



The 9 Essential Skills for the Love and Logic Classroom

(Love and Logic Strategies 5-9)

Syllabus for Seattle Pacific University Credit

General Information

Course Title: The 9 Essential Skills for the Love and Logic Classroom-Strategies 5-9

(7) Clock hours from Seattle Pacific University (optional)

Course Reference Number: CEU 3388

(1) Quarter graduate credit from **Seattle Pacific University** (optional)

Course Reference Number EDCT 5196

Course Dates, times and locations: 06/28/2018, 8:00am-4:00pm, Silver Cloud Hotel
Broadway, 1100 Broadway, Seattle, WA 98122

Instructor Information

Name: Craig Homnick

Position: Principal at Lincoln Elementary School in the Vancouver School District

Experience: More than 30 years as a teacher, counselor, associate principal and principal

Contact Information

Name: Lorie Homnick

E-Mail Address: Lorie@TeacherStudy.org

Telephone: 360-907-5145

Fax number: 360-448-7031

Teaching Philosophy

The instructor uses DVD's to present the fundamental concepts of the course and to use as a basis for class discussions and small group activities. A workbook will be used to guide our work. An emphasis will be placed on practical techniques and strategies that can be incorporated into the Love and Logic classroom.

Course Information

Goals

Five Essential Skills for the Love and Logic Classroom will be taught. These skills will focus on building relationships with the toughest kids, setting limits with enforceable statements, using choices to prevent power struggles, quick and easy classroom interventions and guiding students to own and solve their own problems. Because expectations for teachers are higher than they have ever been before, this is a must course for all educators who want to reduce stress and frustration and deal more effectively with student behavior. Appropriate for all K-12 educators.



Learning Objectives

Upon successful completion of this course, students will be able to:

- Create a Love and Logic Classroom using the skills taught in this course
- Build more effective relationships with students
- Evaluate their own student management practices and make modifications in the classroom to promote a needs satisfying and nurturing environment
- Avoid power struggles by giving kids choices and using the recovery process more effectively
- Guide students to own and solve their problems

Grading

Participants earning (1) SPU graduate quarter credit will be given a grade. Grades will be based on a 100 point total, broken down as follows:

- Attendance and active participation in discussions and activities:
This requirement will be fulfilled during the **7 hours of direct instruction**.
20 points
- After the class is over, participants will collaborate with at least 1 other participant (2 other participants would be preferable) around the specific strategies learned and how those strategies will be implemented in the fall to meet the unique behavioral needs of their most challenging students. This collaboration can be done in person, via email or phone but will typically take approximately **3 hours**.
40 points
- Teachers will write a 1-2 page paper discussing the collaborative experience they had with their colleagues. The instructor is interested in hearing who they worked with and how that collaboration clarified or enhanced their understanding of their intended use of the Love and Logic strategies with their most challenging behavioral students. Were there any ideas gleaned from others or were you able to help others with their understanding of exactly how they will implement the strategies in their classrooms in the fall?
40 points

This final paper is due no later than 2 weeks after the date of the site-based class (**July 12, 2018**). The paper can be emailed to Lorie Homnick at Lorie@TeacherStudy.org or sent via FAX at **360-448-7031**. Lorie will email you to confirm that we received it.



Outline of Course

Module 5 – Developing Positive Teacher/Student Relationships

- a. Why positive relationships is the key to getting kids to comply
- b. Self-esteem and relationships
- c. Characteristics of our most memorable teachers
- d. Praise vs. Encouragement
- e. The One-Sentence Intervention
- f. Attribution Theory

Module 6 – Setting Limits with Enforceable Statements

- a. Review of first five modules
- b. Enforceable statements and control
- c. The power of questions
- d. Maintaining authority in the classroom

Module 7 – Using Choices to Prevent Power Struggles

- a. The power of control
- b. Guidelines for giving choices
- c. Sharing control through choices
- d. Turning demands and threats into genuine choices

Module 8 – Quick and Easy Preventative Interventions

- a. Non-verbal and other interventions
- b. The importance of anticipating problems before they happen
- c. Getting kids to work harder on solving problems than we do
- d. Preventing misbehavior in unstructured settings
- e. When to use interventions vs. consequences
- f. More on problem-solving

Module 9 – Guiding Students to Solve their Problems

- a. The 5-step process for getting kids to solve their own problems
- b. Guiding kids to solve problems and how self-esteem is affected
- c. Role-play on the 5-step process
- d. Final Thoughts