

Notes : Power or Revenge – Interventions**Objectives:**

There are **three** different stages and techniques in power/revenge situations:

1. The _____ Stage: _____
2. The _____ Stage: _____
3. The _____ Stage: _____

Always keep in mind:

- Be Prepared – these situations are going to happen, we can take steps to _____
- Remain Unimpressed – students want our _____. They feel powerful when we react. Always remember how students are trying to _____ us and keep your _____.
- Use Mental Reminders
 1. _____
 2. _____
 3. _____
 4. _____
 5. _____
- Check the barometer: _____ and _____ students at the door; this allows us to check their _____.
- Keep your black belt handy: Have the mindset to _____ NOT fight back or retreat.

I. THE RUMBLING STAGE – Make a graceful exit

Warning signs:

We must remain _____. Do not use _____ or _____. Humor directed at the _____ or _____ may bring a more graceful exit.

Teachers cannot actually _____ students do anything. We can acknowledge this and show that we are both _____. This fuels _____.

Strategy #1: _____

- Make an important _____
- Start a _____ on a topic of general interest
- Change the _____
- Do something _____
- The key is to _____ the rest of the class and also _____ from the student
- _____ confrontation

Strategy #2: _____

- Use _____ to postpone resolution
- Then we can choose the _____ to continue the discussion
- Implement a _____ (with guidelines)

Strategy #3: _____

- Keep a _____ handy with a note that says "Please choose the time you prefer a conference with me" and list the _____ you are best available.
- If a student challenges you, _____.
- Pick up the clipboard at _____.
- If the student didn't sign up, _____.
- What are possible times?
- Conferences can be as short as _____ or as long as _____.

Strategy #4: _____

Respond to _____ statements as if they are of _____

1. _____ -- one of the most effective because this is the last response they would expect
2. _____ -- this deflates the student's challenge
3. _____ -- uses reflective listening and states the teacher's position. The format is "To you _____. To me _____."
4. _____ -- Counteract with a positive statement
5. _____ -- inform the student that is not the issue, restate the issue and move on.
6. _____ -- this is a one-liner to communicate to the student the confrontation has ended. We must remain calm!
7. _____ -- "Let me get this straight. I asked you to _____ and you are refusing. Is this correct?"
8. _____ -- If you are losing your cool, remove yourself from the situation; this allows you to save face, regroup, and resolve later

II. THE ERUPTION STAGE – Use Time-Out

Strategy #1: _____

Strategy #2: _____

Strategy #3: _____

Strategy #4: _____

Strategy #5: _____

Implementing Time Out:

1. Language of _____
 - Defuses confrontation because _____
 - Simply state the _____ and the _____
 - Having a choice makes students feel _____
 - The only time this is useless is when the behavior is so disruptive or dangerous the student must be removed immediately
2. The _____ Squad
 - When a student refuses the teacher gives a second choice
 - "Would you like to go by yourself or would you like _____?"
 - Squad should be called immediately whenever _____

Duration of time out:

- First offenders can be given _____
- Older students or repeat offenders might get _____
- Don't offer the student the option of _____
- Students can create a _____ while in time out

III. THE RESOLUTION STAGE – set consequences

Guidelines for effective consequences:

1. _____ Consequences
 - _____ connected to misbehavior
 - Must establish consequences that take place at _____ not at _____
2. _____ Consequences
 - Equal in _____ and _____ to misbehavior
 - Use consequences to teach students to behave _____ not to make them _____
3. _____ Consequences
 - Stated and carried out to preserve _____
 - No _____
 - Not accompanied by _____
 - Consequence is state in _____ terms
4. _____ Consequences
 - Tactic 1: _____
 - Tactic 2: _____
 - Tactic 3: _____
 - Tactic 4: _____
 - Tactic 5: _____

Selecting the Consequence

1. Loss or Delay of _____
 - Loss or delay of _____
 - Loss or Delay of _____
 - Loss or Delay of _____
2. Loss or Delay of _____

- Denied interactions with _____
- Required interactions with _____
- Required interactions with _____
- Required interactions with _____

3. Restitution

- _____ of objects
- _____ of time
- _____ to classmates and teachers
- _____ service

4. _____ Appropriate Behavior

- _____ practice
- _____ reports

Forming Relationships with Students We Dislike:

- Change our _____
- Change our _____
- Act _____ in our ability
- _____ that we care

Teaching Students to Deal with Their Emotions:

- _____ feelings
- Developing _____
 - Classroom
 - Move to a _____ or _____
 - _____ feelings
 - Brief _____
 - Have an _____
 - Personal
 - "What _____ my anger?"
 - "What are my _____ responses to anger?"
 - "How do I _____ my anger?"
 - "Is my _____ effective?"
 - "If not, _____?"