

**MAKE→
←AWAY**



THE NEW

PBIS

TREATING BEHAVIOR AS A SYMPTOM...NOT THE PROBLEM



Hustle- verb;
To act aggressively
especially in business dealings.

(Merriam-Webster)



WHO IS HOTEPI?

- Founder and President of Hustle University and Make A Way Consulting.
- BA in Early Childhood Development Morehouse College. Masters in Business Administration.
- Former elementary school teacher (15 yrs).
- Author of over 20 books.
- President Obama Citizen's Award and CNN Hero nominee.

MAKE →
Relevancy is our Specialty
← **AWAY**

RELEVANCE
+
RELATIONSHIPS
=
RESULTS

MAKE
←AWAY



Evidence-Based Interventions for School Improvement, Leadership Development and Capacity Building

Hustle University's MAKE A WAY 4-prong intervention approach was recently verified by educational researchers and evaluators at UNLV to meet requirements of the Every Student Succeeds Act (ESSA) as a designated evidence-based program.

Intervention subcategories include:

Equity, Family Engagement, Homeless and/or Foster Care Youth, Neglected and/or Delinquent Youth, School Safety and Climate, Social Emotional Learning

HUSTLE



UNIVERSITY

If you can't find a way **MAKE**
←AWAY

MAKE
←AWAY

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TREATING BEHAVIOR AS A SYMPTOM...NOT THE PROBLEM



OBJECTIVE:

The objective of this training is to identify the root causes of behavior; and provide educators with practical, evidence-based strategies and resources to support positive ones.

SYMPTOM:

-subjective evidence of disease or physical disturbance observed by patient.

Ex. Headache is a symptom of many diseases.

BEHAVIOR:

-the way in which one acts or conducts oneself, especially toward others.

-the way in which an animal or person acts in response to a particular situation or stimulus.



DISCIPLINE:

-the practice of training people to obey rules or a code of behavior, using punishment to correct disobedience.

Yes! Teachers and Police use the same system of discipline!

