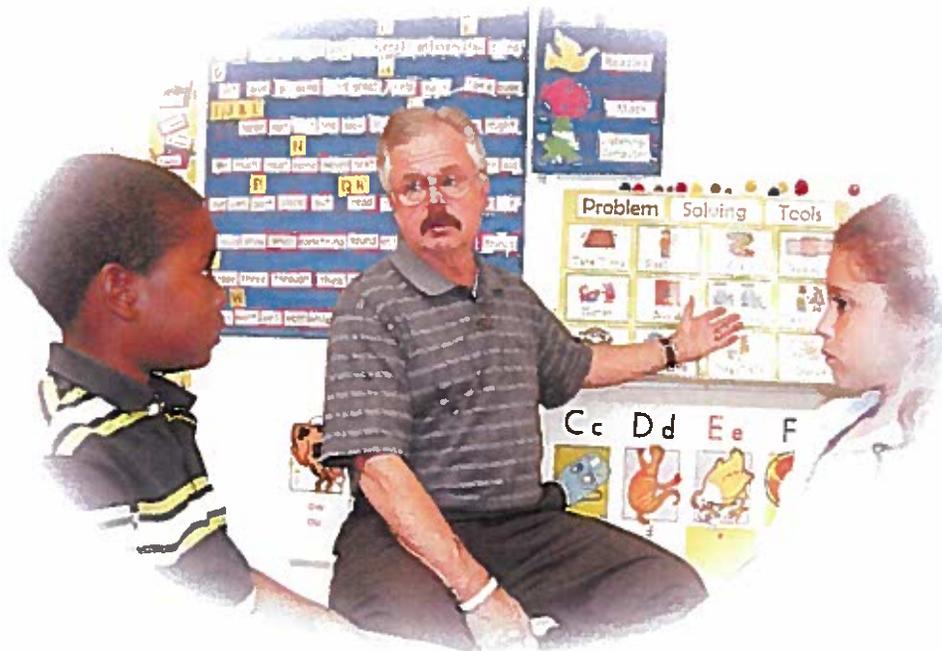


A Practical Approach to  
**Classroom Management and Discipline**

**Part III: Strategies for Dealing with  
Difficult, Challenging Students  
Grades K-2**

**PD RESOURCE KIT**



**Bureau of Education & Research**

**A Practical Approach to Classroom  
Management and Discipline  
Grades K-2**

**Part III: Strategies for Dealing with  
Difficult, Challenging Students**

**PD Resource Kit**

**RESOURCE GUIDE**

**By Gene Bedley and  
Mona Roach, PhD**



**Bureau of Education & Research**

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## Bureau of Education & Research

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Thank you for your interest in *A Practical Approach to Classroom Management and Discipline, Grades K-2, Part III: Strategies for Dealing with Difficult, Challenging Students.*

A majority of misbehaviors in primary classrooms can be prevented by establishing an organized, supportive learning environment, working with students throughout the year to be responsible and building their skills as problem-solvers. However, even in a well-managed classroom setting, teachers may need to contend with children who are noncompliant or disruptive.

This program demonstrates practical, classroom-tested strategies for intervening with a wide range of challenging student behaviors. You will also see a variety of techniques for helping young students gain control of their behavior and act more responsibly.

This PD Resource Kit contains a comprehensive Resource Guide and DVD with video clips for use in PD sessions. We have designed each PD Resource Kit to be used by:

- PD facilitators to support PD sessions with groups of any size
- Individuals and small groups interested in self-study

The Resource Guide contains suggestions for utilizing the PD Resource Kit and a variety of print resources that may be reproduced for use by participants in their own classrooms.

Sincerely,

Mona Roach, PhD  
Media Training Manager

## **ABOUT THE TRAINER . . .**

**GENE BEDLEY** is an award-winning educator and an outstanding presenter. Gene has received numerous honors including PTA National Educator of the Year, the National Rotarian Paul Harris Award, and the Milken Family Foundation National Educator Award. Gene has authored numerous books and materials that are being used across North America by educators and parents. As a frequent keynote speaker and presenter, Gene is known for his highly practical, humorous, heartfelt presentations.

## **ABOUT THE BUREAU...**

**BUREAU OF EDUCATION & RESEARCH** is North America's leading provider of PD events and resources for professional educators. Founded in 1976, the Bureau provides national and regional PD programs across the United States and Canada. The Bureau also offers additional high-quality PD resources:

- **PD Resource Kits** contain outstanding video clips and supporting print resources designed for schools and districts to use to conduct their own PD sessions
- **Online PD Courses** contain outstanding video clips and supporting print resources designed for individuals and groups of educators to learn at their own convenience
- **On-Site PD Services** enable schools and districts to bring outstanding BER Trainers to their own sites to facilitate customized professional development
- **National Train-the-Trainer Programs** on cutting-edge topics enable schools and districts to train their own staff members who then conduct site-based professional development sessions

For further information about Bureau PD programs and resources, please contact us: [www.ber.org](http://www.ber.org) or toll free (800) 735-3503.

# **A Practical Approach to Classroom Management and Discipline Grades K-2**

## **Part III: Strategies for Dealing with Difficult, Challenging Students**

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# **PROGRAM GUIDE**



**Bureau of Education & Research**



# Suggestions for PD Trainers

## General Information

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This section of the *Resource Guide* is designed for those who will be presenting this material in a workshop format. If you are viewing the program by yourself or with a small group, please turn to page 11 for suggestions appropriate to your needs.

Video instruction can be a powerful way to demonstrate effective teaching practices and provide opportunities for discussion. As you guide participants through this program, the most effective strategy is to show a segment, then stop to ask questions and use the related print resources. You may decide to show viewers a particular segment more than once to clarify some finer points of the teaching. We encourage you to tailor your training sessions to match the expertise and experience of your participants.

## Overview of the Program

In the first section of this program you will see practical, classroom-based strategies for redirecting a wide range of inappropriate, disruptive student behavior.

Section two focuses on managing angry, defiant student behavior by teaching students appropriate ways to express strong feelings.

Section three contains a number of highly engaging strategies for helping students gain control of inappropriate, disruptive behavior.

All the scenes in this video program were staged in realistic-looking classroom settings. The intent was to create scenarios that often occur in primary grade classrooms and show teachers specific ways to address student misbehavior. The student behavior in the video is meant to be a representative sample of the range of misbehaviors that occur in grades K-2 classrooms.

## Scheduling Suggestion

**This program is not designed to be shown straight through.** If you choose to show the entire program in a single training session, you will enhance the impact of the video program by stopping periodically to discuss the content or focus on particular points. You may need to use two or more sessions, depending upon the amount of time available to you and the needs of the workshop participants.

## Equipment/Materials Needed for Training

DVD player, monitor

DVD

Handouts for participants

Chart paper or whiteboard, markers

Optional:

- LCD projector
- transparencies of print resources pages

## The Sessions

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### Section One *(total running time 17 minutes)*

#### **Redirecting Inappropriate, Disruptive Student Behavior**

##### **Opening Discussion**

Ask participants to think of a difficult, noncompliant student they presently have in their class or have had experience with in the past. Have participants describe the student's behaviors and list the strategies they have used with this student. Participants may want to make note of the techniques that have been successful in stopping or redirecting the behavior.

Ask participants to briefly share their answers with a partner or in small groups. Then, use chart paper or an overhead to list examples of student misbehavior and strategies that participants have found to be effective.

The purpose of this opening discussion is to bring up the kinds of challenging behaviors that exist in primary grade classrooms. You want participants to recognize any patterns of misbehavior, as well as the range of "acting out" that they have encountered. It is also helpful to get an idea of the different ways that participants have tried to deal with these behaviors. Bringing out personal experiences is a way to prepare participants for making the most of the information and strategies in the video program.

