

BEHAVIOR: ABC'S OF EMOTIONS
ANXIETY, BEHAVIOR, COPING SKILLS



Larry M. Davis / Dr. Dan Peters

BEHAVIOR: ABC'S OF EMOTIONS: **ANXIETY, BEHAVIOR, COPING SKILLS**

Purpose of today's presentation:

- **Information**
- **Insight**
- **Inspiration**
- **Tools & Resources**

“From What Were You Thinking to How Are You Feeling?”



OUR BACKGROUND ...

LARRY DAVIS

- **Education Advocate**
- **Founder, Special Education Advocacy**
- **Gifted Education Coordinator, North Kitsap SD**
- **Principal**
- **Teacher**
- **Trainer / Presenter**
- **Author**

DR. DAN PETERS

- Licensed Psychologist**
- Co-Founder/Executive Director Summit Center,**
- Board Member, CAG, SENG**
- Trainer/Presenter/Key Note**
- Author**
- Contributor, Huffington Post and Psychology Today,**
- Co-Founder of Camp Summit**



BEHAVIOR = COMPLIANCE MODEL

“WHAT WERE YOU THINKING?”

INTEREST

(engagement)

FEAR

(consequences)

Cause & Effect

*** internal voice**

Compliance



BEHAVIOR HAPPENS ...

“More than one third of all teachers have seriously considered quitting the profession [related to class management and behavior] ... and 85% believe new teachers are not prepared dealing with behavior issues.”

[Public Agenda 2004]

A FEW BASIC FACTS

- Percent of students on Free / Reduced Lunch 48% (NCES 2013)
- Percent of students from “broken homes” 54% (FRC 2012)
- Percent of children (3-17) with ADD/ADHD 11% (CDC 2014)
- Percentage of boys with ADD/ADHD 19% (CDC 2014)
- Children with Autism: (CDC 2014)
 - 1:65 (2014)
 - 1:88 (2009)
 - 1:150 (2000)



AND IT'S NOT GETTING BETTER ...

“Behavior issues that interfere with teaching and learning have notably worsened, according to an astonishing 62 percent of teachers who have been teaching in the same school for five or more years.”

[Scholastic Magazine 2012]



OLD PARADIGM: SCHOOL = NON COMPLIANCE
“WHAT WERE YOU THINKING”?

Attention (will)

Avoidance (will)

INCONVENIENCE*
*** behavior replacement**

“Choice”



ANXIETY-BEHAVIOR CONNECTION: MOVING FROM WHAT WERE YOU THINKING TO “WHAT ARE YOU FEELING?”

- **Stress = Anxiety** (based upon a past memory or experience)
- **Anxiety = Fear**
- **Fear = Worry and Panic** (responses)
- **Compensatory Behaviors** [“inconvenient”/ maladaptive]



ANXIETY-STRESS:

TYPICAL COPING MECHANISMS (MALADAPTIVE):

- **Flight (maladaptive)**
 - Avoidance
 - Transitions
 - Depression

- **Fight (maladaptive)**
 - Oppositional
 - Melt-downs
 - Insomnia
 - Self Injury



NEW PARADIGM: CORE BELIEF

"What must a person do in order to understand a person? We must have time, we must practice looking deeply into this person. We must be there, attentive; we must observe, we must look deeply. And the fruit of this looking deeply is called understanding.

Love is a true thing if it is made up of a substance called understanding."

Thich Nhat Hahn



NEW PARADIGM: "WHAT ARE YOU FEELING?"

BEHAVIOR = ANXIETY, BEHAVIOR, COPING STRATEGIES

Entelechy

Maslow's
Hierarchy

UNDERSTANDING*

* ABCs of Behavior

Processing:

Executive Function / Processing Speed / Sensory/ Auditory-Visual



NEW PARADIGM: THE FILTERS OF UNDERSTANDING

BEHAVIOR = ANXIETY, BEHAVIOR, COPING STRATEGIES

Entelechy

**Maslow's
Hierarchy:**

UNDERSTANDING*

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MASLOW'S HIERARCHY:

Symptoms:

- Stress
- Anxiety
- Worry
- Depression

ABRAHAM MASLOW HIERARCHY OF NEEDS

Maslow, A. Motivation and
Personality (2nd ed.)
Harper & Row, 1970.



