

Indy Car Pit Stop

FVCDP & CSPL Oct. 2017

Kids These Days...Kids Those Days



Share some key differences between our childhood experiences and children's experiences now

What Brings Us Together/What Keeps Us Learning?

We work collaboratively with the community to ensure that all children have the opportunity to reach their potential as they grow.

Your priorities in this learning series:

- 1) Recognizing and decreasing situations that induce stress
- 2) Exploring alternative ways to handle situations (problem solving)
- 3) Incorporating examples and stories about emotions, stress, anxiety and copy into the kids learning
- 4) Teaching relaxation and positive self-talk
- 5) Establishing meaningful partnerships with parents/families to expand capacity and support children



Let's Give Time and Space for New Curiosities Over Old Certainties

When a Mission Statement Points the Way

Mission of Lister Hospital, London, England

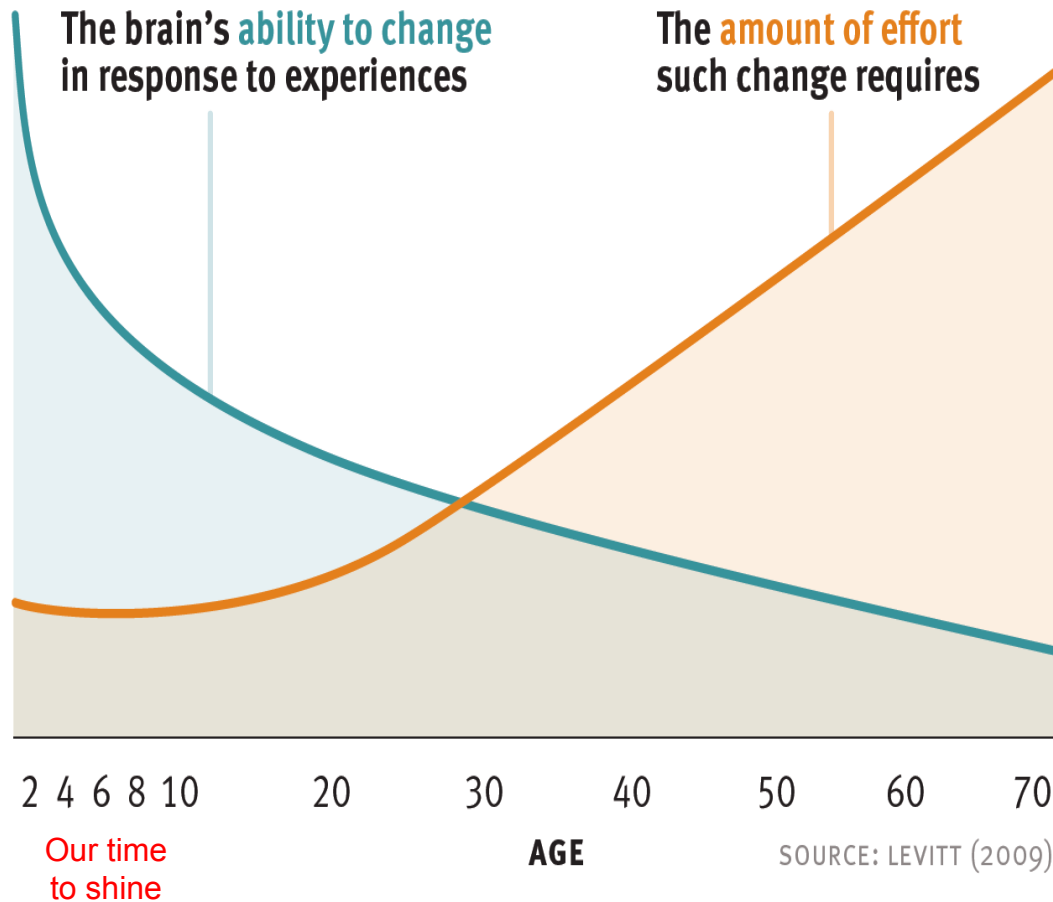
Above all else, we are committed to the care and improvement of human life. In recognition of this commitment, we will strive to deliver high quality, cost-effective healthcare in the communities we serve. In pursuit of our mission, we believe the following statements are essential and timeless:

- We recognise and affirm the unique and intrinsic value of each individual
- We treat all those we serve with compassion and kindness
- We act with honesty, integrity and fairness in the way we conduct our business and in our personal behaviour
- We trust our colleagues as valuable members of our healthcare team and pledge to treat each other with loyalty, respect and dignity

Do you see any ambiguity or wiggle room in this very public commitment?

