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# Relationship-based School & Classroom Management


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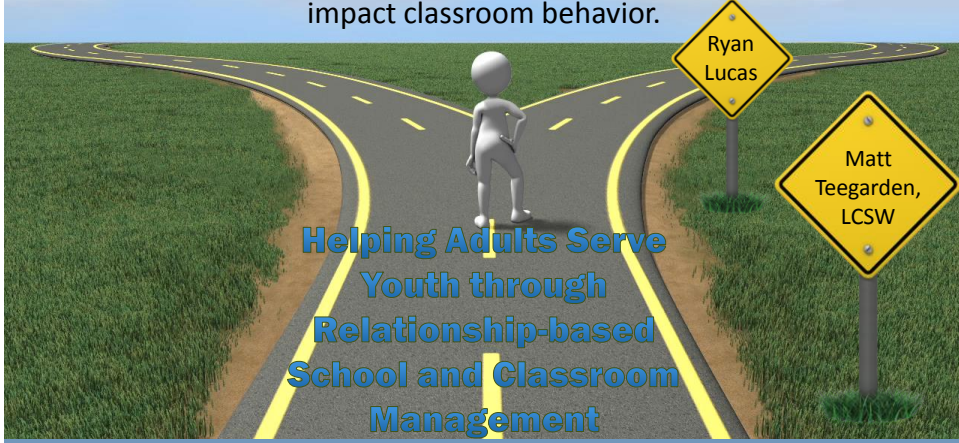
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Never doubt the power of a well organized, engaging, and supportively challenging lesson plan to positively impact classroom behavior.



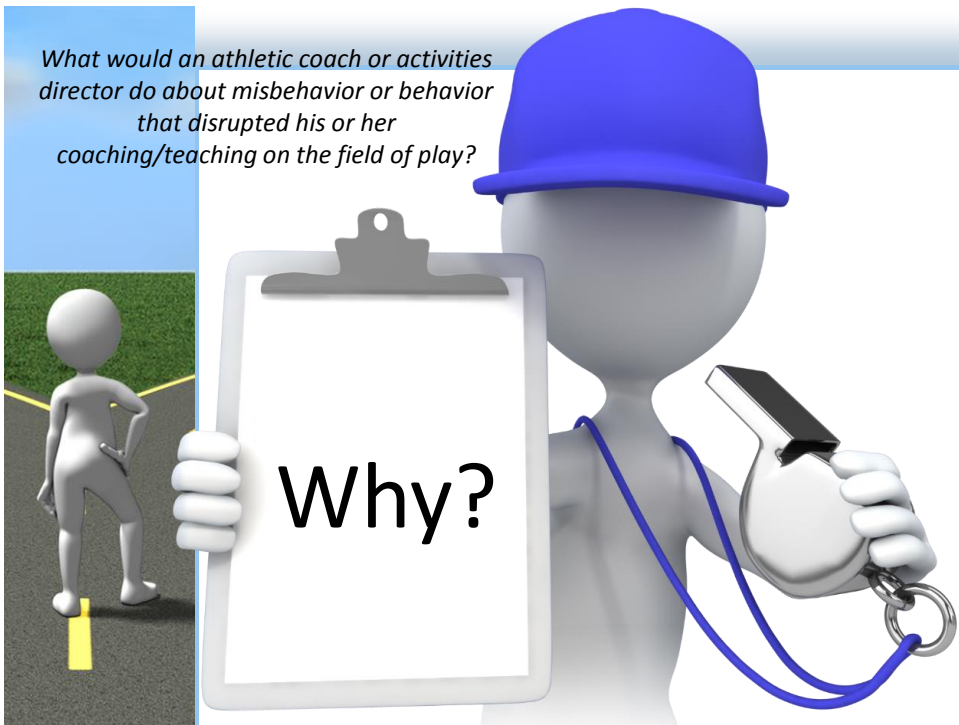
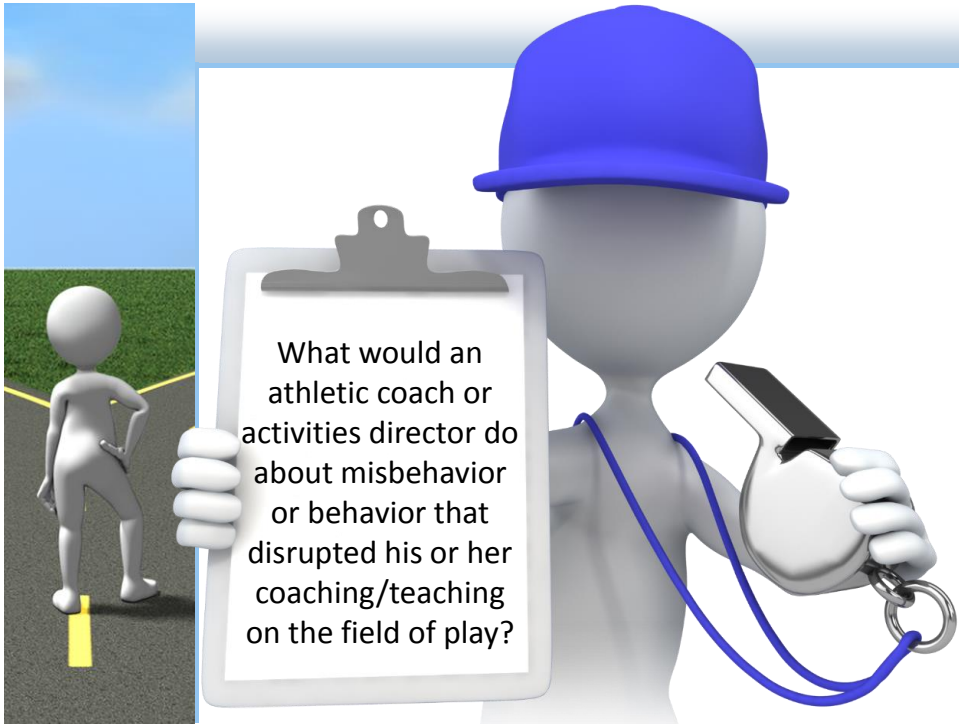
### The Power of a Mission

