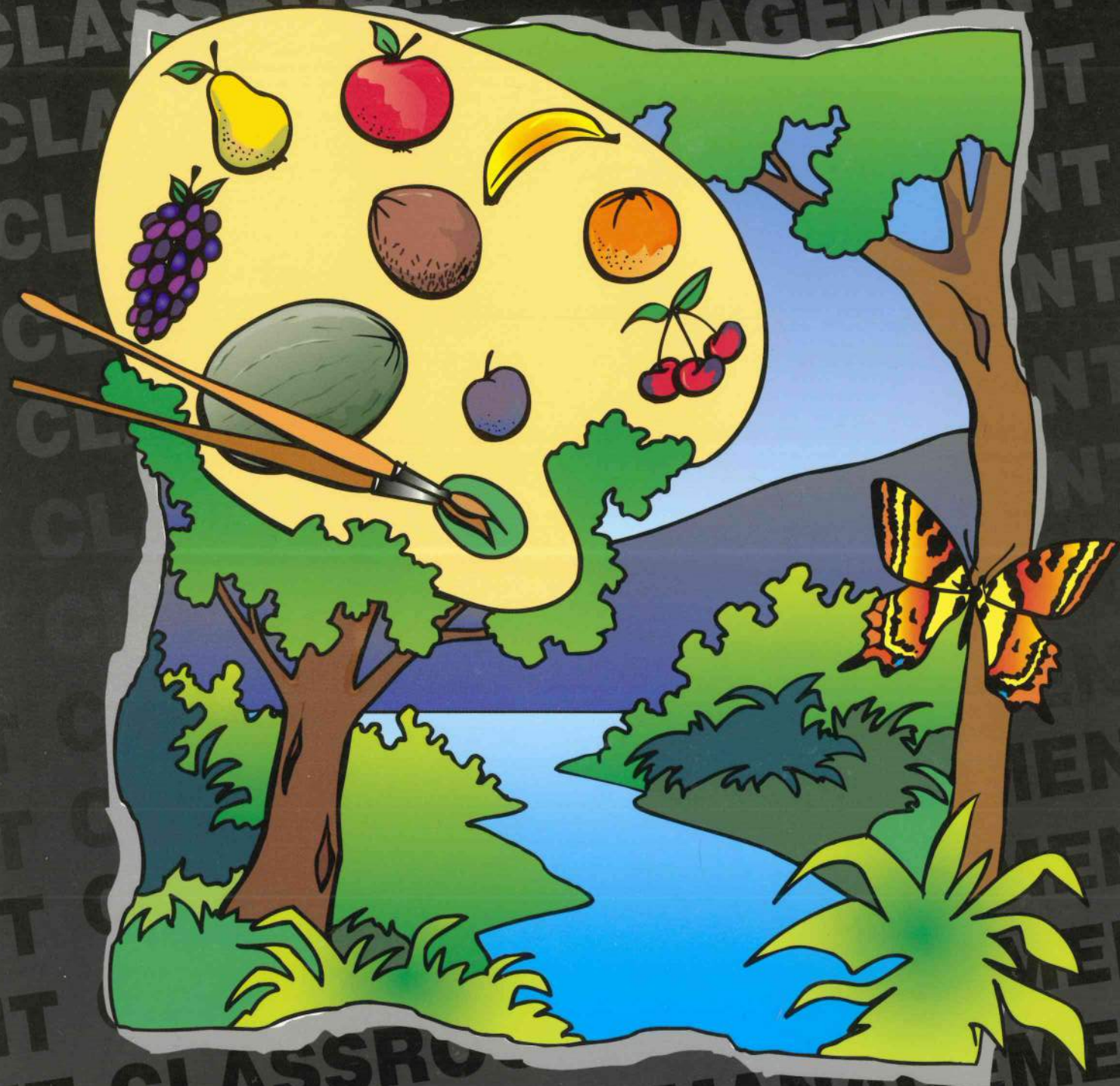


CLASSROOM MANAGEMENT



A Thinking & Caring Approach

BARRIE BENNETT



PETER SMILANICH

CLASSROOM MANAGEMENT

A Thinking & Caring Approach

About the Authors...

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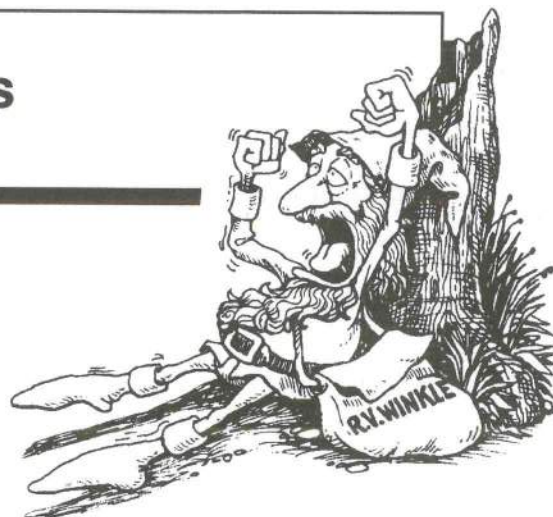
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Overview of the Chapters



Chapter 1: Classroom Management: Why is it so Complex? This chapter provides a framework for classroom and school improvement that illustrates why classroom management and school-wide discipline are so complex, so demanding, and so misunderstood.

Chapter 2: Effective Teachers and Ineffective Teachers is a reflective analysis of what effective and not-so-effective teachers do to create their situations. This is extended in Chapter 3.

Chapter 3: Why Teachers Become Effective or Ineffective illustrates a process of trying to understand how those teachers think and how they care. Our theory of 'Bumps' is introduced and explained.

Chapter 4: Why Students Misbehave is an analysis of how students think and why they behave the way they do. Most of what causes students to behave inappropriately relates to their needs not being met. This also helps to explain why teachers misbehave at times — their needs are not being met.

Chapter 5: Preventing Misbehaviour Through Creating Environments Where Students Belong provides an initial step in creating a classroom atmosphere where students are more likely to behave because their needs are being met. This chapter takes a social perspective and argues that teachers must take the time to attend to social relationships between students, between teachers, and between students and teachers.



Chapter 6: Preventing and Responding to Misbehaviour Through Instructional Skills illustrates how instructional skills (explained in Chapter 1) are an integral part of preventing and responding to student misbehaviour. This chapter focuses specifically on one instructional concept: active participation — an instructional concept that deals with actively involving **all** students through skills such as the framing of questions.

Chapter 7: How Cooperative Learning Creates and Resolves Classroom Conflicts takes the instructional strategy of Cooperative Learning and illustrates how it can be used both to prevent misbehaviour from occurring, through the teaching and processing of appropriate social skills, as well as, how to encourage students to acquire and apply skills to prevent and respond to conflicts that occur in their cooperative groups.

Chapter 8: Starting the School Year - Ready, Set, Go also deals with preventing misbehaviour by effectively managing the classroom. In this chapter, we argue that what you do prior to the year starting, what you do during the first two weeks, and what you do to maintain and enhance the learning environment throughout the year are essential in creating an environment that prevents and effectively deals with classroom problems.

Chapter 9: The Essence of Interpreting Misbehaviour and Deciding What Skill to Select, When to Select it, and How and Where to Apply It provides a brief and important look at the variables that explain how more effective teachers decide what skill to select, when to use it, why they use it, where they use it, and the artful nuances in its application.

Chapter 10: Bump One - Preventing and Responding to Misbehaviour through Low-Key Responses is the first chapter that focuses specifically on responding to student misbehaviour when it starts to occur. This is a complex and long chapter, but it deals with an essential strength in the repertoire of effective teachers.

Chapter 11: Bump Two - Squaring Off explains a skill that effective teachers have employed for years. This is a skill usually used after you have tried the low-key skills and the student continues to misbehave.

Chapter 12: Bump Three and Four - Choices and the Implied Choice provides a set of skills that invite the students to begin taking responsibility for their behaviour. Unlike Bump 1 and 2 skills, where the teacher takes the responsibility for student behaviour, choices (Bumps 3 and 4) begin to transfer the responsibility for thinking about appropriate behaviour to the students.



Chapter 13: Bump Five - Defusing the Power Struggle refers to the thinking and skills necessary for teachers to prevent and respond to a level of student escalation that has the potential of producing high levels of stress.

Chapter 14: Bump Six - The Informal Agreement explains and models a process teachers employ to meet semi-privately with students to clarify a persistent problem. Informal agreements can be chats, or more pre-planned and formal — depending, of course, on the intensity and frequency of the misbehaviour and the relationship between the teacher and the student.

Chapter 15: Bump Seven, Eight, Nine and Ten - The Formal Contract explains and models the essence of formal contracts. This is a response to more serious and long-standing problems and involves combinations of teacher, counsellor, parent, administration and student in designing and implementing the formal agreement. As part of Formal Contracts, this chapter also deals with how to initiate and implement the design and process of providing students with the time to quietly reflect on the situation — first at school (Bump 8), and then at home (Bump 9). Bump 10, expulsion from school, is briefly discussed.

Chapter 16: School-Wide Discipline explains the process and pitfalls of establishing school-wide discipline policies. The research on effective schools related to creating safe learning environments is also woven into this chapter.



Note: You will see this icon at different places in the book. It represents a possible activity you could employ in a workshop situation with groups of teachers.

Dedication

- ❖ the consultants, teachers and administrators of Edmonton Public Schools and the Learning Consortium
- ❖ our students who continually push us to understand them, and
- ❖ our families and friends who encourage our passion for teaching

BB & PS



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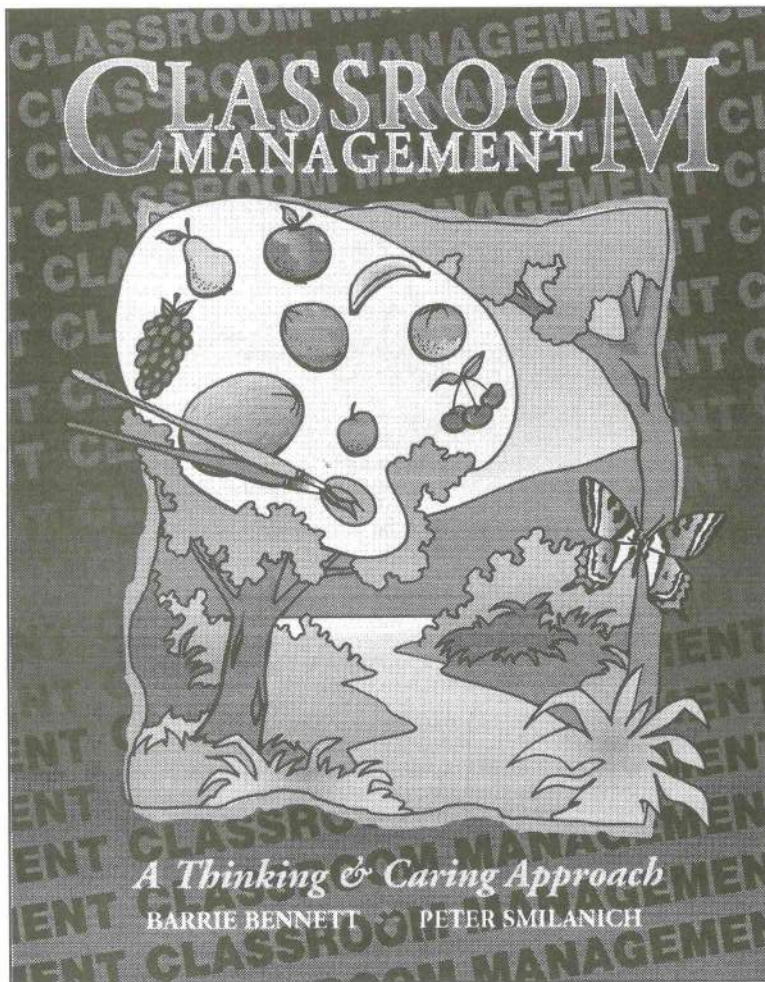
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About the Cover: Why trees, colours, brushes, and fruit?

The purpose of this book is to assist in the process of creating a classroom environment where students learn, with a focus on classroom management.

In this book, the skills of preventing and responding to student misbehaviour are presented in a logical and sequenced fashion; however, as you well know, the classroom environment is not always so logical and sequenced.

We would encourage you not to think of the skills — especially the skills in Chapters 10 to 15 — as having to be employed in that sequence. Rather, we would prefer you to think of them as different types of fruit that are grafted into a tree. You simply pick the fruit or skill that seems right for the situation.

Through another lens, you could also think of the skills as colours on the artist's palette — with the brushes representing the teacher's personality and the colours of paint representing the variety of skills. The science is the colours; your ability to paint the art. Think of yourself as somewhere in transition between paint by numbers and Monet or beyond. The butterfly is to remind us that all of this is nested within the context of change — a lifelong journey to learn.

Introduction to the Book

“The truly educated person is the person who has learned how to learn and how to change.”

Carl Rogers

Who will benefit from reading this book?

We have written this book so that experienced teachers, beginning teachers, and educators in staff development positions will be able to extend their thinking and skills related to classroom management. If you are in a mentoring role or in a position of helping a teacher who is experiencing classroom management problems, you will also find the ideas in this book meaningful and practical.

What is the essential message in the book?

The message focuses on increasing the reader's understanding of how effective teachers prevent and respond to misbehaviour to create a learning environment that encourages student learning. It is a humanistic approach based on what we see and hear effective teachers do in classrooms. We at times extend that into what writers and researchers such as Dreikurs, Adler, Glasser, Ginott, and Kounin have to say about effective teachers.

Three beliefs guide the structure of this book:

- We view the teacher as a critical thinker and life-long learner. You are asked to keep in mind that the ideas in this book are possibly only right for the authors. No one-best-way to teach exists, so please read critically with an eye to your circumstances and instincts.
- We combine the skills and knowledge of effective teachers and administrators with a digestible amount of theory. The theory is designed to help readers understand why teachers and students behave the way they do, and from that, to understand why a particular approach does or does not work.
- We are convinced that effective classroom management is embedded in what is known about classroom and school improvement and the process of educational change. Teacher change and understanding of the process of change occurs most readily in a supportive environment highlighted by an atmosphere of collaboration and collegiality. Effective classroom management systems do not occur in school cultures devoid of collegiality and collaboration. (Collegiality refers to the shared power that encourages affective qualities such as trust and kindness among the staff; collaboration refers to the ability of the staff to work and learn together, which in turn provides an avenue to confront and resolve issues and conflicts.)

We Will Start With Three Stories

On the following 6 pages are 3 stories...

Barrie's:

to illustrate how a teacher in the first couple of years of teaching dealt with classroom management. He had few instructional skills, management skills, and did not have a solid grasp of the content he was to teach. He also had no special education experience.



Peter's:

to illustrate that even as an experienced and skilled teacher you will have classroom management problems. It takes patience and time to create an effective classroom learning environment. Remember, no matter how skilled or knowledgeable or nice you are — kids will misbehave.

