



Never Give Up On Kids

**How To Go From
End-Of-Your-
Rope To Hope**

A young person with dark hair, wearing a dark hooded sweatshirt, is shown in profile, looking towards the right. The background is a soft, blue-tinted, out-of-focus pattern. The text is overlaid on the right side of the image.

**Lessons
Learned
From Kids
Who Struggle**

**Public
Health
Parable**



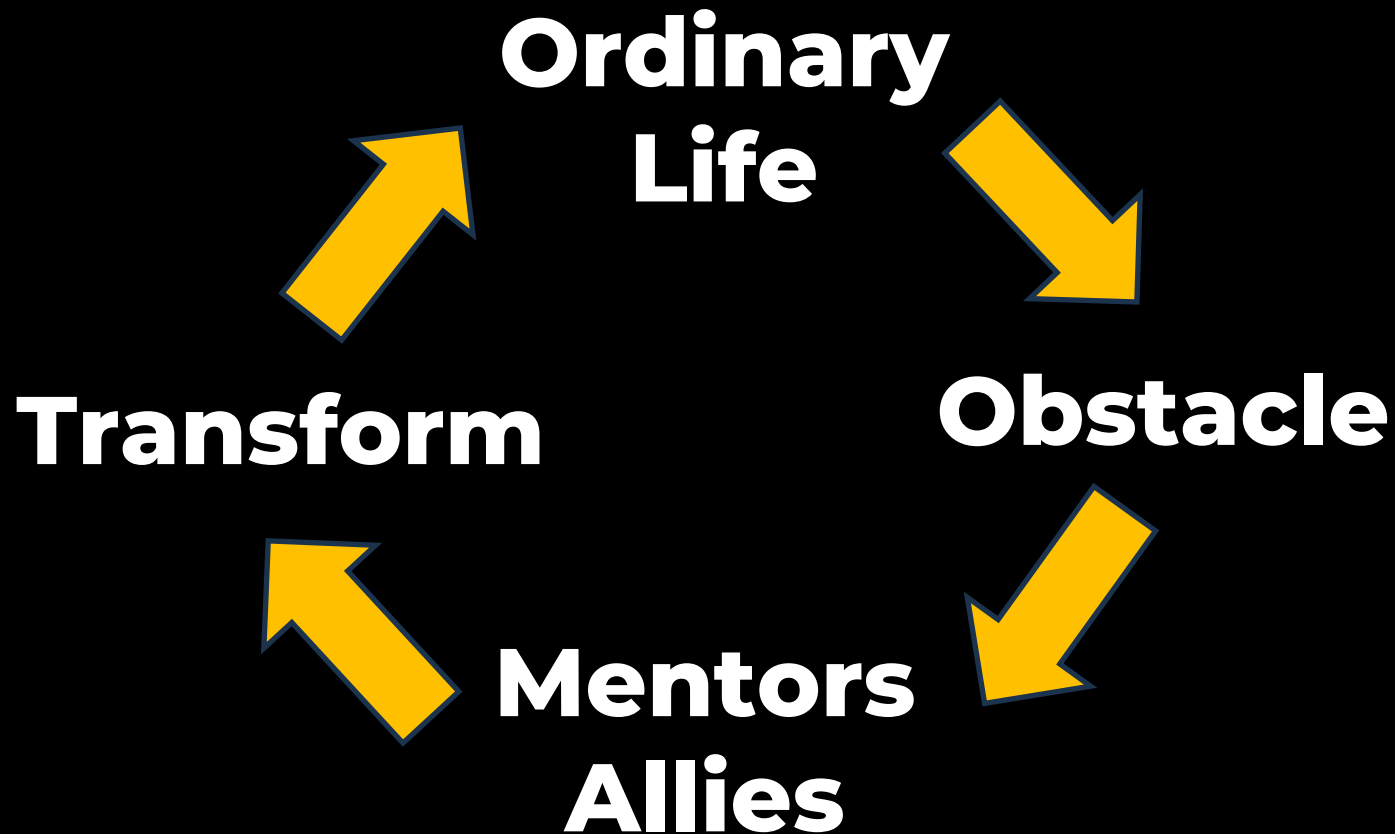
Look Upstream





Children On A Hero's Journey

Hero's Journey





**Think of
a student**



Lesson #1:

**Behaviorism is
Overrated**

**We have been
ignoring research
for over
150 years**

Behavior



Motivation

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

John Watson

Father of
Behaviorism



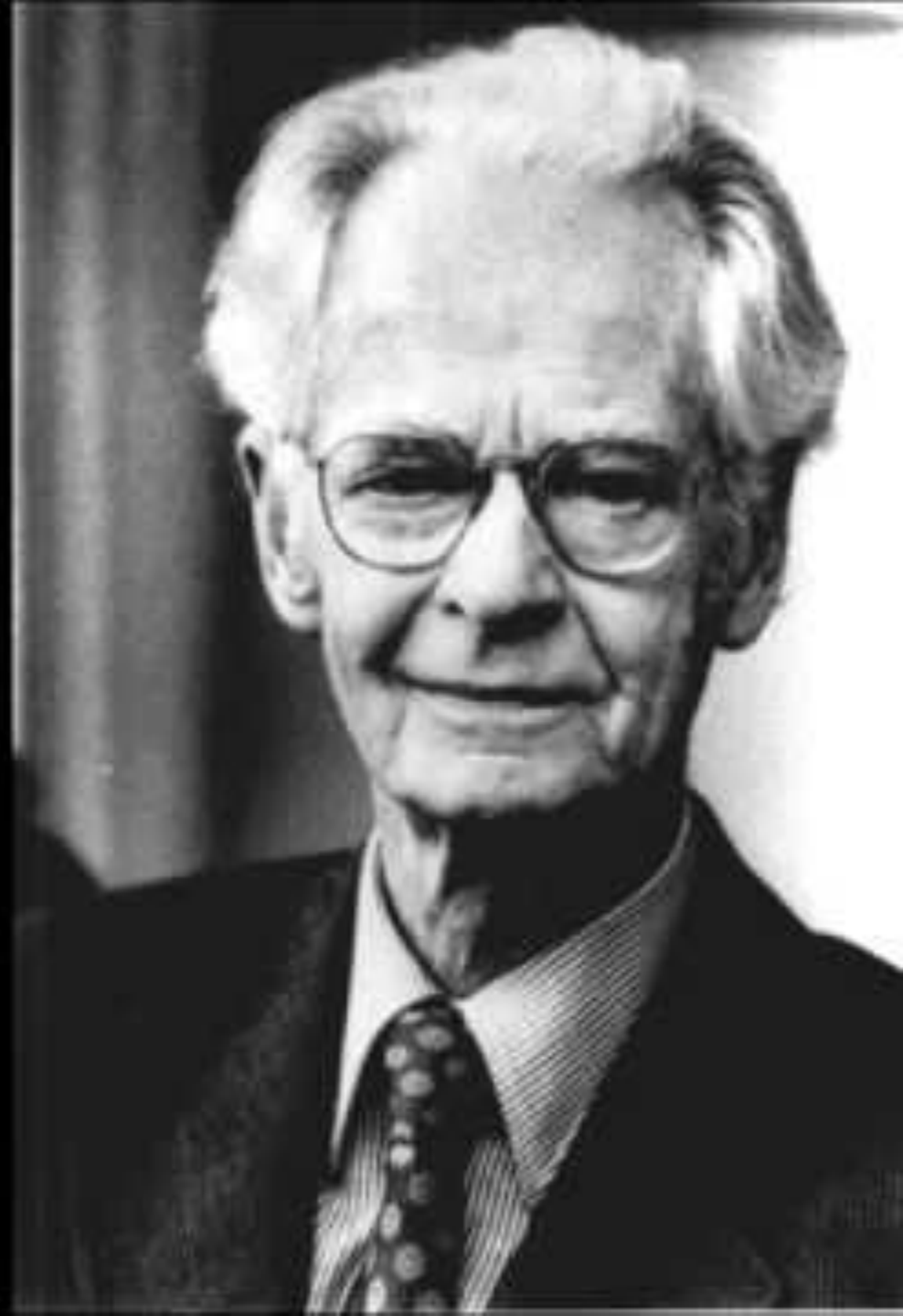
“The Dangers of Too Much Mother Love”

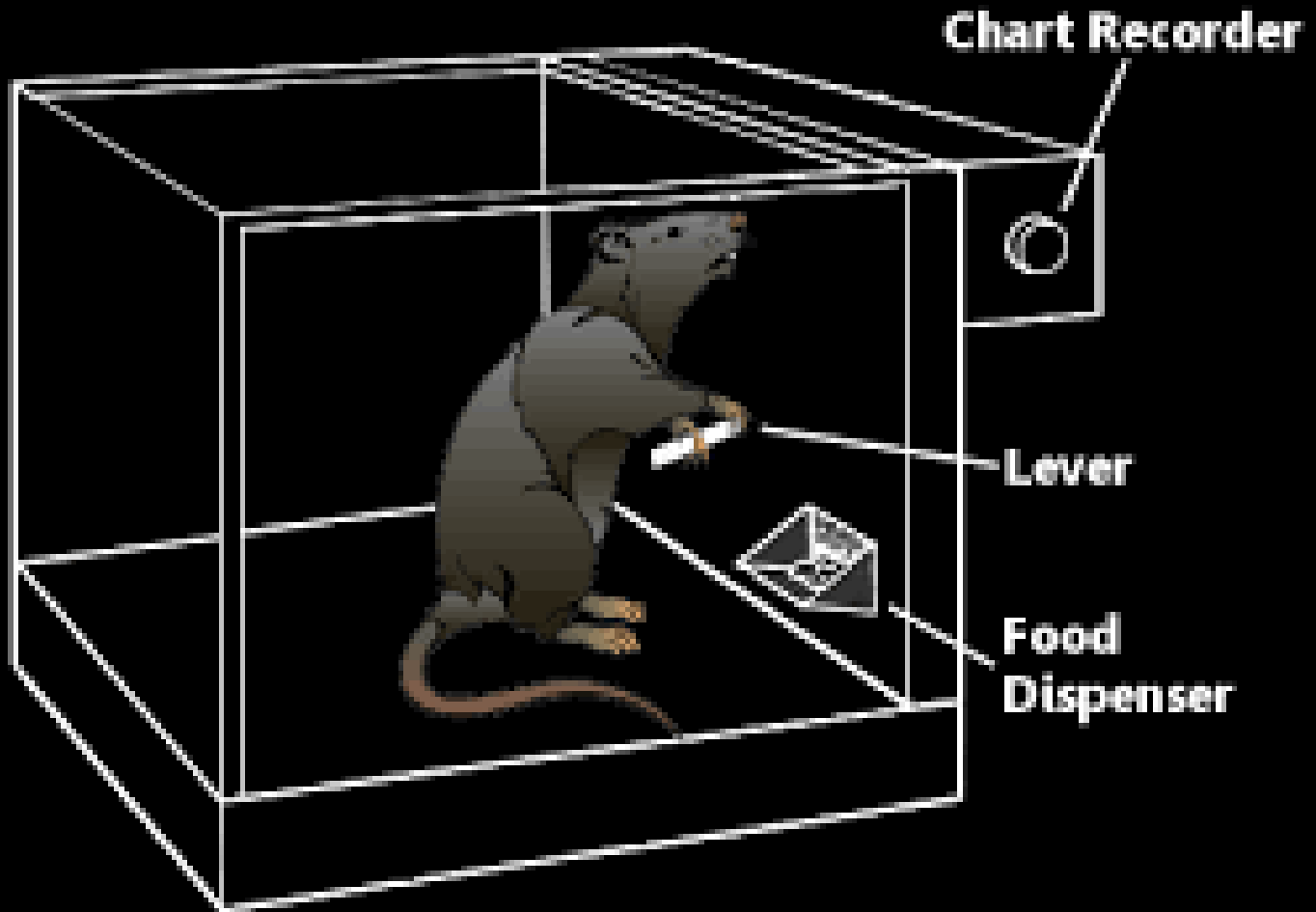
“When you are tempted to pet your child remember that a mother’s love is a dangerous instrument which may inflict a never-healing wound, a wound which may make infancy unhappy, adolescence a nightmare, an instrument which may wreck your adult son or daughter’s vocational future and their chances for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



