

Introduction

According to the State of West Virginia and DHHR websites, recent statistics point to an increase in the number of children being removed from homes due to abuse and neglect; with West Virginia currently leading in the Nation.

Most, if not all, of these children will have a history of childhood trauma. Traumatic experiences are known to have long lasting negative impacts on how such children behave and relate to others. Consequently, the number of trauma impacted students is also rapidly increasing in our schools and in our classrooms. As a result, teachers often struggle finding the means to constructively interact with, educate and care for such students on a day to day basis.

According to Heather Forbes, traditional viewpoints and school models are ineffective and can often be experienced as road blocks for children who have been traumatically impacted. Although they may look like other students in the classroom, on the inside their brains and nervous systems are hardwired differently. Rather than just expecting trauma impacted students to behave appropriately, it is essential for educators to develop a “new perspective” on how to care for and teach such children within school and classroom environments.

The goal of this Book Study is to provide educators with the tools necessary to explore how childhood trauma negatively impacts the social and physiological functioning of children, the school system and your classrooms. Through questions and activities, participants will be challenged to examine and collaborate with others about a new approach for working with children with a history of trauma; a “new view” with regards to school models, classroom strategies, regulation and the teacher-student relationship. But most importantly, this Book Study was designed to empower educators to do what it is that they do best.....to teach, even the most difficult and challenging child.

Who are the ‘Billys’ in your classroom – the child who does not fit the classic academic mold? As did Heather Forbes, I too encourage those who participate to think about your Billy(s) as you journey through this book study. Discover how you can be that one person who makes a difference in the life of a child.

For the purpose of having enough time to dig deep, review videos, and discuss important topics, questions to focus on have an asterisk.

Chapter One: Ask the Experts

In chapter one, Heather Forbes challenges her readers to make a fundamental change, *a paradigm shift*, in how we educate, instruct and discipline children with challenging, difficult and sometimes even severe behaviors in the classroom. It is well noted that traditional methods and solutions no longer work in classrooms because the children we are teaching are becoming increasingly different than the children that were in our classrooms in the past. Forbes challenges the reader to step away from personal and traditional viewpoints by looking at life through the eyes of a child. When we view student's behavior through a "trauma lens" rather than labeling them as defiant or unmotivated, we are on our way to reaching a deeper understanding of what trauma looks and feels like and how this can impact a child's day to day attitudes and behaviors.

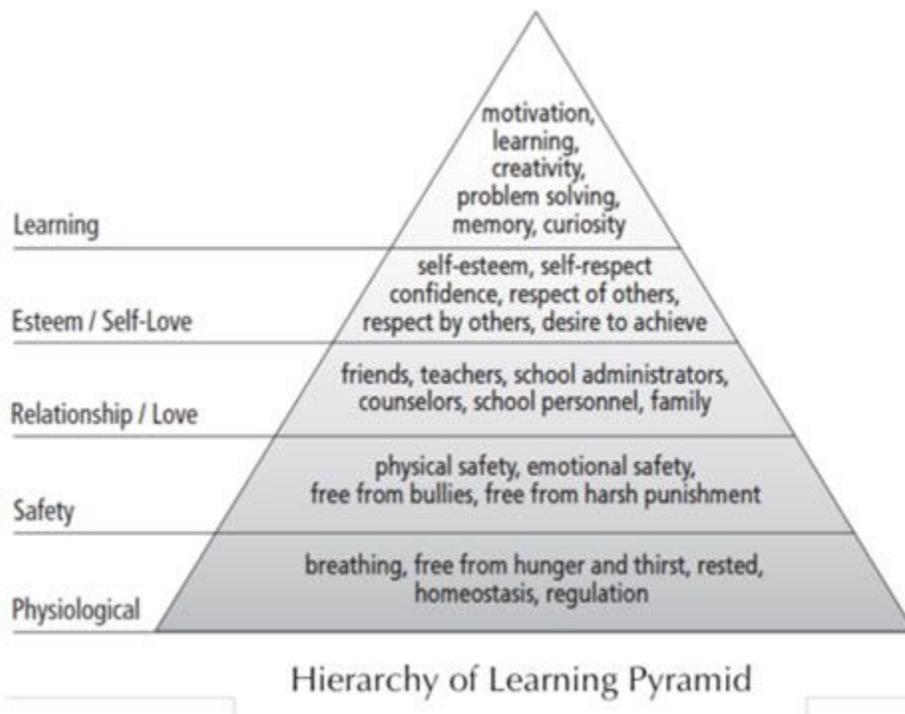
To see Childhood Trauma through a child's perspective, I encourage participants to click on the link below and watch the short video titled: **Removed** and then answer the questions that follow:

