Why are Andy and Billy, two children who appear to be so similar on the surface, so drastically different at every level?
Survey Says...

What do children need at school to make learning better?

<table>
<thead>
<tr>
<th>Physiological</th>
</tr>
</thead>
<tbody>
<tr>
<td>Having snack time.</td>
</tr>
<tr>
<td>Being able to eat a snack when I need it.</td>
</tr>
<tr>
<td>More snacks</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Safety</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make kids stop bullying me.</td>
</tr>
<tr>
<td>I didn't like school because of the bullies!</td>
</tr>
<tr>
<td>I didn't like the bullies. They should stop being mean to me.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Relationship / Love</th>
</tr>
</thead>
<tbody>
<tr>
<td>If I had more friends.</td>
</tr>
<tr>
<td>Teachers who like you.</td>
</tr>
<tr>
<td>Being with my teacher.</td>
</tr>
<tr>
<td>Knowing that I am waking up to a happy family.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Esteem</th>
</tr>
</thead>
<tbody>
<tr>
<td>I liked my teachers alot better this year because they understood me.</td>
</tr>
<tr>
<td>I didn't like school because I did not do so well.</td>
</tr>
<tr>
<td>I liked school because I did well.</td>
</tr>
</tbody>
</table>

Hierarchy of Learning

- Physiological
  - Motivation, learning, creativity, problem solving, memory, curiosity
  - Self-care, self-regulation, confidence, respect, ability to achieve

- Esteem / Self-Love
  - Friends, teachers, school administration, counselors, school personnel, family
  - Physical safety, emotional safety, freedom from abuse, freedom from harsh punishment

- Relationship / Love
  - Physical safety, emotional safety, freedom from bullying, freedom from harsh punishment

- Safety
  - Breathing, freedom from hunger and thirst, rest, hygiene, regulation

- Learning
  - Motivation, learning, creativity, problem solving, memory, curiosity
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- Safety
  - Breathing, freedom from hunger and thirst, rest, hygiene, regulation
Two Important Terms

**Regulation:**
The ability to experience and maintain stress within one's window of tolerance. Generally referred to as being calm, focused, or relaxed. This term is utilized by literally every scientific discipline.

**Dysregulation:**
The experience of stress outside of one's window of tolerance, generally referred to as being stressed out or in a state of distress. It is believed that affect dysregulation is a fundamental mechanism involved in all psychiatric disorders (Dr. Allan Schore - Affect Dysregulation and Disorders of the Self)

**Regulation**
- Responsive
- Engaged
- Focused
- Calm

**Dysregulation**
- Hypo-arousal
  - Unable to focus or sit still
  - Cannot adhere to rules
  - Aggressive
  - Resistant to directives
  - Argumentative
  - Anxious before tests
  - Impulsive
  - Risk-taking behaviors

- Hyper-arousal
  - Defiant
  - Withdraws from peers
  - Tardy
  - Absent
  - Disassociates—shuts down
  - Avoids tasks
  - Numbs out—“I don’t care.”
  - Forgetful

Window of Stress Tolerance

Breaking Point

“Andy”

“Billy”
You six weeks later

Breaking Point

Window of Stress Tolerance

"Andy"

"Billy"

Neocortex

Mid-Brain (Limbic System)

Reptilian Brain
How do I get Billy to change his behavior?

1. What is driving Billy’s behavior?
2. What can I do at this very moment to improve my relationship with Billy?
Here is a blurb on what the conference is about:

The Mecklenburg County Adoption Conference – “Adoption…The Journey to Permanency: Preserving the Past, Preparing for the Future” serves to promote an enhanced awareness and understanding of adoption and provide participants with accurate information concerning adoption and parenting issues. The conference will also highlight the collaborative efforts of professionals, community partners and foster and adoptive families in creating permanence for children in need of forever families. It is attended for future adoptees, past adoptees, foster parents, adoptive parents, and professionals and advocates who are involved in the foster care and adoption continuum.

**Before: Pro-Active Strategies**
- Build and Develop Relationships
- Incorporate Regulating Activities (Calm the Brain & Increase the WST)
- Help with Transitioning
- Create a Regulating Environment
- Incorporate Movement
- Address Developmental Deficits
- Create a “Family” Culture
- “Safety First”
- Make School Fun
You build a world that is more compassionate by creating a deeper sense of belonging.

