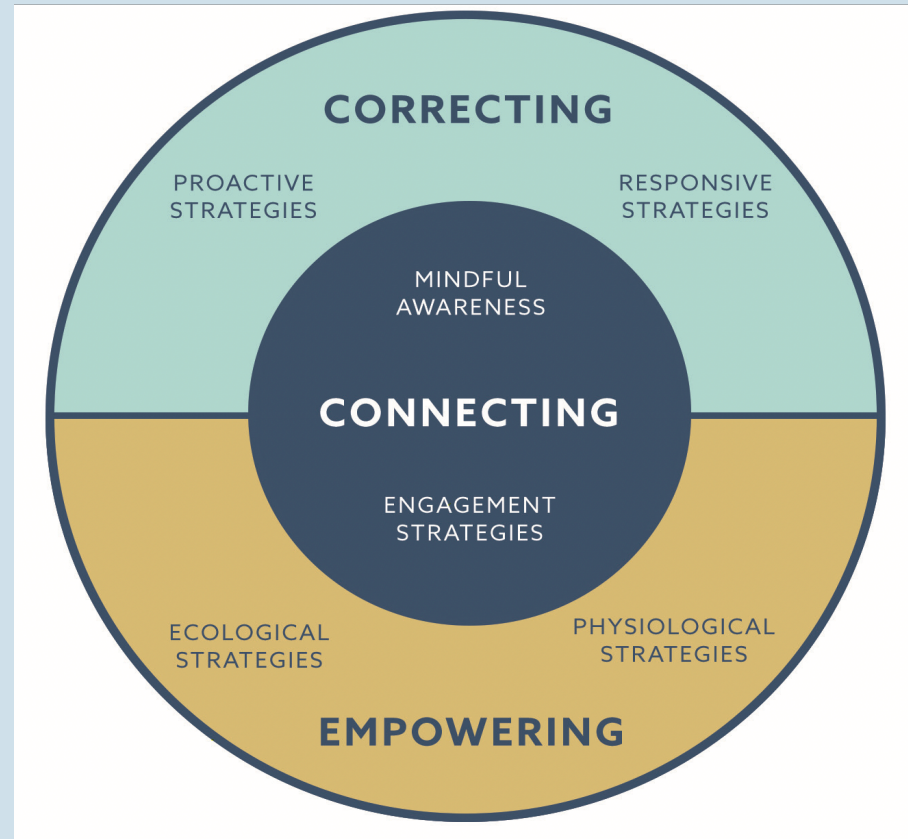


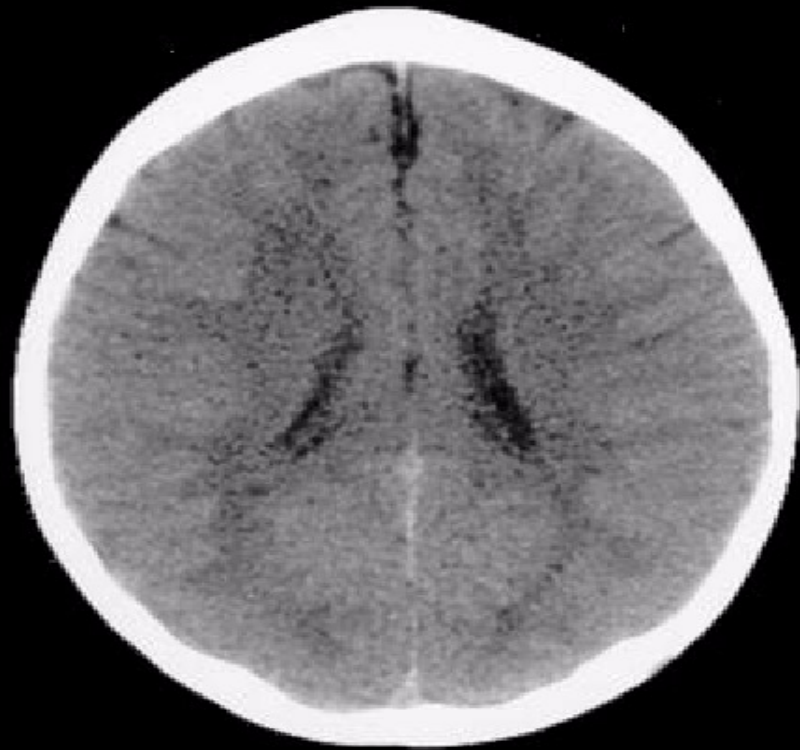
POWER OF CONNECTION

Dr. Joy Jansen, LPOSD
Director of Special Education and
Elementary School Counselor
TBRI Practitioner

