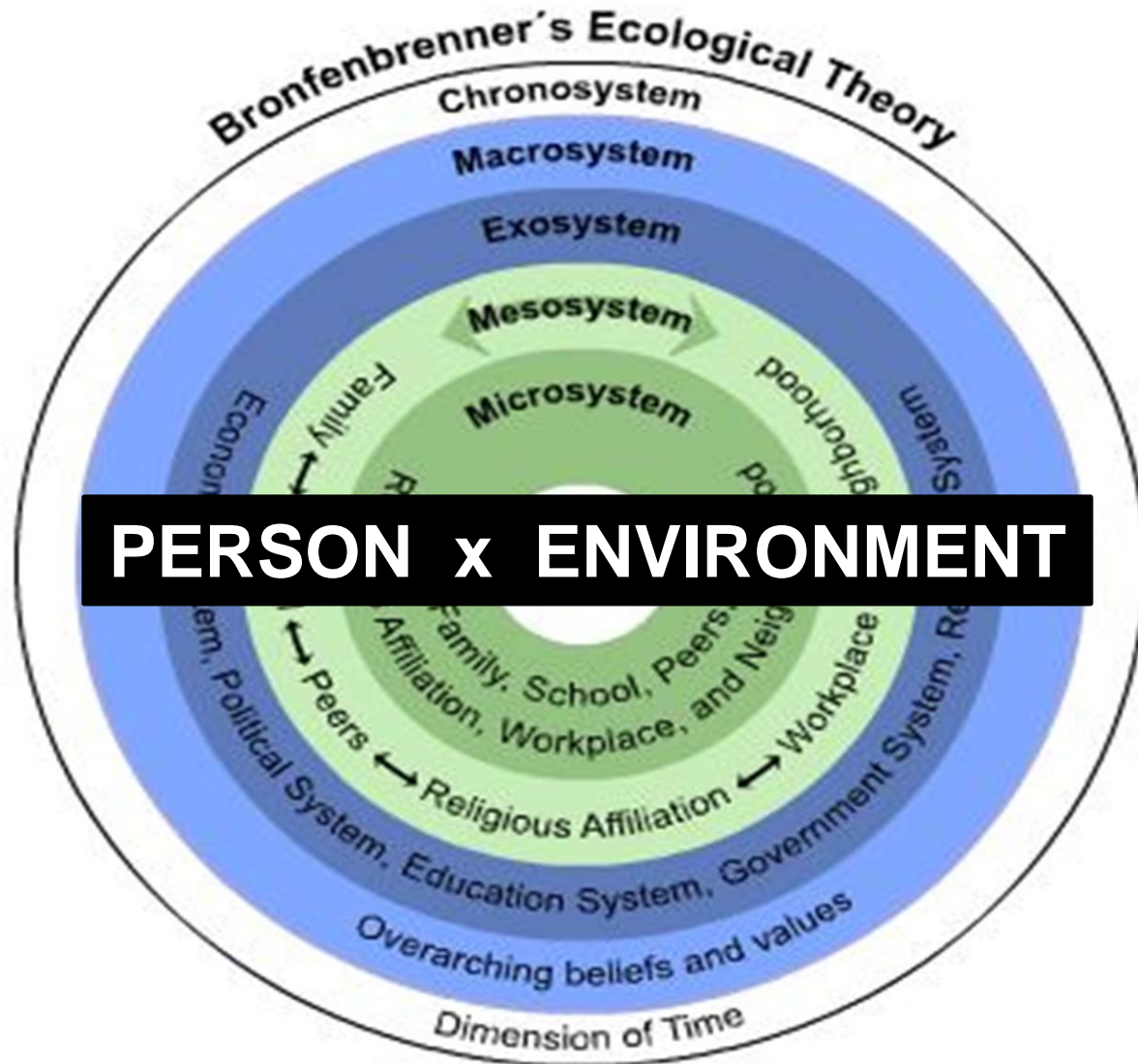




School: The Next Most Significant Place in a Child's Life

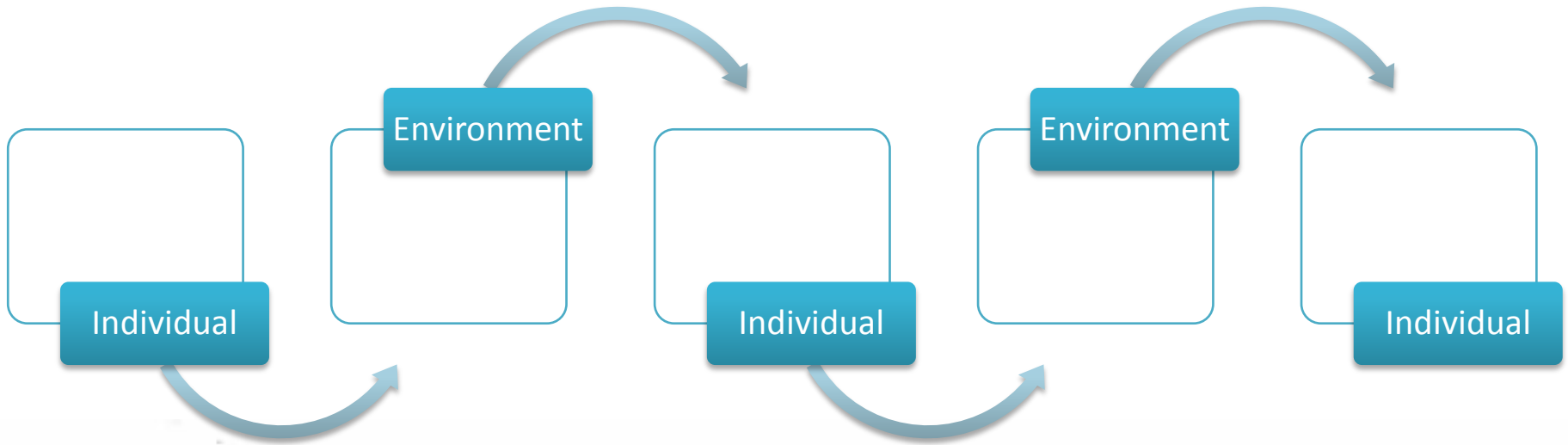
THE SCHOOL & EMOTIONAL DEVELOPMENT

