

## News and Notes From Teacher Brianne

Our society for many years has been educated to view life through the lens of behaviorism which explains all behavior being a result of reinforcements and punishments. This is deeply entrenched in our collective psyche and leads us to engage in "power-over" relationships, especially with children in which we seek to change their behaviors by giving them consequences, whether they be negative or positive. Even though some children respond with compliance, this approach leads to less trust, true cooperation, and connection in relationship. One way for us to make a shift in parenting, educating and supporting behavior is to change the way we perceive our relationships and see children as whole human beings worthy of respect, then work together to support their development.

## Coming Up...

- **March 19 from 10–2:** Everett Sp. Ed. PTSA Run, Walk & Roll 5K (sorry I had the wrong date previously) [sign up here](#)
- **March 27–31:** Parent–Teacher Conferences—no school/sessions. I will connect with each of you to coordinate a meeting, unless your child attends ECEAP in Everett School District, then I will just join the meeting the teacher sets up with you.
- **April 3–7:** Spring Break, no school/sessions

## Special Education

At every IEP meeting, the case manager should provide parents with a copy of the Everett School District Policy on Isolation and Restraint. In light of accountability and transparency, the purpose of this is to adequately inform parents of the policy and procedure for intervention in case a student poses imminent danger or physical harm to himself, others or significant property damage. This applies to all students, whether or not they have an IEP of 504 plan. However, if a child with an IEP demonstrates the need for a high level of support and interventions due to behavior that significantly and negatively impact their learning and that of others, the team must create an individualized positive behavior intervention plan that also follows the guidelines of this policy

## Neurodiversity

The neurodiversity movement centers the voices and experiences of the neurodivergent population. There is a lot of information, education and interventions for neurodiverse people. Historically the majority of that information was dominated by professionals and parents, but lacked the view point of those that they sought to support. Over the years, autistic leaders such as Temple Grandin have been educating the public on autism. Now many more autistic advocates have gained platforms on social media to spread their message. Specifically in the autistic community, many advocates have spoken out against harmful practices such as ABA therapy.

## In The Community

Camp Prov is for children who are receiving early intervention or special services and their siblings 3 years through 12 years of age. It is a week long summer camp for a morning or afternoon session. They are held at Forest Park in Everett. Registration opens on March 17. The tuition is \$130, but also have a financial assistance program to those who may need it. Find more information on the [flyer here](#) or find the [registration packet here](#).

## Social Emotional Learning: Rewards and Punishments

What is the problem with using rewards and punishments? There is extensive research that demonstrate that punishments especially corporal punishments such as spanking may be temporarily "effective" as a child will comply out of fear, but the negative consequences include: ruptures in the relationship between parent and child, the child is more likely to lie and hide instead of changing the behavior, the child is more likely to be aggressive towards others, the child is more likely to have mental health concerns such as depression and anxiety, and their brains are wired to be much more sensitive to perceived threats and enter into a reactive flight-or-fight state, even when objectively there is no threat.

What about rewards? Using rewards such as praise, tangible prizes or special privileges that are contingent upon a certain behavior also show to have the opposite effect of the intended outcome. It actually diminishes the intrinsic motivation for that behavior and the person is less likely to engage in that behavior in the future. You can read more about this in the book *Punished by Rewards* by Alfie Kohn. The alternative? You can still give your child special things and experiences, but do it to have fun, enjoy life and build relationship, not to change behavior.

## What we worked on



## Coaching Notes

Top Tips for promoting connection and co-operation:

1. **Acknowledge and validate feelings.** Even if the child's feelings or reactions seem irrational to you, they are real for him or her.
2. **Assume best intent.** Try to avoid making judgments about a child's behavior. You can say, "You wanted..." Example: "You wanted him to give you space?"

Everyone wants to **feel seen and understood**. It is powerful in helping to regulate emotions and establish connection.

## Teacher Brianne's Recommendations

### Book

*Punished by Rewards* by Alfie Kohn



### Podcast or Blog

Your Parenting Mojo



### Social Media

Self-Reg, The B Team

