

Slide 1

Good morning/ afternoon

Our effort today is dedicated to you.

A unique group of adults who dig deep every day to help kids stay attached to school, to one another, to learning and to dreams.

You understand that difficult behaviours come in all sorts of 'shapes and sizes', and are driven by emotion, perception, misperception, habit and a longing to belong in some way.

You also understand the right kinds of messages kids need to hear.

Much of your effort and care is also directed at teachers who feel besieged, who may have lost hope and have bunkered down to self-protect.

And, as their belief dries up there's a tendency for them to discount constructive opportunities, and see way more problems than solutions.

When their 'mental slide' intensifies, then they too can become 'difficult' people to work with.

Luckily, this 'mental slide' has been well documented as the- Six Phases of Teaching

Let's share!

PLAY YOUTUBE CLIP - Six Phases of Teaching - <http://www.youtube.com/watch?v=LPLeX1GRrZM>

Indeed, our presentation acknowledges the unique role you play in providing direction and hope to both students and teachers.

CLICK

QUESTION; what is it about working with 'difficult kids' in schools?

ANSWER; if we're able to keep our optimism these kids provide us with our best learning.

They challenge us to think about what we do, why we do it and how we do it.

They prevent us from becoming complacent.

They dare us to engage with them.

They dare us to be constructive and stimulate their connection to learning, to peers and to us.

These kids push us to develop an 'exceptional mindfulness' that allows classrooms and schools to become better places for *EVERYONE*.

They teach us about the depth of human spirit, and the vitality of connectedness.

Slide 2

Once upon a time in schools teachers demanded respect ... and they got it!

They commanded instant reform from students ... and they got it!

Even if it meant ordering a student's parent to deliver extra discipline that evening.

The power teachers had over students was so great that the teacher always had the final say.

Over time, society has broadened its understandings about tolerance, crime, punishment and rehabilitation.

And, slowly, sometimes very slowly - schools have reflected these trends as well.

This has seen the power balance between teachers and students shift.

And, it continues to shift so that what used to work to manage errant student emotion and behaviour doesn't work nearly as well any more.

Yet, it remains tough to escape the institutionalized dose of what we've inherited. It's where we've come from, and to some degree it's imprinted on our DNA, and drawn on during the tougher times.

Think about it.

There is still an edge in too many classrooms where it is more convenient, and perfectly acceptable, for a teacher to address a student's mistake, or annoying behaviour with a time-out card, a behaviour management report, a rethink slip, a reflection contract, a co-management slip, a red ink, a red slip, a red spot, green slip, a blue spot, a yellow slip or a pink slip – meaning someone else. Someone with supposedly more authority, sited somewhere in a distant building can take care of their behaviour.

Slide 3

So, let's have a look at a really old school model of discipline. As you watch, have a think about this teacher's world view, his ideas about position and power and how this thinking influences his interactions with students. Watch also for this teacher's belief system about learning and where responsibility rests when learning isn't happening to the level he believes it should be:

After:

So, what do we see there?

- A lack of student performance is seen by the teacher as completely the fault of the students, Teacher takes no responsibility for the performance of the class - blames and labels the kids
- Teacher talks about the standards 'he's' set for the class
- makes an 'example' of a student – sends him out
- Actually states that he expects' poor performance from the class!
- The class eventually turn on him
- Positions himself as the sole victim "you can come back later and apologise to me"
- Student resentment of the teacher's approach is 'met' by a group punishment

What you might not know is that this clips actually an example of **what not to do**, and if we were to watch the rest, we'd see a very different Mr Grimes.

What blew us away is that in the 2nd clip, we see attitudes and behaviours from the teacher that could be held up as exemplars today.

This program is circa 1947, yet, even 65 years ago, there was a relational model of teaching being promoted by those educating teachers that's very much in line with what we try to each today, BUT for some reason, some very old, very institutionalised, very bad belief systems still flourish in classrooms. The type of stuff we just saw.

Slide 4

Yes, it's tough to escape the past!

What about the recent complaint of an assistant principal - who incidentally is a delightful person and fine secondary school educator. During the conversation she said...

"Mark, the detention system just isn't a viable option for students in our school any longer."

"Halleluiah," I thought to myself, someone who is beginning to see new dimensions in assisting students to work with their emotion and behaviour.

Before I could pay tribute to her revelation she continued...

"Our detention system is hopeless. The problem is that teachers can't send a student for an immediate Saturday detention at the moment. The system is so backed up with student numbers that there's a three week wait to get them in!"

But there is worse.

CLICK

"You've got a penal" is what the students who attend a prominent private school in my city hear from teachers to address mistakes and misdemeanors they make.

A penal is a 20 minute lunchtime time out in silence. Students often receive 2 or 3 penals at a time.

A penal, according to the Oxford Dictionary, "relates to the punishment of extremely severe offences under the legal system." (Oxford Dictionary, 2008).

What a horrifying example of outdated, completely misplaced language.

The problem of course, is that punishment first LANGUAGE encourages a punishment first RESPONSE.

Oh yes, the promotion of 'positive behaviours in students' is still an emerging concept in Australian education.

