

School Teachers!

Have you ever noticed that teenagers aren't what they used to be?

Learn from an **ex-drug user & dealer** what helps and what doesn't.

Even good school teachers can get the feeling that parents have dropped off their children to have the school finish **"raising them"**. Have you ever had the feeling that teens these days don't know as much respect as they used too? That they are more sexually promiscuous, have less acknowledgement of authority, and could use a lot more discipline in their lives? Tom Barthel founded Street Smart Counselling. He draws from his experience as a **drug dealer, drug user, and mentally ill person.** Now, leading a successful life, he shares with parents and teachers what they need to know in regards to their children. This way they will know what to do, and what not to do, and what can be done to **prevent an addiction and teenage troubles.**

Have you ever had the feeling a lot of time and money are spent on strategies that kids don't respond too? Wouldn't it be nice instead of having a text book answer someone came out and said things the way they really are? Learn what only years of real life experience can offer.

www.streetsmartcounselling.com

"Protect Your Kid From Troubles"

Happens in three stages:

"Professional Development" speech for school staff: A hands on approach for school staff to cause "change" in student's behaviour and strengthen the relationship with students. This is designed to happen well within existing school policy.

"Choices" for students: An "out of the box" presentation that inspires kids to make conscious choices for themselves instead of reacting naively to the world around them.

"Protect Your Kid From Troubles" for Parents: A powerful and dramatic presentation that gives the truth on how good kids go bad. How it begins and why it spirals out of control. Then it compellingly explains why parents are at the heart of all children, and are also at the heart of the solution. This is for parents and staff.

Get all 3 groups of these people moving in the same direction, and you could be making a difference you can measure, and see with your own eyes.

Contact Tom **403-391-4184** or tom@streetsmartcounselling.com

Professional Development for School Staff.

Objective:

To give school staff practical tools to revise their discipline structure and drug and alcohol policy. These tools will be simple and logical so that any staff member can apply the logic in any situation and cause significant results.

This is also about increasing the quality of relationships with students in such a way it prevents and recovers them from having emotional troubles.

This will be done with out having to refer to a reference manual, or policy book because it is the logic that creates the aptitude. Aptitude's are something people have access to at any time, any place, and does not require effort to access them.

Why is it structured this way?

It is my belief that teachers and school staff do not need “another thing” on their “to do list”. Therefore the tools are designed to have them alter what they already are doing but cause them to have more impact.

Outline of course:

Length of program: 3 hours with a 20-30 minute break.

1. Personal Story of Tom- 20 minutes
 - Gives background to my experience and the relevance of that to the challenges schools face today.
2. Winning the War on Drugs- 15 minutes
 - An explanation of whom and what is needed to turn the tide on the growing drug problem amongst our teens.
3. How this applies to your school- 15 minutes.
 - A translation of the previous tools into the role of the school and educators. This answers why the schools are the next biggest influence.
4. Three factors of prevention and recovery that will work for your school- 20 minutes each factor.
 - **Factor #1.** “The Two Types of Young People”. Knowledge of this concept explains to teachers why the current education does not work on

some kids. This provides insight into what will work on those kids that are not getting it. This also explains why good kids can go bad, and what the critical difference is between troubled kids and stable kids.

1. This factor comes with the 4 things that kids love the most. By using these 4 things in our relationships with children, we can turn them into our willing partners instead of opposing students.

- **Factor #2. “The First Thing to Do....”** This is the first and foremost important ingredient in managing children. It is solely focused on the relationship and how we make kids feel when we are communicating to them, and how we behave around them. This is an ingredient best used by parents, and then used by school staff. Wherever possible schools can educate parents on this by putting this education on for them or by having outside educators come in like Street Smart Counselling, Gordon Neufeld, or Judy Arnall.
- **Factor #3. “Boundaries”.** This is the most popular and immediately relevant subject matter. Boundaries are what directly manages behaviour and is distinctly different than punishing a child.
 1. The difference between a punishment and a boundary.
 2. How to take existing “punishments” in the discipline policy and convert them to “boundaries”.
 3. A really good example that teachers and staff will never forget.

5. Big Picture-15 minutes.

- A summary of the program and how to perceive this experience in the “big picture”.
- A starting place for teachers and staff to begin the strategies and start seeing results in their student’s behaviour within a week of implementation.

Summary of this document:

Three hours is enough time to cross a threshold of awareness with an audience of teachers and staff. It is enough time to enlighten everyone’s perspective on what is working and what is not. This also serves an excellent purpose of getting everyone on the same page.

From there though, the difference will be made with a long term implementation of a plan. The kids will be done learning from us when they are grown and long out of your school. Until that time, it is up to the adults in those children’s lives to implement some consistent changes in the environment so the children can grow and learn from them.

Projects like re-vamping your schools discipline structure require some work up front but have a huge pay off in the back end. These long term implementation strategies are covered by the school’s administration and I before I give the presentation to staff. Then afterwards, the administration follows up with some simple changes they can make and I provide follow up coaching to help support them in that. Then there is a environmental change in the schools culture.