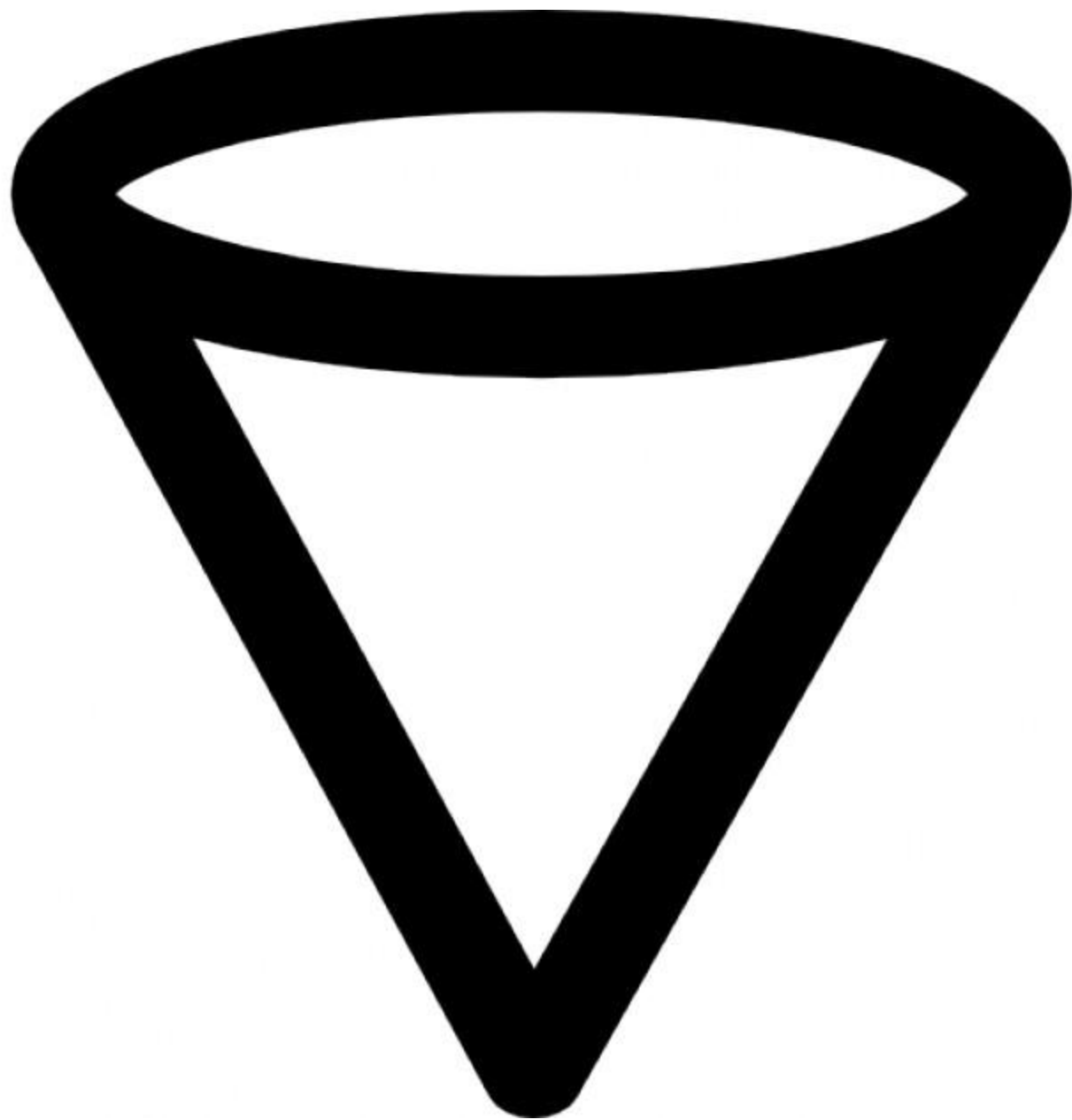


**The things
we do to
get the
most out
of students
are often
counter-
productive**

Because they shut our brain down









PUNISHMENTS RELY ON FEAR/SHAME



INCENTIVES



**WE DO THE RIGHT
THINGS FOR THE WRONG
REASONS**

**BOOK
BUCKS**

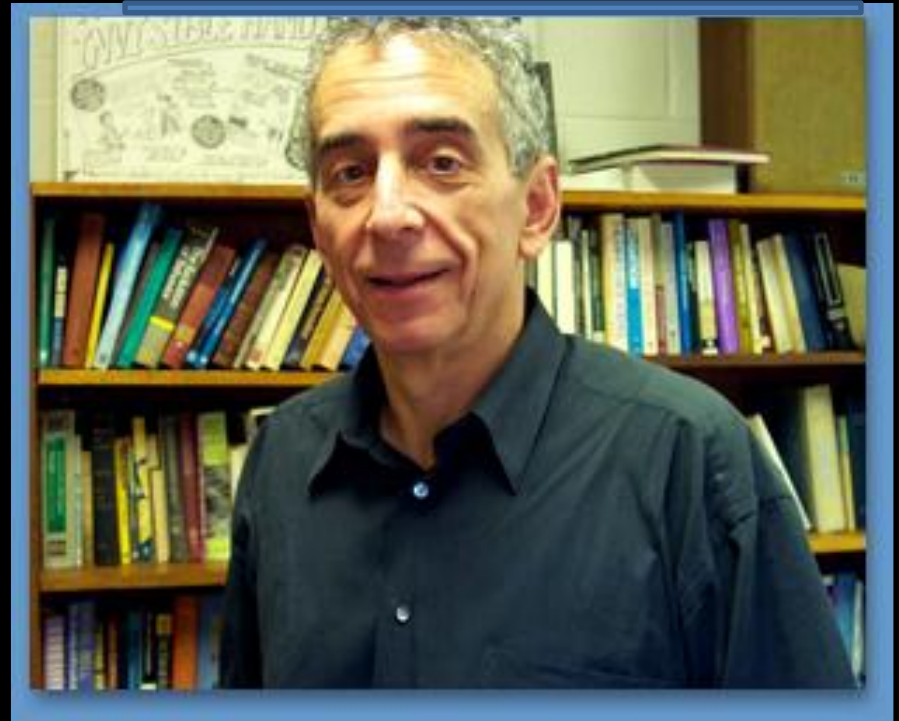
1. Read a **Book**
2. Write a **Blurb**
3. Earn a **Book
Buck**



