




WE ARE... MARSHALL

2020 PBIS Webinar Conference

1

Using PBIS to Enhance Learning

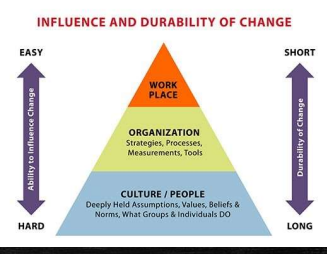
Michael J. Powell MA, EdS, NCSP

2

Supporting a Perspective Shift

- Change is hard, especially when we are dysregulated.
- Knowing where we want to go and planning how we will get there helps make change possible.
- Teams and a framework support change.

INFLUENCE AND DURABILITY OF CHANGE



3

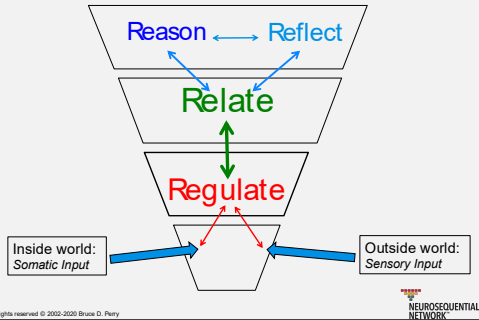
Two Big Ideas

- The State to Learn: Learning is enhanced when we are able to shift between regulated states of calm and alert.
- The Power to Teach: Our ability to influence someone is significantly increased when we have a positive relationship with the person.



4

Sequential Engagement & Processing

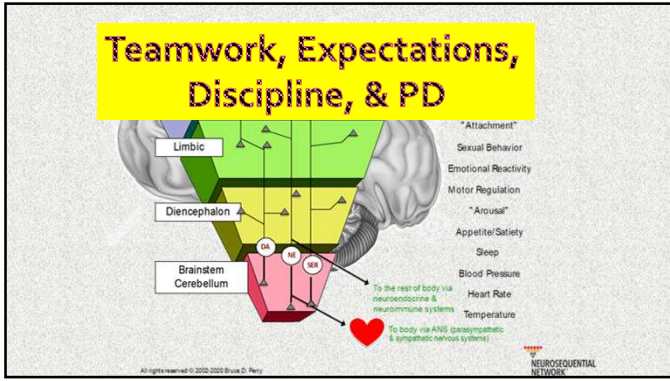


5

State to Learn

Regulate

6



7

Stress Response

- Flock
- Fight
- Flight
- Freeze

8

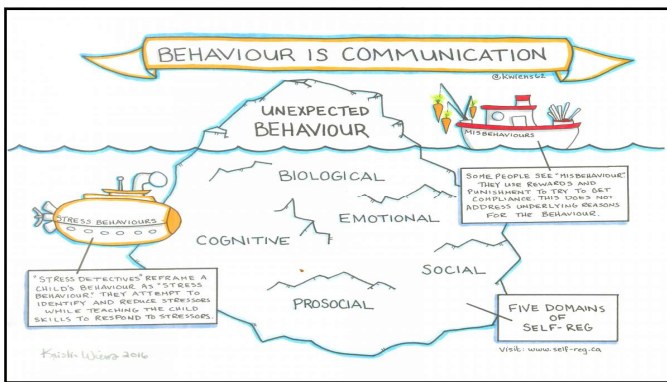
Flock Off

- Our #1 innate survival mechanism is facilitation of attachment.
- Flock behaviors are often the first attempts at stress regulation.
- Flock behaviors can be the most annoying behavior.
- How do we respond to these flock behaviors?
- How do we build effective responses into the discipline system?

