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RELATiONSHiPs: Partnering Altogether to Raise Achievement

Anthony M. Chiles

Burke County School District, achiles@burke.k12.ga.us

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R.E.L.A.T.i.O.N.S.H.i.P.-s



**Partnering
Altogether
to
Raise
Achievement**

Key Takeaways

- How I can grow personally
- How I can grow professionally
- Building upon my strengths and weaknesses
- Learning how to work together

Learning by: example, exposure & experience

Achievement?

- What is your definition of achievement?
- Activity #1:
 - Write down your definition of achievement and share it with your neighbor.
 - What does this look like for Students, Staff, School, Families/Communities?

Learning by: example, exposure & experience

Achievement

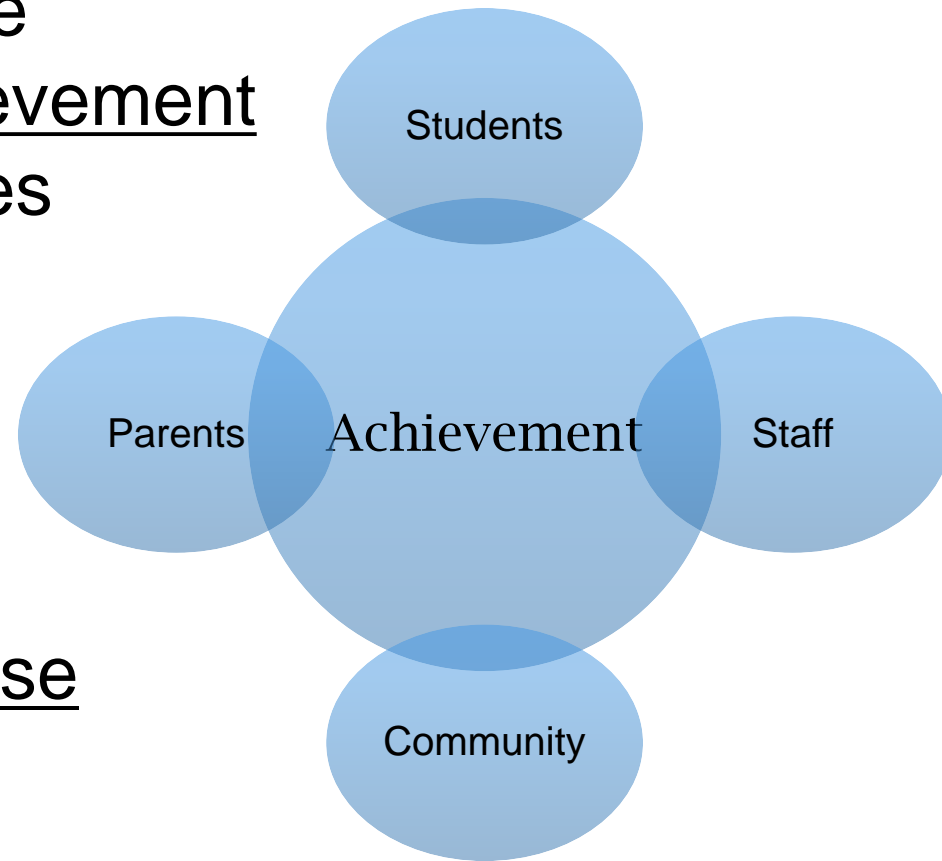
Noun. [uh-**cheev**-muhnt]

- a **thing** done successfully, typically by effort, courage, or skill.
- *Example: “Happiness is not in the mere possession of money; it lies in the joy of achievement, in the thrill of creative effort.”*

Franklin D. Roosevelt

Leverage

- Harnessing the power of achievement from all sources
- What is the number one thing we can leverage to raise achievement?



R.E.L.A.T.i.O.N.S.H.i.P.-s

YOU

Reality Empathy

Lifelong-Learning Active

Timing influence Organization Networking

Support Harmony Investment Practice

SUSTAINABILITY

Learning by: example, exposure & experience

Educator's Role

- ✓ leading small group instruction designed by the teacher
- ✓ gathering materials
- ✓ providing assistance for personal care and other physical needs
- ✓ assisting students to complete directions given by the teacher
- ✓ facilitating interactions between students
- ✓ adapting lessons under the teacher's guidance
- ✓ executing other, often unseen, but very important tasks for the classroom community

Learning by: example, exposure & experience

Reality

Noun. [ree-**al**-i-tee]

- the state or quality of being real.
- a real thing or fact.

- *Example: “We are more often frightened than hurt; and we suffer more from imagination than from reality”.*

Lucius Annaeus Seneca

reality vs "reality"

- Are you living in reality or "reality"
- Activity #2:
 - Hold up the sign to which you believe the picture represents reality or "reality".
 - Share with your partner.



Learning by: example, exposure & experience



Learning by: example, exposure & experience



Learning by: example, exposure & experience

\$22 Million in 2018



Learning by: example, exposure & experience

\$18 Million in 2018



Learning by: example, exposure & experience

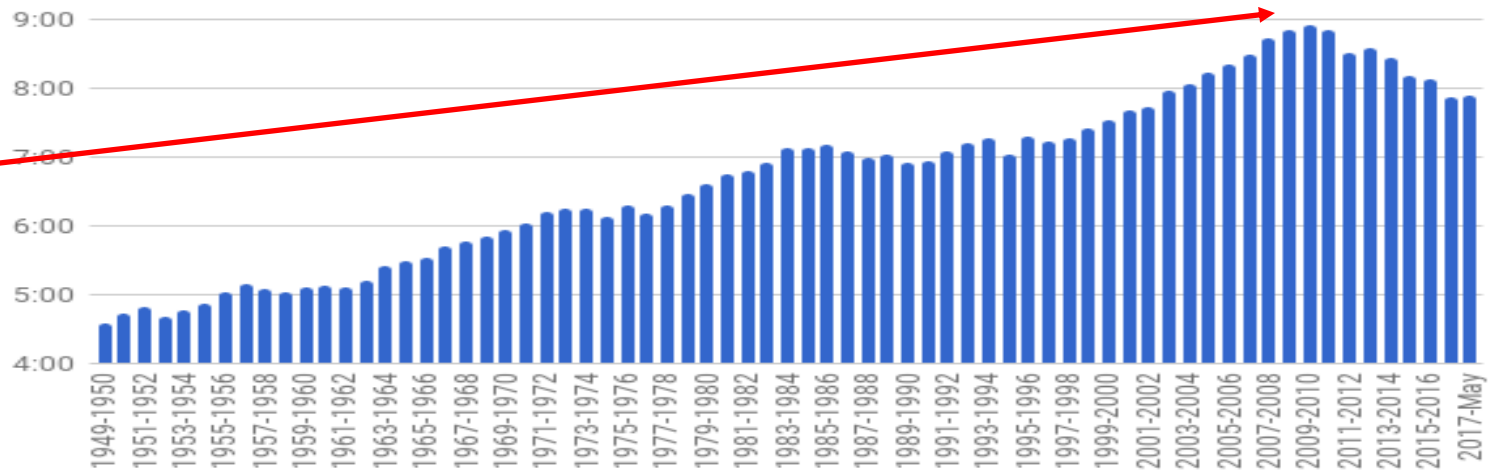


Learning by: example, exposure & experience

Reality

- People's perceptions (reality) about the world around them are being shaped by media.
- Media now consumes most people's time.
- Mobile devices now can be taken anywhere.

