Words of Wisdom

“The real power, the real influence of parents and teachers, is not what young people do when they are with adults; it is what young people do when they are not.”

Dr. Marvin Mitchell
Words of Wisdom

If you treat someone as he is, he will stay as he is. But if you treat him as if he were what he could be and ought to be, he will become what he could be and ought to be.”

Johann Wolfgang von Goethe
First Things First

- Think about why we chose this profession.
- Do we really enjoy being around young people?
- Do we know how to pick our battles?
- Are we committed to being a positive influence in the lives of our kids?
The Critical Question

- When we take disciplinary action with a youth, is our decision based on what is best for the youth?
What is Classroom Management?

- Surveys indicate that classroom management is the greatest training need for after school agencies.
- But only 1 in 10 agencies actually offer formal instruction in this area.
What is Classroom Management?

- !Mpact People™ receives more requests for classroom management training than any other subject.
- But how much time in after school programs is spent in a “classroom?”
What is Classroom Management?

- It’s not just about having the skills of a classroom teacher.
- It’s about the broader picture of having the skills to lead groups.
- It’s not about more rules, it’s about creating an environment that is less dependent upon them.
What is Classroom Management?

- There is no such thing as “down time” when working with kids.
- Effective leadership = more time on task and less time wasted.
The Five “INs”

- “IN” Charge Person
- “IN”vironment
- “IN”tire Group
- “IN”gaging Program
- “IN”stigators
“IN” Charge Person

- There must be a clear leader who establishes consistent expectations from day one.
- The person “IN” Charge must be both good cop and bad cop, but remember – “it’s always easier to get easier.”
“IN” Charge Person

- Models positive behaviors
- Is sincere
- Uses humor
- Is pro-active with parents
“IN” Charge Person

- Has a “game face”
- Is confident
- Has a reputation for being fair
Dear Mrs. [Name],

April 20th, 1994

You may already know this, but in case Alex has neglected to tell you, I am assigning him to detention for one hour this Friday, April 22nd. The reason is as follows:

Alex consistently defied me. During class he contradicted me numerous times when I insisted that the length of one kilometer was greater than that of one mile. Every other student in class accepted my lesson without argument, but your son refused to believe what I told him, offering such rebuttals as, “You’re lying to the class,” and commanding other students to challenge my curriculum.

Although he was correct, Alex’s actions show a blatant disregard for authority, and a complete lack of respect for his school. In the future, Alex would be better off simply accepting my teachings without resistance.

Please see to it that your son understands this.

Regards,
“IN” Charge Person

- Has the ability to connect with kids
- Knows the students’ names
- Gets out from behind the desk
- Understands the “power of being liked”
“IN”vironment

- Effective leaders understand the influence of “space.”
- An organized space is conducive to positive behavior.
- Create aisles for traffic flow.
- Create boundaries for various activities.
“IN”vironment

- Avoid attractive nuisances and distractions both inside and outside.
- Separate groups in defined spaces for more effective supervision.
“IN”vironment

- Fire Works & Gas

- What safety hazard?
“IN”vironment

- Booze or Religion?

- Yeah, this arrangement won't cause any problems.
“IN”vironment

- Toys-R-Us & Hooters

- Fun for the whole family!

We educate people. We empower people. We educate people. We empower people.
“IN”vironment

- Keep it cozy and comfortable.
- Personalize with decorations and positive messages.
- Materials related to the activity area should be easily accessible.
“IN”vironment

- Maintain a culture where curiosity and questions are encouraged.
- Youth should never be made to feel excluded, physically or emotionally.
- Great adults share with kids what it takes to be in the “adult club.”
“IN”tire Group

- Remember – you’re outnumbered.
- Work the group or they’ll work you.
- Three keys
  - Movement
  - Eye Contact
  - Energy
“IN”tire Group

- Movement
  - Float like a butterfly, sting like a bee
  - Scan and move
  - Talk as you walk
“IN”tire Group

