



Welcome to
The Growing Brain

THE TRAINING WILL BEGIN SHORTLY! WHILE YOU'RE WAITING...


Icebreaker Question
(answer in the chat)
What color best describes your personality today?

Survey & Certificate of Completion
Available following the training.

Connect with us! 

VISIT CALTRIN.ORG & SCAN TO LEARN MORE 

1




The Growing Brain

From Birth to 5 Years Old

A TRAINING CURRICULUM FOR EARLY CHILDHOOD PROFESSIONALS
Ashley Bohland, Claire Lerner, and Ross Thompson, Editors

Unit 2: The Factors Affecting Brain Growth and Development


2



WHAT YOU SAY IN HERE STAYS IN HERE

UNLESS

Someone is hurting you
You want to hurt someone else
You want to hurt yourself
You give me permission to share



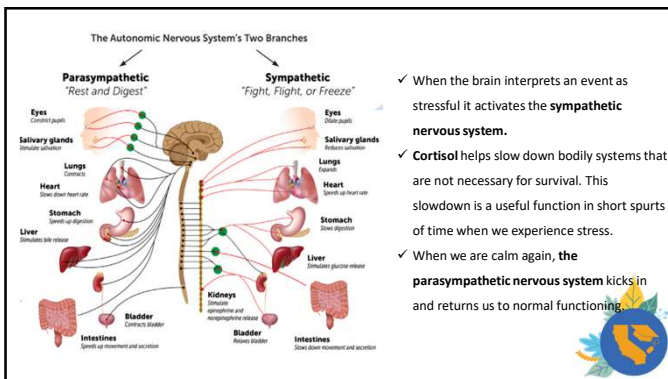
3



4

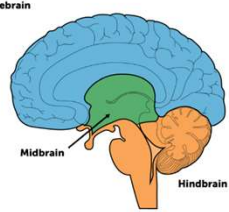


5



6

Three Major Regions



Forebrain
Midbrain
Hindbrain

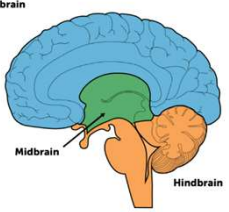
Hindbrain + Midbrain = Brain Stem

Copyright © 2018 ZERO TO THREE. All rights reserved.

- ✓ While the basic structures of the brain are present at birth, they are not fully mature or well-connected.
- ✓ The brain grows and matures **from the bottom up, and from the back to the front** (*Society for the Neuroscience, 2016*).

7

Start from the bottom

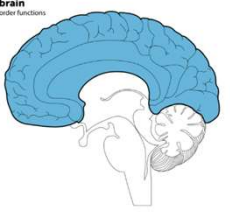


Forebrain
Midbrain
Hindbrain

Hindbrain + Midbrain = Brain Stem

Copyright © 2018 ZERO TO THREE. All rights reserved.

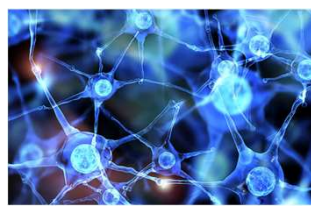
To the top



Forebrain
Higher order functions

8

Brain Connectivity



Copyright © 2018 ZERO TO THREE. All rights reserved.

- ✓ Brain does NOT just grow in size, but also through **connections** made within neurons.
- ✓ A newborn brain contains more than **100 billions** of neuron. But they're NOT connected for the most part.
- ✓ Connections between synapses are strengthened through repeated experiences.

9

Synaptogenesis



- **Synaptogenesis:** The creation of connections between neurons. Neurons that communicate with each other more often form stronger connections across their synapses.
- ✓ It means the experiences that young children have in the world stimulate the neurons to communicate with each other → **shaping brain architecture.**

Copyright © 2018 ZERO TO THREE. All rights reserved.



10

Types of Neuroplasticity

There are generally two types of neuroplasticity:

Experience-expectant

Experience-dependent

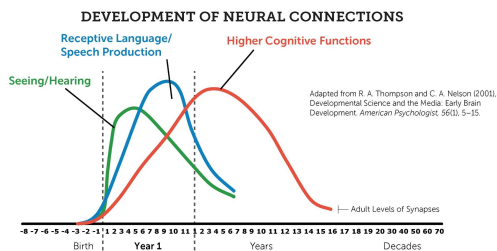


Copyright © 2018 ZERO TO THREE. All rights reserved.



11

Sensitive Periods



Copyright © 2018 ZERO TO THREE. All rights reserved.



12

Brain Plasticity

The Ability to Change Brains Decreases Over Time

Source: Levitt (2009)

Copyright © 2018 ZERO TO THREE. All rights reserved.

- ✓ The brain is most plastic, or adaptable to making connections based on experience in the early childhood years. (Thompson, 2014).
- ✓ It takes much more effort as we get older to effect change in our brains through our experiences (Thompson, 2014).

13

Synaptic Pruning

- ✓ As the child grows, and the brain learns more about what type of environment the child is living in, it “decides” what connections he needs and doesn’t need to thrive in his world.
 - The least used connections in the brain are pruned or eliminated.
 - The remaining connections, those that are most frequently used and most critical to the child’s development, remain.

Copyright © 2018 ZERO TO THREE. All rights reserved.

14

The Hand Model of the Brain (Dr. Dan Siegel)

- Cerebral and Prefrontal Cortex**
- Function?
- Limbic/ Mammalian Brain (Amygdala & Hippocampus)**
- Function?
- Reptilian Brain**
- Function?

