

WELCOME!



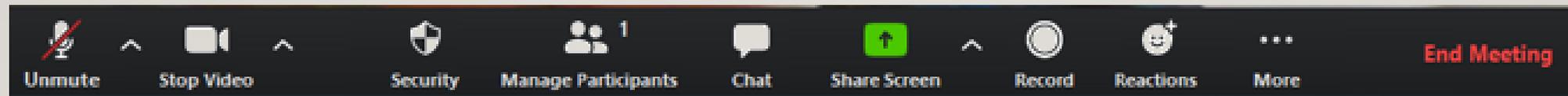
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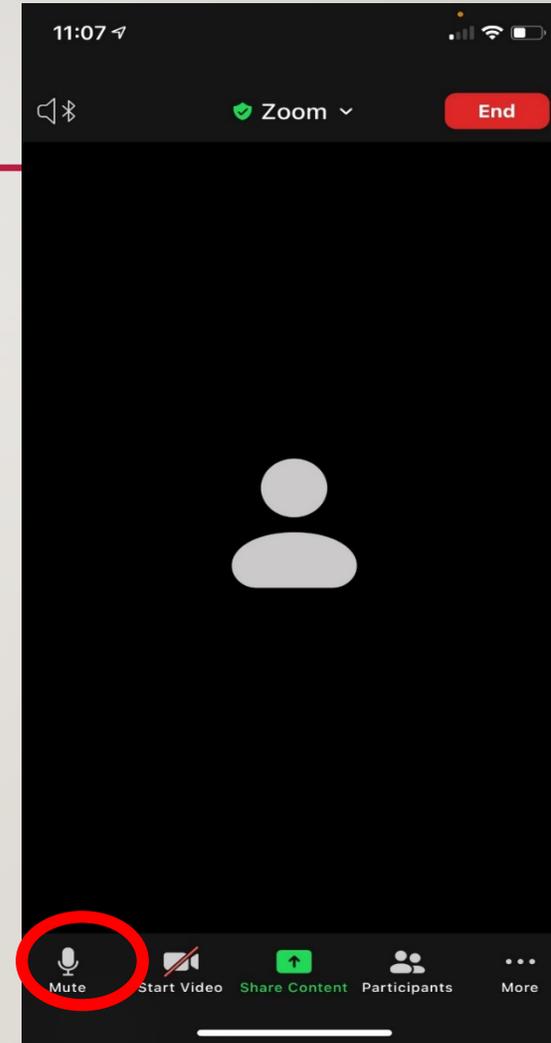
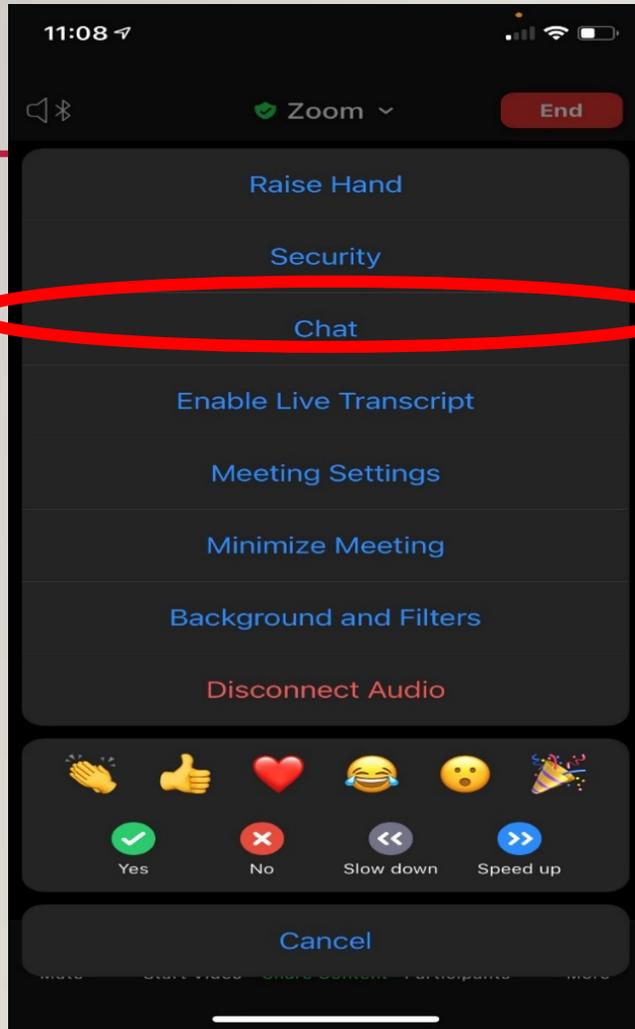
ZOOM INFORMATION

