Warm Up Survival Exercise

1. How to SURVIVE A BULL STAMPEDE:
   (a) Lay down and curl into a ball.
   (b) Run alongside the bulls.
   (c) Kneel in the street and pray for Divine Intervention.

2. How to SIGNAL RESCUERS WHEN LOST:
   (a) Light three fires in a triangle shape during the day.
   (b) Wait until nightfall and light one large fire.
   (c) Beat out SOS in Morse Code on pots and pans.

3. How to TAKE A PUNCH TO THE HEAD:
   (a) Turn at the last minute and take it on the jaw.
   (b) Move into the blow, take it on the forehead.
   (c) Push your best friend in front of you and let him or her “take one for the team.”
Part 1: A Professional Approach

Typical Behavior Problems

Part 1: Brainstorm a list of common behavior problems seen with youth.

Include problems in classes, in hallways, during events, etc. whether with peers, adults, or alone. Be specific (e.g., “Fails to do work in class” rather than “Irresponsible”).

[ ] • _____________________________________________________________
[ ] • _____________________________________________________________
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[ ] • _____________________________________________________________
[ ] • _____________________________________________________________
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Part 2: Categorize each of these problems. Consider the primary effect of the behavior upon the learning environment.

Category 1. Distracting
Mildly distracts 2-3 others from being able to work. E.g., Talking with another student.

Category 2. Disruptive
Seriously disrupts a large portion of the class from its tasks. E.g., Loudly arguing with several other students.

Category 3. Destructive
Causes damage to property. E.g., Throwing a chair across the room.

Category 4. Dangerous
Creates harm or serious potential of harm to self or others E.g., Banging head on wall.
Part 1: A Professional Approach

**TBM Model**

The TBM Model suggests that decisions in crisis should be made by first assessing the level of imminent danger, then determining the psychological source of the issue. Deliberate or intentional problems can often be handled with RULES (corrective behavior management), but emotional crises require interventions based on RELATIONSHIPS (counseling and de-escalation).

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**Problem!**

- **Immediately Dangerous?**
  - Deliberate?
    - Corrective Response
      1. Surface Management
      2. Fair Warnings
      3. Giving Consequences
  - Emotional?
    - Counseling Response
      1. Giving Space
      2. Active Listening
      3. Problem Solving

- **Not Immediately Dangerous?**
  - Deliberate?
    - Corrective Response
  - Emotional?
    - Counseling Response

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**Crisis Response**

1. Redirect
2. Removal
3. Restrict
4. Restrain

With the assistance of additional adults as needed to assure the safety and security of those involved.

Follow up with documentation, consequences, restitution, conferencing, counseling, etc.

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Model created by Dr. Steve Parese, 1994
Dr. William Glasser’s work suggests that youth from harsh environments or with poor role models may have learned to meet their social needs through unhealthy or unacceptable behaviors. This “functional misbehavior” can sometimes be prevented when prosocial alternatives are provided.

For Thought: Look at some of the misbehaviors you listed earlier. Which social needs are being met by these misbehaviors?
Part 3: Managing Deliberate Misbehavior

Skill: Surface Management Techniques

Minor misbehaviors can often be managed without classroom disruption using the surface management techniques described below. How many of these are you ALREADY using?

1. Planned ignoring
“I’m glad to see that most of you have put away your projects like I asked. Thanks Jim, Sarah, Bill...” (Temporarily ignoring Tom, who hasn’t begun cleaning up.)

2. Proximity control
“So once you’ve finished page 16...” (Wandering to stand within a few feet of Jennie, who has been whispering to her neighbor) “… go on to page 17, please.”

3. Non-verbal signal
“Let’s go ahead and open our textbooks, please.” (Catching Shakira’s eye and pointing to the textbook in your own hand).

4. Friendly reminder
“Table manners, please.”

5. Interest boosting
“You look bored, Susan. If you’ve finished your seatwork, would you mind looking up something on the computer for me?”

6. Humor
“My hearing aid must be acting up, cuz I thought I just heard whispering when everyone should be working...”

7. Antiseptic bouncing
“Hey Jesse?” (who is being teased) “How about doing me a quick favor? I need 10 copies of this. Would you run up to the office and wait while Miss Jones copies it?”

8. Tag-teaming
“Mr. Davis? Would you see if you can help Todd get back on track? He and I seem to be having a hard time this morning.”

Label each intervention according to the type of Surface Management technique it represents.

__________________ 1. “Nikki, I’ve accidentally spilled something. Would you mind running to the girls’ room and getting me some wet paper towels?”

__________________ 2. “Brittany?” (Raised eyebrows at her intimidating tone)

__________________ 3. “Sure, Ms. Johnson, I’d be glad to help. Alex, how about helping me for a little while with the new bulletin board in the hall?”

__________________ 4. “Heather, you can read your novel if you’ve finished the writing assignment already.”

__________________ 5. “I notice that Alex, Jesse, and Aaron have lined up nice and quiet like I asked.” (Looking away from Pete, who is not yet in line.)
Part 3: Managing Deliberate Misbehavior

Understanding Consequences

A warning of consequences can help students make better choices, and often deters deliberate misbehavior. But if consequences seem like “threats,” they often lead to more resistance and resentment. Understanding different types of consequences helps us use them most effectively.

