


Our Group Principles and Expectations




- Be Responsible**
 - Be an active participant
 - Return promptly from activities & breaks
 - Clean up your table/area at end of each day
- Be Respectful**
 - Use technology to support today's learning (be here now)
 - Use activity time well & meaningfully
 - Ask relevant/clarifying questions*
- Be Professional**
 - Enter discussion with an open mind and take a learner's stance
 - Actively listen to and respond to one another's ideas
 - Share the Air (be self aware) in small and large group discussions
 - Allow think time for self and others before launching into discussion/activities

***Your Turn** will provide a chance to ask individual or program specific questions of the presenters

(WALKER & HOYT, 2016) 1

That Kid Just Makes Me Crazy!!! Moving Staff From Conflict to Positive Behavior Support



November 2016

Bridget Walker, PhD Lisa Hoyt PhD
Bridgetwalkerphd@gmail.com lisahoytphd@comcast.net

(WALKER & HOYT, 2016) 2


Session Learning Objectives

Participants will:

- Become familiar with the dynamics of the conflict cycle and how it negatively affects staff and student behavior and relationships.
- Be introduced to strategies for using this dynamic to train staff in more productive responses to problematic student behavior.
- Discuss ways this model can be used to support students in learning positive, replacement behaviors at Tiers 2 & 3.

(WALKER & HOYT, 2016) 3

What many teachers have to say about classroom management



Can you help me, Mrs. Martin? This wasn't covered in any of my education courses.

(WALKER & HOYT, 2016) 4


Discussion Questions

1. What kinds of conflict are most common in your school and/or classroom?
2. How does your staff and school usually respond to and handle these situations?
3. How do staff handle and address conflict with one another?


(WALKER & HOYT, 2016) 5

Understanding the Conflict Cycle Paradigm

How Adults Inadvertently Create Power Struggles & Reinforce a Troubled Student's Self-Fulfilling Prophecy



Dr. Nicholas Long and the LSCI Institute



(WALKER & HOYT, 2016) 6

Conflict Happens



Conflict is a natural part of interpersonal relationships
 We can't control the behaviors of others but CAN control and modify our own behaviors

Understanding and responding to conflict productively doesn't just happen...

- Build foundational understanding
- Plan ahead
- Reflect honestly
- Change as needed
- Repair relationships

(WALKER & HOYT, 2016) 7

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天由 (Tenryū)
 真 (Makoto)

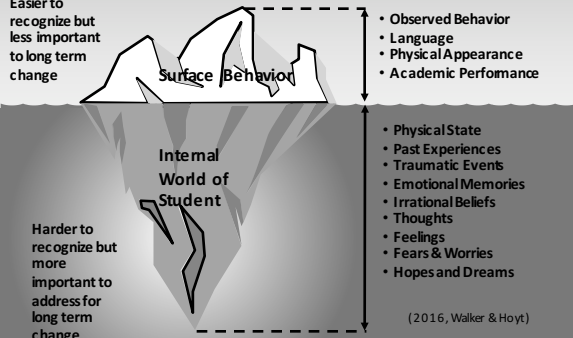
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CHANGE BEGINS WITH me.

"My fortune says, 'You will be successful in getting students to control their behavior, if you first control your own behavior'."

(WALKER & HOYT, 2016) 8

A Student's Challenging Behavior: The Tip of the Iceberg!



Surface Behavior

Easier to recognize but less important to long term change

- Observed Behavior
- Language
- Physical Appearance
- Academic Performance


Internal World of Student

Harder to recognize but more important to address for long term change

- Physical State
- Past Experiences
- Traumatic Events
- Emotional Memories
- Irrational Beliefs
- Thoughts
- Feelings
- Fears & Worries
- Hopes and Dreams

(2016, Walker & Hoyt)

Students' Worldview




(WALKER & HOYT, 2016) 10

Irrational Beliefs

Beliefs about self
 + Beliefs about world and people


Characteristic way of thinking, feeling, behaving in new situations

The lenses through which we interpret what happens to us in the world...



(WALKER & HOYT, 2016) 11

Most troubled students are not motivated to seek self-improvement programs, but to seek ways of justifying their faulty thinking.