Keep the discussion brief. Remind participants to focus on behaviors, not the students themselves. This activity is not meant to be a forum for complaining about students, parents, administrators, or societal issues.

##### **Viewing the Program**

Hand out the *Note-Taking Guide* on page 21. It is organized with sections and headings that match the sections and graphics in the program.

The first 5 minutes of the program contain a brief introduction and three key elements of dealing effectively with difficult, challenging students. Depending upon your audience, you may want to **show this portion of the video and then stop the program** after the full page graphic of **Proximity, Tone, and Manner of approach**. Use the following questions to discuss the importance of these three key elements when intervening with challenging students.

### Discussion Questions

- ✓ Why is proximity one of the keys to effectively intervening with difficult students?  
*(monitor situations and step in before they escalate; keep conversations private to avoid playing to an audience; intervene and quickly move away to avoid confrontations)*
- ✓ Why is it critical to maintain a calm, even tone, even when addressing highly emotional students?
- ✓ What is the significance of talking with challenging students at their level?  
How might you accomplish this with your students?
- ✓ What are some of the consequences of using sarcasm or scolding language with difficult students?

The next 4 ½ *minutes* of the program focus on **using questions** to redirect misbehavior. This segment is packed with examples of different types of questions, as well as suggestions for how to use questions effectively to redirect challenging student behavior.

**Show this portion of the program. Stop the video** at the end of the scene with the boy who throws his shoe. Use the following questions to highlight the importance of correctly phrasing questions to redirect difficult student behavior.

### Discussion Questions

- ✓ What are some of the differences between asking students questions like, “What do you think you are doing?” and “What should you be doing?”  
*(focus on off-task behavior vs. behavior you want from student; 2nd question limits student response; 2nd question moves student toward desired behavior...)*
- ✓ What are some important factors to consider when giving students choices?  
*(don't give choices that are unacceptable to you or that cannot be followed through; hold students accountable for choices they make)*
- ✓ What do all of the questions used in this portion of the program have in common? *(all questions direct students toward desired behaviors)* What are some of the differences? *(some require more input or thought by students, some questions give students an option or limit their responses)*

- ✓ Think about the challenging student you described in the **Opening Discussion** activity. What behaviors could be redirected using questions to intervene?
- ✓ What ideas and strategies did you find helpful or informative?

The next 3 *minutes* of the program focus on using **nonverbal signals** and **tactile reminders** to redirect unwanted student behavior. **Show this portion of the DVD.** Use the following questions to help deepen participants' understanding of the significance of these intervention strategies.

### **Discussion Questions**

- ✓ Why are nonverbal signals and tactile reminders so effective with young children?
- ✓ What are some of the benefits of using nonverbal signals for teachers? (*helps control sarcasm and nagging; enables teacher to quickly intervene and then move away to avoid escalating conflict*)
- ✓ Think about the challenging student you described in the **Opening Discussion** activity. What behaviors could be redirected by using nonverbal signals or tactile reminders?
- ✓ **Show** the remaining 4 *minutes* of this portion of the video program. Participants will see how to use **"I" statements** and **direct messages** to effectively redirect misbehavior.

### **Discussion Questions**

- ✓ Why are **"I" statements** a useful way to redirect difficult students?
- ✓ What do you need to keep in mind when using a direct message? (*tell the student what to stop doing AND what to do instead*)
- ✓ Think about the challenging student you described in the **Opening Discussion** activity. What behaviors could be re-directed by using **"I" statements** or direct messages?

As you end the session, encourage participants to identify 2-3 techniques or strategies from the DVD they could use with students in their classrooms. If you have not already done so, distribute the related print materials contained in this *Resource Guide* so that participants have easy access to the strategies.

### **Related Print Material**

*Redirecting Inappropriate, Disruptive Student Behavior*, pages 27-31  
Brief descriptions of intervention strategies for redirecting a variety of misbehaviors

## Section Two *(total running time: 10 minutes)*

### Managing Angry, Defiant Student Behavior

#### Opening Discussion

Before viewing this segment of the program, ask participants to think about student behaviors that might be considered *angry* or *defiant*. Have participants work in pairs or small groups to describe actual behaviors that would fall in these two categories (e.g., *a student starts shouting and grabbing crayons when other students ignore him; a student who is supposed to partner-read with another student closes her book, turns her back to her partner and ignores the child; a student tells the teacher to “shut up” and continues to work on his block structure when the teacher asks him to come to the circle.*)

Ask participants to briefly share their results as a whole group. Use chart paper or an overhead to list their examples of student misbehavior.

The purpose of this discussion is to broaden participants’ definitions of *angry*, *defiant* behaviors to encompass a wide variety of actions that arise from young children’s inability to handle strong feelings. You want participants to be able to apply the strategies in this portion of the video program to a wide range of difficult, disruptive behavior.

Keep the discussion brief. Remind participants to focus on behaviors, not the students themselves. This activity is not meant to be a forum for complaining about students, parents, administrators, or societal issues.

#### Viewing the Program

Hand out the *Note-Taking Guide* on page 23. It is organized with sections and headings that match the sections and graphics in the program.

In this portion of the program, you will see a proactive approach to managing angry, defiant student behavior. This technique includes:

- providing appropriate, safe ways to express strong feelings
- teaching strategies to the whole class, and
- incorporating different modalities.

**Show this section of the video program.** After viewing this portion, take a few moments to discuss participants’ overall impressions of ideas and strategies they have just seen. You may also want to use the following questions to generate whole group or small group discussions.

### Discussion Questions

- ✓ What are some of the benefits of teaching appropriate ways to express strong feelings to the whole class?
- ✓ How might you take into consideration the need for different modalities and active ways for difficult, challenging students to express frustration or anger?
- ✓ What are some guidelines to keep in mind when using anger management techniques with students? (*direct students to "Anger Buster" tools that match the misbehavior; clarify what students are to do after they vent their strong feelings — e.g., come back to the group, go to their desks; don't dwell on the inappropriate behavior*)
- ✓ What ideas and strategies did you find helpful or informative?

### Related Print Materials

*Anger Management*, pages 33-35

Brief rationale and suggestions for incorporating anger management strategies

*Ways to Express Strong Feelings*, page 37

Sample list of alternative ways for young students to express strong feelings

*Anger Buster Strategies*, pages 39-43

Examples and descriptions of different ways for students to express strong feelings

## Section Three (*total running time: 13 minutes*)

### Helping Students Gain Control of Their Behaviors

#### Viewing the Program

This portion of the program demonstrates how to make agreements, set goals and use conferences to help difficult, challenging students change and gain control of their behaviors.

Hand out the *Note-Taking Guide* on page 21. It is organized with sections and headings that match the sections and graphics in the program.

**Show** the first 7 *minutes* of this section on **making agreements and setting goals.**

Take a few moments to discuss participants' overall impressions of ideas and strategies they have just seen. You may also want to use the following questions to generate whole group or small group discussions.

### Discussion Questions

- ✓ How does asking a student to state an agreement out loud enhance the power of making agreements to change behavior?
- ✓ The goal-setting techniques in this video all contain visual and tactile elements. How do these attributes contribute to the success of helping young children to set and meet goals?
- ✓ Think about a challenging student you currently have in your classroom or have had in the past. How might you use making an agreement and setting a goal to help this child change his/her behavior? What incentives might motivate the child?
- ✓ What ideas and strategies did you find helpful or informative?