More and more of us now reject the term – 'behaviour management' because it's too simplistic.

Anything to do with 'student behaviour has to be framed within a healthy social and emotional context. It has to be educative with a focus on creating and improving relationships between everyone.

Slide 5

Chat with anyone who was teaching in the 1960's and they'll tell you that relationships between students and 'authority' changed very quickly. It was only the late 1980's when SA was phased out the cane and teachers were asked to take a 'crash course' in behavioural theory.

Suddenly, Pavlov's dogs were back in vogue!

What were teachers told to do instead of hit kids. They were told to get there undivided attention, "Yes, you've guessed. They were given a 'time out' method.

This worked for some (especially those who really did it with respect and dignity), mind you, these would have been the very same teachers who didn't rely on corporal punishment when it was standard practice.

For many others, nothing could ever replace the 'instant power of hitting' That threat and fear of physical pain!

Slide 6

Around the same time, the dynamics between managers and subordinates, bosses and employees, parents and children were also undergoing a transformation as well.

Industrial disputation was taking hold, unions were forming and strengthening, and the relationship between those in authority and those under them would never be the same again.

The world has changed!

The old format of 'behaviour management' where school rules were imposed by those above, and who were removed from the classroom seemed to work.

It was not important about how teachers related to students, teachers were there to teach, students were there to learn and that was that.

So,

What's changed?

Why doesn't the 'old way' of disciplining work so well any longer?

Why isn't it okay in 2012?

Is this a good thing?

Slide 7

So, we agree, the old way just doesn't work with young people in Australia today! Whether or not you want the old way to come back, we have to admit – **THOSE DAYS ARE GONE!**

A really helpful way to think about how young people experience the leadership style of their teachers is to use this model. It comes under many names: the social control window, the social practice domains, the relational practice window (and others).

So let's begin (if you'll humour me for a moment) by looking at **2 broad styles of 'being in authority'**.

When we think about the style of leadership we offer to kids in classrooms, two broad styles can emerge; how **firm** (strict) kids think we are, and how **fair** (or even 'nice') they find us. For the sake of explanation, we'll put these on 2 continua.

So, if we are on about how 'firmness' or 'strictness', we are talking about whether or not we set behavioral boundaries, how willing we are to confront young people when they don't meet expectations – whether we *call them on it* or not. We are also talking about whether or not we follow up with kids and hold them accountable if they don't meet expectations or step outside boundaries.

When we are 'high' on firmness, we might think often about the *greater good* of the class, wondering how much the 'good kids' should be asked to tolerate from the handful of kids who just don't seem to be able to 'do' school in the 'normal' way. If we're 'high' on firmness, we may hold a narrow view of what order and safety looks like in schools. At the high end of firmness, we vehemently defend our status as the teacher and all is fine as long as we are being respected.

We can of course, be HIGH on firmness, or low on firmness. When responding to student wrongdoing, if we only considered this continuum, our decision would simply be to punish, or not to punish an errant student!

So, let's then look at the 'fairness' continuum.

What are we talking about here? Well, if we are HIGH on fairness, we think often about how nurturing and supportive we are experienced as being by kids. If high in this regard, we will be doing things like teaching expected behaviour, being extremely flexible in our approach and expectations of kids who don't 'do school' in the normal way. We will be sensitively tuned to the needs of the kids who do it tough, struggle academically and socially and just don't seem to meet the expectations of school.

If high on fairness, we are big on relational harmony, defending student voice and keeping a keen eye on ensuring that students feel respected in our presence and respected by each other.

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So you've indulged me to this point, as I've conveniently separated out 'firm' and 'fair', and if you are like most, the question now begs "isn't it possible to be firm and fair at the same time, and isn't this the best of leadership? Well, it's a great question.

This model, first proposed by Dan Glaser (when examining the nature of relationships between prison wardens and inmates), brings the notions of firm and fair into one space, creating four possible leadership styles that can be HIGH or LOW on both broad areas.

So, you see the words TO, NOT, FOR and WITH on the left side of the window.

TO them

You'll also notice that we've taken 'firm' and 'fair' and placed them along either axis of the window. If students perceive us as the kind of teacher who always does things TO them, where would we sit in these windows? That's right. We are high on firm, big on boundaries, structures and accountability, but are not seen by students as supportive. We are not good listeners and might be experienced as 'authoritarian'. What happens if we make a mistake or get it wrong in the presence of this style of leader? You've got it – we never quite live it down do we. We may live with a label from then on – dumb, silly, troublemaker, lazy... the list goes on. The sad thing about making a blunder in the presence of a "TO" leader is that we may never quite make it back into their favour. We are stigmatised!

NOT

What about if we are perceived as a teacher who doesn't do much of either – on other words does NOT do much at all? We'll be experienced by students as just not being bothered, not caring. In this space we fail to make expectations clear, we fail to follow up and we certainly offer nothing in the way of support. We are indifferent, resigned and passive! This is where burnt-out teachers can reside and we can all think of moments of complete exasperation where we may have been in this space for a while. If we see colleagues spend a prolonged period of time in this box, it's time for intervention.

