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Betsy Kindall:

I'm Betsy Kindall.

Nicole Fairchild:

I'm Nicole Fairchild.

Stacy Moore:

And I'm Stacey Moore.

Betsy Kindall:

And this is Arkansas A.W.A.R.E., a project to Advance Wellness and Resiliency in Education.

Nicole Fairchild:

Hey, welcome everybody to the Arkansas A.W.A.R.E. podcast. I told you a lie. I did, I told you a lie.

Stacy Moore:

Nicole.

Nicole Fairchild:

I said that we were going to be done with Atlas of the Heart and then I looked through it some more and I thought there's just still a few more things we should talk about in here.

Stacy Moore:

You just can't let it go.

Nicole Fairchild:

No, but here's the other thing. I don't know if you guys know this, but there are people following along with us when they're reading the Atlas of the Heart book and they're using this as discussion.

Betsy Kindall:

I have gotten that, a lot of people have really talked to me about this book.

Nicole Fairchild:

So we might as well just continue to be helpful.

Betsy Kindall:

Okay.

Stacy Moore:

Is that what you call it?

Nicole Fairchild:

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This is what we're here for. Okey-dokey. Okay, so this is not actually a new to Atlas of the Heart topic. This is a old school Brene Brown topic, but not something that I think we've talked about directly, which is shame. And on page 137, and-

Stacy Moore:

But, before you get into this too, if you've read a lot of Brene Brown's work on shame, it's a very complex. We just talk about shame, like shame. But when you read her work, it's obviously something that I know for me it took a long time to process and really understand how people deal with shame, how I deal with how I respond or deal with the shame, with shame and that it's a much more complex topic than a lot of people realize.

Betsy Kindall:

So how do you deal with shame? I'm going off on the tangent.

Nicole Fairchild:

Yeah. You're already gone.

Stacy Moore:

Oh this is a whole nother... I should have brought our workbook. I mean it makes me think of shame shields.

Nicole Fairchild:

Yeah.

Stacy Moore:

You know?

Nicole Fairchild:

Yeah, which we referenced that back when we were talking about Dare To Lead, where she says everybody has different shame shields. Some use it to run away.

Stacy Moore:

Yes.

Nicole Fairchild:

Some use it to go against.

Stacy Moore:

Yes.

Nicole Fairchild:

And some use it to, I always get the to...

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Stacy Moore:

Two. I didn't bring my workbook in here.

Nicole Fairchild:

There's move against. Move with. Move away. I think is what it is.

Betsy Kindall:

Well and because we were sitting in Austin, Texas talking about this and whatever it was we were on, I know you obviously recognize that is obviously how I handle something because she leaned over and she's like, Do you do this? And I know her well enough to know in case you don't know, Nicole manipulates conversations.

Stacy Moore:

She's a counselor.

Betsy Kindall:

So is that a question? Are you just making a point for me to engage? What?

Nicole Fairchild:

I'm helpful.

Stacy Moore:

Which one is yours?

Betsy Kindall:

I don't even remember. It's been awhile.

Nicole Fairchild:

I think it was more against.

Betsy Kindall:

Yeah, probably.

Nicole Fairchild:

It was like, "You want to go?"

Betsy Kindall:

Yeah.

Nicole Fairchild:

A little more that.

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Betsy Kindall:

I don't really take... Yeah, because I'm an Enneagram A and it's so funny because y'all it's been a few weeks. It's been a hard few weeks.

Nicole Fairchild:

Yeah.

Betsy Kindall:

And so I've really tapped into, okay, this is where this is coming from. This is how I feel this way because I believe in fairness and equity and taking care of people and justice. And when there's injustice, I'm not in a good place.

Nicole Fairchild:

Well, and you're going to go up against it.

Betsy Kindall:

Yeah, I am.

Nicole Fairchild:

Some people would avoid and run away from it. Some people would. I think it is go with like, "Oh okay, we'll do it your way."

Stacy Moore:

Like a nine? Like an Enneagram nine?

