

# Motivating and Managing Hard to Reach, Uninterested and Disruptive Students Study Guide

## Overview

This guide is meant to help educators use the video training series, Motivating and Managing Hard to Reach, Uninterested, and Disruptive Students in staff trainings.

There are five discs. Each is broken down by themes/segments. Each theme is then broken down for the purpose of this study guide into the following areas:

**Purpose** - Statement of purpose for this segment.

**Learning Objectives** - What participants are expected to learn after viewing.

**Video Overview** - Brief synopsis of the segment.

**Materials** - Materials needed to proceed.

**Video** - Title and length of video segment.

**Presentation to Staff** - Suggested questions and/or activities to use in a staff training.

**Culminating Activity** - Suggested activities that ties the knowledge gained from each segment into an overall building plan.

## Disc 1, pages 5-12

Segment Length (min:sec)	Theme	Handouts
20:45	Special Education from a Student's Point of View	
29:15	Teachable Moments	
8:05	Mental Toughness/ Kids Who Come Late	
4:15	On-A-Roll / Test Anxiety	
10:45	Creating the Advantage / Predictability / Worst Question Teachers Ask	Prevention Phrases
6:10	Seating Arrangement / Reframing / Consistency / Teams	
9:39	2nd to the Last Word Person / Mental Movement / Review	

## Disc 2, pages 13-17

Segment Length (min:sec)	Theme	Handouts
22:20	Nobody Likes Excuses / Calling a Suspended Student at Home / Building Relationships / Power of Saying I'm Sorry	3 Places to Build Relationships
6:45	Teach Kids Life Skills / Relationships	
9:58	There is Always a Story	
5:33	Tough Love	

## Disc 3, pages 18-25

Segment Length (min:sec)	Theme	Handouts
12:14	Creative Teaching Strategies	Embrace & Use Creative Strategies
20:53	Kids Who Do Nothing	2 x 10
40:20	"That's Not Fair"	"That's Not Fair"
6:06	Kids Who Wander	
1:46	Fantasy Sports that Teach Content	

**Disc 4, pages 26-33**

Segment Length (min:sec)	Theme	Handouts
13:21	Questions / Why Kids Misbehave / Behavior Charts / Changing Behaviors	Why Kids Misbehave
15:05	Awards & Rewards Nights / Oppositional Defiance / Creating Policies	-Do you Bribe or Reward -Oppositional Defiance Patterns -Oppositional Success for Teachers
2:36	Transitions	
7:31	That Teacher That Changed My Life	
7:20	That Teacher That Changed My Life Part 2	

**Disc 5, pages 34-43**

Segment Length (min:sec)	Theme	Handouts
11:27	Power Struggles / Everyone Plays a Part	Power Struggles
4:51	Power Struggles / 5 W's of Defusing	5 W's of Defusing
9:14	Power Struggles / Use Humor	
16:45	Power Struggles / Reasons Why Kids Misbehave	Why Kids Misbehave
17:10	Power Struggles / Removing a Student so they Want to Return	How to Properly Remove a Student
4:37	"Dad, if that is what you call it"	

<b>Theme</b>	<b>Special Education from a Student's Point of View</b>
<b>Purpose</b>	To help educators understand special education from the student's point of view. Participants will come away with a better grasp of the stereotyping of special education students and the effects that can have on students inside and outside the classroom.
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>● Understand the effects labels can have on students.</li> <li>● Investigate their own students' feelings and needs.</li> <li>● Apply information from the video and from schoolwide survey/data to create a positive learning environment for the students.</li> <li>● Evaluate their own school culture, in order to support the students need for success.</li> </ul>
<b>Video Overview</b>	As educators we teach children not to call each other names. We talk about how words can hurt, yet we consistently tack on academic, behavioral, and medical labels to our students. Many teachers see these labels before they see the child, or before they get to know the child. They see the label as the child. When teachers believe the label as the child they transmit that belief onto the student. The student begins to believe what the teacher says about him/her. Soon the student lives up to this label and cannot see a way out. It becomes a vicious cycle.
<b>Materials</b>	<ul style="list-style-type: none"> <li>● DVD Player</li> <li>● Video Series - Motivating and Managing Hard to Reach, Uninterested and Disruptive Students, Disc 1</li> </ul>
<b>Video</b>	Disc 1: Special Education from a Student's Point of View (20:45 minutes).
<b>Presentation To Staff</b>	<ol style="list-style-type: none"> <li>1. Watch the DVD.</li> <li>2. Create a Special Education Student Survey - Give to students. We recommend the Student Voice Survey from Quaglia Institute.</li> <li>3. Sharing of survey results.</li> <li>4. Design a plan to utilize survey results.</li> </ol>
<b>Culminating Activity</b>	Design your building plan: How will we use this information to help these students feel successful? How will this survey be used to change the educational experience for the students? How can we improve the social environment for these students?

<b>Theme</b>	<b>Teachable Moments</b>
<b>Purpose</b>	To help educators realize the importance of putting ‘Kids Before Content’, and building relationships through the power of listening. While listening to the students, teachers are able to take advantage of teachable moments and plan future lessons around student interests and concerns.
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>• Understand the importance of putting “Kids Before Content.”</li> <li>• Identify the importance of building relationships with the students.</li> <li>• Actively listen to students and redirect their interests to your instruction to meet the student needs.</li> </ul>
<b>Video Overview</b>	Teaching is about two components: Kids and Content. Focusing on kids before content through listening and observing student needs is essential to creating an environment of success for students. When teachers value students they are more likely to put the student first and search for teachable moments to maximize student engagement in their lessons. This is difficult because of pressure on teachers to progress through massive amounts of content while increasing test scores. This session shows you how to use student concerns, interests, and ideas to teach content.
<b>Materials</b>	<ul style="list-style-type: none"> <li>• DVD Player</li> <li>• Video Series - Motivating and Managing Hard to Reach, Uninterested and Disruptive Students, Disc 1</li> </ul>
<b>Video</b>	Disc 1: Teachable Moments (29:15 minutes).
<b>Presentation to Staff</b>	<ol style="list-style-type: none"> <li>1. Watch the DVD.</li> <li>2. Brainstorm ideas to create a Listen and Learn time in your day. (Format may vary from Morning Meetings, Afternoon Wrap Up, Beginning of the Period Sharing, Informal Conversations, etc.)</li> <li>3. How can this time guide your instruction?</li> </ol>
<b>Culminating Activity</b>	Design your building plan: How will/do you build relationships with students? It might be five minutes at the beginning of class, a morning meeting, wrap up meetings, before or after school, or all of the above. With kids, design the expectations of this time. Remember teachers need to listen and learn from students. How will students participate in these sharing times? How can students have an active role in discussions? How can students participate in planning the agenda for this time? Do the relationship building times with students have to be scheduled? Continue to build relationship throughout the day.

