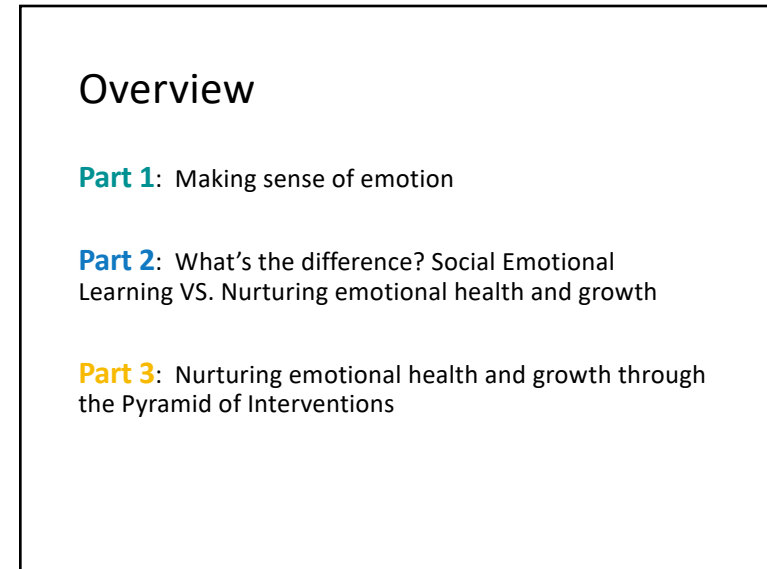
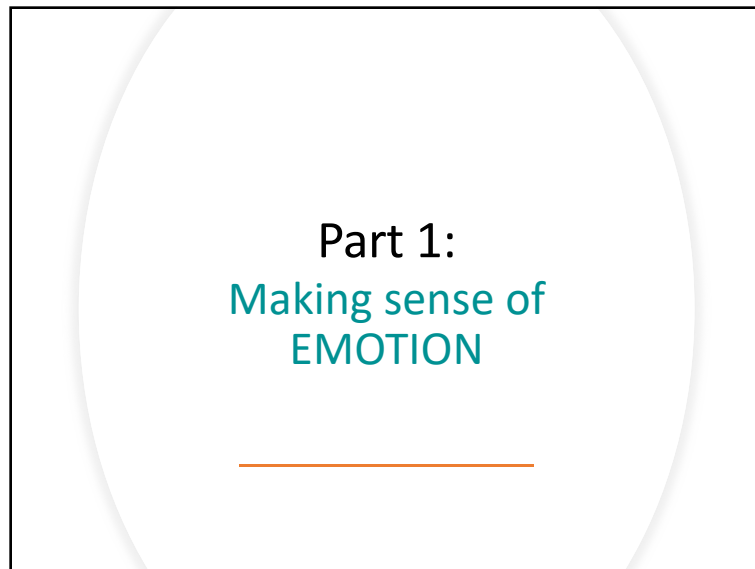


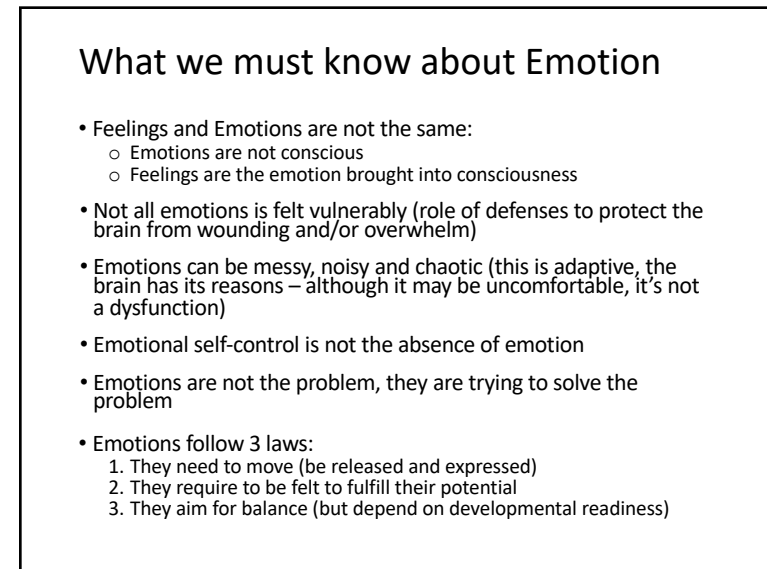
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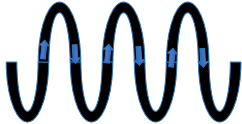
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4

Three Laws to Emotional Health and Growth

Law #1: Emotion seeks to MOVE through expression.



Once it is activated, it needs to 'find a way out' in order to be discharged.

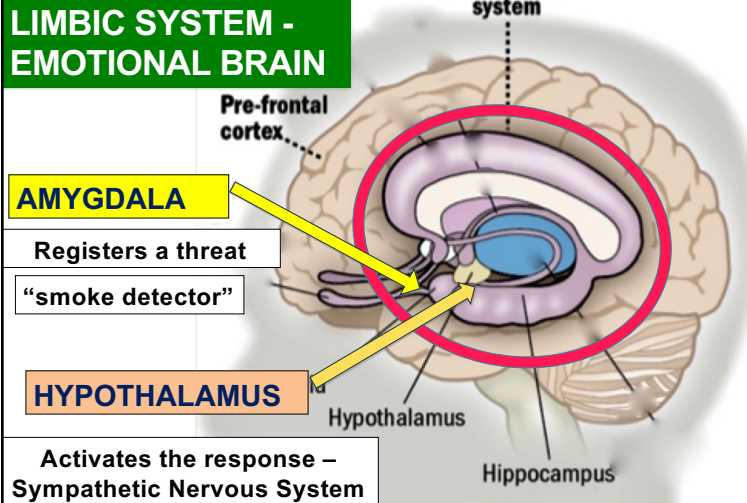
Emotion needs to be EXPRESSED to preserve healthy functioning and well-being

Gordon Neufeld (2013) Science of Emotion

5

Where do Emotions come from?

LIMBIC SYSTEM - EMOTIONAL BRAIN



AMYGDALA
Registers a threat
"smoke detector"

HYPOTHALAMUS
Activates the response - Sympathetic Nervous System

6

Emotion has vital WORK to do.

The immediate task of emotion is SURVIVAL.

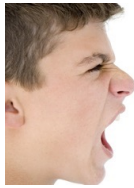
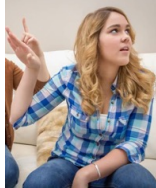

The ultimate job of emotion is to GROW THE PERSON UP.

Gordon Neufeld (2013) Science of Emotion

7

Emotions need to be expressed BUT...

- Its **expression** is often MESSY & NOISY, CHAOTIC & UNACCEPTABLE, ALIENATING & WOUNDING
- It can **threaten** the RELATIONSHIP
- So, the **brain** can suppress or depress emotion to protect its attachments especially if emotional expression is considered to be "unacceptable".

8

PARAMETERS OF ATTACHMENT

upset, shy, intense, dislike, cranky, resistant, calm, frantic, melancholy, insecure, loving, conflicted, sexy, alarmed, caring, grumpy, disappointed, jealous, excited, sad, irate, missing, irritable, cooperative, unsafe, worried, hurt, possessive, happy, concerned, mean, enraged, needy, lonely, deflated, bored, critical, angry, frustrated, dependent, timid, hate, afraid, discouraged, pessimistic, nervous, oppositional

Gordon Neufeld (2013) Science of Emotion

9

The problem with focusing on "right" thinking

- confronting irrationality & impulsivity
- focusing just on being positive & pursuing happiness
- focusing on self-regulation prematurely
- pursuing calmness & tranquility

Gordon Neufeld (2013) Science of Emotion

10

What happens when emotions are SUPPRESSED?

