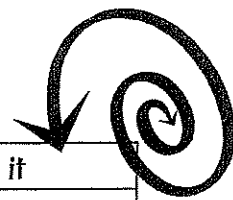
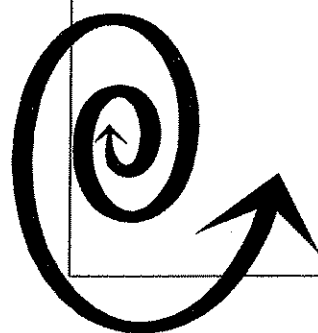


# Reflection Log



What I learned	How I learned it	My reaction	Ways I will use it





## BUILDERS AND BARRIERS TO RELATIONSHIPS

---

### BARRIERS

#### ASSUMING:

Thinking you know what other people think, what they will do and how they will respond.

#### RESCUING/EXPLAINING:

Stepping in to explain what happened rather than asking the kind of questions that will help a person discover what happened; or rescuing a person so he/she can't learn from the consequences of his/her own choices.

#### DIRECTING:

Giving instructions on each step to make sure it's done *my* way (the right way). (Attitude of controlling another ... pick that up, hand that to me, etc.)

#### EXPECTING TOO MUCH:

The art of setting high standards and then pointing out the person's failure to reach those standards.

#### ADULTISMS:

Adultism-ing is a process in relationships requiring other people to read our mind and to think as we do. "How come you never ...? Why can't you ever ...? Surely you realize! How many times do I have to tell you?"

### BUILDERS



#### CHECKING:

Asking other people what they think, what they plan to do; or trying to understand why they chose to respond the way they did.

#### EXPLORING:

Asking the "What? Why? And How?" questions to help a person become aware of his/her own perceptions and the consequences of his/her choices.

#### ENCOURAGING/INVITING:

Seeing people as assets rather than objects or recipients. Allowing for mistakes and different ways of doing things.

#### CELEBRATING:

Recognizing progress and encouraging any step in that direction.

#### RESPECTING:

Being willing to "get into the world" of another person. The language of respect is, "What is your understanding of \_\_\_\_\_? Let me be sure I understand what you think or feel."

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## Three Types of Conflict

### RESOURCES

A conflict occurs about resources when two or more people want something which is in insufficient supply.

- ATTENTION OF THE TEACHER
- A GIRL FRIEND OR BOY FRIEND
- USING THE ART SUPPLIES
- MAKING A SPORTS TEAM

These conflicts are often the easiest to resolve and are the ones most frequently encountered on the school grounds.

### NEEDS

Students have the same basic psychological needs as adults.

- POWER
- FRIENDSHIP AND BELONGING TO A GROUP
- SELF-ESTEEM
- ACHIEVEMENT

Conflicts of needs are more difficult to resolve than conflicts over resources because the reasons are not as clear.

### VALUES

The beliefs we hold most closely to us are our values.

- RELIGIOUS
- POLITICAL
- CULTURAL
- FAMILY
- GOALS

*(Permission to reproduce for classroom use)*

## ATTITUDES REQUIRED FOR EFFECTIVE LISTENING

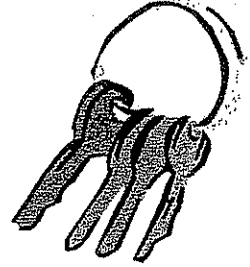
1. You must want to hear what the child has to say.
2. You must want to be helpful to him/her with a particular problem at that time.
3. You must accept his/her feelings
4. You must see the child as capable and powerful in understanding his/her own problems

Chart 6.8

## FIVE KEYS TO PERCEPTION

---

1. Perception is the key to attitudes, motivation and behavior in human beings. We must understand the content of the behavior to deal with it effectively.
2. Perception is a product of four steps in a learning process: EIAG – Experience – Identify – Analyze – Generalize, or Experience + What? Why? And How?
3. Perception is unique. No two people ever see or feel the same thing. The two sweetest phrases in the human language are: “What is your understanding of . . . ?” and “let me be sure I understand . . .”
4. Perception is cumulative.
5. Support must precede challenge.



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1. UNQUALIFIED LOVE and mutual respect. You are lovable and respectable in spite of what you do. What you do is not what you are.
2. CLEAR FEEDBACK about the things you do. The feedback is specific and related to the behavior rather than to the person.
3. Structure that encourages NATURAL AND LOGICAL CONSEQUENCES.
4. FIRMNESS with kindness.
5. MAINTENANCE OF DIGNITY – humiliation is eliminated.
6. TEACHING with respect.

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# Effective Confrontation

From time to time, people behave in ways that are unacceptable to you. It's inevitable- regardless of your relationship.

The majority of confrontation messages are **YOU** messages - which usually raise the level of conflict. **YOU** messages blame, shame, accuse, threaten, boss, put down or make the other person feel guilty. **YOU** messages cause feelings of resentment, hatred, and revenge.

