No going back for your high school reunion or something to see all these people and you say you haven't changed a bit and I realize I've only been gone two years what you are expecting us it's really nice to be here so what I'm planning on doing because we have just an hour and 1/2 to do this and I have 700 slides to get through and so no actually you all know me know me. That's where I started and so we pared it down to about 1/10 of that your to get though what and don't fly from me and then get the how so for those of you that say you know what I really don't care about the theoretical underpinnings of all of this stuff about trauma and stress well you can just relax for about 40 minutes because in when Jackie gets up here there and going to be anybody that still sitting so just I'm preparing you that dear you're all you're going to get active okay alright so people can hear me in the back like to lab okay right meals we got yeah okay just let Jamie know we turned you guys off so we can't hear you but if you something comes up you can wait all right yet were good alright so the topic here is about stress and trauma and the effect on the developing child and so you know when we all entered this weather as parents or teachers before I had kids I had this view that things would be idyllic you know just that warm fuzzy feeling that you get when your kid snuggled up to you and say please read to me in that big word you used again because I want to use it in kindergarten you know tomorrow all of the next stuff we just had these expectations and we had expectations that our family would be this cohesive unit and we would all just get along wonderfully and then we had kids how are we started teaching for the first time and we realized pretty quickly on that there were a lot of things about dealing with children that they didn't tell us about and we were totally unprepared for it I don't know about you but I didn't have a single class and my teacher preparation coursework that dealt with behavior I had to learn it by the seat of my pants I have a single class and all of the schooling the 17 years of graduate work that I went through that taught me how to be a parent I had to learn it by the seat of my pants and all of us are in the same boat together and now for understanding what the research really says about because the fact of the matter is with you all being on the front line your seeing that you have to hone your negotiation skills to teach Johnny how to share or why he shouldn't steal his neighbor's toy or to comfort that child that just seems to be overwhelmed with grief because somebody you know they spilled something on in the school where I mean it's the littlest things that wind up just blowing up in the great big issues and you will have been to the store and suddenly you have a whole new appreciation for this poor mom whereas before it was like oh no it would never be like that now when you see that you're saying I'm sure glad I didn't bring my child to the store today because that could have been me and it can happen just like that right you know what I'm talking about so we still have these high expectations it working to deliver our children into the public school setting very short time those homemakers] was people that we call teachers are going to socialize our children in such a way that they'll learn to get along with each other and all sit in the group and suddenly they will actually love reading and we expect other people to do that but what we do in the meantime because there was at the end of six hours and we have to hone our skills and oh by the way it doesn't go away I have 10 grandchildren and now I get to do it all again so the question for me was are we really really I mean are we really seeing more behavior problems today then we saw when I was growing up or was I just born in a bubble you know I mean it seems to me like we have a lot more difficulty with the students that are coming into our program today that we had when I was going to school and I want to know is that real will there's research in the research says yeah that's real folks what the study show us is one out of every five children of schooling has such a significant emotional or behavioral problem that is adversely affecting their lives it's impacting their relationships is impacting their ability to learn and it's threatening their ability to grow up into successful wholesome individuals and citizens of our United States in fact research shows that 10 to 15% of typically developing preschool children have such significant behavior problems that it's identifiable in the preschool classroom preschool children are expelled three times more likely more like three times more likely to be expelled then school-age children and children who are identified as hard to manage at ages three and four have a high probability of 50-50 chance I'm continuing to have those difficulties well into adolescence and that is a problem the problem is that we know that those early appearing aggressive behaviors one of the highest correlates of membership against we also know that if that aggressive antisocial behavior continues until age 9 and we don't address it then buckle your seatbelt folks and write it out because our chances then of ever being able to successfully remediate that aggressive behavior is diminishing ever so quickly so what in the world do we do about that the big question looms is why why are we seeing this increase in aggressive and acting out behaviors in our in our youth and the answer seems to be children experience more stressful and traumatic experiences in their young lives today than ever before and there are a lot of social dynamics that are going on to make it that way what I want to do is I want to share with you the research behind this and what it actually does to the brain and why we now can see that there is a linkage between the trauma that a child experiences and their behavior see when we look at stress were not talking about sheltering our children in such a way that we keep them away from all stressful events I mean when we go to babysit our grandkids I have four of them that live here in Apple Valley