



Teaching

With

Love & Logic

(Norton - 8/18/08)



Why become a
Love & Logic
School?

1. It preserves and enhances the relationship with the student while maintaining a disciplined environment.
2. Teachers are able to spend more time teaching and less time disciplining.
3. Kids feel cared about.
4. Students know that if they cause a problem, they will be asked to solve it and they learn that they are **CAPABLE!!**
5. It sets the stage for our students to grow into responsible and caring adults.
6. It creates less stress and work for staff members.
7. In the process we become a consistent, reliable, caring school and staff with high expectations and students who can meet those expectations.

Story Time!

Lipstick Prints on the Mirror

Core Beliefs

1. I believe punishment will follow misbehavior.
2. I believe misbehavior makes adults angry.
3. I believe breaking the rules means lost privileges.
4. I believe students will pay for constant misbehavior.
5. I believe adults are to be respected because they are the adults.
6. I believe the adult is the boss and in control.
7. I believe adults are responsible for raising students' self-esteem.
8. I believe good students don't cause problems.
9. I believe someone will generally take care of the problem.
10. I believe good behavior will be rewarded.
11. I believe logical consequences will be used instead of punishment when possible.
12. I believe problems are really opportunities to learn and grow.
13. I believe they have some control over their lives.
14. I believe they will be forced to make a decision and live with the consequences.
15. I believe they will be treated with dignity at all times.
16. I believe they are responsible for solving their own problems with guidance.
17. I believe they can request a due process hearing when the treatment seems unfair.
18. I believe there is a logical connection between the infraction and the action taken.
19. I believe students are expected to do most of the thinking.
20. I believe adults are here to help, not judge.
21. I believe criminal activities will be referred to the authorities.

Norton's Core Beliefs for Working with Students

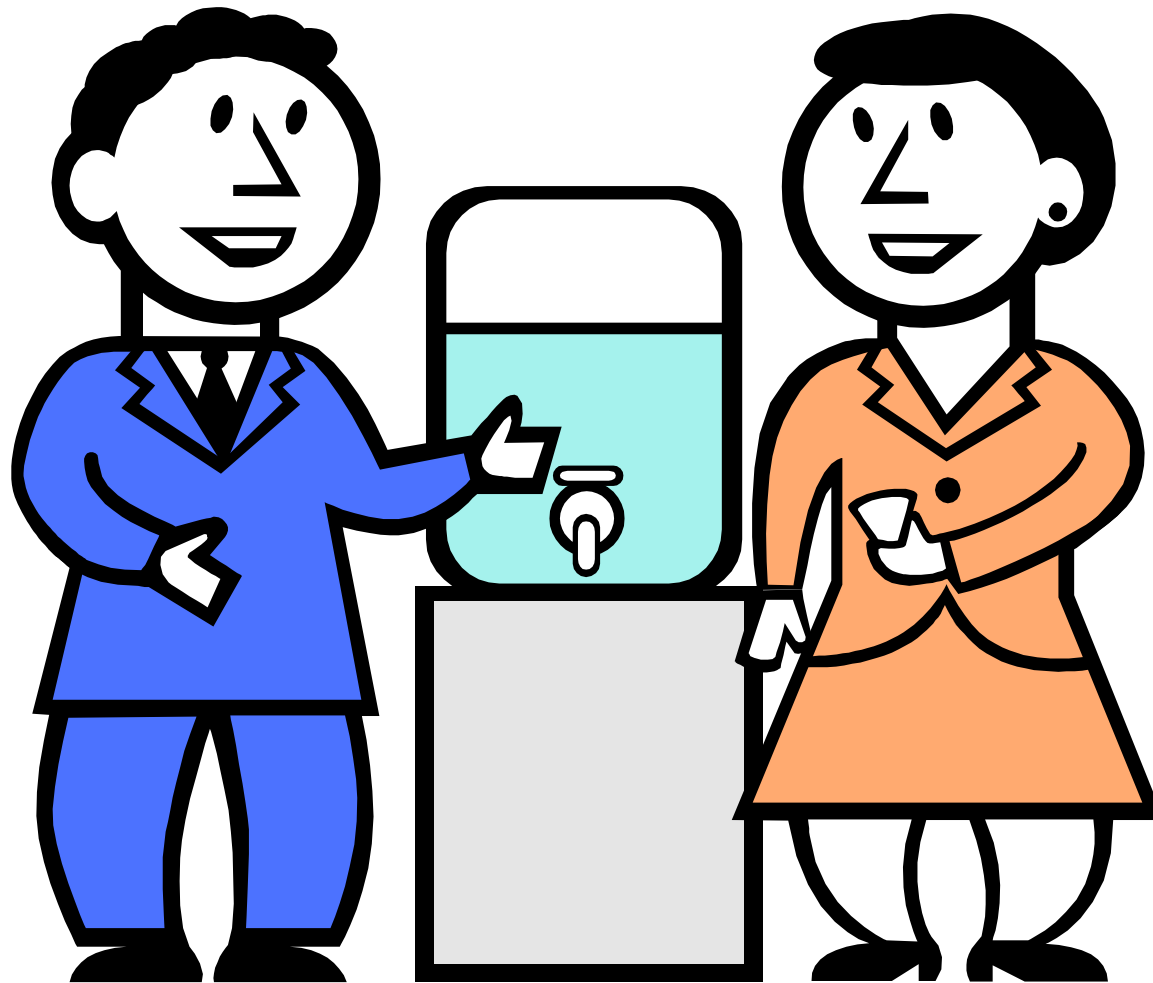
These can be written as:

- A school Code of Ethics (our promise to parents)
- A classroom Code of Ethics (my promise to students)
- A set of classroom/school behavioral goals (here students will learn to...)

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.

Take 5!



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

Step 1: Go Brain Dead

- It will do no good to reason with a student who wants an argument

Step 2: Choose a One-Liner

- “I respect you too much to argue”
- “I know”
- “Probably So”
- “I’m sure it seems that way to you”

Step 3: Do not attempt to think

- Choose a one-liner you like and become a broken record

Step 4: If the child continues to argue...

- “I argue at 12:15 and 3:00 daily. What would be best for you?”
- If needed, continue to repeat “What would be best for you?”

Always remember to continue with what you’re doing. A student won’t argue long with no audience.

#2 Delayed Consequences

1. What's the problem with immediate consequences?
2. Give yourself a break!
3. Ask for suggestions
4. Plug the holes in your plan

#3 Empathy

1. Deliver consequences with empathy
2. Keep it short, sweet, simple and repetitive
3. Choose an empathetic statement you like and be genuine. Sarcasm will ruin the moment and the relationship.
 - “This is so sad”
 - “This must be tough”
 - “Ohhhhh”
 - “Bummer”
4. Sad not Mad. Sad not Mad. Sad not Mad. Sad not Mad.
5. Your non-verbal communication is huge! They will be able to tell if you're not sincere.

#4 The Recovery Process

1. RECOVERY IS NOT TIME-OUT!!!
2. The Recovery Process is not designed to force kids to do their assignments.
3. The Recovery Process is not designed to cure kids of emotional problems.
4. The Recovery Process is strictly used to minimize a student's ability to interfere with learning and/or teaching.

#4 The Recovery Process Cont.

5. A student should not get personal attention from an adult while in Recovery. This time should be devoted to getting one's self back together. Students should get time with adults when doing what is right, not when misbehaving.
6. Do not send work with the student to do during Recovery.
7. The attitude of the teacher should be: "You are welcome to be with us for every good minute—this means every minute you are not making it difficult for me to teach or for others to learn. You are welcome to use "Recovery" to get yourself back together. We want you in the classroom, so return just as soon as you know that you can be here without bothering anyone else."

#5 Develop Positive Relationships

1. Focus on the student's nonacademic strengths and interests.
2. Try the "I noticed" technique.
3. Never embarrass the student!
4. Find teachers who can help you "tag team" a student.
5. Smile, smile, smile!
6. Listen and try not to give advice unless asked.
7. Never lecture or threaten.
8. Don't try to talk with a student when he/she is upset.

Break Time!!



#6 Set Limits with Enforceable Statements

1. Enforceable Statements say:

“This is how I’m going to run my own life”

2. Limits are set when the adult says:

“I’ll be working from page 17”

“I teach when it is quiet”

“I’ll listen to those who raise their hands”

3. Limits are enforced when the adult does not engage in arguments about the limits.

“So when will I be glad to listen to you? Thanks.”