Removed

<https://www.youtube.com/watch?v=IOeQUwdAjE0> 12.47 Minutes

1. When looking at life through the eyes of Zoe, we learn that she lives in a *"world that has been turned upside down; A world where order has disappeared."* A world where she is *"unseen, unheard and unwanted."*
*A) After watching the video, what are your thoughts about Zoe's current life situation? *B) If Zoe was a defiant or unmotivated student in your classroom, would knowing about her traumatic experiences make a difference in how you perceive her? If so, how? C) Are you quick to judge a student with challenging behaviors, without knowing their trauma histories? D) Can you bring hope to a child who has been traumatized such as Zoe in your school? In your classroom? What makes you think so?

2. By using the Hierarchy of Learning model shown below, on a scale of 1 to 10, rate the level of needs Zoe has met on a typical day (1 being none of the needs met and 10 being all the needs are met).



3. *Openly discuss how this scoring will impact Zoe's ability to learn and maintain appropriate behaviors in a classroom setting.
4. *To be an effective teacher for a trauma-impacted student, how would you change your teaching strategies to best meet the needs of the child?

Chapter 2: Regulation and Dysregulation

Trauma can be experienced early in childhood or later in life. Psychological trauma can set in after experiencing a distressing or life-threatening event. Those who suffer from trauma may develop emotional issues such as anxiety, anger, sadness, guilt and shame.

1. According to Forbes, every child is going to experience some degree of trauma during childhood; and that too often, we minimize traumatic experiences or sometimes fail to recognize them when they occur. A) Make a list of all possible Traumatic Childhood Events that come to mind. B) Compare your list with the author's list found on page 13 in the Book (Table 2.2). Were there any traumatic experiences on the author's list that were not on your list? Was there an event(s) in particular that surprised you or stood out? If so, why? C) Are there students present in your school who are currently experiencing or have experienced trauma? *D) Is there a sense of the importance of awareness and support systems in your school regarding childhood trauma? *E) What resources can your school utilize for responding to Traumatized Students? *F) How can you, as a school, engage with your community about at high risk-families and childhood trauma awareness?
2. How greatly a child is impacted by traumatic events depends on how well the child's fundamental needs of physical safety, emotional connection and predictability are met. The strength of the impact is also dependent on what the child *feels* while experiencing the traumatic event rather than the actual event itself. Watch Heather Forbes talk about Changing the Paradigm (see link below) by comparing the life of a child who is from a nurturing family (Andy) with a child who comes from a long history of neglect and trauma (Billy). Afterwards, answer the questions that follow:

Changing the Paradigm 2015 Developmental Trauma Panel / Heather Forbes

<https://www.youtube.com/watch?v=G8KtCtYulbU> 11:28

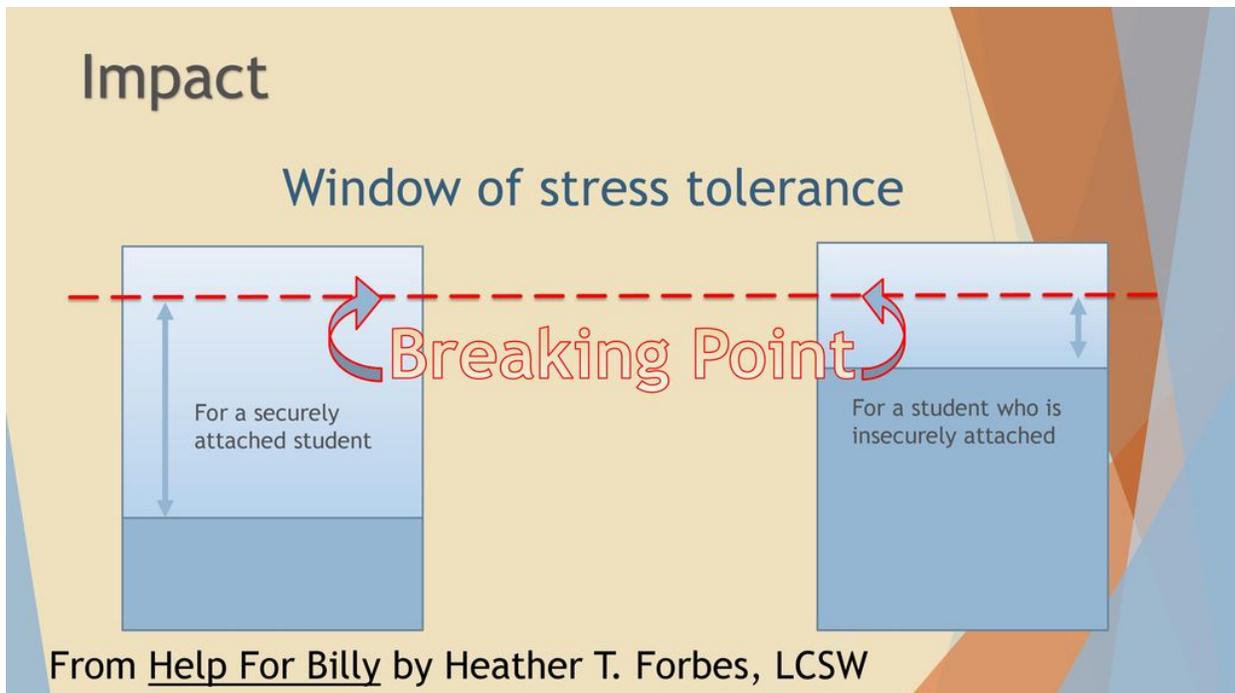
Briefly place yourself in Andy's life situation and then Billy's life situation. A) Describe how you might *feel* if you were Billy. B) Where would you place Billy on the Hierarchy of Learning Pyramid? *C) What positive school-wide interventions does your school use to help students like Billy get to the ready to learn state? *D) Are there opportunities within your school for teachers and staff to problem-solve students' needs ahead of time?

Chapter 2 (Part 2)

3. According to Forbes, "*children who have not had the experience of being settled, loved, and nurtured during times of heightened stress, have an internal regulatory system that is not equipped to self-regulate.*" *A) Describe Billy's Parent-Child Relationship beginning from In-Utero to Early Childhood. *B) What impact does this have on Billy's ability to regulate internally?
4. Billy, who lives in a state of dysregulation rather than a state of regulation on account of childhood trauma, has a smaller Window of Stress Tolerance than Andy. In one of her videos, Heather Forbes discusses the effects trauma has on a child's ability to self-regulate and manage stressful situations by comparing the life of a nurtured child such as Andy to the life of a traumatized child such as Billy. Watch the video titled, "*Window of Stress Tolerance*" (see the link below) and answer the following questions:

Heather Forbes: Window of Stress Tolerance

<https://www.youtube.com/watch?v=m8N3XoS9w> 4 10:02 Minutes



A) When compared to their window of stress tolerance, what advantages would a child such as Andy have over a child who has a history of trauma such as Billy? *B) What challenges would Billy have in an overly stimulated school environment? *C) Should a student who has difficulty with self-regulation on account of a history of trauma face consequences if they have an outburst in your classroom? Why or why not? *D) How does your Window of Tolerance affect the way you interact with Billy?

Chapter 3: Anatomy of Learning

In Chapter 3, Heather Forbes focuses on the importance of *neuroscience* and its key role in guiding us to a deeper understanding on how childhood trauma impacts the anatomy of a child's brain. Watch Heather Forbes talk about the anatomy of the brain and how it applies to a child who has been nurtured by loving parents throughout childhood and a child who has a history of neglect and childhood trauma (see link to video below). Then answer the questions that follow:

Heather T. Forbes, LCSW – The Anatomy of Learning

<https://www.youtube.com/watch?v=P2zx-jNY0OI> 11:04

- 1) A) After watching the video, do you believe that neuroscience belongs in classroom practices? If so, Why? *B) How can you use information about the anatomy of the brain along with your knowledge of trauma to create an overall classroom climate where students like Billy can succeed? *C) What modifications can be made to some of the traditional methods of discipline that are currently in use?

