



PLS 3rd Learning
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 Participant Manual

Classroom Management: Orchestrating a Community of Learners[®]

*Discover and practice skills for orchestrating
classroom life and learning.*

CLASSROOM MANAGEMENT: ORCHESTRATING A COMMUNITY OF LEARNERS®

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9. Click the *Onsite Courses* tab, locate the course *Classroom Management: Orchestrating a Community of Learners*, and in the box next to *Submit* enter the course code: **cinnamon**
10. Click *Submit* to unlock the course (upon subsequent logins, the course will appear under the *My Courses* tab).
11. The *Resource Categories* menu will appear on the left side of the screen.
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13. Click on the specific document you want to access and the document will open in either Adobe Reader or Word, depending on the document.
14. You can then Save and Print the document as usual through Adobe Reader or Word.

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Course Library

The following documents can be found in the Course Library. See pages i–ii of this manual for directions on accessing the documents in the Course Library.

Acknowledgments

Assessments

- Assessment List and Scoring Guides
- Assessment No. 1: Vision of an Effective Classroom
- Assessment No. 2: Reflection and Application Journal
- Assessment No. 3: *Discipline and Learning Styles* Review
- Assessment No. 4: Classroom Management Web Resources
- Assessment No. 5: Classroom Climate
- Assessment No. 6: Classroom Setting
- Assessment No. 7: Rules and Procedures
- Assessment No. 8: Flow Learning
- Assessment No. 9: Reinforcing and Responding to Student Behaviors
- Assessment No. 10: Parental Involvement
- Assessment No. 11: Mandatory Paper—Article and Research Review

Articles

- “Assuming the Best” by Rick Smith and Mary Lambert
- “Can Teachers Increase Students’ Self-Control” by Daniel T. Willingham
- “Classroom Management Strategies for Difficult Students: Promoting Change Through Relationships” by Mary Ellen Beaty-O’Ferrall, Alan Green, and Fred Hanna
- “Classroom Management: Whose Job Is It?” by Robert J. Marzano
- “Combating Teacher Burnout” by Kristin Reider
- “Cracking the Behavior Code” by Nancy Rappaport and Jessica Minahan
- “From Discipline to Relationships” by William L. Sterrett
- “When Students Get Stuck: Using Behavior Agreements” by Cattha Crowe

Appendix

- Section 3: Structuring a Positive Physical Environment
 - Six Functions of the Classroom Setting Checklist
- Section 4: Establishing Rules and Procedures
 - Notes of Appreciation
 - Teaching Rules Lesson Template
 - Teaching Procedures Lesson Template
- Section 5: Maintaining Momentum and Flow
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- Section 6: Reinforcing Positive Behavior
 - Assessing Student Interests
- Section 7: Responding to Misbehavior
 - Action Plan
- Section 8: Encouraging Parental Involvement
 - Parent Survey
 - Parent-Teacher Preconference Checklist
 - Parent-Teacher Conference Template

Section 1: Course Overview

Welcome to *Classroom Management: Orchestrating a Community of Learners!*

Course Opening

Directions:

Complete the activities listed below as you arrive:

1. Course Paperwork

Please complete your required course paperwork as indicated by your instructor. Check with someone around you to ensure you have completed everything and follow the instructor's directions for turning it in.

2. Materials Folder

Check and label your Materials Folder:

- Write your name on your materials folder. You will access the documents in this folder at various times throughout the course, so bring it with you to each class session.

3. Name Card

Create a name card to display next to you throughout the course:

- Remove the name card from your Materials Folder and fold it in half.
- Using markers, print your *Name* so it can be easily read by participants. Also print your *School*, *Grade*, and *Subject* in the space below.
- Leave room at the bottom to fill in information related to your introductory *Research Quotations* located on page 6.

4. Welcome Activities

Complete the Welcome Activities:

- Turn to page 2 and read, "Welcome to *Classroom Management: Orchestrating a Community of Learners.*"
- Turn to page 2, "Welcome Activities," and complete one or more of the activities. Use a sheet of 8.5" x 11" paper.



Welcome to *Classroom Management: Orchestrating a Community of Learners*

Classroom management is the process of guiding and structuring classroom events. Harry Wong, author of *The First Days of School*, (2004) states that classroom management includes “all of the things that a teacher does to organize students, space, time, and materials so that instruction in content and student learning can take place.” Effectively managing your classroom frees you from constantly dealing with behavioral and organizational issues and at the same time empowers your students to take responsibility for their own learning experience.

Welcome Activities

Activity One

Make as many words as possible using the letters in the word ORCHESTRATE. You may use letters the same number of times as they appear in the word *orchestrate*. For example, you may write the word *shoe* (which uses one *o*), but you may not write *shoot* (which uses two *o*'s).

Activity Two

Using the letters in the word ORCHESTRATE, make pictures of objects found in a classroom. For example, *H* can become a chair, *O* can become an apple, and *T* can become a book.

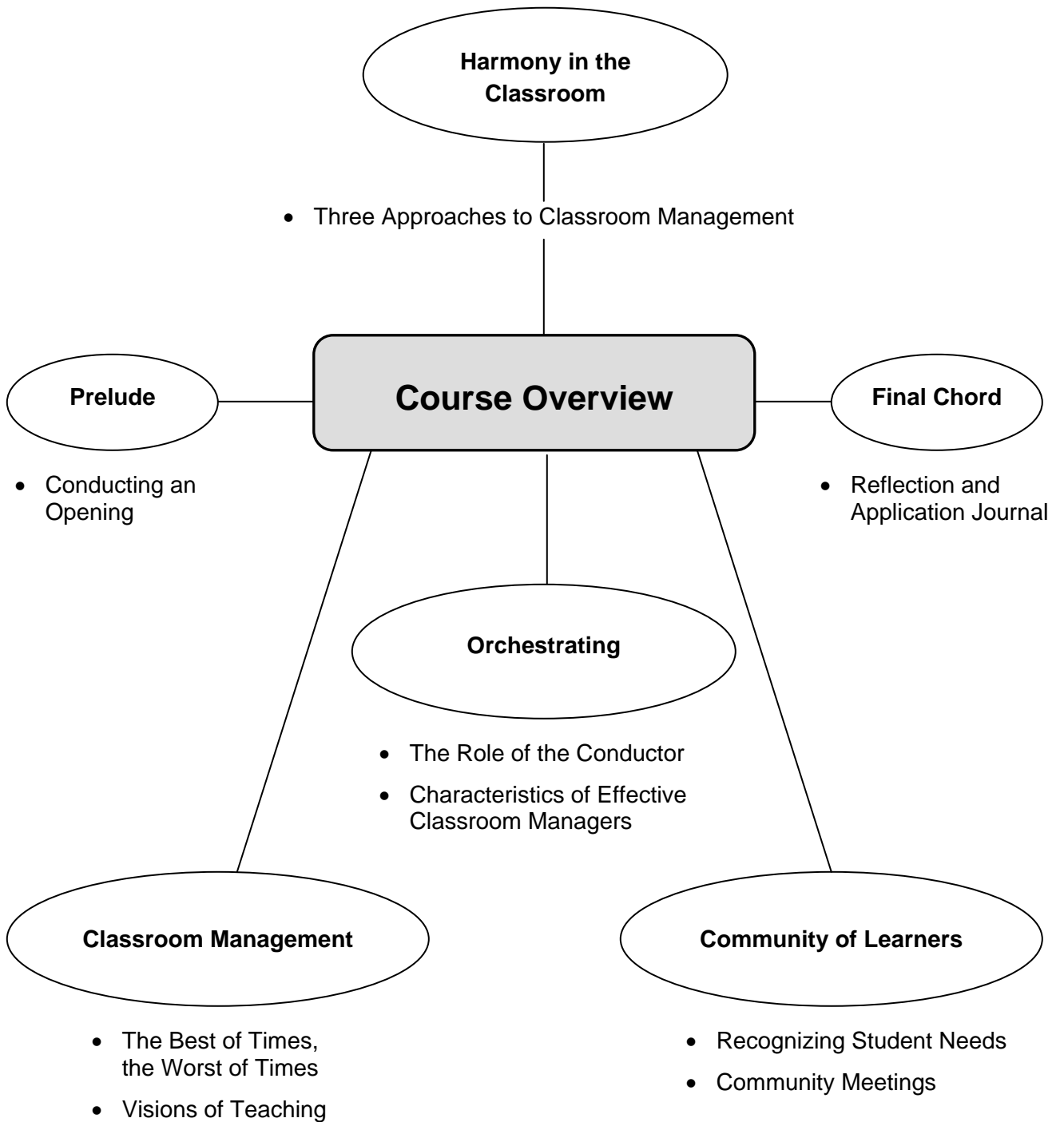
Activity Three

Using the numerical equivalents of the letters listed below, make as many words as you can that result in a sum higher than 15. You may use letters the same number of times as they appear in the word *orchestrate*. For example, *o* may be used only once, but letters *t* and *e* may be used twice. $STAR = 3 + 7 + 5 + 3 = 18$

O	R	C	H	E	S	T	R	A	T	E
5	3	3	10	5	3	7	3	5	7	5

Successful classroom management involves not only responding effectively when problems occur, but preventing the frequent occurrence of problems.

—“Ride the Wave” to Success in the Classroom,
Florida Department of Education Office of School Improvement



Harmony in the Classroom

Three Approaches to Classroom Management

There are three approaches to classroom management that all work together to create a harmonious, productive learning experience.

Proactive Approach

Focuses on structuring and organizing the classroom in ways that prevent discipline problems from occurring. This approach puts into practice the adage “An ounce of prevention is worth a pound of cure.” Being proactive about preventing discipline problems is more effective, efficient, and enjoyable than responding to discipline problems after they occur. The Proactive Approach is addressed in the sections of the course entitled:

- Creating an Inviting Classroom Climate
- Structuring a Positive Physical Environment
- Establishing Rules and Procedures
- Maintaining Momentum and Flow
- Reinforcing Positive Behavior

Responsive Approach

Focuses on ways to respond to students to stop misbehavior and keep it from recurring. No matter how proactive you are, there will be times when students misbehave. The Responsive Approach is typically referred to as *discipline* and is addressed in the course section entitled:

- Responding to Misbehavior

Supportive Approach

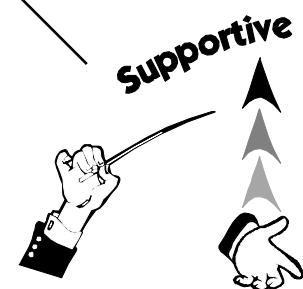
Focuses on ways the significant adults in students’ lives—their parents and teachers—can support one another in order to ultimately support students. The Supportive Approach is addressed in the sections of the course entitled:

- Encouraging Parental Involvement
- Supporting Teacher Resilience

Three Approaches to Classroom Management

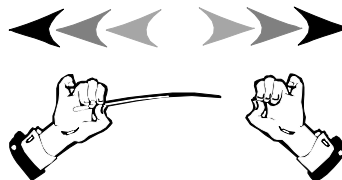


- Responding to Misbehavior



- Encouraging Parental Involvement
- Supporting Teacher Resilience

Proactive



- Creating an Inviting Classroom Climate
- Structuring a Positive Physical Environment
- Establishing Rules and Procedures
- Maintaining Momentum and Flow
- Reinforcing Positive Behavior

Compelling Why

Research Quotations/Introductions

- Classroom management has the most powerful impact on student learning, as compared with other factors (Wang, Haertel, & Wahlberg, 1994).
- Poor classroom management is a major cause of anxiety and stress for teachers (Lapp & Attridge, 2000; Morton et al., 1997).
- Disruptive behavior takes time away from instruction, breeds poor teacher-student relationships, and creates parental dissatisfaction (Schneider, 2002b).
- The more teachers understand students' interests, learning styles, and backgrounds, the more effectively they are able to meet students' needs, thus enhancing their motivation and decreasing classroom management problems (Wiseman & Hunt, 2008).
- The most effective teachers have excellent classroom management skills (Taylor, Pressley, & Pearson, 2000).
- How teachers manage time and space in the classroom plays an important role in shaping students' behaviors (McKenna, 2010; Morrow, Reutzler, & Casey, 2006).
- Master teachers promote appropriate student behavior by setting clear limits for classroom behavior and employing positive reinforcement (Frazier & Sterling, 2005; Stronge, Ward, & Grant, 2011).
- Effective classroom managers continually adjust the flow of energy in the classroom—reigning in excessive exuberance or stimulating the energy level when lessons drag (Fenwick, 1998).
- The major distinction between effective and ineffective teachers is in the prevention of classroom disruptions rather than in how teachers respond once disruptions occur (Stronge, Ward, & Grant, 2011).
- Experienced teachers tend to continually modulate their behavior throughout their lessons, anticipating and preventing potential problems, while novice teachers tend to be more reactive (Gable et al., 2009; Kern & Clemens, 2007).
- Teachers who provide support and warmth, developmentally appropriate autonomy, and clear expectations for behavior allow students to develop a greater sense of community, improve academic achievement, and display more socially competent behavior (Watson & Battistich, 2006).

Visions of Teaching

Having a clear vision is the first step toward achieving the kind of classroom you want to create. Your vision may include the role you want to play, how you want your students to learn, and the way you will handle discipline issues. As you consider your vision, it may be helpful to read some thoughts from other teachers:

“I think the most important thing I can teach my kids is to think for themselves.”

—Debbie Scesa

Music Teacher, Farmland Elementary School, Rockville, MD

“You have to teach to the whole child... It takes a lot of effort, it takes a lot of time. Sometimes it takes a lot of heartache.”

—Marzet Farris

Industrial Arts/Applied Technology Teacher, Conackamack Middle School, Piscataway, NJ

“Our job is to build viable, contributing members of the community. We’ll try to do whatever it takes.”

—Nancy Barnett

Special Education Teacher, Southside High School, Muncie, IN

“I think the keys to success in teaching are being excited about what you’re doing, sharing that enthusiasm, and teaching the student instead of just the subject.”

—Harvey Burniston, Jr.

Agriculture/Horticulture Teacher, Johnson County Vocational School, Mountain City, TN

“Without teachers, there are no doctors, no lawyers, no presidents. I am responsible for the world, and I take that very seriously.”

—Becky Winters

Math Teacher, Central Middle School, Edmond, OK

“Classes should be an adventure every day. They should be places where children discover, where failure is kept at bay.”

—Andy Baumgartner

Kindergarten Teacher, A. Brian Merry Elementary School, Augusta, GA

Source: John Yow, Lionheart Publishing, Atlanta, GA.

Orchestrating

The Role of the Conductor

An orchestra conductor directs the musicians by keeping time with the baton or with his or her hands, and by means of gestures and facial expressions. However, conductors do their most important work before a performance and even before rehearsing a composition. In most cases, the conductor selects the music to be played at a concert. After selecting a work, the conductor's first job is to interpret the music by deciding exactly how it should be played. Interpretation of a work includes such elements as tempo, tonal quality, and phrasing. After determining these features of the score, the conductor rehearses the music with the players.

During a rehearsal, the conductor asks individual musicians or sections to play various parts of the score again and again until the desired effect has been achieved. He or she strives for the correct balance among the many instruments playing at the same time and adjusts the sound to suit the acoustics of the performance hall. The finest conductors are respected not only for their musical skill but also for their ability to inspire both musicians and audiences.

Source: *The World Book Encyclopedia* (2003)

Directions:

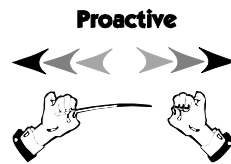
1. Using the information above, as well as additional information you may know about orchestra conductors, answer the following question in the space below, on a separate sheet of paper, or on your mobile device.

In what ways is an orchestra conductor like a teacher? (In other words, how is conducting an orchestra like running a classroom?)

Characteristics of Effective Classroom Managers

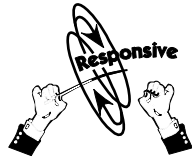
Directions:

1. Check the items listed on the next two pages that appear on the visual your group has designed. If you are using the digital version of this manual, list your answers on a separate sheet of paper or on your mobile device.



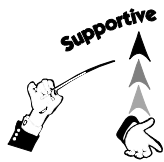
Proactive Skills

- Organizes classroom space efficiently.
- Handles routine tasks promptly, efficiently, and consistently.
- Establishes routines for all daily tasks and needs.
- Maintains clear rules and procedures.
- Follows a consistent schedule and maintains procedures and routines.
- Handles administrative tasks quickly and efficiently.
- Uses a variety of grouping strategies.
- Prepares materials in advance.
- Minimizes discipline time and accentuates instructional time.
- Maintains momentum within and across lessons.
- Limits disruptions and interruptions.
- Orchestrates smooth transitions and continuity of classroom momentum.
- Multitasks.
- Anticipates potential problems.
- Implements rules of behavior fairly and consistently.
- Reinforces and reiterates expectations for positive behavior.
- Creates a supportive and warm classroom climate.
- Has heightened awareness of all actions and activities in the classroom.



Responsive Skills

- Uses consistent and proactive discipline.
- Uses space, proximity, or movement around the classroom for nearness to trouble spots and to encourage attention.
- Responds to misbehavior on an individual basis.
- Interprets and responds to inappropriate behavior promptly.
- Resolves minor inattentions and disruptions before they become major disruptions.
- Uses appropriate disciplinary measures.
- Stresses student responsibility and accountability.



Supportive Skills

- Communicates discipline plan to parents.
- Knows areas of personal strengths and weaknesses.
- Possesses a positive attitude about life and teaching.
- Seeks professional development opportunities.
- Uses reflection to improve teaching.
- Sets high expectations for personal classroom performance.

Source: Adapted from Strong (2002)

Community of Learners

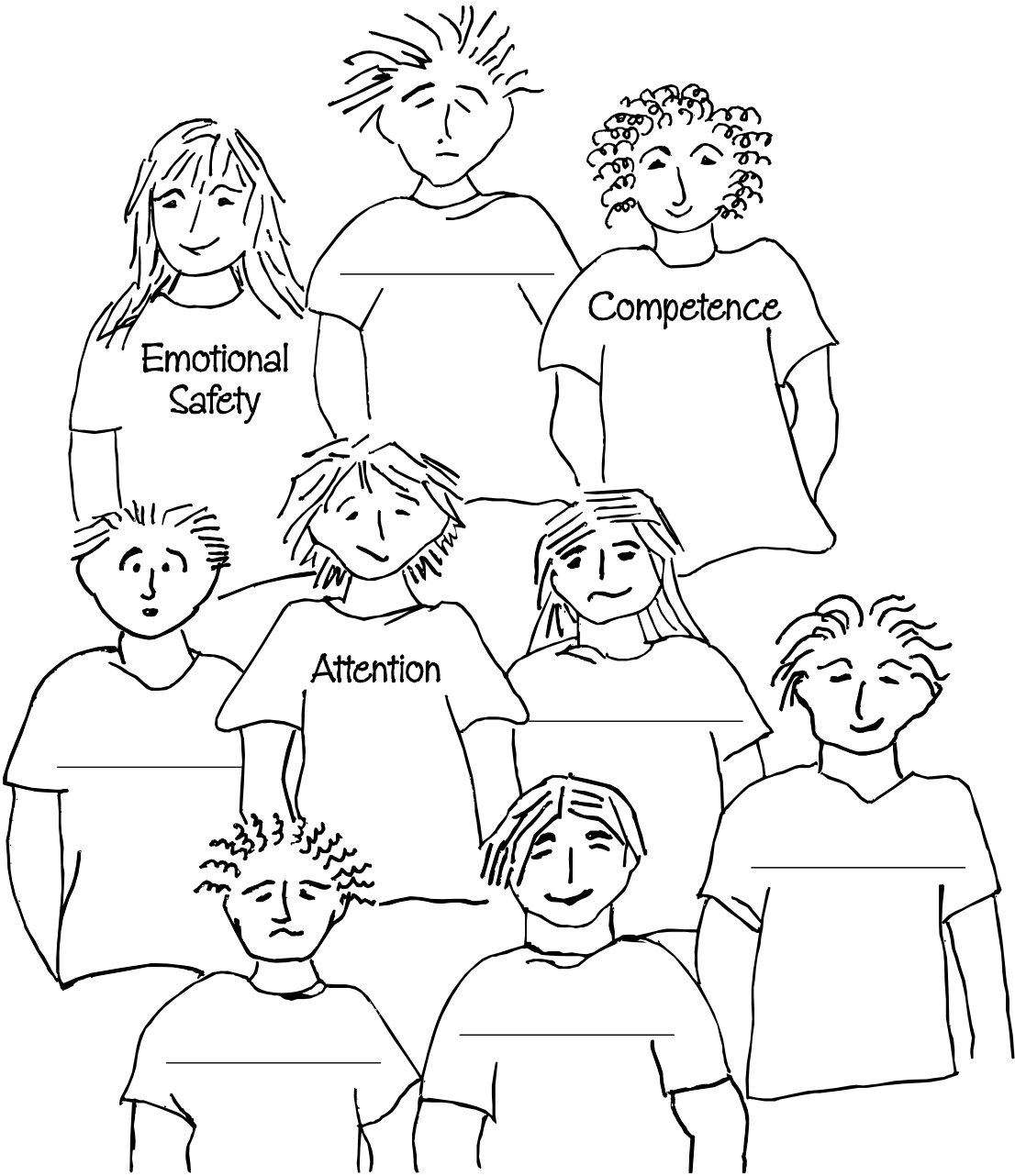
Recognizing Student Needs

As William Glasser suggests in his book *Control Theory in the Classroom* (1986), “All of our behavior, simple to complex, is our best attempt to control ourselves to satisfy our needs . . .”.

Students come into your classroom with a variety of physical, psychological, and intellectual needs. Research has shown that teachers who successfully address these needs are able to engage students.

Directions:

1. Write some of the needs of your students on the blank T-shirts of the graphic on page 13. If you are using the digital version of this manual, locate this sheet from the small file of pages you may have printed.
2. Feel free to write additional needs in the space below, on a separate sheet of paper, or on your mobile device.



Student Needs

Directions:

1. Put a check mark next to each need that you've seen a student express in the classroom.
2. If you are using the digital version of this manual, list each need on a separate sheet of paper or on your mobile device.

The following is a partial list of students' needs:

Survival	Love
Physical safety	Meaningful outcomes
Structure	Small muscle movement
Follow-through	Esteem
Belonging	Dignity
Power	Control
Fun	Competence
Recognition	Attention
Clarity	Individuality
Freedom	Large muscle movement
Sense of belonging	Variety and choice
Boundaries	Options
New experiences	Self-confidence
Growth	Self-actualization
Encouragement	Emotional safety
Autonomy	Discussion and group interaction
Observation	Personal expression
Limits	Social interconnectedness

Community Meetings

Benefits

- Empower students by providing a venue in which their thoughts and ideas are taken seriously.
- Teach life skills that build confidence, courage, and a sense of belonging and significance.
- Provide an opportunity for students to nurture one another and learn to interact respectfully.
- Enhance academic learning and emotional growth.

Community Meetings

1. Arrange the room.
2. Form a circle.
3. Do an energizer.
4. Practice a communication or social skill.
5. Follow up on prior solutions.
6. Decide on an agenda.
7. Address each agenda item.
8. Give appreciations.
9. Celebrate.
10. Put the room back in order.

Ten Steps of a Community Meeting

1. Arrange the room.

Teach your students a procedure they can use to set up the room before each community meeting. You will want to move desks to make an open space where students can sit in a circle on the floor or on chairs. Put students in charge of specific tasks, such as moving desks, moving chairs, and gathering materials.

2. Form a circle.

Sitting in a circle for community meetings gives the message that everyone is equal and everyone is invited to share their thoughts and ideas. You may choose an unusual way for students to arrange themselves around the circle for each meeting. For example, have students arrange themselves in chronological order of their birthdays, in alphabetical order of their mothers' first names, or in rainbow order according to the colors of the shirts they're wearing.

Varying the seating each time prevents the same students from always sitting next to one another, puts everyone on equal footing, and keeps the process interesting. Decide beforehand if you want students to form a circle silently or if you will allow talking. Giving students a time limit to form a circle adds an element of challenge and discourages students from wasting time.

3. Do an energizer.

Do an activity to increase students' energy. If possible, make the energizer multisensory so it appeals to more than one learning style (kinesthetic, tactual, auditory, and visual). For example, have students say "I am positive, energetic, enthusiastic!" while vigorously marching in place and making eye contact with three other students.

4. Practice a communication or social skill.

Teach a communication skill or a social skill, using concrete practice activities so students can internalize the new skill. Possible skills include good listening, use of "I" messages, positive phrasing, sharing, empathy, cooperating with others, and disagreeing politely.

5. Follow up on prior solutions.

If a solution to a problem was agreed upon at a previous meeting, check in with students to evaluate how successful it is. If the solution isn't working, make modifications or choose a different solution to try out for a week.

6. Decide on an agenda.

As a group, decide the topics to be covered during the community meeting. Topics can be anything someone wants to talk about with the whole group. This may include making plans for an upcoming field trip, changing a classroom procedure, or addressing a conflict. After writing down everyone's ideas, prioritize the topics according to the amount of time available. Set time limits for each item on the agenda.

Gathering topics *before* the meeting begins saves time and gives you an opportunity to get a sense of the issues. An easy and effective way to gather topics is to hang a clipboard on the wall so everyone (you and your students) can add agenda items before the meeting.

7. Address each agenda item.

For each agenda item, complete the following steps:

- a. Have the person who put the item on the agenda explain it.
- b. Go around the circle and have everyone share their thoughts or feelings about the item while others listen. If a student prefers not to comment, he or she simply says "pass."
- c. Depending on the issue, brainstorm either a solution or a plan of action. For example, a conflict between students requires a solution, while preparing for a fund-raiser requires a plan of action.
- d. Choose a solution or decide on a plan of action. The decision may be made in one of three ways: the teacher may decide, the class may vote (i.e., the majority decides), or the class may reach complete consensus. Although complete consensus is often preferable, it is not always possible. In order to promote student self-responsibility, the option of *the teacher decides* should be used as little as possible.

To encourage students to listen to others and to take turns speaking, use a "talking stick" or any small object. Only the person holding the object is allowed to talk. Once that person has finished talking, he or she passes the object to the next person who wishes to speak. Students may silently signal that they wish to speak by raising a hand. The object is passed around the circle until it reaches the student.

8. Give appreciations.

Ask for three volunteers to share something they appreciated about the meeting; for example, "I appreciated Miranda's respectful suggestions during our brainstorming session," "I appreciated that we all remembered to use our inside voices," or "I appreciated how quickly we came to consensus."

9. Celebrate.

Do a short, multisensory celebration to mark the completion of a successful class meeting; for example, have everyone stand up and give themselves a *Round of Applause* (clap while moving hands around in a big O shape).

10. Put the room back in order.

Have students return desks and chairs to their usual arrangement.

Adapt Community Meetings to Suit Your Classroom

Feel free to adapt the structure of community meetings to suit your classroom schedule and learning goals. For example, many elementary teachers begin each day with a morning meeting, and many middle school classes begin with a daily meeting. These opening meetings are a great way to bring students together, awaken their enthusiasm, and focus their attention.

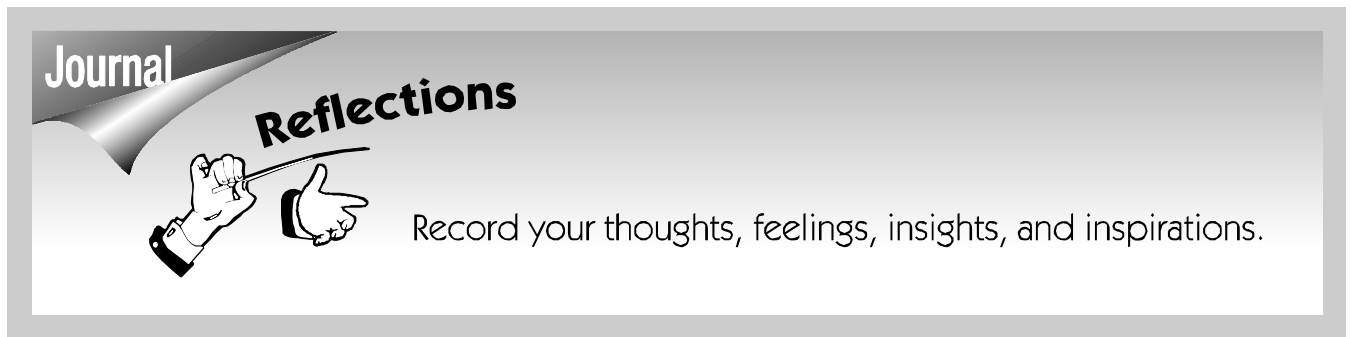
A community meeting may also be held when a crisis arises. The structure of a community meeting can add a sense of safety and stability during an emotionally turbulent time.

Because many issues and conflicts that end up on the agenda deal directly with feelings, community meetings often take a lot of time and emotional energy.

Source: Many of the above concepts are adapted from *Positive Discipline in the Classroom*, 3rd ed. by Jane Nelsen, Lynn Lott, and H. Stephen Glenn, copyright © 1997 by Jane Nelsen, Lynn Lott, and H. Stephen Glenn. Used by permission of Prima Publishing, a division of Random House, Inc.

Final Chord

Reflection and Application Journal

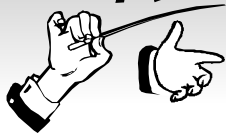
**Directions:**

1. Remove the Course Journal from your materials folder.
2. Choose one or more of the questions on this page and write your response.

You may want to consider the following questions:

- Which approach to classroom management is of greatest interest to you: proactive, responsive, or supportive? Why?
- What are your strengths as a classroom manager? What classroom management skills would you like to strengthen?
- How might you use community meetings in your classroom? What adaptations would you make?

Applications



How might you apply the activities from this section to your classroom situation?

Section Activities

- Assigning seats (conductor cards)
- Getting-to-know-you activity (tent card)
- Role-play (teacher's vision cards)
- Silhouette poster (characteristics of classroom managers)
- Community Meeting
- Hope/Fear cards

Section 2: Creating an Inviting Classroom Climate

I have come to a frightening conclusion.

I am the decisive element in the classroom.

It is my personal approach that creates the climate.

It is my daily moods that make the weather.

As a teacher, I possess tremendous power to make a child's life miserable or an instrument of inspiration.

I can humiliate or humor, hurt or heal.

In all situations, it is my response that decides whether crises will be escalated or de-escalated, and a child humanized or de-humanized.

—Dr. Haim Ginott



Prelude

Section 2: Overview

Often classroom management is associated with rules and procedures, rewards and penalties, order and control. These issues are essential to consider and are covered throughout this course. However, classroom management is also about creating an environment where people treat one another with courtesy and respect; where students follow rules not out of fear, but because they feel ownership of them; where the teacher's goal is not so much to control students' behavior, as to create opportunities for students to develop and exercise control over their own behavior. In this section you will learn and practice eight strategies you can use to create a respectful, supportive, and inviting classroom climate.

Section 2: Objectives

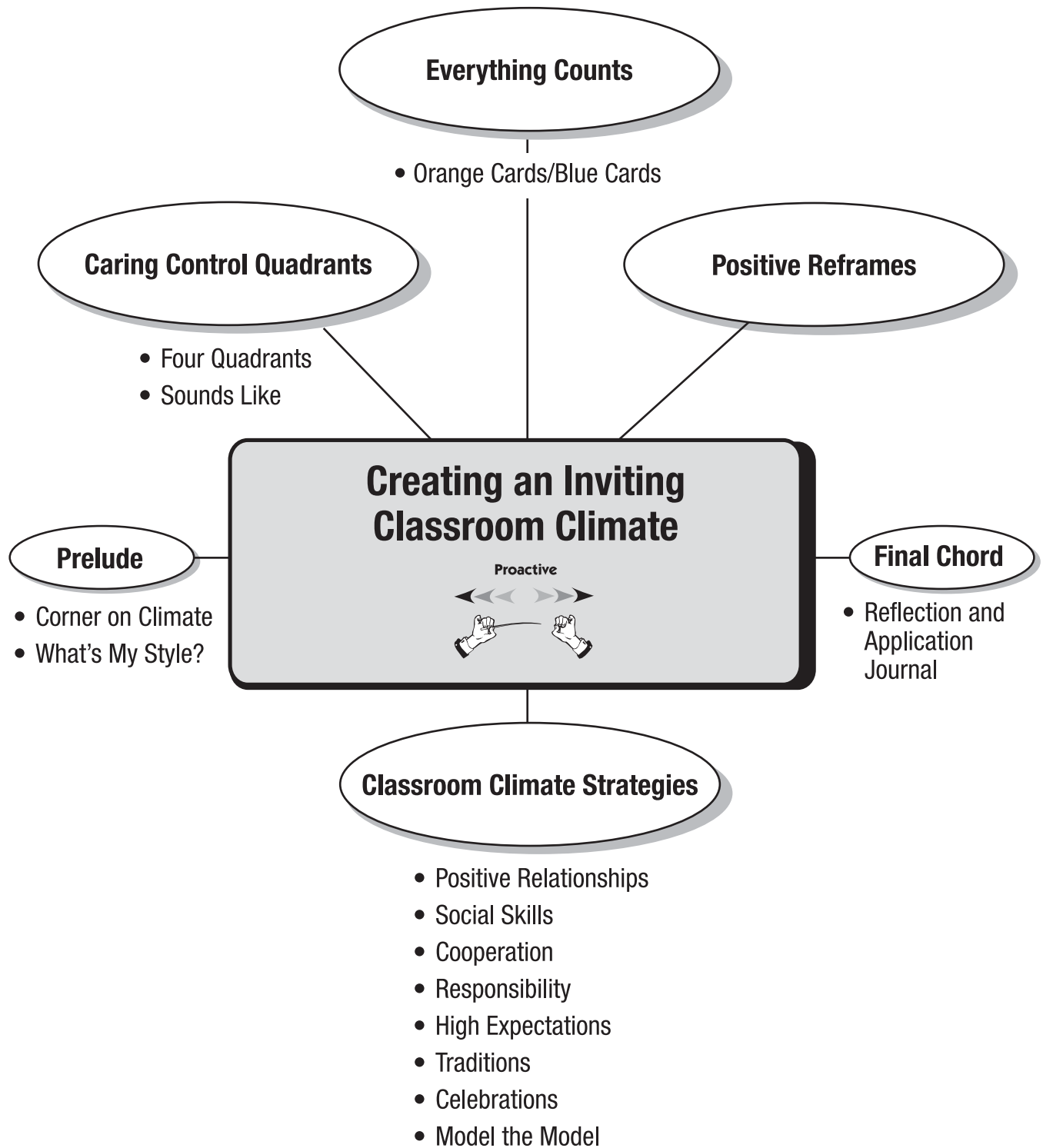
After completing this section, you will be able to:

- Analyze the relationship between caring and control in the classroom.
- Classify verbal statements according to the Caring/Control Quadrants.
- Develop specific ways to implement eight classroom climate strategies in your classroom.
- Rewrite statements to reflect positive phrasing.
- Extend an invitation to your students to join you in a supportive classroom.

A teacher's ability to relate to students and to make positive, caring connections with them plays a significant role in cultivating a positive learning environment and promoting student achievement.

— Author Unknown





Research Quotations

- Students' perceptions of a supportive, caring relationship with a teacher and a positive classroom climate are related to school satisfaction by as early as third grade (Wentzel, 1997).
- A growth-oriented class climate is a hallmark of effective schools and results in increased student achievement (Larrivee, 2009; Sanders & Jordon, 2000; Telan, 2001).
- Students who perceive their teachers as caring are more apt to obey classroom rules and exhibit positive behaviors, such as sharing and assisting in the classroom (Wentzel, 1997).
- Students' perceptions of teacher support and the teacher as nurturing interaction and mutual respect are correlated with positive changes in motivation, engagement, and achievement (Powell & Marshall, 2011; Preble & Gordon, 2011; Ryan & Patrick, 2001).
- When teachers model interpersonal concern, nurture student autonomy and self-direction, encourage student thinking, and facilitate student collaboration, they encourage the development of a sense of community in their classrooms (Watson & Battistich, 2006).
- Seventh-grade students who perceived their teachers as having high expectations and being supportive tended to exhibit fewer behavior problems. Conversely, students with the most discipline problems saw their teachers as disrespectful (Murdock, 1999).
- Middle and high school students who perceive they are being cared for by people in their schools are less likely to become pregnant, engage in violent behaviors, or abuse alcohol or illegal substances (Blum, McNeely, & Rinehart, 2002).

What's My Style?

Directions:

1. Read each statement carefully.
2. Using the following scale, indicate your level of agreement with the statements below. Write your number next to the letter of the statements. If you are using the digital version of this manual, locate the next two sheets from the small file of pages you may have printed.
3. When finished, turn to page 26, "What's My Style?" to score your responses.

1 = Strongly Disagree **4 = Agree**
2 = Disagree **5 = Strongly Agree**
3 = Neutral

Scale

- A. _____ If students are disruptive during class, I assign them to detention without further discussion.
- B. _____ I don't want to impose any rules on my students.
- C. _____ The classroom must be quiet in order for students to learn.
- D. _____ I am concerned about both what my students learn and how they learn.
- E. _____ If a student turns in a late homework assignment, it is not my problem.
- F. _____ I don't want to reprimand students because it might hurt their feelings.
- G. _____ Class preparation isn't worth the effort.
- H. _____ I always try to explain the reasons behind my rules and decisions.
- I. _____ I will not accept excuses from a student who is tardy.
- J. _____ The emotional well-being of my students is more important than classroom control.
- K. _____ My students understand that they can interrupt my lecture if they have a relevant question.
- L. _____ If a student requests a hall pass, I always honor the request.

What's My Style?

Directions for Scoring:

1. Add your numerical responses to statements D, H, and K. Record the total in the box below.

This is your score for an
authoritative management style: _____

2. Add your numerical responses to statements F, J, and L. Record the total in the box below.

This is your score for a
permissive management style: _____

3. Add your numerical responses to statements A, C, and I. Record the total in the box below.

This is your score for an
authoritarian management style: _____

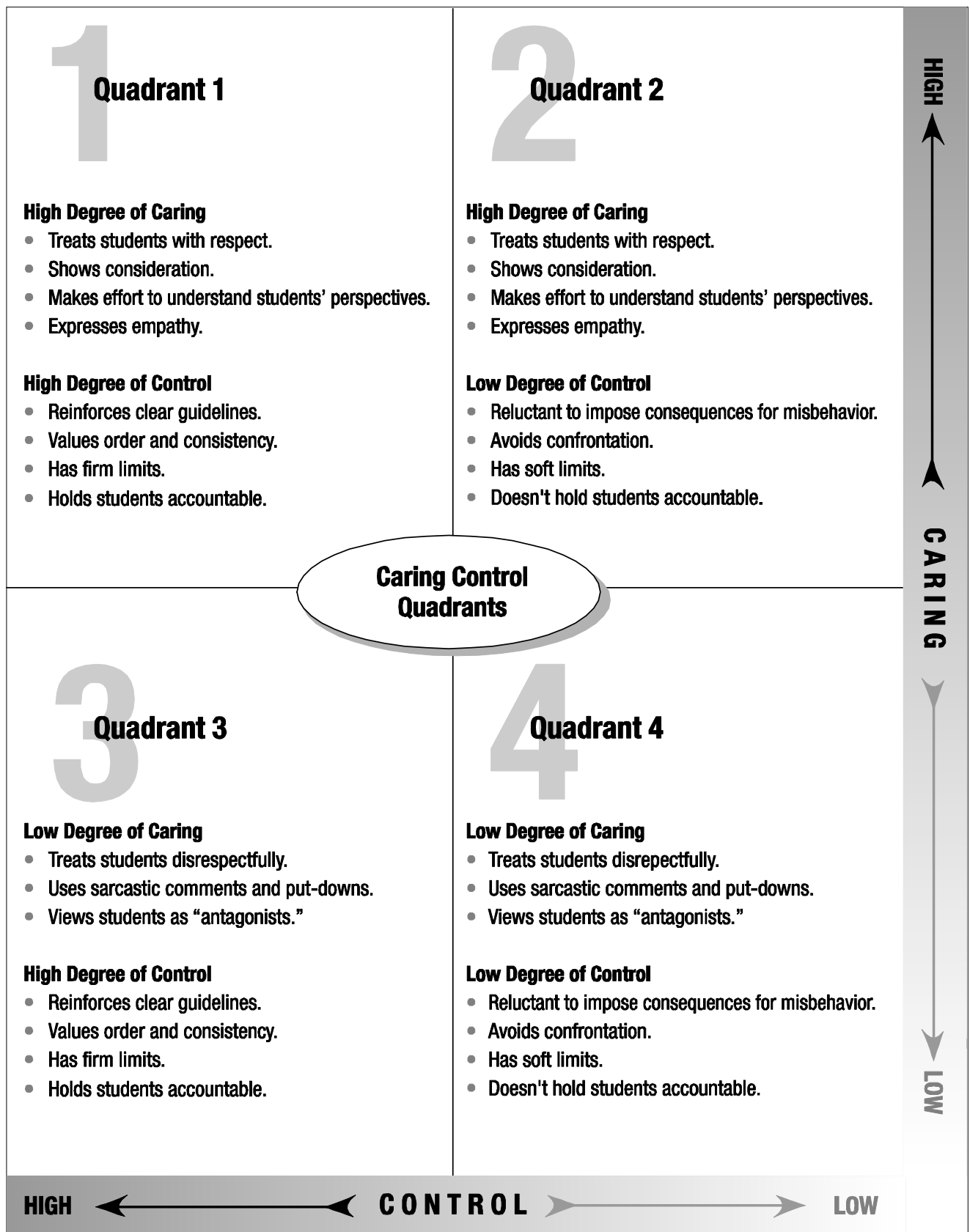
4. Add your numerical responses to statements B, E, and G. Record the total in the box below.

This is your score for an
indifferent management style: _____

5. Your scores indicate your preferences for each management style and can range from 3 to 15. A high score indicates a strong preference for that particular style. According to this self-assessment, which style(s) do you prefer?

Source: "What is your management profile?" *Teacher Talk*, November 20, 2003
<http://www.indiana.edu/%7Ecafs/tt/v1i2/table.html> (July 19, 2007)

Caring/Control Quadrants



Caring/Control Quadrants

Research Shows

- Successful teachers master the delicate balance between two crucial roles: their authority as controller in the classroom and as a genuine and compassionate nurturer (Fenwick, 1998).

Caring/Control Quadrants illustrate how teachers' caring and control interrelate in the classroom.

- The degree of teacher **Caring** is indicated to the right of the chart, from high at the top to low at the bottom.
- The degree of teacher **Control** is indicated just below the chart, from high on the left to low on the right.
- The quadrants represent the ends of a continuum: the middle ground in between these extremes is not represented in the quadrants. Caring and control are not mutually exclusive.

Caring/Control Quadrants Notes

Directions:

Record any notes you want to remember in the space below, on a separate sheet of paper, or on your mobile device.

<p>Quadrant 1: High Caring/High Control</p>	<p>Quadrant 2: High Caring/Low Control</p>
<p>Quadrant 3: Low Caring/High Control</p>	<p>Quadrant 4: Low Caring/Low Control</p>

Caring/Control Sounds Like

Sounds Like: White card

Directions:

When prompted, record your answers on the next two pages in the spaces provided, on a separate sheet of paper, or on your mobile device.

Quadrant ____: _____ Caring, _____ Control

Teachers may say to a colleague:

- “I’ve used all my lesson plans for five years, and I’m not going to change them now.”
- “Field trips are just too much of a hassle.”
- “I teach it, but I don’t care if my students learn it.”

Teachers may say to students:

- “It’s your problem if you don’t turn in your homework. I don’t care what you do.”
- “I’m not going to impose my rules on you.”
- “I’m done for today. Take the last 30 minutes of class to do whatever you want.”

Sounds Like: Yellow card

Quadrant ____: _____ Caring, _____ Control

Teachers may say to a colleague:

- “I’m concerned about both *what* my students learn and how they learn.”
- “I always try to explain the reasons behind my rules and decisions.”
- “My students understand that I have high expectations for their behavior, but I am willing to work with them when they have problems.”

Teachers may say to students:

- “The noise you’re making is disturbing others. Work in a way that is not distracting.”
- “As stated in our class rules, fighting on the playground is unacceptable behavior. We’ll figure out a solution to this problem after school.”
- “It’s time for you to work on your project now.”
- “What are you going to choose to do to handle this situation?”

Sounds Like: Pink card

Quadrant ____: _____ Caring, _____ Control

Teachers may say to a colleague:

- “The classroom must be quiet in order for students to learn.”
- “I will not accept excuses from students who don’t turn in their homework.”
- “If a student is disruptive during class, I assign that student to detention without further discussion.”

Teachers may say to students:

- “Rules are rules. Follow them or suffer the consequences.”
- “No excuses.”
- “You can tell me why you did it, but it won’t make any difference.”
- “Don’t expect to get away with anything in this class.”

Sounds Like: Green card

Quadrant ____: _____ Caring, _____ Control

Teachers may say to a colleague:

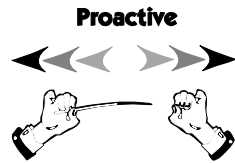
- “I don’t want to reprimand students because it might hurt their feelings.”
- “The emotional well-being of my students is more important than classroom control.”
- “If a student requests a hall pass, I always honor the request.”

Teachers may say to students:

- “Is there something I can do to get you to settle down?”
- “It’s OK this time, but next time you’ll have to follow the rules.”
- “This is the last time I’m warning you.” (but it isn’t)

Debriefing

- Which quadrant are you in most of the time? Why?
- Which quadrant do you want to be in most of the time? Why?
- What thoughts, feelings, ideas, or insights do you have about the Caring/Control Quadrants?



Classroom Climate Strategies No. 1 – No. 4

Classroom Climate Strategy No. 1: Establish positive relationships with students.

Show students that you care about them by greeting them at the door, learning their names (including correct pronunciations), being sensitive to their anxieties and needs, and showing interest in who they are as people.

Classroom Climate Strategy No. 2: Teach social skills conducive to a constructive learning environment.

Social skills can be taught directly by using a T-chart. Give students specific examples of what a social skill looks like, sounds like, and feels like. Spending time to directly teach a social skill helps students gain a common understanding of the skill and emphasizes its importance.

Classroom Climate Strategy No. 3: Provide opportunities for students to learn and work together.

Heterogeneous groups can help students develop relationships across gender, racial, and ethnic boundaries as well as integrate students with disabilities. To ensure success, carefully orchestrate group processes, including the size of the group, tasks to be completed, procedures to be followed, and behaviors that are expected.

Classroom Climate Strategy No. 4: Empower students by sharing decisions and responsibilities.

Students who have opportunities to exercise judgment and make decisions exhibit greater independence, self-control, and socially responsible behavior. Students may be able to decide the daily schedule, choose which assignments to do for homework, decide whether to work alone or with a partner, or choose the medium of communication for a report.

Source: The above strategies are based on “Seminar Three: Classroom Climate” of the *Effective Classroom Management* CD-ROM.

Classroom Climate Strategy No. 1

Station 1: The ABCs of Relationships

Directions:

1. Highlight or list the suggestions below that you are currently using as well as those you would like to use in the future.
2. List additional ideas you have for establishing positive relationships with students below, on a separate sheet of paper, or on your mobile device.
3. Use a sheet of 8.5" x 11" paper to write three to five of the additional ideas listed by your group.

Ways to establish positive relationships with students:

- Consider your students' interests when you make up the daily schedule and lesson plans.
- Acknowledge special events in students' lives, such as birthdays, performances, and achievements.
- Follow through on promises and commitments you make to students, such as returning papers by a certain date.
- Participate with your students in extracurricular activities or classes, such as music programs, science projects, or art projects.
- Communicate with your students in special ways, such as notes, greeting cards, or telephone calls.
- Learn correct pronunciations of students' names and learn their nicknames. Find out what name students prefer you to use.

Additional Ideas:

Classroom Climate Strategy No. 2:

Station 2: T-Chart on a T-Shirt

Directions:

1. Highlight or list the social skills below that you are teaching your students as well as those you would like to teach in the future.
2. List additional social skills conducive to a constructive learning environment below, on a separate sheet of paper, or on your mobile device.
3. Use a sheet of 8.5" x 11" paper to write three to five of the additional social skills listed by your group.

Social skills conducive to a constructive learning environment include:

- Participating
- Listening
- Staying on task
- Giving ideas
- Responding to ideas
- Asking for clarification
- Ignoring distractions
- Asking for help
- Sharing materials
- Sharing appreciations
- Inviting others to participate
- Checking for others' understanding
- Encouraging others
- Sharing feelings
- Helping others without giving answers

Additional Social Skills:

Classroom Climate Strategy No. 3

Station 3: Cooperative Moves

Directions:

1. Highlight or list any ideas below that you use now or would like to use when having students work in groups.
2. List additional ideas you have for students to learn and work together below, on a separate sheet of paper, or on your mobile device.
3. Use a sheet of 8.5" x 11" paper to write three to five of the additional ideas listed by your group.

Opportunities for students to learn and work together include:

- Vary group size depending upon the task.
- Establish clear directions and procedures.
- Create interdependence by having the group create one product.
- Have each group give itself a name to build a group identity.
- Arrange the room to give each group its own specific location.
- Focus the group's energy by assigning specific questions to answer.
- Have groups do activities that encourage group members to get to know one another in new ways.
- Focus on a specific social skill during each group activity or assignment.

Additional Ideas:

Classroom Climate Strategy No. 4

Station 4: Empower Tower

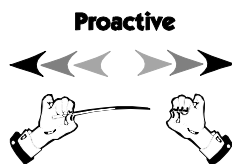
Directions:

1. Highlight or list the decisions below that your students are currently making and those that you will have them make in the future.
2. List additional ideas you have for sharing decisions and classroom responsibilities with students below, on a separate sheet of paper, or on your mobile device.
3. Use a sheet of 8.5" x 11" paper to write three to five of the additional social skills listed by your group.

Empower students by sharing decisions and responsibilities. Students may decide:

- The order in which they complete assignments.
- A schedule for using the computer station in the classroom.
- The procedure for checking out special classroom materials.
- A classroom cleanup schedule.
- The class's read-aloud book.
- A class fund-raising project.
- The music to be played during free time.
- Classroom rules and consequences.
- Where to go on a class field trip.

Additional Ideas:



Classroom Climate Strategies No. 5 – No. 8

Classroom Climate Strategy No. 5:

Communicate high expectations to your students.

High expectations motivate students to strive to do their best. Being able to meet a high expectation boosts students' self-confidence and promotes further positive behaviors. When setting instructional and behavioral expectations, consider the individual ability levels of your students, and establish expectations that students can realistically meet. Break larger goals into smaller goals so students can experience many small successes on their way to achieving a larger success. Demonstrate your confidence in students' ability to meet your expectations through your words and actions.

Classroom Climate Strategy No. 6:

Create special traditions for your classroom.

Traditions help students make an emotional connection to the class, prompt positive feelings, and provide a sense of belonging to the group. Classroom traditions include activities and experiences that are unique to the class, known to everyone in the class, and repeated over time.

Classroom Climate Strategy No. 7:

Use celebrations to acknowledge large and small accomplishments.

Celebrations can be used to acknowledge students' efforts and achievements as well as to recognize their perseverance. Celebrations need not require a lot of time or preparation to do; they can be quick and spontaneous. The element of fun that celebrations bring to the classroom helps to create a supportive climate.

Classroom Climate Strategy No. 8:

Model the behaviors you want your students to have.

The old adage is true: "Actions speak louder than words." Whatever behaviors you want your students to exhibit in the classroom are the ones that you need to actively practice yourself. For example, a teacher who is consistently prepared, on time, organized, and in possession of all necessary materials encourages those behaviors in his or her students. Rather than yelling when frustrated, model maintaining a calm, quiet voice, even in the midst of conflict.

Classroom Climate Strategy No. 5

Setting High Expectations

Schools communicate high expectations by:

- Implementing policies that stress the value of academic achievement; for example, setting minimum academic requirements for athletic participation.
- Safeguarding instructional time and emphasizing punctuality and attendance.
- Adopting slogans that communicate high expectations; for example, “Take pride in learning.”
- Providing *instant coaching* for students having difficulty.

Source: Posnik-Goodwin (2002)

Directions:

List any additional ideas you have for communicating high expectations in the space below, on a separate sheet of paper, or on your mobile device.

*Treat people as if they were what they
ought to be and you help them to become
what they are capable of being.*

—Author Unknown

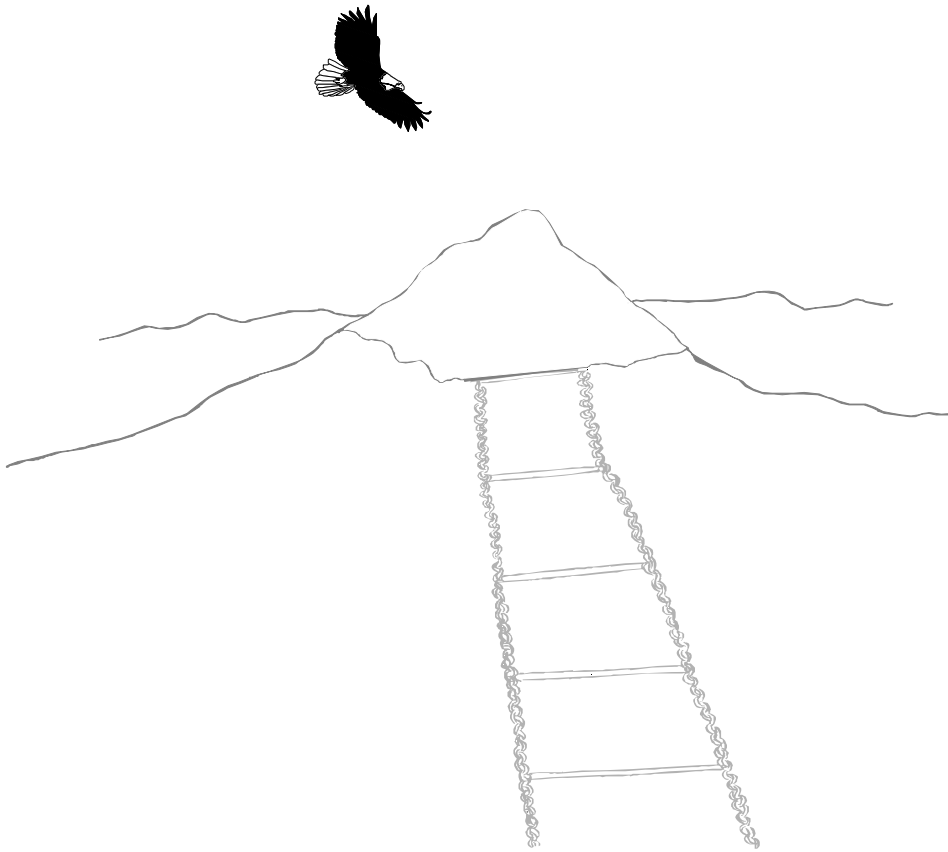


Classroom Climate Strategy No. 5

My High Expectations

Directions:

1. Write one of the high expectations you have for your students at the top of the mountain. You may want to refer to “Assessment No. 1: Vision of an Effective Classroom.”
2. Break the expectation into small, attainable steps, and write one step on each rung of the ladder.
3. Next to each step, write a comment you would say to students along the way to communicate your confidence in their ability to reach the expectation. For example, “As you work cooperatively in your groups, I have confidence that you will support one another as a team.”
4. If you are using the digital version of this manual, record your answers on a separate sheet of paper or on your mobile device.



***Great schools ask everyone to stretch.
Then they give kids the tools and attention
they need to reach their goals.***

—TIME Education Special

Classroom Climate Strategy No. 6

Classroom Traditions

Examples of classroom traditions include:

- **Begin each day with the same song or opening choral response.**

Example: One middle school class begins with a series of opening questions and responses:

Teacher: How do you feel?

Students: Awake and ready!

Teacher: How do you feel?

Students: Positive, energetic, and enthusiastic!

Teacher: Are you ready for class?

Students: Yes! Yes! Yes!

- **End each day with an unfinished sentence for students to complete.**

Example: Students complete a statement, such as “I enjoyed . . .” “I learned . . .” “I realized . . .” or “I’m looking forward to . . .”

- **Schedule the same special events year after year.**

Example: Each year after completing their unit of study on the Middle Ages, an eleventh-grade history class reenacts a medieval festival. Every student going into eleventh grade history knows that he or she will participate in this special event.

- **Hold class contests that connect with the curriculum.**

Example: When studying the Westward Movement, a sixth-grade class forms into *wagon trains* that are racing to Oregon. Each day before history class begins, they draw *fate cards* to see what will happen to their wagon.

- **Arrange field trips that are specifically associated with your grade level.**

Example: The kindergartners in one school take their first field trip of the year to the local *pumpkin patch* to pick out pumpkins for Halloween. The trip serves as a kindergarten rite of passage, and the display of pumpkins has become a school tradition.

Classroom Climate Strategy No. 6

Traditions and Emotional Connections

Traditions help students make an emotional connection to the class and prompt positive feelings.

Directions:

1. Brainstorm a list of classroom traditions you or one of your colleagues has established and list them in the space below, on a separate sheet of paper, or on your mobile device.
2. Next to each tradition, identify the emotion or positive feeling you would like students to associate with it.

Classroom Traditions	Possible Positive Emotions
Class contests	Excitement Energy Vitality
Special events	Happiness Anticipation Belonging
End-of-the-day Question	Success Pride Accomplishment

Examples

Classroom Traditions	Possible Positive Emotions

Classroom Climate Strategy No. 7

Learning Styles Celebrations

Kinesthetic Celebrations

You can honor students' efforts and successes with whole-body celebrations.

- Give Me Five—Do high fives, jump for the sky fives, low fives, knuckle fives (clench fists and knock knuckles), and windmill fives (students stand with a partner and swing one arm around in opposite directions from each other, slapping hands as their windmills intersect).
- The Caveman Cheer—Clap three times, then pull your elbows back while grunting, “Ugh, ugh.”
- The Silent Cheer—Wave arms around excitedly and *shout* with no sound coming out of your mouth.
- The Foot Stomp—Sit in a chair and stomp feet wildly.
- And the Winner Is . . .—Do a drum roll by tapping your index fingers on a table, and end with a cymbal crash (a loud clap).

Tactual Celebrations

Use language, facial expression, tone of voice, and physical touch to celebrate students.

- Miles of Smiles—Give students big smiles, nods of the head, and eye winks.
- The Hearty Handshake—Do a 30-second hearty handshake, shaking hands wildly.
- The Magic Touch—Touch your index finger to a student's index finger while saying “YYYeeesss!”
- Buddy Thumbs Up—Interlock hands with a student, touch thumbs together as you swing your hands back and forth, and say “Woo, woo, woo”—one “woo” for each time you swing your hands.
- “I Appreciate You Because . . .”—Write students notes of appreciation, acknowledging effort or achievement.

Auditory Celebrations

Let students hear that their efforts and successes are appreciated.

- *A Round of Applause*—Move your arms around in a large circular motion while clapping your hands. Next you can try a “square,” “triangle,” or “rectangle” of applause.
- *A Seal of Approval*—Mimic a seal clapping its fins. First extend your arms out in front of you and cross them, one on top of the other. Then face the palms of both hands inward and clap. You can make seal calls (“Arf, Arf”) as you do this.

- **Golf Clap**—Mimic the type of refined and subtle applause seen at golf tournaments: lightly tap the fingers of one hand on the palm of your other hand.
- **Clam Clap**—Cup both hands (mimicking the shape of a clam), and clap them together to make a muffled popping sound.
- **Yell It**—Yell “Hip, Hip, Hooray!” two times. The third time, you say “Hip, Hip,” and students say, “Hooray!”
- **Spell It**—Have students yell the responses as you cheer, “Give me a G, give me an O, give me another O, give me a D, give me a J-O-B. What does that spell? ‘GOOD JOB!’”

Visual Celebrations

Visual students like celebrations that are very visible or require careful observation.

- **The Standing O**—Give a visual *standing ovation* by standing and holding your arms in the shape of an O above your head.
- **Olympic Champion**—Make a sign displaying a very large “10,” and hold it up as Olympic judges do.
- **The Mona Lisa**—Make an L with the index finger and thumb of each hand and smile while you hold up your hands to form a *picture frame* around your face.
- **The Will Rogers**—Hold your arm up in the air, elbow bent, and make small circles with your hand by twirling your wrist around quickly as if you were swinging a lasso. While doing this, say, “Ooh, ooh, ooh” or “Yippee” as if you were a cowboy.
- **Thumbs-Up**—Give students a thumbs-up first with one hand, then with the other. Continue showing thumbs-ups wildly at different angles and heights in front of your body until you have given at least 12 thumbs-ups.

Classroom Climate Strategy No. 8


Model the Model

One of the best ways for a teacher to inspire students to show positive behavior is to model it.

Directions:

1. Listed below is the positive behavior **Respect**, followed by one suggestion about how you might model respect for your students. Add two more ways you might model respect.
2. Identify two more positive behaviors you would like your students to exhibit in your classroom. List one or more ways you might model the behaviors for your students.
3. If you are using the digital version of this manual, record your answers on a separate sheet of paper or on your mobile device.

Positive Behavior	Ways to model the behavior for students
1. <input data-bbox="282 911 578 978" type="text" value="Respect"/>	a) Say "thank you" each time a student complies with a request. b) _____ c) _____
2. <input data-bbox="282 1218 578 1285" type="text"/>	a) _____ b) _____ c) _____
3. <input data-bbox="282 1524 578 1591" type="text"/>	a) _____ b) _____ c) _____



Everything Counts

William Purkey and David Strahan, authors of *Inviting Positive Classroom Discipline* (2002), state that there is a signal system teachers use that influences classroom climate and discipline. This signal system indicates either a positive or negative feeling behind what is said or done.

To illustrate this signal system, the authors use the metaphor of giving and receiving cards. Blue cards signal positive feelings, and orange cards signal negative feelings.

Blue cards carry a positive signal indicating that the student who is given the card is able, valuable, and responsible. They encourage students to experience the classroom as a good place to be. Blue cards encourage self-esteem, excitement for learning, and qualities of trust and optimism. When teachers are caring, respecting, and trusting, they are giving students blue cards. Blue cards create an inviting classroom climate.

Orange cards carry a negative signal indicating that the student who receives the card is unable, worthless, and irresponsible. When teachers are racist, sexist, homophobic, ethnocentric, insulting, humiliating, uncaring, or thoughtless, they are giving students orange cards. Orange cards create an uninviting classroom climate.

Teachers are always giving students either blue or orange cards. Sometimes they give these cards intentionally; other times they give them unintentionally. You may still remember some of the orange and blue cards teachers gave to you when you were a student.

The reason the blue and orange card metaphor is valuable is that it serves as a constant reminder that everything people do and every way they do it is either positive or negative . . . inviting or disinviting.

—Purkey and Stahan, Authors



Everything Counts

Orange Card Story

Author Unknown

I had a defining moment on the playground when I was in the fourth grade. During recess one afternoon, I observed a group of sixth-grade boys walk up to a group of first graders and begin harassing them. I felt outraged at the injustice of bigger, stronger boys bullying the younger students, so I stepped in. I confronted the sixth graders only to be punched in the face. I punched back, and soon several others joined in. The result was a big fight with many students getting hurt.

I ended up in the principal's office. While I was waiting, I imagined my teacher coming through the door to tell the principal what a fine boy I was for helping out the little boys. She would tell him about my fine character and say how proud she was of me for defending the first-graders.

I was shocked by what actually happened. When Mrs. X came into the office, she yelled at me for my disgraceful behavior. She said I embarrassed her and humiliated our entire class. I was given detention, but more significantly, I was hurt to the core of my being.

It was at that point that my attitude toward school changed forever. I had learned that teachers didn't understand me and that I couldn't trust them. I decided that school wasn't a place I wanted to be, and I caused as much trouble as I could while I was there.

Blue Card Story

By Eric McDermott

I have always had a lot of energy, and second grade was no exception. In quiet period one morning I was drawing a picture on a piece of paper. I was so excited about my drawing, I wanted to share it with my friend on the other side of the room. Knowing that I dare not get up to walk over to him, I transformed my piece of paper into a paper airplane. Waiting for just the right moment, I threw it to him.

Having seen my launching from her desk, my teacher broke the quiet and said in a stern voice, "Eric, come over here right now, and bring that piece of paper with you."

I walked over to her giant desk, terrified.

"Hand me that piece of paper," she said, gazing into my eyes.

She inspected the paper airplane for several seconds as I awaited my sentence.

“Hmmm...,” she said, never breaking her stern facade. “This is a very good paper airplane. I want you to go to the front of class and teach us all how to fold this kind of paper airplane. Afterwards, we’ll all go outside and see whose flies the farthest.”

She handed paper out to everyone, and being the big ham that I was, I took great delight in teaching the class how to make it.

At the time, I was in awe. Until that point I had always been punished by my teachers for what they viewed as undisciplined disturbances. Instead of scolding me, she had transformed my misbehavior into a learning opportunity. I loved her for what she had done.

Source: Marvin Marshall, *Discipline without STRESS, PUNISHMENTS, or REWARDS: How Teachers and Parents Promote Responsibility & Learning* (2nd Edition), Copyright © 2007, <http://www.MarvinMarshall.com>

***Everything we do in the classroom—
whether it’s the way we say a student’s
name, write on the board, answer the door,
or respond to a PA announcement—sends
either a blue or orange signal.***

— Purkey and Strahan, Authors



Positive Reframes

Directions:

Rewrite the following negative statements or actions so that they express a positive intention on the part of the teacher in the space below, on a separate sheet of paper, or on your mobile device.

1. You continue to look down at your desk while a student waits to talk with you.
2. You roll your eyes and shake your head when a student asks a question.
3. You fold your arms across your chest when responding to a student's request.
4. "Now what is it?" (said impatiently)
5. "What part of 'no' don't you understand?"
6. "You'll never pass this class with work like that."
7. "That question shows that you don't understand the topic at all."
8. "I'm glad you decided to join us." (said sarcastically)
9. "Last year's class finished this chapter in a week, and it's already taken this class two weeks."
10. "You're late." (said accusingly)

Positive Reframes

Light-Hearted Approach

Directions:

1. Read the story below about a high school teacher who takes a light-hearted approach to reframing her comments to express a positive intention and answer the questions that follow in the space below, on a separate sheet of paper, or on your mobile device.

I am a firm believer in positive communication, which is why I have become a voluntary guinea pig in my senior high classroom. Any time my students catch me saying something in a negative way, such as, “We must hurry, or we’ll never finish,” they have permission to stop me by saying, “Reframing time-out!” Whenever this happens, I hold an empty frame around my face, and I repeat my message in a positive way, such as, “Let’s all concentrate so that we finish on time!” This is always accompanied by smiles and laughter, but even more important, it teaches the valuable skill of reframing and builds rapport between teacher and students.

Source: *The Laughing Classroom*. Text copyright 1993 by Diane Loomans and Karen Kolberg. Illustrations copyright 1993 by Martha Weston. Reprinted with permission of H. J. Kramer/New World Library, Novato, CA. www.newworldlibrary.com

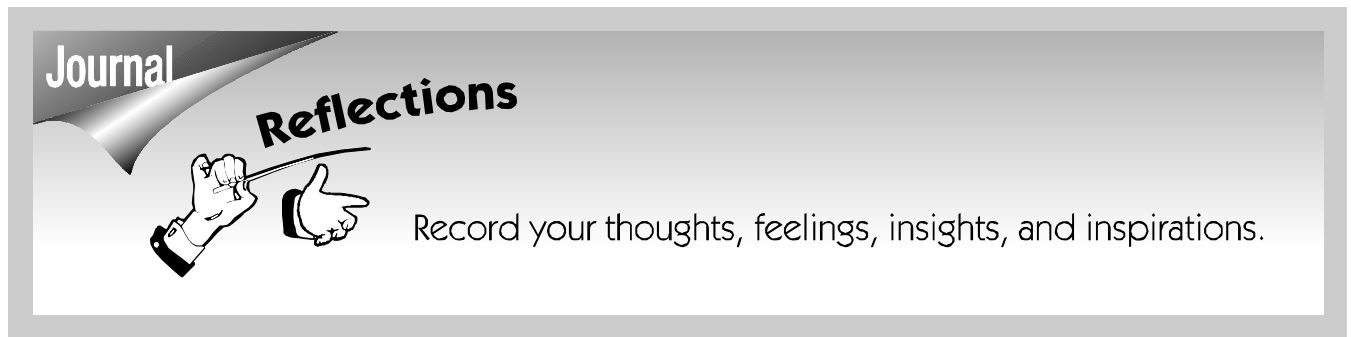
2. What situation occurs in your classroom that you would like to have a positive intention about?

3. Write a positive reframe inside the frame below.

A large rectangular frame with a decorative border. The border consists of a thick black outer line and a thinner grey inner line. At each of the four corners, there is a small, stylized white decorative element resembling a flower or a swirl. The interior of the frame is completely blank, intended for the student to write a positive reframe.

Final Chord

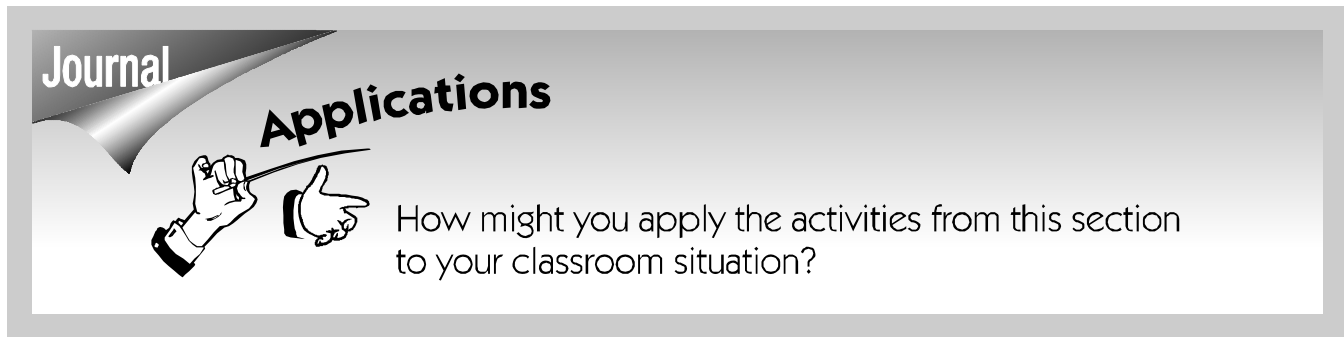
Reflection and Application Journal

**Directions:**

1. Remove the Course Journal from your materials folder.
2. Choose one or more of the questions on this page and write your response.

You may want to consider the following questions:

- What specific actions might you take to increase the time you spend in your desired Caring Control Quadrant?
- Consider the eight classroom climate strategies. Which ones do you want to apply to your classroom?

A graphic with a grey background and a white border. In the top left, the word "Journal" is written in a bold, sans-serif font. Below it, the word "Applications" is written in a larger, bold, sans-serif font. To the left of "Applications" is an illustration of two hands: one is holding a pen and the other is pointing towards the text. To the right of the hands, the text "How might you apply the activities from this section to your classroom situation?" is written in a standard sans-serif font.

Journal

Applications

How might you apply the activities from this section to your classroom situation?

Section Activities

- Four Corners (opening climate activity)
- Match cards to quadrants (Sounds Like cards)
- Four Corners (stations)
 - Alphabet brainstorming
 - T-charts
 - Integrated movements
 - Tower of boxes
- Goal setting (mountain graphic)
- Classroom traditions
- Learning styles celebrations
- Modeling (two-way street)

Section 3: Structuring a Positive Physical Environment

*Everything in the classroom environment
sends a message that either propels
or detracts from learning.*

—Lynn Dhority, Educator



Visualizing Your Classroom

Directions:

1. Take a few minutes to visualize your classroom—close your eyes if that helps—and consider the following questions.
2. Write your responses in the spaces provided, on a separate sheet of paper, or on your mobile device so you can share with a partner.
 - What is the space like?
 - What colors do you see?
 - What textures do you notice?
 - Is there a particular smell?
 - What's the lighting like?
 - Is the temperature warm or cool?
 - Is there any air movement? A breeze?
 - What sounds do you hear?
 - How would you describe this place to others? What words would you use?
 - What feelings or emotions do you have?
 - What does this place *say* to you?
 - How do you act while you are here?

Classroom Floor Plan

Directions:

1. Sketch a floor plan of your classroom, including desks, chairs, bookshelves, file cabinets, bulletin boards, closets, and so on in the space below, on a separate sheet of paper, or on your mobile device.

Prelude

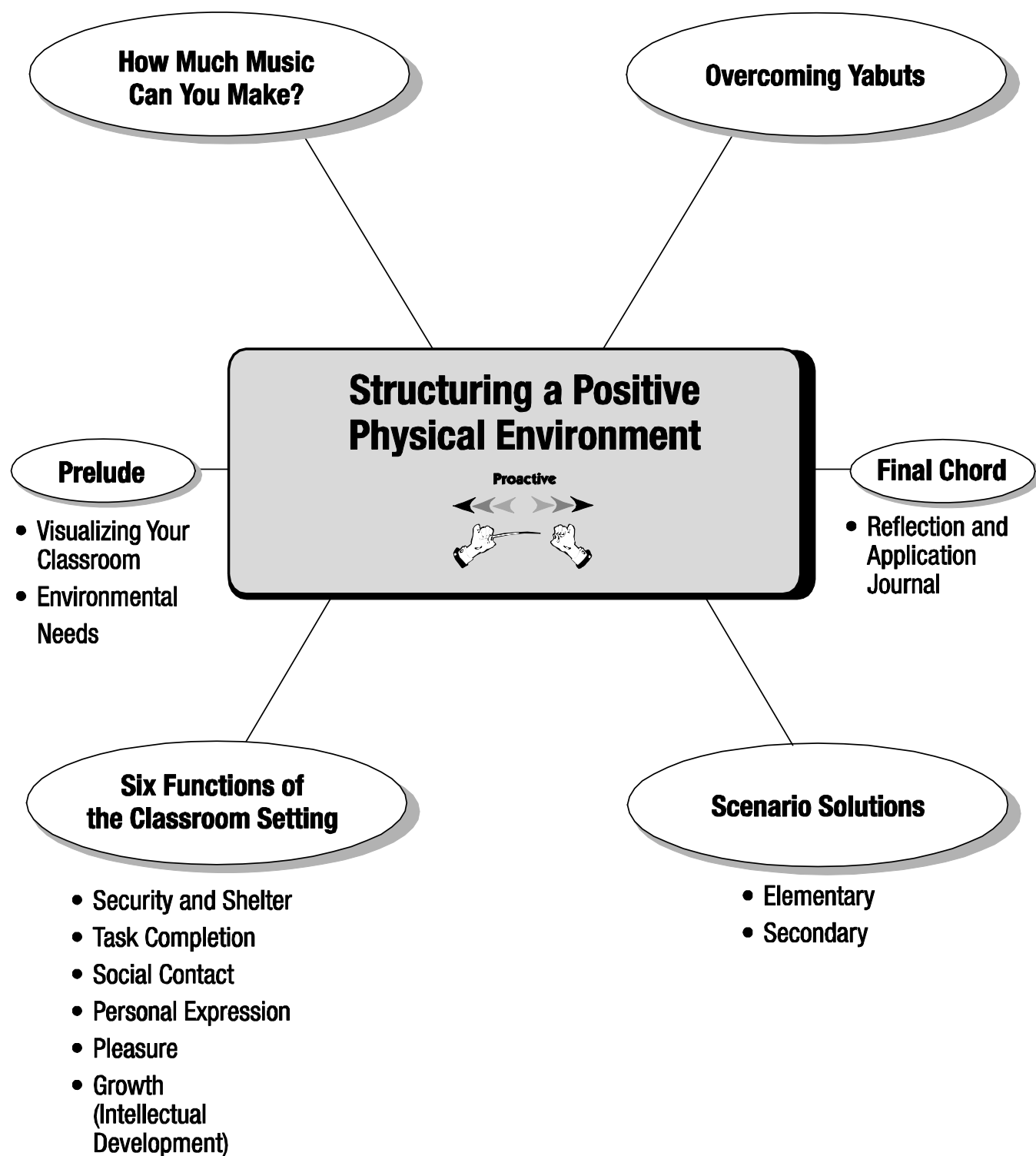
Section 3: Overview

As teachers, we spend a lot of time thinking about what we'll teach and how we'll teach it. We plan lessons and units and reflect on the latest innovative instructional approaches, yet we often overlook one of the basic elements of a constructive learning environment—the design of the physical classroom space. This is a serious oversight, because *space matters*, both directly and indirectly. A well-arranged classroom sets the stage for effective learning and prevents many classroom management issues before they ever begin.

Section 3: Objectives

After completing this section, you will be able to:

- Identify possible messages communicated to students by the physical setting of your classroom.
- Use a checklist to evaluate the six functions of the classroom setting.
- Apply 22 strategies for creating an effective, positive classroom setting.
- Determine what aspects of your physical arrangement may be contributing to behavioral problems.
- Modify the environment of your classroom as needed.

