

LOGOS USER GUIDE

Discipline

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INTRODUCTION

GENON MINISTRIES: WHO WE ARE

Our Mission

Mission Statement: GenOn Ministries equips faith communities and families to develop Christian disciples of all ages through intergenerational ministry.

Our Vision

Vision Statement: Children, youth, adults and families are nurtured toward lifelong faith and Christian discipleship, and communities of faith are energized and strengthened for renewed growth.

OUR CORE VALUES

AFFIRMING We affirm that an abundant life-giving relationship with God through Jesus Christ is more important than anything else in life.

LIVING We seek to live with God as the center and focus of everything we do, following the Bible as our guide and standard.

NURTURING We develop and deepen Christian relationships which nurture people into lifelong faith and discipleship.

PARTNERING We recognize that partnering with the Body of Christ, the church, is essential for excellence in Christian nurture, and that God has called the church of Jesus Christ into being as the primary means of ministry in the world - including ministry with youth and children.

PRACTICING Through our ministry and training, we advocate the study and practice of four vital elements of ministry which originate from Acts 2:42 – teaching, fellowship, breaking bread, and worship, and that this model of ministry, LOGOS, is of God, called in a significant way to reach out and minister to young people in and through churches of many denominations.

SERVING We strive to be accountable as stewards of the gifts God has entrusted to us: time, talent, and treasure, including gifts for ministry given by God to individuals and congregations, and that dollars given to GenOn Ministries will go further, over a longer period of time, make more difference in the lives of more young people, and generate more lifelong commitments to Jesus Christ, his church and its mission.

EQUIPPING We equip adults to do ministry by providing training, resource materials and on-going relational support because it is responsible stewardship to equip thousands of churches, with their tens of thousands of members and leaders, to nurture youth and children into faithful relationship with Jesus Christ by utilizing personnel and materials already in place within congregations.

THE BEGINNING

GenOn Ministries was originally known as the Youth Club Program and was initiated in 1957. Dr. Dale K. Milligan convened and challenged a group of clergy who were conducting their own weekday Youth Club Programs to pool their efforts and help one another provide Bible Study materials designed especially for their Programs.

This group of clergy, augmented by the inclusion of Lamar Otis, a devoted Christian businessman and member of the Beulah Presbyterian Church as financial advisor and treasurer, became the charter members of what is now GenOn Ministries. They were: the Rev. Frank Bates, Dr. G. Mason Cochran, the Rev. Lloyd Dalbey, the Rev. Harry Orr Leitman, the Rev. Bruce Milligan, the Rev. Dr. Dale K. Milligan, Mr. Lamar J. Otis and the Rev. Aaron Powers.

Like pebbles dropped in a pool of water, each Youth Club Program sent out ripples of influence reaching out to more and more clergy and churches. These programs in the churches served by these leaders became so successful that increasing numbers of other clergy and congregations asked for help to start similar programs. Training seminars were begun at the Beulah Presbyterian Church in Pittsburgh, PA, and were subsequently replicated around the country under the leadership of Dr. Milligan, assisted by members of the Beulah Presbyterian Church, and Southminster Presbyterian Church in Mt. Lebanon, PA.

In 1963, Youth Club Program incorporated in Pittsburgh, PA. In the mid-80's, the name "LOGOS" was chosen to reflect the biblical basis and focus of the System and Program and the name was changed to LOGOS System Associates. In 2005, LOGOS System Associates changed its name to The LOGOS Ministry, reflecting the church wide system of ministry that transforms individual lives and entire congregations.

The LOGOS Ministry became GenOn Ministries in 2012, continuing a firm belief that an abundant life-giving relationship with God through Jesus Christ is more important than anything else in life, and that nurturing people, especially youth and children, into this relationship of faith with God through Jesus Christ is the most important thing the church ever does. GenOn Ministries' *mission* – and we believe calling as well -- *is to equip faith communities and families to develop lifelong Christian disciples of all ages through intergenerational ministry.*

GenOn Ministries continues to equip churches to build and nurture abundant life-giving relationships of faith with God through the disciplined approach called LOGOS. LOGOS is GenOn's signature offering for a weekly intergenerational experience for children and/or youth that creates an intentional arena where children, youth and adults, together, can learn about, experience and practice the art of Christian relationships. In these cross-generational gatherings, young people and adults eat together, play together, study together, and pray together.

When effectively practiced, our intergenerational ministry has shown to be highly effective in:

- passing on the faith to younger generations,
- in nurturing children and youth on their faith journey, and
- energizing the whole church through the building of relationships

In addition to building relationships in LOGOS, GenOn Ministries continues to design and promote lifelong disciple-building experiences through annual GenOn Youth Summits (youth conferences).

By partnering with more and more churches, GenOn Ministries expects to see children, youth, and adults nurtured toward lifelong Christian faith and discipleship, and communities of faith energized and strengthened for renewed growth.

GenOn Ministries invites faith communities of all sizes to explore how adopting these practices can help them be more effective in fulfilling the mission of the church in their community.

As a 501(c)3 not-for-profit organization, GenOn Ministries is incorporated in the state of Pennsylvania as a charitable organization for whom contributions are fully tax deductible.

WHAT WE BELIEVE

Our keystone ministry, LOGOS, is a 4-part experience with children and youth where everyone participates in Bible study, Recreation, Family Time and Worship Skills. LOGOS is built on three **KEY PRACTICES**:



Theology of Relationships A strong scripturally-based understanding of who God is in our lives, the nature of our personal relationship with God, and the resulting impact on our relationships with others because of God's presence in our lives.



Process of Call A scripturally-directed approach for aligning personal gifts and efforts with the needs of a ministry or mission that results from God's purpose and plan.



Balanced Ministry A requirement that ministry addresses and engages the mind, soul and body in a disciple-making process that teaches and provides an opportunity to practice the faith.

LOGOS creates an arena where people of all ages are transformed, regardless of a church's size, culture, ethnic mix or lack of it, economic context, or demographic definition. Through training, resources and support, LOGOS helps churches strengthen their ministry effectiveness with youth and children and bring young people into a relationship with God through Jesus Christ.

DISCIPLINE

TO LEARN MORE, find these resources in the GenOn online store:

Quick Reference: Discipline

Workshops: Love in Disguise, Friendly Fences

Leader Training Module: Discipline

Recommended Resources for Discipline

Discipline is a popular topic. A visit to any bookstore will reveal shelves of books dealing both with the discipline of children and self-discipline. Experts aside, everyone has their own definition of discipline.

A good generic definition to begin with is: *Discipline is training given in order to meet a set of expectations.* The goal of discipline is self-control.

A disciple, the root word of discipline, is defined as a follower and a learner. We are followers of Christ and learn from him. When we learn to love as Christ loves, we are disciplining ourselves to be the very best disciple we can be.

The ultimate intention of discipline is that external discipline turns into self-discipline. Discipline involves more than corrective interventions; we discipline ourselves, or others, to practice a musical instrument, to be a fine athlete, to become an expert in a field of study, to stick to a diet, to be on time for appointments, and many other things.

We understand that discipline is a process of teaching how to think about, care about, and make decisions about others, through the eyes of God, the way Jesus taught us.

