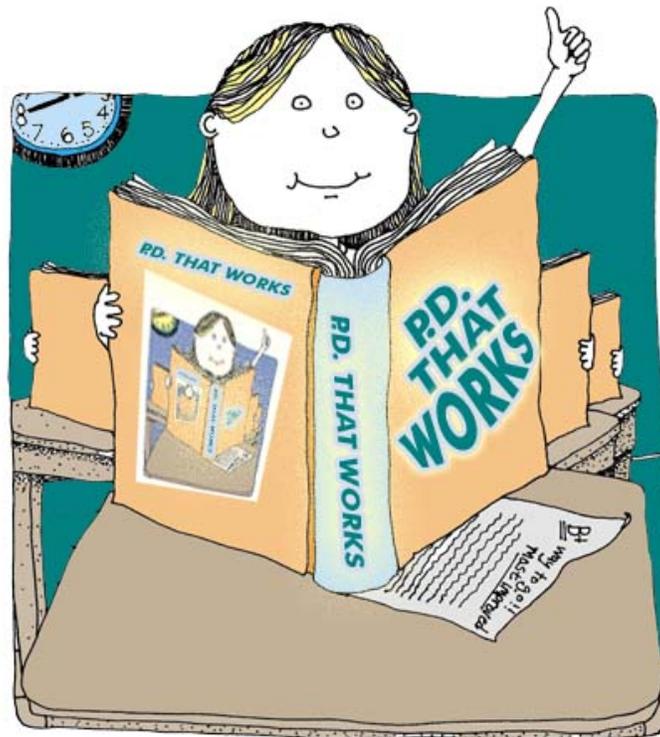


Breakthrough Strategies to Teach & Counsel Troubled Students

Workshop



PROPOSAL Youth Change Workshops

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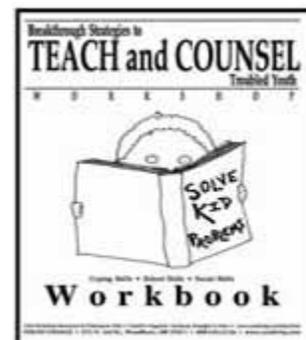
We wrote the book on troubled kids. And we teach the class

WHO>> For 20 years, Youth Change Workshops has been the nation's leader providing professional training that emphasizes the need for all teachers to become proficient in managing students' behavioral, social and emotional concerns. Youth Change specializes in solutions for inner city, urban schools facing serious concerns with violence, apathy, defiance, delinquency, school failure, and emotional problems like coping with loss, family problems and other mental health issues.



WHAT>> These methods were developed with ethnically and culturally diverse students in schools, juvenile justice, mental health treatment and locked settings. While teachers may be experts at teaching academic content, they may feel unable to effectively manage the escalating bad behavior, family problems, bad attitudes, negativity, crises, work refusal, tardiness, bullying, gangs and disrespect that they encounter every day in the classroom. Youth Change's **Breakthrough Strategies to Teach and Counsel Troubled Students Workshop** zeros in on those issues. In our two day course, staff will learn approximately 200 updated, real-world, use-now strategies. In your region, this course has been presented to hundreds of sites including Lincoln Hall Detention Center and Rochester Mental Health Association in New York State and Burlington Special Services in Burlington, NJ.

RESULTS>> At the start of your on-site presentation, your staff will name the exact problem areas they're facing and receive improved, more targeted solutions. This practical course won't waste a second of their time. It will show staff how to prevent or stop the classroom management problems, and how to better identify and manage students' social and emotional problems. Your on-site workshop will be customized to meet the needs of your teachers, however this



workshop will also be beneficial for special educators, teaching assistants, counselors, administrators, support staff, parents, and anyone who struggles to work with difficult and troubled youth. Youth Change stands behind this course and “warranties” your participants. Following class, we provide unlimited Live Expert Help via phone, email and online.

See a few sample strategies below:

I'M NOT THE PROBLEM AT SCHOOL!

Goal: To assist students who blame all of their problems on what the teachers do, or accept responsibility for their actions.

Materials: Student having questions, some test papers for each student of "Who is the Problem Here?"

1. A classroom you and one copy of the "Who is the Problem Here?" handout to each student. Note to the participants that some class members may believe that teachers are what is primarily responsible for their problems. Encourage the students to consider if this is an accurate assessment by comparing the teachers' checking of "True" or "False" for each item to explain to them. Before the students that they are responsible for their own actions, not the teachers. They are responsible for their own actions, not the teachers. They are responsible for their own actions, not the teachers.
2. Ask the students who have asked questions, and make the class vote on each "True" or "False" item. Ask the class to discuss the responses. Encourage the students to discuss the responses. Encourage the students to discuss the responses.
3. Identify to the class that the results of their vote on the "Who is the Problem Here?" handout indicates that teachers may not be the sole or primary cause of many school problems. Ask the participants to discuss the results of their vote. Encourage the class to discuss the results of their vote. Encourage the class to discuss the results of their vote.
4. Ask the class members who have asked questions, and make the class vote on each "True" or "False" item. Ask the class to discuss the responses. Encourage the students to discuss the responses.

A Student's Guide to the CARE and HEEDING of Teachers

Even Rock Stars 'Gonna' Need School

Goal: To debunk students' unrealistic beliefs that their own talents exempt them from attending school, and to encourage them to see the value of education.

Materials: Student having questions, some test papers for each student of "Who is the Problem Here?"

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4. Ask the class members who have asked questions, and make the class vote on each "True" or "False" item. Ask the class to discuss the responses. Encourage the students to discuss the responses.

Who is the Problem Here?

Our Dream Define Ways to Detect School Problems

1. Is frequently late to class. True False
2. Sometimes writes on desks or intentionally damages school property. True False
3. Often whines and complains about doing work she doesn't like. True False
4. Wears clothes that are torn up, very revealing, or totally inappropriate for school. True False
5. Makes a lot of excuses as to why she can't do her work. True False
6. Disrupts the class with frequent interruptions, or offers inappropriate input and comments that are off the subject. True False
7. Misses a lot of classes, especially on Mondays and Fridays. True False
8. Regularly forgets to bring basic school supplies like books, pencils and paper. True False
9. Often misses deadlines for work completion. True False
10. Sometimes acts silly, noisy, distracted, inattentive or bored during class discussions. True False
11. Sometimes intentionally breaks important school rules and policies. True False
12. Sometimes doesn't know exactly what the class is studying, may raise his or her hand for help during class discussions, quizzes and tests. True False

SCORING:

If "True" is checked 0-2 times, this person is NOT THE PROBLEM HERE.
 If "True" is checked 3-5 times, this person IS AT LEAST PART OF THE PROBLEM HERE.
 If "True" is checked 6-12 times, this person IS THE PROBLEM HERE.

Communicating with Your Teacher

Your teacher is equipped with a minimum of two ears and two eyes. Some models require glasses, but still meet minimum standards, and can spot a raised hand from across one classroom-sized space.

Your teacher does not include optional mind-reading capabilities, and can not magically determine when you need help. To respond properly, your teacher will need written, verbal or visual communication. Your teacher is not equipped to recognize that pencil tapping, sneezing or leaving the room mean that you need help. General griping and complaining, being absent, or refusing to talk are not enough to trigger the helping response included with every teacher.

Sooner or Later, Will They Really ~~NEED~~ Need School?