Slide 1

Love and Logic: A Behavioral Approach that Empowers Staff and Students

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Slide 2

What is Love and Logic?

• Love and Logic is a system of behavioral techniques that fits well with positive behavior strategies used in most treatment models.
• It is centered around improving relationships with students, in a firm but friendly fashion, to enhance their chances for success at school.

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Styles of Teaching

Drill Sergeant
"Fear equals respect!"

Helicopter
"We are responsible for student's self esteem!"

Consultation
Students desire firm and friendly teachers. The key is relationship.
**THE RULES OF LOVE & LOGIC**

**Rule #1**
Adults set firm limits in loving ways without anger, lecture, or threats.

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**Neutralizing Student Arguing**

*Step one:* Go Brain Dead
*Step two:* Choose a Love and Logic "One-Liner" antidote.

**Examples:**
Probably so.
That's an option.
Respect you too much to argue.
Nice try.
(Just smile!)

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**Neutralizing Student Arguing (Continued)**

*Step three:* Do not attempt to think, correct, explain, lecture...
*Step four:* If the child continues to argue, say, "I argue at lunch time or after school. What works best for you?"
Rule #2: Adults hold children accountable for solving his/her problems in ways that will not make a problem for anyone else.

Guiding Children to Own and Solve Their Problems
1. Provide a strong and sincere dose of empathy.
2. Place the problem gently yet firmly on their shoulders.
3. Ask for permission to share what “some kids” have tried.
4. Provide 2 or 3 alternatives for solving the problem.
5. Allow the child to solve or not solve the problem.

Rule #3: Children are offered choices with limits.
• Choices should be given often. Students should not feel they have to fight you for control.
• Choices are for good times, not during power struggles (they may be veiled threats).
Ex: Lights on or off? Music on or off? Pen or pencil? Choose the 10 easiest problems and pick the hardest for the teacher to do on the board.
Rule #4: Adults use enforceable statement

<table>
<thead>
<tr>
<th>Unenforceable:</th>
<th>Enforceable:</th>
</tr>
</thead>
<tbody>
<tr>
<td>You don’t talk to me like that!</td>
<td>I’ll be happy to talk to you when your voice is as calm as mine.</td>
</tr>
<tr>
<td>Raise your hand before you speak!</td>
<td>I listen to students who raise their hands.</td>
</tr>
<tr>
<td>Quit playing with your stuff while I’m trying to teach.</td>
<td>I allow students to keep the stuff at their desk that doesn’t distract them.</td>
</tr>
</tbody>
</table>

Rule #5: Adults provide delayed/extended consequences

There can be big problems with immediate consequences. **What are the problems?**

Try this instead: “Oh, no. This is sad. I’m going to have to do something about this! But not now, later. Try not to worry about it.”

Rule #6: The adult’s empathy is “locked in” before consequences are delivered.

- Empathy before consequences lets students know that we care. [“What a bummer.” “That’s so sad.” “Oooo!”] This empathy is followed by the consequence.
- Empathy allows a student to consider their own choices rather than focus on the staff person’s anger or attitude.
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**Relationships and The Most Challenging Students**

- Kids who've been hurt will do almost anything they can to prove to you...and themselves...that they don't want a relationship.
- Relationships are the most terrifying thing they know.
- They will push you away.
- In the short term, they might act even worse.
- DON'T GIVE UP!

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**Rules for “The One-Sentence Intervention”**

- Select a really difficult student.
- Over the next three weeks, using eye contact and smiling, say, “I've noticed...” Only say the “I noticed...” statements a couple of times a week. A number of teachers can use this technique on the student.
  - Don't make it judgmental. Make your statement descriptive without adding, “...and that's great.” Let the student do their own judging.
  - Choose the place carefully so he/she does not feel embarrassed in front of others.
  - Focus upon personal attributes rather than academic attributes.
  - Do not use this technique at a time in which the two of you are having a power struggle.

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**How do teachers feel about this new skill?**

**Hammitt Response**

Survey was completed by 59 Hammitt staff from elementary and junior high schools.

Staff had worked at Hammitt an average of 7.5 years.

Staff’s opinion of their own skill development was significantly affected by use of L&L.
L&L Impact on Staff’s Job Satisfaction

96.8% of staff said that learning and implementing L&L has increased their overall job satisfaction!!!
Comments by staff:
This is simple and puts the responsibility back on the child. (x5)
Helps me relax more in crisis situations, maintain self-control. (x6)

Public School Reaction

• Over 500 public school staff trained in L&L this school year alone.
• ROE has invited Charles Faye to train.
• 6+ sites have requested follow up trainings to keep material fresh.
• Yearly parent trainings offered by school districts and Hammitt, with babysitting provided!

How to Learn? How to Train?

• Check out loveandlogic.com for yourself. There are lots of free downloads for parents and teachers.
• Training only requires that you buy the kit. Experienced trainers with good stories help......