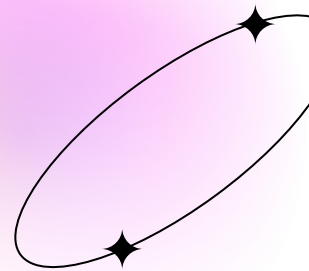
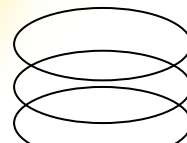
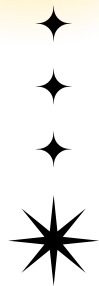


From Reaction to Intention



Shifting Adult Mindsets
to Promote Student Success



Welcome!



Diana Wood

Who I Am:

- ❖ Email: dlwood0301@gmail.com

Former:

- ❖ Elementary Classroom Teacher (1-6)
- ❖ Elementary School Counselor

Current:

- ❖ Well-Being Supports Facilitator at Mississippi Bend AEA
- ❖ Contracted Trainer for Character Strong

I Believe:

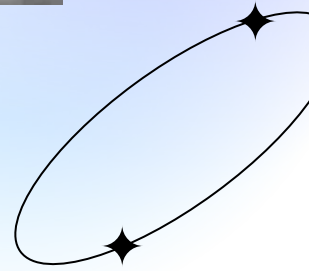
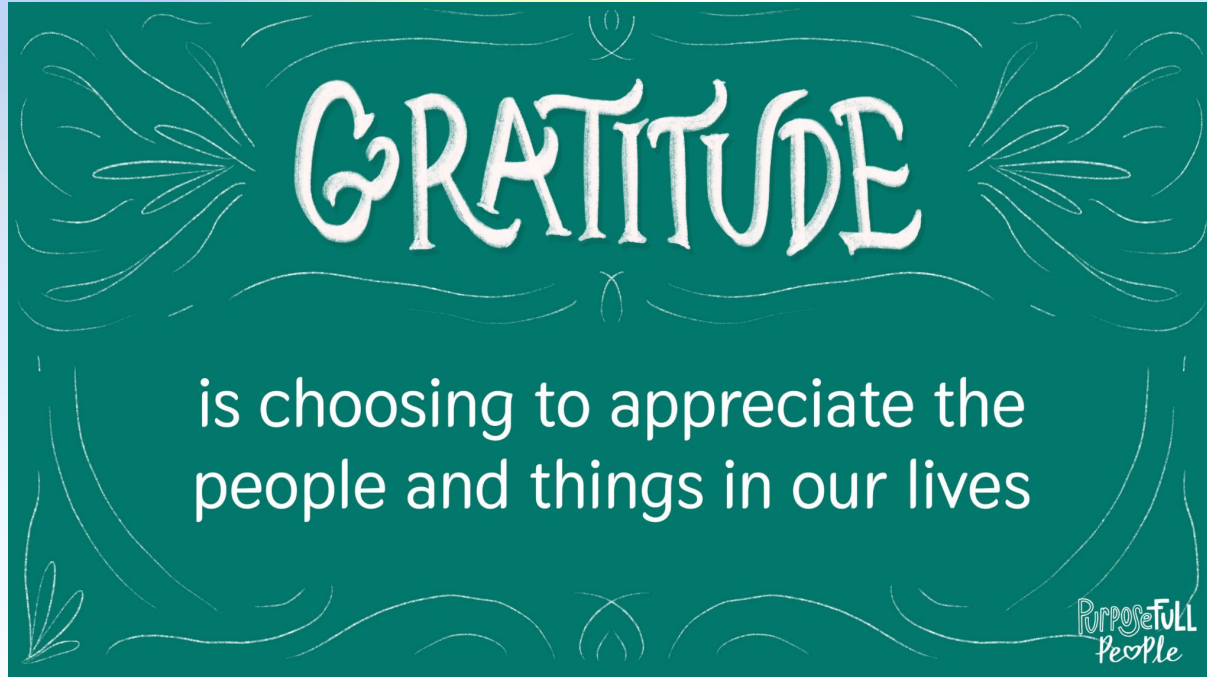
- ❖ Often, the kids who need the most love will ask for it in the most unloving ways.
- ❖ *"When the Adults Change, Everything Changes"* (Paul Dix)



Let's Get Connected!

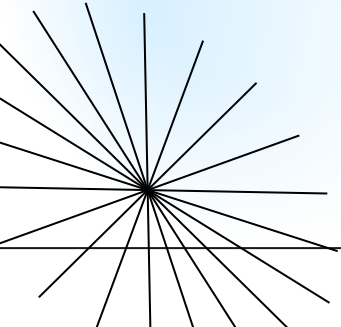
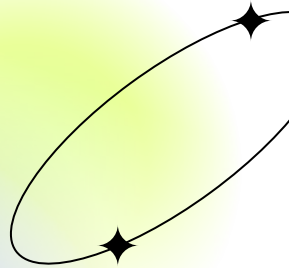
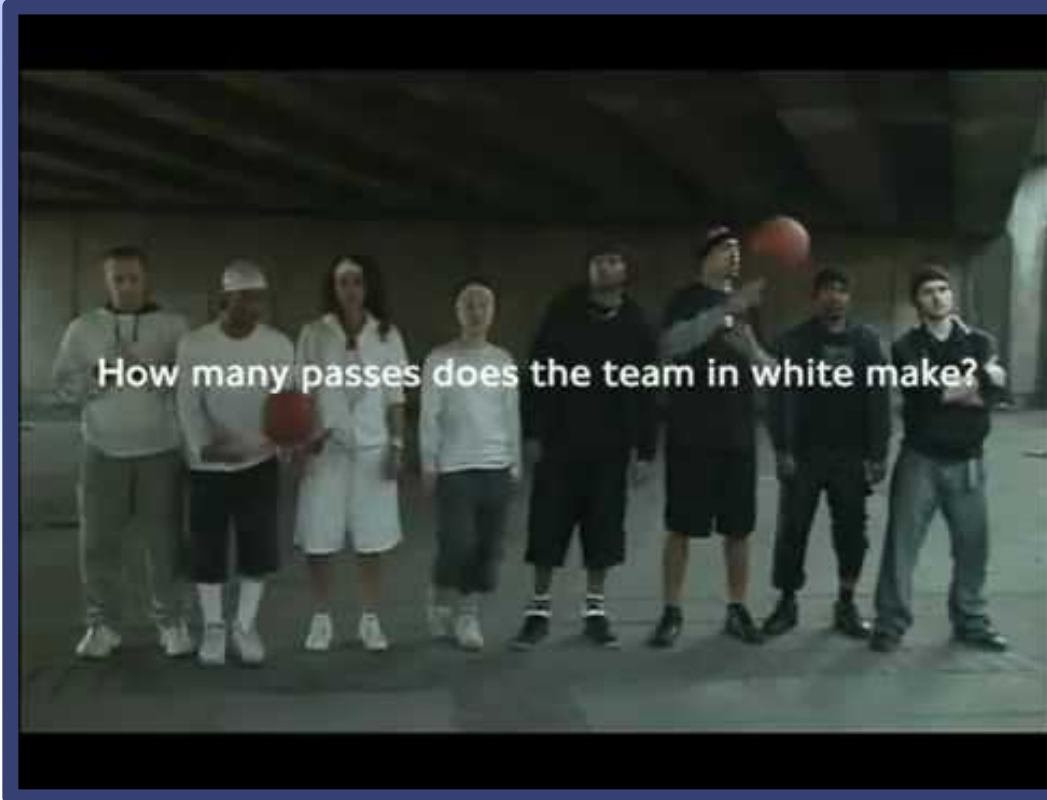