Make Believe:

to illustrate that students will misbehave in one class and behave in another. Although we created the scenarios — they represent what we so often see when we work with teachers.



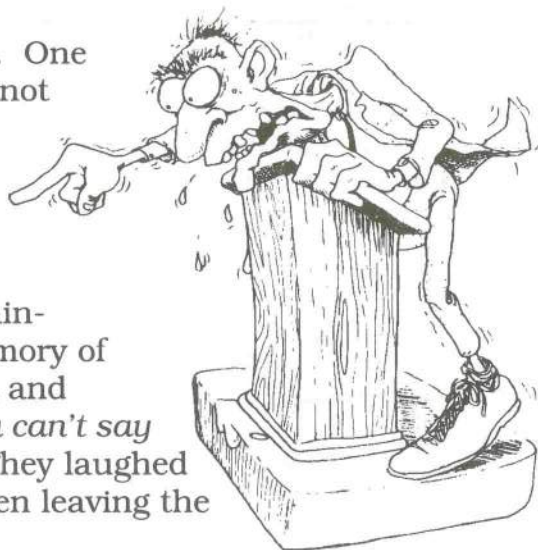
Barrie's Story

After having taught high school in Australia for two years, I returned to Canada, and as fate would figure, I ended up being interviewed for a job in special education. That job was available for two reasons: the first teacher quit in the first week, and there was a shortage of teachers.

I was hired to teach science, but somehow my university freshwater ecology class didn't prepare me for what I was about to receive — fifteen 'special education' girls. Nonetheless, I was determined to be creative and in my first class with them decided to teach a lesson on why leaves changed colour in the fall. Stepping into the classroom with lesson in hand, I was greeted by five adolescent girls sitting in a row across the front of the room — all putting on lipstick. Behind each girl putting on lipstick, was another girl combing that girl's hair — that took care of ten. On top of a two-metre high science cupboard, was another girl sitting cross-legged and staring down at me as if she detested me for the future I represented in her life. Another girl had her knees on the seat of her desk and her elbows placed on my desk; she also appeared displeased that I had walked into the room — almost as displeased as another girl who was staring directly at the wall. (Looking back, I should have enjoyed this moment of calm; it was the only one they gave me for the next few months).

I couldn't believe what I was seeing. I couldn't talk. One of the students, realizing that at the moment I was not providing them with much fun, decided to 'bump start' me. She stood up, and made an aggressive sexual comment to another student.

Well, it worked; they fired me up. I looked into the bag of tricks I had picked up during my years of training at university...and saw none — except for a memory of anger — and so I chose anger out of the frustration and anxiety of not knowing what to do. I boomed, *"You can't say that in my class, young lady. Down to the office!"* They laughed and three left to visit the principal. I waffled between leaving the students or going to the office. I chose the office.



I don't remember much of this incident other than walking back to the classroom with the students and stating: *"I made a mistake, I'll never send you to the office as long as I teach in this school."* And with a few exceptions, I kept that promise for the four years I taught in that school.

Reflection on Barrie's Story: First, you might like to know that within the next two weeks I managed to do a number of things I thought I would never do. For example, having hid a student in my room, I told my principal I had not seen her. Unfortunately, when he came to my room inquiring, he did see her sticking her head out from behind a cupboard...over the year it got worse and it got better. Over the next four years I had days where I left the room in tears and days of sheer joy. Fortunately, the days that were totally frustrating were in the minority because I had been placed at a school that had an abundance of caring teachers and a wise administrator — Bill Day. As I look back on those four years, the reason I survived was a combination of the collegiality and vision of the teachers and administration in that school, the kind firmness of the secretary in the office, and the sensitivity of the person who cleaned my room. More importantly, for the first time I realized that I knew I didn't have a clue about what it meant to be a teacher and that I was now ready to start the journey into one of the most complex, demanding, and important professions in the world.

All that aside, the message in the above story is about a teacher who was into his third year of teaching, and who was unskilled in his content, his instructional skills, his instructional strategies, and in his ability to prevent and respond to student misbehaviour. He believed that, *"Hey, all kids should behave because I'm a nice person. They won't hassle me."* Yet, despite his naivety and lack of skills, he had a desire to do a good job and the good fortune of being around people who were kind enough to be patient and helpful.

Importantly, these two factors — wanting to learn and being in an environment that encourages learning — are essential in assisting teachers to create environments where students are encouraged to learn and not misbehave.

It would be difficult for a teacher to create a classroom where students are valued as learners if the staff of that school did not value collaboration and collegiality amongst themselves. As you move through the chapters of this book, you will see that when teachers work together to solve discipline issues, the positive effects for students are more powerful and lasting.



Peter's Story



After having been a district administrator for three years, I returned to teaching a grade 5/6 class in an inner-city elementary school. Jason came into my class a month after the school year started. His reputation preceded him. He was argumentative, threw temper tantrums, swore and left a seemingly endless trail of destruction. He was manipulative, a thief, and a vandal. He was a master at creating 'uproar' in the classroom.

It took me a while to figure out what was happening. There appeared to be three behaviours I had to deal with: his wandering, his calling out at the top of his voice, and his constant talking to others. The wandering was the most insidious because this is when he caused uproar by irritating and annoying other students — which they also enjoyed. For example, he would wander over to his materials storage bin, and in getting there he would interact with other students in an irritating fashion. They would say something derogatory to him and that comment would give him the excuse to escalate the situation by calling out, "*Shut-up, you can't talk to me like that!*" Of course, when I said, "*Jason, sit down,*" he would point his finger in an accusatory manner and say, "*How come they can say that to me and you never do anything to them?*" — all the while seeing himself as the innocent victim.

In response to his inappropriate behaviour, I tried all the low-key skills that are mentioned later in this book. They had no effect. Eventually, I moved to the informal agreement and hoped it might work. (Please refer to Chapter 14 on Informal Agreements.) Surprisingly, when we began the first chat, and I asked him what he thought the problem was, his response was immediate, "*I wander.*" Next, we went through the standard process for an informal agreement to set the number of wanderings that would be appropriate. I asked him how many chances he needed. He responded, "*Once.*" I expressed some sort of amazed hesitation that he could limit himself to one. So his immediate response was "*Okay then, fifty.*" We eventually negotiated it to five. We also negotiated the idea of a consequence if he got to five. He did not have any ideas, so we worked on a consequence that put something positive back into the school. He agreed to pick up a garbage bag of litter from around the school if he got to five. Interestingly, he never got beyond three in wandering. After a period of about two weeks, the contract was extended to two other areas (calling out and talking). We kept the total number at five for everything. Please appreciate that Jason and I were having 100 - 120 interactions per day related to inappropriate behaviour. Two months later, he had only hit five once.

During the year Jason did not become a model student. He still stole, vandalized, and was not always the most lovable person, but his classroom behaviours did improve remarkably.

Reflection on Peter's Story: I came into this situation with two strengths. First, I believed that no matter how effectively I taught or how kind or assertive I appeared, some students would misbehave. Second, I had a set of skills to analyze inappropriate behaviour and respond to that inappropriate behaviour. Yet solving this problem was not easy. It was a tremendous amount of work. It also took constant vigilance. Often I would forget and break the contract by saying, "Jason, sit down," instead of cuing him with, "That's one."

I have found that in most cases the teacher is the one who breaks the contract because he finds it difficult to be constantly vigilant given the everyday pressures of the classroom.

In my story, the upshot is that Jason and I were cooperating. I no longer had to feel the constant tension of imposing my will on him. He no longer saw himself as the victim in these three areas (wandering, calling out, and talking); Jason understood that he had control over what ultimately did or did not happen related to our classroom interactions. What evolved was an increased understanding on Jason's part that he was not the victim of other players, but rather the 'author' of the drama.

In comparing the stories of Barrie and Peter — one of the main differences is that Peter had a set of skills that could be employed to restore social order and to allow learning to continue. Those responding skills are essential attributes of an effective teacher.





Make Believe Story



Let's look at a teacher the authors have observed on a number of occasions through our work as teachers and consultants.

Once upon a time — more specifically around 9:00 a.m. on any typical school day — a group of students were misbehaving in Chris Smith's science class. You might like to know that Chris is not a bad person. She has a family, friends, she cross-country skis, enjoys art, and wants her students to learn; unfortunately they don't. Chris Smith is a not-so-effective teacher. In fact, the administration has had complaints about her from students, parents, and other teachers in the school. Sadly, Chris never went into teaching thinking it would be like this.

Let's follow one group of students through two periods with two different teachers. First, to Chris' class. Here we observe students wandering around, frequent call-outs, and students regularly engaging in putdowns of other students. As well, the students are often engaged in prolonged and not-so-quiet conversation among themselves, and are insolent in their interactions with Chris. Her classroom seems to be in a constant state of uproar. She has sent several students to the office. Two students are outside the door in the hallway. She has given several lectures about the students' behaviour in a manner that has wavered between agitation and anger. The atmosphere is charged with negative emotions; neither the students nor the teacher treat each other with respect. When the bell rings, the class rises in unison to rush for the door, pushing and shoving, and escaping into the relative calm of the hallway.

If we look back at Chris as we leave the room, she is sitting at her desk with her hands in her face. If we could read her thoughts, she might be thinking, *"Those kids are driving me nuts. If only their parents cared, I could do my job better. My job is to teach science, not to deal with a bunch of irresponsible and insensitive students."*

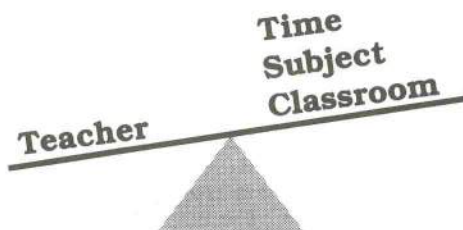
Now as we follow the students down the hallway, they enter Elaine Hall's math class. Within a couple of minutes she has the students in groups and actively involved in learning. They are not perfect, but the extreme behaviours we witnessed in Chris' class no longer occur. The frequency and intensity of the misbehaviours have diminished dramatically. Even when a student is inappropriate, the problem is solved quickly. As a result, there is an atmosphere of calmness and cooperation. When the bell rings to end the class there is a sense of order as the students leave the room.

Why the difference? Continued over the page...

Our thoughts on the difference between Elaine's and Chris' classrooms: If we examine those two scenarios, we find four variables and one constant that might explain why the two classrooms are different.

Variables:

- the time of day
- the subject taught
- the classroom
- the teacher



Constant:

- the students

Taking the variables, if we switched classrooms, time of day, and subject — the variable that makes the difference is the teacher.

We are not saying that the time of day, time of year, subject taught or the design of the classroom does not affect student behaviour... it does. And if you've taught for a few years you've no doubt experienced the class that makes you dream of extra vacations.

We are saying that if it's Monday morning, or the day before Valentine's Day, or Friday afternoon, or music class or French class you will notice a difference in student behaviour between teacher A and teacher B. And the reason you notice the difference is seen in the day-to-day actions of the teacher.

A true story:

A colleague of ours was working with a high-school teacher who was being documented for contract termination. She told us that he was a kind man who cared and she wondered if he realized how ineffective he was. She asked him if he had ever observed another teacher working with these students. He had not – most teachers have never watched a teacher in their school teach. Well, he spent a day observing. Our colleague stated that his first comment was that he didn't know he was that bad and that he could teach a lot better. Two weeks later, when he was observed, the difference was remarkable...

... he realized his actions could make a difference.

**AS TEACHERS WE MUST UNDERSTAND WHY WE ARE EFFECTIVE
AND HOW WE GOT THAT WAY.**

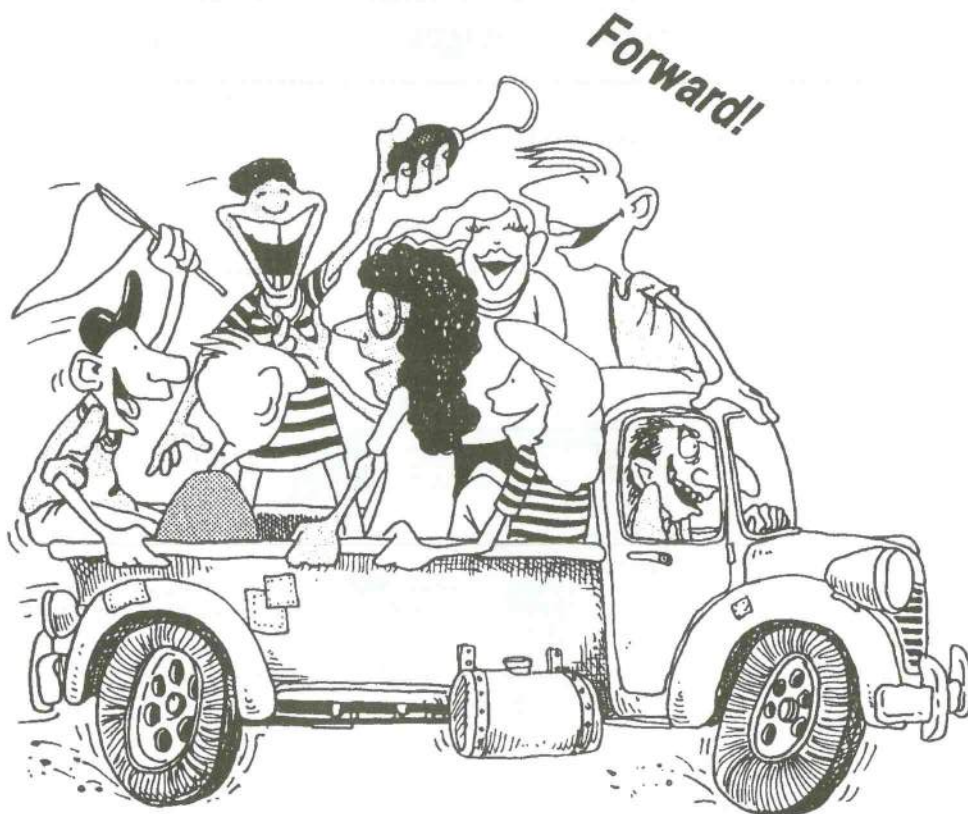
Summary of Introduction

In the introduction, we portrayed four teachers: Barrie, a novice with few skills; Peter, experienced with skills; Chris, an experienced teacher who is not using skills to prevent and respond to misbehaviour; and Elaine who has those skills and who teaches the same students as Chris.

Those examples illustrated our concern that teachers understand that all kids will misbehave regardless of whether or not you are kind, considerate, knowledgeable, instructionally skilled, humourous and enthusiastic, etc. Certainly though, students are less likely to misbehave if teachers have those skills and dispositions.

Some teachers realize that certain situations are more likely to result in misbehaviour, and as a result, do something to prevent it from happening. Their effective actions did not happen overnight. They have learned to respond to misbehaviour through their experience, discussions with colleagues, attending workshops, and reading, etc.