An "I" message is one way of communicating that lessens the level of conflict. It helps you to confront in a non-blaming manner. It expresses the impact of another's behavior on you but leaves the responsibility for modifying the behavior with the other person. Blaming someone for your problem seldom gets desired results and almost never strengthens the relationship. Confront directly - not behind someone's back. **Confrontation means "face to face."**

An "I" statement is composed of 4 parts:

1. Use the person's name. John.
2. Tell how you feel. I feel angry
3. Identify the problem. when you interrupt me when I am talking.
4. Tell what you want. I want you to wait until I finish speaking.

## How to do it.

Watch your body language. Be sure it is not threatening.

Don't threaten the other person's space by getting too close.

Look at the person you are talking to. Speak with a clear, polite voice.

Be aware of the timing and place.

If possible, discuss your problem privately.

## Practice writing "I" statements:

1. You ask a student to stop talking. He tells you to "sit on it."
- 

2. You have an appointment to meet your best friend at noon. It's now 1:00 p.m. and she just shows up. She greets you without an explanation.
- 

3. You are bringing your class to the auditorium. In front of your students and colleagues, your assistant principal yells at you. "You need to learn how to control your class."
- 

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The Grace Contrino Adams Peace Foundation, 1993  
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## 4 Questions to Managing Crisis Situations

# Building Personal Life Managing Skills

*Just like practicing learning skills – PLP/PEP*

### The 4 Questions:

- |                            |  |
|----------------------------|--|
| 1. <u>Current Status</u>   | <i>"What's going on?"</i>  |
| 2. <u>Preferred Future</u> | <i>"What would you like to happen?"</i>                                |
| 3. <u>Resources</u>        | <i>"What have you done before?"</i><br><i>"What could you do now?"</i> |
| 4. <u>Create a plan</u>    | <i>"What do you want to do about it now?"</i>                          |

- Exhibit the key elements of **Communication** by:
  - Voice      → Body Language      → Eye Contact
  - in a friendly, helpful, interested empathic and hopeful manner
- Develop a **Partnership** by:
  - Validating      Restate what the participant is saying
  - Supporting      *"I'm on your side."*
  - Questioning:      Add depth to the 4 questions to gather more information/insight
    - Why? What? When? Where? How?*
  - Aligning:      Use "We" statements
- Set the **Direction** by:
  - Reframing      Shift *problems* into *strengths/opportunities*
  - Focusing      Gently keep on task, *"But, let's get back to..."*
  - Identifying      Options, *"What else could you do?"*
  - Testing      Where to start, *"How about if..."*
  - Planning      *"With"* not *"For"*

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## **Managing Moment by Moment Non-Crisis Behavior**

\* A sequence of responses to minor misbehaviors\*

### **Step one: Prevention**

- \* Develop procedure for coming to your work area
- \* Develop and use quiet signal
- \* Praise students who have arrived quietly and on time
- \* Restate rules and key procedures at beginning of lesson
- \* Make sure work to be done is clear-review what to do
- \* Give limited choice for work, i.e., "Which one would you like to do first?"

### **Step two: Initial Response**

- \* Praise students who are complying, i.e., "Tim is getting right to work", "Sara has her eyes on me. Thank you."
- \* Use a signal or a brief request as a first response, i.e., "Bill, please start your work"

### **Step three: Diagnose**

- \* Check with student to see if s/he needs help with the work
- \* Determine if the student needs a "rest break" to regain control
  - Attempt to decode behavior
- \* Change or modify the work on the spot
- \* Determine if child is temporarily unable to work because of stress. Provide easier "back-up work"
- \* Issue a warning or reminder of upcoming consequences

### **Step four: Apply one or more consequences**

- \* Loss of **PAT** time. Use stop watch
- \* Put head down for one minute
- \* Remove student for five minute time-out in planning chair
- \* Get assistance

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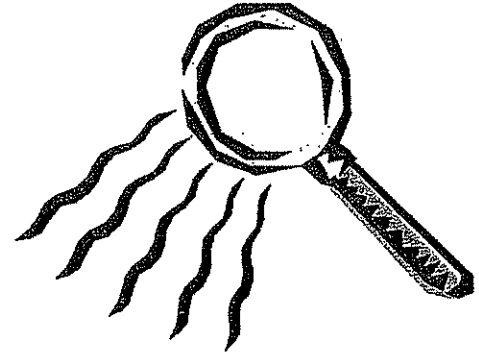
## EIAG: EXPERIENCE-IDENTIFY-ANALYZE-GENERALIZE

Experience:       Something happens

Identify:         Ask: "What happened?"  
                      "What are you feeling?"  
                      "What did you see?"

Analyze:         Ask: "Why was that significant?"  
                      "What caused that to happen?"  
                      "Why did it happen to you?"  
                      "What made that important?"

Generalize:      Ask: "How can you use this?"  
                      "How could you do it differently next time?"  
                      "What did you learn from the experience?"