<table>
<thead>
<tr>
<th>DEFINITION</th>
<th>EXAMPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NATURAL</strong> consequences occur on their own, without staff involvement. Feelings are natural.</td>
<td>Andrew stayed up late playing video games: Andrew falls asleep in school today. His mother is angry at him for disobeying.</td>
</tr>
<tr>
<td><strong>LOGICAL</strong> consequences are applied by adults, and make sense b/c they are directly tied to behavior.</td>
<td>Andrew has to make up missed class time. His father makes him go to bed early tonight.</td>
</tr>
<tr>
<td><strong>PUNITIVE</strong> consequences are also applied by adults, but do not match the behavior or go too far.</td>
<td>Andrew gets 3 days of after school detention. He is banned from baseball for a week.</td>
</tr>
</tbody>
</table>

Analyzing Consequences for Mean Girls

Your school has clear expectations about bullying: “Students are expected to refrain from any physical aggression or verbal harassment intended to cause physical or emotional harm to others.” Despite this, four girls in Mr. Taylor’s class have repeatedly teased and taunted Jessie, a new student. Today, all four put on SARS masks when Jessie enters the room, giggling amongst themselves.

Categorize each consequence below as Natural, Logical, or Punitive.

<table>
<thead>
<tr>
<th>[N]</th>
<th>[L]</th>
<th>[P]</th>
<th>1. Jessie’s feelings are hurt and she leaves the class.</th>
</tr>
</thead>
<tbody>
<tr>
<td>[N]</td>
<td>[L]</td>
<td>[P]</td>
<td>2. The girls must remove the masks and apologize.</td>
</tr>
<tr>
<td>[N]</td>
<td>[L]</td>
<td>[P]</td>
<td>3. They must do extra mathematics homework.</td>
</tr>
<tr>
<td>[N]</td>
<td>[L]</td>
<td>[P]</td>
<td>4. They are not allowed to participate in a fun activity.</td>
</tr>
<tr>
<td>[N]</td>
<td>[L]</td>
<td>[P]</td>
<td>5. Their parents will be notified about their behavior.</td>
</tr>
<tr>
<td>[N]</td>
<td>[L]</td>
<td>[P]</td>
<td>6. Their parents will be angry with them.</td>
</tr>
<tr>
<td>[N]</td>
<td>[L]</td>
<td>[P]</td>
<td>7. Other students are upset that they’ve gone too far.</td>
</tr>
<tr>
<td>[N]</td>
<td>[L]</td>
<td>[P]</td>
<td>8. The girls must attend an empathy-building seminar.</td>
</tr>
<tr>
<td>[N]</td>
<td>[L]</td>
<td>[P]</td>
<td>9. The class is distracted from academic content.</td>
</tr>
</tbody>
</table>

GROUP ACTIVITY: First, choose a MODERATE DELIBERATE MISBEHAVIOR. Then list one Natural, one Logical, and one Punitive Consequence.

MISBEHAVIOR: ____________________________________________________________

<table>
<thead>
<tr>
<th>[N]</th>
<th>[L]</th>
<th>[P]</th>
<th>1. ____________________________________________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>[N]</td>
<td>[L]</td>
<td>[P]</td>
<td>2. ____________________________________________________________</td>
</tr>
<tr>
<td>[N]</td>
<td>[L]</td>
<td>[P]</td>
<td>3. ____________________________________________________________</td>
</tr>
</tbody>
</table>
Skill: Fair Warnings of Consequences

Use a fair warning to inform a deliberately misbehaving youth of the consequences of continued misbehavior, encouraging him/her to make a good choice.

To give a WARNING: Imagine Andrew is repeatedly distracted during a lesson:

Step 1: GET ATTENTION
“Andrew, let me talk with you.”

Step 2: GIVE “IF/THEN” statement of consequences
“If you don’t <CHANGE>, then <NEGATIVE CONSEQUENCE>.”
“If you want <POSITIVE CONSEQUENCE>, then <CHANGE>.”

Step 3: POSITIVE DIRECTIVE
“So get started on your work again right away. Understand?”

Drafting a Fair Warning for Mean Girls

To keep all students physically and emotionally safe, your school has adopted strict rules and consequences about teasing and bullying. “Anyone who deliberately teases or bullies will be asked to leave the classroom, and will have to mediate with staff before returning.”

Miranda is one of the four girls who has been teasing Jessie. Today, as Jessie approaches Miranda’s group at lunch, you see her giggle and reach into her bag for her SARS mask.

1. “Miranda, let me ______________________________________________.”

2. “You know our policy on bullying. If you want to avoid __________
__________________________________________________________ (consequence),
then ______________________________________________________ (change).”

3. “So please ____________________________________________________.”

Return to the deliberate situation with a student in your class or school. Write a statement that offers a fair warning of impending consequences:

1. GET ATTENTION: ______________________________________________

2. IF/THEN STATEMENT: __________________________________________
   ________________________________________________________________

3. POSITIVE DIRECTIVE: __________________________________________
“Managing Deliberate Problems”

Today’s Key Points

Key Point 1. Working with challenging youth requires good judgment and strong skills. The TBM Model provides a framework for interventions, based first on assessing the danger level, then the psychological source of the problem. Deliberate problems can often be managed with reasonable RULES, but de-escalating emotional crises requires strong RELATIONSHIPS.

Key Point 2. Deliberate, learned misbehavior is a rational choice which meets a student’s short-term social needs, often violating the rules or rights of others. It is maintained because it works, though often at the expense of the student’s own long-term best interests.

Deliberate misbehavior can often be prevented when youth are given clear, enforceable expectations, and provided with prosocial alternatives to fill their social needs.

Key Point 3. The only truly legitimate use of consequences is to encourage youth to make better choices by understanding likely outcomes of poor decisions. Warnings of natural or logical consequences are often most effective because they create far less resistance and resentment than perceived “threats” of punitive consequences.

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