<b>Theme</b>	<b>Mental Toughness / Kids Who Come Late</b>
<b>Purpose</b>	To help educators recognize the difference between physical toughness and mental toughness. Mental toughness gives a teacher the ability to change lives of his/her students.
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>● Recognize the importance of not letting a student get to you, and if they do get to you, do NOT let them know it.</li> <li>● Understanding of why it is necessary to have individual conversations privately when possible.</li> <li>● Construct an environment where the teacher is able to have private conversations with students in order to build relationships without tearing down a level of trust.</li> </ul>
<b>Video Overview</b>	There are two types of toughness, mental and physical. Mental toughness is essential to being a great teacher with tough kids. Teaching is a grind and having the strength to give students a fresh start is imperative to student and classroom success. Mental toughness means we always stay personally connected to kids without taking personally what they do and say. Conversations should be held privately whenever possible.
<b>Materials</b>	<ul style="list-style-type: none"> <li>● DVD Player</li> <li>● Video Series - Motivating and Managing Hard to Reach, Uninterested and Disruptive Students, Disc 1</li> </ul>
<b>Video</b>	Disc 1: Mental Toughness / Kids Who Come Late (8:05 minutes).
<b>Presentation To Staff</b>	<ol style="list-style-type: none"> <li>1. Watch the DVD.</li> <li>2. With a partner discuss a time when you had to be mentally tough.</li> <li>3. Share a time when you had a private conversation vs. a public conversation with a student.</li> <li>4. How did that change the relationship?</li> <li>5. How will this video change your interactions with students?</li> </ol>
<b>Culminating Activity</b>	Design your building plan: How are teachers expected to greet tardy students? How will we support teachers to help them be mentally tough? How will we conduct meaningful conversations with our students?

<b>Theme</b>	<b>On-A-Roll / Test Anxiety</b>
<b>Purpose</b>	To help educators evaluate their school's system of recognizing effort and attitude of students.
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>● Understand the importance of recognizing effort and attitude.</li> <li>● Apply strategies to alleviate test anxiety.</li> <li>● Reflect on how they are able to recognize students who are improving.</li> </ul>
<b>Video Overview</b>	Schools often say they care about student effort and attitude, yet continually honor the high numbers on assessments, while ignoring improvement and growth. The pressure of having to achieve at this level can get in the way of a student demonstrating what they actually know. Taking time to honor students for effort and attitude can alleviate some of that pressure. The students are able to shine by showing improvement in any area.
<b>Materials</b>	<ul style="list-style-type: none"> <li>● DVD Player</li> <li>● Video Series - Motivating and Managing Hard to Reach, Uninterested and Disruptive Students, Disc 1</li> </ul>
<b>Video</b>	Disc 1: On-A-Roll / Test Anxiety (4:15 minutes).
<b>Presentation To Staff</b>	<ol style="list-style-type: none"> <li>1. Watch the DVD.</li> <li>2. Create a list of ways your students can demonstrate they are 'On-A-Roll'.</li> <li>3. Challenge the teachers to recognize students for being 'On-A-Roll'.</li> <li>4. Design a plan to implement recognition of effort and attitude to alleviate anxiety.</li> <li>5. Is there another way for students to demonstrate their knowledge on a topic?</li> </ol>
<b>Culminating Activity</b>	Design your building plan: How will your school recognize student effort and attitude? Will we implement 'On-A-Roll'? How often will recognition occur (daily, weekly, monthly, quarterly)? How can we help students with test anxiety? How else can students show what they know? How can we recognize as privately as possible?



<b>Theme</b>	<b>Creating the Advantage / Predictability / Worst Question</b>
<b>Purpose</b>	To help educators be aware that many behavior issues can be prevented with the right mindset and belief.
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>● Understand the importance of knowing what students will do or say, predictability.</li> <li>● Classroom management is about managing how the teacher will respond.</li> <li>● Learn to be prepared for what students will say and do before it happens.</li> </ul>
<b>Video Overview</b>	Teachers need to create the advantage in his/her classroom. By being prepared and understanding what the students might say and do, the teacher takes control with his/her response. Children are predictable so do not be surprised.
<b>Materials</b>	<ul style="list-style-type: none"> <li>● DVD Player</li> <li>● Video Series - Motivating and Managing Hard to Reach, Uninterested and Disruptive Students, Disc 1</li> <li>● Prevention Phrases handout</li> </ul>
<b>Video</b>	Disc 1: Creating the Advantage/Predictability/ (10:45 minutes). Worst Question.
<b>Presentation To Staff</b>	<ol style="list-style-type: none"> <li>1. Watch the DVD.</li> <li>2. With a partner create a list of predictable things children do and say.</li> <li>3. Create appropriate teacher responses for the list, so you are more prepared.</li> <li>4. Design a plan to prevent common behavior scenarios you encounter.</li> </ol>
<b>Culminating Activity</b>	Design your building plan: Define appropriate responses/consequences from staff for common misbehaviors we know we are going to experience.

## **Handout**

### **Theme: Creating the Advantage / Predictability / Worst Question** **Teachers Ask**

#### **Prevention Phrases:**

“Some of you in this class are going to do and say some rude, nasty, inappropriate mean things. I want you to know I will not always be stopping my lesson to deal with it. It doesn’t mean I didn’t hear it, because probably I heard it, and it doesn’t mean I won’t do anything about it, because probably I will. I believe in consequences and there will be consequences this year. However, in the moment it might look like I am ignoring certain behaviors. Trust me I am not. It just means I think teaching is more important in that moment. Is there anything you do not understand?”

“There will be times this year I drop by your desk to deliver a message only for your ear. For example, I might drop by your desk (pick a student) and say, ‘knock it off.’ Then I might continue teaching and I might drop by your desk (pick a different student) and say, ‘you are doing a great job on your work and I am really proud of you.’ Some of you might wonder what I said to the person. Do not worry about it. I will drop by your ear just as often as I do everyone else’s. Remember, I will not be sharing individual messages with the entire group!

<b>Theme</b>	<b>Seating Arrangement / Reframing / Consistency / Teams</b>
<b>Purpose</b>	To help educators recognize that being consistent is giving the children what they need.
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>● All children do not need the same things.</li> <li>● Teacher's differences can make teams stronger.</li> </ul>
<b>Video Overview</b>	When a teacher is concerned about being consistent with his/her class, they should focus on consistently meeting individual student needs. Realize all students and teachers are different. Even though teachers are on the same team, these differences make a strong unit.
<b>Materials</b>	<ul style="list-style-type: none"> <li>● DVD Player</li> <li>● Video Series - Motivating and Managing Hard to Reach, Uninterested and Disruptive Students, Disc 1</li> </ul>
<b>Video</b>	Disc 1: Seating Arrangement/ Reframing/ Consistency/ Teams (6:10 minutes).
<b>Presentation To Staff</b>	<ol style="list-style-type: none"> <li>1. Watch the DVD.</li> <li>2. With your team create a list of procedures or strategies that you do that are alike and are different.</li> <li>3. Why do some of them work for one teacher and not the other?</li> <li>4. Design a plan for your team. What needs to be consistent? How do our differences make a stronger team?</li> </ol>
<b>Culminating Activity</b>	Design your building plan: Have teams share areas they need to be consistent and what areas our differences are good? How are our differences making us a stronger school? How are we being role models for students by celebrating our differences?