NEW PARADIGM: THE FILTERS OF UNDERSTANDING

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EXECUTIVE FUNCTIONING:

Common Characteristics:

- **Inhibitory Control: transitions / self regulation:**
- **Non-Working Visual Memory: hindsight / foresight**
- **Verbal Working Memory: auditory memory**
- **Planning and Problem Solving: cause & effect / organization**
- **Emotional Control: emotional roller coaster / manic responses**



OTHER PROCESSING FILTERS

- **Processing Speed:** ability to quickly connect to learning through fluid and accurate associations.
- **Working Memory:** ability to access temporary storage of the information necessary for such cognitive tasks as language comprehension, learning, reasoning.
- **Auditory:** ability to analyze, synthesize, and discriminate auditory stimuli effectively; predominant form of teaching.
- **Visual:** ability to analyze, interpret, and recall learning through visual stimuli; most people are visual learners
- **Sensory:** ability to discriminate and process touch, taste, sight, smell, or sound stimuli effectively; without causing confusion or anxiety.



NEW PARADIGM: THE FILTERS OF UNDERSTANDING

BEHAVIOR = ANXIETY, BEHAVIOR, COPING STRATEGIES

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ENTELECHY: THE SPIRIT/LIFE FORCE WITHIN:

▪ en·tel·e·chy

In the philosophy of Aristotle:

The condition of a thing whose essence is fully realized; actuality.

In some philosophical systems,
**a vital force that directs
an organism toward self-
fulfillment.**

**“the urge of an
intangible
feeling within-
the "divine
discontent.”**

William Samuel



ENTELECHY, HYPER-FOCUS, & GIFTED EDUCATION:

Channeling toward a positive outlet:

- Interest based learning
- Project approach
- Mentorship, apprenticeship, and classes



BEHAVIOR: WHAT IS BEING COMMUNICATED?

Functional Behavior Analysis: Basic Tools

- ❑ Behavior of concern: Anxiety as demonstrated by ...
- ❑ Where does the behavior occur and where not?
- ❑ **Hypothesis; Cause or purpose of behavior?**
 - ❑ **MASLOW HIERACRCHY OF NEEDS**
 - ❑ **PROCESSING**
 - ❑ **ENTELECHY**
- ❑ Identify other behaviors to reinforce (accommodate) or teach (SDI)
- ❑ Test hypothesis with positive behavior intervention
- ❑ Evaluate then review steps 1-6



7.2.1.13 Functional Behavioural Assessment (Dawn Reithaug)

Functional Behavioural Assessment*				
Date: _____ Data Collected by: _____				
Student: _____ Grade: __ Age: __ Teacher: _____ School: _____				
① Strengths/Preferences		② Background Information/History		
⑤ Slow Triggers (Setting Events)	④ Fast Triggers (Antecedents)	③ Inappropriate Behaviour(s)	⑦ Perceived Functions (hypotheses / possible explanations)	⑥ Consequences for the Inappropriate Behaviour(s)

*Adapted from: O'Rourke, S., Knoster, T., & Llewellyn, G. (1999). Screening for understanding: An initial line of inquiry for school-based settings. *Journal of Positive Behaviour Interventions*, 1(1), 35-42.



BEHAVIOR INTERVENTION: ANXIETY

THE HEART AND BRAIN CONNECTION

■ **Mind**

■ **Body**

■ **Spirit**

If you are depressed, you are living in the past.

If you are anxious, you are living in the future.

If you are at peace, you are living in the present.”

