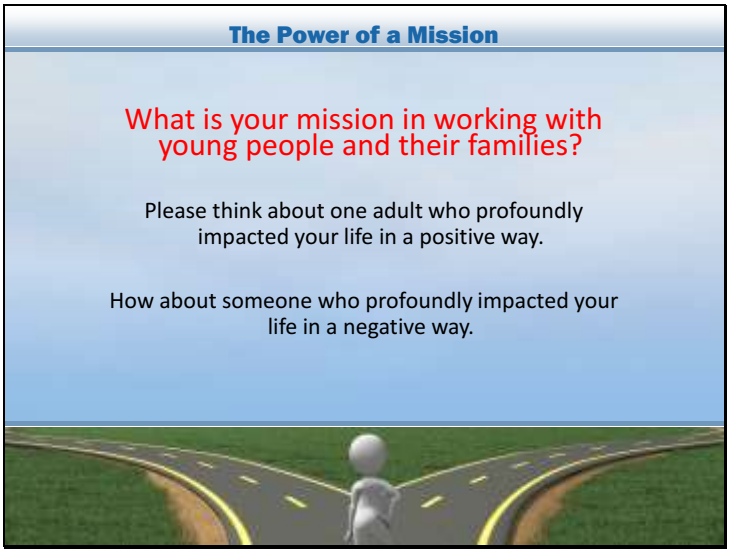
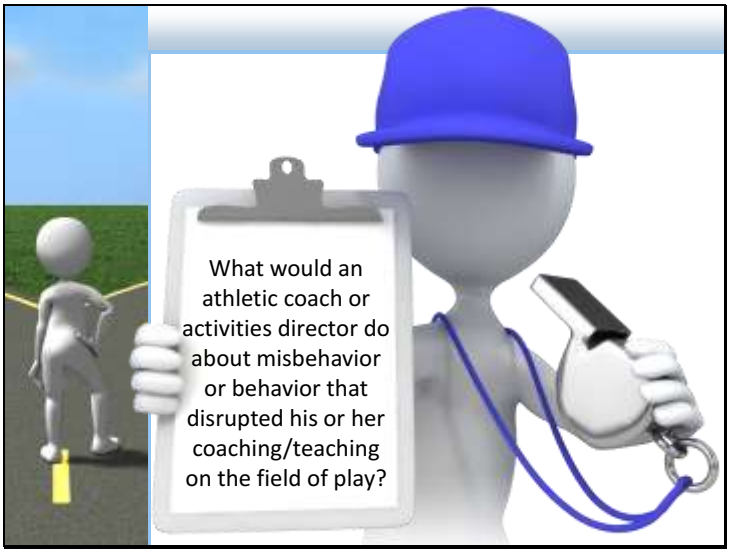
Slide 1

Never doubt the power of a well organized, engaging, and support adult presence to positively impact a student's life.
Ryan Lucas
Helping Adults Serve Youth through Relationship-based School and Classroom Management
http://tinyurl.com/nyar2017

Slide 2


The Power of a Mission
What is your mission in working with young people and their families?
Please think about one adult who profoundly impacted your life in a positive way.
How about someone who profoundly impacted your life in a negative way.

Slide 3


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?

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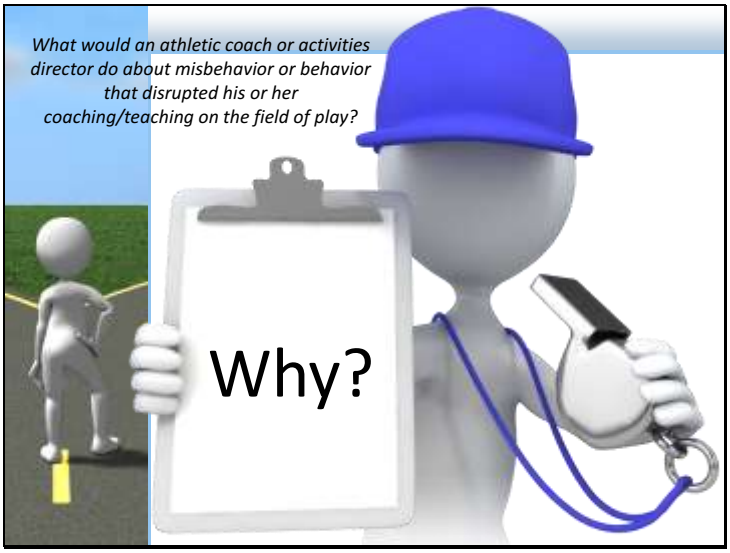
Slide 4


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?

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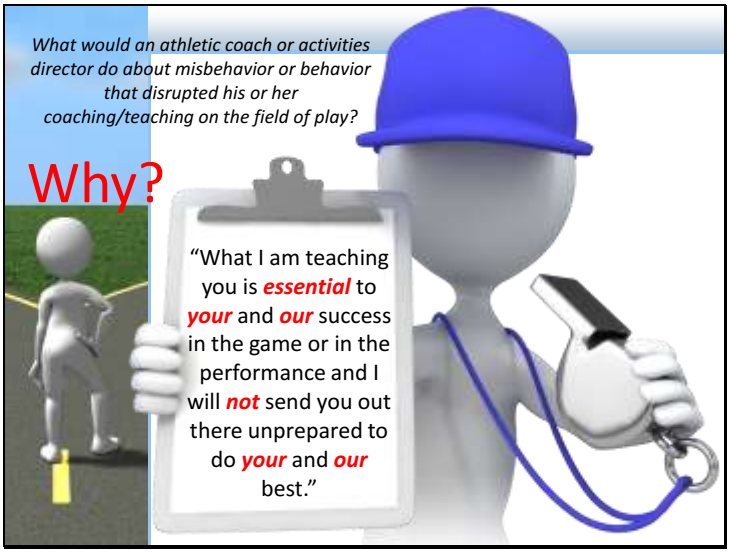
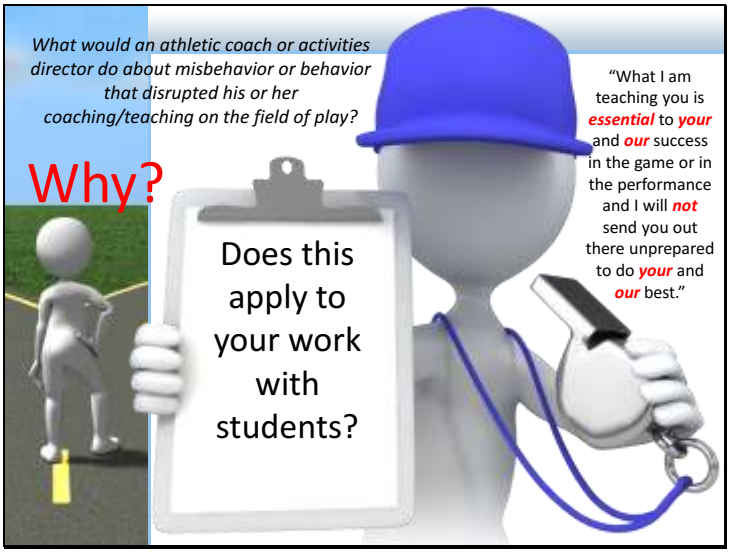
Slide 5


