Mar 8th, 10:15 AM - 11:30 AM

Relationship-based School & Classroom Management

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Never doubt the power of a well organized, engaging, and supportively challenging lesson plan to positively impact classroom behavior.

Matt Teegarden, LCSW

Ryan Lucas

Helping Adults Serve Youth through Relationship-based School and Classroom Management

The Power of a Mission

What is your mission in working with young people and their families?

Please be thinking about one adult who profoundly impacted your life in a positive way and one who profoundly impacted your life in a negative way.

What one word or short phrase would describe each?
What would an athletic coach or activities director do about misbehavior or behavior that disrupted his or her coaching/teaching on the field of play?

Why?
What would an athletic coach or activities director do about misbehavior or behavior that disrupted his or her coaching/teaching on the field of play?

**Why?**

“What I am teaching you is essential to your and our success in the game or in the performance and I will not send you out there unprepared to do your and our best.”

Does this apply to the process of instruction in the classroom?
Effective Discipline and Behavior Management: It’s (Almost) All About the Relationship

Looking at a behavioral event with a systemic focus

What was communicated...

To the victimized student (and their families?)

Effective Discipline and Behavior Management: It’s (Almost) All About the Relationship

Looking at a behavioral event with a systemic focus

The process is bigger than the behavior.
Who are you responsible to and for what?
Effective Discipline and Behavior Management: It’s (Almost) All About the Relationship

Matt Teegarden, L.C.S.W. Behavior Management Philosophy Statement:

We have three overriding norms or principles of discipline and behavioral expectations:

1. We will be safe.
2. We will be respectful.
3. We will be learning.

Relationship assessment and engagement is the essence of discipline and behavior management. It is what separates compliance from cooperation and rules from norms. Greatness is a product of cooperation/collaboration based on commonly held norms not compliance to externally imposed rules.
Our goal is to use the right intervention with the right student at the right time with the right student for the right reason.

This demands that we understand and have a relationship with the student, at least.

What are the Keys to Collaborative Discipline and Classroom Management?

A. Present an authoritative (Both Hierarchical and Affiliative but NOT Authoritarian) Presence as the Adult in the Milieu;

B. Clearly State, Post, and Teach Your Expectations/Work with the Group to Establish Norms about how those Expectations will look in your classroom;

C. Consistently Enforce Consequences in a Firm, Fair, and Assertive Manner—Don’t Confront What You Will Not Consequence; and,

D. Never Doubt the Power of Documentation (Positive and Negative):
   • If you didn’t document it, it didn’t happen unless
   • You are going to be somehow held liable. Then if you didn’t document it you are in deep trouble.
Authority vs. Power

Authority

Ability to...
require a change in behavior

Using...
rules and regulations

Due to...
established role within the community

Leads to...
COMPLIANCE
ANGER
REBELLION
RESENTMENT

Power

Ability to...
influence behavior

Using...
personal relationships

Due to...
investments (some big and some small) that add up over time

Leads to...
COOPERATION
PROGRESS
MUTUAL RESPECT
LEARNING
The Four Process Roles

<table>
<thead>
<tr>
<th>Hierarchy</th>
<th>Affiliation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>THE GOOD COP</strong></td>
<td><strong>THE COACH</strong></td>
</tr>
<tr>
<td>HIGH hierarchy</td>
<td>HIGH hierarchy</td>
</tr>
<tr>
<td>LOW affiliation</td>
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</tbody>
</table>

**CONCERNED OBSERVER**

**FRIEND or COUNSELOR**
The Concerned Observer

- LOW hierarchy  - LOW affiliation

Offers **Support** by allowing choice and **Natural Consequences**

Used when CHOICE and SELF-RELIANCE are more important than structure.

Used when students are mastering a skill or are simply learning to socialize.

Allows for behavior modification through **NATURAL CONSEQUENCES**.

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**Action** | **Natural Consequence**
---|---
Learning to ride a bike and taking a turn too fast. | Falls on bike; learns that they should slow down around corners.  
Student forgot his coat after being dropped off for school. | Student is cold while lining up before school; he remembers to grab coat when leaving car the next morning.  
Two students disagree about the next step on a group project. | Students eventually agree on the next step, either through compromise or through peer intervention; students are better prepared to solve future disputes.
The Concerned Observer

- LOW hierarchy
- LOW affiliation

- Used when students are mastering a skill in a class.
- Used when students are socializing during lunch, recess, passing periods.