** when emotions are suppressed, they come out in in challenging behaviours*

EMOTIONS NEED TO BE RELEASED AND EXPRESSED

Gordon Neufeld (2013) Science of Emotion

11

“The irony, though, is that when we ignore our feelings, or suppress them, they only become stronger. The really powerful emotions build up inside us, like a dark force that inevitably poisons everything we do, whether we like it or not. Hurt feelings don’t vanish on their own. They don’t heal themselves. If we don’t express our emotions, they pile up like a debt that will eventually come due”.

Marc Brackett (2020) Permission to Feel

12

Evidence* related to suppressing emotion shows consequences on physical health, mental health and general well-being, including an increase in:

- attention, concentration, and memory problems
- high daily emotional stress and emotional dysregulation
- negative social functioning
- number of physical aggressions and bullying incidents
- illicit drug use
- psychological distress, including eating disorders and self-injury
- diagnosed mental health conditions, including anxiety and depression
- long term health problems on the body (insomnia, poor digestion, physical pain, weak immune system, heart disease, etc.)

Patel & Patel (2019) Consequences of Repression of Emotion
Gross & Cassidy (2019) Expressive Suppression of Negative Emotions in Children and Adolescents

13

Nurturing Emotional Health and Growth and cultivating resiliency

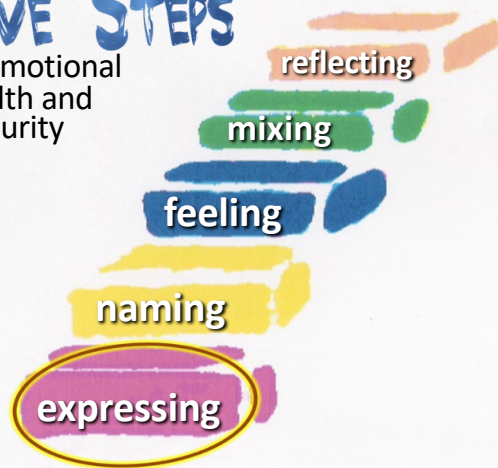
RESILIENCE = CAPACITY TO BOUNCE BACK



Gordon Neufeld (2017) Making Sense of Resilience

14

FIVE STEPS to emotional health and maturity



Gordon Neufeld (2013) Science of Emotion

15


EXPRESSING EMOTIONS

- inviting and making room for different forms of expression -



Sometimes, all we need is to let it out.

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Tears of grief **Tears of change**


Onion tears **Laughing tears**

These are pictures of different dried human tears. Grief, laughter, onion and change. They all have a different chemical makeup, which makes them look different from each other.

Benefits of having a 'good' cry

Crying releases the stress hormone (cortisol) and the mood-regulating hormone (oxytocin).

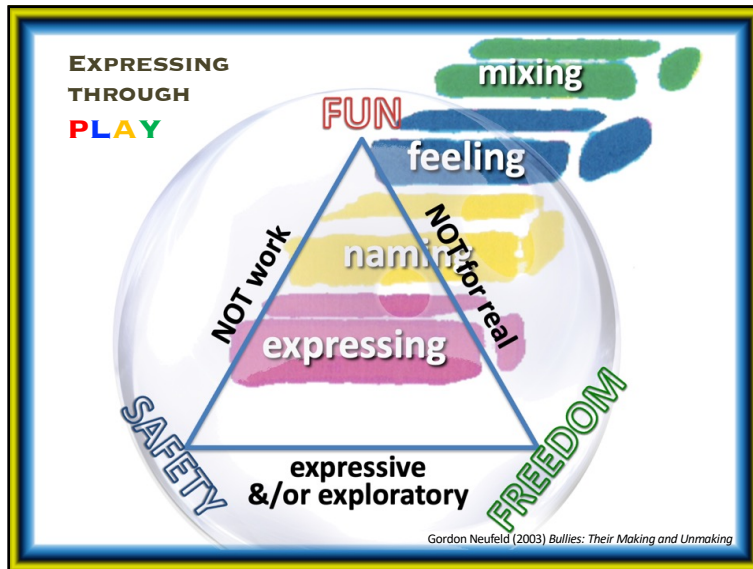
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Emotion has vital WORK to do, however it can be difficult for some to express it.

Being in the 'play' mode allows to safeguard the outcomes of emotional expression.

18



19

What Play Offers Emotion



- a work-free space for development to take place
- protection for feelings
- expression without repercussion

Gordon Neufeld (2017) *Play and Emotion*

20

PLAY and EMOTIONAL WELL-BEING

Studies have found that play-deprived rats are particularly impaired under novel, changeable or challenging situations. They evoke more aggression, incur more injuries, take more time to assume a submissive posture, and show inappropriate exploration of the resident's territory after defeat (Van den Berg et al., 1999a; Von Frijtag et al., 2002).

Studies have also shown that play-deprived animals display increased levels of anxiety (Leussis and Andersen, 2008; Lukkes et al., 2009; Wright et al., 1991).

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PLAY and EMOTIONAL WELL-BEING

David Elkind in the *Power of Play*

- over the past two decades, youth have lost twelve hours of free time a week, including eight hours of unstructured play and outdoor activities.

Stuart Brown on the *Status of Play* (Encyclopedia of Play Science)

- outdoor play has decreased by 71% in one generation in both the US and the UK.

Escalating diagnoses of childhood anxiety, depression and ADHD has paralleled the loss of Play - Peter Gray, American Journal of Play 2011

22

Three Laws to Emotional Health and Growth

Law #2: Emotion seeks to be FELT to fulfil its potential.

Emotions must be felt (reach consciousness) to do their JOB
(sadness cannot lead to healing and recovery without being felt)

Emotions require to be felt in order to be MANAGED
(feelings of caring and responsibility are needed to temper impulses)

Emotion can only be felt if it's safe and there's space.

Gordon Neufeld (2013) Science of Emotion

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“ Our youth are experiencing an emotional crisis. They are more anxious, aggressive, and shut down than ever. We are seeing clear evidence of this in our schools, our homes, our neighbourhoods and our community spaces. The root cause of the emotional crisis and resulting behavioural issues we see on the day to day is that our youth are losing their feelings.”

Hannah Beach (2020) Kids Need a Safe Space to Feel

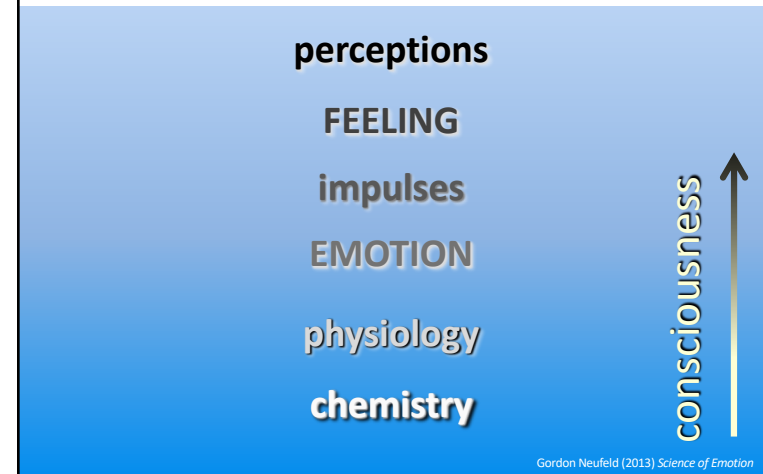
24

Why our youth are losing their feelings?