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."

Slide 6


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?
Does this apply to your work with students?
"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."

Slide 7

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 victim(ized) students
To the class as a whole
To the offender
(and their families?)

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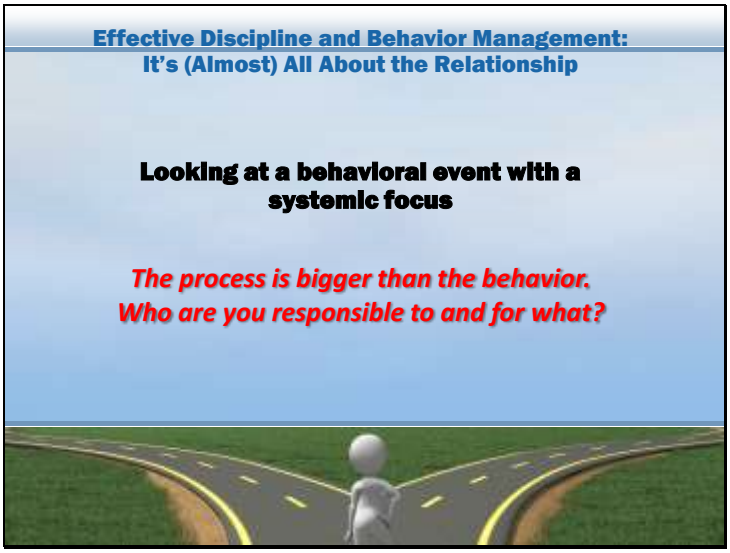
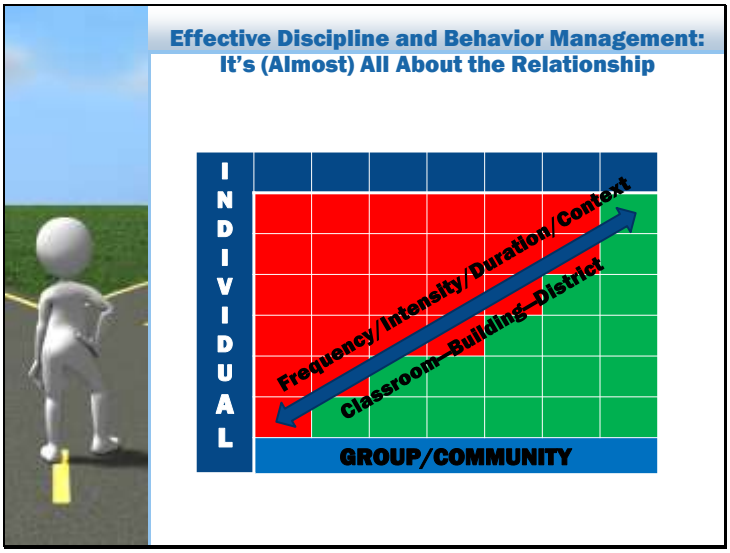
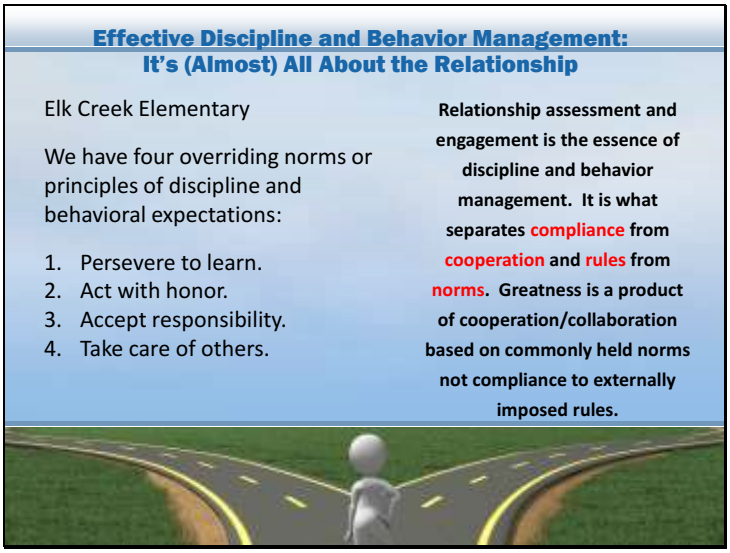
Slide 8


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?

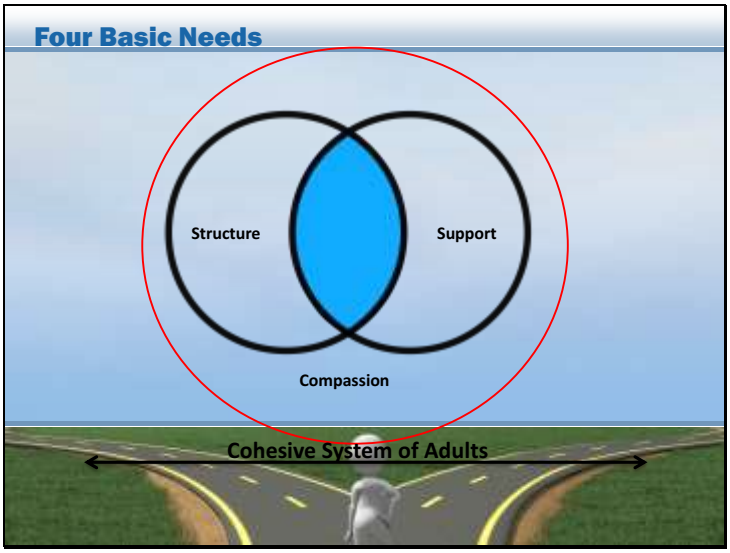
Slide 9


Effective Discipline and Behavior Management:
It's (Almost) All About the Relationship
INDIVIDUAL
GROUP/COMMUNITY
Frequency/Intensity/Duration/Context
Classroom–Building–District

Slide 10


Effective Discipline and Behavior Management:
It's (Almost) All About the Relationship
Elk Creek Elementary
We have four overriding norms or principles of discipline and behavioral expectations:
1. Persevere to learn.
2. Act with honor.
3. Accept responsibility.
4. Take care of others.
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.

