






WE ARE... MARSHALL.

Shared Goals, Shared Solutions: Mending Parent Teacher Bonds

Marlo Hornsby MOTR/L



1

WE ARE... MARSHALL.

ECPBIS TEAM


Marlo Hornsby-
Northern BSS
hornsby1@marshall.edu

Sara Wines-
Mountain BSS
sara.wines@marshall.edu

Ashely LaRue-
Eastern Panhandle BSS
laruea@marshall.edu

Kate Morris-
Southern BSS
morriska@marshall.edu

Amy Carlson – WV ECPBIS Coordinator



Early Childhood Division

Jeanna Williams-
Northern Coach
williams195@marshall.edu

Amanda Shelton-
Mountain Coach
sheltona@marshall.edu

Tanya McGregor-
Eastern Panhandle Coach
tanya.mcgregor@marshall.edu

Jessica Hensley-
Southern Coach
jessica.hensley@marshall.edu

2




WE ARE... MARSHALL.



West Virginia Behavior/Mental Health Technical Assistance Center

The West Virginia Behavior/Mental Health Technical Assistance Center is proud to be a collaboration between the West Virginia Department of Education and the West Virginia Autism Training Center at Marshall University.



WEST VIRGINIA
AUTISM TRAINING CENTER
AT MARSHALL UNIVERSITY

3

WE ARE... MARSHALL.

QR CODE





Your opinion matters!

WV ECPBIS

4

WE ARE... MARSHALL.

ECPBIS Expectations



WV ECPBIS West Virginia Behavioral Health Technical Assistance Center of the Autism Training Center May 27, 2025

5

WE ARE... MARSHALL.

Objectives

01

Understand how conflict impacts family-school collaboration

02

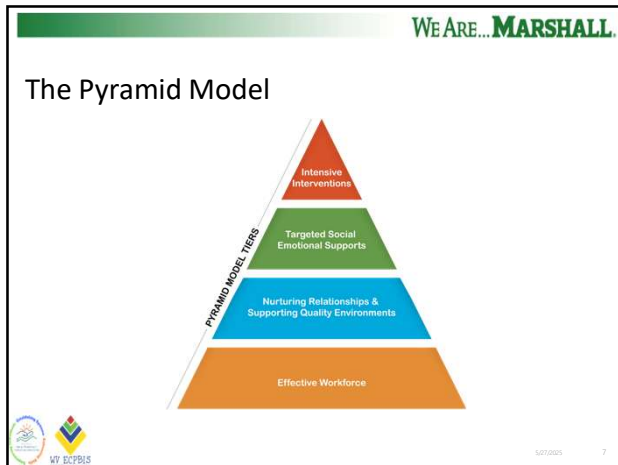
- Pyramid Model strategies to build trust and communication

03

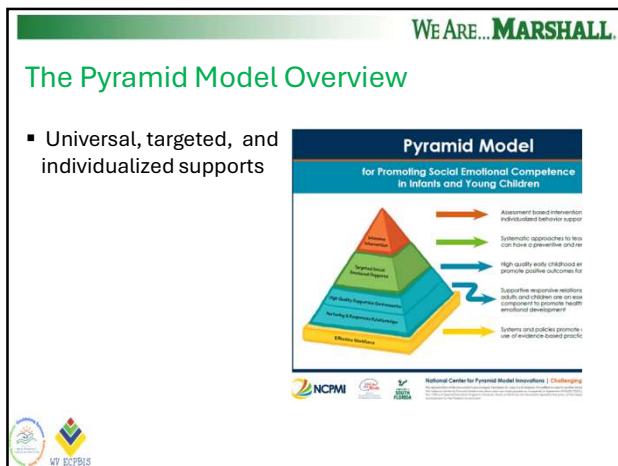
- Apply tools for finding common ground and repairing relationships

WV ECPBIS

6



7



8




9

WE ARE... MARSHALL.

