Commitment: When I am upset, I will take a deep breath and switch my focus from what I don’t want to what I do want children to do. I will tell children what I want them to do and why. My “why” will be related to safety.

Signed: _________________________ Date: ____________

DEAD PERSON ASSESSMENT

If a dead person can do it, you have NOT stated what to do, nor are you giving usable info. For example, “Can a dead person stop talking?” Yes. This means that you are still focusing on what you DON’T want. “Sit quietly, cross your legs, put your hands in your lap and listen to the song” are all things a dead person can’t do so this means you are focusing on what you DO want.
When you have an assertive voice:

- You activate your executive skills ad put yourself in touch with your wise internal advocate.
- You teach respect to and for everyone.
- You Paint a picture so children can be successful.
- You create an opportunity to encourage at any moment.
- You allow yourself to set limits without guilt about your own behavior.
- You provide an assertiveness for young children who turn fearful situations into a game or power struggle.
- You use the ONLY voice a child can hear in a survival state. It supports safety and builds trust.

### Assertiveness Summary

<table>
<thead>
<tr>
<th>Power:</th>
<th>Attention: What you focus on, you get more of.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Becoming Brain Smart:</td>
<td>Attention directs neuroplasticity and all learning.</td>
</tr>
<tr>
<td>Skill:</td>
<td>Paint for assertive commands, “I’m going to,” Tell and Show, “I don’t like it,” redirection.</td>
</tr>
</tbody>
</table>

### Pivot Play

**STEP 1**

**S.T.A.R.**

- Smile or Stop
- Take a deep breath
- And Relax

**STEP 2**

**Wish Well**

Open your heart and

**STEP 3**

**Pivot**

In your mind, ask yourself: “What do I want the child to do?”

**STEP 4**

**Name:** Say child’s name.

**Verb:** What you want child to do.

**Paint:** Paint a picture with words and actions.
ATTENTION AND NEUROPLASTICITY - BECOMING BRAIN SMART

The Power of Attention is the key that determines whether neuroplasticity will be helpful or harmful. We create negative wiring when we focus our attention on these false messages (CD-Rom). The stronger these pathways become, we become more reactive/hurtful.

Focused attention connects and stabilizes brain circuits, so they wire together. Where we focus our attention tells bands of neurons to fire at the same time. Neurons that fire together, wire together. When we focus on the positive, we strengthen these pathways to become more peaceful, loving and healthy.

TRAUMA EFFECTS THE BRAIN BEING ABLE TO UPGRADE-IT GETS STUCK

How do we work around this bias?

We use the skill of noticing - it is the heart of all the skills. Noticing is just a way of directing your attention to see what is happening right now. Pull it away from the brain tendency to focus on the bad.

NOTICING WITHOUT JUDGING REMOVES THE FEAR OF NOT BEING SEEN. OVER TIME, THIS ALLOWS CHILDREN TO DEVELOP TRUST AND A FELT SENSE OF SAFETY IN YOUR PRESENCE.

Hot Neediness

“Please don’t leave me”
“I’ll be perfect”

Cool Dismissal

“I don’t care”
“Whatever”

NOTICING SAYS, “USE YOU, I CHOOSE WHERE TO PUT MY ATTENTION, I CHOOSE MY PERCEPTION, AND I’M AWARE OF MY INTENTION.” THAT’S POWERFUL! THIS EMBODIED POWER HELPS OTHERS UNCONSCIOUSLY BEGIN TO TRUST WITHOUT JUDGING REMOVES THE FEAR OF NOT BEING SEEN. OVER TIME, THIS ALLOWS CHILDREN TO DEVELOP TRUST AND A FELT SENSE OF SAFETY IN YOUR PRESENCE.
Power of Attention Reflection

- **Consciously pay attention to your focus:** Are you focusing on the action and behaviors you want to see or the ones you don’t want? What I focus on, I get more of.
- **Pivot when you are upset:** Say to yourself, “I’m safe. Keep breathing. I can handle this.” Then honestly ask yourself, “Do I want more of this behavior?” IF the answer is no, S.T.A.R. then paint a picture of what you want children to do and why. Relate the “why” to the language of safety.
- **Breathe deeply and affirm the following principles 3 times a day:** 1. What I focus on I get more of. I’m going to focus on behavior I want to see. 2. When I’m upset, I always focus on what I don’t want. 3. I am upset because I am resisting what is. I can take 3 deep breaths and say, “The moment is as it is.”
- **Listen to the language around the school:** Can you hear passive, aggressive and assertive voices? Breathe and wish well to those struggling with assertiveness. Listen to your language. When you hear your passive or aggressive voice, be a S.T.A.R., Oops! And restate the same command in an assertive voice.

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**To Dos:**

- ______________________
- ______________________
- ______________________
- ______________________
- ______________________
**School Family Implementation Checklist**

- **Name, Verb, Paint when giving assertive commands.** Paint a picture of the behaviors you want.
- **Tell and Show when children start to become defiant or noncompliant.** Say, “I’m going to show you what to do, how to get started, what is expected,” etc.
- **Actively calm yourself and give an I-Message when a child acts disrespectfully.** Make sure each I-Message ends with what you want to child to do.
- **Redirect young children** with face to face contact, joint attention, clarification of boundaries and assistance in connecting with the new object/activity to nurture prefrontal lobe development.
- **Use modeling and “I don’t like it”** to teach children to be assertive with each to her.
- **M.A.P. all school-wide routines** including arrival, dismissal, walking in the halls and at mealtimes. Post visuals throughout the school.
- **M.A.P. classroom procedures.** Notice any classroom transitions that still create chaos. Go back and re-M.A.P. the procedures for these transitions.
- **Post your daily schedule visually.**
- **Create class made books** so children can read the daily schedule and routines. Place them int e library and have children who have difficulty seeing patterns in the school day.
- **Create individual routine books** for children who have difficulty seeing the patterns in the school day.

### Assertiveness by Age

<table>
<thead>
<tr>
<th>Age</th>
<th>1st: Set Up</th>
<th>2nd: Set Limit</th>
<th>3rd: Tell What to Do</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-4 years</td>
<td>Did you like it? Say: I don't like it when you push me.</td>
<td>She wants you to say, “Scoot over.” Say it now.</td>
<td></td>
</tr>
<tr>
<td>5-12 Years</td>
<td>Did you like it? Tell ____ I don't like it when you</td>
<td>What do you want her to do next time to get ____? Tell her, “Next time please ____.”</td>
<td></td>
</tr>
</tbody>
</table>

"You wanted" is a key phrase for teaching children with limited verbal skills to set assertive boundaries.

### Structure: Conflict Resolution Time Machine

The purpose of the Time Machine is to provide a way for children to change hurtful interactions with peers into helpful exchanges. Assertive language is essential to the success of the Time Machine.

1. Healthy conflicts begin with connection.
2. Moves through disconnection.
3. Ends with repairing.