
Paradigm Shift Educational Solutions

“We don’t just heal our bodies by refusing to pass on the trauma we inherited, we help heal the world.”
-Resmaa Menakem

“A really bad idea embraced by millions of people is still a really bad idea“ - Tony B.

“The child who is not embraced by the village will burn it down to feel its warmth.”- African Proverb
The History of American Education

- The first public school in the American colonies, Boston Latin School, opens.
- Massachusetts Bay Colony passes the Compulsory Education Law, requiring parents to teach their children to read.
- Harvard College has its beginnings in a seminary founded by the Great and General Court of Massachusetts at New Towne.
“Being able to feel safe with other people is probably the single most important aspect of mental health. Safe connections are fundamental to meaningful and satisfying lives.”

Dr. Bessel van der Kolk, The Body Keeps The Score
Data Snapshot: School Discipline

U.S. Department of Education
Office for Civil Rights

CIVIL RIGHTS DATA COLLECTION

Issue Brief No. 1 (March 2014)
Nationwide Student Demographics - Race/Ethnicity

- **White**: 49%
- **Latino**: 26%
- **Asian**: 5%
- **Black**: 15%
Nationwide, 2.8 million K-12 students received one-or-more out of school suspensions.

- 1.1 million Black students
- 610,000 Latino students
- 700,000 students served by IDEA
- 210,000 English learners.
- 1,075,257 students received 2 or more out-of-school suspensions
Most public preschool children suspended are boys.

While boys represent 54% of preschool enrollment, they represent 78% of preschool children receiving one or more out-of-school suspensions.
Trauma is an adverse experience or series of adverse experiences that causes damage to the psyche.

Trauma lives in the body, impacts the function of the brain, and cause various adverse behaviors.

“Trauma kills the desire to have purpose.”

Dr. Bessel van der Kolk
High level facts about the function of the brain

- The Limbic system (emotional Brain) - Part of the brain that shows, recognizes, and directs the body’s reactions to emotions.

- The Amygdala (alarm) - Part of the brain that alerts the brain causing the brain to enter into self preservation mode.

- The pre-frontal Lobe (executive brain) - Part of the brain that does the reasoning, is logical and make sense of things.
Emotional Brain

The parts of the brain involved in the experiencing of emotion; specifically the amygdala and the limbic system.
Executive Brain

The part of the brain also known as the frontal lobe or pre-frontal lobe. The function of this part of the brain deals with logic, reasoning, self regulation, working memory, etc. I call it the project manager.

As children, this part of the brain is not developed but we are born with the potential.
Amygdala

ACEs & Trauma

Addressing Needs

Building a Culture of Community in Schools

Connect Challenge Shift
Human Behavior:

- Human behaviors are actions controlled by the brain which, itself, is influenced and developed by lived experiences. Utility Man
It’s a framework, a particular way of looking at wrong doing. It’s a relational approach to problems, conflict, and harm...

Howard Zehr

RESTORATIVE PRACTICES IS A WAY OF LIFE.

To have a long term restorative impact, restorative practices must start with being aware of the individual personal experiences, trauma, and how they drive behaviors.
Impact of Social Environments on the Brain

Doing To Authoritarian
Punitive
Stigmatizing
Hyper-vigilance for threat
Memory and executive functions hampered
BRAIN state: Anxious vigilance

Doing With Authoritative
Connected
Trusting
Builds attunement, connections, accountability, cause and effect thinking, reflective, pro-social
BRAIN state: Relaxed Alertness

Doing Nothing Uninvolved
Ignoring
Unresponsive
Distress
Negative impact on attention, memory, emotions and behavior
BRAIN state: Reactive Defensive

Doing For Permissive
Excusing
Reasoning
Connects negative behaviors with positive feelings
Reinforcing negative behaviors
Brain state: Passive Enabled

Low → Nurture/Support → High

Chart is modified from Diana Baumrind’s parenting research

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1. Economic: How do we educate our children to take their place in the economies of the 21st century?

2. Cultural: Given that we can't anticipate what the economy will look like at the end of next week, how do we square that circle?

Globalization: It's a small world after all.

Cultural Identity: I know where I am from.
“What we have found from our research is that kids who felt connected to school . . . smoked less, drank alcohol less, had a later age of sexual debut and attempted suicide less. On top of this, from the educational literature, they do better across every academic measure we have... It is a causal relationship. There is something in that bond, in that connection to school that changes the life trajectory--at least the health and academic behavior. It is very powerful--second only to parents in power. In some contexts it's more powerful than parents.”

Robert Blum, professor and chair, Department of Population and Family Health Sciences: Johns Hopkins Bloomberg School of Public Health
Relationship Model

THE RELATIONSHIP APPROACH:
MULTIDISCIPLINARY, MULTI-SYSTEMIC, MULTICULTURAL MODEL AND THEORETICAL FRAMEWORK (PTB) 2017

POST TRAUMATIC SLAVE SYNDROME (PTSS),
THEORY OF TRIADIC INFLUENCE (TTI),
RELATIONSHIP MODEL (RM),

PTSS → GENETICS/BIOLOGY

INTRAPERSONAL/INHERENT INFLUENCES

-HISTORY
-SKILLS, STRENGTHS, TALENTS
-PHYSICAL & INTELLECTUAL ABILITIES
-PERSONALITY, INNATE INHERITED & ACQUIRED CHARACTERISTICS

PTSS → VALUES/AUTOLOGY

SOCIAL RELATIONSHIP INFLUENCES

-HISTORY
-FAMILY
-FRIENDS & ACQUAINTANCES
-AFFILIATIONS

PTSS → ECOLOGICAL

ENVIRONMENTAL/CULTURAL COMMUNITY INFLUENCES

-HISTORY
-SIGNIFICANT EVENTS
-WORK, SCHOOL, COMMUNITY
-RELIGIOUS, SOCIAL, SERVICE, PUBLIC/PRIVATE INSTITUTIONS

BELIEFS: Racial Socialization and Racial Identity Development

DECISIONS: The Role of Kinship and Fictive Kinship Influences

BEHAVIOR: Resulting behaviors from decisions.
The Relationship Model cont.