Nicole Fairchild:

Yeah. And then some people are like, "No, that's not going to happen."

Betsy Kindall:

That would be me.

Nicole Fairchild:

Yeah. Yeah.

Betsy Kindall:

That's me. Over here.

Nicole Fairchild:

The insight is so helpful. The insight's really helpful with it.

Betsy Kindall:

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It is because in the last few weeks that I've had a rough few weeks with just different things, understanding that about my myself has really helped me navigate the situation and sometimes let go of things that I might not have been able to let go before. Because it's absolutely like, no, this is not okay.

Stacy Moore:

Get some gets self-awareness and self-management from it.

Betsy Kindall:

Mm-hmm. But it's still like, don't get me wrong, there's still a little bit there that's just, Mm-mm. it's still not a whole lot good.

Stacy Moore:

It's not resolved yet.

Betsy Kindall:

It's not resolved, but I'm able to put it aside and move forward. I don't know if this is healthy or not, but I'm going to go with the fact that a little time between that and what I'm feeling will give me a little bit better and clearer perspective inside.

Nicole Fairchild:

Yeah. Now this isn't exactly where I was going.

Stacy Moore:

I know. Sorry. I know. I'm bad.

Nicole Fairchild:

I'm going to pull us back, but I want you to take us back here if it's applicable here in a minute. Okay.

Stacy Moore:

Okay.

Nicole Fairchild:

So pull us back off track if you want.

Stacy Moore:

Okay.

Nicole Fairchild:

But I was thinking about shame, not necessarily about how we deal with it, although it is, this is why I'm saying take us back because it is very applicable. I was just thinking about the concept of shame in the classroom and how many students experience it. I think a lot of cases it's capitalized on.

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Stacy Moore:

Tell me more about that. What do you mean?

Betsy Kindall:

I could see that.

Stacy Moore:

How it's capitalized on?

Nicole Fairchild:

I'm going get you to comply, I'm going to get you to do I'm going to use shame as a tool to... As if it's motivating.

Stacy Moore:

Okay. I saw this the other day.

Betsy Kindall:

Also, on the other side of that, I think inflicting is not the right word, but using that shame I think makes some people feel powerful.

Nicole Fairchild:

But I think it's also a part of what we might call the "traditional" way of managing classrooms for instance.

Betsy Kindall:

Unfortunately, I think that might be accurate.

Nicole Fairchild:

So you're making a sad face at me right here.

Stacy Moore:

Yeah.

Nicole Fairchild:

You saw some of this?

Stacy Moore:

Yeah, I did. And as we've said before, and as I reiterate in my trainings all the time I try is that our students who have been referred to with behavior concerns, 99% have academic difficulties or social or lagging skills in some areas. When those students are in your class, it gets frustrating. I mean when you see the behavior over and over and over again. But underneath it, what I see when I go do records reviews is the academic deficits.

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And so you have a student who is way below grade level on reading, maybe a first or second grade level, and they're in middle school and they're having reading assignments or AR or things like that. And a student pronouncing in front of the class that this student knows that they can use their headphones to somebody who's working with a student. That student knows.

Nicole Fairchild:

That's shame.

Stacy Moore:

And not only that, but then remarks the out loud that we do better than this percent this time.

Nicole Fairchild:

Wouldn't that be a fascinating?

Stacy Moore:

That's where I do think that, and I think that teacher was frustrated and she sees the behaviors and she does want better for that kiddo.

Nicole Fairchild:

Yeah.

Stacy Moore:

But to me, oh, it just breaks my heart.

Betsy Kindall:

The story you just told made me think, I wish we could do a research study. Maybe Brene Brown has on shame like this, but probably not in the classroom. Wouldn't it be fascinating to research the functional behavior and your FBAs, the functional, your behavior issues and look at the function of that behavior and how much of it is shame based?

Stacy Moore:

I thought you were going to do FBA for teachers.

Betsy Kindall:

No.

Nicole Fairchild:

Wow.