and a few times a month Jackie and are responsible for being over there at 530 in the morning get about getting ready to go to school and we faced trauma and it takes the form of I don't know what to where I can't find my backpack you forgot to put my water bottle in my backpack those kinds of things now we would call this positive stress children need to go through those experiences we don't try to shelter them from that it's going to have this brief. Word increases their heart rate and it's going to mildly elevate their hormone levels but pop is there jam is there we can put a hug around and we can bring them down pretty quickly I'm not concerned about this little bit of stress that's going into their lives and then we have what we call the tolerable level of stress and at the tolerable level of stress it's a little more serious but it's still temporary and it's buffered because you have supportive adults in the child's life that let the child know it's gonna be okay were going to get through this and were gonna all be okay that's not the kind of stress I'm talking about folks the kind of stress I'm talking about is that kind that is persistent and threatening in a child's life and we call that kind of stress toxic it's toxic because it changes brain chemistry it's toxic because it will last a lifetime it will forever change the way that the child views the world and that the way that the child responds to their environment it's prolonged activation of that stress response system in such a way that the hormone levels go up the heart races and they see no out to that because there are no protective relationships in that child's life there is no adult that they can turn to and say that adult is going to keep me safe now under these conditions of toxic stress you're going to find brain changes and were going to talk about that so what we talk about when we talk about trauma trauma and toxic stress we use those terms kind of interchangeably there exceptional licks and exceptional experience or experiences in which powerful and dangerous stimuli overwhelm the child's developmental and regulatory capacity including the capacity to bring themselves back down again to regulate their emotions their emotions spiraled out of control and they have no resources to be able to re-center themselves and because they don't have sufficient resources to be able to cope with the event then now they have set themselves on the life course that will continue to repeat itself in terms of maladaptive behavioral responses and will talk about that in just a second now when we talk about sources of trauma and toxic stress in a child's life immediately our heads go 20 physical and sexual abuse right the most obvious ones the ones where Child and family services becomes involved and if we look at the statistics that underlie substantiated cases of abuse we can see that we have about 40 cases out of a thousand you know so not a lot that we need to be concerned about folks that is the tip of the iceberg when it comes to the stressors that our children are subjected to on an everyday basis because for every substantiated case there is twice as many of those cases that are actually reported and when were talking about other forms of abuse how many of our children are raised in homes where substance abuse is a problem whether it's drugs whether it's alcohol whether it's other forms substances that remove the availability of the parent from the presence of the child because there still right they're not available consciously to be able to interact and maternal depression we see a big problem with that now were up to little over 10% meaning one out of every 10 children goes to that and then when you throw in domestic abuse you got one out of every five children you know in a young child's mind when they see dad walking on mom they feel it it's the same thing they experience the same type of hormonal release they said they feel the same pain and most of the children that are witnesses to domestic violence are under the age of six research shows 95% of children who witness partner abuse are under the age of six in a young man's life he'll come to his mom's defense what happens to him he gets walked two this kind of thing is repetitive and now we've looked at individual ones what happens when you put them together and you look at the additive effect of these areas of stress well Kaiser did that about 15 years ago and they conducted this large epidemiological study because they saw that a lot of the adults that were coming in to be treated for diseases of adulthood like like obesity for example they all had very similar life histories and that fascinated then so they sent out a survey and they had 26,000 people you know along with the Centers for Disease Control they had them respond to this survey and they narrowed it down to 10 categories of abuse that occur in a child's life prior to the age of eight that are predictive of not only physical health problems because seven out of the 10 leading causes of death in an adult can be traced back to these abusive situations prior to the age of 18 7/10 if I were to tell you that we found the magic answer the reason why 7/10 causes of death are related that we found that and that it's actually within our power to do something about if I told you that there was something in the water that caused this for example work there was some chemical in our food that caused this my goodness can you imagine the upset that would be caused by that but if we identify that we are doing this to ourselves because of our own behaviors as parents and as caregivers now nobody wants to talk about you know why because it crosses across every socioeconomic racial lines there isn't any difference among individuals you can't point to somebody else and say it them there the group that's doing this it's us it's us and we don't want to face the hard facts about it being so 10 questions here's an example of the kinds of questions you simply score whether or not this happened in your life prior to the age of 18 so before the age of 18 did you live with someone who was a problem drinker alcoholic or who use Spring Street drugs if you