**RESOURCE HANDBOOK**

***Motivating and Managing Hard to Reach, Uninterested and Disruptive Students***

***Power Struggles Unplugged***

By:

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**Embrace and Use Creative Teaching**

### 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.

Notes:

**Prevention Phrases:**

“Some of you in this classroom are going to do and say rude, nasty, inappropriate mean things. I know you are. I just want to let you know right now that I WILL NOT always be stopping my lesson to deal with it. It doesn’t mean I didn’t hear it, because probably I did hear it, and it doesn’t mean I am not going to do anything about it, because probably I will do something about it. I believe in consequences and there will be consequences in this classroom this year. However, to some of you in the moment it might look like I am ignoring a certain behavior. That’s how it might look to some of you. But 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 are going to be many times this year that I the teacher drop by your desk to deliver a private message that is only for your ears. 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 homework and I am really proud of how well you are doing in this class. Keep up the amazing work!’ Some of you might wonder what I said and start asking me, ‘what did he say? What did he say? What did he say?’ Trust me when I tell you, I will drop by your desk just as often as I drop by everyone else’s desk. But remember, I will not be sharing that message with the entire group!”

**Preventing Motivation and Discipline Problems:**

* Optimism is so hard and so important.
* Become a “2nd to last word” person!
* ABT (Always be teaching).
* Never stop building relationships.
* Understand that changing behaviors is a roller coaster ride!
* Grade students by comparing them to their own previous work.
* Use “Prevention Phrases” early and often!
* Continuously tell students what is going to happen before it happens!

Notes:

**Why Students 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)

Notes:

**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:**

* **Always 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 whatever they want.** (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).

**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 my a\*\*. 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!

**Power Struggles are Always About the Same Thing:**

* 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 your kids in class.
* Get back to teaching.
* Stop the behavior.
* Remain calm.
* Allow student to *Save Face*.

Notes:

**Eight Steps to Defusing any Student:**

1. Become a 2nd to last word person.
2. Recognize the battle is about to happen.
3. Use humor.
4. Use PEP (privacy, eye contact, proximity).
5. Listen (hear what the student is saying, not how they are saying it).
6. Acknowledge (let them know you hear them).
7. Agree (let them know that they are or might be right).
8. Defer (we will discuss this at a later time).

Notes:

**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.

Notes:

**Values vs. Rules:**

**Values are**:

* Broad and subjective.
* Made by the teacher.
* More important than rules!
* Tell a student “why” they are following a rule.

**Rules are**:

* Narrow, focused, and specific.
* Can be measured and offer no debate.
* Made by students and the teacher.
* Tell a student “what” to do.

**Examples of Values:**

* Respect yourself, respect each other and respect this place.
* You will be responsible for yourself and this place.
* Treat people BETTER than you like to be treated.
* Be a good listener.

**Examples of Rules**:

* Keep hands and feet to yourself!
* Bring a pen and paper to class every day.
* Turn in homework the day after it is assigned.
* Be in your seat when the bell rings.
* Remember, good rules leave no room for argument. And kids will argue anything they can!

