





Beyond Behavior Management

Creating a Classroom Where All Learners Thrive Melinda

Rohland, Heritage Christian Academy



Seminar Road Map

Recharge

3 Introduction 7

28 Class Systems 29

Connection 13 Biological

Toolkit Lab 35 Scenario

Blueprint 25 system

Swap 8 STEM Activity



The Spaghetti Lab Disaster



Imagine your award winning STEM
lesson plan dissolving into complete
chaos within ninety seconds. Broken

spaghetti, flying marshmallows,
and

a student
in full
shutdown
mode
under the
back



table.

As educators, our training urges us to pull out popular behavior



techniques or management acronyms.

What if there is a better approach?



Zones of Regulation

THE RED ZONE: THE ALARM



THE YELLOW ZONE: THE SILLY WILLY WOBBLY CREW



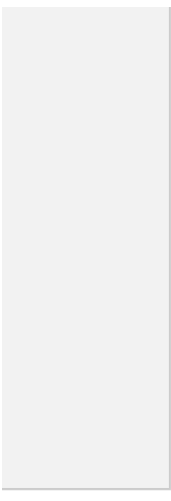
THE BLUE ZONE: THE POWER DOWN

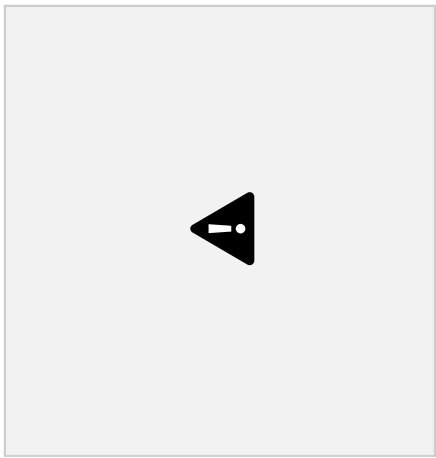
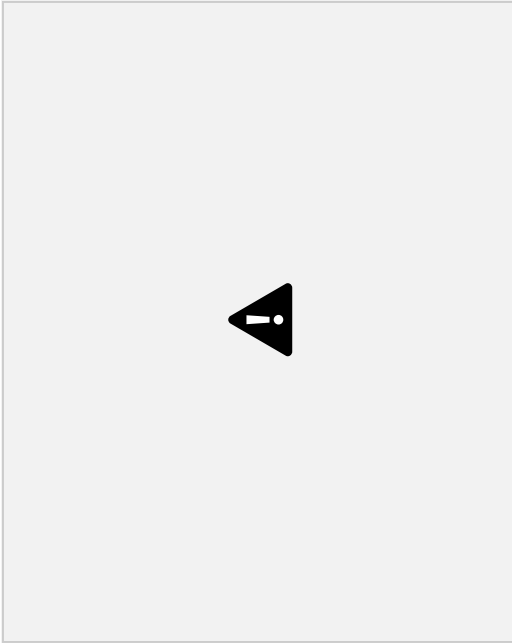


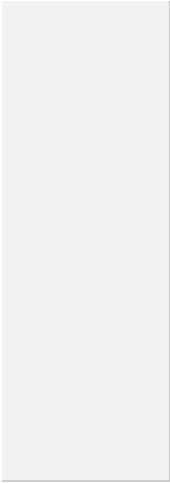
THE GREEN ZONE: THE INNOVATORS



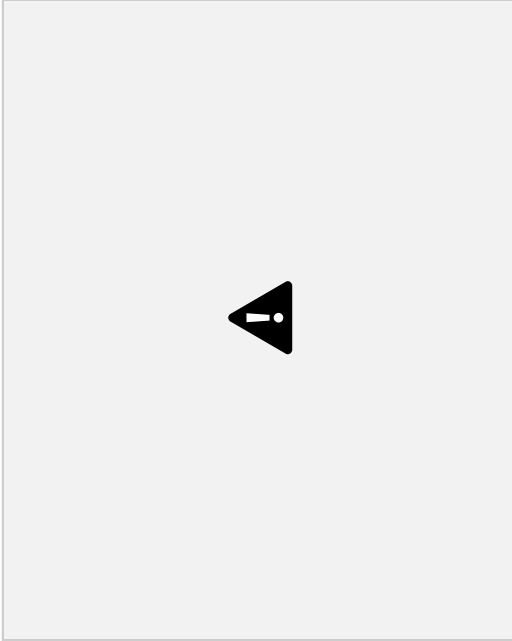
You cannot teach a brain that
is being held hostage by a
security guard.

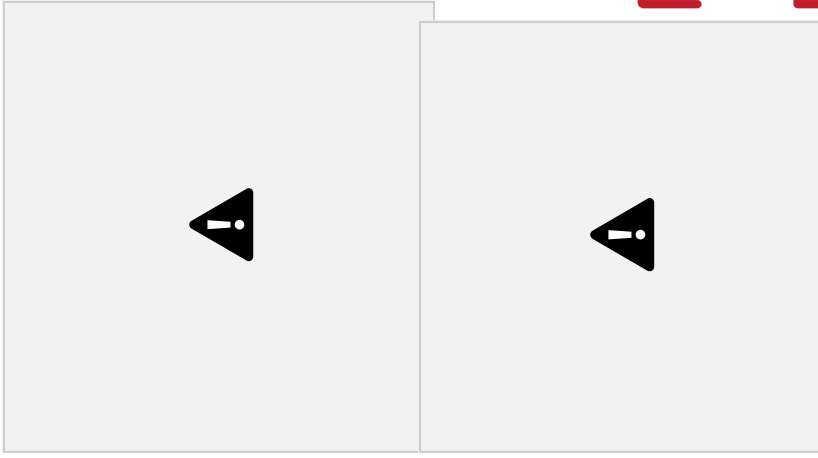






When we understand the
biology, we move from
managing behavior to coaching



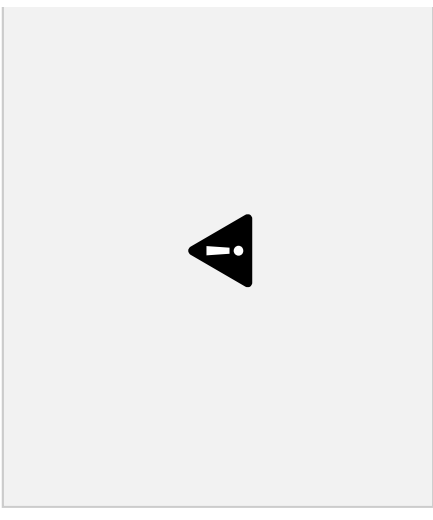
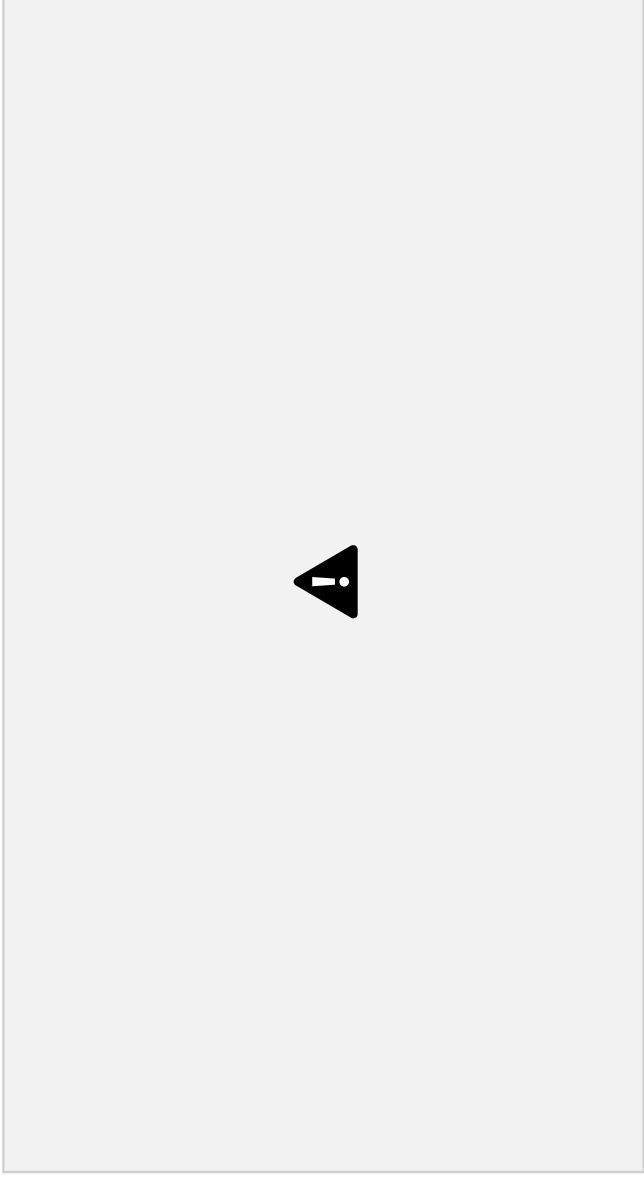


brains.