TRUST-BASED RELATIONAL INTERVENTION



3 Year Old Children

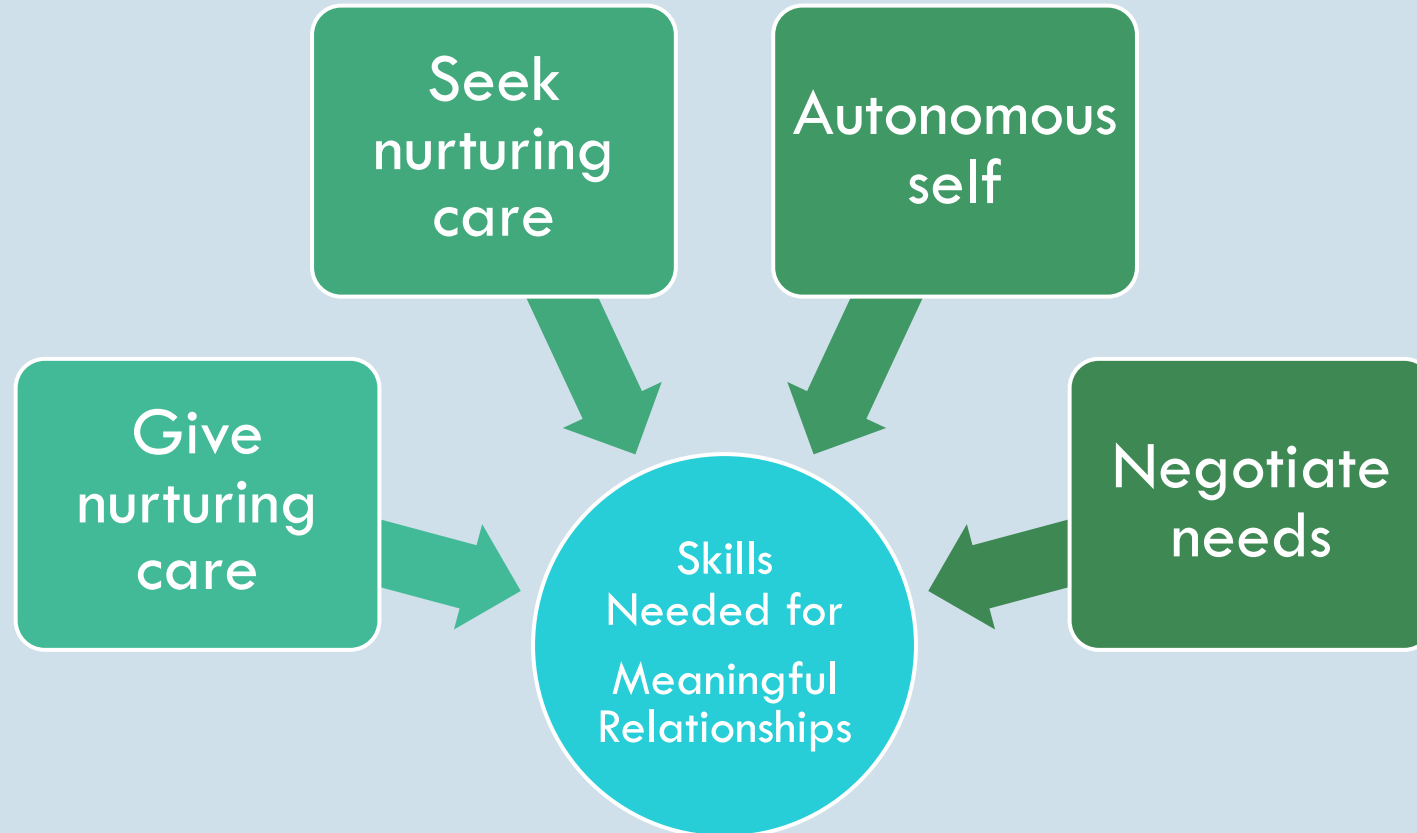


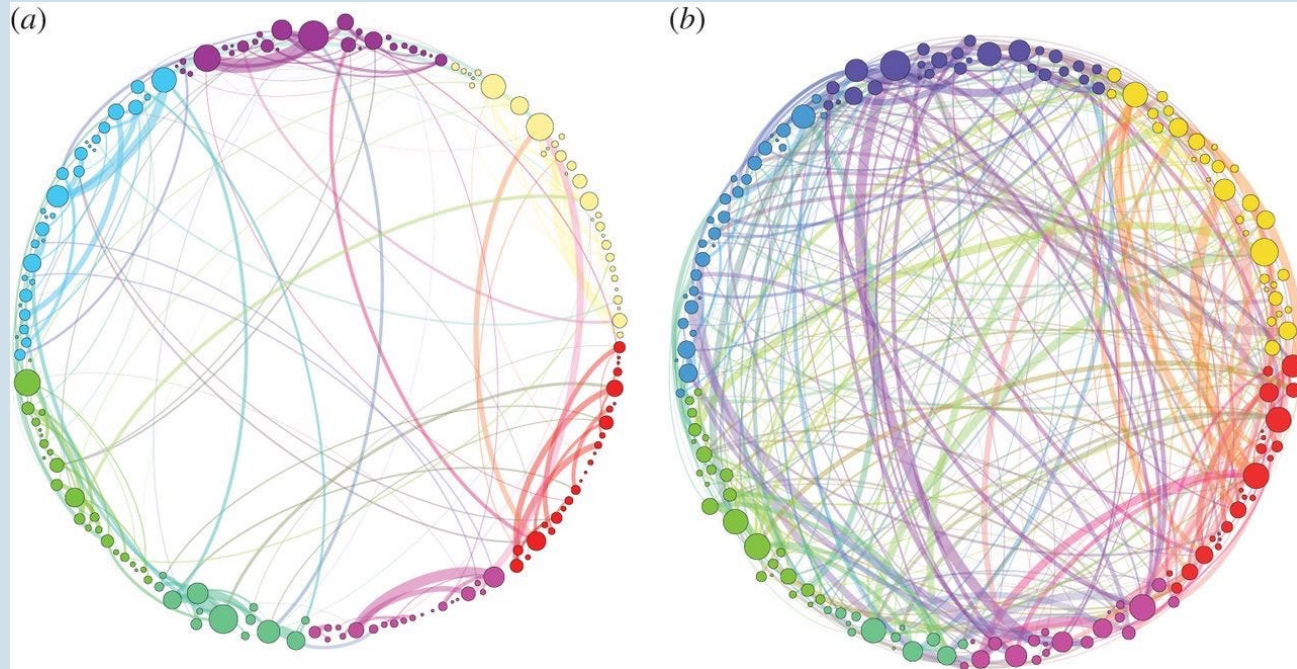
Normal



Extreme Neglect

MEANINGFUL RELATIONSHIPS

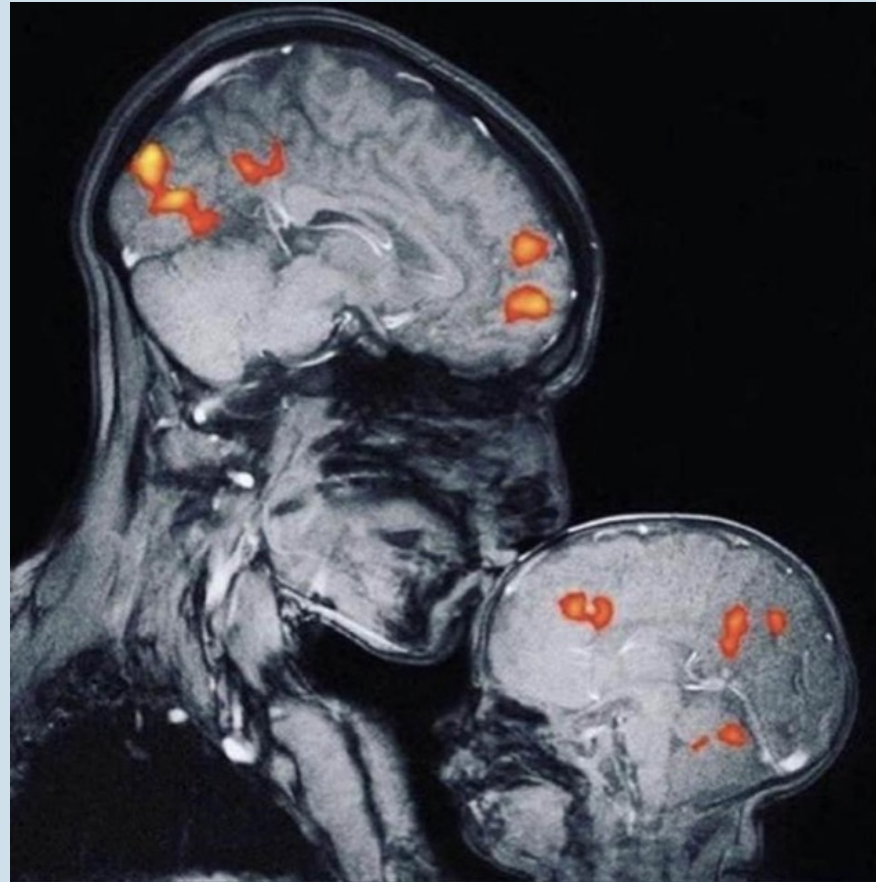




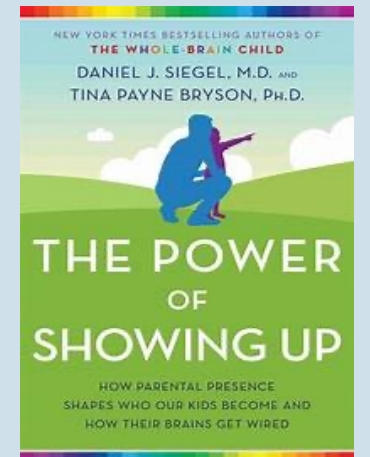
HOW IS CONNECTION BUILT? BY SHOWING UP

*There's nothing more daring
than showing up, putting
ourselves out there and letting
ourselves be seen.*