Mantras*

Teacher: “Who’s safe?”
Student: “I am safe.”

Teacher: “All of the time or some of the time?”
Student: “All the time!”

Teacher: “Who is in charge to keep you safe?”
Student: “You are in charge to keep me safe.”

Teacher: “All of the time or some of the time?”
Student: “All the time!”

* Used with permission by Dr. Ronald Federici
Strategies Time Line

Before | In the Moment | After

Beyond Consequences Sequence

Listen | Connect | Empathize | Accept | Tolerate | Validate | Love

1. Listen
2. Connect
3. Empathize
4. Accept
5. Tolerate
6. Validate
7. Love

Rationalize | Problem Solve | Discipline | Consequences | Give Logic | Practice | Project Future

1. Rationalize
2. Problem Solve
3. Discipline
4. Consequences
5. Give Logic
6. Practice
7. Project Future

Billy Integrates Back into the Classroom Activities

Dysregulated | Regulated

BILLY

Situations

1. Listen
2. Connect
3. Empathize
4. Accept
5. Tolerate
6. Validate
7. Love
8. Rationalize
9. Problem Solve
10. Discipline
11. Consequences
12. Give Logic
13. Practice
14. Project Future

Cheatsheet

Sample relationship-based responses to Dyllon (BILLY) becoming dysregulated and distressed:
- "That's why you're having a hard day."
- "Help me understand what's going on."
- "I can help?"
- "It's hard, but the more you keep it inside of you, the harder it gets."
- "I need to know how bad it was for you."
- "This is not so bad."
- "You did the best you could."
- "Try well, Billy. You're not alone in it."
- "Open up your heart, you're not alone, no one left out!"
- "You're doing the best you can in this situation."
- "Breathe. Take a deep breath."
- "Take a deep breath to refocus for your child."
- "The more I talk, I need to hear your feelings."
- "You don't have to say it all."
- "That's not the pain I have to heal."
- "You don't have to share all of this with me."
- "I want to understand you better and I know how you feel. I'll be able to do what you need me to do."
- "Believe in you, no matter how you feel."
- "Give yourself permission to have a voice. I'm listening."
- "You have the license to be who you want to be."
- "Use your own words to connect. I understand when you feel it."
- "Use a sentence to connect. I understand when you feel it."
- "Use a truth to connect. I understand when you feel it."
- "Use a fact to connect. I understand when you feel it."
- "Use a feeling to connect. I understand when you feel it."
Discipline has to come from a place of 'me with you' instead of 'me against you.'
After: Teaching the Lesson

• Review what happened
• Spend time rebuilding the relationship
• Re-regulate
• Teach coping skills
• Teach social skills, critical thinking skills, problem solving skills, emotional intelligence
• Address developmental deficits
• Reinforce the “Family” culture
• Adjust your expectations, if needed
• Build self-esteem, self-awareness

Developmental Deficits

• Cognitive development
  – Concrete and black and white thinking
  – “More gifted than the gifted children”
• Language development
  – Language deficits impede understanding
  – Acting out takes place of expression
• Academic development
  – Trauma impacts attention, concentration, information processing, and organization
• Social development
  – Threatened by children their own age
  – Have to learn how to interact appropriately (been in survival)
• Physical development
  – “Failure to Thrive”
• Emotional development
  – Typically VERY immature

Developmental Deficits

<table>
<thead>
<tr>
<th>AGE</th>
<th>Cognitive</th>
<th>Language</th>
<th>Academic</th>
<th>Social</th>
<th>Physical</th>
<th>Emotional</th>
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</thead>
<tbody>
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<td>9</td>
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</tbody>
</table>

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A Child’s Belief System Following Trauma:

“I’m not lovable.”
“I don’t deserve to be on this planet.”
“Adults are unsafe. Never trust them.”
“I’m on my own.”
“I’m not good enough.”
How Does This Make You Feel?

1. Worthless
2. Unsuccessful
3. Bad
4. Invalidated
5. Frustrated
6. Up Against a Wall
7. Trapped
8. Worn-out
9. Disappointed

Electromagnetic Field of the Heart

Emotions and the Heart

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It’s NOT about me!