

BEEN THERE, TRIED THAT. HOW ABOUT THIS?



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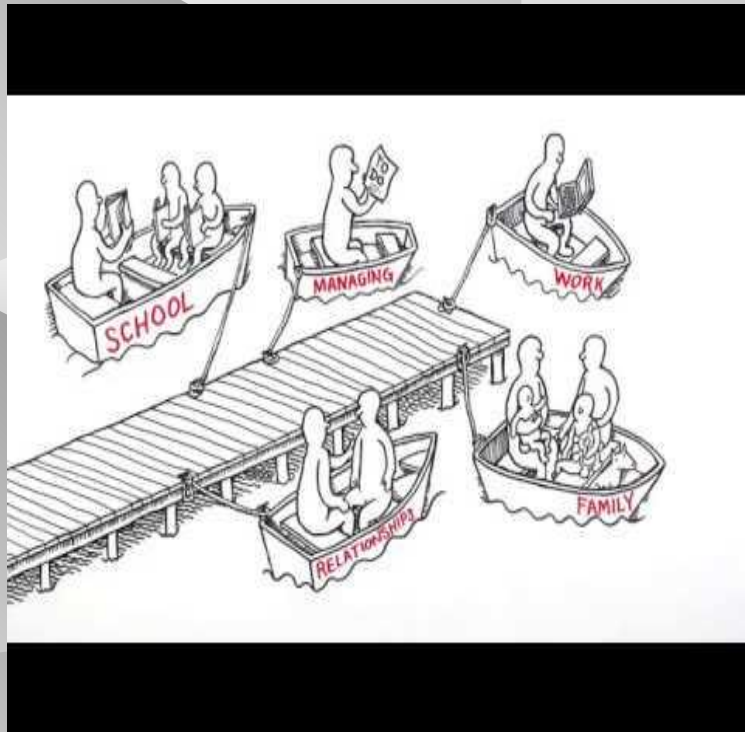
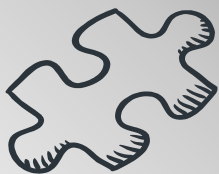
RESOURCE LINK:

[HTTPS://DRIVE.GOOGLE.COM/OPEN?ID=1IPV2C50JNOBMBTNLHK-B5GHTXFUIFZOZ](https://drive.google.com/open?id=1IPV2C50JNOBMBTNLHK-B5GHTXFUIFZOZ)

- 1) WHAT IS GETTING IN THE WAY FOR STUDENTS- BRAIN DEVELOPMENT
- 2) LAGGING EXECUTIVE FUNCTION SKILLS
- 3) EMPATHY
- 4) MINDFULNESS
- 5) GIVING FEEDBACK
- 6) RECEIVING FEEDBACK
- 7) COLLABORATIVE AND PROACTIVE PROBLEM SOLVING



HOW CHILDREN AND ADULTS



CORE CAPABILITIES FOR LIFE



“

KIDS (AND ADULTS) DO WELL IF THEY CAN.

CHALLENGING BEHAVIOR OCCURS WHEN THE
DEMANDS AND EXPECTATIONS BEING PLACED UPON
A CHILD OUTSTRIP THE SKILLS HE HAS TO
RESPOND ADAPTIVELY.