15

The Hand Model of the Brain (Dr. Dan Siegel)

- Cerebral and Prefrontal Cortex**
 - Attention
 - Self control
 - Compassion
 - Planning
 - Problem solving
- Limbic/ Mammalian Brain (Amygdala & Hippocampus)**
 - Emotions
 - Memory
 - Relationships
 - Behaviors/ habits
- Reptilian Brain**
 - Basic bodily functions
 - Fight/ flight/ freeze

16

Emotionally Regulated

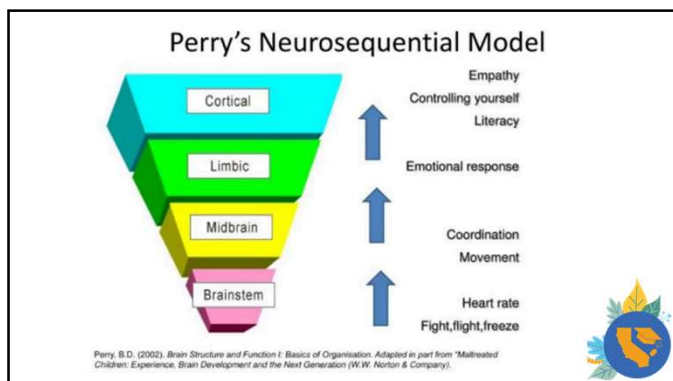
An emotionally regulated brain looks like a closed fist. The brainstem, amygdala, and prefrontal cortex (thinking brain) are all connected and working together.

17

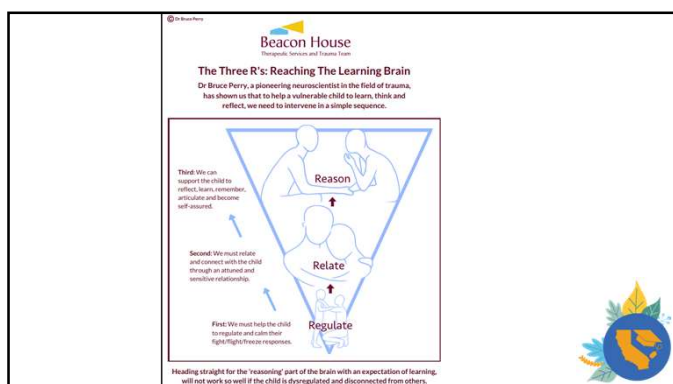
Disconnected = Dysregulated

When your fingers are raised, the prefrontal cortex (thinking brain) becomes disconnected and difficult to access. The emotional brain becomes activated and can lead to impulsivity or poor decision making.

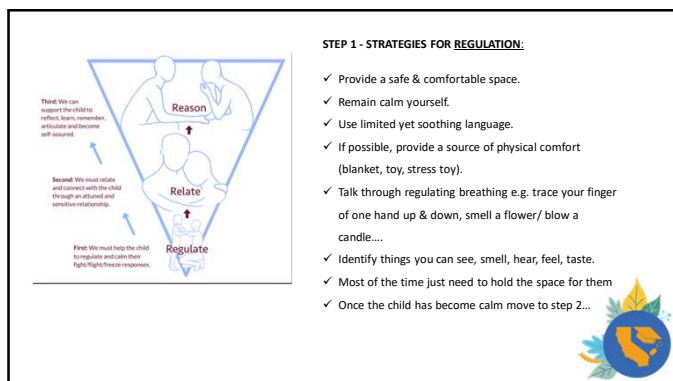
18



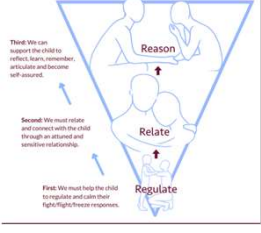
19



20




21

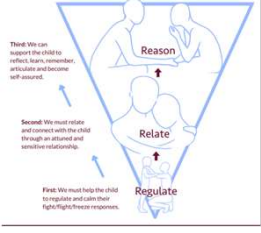


STEP 2 - STRATEGIES FOR RELATING

- ✓ Mirror the emotion with your tone of voice and affect, *'You look angry/frustrated/sad...'*
- ✓ Acknowledge, *'That must be really tough/difficult...'*
- ✓ Reassure, *'I am here to help you when you are ready'*
- ✓ Share your own experiences to let them know it is normal to feel these emotions, *'I feel angry when I am not listened to as well...'*
- ✓ Accept that even though they may appear calmer now, they are still in a place of slightly heightened arousal. This is NOT the time to teach them anything.
- ✓ Once the child has moved back to a normal state move to step 3...




22



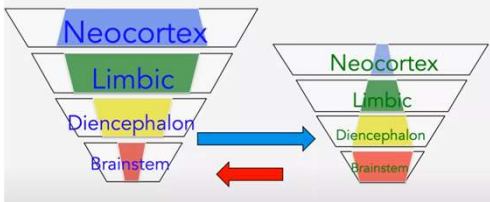
STEP 3 - STRATEGIES FOR REASONING

- ✓ Teach the language of emotions by naming them with the child when they experience them. Ex: *"You feel disappointed because you really wanted to play with Johnny's toys but he did not want to share."*
- ✓ Teach strategies for self-regulation. Ex: *"Let's see if we can count to 20/ blow bubbles... and think some solutions together..."*
- ✓ Problem solve. Ex: *"What do you think we can do / how to ask Johnny to share his balloon?" If he still does not want to share, what would be your next choice...?"*




23

Relational Contagion
A regulated, calm adult can regulate a dysregulated, anxious child



BUT
A dysregulated adult can never regulate a dysregulated child



24

Apply Neurosequential Model at school



25

Brain section will come back!!!



26

Unit # 2: Learning Objectives

1. Identify factors that affect brain growth and development.
2. Understand the impact of stress on brain development.
3. Learn about the 5 R's for supporting healthy brain growth and development.

Copyright © 2018 ZERO TO THREE. All rights reserved.



27

Learning Objectives #1



- ☐ Identify factors that affect brain growth and development.



28

What do you think?



- ✓ What are some factors that affect brain growth and development?

Copyright © 2018 ZERO TO THREE. All rights reserved.



29

Factors Affecting Brain Growth



1. Gene - Environment interactions
2. Nutrition
3. Sleep
4. Exposure to substances
5. Disorders of the brain in early childhood
6. **The role of relationships**

Copyright © 2018 ZERO TO THREE. All rights reserved.



