Purpose, Not Power:
Culturally – Relevant Behavior Management

CHANGE IMPACT

Change Up Learning

Change Impact

helps social impact organizations achieve results and advance equity.

www.changeimpact.net

Chris Hudson, LMSW

- Summer camp professional for over 30 years (wow)
- Social worker with experience working with children and families
- Former 6th grade teacher
- Former lecturer at Columbia University School of Social Work
- Huge fan of bulleted lists
- When I'm home and no one else is, I leave the bathroom door open when I'm in there.

CHANGE IMPACT

Literally:
- Who are you?
  - Name, position, where you live
- What's your policy on bathroom doors when alone at home?
- What behaviors do find the most challenging to confront and redirect?

Agenda

- Welcome, and Warm-Up

- Vision Setting

- Relationship Building & SEL

- Unpacking Power in our Programs

- Take Action

- Session Evaluation and Closing

Learning Outcomes

1. Understand the relationship between equity, cultural relevance + community responsiveness, and behavior management.

2. Identify proactive behavior management techniques such as mindfulness, relationship-building, and social-emotional learning.

3. Make a plan for creating more opportunities for students to succeed in your classroom space.

Warm Up: How's it going?

What behavior management challenges have been coming up?
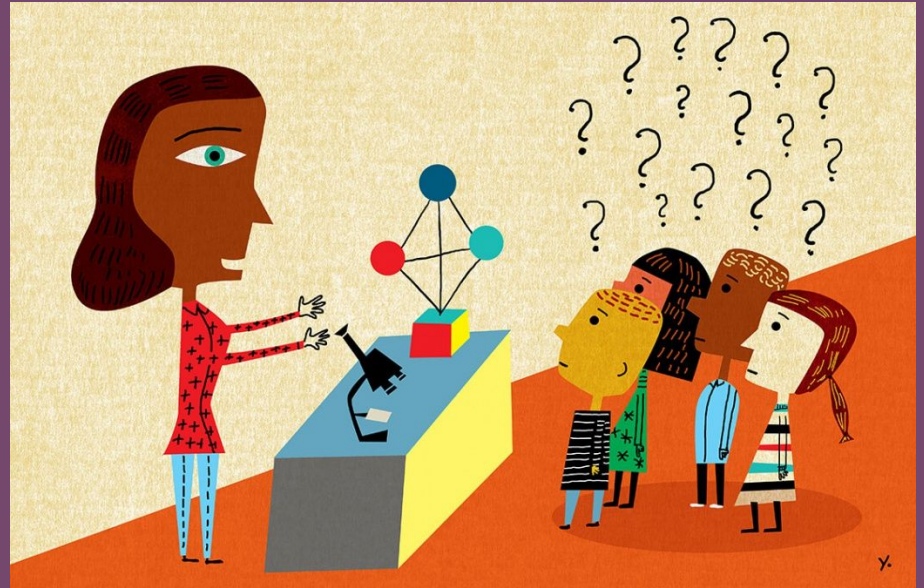
Building A Vision

Let's Jam!

What are a few words to describe an ideal atmosphere for your students?

Behavior Management

- A plan to ensure that students have an optimal learning environment
- After-school culture
- Reducing challenging behaviors + teaching productive behaviors
- Consequences for behaviors
- Building relationships
- Practicing SEL
- Being Proactive

Equity

Everyone gets what they need, understanding their barriers, circumstances, and conditions.

Adapted from Robert Wood Johnson Foundation

EQUITY:
Everyone gets what they need – understanding the barriers, circumstances, and conditions.

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Equitable Behavior Management

"A big part of creating an equitable classroom culture is to ensure I understand how many of the **issues of the outside world impact the lives of my students**. Issues of race, class, gender, sexuality, ability, and colonialism all impact students.

When students are struggling or acting out in my class I want to ensure that I don't merely react to the behaviour but instead **compassionately respond to the root issues** of how a student is acting out."

Reflect

As you watch, consider:

How might culturally relevant/ community responsiveness positively impact a child's behavior?

Dr. Jeff Duncan-Andrade + Community Responsiveness

Discussion

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How might culturally/community - responsiveness positively impact a child's behavior?

Where are you already building equity into your teaching or coaching practice?

