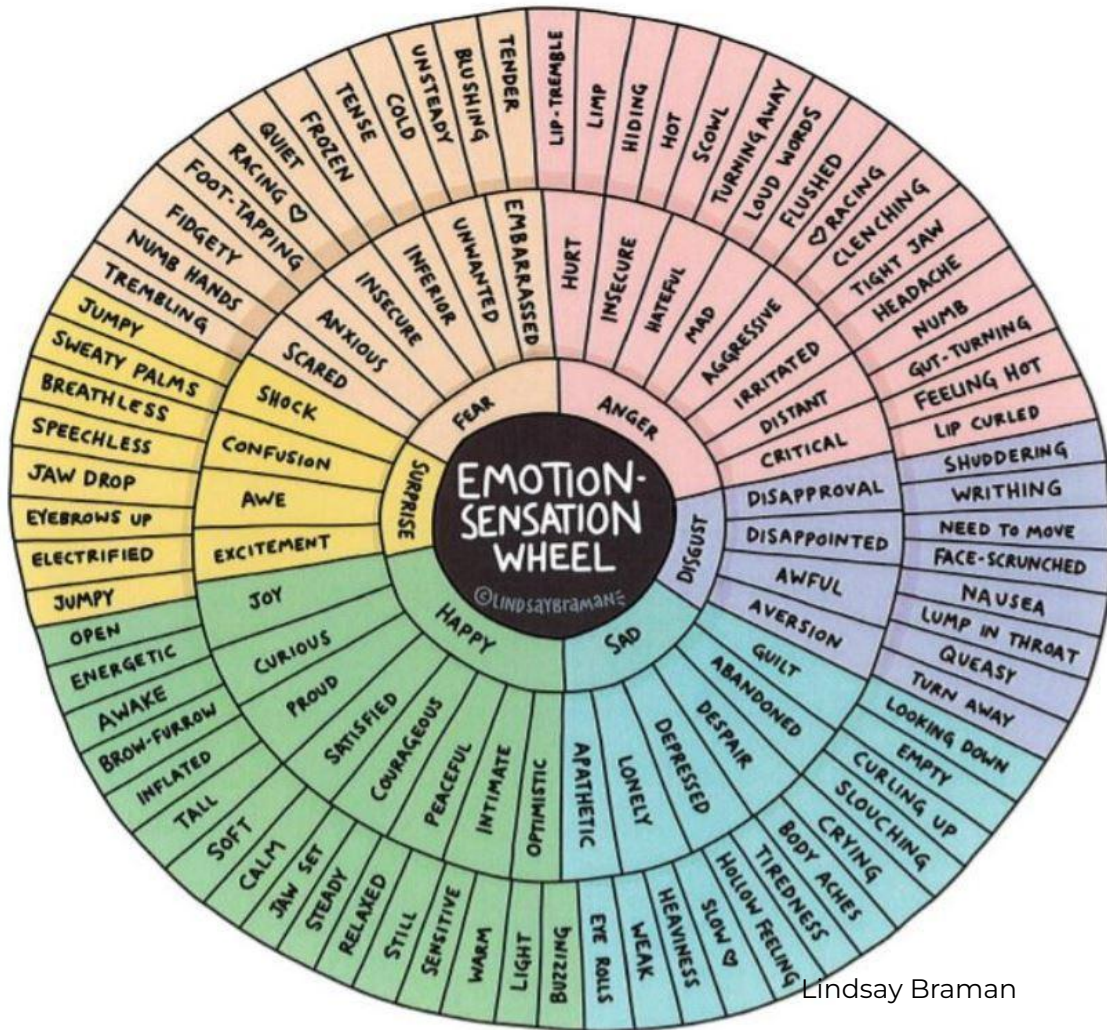




Navigating the Waters  
Elizabeth Carver  
Phoenix School Counseling





In this moment, I am feeling...

I know this because I notice these sensations in my body...

And this might be telling me...

I'm in.

# Where we will go today:

- Teaching now
- Adolescent brain
- Puberty
- Mental health
- Prevention Strategies
- Responsive Strategies
- Time for questions



# Teaching now:



# Kids to Teens

- Latent phase age 6-11
- Remodeling, pruning and myelination
- Perception of peers is EVERYTHING
- Adults resonate like rocks, friends like CHRISTMAS!
- **Emotional brains come online first, perspective second**
- Middle School- the use it or lose it phase
- Very touchy regarding respect, status, and their adult abilities



Children  
cannot be  
what they  
cannot see.