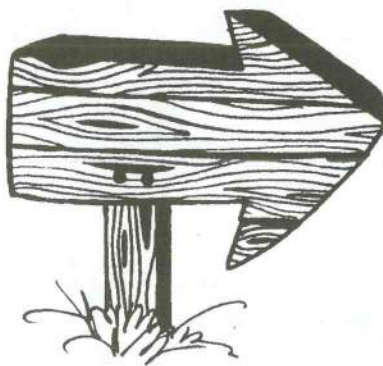
The rest of this book is about that journey of learning.



Chapter Overview

This chapter is designed around a framework that facilitates a better understanding of the components and complexities of teaching. In addition, the framework provides the organizational structure for the rest of the book.

The framework on the following page has three dimensions. Dimension **one** presents four components that metaphorically represent a portrayal of the *technical* aspects of teaching (labelled as classroom improvement). Dimension **two** illustrates how schools improve. The **third** dimension focuses on the idea of the teacher as a life-long learner. Effective classroom management and school-wide discipline refers to the connecting of ideas from all three dimensions.



Chapter 1

Classroom Management: Why is it so Complex?

"So much is raining down on the heads of teachers that the time has come to consider the weather...whether or not they can effectively implement everything they are being asked to implement."

B. Bennett
P. Smilanich

Reasons for reading this chapter:

- to appreciate that classroom management is a critical and complex component in the creation of effective learning environments — if you think that effective classroom management is simply a matter of attending a workshop to acquire classroom management skills, then this chapter will encourage you to re-consider how you think.
- to understand that effective classroom management is intimately related to a number of other processes identified in this framework — attending to these processes will increase your chances of creating an effective classroom and school-wide discipline process.
- to assist educators in articulating the complexities of teaching by encouraging teachers to understand and appreciate why they *are* teachers — to articulate what differentiates them from people 'off-the-street' — people who think they could easily teach as well as most teachers.

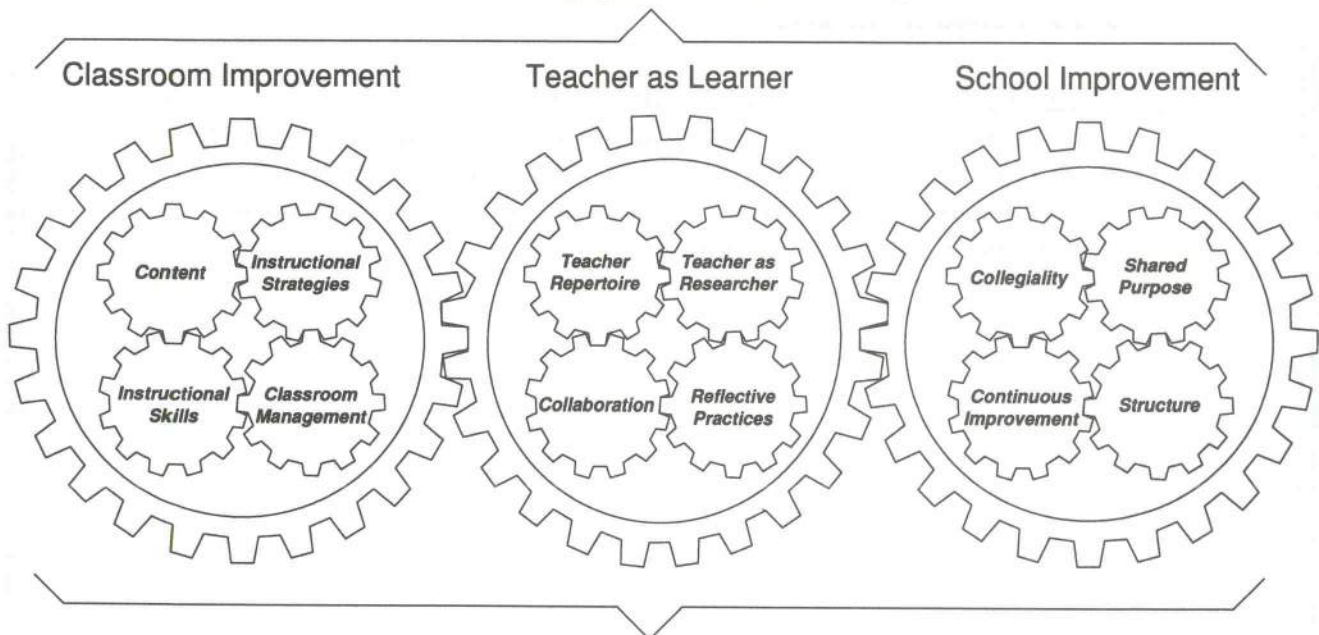
A Framework for Classroom and School Improvement



Workshop Suggestion: Use the cooperative learning structure of Jigsaw to place learners in home groups of 3. Each person in the group takes one of three dimensions: Classroom Improvement, Teacher as Learner, and School Improvement. Have them move to expert groups to discuss the relationship between the four components within that dimension. Lastly, have them return and share their thinking in their home group. Have them explore possible effects the different dimensions and components have on one another and on classroom management. For example, if opportunities for teacher collaboration are not encouraged and norms of collegiality are not nurtured, what effect will that have on implementing a school-wide discipline policy? Additional questions are at the end of this chapter.

A COMPREHENSIVE FRAMEWORK FOR CLASSROOM AND SCHOOL IMPROVEMENT

Student Engagement and Learning



Leadership and Mobilization

Barrie Bennett
Carol Rolheiser
Michael Fullan

Brief Explanation of the Framework

The framework on the previous page is an organizational metaphor for the variables that affect classrooms, teachers, and schools. It is not a model or a way to do something, nor does it tell you where to start; rather, it is a way to begin thinking about the complexities of teaching and learning. Feel free to change it, bend it, or burn it. *Dimension One* contains four variables related to classroom improvement and is explained in more depth on the following four pages. On this page is a brief summary of *Dimension Two*, The Teacher as Learner, and of *Dimension Three*, School Improvement.

Teacher as Learner is the centrepiece linking classroom and school improvement. It refers to anybody at the school level who is a professional educator. It contains four areas: Technical Skills, Reflective Practices, Teacher as Inquirer, and Norms of Collaboration. Technical skills refer to the teacher's quest to refine and extend his or her instructional repertoire in order to increase instructional certainty related to the four areas in classroom improvement. Reflective practices refers to the teacher taking time to think before, during, and after a lesson or activity to enhance clarity, meaning, and coherence in the process of teaching and learning. Collaboration enables one to receive and give ideas and assistance. Even though each aspect has a separate tradition of research and practice, the quest is to integrate and establish the strengths of each.

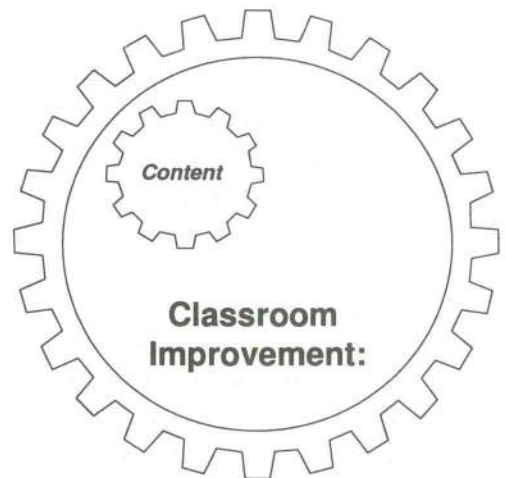
School Improvement represents the basic features of school improvement (as distinct from a list of effective school characteristics): shared purpose, norms of collegiality, norms of continuous improvement, and structures representing the organizational conditions necessary for significant improvement. Shared purpose includes vision, mission, goals, objectives, and unity of purpose. It represents a shared sense of purposeful direction. It is not static, and does not occur without effort. Norms of collegiality refer to ways in which sharing, assistance, and joint effort is valued and honoured. Norms of continuous improvement and experimentation are intertwined with collegiality in the teacher's constant search for and assessment of better practices inside and outside his or her school. Structure refers to organizational arrangements, roles, and formal policies that explicitly create working conditions that support and inspire movement in the other parts of the framework: for example, providing time for joint planning, time for classroom observations, or developing a mentoring process.

For a more in-depth explanation see Fullan, Bennett, Rolheiser (1990).

Description of the Framework

Dimension One - Classroom Improvement

1 **The first component of Dimension One deals with content.** It represents the knowledge and artful integration of all the curricular areas such as music, languages, math, drama, science, recreation, etc., as well as content related to child development and learning theory - this includes learning styles and the research on multiple intelligences. As teachers, we are expected to develop control of our content areas, as well as refine and extend that control.



Nonetheless, we can all recall individual teachers we've had at the elementary, secondary, and college or university level — who were knowledgeable in their content area — yet who apparently knew and demonstrated little about the process of teaching and learning. The pivotal point is that we can know all we want about the content of teaching, but if we cannot apply a palatable mix of technical and personal skills that encourage and guide the process of learning by others, we can not call ourselves teachers; we are no more teachers than a person off the street. At best, we can say we are experts with a university degree in a content area, a degree that can only act as an invitation to become a teacher. And hopefully, with great effort over time, we become a master teacher — a teacher whose pupils are encouraged to go beyond the master. Whether or not that invitation slips from our hands is one point of departure between effective and ineffective teachers. Whether or not that invitation slips from our hands will be determined to a large extent by the culture of the school, the school district, and the teacher's individual ability and the teachers' collective ability to deal with the process of educational change.

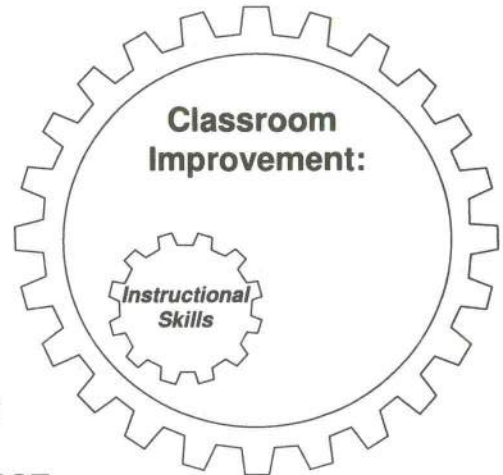
So, content expertise is one factor that plays a role in creating effective classroom learning environments. Students have a low tolerance for teachers who do not understand their content area and who do not enjoy teaching that content. (Phelan et al., 1992)

2

The second component represents instructional skills.

Instructional skills (as compared to instructional strategies) are less complex teacher behaviours that on their own do not make great differences in student learning — yet they are essential to the process of teaching and learning. Examples of instructional skills are found in Madeline Hunter's (1976) *ITIP* program and Brophy and Good's (1991) book *Looking in Classrooms*. Interestingly, a number of the skills in those two sources are presented in Millar's book on school management written in **1897**.

At that time, Millar was the Deputy Minister of Education for the province of Ontario, Canada.



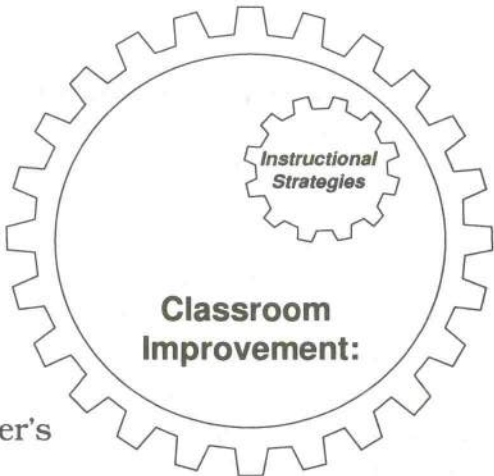
Like many sources, Hunter, and Brophy and Good provide us with examples of skills effective teachers have applied for years. For example, the time provided for students to think after we ask a question (commonly called **wait time**) is an instructional skill. Of course, the amount of wait time depends on factors such as the complexity of the question and the ability and confidence of the student. Other instructional skills involve:

- ☐ asking questions so that all the students are actively involved;
- ☐ asking questions at different levels of thinking and selecting the student who is most in need of that question;
- ☐ linking a concept being learned to the past experiences of the students to provide meaning and invoke interest; and
- ☐ checking to see if students understand before they continue to the next step.

(Note, more specific information related to instructional skills and their relationship to classroom management is described in Chapter 6.)

Instructional skills represent another variable that differentiates teachers who do or do not create meaningful classroom learning environments. When woven into a teacher's content expertise, instructional skills also help prevent behaviour problems.

3 The third component represents **instructional strategies** such as Cooperative Learning and Concept Attainment. Instructional strategies are driven by a theory and produce theory-specific results. For example, Cooperative Learning affects student self-concept and attitudes towards others. Concept Attainment affects student retention of information. Below is an organizer for the instructional strategies adapted from Joyce, Weil and Shower's 1992 book, *Models of Teaching*.



From our efforts over the last five years, we argue that the power of the strategies is in their integration with one another. Instructional skills affect the implementation and integration of strategies. For example, hammering, sawing, and measuring are skills required to effectively implement the strategy of a builder's blueprint. Likewise, passing, dribbling, and shooting are necessary skills to implement the strategy of the Double-Low-Post offense in basketball. In the same vein, the instructional skills such as wait time and framing questions are necessary in the effective implementation of instructional strategies such as cooperative learning. Strategies are not as effective when the instructional skills are not in the teacher's active instructional repertoire; it's like having a racing car, but not knowing how to shift gears — you don't get the real effect.

the information processing family	the personal family	the social family	the behavioural family
CONCEPT ATTAINMENT (Jerome Bruner)	NONDIRECTIVE TEACHING (Carl Rogers)	COOPERATIVE LEARNING (David & Roger Johnson, Shlomo Sharan, Robert Slavin)	CONTINGENCY MANAGEMENT
INDUCTIVE THINKING (Hilda Taba)	SYNECTICS (William Gordon)		SELF-CONTROL THROUGH OPERANT METHODS
INQUIRY TRAINING (Richard Suchman)	AWARENESS TRAINING (William Schutz & George Brown)	ROLE PLAYING (Fannie & George Shaftel)	TRAINING MODEL
ADVANCE ORGANIZERS (David Ausubel)	CLASSROOM MEETING MODEL (William Glasser)	JURISPRUDENTIAL INQUIRY (Donald Oliver)	STRESS REDUCTION
MEMORY MODELS (Jerry Lucas)			ASSERTIVENESS TRAINING

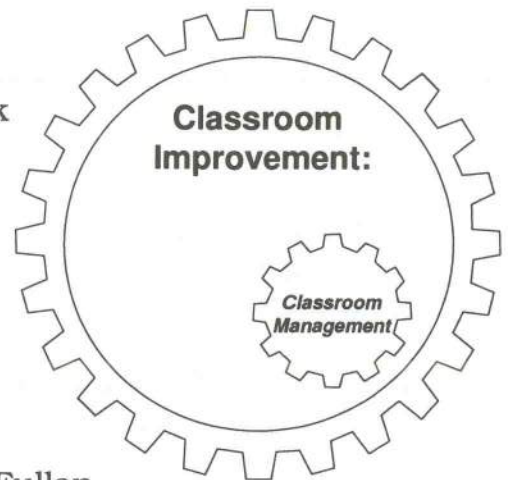
The ability to apply and integrate instructional strategies is another essential teacher characteristic in creating effective classroom learning environments. When strategies are woven into meaningful content, the power to prevent misbehaviour is enhanced exponentially.