- Please mute your microphones when not speaking to reduce background noise.
 - Unmute yourself when you are participating in the conversation.
- Please turn on your camera and leave it on.
 - If you are unable, please be active in the chat so we can ensure your participation.
 - Please turn it on during breakout rooms, they require your input.
- Familiarize yourself with the chat options.

You will be asked to answer questions in the chat box throughout the training



ZOOM CALL-IN



TECHNICAL DIFFICULTIES

- If they should happen to you, please try one of the following options:
 - Close out of the webinar and log back in, using the same link
 - Get into the webinar using a different browser (Chrome, Firefox, etc.) or a different device

EXPECTATIONS & INTEGRITY PLEDGE

- Your expectations are to participate throughout the training by keeping your camera on when possible and speaking in the chat box or by unmuting yourself. You must stay the full length of the training. At the end of the training you will complete an assessment and evaluation. These are required in order to receive your certificate.
- I pledge to give my best and fullest effort to this Professional Development, that includes reducing distractions as much as possible and participating when appropriate.



EMPATHY

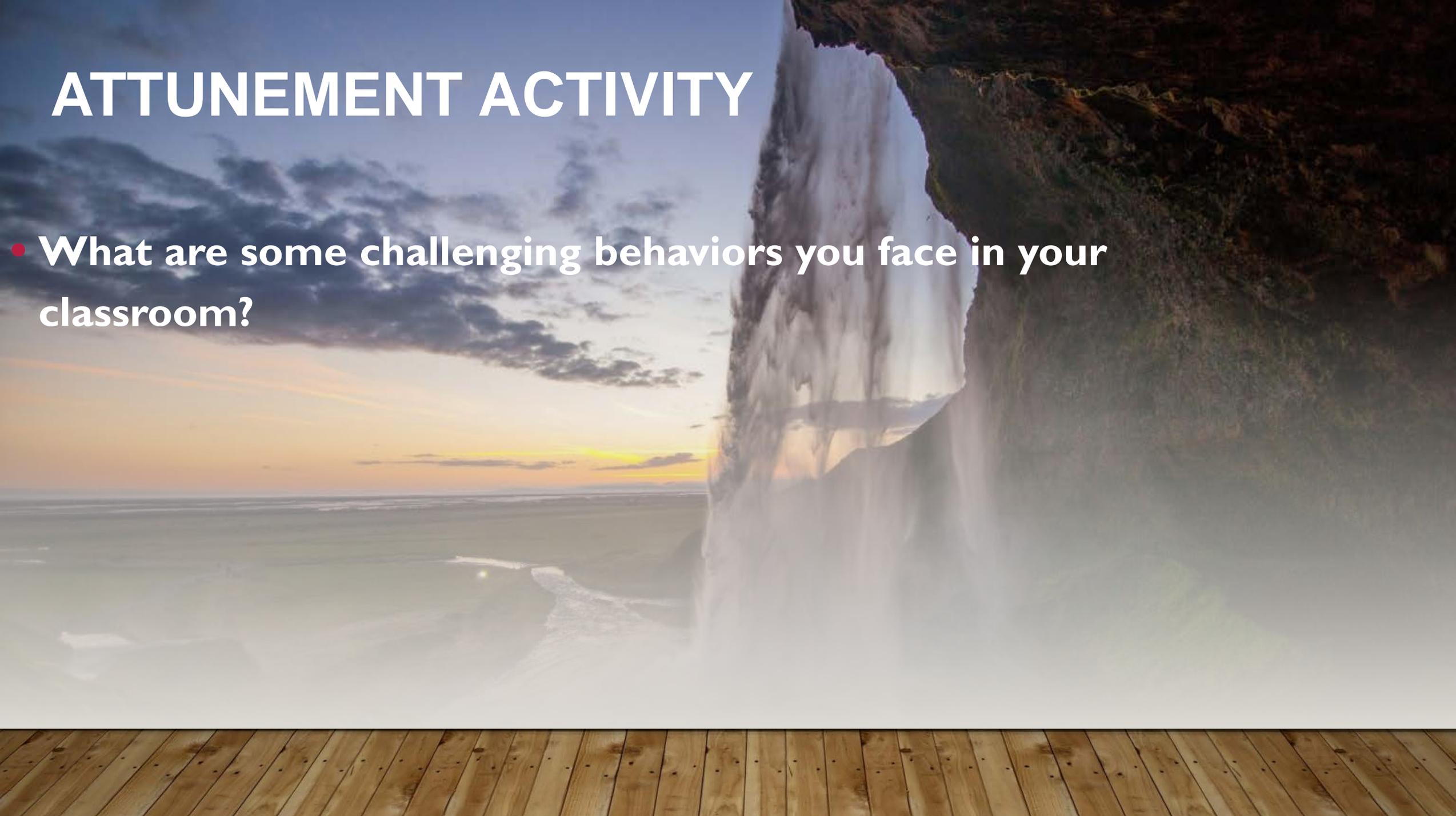
A Behavioral Management Tool

OUTCOMES

- Highlight what empathy looks like within regulated adults and children
- Examine the connections between empathy and social emotional learning
- Model and practice empathic behavioral management tools

ATTUNEMENT ACTIVITY

- **What are some challenging behaviors you face in your classroom?**



WHAT IS A CHALLENGING BEHAVIOR?



- **Types of Challenging Behaviors may be:**
 - Kicking or screaming
 - Running away