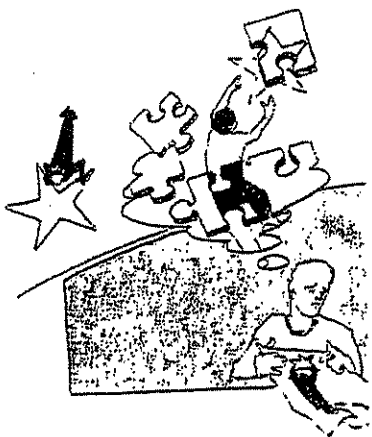


## DEVELOPING SELF-CONTROL

---

Parents/teachers who want to help their children develop self-control:

1. See children as capable, important, powerful and verbalize that
2. Use EIAG to:
  - a. Help children identify feelings
  - b. Help children evaluate whether or not to act out the feelings
  - c. Help children figure out alternative ways which are appropriate to act out
3. Allow children to experience consequences
4. Reinforce times when children exhibit self-assessment, self-control and self-discipline
5. Model those behaviors they are asking of the children
6. Show patience (skills and perceptions take time to develop)



H. Stephen Glenn  
*Developing Capable Young People*

## THE FIVE OBJECTS OF ANGER

(Adapted by Lynn Lott from the work of Mitch Messer)

<u>Object</u>	<u>Mismanage</u>	<u>Constructive, Mutually Respectful Use of Anger</u>
1. My Anger at Another Person	Fight, stop, run away, hold it all inside, eat, blow off steam, yell, hurt someone.	Tell the truth. Say, "I'm angry." Decide what I will do and do it instead of trying to change the other person.
2. Another Person's Anger at Me	Say, "I seem to make you angry." Question his/her right to be angry. Disappear, defend, give away my power, take his/her mischief seriously or literally, argue with him/her, try to fix the other person—make him/her sane.	Remember I am worthwhile and it's his/her anger. Validate, validate, validate by saying any of the following: "I'm sorry you're angry." "Did something make you angry?" "What angered you the most when that happened?" "You sound angry." "I'd be angry too." Change myself if it is what I would like to do.
3. My Anger at Life	Same as #1.	Write an anger letter, but don't send it. Talk to a friend who will validate my anger. Know this anger is between "me" and "me."
4. My Anger at the Absent Other	Shut down, drink, take it out on someone else, and keep it all in.	Same as #3. Join Alanon or ACA group.
5. My Anger at Myself	Think I'm stupid because I can't solve problems. Feel inferior, so increased overcompensation, self-contempt, invite others to stop treating me nicely because I don't deserve it.	Get out of childhood role. Do homework in the real world by trying a new action. Be an adult. Stop saying "I'm stupid." Write self a letter. Try—succeed—again. Stop looking for faults. Forgive myself.

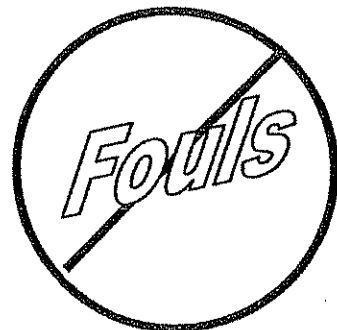
## USING ANGER CONSTRUCTIVELY

*Comment: Anger is a feeling. It's okay to feel any feeling, because feelings aren't good or bad, right or wrong. When we become aware of our feelings and know what they are called and what they are about, we have more choices of how we wish to act. Learning to identify anger and the object of the anger (what we are angry at) helps us take control of our lives and improve all our relationships. In this activity the idea is to learn to say, "I'm angry," and then to figure out what the object of the anger is.*

1. Think about a time when you felt angry. Sometimes we use other feeling words instead of anger to describe those situations, so if nothing comes to your mind try to remember a time when you felt frustrated, irritated, upset, and little peeved, etc. Write it down.
2. Refer back to the incident you just wrote down and fill in the blank: "I'm angry at \_\_\_\_\_." Is this "object of anger" another person, someone else's anger at you, life, yourself, a situation or an absent other (someone who has died, moved away or appears to be here but is either drunk, under the influence or just "not in their body")?
3. Use the chart on page 65 and see if you mismanaged your anger at the time of the Incident or used your anger constructively in a mutually respectful way. Write down what you did and the results of what you did?

# RULES FOR FIGHTING FAIR

1. Identify the problem.
2. Focus on the problem.
3. Attack the problem not the person.
4. Listen with an open mind.
5. Treat a person's feelings with respect.
6. Take responsibility for your actions



- Name Calling
- Blaming
- Sneering
- Not Listening
- Getting Even
- Bringing up the past

- Threats
- Pushing
- Hitting
- Put-Downs
- Bossing
- Making Excuses
- Not-Taking Responsibility

Source Unknown

## **SUPPORT STRATEGIES FOR PREVENTING PROBLEM BEHAVIORS**

### **PHYSICAL ARRANGEMENT AND CLASSROOM MANAGEMENT**

- \* Arrange classroom to prevent problems from occurring; facilitate cooperative interactions, and the sharing of materials and ideas between students and adults.
- \* Limit students access to peers or adults who tend to set them off.
- \* Support the students to leave the classroom (e.g., on a mission to the office, run and errand, etc. ) when anxious, angry, or fearful.
- \* Model appropriate ways of interacting with students for peers and other adults.
- \* Reassess classroom rules in relation to students' strengths and needs.
- \* Reassess classroom discipline methods in relation to student strengths and needs.

