

A rectangular wooden sign, likely made of pine, hangs from a metal chain. The word "WELCOME" is painted in a large, bold, black, hand-painted serif font. The sign is slightly tilted and shows signs of weathering. The background is a blurred outdoor scene with green trees and a light-colored ground.

WELCOME





“the classroom is a child’s  
first community”





COMMUNITY

Is the

complicated.

messy

beautiful

fight

to simply

SEE

each other





We have all been in  
communities where we have  
thrived





What made that  
experience so special?



We have all been a part of  
unhealthy cultures



**TOXIC**

What made that culture  
unhealthy?



**TOXIC**



Our Community Has A  
Huge Impact  
On How We Act

People often think that personality traits such as kindness are fixed. But our research with groups suggests something quite different: the tendency to be altruistic or exploitative may depend heavily on how the social world is organized. *So if we took the same population of people and assigned them to one social world, we could make them really generous to one another, and if we put them in another sort of world, we could make them really mean or indifferent to one another.* Crucially, this indicates that the tendency to cooperate is a property not only of individuals but of groups.

Nicholas Christakis



Schools  
have  
always  
been  
places of  
healing  
and  
harm



1760's America Had A  
Problem







**Hector de Crevecoeur**  
**1782**

“Thousands of Europeans chose to stay with the Indians. But we have no examples of even one of those Indians choosing to become European. There must be, in their social bond, something singularly captivating and far superior to anything to be boasted of among us.



**Sebastian Junger**  
**Tribe**

“The intensely communal nature of an Indian tribe held an appeal that the material benefits of western civilization couldn’t necessarily compete with.”

At the core  
of our being  
is to belong

Education Has Changed

2002-2022







High stakes accountability

Multiple measure teacher  
evaluation systems

People



Data

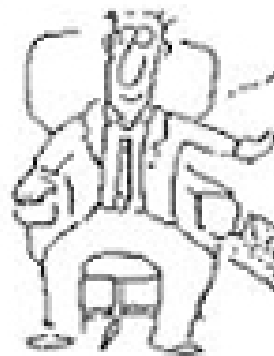
# Ed Week

In 2010, 38 percent of schools were failing to make adequate yearly progress, up from 29 percent in 2006



In the meantime ...

# Unintended Consequences



hadin

Teachers are leaving  
Students are hurting



# August, 2022

**Education**

Higher education

Local Education

The Answer Sheet

Jay Mathews

## ‘Never seen it this bad’: America faces catastrophic teacher shortage



By [Hannah Natanson](#)

Updated August 4, 2022 at 8:15 a.m. EDT | Published August 3, 2022 at 6:00 a.m. EDT

# September, 2019

On Parenting • Perspective

## Students in high-achieving schools are now named an 'at-risk' group, study says



83,84,85,86,87,88,89,90,91,92,93,  
1,102,103,104,105,106,107,108,1  
115,116,117,118,119,120,121,2,3,4,5,  
16,17,18,19,20,21,22,23,24,25,26  
35,36,37,38,39,40,41,42,43,44,45,  
54,55,56,57,58,59,60,61,62,63,64,  
73,74,75,76,77,78,79,80,81,82,83,  
92,93,94,95,96,97,98,99,100,101,  
108,109,110,111,112,113,114,115





“Every system  
is perfectly  
designed to  
get the results  
it gets.”

*~W. Edwards Deming*





The focus on numbers often comes at the cost of time to connect.

Yet, it is the connection that drives the numbers.

No thanks!

We are too busy



# Our schools have a problem



At the core  
of education  
is to belong



# International Study of Belonging in Middle School

32,000 Students in 12 Countries

*USA is Last*

# Belonging in High School

*51% say they belong*

# COVID Began As A Sprint

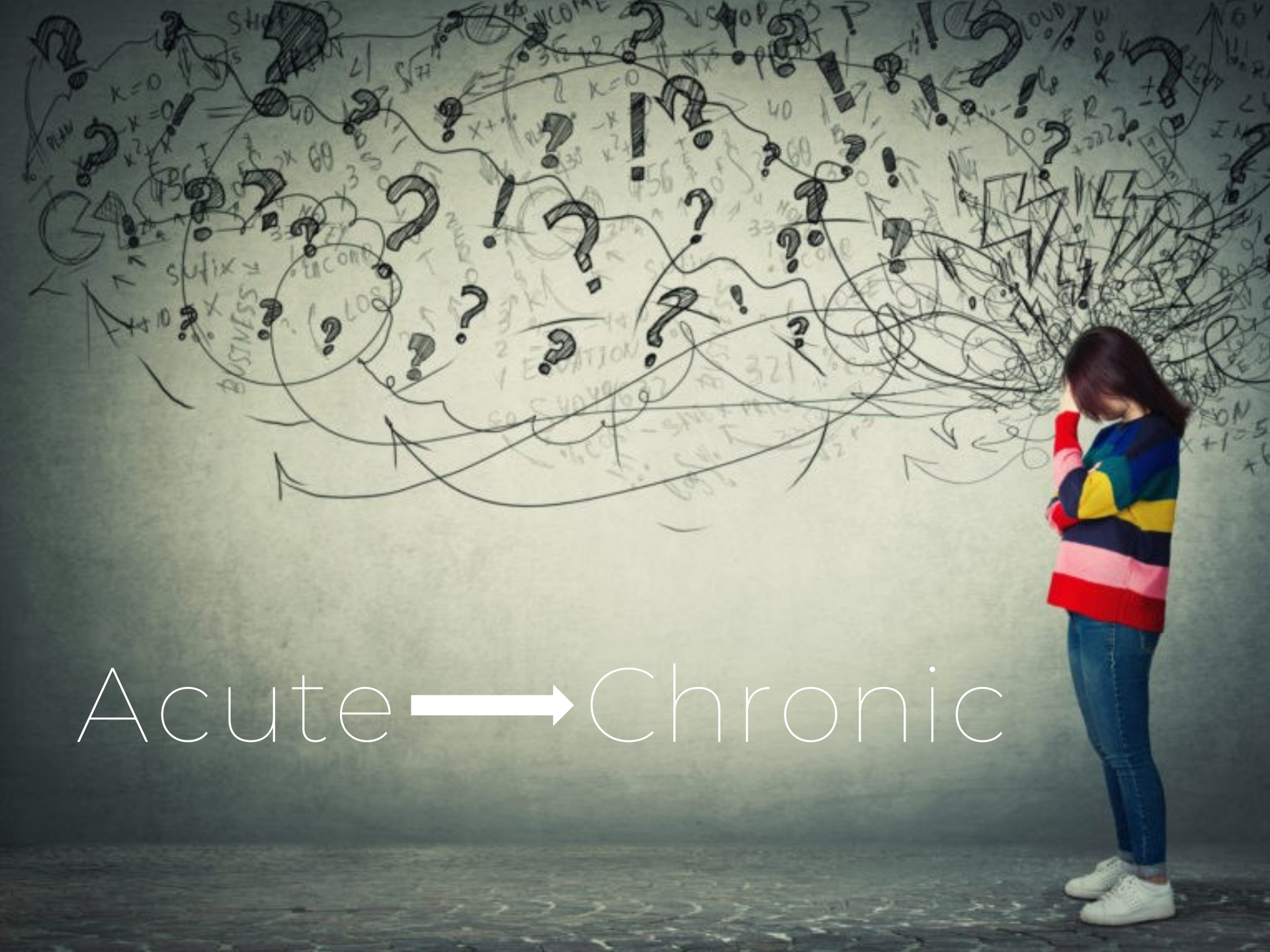






**it's a marathon  
not a sprint**





Acute → Chronic





You survived  
the storm





# After The Storm







LET  
HISTORY BE  
OUR GUIDE



# Black Plague: 14<sup>th</sup> Century



# The Spanish Flu: 1918-1920

EVANSTON, ILLINOIS, TUESDAY, OCTOBER 8, 1918. 328 Davis Street. PRICE TWO CENTS

## Influenza Epidemic Closes Schools, Churches, Theatres

**DRUG STORES  
SWAMPED WITH  
"FLU" VICTIMS**

Trade at Pharmacies is Exceedingly Heavy; Clerks Are Worn Out by Hard Work.

**ONE STORE IS CLOSED**

**HEALTH COMMISSIONER ISSUES  
PROCLAMATION ORDERING DRASTIC  
METHODS TO CHECK DISEASE SPREAD**

Drastic measures, including the closing of all schools, churches, moving picture theaters, and the prohibiting of all public gatherings until further notice were adopted today in an effort to stamp out the epidemic of Spanish influenza which has steadily been gaining headway in Evanston.

**Proclamation Issued.**

Health Commissioner C. T. Roome, as a result of a conference held with Dr. Winner of the state department of health, Professor Boardley, principal of the Evanston Public High School, and

**NORTH END PUTS  
NEW PUNCH INTO  
WAR BOND DRIVE**

Workers Take Steps to Prevent North End from Lagging; Evanston Total Now Is \$1,350,000.

**TROPHY FOR WINNER**

captured eight  
rime, reading  
t songs, which  
had literally  
e tables and  
were left be-  
thousands of  
of fuses. We  
three of these  
ard gas of the  
into the Hun  
the Dead.  
he chemical  
ver the dead  
shall not go  
mention the  
pure a man's  
tical changes  
and disgust-  
belonging to  
best not to,  
internet sur-  
lie there so  
e puppets or  
knows they  
rage and en-  
raged or H.  
bullet made  
a."

ay for  
Letter  
Thrills

THE WORLD'S  
TURNED  
NM00  
UPSIDE

From Pain



To Possibility

# Renaissance



# THE ROARING '20s

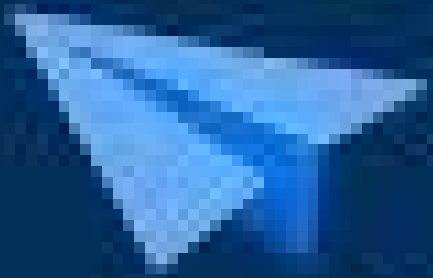


When things fall apart



rebuild & reconnect

Think Differently





Disruption

Innovation

# 1920's Classroom



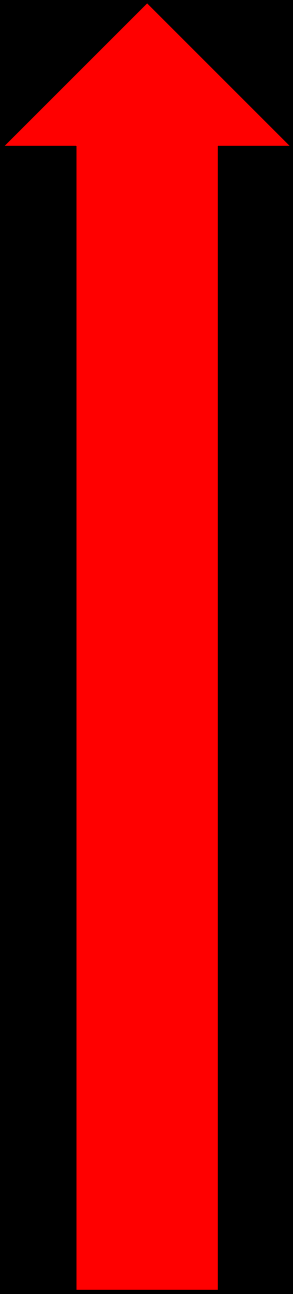




what will we change?

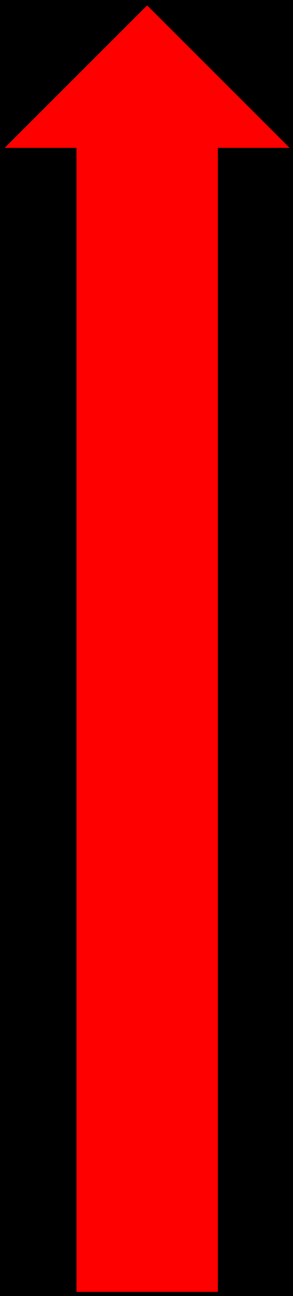


Life was hard for many  
kids pre-pandemic.



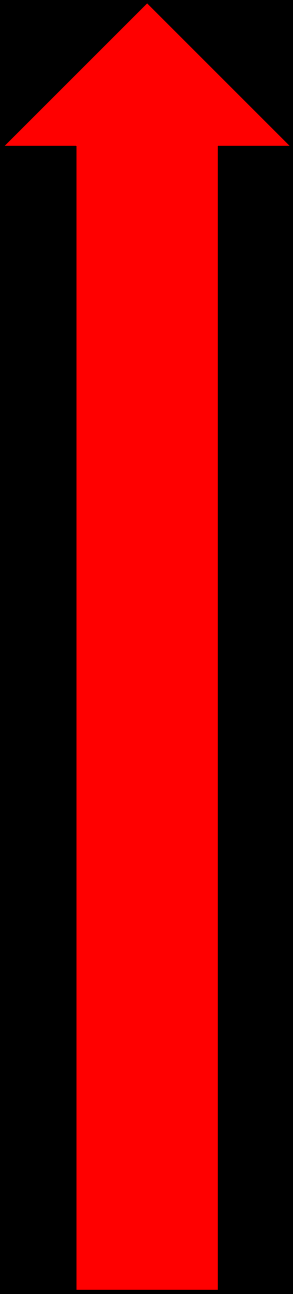
2009-2018

rates of depression rose  
more than 60% among  
those aged 7-17



2007-2015

number of children and  
teenagers who were  
seen in emergency  
rooms with suicidal  
thoughts or attempts  
doubled.



The suicide rate for children  
is **two times higher** when  
school is in session...

... whereas for adults, it's  
higher in the summer."



# September, 2019

On Parenting • Perspective

## Students in high-achieving schools are now named an 'at-risk' group, study says



The Robert Wood Johnson Foundation named the top environmental conditions harming adolescent wellness — among them were poverty, trauma, discrimination and “excessive pressure to excel.”



“Never let a good crisis go to waste.”

~ Winston Churchill

# Social Emotional Learning



Regulate  
Relate  
Reason



Bruce Perry

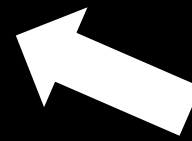


# Regulate





Relate



Reason

What zone are you in?  
What do you need?

## The Zones of Regulation

### BLUE Zone

Sad  
Sick  
Tired  
Bored  
Moving slowly

*Low state of alertness*

### GREEN Zone

Happy  
Calm  
Feeling OK  
Focused  
Ready to learn

*I'm in control of myself*

### YELLOW Zone

Stressed  
Frustrated  
Worried  
Silly/Wiggly  
Excited  
Afraid

*I'm partly in control*

### RED Zone

Mad  
Mean  
Terrified  
Yelling/Hitting  
Panicked  
Enraged

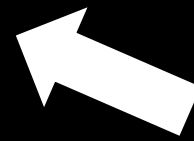
*I'm out of control*



# Regulate



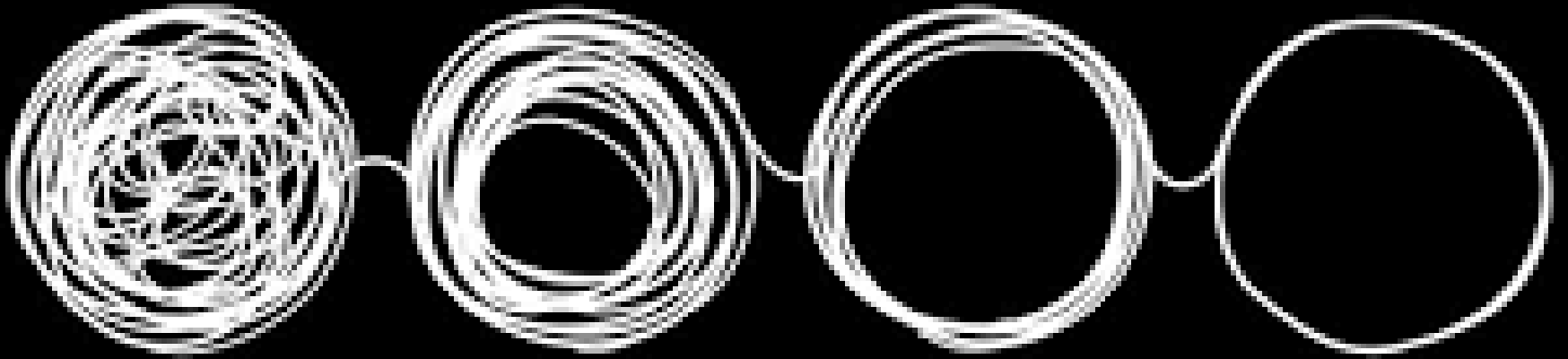
# Relate



Reason

3 Rs

# Regulate



# Relate





# Reason



Expand  
&  
Contract

**Contract to**

**Expand**



rhythm

As schools, we have been  
expanding but not contracting.





Today

Take care of  
yourself.

I will share my slides

Morning 9-11:15  
Afternoon 12:30-2

# Public Health Parable



Behavior  
is a downstream  
problem.

# Upstream Problems

stress

trauma

poverty

skill deficits

development

discrimination



When we focus  
on behavior, we  
are solving the  
wrong problem.

Downstream:

Fast and tangible

*but doesn't address the  
cause*

Upstream:

Slower and hazier

*But when they work they  
can accomplish massive  
and long lasting good.*

The students who struggle the most are often the students who don't feel like they belong.



# Belonging Is Upstream

Students with a strong sense of belonging are more motivated to learn, perform better academically, have better attendance, engage in less misconduct, they are healthier, have higher self esteem and better mental health.



A study of 12,000 teenagers found that the most powerful protective factors for every form of adolescent risk behavior – emotional distress, drug abuse, violence and suicidality – *is their sense of belonging at school and at home.*







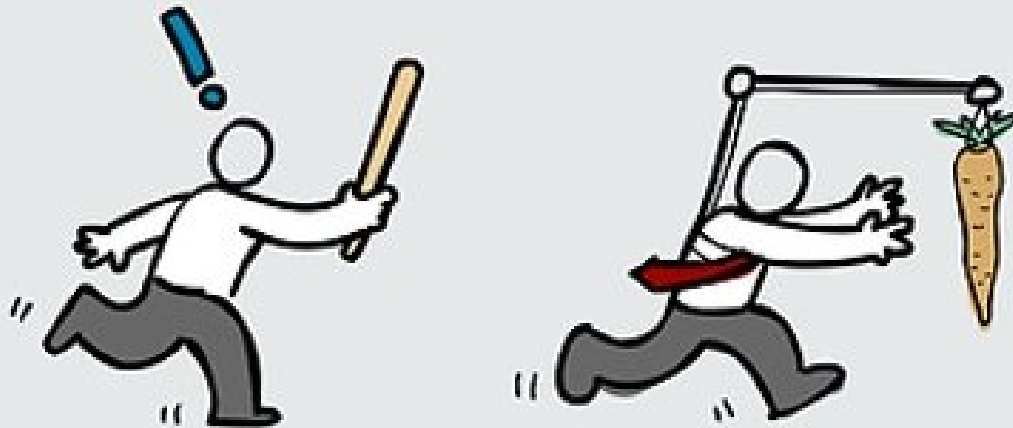
“Belonging is  
the key that  
unlocks the  
best in all of  
us.”

Susie Wise  
“Design for Belonging”

We have been  
ignoring research

for over  
100 years

# Behavior

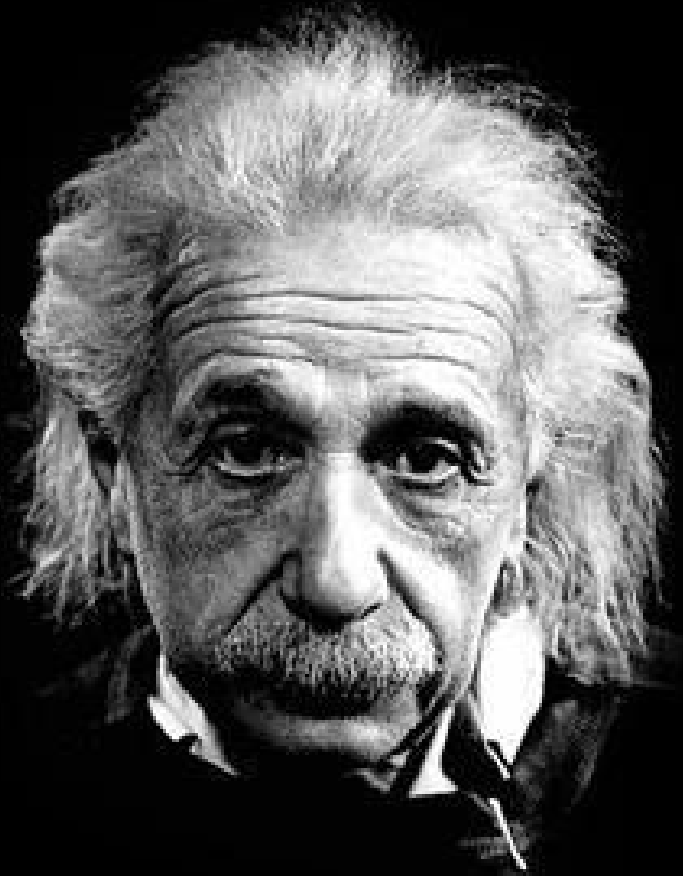


Motivation

What are you going to use, a carrot or a stick?

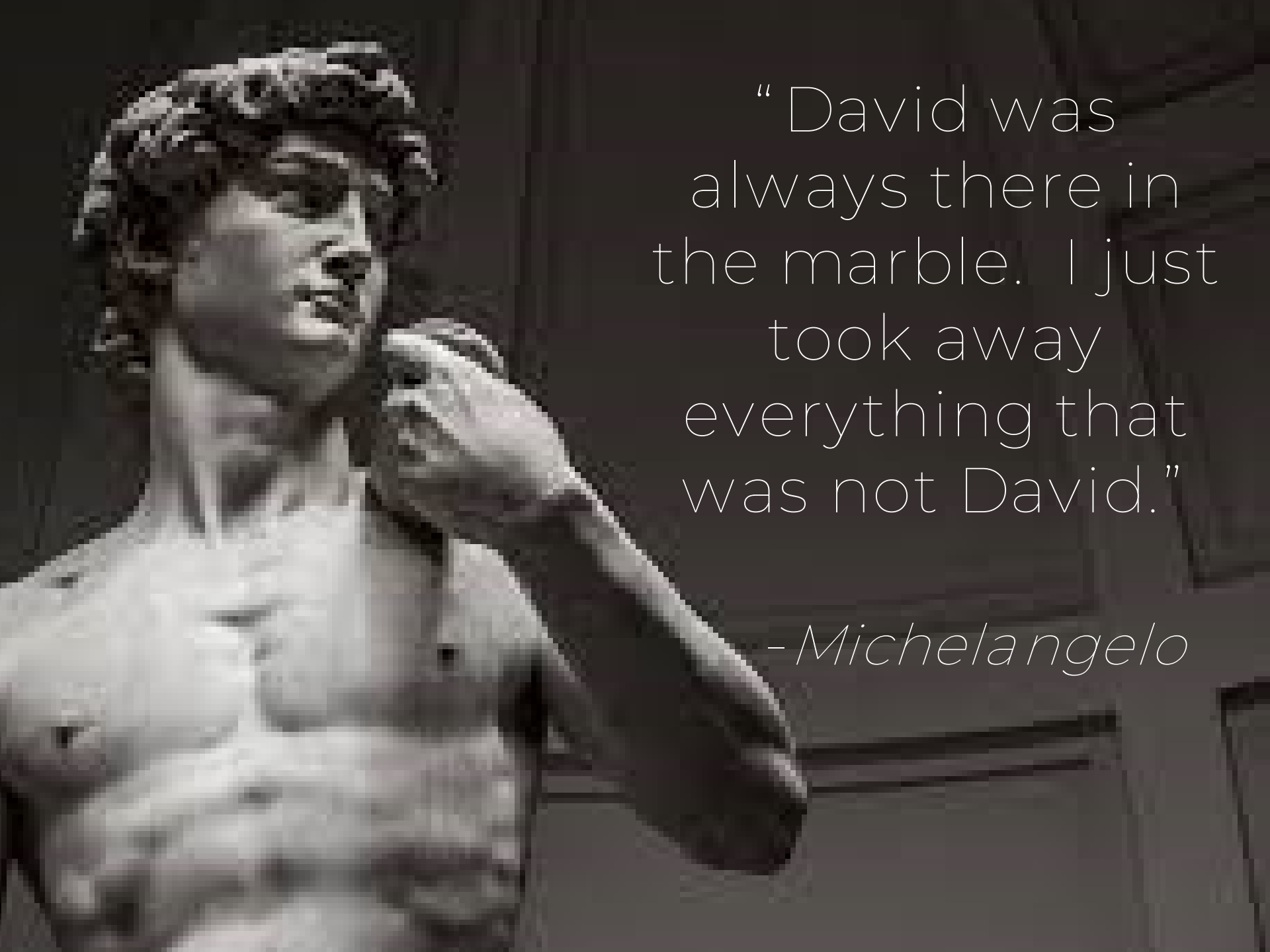
# A New Way To Understand Behavior





**“Make everything as  
simple as possible,  
but not simpler.”**

—Albert Einstein



“David was  
always there in  
the marble. I just  
took away  
everything that  
was not David.”