My Why

Equipping over

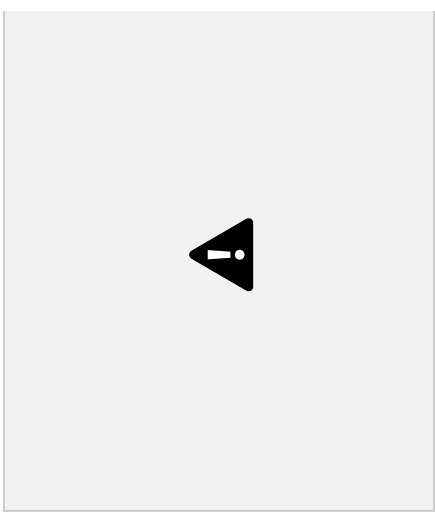
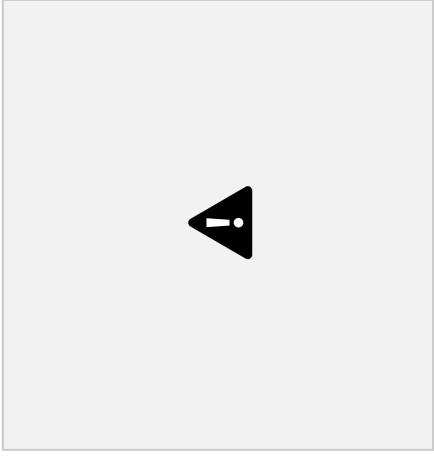
Managing



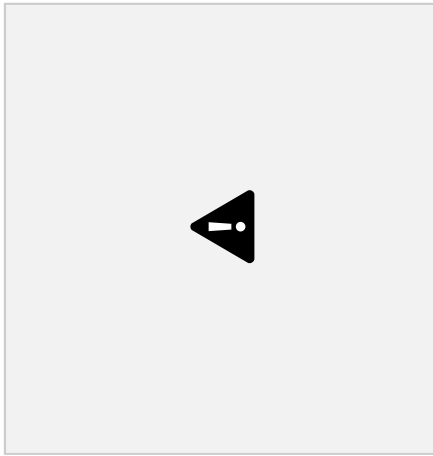
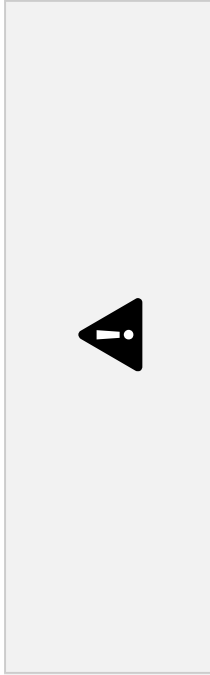
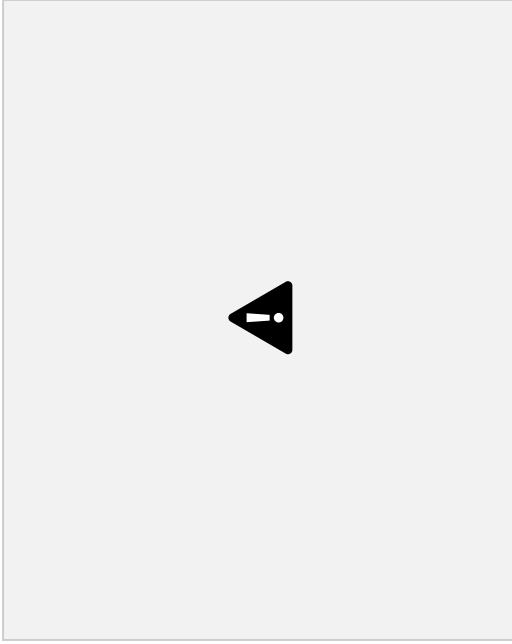
The beauty of our design is

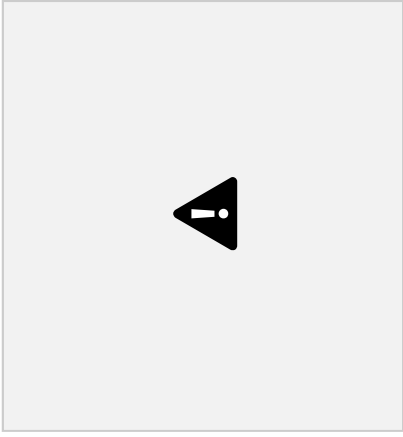
resilience. We are built to adapt
and to understand our own
systems.





Why do certain strategies work
for some children and not for
others?





Equipping over Managing

The Classroom Shift

Neurobiology Connection

After nearly two decades in early childhood education practicing every buzzword paradigm, foster care threw me into the deep end of trauma impacted systems.

To guide dysregulated minds, I had to stop looking at what students were doing, and start evaluating the underlying why of biological safety.

By shifting to neurobiology, I unlocked effective coaching for neurotypical, ADHD, Autistic, and trauma impacted minds alike. True resilience is biological, not superficial compliance.

We regulate ourselves first. Then, we transition from classroom supervisors to skillful “System Support Engineers.”

Partner Up!

1. What grade level/focus do you teach?



2. Think about your morning so far. What is one thing that made you feel stressed (Yellow Zone) and what is one thing that made you feel calm (Green Zone)?

Be the Thermostat...

...not the thermometer

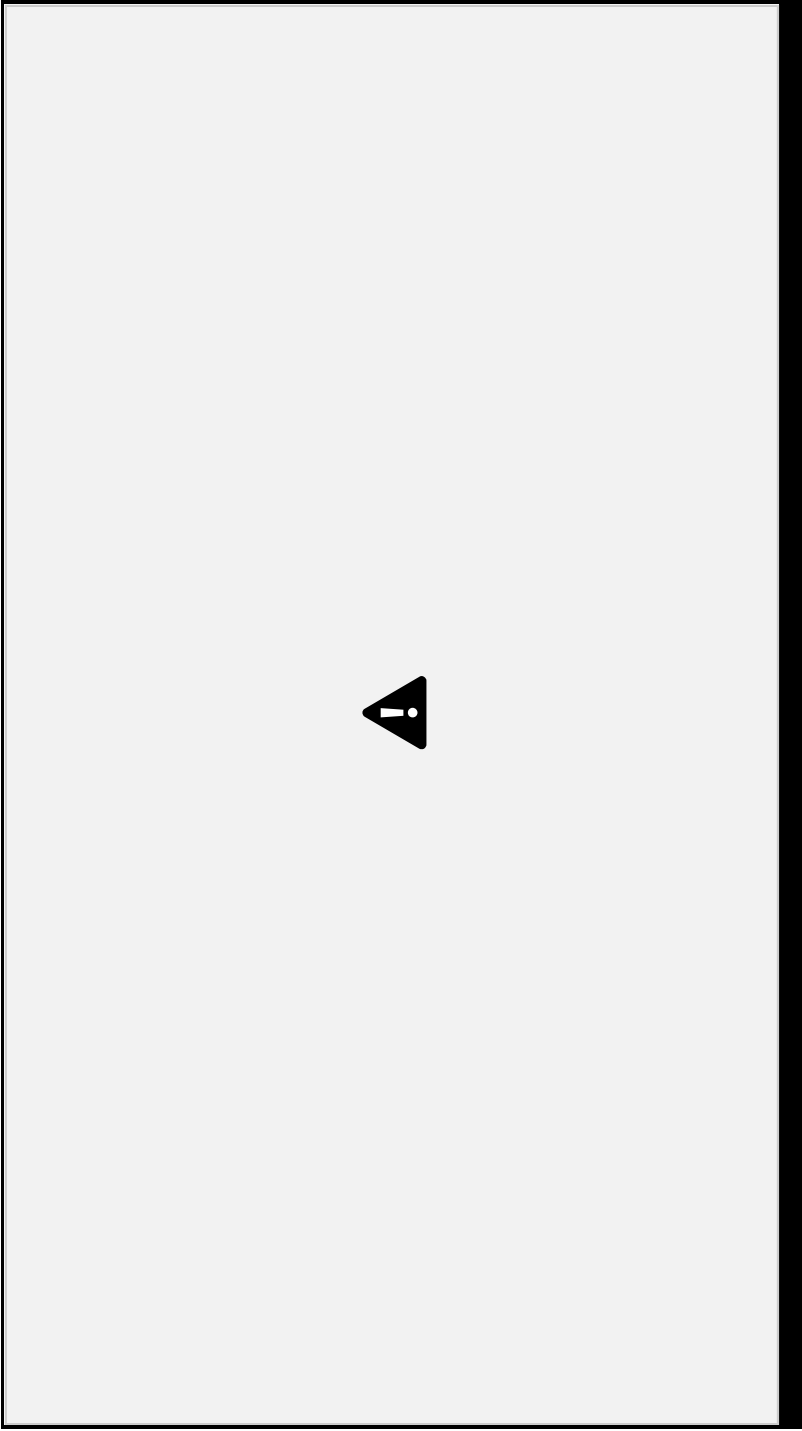
Some of us felt "Green Zone" excitement to share. For others, a simple sharing request activated our internal Security Guard. Safe prompts process differently in every system.