Hours of TV American Households Watch Per Day



Intro of
iPhone
(streaming
services)

Learning by: example, exposure & experience

Reality

- What do you think about:

this child >

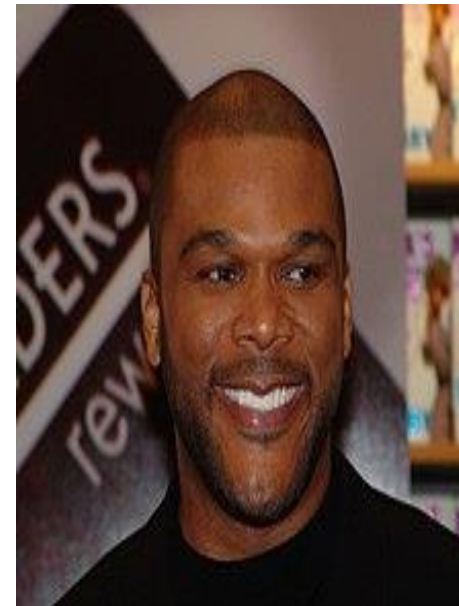
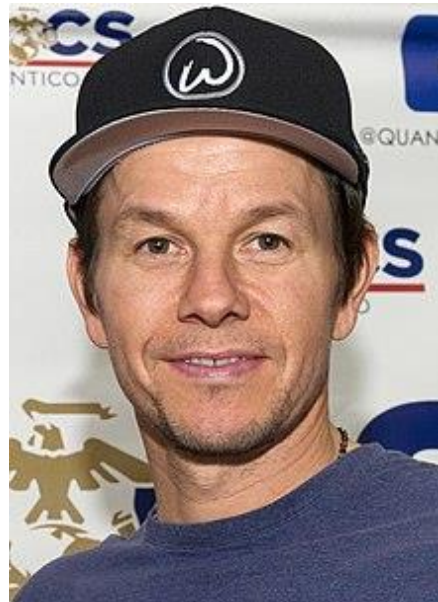


< this parent

Learning by: example, exposure & experience

Reality & Achievement

- Thoughts about people's looks/behaviors determines how we **treat** them.
- We must constantly keep our perceptions about what we see/say in check.



Learning by: example, exposure & experience

Empathy

Noun. [**em**-puh-thee]

- the ability to understand and share the feelings of another.
- *Example: “It’s the ability to step into the shoes of another person, aiming to understand their feelings and perspectives, and to use that understanding to guide our actions”*

Roman Krznaric, Ph.D

Learning by: example, exposure & experience

Empathy

3 Habits to Build Strong Empathy

1. Challenge Prejudices and Discover Commonalities
2. Listen Hard and Open Up
3. Try Another Person's Life

Making the Connection:

- Students
- Parents
- Staff

Learning by: example, exposure & experience

Empathy

Student Example

Storyline: Samuel is in an inclusion class and has a diagnosis of ADHD. Samuel is hyperactive in class and cannot stay in his seat on a daily basis. On Friday, Samuel had a rough day and ended up running another student over while in line. You see Samuel coming down the hall running on Monday morning as the bell rings.

- What are you thinking?
- What are you going to do?

Learning by: example, exposure & experience

Empathy

Parent Example

Storyline: Ms. Johns has been called 4 times this week concerning her child Zavion and his continual misbehavior (disrupting class, picking on other students, not completing work). She just called back and told you that she's working and doesn't have time to talk to you nor come visit.

- What are you thinking?
- What are you going to do?

Learning by: example, exposure & experience

Empathy

Staff Example

Storyline: Mrs. Weathersby has been very short with a lot of staff members the last week or so. You just saw her yell at a student in the hallway and then go into the workroom and use another person's code to make copies. Rumor has it that she is getting a divorce from her husband of 15 years, but no one really knows.

- What are you thinking?
- What are you going to do?

Learning by: example, exposure & experience

Pity vs Empathy

- Pity and often times aggression destroy opportunities for people to use what they know about someone to support them in areas they need help in.
- Childhood Trauma at an early age actually damages the areas of the brain that help people have empathy.
- 3 Common Situations
 - Where a student lives
 - How many jobs a parent is working
 - The latest gossip for a staff member true or false

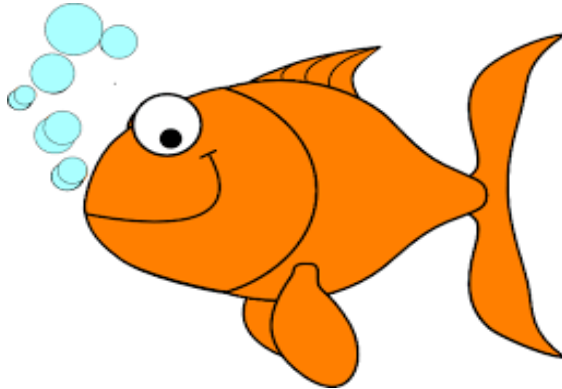
Learning by: example, exposure & experience

Seeking to Understand

- Where a student lives
 - "That's no excuse why they don't have pencils for class"
 - "By having class materials for Sam, we can focus on his learning"
- How many jobs a parent is working
 - "They are going to have to loose money and come and sit with their child ALL this week"
 - "Let's plan to try and visit the home so mom can meet us"
- Gossip for a staff member: true or false?
 - "I don't like spreading stuff but did you here about Mel?"
 - "I noticed this week Mel hasn't been herself, I'm going to go talk with her and see what may be wrong"

Learning by: example, exposure & experience

Attention Span



Goldfish - 9 Seconds



People - 8 Seconds

AVERAGE CONCENTRATION SPAN BY AGE

Age x 2 to 5 minutes = Average Concentration Span



AGE	AVERAGE CONCENTRATION SPAN
4	8 – 20 MINUTES
5	10 – 25 MINUTES
6	12 – 30 MINUTES
7	14 – 35 MINUTES
8	16 – 40 MINUTES
9	18 – 45 MINUTES
10	20 – 50 MINUTES
11	22 – 55 MINUTES
12	24 – 60 MINUTES

 TeachStarter.com

Learning by: example, exposure & experience

Lifelong-Learning

Noun. [**lahyf-lawng lur-ning**]

- Knowledge acquired by systematic study in a any field or scholarly application.
- *Example: “Wisdom is not a product of schooling, but of the lifelong attempt to acquire it.”*

Albert Einstein

Learning by: example, exposure & experience

Do You Know?