Classroom Improvement continued...

4

The fourth component, classroom management, is the major focus of this book and deals with what teachers do to increase the chances of preventing and effectively responding to student misbehaviour. This component depends heavily on the teacher's skills related to content, instructional skills, and instructional strategies.

Of course, two overarching areas hold them all together: (1) the teacher's personality and desire to create classrooms that encourage student learning [Fullan (1993) discusses and extends this in terms of the moral purpose of teaching]; and (2) the school culture in which all of the classroom variables are nested.

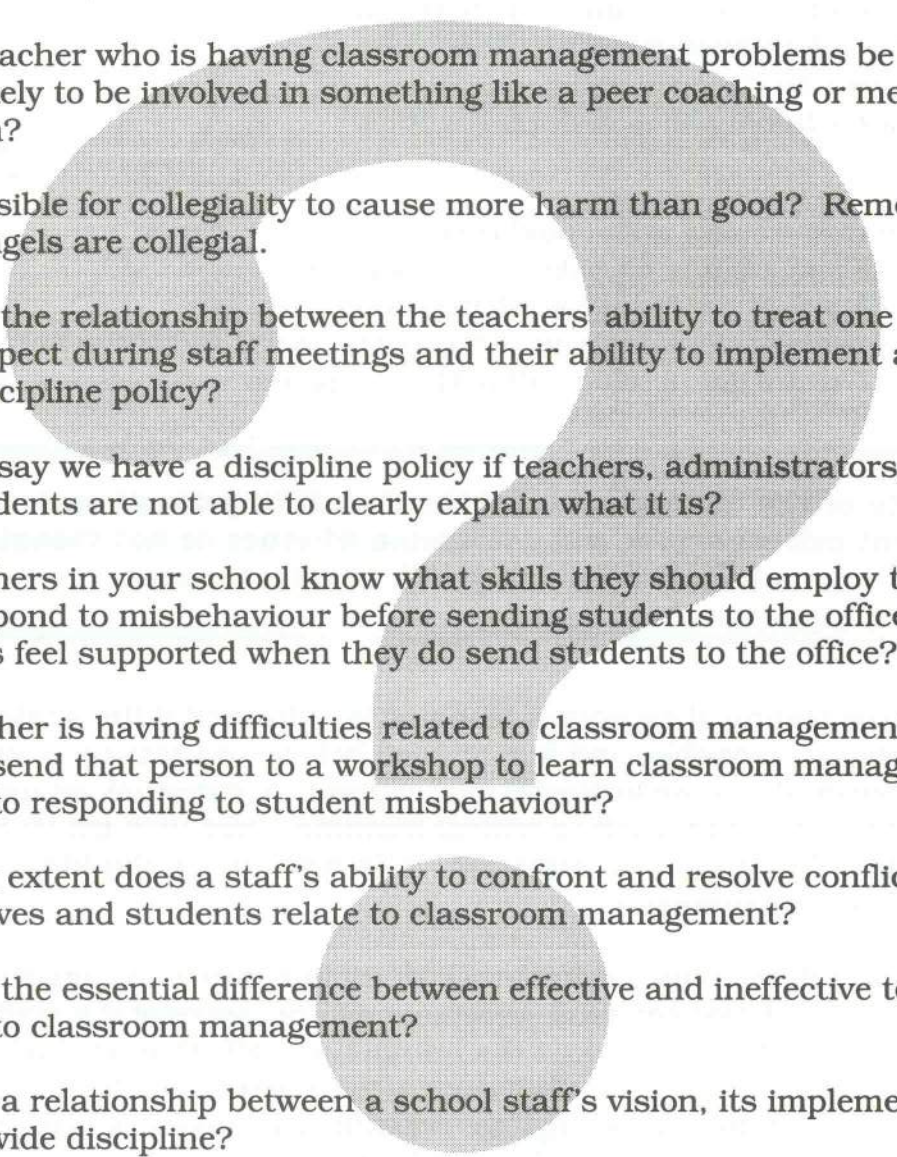


The ability of the teacher and all school staff to prevent and respond to student misbehaviour will determine whether or not meaningful classroom learning will, in effect, occur.

The power of the technical aspects of teaching is enhanced if the students respect us for our caring, reasonable, and fair-minded beliefs and actions — our sense of morality. Importantly, those attitudes and actions are essential components in developing an effective approach to critical thinking. [See Richard Paul et al (1990) books on critical thinking for an introduction to how critical thinking is woven into the teaching-learning process.]

In the chapter on developing a school-wide discipline policy and process (Chapter 16), you will also see those components are essential if a staff is to confront and resolve conflicts. Think of the number of staffs that are balkanized into groups related to issues such as whether or not students should wear hats in classrooms. Balkanization works against creating learning-enriched environments where students and teachers are valued as learners.

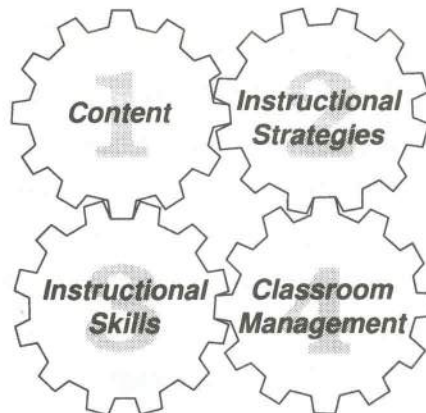
Below are examples of questions that you might ask yourself or a group of teachers as they explore the complexities of classroom management.

- 
- 
- Is it possible for a teacher to solve difficult classroom management problems in isolation from other staff?
 - Will a teacher who is having classroom management problems be less likely or more likely to be involved in something like a peer coaching or mentoring program?
 - Is it possible for collegiality to cause more harm than good? Remember, the Hells Angels are collegial.
 - What is the relationship between the teachers' ability to treat one another with respect during staff meetings and their ability to implement a school-wide discipline policy?
 - Can we say we have a discipline policy if teachers, administrators, parents, and students are not able to clearly explain what it is?
 - Do teachers in your school know what skills they should employ to prevent and respond to misbehaviour before sending students to the office? Do teachers feel supported when they do send students to the office?
 - If a teacher is having difficulties related to classroom management, does it help to send that person to a workshop to learn classroom management skills related to responding to student misbehaviour?
 - To what extent does a staff's ability to confront and resolve conflicts between themselves and students relate to classroom management?
 - What is the essential difference between effective and ineffective teachers related to classroom management?
 - Is there a relationship between a school staff's vision, its implementation, and school-wide discipline?
 - If there is a panacea in classroom management, what would it be?
- 

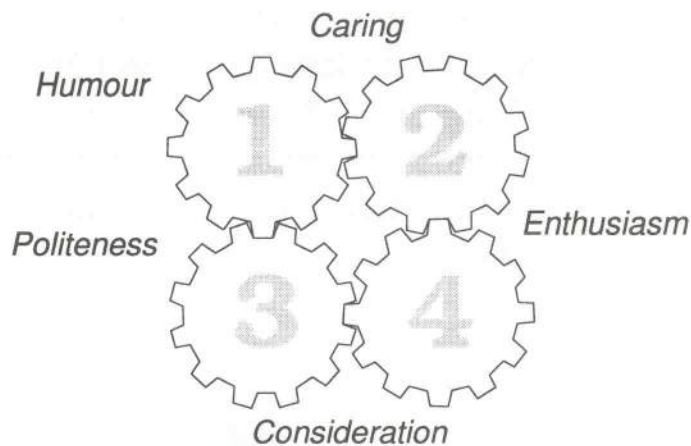
Note: Go back to the framework on page 12 and identify how the above questions reflect the interplay of the concepts in all three dimensions.

Summary of Chapter 1

In this chapter we focused on four components related to creating effective classroom environments:



In addition, we argue those four components must be embedded within personality variables such as:

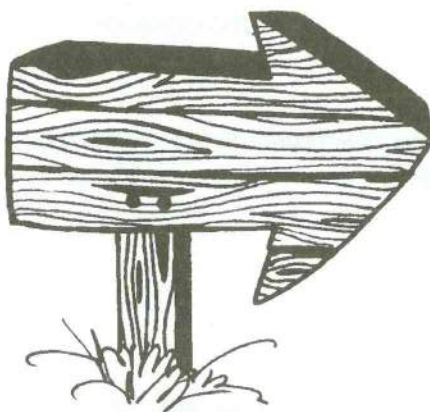


The two other dimensions in the framework presented on page 12 (Teacher as Learner and School Improvement) are also related to creating effective classroom environments.



Chapter Overview

Chapter 2 starts by providing you with the opportunity to first reflect on a scenario and your experiences with effective and not-so-effective teachers. Next, you compare those experiences with the experiences of other teachers, and the experiences of students. The chapter ends with a summary of the research on the characteristics of effective schools and effective classrooms. Importantly, we know from having taught university students and worked extensively with first-year teachers, that these educators all had dreams of success and joy. Yet for some that did not happen — over time they became less and less effective. Why did that happen? The answer to this question is the focus of the next chapter, which deals with how effective and not-so-effective teachers *'got that way'*.



Chapter 2

Effective Teachers and Ineffective Teachers

Reasons for reading this chapter:

- to understand that no matter how well you prepare or how much students respect you, some students will still misbehave and you are expected to deal with that misbehaviour, as well as to assist your students in dealing with it;
- to appreciate that some teachers have effective ways of preventing and responding to misbehaviour that others do not — this chapter initiates the inquiry by reflecting on both effective and not-so-effective teachers.

Let's start by building a case for developing 'those ways' — that is, a case for developing a repertoire of knowledge and skills around preventing misbehaviour and responding to misbehaviour by analyzing the scenario on the following page.



Scenario: Building a Case for Classroom and School Level Communication in Order to Prevent and Respond to Student Misbehaviour.

Cast: 2nd year teacher
2nd year principal
8th grade student

Theme: the continuing battle
Act 17, scene 1.

Act 17 - Scene 1

After telling the student to put the *Mad Magazine* inside the desk, the teacher catches the student reading the magazine with it 'half-in' the desk. Frustrated, the teacher responds by stating, "I told you to put that in your desk!" The student, in the classic-classroom-lawyer style responds, "It is in my desk." The teacher, sensing he is losing control of a situation in which he is expected to have control, and having apparently depleted his available repertoire, angrily sends the student to the office.

Act 17 - Scene 2

The principal has just dealt with two other students who were sent to the office: one for not doing his homework, and the other for refusing to work in groups the teacher had assigned. And now, after having told three other students to wait quietly until she can see them (one, who when asked to turn around, turned 360 degrees and kept doing what he was doing; one who made a racial put-down in class; and one who told the teacher the relationship that existed between her English text and where the sun doesn't shine)...now receives the classroom lawyer and reader of *Mad* (who, by the way, is also the master repenter). The repenter begins:

*"I agree I was wrong and I shouldn't be 'reading' in math, but I enjoy reading and the class was boring and the teacher just went 'crazy' and sent me to the office." (And of course the principal doesn't know the reading material was a *Mad Magazine* because the classroom lawyer knows the game and has no desire to self-destruct.)*

The principal, frustrated at not having the resources to deal with the problems and sensing she is not controlling a situation she is expected to control, suddenly realizes she is on her way to being late for a meeting at central office (over which she likewise has no control). In response to her responsibility at central office she quickly informs the students that if they continue to behave inappropriately, that an in-school suspension and contact with their parents will most likely be the next step. The students are told to wait in the office until the next period, or until recess, or sent back with a note. Of course the end result is that they end up back in the classroom.



Act 17 - Scene 3

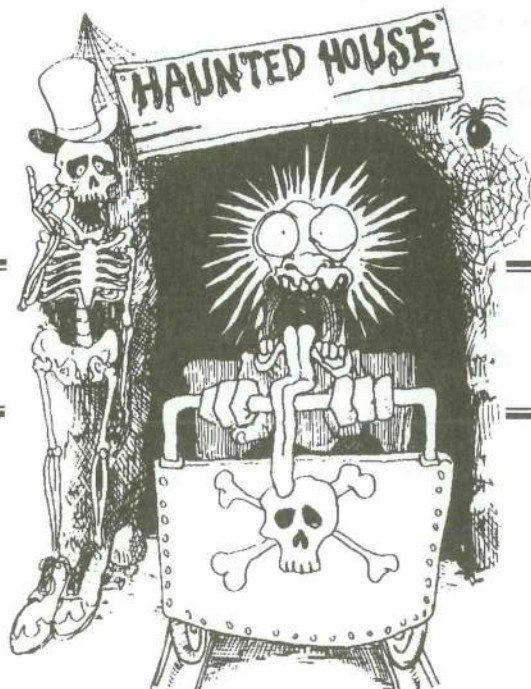
When the student returns to the classroom the teacher thinks or might even ask, "What did the principal do?" The student will usually respond with indifference, "Nothing, she just told me to get back to the classroom and not to fool around." — not what the teacher really wanted to hear. (Of course, the teacher wanted the principal to 'Do Something' that would make the student behave ... forever.) Interestingly, when we ask teachers what they think the 'office' should do, the teachers are not specific nor clear about what should be done, but for sure they want something drastic enough so that the student will never do it again.

The outcome is a tragedy

We have a principal and a teacher who both want to be effective. Unfortunately, neither employs the skills to effectively deal with the situation. Over time, the principal eventually communicates that teachers are hired to solve their own problems. The teachers perceive the principal as non-supportive, and the students recognize a situation that they can exploit to achieve their goals.

The principal and teacher begin to shoot holes in each other's boat. The teacher closes the classroom door and in isolation begins to die the death of a thousand cuts. The principal becomes increasingly isolated from the staff and sets up a culture of isolation or balkanization (See Fullan and Hargreaves, 1991 for additional information on school cultures.) Unfortunately, the principal and teacher fail to recognize they are in the same boat — they are now beginning to sink and will over time become mired in mud. The result is the creation of an impoverished learning environment — a stuck school culture that pleads for a forum to explore how to resolve classroom and school conflicts.

Reflect on your experiences in education.
Can you think of a similar scenario?



Educators who have Researched the Experiences of Others

Rosenholtz (1989) This research shows that 30 percent of first-year teachers in the United States do not return the second year. After 5 years, another 20-30 percent have left. The reasons those teachers reported for leaving were: isolation; no sense of efficacy about how to teach; and experiencing classroom management problems. Rosenholtz also found that the schools where teachers were collegial and collaborative created climates that had much more positive effects on student learning. She called these schools 'learning enriched'.

Gallup Poll Each year the *Phi Delta Kappan* reports on the concerns in education. The number one concern for years has been discipline. The last couple of years, two other concerns have been competing with discipline — violence and the use of drugs.