Lao Tzu

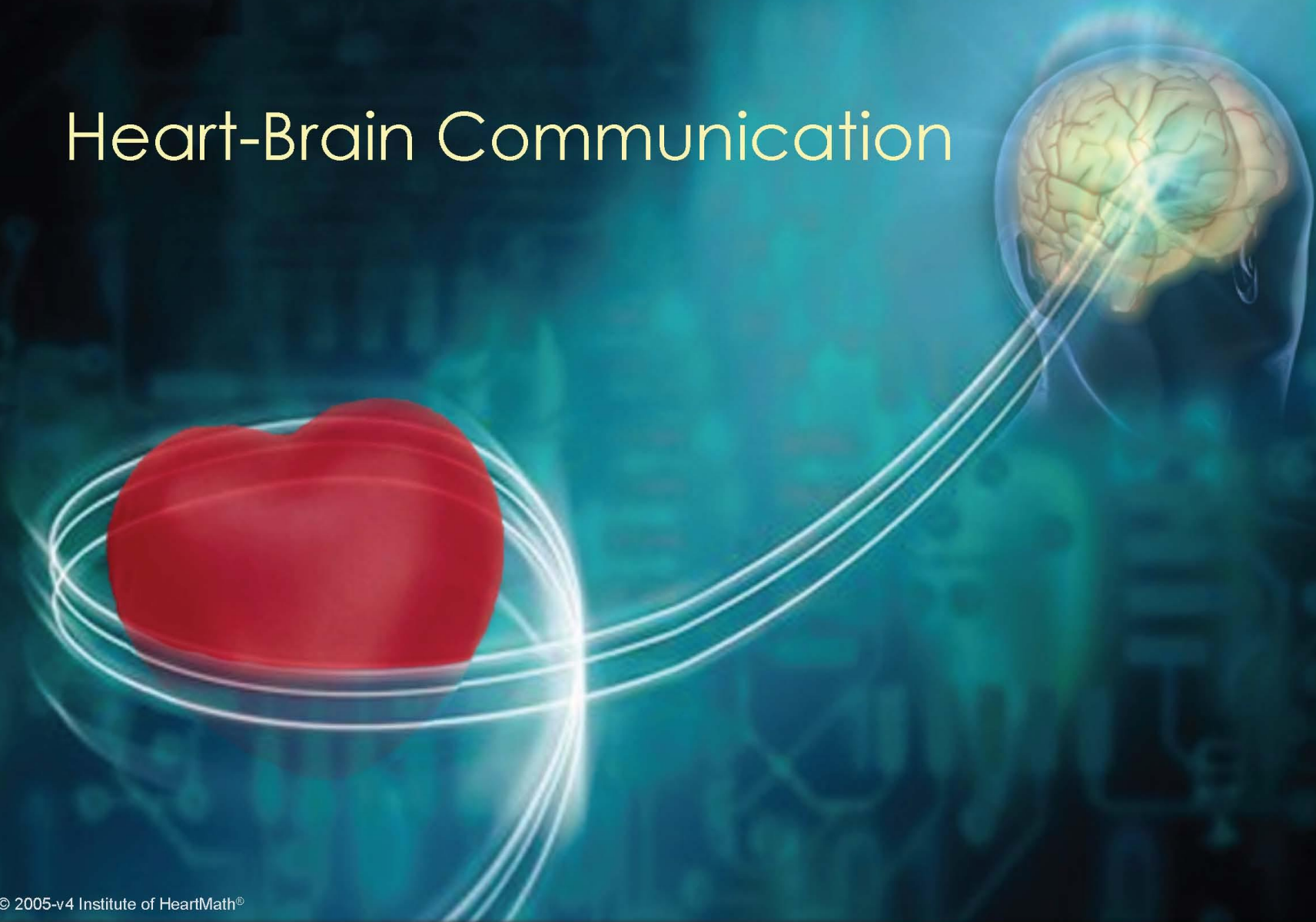


“HOW ARE YOU FEELING?”





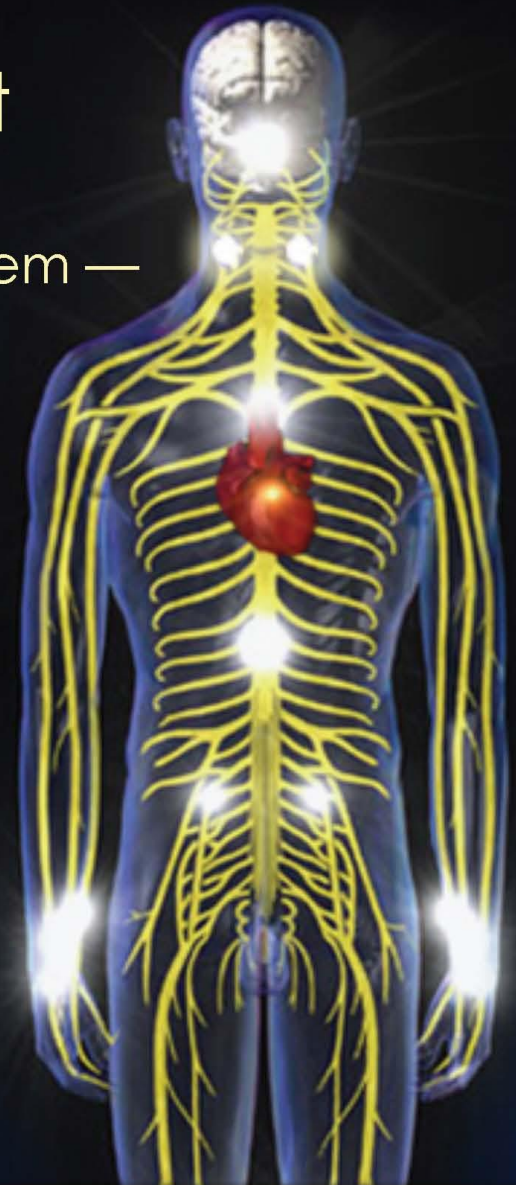
Heart-Brain Communication





The Surprising Role of the Heart

- > The heart has its own complex nervous system — called the “Heart Brain” — that encodes and processes information.
- > It sends far more information to the brain than the brain sends to the heart.
- > It makes functional decisions independent of the cranial brain.