30

#1. Gene–Environment Interactions



- ✓ The development of the brain is largely based on the unique genetic blueprint, (DNA) that a child is born with (Tebbenkamp, Willsey, State, & Sestan, 2014).
- ✓ Both positive and negative experiences can affect whether a gene in the child’s DNA is activated or deactivated. (National Scientific Council on the Developing Child, 2010).



Copyright © 2018 ZERO TO THREE. All rights reserved.

31

#2. Nutrients



Smart foods: leafy greens, beans, fish, blueberries, nuts, whole grains, vegetables, dark chocolate!

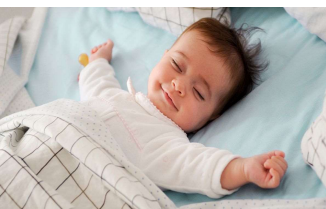
- ✓ Brain development is influenced by mother’s nutrition prenatally and the nutrients he receives through his diet, once born.
- ✓ Severe malnutrition can
 - slow brain growth
 - thin the cerebral cortex
 - reduce the number of neurons, connections between the neurons, and myelination (Laus et al., 2011)
- ✓ Your brain likes to be “well-fed” to function properly.



Copyright © 2018 ZERO TO THREE. All rights reserved.

32

#3. Sleep



- ✓ Adequate sleep (especially deep sleep) is extremely important for brain growth (Graven & Browne, 2008).
- ✓ Daily recommended amount of sleep (American Academy of Pediatrics, 2016):
 - Infants (4–12 months): 12–16 hours
 - Toddlers (1–2 years): 11–14 hours
 - Preschoolers (3–5 years): 10–13 hours



Copyright © 2018 ZERO TO THREE. All rights reserved.

33

Large group discussion



- ✓ How have you seen children's lack of sleep affect their behavior and learning?
- ✓ What do you do to create nurturing sleep routines for children during the day/ at night?



Copyright © 2018 ZERO TO THREE. All rights reserved.

34

#4. Exposure to Substances



- Some substances used by mothers during pregnancy can negatively affect brain development.
- Alcohol, cigarettes, street drugs, some prescription drugs, (*National Scientific Council on the Developing Child, 2006*)
 - Heavy metals such as mercury, lead, and manganese (*National Scientific Council on the Developing Child, 2006*)



Copyright © 2018 ZERO TO THREE. All rights reserved.

35

#5. Neurological Disorders

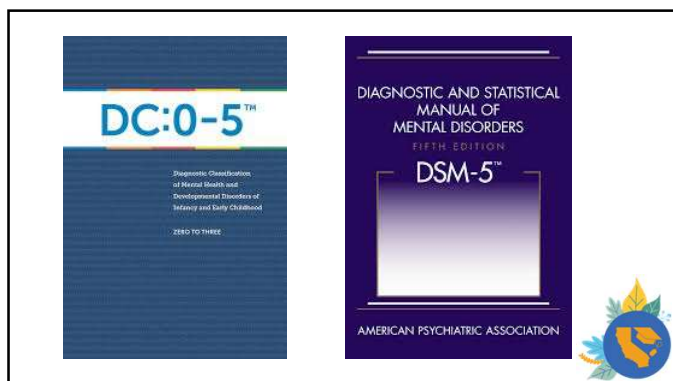


- ✓ Cause dysfunction in the brain or nervous system
- ✓ Physical, psychological/ behavior, or cognitive symptoms might arise.
- ✓ Neurodevelopmental disorders: Cerebral palsy, Autism...
- ✓ Brain tumors
- ✓ Traumatic Injuries



Copyright © 2018 ZERO TO THREE. All rights reserved.

36



37


10 NEURODEVELOPMENTAL DISORDERS	15
10.1 Autism Spectrum Disorder	16
10.2 Early Atypical Autism Spectrum Disorder	20
10.3 Attention Deficit Hyperactivity Disorder	25
10.4 Overactivity Disorder of Toddlerhood	30
10.5 Global Developmental Delay	35
10.6 Developmental Language Disorder	36
10.7 Developmental Coordination Disorder	38
10.8 Other Neurodevelopmental Disorder of Infancy/Early Childhood	40
20 SENSORY PROCESSING DISORDERS	-41
20.1 Sensory Over-Responsivity Disorder	41
20.2 Sensory Under-Responsivity Disorder	45
20.3 Other Sensory Processing Disorder	48
30 ANXIETY DISORDERS	50
30.1 Separation Anxiety Disorder	51
30.2 Social Anxiety Disorder (Social Phobia)	52
30.3 Generalized Anxiety Disorder	53
30.4 Selective Mutism	58
30.5 Inhibition to Novelty Disorder	61
30.6 Other Anxiety Disorder of Infancy/Early Childhood	63

38

40 MOOD DISORDERS	65
40.1 Depressive Disorder of Early Childhood	65
40.2 Disorder of Dysregulated Anger and Aggression of Early Childhood	69
40.3 Other Mood Disorder of Early Childhood	76
50 OBSESSIVE COMPULSIVE AND RELATED DISORDERS	77
50.1 Obsessive Compulsive Disorder	77
50.2 Tourette's Disorder	81
50.3 Motor or Vocal Tic Disorder	84
50.4 Trichotillomania	85
50.5 Skin Picking Disorder of Infancy/Early Childhood	87
50.6 Other Obsessive Compulsive and Related Disorder	89
60 SLEEP, EATING, AND CRYING DISORDERS	90
Sleep Disorders	91
60.1 Sleep Onset Disorder	92
60.2 Night Waking Disorder	92
60.3 Partial-Arousal Sleep Disorder	93
60.4 Nightmare Disorder of Early Childhood	94
Eating Disorders of Infancy/Early Childhood	99
60.5 Overeating Disorder	99
60.6 Undereating Disorder	102
60.7 Atypical Eating Disorder	106
Crying Disorder of Infancy/Early Childhood	110
60.8 Excessive Crying Disorder	110
60.9 Other Sleep, Eating, and Excessive Crying Disorder of Infancy/Early Childhood	112

39

70 TRAUMA, STRESS, AND DEPRIVATION DISORDERS	114
70.1 Posttraumatic Stress Disorder	115
70.2 Adjustment Disorder	119
70.3 Complicated Grief Disorder of Infancy/Early Childhood	122
70.4 Reactive Attachment Disorder	126
70.5 Disinhibited Social Engagement Disorder	129
70.6 Other Trauma, Stress, and Deprivation Disorder of Infancy/Early Childhood	133
80 RELATIONSHIP DISORDERS	134
80.1 Relationship Specific Disorder of Infancy/Early Childhood	135
Axis II: Relational Context	139
Axis III: Physical Health Conditions and Considerations	149
Axis IV: Psychosocial Stressors	153
Axis V: Developmental Competence	159



40

#6. Relationship!!




