

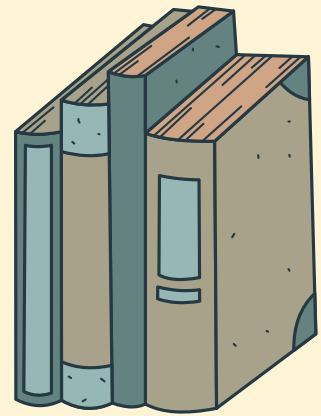
TOUGH LOVE: HOW TO MANAGE BEHAVIOR WHILE BUILDING RELATIONSHIPS

Presenter: Erin Leatherman

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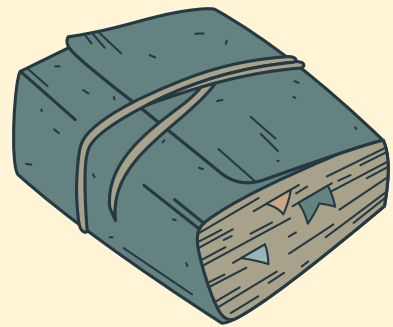
SESSION OUTLINE



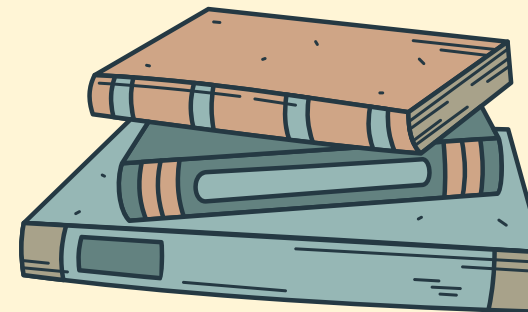
**WHAT IS LOVE
& LOGIC?**



**WHAT DOES
THIS LOOK
LIKE?**



WHY DO THIS?



**WHERE DO I GO
FROM HERE?**



Kindergarten Cop-Fire Drill

Michael Davidson



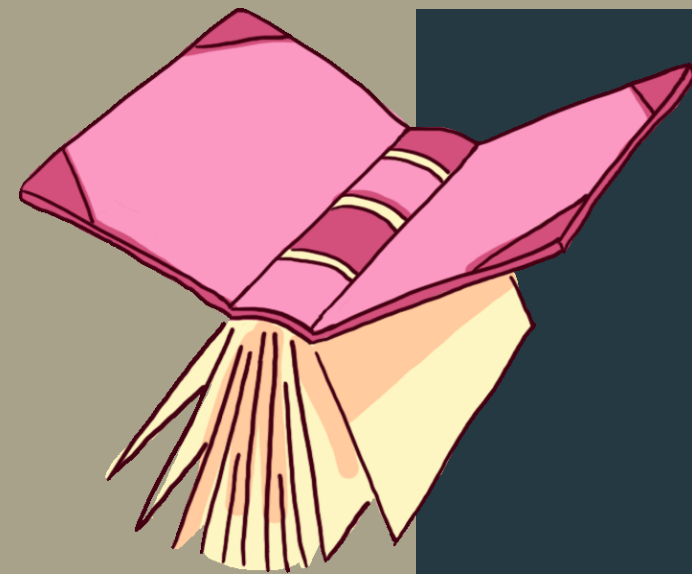
Watch on  YouTube

WHAT IS LOVE & LOGIC?

- *A METHOD FOR CREATING POSITIVE RELATIONSHIPS WITH STUDENTS*
- *A WAY TO HELP MINIMIZE STUDENT BEHAVIORS AND DISTRACTIONS*
- *A WAY TO ALLOW THOSE WHO FOLLOW THE RULES TO BE "SEEN".*



WHY DO THIS?



