


Behavioral Views of Learning

Dr. Jeff Sapp

Flashcard Activity

- * Jeff matches up the teams of 2.
- * Each team of 2 chooses another team of 2 to be your partners.
- * Find a comfortable place in the room and get situated.
- * Make sure someone on your team of 4 has a watch with second hands.



Flashcard Activity

- * Decide who is Team A and who is Team B.
- * Team A goes first.
- * Must get the definition verbatim to move forward.
- * Team B times.
- * Switch.

Flashcard Activity

And the winners are...

Behaviorism

Before conditioning

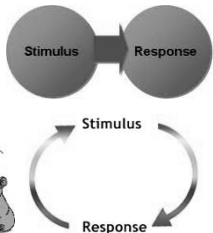
FOOD (UCS)	SALIVATION (UCR)
BELL	NO RESPONSE


During conditioning

BELL + FOOD (UCS)	SALIVATION (UCR)
BELL (CS)	SALIVATION (CR)

After conditioning

BELL (CS)	SALIVATION (CR)
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Flashcard Activity Debrief

On a scale of 1 (not pissed) and 10 (VERY pissed)... where would you rate this activity?


1 2 3 4 5 6 7 8 9 10



Flashcard Activity Debrief

Rate your STRESS level: 1 = low 10 = high

1 2 3 4 5 6 7 8 9 10



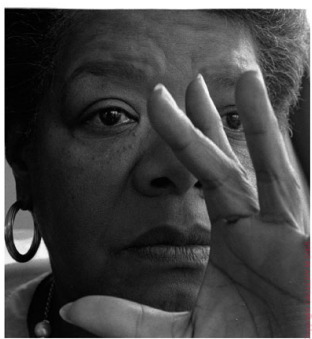
Flashcard Activity Debrief

How did you memorize the flashcards? What strategies did you use?

Flashcard Activity Debrief

In groups of 2 or 3, list ways in which you make students do similar activities that are comparable to this flashcard activity.

STRESS



The Human Family

I note the obvious differences
In the human family,
Some of us are serious,
Some thrive on comedy.

Some declare their lives are lived
As true profundity,
And others claim they really live
The real reality.

The variety of our skin tones
Can confuse, bemuse, delight,
Brown and pink and beige and purple,
Tan and blue and white.

I've sailed upon the seven seas
And stopped in every land,
I've seen the wonders of the world
Not yet one common man.

I know ten thousand women
 Called Jane and Mary Jane,
 But I've not seen any two
 Who really were the same.

Mirror twins are different
 Although their features jibe,
 And lovers think quite different thoughts
 While lying side by side.

We love and lose in China,
 We weep on England's moors,
 And laugh and moan in Guinea,
 And thrive on Spanish shores.

We seek success in Finland,
 Are born and die in Maine.
 In minor ways we differ,
 In major we're the same.

I note the obvious differences
 Between each sort and type,
 But we are more alike, my friends,
 Than we are unlike.

We are more alike, my friends,
 Than we are unlike.

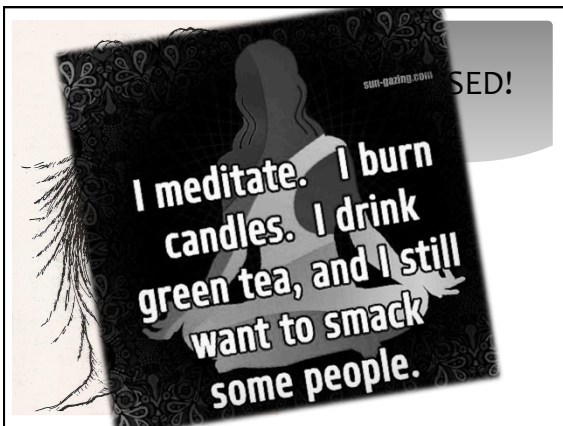
We are more alike, my friends,
 Than we are unlike.

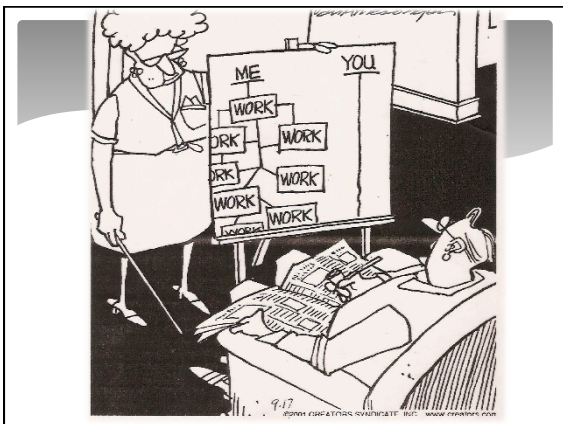
Vocabulary

- * Idealist = teacher
- * Activist = teacher

~Thomas Merton~

“There is a pervasive form of contemporary violence to which the idealist... most easily succumbs: activism and over-work... To allow oneself to be carried away by a multitude of conflicting concerns, to surrender to too many demands to succumb to violence. The frenzy of the activist neutralizes his work for peace. It destroys the fruitfulness of his own work, because it kills the root of inner wisdom which makes work fruitful.”