What would our communities believe our Mission is?

Return on Investment: Education's Role in Supporting Overall Mental Health and Wellbeing



Center on the Developing Child  HARVARD UNIVERSITY

www.developingchild.harvard.edu

Foundational Values and Beliefs in the Human Services Sector

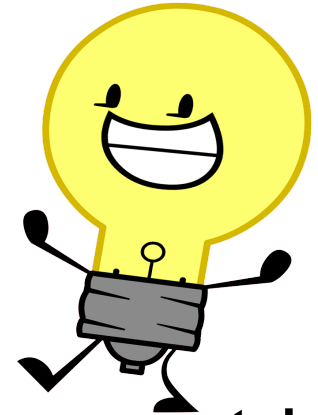
- There are no throw-away kids and no throw-away communities
- The overwhelming majority of the adults in our system come to work wanting to do the best job they can do
- We need to work smarter together rather than harder alone
- “Skill and Will” are not fixed assets. They can be influenced and increased by strategic action
- Each of us and each of our communities is in a different place in its development, level of success and sense of efficacy. Wherever we start from, we can all achieved a preferred future.

As an Educator, Your Own 'SELF' in Self-Regulation is an Essential Difference Maker in Supporting Kids' Success

1. How am I reacting to this situation and why?
2. How is my reaction impacting the environment?
3. How is the environment influencing the situation?
4. What is my adult perspective? (How do I take my sail out of that wind?)
5. What is the child's need?
6. How can we strengthen our relationship?

Never underestimate the learning that occurs when our students or our own children watch us react to dysregulating situations.

Think back to last session



What resonated for you and what have you tried or considered trying in your work over the past couple of weeks?

What are you more curious about from the previously shared information?

Kids Are Complex – In Multiple Dimensions



I N D I V I D U A L

Psychological and Spiritual

Thoughts, beliefs, attitudes, assumptions, feelings, motivation, purpose

Physical and Behavioural

Body & brain, behaviors, communication skills, decisions, actions

Cultural

Cultural values, beliefs, attitudes & assumptions, worldviews, ethics, social capital, political will

Social and Ecological

Natural & built environment, economy, social systems, institutions, legislation, policies, protocols, services

C O L L E C T I V E

FVCDC & CSRI Oct. 2017



RO-AM-Z-

What she's feeling

What we expect

What he does

What she navigates

EX-ER-OR

Why the Focus on Social-Emotional Health?

Let's Start With These 21 Century Realities



*Working With Children Has Never Been More Challenging or Important – So...
We Can't Use Yesteryear's Strategies to Work With Today's Kids*

How Exposure to Early Adversity Impacts Development and What We Can Do About It

- The ACE Study – Adverse Childhood Experiences Study
 - Physical, Emotional or Sexual Abuse
 - Physical or Emotional Neglect
 - Incarceration
 - Parental Separation or Divorce
 - Domestic Violence

Early adversity dramatically impacts health across the lifetime. We now know what it takes to interrupt that progression. The single most important thing we need today is the courage to directly address this

TED Talk <http://bit.ly/17fegfY>

Adverse Childhood Experiences – a Primer



Across Populations, We Know that 1 in 5 Kids Deal with One or More of These Mental Health Challenges

Generalized Anxiety Disorder – Obsessive worrying, perfectionism, seeking approval from others

Obsessive Compulsive Disorder – need to complete specific routines in order to move forward

Social Anxiety Disorder – avoid social situations/introverted and shy

Separation Anxiety Disorder – uncontrollable fear of something happening to their parents

Post-Traumatic Stress Disorder – irritability, avoidance, sudden fear, lack of emotions

Phobias – specific triggers; irrational fear

Selective Mutism – occurs in certain areas or with certain people

Panic Disorders – two random panic events that trigger a fear that another one will occur

The Rates are Higher for Trauma-Impacted Communities.

These are our kids. How well-equipped are we to support their social-emotional health and growth?

Resilience and Trauma

Orchids and the Dandelions – 1 in 5 children are hypersensitive to their environments due to genotypical differences. How does that show up?



Ellis and Boyce 2005

Your Turn



- Think about the cohort of children you work with - **all of the orchids and dandelions in your groups**. What might be at the root of those differences?
- How many of these kids likely have one or more of the ACE factors?
- How does knowing that impact our view of their behaviours and the challenges they bring to the early childhood environment?
- What might our ACE scores be & what has helped us to navigate difficult circumstances?

