

HANG IN WITH A CHALLENGING STUDENT
& CHANGE A SCHOOL



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HANGING IN



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GOALS

Have a bigger and more organized tool kit

Be excited for a challenge

Appreciate self, staff, and parents



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TODAY'S AGENDA

- Review some of the challenges we face hanging in
- Clarify what we control as school staff
- Task Analysis
- Force field analysis
- Key attractors in 4 frames

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IDENTIFY A CHALLENGING STUDENT

- What were the challenges for peers
- What were challenges for adults in school
- What were challenges for organizational norms
- What were the challenges for student

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WHY DO YOU DO THIS WORK?



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WE ARE THE GATEKEEPERS FOR SOCIETY
AND THE NURTURERS OF INDIVIDUALS

Obligation to teach all students



But some are really hard to teach



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PROMOTE SAFETY AND SUCCESS FOR ALL
WHILE OUR CHALLENGING STUDENTS GROW



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A PERSON HAS ONLY TWO ARMS – BUT A TEAM HAS MANY



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ONLY A SPECIAL HANDFUL CAN DO THIS WORK SOLO



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LEARNING AND GROWING IS NOT A STRAIGHT PATH



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LEARNING AND GROWING IS NOT A STRAIGHT PATH

MS & HS Math Honors integrated course pathway

- The three grade level HS integrated pathway courses that also include the CCSS plus (+) standards (Pre-Calculus Standards) appropriately aligned to each conceptual cluster and distributed evenly among the three courses.
- The MS honors courses are cover the same content standards as defined in the CCSSM for grade 7 & 8, but with greater depth and more emphasis on higher cognitively complex tasks.



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- Learning is spontaneous, individualistic, and often earned through effort. It is a timeworn, slow, gradual, fits-and-starts kind of process, which can have a flow of its own, but requires passion, patience, and attention to detail.

• Hattie, 2009

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UNDERSTAND AND ACCEPT WHAT IS IN YOUR CONTROL IN THE SCHOOL ENVIRONMENT



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LOOK FIRST TO STRUCTURAL CHANGES

• 30% Skill Training

• 70% Structural Change



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WHAT DO YOU CONTROL?

- Materials
- Staffing
- Rewards and Consequences
- Processes and Procedures
- Communication Among Adults
- Physical Plant
- Scheduling
- Power to Modify

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A MANTRA FOR HANGING IN

PREPARE THE CHILD FOR THE ENVIRONMENT

What skills does the child need to learn to succeed?

- a)
- b)
- c)

PREPARE THE ENVIRONMENT FOR THE CHILD

What can be changed in the environment to make it easier for the child to succeed?

- a)
- b)
- c)
- d)
- e)
- f)
- g)

TASK ANALYSIS

- "Write 2-3 paragraphs about your vacation"
 - Can you list 40 sub-tasks to do this task well?
- Hold pencil comfortably
- Write neatly enough to read own writing
- Complete a thought in sentence form
- Decide what you want to share
- Use proper punctuation
- Sequence details logically
- Work within given time frame
- Trust that you will not be shamed

WHY WRITING IS SO OFTEN HARD FOR ME

- My ideas are too jumbled to even know what I am thinking.
- I know my ideas, but they all seem equally important.
- I need an outline of some sort and I usually can't develop one.
- I often have trouble writing first sentences.
- It physically hurts to write.
- It physically hurts to type.
- I cannot read my own handwriting and I can't type well.
- I often go on tangents and don't realize it until I have wasted a lot of time.
- I hate the words that come out; they don't match my thoughts.
- My thoughts race too fast to write them down.
- My thoughts get confused and jumbled as I write.
- My thoughts often dry up completely—I have nothing to say.
- What I write usually sounds stupid to me, so I erase/delete it and never show anyone.
- Even a rough draft has to be close to perfect for me.
- I get hung up on spelling and grammar and lose any flow to my writing.
- The whole process will take me so long; I don't even bother to start.
- I often get distracted by sounds and sights around me and lose my flow.
- I often get so physically anxious that it is like being sick.
- I don't know when or how to stop; I'll write and write and write.
- I often feel shamed and/or overwhelmed by any teacher feedback.
- I can't figure out how to incorporate teacher feedback.
- I am afraid other students will see my writing.

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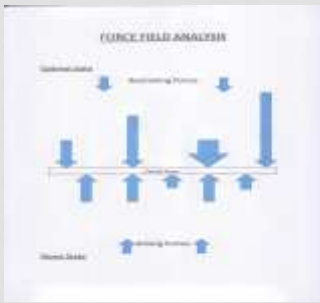
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- f)
- g)

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FORCE FIELD ANALYSIS



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DEAN'S FORCE FIELD



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WORK IN A FORCE FIELD



- Add or strengthen a driving force
- Remove or diminish a restraining force
- Turn a restraining force into a driving force

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KEY/STRANGE ATTRACTORS



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KEY/STRANGE ATTRACTORS



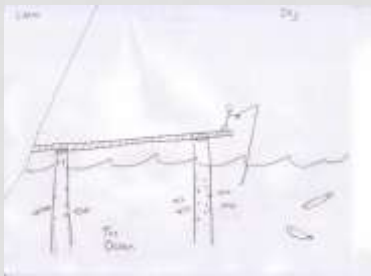
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KEY/STRANGE ATTRACTORS



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KEY/STRANGE ATTRACTORS



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KEY/STRANGE ATTRACTORS



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KEY/STRANGE ATTRACTORS



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HUNT AND NURTURE KEY ATTRACTORS

Vicious Cycle

- I don't feel good so I don't exercise so I don't feel good so I don't exercise



Virtuous Cycle

- I feel good so I exercise so I feel good so I exercise



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FOUR FRAMES FOR DECISIONS

"REFRAMING ORGANIZATIONS" BY BOLMAN & DEAL

Structural	Human Resource	Symbolic	Political
<i>machine</i>	<i>family</i>	<i>theatre</i>	<i>jungle</i>
Schedules Roles Rules	Training Support Affiliation	Heroes Celebrations Mantras	Cohorts Allies Power Brokers

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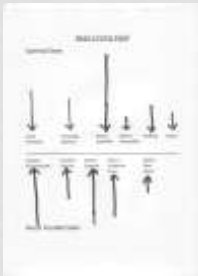
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SUMMING IT UP

- Learning new skills and habits takes time
- The path of learning is not linear
- Be bold and creative in working with what you control—think 70% structures
- Task analyze the situation from the student's level
- Develop a forced field analysis of your current status
- Seek key attractors that not only support this student but grow the school's capacity to work with the next challenging student
- Celebrate success along the way

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