*- Michelangelo*



# 3 Factors That Impact Resilience

Same Intervention

- ✓ Attachment
- ✓ Regulation
- ✓ Trauma

1 Intervention

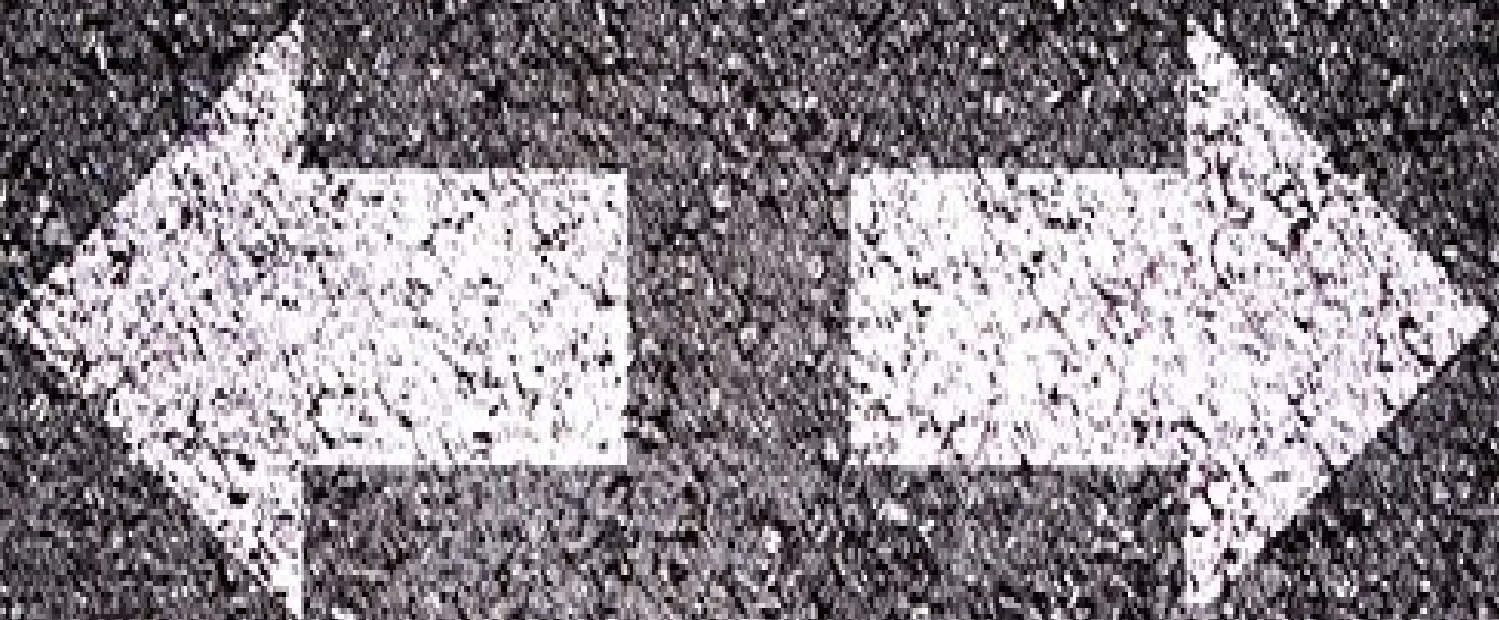


Community

Think  
of a  
student



# 1930s





# John Watson

Father of  
Behaviorism



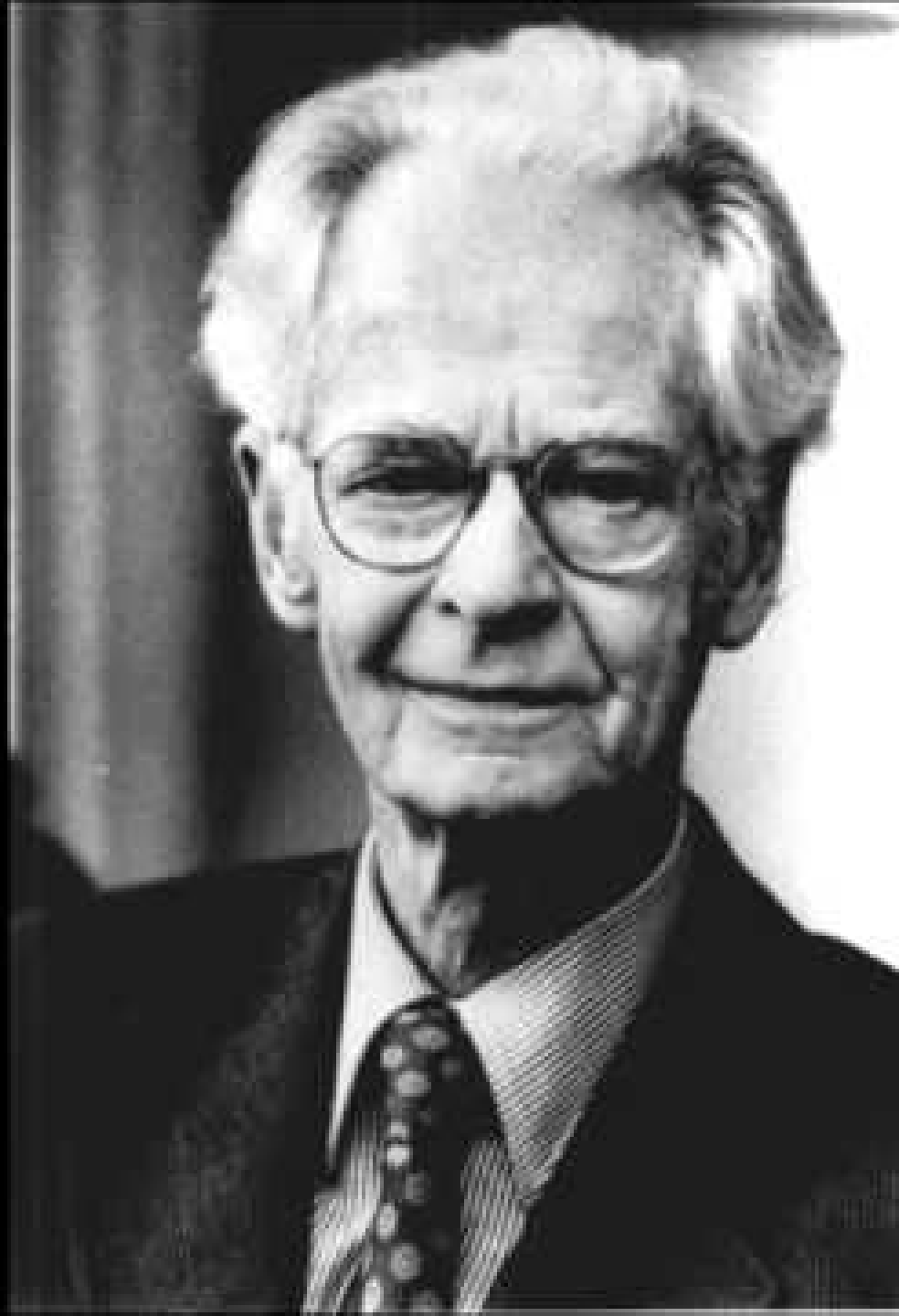
# “The Dangers of Too Much Mother Love”

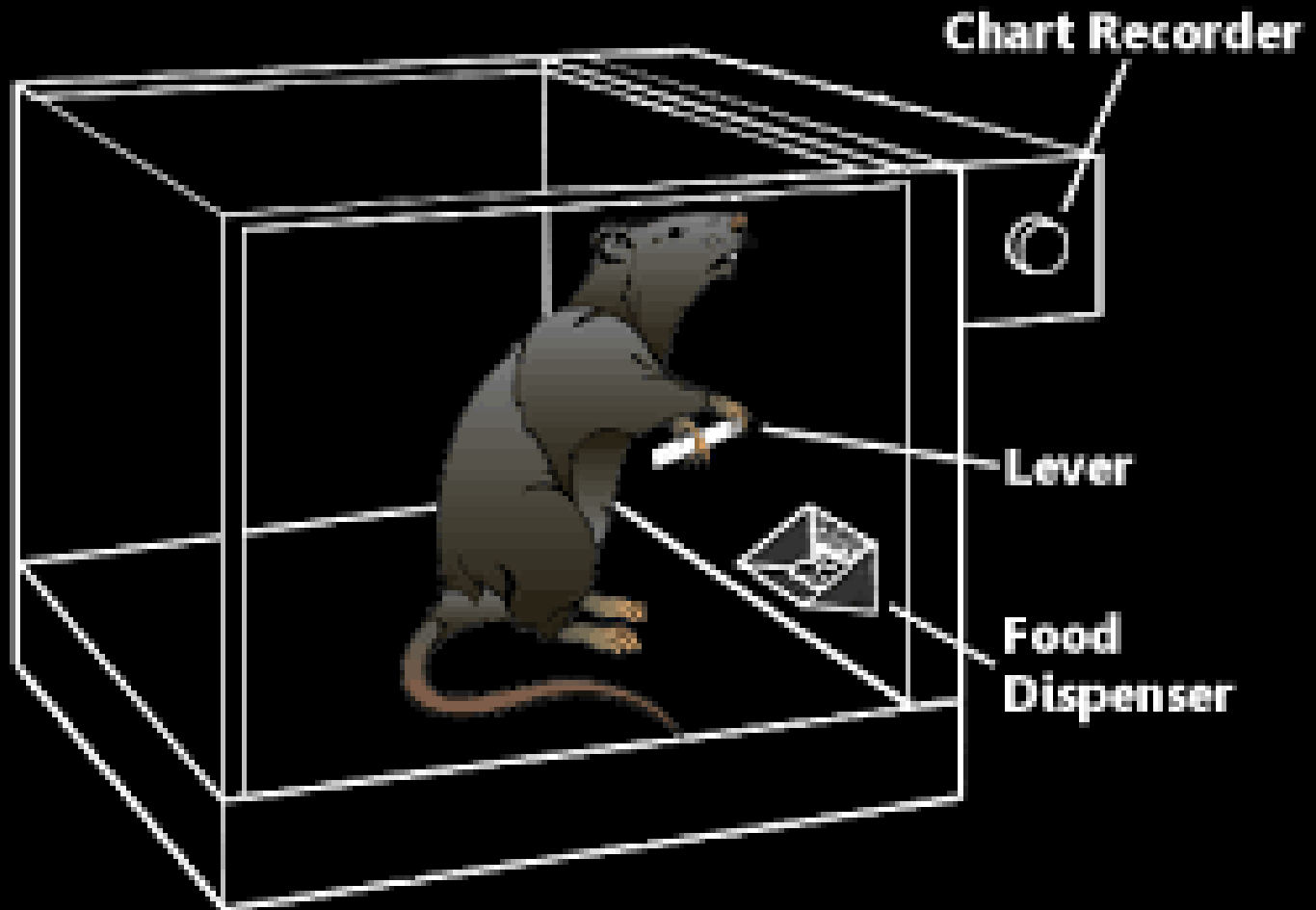
“When you are tempted to pet your child remember that a mother’s love is a dangerous instrument which may inflict a never-healing wound, a wound which may make infancy unhappy, adolescence a nightmare, an instrument which may wreck your adult son or daughter’s vocational future and their chances for marital happiness.”



# BF Skinner

Its all about  
reinforcement





Skinner Box

"Give me a child and I will  
shape him into anything."

**REINFORCEMENT**

**PUNISHMENT**





# Behavioral Interventions can control our behavior



But there is a cost



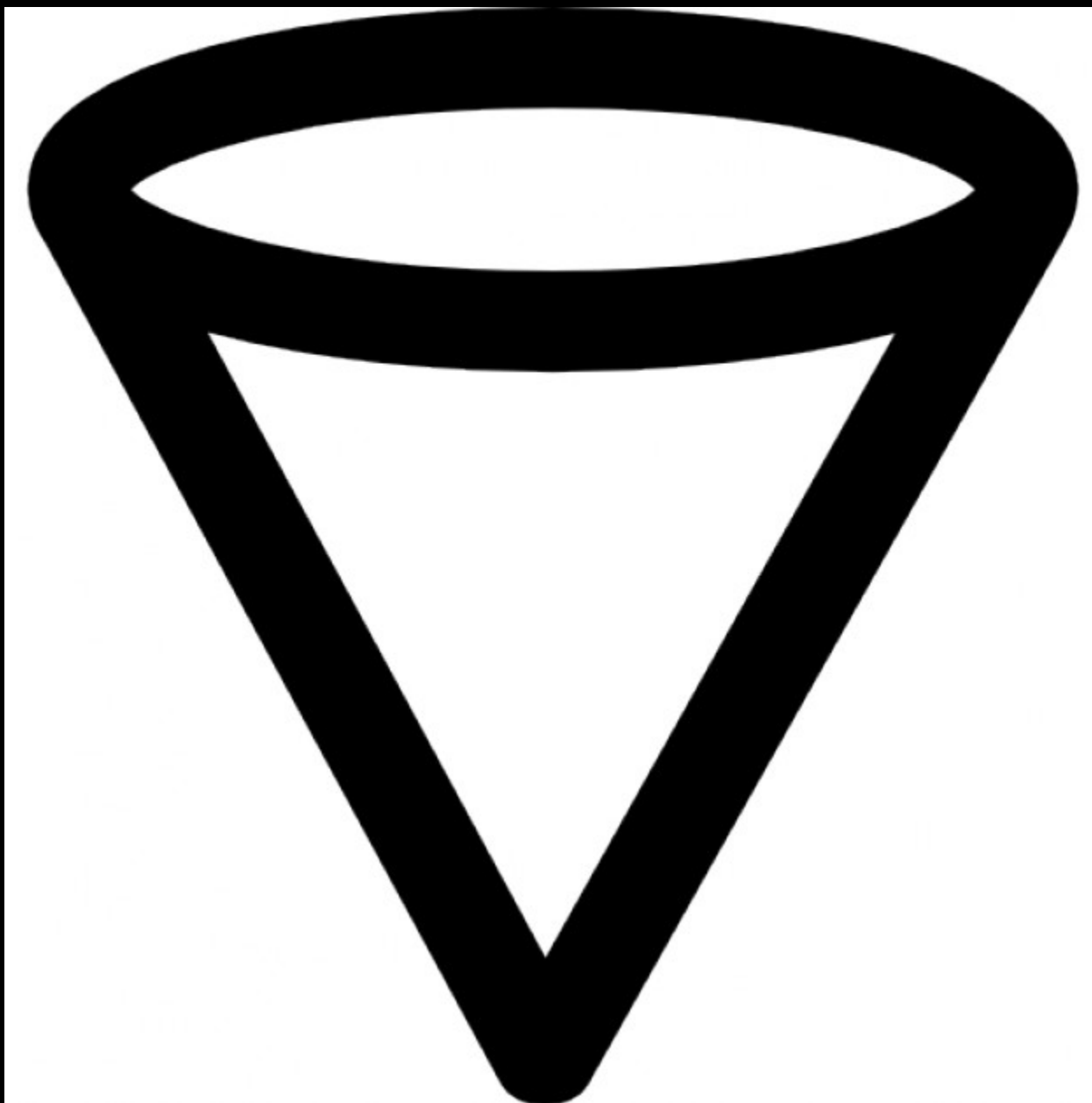


The things  
we do to  
get the  
most out  
of students  
are often  
counter-  
productive

Because they shut our brain down











# PUNISHMENTS RELY ON FEAR/SHAME



# INCENTIVES



WE DO THE RIGHT  
THINGS FOR THE WRONG  
REASONS

# BOOK BUCKS

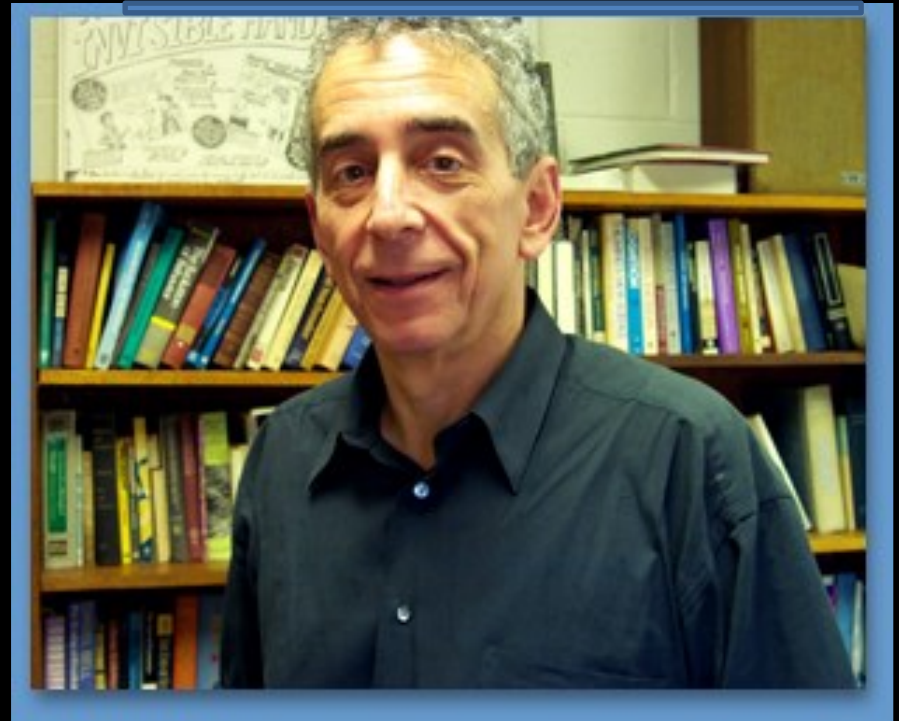
1. Read a Book
2. Write a Blurb
3. Earn a Book Buck



*Are you rich in knowledge?*

# Barry Schwartz

Incentives and punishments *demoralize* what is otherwise a moral act. They can change the question in people's minds from "Is this right or wrong?" to "Is this worth the price?"



# Day Care Study



## FINES

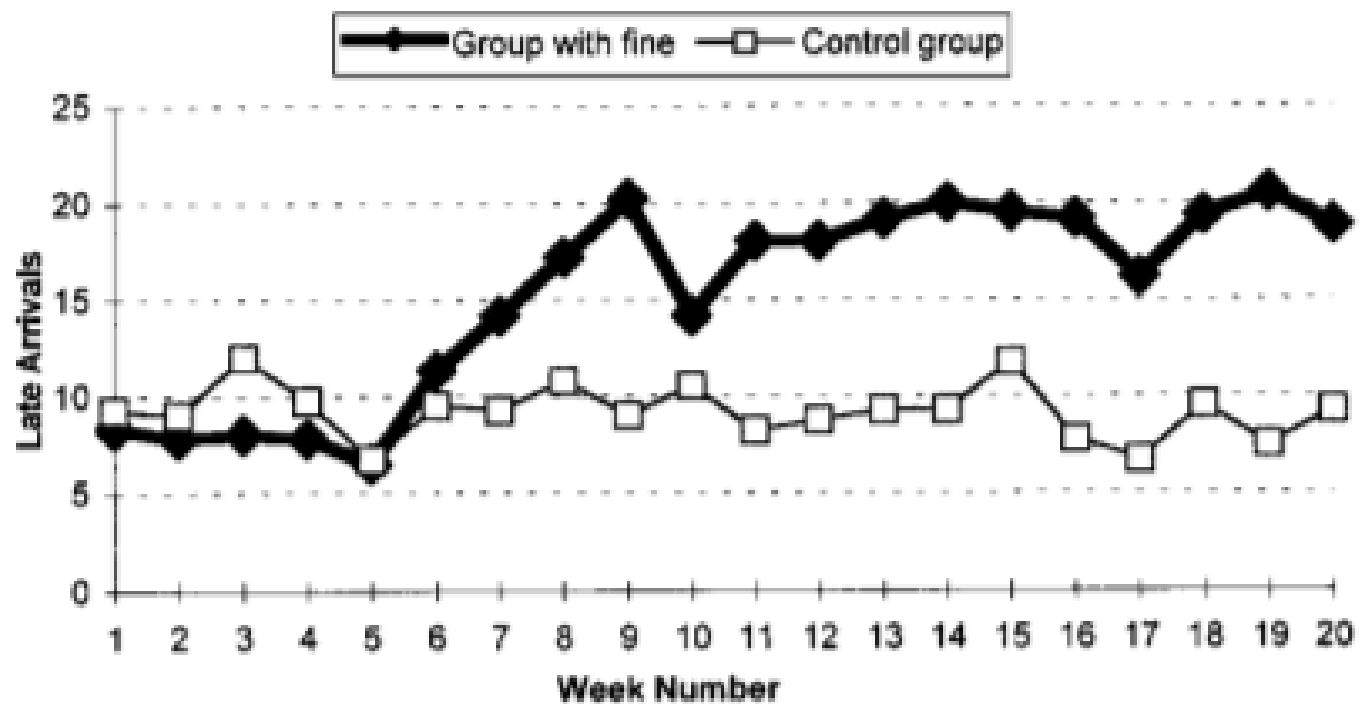
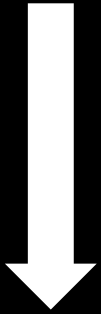


FIGURE 1.—Average number of late-coming parents, per week

Incentives/  
Punishments



Community Interest  
Morality

Self-Interest





“A person who has been punished is not less inclined to behave in a given way; at best he learns how to avoid punishment.”

B. F. Skinner



When I'm in the  
naughty corner, I  
don't spend my time  
thinking about what  
I've done wrong....

I plan  
how to do  
it the next time  
without getting  
caught!



FUNKY  
LIL DIYA





How many detentions?

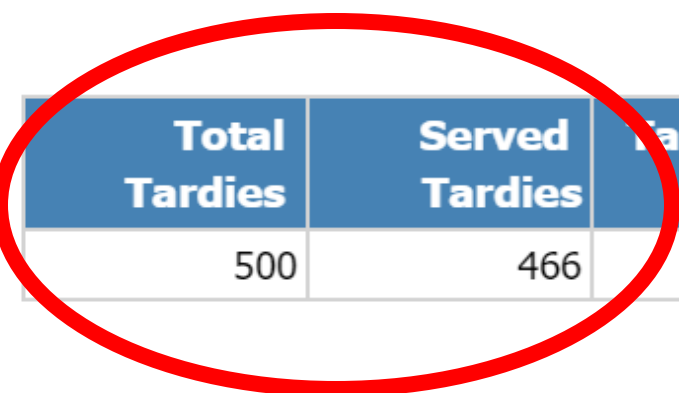
# Tardy Detentions Detail

Report Date: 5/17/2019

## by student for current school year

StudentID: 623072

Student Name: Matthew Grant-Bolton



Total Tardies	Served Tardies	Tardies To Serve	Unserved Tardies	Reinstated Tardies	Not Reinstated
500	466	6	26	0	0

### Unserved Detention Detail:

Incident Type	Location	Date
Tardy Detention	Morning Detention	4/16/2019
Tardy Detention	Afternoon Detention	4/16/2019
Tardy Detention	Morning Detention	4/17/2019
Tardy Detention	Tues-Fri Lunch Detention 6	4/17/2019
Tardy Detention	Afternoon Detention	4/17/2019
Tardy Detention	Morning Detention	4/23/2019
Tardy Detention	Afternoon Detention	4/23/2019
Tardy Detention	Tues-Fri Lunch Detention 4	4/23/2019



**Most likely to be late to graduation**



**Matthew Grant-Bolton**



In 2011 3.5 million  
students were  
suspended - more  
than double 1975.

# 76.6%

5 year recidivism rate following  
release from state prisons

*National Institute of Justice*

**ALL**

**or**

**NOTHING**

BABA

Behavior Analyst

Understand:  
limitations  
impact



Science

Practice



SB100

Office of Civil Rights

Restorative Practices

Trauma Informed Care

US Department of Education

United States Secret Service

Incentives and  
punishments impact

Attachment  
Regulation  
Trauma

~~Regulate~~  
~~Relate~~  
~~Reason~~



Bruce Perry

# BEHAVIORISM & SOCIETY

Parenting

Education

Work

Economics

Animal Research

“Neuroscience is breaking open the black box to look inside the brain, offering accounts of how animals solve problems that rely less and less on the learning theories of the past. Behaviorism is dying a slow death, lifting its head only now and then to feebly try putting a brake on these developments.”

Frans de Waal



# Imagine ...

If you were 2 minutes late → 30 minute detention

The person with the highest points gets a gift card

I will write your name on the paper each time I see that you are not paying attention. If it happens three times, I will ask you to leave the workshop.

How would your engagement change?





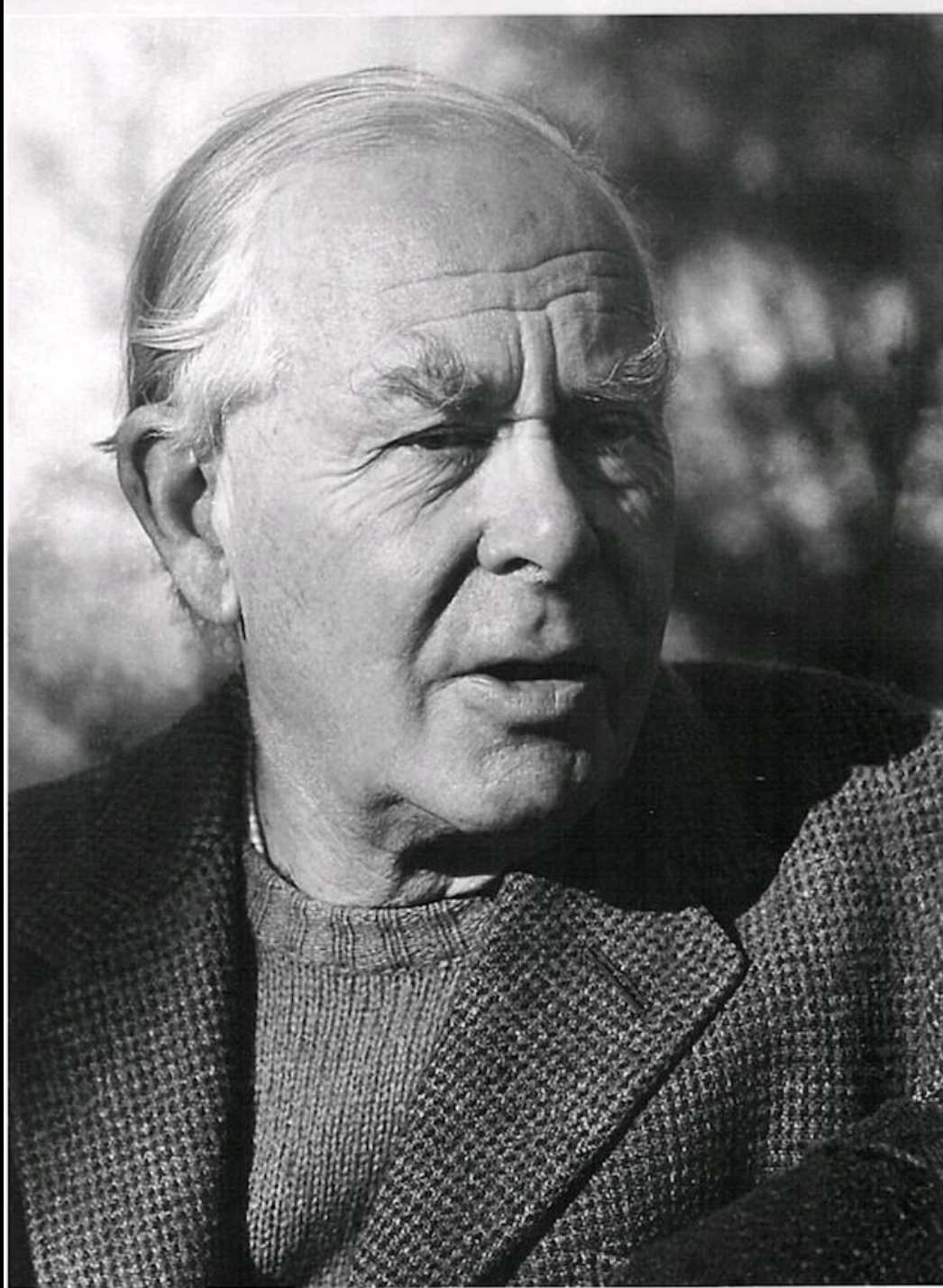
When you think about your student through the lens of behaviorism, what do you do differently?



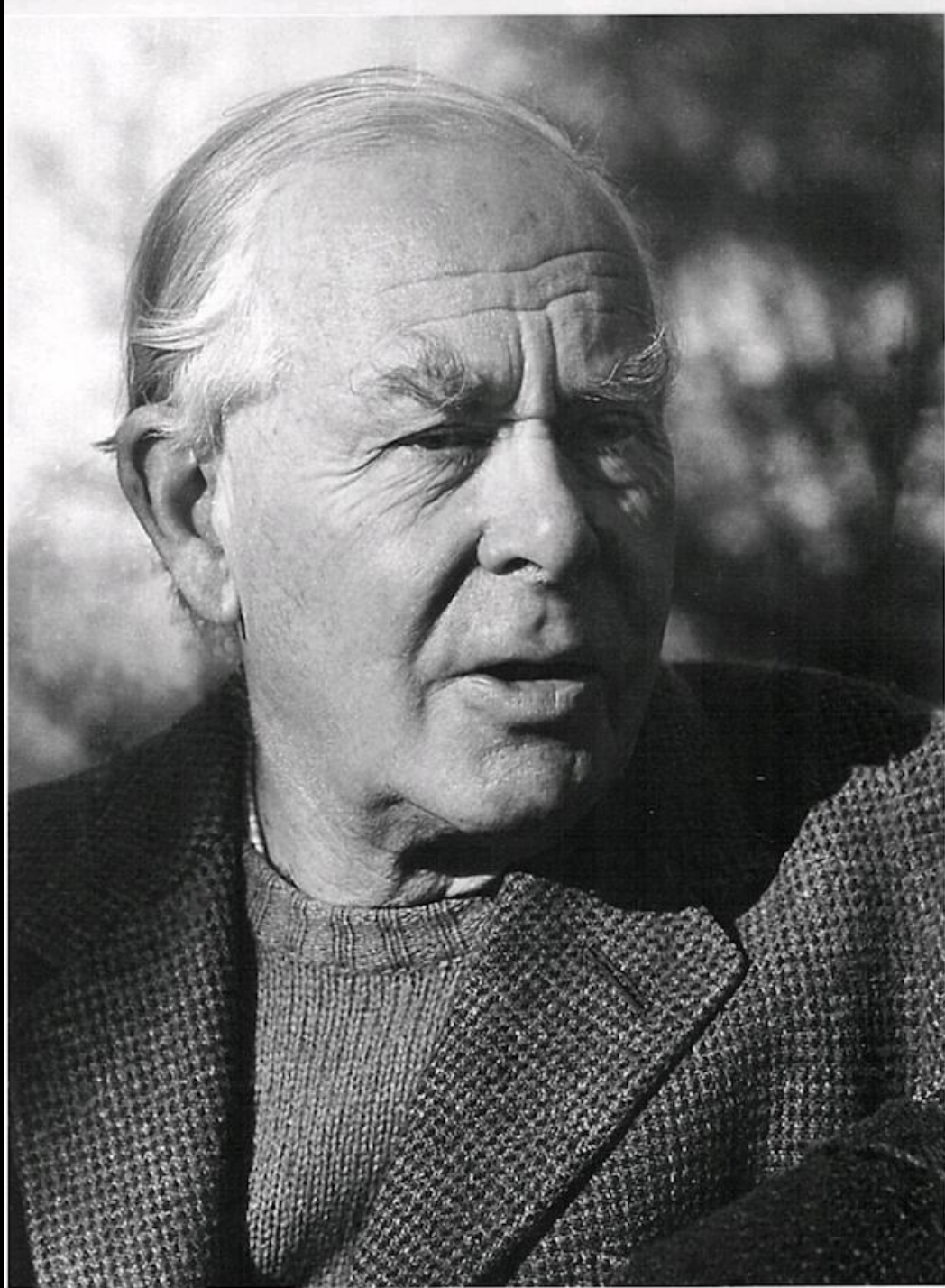


Attachment

# John Bowlby



“the infant and young child should experience a warm, intimate, and continuous relationship with his mother in which both find satisfaction.”





Mary  
Ainsworth

# Ainsworth's Strange Situation





# Secure Attachment (70%)





**Insecure  
Attachment  
(30%)**

# **Insecurely Attached Students**

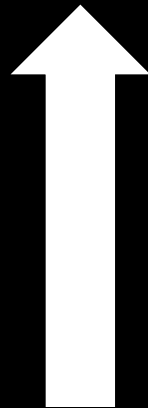
## **Elementary School**

**1/8** “Well-adjusted”

**2/3** Referred for Special Education

**9/10** More dependent, Antisocial,  
Immature

# **Insecure Attachment: High School**



**Anxiety Disorders  
Conduct Problems  
Dissociation**

# Secure Attachment: Adulthood

**George  
Vaillant**

The Grant Study  
238 Harvard  
Graduates  
(1939-1944)



# Poor Attachment

10x	suffer from chronic illness
5x	diagnosed with mental illness.
3x	heavy drinkers or drug users
2.5x	dementia in old age
50%	lower income
66%	less likely to live into their 80's

# Surgeon General: Dr. Vivek Murthy



“Our greatest public health problem, isn’t cancer or heart disease. It’s isolation – isolation and the effects from being socially disconnected.”



“It is the experience of loving and being loved that most closely predicts how we react to the hardships of life.

Human attachments are the ultimate source of resilience.”

George Vaillant

# The Good News

“The human attachment system is responsive to changing conditions. That means that we can still learn how to love, even if our childhood was marked by loss and insecurity. Attachment is not a fixed state, or a permanent diagnosis. It is a continual process, a working model of relationships that can always be revised.”