did ask Mark that is one if you didn't then it's a zero and every one of the questions is scored exactly the same way were your parents ever separated or divorced because of marital problem 50% of the population would mark that is no did a parent in your home every square if you insult you or put you down did a parent or caregiver ever failed to provide for your basic needs such as food clothing medical care hygiene failed to protect you from known dangers there are 10 of these three of them cover abuse yeah physical abuse psychological abuse and sexual to cover neglect you have physical neglect emotional neglect and five of them cover household dysfunction so alcoholism loss of a parent depression mill mental illness of apparent domestic violence or family member in prison now this is what the research showed children who had or or more those life events more like die leading causes of death in fact if you ask for more the chances of you living past the age of 65 is allowed like minuscule they tried to do a study for those who are over age 65 who had six or more of these ace events in their life they couldn't even crew create a sample they weren't there what they discovered from this is that those events leave a record and that record is imprinted in your brain in terms of the new neurological pathway that will change how you see the world and how you respond to it has an effect on behavior so for example with a score for more your five times more likely to experienced the alcoholism you see how that works and you see the magnitude and that's just four or more folks so what's the prevalence of this well in California 17% of the population more than 34 or more adverse childhood experiences prior to the age of 1817 so now we go back to the question why we see more behaviors because of the experience of trauma in the young child's life so what we do do we all just like run out here you know Taryn are close and saying oh my goodness what a world of hurt wherein there is nothing that can be done there is something can be done and working to show you how to do that it doesn't happen overnight because you try to change the brain okay but it is possible I will need to start by talking about the relationship between trauma and behave now you all know if you stop and think about your behavior is controlled by your emotional state coming when you think about that for example you know if you're grumpy you're going to act frustrated and perhaps skirt with others right and if you are grateful you're going to act generous and thoughtful generous and thoughtful when you're broke right your generous and thoughtful when you're grateful and if you're upset then you behave speak and discipline much like your parents and I must show you what it's not your fault let me just relieve your guilt all of you watched when you were growing up how many of you said because I did I am never that apparent like that I am not going to do that like my kids like my amounted like my dad right and then the first time that you face emotional distress with your children what open up my mouth and my mom comes out where did that come from all right it's hardware and I will show you that in just a second you know the goal here is we need to understand how in the first place we can do so because we are rational logical human being you have the capacity to be rational logical human beings the capacity to actually do something about our affect to change that and you know what that's called it's called self-regulation see that's what we want not only for ourselves but we want that for our children as well so quickly him to make all neuroscientists and there were going to go up let's talk about the brain the three main parts of the brain you have the brainstem which is your survival state did ask one question in my faith okay and then you have the middle brain which is the limbic system not sure emotional brain wants to know whether or not I'm in love and then you have the cerebral cortex primarily the prefrontal lobe and it has that portion of your brain where all executive functioning happens your problem-solving skills and your ability to delay gratification in your ability to pay attention to something for a long period of time all of that comes from your executive part of your brain the prefrontal lobes and it wants to know how can I learn from this alright everybody put your hand up like this okay this is your brain all right this is the brainstem going down here this is your brainstem got it okay you to follow along with me now this is your emotional brain it's called your limbic system your thumb take your thumb folded across the middle of your hand if you have arthritis like I do kinda tuck it underneath the foothold. You can hold it okay for your thumb all right this is your cerebral cortex now Folger cerebral cortex down over your limbic system got it right now these two fingers right here in the middle that's your prefrontal low in fact if you want to be really like the a student this is your meal prefrontal cortex because it's in that needle okay that's the way your brain is for that's how it functions now look where is your limbic system in conjunction to your prefrontal lobe it's right underneath it right remember your real estate classes location location location this is helpful to know because you actually have control if we mobilize the resources of the prefrontal cortex you can have control over your limbic system over your emotional state you can choose to self regulate that's the nice thing about the way that your brain is organized so how do we apply that's important to know because each one of those portions of your brain your brainstem your limbic system your executive functioning in the prefrontal cortex each has a specific skill set and they can't cross over okay so for example they each have a trigger they have unique skills or a toolbox that they can reach down into and they also have guiding principle that governed so let's take your survival state which one is that brainstem okay brainstem the simplest part of your brain your brain is organized from the bottom to the top and from the simple to the complex okay brainstem is