- Brene` Brown



SHOWING UP



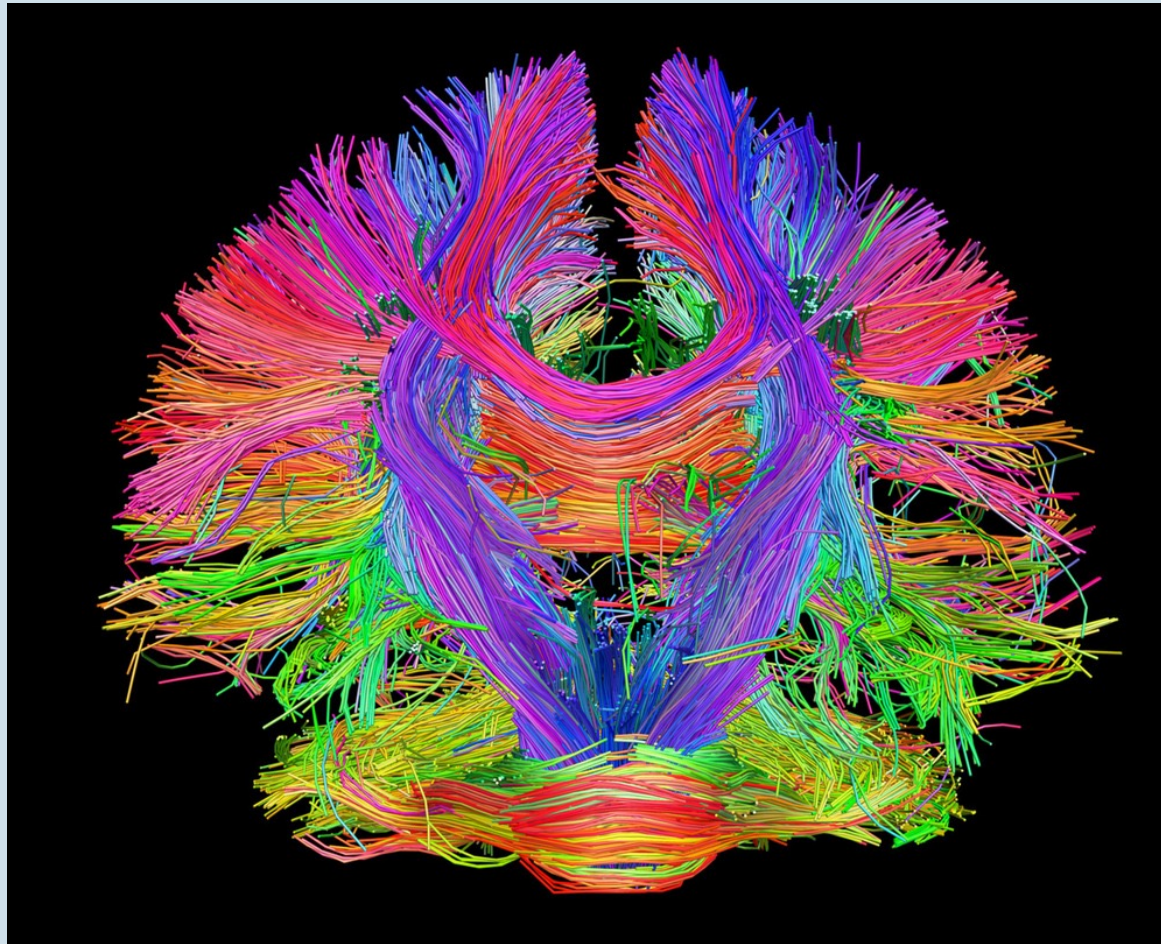
CONNECTION: POWER OF SHOWING UP

SAFE

SEEN

SOOTHE

SECURE



SAFE

**PHYSICAL
EMOTIONAL**

SAFE: BEING & FEELING



SAFETY: SUPPORTED STRUGGLE VS RESCUE

“Shows them that we believe they can do it and we let them learn that they can do it, and we let them learn that they can accomplish these tasks on their own”

(Builds emotional capacity)

SAFE STRATEGY #1: BE THE SOURCE OF NO FEAR

1. Welcoming and predictable environment

2. Positive & calm communication (nonverbal & verbal)

3. Recognize the individualized needs

SAFE STRATEGY #2: REPAIR, REPAIR, REPAIR

1. Be humble and vulnerable

2. Take accountability when you make a mistake

3. Say you are sorry! It goes a long way

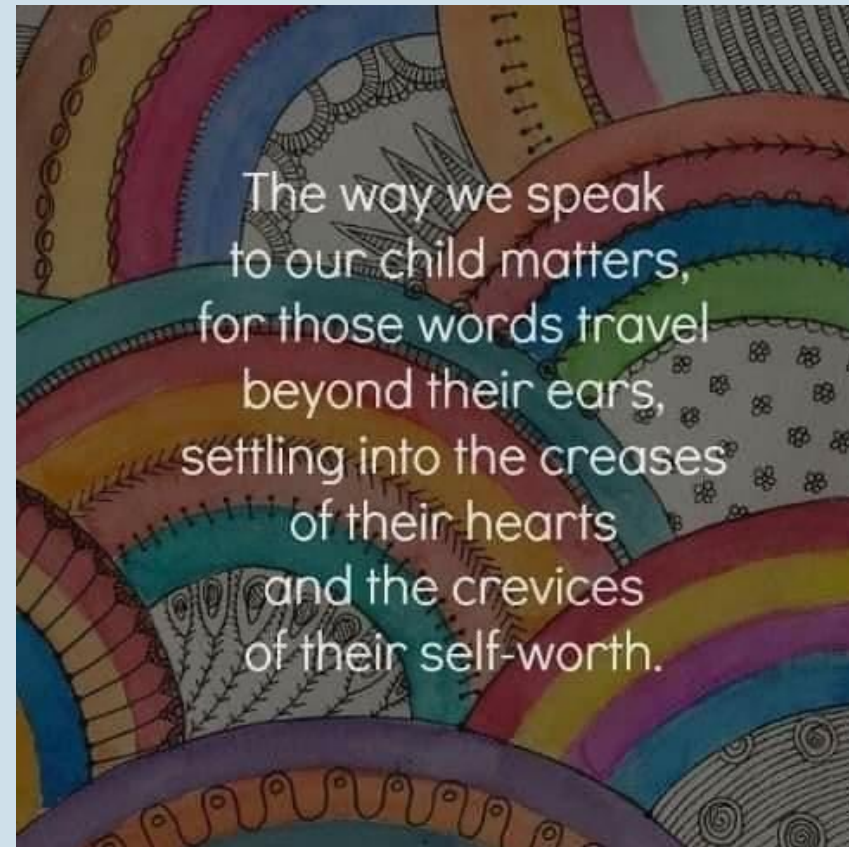
SAFE STRATEGY #3: CREATE A SNUG, SAFE CLASSROOM