"NOTHING'S WORKING"

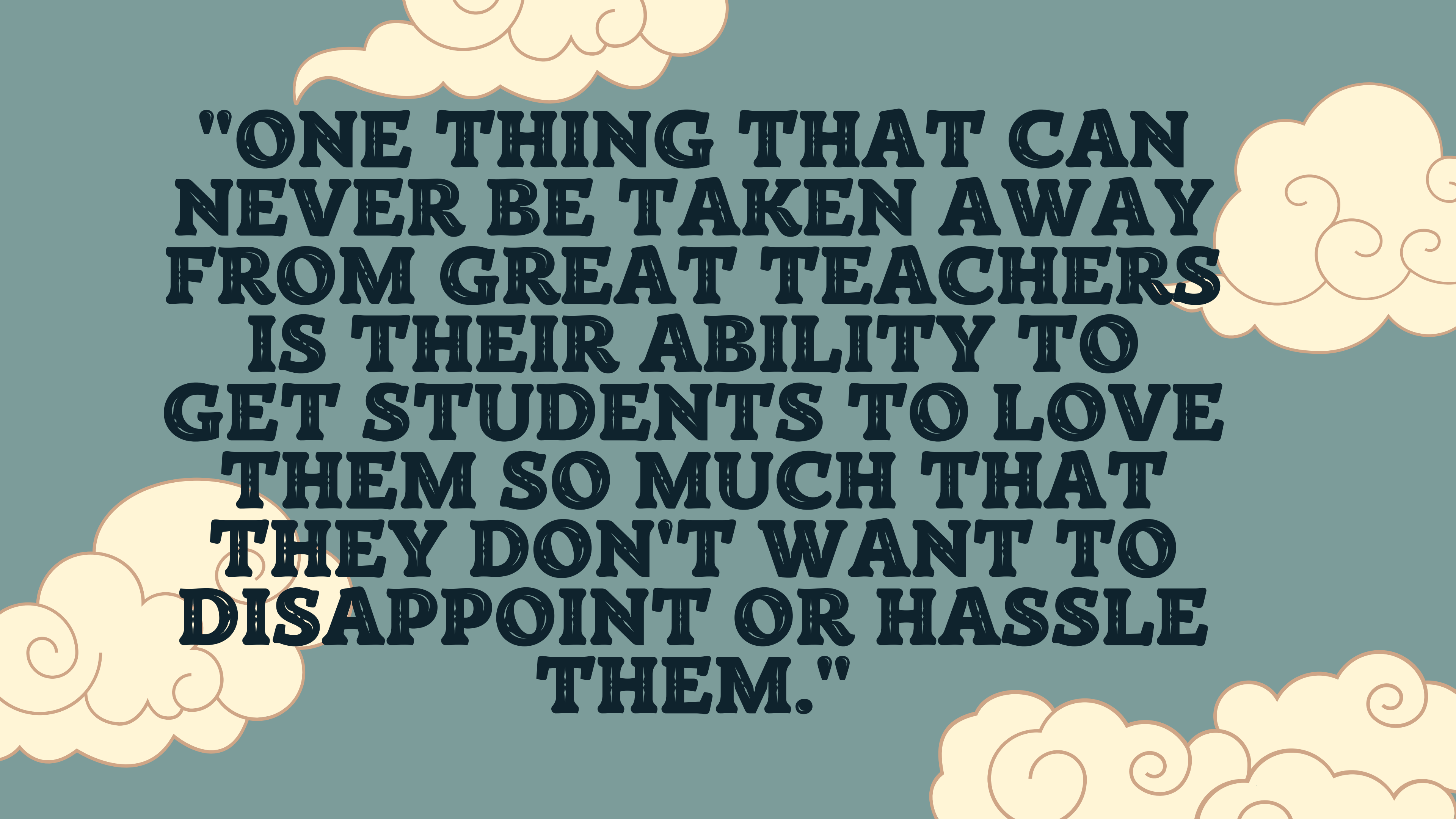
KIDS SEEM "IMMUNE" TO CONSEQUENCES

THEY DON'T RESPOND TO POSITIVE REINFORCEMENT (I.E. REWARDS)

"BENEVOLENT MONARCHY"