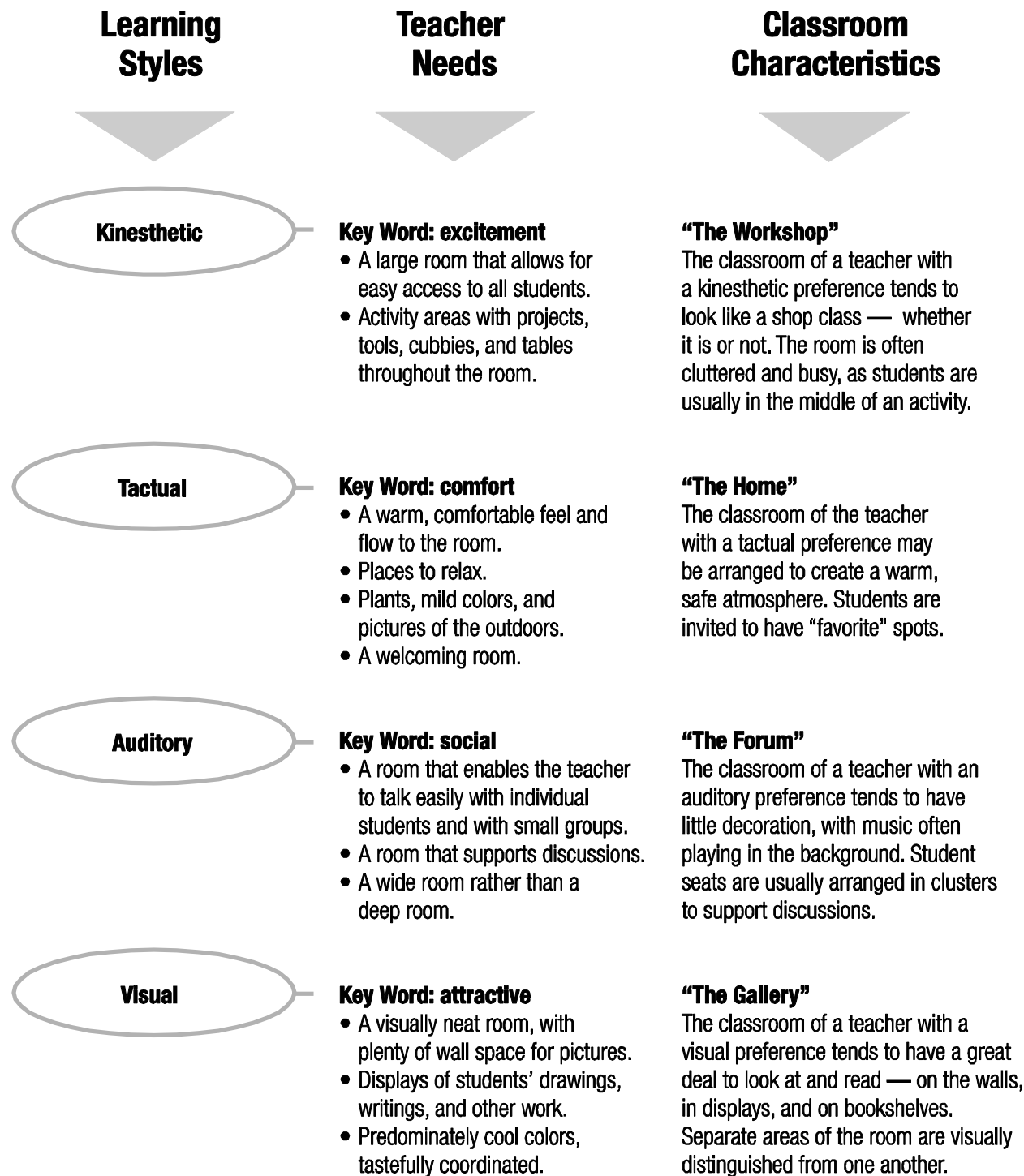


Research Quotations

- Many classroom management problems can be minimized by assessing room arrangements and increasing teacher movement (Kern & Clemens, 2007; Wannarka & Ruhl, 2008). By manipulating the space between teacher and students, as well as the space between students, teachers can avoid confrontational conditions and deescalate confrontation if it occurs (Neill & Caswell, 1993).
- Students remain engaged in learning longer when desks are arranged appropriately for the task at hand (Richards, 2006; Wannarka & Ruhl, 2008). For example, U-shaped arrangements worked better for class discussions, while rows were preferable for test taking.
- The physical environment impacts students' achievement (Bullock, 2008; Dyck, 2002; Earthman, 1998; Yarbrough, 2000). Students in above-standard buildings scored higher in all academic subjects by 4 to 5 percentile points (Cash, 1993). In some cases student achievement improved up to 17 percentile points.
- Students are more likely to monitor their progress, follow instructions, or ask for help when participating in small groups (Straight & Supplee, 2002).
- Furniture arrangements, clutter, cleanliness, decorations, displays, lighting, and sound all communicate messages about the physical and resulting psychological climate of the classroom. Each classroom conveys its unique ambience, shaped intentionally or incidentally by the teacher (McKenna, 2010; Richards, 2006; Tate, 2007).
- The physical environment directly influences teachers' and students' attitudes (Moore & Lackney, 1994) and their ability to perform (Schneider, 2002a).

Environmental Needs

Teachers



Environmental Needs

Students

Learning Styles



Student Needs



Kinesthetic

Space to move about, activity areas.

The kinesthetic student prefers a physically engaging room with bright colors, a number of activity areas, and materials. Crowded and noisy conditions—a natural by-product of an activities-based classroom—are okay as long as the activities are worthwhile.

Tactual

Comfortable surroundings and atmosphere.

The tactual student prefers a homey room with warm colors and a harmonious atmosphere. The tactual student can comfortably share space with a moderately-sized class as long as there are places for privacy, to just *be*.

Auditory

Companionable seating, good acoustics.

The auditory student prefers a social room, organized in a way that invites conversation. Music and harmonious sounds are appreciated. The room can be full of students as long as it is not noisy.

Visual

An attractive, neat, visually stimulating room.

The visual student prefers a room with lots of interesting things to see and study, all visible from a central location. The visual student is most comfortable in a well-spaced room in which students are not crowded.

Six Functions of the Classroom Setting

The six functions of the physical environment, first identified by Fred Steele, relate to a wide variety of physical settings, including offices, homes, stores, and malls. In her books *Elementary Classroom Management* and *Secondary Classroom Management*, Carol Weinstein identifies practical ways to apply Steele's six functions to the classroom.

Function I: Security and Shelter **pages 61–67**

The classroom setting provides physical and psychological security and comfort.

Function II: Task Completion **pages 68–77**

The classroom setting supports the specific learning tasks to be carried out there.

Function III: Social Contact **pages 78–81**

The classroom setting is arranged to suit the amount of student interaction desired.

Function IV: Personal Expression **pages 82–84**

The classroom setting reflects the teacher's and students' backgrounds, activities, accomplishments, and preferences.

Function V: Pleasure **pages 85–88**

The classroom setting is attractive and aesthetically pleasing.

Function VI: Growth—Intellectual Development **pages 89–90**

The classroom is equipped with materials and resources that promote students' intellectual growth.

From Carol Simon Weinstein and Andrew Mignano, Jr., *Elementary Classroom Management: Lessons from Research and Practice*, Copyright © 1993, McGraw Hill. Reproduced with permission of the McGraw-Hill Companies.

Six Functions of the Classroom Setting

Creating *Function* Presentations

For the *Function* your group has been assigned:

Directions:

1. Complete the **Checklist** from the perspective of a learner in the room where you are taking this class. (A copy of each checklist can also be found in your materials folder.)
2. Be prepared to explain your reasons for responding as you do.
3. Read and study **Implications for Classroom Management and Classroom Setting Strategies**, including any additional information that is provided for certain strategies.
4. Work as a group and create a visual that illustrates the *Implications* and *Strategies* information.
5. Create a **Kinesthetic Memory Hook**, a simple physical movement that represents your group's function. This movement will serve as a memory hook that you will teach to the class.

Group Presentations

Directions:

1. Plan how your group will present your *Function* information based on the following guidelines:
 - Teach the class the **Kinesthetic Memory Hook**. (1 minute)
 - Summarize your analysis of the **Checklist** items. (1 to 2 minutes)
 - Present the information about **Implications for Classroom Management and Classroom Setting Strategies**. (3 to 5 minutes)

Function I: Security and Shelter

Checklist for the Classroom

Physical security	Yes	Somewhat	No
The classroom is in good repair. (Notice if anything is broken, such as ceiling tiles, lights, or windows. Notice if the carpet is stained or torn, or if the chairs wobble.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Floor space is free from cords and other obstacles.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Potentially dangerous supplies and materials (such as chemicals and scissors) are dealt with safely.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Furniture is the appropriate size and height for students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Special needs are accommodated.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Psychological security			
Furnishings and materials are soft and inviting. (Notice one or more specific features you find soft and inviting.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Space is arranged for freedom from interference. (Notice if there is enough space between students to allow them to move about easily without bumping one another.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There are places in the classroom for privacy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Every student and teacher has a designated space for personal belongings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Note: This page can also be found in your materials folder.

From Carol Simon Weinstein and Andrew Mignano, Jr., *Elementary Classroom Management: Lessons from Research and Practice*, Copyright © 1993, McGraw Hill. Reproduced with permission of the McGraw-Hill Companies.

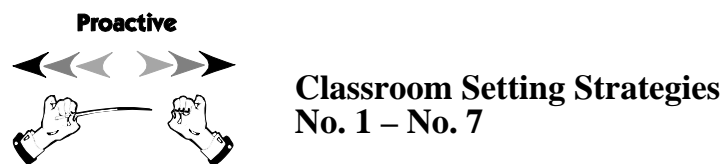
Function I: Security and Shelter

Implications for Classroom Management

Security and Shelter encompasses two areas: *Physical Security and Psychological Security*.

Physical Security is the condition of having a physically safe, functional classroom. It is the most basic functional criterion that must be met in order for students to learn. While all classrooms need to be free of environmental hazards, some—such as chemistry, biology, and art—are more conducive to injury than others. As teachers, we often have little control over the physical environment in which we teach. All we can do is focus on those elements of the physical environment we can control.

Psychological Security is the feeling that the classroom is a secure, comfortable place to be. Establishing a warm psychological climate is a prerequisite for a focused learning environment. The physical environment has a direct influence on the psychological environment.



Classroom Setting Strategy No. 1 (Physical Security): Know how to respond to emergencies.

Be prepared for whatever emergencies may arise.

- Keep a first-aid kit in your classroom.
- Have a readily available list of parents, doctors, and emergency phone numbers.
- Know where the nearest phone is.
- Keep cleaning supplies stocked in preparation for spills, broken glass, and other accidents.
- Know how to contact the maintenance personnel.
- Know the location of the closest fire extinguisher.
- Practice safety drills for emergencies such as fires, floods, earthquakes, tornadoes or hurricanes.

Source: Jensen, Eric (2003), *Environments for Learning*, San Diego, CA: The Brain Store www.thebrainstore.com

Classroom Setting Strategy No. 2 (Physical Security):**Eliminate hazards, and safely handle supplies.**

Repair or remove items that may cause accidents, such as faulty light fixtures, loose wall shelves, or impediments to the flow of traffic. Find out your school's policy for ordering, using, and storing all supplies, especially potentially dangerous materials. Teach students know how to correctly handle common items such as scissors, glue, and paint.

Classroom Setting Strategy No. 3 (Psychological Security):**Add elements of softness to your classroom.**

Schools are traditionally places with a lot of hard surfaces. Create softness in your classroom through the use of carpeting, cushions, furniture, and decorations. Increasing students' comfort level has a positive effect on student participation in class—in one study, the average number of students' comments doubled once elements of softness were added to the classroom (Cooper & Simonds, 2003).

Classroom Setting Strategy No. 4 (Psychological Security):**Arrange students' seats according to their learning style preferences.**

Matching students' natural learning style preferences with where they are seated in the classroom can contribute to students' feelings of comfort and security.

- **Kinesthetic**—Kinesthetic students need to move. Seat them where they can move without disturbing others.
- **Tactual**—Tactual students need to *keep tabs* on their environment. They are most comfortable in a central area where they can see (and feel) the whole classroom.
- **Auditory**—Auditory students need to be up front and in the midst of classroom conversation. They are most comfortable where they can hear and be heard easily.
- **Visual**—Visual students want to be able to see everything. Giving them a large personal space in the back of the room will add to their comfort.

Also review page 65, “Seating Zones of Learning Style Preferences,” for Classroom Setting Strategy No. 4.

Classroom Setting Strategy No. 5 (Psychological Security):

Arrange the room so students are free from interference, intrusions, and distractions.

Remove any physical or visual distractions—this strategy is especially important for students who can become easily distracted. Make sure there is enough space around students to allow them to move about easily without bumping one another.

According to Fred Jones, “The objective of room arrangement is to create walkways” (p. 32). Jones believes teachers must be able to stand at the front of the room and get to all students easily to supervise their work. He recommends teachers make compact room arrangements that contain two broad aisles, which he calls “boulevards.”

The most important feature of room arrangement is not where the furniture goes, but, rather, where the furniture does not go.

Source: Jones, Fredric H. Ph.D. Fred Jones Tools for Teaching: Discipline, Instruction, Motivation, 2000.

Classroom Setting Strategy No. 6 (Psychological Security):

Provide students with one or more places for privacy.

Students often spend hours a day with large groups of their peers. For many, so much time in a group can be stressful and over stimulating. Providing students with a private space where they can be alone gives them an opportunity to regain their emotional balance and mental focus. You may designate this private space as a place for a *positive time-out*.

Also review page 66 “Creating a Private Space” for Classroom Setting Strategy No. 6.

Classroom Setting Strategy No. 7 (Psychological Security):

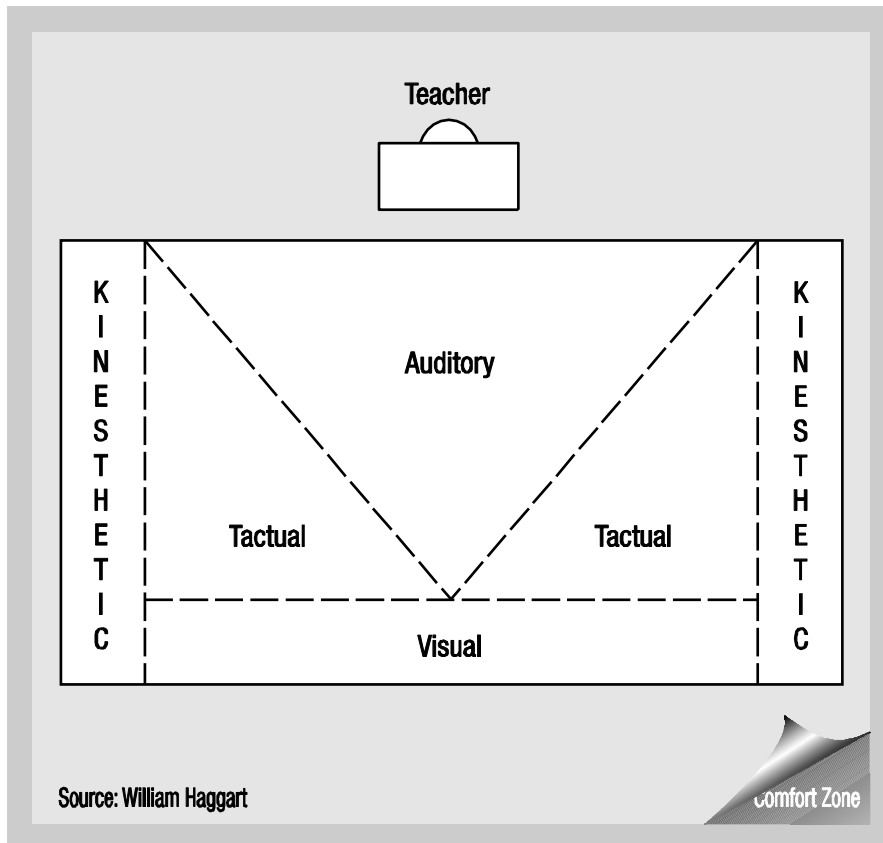
Provide students with places to store personal belongings.

Elementary students often have desks and cubbies for their personal items; however, it can be challenging to provide personal space for high school students who change classes each period. Individual hooks, plastic storage bins, and reserved space on a bookshelf may be used for backpacks and other personal items.

Function I: Security and Shelter

Seating Zones of Learning Style Preferences (Classroom Setting Strategy No. 4)

Matching students' natural learning preferences with where they are seated in the classroom can contribute to students' feelings of comfort and security. Below is a view of students' comfort zones based on their learning styles.



Function I: Security and Shelter

Creating a Private Space (Classroom Setting Strategy No. 6)

When students are feeling stressed and need a quiet place to sort out their feelings, pull themselves together, decide on a positive action, or just spend some time alone, they can go to a private space to take a *positive time-out*. Students may choose to go to the private space without providing an explanation to their teacher, and once students are in the private space, no other students may interact with them. Taking a positive time-out is strictly voluntary—it is not a punishment and students may not be sent to the positive time-out spot.

This strategy promotes responsibility because it encourages students to take ownership of their feelings and choose appropriate action by taking a time-out when they need one. If you're concerned about students taking advantage of the time-out space to avoid working, you may want to set a limit on how many time-outs a student can take in a week or a day, and how long each time-out can last.

The private space doesn't need to be visually cut off from the rest of the room, nor does it need to involve a lot of work or complicated classroom redesign.

Involve students in the process of creating their positive time-out space. They can help in selecting a theme, choosing a name, and designing decorations. For example:

- **The Rain Forest**

Set up a comfy chair in front of a student-made mural of a rain forest. Hang plants, such as ferns and philodendrons, to create a jungle effect. Provide some of stuffed animals for holding and a Walkman so students can listen to rain forest sounds or soothing music.

- **A Beach Break**

Lay out a large beach blanket, set out a lounge chair and an umbrella, and put up posters of the ocean. Display interesting shells next to a shell identification book. Place a sand tray with a small rake and a container of rocks next to it. Students can create their own designs and arrangements.

- **Australia**

Educational consultant Susan Kovalik suggests creating *Australia*, based on the book *Alexander and the Terrible, Horrible, No Good, Very Bad Day*, by Judith Viorst. In summary, Alexander wakes up one morning and everything starts going wrong—both at home and at school. He has one disappointment after another. Alexander decides that the best way for him to handle his problems is to go to Australia. A

momentary trip to *Australia* in the classroom may give students the break they need from the pressures they feel.

- **The Quiet Corner**

Create a cozy nook equipped with a rocking chair or large pillows, a small blanket, and a good reading lamp. The corner may be partially screened from view by a bookshelf containing interesting fiction and nonfiction books, coffee-table books with dynamic photographs, and magazines. Puzzles and manipulatives may also be supplied.

Additional Ideas:

*We spend a lot of time in our classrooms,
and we want them to be safe, comfortable,
pleasurable places to be. This is especially
important in a world where more and
more of our students live in impoverished,
unstable, sometimes unsafe
home environments.*

—*Effective Classroom Management* CD-ROM



Function II: Task Completion

Checklist for the PLS Classroom

	Yes	Somewhat	No
Work areas are arranged for specific tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pathways are designed to avoid congestion and distraction. (Notice size and location of pathways.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Frequently used materials are readily accessible to students. (Notice what materials are readily accessible.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shelves and storage areas are well organized so that it is clear which materials belong where.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The teacher's desk and materials are placed in convenient and appropriate locations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The seating arrangement allows students a clear view of instructional presentations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

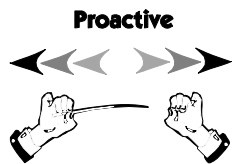
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Function II: Task Completion

Implications for Classroom Management

Task completion refers to the ways the environment can be set up to help teachers and students carry out learning tasks and activities. You can avoid many management problems by setting up the classroom appropriately for the specific tasks you want to accomplish.



Classroom Setting Strategies No. 8 – No. 14

Classroom Setting Strategy No. 8:

Create work areas to support specific tasks.

Elementary classrooms typically have designated learning areas. For very young students, it may be helpful to clearly spell out the type of activity that is to be done in each area. For example, “The desks are for work, the rug is for play, and the large table is for discussion.”

Secondary classrooms often consist only of rows of desks and chairs. However, providing specific areas for discussion, independent work, or small-group projects adds variety and helps focus students’ attention. Bookshelves, filing cabinets, and movable dividers can all be used to establish boundaries within the classroom.

Classroom Setting Strategy No. 9:

Choose the most appropriate seating arrangement for each task.

There are four main types of seating arrangements; each has advantages and disadvantages when used with various tasks. The four main arrangements are:

- **Rows**—Rows may be horizontal, vertical, or U-shaped.
- **Semicircle**—A semicircle may be V-shaped or U-shaped. It may be arranged with chairs only, or with desks and chairs.
- **Small Groups or Clusters**—Small groups may be arranged with chairs only, or with desks and chairs. Chairs or desks may be arranged into a few large clusters rather than into many small clusters.
- **Large Circle**—A large circle may be arranged with chairs only, with desks and chairs, or around a table with chairs.

No matter what seating arrangement you use, individual study stations—such as carrels or desks facing away from other desks—may be placed around the room. Individual study stations provide privacy and freedom from visual distractions. Also review pages 72–76, “Seating Arrangements,” for Classroom Setting Strategy No. 9.

Classroom Setting Strategy No. 10:

Provide all students with a clear line of view to instruction.

Students are more inclined to pay attention and participate when they can easily see the board and presentations without any visual interference.

Classroom Setting Strategy No. 11:

Design pathways to avoid congestion.

Access to high-traffic areas such as water fountains, pencil sharpeners, and wastepaper baskets should be clearly visible and as far away as possible from students' desks. Pathways should go around rather than through work areas. (This strategy relates to "Strategy No. 5: Arrange the room so students are free from interference, intrusions, and distractions.")

Classroom Setting Strategy No. 12:

Locate materials and supplies in easily accessible, clearly marked storage areas.

Many classroom management disruptions occur when students are getting supplies to do a project or cleaning up at the end of a class period. Giving students easy access to supplies and clearly labeling where they are stored can minimize problems.

Classroom Setting Strategy No. 13:

Locate the teacher's desk in a convenient and appropriate location.

In many classrooms, the teacher's desk is located at the front; however, this may not be the best place for it. Locating your desk in a back corner, for example, may allow you to confer with students one-on-one in a more discreet way, maintaining students' dignity.

Also review page 77, "The Teacher's Desk," for Classroom Setting Strategy No. 13.

The teacher is responsible for organizing a well-managed classroom where students can learn in a task-oriented environment.

—Harry K. Wong & Rosemary T. Wong, *The First Days of School*



Classroom Setting Strategy No. 14:**Use location anchors to alert students to pay attention to specific instructional messages.**

Designate specific spots where you will stand in the classroom to accomplish specific instructional goals.

In *Quantum Teaching: Orchestrating Student Success* (1999), by Bobbi DePorter, Mark Reardon, and Sarah Singer-Nouri, these spots are referred to as *location anchors*.

They may include:

- **Instruction Spot**

This is usually located at the front of the room, near the overhead projector and board, where demonstrations are performed.

- **Discipline Spot**

This is often located at the side of the room or near the posted rules, from where students receive feedback regarding their behavior. When speaking from this spot, lower your voice, slow your speaking rate, breathe, and stand still. Use purposeful eye contact.

- **Story Spot**

Stand in this spot when telling stories or jokes. Use an inflected voice, grand gestures, and exaggerated facial expressions.

- **Hot Tips Spot**

Mark this spot with a large X on the floor. Step onto the spot, lower your voice to a whisper, and deliver key information, ideas, or tips.

Source: DePorter, Reardon, and Singer-Nourie, *Quantum Teaching: Orchestrating Student Success*, Published by Allyn and Bacon, Boston, MA. Copyright © 1999 by Pearson Education. Adapted by permission of publisher.

Function II: Task Completion

Seating Arrangements (Classroom Setting Strategy No. 9)

The seating arrangements you use in your classroom send a clear message to students about your philosophy of learning. Make sure your seating arrangements match your instructional objectives. There are four main seating arrangements:

- **Rows**
- **Semicircle**
- **Small Groups or Clusters**
- **Large Circle**

You will find additional information for each of these arrangements on pages 73–76, “Seating Arrangements,” for Classroom Setting Strategy No. 9.

Tip:

When you’re planning your seating arrangements, be sure to *experiment*. Seating shouldn’t be permanent; it should change with the activity and lesson. Monitor the effects of your seating pattern, and don’t be afraid to experiment with different arrangements to achieve different results.

***The single most important decision
influencing the physical classroom
environment is the seating arrangement
assigned to students.***

—Ronald L. Partin, Classroom Teacher’s Survival Guide



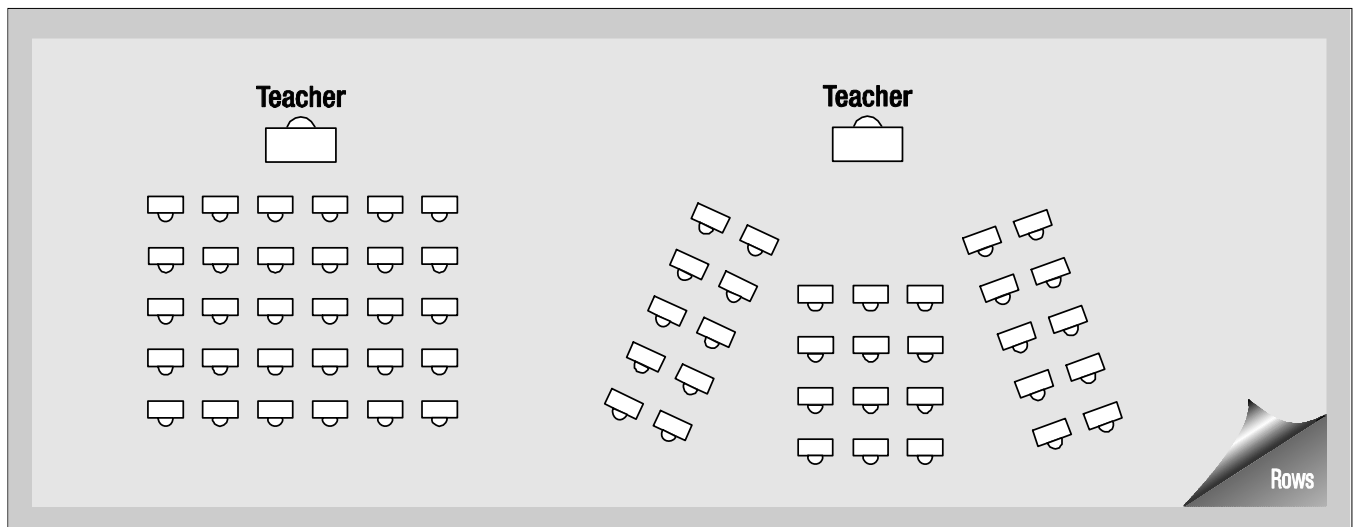
Function II: Task Completion

Seating Arrangements

(Classroom Setting Strategy No. 9)

Row Variations

In rows, students do tasks based on teacher-directed communication and activity. All eyes are on the teacher, who is the clear instructional leader. Students wait for the teacher's direction.



This arrangement supports:

- Independent seatwork.
- Direct instruction.
- Media presentations (overhead projector, films, etc.).
- Test taking.

This arrangement doesn't support:

- Class discussions.
- Brainstorming.
- Cooperative learning activities.

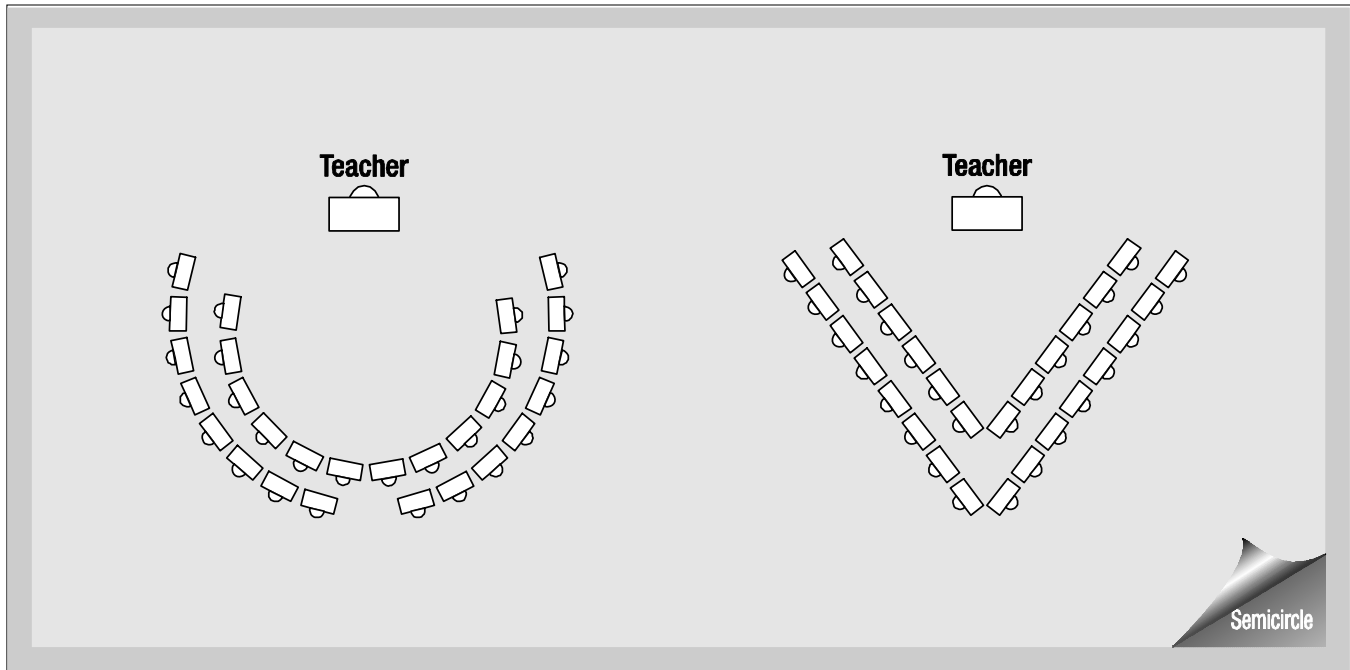
Source of row variation on right in above graphic: Jones, Fredric H. Ph.D. Fred Jones *Tools for Teaching: Discipline, Instruction, Motivation*, 2000.

Function II: Task Completion

Seating Arrangements (Classroom Setting Strategy No. 9)

Semicircle Variations

In semicircles, students learn through a combination of teacher-directed tasks and class discussions. Though the teacher leads much of the instruction, he or she also provides opportunities for student participation.



This arrangement supports:

- Independent seatwork.
- Direct instruction.
- Media presentations (overhead projector, films, etc.).
- Class discussions.

This arrangement doesn't support:

- Small-group projects.
- Cooperative learning activities.

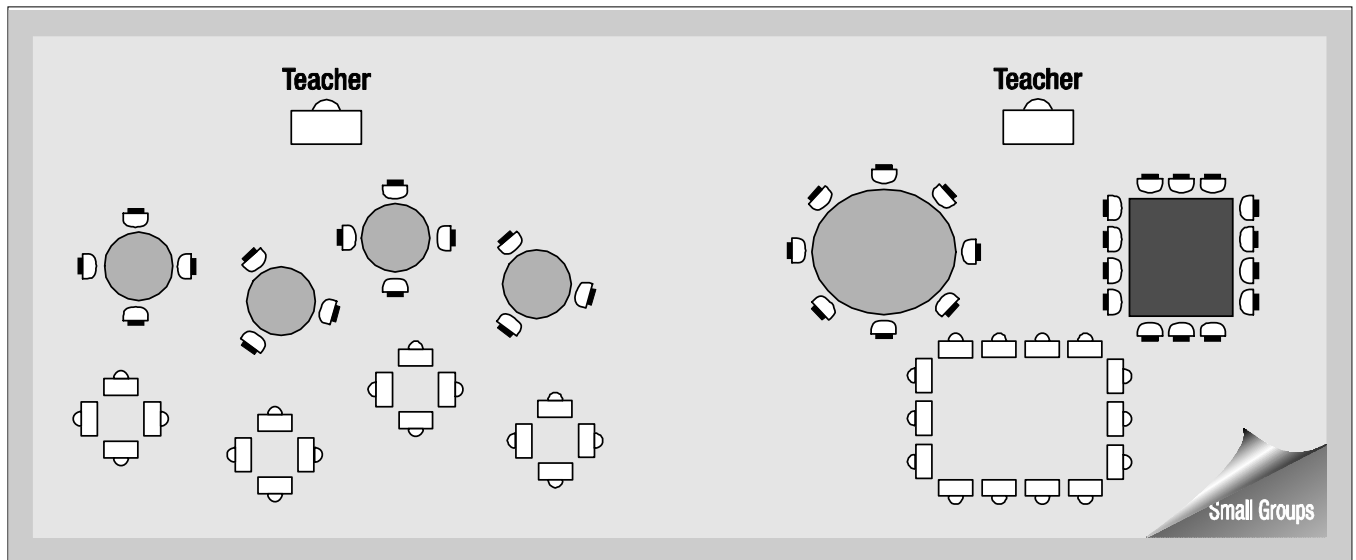
Function II: Task Completion

Seating Arrangements

(Classroom Setting Strategy No. 9)

Small-Group or Cluster Variations

In small groups or clusters, students conduct their own learning in cooperation with a small number of classmates. Through self- and peer-directed tasks, students learn from one another while the teacher acts as a *resource* or a *catalyst* for learning.



This arrangement supports:

- Small-group projects and discussions.
- Brainstorming sessions.
- Cooperative learning activities.
- Group problem-solving activities.

This arrangement doesn't support:

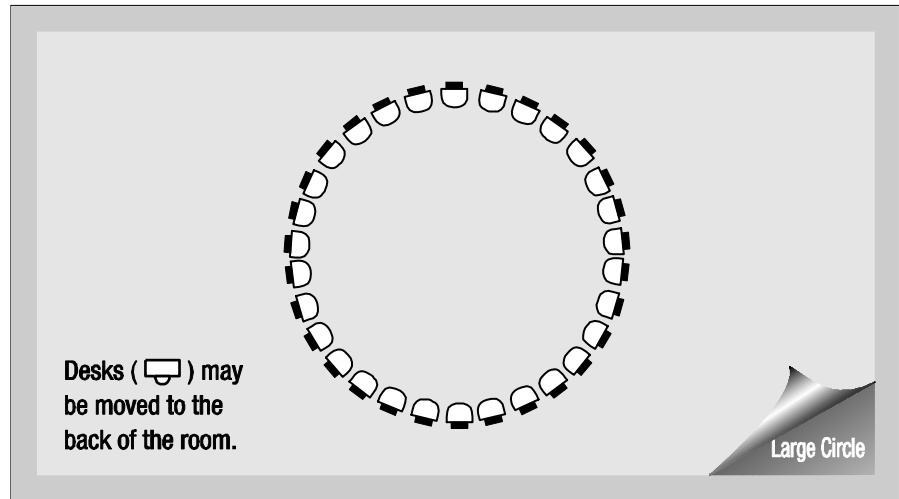
- Independent seatwork.
- Test taking.
- Whole-class presentations or discussions.

Function II: Task Completion

Seating Arrangements (Classroom Setting Strategy No. 9)

Large Circle

In a large circle, students do tasks based on whole-class involvement and peer relationships. Students have a high potential for involvement and interaction. The teacher participates as a group member.



This arrangement supports:

- Whole-class discussions, problem solving, decision making, and brainstorming.
- Community or class meetings.

This arrangement doesn't support:

- Independent seatwork.
- Test taking.
- Direct instruction.
- Media presentations.
- Small-group projects.

Function II: Task Completion

The Teacher's Desk

(Classroom Setting Strategy No. 13)

The following story, from Robert Sylwester's *A Biological Brain in a Cultural Classroom* (2000), illustrates why teachers may want to reconsider where they place their desks.

A Desk with a View

An elementary teacher was holding monthly meetings to allow students to debrief life in the classroom and identify *curiosities*. She discovered that periodically, a student would identify something reasonably important that she and others had not noticed.

One year at the end of October, a student remarked that the teacher had the biggest desk in the room and it was arranged so that her total area took up as much space as several student desks. Furthermore, her desk was located in the best spot in the room, with a great view of the mountains, and yet she never used it during the day. So the issue was, why did she get the most and best real estate in the room and didn't even use it? The teacher had been teaching for years and had never realized what her student had observed. The result was that she asked her class to help her move her desk into the corner with the lowest real estate value, thus freeing up a lot of classroom space. They then worked out a revolving schedule that allowed three students each month to temporarily move into the prime real estate area with the great view.

Source: Robert Sylwester, *A Biological Brain in a Cultural Classroom*, p. 64, copyright © 2000 Sage Publications. Reprinted with permission of Sage Publications, Inc.

Function III: Social Contact

Checklist for the Classroom

	Yes	Somewhat	No
Seating arrangements are compatible with the amount of social contact the teacher desires students to have.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The teacher has easy access to all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There is a large <i>action zone</i> . (The <i>action zone</i> is the area of the classroom in which the teacher has the highest degree of influence and impact on students.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

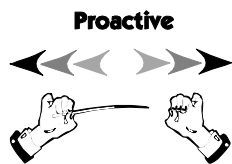
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Function III: Social Contact

Implications for Classroom Management

Every room sends a message to students about whether or not it's okay for them to communicate with one another. It's important to make sure that the message sent by your room matches your desired level of student-to-student interaction. You can avoid many classroom management struggles when the physical environment you've created is congruent with your goals for social contact.



Classroom Setting Strategies No. 15 – No. 17

Classroom Setting Strategy No. 15:

Arrange the room to suit the amount of student interaction desired.

The seating arrangement in a classroom influences both the amount and nature of interactions among students and between students and the teacher. For example, arranging desks in clusters encourages students to talk to one another, while arranging desks in rows discourages discussion among students. Also review page 80, “Degree of Contact and Seating Arrangements,” for Classroom Setting Strategy No. 15.

Classroom Setting Strategy No. 16:

Arrange the room for easy access to all students.

Having easy access to all students allows you to monitor and respond to many types of classroom management issues, including giving encouragement and support to struggling students, monitoring students to make sure they stay on task, and intervening in confrontations among students. Close proximity and direct eye contact are powerful nonverbal cues that are delivered most effectively when you have easy access to all students.

Classroom Setting Strategy No. 17:

Create a large action zone.

The *action zone* is the area of the classroom in which the teacher most successfully engages students in learning. It is defined in terms of proximity to the teacher. Students who sit in the action zone often participate more, have more positive attitudes, and achieve more than students who sit at the periphery of the classroom. Moving throughout the room as you teach varies the location of the action zone, maximizing the number of students who are engaged in learning. Also review page 81, “The Action Zone, Learning Styles, and Participation,” for Classroom Setting Strategy No. 17.

Function III: Social Contact

Degree of Contact and Seating Arrangements (Classroom Setting Strategy No. 15)

Seating arrangements either support or discourage interactions among students and between students and the teacher.

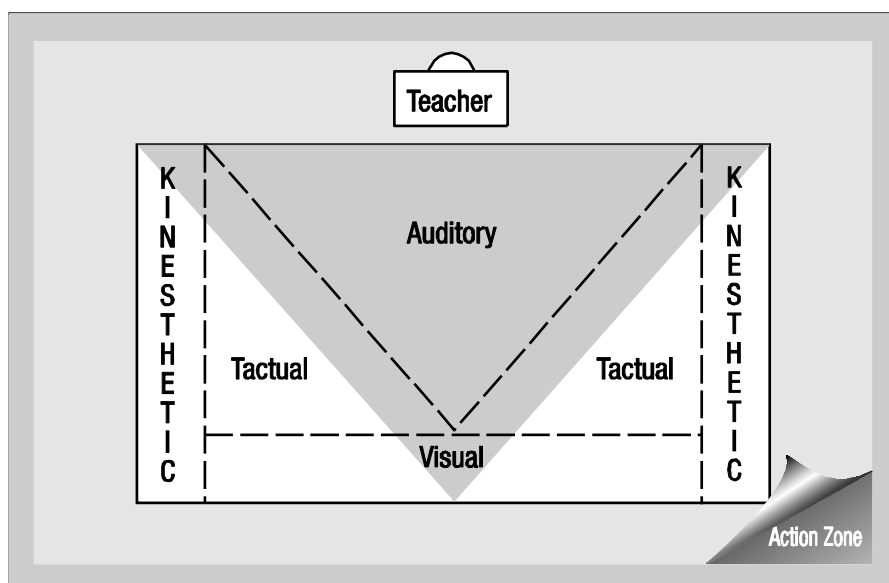
		Degree of Contact	
		LOW	HIGH
Seating Arrangements:			
Rows			
Among students		X	
Between student and teacher			X
Semicircle			
Among students		X	
Between student and teacher			X
Small Groups or Clusters			
Among students			X
Between student and teacher		X	
Large Circle			
Among students			X
Between student and teacher			X
Individual Study Stations			
Among students		X	
Between student and teacher			X

Function III: Social Contact

The Action Zone, Learning Styles, and Participation (Classroom Setting Strategy No. 17)

Seating Students by Learning Style Preferences

Students' learning style preferences determine where they prefer to sit. Notice that students with an auditory preference—the most naturally verbal students—prefer seats that are located in the action zone (indicated by bold line). The comfort zones of students with visual, kinesthetic, and tactual preferences are located primarily outside of the action zone.



Students' Participation According to Seating

Notice that sitting in the action zone increases student participation.

57%	61%	57%
37%	54%	37%
41%	51%	41%
31%	48%	31%

Action Zone

Source: Cooper, P.J., and Simonds, C.J. (2002). *Communication for the Classroom Teacher, 7th ed.*

Function IV: Personal Expression

Checklist for the Classroom

	Yes	Somewhat	No
Students' work is displayed. (Notice <i>how much</i> student work is displayed.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The room reflects students' backgrounds, activities, accomplishments, and preferences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The room reflects the teacher's goals, values, views of the content, and beliefs about education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The room is personalized.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

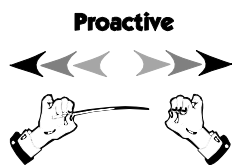
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Function IV: Personal Expression

Implications for Classroom Management

Personal expression refers to the information provided by a setting about the people who spend time there. Simply stated, it means personalizing a classroom. Displaying students' work and items they find meaningful communicates to them that they are important and special. Students are more likely to take care of a classroom that they think of as theirs. Personalizing the classroom with information about yourself communicates to your students that in addition to being a teacher, you are a real person.



Classroom Setting Strategies No. 18 – No. 19

Classroom Setting Strategy No. 18: Display students' work.

In addition to displaying students' assignments, tests, and projects, have students contribute to bulletin boards related to the content being studied. For example, students could gather information and draw pictures to make a display of their state's endangered species for an elementary science class.

Because some students may be embarrassed by having their work displayed, be sure to check with them before putting *anything* up for public view.

Classroom Setting Strategy No. 19: Display personal information about your students and yourself.

Create displays that reflect your students' backgrounds, accomplishments, and activities. One teacher displayed flags of all the countries represented in her classroom as a way to acknowledge her respect for her students' cultural backgrounds.

And don't forget yourself. Let your students know who you are by displaying something personal about yourself. Whether it's your Mickey Mouse collection, your great-grandmother's quilt, or photos of your trip to Europe, let students see your personal side.

Also review page 84, "Personalizing Your Classroom," for Classroom Setting Strategy No. 19.

Function IV: Personal Expression

Personalizing Your Classroom (Classroom Setting Strategy No. 19)

There are a rich variety of ways you can personalize your classroom. Below are just a few examples.

Possible ways to symbolically represent *yourself* in the classroom:

- Share your favorite collection, such as model airplanes, stamps, or comic books.
- Display family photos.
- Hang your diplomas and certificates on the wall.
- Bring in furniture, paintings, or other arts and crafts created by you or a loved one.
- Bring in your favorite music, and play it at appropriate times during class.
- Give a slide show of a recent outdoor expedition you've taken.

Possible ways to symbolically represent your *students* in the classroom:

- Post newspaper clippings regarding your students' accomplishments in sporting events, spelling tournaments, and so on.
- Individually decorate students' cubbies (or other personal space), or have students decorate them themselves.
- Have students make collages that represent their personalities and interests.
- Celebrate each student's birthday: take a photo of the student, and post it on a bulletin board along with cards made by other students.

Function V: Pleasure

Checklist for the Classroom

	Yes	Somewhat	No
The classroom is attractive and aesthetically pleasing. (Notice what you find attractive.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There is one or more of the following: soft lighting, plants, warm colors, banners, bulletin board displays, photos, posters.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The classroom is uncluttered, yet has an appropriate amount of stimulation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

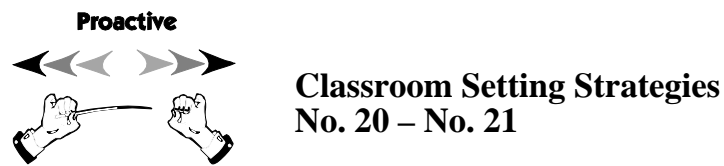
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Function V: Pleasure

Implications for Classroom Management

Studies suggest that students learn best in attractive classrooms. Aesthetically pleasing classrooms have been shown to positively influence students' behavior including improving attendance and feelings of group cohesion as well as increasing persistence on tasks and class participation. A neat, orderly classroom is safer and easier to clean and can help keep students focused. According to Weinstein (1996), the general principle to keep in mind in creating a pleasing environment is *moderate and orderly variation*.



Classroom Setting Strategy No. 20:

Add aesthetically pleasing elements.

In addition to elements of softness (as mentioned in Strategy No. 3), soft lighting, plants, warm colors, banners, bulletin board displays, photos, and posters are all ways to add to the aesthetics of the classroom. Because individuals differ in what they find pleasing, include students' thoughts and ideas in your classroom design.

Also review page 87, "The Eye of the Beholder," for Classroom Setting Strategy No. 20.

Classroom Setting Strategy No. 21:

Unclutter your classroom.

Just as adding pleasing elements helps a room's aesthetics, getting rid of things can also enhance its appeal. Too much *stuff* crowding shelves, bulletin boards, and tables can be over-stimulating and may cause the room to feel chaotic and disorganized. Find the balance between having a barren, sterile environment and a crowded, cluttered environment.

Function V: Pleasure

The Eye of the Beholder

(Classroom Setting Strategy No. 20)

- “Todd-Mancillas (1982) reviewed research demonstrating that color, lighting, and temperature all affect the classroom climate. For example, warmer colors (yellows and pinks) are best for classrooms with younger students; cool colors (blues and blue-greens) are best for classrooms with older students.”
- “Lighting can affect student-teacher communication. Poor lighting can lead to eyestrain and fatigue, resulting in frustration and even hostility.”
- Temperature plays an important role in the learning environment. “If the classroom is too hot, learning may be affected because students become irritable and anxious to leave. If the room is too cold, it’s difficult to concentrate on learning. The classroom temperature for optimal student performance appears to be 66 to 72 degrees.”

Source: Pamela J. Cooper and Cheri J. Simonds *Communication for the Classroom*, 7th ed. Published by Allyn and Bacon, Boston, MA copyright © 2003 by Pearson Education. Adapted by permission of the publisher.

Function V: Pleasure

Wish Poem

This is a whole class activity that will be done *after* the Function V group presentation.

Directions:

1. Read an excerpt from a wish poem written by kindergarten students (original spellings and the teacher's translations have been retained):

I wish my classroom had a firv truk (a fire truck).
I wish my classroom had a gold fish.
I wish my clasroom wasn't hot and I wish my classroom was quiet.
I wus my classroom wus nis (was nice).
I wish my classroom it cmptr (had a computer).

Source: Carol Simon Weinstein and Andrew J. Mignano, Jr., *Secondary Classroom Management and Elementary Classroom Management*, © 1997, McGraw-Hill Companies, Inc.

2. Think about what you wish for in your classroom and write one or more of your *wishes* in the space below, on a separate sheet of paper, or on your mobile device.

I wish my classroom . . .

I wish my classroom . . .

I wish my classroom . . .

I wish my classroom . . .

3. Choose one of your wishes to share with the class.

Function VI: Growth—Intellectual Development

Checklist for the Classroom

	Yes	Somewhat	No
The classroom is a learning-rich environment that promotes exploration. It contains materials such as:			
• Computers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Books and magazines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Art supplies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Science equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Materials relating to a variety of specific subjects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Note any additional materials that promote learning and exploration:

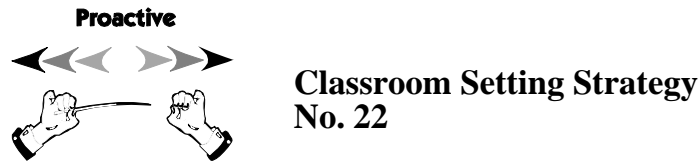
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Function VI: Growth—Intellectual Development

Implications for Classroom Management

A learning-enriched environment encourages intellectual growth and development. Students are more likely to be engaged if they find the classroom stimulating and interesting. Growth “invites children to explore, observe, investigate, test, and discover” (Weinstein, 1996).



Classroom Setting Strategy No. 22:

Stock your classroom with a wide variety of resources.

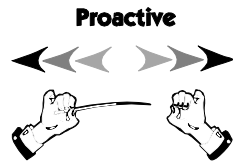
Resources may include books, puzzles, games, art supplies, building materials, magazines, and science equipment. Include materials that expand beyond the boundaries of the content you are studying.

Scenario Solutions

Directions:

1. Work as a group and choose one of the Scenario Solutions to review and analyze:
 - Scenario A: Elementary Music Class pages 93–95
 - Scenario B: Fourth-Grade Class pages 96–98
 - Scenario C: Secondary Literature Class pages 99–101
 - Scenario D: Secondary Spanish Class pages 102–104
2. Read your chosen scenario, study the floor plan, and complete the corresponding table.
3. Identify what problems exist in the physical environment of the classroom for each numbered part. Although there may be multiple problems, you are expected to identify only one problem in each numbered part.
4. Write your answers in the **Problems Associated with the Physical Environment** column of the table, on a separate sheet of paper, or on your mobile device.
5. Refer to page 92, “List of Classroom Setting Strategies,” and identify one or more strategies that address the problem for each numbered part.
6. Write your answers in the **Suggested Strategies** column of the table, on a separate sheet of paper, or on your mobile device.
7. If you have time, choose another scenario and repeat the process.

Scenario Solutions



List of Classroom Setting Strategies

Function I: Security and Shelter

- No. 1: Know how to respond to emergencies.
- No. 2: Eliminate hazards and safely handle supplies.
- No. 3: Add elements of softness to your classroom.
- No. 4: Arrange students' seats according to their learning style preferences.
- No. 5: Arrange the room so students are free from interference, intrusions, and distractions.
- No. 6: Provide students with one or more places for privacy.
- No. 7: Provide students with places to store personal belongings.

Function II: Task Completion

- No. 8: Create work areas to support specific tasks.
- No. 9: Choose the most appropriate seating arrangement for each task.
- No. 10: Provide all students with a clear line of view to instruction.
- No. 11: Design pathways to avoid congestion.
- No. 12: Locate materials and supplies in easily accessible, clearly marked storage areas.
- No. 13: Locate the teacher's desk in a convenient and appropriate location.
- No. 14: Use location anchors to alert students to pay attention to specific instructional messages.

Function III: Social Contact

- No. 15: Arrange the room to suit the amount of student interaction desired.
- No. 16: Arrange the room for easy access to all students.
- No. 17: Create a large action zone.

Function IV: Personal Expression

- No. 18: Display students' work.
- No. 19: Display personal information about your students and yourself.

Function V: Pleasure

- No. 20: Add aesthetically pleasing elements.
- No. 21: Unclutter your classroom.

Function VI: Growth—Intellectual Development

- No. 22: Stock your classroom with a wide variety of resources.

Scenario Solutions

Scenario A:

Christie Raymond's Elementary Music Class

Part 1: On Monday morning, Christie Raymond made her way to her music room, located in a new wing of the school. Not specifically designed for music, it was simply a narrow space with closets and shelves at one end and windows at the other. The walls were bare except for a chalkboard that spanned one of the long cement block walls and a small bulletin board hung on the opposite wall. Singing spring flowers on the bulletin board were the only indication that Christie taught music.

Part 2: When Christie entered her room, she shoved a plastic student chair out of the way with her knee in order to open the closet where she hung her coat and kept her personal things.

Part 3: She wove around students' chairs to get to her desk, which was tucked in a corner. Sitting at her desk, she couldn't see the group of students who were lined up outside the door waiting for her signal to come in. After several minutes, she noticed the students and let them into the room; they filled all 30 chairs.

Part 4: Christie had arranged the chairs around the perimeter of the room, so that students sat in a large oval. She stood in the center of the room, turning around as she taught to scan the room. She found that she had to keep a constant watch on students, since they were apt to distract one another by making faces and waving to one another from across the oval.

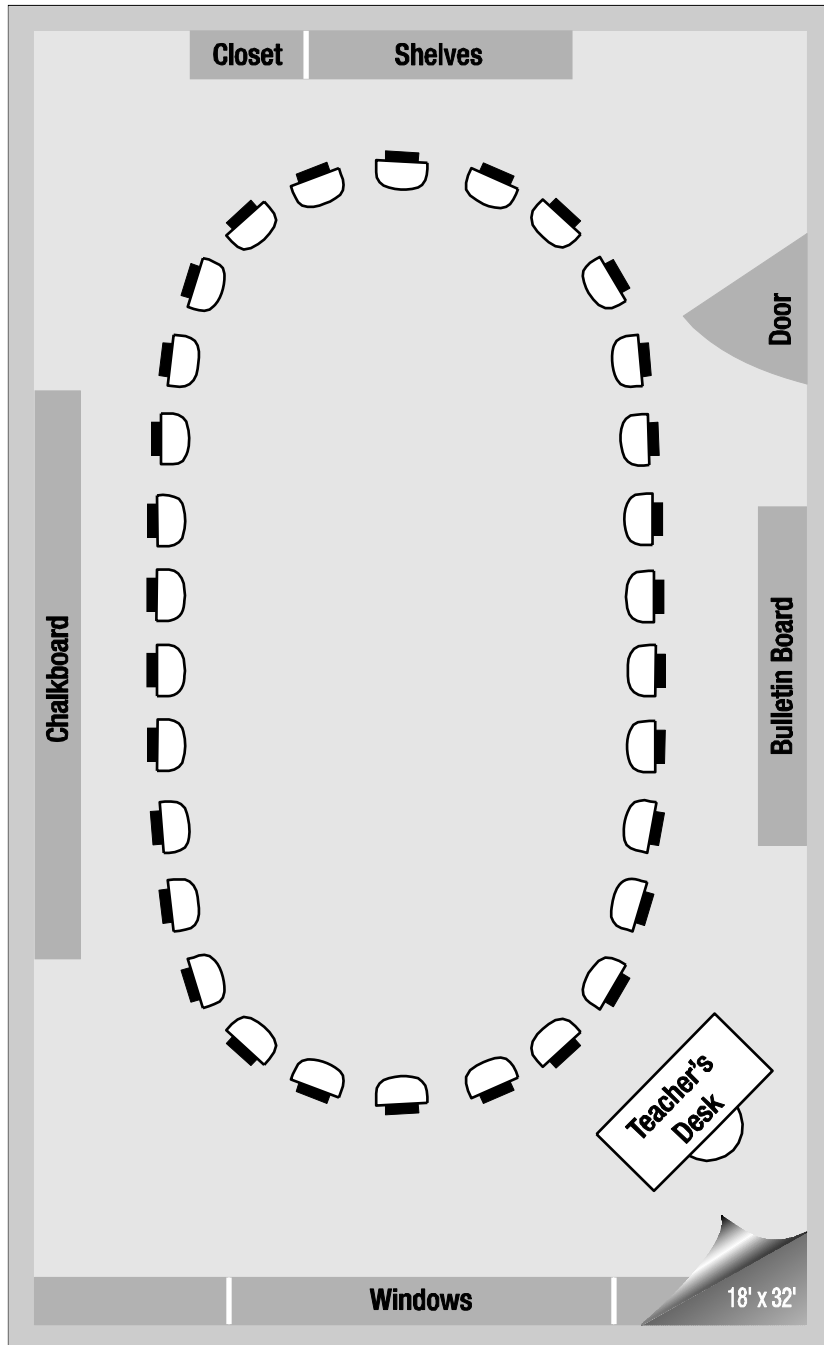
Part 5: "Excuse me," she murmured to Gretchen and Yuan-Chi, whose chairs were in front of the storage shelves, as she reached over them for the textbooks stacked above their heads. The class burst out laughing, and Miyuki explained, "Yuan-Chi plugged his nose when you reached over his head!"

Christie reached *around* Tav as she retrieved the xylophone and placed it in the center of the floor. Although the musical quality of the xylophone wasn't as good as the piano, there wasn't enough space to keep the piano in the room—Christie had wheeled it outside the classroom and left it along the wall in the hallway.

From R. Silverman, W. Welty, and S. Lyon, *Case Studies for Teacher Problem Solving*, Second Edition, Copyright © 1996 McGraw Hill. Adapted with permission of the McGraw-Hill Companies.

Scenario Solutions

Scenario A: Christie Raymond's Elementary Music Class



Scenario Solutions

Scenario A:

Christie Raymond's Elementary Music Class

Part	Problems Associated with the Physical Environment	Suggested Strategies
1		
2		
3		
4		
5		

Scenario Solutions

Scenario B: Michael Yin's Fourth-Grade Class

Part 1: Michael Yin had been in the same fourth-grade classroom for five years. He had arranged the 30 desks into small clusters scattered throughout the room. Small tables placed along the walls served as interest centers; they were laden with books, displays, and other objects related to the curriculum. The walls were covered with visual displays, including maps, student artwork, and posters. Open shelves hung over a low supply cabinet dominated the back wall; they overflowed with books, construction paper, sports equipment, games, and boxes containing various other materials. Magazines cluttered the floor of the literacy center. An overhead projector, a small table, Michael's desk were positioned in front of the white board, and large floor cushions lay next to a hamster cage in one corner.

Part 2: One morning Michael was searching through the storage cabinet for art materials when the first bell rang. He quickly asked two student helpers to find a box of colored markers. "I know it's there somewhere; just look in boxes until you find the markers," he called over his shoulder as he rushed up to the front of the room to start class.

Part 3: Michael zigzagged his way around clusters of desks, stepping over several boxes filled with *National Geographic* magazines. He carefully skirted the science table that was crowded with 30 soil-filled paper cups sprawled under a grow light. Finally he squeezed through the space between students' desks and his own to get to the board.

Part 4: Standing at the board, Michael began explaining a social studies project. After a few minutes, he was interrupted by noise from the back of the room.

"What's going on back there?" Michael asked. "Jenna, look at the board, not at Maria."

"I can't see the board," Jenna complained.

"I can't see the board, either," Jose chimed in. "Scott's in my way."

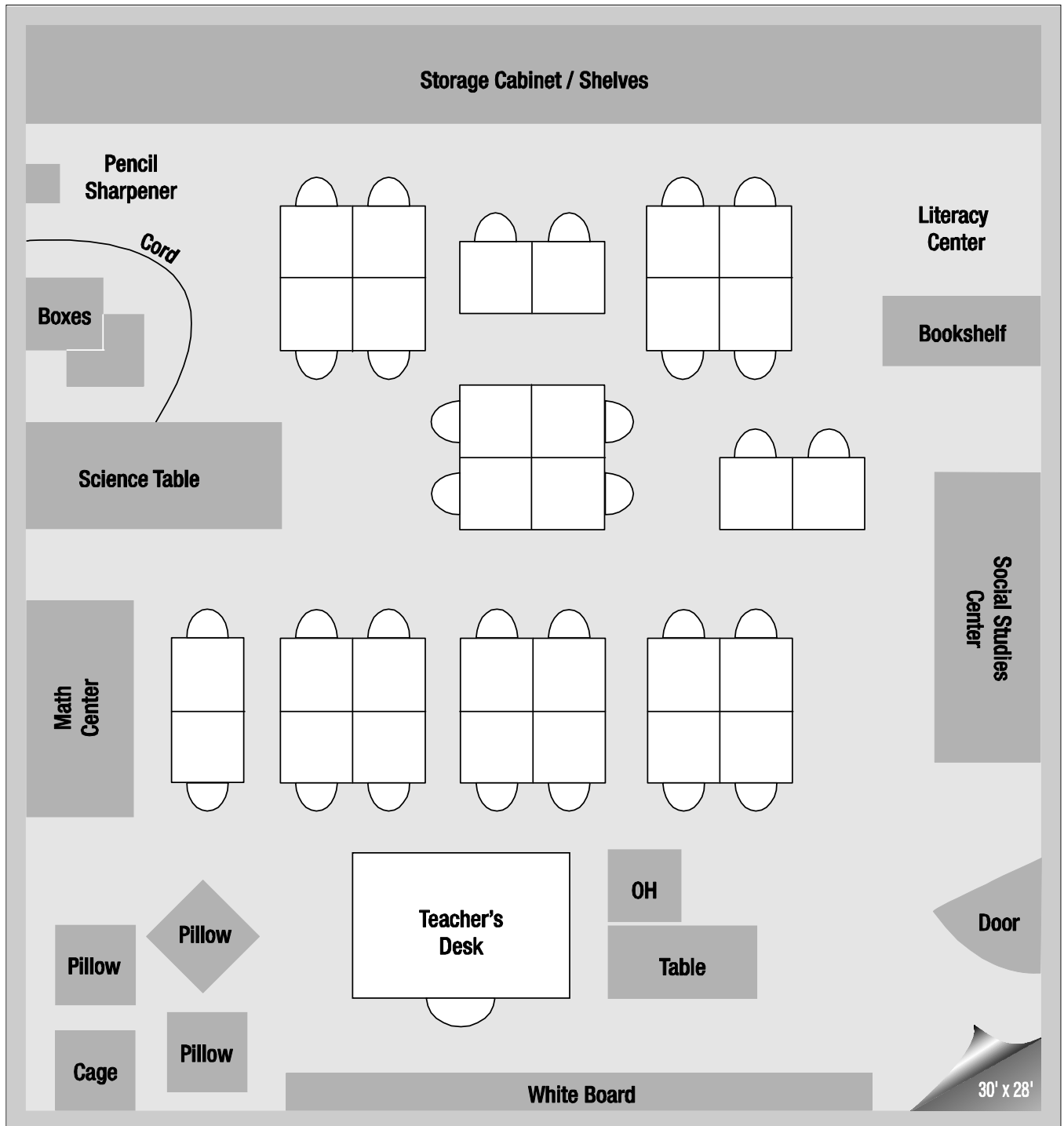
With a sly grin, Scott dropped to the floor, saying, "Is that better?"

Michael barked, "No!" and told Scott to sit in his chair.

Part 5: Meanwhile, Becky had got up to go to the pencil sharpener. She tripped over the extension cord that ran from the wall socket to the grow light and knocked over several of the seedling cups, scattering soil across the floor. Michael sighed and wondered, "Where is that broom?"

Scenario Solutions

Scenario B: Michael Yin's Fourth-Grade Class



Scenario Solutions

Scenario B: Michael Yin’s Fourth-Grade Class

Part	Problems Associated with the Physical Environment	Suggested Strategies
1		
2		
3		
4		
5		

Scenario Solutions

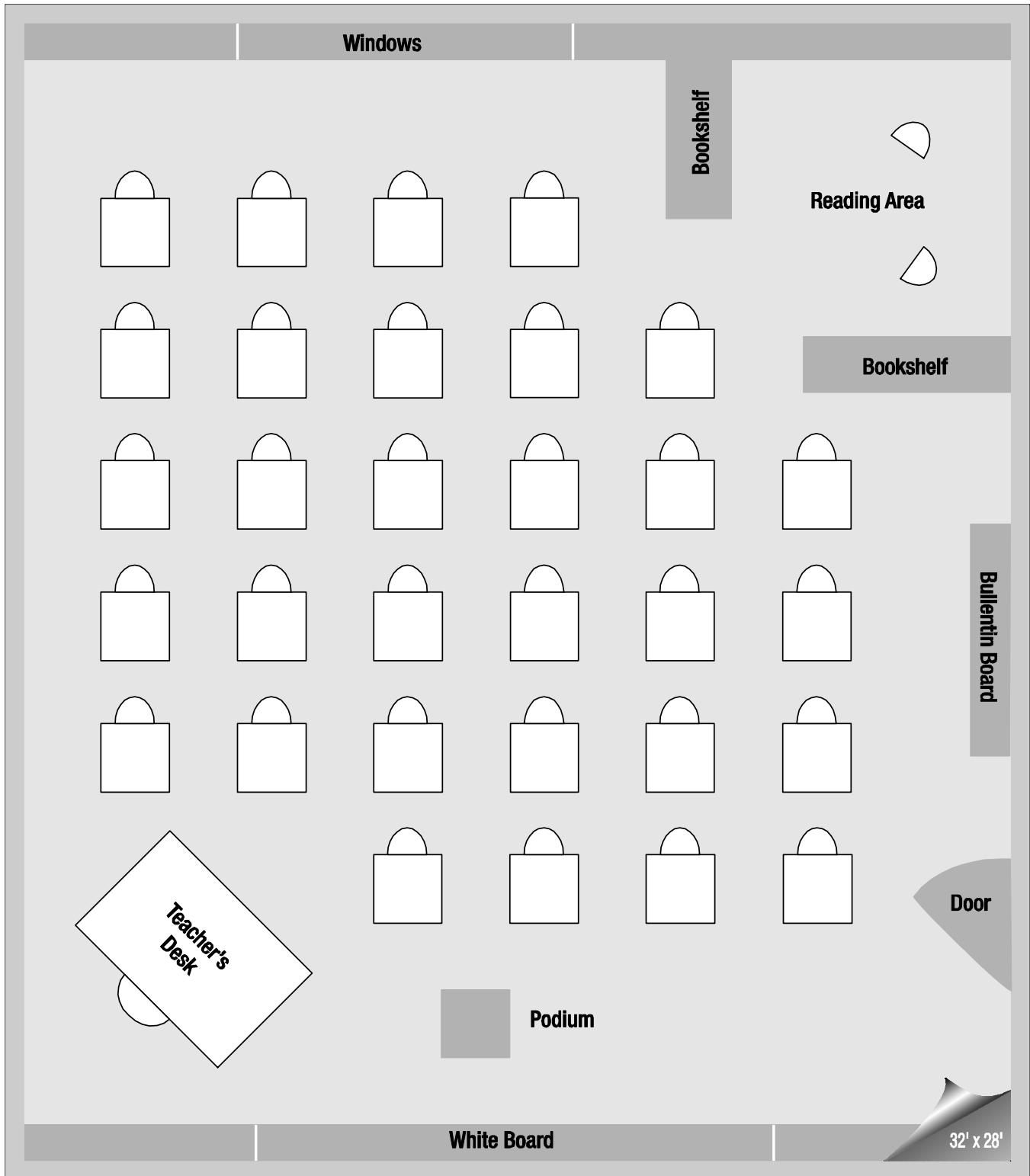
Scenario C:

Natalie Haywood's Secondary Literature Class

- Part 1:** Natalie's room was like most rooms in the English wing of her high school: on one side was a cement block wall with windows; throughout the room, desks with attached chairs were arranged neatly in long rows; and in the front of the room, stood the teacher's desk, with a white board hung behind it. Mounted on one wall was a single bulletin board that Natalie had decorated at the beginning of the year. Two bookshelves were angled together in one corner of the room; a few wooden chairs next to them were meant to suggest a reading center. Natalie had stocked the shelves with books she thought her students would enjoy, but few had used the center.
- Part 2:** One afternoon Natalie was writing on the board and explaining the subtleties of plot to her senior literature class. She heard a disturbance in the back corner of room and turned around to look down each row. A student in the back put her head down on her desk, hiding from view behind the student in front of her.
- Part 3:** Natalie moved to the podium and faced the class to lead a discussion. She asked a question and waited for a student response. When no one volunteered, she called on Kaitlan, who was sitting in the front and center of the room. "Let's discuss Kaitlan's comment. Does anyone else have an idea to share?" she asked. Her question was met with blank looks, so she continued with her next question, calling on Jess, then Yuri, and finally Carmen.
- Part 4:** After a few minutes of questions and answers, Alex started squirming in his chair and tapping his foot. Because he was always getting up and moving around, Natalie had placed him in the middle of the class to keep an eye on him. Alex's foot tapping stopped when he started tossing his pencil from hand to hand. He frequently dropped the pencil on the floor, and each time one of the four students sitting next to him would pick it up and toss it back to him. His constant movement continued until class ended.

Scenario Solutions

Scenario C: Natalie Haywood's Secondary Literature Class



Scenario Solutions

Scenario C:

Natalie Haywood's Secondary Literature Class

Part	Problems Associated with the Physical Environment	Suggested Strategies
1		
2		
3		
4		

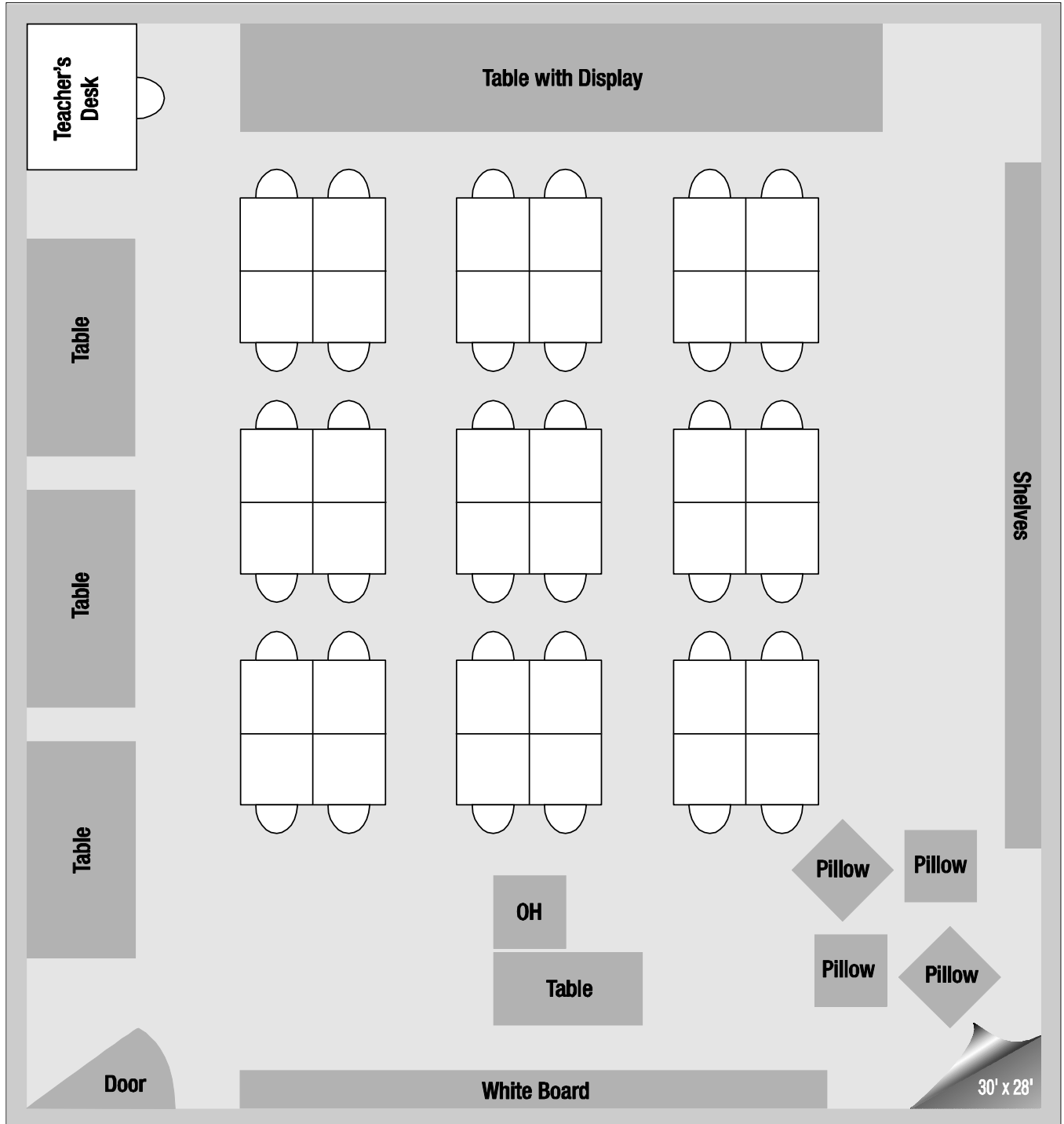
Scenario Solutions

Scenario D: Senor Jorge Mendoza's Secondary Spanish Class

- Part 1:** In the center of Jorge's room, students' desks were closely grouped into clusters. Along one wall were long tables covered with pictures, weavings, pottery, artwork, and various other items he had purchased on his recent trip to Mexico. Other artifacts were strewn on the floor underneath the tables. Posters lined the walls, providing a riot of color but blocking the clock and seating chart from view. Brightly colored floor cushions and pillows were thrown into one corner of the room underneath a huge poster of a matador, and nearby shelves overflowed with Spanish comic books, novels, and magazines. When Shannon, a new student, first entered the room, she couldn't see Jorge's desk tucked into the corner.
- Part 2:** At the beginning of class, students picked their way to their seats. Kevin stepped over backpacks, Tiffany knocked Diego's jacket on the floor as she squeezed past, and Brock stepped on Nina's purse. When students complained to Jorge about these problems, he responded, "It's no big deal. Get over it."
- Part 3:** Jorge began one Friday class by passing out a quiz that covered the week's assignments. He suspected several students of cheating, so he walked around the room continually as students worked on the quiz to make sure they kept their eyes on their own papers.
- Part 4:** After the quiz, Jorge wrote new vocabulary words on the board. Jasmine, seated behind the overhead projector, couldn't see the words and asked Laurie to spell them out to her. Another student, who was sitting with his back to the board, moved his chair, causing the student behind him to move his chair. When several other students also moved their chairs, the movement escalated into good-natured pushing among three students in the back of the room. Javier disrupted the lesson when his chair was pushed out from under him and he crashed to the floor.

Scenario Solutions

Scenario D: Senor Jorge Mendoza's Secondary Spanish Class



Scenario Solutions

Scenario D: Senor Jorge Mendoza’s Secondary Spanish Class

Part	Problems Associated with the Physical Environment	Suggested Strategies
1		
2		
3		
4		

How Much Music Can You Make?

Directions:

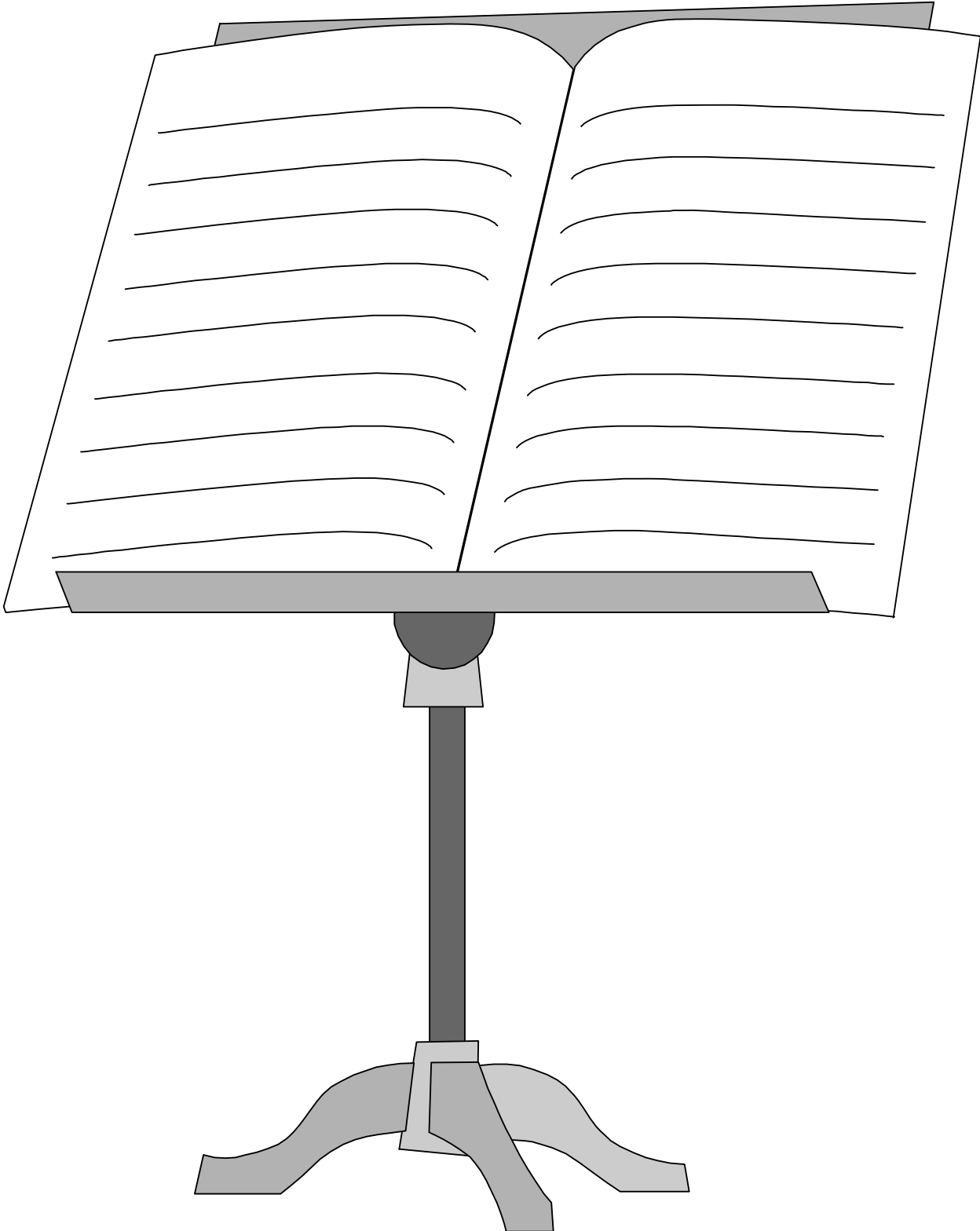
1. Write one or more obstacles you face in your classroom on or around the broken string of the violin, on a separate sheet of paper, or on your mobile device.