Development Isn't an Isolated Event!



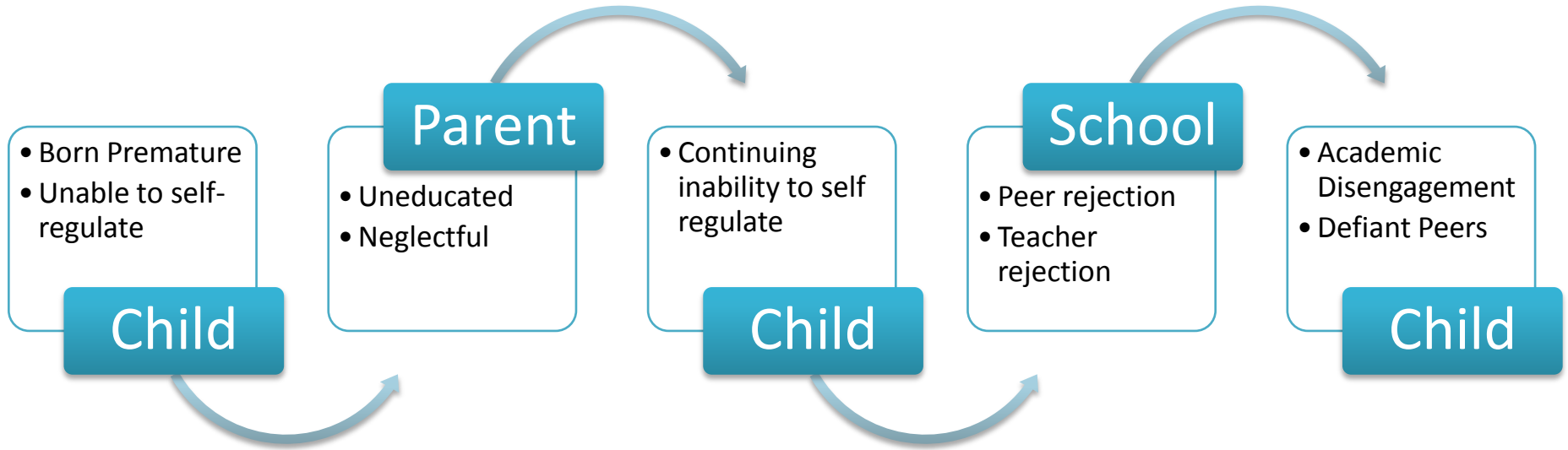
Nor is it a fixed path!

TRANSACTIONAL MODEL



Nor is it a fixed path!