The Community/Village as Provision of Cultural Continuity & Health

- Parent/Guardian Role: To Guide & Protect
- Mentor Role: To Motivate & Nurture
- Instructor Role: To Honor & Respect

Reciprocity

Response/Behavior:
- Compliance & Acceptance
- Appreciation & Acknowledgement
- Aspiration & Intention

Values
- Individual
- Innate, Inherited, Acquired Characteristics

Abilities
- Inter-personal & Environmental Influences

Beliefs
- Family & Community
- Cultural History

All Human Interactions and change occurs at the level of the 'Relationship' through the agency of the individual, the family, and the community/village.
“Trauma remains a much larger public health issue, arguably the greatest threat to our natural well being.”

“I wish I could separate trauma from politics... but as long as we continue to live in denial and treat only trauma while ignoring it’s origins we are bound to fail.”

Dr. Bessel van der Kolk
The children now love luxury; they have bad manners, contempt for authority; they show disrespect for elders and love chatter in place of exercise. Children are now tyrants, not the servants of their households. They no longer rise when elders enter the room. They contradict their parents, and tyrannize their teachers.

Socrates 399 B.C.
Restoring “Explosive” Students Involves

- **Consistency**

- **Preview/ Practice**

- **Relationship**

“"If a child doesn’t know how to read, we teach. If a child doesn’t know how to swim, we teach. If a child doesn’t know how to multiply, we teach. If a child doesn’t know how to drive, we teach. If a child doesn’t know how to behave, we… teach? punish? Why can’t we finish the last sentence as automatically as we do the others?""

John Hener (NASDE President) Counterpoint 1998, page 2
Identifying Lagging Skills

Assessment of Lagging Skills & Unsolved Problems

- Tool for identifying undeveloped behavioral skills
- Discussion guide for problem solving

ALSUP Assessment of Lagging Skills & Unsolved Problems

INSTRUCTIONS: The ALSUP is intended for use as a discussion guide rather than as a freestanding check-list or rating scale. It should be used to identify specific lagging skills and unsolved problems that pertain to a particular child or adolescent.

If a lagging skill applies, check it off and then (before moving on to the next lagging skill) identify the specific expectations the child is having difficulty meeting in association with that lagging skill (unsolved problem). A non-exhaustive list of sample unsolved problems is shown at the bottom of the page.

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<thead>
<tr>
<th>LAGGING SKILLS</th>
<th>UNSOLVED PROBLEMS</th>
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<tbody>
<tr>
<td>Difficulty handling transitions, shifting from one mindset or task to another</td>
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<td>Difficulty doing things in a logical sequence or prescribed order</td>
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<td>Difficulty persisting on challenging or tedious tasks</td>
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<td>Poor sense of time</td>
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<td>Difficulty maintaining focus</td>
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<td>Difficulty considering the likely outcomes or consequences of actions (Impulsive)</td>
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<td>Difficulty considering a range of solutions to a problem</td>
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<td>Difficulty expressing concerns, needs, or thoughts in words</td>
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<td>Difficulty managing emotional response to frustration so as to think rationally</td>
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Collaborative Problem Solving

- **Plan A**
  - Make Them

- **Plan C**
  - Drop It

- **Plan B**
  - Collaborate
Plan B

1. **Empathy**
   - Gather information and achieve clear understanding of the kid’s concerns or perspective

2. **Define the Problem**
   - Enter the concern of the second party (often the adult) into consideration

3. **Invitation**
   - Generate solutions that are realistic and mutually satisfactory
Response Guidelines for Oppositional / Defiant Behaviors

- Non-emotional instead of emotional demands (control your bias)
- QTIP (Quit Taking It Personally)
- Specific and Descriptive Demands
- Do not use a question format
- Keep a safe distance
- Do not invite an audience
- One task at a time
- Check your tone of voice
- Time to comply
- Tell them what to do rather than what not to do.
- Reinforce MINIMAL Compliance
The Four-Step “MindSet” Model
Step 1: “Say what you see and/or hear?”

- Be concrete, non-judgmental
- Focus on body language

**Purpose:**
To let the person know they have your attention in a non-judgmental way.
Step 2: “Establish the feeling”

■ “ Seems to me like you’re______”.  

■ Keep the communication focused.  

■ Feelings drive the behavior.  

**Purpose:**
To connect a feeling to the behavior in an effort to establish a base or understanding for further communication.
Step 3: “Connect the feeling to the source”

■ Who, what, when, where, how
■ Avoid why
■ Use Active Reflective Listening

**Purpose:**
To connect the feeling to the source or sources of distress
Step 4: “Plan of Action”

- “What do you want?”
- “What have you tried?”
- “What else can you do?”
- “What can you do right now to calm down?”
- “What are you willing to do?”
- “Is there anyone else that you are willing to talk with about this?”
- “What are the pros and cons?”

Purpose:
To assist the person in crisis towards establishing a plan of action of getting their needs met in acceptable and safe ways
Questions
Additional Strategies

These are two other resources that offer more practical and effective strategies for students with lagging social skills.

https://www.loveandlogic.com/

http://rightresponse.org/
References


Institute, Service Alternatives Training. “RIGHT RESPONSE - De-Escalate Anyone, Anywhere, Anytime.”

RIGHT RESPONSE - De-Escalate Anyone, Anywhere, Anytime, rightresponse.org/.