- Society's pressure to push for independence and self-control prematurely (they don't feel safe and taken care of)
- Impact of peer orientation (more wounding interaction, less shielded by adults)
- Impact of screens, digital devices and social media (more superficial connections, more wounding interaction)
- Loss of respite (rest without external stimulation) and creative solitude
- Loss of play, being outdoors (nature)
- Loss of family time (meals around a table, board game night)
- Culture's lack of understanding around the need for emotion to be expressed (they interpret that emotional expression has repercussion for relationships)

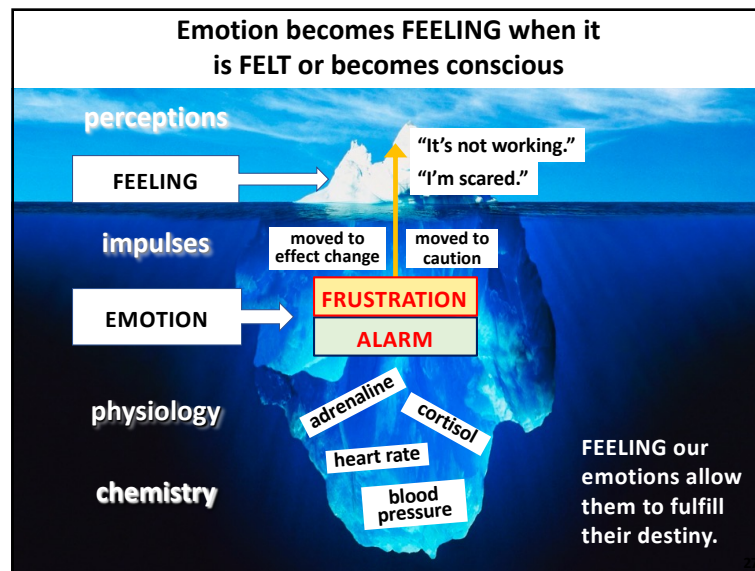
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Anatomy of EMOTION

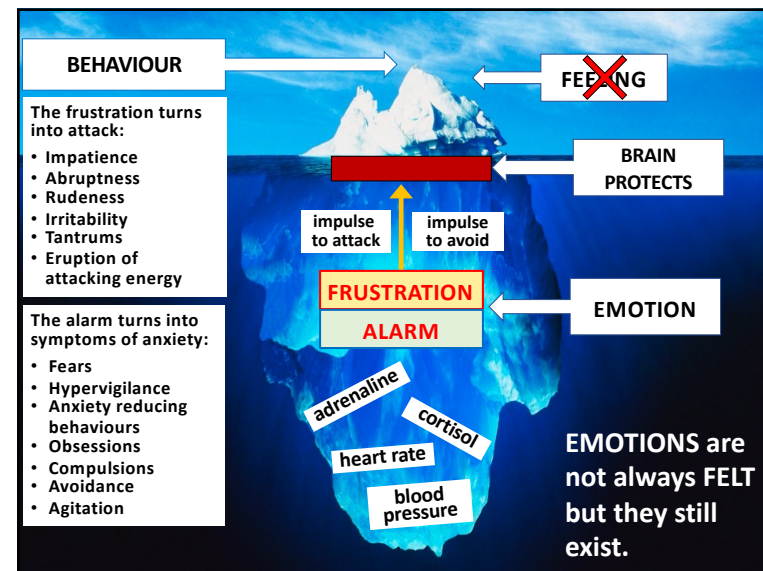


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Emotion becomes FEELING when it is FELT or becomes conscious



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For emotions to be felt ...

- a) they need to **MOVE** (through release and expression)
- b) they need to be **NAMED** (whether through words or symbols/images)
- c) it must be **SAFE** (we need to keep our hearts soft and vulnerable)

Gordon Neufeld (2013) *Science of Emotion*

29

Nurturing Emotional Health and Growth and cultivating resiliency

RESILIENCE = CAPACITY TO BOUNCE BACK



Gordon Neufeld (2017) *Making Sense of Resilience*

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SAFETY is the starting point

- Giving priority to prevention work. Providing check-ins.
- Using structure – routine – predictability. Being intentional in the physical and social setup of the room (honoring inclusive practices).
- Portraying as a strong and tempered adult (alpha posture).
- Greeting and engaging them (showing warmth, delight and enjoyment). Calling students by their name.
- Being actively involved beyond academics. Meeting them at their interests. Remembering what is important to them. Listening with full attention.
- Moving away from discipline methods that cause separation. Finding ways to preserve their dignity when they need to step away.
- Offering a variety of emotional playgrounds to express emotions with or without words. Inviting them to share their thoughts and feelings without being in the 'fix-it' mode.
- Supporting and enhancing protective factors (e.g. presence of secure adult attachments, sense of belonging to school, availability of support measures adapted to student needs, access to healthy and positive extracurricular activities – sports/arts, strong home and school relationship, etc.)

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"Safety is not the absence of threat, it is the presence of connection."

Gabor Mate

Safety is in the eye of the beholder

Mona Delahooke
Beyond Behaviours

32

Three Laws to Emotional Health and Growth

Law #3: Emotion seeks BALANCE by ‘mixing’, but only when developmentally ready.

Capacity for self-control and consideration needs to develop

When the conditions are favorable and the development is optimal, emotion finds its ‘on the other hand’, which brings balance, stability, reflection, self-control and consideration.

Self-regulation starts with co-regulation.

Gordon Neufeld (2013) *Science of Emotion*

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Emotional balance requires Prefrontal cortex development

Judgment last to develop

The area of the brain that controls “executive functions” — including weighing long-term consequences and controlling impulses — is among the last to fully mature. Brain development from childhood to adulthood:

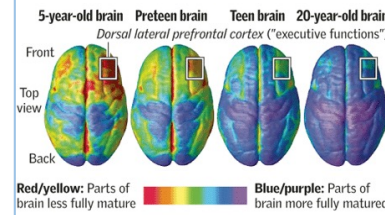


Image from the National Institute of Mental Health; Paul Thompson, Ph.D., UCLA Laboratory of Neuro Imaging

- Maturation is NOT inevitable
- Only in ideal conditions can a person be disposed to maturation (trauma can stunt brain development)
- In those conditions the prefrontal cortex debuts its growth between 5-7 years old and continues well into the 20’s and 30’s
- If the individual is **hypersensitive** the 5-7 gap of development will rather be at 7-9 years old

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The capacities for self-control and consideration need to be developed

- although development is spontaneous, it is not inevitable and often requires some support
- teens cannot manage emotions that they do not feel and cannot feel emotions that are not named or expressed
- self-control is NOT on the developmental agenda until the fifth year of life and not a reliable capacity, even if development is optimal, for several years
- does NOT respond to the direct approach, to taking short-cuts, or putting pressure on the teen for results. These non-developmental approaches can do more harm than good

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The developmentally stuck and IMMATURE teen has a hard time with:

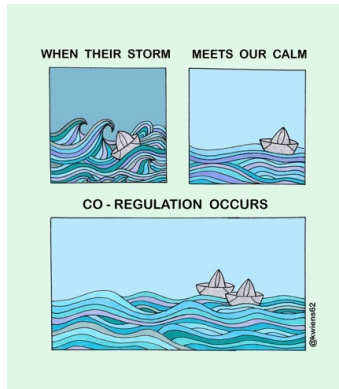
1. **Finding information efficiently** and quickly (under-developed **Cerebellum**)
2. Seeing the “**whole**” picture (under-developed **Corpus Callosum**)
3. **Tempering** their instinctual reactions with conflicting thoughts and feelings. (under-developed **Prefrontal Cortex**)

As a result, they often KNOW better but cannot DO better as Emotion overwhelms REASON.

Behaviour will improve when maturation occurs, but this takes time.

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Youth need ADULTS to grow the capacity to temper their emotions



Emotional co-regulation comes first, and this is how emotional self-regulation is developed.

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“Emotion regulation is not about exerting tight control over what we feel. And it’s not about banishing negative emotions and feeling only positive ones. Rather, emotion regulation starts with giving ourselves and others the permission to own our feelings—all of them”.