How much do you know about your most difficult student/parent?

- Activity #3:
 - Write down 1 thing your most difficult student is good at/likes?
 - Write down 1 thing your most difficult parent loves about their child?

Event



Learning by: example, exposure & experience

Experience



Learning by: **example**, **exposure** & **experience**

Neuroplasticity

Current Brain Research (benefits)

- Recovery from brain events like strokes.
- Recovery from traumatic brain injuries.
- Ability to rewire functions in the brain (e.g., if an area that controls one sense is damaged, other areas may be able to pick up the slack).
- Losing function in one area may enhance functions in other areas (e.g., if one sense is lost, the others may become heightened).
- Enhanced memory abilities.
- Wide range of enhanced cognitive abilities.
- More effective learning (Promising for ADHD Diagnosis)

<https://positivepsychologyprogram.com/neuroplasticity/>

Learning by: example, exposure & experience

Leaders are Readers

Bill Gates Top 5 Books for 2018

1. Educated by Tara Westover
2. Army of None by Paul Scharre
3. Bad Blood by John Carryrou
4. 21 Lessons for the 21st Century by Yuval Noah Harari
5. The Headspace Guide to Meditation and Mindfulness, by Andy Puddicombe

How many books have you read this year?

Learning by: example, exposure & experience

Learning Hurdles

- ✓ assisting students to complete directions given by the teacher
 - Students do the same thing every time, what have you done differently?
- ✓ facilitating interactions between students
 - Students often do have personality conflicts with each other.
- ✓ executing other, often unseen, but very important tasks for the classroom community
 - Do you feel “valued” as one who has to perform other duties not often written out?

RELATIONSHiPs are the key!

Learning by: example, exposure & experience

Active

Adjective. [**ak-tiv**]

- Engaged in action; characterized by energetic work, participation, etc.
- *Example: “Observation is a passive science; experimentation an active science”*

Claude Bernard

The Act of Sitting



Learning by: example, exposure & experience

Pro-Action: Brain Breaks



Learning by: example, exposure & experience

On The Move

- When there is an energy imbalance, often it is because we are not as active as we should be.
- Children need to be active sixty minutes each day.
- Adults should be active 30 minutes each day.

*Centers for Disease Control and Prevention. *The Association Between School-based Physical Activity, Including Physical Education, and Academic Performance*. Atlanta, GA: U.S. Department of Health and Human Services; 2010

Learning by: example, exposure & experience

“Active” Kids Today

Devices

- PS4, Xbox 1, Tablets, Phones

Games

- \$\$Fortnite\$\$, Call of Duty, Badland
Grand Theft Auto

Addictive Engineering = Truth About Tech

DOPAMINE HIGH!!!

Fortnite
made
Nearly
\$290M
in the
month
of April
2018.

Learning by: example, exposure & experience

60 Minutes of Activity Daily

- Vigorous activity: Running, jumping rope
- Moderate activity: Walking, playing games, yard work
- Muscle strengthening: Wall climb, push-ups
- Flexibility activities: Stretching, yoga

10 minutes at a time



Learning by: example, exposure & experience

Active in the Class

Students:

- Greet students at the door.
- Walk around the room during instruction.
- Play with students during recess

Parents:

- If you know certain parents, share information with the teacher.

Staff

- Work with other paraprofessionals regarding classroom management, collaboration, etc.

Learning by: example, exposure & experience

Educator's Role

- ✓ leading small group instruction designed by the teacher
- ✓ gathering materials
- ✓ providing assistance for personal care and other physical needs
- ✓ assisting students to complete directions given by the teacher
- ✓ facilitating interactions between students
- ✓ adapting lessons under the teacher's guidance
- ✓ executing other, often unseen, but very important tasks for the classroom community

Lots of things in so little time!

Learning by: example, exposure & experience

Timing

Noun. [**tahy**-ming]

- the selecting of the best time or speed for doing something in order to achieve the desired maximum result.
- *Example: "You don't have to swing hard to hit a homerun. If you've got the timing, it'll go".*
Yogi Berra

Timing Strategies

Three strategies to help improve your time for personal, family & professional growth.

1. Know How You Spend Your Time
2. Set Priorities
3. Avoid Multi-tasking

1. Know How You Spend Your Time

- Keeping a time log is a helpful way to determine how you are using your time

Arrive @ WP Bus Duty, 7	Arrive @ WP Bus Duty, 7	Bus Duty, 7:30 Arrive @ WP
SEL Announcement, 8am	Admin Meeting -, 8:15am	Teacher Meeting, 8:15am
STAR Testing - PL Lab 9 - 9:45am	STAR Testing - PL Lab 9 - 9:45am	TKES Support Email, 9am
Attendance Meetin, 10am	Counselor M 9:45am Parent Phone	PBIS Meeting Prep 9:30 - 10:30am
TKES Obs input, 10:30am		Parent Phor, Parent Phone
Anger Group, 11am	Student Intervention - CD 11:15am - 12:15pm	PPC Back - Mr. J, 11:38am
CICO Check - ALL S, 12pm	Student Int, 12:15pm Teacher Mee	PPC Back - Ms
Lunch, 12:30pm	CDT Sca PBIS Tier 2 Writing Meeting Room 1 - 2:15pm	PK - Student Grandpa & Ginge Tutors M - (Wallish / Murray)
CICO Check - ALL St, 1pm	1 - 3:30pm	PBIS Me 1 - 2pm
Student Intervent, 1:30pm	Adkins Mee, 2:30pm Student Inter	Teacher 12:30 - 2:30pm
Student Intervent, 2:30pm	Bus Duty, 3pm	Student Inter Student Inter
Bus Duty, 3pm		Bus Duty, 3pm
Parent Teacher C, 3:30pm	PBIS Tie 3:15 - 4	
Leave WPS, 4pm	Leave WPS, 4pm	PPC Back - Ms. Rod, 4pm
		Leave WPS, 4:30pm

2. Set Priorities

- Determine what is important versus what is urgent.
- Most important tasks are usually not the most urgent, but we spend time on these.

Urgent	Not Urgent
Important	Not Important

Covey, S. R., Merrill, A. R., & Merrill, R. R. (1994). *First Things First: To Live, to Love, to Learn, to Leave a Legacy*. New York: Simon & Schuster.

MacKenzie, A. (1990). *The Time Trap* (3rd ed.). New York: American Management Association.

3. Avoid Multi-tasking

- Recent psychological studies have shown that multi-tasking does not actually save time
- You lose time when switching from one task to another, resulting in a loss of productivity
- Routine multi-tasking may lead to difficulty in concentrating and maintaining focus when needed. (conversations with people)
- **Example:** During planning time (copying papers, filling out newsletters, + answering email).

