

Table Of Contents

CHAPTER 1

HOW TO BECOME MORE POWERFUL & EFFECTIVE

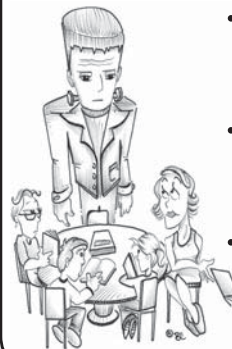


- WHERE DO YOU STAND ON THE MOUNTAIN OF INFLUENCE?
- BECOME THE HIGHLY-RESPECTED PROFESSIONAL YOU'VE ALWAYS WANTED TO BE
- POWERFUL SELF-TALK TO PREVENT BURNOUT & STRESS

PAGE 4

CHAPTER 2

ESTABLISHING AN EFFECTIVE RESPONSE STYLE



- FOUR CRUCIAL CHARACTERISTICS OF AN IN-CHARGE EDUCATOR
- AVOID FIVE STATEMENTS THAT STRIP YOU OF POWER
- EXPAND YOUR INFLUENCE THROUGH POWERFUL BODY LANGUAGE

PAGE 11

CHAPTER 3

MAPS--DON'T LEAVE HOME WITHOUT THEM



- DECREASE PROBLEMS USING "MAPS"--GUIDE STUDENTS TO PROPER BEHAVIOR
- QUICKLY AND EFFECTIVELY TEACH ROUTINES & PROCEDURES
- PREVENT MISBEHAVIOR WITH PROACTIVE ORGANIZATION & COMMUNICATION

PAGE 17

CHAPTER 4

IF IT'S NOT HALLOWEEN, DON'T GIVE OUT THE CANDY



- FOUR WAYS TO USE INTRINSIC VERBAL MOTIVATION
- TEN EXCITING, FREE CELEBRATIONS
- TEACH STUDENTS TO SELF-ASSESS IN ORDER TO SELF-MANAGE

PAGE 26

CHAPTER 5

SIX WAYS TO ROLL UP YOUR SLEEVES THE RIGHT WAY



- WHAT TO DO WHEN YOU DO EVERYTHING RIGHT & THINGS STILL GO WRONG
- WORD-FOR-WORD SCRIPTS TO FIT EVERY SCENARIO
- FIVE BEST ANSWERS TO STOP BACK TALK

PAGE 37

CHAPTER 6

FOUR METHODS TO ENSURE EASY & EFFECTIVE DOCUMENTATION



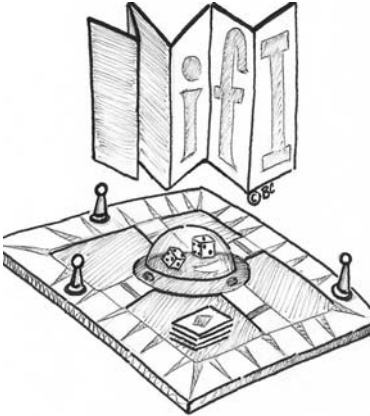
- DOCUMENTATION THAT WILL PROTECT YOU
- HOW TO AVOID PARENT SHOWDOWNS WITH COMPELLING RECORDS
- CHRONICLE MISBEHAVIOR WITH SPECIFICITY IN JUST SECONDS

PAGE 57



The "IF I ... GAME"

(Manipulation)



STUDENT:

If I say/do _____, the teacher might _____.

Example: If I say, "I don't want to, the teacher might not make me do it."

TEACHER:

To be effective, say, "**I understand that...**" or "**I know that...**" and repeat

what manipulative statement/action the student has made.

Then, tell the student what you expect him/her to do.

Say, "**I understand that you don't want to. If you want to go to seventh, then the sixth grade work needs to be done.**"

Do you need any help?"

1. Crying "*I understand that it's sad.*" It's still time for bed.
2. "This is stupid!" "*I understand that you think this is stupid...*"
3. "I hate this stuff!" "*I understand that this may not be your favorite thing to do...*"
4. "You're mean!" "*I understand that you think I'm mean...*"
5. "That's not fair!" "*I understand that you think it's not fair...*"
6. "Other kids were doing it, too!" "*I understand that you want to talk about other students...*"



"If I...Game" Activity

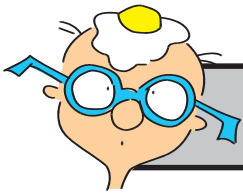
A direction you might give one of your challenging students _____

What might be the student's "If I Game..." (manipulative answer)?

If I (student says/does) _____

the teacher might _____

What would you answer? _____



Managing Refusers When You Have No Time

Are there days when you have more lesson than you have time? That's precisely when a "refuser" robs you of the precious time by distracting others from their tasks.

To get back on track *quickly*, rather than use the technique on page 39, use this instead! Continue to teach as you move to the area where the refuser is located. Anchor quickly at the refuser's work area, saying:

"(Name), I need you to (give specific direction)."

If the student argues, or plays the "If I ... Game."

"She did it to me first."

(The student is thinking: If I say, "She did it first," the teacher might leave me and go to her.)

You repeat:

"(Name), I need you to (give specific direction)."

If the student argues, or again plays the "If I ... Game," say the following:

"(Name), (pause, giving Big Eyes) I need you to (pause) (give specific direction). Thank you." (Walk away.)

THERE ARE ONLY 2 THINGS THIS STUDENT CAN DO:

1. Follow your direction
2. Not follow your direction

Continue to teach. If the student does not follow your direction within ample time, your Vision Management® plan goes into effect. Apply a learning choice.



The "When-You-Have-No-Time" Activity

What is something one of your more challenging students might do when you feel you have no time to manage the disruptions?

WHAT WOULD YOU ANCHOR AND SAY?	EXAMPLES:
1. _____	"Rob, stop talking. Finish your work."
2. _____	"Rob, stop talking. Finish your work."
3. _____	"Rob, (pause, giving Big Eyes) stop talking. (pause) Finish your work."
4. _____	Walk away. Give time for redirection to occur.
5. _____	"Do you not care about your work? Please move to the Refocus Area."