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

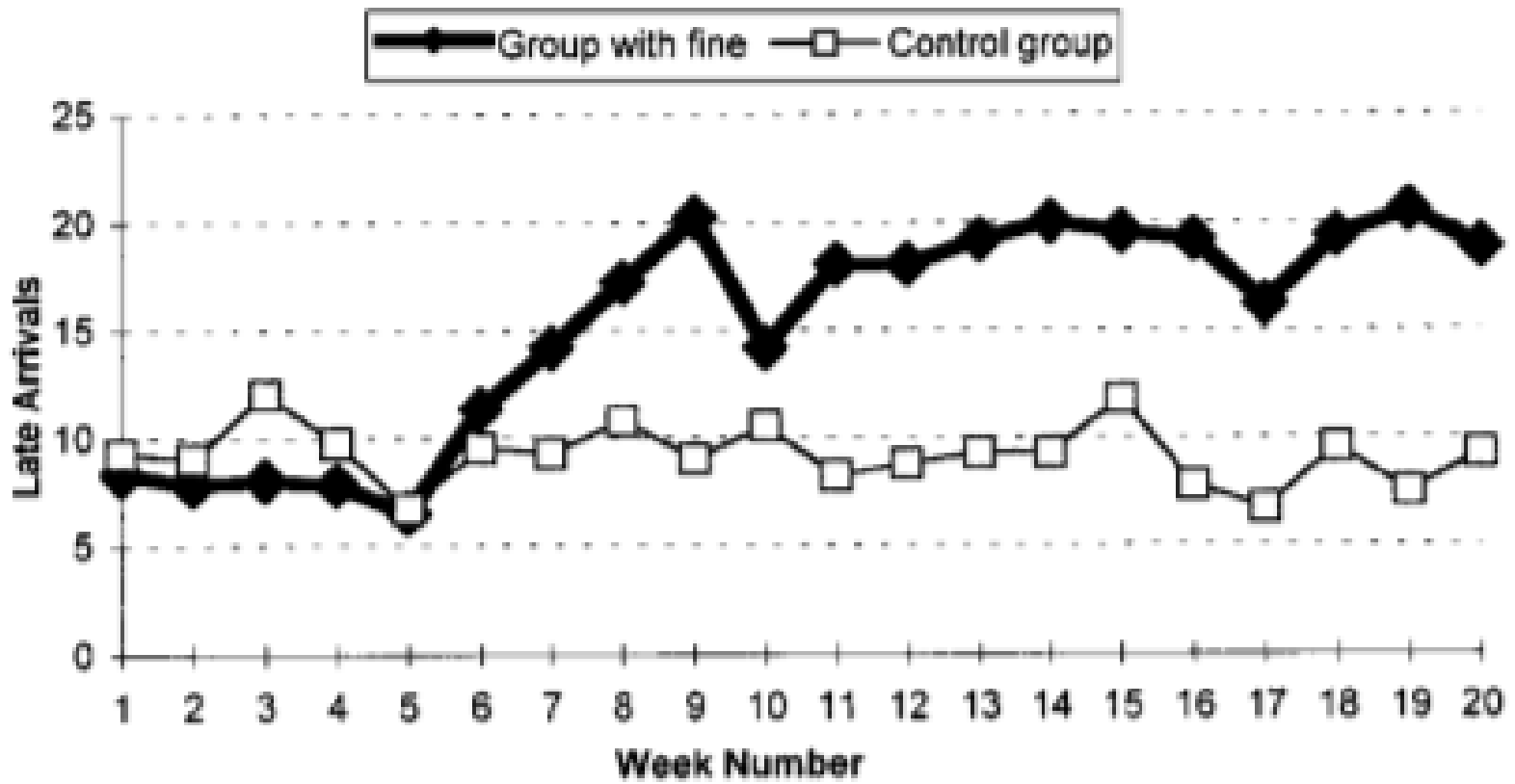
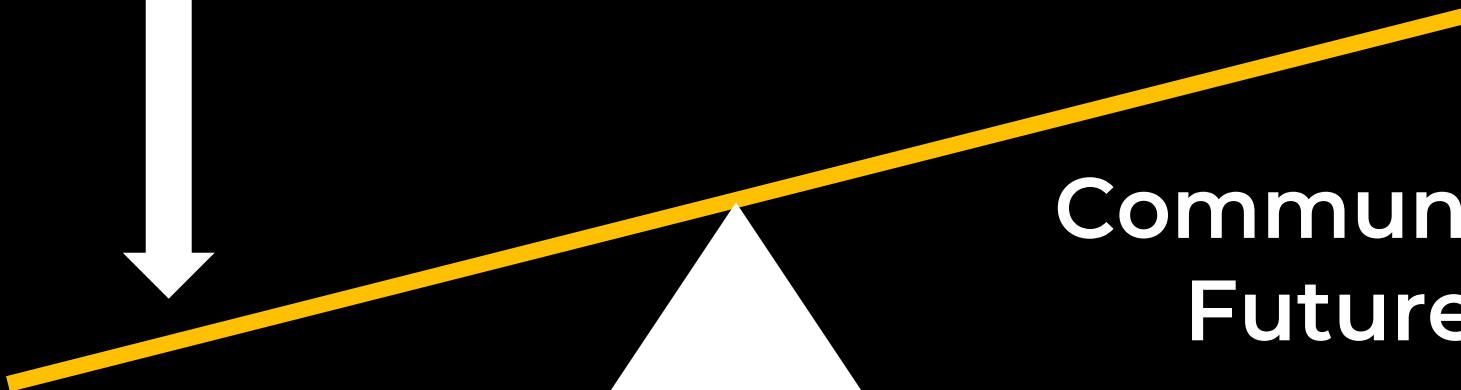


FIGURE 1.—Average number of late-coming parents, per week

Incentives/ Punishments



Self-Interest/
Now

Community/
Future



“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**?

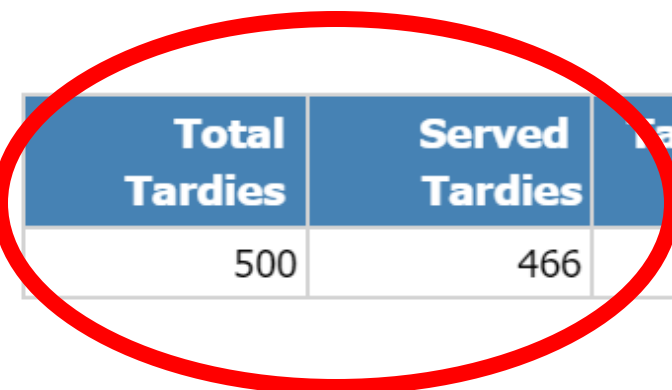
Tardy Detentions Detail

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	Unserviced Tardies	Reinstated Tardies	Not Reinstated
500	466	6	26	0	0

Unserviced 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

We are

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

“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





“Careful consideration of reward effects reported in 128 experiments lead to the conclusion that tangible rewards tend to have a substantially negative effect on intrinsic motivation. When institutions — families, schools, businesses, and athletic teams, for example—focus on the short-term and opt for controlling people’s behavior they do considerable long-term damage.”

Edward Deci and Richard Ryan

Understand:
limitations
impact



SCIENCE

PRACTICE

A New Way To Understand Behavior





Lesson #2:

**Misbehavior is
Stress Behavior**



**Thanks for the
F***ing Chili!**

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?**



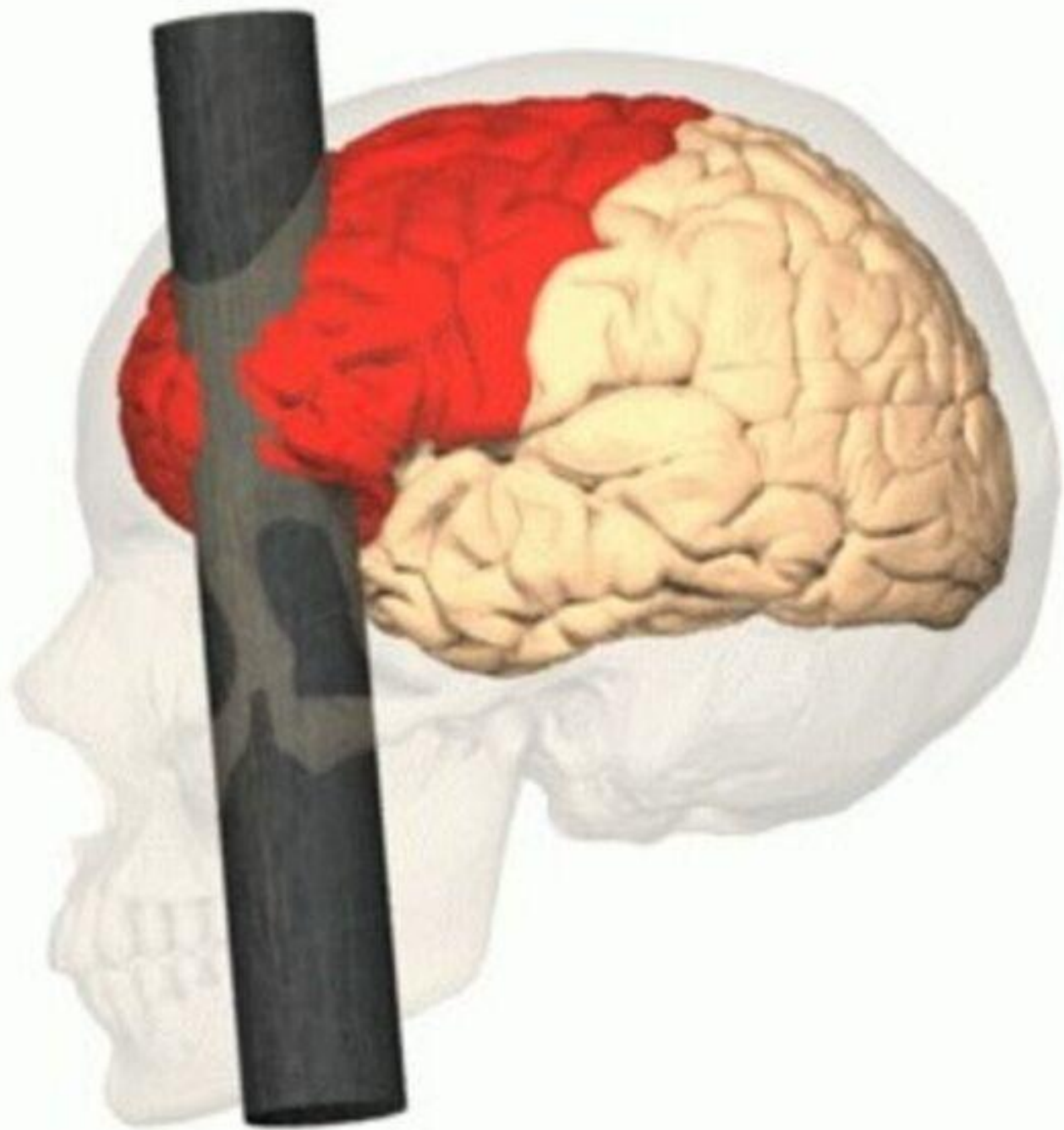
Why do such
good and bright
people do such
stupid things?



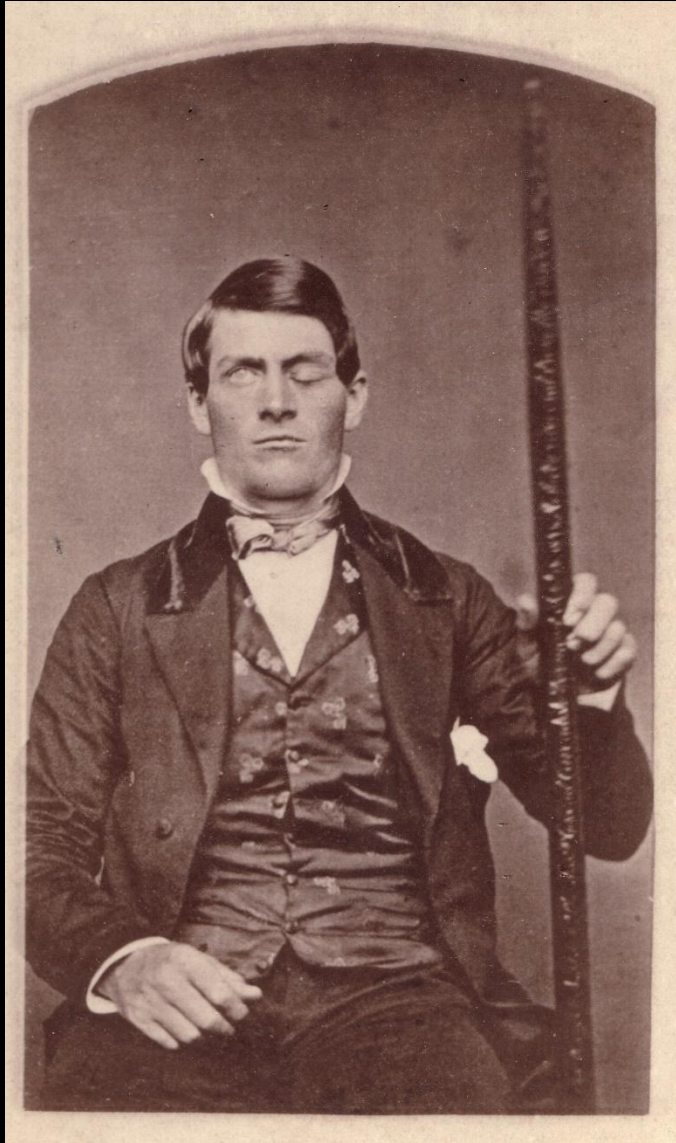
**Phineas
Gage
1848**











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
Persistence
Transitions
Empathy
Attention
Planning