Rubinstein, J., Meyer, D. & Evans, J. (2001). Executive control of cognitive processes in task switching. *Journal of Experimental Psychology – Human Perception and Performance*, 27(4), 763-797

Learning by: example, exposure & experience

influence

Noun. [**in**-floo-uhns]

- the capacity or power of persons or things to be a compelling force on or produce effects on the actions, behavior, opinions, etc.; of others
- *Example: “Be selective about your external influences. Your multi-dimensional brain is influenced by everything you see, hear, read, smell, touch, feel or say”.*

Brian Tracy

Learning by: example, exposure & experience

Detect Your Influence

3 ways you can determine if your influence is real or fake:

1. Authenticity
2. Trust
3. Unity

Authenticity

- Authenticity lives in the details we share about our lives.
- We have more in common than we think.
- Influence is not about "showing someone up", but recognizing we all have areas to improve on.
 - Ex: "This is my line, get in it!"
 - Ex: "That parent lets their kid run over them."

Learning by: example, exposure & experience

Trust

- Trust is earned through consistent radical honesty that starts with intention.
- Trust comes from a sense of common values and beliefs
- How willing are you to trust other people with your lives?

Activity #4:

- Falling (10 Volunteers)

Unity

“And if one prevail against him, two shall withstand him; and a threefold cord is not quickly broken”

- Ecclesiastes 4:12

- Technology is uniting us like never before, but also changing how we make, maintain and grow our relationships.
- In a recent YPulse survey 48 percent of 13–34 year olds said they have connected with someone they never met.
 - People sometimes are more cordial and respectful to people they've never met vs people they know. (family)

<https://www.adweek.com/brand-marketing/3-ways-to-determine-if-an-influencers-impact-is-real-or-fake/>

Learning by: example, exposure & experience

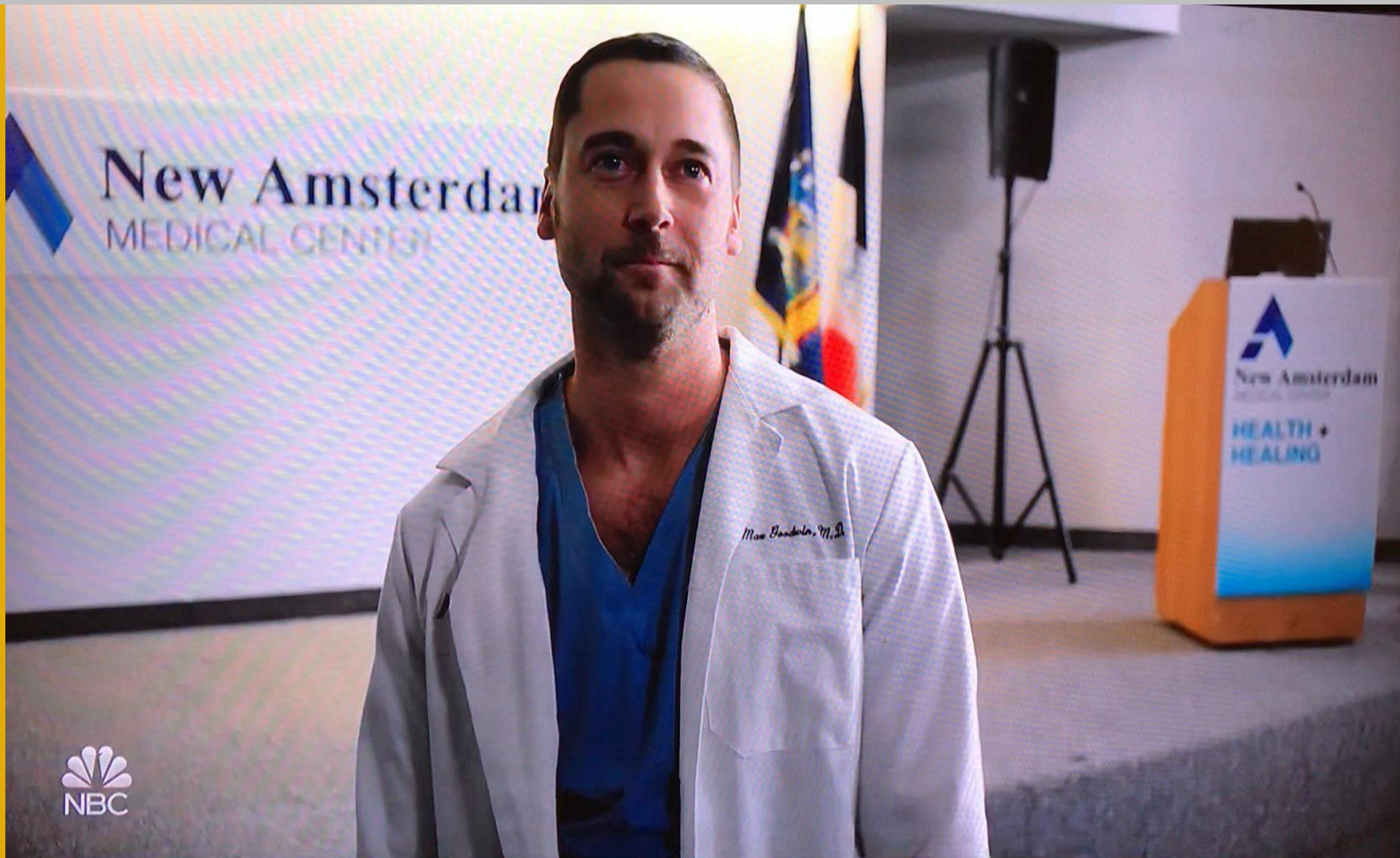
Organization

Noun. [awr-guh-nuh-**zey**-shuh n]

- to form as or into a whole consisting of interdependence or coordinated parts, especially for united action.
- *Example: Teams that consistently perform at the highest levels are able to come together and be unified across the organization - staff, players, coaches, management, and ownership. When everyone is on the same page, trust develops, and teams can grow and succeed together.*

- Jerry Reinsdorf

We Are the System



Learning by: example, exposure & experience

Communication

- Communication is critical, not only to the success of the students in the classroom, but also to the collaborative relationship.
- Both teacher and paraprofessional can improve on their communications with each other, set and follow expectations, and discuss issues frequently.
- Communicating effectively is vital to keeping lessons on track and quickly resolve miscommunications or misunderstandings.