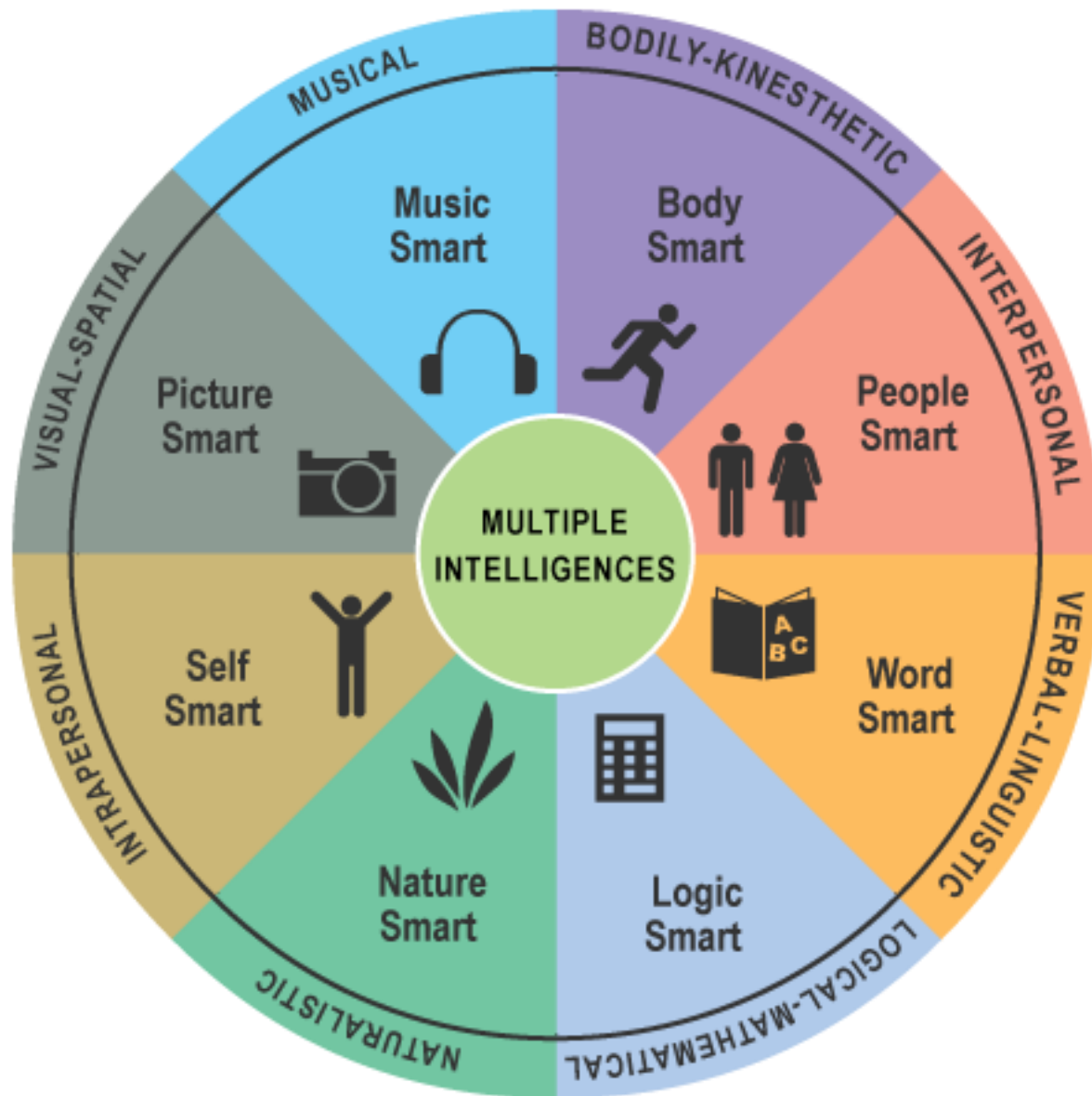


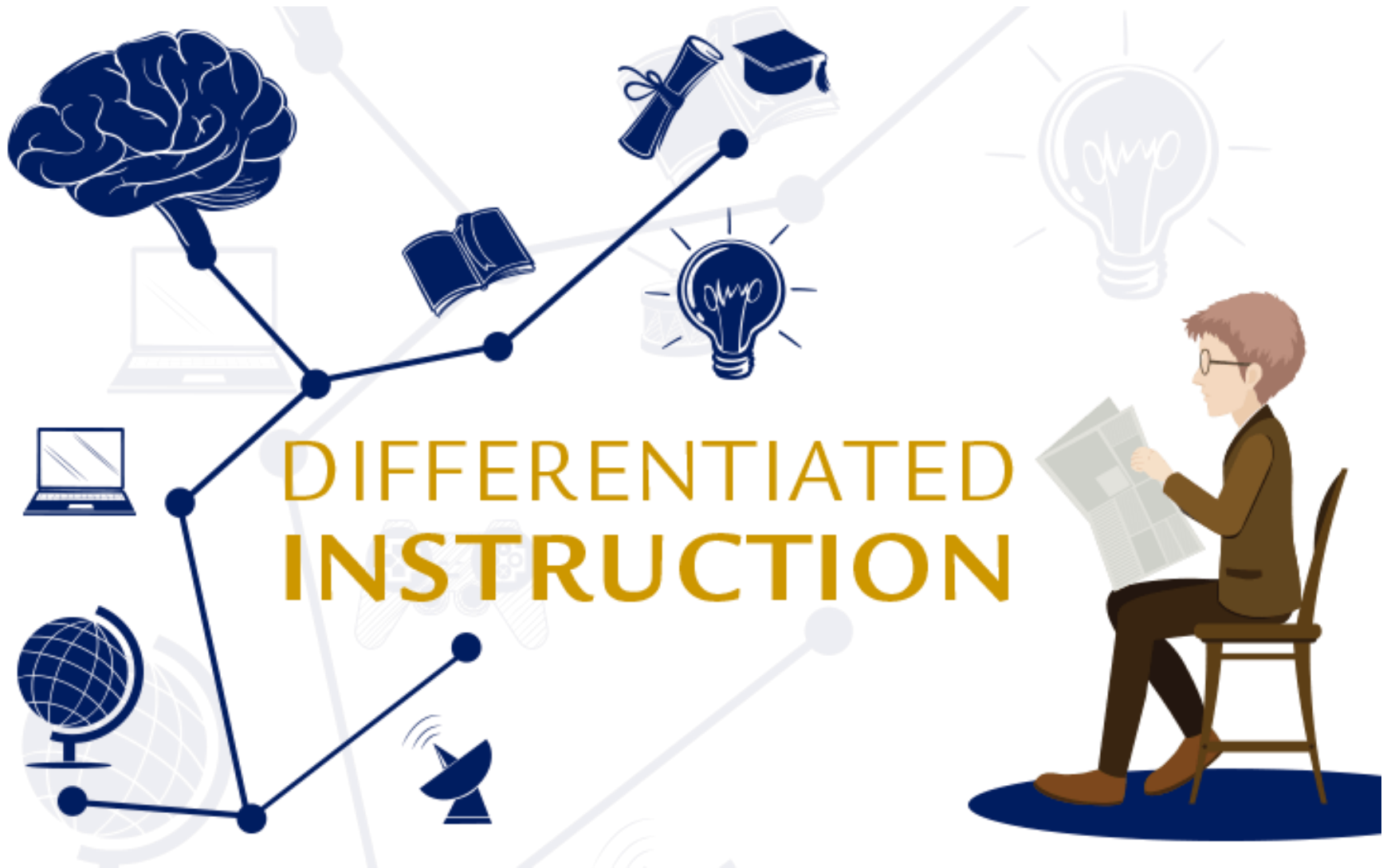
The response...