### Related Print Materials

*Making and Confirming Agreements*, page 45

Description of process of making agreements to help young children change their behaviors

*Goal Setting with Young Children*, pages 47-51

Step-by-step directions for three goal-setting strategies that work well with young children

*Kid Currency*, page 53

Brief description of different types of incentives for young children

**Show the last 6 minutes of the video program on conferencing strategies.**

Take a few moments to discuss participants' overall impressions of ideas and strategies they have just seen. You may also want to use the following questions to generate whole group or small group discussions.

### Discussion Questions

- ✓ What makes conferencing an essential component in changing the behaviors of difficult, challenging students?
- ✓ How does each element of a conference contribute towards making the student responsible for a change in his/her behavior? (*stating the problem, focusing on solutions, taking action*)
- ✓ In what ways do teacher tone, body position, and language during conferences mirror effective teacher behaviors during classroom interventions?

- ✓ What do primary teachers need to take into consideration to make the most of conferencing with difficult young children? (*brief conferences; quickly try to identify problem; teacher may need to state problem for student/students; focus on simple, attainable solution; encourage student/students to identify solution, but be ready to offer solution; hold students accountable to agreed upon action; reinforce positive student action toward behavior change; be ready to hold another conference and continue to work toward solutions*)

Remind participants that the behaviors of difficult, noncompliant students are not new behaviors. They are actions and reactions that have been working to students' perceived benefit, and they will not disappear quickly. However, they can be alleviated over time. Encourage participants to practice their new skills and new perspectives. With consistency, patience and respect, teachers can make a real difference in student behavior.

### **Related Print Materials**

*Conferencing with Young Children*, page 55

Description of simple process for conferencing with difficult, challenging children

*Increasing Students' Problem-Solving Skills*, page 57

Guidelines for implementing a Problem-Solving Tool Chart and description of Mosquito-Fish-Fisherperson strategy

*Resources on K-2 Classroom Management and Discipline*, pages 59-67

A list of classroom management and discipline resources for primary teachers, including related Bureau of Education & Research video and audio programs

As you end the session, encourage participants to identify 2-3 techniques or strategies from the video to use in their classrooms. If you have not already done so, distribute the related print materials contained in this *Resource Guide* so that participants have easy access to the strategies.

# Suggestions for Self-Study

## Introductory Information

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This section of the *Resource Guide* is designed for people who are viewing the program individually or with a small group. If you are responsible for presenting this material in a workshop format, please turn to page 3 for suggestions appropriate to your needs.

### Overview of the Program

In the first section of this program you will see practical, classroom-based strategies for redirecting a wide range of inappropriate, disruptive student behavior.

Section two focuses on managing angry, defiant student behavior by teaching students appropriate ways to express strong feelings.

Section three contains a number of highly engaging strategies for helping students gain control of inappropriate, disruptive behavior.

All the scenes in this program were staged in realistic-looking classroom settings. The intent was to create scenarios that often occur in primary grade classrooms and show teachers specific ways to address student misbehavior. The student behavior in the video is meant to be a representative sample of the range of misbehaviors that occur in grades K-2 classrooms.

### Scheduling Suggestion

**This program is not designed to be viewed straight through.** You may choose to view the entire program in a single session, making sure to stop periodically to think about the content and read supporting material, or you may need to use two or more sessions, depending upon the amount of time available to you.

### Equipment/Materials Needed

DVD player, monitor

DVD

*Resource Guide*

## The Sessions

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### Section One *(total running time: 17 minutes)*

#### Redirecting Inappropriate, Disruptive Student Behavior

Think of a difficult, noncompliant student you presently have in your class or have had experience with in the past. Think about the student's behaviors and the strategies you have used with this student, especially the techniques that have been successful in stopping or redirecting the behavior.

Keep this student in mind as you watch the program.

#### Viewing the Program

Turn to the *Note-Taking Guide* on page 21. It is organized with sections and headings that match the sections and graphics in the program.

The first 5 *minutes* of the program contain a brief introduction and three key elements of dealing effectively with difficult, challenging students. You may find it helpful to watch **this portion of the video and then stop the program** after the full page graphic of **Proximity, Tone, and Manner of approach**. Use the following questions to reflect on the importance of these three key elements when intervening with challenging students.

#### Reflection Questions

- ✓ Why is proximity one of the keys to effectively intervening with difficult students? (*monitor situations and step in before they escalate; keep conversations private to avoid playing to an audience; intervene and quickly move away to avoid confrontations*)
- ✓ Why is it critical to maintain a calm, even tone, even when addressing highly emotional students?
- ✓ What is the significance of talking with challenging students at their level? How might you accomplish this with your students?
- ✓ What are some of the consequences of using sarcasm or scolding language with difficult students?

The next 4 ½ *minutes* of the program focus on **using questions** to redirect misbehavior. This segment is packed with examples of different types of questions, as well as suggestions for how to use questions effectively to redirect challenging student behavior.

Watch this portion of the program. Stop the video at the end of the scene with the boy who throws his shoe. Consider the following questions.

### Reflection Questions

- ✓ What are some of the differences between asking students questions like, “What do you think you are doing?” and “What should you be doing?” *(focus on off-task behavior vs. behavior you want from student; 2nd question limits student response; 2nd question moves student toward desired behavior...)*
- ✓ What are some important factors to consider when giving students choices? *(don’t give choices that are unacceptable to you or that cannot be followed through; hold students accountable for choices they make)*
- ✓ What do all of the questions used in this portion of the program have in common? *(all questions direct students toward desired behaviors)* What are some of the differences? *(some require more input or thought by students, some questions give students an option or limit their responses)*
- ✓ Think about the challenging student you described in the **Opening Discussion** activity. What behaviors could be redirected using questions to intervene?
- ✓ What ideas and strategies did you find helpful or informative?

The next 3 *minutes* of the program focus on using **nonverbal signals** and **tactile reminders** to redirect unwanted student behavior. Watch this portion of the video. Use the following questions to help deepen your understanding of the significance of these intervention strategies.

### Reflection Questions

- ✓ Why are nonverbal signals and tactile reminders so effective with young children?
- ✓ What are some of the benefits of using nonverbal signals for teachers? *(helps control sarcasm and nagging; enables teacher to quickly intervene and then move away to avoid escalating conflict)*
- ✓ Think about the challenging student you described in the **Opening Discussion** activity. What behaviors could be redirected by using nonverbal signals or tactile reminders?

View the remaining 4 *minutes* of this portion of the video program. You will see how to use “**I**” statements and **direct messages** to effectively redirect misbehavior.

### Reflection Questions

- ✓ Why are “I” statements a useful way to redirect difficult students?
- ✓ What do you need to keep in mind when using a direct message?  
(*tell the student what to stop doing AND what to do instead*)
- ✓ Think about the challenging student you described in the **Opening Discussion** activity. What behaviors could be re-directed by using “I” statements or direct messages?

As you end the session, identify 2-3 techniques or strategies from the video to use with students in your classroom. If you have not already done so, read the related print materials contained in this *Resource Guide*.

### Related Print Material

*Redirecting Inappropriate, Disruptive Student Behavior*, pages 27-31  
Brief descriptions of intervention strategies for redirecting a variety of misbehaviors

## Section Two (total running time: 10 minutes)

### Managing Angry, Defiant Student Behavior

Before viewing this segment of the program, take a few moments to think about student behaviors that might be considered *angry* or *defiant*. You may find it helpful to describe actual behaviors that would fall in these two categories (e.g., *a student starts shouting and grabbing crayons when other students ignore him; a student who is supposed to partner-read with another student closes her book, turns her back to her partner and ignores the child; a student tells the teacher to “shut up” and continues to work on his block structure when the teacher asks him to come to the circle.*)

It’s important to understand that *angry, defiant* behaviors encompass a wide variety of actions that arise from young children’s inability to handle strong feelings. You want to be able to apply the strategies in this portion of the video program to a wide range of difficult, disruptive behavior.