<https://susanfitzell.com/collaborating-with-paraprofessionals/>

Learning by: example, exposure & experience

Teacher/Parapro Classroom Plan

- Establish a plan (policy & procedure)
 - Write it down, allow it to be visible
 - Create expectations for Teacher + Student
 - Plan your system so you have options
 - Model your plan
- Documentation (implementation)
 - Create a Behavior/Discipline Log
 - Document EVERYTHING that goes on
 - Emails, texts, Chats, Class Dojo
 - Phone Conversations, Conferences

Learning by: example, exposure & experience

Information

5 Ways to Handle Information you receive:

1. Throw it away, delete it, or otherwise get rid of it.
2. Delegate it: give it to someone else to do, file, or respond.
3. Act on it yourself. Then throw it away or file it.
4. File it temporarily until it needs action or until additional information is received.
5. File it permanently where you can easily find it later.

Dodd, P., & Sundheim, D. (2005). *The 25 Best Time Management Tools and Techniques: How to Get More Done Without Driving Yourself Crazy*. Ann Arbor, MI: Peak Performance Press, Inc.

Learning by: example, exposure & experience

Networking

Noun. [**net-wur-king**]

- Supportive system of sharing information and services among individuals and groups having a common interest.
- *Example: “Giving connects two people, the giver and the receiver, and this connection gives birth to a new sense of belonging.”*

Deepak Chopra

Social Experiment

- We have an innate ability to find people that have the same beliefs as us.
- We are social creatures by design.

Activity #5

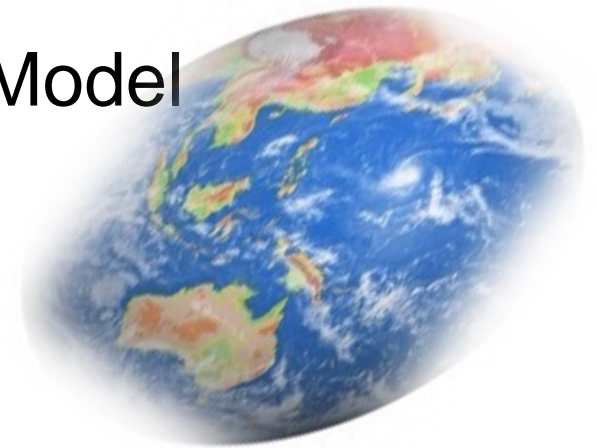
- When the announcer asks if you like or associate with the following: - stand up.
 - Avon
 - Comedies
 - Passport
 - Fried Chicken
 - Tom Cruise
 - Cruise
 - Georgia FB
 - Soap Operas
 - Facebook

Learning by: example, exposure & experience

PSC Rules Connection

Old F.L.A.T. View of Professional Learning

- F – Failed to Connect
- L – Lacked Relevance
- A – A One Size Fits All Model
- T – Totally Useless



Learning by: example, exposure & experience

PSC Rules Connection

Job Embedded Learning will focus on

- Working on the work
- Working smarter
- Working collaboratively
- Using workshops and other resources to support the work of teaching and learning
- Learning to use protocols to guide professional learning

Learning by: example, exposure & experience

PSC Rules Connection

New R.O.U.N.D. View of PL

- R – Relevant
- O – On-Going
- U – Utilizes Team Talents
- N – Neutralizes Barriers
- D – Designed with Student Learning in Mind

Learning by: example, exposure & experience

Support

Verb. [suh-**pawrt**, -**pohrt**]

- to bear or hold up; (a load, mass, structure, etc.); serve as a foundation.
- *Example: “Our prime purpose in this life is to help others. And if you can't help them, at least don't hurt them”.*

Dalai Lama

Educator's Role

- ✓ **leading** small group instruction designed by the teacher
- ✓ **gathering** materials
- ✓ providing **assistance** for personal care and other physical needs
- ✓ **assisting** students to complete directions given by the teacher
- ✓ **facilitating** interactions between students
- ✓ **adapting** lessons under the teacher's guidance
- ✓ **executing** other, often unseen, but very important tasks for the classroom community