 - Ignoring instructions or directions
 - Defiance
 - Tantrums

UNDERSTANDING SOCIAL EMOTIONAL LEARNING

Maryland SEFEL Pyramid Model for Promoting Social Emotional Competence in Infants and Young Children



UNDERSTANDING SOCIAL EMOTIONAL COMPETENCE



Let's start here

HOW DO YOU COMBAT CHALLENGING BEHAVIORS?



MINDFUL MOMENT

- <https://youtu.be/evU8lWkVZrU>

SELF-REGULATION

- . Breathe
- Square breath
- Taking a mindful moment
- Yoga for five minutes
- Stepping out of the classroom to two to three minutes



DEFINING EMPATHY

- <https://www.youtube.com/watch?v=IEvwgu369Jw&t=1s>
-



GROUP SHARE TIME

- How did the clip make you feel?
- Can you think of situations where you have used sympathy in the classroom and should have used empathy instead?

WHAT CAN YOU ADD TO YOUR TOOL KIT?

- Empathy
- Acknowledge with Words
 - Recognize and validate the child's feelings



SCENARIO 1

- Sasha is a three year old playing in housekeeping with another friend. She hears the teacher say that the class will clean up in three minutes. She continues to play until the timer went off, the teacher comes over to instruct Sasha to clean up. Sasha begins to refuse to clean up.

SCENARIO 2

- Dave a two year old loves trains. He goes to the train table near the whiteboard every day during free play time. Dave inevitably becomes flustered that the trains will not stay connected and throws them.

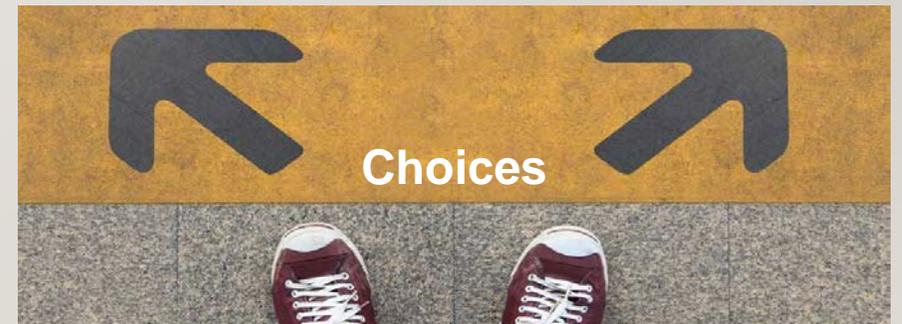


NOW IT IS YOUR TURN...

- In your breakroom groups create a scenario of your own:
 - Create a name, age, and the actions for a child
 - It can be based on past experiences

EXTRA TOOLS FOR YOUR TOOLBOX

- Offer feedback
- Acknowledge with Art
- Offer a choice
 - Place the child in charge



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NOW IT IS YOUR TURN...