### Viewing the Program

Turn to the *Note-Taking Guide* on page 25. It is organized with sections and headings that match the sections and graphics in the program.

In this portion of the program, you will see a proactive approach to managing angry, defiant student behavior. This technique includes:

- providing appropriate, safe ways to express strong feelings

- teaching strategies to the whole class, and
- incorporating different modalities.

**Watch this section of the video program.** After viewing this portion, you may want to use the following reflection questions.

### Reflection Questions

- ✓ What are some of the benefits of teaching appropriate ways to express strong feelings to the whole class?
- ✓ How might you take into consideration the need for different modalities and active ways for difficult, challenging students to express frustration or anger?
- ✓ What are some guidelines to keep in mind when using anger management techniques with students? (*direct students to “Anger Buster” tools that match the misbehavior; clarify what students are to do after they vent their strong feelings – e.g., come back to the group, go to their desks; don’t dwell on the inappropriate behavior*)
- ✓ What ideas and strategies did you find helpful or informative?

### Related Print Materials

*Anger Management*, pages 33-35

Brief rationale and suggestions for incorporating anger management strategies

*Ways to Express Strong Feelings*, page 37

Sample list of alternative ways for young students to express strong feelings

*Anger Buster Strategies*, pages 39-43

Examples and descriptions of different ways for students to express strong feelings

## Section Three (*total running time: 13 minutes*)

### Helping Students Gain Control of Their Behaviors

#### Viewing the Program

This portion of the program demonstrates how to make agreements, set goals and use conferences to help difficult, challenging students change and gain control of their behaviors.

Turn to the *Note-Taking Guide* on page 25. It is organized with sections and headings that match the sections and graphics in the program.

**Watch the first 7 minutes** of this section on **making agreements and setting goals.**

You may find it helpful to consider the following questions.

### Reflection Questions

- ✓ How does asking a student to state an agreement out loud enhance the power of making agreements to change behavior?
- ✓ The goal-setting techniques in this video all contain visual and tactile elements. How do these attributes contribute to the success of helping young children to set and meet goals?
- ✓ Think about a challenging student you currently have in your classroom or have had in the past. How might you use making an agreement and setting a goal to help this child change his/her behavior? What incentives might motivate the child?
- ✓ What ideas and strategies did you find helpful or informative?

### Related Print Materials

*Making and Confirming Agreements*, page 45

Description of process of making agreements to help young children change their behaviors

*Goal Setting with Young Children*, pages 47-51

Step-by-step directions for three goal-setting strategies that work well with young children

*Kid Currency*, page 53

Brief description of different types of incentives for young children

Watch the last 6 *minutes* of the video program on **conferencing strategies**.

You may find it helpful to reflect on the following questions:

### Reflection Questions

- ✓ What makes conferencing an essential component in changing the behaviors of difficult, challenging students?
- ✓ How does each element of a conference contribute towards making the student responsible for a change in his/her behavior? (*stating the problem, focusing on solutions, taking action*)
- ✓ In what ways do teacher tone, body position, and language during conferences mirror effective teacher behaviors during classroom interventions?

- ✓ What do you need to take into consideration to make the most of conferencing with difficult young children? (*brief conferences; quickly try to identify problem; teacher may need to state problem for student/students; focus on simple, attainable solution; encourage student/students to identify solution, but be ready to offer solution; hold students accountable to agreed upon action; reinforce positive student action toward behavior change; be ready to hold another conference and continue to work toward solutions*)

The behaviors of difficult, noncompliant students are not new behaviors. They are actions and reactions that have been working to students' perceived benefit, and they will not disappear quickly. However, they can be alleviated over time. Practice your newly learned skills and perspectives. With consistency, patience and respect, you can make a real difference in student behavior.

### Related Print Materials

*Conferencing with Young Children*, page 55

Description of simple process for conferencing with difficult, challenging children

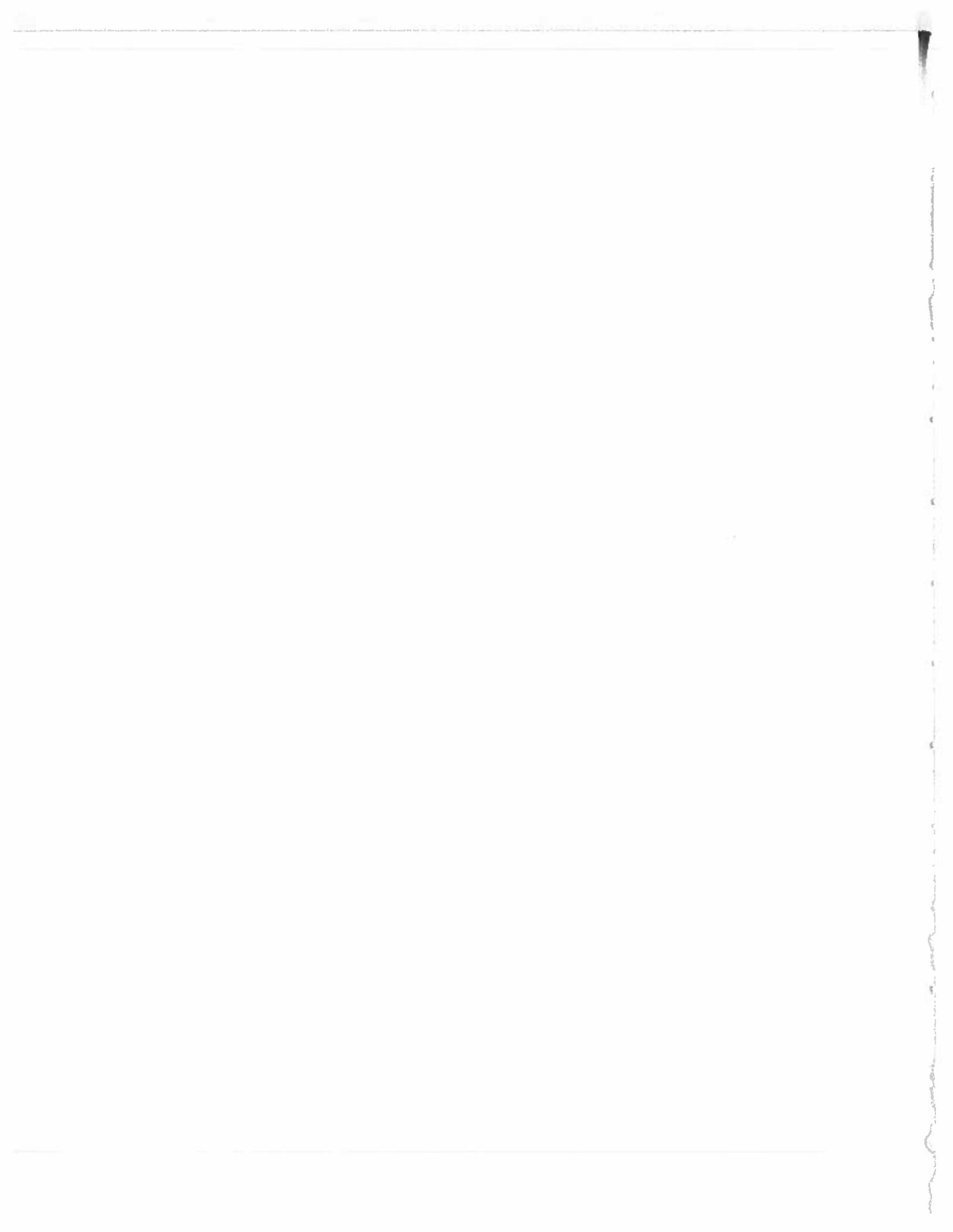
*Increasing Students' Problem-Solving Skills*, page 57

Guidelines for implementing a Problem-Solving Tool Chart and description of Mosquito-Fish-Fisherperson strategy

*Resources on K-2 Classroom Management and Discipline*, pages 59-67

A list of classroom management and discipline resources for primary teachers, including related Bureau of Education & Research video and audio programs

As you end the session, identify 2-3 techniques or strategies from the video to use with difficult students in your classroom. If you have not already done so, read the related print materials contained in this *Resource Guide*.