PBIS:

-(Positive Behavior Intervention and Support) is a proactive approach to dealing with behavior. Students are given a clear set of expectations based upon behavioral goals chosen by the staff and administration.

*“One size
does NOT
fit all.”*





DIFFERENTIATED INSTRUCTION



4 Stages of Discipline

Lawrence Kohlberg studied stages of moral and ethical reasoning in youngsters from around the world. One important fact that surfaced in his research is that everyone, regardless of culture, race, or sex, goes through these stages. Although the progression from stage to stage is the same, the rate varies from person to person.

Stage 1:

The Power Stage

Students functioning at Stage 1, the lowest stage are defiant and require a tremendous amount of our attention.

This is the power stage. What makes it work is the imbalance of power between the child and the person in authority. When the child is young, the imbalance of power between him and his parent is significant. If the child is never taught a higher stage, the imbalance of power diminishes as he grows up . The parent then tells us that she can no longer control her child.

Stage 1:

*“I do what’s right...
because you are
in control.”*

Stage 2:

The Reward/Punishment Stage

Students functioning at Stage 2 are a little easier to handle. These students behave either because they will receive some sort of reward such as candy, free time, or because they do not like what happens to them when they don't behave.

There is very little sense of self-discipline at this stage. Like the power stage children, these youngsters need constant supervision. They may behave quite well in your classroom and then be out of control in the halls or another class.

Stage 2:

*“I do what’s right...
when I know what’s
in it for me.”*

Stage 3:

The Mutual Interpersonal Stage

These kids have started to develop a sense of discipline. They behave because you ask them. They care what others think about them, and they want you to like them. These children need gentle reminders. You ask them to settle down, they do.

The child that gets in trouble in other classrooms but not in yours is just learning to trust others and build interpersonal relationships. Nurture this youngster and you will see quick progress.

Stage 3:

*“I do what’s right...
because I like you.”*

Stage 4: Self-Discipline

Students functioning at Stage 4 rarely get into any trouble at all. They have a sense of right and wrong. They behave because, in their minds, it is the right thing to do.

These children do not appreciate assertive discipline. They are bothered by the fact that other students force teachers to use so much class time dealing with discipline problems.

Stage 4:

*“I do what’s right...
because it’s the
right thing to do.”*



Our Solution:

Identify the stage of discipline our children are in, then use strategies to help them modify their behavior.