(WALKER & HOYT, 2016) 12

How do troubled students develop irrational beliefs?

One answer is overgeneralization

I have struggled in school: FACT

Some teachers & staff have not helped me: FACT

Therefore I can't count on any adults in the future to either accept me or take care of me: IRRATIONAL

(WALKER & HOLT, 2013)
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Common Irrational Beliefs of Children and Youth

- I must be good at everything I do (otherwise, I am a failure).
- Everyone must like me (otherwise, I am a loser).
- If people do things I don't like, they are bad people (and they must be punished)!
- Everything must go my way all the time (otherwise, I am unimportant).
- Everyone must treat me fairly all the time (because I am entitled to it).
- I never have any control over what happens to me in my life (and therefore I am not responsible for my problems).
- When something bad happens to me, I can never forget it (and I must think about it all the time).

(WALKER & HOLT, 2013)
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Advantages of Irrational Beliefs?

Provide us with a sense of security and control bringing psychological order to an unstable and chaotic world, making it predictable and manageable.

We know in advance what will happen to in new relationships and situations.

Protect ourselves from feeling helplessness, confusion and anger.

(WALKER & HOLT, 2013)
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What kids believe about themselves is more important in determining their behavior than any facts about them.


(WALKER & HOLT, 2013)
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Your Turn #1 What About Us?



Do we as helping adults, principals, teachers, and staff also have irrational beliefs about the students we work with?

What are some examples?

How could they affect how we respond to challenging behaviors?

- Students should know how to behave
- Students should listen to and respect us because we are the "adults"
- I need to be in control of the situation all the time
- If I make an exception for one student, everybody will want one...

(WALKER & HOLT, 2013)
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What Irrational Beliefs Do You Have About Student Behaviors?

1) Take a moment and ask yourself if you have some irrational beliefs about student behavior that may be effecting the way you respond to challenging behavior? If so, jot them down.


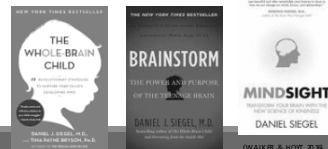
2) Reflect on what supports or information you may need to shift those beliefs.

(WALKER & HOLT, 2013)
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The Brain in the Palm of Your Hand- Dr. Dan Siegel

<https://youtu.be/gm9CIJ740xw>

For more great ideas and resources from Dan visit <http://www.drdansiegel.com>

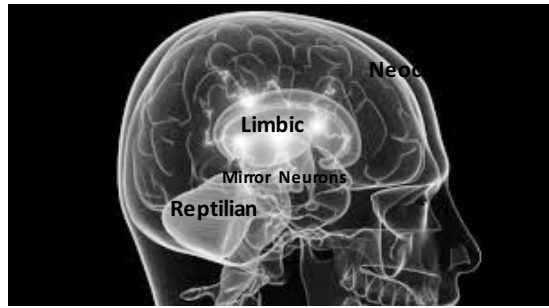



THE WHOLE BRAIN CHILD
BRAINSTORM
MINDSIGHT

DANIEL J. SIEGEL, M.D.
DANIEL SIEGEL

(WALKER & HOLT, 2013) 19

There are 3 layers to the human brain, with specific responsibilities!



Neocortex
Limbic
Mirror Neurons
Reptilian

(WALKER & HOLT, 2013) 20

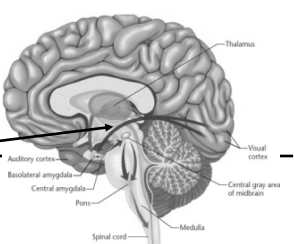
We Are Wired to Connect Mirror Neurons and “Neural Wi-Fi”

Cause & Effect, Logic are “High Road” aspects of social interaction

The frontal lobe does not fully develop until the mid-twenties

Fight, Flight, or Freeze and Mirroring are “Low Road” aspects of social interaction

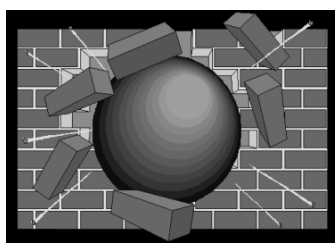
The Brain is a Social Organ



References: Goleman, D. (2006). *Social Intelligence: The New Science of Social Relationships*. Siegel, D. (1999). *The Developing Mind: How Relationships and the Brain Interact to Shape Who We Are*.