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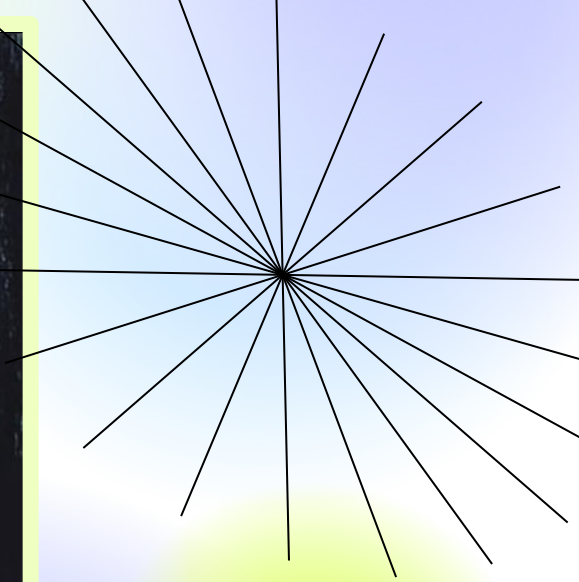
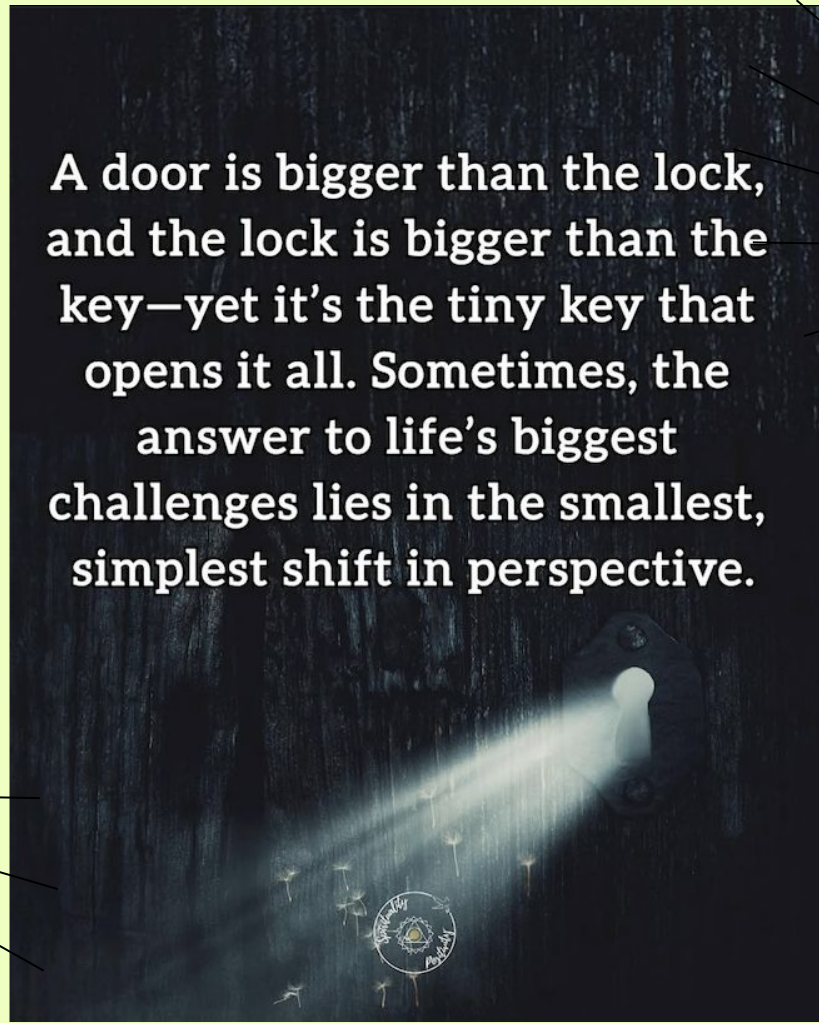
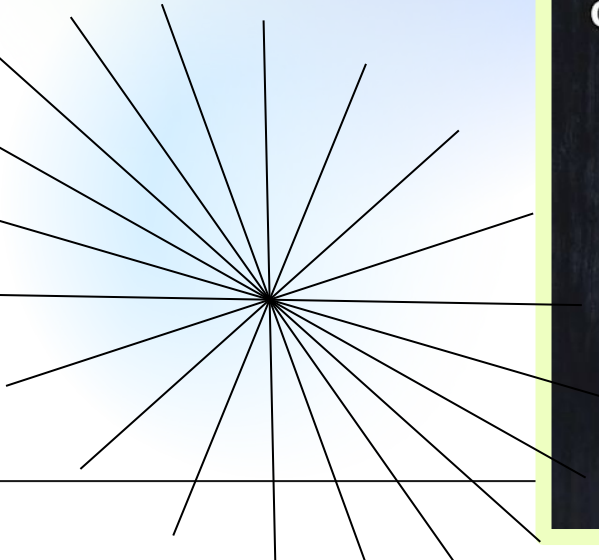


From Grade 2 Gratitude (Be Well) Lesson 1 Staff Pursuit

Connector & Focus Check!



**A door is bigger than the lock,
and the lock is bigger than the
key—yet it's the tiny key that
opens it all. Sometimes, the
answer to life's biggest
challenges lies in the smallest,
simplest shift in perspective.**



Our Current Reality



The Students



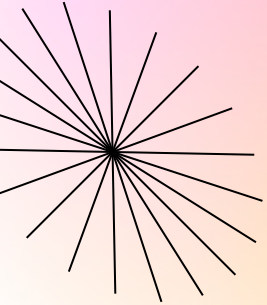
The Adults



The Result



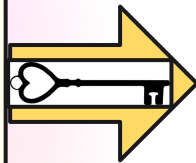
The Key



"The kids we *want*
and the kids we
were are never
going to show up
anymore."



Dr. Darian Jones
Implementation Specialist,
Character Strong



When you can't
control what's
happening, challenge
yourself to control the
way you respond.

That's where your
power is.