The Autonomic Nervous System

Sympathetic

Parasympathetic

Slows saliva secretion

Increases saliva secretion

Speeds up heart rate

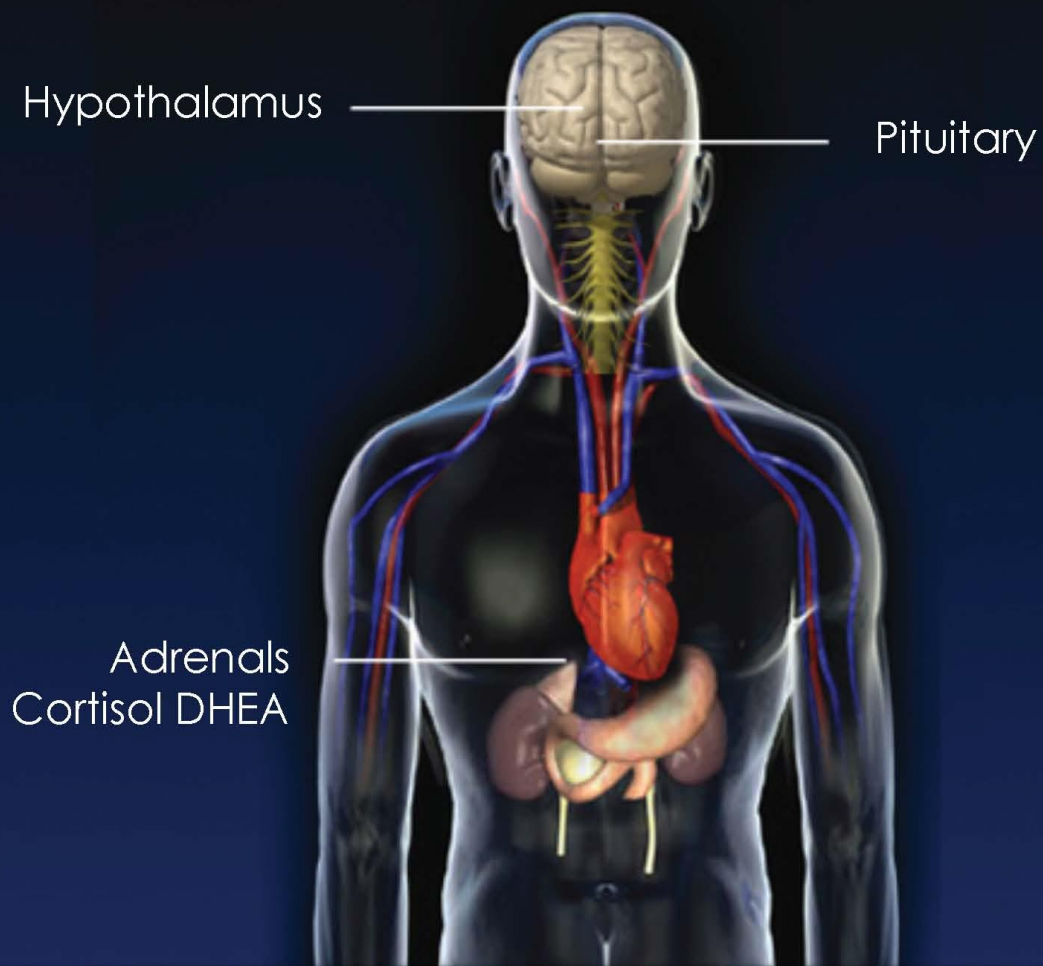
Slows down heart rate

Inhibits digestion

Facilitates digestion

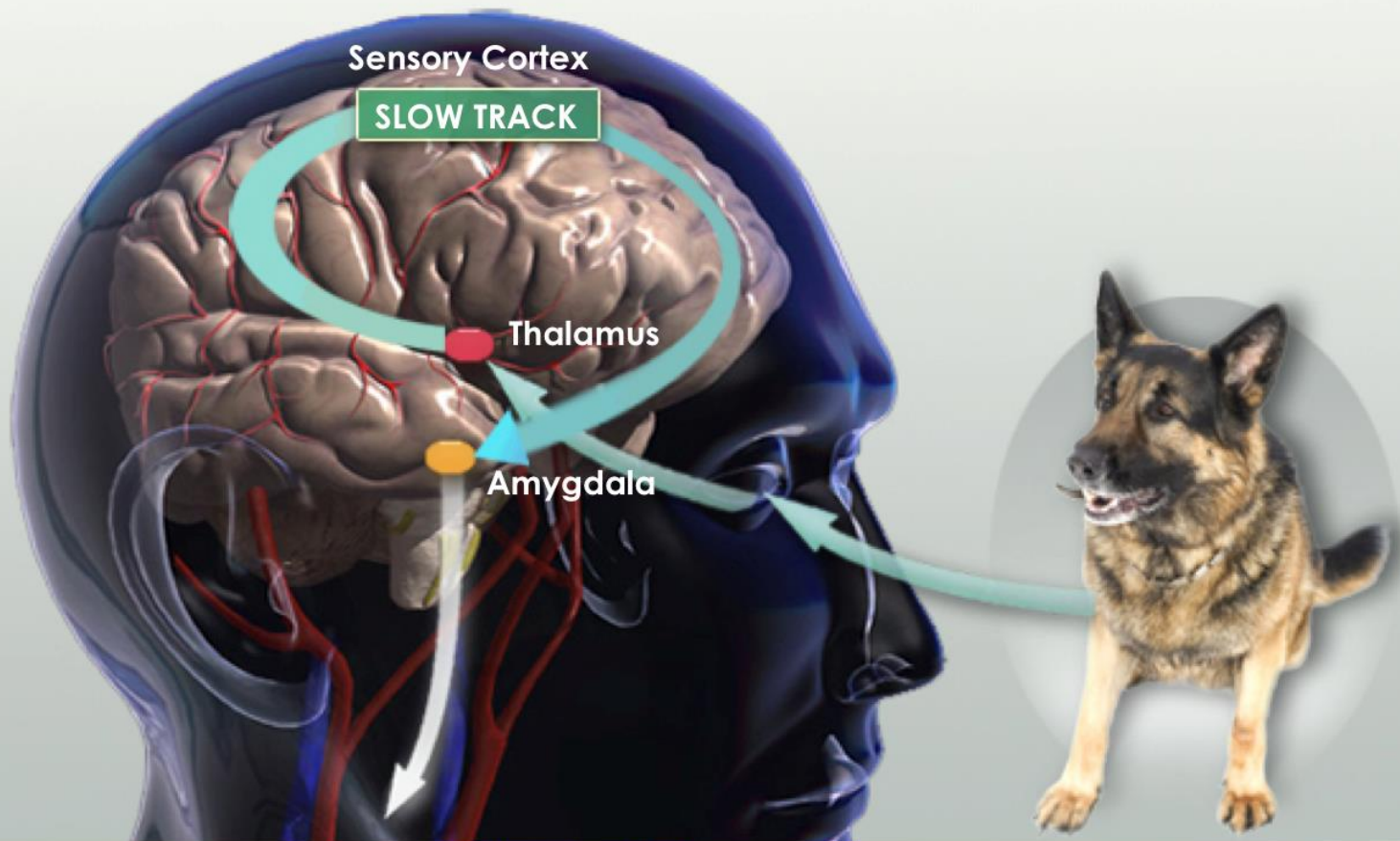


The Hormonal System





Emotional Memories



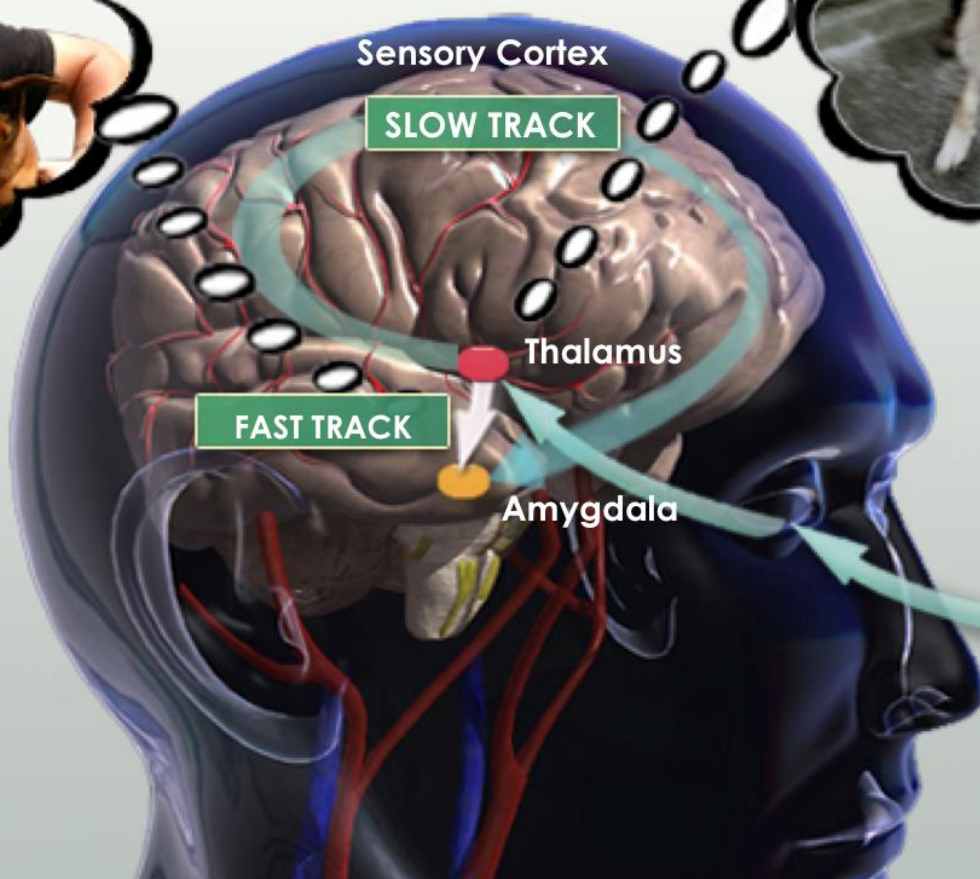


Emotional Memories

Emotional Memory



Emotional Perception



Amygdala Enlarged in Young Autistic Children

By John Gever, Senior Editor, MedPage Today Published: May 04, 2009

Reviewed by [Zalman S. Agus, MD](#); Emeritus Professor

University of Pennsylvania School of Medicine.

WHEELING, W.Va., May 4 -- Amygdala size was associated with both autistic symptoms and attention to other people's eyes in young children, researchers said.