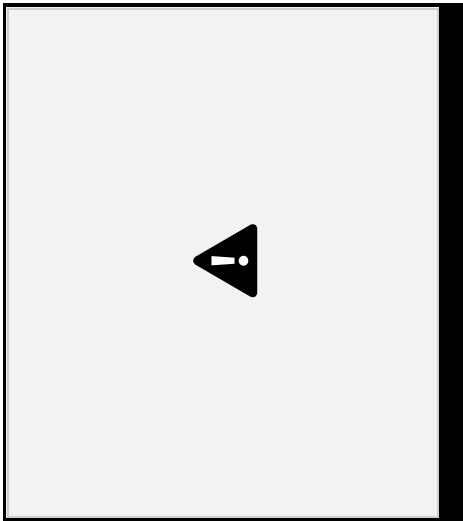


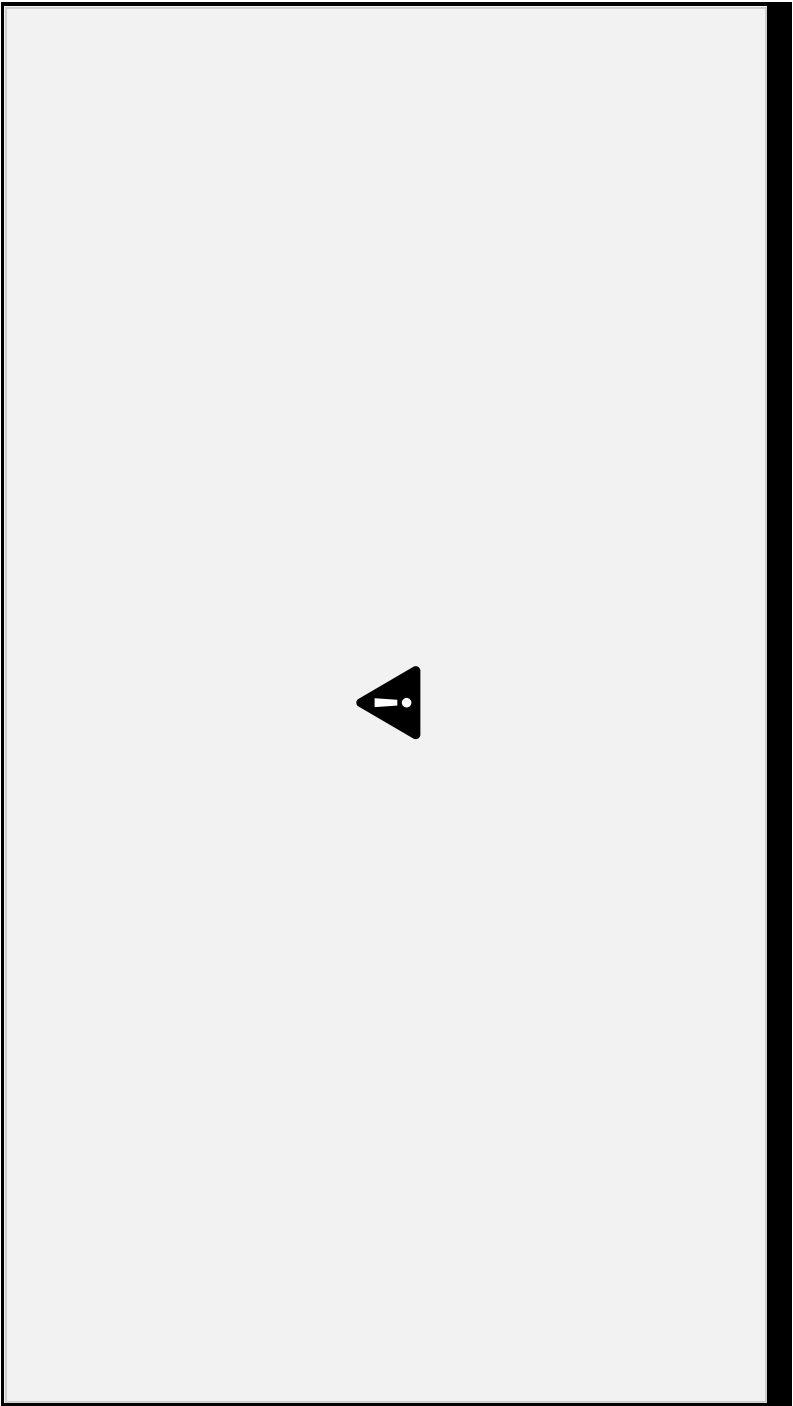
If adults experience physiological shifts over simple prompts, imagine children faced with math. As the teacher, you set the emotional temperature. Do not merely register it. Be the thermostat, not the thermometer!

Connecting Our Systems

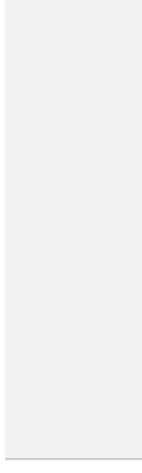


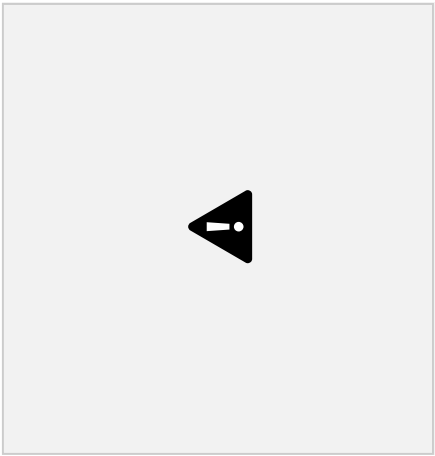
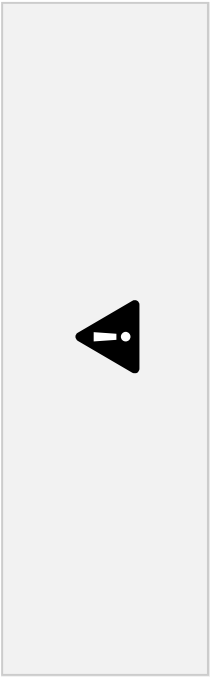
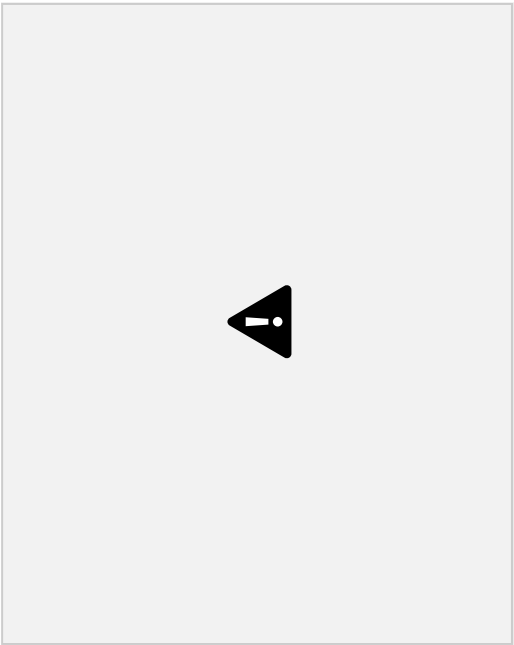


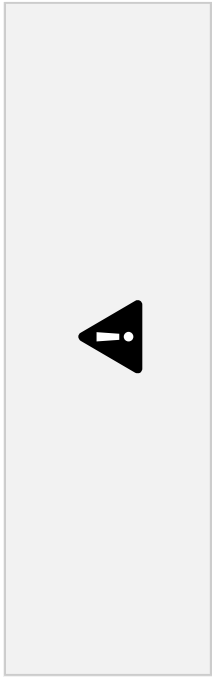
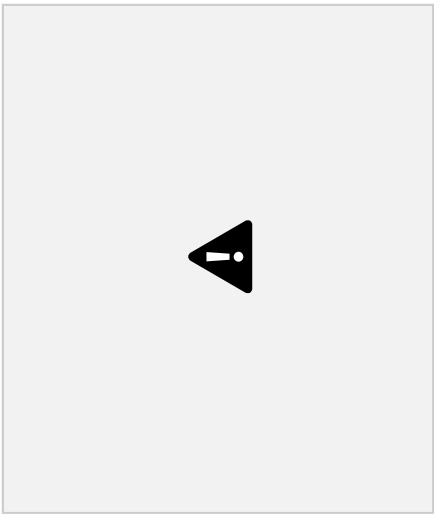


