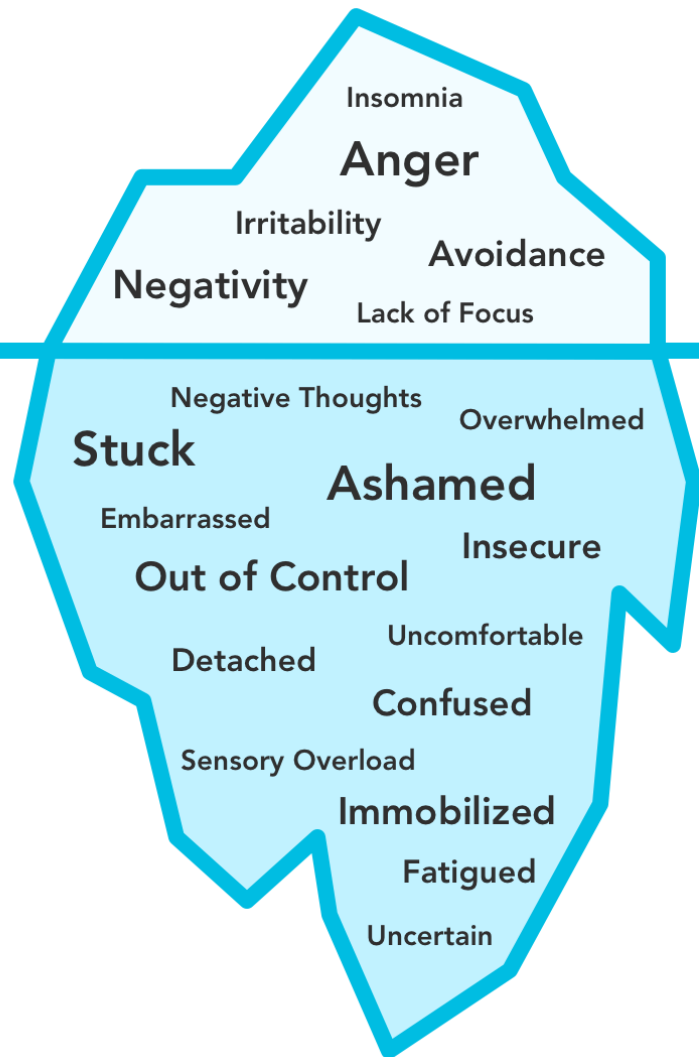


Anxiety Iceberg

WHAT YOU SEE

WHAT YOU DON'T SEE



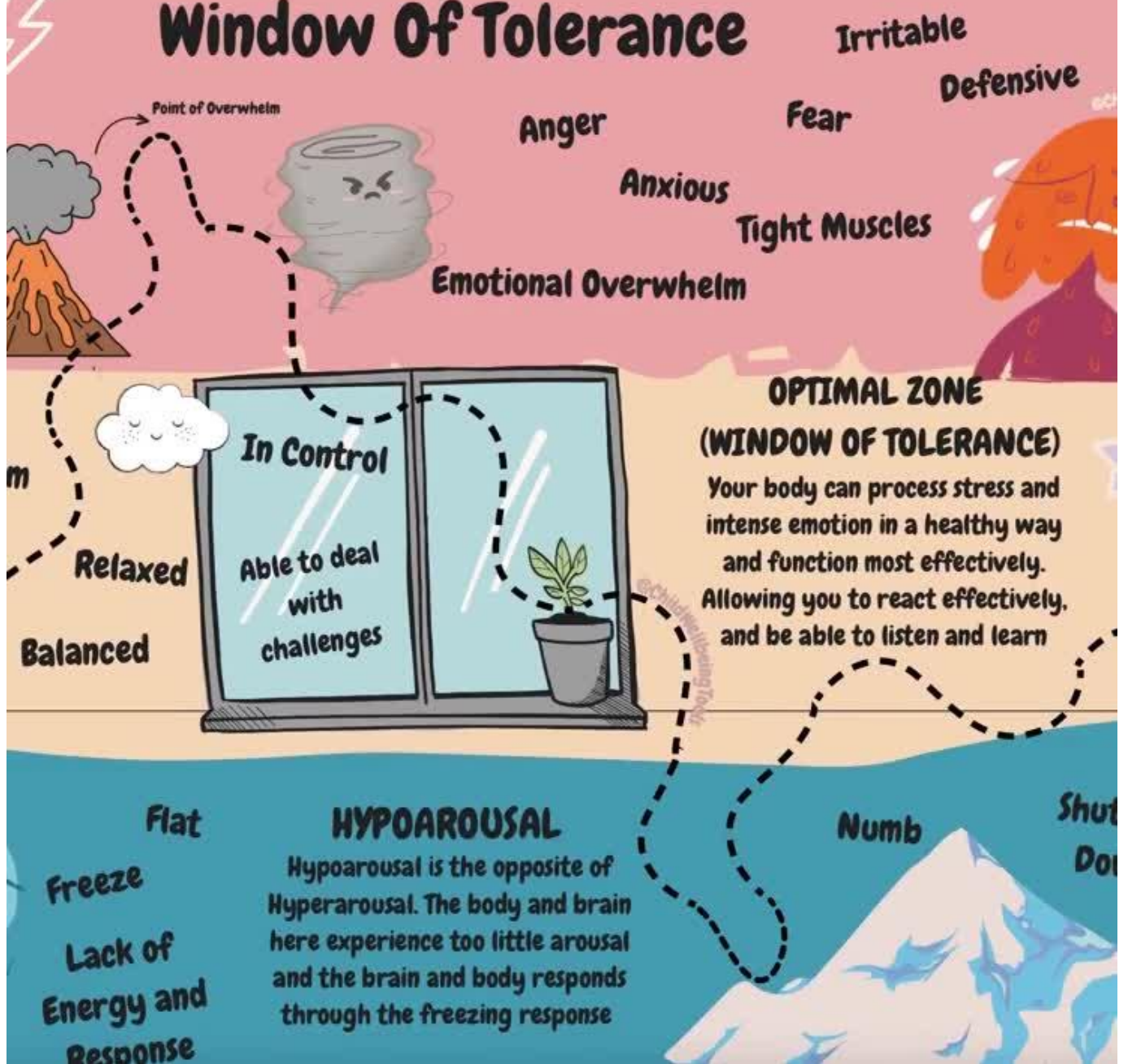
Mistaken Goal Chart (How Adults May Contribute)

