



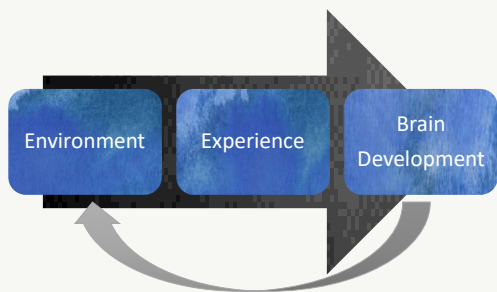


BRAIN DEVELOPMENT

- Brain development begins in-utero and continues until about 25 years old
- 2 year olds have twice as many neural connections as their parents
- Throughout life, the brain is constantly building and shedding neural connections
- Experience is one of the major variables that shapes the development of the brain

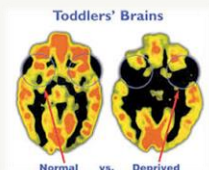


(University of Oregon - Changing Brains)



ENVIRONMENT AND BRAIN GROWTH

- »Positive
- »Nurturing
- »Stimulating



- »Neglectful
- »Traumatic
- »Chronic stress

EXAMPLES OF HOW EXPERIENCE SHAPES NEUROLOGY



Hippocampus:
Memories and emotional regulation

- » Nurturing experiences grow brain cells in the hippocampus
- » Neglectful and stressful experiences decrease brain cell growth in the hippocampus

University of Oregon - Changing Brains

PLASTICITY AND HOPE

Plasticity: extraordinary ability of the brain to modify its own structure and function following changes within the body or in the external environment

Hope: Parents, caregivers, and *Educators* can create positive, nurturing, stimulating environments and experiences to change the brain and thus change behaviors

"COMMON SENSE" RESPONSE

- » "Stop!!!!"
- » Review rules and sanctions
- » Improve consistency of discipline practices
- » Increase frequency and severity of discipline practices
- » Establish "bottom line"
- » "Zero tolerance"





LET'S DESIGN A PROGRAM TO PROMOTE POSITIVE EXPERIENCES AND BRAIN GROWTH

The program should be . . .

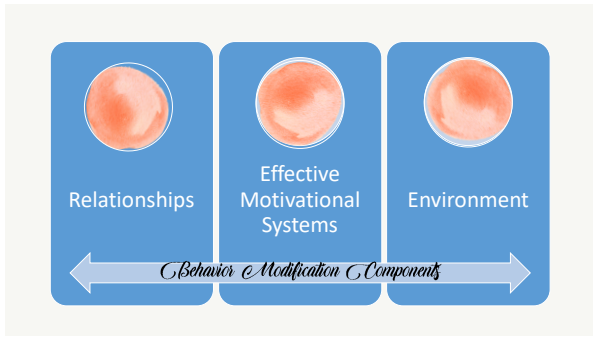
1. Consistent
2. Structured
3. Predictable
4. Positive

We use the following tools to build these programs . . .

1. Environmental design
2. Positive relationships
3. Learning and instructional supports
4. Progress monitoring

Objective Two

Identify tools and strategies from within the essential components that elicit positive change in behavior





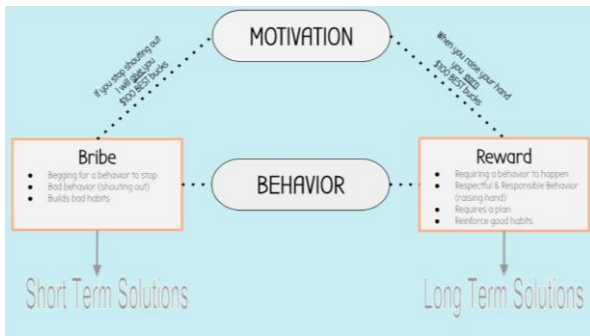
Our promise to teachers

Our promise to you...

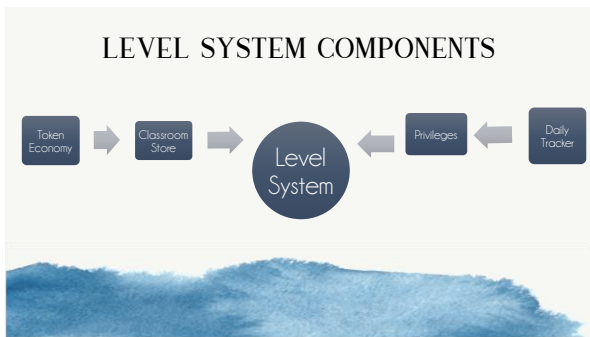
You are the students' teacher and we are their support. I will direct questions to you so they will learn to follow the same routines as their peers. I will always discuss discipline ideas with you. Our job is to provide support so that the student can be successful in **YOUR** classroom.