TRANSACTIONAL MODEL



“Educators are uniquely positioned to provide an emotional counterbalance to the daily chaos and the potential risk to the emotional, cognitive, and social development of young children.”

—Gregory Janson & Margaret King

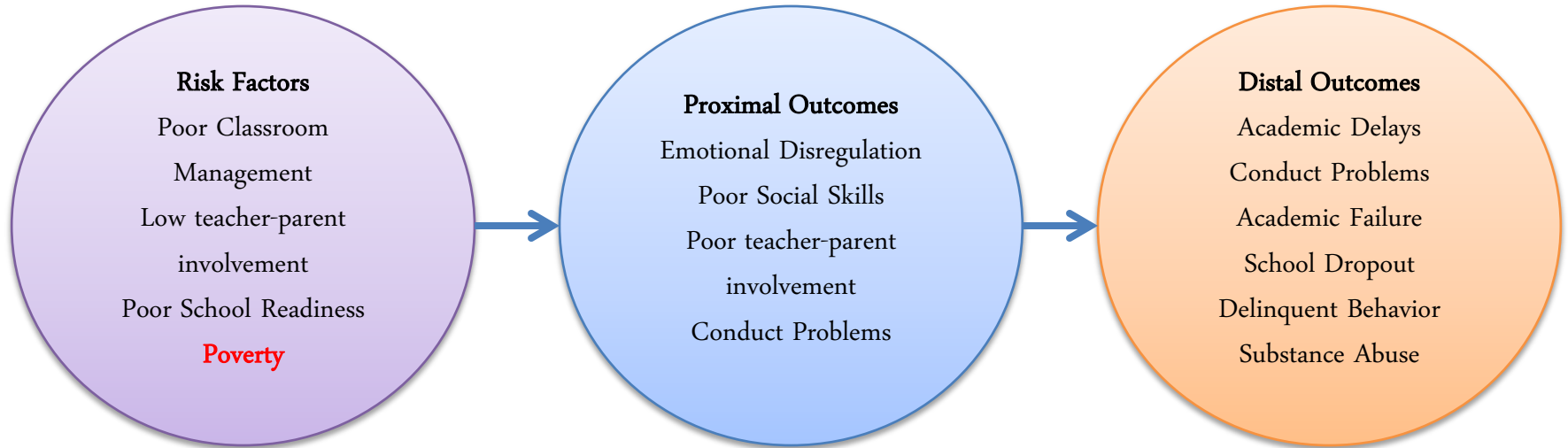




Fostering Emotional Security in the Classroom

THE CLASSROOM & EMOTIONAL DEVELOPMENT

Cascading Risk Factors

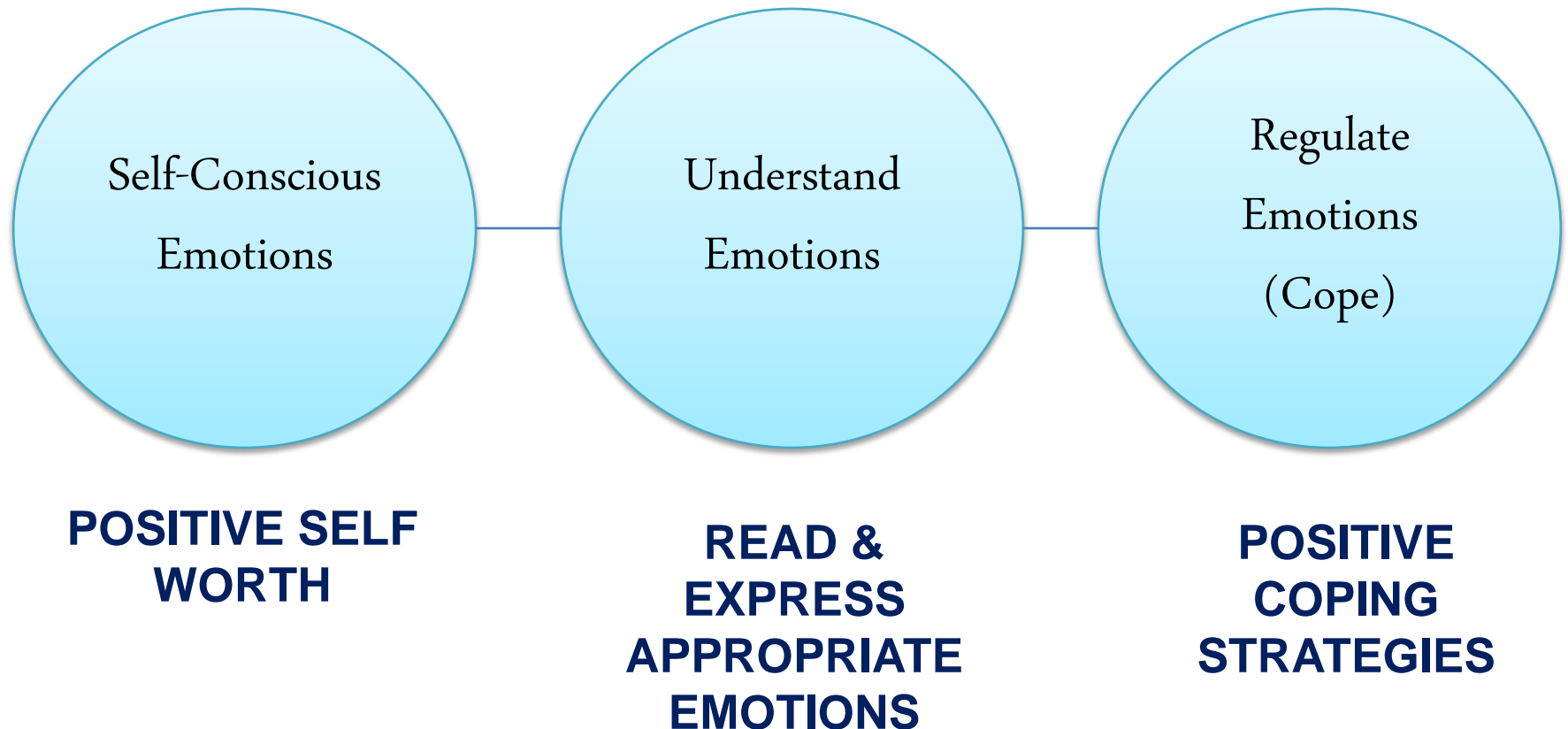


From: Webber-Stratton, Reid, Stoolmiller (2008)



The Child's Emotional Development

“Emotional security is a pre-requisite to helping each child learn and grow into a socially competent individual”



Creating a Secure Environment



“A Classroom characterized by WARMTH and AFFIRMATION may be the only place where children can **express** their true feelings.”

How do we do that?!

1

PROMOTE THE GOOD

2

**CONVEY AFFIRMATION,
ACCEPTANCE, & WARMTH**

3

USE POSITIVE LANGUAGE

4

BE GENUINE

5

REFLECT

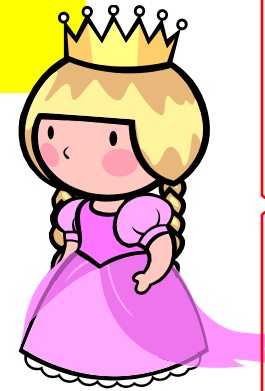


How do we do that?!



**PROMOTE THE
GOOD**

EMOTIONAL SELF
DEGREE of SELF ESTEEM



Do we take this
into consideration?

PUNITIVE