1	2	3	4	5	6	7	8
Adult feels	Adult tends to react by	Child's Response	Mistaken Goal	Child's Mistaken Belief	How Adults May Contribute	Coded Message	Proactive and Empowering Responses
Annoyed Irritated Worried Guilty	- Reminding - Coaxing - Doing things for the child they could do for self	Stops temporarily but later resumes same or another disturbing behavior	Undue Attention To keep others busy or to get special service	"I count (belong) only when I'm being noticed or getting special service." "I'm only important when I'm keeping you busy with me."	"I feel guilty if you aren't happy." "It's easier to do things for you than to watch you struggle." "I don't have faith in you to deal with disappointment."	NOTICE ME INVOLVE ME USEFULLY	- Redirect by involving child in a useful task "I love you and ____" - Avoid special service - Plan special time - Set up routines - Use problem solving; - Encourage; Touch without words - Ignore; Set up non-verbal signals - Use family/class meetings
Angry Challenged Threatened Defeated	- Fighting - Giving in - Thinking "You can't get away with it" - Thinking "I'll make you" - Wanting to be right	- Intensifies behavior - Defiant compliance - Feels he/she has won when parent/teacher is upset - Passive Power	Misguided Power To be boss	"I belong only when I'm the boss, in control, or proving no one can boss me." "You can't make me."	"I'm in control and you must do what I say." "I believe that telling you what to do, and lecturing and punishing you when you don't, is the best way to motivate you to do better." "I don't practice the importance of teaching you contributing ways to use your power."	LET ME HELP! GIVE ME CHOICES	- Redirect to positive power by asking for help - Offer limited choices - Don't fight and don't give in - Withdraw from conflict; Calm down - Be firm and kind; Act, don't talk - Decide what you will do - Let routines be the boss - Develop mutual respect - Set a few reasonable limits - Practice follow through - Encourage - Use family/class meetings
Hurt Disappointed Disbelieving Disgusted	- Retaliating - Getting even - Thinking "How could you do this to me?"	- Retaliates - Intensifies - Escalates the same behavior or chooses another weapon	Revenge To get even	"I don't think I belong so I'll hurt others, since I feel hurt." "I can't be liked or loved."	"I give advice (without listening to you) because I think I am helping." "I worry more about what the neighbors think than what you need." "I have to hurt you to teach you not to hurt others."	I'M HURTING VALIDATE MY FEELINGS	- Acknowledge hurt feelings; Avoid feeling hurt - Avoid punishment and retaliation - Build trust; Show you care - Use reflective listening; Share your feelings - Make amends - Don't talk - Encourage strengths - Put kids in same boat - Use family/class meetings
Despair Hopeless Helpless Inadequate	- Giving up - Doing for - Overhelping	- Retreats further - Passive - No improvement - No response	Assume Inadequacy To give up and be left alone	"I can't belong because I'm not perfect so I'll convince others not to expect anything of me." "I'm helpless and unable." "It's no use trying because I won't do it right"	"I expect you to live up to my high expectations." "I thought it was my job to do things for you." "It is too scary to have faith in you."	DON'T GIVE UP ON ME SHOW ME SMALL STEPS	- Break tasks down to small steps - Encourage any positive attempts - Have faith in child's abilities; Focus on assets - Don't pity; Don't give up - Set up opportunities for success - Teach skills/show how, but don't do for - Enjoy the child; Build on their interests - ENCOURAGE! Stop all criticism - Use family/class meetings