Learning by: **example, exposure & experience**

School Support

Academic

- Tutoring
- Small Group
- Remediation

Behavior

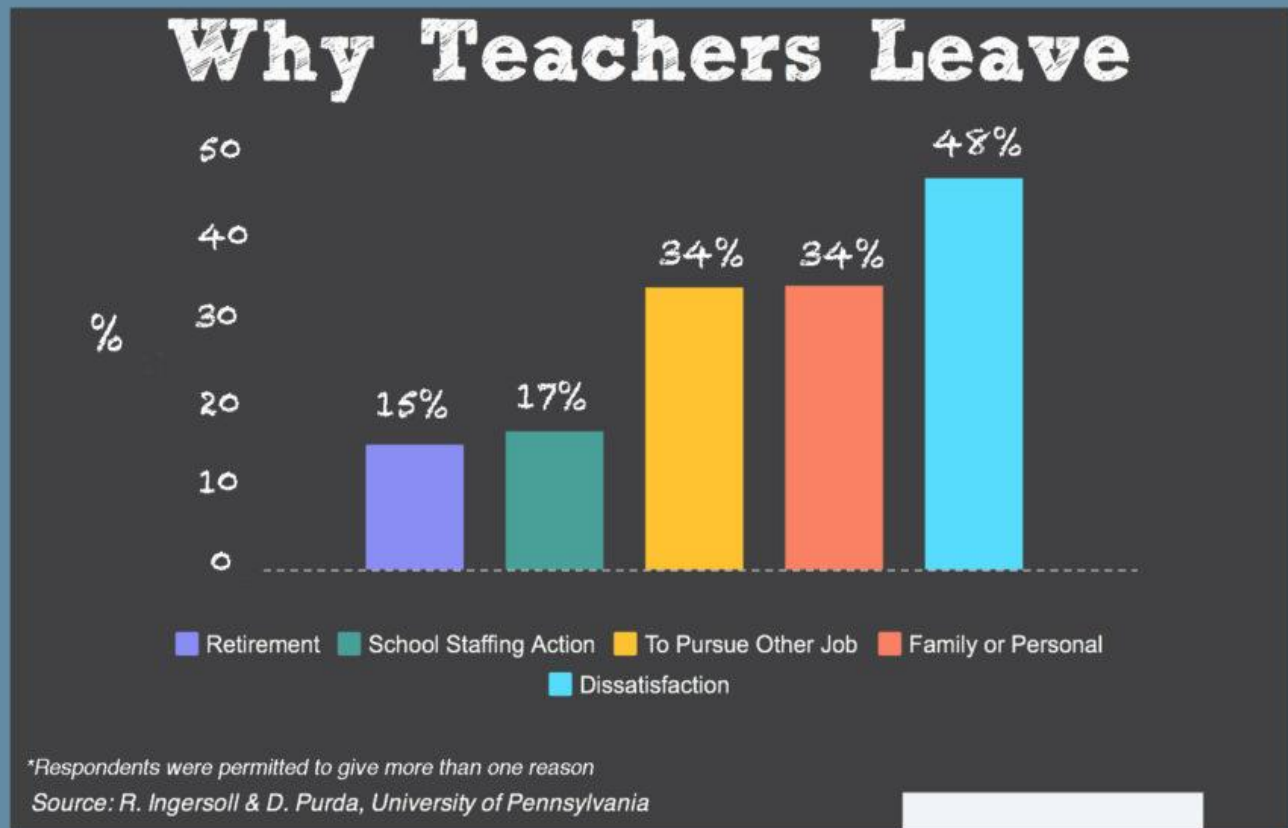
- PBIS
- SEL
- Love and Logic

Implement
with
FIDELITY



Learning by: example, exposure & experience

Teaching Data

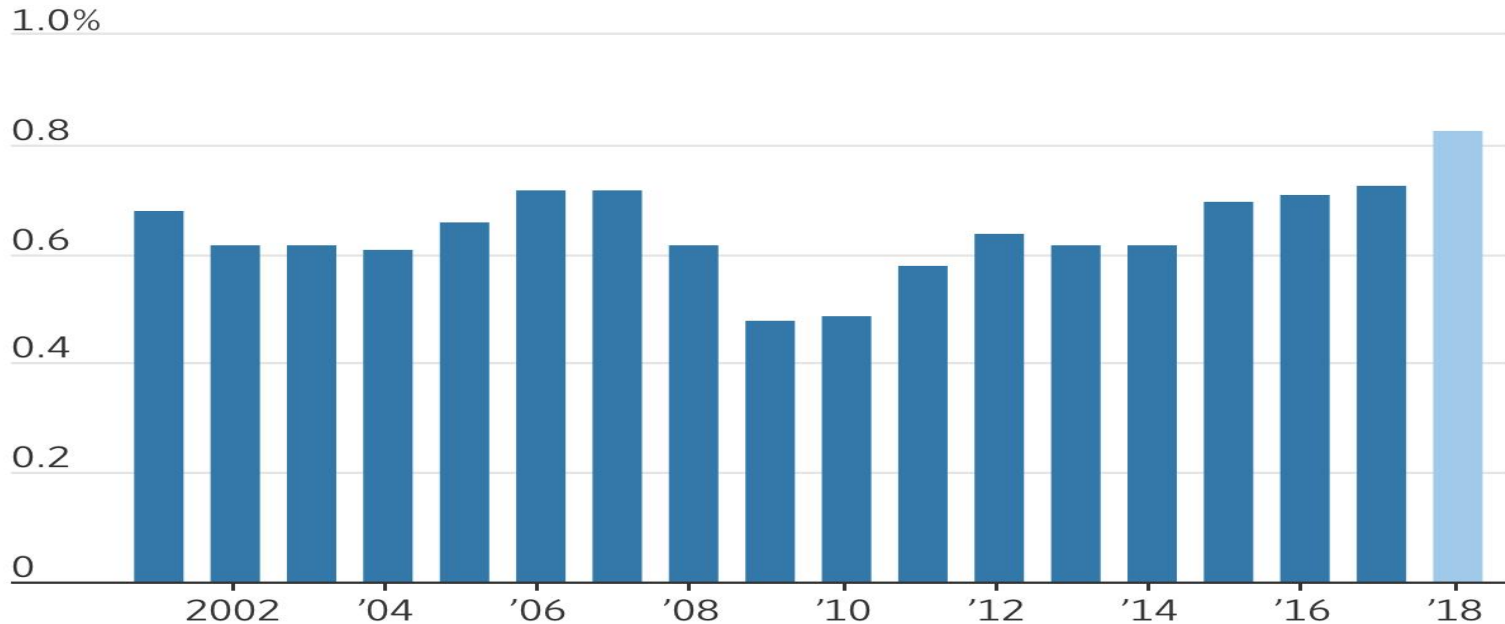


Learning by: example, exposure & experience

Education Data

School's Out

Average monthly quit rate among public education workers, seasonally adjusted



Note: 2018 reflects rate through October

Source: Labor Department

Learning by: example, exposure & experience

Harmony

Noun. [**hahr**-muh-nee]

- a consistent, orderly, or pleasing arrangement of parts; congruity.
- *“Always aim at complete harmony of thought and word and deed. Always aim at purifying your thoughts and everything will be well”.*

Mahatma Ghandi

Getting Everyone on Board

- Learning should be transformational for all learners
- Trust and honest open feedback are critical for building relationships
- Know yourself and those around you



Learning by: example, exposure & experience

Types of People



Learning by: example, exposure & experience

Types of People



Learning by: example, exposure & experience

Types of People



JOY

#INSIDEOUT

©2015 Disney Pixar

Learning by: example, exposure & experience

Investment

Noun. [in-**vest**-muh nt]

- to use, give, or devote (time, talent, etc.), as for a purpose or to achieve something.

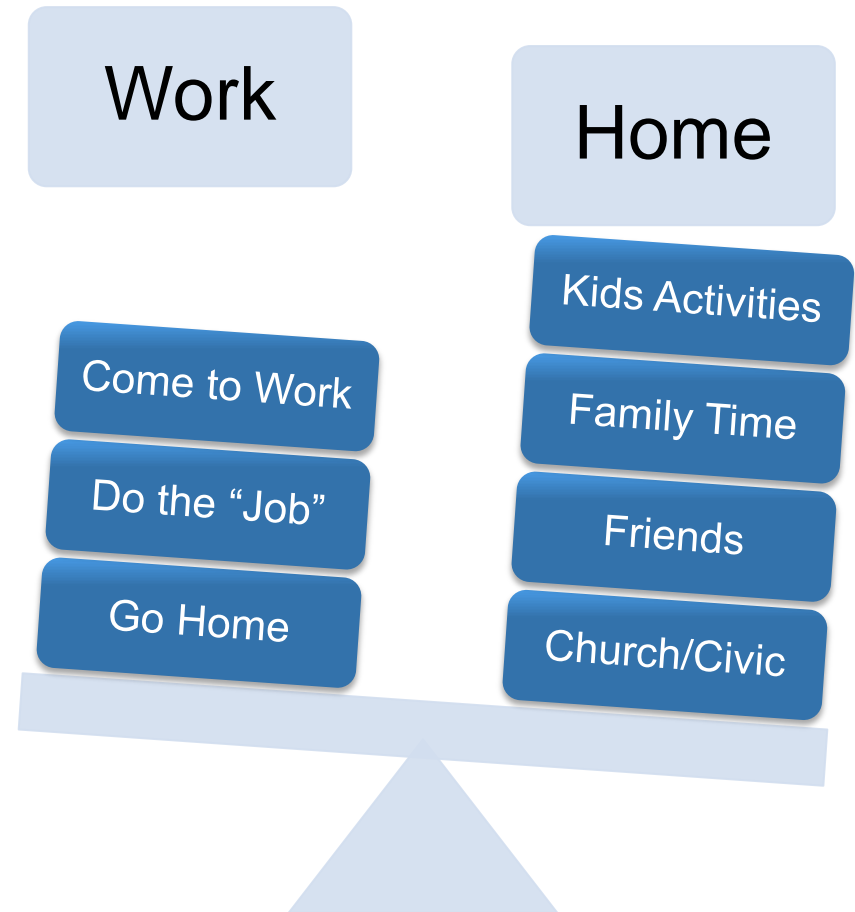
- *Example: “No other investment yields as great a return as the investment in education. An educated workforce is the foundation of every community and the future of every economy”.*