**What is your mission in working with young people and their families?**

Please be thinking about one adult who profoundly impacted your life in a positive way and one who profoundly impacted your life in a negative way.

What one word or short phrase would describe each?





*What would an athletic coach or activities director do about misbehavior or behavior that disrupted his or her coaching/teaching on the field of play?*

**Why?**

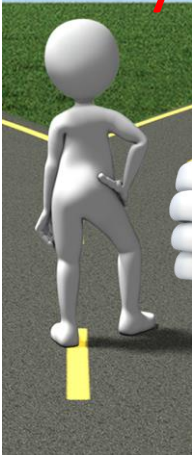


“What I am teaching you is **essential** to **your** and **our** success in the game or in the performance and I will **not** send you out there unprepared to do **your** and **our** best.”



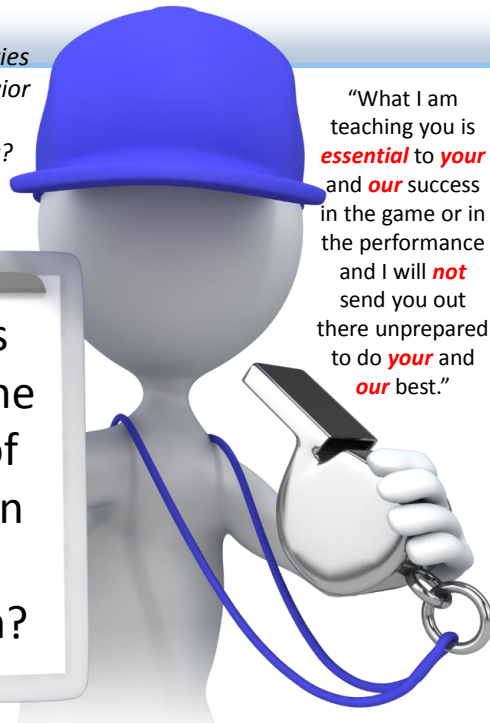
*What would an athletic coach or activities director do about misbehavior or behavior that disrupted his or her coaching/teaching on the field of play?*

**Why?**



Does this apply to the process of instruction in the classroom?

“What I am teaching you is **essential** to **your** and **our** success in the game or in the performance and I will **not** send you out there unprepared to do **your** and **our** best.”



**Effective Discipline and Behavior Management:  
It's (Almost) All About the Relationship**

**Looking at a behavioral event with a  
systemic focus**

What was communicated...

To the victimized students  
in the classroom who left  
(and their families?)