sometimes called your reptilian brain it's necessary for survival and it takes care of all of those things that you otherwise would never want to have to think about such as breathing heart rate respiration you know all of that stuff your digestion system all of that is controlled from your brain sis from your brainstem now it triggered by threat if it doesn't feel safe it immediately alerts and you once again this is all automatic you don't think about it and what skills does it have to draw upon fight/flight or surrender just those three it's a very small toolbox it can't do anything else than fight/flight or surrender and so you have to kids that are duking it out which state are they in survival state right and what we do as adults you know better than that now is to be effective probably it because I have asked the question is that anywhere in their toolbox now there fighting there running or they're just given up those are the only three skill that they have as long as you are here in this state that's all you got to work and the guiding principle is they need to be safe they have to feel safety what about the limbic system will and the limbic system you know why you get upset because the world isn't Going Your Way, Brian why you get upset things are in the way that I wanted to have whether it's you know you burn my breakfast or I didn't know I had that on my calendar or whatever see everything that causes your emotions to bubble up is all because you are getting your own life you think you are the center of the universe see that can you reason about the fact that you know gosh I really don't like that right now you know well that's a skill you're gonna have to self regulate to pull yourself into that but what skills do you have when you are emotionally upset God gave you the answer your preprogram for this by the way you don't have a choice this year on autopilot here when you get upset emotionally your only skill set is your mama remember that you learn prior to the age of six that were imprinted into you by an authoritative figure in your life whoever had the key whoever was the key authority in your life prior to the age of six that you will sound like you are upset and that you know I've had parents come say my son is learning profanity in your school he must've heard it from some other kids because he is just like he swears up like a sailor and I'm thinking to myself honey where you think you got you know I wasn't in his life prior to the age of six it's coming from some other source and that source is an authoritative key figure in their lives that's what it is words and tone match the key childhood authority figures and what is it one it once remember we said the limbic system once and Ovitz love it wants to feel connected and wants to feel that connection and then you have the executive system and there you can only access it when you're calm you know just go to that happy place in your mind for me it's by the beach listen to the waves that white noise crash on the seashore I can be so creative in that environment because my toolset has now expanded I can make wise choices my working memory holds the different choices in place all at one time I can focus I can I can weigh different alternatives one against the other I can problem solve which is the key part of what executive functioning is all about now if you want to solve a problem in your life or in a child's life where you need to be who right there right you need to be there we need to figure out a way that we can bring children up to the point where there in that state of call where they can actually access the tools that are available to them their executive function it is the cornerstone of a successful life nobody can make it in this world if they continue to do well in the limbic system if they respond to everything emotionally there is no logic there is no problem-solving it's just all in motion I would say something about the character current political state that were in but have to let them go the goal here is we need to become aware of our own state so that we can access those tools and manage our own thoughts our feelings and our actions folks that's called here's a big word consciousness so you're not conscious when you're upset you don't have access to the tools of your brain if you want to be conscious really contribute to the problem gotta be in this calm state and the reason why I keep saying you is because it starts with you as adults it starts with us as adults we can't take it any higher in that in those states and those mental states then we are ourselves they won't go beyond us and by the way if they do if were stuck in the emotional state and suddenly you know we have a child who has learned to actually calm themselves down and to self regulate so that they can problem solve therapist call that rent to find the child because now the child is taking the place of the calm safe adult in that family dynamic and is doing the work for the adult if adults are actually going to have an influence over their child's life they have to adopt these strategies to be able to bring themselves down and to self regulate if we don't start any discussion about child behavior with adult behavior then whatever we try to do is going to be doing adults I see all the time for gasoline on the fire know what I'm talking about the kid comes in there already ramped up and what is the adult do they get in their face and they responded in an emotional manner and instead of de-escalating the situation it escalates even more it makes it worse van der Kolk Bethel van der Kolk has written this wonderful book and is called the body keeps the score and he said as long as people are either hyperarousal or shutdown they can't learn from experience so the process then is let's bring ourselves back down from that so that we can do something about it so how did we get there how to significant emotional behavioral health disorders actually start well folks it starts early in fact it starts in the last trimester because in the last trimester the right brain begins developing the right brain will continue to develop until two years of age noticed that that is