You Can’t Teach a Class
You Can’t Manage

Presented by ~ Donna Whyte
thesmartiezone.com
Recognition

• Acceptance of that you cannot change
• Who’s behavior can you control?
• It takes two to argue
• Emotions High = Problem-Solving Low
• How many children are the big issue in the class?

The hardest thing to admit ~ There are times when YOU caring is not enough!
Basic Needs:

• Belongingness
  Friendship * Caring * Included

• Power
  Importance * Recognition * Capability

• Fun
  Joy * Learning * Enjoyment * Humor

• Freedom
  Autonomy * Choice * Independence

~ William Glasser
• If it works…Use it!

• We do what we know!
  If you always do what you always do then you will always get what you always get!

• Can I handle change?
What do each of these mean to you?

Bribe ~

Threaten ~

Reward ~

Punishment ~
What We’ve Tried

• Get TOUGH Method
• Scream and Pray
• Bribe
• Threaten
• Public Humiliation
• Go to the OFFICE
• ___________________
Short term fixes for Long term problems

• Bribe
  – Prize Box
  – PIZZA
  – ________
  – ________

• Threaten
  – Pull-A-Card
  – Principal’s Office
  – Phone Home
  – __________
  – __________
Cornerstones Of Discipline

Choice

Community

Communication

Self - Control
Effective Schools

• Commitment – Focus on Learning
• Student-Centered Environments
• High Expectations
• Clear Rules
• Act vs. React
• Problem Solving Philosophy
• Provide Role Models
• Warm School Climate
• Visible Support Staff
• Close Ties with Community
Outline A Plan

• Prioritize ~ What is it that we Want/Expect?
• Address Feelings ~ Behaviors
• Environment ~ Physical & Emotional
• Create ~ Practice ~ Model Rules
• Rituals ~ Transitions ~ Signals
• Toolbox of Management Strategies
Good Choice vs. Bad Choice

• Model Daily Choices
• State the Facts
• Use a Matter-of-Fact Voice
• Accept NO Excuses
Consequence vs. Punishment

• Does it make sense?
• Does it lead to learning?
• Does it reduce the undesirable behavior & lead to more of the desirable behavior?
• Does it leave the teacher and child’s dignity intact?
• Is it “doable”?
• How would I feel?
Punishment Can Lead to:

- Revenge
- Bitterness
- Withdrawal
- Fight or Flight
- The belief that Others Controls YOU
- Powerlessness
- Noncompliance
Outcomes of Choices

• Natural Consequence
• Amends
• Practice of Appropriate Behavior
• Mapping of Choices
• Verbal Reprimand
• Loss or Postponement of a Privilege

______________________________
Feelings

Objectives:

• Students will generate a list of labels for pictures using “feeling” words.
• Students will respond to the feelings expressed by the pictures using personal experience.
• Students will identify feelings expressed by the pictures using reflective skills.
  “You seem _______

Extension ~ “You seem _______ because ________”.

• Students will learn to use “I” messages to express their own feelings.
  “I feel _______ when ______ because _______. I need _______.”
<table>
<thead>
<tr>
<th>Happy</th>
<th>Sad</th>
<th>Excited</th>
<th>Embarrassed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Angry</td>
<td>Jealous</td>
<td>Sorry</td>
<td>Worried</td>
</tr>
<tr>
<td>Scared</td>
<td>Disappointed</td>
<td>Confused</td>
<td>Proud</td>
</tr>
<tr>
<td>Lonely</td>
<td>Shocked</td>
<td>Nervous</td>
<td>Exhausted</td>
</tr>
</tbody>
</table>
• Frustrated
• Frightened
• Shy
• Anxious
• Grouchy
• Upset
• Bored
• Depressed
• Annoyed
• Disgusted
• Ashamed
• Delighted
• Terrified
• Comfortable
• Relaxed
• Isolated
• Hopeful
• Loved
Address the Issues

- Talk
- Too Noisy
- Avoid Work
- Unprepared
- Don’t Pay Attention
- Out of Their Seats
The Plan
Environment – Physical Setting

Create a Place that Kids Want to BE!

Cheerful
Comfortable
Kid Created

Bright
Safe

Recess, Lunch, Quiet Time = Recharged
The Plan

Environment - Emotional Setting

Caring
Empower
Rewards Good Choices
Redirects Bad Choices
Don’t let the horse out of the Barn

- Teach on Your Feet ~ Power of Proximity
- Emphasis the issue of “control” – “You decide”
- Respect
- Use of I…messages
- Use of YOU messages
- Body Language

- Keep Cool
- Act the “Seen it All”
- Talk With… Not At
- Win-Win
- Take Away the Audience
- Get Personal
- Highlight “Good Choice ~ Bad Choice”
Talking with them

• What are you doing?
• How is it helping you or the class right now?
• What could you do different?
• When will you do that?
• How can I help?

