



# Power of Presence

with Denise Textor

# Who am I?

- Proud Principal of William Chrisman High School
  - Independence, Missouri
  - 1 of 3 comprehensive HSs
  - 14,000 students in the district
  - 1,300 students at WC, 97 certified staff
- 23 years in education
- 14 years in administration

# Who are you??

Quick Poll of the room?

- Role
- Years in Education

**How many feel like they can't believe they are regularly trusted to be in charge of a group of people?**

# Goals of this session:

- **Basis for future presentation with staff**
  - **Teach the teacher model**
    - **Geared towards new/newer staff**
    - **Also great for staff who need a reminder or re-energized**
  - **Blend of classroom management, PBIS principles, de-escalation tools, energy shifters**
- **Hopefully walk away with a new strategy, a renewed energy, and a smile**

# How this will look...

I am going to present portions to you as if you were the teachers in the session.

I will also try to sidebar with the why, don't do or don't forgets, etc.

I have included interactive moments as I strongly believe in modeling instructional strategies when working with adults. We only know what we know and I love to be able to add a new tool to the teacher toolkit.

# **As we start...**

**How many feel like they can't believe they are regularly trusted to be in charge of a group of people?**

If we all feel, or have felt, this way – what is ‘the thing’ that starts to change that feeling?

# Confidence!

Confidence comes from **knowledge, skill, experience.**

- I am smart and can learn – I will figure it out
- I will work hard – I will put in the time and effort needed
- I will develop skill – I will put in the work to be good at it

With knowledge, skill, and experience I can have confidence – I can have presence

Notice – at no point did I say “perfect” or “better than”

# Build knowledge

This can be applied to any area of life – through the lens of teaching...

- Nothing can replace a well planned lesson/unit
  - Variety of tools in toolbox
    - Instructional tools, formative assessment tools, engagement strategies (take time to learn and build, but are you actively seeking them or waiting for them to knock on your door)
    - Backwards design
      - Where am I going
      - What will they do to show me mastery
      - How long do I have, how do I build up to it

**Junk Drawer Activity:**  
Instructional strategies are like  
- they -

# Work Hard!

- Be specific – what are you working to develop/learn
- Ask questions – who should I talk to, who should I see
- Set up a structure or it WON'T HAPPEN
  - How can you fit it
  - Ask for support, accountability partner
  - Slow and steady progress is better than no progress, but if not schedule it won't happen
    - Suggestion – use plan once or twice a month to go and observe peers in your building. Request a ½ day of sub coverage from your PD committee

Skill to develop – gauging the energy and having tools to quickly shift – low stress, quick implementation, quick set up & take down. Simon Says Board

# Gain Experience

- Built the knowledge, developed the skill – know it is practice
- Anything takes time to be skilled
  - Give yourself some grace – it won't always be good
  - You can't rush it, but you can keep pushing
- How do you support yourself in reflection?
  - Record yourself
  - Ask a peer or coach to come and watch with a specific lens – be clear in what area you are trying to grow in

# **Confidence comes from knowledge, skill, experience.**

A result of having the confidence to control the things  
you can control, redirect/disrupt the things you can't  
control.

- What you can control – YOU!
- What you can't control – others

A decorative background featuring various colored circles and shapes in shades of blue, yellow, red, and grey. A large orange circle is centered on the page, containing the main text. A pink circle in the upper left contains a white double-slash symbol. The overall design is modern and abstract.

//

“Between stimulus and response, there is a space. In that space is our power to choose our own response.”

–Viktor Frankel

# Remember...

All behavior is a form of communication

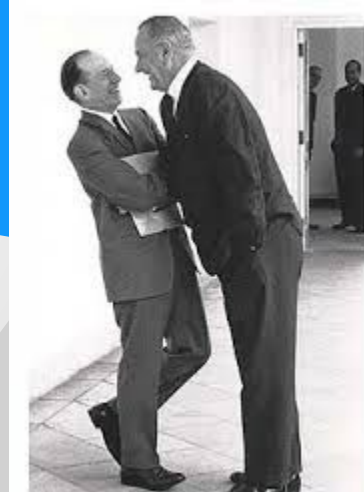
- The way they tell you they are not okay, may not be okay
- This has worked for them before
- Negative attention is still attention