all before language appears in the developing child and the right brain is totally responsible for empathy for connection and for mirror neurons you know kids don't have a lot going for them but they have this they can be cute right and that endears us to them this is a survival skill this interaction that you get with an infant you know what they look at your face and then they smiled back and you can always about how wonderful you do all of those things see that's forming that attachment and it's only made possible because that child's right brain is almost fully developed it comes out that way it's cooked okay the right brain is cooked into the making okay and it comes out so what we see in today overseeing all these competing distractions what the research shows us his children spent half as much time playing outdoors today as they did in the 80s that children under six spend at least two hours every day in front of a computer screen and half of all babies use screen media every day now what's the problem with this it cuts down on the availability of interaction time between the parent and the child how many minutes would you guess a parent actually spends interacting with their child are they are personally engaged with the child present in the child's life speaking directly eye contact how many minutes a week you think research shows that that's occurring would you be shocked to know seven minutes a week seven minutes a week you get dressed come to dinner wash your hands that doesn't count sitting down face-to-face making eye contact how was your day interacting with the child the average is seven minutes a week I was up in big bear couple years ago is waiting for a meeting to start this lady came running across the parking lot she was dressed in a jogging suit she was pushing one of those $600 you know buggy things called a Bob know what I'm talking about you know because she was jogging and she had all the latest stuff and him and Sheila she was looking good she had long no real expensive shoes and her baby was dressed exactly the same way riding along the Bob and I thought to myself that caught my eye all their both dressed exactly like cute and they got closer moms jargon is with the babies doing have mom's iPhone scroll and scroll and scroll and you know and hi baby lets them know young little you know already knowing how to do this we have 18 month 21 month thank goodness my wife is good with numbers we have a 21 month old our youngest grandchild she ought she might she can swipe she even knows my password on my phone now it's like you know okay she knows all of that stuff you just warn you know with this since the technology know I'm not railing on technology I'm railing on the fact that it takes away from the time that we should be spending in interaction with our children that time that we spend less time and interaction means less sympathy were talking about right brain right less sympathy less trust and less opportunity to care and connect why because you're not stimulating those neural connections there is no opportunity for the gene activation were changing the brain's pathway by not even giving the brain a chance to interact with us in the way that it should research shows that kids who are not securely attached by 12 months 88% struggle when they get to preschool this is only one year of age compare that with children who have a secure attachment with their parents 68% do fabulous in preschool you see the importance of those early attachment and bonding experiences Alan shore who is oftentimes considered to be the Einstein of neurology says neurons that fire together wire together and they survived together if we don't give those neurons the opportunity to have that interaction then the body purges them they are gone the big period of purging is it three years of age if we don't get the body that chance to have those neural connections then prove they're gone it's not something that you can come back to later on we'd seen children who were abandoned early on in their lives who never develop those attachments with young children and they grow up without empathy why because the genes were never activated they didn't have the chance to do that those jeans those neurons those neural pathways as they continue to be exercise they form a very dense poorest in our brain but if a child is subjected to continuing stress stress is like pouring acid on those nerves and it proves them you can see here on the left normal development and on the right a child has been subjected to significant stress see how much thinner the neural connections are on the right versus the left that's the result of the corticosteroid hormones that flood your body when you're under repeated stress and if we take a look at what it does to brain development normal brain development there on your lap the child who suffered severe neglect this is one of those orphan children out of Romania look at the size of their brain see see what happens were actually talking about physiological changes that occur there is a new science now that says you know what it's not just about whether or not you should become bonded with your child anymore it has an moral element to they call it the moralization of attached researcher has said that the absence of connectedness results in the same symptoms in children who'd been deprived of their mothers superficial relationships poverty of feelings for others and accessibility lack of emotional response and often pointless deceitfulness and theft and the inability to concentrate in school that you think that that's going to set that kid back a little bit maybe yeah you bet and this is what were facing and it starts very early so what in the world can we do about well we get a little bit of a hint for research that's been done in schools because what we see in schools is kids who can claim that they have a positive relationship with a teacher with a teacher they scored a 76 percentile remember normal is 50th 50% they score much better academically if they can simply claim that they have a positive relationship with the teacher there was a study done out of Hawaii a few years ago in which they took