Original Source: Rudolf Dreikurs

Adapted by Lynn Lott and Jane Nelsen - Positive Discipline

Window Of Tolerance



Window of Tolerance

Hypervigilance: Sweaty palms, racing heart, racing thoughts, difficulty focusing



Flight or Fight



Angry



Heightened Emotions



Anxious



Present

Grounded



Organized

Creative



Hypoarousal: Low energy, lack of emotion, zoning out



Freeze



Withdrawn



Shut Down



Passive

Living Within The Window of Tolerance: The Different Zones of Arousal

HYPERAROUSAL ZONE

Sympathetic "Fight or Flight Response"
(Too much arousal)



SIGNS YOU ARE HERE:

- Tension, shaking
- Intrusive imagery
- Hyper-vigilance
- Emotional reactivity
- Emotional overwhelm
- Impulsivity
- Defensiveness
- Feeling unsafe
- Anger/Rage
- Racing thoughts
- Obsessive/cyclical thoughts

OPTIMAL AROUSAL ZONE

Ventral Vagal "Window of Tolerance"



SIGNS YOU ARE HERE:

- Feel and think simultaneously
- Awareness of boundaries (yours & others)
- Experience empathy
- Reactions adapt to fit the situation
- Feelings are tolerable
- Feel safe
- Present moment awareness - "Right here, right now"
- Feel open and curious (versus judgmental and defensive)

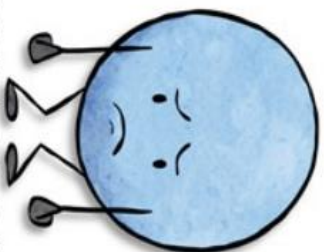
HYPOAROUSAL ZONE

Parasympathetic "Immobilization Response"
(Too little arousal)

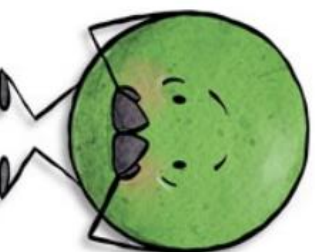


SIGNS YOU ARE HERE:

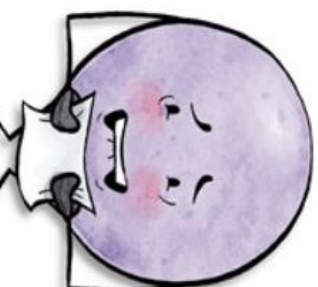
- Relative absence of sensation
- Numbing of emotions
- Feeling 'dead'
- No energy
- Disconnected
- Shut down
- Reduced physical movement
- No feelings
- Passive
- "Not there"
- Ashamed
- Can't say no
- Can't defend oneself
- Flat affect
- Disabled cognitive processing/"can't think"



JEALOUS/
DISAPPOINTED



ASHAMED/
EMBARRASSED



WORRIED

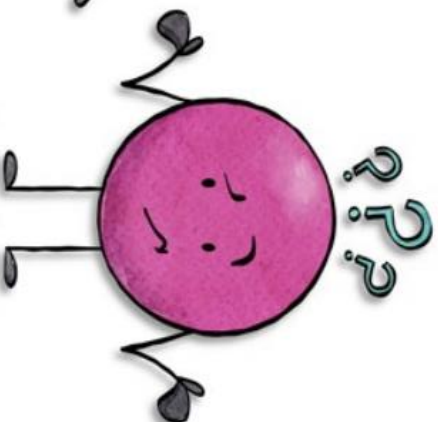


FRUSTRATED

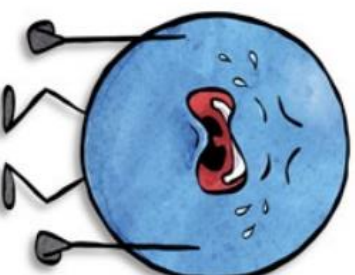
What feelings are behind the **ANGER** masks?



