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Erin Vande Kerk

Northwestern College - Orange City

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Erin Vande Kerk

Northwestern College

Love and Logic in the Classroom: Reshaping the Teacher-Student Culture and Connection

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Abstract

The purpose of this action research project was to determine how the implementation of Love and Logic strategies, learned in the *Parenting the Love and Logic Way* seminars, impact the classroom culture. Five, weekly *Parenting the Love and Logic Way* sessions were attended, where such strategies were learned and then utilized within the classroom setting. The findings generally suggest that implementing such did have a positive impact on the teacher-student connection and classroom culture. Overall, conducting such implementation allowed for reflection, growth, and an increased awareness of the connection between teacher-student interaction and the classroom culture.

Love and Logic: Reshaping the Teacher-Student Culture and Connection

On average, students spend over 8,000 hours of early life within the walls of a classroom before entering high school. During these thousands of hours, students are bombarded not only with the assumption they are mastering standards, involving hours of rigorous study in many forms, but also with the pressures of learning to develop relationships, both with one another and with the classroom teacher. Beyond the world of academia, lies an opportunity for teachers to daily connect with the children who fill their classrooms, offering an environment where students not only have academic needs met, but also feel loved and well-cared for. Many teachers find delight in making such connections; however, it is not always natural for such relationships to form. Teachers must put forth much deliberate effort and careful care in fostering such connections. One avenue of doing such is the use of Love and Logic principles within the classroom.

Parenting the Love and Logic Way is a six-session seminar that assists parents or adults in learning how to connect well with children. “Our goal in creating this program was to provide parents like you an opportunity to gain practical and proven tools for raising respectful, responsible, and happy kids!” (Fay & Fay, 2012, p. 2). Classroom teachers also raise students through daily interactions, dealing with many of the same hurdles that parents face in developing long-lasting relationships with their children. Most teachers desire to have a pleasant experience each day in the classroom, as do the students who reside within those walls.

Classroom teachers readily find significant value in connecting well with students. While this has not always come naturally, many have a drive to make them feel safe, loved, valued, and respected within the walls of the classroom. Most parents are inclined to feel the same about their own kids within the parameters of home. Some teachers tend to lean more toward the

friend/buddy mentality when trying to foster such teacher-student connections. On the other hand, other teachers offer more of a culture that can be quite authoritarian in nature, which at times creates a divide between connecting well the students or children in a loving way. As a teacher, many of the Love and Logic strategies offer ideas for connecting in healthy ways, both for the teacher and for the student.

In most cases, the Love and Logic principles allow teachers to connect well with students, while allowing them to learn life lessons through healthy communication and consequences. In turn, this breeds a culture of mutual respect and loving care. Managing and leading a classroom of diverse students offers many challenges along the way. The Love and Logic principles offer lessons in how to teach children responsibility, while encouraging students to be respectful and showing what loving care looks like. Changing a classroom culture begins with the teacher. Love and Logic techniques open the door to this positive classroom culture shift.

Literature Review

In a world that is ever changing, teachers are far too often caught in the tornado of classroom culture theories, strategies, and management procedure trends. History has had an immense impact on our students today, “The human rights revolution, the communication explosion, the Internet, cell phones, changes in the nuclear family-these and many other factors have radically changed how our children view life” (Cline & Fay 2006, p.13). Teachers must learn new techniques to connect with kids who live in today’s chaotic and ever-changing world. Kids are thrust into the educational system, as with learning a new sport, often through no choice of their own, experiencing pressures in both the academic and psychosocial realm (Cary, 2004). A teacher can be the make it or break it in developing a child’s love of school. Much weight

resides on the classroom culture that such teachers choose to cultivate, “often resulting from the combination of educational philosophy and the ability to manage the classroom” (DiTullio, 2014, p. 37). The teacher is the central being in making such a positive culture possible, and therefore, carries the responsibility of connecting well with students and providing this loving atmosphere.

According to the article “The influence of student characteristics and interpersonal teacher behavior in the classroom on student's wellbeing,” classroom climate or culture has been defined “as the ambience resulting from rules and regulations, the manner in which the teacher deals with students, and the manner in which a classroom’s physical environment is experienced” (Van Petegem, 2008, p. 281). In order to offer a student a well-balanced educational experience, one must maintain that the non-cognitive aspects of education carry just as much weight, if not more, than the narrowed attention previously given to academic cognitive output (Ratcliff, 2011). Students are human beings, more than just a brain to learn and regurgitate information and understanding. An output indicator of quality education largely involves the wellbeing of students, developing within the teacher created learning environment. As Ratcliff (2011) notes, one significant measuring stick of a child’s education must go beyond simple academia, with a greater microscope honed in on the learning environment, more specifically the connection between teachers and students.

After years of research, Cline and Fay (2006) derived to a set of strategies and principles, offering parents and those who work with the children a foundation for making and keeping solid connections with kids as they grow and develop. “What greater gift can parents [and educators] give their children than the opportunity for a joyful, productive, and responsible adult life” (Cline & Fay, 2006, p. 14). Dr. Foster Cline, a trendsetting child and adult psychiatrist, and Jim Fay,

one of America's top educational consultants, firmly believe that adhering to the Love and Logic strategies help achieve such a result.

Methods

Participants

This action research project was implemented in a fifth grade general education classroom in a private, Christian school. The class consisted of twenty students, eleven males and nine females between the ages of 10 and 12 years old. The students' demographics indicate that the class is a mix of ethnicities, all of which include white, African-American, Asian, and Hispanic. Of the twenty students in the class, there are five students in individualized 504 plans, which serve to accommodate learning needs. Most accommodations are made within the classroom itself, and do not involve further paraeducators or removal from the immediate classroom.

Data Collection

The focus of this action research project was to determine how the implementation of Love and Logic strategies learned in the *Parenting the Love and Logic Way* seminars, impacts the classroom culture. Five weekly *Parenting the Love and Logic Way* sessions were attended where such strategies were learned and then utilized within the classroom setting. Appendix A provides detailed information regarding individualized strategies and implementation. Each week a new strategy or strategies were learned and implemented within the classroom setting. Records of implementation are in Appendix B.

Both qualitative and quantitative data were collected throughout the action research. Collecting both types of data allowed the researcher to compile a more complete understanding of how specifically the classroom culture was affected by implementing such Love and Logic

strategies. Such mixed method data collection gave the researcher a closer look at how such strategies affected both individual students and the class, as a whole.

The qualitative portion of the study was largely noted through individualized connection with students in the areas of observation, formal, and informal questioning/interaction. The researcher utilized a chart to record anecdotal data regarding the strategies learned in the Love and Logic sessions. Each week added an additional strategy or two. By the end of the fifth weekly session, the following strategies were being utilized and recorded for each individual student: Enforceable Statements (ES), Argument Diffused (AD), Sharing Control (SC), “I noticed (IN)”, Empathetic Response (ER), Reflective Pause (RP), and Five Steps of Problem-Solving (5PS).

The quantitative data was collected through a student survey given before implementing Love and Logic strategies (Student Survey A), and the same survey given after five weeks of implementing Love and Logic strategies in the classroom (Student Survey B). Students were asked a set of twelve questions, each pertaining to a certain Love and Logic strategy, which the researcher learned in the *Parenting with Love and Logic* weekly sessions. The findings and analysis below give an individualized account of student response to each question on the initial survey, the end survey, point change, and percent of change. Such data indicates areas of most and least impact within the implementation of such strategies.

Data collection for this action research took place over the course of five weeks from January 29 – March 2. Deliberate interaction and connection took place with the students on a daily basis, as noted in the running anecdotal records. The nature of some interaction, such as utilizing enforceable statements, diffusing arguments, empathetic response, etc., did at times depend on student initiation. On the other hand, teacher initiated interactions, such as I noticed

statements and sharing control were utilized at a more regular pace, as the teacher was given control of such initiation. Overall, the process of data collection allowed for an accurate reflection of the specific areas in which the classroom culture was affected.