<b>Theme</b>	<b>2nd to Last Word Person / Mental Movement / Review</b>
<b>Purpose</b>	To help educators recognize the importance of hearing what a child is saying, but not listening to how they say it.
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>● Identify ways to get out of power struggles: Be a 2nd to last word person, Hit and Run, Last words of teacher = “Thank You”</li> <li>● Learn to evaluate what a student says while ignoring how he/she says it.</li> </ul>
<b>Video Overview</b>	When teachers work with children they should retrain their brains to hear and see what kids say, differently. Tune out the craziness of the behavior and focus on the task at hand. Defuse by becoming a “2nd to last word person” then turning and walking away. The teacher should say what needs to be said and then move.
<b>Materials</b>	<ul style="list-style-type: none"> <li>● DVD Player</li> <li>● Video Series - Motivating and Managing Hard to Reach, Uninterested and Disruptive Students, Disc 1</li> </ul>
<b>Video</b>	Disc 1: 2nd to Last Word Person/ Mental Movement/ Review (9:39 minutes).
<b>Presentation To Staff</b>	<ol style="list-style-type: none"> <li>1. Watch the DVD.</li> <li>2. With your team discuss examples of hearing what a student is saying without listening to how they say it.</li> <li>3. What was the child trying to say? What response could help defuse the situation?</li> <li>4. Design a poster or signage that helps you remember: <ul style="list-style-type: none"> <li>● Retrain Your Brain.</li> <li>● Be a 2nd to Last Word Person.</li> <li>● Hear what kids say and stop listening to how they say it.</li> <li>● Hit and Run.</li> <li>● Last word(s) - “Thank You.”</li> </ul> </li> </ol>
<b>Culminating Activity</b>	Design your building plan: Display posters or signs in the building to help teachers remember important points from this section such as ‘Retrain Your Brain’.

## DISC 2

Theme	Nobody Likes Excuses / Calling Suspended Students at Home / Building Relationships / Power of Saying “I’m Sorry”
Purpose	To help educators apply relationship building strategies to defuse students and create an environment that encourages student growth.
Learning Objectives	<ul style="list-style-type: none"> <li>• Understand that building relationships with students is the foundation of learning.</li> <li>• Apply strategies to build relationships with struggling students.</li> <li>• Evaluate the difference between an expectation and a rule.</li> <li>• Identify the power of “I’m Sorry”</li> </ul>
Video Overview	Relationships are always the foundation of learning. Building them with tough kids means being willing to do what others are not. It also means constantly modeling what we want in return. A powerful strategy to defuse a student is to say, “I’m Sorry (even when you are not really sorry).” Keep saying it until the student calms down. Once calm, put yourself on their team by showing similarities. “You make mistakes. So do I. You are rude sometimes. So am I. You are impulsive sometimes. I am too.” When the student is calm and sees you as a teammate, you can teach and practice new ways of behaving in different situations.
Materials	<ul style="list-style-type: none"> <li>• DVD Player</li> <li>• Video Series - Motivating and Managing Hard to Reach, Uninterested and Disruptive Students, Disc 2</li> <li>• 3 Places to Build Relationships handout</li> </ul>
Video	Disc 2: Nobody Likes Excuses/ Calling a Suspended Student at Home / Building Relationships/ Power of Saying I’m Sorry (22:20 minutes).
Presentation To Staff	<ol style="list-style-type: none"> <li>1. Watch the DVD.</li> <li>2. Brainstorm ways to build relationships with all children. It maybe informal like going to an event, having lunch, phone calls, or a formal time designated to build relationships in your classroom. (Format may vary from Morning Meetings, Afternoon Wrap Up, Beginning of the Period Sharing, Informal Conversations, etc...)</li> <li>3. Role play scenarios where you are building relationships or defusing a student with ‘I’m Sorry.’ Then make a connection with the student.</li> <li>4. What changes are you willing to make? How will this change the relationships you have with your students? How will you make time for this commitment?</li> </ol>
Culminating Activity	Design your building plan: Does each student have at least one adult they can talk to and they know cares about them? How do we know for sure? What is the teacher’s role? What is the administrators role? How can we help one another when needing a break from a student?

# Handout

## **Theme: Nobody Likes Excuses / Calling a Suspended Student at Home / Building Relationships / Power of Saying I'm Sorry**

### **3 Places to Build Relationships**

**In Class** (When you have the student).

Strategies:

1. 2x10
2. Let them talk
3. P.E.P. (privacy, eye contact, proximity)

**In School** (When you don't have the student)

Strategies:

1. In the hallway
2. In the cafeteria
3. In other classes

**Outside of school** (My favorite).

Strategies:

1. Be seen at school events
2. Stop by work
3. Phone calls home
4. Home visits

<b>Theme</b>	<b>Teach Kids Life Skills / Relationships</b>
<b>Purpose</b>	To help educators examine the concept of real relationships that occur in and out of school and the importance of teaching life skills to our students.
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>• Create a connection between developing relationships and preparing students for the real world.</li> <li>• Understand the importance of prioritizing life skills lessons in school to enable students to be successful.</li> </ul>
<b>Video Overview</b>	Our ultimate goal is for kids to become successful and productive in society. Many kids do not know what it means to be successful. Make the investment to teach and practice manners, job interviewing, how to speak to other people, etc. Building anything valuable in life takes time. This type of relationship building is an investment in the student. A teacher that seeks out and engages the student, especially when things are bad, is investing in that child and schools culture. Once built, we can teach them anything we want.
<b>Materials</b>	<ul style="list-style-type: none"> <li>• DVD Player</li> <li>• Video Series - Motivating and Managing Hard to Reach, Uninterested and Disruptive Students, Disc 2</li> </ul>
<b>Video</b>	Disc 2: Teach Kids Life Skills/ Relationships (6:45 minutes).
<b>Presentation To Staff</b>	<ol style="list-style-type: none"> <li>1. Watch the DVD.</li> <li>2. Construct a list of life skills that would be appropriate for your level and classroom.</li> <li>3. How will you integrate this into your day?</li> <li>4. Can it be done in the hall?</li> <li>5. Can it be embedded in your lessons?</li> <li>6. Can it be part of a morning meeting?</li> <li>7. Do you agree that these lessons are important?</li> <li>8. Design a Plan.</li> </ol>
<b>Culminating Activity</b>	Design your building plan: As a staff, what life skills do your children need to be successful? How are those addressed? Is it everyone's responsibility? Is the staff willing to make this investment?