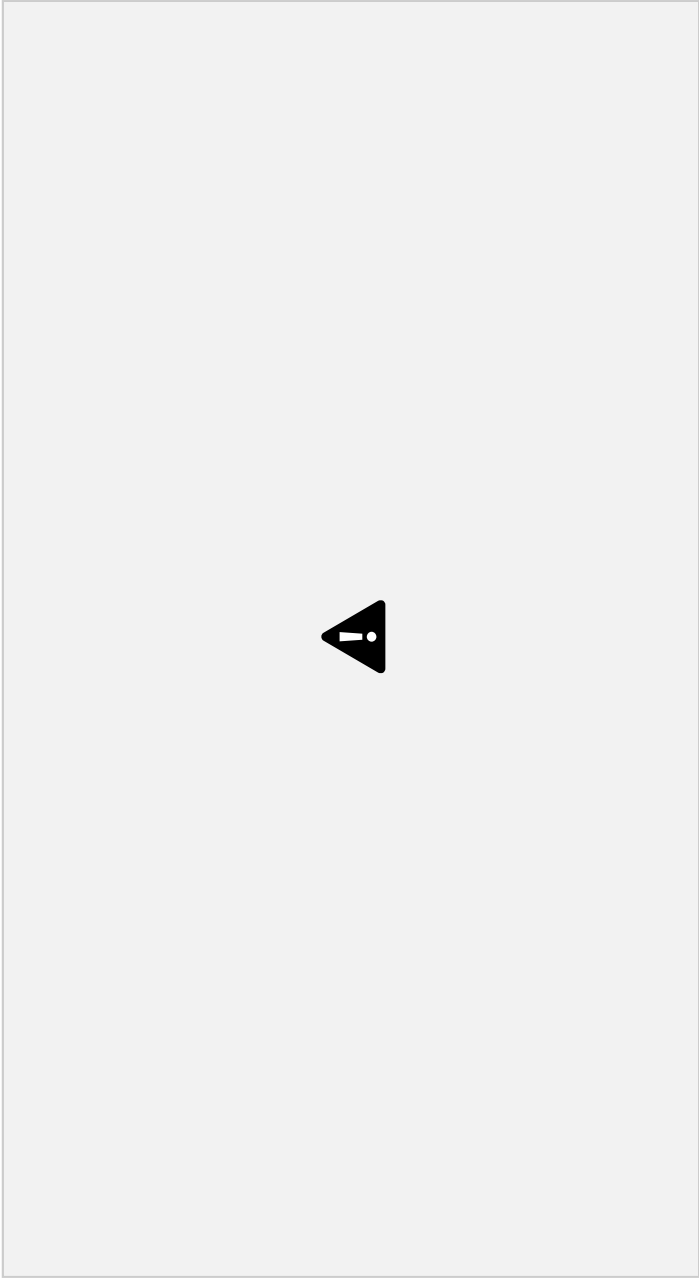


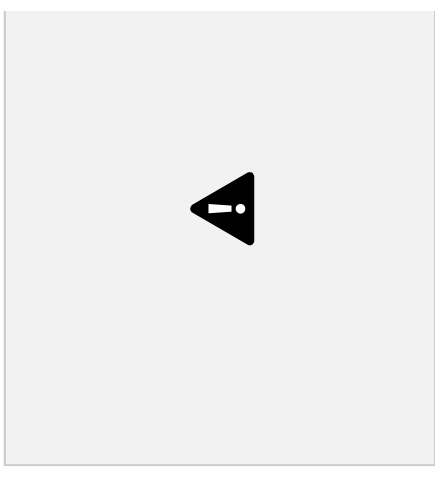
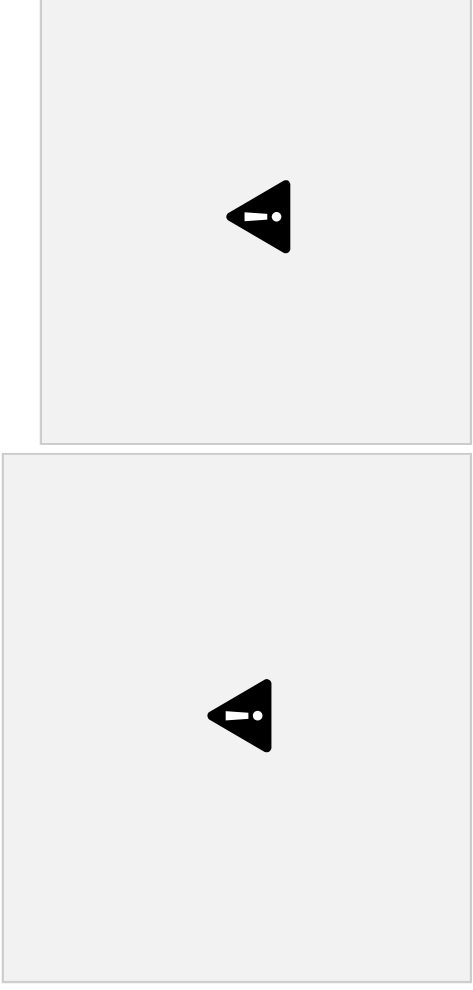
A brain that feels safe is ready
to take academic risks.







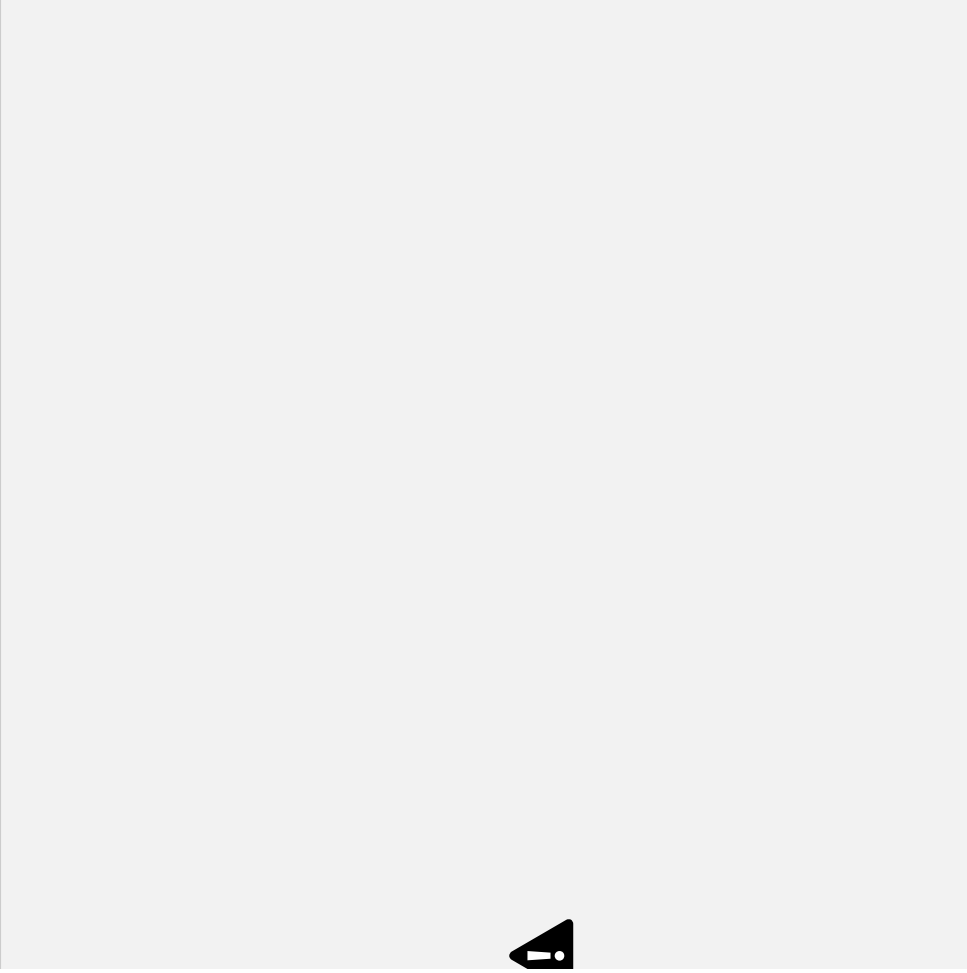




Give your students the language of neurobiology in a reliable way **before** they need

it!