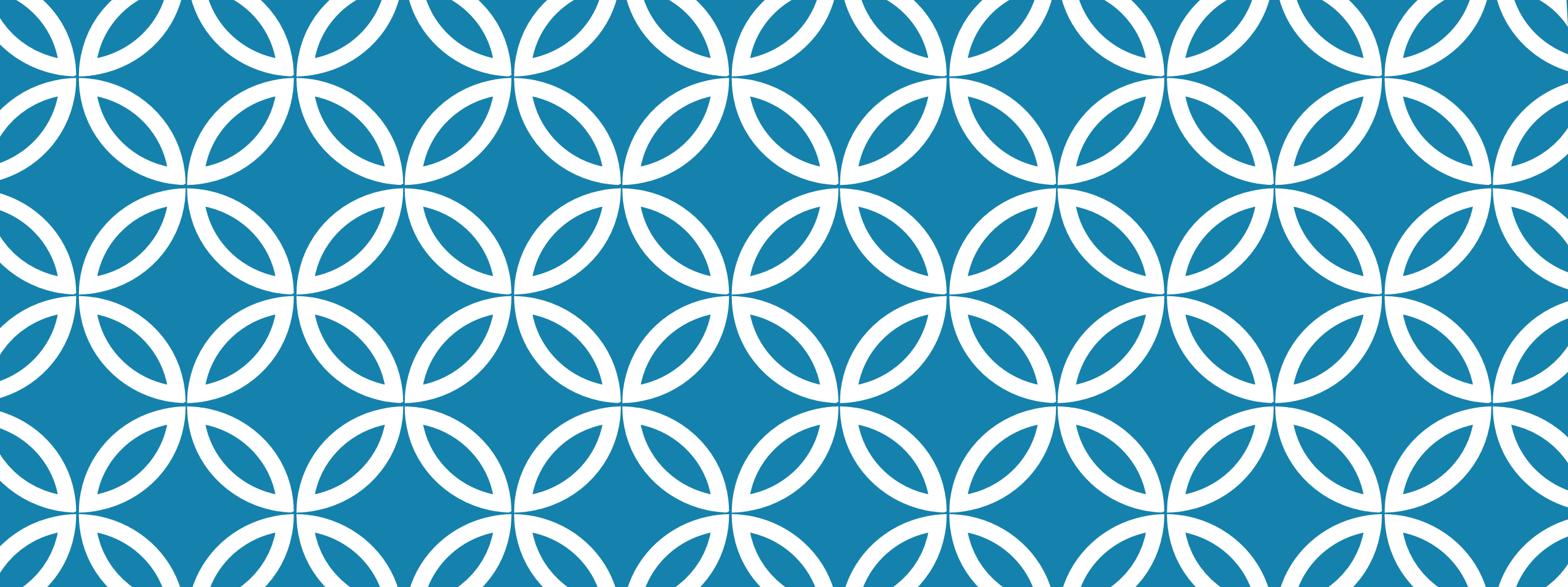
- 1. Create a structured and organized environment**
- 2. Use constant positive communication**
- 3. Engage in reflective conversations**

SAFE QUESTIONS

1. Do you think your students feels safe with you? How? How not?
2. How do you think your students would want you to respond when they come to you feeling upset after a difficult interaction with you? What could you change?
3. How do you repair with your students? Do you initiate the repair?

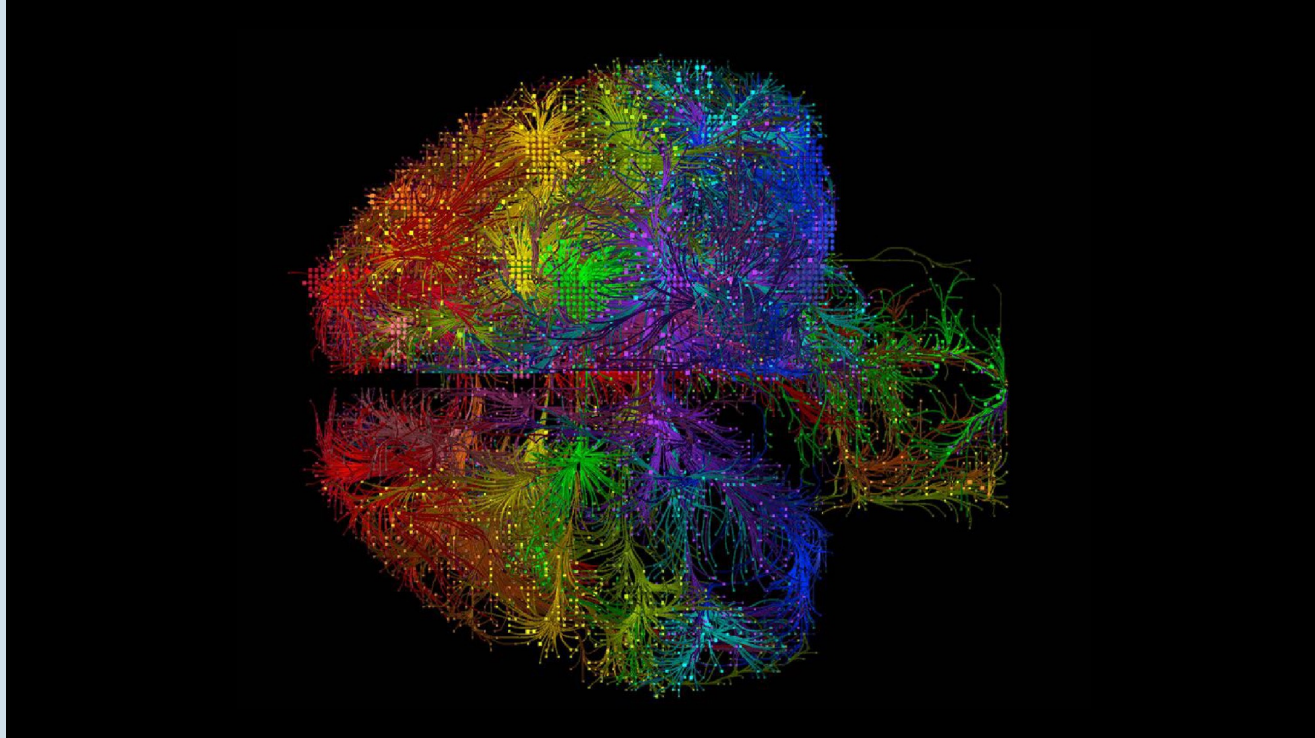
REMEMBER SAFE





ACTIVITY

SAFE



SEEN

Value of Being Known
(acceptance with no judgement)