# Reactions: Your Approach

- Are they talking to YOU or to your ROLE?
  - Q-TIP: Quit Taking It Personally
- Leveled Response
  - Response should match the behavior
  - Don't over respond
- Rational detachment
  - 2nd to last word is best
  - Can't quote silence!
  - Deep breath
  - Choose your words carefully
  - Limit setting "do you want \_ or \_"
  - Ask for help

# Controlables

- **Focus**
  - Focus on issue, not person
  - Remove emotion on your end
    - Its okay to take a self-imposed time-out
  - Internal chant: "I'm the adult...I'm the adult...I'm the adult..."
- **Non-Verbal aspects**
  - Eye Contact
  - Gesturing
  - Body Positioning
- **Verbal & Paraverbal**
  - Tone
  - Volume
  - Sarcasm



# What can I DO??

- Doorway conversations
- Give time to comply
- Buddy room – EXPLAIN IT, USE IT
- Mediations
- Limit setting – “do you want \_ or \_”

**Make this list what you want in your building!**



# Happy Salmon

# Examples of Teflon Responses: arguing/challenging

- I bet it feels that way.
- I respect/like you too much to argue.
- I argue at 3:30, come back then.
- You must be really angry to say that. I need a minute before we can talk about it.
- It is okay to be mad. It is not okay to say that. We will talk about other ways to let me know you are mad without using those words.

# Examples of Teflon Responses: arguing/challenging

- Empathy and the sooner
  - I see that you are upset, and the sooner that you calm down, the sooner we can get this fixed.
  - I hear you saying this is stupid, and the sooner you finish it, the sooner you can do something else.

# Examples of Teflon Responses – talking, blurting, distracting

- That's an interesting point
- I'll have to think about that
- I hear what you are saying
- Maybe you're right
- You got me! Now we'll move on.
- That's possible. Let's talk about it later.
- Thanks for letting me know. Please get started on your work.
- "I see."
- "Hmmmmm" (nod head)

# Examples of Teflon Responses - talking, blurting, distracting

- “To you/To me” statement
  - To you, this is stupid. To me, it’s important and it’s still due Monday.
  - To you, it’s funny calling someone a name, to me it’s disrespectful.
- We’re not talking about that. We’re talking about \_\_\_\_\_.
- The story I’m telling myself is the work is hard for you. Where am I getting it wrong?

Remember... DON'T GET FURIOUS, GET CURIOUS!!!!

A vibrant, abstract background featuring a large central orange circle. Surrounding it are various other shapes in shades of blue, yellow, red, and grey, including smaller circles and larger, irregular organic shapes. The overall aesthetic is modern and playful.

//

Ask me 2  
questions

# What you can

- **control** Body/Space
  - Position
  - Posture
  - Proximity
- Verbal: tone, volume, word choice
- Location, location, location
- Timing (both when and how long)
- Listening

**YOU**

# Release

- Find a way to release
  - Stop and stretch
  - Walk
- Don't catastrophize
- Don't Bad Boyfriend

A decorative background featuring a large central orange circle containing text. Surrounding it are various other circles and shapes in colors like blue, yellow, red, and pink. A pink circle in the upper left contains a white double-slash symbol. The overall style is modern and colorful.

//

If the moment becomes  
about saving face for the  
student - **YOU LOSE!**

**When it comes to power struggles nobody wins!**

Teflon responses are said with a neutral voice and neutral facial expression and are designed to co-regulate rather than further escalate

**I DON'T KNOW WHAT I'M DOING**

**AND AT THIS POINT I'M TOO AFRAID  
TO ASK**

makeameme.org

# 8 Effective Classroom Practices

<b>Classroom Practices</b>	Posting clear & positive procedures
<b>Classroom Procedures &amp; Routines</b>	Teach, Practice, Remind, Reteach, Re-do's
<b>Encouraging Expected Behavior</b>	Publically & privately recognizing students following expected behaviors
<b>Discouraging Inappropriate Behavior</b>	Unemotionally responding to struggling students & using misbehavior as an opportunity to build a better relationship & teach expected behavior
<b>Active Supervision</b>	Engaging with your children & being present
<b>Opportunities to Respond (OTR)</b>	Making a student-centered classroom- less direct instruction and more active learning
<b>Activity Choice &amp; Sequencing</b>	Logically thinking through the progression of activities & giving students a choice
<b>Task Difficulty</b>	Differentiating tasks for different levels of learner



**Hope this was helpful!**

**Please take a moment to  
complete the session survey!**



Feel Free to Reach Out:

**Denise Textor**

[denise\\_textor@isdschools.org](mailto:denise_textor@isdschools.org)