Purkey and Smith (1985) In synthesizing effective schools research, Purkey and Smith identified fourteen areas that effective schools tend to have in common:

- **Order and discipline**
- Collaborative planning
- Democratic decision making
- Staff development
- Leadership
- Honoring academic effort
- Staff stability
- Efficient use of learning time
- Parental involvement
- District support
- Clear goals that are shared
- Sense of community
- Collegiality
- Curriculum articulation



Ask yourself how each of these variables relates to classroom management and school-wide discipline.

Louis & Miles (1989) In their research on improving the urban high school, Louis and Miles describe five learning-impovertished schools that for three to four years worked intensively to improve by trying to implement the ideas such as those identified in Purkey and Smith's work.

After four years, two schools were considered successful, two were still struggling, and one was worse than when it started. The two successful schools' first step towards improvement was the creation of a safe school environment through the design and implementation of classroom and school discipline systems. As well, they focused on instruction.

Worth noting is that the two successful school staffs had one thing in common — *an ability to confront and resolve conflict*. Louis and Miles identify the ability of a school staff to confront and resolve conflicts as the most important variable in determining whether or not a school will be successful. Think about how many situations you can recall where a school staff has become 'stuck' around issues such as whether or not students should wear hats.

Emmer and Evertson (1980) Their research illustrates that the amount of misbehaviour is similar in most classrooms during the first week of the school year. Interestingly, it increases by 5% in the second and third week of school in reactive classrooms, and continues to escalate during the year.

Moskowitz and Hayman (1976) In comparing the proactive and reactive teachers' classrooms, the proactive classroom has little off-task behaviour (0.95 to 3.5%), whereas in the reactive classroom the off-task behaviour is much higher (7.1 to 18.5%). Note, if you had twins and if one spent twelve years in reactive classrooms and the other twelve years in proactive classrooms one twin could possibly receive more than two additional years of academic engaged time.

In 1993, one of the school boards in Toronto, Ontario, reported that their teachers were spending up to 70% of their time dealing with discipline.



Note: **Proactive** refers to those teachers who take the first couple of weeks to establish rules and routines, to build a safe learning environment, to review previous learning and to provide a sense of the year's journey.

Reactive refers to teachers who do not give attention to the above. They jump into the school year and respond when things happen.

Given that you were a student for at least 12 years, what is your analysis of effective and not-so-effective teachers?

Note: the reader can complete this on his or her own or it can be a workshop activity.



Workshop Suggestion: This activity lends itself to a cooperative group activity. Place participants in groups of 4 or 5 and have them recall and share their responses. Provide about 4 or 5 minutes to discuss them in their groups. Then collect their responses on chart paper or on a chalkboard. This data provides an excellent argument for the relationship between personality, instruction and classroom management illustrated by the Framework in Chapter One.

The purpose of this activity is to begin building the context to understand how teachers become more effective or more ineffective. As you work through this chapter, you will soon appreciate that the issue is much more complex than whether or not you have been to a workshop or sat through a course to study the skills to prevent and respond to student misbehaviour.

Think back on an ineffective teacher you had when you were a student — a teacher you would not particularly want to spend another year with — try to see the room and some of the 'major' players in the class.

Now, list some of the reasons why that teacher was ineffective.

- 1.
- 2.
- 3.
- 4.
- 5.

Next, reflect on how that teacher responded to student misbehaviour — be as specific as possible in listing the responses — what did they say and do?

- 1.
- 2.
- 3.
- 4.
- 5.



Compare your list with the list on the next page, a list of common reasons provided by teachers over the last 10 years.

Why That Teacher Was Considered Ineffective



- no sense of humour, not enthusiastic, boring
- disorganized - didn't respect them as teachers
- embarrassed you in class - had favourites
- never made learning interesting
- always yelling - acted like a god
- didn't seem to care about you as a person
- used the same stuff year after year
- had stopped learning - seemed out of it
- bad breath, could smell alcohol
- was a hypocrite - did things we were not to do (such as: arrived late to class, drank coffee in class)



Hypocrisy - a true story: I was just leaving the office in the elementary school where I was teaching, when I glanced to my right and saw Vernon sliding down the bannister from the second floor — which is not allowed. He also saw me, but was in the clutches of gravity and somewhat out of control. Predictably, I moved over with that gait that teachers develop after they have taught for a few years and said, “Vernon, Vernon, Vernon. What is the school rule?” Vernon easily confirmed the rule. Pushing for higher level thinking I asked, “**Why** is it against the school rule?” He again correctly told me that little kids might see him and try to do it and get hurt. For emphasis I added, “Killed Vernon. Look how far down it is to the basement.” He politely looked.

At this point, with the game of logic complete, I asked him one last question, “What happens if you get caught?” Again he answered correctly and indicated that he had to walk up and down the stairs five times. I told him thank you in that nice, but condescending way and watched as he walked the stairs.

The next afternoon around 4:15 p.m., I was about half way down the bannister when I saw Vernon standing outside the office — he was obviously serving a detention. But I was in the clutches of gravity and somewhat out of control. When I got to the bottom of the best bannister in the world — one you would have to be abnormal not to slide down — I looked over at Vernon and he wore this little smirk. I said, “I know, I know; the stairs five times.” He no doubt told every kid in school I did the stairs. — I know if I was him ... I would.

Was I a hypocrite? Most definitely yes. But in my defense...almost every teacher in that school had at some time slid down that bannister.

How Do Less Effective Teachers Respond to Misbehaviour?



- **didn't solve it - he or she cried or threatened**
- **yelled, threw things - (usually chalk)**
- **shake you - hit you - strap - slammed books**
- **compared you to others (your sister never did that)**
- **ridicule, sarcasm, put-downs,**
- **always sent the problems to the office**
- **punished the whole class for behaviour of some**
- **writing lines or copying out the dictionary**
- **threats - told us they would call our parents**



When asked to recall specific instances of these behaviours, teachers had no trouble re-telling them, some from as long as 30 or 40 years ago. They remembered precise words, gestures, incidents, as well as the emotions surrounding the events. Some can even tell you what the teacher wore.

In summary, what teachers tell us is that this teacher used corporal punishment or the threat of corporal punishment, threatened students with a higher authority (parents or school administration), used punishments such as taking away privileges, and finally — and most importantly — seemed to be on the verge of or in a constant state of anger.

We have worked with teachers for over twenty years at all grade levels and we have not met a teacher or potential teacher who went into teaching because he or she wanted to be angry, to threaten, or to punish. So why did they get this way? Here are some suggestions:



- **no sense of efficacy about how to teach**
- **few classroom management skills**
- **being isolated within the school culture**
- **no sense of collegiality between teachers**
- **no forum for collaboration**
- **no forum for conflict resolution**
- **unresolved personal conflicts - death, divorce, etc.**

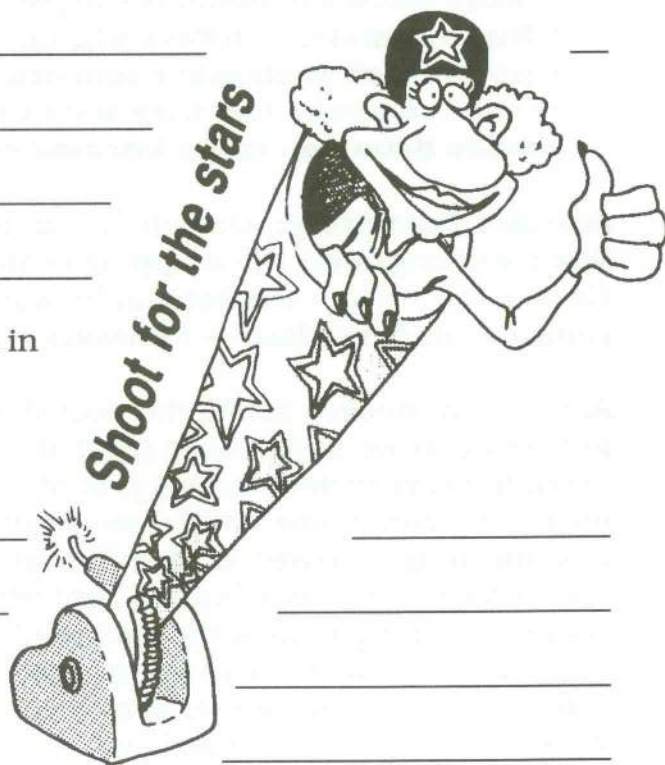
Reflection on Effective Teachers

Think back on an effective teacher you had when you were a student. A teacher you would want for another year. A teacher for whom you would walk metaphorically across a desert in order to get into his or her class. List the reasons why that teacher was selected.

1. _____
2. _____
3. _____
4. _____
5. _____

Now reflect on what that teacher said or did in response to student misbehaviour. Be as specific as possible.

1. _____
2. _____
3. _____
4. _____
5. _____



Compare your list with the list on the next page. That list contains the most common reasons provided to us by teachers over the last 10 years. You will see a common understanding exists between your thinking and that of other educators.

Why I thought that teacher was effective



Interestingly, the two most common responses were:

- he was enthusiastic
- she had a sense of humour

The other common responses were:

- she liked teaching and made the class challenging
- was interested in what we did outside school
- really knew the content - organized
- fair - consistent, always willing to help
- let us teach each other sometimes
- made everyone feel they were important
- really listened - made learning enjoyable



Another True Story: One afternoon in grade 12, a friend and I skipped classes. While walking down the shopping centre mall we saw Mr. Wickson coming our way. He was the physics teacher and he was tough. If your homework wasn't done you squirmed into his class — he always checked.

Anyway, we ducked inside the wool shop and hid behind one of the counters. Relieved that we hadn't been spotted we enjoyed our afternoon. Later that afternoon, in order to meet school procedures, we had the resident forger Linda X write us a 'note-from-home' so that we would be prepared for the next morning. The next morning, I arrived at the office with note in hand about my emergency ear operation and a piece of cotton held with scotch tape over my ear; I noticed Mr. Wickson leaning against the back wall just behind the principal. The principal shook his head as he negated my note. I knew I'd been caught and tried to bring some humour to the situation by asking if they believed I had an earache. Wickson chuckled to himself and rambled out of the office.

That morning in physics class there was a discreet note written on the front board "To Whom It Concerns: *Oh what a wicked web we weave when first we practice to deceive.*" That was the ilk of Wickson. He never said a word. But he pursued his subject with a passion and never compromised his values or standards for the four years I was in that school. His exams were wicked; I didn't pass one all year. But when the provincial wide exams were given it was my highest mark. His tests made the provincial exam seem like a picnic. I didn't know it then, but I know it now, Wickson was one of my best teachers.

Reflections made by students and adults about the characteristics of effective teachers.

Students' reflections:

Attitude:

- interested in kids
- cares about you as people, not just as students or percentages
- treats you with respect, trusts you, and gives you independence
- admits when he or she is wrong
- open-minded and doesn't pass on biases - not hypocritical
- likes the job, enthusiastic, high energy level
- he or she continues to learn

Instruction:

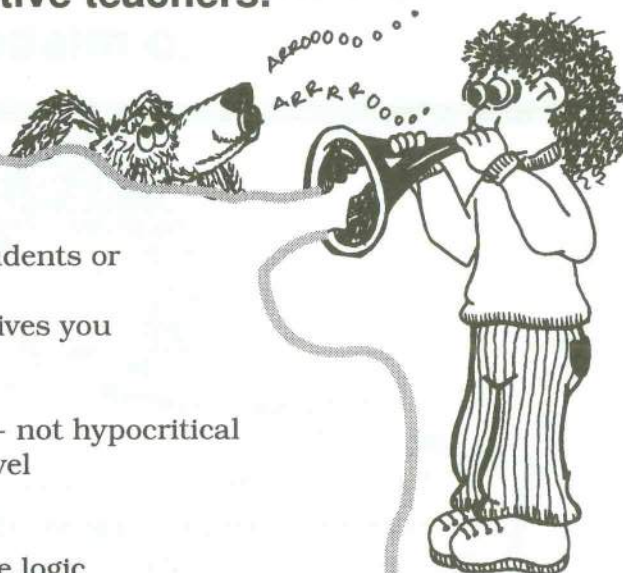
- explains why you do things and shows the logic
- makes it meaningful, uses examples that relate to us
- uses a combination of teaching methods
- allows different interpretations, encourages questions
- gives creative assignments, provides variety, gets you involved
- balances interest between groups and individuals

(This list is from Stelmaschuck's (1986) research with gifted students.)

Adults' reflections:

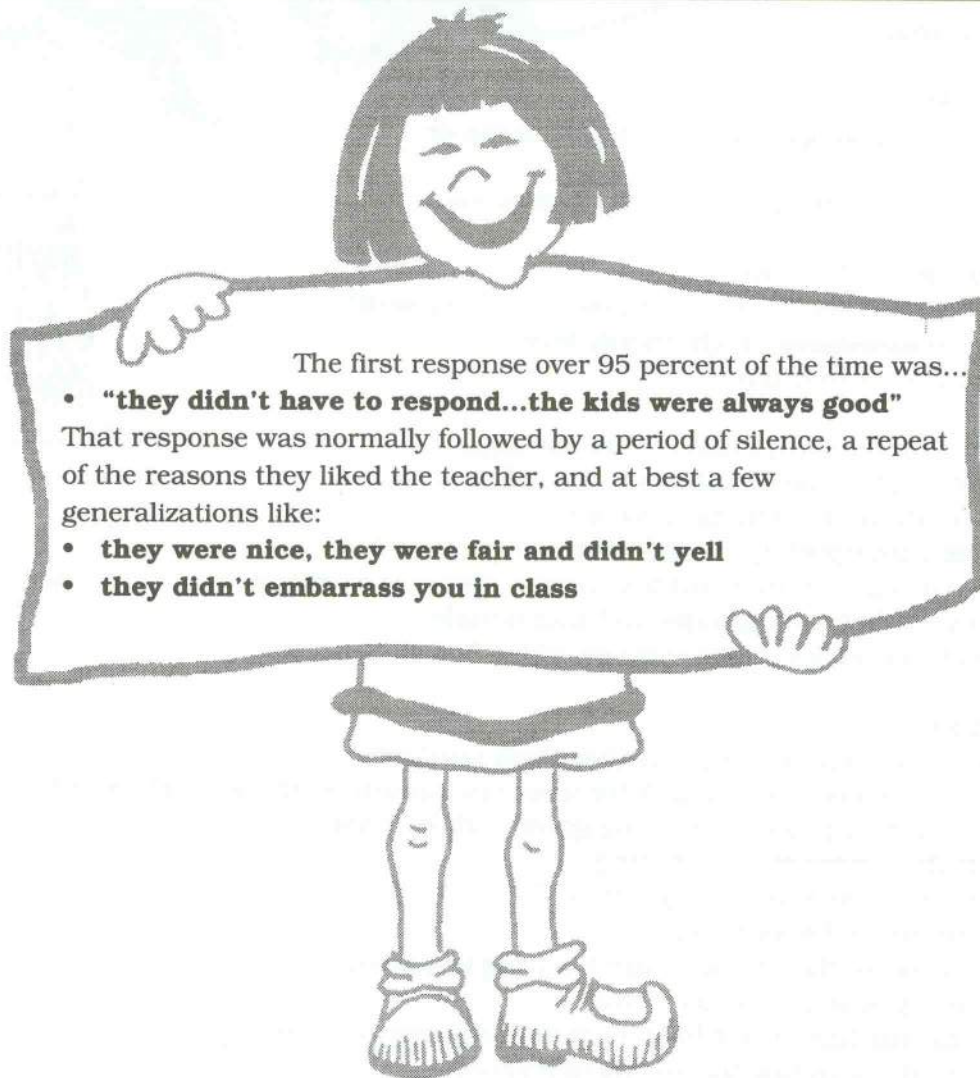
- begin to know learners as people rather than students
- don't conduct discussions that ask for answers already in the leader's mind
- bring learners into a place containing good work by past learners
- capitalize on the power of story telling
- help learners exercise their imagination
- cultivate humour and spontaneity
- set up the course so that none of the learning is useless
- avoid excessive praise of learner's work
- never deny the students their lives - avoid badgering and cruelty
- find ways of making public the works of learners
- help learners refine their use of emotion
- assist learners to profit from the responses of their peers
- help learners come to own their knowledge
- test the work of the classroom against work in the world outside

(This list represents 15 of 43 statements from Macrorie's (1984) book, *20 Teachers* - pages 232-233.)