- In your breakroom groups create a scenario of your own:
 - Create a name, age, and the actions for a child
 - It can be based on past experiences
 - Think of the tools we have discussed, which one could you use for your scenario.

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<https://www.teacherspayteachers.com/Store/Abilities-Network-Project-Act>



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REFERENCES

- Faber, Joanna., King, Julie. *How to Talk so Little Kids Will Listen :A Survival Guide to Life with Children Ages 2-7.* New York, Scribner, 2017.



RECOGNIZING ANXIETY IN LITTLE PEOPLE

Acknowledge and Respect



“Even in the darkest room, I will stand tall and find the light”



REBECCA SELLMAN

- Social Worker
- Educator
- Mental Health Professor
- Family Person
- Crafter



GOAL

To recognize anxiety in little people with empathy and respect. We will also learn how to assist your little ones in their journey to coping with anxiety, utilizing strategies and skills that can be used everyday.



OBJECTIVES

What is Anxiety?

Learning the Types
of Anxiety

Recognizing
Anxiety in Children

The bodies
response to
Anxiety

Recognize ways
you can respond to
anxiety in yourself
and children

LET'S THINK
ABOUT IT!

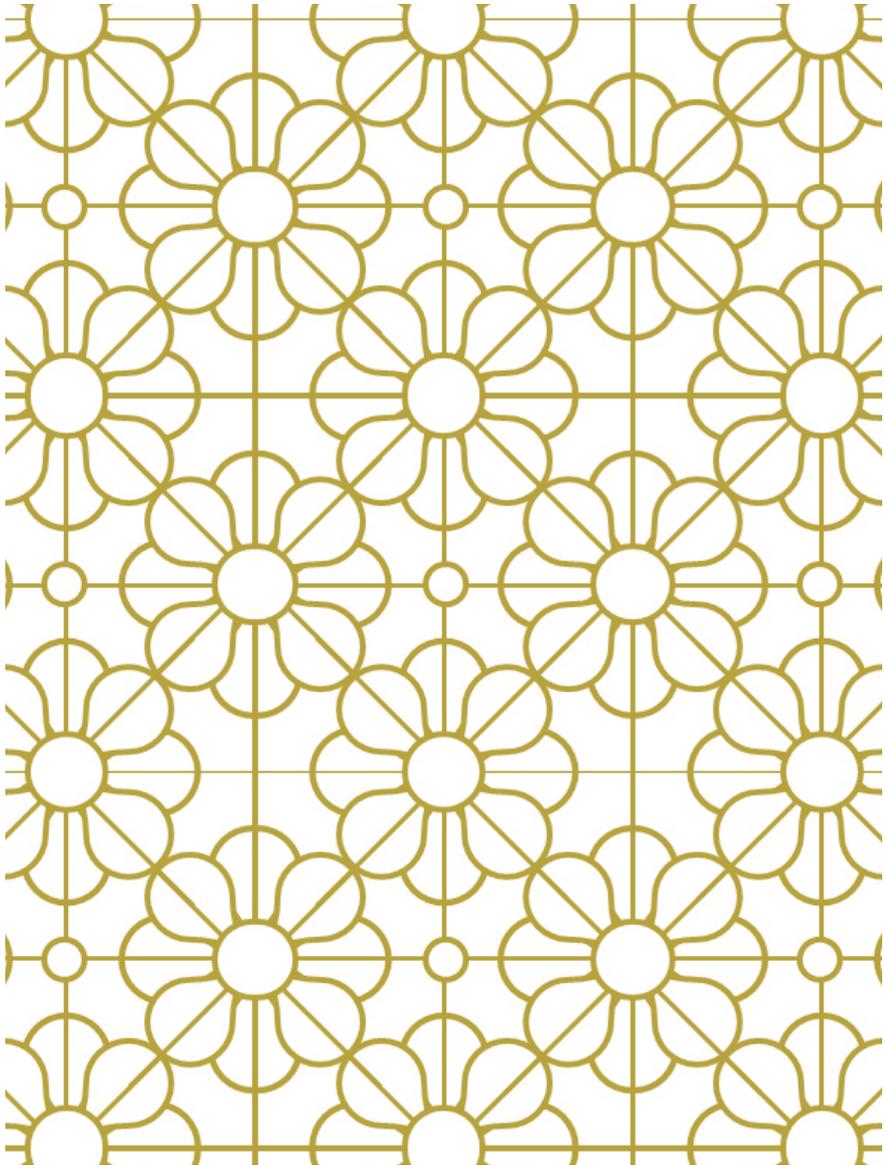


MINDFUL MOMENT

breathe verb

to move gently or blow lightly, as air. to
live; exist.