**Effective Discipline and Behavior Management:  
It's (Almost) All About the Relationship**

**Looking at a behavioral event with a  
systemic focus**

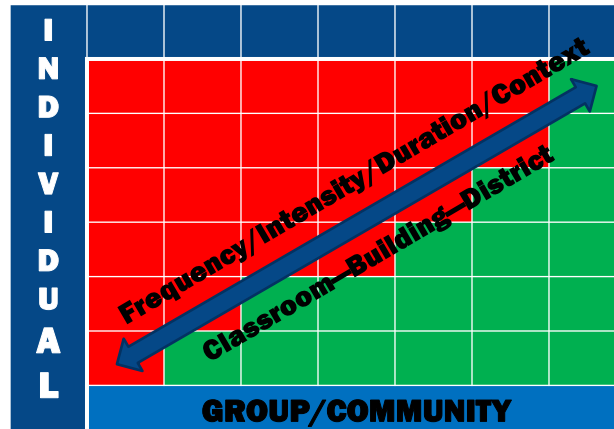
*The process is bigger than the behavior.  
Who are you responsible to and for what?*







## Effective Discipline and Behavior Management: It's (Almost) All About the Relationship



## Effective Discipline and Behavior Management: It's (Almost) All About the Relationship

Matt Teegarden, L.C.S.W. Behavior Management Philosophy Statement:

We have three overriding norms or principles of discipline and behavioral expectations:

1. We will be safe.
2. We will be respectful.
3. We will be learning.

Relationship assessment and engagement is the essence of discipline and behavior management. It is what separates **compliance** from **cooperation** and **rules** from **norms**. Greatness is a product of cooperation/collaboration based on commonly held norms not compliance to externally imposed rules.



**Our goal is to use the right intervention with the right student at the right time with the right student for the right reason.**

**This demands that we understand and have a relationship with the student, at least.**



### **What are the Keys to Collaborative Discipline and Classroom Management?**

- A. Present an **AUTHORITATIVE** (Both Hierarchical and Affiliative but NOT *Authoritarian*) Presence as the Adult in the Milieu;
- B. Clearly State, Post, and **Teach** Your **Expectations**/Work with the Group to Establish **Norms** about how those **Expectations** will look in your classroom;
- C. **Consistently** Enforce Consequences in a **Firm, Fair, and Assertive** Manner-**Don't Confront What You Will Not Consequence**; and,
- D. Never Doubt the Power of **Documentation** (Positive and Negative):
  - If you didn't document it, it didn't happen unless-
  - You are going to be somehow held liable. Then if you didn't document it you are in deep trouble.