### **INCREASE STUDENT CONTROL AND CHOICES**

- \* Ask students what they need to have a better experience at school.
- \* Include students in planning and problem solving.
- \* Develop a full value contract.
- \* Increase the number, variety and importance of decisions that students make.
- \* Support students shortening the length of an activity or taking mini breaks.
- \* Add interesting activities and experiences matched to students' individual needs.
- \* Support students to choose between various assignments or choose what part of an assignment to do.
- \* Support students to choose testing methods.
- \* Develop assignments which emphasize students' choice, strengths, and talents.

### **INCREASE OPPORTUNITIES FOR POSITIVE ATTENTION**

- \* Assist students to connect with a teacher advisor/mentor. (become one yourself!)
- \* Support students to join after school programs/clubs/teams.  
Increase your and others' knowledge of students' interests, strengths, and preferences.
- \* Speak and react to students in ways that model respect and friendship (even when they don't)
- \* Develop a peer buddy system for students.

## **INCREASE STUDENTS' STATUS, SELF-ESTEEM, AND IMAGE**

- \* Support students to become peer mentor/tutors.
- \* Give students assignments which will ["guarantee" success.
- \* If any characteristics of the students' life reinforce a negative reputation, try to decrease the stigma students experience.
- \* Give students high status classroom / school jobs / roles.

## **MATCH TEACHING STRATEGIES / ARRANGEMENTS TO MEET STUDENTS' STRENGTHS**

- \* Increase the use of hands-on, small group, teacher directed and student directed activities and decrease/limit large group (e.g., lecture format) activities.
- \* Increase the use of Cooperative Learning Group Activities.
- \* Provide students instruction and frequent feedback on how to work in a group.
- \* Select instructional group in advance and rearrange groupings often to insure good matches among students.
- \* Decrease the length of activities.
- \* Increase the use of peer partner / tutoring teaching formats.
- \* Gain student attention prior to giving directions.
- \* Increase the use of questioning / discussion format.
- \* Increase repeating / rewording questions and answers.
- \* Increase comprehension checks before going on to a new topic.
- \* Increase use of teacher modeling / demonstration.
- \* Increase use of role playing, coaching, and feedback.
- \* Increase the fun level of activities (e.g., games, hands on activities, cartoons, humor).

## **MATCH INSTRUCTIONAL ACTIVITIES AND MATERIALS TO STUDENTS STRENGTHS.**

- \* Use a variety of materials and activities to teach important concepts.
- \* Start at a point where you know students will be successful and work from there.
- \* Provide a variety of books, articles, materials for each lesson and allow students to select a few.
- \* Limit competition among students.
- \* Emphasize cooperation.
- \* Be predictable - establish a visual schedule for the class as a whole and for individual students if necessary.

## ADD/ADHD

Children who have ADD/ADHD are easily confused by things they consider complex. Here are some simple suggestions that may help some students be more successful in your classroom.

1. **SHORT AND CLEAR-** keep your rules to a bare minimum, keep your explanations of rules simple and short. Don't try to teach all the rules at once. Do one a day for the first week. Ask the child to repeat the rule after you state it, this helps reinforce the learning process.
2. **MAKE EYE CONTACT-** before you give directions, be sure the child is looking at you. If you don't have their attention you're wasting your time.
3. **BE SPECIFIC-** Don't give several directions at the same time. If you want the child to sit down and stop talking, first have the child sit down. When he/she is seated then ask them to stop talking.
4. **MAINTAIN A CALM ATMOSPHERE-** showing your anger and frustration will usually not accomplish anything. Try to be quiet and calm. With some students a simple touch on the shoulder will get a child's attention. With others touch can be agitating. Try to get to know your students.
5. **BE POSITIVE-** Using positive words always works better. Think in terms of what you would like the students to do, not what they shouldn't do. Instead of saying, "No running in the halls," try "let's walk in the halls please". Some kids stop listening to no.
6. **BE A FAN-** Use praise and kindness whenever you can, sometimes you have to dig deep but it almost always helps.
7. **DON'T THREATEN WHAT YOU CAN'T FOLLOW UP ON-** These students are usually quite perceptive and know when you can't follow through. Make sure you follow the guidelines for the rules promptly.
8. **BE CONSISTENT-** don't keep changing the rules, this leads to confusion. If possible, have the same rules in each classroom. It's also helpful if you state the rule the same way each time. Follow a consistent pattern of enforcement and treat all kids the same.