Jonah Lehrer

We can reverse the impact of  
insecure attachment





Attachment

We all have our  
attachment  
stories.









Kristen's Sixth Birthday

9-16-72



Every child needs at  
least one adult who is  
irrationally crazy  
about him or her.

Urie Bronfenbrenner

Can you be that person?



Attachment is  
Attuned























# Still Face Experiment







Planned  
Ignoring

Because of our adherence to early behavioral theories, we often *disconnect* and *withhold* care and comfort when children are distressed.

Planned  
Engaging

What if ...

*attention seeking*

was replaced with

*connection-seeking?*



*"He's just doing that to get attention."*

“Homey’s are used to being  
watched.

They aren’t used to being  
seen.”



Attachment is  
Responsible



“We’ve  
forgotten that  
we belong  
to each other.”

“Children’s favorite  
memories of school are  
when a teacher asks  
them for help.”

Robert Brooks, MD

Do we give our most  
challenging students  
the opportunity to be  
responsible for  
others?





Attachment is  
Reciprocal





"You don't' go to  
the margins to  
make a difference.

You go to become  
different."

*Father Greg Boyle*



We can  
perceive  
social  
status  
differences  
within the  
blink of an  
eye.

They know when you are faking it



“ Goodness is  
our pre-existing condition.”

Find their goodness















Smith! + Dr. Bolton!

I was blessed to have  
5 years sober May 1<sup>st</sup>. Here  
is my chip I promised you.  
NSA has had a strong influence  
on my sobriety. You guys showed  
me what it's like to be kind  
& help others. I am forever  
Grateful. Show this chip to  
any student struggling, cause  
it is possible to live a  
good life & get out of  
that misery & addiction. If  
I can do it, anyone can!  
Thank you for your help,  
& I hope to continue one  
day at a time.

- Josh Andre







“ Goodness is  
the starting point.

Realizing it, not becoming it,  
is the task.”

“How else,  
except through  
connection, can  
people be  
reminded of  
their goodness.”

*Father Greg  
Boyle*





WHEN YOUR CHILD  
WALKS INTO THE  
ROOM, DOES YOUR  
FACE LIGHT UP?

-TONI MORRISON



“The kids who  
need us the  
most are the  
ones that make  
us feel most  
uncomfortable.”

Ken  
Ginsberg, MD







attach





When you think about your student through the lens of attachment, what do you do differently?



Attachment



# Emotional Regulation

Think about the last time  
you lost your temper.

What did you look like?

What did you sound like?

What dumb thing did you  
do or say?



Why do such  
good and bright  
people do such  
stupid things?



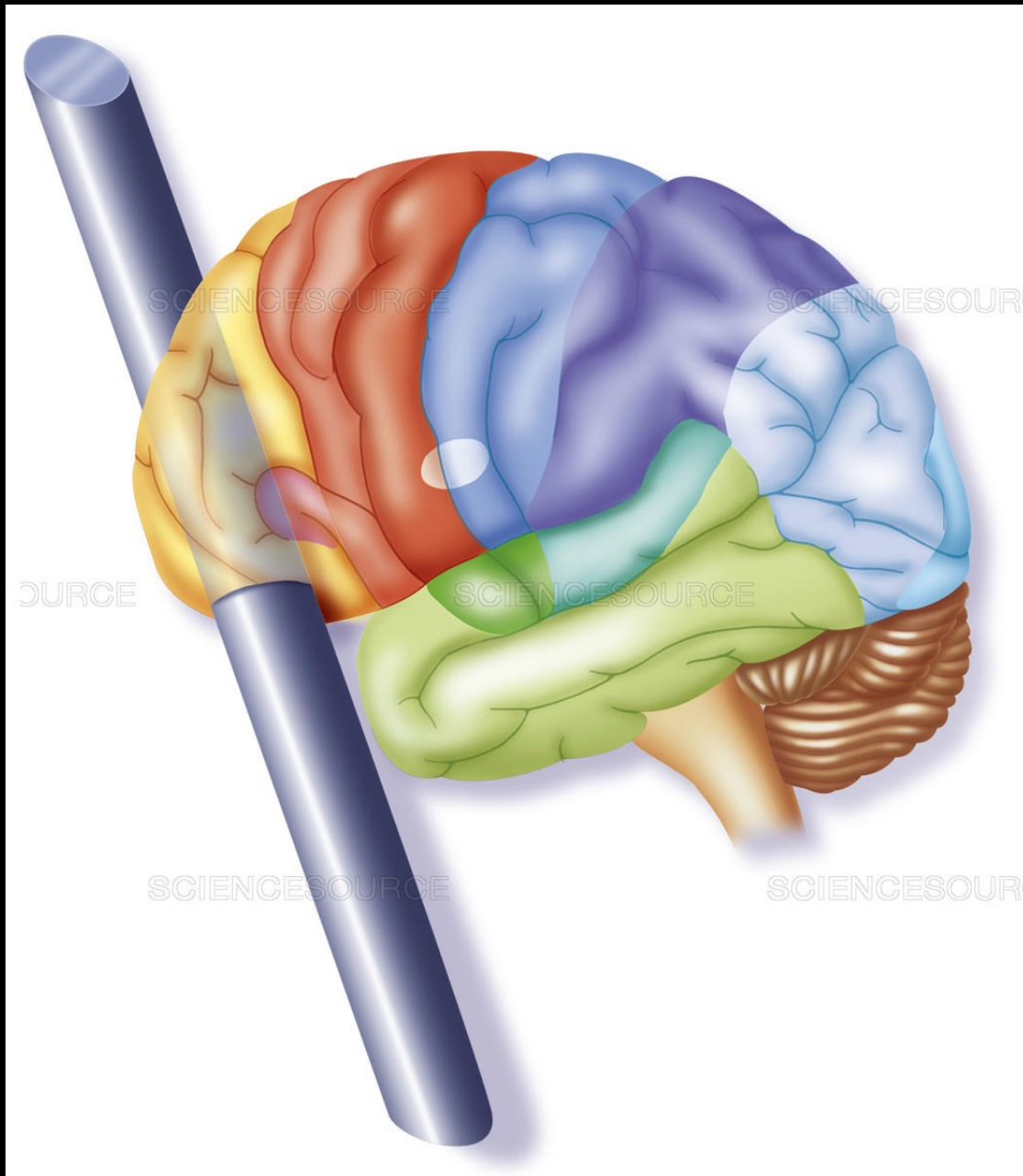
EMPATHY



Phineas  
Gage  
1848

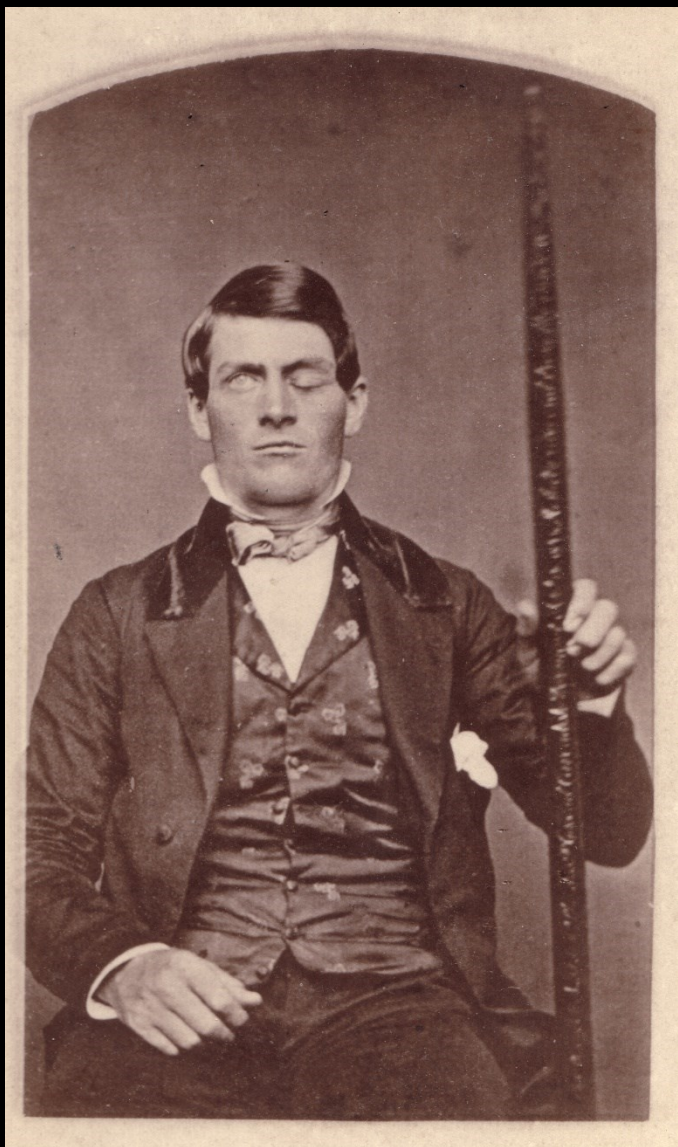






"Doctor, here is  
business enough for  
you."





He described Gage as “fitful, irreverent, indulging at times in the grossest profanity... capricious and vacillating” and being “radically changed, so decidedly that his friends and acquaintances said he was ‘no longer Gage’.”

Impulse Control/Inhibition  
Emotional Regulation  
Initiating Tasks  
Persistenc  
Transitions  
Empathy  
Attention  
Planning





“Makes you do the harder thing  
when it is the right thing to do.”

Robert Sapolsky



# Behavior Are About Brain Development



# Not Motivation

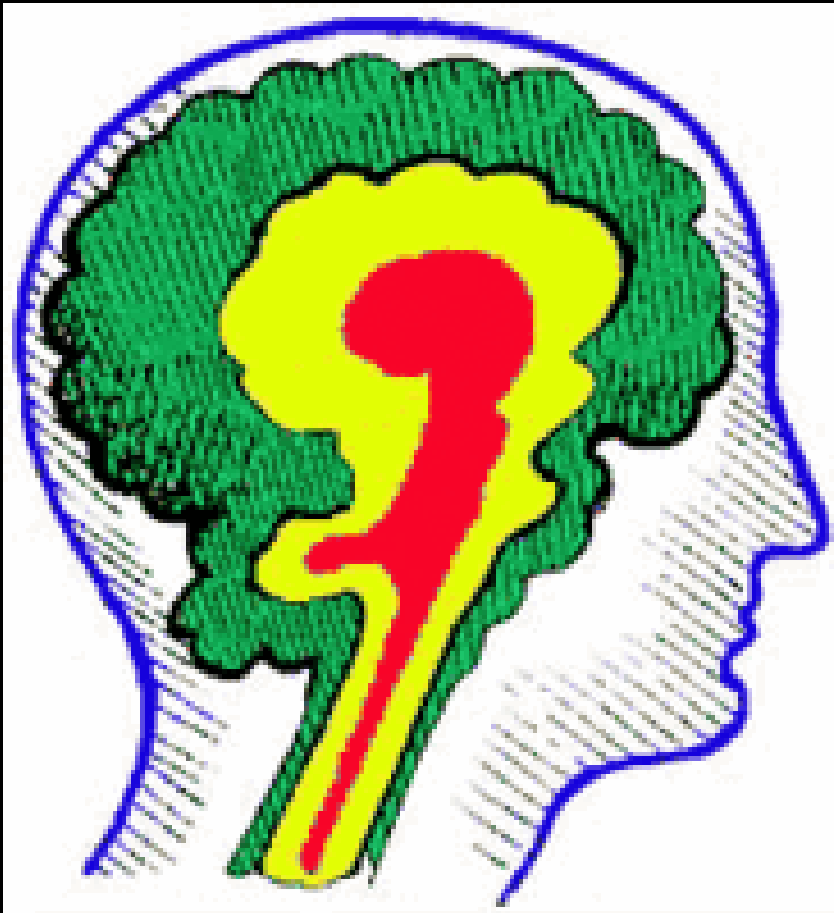


myth

we are primarily  
rational beings

WE ARE  
SURVIVAL  
BEINGS

# TRIUNE BRAIN



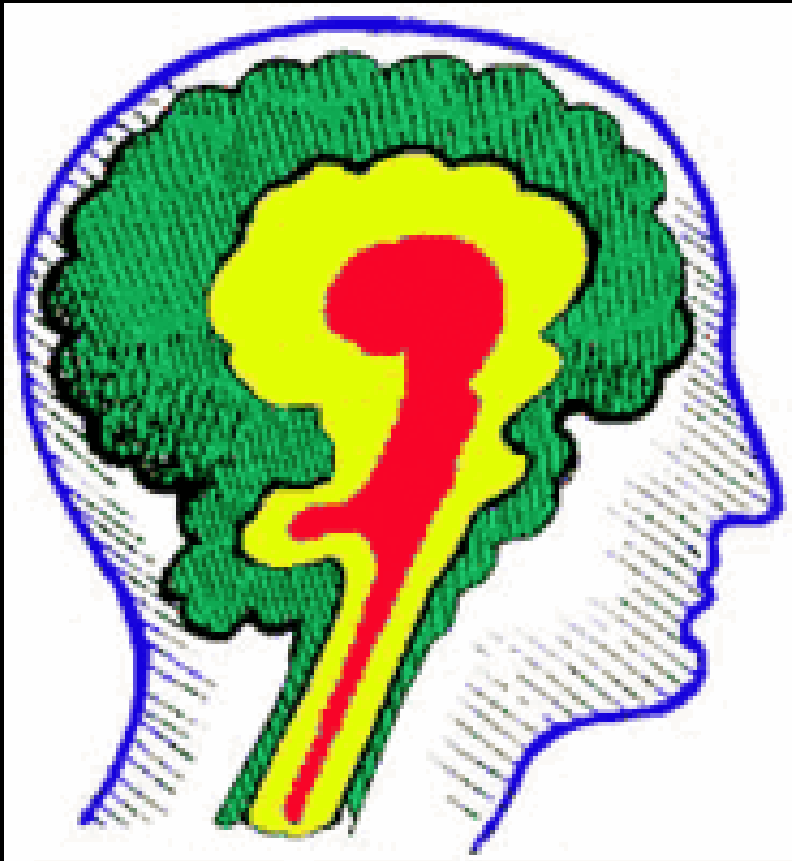
Cortex

Limbic

Brain Stem



# TRIUNE BRAIN



Thinking/Rational

Approach/Avoid

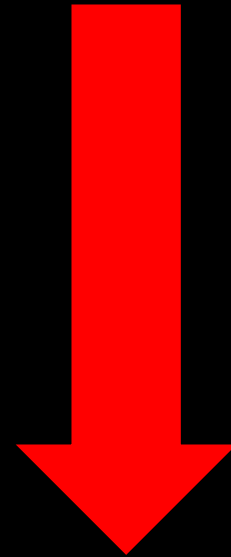
Reacting



WHAT KEEPS  
US FROM  
ACCESSING  
THE  
CORTEX?



STRESS



T  
H  
R  
E  
A  
T



Fight



Flight



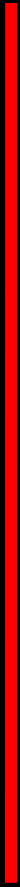
Freeze

We lose  
the tools  
we need  
the **most**



Listen  
Creativity  
Flexibility  
Empathy  
Memory  
Language  
Inhibition

We lose  
the tools  
for  
learning

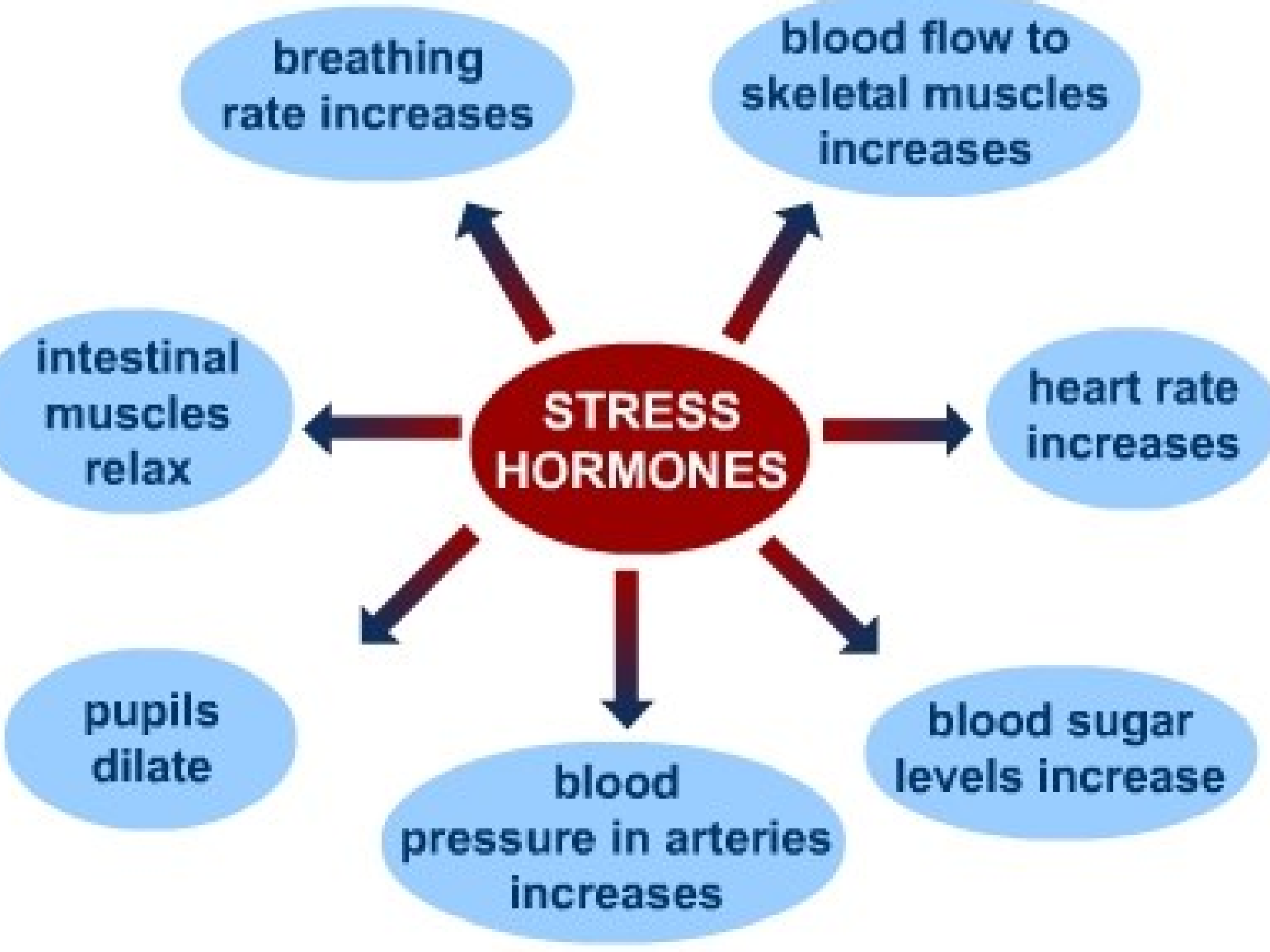


Listen  
Creativity  
Flexibility  
Empathy  
Memory  
Language  
Inhibition



What do  
we ask  
kids to do  
when they  
are  
stressed?

Listen  
Creativity  
Flexibility  
Empathy  
Memory  
Language  
Inhibition



SURVIVAL  
IS  
SOCIAL

WE ARE A TRIBAL SPECIES



fomo

(fear of missing out)

# Modern Day Threats







“85% of people interviewed were shamed in school in a way that **forever** changed how they viewed themselves.”

*Brene Brown*





Full Brain  
Lower Brain

Regulated  
Dysregulated

-30



WHERE THERE IS A  
DYSREGULATED  
STUDENT

THERE IS A  
DYSREGULATED  
ADULT

A diagram illustrating the addition of two negative numbers. It features two large red ovals, each containing the text **-30** in white. A white plus sign (+) is positioned between the two ovals. The entire expression is set against a black background.

$$-30 + -30$$





What Does

LOWER BRAIN

Look Like?





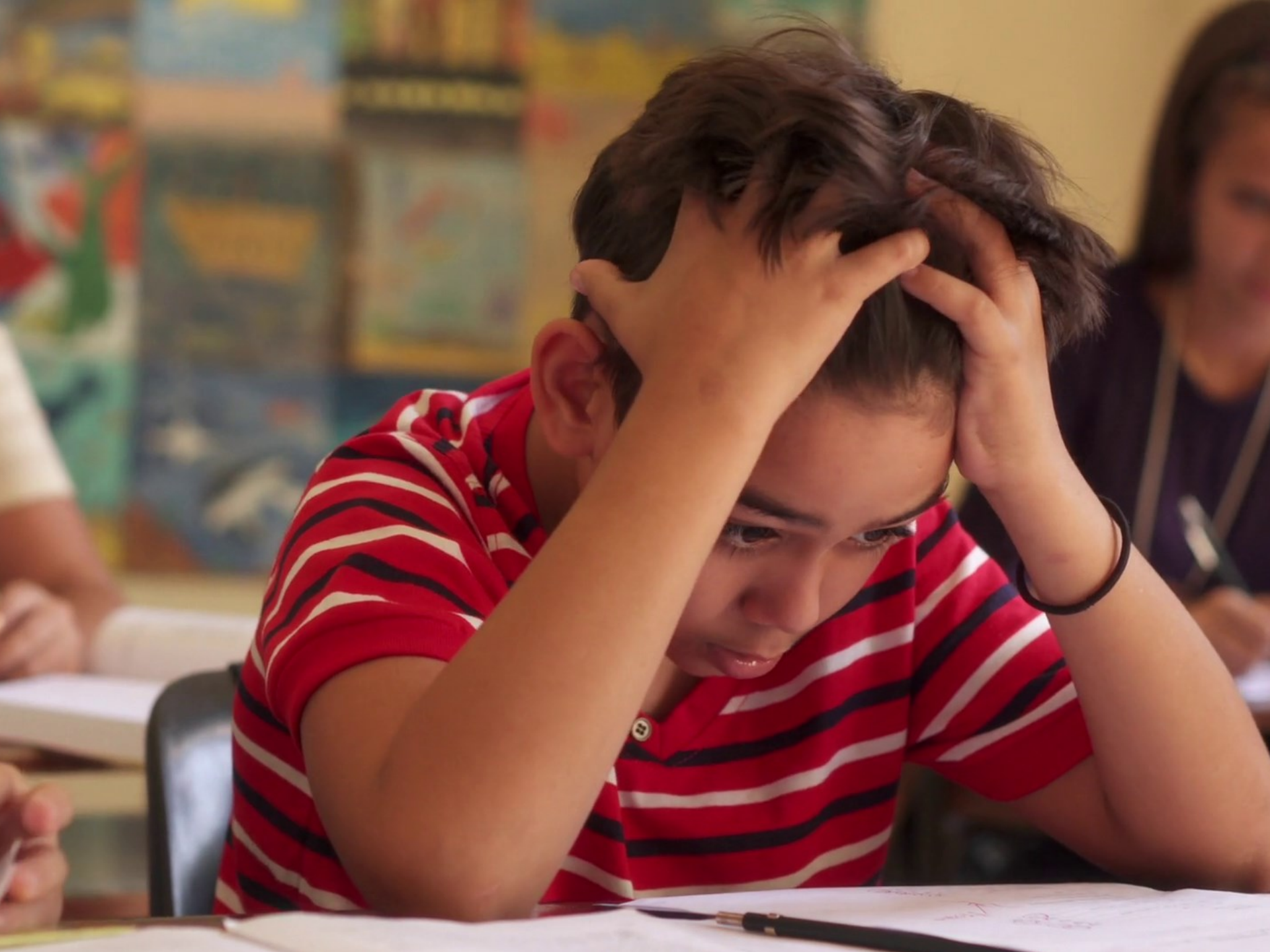
















# What puts us into Lower Brain?

Disconnected  
Devalued  
Powerless  
Basic Needs

What Does

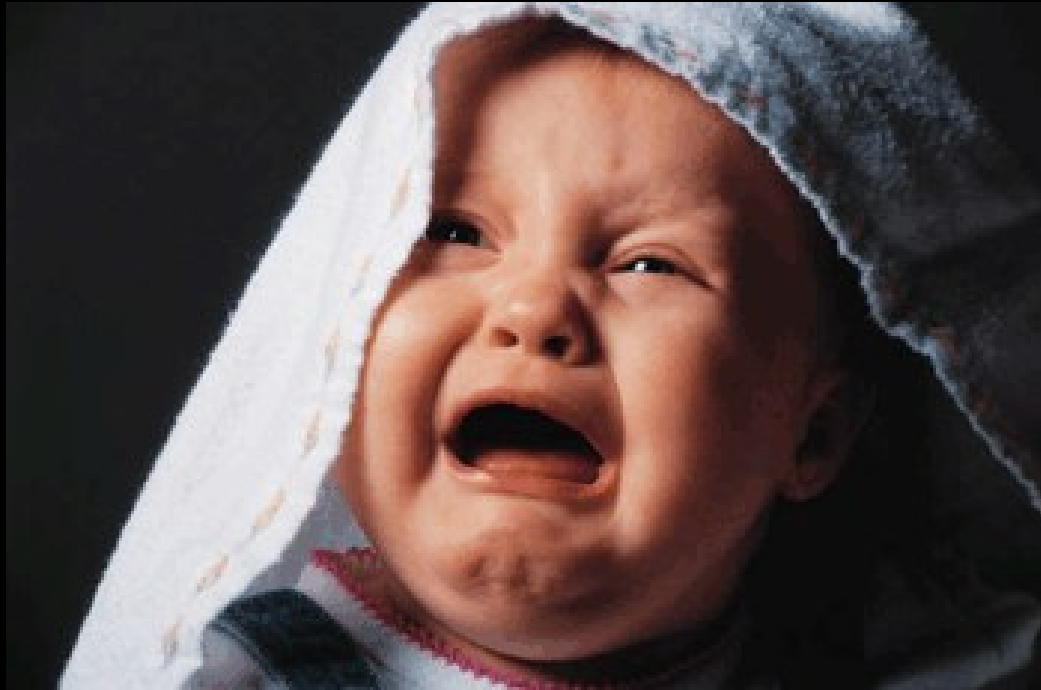
REGULATION

Look Like?









STRESS





Adults  
Regulate  
Through  
Soothing

Needs  
Relationship  
Rhythm

Why do we  
stop?

Our work is still to soothe



And to teach them  
to soothe themselves



## The Bad News:

We often respond to dysregulation with punishment which is dysregulating or overprotection which is avoidant.



OR





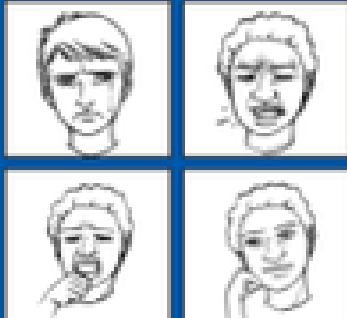
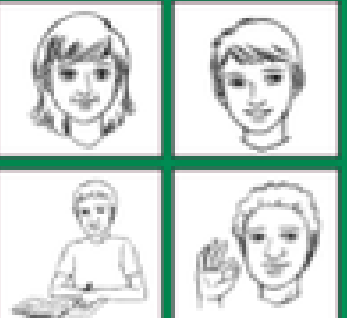
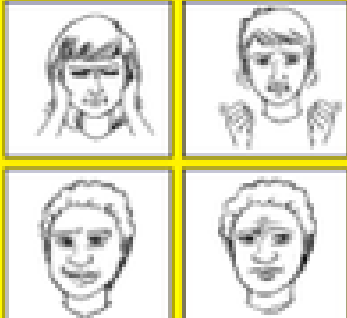
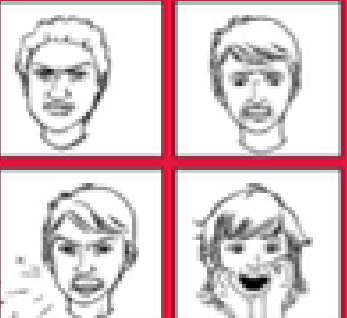
The Good News:

Regulation is a skill  
that can be taught

Even Better News:

We are all educators.