The purpose of teaching is much more than covering the curriculum. The purpose of teaching is to prepare children to survive and thrive in the kind of society in which they will live (Proverbs 22:6). Those who teach in the church believe that deciding to have **a relationship with Jesus Christ is the most important decision a person ever makes.** We want to help instill in children and youth the yearning for that relationship, as well as for the qualities that will enable them to make decisions for a relationship of faith, and therefore thrive in today's society.

Four essential qualities of thriving children are:

- **Responsibility** – ability to make decisions and accept the outcome of those decisions.
- **Cooperation** – ability to work together with others toward a common goal.
- **Courage** – confidence to take a known risk for a known purpose.
- **Self-esteem** – a positive opinion of yourself and confidence in your ability to succeed.

There are still many people who equate discipline with punishment. The two are not the same. Punishment that is not accompanied by the teaching of self-discipline, but often teaches:

- Controlling others is acceptable behavior.
- "When I do something that you don't like, you don't love me anymore."
- "I am a bad person."
- "Whatever I did made you mad, but I don't understand what I did that was wrong."
- Next time, don't get caught.
- "When I get bigger and stronger, I can control others."

By itself, punishment is just punishment. It is a way for one person to control another. Discipline is not a tool for controlling others, but for enabling the exercising of self-control. A person who has learned self-discipline has self-control, self-reliance, self-esteem, and expresses orderly conduct. Self-discipline is assuming responsibility for our actions, and making decisions about our behavior. When behavior is observed that goes beyond the established boundaries for behavior in the community, family, or group, it becomes apparent that the persons involved need self-discipline. They need to be taught what the boundaries are and how to be responsible for controlling their actions through loving discipline.

THEOLOGICAL FOUNDATIONS FOR LOVING DISCIPLINE

Everything is theological, including discipline! Being an effective disciplinarian means having many options available and testing them against the theological perspective before applying them.

Many Bible passages reflect the theological perspectives of discipline. Several instructive passages follow:

- **Hebrews 12:11** — *Now, discipline always seems painful rather than pleasant at the time, but later it yields the peaceful fruit of righteousness to those who have been trained by it.*
- **I Corinthians 13:4-7** — *Love is patient; love is kind; love is not envious, or boastful or arrogant or rude. It does not insist on its own way; it is not irritable or resentful. It does not rejoice in wrongdoing, but rejoices in the truth. It bears all things, believes all things, hopes all things, and endures all things.*
- **I Corinthians 12:31** — *But strive for the greater gifts. And I will show you a still more excellent way.*
- **Romans 5:8** — *But God proves his love for us in that while we still were sinners Christ died for us.*
- **Romans 12:17-21** — *Do not repay anyone evil for evil, but take thought for what is noble in the sight of all. If it is possible, so far as it depends on you, live peaceably with all. Beloved, never avenge yourselves, but leave room for the wrath of God, for it is written, "Vengeance is mine, I will repay," says the Lord. No, if your enemies are hungry, feed them; if they are thirsty, give them something to drink; for by doing this you will heap burning coals on their heads." Do not be overcome by evil, but overcome evil with good.*
- **Philippians 2:4-5a** — *Let each of you look not to your own interests, but to the interests of others. Let the same mind be in you that was in Christ Jesus.*

LOGOS is a special place because we practice Kingdom of God living and follow the only rule of LOGOS:

*Treat every person as a child of God.
No one is to treat others as if they do not matter.*

When everyone lives by the only rule of LOGOS, transformation takes place in adults responding to unacceptable behavior **and** in youth and children who are receiving a kind of love they may never before have experienced. Someone relating to others following the only rule of LOGOS will:

- Relate to others, regardless of their behavior, as children of God.
- Take risks and become vulnerable in order to build relationships.
- Think, choose, and make decisions regarding the relationship the way we believe Christ would.
- Express intentional love, which can also be described as tough love.
- Be caring, forgiving, understanding, and work toward reconciliation when there has been a conflict.

THE PRACTICE OF CHRISTIAN DISCIPLINE

The grace of God is unearned, undeserved, and unmerited. God never stops giving this gift of righteousness. We can never give such perfect love. But that does not excuse us from making the effort to offer to others the best that we can.

Based on what we learn from Scripture, LOGOS has established the policy: ***No one*** can do anything bad enough to get kicked out of the weekly LOGOS program.

Adhering to this policy requires a lot of discipline on the part of adults to not only respond with love in trying situations, but to stretch beyond the normal responses to new, creative ways of handling them. LOGOS leaders may find it hard to stick to the policy when faced with a young person who does not respond to normal discipline techniques, and pressure from adults to remove the person from LOGOS. But, the most effective testimony to what it means to believe that we all are created by God, and loved unconditionally, is to stick to the policy and give the young person tough love, inviting him or her into Christian relationship. Changes in old habits of disciplining will occur when guided by this policy. Sometimes we feel that because we are in the church, we must always be "nice," so we often avoid conflict. It is important to remember that Jesus did not put up with inappropriate behavior. He was not afraid to show his feelings or to let others know what he thought.

Although it is not appropriate to lash out at someone and lose our temper, it is appropriate to admit that we are angry or upset and why, while at the same time, offering the young person the love he or she may be seeking. Unacceptable behavior often occurs when a person has unmet needs, feels inadequate and not in control, or is at a loss as to how to handle the situation. It is important to find out what is behind the behavior.

The church needs to recognize that, as the Body of Christ, it is responsible for modeling the teachings of Jesus. Each person must be accountable for his/her role as teacher of the faith in the Body of Christ. If everyone in the congregation knows what is expected and works toward exhibiting these qualities, many of the discipline situations will be resolved with minimal stress for everyone.

Thus, when young people receive the same discipline responses from every adult they will learn what is expected and will respond to this consistency. When young people see what Christian love looks like and feels like, they will learn how to show it themselves. Studies show, most people don't plan how they will discipline their children, they just repeat what discipline they experienced in childhood. This knowledge reminds us that when we are working to change an inappropriate behavior with a young person we are also teaching him or her how to discipline future generations.

CHURCH DISCIPLINE POLICY

Many things have to be well thought out in a church discipline policy. Not only should there be consideration of the discipline of children but also the behavior of adults.

- Having an established policy benefits everyone in the church. It provides a framework for consistency, including identified inappropriate behaviors and the discipline steps that are appropriate for the young person's age and stage of development.
- Having an established policy makes calling and training teachers an easier task.
- Sharing your discipline policy with parents can provide peace of mind for all parties and helps young people understand where the boundaries are and what is expected of them. The mystery of discipline is removed—everyone knows what is acceptable and the consequences of unacceptable behavior.
- Having an established policy defines appropriate behavior among children, youth, and adults and how to make everyone safe in the church environment.

Safety for All

Over the last several years it has become more imperative to have a discipline policy and guidelines for caring for children and adults written down and shared to your church congregation. This is to insure the safety of all in the church. Your church insurance company may have requirements for adult/child ratios and for screening staff and volunteers who work directly with children and youth in your church. These screening requirements may vary from state-to-state. Establishing an abuse prevention and response policy is important for protecting children, youth and adults from potential abusive situations and/or false accusations.

Resource ideas: Most denominations have resources to inform congregations about safety issues. One such resource is the United Methodist Church's safety program called Safe Sanctuaries. Go to www.gbod.org/safesanctuaries for more information. *Safe Sanctuaries* by Joy Thornburg Melton is an excellent resource for your congregation.

Your church discipline policy will also need to include information and instructions for those situations that are beyond the skills and abilities of the LOGOS staff.