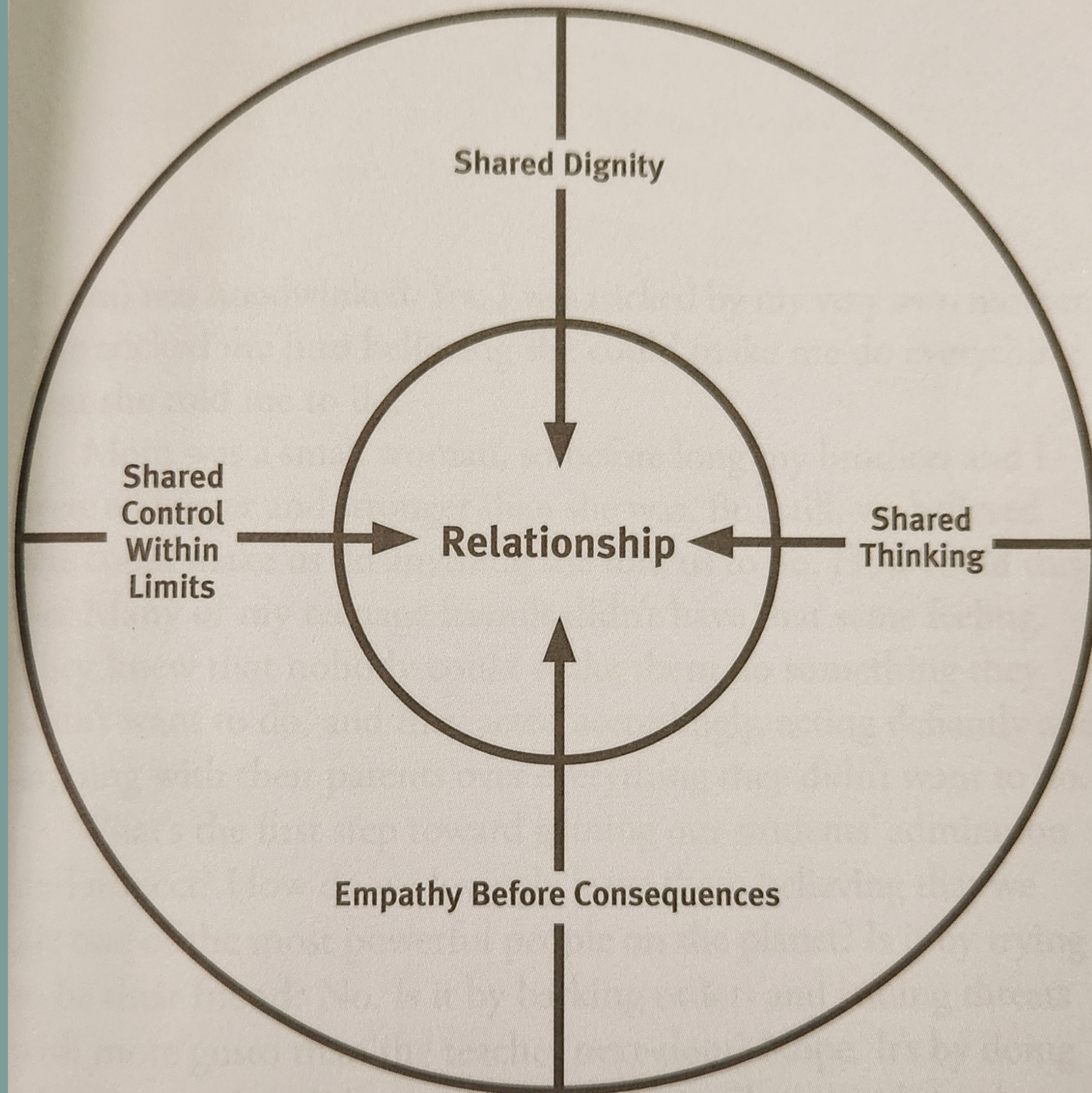
*YOU ARE STILL IN CONTROL AND MAKING THE DECISIONS FOR YOUR
CLASSROOM.*



The background features a solid teal color with several stylized, hand-drawn clouds in a light cream color. The clouds are scattered around the central text, with some at the top, bottom, and sides, creating a whimsical, sky-like atmosphere. The text is centered and reads:

**"ONE THING THAT CAN
NEVER BE TAKEN AWAY
FROM GREAT TEACHERS
IS THEIR ABILITY TO
GET STUDENTS TO LOVE
THEM SO MUCH THAT
THEY DON'T WANT TO
DISAPPOINT OR HASSLE
THEM."**