Today's Learning Goals

01

WHAT

02

WHY

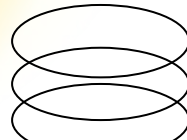
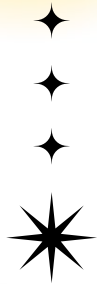
03

HOW

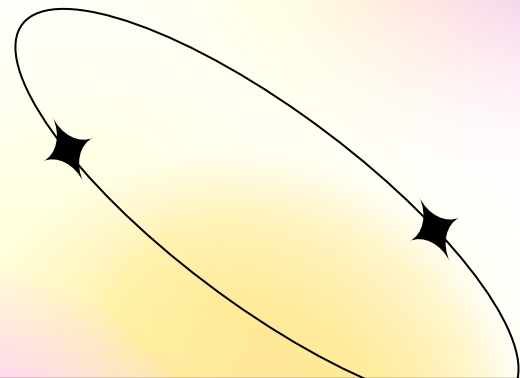
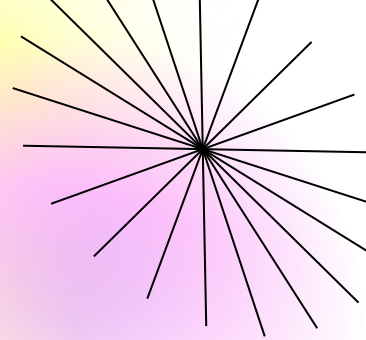
Shifting Adult Mindsets
to Move
From REACTION to INTENTION



WHAT & WHY



It's all about
THE ADULTS
to get to outcomes for
students
Why?



CAUSE

(Adult Behavior)



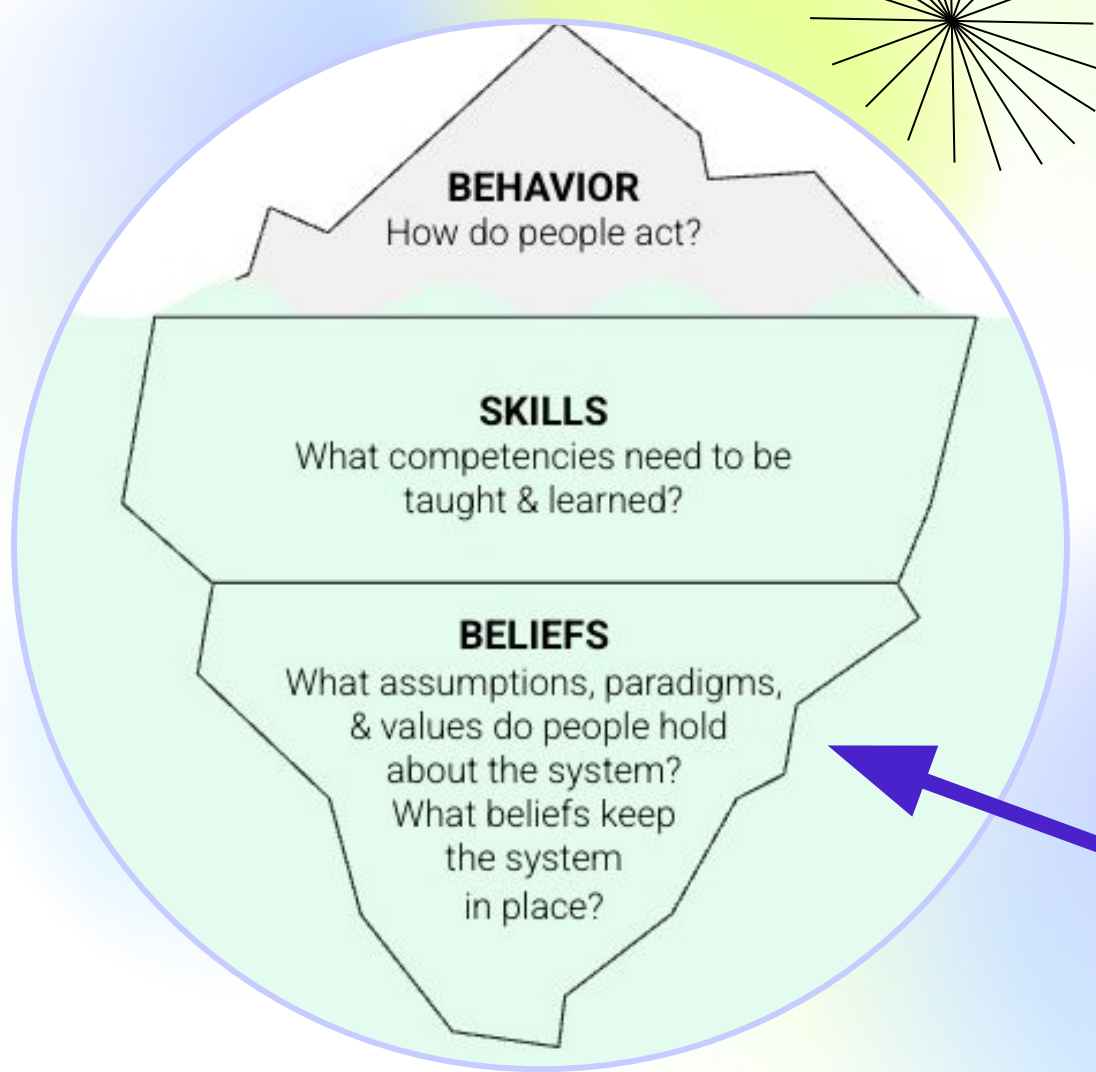
EFFECT

(Student Outcomes)

As educators, we must be clear
about 1 thing:

**What student outcomes do
you want to achieve and
produce on purpose as a
result of what you do?**





The Iceberg Model

Our Focus Today

An educator's mindset & expectations of students shape:

- Their **relationships** with students
- Their **behavior** toward students, and
- Their **response** toward students' behaviors

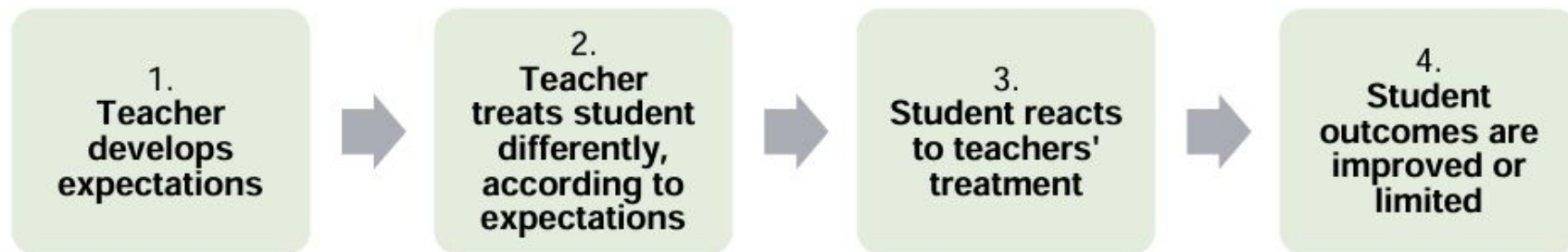


Figure 1. Process model of teacher expectations on student outcomes as proposed by Brophy & Good (1970).