(WALKER & HOLT, 2013) 21

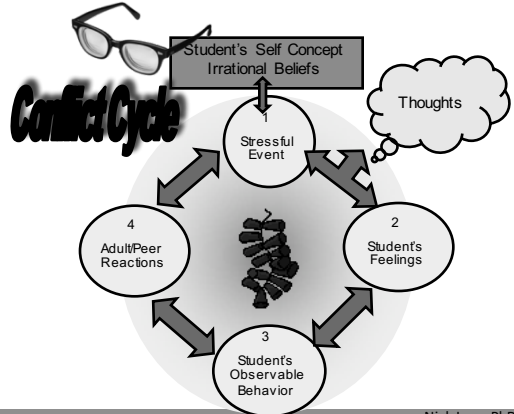
Kids in stress create in adults their feelings,



and if not trained, the adults will mirror their behavior.

LSOI Institute (WALKER & HOLT, 2013) 22

Conflict Cycle



Student's Self Concept Irrational Beliefs

Thoughts


2 Student's Feelings

3 Student's Observable Behavior

4 Adult/Peer Reactions

Nick Long PhD (WALKER & HOLT, 2013) 23

THE CONFLICT CYCLE PARADIGM



A **STRESSFUL EVENT** occurs which activates a troubled student's irrational beliefs.

These **NEGATIVE THOUGHTS** determine and trigger feelings.

FEELINGS, not rational forces, drive inappropriate behaviors.

Inappropriate **BEHAVIORS** incite adults.


Adults take on the student's feelings and may **MIRROR** his behaviors.

This negative adult **REACTION** increases the student's stress, escalating the conflict into a self-defeating power struggle.

The student's **SELF-FULFILLING PROPHECY** (irrational beliefs) is **REINFORCED**; the student has no motivation to change thinking or behavior.

(WALKER & HOLT, 2013) 24

Flipping Our Lid!



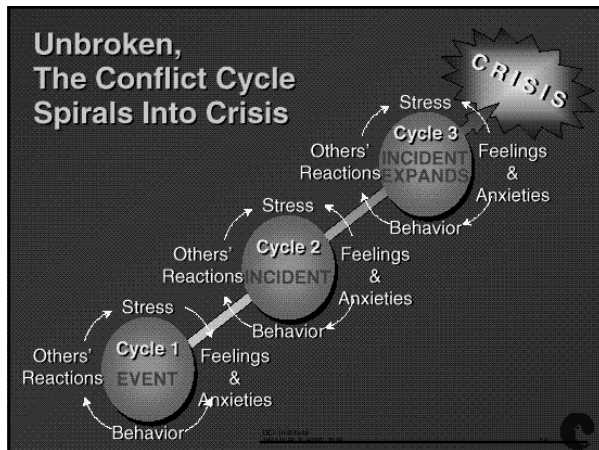
As the intensity of our emotions increase:

- the “rational” control of our behavior decreases.
- Our ability to process language decreases.
- Our memory becomes distorted.

“ANGER IS A EMOTION THAT MAKES YOUR MOUTH WORK FASTER THAN YOUR BRAIN.”

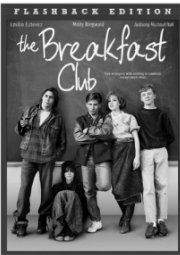
What does this mean to teachers & staff as we implement PBIS related strategies?