“Walk & Talk”
“Sit & Share”
If you could only have 1 Rule:

• #1 - ________________________________
• Monday
• Tuesday
• Wednesday
• Thursday
• Friday
Kindness

• Day 1 – Activity: What does it mean?
• Day 2 – Activity: Kind vs. Unkind
• Day 3 – “Dreadful” Words
• Day 4 – Tone of Voice
• Day 5 – KIND ~ Character Comparisons

•
•
•
The Plan
Rituals

• Arrival
  - Greet them at the Door
• Entrance/Exit
• Transitions
• Breaks
• Lunch
• Book Time
• Departure
  - Send them off with a smile
Questioning Kids

• What do you notice?
• Can anyone tell me anything about this _______?
• Has anything on the chart, in the picture, in the writing made you think of something in your life?
• What part did you spot?
• What do you think?
• Do you see something ____________?
  (Different, Familiar, Weird, etc.)
• What do you recognize?
• Can you tell me what you see?
• Can you show me something on the chart?
• What do you know about this ____________?
• Does anyone have any ideas about __________?
Your Choices Are All Up to YOU
To the tune of: Beethoven’s Ode to Joy…
Be trustworthy / don’t deceive / be honest / be reliable
Use good manners / have respect / and always use the Golden Rule
Be responsible / do everything you said that you would do
*Have courage/ always do your best / your choices are all up to you*

Music
Show you care / be kind / forgive / help others when they have a need
Citizens obey the laws and rules / respects authority
Don’t deceive or cheat or steal / and do your share to help your school
*Have courage/ always do your best / your choices are all up to you*

Music
Take turns and share/play by the rules/use self-control and discipline
Always think before you act/ be gracious when you loose or win
Use kind words/your tone is important/compromise/be humble too
*Have courage/ always do your best / your choices are all up to you*

Music
Be trustworthy / don’t deceive / be honest / be reliable
Use good manners / have respect / and always use the Golden Rule
Be responsible / do everything you said that you would do
*Have courage/ always do your best / your choices are all up to you*
Directions

• Attention Span
• Age Appropriate Vocabulary
• Visuals
• Cue Cards
• Picture Clues
• Modeling
• Concrete Objects will take priority over your voice – don’t expect me to “not touch”
• Keep ‘em simple
• Repeat – Ask kids to Repeat
• Time Limit and/or Allowance
• Proactive – what if you forget or finish early?
The Plan

Transitions

• Lights
• Whistle
• Clap
• Music
• Chant
• Non-Verbal
  Signals
Management Strategies:

- Keeping the Focus
- Creating a Contract ~ Self Evaluation
- Direct Appeal
- “You”…“I” statements
- Model
- Show Cause~Effect of Broken Rules & Inappropriate Behavior
The Plan

Keeping the Focus

- Use Humor
- Change Pace
- Show an Example/Demonstration
- Use Technology
- Problem-Solve
- Cooperative Groups
- Summarize Key Points with Visuals
- Add an Activity
- Move
- Sing
- Discuss
- Outline/Illustrate

Best Strategies -
- Wiggle, Giggle or Gross Them Out!
Helping Kids who Struggle to Stay on Task

- Breaks
- Talk Time
- Cooperative Learning
- Inquiry-Based Learning
- Alternate Activities
- Minimize Distractions
- Visual Cues
- Avoid “Environmental Disasters”

- Interest
- Motivation
- Signals
- Background Music
- Rocking Chairs
- Space Tape
- Teach “Timing”
- Organizational Tools
I’m Done?

- Check Your Work
- Read a Book
- Clean/Straighten
- Take a Nap

- Writing Box
- Help a Friend
- Go to the Computer
- Puzzle Box
- Game Tub
- Color
- Beads
- Clay
Peace Table
Brain Dance

- Drink Water
- Massage
- Cross Over
- Breathe
- Doodle
- Wiggle ~ Stretch
- Giggle ~ Laugh
My Contract:

Name ___________________      Date  ___________

This is what I did:

This was the result:

This is what I need to do:

In the future I will do this:
Oops! I forgot _____________.
Please help me remember it for next class!
Slip # ___

I didn’t _________________. I need to _________________ by _________.

_______________            _______________
Teacher Signature         Student Signature

Name _______________ Date __________

Used with permission from Crystal Springs Books ~

Morning Meeting/Afternoon Wrap Up
by Donna Whyte
How was __________’s day?

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
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Purple - _________  Blue - __________  Yellow - _________  Orange - ____________

Dates
__/__  to  __/__/ __________

__________
Signature
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<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
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Green =  
Blue =  
Yellow =  
Red = Unacceptable (Check Back/Note)
What would you add?