# **PRINT RESOURCES**



**Bureau of Education & Research**

# Note-Taking Guide: Section One

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## A Practical Approach to Classroom Management and Discipline, Grades K-2

### Part III: Strategies for Dealing with Difficult, Challenging Students

#### Redirecting Inappropriate, Disruptive Student Behavior

##### Proximity:

- actively monitoring
- moving towards misbehavior
- private interaction
- talk at their level
- lowered voice

##### Proximity

##### Tone

##### Manner of approach

##### Asking Questions

- What should you be doing?
- Is that against our rules?
- Is that being responsible?
- What's a better choice?

##### Giving Students Choices

##### Nonverbal Signals

##### Tactile Reminders

##### "I" Statements

##### Direct Messages

# Note-Taking Guide: Section Two

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## A Practical Approach to Classroom Management and Discipline, Grades K-2 Part III: Strategies for Dealing with Difficult, Challenging Students

### Managing Angry, Defiant Student Behavior

- Providing appropriate, safe ways to express strong feelings
- Teaching strategies to the whole class
- Incorporating different modalities
- Working towards changing destructive patterns

Appropriate ways to express strong feelings

Introduce strategies to the whole class

Silent, angry scream

The ketchup bottle

Drawing a picture

Inflating a beach ball

Rip a strip

Ball squeezing

Towel twisting

Bubble wrap popping

Damp paper towel

# Note-Taking Guide: Section Three

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## A Practical Approach to Classroom Management and Discipline, Grades K-2 Part III: Strategies for Dealing with Difficult, Challenging Students

### Helping Difficult Students Gain Control of Their Behaviors

Knowledge

Attitude

Practice

Feedback

Making agreements

Picture puzzle goal setting

Ziploc® bag goal setting

Helping hands

Conferencing Strategies

# **Redirecting Inappropriate, Disruptive Student Behavior**

## **Proximity**

Proximity plays an important role in dealing effectively with misbehavior.

Proximity includes

- actively monitoring students in order to intervene promptly
- moving towards misbehavior
- using a quiet voice to maintain privacy
- talking to students at eye level, if possible

Combining proximity with a calm tone and a non-threatening approach enables you to intervene with a variety of misbehaviors and de-escalate many potentially disruptive situations. As behaviors worsen, you will need additional strategies. Keep in mind that proximity, tone, and manner of approach will increase your successful use of all intervention strategies.

## **Asking Questions**

Questions can be used to intervene with a wide range of misbehaviors.

Questions need to move students toward desired behaviors.

For young children, the most effective questions are phrased in ways that require short responses.

Questions can be phrased to focus students on choices.

Examples of effective questions include:

- What should you be doing?
- Is that against our rules?
- Is that against our rules? Yes or no?
- Is that being responsible?
- How can you solve the problem?
- What are you going to do first?"
- What's a better choice?
- "Would you rather \_\_\_\_\_ or \_\_\_\_\_?"
- You have a choice to..."
- Do you want to work with your group or go work by yourself?

## Nonverbal Signals

The following suggestions for nonverbal signals and tactile reminders are from Gene Bedley's book *Discipline Strategies and Solutions*, People-Wise Publications © 2006.

Especially with difficult students, the effectiveness of the teacher's voice is often diminished from overuse! Start by using the child's name, and then give the nonverbal signal.

A specific way to use nonverbal signals with difficult students is to establish "Secret Codes." Many disruptive students like the idea that they are the only ones who know these signals, and they often respond positively. Redirecting behavior in a nonverbal way ensures that discipline is private and confidential, and the process builds trust and confidence.

### Nonverbal Signals to Redirect Common Misbehaviors

You can use American Sign Language or make up your own signs to communicate what you want students to do.

**Keep Your Hands to Yourself:** Tap the palm of one hand with the index finger of the other hand. Then place your hands together and lower them into your lap.

**Sit Down:** Bend the index and middle fingers of one hand. Tap them on the edge of the index finger of the other hand in a sitting down motion.

**Stop Now:** A judo chop across an open palm stands for "Stop." Hold your hand up, showing children your palm to indicate "now!"

**No Talking:** Raise a hand high in the air and move it down toward your face. By the time your hand crosses your mouth, all talking should stop.

**Your Responsibility:** Cross your middle finger over your index finger. This forms the letter "R" in sign language. Point the fingers toward a child meaning "It's your responsibility, not mine."

**Look, Lock & Listen:** Make an "L" with your index finger and thumb. Move your hand across your face at the level of your mouth.

## Tactile Reminders

Tactile reminders can be used in a variety of ways to remind difficult, challenging students of expected behaviors.

- Place a string across a student's lap as a reminder to stay seated
- Put tape on the carpet around a student's desk to create a "wall" to keep a disruptive student in his "office"

- Use sandpaper and velvet (or a soft stuffed animal) to reinforce the idea of kind words and mean words
- Have a student draw a picture of himself doing the desired behavior to keep on his desk as a reminder
- Take a picture of a student doing the desired behavior to keep on her desk as a reminder

### **“I” Statements**

Some challenging students do not like to be told what to do. Using an “I” statement is a way to redirect inappropriate behavior without provoking a conflict.

- “I need you to put away the blocks.”
- “I need everyone to stop talking so I can call tables to line up for lunch.”

*We tend to describe what we don't have from students rather than what we need from students.*

– Gene Bedley

### **Direct Messages**

Start with the student's name. Then clearly state the behavior you want to stop and what behavior you want to see.

- “Henry, stop arguing with Sara and finish your math paper.”
- “Jennifer, put your crayons and paper in your desk and come to the rug for the story.”

# Anger Management

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Establishing an environment based on respect and responsibility, developing students' self-management skills, and promoting students' problem-solving skills provides a solid foundation for addressing the behaviors of difficult, challenging students. Of particular concern are the behaviors of students who are unable to control their emotions and act out in disruptive, destructive ways.

Helping young children develop the ability to control and manage strong feelings is an ongoing process. Teachers enhance this process by incorporating anger management strategies that include:

- Identifying and discussing feelings
- Providing acceptable ways to express strong feelings
- Changing inappropriate behavior over time

## Identify Feelings

- When a student acts inappropriately, ask the student to identify his/her feelings (happy, sad, angry, mad)
- Validate the child's feelings
- Help the child understand there are better ways to express strong feelings

*Take a couple of deep breaths. Think about how you are feeling right now. I'll come back in 5 minutes to talk with you.*

*Is this really going to get you what you want?*

*After you calm down, we can discuss this. I'll be back in 5 minutes to talk to you.*

## Provide a Place and Strategies

- Teach the entire class acceptable ways to express anger (See pages 39-41 for descriptions of strategies shown in the video program.)
- Design a place where students can go to cool off or use anger management strategies (e.g., *Cooling Off Corner, Anger Buster Center, or Classroom Solution Center*)
- Make sure students are clear about the expectations for use of the special area
- Recognize students when they express their strong feelings in appropriate ways and demonstrate self-control+

## Change Inappropriate Behavior

- Maintain positive classroom energy through a positive attitude and positive statements

Adapted from Gene Bedley's books *Values in Action*, People-Wise Publications © 1995 and *Discipline Strategies and Solutions*, People-Wise Publications © 2006.