****Talk to school principals and find out what rules of behavior are being enforced at school. Should any of these expectations be included in the discipline policy for your church? ****

****It is vitally important that your church keep a current list of the agencies in your community that can assist families with special circumstances. ****

What Behavior Is Unacceptable?

Determine what are the boundaries for behavior in your church? Boundaries are established by our understanding of the teachings of Christ, our values, and morals. Most people agree the following represents unacceptable behavior:

- Aggressive physical behavior (hitting, kicking, pushing, etc.).
- Verbal abuse of another person (name calling, teasing, swearing).
- Destruction of personal or church property.
- Unwillingness to participate appropriately in LOGOS activities.
- There is a wide spectrum of behavior, from minor things like chewing gum to physical violence, to be considered.

Determine the Consequences

Likewise, there is a spectrum of responses. Responses could range from a teacher standing up, moving behind a student and putting a hand on the shoulder, to calling parents or even the police. Decide which responses are appropriate for specific behaviors in your setting. This determines the discipline policy and what should be communicated to the adults and the young people with whom they are working.

- Agree on the responses that are expected of adults when they encounter unacceptable behavior.
- At what point does the adult who encounters a discipline situation involve another adult?
- Who should be involved? LOGOS Director? Comforter? Clergy? Parents?

****Be aware!*** If you involve the clergy, do not put them in a position of a threatening authority figure.

Know the parents well enough to know what will happen to the young person if you involve their parents. Sometimes, the problem is being caused by the way the young person being treated at home. Involving the parents may put the young person at risk.

When working on your discipline policy make sure it reflects the living out of relational theology. Our theology **IS** the policy. It guides everything. Don't slip into the secular mode of discipline where punishment is the only response to unacceptable behavior.

The goal of a discipline policy is that everyone coming into contact with young people will consistently respond to unacceptable behavior in Christian love, holding the example of Christ before them and remembering that **everyone should treat everyone else as a child of God.**

Implement the Policy

Some people have an ability to discipline in a constructive and loving way without effort. Others need help to change behavior and attitudes before they are able to discipline others effectively. Changing behavior is hard! We have to practice. We have to work at it. We need others to help us.

The LOGOS Leadership Team will want to begin teaching the adults in the congregation about what makes for effective discipline and helping them develop skills in Christian disciplining.

Offer church-wide Training options

- Training can happen at the Parent Connection, staff/faculty meetings, adult education classes, and parenting classes.
- **Share the theological concepts taught by LOGOS** (See *LOGOS User Guide: Theological Foundations*)
- Share the Scripture passages that appear in this section and explore their meaning as related to learning about discipline and being a disciple of Jesus Christ.
- Share helpful tools that individuals can use to help them discipline themselves to change the way they respond in difficult situations. (See suggestions later in this section.)
- Practice applying the theological concepts to our relationships when we are in discipline situations by working with case studies. Role-play responses to the cases.
Discuss several ways a person could respond to the situation and how those responses reflect our theology. (See examples in this section.)

Offer Parenting Classes

It is good to offer separate classes targeting specific age groups. For example: Birth to 3, 4's and 5's, age 6 to 10, middle school, high school. Each group has unique challenges.

Choose curriculum that reflects Christian values and perspectives. Some denominations provide good curriculum for parenting classes. Others can be obtained from independent Christian publishers. Create a set of criteria that will be used to evaluate the curriculum so that you are reasonably sure it will accomplish your goals in your setting. It may be necessary to adapt curriculum so that you can make connections between theological concepts, discipline and parenting.

Obtain Information from Search Institute

Search Institute has published resources to help congregations work on the building of developmental assets that are necessary for children and youth to lead full, healthy lives. Investigate these resources to find those that will help parents work on asset

building with their children and youth. Visit their website@ www.search-institute.org.

Additional Ideas for implementing church discipline policy

- LOGOS leaders demonstrate through their own behavior what is expected of other adults of the congregation.
- Pray for each person on the staff.
- Pray for the youth and children who are having difficulty.
- Include articles on discipline in the church newsletter.
- Include statements about ways to discipline in letters to parents. Have a section in the Parent Handbook devoted to discipline.
- Ask the clergy to include the Bible passages listed above among those planned as the basis for sermons.
- Help parents become aware of helpful books and articles.

Work with the Young People

Once the adult leaders have determined what acceptable behavior is and what is not, and have established the discipline policy, it is time to share it with the children and youth. We cannot expect young people to behave within boundaries if they don't know what the boundaries are! Be sure everyone understands what kind of behavior will not be tolerated and what the consequences are for those who engage in it.

The church discipline policy and the LOGOS discipline plan will overlap... which they should. We should expect the same self-control and respect in a Sunday school class as we do in a weekly LOGOS Bible study class. Adults, children, and youth must always be an example of Christ teachings and remember that everyone should treat everyone else as a child of God.

CREATING AND IMPLEMENTING A DISCIPLINE PLAN

The LOGOS Leadership Team should develop a discipline plan to effectively guide the weekly LOGOS program. It should include the utilization of a Covenant that children and youth will have input into, and the use of a position called the "Comforter" that will aid the children and youth in the "tough times" during the weekly LOGOS program. Of course, there will be many aspects of the church discipline policy added too. When you have a Discipline Plan that operates consistently with your Church Discipline Policy, you give yourself the best opportunity to support the growth of a special kind of community, the Kingdom of God. A community we all yearn to live in where people care for each other, encourage one another, solve problems together, resolve differences, and experience forgiveness. We can achieve Kingdom of God living in our LOGOS weekly program when we begin by remembering that all relationships need to start with respect, the same kind of respect that Jesus showed all people he met.

Sharing Expectations in LOGOS

Shortly **before the first night of LOGOS**, send a welcome letter or email to all the young people registered. Let them know about some of the more exciting themes for Family Time, activities they can look forward to in Worship Skills, or special events during the year. Also, add the only rule of LOGOS and a brief summary of expectations of behavior.

On the **first night of LOGOS**, there might be an assembly where everyone is gathered together. This time might include:

- Explaining the schedule.
- Sharing and explaining the only rule of LOGOS.
- Sharing what the expectations are for behavior, and the discipline policy.
- Sharing procedures to be used in case of emergency (fire, natural disaster, etc.)
- Reviewing the policy for attendance. (Some churches ask that parents call if their young person will be absent. Then, unexcused absences are reported to parents to be sure the young person is accounted for.)

The Covenant – Blessed be the Tie that Bind

During the first period of LOGOS (regardless of whether it is Bible, Recreation or some other part) spend time helping the students identify some guidelines or rules by which they agree to live. The result of this session should be written down to form a Covenant.

It is suggested that during the following week, the Director and several other people from the LOGOS Leadership Team meet and review the various guidelines established by the young people. Identify those mentioned most often which will be most helpful.

Make up Covenants to be shared with the young people the next week. There may be two different covenants-one for children and one for teens.

- ✓ The covenants may be printed out and individual copies distributed. And/or they may be printed on poster boards and placed in the rooms where students meet each week.
- ✓ Covenants are helpful reference points when unacceptable behavior is exhibited.
- ✓ Some covenants are detailed. Some list specific rules. Encourage the young people to think through what is needed in order to live comfortably and safely with one another so that Christian relationships can grow.