## Authority vs. Power

# Authority Leads to...

*Ability to...*

require a change in  
behavior

*Using...*

rules and regulations

*Due to...*

established role within  
the community

**COMPLIANCE**

**REBELLION**

**RESENTMENT**

**ANGER**



## Authority vs. Power

# Power Leads to...

*Ability to...*

influence behavior

*Using...*

personal relationships

*Due to...*

investments (*some big and  
some small*) that add up  
over time

**COOPERATION**

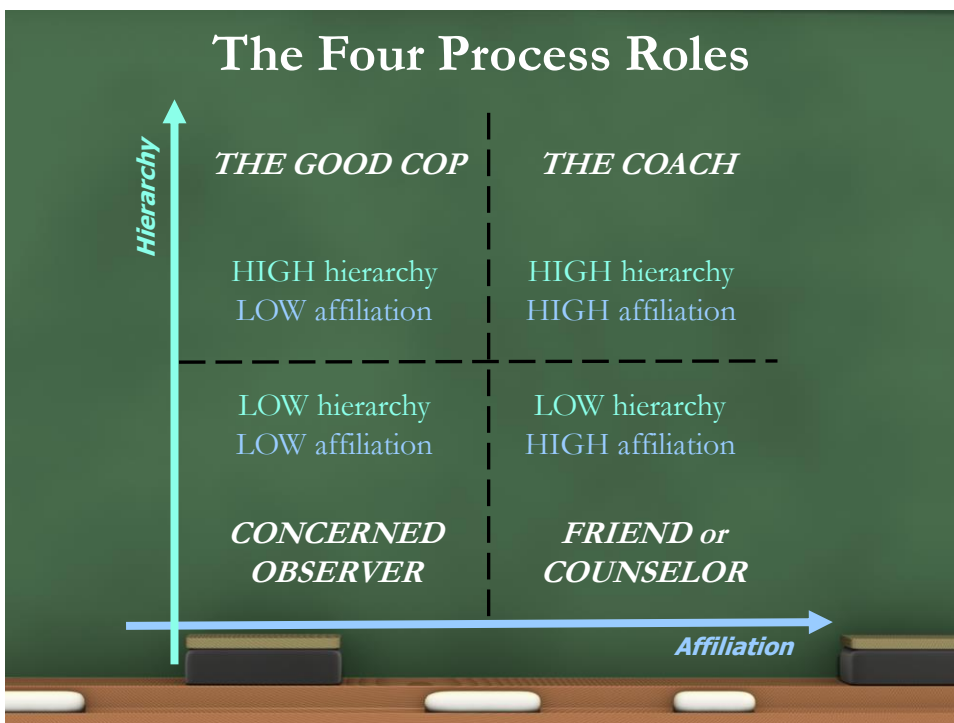
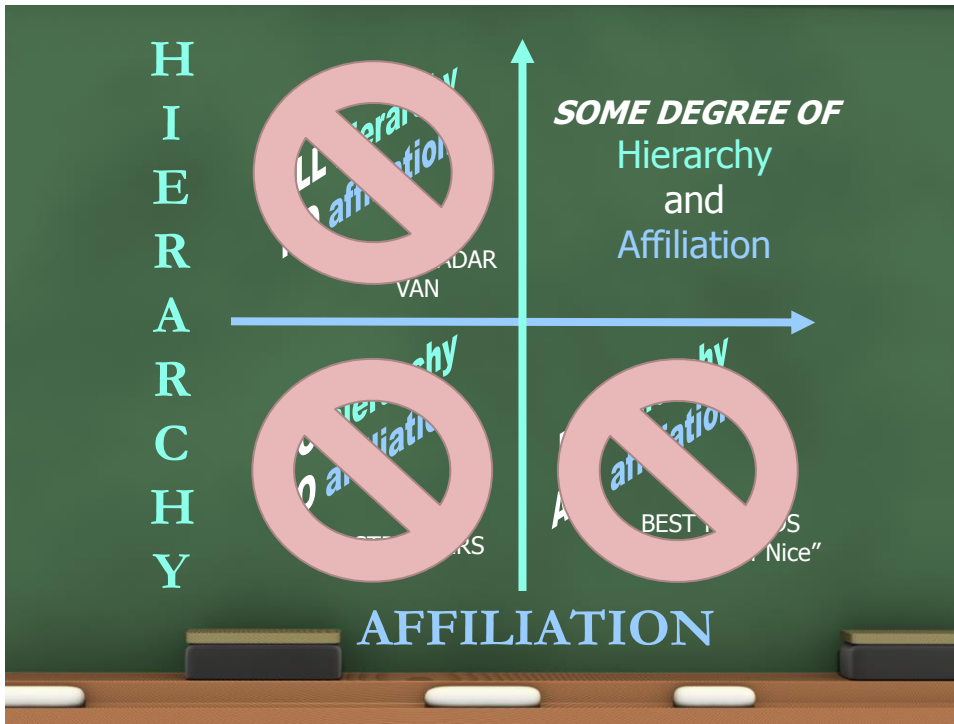
**PROGRESS**

**MUTUAL RESPECT**

**LEARNING**







# The Concerned Observer

↓ LOW hierarchy   ↓ LOW affiliation

Offers **Support** by allowing choice and **Natural Consequences**



Used when CHOICE and SELF-RELIANCE are more important than structure.

Used when students are mastering a skill or are simply learning to socialize.

Allows for behavior modification through NATURAL CONSEQUENCES.

# The Concerned Observer

↓ LOW hierarchy   ↓ LOW affiliation

Action	Natural Consequence
--------	---------------------

Learning to ride a bike and taking a turn too fast.	→	Falls on bike; learns that they should slow down around corners.
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Student forgot his coat after being dropped off for school.	→	Student is cold while lining up before school; he remembers to grab coat when leaving car the next morning.
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Two students disagree about the next step on a group project.	→	Students eventually agree on the next step, either through compromise or through peer intervention; students are better prepared to solve future disputes
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## The Concerned Observer

↓ LOW hierarchy   ↓ LOW affiliation

- Used when students are mastering a skill in a class.
- Used when students are socializing during lunch, recess, passing periods.