Brady Henry

Current Investments

Activity #6: Draw out what you are investing your

- ✓ time
- ✓ energy
- ✓ money



Learning by: example, exposure & experience

IN or OUT

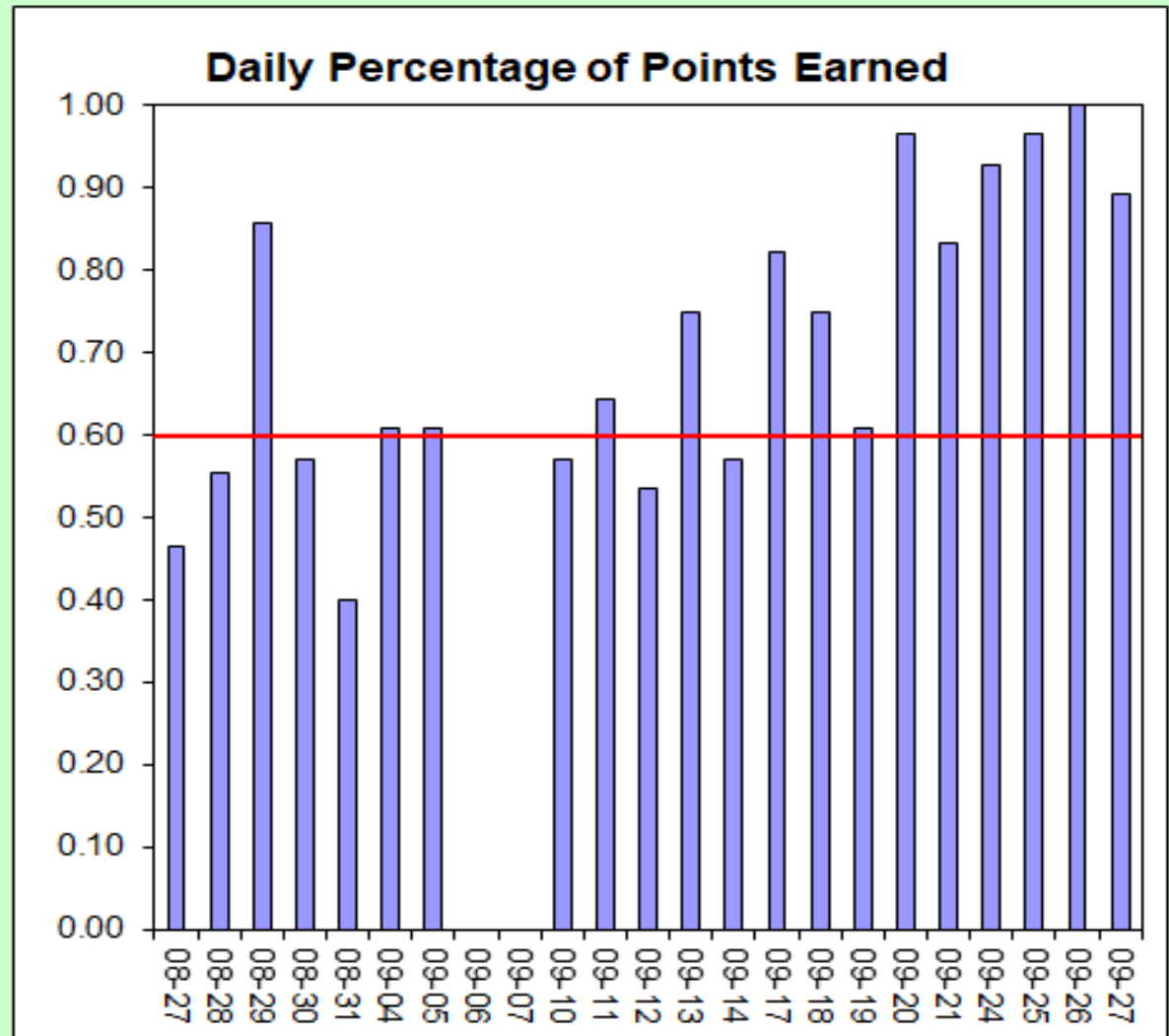


Learning by: example, exposure & experience

Data: Worse to Better

Data Entry Section

Date	Possible Points	Points Earned	Daily %
8/27/2018	56	26	0.46
8/28/2018	56	31	0.55
8/29/2018	56	48	0.86
8/30/2018	56	32	0.57
8/31/2018	40	16	0.40
9/4/2018	56	34	0.61
9/5/2018	56	34	0.61
9/6/2018	56	0	0.00
9/7/2018	56	0	0.00
9/10/2018	56	32	0.57
9/11/2018	56	36	0.64
9/12/2018	56	30	0.54
9/13/2018	56	42	0.75
9/14/2018	56	32	0.57
9/17/2018	56	46	0.82
9/18/2018	56	42	0.75
9/19/2018	56	34	0.61
9/20/2018	56	54	0.96
9/21/2018	48	40	0.83
9/24/2018	56	52	0.93
9/25/2018	56	54	0.96
9/26/2018	56	56	1.00
9/27/2018	56	50	0.89