- 2) Heather Forbes talks about the importance of the adult modeling self-regulation skills, especially when working with challenging students. *A) How good are you at effectively managing your emotional responses when there is an outburst in your classroom? *B) Are there times that you are not able to do so; and if so, Why?

- 3) Heather Forbes talks about the importance of understanding *how the body is a power force in driving a child's behavior* and ability to learn. She particularly focuses on the “fight or flight” response which a traumatized child may experience when feeling threatened and how the body's responses to the situation are *automatic at the level of the neocortex and not determined by mindful considerations*. Prior to answering the questions below, watch Heather Forbes video where she shares an article which clearly demonstrates the Fight, Flight and Freeze response of an 8 year old boy who was arrested in school and how this distressing event could have been prevented.

Heather Forbes: Flight, Fright and Freeze Response:

<https://www.youtube.com/watch?v=biSs3DM2ld8> 9:53 Minutes

Reflect on how school staff and the police officer responded to the child's behavior and situation. A) What could they have done “In the moment” in order to keep their neocortex in charge during the stressful event? *B) How would you and your school respond to this child if this event were to happen in your school or classroom?

Chapter 4: Developmental Deficits

1. In her book, Heather Forbes stresses that to fully understand a child in the present moment, it is essential to understand the child's past. In addition, she emphasizes that the combination between early childhood trauma and a lack of an intimate relationship with a caregiver will profoundly impact a child's developmental process. In her video titled, "*Developmental Age and the Brain*" (see link below), Heather challenges the listener to step back and consider the missing pieces in a child's life that would push him/her to be disruptive and exhibit challenging behavior. After watching the video, reflect on the questions below:

Heather Forbes, Developmental Age and the Brain

<https://www.youtube.com/watch?v=2XQ7wwVrFGk> 4:39 Minutes

Reflect on your school or classroom for a moment. *A) Can you identify a student(s) who has a gap between their Developmental Age and Brain? If so, what do you know about their history? B) How has this impacted his/her ability to perform well at school, in your classroom? *C) What communication have you had with their care provider?

2. In a brief video, Heather Forbes introduces the listener to six developmental areas (cognitive, language, academic, social, physical and emotional) and how gaps in the developmental process can cause challenges for the child; challenges that typically shows up as rebellious behavior at school. Watch Heather Forbes Video titled, *Language Deficits and Social Development* (see link below):

Heather Forbes, Language Deficits and Social Development

<https://www.youtube.com/watch?v=XIGVfFCQo4I> 5:24 Minutes

3. Consider Andy's childhood experiences prior to entering school v/s Billy's childhood experiences. As a result of a history of trauma, Billy will most likely not succeed in a conventional academic environment as would Andy. Unlike Andy, Billy lacks the developmental skills and a strong emotionally secure foundation required to move forward and succeed. *A) What obstacles will

children like Billy face in the classroom as a result of his/her inability to: process information, appropriately distinguish between a threatening v/s non-threatening situation, communicate his/her thoughts effectively, to trust and interact with others in addition to modulate and control his/her emotions? *B) What tools and resources does your school provide to aid teachers and staff to better connect with students who are developmentally delayed?

Chapter 5: Belief Systems

A child's belief about who they think they are is formed early in life and can be one of the biggest hurdles to overcome when working with a child with a history of trauma. According to Heather Forbes, from the time the child is in the early stages, his or her belief system is highly influenced by what the mother feels and experiences during pregnancy and extends on into early childhood...with an emphasis on how the mother views her child. As the child begins to mature, the child's belief system is then influenced by recurring experiences and reoccurring messages. Eventually these external messages become the child's internal realities. *A) Reflect on Billy's experiences while still in his mother's womb on up to early childhood. Based on his experiences, briefly summarize what Billy's Belief System would look like.