<b>Theme</b>	<b>There is Always a Story</b>
<b>Purpose</b>	For educators to realize that each student has their own story and the importance their story has in their ability to be successful in and out of school.
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>● Discover and appreciate that each student has a story impacting their learning and achievement.</li> <li>● Apply strategies to understand each story.</li> <li>● Realize the importance of teaching students where they are, not where they should be.</li> </ul>
<b>Video Overview</b>	Each student has his/her own story. This “baggage” comes with him/her every day and directly impacts their learning and your teaching. To succeed with struggling students it is essential to know their story. We make better instructional decisions for students when we understand them as individuals.
<b>Materials</b>	<ul style="list-style-type: none"> <li>● DVD Player</li> <li>● Video Series - Motivating and Managing Hard to Reach, Uninterested and Disruptive Students, Disc 2</li> </ul>
<b>Video</b>	Disc 2: There is Always a Story (9:58 minutes).
<b>Presentation To Staff</b>	<ol style="list-style-type: none"> <li>1. Watch the DVD.</li> <li>2. Share a student story that emotionally touched you.</li> <li>3. How can/do you help this student?</li> <li>4. Design a Plan - How can we listen or build relationships with struggling students?</li> </ol>
<b>Culminating Activity</b>	Design your building plan: Do you have students with stories that interfere with academic success? How do we make those students feel cared for in our building? How can we help them feel safe in our building?



<b>Theme</b>	Tough Love
<b>Purpose</b>	To help educators realize hearing student stories is the first step and foundation for rising above them.
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>● Recognize that some students have difficult stories.</li> <li>● Apply skills to help students rise above the stories they were given.</li> </ul>
<b>Video Overview</b>	Many of our struggling students have difficult life stories. Building relationships helps us understand where they are coming from, yet it is our mission to help them rise above these stories and become better people.
<b>Materials</b>	<ul style="list-style-type: none"> <li>● DVD Player</li> <li>● Video Series - Motivating and Managing Hard to Reach, Uninterested and Disruptive Students, Disc 2</li> </ul>
<b>Video</b>	Disc 2 : Tough Love (5:33 minutes).
<b>Presentation To Staff</b>	<ol style="list-style-type: none"> <li>1. Watch the DVD.</li> <li>2. Create a list of people or organizations in our school and community that help students.</li> </ol>
<b>Culminating Activity</b>	Design your building plan: As a building how do we reach out to students that need extra support? Do we have a plan to meet students needs? Do the students have a trusted adult in our building that they can ask for help?

## DISC 3

Theme	Creative Teaching Strategies
Purpose	To help educators identify creative teaching strategies to meet the needs of students.
Learning Objectives	<ul style="list-style-type: none"> <li>• Understand that using a variety of teaching strategies reaches more students.</li> <li>• Apply creative strategies in your classroom.</li> <li>• Evaluate your content or needs and how you can enhance lessons with new strategies.</li> </ul>
Video Overview	A variety of teaching strategies are showcased in this video. Using creative teaching strategies can help academically as well as behaviorally. An example was given to use carpet scraps on desks to cut down the tapping and drumming noises in your classroom. There are several examples of how to create songs that incorporate content being taught. Songs build memory for students.
Materials	<ul style="list-style-type: none"> <li>• DVD Player</li> <li>• Video Series - Motivating and Managing Hard to Reach, Uninterested and Disruptive Students, Disc 3</li> <li>• Embrace &amp; use Creative Teaching Strategies handout</li> </ul>
Video	Disc 3: Creating Teaching Strategies (12:14 minutes).
Presentation To Staff	<ol style="list-style-type: none"> <li>1. Watch the DVD.</li> <li>2. Share creative teaching strategies used in your classroom or school.</li> <li>3. Do you use songs to teach? If so please share...</li> </ol>
Culminating Activity	Design your building plan: Have each team teach their song or new strategy to students. Share in a later staff meeting the results of these strategies. Will I try this again? How would I tweak this idea? What was the response of students? Did this strategy improve the student's understanding? What will I try next? What online resources are available for songs that teach?

# Handout

## Theme: Creative Teaching Strategies

### Strategies:

- Wild Card question
- “I’m Good At” Board
- “50/50” and “Ask the teacher”
- Songs that teach
- Carpet on the desk
- Wheel of Misfortune
- Fantasy sports that teach content
- Music Stands
- Pick a Test

<b>Theme</b>	<b>Kids Who Do Nothing</b>
<b>Purpose</b>	To help educators identify strategies to use for kids who come but do nothing.
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>● Understand that taking time to talk privately with a student will help you understand the students needs.</li> <li>● Apply the 2 by 10 (2x10) strategy with struggling students.</li> <li>● Evaluate and discuss building relationships with struggling students while teaching a class of students. Realize that building a relationship means you learn about the student, but the student needs to learn about you too.</li> </ul>
<b>Video Overview</b>	When you have a student that won't participate, a good question to ask is 'Why?' What is going on with that student? Using a strategy like 2 x 10 enables the teacher to build a relationship with the student while continuing to supervise the rest of the class. It's important to remember that you need to share with the student also. To build a relationship get to know the student and the student needs to get to know you. This is not easy, but the student needs to realize you will not give up on him/her. You will come back and try again and again.
<b>Materials</b>	<ul style="list-style-type: none"> <li>● DVD Player</li> <li>● Video Series - Motivating and Managing Hard to Reach, Uninterested and Disruptive Students, Disc 3</li> <li>● 2 x 10 handout</li> </ul>
<b>Video</b>	Disc 3: Kids Who Do Nothing (20:53 minutes).
<b>Presentation To Staff</b>	<ol style="list-style-type: none"> <li>1. Watch the DVD.</li> <li>2. Role play the 2 x 10 strategy with colleagues.</li> <li>3. Is there someone in my class that will benefit from this strategy?</li> <li>4. Make a plan of what to do with the rest of the class, if you need to use the 2 X 10 strategy.</li> </ol>
<b>Culminating Activity</b>	Design your building plan: Challenge staff to identify student(s) that the 2 x 10 strategy might be effective if applied. Build that relationship. During a staff meeting share results of the challenge. Has your relationship changed? Has the student's interaction in class changed? What is your next step?

# Handout

## **Theme: Kids Who Do Nothing**

### **2x10**

- 2 uninterrupted moments.
- 10 consecutive days.
- The goal is to build a relationship between yourself and a student.
- This conversation does not need to be about school.
- Be sure your other students are working on something during this time.