- Marian Wright Edelman

# Puberty and How things have changed:

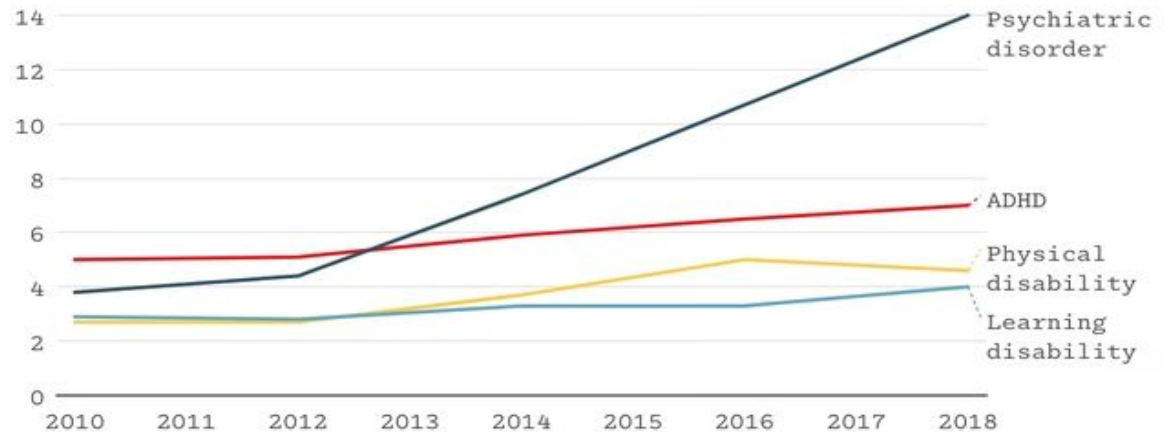
- Age of onset for girls is now between the ages of 8 and 9
- Age of onset for boys is now between the ages of 9-10
- Adolescence is beginning earlier and lasting just as long
- Physically and emotional manifestations of this at earlier ages
- Cognitive, social, and physical development can all be in different stages.
- Asynchronous development- incongruence between how a child looks and where they are developmentally
- Early and late bloomers- hard!



# Mental Health Concerns

- Mood disorders
  - Depression
  - Anxiety
- Behavioral Disorders

## Self-Reported Disabilities of U.S. College Freshmen



# Use of technology among teens

95%

of teen have a smartphone.

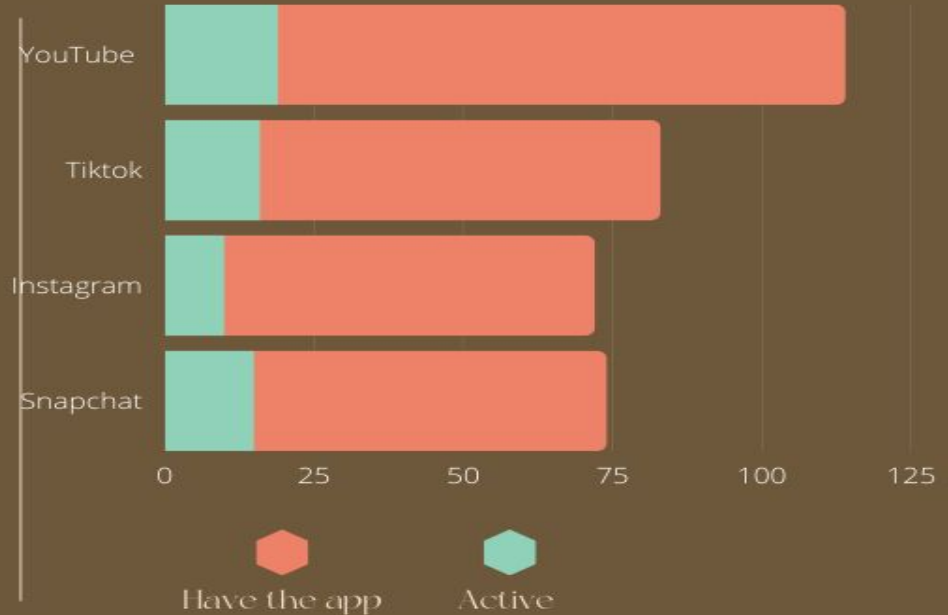
95% of teens have a phone or have access to one. 45% of these teens are active on social media on a daily basis.



have a phone



active on social media



Source: [Pew Research Center](#)