The Five Core Principles of Love and Logic



GOOGLE DRIVE FOLDER ACCESS



CREATE YOUR CLASSROOM

CORE BELIEFS

1. I believe that every attempt should be made to maintain the dignity of both the adult and the student.
2. I believe that students should know that misbehavior makes adults angry.
3. I believe that students should know that misbehavior results in loss of privileges.
4. I believe that adults should be respected because they are the adults.
5. I believe that students should be guided and expected to solve the problems they create without making problems for anyone else.
6. I believe that students should expect rewards for good behavior.
7. I believe that students should be given the opportunity to make decisions and live with the results, whether the consequences are good or bad.
8. I believe that misbehavior should be handled with natural consequences instead of punishments whenever possible.
9. I believe that students should know that the adults are the bosses and in control at all times.
10. I believe that students should have the opportunity to tell their side of the story (due process

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11. I believe that teachers are responsible for raising student self-esteem.
12. I believe that school problems should be handled by school personnel and that criminal activity should be referred to the proper authorities.
13. I believe that misbehavior should be viewed as an opportunity for individual problem solving and preparation for the real world as opposed to a personal attack on the school or staff.
14. I believe that students should pay for repeat misbehaviors.
15. I believe that it is best if a student does most of the thinking.
16. I believe that there should be a logical connection between misbehavior and resulting consequences.
17. I believe that it is the administrator's job to make students behave so that teachers can teach.
18. I believe that parents should punish their children when they misbehave at school.
19. I believe that prescribed punishments for rules infractions are an important part of maintaining discipline.
20. I believe that every student and every rules infraction should be treated the same way.

The background is a solid dark teal color. It is decorated with four stylized, light teal clouds. Each cloud has a thick black outline and contains several smaller, concentric spiral shapes. The clouds are positioned in the corners: top-left, top-right, bottom-left, and bottom-right.

RULES AND PROCEDURES

Look at yours if you have them!

MY L&L CLASSROOM

7TH GRADE EXPECTATIONS

Rules: The **3 R's**

- We are **READY** to learn
- We are **RESPECTFUL** to others
- We are **RESPONSIBLE** for ourselves

MY L&L CLASSROOM

7TH GRADE EXPECTATIONS

The 3 R's

- You will be treated with respect by me so that you know how to treat me.
- You can make choices as long as they do not cause a problem for others.
- If you cause a problem, I will ask you to solve it. If you can't, or choose not to, I will create a solution.
- Solutions depend on the person and the situation. Fair doesn't equal everyone getting the same thing.
- If you feel as though I have been unfair, talk to be one-on-one about your concerns.

MY L&L CLASSROOM

7TH GRADE EXPECTATIONS

Mrs. Leatherman's Rules for Herself:

- I listen to one person at a time.
- I listen to students who raise their hand and wait to be called on.
- I give credit to papers turned in within 4 days of the due date
- I argue in person. I do this from 12:15 pm to 12:30 pm and on the weekends.
- I grade papers that I can read
- I will do all that I can to help you. I will not make you.

7. DO NOT WARN STUDENTS ABOUT SPECIFIC CONSEQUENCES IN ADVANCE!

Just indicate that you will respond to each problem in an individualized manner, depending upon the unique situation.

WHAT CAN YOU CHANGE?



STRATEGY

"ONE-SENTENCE INTERVENTION"

- *STEP 1: IDENTIFY 6 UNIQUE & POSITIVE THINGS*
- *STEP 2: WRITE THESE DOWN*
- *STEP 3: SHARE WITH THE STUDENT (2 PER WEEK) FOR 3 WEEKS USING "I NOTICED THAT..."*
- *STEP 4: TEST YOUR PROGRESS AFTER 3 WEEKS*



...I see
watch videos instead
allow students to use

. It wasn't my fault!

e and remembering
say?"

It's your fault if I

hat did I say?"

ou don't care."