EXPERIENCE OF BEING SEEN

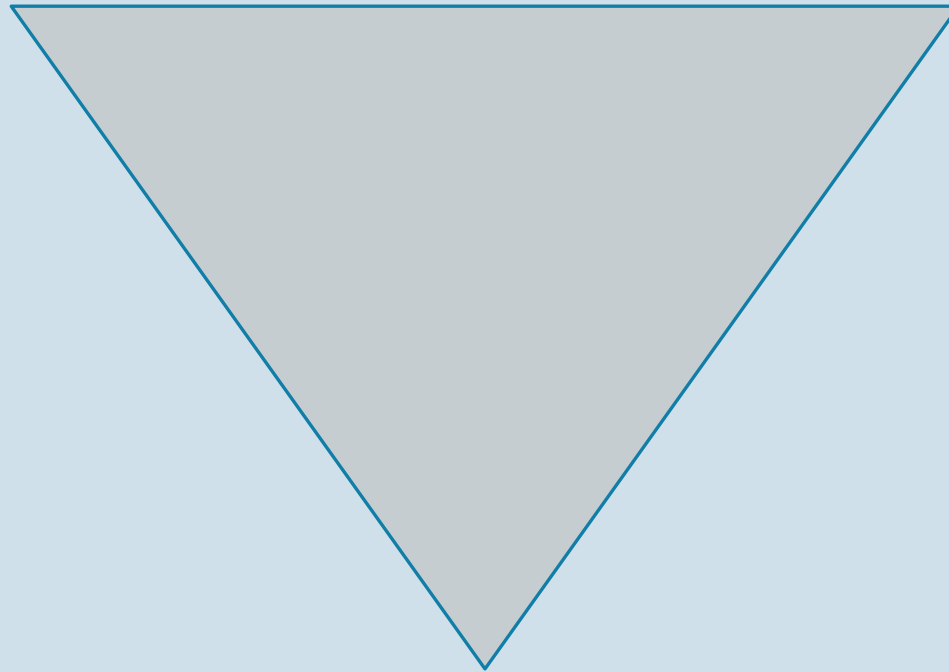
=

CHILDREN LEARN HOW TO SEE THEMSELVES

TRIAD OF CONNECTION

HAVE A MENTAL PRESENCE

PERCEIVE



MAKE SENSE

RESPOND

TRIAD OF CONNECTION: MINDSIGHT



Understanding and connecting to what is beneath the behavior or inner feelings

PERCEIVE

”Attuning to internal mental state that lets them know that we *get and understand them at a deep level*”

MAKE SENSE

”Understanding [a child’s] inner life through our imagination to make sense of what is actually going on inside their mind ”

RESPOND

”Contingent Communication...responding in a timely and effective manner ”

RESPONDING

“I can’t do it.”

“I didn’t do this very well.”

“This is too hard.”

“My mom and dad are getting a divorce.”

“My grandpa is dying.”

“My dad went to prison.”

“I can’t do my math. My mom couldn’t do it either”.

“You can’t do it yet! We’ll work on this together.”

“What do you think you could have done better?”

“Who do you think could help you with this?”

“I can see how this will be difficult.”

“My heart hurts for you.”

“I can’t imagine what you are going through.”

“Remember how your brain changes when you learn? You can train your brain to do math. How would you like to begin?”

RESPONDING

"I failed my test"

"My friends will not sit with me at lunch."

"No one wants to be my friend."

"I let my dog out, and she didn't come home last night."

"Fine," in response to your asking "How are you?"

"I don't feel well."

"That really sucks! I am sorry to hear that."

"I am sorry you are going through this."

"That must be hard for you."

"Our pets are family. It makes me really sad to hear that this happened."

"Really, how are you?"

"Is your stomach [or head, etc.] really bothering you, or could it be something else?"

RESPONDING

“ I feel sad, but I don’t know why.”

“Are you thinking about something that makes you sad?”

“Would you like to talk to the counselor?”

“Why don’t you go to the calming spot and think about it for a while?” It can take some time to figure out why we feel the way we do.”

SEEN STRATEGY #1: TAKE A DEEPER DIVE

1. Simply observe

2. Simply listen

3. Be curious

SEEN STRATEGY #2: MAKE TIME & SPACE TO LOOK & LEARN

- 1. Create specific opportunities for sharing & storytelling**
- 2. Learn what is important**
- 3. Use questioning to understand more**

SEEN STRATEGY #3: RESPONDING WITH NOTICING

1. Use name
2. Use “I Notice” statements
3. Approach with thoughtful words

SEEN QUESTIONS

1. Do you think your students feel seen by you?
2. How often do you think you truly see your students?
3. What is one step you could take today to do a better job in truly seeing your students and responding to what they need?

REMEMBER SEEN

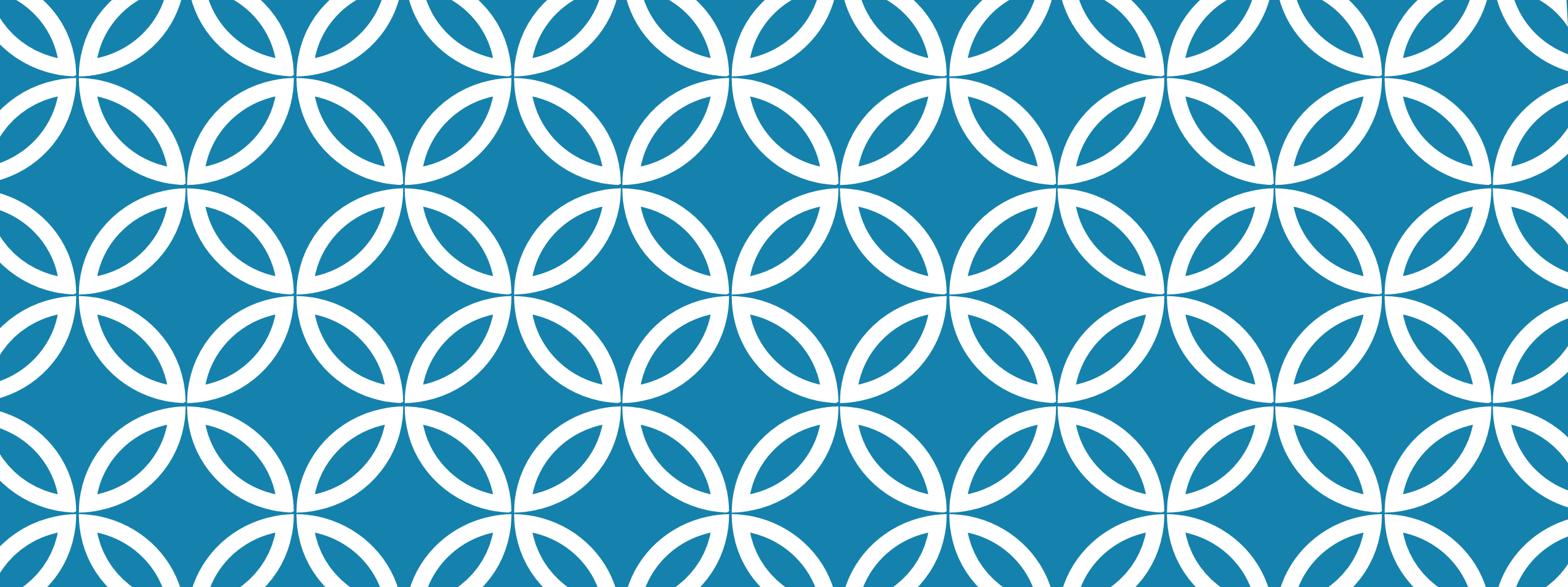
“

Every time you think of calling a kid 'attention-seeking' this year, consider changing it to 'connection-seeking' and see how your perspective changes.