(WALKER & HOE, 2012) 25

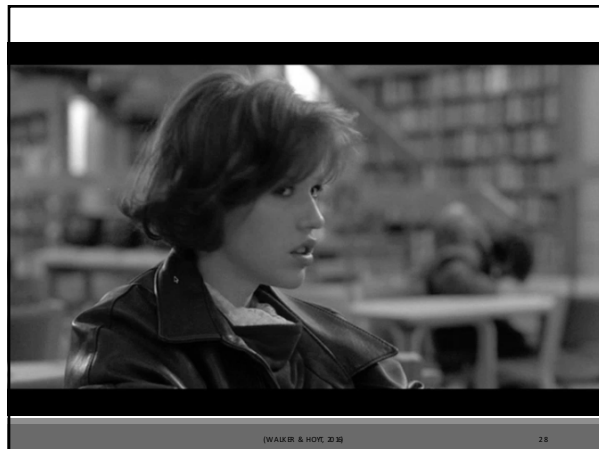


The Conflict Cycle *Breakfast Club*

Video Example



(WALKER & HOE, 2012) 27



Unbroken, The Conflict Cycle Spirals Into Crisis

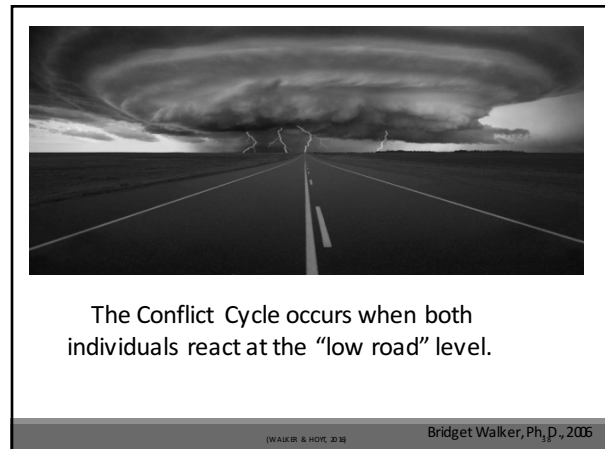
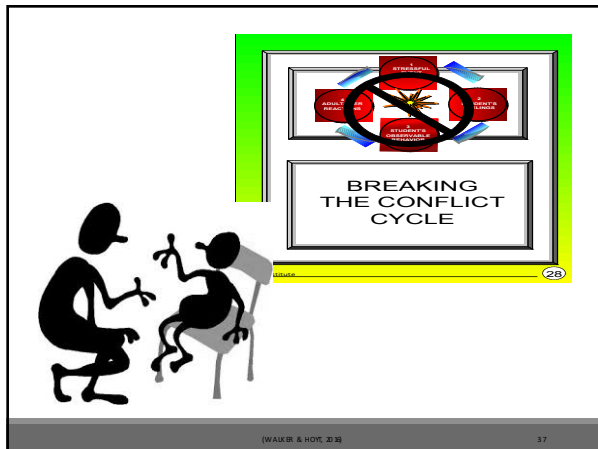
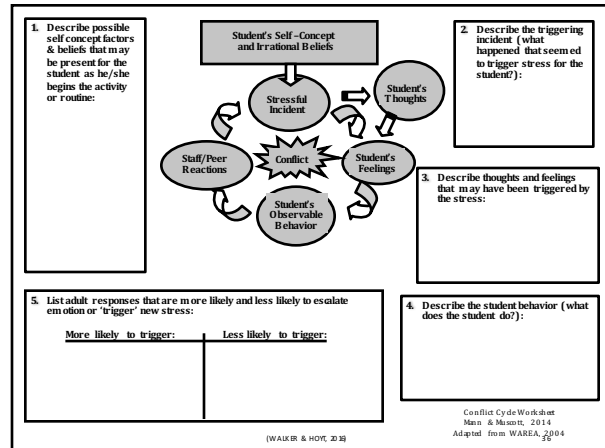
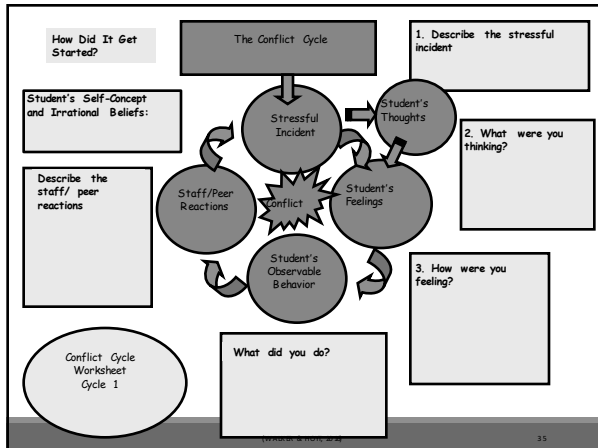
Use the model to unpack the events in the library from Bender's point of view