# The **ZONES** of Regulation®

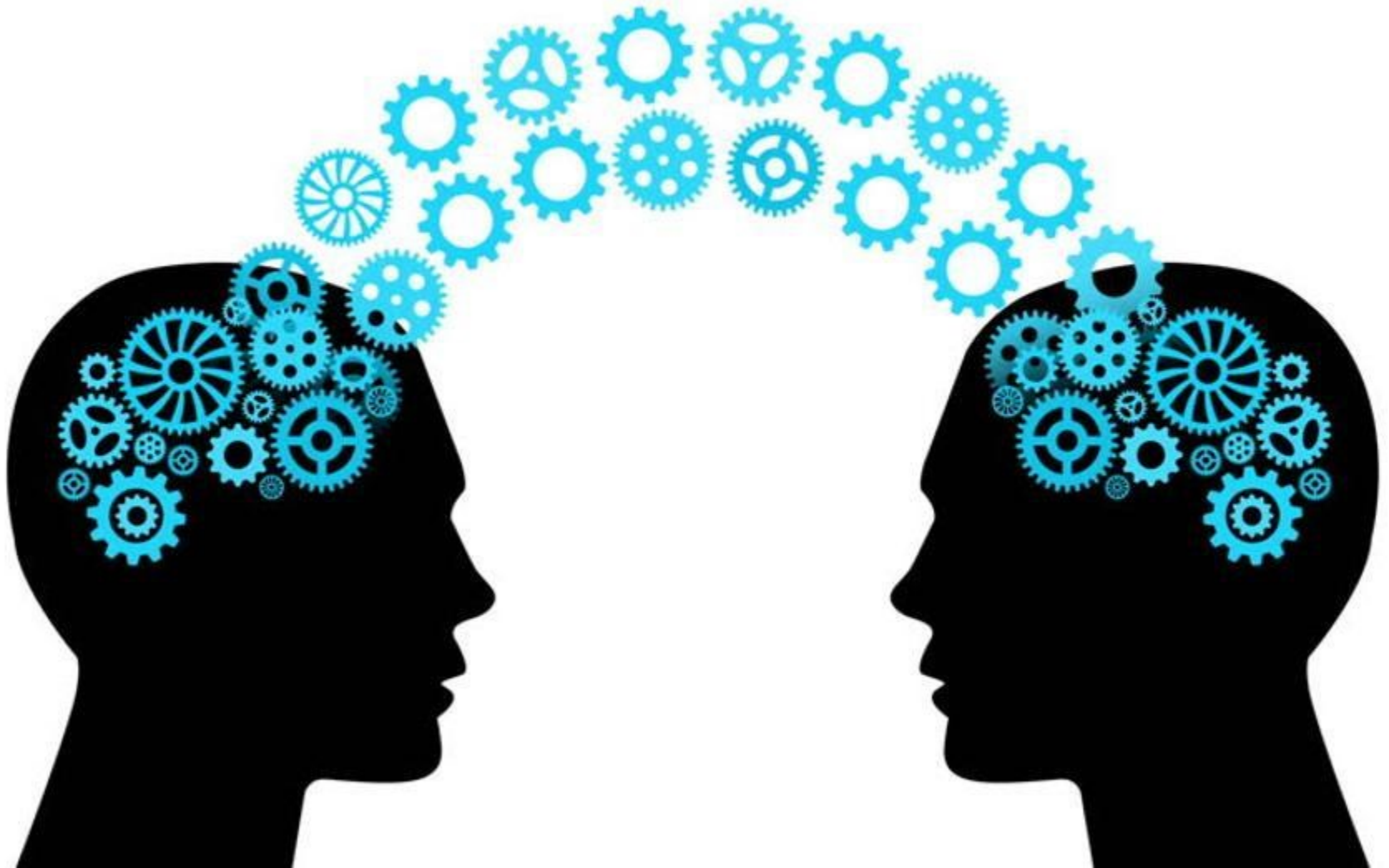
			
<p><b>BLUE ZONE</b></p> <p>Sad Sick Tired Bored Moving Slowly</p>	<p><b>GREEN ZONE</b></p> <p>Happy Calm Feeling Okay Focused Ready to Learn</p>	<p><b>YELLOW ZONE</b></p> <p>Frustrated Worried Silly/Wiggly Excited Loss of Some Control</p>	<p><b>RED ZONE</b></p> <p>Mad/Angry Terrified Yelling/Hitting Elated Out of Control</p>

More Good News:

Relationships are regulating.



# Co-Regulation





My nervous system tells  
your nervous system  
that you are safe.

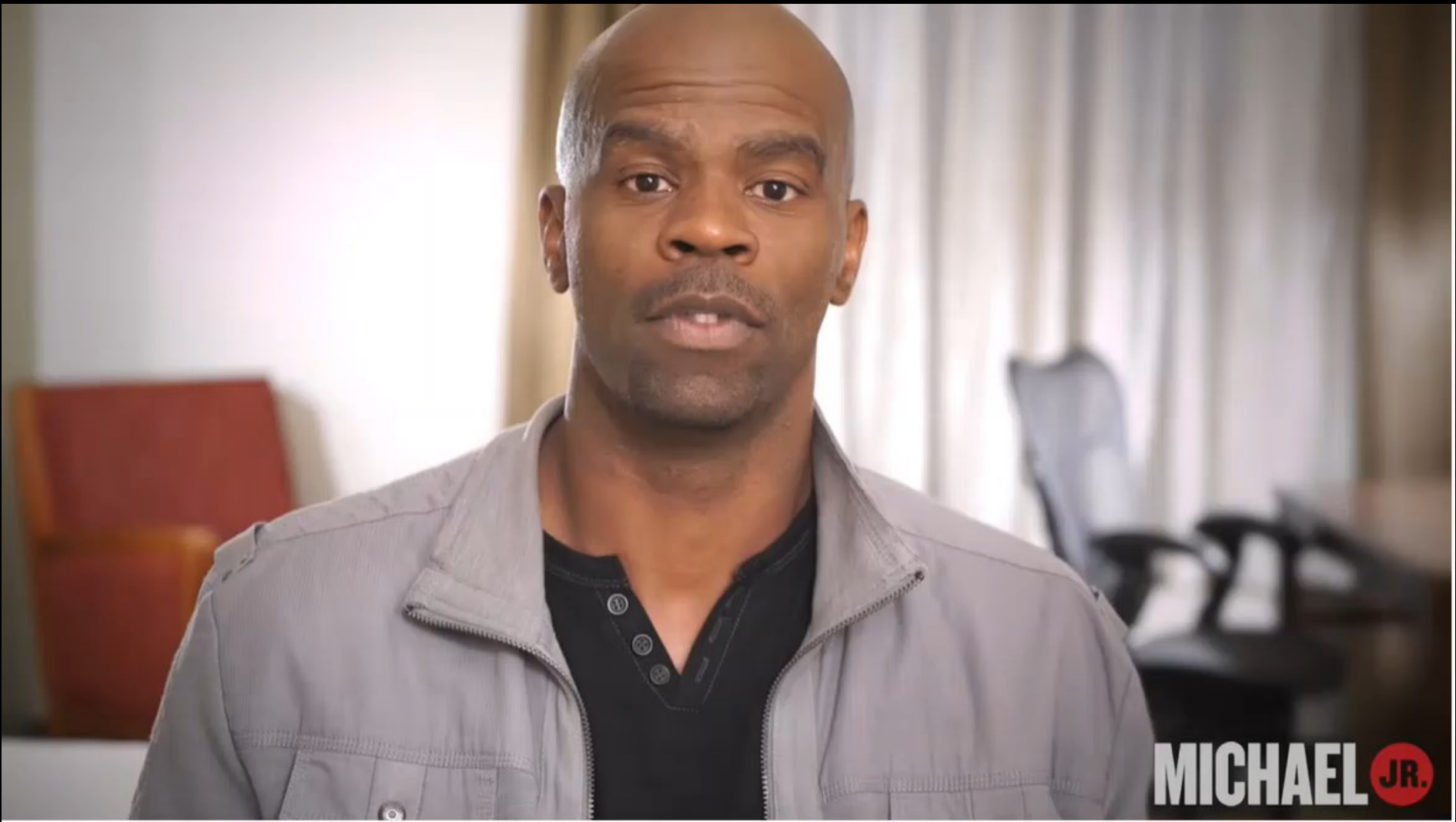
Words are often unhelpful



Being present is helpful



Michael Jr.



**MICHAEL JR.**





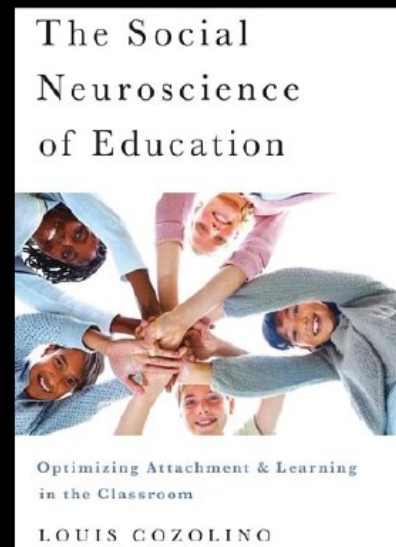
WHEN LITTLE PEOPLE  
ARE OVERWHELMED BY  
BIG EMOTIONS, IT'S  
OUR JOB TO SHARE  
OUR CALM, NOT JOIN  
THEIR CHAOS.

L.R. KNOTT

@AFAMILYINSPIRED

Regulation and attachment  
do not come at the cost of  
academic rigor

“It is the nature and quality of teacher-student relationships that create the possibilities of learning. Secure relationships trigger brain growth.”



Regulation and attachment  
do not come at the cost of  
academic rigor

Regulation and attachment  
are in service to academic  
rigor

“Self-Reg”



Stuart Shanker

From  
Mis-Behavior  
To  
Stress-Behavior



# 5 Domains of Stress

Biological

Emotional

Cognitive

Social

Prosocial



Biological  
Emotional  
Cognitive  
Social  
Prosocial

# How stressful is school?



# Have you ever

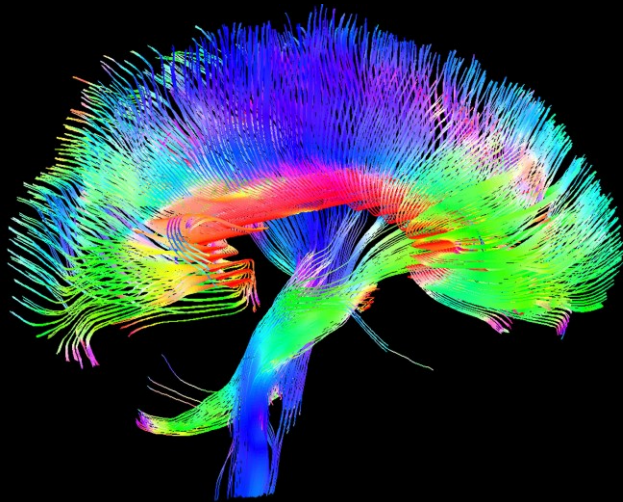
lost your temper, shut down, or  
avoided something and *not* been  
stressed?

Why would it be any  
different  
for kids?

# Stress

Depletes our energy

# Brain Budgeting



Lisa Feldman Barrett

# COGNITIVE STRESS





# Concentration Is Whole Body

- Working memory
- Inhibition
- Stillness
- Cascade of metabolic activity



# COGNITIVE STRESS



A bat and a ball together cost \$1.10.  
The bat costs one dollar more than the  
ball. How much does the ball cost?



Answer: 5 Cents

“The Law Of Least Effort”

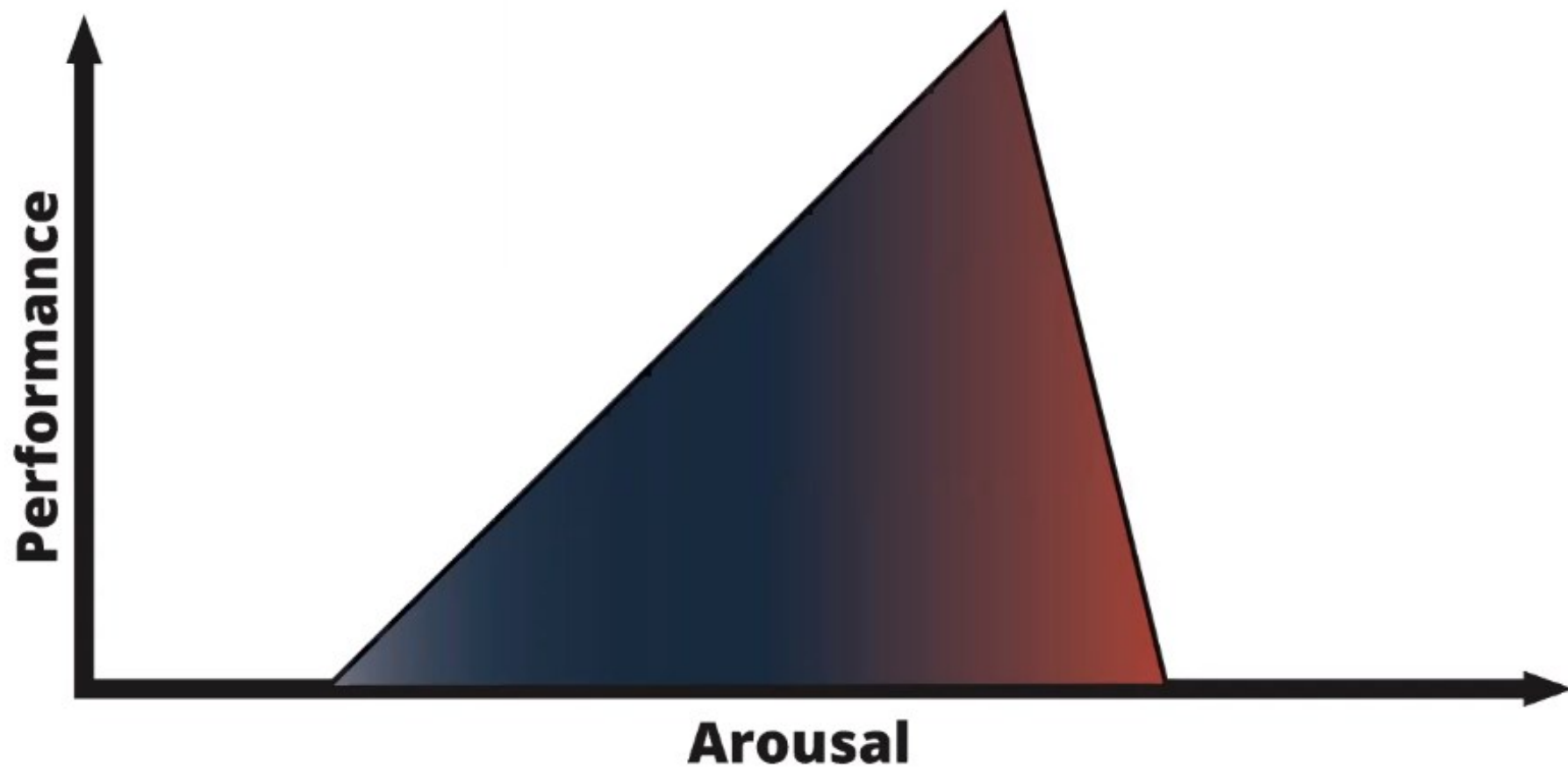
Normal pupils



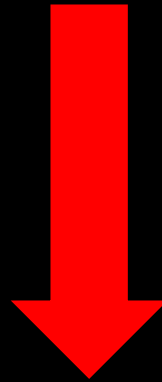
Dilated pupils



# Kahneman's Inverted-V Curve



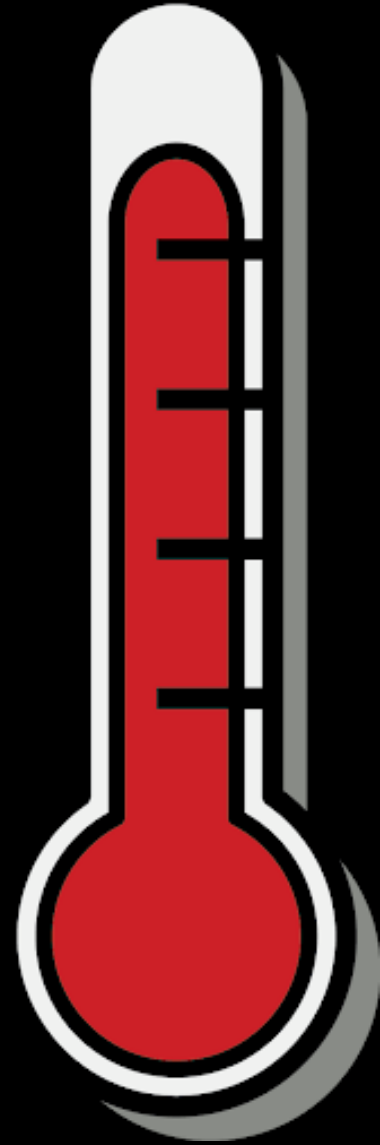
Intolerable  
Peak



Limbic Brake

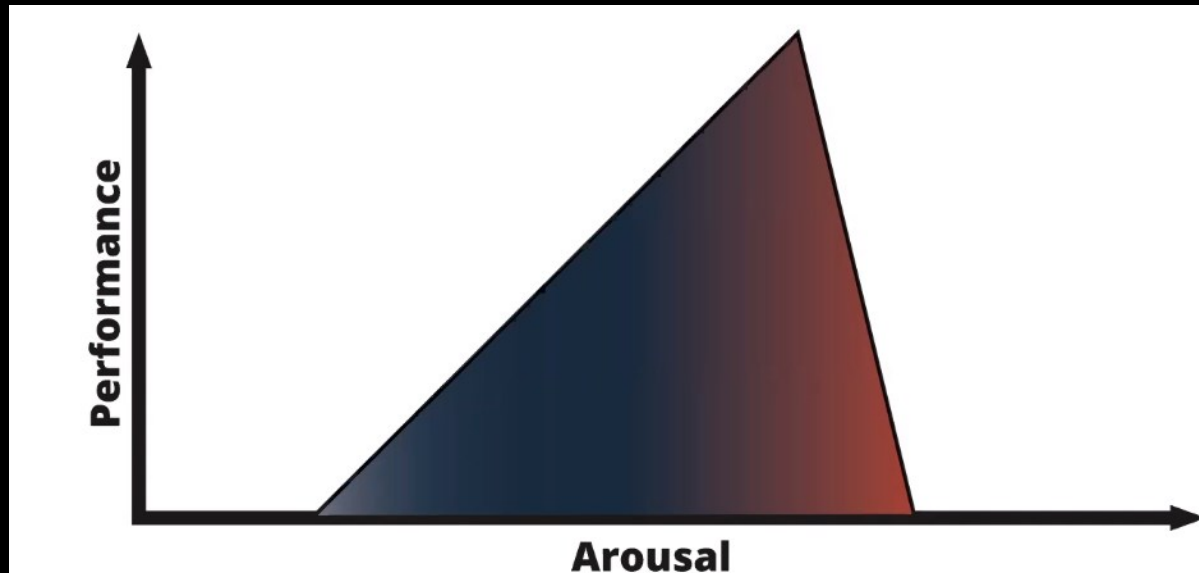


Our Hypothalamus  
Is Our Thermometer  
Measuring Glucose  
Expenditure



The More Depleted We Are When  
We Start A Task

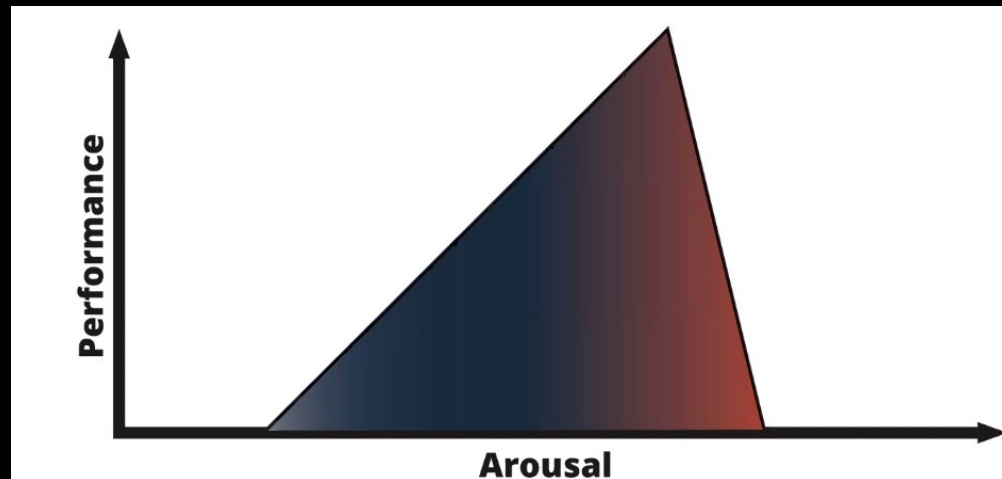
The Lower Our Intolerable Peak



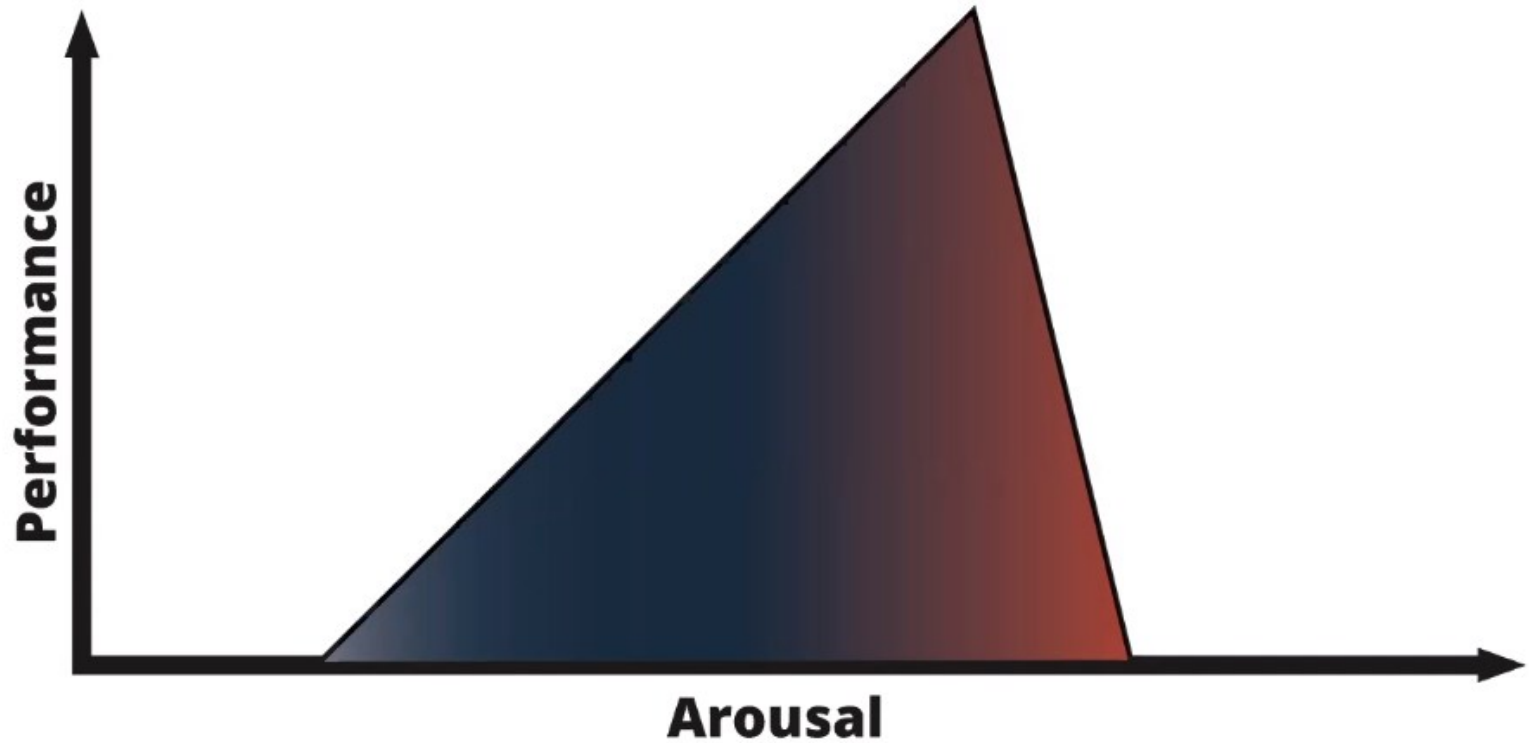
# Some Students Are More Vulnerable To The Intolerable Peak

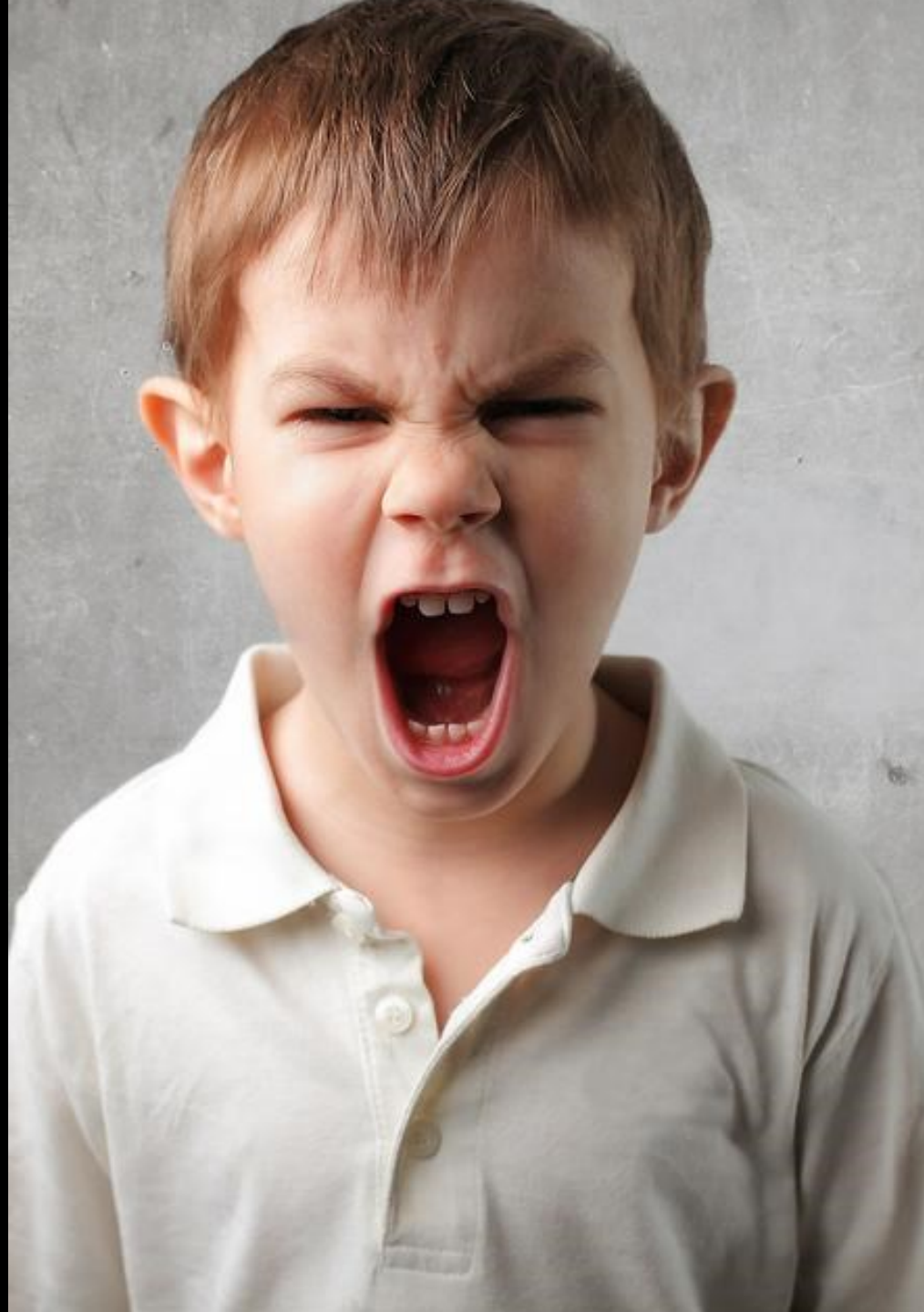
Attention Problems  
Trauma  
Slow Processing  
Development  
Past Failure

Discrimination  
Poverty  
Family/Social



# How Do We Respond?















What do we do?

Punish

Power Through

Replenish

What do we do?

Punish

Further depletes resources  
Fight or Flight

What do we do?

Power Through

Lower Performance

Physical Costs

Melt Downs

What do we do?

Replenish

Cognitive Breaks  
Increased Tolerance  
Skill Building

# 5 Strategies For Developing Self-Reg



# 5 Strategies For Developing Self-Reg

Reframe:

Limbic breaking or laziness?  
Mis-behavior or stress-behavior?



# 5 Strategies For Developing Self-Reg

Recognize:

What is causing the stress?

# 5 Strategies For Developing Self-Reg

Reduce:

Stress (in all domains)

## 5 Strategies For Developing Self-Reg

Reflect:

Develop self-awareness of when they  
are approaching the peak.

# 5 Strategies For Developing Self-Reg

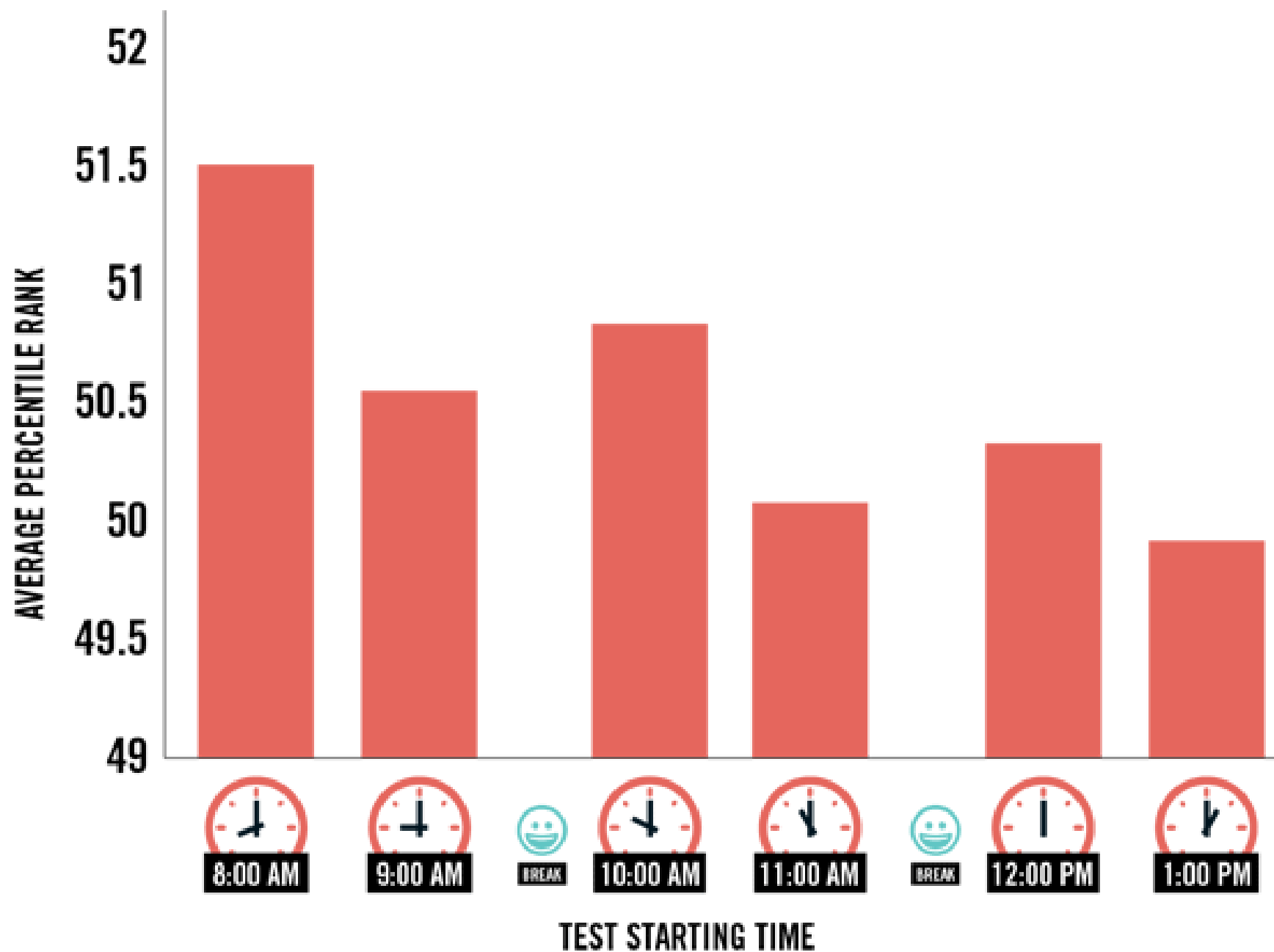
Restore:

Before the peak is reached.  
Reestablish homeostasis

Reframe  
Recognize  
Reduce  
Reflect  
Restore

Breaks  
Are  
Essential









When you think about your student through the lens of regulation, what do you do differently?