Slide 11


Four Basic Needs
Structure
Support
Compassion
Cohesive System of Adults

Slide 12

Our goal is to use the
right intervention with the
right student at the right time for
the right reason.
This demands that we understand
and have a relationship with the
student, at least.

Slide 13

What are the Keys to Collaborative Discipline and Classroom Management?

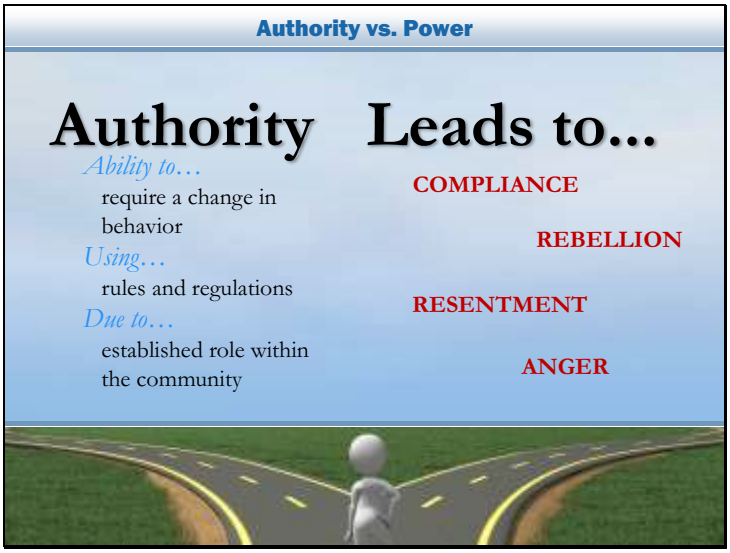
A. Present an ***AUTHORITATIVE*** (Both Hierarchical and Affiliative but NOT *Authoritarian*) Presence as the Adult in the Milieu;

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.

