

Presented by ~ Donna Whyte
thesmartiezone.com



Twitter ~ @thesmartiezone

 TheSmartieBlog

Time...so much to do...so little of it!

"The world is too big for us. Too much going on, too many crimes, too much violence and excitement. Try as you will, you get behind in the race, in spite of yourself. It's an incessant strain, to keep pace...And still, you lose ground. Science empties its discoveries on you so fast that you stagger beneath them in hopeless bewilderment. The political world is news seen so rapidly you're out of breath trying to keep pace with who's in and who's out. Everything is high pressure. Human nature can't endure much more!"

This editorial represents the majority thinking today.



Are you a
visitor or
resident of this
class?

FAIR ISN'T

everybody getting the
same thing.....

FAIR IS

everybody getting
what they need
In order to be

SUCCESSFUL.

Basic principles

- Acceptance of that you cannot change
- Whose behavior can you control?
- It takes two to argue
- Emotions High = Problem-Solving Low
- One behavior at a time
- The biggest problem with most strategies is that they fail to teach a replacement behavior
- Discipline is about relationships NOT strategies

- Most importantly – If we want to change the dynamics of our classroom – we have to change the way we think about “behavior” when we think about school!

- Good Choice/Bad Choice!
- Don't Assume
- Responsibility

0		Quiet No Voice
1		Whisper Spy Voice
2		Regular Partner Voice
3		Step Up Group Voice
4		Loud Outside Voice



Meet the
person
responsible
for your

Happiness

Outlook

Decisions

Actions

Responses

Attitude

FUTURE

Thoughts

Behavior



Reputation

Salvation

Words

Progress

Influence

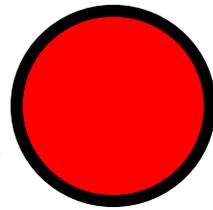
Grades

Accomplishments

Appearance

Choices

Levels of Management



- Prevention – Routines ~ Model ~ Approach
- Intervention – Replacing ~ Ownership ~ Teaching
- Crisis – “We do what we know” ~ Fight OR Flight

Strategies for Oppositional Kids



www.thepathway2success.com



Build a strong relationship



Start fresh every day



Stay calm in times of stress



Develop routines (and teach them)