Dance to the Music

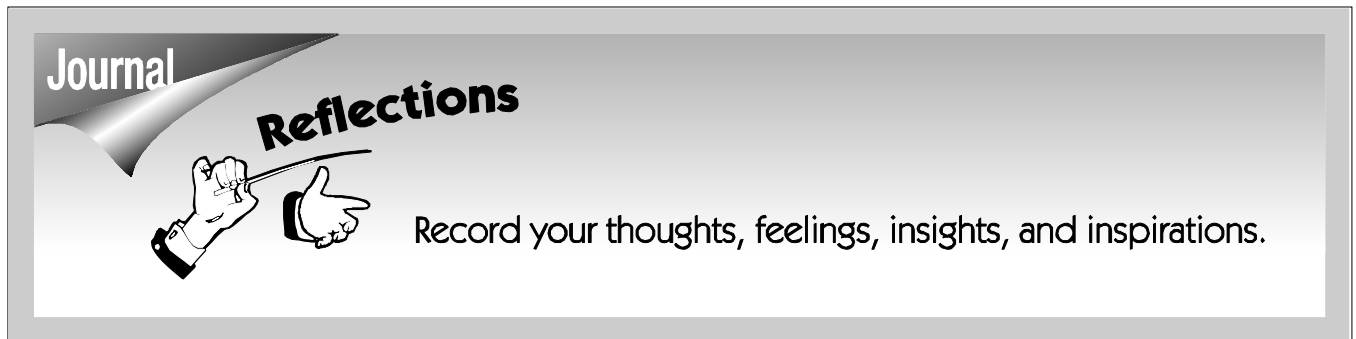
Directions:

1. Write one or more positive aspects of your classroom's physical environment on the music stand, on a separate sheet of paper, or on your mobile device.



Final Chord

Reflection and Application Journal

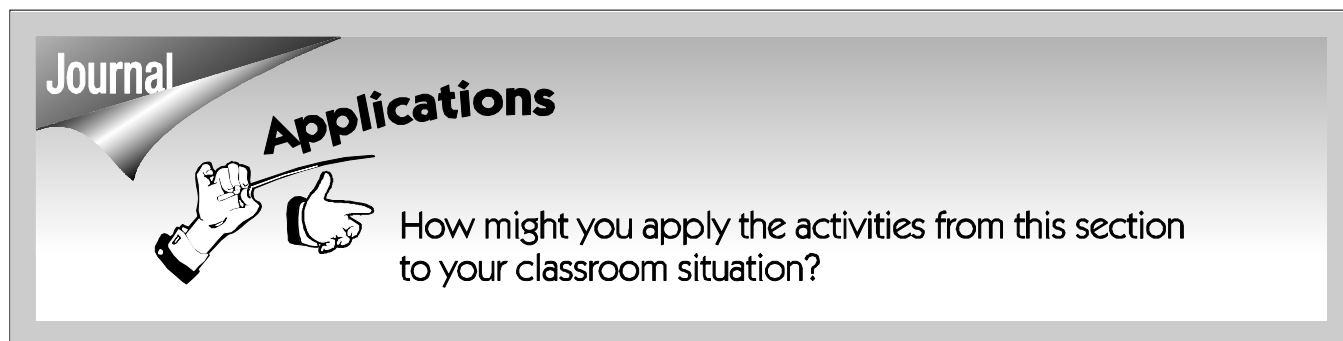


Directions:

1. Remove the Course Journal from your materials folder.
2. Write your response to the question below.

You may want to consider the following question:

- What changes might you consider making to your classroom's physical environment? Some possibilities include: creating private spaces, establishing location anchors, moving your desk, changing your seating arrangement, moving your action zone, bringing in elements of personal expression, and displaying students' work.

A graphic with a grey background and a white border. In the top left, the word "Journal" is written in a white, sans-serif font. Below it, the word "Applications" is written in a larger, bold, black, sans-serif font. To the left of "Applications" is an illustration of two hands: one holding a pen and the other pointing. To the right of the hands, the text "How might you apply the activities from this section to your classroom situation?" is written in a black, sans-serif font.

Journal
Applications

How might you apply the activities from this section to your classroom situation?

Section Activities

- Visualization (favorite place and classroom)
- Group presentations to teach information (six functions)
- Kinesthetic memory hooks (six functions)
- Clothesline for display (Express Yourself)
- Acrostic (Express Yourself)
- Wish Poem
- Yabuts (Itzak Perlman story, How Much Music Can You Make?)
- Scenarios for practical application (Scenario Solutions)
- Three-String Celebration

Section 4: Establishing Rules and Procedures

The most successful classes are those in which the teacher has a clear idea of what is expected from the students and the students have a clear idea of what the teacher expects from them.

— Harry K. and Rosemary T. Wong, *The First Days of School*



Playing by the Rules

Step 1: Design a Game

Directions:

1. Work as a group to create an original game that can be played by three to five people in three minutes or less.
2. Use any or all of the supplies in your **game box**. You may alter the game supplies to suit your game. For example, you may cut the string.
3. Locate and remove the Game Plan card from your Materials Folder.
4. Work together to complete the Game Plan card by filling in each of the items listed.
5. Set up the game as it is to be played, and place the Game Plan card next to it.
6. Place all supplies that are **not required** to play the game into the plastic bag, and put the bag back into the game box.
7. Place a stack of blank 3" x 5" index cards (or Notes of Appreciation) next to your game.

Step 2: Play the Games

Directions:

1. Follow each Game Plan card to play the games designed by the other groups.
2. After playing each game, set up the game for the next group in the same way that it was set up for you.
3. Write a Note of Appreciation (positive comment) for the game designers.
4. Place your Notes of Appreciation in a stack next to the game.

Prelude

Section 4: Overview

The foundation of the learning community includes the rules and procedures by which everyone is willing to live. These agreements keep order; establish a safe, secure classroom environment; guide students' actions; and foster greater learning.

Once the classroom parameters are established, it's vital for everyone—you and your students—to consistently follow them. Thoroughly teaching and practicing the rules and procedures gives students the opportunity to understand and commit to them. When your actions match your words, students know they can trust that you mean what you say, which eliminates the need for students to find their boundaries by constantly testing the rules.

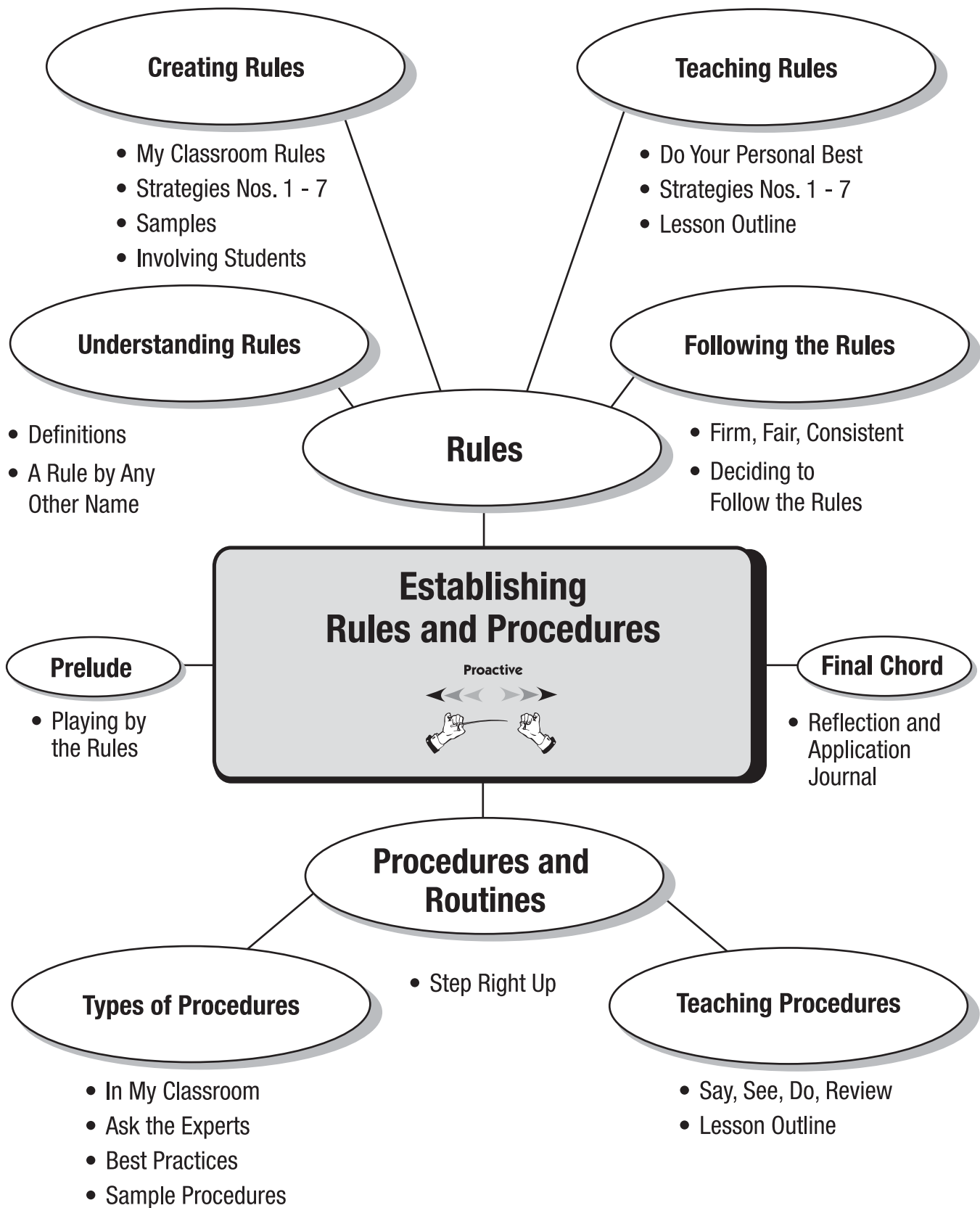
Many teachers, especially of older students, erroneously assume that students who have been in school should know what to do and how to behave. However, taking the time at the beginning of the year to clearly establish rules and procedures actually saves time throughout the year. As Fred Jones says, “Pay now or pay later.”

By clarifying your expectations for students through rules and procedures, you create a strong foundation that students can confidently build on academically, socially, and emotionally.

Section 4: Objectives

After completing this section, you will be able to:

- Differentiate between a rule and a procedure.
- Recognize seven strategies for creating effective classroom rules.
- Create three to five rules for your classroom.
- Develop a lesson plan for teaching rules.
- Understand the three types of procedures necessary for the classroom.
- Identify and write specific procedures to implement in your classroom.
- Practice a four-step process for teaching procedures.



Research Quotations

- “The establishment of your hopes, expectations, rules, and routines is an essential first-day goal. Explain, demonstrate, and allow time for students to practice the routines that will help get things done smoothly throughout the year” (Partin, 2009, p. 9).
- Rules and routines in the experienced teacher’s classroom function almost invisibly to display teacher expectations for behavior and to control student movement and distribution of materials (Fenwick, 1998).
- Smoothly running classrooms are the result of careful planning, organization, and much time spent in introducing rules and procedures during the first few weeks of the school year (Evertson & Neal, 2006; Partin, 2009).
- Classroom behavior problems are least likely to occur when teachers include clearly defined classroom activities that constrain and structure student behavior (Bear, 2009; Doyle, 1986).
- Rules must be stated positively to emphasize how students should behave, rather than how they should not behave (Young et al., 2011).
- The clarity and effectiveness with which teachers organize instruction and communicate rules and procedures differentiates effective and ineffective teachers (Alberto & Troutman, 2009).
- Classroom rules will have the most impact if they are publicly posted, objectively measurable, stated in a positive manner, and consist of no more than five rules total (Buluc, 2006; Young et al., 2011).
- The goal of effective classroom management is to gradually wean students from dependence upon external enforcement of rules to effective self-regulation (Hoffman, Hutchinson & Reiss, 2009; Partin, 1999).
- Successful teachers master the delicate balance between two crucial roles: their role as controller in the classroom and their role as a genuine and compassionate nurturer (Evertson & Neal, 2006; Lotan, 2006).

Understanding Rules

Definitions, Principles, and Benefits

Definitions

- **Rule**—A statement that defines general conduct.
- **Procedure**—A set of steps for carrying out a specific task.
- **Routine**—A procedure that is practiced until it becomes a habit.

Principles of Effective Rules

- Rules must be reasonable and necessary. Rules can be effective only if they are appropriate for the characteristics and ages of the students. When the rules make sense, students have a compelling reason for following them.
- Rules must be meaningful and understandable. It's important to make the meaning of rules clear by giving examples and identifying specific behaviors.
- Rules must be consistent with instructional goals and sensitive to how people learn. The need for order should not supersede the need for meaningful instruction.
- Rules must be consistent with school rules. Teacher and students should be familiar with their school's student handbook and know the rules, policies, procedures, and expected behaviors.

Benefits of Rules

- Structure the classroom environment by defining the behaviors that support learning for everyone.
- Help students feel safe and secure, thus fostering greater risk taking when learning.
- Clearly communicate your expectations.

Source: The above concepts are based on "Seminar Two: Rules and Procedures" of *the Effective Classroom Management* CD-ROM.

Discussion Question:

How are the rules in a game similar to the rules in a classroom and how are they different? List your answers below, on a separate sheet of paper, or on your mobile device.

Classroom Rules and Game Rules

Similarities

Differences

Understanding Rules

A Rule by Any Other Name

Directions:

1. Read the following excerpts, highlight the main points, and write brief summaries. If you are using the digital version of this manual, record your answers on a separate sheet of paper or on your mobile device.
2. With the members of your group, make a generalization about the reasons why these educators chose the terms they did rather than use the term rules.

Excerpt No. 1: Marvin Marshall

The following excerpt is from *Discipline Without Stress, Punishments, or Rewards: How Teachers and Parents Promote Responsibility & Learning* (2001), pages 115-117:

Rules are necessary in games, but in relationships they are counterproductive. . . . Although the establishment of rules has good intentions, their implementation often produces deleterious effects. . . . Rather than using rules, teachers would be better served by using ‘expectations.’ The term ‘expectations’ connotes a positive orientation. When an expectation is not met, a helping mentality is engendered, rather than an enforcement mentality. . . . Expectations engender student empowerment and are responsibility lifting. They tap into internal motivation and foster commitment, rather than compliance.

Summarize Marshall’s rationale for using the term *expectations* rather than *rules*:

Excerpt No. 2: Jeanne Gibbs

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In order to establish and maintain a positive environment in the classroom, Tribes uses four community agreements. We used to call the agreements ‘Tribes norms, or ground rules.’ The change in language is important to emphasize the shift in responsibility that teachers make to students from managing their own behavior and that of their tribe. . . . Agreements are the ways that we choose to be with one another. They are the guidelines that we will help each other honor in our classroom, school, or faculty community.

Summarize Gibbs’ rationale for using the terms *norms*, *ground rules*, or *agreements* rather than *rules*:

Excerpt No. 3: Jane Bluestein

The following is adapted from “Eleven Reasons to Use Boundaries,” by Jane Bluestein, Ph.D., Instructional Support Services, Inc. <http://www.janebluestein.com> 1-800-688-1960.

Rules:

- Are typically win-lose.
- Often focus on punishments or negative outcomes for noncompliance.
- Emphasize penalties for misbehavior.

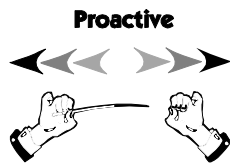
Boundaries:

- Prevent conflict and build win-win power structures.
- Build a reward-oriented classroom environment.
- Emphasize positive consequences.
- Allow the teacher to express his or her limits and to communicate the conditions or availability of certain privileges.
- Build mutual consideration and respect.
- Allow positive and negative consequences to occur in a nonpunitive environment.
- Focus on students’ ability to make more constructive choices.
- Do not threaten emotional safety in relationships.

Summarize Bluestein’s rationale for using the term *boundaries* rather than *rules*:

What generalization(s) can you make about why these educators use alternate terms rather than *rules*?

Creating Rules



Strategies for Creating Rules

Creating Rules Strategy No. 1:

Communicate your values and expectations through your rules.

Think about the underlying values that guide your teaching. From these values, determine the expectations you have for students' behavior. Rules should guide and support students in expressing these behaviors.

Creating Rules Strategy No. 2:

Phrase your rules positively.

State what students *should* do, rather than what they should *not* do. For example, state your rule as "Support others in learning" rather than "Don't bother others."

Creating Rules Strategy No. 3:

Relate rules to observable behaviors.

Writing rules in a general way allows for their broad application; however, you should be able to relate every rule to specific behaviors. Describing what a rule looks like and sounds like is an effective way to make sure you're focusing on observable behaviors.

Creating Rules Strategy No. 4:

Keep your list of rules short.

Choose no more than five rules. More than five is too difficult for students to remember, and if they can't remember the rules, they probably won't follow them.

Creating Rules Strategy No. 5:

Keep classroom rules consistent with school rules.

Be sure to read your school's student handbook and know the rules, policies, procedures, and expected behaviors.

Creating Rules Strategy No. 6:

Plan ahead for follow-through.

Consistency is essential for effective classroom management. Consider the behaviors that will result if students choose not to follow a rule, and know how you will hold students accountable for such behaviors.

Creating Rules Strategy No. 7:

Involve students in creating classroom rules when appropriate.

Many teachers have found that it is beneficial to involve students in the creation of rules. Experiment with various ways to include students in creating classroom rules.

Creating Rules

Expectations, Rules, Agreements, and Guidelines

Examples of expectations, rules, agreements, and guidelines include:

Classroom Expectations

- Do my tasks.
- Have materials.
- Be where I belong.
- Control myself.
- Follow directions.
- Speak considerately.

Source: Marshall (2001), p. 118.

Rules

- Support others in learning.
- Take responsibility for your learning.
- Treat everyone with respect.

Community Agreements

- Attentive Listening
- Appreciation/No Put-Downs
- Right to Pass
- Mutual Respect

Source: Gibbs (2001), p.74.

Guidelines for Class Meetings

- Listen quietly while others are speaking.
- Help others find solutions.
- Support one another.

Establishing the Rules

- Consult Chapter 3 of *Discipline and Learning Styles: An Educator's Guide* by William Haggart.

My Classroom Rules

Directions:

1. If you are using the digital version of this manual, complete the steps below on a separate sheet of paper or on your mobile device.
2. In the *Vision* column, write key words or phrases that represent your vision of what you would like to experience in your classroom. This correlates to Assessment No. 1: Vision of an Effective Classroom.
3. Use this form to create several *Rules* for your classroom based on the guidelines in Creating Rules Strategy No. 1 and No. 2.
4. List the *Observable Behaviors* when the rules are being followed based on the guidelines in Creating Rules Strategy No. 3.
5. Evaluate and revise your rules based on the guidelines in Creating Rules Strategy No. 4, No. 5, and No. 6.

Vision	Rules	Observable Behaviors

Involving Students

Directions:

1. Read Creating Rules Strategy No. 7 on page 117.
2. Read the ideas regarding how to involve students in the process of creating rules shown on pages 120–121, “Involving Students.”
3. Make connections to your personal practice by answering the Application Question on the bottom of page 121, on a separate sheet of paper, or on your mobile device.

Classroom Behavior Contract

Teacher Mary Gambrel adapted this idea from the Capturing Kids Program. She involves her students in creating their classroom rules by using the following rule-making process.

She poses four questions to students:

- How do you want me to treat you?
- How do you want to treat one another?
- How do you think I want to be treated?
- How should we treat one another when there’s a conflict?

Students discuss the questions in small groups, then share their ideas with the whole class. Over a period of several days, terms are defined and items are added, deleted, rephrased, or combined.

When Gambrel and her students are satisfied with the rules, the rules are written on poster board. Students sign the poster as if signing a contract. Gambrel takes the poster to a local copy shop where it is reduced to notebook size. All students keep a copy in their notebooks, and the original poster is displayed in the classroom.

The Perfect Classroom

Have each student write a paragraph that describes the perfect classroom. Arrange students in groups of four. Have students pass their paragraphs to the person to their right. That person underlines the words and phrases that he or she considers most important. The process continues until students have their original papers. Students work in small groups to write a *class statement* that incorporates all of the important words and phrases. This statement serves as an agreement for behavior in class.

Characteristics of Good Students

Arrange students into small groups. Give each group 10 to 15 minutes to create a list of characteristics of a *good student*. Then bring the groups together to share their ideas and create a master list of the qualities of good students. Use the master list as the basis for creating class rules.

Students' Bill of Rights

Have students work together in small groups to draft a Bill of Rights for the classroom. Encourage them to have no more than ten items on their list, like the U.S. Bill of Rights. Have groups share their results with the class and compile the list into one Bill. Use that list to help students identify the rules they feel are most important. You may also have students draft a Teacher's Bill of Rights and combine and/or compare the lists as they establish the rules.

Source: www.educationworld.com

110 Rules of Civility

One of the important events in George Washington's life is said to be that as a 16-year-old student, he copied into his notebook all 110 Rules of Civility that were commonly known and circulated during Washington's time. Share these rules with your students. Invite them to translate the old-style wording into modern language and discuss the meaning of each rule. After talking about some of the Rules of Civility, talk about rules themselves—why they are needed and what purposes they serve. Is there a need for 110 rules, or will a handful suffice? Invite students to share their ideas about what rules the class should have. Once the rules are decided, have students copy them (as Washington did) onto the first page or inside cover of their notebooks.

For more information on the Rules of Civility, go to:
www.history.org/Almanack/life/manners/rules2.cfm.

Application Question:

How have you involved students in the creation of rules?

Teaching Rules

Do Your Personal Best

Directions:

1. Complete the following components for teaching rules as your instructor guides you through the process in the space below, on a separate sheet of paper, or on your mobile device.

Rule: Do your personal best.

Time: Begin _____

End _____

Total _____

Definitions of Key Words

Personal—Unique to you, not like anyone else.

Best—100 percent of your effort and ability.

Benefits for Students

-
-
-

T-Chart

Rule:

Looks Like	Sounds Like	Feels Like

Kinesthetic Activity

Create and perform a skit acting out behaviors that demonstrate either doing your personal best or *not* doing your personal best, then answer the questions below in the space provided, on a separate sheet of paper, or on your mobile device.

Discussion Questions

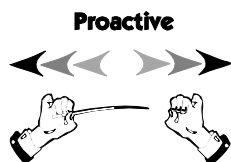
1. When might it be difficult to give 100 percent on an assignment or activity?
2. What can you say to yourself to help you *do your personal best* even if you don't feel like it?
3. What helps you prepare to *do your personal best*?

Practice Opportunity

On a scale of 1 (low) to 10 (high), I rank myself _____ on *doing my personal best* on this activity. (If you gave yourself less than 10, write one way you could do more to do your personal best next time.)

Review Options

At what times throughout the year would it be helpful to review this rule?



Strategies for Teaching Rules

Although these strategies may be used in isolation, they are *most effective* when they are all used together as a complete process.

Teaching Rules Strategy No. 1:

Allow adequate time for teaching the rules.

Students can tell whether or not something is important by how much time you spend on it. If you don't spend a significant amount of time thoroughly teaching the rules, your students won't consider them important and probably won't follow them. The time you take to teach the rules up front reduces the amount of time you may have to spend on enforcing them later on.

Teaching Rules Strategy No. 2:

Define key words.

Be clear and specific about exactly what your rules mean by identifying and defining key words. Clearly defining the rules allows you to keep them inclusive enough to cover a number of related behaviors. For example, "Support others in learning" can apply to helping someone with an assignment, participating fully in a group activity, or working quietly so as not to disturb others.

Teaching Rules Strategy No. 3:

Explain the benefits of the rules.

Students want to know "What's in it for me?" They need positive reasons for following the rules, so it's important for you to describe how students will benefit if the rules are followed. Communicate a clear purpose for each of your rules, and share your vision of what your classroom would be like if all the rules were followed.

Teaching Rules Strategy No. 4:

Present the rules in all sensory styles.

Tell, show, act out, and discuss each rule so that all of your students can learn it using their preferred sensory style. Make sure your students clearly understand each rule.

Teaching Rules Strategy No. 5:

Discuss ways the rules can be applied.

There will be times when the rules may not seem to apply to a situation or problem, such as field trips, visits from guest speakers, or class parties. Bring these issues out by discussing them with your students. Getting their input on the ways a rule may be applied to new situations may help your students see greater value in the rule.

**Teaching Rules Strategy No. 6:
Practice the rules thoroughly.**

Have your students rehearse the rules until they can perform them perfectly, just as they might practice their roles for a play. Provide feedback on their performance, letting students know what they are doing right and/or what they need to do differently.

**Teaching Rules Strategy No. 7:
Review the rules often.**

As with any important learning, reinforcement is necessary. When rules are reviewed, students have an opportunity to recommit to following them. Be sure to use all sensory styles during the review process. Times that are especially appropriate for reviewing the rules include:

- When new students join the class.
- When rules are challenged or broken in a serious manner.
- When positive things happen in class because of following the rules.

Teaching Rules Lesson

Directions:

1. Work as a group and complete the *Teaching Rules Lesson* components on pages 126–127, on a separate sheet of paper, or on your mobile device. Be prepared to explain the components of the lesson to others.

Rule:

Time (Teaching Rules Strategy No. 1)

How much time will you take to teach your rule?

Total _____

Definitions of Key Words (Teaching Rules Strategy No. 2)

Benefits for Students (Teaching Rules Strategy No. 3)

-
-
-

T-Chart (Teaching Rules Strategy No. 4)

Rule:

Looks Like	Sounds Like	Feels Like

Kinesthetic Activity (Teaching Rules Strategy No. 4)

Discussion Questions (Teaching Rules Strategy No. 5)

Practice Opportunities (Teaching Rules Strategy No. 6)

Review Options (Teaching Rules Strategy No. 7)

Procedures and Routines

Definitions

- **Procedures** describe specific behaviors for completing tasks.
- **Routines** are procedures that have become habitual and are done automatically.

Types of Routines

- **Class-Running Routines.** These procedures deal with nonacademic, everyday tasks that keep the classroom running smoothly.
- **Lesson-Support Routines.** These procedures directly support instruction, both teaching and learning.
- **Interaction Routines.** These procedures specify when talking is permitted and how it is to occur.

Source: The above concepts are based on “Seminar Two: Rules and Procedures” of the *Effective Classroom Management* CD-ROM.

Benefits

As a group, brainstorm the benefits of establishing and following procedures and routines.

In My Classroom

Directions:

1. Read through the categorized routines on pages 129–131 and code them in the following ways:
 - Put an X next to the routines that don't apply to your situation.
 - Put a check mark next to the routines that work well for you.
 - Put an asterisk next to the routines that you would like to include, revise, or refine in your classroom.
2. Write any *additional routines* in the spaces provided after each category.
3. If you are using the digital version of this manual, list the routines for the three different groups on a separate sheet of paper or on your mobile device.

Class-Running Routines

Routines that deal with nonacademic, everyday tasks and help the classroom run smoothly.

Administrative tasks:

- Taking attendance.
- Taking lunch count.
- Recording tardy students.
- Updating students who were previously absent.
- Communicating with parents.
- Keeping a grade book.
- Collecting permission slips.
- Posting the daily schedule and assignments.
- Cleaning up at the end of class.

Student movement:

- Entering the classroom.
- Leaving at the end of class.
- Sharpening pencils.
- Getting supplies.
- Going to the office.
- Getting into groups.
- Making transitions between activities.
- Going to the bathroom.
- Walking in the hall during class time (individually and as a group).

Students knowing what to do if:

- An emergency occurs (severe weather, a fire drill, etc.).
- An interruption occurs (a visitor comes to the door, the phone rings, etc.).
- The teacher is out of the classroom.
- They suddenly become ill.

Additional routines:**Lesson-Support Routines**

Routines that directly support instruction, both teaching and learning.

- Posting assignments.
- Collecting homework.
- Collecting in-class assignments.
- Returning graded work.
- Formatting assignments (heading, margins, etc.).
- Organizing a notebook, binder, or folder.
- Getting paper, pencil, or books when forgotten.
- Getting and returning supplies without disturbing others.
- Using computers, learning centers, or special equipment.

Additional routines:

Interaction Routines

Routines that specify when talking is permitted and how it is to occur.

Talking between teacher and students:

- Getting students' attention or signaling for quiet (teacher to students).
- Calling on students (teacher to students).
- Responding to students (teacher to students).
- Asking and answering questions (students to teacher).

Talking among students during:

- Seat work.
- Class discussions or meetings.
- Group work.
- Transition times.
- Free time.
- PA announcements.

Additional routines:

Ask the Experts

Directions:

1. Identify a procedure or routine you would like to implement or improve.
2. Write down suggestions from the *experts* in your group in the space below, on a separate sheet of paper, or on your mobile device.

Procedure or routine to improve:

Suggestions for improvement:

The number one problem in the classroom is not discipline; it is the lack of procedures and routines.

—Harry K. and Rosemary T. Wong, *The First Days of School*



Best Practices

Many classroom management experts agree that the following procedures should become standard practice in classrooms.

Greet students at the door.

Begin the day or the class period by making a connection with each and every student at the door to your classroom. Make eye contact and say the student's name. Smile. This simple procedure goes a long way in establishing rapport. It is especially important on the first day of school.

Immediately get students to work on a productive activity.

There are a variety of activities that students may engage in as soon as they enter the classroom. Some teachers have a vocabulary word or math problem on the board or overhead at the beginning of every day. Other teachers have a *quotation of the day* that students copy into their journals and write about. Fred Jones calls such activities *Bell Work*, because students begin the activity as soon as they enter the room and the activity must be completed five minutes after the bell has rung.

Post your assignments and daily schedule in the same place every day.

It's important for students to know where to look to find the information they need. Posting assignments and schedules can eliminate many student questions. Other items you may want to keep regularly posted include due dates for long-term projects, upcoming events, and choices for free-time activities.

Do administrative tasks, such as taking attendance or a lunch count, while students are working.

Use valuable time for tasks that involve everyone in class. Once students are engaged in an activity, you can quickly and quietly take care of many administrative tasks without disrupting students.

Elicit student help.

Involving students in managing classroom procedures not only saves you time but teaches responsibility. Students can easily handle many administrative tasks, cleanup duties, and specific aspects of the classroom, such as keeping the computer center organized. When students feel a sense of ownership of the classroom, they are often more positive and cooperative.

Procedures and Routines

Elementary Routines

The following sample routines include sequential steps for students to follow. When necessary, *Teacher preparation* is indicated.

Class-Running Routines

Taking attendance

Teacher preparation:

Mount library book pockets on a piece of poster board—one pocket for each student. Write one student's name on each pocket. Attach an envelope of colored index cards next to the poster.

Student directions:

1. As you enter the room, pull out a colored index card and insert it in the pocket with your name.
2. As you leave the room, remove your card and place it back in the envelope.

Note: The teacher uses the cards to take attendance while students are working.

Taking lunch count

Teacher preparation:

Place colored index cards in a holding folder in a convenient location. Clip two envelopes (one labeled *buy* and the other labeled *pack*) next to the colored cards.

Student directions:

1. As you enter the room, take a card and drop it in the *buy* envelope or *pack* envelope.
2. On the day you are the lunch count monitor, quickly count the number of cards in each envelope, write the numbers on the lunch count pad, and place the cards back in the original holding folder.

Source: Partin (1999)

Beginning the day

Teacher preparation:

Write opening activities and any other directions to students on the board or overhead.

Student directions:

1. When you enter the room, greet the teacher, making eye contact.
2. Put away all of your personal belongings (jackets, backpacks, etc.).

3. Get out necessary materials (binder, folder, homework assignment, books, and paper).
4. Sharpen two pencils.
5. Read directions on the board.
6. Begin opening activity.

Leaving the room at the end of the day

Teacher preparation:

Have a closing question (either content-specific or personal reflection) for students to respond to.

Student directions:

1. Wait for the teacher to signal the end of class.
2. Gather all belongings.
3. Walk to the door.
4. Make eye contact with the teacher.
5. Respond to closing question or comment.
6. Say, “Good-bye.”

Going to the restroom

Teacher preparation:

Make two laminated cards—one for girls and one for boys. Attach a string to each card. Hang cards on a hook next to your desk. Place another hook near the door.

Student directions:

1. When you need to go to the restroom, move a card from the hook by the teacher’s desk to the hook next to the door.
2. Return the card to the hook by the teacher’s desk when you return.
3. If the card isn’t available, it means another student is already out of the room. Wait for the card to be returned before leaving.

Variation:

Instead of a card, use a large piece of wood fitted with a metal ring.

Going to the restroom (variation)

Teacher preparation:

Mount an envelope and a library book pocket on a poster next to the door. In the envelope, have cards with students’ names.

Student directions:

1. Place your name card in the pocket when leaving the room.
2. If another student’s card is already in the pocket, wait until that student returns.
3. Move your name card back into the envelope when you return to the room.

Communicating with parents

Teacher preparation:

Make up a form to send home in a folder with each student on Friday afternoons. Include headings on the form for any information you feel is important for parents to know on a weekly basis, such as uncompleted assignments, scores on tests or quizzes, positive successes, or reminders of upcoming projects or events. On Friday, while students are completing an assignment, fill in the forms and place them in the folders. You may also want to include completed student assignments in the folders.

Student directions:

1. Take your *Friday Folder* as you leave the room on Friday.
2. Show the folder to your parents, and have them sign the form.
3. Return the folder on Monday morning.

Lesson-Support Routines

Asking for help

There are numerous nonverbal signals students can give

- Students position a tent card on their desks with the words *I need help* facing the teacher. (Harry Wong suggests printing the words *Keep working* on the side of the card that faces the student.)
- Students stand a textbook upright on their desks and keep working until the teacher arrives.
- Students turn up a colored card that is taped to the fronts of their desks (like the flag on a mailbox) and keep working until the teacher arrives.
- Students sit in the designated *Help Spot Desk* and keep working until the teacher arrives.

Turning in assignments

Student directions:

1. Pass your paper across the row by placing it on the desk of the student to your left.
2. As papers come to your desk, put your paper on top and pass to the left.
3. If you are the last student in the row, collect all papers and hand them to the teacher.

Finishing assignments early

Teacher preparation:

Make a poster of possible activities students may do when they finish an assignment and time remains in the period. Possibilities include reading a book of your choice; using the computer; working on a book report; doing makeup work; going to the science center and using whatever piece of equipment is set up; going to the art center and doing a project; going to the *teacher's aid center* and working on whatever project is set up, such as cutting out bulletin board letters, organizing papers, sorting supplies, or watering plants. Explain each possibility to students, listing the procedures involved in the activity.

Student directions:

1. Turn in your assignment.
2. Check the board for additional directions.
3. If all assignments are turned in, work on one of the agreed-upon possible activities.

Getting paper, pencil, or pen when forgotten

There are several options, all of which happen *before* class begins:

- *Buy* the needed supply with class points from the classroom *store*.
- Borrow the needed supply from the teacher, leaving something as collateral, such as a watch, a bicycle lock, or even a shoe.
- Take one of the loaner pencils made available by the teacher. (Note: Some teachers scrounge in vacated lockers at the end of the year for leftover pencils, which they then break in half and sharpen at both ends. Students are often less inclined to rely on the teacher if the supplies are unattractive.)

Interaction Routines**Giving attention to the teacher (kinesthetic)**

Student directions:

1. If the teacher's hand is raised, stop whatever you are doing, raise your hand, and keep your eyes on the teacher.
2. When everyone's hands are raised and the room is quiet, listen for the teacher's comment or direction.

Giving attention to the teacher (tactual)

Teacher preparation:

In your normal tone of voice, say to one student, "Attention, please. Pass it on." That student repeats to one other student, "Attention, please. Pass it on."

Student directions:

1. When you hear, "Attention, please. Pass it on," repeat it to a student sitting close to you.
2. Stop what you're doing, look at the teacher, and listen for the teacher's comment or direction.

Giving attention to the teacher (auditory)

Student directions:

1. After you hear the teacher clap his or her hands once, join in on the second clap. This grabs the attention of anyone who didn't hear the first one.
2. Join in on the third clap and look at the teacher.
3. Listen for the teacher's comment or direction.

Giving attention to the teacher (visual)

Teacher prep:

Have a colleague take a photo of your students giving you their attention. Enlarge the photo and mount it on poster board.

Student direction:

When you see the teacher pointing to the poster, stop what you're doing and listen for the teacher's comment or direction.

Participating in small-group activities

Teacher preparation:

Construct a traffic light, either on a poster or as an overhead transparency. When the activity begins, show the green light.

General directions given to students:

1. Listen for a signal and look at the *light* for cues to continue or stop working.
2. When you see the green light, keep working.
3. When you hear a signal and see a yellow light, you have one minute to wrap up your work/discussion.
4. When you hear the signal and see the red light, stop working and talking. Look at the teacher and wait for a direction or comment.

Giving appreciation to someone:

1. Make eye contact.
2. Say the person's name.
3. Make a positive statement.
4. Smile.
5. Respond to "Thank you" with "You're welcome."

Receiving appreciation:

1. Make eye contact.
2. Listen without speaking.
3. Smile.
4. Say, "Thank you."

Procedures and Routines

Secondary Routines

These procedures include sequential steps for students to follow. When necessary, *Teacher preparation* is indicated.

Class-Running Routines

Student absences

Teacher preparation:

- Pair students as *study buddies*. Study buddy responsibilities include keeping a written record of all announcements, writing down all assignments (both in-class and homework), and sharing lecture notes with an absent study buddy.
- Write absent students' names on any handouts for the day, and put them in an *Absentee Folder*.
- Record student names on index cards (a different color for each class), and put them in a small file box. When students are absent, turn their cards sideways in the box, and leave them that way until the student brings in an approved excused absence slip.

Student directions:

1. When you return after being absent, put your excused absence slip in the IN basket on the teacher's desk.
2. Remove handouts from the *Absentee Folder*.
3. Check with study buddy to get assignments.

Beginning the day

Teacher preparation:

Write opening activities and any other directions to students on the board or overhead.

Student directions:

1. When you enter the room, greet the teacher, making eye contact.
2. Put away all of your personal belongings (jackets, backpacks, etc.).
3. Get out necessary materials (binder, folder, homework assignment, books, pencils, pens, paper).
4. Sharpen two pencils.
5. Read directions on the board.
6. Begin opening activity.

Leaving the room at the end of the day

Teacher preparation:

Have a closing question (either content-specific or personal reflection) for students to respond to.

Student directions:

1. Wait for the teacher to signal the end of class.
2. Gather all belongings.
3. Walk to the door.
4. Make eye contact with the teacher.
5. Respond to closing question or comment.
6. Say, "Good bye."

Going to the restroom

Teacher preparation:

Mount an envelope and a library book pocket on a poster next to the door. In the envelope, have cards with students' names.

Student directions:

1. Place your name card in the pocket when leaving the room.
2. If another student's card is already in the pocket, wait until that student returns.
3. Move your name card back into the envelope when you return to the room.

Lesson-Support Routines

Asking for help

There are numerous nonverbal signals students can give.

- Students position a tent card on their desks with the words *I need help* facing the teacher. (Harry Wong suggests printing the words *Keep working* on the side of the card that faces the student.)
- Students set a textbook upright on desk and keep working until the teacher arrives.

Ending group work or discussions

Teacher preparation:

Alert students when it is ten minutes, five minutes, and two minutes before the end of working time. You may want to set a kitchen timer as a reminder to allow adequate time for explaining homework and making necessary announcements before the bell rings.

Student directions:

1. When you are given the ten-minute warning, begin wrapping up your project or discussion.
2. At the two-minute warning, have materials put away and sit quietly in your own seat.
3. Listen for announcements and/or homework assignments.
4. Wait for the teacher to dismiss the class. Class is dismissed by the teacher, not the bell.

Turning in assignments

Student directions:

1. Pass your paper across the row by placing it on the desk of the student to your left.
2. As papers come to your desk, put your paper on top and pass to the left.
3. If you are the last student in the row, collect all papers and hand them to the teacher.

Finishing assignments early

Teacher preparation:

Make a poster of possible activities students may do when they finish an assignment and time remains in the period. Possibilities include reading a book of your choice, using the computer, working on assignments from other classes, and completing makeup work. Explain each possibility to students, listing the procedures for the activity.

Student directions:

1. Turn in your assignment.
2. Check the board for additional directions.
3. If all assignments are turned in, work on one of the agreed-upon possible activities.

Getting paper, pencil, or pen when forgotten

There are several options, all of which happen *before* class begins:

- *Buy* the needed supply with class points from the classroom store.
- Borrow the needed supply from the teacher, leaving something as collateral, such as a driver's license, wallet, cell phone, or keys.
- Take one of the loaner pencils made available by the teacher. (Note: Some teachers scrounge in vacated lockers at the end of the year for leftover pencils, which they then break in half and sharpen at both ends. Students are often less inclined to rely on the teacher if the supplies are unattractive.)

Interaction Routines**Giving attention to the teacher (kinesthetic)**

Student directions:

1. If the teacher's hand is raised, stop whatever you are doing, raise your hand, and look at the teacher.
2. When everyone's hands are raised and the room is quiet, listen for the teacher's comment or direction.

Giving attention to the teacher (tactual)

Teacher preparation:

In your normal tone of voice, say to one student, “Attention, please. Pass it on.” That student repeats to one other student, “Attention, please. Pass it on.”

Student directions:

1. When you hear, “Attention, please. Pass it on,” repeat it to a student sitting close to you.
2. Stop what you’re doing, look at the teacher, and listen for the teacher’s comment or direction.

Giving attention to the teacher (auditory)

Student directions:

1. After you hear the teacher clap his or her hands once, join in on the second clap. This grabs the attention of anyone who didn’t hear the first one.
2. Join in on the third clap and look at the teacher.
3. Listen for the teacher’s comment or direction.

Giving attention to the teacher (visual)

Teacher prep:

Have a colleague take a photo of your students giving you their attention. Enlarge the photo and mount it on poster board.

Student direction:

When you see the teacher pointing to the poster, stop what you’re doing and listen for the teacher’s comment or direction.

PA announcements

Student directions:

1. Remain seated.
2. Listen without talking.
3. Take notes if your study buddy is absent.

Giving appreciation to someone

1. Make eye contact.
2. Say the person’s name.
3. Say what you have to say.
4. Smile.
5. Respond to “Thank you” with “You’re welcome.”

Receiving appreciation

1. Make eye contact.
2. Listen without speaking.
3. Smile.
4. Say, “Thank you.”

Teaching Procedures

Say, See, Do, Review

The following four-step process is an effective way to teach procedures so they become routines.

Step 1: Say

Thoroughly explain the procedure, including its benefits. As they did with rules, students need to know what's in it for them. For example, a middle school teacher's procedure for collecting homework was to have students put it into the IN basket on her desk. She explained to students that she had lots of papers to keep track of, and she assured them that if they put their homework assignments in the basket, she wouldn't lose them. When a student tried to hand her a homework paper rather than put it into the basket, she would simply say, "Where should you put this so it won't get lost?" Students quickly got in the habit of putting homework into the basket.

Step 2: See

Demonstrate the procedure yourself, or have some students demonstrate while you explain the steps. Because some students may fail to notice specific details, be sure to point them out. For example, point out that papers going into the IN basket need to be right side up and lying flat inside of the basket (not hanging over the edge).

Step 3: Do

Practice the procedure until every student does it correctly. Fred Jones suggests having the entire class repeat the procedure if even just one student makes a mistake. He points out that students will help one another get it right so they won't need to keep practicing it. For example, if a student doesn't put the paper all the way into the basket, another student will remind him or her.

Step 4: Review

Reviewing the procedure gives you the opportunity to reinforce its importance and correct any slip-ups. Appropriate times for reviewing procedures are the same as for rules:

- When new students join the class.
- When the procedure isn't followed.
- When positive things happen in class because of following the procedure.

TIP: The most effective time to teach a procedure is right before students need to do it for the first time. For example, teach students to put homework into the *IN* basket the first time a homework assignment is due.

Teaching Procedures Lesson

Lesson Template

Directions:

1. Choose a procedure and record your answers in the space below, on a separate sheet of paper, or on your mobile device.
2. Indicate what type of procedure it is: Class-Running, Lesson-Support, or Interaction.
3. Write the step-by-step process of the procedure.
4. Plan how your group will teach the procedure using the Say, See, Do, Review model.

Procedure for:**Type of Procedure** (Check one.)

- Class-Running Routine
- Lesson-Support Routine
- Interaction Routine

Steps of the Procedure:**Plan for teaching the procedure to another group:**

Step 1: Say

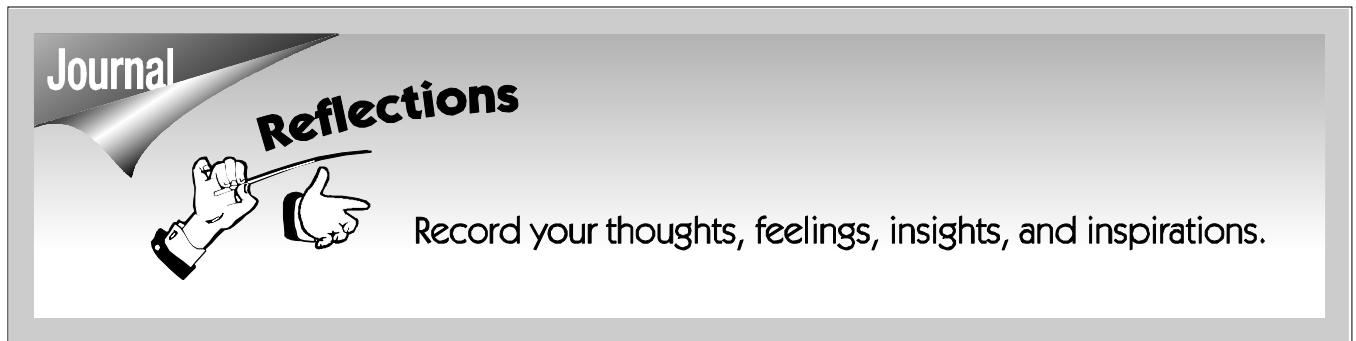
Step 2: See

Step 3: Do

Step 4: Review

Final Chord

Reflection and Application Journal

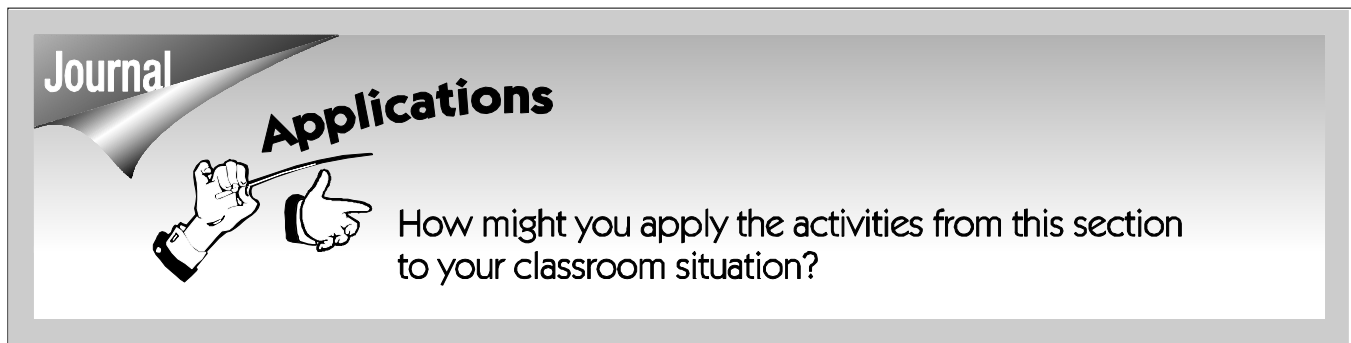


Directions:

1. Remove the Course Journal from your materials folder.
2. Choose one or more of the questions on this page and write your response.

You may want to consider the following questions:

- In what ways might you teach, emphasize, or review your classroom rules?
- What procedures need *brushing up* in your classroom, or what procedures would you like to add to your classroom routine? Would any of your classroom procedures benefit from the *See, Say, Do, Review* approach?

A graphic with a grey background and a white border. In the top left, the word "Journal" is written in a white, sans-serif font. Below it, the word "Applications" is written in a larger, bold, black, sans-serif font. To the left of "Applications" is a black and white illustration of two hands: one holding a pen and the other pointing. To the right of the hands, the text "How might you apply the activities from this section to your classroom situation?" is written in a black, sans-serif font.

Journal

Applications

How might you apply the activities from this section to your classroom situation?

Section Activities

- Creating a game
- Skits and role-plays (teaching rules)
- *Personal Best* evaluation
- Sequencing (Step Right Up rotation)
- Modeling and rehearsal (See, Say, Do, Review)

Section 5: Maintaining Momentum and Flow

A stationary car is hard to steer, but once it's moving, it's quite easy to guide the car where you want it to go.

It is the same for students: once you get them enthusiastic, it's easier to guide them.

—Joseph Cornell, Educator



Prelude

Section 5: Overview

In an orchestra, timing is everything, and one of the most important tasks of the conductor is to *keep time*—to keep the flow of music moving smoothly, not too quickly and not too slowly.

Likewise, one of your most important tasks as a classroom teacher is to keep the flow of instruction moving. “Interesting, well-paced lessons are a key to holding students’ attention; unimaginative or confusing lessons with limited opportunities for student participation are boring or frustrating to students, creating conditions for discipline problems to develop.” (Emmer, Evertson, and Worsham (2003) p. 88.

Researchers Good and Brophy (1994) observed that although some students remained interested and attentive when they waited with nothing to do, three *negative* behaviors were evident:

- Students became bored or fatigued, losing interest and ability to concentrate.
- Students became distracted or started daydreaming.
- Students actively misbehaved.

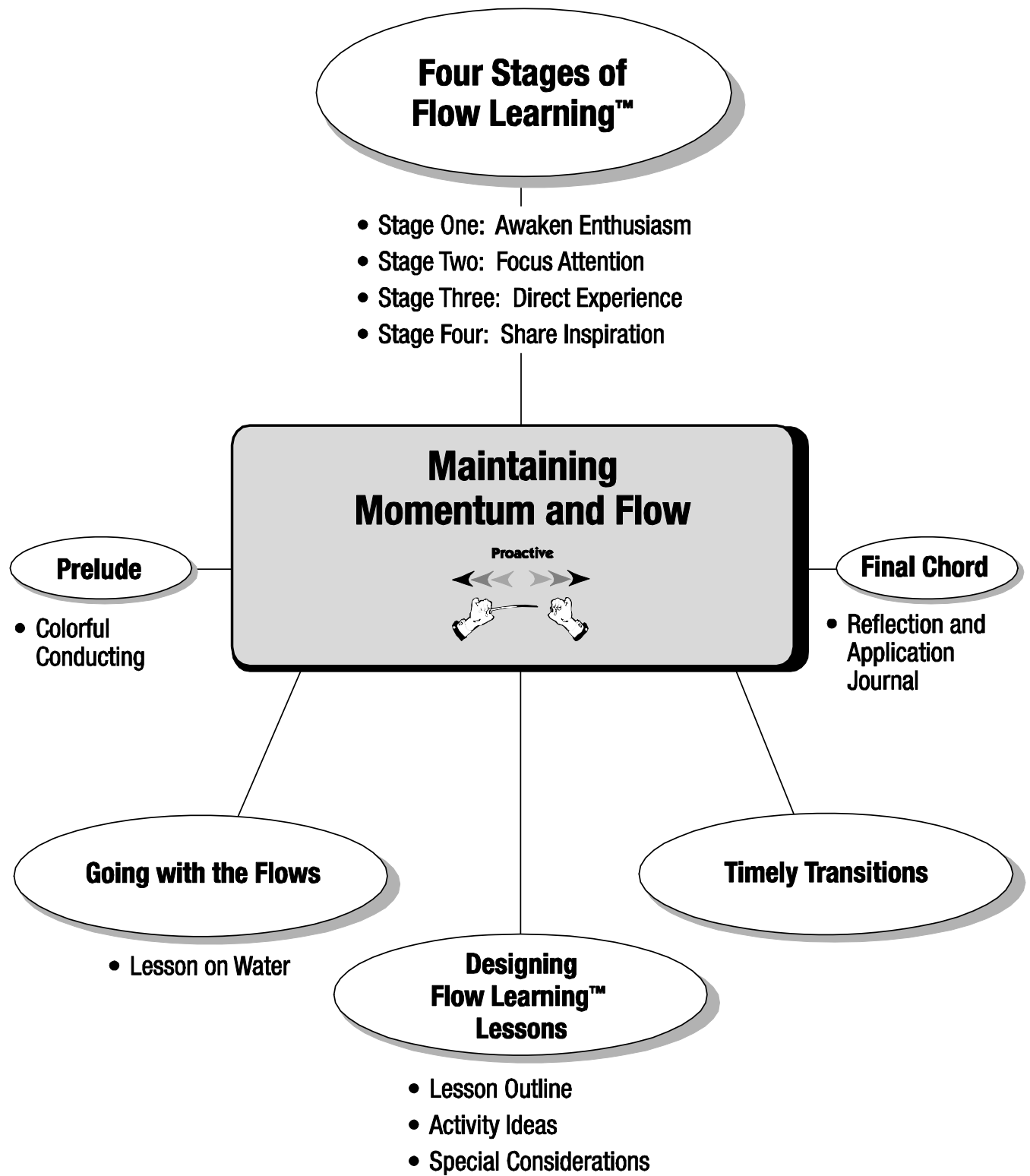
The Flow Learning™ process prevents these problems because it:

- Works with students where they are and uses a step-by-step process to engage them more deeply in learning.
- Provides a structure for *keeping time* in the classroom.
- Helps orchestrate activities so they flow smoothly and briskly, which contributes to an active, motivated learning environment and minimizes management problems.

Section 5: Objectives

After completing this section, you will be able to:

- Understand ways to use correct pacing within lessons to increase learning time and maintain instructional momentum.
- Articulate the four stages of Flow Learning and explain how to use them to sequence instruction.
- Demonstrate mastery of the Flow Learning process by teaching a minilesson.
- Orchestrate transitions that keep students focused and minimize discipline problems.



Research Quotations

- Students spend many hours passively sitting in classrooms, listening to teachers, waiting for teachers to check work or give instructions, in transition from one task to another, or waiting for other students to finish working (Kane, 1994; Partin, 2009).
- Passive learning experiences tend to lead to motivational and classroom behavior problems (Berryman, 1993).
- One study of elementary school students found that 42 percent of their school time was spent passively looking at the teacher or waiting (Greenwood, Horton, & Utley, 2002).
- Boredom tends to drain students' energy, diminish their abilities to concentrate and learn, and extinguish any desire to participate (Freeman, 1993; Young et al., 2011).
- Student gains in performance would increase tremendously if educators were to start with the question "How can learning be made more enjoyable?" (Csikszentmihalyi, 2000).
- In a series of classic studies, Kounin (1983) stressed the importance of maintaining classroom momentum and avoiding *down time* when students are idle.

Four Stages of Flow Learning™

Flow is a concept conceived by Mihaly Csikszentmihalyi (pronounced “chick-sent-me-high-ee”), a professor and best-selling author of numerous works, including *Flow: The Psychology of Optimal Experience* (1991).

Csikszentmihalyi describes flow as “being completely involved in an activity for its own sake. The ego falls away. Time flies. Every action, movement, and thought follows inevitably from the previous one, like playing jazz. Your whole being is involved, and you’re using your skills to the utmost.”

Flow Learning is a four-stage process developed by Joseph Cornell, an internationally known educator and author. The two concepts (Csikszentmihalyi’s **Flow** and Cornell’s **Flow Learning**) were developed independently and should be viewed as separate and distinct from each other. This course addresses only Cornell’s concept of Flow Learning and how it relates to classroom management. However, using Flow Learning in your classroom may help your students enter into a *state of flow* as defined by Csikszentmihalyi.

Flow Learning is a simple, effective way to work with the energy of your entire class. Using the Flow Learning process allows you to capture students’ interest in a lesson right from the beginning, thus minimizing or eliminating many discipline problems. The process can be applied to any lesson plan format. The four stages are:

Stage One: Awaken Enthusiasm

Engage students in learning and increase their level of alertness.

Stage Two: Focus Attention

Focus students’ attention on a single topic.

Stage Three: Direct Experience

Give students an in-depth experience of content.

Stage Four: Share Inspiration

Provide an opportunity for students to share what they have learned in a meaningful way.

Source: Joseph Cornell, *Sharing Nature with Children I*, Dawn Publications, Nevada City, CA, © 1989. www.sharingnature.com.

Stage One: Awaken Enthusiasm

The *Awaken Enthusiasm* stage of Flow Learning engages students in learning, often through an energetic, high-interest activity, such as aerobics, dance, listening to lively music, playing games, or participating in other surprises.

You can also awaken students' enthusiasm without requiring them to do anything other than observe. For instance, you can wear a costume to class, put on a puppet show, juggle, or bring in an unusual object to share.

Awakening students' enthusiasm at the beginning of a lesson increases students' interest and involvement in it, making learning easy and natural.

Goal

- Alertness

Benefits

- Builds on students' natural love of play.
- Often involves the whole body.
- Creates an atmosphere of energetic willingness.
- Overcomes passivity.
- Gets students' attention.
- Develops rapport between teacher and students.
- Provides direction and structure.
- Prepares the way for later, more in-depth activities.

*The whole art of teaching is only the art
of awakening the natural curiosity of
young minds for the purpose of
satisfying it afterwards.*

—Anatole France



Stage Two: Focus Attention

The *Focus Attention* stage of Flow Learning focuses students' attention on a single topic. In this stage, you can take the high level of student energy generated during the *Awaken Enthusiasm* stage and aim it toward a specific topic of study. Student activities at this stage include participating in a visualization; listening to Baroque music; completing a timed activity; mind mapping information; or watching a short, interesting videotape clip.

While it may be tempting to jump directly into your lesson, the time spent focusing students' attention at the beginning of a lesson actually saves time in the long run because it keeps students engaged in the learning process.

Goal

- Concentration

Benefits

- Increases students' attention span.
- Uses energy generated in Stage One.
- Deepens awareness.
- Calms the mind.

Men give me credit for genius; but all the genius I have lies in this: When I have a subject on hand, I study it profoundly.

—Alexander Hamilton



Stage Three: Direct Experience

The *Direct Experience* stage of Flow Learning gives students an in-depth experience of content as they accomplish the learning objective. At this stage, students learn and/or practice content in a specific subject area. A few examples of student activities for this stage are participating in a class discussion, working on a group project, or doing individual research for a report.

The ideal *Direct Experience* activity is multisensory and includes auditory, visual, tactual, and kinesthetic elements.

Goal

- Learning

Benefits

- Provides an opportunity for personal discovery.
- Allows for experiential rather than theoretical understanding.
- Addresses strengths of various student learning styles.
- Meets students' needs for meaningful, useful content.
- Accomplishes learning objectives.
- Meets standards requirements.

*I hear and I forget.
I see and I remember.
I do and I understand.*

—Chinese Proverb



Direct Experience Match

Directions:

1. Match the *Direct Experience Activities* (shown below) with the corresponding lessons on pages 156–158, “Direct Experience Lessons.”
2. Write the appropriate *Direct Experience* letter in the space provided for each numbered item on pages 156–158. If you are using the digital version of this manual use a separate sheet of paper or your mobile device, write numbers 1 through 9 on separate lines, and record the letter of the matching *Direct Experience* next to it.

Direct Experience Activities

- a. Students complete a set of multiplication problems in their math text.
- b. Each student group separates into two teams of lawyers to study the issues. One team develops a pro argument and the other team prepares a con argument.
- c. Students learn the definition of a topic sentence for a paragraph. They underline the topic sentences in a series of written paragraphs.
- d. Students read a story in their literature text and then create a *Readers’ Theater* skit that summarizes the key points of the story.
- e. Students read about the most significant inventions of the twentieth century. They each choose an inventor to research and write a one-page paper about.
- f. Students take their seats and listen to a brief lecture about the power of specific design elements. The teacher illustrates important points by referring to logos. Students create their own logos for a real or imaginary product.
- g. Students conduct a series of experiments on magnetism.
- h. Students do a set of geometry problems in their textbook.
- i. Students use their biology texts to find a term and the concepts and/or examples associated with the term. Each pair teaches their information to the rest of the class.

Direct Experience Lessons

1. Elementary: Science

Awaken Enthusiasm: Students are each given a small magnet and have five minutes to discover all of the items they can find in the classroom that are *magnetic*.

Focus Attention: Students work in small groups to make a list of all of the objects in the classroom that are magnetic, basing their choices on their experimentation with the magnets. They make a second list of the objects they discovered that are not magnetic. As a class, students make at least one generalization about objects that are magnetic.

Direct Experience: _____

2. Elementary: Language Arts

Awaken Enthusiasm: Students find a colored 3" x 5" card on their desks. (A sentence is written on each card.) They quickly get into a group with other students who have the same color card before time is called.

Focus Attention: Students are challenged to place their cards in a sequence that makes sense. Students read their sequence (paragraph) out loud and identify the most important sentence.

Direct Experience: _____

3. Elementary: Social Studies

Awaken Enthusiasm: Each student reaches into a large brown bag and pulls out an object, such as a rubber band, index card, toothpick, adhesive tape, or plastic cup.

Focus Attention: Students are placed in small groups of four or five members. Groups use their items to create a *useful invention*. Groups demonstrate their inventions to the class.

Direct Experience: _____

4. Elementary: Math

Awaken Enthusiasm: Students create items to be used in a game. On a blue colored index card, students write a multiplication problem of their own choice. On a yellow index card, they write the answer to the problem. The teacher collects both colored cards, placing the yellow *answer* on the floor in the center of the room.

Focus Attention: The class is divided into several relay teams. The teacher gives each student a blue problem card. The first

student in each team runs to the center of the room, selects the correct answer (yellow) card, verifies with the teacher that the answer he or she chose is accurate, and then tags the next person in line. Play proceeds until one team finishes. Other teams match all remaining problem and answer cards.

Direct Experience: _____

5. Multiple Grade Levels: Art

Awaken Enthusiasm: When students walk in the door, they see a gallery of common logos displayed around the room. While lively music plays, they move around the room looking at all the logos. When the music stops, they stand in front of one of the logos they are familiar with.

Focus Attention: Students identify the company name and the product(s) associated with their logo. Optionally, they sing or say the company jingle or tag line.

Direct Experience: _____

6. Secondary: Geometry

Awaken Enthusiasm: Students watch the videotape, “Math, Who Needs It?”

Focus Attention: Students brainstorm ways that math can be used in everyday life.

Direct Experience: _____

7. Secondary: Literature

Awaken Enthusiasm: Students reach into a grab bag filled with cards. Various titles of short stories are written on the cards. Each student pulls out one card.

Focus Attention: While lively music plays, students match story titles to find the members of their group before time is called.

Direct Experience: _____

8. Secondary: Biology

Awaken Enthusiasm: Students play a scavenger hunt game to find index cards that are hidden throughout the room. Each student searches the room until finding one card.

Focus Attention: Students find their partners by matching cards—a science vocabulary term matches a definition.

Direct Experience: _____

9. Secondary: U.S. History

Awaken Enthusiasm: The teacher, wearing a judge's costume and holding props (black robe, powdered wig, and gavel), explains a few key decisions made by the Supreme Court. The teacher emphasizes how each decision personally impacts students' lives.

Focus Attention: The *judge* divides students into groups and assigns each group a controversial court case in an unusual way, dramatically handing down *the case* and banging the gavel.

Direct Experience: _____

Stage Four: Share Inspiration

The *Share Inspiration* stage of Flow Learning answers the question: What meaning did my students gain from this lesson? During this stage students reflect on what they have learned and share it in some way.

Students may reflect privately by writing in a personal journal, or they may share their reflections outwardly by participating in a discussion, doing a demonstration, or tutoring a peer. Allowing students to share their reflections with others increases the level of learning for the entire class. It can also be a means for you to gauge students' level of understanding.

According to research, students do not learn from experience; rather, they learn from reflecting on their experiences (Steinwachs, 1992; Thiagarajan, 1992).

Goal

- Reflection

Benefits

- Clarifies and strengthens students' perception of personal experiences.
- Creates group bonding.
- Gives peer reinforcement.
- Provides feedback for the teacher.
- Builds on an uplifted mood.
- Expands individuals' awareness of others.
- Gives the class the opportunity to feel connected.

A joy shared is a joy doubled.

—Goethe



Share Inspiration Match

Directions:

1. Match the *Share Inspiration* activities below with the corresponding lessons on pages 161–163, “Share Inspiration Lessons.”
2. Write the appropriate *Share Inspiration* letter in the space provided for each numbered item on pages 161–163. If you are using the digital version of this manual use a separate sheet of paper or your mobile device, write numbers 1 through 9 on separate lines, and record the letter of the matching *Share Inspiration* next to it.

Share Inspiration Activities:

- a. Lawyer teams present their arguments to the class. The outcome is decided by a class vote.
- b. Students post their logos around the room. On the back of each logo, students list the design elements they used.
- c. Students’ papers are compiled, made into a booklet, and placed in the classroom library to be shared with others.
- d. Students post the results of their experiments on the bulletin board, creating a graph.
- e. Student pairs write a test question covering their topic. Test questions are compiled to be included in the chapter test.
- f. Students perform their skits for the class.
- g. Students check their work and write on an index card any problems they answered incorrectly. The teacher compiles these problems to be used for practice and review prior to a test.
- h. Each student writes a paragraph to read to the class. Members of the class identify the topic sentence of each paragraph.
- i. Students check their work with a partner and share a way they can apply what they learned to their lives.

Share Inspiration Lessons

1. **Elementary: Science**

Awaken Enthusiasm: Students are each given a small magnet and have five minutes to discover all of the items they can find in the classroom that are *magnetic*.

Focus Attention: Students work in small groups to make a list of all of the objects in the classroom that are magnetic, basing their choices on their experimentation with the magnets. They make a second list of the objects they discovered that are not magnetic. As a class, students make at least one generalization about objects that are magnetic.

Direct Experience: Students conduct a series of experiments on magnetism.

Share Inspiration: _____

2. **Elementary: Language Arts**

Awaken Enthusiasm: Students find a colored 3" x 5" card on their desks. (A sentence is written on each card.) They quickly get into a group with other students who have the same color card before time is called.

Focus Attention: Students are challenged to place their cards in a sequence that makes sense. Students read their sequence (paragraph) out loud and identify the most important sentence.

Direct Experience: Students learn the definition of a topic sentence for a paragraph. They underline the topic sentences in a series of written paragraphs.

Share Inspiration: _____

3. **Elementary: Social Studies**

Awaken Enthusiasm: Each student reaches into a large brown bag and pulls out an object, such as a rubber band, index card, toothpick, adhesive tape, or plastic cup.

Focus Attention: Students are placed in small groups of four or five members. Groups use their items to create a *useful invention*. Groups demonstrate their inventions to the class.

Direct Experience: Students read about the most significant inventions of the twentieth century. They each choose an inventor to research and write a one-page paper about.

Share Inspiration: _____

4. Elementary: Math

Awaken Enthusiasm: Students create items to be used in a game. On a blue colored index card, students write a multiplication problem of their own choice. On a yellow index card, they write the answer to the problem. The teacher collects both colored cards, placing the yellow *answer* on the floor in the center of the room.

Focus Attention: The class is divided into several relay teams. The teacher gives each student a blue problem card. The first student in each team runs to the center of the room, selects the correct answer (yellow) card, verifies with the teacher that the answer he or she chose is accurate, and then tags the next person in line. Play proceeds until one team finishes. Other teams match all remaining problem and answer cards.

Direct Experience: Students complete a set of multiplication problems in their math text.

Share Inspiration: _____

5. Multiple Grade Levels: Art

Awaken Enthusiasm: When students walk in the door, they see a gallery of common logos displayed around the room. While lively music plays, they move around the room looking at all the logos. When the music stops, they stand in front of one of the logos they are familiar with.

Focus Attention: Students identify the company name and the product(s) associated with their logo. Optionally, they sing or say the company jingle or tag line.

Direct Experience: Students take their seats and listen to a brief lecture about the power of specific design elements. The teacher illustrates important points by referring to the logos. Students create their own logos for a product.

Share Inspiration: _____

6. Secondary: Geometry

Awaken Enthusiasm: Students watch the videotape, “Math, Who Needs It?”

Focus Attention: Students brainstorm ways that math can be used in everyday life.

Direct Experience: Students do a set of geometry problems in their textbook.

Share Inspiration: _____

7. Secondary: Literature

Awaken Enthusiasm: Students reach into a grab bag filled with cards. Various titles of short stories are written on the cards. Each student pulls out one card.

Focus Attention: While lively music plays, students match story titles to find the members of their group before time is called.

Direct Experience: Students read a story in their literature text and then create a *Readers' Theater* skit that summarizes the key points of the story.

Share Inspiration: _____

8. Secondary: Biology

Awaken Enthusiasm: Students play a scavenger hunt game to find index cards that are hidden throughout the room. Each student searches the room until finding one card.

Focus Attention: Students find their partners by matching cards—a science vocabulary term matches a definition.

Direct Experience: Students use their biology text to find the term and the concepts and/or examples associated with the term. Each pair teaches their information to the rest of the class.

Share Inspiration: _____

9. Secondary: U.S. History

Awaken Enthusiasm: The teacher, wearing a judge's costume and holding props (black robe, powdered wig, and gavel), explains a few of the key decisions made by the Supreme Court. The teacher emphasizes how each decision personally impacts the students' lives.

Focus Attention: The *judge* divides students into groups and assigns each group a controversial court case in an unusual way, dramatically handing down *the case* and banging the gavel.

Direct Experience: Each student group separates into two teams of lawyers to study the issues. One team develops a pro argument and the other team prepares a con argument.

Share Inspiration: _____

Going with the Flow

Directions:

When prompted, fill in the percentages below, on a separate sheet of paper, or on your mobile device.

Stage Two: Focus Attention Water Facts and Figures

Water Content

Apple	_____ %
Carrot	_____ %
Radish	_____ %
Human body	_____ %

How the Body Uses Water

The human body needs water to carry out all of its life processes:

- Water assists digestion. It is a solvent and carrier for digestive enzymes.
- Water plays a crucial role in the body's electrical system.
- Water assists breathing by keeping the surface of air sacs of lungs moist so oxygen can dissolve and move into the blood.
- The chemical reactions that turn food into energy or tissue-building materials can take place only in a watery solution.
- Water carries away the body's waste products.
- Water assists the body in cooling itself.
- Water increases the oxygen-carrying capacity of hemoglobin.
- Water maintains cellular polarity, which is essential for health.

Interesting Water Facts

- We can live without other nutrients for several weeks, but we can go without water for about one week only. If the body loses more than 20 percent of its normal water content, the person will die painfully.
- Every organism (or living thing) consists mostly of water. A mouse is about 65 percent water. An elephant and an ear of corn are about 70 percent water. A potato and an earthworm are about 80 percent water.
- The human brain is about 90 percent water.

Source: Online World Book Encyclopedia (2003)

Stage Three: Direct Experience

Water Formula

Directions:

1. Use the following formula to determine your body's water requirements and record your answers in the space below, on a separate sheet of paper, or on your mobile device.

Your weight in pounds divided by 3 = number of ounces of water to drink per day.

Number of ounces divided by 8 = number of 8-ounce glasses of water to drink per day.

TIP: If you are under stress, increase this amount. Also drink more water when you drink caffeine or alcohol.

Stage Four: Share Inspiration

Statement Response

Directions:

1. Write a statement in the space below, on a separate sheet of paper, or on your mobile device responding to one or more of the following prompts:

I realized . . .

I learned . . .

I'll remember . . .

I'll share with someone . . .

Designing Flow Learning Lessons

Directions:

Use this template and work with a group to design a Flow Learning Lesson. If you are using the digital version of this manual, locate this sheet from the small file of pages you may have printed.

Lesson Template**Title:****Subject:****Grade Level:****Standards:****Objectives:****Materials:****Stage One: Awaken Enthusiasm Activity****Stage Two: Focus Attention Activity****Stage Three: Direct Experience Activity****Stage Four: Share Inspiration Activity**

Designing Flow Learning Lessons

Activity Ideas

Listed below are sample activities for each stage of Flow Learning. Keep in mind that you can apply certain activities to more than one stage. For example, brainstorming is an activity that can awaken enthusiasm as well as focus attention.

Awaken Enthusiasm

- Make a personal choice.
- Watch a short, interesting videotape clip.
- Brainstorm.
- Do an outside activity.
- Listen to lively music.
- Do calisthenics.
- Perform a challenge. (For example, see how many math problems you can do in two minutes.)
- Do aerobic dance or other movements.
- Rotate from station to station.
- Play tag or another active game.
- Wear a costume.
- Participate in a relay.
- Do circle rhythm clapping.
- Watch the teacher do something surprising, such as wear a costume to class, juggle, or bring in an unusual object to share.
- Use props for active games. (For example, tennis balls, balloons, beanbags, and jump ropes.)
- Line up for groups in an unusual way. (For example, alphabetically by the last letter in students' middle names.)
- Play a guessing game.

Focus Attention

- Brainstorm.
- Watch a short, interesting videotape clip.
- Participate in a relay.
- Do a matching activity.
- Do an identification and observation activity.
- Play Simon Says.
- Listen to Baroque music.

- Do balance feats. (For example, carry a bell without ringing it, stand on one foot and extend the other backwards, or walk with a book on your head.)
- Do mental math.
- Perform challenge activities in silence.
- Copy body movements, such as pantomime, follow the leader, or sign language.
- Perform challenge activities with props, such as cards, tennis balls, or beanbags.
- Write in the air.
- Listen to instructions presented in an unusual way, such as singing.
- Conduct a timed activity.
- Do a visualization.
- Put together a puzzle.
- Make a mind map of information.

Direct Experience

Activities in this stage are determined by your subject-specific learning objectives. These are just a few of the many activities you may have your students do:

- Paint a picture.
- Read a chapter and discuss it in groups.
- Conduct a science experiment with a partner.
- Plan a class party.
- Participate in a class team-building activity.
- Listen to a guest speaker.
- Research a topic (independently).
- Design and build a model with three classmates.
- Practice a dialogue from a Spanish text with a partner.
- Conduct a class meeting.
- Create and perform group skits for the class.
- Debate a controversial issue with the whole class.
- Use math manipulatives to solve a problem.
- Learn a song.
- Complete a worksheet.
- Make a clay sculpture.

- Simulate a congressional session.
- Practice cooperative problem solving.

Share Inspiration

- Write a poem.
- Create a picture, sculpture, poster, or other visual display.
- Make a journal entry.
- Write a paper.
- Perform a skit or dance.
- Participate in a recital.
- Do a demonstration.
- Share answers to an assignment.
- Give a talk.
- Participate in a simulation.
- Check your answers and share results.
- Tutor a peer or younger student.
- Take a test.

Special Considerations

Be willing to experiment.

Every class has its own character—needs, likes, and dislikes—and will respond differently to various activities. What works for one class may not work for another. For example, some groups may respond well to team games, while others may prefer individual activities. Experiment to find out what types of activities work best with each group of students.

Provide variety.

Rotate the types of activities you do at each stage so there is an element of surprise in your lessons. Students may request their favorite activities again and again, but it's often the unknown that generates the most student involvement.

Relate activities to your subject matter.

Although *Awaken Enthusiasm* and *Focus Attention* activities do not need to relate to your content to be effective, you can maximize your instructional time by gearing them to your subject matter. A wide variety of activities can be easily adapted to a broad range of subjects. For example, a scavenger hunt can be used to *Awaken Enthusiasm* for math facts, literature characters, or science vocabulary.