Understanding Our Amazing Brains

Kindergarten

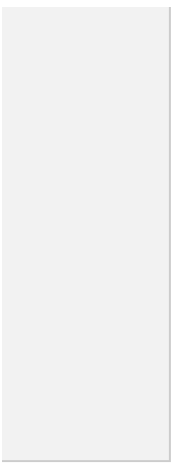


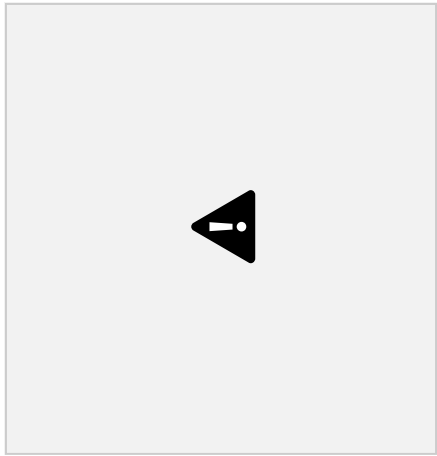
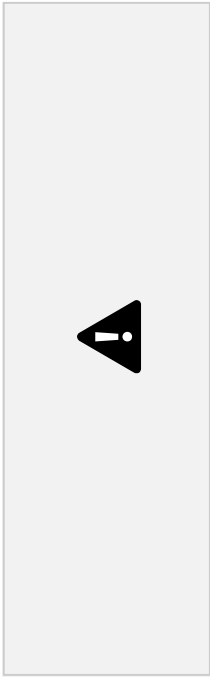
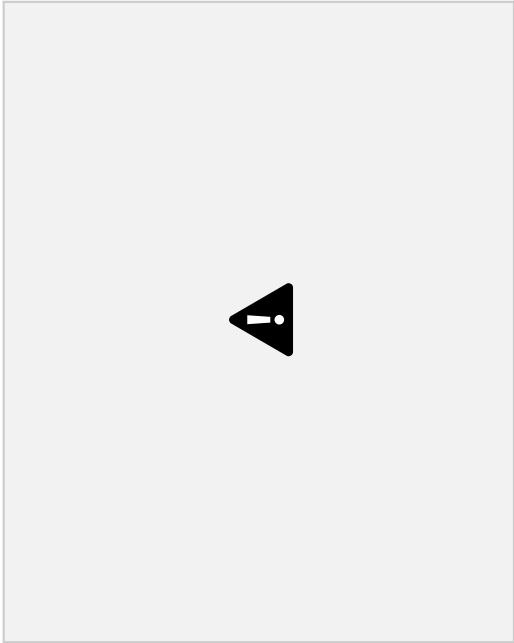


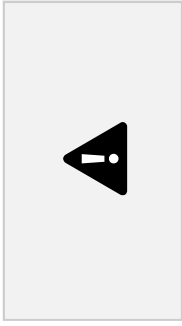




Be the thermostat...not
the thermometer!







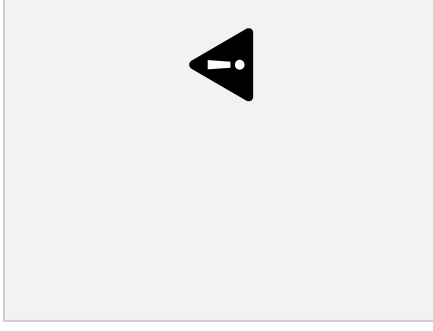
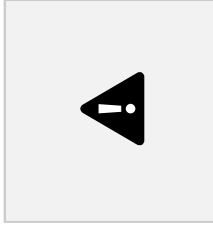
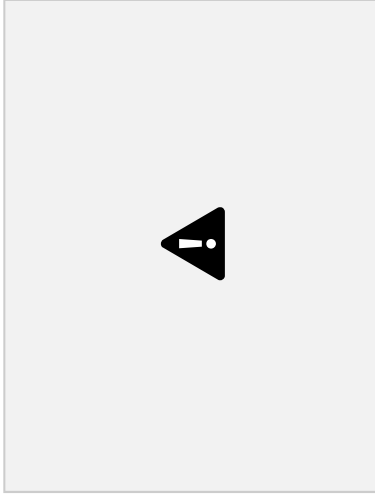
Break

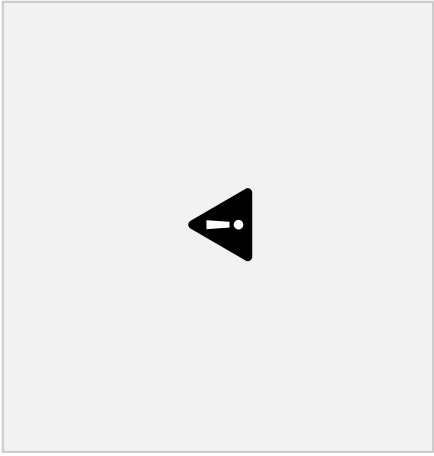
Reset your engines!