- Identify desired behaviors
- Make agreements
- Set goals
- Identify the behaviors that best motivate a child to control his/her behavior
- Help students identify a problem behavior and specific ways to change it
- Build intrinsic motivation in children to change and control behavior

Adapted from Gene Bedley's books *Values in Action*, People-Wise Publications © 1995 and *Discipline Strategies and Solutions*, People-Wise Publications © 2006.

## WAYS TO EXPRESS STRONG FEELINGS

Rip a strip

Blow up a balloon

Twist a towel

Hit a ketchup bottle

Silent angry scream

Draw a picture of what makes you angry

Stomp on bubble wrap

# Anger Buster Strategies

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**REMINDER:** The best time to teach and model alternatives for targeting anger is when a child is NOT angry.

## Silent, Angry Scream

A child can show his/her anger by holding his/her hands up to his/her face to show a mad, screaming face. No sound is used with this technique. It is important for the adult to give the child more attention for the silent, angry scream than if the child screams out loud.

## Ketchup (Catsup) Bottle Pat

Make a fist with one hand. Flatten the other hand and tap on end of the closed fist, like you are tapping the end of a ketchup bottle.

## Draw a Picture

Provide a place and materials for students to use to draw or write about strong feelings. Writing or drawing about a problem gives student a chance to reflect and time to calm down. Moving an emotional child to neutral also keeps situations from escalating.

## Rip a Strip

You will find a sample Rip a Strip on page 43. Place a supply of Rip a Strips in a container that students are able to easily access. You will also need to provide a supply of envelopes.

Students take a Rip a Strip from the container and use a strong, assertive voice to count to 10 as they rip the strip of paper. Another option is to rip the strip for each word as students say "I am so mad." The idea is for students to express their anger or frustration by ripping the strip of paper.

Next, the student places the pieces of the strip into an envelope. You may want students to put the envelope in a designated spot so you will know they have completed the first part of the process. Later in the day, or the next day, have the child glue the pieces back together. Students often struggle to glue the pieces back together.

Make the point with children that some things cannot be put back together.

*"Anything or anybody who can make me angry and keep me angry conquers me."*

*– Gene Bedley*

### **Beach Ball "Blow Up"**

Students can use a pinwheel, a balloon, or an inflatable beach ball to "blow off steam." Use a timer or set the number of times children are to blow on the pinwheel or into the balloon or ball. The time should be short so that students don't get dizzy from too much blowing. In addition, teachers will need to disinfect the stem on the beach ball between students.

### **"Squeeze It" Ball**

Use a small rubber ball or a used tennis ball (new tennis balls are hard to squeeze). Have students squeeze the ball to prevent their anger from being targeted toward people.

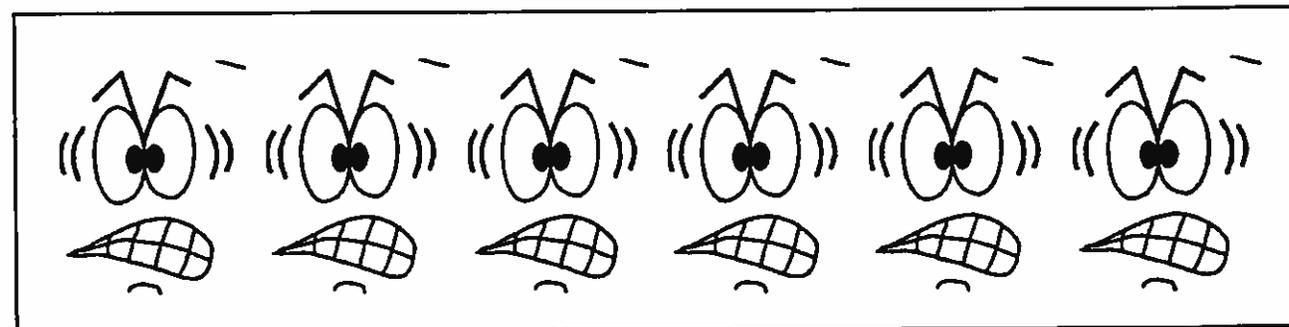
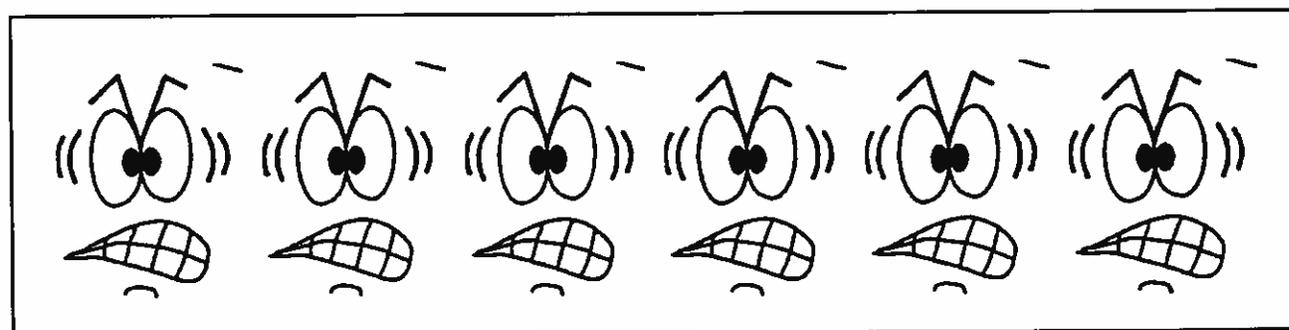
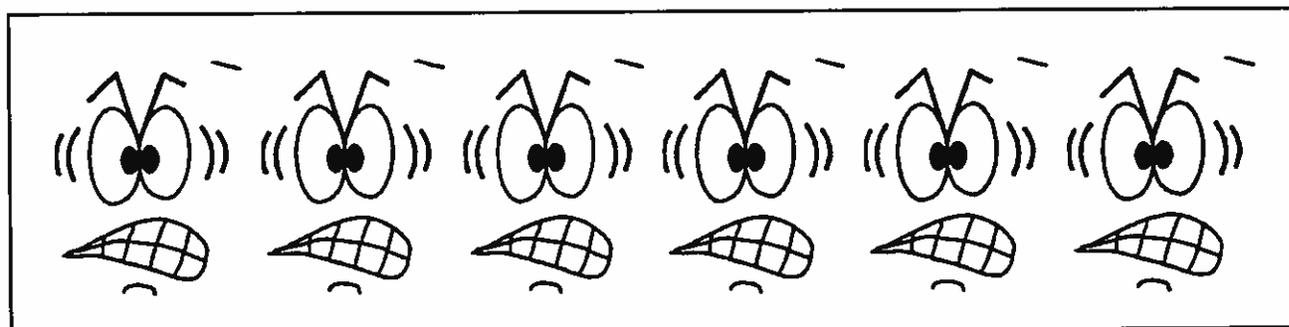
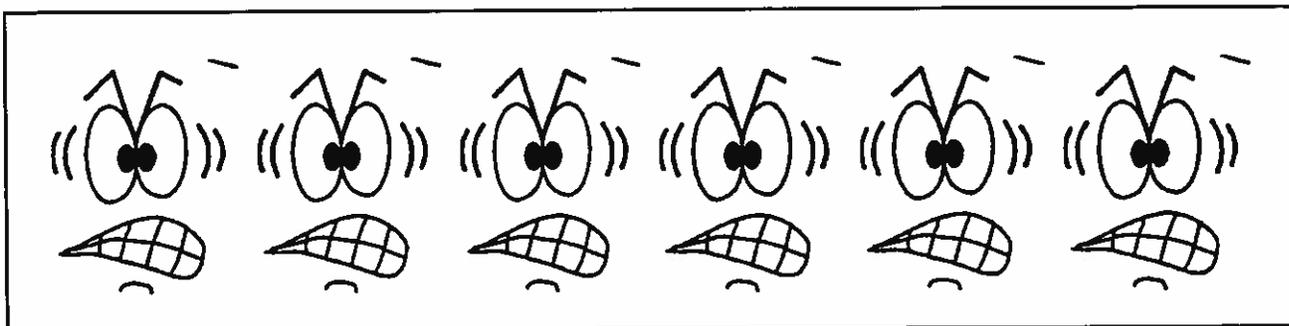
### **Bubble Wrap Popping Towel Twisting**

You can use bubble wrap, egg cartons or a towel to provide students with a physical release for their anger. Students can jump on the bubble wrap or egg cartons, squeeze bubble wrap until it pops or twist a towel.