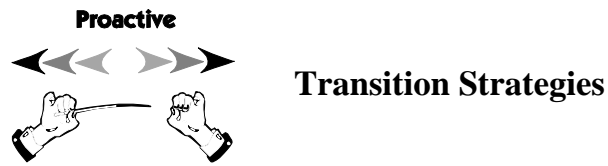
Consider longer rhythms.

Flow Learning can be expanded to address the rhythms of your entire day, week, unit, and year. For example, you may begin your day with one or more *Awaken Enthusiasm* activities, use *Focus Attention* and *Direct Experience* activities throughout the day, and end the day with a *Share Inspiration* activity. Similarly, *Awaken Enthusiasm* activities are very effective for Monday, followed by *Focus Attention* and *Direct Experience* activities during the week, and *Share Inspiration* activities on Friday. You can engage students' interest at the beginning of the year by paying special attention to *Awaken Enthusiasm* activities in September and bringing the school year to completion with several *Share Inspiration* activities and celebrations in May.

Use the stages as needed.

Although the stages of Flow Learning work together sequentially as a complete process, you may use each stage whenever it is most beneficial. For example, if your students' enthusiasm begins to lag during the *Direct Experience* stage, you can insert an *Awaken Enthusiasm* activity to pick up the group's energy. Similarly, you may choose to refocus the class with a *Focus Attention* activity.

Timely Transitions



The following strategies help students stay focused during transition times:

Transition Strategy No. 1:

Alert students before the transition is going to occur.

Students need time to *switch gears*, and students may not be aware that one activity is ending and another beginning. Signaling students that a transition is about to happen helps them prepare to make the change. Signals may include an auditory cue, such as ringing a chime ten minutes before the end of an activity or a visual cue, such as flicking the lights. Posting a schedule and explaining it to students helps them understand the flow of the lesson or of the day.

Transition Strategy No. 2:

Provide clear closure to one activity before beginning another, thus avoiding *flip-flops*.

Kounin (1970) defines *flip-flops* as ending one activity and beginning another, only to return to the original activity again. For example, you would be doing a *flip-flop* if you instructed your students to put away their science books and take out their lab notebooks, then remembered that you wanted to assign homework questions and referred back to the science books. With forethought and planning, *flip-flops* can be avoided.

Transition Strategy No. 3:

Provide clear directions and establish clear expectations for student behavior during transitions.

Make sure students know what they need to do and how much time they have to do it. Getting into groups and gathering materials are transition times that can quickly become chaotic without specific directions. For example, can students talk, sharpen their pencils, or move throughout the room during the transition? Know when transitions happen and determine beforehand what behaviors you expect. Note: Having a specific procedure for transitions eliminates repeated explanations.

Transition Strategy No. 4:

Immediately grab students' attention at the beginning of a new activity.

To make transition times as short as possible, begin the new activity in a dynamic way. Students will make a transition efficiently if they are anxious to begin the new activity. You may choose to use an Awaken Enthusiasm or other activity to engage students' interest.

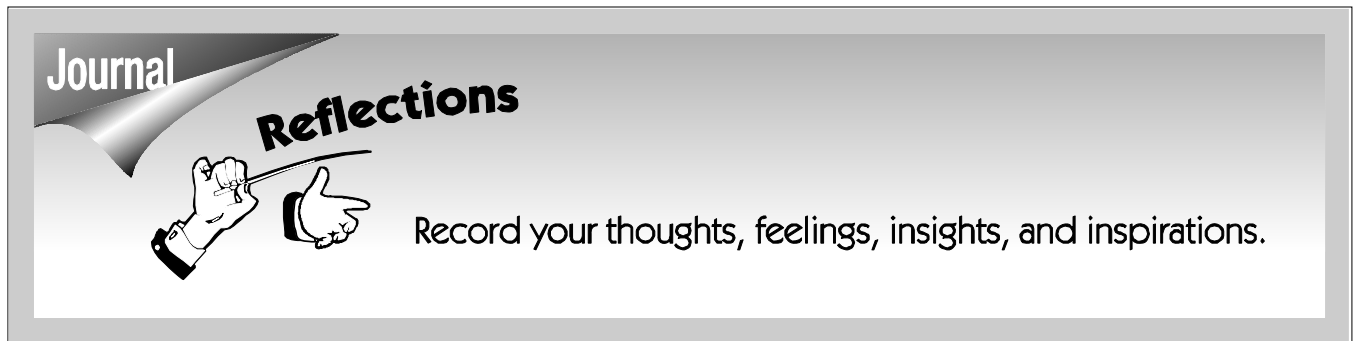
Timely Transitions Reflection

Directions:

1. Respond to the following prompts in the space below, on a separate sheet of paper, or on your mobile device.
 - What transitions do your students experience daily?
 - How do you handle transitions in your classroom?
 - What works for you?

Final Chord

Reflection and Application Journal

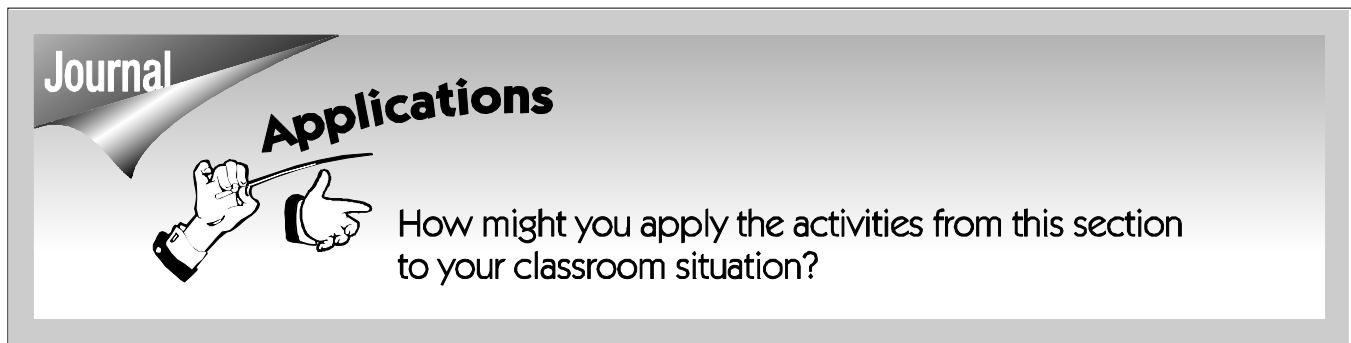


Directions:

1. Remove the Course Journal from your materials folder.
2. Choose one or more of the questions on this page and write your response.

You may want to consider the following questions:

- In which stage of Flow Learning would you like to develop your skills: Awaken Enthusiasm, Focus Attention, Direct Experience, or Share Inspiration?
- Which transition strategies would you like to focus on immediately?
- What can you do to increase your intake of water throughout the day?

A graphic with a grey background and a white border. In the top left, the word "Journal" is written in a white, sans-serif font. Below it, the word "Applications" is written in a larger, bold, black, sans-serif font. To the left of "Applications" is a black and white illustration of two hands: one holding a needle and the other pointing towards the text. To the right of the hands, the text "How might you apply the activities from this section to your classroom situation?" is written in a black, sans-serif font.

Journal

Applications

How might you apply the activities from this section to your classroom situation?

Section Activities

- Colorful Conducting
- Balloons (In the Air Balloons, Balloon Pop)
- Over/Under Relay
- Guessing percentages
- Calculating amount of water needed
- Completing an unfinished statement

Section 6: Reinforcing Positive Behavior

We constantly encourage or discourage those around us and, thereby, contribute materially to their greater or lesser ability to function well.

— Rudolf Dreikurs, Psychologist



Rapid Review

Directions:

1. Work individually or with a partner to find the answers to the following review questions. You may refer to previous sections in this manual if you wish. Record your answers in the space below, on a separate sheet of paper, or on your mobile device.

What are the three main approaches to classroom management?

Which is the most effective of the four Caring/Control Quadrants and why?

What are the six functions of the classroom setting?

What is the difference between a rule and a procedure? Give an example of each.

What are the four stages of Flow Learning?

Identifying Reinforcers

Personal Reinforcement Checklist

Directions:

- Below are categorized activities. Some you may enjoy, while others you may not. Indicate on the scale provided the degree of enjoyment or satisfaction each item provides for you. The list is only a catalyst for your thinking. Add any activities that you feel are highly rewarding or motivating to you. You will have choice in what you share during discussion. If you are using the digital version of this manual, locate pages 177–178 in the small file of pages you may have printed.

	Low 1	2	High 3		Low 1	2	High 3
Eating & Drinking				Hobbies & Crafts			
Ice Cream	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Gardening	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Broccoli	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Refinishing furniture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strawberries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Interior decorating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tea/Coffee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Traveling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Water	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Restoring cars	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Soft drinks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Sewing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Other: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Music Appreciation				Participation in Sports			
Singing in a choir	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Basketball	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Playing an instrument	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Hunting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Singing in the shower	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Tennis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Listening to classical	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Swimming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Listening to country	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Dancing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... to rock and roll	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Fishing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Other: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Movies/Video Tapes				Social Activities			
Westerns	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Attending auctions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Science fiction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Going to garage sales	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comedy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Meeting new people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Drama	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Shopping	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Horror	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Going to parties	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Classics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Playing board games	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Other: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading				Physical & Spiritual Nurturing			
<i>National Inquirer</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Religious services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Books — Fiction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Meditating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Books — Nonfiction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Thinking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
News magazine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Walking in the woods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wall Street Journal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Taking baths	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Technical manuals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Getting a massage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Other: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Identifying Reinforcers

Professional Reinforcement Checklist

Directions:

1. Below are categorized activities and attributes that relate to the classroom. Please indicate on the scale provided the degree of enjoyment or satisfaction each item provides for you. The list is only a catalyst for your thinking. Please add any activities you feel are highly rewarding or motivating to you. You will have choice in what you share during discussion.

	Low 1	2	High 3
Recognition From...			
Superiors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Being Known As...			
Honest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fair	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Consistent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Helpful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Caring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Competent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Being Sensitive to the Needs of...			
High-ability students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Varying abilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
At-risk students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Multicultural students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Skills and Abilities			
Leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Goal setting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Motivating learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Differing politely	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Being flexible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Analyzing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Having patience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Low 1	2	High 3
With Students			
Developing academic abilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recognizing learning problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recognizing behavioral problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Being positive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Being understanding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relating to students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Developing student self-concepts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Joking with students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning Styles			
Working with hands	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Moving around	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Working alone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Being on a team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Having "center stage"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Working backstage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organizing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In the Classroom			
Knowing subject area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maintaining control/discipline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knowing the latest developments in education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staying calm under stress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Prelude

Section 6: Overview

The concept of promoting positive behaviors is based on the basic premise that we do better when we feel better. Classroom management systems that strive to make students feel bad when they make mistakes tend to lead students and teachers into a negative feedback loop—bad feelings lead to worse behavior, which leads to harsher punishment, and the cycle continues. However, when students' efforts and achievements are positively recognized throughout the school day with rewards and reinforcers, students are often too motivated and empowered to misbehave. President Kennedy said it this way: "The time to repair the roof is when the sun is shining."

In the context of the classroom, *reward* refers to anything (be it tangible or intangible) a teacher gives to a student to acknowledge his or her effort or achievement. When rewards reinforce behavior, they may be referred to as *reinforcers*.

When used correctly, rewards:

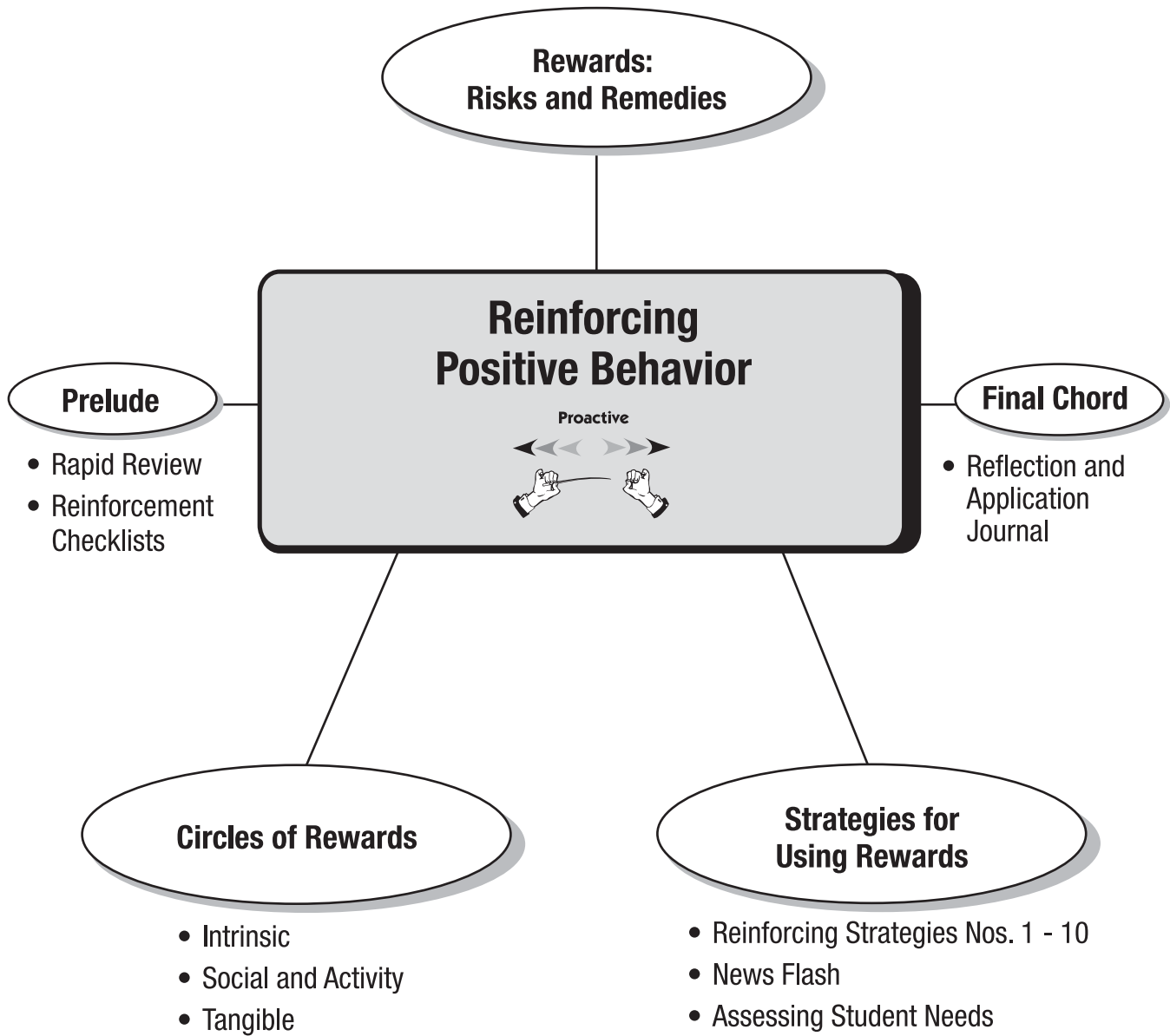
- Positively acknowledge students' behavioral and academic successes.
- Encourage continued positive behaviors.
- Demonstrate teachers' confidence in their students.
- Contribute to a positive classroom climate.
- Nurture students' interests and intrinsic motivation to learn.

In this section, you will examine the different types of rewards and learn strategies for reinforcing positive behaviors through meaningful rewards.

Section 6: Objectives

After completing this section, you will be able to:

- Identify the risks of rewards and assign appropriate remedies to avoid those risks.
- Examine the Circles of Rewards and practice creating appropriate rewards to reinforce specific student behaviors.
- Apply and adapt ten reinforcing strategies for promoting positive behavior in your classroom.
- Design a tool for effectively appraising students' reward and reinforcer preferences.



Research Quotations

- After a thorough meta-analysis of 100 studies completed in the past 30 years, Cameron and Pierce (2002) concluded that when used properly, rewards can enhance performance and motivation. Further, they concluded that there was no evidence that rewards were generally detrimental to intrinsic motivation.
- Brewster and Fager (2000) believe that extrinsic rewards should be used sparingly and that when they are used they should be closely linked to the task accomplished and granted only when they are clearly deserved.
- Cameron and Pierce (2002) emphasize that “research in social learning indicates that tangible rewards that are offered for mastery, effort, and meeting challenges have positive effects on performance, competence, and interest. As a general rule, material incentives should be linked to specific, reasonable, and attainable performance standards” (p. 204).
- To be effective in maintaining a behavior, praise must be perceived as genuine and credible (Martin & Pear, 2011; Stipek, 2002). Students are most apt to view praise as insincere when it is highly effusive, overly general, or incompatible with other actions or words (Henderlong & Lepper, 2002).
- Thompson (1997) suggests that effective evaluative feedback from teachers should focus on “*specific actions* rather than broad competencies of skills” (p. 60).
- Nonreinforcement of classroom disruptions and positive reinforcement (approval) of desirable behaviors (studying) simultaneously decreases undesirable behaviors and increases desirable behaviors (Domjan, 2009).

Rewards: The Risks and Remedies

Many concerns have been raised in recent years regarding the use of rewards in the classroom. Below is a list of the potential risks of using rewards and what you can do to avoid those risks. You will notice that most of the *risks* are only risks when rewards are misunderstood or misapplied.

Risk 1: Rewards may not be rewarding to students.

Some *rewards* actually punish the students they intended to reward. For example, a teacher who proudly announces, “Kendra got 100 percent on the history test” may cause Kendra public embarrassment and even ridicule from peers.

Remedy: Find out what your students find rewarding.

One way to do this is by creating a form for students that asks specific questions about what they value and appreciate. (An *Assessing Student Interests* form is available in the Course Library for use in your classroom.) Then you can provide rewards that are personally meaningful for each of your students. (For additional information, see Reinforcing Strategy No. 1.)

Risk 2: Rewards for activities already enjoyed may de-motivate.

When extrinsic rewards are given for tasks that are already intrinsically rewarding, attention may shift from the intrinsic appreciation to the external reward. Internal motivation may be replaced by external motivation. For example, if a class of students who love to write begins receiving free stickers from their teacher for every assigned story they turn in, some may begin to write stories to get more stickers—and if the stickers stop coming, they may lose their motivation to write.

Remedy: Avoid giving extrinsic rewards for activities students already find intrinsically rewarding.

Instead, nurture students’ interests with rewards that specifically relate to the positive behavior or accomplishment you want to reinforce. For example, instead of stickers, you could reward a group of already motivated writers by inviting a local author to be a guest speaker in your class, having students write letters to their favorite authors, or submitting the best stories for possible publication in a children’s magazine. (For additional information, see Reinforcing Strategy No. 6.)

Risk 3: Rewards may be mistaken for bribery.

In their book *The First Days of School: How to Be an Effective Teacher* © 2004, p. 161, Harry K. Wong and Rosemary T. Wong call for an end to the bribery of extrinsic rewards:

The time has come in education when the wholesale bribery system of giving out endless supplies of stickers, candies, and other tangibles has got to come to a halt The best reward is the satisfaction of a job well doneSelf-discipline is what discipline is all about. You can't teach self-discipline if the students are always looking for more *goodies* (p. 161).

Remedy: Check your intention before giving a reward.

A reward is only a bribe if you *intend* it as one. Psychologists Edward L. Deci and Richard M. Ryan (2002) make the following suggestion:

Ask yourself, “Why am I using this reward? Is my intention to prod the students or change their behavior? Am I feeling pressured to improve the students’ performance? In other words, am I trying to control them? Or am I doing what really feels right to me, relating personally to the students?” (p. 82).

As an alternative to using *controlling* rewards, Deci and Ryan suggest using *informational* rewards “as a personal communication with an individual student, expressing appreciation or conveying competence feedback in a way that is responsive to the student’s frame of reference” (p. 81).

This article was published in *Improving Academic Achievement: Impact of Psychological Factors*, E.L. Deci & R.M. Ryan, *The Paradox of Achievement: The Harder You Push the Worse it Gets*, pp. 61-87, Copyright © Elsevier 2002.

Risk 4: Rewards may confuse the learning objective.

Some rewards may detract from students’ enjoyment and appreciation of learning for its own sake. In his book *Discipline Without Stress, Punishments, or Rewards* (2001), Dr. Marvin Marshall articulates this concern as follows:

Rather than being motivated by curiosity, the challenge, or the enjoyment of learning, the students’ motivation turns toward the external reward—the grade. The motivation is to do well for the teacher’s evaluation, rather than for the learning itself. In addition...the more emphasis placed upon the external reward of the grade, the more students look for the easiest way to obtain it (p. 44).

Remedy: Choose rewards that support the learning objective rather than hinder it.

For example, to reward those students who meet the learning objective of memorizing multiplication tables, give free time for them to design and create original games that involve using that skill. Then make the games available to the class as an optional activity to do during preferred activity time.

This reward reinforces students' learning, provides a fun way for classmates to practice their multiplication tables, and fosters a positive group climate by giving students an opportunity to support one another in learning.

Risk 5: Rewards for expected behaviors send a false message about what is expected of students.

Rewarding students for behaviors that are no more than what is expected of them may lead students to believe—incorrectly—that what they did went above and beyond their duties as a responsible people. For example, if a teacher gives a student a *Certificate of Recognition* for being courteous to classmates, that student may not understand that being courteous to classmates is normal, expected behavior, not to be exhibited only for rewards and teacher recognition.

Remedy: Do not give extrinsic rewards for expected behaviors.

Instead, let students experience the internal reward that comes from doing something that is socially responsible. If you want to reinforce expected positive behaviors, do so with statements of appreciation or acknowledgment.

Risk 6: Rewards may inhibit students' personal growth and responsibility.

Alfie Kohn warns against this in an article entitled “Discipline Is the Problem—Not the Solution” (*Learning Magazine*, October–November 1995):

In a reward-based classroom, [students] are led to ask, “What does she want me to do, and what do I get for doing it?” . . . Notice how different [this] is from what we'd like children to be thinking about: “What kind of person do I want to be?” or “What kind of classroom do we want to have?”

Remedy: Support students' personal growth by combining extrinsic and intrinsic rewards.

Rewards is a broad category encompassing extrinsic as well as intrinsic reinforcers. Meet students where they are—that is, match your rewards to the level they feel rewarded by—and move them inward. *The ideal is for students to be intrinsically rewarded for everything they do in the classroom.* So every time

you use an extrinsic reward, combine it with an intrinsic reward. One way to do this is by asking self-reflective questions. For example, before a field trip to a science exhibit, you can ask, “What are you most looking forward to seeing and why?” and “What do you hope to gain personally from our field trip?” (For additional information, see Reinforcing Strategy No. 7.)

Risk 7: Rewards may detract from a cooperative climate.

Some rewards encourage competition, pitting students against one another for one coveted *prize*. This can be damaging when you want to foster a supportive, collaborative learning environment.

Remedy: Choose rewards that foster cooperation rather than competition.

For example, instead of one prize for the highest achiever, offer the same prize to anyone who receives a 90 percent or higher; among those who score below 90 percent, offer the same prize to anyone with a 5 percent or more improvement from their last score. This eliminates competition among classmates, shifting the focus instead to continued personal growth and achievement.

***Each child is living the only life he has—
the only one he will ever have. The least
we can do is not diminish it.***

—Bill Page, Educator



Directions:

Complete the statement with ten ways in which you feel rewarded in the space below, on a separate sheet of paper, or on your mobile device.

“I Feel Rewarded When . . .”

1.

2.

3.

4.

5.

6.

7.

8.

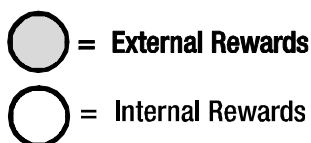
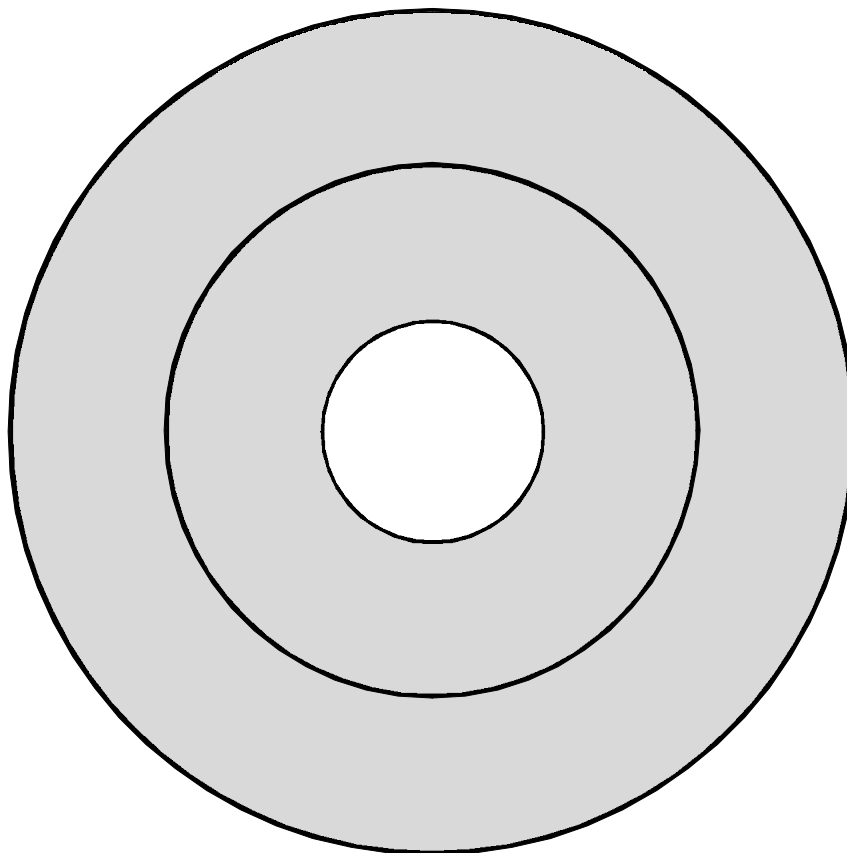
9.

10.

Circles of Rewards

Directions:

The term *rewards* covers a broad range of reinforcers. The graphic below illustrates the varying types of rewards and how they relate to one another. When prompted, fill in the different circles as they pertain to rewards. If you are using the digital version of this manual, use a separate sheet of paper for this activity.



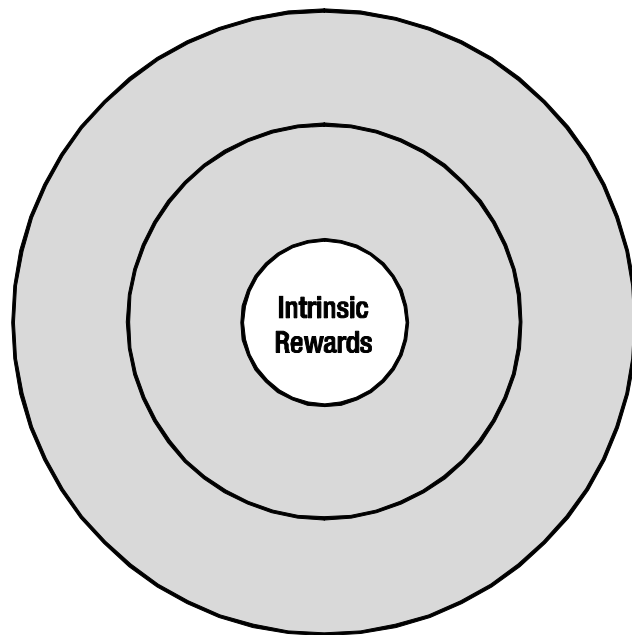
*Meet students where they are
and move them inward.*



The Inner Circle: Intrinsic Rewards

(Comes from within)

- meeting goals
- moral standards
- learning (for the sake of learning)
- self-sufficiency
- philosophical humor
- relaxation, tranquility, serenity
- meaningfulness
- novelty, surprises
- self-satisfaction
- success
- enjoyment of beauty
- improvement
- openness
- having options, alternatives
- playfulness
- achievement
- creative self-expression
 - painting –poetry
 - music –arts/crafts
 - athletics –dance
 - cooking –woodworking
- self-awareness
- constructive feedback
- appreciation of goodness in self/others
- fun
- closure



Directions:

Brainstorm additional ideas, and on the next four pages write them in the *Additional Ideas* area, on a separate sheet of paper, or on your mobile device.

Additional Ideas:

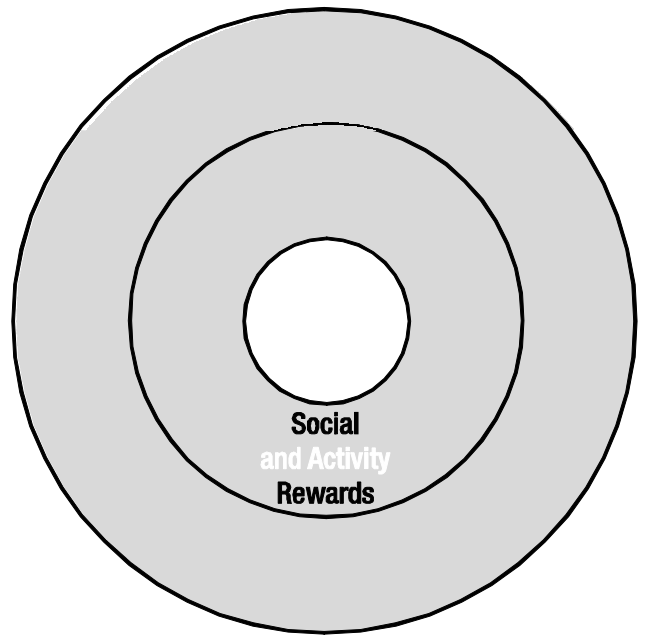
The Middle Circle: Social Rewards

(Comes from others)

- smiles, nods, hugs
- high fives or handshakes
- certificates of merit
- drum rolls
- awards
- scholarships
- positive comments on papers
- standing ovations, applause
- athletic letters
- appointments to offices
- pats on the back
- positive nonverbal gestures
- words of recognition
- acceptance in honor societies
- drawings on papers, smiling faces
- good grades
- extra credit
- winks, eye contact
- peer approval
- placement on honor rolls
- stickers
- being asked opinions, advice
- notes of appreciation
- principal's signature on good papers
- encouragement or acknowledgment

Recognition by:

- letter to parents
- phone call to parents
- name mentioned in assembly
- Student of the Week
- name in paper
- photograph in paper
- trophies, stars
- photograph on bulletin board
- work displayed



Additional Ideas:

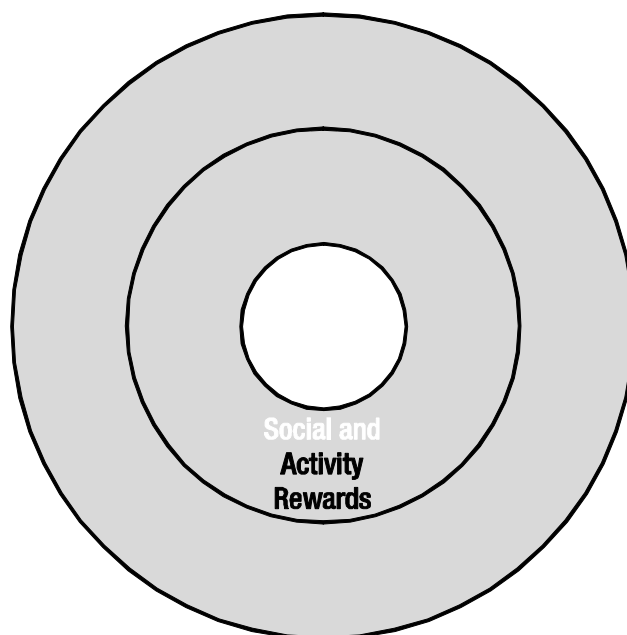
The Middle Circle: Activity Rewards

(Comes from others)

- lunch with teacher or principal
- feed class pet
- teacher tells a personal story*
- reserved parking space
- be first in line
- hold class outdoors*
- arm wrestle with teacher
- work with older students
- assemblies*
- free time to do class jobs
- tutor younger children
- teacher reads a story*
- early dismissal*
- parties*
- work in *quiet* corner
- breaks, recess*
- extra locker space
- field trips*
- take pictures or movies*
- use learning center
- use computer
- independent study
- make videotapes*
- preferred seating
- *no homework* pass
- dress-up days*

Rental privileges:

- computer software
- calculator
- art supplies
- drama props and costumes*
- sports equipment*
- books and magazines
- blocks
- hand puppets
- video equipment*
- audiotape equipment*



Free time to:

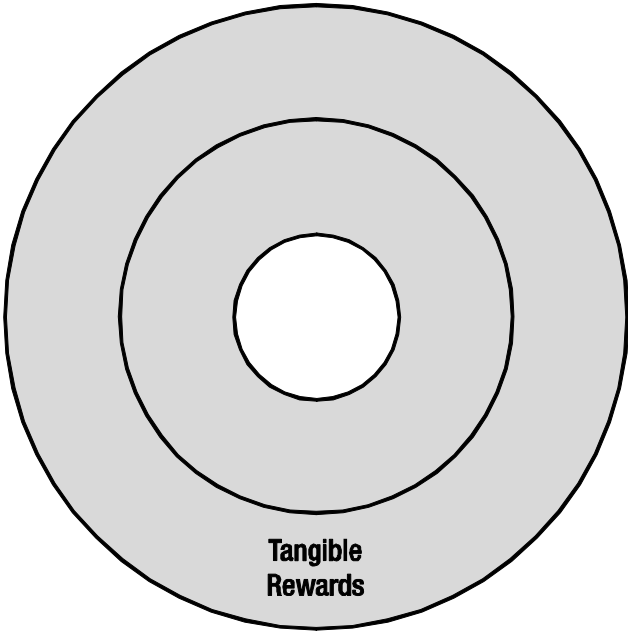
- play games*
- listen to music*
- talk with friends*
- use the computer
- do homework
- go to the library
- play a musical instrument
- plays sports or exercise
- do puzzles
- watch TV*
- attend concerts*
- think
- sing

Additional Ideas:

* *May be used effectively to achieve group goals.*

The Outer Circle: Tangible Rewards
(Physical items—hold, touch, eat)

List your ideas below:

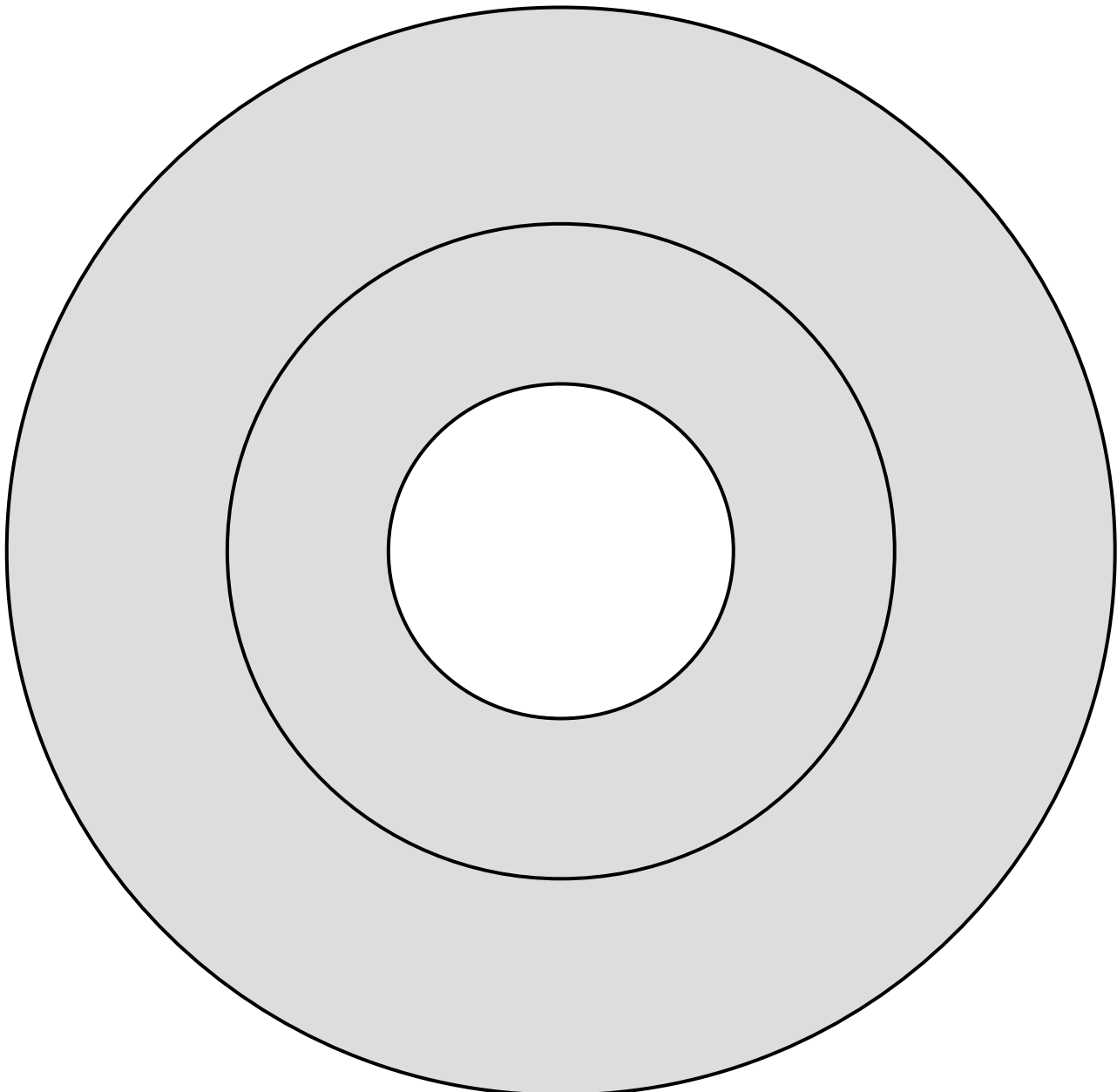


Circles Around a Behavior

Directions:

1. Work with your group to fill in the *Circles of Rewards* below, on a separate sheet of paper, or on your mobile device.
2. Identify a desired student behavior in the space provided.
3. Fill in the inner circle with an intrinsic reward you hope students will gain when they exhibit the desired behavior.
4. Then fill in the other circles with social, activity, and tangible rewards that you, the educator, can provide to reinforce the desired behavior.

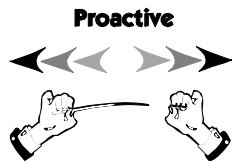
Desired Student Behavior: _____



Strategies for Using Rewards and Reinforcers

Directions:

Record your answers in the space below, on a separate sheet of paper, or on your mobile device.



Reinforcing Strategies Nos. 1 through 10

The overarching goal when using rewards and reinforcers is *to meet students where they are and move them toward the inner circle*. All of the following strategies support this goal.

Reinforcing Strategy No. 1:

Assess students' interests and choose rewards accordingly.

Students have varied interests; different students will feel rewarded by different things. Find out about each of your students' interests to ensure that your rewards are actually going to be rewarding. As Will Rogers said, "When you go fishin' you bait the hook with what the fish likes, not what you like." One way to do this is to have students fill out a form to assess their interests at the beginning of the year. (An *Assessing Student Interests* form is available in the Course Library for use in your classroom.)

Tricky Task Application:

Classroom Application:

Reinforcing Strategy No. 2:

Consider students' learning styles when choosing rewards.

Knowing students' sensory learning style preferences can give you valuable clues as to what rewards they will most appreciate:

- *Kinesthetic learners* appreciate physical rewards, activities, and privileges, such as leading the flag salute and choosing where to sit.
- *Tactile learners* appreciate physical activities and personalized rewards, such as pencils printed with their names, permission to sit with friends, and recognitions.
- *Auditory learners* appreciate personal recognition, auditory rewards, and public approval, such as observable awards posted on the wall, time to socialize, and opportunities for verbal self-expression.
- *Visual learners* appreciate intrinsic rewards, private recognition, and rewards that can be seen, such as written notes, pictures, and certificates.

(For additional information, consult Chapter 5: Choosing Consequences, pages 63-65 of *Discipline and Learning Styles: An Educator's Guide* by William Haggart).

Tricky Task Application:

Classroom Application:

Reinforcing Strategy No. 3:

Give rewards immediately after students perform desired behaviors.

Giving rewards promptly after students have earned them maximizes their effectiveness. If rewarded beforehand, students may not fulfill the desired task or behavior. If rewarded long after the fact, students may not understand what they're being rewarded for. The longer the time gap, the less impact the reward has. A reward is most likely to be appreciated when the achievement is fresh. That way, students will more easily be able to correlate their positive behavior or accomplishment with the positive acknowledgment (the reward).

Tricky Task Application:

Classroom Application:

Reinforcing Strategy No. 4:

Reward a behavior every time at first, then intermittently.

When a student is first learning a positive behavior, reward it every time—a new skill must be practiced consciously and should be reinforced frequently. Once a student has mastered the skill, practicing it becomes unconscious and automatic. The procedure has become a routine, and you no longer need to reward the behavior every time to ensure its continuation. Intermittent reinforcement is important because research shows that the most persistent behaviors are those that are reinforced only occasionally. Another reason for intermittent reinforcement is to gradually withdraw external reinforcers so that students become less dependent upon external incentives for maintaining a behavior.

Tricky Task Application:**Classroom Application:****Reinforcing Strategy No. 5:****Vary your rewards to maximize their effectiveness.**

When rewards are established and predictable, students may begin to take them for granted; they may also begin to do as little as possible to attain them. Varying your rewards ensures that they remain true *rewards* rather than something that is expected. The variety also maintains an element of surprise, keeping the process fun and interesting.

Tricky Task Application:**Classroom Application:****Reinforcing Strategy No. 6:****Avoid providing extrinsic rewards for intrinsically motivating activities.**

Extrinsic rewards may actually draw attention away from a student's intrinsic enjoyment of an activity, replacing the internal appreciation with a desire for the extrinsic reward. For example, an easy way to spoil any enjoyable hobby is to start doing it for pay. Then it becomes a job, no longer done for one's personal joy and satisfaction, but as piecemeal work to be churned out in the fastest way possible. Instead, nurture students' intrinsic interests through celebrations and statements of encouragement and appreciation.

Tricky Task Application:**Classroom Application:**

Reinforcing Strategy No. 7:**Pair outer circle rewards with middle circle rewards.**

Any time you use an outer circle reward, pair it with a middle circle reward. For example, if a tangible reward is given, accompany it with a social or activity reward, such as a high five or free time. Once the new behavior is occurring regularly, begin to withdraw the tangible reward while maintaining the social or activity reward, thus moving the student toward the inner circle. (External rewards are most effective for reinforcing behaviors that are not likely to occur on their own.)

Tricky Task Application:**Classroom Application:****Reinforcing Strategy No. 8:****Catch *all* students being good.**

Though some students may be more easily identified by their undesirable behaviors than by their desirable ones, it's important to notice *all* students' positive behaviors. Indeed, it is *especially* important with students who tend to misbehave. Actively reinforcing their positive behaviors helps clarify accepted behavior and draws attention away from potential misbehavior. One way to notice *all* students is to send out *Proficiency Notices*. These notes may be sent to parents to acknowledge a student's positive behavior, such as participating in class, remembering to bring necessary materials to class, or demonstrating respect for others. Printing up a standard form with room for the student's name and space for a brief comment saves time and is well worth the effort. Another winning idea is to call parents and tell them the good news.

Tricky Task Application:**Classroom Application:**

Reinforcing Strategy No. 9:**Use group rewards only when they reinforce rather than punish.**

Avoid making a class reward contingent upon *every* student's success in class, as doing so sets up the possibility that those who succeed individually may not be rewarded for their success—instead, they are inadvertently penalized. This defeats the purpose of rewards, which is to promote positive behavior by consistently acknowledging and encouraging it. So instead of “We’re not going on our Friday picnic unless everyone turns in all their homework for the week,” say, “Be sure to complete your homework for the week so you can join your classmates on our fun Friday picnic!”

Tricky Task Application:**Classroom Application:****Reinforcing Strategy No. 10:****Reward small successes as well as large ones.**

Effective coaches and teachers know that one key to teaching complex lessons is to break them into small, readily mastered steps. After the student has mastered the simplest task, attention is given to learning the next step. Solving quadratic equations or making hook shots are achieved only after the basic skills are mastered step-by-step. Small successes encourage students to continue. Otherwise, time and effort may be less productive when applied to more complicated, lengthy tasks. Therefore, reward the small successes along the way—doing so encourages students to keep working toward the large successes, and the large rewards. And in many cases, success becomes its own reward.

Tricky Task Application:**Classroom Application:**

News Flash

Directions:

1. Read the fictional news article shown below.
2. For each *Reinforcing Strategy* that is evident in the story, jot down a few words in the space below, on a separate sheet of paper, or on your mobile device to indicate how the strategy is exhibited.

Twenty-Six-Head Wonder Nourishes the Sweetwater Valley!

And no, that’s not some mutant we’re talking about—it’s Mrs. Furber’s 26-student civics class at Sweetwater Valley High, which has been gracing the community for three months now with its nearly unprecedented acts of kindness. Explains one student, “Mrs. Furber always says two heads are better than one, so we decided to see what twenty-six heads could do.” From helping to build Habitat for Humanity homes to restoring salmon to the Sweetwater River basin to staffing our soup kitchens to volunteering at voting polls, Mrs. Furber’s sensational scholars have been making their presence felt in a powerful way.

“It all began with a dare,” says high school junior Mira Clum. “Our teacher dared us to make a positive contribution to our community. At first, she gave us extra credit—two points for every hour volunteered, with a limit of 20 points. By now, even those of us who have reached our limit and cannot earn any more extra credit are so excited about what we’re doing, we don’t want to stop.”

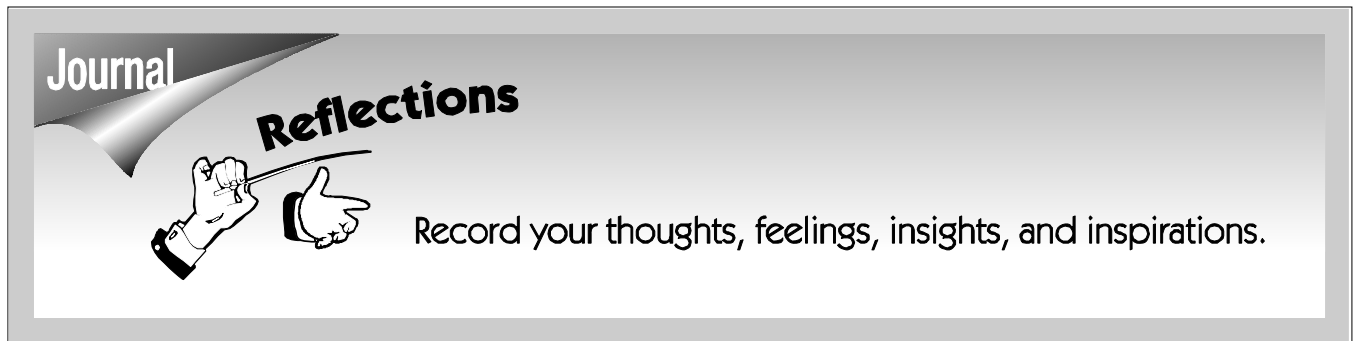
Says another classmate: “Mrs. Furber leads the class in a different celebration or cheer every time one or a group of us achieves a goal on whatever community project we’re working on. She makes it pretty clear that she appreciates every one of us. She set up a chart on the wall so we can keep track of our hours, and when we reach 100 hours collectively, we’re having a class party.”

“I never really cared much for school before this class,” confesses one high school senior, “but helping out with the kids at the shelter is really fun, and they look up to me. Knowing I’m making a difference in their lives, and that they see me as an example, gives me a reason to get up in the morning—and to keep going to school.”

Reinforcing Strategy	How the Strategy is Exhibited in the Story
Reinforcing Strategy No. 1	
Reinforcing Strategy No. 2	
Reinforcing Strategy No. 3	
Reinforcing Strategy No. 4	
Reinforcing Strategy No. 5	
Reinforcing Strategy No. 6	
Reinforcing Strategy No. 7	
Reinforcing Strategy No. 8	
Reinforcing Strategy No. 9	
Reinforcing Strategy No. 10	

Final Chord

Reflection and Application Journal

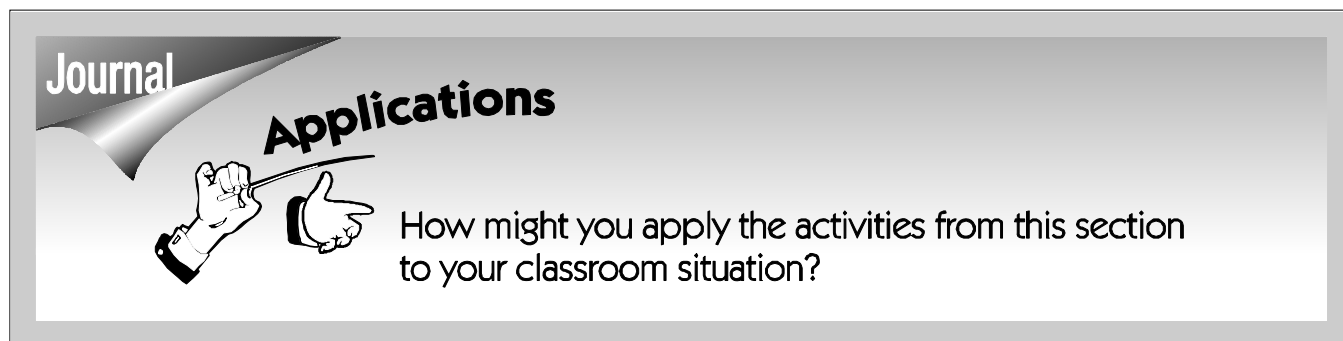


Directions:

1. Remove the Course Journal from your materials folder.
2. Choose one or more of the questions on this page and write your response.

You may want to consider the following questions:

- How do you reinforce positive behavior in your classroom right now?
- What reinforcers do you use most often: tangibles, social, or activity rewards?
- What new rewards and reinforcers would you like to add to your repertoire?

A graphic with a grey background and a white border. In the top left, the word "Journal" is written in a white, sans-serif font. Below it, the word "Applications" is written in a larger, bold, black, sans-serif font. To the left of "Applications" is a black and white illustration of two hands: one hand is holding a pen, and the other is pointing towards the text. To the right of the hands, the text "How might you apply the activities from this section to your classroom situation?" is written in a black, sans-serif font.

Journal

Applications

How might you apply the activities from this section to your classroom situation?

Section Activities

- Review with rewards (Rapid Review)
- Card matching (Risks and Remedies of Rewards)
- Reinforcement checklists
- Kinesthetic inductive experience (Tricky Task cards)
- Student interest survey
- Newspaper article to illustrate information (News Flash)

Section 7: Responding to Misbehavior

*When written in Chinese, the word ‘crisis’
is composed of two characters—one represents danger
and the other represents opportunity.*

—Saul David Alinsky, Activist



Prelude

Section 7: Overview

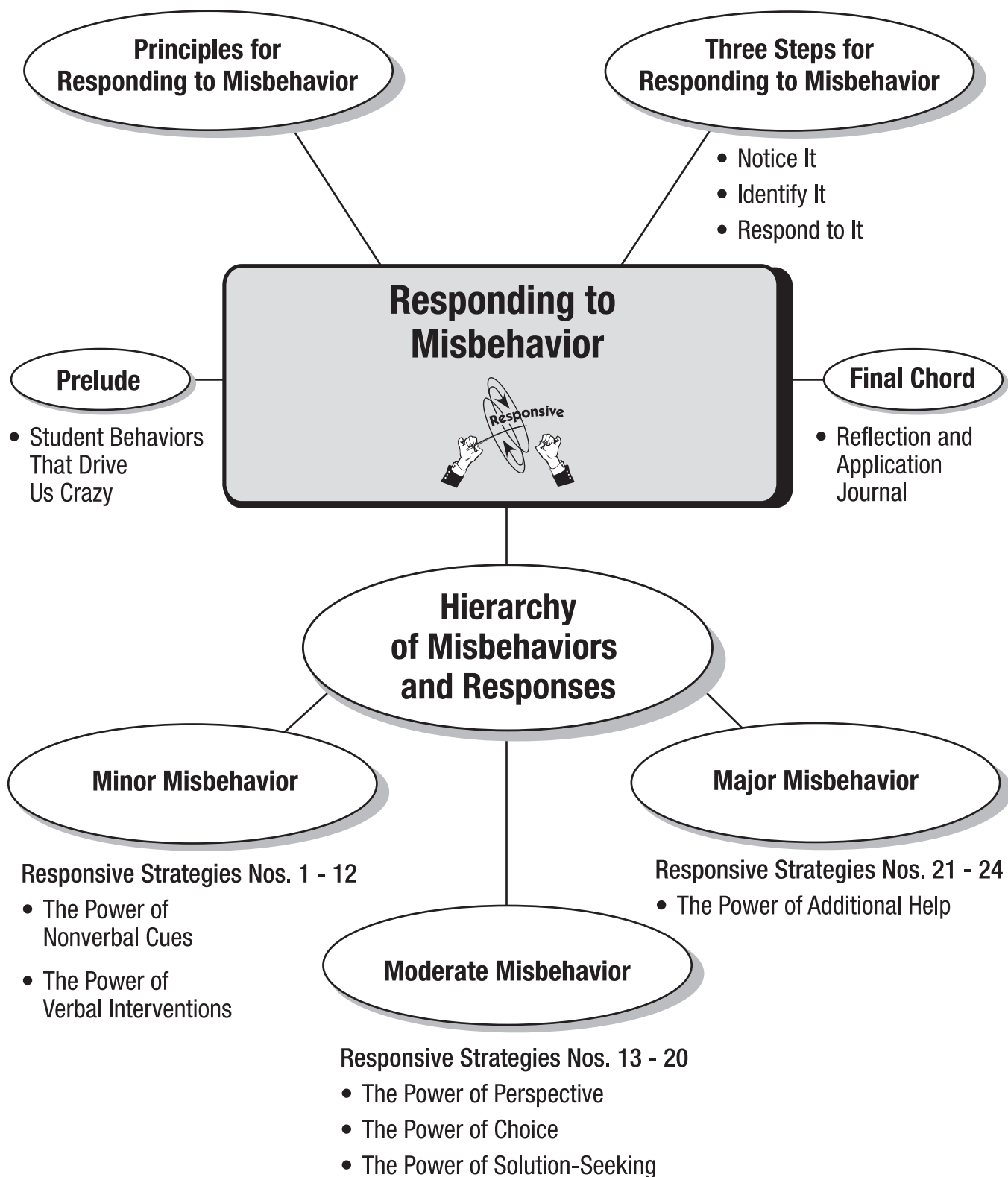
No matter how hard you work to prevent problems in your classroom, sooner or later a student will do something that you find inappropriate and unacceptable. Despite your best preventive efforts, misbehavior is bound to occur. What do you do? You respond by choosing from a variety of strategies. There are many types of misbehaviors, and an equally broad range of options for responding appropriately and effectively.

In this section, you will consider the *Three Steps for Responding to Misbehavior* and you will explore the *Hierarchy of Misbehaviors and Responses* you can use to respond to misbehavior. Through simulation and role-play, you will practice conducting successful solution-seeking sessions with students. You will choose from among 24 practical strategies for responding to misbehavior and apply them in your classroom. Finally, you will explore the connection between promoting positive behaviors and responding to misbehaviors.

Section 7: Objectives

After completing this section, you will be able to:

- Recognize and apply the principles and process for responding to misbehavior.
- Identify the three levels comprising the *Hierarchy of Misbehaviors and Responses*.
- Demonstrate and apply 24 strategies for responding to misbehavior.
- Implement a classroom management approach that simultaneously increases desired behaviors and decreases undesired behaviors.



Research Quotations

- Contrary to popular perception, disruptive classroom behaviors have not gotten worse in the past couple of decades (New Jersey Department of Education, 2010). Achenbach, Dumenci, & Rescorla (2002) suggest that school violence may be more effectively understood and prevented if it is viewed as the work of a small minority of students whose number does not appear to be growing proportionally and who are not typical of students in general.
- In one study of large city schools (Schneider, 2002b), over 90 percent of the teachers agreed that effective classroom discipline was a crucial factor in teacher quality.
- In a survey of teachers from 200 schools, Malone, Bonitz, and Rickett (1998) found confirmation that disruptive behavior takes time away from instruction, breeds poor teacher-student relationships, and creates parental dissatisfaction.
- The most common forms of misbehavior among K-8 students are talking, out-of-seat, fidgeting, and inattention (Geiger, 2000).
- Punitive school practices to control student behavior may exacerbate vandalism and violence (Mayer, 2002; Young et al., 2011).
- The less teachers depend upon dominance, threats, and punishments to control their classrooms, the more positive are students' attitudes toward school life and the higher their commitment to class work and their teachers (Lunenburg & Schmidt, 1989). Unfortunately, Gottfredson (2001) found that schools tend to use a limited set of punishments and rely heavily upon punishments.
- A combination of positive consequences (social reinforcers and activities contingent upon appropriate classroom behavior) and negative consequences (mild teacher reprimands) are usually necessary to establish a high rate of appropriate classroom behavior (Gable et al., 2009; Martin & Pear, 2011). Once the expected level of behavior is established, the teacher can decrease and possibly eliminate the use of negative consequences.

Principles for Responding to Misbehavior

Principle No. 1:

Keep the instruction going with a minimum of disruption.

Our main job is to teach, and we can't do that if students' behavior is distracting or disruptive. But sometimes teachers' disciplinary interventions are so loud, intrusive, or long-winded that they waste more time than the initial problem. In order to avoid this situation, learn to anticipate potential problems and head them off; if it is necessary to intervene, be as unobtrusive as possible so that teaching and learning are not interrupted.

Principle No. 2:

Consider the context to determine if an action is a misbehavior.

Whether or not a particular action constitutes misbehavior depends on the context in which it occurs. There are obvious exceptions—punching another student and stealing property are unacceptable no matter where or when they occur. But other behaviors are not so clear-cut. For example, in some classes wearing a hat or sitting on a desk are perfectly acceptable; in others they're not.

When defining misbehavior, ask yourself these questions:

- Is this behavior disrupting the ongoing instructional activity?
- Is it hurtful to other students?
- Does it violate established rules?

If the answer to these questions is no, it may be unnecessary to intervene.

Principle No. 3:

Preserve students' dignity.

Students will go to extreme lengths to save face in front of their peers, especially in the upper grades. For this reason, try to avoid public power struggles that may cause students embarrassment or humiliation. Here are a few tips:

- Speak with misbehaving students calmly and quietly, even privately, if possible.
- Take care to distinguish between students' characters and their behaviors. For example, instead of "You're lazy," say, "You haven't done the last two homework assignments."
- Give students an opportunity to assume some responsibility for correcting their own behavior. For example, ask, "What do you think we can do about this situation?"

Three Steps for Responding to Misbehavior

Step One: Notice It

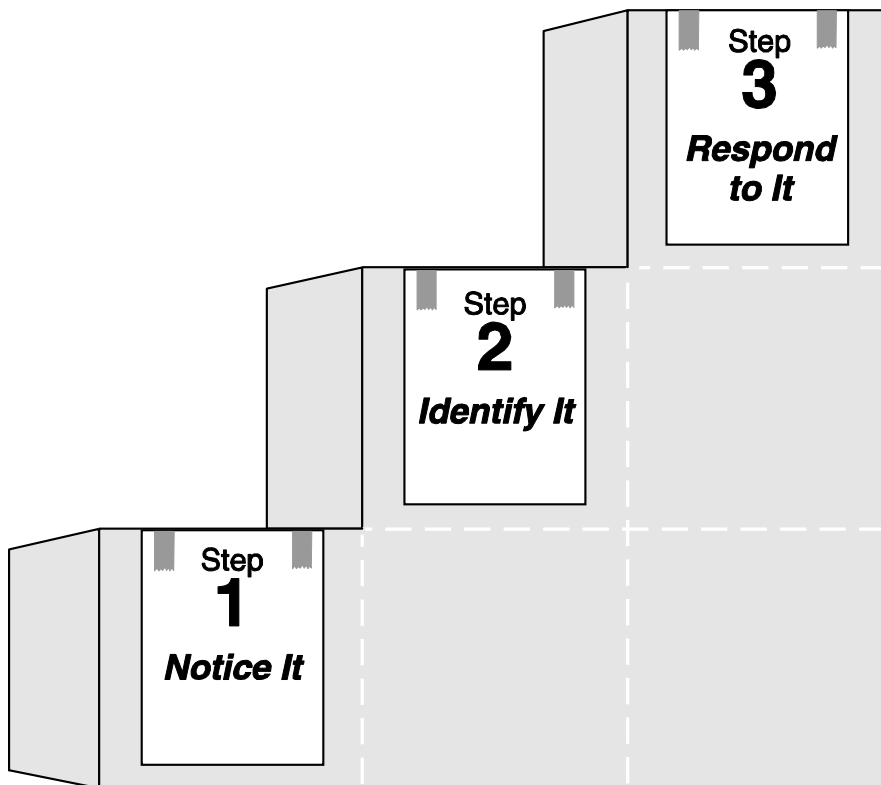
Expand your observation skills in the classroom: practice being aware of everything that is going on. As Kounin states, have *with-it-ness*.

Step Two: Identify It

Learn to distinguish between observable behaviors and teacher conclusions. Check that a diagnosed *misbehavior* is an observable behavior rather than an assumption. Then decide if the behavior warrants a response or if you should ignore it.

Step Three: Respond to It

Have a wide selection of options from which to choose, and make your responses proportionate to the misbehaviors you are responding to.



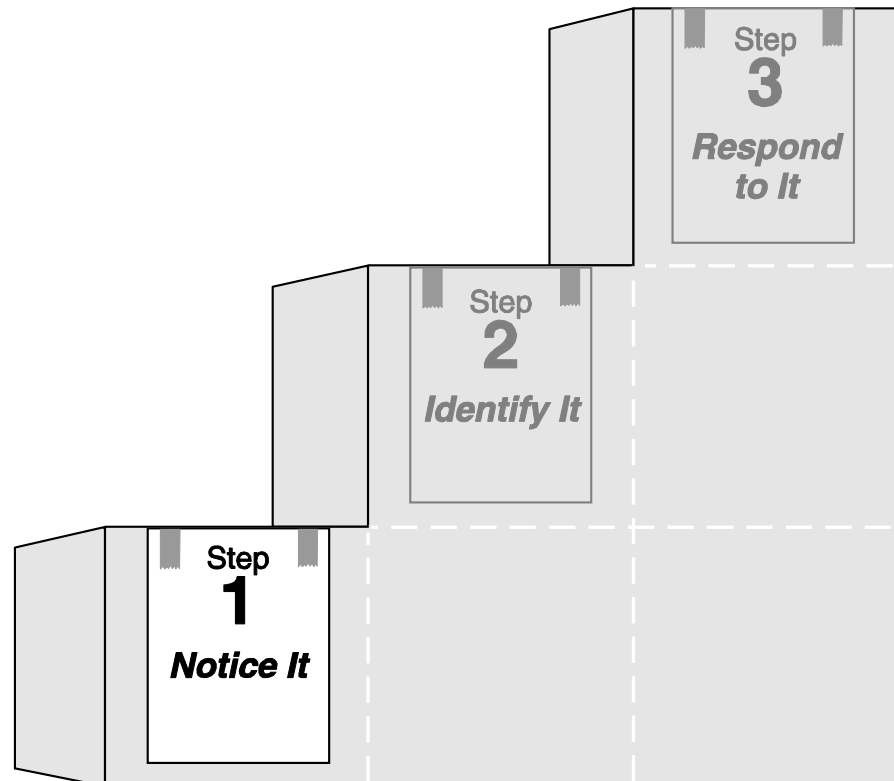
Step One: Notice It

Before you can effectively respond to student misbehavior, you must be aware of it. Classrooms are complex settings in which many different events and activities happen in all parts of the room. For example, picture this scene unfolding as a teacher presents a lesson: A student in the back of the room rummages through her backpack, two other students argue in the corner, and another student puts his head down on his desk to go to sleep. A parent knocks on the door, and at the same time a student trips while walking and knocks several books to the floor.

Focusing on one of these situations without noticing the others may lead to one or more problems escalating out of control. Two skills that are critical for classroom management rely on an acute level of awareness:

- **Overlapping**—The ability to handle two or more events simultaneously; multitasking.
- **With-it-ness**—The degree to which a teacher corrects misbehavior before it intensifies or spreads, and the degree to which a teacher correctly identifies the student who is misbehaving.

There are many different ways to be aware, including noticing what you see and what you hear. Some teachers are especially aware of the mood or feel of the classroom. Engaging all of your senses increases your awareness.



Step Two: Identify It

Identifying Observable Behaviors and Teacher Conclusions

- **Observable behaviors**—Behaviors you can see and describe using neutral observation.
- **Teacher conclusions**—assumptions based on generalizations that may or may not be accurate.

Identifying Student Signals

Students are constantly sending signals through their behavior. Once you're aware of a behavior, identify the signal the student is sending, and then decide whether or not it requires a response.

Green Light

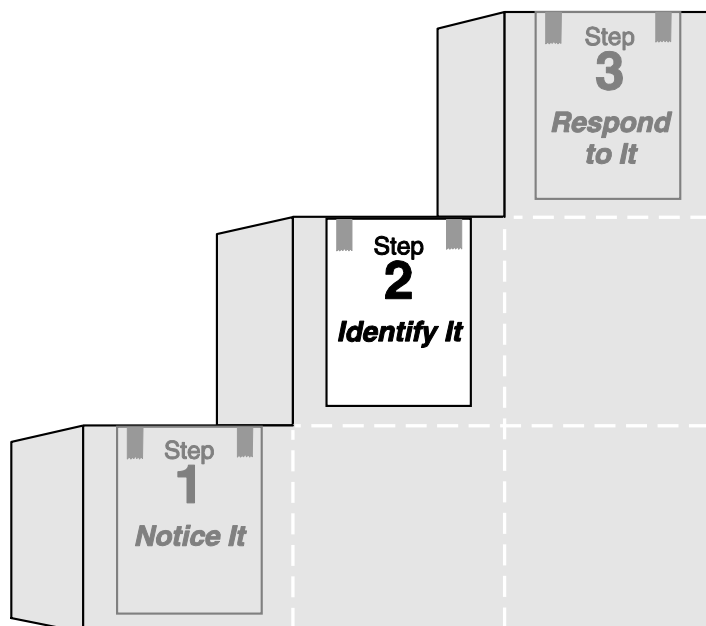
Student behaviors that are *green lights* signal, "All is well." Keep going with the lesson and don't interrupt the momentum of the class.

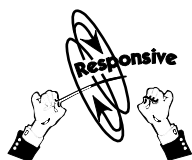
Yellow Light

Student behaviors that are *yellow lights* signal, "Warning." You don't need to respond yet, but you do need to pay close attention because the behavior may soon require a response. Timing is everything. If you don't respond soon enough, the behavior may become a problem. If you respond too soon, *you* may actually escalate the problem.

Red Light

Student behaviors that are *red lights* signal, "Something's wrong." Your response is needed *now*, and you must do something to address the misbehavior.





Responsive Strategy No. 1: Ignore it

This strategy, also known as *nonreinforcement*, may be appropriate when a misbehavior is very minor and unlikely to be repeated. In cases in which students are misbehaving to get the teacher's attention, nonreinforcement may decrease the behavior because students observe that it is unsuccessful. There is no reward and there is no penalty; there is only a void. A Note of Caution: Students may misinterpret your nonreinforcement as unawareness of what is going on in the classroom.

The following criteria must be met in order for nonreinforcement to be effective:

1. The misbehavior is momentary, relatively unimportant, and unlikely to be repeated.

For example, if a student stops momentarily to look out the window on his or her way back from sharpening a pencil, nonreinforcement would be appropriate. If the student shoves a student down the stairs, runs during a fire drill, or starts a fight, another strategy would be more appropriate.

2. A teacher intervention would be more disruptive than the student's initial misbehavior.

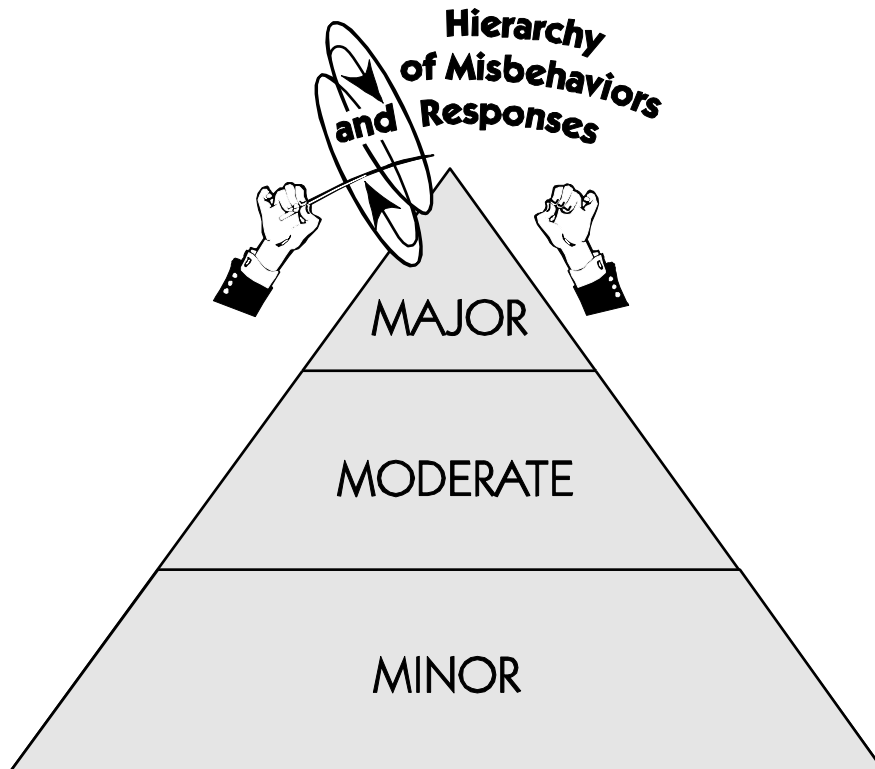
For example, during a discussion, a student may be so eager to comment that he or she forgets to raise his or her hand; someone becomes momentarily distracted and inattentive; or two students quietly exchange a comment while you are giving directions to the whole class. In cases like these, an intervention can be more disruptive than the students' behavior.

3. You want to decrease the student behavior rather than increase it.

For example, if you have told students you will accept responses only from students who raise their hands and a student repeatedly calls out the answers without raising her hand, you could use nonreinforcement—you would ignore her and call upon students with their hands raised. On the other hand, if a student participates appropriately in class every day and you make no comment (i.e., use nonreinforcement), you may unintentionally discourage that student from continuing this positive behavior.

Research shows that nonreinforcement can be an effective strategy when the problem is momentary or minor, when teacher handling would disrupt classroom momentum, and/or when other students are not involved (Schloss & Smith, 1998; Wielkiewicz, 1995).

Hierarchy of Misbehaviors and Responses



Minor Misbehavior

Brief, infrequent behavior that breaks a classroom rule or procedure but doesn't harm or seriously disrupt others.

Moderate Misbehavior

Chronic, disruptive behavior that breaks a class rule or procedure but doesn't bring immediate harm to others, or an isolated incidence of a more serious infraction.




Major Misbehavior

Chronic infractions that haven't been resolved through previous interventions, or isolated or recurring incidences of the most serious and harmful infractions.

Levels of Misbehavior

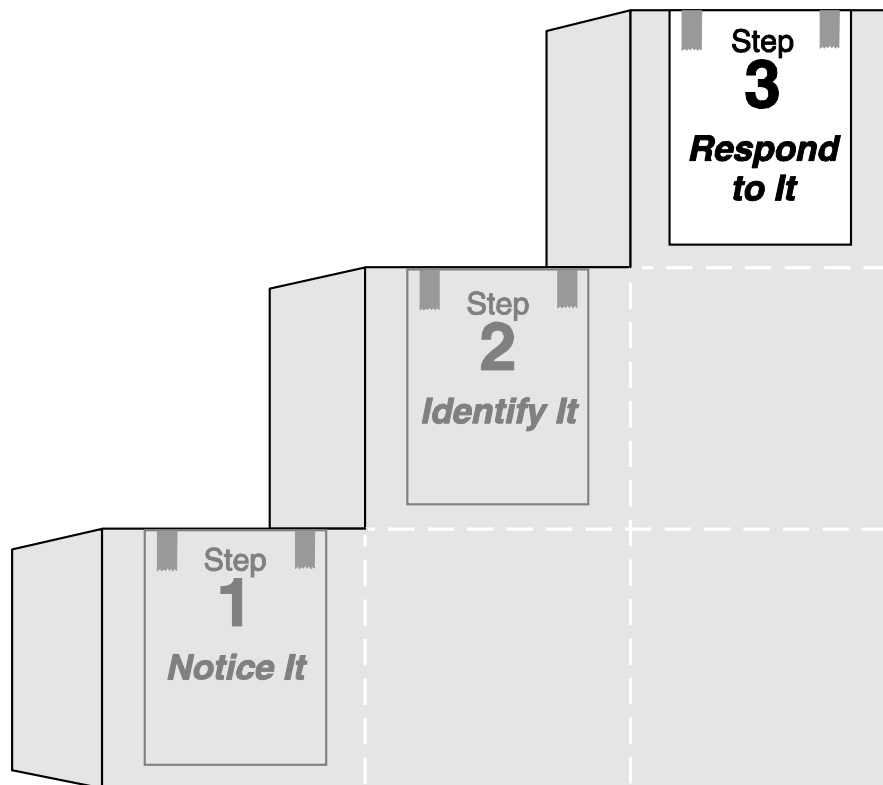
Directions:

1. Read each of the misbehaviors listed in the table and put a checkmark in the appropriate column to identify it as minor, moderate, or major misbehavior. If you are using the digital version of this manual, locate this sheet in the small file of pages you may have printed.

Misbehavior	MINOR 	MODERATE 	MAJOR 
1. Brief inattention or daydreaming.			
2. Uncontrolled outbursts during class (such as standing on furniture and yelling, or lying on the floor kicking and screaming).			
3. Leaving one's seat without permission.			
4. Frequently leaving one's seat without permission.			
5. An isolated incidence of pushing or shoving another student.			
6. Repeatedly failing to complete assignments.			
7. Repeated acts of vandalism, destruction of property, or stealing.			
8. Chronically speaking out of turn.			
9. Not participating or talking too much during a group assignment.			
10. Forgetting necessary supplies for a project.			
11. Continued refusal to complete class work, after repeated attempts at seeking solutions.			
12. An isolated act of vandalism.			
13. Bullying or other acts of violence (such as throwing objects, hitting another student, punching, pulling hair, or kicking).			
14. Doing a personal activity (e.g., reading a comic book or writing a note to a friend) during class.			
15. Repeated threats of violence.			

Step Three: Respond to It

Responses should logically relate to the level of misbehavior; for example, minor misbehavior calls for a minor response. Consider the example of a student who calls out comments during class discussion when the rule requires students to raise their hands. Sending the student to the principal's office is a major response to a minor misbehavior.



Group Infomercials

Directions:

1. Work with your group to prepare an infomercial, or a series of infomercials, to present or *sell* your assigned strategies.
2. Your infomercial tasks are as follows:
 - Present the *Power* theme of your group of strategies.
 - Clearly identify each of the strategies.
 - Show the benefits of using each of the strategies.
 - Prove why or how each strategy might be helpful.
 - Demonstrate what using the strategy looks like when it is correctly applied.
 - Create one or more visuals to support your infomercial.



List of Strategies for Responding to Misbehavior

Minor Misbehavior

No. 1: Ignore it.

The Power of Nonverbal Cues

No. 2: Use proximity.

No. 3: Give ***the look***.

No. 4: Use gestures and props.

The Power of Verbal Interventions

No. 5: Call on a student or drop a name.

No. 6: Check for comprehension.

No. 7: Acknowledge the student's feelings.

No. 8: Give a directive.

No. 9: Ask critical-thinking questions.

No. 10: Make a Problem-Solving Inquiry.

No. 11: Make a Contingent Action Proposal.

No. 12: Redirect the behavior.

Moderate Misbehavior

The Power of Perspective

No. 13: Withhold a privilege.

No. 14: Impose a time-out.

No. 15: Assign a written reflection.

The Power of Choice

No. 16: Provide equal choices.

No. 17: Propose restitution.

No. 18: Elicit the consequence.

The Power of Solution Seeking

No. 19: Use the *Helping Hand* (5-step, win-win process).

No. 20: Have the student create an Action Plan.

Major Misbehavior

The Power of Additional Help

No. 21: Assign detention.

No. 22: Send the student to the principal's office.

No. 23: Refer the student to outside support.

No. 24: Have a student-parent-teacher conference.