Identify triggers ahead of time



Keep all adults on the same page



Avoid power struggles



Give special responsibilities



Be consistent



Let the little things go

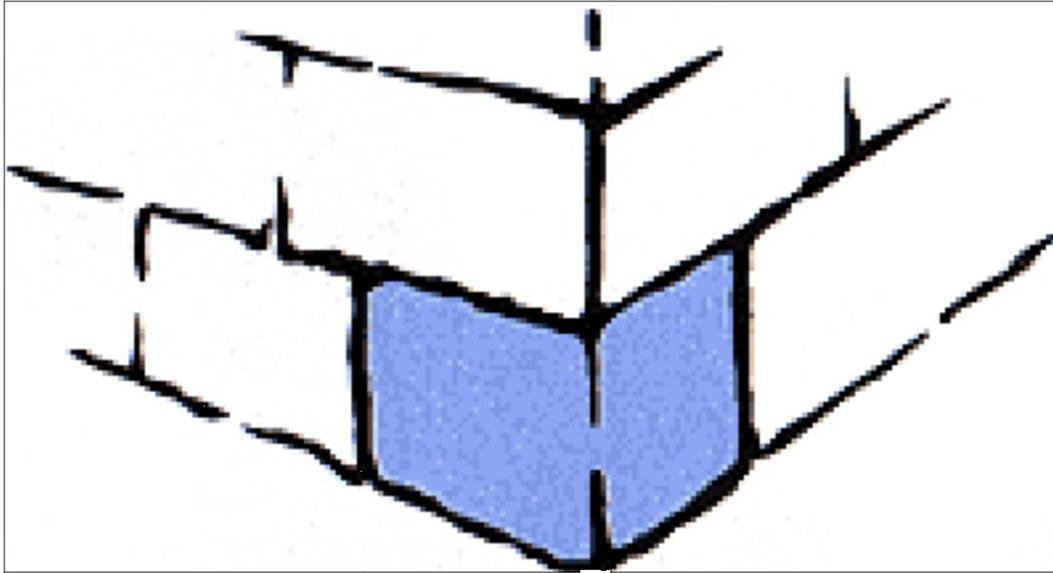


Use their interests in lessons



Teach social skills & coping strategies

Cornerstones Of Discipline



Choice

Community

Self Control

Communication

The next step is to plan your goal. What changes would you like to see happen, and over what time frame? It is important to keep in mind that a goal is not a wish; it is a commitment. Many times, parents and kids alike confuse goals with what James Lehman termed “vague optimism.” While it might sound good in the moment, these are not goals:

- “I’m going to do better”
- “I’m going to try harder”
- “I’m going to work on it”
- “I’ll do it...I promise!”

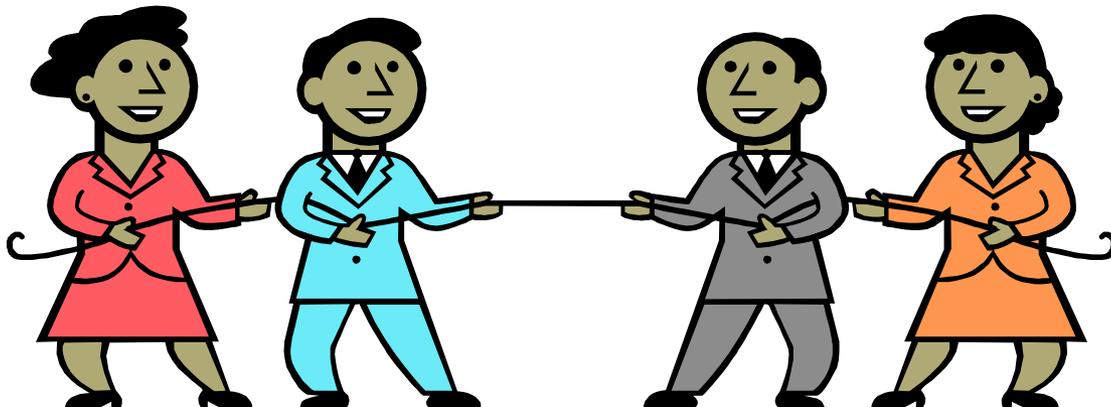
Rather, a goal is a **specific, measurable** product of one’s actions. Keeping with the example of a child’s dirty bedroom, a goal might be “I will keep my room clean for 30 consecutive days. A clean room means that:

- Laundry is either in the hamper or hung in the closet
- Trash is put into a trash can and emptied at least once per week
- Dishes are put in the kitchen sink after I am finished using them
- Books, when not being used, are in my backpack or on my bookshelf
- Papers are in my backpack, filed, or thrown away

It is specific, in that it defines what a clean room (the goal) looks like, and it’s measurable, so you know when your child has completed it.

Definitions of Discipline

- – strict control to enforce obedience
- – a training that develops self-control, character or orderliness and efficiency



?

Can you ever have too much empathy for a child?

Empathy means to understand someone else's feelings

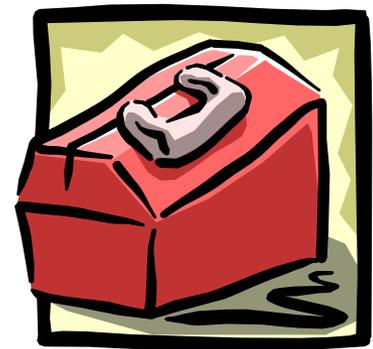
Understanding is the key



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

Copyright 2020 Donna Whyte



- Day 1 – Activity: What does it mean?
- Day 2 – Activity: Right vs. Wrong
- Day 3 – “Dreadful” Words
- Day 4 – Tone of Voice
- Day 5 – “What would you do?”

