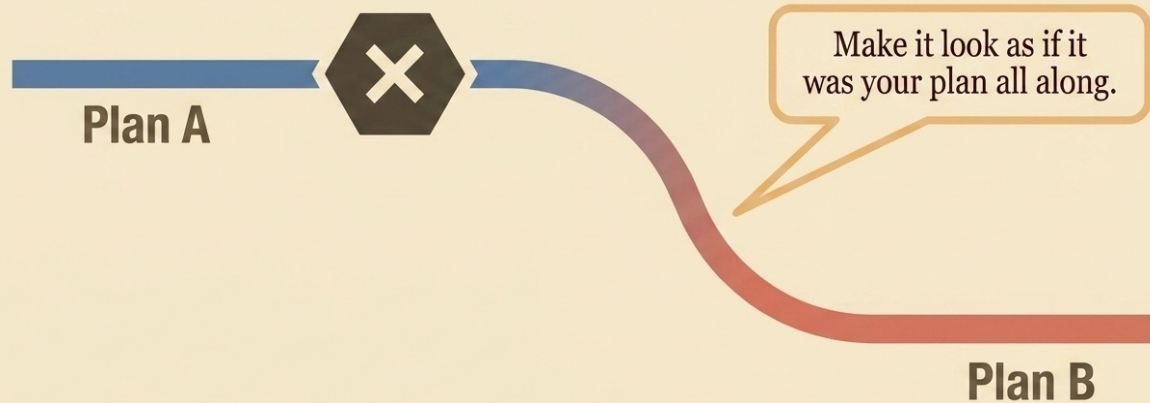
"I'm going to help you through the no."

- "I know it's hard to wait. I'm here with you until it's time."
- "I won't let you use that language. Let's find a calmer way to say it."
- "I see that you don't want to go. I'll walk with you and help you get started."

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The Art of the Pivot

Adjust flexibly when things don't go as planned.
Ensure you have a backup plan as an alternative solution.



NotebookLM

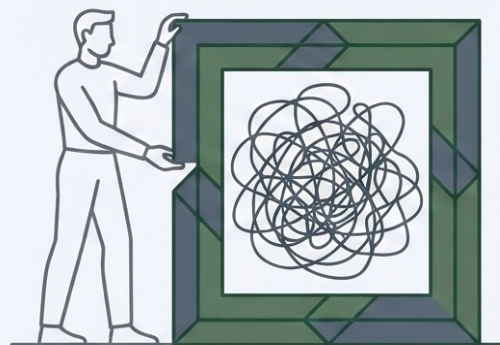
11

The Core Insight of a Strong Posture

We cannot directly control student behaviour. We manage the circumstances and the environment, relying on co-regulation and de-escalation.



Controlling the Uncontrollable



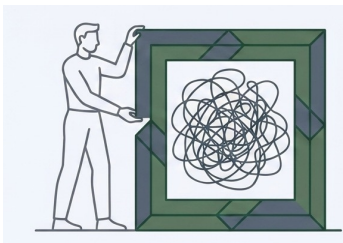
Managing the Environment

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12



Individual Reflection Question



A TALE OF TWO CONVERSATIONS:

Attunement is about emotional presence, not just saying the right words. It requires us to check our own internal alignment before engaging.

Reflect on two recent conversations to understand how internal attunement shifts results:

- A conversation with a student that **went well** (What was your emotional state?)
- A conversation that escalated or **went poorly** (What was different about YOU?)

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What Adult Posture Looks Like in Practice

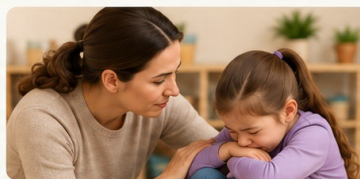


During Emotional Upset: From Control to Co-Regulation



When children experience emotional overwhelm, they need **presence more than instruction**.

Their nervous system is not ready for reasoning or correction; it is seeking safety and regulation.



This subtle shift is powerful. "Calm down" often feels dismissive or demanding, so a child who is already overwhelmed. It signals that emotional expression is unacceptable.

In contrast, "I'm here" communicates steadiness, safety, and support.



INSTEAD OF: a directive such as:

"Calm down."



AN ATTUNED ADULT might say:

"You're having a hard time right now. I'm here."