# WHAT DOES THIS MEAN FOR SCHOOLS?



# STEP 1

WE NEED TO  
REGULATE  
OURSELVES  
FIRST

We lose  
the tools  
we need  
the most

Listen  
Creativity  
Flexibility  
Empathy  
Memory  
Language  
Inhibition

THERE IS NO SHAME  
IN DYSREGULATION

PROBLEMS OCCUR  
WHEN WE DENY OUR  
DYSREGULATION

# PAROLE BOARDS





# SEMINARY STUDENTS



# ANESTHESIOLOGISTS



# LSU Football



# After an upset loss

When the team loses in an upset,  
it causes judges in Louisiana to  
add 1,296 days of punishment  
to juvenile defendants



Our feelings often  
catch us off guard.

We make our worst student  
decisions when **we** are  
dysregulated.

# Hallmarks of Our Dysregulation

Urgency  
Exaggeration



Do you have the  
relationship?  
Are you regulated?

It doesn't have to be **you**.

It doesn't have to be **now**.

# School Rules:

Never back down from a limit you have set.

Always support the limits that others have set.

STEP II

ASSESS  
REGULATION

# Interoception



Regulation  
Begins with  
Awareness



# Awareness of Our bodies And our Resources





Constantly

Universally

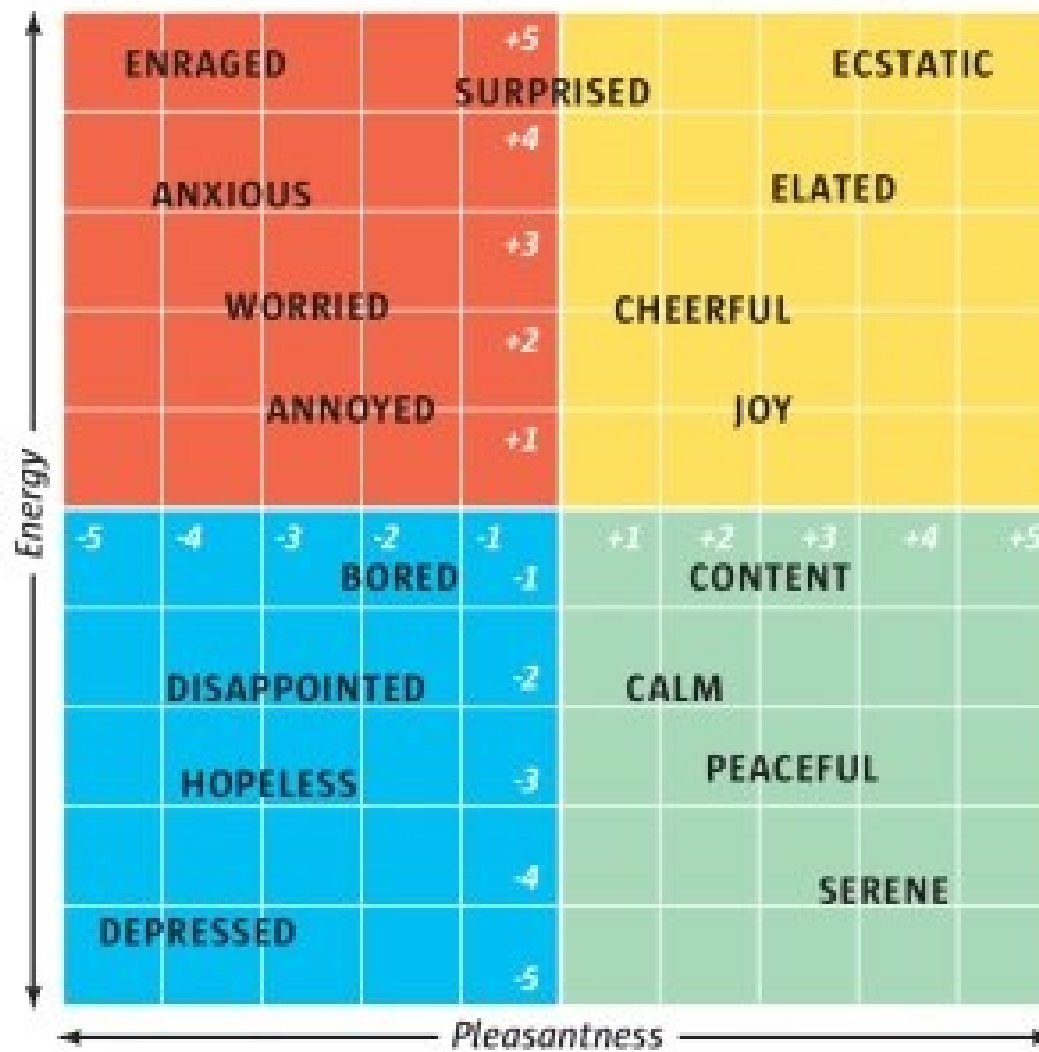


Date	How am I feeling today?	What I need to be present in class.	Anything else I should
10/17/2019	3 - I'm here. I might or might not participate.	I need to go get a drink / walk.	
10/17/2019	4 - I am glad to be here and I will participate.	I may need to stand up at a lab station, I am ok, I don't need anything right now.	
10/17/2019	4 - I am glad to be here and I will participate.	I am ok, I don't need anything right now.	I bought something in a game, even though no real money was spent, i'm worried that I bought the wrong thing.
10/17/2019	3 - I'm here. I might or might not participate.	I may need to take a break.	

# RULER tool builds vocabulary of emotion



The mood meter is one of RULER's four main tools to help students figure out what they're feeling in terms of their energy level (the Y axis) and pleasantness (the X axis).



# Daily Zones Check ins

## The Zones of Regulation

### BLUE Zone

Sad  
Sick  
Tired  
Bored  
Moving slowly

*Low state of alertness*

### GREEN Zone

Happy  
Calm  
Feeling OK  
Focused  
Ready to learn

*I'm in control of myself*

### YELLOW Zone

Stressed  
Frustrated  
Worried  
Silly/Wiggly  
Excited  
Afraid

*I'm partly in control*

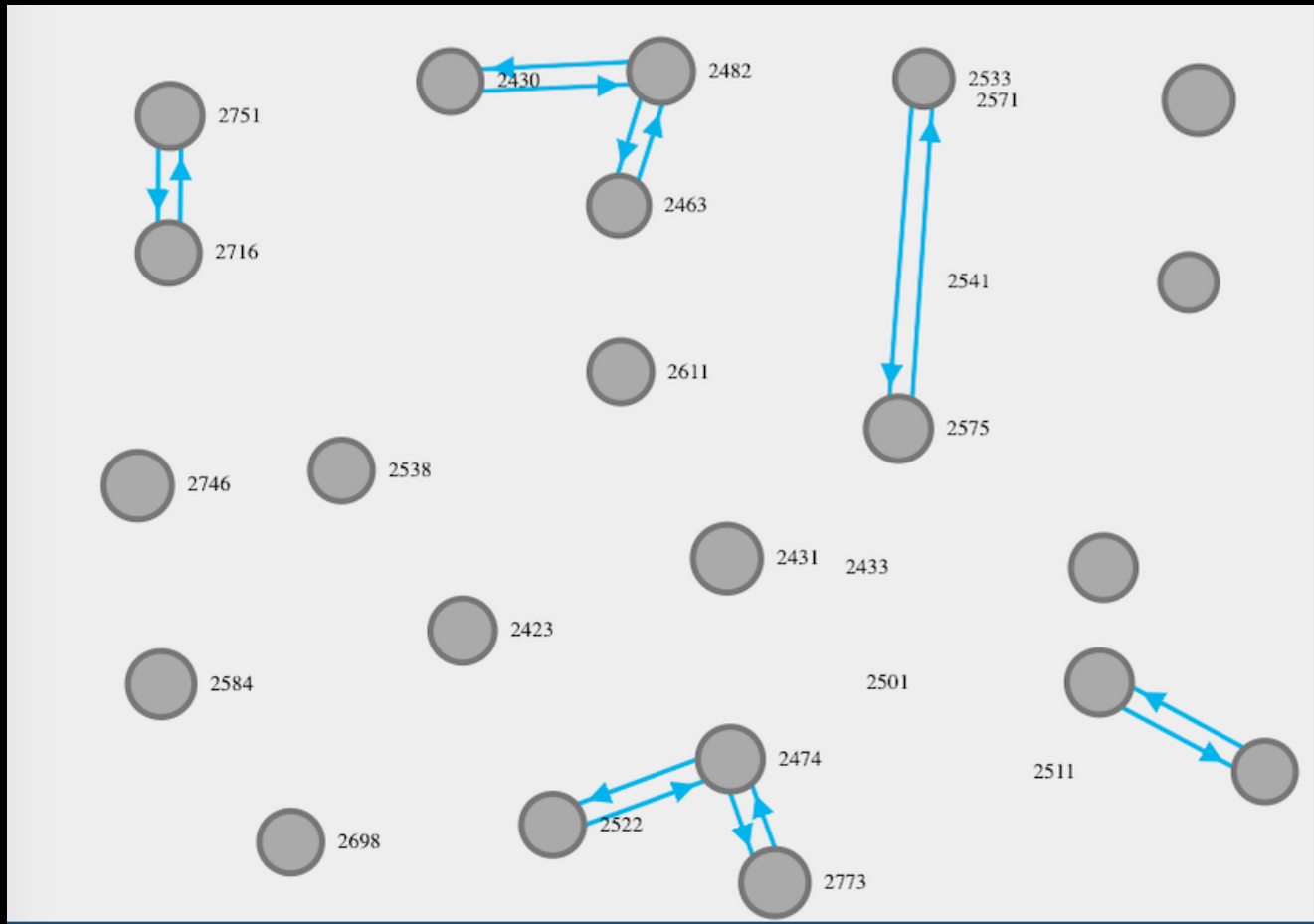
### RED Zone

Mad  
Mean  
Terrified  
Yelling/Hitting  
Panicked  
Enraged

*I'm out of control*

# Classroom Networking

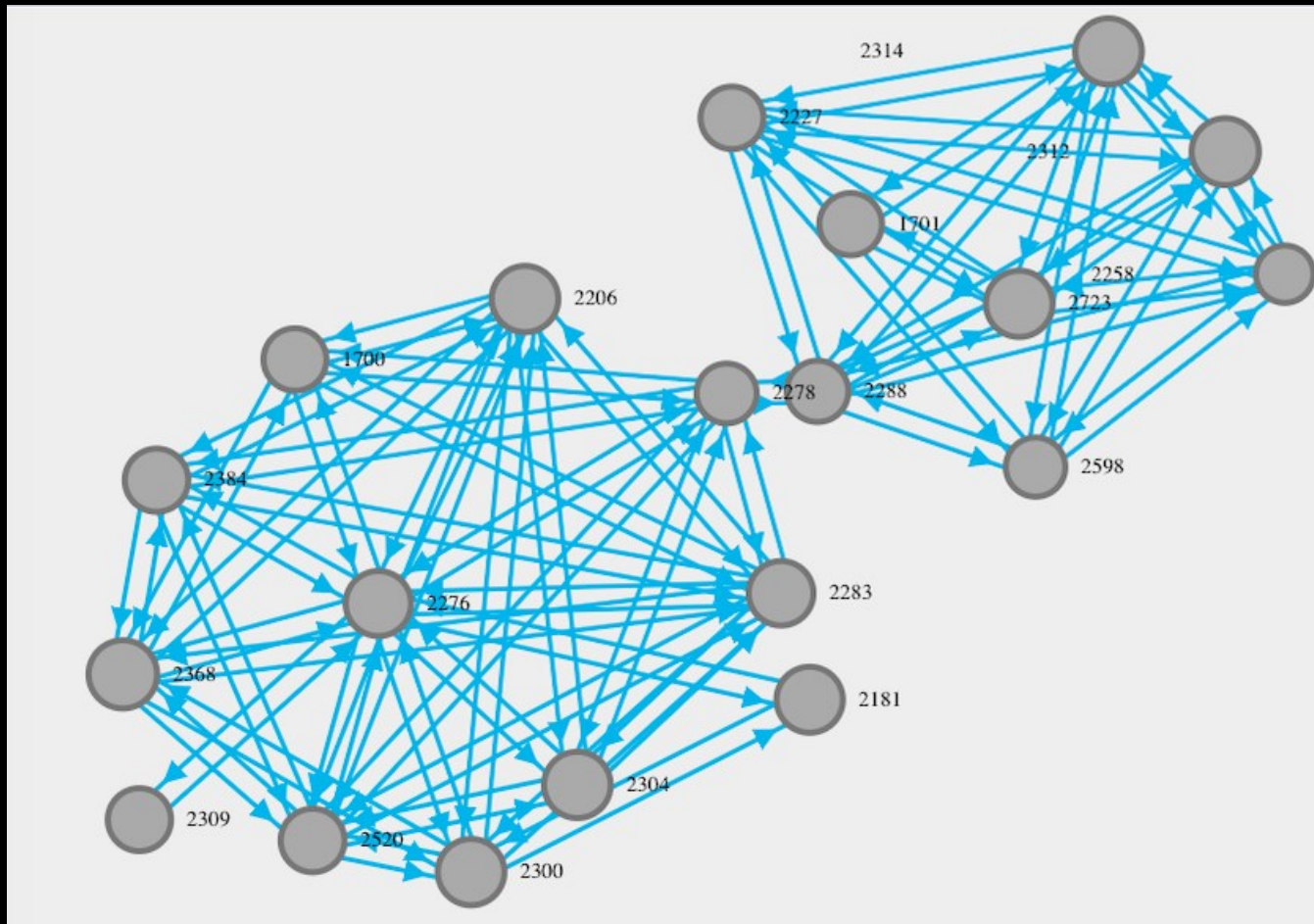
## Without Zones Check ins





# Classroom Networking

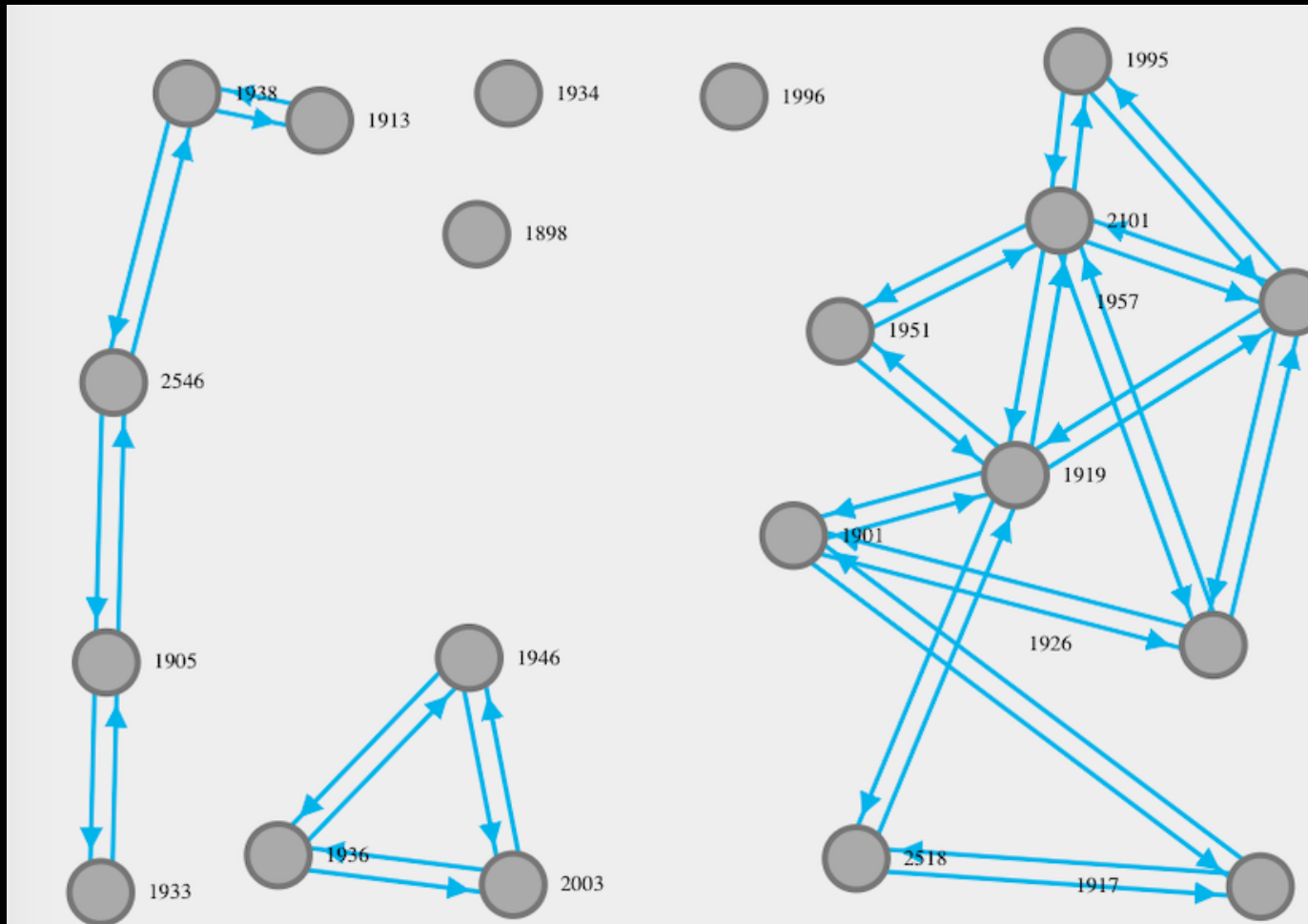
## With Zones Check ins



# Daily Class Meetings

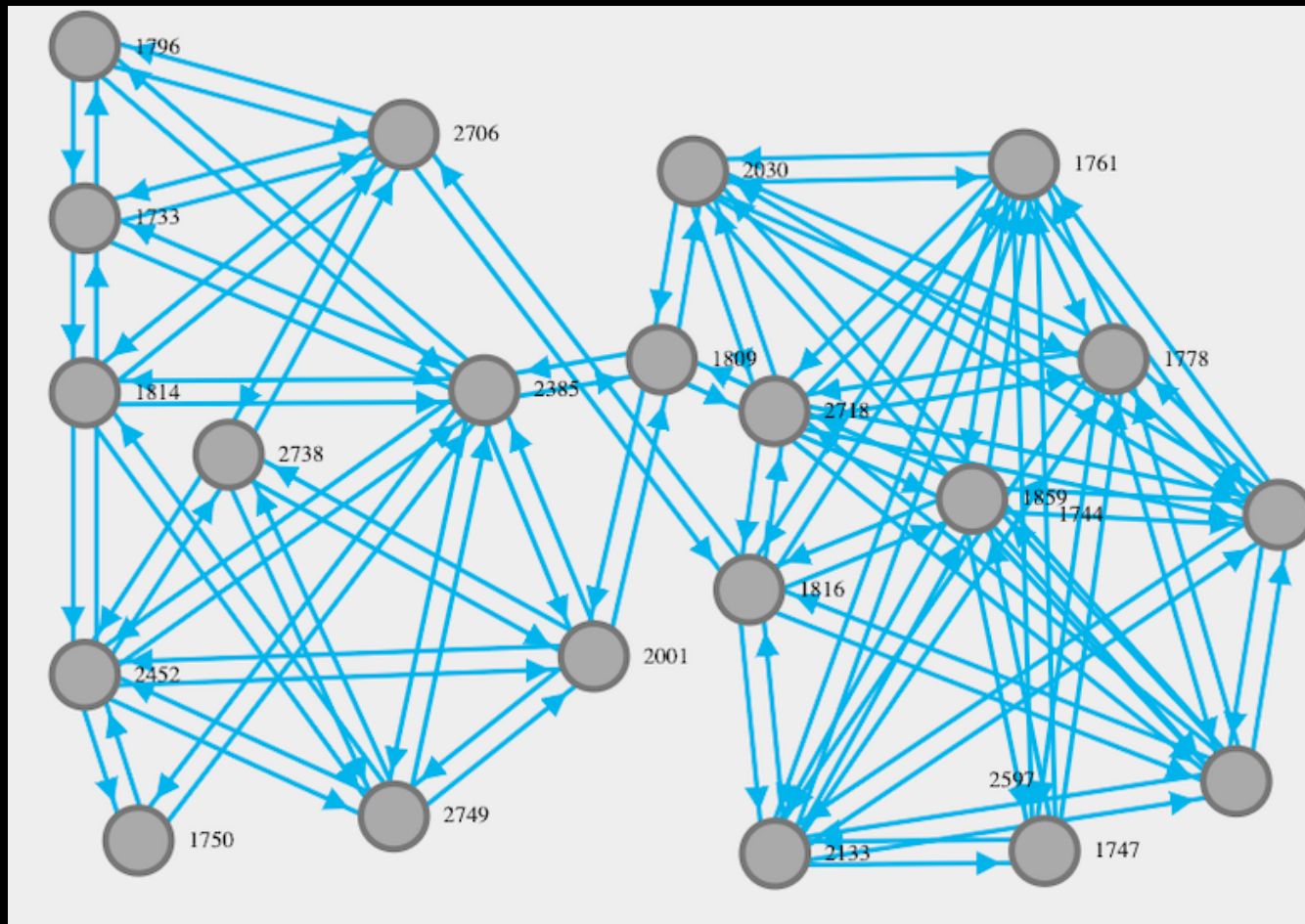


# Classroom Networking Without Daily Classroom Meetings



# Classroom Networking

## With Daily Classroom Meetings



STEP III

CREATE  
REGULATION  
PLANS

create  
regulation  
plans



# Regulation Plan

Zone	Feels like to Me (body)	Looks/ sounds like to others	Strategies in my toolbox	What I can expect from others
Red Zone	Very mad You can see it in my face	"stop touching me!" Disrespectful	Side room. Take space.	Staff can ask me to take a break to help me get out of the red zone.
Yellow Zone	Silly/irritated	Inappropriate jokes Say to leave me alone	Mindful minutes. Side room.	Ask if I want a music break or regulation break
Green Zone	happy	"Hey Burke!" Making appropriate jokes.	Work work work work. Music break.	Respect
Blue Zone	Sad or tired	Sleep. "Leave me alone."	Sleep in the side room.	"Jayden, get up, it's time to work work work work."



# STEP IV

UNDERSTAND THAT  
CHALLENGING  
BEHAVIORS ARE SIGNS  
OF DYSREGULATION



North Shore Academy (NSA Bldg)  
754 Red Oak, Lane Highland Park , IL

# REGULATION INTERVENTIONS

LATE START

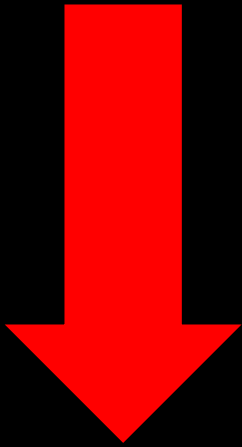
REGULATION SPACES

ZONES OF REGULATION

MINDFULNESS

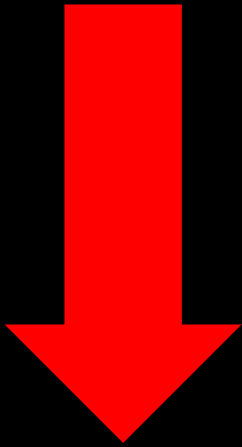
*STAFF SELF-REFLECTION*

# MAJOR INCIDENTS



47%

# PHYSICAL INTERVENTIONS

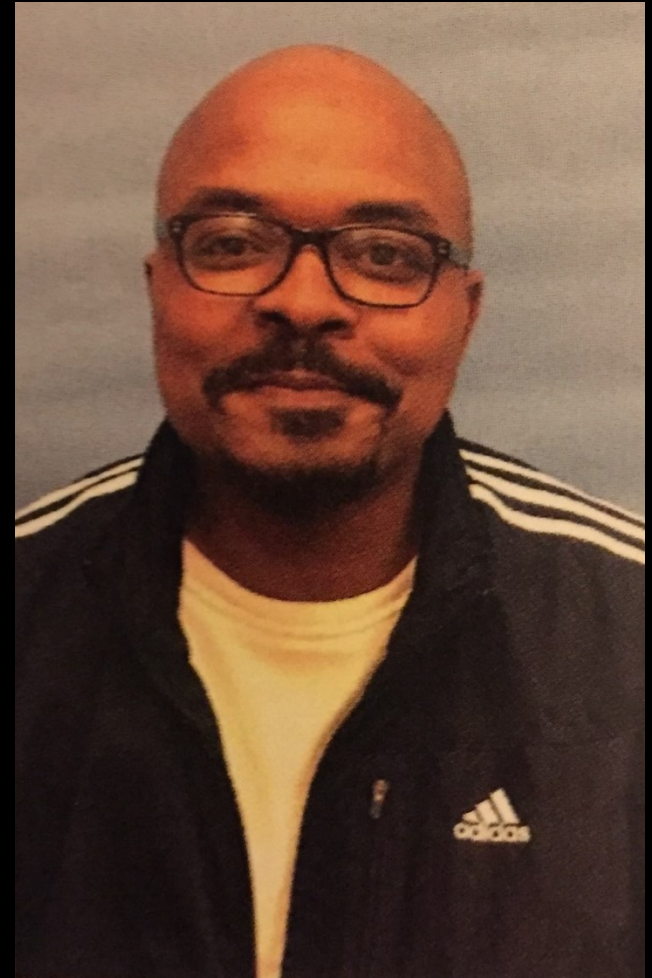


84%

How can I help you calm down so  
that we can work this out  
together?

# Mike Lyons

“When I see a student who is struggling, I think about **two things.**”





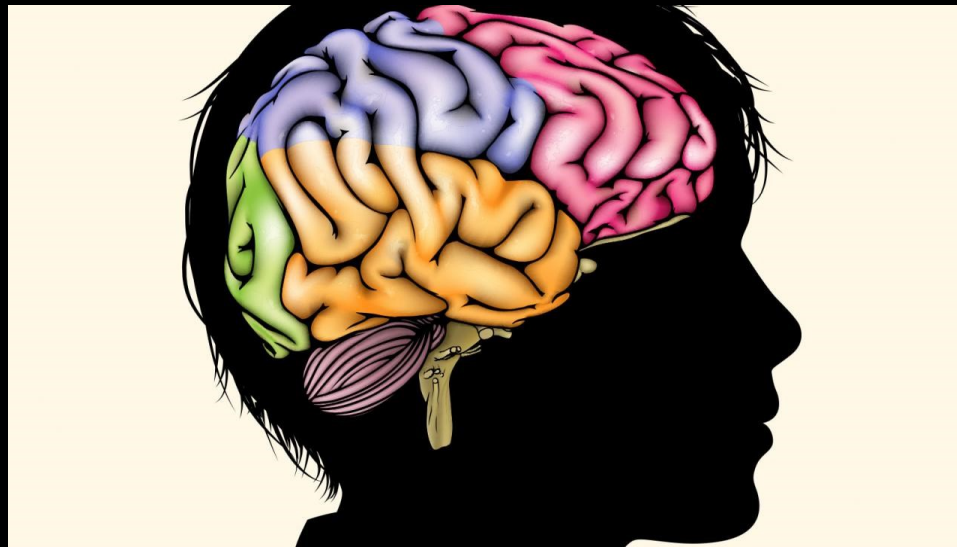
“I think, ‘what  
would I need if I  
was in their  
place?’”

“I always try to figure out what I can put on the table instead of what I can take away.”

Challenging behaviors  
are signs of  
dysregulation  
and provide us with  
our best opportunity  
to teach regulation

Step V

Understanding  
Development.