FOR them

Okay, what if students see us as a teacher who does things FOR them? I'll ask **you** what happens when teachers offer students much support but ask for nothing in return. Here is where we allow ourselves to be treated as doormats. We are there for students, we are flexible but the kids lack a clear line in the sand as a point of reference for what is acceptable. Here we may not talk about rules, just expecting that appropriate behaviour will be our reward for being a warm, supportive and flexible human being – we rely on reciprocity. Unfortunately, that's just not how it works! When in this space, we may find ourselves spending too long reasoning and negotiating with students when we need to be respectfully saying "I hear you don't like it but that's how it is and you have some decisions to make!"

In this space, we make excuses for the inexcusable and over time (sometimes minutes) , as students don't reciprocate our caring and considerate attitude, we wear down and fall victim to the 'quick flick' to the upper left quadrant. Students don't know what's hit them as we pull the Jekyll and Hyde routine, one moment, warm, permissive and jovial, the next, ordering them out of the classroom en masse or writing out detention slips.

WITH them

So, there's one adjective left, WITH. When we drive home, feeling that we've 'hit it' in the way we communicated, that we've handled challenges with students respectfully and fairly, that we have managed to convey expectations clearly and fairly and that we've supported kids to the best of our ability...we've likely spent a big part on the WITH quadrant. The best of behaviour leadership lives in this quadrant. We are authoritative, we see mistakes as a natural part of learning, but at the same time, we hold students accountable in a supportive way when they've mucked up. In this corner, we manage fierce conversations with students in a manner that they can leave the conversation feeling emotionally intact, and in no doubt that we respect them as a human being, in spite of being disappointed in their choices. We are big on respectful behaviour, but not just towards us, but toward one another. We can accept tough feedback when it comes our way from students with dignity and poise.

Time to let you off!

We all spend time in each of these four quadrants. Our ongoing challenge and growth is to push ourselves to the upper right. Some teachers are wired for this domain, others aspire to it and make it a goal of their ongoing development. Some teachers, standing on the outside, looking in from the TO quadrant believe that teachers in this space are being permissive!

Ask: if a teacher operates primarily in the punitive quadrant, where are they likely to point the finger of blame when student behaviour doesn't meet their expectations?

(They will point to the deficits of the kids, their parents and what the school isn't doing to support them to deal with these kids). The last place they look is at their own behaviour.

What about a teacher stuck in permissive corner?

(They are likely to make lots of excuses for kids, blame their home life, perhaps even blame other teachers and have low expectations of kids).

Ask where the traditional model of teaching belongs?

When describing Restorative Quadrant say:

"Something we know that firm and fair teachers do is draw on well-respected and well researched theories to make sense of student behaviour. They understand that when it comes to the climate in their classrooms their leadership style is 'the weather'. They are certainly interested in maintaining a safe and functioning learning environment and at the same time, demonstrate a desire to support students by being responsive to their needs by looking at their own behaviour as the primary change agent for the behaviour of their students."

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The 'Four Goals of Misbehaviour' were developed by Rudolf Dreikurs.

Adler began his work in the 1920's.

Dreikurs was Adler's student and colleague, and he advanced Adler's theories about student behaviour, making them more relevant for teachers.

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Hold on! Before we start on 'The 4 Goals of Misbehaviour', we've got a question for you.

"What motivates kids to engage in annoying, challenging or threatening behaviours when we all know that to be liked we've got to use behaviours that pleases others?"

Would you turn to a person near you – make groups of 2 or 3 – and, decide on a few answers to this question.

We'll give 2 minutes!

Insert these themes into the discussion;

- Sometimes kids choose a different road to gain attention
- Sometimes because adults have given so much attention to the annoying behaviours, negative student behaviours are strengthened
- Sometimes because adults dislike a kid so much it feels justified to shove them towards the 'other road'
- Sometimes the 'other road' is the only road some students have travelled, and it becomes comfortable. It's the one they know
- Sometimes environments are created where the strong thrive and the weak have to react and fend for themselves
- Sometimes highly competitive environments created by adults set kids up to win and lose
- Some adults set kids against one another by developing a 'PETS system' – where there are a chosen few who always have access to special resources
- Sometimes socially exclusive cliques are allowed to form seeing kids isolated, excluded and even worse in real danger

And, there are other factors at play too:

- Kids who genuinely have highly reactive dispositions – those with attachment disorders, ADHD, ASD and so on
- Kids battling disabling executive functioning difficulties, specific learning difficulties, tricky or abusive home lives, mental health issues and so on

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Adler proposed that all behaviour as has a purpose – it is goal directed.

It aims at fulfilling a perceived need - it's about getting something or getting away from something.

Both Adler and Dreikurs proposed that to understand the behaviour of another we must appreciate how they see themselves fitting-in or belonging.

They asked us to SEEK the student's inner 'script' because the behavior is likely the result of their mistaken assumption about how they can gain status, keep dignity or belong.

Both believed what we're fast learning today - that any improvement in a student's emotion and behaviour is linked to strengthening in relationships – with peers and with teachers!

Think about a student you know with tricky behaviours.

Just like us, they are motivated by their personal script.

It may say something like – “To belong I'm the kid who...