Impact on Students

- Decreased academic performance
- Increased behavioral issues
- Emotional stress and anxiety
- Reduced trust in adults
- Interrupted services or support plans



10

WE ARE... MARSHALL.

Conflict





11

WE ARE... MARSHALL.

What Causes Conflict?

- Miscommunication or lack of communication
- Differing expectations and values
- Cultural differences
- Stress (on either side)



12


WE ARE...MARSHALL.

The Brain in Conflict

- Fight, flight, freeze: how our brains react

- Emotional regulation in adults and children

- Co-regulation



13

WE ARE...MARSHALL.

Nervous System Survival Responses: **Fight**

WHAT WE SEE

- Yelling
- Criticizing
- Blaming
- Hitting
- Throwing
- Aggressive
- Demanding
- Reactive


WHAT IS UNDERNEATH?


POSSIBLE FEELINGS

- Fear
- Anxious
- Pressured
- Frightened
- Feeling unlovable
- Feeling stuck

POSSIBLE SENSATIONS

- Teary
- Pounding
- Burning
- Tight
- Tense
- Electric
- Hot
- Fast
- Sharp
- Knotted





14

WE ARE...MARSHALL.

Nervous System Survival Responses: **Flight**

WHAT WE SEE

- Fidgeting
- Avoiding
- Unfocused
- Procrastinating
- Running
- Eloping
- Disengaging


WHAT IS UNDERNEATH?


POSSIBLE FEELINGS

- Restless
- Pre-occupied
- Over-doing
- Over-stimulating
- Pulled in many directions
- Scared
- Anxious

POSSIBLE SENSATIONS

- Teary
- Buzzing
- Prickly
- Dizzy
- Twitching
- Scattered
- Knotted
- Fluttery
- Queasy
- Breathless





15

5

WE ARE... MARSHALL.

Nervous System Survival Responses:
Collapsed / Shut Down

| WHAT WE SEE | WHAT IS UNDERNEATH? |
|---|--|
| <ul style="list-style-type: none"> • Absent • Hiding • Zoning Out • Unresponsive • Isolating • Scrolling • Day-dreaming • Not completing work • Tired / exhausted • Disconnecting | <div style="display: flex; justify-content: space-between;"> <div> <p>POSSIBLE FEELINGS</p> <ul style="list-style-type: none"> • Lonely • Terrified • Despair • Hopeless • Exhausted • Judged • Overwhelmed • Abandoned • Isolated </div> <div> <p>POSSIBLE SENSATIONS</p> <ul style="list-style-type: none"> • Teary • Knotted • Queasy • Numb • Void • Flat • Dull • Hollow • Empty • Heavy </div> </div> |

© Revelations in Education 2024

WT ECPBIS

16

WE ARE... MARSHALL.

Nervous System Survival Responses:
Steady / Grounded

| WHAT WE SEE | WHAT IS UNDERNEATH? |
|---|---|
| <ul style="list-style-type: none"> • Focusing • Friendly • Collaboration • Asking for help • Kindness • Pause • Reflective • Creative | <div style="display: flex; justify-content: space-between;"> <div> <p>POSSIBLE FEELINGS</p> <ul style="list-style-type: none"> • Peaceful • Curious • Hopeful • Safe • Connected • Engaged </div> <div> <p>POSSIBLE SENSATIONS</p> <ul style="list-style-type: none"> • Fluffy • Open • Airy • Bubbly • Smooth • Light • Radiating • Loose • Sparkling </div> </div> |

© Revelations in Education 2024

WT ECPBIS

17

WE ARE... MARSHALL.

Co-Regulation

What is Co-Regulation?
A supportive process where adults help children learn to manage emotions and behaviors.