## The Good Cop

↑ HIGH hierarchy   ↓ LOW affiliation

Offers **Structure** and **Support** through a **Positive Experience of Authority**

**Demonstrates Five Things:**

1. Respect
2. Honesty
3. Fairness
4. Follow-through
5. Concern



# The Good Cop

Steven,

**RESPECT:** Uses name and addresses the child personally.

I really don't want to send you to the principal's office...

**HONESTY:** Shows that you really don't want to punish them.

...but I have talked to you twice about putting others down...

**FAIR:** Age-appropriate number of warnings have been given.

...and if you continue to put others down, I will send you to the office.

**FOLLOW-THROUGH:** The consequences are reasonable and enforceable.

I hope you do the right thing.

**CONCERN:** Shows the student you want them to make good choices.

# The Good Cop

↑ **HIGH** hierarchy    ↓ **LOW** affiliation

Used when there is **LOW** Affiliation and setting up structure is necessary or a Positive Experience of Authority is needed.

**LOW** affiliation **DOES NOT** mean that I don't care; It means it's **NOT PERSONAL**.

# The Coach

↑ HIGH hierarchy    ↑ HIGH affiliation

Offers Support and Challenge




The “Punch and Pat” discipline approach can be used in this role.

# The Coach

## *The “PUNCH AND PAT” Approach*

“THE PUNCH...”



You know, I can’t believe you went and put that other student down. That will not be tolerated in this classroom. And what’s more, I know I won’t have to talk to you again about this and you know why?

**Challenge**

Makes it clear that the behavior is unacceptable and that better behavior is expected.

“...AND PAT”

Because you’re better than that.  
I know you are.

**Support**

Shows there is an affiliation with the student and a genuine caring exists for them.



# The Coach

*The "PAT AND PUNCH" Approach*

"THE PAT..."

I know you can do it...

**Support**  
Shows there is an affiliation with the student and a genuine caring exists for them.

"...AND PUNCH"

...now you'd better get it done.

**Challenge**  
Makes it clear that something needs to be done.

# The Friend/Counselor

↓ LOW hierarchy    ↑ HIGH affiliation

Offers **Support** and **Empathy** by putting feelings before behavior

In what situations do educators value students' feelings before addressing behavior?

What are some dangers of being "friendly?"

What's your default role?

