DISCIPLINE THAT WORKS!

FEBRUARY 8 & 9, 2018

George E Davis, MD
Robbyn Peters Bennett, LPC

PART II
# Washington School Classroom (30 Students)

Adverse Childhood Experiences (ACEs)

- 6 students with no ACE
- 5 students with 1 ACE
- 6 students with 2 ACEs
- 3 students with 3 ACEs
- 7 students with 4 or 5 ACEs
- 3 students with 6 or more ACEs

- 58% (17) students with **no** exposure to physical abuse or adult to adult violence
- 29% (9) of students exposed to physical abuse or adult to adult violence
- 13% (4) of students exposed to physical abuse and adult to adult violence

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Population Average
Delinquency & ACEs

** 7X Higher than National AVG

Of the 220 NM juveniles studied:

BOYS AFFECTED BY PHYSICAL NEGLECT:

100%

BOYS EXPOSED TO 5 OR MORE ADVERSE CHILDHOOD EVENTS:

75%

GIRLS AFFECTED BY PHYSICAL NEGLECT:

93%

GIRLS EXPOSED TO 5 OR MORE ADVERSE CHILDHOOD EVENTS:

86%

http://stopspanking.org/webinar/
Is her attachment secure?

- Out of 14,000 children, 4 in 10 have an insecure attachment to their parents, correlating to an increase in aggression, defiance, and hyperactivity.

Princeton University, 2014
Ambivalent attachment in infancy can diminish positive up-regulation into adulthood.

Early secure attachment predicts how hard the brain will have to work to flourish emotionally as an adult.

Moutsiana, 2014
Relationship Drives Academic Success

23,193 students
436 schools

Health Behavior School-aged Children Study

24 Outcome Indicators
- Parents – 23
- Peers – 14
- Teachers – 8
Are children “attached” to their parents?

Figure 1: Percentage of students who reported having a high quality relationship with their parents by grade and gender

- My parents understand me
- My parents treat me fairly
- My parents trust me
- My parents expect too much of me (reversed scoring)
- I have a lot of arguments with my parents (reversed scoring)
- I disobey my parents (reversed scoring)
Do children have secure friendships?

- Students in my class enjoy being together
- Most students in my class are kind and helpful
- Other students accept me as I am
- When a student in my class is feeling down, someone else in class tries to help
- Students in my class treat each other with respect

Figure 3: Percentage of students who reported having high quality peer relationships by grade and gender
Are children “connected” to their teachers?

I feel that my teachers care about me as a person.

I feel that my teachers accept me as I am.

I feel a lot of trust in my teachers.

My teachers are interested in me as a student.

My teachers listen to how I would like to do things.

Figure 2: Percentage of students who reported having a high quality relationship with their teachers by grade and gender.

- Grade 6: Male 44.3%, Female 51.7%
- Grade 7: Male 31.7%, Female 34.2%
- Grade 8: Male 26.7%, Female 24.9%
- Grade 9: Male 19.3%, Female 19.0%
- Grade 10: Male 18.1%, Female 18.1%
- Total: Male 27.7%, Female 29.2%
Cortical Modulation

Mature

- Cortex
- Limbic
- DE
- BS

Developing/Neglect

- Cortex
- Limbic
- DE
- BS

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Developmental Trauma
Overbuilding Stress Reactivity

NeoCtx = 12
Limbic = 8
DI = 8
BS = 6

20
14
1.4
<table>
<thead>
<tr>
<th>Hyperarousal Continuum</th>
<th>Rest (Male Child)</th>
<th>Vigilance</th>
<th>Resistance</th>
<th>Defiance</th>
<th>Aggression</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dissociative Continuum</td>
<td>Rest (Female Child)</td>
<td>Avoidance</td>
<td>Compliance</td>
<td>Dissociation</td>
<td>Fainting</td>
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<tr>
<td>Primary secondary Brain Areas</td>
<td>NEOCORTEX Subcortex</td>
<td>SUBCORTEX Limbic</td>
<td>LIMBIC Midbrain</td>
<td>MIDBRAIN Brainstem</td>
<td>BRAINSTEM Autonomic</td>
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<tr>
<td>Cognition</td>
<td>Abstract</td>
<td>Concrete</td>
<td>Emotional</td>
<td>Reactive</td>
<td>Reflexive</td>
</tr>
<tr>
<td>Mental State</td>
<td>CALM</td>
<td>ALERT</td>
<td>ALARM</td>
<td>FEAR</td>
<td>TERROR</td>
</tr>
</tbody>
</table>