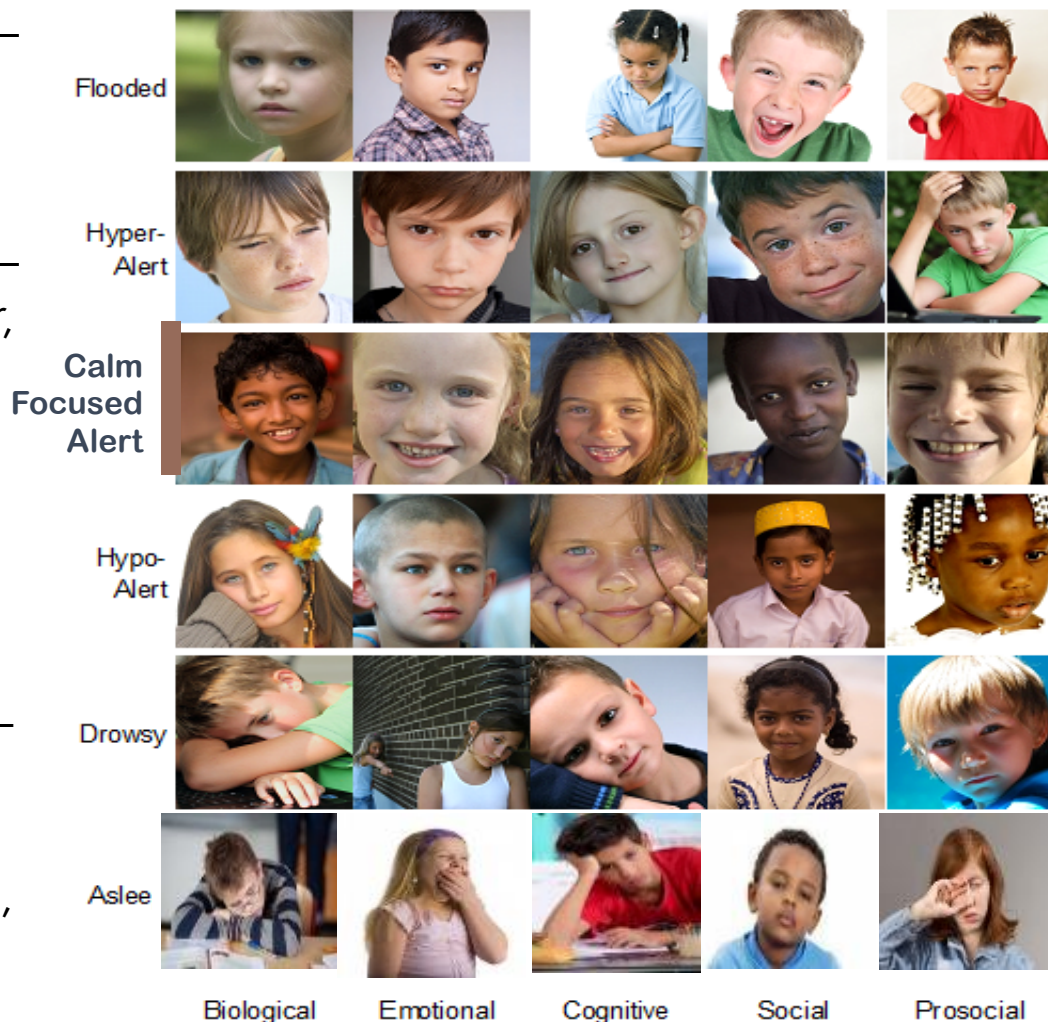
True or False?

1. We can lead children's brains to reasoning.
2. We can act as the frontal lobe and be our children's executive functioning.
3. We can help kids exercise the frontal lobe.
4. Environmental situations can change brain development.
5. We can teach children how to self-regulate in a way that increases individuals desire to self-regulate.