Situation Cards

Mom says “stay out of the street” but you really want to ride your bike on the road...

The mailman stops at your house when you are in the yard alone and calls you over...

You are throwing a ball around and it breaks a neighbor’s window, they are not home...

You see really nice flowers that you would like to pick in your neighbor’s yard...

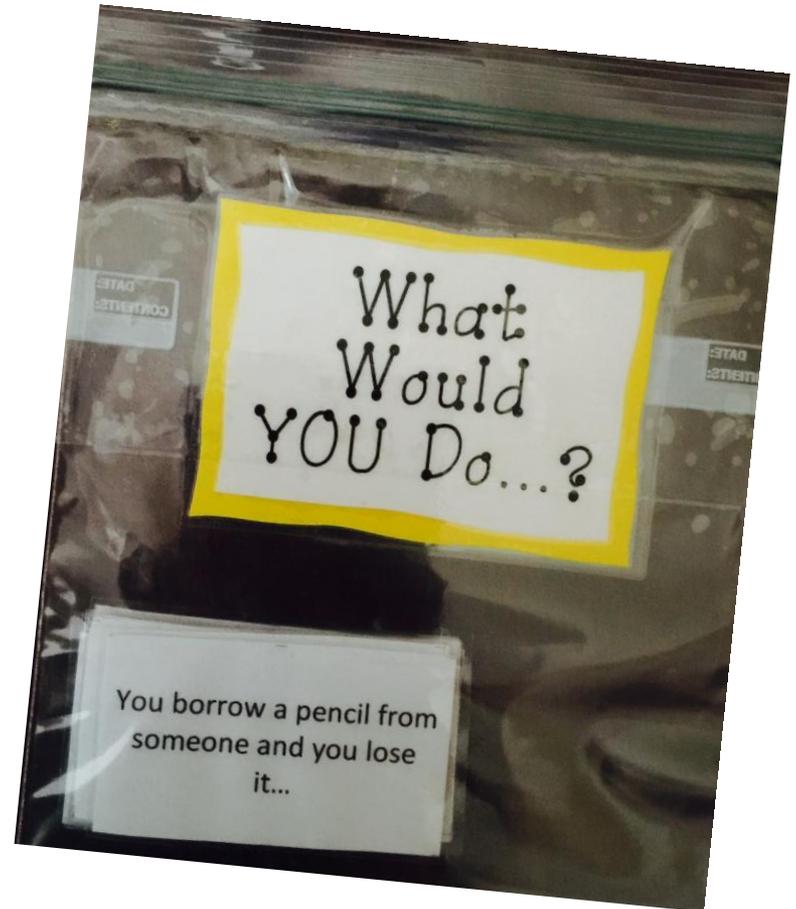
There is a dog loose in your neighborhood and you see him...

You don’t like the boy/girl that lives next to you and they are outside...

Older kids on the bus call you names...

You are outside playing and you see lightning and hear thunder...

You have asked your brother/sister to stay out of your room, but they went in...



Lesson 6 - Sharing

- We often think of sharing as a good thing but in reality there are things that we don't want children to share. No one wants to see the lip balm passed among 20 children. Mom might tell you not to share your snack, is that okay? When to share and when it is okay not to share is an important lesson. Talk with children about things you would and wouldn't share and how to tell someone that you don't want to share or cannot share something with them. This could also extend to secrets. When is it important to share a secret and when we should keep secrets to build trust.

Lesson 7 – Use Your Words

- It is said that body language can speak volumes but in the case of working with children our goal is to teach them to use their words. Pouting, screaming, crying, throwing a fit, lashing out with hands, heads, feet or teeth is not appropriate in conveying what you want or need. Show examples of things that you may want or need and tell the children how you would use your words to try to fulfill the want or need. I sometimes do a “mock fit”, stamping my feet and whining that I want coffee. I asked the children what they think I can do and how I might ask someone for help to get coffee.