— **Dr. Jody Carrington**

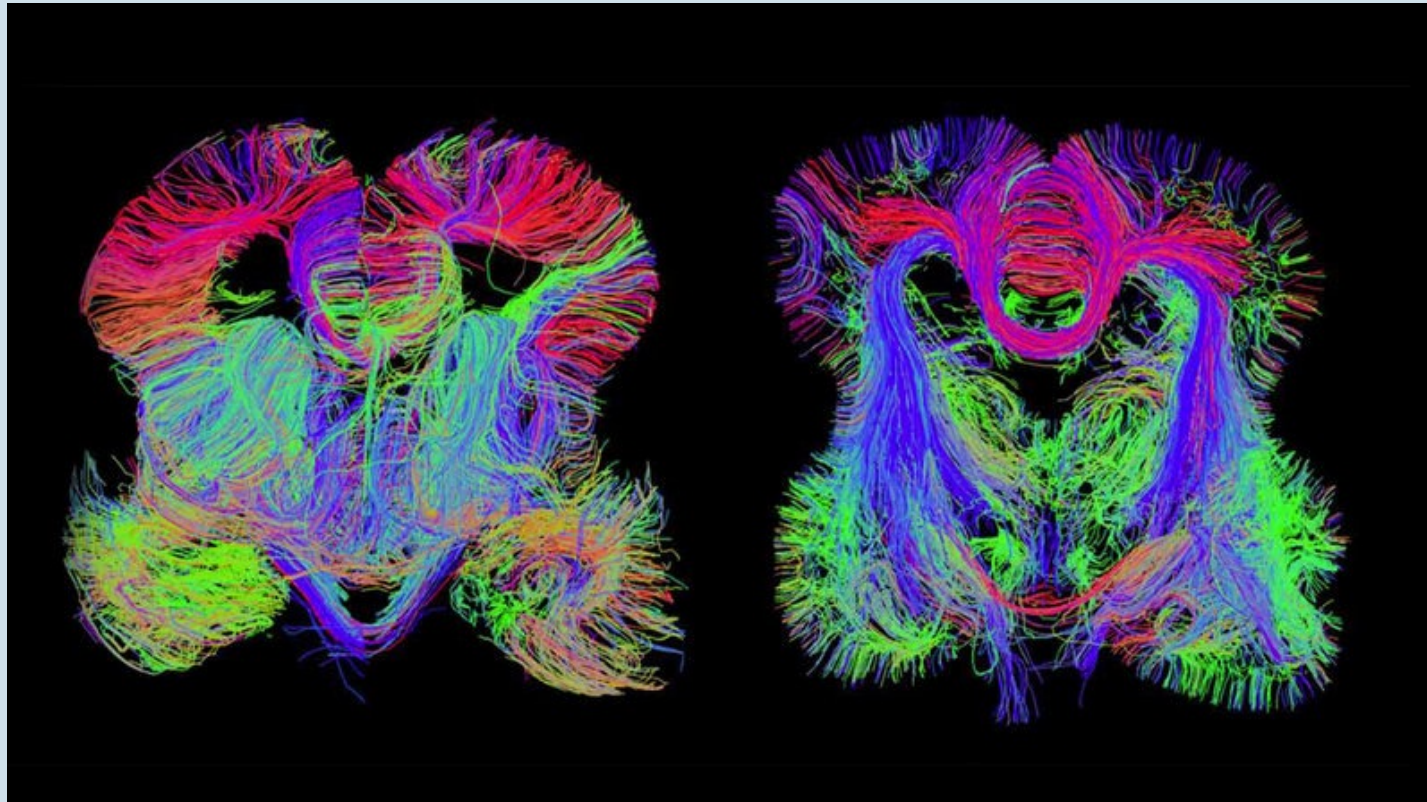
PSYCHOLOGIST

edutopia



ACTIVITY

SEEN



SOOTHE

“WE” NOT “I”

“SELF”

INNER

(“I”: within body & brain)

INTER

**(“We”: between world
around us)**

ANATOMY OF INNER SOOTHING (SELF REGULATION)



INTERACTIVE SOOTHING LEADS TO INTERNAL SOOTHING

”Repeated positive experience of joining, comforting and connecting when a child is in distress is the gateway to inner soothing.”

CHILD WHO INNER SOOTHES (SELF-REGULATES)

Sound decision making and planning

Regulation of body and emotions

Flexibility and adaptability

Empathy

Self-Understanding

Morality




SOOTHE ≠ CODDLING



SOOTHE = FIRM BOUNDARIES WITH CALM

FLIP YOUR LID

WHOLE-BRAIN KIDS: Teach Your Kids About Their Downstairs and Upstairs Brain

YOUR DOWNSTAIRS BRAIN AND YOUR UPSTAIRS BRAIN

		
<p>MAKE A FIST WITH YOUR HAND. THIS IS WHAT WE CALL A HAND MODEL OF YOUR BRAIN. REMEMBER HOW YOU HAVE A LEFT SIDE AND A RIGHT SIDE TO YOUR BRAIN? WELL, YOU ALSO HAVE AN UPSTAIRS AND A DOWNSTAIRS PART OF YOUR BRAIN.</p>	<p>THE UPSTAIRS BRAIN IS WHERE YOU MAKE GOOD DECISIONS AND DO THE RIGHT THING, EVEN WHEN YOU ARE FEELING REALLY UPSET.</p>	<p>NOW LIFT YOUR FINGERS A LITTLE BIT. SEE WHERE YOUR THUMB IS? THAT'S PART OF YOUR DOWNSTAIRS BRAIN, AND IT'S WHERE YOUR REALLY BIG FEELINGS COME FROM. IT LETS YOU CARE ABOUT OTHER PEOPLE AND FEEL LOVE. IT ALSO LETS YOU FEEL UPSET, LIKE WHEN YOU'RE MAD OR FRUSTRATED.</p>

	
<p>THERE'S NOTHING WRONG WITH FEELING UPSET. THAT'S NORMAL, ESPECIALLY WHEN YOUR UPSTAIRS BRAIN HELPS YOU CALM DOWN. FOR EXAMPLE, CLOSE YOUR FINGERS AGAIN. SEE HOW THE UPSTAIRS THINKING PART OF YOUR BRAIN IS TOUCHING YOUR THUMB, SO IT CAN HELP YOUR DOWNSTAIRS BRAIN EXPRESS YOUR FEELINGS CALMLY?</p>	<p>SOMETIMES WHEN WE GET REALLY UPSET, WE CAN FLIP OUR LID. RAISE YOUR FINGERS LIKE THIS. SEE HOW YOUR UPSTAIRS BRAIN IS NO LONGER TOUCHING YOUR DOWNSTAIRS BRAIN? THAT MEANS IT CAN'T HELP IT STAY CALM.</p>