MEASURES

DAMAGES'S CHILD'S SELF
IMAGE

“Fear-Based”
MEASURES

CHILD'S EMOTIONAL
INSECURITY

How do we do that?!

PROMOTE THE GOOD

- Guidance
- Encouragement
- Clear and Consistent Limit Setting
- Offering Alternatives to Negative Behavior

RELATIONSHIP GROWS

Authoritative Parenting:
High Acceptance & High Control

Coping Strategies:
Problem Solving Skills



INCREASE SELF ESTEEM
SENSE OF SELF: INTACT

How do we do that?!

PROMOTE THE GOOD

“Providing nurturance, guidance and support in behaviorally difficult times can create teaching moments in which a child’s important social learning occurs.”

—Gregory Janson & Margaret King



How do we do that?!



CONVEY AFFIRMATION, ACCEPTANCE, & WARMTH

AUTHORITATIVE STYLE

**HIGH
ACCEPTANCE
HIGH DEMAND**

SECURE-ATTACHMENT
STYLE

**RESPONSIVENESS
WARMTH
EMOTIONAL
AVAILABILITY**

*Encourage Children to
participate fully in a safe and
productive environment*

How do we do that?!

2 CONVEY AFFIRMATION, ACCEPTANCE, & WARMTH

“When developmental factors are overlooked in classroom management a child’s behavior may draw repeated negative responses from a teacher.”