Why It Matters:
Bridges external support with internal self-regulation, critical in early childhood development.
Critical during conflict for de-escalation

Core Components

- Warm, responsive relationships
- Predictable, structured environments
- Modeling and guided practice


© Revelations in Education 2024

WT ECPBIS

18

WE ARE...**MARSHALL**


Communication





19

WE ARE...**MARSHALL**

Open Communication Practices



- Proactive practices
- Daily positive interactions with families
- Family communication journals, regular check-ins



West Virginia Behavioral Health Technical Assistance Center at the Autism Training Center May 27, 2025 20

20

WE ARE...**MARSHALL**

Open Communication Practices

Active listening techniques

- Using "I" statements
- Clarifying needs without blame
- Avoiding assumptions



21

WE ARE... MARSHALL.

Barriers to Communication

Defensive responses

- Unequal power dynamics

- Lack of shared language (literal or figurative)

West Virginia Behavioral Health Technical Assistance Center at the Autism Training Center

May 27, 2025 22

22

Finding Common Ground

| | |
|-----------|--|
| Identify | - Identify overlapping interests |
| Use | - Use reflective questioning |
| Encourage | - Encourage perspective-taking |
| Validate | - Validate each other's roles and insights |

23

WE ARE... MARSHALL.

Tier 2: Social-Emotional Teaching Strategies

- Model and teach empathy, emotion regulation
- Embed SEL in home-school conversations
- Use scripts and visuals to guide behavior support

West Virginia Behavioral Health Technical Assistance Center at the Autism Training Center

May 27, 2025 24

24

WE ARE... **MARSHALL.**

Repairing




25

WE ARE... **MARSHALL.**

Rebuilding Trust

- - Consistency and follow-through
- - Apologizing and acknowledging past missteps
- - Joint problem-solving
- - Celebrating small successes together




26

WE ARE... **MARSHALL.**

Trust-Building Strategies

| | |
|---------|----------------------------------|
| Be | Be reliable |
| Respect | - Respect family knowledge |
| Avoid | - Avoid jargon |
| Create | - Create space for family voices |



27

Tier 3: Individualized Support

- - Family-centered intervention planning
- - Functional Behavior Assessments (FBA) with family input
- - Team based problem solving



West Virginia Behavioral Health Technical Assistance Center at the Autism Training Center

May 27, 2025

28

28



These next activities are designed to help us reflect, reconnect, and explore ways to strengthen communication and shared understanding between educators and families.



29

Example Scenario

A parent angrily confronts a teacher at pickup.
Write a calm, validating response and role-play



30

WE ARE... MARSHALL.

Conflict to Collaboration Worksheet


My concern is...

- I think they are concerned about...

- Shared goal...

- What I can do...

- What I need from them...

 West Virginia Behavioral Health Technical Assistance Center at the Autism Training Center
May 27, 2025 31

31

WE ARE... MARSHALL.

Interactive Activity: Repair Plan

Identify a past or current conflict with a family.

- Use the Repair Plan template:

- What happened?
- What went wrong?
- What would you do differently?
- How can trust be rebuilt?

- Share insights with a partner.

 West Virginia Behavioral Health Technical Assistance Center at the Autism Training Center

32


WE ARE... MARSHALL.

Reflection Prompt

What's one change you can make to improve communication with families?

Write a goal for improving collaboration with families


Share

 West Virginia Behavioral Health Technical Assistance Center at the Autism Training Center

33

WE ARE... **MARSHALL.**

Conflict is not the end—it can be the beginning of stronger collaboration.



34

WE ARE... **MARSHALL.**


Resources

Books:
Patterson, Grenny, McMillan, and Switzler *Crucial Conversations: Tools for Talking When Stakes Are High*

Podcast:
Teach Me, Teacher
The Responsive Classroom Podcast

Websites
Challengingbehavior.org
revelationsineducation.com

References
Kara Lasater (2016) Parent Teacher Conflict Related to Student Abilities: The Impact on Students and the Family-School Partnership




35

WE ARE... **MARSHALL.**

Thank you

hornsbym@marshall.edu



5/27/2025 36

36