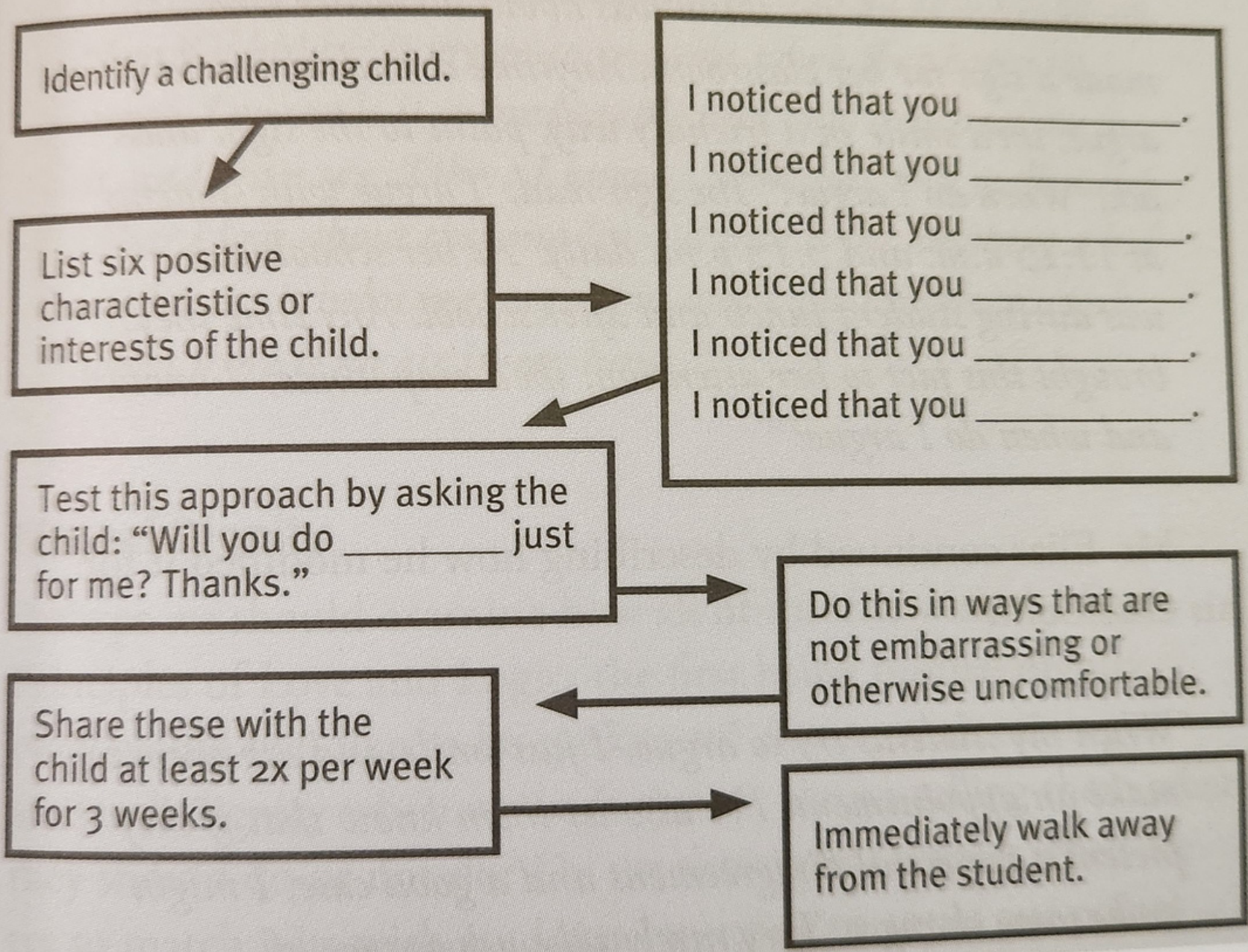
motional): "And

Give me another

nd what did I say?"

No anger or frustration.

The One-Sentence Intervention



STRATEGY

"ONE-LINERS"



- *Go "BRAIN DEAD"*
- *"TEACHERS WHO GET PULLED INTO REASONING
WITH ARGUING STUDENTS COMMIT LEADERSHIP
SUICIDE"*
- *"WHEN DO I ARGUE?"*

When Kids Try to Argue

Resist the urge to think.

Repeat a Love and Logic One-liner:

- *I know.*
- *I love you too much to argue.*
- *What did I say?*
- *I argue at 4 p.m. daily.*

Remember to use very few words.

Move away from the child.

No sarcasm.

No lectures.

No anger or frustration.

REMEMBER:
The One-Sentence Intervention

The One-Sentence Intervention

Identify a challenging child.