SCARED



CONFUSED



SAD/HURT



LONELY/
LEFT OUT

A calming script for neurodiverse learners

Teacher voice: steady, clear, predictable pace

"First, let's get our bodies comfortable in a way that works for you.

You can sit, stand, lean, fidget quietly, or keep your eyes open.

There is no right or wrong way to do this. I'm going to guide us for about two minutes, and then we'll be finished.

Start by noticing your feet.

Push them gently into the floor.

The floor is strong.

It's holding you.

Now notice your hands.

You can press your hands together, or press them on the desk,

or hold something that feels good to touch.

Take one slow breath in through your nose if you can... and breathe out through your mouth.

If breathing slowly feels tricky, that's okay — just breathe normally and listen.

Let's gently tighten our shoulders for three seconds...

1... 2... 3...

and let them drop.

If your brain feels busy, that's not a problem.

Busy brains are often clever brains.

We're not trying to empty your thoughts — we're just turning the volume down a little.

Notice three things you can feel right now.

Maybe the chair,
your clothes,
or the floor.



Notice two things you can hear.

Near or far — both count.

Notice one thing you can see that feels neutral or calming.

Say quietly in your head, or listen as I say:

Right now, I am okay.

I don't have to be perfect.

I can do hard things in small steps.

Any feelings in your body are allowed to be here.

They don't need fixing.

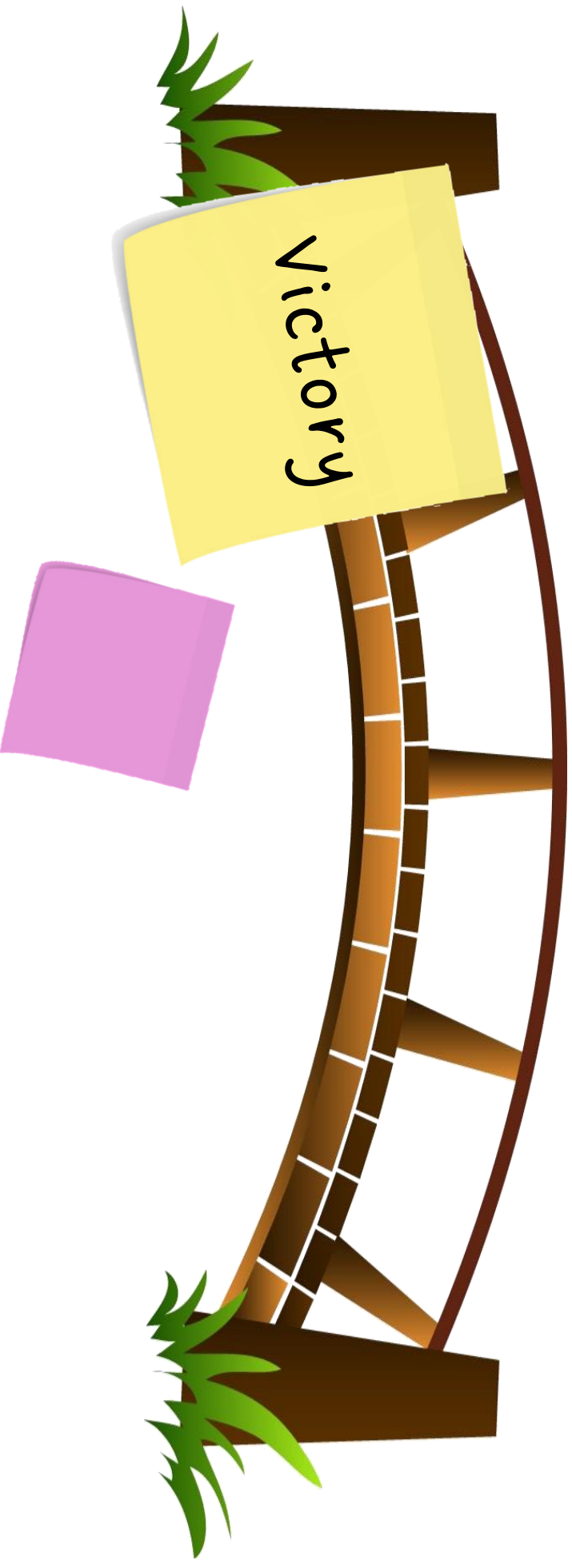
They can just sit beside you while you work.

We're nearly finished.

Gently move your fingers,
roll your shoulders if that helps,
and bring your attention back to the room.

This calm is something you can return to —
before a task,
during a task,
or whenever you need it."

REMINDER BRIDGE



I can _____.

Let's celebrate my victory and _____.