Findings

Data Analysis

The survey given to all students both prior and at the end of the research, was a set of questions that were generated from the Parenting with Love and Logic seminars. It is important to note that most questions were asked more than once, just in a different way. The researcher did this to find whether or not the students' response to the implemented strategy was consistent. In this way, one may come to a firmer conclusion based on the results. For example, question 1 stated, "I feel regularly noticed for things that I am good at." With the same general idea, question 2 stated, "My teacher acknowledges my strengths." When analyzing the results, one will see some inconsistencies. This may pertain to student understanding of vocabulary within the questions.

In the researcher's desire to learn more about how these strategies impacted the students on an individual basis, it is appropriate to recognize that such snapshots do not convey the feelings of a student on a holistic basis. For instance, a student who took the initial survey and chose scores that were quite high, may have been having an "off" day when taking the ending survey and therefore scored significantly lower, or vice versa. In spite of the change, areas of needed growth and strength can be gleaned from the findings for the teacher.

Minimal researcher bias was a part of the data collection since the research was the teacher. The researcher also did not have opportunities to interact and respond with each student in the exact same way, as some strategies implemented needed to be initiated by the individual

student. While opportunities for such arose often, there was not a complete consistency among all students, as not all needed the strategies implemented. One example of this was utilizing the strategy as learned in session one to diffuse arguments. This strategy can only be used when an argument arises and the possibilities of such being needed varies greatly per student.

Despite such limitations and researcher bias, the following data gives an overview of both qualitative and quantitative data collected throughout the research period. The researcher was diligent to provide unbiased data. Collecting and analyzing both types of data has allowed for a more accurate depiction of how implementing Love and Logic strategies within the classroom can change a classroom climate.

Quantitative Data Analysis. The following is a compilation of the survey questions and individual student results per question: See Appendix A regarding weekly Love and Logic session reflections. See appendix B for actual survey display (1: Never 2: Once in a while 3: Sometimes 4: Always), individual student results, and weekly anecdotal records. Students who chose “Sometimes” and “Always” are considered to already be experiencing a positive classroom culture with strengthening to strong teacher connection.

Table 1

Survey Question 1: I feel regularly noticed for things that I am good at. (PLL Session 1)

Student	Initial Survey	End Survey	Point Change	% of Change
A	3	2	-1	-25%
B	4	4	0	0%
C	3	3	0	0%
D	3	4	+1	+25%

E	3	4	+1	+25%
F	3	2	-1	-25%
G	4	4	0	0%
H	2	2	0	0%
I	3	3	0	0%
J	3	2	-1	-25%
K	3	2	-1	-25%
L	4	4	0	0%
M	3	3	0	0%
N	3	4	+1	+25%
O	3	4	+1	+25%
P	4	4	0	0%
Q	4	4	0	0%
R	3	3	0	0%
S	1	1	0	0%
T	4	3	-1	-25%

Table 2

Question 1: Rating Results

	1: Never	2: Once in a While	3: Sometimes	4: Always
Initial Survey: Number of Students	1	1	12	6

End Survey: Number of Students	1	5	5	9
Difference in Response	0	+4	-7	+3

This first survey question is connected with Love and Logic session one stemming from the idea of the importance of building a positive relationship with students by giving them regular, positive feedback without any sort of evaluative tone. This was communicated through the use of regular “I noticed...” statements, such as “I noticed you helped your friend pick up her supplies when she dropped them. I noticed that.” These statements were regularly given to each individual student over the course of five weeks, with a goal of three statements per week. One may note from the initial survey, that most students in the class already felt regularly noticed by selecting “sometimes” and “always.” While there was growth noted, three students chose to move to the “always” category, there were also four students who moved down to “Once in a While.” Overall, the majority of students already resided in the positive zone (sometimes and always), which exhibited growth. One may then conclude that the implementation of “I noticed...” statements added to the positive classroom culture and promoted teacher-student connection.

Table 3

Survey Question 2: My teacher acknowledges my strengths. (PLL Session 1)

Student	Initial Survey	End Survey	Point Change	% of Change

A	3	3	0	0%
B	4	4	0	0%
C	3	3	0	0%
D	3	4	+1	+25%
E	4	4	0	0%
F	4	2	-2	-50%
G	4	4	0	0%
H	2	3	+1	+25%
I	3	3	0	0%
J	4	4	0	0%
K	3	2	-1	-25%
L	3	3	0	0%
M	3	3	0	0%
N	3	3	0	0%
O	3	4	+1	+25%
P	4	4	0	0%
Q	4	4	0	0%
R	4	4	0	0%
S	2	1	-1	-25%
T	4	3	-1	-25%

Table 4

Question 2: Rating Results

	1: Never	2: Once in a While	3: Sometimes	4: Always
Initial Survey: Number of Students	0	2	9	9
End Survey: Number of Students	1	2	8	9
Difference in Response	+1	0	-1	0

Survey question 2 was directly connected with survey question 1, simply worded in a different fashion. The majority of students, once again, feel that they are already experiencing a positive classroom climate with appropriate teacher-student connection. In the case of this question, not much change occurred, with no rapid visible growth or decline. One may conclude that the strategy was not overall effective, however, question 1 would suggest differently. Perhaps the students misunderstood the wording of the question, or already felt affirmed and noticed prior to the study, and with the consistency of connection during the study, this did not prompt any further change or growth. With the exception of a very small minority, most students concluded that the teacher already knows and continued to acknowledge their strengths.

Table 5

Survey Question 3: I feel like a part of a team in this classroom. (PLL Session 1)

Student	Initial Survey	End Survey	Point Change	% of Change
A	2	3	+1	+25%
B	3	3	0	0%
C	3	3	0	0%
D	2	3	+1	+25%
E	4	4	0	0%
F	4	3	-1	-25%
G	4	4	0	0%
H	2	3	+1	+25%
I	3	2	-1	-25%
J	4	2	-2	-50%
K	3	3	0	0%
L	4	3	-1	-25%
M	2	2	0	0%
N	2	3	+1	+25%
O	4	4	0	0%
P	4	4	0	0%
Q	4	4	0	0%
R	4	4	0	0%
S	1	1	0	0%

T	4	3	-1	-25%
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Table 6

Question 3: Rating Results

	1: Never	2: Once in a While	3: Sometimes	4: Always
Initial Survey: Number of Students	1	4	4	10
End Survey: Number of Students	1	3	10	6
Difference in Response	0	-1	+6	-4

Survey question 3 correlated with the idea that when students feel like they are part of a team, there is a sense of belonging and a safety where loving relationships may form. Over the course of the study, most students remained in the positive classroom culture zone, with a little fluctuation between “Sometimes” and “Always.” This may be due to the lack of “team” activities implemented during the study within the classroom. While the study didn’t deliberately incorporate “team” activities to promote the idea of being part of a “team,” this question was more to reflect on how the students felt as part of a whole, do they feel that they belong to the classroom unit. There was no specific Love and Logic strategy implemented for

this particular “team” idea, aside from the process of argument diffusing and I noticed statements, which most likely impacted the growth.

Table 7

Survey Question 4: When I misbehave, I am still cared for in this class. (PLL Session 2)

Student	Initial Survey	End Survey	Point Change	% of Change
A	2	2	0	0%
B	4	3	-1	-25%
C	3	3	0	0%
D	3	3	0	0%
E	4	3	-1	-25%
F	4	3	-1	-25%
G	4	4	0	0%
H	2	3	+1	+25%
I	3	3	0	0%
J	3	4	+1	+25%
K	4	1	-3	-75%
L	3	4	+1	+25%
M	4	2	-2	-50%
N	3	3	0	0%
O	3	4	+1	+25%
P	4	4	0	0%
Q	4	4	0	0%

R	4	3	-1	-25%
S	3	1	-2	-50%
T	3	3	0	0%

Table 8

Question 4: Rating Results

	1: Never	2: Once in a While	3: Sometimes	4: Always
Initial Survey: Number of Students	0	2	9	9
End Survey: Number of Students	2	2	10	6
Difference in Response	+2	0	+1	-3

Survey question 4 was generated from Love and Logic session 2, which focused on the power of empathy and utilizing a reflective pause in implementing further strategies. It is important to note, that both such strategies are student initiated, prompting teacher response. In this way, it is not possible to have complete consistency among students, as they do not all initiate such regularly, nor do all need such a response due to individual responsibility, attitude, behavior choices, etc. In this case, at the beginning of the study, the vast majority of students already felt cared for when they misbehave. Both students who responded “never,” had poor

behavior incidents very near to the date of the last survey, in which the administration needed to step in and implement follow-through. In this way, such may have clouded the empathetic response of the researcher, as the administration was also a part of the discipline process.