TEAM UP

An equity-based mindset proactively supports young people's sense of self and, therefore, their behavior.

Relationship Building + SEL

What is SEL?

What is SEL?

The process in which children:

- Acquire/use skills to understand + manage emotions
- Set and achieve positive goals
- Empathize with others
- Create positive relationship formation
- Responsible decision making

Source: https://casel.org/core-competencies/

Power Expression	Adult Characteristics	Youth Characteristics
Authoritarian	Has **high control, inflexible**; perceive **youth voice** as threatening, unreasonable, **challenging**	Generally **expected to be seen** and **not heard**; understand that behavior is regularly being assessed and even surveilled
Authoritative	**Occasionally seek youth input**; prefer structure and emphasize compliance	**Appreciate routines**; open/ready for change, shifts in power
Youth Centered	**Engage young people** in decision-making **from step one**; they are allowed to make mistakes and experience conflict with adult guidance	**Empowered** to **ask** adults for **help** when needed; **encouraged** to **express opinions** and **navigate conflict** with a goal of building and restoring **healthy relationships**

Instead of Saying (or Thinking)	Try Saying.. (or Thinking)
"You'll get over it."	"It's hard but I believe in you"
"Don't be so negative."	" It's okay to feel bad sometimes."
"Everything happens for a reason."	"I know this is hard. I am here with you."
"Failure is not an option."	"Failure is part of growth"
"Thinking happy thoughts."	"Things can get really tough. I am here for you."
"It could be worse."	"Sometimes we experience bad things. How can I support you?"

Relationships & SEL

- Positive teacher-student relationships impact academic success AND SEL skills

- Teachers helping students to develop a sense of belonging leads to students who are less likely to act out

- When SEL is supported, we see about a third fewer discipline challenges

Relationship Building Ideas

1. Demonstrate interest in + caring for students
   a. Greet students at the door and in the hallway
2. Communicate positive news and expectations
   a. Make positive phone calls home
3. Respond Supportively
   a. Provide precise praise – not "Good job," but "Very clear answer with great detail."
4. Develop positive classroom pride
   a. Let students name their classroom or group

Resource

With your assigned group...

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How can we expand on this?

1. **Demonstrate interest in + caring for students**
2. **Communicate positive news and expectations**
3. **Respond Supportively**
4. **Develop positive classroom pride**

Try it Out

Taking Care of Ourselves

- Using self-awareness to understand our own social and emotional wellness
- Being aware of our own beliefs (conscious and unconscious)
- Checking ourselves
  - How is my well-being affected by/impacting the environment?

Unpacking Power in our Programs

Power & Positionality

By positionality we mean…that gender, race, class, age and other aspects of our identities are markers of relational positions rather than essential qualities.

–Frances Maher and Mary Kay Tretreault, citing Linda Martín Alcoff, "Frames of Positionality: Constructing Meaningful Dialogues About Gender and Race"
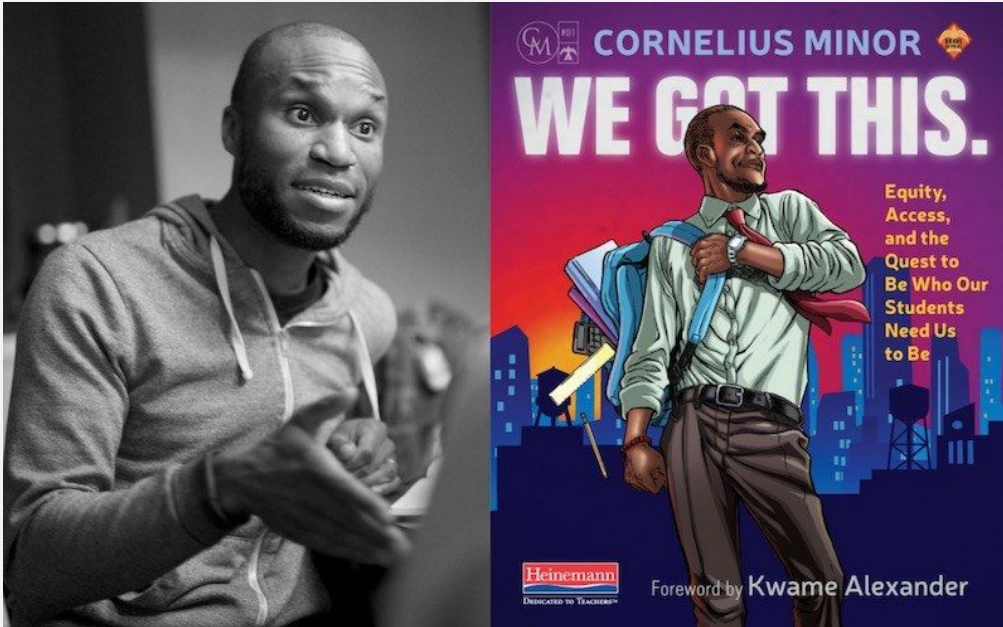
[Positionality] influences and potentially biases your understanding of and outlook on the world.