Being a child with ADD/ADHD isn't easy either. If they feel that you are fair and trying, they will do anything you ask. At least they'll try!

## Prevention Strategies

1. Convey warmth
  - a. Greet students
  - b. Call by name
  - c. Keep attuned to their needs and interests
  - d. Use the 2x10 method
  - e. Call students at home
  
2. Give opportunities for students to be in charge
  - a. Let them make some of the rules
  - b. Give responsible jobs
  - c. Put them in charge of pets or people
  - d. One week positivity campaign
  - e. Defer to their opinion
  
3. Be respectful of differences in the way students learn
  - a. Consider the 9 intelligences as you plan lessons
  - b. How do your students take in information best?
  - c. What is their most efficient form of output?
  - d. Are they allowed to show you their best work in their best format?

## Intervention Strategies to Prevent Reacting

1. Learn to stay personal without personalizing, take good care of yourself emotionally.

a. Develop a support network

b. Count forwards or backwards to 10

c. Do guided visualizations

d. Deep breathing

e. Listen to relaxing music

f. Make yourself laugh

## Defusing Strategies

1. P.E.P. privacy, eye-contact and proximity
2. Non-verbal P.E.P. index cards or post it notes....( brainstorm some)
3. L.A.D.D. listening, acknowledging, agreeing, and deferring

### Suggested steps for when rules are broken

1. state the rule and the consequence using P.E.P.
2. Ignore the hook
3. Use listening and acknowledging
4. Use agreeing and deferring
5. Tell there's a power struggle happening
6. Offer the door but invite to stay
7. Give temporary control
8. Decide if a consequence is necessary

## Behavior Scale Chart

Caring Community	Productive	Relax	Stress	Agitate	Disruptive	Destructive	Dangerous	Threat of Lethal
				Pacing Rapid Shallow Breathing	Yelling	Throwing a Lamp	Hitting – Kicking	Weapons Homicide Suicide
				I'm Distressed	Please do something	I'm losing my ability to stay calm	Lost control	Stop me
				<ul style="list-style-type: none"> <li>• Listen, talk</li> <li>• Refocus on new activity</li> <li>• Solicit suggestions</li> <li>• Document &amp; consult</li> <li>• Combat isolation by providing interaction in socially acceptable way</li> <li>• Go for a walk</li> <li>• Reduce the cause of distress</li> <li>• Take time to work on relationship</li> <li>• LOOK, LISTEN &amp; TEST</li> </ul>	<ul style="list-style-type: none"> <li>• Set Limits</li> <li>• Maintain Vigilance</li> <li>• Refocus</li> <li>• Problem Solve</li> <li>• Document &amp; Consult</li> <li>• Check for logic of situation</li> <li>• Remove from area</li> <li>• Defuse &amp; separate</li> <li>• Reduce the cause of distress</li> </ul>	<ul style="list-style-type: none"> <li>• Reduce Stress</li> <li>• Remove others</li> <li>• Remove weapons</li> <li>• Defuse &amp; separate</li> <li>• Use Choice A &amp; B</li> <li>• Check for our own vulnerability</li> <li>• Make sure of equal access to exit</li> <li>• Maintain vigilance for yourself &amp; others</li> <li>• Assemble team</li> <li>• LOOK, LISTEN &amp; TEST</li> </ul>	<ul style="list-style-type: none"> <li>• Self &amp; other protection</li> <li>• Do not rapidly close distance</li> <li>• Containment</li> <li>• Have team ready</li> <li>• Choice A- Choice A (USE GREAT CARE)</li> <li>• LOOK, LISTEN &amp; TEST</li> <li>• Narc</li> </ul>	<ul style="list-style-type: none"> <li>• No sudden movement</li> <li>• Don't try to escape unless it is absolutely safe</li> <li>• 360 viewing</li> <li>• Try not to get isolated from possible view of others</li> <li>• Talk and stay alert</li> <li>• Stall for time (Use Listening Skills)</li> <li>• Do not make any promises you can't keep</li> <li>• Do not demean or point out how his behavior is "wrong"</li> <li>• LOOK, LISTEN &amp; TEST</li> </ul>

Matrix - [www.nwrel.scpd/natspec/catalog/z-matrix.htm](http://www.nwrel.scpd/natspec/catalog/z-matrix.htm)

# Responsibility Planning...

"I am responsible for my actions and behavior."

student name \_\_\_\_\_ date \_\_\_\_\_ time \_\_\_\_\_

## 1.

**WHAT DID I DO?**

Date \_\_\_\_\_ Time \_\_\_\_\_

## 2.

**RESULTS**

a. As a result of my actions, this is what happened...

b. What I wanted to happen was...

## 3.

**WHAT I REALLY WANT FROM SCHOOL IS...**

**HOW DID MY ACTIONS HELP ME GET WHAT I WANTED?**

## 4.

**TO GET WHAT I WANT, I MUST:**

a. stop...

b. start...