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

Robert Sapolsky



myth

**we are primarily
rational beings**

WE ARE
SURVIVAL
BEINGS

TRIUNE BRAIN



Cortex

Limbic

Brain Stem

TRIUNE BRAIN



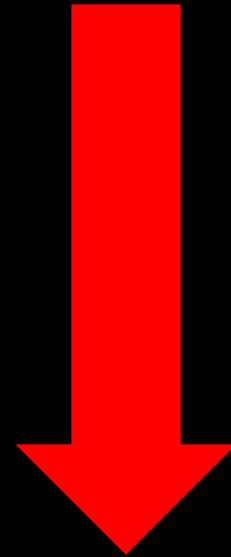
Thinking/Rational

Alarm System

Reacting



STRESS





Cortex

Brain Stem

Limbic
System

**T
H
R
E
A
T**



Fight



Flight



Freeze



Fix

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

Listen
Creativity
Flexibility
Empathy
Memory
Language
Inhibition

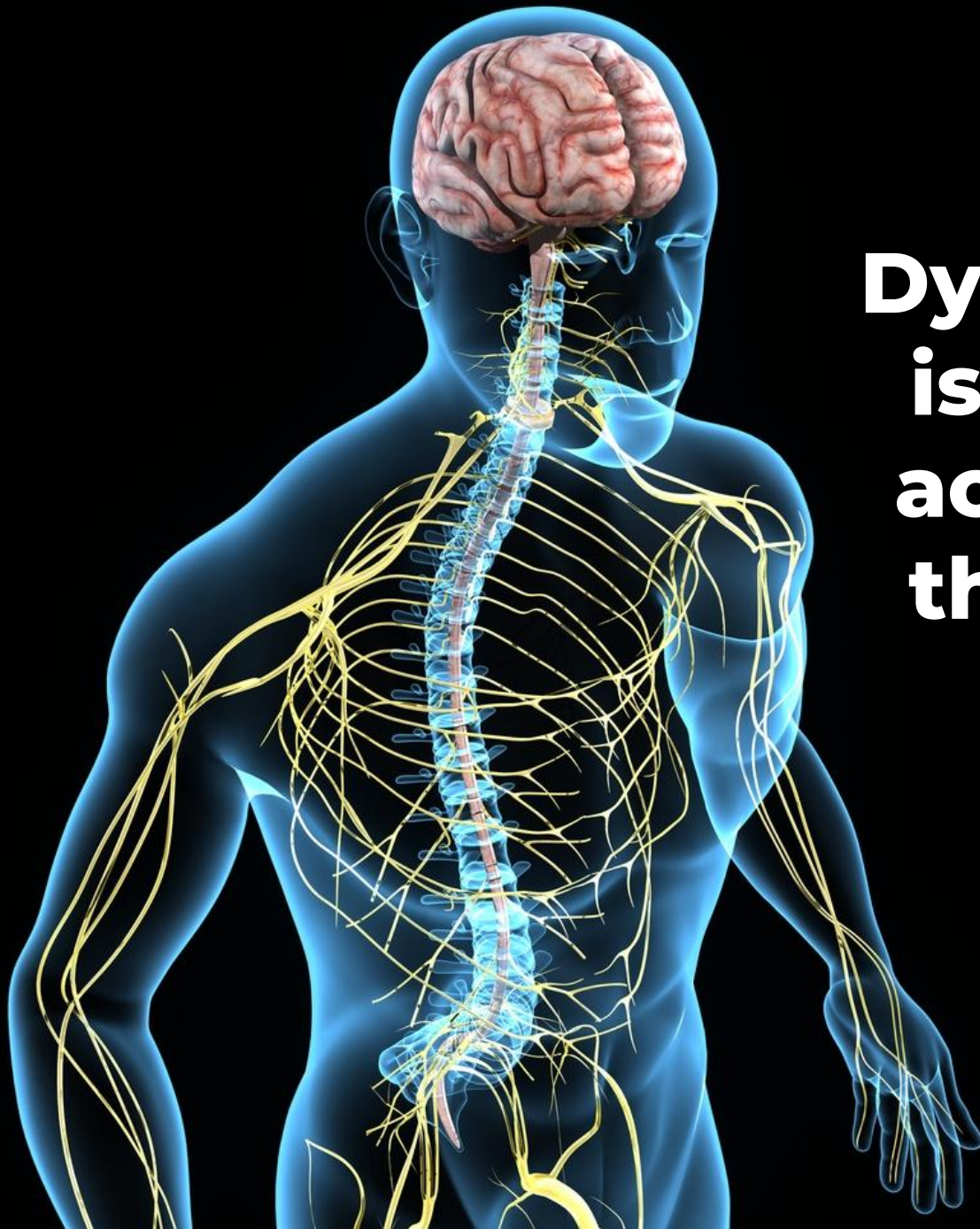
We lose
the tools
we need
the most
for
learning

Listen
Creativity
Flexibility
Empathy
Memory
Language
Inhibition

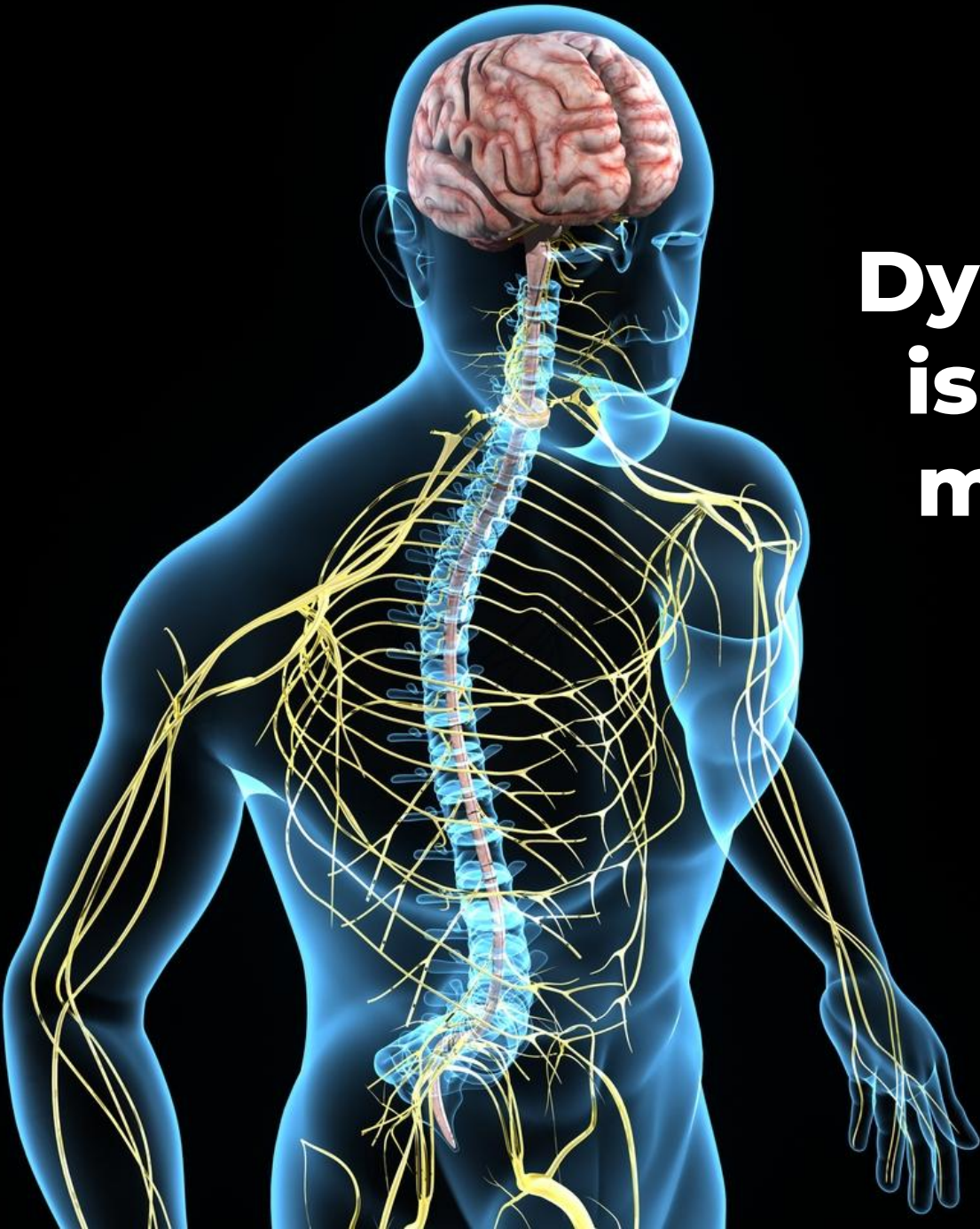
What do
we ask
kids to do
when they
are
stressed?

Listen
Creativity
Flexibility
Empathy
Memory
Language
Inhibition





**Dysregulation
is about the
activation of
the nervous
system.**



**Dysregulation
is not about
motivation.**

What puts us into Lower Brain?

**Disconnected
Devalued
Powerless
Basic Needs**

“Self-Reg”



Stuart Shanker



Mis-Behavior Is Stress-Behavior

Stuart Shanker

5 Domains of Stress

Biological

Sorry for snapping at you. I
got overwhelmed because the
radio was too loud, and my
clothes felt weird.