Copyright © 2018 ZERO TO THREE. All rights reserved.



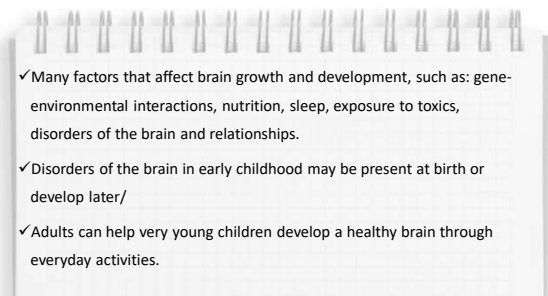
41

70 TRAUMA, STRESS, AND DEPRIVATION DISORDERS	114
70.1 Posttraumatic Stress Disorder	115
70.2 Adjustment Disorder	119
70.3 Complicated Grief Disorder of Infancy/Early Childhood	122
70.4 Reactive Attachment Disorder	126
70.5 Disinhibited Social Engagement Disorder	129
70.6 Other Trauma, Stress, and Deprivation Disorder of Infancy/Early Childhood	133
80 RELATIONSHIP DISORDERS	134
80.1 Relationship Specific Disorder of Infancy/Early Childhood	135
Axis II: Relational Context	139
Axis III: Physical Health Conditions and Considerations	149
Axis IV: Psychosocial Stressors	153
Axis V: Developmental Competence	159




42

Review (LO #1)




- ✓ Many factors that affect brain growth and development, such as: gene-environmental interactions, nutrition, sleep, exposure to toxics, disorders of the brain and relationships.
- ✓ Disorders of the brain in early childhood may be present at birth or develop later/
- ✓ Adults can help very young children develop a healthy brain through everyday activities.




Copyright © 2018 ZERO TO THREE. All rights reserved.

43

Learning Objectives # 2




- Understand the impact of stress on brain development.




Copyright © 2018 ZERO TO THREE. All rights reserved.

44

Stress

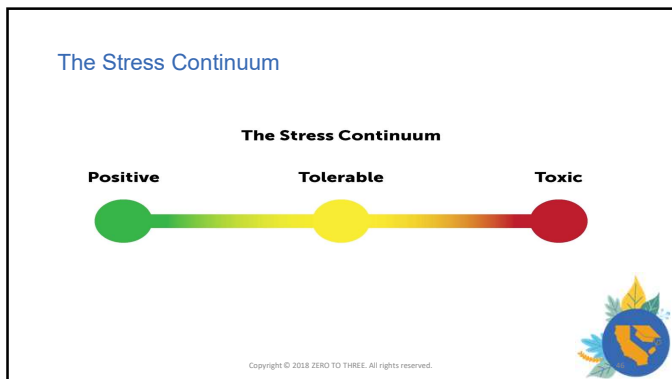


- ✓ Stress is the physical and emotional response a person has to events and experiences.
- ✓ A small amount of stress reaction can be helpful. Ex: when we are late for work and looking for our keys → we get activated to move around and search. Our heart rate elevates, and our pupils constrict so we can focus our vision.
- ✓ The stress response is especially useful in situations that are threatening → "fight, flight, or freeze"



Copyright © 2018 ZERO TO THREE. All rights reserved.

45



46

Positive Stress

- ❖ **Normative stress**—reactions to normal life experiences that are not dangerous or threatening.
 - A necessary aspect of healthy development for coping with everyday events
 - Stress is short term in nature
 - Often within the child’s ability to cope, with some scaffolding (*National Scientific Council on the Developing Child, 2005/2014*).

Copyright © 2018 ZERO TO THREE. All rights reserved.

47

Tolerable Stress

- ❖ **Tolerable stress** is longer lasting and more intense but is relieved by supportive relationships.
 - Associated with high cortisol release
 - May disrupt brain architecture if prolonged
 - Supportive relationships facilitate a child’s ability to cope (*National Scientific Council on the Developing Child, 2005/2014*).

Copyright © 2018 ZERO TO THREE. All rights reserved.

48

Toxic Stress

❖ Toxic stress involves:

- Strong and prolonged activation of the body's stress response
- Absence of adult support (*National Scientific Council on the Developing Child, 2005/2014*).
- Cortisol continuously floods the brain, which can alter the way it develops (*National Scientific Council on the Developing Child, 2005/2014*).



Copyright © 2018 ZERO TO THREE. All rights reserved.

49

Type of Stress

POSITIVE

Brief increases in heart rate, mild elevations in stress hormone levels.

TOLERABLE

Serious, temporary stress responses, buffered by supportive relationships.

TOXIC

Prolonged activation of stress response systems in the absence of protective relationships.

• Learning is enhanced by challenge tolerable stress and reduced by toxic stress.



Copyright © 2018 ZERO TO THREE. All rights reserved.

50

Stress and the Brain



✓ Young children:

- have limited ability to cope with stress
- depend on adults to help them cope with stress.

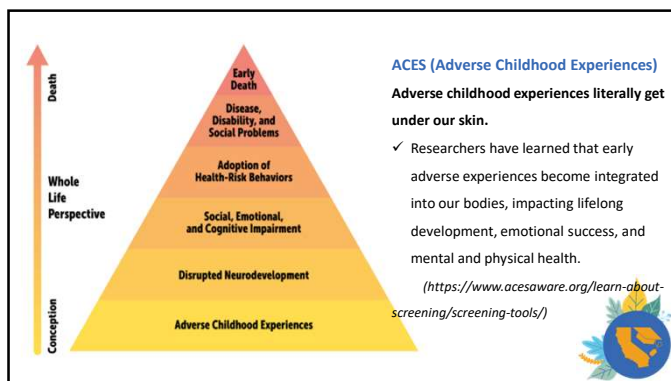
✓ The brainstem that controls reactions to stress is fully developed at birth. However, the forebrain, the parts controls thinking about feelings and experiences, is still maturing.