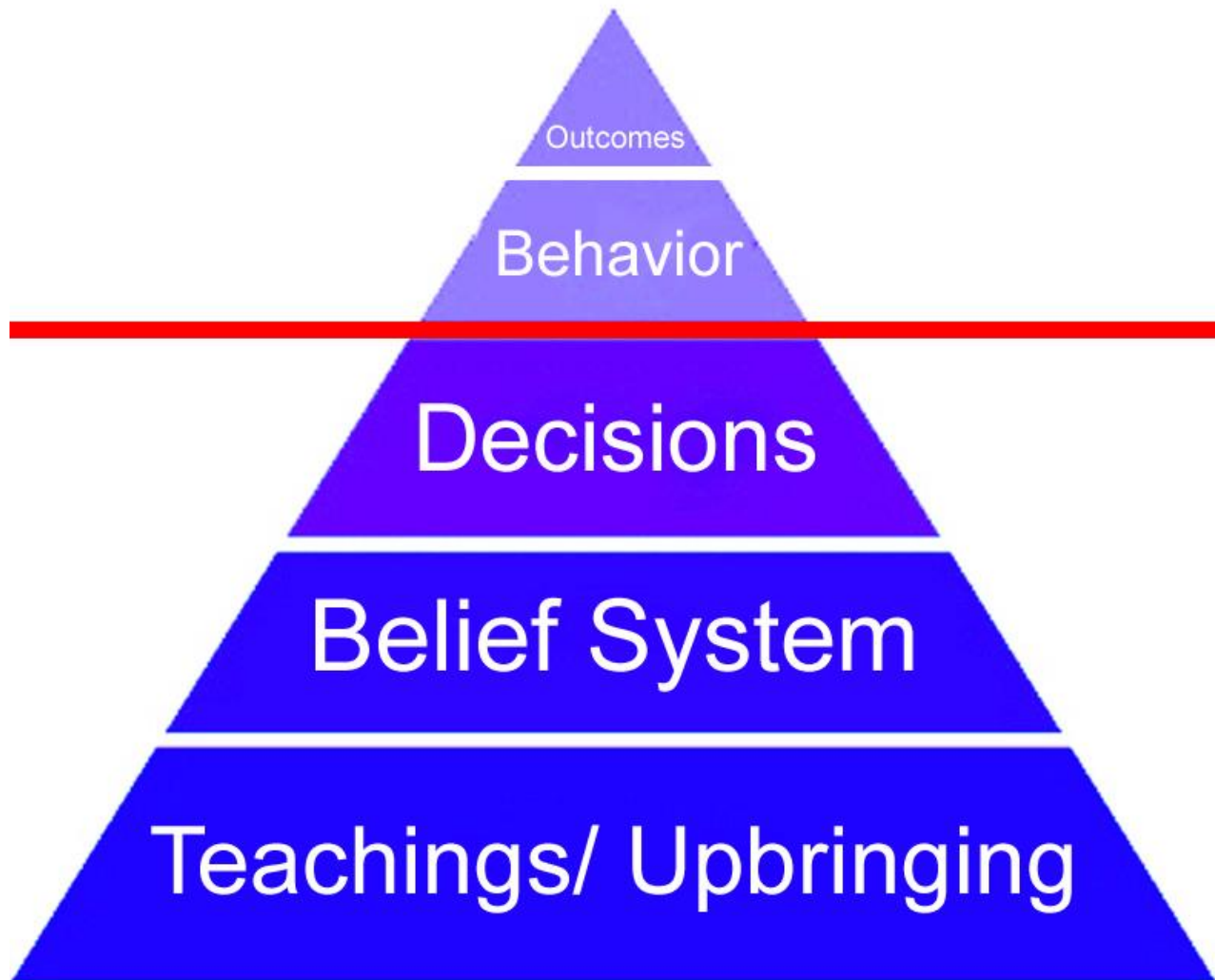


ONLINE TRAINING AVAILABLE

**But ultimately,
behavior isn't
even the
real problem...**

The Outcome Progression Model

by Hotep, Educational Success Strategist



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**“BELIEFS
LEAD TO
BEHAVIOR.”**

- Hotep
President & Founder



3 LAYERS OF BELIEF



EGO

**Beliefs
about
self**



TELEO

**Beliefs
about the
future**



COMMUNAL

**Beliefs
about
others**

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BELIEF

POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS

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**Addressing
dysfunctional beliefs
causes
*Cognitive Dissonance.***

Cognitive Dissonance

According to cognitive dissonance theory, there is a tendency for individuals to seek consistency among their cognitions (i.e., beliefs, opinions). When there is an inconsistency between attitudes or behaviors (dissonance), something must change to eliminate the dissonance.

HUH?

In Layman's Terms

Cognitive Dissonance is the feeling of discomfort you get when what your actions don't line up with what you believe.