<b>Theme</b>	“That’s Not Fair”
<b>Purpose</b>	Educators understand how to handle differentiating without children complaining about it not being fair.
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>● Understand the difference between fair and equal.</li> <li>● Apply strategies to respond to students and parents about fair, equal, and confidentiality.</li> <li>● Evaluate current reality and how to deal with confidentiality, fair, and equal.</li> <li>● Identify ways to help students focus on their assignments and not others.</li> </ul>
<b>Video Overview</b>	It is important students know you are not promising to be equal, but promising to be fair. In your class they will get what they need to be successful. Handling issues when students and parents complain about other students assignments, accommodation, or consequences comes down to confidentiality. If they have a concern about their assignment the teacher will listen and discuss their concern. That does not mean you discuss what another child is doing or their assignments.
<b>Materials</b>	<ul style="list-style-type: none"> <li>● DVD Player</li> <li>● Video Series - Motivating and Managing Hard to Reach, Uninterested and Disruptive Students, Disc 3</li> <li>● That’s Not Fair Handout</li> </ul>
<b>Video</b>	Disc 3: “That’s Not Fair” (40:20 minutes).
<b>Presentation To Staff</b>	<ol style="list-style-type: none"> <li>1. Watch the DVD.</li> <li>2. With a group of teachers working with struggling students, discuss what accommodations need to be changed or implemented to help students be successful.</li> <li>3. Is there someone who works with that child doing something successful you can use in your classroom?</li> <li>4. How do you plan to explain Fair vs. Equal to your class, to parents? Be sure to explain the importance of worrying about your own work and not that of other classmates.</li> <li>5. Have staff give behavioral and academic examples of Fair vs. Equal examples.</li> </ol>
<b>Culminating Activity</b>	Design your building plan: How can the staff support Fair vs Equal? Do our parents understand the concept? Do our students understand the concept? Can we agree that we are promising to give children what they need to be successful?

## Handout

### Theme: “That’s Not Fair”

Ask students these two questions:

1. What does it mean to be *fair*?
2. What does it mean to be *equal*?

Let them think about the meaning of these words. Most will say fair means to treat everyone the same. Tell them fair means each individual gets what he or she needs to succeed.

Promise students: “I will do my best to be fair to each of you this year, which means I will not always treat you all exactly the same way.”

- Explain that they might get different tests, assignments, consequences, etc...

- Remember the two most important questions:

1. What is the problem with what I did for you?
2. Are you saying all I have to do is give you...?

<b>Theme</b>	<b>Kids Who Wander</b>
<b>Purpose</b>	To help educators with strategies to use with students who wander around the classroom.
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>● Understand some students find it difficult to stay still.</li> <li>● Apply strategies to help students be successful.</li> <li>● Evaluate the learning environment so the students have some place to go.</li> <li>● Identify the procedure for the students to move from one area to another.</li> </ul>
<b>Video Overview</b>	Students who wander around the room might need another place to go. Design the learning environment so when they need to move they have somewhere to go. Have them take materials so hands are full. That way they won't be able to touch others when moving around the room. Some may need to stand and should have that option. Music stands can be a useful tool for these students.
<b>Materials</b>	<ul style="list-style-type: none"> <li>● DVD Player</li> <li>● Video Series - Motivating and Managing Hard to Reach, Uninterested and Disruptive Students, Disc 3</li> </ul>
<b>Video</b>	Disc 3: Kids Who Wander (6:06 minutes).
<b>Presentation To Staff</b>	<ol style="list-style-type: none"> <li>1. Watch the DVD.</li> <li>2. Survey your learning environment.</li> <li>3. How can you redesign the space to give students a place to go when needing movement?</li> <li>4. What are your expectations that need to be conveyed to students?</li> </ol>
<b>Culminating Activity</b>	Design your building plan: Are there students in the building that need more movement than a teacher can give them in their classroom? Do we currently have "props" to help these students stay focused. Do we need to schedule breaks for some students? If students need extra movement, how will we accommodate?



<b>Theme</b>	<b>Fantasy Sports that Teach Content</b>
<b>Purpose</b>	To help educators use real world ideas to teach content.
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>• Understand how to take your content into the children’s world.</li> <li>• Identify areas where you can teach content from authentic real world concepts.</li> </ul>
<b>Video Overview</b>	Bringing the content into real world concepts helps make the connections between content, interest, and life-long learning.
<b>Materials</b>	<ul style="list-style-type: none"> <li>• DVD Player</li> <li>• Video Series - Motivating and Managing Hard to Reach, Uninterested and Disruptive Students, Disc 3</li> </ul>
<b>Video</b>	Disc 3: Fantasy Sports that Teach Content (1:46 minutes).
<b>Presentation To Staff</b>	<ol style="list-style-type: none"> <li>1. Watch the DVD.</li> <li>2. Identify one standard/lesson you can relate to a student’s interest in the world.</li> <li>3. Plan and implement the lesson.</li> <li>4. How was student engagement? How could you continue bringing in real world interests into your lesson plans?</li> </ol>
<b>Culminating Activity</b>	Design your building plan: Have teachers share what they tried in their classrooms. How was student engagement? How can we encourage teachers to build real world concepts into their lessons while continuing to meet standards?

## Disc 4

Theme	Questions / Why Kids Misbehave / Behavior Charts / Changing Behaviors
Purpose	To help educators understand the reasons of student behavior and how to help them change their behavior.
Learning Objectives	<ul style="list-style-type: none"> <li>● Understand why students misbehave.</li> <li>● Apply strategies to help them learn new behaviors.</li> <li>● Evaluate your present behavior plan.</li> <li>● Identify ways to improve the behavior plan in your classroom and school.</li> </ul>
Video Overview	There are five main reasons children misbehave: attention, power, control, competence, and belonging. Severely misbehaving kids are often “dehydrated” in all five areas. We need to figure out what is causing the misbehavior and create a plan to meet the need. Make your behavior plans and charts private. Behavior charts should only be for students who need them and focus on changing one item at a time. Remember change is not an easy thing.
Materials	<ul style="list-style-type: none"> <li>● DVD Player</li> <li>● Video Series - Motivating and Managing Hard to Reach, Uninterested and Disruptive Students, Disc 4</li> <li>● Why Students Misbehave Handout</li> </ul>
Video	Disc 4: Questions / Why Kids Misbehave / Behavior Charts / Changing Behaviors (13:21 minutes).
Presentation To Staff	<ol style="list-style-type: none"> <li>1. Watch the DVD.</li> <li>2. Discuss behavior charts and plans in your classrooms. Are they private? Are they for students who actually need them?</li> <li>3. Ask colleagues to help diagnose what is causing the behavior for chronically misbehaving students. Did you all come to the same cause?</li> <li>4. Now work to come up with solutions to address this student’s needs.</li> <li>5. Design a new behavior plan philosophy. Who needs a plan? What should it look like? Have an idea before discussing it with the student.</li> <li>6. Have the student(s) help create their individual behavior plans.</li> </ol>
Culminating Activity	Design your building plan: What is your current philosophy on behavior plans or charts? What changes need to occur? Which educators should be involved? How can we include children in the creation process? How will you know the student has been successful? How will this be communicated to parents?