# HELPING TRIOS

Each person will have one cycle as "helpee" and two cycles as "helper."

1

Helpee describes the problem situation they're interested in solving.

(5 minutes)

Helpee describes problem; helpers LISTEN.

2

Helpers ask clarifying questions about the described situation and the desired goal.

(5 minutes)

Helpers ask inventory questions of helpee.

3

Helpee writes description of situation and goal statement on guidesheet.

Helpers reflect on strategies, solution alternatives.

(5 minutes)

Silent time is reserved for helpee to capture the existing situation and the identified goal. Concurrent silent time is used by each helper to jot down ideas, strategies, solution alternatives to the problem.

(NO SHARING/TALKING AT THIS TIME!)

4

Helpers brainstorm solution alternatives.

(5 minutes)

During this period, helpers report their ideas and strategies to the helpee. Helpee records ideas. Keep to a brainstorming format. No "Yeah, but...!!"

5

Helpee clarifies alternatives.

(5 minutes)

The helpee can now go through the list of brainstormed alternatives and ask for clarification on any ideas of specific interest. The helpers can then elaborate on alternatives.

6

Helpee reflects on alternatives and identifies some next steps.

(5 minutes)

This is time reserved for the helpee to reflect on solution alternatives and to identify possible courses of action. Helpers may assist in the development of plans.

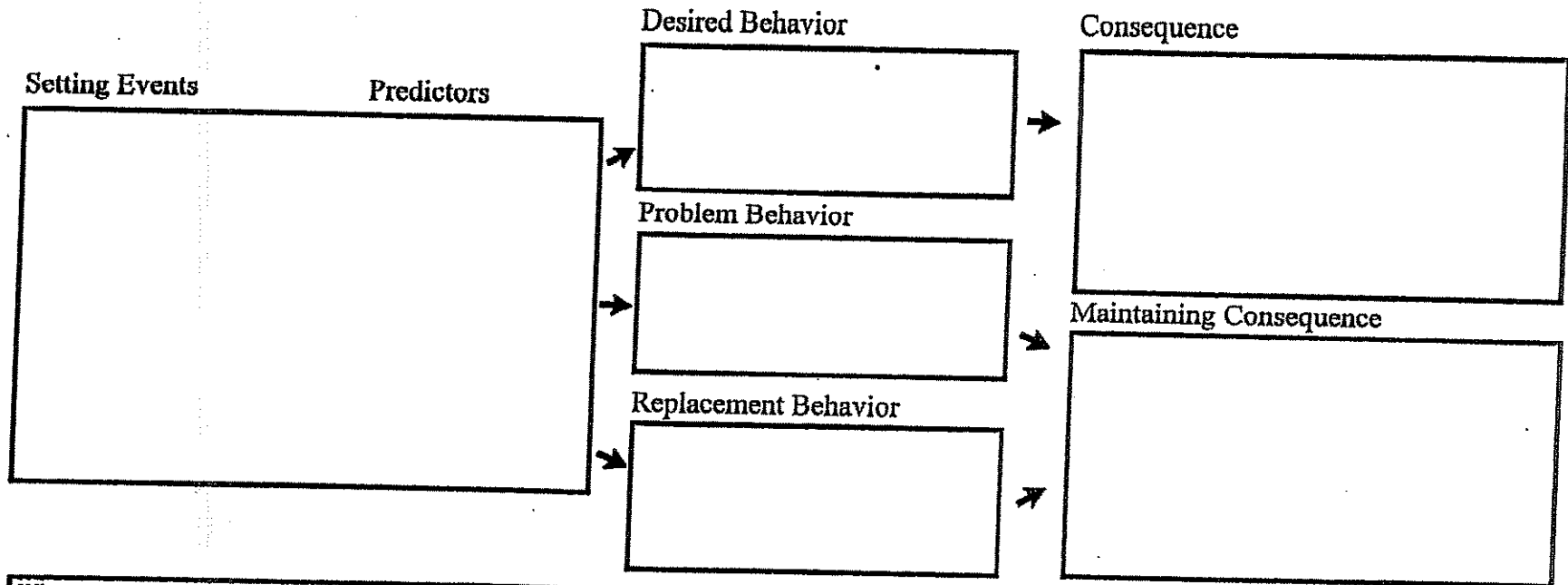
## GUIDESHEET - HELPING TRIOS

SITUATION DESCRIPTION AND GOAL STATEMENT

SOLUTION ALTERNATIVES

COURSE OF ACTION

# Building a Support Plan



<b>What are ways to change the context to make the problem behavior unnecessary?</b> <input type="checkbox"/> Clarify rules and expected behavior for whole class <input type="checkbox"/> Written contract with the students <input type="checkbox"/> Student self-manipulator sheet <input type="checkbox"/> Change seating arrangements <input type="checkbox"/> Change schedule <input type="checkbox"/> Counseling <input type="checkbox"/> Other	<b>What are ways to <u>prevent</u> the problem behavior?</b> <input type="checkbox"/> Reminders about behavior when problem behavior is likely <input type="checkbox"/> Provide extra assistance <input type="checkbox"/> Modify assignments to match student skills <input type="checkbox"/> Other
---	---

