



Create an awareness of educator/student boundaries that maintain a safe, healthy, and secure learning environment for all students.

11.43

## **Stimulating Thinking**

How does the educator/student relationship evolve appropriately to impact student learning?



#### **Participants will**



- develop an understanding of proper and improper educator/student relationships and the life-changing impact they have on a student;
- discuss strategies to avoid a boundary violation;
- know and understand educator/student boundaries; and
- identify acceptable and unacceptable behaviors when developing a relationship with a student.

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## In the News

Cases of improper relationships between teachers and students are on the rise nationwide.



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BREAKING N E W S

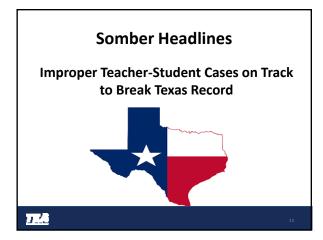
Inappropriate Teacher-Student Relations in Texas Kept Going Up in 2015

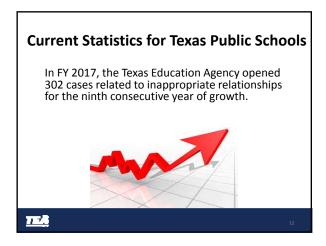
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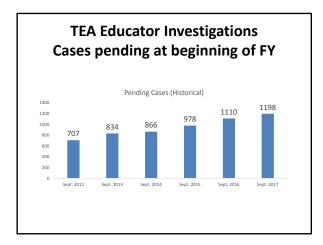
| BREAKING                                 |   |
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| Texas Teacher, Student Seen              |   |
| in Sex Tape to Appear on Dr. Phil        |   |
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| BREAKING                                 |   |
| NEWS                                     |   |
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| Teacher Charged, Says She 'Fell in Love' |   |
| With 15-Year-Old Student                 |   |
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| BREAKING                                 |   |
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| Teacher-Student Sex Rampant in Texas:    |   |
| Lawmakers Seek Solutions                 |   |
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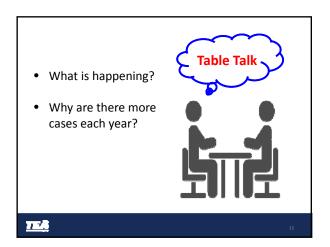




Common sense should prevail, but "The absence of reason is usually at the heart of inappropriate relationships."

Common sense is not so common.

-VOLTAIRE



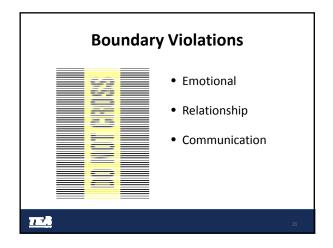






# Professional Boundaries Parameters describe the limits of a relationship between an educator and a student. Set Boundaries Know Your Limits

# Professional Boundaries The educator/student relationship is not equal. (Bird, 2015)



## **Emotional Violations**

- "Playing favorites" with certain students
- Using subtle forms of control
- Showing preferential treatment



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# **Relationship Violations**

- Forming intimate relationships with students
- Having a romantic relationship with a student
- Meeting a student alone outside of school



(Teacher Registration Board, 2015)

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#### **Communication Violations**

- Providing a student with advice on personal matters
- Using social media to communicate romantically or sexually

# **Boundary Violations**

- Emotional
- Relationship
- Communication

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# The Teacher/Student Relationship

The overwhelming majority of educators in Texas exercise their professional responsibility with care and conviction.



B.23

Not all sexual misconduct cases begin with the intention to victimize a student.

Some teachers fall prey to the slippery slope of misconduct.



# **Unintentional Boundary Violation**

Some educator/student relationships may initially be appropriate and well-intentioned, but at some point they can shift to serving the needs of the teacher and not the needs of the student.



 $H^{I_{i}}$ 



#### A teacher's conversation with a student after class:

Teacher: Maria, I've noticed that you've been absent for the last three days. I'm glad you are here today. Is everything OK?

**Student:** No, my father walked out on us and my boyfriend broke up with me. I wish more guys were like you.

How would you respond to the student's comment?

 $B_{-1}^{I}$ 

# **Intentional Boundary Violations**

Some teachers intentionally groom a student for the purpose of engaging in sexual misconduct.