Emotional

Cognitive

Social

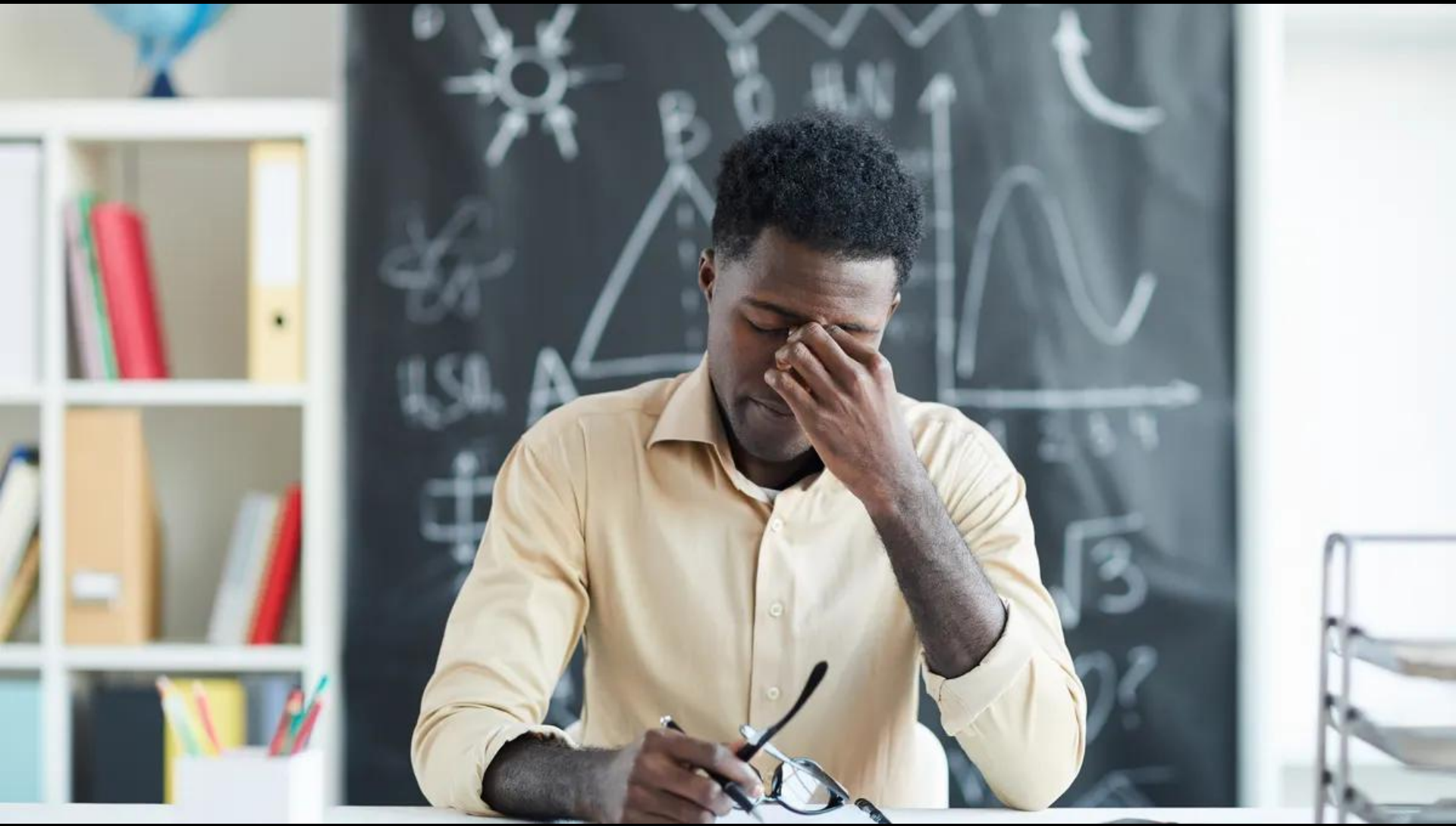
Prosocial

Biological
Emotional
Cognitive
Social
Prosocial

How stressful is school?



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 students?**



**Thanks for the
F***ing Chili!**



From Police Station To Podium



“I learned about acceptance and what it takes to make positive changes and mature over time. Thank you to the staff for the love and support I got over the years. For me, NSA is a second family.”



Lesson #3:

**Trust
Development**

Developmental Empathy

David Gleason



DEVELOPMENTAL EMPATHY

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



**UNDER
CONSTRUCTION
UNTIL
—25—**

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





WARNING

Development
has it's own
timeline





Origin of Stress

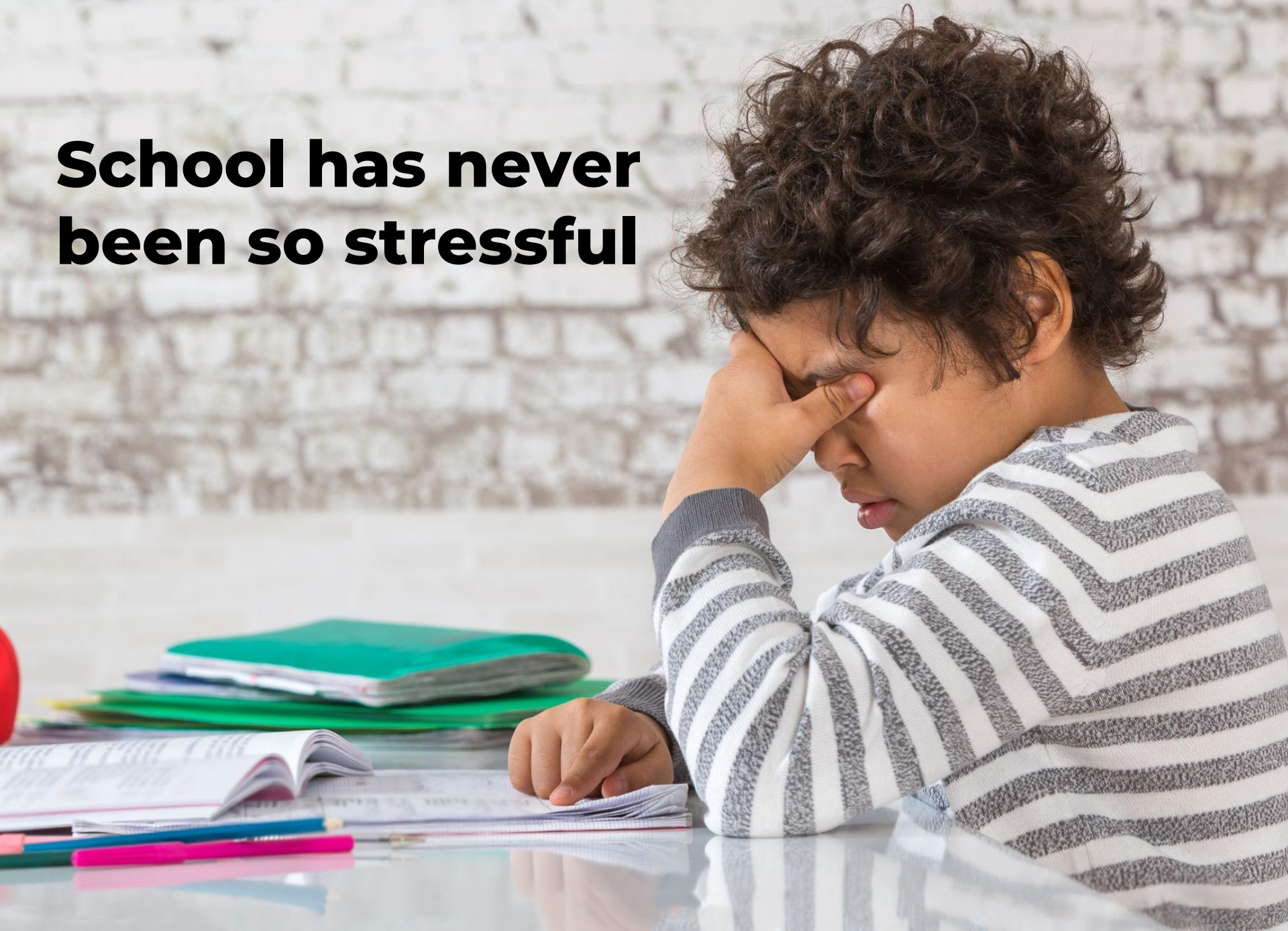


**INCOMPATIBILITY
CAUSES
STRESS**



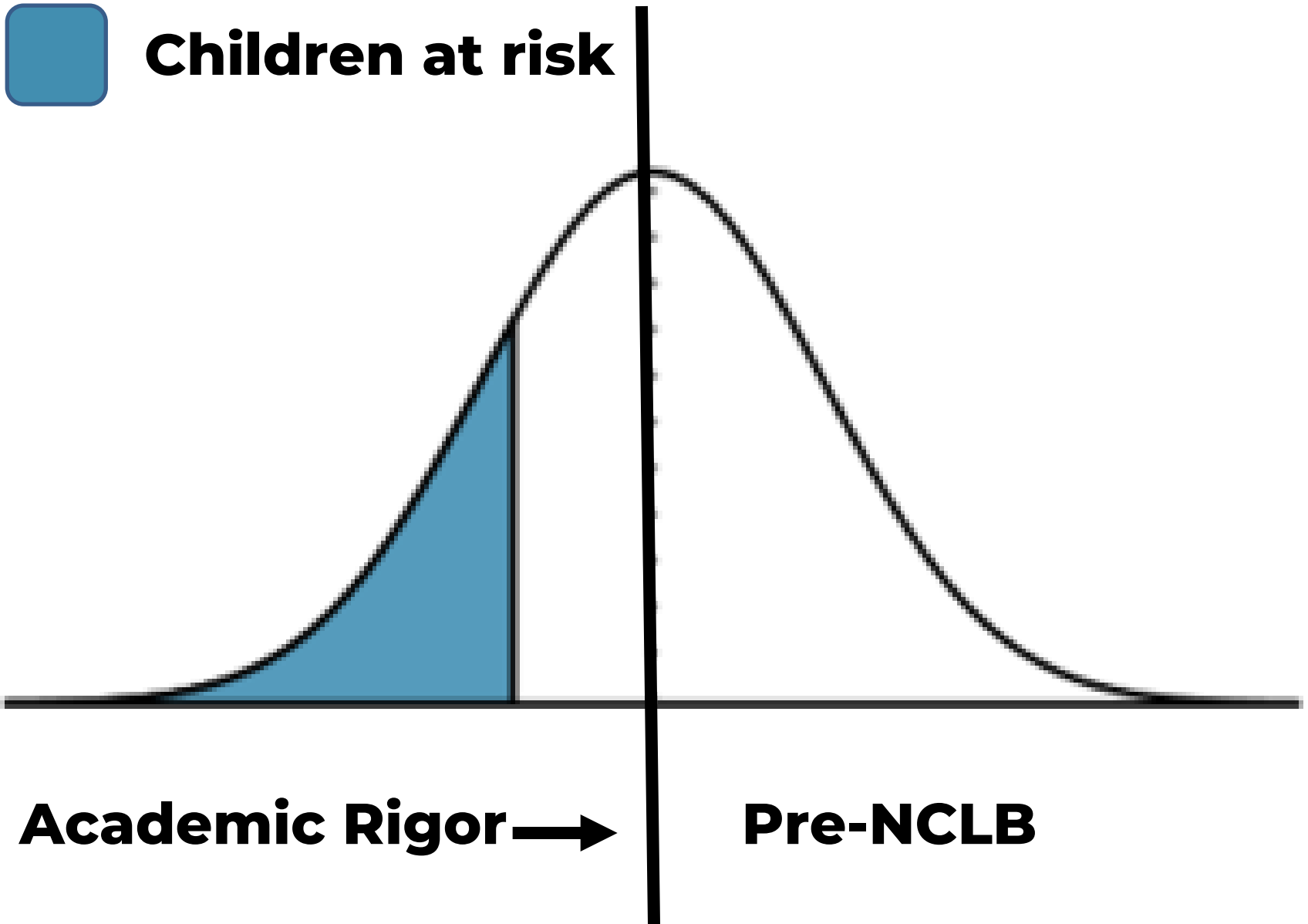
**School has never
been so demanding**

**School has never
been so stressful**



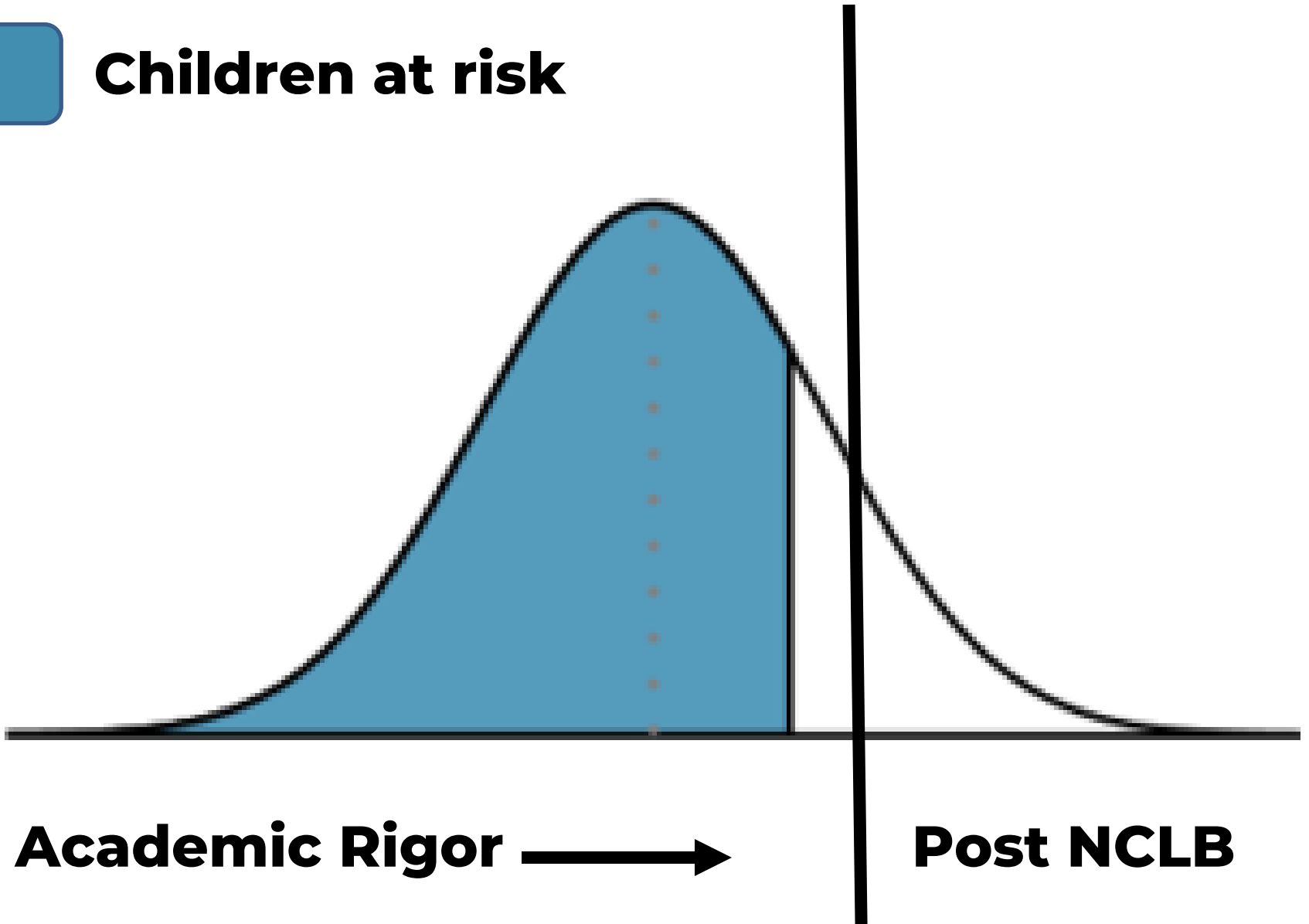


Children at risk





Children at risk



Academic Rigor →

Post NCLB



Children at risk



**Development requires
a lot of failing**





69 times per hour



**And we never call them
clumsy**

**We treat gaps
in development
as behavior
problems**





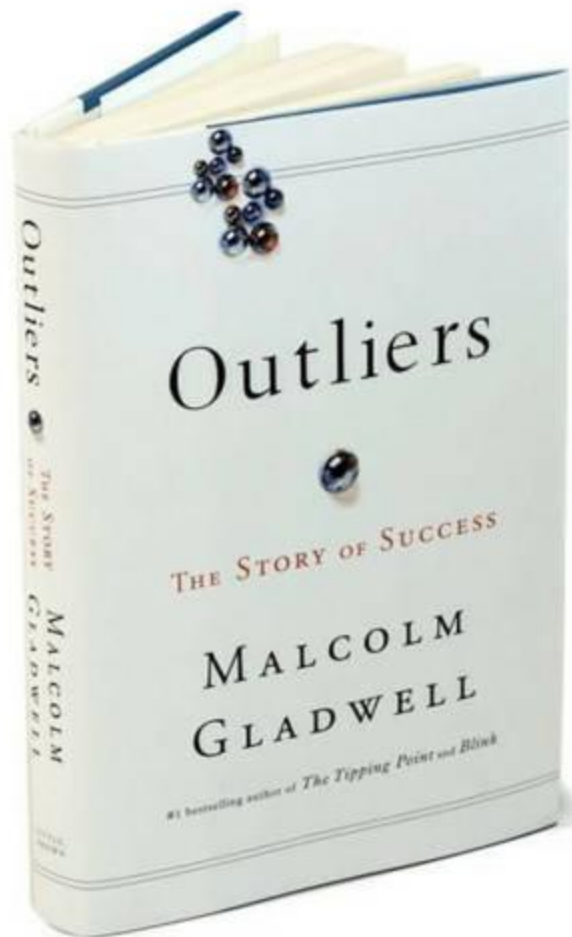
**When older kids fail
we call them ...**

**Lazy
Irresponsible
Manipulative
Immature
Selfish
Defiant**

**When we aren't aware of
development, we can make
terrible decisions:**

We punish and shame.

**Kids already feel shame
about developmental lags.**



40-30-20-10



“Teachers aren't any better than coaches at disentangling ability from maturity. So relatively older kids in elementary and middle school end up getting more encouragement.”

“They tend to get better grades and they're more likely to be chosen for things like gifted and talented programs. Meanwhile, relatively younger kids are more likely to be diagnosed with learning disorders or flagged for problem behavior.”