Breakout Groups

- **In what situations do you hold power?**

- **In what situations do others hold power over you?**

- **At program, I feel powerful when _____.**

- **At program, I feel powerless when _____.**

Cornelius Minor

Step 1: Question culture

Step 2: Thinking about the kids in my class

Step 3: Change the way you do school/afterschool

1. Question Culture

Question the rules, policies, procedures, practices and customs that define your after school space culture. For example:

1. What does a child have to do to be successful in your program? How is this communicated to them and what structures reinforce them?
2. In order to do these things, what do kids have to know and where are those things taught? Do I give kids a chance to practice them?
3. Of those things to be successful, how many do they already do as members of their own communities? Are these things named?

Let's Reflect

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How can I make connections between the ways to be successful in class and what they already do to be successful outside of school?

Try it Out

Top 3 skills to be successful in this program ● Attend regularly ● Participate in activities ● Follow community agreements		**The kids I'm most worried about:** ● James, Laura, Max, Sariah, Xavier, Christy, Rosario, Tim, Lee	
	Chronically absent	**Off-task/talks a lot**	**Disregards physical boundaries**
Who are they?	James, Tim, Christy	Rosario, Max, Xavier	Laura, Sariah, Lee
What might be getting in the way of their success?	Behind in skills, don't build trust	They don't seem to know why activities are relevant to them	Need more movement, model activities for them
Things I can try to remove barriers to success	Make phone calls, email teachers, create calendar	More modeling, cultural connections, social opportunities	Build in breaks, communicate consequences, positive calls

Let's Reflect

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How might a system like this help address some of the challenges you named at the start of the session?

Try it Out

3. Change the way you do school

Change the way you do instruction so that kids have more opportunities to succeed.
- How can we change our practice?
- For each of the ideas related to removing barriers, how can we make these changes permanent?

SET A PLAN

EXAMPLE - Ideas for removing barriers to success for group of students:
- Building movement into class → Including movement into *all* classes tied to the lesson
- Include more visuals → Include a chart or visual diagram every day. Have students design!

Listening to Kids

- Class Meetings - informal way to learn from students (supports w/ relationship building)
- Asking students to provide you with feedback
- Moving from punitive mindset to instructional

... I want to build a bridge for children— a bridge between what we are doing in class and the lives they lead outside of class.

Whole group: Sharing Ideas

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What would you like to try? With whom do you want to share these ideas?

Try it Out

Looking back

Think about a time when you faced a behavior challenge (as a student or parent or sibling or educator). What is one thing you would say to that person to help them overcome, succeed, or feel a sense of purpose?

CELEBRATE YOU
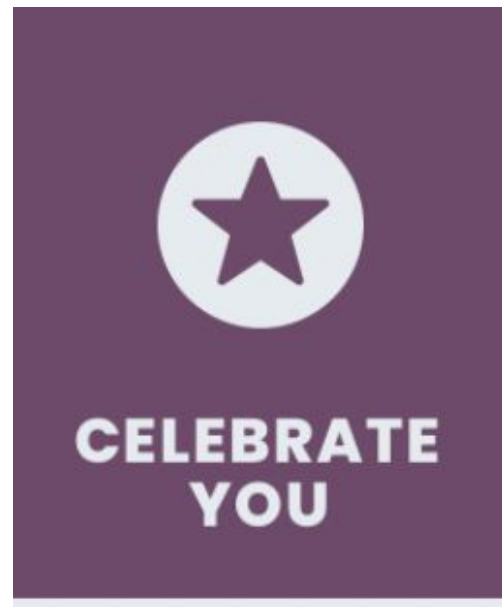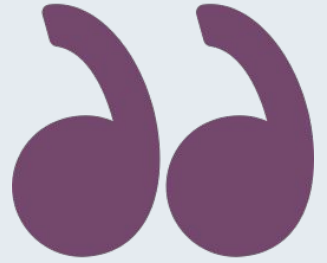
CLOSING

Core Ideas

- Behavioral challenges are tied to the conditions that enable success.

