

# Celebrate Kids, Inc.

## Student Action Plan

Student Name Lisa Frick

Grade 4

Date 1-15-09

Your Name Miss Susan Richards

Your Role/Position Lisa's fourth grade teacher

Celebrate Kids, Inc., believes children are unique miracles with many strengths. Of course, it's very rare for children to not have behaviors, character qualities, and/or academic skills they can improve.

When adults believe in children, children will more likely believe in themselves. When supported by optimistic parents and teachers who point out their strengths and offer direct instruction, they'll be more willing to work to develop skills and to change problems that can be changed.

We believe children of all ages can change beliefs, attitudes, and actions. We also believe they can learn to change their attitudes toward what can't be changed. For this to happen, we must create a positive, supportive, encouraging environment so they are safe to take risks and ask questions.

Some keys to using this Action Plan:

- It's called an "action plan" because action will be necessary. If you and the student aren't willing to work to improve, don't bother filling out this form.
  - Completing this and the Student Improvement Plan Checklist can give you a completely different view of the student. Be solution-focused as you complete this and put the ideas into practice. Get ready to believe!
  - Work on one concern at a time. There may be more than one thing that concerns you and problems are often connected, but to be successful you'll want to concentrate on one thing.
  - Involve the student, as appropriate, by getting ideas for which concern to work on and its possible causes and solutions, including what strengths can be used to help overcome the problem.
  - Involve as many adults who know the student as possible, in completing the checklist, this form, and in meeting with you to determine future strategies.
  - Change is defined as "exchange." For change to last, the "wrong thing" must be removed and a "right thing" must be established in its place. It's not enough to just work on stopping a particular behavior. Children must know what to change out of *and* what to change into.
  - Before thinking about exchanging one behavior for another, think about exchanging lies for truth. Problem behaviors are rooted in lies. Listen and look for them as students talk with you and interact with others. Because beliefs cause behavior, for change to take place, these lies must be replaced by truths.
  - Students aren't the only ones who will need to reject lies, embrace new truths, and develop new actions. It's rare if teachers and parents/guardians don't also have to make changes in their beliefs and/or how they interact with students.
- Conference with student on these dates 1/20, 1/30, 2/18, \_\_\_\_\_
- Conference with parent/guardian on these dates 1/21, 2/3, 2/19, \_\_\_\_\_
- Conference with teacher(s) on these dates 1/14, 2/18 Teachers: Crisp, Louders
- \_\_\_\_\_

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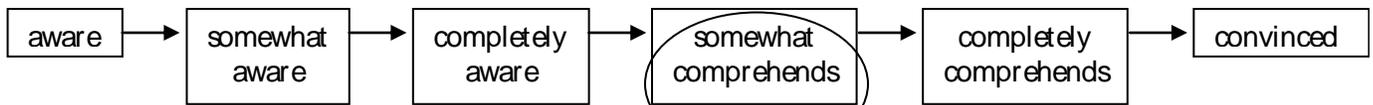
## Student Action Plan – P. 2

### Getting Started

#1 What's the first behavior you want this student to eliminate? What unhealthy beliefs and attitudes, missing skills, or life's circumstances are contributing to the problem? What behavior(s) would you like to see instead?

Behavior to Stop	Possible Causes (Brief)	Behaviors to Start
verbal bullying/ teasing/put downs/ laughing	hurts others before being hurt/doesn't like herself	cooperation/kindness/honesty/complimenting

#2 How aware is the student that he/she needs to change this behavior?



#3 What character strengths does this student have that can be used when working to overcome the problem? What other strengths will be helpful (e.g., favorite school subjects, academic tasks that are easy, people skills, extracurricular strengths, healthy family involvement). As appropriate, ask the student.

*Lisa can be goal-oriented. She'll use effort when it's noticed. In spite of her bullying and put-down behavior, she has other qualities that would make her a good friend. I should help her tap into those. Parents care and want these behaviors to stop. She's a good academic student.*

#4 With this problem in mind, complete the "Student Improvement Plan Checklist." Or, if you aren't sure which behavior to target first, complete the checklist first. Results should help you determine what issue to prioritize. They should also help you get more specific.

### Student Causes

#5 Reflect on the quality of the student's security, identity, belonging, purpose, and competence to discover possible causes for the negative behavior. (See the Authentic Answers Summary Chart, the Student Improvement Plan Checklist, and, as appropriate, ask the student.)

*Does she somehow get some of her security from putting others down so she feels better about herself? Is she trying to be in charge because she thinks no one is?  
I don't think she has good friends. Her behavior has scared them all away. Other girls seem afraid of her.  
Her earned reputation as a bully is making it hard for her to change.*

#6 Misbehavior and its causes can almost always be connected to lies one believes about oneself, the past, the future, love, learning, etc. (e.g., school isn't important, I have to be perfect for you to like me, bullying others will keep me from being bullied). For new, appropriate behaviors to permanently replace the old ones, these lies must be replaced with truth. (Complete the chart in step #6.)