Stacy Moore:

What's the underlying function for that?

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Betsy Kindall:

That's a whole nother conversation.

Stacy Moore:

Sorry.

Betsy Kindall:

But would it be interesting if you looked at the function of all the behavior-

Stacy Moore:

And see if shame is a component.

Betsy Kindall:

... issues you have and see if shame is a component.

Stacy Moore:

So gaining.

Nicole Fairchild:

Yeah.

Stacy Moore:

What would that be? What would you say the opposite of shame is? You're gaining clout with your peers. You're gaining?

Nicole Fairchild:

What do you?

Stacy Moore:

Positive reputation with your peers. So the opposite of shame. If I don't want to feel shamed in front of my peers. I want to stand up for myself, so I'm going to do these behaviors. So the opposite of that would be what? That I want to?

Nicole Fairchild:

It could be silliness, it could be, I'll just...

Stacy Moore:

It could be justice and things like that.

Nicole Fairchild:

It could be funny.



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Betsy Kindall:

Or I was thinking of something more academic in nature.

Nicole Fairchild:

Yeah.

Betsy Kindall:

For example, you're seeing behaviors in a classroom, you realize the function of that is the student feels inadequate in mathematics and they're ashamed of that. There's a shame attached to that lack of or that insecurity.

Stacy Moore:

Yeah.

Nicole Fairchild:

Yeah, but the shame is the driver I think for the behavior. Because I feel shame now I'm going to act like a clown. Because I feel shame now I'm going to defy and refuse to do this.

Stacy Moore:

But that's going to look different in terms of function. So it may be that I end up trying to escape or avoid this, so I'm going to do something, I'm going to get out of the classroom. Well then I'm escaping or avoiding the work. And shame would be the driver behind that. It may come across as looking like the function is attention because then I'm going to try to act like the class clown so I can gain the respect of my peers or at least fit in with my peers. And so then it looks like peer attention, but what's underneath it could definitely be, I recognize that I struggle or I have these deficit deficits or difficulties and it's not so I'm trying to cover.

Nicole Fairchild:

It's not safe. It's not safe to admit it. It's not.

Stacy Moore:

The other component of this is yes, academics definitely, but also poverty.

Nicole Fairchild:

Yeah.

Betsy Kindall:

Oh yeah.

Stacy Moore:

Because I think about the teachers. I heard a story yesterday of somebody who told me that they were working with this teacher and coaching the teacher and trying to help them connect with this student that was having a lot of behavior difficulties. And guys, I'm not minimizing that. That's hard. It's hard in a

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classroom every day and you don't know their home situation. But they ended up having to go to the home and it was an eyeopener.

Betsy Kindall:

It was an eyeopening experience.

Stacy Moore:

It was an eyeopener. And so after that it was a little bit easier to give empathy. Right or wrong. I mean that's just how we're built. It was easier to give empathy. But I think about that student coming to school and maybe they know they're dirty, maybe they know they stink, maybe they know. And that's not uncommon.

Betsy Kindall:

No.

Nicole Fairchild:

It's really not uncommon.

Stacy Moore:

It's not uncommon.

Betsy Kindall:

I think in today's time though, people out there listening, if you haven't been in a school setting in a long time, that's not common understanding like it is with us. When you're in schools all the time, it's very common to see it.

Stacy Moore:

It is. It is across schools.

Betsy Kindall:

It's very common.

Stacy Moore:

Yeah.

Nicole Fairchild:

And so what Brene found about shame is that when it stays hidden, on the page 137 I mentioned earlier, she kind of has a little graphic there and it's like a Petri dish with shame inside of it. And what makes it grow is judgment, secrecy, silence, which is some of what we just described about being in a classroom. And do I want my peers to know I have dyslexia? But then-

Betsy Kindall:

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Or do I have the right to speak up anyway?

Nicole Fairchild:

... but then I pronounce words funny. You know what I mean? Instead of saying faculty, I say facility or whatever and then my peers laugh at me and then I have to act like a clown because what else am I supposed to do? I have to keep it secret. I can't admit. You know what I mean?