### **Damp Paper Towel**

Water can work wonders in preventing meltdowns and over-reactive responses by young students. Whether the teacher provides a damp paper towel to an emotional student or students have permission to "self-administer" on their own, this technique is invaluable in the primary classroom. Another option is to ask students who are overheated, either physically or emotionally, if they would like to spray themselves with a light mist from a spray bottle.

## Rip A Strip Anger Busters



Adapted from Gene Bedley's book *Discipline Strategies and Solutions*, People-Wise Publications © 2006.

# Making and Confirming Agreements

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State what behavior you want to see. You may need to repeat this several times.

Ask student to verbalize what he/she heard you say.

- Ask the student "What is the agreement?" and have the student state it in his/her own words OR
- Tell the student "I need you to..." and have student fill in the rest of the statement.

Shake hands with the student, telling the student that shaking hands means the student is agreeing to the behavior.

Ask the student to tell you how you will know he/she is following through on the agreement.

Identify a way to remind students of their agreement:

- Use a picture of student doing the agreed upon behavior
- Place a piece of yarn in the child's lap
- Have student recite a short phrase or rhyme as a reminder

"If I hit, I sit."

"My hands are for helping, not hurting."

Set a goal to help reinforce the expected behavior. Start with short-term goals so children can reach them on a daily basis. State positive behavior goals, starting with "I will..."

- "I will play fairly with Amy."
- "I will get my work finished without Mr. Jones reminding me."
- "I will wait patiently for my turn to play a game."

Create a visual way to validate student's choices and keep track of the progress the student is making with keeping his/her agreement.

- Picture puzzle goal setting
- Ziploc<sup>®</sup> bag with picture
- Color in fingers on a helping hand

# Goal Setting with Young Children

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Perhaps one of the biggest challenges of changing the behaviors of difficult students is convincing children that they can “do the right thing.” Below are some strategies that will help children gain confidence in their abilities to do what’s expected of them, not just once, but over and over. The strategies provide tangible reminders of students’ accomplishments.

## The Power of Puzzles

1. Start by making an agreement with a child about what behavior you want to see.
2. Take a picture of the child doing the agreed upon behavior. The picture provides a visual of what that behavior looks like and makes it clear to the student.
3. Print a copy of the picture. It helps to enlarge the picture to fit on an 8 ½ x 11 piece of paper so you have larger puzzle pieces. You’ll also need a piece of paper to glue the picture puzzle pieces to.
4. Depending upon the age of the student, cut the picture into 4-6 pieces, being careful not to cut through the body of the child. The fewer puzzles pieces, the quicker the child will complete the puzzle and reach the goal.
5. Explain to the child that each time you observe or receive information about his/her responsible behavior you will give him/her a piece of the puzzle to glue together.
6. Make a point of “catching” the child doing the desired behavior. Make sure you clearly identify the behavior “*You got your book out and started reading without me having to remind you.*” Each time you observe the correct behavior, invite the child to glue a piece of the puzzle onto the paper.
7. Once the puzzle is completed, it makes a clear statement that the child is meeting his/her behavior goal.

## Ziploc® Bag Goal Monitoring

1. Start by making an agreement with a child about what behavior you want to see.
2. Take a picture of the child doing the agreed upon behavior. The picture provides a visual of what that behavior looks like and makes it clear to the student.
3. Make a copy of the happy face/sad face continuum scale found on page 51 or create your own version.
4. Glue or tape the child’s picture to the continuum.
5. Place the picture inside a Ziploc® bag or other clear, plastic bag that uses a “zipper” to close the bag.

Adapted from Gene Bedley’s books *Discipline Strategies and Solutions*, People-Wise Publications © 2006 and *Heavy Freddy’s Goals*, People-Wise Publications © 2006.

6. Have the student keep the bag on his/her desk.
7. Start with the "zipper" in the middle of the continuum. The "zipper" is moved based on the child's behavior during the day.
8. Each time you check on the child, write a number on the line and move the zipper to that line. (*e.g., the first time you check on the student and he is behaving appropriately, write a "1" on the first line above the middle and move the "zipper" to that line. The next time you check on the child, if he is behaving appropriately, write a "2" on the next line toward the happy face and move the "zipper."* If the child is misbehaving, you would write a "2" on the line below the middle of the continuum. This process would continue until the child has reached the happy face at the top of the continuum. If the child reaches the sad face at the bottom of the continuum first, just start over with a new continuum.)
9. You can write on the plastic bag or directly on paper by taking it out of the bag.
10. You could include a positive note to the parents that the child would take home when the goal is met.
11. You could also place a small incentive in the bag that the child would receive upon meeting the goal.

### Helping Hand

1. Have the student trace around one hand, making sure to trace around each finger. Number each digit, 1-5.
2. Have the student write out the target behavior (*I will not hit other children. I will not grab markers...*) Depending upon the age of your students, you may need to write out the behavior.
3. The student keeps the hand on his/her desk.
4. During the day, make it a point to "catch" student achieving the behavior and have him/her color in one finger on the hand.
5. When the student has colored in all five digits, praise the student for achieving the goal behavior. You may want to send the page home to parents, along with a brief, positive note. The child could receive another type of incentive, as well.
6. You can also have students trace around both hands and number the digits. This means that they would need to record 10 instances of the desired behavior before being rewarded.

## Ziploc® Bag Goal Continuum

The image shows a large rectangular box representing a Ziploc bag. On the right side, there is a vertical strip with a smiley face at the top and a frowny face at the bottom. Between the faces are 15 horizontal lines for writing. The rest of the box is blank.

Adapted from Gene Bedley's books *Discipline Strategies and Solutions*, People-Wise Publications © 2006 and *Heavy Freddy's Goals*, People-Wise Publications © 2006.

# Kid Currency

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There is a high correlation between motivation and discipline. In searching for the motivators that move children to action you might want to consider the following "Kid Currency" – things that children value. Contrary to what many people believe, young children respond to a wide variety of incentives.

## Adult Approval

Many children love to perform for adults, especially adults they like. Taking the time to establish relationships with your students will help increase your "Kid Currency." Even if a child is not motivated by you, he or she might respond to a grandfather, uncle, mother, or school custodian.

## Peer Time

Some children are motivated by having the opportunity to hang out with a buddy.

## Independence

Some children enjoy playing by themselves. Teachers may want to reward these students by giving them time to play individually with a special toy, a game, or on the computer.

## Food

Many children are motivated by food. Teachers need to be selective about the use of food incentives in the classroom because of allergy implications and dependency issues.

## Choices

Some children may be motivated by being able to choose between 2-3 activities after accomplishing a behavior goal.

## Choice cards

The following cards are just a few of the ones you'll find in Gene Bedley's book *The ABCD's of Discipline; Positive Approaches to Discipline*, People-Wise Publications, 1979. The cards represent a range of incentives that appeal to young children.