Overall, the researcher maintained a response of empathy in the situations the students provided, allowing for continued connection with most students throughout the process.

Table 9

Survey Question 5: I feel like my concerns are heard. (PLL Session 2)

Student	Initial Survey	End Survey	Point Change	% of Change
A	2	2	0	0%
B	3	2	-1	-25%
C	2	3	-1	-25%
D	2	2	0	0%
E	3	2	-1	-25%
F	3	2	-1	-25%
G	4	4	0	0%
H	3	2	-1	-25%
I	2	3	+1	+25%
J	3	2	-1	-25%
K	3	3	0	0%
L	4	4	0	0%
M	2	3	+1	+25%
N	3	3	0	0%

O	3	4	+1	+25%
P	4	4	0	0%
Q	3	3	0	0%
R	4	3	-1	-25%
S	2	1	-1	-25%
T	4	3	-1	-25%

Table 10

Question 2: Rating Results

	1: Never	2: Once in a While	3: Sometimes	4: Always
Initial Survey: Number of Students	0	6	9	5
End Survey: Number of Students	1	7	8	4
Difference in Response	+1	+1	-1	-1

Love and Logic session 2 also generated the fifth survey question making a connection with students in such a way that helps them feel heard. Again, this was student initiated with a teacher response, so the consistency in connection largely depended on the student. As the above results indicate, there was a lot of potential growth for teacher-student connection in this

area. This also had a tie-in to survey question 4, but interestingly, prompted very different responses from students. While the researcher tried to regularly empathetically respond when situations arose, this of all the strategies implemented was the most difficult, as it was a complete shift for the researcher and since it was also student initiated, it could not be practiced as regularly as preferred. For these reasons, one may note that there is very little change in results from beginning to end. The time limitations of the study have also impacted such, as more time to learn consistency and more situations to which adhere would hopefully have prompted further growth.

Table 11

Survey Question 6: I am aware of the class expectations and I follow them. (PLL Session 3)

Student	Initial Survey	End Survey	Point Change	% of Change
A	3	3	0	0%
B	3	3	0	0%
C	3	3	0	0%
D	4	4	0	0%
E	2	3	+1	+25%
F	4	3	-1	-25%
G	4	4	0	0%
H	4	3	-1	-25%
I	3	3	0	0%
J	4	4	0	0%
K	3	4	+1	+25%

L	4	3	-1	-25%
M	3	4	+1	+25%
N	3	3	0	0%
O	4	4	0	0%
P	4	4	0	0%
Q	3	3	0	0%
R	3	3	0	0%
S	3	4	+1	+25%
T	3	3	0	0%

Table 12

Question 6: Rating Results

	1: Never	2: Once in a While	3: Sometimes	4: Always
Initial Survey: Number of Students	0	1	11	8
End Survey: Number of Students	0	0	12	8
Difference in Response	0	-1	+1	0

Question 6 corresponded with Love and Logic session 3 regarding setting limits by use of enforceable statements. Such may be conducted both to individual students and to the class as a whole. This question centered on student awareness, which implies appropriate and thorough communication of expectations within the classroom setting. All but one student initially felt that the expectations the in classroom were clear. Throughout the study, that one individual noted further growth in this area. In response, the researcher concludes that although a firm set of expectations was already communicated, enforceable statements have slightly added to the awareness of such guidelines.

Table 13

Survey Question 7: My teacher shows that she cares for me. (PLL Session 3)

Student	Initial Survey	End Survey	Point Change	% of Change
A	3	2	-1	-25%
B	4	3	-1	-25%
C	4	4	0	0%
D	3	4	+1	+25%
E	4	4	0	0%
F	4	4	0	0%
G	4	4	0	0%
H	3	3	0	0%
I	3	3	0	0%
J	4	3	-1	-25%
K	4	4	0	0%

L	3	3	0	0%
M	3	2	-1	-25%
N	3	3	0	0%
O	4	4	0	0%
P	4	4	0	0%
Q	4	4	0	0%
R	4	4	0	0%
S	2	1	-1	-25%
T	4	3	-1	-25%

Table 14

Question 7: Rating Results

	1: Never	2: Once in a While	3: Sometimes	4: Always
Initial Survey: Number of Students	0	1	7	12
End Survey: Number of Students	1	2	7	10
Difference in Response	+1	-1	0	-2

The seventh question in the survey was shaped around the idea that enforceable statements not only communicate boundaries, but they also communicate a genuine care and concern for the student or group of students. The initial feel in the classroom is that most students already feel cared for, as noted in their survey responses, seeing that the majority lie in the positive classroom climate zone. In the end, it's interesting to note the shift, as the majority still feel that they are being genuinely cared for, but a few select individuals have drifted downward. While there will always be potential for outliers, one may also conclude, in connection with the previous question results, that enforceable statements communicate expectations clearly, but are not always received as loving and caring. In this way, it's difficult to conclude that the enforceable statements had an overall immense impact.

Table 15

Survey Question 8: I feel supported by my teacher. (PLL Session 3)

Student	Initial Survey	End Survey	Point Change	% of Change
A	3	3	0	0%
B	3	3	0	0%
C	4	4	0	0%
D	4	3	-1	-25%
E	4	4	0	0%
F	3	4	+1	+25%
G	4	4	0	0%
H	3	3	0	0%
I	3	3	0	0%

J	4	4	0	0%
K	4	4	0	0%
L	4	4	0	0%
M	2	3	+1	+25%
N	3	3	0	0%
O	3	4	+1	+25%
P	4	4	0	0%
Q	4	4	0	0%
R	4	4	0	0%
S	1	1	0	0%
T	4	3	-1	-25%

Table 16

Question 8: Rating Results

	1: Never	2: Once in a While	3: Sometimes	4: Always
Initial Survey: Number of Students	1	1	7	11
End Survey: Number of Students	1	0	8	11
Difference in Response	0	-1	+1	0

Questions 6 and 7 were generated from the same Love and Logic session as question 8, regarding a feeling of the teacher supporting the student. While the wording is somewhat different from the previous two questions, the results are interesting to note, especially with regard question 6, as little to no change is seen over the course of the study. The only change is in a slightly positive direction overall, which is encouraging for the teacher. One would most readily conclude again, that the classroom culture is already in a positive place, and implementing such strategies, while did not have an immense positive impact, also did not affect the culture in a negative way. In most respects, one may then deduct that the researcher already had an efficient and well-received set of boundaries for students, which were clear, but also enforced in such a way that students felt adequate support and care.

Table 17

Survey Question 9: The consequences in my class are fair and clearly stated. (PLL Session 3)

Student	Initial Survey	End Survey	Point Change	% of Change
A	3	3	0	0%
B	4	4	0	0%
C	4	4	0	0%
D	4	3	-1	-25%
E	4	4	0	0%
F	4	2	-2	-50%
G	4	4	0	0%
H	4	4	0	0%
I	3	3	0	0%

J	2	4	+2	+50%
K	4	3	-1	-25%
L	4	4	0	0%
M	3	4	+1	+25%
N	4	4	0	0%
O	4	4	0	0%
P	4	4	0	0%
Q	4	3	-1	-25%
R	4	4	0	0%
S	4	1	-3	-75%
T	4	4	0	0%

Table 18

Question 9: Rating Results

	1: Never	2: Once in a While	3: Sometimes	4: Always
Initial Survey: Number of Students	0	1	3	16
End Survey: Number of Students	1	1	5	12
Difference in Response	+1	0	+2	-4

The results of question 9 prompted a bit of confusion for the researcher, as the wording of the question notes that the consequences within the classroom are both fair and clear. There was a more apparent shift in the results over time in a downward direction. The main strategy for this question involved sharing control within the classroom, allowing students the opportunity to make choices more often within their day. Most of these choices centered around behavior and the consequences involved. In the case of this question, it is impossible to decipher whether results shifted due to the students feeling the consequences were unfair, or whether they were clear, or both ideas. In the case of a couple students, there is an extreme change. Ironically, both of these students had an issue arise with each other that needed to be addressed by the administration. Neither party liked the consequence set forth by the admin, which explains the significant drop in their individual responses. Overall, it is difficult to pull completely conclusive evidence from such a question, as the wording was not concise enough.