I noticed that you _____.

STRATEGY

"DELAYED CONSEQUENCES"

- *MYTH OF IMMEDIATE CONSEQUENCES (MICE, RATS, PIGEONS, MONKEYS)*
- *TOO ANGRY TO THINK*



LOVE AND LOGIC EXPERIMENT:

Delaying the Consequence

TEACHER: "Will you talk quietly as we walk in the hall? Will you do that just for me? Thanks."

STUDENT (with a very snotty tone): "Thanks is something you say after somebody does what you ask. I just laugh at people who say that first. You can't tell me how to talk."

TEACHER (as calmly as possibly under the circumstances): "Oh... no problem... I'm going to have to do something about this. We'll talk later."

STUDENT (defiantly): "So."

TEACHER (walks away reminding himself): This is not the time to deal with this. It's okay if she thinks she's gotten away with this in the short term.

don't want to make this a bigger problem for you than it already

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CHOOSE 1-2 AND PRACTICE.

Choose colleagues to bounce them off of.



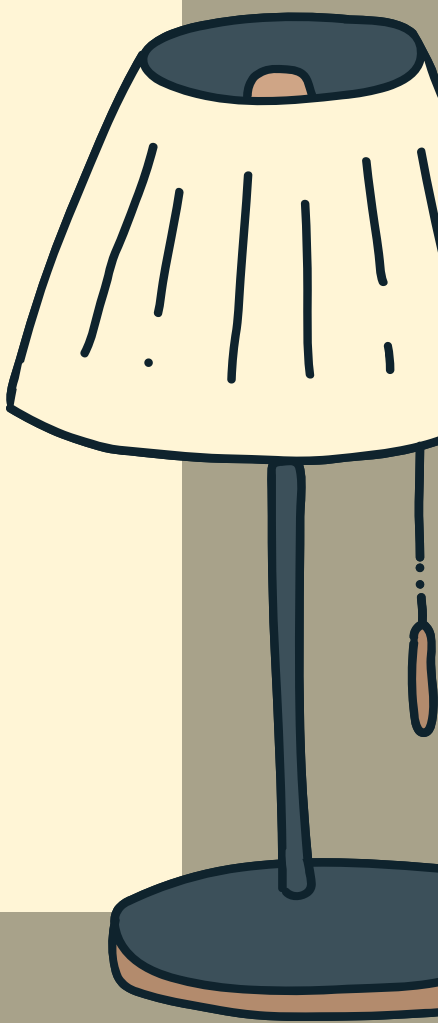
FINALLY...

"SCHOOL SKILLS"

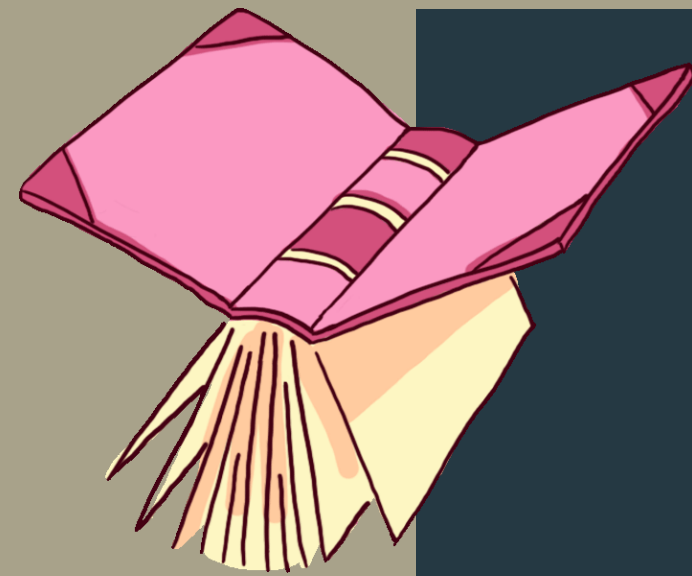
- *TEACH SUCCESS SKILLS*
- *THESE INCLUDE PROCEDURES*
- *EXAMPLES: WALKING IN THE HALLWAY, ENTERING CLASS, DEALING WITH TEASING, ETC.*

"TURN WORDS INTO GOLD"