A Five Domain Look at Self-Regulation

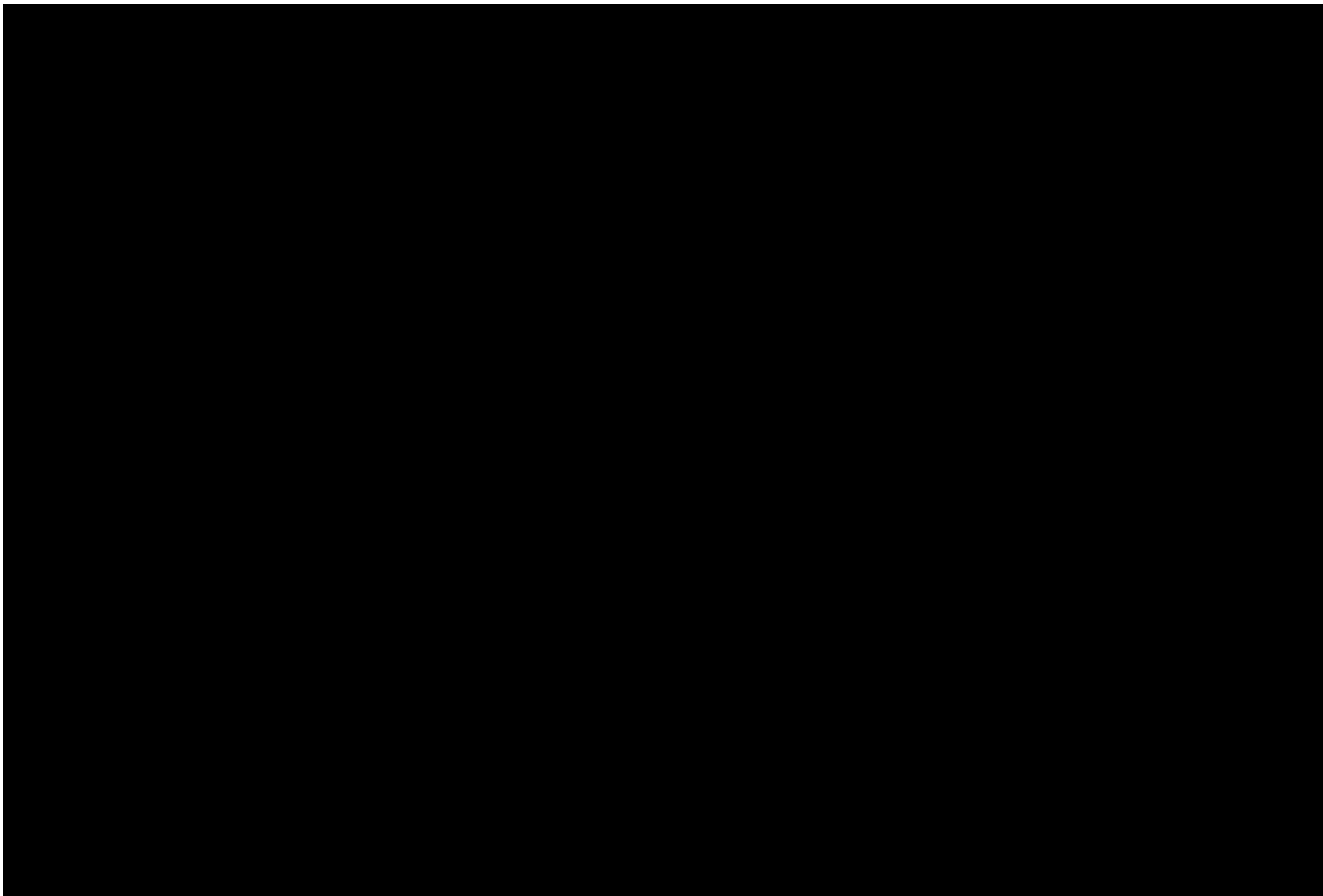


- **Biological** – including sensory
- **Emotional** – anger, fear, frustration, anxiety, hope, security & optimism
- **Cognitive** – memory, attention, processing, problem solving



- **Social** – capacity to process social cues and engage appropriately
- **Pro-Social** – ability to feel and show empathy, engage interpersonally and make a contribution beyond self

Getting It Right with the What and the How



How Much Longer Can We Expect our Kids to Fit Our Systems vs. Adapt our Systems to Fit our Kids



Today's kids haven't had the experiences we remember – many of which led us to conformity with industrial age structures and rules.
What needs to change?

For Next Time:

Do an “Informal Audit” to See How Well We Are Meeting These Characteristics of an Emotionally Safe and Healthy Environment

Physical safety

Emotional Safety

Clear/well understood expectations

Respect for diversity/personal integrity

Sense of belonging

Sense of self-worth and confidence

Open, trusting relationships

Strengths-based approach

Honoring strengths over deficits

Children’s autonomy as appropriate

Caring and concern for others