Table 19

Survey Question 10: If I have a problem, I look for a solution before seeking help. (PLL Session 5)

Student	Initial Survey	End Survey	Point Change	% of Change
A	3	3	0	0%
B	3	3	0	0%
C	3	3	0	0%
D	4	4	0	0%
E	3	4	+1	+25%
F	3	2	-1	-25%

G	4	4	0	0%
H	4	3	-1	-25%
I	3	3	0	0%
J	2	4	+2	+50%
K	3	3	0	0%
L	2	2	0	0%
M	4	2	-2	-50%
N	2	2	0	0%
O	4	4	0	0%
P	4	3	-1	-25%
Q	3	3	0	0%
R	3	3	0	0%
S	4	4	0	0%
T	4	4	0	0%

Table 20

Question 10: Rating Results

	1: Never	2: Once in a While	3: Sometimes	4: Always
Initial Survey: Number of Students	0	3	9	8

End Survey: Number of Students	0	4	9	7
Difference in Response	0	+1	0	-1

Survey question 10 was derived from Love and Logic session 5, where the focus was encouraging kids to own and solve their problems. The strategy utilized was the five steps of problem solving, as taught in the session, see Appendix A. Once again, the student needed to initiate such interaction by posing or prompting a problem that needed solving. As seen in the results, the majority of students felt that they already had the tools needed to own and solve their problems, since they scored themselves in the positive classroom culture zone initially. It is necessary to note, that the five-step strategy was only implemented for a little over a week, since it was not learned until the fifth session of Love and Logic. This most likely affects the effectiveness of the strategy, as it was not given ample time, as were some of the others. In the end, a longer timeline would have allowed for more consistency and further follow-through in this area.

Table 21

Survey Question 11: I contribute to my classroom to help things run smoothly. (PLL Session 5)

Student	Initial Survey	End Survey	Point Change	% of Change
A	2	3	+1	+25%
B	4	4	0	0%

C	3	3	0	0%
D	2	3	+1	+25%
E	3	3	0	0%
F	3	2	-1	-25%
G	4	4	0	0%
H	3	3	0	0%
I	3	3	0	0%
J	4	4	0	0%
K	3	3	0	0%
L	3	3	0	0%
M	3	2	-1	-25%
N	3	3	0	0%
O	3	4	+1	+25%
P	4	4	0	0%
Q	4	4	0	0%
R	4	3	-1	-25%
S	3	1	-2	-50%
T	3	4	+1	+25%

Table 22

Question 11: Rating Results

	1: Never	2: Once in a While	3: Sometimes	4: Always
Initial Survey: Number of Students	0	2	12	6
End Survey: Number of Students	1	2	10	7
Difference in Response	-1	0	-2	+1

Love and Logic session 5 also prompted survey question 11, asking students to reflect on how they contribute to the classroom. The teaching strategy in this instance was once again the five steps to problem solving. As mentioned regarding question 10, this is student initiated and therefore may only prompt teacher response, as the student feels necessary. The majority of students already fell in the positive classroom culture zone and remained there for the course of the study. While four students felt growth in this area, the same number of students felt a decline. Obviously this idea of contributing is within the realm of student choice. When students are given the problem back and expected to solve it on their own, it does not always turn out well. Some students will experience this more often than others, as some students find themselves in sticky situations more often than their classmates. In this way, the data suggests that although students learn good problem solving habits from the five-step process, may gage

the level of satisfaction of the strategy based on the outcome of the problem and how it affects them personally. From a student perspective, the five-step strategy may not be the preferred method, but research has shown that it allows kids to learn good habits over time.

Table 23

Survey Question 12: I am given choices within my education daily. (PLL Session4)

Student	Initial Survey	End Survey	Point Change	% of Change
A	2	2	0	0%
B	3	3	0	0%
C	3	3	0	0%
D	4	3	-1	-25%
E	4	4	0	0%
F	3	3	0	0%
G	4	4	0	0%
H	3	4	+1	+25%
I	3	3	0	0%
J	2	4	+2	+50%
K	4	3	-1	-25%
L	3	4	+1	+25%
M	3	3	0	0%
N	3	2	-1	-25%
O	3	4	+1	+25%
P	3	4	+1	+25%

Q	4	4	0	0%
R	3	3	0	0%
S	1	1	0	0%
T	4	3	-1	-25%

Table 24

Question 12: Rating Results

	1: Never	2: Once in a While	3: Sometimes	4: Always
Initial Survey: Number of Students	1	2	11	6
End Survey: Number of Students	1	2	9	8
Difference in Response	0	0	-2	+2

Question 12 concludes the survey with one final reflection from Love and Logic session 4, where kids are given many small choices in their day to promote good decision-making habits for future decisions that impact them in a much larger way. Once again, overall, the majority of the class already feels that they are given choices either “sometimes” or “always.” There is a slight motion of growth, as a couple more students chose the “always” category, while others remained stagnant. Overall, implementation of the strategy of offering choice did not have an

immense impact, as students were already regularly being offered choices within their education prior to the study. Offering choice is a good strategy to continue utilizing.

In conclusion, within most data collection there is potential for outliers. For instance, student S consistently scores on the lower end of the scale, with little change in responses from initial to end. Student S really struggles academically and behaviorally in the traditional classroom, which the researcher may conclude affects the individual student data collected. Regardless, the researcher recognizes that it is necessary to make all students feel connected within the classroom culture. The Love and Logic strategies do not seem to have worked well for student S, which will prompt further research and effort beyond this study, in an effort to help all students experience a more positive teacher-student connection.

Qualitative Data Analysis Qualitative data was collected weekly through individualized connection with students in the strategies utilized over the course of the research period. The researcher also implemented both formal, and informal questioning/interaction with all students on a weekly basis. A chart was used to record anecdotal data regarding the strategies learned in the Love and Logic sessions. In analyzing such data, one may note that all teacher initiated interactions were conducted with regularity, unless students were absent. Such regular teacher initiated interaction, usually with regard to sharing “I noticed...” statements with individual students, did prompt a shift in the vocal positivity heard in the classroom. Students were grateful, as seen in their smiles, verbal thanks, and even a couple kind emails to the teacher. The researcher also observed students using positive “I noticed...” statements among each other and even at times were directed at the teacher.

Informal discussions with students also showed evidence of positive change in classroom culture. Students were more apt to approach an activity in a positive manner when the student

were being given a choice. Such discussions also allowed the researcher to implement empathetic responses, which almost always ended the issue in a loving and caring way. The student provided evidence through verbally expressing gratitude or offering a quick side-hug on numerous occasions.

As the researcher observed the students holding a more positive approach to being in the classroom, new friendships were witnessed among students, and students embraced a more optimistic approach when participating in group work. Parents also responded in a grateful manner through emails and verbal thanks, all of which show that change has occurred among the culture of the classroom.

Discussion

Summary of Major Findings

As per the results of the initial student survey, it is relevant to note that the majority of students feel that all areas of study are already being felt positively within the classroom culture either sometimes or always. For example, a common thread visible through student response is that most already feel cared for and supported by the teacher.

Beyond this initial finding, the research did convey that there was apparent growth in a couple specific areas. One area where growth was seen, according to students, was in the area of being given choices within the educational day. This idea correlated with the Love and Logic strategy that kids react more positively when given a structured choice.

A further significant finding is that in many cases (although not all), the students who already felt the inclination to respond as “sometimes” or “always” to the prompt in the survey, offered little or no change consistently. This further allows the researcher to conclude that many students in the classroom were already satisfied and experiencing a positive atmosphere.

Overall, the researcher concluded that implementing such strategies within the classroom allowed for a more positive approach to communicating and working with students on a daily basis, as felt by the researcher. The teacher left most days feeling like there was an overall increase in the sense of positive connection between the teacher and the students. As the Love and Logic research has stated, developing such habitual empathetic responses, giving controlled choice, and implementing such related strategies over time will allow for positive growth in such an environment.