Betsy Kindall:

Colonel.

Nicole Fairchild:

Yeah. Colonel.

Betsy Kindall:

Donnie. Vulnerability.

Stacy Moore:

In class, that's how I said it in middle school.

Nicole Fairchild:

You still remember that?

Stacy Moore:

I do.

Nicole Fairchild:

Exactly right. Yeah. So the only way that's... Silence, secrecy, judgment makes the shame grow and grow and grow and grow. And the thing that's going to stop the growth is empathy.

Betsy Kindall:

Yeah.

Nicole Fairchild:

That's what she found in her research. It's empathy. And when I think about all of the really powerful moving stories that I've heard at conferences or from speakers or whatever, or we just send a team of people to a PBIS Leadership Forum. One of the things I heard back was there was this passionate speaker who talked about relationships with students and I was in tears. I just think all of these moving stories, I'm willing to bet started with shame and ended with empathy.

Stacy Moore:

I do think it's that, I see you and I care for you.

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Nicole Fairchild:

Yeah.

Betsy Kindall:

Which is empathy.

Stacy Moore:

I see you and I care for you. But this is the thing. You don't want me to go here.

Nicole Fairchild:

We're counting on you to.

Stacy Moore:

But what would be said about the difference between sympathy?

Nicole Fairchild:

Oh, stop it. No, I know. Oh, gosh, Stacy.

Stacy Moore:

I knew you didn't want me to go there. I knew you didn't want me to go there.

Nicole Fairchild:

Well here's the thing though. So I think Brene would say-

Stacy Moore:

But it's still at the core. It's, I see you and I care for you and I feel for you.

Nicole Fairchild:

Absolutely. I think Brene would say sympathy has a judgment piece to it and that it would [inaudible 00:12:07].

Stacy Moore:

And I disagree.

Nicole Fairchild:

And you disagree.

Stacy Moore:

But that's okay.

Nicole Fairchild:

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Yeah. Exactly. Exactly. But it is, I see you, I care about you. You're safe. You're safe to admit this to me. We don't have to keep this a secret.

Stacy Moore:

Yeah.

Nicole Fairchild:

It's safe for you to admit when you need some help or when you struggle.

Stacy Moore:

How many of us don't want, I see you for who... I think a lot of us spend our whole lifetimes finding that person that says, "I see you for who you are and I love you despite and with everything that you bring."?

Nicole Fairchild:

I think you're exactly right.

Betsy Kindall:

And shouldn't we all strive to be that person?

Stacy Moore:

Yeah.

Betsy Kindall:

Just saying.

Stacy Moore:

Yeah.

Nicole Fairchild:

I don't know. I just think there's a lot there. And it makes me think about some of the trainings we've done. We've had this conversation that we'll go into a training and we'll start talking about relationships and you can almost see everybody roll their eyes. Like, "Yeah. Yeah. Yeah. We get it. We know."

Betsy Kindall:

I got that. I'm good with relationships. I've heard that. I'm like.

Stacy Moore:

I told this group yesterday, I was like, I even called it something different. I was trying to disguise it.

Nicole Fairchild:

Just trick them.

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Stacy Moore:

It was indicators of affection. And I was like, "I'm not calling it student teacher relationships because as soon as I do that you check out."

Nicole Fairchild:

Yes.

Stacy Moore:

You check out because you think I've got that covered. Check mark. Done. I'm good with that. But then my question was for all of your students.

Nicole Fairchild:

Every one of them.

Betsy Kindall:

You know, I think that part of the reason people check out too is because sure, they might think they've got it, but if they don't, I don't think they want to go there because it takes self-reflection and there's folks out there that really just don't want to do that.

