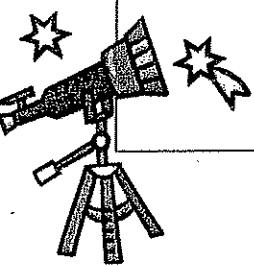


Learning Log



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.)

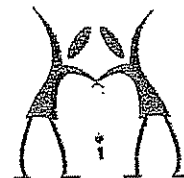
EXPECTING TOO MUCH:

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."

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

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.

4 Questions to Managing Crisis Situations

Building Personal Life Managing Skills

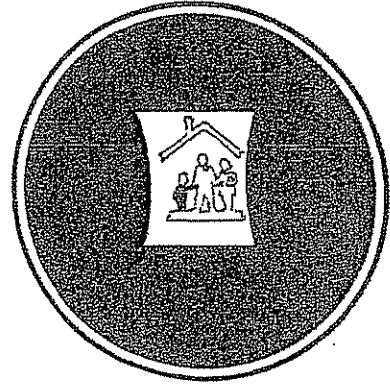
Just like practicing learning skills – PLP/PEP

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?"
"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"*

PRINCIPLES TO DEVELOPING RESPONSIBILITY



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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FIVE KEYS TO PERCEPTION



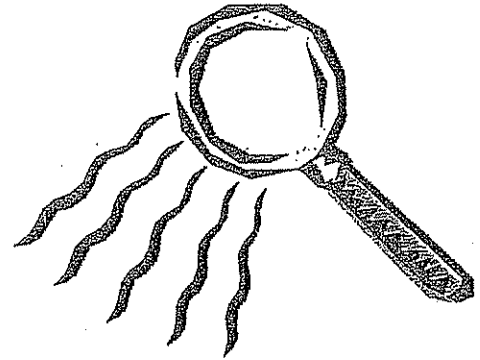
1. Perception is the key to attitudes, motivation and behavior in human beings. We must understand the content of the behavior to deal with it effectively.
2. Perception is a product of four steps in a learning process: EIAG – Experience – Identify – Analyze – Generalize, or Experience + What? Why? And 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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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?"

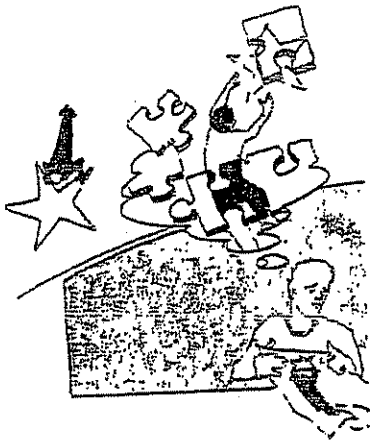
Generalize: Ask: "How can you use this?"
 "How could you do it differently next time?"
 "What did you learn from the experience?"

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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)



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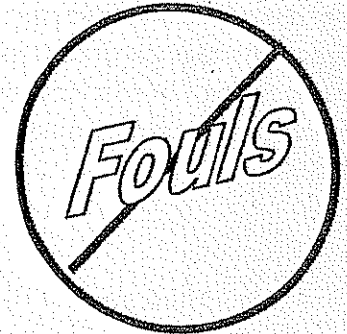
USING ANGER CONSTRUCTIVELY

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

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

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

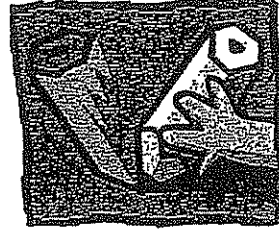
Defusing Strategies

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

MEMOS FROM A CHILD



- μ *Don't spoil me. I know quite well that I ought not to have all I ask for. I'm only testing you.*
- μ *Don't be afraid to be firm with me. I prefer it, it makes me feel more secure.*
- μ *Don't let me form bad habits. I have to rely on you to detect them in the early stages.*
- μ *Don't make me feel smaller than I am. It only makes me behave stupidly "big."*
- μ *Don't correct me in front of others if you can help it. I'll take much more notice if you talk quietly with me in private.*
- μ *Don't make me feel that my mistakes are sins. It upsets my sense of values.*
- μ *Don't protect me from consequences. I need to learn the painful way sometimes.*
- μ *Don't nag. If you do, I shall have to protect myself by appearing deaf.*
- μ *Don't make rash promises. Remember that I feel greatly let down when promises are broken.*
- μ *Don't forget that I cannot explain myself as well as I would like to. That is why I'm not always very accurate.*
- μ *Don't be inconsistent. That completely confuses me and makes me lose faith in you.*
- μ *Don't ever suggest that you are perfect or infallible. It gives me too great a shock when I discover that you are neither.*
- μ *Don't ever think it is beneath your dignity to apologize to me. An honest apology makes me feel surprisingly warm toward you.*

Anonymous

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.*