Seymour Sarason has written extensively about the creation of settings. He believes that organizations that are in the helping profession make one serious mistake: **we have a tendency to be so focused on others that we don't care for ourselves and each other.**

In brain-based learning "stress" would fall into one of the 5 major areas - that of "environment."

1. Instructional Strategies
2. **The Environment**
 - * Principles include (a) providing a secure, safe environment with an absence of threat; (b) use of collaborative, trusting relationships; (c) make it physically comfortable; (d) rich, real-life and multi-sensory experiences; (e) greater time flexibility
3. Curriculum
4. Assessment
5. Organizational Structures

3 Kinds of Stress

- * **STRESS (Acceptable)**
Occasional, intermittent or persistent but usually controllable discordant events.
- * **DISTRESS (Unacceptable)**
Multiple stresses or lasting and usually uncontrollable discordant events.
- * **THREAT (Unacceptable)**
Usually out of control, edgy, draining, intense events which compromise life, safety or values.

A "threat-free" environment doesn't mean that threats are free!



Feelings & Emotions in the Learning Context

Too Intense or Excessive

Rage, Aggression, Violence, Abuse, Insult, Hostility, Sarcasm, Humiliation, Embarrassment, Fear, Threat, High Stress, Hunger

Healthy & Appropriate

Frustration, Worry, Concern, Anxiety, Tension, Satisfaction, Low-Moderate Stress, Excitement, Joy, Bliss, Optimism, Hope, Love, Disappointment, Discouragement, Rejection, Sadness, Grief

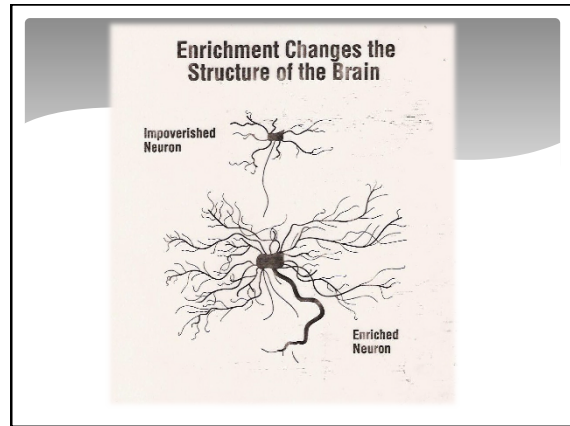
When They're Lacking

Apathy, Disconnection, Inertia, Hopelessness, Resignation, Deep Despair, Suicide

* Do you anticipate coming to work?
 * Do you feel secure here? Emotionally? Professionally?
 * Do you get to use your Gifts in such a way as to validate and increase your self-confidence?
 * Do you leave here and feel a sense of satisfaction as you drive home?

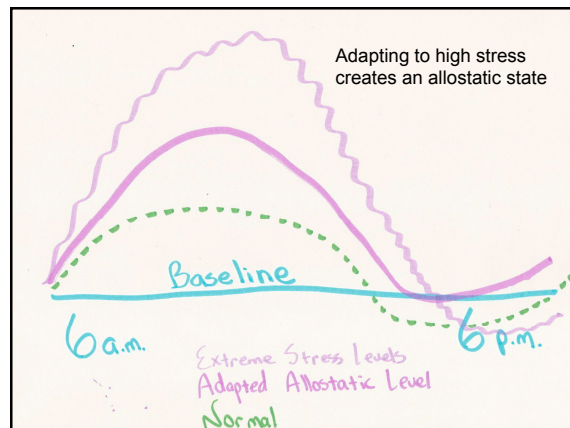
OR

* Do you come to work in a state of anxiety, worry, or fear?



I started teaching 36 years ago as an algebra teacher...