- Is always diligent
- Tries to please adults
- Makes others laugh
- Has to be the best
- Jokes and distracts to take the academic spotlight away from me
- Must win at sport
- Has the best toys
- Helps others
- Helps the teacher
- Challenges the teacher and tries to be the boss
- Keeps adults really busy by always asking something
- Fights and argues lots
- Stays really quiet so you won't notice all of me
- Can't do anything for myself
- Constantly needs help
- Constantly loses and forgets things

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They developed a framework that kids, adolescents , even us - usually 'misbehave' for one or a combination of 4 reasons.

Typically there is a motivation for –

- attention
- power
- revenge
- or a display of inadequacy

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THE BATTLE FOR ATTENTION

Student thinks ...

- 'I matter most when everyone is busy with me.'
- 'Come on, keep looking at me. Keep talking to me. This is what I've learnt to do best in a classroom!'
- 'I've got a lot of questions to ask too – you know, the busier I make you with me the more I matter.'

Teacher thinks ...

- 'This kid is driving me mad!'
- 'You want to keep me busy with you, but I've got 29 others!'
- 'Back off. Give someone else a go.'
- 'You are not being fair.'

Teacher feels ...

- Annoyed
- Irritated
- Fed up

Acting on these feelings the teacher will ...

- Reprimand
- Get cross
- Use sarcasm
- Confront
- Punish

When the teacher does this the student thinks ...

- 'Yes! I really do matter.'
- 'She's sent me out of the classroom. Look I'm the only one standing here. I really do know how to get her attention!'
- 'This is how I belong.'

..... and, for children, rarely are these thoughts at a conscious level

Slide 14

THE BATTLE FOR POWER AND CONTROL

Student thinks ...

- 'I matter when I'm in charge, and that's what I do.'
- 'I have to be the boss. That's my experience.'
- 'This is my classroom. I rule it.'
- 'I have many ways to battle you... come on... start the battle.'

Teacher thinks ...

- 'Why, you little'
- 'You have no right to push like this.'
- 'I'm the one who went to University and studied for years. I deserve to be in control.'
- 'It's my classroom, my workplace, I have rights and I have the system to back me up.'

Teacher feels ...

- Threatened
- Vulnerable
- Humiliated because their authority is publicly challenged
- Defeated

Acting on these feelings the teacher will ...

- Threaten, ridicule, shout, humiliate and punish to grab back power.
- Or give in, and then randomly seize opportunities to reassert their claim to power.

When the teacher does this the student thinks ...

- 'Let the games begin! Bring on your best. You're no match for me because I've always done this – this is what I know.'
- 'I really am the boss. Just look how hard you're working to keep up with me.'
- 'It's my classroom, they're my friends, not yours. You are mine!'

..... and, for children, rarely are these thoughts at a conscious level

Show YouTube clip of classic power battle with student :

<http://www.youtube.com/watch?v=lz02ALikYf4&feature=related>

Slide 15

THE BATTLE FOR REVENGE

Student thinks ...

- 'You should have never done that to me.'
- 'You think you're feeling frustrated!'
- 'I'll get you back.'
- 'I'll show you how it feels.'
- 'Bring on payback.'

Teacher thinks ...

- 'How dare you do that!'
- 'Things will never be the same between us again.'
- 'I'll give you a punishment to even up things.'
- 'I'm over you.'

Teacher feels ...

- Hurt
- Disappointed
- Scared
- Enraged
- Would wish for the student to disappear into a black hole

Acting on these feelings the teacher will ...

- Tighten up the opportunities usually given to the student.
- Impose a hefty punishment to rebalance the scales of justice.
- Begin to exclusively rely on disciplinary support and punishments from superiors.
- And, the teacher remains emotionally distant from the student.

When the teacher does this the student thinks ...

- 'You want a war? I'll give it to you!'
- 'I've been to war before - you're not worth anything. You're pathetic.'
- 'I've got some new rules for you too.'
- 'I've always belonged when I am disliked.'

..... and, for children, rarely are these thoughts at a conscious level

Slide 16

THE BATTLE AROUND INADEQUACY

Student thinks...

- 'I can't, but you can do it for me.'
- 'No way. I might get it wrong.'
- 'I won't. I don't want to fail.'
- 'I never have. No way. I never will.'

Teacher thinks ...

- 'I've tried everything.'
- 'I don't know what to do?'
- 'It's useless!'
- 'This is beyond me!'

Teacher feels ...

- Discouraged
- Pessimistic
- Thwarted
- Desperate

Acting on these feelings the teacher will ...

- Feel demoralised
- Blame the student
- Blame inadequate structures within the school
- Blame the student's mother, father or past teachers
- Give up and fuel the student's reputation that their difficulty is intractable

When the teacher does this the student thinks ...

- 'You have to keep helping me. I've always needed help.'
- 'You know I worry, you can't let me become depressed.'
- 'Don't let me down. If you can't help me then no one can.'
- 'So, you're giving up on me too. I thought you would.'

..... and, for children, rarely are these thoughts at a conscious level

Slide 17

In essence, Adler and Dreikurs promoted a 3 point plan to respond to 'student misbehaviour' far more effectively.