→ co-regulation is key!!



Copyright © 2018 ZERO TO THREE. All rights reserved.

51




52

Adverse Childhood Experiences Checklist

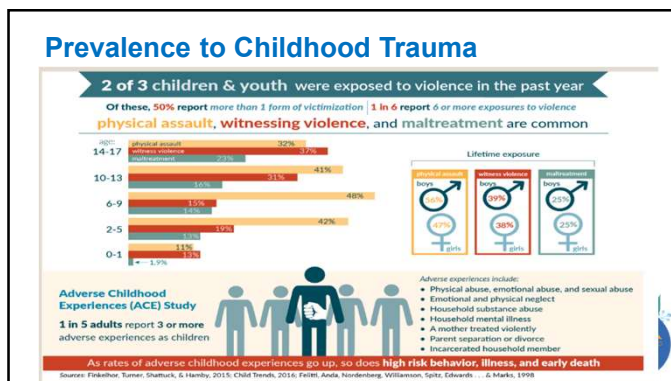
Wade et al.,(2016) extended ACEs

1. Physical abuse
2. Sexual abuse
3. Emotional abuse
4. Emotional neglect
5. Physical neglect
6. Mental illness
7. Substance abuse
8. Separation/ divorce
9. Domestic violence
10. Incarceration

- Witnessing violence
- Felt discrimination,
- Lack of neighborhood safety
- Feeling bullied
- Living in foster care



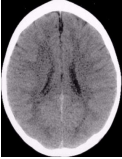
53



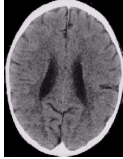
54

EFFECTS OF UNDERSTIMULATION

Healthy
3-year old
Brain




3-year old
experiencing
neglect



These images illustrate the negative impact of neglect on the developing brain. In the CT scan from a healthy 3- year-old with an average head size. The image from a 3- year-old child suffering from severe sensory deprivation neglect. This child's brain is significantly smaller than average and has abnormal development of cortex."

*These images are from studies conducted by a team of researchers from the Child Trauma Academy led by Bruce D. Perry, M.D., Ph.D.




55

TRAUMA BRAIN

- ✓ Focused on survival & hypervigilance
- ✓ Normal events may be perceived as threats
- ✓ Learning new information is not a priority
- ✓ Executive decrease (self-regulation, creativity, problem-solving) decrease
- ✓ Body releases major amounts of stress hormones (Cortisol) that prepares the body for a "fight or flight".

LEARNING BRAIN

- ✓ Focuses on learning from novelty
- ✓ Calm and able to deal with changes
- ✓ Executive functions are intact and available to solve problems, be creative, and control impulses
- ✓ Body releases some cortisol but other hormones and neurotransmitters involved in learning are released too.



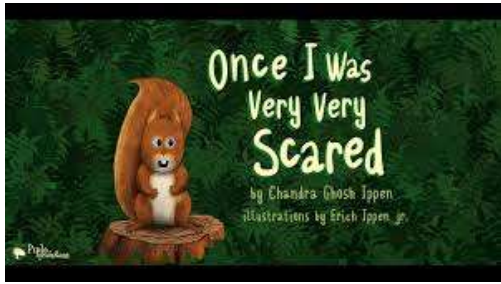
56

We Can Prevent ACES




57

Stress, Fear and the Brain!!



58

“Once I was very very scared . . .”



The animals help us understand common reactions to stress and fear

Chandra Ghosh Ippen, Ph.D.



Once I Was Very Very Scared - Symptom Screener
© Chandra Ghosh Ippen, 2018
All rights reserved



59



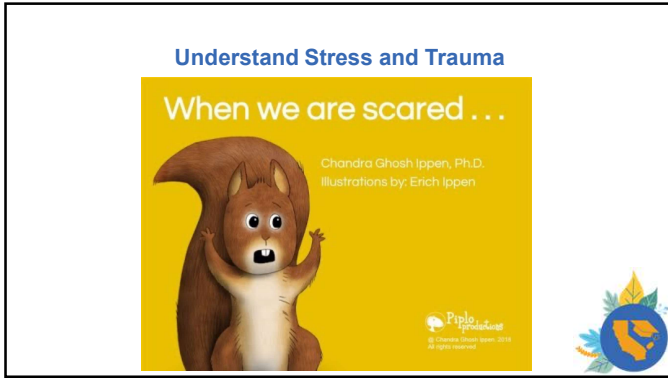
- ✓ Listen to the story!
- ✓ Notice to each animal in the story.
- ✓ Think about what each animal does when he/she feels scared.
- ✓ Think about how each animal create a healing space for themselves in the end.



© Chandra Ghosh Ippen, 2018
All rights reserved




60




61

**Group discussion:
Stress responses**




- ✓ Let's go to each animal and see what they each do when they feel stress.
- ✓ Circle any of the things that you also do.
- ✓ If you want, you can show how often you do these things by writing a number next to each orange ball that you circle:
 - 1 - Rarely (just a little)
 - 2 - Sometimes
 - 3 - Often

Piplo Productions
© Chandra Ghosh Ippen, 2018
All rights reserved




62

**Group discussion:
Healing spaces**



- ✓ Let's go to each animal and see what they each do to help them feel better.
- ✓ Circle any of the things that you also do to create a healing space for yourself.