# Handout

## Theme: Why Kids Misbehave

**Attention** (either gets tons of attention at home or no attention at home).

**Lack of feeling Power/Control** (always being told what to do. Eventually becomes frustrated).

**Lack of feeling Competence** (does not do well academically in school).

**Belonging** (usually misbehaves/disrupts when others are around. Either does not belong to any group or belonging is defined through disruptive behavior).

<b>Theme</b>	<b>Awards &amp; Reward Nights / Oppositional Defiance / Creating Policies</b>
<b>Purpose</b>	To help educators recognize that they need to control their policies instead of the policies controlling the people.
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>● Understand the difference between bribes and rewards.</li> <li>● Realize publicly rewarding students can be embarrassing to them.</li> <li>● Using language in policies that give the teacher final decisions.</li> <li>● Evaluate current practice and policies.</li> <li>● Learn challenge strategy for oppositional defiant students.</li> </ul>
<b>Video Overview</b>	The use of award assemblies can be destructive to struggling students. Most do not receive a reward, yet have to watch others receive rewards. Teachers often bribe students. Bribing happens before a behavior while rewards happen after. Bribes should not be used unless the class is in chaos. When creating policies do not set them in stone. Add phrases like however, most of the time, usually, often, and quite frequently. Use the challenge strategy for your oppositional defiant students.
<b>Materials</b>	<ul style="list-style-type: none"> <li>● DVD Player</li> <li>● Video Series - Motivating and Managing Hard to Reach, Uninterested and Disruptive Students, Disc 4</li> <li>● Do You Bribe or Reward Handout</li> <li>● Oppositional Defiance Patterns Handout</li> <li>● Oppositional Success for Teachers Handout</li> </ul>
<b>Video</b>	Disc 4: Awards & Reward Nights/ Oppositional Defiance/ Creating Policies (15:05 minutes).
<b>Presentation To Staff</b>	<ol style="list-style-type: none"> <li>1. Watch the DVD.</li> <li>2. Evaluate and discuss your current practice of bribes and rewards.</li> <li>3. Are your policies too definitive? Do you need to rewrite the policies?</li> </ol>
<b>Culminating Activity</b>	Design your building plan: Look at your buildings “Award and Reward” plans. Do you need to make any changes? Do all students need to be there for the event? Do we recognize effort and improvement? How can changes be made? Do any policies need to be rewritten for the handbook.

# Handout

## **Theme: Awards & Reward Nights / Oppositional Defiance / Creating Policies**

### **Do you Bribe or Reward?**

A bribe happens before a behavior is complete: Here are a few examples:

- If you are good we will go on the playground later.
- If you behave you can go on the computer.

Bribes will:

- Change behavior quickly (Better than chaos).
- Almost never get lasting change.
- Not motivate students to be more like their peers.
- Create animosity between students.

# Handout

## Theme: Awards & Reward Nights /Oppositional Defiance / Creating Policies

### Oppositional Defiance Patterns

Remember the Oppositional Rule: These students love to argue just for the sake of arguing.

- Set clear limits and understand the pattern.
- First, they threaten: (If you don't let me have 15 minutes on the computer I'm going to flip out, etc...).
- Second, they try to make us feel bad: (You aren't letting me on the computer because you hate me).
- Third, they beg: (Come on man, please let me go on there. I promise it will be quick!).

### Home-life patterns:

- Usually gets their way at home. (Generally has not learned skills to be successful in school... i.e.: Sharing, waiting their turn, etc...).
- Threatens mom/dad into getting their way. (Parents are often scared of their child or feel bad setting limits).
- Mom/Dad always believe their child and make excuses for him/her. (This is the parent that goes out of her way to defend the child no matter what he/she does).

## Handout

### Theme: Awards & Reward Nights / Oppositional Defiance / Creating Policies

#### Oppositional Success for Teachers

**Tell student ahead of time what is going to happen:** “I am going to allow you 10 minutes on the computer. At the 10 minute mark you are going to say ‘let me get like 2 more minutes.’ When I say ‘no’ you are going to get mad and probably threaten me. You might tell me you are going to beat me up. When that does not work you are probably going to try to make me feel bad by telling me I don’t like you, etc... After that you will probably beg me. So you might want to save all of it and just get off after 10 minutes.” Because the student is truly oppositional proving the teacher correct is the worst thing they can do.

**Stop Threatening:** Threatening oppositional kids rarely works. Most will say, “I don’t care anyway” or “whatever, you can’t make me,” or “go ahead, give me your dumb consequence.”

**Start Challenging them:** When we challenge someone we basically tell them we do not believe they can do something. Oppositional kids can’t help wanting to prove you wrong. Instead of encouraging them say this: “you know what... I am quite certain your homework will not be done and handed in on time. I guess we will see won’t we?” Just to prove you wrong they have to do it

<b>Theme</b>	Transitions
<b>Purpose</b>	To help educators focus on structuring transitions so they create minimal distraction to the lessons.
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>● Understand transitions need to be planned and thought out.</li> <li>● Apply a new transition strategy into your routine.</li> <li>● Evaluate your current reality.</li> <li>● Identify time that maybe wasted through transitions.</li> </ul>
<b>Video Overview</b>	It is important to have transitions planned and prepared. Let children know the transition expectations. Teacher needs to be facilitating the transition.
<b>Materials</b>	<ul style="list-style-type: none"> <li>● DVD Player</li> <li>● Video Series - Motivating and Managing Hard to Reach, Uninterested and Disruptive Students, Disc 4</li> </ul>
<b>Video</b>	Disc 4: Transitions (2:36 minutes).
<b>Presentation To Staff</b>	<ol style="list-style-type: none"> <li>1. Watch the DVD.</li> <li>2. Evaluate your own transitions. Are they well planned?</li> <li>3. Do students know the expectations?</li> <li>4. Do you give clear and explicit directions?</li> <li>5. Select a transition and redesign how to make this time clearer to students.</li> <li>6. Teach the transition to your students.</li> </ol>
<b>Culminating Activity</b>	Design your building plan: Have teachers share their transition ideas. How do you teach transitions to students? Do your students know the expectations?