ONE

Always identify what the student is really struggling for.

Is it attention, power, revenge or a display of inadequacy, or is it a combination of these?

TWO

Those who do best SHIFT their focus from feeling as though they must openly STAMP-OUT the misbehaviour in order to win. After all, once the battle has been joined, the child has already won it. Best improvements are measured in those who gradually convinced the student to abandon their misbehaviour and teach them how they belong to the group.

THREE

Is that constantly directing our energy at a child's 'misbehaviour' by criticizing, lecturing, humiliating or punishing them won't turn them into a likeable, responsible or happy person!

Doesn't it take 'restraint' for an educator to work beyond the emotion given off by some students? The evidence tells us that it's best to step back and record some 'behavioural observations'.

Let's look at the ABC's!

The antecedents

- When does this difficult behaviour start?
- What triggers it? What part do peers play?
- Where is it more noticeable?
- What are the more 'GENERAL influences' in this student's life that probably maintain the tricky behaviour?
- What is happening at home?

The behaviour

- What exactly is the behaviour?
- Is it becoming more or less frequent?
- What does student say?
- What does the student do?
- How much of this behaviour really matters? What could be *tactically ignored*?
- Is it a behaviour worth tackling, or might a clever change to routine or a creative 'circuit-breaker', minimise the problem?

The consequences

- What usually happens following the behaviour?

- Is the student's 'calm down time' improving?
- Do they actually understand the impact they have on others?
- What is their response when they listen to others who are affected?
- Do they show remorse? Is it genuine?
- What approaches have had some success?

Slide 18

Next, let's borrow from POSITIVE BEHAVIOUR SUPPORT PRINCIPLES (PBSP), and create a HYPOTHESIS

- What's driving this behaviour?
- What do you think the student is seeking?
- What might the student be trying to get, or get away from?
- What tells you this?
- What is the quality of the student's relationship with you, or with the staff member in question?
- Is the environment genuinely comfortable, safe and functional for this student?

Now, with the answers to the ABC's in hand, and a HYPOTHESIS in mind – let's start to PLAN

- What initiatives might encourage steadier emotion/ behaviour from this student?
- What might be done interrupt the 'usual sequence of events' that lead to the 'usual problem behaviour'?
- Do we need to be working with the student's parents? How do we involve them?
- Can we rely on them, or do we need to educate and lead them? How can we support them?
- How might the quality of the student's relationship with you, or with the staff member they are experiencing difficulty with, be improved?
- Does it need to be improved?
- What else can be done, publically or privately, to support this student?
- Have we reviewed past assessments and documentation that might help? Would a new assessment be helpful?
- And, what's an effective way to collect data so we can gauge whether new interventions are paying off?

Finally, share your thoughts and ideas with a trusted colleague, a suitable resource person and your line manager.

Invite them to observe the student.

Get them to answer the same set of questions.

Compare their responses with yours.

This provides scope for rich discussion and the generation of new ideas, and we must never, ever underestimate the collective wisdom of colleagues.

Slide 19

As some of you may recall 'Summer Heights High' is a satirical series created and acted by Chris Lilley in 2007.

Lilly cleverly plays a number of characters, but his portrayal of 13 year old Jonah was especially well received. In the end, Jonah became the emotional heart of the series – while he was funny, his situation was poignant and highly thought provoking.

Jonah was a highly aggravating 'charmer' constantly angling for ATTENTION or POWER, or both. Of greatest significance is that Jonah typifies a group of difficult students who struggle in school. They struggle to connect with school; failing in literacy and falling behind their peer group while trying to cover up their difficulties with bravado and awfully disruptive behaviours.

We learn that Jonah faces huge difficulties due to the racial and cultural barriers, a turbulent home life, stormy school lives, as well as a significant learning difficulty and humiliation about it. He has serious academic issues and is struggling to connect to school and learning.

His one bright spot at school is his relationship with his special education teacher, Jan Palmer – he says she is the only teacher who 'likes' him and runs a remedial reading course at 'Gumnut Cottage'.

The show wasn't without its critics.

Victorian Principals Association president, at the time, criticised the show as promoting poor standards of behaviour.

Nonetheless, morning television's favourite psychologist, Michael Carr-Gregg, said the show was "brilliant". He said, "there is a mild concern that some may fail to grasp the show's pure satire, but it was clearly a 'tongue-in-cheek mockumentary' - NOT a model for desired behaviours."

Play video to participants/ Summer Heights High...

Episode 1	12.16 to 14.23 minutes	23.24 to 25.56 minutes
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After watching JONAH

So, here's the challenge!

Let's address the 'behaviours and attitudes of Jonah' in a way that would make Adler and Dreikurs proud!

Let's scratch below his obviously annoying behaviours and find a few super ways to improve his learning and interactions at school.

Remember, we're not looking for a cure here – we're looking for thoughts, ideas and initiatives to connect him with learning and steady his erratic behaviours in front of peers in the classroom.

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To do this open the handout called, 'Difficult Student Behaviour and Savvy Ways to deal with it'

You'll find that the questions step you through a logical 'Behavioural analysis'. The wonderful thing about 'Behavioural analysis' is its capacity to develop constructive and insightful thought processes.