<b>What can be done to increase expected behaviors or to teach a replacement behavior?</b> <input type="checkbox"/> Practice expected behavior in class <input type="checkbox"/> Self-management program <input type="checkbox"/> Other
--

<b>What should happen when a problem behavior occurs?</b> <input type="checkbox"/> Reward/punishment program <input type="checkbox"/> Contact with parents <input type="checkbox"/> Reduced privileges <input type="checkbox"/> Time out <input type="checkbox"/> Office referral <input type="checkbox"/> Reprimand in class <input type="checkbox"/> Other	<b>What should happen when desired or replacement behavior occurs?</b> <input type="checkbox"/> Reward program? <input type="checkbox"/> Praise from teacher <input type="checkbox"/> Other
---	--



# Action Plan Template



<b>Goal</b>			
<b>Strategies</b>			
<b>Action Steps</b> What will be done?	<b>Responsibilities</b> Who will do it?	<b>Resources</b> Finding/time/people/materials	<b>Timeline</b> By when?
1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.
4.	4.	4.	4.
5.	5.	5.	5.
<b>Implications for Improvement</b>			
<b>Implications for Family Involvement</b>			
<b>Evidence of Success</b>			
<b>How will you collect Data to Measure Success?</b>			

# POSITIVE DISCIPLINE

## Guidelines

From the book *Positive Discipline*  
by Jane Nelsen

- 1 Misbehaving children are "discouraged children" who have mistaken ideas on how to achieve their primary goal—to belong. Their mistaken ideas lead them to misbehavior. We cannot be effective unless we address the mistaken beliefs rather than just the misbehavior.
- 2 Use encouragement to help children feel "belonging" so the motivation for misbehaving will be eliminated. Celebrate each step in the direction of improvement rather than focusing on mistakes.
- 3 A great way to help children feel encouraged is to spend special time "being with them." Many teachers have noticed a dramatic change in a "problem child" after spending five minutes simply sharing what they both like to do for fun.
- 4 When tucking children into bed, ask them to share with you their "saddest time" during the day and their "happiest time" during the day. Then you share with them. You will be surprised what you learn.
- 5 Have family meetings or class meetings to solve problems with cooperation and mutual respect. This is the key to creating a loving, respectful atmosphere while helping children develop self-discipline, responsibility, cooperation, and problem-solving skills.
- 6 Give children meaningful jobs. In the name of expediency, many parents and teachers do things that children could do for themselves and one another. Children feel belonging when they know they can make a real contribution.
- 7 Decide together what jobs need to be done. Put them all in a jar and let each child draw out a few each week; that way no one is stuck with the same jobs all the time. Teachers can invite children to help them make class rules and list them on a chart titled, "We decided:". Children have ownership, motivation, and enthusiasm when they are included in the decisions.
- 8 Take time for training. Make sure children understand what "clean the kitchen" means to you. To them it may mean simply putting the dishes in the sink. Parents and teachers may ask, "What is your understanding of what is expected?"
- 9 Teach and model mutual respect. One way is to be kind and firm at the same time—kind to show respect for the child, and firm to show respect for yourself and "the needs of the situation." This is difficult during conflict, so use the next guideline whenever you can.
- 10 Proper timing will improve your effectiveness tenfold. It does not "work" to deal with a problem at the time of conflict—emotions get in the way. Teach children about cooling-off periods. You (or the children) can go to a separate room and do something to make yourself feel better—and then work on the problem with mutual respect.
- 11 Get rid of the crazy idea that in order to make children do better, first you have to make them feel worse. Do you feel like doing better when you feel humiliated? This suggests a whole new look at "time out."
- 12 Use Positive Time Out. Let your children help you design a pleasant area (cushions, books, music, stuffed animals) that will help them feel better. Remember that children do better when they feel better. Then you can ask your children, when they are upset, "Do you think it would help you to take some positive time out?"
- 13 Punishment may "work" if all you are interested in is stopping misbehavior for "the moment." Sometimes we must beware of what works when the long-range results are negative—resentment, rebellion, revenge, or retreat.
- 14 Teach children that mistakes are wonderful opportunities to learn! A great way to teach children that mistakes are wonderful opportunities to learn is to model this yourself by using the Three Rs of Recovery after you have made a mistake: (1) Recognize your mistake. (2) Reconcile: Be willing to say "I'm sorry, I didn't like the way I handled that." (3) Resolve: Focus on solutions rather than blame. (#3 is effective only if you do #1 & #2 first.)
- 15 Focus on solutions instead of consequences. Many parents and teachers try to disguise punishment by calling it a logical consequence. Get children involved in finding solutions that are (1) related, (2) respectful, and (3) reasonable.
- 16 Make sure the message of love and respect gets through. Start with "I care about you. I am concerned about this situation. Will you work with me on a solution?"
- 17 Have fun! Bring joy into homes and classrooms.