Marc Brackett (2020) Permission to Feel

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**Emotional self-control is not the absence of emotion
It is the FRUIT of ‘mixed feelings’ (integrative functioning)**



Gordon Neufeld (2013) Science of Emotion

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to ATTACH

- to keep close
- to take care of
- to care for
- to protect from hurt
- to be loyal to
- to not push away
- to avoid upsetting
- to not disappoint
- to measure up
- feelings of affection




PATIENCE
is the fruit of the ‘mixing’ between the impulse to attack and the desire to attach

to ATTACK

- to strike or bite
- to insult or criticize
- to put down
- to hurt or wound
- to yell at
- to be sarcastic to
- to hate or loathe
- to ignore or discount
- to tantrum
- to take one’s own life

Gordon Neufeld (2013) Science of Emotion


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<p>DESIRE</p> <ul style="list-style-type: none"> to engage in an activity to take part in some fun to ask one's question to stand up for a friend to wear what one prefers to share one's story to express one's opinion to get attached & involved to pursue a passion to be oneself 	<p>COURAGE is the fruit of the 'mixing' between the impulse to avoid and the desire to try</p> 	<p>FEAR</p> <ul style="list-style-type: none"> to be away from home to be laughed at to appear stupid to lose popularity to be seen as different to not be interesting to meet disapproval to have to let go to not measure up to be alone
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Gordon Neufeld (2013) *Science of Emotion*

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FIVE STEPS
to emotional health and maturity



reflecting

mixing

feeling

naming

ACCEPT/INVITE/ASSIST

expressing


Self-regulation is the fruit of integrative functioning (mixing)

Emotional maturity can only develop one-step-at-a-time and must start at the beginning.

Gordon Neufeld (2013) *Science of Emotion*

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When the caring feelings and vulnerability disappear



~~CARING & CONSIDERATION = EMPATHY~~

~~CARING & ALARM = COURAGE~~

~~CARING & FRUSTRATION = PATIENCE~~

~~CARING & ANGER = FORGIVENESS~~

~~CARING & SHAME = INTEGRITY~~

~~CARING & DISCOMFORT = SELF-SACRIFICE~~

Gordon Neufeld (2003) *Bullies: Their Making and Unmaking*

43

Premature emotional prescriptions can result in emotional restriction and undermine emotional health and development.

Be good! Be kind! Be nice!

Come back when you can control yourself!

Be considerate!

CALM DOWN! Settle down!

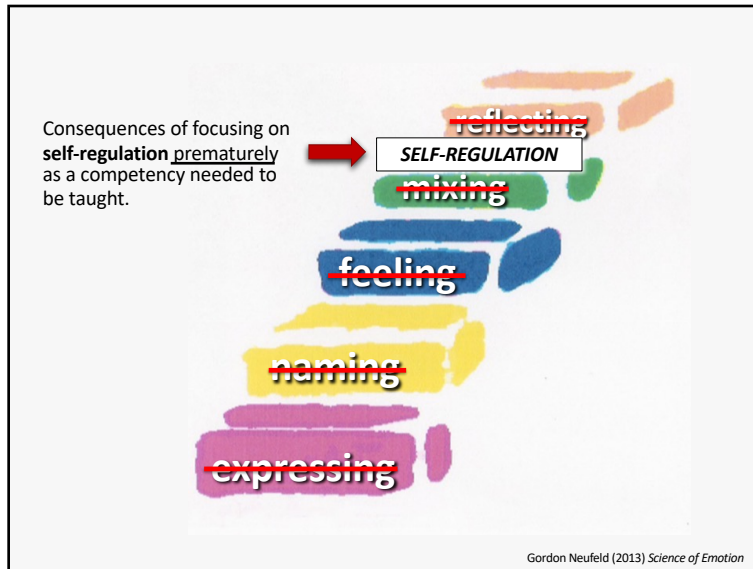
Get a hold of yourself!

Be positive!

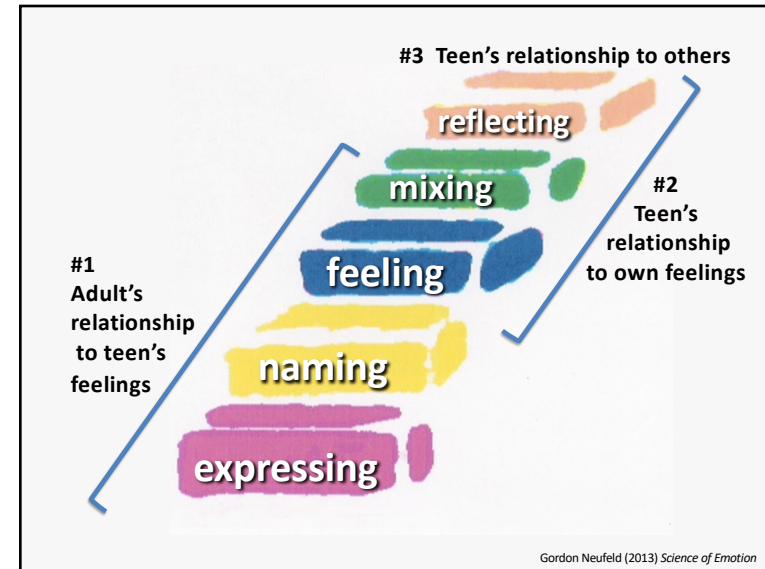
BE HAPPY! DON'T BE UPSET!

Gordon Neufeld (2013) *Science of Emotion*

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Part 2: what's the difference?

Social Emotional Learning (SEL)

VS.

Nurturing Emotional Health and Growth

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- ### Social Emotional Learning (SEL)
- Social-emotional learning (SEL):
 - is an **educational method** that aims to foster social and emotional **skills** within school curricula.
 - emphasizes social and emotional skills to the same degree as other subjects, such as math, science, and reading.
 - SEL **began in the 1960s** at the Yale School of Medicine in its Child Study Center:
 - Professor James Comer studied the education systems of low-income African-American communities due to their poor academic report cards.
 - They implemented competence-based programs that focused on the social and emotional needs of the students.

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Social Emotional Learning (SEL)

- In 1987, Roger Weissberg, Timothy Shriver, researchers, and educators established the New Haven Social Development program.
- In 1994, the Collaborative for Academic, Social, and Emotional Learning (CASEL) was founded.
- In 1997, CASEL participants published Promoting Social and Emotional Learning: Guidelines for Educators. The organization that has led the way to bringing SEL into schools worldwide.
- SEL is closely linked to Daniel Goleman’s construct of **emotional intelligence** and on schooling emotions.
- Roger Weissberg acknowledges on his website that the only programs that demonstrated lasting results involved a parent-child relationship component to the program.

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Social Emotional Learning (SEL)



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<p>Self-awareness to develop a healthy sense of who you are, and better understand your thoughts and feelings</p>	<ul style="list-style-type: none"> • Identifying emotions • Accurate self-perception • Recognizing strengths • Self-confidence
<p>Self-management to manage your thoughts, feelings, and actions toward goals</p>	<ul style="list-style-type: none"> • Impulse control • Stress management • Self-discipline • Self-motivation • Goal-setting • Organizational skills
<p>Social awareness to better understand different views and have empathy for others</p>	<ul style="list-style-type: none"> • Perspective-taking • Empathy • Appreciating diversity • Respect for others
<p>Relationship skills to communicate and connect, problem solve together, and stand up for others</p>	<ul style="list-style-type: none"> • Communication • Social engagement • Relationship-building • Teamwork
<p>Responsible decision-making to make constructive choices, analyze our actions, and find solutions</p>	<ul style="list-style-type: none"> • Identifying problems • Analyzing situations • Solving problems • Evaluating • Reflecting • Ethical responsibility



51

“Emotional Health Cannot be “Taught”. Building emotional health calls for **experiences** that put us in touch with the full spectrum of human emotions – even the ones that we often try so hard to avoid”.

“Change doesn’t begin with managing our emotions as an intellectual process that we systematically think through in the heat of the moment! Change – true, deep, long-lasting change – is something that comes from the **inside out**. It begins with **feeling** our emotions, being truly aware of them, having the space to express them, and then acting on them in ways that are appropriate. It is at the emotional level that the deepest, most long-lasting changes occur. And it is on this level that we have to engage our kids, if we want to support their emotional well-being”.