There are 3 PARTS to this 'behavioural analysis' -

1. Analysing the ABC's
2. The creation of a HYPOTHESIS about Jonah's behaviour
3. PLANNING initiatives and interventions to steady the emotion/ behaviour of Jonah

Choose one of the PARTS to tackle in a small group, because you won't have time to finish all 3.

With the video situation you've just seen in mind, I'll read the scenario at the beginning of the handout as it provides deeper background to Jonah's situation. Highlight or underline what you believe are very relevant aspects to his circumstance.

Jonah's scenario

Jonah Takalua is a 13 year old student in year 8 at Summer Heights High School. He, and most of his family, is of Tongan descent.

Jonah arrived in Australia when he was 3 years old. He is the second youngest of five children and is raised by his father, 'Rocky' (his mother died when he was 7 and he never talks about her). His older adopted brother Avnish Goyani plays a big role in raising Jonah too. Avnish is thoughtful and is a good influence on his brothers – in fact he is a steadying life-line. Jonah lives with his family plus, two cousins and an aunt. The family is struggles financially. The house is too small and too many people live in it. Jonah shares a room with two of his brothers. Life is tough and volatile for this family although 'Rocky' tries his best. 'Rocky' has no formal education, is frustrated by Jonah's performance at school, and as much as he loves Jonah, deals with him through physical intimidation and confrontation.

Jonah has attended three schools over the past eighteen months and his behaviour has continued to deteriorate. He was expelled from the two previous schools for defiance; setting fire to a student's locker and defacing the principal's car by spray-painting a penis on it. Summer Heights High is seen as his last chance, and teachers are doing their best to sort out his difficult behaviours; disengagement from learning, loads of annoying bravado and awfully disruptive behaviours in class.

Clearly, Jonah struggles to connect with school and has fallen well behind his peer group academically. He currently has a reading age of 8 years. It is assumed he has a significant learning difficulty. He is desperately humiliated by it.

Jonah claims to have a girlfriend called Amanda. He repeatedly states that he "lives for breakdancing" and wants to do it professionally when he gets older. He tells everyone he's one of the best breakdancers in the school. In truth, it appears he is a beginner breakdancer. Jonah's close friends believe he is "full of shit" about Amanda. They've never seen her and argue over her existence. They also wonder just how good he is at breakdancing.

Beyond the serious academic issues, Jonah also faces racial and cultural tensions. He is very sensitive to this and highly reactive to it.

His one bright spot at school is his relationship with his special education teacher, Jan Palmer – he says she is the only teacher who 'likes' him. Jen runs a remedial reading course at what's called, 'Gumnut Cottage'.

And, here's the surprise!

You don't need butcher's paper.

You don't need to appoint a reluctant note taker

Nor do you have to choose a reluctant speaker to feedback your ideas.

Instead, enjoy the interaction and use it as a chance to exchange ideas and make inroads into something refreshing and restorative.

You have 10 minutes to explore just one part! Go!

Slide 21

Seek responses from group – take 10 minutes

Themes –

1. Always acknowledge that this is not easy. Teachers need to know this. Managing the volatile emotion and behaviour of someone else is always problematic – no quick, perfect solutions!
2. Enlist the morale-boosting input from colleagues, leadership and parents.
3. Appreciate that 'power seekers' love to battle. They don't know it, but are reliant on emotionally steady adults who frequently defuse situations. Try to remove yourself from becoming the centre of their power struggle. Talk less and avoid defending your position. Say,

"You're right I can't make you do it."

"Regardless, this is how it is going to be."

"I like you way too much to argue about this."

4. A little clever, tactical ignoring can go a long way!
5. Try not to take too much too personally
6. Do what you can to strengthen relationship. Show you like them. Find good moments together to share or laugh.
7. Continue to talk privately to find what the student needs and share what you want. Reassure them you can help, and want to help.
8. Remember to ask, "What do you think will help?"
9. Never pass up an opportunity to comment on and encourage cooperative behaviours so they can learn new ways to belong.

Develop a positive plan, perhaps a token system that works on catching a new positive behaviour; catching kids doing well and commenting on it is an ideal way to teach them how to reconnect and find success.

10. A very practical approach for 'attention seekers' is to develop the 'helping hand' initiative. Hand the attention seeker several 'helping hand' tokens at the beginning of the lesson. The idea is that each time they want you they must give up one of their 'hands'. As you respond they hand one of the tokens over. Once all the tokens have been handed over you are no longer available to them for that lesson. Tokens that have been saved by the student can be added together to provide a more powerful positive reinforcer.
11. Do more of the unexpected. Sometimes do the opposite to what they expect. Humour, without sarcasm, is wonderfully therapeutic. And, many a situation can be rescued by simply changing the subject, just like we do with little kids.
12. Find opportunities where they can lead such as; helping, umpiring, taking on a school responsibility, tutoring, mentoring a younger student, giving feedback to you – all in the name of helping them to find a constructive way to belong.

13. Develop systems, such as 'cool down cards' and 'chill cards' that supports them – with dignity - to remove themselves from the situation before their emotion spills over. Set it up so you can also initiate the process too.