The Impacts of Teacher Expectations on Student Outcomes: A Practitioner's Literature Review

Focus &
Perspective

Beliefs

Mindsets

Words &
Actions

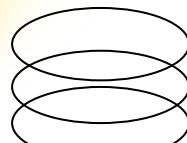
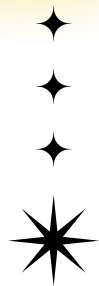
Outcomes



**“Where you place your eyes & mind is what you will see &
experience”**

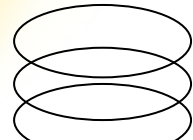


HOW

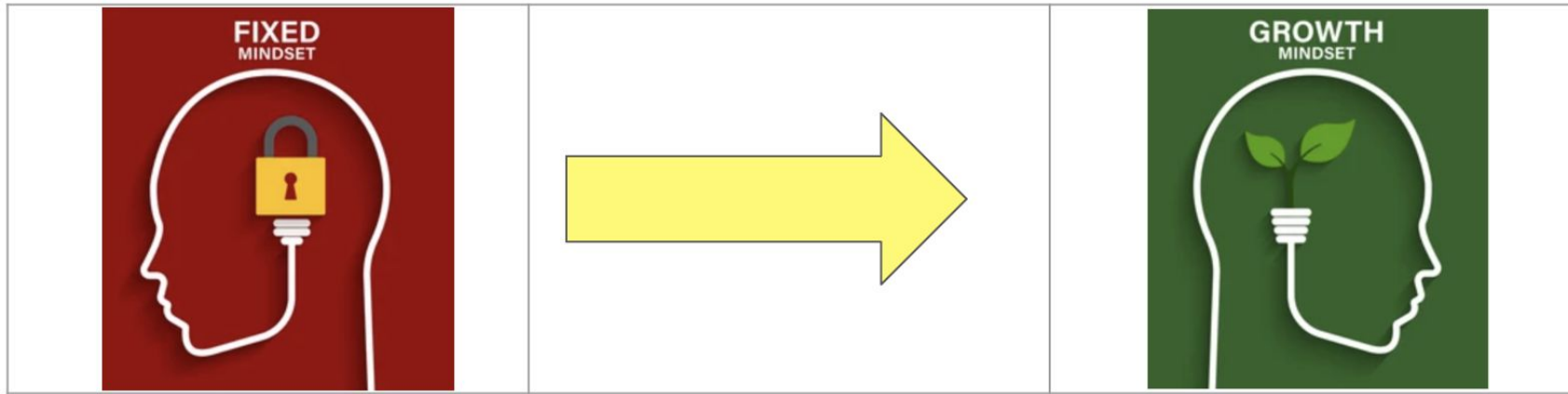


4 Essential Shifts

To Move From Reactive to Proactive



Shift #1: Our Mindset



Mindset:

“a set of mental attitudes that determine how one will interpret and respond to situations.”

(NWEA (Northwest Evaluation Association) nwea.org/blog/author/ambermckinney; July 13, 2023)

Fixed Perspective #1 Character is Fixed	Fixed Perspective #2 Behaviors are Fixed	Growth Perspective Character & Behaviors are Learned
Feels like an attack on the teacher's authority		
<u>Results:</u> “get tough” or to “not let the child get away with it”		

*Teacher efficacy & improvement

*Student engagement & performance

Fixed Perspective #1 Character is Fixed	Fixed Perspective #2 Behaviors are Fixed	Growth Perspective Character & Behaviors are Learned
	Think the child can't help it, so not a lot of point to try to correct it	
	<u>Results:</u> Avoiding problematic situations & removing demands or lowering expectations	

*Teacher efficacy & improvement

*Student engagement & performance

Fixed Perspective #1 Character is Fixed	Fixed Perspective #2 Behaviors are Fixed	Growth Perspective Character & Behaviors are Learned
		See problem behaviors as skill deficits, not person deficits; see behavior as communication
		<u>Results:</u> Look for underlying factors & working to meet needs

*Teacher efficacy & improvement

*Student engagement & performance

Essential Questions to Make This Shift:



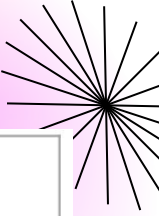
1 What does the student need in order to exhibit more skillful behaviors?

(student focused growth)

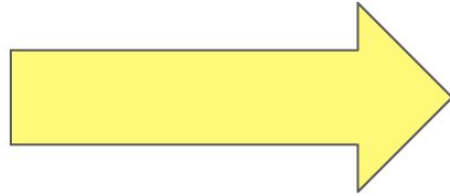
2 How can I adjust & grow to help the student be more successful?

(adult focused growth)