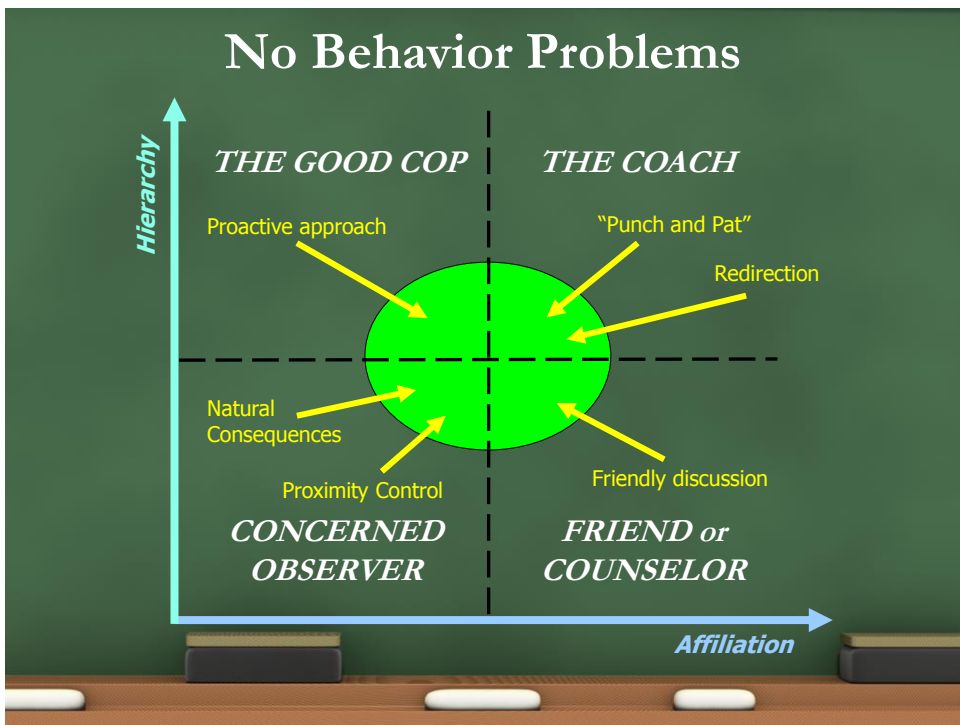
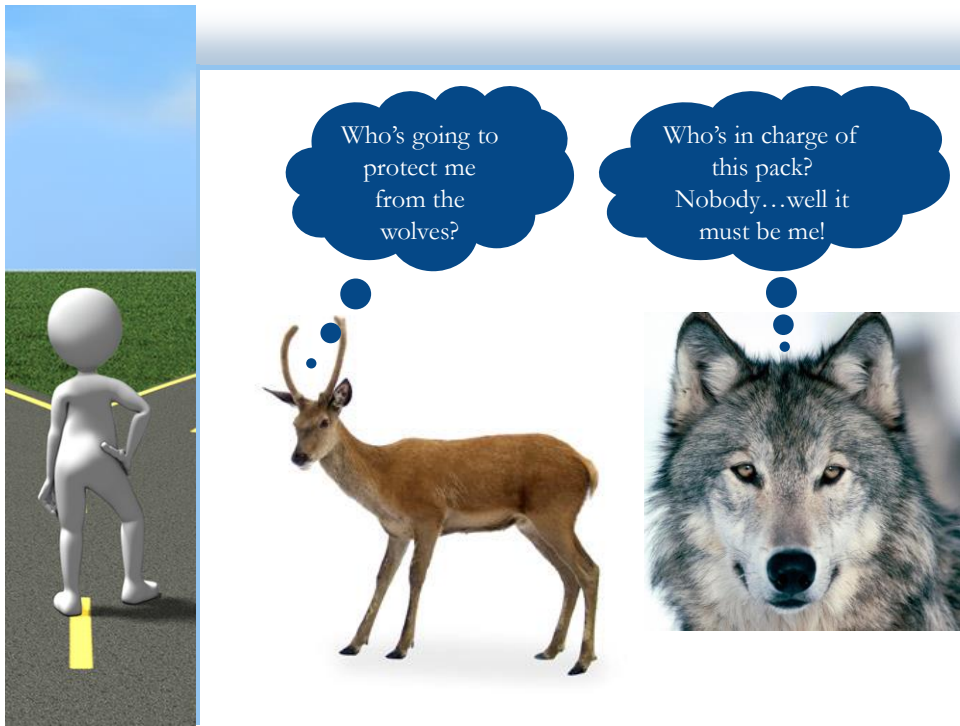
*And which role do you avoid?*

