



Planting Seeds of Love in Hurting Hearts

Keynote Presentation

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Positive Intent: Creating Teaching Moments with Oppositional and Aggressive Children

The Power of Love

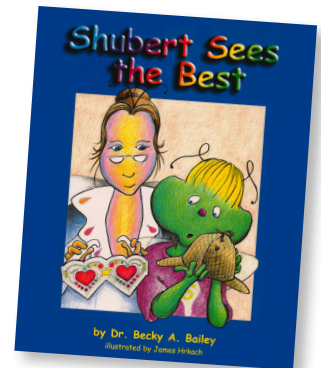
- Fosters the development of compassion
- Compassion is a way of seeing the world through the eyes of interconnection and interdependence
- We are all in this together

What You Offer To Others You Strengthen In Yourself

- Shift from getting children to behave to giving them a model by being the example
- Shift from getting compliance to giving children the skills they need to be successful

Four Essential Steps To Reach Any Child

1. See the call for help (Decode the communication)
2. Make a connection (Create healthy attachments and a School Family™)
3. Teach them how to self-regulate through your responses to upset
4. Teach the social skills needed to be a successful member of a School Family



Remember to **S.T.A.R.:**

Smile,

Take a deep breath

And **R**elax!

Three deep belly breaths
calm your brain and body.

Power: **Love**



Skill: **Positive Intent**

We have a choice to see the worst or best in one another. The Power of Love and Skill of Positive Intent allows us to open our minds and hearts and have faith in each other. So we can see beyond behavior to the spark of beauty buried in pain, hurt and despair.

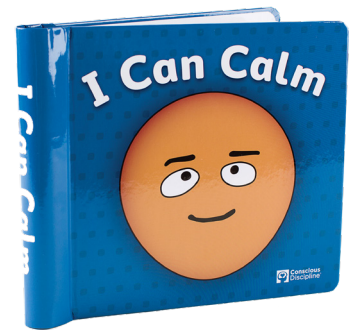


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Teaching Children to Breathe

We must teach children to inhale through their noses and exhale out of their mouths. The exhale should always be longer than the inhale. This is difficult for many children unless they are given tools to use that provide concrete visuals

- Put actions with the breathing motions (touch the nose when inhaling, move the hands up and down when exhaling)
- Smell the flower, blow the pinwheel
- Smell the cake, blow out the candles
- Use sensory bottles to help children learn to inhale through their noses
- Lie down put an object on the belly and watch it go up/down with deep belly breaths



Connection = Cooperation

- Difficult children are relationship-reluctant
- The motivation to behave comes from being in relationship
- Connection literally wires the brain for impulse control and willingness

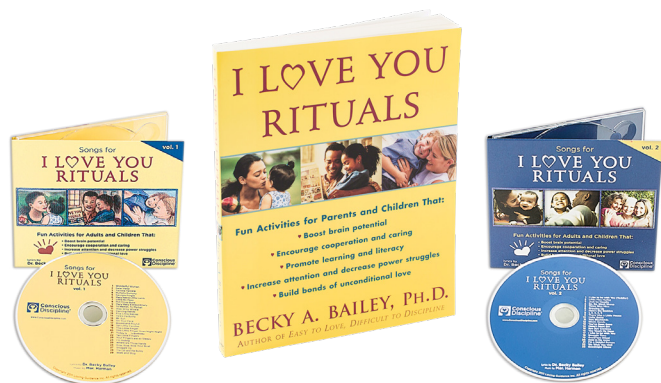
Connection activates impulse control, the attention system and cooperation.

Ingredients for Connection:

- Eye contact
- Gentle, appropriate touch
- Being present in the moment
- Playful interaction

One-on-one Connection Time Aids:

- Greeting Apron and Greeting Plate
- I Love You Rituals™
- Calming Creams
- I Love You Rituals Glove



School Family™ Classroom Structures Supporting Connection:

- **Wish Well Board:** All members of the School Family are represented. The School Family wishes well for members who are absent, not feeling well or having a difficult time.
- **Friends & Family Board/Book:** Post photos of School Family members/ friends and family on the board, including staff the students come in contact with each day.
- **Class Meetings:** Provide opportunities for the School Family to unite and connect with one another.
- **Celebration Center:** Center/Place where children can share successes with others; contents can include but not limited to writing tools, paper, star cut-outs, star wands, fancy glasses, crowns, sashes, clappers, prerecorded greeting cards with celebration songs.



(Continued)

School Family™ Classroom Structures Supporting Connection:

- **Jobs:** Every member of the School Family has a meaningful job that contributes to the success of the class.
- **We Care Center/Bag:** Helps children connect with one another when they are having strong feelings. Contents can include but not limited to soft animals, band-aids, tissues, books, writing tools, paper, calming cream, etc.
- **Family We Care Center:** Center for families so they can communicate with one another. Allows for two-way communication between families and teacher. Stocked with writing materials and writing tools. Each family has its own “box”.

Teaching the Missing Skill

“You wanted _____. Say or do _____.”

- How to get someone’s attention (Tap, wait, ask; my turn, your turn; May I have a turn?)
- Personal space
- How to ask for a turn (May I have a turn? My turn, your turn)
- How to wait for a turn (Waiting lists, timers, visuals)
- How to touch softly (Passing a soft touch around the circle, hand over hand, Baby Doll Circle Time™)
- How to share/trade a toy
- Entering play
- What to do if someone says “no”
- How to ask for help
- How to help someone else



Peter, Peter

I Love You Rituals pg 62

Peter, Peter, pumpkin eater,
Had a friend he loved to greet.
Treated him with kind respect,
And in the morning,
Hugged his neck.



Twinkle, Twinkle

I Love You Rituals pg 63

Twinkle, twinkle little star,
What a wonderful child you are.
With bright eyes and nice round
cheeks, A talented child
from head to feet.
Twinkle, twinkle little star,
What a wonderful child you are.



Here's the Bunny

I Love You Rituals pg 103

Here is the bunny with
ears so funny,
Here's the hole in the ground.
When a noise she hears,
She picks up her ears, And jumps
in the hole in the ground.
(squeeze, squeeze 2X's)



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Where Do I Begin My Implementation?

Skill 1	Start your <i>Be a S.T.A.R.</i> and <i>Wish Well</i> program to teach yourself and the children in the classroom to see the call for help.
Skill 2	Create connections with children and between children. Ask children to be of service.
Skill 3	Download calm as often as possible through noticing. Teach children to actively calm themselves.
Skill 4	"You wanted _____. When you want _____, say/do _____."