Establishing the Role of "Comforter"

One way that LOGOS has found to help children and youth manage their behavior is through the role of **Comforter**. The Comforter, in some LOGOS programs, is referred to as the Good Shepherd. You may use either one or whatever title your LOGOS program prefers. For simplicity purposes, we will use Comforter. It has been a LOGOS practice to have a person minister to children and youth separate from a teacher or assistant in a class. This staff position in your weekly LOGOS program is allows teachers and students to stay on task in each class, even when behavioral issues arise.

The person **called** to the position of Comforter must be someone the children in LOGOS know and respect. The Comforter should be someone who is able to relate to young people in moments of stress and one who has at hand many strategies to help students move to self-controlled behavior. This person provides a calming presence and supports the young person to come to a solution and successfully return to the classroom.

******If the staffing for your LOGOS is such that you cannot identify one person to serve in this position for all four parts of LOGOS, consider identifying and equipping various LOGOS staff to be available to handle discipline situations for each part.

When behavior disrupts the class, the child or youth who is the cause of the disruption, needs to be given the choice to change the behavior or leave the group for a while. The teacher must let the young person know what is appropriate to remain in the room and participate, but if the behavior does not change you will know the young person has chosen to leave. When there is no change in behavior, the teacher acknowledges the choice and says, "I see you have chosen to leave the group." The teacher then asks the young person to go with an assistant outside the classroom to talk about the situation and come up with a plan to solve the problem. This may be all it takes for the student to have the opportunity to refocus and return to the group. However, if the student is not ready to return to the group, the student may choose to join the Comforter in the Comfort Zone.

The Comfort Zone should be a place in an area removed from the regular activities of the group, but still in an observable area (keeping in mind the guidelines about no child alone one on one with an adult).

This is never a time for students to leave the class and do nothing. It is a time of working hard work to share feelings, share ideas, and discuss with the Comforter possible solutions.

Dialogue in the Comfort Zone

Here, the Comforter engages the student in conversation. The child or youth may not be willing to tell "why," but they almost always know what caused the problem. If the response is, "I don't know," The adult suggests in a matter-of-fact tone that the student think about it because "I feel sure you will come up with the answer." The adult then simply waits until the student is ready to talk:

- Listen to the youngster's side of the story.
- Let the young person know specifically what was unacceptable about the behavior...Dangerous, disruptive, disrespectful, discourteous, defiant, etc.
- Ask, "Do you understand why we cannot allow you to (insert behavior)?"
- If the response is "no," clarify your reasoning. If the young person chooses to be defiant, the adult might respond with "I believe you do know why your behavior is unacceptable, but if you need more time to think about it, I will wait here until you are ready to tell me."
- Ask for an explanation of what would be acceptable behavior in the future if a similar situation should arise.
- Repeat the above procedure if the young person is uncooperative. Usually by now they have the idea that you expect them to come up with answers and that the adult will not solve the problem for them. The student will usually decide to cooperate in an effort to return to the class or activity. This is one way to help the student "own" their behavior.
- Establish the behavior necessary in order to return to the classroom.
- Again, be specific. Ask the young person, "Are you ready to return to the group?" "What are you going to do to make things right?" When it is clear that the young person understands fully the expectations and has verbally agreed to them, it is time to return to the group.

- Follow a discipline situation with something positive as soon as possible.
- Be sure that the young person understands that you still care for them. It should always be clear to the young person that it is the behavior and not the person that is unacceptable.

A peaceable classroom sounds like heaven, doesn't it? It can be a reality. Whether it is in Bible Study, Worship Skills, Recreation, or Family Time, a peaceable classroom can best be achieved when we take time to consider these elements: the Leadership Team, the space you are using, the curriculum, and the discipline plan. To consider only the discipline plan, when preparing to teach, is to miss the opportunity to create a transcendent space where both educational activities and transformational moments can happen. This is the basis for spiritual formation in all learners, regardless of age.

A good Discipline Plan in a classroom has 5 essential parts:

1. PREVENTATIVE (to keep from happening)

Help prevent behavioral problems in your class:

- Be present and ready before the first student arrives! Every gathering or class, whether it's Bible Study, Worship Skills, Family Time or Recreation, begins when the first student arrives!
- BE PREPARED! Plan thoroughly ahead of time for the activity or lesson.
- Arrange the room or meeting space to support the learning you want to go on there.
- Resolve to be a calm, pleasant teaching presence (remember the only rule of LOGOS).
- Go over the Covenant and talk about a few event/class rules that pertain to this class only. Keep class rules short and clearly stated. Ex. In Worship Skills - No chewing gum in class. Singers cannot sing and chew gum at the same time. Ask the class what rules they think they will need to get along together. Remember as the leader, you have the right and the obligation to refuse to accept any ideas outside the limits provided by the church, or by your own best judgment.

Remember to keep the class rules brief

Three for preschoolers; elementary kids are very interested in justice, so you could wind up with lots! We suggest five to seven rules for middle school and high school. Write them on a poster and put them where everyone can see them. Include the One Rule of LOGOS!

2. SUPPORTIVE (to keep from falling, prop up; sustain.)

- BE PREPARED! Be ready to restructure activities if they are too complex or too easy. Ready the room. Remove distracting materials; make sure other things in the room are not more attractive than your event/lesson.
- Clearly request the good behavior you need: "We will all listen to Mary as she answers the question."

Catch children being good – reinforce, not reward, good behavior where you find it.

A Word on Rewards

Be careful how you use rewards. The problem with using rewards as reinforcement of good behavior is that the reward soon becomes a right. In other words, kids will expect a reward every time they do what you want them to do. Students will develop a "what's in it for me?" attitude that leads them to expect more and more rewards for positive behavior. The teacher must then increase the value of the reward to keep it effective until she reaches a point of frustration.

3. CORRECTIVE (to change; to make right.)

- Our goal is to teach students, not hurt them. Discipline means instruction and the goal of discipline is self-control.
- When we discipline a student for negative behavior, we want to find opportunities to encourage any improvement the student makes.
- When using discipline to influence children, we want always to use the least assertive method that will work.

When disciplining child (come from caring):

- a. Assertively insist on what you want.
- b. Name the behavior or situation you want changed.
- c. Say how you feel about the situation.
- d. State your reason.
- e. Say what you want done.
- f. Use the broken record method; don't be drawn into side issues.
- g. Intervene to stop inappropriate behavior; tend to victims first, perpetrators second.
- h. Redirect to appropriate activity.
- i. Invoke the agreed upon consequences (For instance, if you mistreat materials, you can't use them).
- j. If the student is still behaving in an unacceptable manner, decide when to contact parents.

4. CONSEQUENTIAL (the results)

There are two kinds of consequences: natural and logical.

Natural consequences are the results that naturally occur from a child's behavior without the leader doing anything. (For instance: no breakfast, results will be hunger before lunch, or forgetting a permission slip means you don't get to go.)

****You cannot use natural consequences when the natural consequences would be catastrophic; when the natural consequences are too far into the future so that the connection to the behavior is lost; when the natural consequences affect others rather than the student.**

Logical consequences are those results a leader provides to teach students what logically follows when they violate class rules or the needs of a situation.