*Browse resource table

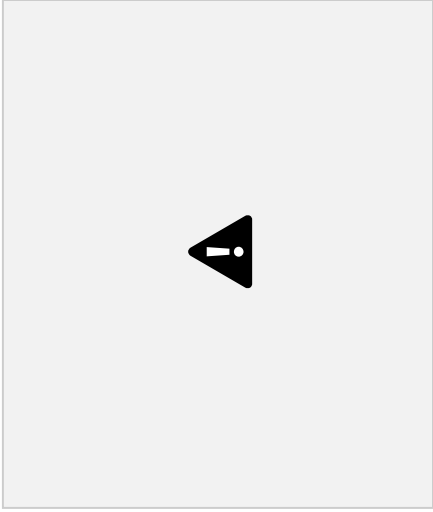
*Enter name for book giveaway

*Skinny Pop/Veggie Straws

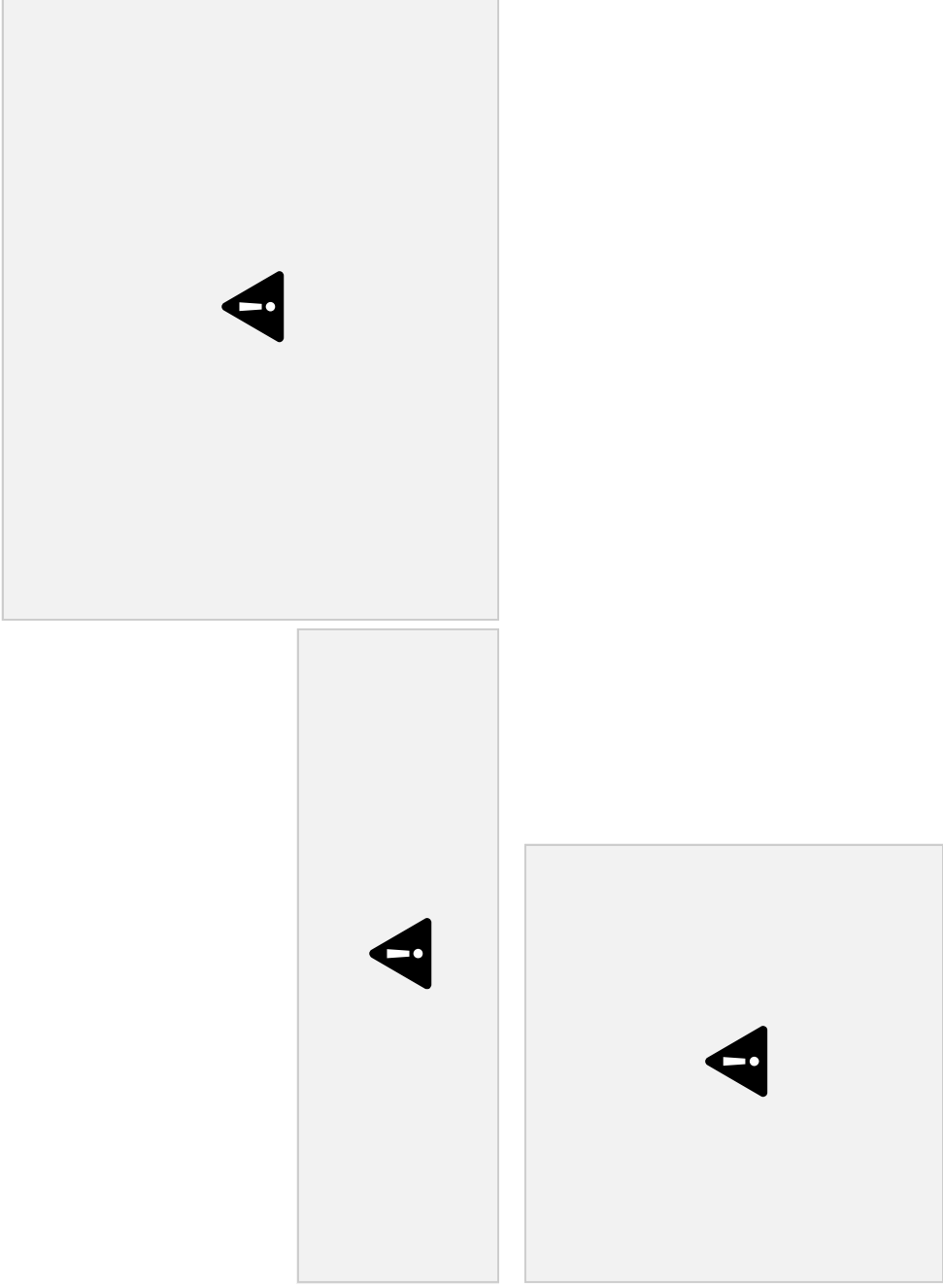




Felt safety is the fuel for

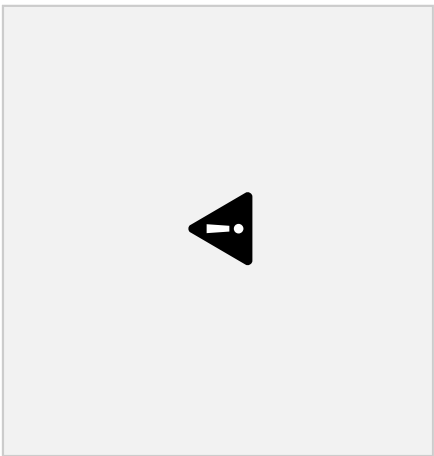
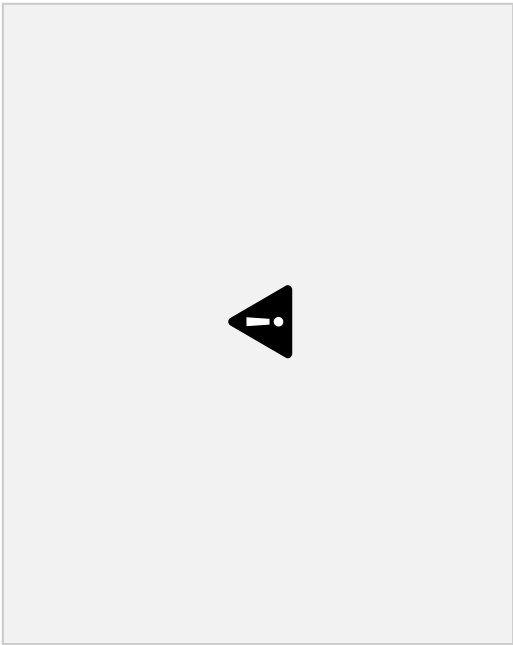
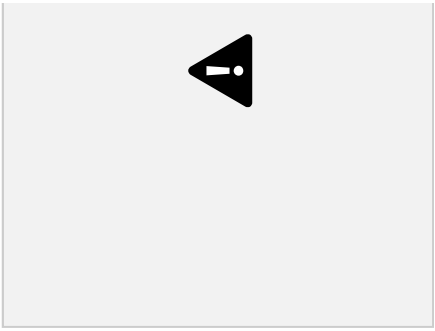


grit.



Class System: **Space Mission Control** *Prefrontal Cortex: Mission Commander* *Amygdala: Asteroid Shield/Space Siren*

Body: Rocket Engines/Oxygen Tanks	Amygdala: System Firewall	Prefrontal Cortex: Ship Captain
Vagus Nerve: Manual Override Switch	Body: Hardware Cables	Amygdala: Foghorn
Scribble Spot: Twisted Space Tether	Vagus Nerve: Reset	Body: Deckhands
	Cable/Wifi Scribble Spot:	Vagus Nerve: Anchor Line
Class System: Forest Ecosystem	System Glitch	Scribble Spot: Stormy Seas
Prefrontal Cortex: The Wise Owl		
Amygdala: The Guard Dog	Class System: Superhero Squad	Class System: Construction Crew
Body: The Roots	Prefrontal Cortex: Commander Hero	Prefrontal Cortex: Chief Architect
Vagus Nerve: Tree Trunk Highway	Amygdala: Alarm Sensor	Amygdala: Safety Inspector
Scribble Spot: Tangled Vines	Body: Power Grid	Body: Workspace
Class System: The Human Operating System	Vagus Nerve: Super Signal Hotline	Vagus Nerve: Power Switch
Prefrontal Cortex: Main Processor	Scribble Spot: Mixed Signals	Scribble Spot: Wrecking Ball
	Class System: The Research Vessel	

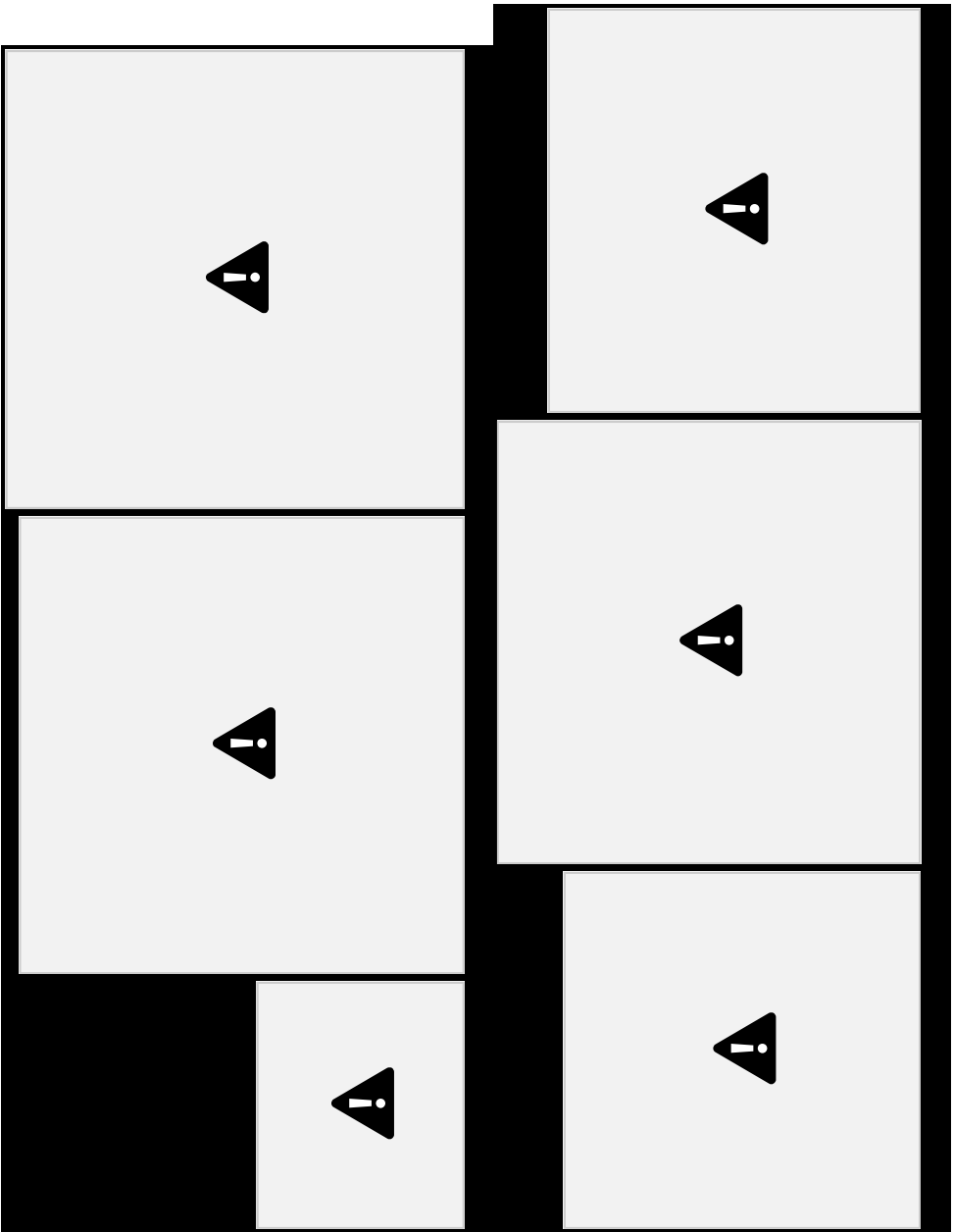




Be the thermostat...not
the thermometer!

**Sensory
Toolkit**



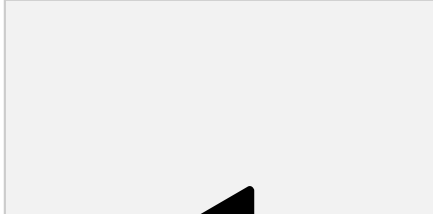


The Robotics Crash

The Scene: A group of third graders is building a marble run. After 20 minutes of work, the structure collapses. One student screams, knocks the remaining blocks over, and puts her head on the table, sobbing.