## Congratulations!

You have earned the right to be first in line for two days!

## Unbelievable!

This card entitles you to sit at the teacher's desk for one hour.

## Artisan Corner

You have earned the right to spend 30 minutes sometime this week on an art project.

## One Ringy-Dingy

This card entitles you to a telephone call to your parents about your good work.

From Gene Bedley's book *Discipline Strategies and Solutions*, People-Wise Publications © 2006.

## Conferencing with Young Children

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To promote problem solving in your classroom, it's important to have a process to help children work through interpersonal conflicts. In some classrooms, *Talk It Over* chairs provide students with a place to go to work through problems. Whether or not a classroom has a designated area for resolving behavior problems, teachers need to facilitate conversations between difficult, challenging students.

*"What happened?"*

The first step in the process is to find out what happened. Often young children don't recognize the problem. You may need to say "Here's what happened..." and then describe the problem to speed up the problem-solving process.

*"What can you do to solve this problem?"*

Next, help children think about a solution to the problem. Ask children what can they do to solve the problem or how can they fix it. This is where a Problem-Solving Tools chart would be a good resource.

*"What's the first thing you can do?"* or *"Would you like to hear what other students have tried?"*

Since children often have a difficult time getting started, gently nudge them to action by asking what they can do or give them examples of possible actions to choose from.

*"What's a better choice you could make the next time?"*

Asking students to think of better choices helps reinforce that the student really does know the expected behavior. If not, it provides another opportunity for the teacher to give examples of possible actions.

# Increasing Students' Problem-Solving Skills

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## Problem-Solving Tool Chart

The goal of a problem-solving tool chart is to remind students of different strategies they can use to resolve problems on their own without having to go to the teacher. It's a way to build confidence and competence and decrease bickering and tattling. By regularly referring students to use the chart to resolve issues, teachers have a familiar tool to use when dealing with challenging student behavior.

A problem-solving tool chart is a highly effective tool for helping difficult, noncompliant students identify more appropriate ways of behaving and move toward changing their behavior. Teachers can use the chart to help students resolve conflicts or other problems during problem-solving conferences.

As students come to the teacher with problems or when the teacher sees problems occur, students can be asked "Which problem-solving tool might help you solve this problem?" Over time and with encouragement, students will be able to use the tools to solve problems.

## Mosquito-Fish-Fisherperson

A different version of the Rock-Paper-Scissors strategy that students often use to settle a conflict. In order to settle a problem, **first** two children stand back to back. **Second**, students decide which one to be: a mosquito, a fish or a fisherperson. **Third**, on the count of 3, as students turn around they make the motion of the character they have selected.

Fisherperson always catches the fish. Fish always eats the mosquito. Mosquito always bites the fisherperson. This is not scientific proof, but sure tickles the tension out of a lot of disputes.

# Resources on K-2 Classroom Management and Discipline

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Bedley, Gene. *The ABCD's of Discipline: Positive Approaches to Discipline*, People-Wise Publications, 1979.

Bedley, Gene. *The Big-R: Responsibility*, People-Wise Publications, 1985.

Bedley, Gene. *Heavy Freddy*, People-Wise Publications, 2004.  
(You will find complete ordering information for this book on page 65.)

Bedley, Gene. *Heavy Freddy Goals*, People-Wise Publications, 2006.  
(You will find complete ordering information for this book on page 67.)

Bedley, Gene. *Discipline Strategies and Solutions*, People-Wise Publications, 2006.  
(You will find complete ordering information for this book on page 63.)

Nelsen, Jane, Lott, Lynn and Glenn, Stephen H. *Positive Discipline in the Classroom*, Prima Publishing, 1993.

Turecki, Stanley and Tonner, Leslie. *The Difficult Child: Expanded and Revised Edition*. Bantam, 2000.

Wong, Harry and Wong, Rosemary. *How to Be an Effective Teacher: The First Days of School*, Harry K. Wong Publications, 1998.

## Related Bureau of Education & Research PD Resources [www.ber.org](http://www.ber.org)

### Video

*A Practical Approach to Classroom Management and Discipline, Grades K-2*  
*Part I: Starting the Year with Positive, Proactive Classroom Management Strategies*  
Featuring Gene Bedley, 2007.

*A Practical Approach to Classroom Management and Discipline, Grades K-2*  
*Part II: Management and Intervention Strategies that Promote Responsible Behavior and Prevent Discipline Problems*  
Featuring Gene Bedley, 2007

*A Practical Approach to Classroom Management and Discipline, Grades 3-6*  
*Part I: Starting the Year with Proactive Classroom Management Strategies,*  
Featuring Bev Bain and Spencer Henry, 2006.

*A Practical Approach to Classroom Management and Discipline, Grades 3-6*  
*Part II: Management and Intervention Strategies that Keep Students On Task and Learning*  
Featuring Bev Bain and Spencer Henry, 2006.

*A Practical Approach to Classroom Management and Discipline, Grades 3-6*  
*Part III: Strategies for Dealing with Difficult and Challenging Students*  
Featuring Spencer Henry, 2006.

### **Audio**

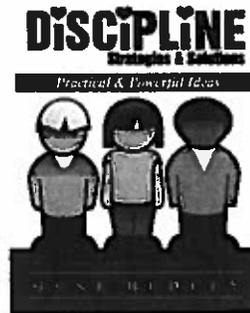
*Practical Discipline Strategies for the Difficult Young Child*, presented by Gene Bedley.

*Succeeding with the Difficult Young Child (Preschool-Second Grade)*, presented by Gary Benton.

*Practical Strategies for Working Successfully with Difficult Students (Grades K-12)*,  
presented by Dr. Jane Bluestein.

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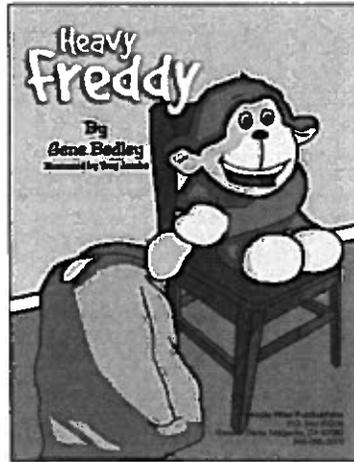
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# Heavy Freddy



# and his Bag of Tricks

Heavy Freddy goes where no other monkey has gone before: into a classroom to teach young children the skill of relating and behaving. He does it with his magical bag of tricks. Each trick is a concrete tool that little kids understand and can use to become skilled problem solvers. Freddy presents one idea after another to help young children make appropriate choices that serve them and the class. The tricks are just a few of those presented in Gene Bedley's best selling discipline book, *Discipline Solutions and Strategies*.

You'll never forget the *Tattle Tale Bag*, *Whisper Tube* or *Freddy's Insect Glasses*. We hope that you will find the perfect monkey for you and begin a magical classroom journey that will strengthen your kids and you!

*When you are for kids you strengthen them and yourself. When you are against your kids you weaken them and yourself!*

– Gene Bedley, Author



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# Goals

## Heavy Freddy Teaches “Little Kids” Goals

I always knew there was something more magical about using animals to teach kids how to behave other than my own strategies, solutions, and tools. If you were a kid who would you listen to? An adult trying to rationalize the importance of being responsible, or a stuffed monkey you saw your teacher wearing on their back – a monkey that became your best friend through playing a series of games, wearing him on your back, receiving special banana messages, or just playing “giggle belly” on the floor?

– Gene Bedley, Author

*I wish I could have had these materials years ago. These are awesome materials!*

– Nancy Miller, Primary Teacher

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– Mary Ann Nowaczynki, Special Ed Teacher

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