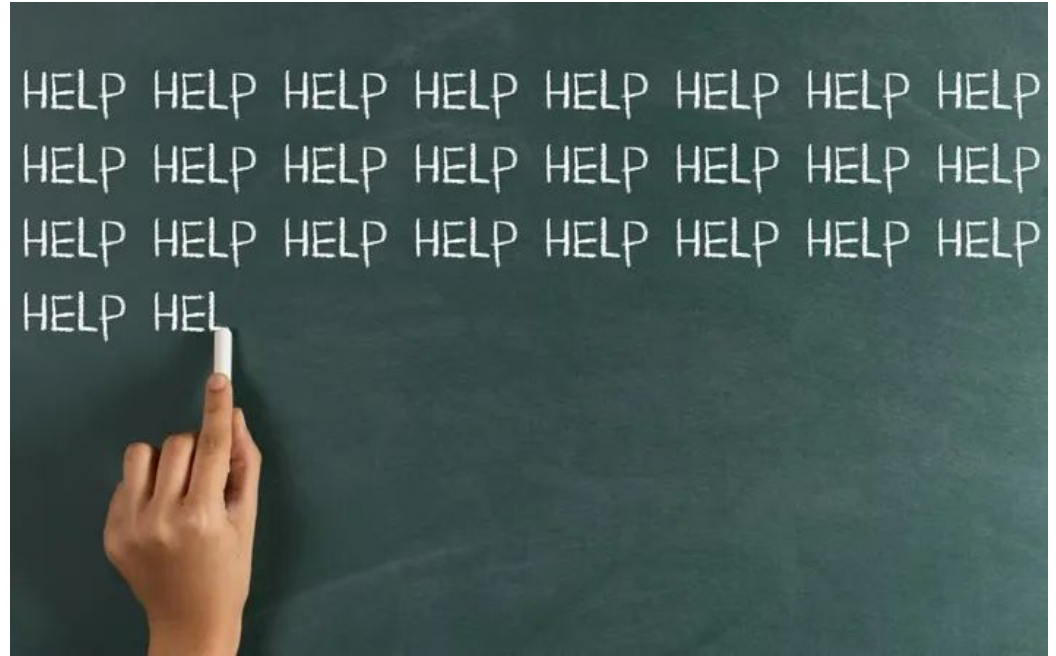
# Shift in Parenting

- Many parents concerned about mental health
- Many parents concerned about the future of their children
- Many parents misunderstanding their role in their child's hard or challenging time
- A shift in anxiety around parenting
- **A shift in technology use**