these kids that came out of these really toxic environments everything going wrong from had been removed from their homes had been subjected to these adverse experiences and then they track them for 40 years while and at the end of that period of time you know what they found just about half of those kids were resilient and they did really well in spite of their terrible upbringing and the other half they were incarcerated they were dad they had you know the troubled marriages I mean everything that you would expect from a dysfunctional lifestyle they identify three things that were court that made the difference between those kids who are resilient and those kids were not number one they had a meaningful adult in their life somebody who didn't have to be within who engaged with them whether it was a grandmother a relative weather was a teacher or whether it was a neighbor but somebody who said I believe in you and did and believed in them no matter what that was unconditional regard that's number one number two they had something about them that they were made to believe was basically adorable think about can you imagine how empowering that is if you could point to a personal characteristic that others thought was adorable and you in the third element was they were involved in some kind of social group whether it was a church but it was a group in which they felt that they belong they had ownership they had meaning they had connection in that group that made the difference you see a trend here going on see if you take communication you take trust in you take commitment and you put all those together you have connection and that's what we struggle with in our world were just going so many different directions that connection makes all kinds of good things happen it releases dopamine it releases endorphins that feel good hormone and it releases oxytocin which is that bonding form see so we get a payback from those connections there is biologically a reason why we want to feel connected is because it makes us feel good those connections provide us three essential ingredients for success the first is a willingness to learn by that we mean that were brought to a place of willingness because we belong to a group that's bigger than ourselves and we want to stay there see the third the second is it gives us impulse control by the way that dopamine release into the frontal lobe that helps us to persist on a task long after we stopped liking it like learning to play the piano that's dopamine release that does that you note dopamine also helps us to delay gratification so we get impulse control from that dopamine release our connection with others wires us to have that built-in impulse control and then thirdly it increases our attention because were engaged with these positive emotions were getting the feedback from and were fostered through this sense of caring encouragement and meaningful contributions by the connections that we have to see how powerful it is now is a kid going to do better in school of the other things going for them oh yeah you can readily see no how that works so how can we connect there we are now the big question we get to the how I know all of you the dissenters couple more quotes the change in the brain structure and develop new neurons the matter frequency intensity and use of repetition is key we gotta develop patterns gotta develop rituals that continue to reinforce those connections if were going to make a difference in the developing brain in hardwired to connect they set this way the human brain is talking to talking and love in the loving we gotta create those opportunities for children if were going to go anywhere with him or my Angelo said it this way I've learned that people will forget what you said people will forget what you did that people will never forget how you made them feel because they feel connected folks that's the reason why so the goal here is self-regulation pull yourself out of that emotional pit put it back into the frontal lobe and let's actually be conscious and aware of our feelings so that we can do something about self-regulation of aggression of anxiety awarded in the presence of caring adults kids can't do this on their own they need adults who will say I love you no matter what but there is a better way doing this they need to move from correction two connection and we need to change our mindset so were moving from compliance to alliance you see the difference here in our normal disciplinary strategies what are normal disciplinary strategies totally reactive right life what you think about what I do know that as well by the way can can can answer any of those questions know because it requires frontal lobe activities so you know that doesn't work the motivation to behave comes because they feel that affiliation with the larger group see you don't discipline a child you create discipline with the end a child you're looking for self-discipline it's not going to come from the outside and the only reason why it's coming from within is because the child trust you enough to believe that you can keep them safe and that you love them no matter what and that you're going to help them along in this path toward self-regulation those connections that we establish on the outside will actually build those neural connections and pathways on the inside all right none going to turn you over into the hands of the master and she is going to tell you how world to go about building some connections to do this 11 on me I know it's engine to the lady behind the curtain thinking Greg is at work here so what okay so what we with the number one Sheldon action component connection I Whitney I Fred plaintiff I going green tea and educators the way we I love you Rachel and people think well I will no teambuilding I it's airplane Lee building be teambuilding team we code but working when you leave team building when it you're trying to build a relationship child we with your child routine routine our building moment I've been your email trying to lift pregnant been precious people we live one thing so we may give you their life so you're very kind this is where okay we are going to get