ICBCI Model of Social Dynamics

Empowering ALL Classes to be Learning Communities

By Josh Sterling Friedman
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Humans adapt not to the 3D (or even 4D) environment, but to the social one, the being one itself (Dunbar & Schultz, 2007).

In the classroom, an inherently social environment, students cannot learn if the primary environment -- the social one -- is imbalanced (Gehlbach, 2010).

The best method to date to balance individuals and groups – ICBCI, a synthesis of group dynamics, experiential learning, and integrative neurobiology theory (Tuckman, 1965; Kolb, 1984; Siegel, 2001, 2006).
Groups develop - newly formed groups have lower capacities for action coordination and memory consolidation than groups formed a long time ago.
ICBCI – Main Principles

Development can happen in a **balanced** and/or an **unbalanced** fashion.
**ICBCI – Main Principles**

*Group balance* is defined as the state of social relationships and attitudes that enables productive and harmonic individual contribution to, and reimbursement for, group support for its members and overall purpose.
ICBCI – Main Principles

**Individual Action & Thought is primed by group support** – what we experience, think about, choose, and commit to are strongly moderated by our relationship to the present social group.
ICBCI – *Main Principles*

Group balance is increased through explicit communication, negotiation, and consensus between each individual and the group around ICBCI’s **four balance tools**: purpose, norms, goals, and meaning.
ICBCI – Main Principles

Group balance is increased through explicit communication, negotiation, and consensus between each individual and the group around ICBCI’s four balance tools: purpose, norms, goals, and meaning.
Leaders shift group potential through galvanizing perspective around their highly salient actions to stimulate introductions, conflict, creations, or identity reflection, bending the axes of perception/action, prediction/error, independency/dependency, and actualization/challenge as they do.
forming → performing → norming → storming → performing → norming → storming → forming
Pick a sphere - I, C, B, C, or I, and discuss a time from your personal experience as a student, or a teacher, you witnessed a class engage in that sphere's type of activity.

- **What happened?**
  - Time, space, participants, activity, purpose, goal, result, etc.

- **What happened as a result of what happened?**
  - How did the students or teacher react?

- **What can be done next time or in a similar situation to improve what happened?**
  - Brainstorm, on a social dimension, how this situation could have been better.
Group Process

- Introduction
- Conflict
- Creation
- Group Norms
- Group Goals
- Group Meaning
- Identity
- Group Purpose
- No Group Norms
- No Group Goals
- No Group Meaning
- No Group Purpose
- Initiation
- Adjourn
<table>
<thead>
<tr>
<th>Purpose – Why?</th>
<th>Norms – How?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What is it?</strong></td>
<td><strong>What are they?</strong></td>
</tr>
<tr>
<td>The overall reason or rationale for being and doing</td>
<td>The commitments we make to act in particular ways</td>
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<tr>
<td><strong>Examples:</strong></td>
<td><strong>Examples:</strong></td>
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<tr>
<td>‘To understand why the sun’s light dims at night’</td>
<td>‘We won’t talk while others are talking’</td>
</tr>
<tr>
<td>‘To increase our historical comprehension skills’</td>
<td>‘We will show gratitude for individual contributions’</td>
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<table>
<thead>
<tr>
<th>Goals – What?</th>
<th>Meaning – So What?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What are they?</strong></td>
<td><strong>What is it?</strong></td>
</tr>
<tr>
<td>Specific and concrete targets to guide action</td>
<td>The most significant associations in thought between what is happening now and how it affects us.</td>
</tr>
<tr>
<td><strong>Examples:</strong></td>
<td><strong>Examples:</strong></td>
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<tr>
<td>‘To measure the deterioration of light through refraction’</td>
<td>‘Science can help us understand why night is different than day. That makes me curious about what else we can discover.’</td>
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<tr>
<td>‘To compare and contrast Grant’s &amp; Lee’s military strategies’</td>
<td>‘Lee seems to be the better general, so Grant must’ve won because his cause resonated with more people.’</td>
</tr>
</tbody>
</table>
Breakout Rooms 2 – Group & Produce

12 minutes

Pick a balance tool – purpose, norms, goals, or meaning, and briefly consider & discuss in what ways the tool is present and absent from your classroom (2-3 minutes).