In all the reflections, notice the interplay of instruction, knowledge of content, and personality traits. As we clarify the nature and skill of teaching, it becomes obvious that effective teaching involves the interplay of many variables. You can see how the components of Dimension One in the preceding chapter evolved.

How the effective teacher responded to misbehaviour



Interestingly, when asked to recall specific instances of how those effective teachers responded, those responding found it difficult to recall. The descriptions provided information on personality traits such as being caring and interested in you, but did little to respond to the question of, "What did this effective teacher do to respond to student misbehaviour?"

We seldom got more than 4 or 5 specific teacher behaviours and even those were examples of what they didn't do — such as "they didn't yell" and "they didn't embarrass you."

So the issue of what those effective teachers did to respond remains vague — **it appears that what they did was invisible. That vague appearance created the term 'invisible discipline'**; a concept we develop in the following chapters.

Summary of Chapter 2

Teachers who are perceived as more effective have common characteristics that increase the chances of creating an environment where students feel encouraged to learn.

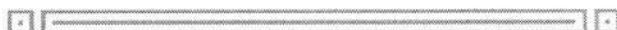
	
Effective	Not-So-Effective
• polite • sense of enthusiasm, humour • organized • variety in lessons - made it meaningful • talked to us outside the classroom • knew their stuff	• sarcastic, ridicule • had favourites • boring, no enthusiasm • couldn't teach • yelled, threw things • were unorganized

The trap for teachers is that the above characteristics of effective teachers are generalities. Their specific skills are invisibly embedded within those generalities. Yes they were enthusiastic, yes they were organized and caring etc., but what did they do to respond to students when they misbehaved? It's hard to remember; it appears to be invisible. The next chapter expands thinking related to those effective and ineffective teachers.

We are not suggesting that effective teachers don't make mistakes and ineffective teachers always make mistakes — rather it is an issue of intensity and frequency. When they got angry or gave detentions, we need to understand:

- ❖ **How angry did they get?**
- ❖ **How often did they get angry?**
- ❖ **What reasons did they have to get angry?**
- ❖ **What did they do after they got angry?**
- ❖ **How long were the detentions?**
- ❖ **How often did they give detentions?**
- ❖ **What happened during the detention?**

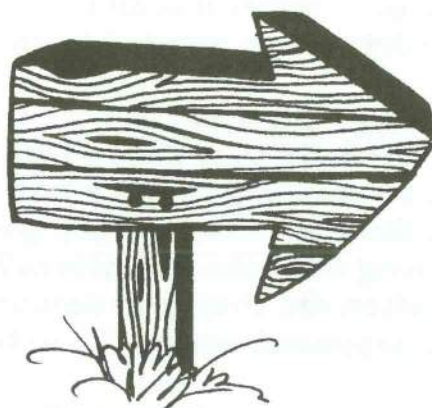
The next chapter deals with why teachers become effective or ineffective.



Chapter Overview

This chapter begins by introducing and developing a chart that provides one way to understand why teachers behave the way they do — to bring clarity to the process of how teachers get into or out of trouble from the perspective of teacher thinking and actions.

It provides one approach to understand the process teachers employ to make decisions on how to prevent and respond to student misbehaviour. The chapter ends by introducing our theory of BUMPS — one way of understanding how to more effectively respond to misbehaviour.



Chapter 3

Why Teachers Become Effective or Ineffective

Reasons for reading this chapter:

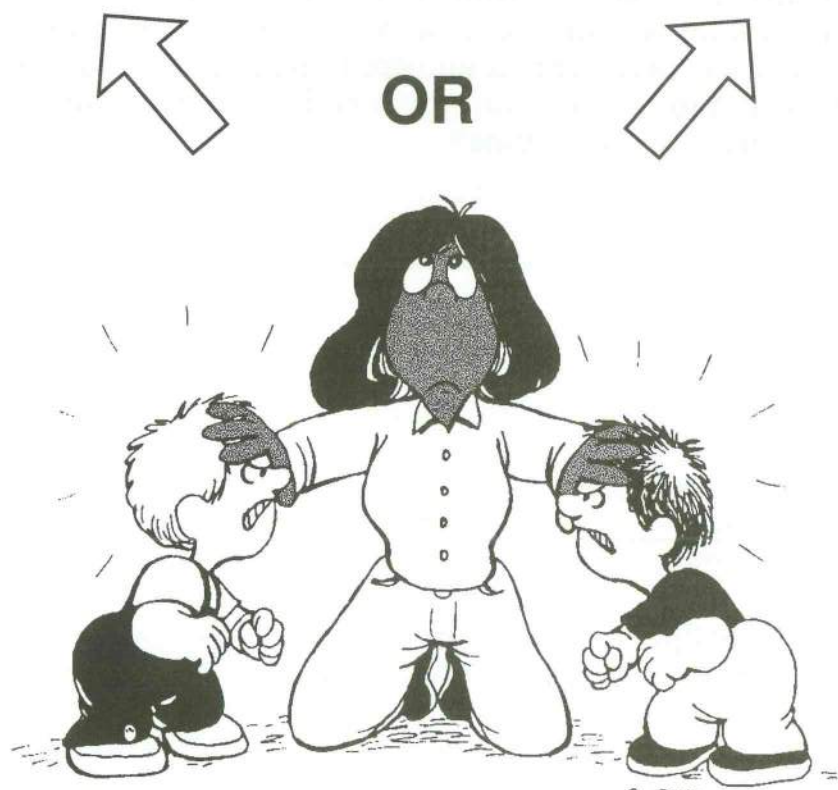
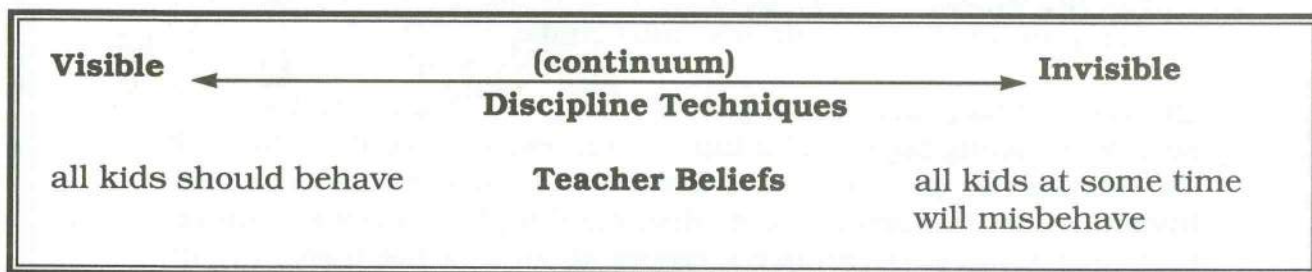
- to understand the factors that increase the chances teachers become effective and how those factors relate to discipline;
- to understand the factors that increase the chances teachers become not-so-effective and how those factors relate to discipline;
- to introduce the concept of BUMPS — our colloquial theory for responding to students who misbehave.

On the next page is the first part of a diagram that develops over several following pages. The top line represents a continuum with the dimensions of 'Visible' and 'Invisible' at each end. Visible and Invisible were the two concepts developed in the previous chapter that refer to what students remember about how the teacher managed the class. No teacher exists on one end or the other; nor is any teacher a total ogre or a total saint. We believe the extent to which a teacher is perceived as an ogre or saint is more a question of frequency and intensity — on which end of the continuum does the teacher spend the most time?

Understanding Ineffective and Effective Teachers

As you interpret the diagram below, please note that the 'Teacher Beliefs' represent the values related to student behaviour that teachers bring into the classroom. Some teachers believe that students **should** behave; others believe that students **will** misbehave.

On the surface these two perspectives do not appear to be dramatically different. From our experience, however, a profound difference in teacher behaviour is engendered by each perspective.

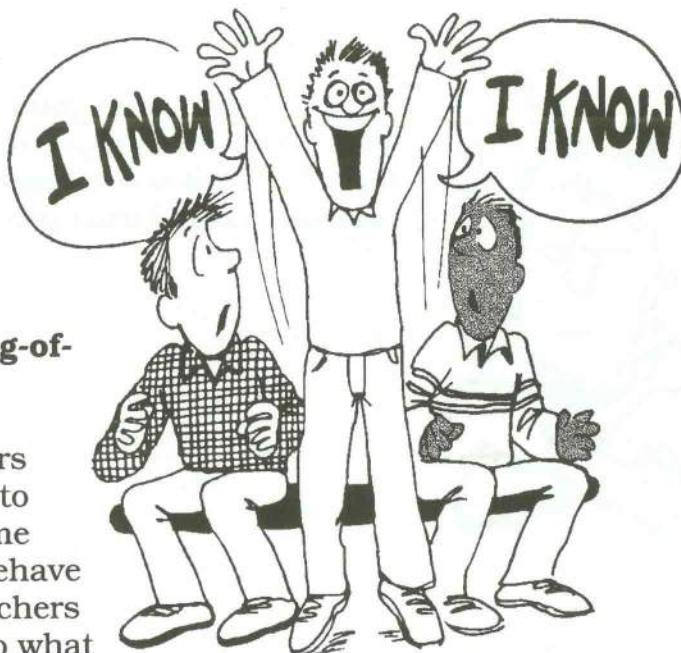


The difference between the two beliefs is illustrated in the following classroom scenario:

If you had students working in groups of four and asked one person from each group to go to the back of the room to get atlases to hand out to the rest of the members in their group, what would you predict might happen?

Below are the common responses we get from teachers:

- **they will argue over who should get the atlases**
- **they will race to get to the books first**
- **someone will be touched or tripped**
- **they will knock something off someone's desk**
- **they will push and shove in a tug-of-war over the books**



As stated on the previous page, teachers on the invisible side are more inclined to believe that no one is perfect all the time and that all people at some time will behave inappropriately. As a result, those teachers believe they have choices to make as to what they might do. They are philosophically prepared for misbehaviour.

How might this perspective influence a teacher's response to the scenario outlined above? She may use something as simple as proximity or having only two students at a time get atlases. Or if the students are working in small cooperative groups, the teacher might have the students letter off A, B, C, & D and ask person C to come to the back of the room to pick up four atlases for his or her group. Of course, she also might move towards the back of the room where the atlases were already stacked into groups of four and give the directions from where the atlases are stacked. Regardless, most students would not be aware that an act of discipline had occurred. Thus, we refer to such teacher actions as 'invisible discipline'.

From a thinking perspective, the teacher using invisible discipline accepts that misbehaviour will occur in the classroom and has a heightened awareness that the 'atlas' situation is fraught with potential problems. The willingness to understand and accept the idea that misbehaviour may occur and to accept the responsibility to deal with the potential problems — represents the essence of what is meant above by the 'Beliefs' teachers who are more effective at classroom management bring into the classroom.

Continuation of the atlas scenario analysis...

A teacher who has the perspective that all kids should behave at all times is less likely to monitor or act to prevent the problem from occurring. Subsequently, misbehaviours occur. As a result, when this teacher chooses to respond, the situation is escalating and the response mirrors the interpretation of the problem (these kids should not be misbehaving). The up-shot is that this teacher often lapses into 'lecture # 33'. If we applied it to the 'atlas scenario', it might run as follows:



"...Can't I even send you to the back of the room to get some books without you acting like a bunch of goof balls? That is something even a kindergarten student can do. Can't I trust you to do any thing?"

If we examine why this teacher is angry, it is most likely a result of the irrational belief that all kids should behave at all times.

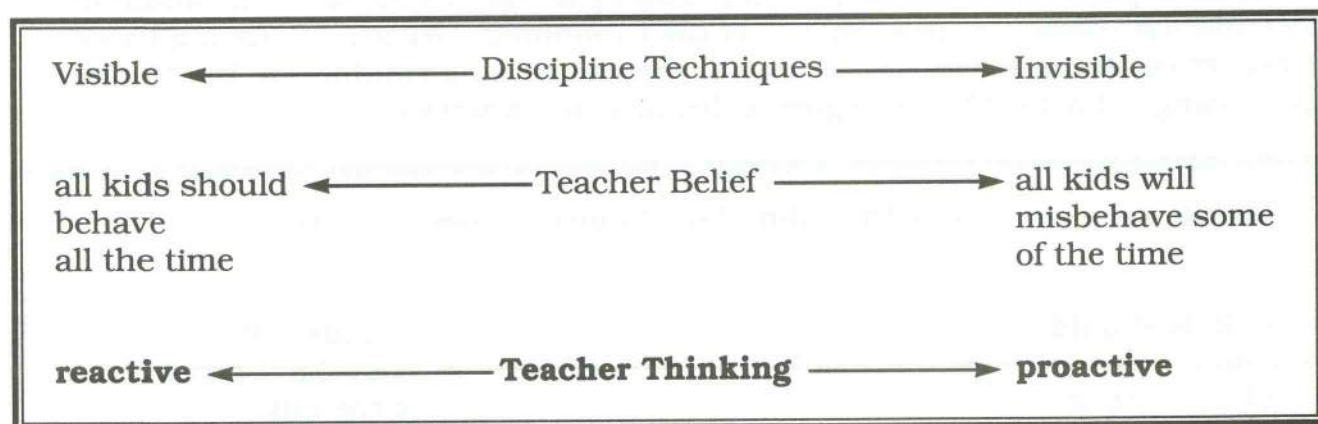
Since kids do misbehave in a classroom, the teacher who believes kids should behave at all times resides in a constant emotional state of disappointment. The deeper held the 'should' the more deeply felt the disappointment, and when the teacher does respond to the kids, that disappointment is often translated into anger. In this agitated state, the teacher is more likely to employ what we call 'visible discipline' actions such as the lecture which moves the focus in the classroom away from teaching and learning. The teacher who believes kids will misbehave and accepts that responding to misbehaviour is part of teaching, is more likely to respond 'from the head' in a more rational problem-solving manner.