For information on lectures, seminars,  
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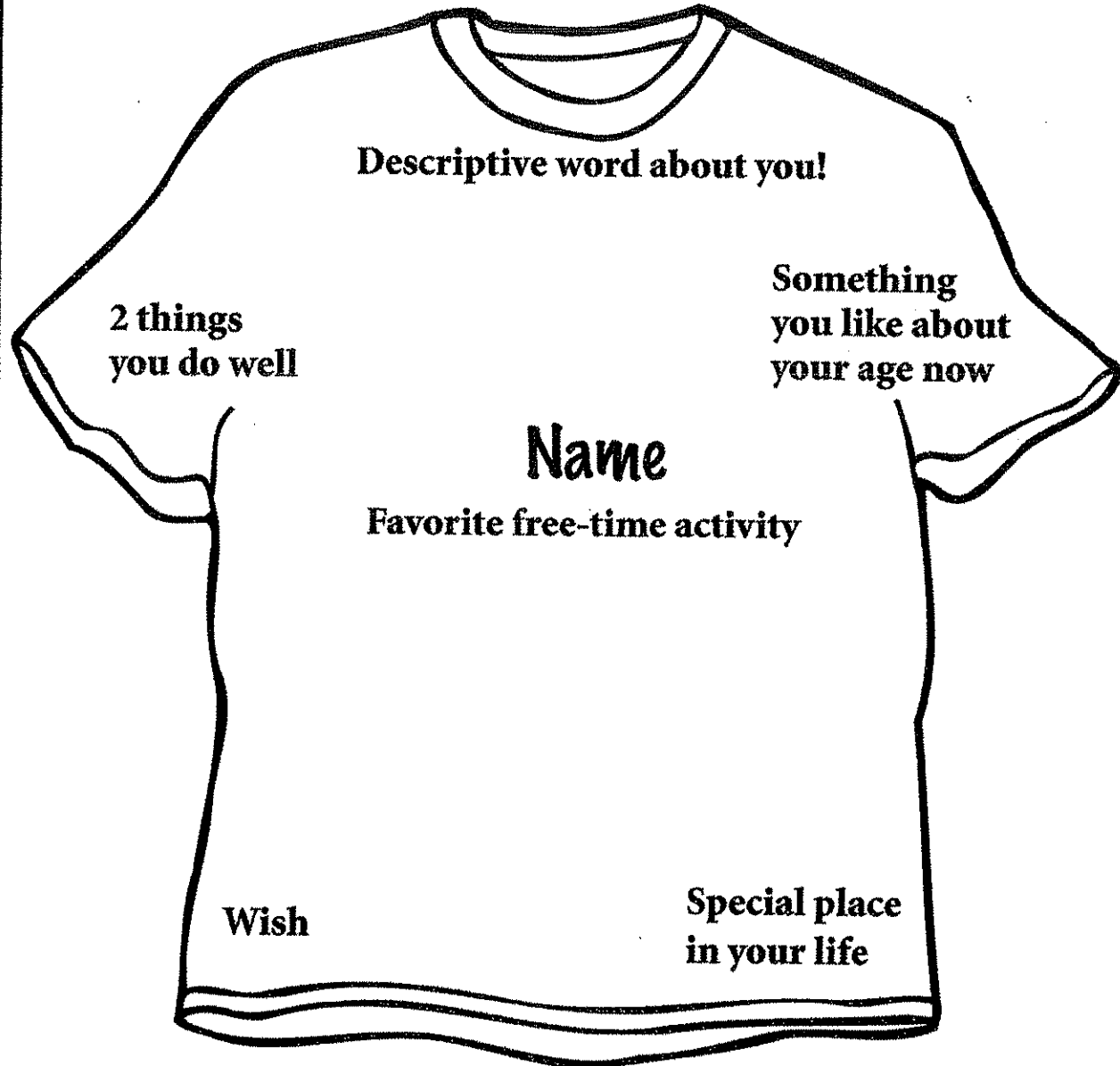
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## Seven More Improvements You Can Make in Your School Today

- ☺ Find reasons for every child to want to be in school and put them into practice, even if they aren't the same reasons you want him (her) to be there.
- ☺ Seek opportunities to be calm and to share that personal ambience with others.
- ☺ Allow yourself to fail in front of staff and students from time to time; let them know that failure is one of life's best teachers.
- ☺ Laugh every day, proclaim the benefits of joyful noises and allow space for them to occur.
- ☺ Give students every opportunity to solve their own problems - not as a discipline, but because you believe in their capacity to do so.
- ☺ Find a way to love your most unlovable students - in fact, make that a priority.
- ☺ Make a practice of removing obstacles from the paths of students; life will toughen them enough, if you will provide safety and encouragement.

*Once you've done them all, share the list with others.  
You can never have too many people feel good about themselves.*

# T-Shirt Instructions



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