Stacy Moore:

It does. And so what we've been talking about in trainings is Marzano's work and how he talks about context in the classroom and what does that look like in terms of student teacher relationships. And so when we look at that, I've done research before with my dissertation and we found there were two components. There was an engagement component that you were engaged with that student, that you saw them, that you found good things with their work. It was specific behaviors that teachers did, but then there was a rejection component. It was calling them out in front of peers was. So it was specific things. And I think that information is helpful. What does this look like? What is a student teacher relationship and how do you make deposits into that and how do you make withdrawals?

Betsy Kindall:

Yeah. And I think one thing that came later after your research too, is there's a lot of stuff out there right now that talks about fairness.

Stacy Moore:

Oh yes. And Marzano talks about that as well. There was something else I was going to say about Marzano, but I can't remember.

Betsy Kindall:

Which the truth is, you can think about your own relationships and how fairness plays a role in that. Is it an important part that somebody treats you or they're fair?

Nicole Fairchild:

Or you don't see favoritism?

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Betsy Kindall:

Yes.

Nicole Fairchild:

Everywhere you look.

Betsy Kindall:

Yeah.

Stacy Moore:

Mm-hmm.

Betsy Kindall:

Not just in the classroom, but you could think about your everyday life.

Nicole Fairchild:

Sure.

Stacy Moore:

But that was the other component was that he talked about the self-awareness of teachers as do you talk to this student and have the same tone and effect this student as you do this student?

Nicole Fairchild:

And really how much is there?

Stacy Moore:

What is your interaction with this student versus this student? And sometimes we think we're doing something that doesn't show any differences, but the students know and research has shown that to you.

Nicole Fairchild:

They know.

Stacy Moore:

They know if you like them or not.

Nicole Fairchild:

They do know.

Stacy Moore:

Yeah.

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Nicole Fairchild:

They do know. And I think the thing that's hard about that is I think so many people are like, well then they can work on it and we're putting the weight of the responsibility of change and improving the relationship on a six year old or a 12 year old. Is that reasonable? That's not reasonable.

Stacy Moore:

No, but that's the easy answer for a lot of folks.

Nicole Fairchild:

Yeah. Yeah.

Stacy Moore:

But noticing, and it is hard to do that noticing of yourself. We talked about before Rosenthal's research and how it talks about, it's very hard as teachers for us to change our mindset and that to change our behaviors. It really doesn't work that way. It really works better when we change our behaviors and then our mindset shifts because we don't always catch when every time we meet with that student. I mean, do you know that you do that? And so we've talked about his research a lot, how they go in and they video teachers and they give feedback and teachers are like, "Oh." Then you can see it. You can hear the difference. You can see maybe how that was interpreted by that student.

Nicole Fairchild:

Yeah. So let's end this one with this. I'm looking at you over here, Stacy Moore. If it's true that we do better changing of our mindset by changing our behaviors first, what are some behavior changes that teachers could make today to combat shame?

Stacy Moore:

So I think if you're brave enough videoing yourself.

Nicole Fairchild:

Yeah.

Stacy Moore:

I think if you're brave enough, having somebody else come in. I think somebody who can do your tallies of positive to negative, because we all need five to one. We need five positives to one negative to keep any relationship, That's the marriage relationship stuff. That's getting too far into it. But they can predict your divorce. If you're going to get a divorce, 99% based on your exchanges. Right?

Nicole Fairchild:

Yes. Correct.

Stacy Moore:

Or 95, I don't know.



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Nicole Fairchild:

Yeah. It's high.

Stacy Moore:

I'll look up the exact number, but it's high. And so I think even you tallying somebody that's telling, how's your positive to negative interactions? And so I think until we can be accurate in our own behaviors, we may need some outside support to see that for what we really do.

Nicole Fairchild:

I think you're exactly right.

Betsy Kindall:

I think we have to be open to that.

Stacy Moore:

Yeah. Mm-hmm.

Nicole Fairchild:

Mm-hmm. All right. Well if you haven't looked at shame and empathy, then I think it's probably a good thing to do because it's probably playing a role in your classroom and it may not show up on that FBA or BIP, but it's probably driving some of the functions of those behaviors. So check it out, look into it, and we'll see you next time.