Then:

• Brainstorm methods for:
  • including the tool where it is missing and
  • making it explicit where it is present but implicitly communicated

• Next, consider your suggestions for making the tools the explicit, how will students in your class receive or respond to your suggestion?
Group Process

What about the individual?
KOLB Experiential Learning

Concrete experience
Try it out. See what happens.

Active experimentation
Formulate a hypothesis. Plan action and test it.

Reflective observation
Analyze the experience. View from multiple perspectives.

Abstract conceptualization
Connect ideas. Link to existing knowledge and understanding.
In the classroom...

Here goes nothing...

Can I do it? How would I if I did? I would....

Now this time, I’m going to...

I’m doing it!

Doing that felt....
Dan Siegel’s “River of Integration”
CHAOΣ

Unpredictable       Unstable

Coherent        Energised

Adaptive       Flexible       Stable

Not Flexible       Controlling

RIGIDITY

emotional distress
can't think clearly
overreact
unproductive problem solving

Can't calm down

window of tolerance
optimal problem solving
alert
engaged
accessing both emotion and reasoning

Shutting down
depressed
lethargic
unmotivated
numb

mindfulness
physical exercise
deep breathing

Greenwood Counseling Center
Post Traumatic Growth

The River of Life

Trauma Vortex
- chaos-rigidity dysregulation
- narrowing and contraction in life

Resiliency Vortex
- integration
- regulation
- expansion... life continues as it was...
- expansion of who we are...

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Adapted from Peter Levine, Steve Hoskinson, and Dan Siegel
Symptoms of Un-Discharged Traumatic Stress

- Anxiety, Panic, Hyperactivity
- Exaggerated Startle
- Inability to relax, Restlessness
- Hyper-vigilance, Digestive problems
- Emotional flooding
- Chronic pain, Sleeplessness
- Hostility/rage

Depression, Flat affect
Lethargy, Deadness
Exhaustion, Chronic Fatigue
Disorientation
Disconnection, Dissociation
Complex syndromes, Pain
Low Blood Pressure
Poor digestion

Stuck on "On"

Stuck on "Off"
Individual Process

Balance

Conflict

Creation

Identity

Introduction

Initiation

Adjourn
Intro → Conflict

- No Group Norms
  - Ind withdraws from group activity
  - Ind competes for group attention

- Group Norms
  - Ind commits to Norms

Rigidity

Chaos

Balanced
Rigidity | Chaos

No Group Goals

Ind holds on to conflict and cannot move past it

Ind chooses Role & Goal disharmonic with rest of group

Conflict → Creation

Group Goals

Ind shares Goals and holds a Role

Balance
Ind is invulnerable or closed to group contribution to self
Ind has contributed unintegrated OR nonsense meaning

Creation → Identity
Identity → Introduction

Ind envisions group Opportunity

Ind doesn’t believe in group purpose
Ind doesn’t understand group purpose

R | C

No Group Purpose

Rigidity | Chaos
Group Capacity / Ability required for the stated Group Purpose

Current Capacity / Ability of the group
Guiding Questions for Structuring the Class:

1. Have we identified our individual and group purpose? What is it? Where will it be displayed?

2. Have we discussed, negotiated, and agreed on norms for behavior as a class? Has each individual been given an accessible and inclusive opportunity to contribute to the norms? Are there values that may be distilled from the norms for further clarification and to be used as landmarks throughout class sessions?

3. What goals have been set for the class? For each individual? Who decides on these goals and who has access to adapt them to student needs? Do the goals make clear what individual roles are available for students to play?

4. How is meaning decided in the class environment? Who contributes to appraising the meaning of a piece of content, or a moment of process? What meaning making exercises are daily practices? How will you provide space for individual meanings to gel and harmonize into a group meaning?

5. How does my role as a leader / facilitator of this class affect my plan for this lesson? What do I expect will be the challenging stages with this content, and how can I act to support the class through that challenge?
ICBCI
I see Be see I
ICBCI serves two main classroom functions:

Preparing for, planning out, and facilitating social cohesion in the classroom for learning success. (Guiding Questions 1-4)

Adapting to, responding to, and facilitating student expression and outbursts in healthy and balanced ways that maintain respect for the individual and the group. (Guiding Question 5)
Thanks for Listening!

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