Today we will cover:

- The shift from feeling calm to feeling threatened and back to calm.
- Bottom-up vs. top-down behaviors.
- How to help.

Responding to Threats
3 Important Brain Systems

<table>
<thead>
<tr>
<th>SURVIVAL BRAIN</th>
<th>EMOTIONAL BRAIN</th>
<th>THINKING BRAIN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brain stem &amp; cerebellum</td>
<td>Limbic system</td>
<td>Neocortex</td>
</tr>
<tr>
<td>Fight, flight, or freeze</td>
<td>Emotions, memories, habits</td>
<td>Language, imagination, abstract thinking, consciousness</td>
</tr>
<tr>
<td>Autopilot</td>
<td>Instinctually-based decisions</td>
<td>Reasoning, rational thought</td>
</tr>
</tbody>
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Dr. Dan Siegel's Hand Model of the Brain
Pressure can build before you see it
Or it can be triggered without warning

Internal and External

"A riot is, at bottom, the language of the unheard." – Malcolm X
Be the Thermostat, Not the Thermometer
Bottom-Up vs. Top Down

Top-Down vs. Bottom-Up Behavior

Top-Down Thinking vs. Bottom-Up Thinking

**TOP-DOWN**
- Thoughtful, slow, rational
- Difficult and intentional
- Reasoned/behavior modification
- Strategic
- Thinking brain

**BOTTOM-UP**
- Quick, fast, intuitive
- Intuitive, understand, survival based
- Emotions/memories
- Respond to understanding/compassion, and helping
- Emotional brain
Can’t vs. Won’t
Skill vs. Will
Stop trying to change behavior and start looking to change behavior triggers.

"Challenging behavior is just a signal, the fever, the means by which the kid is communicating that he or she is having difficulty meeting an expectation."

Rig Croen, Ph.D.
EATING Humor Project

KIDS DO WELL IF THEY CAN - parents, too!
How to Help

"Your child isn’t giving you a hard time. Your child is having a hard time.”
-Penny’s Parenting Mentors

**CO-REGULATION**
- Calm parent
- Modeling appropriate responses
- Offering calm for children to return to
- Remain together
- Use calming

**CO-ESCALATION**
- Reactive parent
- Modeling what you DON’T want your children to do
- Adding fuel to escalate the intensity
How to help your child feel SAFE!

Social Engagement
- Teach them - do not talk away
- Make sure your body and face communicate acceptance and caring
- Speak quietly and metatfluously
- Move using gentle tactile gestures
- "You did not do anything wrong - your body responded as it is wired to"

Change the Environment
- Soft music with calming vocals
- Dimen low-frequency sounds

How to help your child feel calm and safe in the moment.
- Empathetic and responsive
- Engaging facial expressions
- Soothing tone and volume
- Isolating and slow-paced gestures
- When child is in FREEZE, exaggerated proverbs can bypass difficulty hearing

Behaviors Don't Happen In Isolation

Antecedent
- ASKED TO WRITE

Behavior
- AVAIDANCE

Consequence
- GET OUT OF WRITING
We're done!

QUESTIONS?

Sarah Wayland, Ph.D.
Parenting Coach
Certified Relationship Development Intervention (RDI) Consultant