Shift #2: Our Focus & Locus of Control

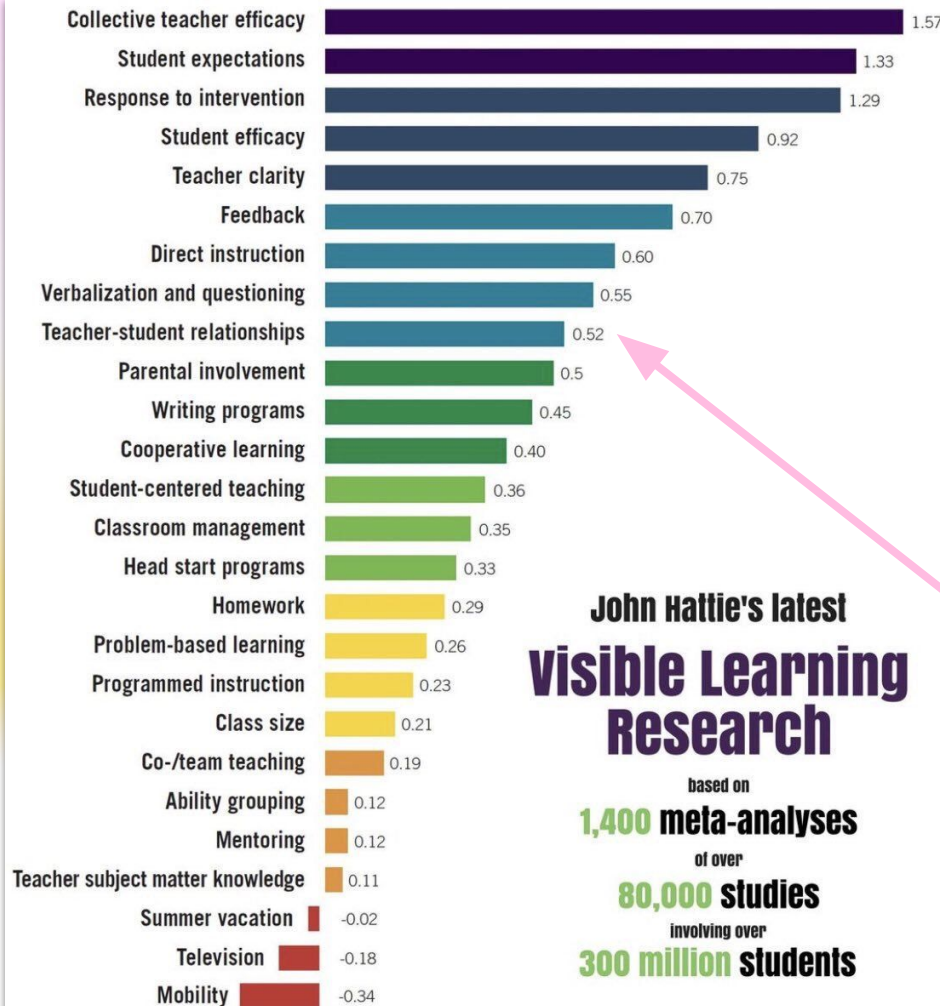


Pointing Fingers



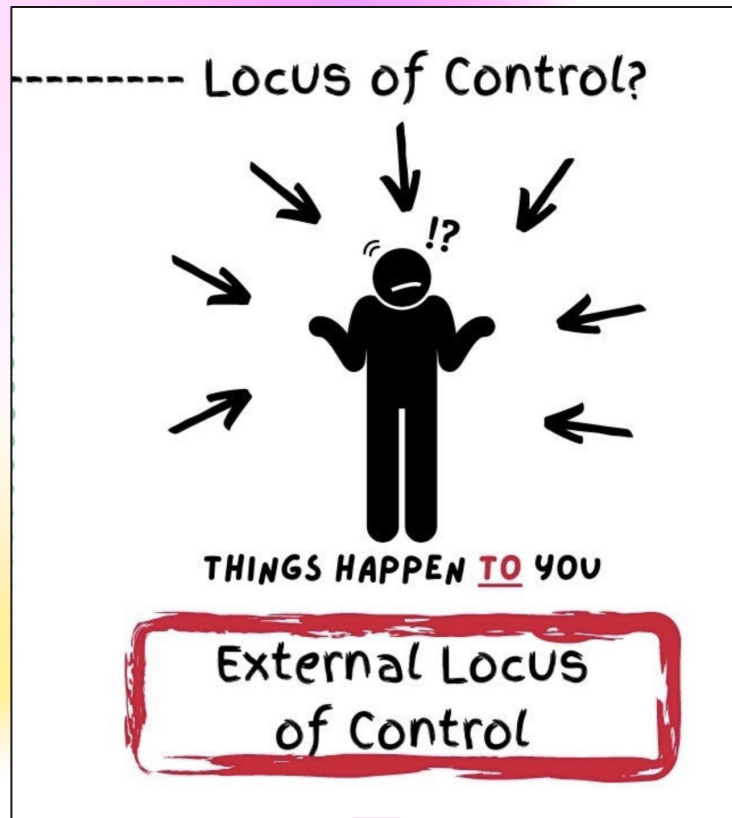
Looking in the Mirror



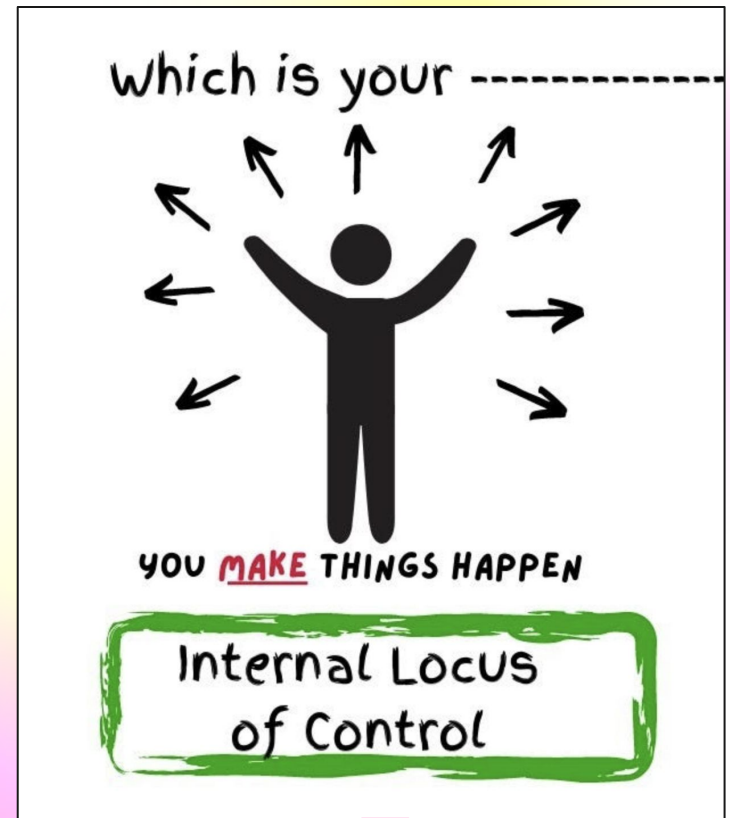


Collective Efficacy
is the #1 factor
influencing student
outcomes.

- Effect size of 1.57
- More than 3x as predictive of student outcomes as socioeconomic status
- Teacher-student relationships is also in the top 10



Helpless & Frustrated

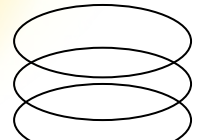


Empowered & Confident



❖ What is the one STUDENT behavior that is most likely to upset you?

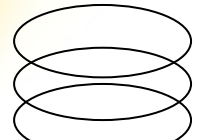
❖ What is the one ADULT behavior that most frustrates you?



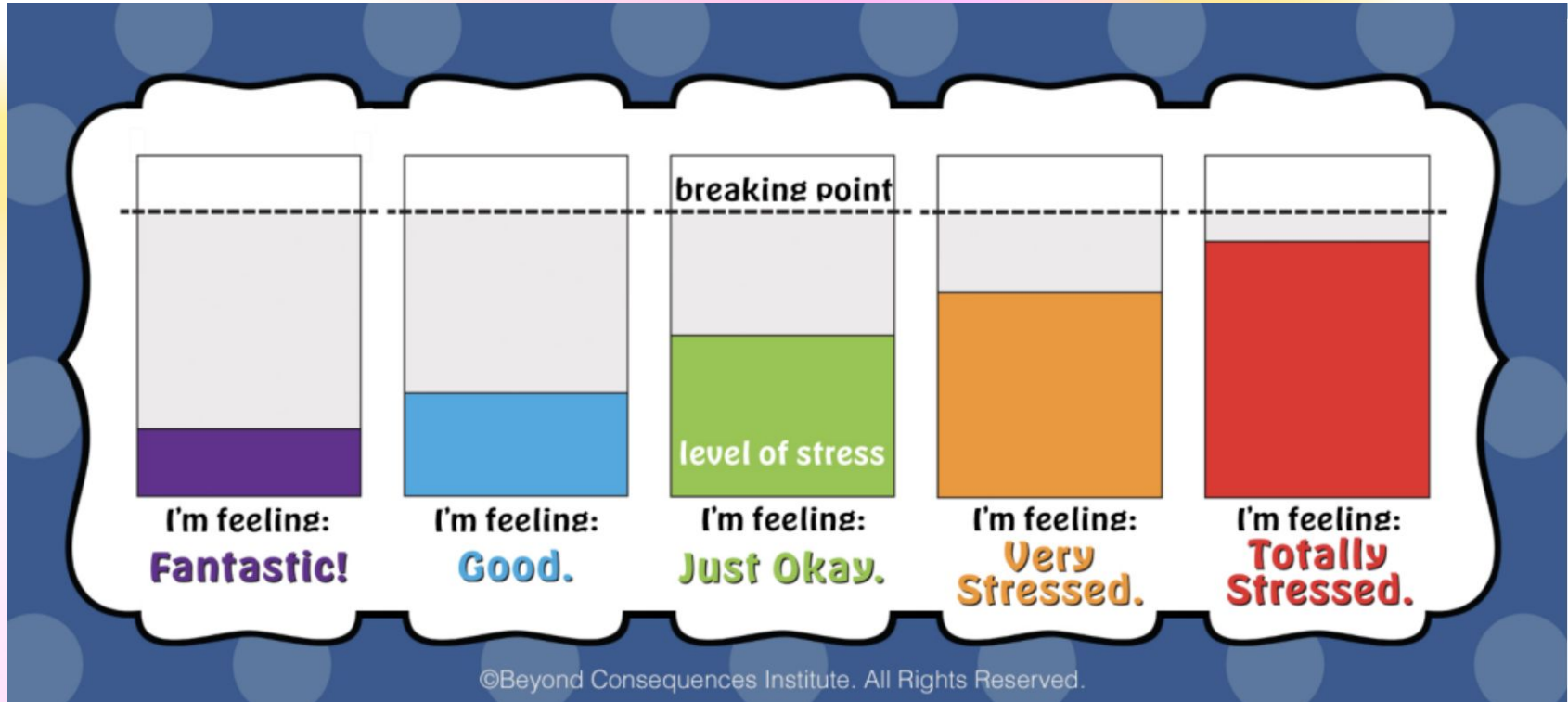
Triggers

- Vary
- Unexpected
- Immediate & Intense
- Affect Interactions
- Reaction & Conflict
- Inconsistency & Confusion