14. Tell them that when things go wrong you will always help them to find a way, but, if they choose to annoy, disrupt or hurt others you have to use the straight forward consequence you've negotiated together.

15. This is the time to maintain strong class unity. You need the group to be with you and have a 'confidence' about how you've chosen to manage. Create opportunities to talk and share through circle time. Develop a collection of mood lifts or energisers to cleverly adjust the emotional climate of the classroom or tone of the group. They are perfect to repair the emotional fallout in class following an unpleasant incident. They help kids and us to move on and let go of resentment!

16. Always be practical and tactical. Think hard about the behaviours really worth tackling. Learn to side-step.

17. In challenging situations build a wraparound team intervention

Get a team together for regular review meetings. Invite the student's parents, school leadership, key teachers and interagency personnel.

These get everyone talking. The spirit is to review what's happening, what's working and what's not. It presents a forum to discuss, make changes, develop new initiatives and set new goals. It can be uplifting for students to meet with their team from time to time -to see and hear each team member caring, participating and wanting the best for them can be therapeutic.

Slide 22

Dreikurs suggests that when we are challenged by a student's difficult behaviour, we should take a mini-moment to reflect on what is happening inside us!

Why?

Because unchecked feelings drive an instinctive emotional reaction that will reward and convince them to continue what they have been doing.

This is tricky stuff, but as we become more aware of the emotion aroused in us by 'difficult student behaviour' we are likely to find that the best way to respond is to do virtually the opposite to what the initial flush of feeling suggested.

At this point we open our intellect and logic to recognise the students' 'script' or 'inner goal'.

We become practical and tactical – and, teach them how to change their goal of belonging.

We teach them how them how to connect with others more appropriately, rather than openly battling them.

Slide 23

Oh, my goodness. Suggesting that educators 'might' reconstruct their thinking is one thing.

But, it is a 'mighty mind shift' to translate this into action, consistently, behind closed classroom doors under classic day to day pressures.

As you can see, when one goal does not deliver the social status that a young person is seeking, they climb rung by rung, until their faulty logic allows them to believe they've reached a status worthy of them. Yes, each rung of the ladder represents a deeper level of discouragement for children and teens. When we help them meet their needs in more acceptable ways we permit them to hop off!

This is of course the role that many of you can play with teachers.

Helping teachers to get a handle of analysing student behaviour and creating hypothesis is loads of fun and engages even the most jaded teachers.

Next are some suggestions for a series of punchy 10 minute learning opportunities you can build into staff meetings. Trust us, teachers will love these and they will act as energisers too!

Slide 24

Spend some time trawling YouTube for encounters between teachers and students. Believe us, at very least, there are millions of videos that kids have secretly recorded on their phones of classroom situations.

Actually, the Bill Rogers series of DVD's are great for this as well.

Select a handful of clips to use.

Then, in staff meeting, put staff into teams (be sure to mix them up to get them out of their friendship faculty groupings so the jaded ones don't spiral down in their collective ignorance).

Show the clip and then invite teams to spend 5 minutes developing a hypothesis of what goals the student may be operating on. Putting some (or all) of these questions up to guide the dialogue can be helpful:

1. What feelings did the student's behaviour trigger in you?
2. What might have been the student's thoughts and feelings
3. What might have been the teacher's thoughts and feelings
4. How was the student hoping the teacher would react?
5. Give the teacher a score out of 5 for the teacher's handling of the situation?
6. What quadrant was the teacher operating from (punitive, permissive, neglectful or restorative)
7. What might have the teacher said or done for a better outcome – (what might have been a WITH behaviour from the teacher)
8. What might have been something completely disarming or surprising that the teacher could have done to take the wind out of the student's sails?

Then have fun as the groups feedback their findings to the rest of staff. Reward Freddo Frogs to the team with the most inventive ideas that would create a more positive outcome.

This form of professional development gets teachers taking an emotional step back and laughing at what would ordinarily cause them a great deal of stress. It's truly powerful as they laugh, share and hypothesise and after some time, build the trust on one another to say things like, *"OMG that was me today!"*

Teachers need time, input and safe on-going opportunities to rehearse new learning so emerging skills have time to firm up. Teachers too benefit from an approach that is high on support but at the same time, is honest about what we believe is and is not working for them.

Just as we offer students training to increase their proficiency, teachers need the very same.

And what if all this doesn't work? What else have we got?

It will for most.

And in some cases, we may not be the direct recipients of our good work, as this takes time.

Slide 25

What else will prevent this from working?

The answer – well, it means getting up close and personal.

Sometimes when we deal with 'difficult students' too often and for too long we're quick to blame them, to blame their home life, school policies and tell ourselves that their circumstances are insurmountable.

In doing so, we discount a significant fact – that is, we can be a part of the problem or a part of the solution.

To highlight this we have some reflective questions for you.