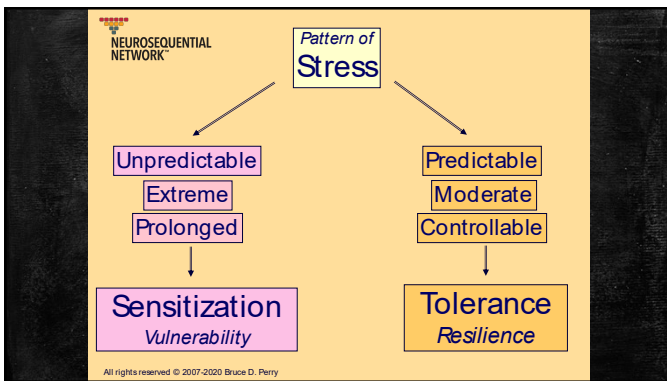
9

Internal State	Calm (Learning Brain)	Alert (Learning Brain)	Alarm (Survival Brain)	Fear (Survival Brain)	Terror (Survival Brain)
Behavior	Relaxed, Able to adjust, Independence, Reflection	Focused, Adjusts with minimal support, Interactive	Creates/seeks familiar, Impulsive, Whiny, Resistant	Reactive, Crying, Withdrawal, Defiant, Running, Hiding, Fighting,	Flat affect, Unable to communicate, Frozen, Dissociation
Thinking skills	Abstract thinking, Reflective, Long-term storage, Associative, Long-term goals	Concrete thinking, Engaged learning, Working memory, Social, Short-term goals	Emotional, Relational, Personal, Planning is restricted to hours/minutes	Basic sensory processing that selects information related to safety, Now oriented	Survival, Reflexive, sense of time lost
Responds positively to...	Quietness, Ideas, Goals, Promises, Challenges	Talking, Prompts, Rewards, Challenges, Reminders	Play, Relationships, Less verbal, more nonverbal communication	Action, Cues, Nonverbal communication	Safety cues
State Escalation	Noise, Talking, Stimulating Sensory Input	Frustration, Talking w/o proximity, Confusion, Ultimatums,	Agitated voice/non-verbals, Raised voice, Chaos, Negative emotions	Anxiety, Lack of safety in relationship, Yelling, Threats, Touch, Restraint	Posturing, Touching, Cornering
Reinforcement	Values, Societal Rewards and Punishment	Relational rewards and punishment, Material objects	Co-regulation, Material objects that distract, "junk food"	Relief of distress	Self-stimulation

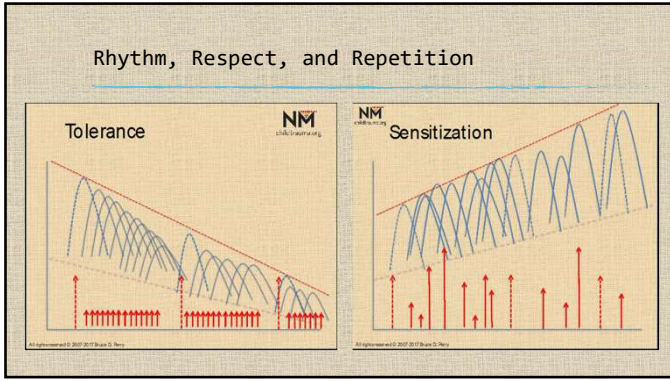
10



11



12




13

- ### Five Modulators of Stress
- Predictability
 - Sense of Control
 - Social Support
 - Outlets
 - Perception of Improvement

14

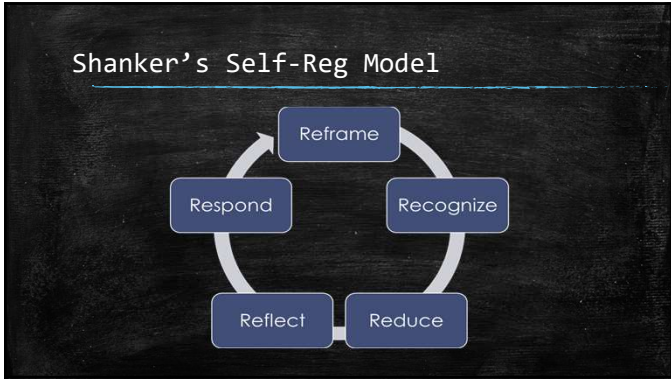
Finding the right dose



- **Factors that make stress bad/toxic:**
Unsupportive environment, Unpredictable, Lack of control, High level, and/or Chronic = **SENSATIZATION, STAGNATION, and DELAYS**

- **Key ingredients for the right dose:**
Safe/supportive environment, Moderate level, Predictable, Sense of control, and/or Transient = **RESILIENCE, GROWTH, and LEARNING**