Limitations of the Study

The limitations in this research mostly resided in the timeline of events. Since a new strategy or strategies were learned within each of the five weeks, some strategies were implemented significantly longer than others. In addition, the majority of strategies were only able to be applied when students initiated the interaction, such as argument diffused, empathetic response, reflective pause, and enforceable statements. In this way, there was a lack of consistency in implementation, because it was very situational and could not be initiated by the teacher. The researcher must also take into account that students may have been projecting other classroom experiences, aside from their homeroom, in their survey responses, as such students also have two other classrooms in which they daily take part.

Further Study

Looking beyond this initial study, more research needs to be conducted over a longer period of time, allowing for some potential consistency in teacher response to student initiated interactions. Implementing such research longer than the five week sessions may allow for more consistent feedback and potentially even further growth in a positive classroom climate. It would also allow for a more focused study on those individual students who scored relatively

low, compared to the majority, in the survey findings. Picking apart such details may put together a more complete picture of where the disconnect is with that particular student. While students were asked to focus primarily on responding according to the researcher's homeroom, it would be fascinating to survey other student responses that also spend time regularly in the researcher's classroom, who are not in the researcher's homeroom.

Conclusion

The findings suggested, as per researcher observation and data, that implementing Love and Logic strategies within the classroom can have a positive impact on the teacher-student connection. Both the quantitative and qualitative data surrounding such implies that research over a longer period of time may provide more consistency and increasingly conclusive findings.

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Appendix A

Parenting the Love and Logic Way Session Journals

Session 1

January 18, 2018

Parenting the Love and Logic Way

“Our goal in creating this program was to provide parents like you an opportunity to gain practical and proven tools for raising respectful, responsible, and happy kids!” (p. 2) The same is true of what I hope to instill in the students who come into my classroom each day. I am anxious to attend the 5 sessions being offered through our elementary school and learn new strategies to connect with my students, while teaching them to be respectful and responsible, which in turn will hopefully affect our classroom environment in a very positive, God-honoring way. Let the journey begin!

January 18: During this session, I had 5 other adults at my table with whom we participated in discussions and sharing of parenting experiences. The session consisted of video clips, reading, and discussion.

Session 1: Putting an End to Arguing, Back Talk, and Begging

- A. Lessons learned from a little arguing: “Life is more fun and enjoyable when we stay out of verbal battles with our children.” (p. 5)
- a. Steps to engaging in an argument:
 - i. Go “Brain dead.” It is of utmost importance to turn your brain “off” when a child is engaging in an argument. This is the first step, setting you up to respond well. A brain dead reaction still involves eye contact and showing you are listening, but you should not allow your brain to be bothered by the argument or be thinking about how to fix it or respond. When a child is finished, continue with one of the following responses:
 - ii. With a calm, non-sarcastic tone, use one of the Love and Logic one-liners:
 1. *I love you too much to argue.*
 2. *I know.*
 3. *Thanks for sharing.*
 4. *And what did I say?*
 - iii. Continue with this strategy or “brain dead” listening and calm responses until the argument is diffused. In most cases, the child will choose to let go of the argument, because they are not able to manipulate or engage the parent. Neutralizing an argument “goes a long way toward ensuring that our kids don’t fall into these nasty habits” or manipulating and arguing.
 - b. Classroom implementation:
 - i. When a student comes to the teacher with an argument, the previous strategies listed would also be helpful. If a student poses such during class, simply go “brain dead” (while actively listening), and use a one-liner. I think I will most likely find myself using the phrase *Thanks for sharing.*

- ii. If the argument is a part of our class time, I would then follow that phrase with *I'd be happy to discuss this further with you after class* or if it's necessary to handle it in a timelier manner, *Would you like to continue chatting in the hallway?* may be a more appropriate response.
 - iii. If so, follow through with in the future conversation with going "brain dead," and then a one-liner! Eventually you will have heard the students concern and the argument will hopefully be defused.
 - iv. Continuing with necessary follow-through beyond, as needed.
 - c. Personal Teacher Reflection:
 - i. In most cases, when a student argues with me, I engage, which unfortunately often turns into a power struggle, with some sort of punishment resulting. I have the desire to change my habits. Learning to utilize the previously stated strategies will hopefully allow me to have my students feel like they're heard, instead of imposing my point of view or perspective upon them, which simply communicates that they're not capable of problem solving or thinking for themselves. I'm hoping this will allow students to see that verbal battles are not a healthy way of communicating our thoughts and opinions, but rather lead to hurt feelings and difficult situations. I am anxious to try this approach and see how it affects my connection with students who feel the need to argue.
- B. The importance of relationship: "Love and Logic is an approach where children experience firm limits and accountability within the context of incredibly loving and encouraging relationships." (p. 8)
 - a. Tips for maintaining or rebuilding relationships: (taken from pg. 8-9)
 - i. Make every "hello" and "goodbye" a special event.
 - ii. At least once a day, notice something special about them.
 - iii. Remove any hint of sarcasm.
 - iv. Love them even when they're not behaving so lovable.
 - v. Neutralize Arguing.
 - b. Classroom implementation:
 - i. I'm intending to focus on connecting well with my students and building a loving relationship with them. One of the strategies I plan to use is noticing something nice about them often. While I don't feel that I'll be able to communicate this in a meaningful way every day to 21 students, my goal is to deliberately communicate to each student 2-3 times a week something special about them. (I have 21 students in my homeroom, which is the class I'm choosing to focus on, and see them between 60-100 minutes on a daily basis) I will keep a chart that indicates when I've communicated such with each child. My materials note the importance of sharing what you've noticed with the child, without an evaluative statement at the end. For instance, "I noticed that you helped your friend pick up her supplies when she dropped them. I noticed that." Do not follow the statement with "That's great," as that adds an evaluative tone to the act of noticing. Simply recognize something special with a smile and kind tone.
 - c. Personal Teacher Reflection:

- i. Far too often, as a teacher, I get so caught up in presenting my material to my students and making sure that they're progressing appropriately, that I forget to connect with them and build an intentional relationship with them. This connection is such a key part of making my students feel that I care for them as a person, much beyond what they are capable of as a student. Cultivating such a relationship with my students allows showing them their God-given value and in turn, makes them feel like our classroom is safe and a place where I feel each student belongs. I'm a bit nervous about tracking this information, as it may get tricky to be consistent and remember to record all of the interactions. I intend to post a few reminders around my classroom to help me remember, not only to follow through with sharing what I find special in each student, but also to record when I communicate such to them. I'm anxious to see how this affects the current connection I have with some of my students.

Session 2

January 25, 2018

Parenting the Love and Logic Way

“Our goal in creating this program was to provide parents like you an opportunity to gain practical and proven tools for raising respectful, responsible, and happy kids!” (p. 2) The same is true of what I hope to instill in the students who come into my classroom each day. I am anxious to attend the 5 sessions being offered through our elementary school and learn new strategies to connect with my students, while teaching them to be respectful and responsible, which in turn will hopefully affect our classroom environment in a very positive, God-honoring way.

January 25: During this session, I had 5 other adults at my table with whom we participated in discussions and sharing of parenting experiences. The session consisted of video clips, reading, and discussion.

Session 2: Teaching Responsibility Without Losing Their Love

Empathy opens the heart and mind of learning.

2.1 The Power of Empathy

- d. Recap: Standing beside them, loving them, and letting them handle the consequences to show them they're capable of handling the consequences. “The most effective parents seemed to understand the importance of displaying love and understanding before holding their children firmly accountable for their actions” (p. 16). “Empathy allows your child's poor decision to remain the “bad guy” while allowing you to remain the “good guy” (p. 17). One's initial reaction needs to be one of genuine empathy (not lecture, shame, etc.). Memorize an empathetic one-liner to help you begin each conversation with empathy. Here are a couple suggestions from the study:
 - i. This is so sad...
 - ii. What a bummer...
 - iii. Oh...that's never good...

Beyond the empathetic statement, put the responsibility/consequence back on the child. For example, “You lost your sweatshirt at school? Oh...that’s never good... What are you going to do about that?”