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## A Student's Response

Actual statement submitted by a student to the Texas Education Agency Division of Educator Investigations:

"I'm writing this letter not to stir up drama or controversy, but because I now have the confidence and courage to say that Mr. Benedict is a predator. He gains the trust of female students and slowly makes advances at them. He exploits his power and authority as a teacher to manipulate female students."

(Name has been changed.)

TEA

# **Sexual Grooming**

Finding a vulnerable student and engaging in inappropriate boundary invasions



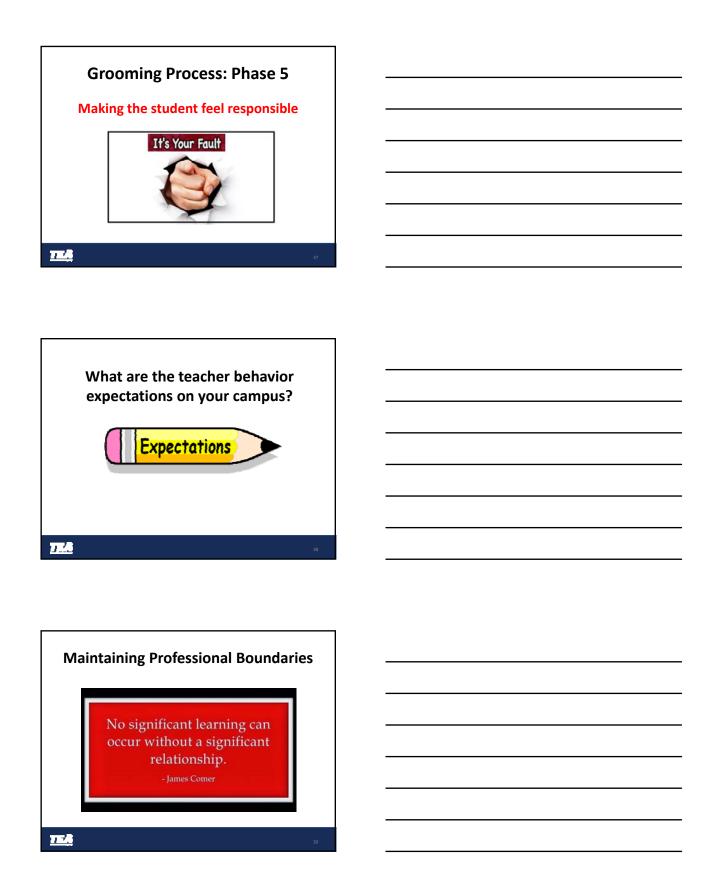
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# **Grooming Process: Phase 1**

Picking a student



# **Grooming Process: Phase 2 Engaging with a** student in studentlike behaviors 112/6 **Grooming Process: Phase 3 Desensitizing the** student to touch 114 **Grooming Process: Phase 4** Isolating the student



# **Maintaining Professional Boundaries** Professional boundaries can be maintained by making them transparent, approved, and Professional boundaries

DO NOT CROSS

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## **Maintaining Professional Boundaries**

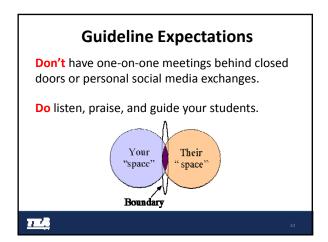


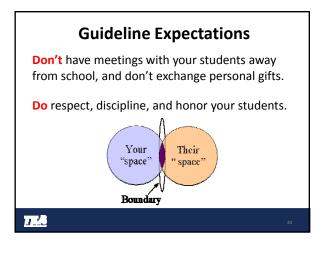
#### **Maintaining Professional Boundaries**

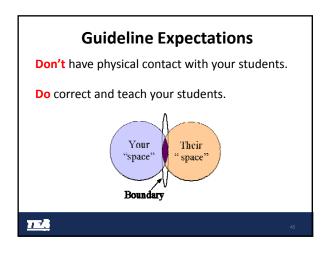
Build a supportive relationship by being a teacher and not a friend.

We listen, guide, praise, correct, respect, honor, discipline, and TEACH effectively.

















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