1. Accused of taking the screw
2. Put/dressed down in front of peers
3. Told has more time in Saturday School

(WALKER & HOE, 2012)

“We can help our students by understanding that the problems kids cause are not always the causes of their problems.” (Long, 1999)

(WALKER & HOE, 2012)



Adults must *remember* to take the "high road" when faced with stressful situations

BUT

Students have to *learn* to take the "high road" when faced with stressful situations & it is our job to teach them how...

Bridget Walker, PhD 2006

"You Messages" which Escalate the Conflict Cycle

LSC Institute

- Can't you do anything right?
- With your attitude you'll never amount to anything.
- You are a disappointment to me, your friends, and your family.
- You apologize immediately!
- Don't you dare use that language with me!
- Why do you have to be so disrespectful?
- You better start acting your age!
- You have no respect for anyone or anything!
- You don't listen to anyone, do you?
- You never use your head.
- You're more trouble than you're worth.

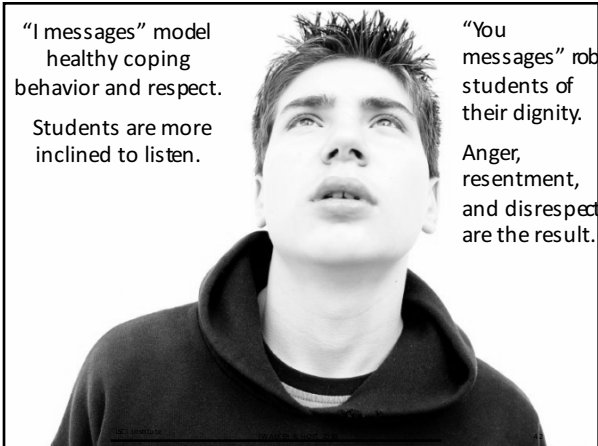
"I Messages" Are...

- Less likely to provoke more aggression.
- Less threatening to others.
- A model of honest exchange between people.
- Likely to open up communication
- Helpful in interrupting a power struggle.
- Helpful in releasing adult stress in a healthy way.
- Keeps speaker anchored in frontal cortex and rational thinking (aka the high road).

(WALKER & HOE, 2012)

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"I messages" model healthy coping behavior and respect. Students are more inclined to listen.



"You messages" rob students of their dignity. Anger, resentment, and disrespect are the result.

Monitor Yourself for Mirroring Behaviors

Two reactions are common

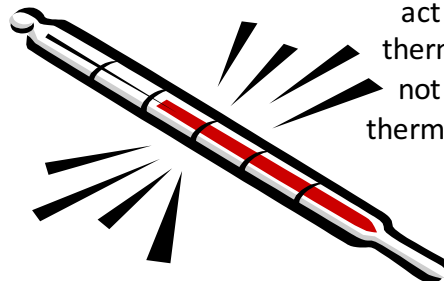
1. We become hooked and mirror the student's feelings & behavior by escalating the conflict cycle.
2. We experience unfamiliar and uncomfortable emotions so we retreat or pull back from the student, avoiding confrontation and student accountability.



(WALKER & HOE, 2012)

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Remember, during crisis act like a thermostat, not like a thermometer!



(WALKER & HOE, 2012)

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Your Turn #2: Be Aware and Have a Plan

1. What are some signals (physical, emotional, cognitive) that you are being caught up in a conflict cycle?
2. What are some strategies to help you shift to a calmer, more supportive place when faced with an escalating student?
3. How can you help a colleague who is caught in the cycle?
4. What strategies could you use to help a student who is struggling emotionally and behaviorally make that shift?