Your Role/Position Lisa's fourth grade teacher

Date 9-10-08

### Student Action Plan – P. 3

## Student Causes, Continued

#6	Lies Student Believes	Truth to Embrace Instead	New Actions That May Result
	I'll be hurt so I need to hurt them first	Not everyone wants to hurt me and that will even be more true when I stop hurting them.	Probably a bit passive at first. Will approach peers with gentleness. Will show genuine interest in peers.
	Teasing, etc. gives me the best power.	I don't need power. I don't need to be in charge.	Will be seen as one of the group. Will follow.
	I don't need friends.	Connecting positively with peers is a good thing.	Will choose to play/eat with girls and they will be willing.
	I don't care that I don't have friends.	I want friends. They will want me as a friend when I treat them with respect.	Lisa will learn which girls she will enjoy being friends with and confidently reach out to them.
	I am really special.	All kids are special.	She'll compliment and encourage others.

## Adult Causes

#7 What recent and/or longstanding life's circumstances might be causing the behavior (e.g., recent divorce, relocation, illness)? Is the way the student is being parented and/or taught contributing to the problem (e.g., critical father, uncaring mother, teacher who expects every student to behave the same)? If so, how? (As appropriate, ask teachers, the parents/guardians, and/or the student.)  
*Lisa acts like she's been hurt. Was there one event or a series of encounters that hurt her? Are there issues with the mom? She seems to be protecting Lisa. She seems to baby her and she and Lisa are negative. I'm not sure about the dad. I think Lisa wants more structure and support. I'm fair and have systems in place. I think Lisa is frustrated that she's not treated as "special" because she must do what others do. But, I also think she's better when I'm consistent and strong. I need to ask parents and last year's teacher.*

#8 Sometimes teachers (T) and parents (P) also believe lies that may make it challenging for the student to make permanent changes (e.g., he can't improve, I don't have enough time to fix this, her parents don't care so why should I, his teacher doesn't know what he's doing).

T/P	Lies Adult Believes	Truth to Embrace Instead	New Actions That May Result
P (both)	Being negative helps Lisa.	pointing out strengths works better than being negative/critical	Pointing out concerns in a more helpful way. Compliment more often
P (Mom)	It will be bad when Lisa grows up; I need to keep her my "baby"	I can't stop Lisa from growing up. I can help her mature. There's no reason to believe she'll want to leave early. When she does, I'll be okay.	Mom stops trying to protect Lisa from pain. We all teach Lisa how to discern potential trouble and how to respond so she's not hurt.
T	I should treat Lisa as less than special since she thinks she's more special.	I should treat her like I treat the other students – special, but not more special.	I will be more optimistic toward Lisa. I will relate casually like I sometimes do with other students. I will call on her more.

Student Name Lisa Frick

## New Skills/Strategies/Attitudes

#9

Beginning to learn new truth is absolutely necessary for students to begin changing behavior. Often, students must also learn and embrace new academic, emotional, social, and character skills/strategies/attitudes in order to successfully change. For example, students who never finish their work and learn new truth, will almost always need to learn strategies that might have already been taught. Students who have been bullying peers and want to stop will almost always benefit from learning friendship skills. Now, considering the behavior you want this student to change and the lies he/she has believed, what does this student need to learn in order to exchange the old, negative behavior for the new behavior that's desired?

*Character qualities of cooperation, kindness, gentleness, and effort (she applies effort to academic tasks; must learn how to apply it to friendships).*

*Leadership vs. bullying; how to follow well without feeling weak and unimportant*

## Adult Action

#10

What will you now need to do in light of the student and adult lies, other causes for the misbehavior, and new skills the student needs to learn (e.g., direct instruction, react differently to problems, consult more often with parents, put student in different small group)?

- 1. Have Lisa, Karen, and Julie work together on Spring Festival committee so they can see how much they have in common and learn to relate well. Stay close when they're together so I can prevent trouble and correct Lisa immediately if she gets bossy. Affirm her when she's not.*
- 2. Teach how to successfully lead and follow to the whole class. It's more relevant for some than for others, but it won't be a waste of time for anyone. Use birds who follow in a V format, fun exercises in following directions, bloodhounds who follow a scent, and attributes of leaders from our social studies and science curricula.*
- 3. Affirm Lisa when she compliments others. Affirm her when she could have bullied or put down someone and she didn't. Use teachable moments to show her how to communicate her needs.*
- 4. I will choose to walk down the hall with Lisa as my partner and do what else I can for the two of us to be more comfortable with each other.*
- 5. Talk with first grade teachers to see who might be willing to have Lisa come help with creative writing or help children improve reading or math skills. This will use her academic strengths and may increase her gentleness and other important character traits.*
- 6. Help classmates notice differences in Lisa and help them change her identity from "bully."*
- 7. I will make 2-3 appointments with BOTH parents to talk about how and why to affirm Lisa and how to point out concerns in a loving and helpful way. I will ask Lisa's Mom how she predicts when Lisa will be hurt so she can protect her. I will ask her why protecting her is so important to her. I'll do my best to either get her to be honest or to at least let her know that she's really not helping Lisa. We'll brainstorm what the three of us can teach Lisa about how to avoid pain and how to respond appropriately to it so Lisa stops lashing out at her peers when she's hurt and why she doesn't need to hurt others to try to prevent her own pain.*

#11

What evidence will indicate progress is being made? If none is being made, what else can you do?

*Less bullying, laughing at others, teasing, and put downs. Children will choose to spend time with her.*

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