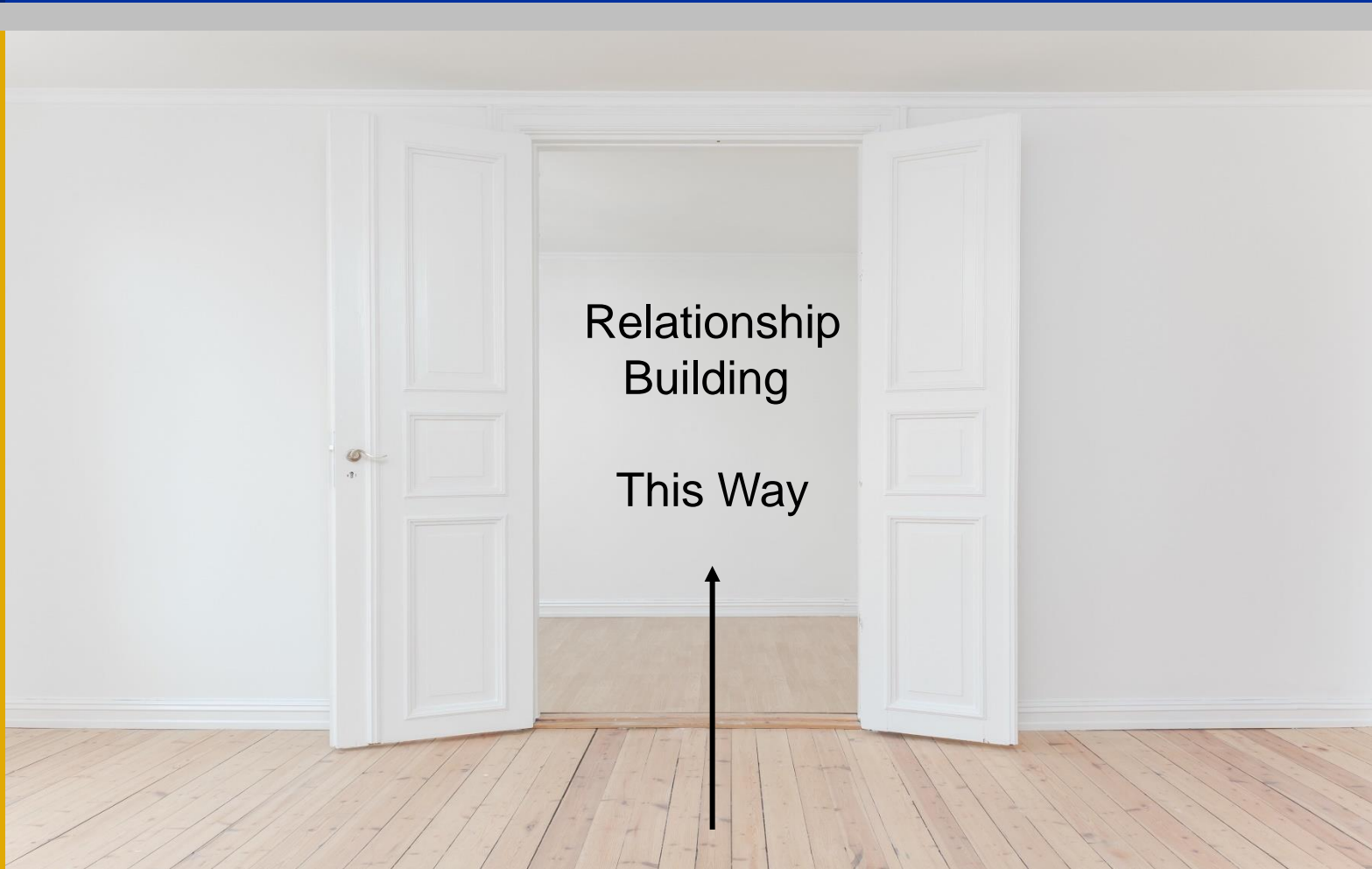
R.E.L.A.T.i.O.N.S.H.i.P.-S

How much time are we willing to invest in building strong relationships with?:

- Students
- Parents
- Staff
- Family

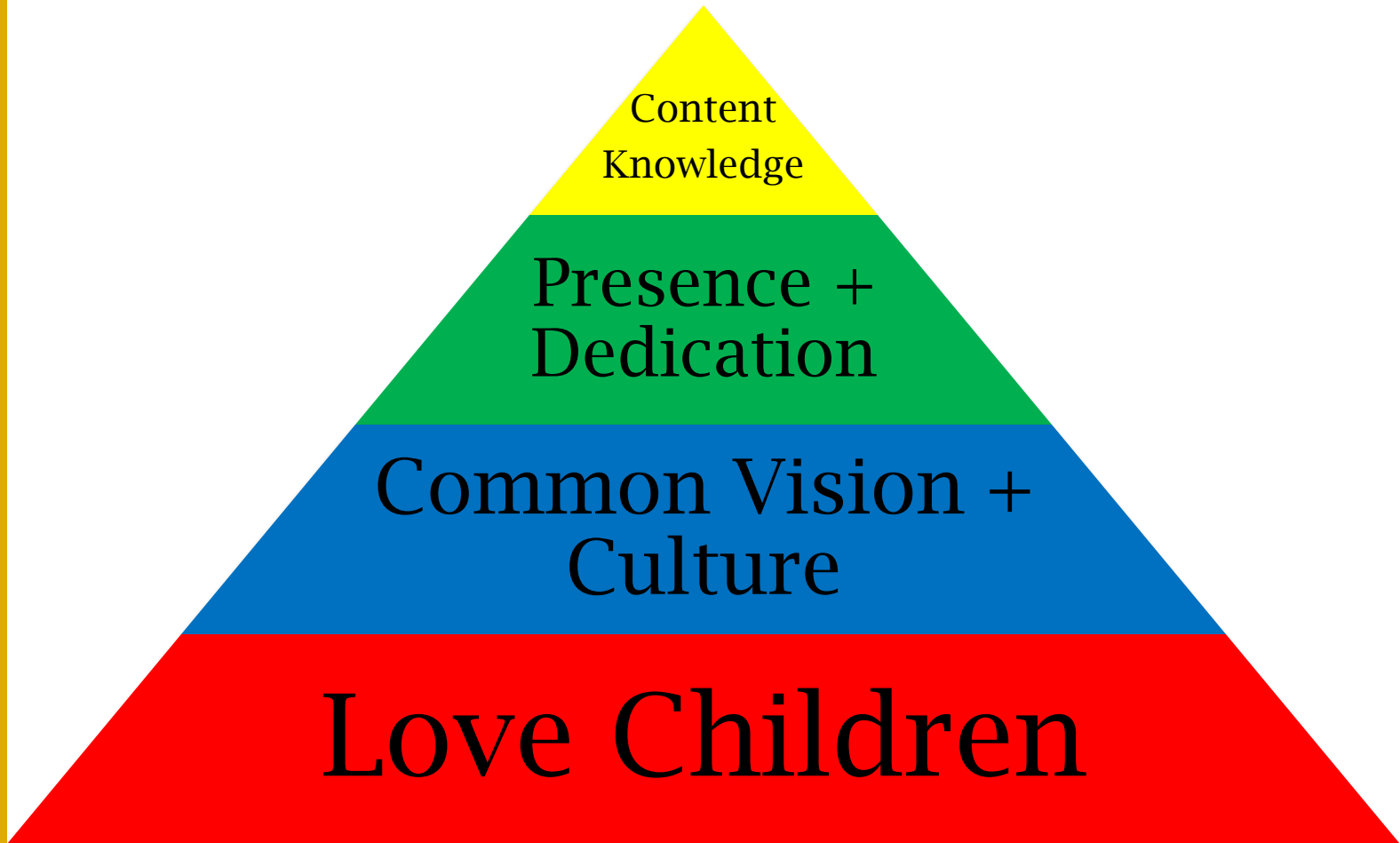
Learning by: example, exposure & experience

Practice



Learning by: example, exposure & experience

Hierarchy of Educational Excellence



Learning by: example, exposure & experience

Final Thoughts

Coming Together
is a beginning
Keeping together is progress
Working together is success
- Henry Ford