15

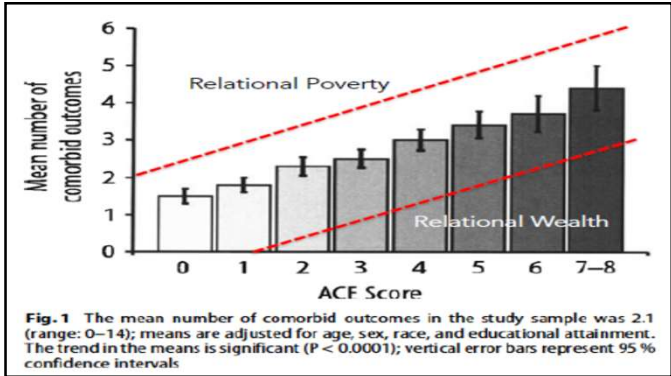


16

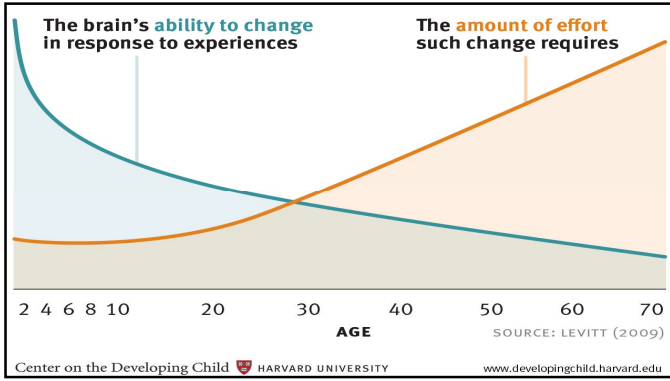
Power to Teach

Relate

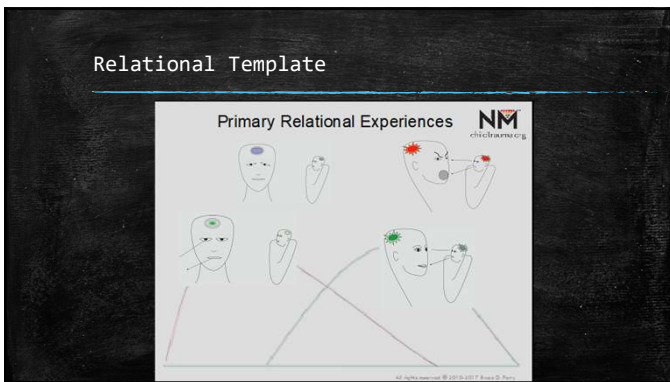
17



18



19



20

Internal beliefs

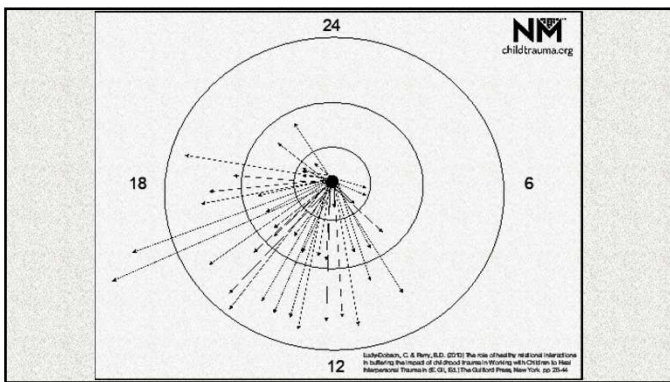
- We are our children's mirrors.
- External messages become internal beliefs.
- Challenging internal beliefs is stressful and threatening.