Strategies for Responding to Minor Misbehavior



Minor misbehavior generally refers to brief, infrequent behaviors that run counter to classroom rules and procedures but don't harm or seriously disrupt others. If any of these become recurring or extended, they may elevate to moderate misbehaviors. It's therefore essential to catch minor misbehaviors and respond promptly.

Examples of minor misbehavior:

- Brief inattention or daydreaming.
- Not participating or talking too much during group work.
- Leaving one's seat without permission.
- Forgetting necessary supplies for a project.
- Neglecting to clean up after a lab or art project.
- Having a snack during class.
- Doing a personal activity (reading a comic book or writing a note to a friend) during class.

The Strategies

Responses to minor misbehaviors are most effective when they are tactful and subtle. Generally, the rest of the class should not even be aware that the student has misbehaved and that you are responding. Below are a series of nonverbal and verbal responses that can be communicated quickly and privately in order to stop misbehaviors before they have a chance to escalate.

The Power of Nonverbal Cues

No. 2: Use proximity.

No. 3: Give *the look*.

No. 4: Use gestures and props.

The Power of Verbal Interventions

No. 5: Call on a student or drop a name.

No. 6: Check for comprehension.

No. 7: Acknowledge the student's feelings.

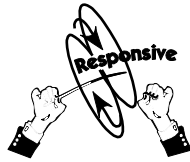
No. 8: Give a directive.

No. 9: Ask critical-thinking questions.

No. 10: Make a Problem-Solving Inquiry.

No. 11: Make a Contingent Action Proposal

No. 12: Redirect the behavior.



The Power of Nonverbal Cues

Responsive Strategies No. 2 – No. 4

When a student misbehaves and you cannot ignore it, use a nonverbal cue. Nonverbal cues are subtle yet powerful; they are your first line of defense against an escalating misbehavior.

Though it may be tempting to say, “Stop that,” doing so may give a student a reason to argue. A nonverbal cue can communicate the same message just as clearly, yet more positively and tactfully—and without giving the student any verbal bait.

Benefits of Nonverbal Cues

- Are noninvasive, allowing the teacher to cue a student without breaking the momentum of the lesson.
- Send a private, discreet cue without calling anyone else’s attention to it, thus preserving students’ dignity.
- Deflect confrontation by silently stopping misbehaviors before they have a chance to escalate.

Once you give a nonverbal cue, *discreetly* keep an eye on the misbehaving student(s) until they have switched to a positive behavior. By being discreet, you give students an opportunity to take responsibility for changing their own behavior, rather than changing their behavior solely because you’re policing them.

Research Shows

- Nonverbal messages may often be more effective in controlling student behavior than verbal communication.
- Nonverbal messages tend to be less confrontational, avoiding putting the student on the defensive.
- Subtle nonverbal messages also serve to reinforce appropriate student behaviors (Cooper and Simonds, 2003).

Responsive Strategy No. 2: Use proximity

Proximity may be used both proactively and reactively. Circulating the room on a regular basis prevents many misbehaviors from occurring in the first place. When minor misbehaviors begin to crop up, move in close proximity to the misbehaving students. Your mere presence in their safety zone will often prompt them to stop the misbehavior and get back on task. For this reason, proximity may also be referred to as *encroachment on the field of safety*.

In some cases, it may be necessary to combine proximity with additional nonverbal cues, such as a finger to the lips to indicate *quiet*, a gentle head shake while smiling, or a hand signal to indicate *stop*.

“Teacher proximity can help many students relax, especially if they know the teacher is attempting to assist them in addressing their problems. The teacher may stand near the student from time to time and make incidental contact as appropriate. Some students, however, prefer isolation or distance from the teacher when they become agitated.”

Source: What To Do With The Kid Who...: Developing Cooperation, Self-Discipline, and Responsibility in the Classroom, 2nd ed., by Kay Burke. © 2000 by Sage Publications.

Responsive Strategy No. 3: Give *the look*

Often, giving *the look*—direct eye contact with a composed face—while moving closer to a misbehaving student is all that is needed to stop the behavior. Many teachers also make use of facial expressions or hand signals.

The purpose of *the look* is to signal to a student, “I am aware of what you are doing”; it is not to communicate anger or disapproval. In most cases, seeing your attention on them impels students to stop what they’re doing; they usually already know that their behavior is unacceptable, without seeing your disapproval.

Responsive Strategy No. 4: Use gestures and props

Gestures

Proper use of gestures can discourage misbehaviors while simultaneously encouraging positive behaviors. For example:

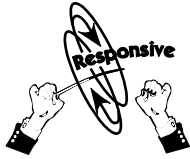
- **Thumbs Up!**—Use thumbs up to acknowledge positive behavior, thumbs sideways to warn a student he or she is approaching a misbehavior, and thumbs down to indicate a misbehavior that needs to be changed.
- **Stop Sign**—Put one arm out at a 30 degree angle from your body, with palm facing the floor, fingers together, to indicate that a student needs to stop a behavior.
- **The Calming Conductor**—Raise both hands to stomach level and slowly move them down and out, palms facing the floor, in a calming gesture. Use this to encourage a student to take a moment to calm down.
- **Do As I Do**—Model the desired behavior. For example, if a student has neglected to begin an assignment, open a student book and look at the page to alert the student to get on task.
- **Rule Reminder**—Get the student’s attention and silently point to the posted rule that is being broken.
- **First Contact**—Lightly place a hand on the student’s desk, chair, or schoolwork.
- **All Together Now**—Teach students that when you raise your hand, it’s a cue for them to immediately stop talking and raise their hands to show they’re giving you their attention.

Make sure you have a student’s attention before using any of the gestures above. Also, for any that need explaining, such as “Thumbs Up!” and “All Together Now,” teach the entire class what your gestures mean ahead of time, before implementing them in your daily routine.

Props

As with gestures, take time to clearly explain your prop cues and give students practice in responding appropriately to them. Use any of the following props to indicate that the entire class should be silent and direct their attention to you:

- Flash lights off and on.
- Use chimes.
- Jingle a bell.
- Click a clicker.
- Blow a whistle.



The Power of Verbal Interventions

Responsive Strategies No. 5 – No. 8

It's important for you to respond quickly and decisively. When faced with the frustration of student misbehavior, however, responses do not need to be major or obvious to be effective. If nonverbal cues have failed, take the next step up and try a verbal intervention. With the exception of *Responsive Strategy No. 5: Call on a student or drop a name*, all of the verbal strategies on pages 220-221 should be communicated privately and discreetly. Doing so prevents class disruption and preserves students' dignity, allowing them to cease their behavior without embarrassment.

Benefits of Verbal Interventions

- Promote clear, direct communication between students and the teacher.
- Model the model—rather than acting out impulsively, the teacher calmly responds in a classroom-appropriate manner.
- Cultivate a climate of solution-seeking rather than punishment.

Note: The verbal strategies in this course are presented with an emphasis on classroom management. A broader, more in-depth presentation of verbal skills is given in the PLS graduate course *Building Communication and Teamwork in the Classroom*.

*Smooth seas do not make
skillful sailors.*

—African Proverb



**Responsive Strategy No. 5:
Call on a student or drop a name**

If a misbehavior occurs during a group discussion or recitation, calling on a student to answer a question may draw him or her back in. For older students, it is sometimes more effective to use a nondirective verbal intervention, such as dropping the students' names into a lesson. This catches students' attention and leaves the responsibility of switching to an appropriate behavior with them.

Examples

- “Brook, will you share your answer for number four?”
- “In the Middle Ages, young men the age of Juan and Eric were more than halfway to life expectancy.”

**Responsive Strategy No. 6:
Check for comprehension**

Often minor misbehavior is not deliberate; rather, it is the result of a student's lack of understanding of what he or she should be doing. Before responding forcefully, check for comprehension. Off-task behavior may merely indicate that the student doesn't comprehend the assigned task, or breaking a class procedure (such as being out of one's seat without permission) may simply indicate a lack of understanding of the procedure.

Check for understanding and repeat instructions if they are needed. When misbehavior relates to a class procedure, have the student or the class stop what they're doing and practice the procedure together.

**Responsive Strategy No. 7:
Acknowledge the student's feelings**

When a student begins to get agitated, the solution may be simpler than you might expect. Sometimes a brief acknowledgment of the student's feelings is enough to help the student feel understood and begin to let go of upset feelings.

Acknowledgments may include:

- “You seem upset.”
- “Are you all right?”
- “Would you like to take a break?”

Responsive Strategy No. 8: Give a directive

One of the simplest verbal interventions is simply to give a directive or make a request. Approach the student and in a low, neutral voice, state what you would like him or her to do.

Examples

- “Anna, please put away your magazine and begin your assigned reading.”
- “Open your book to page 119.”

Koenig (1995) suggests that once a directive is given, teachers should say thank you, break eye contact, and quickly move out of the student’s space. Not doing so can create a *stare down* with the student that could lead to a confrontation if the student doesn’t comply. Quickly vacating the student’s space demonstrates that you trust the student and avoids a power struggle.

Source: Koenig (1995) as cited in Burke (2000). *What To Do With The Kid Who . . . : Developing Cooperation, Self-Discipline, and Responsibility in the Classroom*, 2nd ed., by Kay Burke. © 2000 by Skylight Professional Development. Reprinted with permission of LessonLab, A Pearson Education Company, www.lessonlab.com.

***Learn to stay personal without personalizing
the student’s hostile behavior.***

—Allen N. Mendler, *Discipline with Dignity*



Responsive Strategy No. 9: Ask critical-thinking questions

Rather than tell students what they've done wrong, why it's wrong, how they should feel about it, or what they should do to fix it, encourage students to take responsibility for acknowledging and solving their own problems by asking them a series of critical-thinking questions. When asking questions, remember to pause for the student's responses and practice effective listening skills.

For example, if a student has been tardy several days in a row, you might mix and match from among the following questions:

- I *notice* you've been late to class the last three mornings. What happened?
(Perception Statement and follow-up open-ended question)
- What were the *reasons* that explain why that happened?
(Analysis Question)
- How do you *feel* about what happened?
(Perception Question)
- If this continues, how might it *affect* your work? How might it *affect* the class as a whole?
(Prediction Questions)
- What *insights* have you gained from this experience?
(Insight Question)
- What *ideas* do you have for solving this problem?
(Idea Question)
- How do you *plan* to implement your ideas?
(Action Question—student's action)
- What can I *do* to support you?
(Action Question—teacher's action)

Source: Question and statements used in this strategy are based on the PLS 3rd Learning concept Questions for Life.

**Responsive Strategy No. 10:
Make a Problem-Solving Inquiry**

The *Problem-Solving Inquiry* is a question you can pose in order to give problem-solving responsibility to students.

There are two steps to the Problem-Solving Inquiry:

- Step 1: Define the problem.
- Step 2: Ask the student(s) for possible solutions.

When you ask student(s) an open-ended question about possible solutions, the decision-making power shifts from you to your students. The Problem-Solving Inquiry allows for a wide range of possible solutions and gives students a high degree of involvement in the decision-making process.

Classroom Examples

Step 1: “Many of you continue to talk each morning after the bell has rung.”

Step 2: “What are some ways you can all remember to quiet down when the bell rings?”

Step 1: “There has been a lot of arguing during group work.”

Step 2: “Any suggestions for how you can work more cooperatively in your groups?”

Individual Student Example

Step 1: “You have yelled at three classmates this week.”

Step 2: “What ideas do you have for remembering to use a friendly voice when you have disagreements?”

Responsive Strategy No. 11: Make a Contingent Action Proposal

A *Contingent Action Proposal* is a way of striking a deal with a student. In essence it says,

“If I do this, will you do that?”

OR

“If you do this, I will do that.”

Either the teacher or the student acts first and the other person reciprocates. Choose who will act first—you or the student—according to your judgment of whose initiative is more likely to produce the desired result.

Examples

- “If I agree to give you ten minutes of free time this afternoon, will you agree to be quiet and attentive for our guest speaker today?”
- “If you make up all your missed assignments, I’ll send a positive note home to your parents.”
- “If you can get the tools put away in three minutes, you can spend five minutes talking quietly.”

A *Contingent Action Proposal* that gives the student the initiative can also be phrased using *after* or *when*, indicating a higher degree of expectation. *If* allows the student a choice; it implies that you don’t have an expectation for the student. When you use *after* or *when*, you are suggesting that you do have an expectation.

Examples

- “After you can go for three days without fighting on the playground, I’ll let you pick which game we will play at recess.”
- “When you start getting here on time, I’ll tear up the detention slip.”

Be sure to use positive phrasing in a *Contingent Action Proposal*. In other words, it’s preferable to say, “I’ll do this, if you’ll do that,” rather than, “I won’t do this, if you don’t do that.” It is also important not to make threats with the *Contingent Action Proposal*.

Responsive Strategy No. 12: Redirect the behavior

You may know what you want your students *not* to do, but you may not clearly identify to students what you want them *to do*. When you emphasize what it is you *do* want, you help students know what behavior is acceptable. Through redirection, you not only give students a *red light* on what they shouldn't be doing, you give them a *green light* on what would be acceptable.

Sample Redirection Methods

1. Give a reminder.

When students are misbehaving, issue a quick reminder of what they should be doing instead. This can be done privately to one or a few students, or to the whole class if it's a general misbehavior. For example:

- “All of you should be in your seats unless you're sharpening a pencil.”
- “Give your classmates your full attention while they're doing their presentation.”

2. Give appreciations.

If several students are off-task, issue a general appreciation to those who are on-task. Such acknowledgements often alert off-task students to what they should be doing and prompt them to begin. For example:

- “I see a number of lab experiments in progress. I appreciate those of you who began your lab promptly.”

3. Take a class vote.

Recruit student support in identifying and changing a behavior by taking a class vote. Then direct an adjustment of behavior or allow behavior to remain as is, according to the class's preference. For example, if students are wandering around the room during independent work time, ask:

- “How many of you think there's too much commotion in the room right now?” (Take a show of hands.)
- “How many of you are fine with the level of movement?” (Take a show of hands.)

4. Do a kinesthetic activity.

If a student is looking restless or agitated, a quick way to redirect his or her energy is to give the student a kinesthetic activity. A quick activity like this enables the student to move around, often releasing tension. Activities might include:

- Passing out materials.
- Doing a few exercises.
- Doing his or her class job.

Strategies for Responding to Moderate Misbehavior



Moderate misbehavior covers the broadest range of behavior and refers to chronic, disruptive behavior that breaks a class rule or procedure. *Moderate misbehavior* refers either to infractions that don't bring immediate harm to others or to an isolated incidence of a more serious infraction.

Examples of Moderate Misbehavior

- Repeatedly failing to complete assignments.
- Frequently leaving one's seat without permission.
- Chronically speaking out of turn.
- An isolated act of vandalism.
- An isolated incidence of pushing or shoving another student.

Document moderate misbehavior thoroughly: record the date, time, specific misbehavior, your response, and the outcome. This not only helps you keep track of what's happened but can serve as an important reference when discussing misbehaviors with parents and—if the behavior escalates to a major misbehavior—the principal, other administrators, and law enforcement.

The Strategies

Use the following strategies only after a number of minor responses (verbal or nonverbal cues) have been ineffective. Many of these strategies involve a slightly larger time commitment for both teacher and student than minor responses require. Although some of the strategies involve a *consequence* (for example, sitting in time-out or providing restitution), the emphasis should always be on finding solutions. The ultimate goal is to have students choose more appropriate behavior.

The Power of Perspective

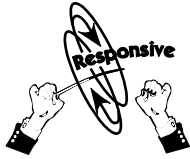
- No. 13: Withhold a privilege.
- No. 14: Impose a time-out.
- No. 15: Assign a written reflection.

The Power of Choice

- No. 16: Provide equal choices.
- No. 17: Propose restitution.
- No. 18: Elicit the consequence.

The Power of Solution-Seeking

- No. 19: Use the Helping Hand.
- No. 20: Have the student create an Action Plan.



The Power of Perspective

Responsive Strategies No. 13 – No. 15

Looking at a situation in a new way (through a written reflection) or experiencing the classroom in a new way (without a privilege or without being part of the rest of the class) opens the door for behaving in a new way.

Benefits

- When students can view their behavior from a fresh perspective, they may gain insights as to how to behave more responsibly.

Any change, even a change for the better, is always accompanied by drawbacks and discomforts.

—Arnold Bennett, Novelist



Responsive Strategy No. 13: Withhold a privilege

When students abuse a privilege, a simple response is to take away that privilege. Make sure to explain the consequence *before* it happens, so students understand what will happen if they abuse a privilege.

Examples

- If a student frequently interrupts others during class discussions, withhold the student's privilege of sharing aloud for the rest of the discussion period. Have the student write down his or her comments instead (for personal reference only).
- If students have 30 minutes of free time each Friday afternoon to do a preferred activity (play games quietly, do homework, and so on), subtract minutes each time there is a general class disruption that involves more than a few students.

Rights Versus Privileges

Optimize the learning benefit of this strategy by tying it into a lesson on the difference between rights and privileges. Give examples of each from our society, and make connections to the level of *justice* you and your students want to see in the classroom. With your students, clearly identify their rights and privileges. Then explain the consequences of abusing certain privileges.

Responsive Strategy No. 14: Impose a time-out

When students exhibit behaviors that disrupt classmates or the flow of a lesson, send them to a time-out area that's apart from the rest of the class.

This strategy should not be confused with *Classroom Setting Strategy No. 6: Provide students with one or more places for privacy*. Using a private space is voluntary for students, whereas an imposed time-out is either suggested or required by the teacher. The two areas should be physically separate.

Guidelines for Imposing a Time-out

1. Create a time-out area with minimal stimulation.

The misbehaving student needs to be removed from an interesting experience. Younger students find inactivity or isolation boring, and older students find exclusion from the company of their peers unpleasant.

If possible, create an alcove (using bookshelves, filing cabinets, etc.) that is within your classroom but is visually cut off so there's no possible eye contact between the student in time-out and the rest of the class. The advantages of creating a time-out space within the classroom are that the student can hear what's being taught and the teacher can keep an eye on the student.

If you do not have enough space in your classroom, set up a time-out space in the hall outside your door, provided your school policy permits it.

2. Impose the time-out for a short, specific period of time.

Many educational experts recommend that time-outs for young children should last "1 minute per year of age, not to exceed 5 minutes" (Gimpel & Holland, 2003, p. 78).

One visit to time-out may not get the message across; for example, you may warn a student against a behavior several times with no improvement in his or her behavior. If a longer time-out seems necessary, it's preferable to send the student to time-out several times for short periods than to send the student once for a longer period.

Set an egg timer so you won't forget a student in time-out, and so the student knows when to rejoin the class. Explain to the student that he or she can return to class when the timer goes off as long as his or her behavior in time-out is acceptable. (Be sure to identify what *acceptable* behavior is; for example, *staying in the time-out area and being quiet*.)

If necessary, identify other conditions that must be met before the student can return to class. For example:

“You may rejoin the class in ten minutes if you are confident that you can follow our class rules.”

3. Check that the student understands what behavior was unacceptable.

Students may exhibit many behaviors simultaneously or in rapid sequence. Make sure the student is aware of what behavior he or she is being sent to time-out for, and why. A student needs to know a behavior is unacceptable before he or she knows to change it.

There are school districts in which time-out is not allowed without approval of parents and administrators, or is banned altogether because it is considered an inappropriate penalty. Check your school district’s policy before implementing this strategy in your classroom.

Risks and Remedies

- **Risk:** Some students find time-outs rewarding; for example, they may feel they have managed to avoid a class activity they dislike, or they may enjoy the attention they receive when sent to time-out.

Remedy: Use a different strategy with these students.

- **Risk:** A student may refuse to go to the time-out area, creating a potential power struggle.

Remedy: Usually this kind of power struggle is temporary; if you continue with your lesson, ignoring the student’s attempts to engage you in an argument, the student will usually do the time-out. If this doesn’t work, offer a choice: “You can either take a time-out now or have a conference with your parents and me later this week. You decide.”

- **Risk:** If used frequently with one student, this strategy may negatively label him or her *excludable* in your eyes and those of other students, causing anger and resentment.

Remedy: Avoid using this strategy extensively with any one student. And once a time-out session is complete, find ways of bringing the student back into full participation with the rest of the class.

Source: The “Risks and Remedies” above are adapted from Carolyn M. Evertson, Edmund T. Emmer, and Murray E. Worsham, *Classroom Management for Elementary Teachers* and *Classroom Management for Secondary Teachers*, Pearson Education, 2003.

Responsive Strategy No. 15: Assign a written reflection

When a student exhibits the same misbehavior repeatedly, consider assigning a written reflection on the problem.

1. Clearly identify the problem.

Example

- “I’ve noticed that during group work you consistently talk louder than the rest of the class, and you interrupt your classmates when they’re trying to contribute.”
2. Assign a written reflection, prompting the student with questions.

Examples

- “If you were the teacher, what kind of classroom environment would you hope to maintain during group work? How would you want students to behave?”
- “If you were another student, how would you want your group members to treat you? What kind of working relationship would you want?”

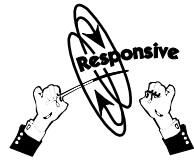
The purpose of this strategy is to encourage a change in behavior by having the student consider the situation from others’ perspectives, thereby increasing awareness of how his or her behavior affects others.

TIP: Since this is a visual activity, it will be most effective with misbehaving students who have a visual learning preference. It may be effective with tactual students as well.

Risk and Remedy

- **Risk:** This strategy will *not* be effective with kinesthetic students, since most of their misbehaviors result from their preference for being out of their seats and physically active. Giving them yet another assignment that requires them to sit still and write will not encourage calm reflection.

Remedy: Use a different strategy. When possible, use a kinesthetic strategy, such as role-playing or a physical relaxation exercise.



The Power of Choice

Responsive Strategies No. 16 – No. 18

Providing a misbehaving student with a choice is not only respectful; it reminds the student that he or she *has* a choice. Because even though we may not always like the available choices, we *always* have a choice about what we do.

Benefits of Choice

- Suggests a solution without giving it as an order.
- Allows the student to retain responsibility for his or her own behavior.
- Avoids confrontation: there is nothing to rebel against—only a choice to be made.

Research Shows

- When students are empowered to make choices, they are able to move from external to internal motivation (Marshall, 1998). Self-regulation then arises from the awareness that students can make choices in responding to their world and that they must then be accountable for their choices.
- Kohn (1996) argues that students learn how to make good choices by making choices, not by following directions (p. 78).

*The choice may have been mistaken,
the choosing was not.*

—Stephen Sondheim, *Sunday in the Park with George*



Responsive Strategy No. 16: Provide equal choices

When students are agitated or resistant to being on task, they may be more likely to alter their behavior for the better if presented with a choice. While ordering a student to do something may result in a confrontation, providing a choice is more likely to deflect student resistance and encourage the desired behavior. Providing a choice also increases students' sense of ownership of their own actions, because they are able to make a choice about their behavior without your directly telling them what to do.

In providing a choice, you support students' dignity and offer them helpful guidance by suggesting acceptable options. At the same time, students retain control of their actions.

Examples

- “You may apologize to the classmate you just hit and do his classroom job for the day, or have a private conference with me at the end of the day so we can discuss this further.”
- “You can return to your seat and begin your assignment now, or take a time-out and do a relaxation exercise first.”

When providing a choice, offer at least two options, making sure that all options are equally acceptable to you. For younger students, keep your choices clear and specific. For older students, your choices may be somewhat broader in scope.

Example

- “You may finish your work now or on your own time.”

When given the above choice, most students will choose to return to the task at hand rather than complete the work on their own time.

Example

- Two students in a mechanical drawing class were engrossed in an engine diagram in the latest issue of *Popular Mechanics* instead of working on their own drawings. Their teacher approached them and said, “You two can work on your drawings now or in class after school—the choice is yours.” This choice gave the students a face-saving opportunity to close the magazine and get to work without the embarrassment of a teacher reprimand.

Responsive Strategy No. 17: Propose restitution

Restitution involves allowing a student to perform some service that corrects or makes amends for undesirable behavior. In that way, the energy students expend on misbehavior is channeled in more constructive directions.

Restitution can increase students' sense of responsibility and personal pride in the successful working order of their classroom and school. The redeeming, constructive value of the task is essential to restitution; it allows for reinforcement of acceptable behavior. Reports from teachers in the field indicate that, beginning at the fourth grade, the chances of restitution working increase as the grade level goes higher.

Guidelines for Proposing Restitution

1. Match the restitution to the misbehavior.

For example, if a seventh grader has been throwing snowballs on school property, an appropriate restitution would be, "Come to school 30 minutes early for five days to shovel snow."

It would be *inappropriate* for the teacher to suggest that the student make up for it in any of these ways:

- "Build a snow sculpture for the school lawn."
- "Work in the principal's office for five afternoons."
- "Cut paper snowflakes to decorate the classroom."
- "Scrape the ice off the teachers' car windows."

2. Make restitution the more desirable of the two choices.

Rather than simply imposing a task for restitution, you have the option of offering the student a Hobson's choice instead. If you do so, make sure that the choice offered as an alternative to restitution is the more distasteful of the two, and would take twice as long to complete. For example, if a student has discolored a sink with methyl blue, the teacher can offer the following choice:

"Either clean all the lab equipment and inventory the cupboard, or serve an hour of detention after school every day for a week."

3. Choose a restitution task that has some redeeming or constructive value.

Restitution tasks should lead to a positive end result. When making restitution, students develop the habits of helping others and using their energies to build and create. They acquire a sense of ownership, of pride in their school, and of unity with their classmates. They make a personal investment in their school and are therefore less likely to damage it in the future.

Examples

- The student shovels a walkway that allows students and teachers to get to class more easily.
- The student organizes the lab so that equipment can be more easily found.

4. Give appreciation for a job well done.

Once a student completes a restitution task, reinforce that positive behavior by expressing appreciation. An effective appreciation is a statement that refers to a specific, concrete accomplishment, omitting any personal evaluation. For example, rather than “Well done!” or “I like how you did that,” say:

- “I appreciate your thoroughness in reorganizing that cupboard. It will now be easier to locate equipment.”
- “Excellent job clearing the walkways! Now people can walk between buildings in less time.”

By reinforcing the restitution with appreciation statements, you add incentive for continued acceptable behavior, making it possible for the student to receive positive rather than negative attention.

Risks and Remedies

- **Risk:** Some types of restitution may not be acceptable in your school district. For example, sanding desks might not be permitted, while picking up litter may be acceptable.

Remedy: Check district and school policies before assigning restitution.

- **Risk:** Some students may see restitution as a reward. This risk is greater in the primary grades, where children frequently view performing chores for the teacher as a reward.

Remedy: If you observe that a student is experiencing restitution as a reward, use a different strategy with that student the next time there is a misbehavior.

Responsive Strategy No. 18: Elicit the consequence

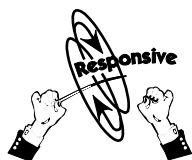
A powerful method for inspiring a student to take ownership of his or her misbehavior and its consequence is to have *the student* choose the consequence.

One Teacher's Story

The school year was almost over, and a student had done something that could not be overlooked. The eighth-grade party, the big event of the year, was fast approaching. The student understood that what he had done could not be ignored. The question was put to him, "What shall we do?" He said, "I guess I shouldn't go to the eighth-grade party." I responded that I could live with that decision. By my eliciting the consequence, ownership and responsibility remained with the student. The teacher was not the villain, and the student was not the victim.

While the student's power to choose is important, his or her choice must be subject to your approval. It is possible for a student to choose a consequence that is either too severe or too lenient. If a consequence seems unreasonable, explain why and ask the student for additional suggestions.

Source: Marshall (2001).



The Power of Solution Seeking

Responsive Strategies No. 19 – No. 20

Involve your students in the process of solution seeking. Initially, you will need to teach students how to use solution seeking strategies. However, once students have mastered them, they can use them on their own and apply them to challenging situations throughout their lives.

Benefits of Solution-Seeking

- Is goal-oriented.
- Promotes lifelong responsibility and conflict resolution skills.
- Effectively stops the misbehavior without being punitive.

Our school staff believes that conflict is an ordinary occurrence and that students are capable of finding peaceful solutions to their problems.

—Sandy Redenbach, Educational Consultant



Responsive Strategy No. 19: Use the Helping Hand

The *Helping Hand* is a five-step process for effectively seeking solutions with your students. It is named the *Helping Hand* because there is one step for each finger on a hand, and together the steps result in a figurative joining of educator and student hands in a collaborative process to solve a problem. The intention of the process is not to punish; it is purely to identify a problem and find win-win solutions.

This strategy empowers students by involving them in every step of the process. Though you are the facilitator, you are also an equal member in a cooperative process: you and your student(s) work together to find a win-win solution to a problem. You may use the *Helping Hand* to resolve conflicts with one student, with a group of students, or with your entire class (during a class meeting, for example). The steps are the same for any situation.

Benefits of the Helping Hand

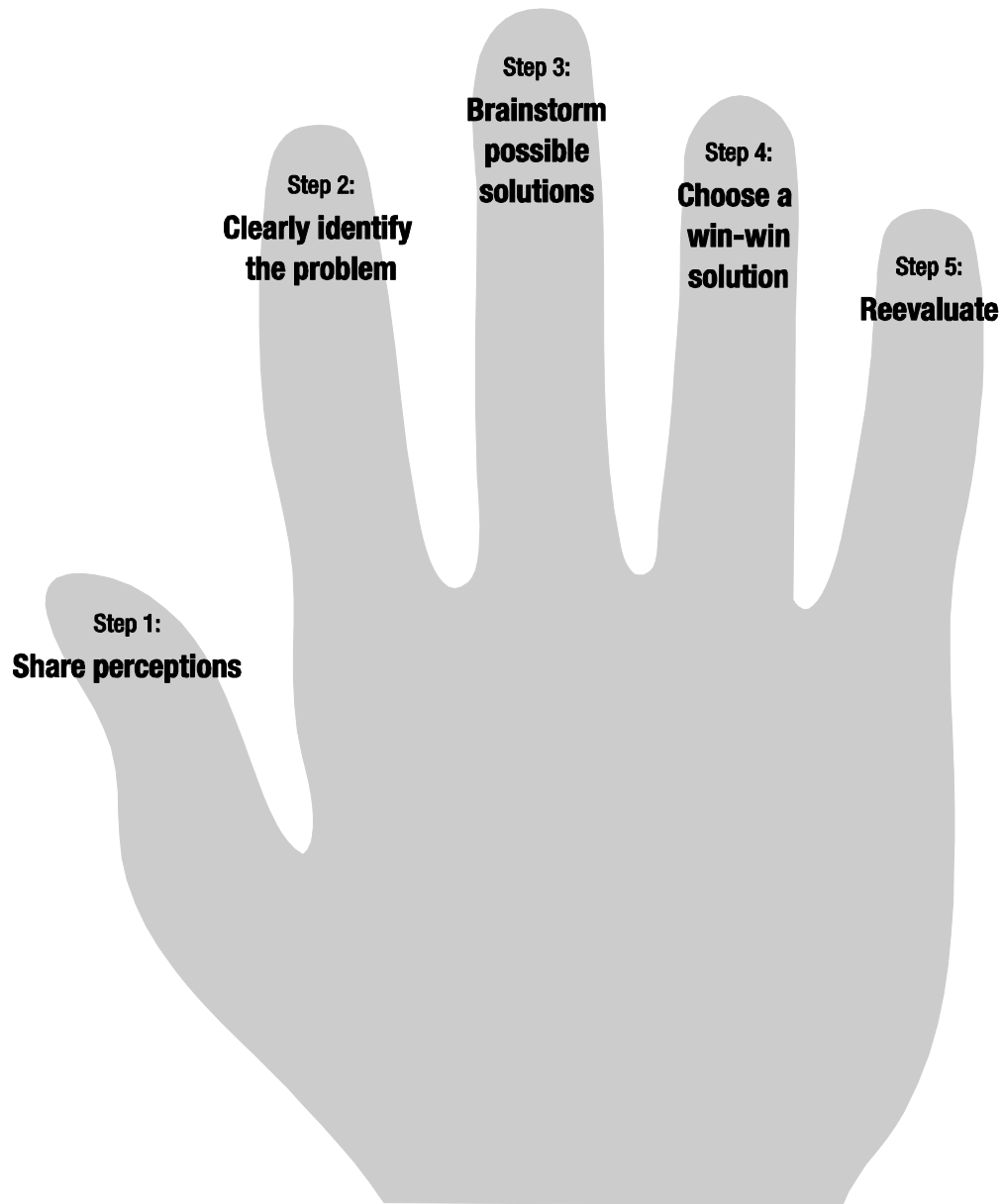
- Shifts the responsibility of solving problems from the teacher to students.
- Fosters a sense of collaboration and mutual respect among students: instead of one student against another student, it is the teacher and student(s) against the problem, and everyone is working together to solve it.
- Empowers students: everyone has an equal voice, all answers are accepted in the brainstorming stage, and a solution is reached by consensus only.

*Diverse opinions are the wellspring of
brilliant decisions.*

—Bruce Davis, *How to Involve Parents
in a Multicultural School*



The Helping Hand Process



The Helping Hand Process

Step One: Share Perceptions

Sit down with all those involved in a conflict, and share your perceptions with one another. Whoever called the meeting should share first. If you called the meeting, share the following:

- What you *saw* the students doing and how often you saw it.
- What you *noticed* about how it affected others.
- What you *heard* the students and others saying.

Have the student(s) listen quietly while you share, then ask each student involved to share his or her perceptions, asking clarifying questions, such as:

- What did it *look* like to you?
- What did you *hear*?
- How did you *feel*?
- What did you *notice* about others around you?

Allow students to share all they have to say about their experiences of the problem, and try to reach a general consensus on what you all perceived.

Step Two: Clearly Identify the Problem

Once you've explored your perceptions, it should be fairly easy to identify the problem and write it out in specific, concrete terms on the board or flip chart. Writing it out gives the rest of the process a clear focus and purpose. If students begin to stray from the issue at hand, just point to the written problem to get them back on track.

Elementary Example

- If meeting with students about a recurring problem on the playground at recess, you might write out: "Problem: Roughhousing (kicking, swinging arms, etc.) on the jungle gym has caused a number of injuries."

Step Three: Brainstorm Possible Solutions

Ask students: “What ideas do you have for how we can solve this problem?” Explain ahead of time that at this stage, the objective is to generate as many ideas as possible. All ideas are written down, and no one is to make positive or negative comments about them. Set a time limit on the brainstorming if necessary.

Possible ideas generated for the elementary example:

- Yell warnings to those near you whenever you want to kick and swing around wildly.
- Spit water at students who are being too rowdy.
- Limit the number of students allowed on the gym at one time.
- Prohibit running, kicking, and swinging of arms on the jungle gym.
- Pay more attention to students near you when playing on the gym.
- Do something else at recess.
- Remove the jungle gym from the playground.
- Tell the teacher on recess duty whenever someone gets hurt.
- Tell the on-duty teacher the names of those who are the most rowdy.
- Wear football pads so no one gets hurt when they’re kicked and punched.

Step Four: Choose a Win-Win Solution

Read all the suggestions aloud (or have a student read them), numbering them as you go. Then have students consider all the brainstormed options and choose one that would create a win-win for everyone involved. If it helps, have them begin by eliminating those that wouldn’t work because they are disrespectful or impractical.

As students choose, encourage them to consider the following for each solution: “How will this solution help me, a classmate, or anyone else who’s involved?” Asking this can help students notice that some *solutions* are actually more about punishment and are unhelpful, whereas other *solutions* are real solutions.

Make sure the chosen solution is something that you and every student involved can live with and commit to. Also, check that it is phrased positively—that the solution describes what students *can* do rather than what they *can’t*.

Sometimes it is necessary to modify, combine, or add to an idea or set of ideas in order to arrive at a final solution.

Elementary Example

- You and your students could choose the third option above, “Limit the number of students allowed on the gym at one time,” and develop it by adding the following specifics: “Allow only three students on the jungle gym at a time and rotate turns. Have one student monitor the line and time the five-minute turns with a stopwatch.”

Write out the *Solution* below the *Problem* you wrote on the board or flip chart.

Optional: Role-play the chosen solution to test it out and to give students practice implementing it successfully.

Step Five: Reevaluate

Set a specific date and time to meet back with each other and gauge whether or not the solution is working. (Three to five days later is generally good.) Allow enough time to give the proposed solution a real test, but not so much time that students lose interest in the process. Write the agreed upon time on the board or flip chart below *Solution*.

Example

- Reevaluation: Friday, September 26, at 2:00 pm

Setting up a time for a follow-up session sets a clear goal for progress and encourages students to follow through on their commitment to implement the chosen solution.

In the follow-up session, have students determine if the solution has been working or not. If not, use the session to choose a different solution to try for a set amount of time. Repeat this process until a satisfactory solution has been found. Once you arrive at a successful solution, be sure to congratulate students and have them celebrate their success, even if it’s only with a group cheer of “Go Team!” or a high five.

Source: The Helping Hand is a condensed adaptation of “The Eight-Step Solution-Seeking Process” from the PLS 3rd Learning graduate course *Successful Teaching for Acceptance of Responsibility*.

Responsive Strategy No. 20: Have the student create an Action Plan

When a student's misbehavior persists even after more minor teacher interventions, consider having the student fill out an Action Plan. Rather than punishing or rewarding, the process of completing an Action Plan emphasizes solution seeking in a way that respects the student's responsibility for managing his or her own behavior.

Process for Creating an Action Plan

1. Elicit a student acknowledgement of the problem.

Meet one-on-one with the student, and share your perceptions of the problem you've noticed. Then have the student share his or her perceptions until you can both agree on the situation and the need for an Action Plan.

2. Give the student the Action Plan form.

Hand the student the Action Plan form (see page 245) and briefly explain each item. Give more or less direction, depending on the student's age and level of problem-solving ability. Below is one option for explaining the Action Plan items:

Goal: Clearly identify the end result you hope to achieve.

Benefits of the Goal: State the ways in which reaching this goal will be personally beneficial to you. (This is an important step in motivating students to succeed.)

Obstacles and Possible Remedies: *Obstacles* refers to anything that prevents you from reaching your goal or makes doing so more difficult. *Possible Remedies* refers to any ideas you have for removing or overcoming each obstacle. This section is for brainstorming, and all ideas are accepted.

Specific Actions I Will Take: Referring to the ideas you generated above, identify what specific actions you will take to reach your goal. This list is your finalized Action Plan—the specific actions may be the same or different from the ideas you generated in *Possible Remedies*.

Reevaluation: Together, we'll identify the date and time to evaluate the success of your Action Plan. If you haven't yet managed to reach your goal, we'll repeat the process above.

Signature and Date: Sign and date this form as a demonstration of your commitment to completing your Action Plan.

Have the student do as much of the Action Plan as possible on his or her own, but be available to help if the student has any questions. Determine the reevaluation date and time together.

3. Seal the deal.

Shake hands (or make any other appropriate gesture) with the student to formalize the student's goal and confirm the student's commitment to reaching it.

4. Involve parents.

Ask the student to share the Action Plan with his or her parents, and explain that you, the teacher, will be calling the student's home that night.

When speaking with a parent, share the student's goal, explain anything that you are doing to support the student in reaching that goal, and express a hope for support at home as well.

5. Follow up.

Meet with the student on the designated reevaluation date, and have the student gauge his or her success. If the student was successful, do a celebration. If not, have the student repeat the process, filling out another Action Plan form.

Variations

- While an Action Plan generally focuses on what the *student* will do to resolve a problem, it may also be appropriate in some cases for *you*, the educator, to fill out an Action Plan as well (or attach a supplement to the student's Action Plan). In your Action Plan, state what actions you will take to alter the situation or support the student in reaching his or her goal.
- A student's most important reward for successfully completing an Action Plan is the boost it gives to his or her self-confidence and level of responsibility. However, if further incentive seems necessary, offer the student something that he or she will find personally meaningful—preferably, something that is relevant to the goal as well.
- Ideally, a student will follow through with an Action Plan for its own sake. If it seems necessary, you may need to consider what consequence will result if the student fails to meet his or her goal. If so, clearly state the consequence to the student up front, and follow through on enforcing it if needed. (This should be avoided when possible. Introducing a consequence to the student detracts from the atmosphere of cooperative solution seeking that is preferable for the Action Plan process.)

Action Plan

Goal:

Benefits of the Goal:

-
-
-

Obstacles and Possible Remedies:

Specific Actions I Will Take:

Reevaluation:

_____ Date

_____ Time

_____ Student's Signature

_____ Date

Strategies for Responding to Major Misbehavior



Major misbehavior refers either to chronic infractions that haven't been resolved through previous intervention attempts, or to isolated incidences of the most serious and harmful infractions. Major misbehaviors disrupt the momentum of class activities and interfere with a positive learning environment.

Examples of Major Misbehavior

- Continued refusal to complete class work, after repeated attempts at seeking solutions.
- Repeated acts of vandalism, destruction of property, or stealing.
- Repeated threats of violence.
- Bullying or other acts of violence (such as throwing objects, hitting another student, punching, pulling hair, or kicking).
- Uncontrolled outbursts during class (such as standing on furniture and yelling, or lying on the floor kicking and screaming).

Keeping Records

As with moderate misbehaviors, it's important at this stage to document misbehaviors thoroughly: record the date, time, specific misbehavior, your response, and the outcome each time one occurs. You may even want to videotape some students, provided it's legally permitted and you inform the students in advance. Your documentation can serve as an important reference when discussing misbehaviors with parents, administrators, and law enforcement.

The Strategies

One of the criteria for a major misbehavior is that it cannot be handled between you and the student alone. Before a misbehavior reaches this level, you will most likely have tried a variety of minor and moderate interventions—now it's time to recruit additional help, be it the student's parents, the principal, a counselor, and/or another professional.

The Power of Additional Help

- No. 21: Assign detention.
- No. 22: Send the student to the principal's office.
- No. 23: Refer the student to outside support.
- No. 24: Have a student-parent-teacher conference.



The Power of Additional Help

Responsive Strategies No. 21 – No. 24

Using resources outside of the classroom provides you with additional options for responding to major misbehaviors. In using these strategies, keep the focus positive—you're building a team.

Benefits

- Students receive consistent messages regarding their misbehaviors from other adults.
- Students and teachers benefit by utilizing the talents and expertise of others.
- You prevent your own discouragement and burnout as you get on support of other adults.

Potential Drawbacks of Additional Help Strategies

- Students may perceive you as losing control and not being able to handle what happens in the classroom.
- These strategies require a commitment of time and energy for those involved.
- You may inadvertently reinforce the misbehavior by giving students the attention they desire.

*We all of us need assistance.
Those who sustain others themselves
want to be sustained.*

—Maurice Hulst, Author



Responsive Strategy No. 21: Assign detention

Detention outside of your classroom is an alternative to *Strategy No. 14: Impose a time-out*. Generally, you will want to reserve this strategy for misbehaviors that persist even after you've tried other techniques.

It is the stigma of detention itself, more than the actual time assigned, that should deter students from committing future infractions. Therefore, the length of time assigned needn't be extensive.

Detention not only cuts into a student's free time, it is often served in isolation as well, so students who misbehave to gain attention from peers will not receive that benefit in detention.

Tips for Assigning Detention

1. Incorporate positive strategies into detention time.

Detention will be more meaningful and have more long-lasting effects if combined with a positive strategy or activity. Here are some ways students can use their time in detention constructively:

- Complete unfinished assignments.
- Fill out an Action Plan.
- Practice a social or communication skill.
- Practice a self-calming technique.
- Hold a conference with the teacher to discuss what happened.
- Use the Helping Hand to seek solutions.

2. Establish a clear consequence to impose if the student fails to appear in detention.

Most likely, your school already has specific consequences set up; for example, detention time is doubled if students fail to appear. Explaining the consequence up front will deter many students from ignoring an assigned detention.

3. Once detention is served, wipe the slate clean.

When the student returns after detention, make sure you involve the student fully in normal classroom activity. Though it may be difficult, think of it as a fresh start. Maintain a positive attitude and hope for the best. Having positive expectations—despite past misbehaviors—is an important part of setting students up for future success.

**Responsive Strategy No. 22:
Send the student to the principal's office**

Use this strategy as a last resort. Once you refer a student to the principal, you have handed over control and are acknowledging that the problem is beyond your abilities to solve within the classroom.

Here are some guidelines for referring students to the principal's office:

- 1. Check that you've exhausted all other options.**
Review your repertoire to determine if there are any other strategies you can use before resorting to an office referral.
- 2. Meet with the principal ahead of time.**
Ask what the principal's approach will be, and check that it's compatible with your philosophy of discipline. When appropriate, make a recommendation for what the principal will do.
- 3. Know the disciplinary policies of your school and district.**
Generally, the principal is the one who has the authority to impose such severe consequences, such as suspensions, expulsions, or transfers. The proper use of these strategies is determined schoolwide or district wide and is legally bound. It is essential to follow proper legal procedures when pursuing any of these consequences.
- 4. Have proper documentation.**
Keep thorough records of each incidence of a misbehavior, including the date and time, your response, and the outcome. Your documentation may become important evidence when discussing the problem with administrators, parents, and—in extreme cases—law enforcement.

**Responsive Strategy No. 23:
Refer the student to outside support**

Know what types of resources (individuals, organizations, and youth programs) are available in your school and community so you can refer students and parents to appropriate support networks beyond the classroom. Develop relationships with those who help students; the more you know about each professional, the more skillfully you will be able to give a referral that will match each student's needs.

Resources may include:

- School counselor
- Peer counselor
- Community psychologist
- Special education coordinator
- School nurse
- Social worker
- Youth support organizations (e.g., Big Brothers Big Sisters)

One method for encouraging a student to gain outside support is to find out what hobbies the student has and encourage the student's involvement in them. Finding a legitimate interest can be an effective, positive way to channel the energy that goes into misbehaving in the classroom; for example, joining a sports team can be a healthy means of redirecting aggression.

**Responsive Strategy No. 24:
Have a student-parent-teacher conference**

When you are having a recurring problem with a student, use the following series of responses:

1. Meet one-on-one with the student.

First meet with the student one-on-one, and try to solve the problem using the Helping Hand or an Action Plan.

2. Call the student's parents.

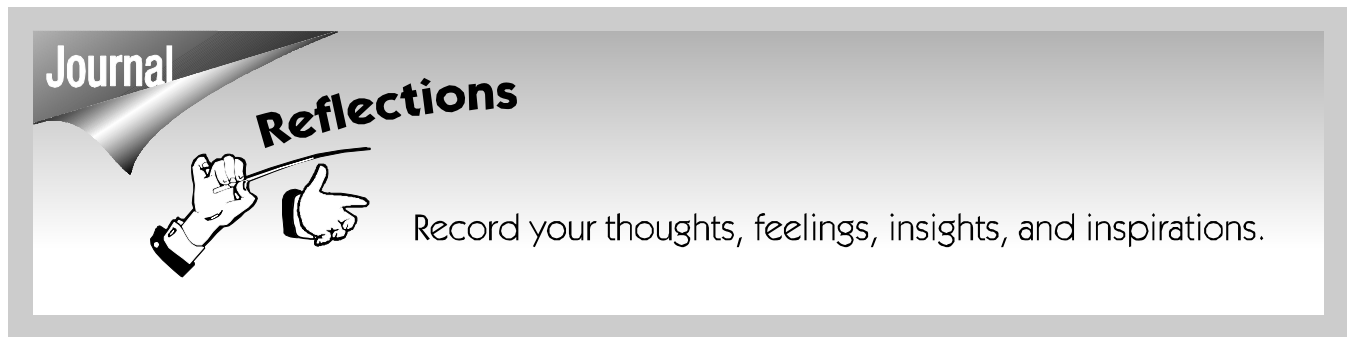
If the problem persists, call the student's parents to inform them of the problem and discuss possible solutions.

3. Have a student-parent-teacher conference.

Only if the first two steps yield no improvement should you call a student-parent-teacher conference for the purpose of addressing a specific problem. The five stages of a conference are explained in detail in *Section 8: Encouraging Parental Involvement*. The tone of the entire conference should focus on seeking solutions.

Final Chord

Reflection and Application Journal

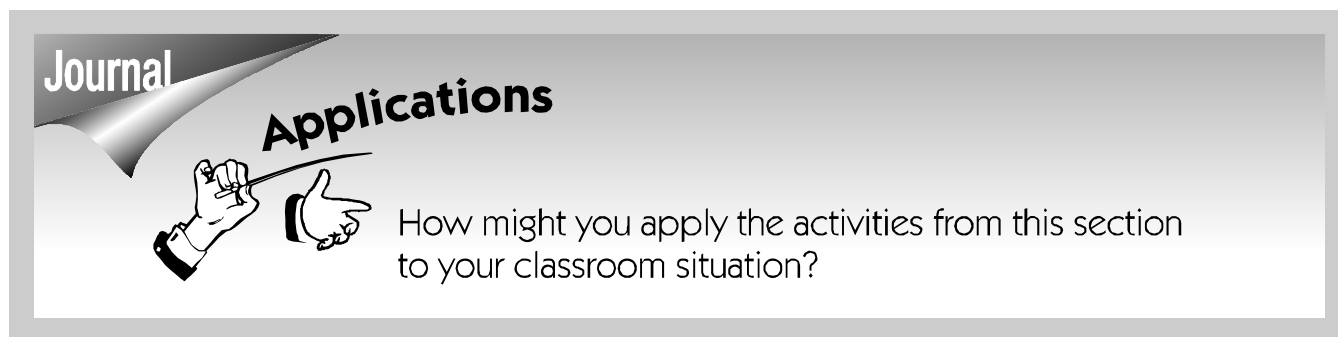


Directions:

1. Remove the Course Journal from your materials folder.
2. Choose one or more of the questions on this page and write your response.

You may want to consider the following questions:

- How do you rate your own *with-it-ness* in the classroom?
- What level of misbehaviors predominate in your classroom: minor, moderate, or major misbehaviors?
- What Responsive Strategies would you like to add to your repertoire?

A graphic with a grey background and a white border. In the top left, the word "Journal" is written in a bold, sans-serif font. Below it, the word "Applications" is written in a larger, bold, sans-serif font. To the left of "Applications" is an illustration of two hands: one holding a pen and the other pointing. To the right of the hands is the text "How might you apply the activities from this section to your classroom situation?".

Journal

Applications

How might you apply the activities from this section to your classroom situation?

Section Activities

- Sorting cards (Observable Behaviors and Teacher Conclusions)
- Walk and Talk (I Am Aware Of...)
- Simulation (With-it-ness and Overlapping)
- Standing up as a way to share an opinion (Take a Stand)
- Infomercials for group presentations
- Student-generated topics for discussion (Issues and Concerns cards)

Section 8: Encouraging Parental Involvement

*When parents are involved, students usually
have better attitudes,
are more motivated toward school,
and have better self-esteem.*

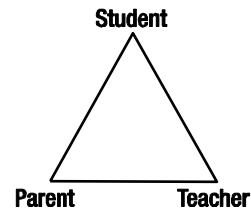
—National PTA



Prelude

Section 8: Overview

A triangle illustrates the importance of parents and teachers working together to support the student. The parent and teacher form the solid base of the triangle, securely supporting the student, who is reaching upwards to achieve his or her highest potential.



Strong parent-teacher partnerships provide benefits in the following ways:

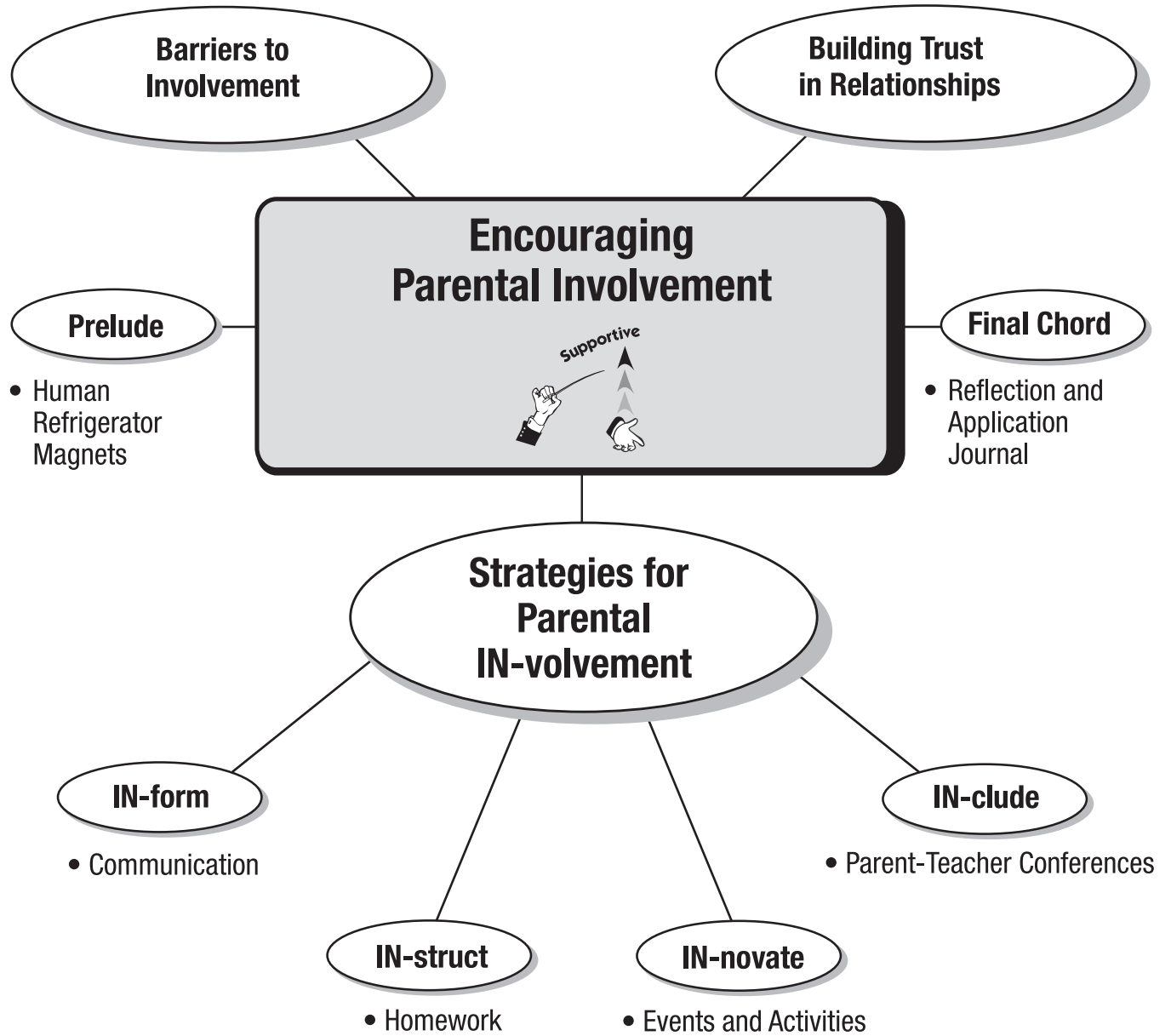
- When teachers know their students' home situations, they gain insight into students' classroom behavior.
- When parents understand what teachers are trying to achieve, they can provide valuable support and assistance at home.
- Parents can implement strategies to change students' behavior at home in ways that can positively affect students' behavior in the classroom.

Although there are many ways you can reach out to parents and involve them in the classroom, communication is the key to building positive relationships. This section of the course emphasizes conducting positive parent-teacher conferences because they are often the first and only direct contact parents and teachers have with one another. Additional types of communication, such as letters, phone calls, and interactions concerning homework, are also addressed in this section.

Section 8: Objectives

After completing this section, you will be able to:

- Identify ways to overcome barriers to parental involvement.
- Discuss and practice communication strategies designed to involve parents in school.
- Understand the five phases of a Parent-Teacher Conference.
- Develop confidence in conducting the five phases of a Parent-Teacher Conference through role-play.
- Suggest strategies for parents to use to support their students in completing homework.



Research Quotations

- Family involvement can improve students' academic performance. Students benefit when their parents remain involved in their learning through the middle and high school grades (Ho & Williams, 1996).
- Parents' volunteering at school and helping students with homework, positively affects student behavior, grades, and the number of course credits completed (Simon, 2001).
- Teachers who communicate with parents are seen as more effective (Taylor, Pearson, Clark, & Walpole, 1999).
- Parental assistance on homework enhances students' performance when it enhances attitudes about homework, bolsters self-confidence, and develops self-regulatory skills (Casper, Lopez, & Wolos, 2007; Dervarics & O'Brien, 2011; Xu, 2007).
- Teachers can design homework assignments to nurture positive parent-child communication (Epstein & Van Voorhis, 2001).
- Student-led conferences effectively communicate student progress to parents and encourage students to take more responsibility for their learning (Amatea & Dolan, 2009).
- Teachers and parents involved in student-led conferences are more likely to follow through with subsequent contacts later in the school year (Hackmann, 1997).

Overcoming Barriers to Parental Involvement

Overcoming emotional, social, and practical barriers is essential for parental involvement.

Directions:

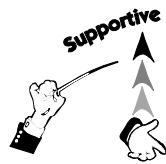
1. One person from each group will choose a barrier card from the table and read it to the group.
2. Brainstorm three ways to overcome the barrier and write each idea on an index card.
3. Post the three index cards on the corresponding *Barrier Display Sheet*.
4. Return the barrier card to the table and repeat the process for as many barrier cards as possible.

Parent Barriers: Why parents are reluctant to get involved.

- Parents feel unwelcome, don't understand the school system, or don't know how to get involved.
- Parents lack child care or transportation.
- Parents don't speak English.
- Parents have negative memories of school.
- Parents feel guilty about their child's problems.

Teacher Barriers: Why teachers are reluctant to involve parents.

- Involving parents requires additional time and energy.
- Teachers lack confidence in their teaching performance.
- Teachers don't know how to involve parents successfully.



Strategies for Parental **IN**-volvement

Use the following strategies to help parents become part of the **IN-volved** crowd. As veteran teacher Barbara Mariconda (2003) states,

If you lay the proper foundation, most communications with parents will result in positive professional relationships, ones that often continue beyond the year that the child was in your class. All of the hard work that you did to nurture these relationships will be paid back through the growth you see in your students, and in the gratitude expressed to you through the families you've touched. Your efforts will certainly make your job easier—but more important, they will positively affect the well-being and social/emotional will of the children you teach.

Parent Strategy No. 1: **IN-form**

Foster two-way communication at the beginning of the year and on a regular basis throughout the year. Inform parents of your long-range goals and expectations as well as weekly highlights. Choose any of the following forms of two-way communication that work best for you:

- Introductory postcards
- Welcome letters
- Weekly newsletters
- Phone calls
- Notes, emails, or Web sites

Parent Strategy No. 2: **IN-clude**

Provide opportunities for face-to-face interactions. Help parents feel comfortable in your classroom by setting a welcoming tone and getting to know them personally. Find out how parents may want to get involved and give them opportunities to do so. Some ways to include parents are:

- Parent Surveys
- Back-to-School Nights and Open Houses
- Parent-Teacher Conferences

Parent Strategy No. 3: IN-struct

Homework doesn't have to be a struggle. You can help parents support their children by giving parents specific strategies to apply at home.

- Discuss learning priorities.
- Set clear expectations.
- Provide encouragement and support.
- Understand learning styles.
- Communicate with parents.

Parent Strategy No. 4: IN-novate

Look for new and creative ways for parents to become involved in the classroom and at school. Encourage attendance at or participation in school events by making them fun and interesting for parents. Tailor programs and events to meet your unique needs, adapting existing programs and creating new ones.

Sources:

"Making Parents Part of the 'In'-volved Crowd," © Education World.com.

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National Education Service (2000)

Building Trust in Relationships

What Went Wrong?

Directions:

1. Rewrite the following situations in the space below, on a separate sheet of paper, or on your mobile device to replay the scene creating a trust-building experience rather than a trust-breaking one.
2. Use pages 264–266, “Trust-Building Communication Tips,” as a resource.

Situation No. 1

Teacher: Ms. Ganesh

Parent: Mrs. Hansen

Student: Josh

In preparation for the class field trip, Ms. Ganesh instructed her students to have their parents check the class Web site. Josh came late and unprepared for the field trip, which disrupted the departure time as well as several trip activities. Mrs. Hansen complained that she wasn't notified about what Josh needed to bring.

Replay the scene:

Situation No. 2

Teacher: Mr. Moorhouse

Parent: Mrs. Amal

Student: Sarita

In order to reassure Mrs. Amal that Sarita wasn't totally out of control, Mr. Moorhouse told Mrs. Amal about a student in class who was having even more difficulty controlling his behavior than Sarita was. When Mrs. Amal saw the other child's parent in the grocery store, she commented on the child's misbehavior. The parent angrily confronted Mr. Moorhouse and accused him of betraying confidences about his child behind his back.

Replay the scene:

Situation No. 3

Teacher: Ms. Hovemann

Parent: Mrs. Waschevski

Student: Zach

Mrs. Waschevski unexpectedly came to the classroom one morning and demanded that Ms. Hovemann rearrange the math groups so that Zach wouldn't be with a certain disruptive student. To diffuse the confrontation, Ms. Hovemann agreed to make the change; however, she quickly realized that switching Zach created a ripple effect on all of the other groups. With numerous other demands placed on her that morning, Ms. Hovemann just couldn't deal with rearranging her math groups, and she kept them the same for the rest of the week. When Mrs. Waschevski found out that the groups hadn't been changed, she concluded that she couldn't trust Ms. Hovemann to keep her word and told other parents that Ms. Hovemann was not responsive to parents' requests.

Replay the scene:

Situation No. 4

Teacher: Mrs. Shingleton

Parent: Ms. Weimer

Student: Kyle

Mrs. Shingleton called Ms. Weimer to tell her that a disciplinary meeting with the principal was scheduled for Kyle because she had reached her limit with him. For weeks Kyle had been disrupting the class with inappropriate comments and outrageous behavior. Today Kyle tossed a water balloon at another student, which was the last straw. Ms. Weimer thought the disciplinary action was unwarranted since this was the first time she had heard about Kyle's misbehavior.

Replay the scene:

Situation No. 5

Teacher: Mr. Clemente

Parent: Mr. Patterson

Student: Kinsey

Kinsey had forgotten her homework three times in the last week, and Mr. Clemente called her parents to express his concern. When Mr. Patterson heard the news, he grounded Kinsey from all after-school activities. Kinsey complained to Mr. Clemente that he had *betrayed* her. She insisted she could have handled the homework problem without her parents' involvement.

Replay the scene:

Trust-Building Communication Tips

The most rewarding relationships are built on mutual respect and trust. However, building trust in a relationship takes time and commitment. Listed below are tips that will help the process.

Note: Double-check school personnel records to make sure you know with whom to communicate throughout the year—one or both parents, a stepparent, a guardian, or a foster parent.

1. Keep it constant, keep it positive.

The National PTA suggests teachers make three positive contacts for every contact that involves a problem. When parents think of teacher contacts as always being negative, they may avoid your attempts to connect with them. You don't need to minimize any difficulties the student may be having; simply focus on a positive behavior or an academic success.

Examples:

- (By phone) "I just wanted to call to let you know that Rosa is doing very well on her spelling tests. She is prepared and confident before each Friday's test."
- (By note) "I'm writing to tell you how well Conner is adjusting to middle school."

2. Ask parents for the best way to reach them and honor their preferences.

Giving parents options about how you connect with them lets them know that you're committed to keeping them informed. Although it can be time consuming to use different methods of communication, find ways to streamline the process.

Example:

- Prepare a stack of envelopes with the addresses of parents who don't have access to email. Then you're ready to quickly print out your email messages and put them in the envelopes.

3. Assure parents that you will notify them immediately if you have a concern.

Involving parents as soon as a problem arises often prevents a minor problem from becoming more serious. Ask parents to let you know if they notice problems occurring at home that may also affect school behavior.

4. When problems arise, present parents with background information, explanations about the actions you've already taken, and the strategies you would like to try.

Paint a picture for parents about what is happening in the classroom and what you have already done about it. Clearly explain the situation and your reasons for suggesting a particular plan of action. Ask parents for their perspectives, and listen to their input and ideas with an open mind. Problems should be addressed in person or by phone rather than by notes or email.

5. Take time to reflect on important decisions.

Don't feel rushed to make an on-the-spot decision when discussing an issue with parents. A waiting period gives you time to discuss the issue with colleagues, counselors, or administrators. Additional or more appropriate solutions often come to mind after you have time to carefully consider the situation. However, don't keep parents in suspense. Establish an agreed upon time when you will make a final decision.

Examples:

- "I'll contact you Friday afternoon. That will give us all a chance to consider alternatives."
- "I appreciate your perspective. I'll reflect on what you said and give you a call by next Monday."

6. Keep conversations with parents confidential.

Open, honest communication is nurtured in an atmosphere of confidentiality. You demonstrate to parents that you respect them by not talking about their child's difficulties with other parents or in a derogatory way with other faculty members. Ask parents for a reciprocal agreement.

7. Remain calm and open-minded as you listen to parents' concerns.

Teachers often become the recipients of parents' frustration and anger regarding a child's behavior, and these feelings may get expressed by blaming the teacher for a child's behavior problems. Although it may be easy to feel defensive when parents find fault with you or your teaching, use a calm voice and direct eye contact to acknowledge parents' feelings or concerns.

Examples:

- "I can hear your concern about Jamil, and I know you want what's best for him."
- "I realize you are very concerned about this issue. What do you think will be most helpful to do at this point?"

8. Respect your relationship with students as you communicate with parents.

Be sure to let students know ahead of time that you are going to contact their parents. Tell them how and why. This is especially important for high school students because it gives them time to tell their parents what to expect. Make it clear to students that you are making a parent contact as a way to help them succeed in school. Never use contacting a parent as a threat.

*When parents and educators
communicate effectively,
positive relationships develop, problems
are more easily solved, and students
make greater progress.*

—National PTA



IN-form

Introductory Postcards

The purpose of an introductory postcard is to make a welcoming initial contact with the student during the summer. Choose postcards that are colorful and upbeat. The following sample postcard is adapted from *Easy and Effective Ways to Communicate with Parents* (Mariconda, 2003).

Sample:

Hello, Danny!

Greetings from your new second-grade teacher. I am so eager to meet you. There are many fun, exciting, and interesting things to learn and do in second grade! I just got back from the Grand Canyon, and I look forward to showing you my photos. I hope to see you at school orientation on August 15. We'll meet from 9:00 to 11:30 am. I know we will enjoy a terrific year together.

Ms. Rogers

My Postcard

Directions:

1. In the space below, on a separate sheet of paper, or on your mobile device write an introductory postcard to a student.
2. Include the following elements:
 - A personalized greeting.
 - Something interesting about yourself.
 - Anticipation for the coming year.
 - Optional: Orientation invitation.

Welcome Letters

Sending a welcome letter is a way to reach out to parents and students in a positive way. Your letter should briefly state your teaching philosophy, give an introduction to the curriculum, and explain essential back-to-school information. Attach a parent survey to the letter to collect information about students' families (see IN-clude). The following sample letter is adapted from *Easy and Effective Ways to Communicate with Parents* (Mariconda, 2003).

Sample:

Dear Parents,

I'd like to take this opportunity to introduce myself to you. As a Grade 2 teacher at Woodrow Wilson Elementary School, I will have the pleasure of spending the next school year with your son or daughter! I am excited about the year ahead and am looking forward to meeting you and your child.

Second grade is a stimulating, exciting place to be. We'll focus on developing a wide range of reading skills and strategies through the use of quality literature and phonics. As a second grader, your child will be provided with a wide range of creative writing and hands-on math activities that will encourage critical thinking. Social studies and science units will include topics such as the Pilgrims, communities, rain forest, insects, map skills, and electricity. The subjects will be integrated, which means topics we're exploring in one subject will relate to other subjects.

I encourage you to contact me if you have any questions, concerns, or comments. You can reach me by phone at 746-9516 or by email at crfam@aol.com. Of course, you can always leave a message at the school office.

I hope to meet you and your child at Back-to-School Orientation on August 15, from 9:00 to 11:00 am. I'll be able to give you a tour of the classroom and introduce you to the wonders of second grade.

Attached is a short survey to help me get to know you and your child better. You can give it to me at the orientation or mail it to me.

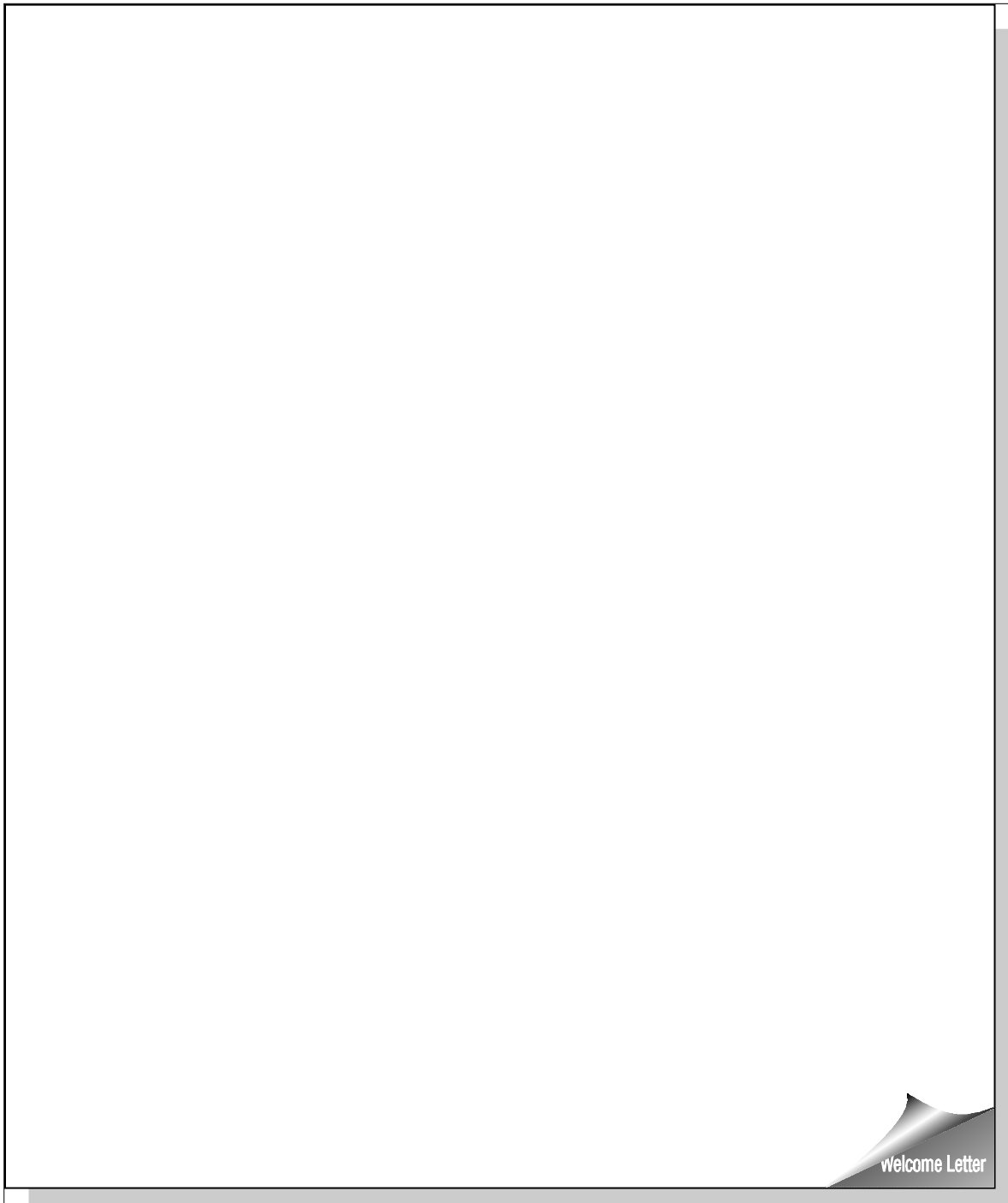
**Sincerely,
Christine Rogers
Woodrow Wilson Elementary School
[Address]**

Welcome Letter

My Welcome Letter

Directions:

1. In the space below, on a separate sheet of paper, or on your mobile device write an outline, make a mind map, or jot down notes for a welcome letter to parents. Include the following elements:
 - Personal introduction.
 - Enthusiasm for the coming year.
 - Brief overview of the curriculum and special activities.
 - Back-to-school information.



Welcome Letter

Class Newsletters

Newsletters are a great way to keep parents informed about class activities. They provide general information that parents can use as a basis for more in-depth conversations with their children. Newsletters may use a wide variety of formats; filling in a standard form saves preparation time.

Although newsletters are used more frequently in elementary school than in middle and high school, older students can be involved in the creation of monthly or quarterly newsletters. Their participation gives students a practical way to summarize course content as well as practice their writing skills.

For example, a middle school teacher assigned one student each week to produce a class newsletter. Responsibilities included using the classroom computer to fill in a standard form with the week's happenings, posting the completed newsletter on the school's Web site, and printing it out to send to those parents without Internet access. Every student produced at least one newsletter during the year.

Consider including the following topics in your newsletter:

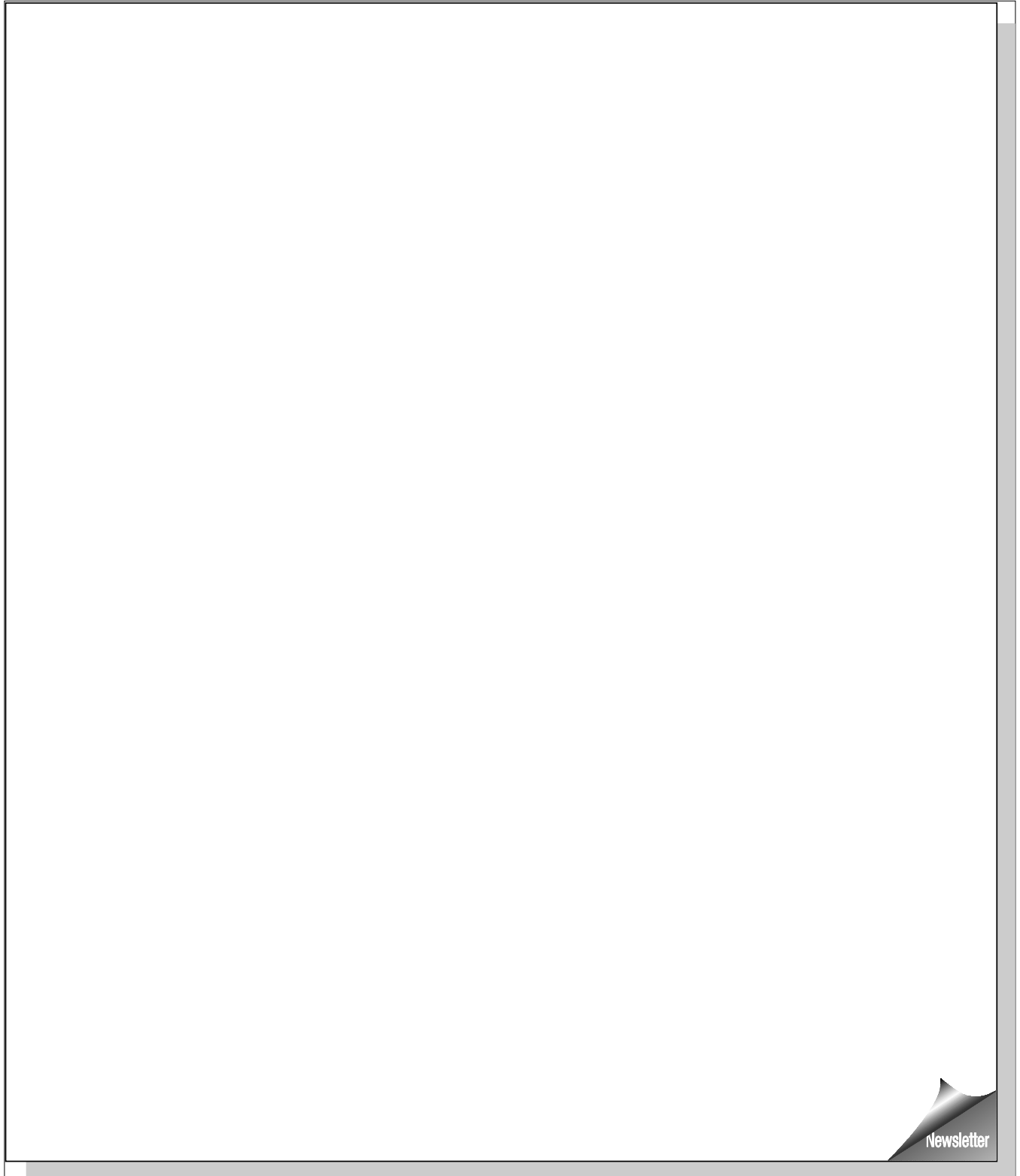
- Academic highlights, challenges, and successes, such as special reports, major tests, or creative projects. (Elementary teachers may organize information by content areas, such as reading, writing, or math.)
- *Featured Facts* about a topic of study. An example for a science class: "Lightning strikes the ground as often as 100 times every second, every day."
- Thought-provoking quotations, such as "Life without *goals* is like a race without a *finish line*."
- Classroom anecdotes or memorable moments, such as the escape of the class pet, the joke that had everyone laughing, or the unusual outcome of the science experiment.
- Upcoming events in the classroom and the school, such as field trips, guest speakers, and performances.
- Birthday announcements for students and school staff.