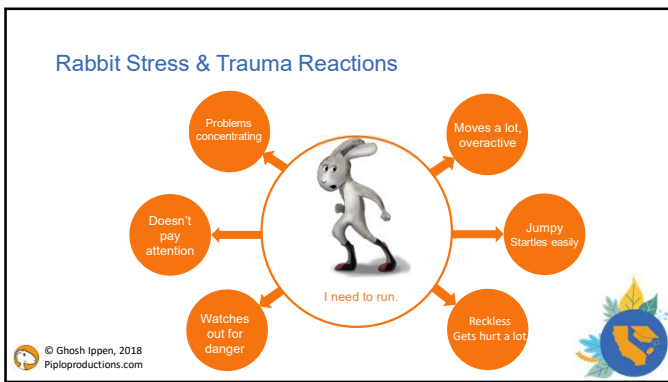
Piplo Productions
© Chandra Ghosh Ippen, 2018
All rights reserved



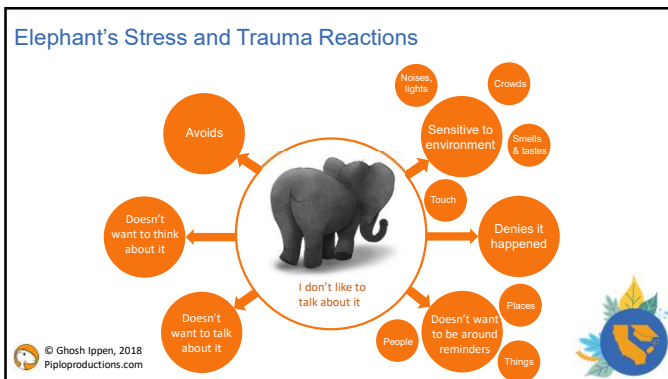
63



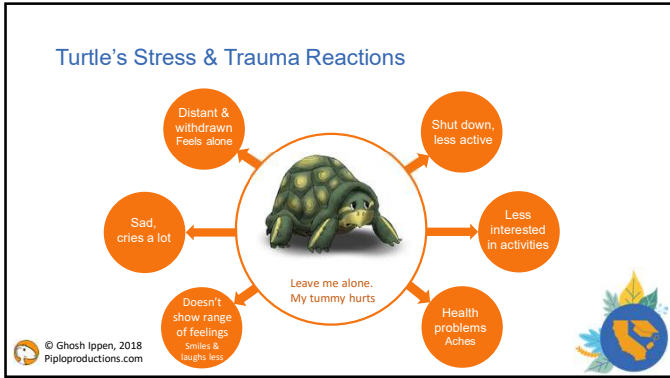
64



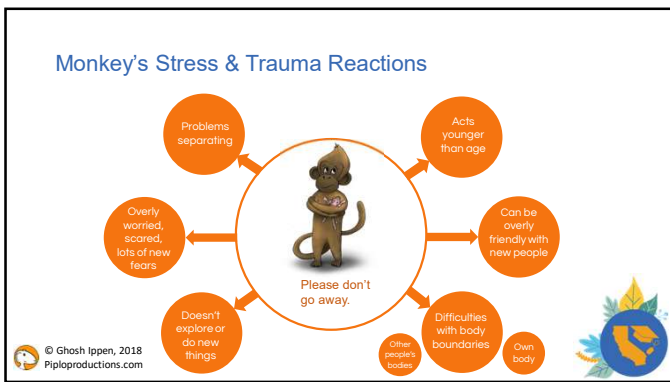
65



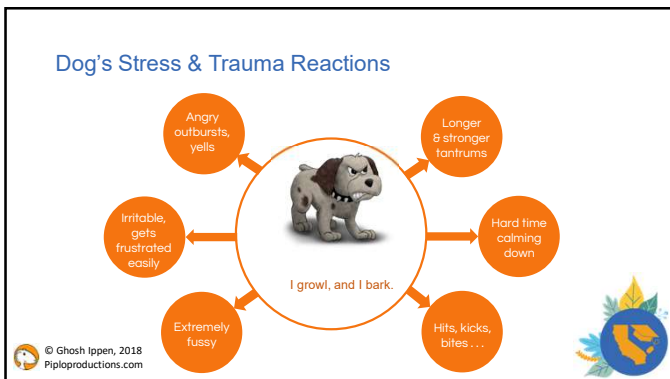
66



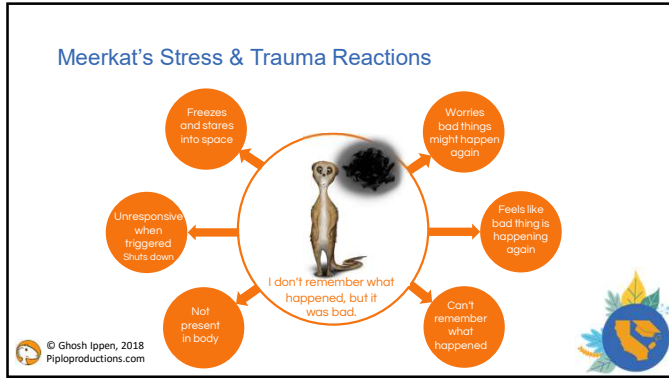
67



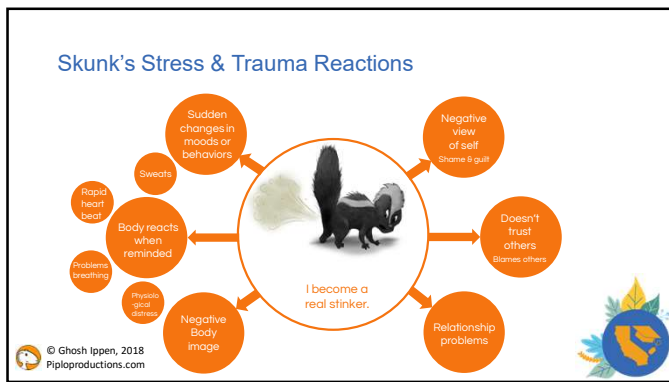
68



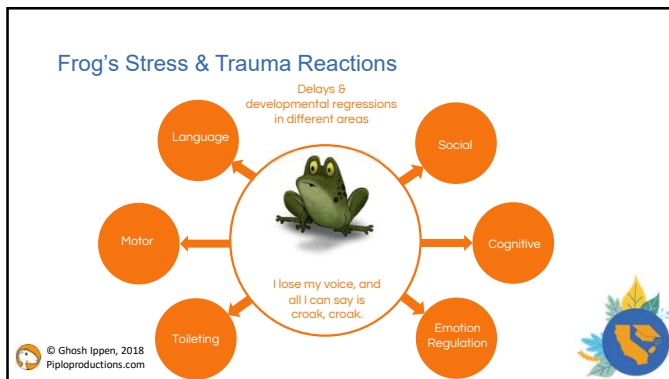
69



70



71



72

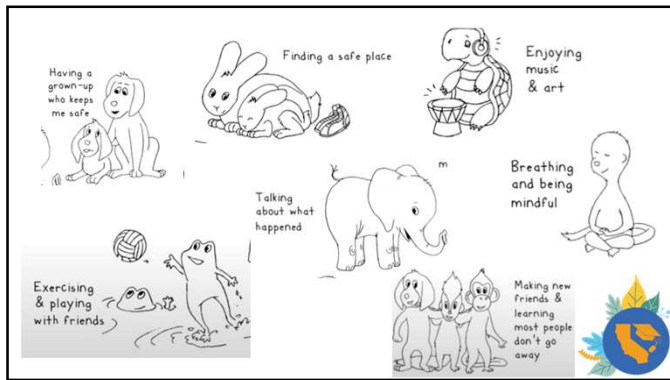
Healing spaces



- ✓ What did you notice each animal do to help them feel better?
- ✓ Share any of the things that you also do to create a healing space for yourself.



73



74

Calming the Stress Response



- ✓ **Breathing deeply** is a tool to calm the brain and body to correctly manage a powerful thought.
- ✓ When you are calm, your brain can better organize information.
- ✓ The brain uses **20% of the oxygen** in your bloodstream.
- More oxygen = more brain function!


Tip: Go outside and take 3 slow, deep breaths!


Copyright © 2018 ZERO TO THREE. All rights reserved.



75

Just Breathe







Copyright © 2018 ZERO TO THREE. All rights reserved.

76

Learning Objectives #3




Learn about the **5 R's** for supporting healthy brain growth and development.




77

The 5 R's of Healthy Brain Development




1. Relationships
2. Responsive interactions
3. Repetition
4. Respect
5. Routines



Copyright © 2018 ZERO TO THREE. All rights reserved.


78

#1. Relationships

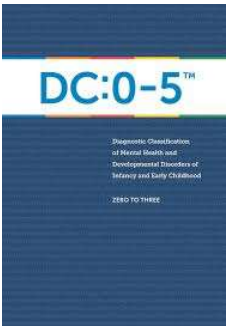
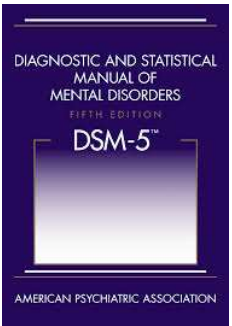



Warm, loving, secure attachment relationships give children the foundation they need for healthy development.

Copyright © 2018 ZERO TO THREE. All rights reserved.




79

80

70 TRAUMA, STRESS, AND DEPRIVATION DISORDERS	114
70.1 Posttraumatic Stress Disorder	115
70.2 Adjustment Disorder	119
70.3 Complicated Grief Disorder of Infancy/Early Childhood	122
70.4 Reactive Attachment Disorder	126
70.5 Disinhibited Social Engagement Disorder	129
70.6 Other Trauma, Stress, and Deprivation Disorder of Infancy/Early Childhood	133
80 RELATIONSHIP DISORDERS	134
80.1 Relationship Specific Disorder of Infancy/Early Childhood	135
Axis II: Relational Context	139
Axis III: Physical Health Conditions and Considerations	149
Axis IV: Psychosocial Stressors	153
Axis V: Developmental Competence	159