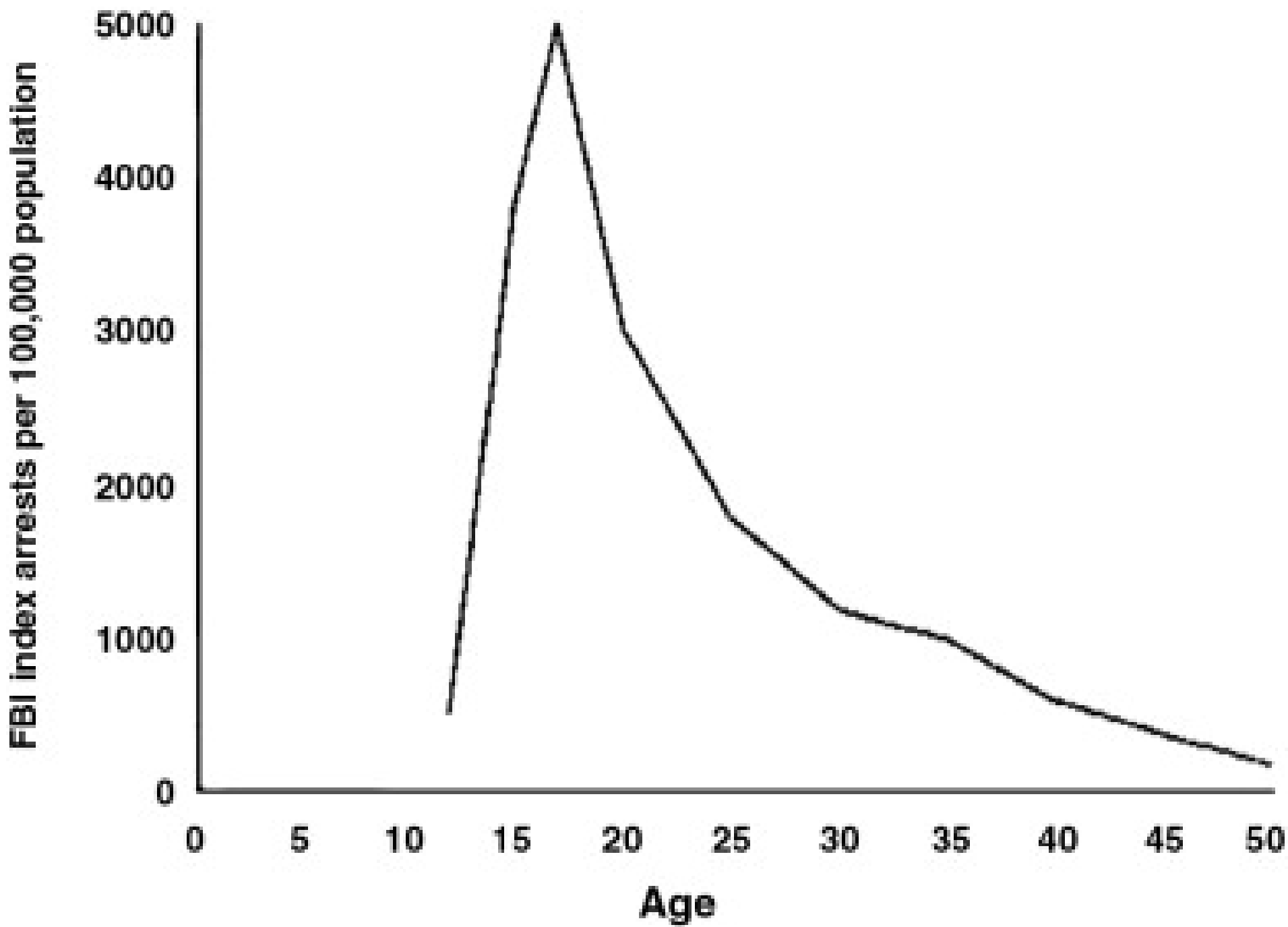
ADHD Diagnoses By Birthdate



**August vs.
September:**

↑ 34%





Everyone's developmental path is unique



Physical Maturity Doesn't Equal Emotional Maturity



Intellectual Ability Doesn't Equal Emotional Maturity



Grade Level Doesn't Equal Emotional Maturity





**Help them achieve
their greatest
potential.**

**Starting with where
they are now.**

**Our work is to
prepare them for
their next step.**



**“Development
is always
on our side.”**

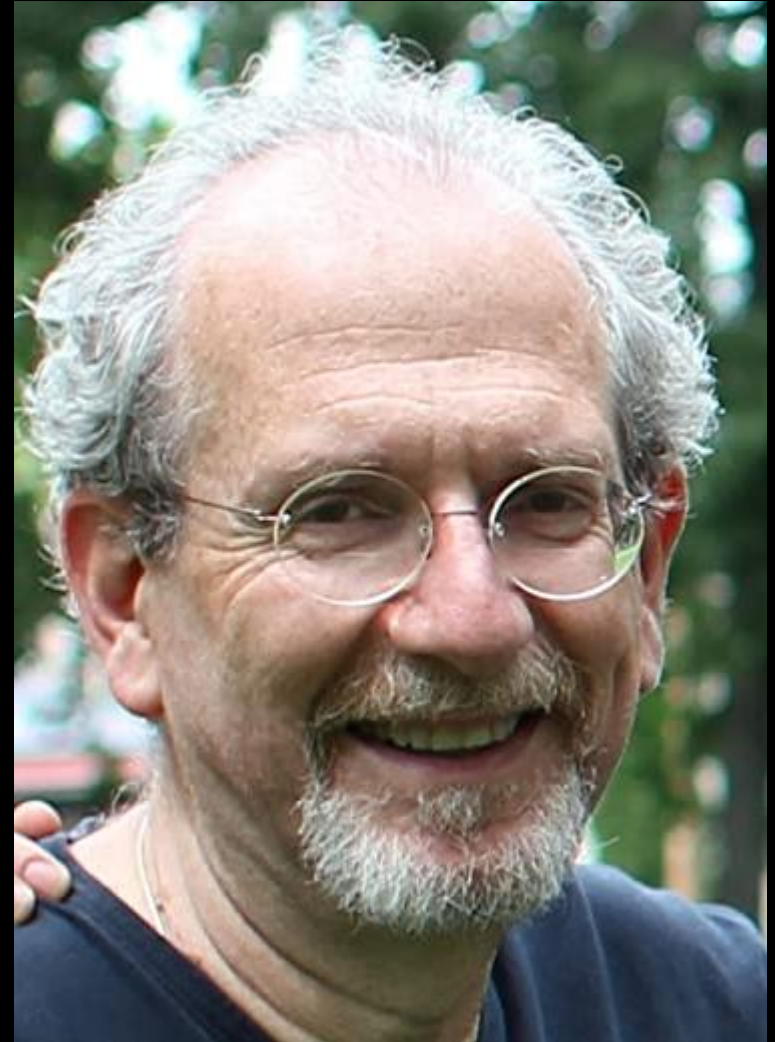


~ Karen Gouze, Ph.D.

**Whenever we fight
development
we lose**



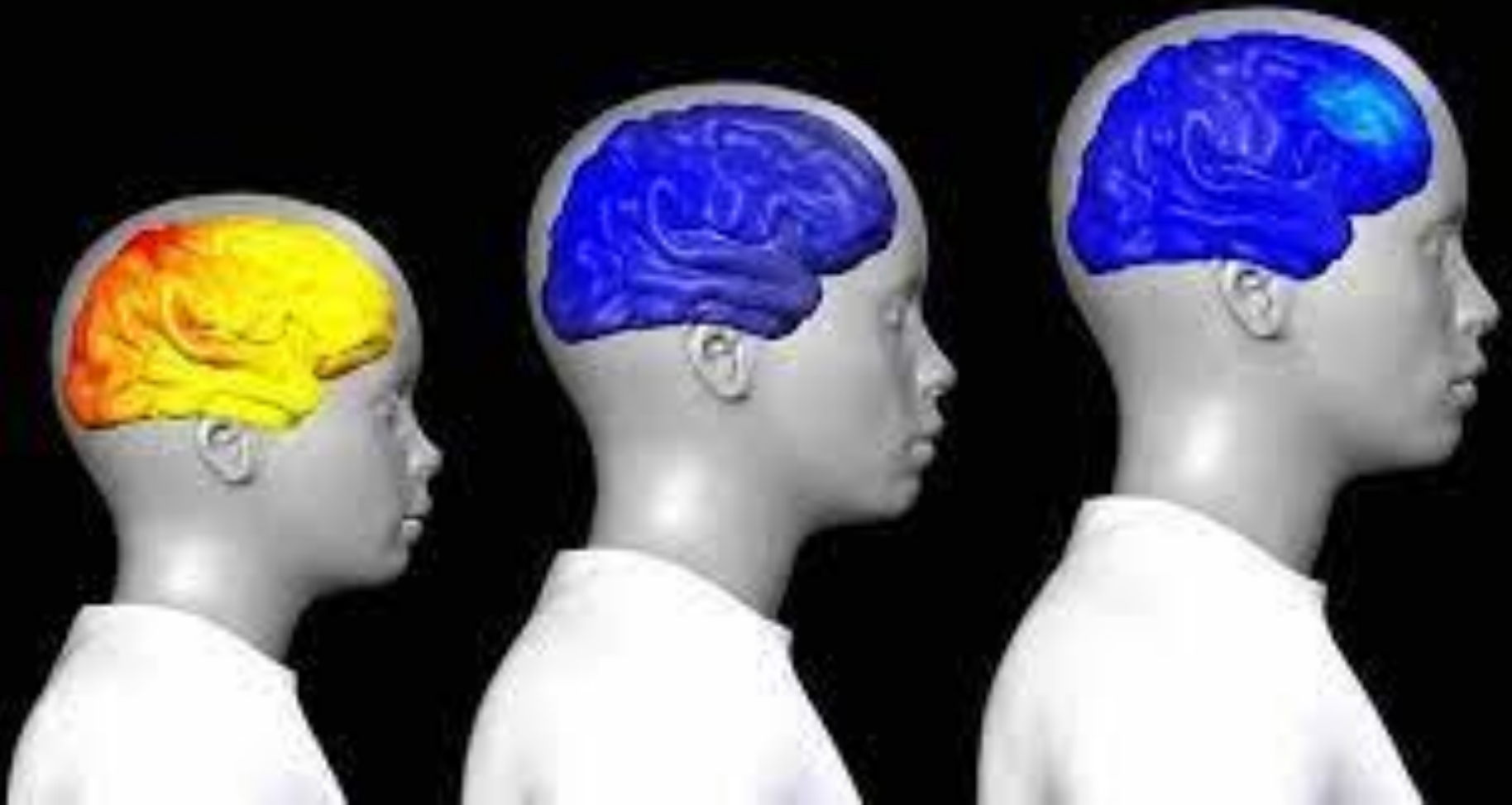
**“This will get
easier for
him.”**



~ Bill Levin, Ph.D.



Trust Development









History

Commitment
(Using Rights, Struggle, and Montgomery, 1955)

MONTGOMERY
34 MILES

KINDNESS

Courage



**it's hard to
be patient**



**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



**Almost everything
will work again if
you unplug it for a
few minutes...
including you.**

~ Anne Lamott





Lesson #4:

**Restore Instead
of Punish**

Columbine High School

April 20, 1999



The logo features a thick red circle. Inside the circle, the word "ZERO" is written in white, bold, uppercase letters within a black rectangular box. A second black rectangular box, wider than the first, is positioned horizontally across the middle of the circle, containing the word "TOLERANCE" in white, bold, uppercase letters.

ZERO

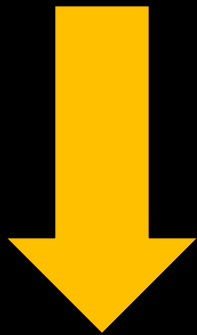
TOLERANCE

Impact on Schools



ZERO TOLERANCE

School Community



Test Scores
Trust in staff



Apathy
Anxiety

Impact on Schools

How can the other students learn if we don't suspend the disruptive and dangerous students?

Impact on Schools

When schools serving similar populations were compared, those schools with relatively low suspension rates had higher, not lower, test scores.

US Department of Education

SB100
Office of Civil Rights
Restorative Practices
Trauma Informed Care
US Department of Education
United States Secret Service

Safe Schools Initiative



“This is one of the premier law enforcement agencies in the country and yet at the top of their list was connecting kids with educators.”