****Choice is power. As a leader in LOGOS, you can give students choices that are appropriate for their ages and levels of responsibility. The freedom to choose is tremendously empowering to children and youth and because you limit what choice students are allowed to make, class rules and values do not have to be sacrificed. The consequences of student's choices teach them how to make better choices in the future.**

When giving the student a choice:

1. Give choices you can live with.
2. Make sure the consequence is logical.
3. Keep your tone firm and calm.
4. Give the choice once, then act.
5. Expect the student to test the choice.
6. Allow the student to try again later.
7. Follow through consistently.

5. AMENDING (to change for the better; improve; make right.)

Help students right a wrong they have done.

Help students decide how to make restitution in a way that satisfies the victim or helps someone similar and helps the offending child to learn positive ways to interact with others. This may be a repayment of time, objects or services, or a restoration of reputation.

Always offer forgiveness and always practice mercy; mercy is the act of forgetting the wrong thing that has been done. The work of forgiveness is NOT complete until mercy is also given. Everyone gets a fresh every morning start, a do-over, the next time they come to the church or to LOGOS.

Attention! The Call to All Leaders!

As the leader in a classroom, a teacher in the church, we are called to model courage, loyalty, justice, respect, honesty, hope, love, forgiveness and mercy. And in all that, we seek to model the love and respect that Jesus showed all people. There isn't a more powerful way to invite people into a relationship with God!

TOOLS AND METHODS FOR CLASSROOM MANAGEMENT

The following suggestions are not guaranteed to solve all issues. However, they will help those who want to change their approach to discipline, change their behavior, and want to feel more comfortable when in discipline situations. Use these ideas when role playing case studies. After a while, instead of being forced, the responses will begin to come more easily. Eventually the person will develop their own words and actions that will reflect healthy Christian relationship building techniques.

Positive Discipline

- ***Reward the good:*** Help teachers watch for the good behavior and acknowledge it. Give out "Caught You Being Good" stickers or buttons when someone shows "child of God" behavior. This helps children be aware of what is accepted as good behavior, AND it helps teachers move their focus from negative things to focusing on the good things that are happening around them.
- ***Know your class; call people by name:*** Young people notice when a teacher cannot remember their name! All of us feel worthless and inadequate when we are not called by name. "Am I so insignificant that my name does not matter?" "Am I so far below your standards that I am not worth being acknowledged?" Calling someone by name makes him or her feel important, special and worthy.
- ***Know your class; act before the behavior occurs:*** Often a student sends a signal when they are about to lose it. Try to catch problem behavior before it starts or as it begins. You may be able to divert the person by asking them do something for you. You may also cut off the inappropriate behavior by changing to a different activity. Use an "energizer activity." Steps of this kind can be enough to refocus the entire group of students and avoid problem behavior entirely.
- ***Know your class; check the environment:*** The room and the way it is set up can influence behavior. Look carefully at the room where the group meets. Is it better for the group to be at tables, in a circle of chairs, on the floor? Is the lighting good or is it annoying? Are the chairs comfortable? Are the tables the right height? Is the room cluttered with junk?
- ***Know your class; Show interest:*** Speak to each young person as he or she enters the room. Show interest in what they have to tell you. Get to know your students. Ask questions about how the week has gone and how things are going

at school. If you know about special events in which the young person is participates, ask about them.

- **Keep a sense of humor:** Humor does wonderful things: it saves face and it shows the adult is in control of him or herself and is safe to be with. If tension can be turned into laughter, even a laugh at your own expense, everyone is put back into a relaxed state ready to solve the problem.
- **Admit when you are wrong:** This is the way we model the building of relationships. We show that the first step in reconciliation is to admit it when we are wrong or have done something for which we are sorry. When we take this risk and make ourselves vulnerable, we communicate that we trust the relationship, value the other person, and want to make amends.
- **Be yourself; be an adult!** Some adults try to be "one of the gang." Young people want adults to act like adults. Set appropriate boundaries, lead and be supportive, authoritative and confident.
- **Agree and qualify:** Some people cannot stand to be told "no." To avoid confrontation, say "no" but with qualifications. For example: "Can we play skittles now?" "Yes, as soon as we finish playing frog ball." "Can I go get a drink?" "Yes, as soon as class is over."
- **Give second chances:** In LOGOS, news of poor behavior is not broadcast to each succeeding session. The young person starts over with each new period. When something goes wrong, give the young person a chance to make things right. Help young people learn how to apologize and make amends. Let them do this themselves. It teaches them that you trust them and think they are capable of doing better.
- **Plan ahead; be prepared:** Leaders who are prepared with a plan and have materials ready to go have fewer discipline situations than those who do not. Plan more than can be completed in the time-frame. This provides the flexibility to shift activities when it is apparent that the young people are not responding as anticipated to a given activity.
- **Use encouraging words:** We build up and do not put down. Learn to give responses that build up. Be caring, genuine and sincere. Young people know when we are not being honest. Avoid empty praise. Your words must be specific.
- **Think of yourself as a coach.** Provide the response that acknowledges the quality you want to encourage. Describe the specific behavior such as patient, kind, or helpful. Express your appreciation for the behavior. This will provide the person with guidelines for the particular behavior you want to see and why you want it.

To Be Avoided

- ***Physical punishment***

Punishment appears to work in the short run, but in the long run it may create resentment. In a society of equals, when you hurt someone, you give that person a sort of unspoken right to hurt you back. Students usually find ways of getting even through future behavior.

When physical punishment is used, we teach that the way to solve a situation is to use violence. We teach that the biggest and strongest wins. We teach that it is better to be careful and not get caught. Remember, the shepherd's rod was used to guide the sheep - not beat them. AND it is against the law!

- ***Ignoring the problem***

When we ignore an inappropriate behavior, we endorse what is happening. We communicate that what is happening is not serious enough to warrant our attention.

- ***Sarcasm***

Answering in kind, or using sarcasm, is entering into the behavior with the young person. It becomes a contest of "Can you top this?" This situation does not allow for understanding, compassion, love, or reconciliation. Using sarcasm makes it impossible to move beyond the conflict.

- ***Labeling***

We all are familiar with giving others labels. For example: "Brain," "loud mouth," "flirt," "troublemaker," "clown," "scatterbrain." When we label someone they will usually do everything they can to live up to it, or they will do everything they can to prove the label is wrong. In either case, the resulting behaviors can be disturbing. Labeling is a way to put someone down and make them feel worthless.

- ***Making assumptions***

It is easy to make assumptions and think we know what is going on. Often our assumptions are wrong and responding to the obvious behavior does not solve the cause of the situation. It is important to discover what is going on in the young persons' life that caused the outburst. (Have a listening ear.)

- ***Correcting in front of peers***

Sometimes, especially in situations that are violent, intervention must occur immediately regardless of who else is around. Depending on the age of the group, it may or may not be appropriate to remove the young person from the group for discipline purpose. Removing the one who is acting inappropriately may create anxiousness in the group that left behind. And, if discipline is appropriate, vicarious learning is denied the group. However, the guiding principle for where the discipline occurs must be respect for the child or youth. What we do and say must never be viewed as demeaning by the child or any observer.

- ***Using "put downs"***

Put down statements have become a way of life in youth culture. Many young people don't even recognize that what they are saying is derogatory. Adults who work with young people can "pick up" the habit if they are not careful. Many young people already feel inadequate and have self-doubts. They do not need to be reminded of their shortcomings by put down statements. We are about building relationships, not tearing them down.

- ***Making promises you can't keep***

To build trust, we must be true to our word and keep promises. If you make a promise, be sure it is appropriate and one you can keep.