Hannah Beach (2020) *Kids Need a Safe Space to Feel*

52

Nurturing Emotional Health and Growth

- Emotional health and growth is a lifelong process
- It starts with the adults
- It needs to be experiential as a process
- Setting up the conditions for emotional health and growth to unfold naturally (rather than focusing on 'teaching the skills' prematurely)
- It needs to be peppered into our everyday life and can be built-in implicitly (infused)
- It can work better for some if the experience is done in the 'play mode' (indirect none-threatening expressive activities)

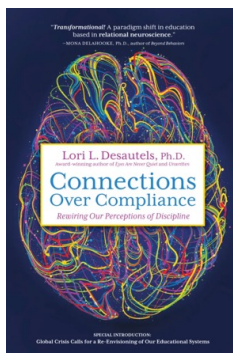
53

Nurturing Emotional Health and Growth

Emotional health and growth isn't just about 'self-regulation'. Student success and well-being rely on the adults' intent to provide the 'right' conditions and to manage the circumstances instead of trying to control the student's behaviour at all cost.

Gordon Neufeld (2013) *Science of Emotion*

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“Social and emotional learning needs to be redefined. It is about the health of our nervous systems. It is about recognizing our sensations. It is as much about the adults as it is the students.”

Dr. Lori Desautels

55

Nurturing Emotional Health and Growth

Experiences that support a sense of safety and connection – this helps soften the defences and lead to wholeheartedness (vulnerability):

- requires tender-hearted care from the adults (warmth and gentle care), which comes from empathy, compassion and vulnerability.
- requires the adult to carry out their role and responsibility in fulfilling the student's attachment needs.
- requires reflective practices on the part of the adults (prevention, teamwork and co-care, using the mirrors to gain perspective).
- need to keep in mind how neuroception can impact the sense of safety and what we can do help calibrate the stress response.
- requires from the adults to adjust the circumstances for the student (physical environment) and help them stay out of trouble (structures and routines that minimize the stress intake).

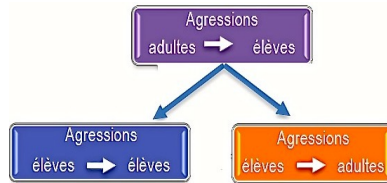
56

Impact of adult-student relationships in schools

Research findings

Quebec school surveys* found that the more students experienced **negative treatment from adults** (rudeness, staring with contempt, yelling, insults, humiliation, ignoring when student being mistreated by others, etc.)

1. the more **aggressive behaviours between students** occurred.
2. the more adults reported **being attacked by students**.



* Beaumont, Claire et collectif (2016). *Ensemble pour de saines habitudes de vie relationnelles à l'école*. Communication présentée dans le cadre de la Journée d'étude annuelle de la Chaire de recherche sur la sécurité et la violence en milieu éducatif, Université Laval à Québec.

57

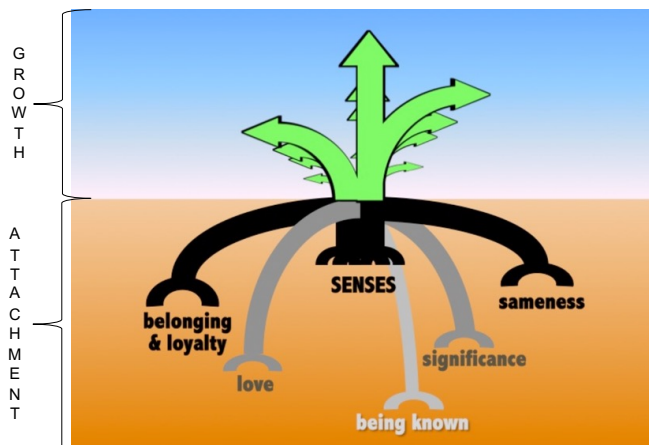
Nurturing Emotional Health and Growth

Reminding ourselves that:

- the whole experience is meant to be **empowering** for the teen, not causing them more discomfort and distress.
- our expectations must be **realistic and adapted** to the teen's individual needs and differences.
- it's about **collaboration and support**. Even when the teen is showing signs of maturation, they still need adults to nurture and guide them.

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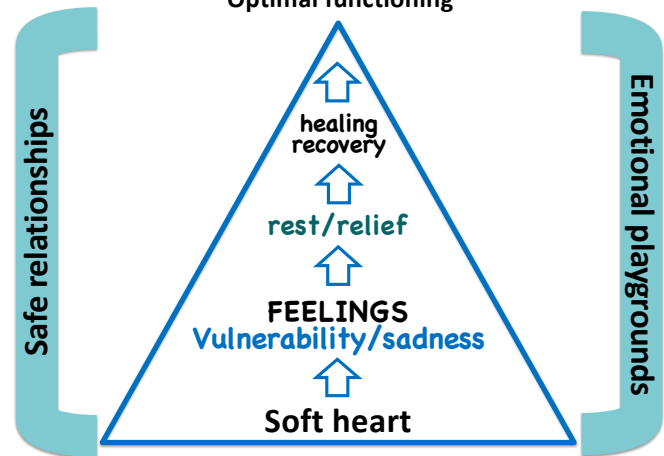
all true GROWTH emanates from a place of rest, which requires a **sense of safety and connection**



Gordon Neufeld (2012) *Teachability Factor*

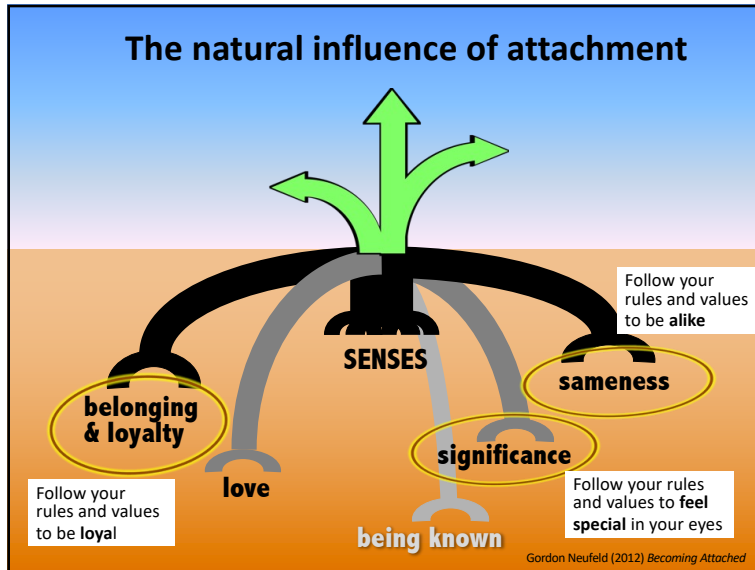
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Resilience- Growth Optimal functioning