In the diagram below we add two ideas related to teacher thinking: teachers who are **reactive** and teachers who are **proactive**.

We argue that the teachers on the invisible side are proactive (or predictive). Those teachers consciously — or more likely subconsciously — record in their heads situations that are most likely to cause difficulty in their classrooms. So, when those situations occur, they recognize the situation immediately and are prepared to respond to it.

The reactive teacher, who doesn't think students should misbehave is often in a constant state of annoyed disbelief when misbehaviour does occur. Subsequently, he is most likely one or two steps behind the kids because he does not have an early warning system that alerts him to a potentially disruptive situation. On the odd occasion that this teacher does respond, the response is often too intense or not intense enough. The result is that students perceive the response as an aggressive avalanche or a puff of dust — both of which indicate the response was inappropriate for the situation.



In the atlas scenario described on the previous page, the proactive teacher recognized the possibility of a problem and moved to prevent it from occurring. In most cases, proactive teachers are prepared to head the kids off at the pass. When these teachers don't think to prepare, they learn from their mistakes and consequently build or refine their repertoire of responses to that situation. Over time, much like a master chess player they accumulate a number of patterns that allow them to make decisions instantly and unconsciously. The unconscious application of those patterns allows them to be involved in complex decisions related to teaching and learning. We often think of these teachers as 'born-to-teach'.

The next step is to figure out how one becomes better at becoming predictive and how to sustain it — so that you communicate you *were* born to teach. From our observations, it seems that effective teachers have learned over time to spend more time on the invisible side.

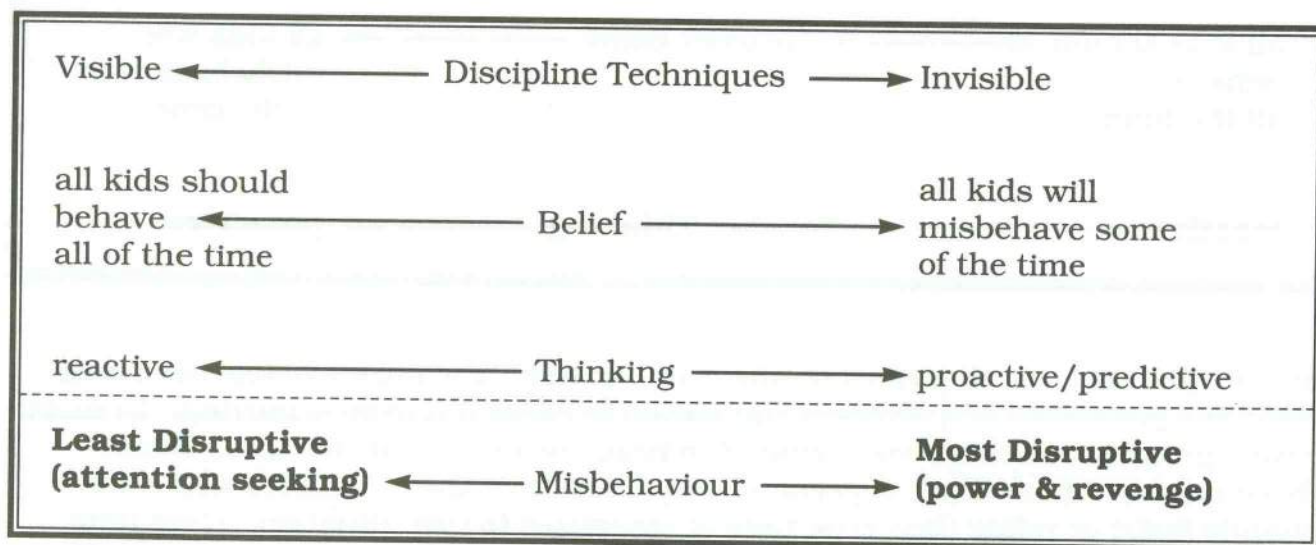
Invisible/Visible discipline continued...

Effective teachers recognize the goals underlying student misbehaviour. This helps them to *accurately* gauge the degree to which an act of misbehaviour may be disruptive to the teaching and learning focus of the classroom.

At the bottom of the diagram below we have added **MISBEHAVIOUR** to the two considerations of **Belief** and **Thinking** to illustrate one way teachers organize their thoughts related to preventing and responding to student misbehaviour.

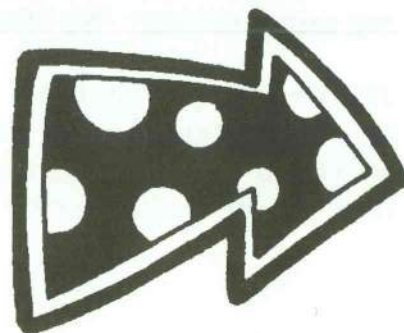
From our observations and discussions with teachers, more effective teachers become predictive by placing the misbehaviour somewhere along the continuum that stretches from least disruptive to most disruptive. We prefer to use the terms **attention seeking** and **power** and **revenge** (terms developed by Rudolf Dreikurs, 1971) to describe and define the ends of the continuum. These terms are discussed in Chapter 4.

For example, pencil tapping would be found closer to the attention end, whereas a student response such as *"This is stupid and you can't make me do it."* would be towards the power and revenge side of the continuum. We are not saying these teachers consciously think of placing misbehaviour on a continuum, but they are processing behaviour by its degree of defiance or disruption.



The objective of the teacher's response is to stop the escalation of the misbehaviour and to encourage a more appropriate form of student behaviour. The effective teacher has the ability to make an instantaneous interpretation of the degree of defiance or disruption and to make a decision to act based on that interpretation.

The ability of the teacher to make this decision leads into our theory of Bumps...discussed on the next page.



The Theory of Bumps

While the choice to move towards increased defiance is usually the student's, it is the teacher's response that will increase or decrease the chances the defiance will continue; in other words, the teacher can choose to add water or gasoline to an explosive situation. The teacher's response to a misbehaviour must reflect a sensitivity to the level of the student's defiance.

We label the student's escalation (i.e., the move towards power and revenge) as a **BUMP**. The term comes from card games, where the player bumps up the ante and with that ante comes an increased sense of risk. In the classroom, however, the ante is emotion. The teacher's responsibility is to interpret the degree of BUMP and match it with an appropriate response. Colloquially, we call this the theory of BUMPS.

The less effective teacher's thinking is not as finely tuned to deal with the variety of student misbehaviour. Kounin (1971) did the first descriptive research on effective teachers and labelled this ability of teachers to sense nuances or nip problems in the bud as '**withitness**'. He called the effective teacher's ability to simultaneously do two things at the same time (teach and nip) '**overlappingness**'. The ineffective teacher struggles with the thinking and skills related to withitness and overlappingness.

As we stated earlier, this teacher's ability to interpret the situation is 'out of whack' or not 'with it' and is frequently either behind the level of defiance or too far ahead. Consequently, if the interpretation is incorrect, the response is not congruent with the level of defiance. Often, the response is not sufficiently assertive, but when the teacher does become assertive he over-reacts and becomes too assertive and invites further escalation by the students.

If this theory of Bumps makes sense as one possible way of looking into the classroom, then the next step is to improve our ability to perceive and interpret student misbehaviour. The final step is to become more skilled in preventing and responding to inappropriate behaviour.



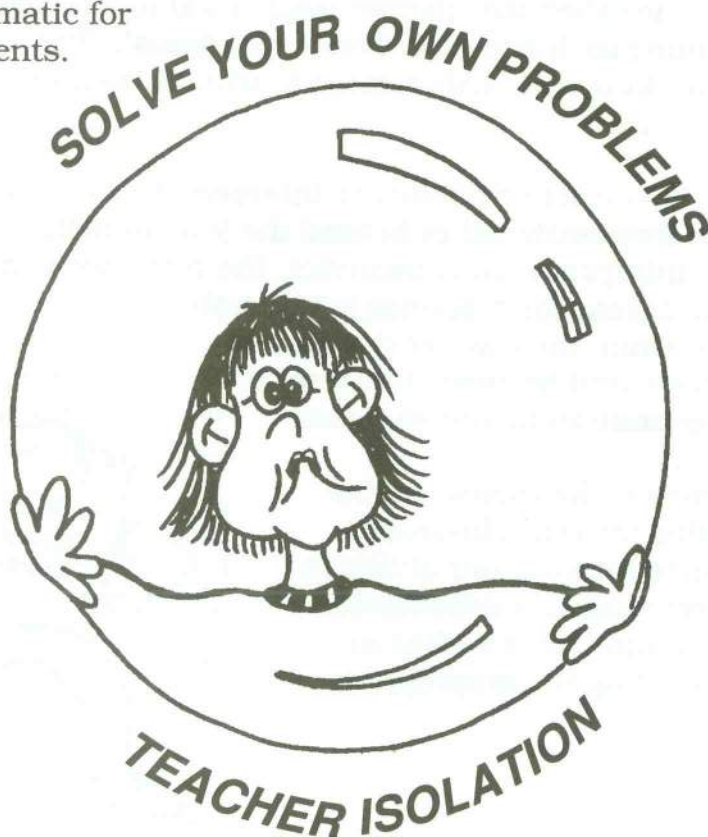
Theory of Bumps continued...

Understanding how effective and not-so-effective teachers respond to misbehaviour is an important start in understanding the dynamics of what goes on in classrooms and schools to prevent and respond to a student's or a group of students' inappropriate behaviour.

As a teacher or administrator you are often confronted by situations to which you are expected to respond appropriately. When your 'bag of tricks' is depleted, frustration is the most commonly occurring feeling.

As teachers and administrators we are expected to respond appropriately to student misbehaviour. When we are unsuccessful in doing so, frustration occurs. In such situations we often try to recall the methods of teachers we had as students. Unfortunately, we don't remember what the effective teacher did — it was sort of invisible. Nonetheless, we do remember the responses of the not-so-effective teacher which were definitely visible, and possibly etched in our mind. In frustration, we often select one of those responses. It would seem that at this point we are more likely to remember the least effective strategies. And, if we select them too often, we know students are more likely to bond against us and teaching becomes increasingly stressful.

In a school culture where the norm is teacher isolation and the message or expectation is, *"Solve your own problems; that's why we hired you as a teacher,"* then, as we discussed earlier, the end result can be traumatic for teachers and students.



Summary of Chapter 3

In this chapter, we tried to illustrate the complex process of becoming an effective or an ineffective teacher through clarifying their Discipline Techniques (Visible/Invisible), their Beliefs (students should behave/will misbehave), their Thinking (reactive/proactive), and their understanding of misbehaviour (least disruptive/most disruptive).

Although the authors have never met a teacher who went into teaching with a disposition to be less effective over time, some teachers develop and communicate that disposition. This chapter provided one lens to clarify why they do.

We would like to add that other variables are also woven into the process of being a more or less effective teacher:

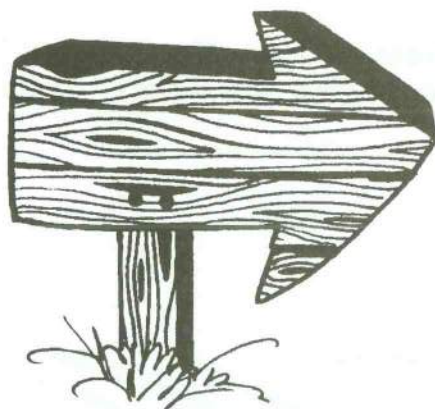
- ❖ Mentoring programs for first year teachers are effective, yet in most districts they don't exist. Most first year teachers get the worst students, the largest class size, the worst room, the worst filing cabinet, etc. It is not unusual for the room to be razed and pillaged prior to the new teacher coming to the school.
- ❖ The school culture promotes isolation of teachers, or balkanizes teachers into groups or departments so that the sharing of ideas does not occur.
- ❖ The opportunity for teachers to have a sense of shared power and responsibility for what occurs in the school, encourages them not to be accountable. Teachers also have a need to belong and to have control over professional decisions.

We are beginning to understand how effective and ineffective teachers 'got-that-way'; the next chapter begins the inquiry of how students 'got-that-way'.



Chapter Overview

This chapter provides the opportunity to analyze how students think and why they behave the way they do. It identifies the student misbehaviours that reduce the effectiveness of the learning and organizes those behaviours so that teachers can respond to them more appropriately. Understanding what causes students to behave inappropriately also helps to extend one's understanding of why teachers at times misbehave.



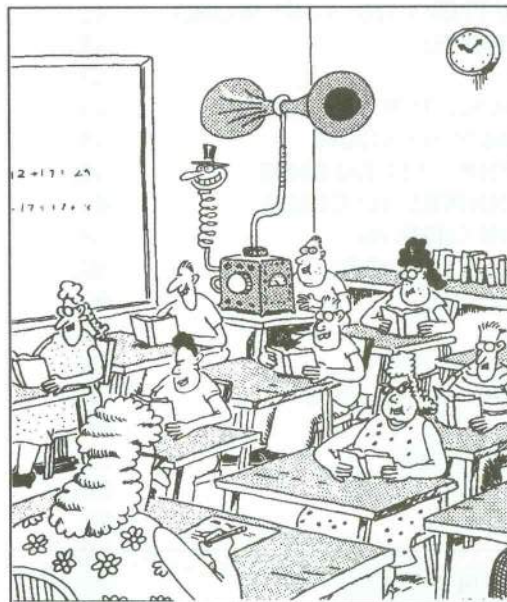
Chapter 4

Misbehaving Students and How They Got That Way

Reasons for reading this chapter:

- to provide one lens through which teachers can understand why students misbehave and from that to respond more appropriately to the misbehaviour;
- to provide a process to classify the variety of ways students misbehave so that teachers can develop an appropriate repertoire of skills to respond without thinking they must have a separate skill for each misbehaviour;
- to help teachers understand that if they understand why students are misbehaving, they increase the chances of responding in a more rational and humanizing way.

We will start this chapter by **identifying** and **examining** your thoughts and feelings around the student behaviours that stop you from teaching and other students from learning.