1. Children with a history of trauma often develop a distorted belief about themselves as a result of a continuation of negative experiences and messages from others. Beliefs such as: "I'm not good enough", "I'm stupid", "I'm not safe", "I can't trust anyone" and "I don't deserve anything." Eventually, such beliefs are programmed in the child's brain and become their reality. According to Heather Forbes, a child's distorted belief about his/herself can be one of the biggest hurdles to overcome, often the last piece to the puzzle. In her video titled, *A Child's Belief System*, Heather talks about the reasons why a child such as Billy would sabotage all efforts of support and become disruptive in the classroom on account of Self-Fulfilling Prophecies.

Heather Forbes: A Child's Belief System

https://www.youtube.com/watch?v=rA_y--HRBBo

4:48 Minutes

In her book, Heather Forbes talks about how children who believe that they are not good enough, stupid and undeserving actually do not want to feel such emotions because they make them feel uncomfortable and are unsettling. However, too often, many of these students are set up for failure before they even reach the classroom door on account of self-fulfilling prophecies. A) Do you feel it is possible to change a student's reality in your classroom? Why or why not? *B) What social-emotional practices do you currently use that supports students seeing themselves as positive and capable?

2. Watch the video titled, *Deserving of Love*, where Heather Forbes talks about how to work with a child who has a distorted belief system about his/herself and begin the process of healing and then answer the questions that follow:

Heather Forbes – Deserving of Love

<https://www.youtube.com/watch?v=D2wCrOcel0M>

5:30 Minutes

- A) Have you experienced giving well-intended compliments to the Billy's in your classroom and felt like they just turned on you? If so, what is going on in their brain that would cause him/her to be resistant after being praised?
- B) * Why would denying their voice and expression about what he/she thinks about themselves throw fuel on the fire? *C) How does validating what they feel and express about themselves start the healing process and build a better belief system about who they are?

Chapter 6: Ask the Right Questions

Understanding a problem starts with asking the right questions; questions that are regulatory and relationship-based, not behaviorally based. According to Heather Forbes, it isn't just about getting the student to change his/her behavior but rather it's about considering the impact trauma has on a child's level of fear. In her video titled, *What question NOT to ask a child – Happily Family and Heather Forbes*, Heather provides the listener with two important questions that a teacher or caregiver should be asking when a child is acting disorderly: What is driving or motivating this child's behavior? And, what can I do at this very moment to improve my relationship with this child?

1. Watch the video titled, ***What question NOT to ask a child – Happily Family and Heather Forbes*** (see the link below).

<https://www.youtube.com/watch?v=-7enuRJ2Nn0> 5:15 Minutes

2. Read the scenario on pages 68 and 69 from the book which addresses regulatory skills and answer the following questions:

Rather than focusing on the student's need to develop self-regulation skills, the teachers and staff addressed the situation by focusing on behavioral issues. *A) What is driving or moving Billy's behavior? *B) What is Billy trying to communicate through his Behavior? *C) What questions were not asked that should have been? *D) What could the teacher and staff have done differently and at what *time* should they have taken action?

3. Read the scenario on pages 74 and 75 in the book which focuses on the relationship between teacher/staff and the student and answer the following questions:

The teacher's traditional dialogue of "I am the teacher and you are the student" quite often does not work for our *Billys*. In fact, this approach tends to push them into a fight-flight-freeze mode. *A) What did the therapist do to help Billy follow the rules and get back in line? *B) How could the teacher

have changed her perspective? *C) What questions can you ask yourself to improve your relationship with students like Billy? (see page 73 in the book for examples) D) How can you change traditional reactions to beyond consequences responses? (see pages 78-79 in the book)

Chapter 7: Motivation

Motivation affects not only performance but learning as well. We learn more efficiently when we are motivated simply because our brains better retain what we're interested in. But the underlying reasons for our interest in certain things is typically fueled by our desires and *curiosity* rather than the rewards themselves. Children like Andy are naturally motivated by their desires and curiosity because they have a sense of security and love for learning. However, for our Billys, who view the world as unsafe and unfair, their sense of curiosity disappears, severely hindering their internal sense of motivation.