Lesson 8 – Empathy

- Each of us has the right to feel the way that we feel. Learning to show empathy to others is a lifelong skill that builds better relationships. Empathy means to understand how someone else feels, to try to put yourself in their shoes. You don't have to agree or approve, you just have to acknowledge that everyone has the right to feel the way they feel. Give examples of how some people might feel upset if you cut in line but others might not. Try to understand why the person that you cut in front might be upset. I talk about people at airports trying to cut in lines and how adults get upset too. But if the person at the airport tells you that they have an emergency and their mother is ill, we all become much more understanding. Try to see the good in others. Don't always assume that their actions are a direct attack on you.

Lesson #9 – Broken Feelings

- Create a beautiful paper flower that has many petals, a stem and leaves. Ask the children if they like your flower. Share that it is very special to you. Ask them what they would think if someone walked up and tore one of your petals or leaves off. Tear one off. Show and tell them how it makes you feel. Do it again and again until there are no petals or leaves left. Children will often use the word mean to describe someone who would do that to my flower. I tell them it is the same with people. If someone is mean, they tear at your heart and you can never put it back together exactly as it was. I tape the flower back together and remind children that there is still evidence that someone was cruel to the flower. Scars can last a lifetime.

Lesson #10 – Fair versus Equal when it comes to the Rule

- Explain that circumstances and level of learning matter when it comes to infractions to the rule. Everyone won't be treating exactly the same because we aren't the same in level of understanding, self-control or need. As a teacher, I tell them that I will always be FAIR, but that at times, fair won't mean the same or equal. We are all at different levels in terms of many, many attributes and that moving forward requires that we address each person's needs based upon their own attributes. The world will be a better place when we recognize that there are instances where being treated *fair* is much better than being treated *equal*.

Lesson #11 – OWN it!

You are the final say in what you do and the words you speak. Never give someone else the power to “make you do something”. Own your own behavior and any rewards or consequences of that behavior. Start discussions about disagreements with “I”, not “he” or “she”. Own it and you hold the power to decide.

The Plan Rituals

- Arrival
 - Greet them at the Door
- Entrance/Exit
- Transitions
- Breaks
- Departure
 - Send them off with a smile

Back to School Pack

Created by ~ Donna Whyte



This Pack Includes:

<u>Helpful Hints</u>	<u>Activities/Ideas</u>
Name the Class	Gingerbread Man on the Run
Questioning Kids	Here's the Scoop on Our New Class
The Expert Book	Mirror Greeting
Oops...I Forgot	If you Take a Kangaroo to Class
Back to School Kit	If I were an Animal..
Borrow Box	What's in my Backpack Book?
Chair Tags	A Day with My Teacher
Tattling	What Can You do With a Name?
Not Available Signals	A Year in Pictures
Good Choice/Bad Choice	The Home-School Puzzle
Think Time	My Family Frame
Safety Deposit Box	Scrapbook Page
Home/School Folder	Song - First Ten Days of school
"Student" Teacher	Book List
Volunteers	Ways to Say Good Bye
New Teacher Poem/Gift	Questions for "Graph a Day"
	Poem - What's in my Backpack?



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

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 _____.

Management Strategies:

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



Management Strategies:

- Provide a Positive Spin
- Time Out

Why do we need TIME?