Fight
Storm Scary Freeze
Burden
Elephant
Anxiety
Overwhelmed Life
A lot Suffocating Lonely
Cloud Chaotic Messy Rain
Clingy
Crazy
Loopy
Tight



ANXIETY

- According to the Diagnostic and Statistical Manual of Mental Disorders (DSM-5), Anxiety is a disorder that is not specifically defined, but rather it is defined based on a cluster of symptoms.
- Every symptom of anxiety is different, and because of this, there are multiple types of anxiety

ANXIETY AND IT'S TYPES

General Anxiety Disorder (GAD)

Panic Disorder

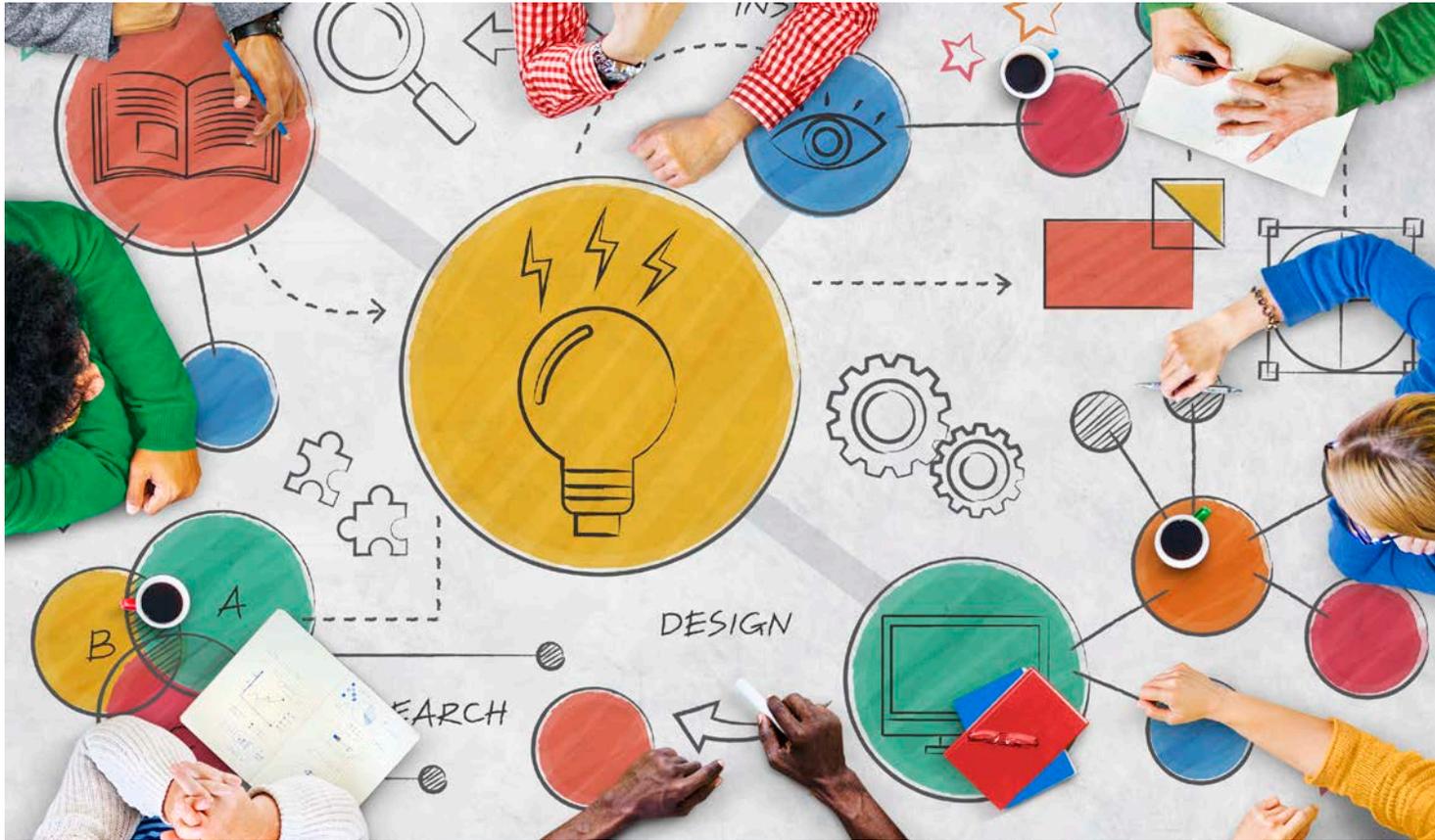
Phobias/ Obsessive Compulsive Disorder (OCD)

Separation Anxiety



MINDFUL MOMENT

Lets be intentional and take
a moment to relax and
reflect.