TIP: Save space at the bottom of the newsletter to write a personal note to individual parents. To make sure you write to every parent several times during the year, record the names of the parents whom you write to each week.

My Newsletter

Directions:

1. In the space below, on a separate sheet of paper, or on your mobile device write an outline, make a mind map, or jot down notes for a newsletter about happenings in your classroom over the past week or month. Include upcoming events.



Newsletter

Notes, Emails, or Web Sites

Notes

Written notes are most effective if they are kept short and to the point. Notes should be used for conveying general information rather than notifying parents about problems. When you rely on students to deliver notes, you may never be certain that they actually reach parents; therefore, if the information is important, ask parents to confirm that they received the note via email or phone, or by signing and returning the note.

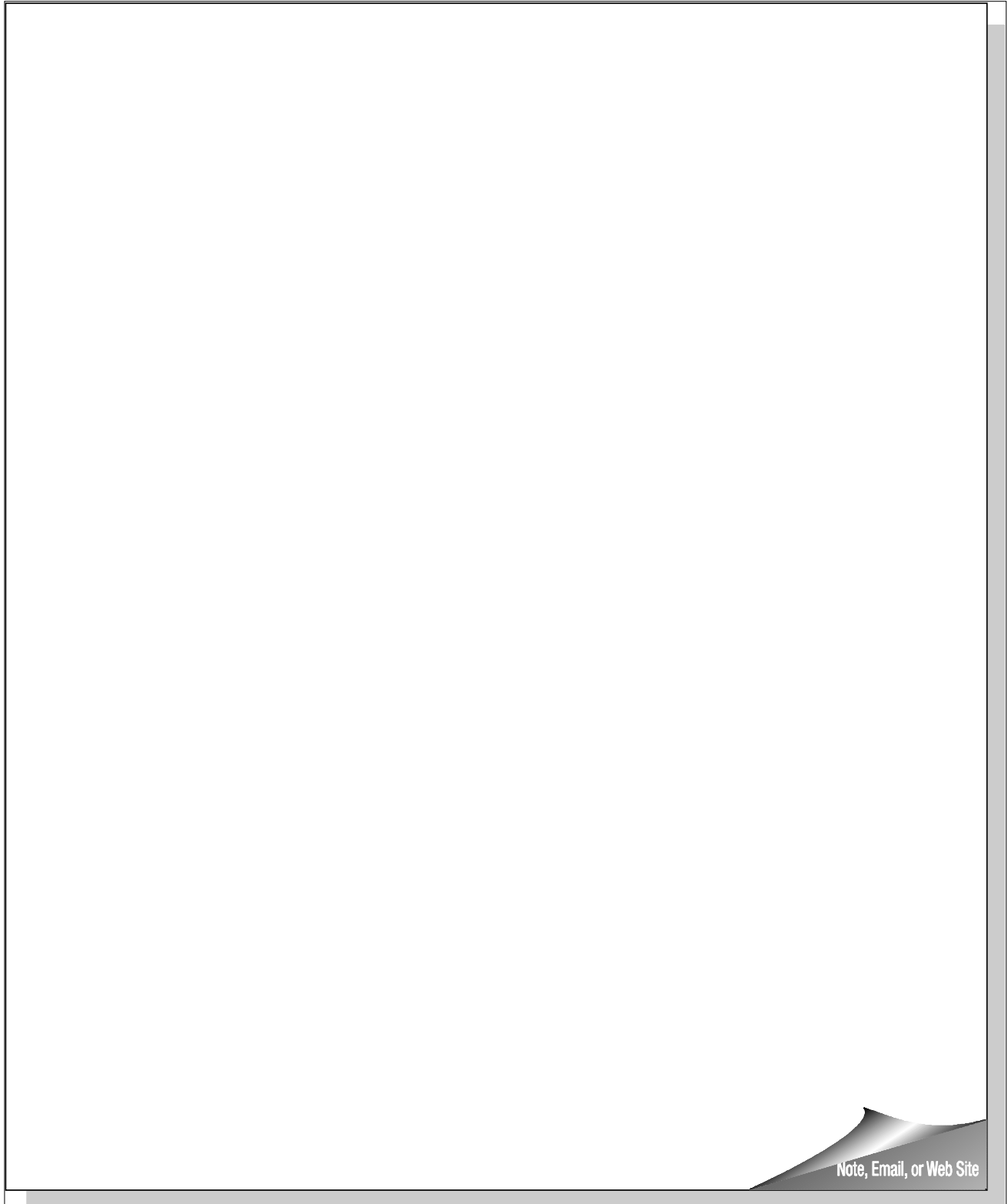
Emails or Web Sites

Emails are a quick and convenient way of disseminating information. At the beginning of the year, find out how many of your parents regularly check their email. Many schools have Web sites where staff may post information about individual classes. Tell parents when you regularly post information on the site; for example, you may post general information at the beginning of the month, updates about what's happening twice a month, and homework assignments on a weekly basis.

My Note, Email, or Web Site

Directions:

1. In the space below, on a separate sheet of paper, or on your mobile device write a note or an email conveying some information you would like your parents to know. Alternatively, show a design or identify the information for a Web page.



Note, Email, or Web Site

Phone Calls

Back-to-school call.

The purpose of this call is to make a positive connection with the parent. *Easy and Effective Ways to Communicate with Parents* (Mariconda, 2003) suggests the following:

- Call as early in the year as possible.
- Highlight a strength the child has.
- Give a specific anecdote or example to illustrate your point.
- Avoid obvious areas of concern. If the parent raises concerns, acknowledge them and arrange another time to discuss them.
- Encourage parents to contact you, and remind them how to reach you.

Expressing a concern call.

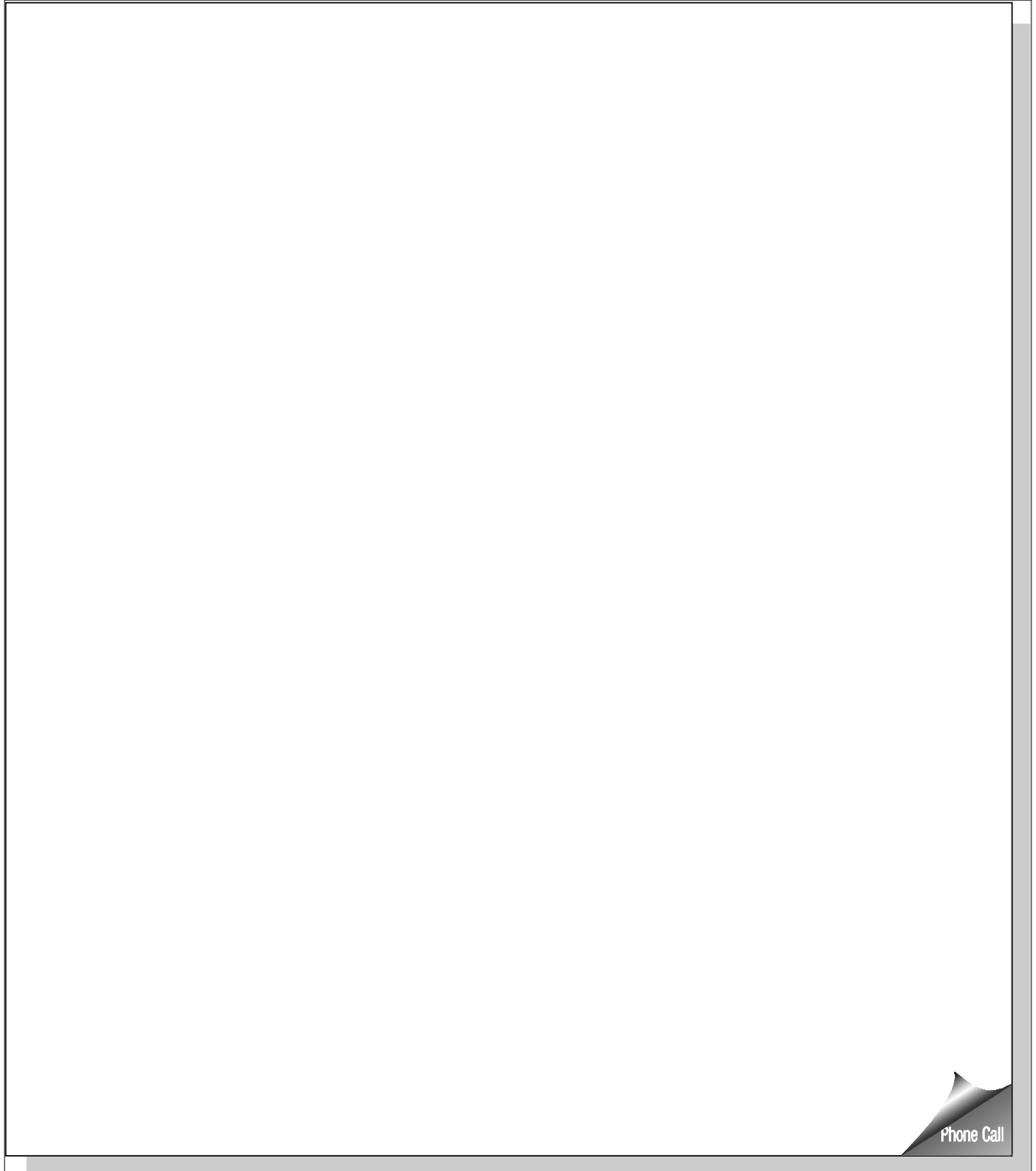
You may want to make an initial call to explain the nature of your concern and to establish a convenient time to talk. Prepare for the call as you would for a face-to-face meeting—know what you want to say and how you want to say it. You may choose to begin in one of the following ways:

- “I’m calling you because I’d like to have your suggestions about how we can help Gerry control his behavior.”
- “I told you I would contact you at the first sign of a problem, and I’ve begun to notice that Samantha is having trouble concentrating during class.”

My Phone Call

Directions:

1. Choose a specific student. In the space below, on a separate sheet of paper, or on your mobile device write down the main points you would like to make during either a back-to-school phone call or a phone call expressing a concern. You may express your ideas through an outline, a mind map, or random notes.



Phone Call

IN-clude

Back-to-School Nights and Open Houses

Issue personal invitations.

To encourage parents to come to the Back-to-School Night, have students make invitations for their parents, telling them that there is a special message waiting for them at school. On the day of the event, have students leave samples of their work on their desks along with a letter that includes a fun and interesting word puzzle and math problem. When parents arrive, have them write a response to their child, complete the word puzzle, and solve the math problem. (Write your own personal note to students whose parents don't come.)

Create learning celebrations.

Involve both students and parents at the conclusion of each major unit of study (possibly as often as every six to eight weeks). Depending on the topic of the unit, students can create different types of displays and performances. For example, after studying ancient Greece, students may act out myths to entertain parents; parents and students may come to school for an evening of stargazing after an astronomy unit; and parents may take a trip through a student-created *jungle* at the conclusion of a unit on rain forests. Vary the days and times of the celebrations throughout the year to accommodate parents' differing schedules.

Hold a special fair or festival.

For a literary fair, your class can host a literary costume contest, perform student-written plays and stories, give puppet shows, organize carnival games that promote reading skills, or hold a library card sign-up drive. For a history or geography fair, students can select a country and design a booth or display to highlight key information about the country. For a film festival, hold showings of student-made films followed by a *meet the director* discussion or question-and-answer session.

Organize a “Where Do I Go From Here?” Night.

Host a college or vocational fair for parents and students. Invite local businesses to attend and provide information to students and parents about available opportunities. Invite postsecondary guidance and financial aid counselors, as well as presidents

of student organizations, to talk to students about what to expect and about how to make course choices, apply for financial aid, join social or academic clubs, seek employment, and look for housing. Provide parents and students with access to the career center.

Reprinted with permission from National PTA, *Building Successful Partnerships: A Guide for Developing Parent and Family Involvement Programs* (Bloomington, IN: National Education Services, 2000,) 81.

Advertising Back-to-School Nights and Open Houses

Directions:

1. In the space below, on a separate sheet of paper, or on your mobile device brainstorm a list of creative ideas for a Back-to-School Night or an Open House.
2. Circle your best idea and create a poster to advertise the event.
3. Include a compelling reason for parents to attend as well as a brief description of what they can expect to see and do.

IN-clude

Questions and More Questions

Directions:

1. Write three questions you would like answered about students' parents and/or family situations.



Parent Surveys

Getting information directly from parents about themselves and their family situation is invaluable. An efficient way to gather information is through a parent survey.

As you find out information about each student's home life, you may want to make notes on school records to indicate biological parents, principal home address, secondary home address, the length of time spent in a foster home, or the number of siblings in a blended stepfamily. If a student lives with more than one parent, send school notices, reports, and newsletters to both households if appropriate.

The parent survey may also include information about the student. Using *Assessing Student Interests* as a guide (available in the Course Library), you can have parents complete statements about their child.

Having parents fill out information about their child should not replace having students complete the *Assessing Student Interests* for themselves. In fact, you may find discrepancies between what students say about themselves and what parents say about them. The differing perspectives may provide you with additional insights into the student's family situation. You can refer to both the *Parent Survey* and *Assessing Student Interests* as you prepare for a parent-teacher conference.

Home Visits

The best way to find out about students' families is to make home visits. Although time is a major factor inhibiting teachers from making such visits, the positive results of home visits often outweigh the effort it takes to make them. One elementary school, reported that home visits completely revitalized the school, breaking down barriers that had been preventing parents from joining in on school events.

Parent Survey

Student's Name:

Parent's Name(s):

Home address(es):

Email:

Daytime phone:

Evening phone:

1. In what ways do you *prefer* to get information about your child? (Check all that apply.)
 - Written note
 - Phone call
 - Email
 - Weekly newsletter
 - Personal contact with the teacher
 - Other: _____
2. What is the best time to reach you?
3. If you have other children, what are their ages?
4. What interests or hobbies would you like to share with the class?
5. In which areas would you like additional information or assistance? (Check all that apply.)
 - Knowing school policies
 - Doing homework with my child
 - Attending parent classes
 - Getting special services, such as help with child care
 - Other: _____
6. What special family considerations would you like me to know about? (Use the back of this form if necessary.)
7. My child is interested in . . .
8. My child's strengths include . . .
9. I would like my child to show improvement in . . .
10. Goals I have for my child this year include . . .

Parent-Teacher Conferences

A parent-teacher conference may be the first face-to-face contact a teacher has with a student's parents. The primary goal of a conference is to find ways for parents and teachers to mutually support the student. The topics listed below are all essential parts of a successful parent-teacher conference:

Preconference Decisions and Preparations

- Gather background information about family structure and culture.
- Choose the most appropriate type of conference to meet your goals.
- Schedule appointments with parents.
- Arrange the physical setting of the classroom.
- Prepare students and parents.
- Prepare yourself.

Nonverbal Considerations

- Use open body language and friendly facial expressions.
- Keep the pitch and tone of your voice warm and welcoming.

Five Phases of the Parent-Teacher Conference

- Phase One: Establish Rapport
- Phase Two: Acknowledge the Student's Positive Attributes
- Phase Three: Share the Student's Work
- Phase Four: Set Goals Together
- Phase Five: Conclude on a Positive Note

Conference Follow-Up

- Keep agreements promptly.
- Debrief with students.
- Communicate with parents.

Preconference Checklist

There are many important issues to consider before the conference issues you may not always have time to think about the day of the conference.

- Identify Family Structure**
 - Stepfamily.
 - Single-parent family.
 - Foster family.
 - Children living in two households.
 - Stress of divorce, death, separation, or financial difficulties.
 - Limited finances.

- Identify Cultural Issues**
 - Do the parents speak English?
 - How large is their ethnic group in the community? in this country?
 - What is (or was) their political, social, and economic experience in their country of origin?
 - Is their ethnic group patriarchal or matriarchal?
 - What customs may be affecting their child at school?

- Identify Type of Conference**
 - Student-Parent
 - Parent-Teacher
 - Parent-Teacher-Student

- Arrange the Classroom**
 - Create a welcoming environment.
 - Provide a comfortable reception area.
 - Arrange seats.

- Schedule Appointments and Prepare Parents**
 - Arrange time.
 - Send home *Parent Survey* (if not already done).

- Prepare Students**
 - Assemble samples of work.
 - Role-play introductions and presentation of work.

- Prepare Yourself**
 - Assemble samples of student work.
 - Complete a *Parent-Teacher Conference Template*.

These items are explained more fully on pages 282–285, “Preconference Decisions and Preparations.”

Preconference Decisions and Preparations

Background Information

Gather background information about family structure and culture. Issues to consider:

- ***Stepfamily, single-parent family, foster family, or living in two households.***

Custody agreements, the blending of stepfamilies, grandparents as caregivers, homeless families, and other configurations have changed traditional perceptions about family life. Additionally, some divorced parents may find it difficult to communicate with each other, and the scholastic growth of their child may suffer as a result.

Suggestion: Recognize that a positive, nurturing atmosphere is far more important than the actual family structure for the well-being of the child.

- ***Stress of divorce, major illness, death, separation, or financial difficulties.***

Stress can exist on the part of the student and the caregiver as a result of family circumstances. For example, emotional trauma from divorce, death, or other separation, as well as from financial difficulties, can produce symptoms of stress.

Suggestion: Recognize that any stress can detract from the impact of school and the learning environment.

- ***Limited finances.***

Limited finances may inhibit or prevent participation in school activities by both student and parent. The parent or caregiver may have to work longer hours to provide for the family and may not be available for school conferences, volunteer work, or other school functions.

Suggestion: Communicate options to parents; for example, a telephone conference may substitute for a face-to-face conference.

- ***Cultural diversity.***

Cultural factors influence the behaviors, attitudes, and emotions that play important roles in shaping a child's sense of self. What may be perfectly acceptable in one culture may be inappropriate in another. Body language; traditional attitudes about the roles of school, home, and the family; and nuances of translated language are areas that can lead to misunderstanding.

Suggestion: Increase your understanding about the child's culture by answering the following questions: Do the parents speak English? How large is their ethnic group in the community? How

long has the family been in this country? What is (or was) their political, social, and economic experience in their country of origin? Is their ethnic group patriarchal or matriarchal? What customs may be affecting the child at school?

Type of Conference

Choose the most appropriate type of conference to meet your goals. Types of conferences to consider:

- ***Student-Parent Conference***

Students explain, demonstrate, or present their work to parents, who come to the classroom. This type of conference is appropriate when the primary goal is to involve students in demonstrating their academic achievements to parents.

Student-parent conferences may take place during regular school hours or during an after-school Open House.

- ***Parent-Teacher Conference***

Parents and teacher discuss a student's academic progress, social skills, and behavior. Parent-teacher conferences are also appropriate when problems need to be discussed and solved; however, it is advisable to connect with parents before problems arise.

This type of one-on-one conference is appropriate at the beginning of the year to acquaint parents and teachers, during the school year to discuss progress, and at the end of the year to acknowledge growth and success. Parent-teacher conferences may take place during specifically designated days or during after-school hours.

- ***Parent-Teacher-Student Conference***

Students join parents and teachers to show their work, discuss their progress, and set goals together. Advantages of involving students in a conference include giving students an opportunity for self-assessment, increasing students' responsibility, and supporting good communication since everyone hears the same information at the same time.

Disadvantages of involving students in the conference are that the teacher and parent may not feel as free to be candid in discussing the student, the dynamics between parent and child may interfere with an effective conference, and the conference may require more time.

A parent-teacher-student conference may take place during regular school hours while other students are working or after school hours.

Scheduling Appointments

Schedule appointments with parents. Issues to consider:

- ***Appointment time***

Parents will appreciate having a variety of appointment times available to them, including afternoon as well as evening time slots. If siblings attend the same school, schedule sequential appointment times whenever possible.

- ***Student invitation.***

Have students write out invitations to their parents. This type of personal communication often has more impact than a form letter or note from you. Some teachers report an increase in parental attendance at conferences when students ask their parents to come.

Physical Setting

Arrange the physical setting of the classroom. Suggestions include:

- Create a welcoming environment by cleaning the classroom, displaying student work, updating bulletin boards, watering plants, and so on. Involve students in the process as much as possible.
- Provide a comfortable reception area in the hallway or near the classroom's doorway for parents who arrive early. A table with two chairs or student desks can suffice. You may also place the student's work folder on the table with a sign that reads: "Thanks for coming. Your child's folder is on this table. Take a seat and browse through it while you wait."
- Arrange seats so that you and the parent are seated face-to-face, openly and warmly with nothing between you. Sitting at a desk at the front of the room with the parent(s) adjacent to you creates an atmosphere of separation and a lack of warmth. The parent may feel uncomfortable and be unreceptive. On the other hand, when you are seated on the same side of the table, conversationally facing each other, a feeling of warmth and sharing is created. In this way, when papers and folders are referred to, both can easily see them. If you have a lower elementary classroom, be sure to bring in adult-size chairs for conferences.

Prepare students and parents.*To prepare students:*

- Help students collect their best work.
- Train students to reflect on their own learning.
- Instruct students to identify their strengths, needs, and goals.
- Provide time for students to practice for the conference through role-playing.

To prepare parents:

- Send work samples to parents, and give them time to review their child's work.
- Instruct parents to identify their child's strengths, needs, and goals. (Note: You may have done this on your *Parent Survey*.)
- Schedule a convenient conference time.

Prepare yourself. Tasks to complete:

- Assemble each student's work into a folder. The work you choose should demonstrate areas of growth and areas that need work. Be sure each folder contains a variety of work in chronological order, separated by subject.
- Complete a *Parent-Teacher Conference Template* by filling in information for each of the five phases for every parent with whom you will be conferencing.

TIP: Copies of the *Parent-Teacher Preconference Checklist*, *Parent-Teacher Conference Template*, and *Parent Survey* are available in the Course Library Appendix.

Nonverbal Considerations

One of the most profound findings in the field of communication is that nonverbal communication, which includes body language and facial expression, is much more important than the spoken word. Twelve different research studies on communication were averaged to produce the following statistics on the impact of nonverbal and verbal communication:

Impact on Communication

Nonverbal Communication	70%
Intonation (pitch and tone of voice)	20%
Words	10%

First impressions set the tone for all future discussions; therefore, be especially aware of your nonverbal communication in the first few moments of a conference when parents are determining the tenor of the conference.

Directions:

1. After viewing the role-plays, answer the following questions in the space below, on a separate sheet of paper, or on your mobile device.
- Compare the tone and communication styles used in the two conferences.

 - What nonverbal behaviors make the best impression in a conference, especially at the beginning?

 - What specific nonverbal behaviors did you notice that distracted from establishing positive relationships?

Nonverbal Considerations

Parent—Script for Conferences A & B

Teacher: I'm glad you could take the time to come in and talk to me about Anthony.

Parent: What's the matter? Is something wrong? Certainly it's not his grades.

Teacher: Anthony's grades are very good for seventh grade. And I want to ensure that they stay that way.

Parent: What are you talking about?

Teacher: Anthony's good marks come from his ability to concentrate on the work we are doing in class. Until a few weeks ago, Anthony had no trouble with this. Have you noticed any changes in his behavior at home recently?

Parent: Well, I don't know. Let me think.

Teacher: Has he been getting to bed on time? Is he eating the way he should?

Parent: Yes. He's eating like he always has. And we haven't changed his schedule, so he is getting the sleep he needs at night.

Teacher: Has he lost something he valued recently, like a toy, a pet...?

Parent: No, Anthony's never been very attached to things. Activities are his bread and butter. You know (*pause*) he does get difficult sometimes when things are (*pause*) too easy.

Teacher: From what I can see, Anthony seems to be having more difficulty with the activities in class recently. Let's look at this spelling test he took last Friday.

Parent: (*Incredulously*):
Anthony got a "D"?

Teacher: I was as surprised as you are now when I corrected this paper. (*pause*)

Parent: He must have had a bad day.

Teacher: That was my first impression. Let's look at this social studies test he took last week.

- Parent: (*After looking at the exam*):
Now I am concerned! What could the problem be? What can we do?
- Teacher: I think Anthony is being influenced by other children in the class.
- Parent: You know, Anthony has been playing with a new boy named Jason who lives two blocks away from us. The times I've seen him, he seems to be very nice—maybe a little on the rough side.
- Teacher: Yes, Jason can be *rough*. He spends most of his time in class interrupting me and the other students with his outbursts.
- Parent: Do you think this boy Jason is hurting Anthony's grades? (*pause*) What are you doing about it?
- Teacher: To begin with, I've separated Jason and Anthony. They were sitting next to each other. I moved Anthony to the back and had Jason take a seat in the front where I can encourage him to concentrate.
- Parent: Is there anything I can do to help?
- Teacher: I think it's very important that we both continue to encourage Anthony to do well in class. By focusing on the enjoyment he gets from succeeding in an activity, I am confident that Anthony will start to perform the way we know he can.
- Parent: You don't think I should encourage Anthony to stay away from Jason?
- Teacher: By putting that much emphasis on Anthony's relationship with Jason, we might actually be cementing it further. Let's reinforce the things that Anthony does well. Hopefully, he'll get the message. Thank you for coming in.

Nonverbal Considerations

Teacher—Script for Conference A

Give special attention to the directions in parentheses.

Teacher: (*Without looking up from student's folder on desk, say the following:*) I'm glad you could take the time to come in and talk to me about Anthony.

Parent: What's the matter? Is something wrong? Certainly, it's not his grades.

Teacher: (*Lean back in your chair.*) Anthony's grades are very good for seventh grade. And I want to ensure that they stay that way.

Parent: What are you talking about?

Teacher: (*Fold your arms over your chest.*) Anthony's good marks come from his ability to concentrate on the work we are doing in class. Until a few weeks ago, Anthony had no trouble with this. (*Lean forward and open folder on desk, give minimal eye contact.*) Have you noticed any changes in his behavior at home recently?

Parent: Well, I don't know. Let me think.

Teacher: (*Stare directly into the parent's eyes intensely and penetratingly.*) Has he been getting to bed on time? Is he eating the way he should?

Parent: Yes. He's eating like he always has. And we haven't changed his schedule, so he is getting the sleep he needs at night.

Teacher: (*Continue to stare, lean forward toward parent.*) Has he lost something he valued recently, like a toy, a pet...?

Parent: No, Anthony's never been very attached to things. Activities are his bread and butter. You know he does get difficult sometimes when things are too easy.

Teacher: (*Lean back quickly and refocus on student's folder.*) From what I can see, Anthony seems to be having more difficulty with the activities in class recently. Let's look at this spelling test he took last Friday. (*Lean forward and with a quick hand motion move the paper into the parent's view.*)

Parent: Anthony got a "D"?

- Teacher: (*Pull paper back and look at it.*) I was as surprised as you are now when I corrected this paper. (*pause*)
- Parent: He must have had a bad day.
- Teacher: (*Lean back in the chair.*) That was my first impression. (*Reach forward, push out another sheet of paper.*) Let's look at this social studies test he took last week.
- Parent: Now I am concerned! What could the problem be? What can we do?
- Teacher: (*Point at parent with a finger.*) I think Anthony is being influenced by other children in the class.
- Parent: You know, Anthony has been playing with a new boy named Jason who lives two blocks away from us. The times I've seen him, he seems to be very nice—maybe a little on the rough side.
- Teacher: (*Stand up and take a few steps away, keeping your back to the parent.*) Yes, Jason can be *rough*. He spends most of his time in class interrupting me and the other students with his outbursts.
- Parent: Do you think this boy, Jason, is hurting Anthony's grades? What are you doing about it?
- Teacher: (*Turn quickly to the parent and place your hands on your hips.*) To begin with, I've separated Jason and Anthony. They were sitting next to each other. I moved Anthony to the back and had Jason take a seat in the front where I can encourage him to concentrate.
- Parent: Is there anything I can do to help?
- Teacher: (*Move back to your chair and stand behind it.*) I think that it's very important that we both continue to encourage Anthony to do well in class. By focusing on the enjoyment he gets from succeeding in an activity, I am confident that Anthony will start to perform the way we know he can.
- Parent: You don't think I should encourage Anthony to stay away from Jason?
- Teacher: (*Remain behind the desk.*) By putting that much emphasis on Anthony's relationship with Jason, we might actually be cementing it further. (*Reach across the desk to shake hands.*) Thank you for coming in.

Nonverbal Considerations

Teacher—Script for Conference B

Give special attention to the directions in parentheses.

Teacher: (*Turn your body toward the parent and look warmly at him or her.*) I'm glad you could take the time to come in and talk to me about Anthony.

Parent: What's the matter? Is something wrong? Certainly, it's not his grades.

Teacher: (*Place your open hand on the folder palm down, still looking at parent.*) Anthony's grades are very good for seventh grade. I want to ensure that they stay that way.

Parent: What are you talking about?

Teacher: (*Make an open-handed, palm-up gesture to folder.*) Anthony's good marks come from his ability to concentrate on the work we are doing in class. Until a few weeks ago, Anthony had no trouble with this. (*Pause, lean gently forward with warm eye contact.*) Have you noticed any changes in his behavior at home recently?

Parent: Well, I don't know. Let me think.

Teacher: (*Make warm eye contact and listen sympathetically.*) Has he been getting to bed on time? Is he eating the way he should?

Parent: Yes. He's eating like he always has. And we haven't changed his schedule, so he is getting the sleep he needs.

Teacher: (*Lower your voice slightly and continue warm eye contact.*) Has he lost something he valued recently, like a toy, a pet . . . ?

Parent: No, Anthony's never been very attached to things. Activities are his bread and butter. You know he does get difficult sometimes when things are too easy.

Teacher: (*Hold warm eye contact and use open hand to gesture to paper.*) From what I can see, Anthony seems to be having more difficulty with the activities in class recently. Let's look at this spelling test he took last Friday. (*Wait for the parent to look back at you after he or she looks at the paper.*)

Parent: Anthony got a "D"?

Teacher: (*With warm eye contact, say:*) I was as surprised as you are now when I corrected this paper. (*pause*)

Parent: He must have had a bad day.

Teacher: (*Lean toward parent gently.*) That was my first impression. (*Gently move another paper into view.*) Let's look at this social studies test he took last week.

Parent: I'm concerned! What could the problem be? What can we do?

Teacher: (*Gesture with open arms and palms up, still leaning slightly forward.*) I think Anthony is being influenced by other children in the class.

Parent: You know, Anthony has been playing with a new boy named Jason who lives two blocks away from us. The times I've seen him, he seems to be very nice—maybe a little on the rough side.

Teacher: (*Maintain warm eye contact. Lean back very slightly.*) Yes, Jason can be *rough*. He spends most of his time in class interrupting me and the other students with his outbursts.

Parent: Do you think this boy, Jason, is hurting Anthony's grades? What are you doing about it?

Teacher: (*Make an open-handed gesture with one hand and then the other.*) To begin with, I've separated Jason and Anthony. They were sitting next to each other. I moved Anthony to the back and had Jason take a seat in the front where I can encourage him to concentrate.

Parent: Is there anything I can do to help?

Teacher: (*Lean slightly toward the parent. With warm intonation and eye contact, say:*) I think it's very important that we both continue to encourage Anthony to do well in class. By focusing on his successes, I am confident that Anthony will start to perform the way we know he can.

Parent: You don't think I should encourage Anthony to stay away from Jason?

Teacher: (*With positive intonation and an open-handed gesture, say:*) By putting that much emphasis on Anthony's relationship with Jason, we might actually be cementing it further. Let's reinforce the things that Anthony does well. Hopefully, he'll get the message. (*Stand up and shake hands with parent.*) Thank you for coming in.

Five Phases of the Parent-Teacher Conference

Phase One: Establish Rapport

When a parent comes in for a Parent-Teacher Conference, you may be meeting him or her for the first time. Each of you brings preconceived ideas about the other, valid or not. There may even be the feeling that you are natural adversaries.

The purpose of Phase One is to dispel any apprehensive feelings and to establish a relationship of mutual respect and trust. You can establish rapport by expressing genuine interest in one of the parent's activities and asking open-ended questions that may identify a common interest. (Open-ended questions allow the parent to make more of a statement than a yes or no reply.)

Using direct eye contact, you may use an opening similar to one of the following:

“I understand you moved here last year. What attracted you to this part of the country?”

“Kim told me that you go camping every year. What a nice way to spend vacations! Where are some of your favorite places to camp?”

“I noticed from the ‘Parent Survey’ that theater is one of your hobbies. Have you been in a recent local production?”

“Max is quite a ballplayer. Did he learn from you?”

Keep Phase One brief to allow adequate time for Phases Two, Three, Four, and Five.

Involving Students

Have the student introduce his or her parent(s) to you. Role-play introductions in advance so that students are confident in their introductions.

Personal Examples:

Phase Two: Acknowledge the Student's Positive Attributes

In Phase Two, let parents know that you recognize their child's positive qualities. As one parent said, "I think my child is wonderful, and I want to know that the teacher thinks so too." Conversely, by acknowledging a child's positive attributes, you may be helping a parent to recognize those qualities themselves.

Positive attributes can be found even in negative behaviors. An important part of teaching is recognizing the positive parts of undesirable behavior and channeling them into positive actions. Among the positive attributes you might identify are:

- exhibits leadership
- is cooperative
- works independently
- works well with others
- has good self-discipline
- accepts responsibility
- is courteous
- respects others
- listens well
- follows directions
- makes good use of time
- completes work on time
- is neat
- works beyond expectations
- is assertive
- is independent

You may phrase your statements as suggested in the examples below. Notice that the acknowledgments are very specific, a quality that gives them substance and credibility.

- "Felisha did our bulletin board. She worked very cooperatively with Carmen. She accepts responsibility well."
- "Tom did this science display. He demonstrated a great deal of concentration and perseverance."

Involving Students

Have students identify their own positive attributes, citing specific incidences when they expressed the attribute. You may need to provide students with some examples of your own. During a conference, validate the student's comments with further examples or supportive statements.

Personal Examples:

Phase Three: Share the Student's Work

During Phase Three show parents examples of the student's work. Assemble a variety of assignments, projects, and tests into a folder or portfolio. In the process of presenting the work, point out how the student has met academic standards and note personal achievements. When applicable, compare recent assignments with previous assignments to show how the student has improved. Your comments may be similar to the following:

- “Here are two compositions with spelling errors marked. We can see how much Chan has improved in spelling.”
- “I know Laurel loves math. Here are two papers that show her ability to solve problems.”
- “Amber's reports are becoming much more detailed, as you can see from her work.”

Involving Students

Have students create a portfolio by selecting the work they would like to present at the conference. In addition to choosing samples of their *best work*, they may also choose samples for comparison so they can highlight the improvements they made. After students organize their work, have them role-play how they will present and explain the portfolio's contents. Remind them to ask their parents for comments or questions.

Personal Examples:

Phase Four: Set Goals Together

During Phase Four you and the parent set goals for the student that you can work on together. The first three phases of the conference will help you to know how much cooperation and commitment you can expect from the parent. Be prepared to give the parent options as to how he or she can become involved. Work toward establishing one or two well-defined goals, rather than an entire laundry list of problems to tackle.

You may begin this phase with questions such as:

- “How do you feel Kyle is doing with math assignments?”
- “Do you see any areas in which you’d like to see improvement in Lativa’s work?”

Or use a different approach:

- “Sylvia sometimes hands in incomplete work. I see an opportunity for us to help her complete her tasks. Are there ways we can work together?”
- “Jordon’s very interested in rocks and geology. Has he been to the science museum downtown? I think he would really enjoy it.”

Make a statement about what you’re going to do to help the student:

- “I’ll send home a special spelling assignment each week for you and Carlos to work on together.”
- “I’m going to look for some books that I think might help Rachel’s reading skills.”

Use the *Parent-Teacher Conference Template* to make notes about any of the agreements that were made so you can follow up on your commitments to the student or parent.

Involving Students

After helping students reflect on their strengths and areas of growth, ask them to set their own goals. Have students share their personal goals with their parents after they present their portfolios.

Personal Examples:

Phase Five: Conclude on a Positive Note

Both you and the parent should feel that the meeting was worthwhile. During Phase Five, briefly summarize your agreements, and emphasize your certainty that your joint efforts will be productive. Say something positive about the student, and thank the parent for taking time to come to the conference.

You may say something similar to one of the sample closing statements below:

- “I’m hoping to see immediate improvement, since you will be reading with Rosa at night. Thank you for taking the time to come in tonight.”
- “Please feel free to call me next week, Mrs. Harris, to let me know how our communication system is working concerning Lateesha’s homework. I expect we’ll notice improvement now that she knows we’re both monitoring her work. I appreciate the time you took to discuss this issue with me.”

Involving Students

Before the conference, have the student role-play thanking everyone involved. At the conclusion of the conference, have the student make a summary statement, noting any agreements that were made.

Personal Examples:

Conference Role-Play: Teacher Role

This role-play is designed for you, the *teacher*, to practice using the Five Phases of the Parent-Teacher Conference from the teacher's point of view. Working together with another *teacher*, you will use the background information below to complete a *Parent-Teacher Conference Template*. Later you will use this information in the role-play.

During the actual role-play with the *parent*, you will present one phase at a time, and the *parent* will respond to each phase with his or her own ideas and issues.

Background Information

You are a sixth-grade teacher meeting with Ms. Farris, Chad's mother. You have been told by Chad's previous teachers that Ms. Farris rarely comes to parent conferences. School records indicate that Chad has a teenage sister and the family lives in a single-parent household. Chad often comes to school wearing dirty clothes and at times seems to lack the energy needed to get through the day.

While Chad is friendly and cooperative in the classroom, he plays roughly with the other boys and frequently ends up in small-scale fights on the playground. He completes most of his class work with Cs and an occasional D. He rarely hands in his homework. Assignments that involve parental participation are routinely not completed. You feel that Chad has the capability to do much better work.

Chad has mentioned that his mother doesn't spend much time with him anymore because of her new job at the office.

You hope that Ms. Farris will come to the conference.

Conference Role-Play: Parent Role

This role-play is designed for you, the *parent*, to experience the *Five Phases of the Parent-Teacher Conference* from the parent's point of view. Working together with another *parent*, you will use the background information below to complete a *Parent-Teacher Conference Template*, writing down the most effective ways for the teacher to work with Ms. Farris, given her background. Later you will use this information in the role-play.

During the actual role-play, you will respond to each phase one at a time: after the *teacher* presents each phase with his or her own ideas, you will respond with your ideas about what would be most effective in working with Ms. Farris.

Background Information

You are a single mother of two children, a teenage daughter and a son, Chad, in sixth grade. You have a new job in your office. It's important that you spend extra time with your boss and the people you work with in order to be in line for future promotions. You have had a hard time providing for your family since you became single, and you are sure your children understand that you are doing the best you can. You are relying on your daughter to help take care of Chad.

The middle child in a family of three children, you were often overlooked in the light of your siblings' accomplishments. Schoolwork was a waste of time because no matter how hard you tried, you never got good grades. You didn't get along with your teachers and felt that what they were teaching was boring and had no value to you. The important things in school were being with your friends and being able to do what you wanted to do.

Parent-Teacher Conference Template

Directions:

1. Complete this form using the background information given for your role. If you are using the digital version of this manual, record your answers on a separate sheet of paper or on your mobile device.

Student's Name:

Parent's Name:

Phase One: Establish Rapport

Phase Two: Acknowledge Student's Positive Attributes

Phase Three: Share the Student's Work

Phase Four: Set Goals Together

Phase Five: Conclude on a Positive Note

Conference Role-Play Discussion Questions

Directions:

1. Discuss the following questions with your partner and jot down any notes in the space below, on a separate sheet of paper, or on your mobile device.

How did the parent's view of the conference differ from the teacher's?

Were there any surprises?

What changes would you make in the way you presented the conference to your partner?

What ideas worked well?

What insights do you have about the conferencing process?

Conference Follow-Up

Apply the suggestions below to establish trust with parents and students.

- **Keep agreements promptly.**

Compile the notes you took during the conference to make sure that you follow through with the actions you told students and parents you would take. Keep track of the goals for each student, and monitor each student's progress toward reaching goals.

- **Debrief with students.**

Discuss the conference with students by asking them to identify the parts of the conference they think went well and the parts they would like to change at their next conference.

- **Communicate with parents.**

Write a personal note or send an email to parents after the conference. Include a thank you as well as a summary of the goals that were set. Following through in this way communicates the importance you place on establishing a partnership with parents.

IN-struct

Help with Homework

Benefits

When parents are involved in students' learning, students:

- Develop self-confidence in their ability as learners.
- Complete homework more consistently.
- Develop a positive attitude toward homework.

What can teachers do?

- Make your homework policy clear to both students and parents.
- Keep tabs on how long your homework assignments are taking students to complete. Spending ten minutes on homework for each grade in school is a good rule of thumb to follow.
- Consider assigning interactive homework assignments that students complete *with* a parent, such as interviewing a parent about an issue or reading an article together, discussing it, and writing a summary of their remarks.
- Include all three types of learning in your homework assignments. According to *Homework and Kids: A Parent's Guide* (Haggart, 2002), the three types of learning are:

Retention—Being able to memorize information and recall it when necessary.

Understanding—Being able to see how things are connected and related. Understanding involves both experience and information.

Application—Being able to apply information in some manner.

What can parents do?

Often parents want to support their children with their homework but don't know what to do. The guidelines on pages 306-307, "Homework Guidelines for Parents," suggest specific ways for parents to get involved with homework.

My Homework Policy

Directions:

1. Answer the following questions to clarify your homework policy for parents in the space below, on a separate sheet of paper, or on your mobile device.

How much homework can students expect each night?

Sample policy: Fifth-grade students can expect 40 to 60 minutes of homework per night, with no homework given on the weekend.

Your policy:

How much does homework affect the grade for the course?

Sample policy: Homework is 1/4 of the final grade.

Your policy:

What standards are expected for homework?

Sample policies: All written assignments need to be done on a computer. All math work must be shown with the problem.

Your policy:

What happens when students are absent?

Sample policy: For each day a student is absent, he or she has two days to make up homework assignments.

Your policy:

What happens if students do not turn in homework assignments?

Sample policy: A letter grade is deducted for each day an assignment is late.

Your policy:

How and when can students contact you if they need help?

Sample policy: I will give help to students after school Mondays and Wednesdays from 3:00 to 5:00, at lunchtime Tuesdays and Thursdays, and before school by appointment.

Your policy:

How and when can parents contact you if they have questions?

Sample policy: Parents may contact me by phone at home from 7:00 to 8:30 Monday through Thursday evenings, after school by calling the school office Monday through Friday, or via email. I check email each day after school and will respond within 24 hours.

Your policy:

Additional Information:

Homework Guidelines for Parents

Discuss learning priorities with your child.

Spend time with your child discussing the purpose of homework as well as specific homework assignments. Share your educational priorities with your child and listen to your child's perspective. Establishing two-way communication about the importance of learning and identifying how education fits into your family's value system gives your child the big picture of the importance of homework.

Set clear expectations and limits.

Just as teachers set up rules, procedures, and routines in their classrooms, you, too, can work with your child to establish agreements and guidelines concerning homework. Clearly articulate where homework can be done, the times it can be done, and any contingencies related to completion, such as not being able to watch television until homework is finished.

Provide encouragement and support.

Your role is to help your child experience success with homework, not to complete assignments for your child. You can support your child by setting up a positive learning environment, providing supplies and resources, helping to set priorities and schedule times, offering words of encouragement, and celebrating their efforts and success. *Helping Your Students with Homework: A Guide for Teachers*, put out by the U.S. Department of Education, suggests asking your child the following questions:

- What's your assignment today?
- Is the assignment clear?
- When is it due?
- Do you need special resources, such as a trip to the library or access to a computer?
- Do you need special supplies, such as graph paper or poster board?
- Have you started today's assignment? Finished it?
- Is it a long-term assignment, such as a term paper or science project?
- For a major project, would it help to write out the steps or make a schedule?
- Would a practice test be useful?

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Communicate with your child's teacher.

Knowing the goals and intentions of your child's teacher gives you a valuable perspective on the types of homework assignments your child is being asked to do. Find out how you can support the teacher's efforts and communicate your concerns and insights to the teacher. Open communication about your concerns, questions, and ideas fosters increased cooperation between home and school.

Apply learning style preferences.

Every child learns best through his or her own unique learning style preferences. Set up the study environment and homework schedule that are most appropriate for your child's learning style. Recognize that the way you learn best may not be the way your child learns best. Suggest strategies for doing homework that are compatible with your child's learning style. Below are sample *Quick Tips* from *Resource for Parents: Homework and Study Skills* (2001), an online resource that helps K-6 parents create an individualized Action Plan for their child:

- *Kinesthetic Learner Quick Tip—Poetry in Motion*
Continual motion appeals to the kinesthetic learner. Encourage your child to rock in a rocking chair when reading and to pace around the room when reciting facts or listening to others speak.
- *Tactual Learner Quick Tip—The Comfort Zone*
Physical comfort is a priority for tactual learners. Allow your child to study on the floor, couch, or bed rather than at a hard desk and chair.
- *Auditory Learner Quick Tip—Vocal Point*
Give your child a chance to hear his or her own voice as much as possible. Allow your child to think aloud, read class notes aloud, and solve number problems aloud.
- *Visual Learner Quick Tip—A Lovely Sight*
Help your child create a visually appealing study area. It should be free of noise, movement, clutter, and other distractions.

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IN-novate

New and Improved Ideas

Although some of the ideas presented below may be adapted for any grade level, they are divided into programs that are especially appropriate for elementary or middle and high school parents.

Especially for Elementary School Parents

Reciprocal Journal

Anne S. Robertson, coordinator of the National Parent Information Network, describes an activity that helped her husband stay involved in school activities even when he was busy working long hours at his job.

“Each week, the teacher provided each child with a ‘curriculum wheel’ that briefly listed the subjects and content studied in the classroom that week,” recalls Robertson. “The children stapled the wheel onto a page in their journals, wrote about one of the things they had studied, and then took the journal home for the weekend. Parents learned what was being studied from seeing the curriculum wheel, read what their child had written in the journal, and then responded to the child by writing in the journal as well—perhaps relating an incident from their own childhood when they studied the same subject.”

The reciprocal journal encouraged creativity and sharing of ideas between parents and children and provided the teacher with insights into each child’s family. Robertson feels the journal also provided the teacher with a chance to view the parents in a more positive way.

Although Robertson’s husband wasn’t able to volunteer in the classroom or attend school functions, he could participate in the journaling, and in that way he felt involved in his daughter’s education.

Source: “Making Parents Part of the ‘In’-volved Crowd,” © Education World.com

Take Home Bags

Informing parents about academic standards can be done in an interactive way with a *connection bag*. Each bag contains games, hands-on activities, and at least two books related to the theme of a lesson. The students bring a bag home for a week, giving the families time to get involved in what their children are learning.

Special Invitations

Invite parents to participate in special times, such as:

- **It's Your Week**—Invite each parent to come to school during a designated week. Parents may come any time during the week. When they visit, they will take a tour of the classroom, receive a nametag created especially for them, and have their Polaroid photo taken for a visitor's bulletin board display.
- **Tea Time**—Invite mothers, grandmothers, aunts, and other female relatives to attend a tea party. Have students read poems and sing songs while the adults enjoy a cup of tea and student-created treats.
- **Lunch with Dad**—Invite fathers for lunch on Valentine's Day. Have students create special valentines to present to their dads or other adult male.

Field Trips

Take class field trips to places where parents work, such as offices, stores, factories, hospitals, and banks. Ask parents to conduct a tour of their place of work whenever possible. Afterwards, have students make a poster of the highlights of the field trip. Send a photo of the poster along with thank you letters to the parent.

Especially for Middle and High School Parents

While middle and high school students are more reluctant to have a parent *directly* involved in their classrooms, the National PTA suggests four innovative schoolwide programs to involve parents.

Hiking in the Halls

Encourage parents to get their exercise by walking at the high school instead of at a health or fitness club. After picking up a volunteer badge at the office, these parents perform an important service by increasing the adult presence in the building, and thereby reducing behavior problems. Parents can also become better acquainted with the school and with their children's friends and teachers.

Calling All Experts

Create a program that has parents contributing to the curriculum on a regular basis. For example, volunteers could enrich social studies units and history classes by speaking on topics with which they have personal experience, such as the Vietnam War or the Civil Rights movement. In geography, history, or foreign language classes, encourage parents who have traveled, been in the military, come from other countries, or who speak foreign languages to share their personal experiences, the history of other countries, and photographs or slides. Ask volunteers with appropriate expertise to assist in vocational classrooms or laboratories such as shop, auto mechanics, or consumer education.

Entrepreneurship 101

Invite adults who have business backgrounds to team up with teachers to create yearlong classroom projects that focus on developing student-operated businesses. Parents can help teachers instruct students on how to conduct market research to determine product lines and on how to produce and sell the products in the community. They can also actively assist students in negotiating financing for their businesses from local banks and businesses.

Adopt-a-Program

Allow parents to adopt and sponsor an academic program, a school club, or a school team, and to support it throughout the school year. For example, parents could assist the staff and students with the publication of the yearbook, newspaper, or literary magazine.

Homework Assignment for Parents

During the first week of school, Kelly Anderson told her students that they didn't have homework that night—but parents *did*. Anderson then gave each student a piece of paper containing the following assignment:

In 1,000,000 Words Or Fewer, Please Tell Us About Your Child

Anderson asked her seventh- and eighth-grade language arts students at Raymond B. Stewart Middle School in Zephyrhills, Florida, to return the page by the end of the week. What she learned about her students from that assignment has had a lasting positive effect on her relations with them and with their parents.

“Almost all the parents took the request seriously,” Anderson reported. “About 90 percent of them returned the paper, and I learned more than I could possibly have learned from simply having their children in class. I have approximately 145 students, and it's tough to really get to know each one individually, no matter how hard I try. Parents will always know things that the kids won't share with me.”

In Anderson's opinion, the assignment also improved parental involvement with her team in many ways. “First, the parents are more likely to see us as people who really are interested in, and want to know more about, their children,” she said. “We are no longer perceived as strangers who do nothing but dole out grades. I also feel that when we do have conversations with parents, there is a shared knowledge that lets us communicate better. We know more about our students—their good and bad qualities—and can make better judgments about the requirements we set for them.”

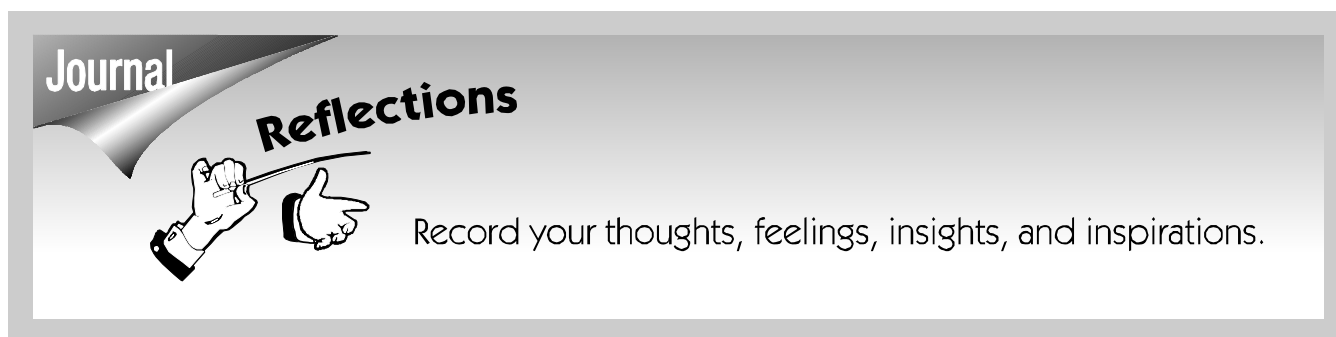
Anderson revealed that one of the most telling responses to the assignment came in the form of the only negative statement that she received. It read, “He walks, talks, and sometimes listens.”

“That was tough,” she recalled. “This kid brought in the paper to me knowing what was written on it. I felt so awful for him. It gave me loads of insight into this child and what he deals with in his home. I doubt if this did much for parental involvement, but it did much for my responses and dealings with this child.”

Source: “Making Parents Part of the 'IN'-volved crowd,” © Education World.com

Final Chord

Reflection and Application Journal

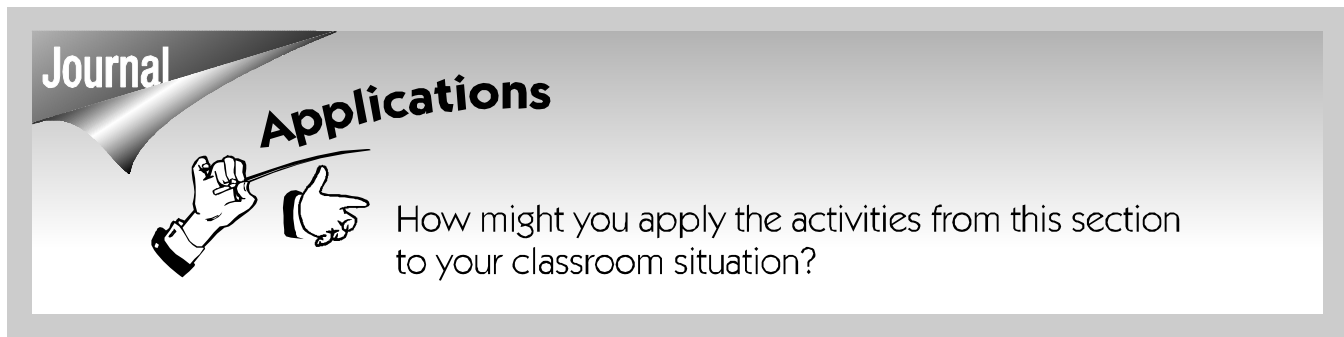


Directions:

1. Remove the Course Journal from your materials folder.
2. Choose one or more of the questions on this page and write your response.

You may want to consider the following questions:

- What is the biggest barrier to parental involvement in your classroom? How might you overcome it?
- Is there a parent you would like to contact immediately? Why? How will you establish contact?
- On which phase of the parent-teacher conference would you like to focus? What will you do to make that phase most productive?

A graphic with a grey background and a white border. In the top left, the word "Journal" is written in a bold, sans-serif font. Below it, the word "Applications" is written in a larger, bold, sans-serif font. To the left of "Applications" is an illustration of two hands: one holding a pen and the other pointing. To the right of the hands is the text "How might you apply the activities from this section to your classroom situation?".

Journal

Applications

How might you apply the activities from this section to your classroom situation?

Section Activities

- Replay scenarios (Trust Building)
- Surveys (Parent Survey)
- Role-plays (Parent-teacher conference played with two different kinds of nonverbals.)

Section 9: Supporting Teacher Resilience

*Are you doing what you love?
Are you loving what you do?
Are you living who you are?
Are you loving being YOU?*

—Martha Belknap, Educator




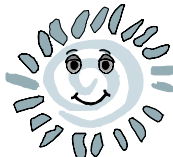


Activity Bingo

Directions:

1. Highlight any of the activities you have done or attitudes you have adopted in the last month.
2. To receive a prize, yell “Bingo” when you get three across, down, or diagonally on Card A or four across, down, or diagonally on Card B.

CARD A		
Set a goal.	Used a “to do” list.	Delegated a job to someone else.
Meditated.	Practiced deep breathing.	Received a massage or foot rub.
Followed a heart-healthy diet.	Exercised regularly.	Got a good night’s sleep.

CARD B			
Took time to “cool down” when angry.	Acknowledged a fear.		Asked for support about an emotional issue.
	Experienced a beautiful environment.	Were aware of your internal dialogue.	Reframed a challenging situation as a “life lesson.”
Spent time with a special friend.		Spent time doing a hobby.	Laughed heartily.
Enjoyed a simple pleasure.	Participated in a spiritual activity.	Took time to play.	

Note: If you are using the digital version of this manual, locate this sheet in the small file of pages you may have printed.

Prelude

Section 9: Overview

This section of the course addresses the most important aspect of classroom management—YOU! If you are feeling strong, capable, creative, competent, and confident, you will have the energy and internal resources to deal with whatever classroom problems arise. However, the constant challenges and demands you face as a teacher can take their toll on your sense of well-being. As Jane Bluestein notes, “Every facet of teaching, as fulfilling and enriching as it may be, also depletes.”

The result is that many teachers are stressed out and burned out, which creates conditions that directly affect their ability to manage a classroom. “Teachers who experience burnout are less sympathetic toward students, are less committed to and involved in their jobs, have a lower tolerance for classroom disruption, are less apt to prepare adequately for class, and are generally less productive,” observed Kenneth Leithwood, professor and head of the Center for Leadership Development at the Ontario Institute for Studies in Education, University of Toronto.

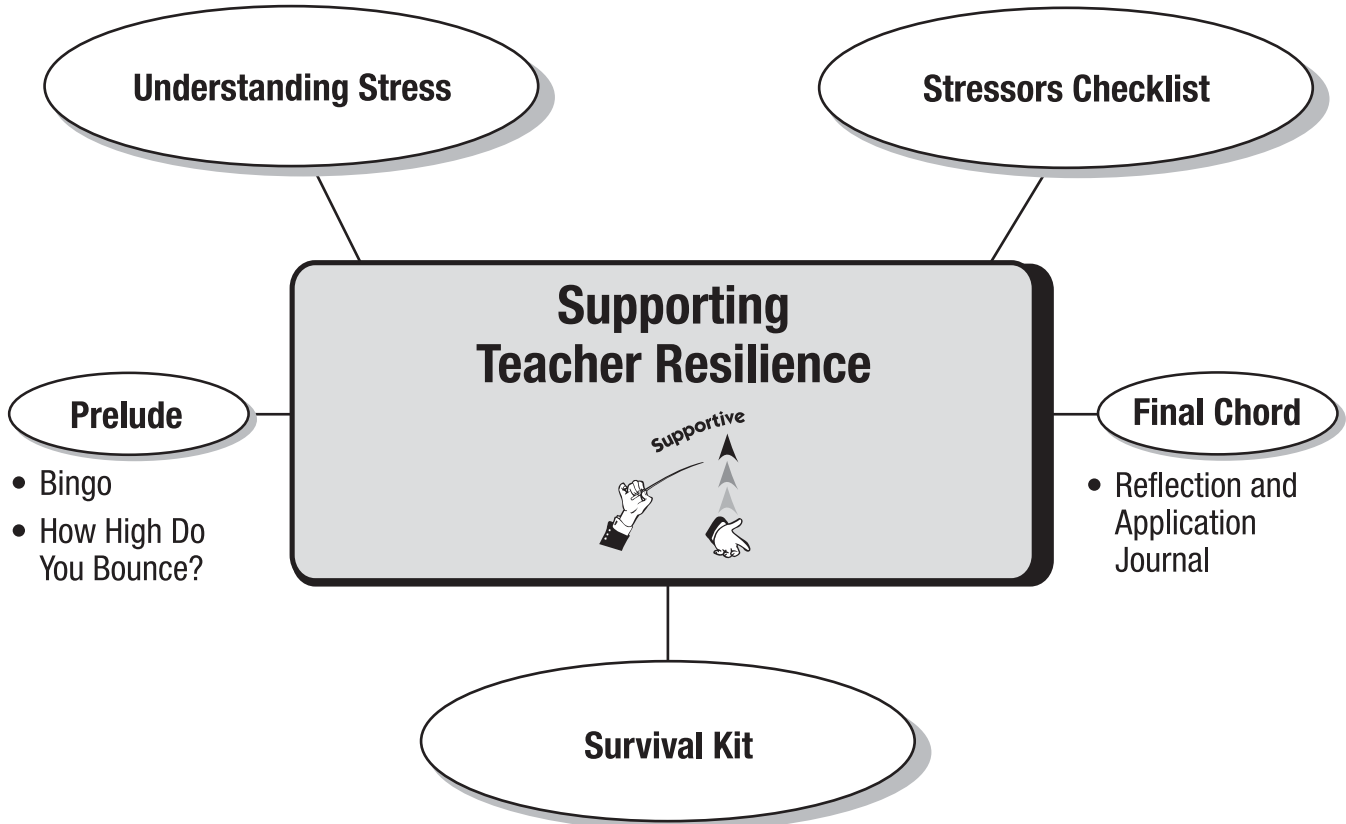
When severe stress isn’t relieved, it can lead to burnout. Noushad (2008) notes that symptoms of burnout can be both physical and psychological, including emotional exhaustion, feelings of helplessness, emotional detachment or callousness, cynicism, negative self-evaluation, reduced feeling of personal accomplishment, fatigue, headaches, and/or high blood pressure.

Although stress is a fact of life, there are many ways to reduce its burden and renew your body, mind, and emotions. This section offers time-proven activities and strategies for stress reduction and personal renewal.

Section 9: Objectives

After completing this section, you will be able to:

- Recognize the effects of stress and identify the current level of stress in your life.
- Identify your personal stressors.
- Use seven different types of stress reduction techniques from the Stress Survival Kit.



Prelude

- Bingo
- How High Do You Bounce?

Final Chord

- Reflection and Application Journal

Survival Kit

Strategies for Stress Reduction and Personal Renewal:

- No. 1: Take Charge of Your Time
- No. 2: Relax
- No. 3: Nurture Your Body
- No. 4: Let Your Emotions Flow
- No. 5: Examine Your Beliefs
- No. 6: Get Support
- No. 7: Rejuvenate

Research Quotations

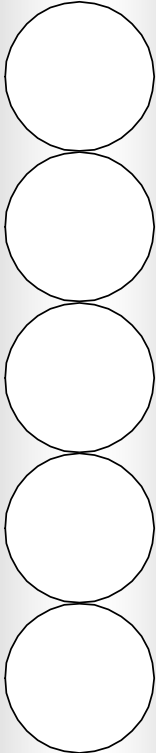
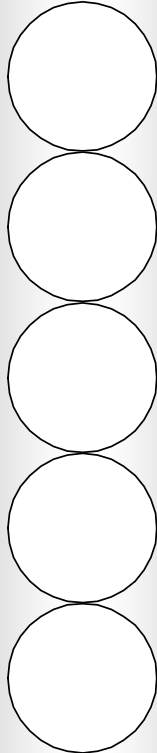
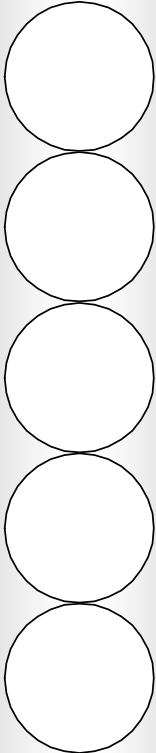
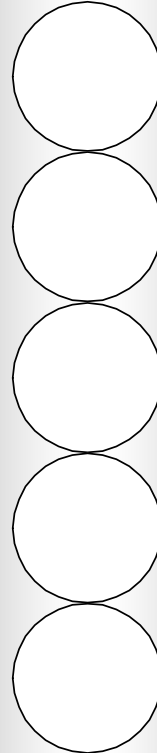
- One-third of the teachers surveyed reported they were experiencing a high level of stress in the classroom (Lapp & Attridge, 2000).
- Student misbehavior is a major cause of teacher stress (I. A. Friedman, 2006; López et al., 2008; Toodle, 2002).
- Teachers list classroom management as their second greatest cause of anxiety, behind evaluation apprehension (Morton, Vesco, Williams, & Awender, 1997).
- Negative student-teacher relationships are associated with high teacher stress levels (Yoon, 2002).
- Teacher resilience is the key to successfully dealing with the stresses of the classroom (Bernshausen & Cunningham, 2001; Vernold, 2008). Protective factors that buffer the stresses of the classroom were sense of agency (control), a strong support group, pride in achievements, and competence in areas of personal importance.
- Teachers become frustrated when they believe student failure is from lack of effort, but are sympathetic if failure is from lack of ability (Stough, Palmer, & Leyva, 1998).

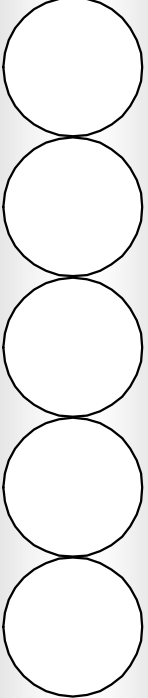
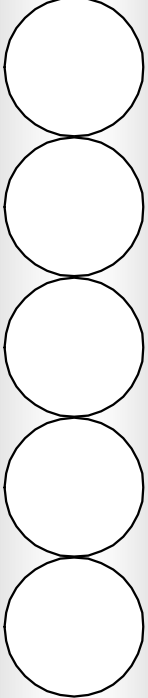
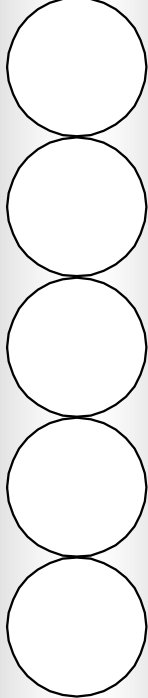
How High Do You Bounce?

The result of handling stress is resiliency—the capacity to learn from challenges and bounce back even better than before.

Directions:

1. Read the questions and possible responses on pages 320–321. Each response represents one end of a continuum.
2. Color in the circle that corresponds to the place on the continuum that best represents you. Feel free to draw your own circle to more accurately place yourself on the continuum.
3. If you are using the digital version of this manual locate pages 320–321 in the small file of pages you may have printed.

How accepting of change are you?	How do you feel about continuous learning?	How self-empowered are you at work?	To what extent is your work aligned with your sense of purpose?
<p>I'm comfortable with change. I see it as an opportunity to grow.</p> <div style="text-align: center;">  </div> <p>Change makes me uneasy. I don't like facing new challenges without having control over the situation.</p>	<p>It is vital. I like to build on the lessons of the past — both the successes and disappointments.</p> <div style="text-align: center;">  </div> <p>It has no appeal. I want to stick with what I know best and with the skills that have gotten me this far.</p>	<p>I regularly assess my strengths and actively seek new assignments and opportunities that will let me develop as a leader.</p> <div style="text-align: center;">  </div> <p>I have enough on my hands dealing with my current responsibilities. If they want me to do more, they have to give me a plan.</p>	<p>My work reflects my personal goals.</p> <div style="text-align: center;">  </div> <p>Work is work, and my personal value system is for my own life, not my job.</p>

<p>Has your job consumed your life?</p>	<p>How important are your social networks?</p>	<p>Do you take time for self-reflection?</p>
<p>I like my job, but it doesn't define who I am. I schedule my life to maintain a balance.</p> <div style="text-align: center;">  </div> <p>I live for my work; nothing is as important.</p>	<p>My family, friends, and colleagues are an essential part of my life. We stay connected and help one another.</p> <div style="text-align: center;">  </div> <p>I'm pretty out of touch with family, friends, and colleagues unless they're the people I work with day-to-day.</p>	<p>I make time each day to reflect on my choices and actions. I like to explore different options and plan for next time.</p> <div style="text-align: center;">  </div> <p>My life is more like running ahead of the avalanche. I don't have time to daydream!</p>

Source: Adapted with permission from the Center for Creative Leadership; *Building Resiliency: How to Thrive in Times of Change*. ©, 2001.

Understanding Stress

Stress may begin with a physiological (body), psychological (mind), and/or emotional reaction to pressure in your current situation or environment. This, in turn, triggers your autonomic nervous system to react.

Your autonomic nervous system is the system of nerves that innervates your visceral (gut) reactions, your glands, and your heart. It controls their involuntary functions, which means you have no direct control over these reactions. Because these functions generally occur below your level of consciousness, you're often unaware that your body, mind, and emotions are reacting in a particular way.

Hormones like adrenaline and cortisol are released in the body. Your muscles tense, your heart rate goes up, and your body prepares for fight or flight. The fight or flight response is the body's instinctual survival mechanism for dealing with threatening (stressful) situations. The response prompts you to confront danger or flee from it.

The fight or flight response causes a number of physical reactions. Here are a few:

- Muscles tense.
- Heart rate increases.
- Blood pressure increases.
- Hormones from the pituitary and adrenal glands flood the blood system.
- Pupils dilate.
- Digestion slows as blood is diverted to muscles.
- Respiration becomes more rapid and shallow as more oxygen is brought into the lungs.

These reactions happen instantly. Once a threat is identified, dealt with, and resolved, all of these reactions disappear and the body calms down.

Survival Kit

Survival Kit

Strategies for Stress Reduction and Personal Renewal

#1: Take Charge of Your Time

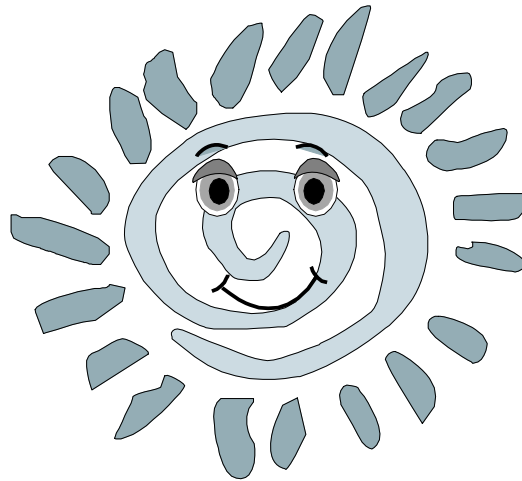
- Plan
- Prioritize
- Organize and Simplify

#2: Relax

- Meditate
- Breathe
- Practice Physical Relaxation
- Use Guided Imagery

#3: Nurture Your Body

- Eat Well
- Exercise
- Sleep



#4: Let Your Emotions Flow

- Anger
- Fear
- Anxiety
- Grief
- Depression

#5: Examine Your Beliefs

- Six Keys to Inner Happiness
- Change Your Self-Talk

#6: Get Support

- Types of Support
- Support Systems

#7: Rejuvenate

- Pleasure
- Play
- Laughter

Survival Kit Strategies and Topics

Strategy No. 1: Take Charge of Your Time

Plan

- Understand the time/energy relationship
- Clarify your values
- Set realistic goals

Prioritize

- Purchase a personal organizer
- Make a *to do* list
- Watch out for big time and energy wasters
- Learn to say no
- Make the most of your waiting time
- Learn to delegate
- Stop procrastinating

Organize and Simplify

- Your lifestyle
- Your personal time
- Your household
- Your shopping
- Your health
- Your work
- Your finances

Strategy No. 2: Relax

Meditate

- Four factors
- Instructions

Breathe

- Abdominal Breathing
- The 4-7-8 Technique
- The Energizer Breath

Practice Physical Relaxation

- The Body-Scan
- Progressive Relaxation

Use Guided Imagery

- Purchase a pre-made audiotape or CD
- Make your own audiotape or CD

Strategy No. 3: Nurture Your Body

Eat Well

- Dietary guidelines
- Water requirements
- Food journal

Exercise

- Identify why you don't exercise
- Begin slowly
- Get comfortable
- Make sure it's fun
- Find the right exercise for you

Sleep

- Establish a sleep schedule
- Create a good sleep environment
- Take care of your body

Strategy No. 4: Let Your Emotions Flow

Anger

- Talk
- Write
- Exercise
- Cry
- Distract yourself
- Relax

Fear

- Address specific fears directly
- Share your fears

Anxiety

- Prevent it
- Stay in the present
- Challenge the worry cycle
- Gain control
- Get support
- Consider herbal formulas or medication

Grief

- Know the stages of grief
- Take the time you need

Depression

- Prevent it
- Change your self-talk
- Consider psychotherapy
- Consider herbal formulas or medication
- Join a support group

Strategy No. 5: Examine Your Beliefs

Six Keys to Inner Happiness

- Want what you have
- Change yourself, not others
- Respond consciously
- Tell the truth
- Surround yourself with beauty
- Learn and grow at every age

Change Your Self-Talk

- Become aware of your self-talk
- Disarm your inner critic
- Practice positive self-talk

Strategy No. 6: Get Support

Types of Support

- Directive support
- Nondirective support

Support Systems

- Special people
- Healing professionals
- Support groups
- Spirituality
- Pets
- Hobbies

Strategy No. 7: Rejuvenate Through Pleasure, Play, and Laughter

Pleasure

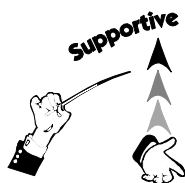
- Pay attention to others
- Focus on your passions
- Enjoy your work and your relationships
- Indulge your imagination
- Act happy to be happy
- Acknowledge the sacred
- Have a purpose
- Live in the present
- Enjoy simple pleasures
- Nurture your body

Play

- Three areas of play
- Short getaways
- Organized play

Laughter

- Laugh daily
- Laugh at work
- Be a fan of comedy
- Use laughter appropriately



Strategy No. 1: Take Charge of Your Time

Lack of time is a major cause of stress. If you feel the pace of your life is speeding up, it's time to take charge of your time.

Plan

Managing your time is really about managing your energy. The key is to gain more control of both by learning to plan appropriately.

Prioritize

An essential part of reducing stress is learning to set and maintain priorities.

Organize and Simplify

Is your life too cluttered, fast-paced, or out of balance? You can improve the quality of your life by organizing and simplifying such areas as your lifestyle, personal time, shopping, work, finances, and health.

Understand the time/energy relationship

Imagine time as a pie. Each day when you allocate some of your time to a specific project, you give up a slice of that pie. This continues until you run out of pie at the end of the day.

The same is true for energy. Your energy pie is a finite entity with only so many slices available. Once they're gone, they're gone.

Now imagine time and energy as being one and the same pie, with only so much to give each day. If you give too much away to projects that are a low priority, you will not have enough time or energy left to do the things you really want to do. Keeping the time/energy relationship in mind can help remind you to give up pieces of your *pie* only to those projects that are most meaningful to you.