> greater than
 < less than



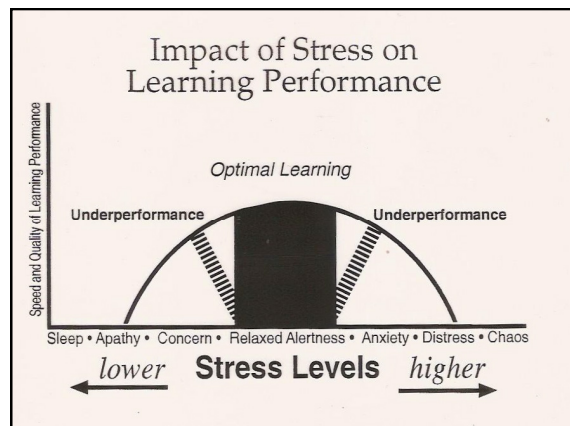
The Impact

*** On Behavior**
 —Extremes of aggression
 —diminished problem-memory, increased re-creativity

*** On Brain/Body**
 —Greater likelihood of learning disorders, chemical residue up to 48 hours, weaker immune system

Under stress, an unexercised heart will explode in frustration or fury; if the situation is especially tense, like an exploding grenade toward the source of its pain. But a heart that has been consistently exercised through conscious engagement with suffering is more likely to break open instead of apart. Such a heart has learned how to flex to hold tension in a way that expands and joy.

—Parker J. Palmer
Healing the Heart of Democracy: The Courage to Create a Politics Worthy of the Human Spirit



Things we can do to reduce stress

You can't pour from an empty cup.
Take care of yourself first.

Things we can do to reduce stress

DOWN DT TIME

- * Down-Time or Settling-Time
- * "All the ways that human societies try to change minds and to change how we humans truly interact with the environment are doomed to fail...societies fail when they preach at their populations... They tend to succeed when they allow each individual to discover."
-Michael Gazzaniga,
Director of the Center For Neurobiology-

Things we can do to reduce stress

- * Downtime or Settling-time

"Time you enjoyed wasting was not wasted."
- John Lennon

Things we can do to reduce stress

- * Ritual

funonadime.net

Things we can do to reduce stress

Embrace Failure

<p>Success</p> <p>what people think it looks like</p>	<p>Success</p> <p>what it really looks like</p>
<p>Your plan</p>	<p>Reality</p>

Things we can do to reduce stress

- * Affirmations
All spiritualities talk about the power of the spoken word...

Things we can do to reduce stress

- * Share


“Education typically divorces the self from knowing and, in doing so, creates a power struggle where people only have two choices: be a person who forces their distortions on others or be a person who has succumbed to others’ distortions of themselves.”
~John Dewey~

Things we can do to reduce stress

- * Share

“When teachers bring narratives of their experiences into classroom discussions it eliminates the possibility that we can function as all-knowing, silent interrogators. It is often productive if teachers take the first risk, linking confessional narratives to academic discussions so as to show how experience can illuminate and enhance our understanding of academic matter.”
~bell hooks~

Things we can do to reduce stress


- * Exercise
 

The average brain is mostly water.
Yours is mostly Sports.


Things we can do to reduce stress

- * Diet

Healthy brains make healthy choices!




Things we can do to reduce stress

- * The Reflective Life
 

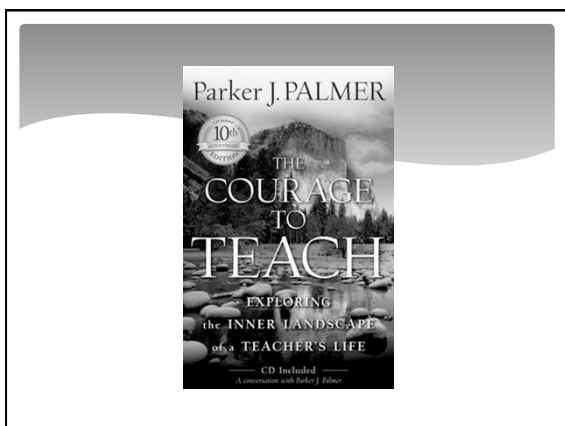
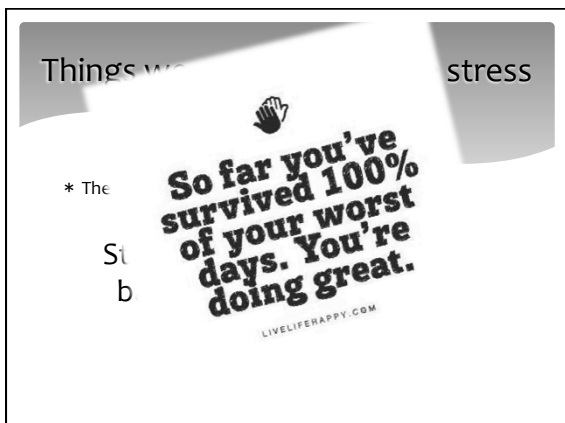
Things we can do to reduce stress

- * The Reflective Life

Study after study has linked the act of writing to myriad mental and physical health benefits, including elevated mood and emotional well-being, decreased stress, an improved ability to deal with trauma and even physical healing.