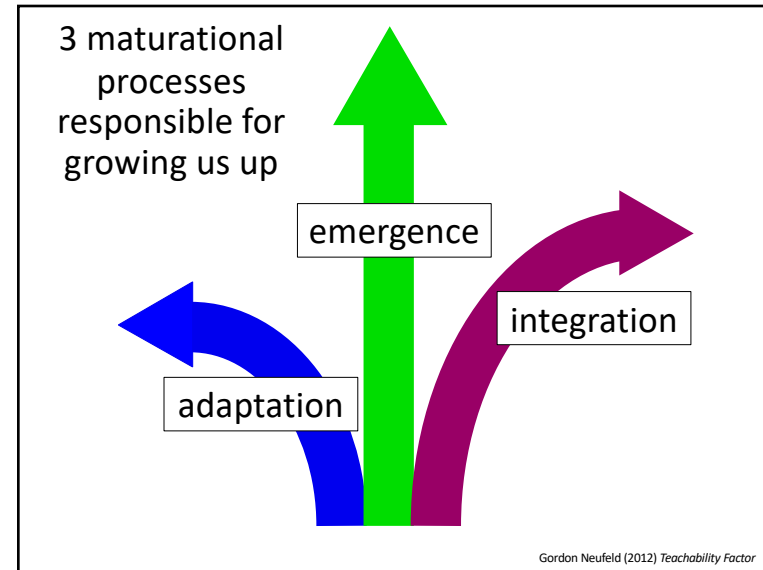


Gordon Neufeld (2017) *Making Sense of Resilience*

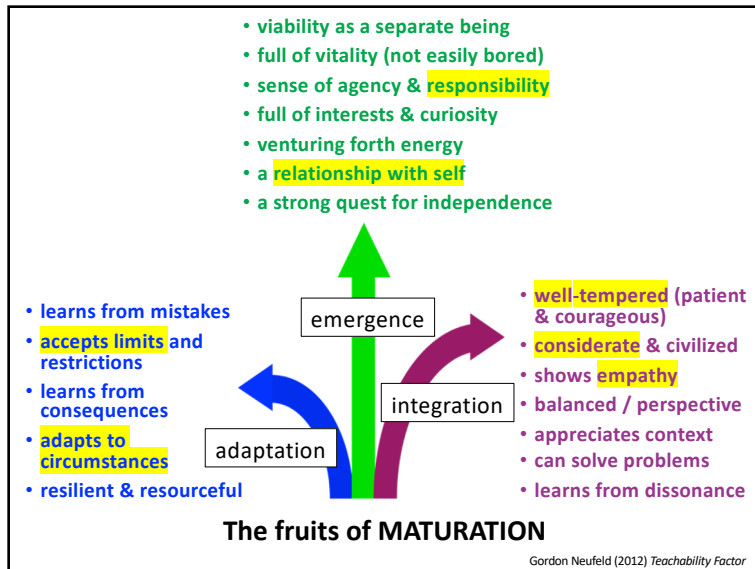
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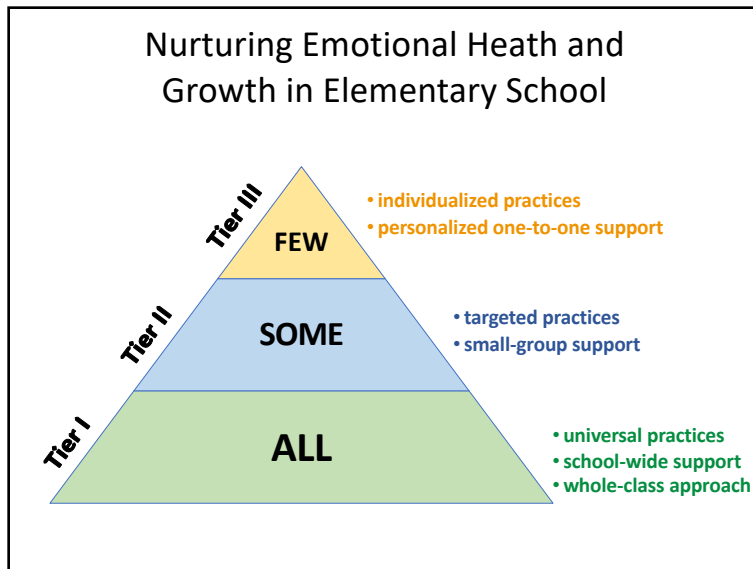
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Emotional support and accompaniment	Coercive self-regulation through an SEL lens
Being aware of the adult’s own emotional state and stress response as a priority.	Focusing on external elements to fix/control the problem.
Focusing on the student’s sense of safety, sensations and feelings, as well as the adult-student dynamic.	Focusing on the student’s behavior (what they’ve done wrong).
Helping the student find balance through the adult’s own soothing posture and tone.	Looking to stop the inappropriate behavior through the adult’s authoritative posture and tone.
Supporting the student in their upset even when hostile (adapting the circumstances accordingly). Acting like a thermostat to hold a steady temperature.	Upping the ante when the student is hostile to attempt to shut it down. Acting like a thermometer that reacts to the rise of the student’s behavior.
Meeting the student’s needs through the application of specific measures of support and accompaniment.	Focusing on the outcome and how to achieve it (e.g. by applying consequences).
Providing a debrief and follow up. Creating a preventative plan of action for the future.	No debrief, no follow up, and no plan of action in place beyond the incident.

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Part 3:
Nurturing emotional health and growth in schools through the Pyramid of Interventions

66



67

“The best approaches are **systemic**, not piecemeal. There must be buy-in from the top and the bottom. Emotions can’t be addressed only in a ten-minute morning meeting or every Thursday, fourth period. It has to be an everyday thing—it has to become part of the school’s DNA. There needs to be a common vision and language among all stakeholders. It has to be integrated into leadership, instruction, faculty meetings, family engagement, hiring procedures, and policies”.

Marc Brackett (2020) Permission to Feel

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“The best efforts towards emotion are **proactive**, not reactive. Being proactive means, we don’t wait for problems to arise and then deal with them—we adopt measures to prevent them. In some schools this means a shift in mindset, from focusing primarily on having students follow the rules to supporting students preventatively by creating emotionally safe spaces”.

Marc Brackett (2020) Permission to Feel

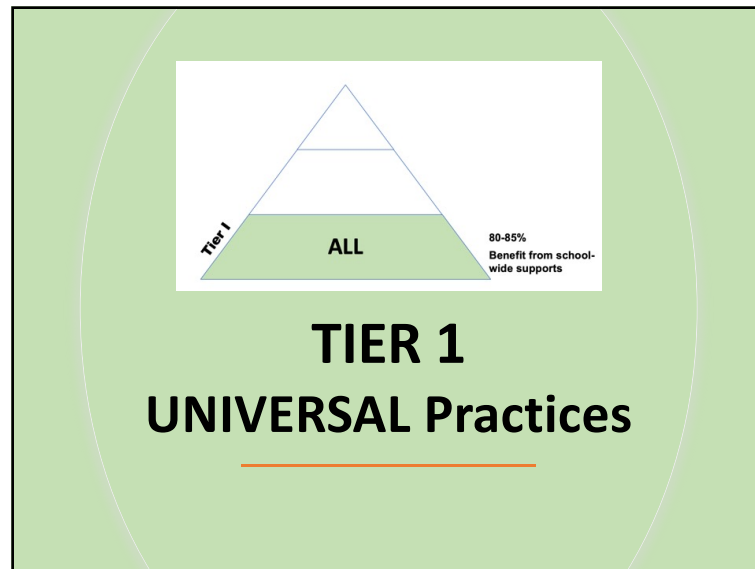
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Nurturing Emotional Health and Growth

The 3 keys to cultivating resiliency are:

- Fostering a sense of **SAFETY** and belonging.
- Making room for emotional **EXPRESSION** and inviting emotional release.
- Creating opportunities to discover and build a sense of **STRENGTH**, courage and confidence.

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Tier 1 universal practices - during class time
<https://www.cebmmember.ca/tier-1-universal-practices>

Whole-group support measures in the prevention mode:

- Fostering a sense of **safety** and predictability (clear and explicit structures/routines, diverse and inclusive practices).
- Cultivating a sense of connection and **belonging** (adult greeting, class meetings, activities for inclusion and team building, interest/social clubs, family and community involvement)
- Creating opportunities to build a sense of **strength** (trying something new, attempts at facing a challenge, and allowing ourselves to make mistakes through safe practice).

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Tier 1 universal practices - during class time
<https://www.cebmmember.ca/tier-1-universal-practices>

Whole-group support measures in the prevention mode:

- Expectations of MEQ (2024-2028):
 - Helping students build **emotional literacy**.
 - Introducing and modeling emotional **expression** (with or without words).
- For challenging class groups:
 - Allotting time for **breaks** and emotional **respite**.
 - Providing opportunities for emotional **release** in engaging ways.

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Tier 1 universal practices - during class time
<https://www.cebmmember.ca/tier-1-universal-practices>

Supporting implicitly cross-curricular competencies (**executive functioning skills**) through everyday practices:

- Activities that promote student interaction and cooperative learning - experience partner-relationships, triads, small-group, whole-group interaction.
- Activities that are explorative in nature for self-awareness and for social awareness (diversity and inclusion) - having the adults introduce and model.
- Project-based activities - incorporating student voice and choice is vital to creating an authentic and meaningful engagement.
- Reflective activities that shift the focus from “I” (egocentrism) to “We” (interbeing).
- Activities that highlight paradox – practice building perspective and cognitive dissonance.