In her book, Heather Forbes talks about how the Traditional Hierarchical Reward System such as stickers, classroom parties and homework coupons do not motivate children like Billy. Unlike Andy, who is relatively regulated and motivated to learn, Billy, who has yet to come to the level of feeling physically or emotionally safe in the classroom, is not. In fact, students like Billy often collapse under the stress created to earn it. For students like Billy, Heather talks about the importance of creating a sense of belonging by creating a family environment.

- 1) Read the scenario on page 92 in the book and answer the following questions:
*A) How did this approach create a family environment in the classroom? B) Do you think that this strategy would work in your classroom? *C) If you were to incorporate additional self-regulated practices in your classroom, what would they look like? (see pages 94 – 98 for some tips) *D) Have you ever teamed up with parents or care providers to help regulate students like Billy? If so, was it helpful?

- 2) In her book, Heather Forbes mentions that *“the most effective tool for motivation is a positive relationship between the teacher and student.* Identify a student who you felt that you were able to establish a positive teacher/student relationship with. A) Was it easy or challenging to develop this relationship? *B) Have you ever established a positive relationship with a difficult student? If not, do you think that your expectations were too high?

- 3) Watch the video listed below which talks about the importance of relationship and how you can build a positive relationship with a child who has a hard time trusting adults. Then, answer the following questions that follow:

The Importance of Relationship

<https://www.youtube.com/watch?v=g7hq9ujelwM> 5:47 Minutes

- 4) A) What does the concept of relationship-building mean to you? B) How is it reinforced in your classroom setting? Consider the concept of trust. *C) What strategies do you use to build trust between you and your students? Would this look differently if you were trying to establish a relationship with a child who has been traumatized? D) If asked, would you agree that your students feel a sense of belonging in your classroom and that you genuinely care about them? *E) Has there ever been a student where you found it next to impossible to connect with? If so, Why? *F) How did you deal with the situation? If you had the chance to do it over again, would you handle the situation differently?

Chapter 8: Transitioning

Children may find it challenging to make transitions between activities, places and objects of attention. Being asked to stop one thing and start another is a very common trigger for problem behavior, especially for children who have emotional or developmental challenges such as our Billys where “all change equal pain no matter how small or minute the change may be.” Traditional viewpoints often

label these students as challenging or rebellious against authority figures with a lack of consideration as to why one child like Andy is able to accomplish this task while another like Billy is not. For this reason, Heather Forbes New View emphasizes the importance of having an *individualized* perspective as opposed to a *group* perspective when considering classroom management. She stresses the importance of focusing on a student's sensitivity to change and the need to feel safe and secure.

- 1) Identify four students that have difficulty with transition in your classroom or classes. *A) What transitions are most difficult for these students? *B) What predictable and consistent strategies do you use in your classrooms or school areas to promote external stability and reinforce self-regulation? *C) How could you design your classroom to help these students better manage transition?

- 2) According to Heather Forbes, "connecting in relationship with each student is one of the most effective ways to help students successfully make transitions." For our Billys who have a long history of not trusting and feeling safe, a healthy relationship with an adult will not only teach him or her how to trust and self-regulate but will also increase his or her ability to stay focused and learn. Watch the video titled, "*De-Escalation Spaces: Helping Students Manage Emotions*" (see link below) and answer the questions that follow:

De-Escalation Spaces: Helping Students Manage Emotions

https://www.youtube.com/watch?v=YxC_Q8zE0SU 3:39 Minutes

A) Is the environment in your classroom "safe" and "healthy" enough for students? *B) Are there designated "safe zones" for the students who need to regulate when triggered? *C) By using the chart seen below, would you find this approach a challenge to implement into your classroom when working with a child such as Billy?