Function is STATE Dependent

Bruce D Perry, MD, PhD © 2010

www.ChildTrauma.org
Polyvagal Theory

Stephen Porges, PhD, 2017

SAFETY (Ventral Vagal)

- Connection
- Listening to Human Voices
- Facial Expressions (upper)
- Eye gaze
- Prosody

ACTIVE (Sympathetic Nervous System)

- Mobilization
- Increased HR
- Metabolic shifts
- Peripheral listening

- Reduced reception of new info
- Reduced attachment
- Reduced prefrontal

PASSIVE (Parasympathetic, Dorsal Vagal)

- Flat affect
- Immobilization
- Reduced HR
- Slowing metabolism
- Constipation/Diarrhea
- Freeze, Dissociation, Numb
- Attempt to appear inanimate

Sure is nice to be with you.
(sigh)
# Recruiting for Defense - *Signals*

<table>
<thead>
<tr>
<th>Hyperarousal</th>
<th>Dissociation</th>
</tr>
</thead>
<tbody>
<tr>
<td>🗡 Distracted Listening</td>
<td>🗡 Not Listening</td>
</tr>
<tr>
<td>🗡 Hypervigilant</td>
<td>🗡 Detached, Spacey</td>
</tr>
<tr>
<td>🗡 Anxious</td>
<td>🗡 Compliant</td>
</tr>
<tr>
<td>🗡 Startle</td>
<td>🗡 Poor eye contact</td>
</tr>
<tr>
<td>🗡 Elevated HR</td>
<td>🗡 Frequent somatic complaints: headaches,</td>
</tr>
<tr>
<td>🗡 Aggressive</td>
<td>muscle aches, abdominal pain, constipation.</td>
</tr>
<tr>
<td>🗡 Irritable</td>
<td></td>
</tr>
<tr>
<td>🗡 Oppositional</td>
<td></td>
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*Stephen Porges, PhD, 2017*
Recruiting the System for Restoration & Growth

Active Safety

- Active Seeking of Connection
- Excitement
- Novelty Seeking
- Curiosity
- Play
- Sexuality
- ENGAGED

Passive Safety

- Immobilization without fear
- Co-experienced reverie
- RELAXED
- Dreamy eye-contact immediately after nursing
- Purring breath
SEEKING REVERIE VS COMPLIANCE
ACTIVE SAFETY
Reducing Negative Parenting Calms Symptoms of ADHD

- Reducing critical statements, physical discipline, negative commands
- Improved *biological function* in children
- Improved behavior

* No effect shown for praise, encouragement and problem-solving

Science Daily, Nov 2017
Corporal Punishment linked to Reduced Social Engagement and Increased Peer Isolation
Activating Safety Circuit

Every morning I spend 10 minutes complimenting the students in my special education class.

Chris Ulmer, Special Ed Teacher
In the happiest of our childhood memories, our parents were happy too.

- Robert Brautt

Mutual Enjoyment VS Approval or Disapproval
# Escalation is Predictable

<table>
<thead>
<tr>
<th>Adaptive Response</th>
<th>REST</th>
<th>VIGILANCE</th>
<th>FREEZE</th>
<th>FLIGHT</th>
<th>FIGHT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Predictable De-escalating Behaviors (behaviors of the teacher or caregiver when a child is in various states of arousal)</td>
<td>Presence Quiet Rocking</td>
<td>Quiet voice Eye contact Confidence Clear simple directives</td>
<td>Slow sure physical touch “Invited” touch Quiet melodic words Singing, humming music</td>
<td>Presence Quiet Confidence Disengage</td>
<td>Appropriate physical restraint Withdraw from class TIME!</td>
</tr>
<tr>
<td>Predictable Escalating Behaviors (behaviors of the teacher or caregiver when a child is in various states of arousal)</td>
<td>Talking Poking Noise Television</td>
<td>Frustration, anxiety Communicate from distance without eye contact Complex, compound directives Ultimatums</td>
<td>Raised voice Raised hand Shaking finger Tone of voice, yelling, threats Chaos in class</td>
<td>Increased or continued frustration More yelling Chaos Sense of fear</td>
<td>Inappropriate physical restraint Grabbing Shaking Screaming</td>
</tr>
</tbody>
</table>