- ***Being inconsistent***

Young people feel safe and are able to grow when they know the boundaries and what is expected of them. When we are inconsistent in what we say and do, the boundaries are not well defined which leads to insecurity and problems with behavior.

- ***Openly talking about the problem***

It is important that young people feel safe with you. They won't feel safe if they believe you are talking about them behind their back. If help is needed, go to the clergy or LOGOS director and talk confidentially, avoid openly discussing the problem with anyone else in the church hallways or with parents of other children. It is also important to make sure that any discussions you may have with parents occur privately.

Helpful Discipline Phrases

- *I think too much of me to put up with this and I think too much of you to let you get away with it.* This lets the young person know you don't like the behavior, but like him/her. It says, "You are important."
- *I would never let anyone treat you like that, and I will not let you treat him or her like that.* This communicates: "I will keep you safe too."
- *Would you like to do this yourself, or would you like me to help you?* Use this with young children. It gives the child a choice and avoids confrontation. The child feels in control when given a choice, when in fact the adult is guiding the response.
- *No one has the right to act as if other people do not matter.* The statement stresses that every individual is important. It is a reminder of the "Only Rule of LOGOS."
- *Is there anything else you want to, or need to tell me about this?* This communicates that you are willing to listen. It gives the young person a chance to risk confiding in you.
- *Is there anything I can do, or would you like me to find someone else here at the church to help you?* Such a statement communicates your concern. It involves the young person in making the decision of whether to involve anyone else or not. It lets the young person know that you think there may be others who could be helpful.
- *The day will never come when I will allow you to get away with that kind of behavior, because the day will never come when I don't care about you anymore.* This communicates that you discipline because you care about the individual and will always care - no matter what!
- *I know that it is very difficult for you to (insert the particular thing to be done), but I believe you can do it.* This shows understanding and empathy. It accepts feelings while letting the young person know you still have expectations of him/her.
- *There are different ways to look at this. Let me share with you what I think.* This statement lets the student know you recognize his/her right to an opinion. It lets the student save face. It lets you share what you think, which is done calmly and matter-of-factly.

Reminders for Teachers & Leaders

1. Set a good example. Show students what you expect of them by your own behavior. Everything we do is teaching.
2. When unacceptable behavior is observed, help those involved understand they have choices of how to respond to provocation.
3. Help students take charge of their behavior by creating an arena that enables them to make things right, and by giving choices.
4. Let the young person know you still love them. It is their behavior you don't like. "I love you too much to let you behave this way, and I love the other people too much to let you treat them this way."
5. Be sure the young person understands the reasons why the behavior is unacceptable. Give the opportunity for the young person to ask questions and talk about the situation with you.
6. De-emphasize the importance of minor behavior problems that often arise when a student is challenged with a new activity.
7. Never allow inappropriate behavior to slide by. In doing so, the young person believes the behavior is not important.
8. Let the young person know when you are being disturbed by his or her actions. Sometimes that is all it takes to stop it. Often the student does not realize the action is disturbing.
9. Be firm, be fair, and mean what you say. Students expect and need to rely on such qualities in their teachers or leaders.
10. Be consistent. Instability on the part of a teacher/leader breeds instability in students.
11. Seek help when nothing seems to work and you don't know what else to do.
12. Young people need to learn alternatives to problem situations. They need to know that it is permissible to be angry, but there are socially acceptable ways to express anger.

Resolving Conflict: Let's talk it out!

Sometimes the conflict involves two or more young people who are having difficulty with one another. When they remove themselves from the room with the teacher's assistant, the young people need to be helped to solve their conflict. The role of the teacher is to facilitate the process and see to it that the young people talk to each other - not the adult. The adult is not there to solve the conflict! If the adult tries to do that, the solution belongs to the adults, not the students. This is not teaching self-discipline.

A Conflict Resolution Demonstration

The following process is an adaptation of a Conflict Resolution process. It has been adapted to demonstrate a process of building Christian relationships. When the students and the adult have left the room and are in a quiet, private place, the following should take place.

Get control by letting God take over.

- COOL OFF! Have the young people sit down with their backs to one another.
- The adult asks the students to enter into a time of prayer, asking God to help them gain control of themselves and to seek a solution to the conflict. This can be a time of silent prayer, or, if the young people are willing, they might pray aloud.
- The adult prays for the students asking God to enter into their hearts and guide their thinking.

Revelation

- This is a time for each person to have his or her say while the other person listens. There is no discussion!
- Each person has a turn to share his or her feelings. The young people should be instructed to start all their sentences with the word "I." "I feel When..." "I don't like it when Happens to me."
- No one may call the other person names, accuse the other person or try to convince the teacher that the other person was wrong.
- The adult supervises and guides this process to be sure each has a turn with no interruptions and no discussion

Reconciliation - This is a three-step process:

- Brainstorm ideas. After each person knows how the other person feels it is time to brainstorm ideas to solve the problem. The adult invites the young people to take turns offering one idea at a time while they are written down. Again, there is no discussion.
- Choose a solution: When all suggestions (or enough of them) have been offered, the adult reads the suggestions, one at a time, and asks each person to say whether or not they agree with the suggestion. If one person does not like it, the suggestion is crossed off the list. This continues until there is at least one idea for solving the problem to which both people agree

- Think it through: At this point, if the adult sees a problem with carrying out the plan, the adult might ask some questions to help the students think through their plan. It is important that the young people think about how their plan may impact other students or the teacher. But, the adult is not to make the decision for them.

Forgiveness

Pray together and ask God for forgiveness.

- Pray that the plan to solve the conflict will be successful.
- Thank God for loving each of us in spite of our shortcomings.

Students return to the classroom and carry out the plan to resolve the conflict.

Sometimes that plan begins with an apology to the teacher and/or the students.

Once this process has been learned, it is possible for young people to go through it by themselves. When they realize a conflict needs to be resolved they can ask the teacher if they can have a "talk-it-out" time. An adult might accompany them in case needed, but the students can go through the process themselves with very little assistance. (Notice: Such a process teaches the young people to treat each other with respect and as a child of God by working at acceptance, forgiveness and reconciliation.)

It must be recognized that no single technique for handling unacceptable behavior will work in all situations. While specific techniques (such as the ones above) are helpful, the real successful discipline calls for adults and young people to learn, and put into practice, their understanding of the biblical/theological definitions of love.

SPECIAL NEEDS

In a cultural context where values are in conflict, decay of character and relationships are present, and the breakdown of institutions and social structures, LOGOS can be a lifesaver as it creates a marvelous arena of safety for youth and children. When all elements of the ministry are faithfully applied and maintained, LOGOS can be, is, and should be, a powerful asset in helping the church minister to young people whose emotional and spiritual growth have been wounded.

Unfortunately, more and more churches have serious problems with youth and children who seem to be "out of control." In an increasing number of families the disorders are so severe and so deeply rooted that professional competence far beyond the training and capacity of many of the LOGOS staff is required. In such circumstances, the clergy and administrators must make sure that their LOGOS staff understands that:

- Persons with professional standing who are capable of prescribing appropriate treatment and/or recommending specific referrals should be called on when necessary.
- Persons who are not trained to deal with special education youth and children, emotionally disturbed children or their families are NOT failures when they find that they are unable to solve every problem that confronts them in dealing with these children and families.
- All of us, including the clergy and other church professionals, are competent only to a certain point in such situations.
- It is necessary in many, perhaps even most situations, to deal with entire families since the problem may not just be with the child.