- e. Classroom implementation: Some situations in my classroom where this technique may be useful would be when kids forget to hand things in or leave things at home. I would then follow their concern with, “You forgot your homework at home? Oh...that’s never good...What are you going to do about that?” Or another one I often here is “You didn’t finish your homework? Oh...that’s never good... I know your grades are important to you. What are you going to do about that?”
 - f. Personal Teacher Reflection: If I’m completely honest, my initial reaction is to give some sort of shaming statement when students approach me because they didn’t finish their work, or left something important at home. For instance, I may respond with, “Why wasn’t your homework a priority, that’s not the kind of student you usually are.” My response is usually laced with how disappointed I am in them, instead of how much I love them. This is definitely a habit that will be difficult for me to break, but I am going to give it my best effort!
- 2.2 Making Empathy More Natural
- g. Recap: “Your empathy must come before the consequence or bad news, not after” (p. 18). “Your goal is to get your child firmly into “thinking mode” before doing anything else. Making empathy more natural involves removing all sarcasm in these moments. Empathetic statements coated in a sarcastic tone lose their genuine authenticity and leave the child feeling like you don’t truly care. If one isn’t capable of communicating without sarcasm or a disappointed tone, keep it simple and vague. This may sound something like, “Oh...I’m not sure what I’m going to do about this right now, but I’m going to have to do something.” Or it may be communicated with words similar to these, “This is so sad...I love you too much to fight about this. I’ll take care of this later.” Both of these statements move the child into thinking mode, while you can take pause to figure out how to best move forward. In the moment, these statements are empathetic, when executed genuinely, and allow for think time.
 - h. Classroom implementation: There are often moments in the classroom where it is necessary and wise for teachers to have pause and delay consequences. Responding empathetically hopefully allows the student to see sincere care and love for him or her. Giving pause beyond the empathetic response allows the teacher to gain control and not give a reactionary reply or consequence. In my classroom this may look similar to examples listed above. In the instance of having a student cheat on a test, I may go over to their desk and privately say, “This is sad. You are copying the answers from your neighbor’s test. I’m going to have to do something about this. I’ll let you know what that is later.”
 - i. Personal Teacher Reflection: In most instances, the pause that would be wise is not something I take advantage of. As listed previously, I will also need to remove the sarcasm from my tone in order to communicate genuine empathy. I think the phrase, “I’m going to have to do something about this. I’m not sure what right now, but I’ll follow up later,” will allow for me to implement this well

in my classroom. I may need to add a few post-it note reminders around my classroom for a visual reminder.

Session 3

February 1, 2018

Parenting the Love and Logic Way

“Our goal in creating this program was to provide parents like you an opportunity to gain practical and proven tools for raising respectful, responsible, and happy kids!” (p. 2) The same is true of what I hope to instill in the students who come into my classroom each day. I am anxious to attend the 5 sessions being offered through our elementary school and learn new strategies to connect with my students, while teaching them to be respectful and responsible, which in turn will hopefully affect our classroom environment in a very positive, God-honoring way.

February 1: During this session, I had 4 other adults at my table with whom we participated in discussions and sharing of parenting experiences. The session consisted of video clips, reading, and discussion.

Session 3: Setting Limits Without Waging War: “Consequences lose their power when delivered with the purpose of getting even with our kids, provided with anger, frustration, or sarcasm, accompanied by repeated warnings or lectures, and we feel sorry and give in” (p. 22).

3.1 The Power of Enforceable Statements: “When we set limits with enforceable statements, we enjoy the benefit of always being able to follow through on our word” (p. 23).

- a. Recap: Using enforceable statements allows us to set enforceable limits. “Never tell a stubborn child what to do. Instead, describe what you are willing to do or allow” (p. 23). “When we use enforceable statements, we dramatically increase the odds that our kids will listen very carefully when we open our mouths” (p. 24). Enforceable statements often start with:
 - i. “You may...”
 - ii. “I will...”
 - iii. “Feel free to...”

When a child is looking for limits, they are often wondering two key ideas, 1) Do you care about me, and 2) Can I get my way? Ending your enforceable statement with the phrase... “as long as it doesn’t cause a problem,” also sets a firm boundary and covers most any issue that may arise.

- b. Classroom implementation: I can definitely see myself utilizing this technique in the classroom, both to the class as a whole and to individual students when communicating on a more individualized level. For example, yesterday I had a student who would not finish his work. I ended up telling him, in a very frustrated voice, “You may not go out for recess until you have your work finished.” An enforceable way to communicate the same message would have been, “I allow students who finish their work to enjoy their recess,” or “Feel free to finish your work before heading out to recess.”
- c. Personal Teacher Reflection: Utilizing the enforceable statement approach will hopefully allow me to communicate with my students in a much more loving and

caring way, while showing them firm limits and boundaries. I would much rather be firm but loving, than angry or frustrated. Far too often, I take this authoritarian stance, giving the perception that I'm mad or upset, when this is most often not the case.

3.2 Strategic Training Sessions for Kids

- d. Recap: Coordinating a training session for the kids involves much foresight, planning, and strategy, but this allows children to see that our limits are set and gives a baseline. Children learn to listen the first time when you don't give them a second time. Most training sessions center around restricting some sort of activity or taking away a privilege that the child enjoys. It generally follows the following steps, as stated on pg. 29-30:
 - i. Put together a tentative plan (anticipate restriction or an activity or privilege).
 - ii. Be sure you have support. Brainstorm with other parents of potential loop-holes and come up with potential solutions.
 - iii. Set an enforceable limit:
 1. You may have-----as long as-----.
 2. Feel free to-----as long as it doesn't cause a problem for anyone else.
 3. I give extra recess to kids who -----.
 - iv. Don't nag or remind. "Kids will always come to need the same number of reminders they are given.
 - v. When problems arise, allow empathy and consequences to do the teaching.
- e. Classroom implementation: A couple classroom instances where a strategic training session may be in order would include an individual student who wastes time, a class that doesn't quiet down when asked, or kids who do not turn in their homework. This training session may work well, utilizing the help of a fellow colleague when necessary.
- f. Personal Teacher Reflection: In some ways, I've already used this technique with a student who was not turning in her work faithfully. Recess was a very much anticipated time for her, and classroom time mostly equated to sitting and not making much, if any progress. When she went home, she did not finish or work on her homework. I feel like I followed through with the help of my administration and her parents. Her parents felt that since she wasn't doing her "job," she was no longer allowed to attend our school. In many respects, they were enforcing the idea that "We allow our children to attend a wonderful, Christian school, when they put forth adequate effort." Since she could not afford to pay her own tuition, she had to go elsewhere. It was a very tough decision for the parents, but one that had immense impact.

Session 4

February 8, 2018

Parenting the Love and Logic Way

“Our goal in creating this program was to provide parents like you an opportunity to gain practical and proven tools for raising respectful, responsible, and happy kids!” (p. 2) The same is true of what I hope to instill in the students who come into my classroom each day. I am anxious to attend the 5 sessions being offered through our elementary school and learn new strategies to connect with my students, while teaching them to be respectful and responsible, which in turn will hopefully affect our classroom environment in a very positive, God-honoring way.

February 8: During this session, I had 5 other adults at my table with whom we participated in discussions and sharing of parenting experiences. The session consisted of video clips, reading, and discussion.

Session 4: Avoiding Power Struggles: Maximum impact with minimum words.

4.1 Sharing Control: Providing Choices within Limits: Regardless, nevertheless, even so...

“Control...like love...is something that slips through our fingers when we demand it, yet comes in abundance when we share it” (p. 35).

a. Recap: Sharing control involves providing small choices, not big ones. Remember the following when providing choices:

- i. Choices should fit your value system
- ii. Give 99% of the choices when things are going well.
- iii. Give the choices before the child becomes resistant
- iv. When offering a choice, give 2 options, both of which you like.
- v. Do not describe threats as choices.