✦ Behavior management is not about students—it's about adults.
✦ A dysregulated adult cannot regulate a child.
✦



Regulation: one's ability to tolerate stress, and to experience stress within an individual's window of tolerance

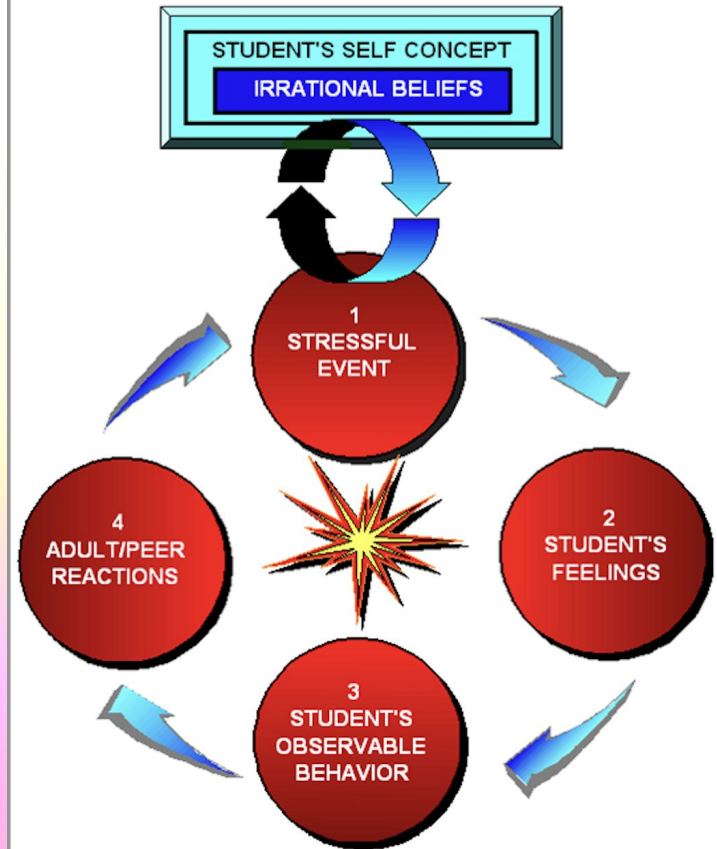


Adults Must Recognize:

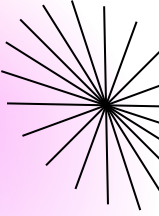
- Mindsets & beliefs
- Triggers
- Words & Actions
- Role



THE CONFLICT CYCLE



Essential Questions to Make This Shift:



Self Check Questions for the Adult

How am I feeling? Am I regulated?

What might this student need, feel or want?

How is the environment affecting this young person?

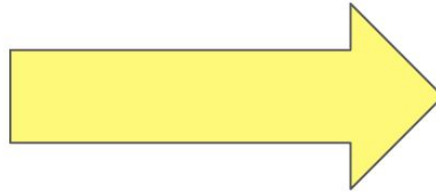
How might I best respond?

Key Understanding: This behavior is happening **IN FRONT OF me, not **TO** me.**

Shift #3: Our Understanding of Behavior



Prosecutor



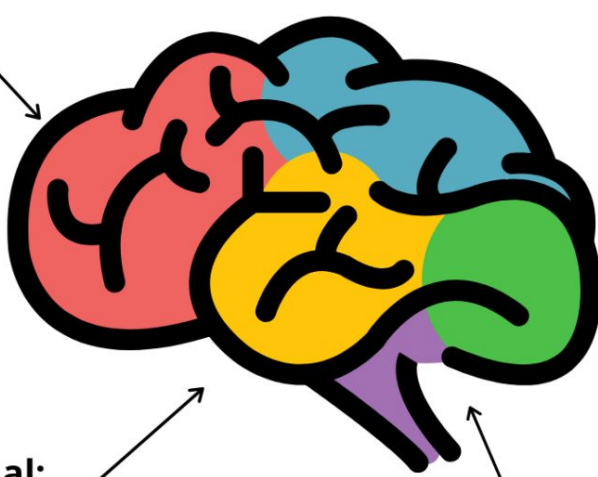
Detective

“When we see a behavior that is problematic or confusing, the first question we should ask isn't ‘How do we get rid of it?’ but rather, ‘What is this telling us about the child?’” ~Dr. Mona Delahooke

Three Areas of the Brain

Cognition: Thinking, learning, planning, remembering.

"Can I learn?"



Relational:
Emotional state.

"Am I loved?"

Survival: Sensory
processing and integration.
"Am I safe?"

What we sometimes see as
a failure to **BEHAVE**
properly,

is actually a failure to
COMMUNICATE
properly.

www.notjustcute.com



WHEN OUR
STUDENTS ARE
"OUT OF CONTROL"
"DEFIANT"
"DISRESPECTFUL"
"OPPOSITIONAL"
"DISRUPTIVE"
WHAT THEY
REALLY MIGHT BE
COMMUNICATING

The landlord kicked us out of our home and we don't have a place to stay.

I don't understand this material. I'm worried people will think I'm dumb.

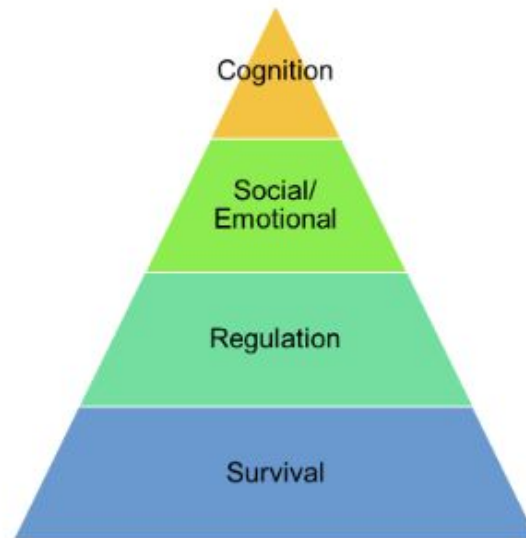
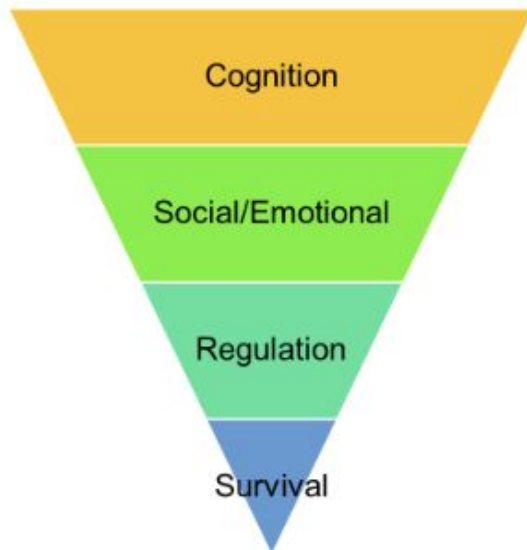
The cops arrested my dad last night.

