warm welcome
Applying NVR Successfully
In Israel High School
with Severe Pupil Violence

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Headlines

Chapter A – welcome to Beit-Shemesh (March 2008)

Chapter B – the road not taken (April 2008)

Chapter C – the 2008 NVR process

Chapter D – The NVR concepts

Chapter E – successful results and conclusions
The Amit School context

- An all boys high school for seventh to twelfth graders - 240 students.
- Five religious schools.
- Four of them can classify the students who come to them.
- My high school accepts everybody
- Expectations are high, and the level should match the national level.
- The school belongs to the AMIT network.
Chapter A

"The hallways of terror"
Media 4 Page Converge

“The hallways of terror”
"The hallways of terror"

• There’s never a dull moment.
• There’s at least one fight almost every day
• Exchanging curses between students is commonplace
• And the declaration of beatings is no longer a surprise
• The Amit First School had become, according to a few students and parents, a violent battlefield.
• And worst of all, the management had complete disregard and seemed to have blinders on to what was happening at the school.
"The hallways of terror"

Systematic violence and harassment
Property set on fire

Firecrackers thrown at a teacher

Resulted in hospitalization
A pupil's father tried to enter school premises with a baseball bat seeking vengeance for his son.
Intimidated Staff

40 Intimidated staff members:
• No tools for action
• No backup

see no evil hear no evil speak no evil
Climate Questionnaires 1-6 scale

- Discipline: 3.06
- Relation to studies: 4.14
- Identity and values: 3.24
- Protected filling: 4.35
- Belonging: 3.06
- My teachers: 4.23

2008
2008 Matriculation Certificate Eligibility

34%
Worrying Future

ONLY Four seventh graders registered for the 2009 school year

Mistrust in Community

Teachers who managed to find another job - left. Those who remained were totally discouraged

Possible outcome – school will be closed
• The principal left
• A tender was held
• One applicant
Chapter B

The road not taken
Consultation

The advice I received
The Quest for the New Way

Several meetings with principal and staff

The Adults Are The Key

2008 the new authority approach

A solution for families

Rehabilitation of parental authority

One Israeli school applied NVR approach
Chapter C

The 2008 Process
The intervention process

3 month Preliminary steps
With a leading team
With all teachers
The First Day
01.09.2008
OJT throughout the year
The Need For a Leading Team

✓ If you realize that your charisma is a disadvantage - you will be able to succeed over time (Jim Collins)
✓ Lead a 180° change – only a team can

A team within the team
A small committed team to lead all 40 teachers
Our Diverse Leading Team Of Five

Mix gender

Mix school positions

Mix level of inner motivation to change

Mix teaching experience

30

5

Mix influential level in other teachers

I asked them to join the leading team
The First Decision – Which Approach?

Visited two Israeli high-schools

Looked into two different successful approaches

rigid behavioral system
new authority approach
the team unanimously chose the new authority approach.
The Two Days Of Staff Preparation

– Lecture by Haim Omer - Understanding the concept

– Workshop work:

1. Meaningful presence
2. Preventing escalation and delaying the reaction
3. Alliance teams

– Prepared for the first day of school
My First Summer as a Principal

In order to succeed take care of your staff

- Their physical aspect
- Their emotional aspect
01.09.2008 – THE FIRST DAY

1. Successful demonstration of meaningful presence
   ✓ All 40 teachers at school – at least two in each class
2. Specific personal empowerment of the teachers
   ✓ “We support your homeroom teacher and your homeroom teacher supports all of the other teachers”
On the Job Training for staff

A biweekly meetings Addressed as a course

• during school hours at 14:00
• starts with lunch buffet
• lead by the two consultants
• includes discussions & dilemmas analysis
The intervention process - Summary

With a leading team

With all teachers

3 month Preliminary steps

The First Day
01.09.2008

OJT throughout the year
Chapter D – The Concepts
The NVR

Meaningful presence

Preventing escalation and delaying the reaction

Alliance teams
The violence course

- Violent event
- Event escalate
- More aggressive response
- Aggressive response or disregard
- Lack of teachers presence

Next event
The preventive course

Violent event

Escalation

Delays reaction

Meaningful presence

Alliance teams

The next event

The treatment course
1. Preventing Violence With Meaningful Presence
Meaningful Presence Core Concept

A relationship between an adult and a child is based on the presence of the adult.

A conversation, a smile 😊, a pat on the back - contact.

The presence in the classrooms, hallways and courtyard.

Rules are set in all places and at all times.

It is not enough to be in a place - it should also be significant.

It is much easier to prevent an event than to deal with it after it has occurred.
The Rosh-Hashanah “Test”

- Our Jewish New-Year is celebrated at the beginning of school year
- I thought a school assembly was a good way to celebrate with a one hour lecture

I was warned by all the teachers that a massive assembly will bring disastrous violence for sure
Learning From Past Experience

The question
How a hall with 240 students and 40 teachers is a potential disaster?