***There is more to life than
increasing its speed.***

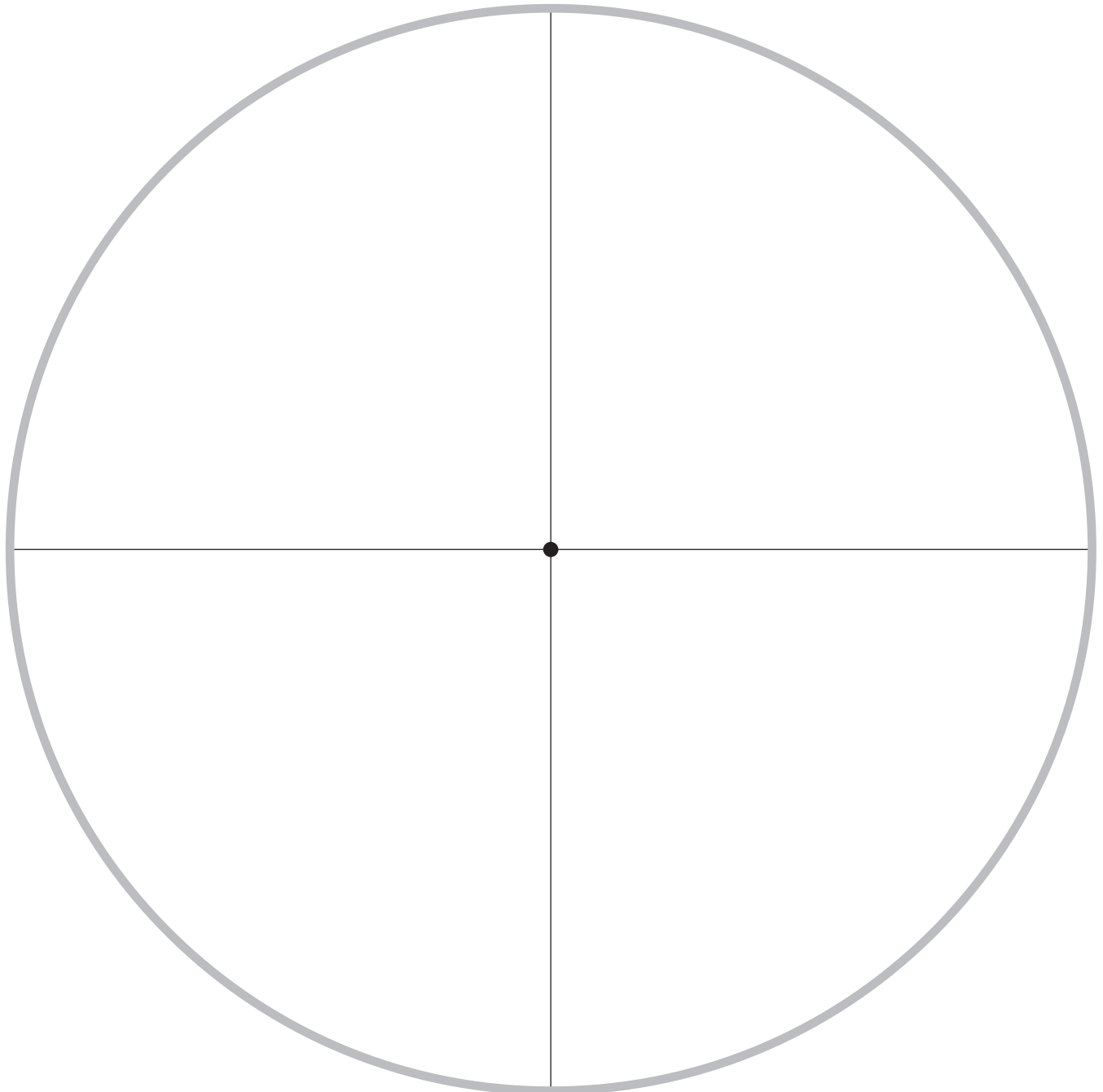
—Mahatma Gandhi



Pie Graph

Directions:

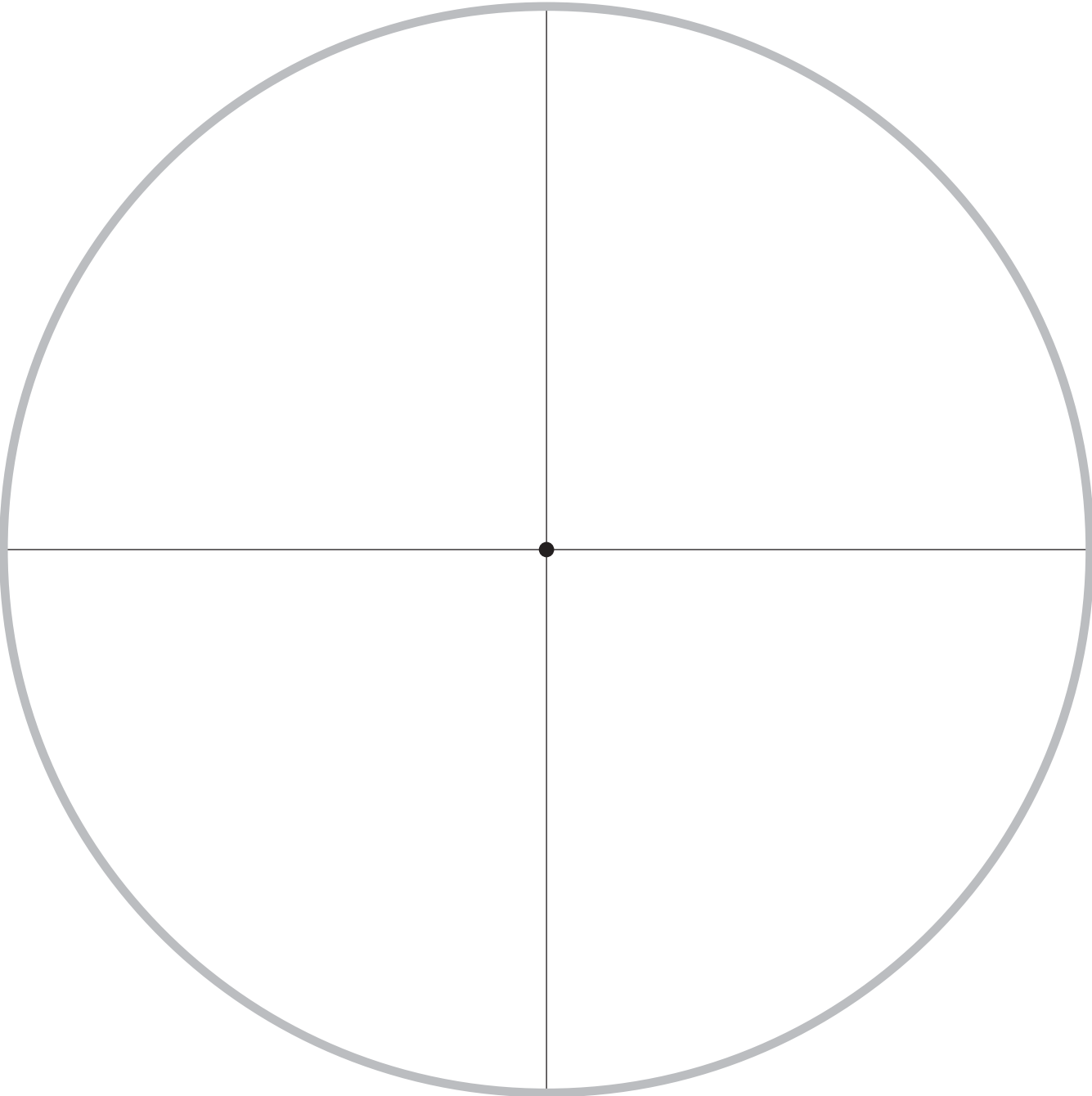
1. On the pie graph below, on a separate sheet of paper, or on your mobile device, indicate how you spend your time.
2. Use different colored markers to indicate categories such as teaching, sleeping, eating, relaxing, commuting, doing household chores, and spending time with family and friends. Each quarter of the graph is equivalent to 6 hours of time in a 24 hour day.

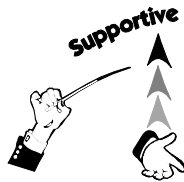


Adjusted Pie Graph

Directions:

- 1. Are you satisfied with the ways you allocate your time and energy? If not, use the pie graph below, a separate sheet of paper, or your mobile device to show how you would like to spend your time.





Strategy No. 2: Relax

Relaxation is a powerful antidote to stress. But relaxing is not always as easy as it may seem. You may have to learn to give yourself permission to relax and just be. The following activities have proven to be effective for deep relaxation:

Meditation

Meditation relaxes your mind and body, making it less likely that you will get caught up in so many of the stressors of everyday life. Studies show that meditation can lower blood pressure, heart rate, breathing rate, and adrenaline levels (Murphy, 1993).

Deep Breathing

When you are under stress, your breathing becomes more shallow and rapid. Therapeutic breathing is perhaps one of the easiest, most effective, and most cost-efficient means of reducing stress anywhere, anytime. Practicing slow, deep breathing techniques such as the one on page 332, “Abdominal Breathing,” can help promote a sense of well-being.

Physical Relaxation

The purpose of physical relaxation is to increase your awareness of being in your body rather than focusing on the external distractions of everyday life. Through heightened body awareness, you can gain a sense of relaxation.

Guided Imagery

Guided imagery, sometimes called *visualization*, was pioneered by French psychiatrist and philosopher Pierre Janet in the 1890s (Ey, 1988). It developed from the discovery that a person’s imagination can affect his or her inner state of being. Research has shown that certain images stimulate the parasympathetic nervous system to experience feelings of calm and well-being (Achterberg, Kolkmeier, & Dossey, 1994).

***Tension is who you think you should be.
Relaxation is who you are.***

—Chinese Proverb



Abdominal Breathing

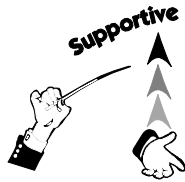
By breathing in a controlled, focused manner, you lead the body and mind away from the adrenal-fueled sympathetic (fight or flight) nervous state toward a relaxed parasympathetic (rest and repose) state. It is not by chance that an awareness of breathing is a fundamental part of the *Relaxation Response* developed by Herbert Benson.

Directions:

1. Sit quietly in a comfortable position.
2. Close your eyes.
3. Deeply relax all your muscles, beginning at your feet and progressing up to your face. Keep them relaxed.
4. Breathe through your nose. Become aware of your breathing. As you breathe out, say the word, *one*,* silently to yourself. For example, breathe in . . . out, *one*; in . . .out, *one*; and so forth. Breathe easily and naturally.
5. Continue for 10 to 20 minutes. You may open your eyes to check the time, but do not use an alarm. When you finish, sit quietly for several minutes, at first with your eyes closed and later with your eyes opened. Do not stand up for a few minutes.
6. Do not worry about whether you are successful in achieving a deep level of relaxation. Maintain a passive attitude and permit relaxation to occur at its own pace. When distracting thoughts occur, try to ignore them by not dwelling upon them and return to repeating *one*.

With practice, the response should come with little effort. Practice the technique once or twice daily, but not within two hours after any meal, since the digestive processes seem to interfere with the elicitation of the Relaxation Response.

* or any soothing, mellifluous sound, preferably with no meaning or association, to avoid stimulation of unnecessary thoughts.



Strategy No. 3: Nurture Your Body

Taking care of your body is a crucial part of reducing your stress level. Physical well-being is a key to maintaining mental and emotional well-being. Specific suggestions for nurturing your body include:

Eat Well

You can reduce your stress by eating well. While there is no *best* diet for everyone, experiment to discover what diet works best for you. And remember to drink adequate amounts of water throughout the day.

Exercise

Find an exercise program that suits your personality and your lifestyle. Then stick with it. According to research, regular exercise:

- Reduces cholesterol levels, blood pressure, and risk of disease.
- Strengthens the cardiovascular and respiratory systems.
- Improves circulation, digestion, and immune functioning.
- Stimulates body chemicals called *endorphins*, which affect moods and emotions.
- Enhances self-esteem and self-image (Murphy, 1993).

Sleep

Determine the optimal amount of sleep that keeps you energized throughout the day. Be careful not to sleep too much or too little.

The first wealth is health.

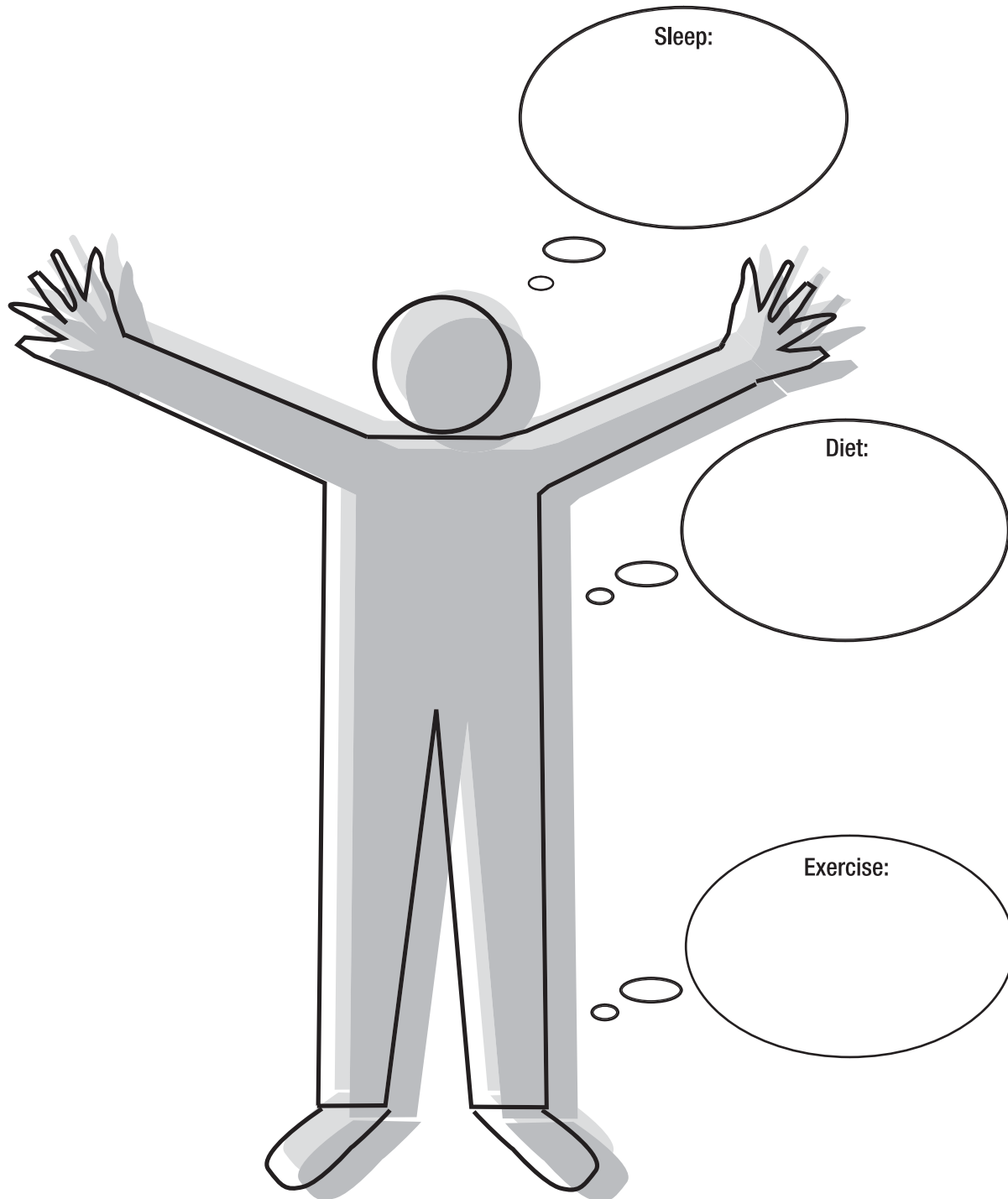
—Ralph Waldo Emerson

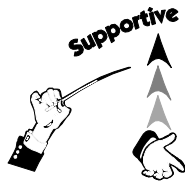


Your Body Talks

Directions:

1. What does your body want to tell you about food, exercise, and sleep?
2. Write your body's comments to you in the conversation bubbles, on a separate sheet of paper, or on your mobile device.





Strategy No. 4: Let Your Emotions Flow

Your emotions are connected to your mind and your body. An inability to recognize and express emotions has been linked to a number of health problems (Seaward, 2009). You are using emotional intelligence when you understand your emotions and *flow* with them in constructive ways. The following emotions are often the most challenging to feel and let flow:

Anger

There are two simple rules when dealing with anger:

1. **Don't suppress it.** Suppressed anger can lead to physical symptoms. It can also blurt out inappropriately as hostility, overreaction, or excessive criticism.
2. **Don't act on it.** Temper tantrums may release tension and feel *good* to some people—at least temporarily. However, researchers have found that angry outbursts tend to intensify the brain's arousal response, leaving a person feeling more, not less, angry (Galland, 1998).

An alternative to suppressing anger or impulsively acting it out is to cool down and then address the object of your anger in a direct and constructive way.

Fear

Fear is different from anger in that it is accessed differently. While anger needs to be cooled down, fear needs to be slowly coaxed out into the open. You can remain functional in your life even in the midst of fear by taking a proactive approach.

Anxiety

Anxiety can be a passing problem or a chronic reaction to stress. Daniel Goleman, author of *Emotional Intelligence* (1995), describes chronic worry and anxiety thus:

A close analysis of chronic worry suggests that it has all the attributes of a low-grade emotional hijacking: the worries seem to come from nowhere, are uncontrollable, generate a steady hum of anxiety, are impervious to reason, and lock the worrier into a single, inflexible view of the worrisome topic (p. 65).

Address severe or chronic anxiety with your primary health care provider.

Grief

Grief is a natural reaction to loss. The degree of grief you feel depends on the severity of your loss. Acknowledging mild disappointments and accepting short-term sadness can help you deal more effectively with deep grief in times of greater loss. Any kind of change can trigger grief, and the greater the change, the greater the possibility of feeling grief. You can feel grief even when you reach a positive goal you set for yourself, because the goal itself then becomes *lost*. In her book, *On Death and Dying* (1969), Elisabeth Kubler-Ross identified the following stages of grief:

- Stage 1: Denial
- Stage 2: Anger
- Stage 3: Bargaining
- Stage 4: Depression
- Stage 5: Acceptance

Depression

Depression involves both a biochemical imbalance in the brain and a psychological imbalance (an imbalance in thinking). It should not be confused with normal grief or mourning, or with the *down* cycle of life's ordinary ups and downs. Depression is more serious than a bad case of the blues; it is a disease that requires treatment.

Depression can affect anyone, anytime. More than one in five Americans can expect to experience some form of depression in their lifetimes (Cross-National Collaborative Group, 1992). In the U.S., women appear to be twice as likely as men to suffer from it (Nolen-Hoeksma, 1997).

Severe depression is not caused by a weakness of character. Nor can it be cured by an act of will, or by just *snapping out of it*. Fortunately, more than 80 percent of people with depression can be successfully treated (Bloomfield & McWilliams, 1994).

Flowing with My Emotions

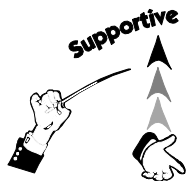
Directions:

1. Use the table below, a separate sheet of paper, or your mobile device to complete this activity.
2. In the appropriate column, write a brief statement about your experience with the listed emotions at school and in other areas of your life.
3. You may write about the cause of the emotion or the way in which you deal with it.
4. Write about only the emotions that are significant for you.

Emotion	At School	In Other Areas
Anger		
Fear		
Anxiety		
Grief		
Depression		

***Health is measured by flexibility.
Just as your muscles need to be flexed,
your emotions need to be felt.***

—Troy Rampe, President, Wellbeing Lifestyles.com



Strategy No. 5: Examine Your Beliefs

Researchers now know that negative beliefs are the source of much stress. Beliefs, both negative and positive, literally shape one's experience of the world (Dobson & Block, 1988). Having beliefs is like wearing a filter through which you view the world and your life. Change the filter, and you change your experience.

Apply the Six Keys to Inner Happiness

Adopting a positive belief system is essential for reducing stress. The following are keys that lead to inner happiness:

- Want what you have.
- Change yourself, not others.
- Respond consciously.
- Tell the truth.
- Surround yourself with beauty.
- Learn and grow at every age.

Change Your Self-Talk

As Henry Ford said, "Whether you think you can, or think you can't, you're right." Self-talk, as the name implies, is the internal conversation you have with yourself. Some of your self-talk may be positive and supportive; some of it may be negative and self-limiting. When your positive voice is uppermost, you naturally tend to feel confident and capable. When your negative voice, your *inner critic*, takes charge, you may feel insecure and inept. Change your self-talk, and you can change your life experience.

***Your beliefs become your thoughts.
Your thoughts become your words.
Your words become your actions.
Your actions become your habits.
Your habits become your values.
Your values become your destiny.***

—Mahatma Gandhi



What Do You Think?

Our beliefs shape our experience. Consider this comment by J. Oliver Black: “We are what we think, having become what we thought.” If you want to know what you’ve been thinking, just look at what’s happening in your life.

Directions:

1. Identify the key situations that are currently happening in your life.
2. Identify the corresponding thoughts that support these situations. The thoughts may be positive or negative. Notice the two examples below and record your answers in the space below, on a separate sheet of paper, or on your mobile device.

What's happening in my life	Thoughts that support this situation
<p><i>Negative example:</i> I wasn't chosen as my department's chairperson.</p>	<p>I never get recognized for my leadership ability.</p>
<p><i>Positive example:</i> I had a successful conference with a challenging parent.</p>	<p>I can communicate clearly and effectively.</p>
<p><i>(Note: The above examples relate to school, but you may choose to write about situations and thoughts that relate to other areas of your life.)</i></p>	

Examples

What's Happening in My Life	Thoughts that Support this Situation

Positive Self-Talk

Marvin Marshall in *Discipline Without Stress, Punishments, or Rewards* (2002) states, “Life is a conversation. Interestingly the most influential person we talk with all day is ourselves, and what we tell ourselves has a direct bearing on our behavior, our performance, and our influence on others. In fact, a good case can be made that our self-talk creates our reality. Many psychologists have argued that, by thinking negatively, we cause ourselves mental and physical stress....When thoughts are guided to focus on the positive and constructive, then the self is nourished and enriched.”

Do you give yourself positive or negative messages through your self-talk? The first step toward giving positive messages is to become aware of your self-talk.

Directions:

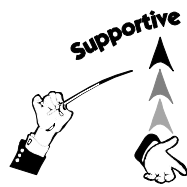
1. Write down the self-talk you remember from the past several days in the space below, on a separate sheet of paper, or on your mobile device.

Fifteen Ways to Live Optimistically

Directions:

1. Highlight the behaviors or attitudes that you already incorporate into your life. If you are using the digital version of this manual, locate this sheet in the small file of pages you may have printed.
2. Place an asterisk next to one to three behaviors or attitudes you would like to bring into your life.
 - Expect the best for yourself and others.
 - Set goals for yourself and work toward them.
 - Keep a clear, detailed picture of your goal in your mind. Focus on what you want rather than on avoiding what you don't want
 - Respect people's dreams, even if they seem impossible.
 - Practice persistence.
 - Watch how often you express negative or pessimistic thoughts or have negative expectations.
 - Look for the good that can come out of bad experiences. Remember that disappointments often precede something even better than you originally expected.
 - Develop a picture of the world (and your life) as a place of infinite, positive possibilities, even better than you can imagine.
 - Fight fear with faith.
 - Develop an *attitude of gratitude*.
 - Keep your thoughts positive. Notice and acknowledge when you slip into fear, doubt, and negativity. Make a deliberate effort to switch to more positive feelings and thoughts.
 - Minimize the amount of time you spend with negative or pessimistic people or, if possible, avoid them altogether.
 - Make a deliberate effort to eliminate doubt and cynicism. Understand that they really don't protect you from much of anything.
 - Minimize your exposure to negative or pessimistic information, news, and literature. Seek out positive, uplifting resources and read or listen to them regularly.
 - Understand that pessimism, negativity, and *scarcity thinking* are all learned traits that can be unlearned and replaced with more constructive alternatives.

Source: Jane Bluestein, Ph.D., Instructional Support Services, Inc. <http://www.janebluestein.com>, 1-800-688-1960. Excerpted from *The Parent's Little Book of Lists: Do's and Don'ts of Effective Parenting* (Deerfield Beach, FL: Health Communications, Inc.) 1997.



Strategy No. 6: Get Support

In times of stress, support is a necessity. Many individuals, particularly men, do not realize how important it is to have someone with whom they can share their emotions and inner reality. Current research indicates that the inability to express emotions in healthy ways is directly linked to a rise in stress levels. It is also linked to an increased incidence of certain diseases, such as high blood pressure, heart disease, and cancer (Ornish, 1996). Having a support network can play a valuable role in the process of learning to release emotions in a positive way.

Types of Support

Support can be directive (active) or nondirective (passive). If you are aware of which type of support suits you best, you can ask for what you want. You may want directive support in one situation and nondirective support in another.

Support Systems

No one should have to cope with stress alone all the time. Create a good support network for yourself, and draw comfort from it in times of stress. Below are a few of the basic support systems that are available to you:

- Special people
- Healing professionals
- Support groups
- Spirituality
- Pets
- Hobbies

Peer Coaching

Harry Wong (2001) states, “The most effective support group strategy is known as peer coaching.” Peer coaching involves collaboration between a teacher and a respected colleague. The process of peer coaching enhances the development of teacher performance and job satisfaction. Peer coaching also creates valuable opportunities for teachers to be favorably recognized—for both their accomplishments and their perseverance.

An essential ingredient in coaching is *reflective questioning*, in which the coach poses thought-provoking questions to a colleague to encourage him or her to explore skills, experiences, knowledge, values, or beliefs (Colton & Sparks-Langer, 1993; LaBoskey, 1994; Lee & Barnett, 1994). One of the questions asked by the coach is, “What is an area of focus you wish to establish?”

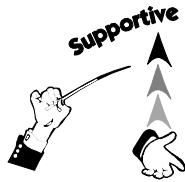
Teachers Helping Teachers

Jane Nelsen (1993) suggests that it is easier to help other teachers with their problems because we can bring objectivity and perspective to a problem when we aren't emotionally involved in it. Despite the obvious benefits of drawing on help from our colleagues, fear of being judged as inadequate often makes it difficult for us to admit to one another that we are having problems.

The Helping Hand problem-solving process suggested in *Section 7: Responding to Misbehavior* (pages 238–242) may be used as a format when seeking help from colleagues. Problem solving with other teachers is one way to end feelings of isolation and gain the help and support we need.

The Helping Hand Process

- Step One: Share perceptions.
- Step Two: Clearly identify the problem.
- Step Three: Brainstorm possible solutions.
- Step Four: Choose a win-win solution.
- Step Five: Reevaluate.



Strategy No. 7: Rejuvenate Through Pleasure, Play, and Laughter

This strategy is an invitation to focus on those things that bring balance, connection, and peace of mind into your life. It is also an invitation to set aside certain ideas you may have about how *adults* should behave and give yourself permission to laugh and play more often.

Pleasure

The rewards of pleasure include pleasure itself, stress reduction, increased immune functioning, and the possibility of increased longevity (Pearsall, 1995). To incorporate more pleasure into your life, make a list of what brings you pleasure, prioritize your list, and do one of your highest priorities daily.

Play

In his book *Playing and Reality* (1982), psychoanalyst D. W. Winnicott highlights the importance of play for children as a means of working through anxiety. Yet for adults it can be easy to lose sight of the significance of and need for play. Research indicates that play, along with relaxation, pleasure, and laughter, may be a factor in strengthening the immune system and increasing longevity. Whatever *play* looks like and sounds like to you, be sure to incorporate it into your life.

Laughter

Laughter is free, readily available, and has no negative side effects. However, it is a skill we often have to relearn as adults. You may have to slowly build up your awareness of and capacity for laughter as a regular stress-reducing part of your life. Laughter activates the immune system by elevating the antibodies that fight off viruses and cancer, as it decreases harmful stress hormones like cortisol. It also appears to promote clear thinking, improve one's outlook, and combat chronic anger, anxiety, and depression (McConnel & Irwin, 2000).

***We don't laugh because we're
happy—we're happy because we laugh.***

—William James



Stressors Checklist

Stress isn't the same for everyone. Each person responds to stress in a different way. For example, a situation you find stressful may not be stressful to another person at all, and a third person may approach it with glee. Knowing what causes you to feel stressed is an important key to reducing your stress.

The Stressors Checklist below includes common stressors listed under nine categories. (Stressors are the people, events, circumstances, conditions, and situations that cause stress.) Since it is not intended to be a definitive list of all possible stressors, a tenth category is provided for you to write in additional stressors of your choice. This checklist was jointly developed by Wellbeing Lifestyles and PLS 3rd Learning.

Directions:

1. Identify the stressors that you have experienced in the last month by checking the appropriate boxes on pages 346–349.

1. Life Experience

- Lack of clear goals or purpose in life.
- Insufficient touch or human contact.
- Change in residence/school/workplace.
- Deficiency of pleasurable experiences.
- Disorganization at work or home.
- Change in personal habits, daily rhythm, or routine.
- Achieving goals.
- Perfectionism.

2. Emotions

- Insufficient support.
- Chronic anger or depression.
- Chronic uncertainty or insecurity.
- Difficulty expressing forgiveness or gratitude.
- Chronic sadness or grief.
- Inability to influence decision making (powerlessness).
- Dissatisfaction with personal life.
- Blocked expression of emotion.
- Poor self-esteem; lack of self-worth.
- Overreacting.

Note: Pages 346–349 can also be found in your materials folder.

3. Health

- Illness, pain, or disease.
- Physical disability, injury, or hospitalization.
- Poor or infrequent self-care and personal hygiene.
- Using recreational drugs or nicotine.
- Insufficient rest, relaxation, or recreation.
- Insufficient exercise.
- Change in health of family member.
- Overweight or underweight.
- Risky or unsafe situations.
- Taking medications.
- Difficulty sleeping.
- Allergies.

4. Food

- Insufficient intake of fresh fruits and vegetables, whole foods, and grains.
- Rigid dieting or under eating.
- Insufficient attention to good nutrition and meal planning.
- Excessive fat intake, especially saturated fats.
- Excessive use of processed, canned, packaged, or junk foods.
- Excessive use of caffeine, sugar, or alcohol.
- Nonuse or misuse of supplements.
- Insufficient water intake.
- Overeating or eating too quickly.
- Food allergies or sensitivities.

5. People

- Loneliness or social isolation.
- Parenting in general or difficulties with children.
- Difficulties with parents, in-laws, or extended family.
- Conflicts with neighbors or others in your community.
- Difficulties with sexuality.
- Difficulties with social situations.
- Difficulties with spouse or significant other.
- Starting a new relationship or getting married.
- Difficulties with public speaking.
- Marital separation or divorce.
- Pregnancy, childbirth, or adoption.
- Relative moving in or long-term guests.
- Meeting or entertaining new people.
- Change in social activities.

6. Environment

- Overcrowding or isolation.
- Pesticides or toxic chemicals.
- Noise, air, or water pollution.
- Electrical stressors.
- Environmental pollution or devastation.
- Too much media or information overload.
- Environmental allergies.
- House, garden, or car needing attention.
- Weather or geographical extremes.
- Too much or too little light.
- Frequent or excessive travel.
- Traffic.

7. Work

- A new job or a promotion.
- Organizational problems or lack of leadership.
- Insufficient training or supervision.
- Insufficient resources or support.
- Insufficient or unclear job description.
- Unnecessary procedures or protocol.
- Too much or too little responsibility.
- Poor status, pay, or promotion prospects.
- Conflicts with superiors, co-workers, and/or people you supervise.
- Work overload.
- Poor communications.
- A layoff or dismissal.

8. Time

- Too much or too little time pressure.
- Too many or too few responsibilities or commitments.
- Poor time management.
- Lack of planning, organizing, or goal setting.
- Difficulties with prioritizing.
- Too many meetings, phone calls, or interruptions.
- Difficulties with delegation.
- Inability to say no or set healthy boundaries.
- Ineffective use of resources or support.
- Procrastination.

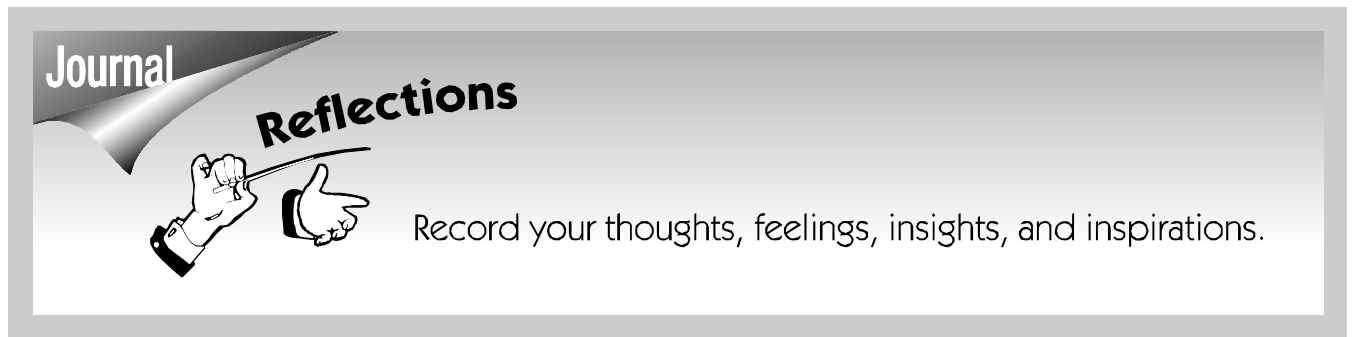
9. Finances

- Loss of job or decreased income.
- Foreclosure, bankruptcy, or loss of credit rating.
- Investment or credit difficulties.
- Excessive bills, credit card debt, or other debt.
- Getting a raise or surprise windfall.
- Unexpected bills.
- Insufficient income and/or excessive spending.
- Insufficient savings or investments.
- Loss or damage of personal property.
- Winning a contest or lottery.
- Struggling to keep up appearances.

10. Additional stressors (Add your own here.)

Final Chord

Reflection and Application Journal

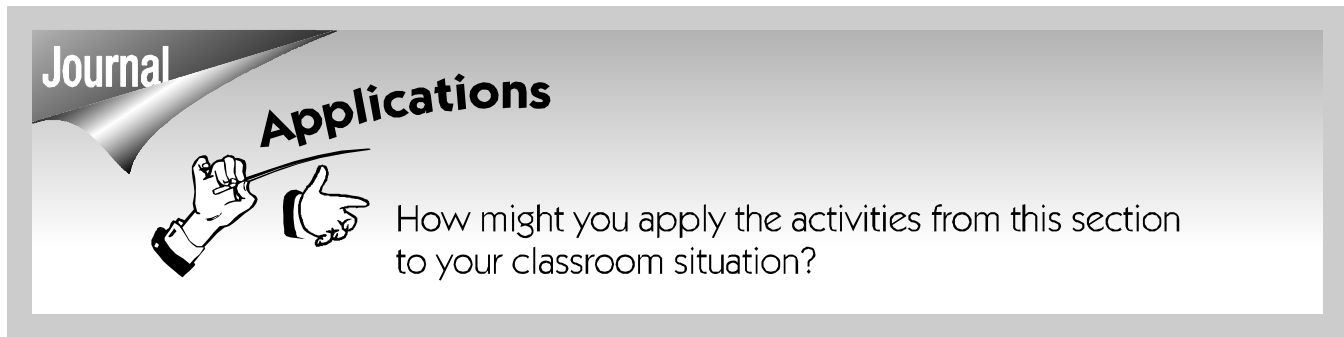


Directions:

1. Remove the Course Journal from your materials folder.
2. Choose one or more of the questions on this page and write your response.

You may want to consider the following questions:

- How might my stress affect my teaching? My family? My health?
- What can I immediately begin to do to relieve my stress?
- Which Survival Kit strategies may be most helpful for me to implement in my life?

A graphic with a grey background and a white border. In the top left, the word "Journal" is written in a white, sans-serif font. Below it, the word "Applications" is written in a larger, bold, black, sans-serif font. To the left of "Applications" is a black and white illustration of two hands: one is holding a pen and the other is pointing towards the text. To the right of the hands, the text "How might you apply the activities from this section to your classroom situation?" is written in a black, sans-serif font.

Journal

Applications

How might you apply the activities from this section to your classroom situation?

Section Activities

- Bingo
- Graphs (How High Do You Bounce?)
- Stress Survival Kit Strategies:
 - Pie Graph
 - Breathing
 - Various reflections on body, emotions, beliefs, support
 - Games (Double This, Double That)
 - Stressors Checklist

Appendix

Glossary

Action Zone

The area of the classroom in which the teacher most successfully engages students in learning. It is defined in terms of the proximity of the teacher. The action zone is in the shape of a triangle: the teacher stands at the center of the base, and the action zone extends to a point at the opposite end of the room from where the teacher is. (Refer to *Section 3: Structuring a Positive Physical Environment*.)

Activity Rewards

Preferred activities that teachers allow students to do as positive reinforcement. Examples may include having class outdoors, playing educational games, or having time on the class computer. Activity Rewards are a type of Social Reward, located in the middle circle of the Circles of Rewards. (Compare with *Intrinsic, Social, and Tangible Rewards*.)

Awaken Enthusiasm

The first stage in Flow Learning, in which students are engaged in learning through an energetic, high-interest activity. (Compare with *Focus Attention, Direct Experience, and Share Inspiration*.)

Caring/Control Quadrants

A matrix that illustrates the four main ways teachers can choose to be in the classroom by overlapping two continuums: a high to low degree of caring, and a high to low degree of control. Quadrant 1 is *high caring, high control*; Quadrant 2 is *high caring, low control*; Quadrant 3 is *low caring, high control*; Quadrant 4 is *low caring, low control*. Quadrant 1 represents the ideal, in which teachers exhibit a high degree of both caring and control, creating a positive classroom climate with firm limits.

Circles of Rewards

A set of three concentric circles that illustrates the varying types of rewards students may experience in the classroom, and how they relate to one another. *Intrinsic Rewards* (those that come from within) are in the inner circle; *Social and Activity Rewards* (public recognitions and preferred activities) are in the middle circle; *Tangible Rewards* (physical items) are in the outer circle. The two outer circles represent external rewards, given by someone else, while the inner circle represents rewards that come from within.

Classroom Climate

The emotional atmosphere of a classroom. In a positive classroom climate, students and teacher treat one another with courtesy and respect, support one another in learning, and take ownership for their own behavior. (Compare with *Physical Environment*.)

Classroom Management

The orchestration of classroom life in a way that enables all students to maximize their learning potential. In order to *conduct the orchestra*, teachers need to be able to create a positive classroom environment, use effective teaching practices, and design rules, procedures, and responses to misbehaviors that promote student involvement and self-discipline.

Class-Running Routines

Routines that deal with nonacademic, everyday tasks to keep the classroom running smoothly. (Compare with *Lesson-Support Routines* and *Interaction Routines*.)

Conductor

Guide; one who conducts. (Conduct implies taking responsibility for the acts and achievements of a group.)

Direct Experience

The third stage in Flow Learning, in which students are given a direct experience of the lesson's content. (Compare with *Awaken Enthusiasm*, *Focus Attention*, and *Share Inspiration*.)

Discipline

Responding to student misbehavior so as to reduce undesired behavior and increase desired behavior. Discipline is a *Responsive Approach* to classroom management.

External Rewards

Rewards that come from outside the person being rewarded, such as rewards given to a student by a teacher, a parent, or by public recognition. *Social*, *Activity*, and *Tangible Rewards* are all External Rewards.

Flow

A state of being completely absorbed in an activity for its own sake, making time seem to stand still and promoting feelings of deep satisfaction. (*Flow* was developed by professor and author Mihaly Csikszentmihalyi and is not to be confused with Joseph Cornell's *Flow Learning* concept.)

Flow Learning

A four-stage process that engages students in lessons and keeps their attention. The four stages are *Awaken Enthusiasm*, *Focus Attention*, *Direct Experience*, and *Share Inspiration*. Because *Flow Learning* captures students' interest in a lesson right from the beginning, using it eliminates or minimizes many discipline problems. (*Flow Learning* was developed by educator and author Joseph Cornell and is not to be confused with Mihaly Csikszentmihalyi's concept of *flow*.)

Focus Attention

The second stage in Flow Learning. Once students' interest has been piqued, their energy is focused on the specific topic of study at hand. (Compare with *Awaken Enthusiasm*, *Direct Experience*, and *Share Inspiration*.)

Growth (Intellectual Development)

One of the *Six Functions of the Classroom Setting*. Growth refers to students' intellectual advancement, as nurtured in a learning-rich environment.

Hierarchy of Misbehaviors and Responses

A menu of minor, moderate, and major responses from which teachers can choose when responding to minor, moderate, and major student misbehaviors. With a broad menu of options from which to choose, teachers can appropriately match their responses to the level of misbehavior, without being limited to one response for each type of misbehavior. Using the *Hierarchy of Misbehaviors and Responses* also enables teachers to respond swiftly and end most misbehaviors at the minor or moderate levels, before they escalate to major misbehaviors.

Interaction Routines

Classroom routines that specify when talking is permitted and how it is to occur. (Compare with *Class-Running Routines* and *Lesson-Support Routines*.)

Internal Rewards

Rewards that come from within the person being rewarded. (The terms *Internal Rewards* and *Intrinsic Rewards* are interchangeable.)

Intrinsic Rewards

Rewards that students intrinsically value. Examples may include artistic creativity, self-sufficiency, and learning for the sake of learning. In contrast to Social, Activity, and Tangible Rewards, Intrinsic Rewards cannot be given by the teacher; they come from within the student. Intrinsic Rewards are located in the inner circle of the Circles of Rewards. (Compare with *Social, Activity, and Tangible Rewards*.)

Learning Styles

The individualized ways in which students and teachers prefer to learn. There are four main sensory learning styles: kinesthetic, tactual, auditory, and visual. (For more information, see William Haggart's *Discipline and Learning Styles: An Educator's Guide*.)

Lesson-Support Routines

Classroom procedures that directly support instruction, both teaching and learning. (Compare with *Class-Running Routines and Interaction Routines*.)

Location Anchor

A specific spot the teacher stands in based on his or her specific instructional goal. For example, an *Instruction Spot*, a *Story Spot*, or a *Hot Tips Spot*. (Source: *Quantum Teaching: Orchestrating Student Success*, by Bobbi Deporter, Mark Reardon, and Sarah Singer-Nouri.)

Major Misbehavior

Chronic infractions that haven't been resolved through previous attempts, or incidences of the most serious and harmful of undesired student behaviors. Major misbehaviors tend to disrupt the momentum of class activities and interfere with a positive learning environment. Examples may include continued refusal to complete class work, after repeated attempts at seeking solutions; threats or acts of violence; and uncontrolled outbursts during class. (Compare with *Minor* and *Moderate Misbehavior*.)

Minor Misbehavior

Brief, infrequent behaviors that run counter to classroom rules and procedures, yet don't harm or seriously disrupt others. Examples may include brief inattention or daydreaming, not participating, forgetting to bring needed supplies, or forgetting to clean up. (Compare with *Moderate* and *Major Misbehavior*.)

Moderate Misbehavior

Chronic, disruptive behavior that breaks a class rule or procedure but doesn't bring immediate harm to others, or an isolated incidence of a more serious infraction. Examples may include repeatedly failing to complete assignments, chronically speaking out of turn, or an isolated act of vandalism. (Compare with *Minor* and *Major Misbehavior*.)

Observable Behaviors

Behaviors a teacher can see and describe based on neutral observation. For example, "She is late to class," or "He talks without raising his hand." (Compare with *Teacher Conclusions*.)

Orchestrator

One who arranges or combines so as to achieve a desired or maximum effect.

Parental Involvement

The degree to which parents are actively involved in their children's education. To enhance their effectiveness as classroom managers, teachers can encourage parental involvement using four strategies: *IN-form*, *IN-clude*, *IN-struct*, and *IN-novate*.

Personal Expression

One of the *Six Functions of the Classroom Setting*. Personal Expression refers to the inclusion of personally meaningful items (displays of work, art, and hobbies) to reflect the personal and professional identities of a classroom's individuals.

Physical Environment

The physical setting of a classroom, including student seating arrangement, organization of instructional supplies, and visual design. (Compare with *Classroom Climate*.)

Pleasure

One of the *Six Functions of the Classroom Setting*. Pleasure refers to the enjoyment provided by an attractive and aesthetically pleasing classroom setting.

Proactive Approach

A classroom management approach that focuses on structuring and organizing the classroom in ways that prevent discipline problems from occurring. (*Proactive* is one of three approaches to classroom management; compare with *Responsive* and *Supportive*.)

Procedure

A set of steps for carrying out a specific task. (Compare with *Routines*.)

Reinforcer

Something—either tangible or intangible—a teacher gives to a student as positive reinforcement. Examples may include an award, words of recognition, a written appreciation, or time to do a preferred activity. (The terms *Reward* and *Reinforcer* may be used interchangeably.)

Responsive Approach

A classroom management approach that focuses on ways to respond to students to stop misbehavior and keep it from recurring. (*Responsive* is one of three approaches to classroom management; compare with *Proactive* and *Supportive*.)

Reward

Something—either tangible or intangible—a teacher gives to a student as positive reinforcement. Examples may include an award, words of recognition, a written appreciation, or time to do a preferred activity. (The terms *Reward* and *Reinforcer* may be used interchangeably.)

Routine

A procedure that is practiced until it becomes habit. (Compare with *Procedure*.)

Rule

A statement that defines general conduct.

Security and Shelter

One of the *Six Functions of the Classroom Setting*. Security and Shelter refers to the degree of physical and psychological security and comfort provided for students by the classroom setting.

Share Inspiration

The fourth stage in Flow Learning, in which students share what they have learned in a meaningful way. (Compare with *Awaken Enthusiasm*, *Focus Attention*, and *Direct Experience*.)

Six Functions of the Classroom Setting

A series of functions—originally identified by Fred Steele (1973), and repurposed by Carol Weinstein (1997)—that can be applied to the classroom setting in order to maximize its effectiveness. Addressing all six functions of the classroom setting is a proactive approach to classroom management. The functions are: *Security and Shelter*, *Task Completion*, *Social Contact*, *Personal Expression*, *Pleasure*, and *Growth—Intellectual Development*. (Refer to each of these terms for additional information.)

Social Contact

One of the *Six Functions of the Classroom Setting*. Social Contact refers to the amount of social interaction encouraged among students in the classroom.

Social Rewards

Rewards given publicly by teachers to students as positive reinforcement. Examples may include smiles, peer approval, standing ovations, and positive letters to parents. Social Rewards are located in the middle circle of the Circles of Rewards. (Compare with *Intrinsic*, *Activity*, and *Tangible Rewards*.)

Supportive Approach

A classroom management approach that focuses on ways to support students by supporting the significant adults in their lives—parents and teachers. (Supportive is one of three approaches to classroom management; compare with *Proactive* and *Responsive*.)

Tangible Rewards

Physical items given to students as positive reinforcement. Examples may include pencils, balloons, snacks or treats, ribbons, or trophies. Tangible Rewards are located in the outer circle of the Circles of Rewards. (Compare with *Intrinsic*, *Social*, and *Activity Rewards*.)

Task Completion

One of the *Six Functions of the Classroom Setting*. Task Completion refers to the successful completion of learning tasks in a classroom.

Teacher Conclusions

Teacher assumptions about a student, based on generalizations the teacher has made previously while observing a series of related behaviors exhibited by someone else. For example, “He is lazy,” or “She is showing off.” (Compare with *Observable Behaviors*.)

Teacher Resilience

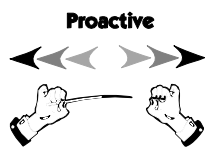
A teacher’s ability to cope with personal and professional stress, and *bounce back* from highly stressful situations in order to function in a healthy, productive way in the classroom.

With-it-ness

One’s awareness of what is going on in his or her surroundings. A teacher’s level of *with-it-ness* is based on the degree to which the teacher corrects misbehavior before it escalates, as well as the degree to which he or she identifies the correct student. (Source: Kounin et al., 1970, as cited in Burke, *What To Do With the Kid Who . . .*, p. 61.)

Compilation of Classroom Management Strategies

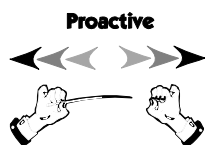
Section 2: Creating an Inviting Classroom Climate



Classroom Climate Strategies

- No. 1: Establish positive relationships with students.
- No. 2: Teach social skills conducive to a constructive learning environment.
- No. 3: Provide opportunities for students to learn and work together.
- No. 4: Empower students by sharing decisions and responsibilities.
- No. 5: Communicate high expectations to your students.
- No. 6: Create traditions that are special for your classroom.
- No. 7: Use celebrations to acknowledge large and small accomplishments.
- No. 8: Model the behaviors you want your students to have.

Section 3: Structuring a Positive Physical Environment

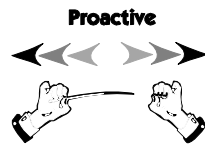


Classroom Setting Strategies

- No. 1: Know how to respond to emergencies.
- No. 2: Eliminate hazards and safely handle supplies.
- No. 3: Add elements of softness to your classroom.
- No. 4: Arrange students' seats according to their learning style references.
- No. 5: Arrange the room so students are free from interference, intrusions, and distractions.
- No. 6: Provide students with one or more places for privacy.
- No. 7: Provide students with places to store personal belongings.
- No. 8: Create work areas to support specific tasks.
- No. 9: Choose the most appropriate seating arrangement for each task.
- No. 10: Provide all students with a clear line of view to instruction.
- No. 11: Design pathways to avoid congestion.
- No. 12: Locate materials and supplies in easily accessible, clearly marked storage areas.
- No. 13: Locate the teacher's desk in a convenient and appropriate location.

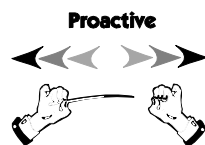
- No. 14: Use location anchors to alert students to pay attention to specific instructional messages.
- No. 15: Arrange the room to suit the amount of student interaction desired.
- No. 16: Arrange the room for easy access to all students.
- No. 17: Create a large action zone.
- No. 18: Display students' work.
- No. 19: Display personal information about your students and yourself.
- No. 20: Add aesthetically pleasing elements.
- No. 21: Unclutter your classroom.
- No. 22: Stock your classroom with a wide variety of resources.

Section 4: Establishing Rules and Procedures



Creating Rules Strategies

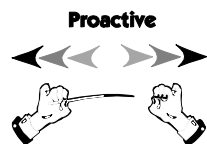
- No. 1: Communicate your values and expectations through your rules.
- No. 2: Phrase your rules positively.
- No. 3: Relate rules to observable behaviors.
- No. 4: Keep your list of rules short.
- No. 5: Keep classroom rules consistent with school rules.
- No. 6: Plan ahead for follow-through.
- No. 7: Involve students in creating classroom rules when appropriate.



Creating Rules Strategies

- No. 1: Allow adequate time for teaching the rules.
- No. 2: Define key words.
- No. 3: Explain the benefits of the rules.
- No. 4: Present the rules in all sensory styles.
- No. 5: Discuss ways the rules can be applied.
- No. 6: Practice the rules thoroughly.
- No. 7: Review the rules often.

Section 5: Maintaining Momentum and Flow



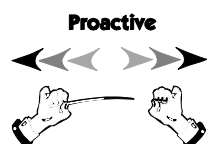
Stages of Flow Learning

Stage One: Awaken Enthusiasm—Engage students in learning and increase their level of alertness.

Stage Two: Focus Attention—Focus students' attention on a single topic.

Stage Three: Direct Experience—Give students an in-depth experience of content.

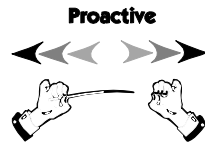
Stage Four: Share Inspiration—Provide an opportunity for students to share what they have learned in a meaningful way.



Transition Strategies

- No. 1: Alert students before the transition is going to occur.
- No. 2: Provide clear closure to one activity before beginning another, thus avoiding *flip-flops*.
- No. 3: Provide clear directions and establish clear expectations for student behavior during transitions.
- No. 4: Immediately grab students' attention at the beginning of a new activity.

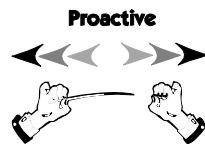
Section 6: Reinforcing Positive Behavior



Reinforcing Strategies

- No. 1: Assess students' interests and choose rewards accordingly.
- No. 2: Consider students' learning styles when choosing rewards.
- No. 3: Give rewards immediately after the desired behavior.
- No. 4: Reward a behavior every time at first, then intermittently.
- No. 5: Vary your rewards to maximize their effectiveness.
- No. 6: Avoid providing extrinsic rewards for intrinsically motivating activities.
- No. 7: Pair lower-level rewards with higher-level rewards.
- No. 8: Catch all students being good.
- No. 9: Use group rewards only when they reinforce rather than punish.
- No. 10: Reward small successes as well as large ones.

Section 7: Responding to Misbehavior



Responsive Strategies

Minor Misbehavior:

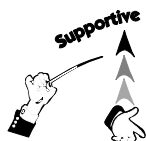
- No. 1: Ignore it.
- No. 2: Use proximity.
- No. 3: Give *the look*.
- No. 4: Use gestures and props.
- No. 5: Call on a student or drop a name.
- No. 6: Check for comprehension.
- No. 7: Acknowledge the student's feelings.
- No. 8: Give a directive.
- No. 9: Ask critical thinking questions.
- No. 10: Make a Problem-Solving Inquiry.
- No. 11: Make a Contingent Action Proposal.
- No. 12: Redirect the behavior.

Moderate Misbehavior:

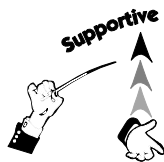
- No. 13: Withhold a privilege.
- No. 14: Impose a time-out.
- No. 15: Assign a written reflection.
- No. 16: Provide equal choices.
- No. 17: Propose restitution.
- No. 18: Elicit the consequence.
- No. 19: Use the *Helping Hand*.
- No. 20: Have students create an Action Plan.

Major Misbehavior

- No. 21: Have a student-parent-teacher conference.
- No. 22: Assign detention.
- No. 23: Send the student to the principal's office.
- No. 24: Refer the student to outside support.

Section 8: Encouraging Parental Involvement**Parent Strategies**

- No. 25: IN-form
- No. 26: IN-clude
- No. 27: IN-struct
- No. 28: IN-novate

Section 9: Supporting Teacher Resilience**Survival Kit Strategies**

- No. 1: Take charge of your time.
- No. 2: Relax.
- No. 3: Nurture your body.
- No. 4: Let your emotions flow.
- No. 5: Examine your beliefs.
- No. 6: Get support.
- No. 7: Rejuvenate through pleasure, play, and laughter.

Possible Answers for Scenario A: Christie Raymond's Elementary Music Class

Part	Problems Associated with the Physical Environment	Suggested Strategies
1	The classroom isn't personalized.	No. 3: Add elements of softness to your classroom. No. 18: Display students' work. No. 19: Display personal information about your students and yourself. No. 20: Add aesthetically pleasing elements.
2	Christie has to move chairs out of the way in order to move through the room.	No. 11: Design pathways to avoid congestion.
3	Christie's desk is located in an inconvenient place that doesn't allow a clear view of students waiting at the door.	No. 13: Locate the teacher's desk in a convenient and appropriate location.
4	Students distract one another from across the room.	No. 9: Choose the most appropriate seating arrangement for each task. No. 15: Arrange the room to suit the amount of student interaction desired.
5	Materials and supplies are stored in inconvenient places.	No. 12: Locate materials and supplies in easily accessible, clearly marked storage areas.

Possible Answers for Scenario B: Michael Yin's Fourth-Grade Class

Part	Problems Associated with the Physical Environment	Suggested Strategies
1	The room is visually cluttered.	No. 21: Unclutter your classroom.
2	Materials are not clearly labeled or easy to find.	No. 12: Locate materials and supplies in easily accessible, clearly marked storage areas.
3	The classroom is cramped and difficult to move through.	No. 11: Design pathways to avoid congestion.
4	Students are not paying attention to the lesson because they can't see the board.	No. 10: Provide all students with a clear line of view to instruction.
5	The placement of the extension cord is hazardous.	No. 2: Eliminate hazards and safely handle supplies.

Possible Answers for Scenario C: Natalie Haywood's Secondary Literature Class

Part	Problems Associated with the Physical Environment	Suggested Strategies
1	The classroom is sterile and impersonal.	No. 3: Add elements of softness to your classroom. No. 18: Display students' work. No. 19: Display personal information about your students and yourself. No. 20: Add aesthetically pleasing elements.
2	Natalie can't see all of her students.	No. 16: Arrange the room for easy access to all students.
3	Students didn't participate in the discussion and Natalie had to call on them by name.	No. 9: Choose the most appropriate seating arrangement for each task. No. 15: Arrange the room to suit the amount of student interaction desired. No. 17: Create a large action zone.
4	Alex moved around a lot and disturbed students around him.	No. 4: Arrange students' seats according to their learning style preferences.

Possible Answers for Scenario D: Senor Jorge Mendoza's Secondary Spanish Class

Part	Problems Associated with the Physical Environment	Suggested Strategies
1	There is too much visual stimulation in the room.	No. 21: Unclutter your classroom.
2	Materials are not clearly labeled or easy to find.	No. 5: Arrange the room so students are free from interference, intrusions, and distractions. No. 7: Provide students with places to store personal belongings. No. 11: Design pathways to avoid congestion.
3	Students can easily see one another's papers.	No. 9: Choose the most appropriate seating arrangement for each task.
4	Students distract and interfere with one another because they can't see the board.	No. 10: Provide all students with a clear line of view to instruction.

Answer Key: *Direct Experience Match*

1. g
2. c
3. e
4. a
5. f
6. h
7. d
8. i
9. b

Answer Key: *Share Inspiration Match*

1. d
2. h
3. c
4. g
5. b
6. i
7. f
8. e
9. a

Research

PLS 3rd Learning Research

PLS 3rd Learning provides in its participant materials the most relevant and applicable research found in the literature.

Sound scholarship sometimes requires the inclusion of research more than five years old. There are several reasons such research is valid and essential. Researchers are not published for continually replicating the prior research of others. Once several studies have validated a hypothesis or concept, it becomes an accepted practice (what we often refer to as “best practices,” in the case of skills and behaviors). Follow-up research usually becomes increasingly microscopic, looking at special conditions, unique populations, or complex interactions. Even when such subsequent studies are included, they make little sense without the foundational studies, which may have been done two or three decades earlier.

Hot topics come and go. Topics that have been examined from every angle get exhausted, and then academics move on to other issues. That does not mean the original research is without merit, only that other priorities have commanded the attention of researchers, policy makers, and editors.

The style used for the following references follows *Publication Manual of the American Psychological Association, 6th Edition*. Educational researchers commonly use this style today.

Research for *Classroom Management: Orchestrating a Community of Learners*

Importance of Classroom Management

Elias and Schwab (2006) defined classroom management as “all of the teacher’s practices related to establishing the physical and social environment of the classroom, regulating routines and daily activities, and preventing and correcting problems” (p. 309).

Wiseman and Hunt (2008) suggested motivation and classroom management are opposite sides of the same coin. The more teachers understand students’ interests, learning styles, and backgrounds, the more effectively they are able to meet students’ needs and thus enhance their motivation and decrease classroom management problems. Woolfolk Hoy and Weinstein (2006) concluded, “Teachers need to acknowledge the inseparable relationship between classroom management and instruction” (p. 210).

Research shows the most effective teachers have excellent classroom management skills (Breux & Whitaker, 2006; Kiewra, 2009; Stronge, Ward, & Grant, 2011). After an exhaustive review of the research literature on teaching effectiveness, Wang, Haertel, and Walberg (1994) concluded classroom management has the most powerful impact on student learning, even more significant than parental support, curriculum design, school culture, and school demographics.

Woolfolk Hoy and Weinstein (2006) concluded students hold little respect for teachers who cannot maintain an orderly classroom. The authors emphasized the way in which teachers attain that environment is crucial. “Not surprisingly, students prefer teachers who exercise their authority in fair, respectful ways, and they decry the use of punitive techniques that cause humiliation” (Woolfolk Hoy & Weinstein, p. 210). Other researchers (Algozzine et al., 2008) concluded that prospective teachers generally do not receive sufficient training in classroom management in their college studies.

Research shows 65 percent of surveyed teachers who believe they are well prepared in classroom management report they plan to stay in teaching as long as possible (Darling-Hammond, 2003). Only 41 percent of those indicating they do not feel prepared in classroom management plan to remain in education as long as they can.

Research shows a relatively small percentage of teachers account for the majority of discipline referrals to school administrators (Algozzine et al., 2008). The same study found that a small number of students accounted for the bulk of discipline referrals by teachers. Some research (Kaufman et al., 2010; Rocque, 2010) has indicated African-American students are more likely to be sent to the office for misbehavior than their Anglo-American or Hispanic classmates.

In one study of large city schools (Schneider, 2002b), more than 90 percent of the teachers surveyed agreed that effective classroom discipline is a crucial factor in teacher quality. In a survey of teachers from 200 schools, Malone, Bonitz, and Rickett (1998) found confirmation that disruptive behavior takes time away from instruction, breeds poor teacher-student relationships, and creates parental dissatisfaction. Over an extended period of time disruptive behavior also diminishes staff morale.

Effective classroom management focuses more on preventive measures than on reactive strategies (Oliver et al., 2011; Stronge, Ward, & Grant, 2011). This practice nurtures a positive classroom environment, which encourages appropriate student behaviors.

Locus of Control

Research shows an *internal locus of control* filters life experiences (both school and nonschool), influencing a student's satisfaction with school (Huebner, Ash, & Laughlin, 2001). Those who have an internal locus of control feel that events hinge on their behavior or personal characteristics, such as ability (Hand, 2008; Hill, 2011). Those who have an external *locus of control* assume that outcomes are the result of conditions beyond their control.

Children with an internal locus of control are more adept at delaying gratification, while those with an external locus of control exert less self-control because they doubt their ability to influence future events (Stipek, 2002). One study (Gifford, Briceno-Perriott, & Mianzo, 2006) revealed that college students who had an internal locus of control achieved higher grades in their freshman year of college than did those with an external locus of control.

Research shows students with an internal locus of control tend to take responsibility for their actions, are not readily influenced by the opinions of others, and tend to perform better on assignments they can complete at their own pace (Hill, 2011; Lawrence, 1999). Other research has shown that teachers wording of assignments influences students' feelings of competence and autonomy (Herman & Zook, 2007).

Research shows students with an internal locus of control are more assertive and active, displaying more curiosity and excitement about learning. High locus of control students tend to excel academically (Findley & Cooper, 1983; Shabazz, 2008) and show greater involvement and interest in their class work (Vieira & Grantham, 2011). Cappella and Weinstein (2001) found that an internal locus of control predicted academic resilience in high school students who, despite difficulty reading, persevered and graduated.

Students with an external locus of control are more passive, compliant, inattentive, and nonexploratory (Miller, 1998). Evidence indicates students with cognitive disabilities are more likely to develop an external locus of control (Wehmeyer & Kelchner, 1996). Adolescent students with higher internal control experience less anxiety and worry less than their peers with an external locus of control (Frala et al., 2010).

Research shows children are more likely to develop a sense of control when they grow up in environments in which they are encouraged rather than controlled (Glasser, 1986; Kohn, 1993; Preble & Gordon, 2011). Gardner (2007) suggested that differences in locus of control widened the achievement gap, contributing to development of an external locus of control and a subsequent lack of effort on the part of students who achieved less.

Research shows teaching students to self-monitor their behaviors helps develop students' capacity to regulate their own behavior (Rafferty, 2010). Often students are taught to record and graph the frequency and patterns of their target behaviors.

Research shows a greater likelihood to cheat among early adolescents who pursue personal extrinsic goals, have low academic self-efficacy, and view school as less focused on mastery or task goals (Murdock, Hale, & Weber, 2001). An investigation by Blackburn (1999) found that students who perceive their academic skills to be well below or well above the challenge level of the class are more likely to cheat and less likely to put forth effort and adopt learning goals.

In examining cheating in the classroom, D. E. Lee (2009) observed, "It is our job as teachers to give our students reasons to not cheat—reasons that go beyond simply saying that if you cheat, we will catch and punish you" (p. 172).

Students' Needs

Research shows teachers who successfully engage students incorporate activities that address students' basic psychological and intellectual needs (Bear, 2009; Brewster & Fager, 2000; Young, Caldarella, & Richardson, 2011). In an extensive review of research on the need to belong, Osterman (2000) concluded students' experiences of acceptance shape many aspects of their behavior, but schools tend to neglect and often thwart students' attempts to establish social interconnections.

Glasser (1986) suggested that "all of our behavior, simple to complex, is our best attempt to control ourselves to satisfy our needs, but, of course, controlling ourselves is almost always related to our constant attempts to control what goes on around us" (p. 17). Students make choices that lead to satisfaction of their needs. As these choices have consistently satisfying results over time, they require less deliberation. Sullo (2007) concluded that once students recognize that their behaviors are shaped by their decisions, they develop the power to make more responsible and mature choices.

Research shows "satisfaction of the basic psychological needs for affiliation, autonomy, and competency is an essential ingredient in the process of coming to care about learning" (Covington & Dray, 2001, p. 47). Glasser (1994) postulated that all students' behaviors, feelings, and thoughts are attempts to meet five basic psychological needs: freedom, fun, belonging/love, power/control, and survival. In a study of 402 students (8 to 16 years old), Harvey and Retter (2002) compared gender and age differences in Glasser's psychological needs. They found girls exhibited a greater need for love and belonging and a lower need for fun than did boys. Adolescents reveal a higher need for freedom and a lower need for control and power than do preadolescent children.

Many educational experts have emphasized the importance of incorporating social skills training and problem-solving strategies into any classroom management program (Malouff & Schutte, 2007; Meehan, 2011). Freiberg and Lamb (2009) emphasized that person-centered classrooms focus on social-emotional development, promote school connectedness, create a positive school and classroom climate, and stress student self-discipline.

Research shows students spend many hours passively sitting in classrooms, listening to teachers and waiting for them to check work or give instructions, switching from one task to another, or waiting as other students to finish assignments (Kane, 1994; Partin, 2009). One study of elementary school students found that 42 percent of their school time was spent passively looking at the teacher or waiting (Greenwood, Horton, & Utley, 2002). Passive learning experiences can lead to motivational and classroom behavior problems (Berryman, 1993). Jarvis and Seifert (2002) found that students avoided work because they felt bored, helpless, or hostile toward their teachers.

Research shows boredom tends to drain students' energy, diminish concentration and learning, and extinguish desire to participate (Freeman, 1993; Young et al., 2011). Humans tend to withdraw, either physically or mentally, from boring situations (M. I. Friedman & Lackey, 1991; Nett, et al., 2010). Extensive periods of boredom cause feelings of entrapment and increase stress levels (Sansone & Smith, 2000).

Csikszentmihalyi (2000) has intensively researched *flow*, a state of concentration so focused that the participant is completely absorbed in effortless action. This *intrinsic motivation* is most apt to emerge when the individual's skills are fully involved in meeting a challenge that is high but manageable. Weinstein (2002) emphasized the importance of providing schoolwork that is challenging to all students, regardless of their abilities.

Environmental education expert Joseph Cornell (1999) proposed the concept of *Flow Learning*[™], which prescribes four steps for nurturing learning:

- Awaken enthusiasm. Arouse curiosity. Make learning fun and meaningful.
- Focus attention. Creatively challenge students to help them concentrate. Develop an atmosphere of curiosity, personal interest, and amusement.
- Direct experience. Develop deeper understanding through absorbing, hands-on activities.
- Share inspiration. Allow time for students to reflect together in order to enrich their learning and build community.

Research shows students' sense of belonging (social support and participation) predicts the likelihood of finishing high school (Yazejian, 1999). Teachers encourage the development of a sense of community in their classrooms when they model interpersonal concern, nurture student autonomy and self-direction, encourage student thinking, and facilitate student collaboration (Watson & Battistich, 2006). Students' social relationships appear to influence their academic engagement and success at school (Patrick, Anderman, & Ryan, 2002). An important part of that social environment is the degree of teacher support (Preble & Gordon, 2011). Students perceive good teachers to be worthy of students' engagement and cooperation (Woolfolk Hoy & Weinstein, 2006).

Research shows teachers who are taught to provide support and warmth, appropriate autonomy, and clear expectations for behavior encourage students to develop a greater sense of community, improve academic achievement, and display more socially competent behavior (Schaps, Battistich, & Solomon, 1997). Williams (2010) found teacher's empathy was a strong indicator of a positive classroom environment. Students of teachers who exhibit empathy believe their teachers care about them.

Research shows that teacher small talk with students as they enter the classroom, coupled with subtle verbal cues directing behavior, can diminish students' out-of-seat attention-seeking behavior (Patterson, 2009).

Research shows the quality of the relationships teachers have with their students plays a major role in influencing the behavior of students and the classroom climate in general (Beaty-O'Ferrall, Green, & Hanna, 2010).

Research shows verbal abuse by teachers is directly related to behavior problems and, for girls, a diminished likelihood of graduating from high school (Brendgen et al., 2007). Girls who receive extremely high levels of verbal abuse from teachers in kindergarten through fourth grade had only a 7 percent chance of earning a high school diploma by age 23!

Research shows classroom environments that support student autonomy tend to enhance intrinsic motivation and self-determination (Hoffman, Hutchinson, & Reiss, 2009; Reeve & Jang, 2006; Zhang et al., 2011). Pelletier, Séguin-Lévesque, & Legault (2002) found that the more self-determined teachers were in their jobs, the more they encouraged autonomy in their students. Reeve and Jang (2006) validated several teacher behaviors as autonomy-supportive. These include listening to students, "allowing students to work in own way, praise as informational feedback, offering encouragements, offering hints, and being responsive to student-generated questions" (p. 216).

Research shows allowing elementary school students to make a set of small, seemingly trivial choices in using a computer program increases their learning of that program and enhances interest in the material being taught (Iyengar & Lepper, 1999). One investigation (Ciani et al., 2010) found a relationship between teachers' support for autonomy and the development of students' interest in the subject and their exploration of those interests outside of school.

Providing opportunities for all students in the class to make choices among high-interest activities increases levels of student engagement and decreases the number of problem behaviors (Kern, Bambara,

& Fogt, 2002; Simmons & Page, 2010). Another study found students who had choices of class activities exhibited higher determination (Ward et al., 2008). The nurturance of autonomy in school enables students to more effectively become life-long learners (Luftenegger et al. 2012).

A meta-analysis of 41 studies found providing students with choices enhances intrinsic motivation, engagement, persistence, and perceived competence (Patall, Cooper, & Robinson, 2008). A subsequent study (Patall, Cooper, & Wynn, 2010) found providing students with choices in homework assignments enhances their intrinsic motivation, test scores, and self-confidence. Brooks and Young (2011) concluded that the relationship between classroom choice, student engagement, and intrinsic motivation exhibit a complex interconnection. In some contexts, too many choices may have a detrimental effect.

On the other hand, Flowerday and Schraw (2003) found that choices in learning activities do not increase cognitive engagement but do increase affective engagement (for example, students are more likely to relate what they learned to their prior knowledge). In a research review Morgan (2006) concluded allowing students to have a choice of preferred learning activities yields improved student behavior.

Many teachers have found student-led class meetings to be an effective strategy for nurturing students' emotional and social growth (Morcom & Cumming-Potvin, 2010; Tholander, 2011). The authors suggested student-led meetings also reinforce the skills of cooperation, problem solving, and listening.

In a survey of more than 81,000 high school students, Yazzie-Mintz (2007) reported that students tend to become less engaged in school as they progress through high school and that boys are less engaged than girls are.

Research shows not all students feel safe at school (Bucher & Manning, 2005; Jacobson et al., 2011). In a national survey 5 percent of students in the United States ages 12–18 reported they feared being attacked or harmed at their schools (Dinkes, Kemp, & Baum, 2009). In another study (Perkins-Gough, 2008) 85 percent of the parents surveyed indicated they felt their children were safe at school. In responding to a national school survey, school administrators reported schools' efforts to significantly reduce or prevent crime were impeded by three factors: insufficient alternative placements or programs for disruptive students, inadequate funds, and federal, state, or district policies on disciplining special education students (Neiman & DeVoe, 2009).

Research shows “8% of students in grades 9–12 reported being threatened or injured with a weapon in the previous 12 months, and 22% reported that illegal drugs were made available to them in school” (Dinkes et al., 2009, p. v). Survey data indicated 32 percent of students ages 12–18 had been bullied at school during the school year.

Research shows students who attend large schools or high-poverty schools are more likely to experience hostility at school (Lleras, 2008). High-achieving minority students are most susceptible to bullying, particularly if they attend schools with predominantly minority populations. Bullying is most prevalent in middle schools (Neiman & National Center for Education Statistics, 2011).

Schools have become increasingly aware of the need to decrease bullying (Meehan, 2011; Preble & Gordon, 2011). Researchers (Peterson & Skiba, 2001; Roland, 2002) reported that if left untreated, bullying may lead to depression, helplessness, and suicide in its victims. In the *State of Our Nation's Youth* survey (Horatio Alger Association, 2002), 35 percent of those surveyed reported feeling lonely or left out while at school. Also, the proliferation of computers has spurred cyberspace bullying and provided electronic means to spread rumors and gossip and otherwise harass classmates (Fredrick, 2009).

Research shows schools that are successful in implementing anti-bullying programs possess a school culture that embodies four traits: family, warmth, collaboration, and connection (Coyle, 2008). Meehan (2011) stressed the importance of providing positive reinforcement of appropriate behaviors as a part of any antibullying program. Other research (Murray-Harvey & Slee, 2010) found that diminishing bullying required the concerted efforts of teachers, parents, and peers.

Characteristics of Effective Teachers

Research shows classrooms that emphasize the importance of personal growth are a hallmark of effective schools and increased student achievement (Larrivee, 2009; Sanders & Jordan, 2000; Telan, 2001). Results of research by Baker (1999) suggested that perception of a supportive, caring relationship with a teacher and a positive classroom climate are related to students' school satisfaction by as early as third grade. Students who perceive their teacher as caring are more apt to obey classroom rules and exhibit positive behaviors, such as sharing and assisting in the classroom (Wentzel, 1997). They also tend to work harder to reach their potential (Lumpkin, 2007).

Teachers encourage the development of a sense of community in their classrooms when they model interpersonal concern, nurture student autonomy and self-direction, encourage student thinking, and facilitate student collaboration (Hardin, 2007; Johnston, 2006).

Research shows middle and high school students who feel they are connected to their schools (i.e., feel cared for by people in their schools) are less likely to become pregnant, engage in violent behaviors, or abuse alcohol or illegal substances (Blum, McNeely, & Rinehart, 2002). The massive survey of more than 90,000 adolescents found that about 31 percent do not feel connected to their schools. The study also found that schools with harsh discipline policies are most likely to have students who feel less connected, though the cause-and-effect relationship is unclear.

“Being permissive, sweet, warm, or gentle is not the prerequisite of caring. Caring teachers can be stern and strict. They can even be detached and aloof. But they must be respectful to be perceived as caring” (Deiro, 2003, p. 62). Deiro also suggested that teachers can be seen as caring by their students only when they use their power ethically and demonstrate respect for their students. Lumpkin (2007) concluded, “The teacher who cares is dedicated to the lifelong quest to become the best teacher possible in order to create the optimal learning environment for students” (p. 160).

Research shows students' perception of teacher support and teacher nurturance of interaction and mutual respect correlate with positive changes in motivation, engagement, and achievement (Powell & Marshall, 2011; Preble & Gordon, 2011; A. M. Ryan & Patrick, 2001). Also, teacher caring served as a better predictor of adaptive behavior than did peer caring (Goodenow, 1993). In a national survey of more than 81,000 high school students, Yazzie-Mintz (2007) found that 78 percent responded positively to the statement, “There is at least one adult in my school who cares about me and knows me” (p. 7). One in five disagreed with the statement.

Research shows 56 percent of fourth-grade and eighth-grade teachers espouse teaching philosophies that tend to be student-directed rather than teacher-oriented (Barnes, 2002). A majority (55 percent) of the fourth-grade teachers surveyed favored cooperative learning activities in small classroom groups. According to Corbett and Wilson's (2002) survey of high school students, outstanding teachers exhibit six traits: they push their students, they explain content until everyone understands, they maintain order, they are willing to help, they vary instructional approaches, and they strive to understand their students. In summarizing the research literature on effective teaching, Walls (1999) described the “four aces of effective teaching,” which are outcomes, clarity, enthusiasm, and engagement.

Research shows teachers who exhibit competency in classroom management develop positive relationships with their students, implement well-developed classroom management practices, and nurture a positive classroom climate (Holt, Hargrove, & Harris, 2011). Almost all expressed a deep passion for teaching.

Research shows teachers with high self-efficacy (i.e., belief that they are capable) are less likely to assume that difficult students have chronic behavior problems and are more optimistic that students can improve their behavior (Gordon, 2001). Teachers with high self-efficacy are less likely to feel guilty, angry, or embarrassed about student misbehavior and are more likely to feel confident that they can manage misbehavior (Gordon; Tsouloupas et al., 2010).

Researchers have identified two forms of student interest (Schraw & Lehman, 2001). *Situational interest* is context-specific, temporary, activated externally, and spontaneous. *Personal interest* is more internal and enduring. Teachers can more readily influence situational interest, which in turn sparks personal interest.

Research shows presenting students with one or two tasks they enjoy doing increases the probability they will subsequently complete a less desirable task (Banda, Matuszny, & Therrien, 2009).

Research shows allowing students choices about what to read enhances situational interest (Schraw, Flowerday, & Reisetter, 1998). The authors offered six suggestions for improving situational interest in the classroom:

- Offer students meaningful options.
- Select well-organized texts.
- Use vivid, engaging texts.
- Choose texts that students know about.
- Invite students to be active learners.
- Furnish students with relevance cues.

Teacher Expectations

Since Rosenthal and Jacobson (1968) first proposed the idea of “self-fulfilling prophecy” in their much-publicized study, *Pygmalion in the Classroom*, research has verified that teacher expectations are a complex, not yet totally understood variable. Many researchers have found that under certain conditions teacher expectations can affect student behavior and achievement (McEwan, 2009; Rosenthal, 2002; Rubie-Davies, 2007; Weinstein, 2002). The magnitude and predictability of these effects are still being debated (Spitz, 1999), although teacher expectations do appear to affect the amount of effort students will put into their class work (Weinstein). Other research found students with high expectations for themselves tend to put forth greater academic effort (Domina et al., 2011).

Research shows children as young as six can sense their place in the academic pecking order (Weinstein, 2002). This is especially so in schools that strongly emphasize differences in academic achievement. While many teachers believe students cannot detect favoritism toward “pet” students, empirical research suggested that students are indeed accurate in reading such favoritism through teachers’ nonverbal behaviors (Babad, 1992, 1998; Tal & Babad, 1990). Teachers’ differential expectations are expressed through their nonverbal cues (e.g., body language, facial expressions) when interacting with low-expectation and high-expectation students (Babad & Taylor, 1992; Richmond, 2002). These differential behaviors are quite subtle, yet detectable (Tenenbaum & Ruck, 2007).

In her book *Reaching Higher: The Power of Expectations in Schooling*, Weinstein (2002) argued the current focus on extensive standardized testing fails to incorporate the substantial body of research on developing positive prophecies for students. She added that the school culture should stress development of students' talents instead of testing and sorting. Weinstein concluded current massive testing programs will inevitably yield large numbers of student failures, resulting in increased special education placements, tracking, retention, and mandatory summer school—all approaches that research has shown to be damaging to children's opinions of themselves, destructive to their self-expectations, and generally counterproductive.

Research shows seventh-grade students who perceived their teachers to have high expectations and be supportive tend to exhibit fewer behavior problems (Murdock, 1999). Conversely, students with the most discipline problems view their teachers as disrespectful. Subsequent research (Murdock, Anderman, & Hodge, 2000) revealed that these variables predicted the way these same students adjusted to ninth grade. High teacher expectations regularly foretold positive student goals and interest in class, and negative teacher feedback was correlated with low academic achievement and inappropriate social behavior (Wentzel, 2002).

