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| DATE: | Wednesday, 15 February 2017 | The secret is to gang up on the problem, rather than each other. —Thomas Stallkamp |

**Your**

**RTLB**

**Association**

. . . For RTLB . . . With RTLB . . . By RTLB . . .

**“Did we see you at the NZRTLB Conference 2015?” ask Arty. “If so, you’ll recognise this powerful strategy.”**

**“True, . . . true. It’s a winner!” says Albie. The COMMS. Team concurs.**

**Less is often more obvious!**

**Less is often more achievable!**

**Less is often more effective!**

**Less is often more empowering!**

**Less is always least intrusive!**

A supplementary message from RTLB Conference 2015.

**Kids often use anger like a drug for the false sense of power, righteousness, permission and protection it gives them.**

**The more powerless they feel, the more they've heard about what they've done wrong, the more hurtful things they've had said and done to them *(from teachers/staff?)*, and the more shame, guilt, anxiety and depression they struggle with, . . .and, . . . think about it . . .**

**the more purpose anger will serve in their lives - and the more they'll resort to it. It's like an anabolic steroid for them in many ways.**

***Don’t feed them. Less is more meaningful and powerful in this respect as well.***

A recent example of both: RTLB helped calm a student down for an indiscretion (only 6 years old, student had reacted badly, spontaneously and made contact with a teacher (hit) as something was being taken out of their hand.) Student had been sent to the SENCO for the indiscretion. RTLB arrived, and discussed, among other items of interest to student, the incident. After a considerable time a calm state had been achieved and student engagement was happening. RTLB then asked the student what they thought they should do. Making good eye contact, student replied that they should say sorry. An apology was scripted together and rehearsed. RTLB asked student if they would like to be accompanied or would they prefer to go alone. Together they went back to the teacher in a school assembly and student apologised.

For the next minute, or longer, the teacher not only told student she accepted the apology, which was as expected, good, but she then began to scold student, berating student further in very direct and emotive tones. The student then quietly sat down in the assembly among their fellow students.

**My questions: Who was the grown-up? What might the student do further on? What does the exchange say about the relationships in that teacher’s class? What could I have done to prepare the teacher? I know the teacher needed time to calm down and also had incident matters to deal with, but the child’s apology was not the time, and the emotive language which followed, not appropriate. Go figure.**

Lucky Draw Winners: Cluster 2: Gael Mackay; Cluster 5: Emma Dobson. Your voucher will be there shortly. Congrats from Exec.