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Tier 1 universal practices – during class time

How **support staff** can get involved at Tier 1:

- Helping staff and students familiarize themselves with their role and involvement in supporting emotional development: when/where/how they can be accessed for support, what tools and strategies are available to them, what rules and parameters are in place, etc.
- When needed and relevant, supporting the teachers in:
 - cultivating a sense of belonging (class meetings, class discussions, team building activities, etc.)
 - facilitating activities to build emotional literacy and to model the use of body language/facial expression to convey emotions.
 - animating brain breaks or emotional release activities.

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Attachment-friendly practices



<https://www.youtube.com/watch?v=kzvm1m8zq5g>

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Classroom Brain Breaks

17 Brain Breaks Tailored for High Schoolers
 As high school students navigate more rigorous academic tasks and denser curricular material, the occasional 3-to-5-minute break delivers a wide range of benefits.

By Paige Tutt
 September 1, 2023

<https://www.edutopia.org/article/17-brain-breaks-tailored-for-high-schoolers>

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Opportunities for Expressing Emotion

- Adult invitation to express emotion (making it okay to release all the range of emotions, not just the 'good' ones)
- Adult creating the conditions to express (ideally in the preventive mode as well) – providing the time, space, and materials needed to channel the emotional energy
- Adult modeling different safe and healthy ways of expressing emotion, including expression with or without words (*Inside-Out handbook* from Hannah Beach)

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Emotional Expression Playgrounds

Examples of expressive activities with or without words:

- singing
- storytelling
- journaling
- poetry
- drama
- dancing and movement
- playing a musical instrument
- art: drawing, painting, even freestyle doodling

<https://www.cebmmember.ca/tier-1-universal-practices>

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Classroom Emotional Release Activities

You can find numerous ideas in the *Inside-Out Handbook* which is free when you have a copy of the book *Reclaiming Our Students*.

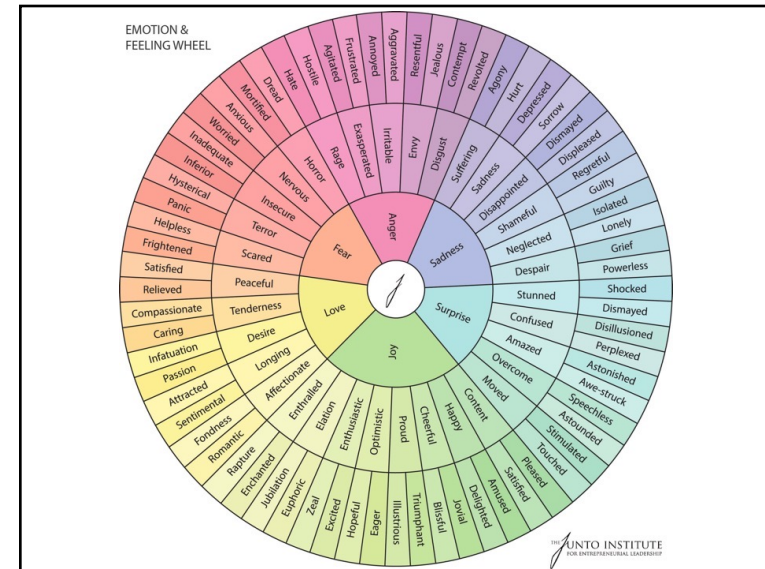
<https://reclaimingourstudents.com/>

80

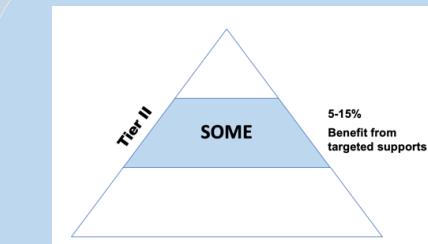
Opportunities for Naming Emotion

- Adult support in building emotional literacy (through stories, images of emotion with real faces, puppets, song lyrics, poetry, etc.)
- Adult modeling the identification of emotions (not just a rote memorization of the language, but to be able to identify/recognize our inner emotional experience and match the words to describe it) – can be done through play via role playing, art, music, etc.
- Naming emotions can be done through words, images, symbols, etc.
- Vulnerability (in touch with feelings) – without feeling your emotions, it makes it difficult to match a word to an emotional experience we cannot ‘feel’

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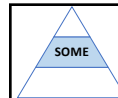


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TIER 2 TARGETED Practices

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Tier 2 targeted practices during class time or transitions

<https://www.cebmmember.ca/tier-2-targeted-practices>

Small-group support measures (in addition to Tier 1):

- Additional measures put into place to help foster the sense **safety** and **belonging** (check-ins, small-group project).
- **Targeted scaffolding** for executive functioning challenges.
- **Scheduling** breaks and **assigning** tools/materials to help with emotional respite.
- Additional targeted support in small group:
 - emotional **release** activities
 - opportunities for emotional **expression**
 - opportunities for **emotional development**

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Tier 2 targeted practices
during class time or transitions

How **support staff** can get involved at Tier 2:

- Implementing the student check-ins upon need.
- Supporting the teacher in introducing and modeling the use of tools/materials, which have been assigned to the student.
- Being involved in the scheduling of breaks and what happens during those breaks.
- Animating small groups during lunch, or that have been pulled out during class time (for social development, emotional development, respite, etc.)
- Creating materials (visuals, checklists, get-ready-do-done, first-then, etc.) to support students with their executive functioning challenges.

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QUIET CORNER IN THE CLASSROOM




- Resource available upon need, or can be scheduled
- Benefits for:
 - the student
 - the group
 - the teacher

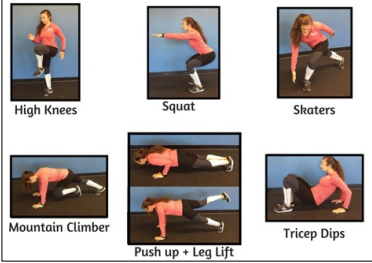
<https://www.cebmmember.ca/cocoon-area>

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Scheduled Movement Station

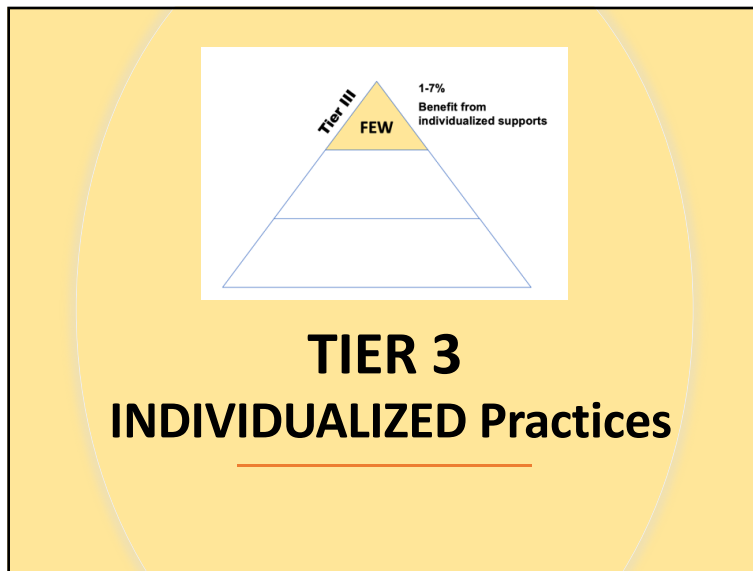


Fitness circuit poster



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

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Tier 3 individualized practices during class time or transitions

<https://www.cebmmember.ca/tier-3-individualized-practices>

One-to-one support measures (in addition to Tiers 1 and 2):

- Additional measures put into place to help foster the sense **safety** and **belonging** (systematic check-ins, NSC, special project, allotted responsibility).
- Adapted schedule for **amygdala reset** - emotion **co-regulation**.
- Additional personalized support measures on a one-to-one basis:
 - emotional **release** activities
 - opportunities for emotional **expression** activities
 - opportunities to build **emotional resiliency**
- Additional personalized opportunities to build a sense of **strength** on a one-to-one basis (through a project of interest).
- Personalized plan to **compensate** for and to **scaffold** the student's immaturity and defendedness, which impacts executive functioning abilities (student action plan).