When we have done all we can do, and it is apparent that professional help is needed, the clergy and/or qualified individuals must be prepared and willing to intervene. It may be that the clergy may not have the necessary training and confidence to minister to these children and their families. However, clergy can and should know persons within the congregation and/or community with such gifts and training.

The Role of Church Leaders

The church leaders, working with the clergy, should prepare themselves to deal with special needs and crisis situations by doing the following:

- Review the nature of the cultural effects on the young people of the church and their families as a reminder of the kinds of situations that may arise.
- Work with the clergy to assemble a list of the resources available in the church and community that may be needed to help families in distress.

- In advance of special needs and crisis situations, establish the processes by which clergy and other appropriate church personnel are to deal with the problems. Be proactive.
- Communicate to the congregation the list of resources and references and the processes that have been established for responding to situations of special needs. Such communication is an expression of the congregation's corporate pastoral care for one another. It provides assistance to parents within the congregation who know their family needs help, but has not known how to go about securing it. (Such announcements, repeated periodically, insure everyone that the church is there to serve all.)

"I've Got Your Back!"

Clergy who are not protected by the wisdom and solidarity of the leaders' preventative preparation and action will become vulnerable. The volunteer staff and faculty of the congregation will be rendered helpless in the face of insolvable discipline situations and quickly "burn out" in service.

LOGOS LEADERS – Why do we do it?

The witness of right Christian relationships and unconditional love that is demonstrated by the way the LOGOS leadership ministers to young people and their families with special needs cannot be underestimated. When the LOGOS Leadership Team stands firm in their conviction to never "kick anyone out" the congregation will quickly realize how serious we are about Christian nurture.

The realization that LOGOS is a safe place where ALL young people are loved will encourage all families to bring their children to LOGOS. Some may have stopped bringing them to church because they were embarrassed or had experienced rejection. The whole congregation will begin to learn from their observation of how young people are accepted and loved in LOGOS and will accept and love them in other areas of the churches life.

There are some techniques that will enable young people with special needs to participate in class activities more easily. Share the following ideas with the LOGOS staff. Add other techniques you discover that are helpful.

As discussed before, discipline situations can arise when adult leaders do not know how to respond to a young person with special needs, or students are unsure how to respond and feel uneasy around someone with special needs. Adults can help the rest of the class acquire appropriate behavior by modeling for them such behavior. They can also help by talking openly about techniques to use to communicate more effectively with someone with special needs.

Attention Deficit Hyperactive Disorder

Children with ADHD truly cannot handle all the stimuli present in LOGOS each week. This can cause big problems, even when the young person is receiving medication and is generally under control.

The policy of not asking a young person to leave LOGOS may cause the LOGOS Leadership Team to feel a great burden. They may be under pressure from adults and other young people to remove the over-active child from LOGOS. At the same time, it may be apparent that the young person loves LOGOS and this may be the only place outside their family where that young person experiences love and acceptance. It may be the best experience all week! By staying, that young person is being treated as a child of God, but the rest of the young people and the adults may feel they are not being treated as children of God because of the disruption that results from the behavior of the child with ADHD. What can be done?

1. If it is not clear whether a child has ADHD or not, the clergy should talk with the parents to find out more about the child. Sometimes parents will not

admit that anything is wrong. Other times they welcome the concern of the clergy and are willing to have the child tested. Talking with the parents may reveal that the child is undergoing tests, or is about to start medication.

2. Encourage and support the family. Let them know you care about them and their welfare as much as you care about their child. Help make it possible for someone from the family to be present at LOGOS as many nights as possible if the need arises. Sometimes a parent wants to be there but needs help in order for that to be possible.
3. Sometimes an adult can be a special friend to the child to go with the child to each part of LOGOS. (This cannot be the child's parent.) When the child needs to get away and be quiet, the special friend and the young person quietly come and go. The trick here is for the adult to do this in such a way that leaving a room is not seen as punishment. The special friend works to build a personal relationship with the child. They may share time outside of church whenever possible and keep contact through phone calls, notes and in other ways. (**Note:** By the time the young person gets to 5th or 6th grade, such an arrangement will probably not work. The young person needs to be held responsible for his or her behavior, but can still be given some flexibility in the way he or she participates in LOGOS so that the best possible experience can be had by all.)
4. Encourage participation in the parts of LOGOS where the young person can successfully maintain acceptable behavior with the group. Sometimes that means making some adjustments. For example: In Recreation, the young person might not go to active games, but may go to a small group to do art or crafts or learn about someone's hobby. The group is small, relatively quiet and calm. The child is doing something he/she enjoys. Occasionally one-on-one Bible study is appropriate, or having a small private dinner with the special friend in a quiet place is better than eating with the big group. Perhaps sitting at a table in the dining room with one or two other young people and an equal number of adults will work, especially if the young person and special friend leave before family fun time.
5. Discover the strengths, likes and dislikes of the young person and build on them.
6. It is a blessing to these young people to find a place where people will go the "extra mile" for them. This is what "giving righteousness" is all about.

Hearing, Sight, and Speech Impairments

There are some general techniques that will help both the young person with one of these impairments and the rest of the young people and the adult leaders:

1. Include the student in all activities.
2. The same disciplinary rules should apply to everyone.
3. Don't wait on the young person with special needs, encourage him or her to do as much for themselves as possible.
4. Encourage the use of any adaptive aids in the classroom as needed. Answer any questions others have about the aids.
5. For everyone's safety, keep doors and cupboards all the way open or all the way shut.
6. Leaders should avoid standing in front of windows. Looking into a glare from a window makes it difficult to see gestures and facial expressions.
7. Sometimes unusual mannerisms are developed which draw attention to the young person. If this causes a problem, talk openly about it with the young person in private. Share with the rest of the class if necessary so that there is understanding.
8. When in doubt as to whether a student needs help or wants it, ask.
9. Don't underestimate abilities.
10. Listen to what students have to say. Do not look away from the student. Keep eye contact.
11. Teachers/leaders should not hold hands or books or charts in front of the face when speaking.
12. Encourage the students to face in the direction of the person with whom he or she is speaking.
13. Be sure to have the student's attention when speaking.

Visual impairments

1. Feel comfortable using words such as "see" and "look." These words are as much a part of the vocabulary of the young person with a visual impairment as they are of anyone else.
2. The visually limited person may not be aware of events occurring at a distance. Verbal cues may be necessary to call attention to them.
3. The visually impaired person should also be told of any changes in the position of classroom furniture.
4. Bookstands are useful in reducing postural fatigue by bringing the work closer to the reader's eyes. When a bookstand is not available, one may be improvised by placing other books beneath the book that is to be read.
5. When initiating conversation with a visually impaired student, call the student by name so it will be clear to whom you are speaking.
6. Direct your eyes and voice toward the face of the visually impaired student.
7. Sometimes it is assumed that because a person can not see, they also can't hear. Do not raise your voice on the assumption the student is also deaf.

Speech Challenges

1. Students with speech or language impairments may need to hear a word, expression, sound, or concept used appropriately many times before they will be able or willing to use it themselves.
2. Give opportunities to speak without interruption or pressure. Don't finish sentences or add words.
3. If the student does not respond, repeat the question or statement.