CHILDREN VS. ADULTS

- There is a difference between children and adults and how they respond to anxiety
- Adults respond in a way they and others can sometimes see and cope with
- Children respond in a closed way that is more difficult to detect

HOW DOES ANXIETY AFFECT US?

Children

- You may see more crying
- Distance behavior
- Gaze look
- Difficulty concentrating
- Sleeping more frequently in school and high level activities
- A child is stuck on a specific worry. They constantly talk about an event or subject
- Nightmares

Adults

- Typically, there is a fight or flight response in adults
- Sweaty palms
- Chills
- Nausea
- Shortness of breath

THERE ARE 3 TYPES OF SYMPTOMS



PHYSICAL
SYMPTOMS



MENTAL
SYMPTOMS



BEHAVIORAL
SYMPTOMS

LET'S SEE WHAT IT LOOKS LIKE....



PHYSICAL SYMPTOMS IN CHILDREN

- Some children will have shortness of breath when they are over stimulated with fear
- Muscle tension
- Nausea



MENTAL SYMPTOMS IN CHILDREN

- Unwanted thoughts/ images
- Constant worry
- Negative emotions
- Hypersensitivity



BEHAVIORAL SYMPTOMS IN CHILDREN

- Inability to stay calm
- Ritualistic behaviors
- Trouble sleeping



HOW CAN WE HELP OUR LITTLE PEOPLE?