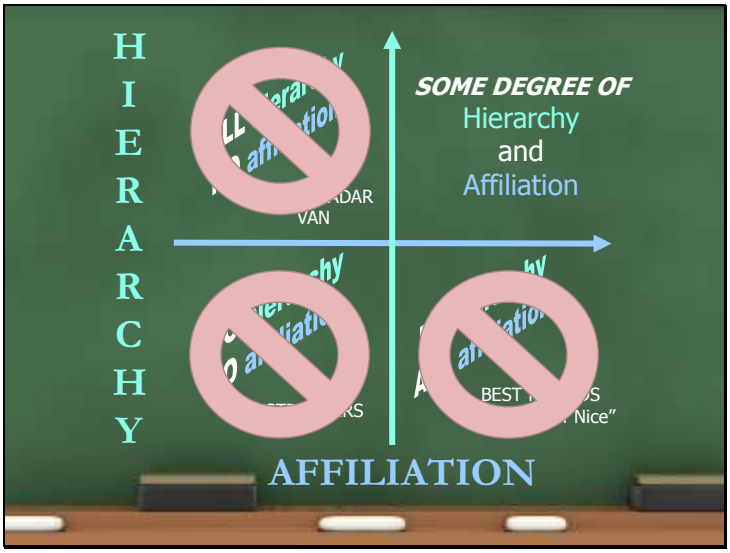
Slide 14


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
REBELLION
RESENTMENT
ANGER

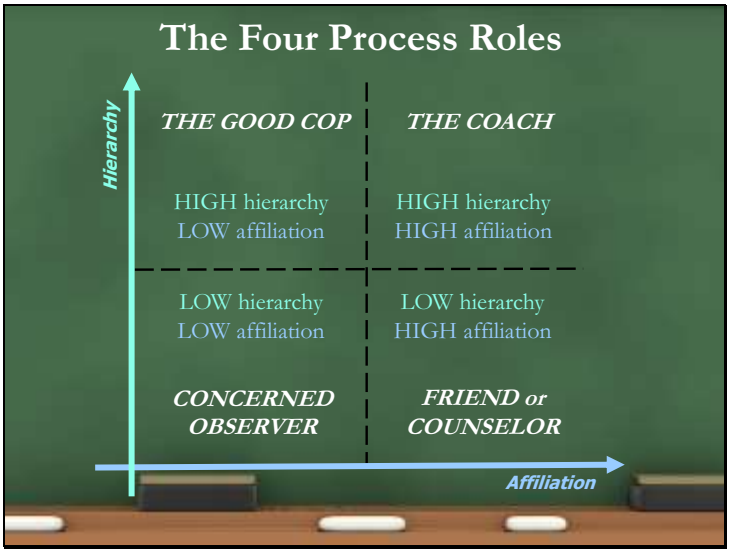
Slide 15

Authority vs. Power
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

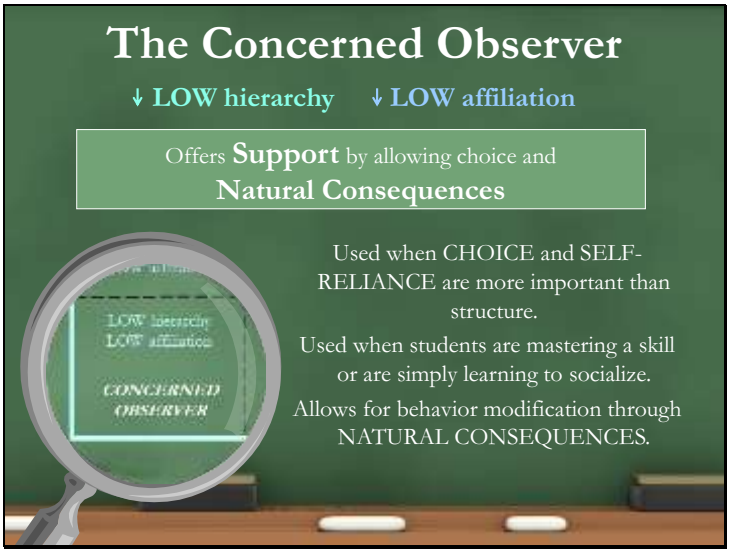
Slide 16


HIERARCHY
SOME DEGREE OF
Hierarchy
and
Affiliation
VAN
BEST
Nice"
AFFILIATION

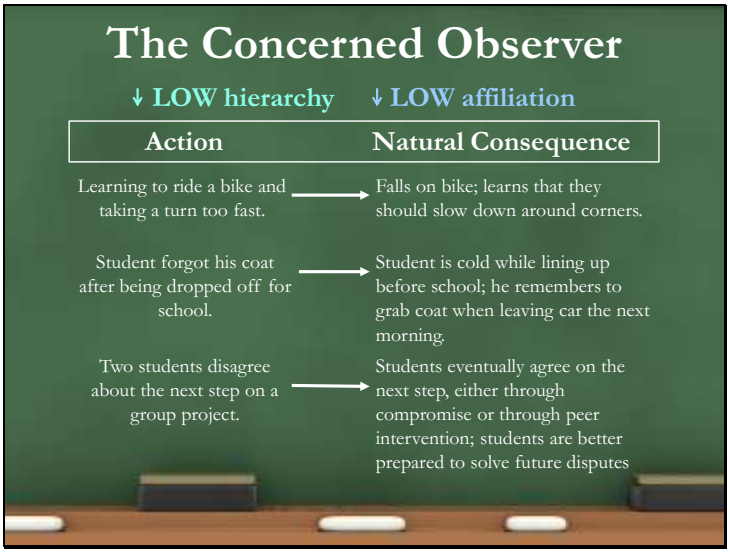
Slide 17


The Four Process Roles
Hierarchy
THE GOOD COP
THE COACH
HIGH hierarchy
LOW affiliation
HIGH hierarchy
HIGH affiliation
LOW hierarchy
LOW affiliation
LOW hierarchy
HIGH affiliation
CONCERNED OBSERVER
FRIEND or COUNSELOR
Affiliation

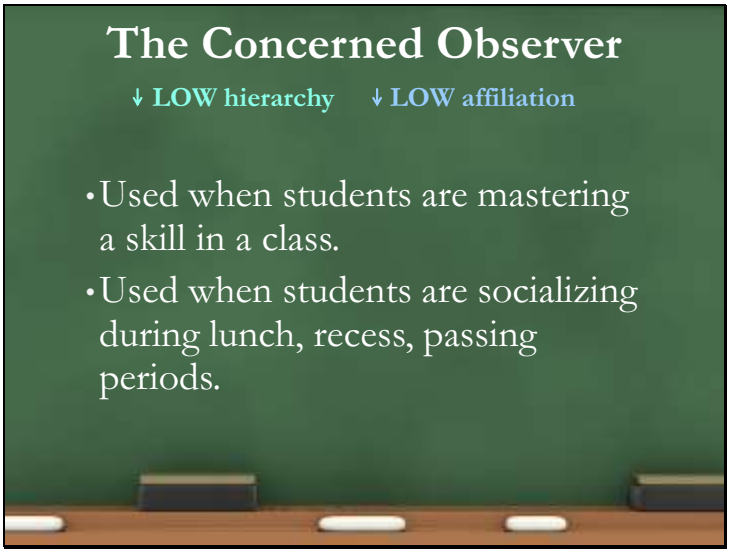
Slide 18


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.
CONCERNED OBSERVER

Slide 19


The Concerned Observer
↓ LOW hierarchy
↓ LOW affiliation
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

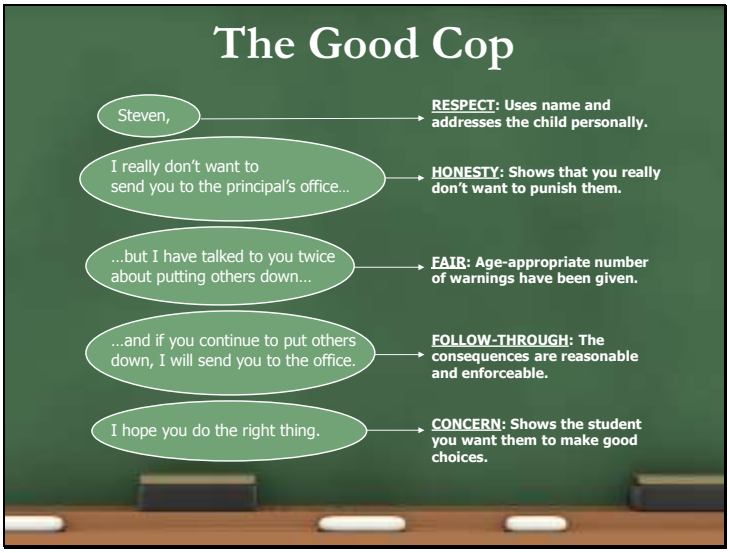
Slide 20


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.