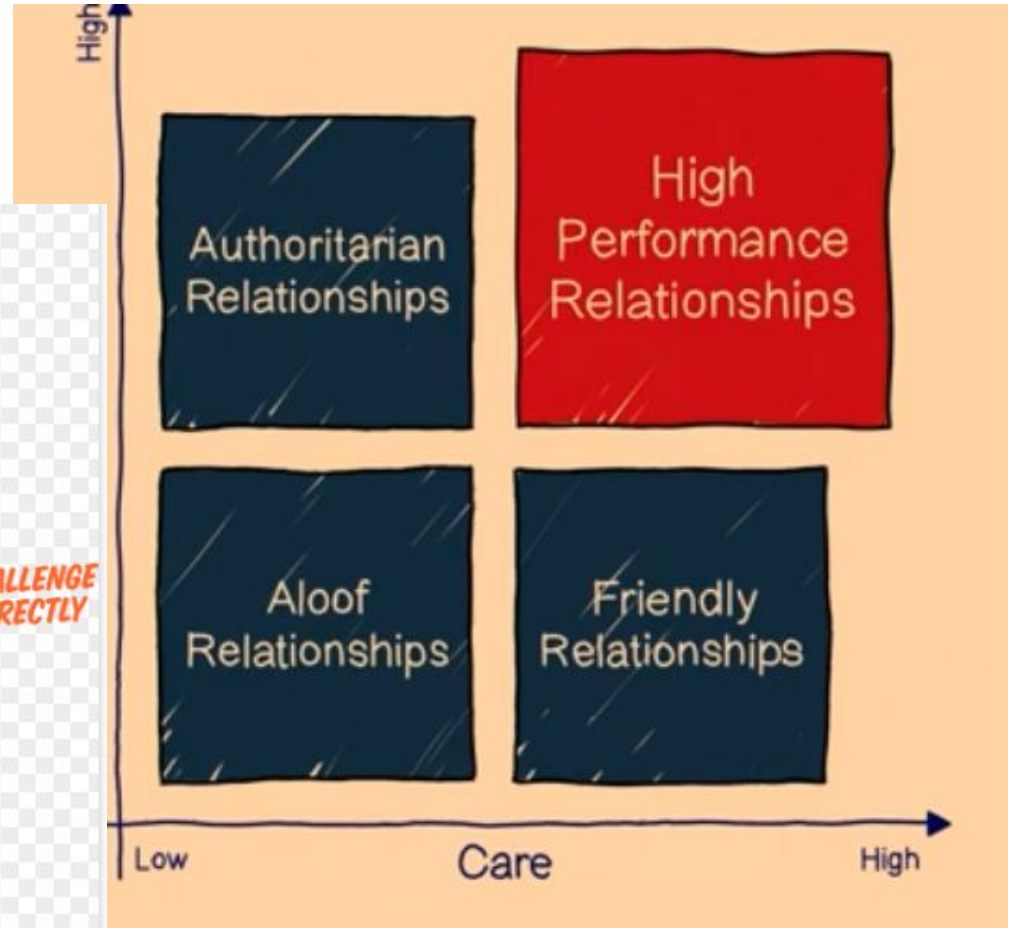
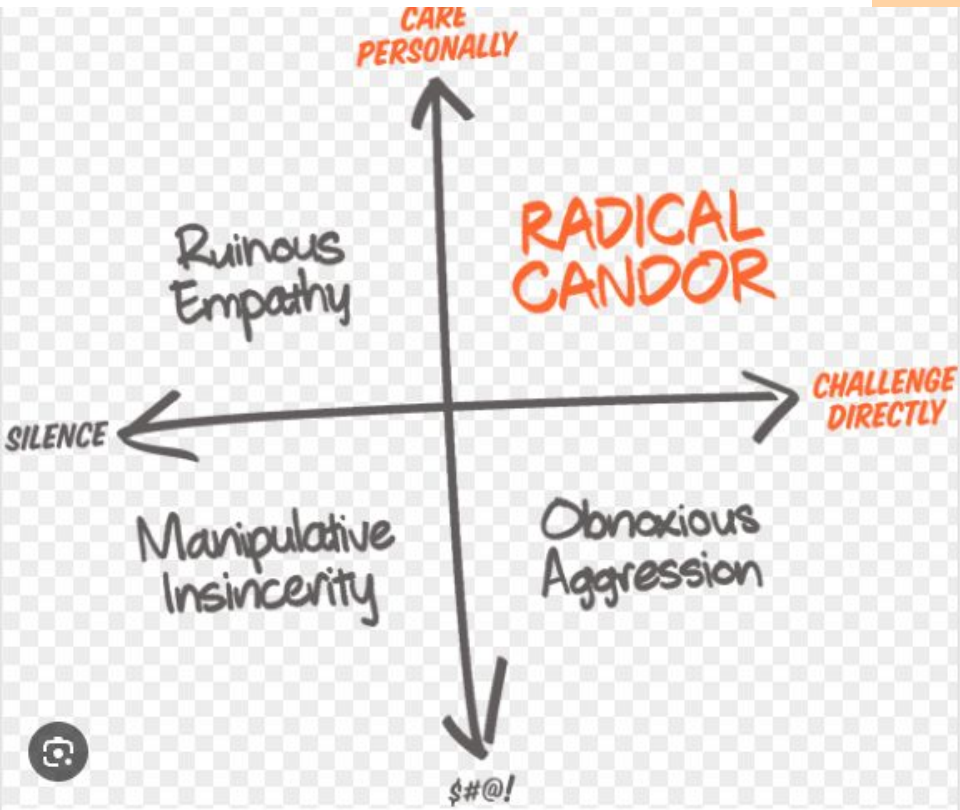


# Teaching now IS harder, our mindset can help!

- Relationships
- Responses
- Resources



# Relationships

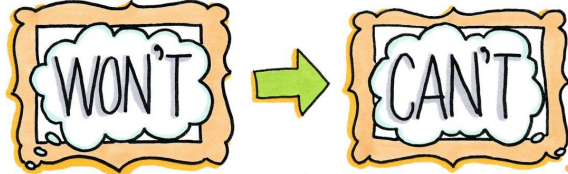


# 4 Practices to Build Positive Relationships

1. **Build Trust:** Consistency, Reliability, Safety.
2. **Teach Self Discipline:** Value based classroom, Decision/Outcome connection
3. **Believe in Students :** Abundance mindset, viewing students with curiosity
4. **Embrace Failure:** Embracing and showing our own vulnerability and failures

# REFRAME THE BEHAVIOUR

"KIDS DO WELL IF THEY CAN"  
~ROSS GREENE



"SEE A CHILD DIFFERENTLY, YOU SEE A DIFFERENT CHILD"  
~Dr. Stuart Shanker



When kids exhibit challenging behaviour we can be "STRESS DETECTIVES"... finding and removing barriers.