<table>
<thead>
<tr>
<th>My teacher...</th>
<th>Rating</th>
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<tbody>
<tr>
<td>is kind.</td>
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<td>is fair.</td>
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<td>listens.</td>
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<tr>
<td>is funny.</td>
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<td>expects the best.</td>
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<tr>
<td>is organized.</td>
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<td>has a clean desk.</td>
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<td>gives us choices.</td>
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<tr>
<td>is fun!</td>
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</table>
I Statements...

I feel __________ when you ___________. I need you to ______________.

I feel __________ when you ___________. I need you to ______________.

I feel __________ when you ___________. I need you to ______________.

I feel __________ when you ___________. I need you to ______________.
You Statements…

You think it’s ________.  
I think it’s __________.  
I need you to __________.

You think it’s ________.  
I think it’s __________.  
I need you to __________.

It makes you ________.  
It makes me __________.  
I need you to __________.

It makes you ________.  
It makes me __________.  
I need you to __________.
<table>
<thead>
<tr>
<th>What happened?</th>
<th>What were the results?</th>
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be “CAUSE”
Management Strategies:

• Provide a Positive Spin
• Time Out
• Planned Ignoring
• Reinforce the Positive
• In Space ~ Out Space
• Conference
• HELP! System
• Physical Interactions
• Seclusion

New Days Offer New Beginnings!
Find a Positive Spin

• Don’t run in the hall
• No chewing gum
• No talking out of turn
• Don’t be mean
• Don’t waste materials
• No hitting
• Quit Goofing Around
Management Strategies:

- Provide a Positive Spin
- Time Out

Why do we need TIME?
Moody
Frustrated
Angry
Mean
Emotional

***Real Feelings – Good or Bad***
I need you to know

Just a little note to tell you

Thank YOU!
Rewards

• Notes to YOU
• Notes Home
• Time with the teacher
• Book Choice
• Free Pass
• Borrow a Pet or ________
• Special Place
  – Chair, Cushion, Desk
• Personal Music Set Up
• _________________

• Share Class Recess
• Game Hour
• Warm Fuzzies
• Special Treat
• Sharing Time
  – I appreciate...
  – I like when...
  – Something I value...
  – I noticed...

• Slipper, Hat, Sock, PJs Day
In School Suspension

• Include Guidance
• Support
• Planning for Change
• Skill Building
• Communication
• Social Skills Training
Stealing

• Lack of Self-Control
• They see it “modeled”
• Push the Limits
• They feel entitled to have IT!
• Angry, Sad, Scared or Jealous
  Something is Missing
  Want to be Heard
Stealing

• Discuss values, ownership and sharing
• Little Things Matter – Office Supplies, Stolen Cookies, etc ~ Be a Good Model
• Role Play ~ Share Stories

• Talk about how it makes a person feel - Both the person who takes it & the person who it was taken from
Cookies: Bite-Size Life Lessons
by Amy Krouse Rosenthal

Know and Follow Rules
by Cheri J. Meiners, Meredith Johnson
Lying

- Wishful Thinking
- Try to Please
- Guilt → Disappointment
- Avoid Punishment
- Searching for Unconditional Approval
- ☹️ Altruistic Lying – (to save someone’s feelings)
Lying

Don't Tell a Whopper on Fridays!
by Adolph Moser

Pinky Promise: A Book About Telling the Truth
by Vanita Braver

A Big Fat Enormous Lie
by Marjorie Weinman Sharmat

Liar, Liar, Pants on Fire
by Gordon Korman

I'm Telling the Truth: A First Look at Honesty
by Pat Thomas
Being Bossy

Many Moods of Maddie / Bossy Boots
by Hastings Suanne Margaret

Franklin Is Bossy
by Paulette Bourgeois, Brenda Clark

Clara and the Bossy
by Ruth Ohi
Anger

- Frustration
- Fear
- Hurt

Ask the child why they are angry?
Restate what you hear and offer empathy
Ask what would make them feel better
Ask if they would like help with their choices
Ask if they need time alone
Stay calm and try not to become angry with them. Show how being upset CAN be handled.
Could it be?

• Aggressiveness ~ Assertive
• Bossy ~ Leader
• Defiant ~ Determined ~ “Gets the job done”
• Loud/Talkative ~ Outgoing
• Wiggle Worm ~ Energetic
• Instigator ~ “Devil’s Advocate”
• Doesn’t Follow Directions ~ Thinks out of the Box
Stress

When you feel worried or uncomfortable about something

- Afraid
- Apprehension
- Moody
- Angry
- Frustrated
- Sad
- Unsure

- Tired
- Overwhelmed
- “Wigged Out”

Physical Signs:

- Headache
- Stomachache
- Cry ~ Scream ~ Quiet
- Can’t Sleep/Eat
- Can’t Pay Attention
- Forgetful
What can YOU do?

• Find Support
• Talk it Out
• Relax – “Drop Something” from the schedule
• Exercise
• Do Something for Yourself
• Identify Feelings
• Learn Ways to Accept Change