Developmental Empathy



**UNDER  
CONSTRUCTION  
UNTIL  
—25—**

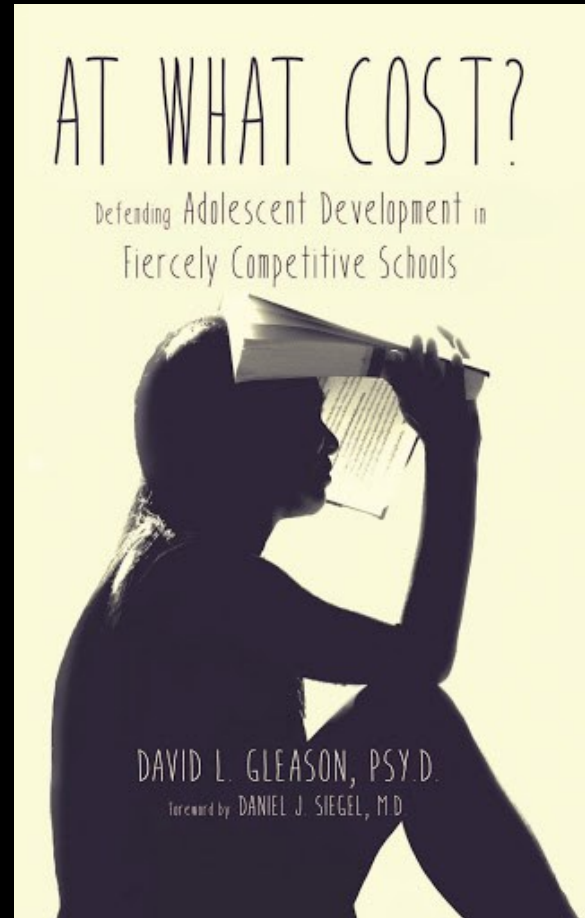
Impulse Control/Inhibition  
Emotional Regulation  
Initiating Tasks  
Persistenc  
Transitions  
Empathy  
Attention  
Planning





# Developmental Empathy

## David Gleason



# DEVELOPMENTAL EMPATHY

Matching the demands we place on  
our kids with their brain's  
development.

INCOMPATIBILITY

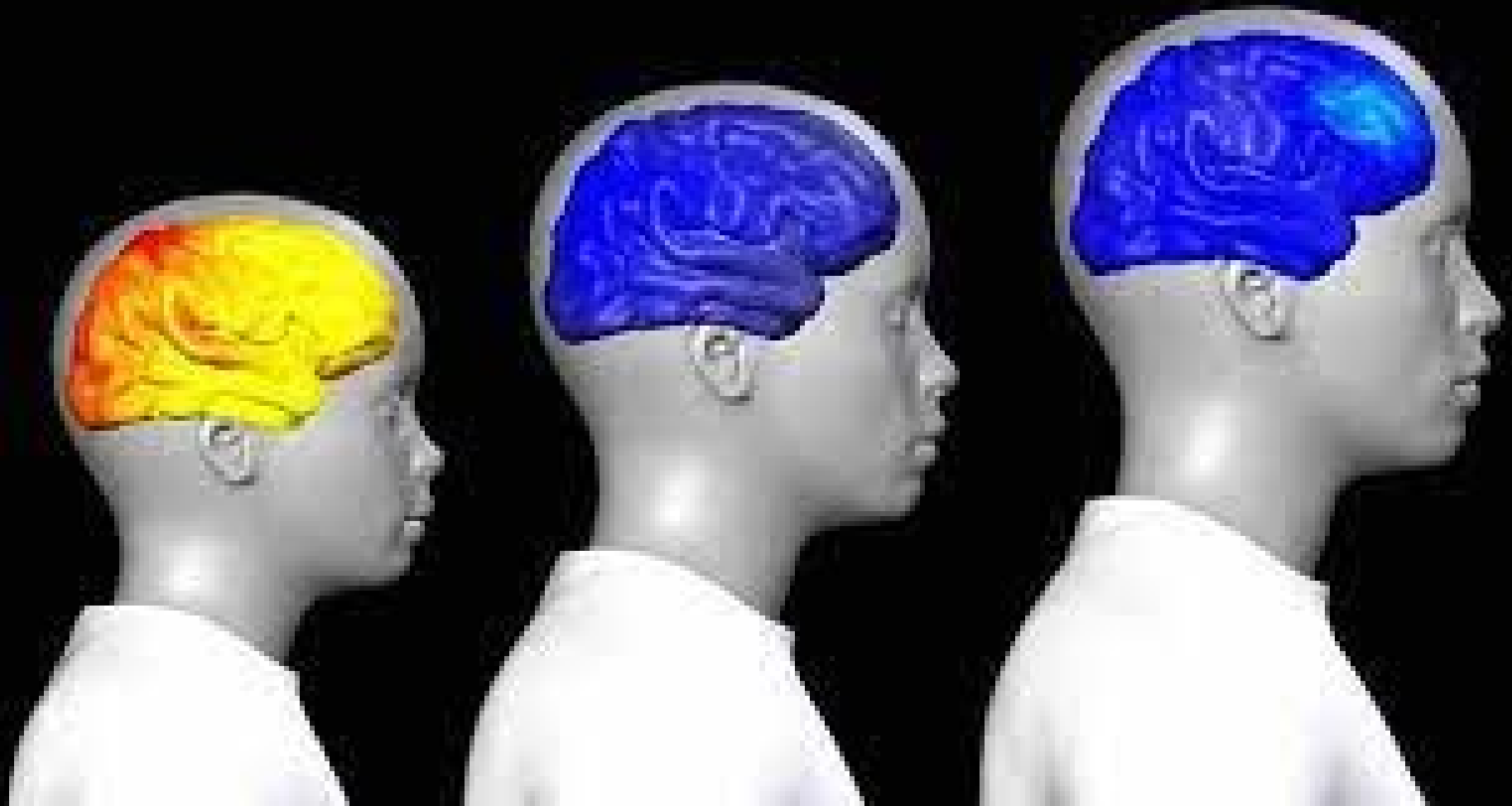


# WARNING

Development  
has it's own  
timeline



# Trust Development



“Development  
is always  
on our side.”



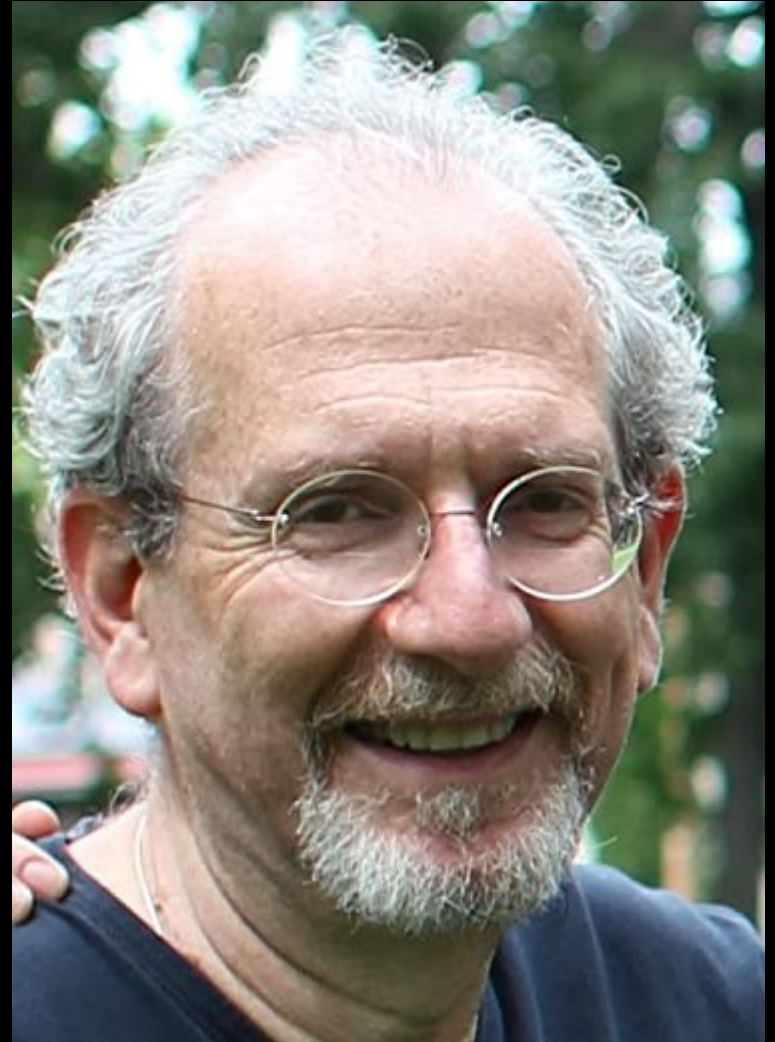
~ Karen Gouze, Ph.D.



Whenever we fight  
development  
we lose



“This will get  
easier for  
him.”



~ Bill Levin, Ph.D.

Stress  
Interrupts  
Development





it's hard to  
be patient



# STEP VII

Co-Regulate

My nervous system tells  
your nervous system  
that you are safe.



# Hold Space



# STEP VII

Be Curious

Can we be curious?



when in doubt  
listen

there are  
always  
themes



# Circle Time





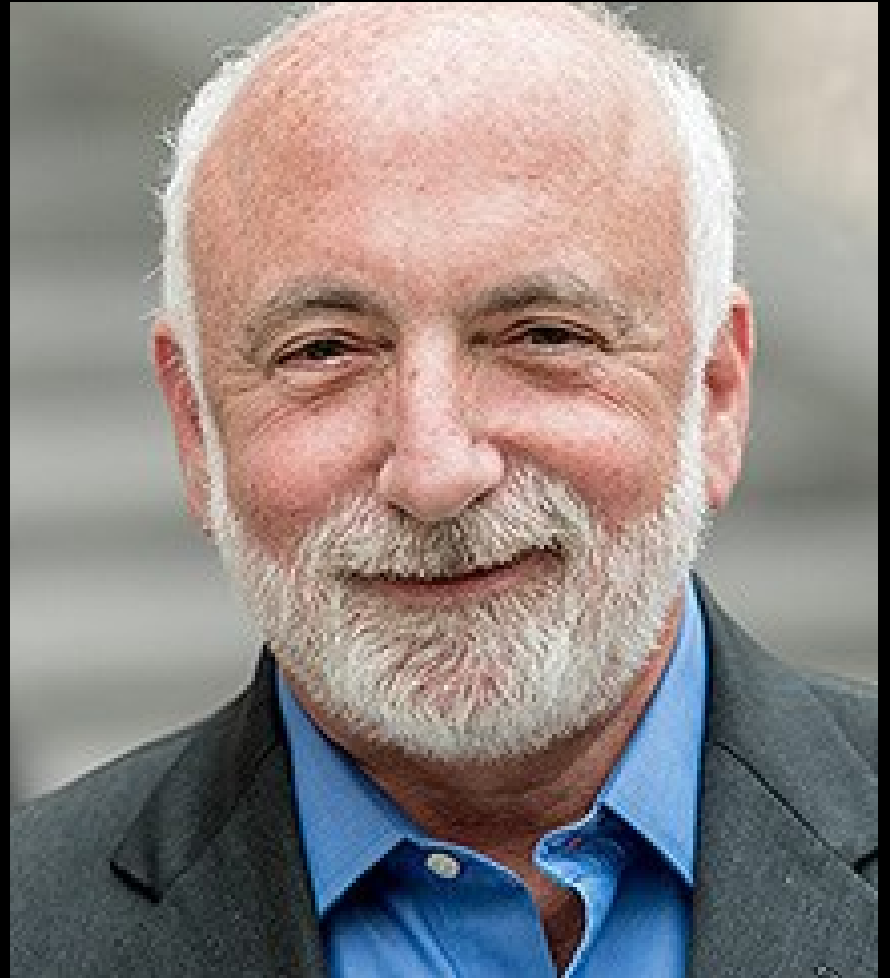


**NO ONE  
EVER  
ASKED**

Remember: everyone in the classroom has a story that leads to misbehavior or defiance. 9 times out of 10, the story behind the misbehavior won't make you angry. It will break your heart.

– Annette Breaux

“The capacity for self-regulation is probably the single most important contributor to achievement, mental health, and social success.”



Laurence Steinberg

Our work is like driving a car  
at night. You can only see as  
far as your headlights, but  
you can make the whole trip  
that way.

From: E.L. Doctorow



Every dysregulated moment is an  
opportunity to teach children

to attach  
to regulate



What is one thing you will do differently to focus upstream on regulation?

☒ Attachment

☒ Regulation



TRAUMA





Think of a time  
when

scent  
song  
season  
place  
etc.









# LIMBIC

THE TRAUMA  
CENTER





**SHORTCUT**

**SAFETY**

**DANGER**

**APPROACH**

**AVOID**

# PREDICTION



# Your Brain Is Always

1. Taking past experiences
2. Applying them to the present
3. To predict the future



**We can't make  
the same mistake  
twice**



Trauma does not allow us to access the parts of the brain we need for rational thinking.











# EMBEDDED MEMORIES

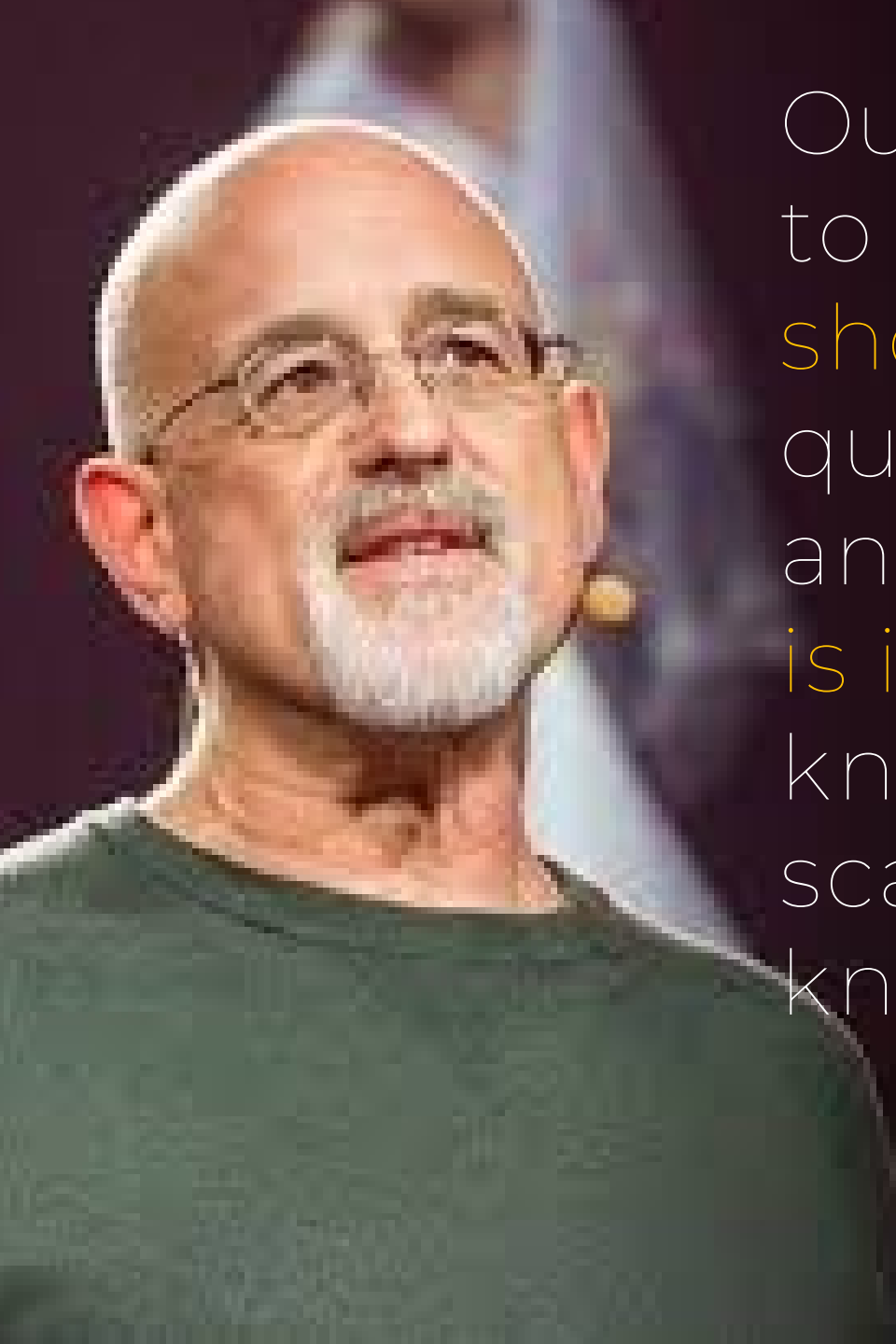
Language  
is required for  
memories to be  
encoded







Embedded  
memories often  
trigger unexpected  
reactions that are  
hard for others to  
understand



Our brains are wired to answer the “what should I do” question before it answers the “what is it” question. We know something is scary without knowing what it is.

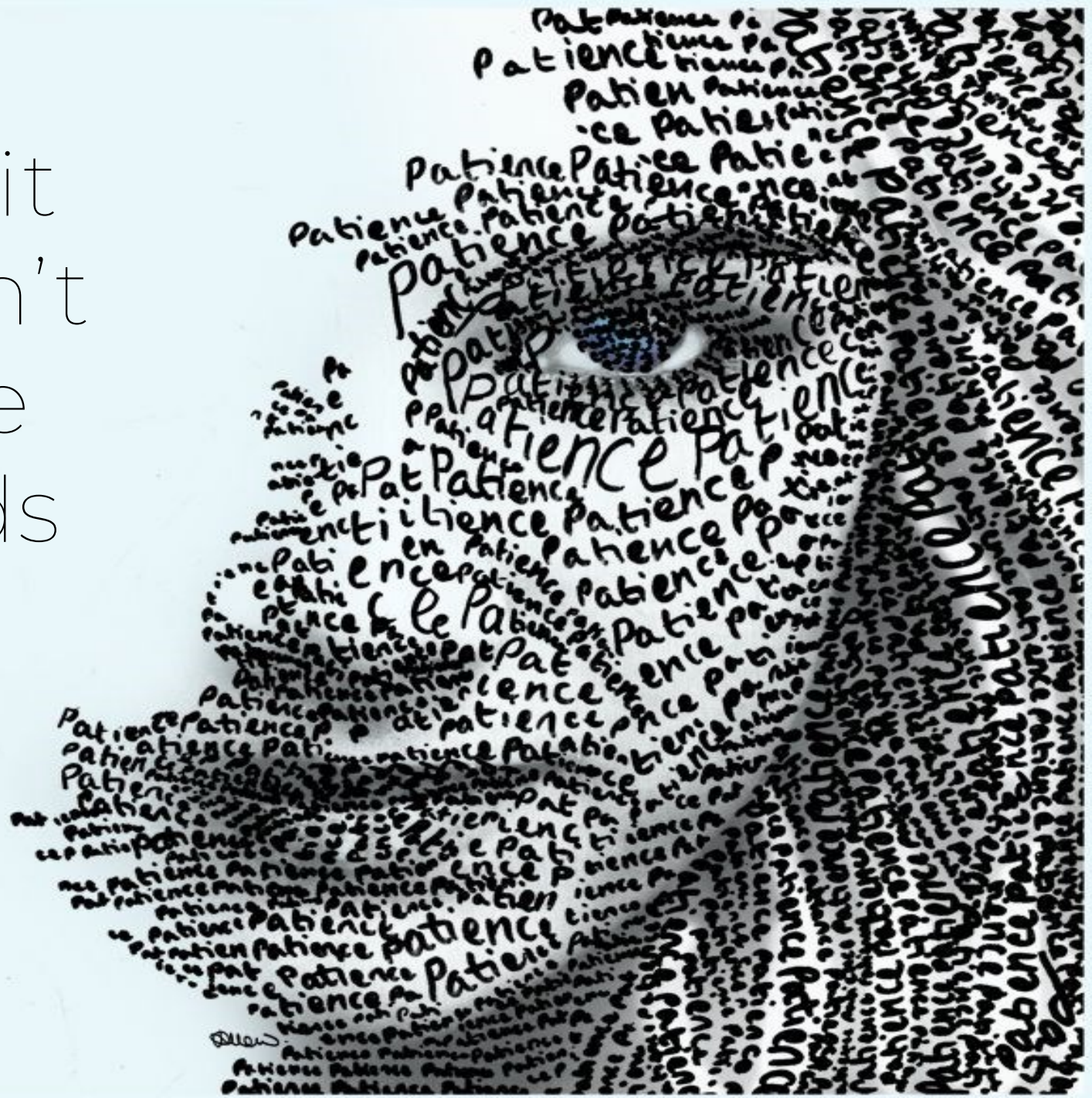
Dan Gilbert

“The Limbic  
System Can't  
Tell Time.”





And it  
doesn't  
have  
words





1995



Vincent Felitti, M.D.

# ADVERSE CHILDHOOD EXPERIENCES



- ☒ Physical Abuse
- ☒ Sexual Abuse
- ☒ Emotional Abuse
- ☒ Physical Neglect
- ☒ Emotional Neglect
- ☒ Divorce/Separation
- ☒ Domestic Violence
- ☒ Death of a Relative
- ☒ Family Member Addicted
- ☒ Family Member Incarcerated
- ☒ Family Member Mental Illness

The correlations between adverse  
childhood experiences and  
negative adult outcomes were  
“stunning”.

## ACE = 4 or More

7x more likely to be alcoholic

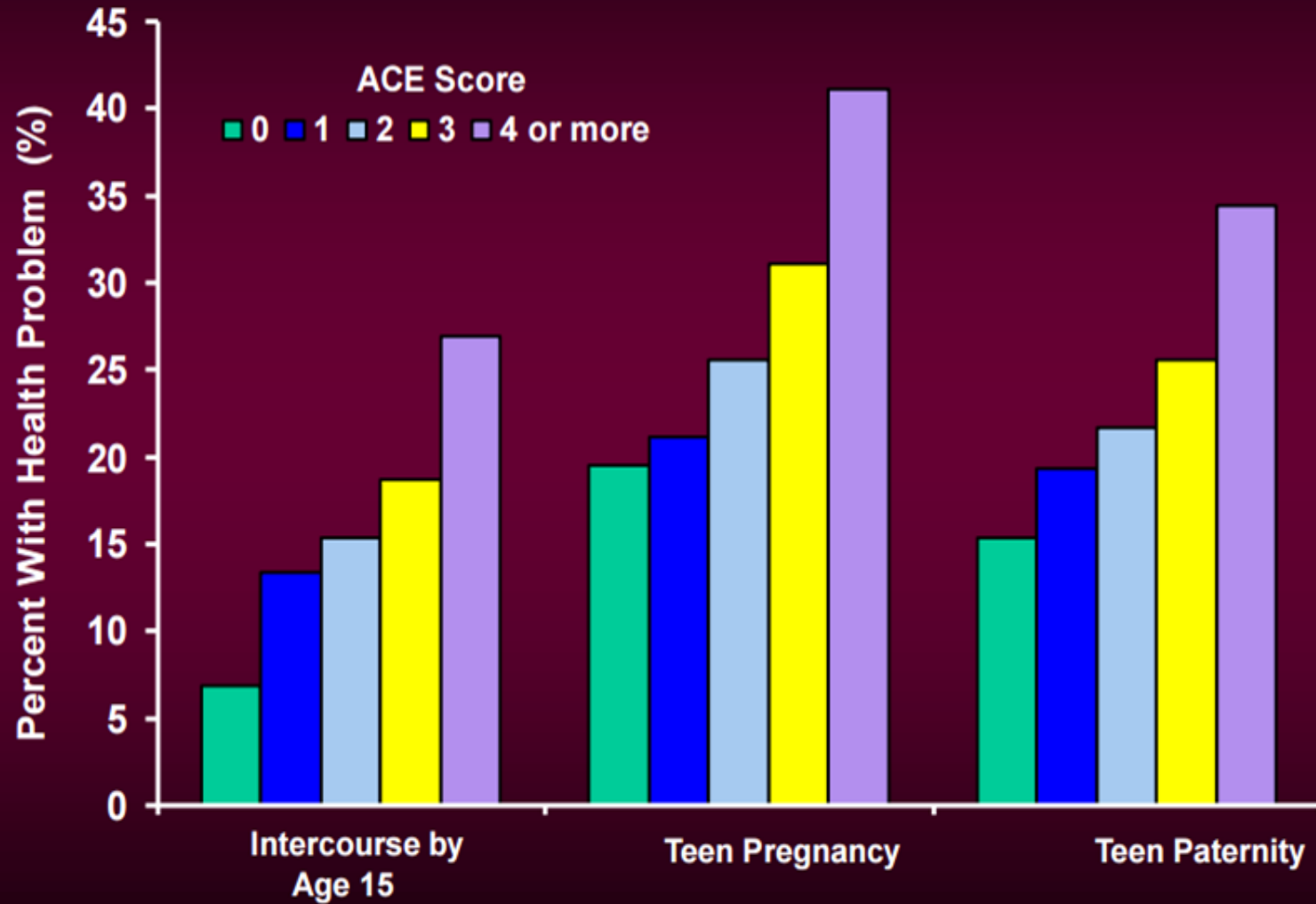
7x more likely to have had sex  
before 15