Moody

Frustrated

Angry

Mean

Emotional

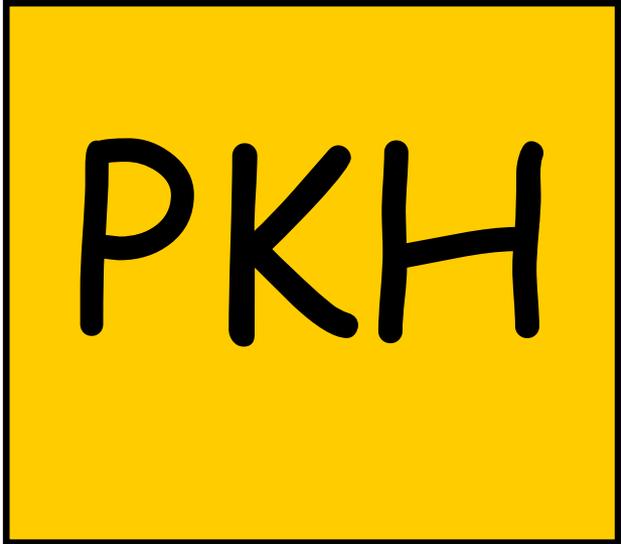
Real Feelings – Good or Bad

Give me a Minute
Think Time
Quiet Zone
Seconds for Solutions
Meeting with Myself
What are the Possibilities?
Stress Free Spot
Reasoning Region
Choice Considering
Down Time
Reflection
Imagine if...
I believe...

Management Strategies:

- Provide a Positive Spin
- Time Out
- Planned Ignoring
- Reinforce the Positive
- In Space ~ Out Space
- Conference
- HELP! System

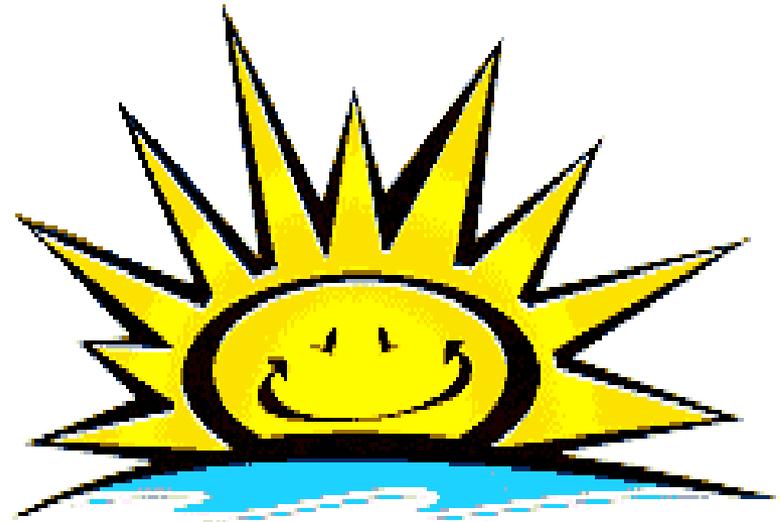
Urgent!



PKH

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!

Anger

- Frustration
- Fear
- Hurt

Ask the child why they are angry?

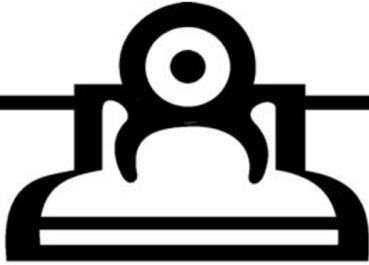
Restate what you hear and offer empathy

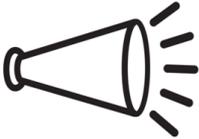
Ask what would make them feel better

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



0	 A circular sign with the word "Talk" inside, crossed out by a diagonal slash.	Quiet No Voice
1	 A cartoon character wearing a hat and a trench coat, walking and looking back over their shoulder.	Whisper Spy Voice
2	 Two cartoon children, a girl and a boy, standing and talking to each other.	Regular Partner Voice
3	 A teacher standing at a whiteboard in a classroom, pointing at the board. The board has a alphabet strip at the top and math problems like $2+2=4$ and $4+4=8$. Students are sitting at desks in the foreground.	Step Up Group Voice
4	 A simple line drawing of a megaphone.	Loud Outside Voice