The Good Cop

- HIGH hierarchy
- LOW affiliation

Offers Structure and Support through a Positive Experience of Authority

Demonstrates Five Things:
1. Respect
2. Honesty
3. Fairness
4. Follow-through
5. Concern
The Good Cop

**RESPECT:** Uses name and addresses the child personally.

**HONESTY:** Shows that you really don’t want to punish them.

**FAIR:** Age-appropriate number of warnings have been given.

**FOLLOW-THROUGH:** The consequences are reasonable and enforceable.

**CONCERN:** Shows the student you want them to make good choices.

---

Steven,

I really don’t want to send you to the principal’s office...

...but I have talked to you twice about putting others down...

...and if you continue to put others down, I will send you to the office.

I hope you do the right thing.

---

The Good Cop

↑ **HIGH hierarchy**  ↓ **LOW affiliation**

Used when there is LOW Affiliation and setting up structure is necessary or a Positive Experience of Authority is needed.

LOW affiliation DOES NOT mean that I don’t care; It means it’s NOT PERSONAL.
The Coach

The “Punch and Pat” discipline approach can be used in this role.

The Coach

The “PUNCH AND PAT” Approach

“THE PUNCH...”

You know, I can’t believe you went and put that other student down. That will not be tolerated in this classroom. And what’s more, I know I won’t have to talk to you again about this and you know why?

“...AND PAT”

Because you’re better than that. I know you are.

Challenge

Makes it clear that the behavior is unacceptable and that better behavior is expected.

Support

Shows there is an affiliation with the student and a genuine caring exists for them.
The Coach

The “PAT AND PUNCH” Approach

“THE PAT…”
I know you can do it…

“…AND PUNCH”
…now you’d better get it done.

Support
Shows there is an affiliation with the student and a genuine caring exists for them.

Challenge
Makes it clear that something needs to be done.

The Friend/Counselor

↓ LOW hierarchy   ↑ HIGH affiliation

Offers Support and Empathy by putting feelings before behavior

In what situations do educators value students’ feelings before addressing behavior?
What are some dangers of being “friendly?”
What’s your default role?

And which role do you avoid?

Three Guiding Questions

1. What Are You Doing?
2. Why Are You Doing It?
3. Who Are You Doing It For?
Who’s in charge of this pack?
Nobody…well it must be me!

Who’s going to protect me from the wolves?

Hierarchy

THE GOOD COP
- Proactive approach
- Natural Consequences
- Proximity Control

THE COACH
- "Punch and Pat"
- Redirection
- Friendly discussion

CONCERNED OBSERVER

FRIEND or COUNSELOR

Affiliation

No Behavior Problems
Behavior Escalation

Hierarchy

THE GOOD COP

THE COACH

CONCERNED OBSERVER

FRIEND or COUNSELOR

Affiliation

CONTAIN
Getting the license taken away because of several offences.

CONFRONT
Getting a ticket for speeding.

CHECK
Hitting the breaks when we see a police car on the side of the road.

NO PROBLEM

THE GOOD COP

Escalation of problem
3/8/2016

"We all make mistakes. Fix your mistake."

"You seem unable or unwilling to fix this problem on your own. Let me help you."

THE GOOD COP

CHECK

Non-verbal cues

CONFRONT

Non-verbal & verbal cues

CONTAIN

Established PROCEDURES are in effect

NO PROBLEM

POLICY TAKES OVER.
### Why Move From Role to Role?

<table>
<thead>
<tr>
<th>If all you ever do is...</th>
<th>Then all you will become is...</th>
</tr>
</thead>
<tbody>
<tr>
<td>GOOD COP</td>
<td>A BAD COP. The children you work with will see you as mean or abusive.</td>
</tr>
<tr>
<td>COACH</td>
<td>THE RESCUER. The children you work with become totally dependent on you.</td>
</tr>
<tr>
<td>FRIEND &amp; COUNSELOR</td>
<td>PALS. You lose any sense of authority you have with the children you work with.</td>
</tr>
<tr>
<td>CONCERNED OBSERVER</td>
<td>INVISIBLE. The children you work with won't see you as an important part of their lives.</td>
</tr>
</tbody>
</table>

### Four Directives

1. Know your ROLE
2. Know your GOAL
3. Be PROACTIVE
4. Do no harm
Questions and Feedback

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The Roots
• 1938 Lippett and Lewin
• Situational Leadership
• Structural-Strategic Family Therapy
  • Stephen Covey
  • Greg Dalder, L.C.S.W.
  • Matt Teegarden, L.C.S.W.

The Origin
• The Tennyson Center for Children and Families

The Evolution
• Basic Behavior Management
• Creating/Maintaining a Therapeutic Milieu
• Group/Team Leadership
• Parent Training and Empowerment
• School-Community Partnership

The Relationship-Based Model:
Standing on the Shoulders of Giants
### Bibliographical References


Jordan–SEDL


### Bibliographical References, cont.


