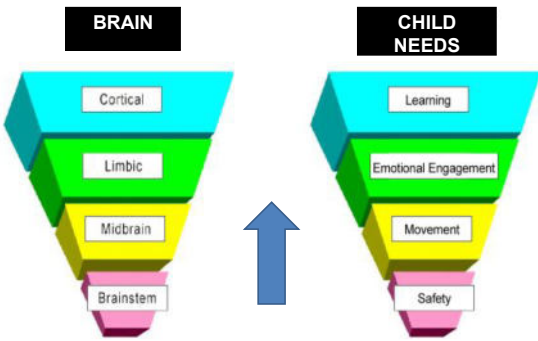


Neuroscience and Behaviour Management.



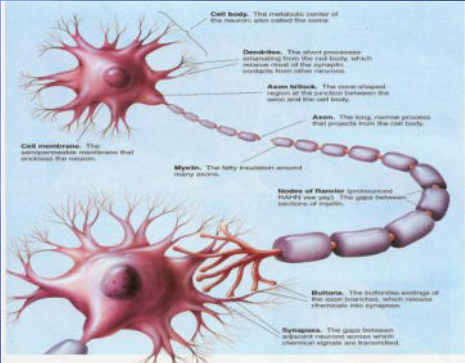
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Ahakoā he iti, he pounamu.



Adapted from: McCaleb, M. & Mikaere-Wallis, N. Relationship-shaping: Teacher consistency and implications for brain development. *The First Years/Nga Tau Tutahi: New Zealand Infant and Toddler Education*, 7(2), 21-25

Neurons



If we imagine the brain as a garden....

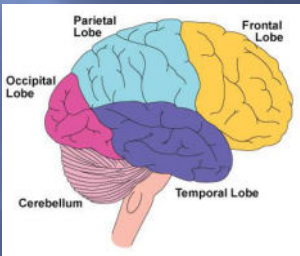
Endorphins = Fertilizer



Cortisol = weed killer



Work with the parietal lobe



Wheelbarrow Language

Words like 'nice' 'good' and 'careful' are difficult to picture.
Use concrete/wheelbarrow terms.

Rephrase the following...

stop hitting your sister

don't touch the vase

be a good boy

First Deal with **YOUR** behaviour

Are your expectations developmentally appropriate?

*Consider how much cortex they have

*Do the adults you know achieve this all the time? Do YOU??

You encourage the growth of empathy by **modelling** it. Are you really empathetic of what it's like to be a child?

This might help...Lol!

Where does aggression come from?

Evolution

selective breeding for aggression

Socialisation

harsher on boys

What makes it worse according to research?

Love withdrawal

Undermines sense of worth

inconsistency

punishment

What makes it better according to research?

Cognitive training

explaining with respect exactly what behaviour you DO want to see. TEACH them!

Induction

“Big boys can put there shoes on”

Reward desirable behaviour

Relationship Frameworks

Brick Wall

don't answer back - just do it or else!

Jelly Fish

No. No. Oh alright then...

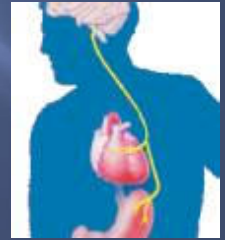
Backbone

I listen to you, you listen to me, we compromise within set boundaries

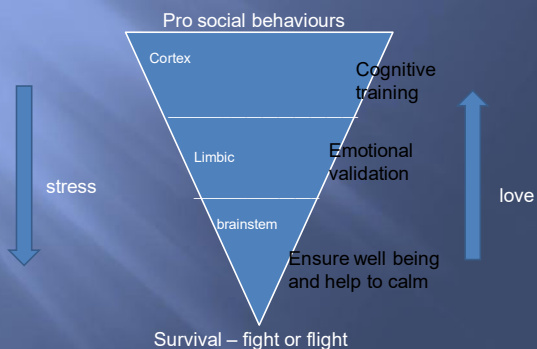
Remember.....

Language literally programmes the brain, so program the brain with the language of love, of hope, of pride, support and joy. What language fills our home? Are we *reactive* or *proactive*? And.....

The Vagus Nerve



Responding to Challenging Behaviour



Child A walks up to child B and pushes him away to take the toy. How do you respond if the child is.....

- ▣ 2 years
- ▣ 4 years

For the child already in the Brainstem....

same principles apply
 more attachment = more compliance
 immerse in prosocial environment
 only use inclusive time out as a last resort and move quickly back to positive reinforcement.