MOTIVATION

- » Motivation is essential to learning, we are motivated to get or get out of something
- » Make sure that the amount of motivation matches the need of the student
- » Motivation can be intrinsic or extrinsic. When learning a new or difficult behavior we often need to use a full range of motivational strategies



LEVEL SYSTEM COMPONENTS



TOKEN ECONOMY

- » Tickets/Money are used as a tangible "Thank you"
- » They should always be a positive interaction
- » Tickets/Money cannot be taken away (with the exception of when a child is playing with them)
- » Tickets/Money can be used to buy store items, services, activities, or restitution

- Reasons to give a ticket**
- Raising hand
 - Waiting turn
 - Kind gesture
 - Following directions
 - Showing effort in work
 - Correcting poor choice
 - Lack of negative behavior
 - Being honest
 - Trying something challenging
 - Showing patience



INVENTORY
STORE HOURS
ROTATE & NOVELTY







Remember, things are just things and they can be replaced.

IT HAPPENS

Physical Environment

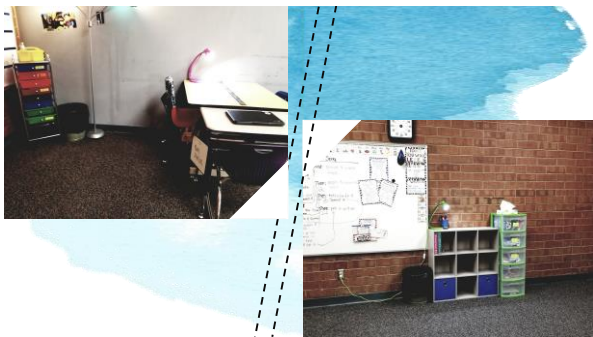
Things to think about . . .

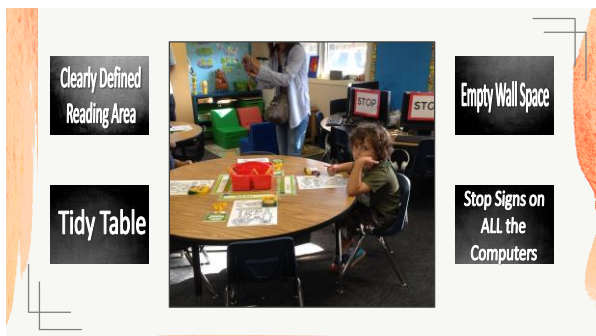
- » Furniture and traffic patterns
- » Designated & clearly defined spaces
- » Visual supports & schedules
- » Conduct and expectations: practice and post
- » Pride and relevance
- » Safety and Velcro!













LEARNING ENVIRONMENT



MANIPULATING THE ENVIRONMENT

- » Manipulating the environment is not the same as manipulating people
- » "Once you understand the way environmental events influence behavior, you can manipulate them to change behavior."
- » Manipulating the environment is like a chess game- at times you have to be willing to give up your pawn to achieve the end goal you have in mind



MOTIVATION

- » Motivation is essential to learning, we are motivated to get or get out of something
- » Make sure that the amount of motivation matches the need of the student
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Objective Three

Utilize the information presented to move forward in designing learning environments that will encourage meaningful experiences, increase skill acquisition, & enhance brain development

HOW TO HANDLE DIFFICULT BEHAVIORS

- ▶ STAY CALM- poker face
- ▶ Use quiet soothing voice
- ▶ Be proactive- call for support early/prepare for plan A, B, and C
- ▶ Choose your battles
- ▶ Reward positive behaviors... no matter how small
- ▶ Move classroom when possible
- ▶ Check your own behaviors- what are you doing to escalate or deescalate the situation
- ▶ Ask for help
- ▶ Simplify directions and allow time to follow through
- ▶ Make sure you are not reinforcing the behavior (ie. talking)
- ▶ Re-direct behavior without bringing attention to it (ie. use off-topic conversation starter, pictures on phone, stories, joking, make getting work done a competition)
- ▶ Student-staff combination
- ▶ Classroom placement consideration
- ▶ Substitute teachers

HOW TO HANDLE A CRISIS SITUATION


- ▶ Follow District Policies and Procedures
(ie. All Call system, Safety plan)
- ▶ Least Amount of Interaction necessary for SAFETY
- ▶ Minimize the amount of staff in the room
- ▶ Give students space, invite them to de-escalate
- ▶ Tell students you want to keep them safe
- ▶ Have options available to aide in the de-escalate process (ie. chill out room, weighted blanket, pillow, music)
- ▶ Don't react... RESPOND!!!



B.A.S.E.S. Program Brief
Behavioral And Social Emotional Skills Program

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Marriage and Family Therapist Program Administrator

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MY DAD USED TO SAY,
THE RIGHT THING TO DO
& THE EASY THING TO
DO, ARE VERY RARELY,
EVER THE SAME . . .

A photograph of a classroom. A whiteboard is visible in the background with various notes and diagrams. Several students are present; one student is lying on a green chair in the foreground, while others are standing or sitting at desks in the background. The room has a brick wall and is filled with educational materials.