Theme	The Teacher That Changed My Life The Teacher That Changed My Life Part 2
Purpose	To help educators realize the effect their words have on students.
Learning Objectives	<ul style="list-style-type: none"> <li>• Understand that students play to their audience.</li> <li>• Evaluate how you stay personally connected to students.</li> <li>• Identify ways to lift a student up.</li> </ul>
Video Overview	Taking time to talk with struggling students privately allows teachers to stay personally connected to kids without taking personally what they do or say. Show students that you do care about them and care that they are in your class. See the power of a positive call home!
Materials	<ul style="list-style-type: none"> <li>• DVD Player</li> <li>• Video Series - Motivating and Managing Hard to Reach, Uninterested and Disruptive Students, Disc 4</li> </ul>
Video	Disc 4: The Teacher That Changed My Life (7:31 minutes). The Teacher That Changed My Life Part 2 (7:20 minutes).
Presentation To Staff	<ol style="list-style-type: none"> <li>1. Watch the DVD.</li> <li>2. Think about a teacher that made a difference in your life.</li> <li>3. Why do you remember this person? How did he/she make you feel?</li> <li>4. What child do you need to make an effort to connect with in your classroom.</li> <li>5. When can we make positive calls home?</li> </ol>
Culminating Activity	Design your building plan: As a staff how do we demonstrate staying personally connected to students without taking personally what they do or say? What is our building plan to make connections with our struggling students? What students need to be “lifted up?” How can we as a staff make time for teachers to have this time with students? What commitment are you willing to make for your students? Do you make positive calls home? When and how many?

## DISC 5

Theme	Power Struggles / Everyone Plays a Part
Purpose	To help educators understand the role of the teacher, administrators, and colleagues with a struggling student.
Learning Objectives	<ul style="list-style-type: none"> <li>• Understand how each adult can work together to help struggling students succeed</li> <li>• Apply strategies to give the student and teacher a break before a power struggle begins</li> <li>• Identify ways to get a break from a struggling student. Use your peers.</li> </ul>
Video Overview	<p>When there is a power struggle with a student each person plays a role. The teacher plays a role interacting with the student. A teacher needs a system to give the student a break before the power struggle begins. Partner with a colleague. Have a system so they understand that you and/or the student need a break. If the power struggle occurs and you send the student to the office. The administrator then plays a role. As a teacher you have given your power to the administrator. When the student returns to the classroom, the admin. should walk the student back to the classroom and make eye contact with the teacher, letting the teacher know you are on the same team. This will alleviate the chaotic way many students return to the classroom.</p>
Materials	<ul style="list-style-type: none"> <li>• DVD Player</li> <li>• Video Series - Motivating and Managing Hard to Reach, Uninterested and Disruptive Students, Disc 5</li> </ul>
Video	Disc 5: Power Struggles/Everyone Plays a Part (11:27 minutes).
Presentation To Staff	<ol style="list-style-type: none"> <li>1. Watch the DVD.</li> <li>2. Discuss when you know a student or you need a break.</li> <li>3. Design a plan to give a student a break before the power struggle begins.</li> <li>4. Talk to your colleagues and make an agreement to work together.</li> </ol>
Culminating Activity	<p>Design your building plan: As a building are we giving students breaks to alleviate a possible power struggle? Are we able to recognize when a student needs a break? What kind of breaks would work in our school setting? What colleagues are able to work together to make this successful for the students? What role do we play in causing power struggles?</p>

# Handout

## **Theme: Power Struggles / Everyone Plays a Part**

### **Power Struggles:**

- The student does not want to look bad in front of the class.
- The teacher does not want to look bad in front of the class... So we argue.
- Remember to be a “Second to last word person!”
- Try to keep kids in class.
- Get back to teaching.
- Stop the behavior.
- Remain calm.

Theme	Power Struggles / 5 W's of Defusing
Purpose	To help educators understand how to defuse a power struggle.
Learning Objectives	<ul style="list-style-type: none"> <li>• Understand the 5 W's of defusing a power struggle.</li> <li>• Apply the 5 W's of defusing a power struggle.</li> <li>• Evaluate how you interact during a power struggle.</li> <li>• Identify the philosophy that a power struggle can not happen if you are not there.</li> </ul>
Video Overview	<p><b>The 5 W's of Defusing</b> Power Struggles. The teacher recognizes the battle is forming.</p> <ul style="list-style-type: none"> <li>• Whoa – Say loudly, “Whoa!” (Get the student to look up - Startle).</li> <li>• What - State what is happening (“You and I are about to argue right now”).</li> <li>• Why - Explain Why (“You don’t want to look bad in front of your friends and I don’t want to look bad in front of the class”).</li> <li>• When - State when you will talk (“I promise we will finish this conversation right after class. Thank you for waiting”). You may need to say thank you several times.</li> <li>• Walk - Get out of there. A power struggle can not happen if you are not there.</li> </ul>
Materials	<ul style="list-style-type: none"> <li>• DVD Player</li> <li>• Video Series - Motivating and Managing Hard to Reach, Uninterested and Disruptive Students, Disc 5</li> <li>• 5 W's of Defusing handout</li> </ul>
Video	Disc 5: Power Struggles/5 W's of Defusing (4:51 minutes).
Presentation To Staff	<ol style="list-style-type: none"> <li>1. Watch the DVD.</li> <li>2. Can you identify when a power struggle is about to begin?</li> <li>3. Role play various scenarios practicing the 5 W's. Remember it takes practice to become a habit.</li> <li>4. Design a creative way to remember the 5 W's. Practice. Practice. Practice.</li> </ol>
Culminating Activity	Design your building plan: Would the building benefit from all the teachers understanding and utilizing the 5 W's strategy?

# Handout

## Theme: Power Struggles / 5 W's of Defusing

### 5 W's of Defusing

1. **“Whoa!”** (as loud as you can to get their attention).
2. **“What”** (Let the student know what is happening). “You and I are about to argue right now.”
3. **“Why”** (It's always the same reason). “You don't want to look bad in front of your friends and neither do I.”
4. **“When”** (Don't leave him hanging!). “So let's talk about it right after class, thanks.”
5. **“Walk”** (Get out of there). Power struggles can't happen when you are not there.

