

## Activity to Remove Your Buttons Children Push









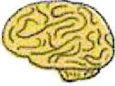
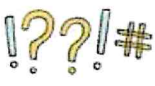
- 3** Think of a common upset and fill in the blanks accordingly. View a sample response to this activity on the web portal. This exercise is adapted from Reiss.

1. I seem to be upset because my trigger \_\_\_\_\_ (write in the child's name or the event) \_\_\_\_\_ (write what has happened).
2. This triggers my CD-Rom chatter and feelings of \_\_\_\_\_ (use feeling words to describe the uncomfortable sensations in the body if possible).
3. My triggered CD-Rom thoughts that cause this feeling/sensation are \_\_\_\_\_.
4. While upset, my inclination is to relieve my distress by automatically punishing the child by \_\_\_\_\_ or get the child to feel bad by \_\_\_\_\_ or to blame for \_\_\_\_\_.
5. I want to feel better. I want relief. I can say to myself, "I'm safe. Keep breathing. I can handle this." I accept and let go of my feelings \_\_\_\_\_ (write in the feelings from number 2 above), my thoughts that cause them \_\_\_\_\_ (write in trigger thoughts from number 3 above), and my need to be right and punish by \_\_\_\_\_ (write answer from number 4).
6. I want to be responsible, happy and peaceful.
7. What I really want to happen is (use positive action words) \_\_\_\_\_.
8. I am not really upset at this child or situation, but at my own thinking and ultimately at myself, for not knowing what to do and how to help.
9. I take responsibility, not blame, for all my actions, thoughts and feelings in regard to \_\_\_\_\_ (write child's name and/or situation).
10. I forgive myself and choose to connect with love instead of my upset. One loving thought I can think about the child is \_\_\_\_\_. One loving thought I can think about myself is \_\_\_\_\_.
11. Thank you \_\_\_\_\_ (child's name) for teaching me to listen to my true self instead of the false messages on my CD-Rom.

Hoffman, Hutchinson & Reiss (2009).

# YOUR WORDS

# MATTER

|   | INSTEAD OF...                            | TRY  |
|---|--|--|
|    | Be quiet.                                | Can you use a softer voice?                        |
|    | What a mess!                             | It looks like you had fun!<br>How can we clean up? |
|    | Do you need help?                        | I'm here to help if you need me.                   |
|   | I explained how to do<br>this yesterday. | Maybe I can show you<br>another way.               |
|  | Do I need to separate you?               | Could you use a break?                             |
|  | Stop crying.                             | It's okay to cry.                                  |
|  | Do you have any questions?               | What questions do you have?                        |
|  | You're OK.                               | How are you feeling?                               |
|  | It's not that hard.                      | You can do hard things.                            |
|  | We don't talk like that.                 | Please use kind words.                             |

**WE ARE  
TEACHERS**



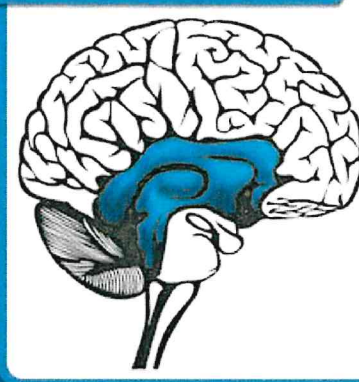
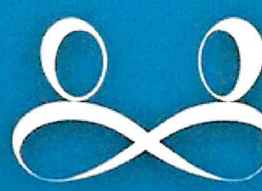
Prefrontal Lobes  
**Self-Regulation**





**Problem-Solving**



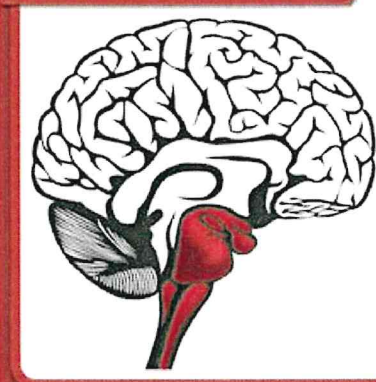

Limbic System  
**Attachment**


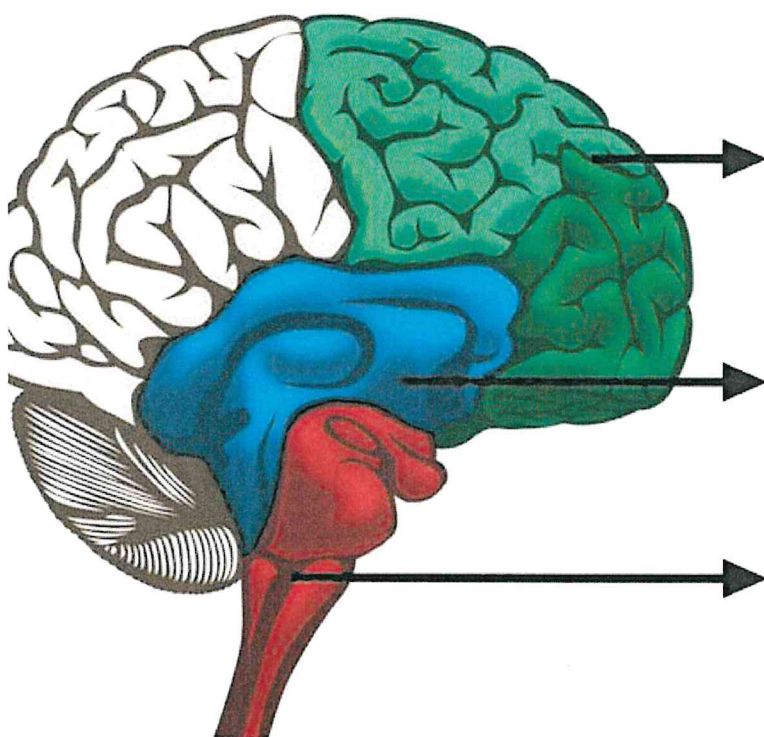
**Connection**



Brain Stem  
**Arousal**

**Safety**

## Executive State

### Developmental Need:

Problem-solving opportunities

**Looks like:** Wisdom, unlimited skills

**Message:** What can I learn?

## Emotional State

**Developmental Need:** Connection

**Looks like:** Back talk, sass, yelling, verbal reactions

**Message:** Am I loved/connected?

## Survival State

**Developmental Need:** Safety

**Looks like:** Hiding, fighting, surrender, physical reactions

**Message:** Am I safe?

# Make It Take It

## Morning Greeting

Objective: for participants to create a morning greeting ritual. They will create a poster with morning greetings of their choice and decorate to hang up at the entrance of their classroom.

Purpose: To assess each child's brain state upon arrival each day. Building a school family. Connection between child and teacher.

Materials Needed:

Sentence strips

Large construction paper

Markers (regular and permanent)

Glue

Velcro

Visual images to match words on sentence strips (we will provide)

Gallon Ziploc bags