In these moments, the adult posture focuses on:



Staying physically and emotionally grounded



Reducing stimulation and pressure



Naming the emotional experience



Offering calm presence rather than immediate solutions



Denies the individual's internal reality.

Stop crying. You're fine. Calm down.



Validates the present emotional state without trying to immediately fix it.

You're having a hard time right now. I'm here.

Radical proximity. Safety is established through presence, not solutions. Invites collaboration to solve the root cause of the behavior.



The goal is not to rush the child out of **their** emotion, but to help them **move through it safely**.

The adult becomes an **emotional anchor** until the child can regain regulation.



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What Adult Posture Looks Like in Practice



During Mistakes: From Correction to Learning Opportunity



Mistakes are a natural and essential part of learning.

However, the way adults respond to mistakes shapes whether children associate error with **shame** or with **growth**.



THIS RESPONSE DOES SEVERAL IMPORTANT THINGS:

- It removes judgment from the learning process.
- It separates the child's identity from the outcome.
- It normalizes struggle as part of learning.
- It invites persistence and exploration.

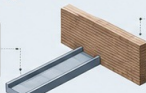


INSTEAD OF:

That's wrong.

JUDGMENT

Focuses on the person, not the process.



Finality. The interaction ends in failure.



AN EDUCATOR MIGHT SAY:

You haven't figured it out yet. Let's try another way.

PROCESS-ORIENTATION



Anatomy of a Script: The Growth Mindset Trigger Transforms a permanent failure into a temporary step in the learning process.

Focuses cognitive energy on the process, not the person.



Over time, they begin to internalize the idea:

"I can learn, even when I don't get it right the first time."



This is a foundation for *lifelong learning and resilience.*



When adults respond with curiosity, compassion, and calm leadership, *children feel safe, supported, and able to regulate.*

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What Adult Posture Looks Like in Practice



During Challenging Behaviour: From Judgment to Understanding



Challenging behaviour can easily trigger frustration in adults, especially when it disrupts learning or impacts others.

However, an adult posture grounded in curiosity and connection reframes behaviour as communication rather than character.



INSTEAD OF:

BLAME

Forces the nervous system into immediate defense mode.

What's wrong with you?



AN EDUCATOR MIGHT SAY:

CURIOSITY

Something seems difficult for you right now. Let's see what you need.

Anatomy of a Script: Re-frames reactive behavior as an unmet need or a lack of skill, not a character flaw.

Anatomy of a Script: Invites collaboration to solve the root cause of the behavior.



From there, the adult can explore:



What the child might be feeling



What need is not being met



What skill is still developing



What support might help in the moment



This does not remove expectations or boundaries. Instead, it changes the pathway to addressing behaviour—from punishment and correction toward **support and skill-building**.



Children are far more likely to cooperate *when they feel understood rather than judged.*



16

What Adult Posture Looks Like in Practice

DURING CONFLICT: From Separation to Guided Problem-Solving



INSTEAD OF
A DISTANCING RESPONSE
SUCH AS:

"Figure it out
yourselves."

AN EDUCATOR WITH A
RELATIONAL POSTURE
MIGHT SAY:

"Something happened
between you two. Let's
work through it together."

THIS SHIFT COMMUNICATES SEVERAL IMPORTANT MESSAGES:



The relationship matters.



Conflict is not something to avoid or abandon.



Children are not left alone in difficult social moments.



Adults are present to guide, not to punish or withdraw.



In practice, this might involve helping each child share their perspective, naming emotions, slowing the interaction down, and supporting repair. The adult becomes a facilitator of connection rather than a referee or judge.

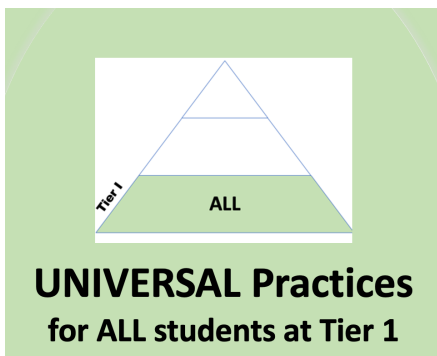


Over time, children learn that conflict is **not a threat to belonging, but an opportunity for understanding and growth.**

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Individual Reflection Question



REFLECTION ON TIER 1 PRACTICES:

- Which Tier 1 universal practices (e.g., explicit boundaries, structures, routines, adapted scheduling) **already exist in my classroom?**
- Which would have the biggest impact if **strengthened?**

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