<b>Theme</b>	<b>Power Struggles / Use Humor</b>
<b>Purpose</b>	To help educators maximize humor as a powerful tool to defusing student behavior.
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>● Understand the power of humor.</li> <li>● Apply the strategy with struggling students.</li> <li>● How to not take things personally.</li> </ul>
<b>Video Overview</b>	Using humor when working with students is a powerful tool for teachers. Students are caught off guard when trying to hook a teacher into a power struggle and the teacher reacts with humor. It is not expected and often defuses a situation.
<b>Materials</b>	<ul style="list-style-type: none"> <li>● DVD Player</li> <li>● Video Series - Motivating and Managing Hard to Reach, Uninterested and Disruptive Students, Disc 5</li> </ul>
<b>Video</b>	Disc 5: Power Struggles/Use Humor (9:14 minutes).
<b>Presentation To Staff</b>	<ol style="list-style-type: none"> <li>1. Watch the DVD.</li> <li>2. Give an example of defusing with humor.</li> <li>3. What was the effect on your students?</li> <li>4. When would this be appropriate?</li> <li>5. How can you use humor without putting a student down in front of his peers?</li> </ol>
<b>Culminating Activity</b>	Design your building plan: Are there times we could use humor to defuse a situation? Do we ever make things worse by engaging students publicly and giving them a defensive reaction?

<b>Theme</b>	<b>Power Struggles / Reasons Why Kids Misbehave</b>
<b>Purpose</b>	To help educators recognize the cause of the behavior issues.
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>● Understand the five causes of misbehavior.</li> <li>● Apply strategies to meet the root cause of the behavior.</li> <li>● Evaluate the strategies to make them coincide with the correct cause of the behavior.</li> <li>● Identify the five causes of behavior: attention, power, control, competence, and belonging.</li> </ul>
<b>Video Overview</b>	<p>As educators we often focus on the symptoms of student behavior. Instead we need to find the root of the problem and discover the cause of the behavior. There are five reasons children misbehave: attention, power, control, competence, and belonging. They need these needs met to be hydrated. The severe behavior students may be dehydrated in all five areas.</p> <ul style="list-style-type: none"> <li>● Attention is the number 1 reason students misbehave. There are two types of attention students. Attention A is a student that doesn't get enough attention. Attention B is a student that gets too much attention. How you handle each student would be completely different.</li> <li>● Power and Control - They have very little in their lives. It is a basic human need. Using questions with children gives them power and control.</li> <li>● Competence and Belonging - Building Relationships</li> </ul> <p>Focusing on consequences for these children will not change the behavior. They must get their needs addressed and hydrated.</p>
<b>Materials</b>	<ul style="list-style-type: none"> <li>● DVD Player</li> <li>● Video Series - Motivating and Managing Hard to Reach, Uninterested and Disruptive Students, Disc 5</li> <li>● Why Kids Misbehave handout</li> </ul>
<b>Video</b>	Disc 5: Power Struggles/Reasons Why Kids Misbehave (16:45 minutes).
<b>Presentation To Staff</b>	<ol style="list-style-type: none"> <li>1. Watch the DVD.</li> <li>2. Select a student in your classroom who regularly misbehaves. Can you identify what is the cause of the behavior?</li> <li>3. What needs to happen to meet their needs?</li> <li>4. Share with your colleagues what reasons of behavior are you seeing in your classroom.</li> <li>5. Develop a list of ideas to hydrate the variety of needs in your classroom.</li> </ol>
<b>Culminating Activity</b>	Design your building plan: Give each staff member a bottle of water and 5 file labels. Have them write attention, power, control, competence, and belonging on each label. Place the labels on the bottle. Have each staff member put the bottle somewhere in their classroom to remind them of the reasons of behavior and the students need to be hydrated.

# Handout

## Theme: Power Struggles / Why Kids Misbehave

### Reasons Why Kids Misbehave

- **Awareness** (literally unaware they were doing it, Pen Tapper).
- Seeking **Attention** (either gets tons of attention at home or no attention at home).
- Look **“cool”** in front of their friends (Only misbehaves/disrupts when others are around).
- Lack of feeling **Power/Control** (always being told what to do. Eventually becomes frustrated).
- Lack of feeling **Competence/Belonging** (does not do well academically in school. Either does not belong to any group or belonging is defined through disruptive behavior)



<b>Theme</b>	<b>Power Struggles / How to Properly Remove a Disruptive Student</b>
<b>Purpose</b>	To help educators understand when removal is necessary.
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>● Understand when it is appropriate to remove one to save 25 others.</li> <li>● Apply strategies to talk to a student instead of removal.</li> <li>● Evaluate your own reactions when a student is pulling you into a power struggle.</li> <li>● Identify the two most powerful words in defusing student, “I’m Sorry”.</li> </ul>
<b>Video Overview</b>	<p>There are two reasons to remove a student:</p> <ul style="list-style-type: none"> <li>● Physical Violence (kid on kid or kid on teacher).</li> <li>● Things literally so bad you can’t teach at all.</li> <li>● Watch video for body language, tone, and exact words to use.</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>● DVD Player</li> <li>● Video Series - Motivating and Managing Hard to Reach, Uninterested and Disruptive Students, Disc 5</li> <li>● Do we ever remove a student handout</li> </ul>
<b>Video</b>	Disc 5: Power Struggles/How to Kick a Kid out of Class so they Want to Return (17:10 minutes).
<b>Presentation To Staff</b>	<ol style="list-style-type: none"> <li>1. Watch the DVD.</li> <li>2. Role play defusing a student who you just asked to leave.</li> <li>3. Who would you get to watch your class while talking with a student?</li> <li>4. Design a defusing plan.</li> </ol>
<b>Culminating Activity</b>	Design your building plan: How do you give teachers time to meet with a student when they are trying to defuse a student?

# Handout

## **Theme: Power Struggles / How to Properly Remove a Disruptive Student**

### **How to Remove a Student Properly so he wants to return**

- Sometimes it is necessary.
- We must “offer” the door, rather than commanding it.
- Let the student know they will be missed if they choose to leave.
- Tell them to come back as soon as they are ready to learn.
- Tell them they are an important and valuable part of your class.

<b>Theme</b>	“Dad, if that is what you call it” Poem
<b>Purpose</b>	To help educators to understand the importance of listening to students.
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>• Understand that there are underlying reasons why students misbehave.</li> <li>• Evaluate our own understanding of our students’ stories.</li> </ul>
<b>Video Overview</b>	Every student has a story. Listening to our students help us learn their needs and reasons for behavior. Listening to our students helps us realize why we should never give up on a kid.
<b>Materials</b>	<ul style="list-style-type: none"> <li>• DVD Player</li> <li>• Video Series - Motivating and Managing Hard to Reach, Uninterested and Disruptive Students, Disc 5</li> </ul>
<b>Video</b>	Disc 5: “Dad, if that’s what you call it” (4:37 minutes).
<b>Presentation To Staff</b>	<ol style="list-style-type: none"> <li>1. Watch the DVD.</li> <li>2. How well do we know our students’ stories?</li> <li>3. Remember to feel “sad for” rather than “mad at” when students misbehave.</li> </ol>
<b>Culminating Activity</b>	Design your building plan: Are we listening to our students? Do we know their stories? What can we do as a staff to meet their needs? Does each one of our students have a trusted adult in our school? Even against the odds, they can achieve at a high level.