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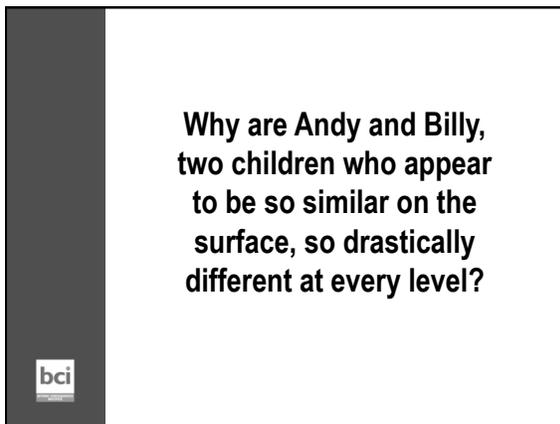
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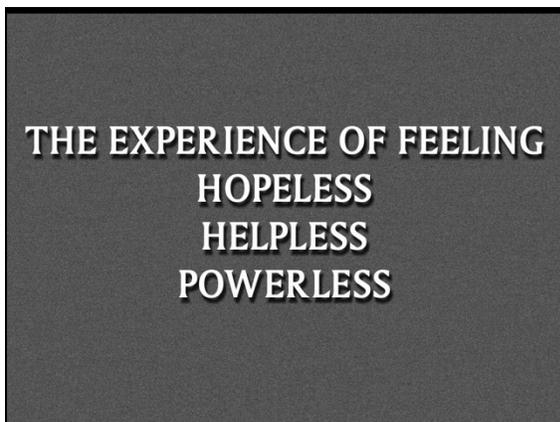
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**Survey Says...**

**What do children need at school to make learning better?**

<b>Physiological</b>
- Having snack time. - Being able to eat a snack when I need it. - More snacks
<b>Safety</b>
- Make kids stop bullying me. - I didn't like school because of the bullies! - I didn't like the bullies. They should stop being mean to me.
<b>Relationship / Love</b>
- If I had more friends. - Teachers who like you. - Being with my teacher. - Knowing that I am waking up to a happy family.
<b>Esteem</b>
- I liked my teachers alot better this year because they understood me. - I didn't like school because I did not do so well. - I liked school because I did well.




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**Hierarchy of Learning**

Learning	motivation, learning, creativity, problem solving, memory, curiosity
Esteem / Self-Love	self-esteem, self-respect, confidence, respect of others, respect by others, desire to achieve
Relationship / Love	friends, teachers, school administrators, counselors, school personnel, family
Safety	physical safety, emotional safety, freedom from bullies, freedom from harsh punishment
Physiological	breathing, freedom from hunger and thirst, rested, homeostasis, regulation




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**Two Important Terms**

**Regulation:**  
The ability to experience and maintain stress within ones 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 ones 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*)




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	<ul style="list-style-type: none"><li>• Responsive</li><li>• Engaged</li><li>• Focused</li><li>• Calm</li></ul>	
<b>Dysregulation</b>	<b>Regulation</b>	<b>Dysregulation</b>
<b>Hyper-arousal</b>		<b>Hypo-arousal</b>
<ul style="list-style-type: none"><li>• Unable to focus or sit still</li><li>• Cannot adhere to rules</li><li>• Aggressive</li><li>• Resistant to directives</li><li>• Argumentative</li><li>• Anxious before tests</li><li>• Impulsive</li><li>• Risk-taking behaviors</li></ul>		<ul style="list-style-type: none"><li>• Defiant</li><li>• Withdraws from peers</li><li>• Tardy</li><li>• Absent</li><li>• Disassociates—shuts down</li><li>• Avoids tasks</li><li>• Numbs out— "I don't care."</li><li>• Forgetful</li></ul>

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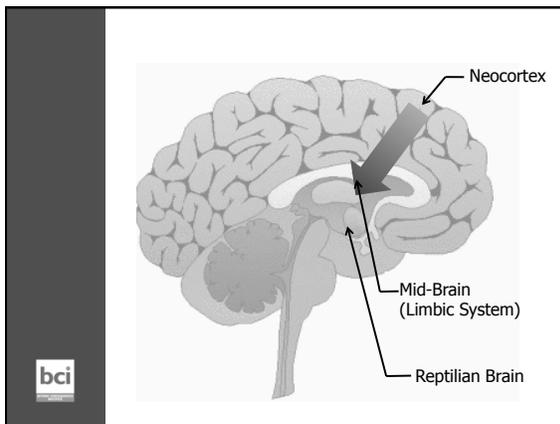
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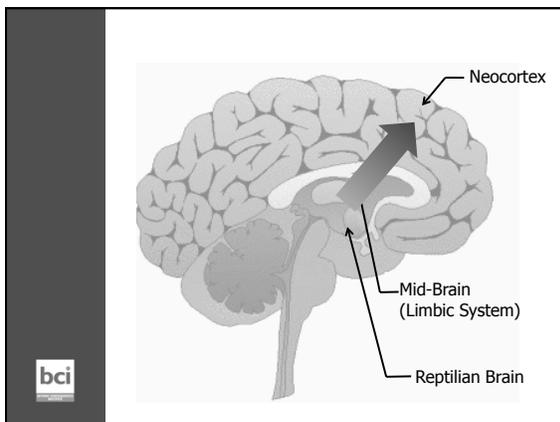
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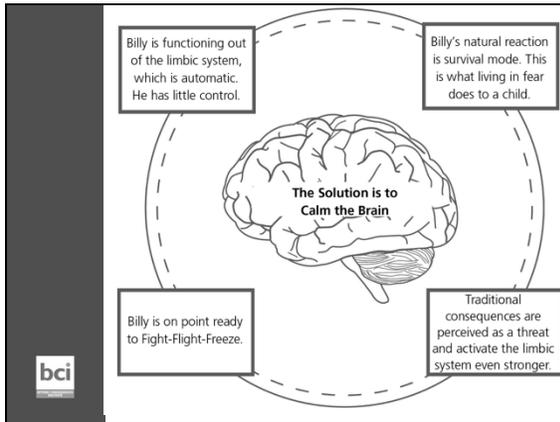
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New View

1. What is driving Billy's behavior?
2. What can I do at this very moment to improve my relationship with this student?

bc

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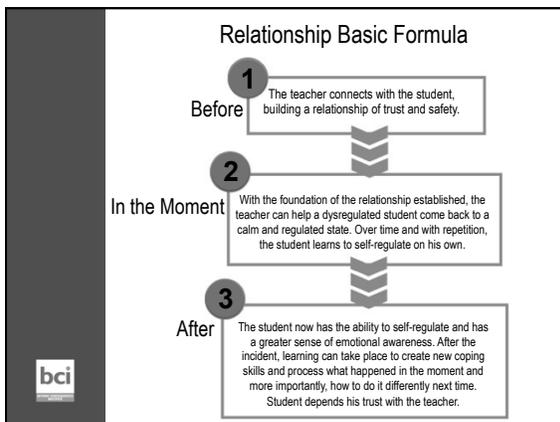
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