The Five Critical Steps to Creating a Trauma-Sensitive School

Concept	Mantra	Strategy
1. The stress is coming from outside of school	It's not about me	Drop your personal mirror
2. Allow the student time to de-escalate and regulate before solving the issue at hand	Problem solving and solutions can't be worked through while "in the moment"	Designate a quiet place(s) where students can feel safe to de-escalate
3. It's never about the issue at hand. It goes much deeper	What's really driving this child's behavior?	Be the one who listens and values the student's voice... ask how you can help. Explore the underlying issue behind the behavior
4. It's a brain issue, not a behavior issue	My job is to help this student regulate, not simply behave	Incorporate regulatory activities into the culture of the classroom and support students in their ability to learn how to self-regulate
5. Discipline is to teach, not to punish	Discipline should happen through the context of relationship	Use consequences that keep students in school and foster the building of trust and safety with caring adults

Credit - Jim Sporleder

- 3) Providing assistance will decrease a student's level of feeling overwhelmed; whether in the classroom, cafeteria, and playground or even at the beginning or end of the day and school year. On pages 111 – 123 in the book, Heather Forbes provides the reader with strategies and tools necessary to create a predictable and safe environment with less stress during transition. *A) What recess and cafeteria strategies do you use (or would you use) to make transitioning less stressful for our Billys? B) Is there a "Safe Zone" where he/she can go to calm down and self-regulate? C) Would you consider yourself to be proactive in assisting students at the beginning and end of the day? D) Do you have a well thought out plan for the beginning and end of the year? *E) Is there a "safe place" designated in your school (besides your classroom) for students who need to regulate *before* school begins?

Chapter 9: Teachers

- 1) In chapter nine, Heather Forbes introduces the reader to a *New View* of the teacher's role in the classroom. Traditionally speaking, teachers have been expected to run their classrooms within a hierarchical structure in which academics are of upmost importance. However, Forbes argues that the "first priority in the classroom, even over learning, should be the teacher-student relationship" where much focus is placed on the student's emotional and social needs and not just academics. *A) Do you agree with Heather Forbes' *New View* regarding the teacher's role in the classroom? If yes, Why? If no, would it be difficult for you to make a paradigm shift in your beliefs, even if research supports that traditional viewpoints no longer work on our kids today? *B) What does the quote by Carl W. Buehner, "They may forget what you said, but they will never forget how you made them feel" mean to you?

- 2) Research has proven that improving students' relationships with teachers has important, positive and long-lasting effects for both students' academic and social development. Solely improving students' relationships with their teachers will not always result in achievement gains. However, it has been shown that students who have close, positive and supportive relationships with their teachers achieve higher levels of achievement than students who have an unpleasant relationship with their teacher. A) What do positive teacher-student relationships look and feel like in the classroom? B) In contrast, what do negative teacher-student relationships look and feel like? *C) How would you cultivate a positive relationship with your students in your classroom? *D) How would you improve a negative relationship with a difficult or challenging student? E) What qualities generate a "good teacher"?

- 3) According to Heather Forbes, the Outcome Focused Belief System that ties the quality of a teacher to the student's behavior not only creates unwarranted stress but it also creates problems for students such as Billy and his teacher. Read Figure 9.5 (negative feedback loop for Billy and his teacher) on page 135 in the book and answer the following questions: A) Have you ever experienced

a scenario such as this? If so, what was the outcome for both you and Billy? B) Who has the greater amount of flexibility and capacity to make a paradigm shift in their belief system, a child such as Billy or the teacher? *C) In figure 9.5, how could the teacher have improved the situation? *D) Would the teacher's ability to self-regulate change the outcome of the scenario? If so, Why?

- 4) It is a well-known trait that teachers tend to be natural caregivers. Too often they tend to the needs of others but rarely give themselves *permission* to take care of themselves. On pages 140 – 142 in the book, Heather Forbes provides teachers with guidelines for making sure you are regulated and able to stay in a loving space for your students; one of those guidelines being to Take Care of Yourself. Watch the video called, *Learn to shine bright – the importance of self-care for teachers* (link provided below) and answer the questions that follow:

Learn to shine bright – the importance of self-care for teachers

<https://www.youtube.com/watch?v=5O5QlqIDxjg> 8:59 Minutes

What if you took little steps at placing more importance on your own wellbeing like you do for the students that you teach? A) How would that feel? *B) What does or would “taking care of yourself” look like for you? *C) Does your school environment support self-care by allowing you to take time to breath and slow down?