Hearing Impairments

1. The young person should be seated so the teacher can be seen and the classroom procedure can be followed most easily. For example, the better ear should be toward the teacher and the class.
2. The person speaking should speak naturally and not exaggerate or overemphasize.
3. When writing on a chalkboard or white board, wait until finished and face the class before speaking.
4. When other students are speaking, have them stand in front of the class so the hearing impaired can see the student's mouth. Or sit in a circle so all faces are

visible.

5. Never lose sight of the fact that hearing impaired students get fatigued sooner than others because they are constantly straining to perceive with their eyes not only what is written, but also what is being said.
6. Many students hear better on some days than on others, so don't always blame inattention. Encourage the young person to participate in musical activities. While it may be unpleasant to hear the person sing, singing stimulates residual hearing and adds rhythm to speech.

DISCIPLINE TRAINING

Case studies should be used after the group has explored relational theology and good techniques for responding to discipline situations.

This exercise will put people at ease. Since most people feel inhibited about doing role-playing, and many do not feel comfortable speaking in front of a group, it is good to have people work in small groups.

This activity should not only be instructive, it should be fun. Emphasize that practicing responses to situations will give us confidence when faced with the real thing.

Make copies of the case studies you wish to use.

1. Form groups of 3 -4 people each.
2. Give each group a case study.
3. Explain that they are to think of several ways to respond to the situation described in their case.
4. Choose the response that best puts into practice the theological concepts and discipline techniques that have been discussed.
5. Prepare to share the situation and your response to it. You may read the case and describe your response, or dramatize it.
6. Allow enough time for people to have their discussion and to do necessary preparation for presenting their case and solution to the whole group.
7. Invite groups to volunteer to share. Asking for volunteers takes pressure off those who are hesitant. They will volunteer as they gain confidence by watching other groups.
8. After a group has presented their solution, ask the larger group how they would feel if they had been the people in the case study situation. **Would they have felt the situation was settled? Was the relationship was restored? Do they have other suggestions for ways to solve the problem?**
9. Repeat this process with each small group so that everyone has an opportunity to respond to each situation. Be careful not to put-down the solution offered by the small group. Be supportive, but help everyone see the implications of each solution offered. It is helpful to see there are several effective ways to solve the problem. It is also important to word responses to participants so that the relationships of the persons involved in the case study are built up and not put down.
10. When all the case study situations have been shared, or you have run out of time, close the session.

11. Thank everyone for trusting the group and taking the risk to become vulnerable by participating in the activity.
12. Remind everyone that learning to apply our theology in discipline situations and teaching self-discipline in a hard situation takes a lot of practice. We should not expect to master this overnight. We will all make mistakes.
13. Close the session with prayer.

Case Studies

The following examples of discipline situations happened in LOGOS churches. Use these or other situations from your own experience to stimulate discussion of discipline situations and possible responses. Be careful when using examples from your own church. Change the names to protect identities.

- a. The high school Bible class is about to begin. You are waiting for two girls to arrive. You know they are not absent from LOGOS. After a few minutes your assistant goes to look for them. The girls are found outside the building talking about a "personal problem." They stop talking when they see the assistant, refuse to come in, and won't share what they were talking about. *What would you do?*
- b. There are two teenagers who have been caught twice leaving the building for a quick smoke instead of going to their next LOGOS session. When confronted, they maintain it is their right to leave when they want to. *What would you do?*
- c. You are an assistant to the recreation leader and also stay for Family Time. You, along with the rest of the LOGOS staff, have observed a seven-year-old boy who sometimes jumps up from his seat, yells, runs wildly around the room and attacks other children and/or adults for no reason. No one seems to be able to control him. When calm, he is loving, smart and a joy. You think there is something medically wrong with him. *What would you do?*
- d. You are the recreation leader for the middle school group. You come to class fully prepared and have planned some good, non-competitive games to play. The boys are yelling for basketball or kickball. The girls only want to sit and watch and complain about having to come to Recreation. Everyone complains about the games you have chosen and won't even try them. *What would you do?*
- e. Dinner is going great. All the children at your table are talking, eating and enjoying themselves, except one. One child is quietly eating with eyes on the

plate and does not respond to questions. How can you help this child feel a part of your table family? *What would you do?*

- f. Everyone in the class can recite the only rule of LOGOS and tell you what it means. Yet, you observe several girls shunning another girl and whispering, giggling and making faces at her. *What would you do?*
- g. There are four middle school boys who say they "hate" choir and they refuse to sing even the fun songs. They disrupt the group with wise cracks, put downs, making unpleasant noises, and annoying actions. Time out has not worked. *What would you do?*
- h. The hallway is crowded as classes are going to their next LOGOS session. You notice an older boy picking on a 2nd grader. There are heated words and some poking and shoving on both sides. You watch as the two red-faced boys hurry outside. No one else seems to be aware of what has happened. *What would you do?*
- i. You are leading a class of rowdy 7th graders, mostly boys. Every week it is a battle to get the class started because of laughing, talking and silliness. Half the class time is lost before the group settles down. *What would you do?*
- j. You are the LOGOS Director. You have observed a particular high school boy repeatedly being disrespectful, using foul language and generally antagonizing all adults he comes in contact with. You see him back the recreation leader into a corner, yelling in his face, before rejoining the basketball game. *What would you do?*
- k. You have just observed Mr. Nash grab a teenage boy by the front of his shirt and push him against the wall while looking with anger at him and speaking something right into his face. Whatever he said made the boy try to fight back. There was a little scuffle, then Mr. Nash let go and gave the boy a shove. The boy made a nasty gesture to Mr. Nash and strode off. *What would you do?*
- l. Shirley is teaching Bible. She is obviously not planning lessons with care, pays little attention to the curriculum, and has not been coming to training events. The children are complaining that Bible is boring. When the Bible Study coordinator tries to speak to her, Shirley speaks with enthusiasm about teaching and how much she enjoys it. *What would you do?*
- m. Janet signed up to be a choir parent as her parent service. She came for a couple of weeks, and then began to miss. The Worship Skills coordinator called Janet to remind her that she was needed and she came the next week, but missed the next two. *What would you do?*
- n. Matt has been missing LOGOS more often lately and does not offer any reason. Last Wednesday when the boys were rough-housing, you noticed that Matt seemed to be in pain. When talking to him, Matt confides in you that his Dad

sometimes gets drunk, loses his temper and hits him. He begs you not to tell anyone or his Dad will really beat him up. *What would you do?*

- o. Your clergy went to LOGOS training a couple of years ago and was very supportive when getting LOGOS. He has become less and less involved with the LOGOS Leadership Team and has been missing meetings. The team is feeling abandoned and wants the clergy more involved. *What would you do?*
- p. You have noticed that some of the young people are avoiding being around Larry and use excuses to get out of being in his recreation group. No amount of encouragement has changed anything; in fact, it seems to make the situation worse. You asked Larry about it, and he did not think there was a problem. This week, when one of the girls began to cry when selected to be part of Larry's group, you took her aside and talked to her. Her conversation leads you to suspect that Larry may have physically abused some of the children. *What would you do?*
- q. You are the Dinner Dean. You notice the Table Parents for the 8th Grade table get up and leave the room. When you go to the table to find out why they left, the group tells you they took a vote and decided they did not need or want Table Parents any more. They told their Table Parents they need not come back. *What would you do?*