

Bridging the Gap Between School and Home


Josh MacNeill, MEd




INMIND SERVICES

1


Sources of the Gap



Perception of opposing viewpoints



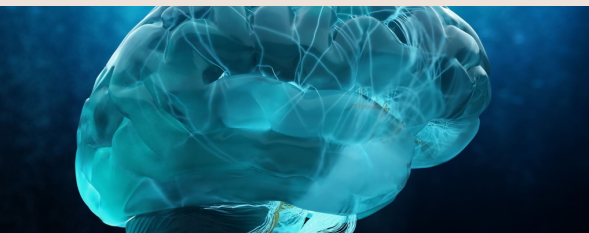
Communication being limited to times of crisis



Non-collaborative approach

2

Our Relational Brains



3

Perception of Opposing Viewpoints

- Most communication is perceived as someone doing something wrong
 - Parent feels like you are saying they are a bad parent
 - Teacher feels like you are saying they are a bad teacher
- Conversations become more polarized, and you may find yourself arguing a point, whether you believe in it or really care about the specific point
- Though the approaches may look different, we forget that both sides are fighting to support the student

4

Communication in Times of Crisis

We often wait until things are "bad" to reach out to school or home

Calling school or home is used as a threat/ punishment rather than a support

Emotions are high during school to home communication

5

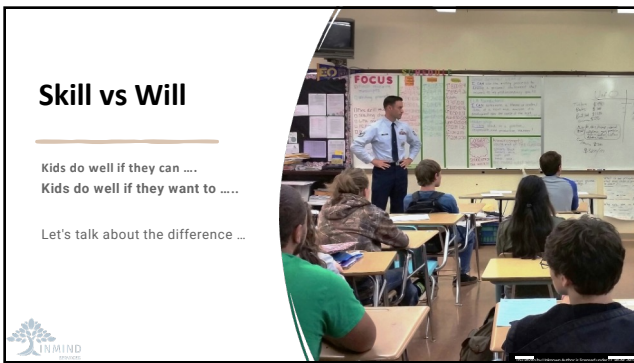
Non-Collaborative Approach

- People are often quick to talk and slow to listen
- We are quick to use our own solutions, but hesitant to consider others
- Moving forward, at least one party is not convinced the plan will be effective

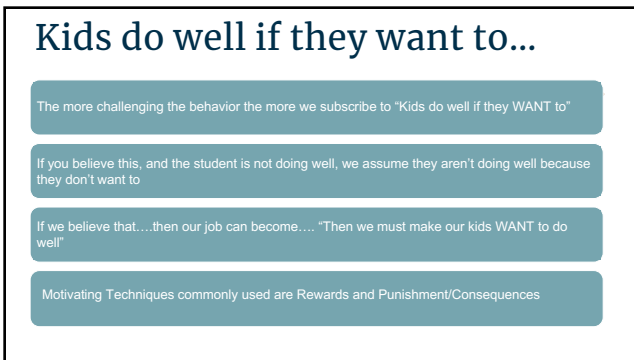
6




7



8



9

What they Do & Don't 

Consequences
Rewards
Punishments

Do:

- Teach Simple Lessons of Right and Wrong
- Provide External Motivation

Don't:

- Teach Complex Thinking Skills
- Build Relationships
- Help Students Stay Regulated
- Teach How To Solve Problems

Adapted from Dr. Stuart Ablon, ThinkKids

10

Intentional Defiance

<p>Connection</p> <ul style="list-style-type: none"> • Attention of peers is needed reward • Negative attention from staff is better than no attention • Feels disrespected by staff 	<p>Control</p> <ul style="list-style-type: none"> • Life outside of school may be out of control • They perceive other students as being out of control
--	--

11



As helpers, our job is to figure out what is standing in their way to help them do well
-Dr. Ablon & Dr. Greene

KIDS DO WELL IF THEY CAN

12

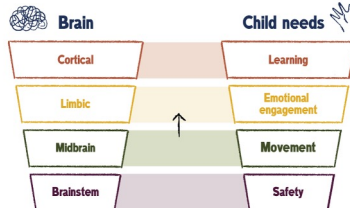
Chronic stress and trauma can change Brain Development