#7 Use Choices to Prevent Power Struggles

Guidelines for Giving Lots of Little Choices:

1. Never give a choice on an issue that might cause a problem for you or for anyone else.
2. For each choice, give only two options, each of which will be okay with you.
3. If the child doesn't decide in 10 seconds, decide for him/her.
4. Only give choices that fit within your value system.

Examples of Little Choices:

- "Should this paper be due on Wednesday or Thursday?"
- "Do you want to do this in groups or have me lecture?"
- "Feel free to do this in pen or pencil."
- "Would you like to go to recess on time or late?"
- "Can you stay with us and stop that, or do you need to leave for awhile and come back when you are calm?"
- "Feel free to choose where you sit as long as it doesn't cause a problem for anyone else."

#8 Quick and Easy Interventions

Quick and Easy Interventions are intended to be preventative and help you be proactive in your classroom discipline.

Because problems that happen in the classroom need to be solved between the teacher and the student, interventions can be used to keep problems from getting too big to handle.

Quick and Easy Interventions should be used whenever possible rather than sending the student to the deans or using consequences for everything.

#9 Guide Kids to Own and Solve Their Problems

1. **Empathy**
“How sad.”
“I bet that hurts.”
2. **Send the power message**
“What do you think you’re going to do?”
3. **Offer Choices**
“Would you like to hear what other kids have tried?”
4. **Have the student state the consequence of the choice**
“And how would that work?”
5. **Give permission for the student to either solve the problem or not**
“Good luck. I hope it works out.”

Stretch Break!



Creating a Love & Logic Classroom

1. Make relationships the most important part of your job
2. Books/CD's/DVD's
3. Classroom Rules Poster
4. Experiment with a couple techniques a month
5. Send out a parent letter
6. Get rid of card systems
7. Don't be specific about consequences in advance
8. Create a Recovery Area
9. Team up with another teacher
10. Sign up for weekly free e-mails from loveandlogic.com
11. Test your values against the 4 Love & Logic Principles
12. Make relationships the most important part of your job

Tips and Tricks for the First Week of School

- Stand at the door of your classroom and greet each student as they walk in. Make eye contact and some kind of physical contact with those who would be alright being touched.
- Try noticing something unique about your more difficult students. For example, every day or so, simply say something like: “I noticed that you really like basketball. Just wanted you to know that I noticed that”. Make sure it’s something about them personally and not their behavior or performance.
- Try limiting the rules in your classroom to 1 or 2 general ones. Such as: “Feel free to make your own choices in here as long as it doesn’t cause a problem for anyone else”.

- Let the kids know times during the day which you will be free to discuss issues with them. “I argue at 12:00 and 3:50 each day. Feel free to come by at one of those times.”
- Begin each day when the bell rings with something fun, important or interesting that they will not want to miss. It need not take up more than 5 minutes but will get their attention.
- Don't try to handle difficult behavioral situations during class. Instead try saying: “I'm going to have to do something about that, but not now, I'm teaching. I'll think and get back to you. Try not to worry about it in the mean time.”
- Model the behavior you'd like to see.
- Try building an identity for the class ~ class motto, class rules, class flag, creed, hold class meetings, etc..
- Have a positive attitude. It just might be contagious!

It's All About the Relationship...

“Purkey and Strahan demonstrated that each time a student improved his/her behavior it could be traced back to the fact that the student had made a connection with an adult at the school. Bluntly stated, you can't get into an adversarial relationship with a student and expect the child to be cooperative.”

(Fay, J. and Cline, F., *Discipline With Love and Logic*)

It's STILL All About the Relationship...

“If you want to have more fun teaching, gain more cooperation from students and look forward to going to work each day, get your students to fall in love with you. People don't give their loved ones a lot of trouble. But they don't seem to mind constantly testing, resisting and fighting those who they don't love.”

(Fay, J. and Cline, F., *Discipline With Love and Logic*)

For more information...

Contact Mandy Moler at

760-946-5414 ext. 289

Or

mmoler@lcer.org