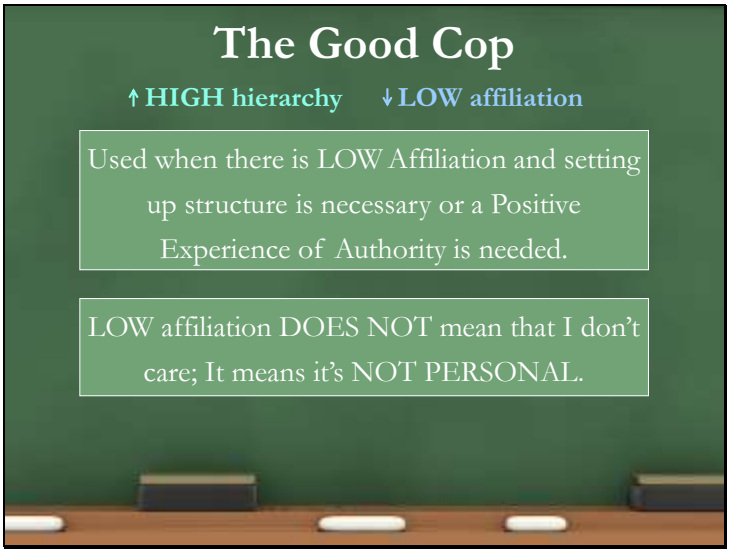
Slide 21

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

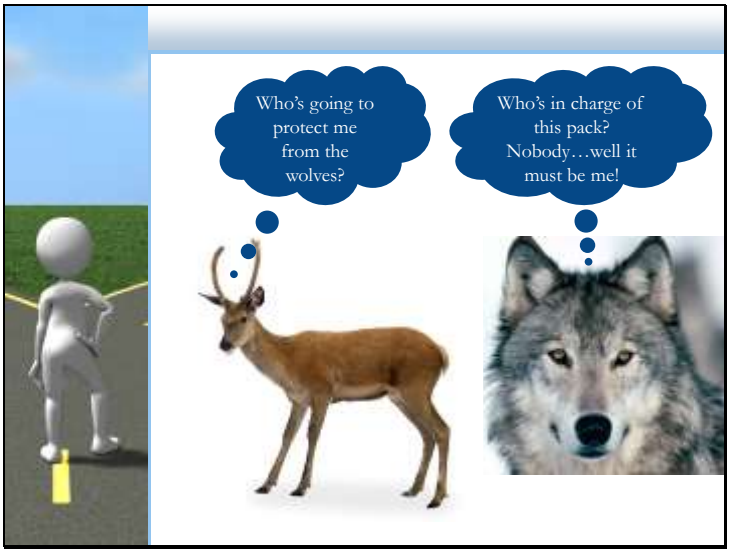
Slide 22


The Good Cop
Steven,
RESPECT: Uses name and addresses the child personally.
I really don't want to send you to the principal's office…
HONESTY: Shows that you really don't want to punish them.
…but I have talked to you twice about putting others down…
FAIR: Age-appropriate number of warnings have been given.
…and if you continue to put others down, I will send you to the office.
FOLLOW-THROUGH: The consequences are reasonable and enforceable.
I hope you do the right thing.
CONCERN: Shows the student you want them to make good choices.

Slide 23


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.

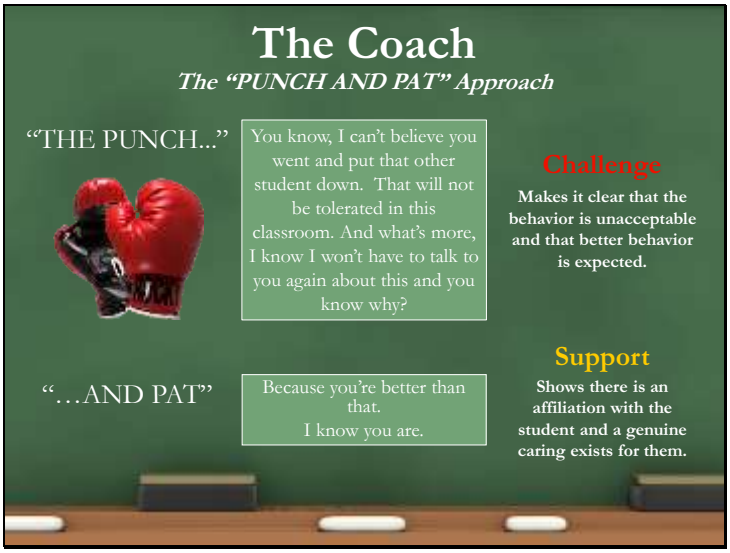
Slide 24


Who's going to protect me from the wolves?
Who's in charge of this pack? Nobody…well it must be me!

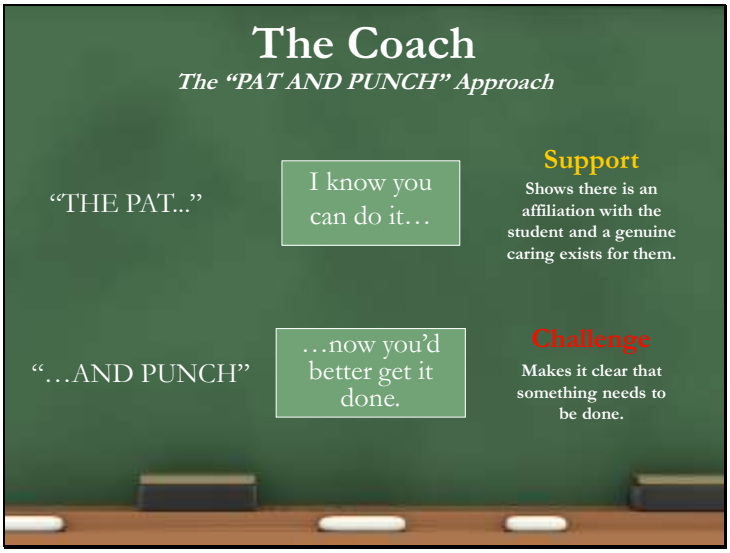
Slide 25

The Coach
↑ HIGH hierarchy
↑ HIGH affiliation
Offers Support and Challenge
The "Punch and Pat" discipline approach can be used in this role.
THE COACH

Slide 26


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?
Challenge
Makes it clear that the behavior is unacceptable and that better behavior is expected.
"…AND PAT"
Because you're better than that.
I know you are.
Support
Shows there is an affiliation with the student and a genuine caring exists for them.

Slide 27


The Coach
The "PAT AND PUNCH" Approach
"THE PAT..."
I know you can do it…
Support
Shows there is an affiliation with the student and a genuine caring exists for them.
"…AND PUNCH"
…now you'd better get it done.
Challenge
Makes it clear that something needs to be done.

Slide 28

The Friend/Counselor
↓ LOW hierarchy ↑ HIGH affiliation
Offers Support and Empathy by putting feelings before behavior
FRIEND or COUNSELOR
In what situations do educators value students' feelings before addressing behavior?
What are some dangers of being "friendly?"