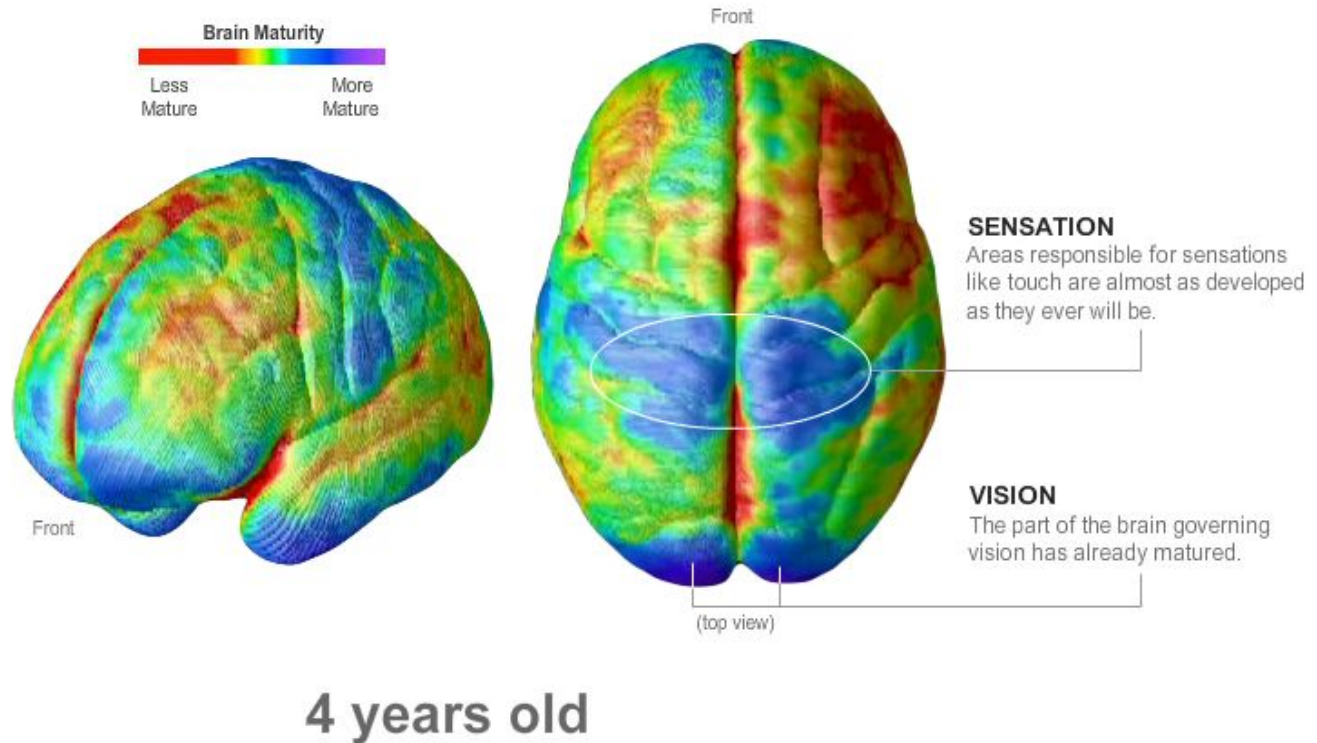
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School

BRAIN DEVELOPMENT

EARLY DEVELOPMENT

In the first few years of life, areas of the brain devoted to basic function change at a rapid pace. By age 4, primary senses and basic motor skills are almost fully developed. The child can walk, hold a crayon and feed himself.

Brain Development



1. Working Memory

Being able to keep information in mind and then use it in some way. A child might use this skill to read a passage on an English test, hold on to the information, and use it to answer questions.



2. Cognitive Flexibility (also known as flexible thinking)

Being able to think about something in more than one way. A child might use this skill to answer a math problem in two ways or to find relationships between different concepts.



3. Inhibitory Control (includes self-control)

Being able to ignore distractions and resist temptation. A child might use this skill to keep from blurting out an answer in class. It helps kids regulate their emotions, and keep from acting impulsively.



Executive function is responsible for these five skills:



- Paying attention
- Organizing and planning
- Initiating tasks and staying focused on them
- Regulating emotions
- Self-monitoring (keeping track of what you're doing)

- **THOSE WITH ADHD
LIVE IN THE
MOMENT.**
- **INABILITY TO
ORGANIZE
BEHAVIOUR OVER
TIME.**
- **THE FURTHER OUT
THE THING IS, THEY
LESS THEY CAN
PREPARE FOR IT.**

To 2:14



NEAR-SIGHTEDNESS TO THE FUTURE.

"LOOKING BACK
TO LOOK AHEAD
TO GET READY FOR
WHAT IS COMING
AT YOU...."