The Task:

1. Identify the zone.
2. Which brain/body response is happening?
3. Practice a vagus break script.
4. How do you reframe the collapse as a scientific discovery once students are regulated?





The Science Shutdown

The Scene: It's a rainy Monday morning. The first grade class has been instructed to be observe the growth of seedlings. One student is slumped in his chair, stares blankly at the wall and says, "I'm too tired to do science. This is boring."

The Task:

1. Recognize the zone.
2. Which brain/body response is happening?
3. Practice brain literacy: ("Is your tummy feeling empty?" or "What does your brain need to wake up its Boss?")
4. Use a sensory spark tool to reset.



The Coding Catastrophe

The Scene: During a coding with computers activity, two fifth grade students are arguing loudly over the directions. One is pacing and tapping his pencil aggressively; the other is making snarky comments.

The Task:

1. Identify the zones and sensory triggers (Was there a lack of transition warning?

Is the room too loud?)

2. Would you offer a vagus break or a sensory spark?
3. How could you use a visual map of the directions to lower their internal anxiety? Practice discussing with fifth graders why they are feeling the way they are and what their brains need.

The Hallway Vent

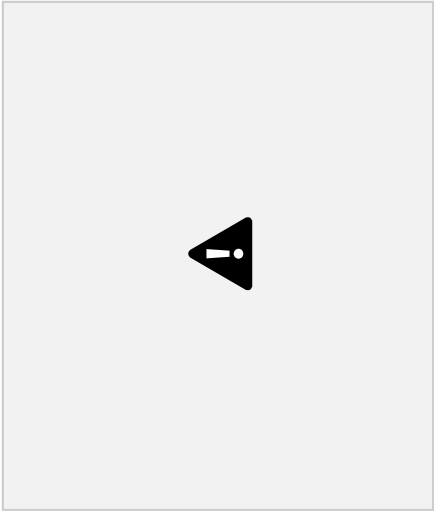


The Scene: A colleague approaches you in the breakroom. She is visibly upset because the schedule was changed at the last minute for an assembly. She is venting: "They never tell us anything! I had a whole lab planned!"

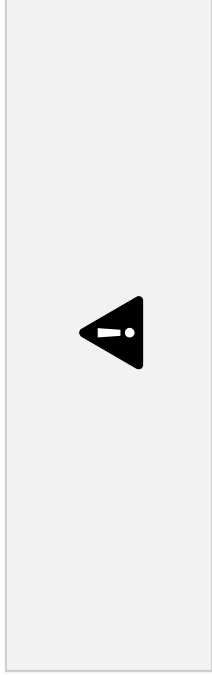
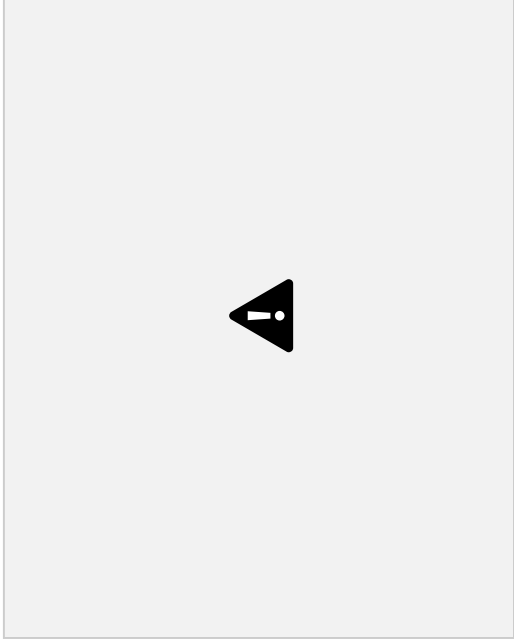
The Task:

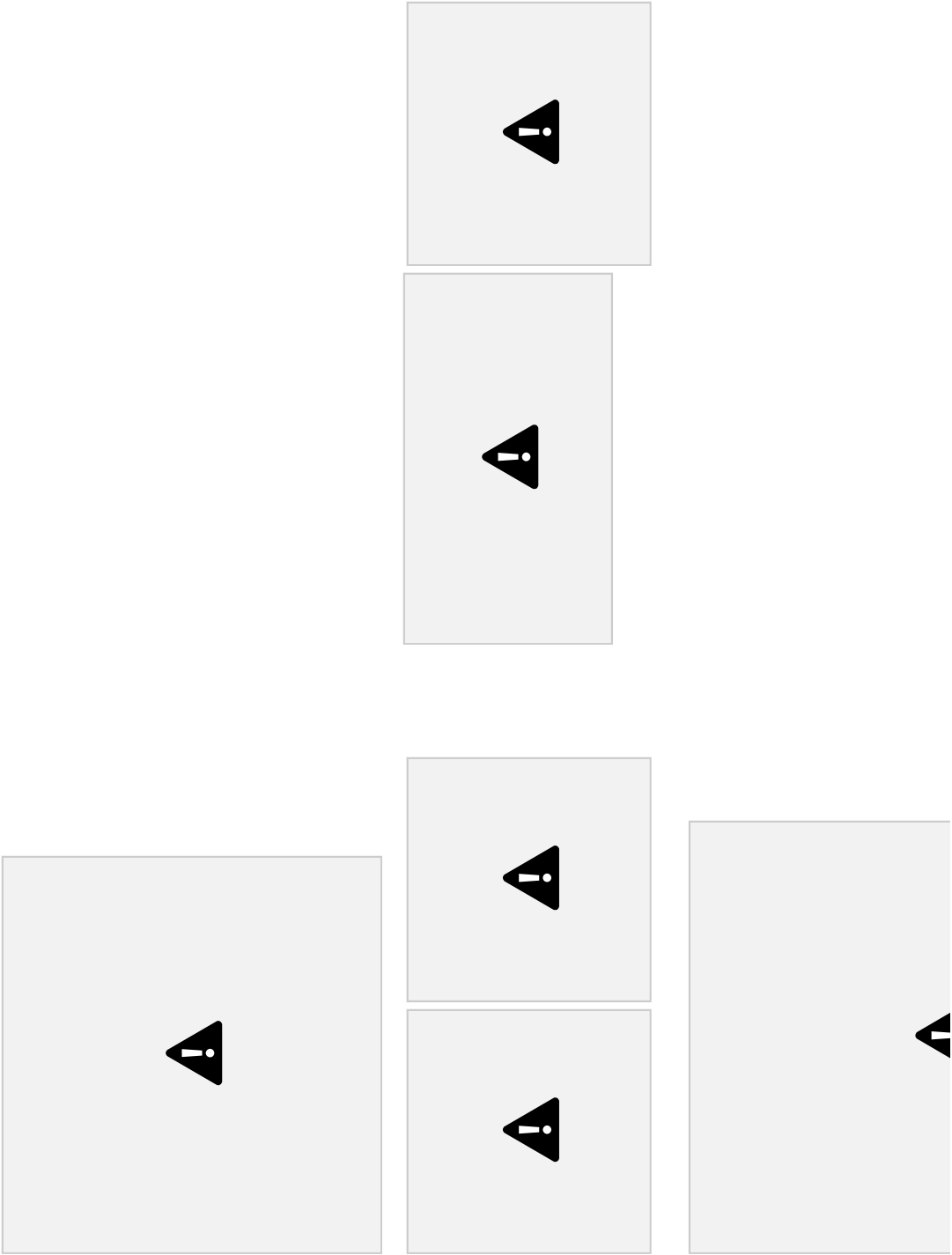
1. Practice self regulation first. How do you stay green while they are in the yellow or red zone?
2. Use the "What Happened?" lens to understand your colleague's reaction. ("I see you are feeling ____ because ____...")
3. Model a vagus brake strategy together before discussing the schedule change. What are some ideas for adult reset strategies?