Among 50 children diagnosed with autism before age 2, left and right amygdala volumes were 15% and 19% larger, respectively, than in 33 non-autistic children at two time points up to age 4, according Joseph Piven, M.D., of the University of North Carolina in Chapel Hill, N.C., and colleagues.

Their findings appeared in the May Archives of General Psychiatry.

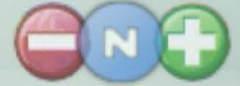


A MORE IN-DEPTH LOOK AT NEUROSCIENCE AND EMOTIONS: DR JOE DISPENZA



**HOW DO YOU SEE THIS PATTERN WITHIN
YOUR OWN KIDS AND THEIR BEHAVIOR?**





Neutralizing Stress

The first and most basic step is to reduce the emotional charge.





Quick Coherence

Step 1

Focus your attention
in the area of your
heart, in the center of
your chest.



Quick Coherence

Step 2

Maintain your heart focus and, while breathing, imagine that your breath is flowing in and out through the heart area.





Quick Coherence

Step 3

Feel a positive feeling.
This could be a feeling
of care you have for
someone or something;
a feeling of appreciation
for the good things
in your life.





Freeze-Frame Exercise





The Freeze-Frame® Technique

Step 1

Identify the problem or issue
and your feelings about it.





The Freeze-Frame® Technique

Step 2

Breathe through the heart with a neutral attitude to help you become more detached from the problem.





The Freeze-Frame® Technique



Step 3

Make a sincere effort
to **activate** a positive feeling.



The Freeze-Frame® Technique

Step 4

Ask yourself what would be an efficient, effective attitude or action that would help resolve the issue.



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CLOSING THOUGHTS ...

“My theory is that the environment animals live in should **activate positive emotions** as much as possible, and not activate their negative emotions any more than necessary.

If we get the animal's **emotions right, we will have fewer problem behaviors...** All animals and people have the same core emotion systems in the brain.”

— TEMPLE GRANDIN, *Animals Make Us Human:*