Science Reveals a Surprising Advantage for People Who Write
Pick up a pen, it'll do you good.



Parker J. Palmer

- * "If we want to grow as teachers, we must learn to talk to each other about our inner lives, our own identity and integrity. Identity lies in the intersection of the diverse forces that make up a life, while integrity lies in relating to those forces in ways that bring us wholeness and life. Good teaching cannot be reduced to technique; good teaching comes from the identity and integrity of the teacher."

GLP Share

- * What am I Grateful for?
- * What am I Learning?
- * What is a Promise I can make to myself?

Positive Behavioral Interventions and Supports (PBIS)

- * Positive Behavioral Interventions and Supports (PBIS) is an approach to help students improve their difficult behavior. It's based on an understanding that teachers don't control students, but instead seek to support them in their own behavior change process.

Positive Behavioral Interventions and Supports (PBIS)

- * PBIS acknowledges that there is a reason behind most difficult behavior and that students with difficult behavior should be treated with dignity, respect, and compassion.

Positive Behavioral Interventions and Supports (PBIS)

- * Positive Behavioral Interventions and Supports is an evidence-based way for schools to improve student behavior and establish a positive school culture - and when discipline improves, grades and test scores improve as well.

Positive Behavioral Interventions and Supports (PBIS)

- * Positive Behavioral Interventions and Supports pulls together research-based classroom management techniques, alternatives to suspension, and behavioral intervention strategies in a comprehensive structure that efficiently addresses student behavior school-wide.

Schools that implement PBIS demonstrate:

- * Reduced office referral (and, subsequently, suspension and expulsion rates) by up to 50% per year
- * Improved attendance and school engagement
- * Reduced dropout rates
- * Improved school atmosphere
- * Increased instructional time

PBIS is PROACTIVE:

- * Rather than waiting to punish negative behavior, PBIS schools teach and model clear expectations for behavior.

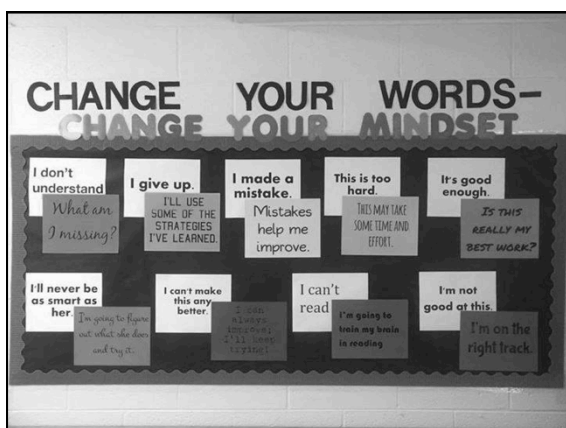
PBIS is POSITIVE:

- * Teachers and staff acknowledge and encourage good behavior in positive ways, such as praise, special privileges, or small prizes.

PBIS is PREVENTATIVE:

- * PBIS schools examine office referral and other discipline data to modify their PBIS program to prevent problem behavior.

- * Each student brings a unique personality, background, and behavior pattern to school. Balancing instructional duties while managing a range of student behaviors - especially disruptive behavior - can make teaching difficult. PBIS strategies can help.



PBIS Strategies

- * **SECONDARY GROUP INTERVENTIONS** address the needs of student who already exhibit difficult behavior that limits their academic and social success. Secondary interventions include behavioral contracts, conflict resolution training, self-management strategies, and check and connect interventions.

PBIS Strategies

- * **TERTIARY INTERVENTIONS** are specialized, intensive strategies used to address a student's chronic academic and behavioral difficulties. Using Functional Behavior Assessments in an effort to understand the reason behind a student's difficult behavior, school officials can create a behavior support plan and provide counseling to address specific student needs.

- * Meet Melodi Patterson, a CSUDH graduate. She teaches students labeled "ED" - those designated as emotionally or behaviorally disturbed - at Vista School, a middle school, in Culver City. In this video she talks about how she employs PBIS with her students.

Look for:

- * What does Melodi suggest that teachers be mindful of in regards to their students?
- * How does she discern what items and experiences can be used as part of her use of Positive Behavioral Interventions and Supports?



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Learn more at www.pbis.org