Dissonance can be reduced in one of three ways:

*How can
we create
Cognitive
Dissonance?*



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JUSTIFY
EVALUATE
INTERPRET
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High school teachers learn to play the MAKE A WAY card game. Phoenix, AZ

Redd challenges students to play our resilience card game. Savannah, GA



Teachers play the MAKE A WAY card game in Sarasota, Florida



Teachers role-play the MAKE A WAY card game with Redd in Florida

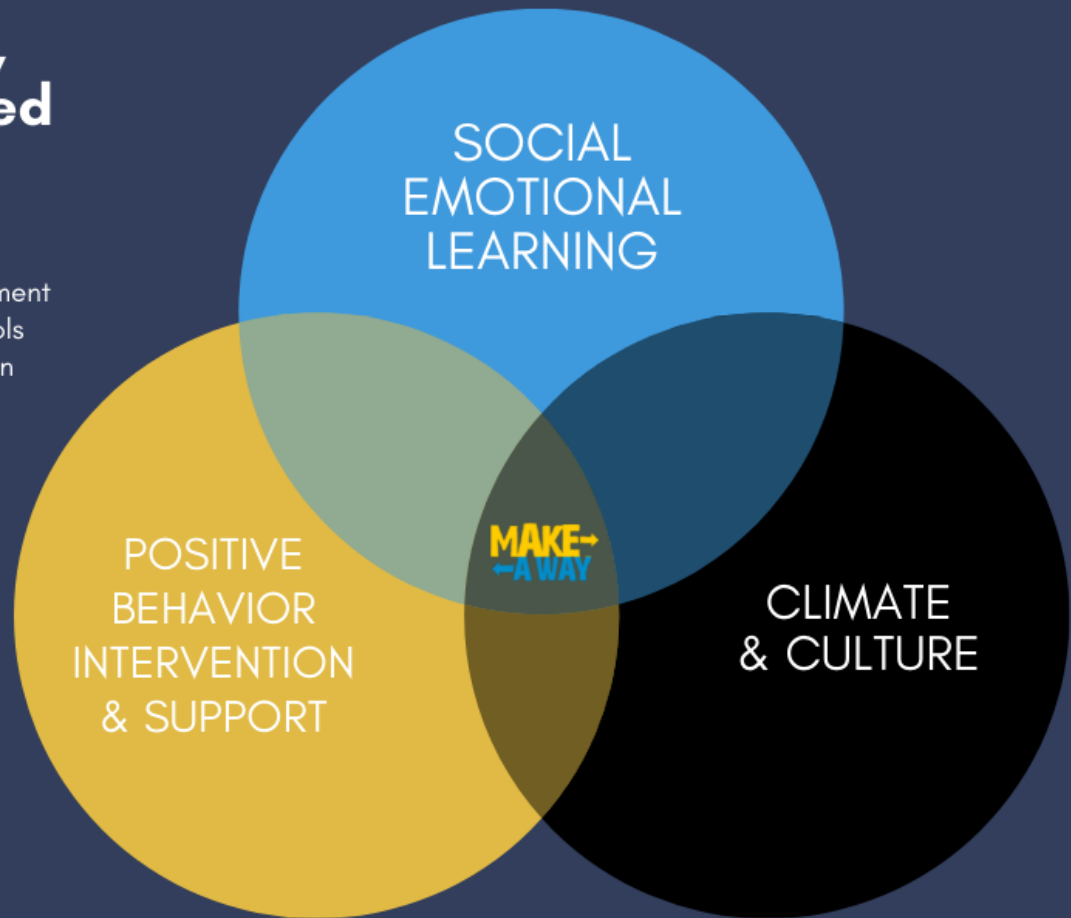


After we create
Cognitive Dissonance
by attacking the old
dysfunctional beliefs,
we must help people
develop new ones.

How is this done?

An Integrated, Evidence-based Approach...

The Make A Way interventions utilize a proprietary empowerment model to help struggling schools in high-poverty areas create an environment where maximum learning occurs.



www.MakeAWaySchool.com



IN CONCLUSION...

The way to change negative behavior, is to address ones dysfunctional beliefs (causing Cognitive Dissonance). During this time, it is possible to introduce functional beliefs. After introducing new beliefs, they must be reinforced frequently and in a variety of different modes.