SOOTHE STRATEGY #1: BUILD CALMING TOOLKIT

1. Proactive problem solving

2. Recognize what is underneath the behavior

3. Calming for one may not be calming for another

SOOTHE STRATEGY #2: OFFER YOUR P-E-A-C-E

P RESENCE - open and attuned state of awareness

ENGAGEMENT- the way you are

AFFECTION — communicate compassion

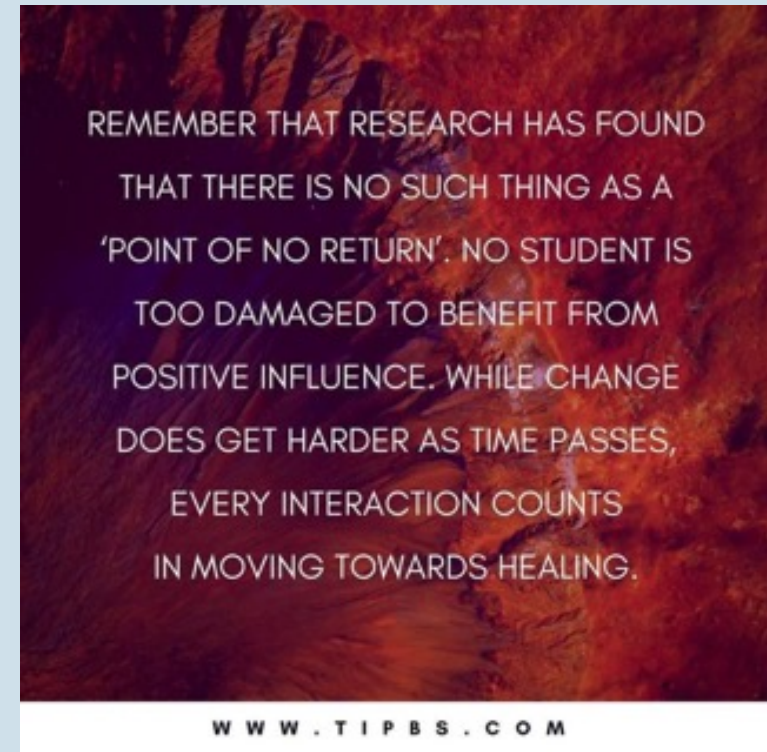
CALM- emotional composure; “no threat” communication

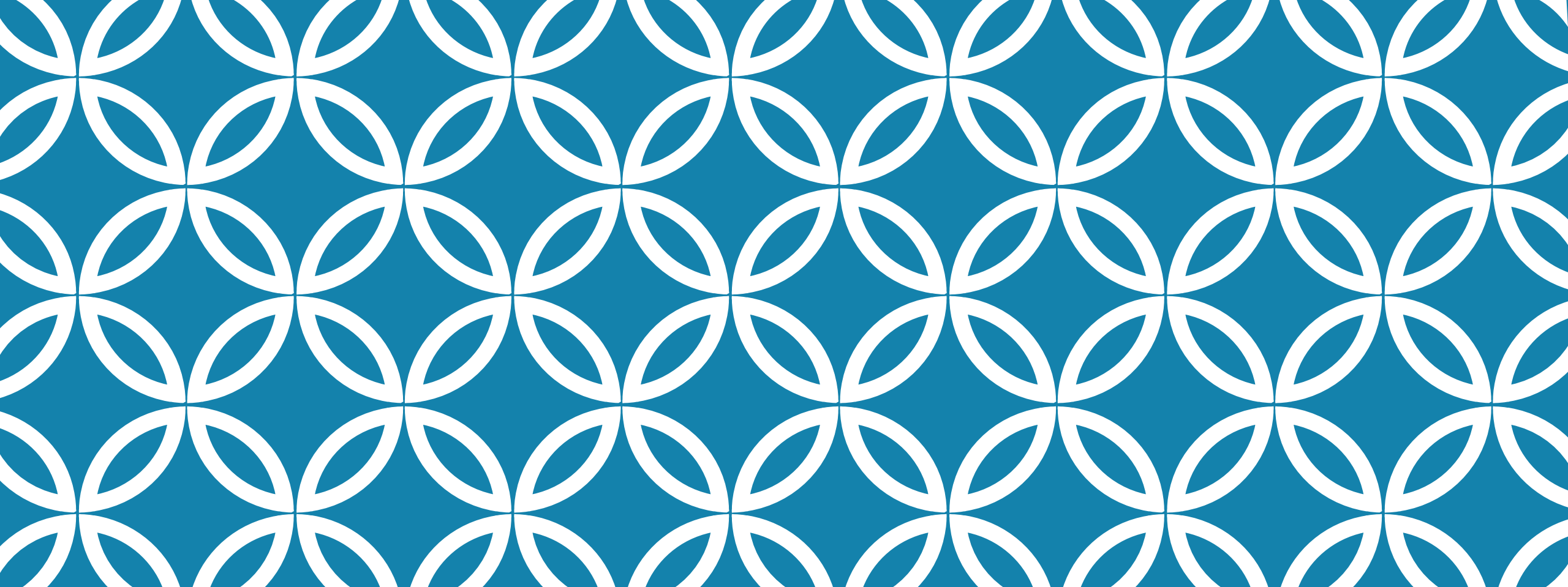
EMPATHY- feel with them

SOOTHE QUESTIONS

1. How do you support your students?
2. Are there times you get caught up in your student's emotions that you amplify their distress?
3. What is one step you could take today to do a better job in truly supporting your students and responding to what they need?

REMEMBER SOOTHE





ACTIVITY

SOOTHE



SECURE

Attachment

Attachment is a deep enduring affectionate bond that connects one person to another [Attachment Figure (AF)] across time and space.

(Bolby, 1969)

Bolby shares...“perhaps there is no other nonfamilial adult that is more significant in a child’s life than his or her teacher”.

(Riley, 2011, p. 29)

Are teachers Attachment Figures?

YES!

How does it look ?

Teacher-Student Relationships

TEACHER-STUDENT RELATIONSHIPS

3 Basic Dimensions

1. Closeness (I share affectionate, warm relationship with this student)

2. Conflict (This student and I always seems to be struggling)

3. Overdependence (This student asks for my help when it really isn't needed)

(Pianta, 2001)

Sensitive, Warm, and Respectful

Well Prepared & High Expectations

Present, Responsive and Supportive

Promote prosocial behavior among students

Discipline with explanation, positive emotional tone and respect

Provide attention to difficult relationships (relationship-specific interventions)

Reflective Thinkers

Self-attuned and Self-assured

SECURE TEACHER ATTACHMENT

(BERGIN & BERGIN, 2009)

FOR A STUDENT TO TRUST YOU TO MEET HIS NEEDS, YOU MUST BE CONFIDENT IN YOUR ABILITY TO MEET YOUR OWN NEEDS.