The answer
Usually only 15 teachers attend such gatherings
Getting Ready

I asked all the teachers
1. To look into the gathering importance
2. To arrive early and occupy sits all over the hall
The Gathering Takes Place

- All teachers arrived and took vacant sits
- Creating a situation where the maximum distance between a student and a teacher was three seats.
After an Hour

Students left the hall in an orderly fashion
Lesson Learned

• Teachers are willing to invest beyond the minimum they owe.
• Students are able to sit for an hour and behave well.
• Meaningful presence – every day, all day, everywhere.
2. Preventing Escalation With Delay Reaction
Dealing with an event - the old authority

Insolent students must be dealt with fast and hard reaction

- **Fast:** Hit the iron when it is hot
- **Hard:** If the student does not understand power, he will understand more power.

Adults Must **Win** Every Confrontation
Dealing with an event – N.V.R

**Patience:** Hit the iron when it is COLD

- Restrain in real time
- React when both teacher and student are calm
- Don’t ignore and don’t forget
- The teachers are responsible for preventing escalation
Preventing escalation – Not so simple
When Delay Response Does Not Apply?

Need to keep students safe
When a student hits another student

Need to teach
when a student interferes the lesson in a way that does not allow the lesson to take place
Main issues:

• there is no need to "win" every confrontation with students

• You are not allowed to ignore violence events

• the responsibility for preventing the escalation is on the adult

• The goal of preventing escalation is to educate
3. Preventing Next Event With Alliance Teams
Different Alliances

adults against children

everyone is against teachers
Types of Alliances We Adopted

1. An alliance between teachers themselves.
2. An alliance between teachers and parents.
3. A comprehensive alliance parents, teachers and students.
The Concept of Teachers Alliance

• Each teacher has a support group to talk about specific students and share his
  ✓ Thoughts
  ✓ Insights
  ✓ Problems
What’s new?

“It's interesting. I don't have any problem with this class. I like them very much, and they like me.”
Clear Rules for Teachers Alliance

1. Always treat your colleague with respect and empathy.
2. Together, think about how your colleague can improve his practices in order to face challenges.
3. If relevant - offer help.
I want to talk to you about history class. I heard yesterday that you were being rude and interrupting history lessons regularly.
Teachers Alliance Example

A math teacher

A student

Are you talking about us in the teachers' room?
Teachers Alliance Example

Yes. We certainly talk about you, because you are important to us, and because we are one body.
Maybe you should talk about something a little more interesting and less nosy?
I told the history teacher that you are an outstanding student, and I promised him that I would talk to you".
Teachers Alliance Example

A math teacher

A student

But how does that relate to you?
Teachers Alliance Example

You have to understand that hurting the history teacher is a blow to all school teachers.
Teachers Alliance Example

I know you can excel, now the history teacher knows that too, and tomorrow you'll show him that in class.
Not Simple

- Alliance teams are a very important part of the course
- The schedule made it very difficult for us to hold the Allied teams regularly
The preventive course

Violent event

Meaningful presence

Delaying reaction

Escalation

The next event

Alliance teams

The treatment course
Chapter E

Successful results and Conclusions
Climate Questionnaires 2009

![Bar chart showing comparison between 2009 and 2008 results for various categories such as discipline, relation to studies, identity and values, protected filling, belonging, and my teachers. The chart displays numerical values for each category in both years, with clear bar heights indicating the scores.]
Results - Increase in student numbers

• The community returned to believing in school
Improving matriculation achievements

76%
What's the message?

• Violence can be prevented in nonviolent ways
• Team recruited for the process
• Meaningful presence
• Preventing escalation and delaying the reaction
• Alliance teams

• Big LOVE
THANK YOU
FOR YOUR LISTENING

TZAHI LEV-RAN
Rule For Applying Meaningful Presence – new way of “Punishment”

Before
• A student asked to stay in class during recess

Now
✓ A student sent during recess to find three teachers to sign his attendance sheet.
✓ The teachers take the opportunity to have a meaningful talk with the student.
  ✓ “happy to meet you, prefer it was in a different circumstance”
Preventing escalation – Not so simple

A distinction must be made between stopping the event and treating it
At one time, my school was offered a program to prevent violence.

A woman from the program came into the office to tell me that a horse remembers three seconds, so if the rider responds after five seconds, the horse will not understand what the reaction was.

A student, in her mind, remembers 10 seconds, so we must construct a program for teachers in which each event will have a response in less than 10 seconds.

I asked her politely whether she would be able to reach the office door within 10 seconds, and that was the end of our meeting.

But the truth is that she expressed the same feelings and beliefs of many people over hundreds and thousands of years.
It does not sound like it, but it's a real story
Delayed Reaction Brought Quiet

- Reduced significantly the number of conflicts between teachers and students

+ Allowed different relationship between them
Rules for Applying Delay Response

Do not ignore

Treat proportionately
Do Not Ignore

• Ignore it - violence will worsen
• Response to every event
  • a conversation
  If you decided:
  • a reprimand
  • a punishment

"we will deal with it later on today or tomorrow"
The Key For Correct Daley Response

meaningful presence
Only a teacher who has a meaningful presence can afford to delay a response

Delaying a response by a teacher who is not fixed in the life of his students will be interpreted as ignoring and not as a treatment
The new authority approach

Gives any adult the ability not only to survive but to lead and succeed
• without charisma
• without physical strength
• without being a magician

The AMIT staff understanding
• they had no choice
• they had to do something different
• They chose to take a chance
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