- *SEE HANDOUT*
- *IT GOES FROM ORDERING TO INVITING*



INFO



HANDOUTS- GOOGLE DRIVE

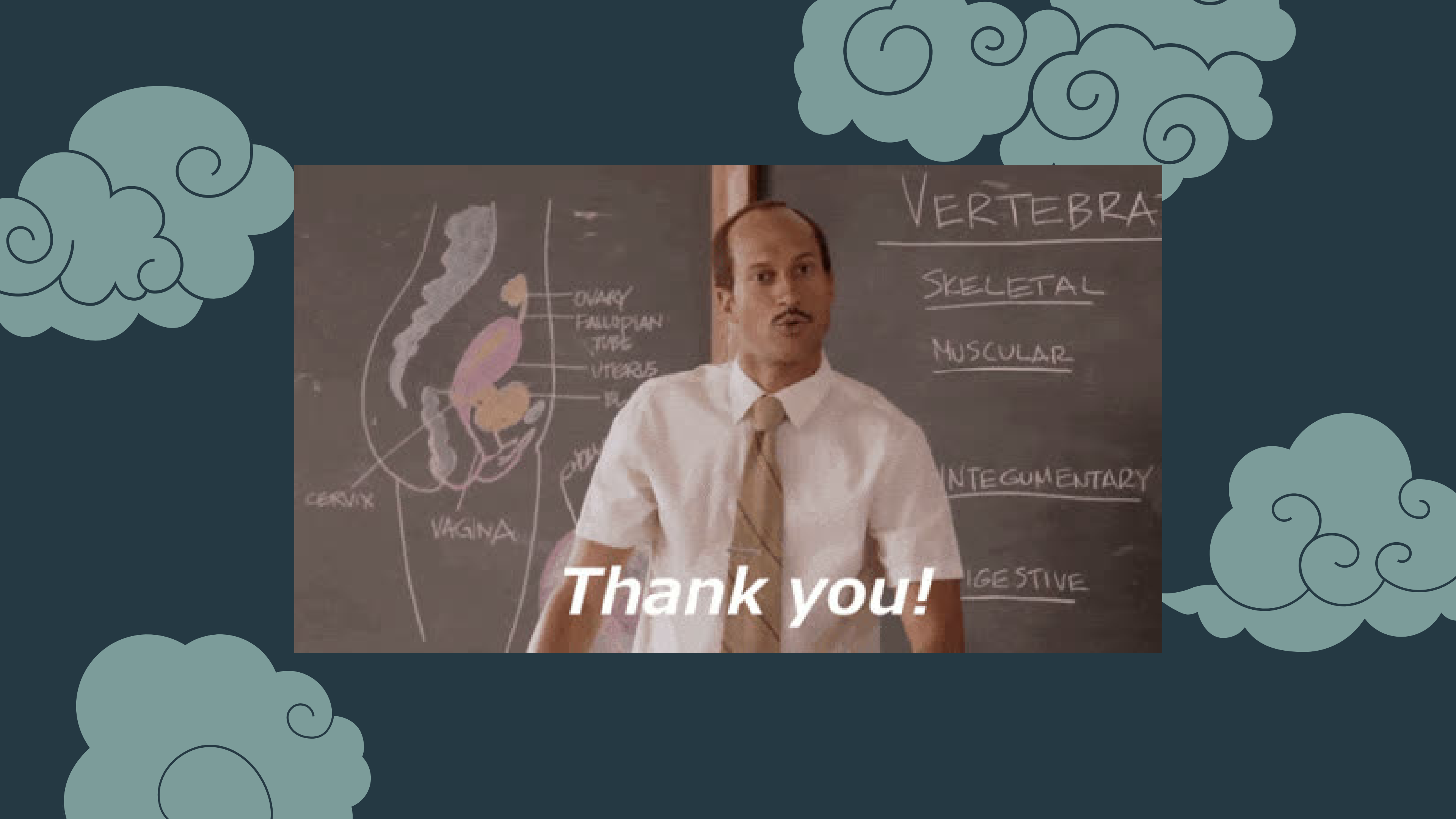
<https://bit.ly/toughlovehandouts>

MY CONTACT

Erin Leatherman

erin.leatherman@mcdowell.k12.nc.us





Thank you!