- By being intentional and thinking about the kids in our program, we can create an ideal learning environment.

- It takes a village/community to achieve our vision for success.

"I'm reflective only in the sense that I learn to move forward. I reflect with a purpose."

Kobe Bryant

Follow up!

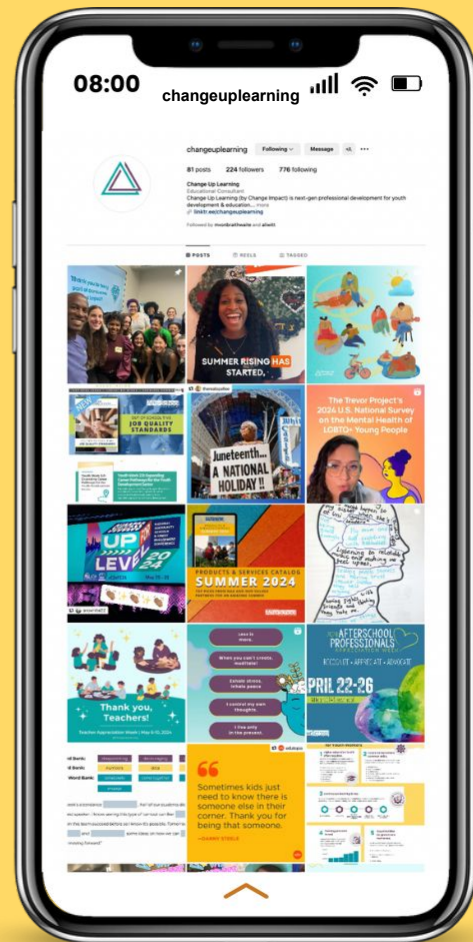Keep an eye out for these slides and a friendly reminder to try out what you learned!

Looking for even more **fun facts**, **videos**, **inspirational quotes** and **good vibes**?
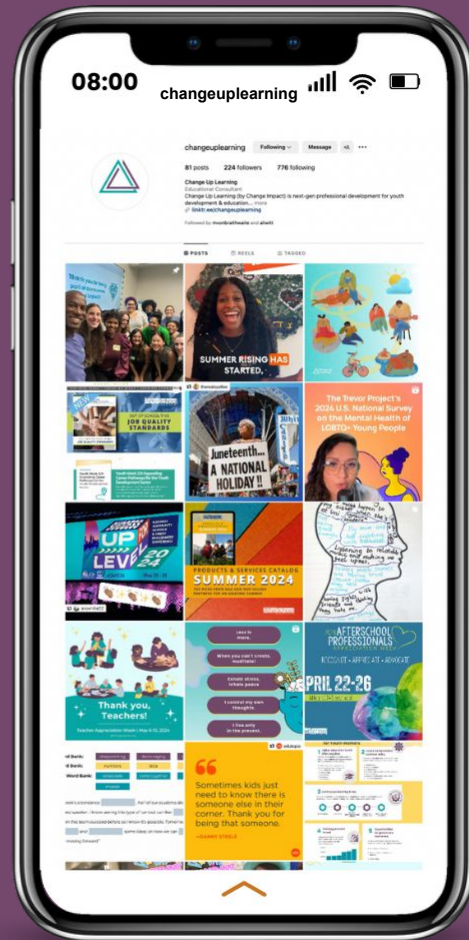
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Looking for even more **fun facts**, **videos**, **inspirational quotes** and **good vibes**?

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Thank you!

https://tinyurl.com/ChangeImpactPDSurvey

Please take a moment to answer this very short survey.
Your response will be anonymous, and we value your feedback!

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Open your smartphone's camera app and aim at the code!