Don't be afraid to say, “I usually give choices, but not this time.” Also, if the child doesn't choose quickly, choose for him or her.

b. Classroom implementation: Sharing control in the classroom I would think will look very similar. As a teacher, this choice needs to be factored into my planning time when it comes to assignments or choice of activity. When dealing with individual students, this may sound like, “Would you like to finish your quiz at your desk or at the back table?” Or perhaps it may involve, “Would you like to finish this activity now or during recess? Regardless of when you chose to finish, you will need to finish.”

c. Personal Teacher Reflection: Giving choice in this respect is not my natural inclination. In many ways, it can feel that if I give choice then I am somehow losing control of the situation. When offering choices, I'm going to have to think things through a bit more thoroughly before offering them up. This will look different for different students depending on their needs, etc. When well-executed, I can definitely see sharing control as an empowering option for my students.

4.2 Freedom is Learned: This part of the session was put on hold.

Session 5

February 15, 2018

Parenting the Love and Logic Way

“Our goal in creating this program was to provide parents like you an opportunity to gain practical and proven tools for raising respectful, responsible, and happy kids!” (p. 2) The same is true of what I hope to instill in the students who come into my classroom each day. I am anxious to attend the 5 sessions being offered through our elementary school and learn new strategies to

connect with my students, while teaching them to be respectful and responsible, which in turn will hopefully affect our classroom environment in a very positive, God-honoring way.

February 15: During this session, I had 3 other adults at my table with whom we participated in discussions and sharing of parenting experiences. The session consisted of video clips, reading, and discussion.

Session 5: Guiding Kids to Own and Solve Their Problems

5.1 The Gift of Problem Solving

a. Recap: Five Steps of Problem Solving:

- i. Provide a strong and sincere dose of empathy. “Oh no...”
- ii. Lovingly hand the problem back. “What are you going to do?”
- iii. Get permission to share ideas. “Would you like to hear what some kids have tried?” Avoid should and could because it simply increases resistance. If you hear “No, I don’t want to hear...” Reply with “Let me know if you change your mind. I hope it all works out.”
- iv. Provide a brief (2-3) menu of ideas and help them evaluate each one. “Some kids decide to _____. How would that work for you?” It’s usually wise to start with a lousy suggestion...Children often turn down the first suggestion.
- v. Allow them to learn from solving or not solving the problem.

b. Classroom implementation: I think the way this idea initially comes to mind is when I have a student tell me, “Ms. Vande Kerk, I forgot to do _____” and often times the blank is filled with a spelling assignment. In this case, walking through the steps would look like the following dialogue:

Student: Ms. VK, I forgot to do my spelling assignment.

Me: Thank you for letting me know. What are you going to do about that?

S: I should probably call my mom and have her bring it.

Me: Unfortunately, that’s not an option. Would you like to know what some kids would choose to do?

S: Sure.

Me: Some kids decide to just get a “0.” Other kids decide to compete it at recess, when they have some leisure time.

Resist the urge to follow up and let the student be responsible.

c. Personal Teacher Reflection: My first inclination is to help the child figure out the solution. In fact, I’ve said “Yes,” to the child in the conversation above regarding calling home. Innately, I’m a “fixer” and I don’t like to leave things hanging over my head, so the sooner it’s solved, the better. Putting the problem back on the student is not my natural response in most cases, as I don’t want the child to be behind or inconvenienced in any way. That however, doesn’t teach the child any sort of connection with the consequence. It’s natural to want to protect, but doesn’t offer the same opportunity as handing the problem back over to the child. This is going to be a paradigm shift for me as a teacher.

Appendix B

Weekly Anecdotal Notes

Ms. Erin Vande Kerk: Fifth Grade Language Arts Homeroom

Week: Jan. 29 - Feb 2

Student:	Interaction: Teacher Initiated			Interaction: Student Initiated-Teacher Response		
A. JA	IN	IN	IN	AD	ER	RP
B. IA	IN	IN	IN	AD	ER	RP
C. EB	IN	IN	IN	AD	ER	RP
D. LC	IN	IN	IN	AD	ER	RP
E. AH	IN	IN	IN	AD	ER	RP
F. JJ	IN	IN	IN	AD	ER	RP
G. SL	IN	IN	IN (Absent 2 days)	AD	ER	RP
H. CM	IN	IN	IN	AD	ER	RP
I. JN	IN	IN	IN	AD	ER	RP
J. MO	IN	IN	IN	AD	ER	RP
K. EP	IN	IN	IN	AD	ER	RP
L. KS	IN	IN	IN	AD	ER	RP
M. JS	IN	IN	IN	AD	ER	RP
N. BT	IN	IN	IN	AD	ER	RP
O. TVK	IN	IN	IN	AD	ER	RP
P. LV	IN	IN	IN	AD	ER	RP
Q. EV	IN	IN	IN	AD	ER	RP
R. BW	IN	IN	IN (Absent whole week)	AD	ER	RP
S. RW	IN	IN	IN	AD	ER	RP
T. GW	IN	IN	IN	AD	ER	RP

Interaction Key:

AD: Argument Diffused (PLLS1)

IN: "I noticed..." (PLLS1)

ER: Empathetic Response (PLLS2)

RP: Reflective Pause (PLLS2)

Ms. Erin Vande Kerk: Fifth Grade Language Arts Homeroom

Week: Feb. 5-9

Student:	Interaction: Teacher Initiated			Interaction: Student Initiated-Teacher Response				
A. JA	IN	IN	IN	AD	ER	RP	ES	
B. IA	IN	IN	IN	AD	ER	RP	ES	
C. EB	IN	IN	IN	AD	ER	RP	ES	
D. LC	IN	IN	IN	AD	ER	RP	ES	
E. AH	IN	IN	IN	AD	ER	RP	ES	
F. JJ	IN	IN	IN	AD	ER	RP	ES	
G. SL	IN	IN	IN	AD	ER	RP	ES	
H. CM	IN	IN	IN	AD	ER	RP	ES	
I. JN	IN	IN	IN	AD	ER	RP	ES	
J. MO	IN	IN	IN	AD	ER	RP	ES	
K. EP	IN	IN	IN	AD	ER	RP	ES	
L. KS	IN	IN	IN	AD	ER	RP	ES	
M. JS	IN	IN	IN	AD	ER	RP	ES	
N. BT	IN	IN	IN	AD	ER	RP	ES	
O. TVK	IN	IN	IN	AD	ER	RP	ES	
P. LV	IN	IN	IN	AD	ER	RP	ES	
Q. EV	IN	IN	IN	AD	ER	RP	ES	
R. BW	IN	IN	IN	(Absent)	AD	ER	RP	ES
S. RW	IN	IN	IN	AD	ER	RP	ES	
T. GW	IN	IN	IN	AD	ER	RP	ES	

Enforceable Statements ES (PLLS3)(to class): |||||

- Interaction Key:
 AD: Argument Diffused (PLLS1)
 IN: "I noticed..." (PLLS1)
 ER: Empathetic Response (PLLS2)
 RP: Reflective Pause (PLLS2)

Ms. Erin Vande Kerk: Fifth Grade Language Arts Homeroom

Week: Feb. 12-16

Student:	Interaction: Teacher Initiated			Interaction: Student Initiated-Teacher Response				
A. JA	IN	IN	IN	AD	ER	RP	ES	SC
B. IA	IN	IN	IN	AD	ER	RP	ES	SC
C. EB	IN	IN	IN	AD	ER	RP	ES	SC
D. LC	IN	IN	IN	AD	ER	RP	ES	SC
E. AH	IN	IN	IN	AD	ER	RP	ES	SC
F. JJ	IN	IN	IN	AD	ER	RP	ES	SC
G. SL	IN	IN	IN (absent)	AD	ER	RP	ES	SC
H. CM	IN	IN	IN	AD	ER	RP	ES	SC
I. JN	IN	IN	IN	AD	ER	RP	ES	SC
J. MO	IN	IN	IN	AD	ER	RP	ES	SC
K. EP	IN	IN	IN	AD	ER	RP	ES	SC
L. KS	IN	IN	IN	AD	ER	RP	ES	SC
M. JS	IN	IN	IN	AD	ER	RP	ES	SC
N. BT	IN	IN	IN	AD	ER	RP	ES	SC
O. TVK	IN	IN	IN	AD	ER	RP	ES	SC
P. LV	IN	IN	IN	AD	ER	RP	ES	SC
Q. EV	IN	IN	IN	AD	ER	RP	ES	SC
R. BW	IN	IN	IN	AD	ER	RP	ES	SC
S. RW	IN	IN	IN	AD	ER	RP	ES	SC
T. GW	IN	IN	IN	AD	ER	RP	ES	SC