And, feel free to use them with any of the groups of educators you work with in the future;

- Why do you teach or do this kind of work?
- Where's the joy in it for you? Is there any left or is it all grind?
- How much energy have you got left? Have you reached your use by date?
- What still gets you excited?
- What was your last kind act? When was it? Who received it?
- Do you still sit and laugh with students? Do you make a point of having lunch with them?
- Do you remember to share the joy of small wins with them? Or, do you feel trapped and find it hard to share the small wins with them?
- How long is it since you deliberately took some affirming messages in the company of stickers, badges, certificates, vouchers or jellybeans out into yard and shared them with students?
- How long since you joined in a game with students – broke the stereotype - became a friendly learner - while on yard duty or walking through the yard - and allowed students to see you in a completely different light?
- How do others describe you?
- Is your career going to plan? Is it what you've been working towards? Do you have a career plan?
- What is it you do so staff, students and parents know you care? In other words, what is the evidence of your care?
- What legacy do you want to leave students, staff and parents with?

In quieter moments like this it's much easier to acknowledge that the eventual attachment of students to learning, to school – even to each other - is heavily linked to our 'emotional reserves'.

Yet, a sustained effort in schools comes at a personal cost to every teacher.

Each one of us can easily become a casualty of tiredness, fatigue, apathy, depression or burn-out.

We have learnt that offering students a sense of control over their learning is a powerful motivator, but it's an UNLIKELY option for a tired or embattled teacher.

We've also learned that having a 'positive attitude' to learning is likely to draw much greater student engagement. Again, this is an UNLIKELY option when we feel jaded.

In reality, when we feel tired and fed-up, the natural tendency is to grab at the restrictive techniques;

- strengthening rules and consequences
- More busy work, worksheets and colouring in where students appear to be putting in effort
- projects that run endlessly throughout the term to keep parents engaged in learning

None of these equate with relationship building or achievement.

Slide 26

To continue to motivate and inspire students, teachers need opportunities to find fulfilment and happiness for themselves. There is no other way – without following a conscious ‘mental health plan’ to keep our lives in good balance our ‘use by’ date is seriously curtailed.

So, how do you take care of yourself?

What do you do to regularly give back to yourself?

A glass of wine after work? Hey, if two glasses help, then imagine what two bottles might do?

- make a regular time for fun, family and friends
- join a choir, a hiking group or an art class and let that hidden talent shine
- put a regular time aside each week for dealing with school matters, rather than allowing them to progressively encroach into your home life or leisure time
- listen to your favourite music and escape!
- join or start a book club, movie club
- start model building
- deliberately build better relationships with colleagues and leadership – don’t fight it because they are your family outside of your immediate family
- go out to breakfast each weekly or fortnight with friends
- join a garden club or get a building project underway
- get to the gym, start walking start eating right and build your physical self
- get home and, two or three times a week, take a ‘nana nap’
- play ‘Second Life’. A 3-D virtual world where you can become anyone you dream. Second Life currently boasts an inhabitation of three million people from around the globe. Go to, <http://www.secondlife.com>
- treat yourself to a haircut, facial, a massage, a manicure or pedicure.
- enrol in a course to learn something new; wood carving, belly dancing, cooking, leadlight, painting, politics, floral design, etc
- occasionally take a ‘mental health day’ – tell yourself you need it - and do what it takes to relax
- take a long soak in the bathtub

Do what you can, frequently, to nourish yourself and find moments to replenish and be introspective.

The depth of our ‘emotional resources’ has a large bearing on how we manage, and how we relate to others – students, parents and colleagues.

So, **MAKE A MENTAL HEALTH PLAN** for yourself as well as helping others to create their own - do what you can to nourish yourself, recuperate and revive.

Slide 27

To wrap up we want to leave you with something the noted psychologist, Carl Rogers, once said. He said he spent the first half of his working life believing he could 'fix' kids only to discover that he couldn't fix anyone.

Instead, he asked a fundamental question of himself, it was –

“How can I provide a relationship which this person may use for their own growth – now, or later?”

He reminds us that fabulous modelling, quality relationships and a few well-placed strategies are all we've got!

None of us can fix kids up.

All we've got to offer is the spirit to participate in trusting, transparent and thoughtful relationships.

Slide 28

As educators, our role is to teach them all, whether they happen to be large or small, privileged or disadvantaged, eager or reluctant learners, fast or slow, red or blue, compliant or otherwise. We've got to try to see young people – especially if they're difficult - as whole, healthy human beings with boundless potential. That's what we signed up for!

We now have enough evidence to confirm the deep impact educators have on the futures of students. We know that the longer we engage students in learning, and the longer teachers sustain healthy connections with students - the healthier (physically and emotionally) and wealthier their life expectancy will be. (Pam Snow, 2007; Hattie, 2009)

Support teachers to see themselves as more than teachers – in essence, they are public health professionals.

They have a very large stake in every child's emotional and economic future.

Slide 29

We have 2 truths, and no lies to finish up with.

The first truth is, that the techniques we've presented today are healthy, common-sense approaches that have been around for decades. They work – with most – sometimes ever so gradually – and all educators need to know this stuff.

The second truth is, we are a first generation of educators to truly understand the impact of disadvantage, disorder, disability, depression, deficit and indifference.

In the end each of us will be judged on a single question.

“How strong was my desire to make a difference?”

Thank you for your openness and warm participation.