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Tier 3 individualized practices during class time or transitions

How **support staff** can get involved at Tier 3:

- Implementing the student daily check-ins.
- Being involved in creating the adapted schedule and supporting the student in an alternate location (e.g. NSC) during those blocs of time.
- Introducing and modeling (while in the NSC) the use of tools/materials, which have been assigned to the student.
- Creating materials (visuals, checklists, get-ready-do-done, first-then, etc.) to support students with their executive functioning challenges.
- Supporting and collaborating with the teacher during debriefs (involved in the repair/recovery process)

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Action Plan with adult-centered goals

PLANNING WITH THE EXPLOSIVE and CHALLENGING STUDENT IN MIND		Student: _____ Date: _____ page 2								
Name of student: _____		PLAN "B" FOR A DIFFICULT TIME OR ACTIVITY • Alternate location • Alternate activity ALLOWING FOR EMOTIONAL EXPRESSION • FRUSTRATION Alternate, less violent expression Fluffy out attack • TEARS OTHER INTERVENTIONS								
Age: _____	Grade: _____ Teacher: _____ Date: _____									
ANALYSIS		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">TO AVOID:</td> </tr> <tr> <td style="text-align: center;"> • IMPOSING STIFFER CONSEQUENCES (EXCEPT FOR "SOCIAL JUSTICE") • USING ISOLATION AND SHAMING • USING REINFORCEMENT SYSTEMS • USING AGENDA TO REPORT ON THE STUDENT'S DAY </td> </tr> <tr> <td style="text-align: center;">TO DO</td> </tr> <tr> <td style="text-align: center;">DURING AN ERUPTION:</td> </tr> <tr> <td style="text-align: center;">AFTER AN ERUPTION:</td> </tr> <tr> <td style="text-align: center;">MODIFY PLAN "B" FOR FUTURE INTERVENTIONS --> PLAN "C"</td> </tr> <tr> <td style="text-align: center;"> 1. IDENTIFY CHANGES REQUIRED (WHAT DID NOT WORK) 2. DECIDE ON CHANGES TO BE IMPLEMENTED 3. ENSURE THAT ALL STAFF WORKING WITH THIS STUDENT ARE AWARE OF "PLAN C" </td> </tr> <tr> <td style="font-size: small;">CEBM page on Frustration https://www.cebmmember.ca/frustration-and-aggression (Password CEBMmembers)</td> </tr> </table>	TO AVOID:	• IMPOSING STIFFER CONSEQUENCES (EXCEPT FOR "SOCIAL JUSTICE") • USING ISOLATION AND SHAMING • USING REINFORCEMENT SYSTEMS • USING AGENDA TO REPORT ON THE STUDENT'S DAY	TO DO	DURING AN ERUPTION:	AFTER AN ERUPTION:	MODIFY PLAN "B" FOR FUTURE INTERVENTIONS --> PLAN "C"	1. IDENTIFY CHANGES REQUIRED (WHAT DID NOT WORK) 2. DECIDE ON CHANGES TO BE IMPLEMENTED 3. ENSURE THAT ALL STAFF WORKING WITH THIS STUDENT ARE AWARE OF "PLAN C"	CEBM page on Frustration https://www.cebmmember.ca/frustration-and-aggression (Password CEBMmembers)
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CEBM page on Frustration https://www.cebmmember.ca/frustration-and-aggression (Password CEBMmembers)										
WHEN _____										
WHERE _____										
WITH WHOM _____										
PRECEDURES • what happened just before?										
WARNING SIGNS _____										
TRIGGERS • what set the student off										
SOURCES OF FRUSTRATION • what is not working today • what doesn't work every day • is there attachment Frustration -- all school or all home										
POTENTIAL SOURCE OF FRUSTRATION • Schedule shift • Major changes in schedule										
OTHER FACTORS Secondary event and sensitivities Trauma -- difficult home situation										
INTERVENTION										
SAFE ATTACHMENT - PERSONS FOR INTERVENTION _____										
PLAN "B" FOR A DIFFICULT TIME What will be done differently to prevent an eruption?										

<https://www.cebmmember.ca/tier-3-individualized-practices>

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Daily multiple student "Check-Ins"



Examples of items to look over at check-in point:

- Genuine touchpoint with the student (connect with them first, talk about their interests for a moment)
- Check their current emotional state - potential triggers (if any)
- Evaluate their capacity to be in class and their readiness to learn (do they have the necessary materials?)
- Remind them of their strengths to help them towards achieving their goals

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Examples of sensation/emotion playgrounds

- Art – music – journaling (building a sense of safety and emotional expression)
- Sensation toolbox (building sensory awareness through exploration)
- Draw the music activity (discovering rhythm and intensity through exploration)
- Sensation body map (noticing and naming sensations)
- Poem about your feeling (noticing and naming emotions)
- Stories and role-playing (emotional expression one-step-removed, exploration of emotions)

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Student Individual Bin

Contains

- activities to engage the student if they need a moment of respite
- less demanding educational work
- can be easily transported to another location or another room

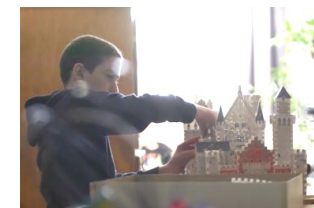


<https://www.cebmmember.ca/personal-bin>

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Nurturing Support Centre (NSC)

- Provide student with passes to visit the NSC, to work, to talk, to have supervised 'alone time'
- Participation in 'interest clubs' with adult supervision during recess and lunchtime
- Sheltered lunch (small group) – orchestrate the schedule to 'divide & conquer' clusters of students who struggle together



<https://www.cebm.ca/nurturing-support-centre>

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Supporting emotional growth at Tier 3

Exploratory activities in the prevention mode:

- Noticing our bodies
- Trying out different rhythms
- Breathing exercises
- Sensory experiences
- Movement activities

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Nurturing Emotional Health and Growth

Let's review

- Emotion seeks to release and express (suppression may have serious repercussions on mental health and well-being).
- Emotion seeks to be felt (if not, it cannot fulfil its job and it cannot be managed)
- Emotion requires 'mixing' to seek balance (emotion regulation isn't about cutting out the impulses, but rather about adding the tempering element)
- Although Social Emotional Learning (SEL) is based on emotions, it gives precedence to reason, and it does not truly honour the natural laws of emotion, nor the steps towards emotional maturity.
- Although nurturing emotional health and growth needs certain conditions, ultimately it's about letting 'Nature' do its job and becoming a midwife to the process.

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Centre of Excellence for Behaviour Management
www.cebm.ca

The image shows a screenshot of the CEBM website. At the top is the text 'Centre of Excellence for Behaviour Management' and the website URL 'www.cebm.ca'. Below this is a navigation menu with icons for home, phone, and the CEBM logo, followed by links for 'ABOUT US', 'PROJECTS', 'ARTICLES', 'RESOURCES', and 'CONTACT'. Below the menu is a section titled 'THE CENTRE OF EXCELLENCE FOR BEHAVIOUR MANAGEMENT (CEBM)' with a sub-header 'FR'. The text below reads: 'As a support to the 10 English School Boards of Quebec, the CEBM aims to help boards and their staff to find effective and developmentally friendly interventions for working with students who experience significant behavioural challenges in the school setting.' At the bottom of the screenshot is the text 'Also visit the CEBM Resource Center' and the URL 'https://www.cebmmember.ca/'.

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