- FIND STRESSORS → REDUCE THEM
- FIND UNMET NEEDS → MEET THEM
- FIND SKILLS DEFICITS → TEACH THEM

@kwiens62

# Understanding Behavior

- **Defined as what someone does, not who they are**
- **Includes what is observable and measurable**
- **Important to be clear on what is expected or wanted = defining behavior**
- **Knowing frequency, duration, and intensity**
- **Knowing locations where behavior is pronounced**

# Strong Student Support Team: All, Some, Few

- Middle School is a critical time for MTSS
- Helps staff feel supported
- Helps share ideas and strategies
- Helps catch kids who are struggling



# All

- Clear expectations for middle school students provided orally as well as visually
- Advisory model
- Weekly lessons on communication, social skills, brain development specific to middle school students
- Weekly or bi-weekly staffing to go through concerns and strategies



# Some: Targeted Small Group

- Small groups to support organization, social skills, family dynamics
- A referral process for teachers to share students of concern with student support team
- A referral process for students to share issues and concerns with staff



# Few: Intensive Individual Intervention

- Accomodation plans to address learning and behavioral issues- increase scaffolding to see what support is needed.
- Individual meetings with a school counselor or outside referral for therapy, occupational therapy etc.
- Family connection meetings



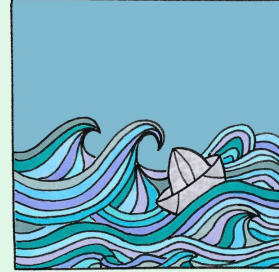
*We positively impact behaviors by changing **our** behavior and expectations.*

*Interventions = changes in **our** procedures which provide those we serve with additional opportunities to learn skills necessary to succeed.*

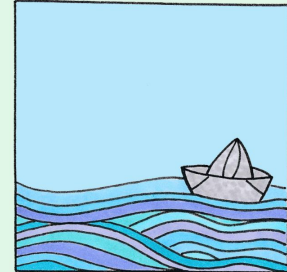
# Co-Regulation

*“A dysregulated adult cannot regulate a dysregulated child. Raising our level of intensity is not a strategy that works. We should instead use strategies that honor the child’s emotions and need for space while also getting their systems to calm in a safe way.” Bruce Perry*

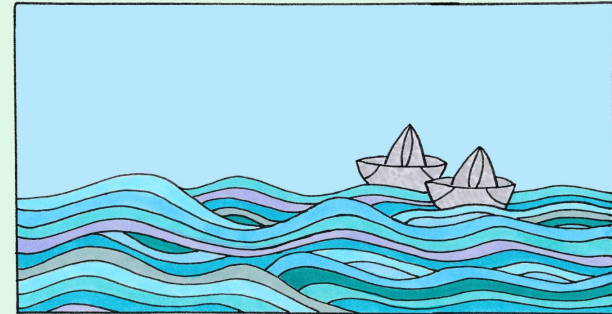
WHEN THEIR STORM



MEETS OUR CALM



CO - REGULATION OCCURS



@kwiens62

# Rational Detachment

Recognizing the need to remain calm by managing your own behavior and attitude

*Allow the student to save face- remember we do not light them up! They need the respect of their peers.*

# Limit Setting

**Respectful:** phrase in terms of positive verbal, paraverbal (tone/pitch), and nonverbal skills

**Simple:** Limit words

**Reasonable:** Is expectation aligned with ability?

Example: First, go to my office, then we can talk this through.

Choose one person to talk, talk as little as possible.

Is this a 3:00 hour marathon?

## **Scripting and Practicing Effective Limit Setting:**

**Interrupt/Redirect: TK, you are yelling. I need you to lower the volume of your voice so I can really hear you.**

**When/Then: TK, When you come to the hallway, then we can discuss why you are upset.**

**If/Then: TK, If you stop throwing things, then we can discuss why you are mad.**

**Fail Safe Choice: TK, do you want to chat in the hallway or come to my room?**

# Never forget your team!

- Develop a positive debrief approach
- Tap out when you need to!
- Always be open to starting again.

*dream  
team*



# Questions?