## ACE = 6 or More

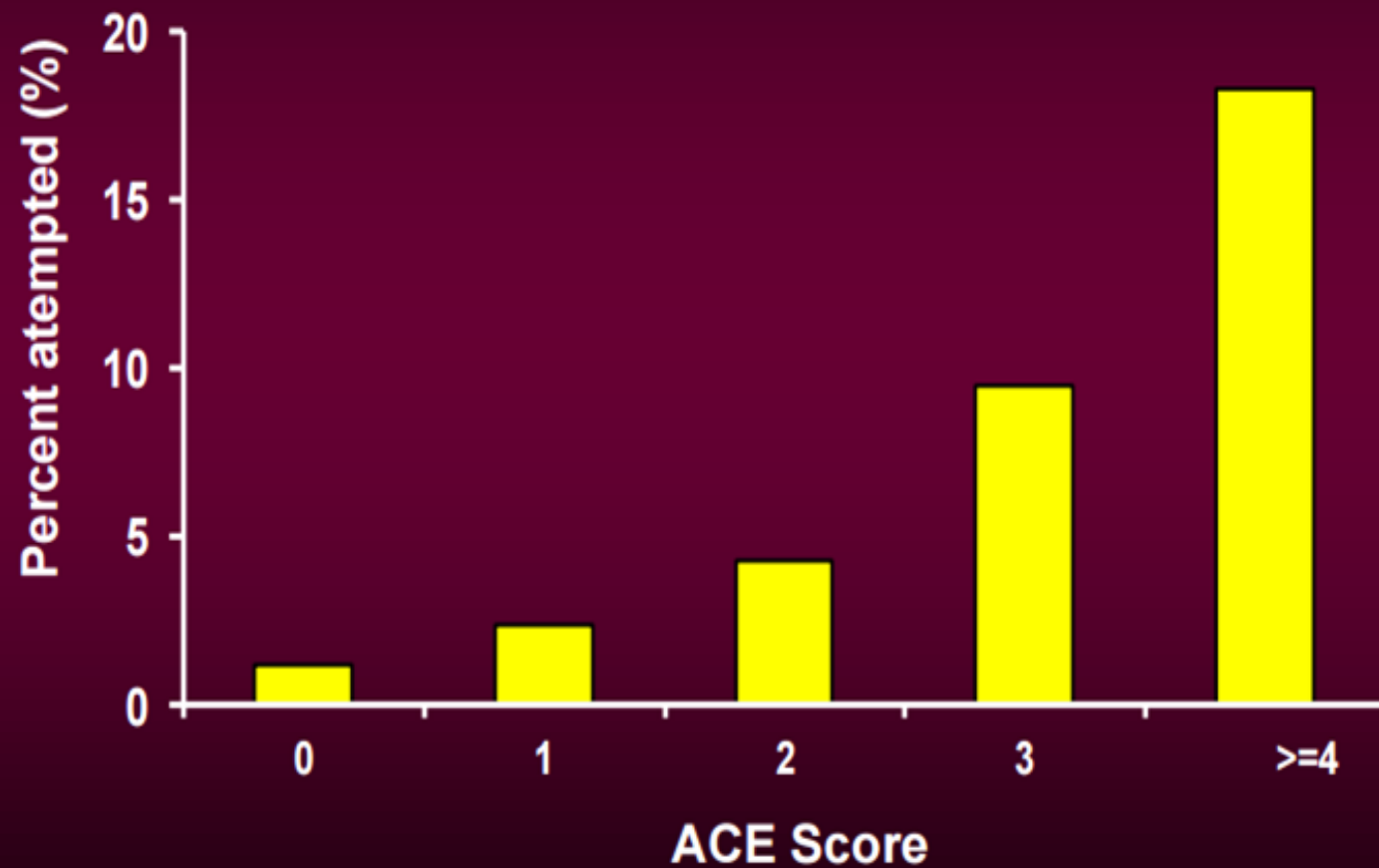
30x more likely to attempt  
suicide

46x more likely to inject drugs

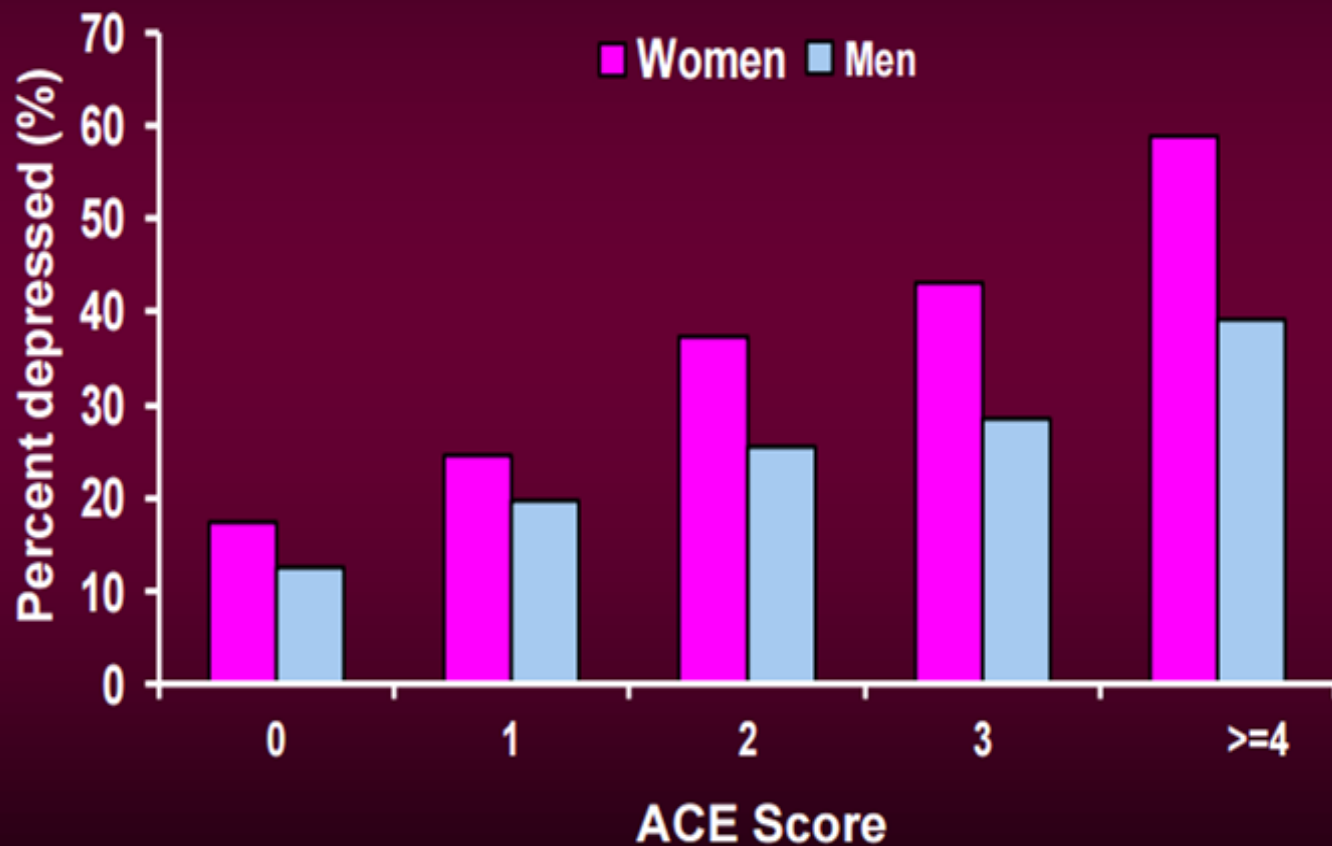
## ACE Score and Teen Sexual Behaviors



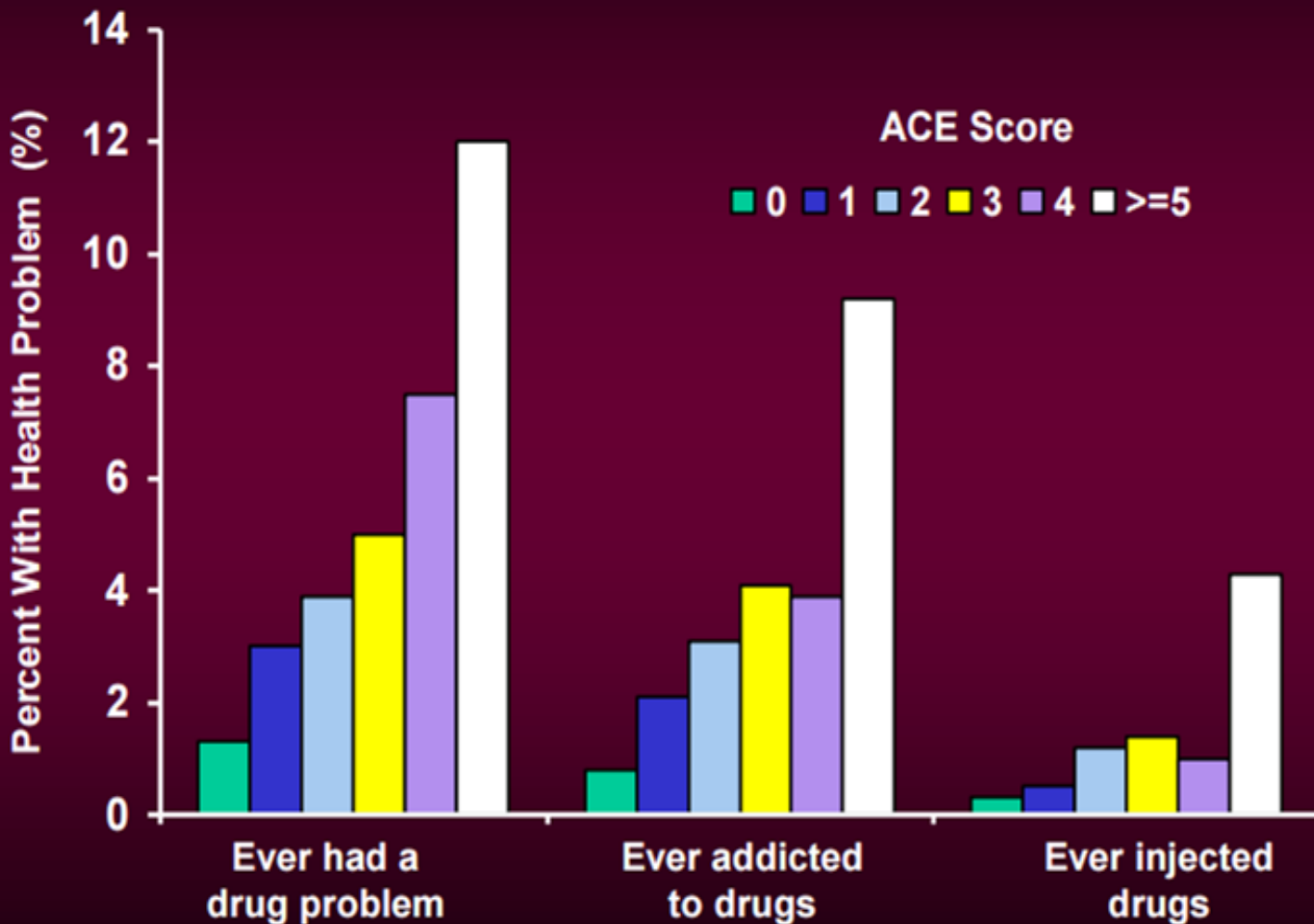
## The ACE Score and the Prevalence of Attempted Suicide



## The ACE Score and a Lifetime History of Depression



# ACE Score and Drug Abuse





# ACES are Interrelated

---

66% Reported at Least 1 ACE

# ACES are Interrelated

---

66% Reported at Least 1 ACE

87% Of those reported 2 or more

# ACES are Interrelated

---

66% Reported at Least 1 ACE

87% Of those reported 2 or more

17% Had an ACE score of 4 or more

# DOSE RESPONSE

# ACES AND LEARNING/ BEHAVIOR PROBLEMS

---

0 ACES                      3% of kids identified

4+ ACES                    32x identified

our ACES are our shame  
protected by secrets

WHAT DOES THIS MEAN  
FOR OUR STUDENTS?



Our Question Changes

What is wrong with you?

What happened to you?

we move  
from blame  
to understanding

# THE BAD NEWS

Exclusion and Punishment  
intensify the impact of negative childhood  
events



Would we create a treatment for cancer that made the tumor bigger?



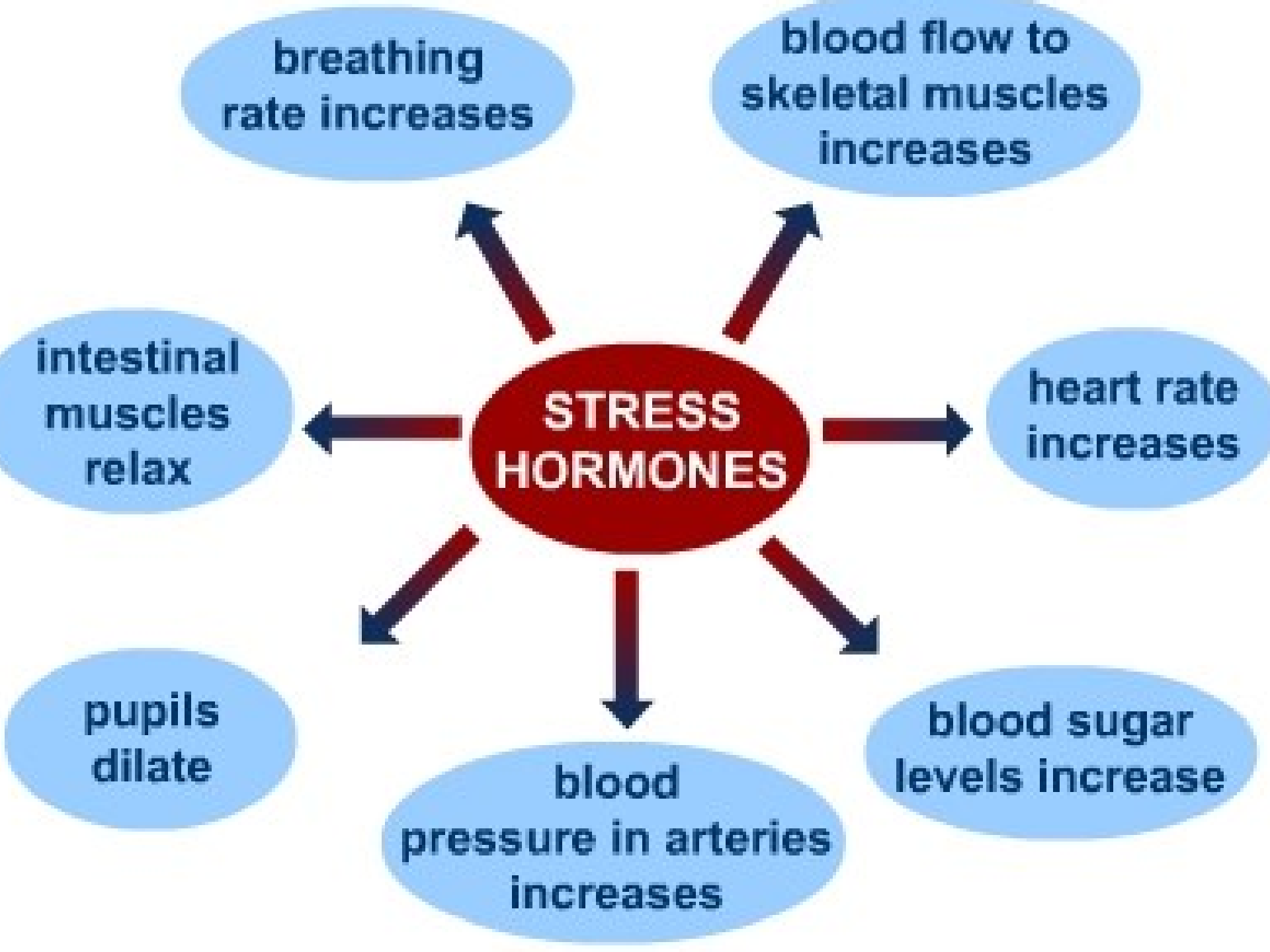
“What happens is that they begin to feel alienated from the learning environment, and school becomes associated with part of the tapestry of harm in their lives rather than a place where they can go and be safe.”

*Monique Morris*



EVEN WORSE NEWS

TRAUMA  
CHANGES OUR  
STRESS RESPONSE  
SYSTEMS







# Heart Rate Variability





## 8 Ways Chronic Inflammation

### Can Damage Your Body

- Memory loss and cognitive decline
- Increased cardiovascular risk
- Abnormal growth of healthy cells
- Compromised digestive function
- Loss of muscle tone
- Weight gain
- Accelerated skin aging
- Joint pain and loss of mobility

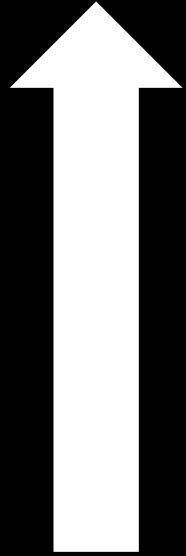


A close-up, profile shot of a woman with dark hair, looking intently towards the left. She has a focused, slightly anxious expression. The background is dark and out of focus, featuring several bright, circular bokeh lights that suggest an indoor setting with ambient lighting. The overall mood is one of heightened awareness or vigilance.

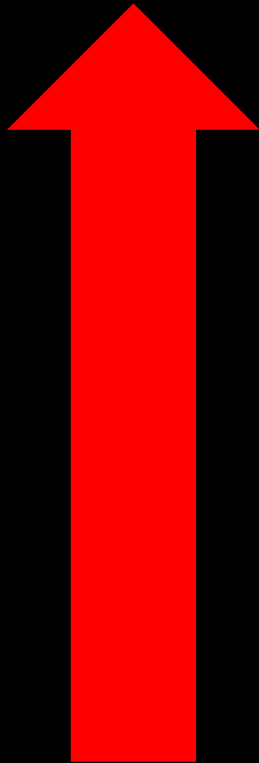
## Hypervigilance

Our limbic system is constantly scanning the environment for possible threats

$$ACE = 3$$



60% greater risk of  
being hospitalized  
with an  
autoimmune  
disease as an adult

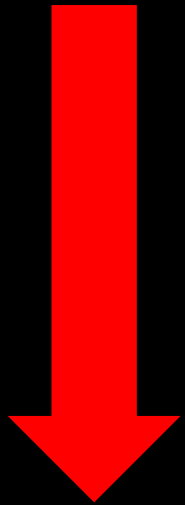


CANCER

HEART  
DISEASE

DIABETES

$$ACE = 6$$



Lifespan is reduced  
by

20 years

Our Body Chooses

Survival Now  
Over  
Longevity

Every Time

THE GOOD NEWS

The Long Term Impact of Trauma:

is related less to the trauma itself  
and more to the

community's response to the  
trauma





Bessel Van Der Kolk

“We are a very resilient species. So if we are around people who love us, trust us, take care of us, nurture us when we are down, most people do pretty well with even very horrendous events. But particularly traumas that occur at the hands of people who are supposed to take care of you, if you’re not allowed to feel what you feel, know what you know, your mind cannot integrate what goes on, and you can get stuck on the situation. So the social context in which it occurs is fantastically important.”

MORE GOOD NEWS

the impact of trauma can  
be reversed

BY CREATING

CO-REGULATING  
COMMUNITIES

Increasing the number and quality of relationships **reverses the impact of negative childhood events**



DOSE

healthy school  
communities  
can forever change  
stress response systems.

**Trauma treatment is not about  
telling stories about the past.**

**Trauma treatment is about helping  
people to be here now, to tolerate  
what they feel right in the present.**

**BESSEL VAN DER KOLK, MD**



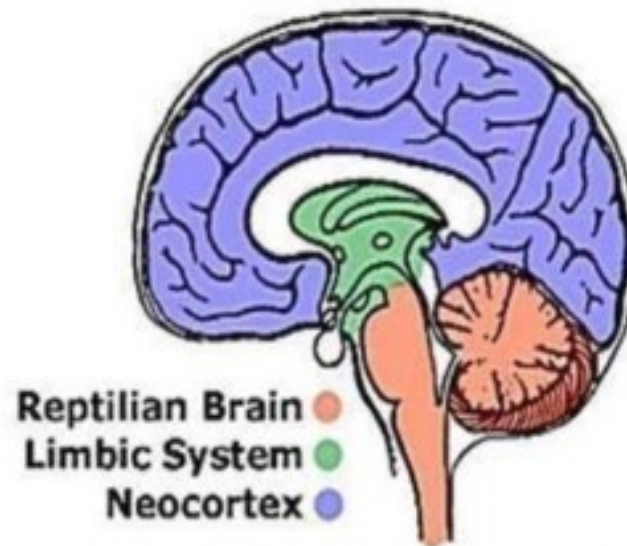


Don't just do something,  
stand there!

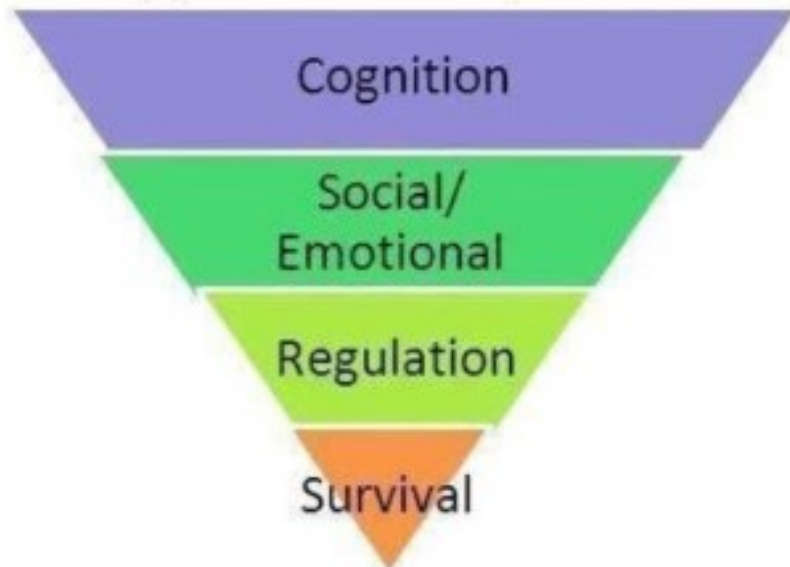
# MORE GOOD NEWS

a trauma responsive  
community enhances  
academic rigor

# Trauma & Brain Development



## Typical Development



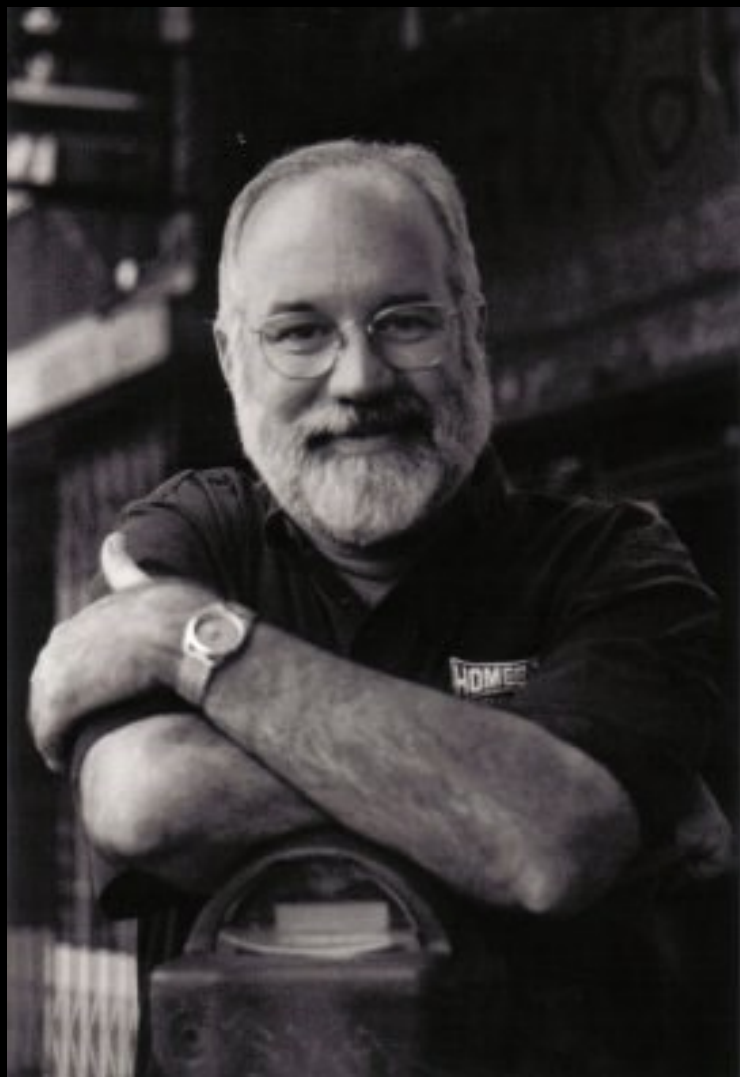
## Developmental Trauma



# Academic Engagement



**Limbic System**



*So how can we seek a  
compassion that can  
**stand in awe** at what  
people have to carry,  
rather than **stand in  
judgment** at how they  
carry it?"*

*Father Greg Boyle  
Homeboy Industries*



Trauma  
Disrupts



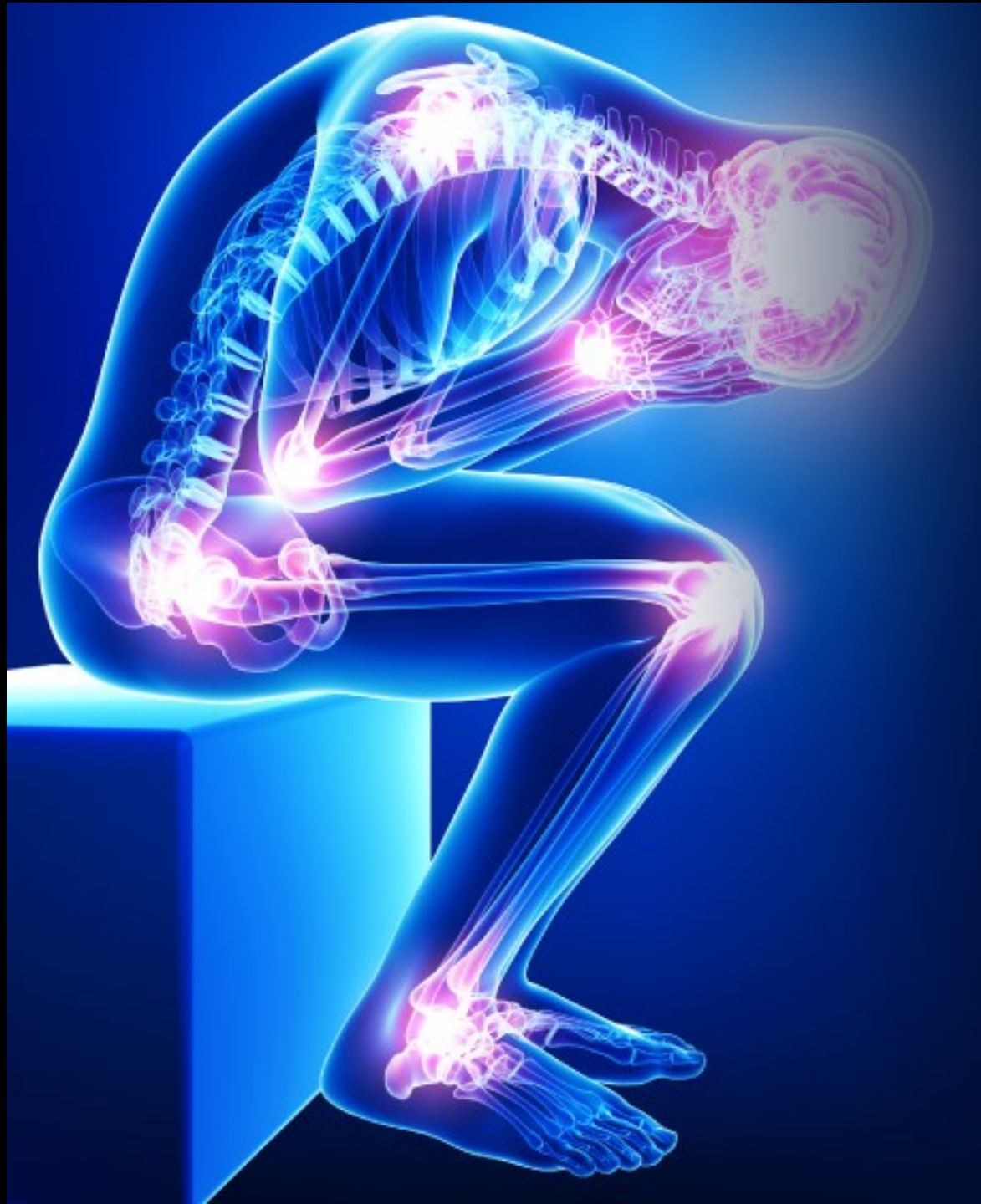
Our  
Relationships  
And Our  
Regulation



Why  
Relationship?

- ☒ Physical Abuse
- ☒ Sexual Abuse
- ☒ Emotional Abuse
- ☒ Physical Neglect
- ☒ Emotional Neglect
- ☒ Divorce/Separation
- ☒ Domestic Violence
- ☒ Death of a Relative
- ☒ Family Member Addicted
- ☒ Family Member Incarcerated
- ☒ Family Member Mental Illness

Why  
Regulation?



Trauma has a  
long tail

Remember: everyone in the classroom has a story that leads to misbehavior or defiance. 9 times out of 10, the story behind the misbehavior won't make you angry. It will break your heart.

– Annette Breaux

Is your  
classroom  
ready?







When you think about your student through the lens of trauma, what do you do differently?

☒ Attachment

☒ Regulation

☒ Trauma





COMMUNITY





Bruce  
Alexander





Morphine or Water?





100% Addicted

Is it the drug ...  
or is it the cage?

# Rat Park



# 0% Addicted



“Addiction is  
not about our  
chemicals. It  
is about our  
cages.”



What about people?

# Vietnam War





40% tried heroin  
20% were addicted



Lee Robins



95% of addicts  
stopped using when  
they returned home



Create Communities  
of Belonging

# DEGREES OF STRESS



POSITIVE

Brief increases in heart rate; intensified focus; mild elevation in levels of stress hormones

TOLERABLE

Serious but temporary stress responses mitigated by positive, buffering influences or relationships

TOXIC

Intense and prolonged activation of stress response systems without positive, buffering influences or relationships

# DEGREES OF STRESS



POSITIVE

Brief increases in heart rate; intensified focus; mild elevation in levels of stress hormones

TOLERABLE

Serious but temporary stress responses mitigated by positive, buffering influences or relationships

TOXIC

Intense and prolonged activation of stress response systems without positive, buffering influences or relationships



# “Positive Buffering Relationships”





# Google's Project Aristotle



# What Makes Teams Effective?



Norms?

Gender?

Friends?

Diverse?

Socialize?

Introvert?

Extrovert?

Similar interests?

Meeting Structure?

Technical Experience?

Norms?

Gender?

Friends?

Diverse?

Socialize?

Introvert?

Extrovert?

Similar interests?

Meeting Structure?

Technical Experience?