Research shows teachers tend to overestimate the potential of children from high-socioeconomic families and underestimate the potential of those from lower-income families (Weinstein, 2002). The same study, after statistically controlling for IQ, behavioral attributes, and social class, revealed that preschool teachers' overestimation and underestimation of students' potential predicted their high school grade point averages 14 years later. "That is, on average, children who at age four were perceived by teachers as less intelligent than their IQ scores suggested indeed earned lower GPAs and were less likely to take SAT exams in preparation for applying to college" (Weinstein, p. 179).

Research shows student ethnicity can play a role in shaping teachers' expectations and how those expectations are conveyed (Rubie-Davies, Hattie, & Hamilton, 2006; Tenenbaum & Ruck, 2007; van Ewijk, 2011). Shepherd (2011) found the same oral responses made by boys and minority students tended to be rated lower by teachers than the same responses made by white girls.

Research shows teachers with high expectations of their students give them more feedback, ask more higher-order questions, and use more positive strategies in managing their behavior than do low-expectation teachers (Rubie-Davies, 2007).

McEwan (2009) and Posnick-Goodwin (2002) cited several examples of methods schools used successfully to convey high expectations to their students:

- Implement policies that stress the value of academic achievement (e.g., telling parents when their children are performing below their potential and setting minimum academic requirements for athletic participation).
- Safeguard instructional time and emphasize punctuality and attendance.
- Adopt slogans that convey high expectations (e.g., "Learning is for life.").
- Provide "instant coaching" for students having difficulty.
- Intervene before students fail.
- Eliminate low expectations.

Physical Environment

How teachers manage time and space in the classroom, often labeled proactive management, plays an important role in shaping students' behaviors (McKenna, 2010; Morrow, Reutzler, & Casey, 2006). "The

physical arrangement of your classroom can influence the behavior and learning of your students. The placement of desks, bookshelves, pencil sharpeners, and cabinets can direct traffic flow, student interaction, noise level, attention, or disruption. The influence of the room arrangement is too important to be left to chance” (Partin, 2009, p. 2).

Research shows many classroom management problems can be minimized by changing room design and increasing teacher movement (Kern & Clemens, 2007; Wannarka & Ruhl, 2008). In one study (Schapiro, 2001), 65 percent of the teachers surveyed indicated that rearranging the room to meet instructional goals had a “very strong impact” on learning. Some teachers deliberately organize their room environments by arranging desks, other furniture, and materials to discourage certain misbehaviors and facilitate constructive actions (McKenna, 2010; Morrow et al., 2006). Clayton (2001) cautioned that classroom furniture must serve the range of students’ physical sizes and any special needs, such as hearing or visual impairments.

Research shows students remain engaged in learning longer when desks are configured for the task at hand (Richards, 2006; Wannarka & Ruhl, 2008). For example, U-shaped arrangements work better for class discussions, while rows are preferable for test taking. Partin (2009) suggested removing desks from areas with potential distractions, such as wastebaskets and pencil sharpeners.

Research shows teachers tend to spend extended periods of time in certain areas of their classrooms (Horne, 1999). Eadie (2001) observed that the introduction of computers at students’ desks has made the “front of the classroom” a less well-defined concept; teachers now move more freely throughout the room and students’ attention is directed less toward one wall of the room.

Research shows the majority of elementary school teachers use small groupings as their preferred seating arrangement (used in 76 percent of the observed classrooms and reported by 94 percent of the study respondents) (Patton et al., 2001).

Research shows students are less likely to monitor their own progress, follow instructions, or ask for help during whole-class instruction than they are while engaged in small-group instruction or seatwork (Straight & Supplee, 2002). Conversely, during teacher-directed instruction students are less likely to be disorganized.

By manipulating the space separating themselves from students and students from one another, teachers can avoid confrontational conditions and defuse confrontation should it occur (Neill & Caswell, 1993). Partin (2009) advised teachers to use furniture (portable blackboards, bookshelves, file cabinets, etc.) to define the boundaries of various work areas in the classroom. Teachers need to allow enough space when structuring these barriers to monitor all students.

Research shows physical environment impacts student achievement (Bullock, 2008; Dyck, 2002; Earthman, 1998; Yarbrough, 2000). Earthman’s summary of research suggested that from 5 to 17 percentile points of students’ achievement are related to the condition of the buildings they attend. “Spatial configurations, noise, heat, cold, light, and air quality obviously bear on students’ and teachers’ ability to perform” (Schneider, 2002a, p. 16).

Cash (1993) found that, after controlling for socioeconomic differences, students in above-standard buildings scored higher in all academic subjects by 4 to 5 percentile points. Lewis (2000) studied the test scores of students from 139 schools in the Milwaukee public schools. Using a multiple regression statistical technique, Lewis found that 16 percent of the variability in the students’ test scores could be attributed to the condition of the facilities in which the students studied. When using statistical procedures to control for differences in individual ability, facility condition was even more powerful

than family background (measured by mobility and subsidized lunch eligibility) and school attachment (i.e., attendance and suspension rates) in predicting student achievement.

Research shows the physical environment directly influences both teacher and student attitudes (Moore & Lackney, 1994). Each classroom conveys a unique ambience, shaped intentionally or incidentally by the teacher (Clayton, 2001). Furniture arrangements, clutter, cleanliness, decorations, displays, lighting, and sound all communicate messages about the physical and resulting psychological climate of the classroom (McKenna, 2010; Richards, 2006; Tate, 2007). Evertson and Neal (2006) concluded, “In learning-centered classrooms, teachers no longer determine physical arrangements primarily to provide personally assigned individual space. Rather, the spatial environment is designed to facilitate collaboration” (p. 6).

Research shows many students are working daily at desks and in chairs that are ergonomically mismatched to their body dimensions (Legg & Jacobs, 2008). In the study of sixth-to eighth-grade students the researchers found that only 65 percent of the students had a chair and desk combination that properly fit their body size, despite the six different desk/chair combinations available in their classroom. Most students were sitting in chairs either too high or too deep and working at desks that were too high. The problem is further compounded by the fact that “75% of the total body weight is supported by only 4 square inches of surface when sitting” (p. 266). In one survey (Schapiro, 2001) 85 percent of the teachers agreed that comfortable seating and work spaces for students had a strong impact on learning.

Research shows continued use of improperly fitted computer workstations puts children at risk for lifelong impairments (Murphy & Buckle, 2002). The researchers also noted children run a higher risk than adults of repetitive strain injury because their muscles and bones are still growing. Murphy and Buckle’s study of 2,000 youngsters revealed that 36 percent of 11- to 14-year-olds suffered serious, persistent back pain. The use of laptop and tablet computers present additional ergonomic challenges to students (Fraser, 2002; Zovkić, et al., 2011). A Cornell University research team (Oates, Evans, & Hedge, 1998) concluded almost 40 percent of the students in their study were at risk for repetitive strain injury from improper posture.

Research shows the increased use of computers may require students to sit at ill-fitting workstations for prolonged periods of time, diminishing the learning potential of the instructional tool (Zandvliet & Straker, 2001). Parcels, Stommel, and Hubbard (1999) found that this situation is being addressed in Denmark, Sweden, Germany, and France, where students’ desks and chairs are being ergonomically redesigned. Unsuitable furniture is especially a problem in middle schools, in which student populations range in sizes (Knight & Noyes, 1999).

Research shows appropriately adjusted computer workstations significantly improve students’ posture (Laeser, Maxwell, & Hedge, 1998; Saarni et al., 2007). Bennett (2002), noting the scarcity of back pain in countries that rarely use chairs, suggested students occasionally sit on cushions on carpeted areas to diminish the incidence of back pain. Bennett has suggested informing parents, teachers, and children that carrying overloaded backpacks, sitting for prolonged periods, and using laptops for extended periods of time can impact health. Bennett (2001) also found when adjustable furniture is available, it is often not correctly adjusted. One research project (Dockrell, Earle, & Galvin, 2010) found training students to improve their posture while working with computers decreased their physical discomfort.

Research shows seating comfort influences on-task behavior in classrooms (Knight & Noyes, 1999). School furniture manufacturers have largely adopted a one-size-fits-all approach, primarily to save money. Working at badly designed, ill-fitting furniture for prolonged periods may increase fatigue, cause restlessness, and interfere with attention (Legg & Jacobs, 2008; Parcels, Stommel, & Hubbard, 1999).

Research shows color influences mood, psychomotor performance, breathing rate, pulse rate, and blood pressure (Lackney, 2000). Todd-Mancillas (1982) summarized research suggesting that warm colors (yellow and pink) are preferable in elementary schools, while cool colors (blue and blue-green) are more beneficial in the higher grades. In research with college students, Stone and English (1998) found that cool colors tend to be calming, while warm colors are more stimulating. In a later study Stone (2001) found that adult students' performance on a reading task was significantly lower when done in a red environment. Rittner-Heir (2002) summarized research on the effects of lighting and color on learning, describing how designers and architects incorporate these responses into their work in school design schemes.

Research shows noise levels exceeding 68 or 69 decibels begin to impair students' ability to understand what is being said in the classroom (Berry, 2002). Heating, ventilation, and air-conditioning systems are major contributors to the ambient classroom noise. Students and teachers respond by speaking louder in attempts to be heard (Bradley, 2007). Computers and printers add to the noise level.

Establishing and Teaching Rules and Routines

Research shows individuals rated as master teachers promote appropriate student behavior by setting clear limits in the classroom and establishing negative consequences to fit misbehavior as well as positive consequences for good behavior (Frazier & Sterling, 2005; Stronge, Ward, & Grant, 2011). Students respect teachers who set fair and reasonable rules (Woolfolk Hoy & Weinstein, 2006). Preble and Gordon (2011) stressed the powerful impact of teaching students with respect in creating a positive school climate.

Partin (2009) advised teachers: "Don't try to cover every possible unacceptable behavior; you aren't writing a penal code. On the other hand, don't be so vague that no one knows what the rule means" (p. 22). Classroom rules have the most impact when they are publicly posted, objectively measurable, and stated in a positive manner, and when they do not exceed five in number (Buluc, 2006; Young et al., 2011).

Research shows some teachers find it helpful to periodically offer *booster training* to remind students of their classroom rules and expected appropriate behavior (Gable et al., 2009). Students are more likely to comply with rules that they perceive as reasonable (Thornberg, 2008).

Research shows classroom behavior problems are least likely to occur when teachers have clearly defined classroom activities that constrain and structure student behavior (Bear, 2009; Doyle, 1986). Clear rules also yield more positive student attitudes toward school (D. Henderson, Fisher, & Fraser, 1995). "The establishment of your hopes, expectations, rules, and routines is an essential first-day goal. Explain, demonstrate, and allow time for students to practice the routines that will help get things done smoothly throughout the year" (Partin, 2009, p. 9). Evertson and Neal (2006) emphasized the importance of having students practice classroom procedures and routines, assuring greater success later in the year.

Successful teachers master the delicate balance between two crucial roles: their role as controller in the classroom and their role as a genuine and compassionate nurturer (Evertson & Neal, 2006; Lotan, 2006). Rules must be stated positively and emphasize how students should behave rather than how they should not behave (Young et al., 2011).

Research shows a teacher's organizational skills are key to minimizing opportunities for disruptive behaviors (Emmer & Evertson, (2012). Well-run classrooms are the result of careful planning,

organizing, and much time spent introducing rules and procedures during the first weeks of the school year (Evertson & Neal, 2006; Partin, 2009). Clarity and effectiveness in communicating rules, procedures, and the organization of instruction differentiate ineffective and effective teachers (Alberto & Troutman, 2009). The major distinction between effective and ineffective teachers is in their prevention of classroom disruptions rather than in their responses to disruptions (Stronge, Ward, & Grant, 2011).

Research shows experienced teachers tend to modulate their behavior throughout their lessons, anticipating and preventing potential problems (Gable et al., 2009; Kern & Clemens, 2007). In contrast, novice teachers are more prone to be reactive.

Research shows some teachers achieve a positive learning environment more effectively than others, regardless of the composition of the class (Bear, 2009). One measure of this effectiveness is “time on task,” which ranges from 25 percent for the least effective classrooms to more than 90 percent in the most effective classrooms (Partin, 2009).

Research shows effective training can decrease the time students spend on classroom transitions (Kariuki & Davis, 2000). It is crucial to establish routines in the opening weeks of the academic year to promote smooth transitions and cooperation through the remainder of the year (Evertson & Neal, 2006).

Research shows teaching elementary school students recess routines and clarifying expectations of behavior decrease fighting and aggressive actions during recess and reduce office referrals by teachers (Todd et al., 2002). Routines promote classroom predictability, which in turn promotes student engagement and decreases misbehavior (Kern & Clemens, 2007; Lacourse, 2011).

Research shows on average 31 transitions per day occur in the elementary school classroom, consuming 15 percent of the school day (Burns, 1984). Transitions immediately before and after quizzes seem to be the longest and most troublesome for teachers (Scarborough, 1991).

Orchestrating Student Behavior

V. Jones and Jones (2010) suggested that most teachers’ primary desire is to get respect and good work from their students. Elias and Schwab (2006) asserted the overriding goal of any effective classroom management program should be not only student compliance but also internalization of rules for positive social behaviors that develop self-control. Deci et al. (1991) labeled this socialization goal “autonomous self-regulation.” Deci and his colleagues also suggested that teachers wish to maintain a prosocial classroom environment that enables learning to occur. The same researchers further reported that teachers are feeling increased pressures to sustain high levels of time-on-task for all students.

Effective classroom managers continually adjust the flow of energy in the classroom throughout the school day—reining in excessive exuberance or stimulating the energy level when lessons drag and students get bored (Fenwick, 1998). This approach requires that teachers constantly monitor and gauge the energy levels of their students.

Research shows some students become easily distracted or preoccupied and withdrawn from participation in class activities, and their behaviors may interfere with other students’ learning (Finn, Panno, & Voelkl, 1995). Inattentive-withdrawn students tend to perform less well academically than disruptive students, though the academic performance of both groups may be deficient.

Positive student behavior is promoted by teacher movement through the classroom, which allows the teacher to detect potential problem behaviors, to privately correct misbehaviors, and to readily reinforce appropriate behaviors (Musser et al., 2001). Emmer and Stough (2001) suggested, “Varied teaching

contexts, such as cooperative learning or inclusion settings, highlight the need for flexible and effective management skills” (p. 110).

Discipline means teaching, not punishing (Young et al., 2011). Discipline should teach children self-control, not control or manipulate them (Evertson & Neal, 2006; Osher et al., 2011). Freiberg and Lamb (2009) observed, “For students to achieve self-discipline, they have to be allowed to *make mistakes* and *learn from them* to grow socially and emotionally. Student self-discipline is built on responsible consequences” (p. 104).

Research shows the most common forms of misbehavior among kindergarten to eighth-grade students are talking, getting out of seats, fidgeting, and being inattentive (Geiger, 2000). The author concluded that disruptive “talking will persist as long as teachers continue to do most of the talking and are unwilling to change their teaching methods” (p. 391).

Csikszentmihalyi (2000) said:

It is not only *what* should be taught to children that is important, but also *how* it should be taught. The studies of flow activities suggest that anything can be made enjoyable as long as certain structural conditions are preserved. If educators were to start with the question ‘How can learning be made more enjoyable?’ the students’ gains in performance should increase tremendously. It is crucial to remember, however, that one does not make learning more enjoyable by trivializing it—by making it easy, or pleasant, or fun (p. 205).

Research shows keeping students engaged and a lesson flowing smoothly is key to minimizing disruptions (Stronge, Ward, & Grant, 2011). In a series of classic studies, Kounin (1983) stressed the importance of maintaining classroom momentum and avoiding downtime, when students are idle.

The most effective teachers clearly and consistently communicate to students the consequences of appropriate and inappropriate behavior (Partin, 2009). Limit setting (F. H. Jones, Jones, & Jones, 2007) comprises physical actions carried out by a teacher to convey to a student that he or she must desist and behave properly. Using his observations of teachers’ natural body language when they “mean business,” Jones coaches teachers on how to be convincing using a “Queen Victoria” look when confronting misbehavior.

Research shows, contrary to popular perceptions, disruptive classroom behaviors have not gotten worse in the past couple of decades (New Jersey Department of Education, 2010). Achenbach, Dumenci, and Rescorla (2002) suggested, “School violence may be more effectively understood and prevented if it is viewed as the work of a small minority of students who do not appear to be growing proportionally more numerous and who are not typical of students in general” (p. 440). Serious violent crimes are less likely to occur in school than they are out of school.

When students are empowered to make choices, they are able to move from external to internal motivation (Freiberg & Lamb, 2009; Marshall, 1998). Self-regulation arises from the students’ awareness that they can make choices in responding to their world and that they will be accountable for their choices.

Research shows the more self-determined teachers feel in their work, the more they support the autonomy of their students (Pelletier, Séguin-Lévesque, & Legault, 2002). The authors also concluded, “The more teachers perceive pressure from above (they have to comply with a curriculum, with colleagues, and with performance standards) and pressure from below (they perceive their students not to be self-determined), the less they are self-determined toward teaching. In turn, the less they are self-determined toward teaching, the more they become controlling with students” (p. 186). When teachers

are controlling rather than supportive, students' feelings of self-worth, intrinsic motivation, and competence decrease (R. M. Ryan & Deci, 2000).

Csikszentmihalyi and Schneider (2000) advised teachers to bolster intrinsic motivation and guide students to relish what they do for its own sake, not merely for the sake of earning good grades. Brewster and Fager (2000) found that “intrinsically motivated students actively engage themselves in learning out of curiosity, interest, or enjoyment, or in order to achieve their own intellectual and personal goals” (p. 1). Classroom competition can enhance intrinsic motivation when the competition reveals positive information about the students' performance in an unpressured manner (Reeve & Deci, 1996).

Barbetta, Norona, and Bicard (2005) cautioned against asking students “Why did you do that?” in addressing misbehavior. Frequently students will not be conscious of their underlying motivation or may not be willing to reveal it publicly. As Partin (2009) suggested, why questions often are used to provoke a fight more than to seek an objective explanation. They can unnecessarily put students on the defensive.

Increasing Behaviors

Research shows rewards can increase student motivation and are especially useful when the activity is one students would not normally choose to do (Alberto & Troutman, 2009; Reeve, 2006). Rewards can increase intrinsic motivation, especially if the reinforcers are social rather than tangible (Cameron & Pierce, 2002). Research by Eisenberger and Armeli (1997) challenged the assumption that external rewards diminish creative behavior. These researchers concluded, “Creative effort can also be effectively reinforced in ordinary children,” and suggested that “to maximize generalized creativity, the requirement of high creative performance should be made explicit, and the reward should be sufficiently salient to overcome competing activities” (p. 661).

After a thorough meta-analysis of 100 studies completed in the past 30 years, Cameron and Pierce (2002) concluded that when appropriately used, rewards can enhance performance and motivation. Further, their examination led them to conclude that there is no evidence that rewards are generally detrimental to intrinsic motivation. The authors stated:

Rewards increase motivation and performance on tasks that are of low initial interest. On high-interest tasks, positive effects are obtained when participants are verbally praised for their work and when tangible rewards are offered and explicitly tied to performance standards and success. Producing a negative effect of reward requires a particular combination of circumstances; negative effects are obtained primarily on high-interest tasks when tangible rewards signify failure or are loosely tied to behavior (p. 158).

Brewster and Fager (2000) emphasized that extrinsic rewards should be used sparingly and, when they are used, they should be linked closely to the task accomplished and granted only when they are clearly deserved. Cameron and Pierce (2002) asserted, “Research in social learning indicates that tangible rewards that are offered for mastery, effort, and meeting challenges have positive effects on performance, competence, and interest. As a general rule, material incentives should be linked to specific, reasonable, and attainable performance standards” (p. 204).

Research shows praise for ability or intelligence rather than for effort diminishes effort after failure, lessens task enjoyment, and lowers performance (Dweck, 2006; Mueller & Dweck, 1998; Zentall & Morris, 2010). Students praised for intelligence rule out their own lack of effort as an explanation for their failures. Dweck (2002) concluded the feedback teachers provide students can shape their beliefs about their intelligence and, ultimately, their motivation and achievement. In advocating praise for effort, Dweck stressed that effort praise stands “for a category of praise—process praise—where the

emphasis is on what students put into their work to achieve an admirable result. . . . The praise could as easily refer to their strategies and the like, not simply sheer effort” (p. 50).

Research shows praise must be perceived as genuine and credible to be effective in maintaining a behavior (Martin & Pear, 2011; Stipek, 2002). Students are most apt to view praise as insincere when it is highly effusive, overly general, or incompatible with other actions or words (Henderlong & Lepper, 2002). Intrinsic interest in a task will most likely increase when verbal feedback is informational rather than controlling (Crow & Small, 2011; R. M. Ryan & Deci, 2000). Students who perceive their teachers as controlling and as failing to provide constructive feedback tend to demonstrate lower intrinsic motivation in the classroom (Noels, Clément, & Pelletier, 1999). When students view praise as condescending or given for success achieved by others, they may interpret it as an indication of low ability (Henderlong & Lepper).

Research shows teacher praise is sometimes ineffective because it is not contingent upon any specific behavior (Chalk & Bizo, 2004; Stipek, 2002; Zentall & Morris, 2010). Positive comments on student papers can increase interest in the subject (Butler & Nisan, 1986) and intrinsic motivation (Cameron & Pierce, 2002). Another study (Caldarella et al., 2011) found written praise notes diminished tardiness in elementary students. Praise notes received from peers can help withdrawn students to become more involved in class activities (Nelson et al., 2008).

Thompson (1997) suggested effective evaluative feedback from teachers should focus on *specific actions* rather than on general traits or broad competencies. In a study of students with Emotional Behavioral Disturbance, behavior-specific praise was successful in increasing on-task behavior (Sutherland, Wehby, & Copeland, 2000). Praise, when paired with opportunities to provide correct responses, enhanced students’ positive behaviors (Moore Partin et al., 2010).

Cameron and Pierce (2002) pointed out that the value of using rewards is undermined by the fact that they are frequently offered to entice students to perform behaviors they prefer not to perform. In such circumstances rewards function as negative incentives rather than as positive motivators. Particularly when the expected behavior is vague or capricious, the reward system may be viewed as unfair and coercive. In their extensive review of the research literature on praise, Henderlong and Lepper (2002) concluded:

Provided that it is perceived as sincere, praise is likely to enhance intrinsic motivation when attributional messages prevent maladaptive inferences, when autonomy is promoted, when perceived competence and self-efficacy are heightened without undue use of social comparison, and when realistic standards and expectations are conveyed (p. 791).

Research shows everyone differs in the types of reinforcement they desire and in the amount of reinforcement they need to be satisfied (Alberto & Troutman, 2009; Martin & Pear, 2011).

This classroom management course suggests using the highest-level reinforcers that will influence a student’s performance. If an activity is already intrinsically motivating for a student, avoid attaching external rewards, though external incentives can be effective in encouraging students to develop new behaviors. When a lower-level incentive is used, pair it with a higher-level one. The ultimate goal is to move students up the reward hierarchy, gradually decreasing their reliance on external reinforcers (Miltnerberger, 2011). The goal of effective classroom management is to gradually wean students from dependence on external enforcement of rules to effective self-regulation (Hoffman, Hutchinson, & Reiss, 2009; Partin, 2009). Woolfolk Hoy and Weinstein (2006) concluded, “Teachers need to recognize that socializing students to become self-regulating is an integral part of their job” (p. 210).

Research shows group contingency contracts can be an effective option for decreasing disruptive behaviors (Hulac & Benson, 2010; Ling, 2011; Miltenberger, 2011) and for increasing desired behaviors (Cipani, 2008; Kamps et al., 2011; Vidoni & Ward, 2006). Contracts negotiated between teachers and students are more likely to be completed than those imposed upon students. One study found that a group contingency contract was effective in reducing the noise level of an elementary school cafeteria (Davey et al., 2001).

Research shows contingency contracts that contain only rewards can be as effective in improving academic achievement as contracts that also include penalties (Kidd & Saudargas, 1988). Making the terms of the contracts explicit maximizes their chances of success (Miltenberger, 2011; Schloss & Smith, 1998).

Research shows students are most likely to follow teachers' requests if they receive high-probability directions (those with a high rate of compliance) followed immediately by low-probability instructions (Bullock & Normand, 2006; D. L. Lee, 2006).

Decreasing Behaviors

Research shows preschool and elementary school children do not comply with approximately 23 percent of their teachers' directives and comply only partially with 37 percent (Atwater and Morris, 1988).

Research shows teachers frequently respond to students' infractions with "attention (e.g., verbal reprimands, moving student closer) that may act as a positive reinforcer for misbehavior" (Little & Akin-Little, 2008, p. 232).

Research shows employing punitive school practices to control student behavior may exacerbate vandalism and violence (Mayer, 2002; Young et al., 2011). The less teachers depend on dominance, threats, and punishments to control their classrooms, the more positive the students' attitudes about school life and the higher their commitment to class work and their teachers (Lunenburg & Schmidt, 1989). Gottfredson (2001) found that despite this, schools tend to use a limited set of punishments and rely heavily on them.

Research shows students who experience harsh school punishments are more likely to lie and conceal their misbehaviors than are students attending schools where such punishments are not used (Talwar & Lee, 2011).

There is substantial evidence that corporal punishment is not essential to the maintenance of decorum and obedience in today's schools (Partin, 2009). Recent research (Talwar, Carlson, & Lee, 2011) found corporal punishment may impair the brain's executive functions and verbal intelligence. While the physical punishment made students more compliant in the short term, it did not help them develop problem solving skills.

Thirty-one states have enacted legislation banning the use of corporal punishment in schools (Human Rights Watch, 2009). Only two nations have yet to ratify the Convention on the Rights of the Child, adopted by the United Nations in 1989: Somalia and the United States. Among other provisions, the document takes a stand condemning the use of violence against children.

Research shows that corporal punishment is more prevalent in schools serving lower-income families and that students from lower-income families are more likely to receive corporal punishment than are their classmates from higher-income families (McClure & May, 2008). Students with disabilities are subjected to corporal punishment at a disproportionately high rate (Human Rights Watch, 2009).

Research shows a combination of positive consequences (social reinforcers and activities contingent upon appropriate classroom behavior) and negative consequences (mild teacher reprimands) are usually necessary to establish a high rate of appropriate classroom behavior (Gable et al., 2009; Martin & Pear, 2011). Once the expected level of behavior is established, the teacher can decrease and possibly eliminate use of the negative consequences. In another review Riner and McCarthy (1996) found effective teachers use a combination of strategies to solve classroom management problems.

Many educators have successfully implemented classroom management strategies such as logical consequences, natural consequences, and solution finding as positive options for dealing with inappropriate behaviors (Bear, 2009; Young et al., 2011). The underlying assumption of this approach is that the ultimate goal of discipline must be the development of students' self-discipline.

Research shows penalties such as loss of recess time can be effective in decreasing off-task behavior (Miltenberger, 2011). One survey (Akin-Little, Little, & Laniti, 2007) found that 10 percent of the teachers responding had used corporal punishment in their classrooms.

Some educational psychologists (Bear, 2009) advocate the use of positive time out as a means for students to calm down and reflect on their behaviors.

Research shows nonreinforcement of classroom disruptions and positive reinforcement (approval) of desirable behaviors (studying) simultaneously decreases undesirable behaviors and increases desirable behaviors (Domjan, 2009). Nonreinforcement (ignoring undesirable behaviors) can be an effective strategy when the problem is momentary or a minor deviation, especially when teachers' actions would disrupt classroom momentum and/or when other students are not involved (Gable et al., 2009; Miltenberger, 2011).

Research shows nonreinforcement is more effective when it is paired with reinforcement of desired behaviors (Alberto & Troutman, 2009). Behaviors that have previously been positively reinforced but cease to be reinforced often result in a sudden spurt in occurrence of the unrewarded behaviors (Martin & Pear, 2011). If nonreinforcement continues, the behavior will eventually cease. Partin (2009) suggested:

Develop selective hearing. Learn to ignore some minor infractions, particularly when you suspect that the student's motive is to bait you into a confrontation. Of course, potentially harmful or disruptive outbursts must be handled. Even things that are ignored during class can be dealt with after class. This is also a way to buy time if you're not sure what to do about a behavior (p. 26).

Research shows teacher nonverbal behaviors that convey immediacy (smiling, pats on the back, eye contact, moving closer, leaning forward) nurture interpersonal connections, motivation, and communication (Pogue & AhYun, 2006; White & Gardner, 2011). Students appear to learn more from teachers perceived as caring and who exhibit nonverbal immediacy (Schussler & Collins, 2006).

It is important that teachers be aware of their nonverbal messages and the impact of those messages on students (P. Cooper & Simonds, 2010; McCroskey, Richmond, & McCroskey, 2006). Like their students, teachers express as much through facial expressions, gestures, postures, tones of voice, and positions in the classroom as they do through words. Richmond (2002) concluded, "The teacher who stands behind the desk or podium and rarely approaches students or allows them to approach her or him is perceived by students as unfriendly, unreceptive, unapproachable, and nonimmediate" (p. 74).

White and Gardner (2011) concluded nonverbal messages are often more effective in controlling student behavior than is verbal communication. Nonverbal messages tend to be less

confrontational and do not put students on the defensive. Subtle nonverbal messages also serve to reinforce appropriate student behaviors.

Research shows teachers' nonverbal behaviors may communicate approval, disapproval, enthusiasm, warmth, confidence, and expectations (P. Cooper & Simonds, 2010; McCroskey, Richmond, & McCroskey, 2006). Teachers must be especially sensitive to the meanings attached to their nonverbal messages when working with students from diverse cultures (Kader & Yawkey, 2002).

Research shows students' engagement in school declines as they get older. Interest in school and feelings of success lessen once students perceive that exclusion is widely practiced in their schools (Thorkildsen, Reese, & Corsino, 2002). Adolescent students' emotional and behavioral engagement in school predicts lower levels of delinquency (Hirschfield & Gasper, 2011).

Brophy (1996) emphasized the "need to stress self-regulation and encourage students to take increasing responsibility for organizing and directing their own learning" (p. 5). "Self-monitoring is the process of having individuals record data regarding their own behavior for the purpose of changing its rate" (Coleman & Webber, 2002, p. 103).

Research shows helping students redirect their inappropriate behaviors decreased out-of-school suspensions (Munoz & Bacci, 2002). Other research found the implementation of schoolwide positive-behavior support programs significantly decreases out-of-school suspensions (Barnhart, Franklin, & Alleman, 2008). Other research (Menendez, Payne, & Mayton, 2008; Muscott, Mann, & LeBrun, 2008) found such programs decreased office referrals, reduced student rule violations, and increased academic achievement test scores. A study of elementary schools implementing schoolwide positive behavior support programs found the level of implementation positively predicted school climate (Wasilewski, Gifford, & Bonneau, 2008).

Many schools have adopted a Response to Intervention (RTI) approach in dealing with student discipline and learning challenges (Brozo, 2011; Sayeski & Brown, 2011). "RTI is an organized, coordinated prevention and intervention effort that enables schools to identify the kind of support that struggling students need and to provide that support as early as possible with a level of intensity that matches student need" (Sprick, 2009, p. 20). Active parental engagement at the earliest stages of assessment and intervention is one of the strengths of the RTI approach (Reschly et al., 2007).

In the past decade, many schools have successfully implemented school-wide positive behavioral support programs to decrease discipline referrals and improve the school social environment (McIntosh et al., 2011; Vincent et al., 2011).

Resilience

Research shows disciplinary practices based on building students' strengths can be effective in enhancing their resilience (Larson, 2010). Raising responsible young people is a careful balancing act. One needs to keep enough structure to anchor and guide behavior, while still giving young people the power of choice to operate "on their own" by making decisions, failing at times, and gaining confidence" (Larson, 2010, p. 15).

Research shows teachers' use of positive behavioral support can enhance student resilience, as evidenced by greater self-efficacy and improved social competence (Stoiber & Gettinger, 2011). Professional development in implementing positive behavioral support was provided to teachers in the experimental group.

Former president of the American Psychological Association, Martin Seligman (2011), has researched the impact of schools that help their students not only learn, but flourish. To flourish is to attain a high level of well-being and happiness. The stringent criteria for flourishing include three core components: positive emotion, engagement, and meaning. Additionally, flourishing is measured by the presence of any three of the following: optimism, resilience, self-determination, vitality, and positive relationships.

Research shows a positive psychology curriculum can enhance resilience, providing decreased levels of hopelessness and depression in participating students (Seligman, 2011). Intensive teacher training is a key element to the program's success.

Research shows teacher resilience is the key to successfully dealing with the stresses of the classroom (Bernshausen & Cunningham, 2001; Vernold, 2008). Protective factors that buffer the stresses of the classroom were sense of agency (control), a strong support group, pride in achievements, and competence in areas of personal importance.

Research shows beginning teachers' resilience is elevated when they develop relationships of trust and support that enhance their belongingness, when their school supports collaborative relationships, and when the school policies stress social justice, teacher agency, voice, and community engagement (Johnson et al., 2010).

Family Engagement

Research shows students who are engaged in home discussion of school activities attain higher academic achievement (Brough & Irvin, 2001; Sui-Chu & Willms, 1996). In her book *Against the Odds: How 'At-Risk' Students Exceed Expectations*, Bempechat (1998) focused on the effects of societal and cultural factors on learning and chose to study conditions that help at-risk students succeed, rather than factors that lead to failure and underachievement. In a six-year study that followed more than 1,000 high-achieving fifth- and sixth-grade African-American, Latino, Asian-American, and Caucasian students, Bempechat discovered family and school strategies and attitudes that nurture high achievement in at-risk children. To a large degree, academic success of at-risk children is the result of active intervention by their parents (Yaffe & Educational Testing Service, 2011).

Research shows a positive correlation between homework completion and academic achievement, at least in the upper grades (H. Cooper, Robinson, & Patall, 2006; Marzano & Pickering, 2007). In a survey of 14- to 18-year-old students, 60 percent reported that they spent fewer than five hours a week doing homework (Horatio Alger Association, 2002). Ramdass and Zimmerman (2011) found homework helped students develop their self-regulatory behaviors, including self-efficacy, self-reflection, delayed gratification, and time management.

Research supports the oft-used "ten-minute rule" (total daily homework should equal ten minutes multiplied by the student's grade level: 6 grade x 10 min. = 60 min.) (H. Cooper, 2007). The researcher suggested that if reading is a part of homework, the ten-minute rule should be stretched to 15 minutes. H. Cooper, Robinson, and Patall (2006) emphasized that the benefits of homework diminish greatly if it requires an excessive amount of time. Empirical research by Trautwein and Lüdtke (2007) found that effort expended on homework (doing one's best to complete the assignment) is a better predictor of its academic benefits than is the amount of time spent on it.

Some educational researchers (Angle, Porter, & Rhodes, 2007; Dervarics & O'Brien, 2011) have suggested that parents and teachers share responsibility for supporting students as learners. Teachers must communicate clearly to parents or guardians the role they should play in helping their children with homework (Brewster & Fager, 2000). Some parents may be uncertain of the boundary between

helping and cheating. The teacher must also be sensitive to the fact that some parents may lack the time or skills to offer the kind of help the teacher is expecting (Casper, Lopez, & Wolos, 2007). Epstein and Van Voorhis (2001) encouraged teachers to design homework assignments to nurture positive parent-child communication.

Research shows parental attitudes toward homework significantly influence their children's education (H. Cooper, 2007). Cooper suggested that effective communication among all parties involved is crucial to successful use of homework. He concluded homework significantly impacts secondary school students' academic achievement, benefits middle school students only half as much, and benefits elementary school children only slightly. While advocating the introduction of homework in the elementary grades, Cooper and his colleagues cautioned that excessive out-of-school assignments might spark unfavorable attitudes toward homework among young students (H. Cooper et al., 1998).

Research shows parental assistance on homework improves students' performance when it enhances attitudes about homework, bolsters self-confidence, and develops self-regulatory skills (Casper, Lopez, & Wolos, 2007; Dervarics & O'Brien, 2011; Xu, 2007). In a national survey conducted for the U.S. Department of Education, 85 percent of parents responding indicated that an adult at home regularly checked their child's homework to see that it was completed (Herrold & O'Donnell, 2008). Reporting on the two-year implementation of the Teachers Involve Parents in Schoolwork (TIPS) project, Van Voorhis (2011) found participating students increased their standardized test scores and showed more positive emotions toward homework than did their control-group peers. In addition, these participating students did not spend significantly more time completing homework.

Research shows living in a household that encourages learning has a greater impact on students' academic achievement than does their parents' income, education level, or cultural background (A. T. Henderson & Berla, 1994). Students whose parents are involved at school do better and stay in school longer. Csikszentmihalyi and Schneider (2000) encouraged parents to become more aware of their children's interests and seek opportunities to convey high expectations and generous support.

Research shows family engagement in school affairs declines as students move through the grades unless teachers and administrators make special efforts to intervene (Epstein, 1995). Analyses of data from the National Education Longitudinal Surveys revealed that students benefit from parental involvement in their learning through the middle and high school grades (Ho & Willms, 1996).

Kralovac and Buell (2001) advocated the elimination of homework because homework can disrupt family life and penalize children lacking computer access or a supportive home environment.

Research shows teachers who communicate more with parents are seen as more effective (Taylor et al., 1999). Partin (2009) advised teachers to "be specific when discussing difficulties the student is experiencing. It is generally better to be candid, yet non-blaming. It is unwise to mislead parents into thinking all is well if there is a problem with their child. Stick to the facts, giving concrete examples, rather than broad generalities" (p. 210). In a survey of teachers (Akin-Little, Little, & Laniti, 2007), 63 percent of the responding teachers indicated they sent positive notes home to parents as a classroom management strategy. Strom and Strom (2003) concluded quick, convenient forms of communication can enhance student performance and parent attitudes toward the school.

Research shows when parents and adolescents collaborate in making decisions, teens develop greater impulse control and self-regulation than when parents either dictate decisions unilaterally or leave the choice to their adolescents (Fletcher et al., 1995).

Research shows parents volunteering at school and helping with home learning activities positively affect student behavior, grades, and completion of course credits (Simon, 2001). In a study of 500

schools across the nation, Sheldon and Van Voorhis (2001) found that intentional school-family partnership programs increase parental involvement in their children's education. Ferlazzo (2011) stressed the importance of engaging families in school and community improvement. Done successfully, this process requires a school-family connection built on listening and shared decision making.

Some educators (Amatea & Dolan, 2009; Goodman, 2008) advocate the use of student-led conferences to more effectively communicate student progress to parents and to encourage students to take more responsibility for their learning. The role of the teacher becomes that of a facilitator; the student actually leads the conference with the parents (Tholander, 2011).

Proponents suggest that student-led conferences force students to engage in self-reflection (Amatea & Dolan, 2009). Some teachers nurture this self-reflection by providing students with preconference forms and time to contemplate their progress. Student-led conferences may incorporate student portfolios to give parents a clearer picture of students' strengths and weaknesses (Roberts, 2000). Hackmann (1997) reported that teachers and parents involved in student-led conferences are more likely to follow through with subsequent contacts later in the school year.

Simmons (2002) proposed five keys to successful problem solving in student-led conferences:

- Be honest. Provide parents with specific and accurate information in a calm, nonaccusatory manner.
- Assure parents that their child is liked. Convey that you care about their child and that he or she is important.
- Describe the responsibilities to be shared. Clarify the roles of parent, teacher, and student in achieving success.
- Involve the student. Include the child in discussion of academic progress or behavior concerns.
- Provide encouragement. Reassure parents that whatever difficulties the student faces can be resolved with collaboration.

After implementing student-led conferences, parent attendance at parent-teacher conferences increased dramatically (Goodman, 2008). The amount of time required for student-led conferences is a major impediment to implementation (Grant, Heffler, & Mereweather, 1995).

Teacher Stress

Research shows student misbehavior is a major cause of teacher stress and burnout (I. A. Friedman, 2006; López et al., 2008; Toodle, 2002). In one study (Lapp & Attridge, 2000) one third of the teachers surveyed reported experiencing a high level of stress in the classroom. In another survey of 1,000 student teachers, classroom management was listed as the second greatest cause of anxiety, behind teacher evaluation (Morton et al., 1997). Teachers' levels of distress are indirectly related to the quality of the relationships students have with their peers (Barr, 2011).

Negative student-teacher relationships are associated with high teacher stress levels (Yoon, 2002). In a study by Mertler (2002), 77 percent of the middle school and high school teachers surveyed reported being satisfied with their teaching jobs. Wootan and Mulligan (2007) concluded ineffective classroom management is a crucial factor in teacher burnout.

Teachers who felt they could devote most of their class time to instruction and had few outside interruptions were most likely to report high levels of personal satisfaction with their careers (Grayson

& Alvarez, 2008). The authors also concluded, “Those teachers who are able to keep positive relations with their pupils are also more likely to remain motivated, enthusiastic, and enjoy their workplace” (p. 1359).

Research shows teachers are more apt to become frustrated or angry when they believe a student’s failure is from lack of effort; they are more inclined to feel sympathy if failure is from a lack of ability (Stough, Palmer, & Leyva, 1998). On-site educational workshops have proven to have a small but positive effect in reducing teacher stress (Lapp & Attridge, 2000).

Teachers Helping Teachers

Research shows the focus of novice teachers’ reflections tends to be on daily survival, emphasizing primarily classroom management and control (Bartell, 2005; Kagan, 1992). Kagan viewed this obsession with discipline and class control as natural and predictable and asserted that efforts to force new teachers’ attention elsewhere would be misguided. Once they establish classroom routines and feel comfortable with their role as teachers, their attention will turn more to instructional improvements.

Research shows teacher reflection on instruction becomes more complex and sophisticated after observation and feedback from peers (Pasch, 1993; Pasch & Harbarts, 1992). Pasch and Harbarts concluded coaching, combined with distributed practice, is essential for behavioral changes in teachers (Burley & Pomphrey, 2011).

Showers (1990) reported that 80 percent of teachers who received coaching implemented new strategies, versus only 10 percent who received instruction without follow-up coaching. Teachers who received coaching for two years improved more than those coached only one year (Pasch & Harbarts, 1992). The following table from Joyce and Showers (1990) illustrates the increased transfer of learning:

Type of Training Provided	Degree of Skill Developed	Accurate Use in the Class
Theory	5%	0–5%
Theory and modeling	5%	5%
Type of Training Provided	Degree of Skill Developed	Accurate Use in the Class
Theory, modeling, practice and feedback	90%	5%
Theory, modeling, practice, feedback, and coaching	90%	75-90%

Research shows feedback (positive or negative) teachers receive about their performance may affect self-evaluation (Lee & Whitford, 1992). In a controlled experiment on two classroom management tasks, feedback was manipulated so that half those rating themselves positively received positive feedback and the other half received negative feedback. On the subsequent task, those who had received positive feedback outperformed those who had received negative feedback. Similar results were found for those rating themselves low on the first task, lending support to the idea of the “self-fulfilling prophecy,” or Pygmalion effect. Persons who have confidence in their ability to succeed are more likely to solicit feedback (Bavetta, 1992).

Research shows the quality of the relationship between teachers and their mentors is paramount in determining the success of mentoring programs (Bartell, 2005; Burley & Pomphrey, 2011). The most outstanding schools are those in which teachers help one another learn how to become more effective in their work (Taylor, Pressley, & Pearson, 2000). Darling-Hammond (2003) cautioned that only well-designed and adequately supported mentoring programs are likely to succeed.

Research shows the benefits of a comprehensive peer mentoring program go beyond merely reducing the rate of attrition (Villar & Strong, 2007). Improved effectiveness provides a much greater benefit. The researchers found that at the end of the first year teachers with mentors are as productive as fourth-year teachers who had not had a mentor.

Larrivee (2006) concluded, “Building the habit of reflective practice allows teachers to see beyond the filters of their past and the blinders of their expectations to respond more appropriately to classroom situations and circumstances” (p. 984).

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Assessments

List of Assessments

The following are the assessments for *Classroom Management: Orchestrating a Community of Learners*. Enter due dates as your instructor gives them to you. Check them off as you complete them and turn them in. Note the course content pages that correspond to each assessment. If you are using the digital version of the participant manual you will need to access the assessments in the Course Library (see pp. i–ii).

Date Due	Completed	
_____	<input type="checkbox"/>	No. 1: Vision of an Effective Classroom Assessments pages 7–8 Content: Section 1
_____	<input type="checkbox"/>	No. 2: Reflection and Application Journal Assessments pages 9–10 Content: Course Journal
_____	<input type="checkbox"/>	No. 3: <i>Discipline and Learning Styles Review</i> Assessments pages 11–12 Content: <i>Discipline and Learning Styles</i> book
_____	<input type="checkbox"/>	No. 4: Classroom Management Web Resources Assessments pages 13–14
_____	<input type="checkbox"/>	No. 5: Classroom Climate Assessments pages 15–16 Content: Section 2
_____	<input type="checkbox"/>	No. 6: Classroom Setting Assessments pages 17–20 Content: Section 3
_____	<input type="checkbox"/>	No. 7: Rules and Procedures Assessments pages 21–26 Content: Section 4
_____	<input type="checkbox"/>	No. 8: Flow Learning Assessments pages 27–30 Content: Section 5
_____	<input type="checkbox"/>	No. 9: Reinforcing and Responding to Student Behaviors Assessments pages 31–32 Content: Section 6 and Section 7
_____	<input type="checkbox"/>	No. 10: Parental Involvement Assessments page 33 Content: Section 8

If Applicable:

_____	<input type="checkbox"/>	No. 11: Mandatory Paper—Article and Research Review Assessments pages 35–38 Content: Course Library Articles and Research Section
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Assessments Scoring Guide 1

Use Scoring Guide 1 below if only the course assessments are required. The total possible points for each assessment are listed below. As your assessments are returned to you, use this page to track the points you earn on each one. Check with your instructor for deductions that will be assessed for assessments submitted after the due date.

	Assessments	<u>Mandatory</u> Points Possible	<u>Choose 1</u> Points Possible	Points Earned
No. 1	Vision of an Effective Classroom	10		
No. 2	Reflection and Application Journal		10	
No. 3	<i>Discipline and Learning Styles</i> Review		10	
No. 4	Classroom Management Web Resources		10	
No. 5	Classroom Climate	10		
No. 6	Classroom Setting	10		
No. 7	Rules and Procedures	15		
No. 8	Flow Learning	20		
No. 9	Reinforcing and Responding to Student Behaviors	15		
No. 10	Parental Involvement	10		
	Total Points Possible	90	10	____/100

There are 100 possible points you can earn for the assessments in this course. You will do seven mandatory assessments (90 points total), and choose one assessment from the Choose 1 column (10 points), for a total points possible of 100 points. To determine your final score, divide your total points earned by the total points possible (100).

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Assessments Scoring Guide 2

Use Scoring Guide 2 below if a mandatory paper **and** course assessments are required. The total possible points for each assessment and the mandatory paper are listed below. As your assessments are returned to you, use this page to track the points you earn on each one. Check with your instructor for deductions that will be assessed for assessments submitted after the due date.

	Assessments	<u>Mandatory</u> Points Possible	<u>Choose 1</u> Points Possible	Points Earned
No. 1	Vision of an Effective Classroom	10		
No. 2	Reflection and Application Journal		10	
No. 3	<i>Discipline and Learning Styles</i> Review		10	
No. 4	Classroom Management Web Resources		10	
No. 5	Classroom Climate	10		
No. 6	Classroom Setting	10		
No. 7	Rules and Procedures	15		
No. 8	Flow Learning	20		
No. 9	Reinforcing and Responding to Student Behaviors	15		
No. 10	Parental Involvement	10		
No. 11	Mandatory Paper—Article and Research Review	25		
	Total Points Possible	115	10	____/125

There are 125 possible points you can earn for the assessments in this course and the mandatory paper. You will do seven mandatory assessments (90 points total) **and** the mandatory paper (25 points). You will choose one assessment from the Choose 1 column (10 points), for a total points possible of 125 points. To determine your final score, divide your total points earned by the total points possible (125).

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Completing and Submitting Assessments

You may submit a hard copy or an electronic copy of your assessments to your instructor. Your instructor will inform you of any specific criteria required. The assessments are located in the back of the participant manual in a section titled Assessments.

The assessments are also available electronically online in the Course Library. For directions on how to access assessments online, see pages i–ii, “Course Library,” in your participant manual. This resource allows you to complete and then submit assessments electronically if desired. Your instructor will provide you with his or her email account so you can submit assessments electronically, if you choose that option.

Instructor’s email: _____

Grading Rubrics

A rubric is a tool for assessing instruction and performance according to predetermined expectations and criteria. Expectations and criteria are outlined in a rubric on the first page of each assessment. Each rubric outlines what you are expected to accomplish through your performance on the assessment.

Your instructor will use a grading rubric for each assessment you complete in this course. Each rubric and its corresponding assessment outline the criteria used to assess your understanding, delineate the range of expectations, and determine the levels of quality. Review each rubric so you understand the expectations and criteria for the assessment.

Leave the Grading Rubric blank and attach it to or submit it with your assessment. Your instructor will fill it out and add comments about the criteria and quality of your work. Your instructor will indicate if you will use Scoring Guide 1 or Scoring Guide 2 for tracking your assessment scores.

To calculate your score, divide your total points earned by the total points possible. If you are using Scoring Guide 1, the total points possible will be 100. If you are using Scoring Guide 2, the total points possible will be 125.

For example, if Neo earns 94 points for the assessments and 21 points on his mandatory paper, he has earned 115 points. Since he is using Scoring Guide 2, the points possible total is 125.

To calculate his score for the assessments, he would divide points earned (115) by points possible (125). The decimal figure is .92. He would multiply the decimal figure by 100 to get a percentage of 92%. That is Neo’s score for the assessments in this course.

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Name _____ Date Due: _____

Mandatory**Assessment No. 1: Vision of an Effective Classroom**

	Distinguished 2	Basic 1	Points
Criteria 1 Vision	Clearly and specifically constructs a vision of an effective classroom as it relates to the chosen area	The constructed vision of an effective classroom as it relates to the chosen area is vague or incomplete	____/2
Criteria 2 Vision	Clearly and specifically constructs a vision of an effective classroom as it relates to the chosen area	The constructed vision of an effective classroom as it relates to the chosen area is vague or incomplete	____/2
Criteria 3 Vision	Clearly and specifically constructs a vision of an effective classroom as it relates to the chosen area	The constructed vision of an effective classroom as it relates to the chosen area is vague or incomplete	____/2
Criteria 4 Vision	Clearly and specifically constructs a vision of an effective classroom as it relates to the chosen area	The constructed vision of an effective classroom as it relates to the chosen area is vague or incomplete	____/2
Goals—Areas of Focus	Identifies two classroom management goals as areas of focus during the course	Identifies one classroom management goal as an area of focus during the course	____/2
TOTAL			____/10
Instructor Comments			
Instructor initials:			

*Assessment is continued on the next page.**PLS 3rd Learning hereby grants you permission to reproduce this page to do the assessment.*

Directions:

1. Construct your vision of the learning environment you would like to create in your classroom.
2. Clearly and specifically construct your vision in at least **four** of the following areas in the form of a written description, outline, or visual mind map:
 - a. Creating an Inviting Classroom Climate
 - b. Structuring a Positive Physical Environment
 - c. Establishing Rules and Procedures
 - d. Maintaining Momentum and Flow in Learning
 - e. Reinforcing and Responding to Student Behaviors
 - f. Encouraging Parental Involvement
 - g. Managing Your Stress and Resilience
3. Identify two classroom management goals as areas of focus during the course.

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Name _____ Date Due: _____

Choose 1**Assessment No. 2: Reflection and Application Journal**

	Distinguished 2	Basic 1	Points
Reflection and Application Journal 1	The reflection is focused on content learned and makes direct correlations and applications to classroom practice	The reflection is focused on content learned, but direct correlations and applications to classroom practice are vague or missing	____/2
Reflection and Application Journal 2	The reflection is focused on content learned and makes correlations and applications to classroom practice	The reflection is focused on content learned, but direct correlations and applications to classroom practice are vague or missing	____/2
Reflection and Application Journal 3	The reflection is focused on content learned and makes correlations and applications to classroom practice	The reflection is focused on content learned, but direct correlations and applications to classroom practice are vague or missing	____/2
Reflection and Application Journal 4	The reflection is focused on content learned and makes correlations and applications to classroom practice	The reflection is focused on content learned, but direct correlations and applications to classroom practice are vague or missing	____/2
Reflection and Application Journal 5	The reflection is focused on content learned and makes correlations and applications to classroom practice	The reflection is focused on content learned, but direct correlations and applications to classroom practice are vague or missing	____/2
TOTAL			____/10
Instructor Comments			
Instructor initials:			

*Assessment is continued on the next page.**PLS 3rd Learning hereby grants you permission to reproduce this page to do the assessment.*

Directions:

1. Write a reflection by responding to the prompts that correlate to each section of the course.
 - Section 1 page 19
 - Section 2 page 49
 - Section 3 page 107
 - Section 4 page 145
 - Section 5 page 173
 - Section 6 page 199
 - Section 7 page 253
 - Section 8 page 313
 - Section 9 page 351
2. Make direct connections to the classroom by describing specific applications of content to classroom practice.
3. Select and mark five of your reflections to be evaluated by your instructor.

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Name _____ Date Due: _____

Choose 1**Assessment No. 3: Discipline and Learning Styles Review**

	Distinguished 6	Proficient 4	Basic 2	Unsatisfactory 1	Points
Insights			Identifies at least two insights that emerged when reading the chapter	Identifies only one insight that emerged when reading the chapter	___/2
Opinion	Clearly and specifically discusses at least two points that affirm or cause one to reevaluate what is done in the classroom and cites specific examples	Clearly and specifically discusses at least two points that affirm or cause one to reevaluate what is done in the classroom, but specific examples are vague or inadequate	Clearly and specifically discusses only one point that affirms or causes one to reevaluate what is done in the classroom and cites a specific example	Clearly and specifically discusses only one point that affirms or causes one to reevaluate what is done in the classroom, but a specific example is vague or inadequate	___/6
Implementation			Identifies two specific new ideas to be implemented because of the information read	Identifies one specific new idea to be implemented because of the information read	___/2
TOTAL					___/10
Instructor Comments					
Instructor Initials:					

*Assessment is continued on the next page.**PLS 3rd Learning hereby grants you permission to reproduce this page to do the assessment.*

Directions:

1. Choose one of the following chapters to read from the book *Discipline and Learning Styles: An Educator's Guide* by William Haggart.
 - Chapter 2: Avoiding Discipline Problems pages 27–35
 - Chapter 4: Following the Rules pages 49–55
2. Identify **two insights** that emerged from reading the chapter.
3. Clearly present your **opinion** on at least **two** points that affirm what you do in the classroom or that caused you to reevaluate what you do in the classroom and cite specific examples.
4. Identify **two** specific new ideas you will **implement** because of the information you read.

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Name _____ Date Due: _____

Choose 1**Assessment No. 4: Classroom Management Web Resources**

Web Search 1	Title, Web address, and/or organization/developer	____/1
	Description of the content, site, software, or application	____/2
	How the resource will be used in the classroom to support classroom management practices	____/2
	Total 1	____/5
Web Search 2	Title, Web address, and/or organization/developer	____/1
	Description of the content, site, software, or application	____/2
	How the resource will be used in the classroom to support classroom management practices	____/2
	Total 2	____/5
TOTAL		____/10
Instructor Comments		
Instructor Initials:		

Directions:

1. Search for **two** Web sites, applications, software, or technology resources that relate to the content in this course. These sites must:
 - a. provide additional research or information concerning course content **OR**
 - b. provide content-related technology or strategies for use in the classroom.

Assessment is continued on the next page.

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2. For **each** resource, provide:
 - a. Title, Web address, and/or organization/developer of material
 - b. Description or bulleted list of the content, site tabs, software, or application
3. For **each** resource, provide one well-written paragraph that describes how the information will be used in your classroom or work situation to support classroom management.
4. Key word phrases to get you started include:
 - Classroom Management
 - Community of Learners
 - Classroom Climate
 - Classroom Settings/Environment
 - Rules and Procedures
 - Flow Learning
 - Behavior Management
 - Parental Involvement
 - Teacher Resilience

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Name _____ Date Due: _____

Mandatory**Assessment No. 5: Classroom Climate**

	Distinguished 4	Proficient 3	Basic 2	Unsatisfactory 1	Points
Classroom Climate Issue Based on Caring/Control Quadrant Style	Clearly and specifically describes a classroom climate issue and makes direct correlations to one's Caring/Control Quadrant style	Clearly and specifically describes a classroom climate issue but the correlations to one's Caring/Control Quadrant style are vague	Adequately describes a classroom climate issue and the correlations to one's Caring/Control Quadrant style are adequate	Adequately describes a classroom climate issue but the correlations to one's Caring/Control Quadrant style are vague or missing	____/4
Classroom Climate Strategy	Clearly and specifically describes the actions taken to implement the strategy and the strategy chosen is appropriate for the issue identified	Clearly and specifically describes the actions taken to implement the strategy but the strategy chosen has a tenuous connection to the issue identified	Adequately describes the actions taken to implement the strategy and the strategy chosen is adequate for the issue identified	Adequately describes the actions taken to implement the strategy but the strategy chosen has a tenuous connection to the issue identified	____/4
Results			Clearly and specifically describes the results (or anticipated results) and makes direct connections between the issue and the strategy	Adequately describes the results (or anticipated results) and the connections between the issue and the strategy are vague or inaccurate	____/2
TOTAL					____/10
Instructor Comments					
Instructor Initials:					

*Assessment is continued on the next page.**PLS 3rd Learning hereby grants you permission to reproduce this page to do the assessment.*

Directions:

1. Describe a classroom climate issue you are experiencing (or have experienced) making direct correlations to your Caring/Control Quadrant style.
2. Choose at least one Classroom Climate Strategy which will address the issue described.
 - Classroom Climate Strategies No. 1 – No. 4 page 31
 - Classroom Climate Strategies No. 5 – No. 8 page 36
3. Clearly and specifically describe how you will implement each strategy chosen.
4. Clearly and specifically describe the results you experienced (or the anticipated results), making direct connections between the issue and the strategy chosen.

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Name _____ Date Due: _____

Mandatory**Assessment No. 6: Classroom Setting**

	Distinguished 4	Proficient 3	Basic 2	Unsatisfactory 1	Points
Six Functions of the Classroom Setting Checklist			Thoroughly evaluates the classroom by completing the Six Functions of the Classroom Setting Checklist	The Six Functions of the Classroom Setting Checklist is incomplete or missing	___/2
Floor Plan and Improvements	Draws a floor plan of the classroom and identifies at least four areas on the floor plan where improvements need to be made	Draws a floor plan of the classroom and identifies at least three areas on the floor plan where improvements need to be made	Draws a floor plan of the classroom and identifies at least two areas on the floor plan where improvements need to be made	Draws a floor plan of the classroom and identifies only one area on the floor plan where improvements need to be made	___/4
Improvements and Strategies	Clearly and specifically describes four improvements, making direct connections between the areas in need of improvement and each strategy chosen	Clearly and specifically describes three improvements, making direct connections between the areas in need of improvement and each strategy chosen	Clearly and specifically describes two improvements, making direct connections between the areas in need of improvement and each strategy chosen	Clearly and specifically describes one improvement, making a direct connection between the area in need of improvement and the strategy chosen	___/4
TOTAL					___/10
Instructor Comments					
Instructor Initials:					

Assessment is continued on the next page.

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Directions:

1. Evaluate your classroom (or a classroom that you observe) by completing the “Six Functions of the Classroom Setting Checklist” on Assessments pages 19-20.
2. Draw a floor plan of your classroom and highlight at least **four** areas on the floor plan where improvements need to be made. (Refer to page 53, “Classroom Floor Plan.”)
3. Based on your checklist and floor plan, choose a Classroom Setting Strategy for **each** of the four areas in need of improvement.
 - Function I Classroom Setting Strategies No. 1 – No. 7 pages 62–67
 - Function II Classroom Setting Strategies No. 8 – No. 14 pages 69–77
 - Function III Classroom Setting Strategies No. 15 – No. 17 pages 79–81
 - Function IV Classroom Setting Strategies No. 18 – No. 19 pages 83–84
 - Function V Classroom Setting Strategies No. 20 – No. 21 pages 86–87
 - Function VI Classroom Setting Strategy No. 22 page 90
4. Clearly and specifically describe the improvement you will implement, making direct connections between the area in need of improvement and the strategy chosen.

Assessment is continued on the next page.

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Six Functions of the Classroom Setting Checklist

Function I: Security and Shelter

Yes

Somewhat

No

Physical security:

The classroom is in good repair. (Notice if anything is broken, such as ceiling tiles, lights, or windows. Notice if the carpet is stained or torn, or if the chairs wobble.)

Floor space is free from cords and other obstacles.

Potentially dangerous supplies and materials (such as chemicals and scissors) are dealt with safely.

Furniture is the appropriate size and height for students.

Special needs are accommodated.

Psychological security:

Furnishings and materials are soft and inviting. (Notice one or more specific features you find soft and inviting.)

Space is arranged for freedom from interference. (Notice if there is enough space between students to allow them to move about easily without bumping one another.)

There are places in the classroom for privacy.

Every student and teacher has a designated space for personal belongings.

Function II: Task Completion

Work areas are arranged for specific tasks.

Pathways are designed to avoid congestion and distraction. (Notice size and location of pathways.)

Frequently used materials are readily accessible to students. (Notice what materials are readily accessible.)

Shelves and storage areas are well organized so that it is clear which materials belong where.

The teacher's desk and materials are placed in convenient and appropriate locations.

The seating arrangement allows students a clear view of instructional presentations.

Assessment is continued on the next page.

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Function III: Social Contact	Yes	Somewhat	No
Seating arrangements are compatible with the amount of social contact the teacher desires students to have.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The teacher has easy access to all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There is a large “action zone.” (The “action zone” is the area of the classroom in which the teacher has the highest degree of influence and impact on students.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Function IV: Personal Expression			
Students’ work is displayed. (Notice how much student work is displayed.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The room reflects students’ backgrounds, activities, accomplishments, and preferences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The room reflects the teacher’s goals, values, views of the content, and beliefs about education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The room is personalized.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Function V: Pleasure			
The classroom is attractive and aesthetically pleasing. (Notice what you find attractive.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There is one or more of the following: soft lighting, plants, warm colors, banners, bulletin board displays, photos, posters.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The classroom is uncluttered, yet has an appropriate amount of stimulation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Function VI: Growth—Intellectual Development			
The classroom is a learning-rich environment that promotes exploration. It contains materials such as:			
• Computers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Books and magazines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Art supplies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Science equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Materials relating to a variety of specific subjects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Other _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Name _____ Date Due: _____

Mandatory**Assessment No. 7: Rules and Procedures**

	Distinguished 5	Proficient 4	Basic 3	Unsatisfactory 2	Points
Rules and Procedures	Clearly and specifically describes two classroom issues and writes an appropriate rule for one and a procedure for the other	Adequately describes two classroom issues and writes an appropriate rule for one and a procedure for the other	Adequately describes two classroom issues but either the rule or the procedure does not appropriately address the corresponding issue	Only describes one classroom issue and the rule or procedure does not appropriately address the issue described	____/5
Teaching Rules Lesson	The lesson template is detailed and complete and all components are applicable to the rule	The lesson template is complete and all of the major lesson components are accurate and applicable to the rule	The lesson template is complete but at least one of the major lesson components is inaccurate or does not apply to the rule	The lesson template is incomplete or two or more of the major lesson components are inaccurate or do not apply to the rule	____/5
Teaching Procedures Lesson	The lesson template is detailed and complete and all components are applicable to the procedure	The lesson template is complete and all of the major lesson components are accurate and applicable to the procedure	The lesson template is complete but at least one of the major lesson components is inaccurate or does not apply to the procedure	The lesson template is incomplete or two or more of the major lesson components are inaccurate or do not apply to the procedure	____/5
TOTAL					____/15
Instructor Comments					
Instructor Initials:					

Assessment is continued on the next page.

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Directions:

1. Clearly and specifically describe a classroom issue you would like to address for which a rule would be appropriate and **write the rule**.
2. Clearly and specifically describe a classroom issue you would like to address for which a procedure would be appropriate and **write the procedure**.
3. Develop a lesson for teaching the **rule** to students and complete the entire lesson template in detail. Use the *Teaching Rules Lesson Template* on Assessments pages 23–24.
4. Develop a lesson for teaching the **procedure** to students and complete the entire lesson template in detail. Use the *Teaching Procedures Lesson Template* on Assessments pages 25–26.

Assessment is continued on the next page.

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Teaching Rules Lesson Template

Classroom behavior issue:

Rule:

Total Teaching Time (Teaching Rules Strategy No. 1)

Definitions of Key Words (Teaching Rules Strategy No. 2)

Benefits (Teaching Rules Strategy No. 3)

-
-
-

T-Chart (Teaching Rules Strategy No. 4)

Rule:

Looks Like	Sounds Like	Feels Like

Assessment is continued on the next page.

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Kinesthetic Activity (Teaching Rules Strategy No. 4)

Discussion Questions (Teaching Rules Strategy No. 5)

Practice Opportunities (Teaching Rules Strategy No. 6)

Review Options (Teaching Rules Strategy No. 7)

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Teaching Procedures Lesson Template

Classroom behavior issue:

Procedure for:

Type of Procedure (Check one)

- Class-Running Routine
- Lesson-Support Routine
- Interaction Routine

Steps of the Procedure:

Assessment is continued on the next page.

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Teaching the Procedure:

Step 1: Say

Step 2: See

Step 3: Do

Step 4: Review

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Name _____ Date Due: _____

Mandatory**Assessment No. 8: Flow Learning**

	Distinguished 5	Proficient 4	Basic 3	Unsatisfactory 2	Points
Stage One: Awaken Enthusiasm	Clearly and specifically describes the activity and the activity is appropriate for Stage One	Adequately describes the activity and the activity is appropriate for Stage One	Adequately describes the activity but the activity does not fully address Stage One	Adequately describes the activity but the activity does not correlate to Stage One	___/5
Stage Two: Focus Attention	Clearly and specifically describes the activity and the activity is appropriate for Stage Two	Adequately describes the activity and the activity is appropriate for Stage Two	Adequately describes the activity but the activity does not fully address Stage Two	Adequately describes the activity but the activity does not correlate to Stage Two	___/5
Stage Three: Direct Experience	Clearly and specifically describes the activity and the activity is appropriate for Stage Three	Adequately describes the activity and the activity is appropriate for Stage Three	Adequately describes the activity but the activity does not fully address Stage Three	Adequately describes the activity but the activity does not correlate to Stage Three	___/5
Stage Four: Share Inspiration	Clearly and specifically describes the activity and the activity is appropriate for Stage Four	Adequately describes the activity and the activity is appropriate for Stage Four	Adequately describes the activity but the activity does not fully address Stage Four	Adequately describes the activity but the activity does not correlate to Stage Four	___/5
TOTAL					___/20
Instructor Comments					
Instructor Initials:					

*Assessment is continued on the next page.**PLS 3rd Learning hereby grants you permission to reproduce this page to do the assessment.*

Directions:

1. Design a flow lesson to engage students and enhance learning and complete the Flow Learning Lesson Template on Assessments pages 29–30.
2. Clearly and specifically identify the introductory information describing the lesson.
3. Clearly and specifically describe the activity for **Stage One: Awaken Enthusiasm.**
4. Clearly and specifically describe the activity for **Stage Two: Focus Attention.**
5. Clearly and specifically describe the activity for **Stage Three: Direct Experience.**
6. Clearly and specifically describe the activity for **Stage Four: Share Inspiration.**

Assessment is continued on the next page.

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Flow Learning Lesson Template

Title:

Subject:

Grade Level:

Standards:

Objectives:

Materials:

Stage One: Awaken Enthusiasm Activity

Assessment is continued on the next page.

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Stage Two: Focus Attention Activity

Stage Three: Direct Experience Activity

Stage Four: Share Inspiration Activity

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Name _____ Date Due: _____

Mandatory**Assessment No. 9: Reinforcing and Responding to Student Behaviors**

	Distinguished 5	Proficient 4	Basic 3	Unsatisfactory 2	Points
Rewards and Reinforcers	Thoroughly categorizes and lists intrinsic, social/activity, and tangible rewards and describes how one strategy will be utilized	Adequately categorizes and lists intrinsic, social/activity, and tangible rewards and describes how one strategy will be utilized	Adequately categorizes and lists two types of rewards (intrinsic, social/activity, or tangible) and describes how one strategy will be utilized	Adequately categorizes and lists two types of rewards (intrinsic, social/activity, or tangible) but a strategy is not described	____/5
Minor Misbehavior	Clearly and specifically describes a minor misbehavior and how two appropriate strategies will be utilized	Adequately describes a minor misbehavior and how two appropriate strategies will be utilized	Adequately describes a minor misbehavior and how one appropriate strategy will be utilized	Adequately describes a minor misbehavior but the strategy chosen does not correlate to the misbehavior	____/5
Moderate Misbehavior	Clearly and specifically describes a moderate misbehavior and how two appropriate strategies will be utilized	Adequately describes a moderate misbehavior and how two appropriate strategies will be utilized	Adequately describes a moderate misbehavior and how one appropriate strategy will be utilized	Adequately describes a moderate misbehavior but the strategy chosen does not correlate to the misbehavior	____/5
TOTAL					____/15
Instructor Comments					
Instructor Initials:					

*Assessment is continued on the next page.**PLS 3rd Learning hereby grants you permission to reproduce this page to do the assessment.*

Part A: Section 6**Directions:**

1. Categorize and list the rewards and reinforcers you would be willing to implement in your classroom according to the three types of rewards:

- Intrinsic

Since you cannot provide intrinsic rewards, list those you hope your students will experience in your class.

- Social/activity
- Tangible

TIP: If school is currently in session, ask your students to list the social/activity and tangible rewards that would be meaningful to them and use that information as a basis for Part A.

2. Clearly and specifically describe how you will utilize one of the *Strategies for Using Rewards and Reinforcers* (Refer to pages 193–197).

Part B: Section 7**Directions:**

1. Clearly and specifically describe a minor misbehavior that occurs (or has occurred) in your classroom that you would like to address.

2. Identify at least two *Strategies for Responding to Minor Misbehavior* (refer to page 215) you can use and describe how you will use each strategy to address the minor misbehavior.

3. Clearly and specifically describe a moderate misbehavior that occurs (or has occurred) in your classroom that you would like to address.

4. Identify at least two *Strategies for Responding to Moderate Misbehavior* (refer to page 226) you can use and describe how you will use each strategy to address the minor misbehavior.

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Name _____ Date Due: _____

Mandatory**Assessment No. 10: Parental Involvement**

	Distinguished 5	Proficient 4	Basic 3	Unsatisfactory 2	Points
Parental IN-volvement Strategy 1	Clearly and specifically describes a strategy for involving parents and provides a specific example	Adequately describes a strategy for involving parents and provides an example	Adequately describes a strategy for involving parents but a specific example is not provided	The strategy for involving parents is vague and no specific example is provided	____/5
Parental IN-volvement Strategy 2	Clearly and specifically describes a strategy for involving parents and provides a specific example	Adequately describes a strategy for involving parents and provides an example	Adequately describes a strategy for involving parents but a specific example is not provided	The strategy for involving parents is vague and no specific example is provided	____/5
TOTAL					____/10
Instructor Comments					
Instructor Initials:					

Directions:

- Choose two of the Strategies for Parental IN-volvement.
 - Parent Strategy No. 1: IN-form
 - Parent Strategy No. 2: IN-clude
 - Parent Strategy No. 3: IN-struct
 - Parent Strategy No. 4: IN-novate
- For each strategy, clearly and specifically describe what you will do to involve parents.
- Cite a specific example of each strategy chosen or attach any materials you develop.

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Name _____ Date Due: _____

Scoring Guide 2**Assessment No. 11: Mandatory Paper—Article and Research Review**

	Advanced 7	Proficient 5	Basic 3	Below Basic 1	Points
Synthesis	Synthesizes and identifies at least seven major points contained in the article and research	Synthesizes and identifies at least five major points contained in the article and research	Synthesizes and identifies at least three major points contained in the article and research	Synthesizes and identifies fewer than three major points contained in the article and research OR points from the article or research are missing	___/7
Opinion	Clearly presents an opinion with examples on at least three points of agreement or disagreement	Clearly presents an opinion with examples on at least two points of agreement or disagreement	Adequately presents an opinion with examples on at least two points of agreement or disagreement	Adequately presents an opinion and example on only one point of agreement OR the opinion is vague	___/7
Application	Clearly presents at least three specific examples of workplace application or implementation of concepts or strategies discussed	Clearly presents at least two specific examples of workplace application or implementation of concepts or strategies discussed	Adequately presents at least two examples of workplace application or implementation of concepts or strategies discussed	Adequately presents only one example of workplace application or implementation OR the examples are vague	___/7
Subtotal					___/21
	4	3	2	1	Points
Written Communication*	Advanced	Proficient	Basic	Below Basic	___/4
TOTAL					___/25
Instructor Comments:					
Instructor Initials:					

*See the *Formal Writing Assignment Scoring Rubric* on the next page for a specific description of the Advanced, Proficient, Basic, and Below Basic levels.

Assessment is continued on the next page.

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Formal Writing Assignment Scoring Rubric

Highlight or circle the appropriate box and total the values in the bottom right hand corner of each box marked to calculate the Written Communication total score.

Written Communication	Advanced 4	Proficient 3	Basic 2	Below Basic 1
FOCUS <i>The single controlling point made with an awareness of task (mode) about a specific topic.</i>	Sharp, distinct controlling point made about a single topic with evident awareness of task [1]	Apparent point made about a single topic with sufficient awareness of task [.75]	No apparent point but evidence of a specific topic [.50]	Minimal evidence of a topic Incoherent [.25]
ORGANIZATION <i>The order developed and sustained within and across paragraphs using transitional devices including introduction and conclusion. APA style is utilized correctly.</i>	Sophisticated arrangement of content with evident and/or subtle transitions. In sections of the assignment specified in assignment instructions,* APA style is utilized with 0 errors [1]	Functional arrangement of content that sustains a logical order with some evidence of transitions. In sections of the assignment specified in assignment instructions,* APA style is utilized with 1 to 4 errors [.75]	Confused or inconsistent arrangement of content with or without attempts at transition. In sections of the assignment specified in assignment instructions,* APA style is utilized with 5 to 8 errors [.50]	Minimal control of content arrangement. In sections of the assignment specified in assignment instructions,* APA style is utilized with 9 or more errors [.25]
STYLE <i>The choice, use of arrangement of words and sentence structures that create tone and voice.</i>	Precise, illustrative use of a variety of words and sentence structures to create consistent writer's voice and tone appropriate to audience [1]	Generic use of variety of words and sentence structures that may or may not create writer's voice and tone appropriate to audience [.75]	Limited word choice and control of sentence structures that inhibit voice and tone [.50]	Minimal variety in word choice and minimal control of sentence structures [.25]
CONVENTIONS <i>The use of grammar, mechanics, spelling, usage and sentence formation.</i>	Evident control of grammar, mechanics, spelling, usage and sentence formation [1]	Sufficient control of grammar, mechanics, spelling, usage and sentence formation [.75]	Limited control of grammar, mechanics, spelling, usage and sentence formation [.50]	Minimal control of grammar, mechanics, spelling, usage and sentence formation [.25]
Written Communication TOTAL				____/4

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Directions:

1. Select a topic presented in this course.
 - Classroom Management
 - Community of Learners
 - Classroom Climate
 - Classroom Settings/Environment
 - Rules and Procedures
 - Flow Learning
 - Behavior Management
 - Parental Involvement
 - Teacher Resilience
2. Access the Course Library for *Classroom Management: Orchestrating a Community of Learners* (see pages i–ii in your participant manual for directions on how to access the Course Library).
3. Select and read one article that relates to topics presented in this course. Your article may be chosen from the Articles section in the Course Library or from recent educational periodicals.
4. Read research that relates to your selected topic. You can use the Research section from the participant manual pages Research 1 through Research 24 or the research from five different current sources.
5. Synthesize the information and write an Article and Research Review that addresses the topics delineated on the next page and demonstrates written communication skills at the ***Advanced*** level.
6. The Article and Research Review is required to be two to three pages in length, typed, and double-spaced.

Assessment is continued on the next page.

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Article and Research Review

Address the following topics in your Article and Research Review:

1. Title of Article

- Identify the article and author from the participant manual. If using an article from outside of the manual, include a full APA citation and attach a copy of the article.
- Identify the research section from the participant manual. If using research from outside of the manual, include references in full APA style with at least five references listed.

2. Synthesis

- Synthesize the information from the article and research selections you read and identify a minimum of seven major points that relate to your selected topic.

3. Opinion

- Clearly present your opinion on at least three points of agreement or disagreement, citing specific examples that support each point.

4. Application

- Clearly present at least three specific examples of workplace application or implementation of the concepts or strategies discussed.

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