Enforceable Statements ES (PLLS3) (to class): |||||

Interaction Key:

AD: Argument Diffused (PLLS1)

SC: Sharing Control (PLLS4)

IN: "I noticed..." (PLLS1)

ER: Empathetic Response (PLLS2)

RP: Reflective Pause (PLLS2)

Ms. Erin Vande Kerk: Fifth Grade Language Arts Homeroom

Week: Feb. 19-23

Student:	Interaction: Teacher Initiated			Interaction: Student Initiated-Teacher Response					
A. JA	IN	IN	IN	AD	ER	RP	ES	SC	5PS
B. IA	IN	IN	IN	AD	ER	RP	ES	SC	5PS
C. EB	IN	IN	IN	AD	ER	RP	ES	SC	5PS
D. LC	IN	IN	IN	AD	ER	RP	ES	SC	5PS
E. AH	IN	IN	IN	AD	ER	RP	ES	SC	5PS
F. JJ	IN	IN	IN	AD	ER	RP	ES	SC	5PS
G. SL	IN	IN	IN	AD	ER	RP	ES	SC	5PS
H. CM	IN	IN	IN	AD	ER	RP	ES	SC	5PS
I. JN	IN	IN	IN	AD	ER	RP	ES	SC	5PS
J. MO	IN	IN	IN	AD	ER	RP	ES	SC	5PS
K. EP	IN	IN	IN	AD	ER	RP	ES	SC	5PS
L. KS	IN	IN	IN	AD	ER	RP	ES	SC	5PS
M. JS	IN	IN	IN	AD	ER	RP	ES	SC	5PS
N. BT	IN	IN	IN	AD	ER	RP	ES	SC	5PS
O. TVK	IN	IN	IN	AD	ER	RP	ES	SC	5PS
P. LV	IN	IN	IN	AD	ER	RP	ES	SC	5PS
Q. EV	IN	IN	IN	AD	ER	RP	ES	SC	5PS
R. BW	IN	IN	IN	AD	ER	RP	ES	SC	5PS
S. RW	IN	IN	IN	AD	ER	RP	ES	SC	5PS
T. GW	IN	IN	IN	AD	ER	RP	ES	SC	5PS

Enforceable Statements ES (PLLS3) (to class): |||||

- Interaction Key:
- AD: Argument Diffused (PLLS1)
 - IN: "I noticed..." (PLLS1)
 - ER: Empathetic Response (PLLS2)
 - RP: Reflective Pause (PLLS2)
 - SC: Sharing Control (PLLS4)
 - 5PS: 5 Steps of Problem-Solving

Ms. Erin Vande Kerk: Fifth Grade Language Arts Homeroom

Week: Feb. 26 - Mar. 2

Student:	Interaction: Teacher Initiated			Interaction: Student Initiated-Teacher Response						
A. JA	IN	IN	IN	AD	ER	RP	ES		SC	5PS
B. IA	IN	IN	IN	AD	ER	RP	ES		SC	5PS
C. EB	IN	IN	IN	AD	ER	RP	ES		SC	5PS
D. LC	IN	IN	IN	AD	ER	RP	ES		SC	5PS
E. AH	IN	IN	IN	AD	ER	RP	ES		SC	5PS
F. JJ	IN	IN	IN	AD	ER	RP	ES		SC	5PS
G. SL	IN	IN	IN	AD	ER	RP	ES		SC	5PS
H. CM	IN	IN	IN	AD	ER	RP	ES		SC	5PS
I. JN	IN	IN	IN	AD	ER	RP	ES		SC	5PS
J. MO	IN	IN	IN	AD	ER	RP	ES		SC	5PS
K. EP	IN	IN	IN	AD	ER	RP	ES		SC	5PS
L. KS	IN	IN	IN	AD	ER	RP	ES		SC	5PS
M. JS	IN	IN	IN	AD	ER	RP	ES		SC	5PS
N. BT	IN	IN	IN	AD	ER	RP	ES		SC	5PS
O. TVK	IN	IN	IN	AD	ER	RP	ES		SC	5PS
P. LV	IN	IN	IN	AD	ER	RP	ES		SC	5PS
Q. EV	IN	IN	IN	AD	ER	RP	ES		SC	5PS
R. BW	IN	IN	IN	AD	ER	RP	ES		SC	5PS
S. RW	IN	IN	IN	AD ^{with admin.}	ER	RP	ES		SC	5PS
T. GW	IN	IN	IN	AD	ER	RP	ES		SC	5PS

Enforceable Statements ES (PLLS3) (to class): ~~||||~~ ~~||||~~ ~~||||~~ |

- Interaction Key:**
 AD: Argument Diffused (PLLS1) SC: Sharing Control (PLLS4)
 IN: "I noticed..." (PLLS1) 5PS: 5 Steps of Problem-Solving
 ER: Empathetic Response (PLLS2)
 RP: Reflective Pause (PLLS2)

Student Survey A

Thank you for taking a few minutes to give me your feedback. Please be honest, it will be most helpful for my research.

~Ms. Vande Kerk

* Required

1. **Student Name:** *

2. **1. I feel regularly noticed for things that I am good at.** *

Mark only one oval.

1 2 3 4

Never Always

3. **2. My teacher acknowledges my strengths.** *

Mark only one oval.

1 2 3 4

Never Always

4. **3. I feel like a part of a team in this classroom.** *

Mark only one oval.

1 2 3 4

Never Always

5. **4. When I misbehave, I am still cared for in this class.** *

Mark only one oval.

1 2 3 4

Never Always

6. **5. I feel like my concerns are heard. ***

Mark only one oval.

1	2	3	4		
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

7. **6. I am aware of the class expectations and I follow them. ***

Mark only one oval.

1	2	3	4		
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

8. **7. My teacher shows that she cares for me. ***

Mark only one oval.

1	2	3	4		
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

9. **8. I feel supported by my teacher. ***

Mark only one oval.

1	2	3	4		
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

10. **9. The consequences in my class are fair and clearly stated. ***

Mark only one oval.

1	2	3	4		
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

11. **10. If I have a problem, I look for a solution before seeking help. ***

Mark only one oval.

1	2	3	4		
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

12. **11. I contribute to my classroom to help things run smoothly. ***
Mark only one oval.

	1	2	3	4	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

13. **12. I am given choices within my education daily. ***
Mark only one oval.

	1	2	3	4	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

Student Survey B

Thank you for taking a few minutes to give me your feedback. Please be honest, it will be most helpful for my research.

~Ms. Vande Kerk

* Required

1. **Student Name:** *

2. **1. I feel regularly noticed for things that I am good at.** *

Mark only one oval.

1	2	3	4		
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

3. **2. My teacher acknowledges my strengths.** *

Mark only one oval.

1	2	3	4		
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

4. **3. I feel like a part of a team in this classroom.** *

Mark only one oval.

1	2	3	4		
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

5. **4. When I misbehave, I am still cared for in this class.** *

Mark only one oval.

1	2	3	4		
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

6. **5. I feel like my concerns are heard. ***
Mark only one oval.

1	2	3	4		
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

7. **6. I am aware of the class expectations and I follow them. ***
Mark only one oval.

1	2	3	4		
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

8. **7. My teacher shows that she cares for me. ***
Mark only one oval.

1	2	3	4		
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

9. **8. I feel supported by my teacher. ***
Mark only one oval.

1	2	3	4		
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

10. **9. The consequences in my class are fair and clearly stated. ***
Mark only one oval.

1	2	3	4		
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

11. **10. If I have a problem, I look for a solution before seeking help. ***
Mark only one oval.

1	2	3	4		
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

12. **11. I contribute to my classroom to help things run smoothly. ***
Mark only one oval.

	1	2	3	4	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

13. **12. I am given choices within my education daily. ***
Mark only one oval.

	1	2	3	4	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always