No  
Correlations

# Great Teams = Two Qualities





# #1 Equal Air Time



# #2 Attunement





# ZONES CHECK-INS: *VOICE AND ATTUNEMENT*

## The Zones of Regulation

### BLUE Zone

Sad  
Sick  
Tired  
Bored  
Moving slowly

*Low state of alertness*

### GREEN Zone

Happy  
Calm  
Feeling OK  
Focused  
Ready to learn

*I'm in control of myself*

### YELLOW Zone

Stressed  
Frustrated  
Worried  
Silly/Wiggly  
Excited  
Afraid

*I'm partly in control*

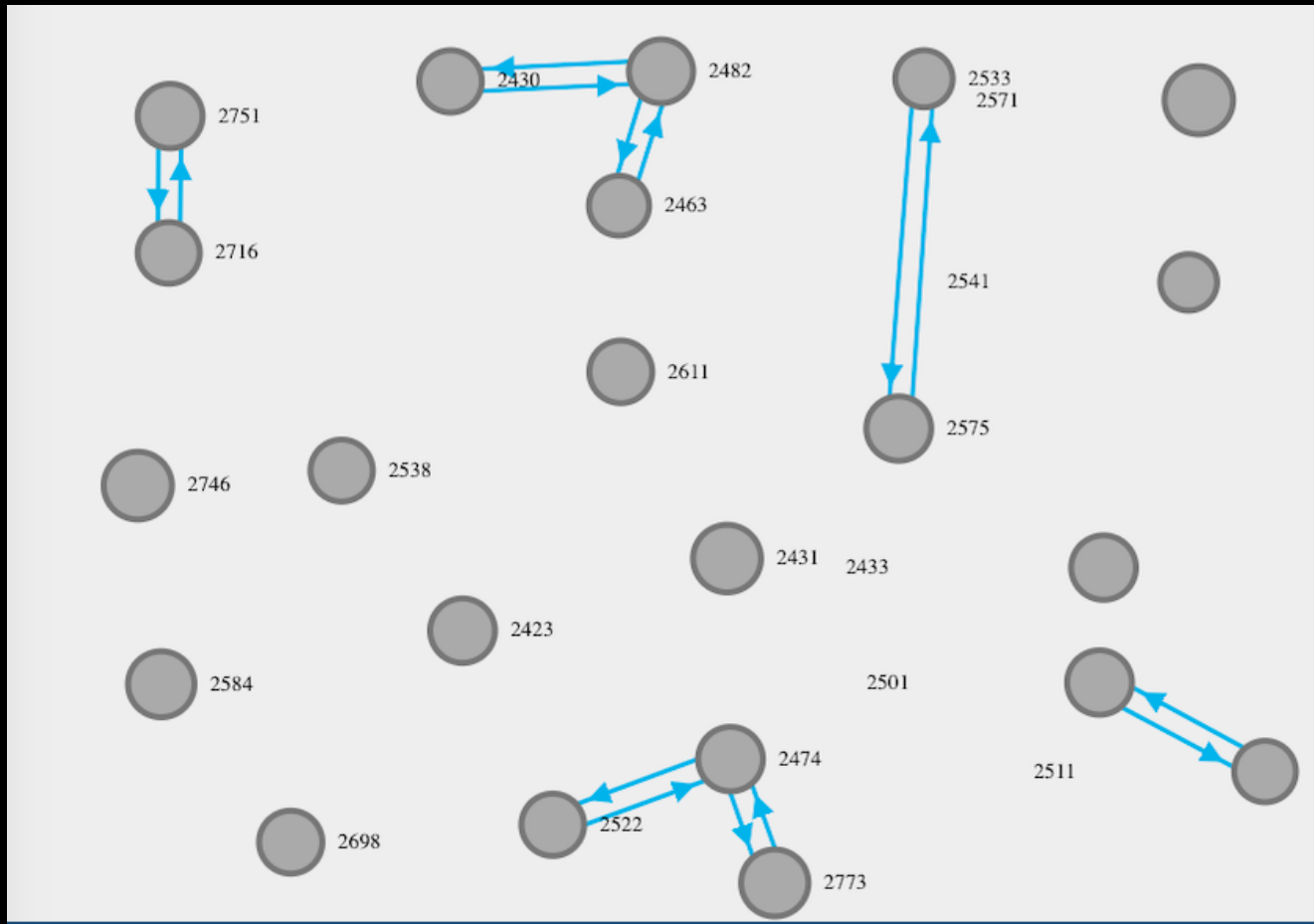
### RED Zone

Mad  
Mean  
Terrified  
Yelling/Hitting  
Panicked  
Enraged

*I'm out of control*

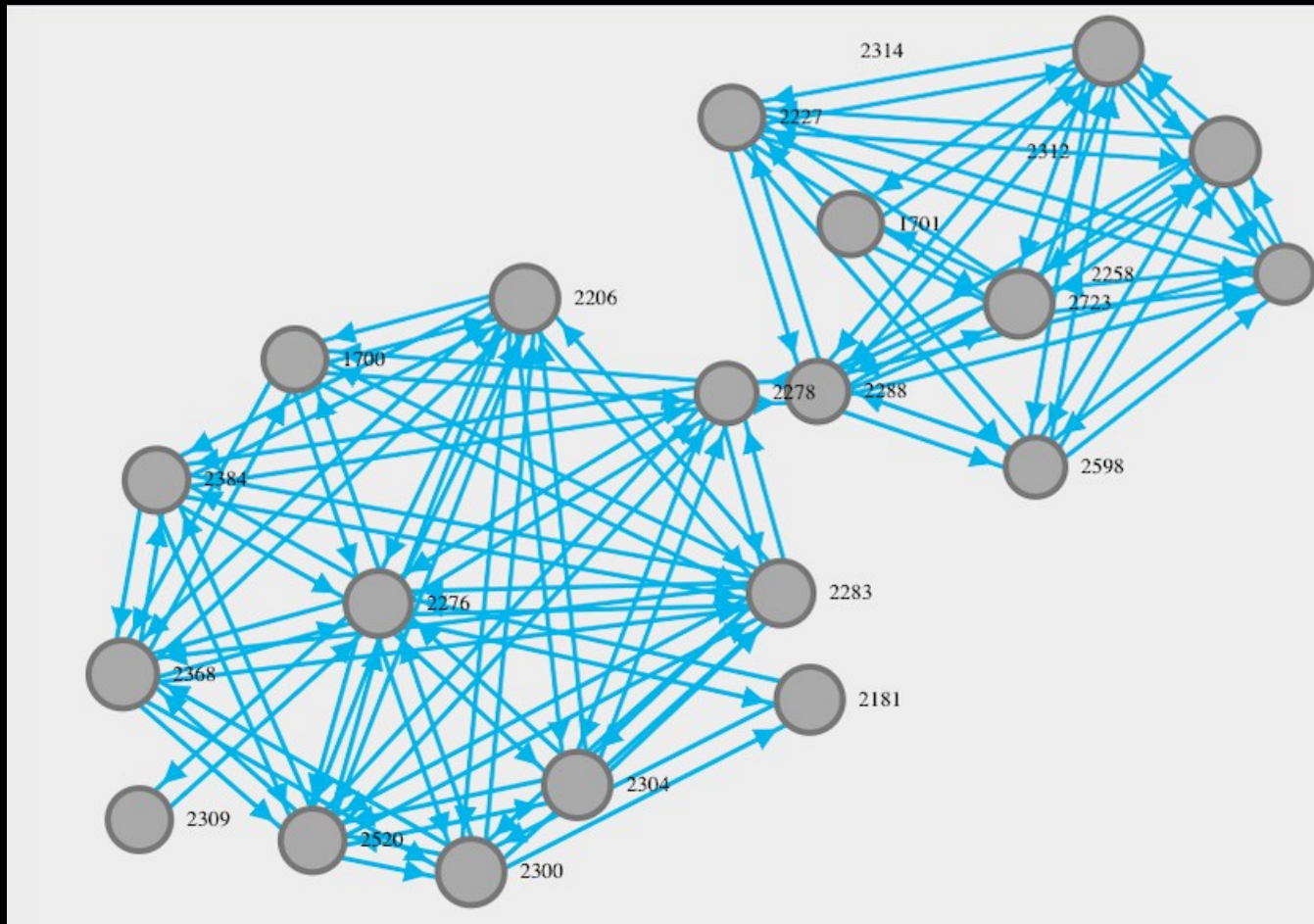
# Classroom Networking

## Without Zones Check ins



# Classroom Networking

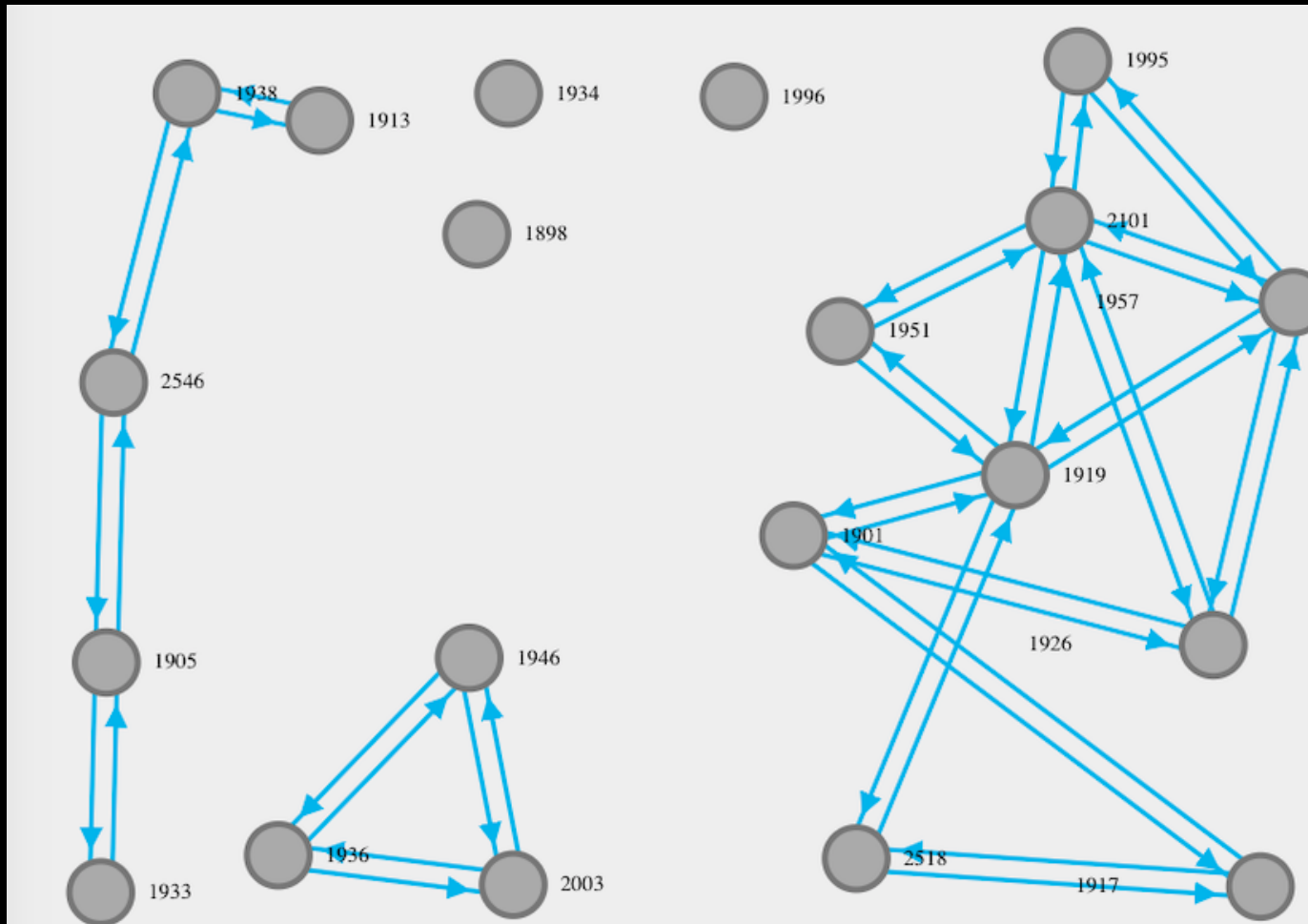
## With Zones Check ins



# Daily Class Meetings



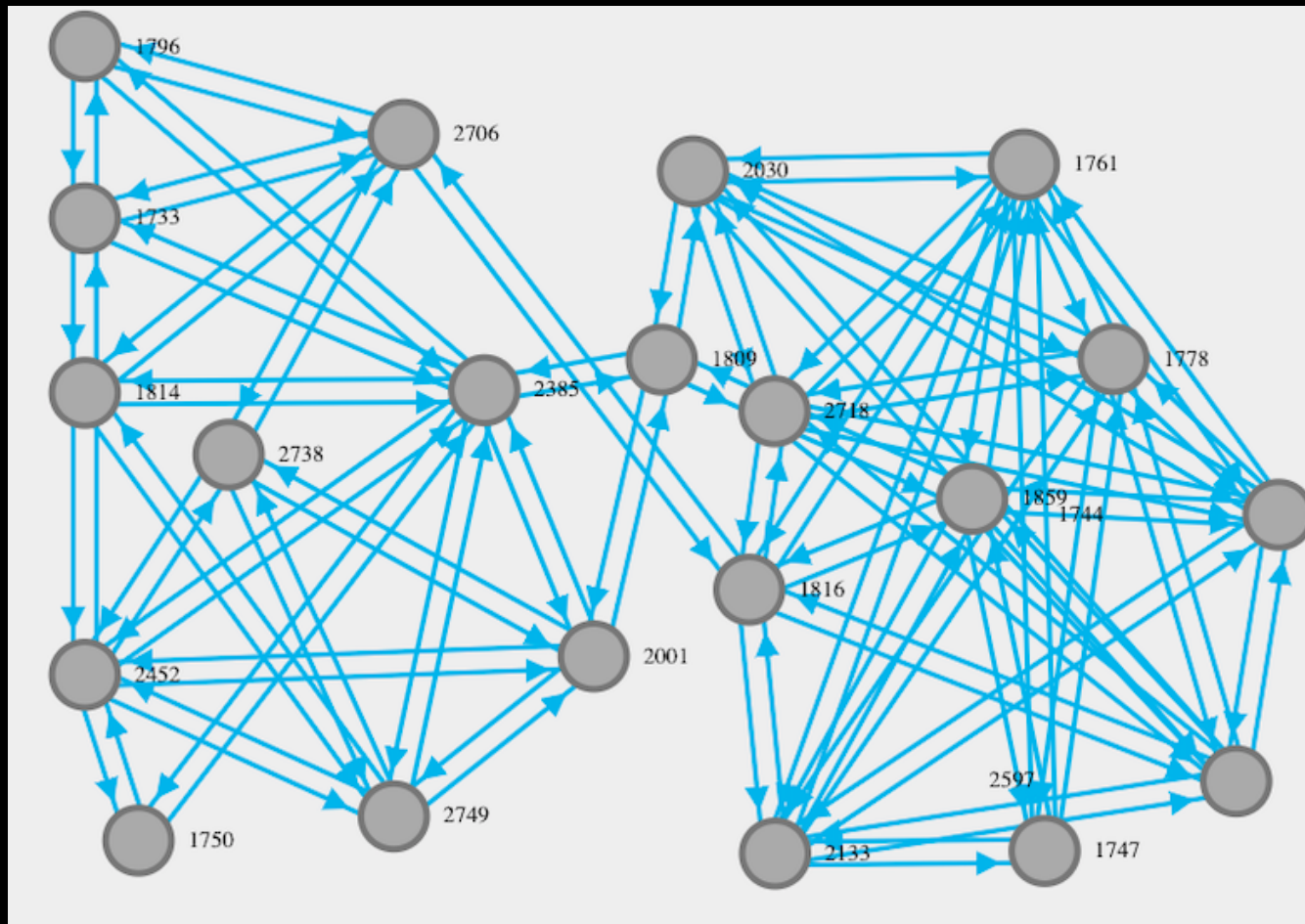
# Classroom Networking Without Daily Classroom Meetings





# Classroom Networking

## With Daily Classroom Meetings



# Psychological Safety





# Psychological Safety is ...

**A shared belief held by members of a team that the team is safe for interpersonal risk-taking.**

**A sense of confidence that the team will not embarrass, reject or punish someone for speaking up.**

**A team climate characterized by interpersonal trust and mutual respect in which people are comfortable being themselves.'**



Amy  
Edmundson

# Waco Texas, 1993



# Bruce Perry





“ If that girl sleeping there has a heart rate of under 100, I will leave.”

160





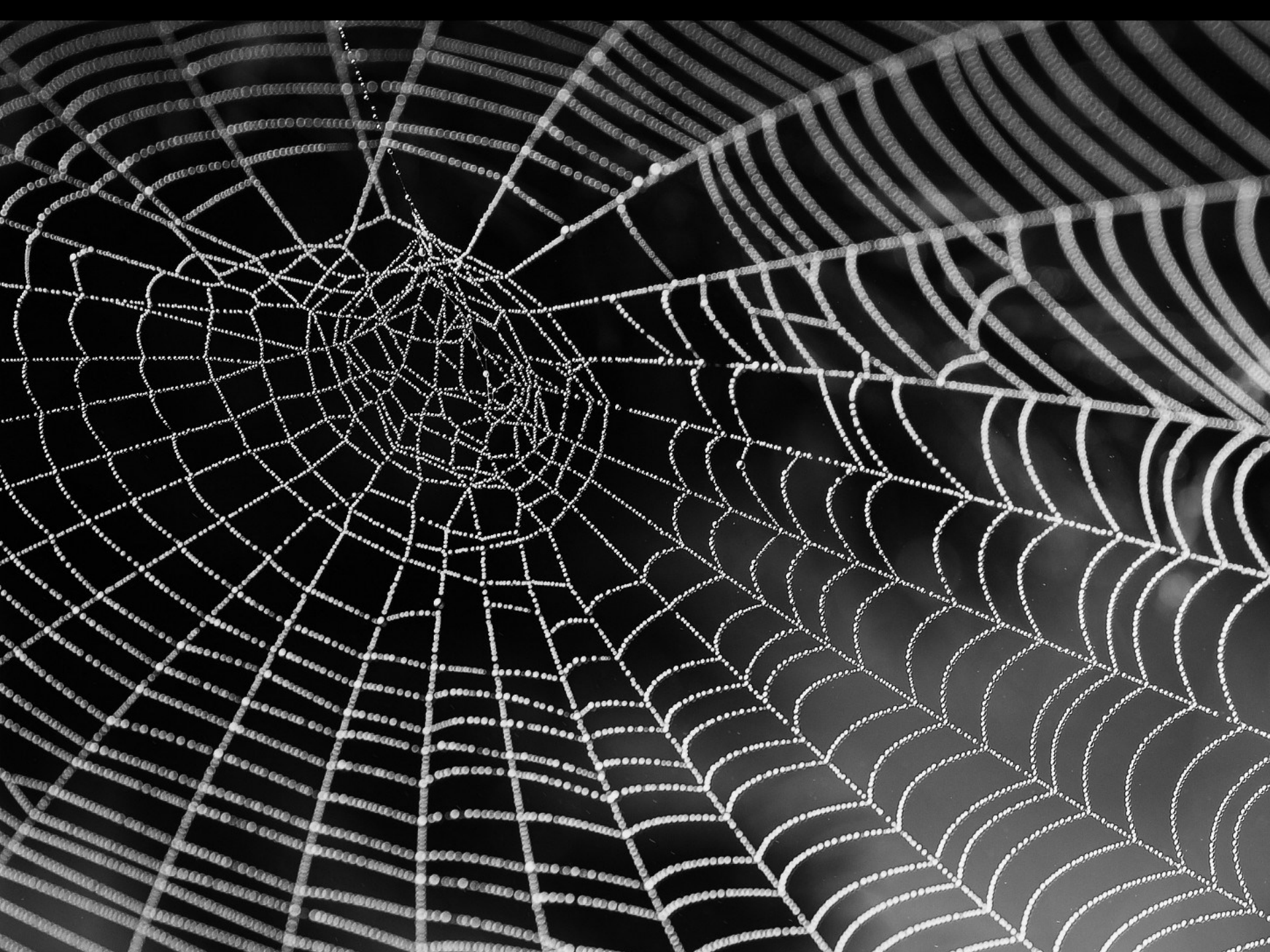
NO INDIVIDUAL THERAPY

## 3 Hours of Therapeutic Contact Per day

“Throughout the day kids would seek out small doses of support. One child might go up to the best adult hugger and get a hug; later that same day the child might find the funniest adult and get a laugh. The key here is that the children controlled the nature and duration of the interaction. Their heart rates began to go down. **A fifty minute therapy session might be part of treating trauma, but ideally it's simply one thread in a much larger web of therapeutic encounters.**”

# THE KEY TO COMMUNITY:

Creating a school with a  
**“large web of therapeutic  
encounters”**



Daniel













“A lot of people  
doing little things  
can do a lot of  
good.”

Malcolm Gladwell  
*Revisionist History Podcast*  
*Season 7, Episode 6*



  
**Children's**  
Memorial Hospital

→ **Children's  
Pediatric  
Emergency**

↑ **Main Entrance  
Pedestrian**

← **Vehicle  
Entrance  
(East on Fullerton)**

# Cory Booker



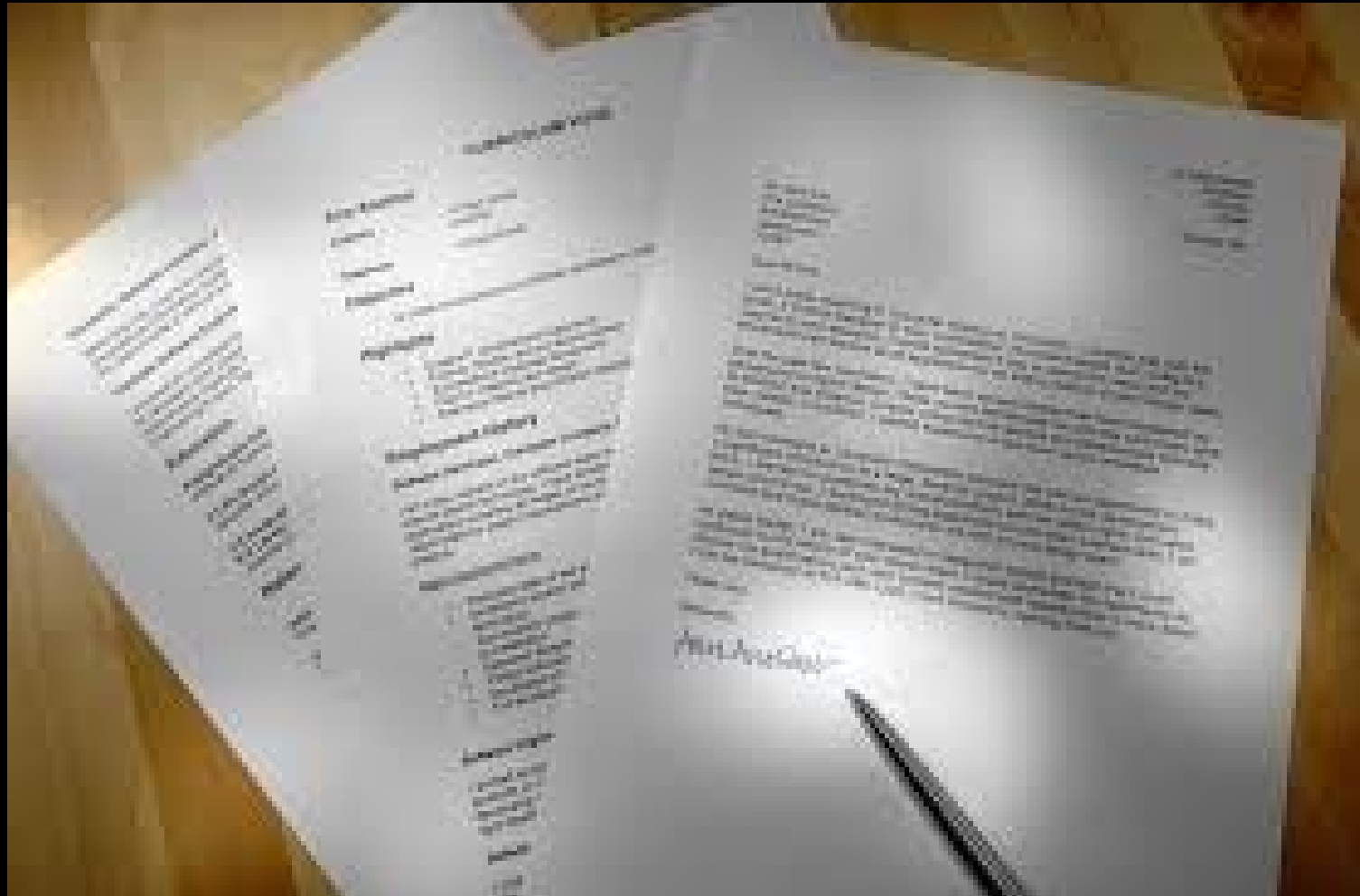
# Brick Towers



Virginia  
Jones



# 5<sup>th</sup> Grade









Jono





When your student is  
struggling,  
what do you see?

☒ Attachment

☒ Regulation

☒ Trauma





COMMUNITY



# Something Unexpected Happened In Spring 2020





"The well-being of these students **actually improved**. As classes and exams were canceled, grading moved to pass/fail and extracurricular activity ceased, they reported lower levels of stress, anxiety and depression compared with 2019."

~ Suniya Luthar



# Homework



# Sleep





COVID  
7.0-7.8  
hours/night



ADHD  
Obesity  
Behavior  
Academics  
Social Skills



“A sleepy sixth grader will perform in class like a fourth grader. A loss of one hour of sleep is equivalent to the loss of two years of cognitive maturation and development.”

~ Bronson and Merryman

# Schedules





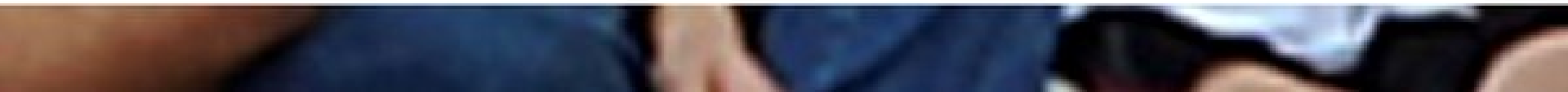






**YUP, WE BLEW IT.**

---





“ But these improvements were short-lived. Beginning in the fall of 2020, as schoolwork ramped back up, the mental health of adolescents returned to pre-pandemic levels or worse.”

## Student Ideas:

Know our stories  
Go outside  
More breaks  
Less homework  
Tech checks  
Group work





Our Lives Should Be  
Consistent  
With Our Biology:

Movement  
Outdoors  
Collaborative  
Connected  
Curiosity  
Breathe



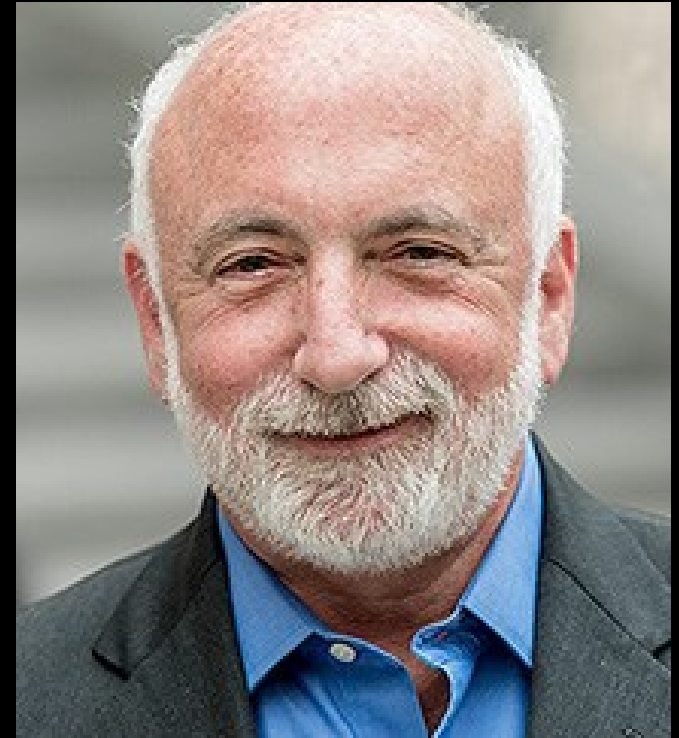


**WARNING**

Don't try to do  
more to make up  
for "lost learning."

# COVID and Development

“Do kids need certain kinds of experiences at this point in their lives in order to be able to develop normally? Yes, but there’s no reason to think an interruption like this is going to cause permanent damage. The plasticity afforded by the childhood brain at this age allows for recovery.”



Laurence Steinberg



Was it a **lost** 2 years?

Or years of discovery  
and transformation?

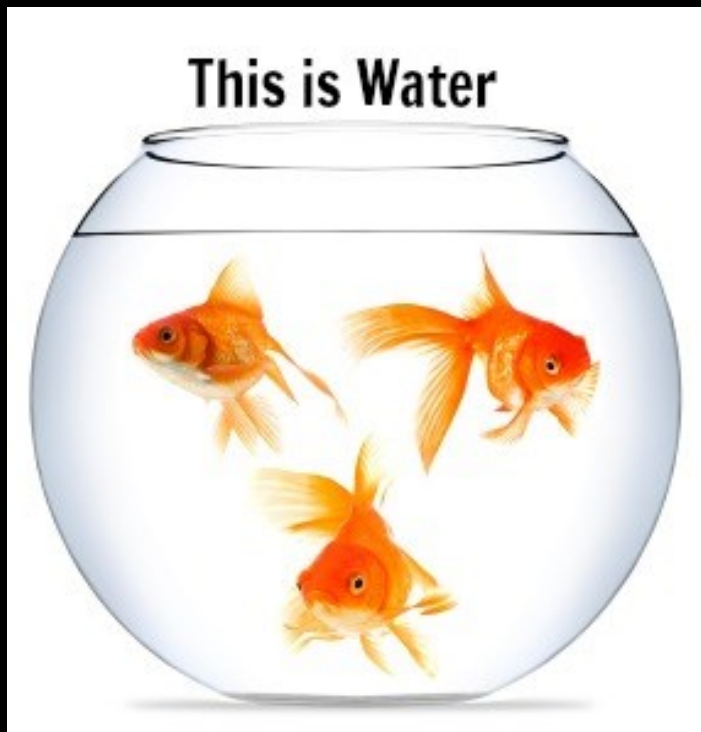
A conceptual image featuring a bright spotlight beam originating from the upper left corner and illuminating a horizontal oval shape on a dark, flat surface. The background is entirely black, emphasizing the light source and its effect.

COVID shined a light  
on our children and  
our community

# David Foster Wallace

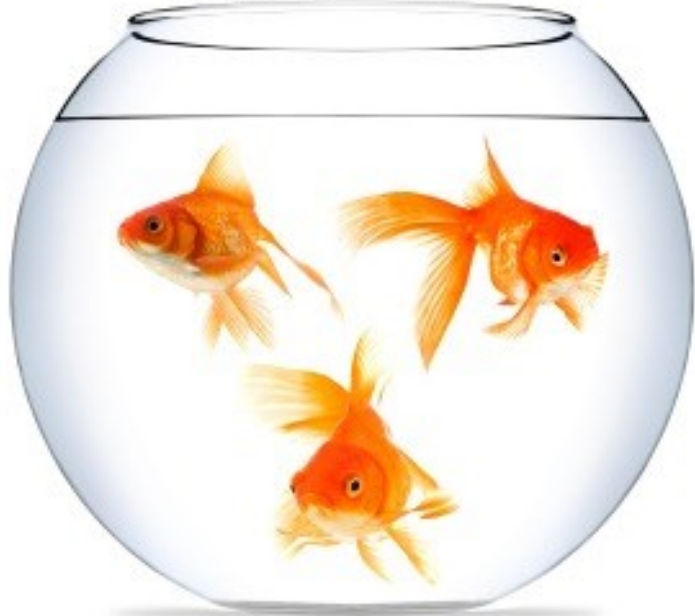
Kenyon College  
2005 Commencement Address





There are these two young fish swimming along, and they happen to meet an older fish swimming the other way, who nods at them and says, "Morning, boys, how's the water?" And the two young fish swim on for a bit, and then eventually one of them looks over at the other and goes, "*What the hell is water?*"

**This is Water**



“The immediate point of the fish story is that the most obvious, ubiquitous, important realities are often the ones that are the hardest to see and talk about.”





Now that we  
know

what will we do?

# 4 Things We Need To Do To Change The World

Bryan Stevenson  
Equal Justice Initiative



# 4 Things We Need To Do To Change The World

1. Get close to the problem



# 4 Things We Need To Do To Change The World

1. Get close to the problem
2. Change the narrative



# 4 Things We Need To Do To Change The World

1. Get close to the problem
2. Change the narrative
3. Choose to do uncomfortable things in the service of justice



# 4 Things We Need To Do To Change The World

1. Get close to the problem
2. Change the narrative
3. Choose to do uncomfortable things in the service of justice
4. Protect our hopefulness



# 2030's Classroom









Always Leave Your  
Light On



**MY**

**ONE**

**WORD**