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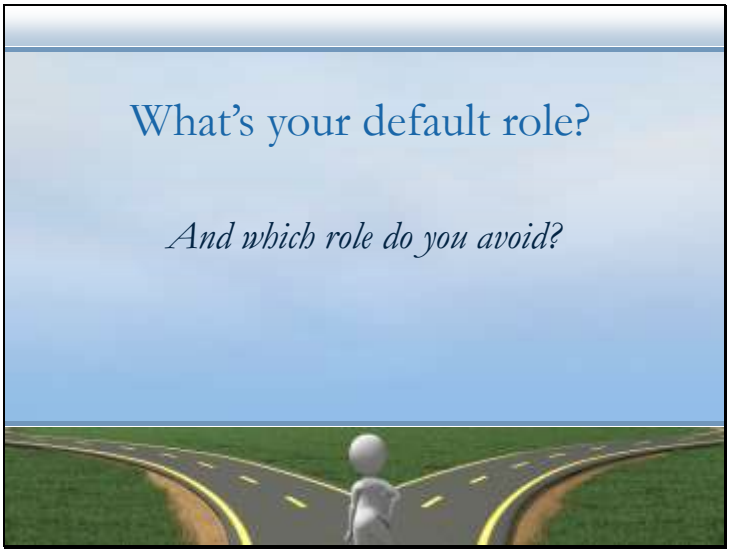
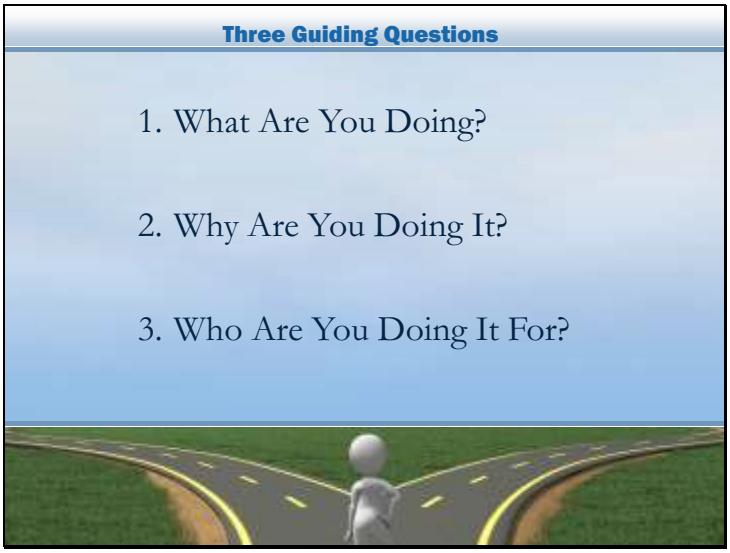
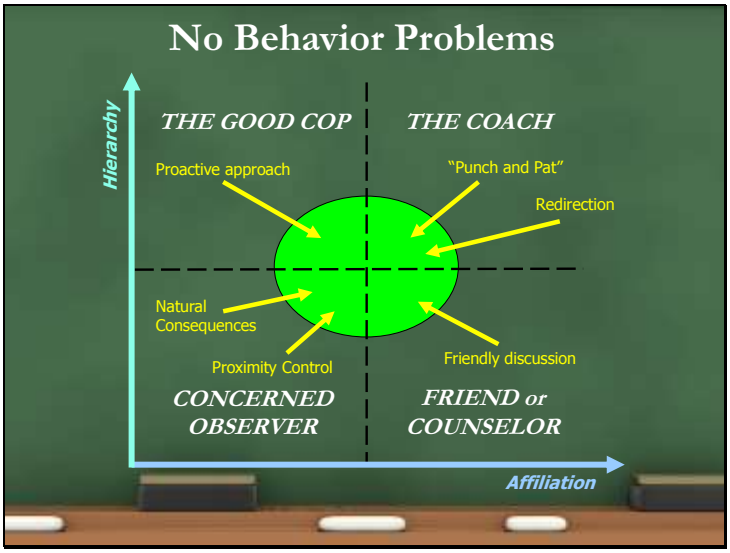
Slide 29



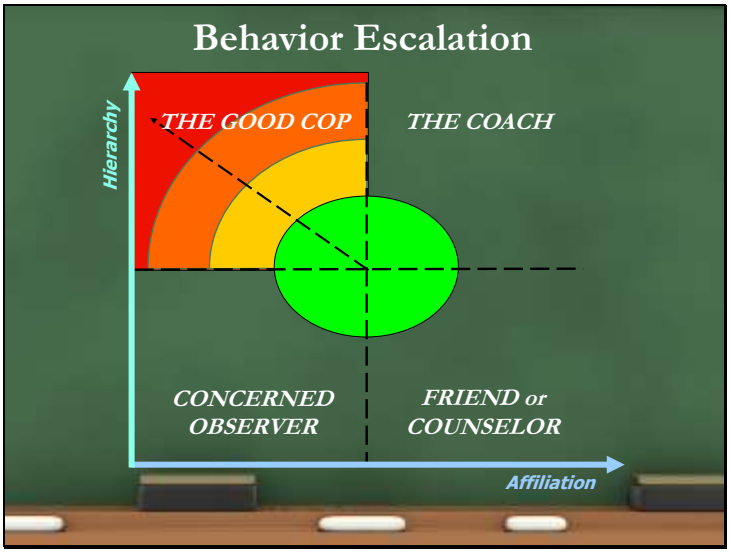
Slide 30


Three Guiding Questions
1. What Are You Doing?
2. Why Are You Doing It?
3. Who Are You Doing It For?