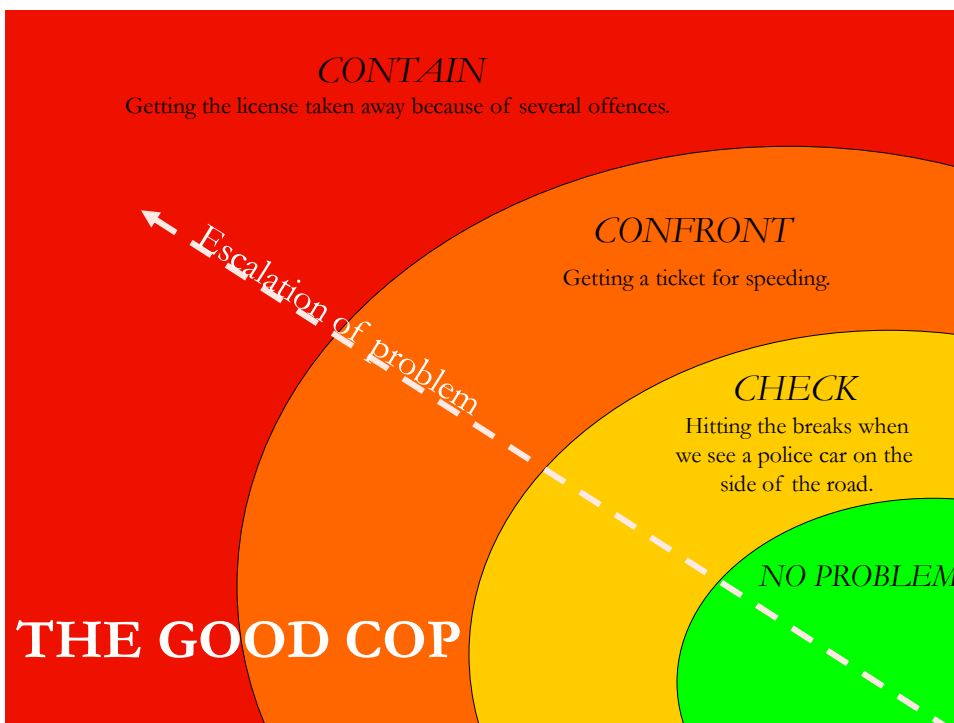
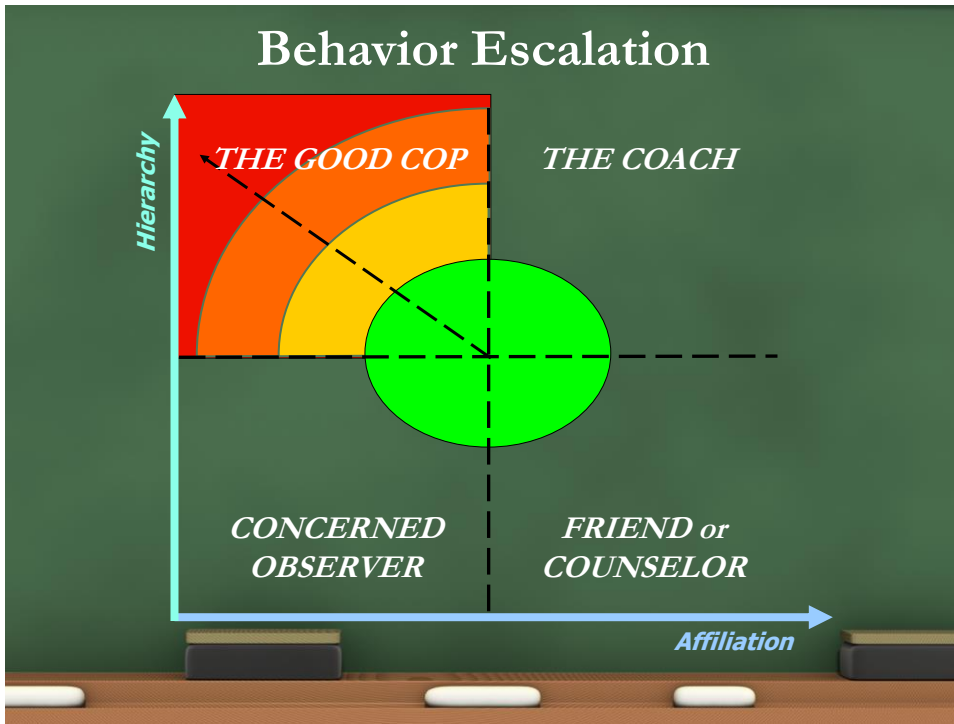