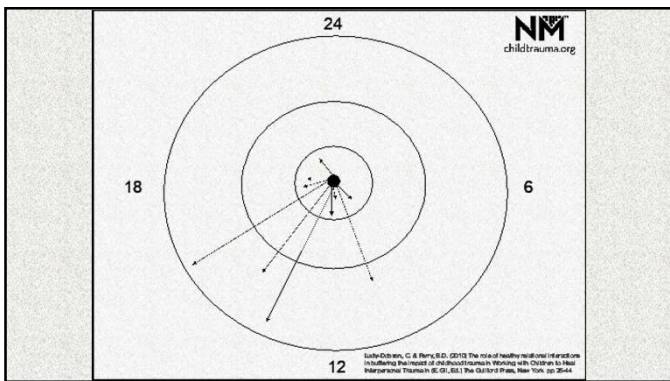
21



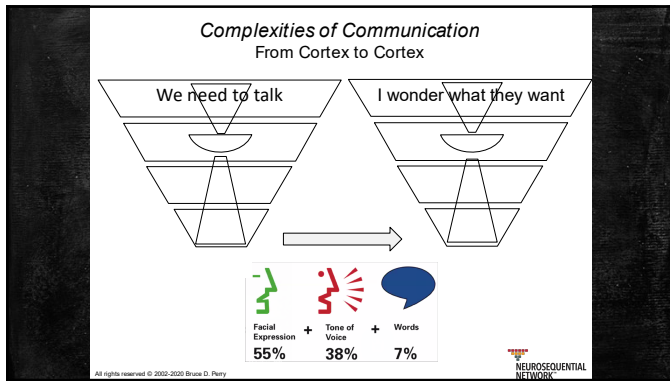
22



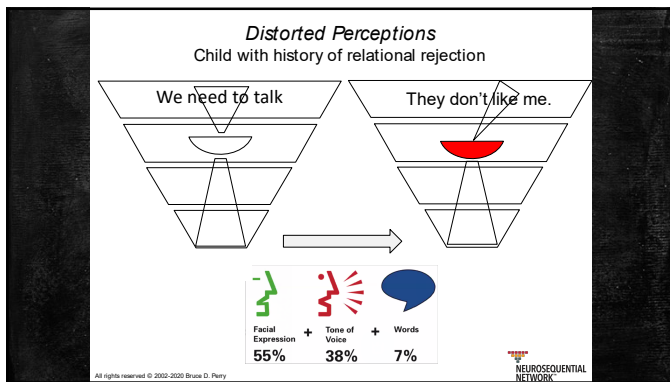
23



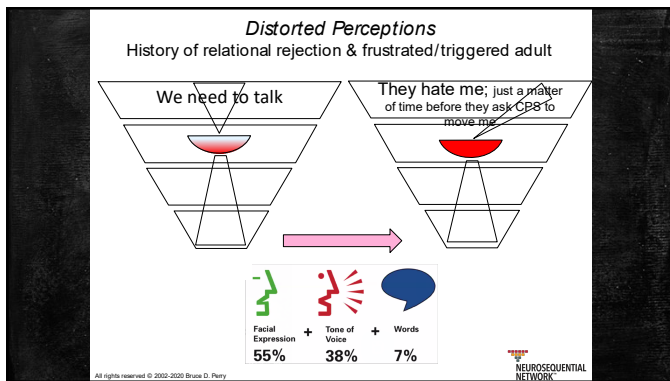
24



25



26

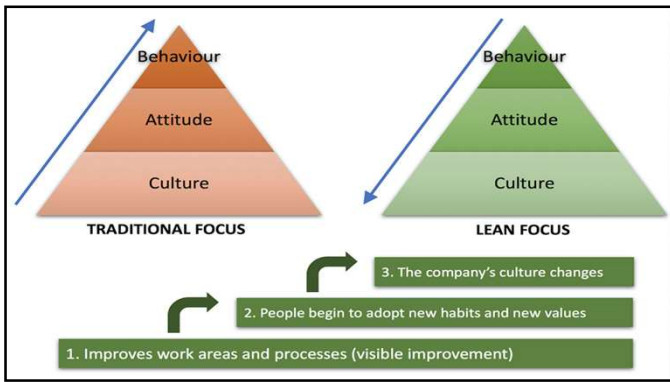


27

We are all in this thing together...

<p>Rejection</p> <ul style="list-style-type: none"> ▪ Increased aggression and self-destruction. ▪ Decreased helpfulness, self-control, cooperation, and intelligent problem-solving. ▪ Dulled sensations (positive and negative). 	<p>Belonging</p> <ul style="list-style-type: none"> ▪ Frequent positive interactions (4:1). ▪ Perception of caring. ▪ Highlighting Similarities. ▪ Respecting and celebrating differences.
--	---

28



29

Take Home

- The concepts of the State to Learn and the Power to Teach should permeate through all policy and problem-solving.
- Resources:
 - Bruce Perry (understanding stress, behavior, and trauma): <https://www.neurosequential.com/covid-19-resources>
 - Stuart Shanker (using the Self-Reg process to improve supports and services): <https://self-reg.ca/resources/>
 - Ross Greene (using Collaborative & Proactive Solutions to problem-solve): <https://www.livesinthebalance.org/resources-cps>
 - J. Stuart Ablon (similar approach as Dr. Greene's): <http://www.thinkkids.org/learn/our-collaborative-problem-solving-approach/>
 - Relationship mapping & other resources: <https://mcc.gse.harvard.edu/resources-for-educators>

30

Upcoming Webinars

June 4, 2020 – 11am – 12:00 pm

Michael Powell
"Using PBIS to Enhance Learning"

June 9, 2020 – 11 am – 12 pm

Meredith Dailer
"Big Building, Big Problems, and Big Solutions"

June 9, 2020 – 1pm -2pm

Educational Managers from Kanawha County
"Implementing and Utilizing TPOT in Practice Based Coaching"

June 11, 2020 – 11am-12pm

Barb Tucker
"Connections Matter"

June 11, 2020 – 1 pm-2pm

Jeannie Harrison
"Yoga and Meditation for a Happy Classroom"

June 16, 2020 – 11am -12pm

Lost Creek Elementary
"The Push of a Button: Using Class Dojo to Streamline School Data"

June 18, 2020 – 11 am – 12pm

Jason Conaway
"Alternatives to Suspensions"

June 23, 2020 – 11am – 12 pm

Clay County High School
"Packing 10 Pounds into a 5 Pound Bag"

June 25, 2020 – 11am – 12pm

JoDonna Burdoff
"Utilizing PBIS in High Schools and Alternative Settings with Older, Challenging Students"

June 30, 2020 – 11am -12pm

Coalton Elementary School
"Tier 1 PBIS Model Schools: How We Got Where We Are"

31



Contact Us:

Alicia Ziman
PBIS Coordinator
holt64@marshall.edu

www.marshall.edu/bmhtac



32