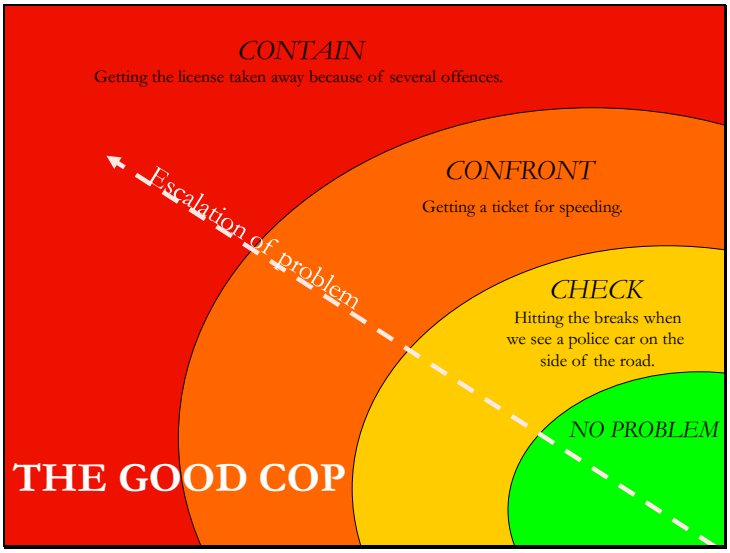
Slide 31


No Behavior Problems
Hierarchy
THE GOOD COP
THE COACH
Proactive approach
"Punch and Pat"
Redirection
Natural Consequences
Proximity Control
Friendly discussion
CONCERNED OBSERVER
FRIEND or COUNSELOR
Affiliation

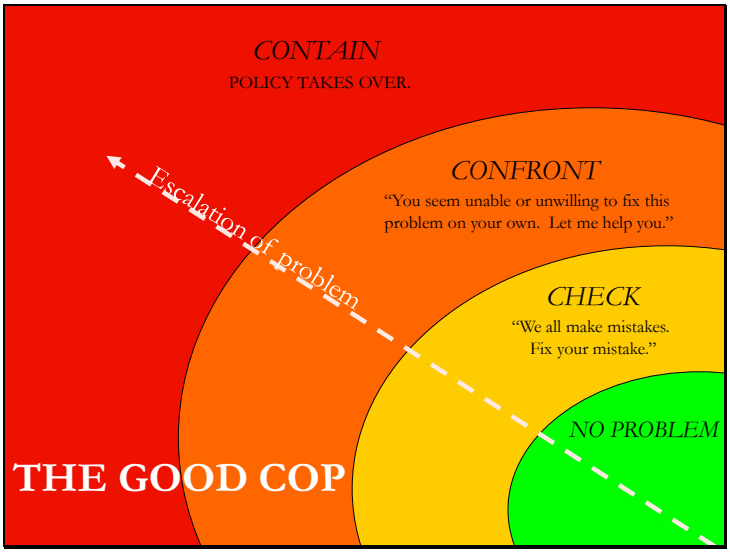
Slide 32


Behavior Escalation
Hierarchy
THE GOOD COP
THE COACH
CONCERNED OBSERVER
FRIEND or COUNSELOR
Affiliation

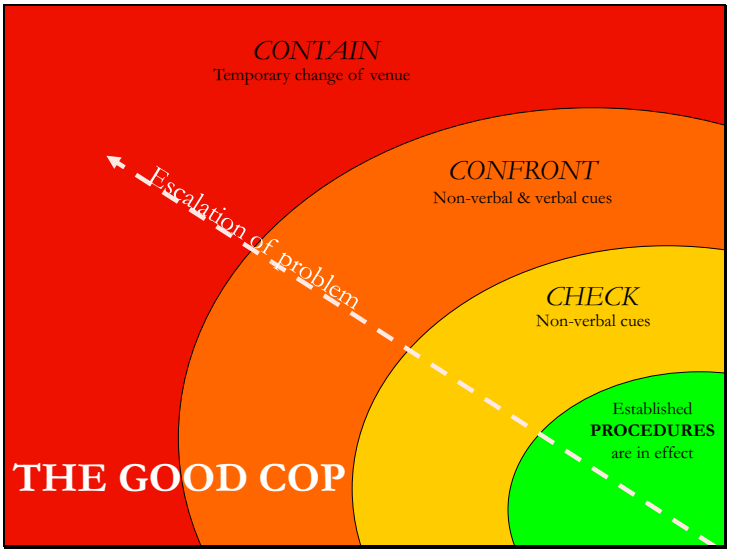
Slide 33


CONTAIN
Getting the license taken away because of several offences.
CONFRONT
Getting a ticket for speeding.
Escalation of problem
CHECK
Hitting the breaks when we see a police car on the side of the road.
NO PROBLEM
THE GOOD COP

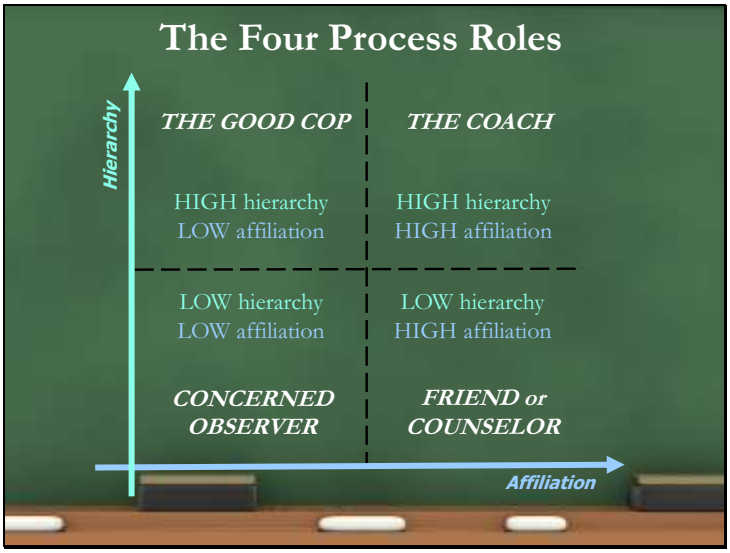
Slide 34


CONTAIN
POLICY TAKES OVER.
CONFRONT
"You seem unable or unwilling to fix this problem on your own. Let me help you."
CHECK
"We all make mistakes. Fix your mistake."
NO PROBLEM
Escalation of problem
THE GOOD COP