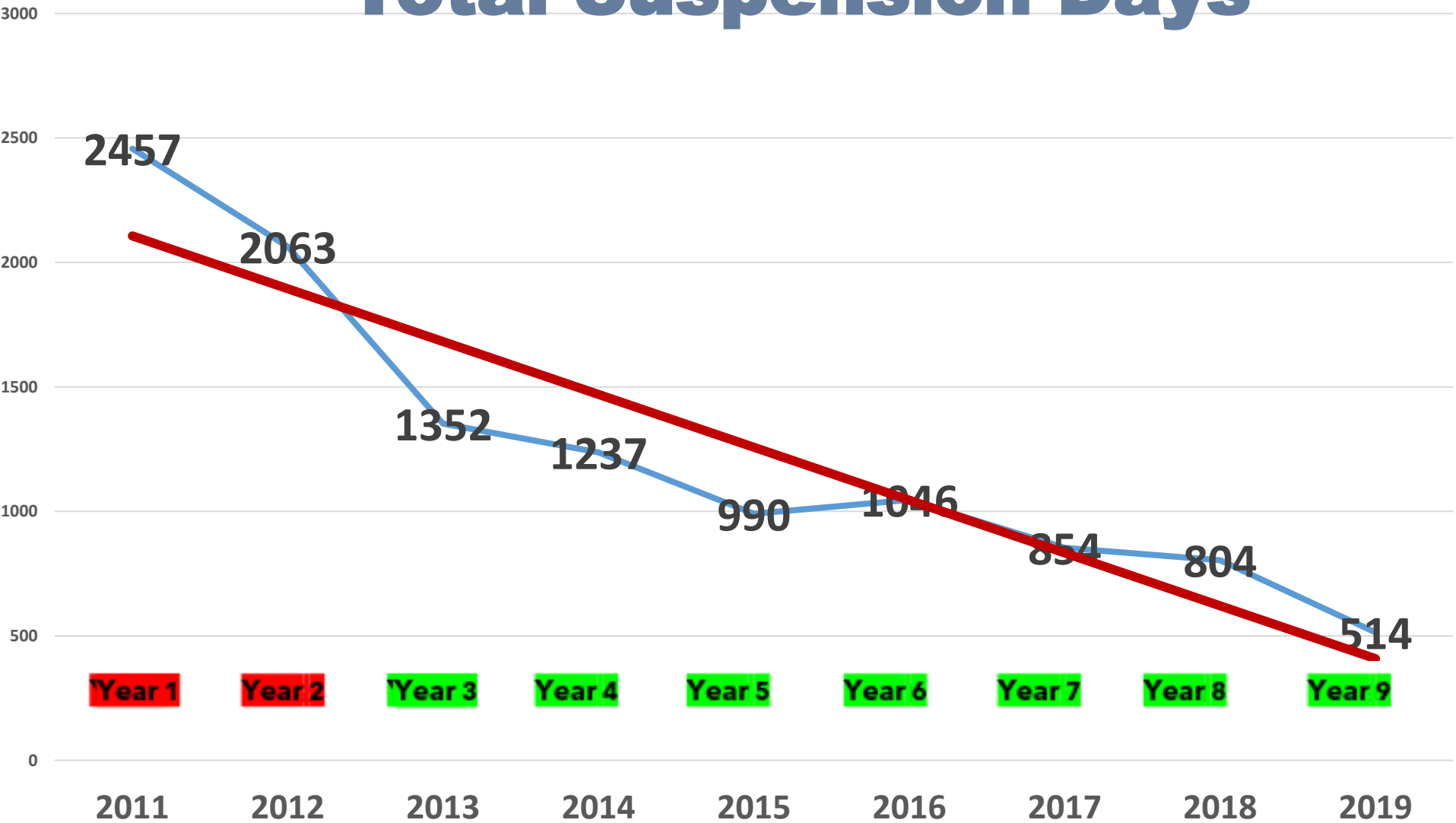
Dr. Dan Cates



Suspension



Total Suspension Days













Smith! + Dr. Bolton!

I was blessed to have
5 years sober May 1st. 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



**KINDNESS
MATTERS**



**When
Students
Have To
Leave, How
Do We
Welcome
Them Back?**



When Students Have To Leave, How Do We Welcome Them Back?





RESTORATIVE PRACTICES^{LCS}

The practice of restoring relationships with people and a community after causing harm.

4 Things We Need To Do To Change The World

Bryan Stevenson
Equal Justice Initiative



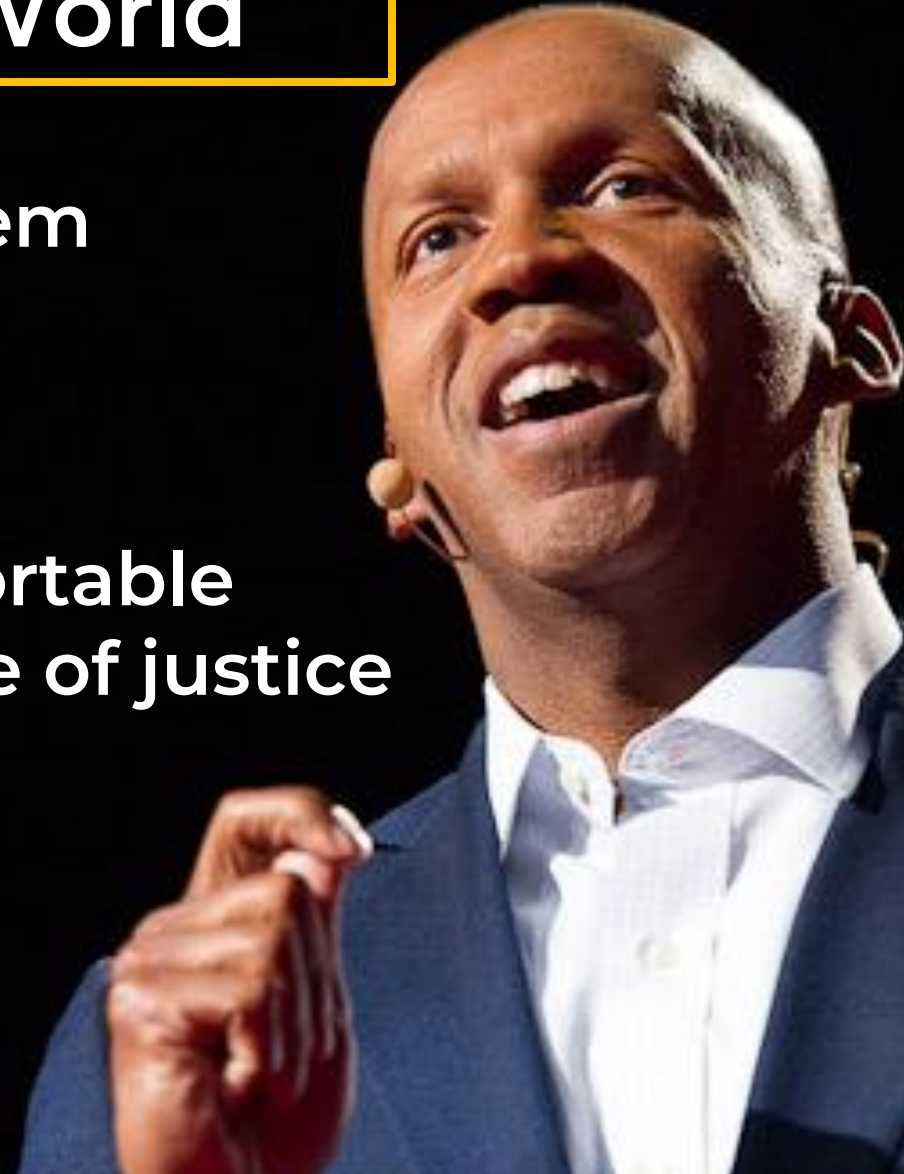
4 Things We Need To Do To Change The World

1. Get close to the problem



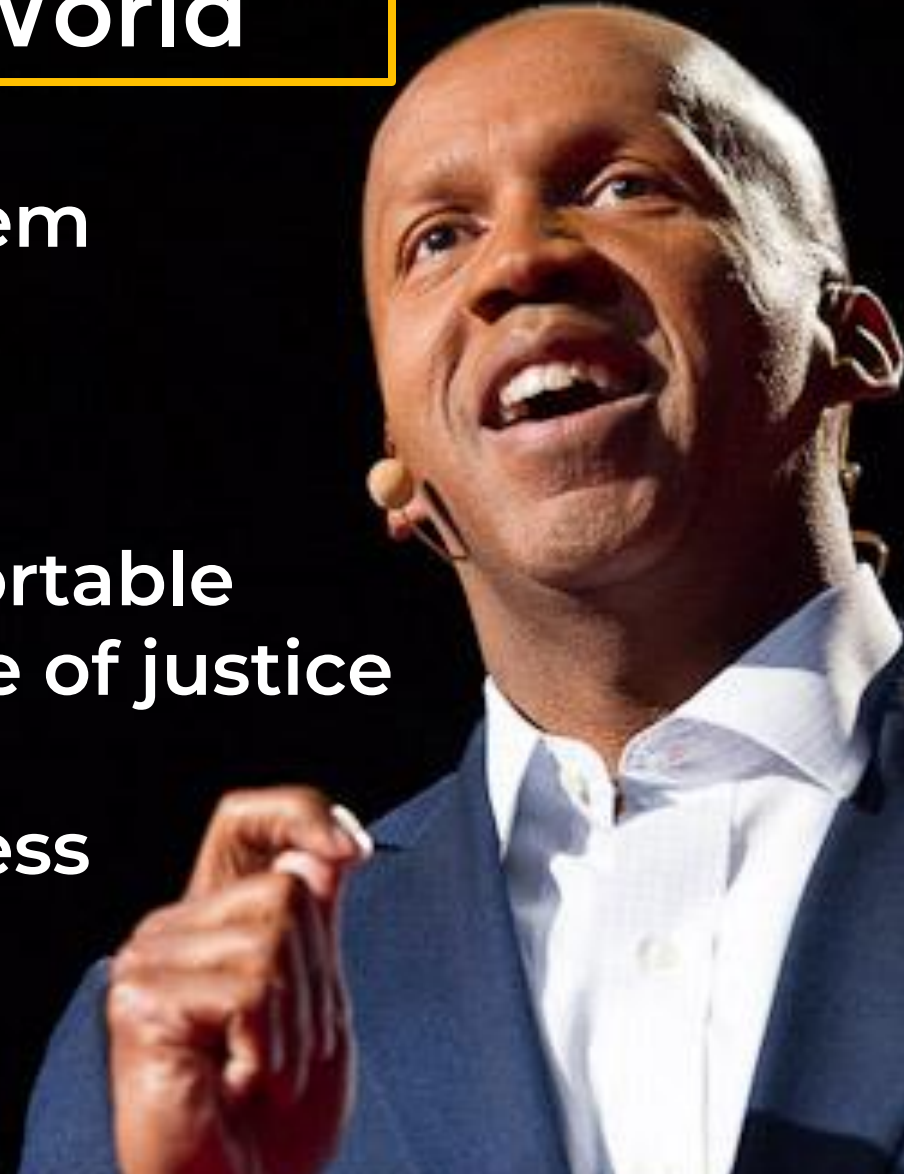
4 Things We Need To Do To Change The World

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



Creating Connected
Families, Schools, and Communities
to Raise a Resilient Generation



Untethered

DOUG BOLTON, PhD

TODAY'S SLIDES

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