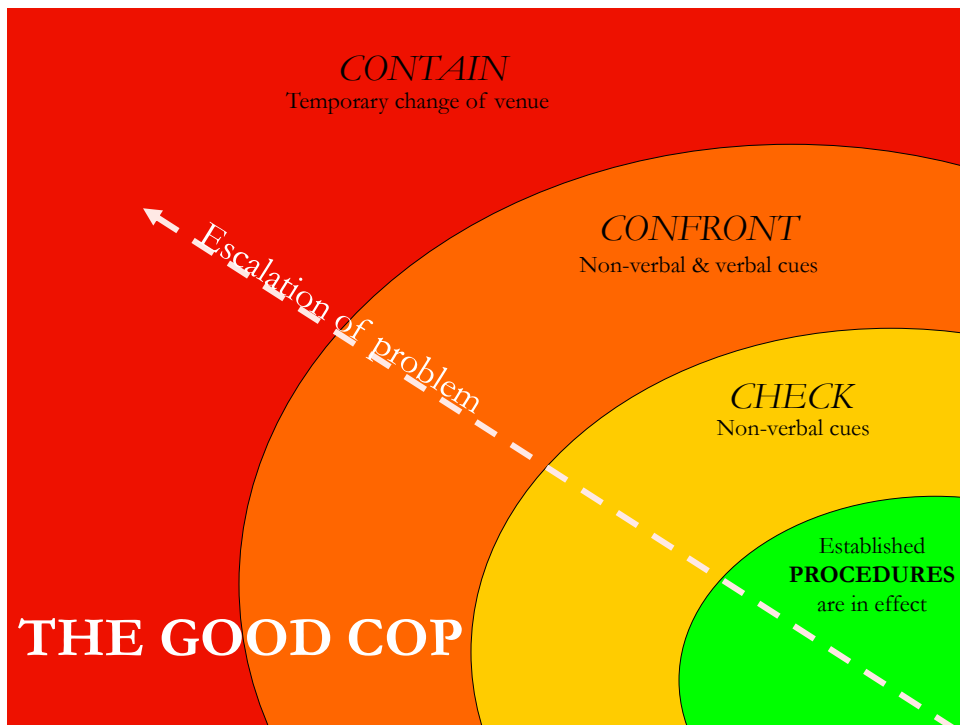
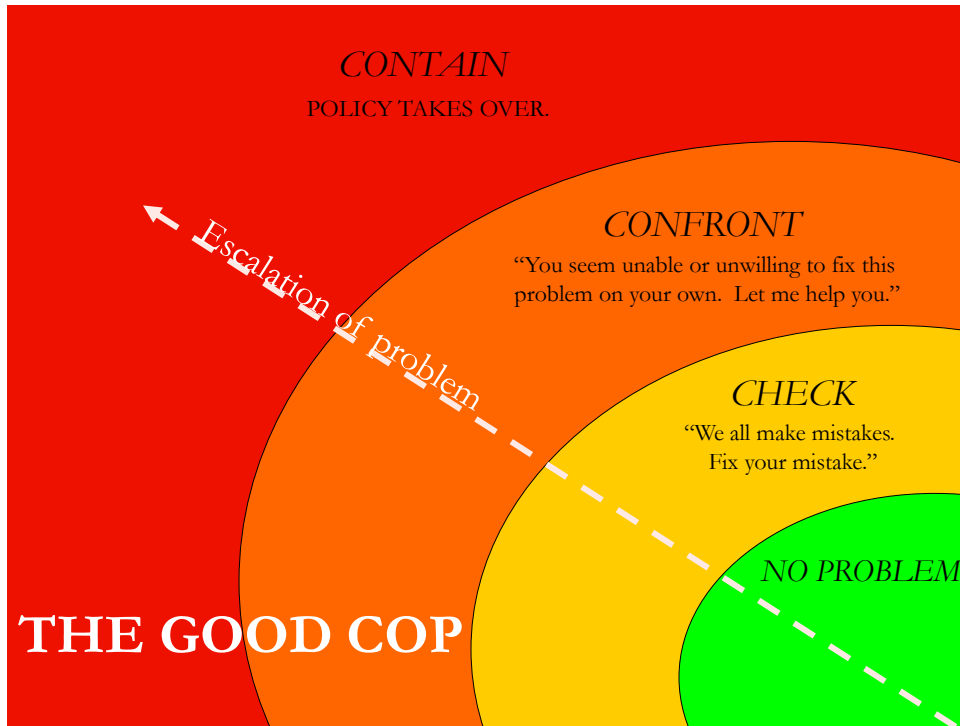
### Three Guiding Questions

1. What Are You Doing?
2. Why Are You Doing It?
3. Who Are You Doing It For?











### Why Move From Role to Role?

**If all you ever do is...**

**Then all you will become is...**

GOOD COP

A BAD COP. The children you work with will see you as mean or abusive.

COACH

THE RESCUER. The children you work with become totally dependent on you.

FRIEND & COUNSELOR

PALS. You lose any sense of authority you have with the children you work with.

CONCERNED OBSERVER

INVISIBLE. The children you work with won't see you as an important part of their lives.



### Four Directives

1. Know your **ROLE**
2. Know your **GOAL**
3. Be **PROACTIVE**
4. Do no harm



# Questions and Feedback



## **The Roots**

- 1938 Lippett and Lewin
- Situational Leadership
- Structural-Strategic Family Therapy
  - Stephen Covey
  - Greg Dalder, L.C.S.W.
  - Matt Teegarden, L.C.S.W.

## **The Origin**

- The Tennyson Center for Children and Families

## **The Evolution**

- Basic Behavior Management
  - Creating/Maintaining a Therapeutic Milieu
  - Group/Team Leadership
- Parent Training and Empowerment
- School-Community Partnership

**The Relationship-Based Model:  
Standing on the Shoulders of Giants**



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**The Relationship-Based  
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Standing on the  
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