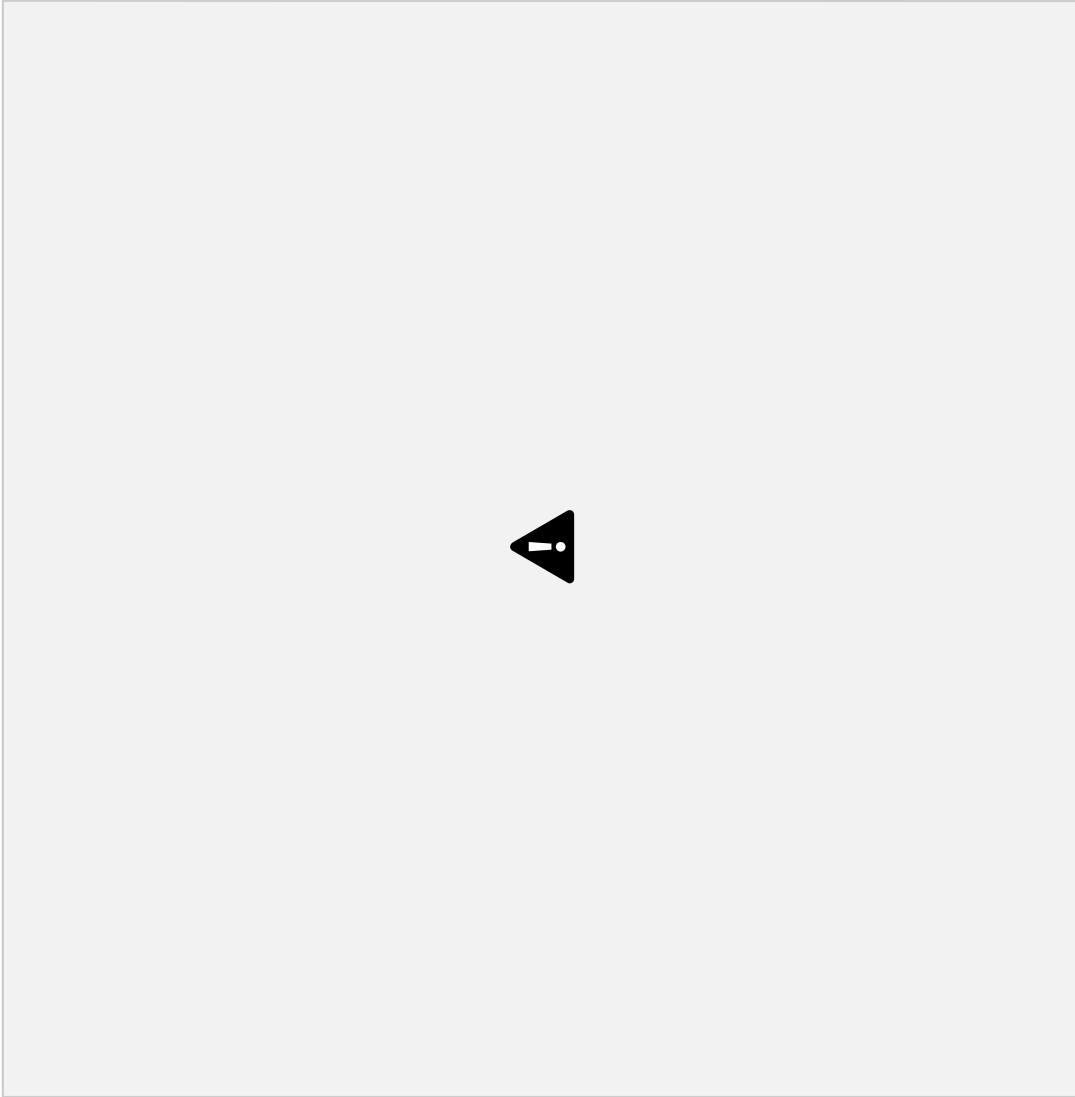
Felt safety is the fuel for



grit.







STEM Activity

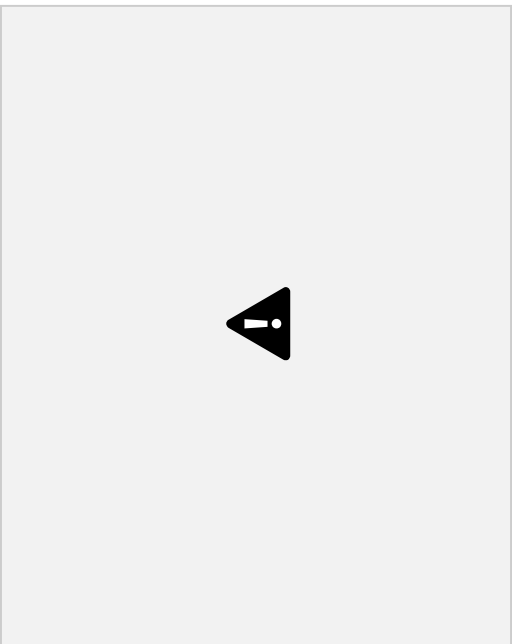
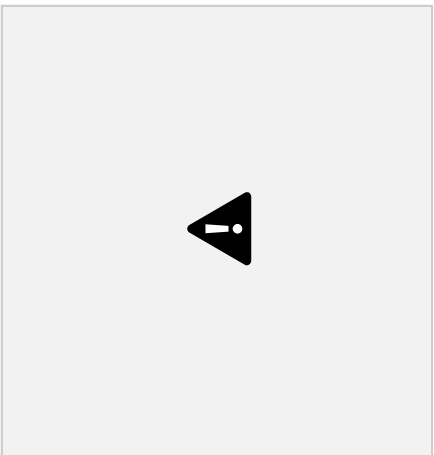
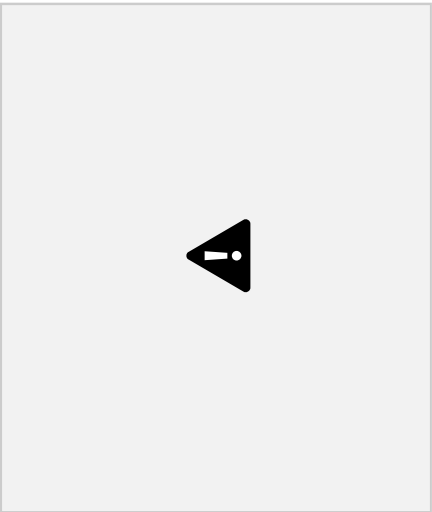
In your small groups, you have 8 minutes to build a bridge using 5 sheets of paper and 12 inches of tape. The bridge must be able to hold a stapler for at least ten seconds. GO!

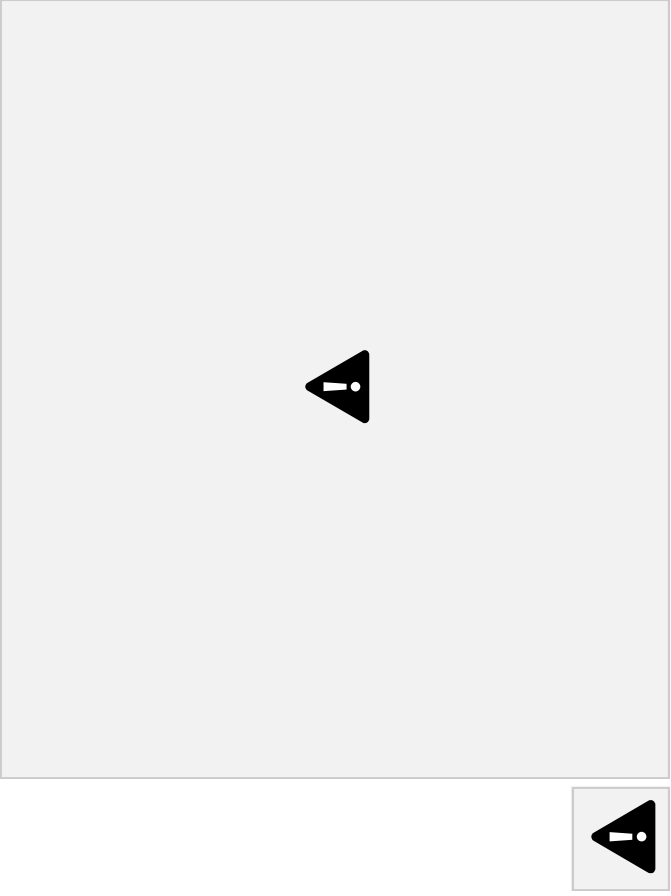
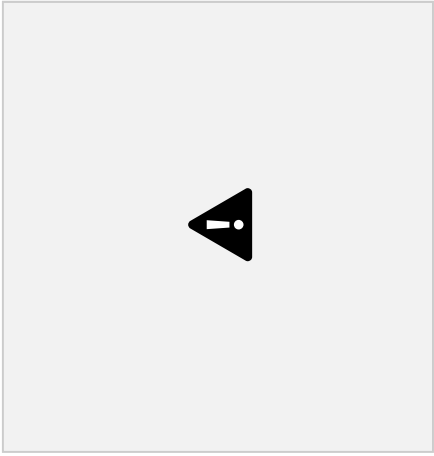




Your calm is contagious!







Thank you!

Resources

[The Connected Child by Dr. Karyn Purvis
Created to Heal: How Neuroplasticity Offers Hope for Children
and Their Families The Body Keeps the Score Bessel Van Der Kolk,
M.D.](#)

[Zones of Regulation
Little Spot of Emotion Diane Alber](#)