I didn't get any sleep; my parents were fighting.

I'm living with a foster family. I don't know when I'll see my mom again.

"All behavior is communication. A few minutes of listening, observing, and understanding can save hours of miscommunication, frustration, and conflict. A need met is a problem solved." ~L.R. Knost

Top Down vs. Bottom Up



3 Types of Stress

Positive Stress

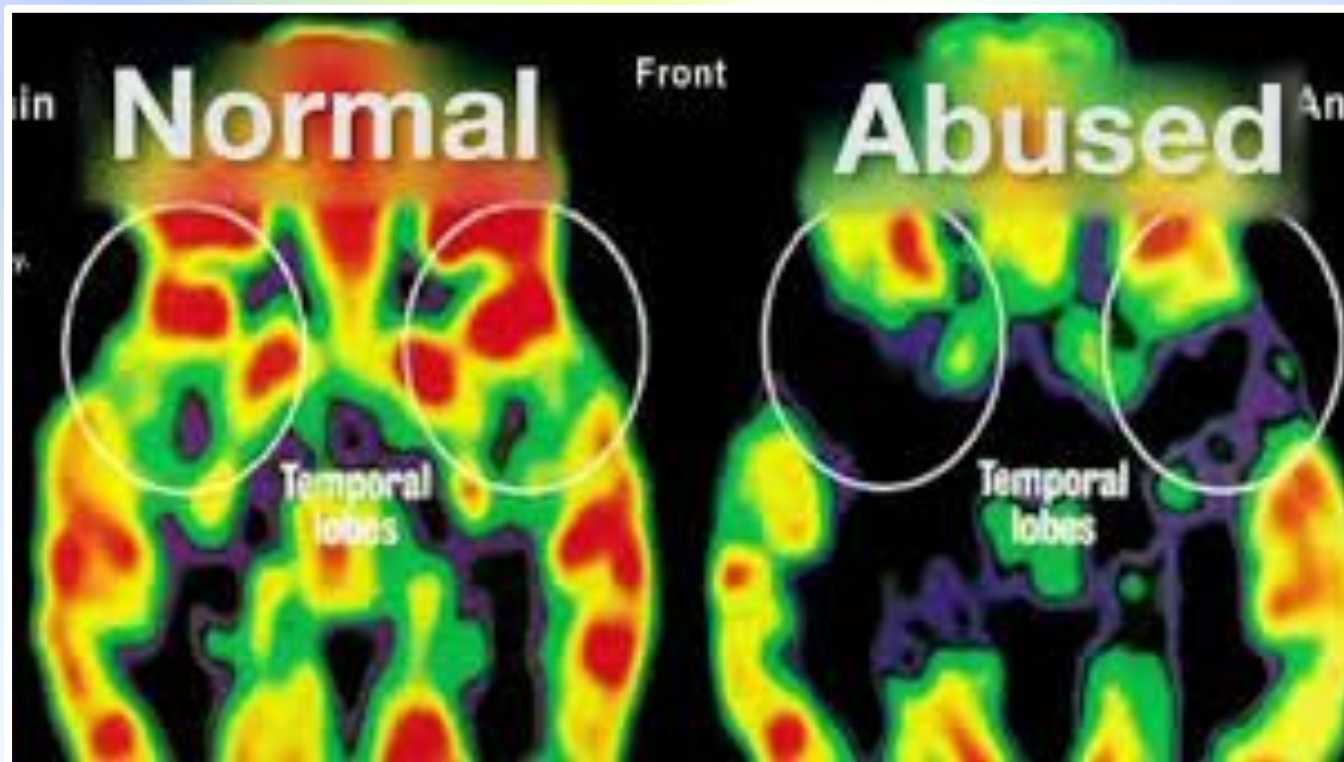


Tolerable Stress



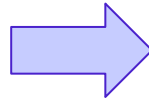
Toxic Stress



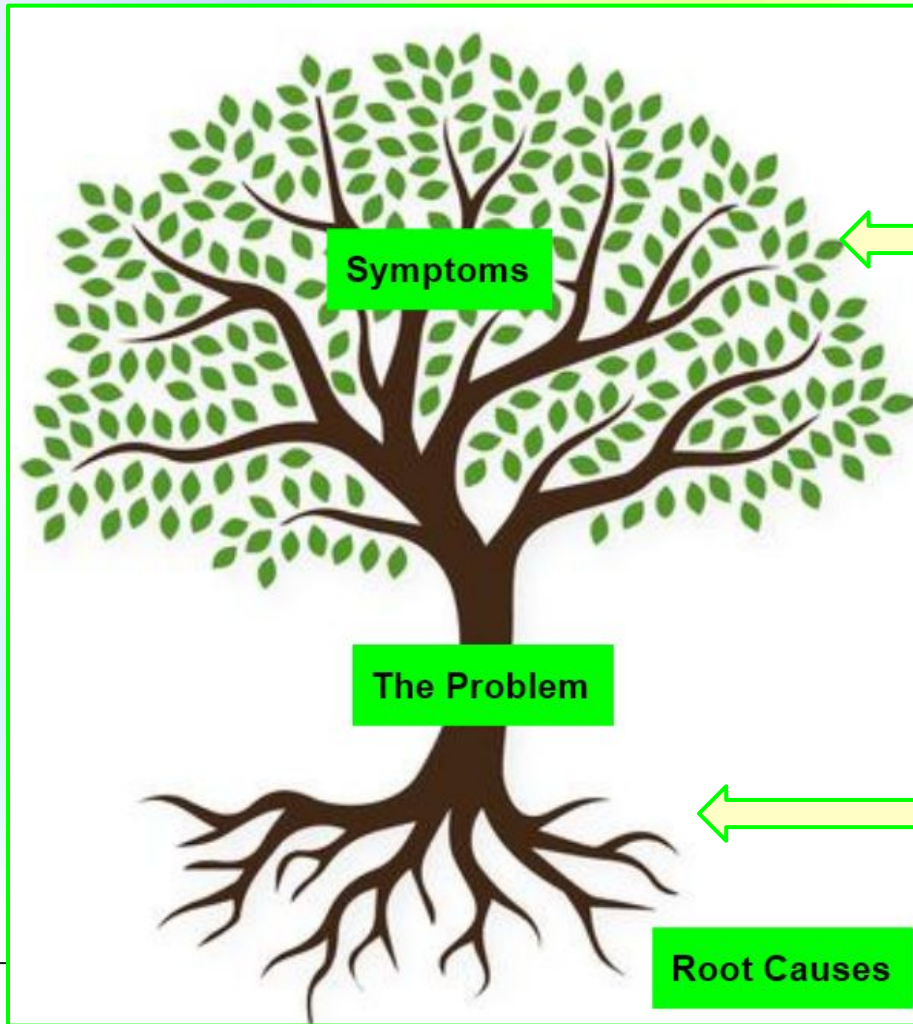


Behavior as Communication:

"If a student is verbally shut down by a teacher or doesn't have the language to express their emotions and needs, they will find alternative and often more disruptive ways to communicate."