SECURE STRATEGY #1: INVEST IN A RELATIONAL TRUST FUND

Morning greeting at classroom door

Morning opening circles

Afternoon closing circles

Breakfast Group and/or Lunch Group

“Date Time”

Sticky notes/Personalized card

Nonverbal cues- (winks, thumbs up, high fives, secret code)

“Bank Time” (Pianta, 2001)

SECURE STRATEGY #2: TEACH MINDSIGHT TOOLS

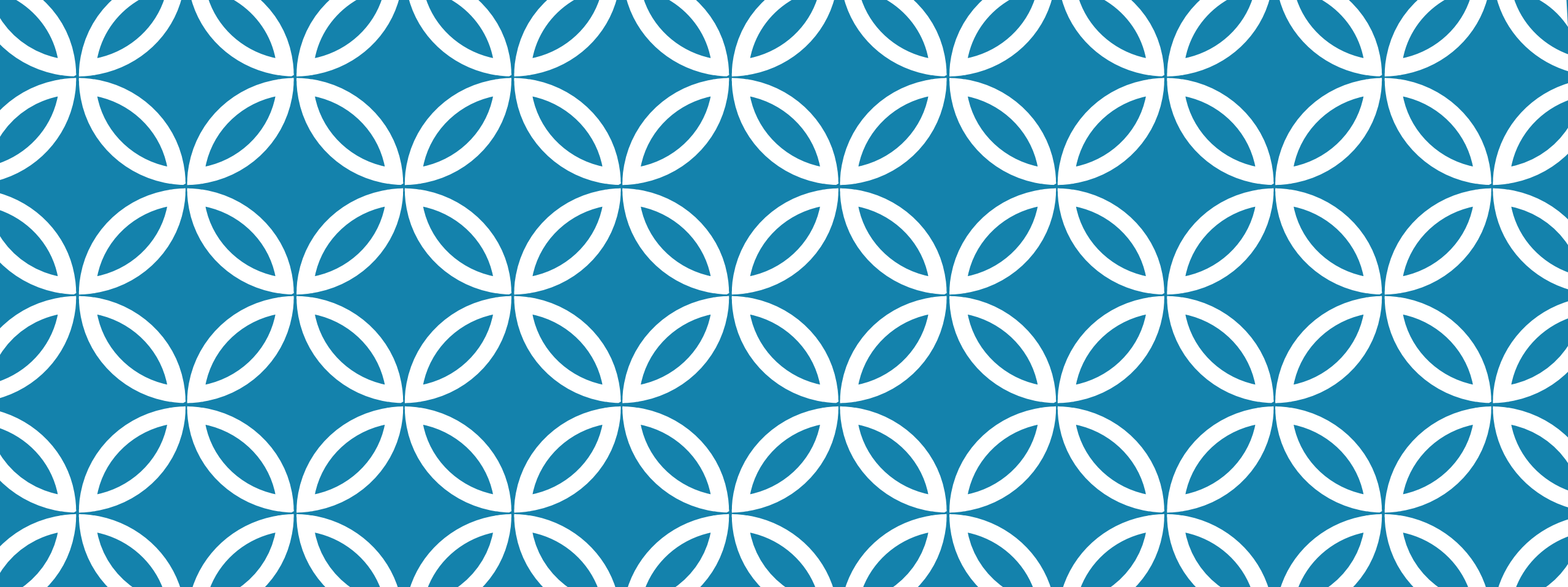
- 1. Big emotions are natural**
- 2. Proactive problem-solving strategies**
- 3. Responding to the size of the problem**

SECURE QUESTIONS

1. How secure did you feel as a child?
2. What could you do at this stage in your life to do a better job of showing up for yourself?
3. What is one thing you can do right now to help your students feel more secure in your classroom?

CONNECTION MESSAGE FOR YOUR STUDENTS

“You are safe. I am here. You are not alone. It’s going to be okay. I love you.”

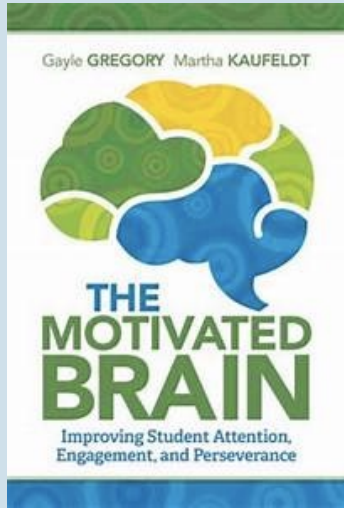
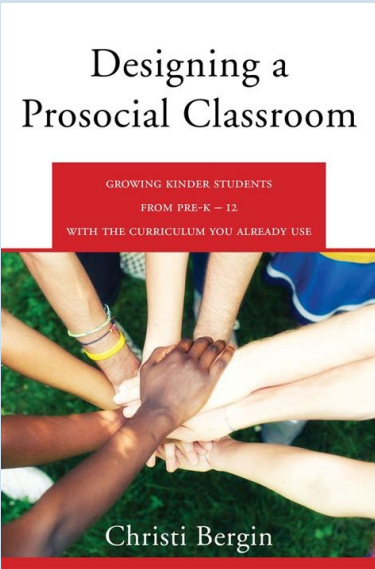
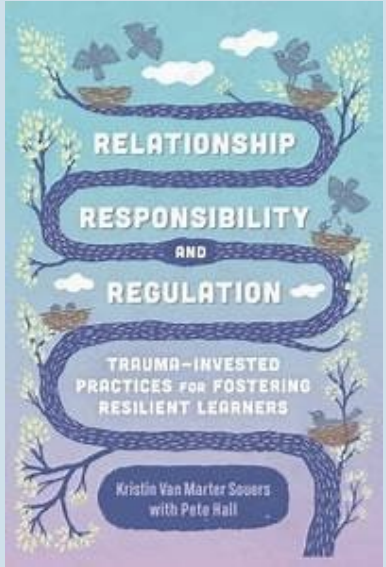
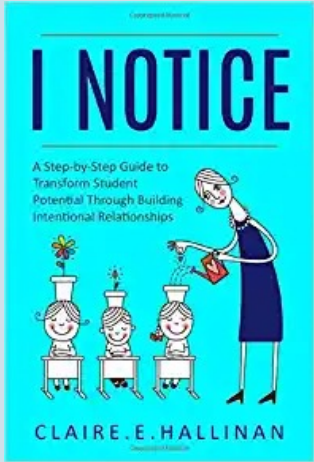
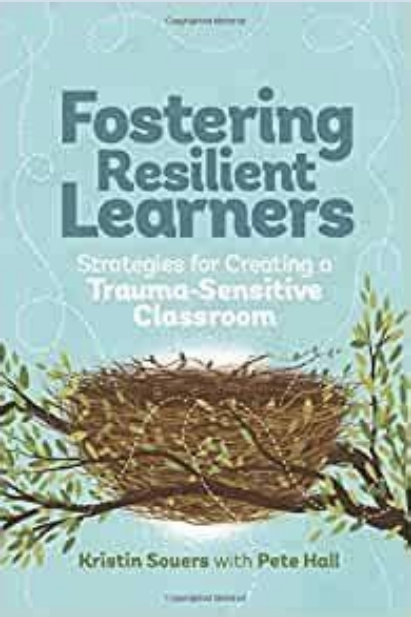


ACTIVITY

SECURE

Every child deserves a
champion
-- an adult who will
never give up
on them,
who understands the
power of
connection
and insists that they
become
the best that they can
possibly
be.
-- Rita F. Pierson

RESOURCES



Thank You!!

jjansenconsulting@gmail.com