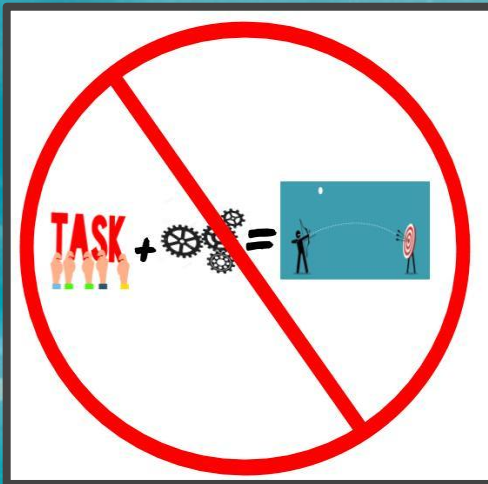
Dr. Russell A Barkley

<https://www.youtube.com/watch?v=BzhbAK1pdPM>

<https://www.youtube.com/watch?v=wmV8HQUuPEk&t=138s>

To 2:14

TIME BLINDNESS



- ❑ External Memory
- ❑ External Timer
- ❑ Chunked Task
- ❑ External Motivation
- ❑ Hands on

ABSENCE OF
CAPACITY

MEET THE CHILD
WHERE THEY ARE AT -
DON'T EXPECT THE
CHILD TO ACT THE WAY
THE IDEAL CHILD
WOULD

Empathy

em·pa·thy

/'empəTHē/ 

noun

noun: **empathy**

the ability to understand and share the feelings of another.

DELIVERING FEEDBACK

- ▶ Nonverbal
- ▶ Negative feedback
- ▶ Positive feedback
- ▶ Developmental feedback





RECEIVING FEEDBACK

... Even when it is not helpful

TRIGGERS THAT GET IN THE WAY

OF RECEIVING FEEDBACK

- ▶ Truth triggers
- ▶ Relationship triggers
- ▶ Identity triggers



"YOUR GROWTH DEPENDS ON YOUR ABILITY TO PULL VALUE FROM CRITICISM IN SPITE OF YOUR NATURAL RESPONSES, AND ON YOUR WILLINGNESS TO SEEK OUT ADVICE AND COACHING.

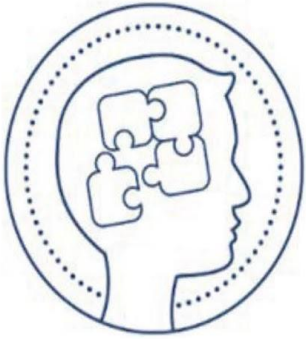
THE SOLUTION IS TO RECOGNIZE HOW YOU'RE BEING SET OFF, AND TO STILL BENEFIT FROM FEEDBACK."



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PLAN B BUILDS SKILLS

Solving problems collaboratively and proactively with a student not only helps solve the problems that are causing challenging behavior but also helps them build the skills they are lacking. This graphic lists some of those skills:

PLAN B STEPS

EMPATHY

- Considering and identifying concerns
- Articulating those concerns in a manner that others can understand
- Inhibiting of strong emotions during discussion

DEFINE ADULT CONCERNS

- Listening
- Empathizing
- Considering and understanding another person's perspective
- Appreciating how one's behavior is affecting others
- Tolerating frustration when hearing another person's point of view

INVITATION

- Generating alternative solutions
- Thinking of solutions that not only work for oneself but also for others
- Considering the likely outcomes of potential solutions
- Resolving disagreements without conflict

RESOURCES

- ▶ <http://www.efintheclassroom.net/>
- ▶ <http://www.smartbutscatteredkids.com/>
- ▶ <http://efs2therescue.com/>
- ▶ <https://www.pbs.org/wgbh/frontline/film/inside-the-teenage-brain/>
- ▶ <https://www.gonoodle.com/>
- ▶ <https://www.livesinthebalance.org/about-cps>
- ▶ Website: Russell A Barkley
<http://www.russellbarkley.org/>
- ▶ Books: Thanks for the Feedback: The Science and Art of Receiving Feedback Well by Douglas Stone and Sheila Heen