In children, anger is fear's bodyguard.



Reacting to
Behaviors

Interpreting What
Drives Behaviors

Root Causes

Essential Questions to Make This Shift:

1

What is the root cause that is resulting in the problem or behavior I am seeing?

2

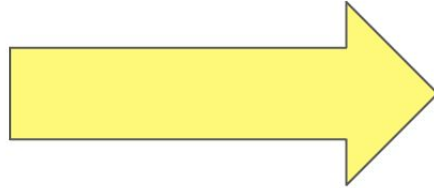
What, within my control, would help address this root cause?



Shift #4: Our Response to Behaviors



Compliance & Punishment



shutterstock.com • 133999997
Connection & Teaching

“Our adult mindset shift comes from viewing discipline not as something we DO TO another, but rather something we want to CREATE WITHIN another.”

Connections Over Compliance: Rewiring Our Perceptions of Discipline

By Dr. Lori L. Desautels



We want to exclude the
behavior not the person.

“You are important to us, but
this behavior is not acceptable
at school.”

Everyone wants to be seen,
heard and respected.



“Traditionally, schools are better at pulling weeds than at planting flowers.”



Compliance Model

Focus:

problem behavior

Response:

Exclusion or
reward/punishment to
encourage good
behavior

Discipline is helping
a child solve a problem.
Punishment is making a
child suffer for having
a problem. To raise problem
solvers, focus on solutions
not retribution. - L. R. Knost

nourishingourchildren.org



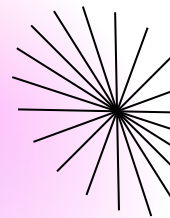
Connection Model

Focus:

impact & student needs

Response:

relationship,
co-regulation, & explicit
instruction to build
capacity & skills



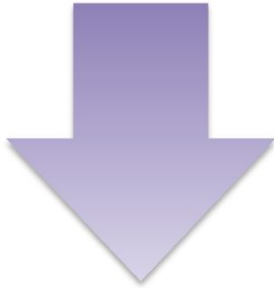


Shifting Paradigms

Punishment or consequence:

Immediate way to try and get a behavior to stop

“Make the child pay”

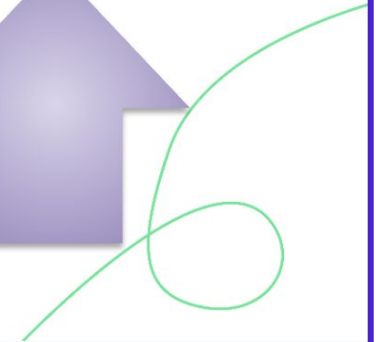
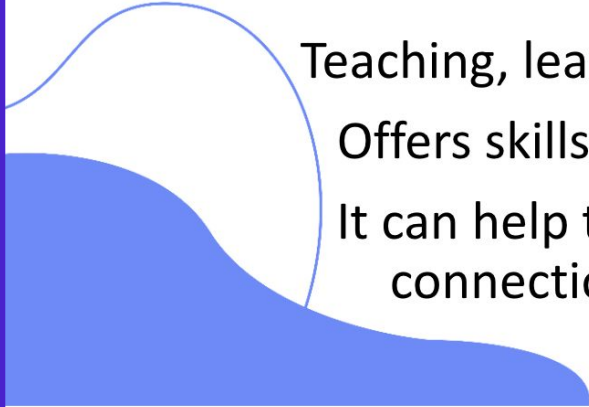
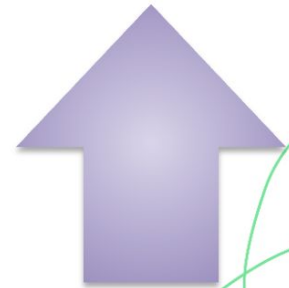


Discipline

Teaching, learning and giving instruction.

Offers skills that can change behavior.

It can help the developing brain make connections about good choices.





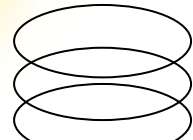
Effective Discipline Practices

1. Give students a voice, they need to feel heard.
2. Sees behavioral errors as an opportunity for relationship building
3. Refocuses back on the expectations and desired behaviors.
4. Involve showing empathy.
5. Build life skills.
6. Invest in repair focused conversations.

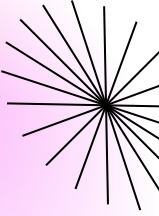
Key Understanding:

Regulating an anxious and angry brain is vastly different from rewarding negative behavior.

Say it with me!



Essential Questions to Make This Shift:



1

Is the goal of my response to pull weeds or plant flowers?

2

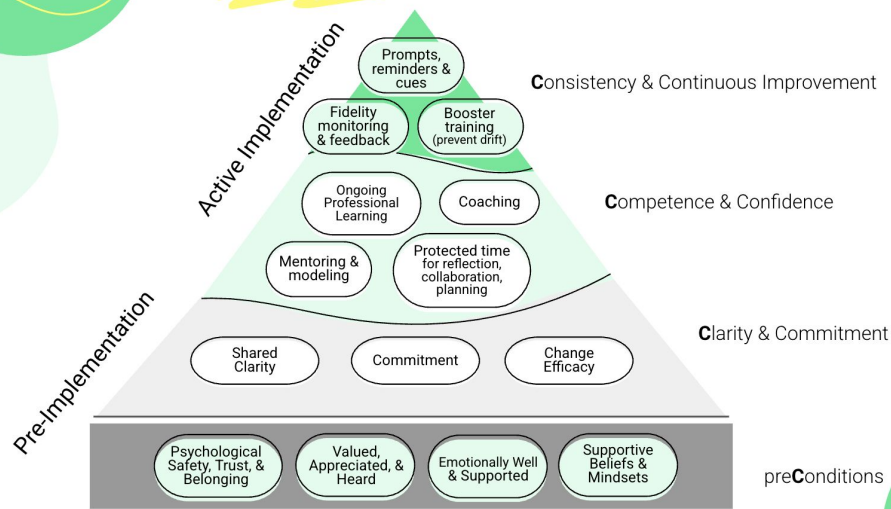
What can I do to help co-regulate & equip the student?

One more important reminder:

Mindset is 1 ingredient in the recipe for success!

Character
Strong

4Cs Model of Adult Well-Being, Behavior Change, & Implementation



- Systems
- Teamwork
- Data
- Nonlinear

One Final Question...

How do you want to spend your time in the garden?

What's the **ONE BIG SHIFT**
that will help you do that?



Thank You!

*Character
Strong*



**60 Second
Feedback**