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<tr>
<th>Regulating Brain Region</th>
<th>NEOCORTEX Cortex</th>
<th>CORTEX Limbic</th>
<th>LIMBIC Midbrain</th>
<th>MIDBRAIN Brainstem</th>
<th>BRAINSTEM Autonomic</th>
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<td>Cognition</td>
<td>ABSTRACT</td>
<td>CONCRETE</td>
<td>EMOTIONAL</td>
<td>REACTIVE</td>
<td>REFLEXIVE</td>
</tr>
<tr>
<td>STATE</td>
<td>CALM</td>
<td>ALERT</td>
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Co-Regulation Exercise

30 minutes
Recognizing Activation of Your Stress Response

- Problems maintaining focus, concentration
- Feeling angry, reactive, irritable
- Feeling numb or detached in response to student’s distress
- Feeling guilty, hopeless, or powerless to be helpful
- Having a sense that “I have to do it all,” or “I’m the only one” who can help
- Difficulty planning, problem solving
- Fatigue, health problems
- Increase in addictive behaviors toward food
Peace Corners (2:33)
Tips on Creating a Calming Space

- Make calming tools and strategies available, and post procedures for using them.
- Make sure students do not experience a sense of isolation, shame or guilt when they need to use the calming space.
Yoga Reduces Anxiety in Kids

American Journal of Occupational Therapy, Nov 2015
Somatosensory Experience

What does your body and your student’s body feel like at any given time?
What are Your *and* Their Sensory Needs?

- **Touch**
- **Proprioception** (sense of position and movement of our limbs and trunk, the sense of effort, the sense of force, and the sense of heaviness)
- **Vestibular** (sense of movement)
- **Auditory**
- **Vision**
- **Taste and Smell**
Sensory Dys-Regulation

- **Background TV noise** disrupts Executive Functioning
- 1,150 children 2 – 8 years old
- High-risk children more vulnerable
- 4 hours a day

D. Linebarger, 2014
Sensory Regulation

Moving minds through movement with kinesthetic learning tables
Somatosensory (SS) Regulation

7- to 9-year-old children who run around and play for at least 70 minutes a day show improved thinking skills, particularly in multitasking, compared to children who aren't as active.

Hillman, Pediatrics, 2014
Sensory Rooms for DYSREGULATION (3:00)
Co-regulation
A Bottom Up Approach

- Regulate – lower brain
- Relate - midbrain
- Reason – higher brain

Build in regulation when calm

Level of Arousal

Time of Day
Regulation Quadrants

Rick Robinson, Ph.D., 2014

Relational

Sensory

Cognitive

Solitary
### Modes of Regulation

**Direction of Regulation (Up-Regulation Versus Down-Regulation)**

**Timing of Regulation Activities (Interspersed Versus Targeted Intervention)**

**Relational-“Co-Regulation”**

<table>
<thead>
<tr>
<th>Examples</th>
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<tbody>
<tr>
<td>Group progressive relaxation</td>
<td>Card games (Uno)</td>
</tr>
<tr>
<td>Group movement</td>
<td>Board games (checkers/chess)</td>
</tr>
<tr>
<td>Group songs/rhythmic chants</td>
<td>“Chat” with friend/teacher</td>
</tr>
<tr>
<td>Check my beat</td>
<td>Check-in/check-out</td>
</tr>
<tr>
<td>Clap your hands</td>
<td>Simon Says</td>
</tr>
<tr>
<td>Doctor says</td>
<td>I spy (add clap rhythm)</td>
</tr>
<tr>
<td>Mirrors</td>
<td>Teacher read aloud</td>
</tr>
<tr>
<td>No I am still</td>
<td>Sports/active games</td>
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**Somato-Sensory:**

- Auditory (Hearing)
- Vestibular (Gravity & Movement)
- Proprioceptive (Muscles & Joints)
- Tactile (Touch)
- Visual (Seeing)

**Cognitive**

- Clay
- Play-dough
- Kinetic sand
- Listen to music (headphones)
- Change lighting
- Slow deep breaths
- Progressive relaxation
- Walk/Run
- Eat/chew/drink
- Fidget (distracting/non-distracting touch)
- Puzzles
- Color pictures
- Color designs
- Origami
- Hand knitting
- Read to self
- Write (story/journal)
- Watch a video
- Play video game