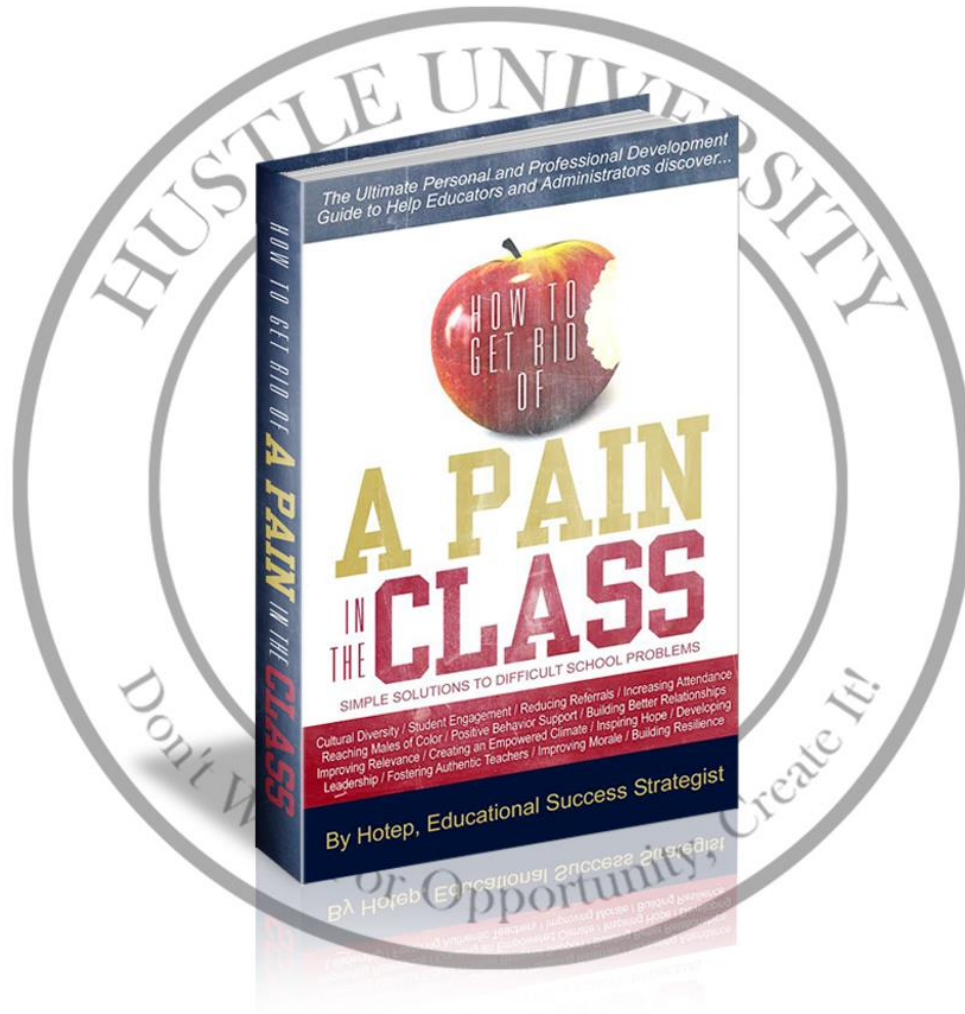
REMEMBER...

It took several years to develop a belief system. The good news is, it doesn't have to take the same amount of time to change it.

