"Reaching All Students"

Love & Logic

2008

The 9 Essential Skills

1. Neutralize Arguing

2. Delay the Consequences

3. Empathy

4. The Recovery Process

5. Develop Positive Relationships

6. Set Limits with Enforceable Statements

7. Use Choices to Prevent Power Struggles

8. Quick and Easy Interventions

9. Guide Students to Own and Solve Their Problems

#1 Neutralize Arguing

- Anger, Lectures, Threats

- Waste valuable teaching time

- Break-down in relationships

- The "Because I said so!" trap

- Avoid Anger

- Continue Teaching

- Maintain Relationships

- Avoid being backed into a corner

#2 Delayed Consequences

- Anger, Lectures and Threats

- Consequences that don't fit

- Regret later on about outcome

- Punish to teach a lesson

- Calmness and creativity

- Consequence is directly a result of the offense and is natural

- Feel good about the outcome

- Focus is on learning

#3 Empathy

- Sarcasm

- Maintaining the relationship is not the focus

- Anger and defensiveness from students

- Other skills don't work

- Genuine sadness for the student

- Maintaining the relationship is the biggest concern

- Students react with sadness or concern

- Other skills are easier

#4 The Recovery Process

- Sense of urgency in solving every problem

- Feeling of having no break from the misbehaving student

- Frustrated students

- Freedom to let students have time to calm down

- Ability to remove the student from the situation and keep teaching

- Students know they can pull themselves together and have another chance

#5   Develop Positive Relationships

- Other skills are less effective

- Feelings of resentment toward misbehaving students

- Focus is on behavior and performance

- Students are eager to help and enjoy being with you

- Feelings of sadness for misbehaving students

- Focus is on personal attributes of students

#6   Set Limits with Enforceable Statements

- Unenforceable threats or demands are made

- Students begin to question the teacher's authority

- Teacher is constantly trying to control the student

- Only statements that can be enforced are made

- Students learn that the teacher means what they say and only says what they mean

- Teacher controls themselves rather than trying to control the student

#7   Use Choices to Prevent Power Struggles

- Students feel powerless and become resistant

- Teachers feel they must tell a student exactly what to do

- Classrooms are full of rebelliousness, resistance and power struggles

- Students feel empowered to make decisions

- Teachers feel a shared responsibility with the student

- Teachers understand that the more control they give away, the more they get

#8 Quick and Easy Interventions

- Consequences become bigger and are used more often than they need to be

- Administration is called frequently to handle classroom problems

- Teachers become frustrated and lose teaching time

- Teachers start to feel like they don't know what else to do with certain students

- Consequences are given most often for reoccurring issues rather than minor concerns

- Classroom problems are handled in the classroom

- Teachers continue to teach as they work with behavior problems

- Teachers feel they have an "arsenal" of effective techniques

#9   Guide Kids to Own and Solve Their Problems

- Teachers feel agitated, irritated or bugged with certain students

- Students become more helpless

- Students reflect an attitude of entitlement

- Teachers get excited about mistakes because they know it is yet another learning opportunity

- Students become empowered

- Students and Teachers work as a team

The AAE Core Beliefs Regarding Staff, Parent and Student Interactions

1. We believe that students are responsible for solving their own problems with adult guidance and without causing a problem for anyone else.

2. We believe that students should face consequences instead of punishment whenever possible.

3. We believe that preserving and/or enhancing the relationship with Staff, Parents and Students is crucial to successful implementation of disciplinary action.

4. We believe that adults should not handle a problem in such a way that they become the focus of the problem.

5. We believe that the adult's emphasis should be placed on learning new behaviors instead of "paying" for past deeds.

6. We believe that misbehavior will be viewed as an opportunity for individual problem-solving and preparation for the real world as opposed to a personal attack on the school or staff.

The Power of Modeling

- How often do I model enthusiasm for my job around students?

- In what ways do I encourage a love of learning to my students?

- How supportive am I of other staff members around students?

- Do I consistently model the kinds of behaviors I want to see from the students?

Love and Logic ®

7 Sharpen the Saw

INTERDEPENDENCE

Seek First to Understand,
Then to Be
Understood

5

PUBLIC
VICTORY

Synergize

6

Think
Win-Win

4

INDEPENDENCE

3

Put First
Things First

1

PRIVATE
VICTORY

2

Be
Proactive

Begin with
the End in Mind

DEPENDENCE

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