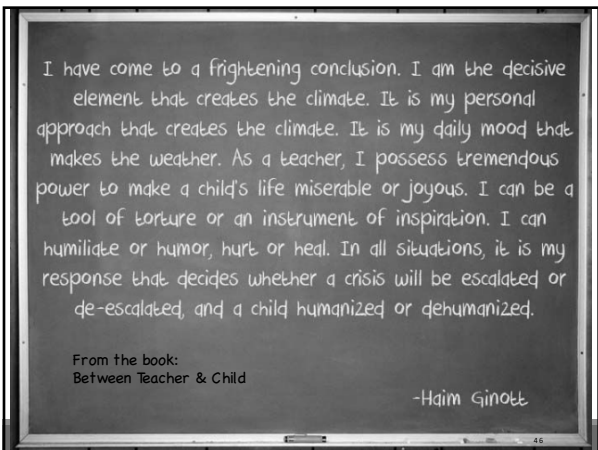
(WALKER & HOE, 2012)

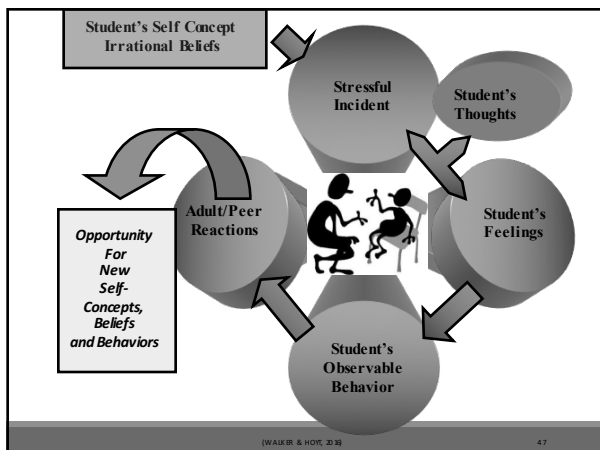
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I have come to a frightening conclusion. I am the decisive element that creates the climate. It is my personal approach that creates the climate. It is my daily mood that makes the weather. As a teacher, I possess tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated, and a child humanized or dehumanized.

From the book:
Between Teacher & Child

-Haim Ginott



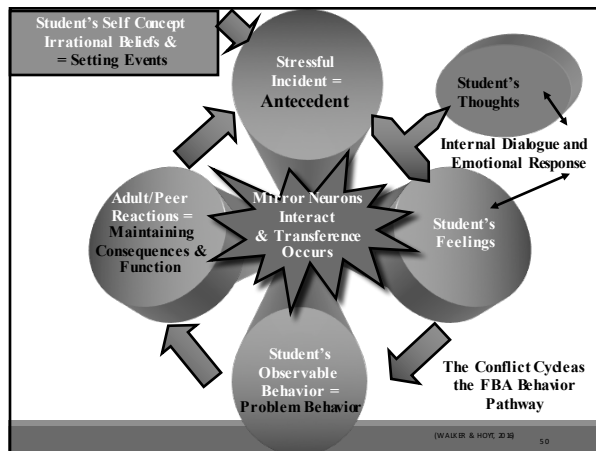


Your Turn #3 Power Struggles, Conflict Cycles & Tier 2/3 Supports

- 1) How does knowledge of the Conflict Cycle inform our efforts to support students with chronic behavior challenges?
- 2) Identify two ways that you can use the Conflict Cycle model, concepts and this process to support your own practice, as well as your students.
- 3) Identify one or two ways you can help other staff better understand and prevent power struggles with the students they work with.
- 4) What do you need to make these goals happen in the next 2 months?

Using the Conflict Cycle Framework to Support Students with Tier 2/3 Needs

Provides problem solving framework for students at Tier 2 or Tier 3 support levels	Source of data to supplement SWIS, ODR and other student interviews for program planning
Provides insight on student's perspective to inform administrators, CCE Coaches and BIP Teams to support development of individualized interventions	Involves student directly in development and implementation of FBA/BIPs



— thank you! —

Please be in touch we can support your work in any way!
 Bridget Walker: bridgetwalkerphd@gmail.com
 Lisa Hoyt: lisahoytphd@gmail.com

Conflict Cycle Webinar available at: <https://youtu.be/w7V932vQRwwk>
 For more information on LSCI go to www.lsci.org

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