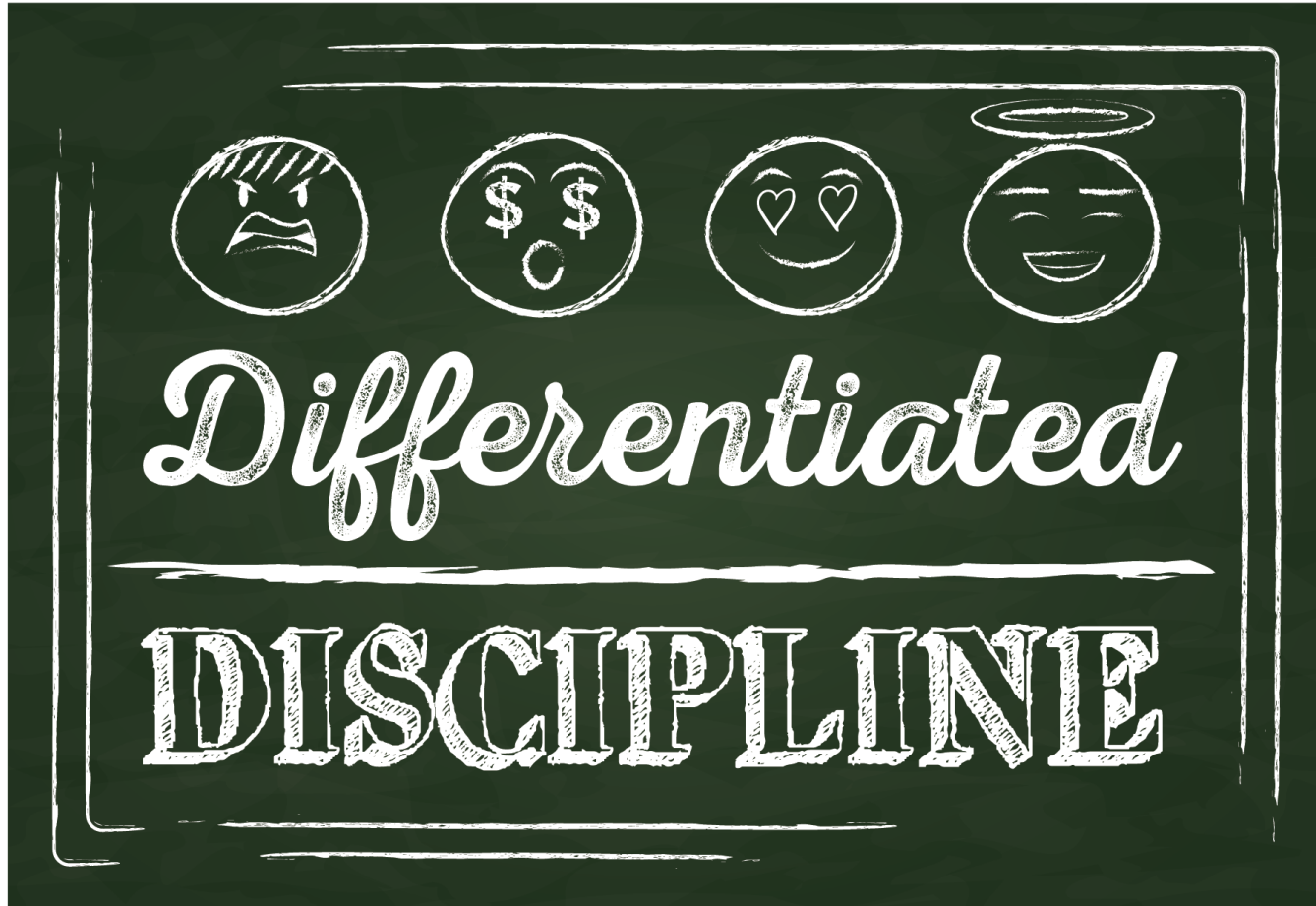
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RESOURCES



EDUCATOR HANDBOOK



ONLINE PD

The National **POVERTY MINDSET** Certification Program



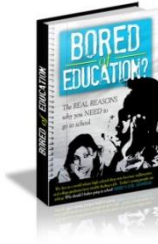
ONLINE PD



CULTURALLY RELEVANT SOCIAL-EMOTIONAL LEARNING CURRICULUM

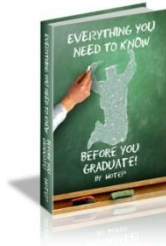
1. RELEVANCE

focuses on engaging participants and helping them make real connections between education and its impact on their future.



2. RESILIENCE

focuses on providing participants with the fortitude and skills to work through and overcome common daily challenges.



focuses on preparing participants for entry (or re-entry) into general society by providing them with the understandings needed for self-sufficiency and productivity in an often challenging world.

4. TRANSITION



focuses on self-responsibility and accountability and giving participants strategies to effectively lead their individual lives (and others) in the right direction.

3. LEADERSHIP

MAKE A WAY Activity Card Games



"It's not the hand that you're dealt, but how you play with the cards!"

CURRICULUM CARD GAMES

Now MAKE A WAY program users can access additional curriculum support materials QUICKLY and EASILY...**ONLINE!**



ONLINE/ DIGITAL CURRICULUM RESOURCES



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thinktank for principals &
superintendents of Title1
schools/ districts.

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NEXT STEPS...



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QUESTIONS?



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