STOP AND THINK ABOUT ABRAHAM MASLOW

MASLOW'S HIERARCHY OF NEEDS

ABRAHAM MASLOW



MORALITY, CREATIVITY, SPONTANEITY, PROBLEM SOLVING, LACK OF PREJUDICE, ACCEPTANCE OF FACTS

SELF-ACTUALIZATION

SELF-ESTEEM, CONFIDENCE, ACHIEVEMENT, RESPECT OF OTHERS, RESPECT BY OTHERS

ESTEEM

FRIENDSHIP, FAMILY, SEXUAL INTIMACY

LOVE/BELONGING

SECURITY OF BODY, OF EMPLOYMENT, OF RESOURCES, OF MORALITY, OF THE FAMILY, OF HEALTH, OF PROPERTY

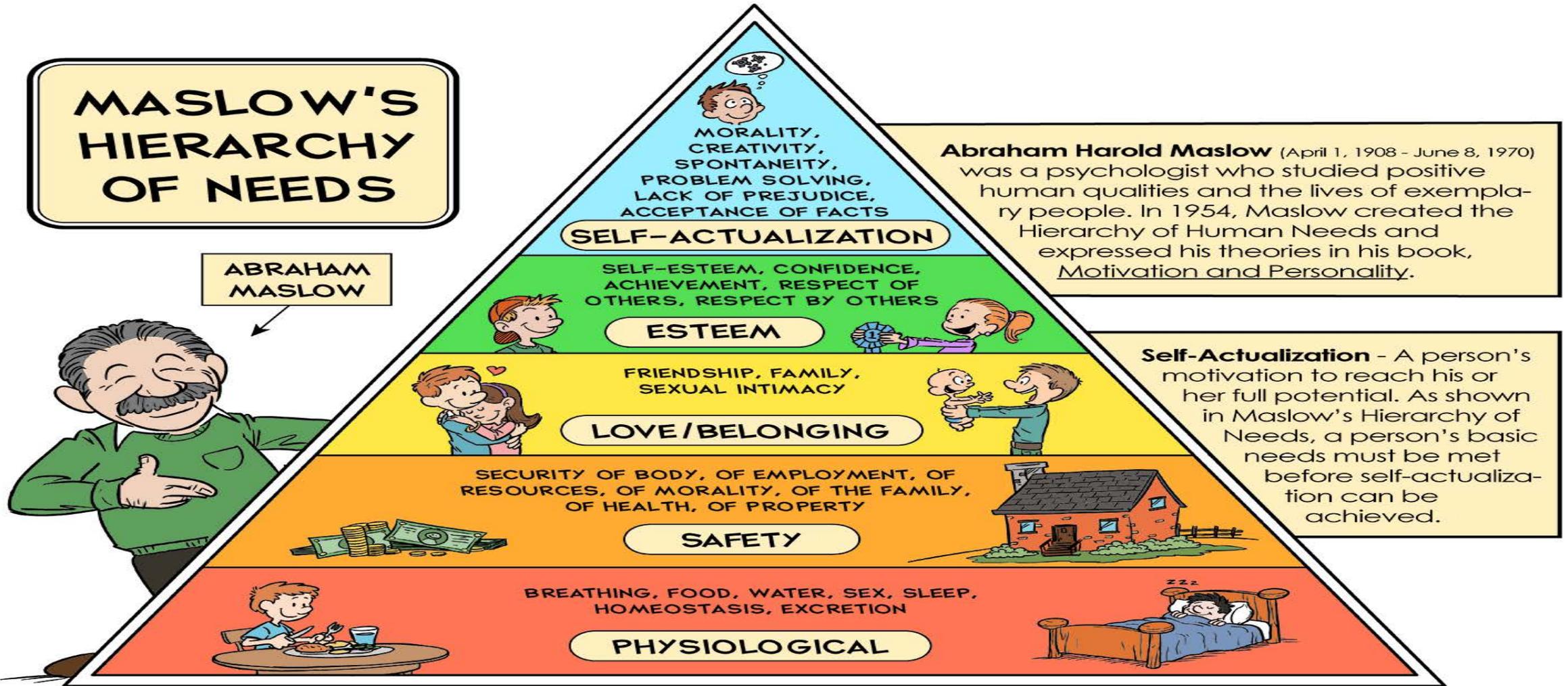
SAFETY

BREATHING, FOOD, WATER, SEX, SLEEP, HOMEOSTASIS, EXCRETION

PHYSIOLOGICAL

Abraham Harold Maslow (April 1, 1908 - June 8, 1970) was a psychologist who studied positive human qualities and the lives of exemplary people. In 1954, Maslow created the Hierarchy of Human Needs and expressed his theories in his book, *Motivation and Personality*.

Self-Actualization - A person's motivation to reach his or her full potential. As shown in Maslow's Hierarchy of Needs, a person's basic needs must be met before self-actualization can be achieved.



WHAT CAN YOU DO AS A PROVIDER

- Empathize and acknowledge the child's feelings
- Comfort the child and provide support
- Offer something comfort for a little one, a soothing item
- Utilize tools to talk through sad feelings
- Keep a consistent routine
- Provide resources and education to parents

WHAT CAN YOU DO AS A PARENT

- Talk about school early on and drop off
- Read books to your little one so they are aware of what to expect
- Keep drop off routine as consistent as possible
- Speak to your little one about their feelings

SKILLS AND STRATEGIES FOR LITTLE PEOPLE





DEEP BREATHING EXERCISES

- Birthday Cake breaths
- Dandelion Breaths
- Balloon Breathing

OFFER SENSORY SUPPORT

- Offer little ones play dough as a sensory output
- Use a doll house and people for the child to act out how and what they are feeling
- Art!

Art is a way a child can openly express their self. Offer a blank paper and drawing tools for the little one to artistically express their feelings





UTILIZE FEELING TOOLS

- Feelings Flash Cards
- Social Stories
- Feelings Books
- Puppets to support the little one when in big feelings



- Routines help kids cope with stress
- Routines encourage children to look forward to things they enjoy
- Schedule times for little ones to practice coping strategies

ROUTINE AND SCHEDULE

TALK WITH FAMILIES AND OTHER CAREGIVERS

- When noticing fear, stress, and anxiety in little ones, share it with others and brainstorm ways you can support the little one
- Produce a plan that every significant adult can use collectively to support the little one
- Be open and respectful to other adults for this can be overwhelming for everyone



REMEMBER...



- Acknowledge the feelings little ones have and how it can be scary
- Take a deep breath
- Respect and empathize with little ones
- Always be an advocate for children
- Don't forget to take a deep breath!



SO WHAT CAN YOU DO AS AN ADULT....