—Gregory Janson & Margaret King



How do we do that?!



USE POSITIVE

GOOD COMMUNICATION



Words

Gestures

Verbal Tone

Non-Verbal Expression



How do we do that?!



USE POSITIVE

INTENTIONALITY!



Self regulation
Affirmation
Emotional Security

APOLOGIZE



Strengthens Relationship
Self-Worth

UNCONDITIONAL
POSITIVE REGARD



Self-Worth
Emotional Security

How do we do that?!

4 BE GENUINE

477 authentic; sincere

GIVING
CARE
THOUGHTFUL
PAYING
ATTENTION

Listening **Attentively**

Communication that convey both Cognitive
Content
Emotional Affirmation

Express your feelings about the behavior at the same time acknowledge those underlying needs even as you set behavioral limits.



How do we do that?!

4

BE

GENUINE



Situation:

A boy constantly says “nobody loves me”

Always gets into fights with classmates that disrupts the class

What would you do?

Most Effective Genuine Relationship → Outside the Classroom

Interactions → Intentionally focused on building relationships

Bring children together → Build sense of Community

How do we do that?!

5 REFLECT

- Look back into your interactions with a child
- Share frustrating and challenging situations with colleagues and get suggestions

Emotions are a two-way street in any human
encounter



In Summary...

1

PROMOTE THE GOOD

2

**CONVEY AFFIRMATION,
ACCEPTANCE, & WARMTH**

3

USE POSITIVE LANGUAGE

4

BE GENUINE

5

REFLECT

- Emotional Security
- Develop teacher-student relationship
- Increase Self Esteem → Self Worth
 - Keeping the sense of Self Intact
 - Emotional Self-Regulation
 - Better Coping Strategies

Love is an art.



A dash of this and a dash of that

DIFFICULT CHILDREN IN THE CLASSROOM

The Challenging Child



Suddenly lies down on the floor in class

Steps out of class

Suddenly takes off his clothes

Witnesses parents' argument

Used to have 'anger issues'

History of physical abuse/maltreatment

Rejected by Immediate Family

"Hates" immediate family

Unpredictable

Steps out of class

Physically aggressive (even w/o provocation)

Can go berserk

History of physical abuse

Constantly argues with a particular classmate

Can be aggressive

Defies Authority

Lies

Intentionally does wrong

High IQ

Love is an art.

The Challenging Child



Gets angry

Can't take Jokes

Self-Righteous

Demands that classmates act

'properly'

High IQ

Hits himself

Says "I'm going to Kill Myself"

Says "Walang may paki-alam sa aken"

Gets into arguments

**WEEKLY INCIDENTS
MISSES CLASS
OFTEN IN "TIME-OUT"
CURRENTLY IN COUNSELING**

Isn't it enough they are in counseling?

Yes and NO!

- ✓ The counselor has a limited picture of what's happening
- ✓ The situation has passed (Too much time has elapsed)
- ✓ The counselor-client relationship has its limits
- ✓ Not everyone really require the 'therapy' session.

Love is an art.



How then can we help them?

Use Time Out Wisely

Unknowingly time-outs can be reinforcers

Some seemingly problematic behavior are
actually TANTRUMS

Love is an art.



How then can we help them?

Processing: Brief Counseling

- Can you tell me what happened?
- Why did you react that way? (Did something happen at home)
- Do you think your reaction was the best reaction?
- What could you have done differently?

- ↳ Acknowledge the emotion
- ↳ Praise the Right
- ↳ Challenge
- ↳ Encourage Practice

Love is an art.



How then can we help them?

Encourage Problem-Solving

1. How am I Feeling and What is my Problem
(Let them define their problem and feelings)
2. What is a solution?
3. What are some more solutions?
4. What are the consequences?
5. What is the best solution?
6. Can I use my plan?
7. How did it go?

**PRAISE THEIR
ATTEMPTS AT EVERY
STEP**



How then can we help them?

Encourage Inclusion

1. Watch from the Sidelines and show interest
2. Continue watching and give a compliment
3. Wait for a pause
4. Ask politely to join and accept the response

Interchange group members

Buddy System

Involve the Class



How then can we help them?

Remember:

Use conflicts as learning opportunities

Behavior motivating a difficult child may relate to external events and people that the teacher is not aware of and may never know.



How then can we help them?

Ask Yourself Why

“Teachers should consider their own physical and emotional state, especially when encounters with children are difficult or frustrating.”