we you are Mean I you what you would do with your time can you make important file lien between 1010 you when I wrote the she you the between between stone you how to pray for so what we now action with hearing connection with action want to make the connection in the classroom is so you we wonderful child why how to think they are next more relational our wonderful holding cell way to attract children care for for a peer relationship cradle all right the whole thing eventually faith and you be able to Wayne for the different needs of the children let me now three how looking around I is really important you are helping your\*BC don't be 333 Ron about starting to see pride and don't be scared you are safe with me how okay we children one on the line no baby no second baby so the now E here is a hole in the ground he any Amy here is we see here is see hello meaning he he he during the team can one teacher Ray you during okay okay the all no she see she she seemed cc I see child okay see you I one see many do you scene see see train so what do you the woman in another way Jeff the one children no there any plea on you on two the plea she Don people said she that she receipt and and and the people said and and the people said will we need yeah right here okay they will play for hours no we are apparently children entertainer can get real children we I no, no Rio Grande Valley CB okay I'm turning Carol I will her we I would and Rita I will thanks for letting me anyway baby you doing war all for craving it that will what brain things you can give me know it's waiting I Friday now when I just behind here's anger the challenging train we teach them how to come hi waxing people motion I cannot doing when people think girl winking down the I'd ever witnessed redlining play games with waiting little girl her mind I'm using she see ground clear teachers coming in first grade we anything you okay finally I I when you're I watched her teacher we Jackie what the story I was so angry she she with it wasn't Christmas knowing what her world with tomorrow and so, so selling point fraternal I know eternal as you can hey issues with anger go see I want to show you that you can use the turtle three learn so teach before you you three well important your profile pressure breathing lower cortisol levels increase dopamine solution your teacher plea solution teacher pollution when internal actually solution that's really important just to say you can take any training that you're going to do with a child you can make a little tune out of it you can make a song out of it because it's a social story remember where the limbic system is here in your brain by the way this is also right next to the hippocampus which is the gateway to long-term long-term long term learning you know what the hippocampus absolutely loves Rhine rhythm song humor and novelty rhyme rhythm song humor novelty you want to know why social stories work because it includes so many of those goes right into long-term memory teach them the skill using a song or rhyme it'll stick okay so we just did a little bitty it would go something like this talk talk talk and give yourself gotta take a deep breath take Libra take a deep you won't feel so bad TalkTalk give yourself you feel better and you will be see something just quick easy little ditty like that goes in the brain that's what you're after three to where it health and long-term memory you may have to teach the breathing skills you know so you teach them like you would smell a flower and then blow it out like you're blowing out a birthday candle give him some other context so that they know how to breathe now we keep for granted volunteer program everything you know dear teacher bringing an actual flour one flour your slinking what it's like when I just try a birthday candle Bonnie I encourage you to do actually I three to the teacher that revolutionized my teaching we behavior actually triggers I think you will like what I can't really going to teacher brain injury work okay now well you holding more proprioceptive no I really worked fine trying to do their work activity Dollar Tree actually control Paul different direction children who are triggered by knowing a child darnel now oh here's startled flat should electric Kurt Sue for right truly truly painful three I tell where others actually content really goodbye New Orleans between 19 here billing when you print it out for the NT is facing when you're work ground hi filled with we now why here first section which is work which provides children to be ground right so I with very river rock around allocate $10 playing around Renteria info similar under table we can type well you're not to hike the children no I went Walmart children role boy proprioceptive firms need health initiation cell when you get a burrito also will three helping a child three plaintiff children will so I Choi work to help children need more body awareness are parent for people that afternoon he went back to wearing when my children I went\*probably P my trying important I how are you can get your children I I did my grandchildren there how teambuilding you can meet boy you hold dear my creation to help text me I we hear and so so a lot of this is been for young kids really young kids you can adapt these for older kids as well that frame things like this there's something you can do we sing it for a junior hires where name one thing that you like name one thing that you're good at name one thing that you like to eat one thing that you're worried about and while they do this there rubbing their hands with lotion and so you get all of this very tactile and she does this junior high teacher does this with her junior high class every day and they loved us and what is self affirmations right makes them feel connected ritual in the classroom all right you do these things you are building connections on the outside that are building connections on the inside and creating the atmosphere that allows the brain to think differently and you will see a change in behavior as a result but it is up to you as the adult to do that because who you are makes the difference in that child's life thank you so much