- Eye Contact
  - Greet every student
  - Anonymity cannot be permitted
  - No student is ever unsupervised
“IN”tire Group

- Energy
  - Class begins when the student arrives, not when the bell rings
  - Structure begins immediately
  - There is no break time
“IN”tire Group

- Reality is the law – without follow-through there are no rules.
- If you feel more like a police officer than a leader, you’re doing it wrong.
- If it doesn’t work, stop doing it.
“IN”tire Group

- What style would work for...?
  - Creating club activities
  - Providing homework help
  - Conducting a fire drill
  - Supervising a field trip
  - Mediating a disagreement
  - Planning a fundraiser
“IN”gaging Program

- Staff must live up to youth expectations as well.
- Most behavior problems occur when students are not engaged.
- If the activity is boring, kids will make it fun in a different way.
“IN”gaging Program

Activities are engaging when they...

- Are interesting, relevant or useful
- Involve thinking
- Require active participation
- Are physically stimulating – learning is doing!
“IN”gaging Program

- How can staff make activities more engaging?
  - PLAN!
  - Research different learning styles
  - Have materials ready to go
  - Get students involved in the planning

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“IN”stigators

Types of Instigators

- Trouble maker
- Complainer
- Introvert
- Clown
- Goof-off
- Bully
- Princess
- Helpful Handraiser
- Rebel
- Sensitive
- Smart Aleck
- Storyteller
- Daydreamer
- Social Butterfly
- Teacher’s Pet
- Leader
“IN”stigators

- Rule #1 – Keep teaching!
- Remain calm and don’t over-react
- Don’t get caught in a power struggle
- Remove the instigator from the group if necessary
“IN”stigators

- Use different techniques to re-direct attention to you.
  - Gestures
  - Sounds
  - Proximity
  - Using instigators as a teaching example
“IN”stigators

- Be prepared to ENFORCE
- Warning and threatening becomes meaningless
- Enforce rules consistently – be fair
- Don’t give up too easily
- Be creative with consequences
- Is there a win-win situation?
Proper Techniques

- Positive behavior management uses *contingencies* before *consequences*.
  - Contingencies are choices that transfer responsibility onto the youth
  - This places ownership of the actions on the child
Proper Techniques

- **Using Contingencies**
  - Let the youth choose what will happen
  - Empower youth to become critical thinkers
  - Focuses on the behavior or action of the child *not on the consequences you “imposed”*
Proper Techniques

- Use Contingency Language
  - Think of “If/Then” statements
  - If you want to participate in this dance, you cannot “freak dance”
  - If you cheat in this game, you will not be allowed to play
Proper Techniques

- Consequences should be *chosen* by youth, rather than *imposed* by adults.
  - Ask youth to select appropriate consequence when it is warranted
  - Use the phrase, “What else?”
Proper Techniques

- Punishment and Rewards
  - Create obedience, not responsibility
  - Make youth a passive receiver, rather than an active participant in social contracts
Proper Techniques

- **Rewards**
  - Are effective only when reward is desired
  - Become incentives, not desired behavior
  - Should not be given for expected behavior
  - Don’t encourage self-control

- **Punishments**
  - Say youth need to be harmed to learn responsibility
  - Are temporary and inconsistent
  - Benefit the punisher not the youth
  - Are about compliance, not commitment
Moving to Essential Agreements

- **Rules vs. Expectations**
  - Every school has rules
  - Few schools have missions
  - Rules are procedural and promote compliance
  - Expectations are mission-driven and promote commitment
Moving to Essential Agreements

Sample Expectations

- Be on time
- Complete tasks
- Care for materials
- Control behavior
- Follow directions
- Be considerate
- Be where I belong
Ray’s Quick and Dirty Tricks of the Trade

- Maintain eye contact
- Use “attention getters”
- See the big picture – 180 degrees
- Make it personal
- Good shoes – never sit
- Be a fire starter
- Be consistently inconsistent – each situation is unique
- Concentrate on the behavior, not the person
- Appreciate the opportunity to make a difference
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www.mpactpeople.com