Chapters 10 and 11: Homework and Social and Emotional Issues

Chapter 10

- 1) According to Heather Forbes, “traditionally, homework policies in schools though out the United States have been written with high levels of rigidity and fraught with fear.” Most teachers provide homework assignments with the hope of improving their student’s academic performance. But, in reality, traditional homework assignments assume that all children are able to function within the Neo-Cortex or upper part of their brain (cause-and-effect thinking). *A) For the Billys in our classrooms, is homework helping or hurting them? Why? B) According to Forbes, traditional homework assignments assume that all children want to pass. How does Billy’s negative belief system about himself impact his ability to complete his assignments?

- 2) When a student does not have the ability to self-regulate and has a small window of stress tolerance, and he/she is forced to do homework, this often results in the student becoming angry, frustrated, or hostile towards the teacher, the parent, or even the homework itself. On pages 150-157, Heather Forbes identifies homework solutions for teachers and parents. *A) Are you currently using any of Heather’s homework solutions, and if so, which ones? *B) Why do you think that they effective for our Billys? *C) What are some of the different ways you can work with parents to help them approach homework more effectively?

Chapter 11

- 1) Social and emotional development is a child’s ability to understand the feelings of others, control his or her own feelings and behaviors, get along with other children, and build relationships with adults. But for our Billys, when placed in difficult social moments, they often think and respond differently than our Andys. Table 11.1 (The ineffectiveness of social skills techniques for Billy) found on page 161 in the book provides the reader with traditional social skills techniques which are taught to students such as Andy and then compares

them with Billy's internal dialog and mindset. *A) Does this chart provide you with a clearer understanding as to why the Billy's in your classroom respond the way they do in your school and classroom? Why or why not?

- 2) Watch the video titled, "The *importance of teaching social and emotional skills to children*" (see link below) where an elementary school teacher shares how she teaches social and emotional skills to her students by using Kimochis and answer the questions below:

The importance of teaching social and emotional skills to children

<https://www.youtube.com/watch?v=MkCQ8ZtDQzE> 2:14 Minutes

- A) * What strategies and tools are you currently using in your classrooms to assist your students in developing social and emotional skills? B) Do you find them to be effective and if so, why? C) *How do your current strategies and tools differ from those shown in the video?
- 3) To address Billy's social skills deficits, Heather Forbes strongly advises the reader to ask the question, "What is driving Billy's inability to socialize appropriately?" *A) In the video seen above, what was Heather's reasoning for Billy's inability to socialize appropriately?
- 4) Studies have shown that creating a safe environment at a social and emotional level for all students, particularly for the Billy's of the classroom, has a positive impact on his/her academic performance. Watch the video titled, "Giving traumatized kids a head start healing" which focuses on an Evidence Based Trauma Program called "Head Start, Trauma Smart".

Giving traumatized kids a head start healing

<https://www.youtube.com/watch?v=bFJHbCMV7kc> 6:49 Minutes

- A) * Overall, what measures are presently being used at your school to ensure all students feel safe? B) Are there consistent and universal practices in place that encourage welcoming behavior with students? C) Are there more practices that you could be using?

Chapter 12: A Program for Billy

- 1) Even with behavioral and motivational changes to the classroom environment, students such as Billy will also need a more individualized program to be successful in school because they are so vastly different from the Andys in your classroom. Referring back to the question, “What is driving Billy’s behavior?” View Table 12.1 (Comparison of behavioral thinking and regulatory thinking) found on page 178 in the book. *A) Are there any *New View* Approaches that you find challenging? If so, Why? B) How could a teacher who uses the Traditional View make a shift in his/her interpretations and approach?
- 2) According to Heather Forbes, the traditional individualized program focuses solely on how the student can change with the support of modifications but there is little to no explicit directions on how teachers and parents need to respond and react for students to achieve their goals. *A) When creating an individualized program for a student such as Billy, what mindset should a teacher incorporate in order to reflect the New View and concepts found throughout the book? *B) How would an individualized program developed from traditional viewpoints differ from a program developed out of New View concepts? *C) How could one develop an individual plan where the student feels that the team is there to support rather than to control him/her?