(Ablon, 2017)

13

Understanding the Behavior

Behavior can be a manifestation of flight or fight response (Perry, 2020)



Adapted from McClellan, M. & Melissa Hallett, N. Neurobiology of Learning: Teacher consistency and implications for brain-development. The First Years/Mygale Taittiri: New Zealand Infant and Toddler Education, 2013, 21-25

14

Thinking Skills Learning Disability

(Ablon, 2017)

- In schools, we target interventions to help students who are struggling with Math, Reading, Language, and more
- Students can have a lag in their "THINKING SKILLS" too
 - Lack skills in flexibility, problem solving, and frustration tolerance



15

Shift in Mindset

Stop taking behaviors personally
instead
Ask, inquire and investigate



16

Collaborative Problem Solving (CPS)
(Ablon, 2017)

CPS: focuses on building skills like flexibility, frustration tolerance and problem solving, rather than simply motivating kids to behave better.

Assessment: The process begins with identifying triggers to a child's challenging behavior and the specific skills they need help developing.

CPS/PLAN B: The next step involves partnering with the child to build those skills and develop lasting solutions to problems that work for everyone.

17

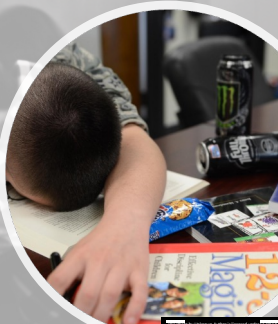
Plans A and C

Plan A


- Only the expectation of the adult is considered
- "My way or the highway"

Plan C

- Only the will of the student is considered
- Typically, a short-term or sporadic solution
- This may more commonly be called "picking battles" or "Planned ignoring of behaviors"



18




PLAN B
The Heart of
CPS
Conversations

Three Ingredients:

- **EMPATHY**
 - Clarifying others Concern
- **SHARE**
 - Adult Concern
- **COLLABORATE**
 - Brainstorm, Assess and Choose Solution

19

In Reality CPS
Looks Like
this...



20

All Kids Want to Do Well...

All teachers and staff want to do well...

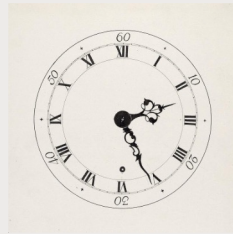
- All Teachers want to be good teachers, all admin want to lead well, etc.
- We all want to make a positive difference in their students' lives
- We all care about their students and want what is best for them

Most powerful ingredients to change is a helping relationship



21

How long does the average CPS conversation take?

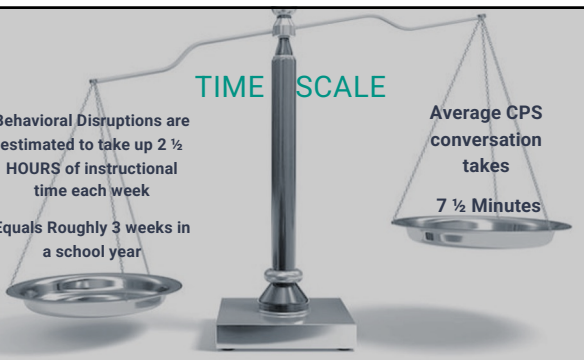


22

TIME SCALE

Behavioral Disruptions are estimated to take up 2 ½ HOURS of instructional time each week
Equals Roughly 3 weeks in a school year

Average CPS conversation takes 7 ½ Minutes



23

A CPS Culture

- This approach is recommended for supporting children (Did we ask the child what they need?)
- This approach works between adults (Adults do well if they can!)
- The more we practice an approach like this, the more comfortable it becomes
- Regardless of where your school-parent relationship is beginning, this can move it to a more collaborative and positive place

24

Questions/ Comments

Thanks for having me!
I would love to connect with you!
Contact me at: josh@InMindServices.com
www.inmindservices.com