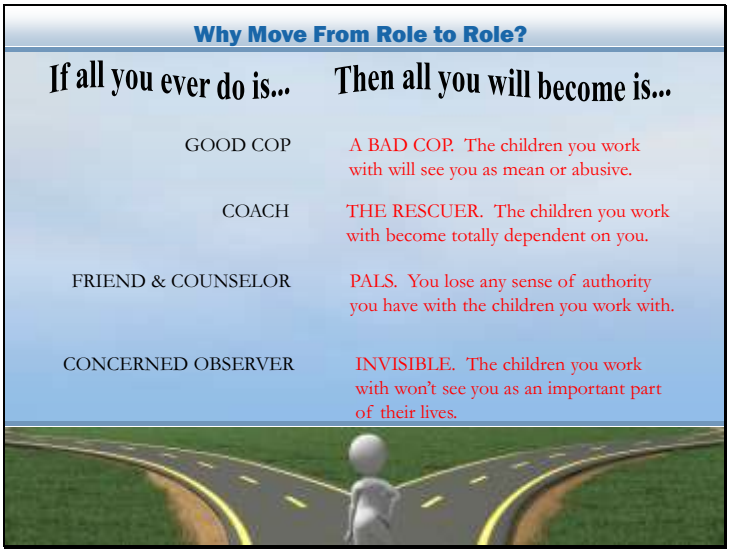
Slide 35


CONTAIN
Temporary change of venue
CONFRONT
Non-verbal & verbal cues
CHECK
Non-verbal cues
Established
PROCEDURES
are in effect
Escalation of problem
THE GOOD COP

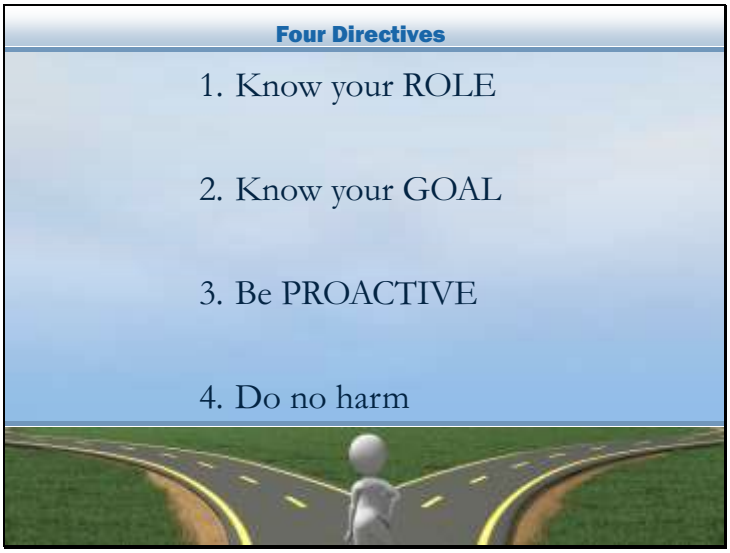
Slide 36


The Four Process Roles
Hierarchy
THE GOOD COP
THE COACH
HIGH hierarchy
LOW affiliation
HIGH hierarchy
HIGH affiliation
LOW hierarchy
LOW affiliation
LOW hierarchy
HIGH affiliation
CONCERNED OBSERVER
FRIEND or COUNSELOR
Affiliation

Slide 37


Why Move From Role to Role?
If all you ever do is...
Then all you will become is...
GOOD COP
A BAD COP. The children you work with will see you as mean or abusive.
COACH
THE RESCUER. The children you work with become totally dependent on you.
FRIEND & COUNSELOR
PALS. You lose any sense of authority you have with the children you work with.
CONCERNED OBSERVER
INVISIBLE. The children you work with won't see you as an important part of their lives.

Slide 38


Four Directives
1. Know your ROLE
2. Know your GOAL
3. Be PROACTIVE
4. Do no harm

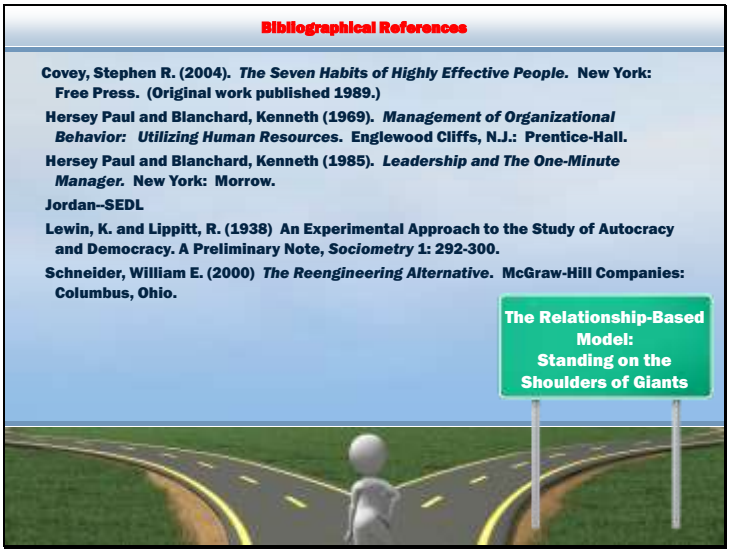
Slide 39

Questions and Feedback
Ryan Lucas
Principal, Elk Creek Elementary
Jeffco Public Schools
rlucas@jeffco.k12.co.us
http://tinyurl.com/nyar2017

Slide 40

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

Slide 41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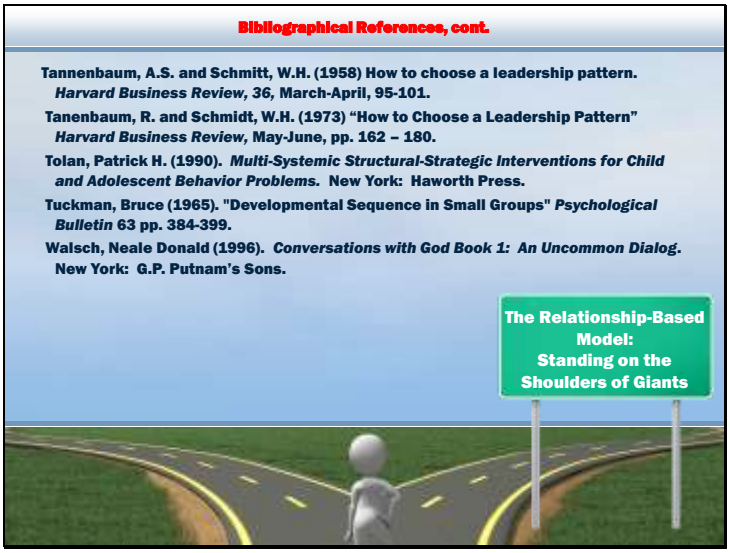
The Relationship-Based Model: Standing on the Shoulders of Giants

Slide 42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