
COLLAB CIRCLE #1

COLLAB NUMBER: 5

MEMBERS IN ATTENDANCE:

1. FAYTHE ORCUTT
2. ANNIE YOST
3. APRIL FIELDS
- 4.

OBJECTIVE

To get to know your Collab, discuss important course topics, and reflect on your own practices.

TO-DO

1. Discuss the CONVERSE questions listed. ***Jot some notes about your group's responses to each question in the area provided.***
 2. As a group, complete the CONNECT task listed on the next page.
 3. Designate **one member** to submit this completed form to BB for your group.
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4. **Individually**, complete the **Collab Peer Assessment Form**.

5. **Individually** email me your **Collab Peer Assessment Forms**.

CONVERSE

Introduce yourselves to your Collab. Include your name, your major, your current role, and your teaching identity (Who are you as an educator? What are your values?). Then, discuss the following:

1. What were your major insights from the course content so far? What has really stuck with you? WHY? **(Please include information on both the content in BB and from WHTY).**

General talking points discussed:

- It's not the student that is challenging, it's the behavior that can be challenging
- Behavior is neutral, it doesn't necessarily mean negative behavior
- Punishment also isn't always negative. There is positive punishment and negative punishment
- WHTY makes us think about how we interact with and think about our students/children/loved ones
- We enjoy WHTY
- Our past experiences greatly informs who we are
- How a lack of communication abilities can be traumatic
- It is important to create a strong foundation for students with boundaries, love, and care to help them "build their house" as they grow

2. How does what we are learning in the course align with (or not) to your own experiences as a student? As a child in general? As a parent or caregiver? Another role? **(Please include information on both the content in BB and from WHTY).**

General talking points discussed:

- In schools there is often a lot of negative punishment, instead of focusing on modifying the behavior



- In some schools, newer teachers are more progressive with their thinking about behavior versus teachers who have been teaching a long time are sometime stuck in the old way of doing things (negative punishment)
- Trauma informed care is growing in the SLP world (WHY) and hopefully is in the overall education sphere
- PBIS while can be beneficial, has cons and does effectively incorporate trauma informed methods
- Sometimes we praise compliance, which is not the goal

3. What specifically from the course content (so far) will you apply to your current or future teaching role? How does that align with the teaching identity you discussed at the beginning? **(Please include information on both the content in BB and from WHY).**

General talking points discussed:

- Noncontingent reinforcement and multiple schedule of reinforcement have pros and cons and we can see how they could work in some scenarios
- Trauma informed practices
- We will look at behavior from a different lens
- ABC method
- Searching for the root cause of behavior and remembering that all behavior is communication
- Every child is unique and it is our job as educators to meet them where they are at to help them learn and grow. They may exhibit challenging behaviors at times, but we can teach them the tools that they need to communicate their needs and build their social emotional skills in all areas.
- Learning is not perfection, it is learning from the failures. Our job is to support students at their lowest and highest points in all areas. Understanding their past and who they are helps us better support and advocate for them.
- Compassion and leading from a trauma-informed perspective is key in supporting students. This relates directly to our book WHY and some



of the readings we have had so far in the course, in terms of recognizing root causes of behavior and understanding how trauma impacts our interactions.

4. What specifically from the course content (so far) will you apply to your life outside of school or work (e.g., friendships, family relationships, partners, community interactions, etc.)? **(Please include information on both the content in BB and from WHY).**

General talking points discussed:

- Lead with more compassion for others
- Give more patience for people in our lives
- Have a better understanding and be able to give more grace to people in our lives that have experienced trauma→ and ourselves!

CONNECT

Directions: Look at the table created below. As a group, create statements for each column of the table based on the course content so far. You are required to have at least **FIVE** Collab-created statements **in each column**. Make sure you come to a consensus on the locations of each statement. An example is provided for you in **blue**.

Supporting Students' Behavior		
Always	Sometimes	Never
Define behavior using measurable, observable, objective terms.		



Asking questions and building relationships	Implement PBIS strategies	Blame or name a student as being challenging
Look for the function of behavior	Use the extinction method	Jump to conclusions about behaviors
Make data based decisions	Change the teaching environment	Implement punishments that harm self-worth
Teach and model the social emotional skills we expect to see from our students	Use multiple schedule of reinforcements or noncontingent method	Shame students for behaviors that they cannot control
Utilize trauma-informed practices	Implement tangible, social, and activity reinforcers	Use delayed consequences