81

Attachment



- ✓ Relationships that very young children have with their regular caregivers affect brain growth and development.
- ✓ Attachment is the enduring bond that children form with their regular caregivers, beginning right at birth!!!



Copyright © 2018 ZERO TO THREE. All rights reserved.

82

Secure and Insecure Attachment

Secure Attachment

- Sensitive and responsive caregivers.
- Children feel safe and secure to explore.

Insecure Attachment

- Distant, disengaged, or inconsistent caregivers.
- Children are unsure whether or when their needs will be met
- Children do not explore their environment.



Copyright © 2018 ZERO TO THREE. All rights reserved.

83

The Power of Attunement




- ✓ **Secure attachment** was NOT predicted by parental warmth- it was predicted by SENSITIVITY!
- ✓ Parent's picking up on the child's cues and responding contingently to those cues! = ATTUNEMENT!




84

#2. Responsive Interactions




- Caregiver follows the child's lead.
- Sensitive, back-and-forth interactions.
- Adult tunes in to the child.

Copyright © 2018 ZERO TO THREE. All rights reserved.




85

Serve and Return





- ✓ **Serve and return interactions**—responsive, back-and-forth exchanges between a young child and a caring adult play a key role in shaping brain architecture.
- ✓ These interactions, much like a lively game of tennis, form a critical part of a child's social environment and are crucial for early development.
- ✓ They support development of early language and social skills that serve as a foundation for more complex, high-level cognitive abilities that form later in life.



86


Serve & Return Interaction Shapes Brain Circuitry

87

FAST
FACTS


- ✓ The human brain expects the game of back-and-forth, and it is essential for healthy development.
- ✓ “Serve-and-return interactions” reinforce brain circuits that are at the core of our early emotional well-being and social skills.
- ✓ Naming what a young child is seeing, doing, or feeling helps make important language connections, even before they can talk or understand words.



88

#3. Repetition

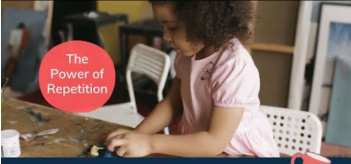
- Set realistic expectations based on brain development.
- Be aware that the experiences we provide are building brain architecture.
- Provide positive relationships and supportive, enriching environments.




Copyright © 2018 ZERO TO THREE. All rights reserved.

89

The power of repetition

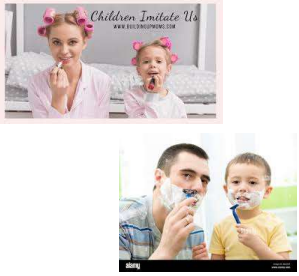


Just Between Us Crown Ups




90

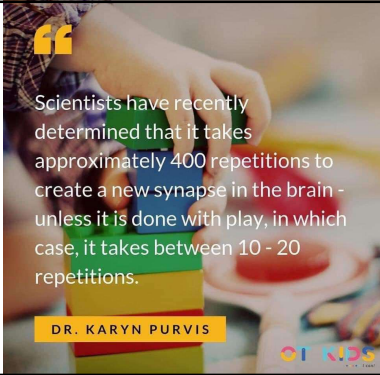
MIRROR NEURON



- ✓ The brain can re-wire itself based on new information.
- ✓ **MIRROR NEURONS** are how you learn through observing others.
- ✓ Watching someone tie their shoe activates the brain as if you were doing it yourself.




91





“
Scientists have recently determined that it takes approximately 400 repetitions to create a new synapse in the brain - unless it is done with play, in which case, it takes between 10 - 20 repetitions.”

DR. KARYN PURVIS




92

Solve problem through play!




93

#4. Routine




- ✓ Helps build brain connections that support memory and organizational skills.
- ✓ Create a sense of security by helping children know what, how, and when things will happen. (Seibel et al., 2009).
- ✓ Calm the bottom functions of the brain and allow children greater access to more top functions (working memory and focused attention).
- ✓ Be flexible and creative; try not to be rigid and unable to adjust to unusual circumstances.




94

Routine

DIY bedtime routine for kids




- ✓ Help children make sense of the world and learn how the world is organized
- ✓ Feel secure and safe when many things in the environment are changing
- ✓ Develop ability to regulate their own emotions and behaviors
- ✓ Set their internal body clocks
- ✓ Have a sense of independence and autonomy
- ✓ Anticipate and look forward to what come next
- ✓ Have consistency and predictability.




95

Establishing routines



- ✓ Create visual reminders.
- ✓ Break routines into steps; e.g., getting ready for bed (bath, pajamas, brushing teeth, singing...).
- ✓ Prepare the child for movement from one activity to the next ("In 10 minutes, we will XX...").
- ✓ Develop regular routines for daily activities, such as meals, bedtime, story time, quiet time.



96



FUN FACT
for
KIDS

Rituals soothe the stressed brain!!!



97

#5. Respect




- ✓ Active waiting
- ✓ Wonder together
- ✓ Do not micromanage
- ✓ Respect their individual differences




Copyright © 2018 ZERO TO THREE. All rights reserved.

98

Active waiting




1. **Observe** – What are they doing or experiencing?
2. **Be curious:** Wonder “why?”
3. **Join:** join in THEIR ideas (what they are doing, how are they feeling)
4. **Attune:** adjust yourself to show that you care about what they care about, at their level and in their way.



Copyright © 2018 ZERO TO THREE. All rights reserved.


99

Wonder together



- ✓ **Child:** "How do I build this tower?"
- ✓ **Parent:** "Are there any instructions on the box we could read together?"
- **Child:** "Do snakes have ears?"
- **Parent:** "That's an interesting question. What do you think?"

Note: Avoid saying too vague – "I don't know!", or "How many times have I told you?"




Copyright © 2018 ZERO TO THREE. All rights reserved.

100

“
Make sure you don't
micromanage
every detail of your child's
life.”

AMY MCCREADY
Founder, Positive Parenting Solutions


- Instead of:** Wiping food off her face...
→ **Try:** "You have a little ketchup on your cheek, here's a napkin if you'd like to wipe it off."
- Instead of:** Tucking in his shirt unannounced...
→ **Try:** "I love the shirt you chose! Would you prefer to have it tucked in or left out?"
- Instead of:** Straightening out his collar...
→ **Try:** "I noticed the back of your collar is sticking up. Would you like help putting it down, or would you like to take care of it?"




Copyright © 2018 ZERO TO THREE. All rights reserved.

101

Individual differences



- ✓ Recognize and accommodate a child's sensory differences, such as adjusting your tone of voice, affect, non-verbal communication.
- ✓ Meet the child at their current developmental level and gently challenge them to progress
- ✓ Patience is the secret sauce!!



Copyright © 2018 ZERO TO THREE. All rights reserved.

102

Strategies for the “survival state” brain



- ✓ Creating safety in your classroom/ therapy room
- ✓ Encourage your child's participation in meaningful decisions, making reasonable rules and consequences
- ✓ Find ways to incorporate dramatic play
- ✓ Plan body movement breaks
- ✓ Use variable seating arrangements (yoga ball, couches, floor, etc.)
- ✓ Do not restrict recess as a discipline measure



103

Strategies for the “survival state” brain



- ✓ “Mistakes” are fuel for learning and not an opportunity for punishment.
- ✓ Rituals soothe the stressed brain!
- ✓ Relax rigid deadlines that may be more child stressors than motivators
- ✓ Practice mindfulness with calming jars, sensory boxes...
- ✓ Use music and dance



104

How every child can thrive by 5 !



105

Closing: Start, Reflect, Continue
Take a moment to consider an idea or practice that you might consider starting, one thing that you might reflect on doing differently, and one idea or practice that you have already been doing and will continue to do that supports healthy brain development.

Start	Reflect	Continue



106

Thanks for joining us!
WHAT'S NEXT?

- Survey and certificate in the chat now
- Follow-up email with resources within two days
- Watch your inbox for the next issue of *CalTrin Connect*



Stay Connected for More Free Training & Resources!

VISIT CALTRIN.ORG & SCAN TO LEARN MORE



FOLLOW US! AND CHECK OUT TRAINING REPLAYS ON YOUTUBE!



107