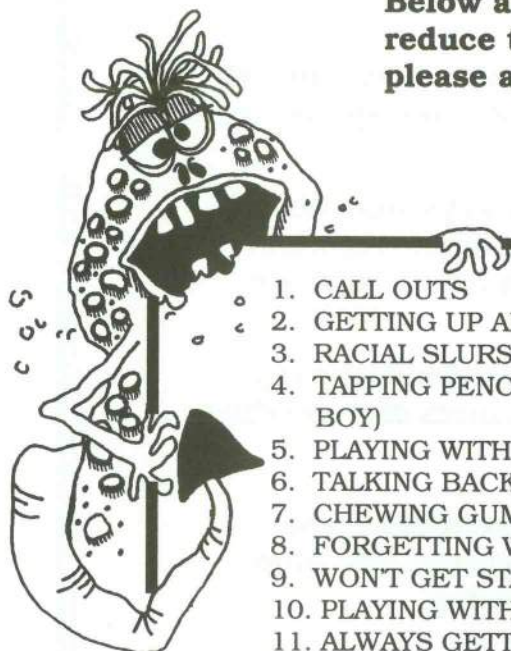


The class was quietly doing its lesson when Russell, suffering from problems at home, prepared to employ an attention-getting device.

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Identifying Student Misbehaviour

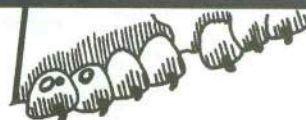
Below are some of the most common misbehaviours that reduce the effectiveness of the learning environment; please add more of your own (remember to be specific).



1. CALL OUTS
2. GETTING UP AND WALKING AROUND
3. RACIAL SLURS
4. TAPPING PENCIL (LITTLE DRUMMER BOY)
5. PLAYING WITH TOYS
6. TALKING BACK
7. CHEWING GUM LOUDLY
8. FORGETTING WORK
9. WON'T GET STARTED
10. PLAYING WITH VELCRO ON SHOES
11. ALWAYS GETTING THE LAST WORD
12. HITTING OTHERS
13. TATTILING
14. ALWAYS USING THE WASHROOM
15. NEVER READY TO START
16. TALKING WHILE I'M TALKING
17. BRINGING KNIVES TO CLASS
18. SPITTING ON OTHERS
19. MAKING FUNNY NOISES
20. PASSING NOTES
21. STEALING
22. ROCKING IN A CHAIR
23. SITTING DOING NOTHING
24. CHEATING
25. CARVING ON DESK
26. NAME CALLING
27. FIGHTING
28. TANTRUMS
29. SHOOTING SPIT BALLS
30. NOT DOING HOMEWORK
31. PUT DOWNS — "YOU JERK"
32. IGNORING YOU
33. DOING THE OPPOSITE OF WHAT IS ASKED
34. CLASS CLOWN - BURPING
35. STUPID QUESTION/ANSWER
36. BLAMING EVERYONE ELSE
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**What do we do...
now that we know what they do?**

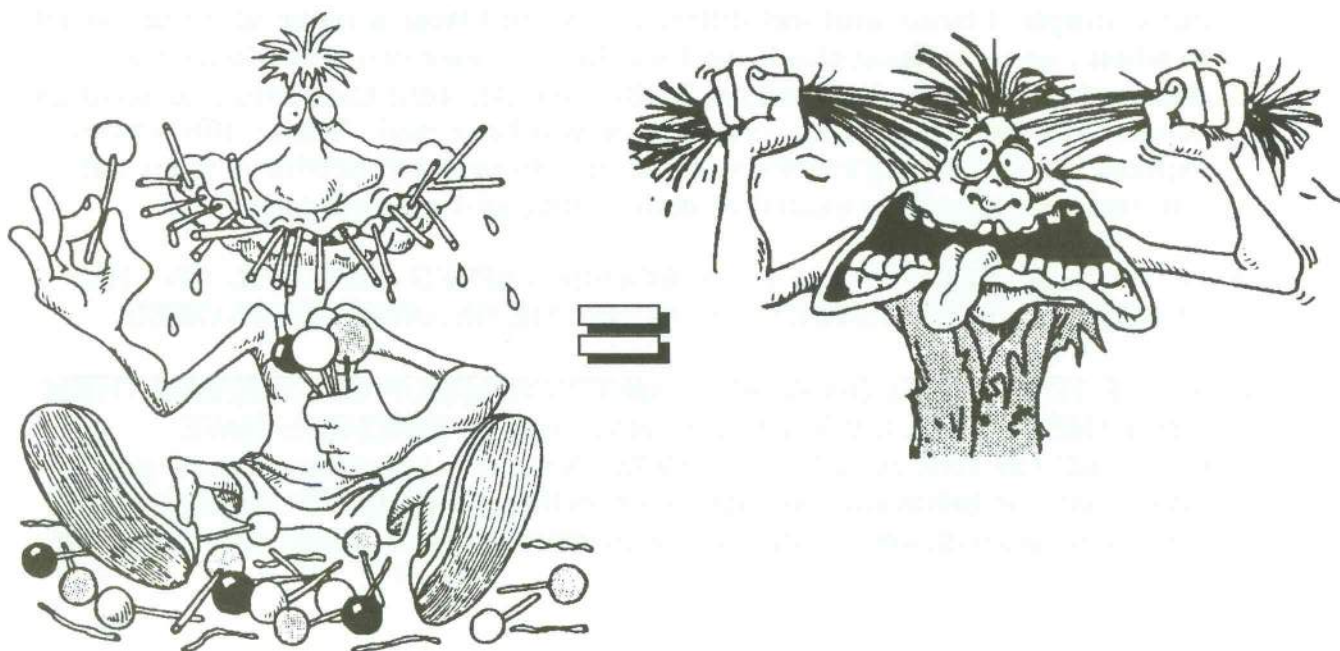


Examining Your Thoughts and Emotions to Make Sense of Those Misbehaviours

FIRST, you know that teachers do not have a separate skill to respond to each of those misbehaviours listed on the previous page — so then, what have effective teachers done? It seems they understand that certain misbehaviours are similar and can be dealt with in similar ways.

For example, in my class, when a student whispers to a friend, I feel and think differently than if the student is sitting there doing nothing or if he is being obnoxious to another student. Whispering, tapping pencils, passing notes, rocking in chair, calling out answers, etc., irritate me, and I start to think, *“How many times do I have to tell you to stop?”* Those feelings are different from a student being rude or threatening to me or another student.

SECOND, if we grouped the behaviours listed on the previous page (plus those you added) into categories based on how those behaviours make you **think** and **feel**, you will discover patterns (note, the directions for an activity to group those behaviours are on the next page). Certainly, some misbehaviours will fall into more than one category, but for now, try to place a behaviour in one category. Please be able to justify your grouping based on your thoughts and feelings.



Categorizing Behaviour

USING HILDA TABA'S INDUCTIVE STRATEGY

(see page 109 for a brief explanation)

*(See Joyce, Weil & Showers, 1992 - Models of Teaching
for more in-depth information)*



Note, the activity described below is designed for use in a workshop. If you are reading this book by yourself you can complete the activity or continue to read on the following page.

TASK: CATEGORIZE THE BEHAVIOURS LISTED TWO PAGES PREVIOUSLY BASED ON YOUR THOUGHTS AND EMOTIONS RELATED TO THOSE BEHAVIOURS.

TASK DIRECTIONS:

1. PUT YOURSELF IN GROUPS OF 2 OR 3 AND CATEGORIZE THE MIS-BEHAVIOURS BASED ON THE COMMON THOUGHTS AND EMOTIONS THOSE BEHAVIOURS CAUSE — BE ABLE TO JUSTIFY YOUR CATEGORIES FROM THE PERSPECTIVE OF YOUR COMMON THOUGHTS AND EMOTIONS.

(Note, there is no right or wrong number of categories.)

For example, I think and feel differently when I hear a racial slur compared to when I see a sulking child. So I would put those two behaviours into different categories. You will no doubt have different thoughts and feelings because of the different life experiences you have had. Those differences explain why achieving consensus around discipline procedures is so difficult unless the staff is skilled at confronting and resolving conflicts.

2. PROVIDE A LABEL FOR THE CATEGORIES AFTER AGREEING ON THE COMMON THOUGHTS AND EMOTIONS THE BEHAVIOURS EVOKED.
3. SHARE YOUR CATEGORIES WITH ANOTHER GROUP OR COMPARE THEM WITH THE TYPICAL CATEGORIES THAT OTHER TEACHERS HAVE CREATED ON THE FOLLOWING PAGE. Note, it is not essential that you agree that one behaviour belongs in a specific group. But if the majority of your colleagues disagree with you, be prepared to re-examine your thinking.

Typical Categories From Other Teachers

We are not stating that the categories below are right, only that they are common categories. Obviously, if we take into account other variables such as how often the misbehaviour occurs and where and when it occurs, then the misbehaviour will fit into more than one category. The fact that a misbehaviour can fit into more than one category **IS AN IMPORTANT POINT. IT CLEARLY ILLUSTRATES HOW HAVING ONLY ONE APPROACH TO RESPOND TO A SPECIFIC MISBEHAVIOUR LIMITS THE TEACHER'S ABILITY TO RESPOND APPROPRIATELY.**

1

call outs, little drummer boy, playing with toys, playing with velcro, tattling, talking while I'm talking, making funny noises, passing notes, rocking in chair, class clown burping, getting up and walking around, always using the washroom

2

talking back, tantrums, always getting the last word, ignoring you, doing the opposite of what you ask, statements like, *"you can't make me"* or *"this class is boring"*

3

racial slurs, hitting others, tattling, spitting on others, name calling, fighting, put-downs *"you jerk,"* wrecking things, biting, pushing

4

forgetting work, won't get started, never ready to start, sitting doing nothing, won't do homework, blaming everything on somebody else

The following are tough ones to categorize: cheating, stealing, bringing knives to school, drugs, and alcohol. Responses to these usually involve others such as parents, guidance counsellors, social workers, school administration, and colleagues. (We respond to these behaviours in Chapter 13 — dealing with power.)

After you have compared your categories to the ones above, match your categories with the four labels for the goals of misbehaviour on the next page.

Goals of Misbehaviour

Below are the four labels for the goals of misbehaviour. On the following four pages are brief explanations of the four goals of misbehaviour as identified by Rudolf Dreikurs:

- 1 - ATTENTION**
- 2 - POWER**
- 3 - REVENGE**
- 4 - ASSUMED DISABILITY**

Please appreciate that the goals are not meant to be an exact or exclusive explanation of why we behave the way we do. Rather, they provide an additional insight or lens to assist teachers in understanding why students (and possibly teachers) misbehave. The more lenses we have, the more extensive our repertoire in meeting the ever increasing demands and complexities of creating environments that encourage student learning. A one-page summary of each of the goals of misbehaviour and the accompanying emotions, thoughts, and teacher responses is found on the following four pages.

Importantly, just because a student misbehaves does not mean that the student has a goal of misbehaviour. We all have moments when we are inappropriate and that does not mean we have a goal of misbehaviour. Rather, we say the student has a goal of misbehaviour when the behaviour becomes persistent to the extent it becomes part of the student's lifestyle and prevents the student from interacting in a socially acceptable way.



Workshop suggestion: You can put participants in groups of four and have them Jigsaw the four goals of misbehaviour — they are explained on the following pages.

For additional information on goals of misbehaviour etc., we recommend Dinkmeyer & McKay's (1989) book, the *Parent's Handbook*.

ATTENTION-seeking refers to inappropriate behaviour that occurs when a student discovers she is not getting the recognition she believes she requires. Her mistaken belief is that she only belongs when others are paying attention to her. This student is seeking acceptance through the attention of others. She wants the teacher or other students to provide her with additional recognition. She is not attempting to hurt or to control; she simply wants others to attend to her needs. She usually attains her goal through annoying or disruptive behaviours. This student gives you the impression of 'mosquito-itis' and she never seems to go away.

When you hear yourself saying things like *"How many times do I have to tell you?"* or *"If I've told you once I've told you a million times..."* or *"That's the last time..."* there is a strong possibility the student may have attention-seeking as a reason for misbehaving. Additionally, our emotions of frustration, irritation, and annoyance also indicate the student is seeking attention. When teachers give the student the attention, they usually stop — but only for the moment. Before long, they are usually once again buzzing and irritating. Unfortunately, the teacher is the one being trained, in that he is encouraged to continue to respond as a result of the short-term gratification he gets for the short-term stoppage of the misbehaviour.

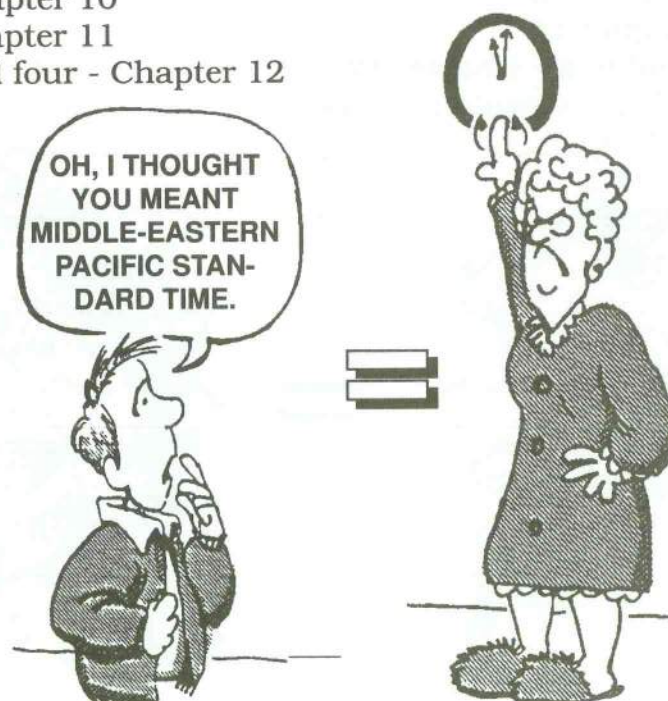
Below are the chapters that answer the question of how to prevent and respond to student misbehaviour that fits into this category.

Preventive Responses to attention-seeking students will be what teachers can do in regards to:

- meeting their needs to belong and to feel included - Chapter 5
- meeting their need to learn meaningfully and actively - Chapter 6
- meeting their needs to have control over their learning - Chapter 7

Responding Responses to these students will be found under the skills:

- Bump one - Chapter 10
- Bump two - Chapter 11
- Bump three and four - Chapter 12



Goals of misbehaviour continued...

POWER refers to student behaviour that oozes defiance. The student's mistaken belief is that he is only important when in control of a situation or of others. The defiance is usually found in temper tantrums, crying, and in the arrogant tone of voice and body language when talking back, contradicting, or challenging the teacher or other students. Another tell-tale sign is that when he is asked to stop, he continues to misbehave. That failure to stop gives the message that the teacher will have to make him stop. Power struggles are stressful.

Because power seeking behaviour, if it is successful, is perceived by the teacher to be an attack on the teacher's position of authority, the feelings the teacher experiences are ones of feeling threatened or of embarrassment. Anger quickly follows. Our belief is that anger demonstrates that the teacher's repertoire in responding to students who have bumped or escalated to power is exhausted or is being ignored. The teacher's use of anger is an attempt to overpower the student and make him submit to the teacher's will. The teacher's verbal response to the student often mirrors his emotional state. Subsequently, the teacher threatens, e.g., *"Keep that up and you're going to the office"* or we seek to embarrass back, e.g., *"Act your age"*.

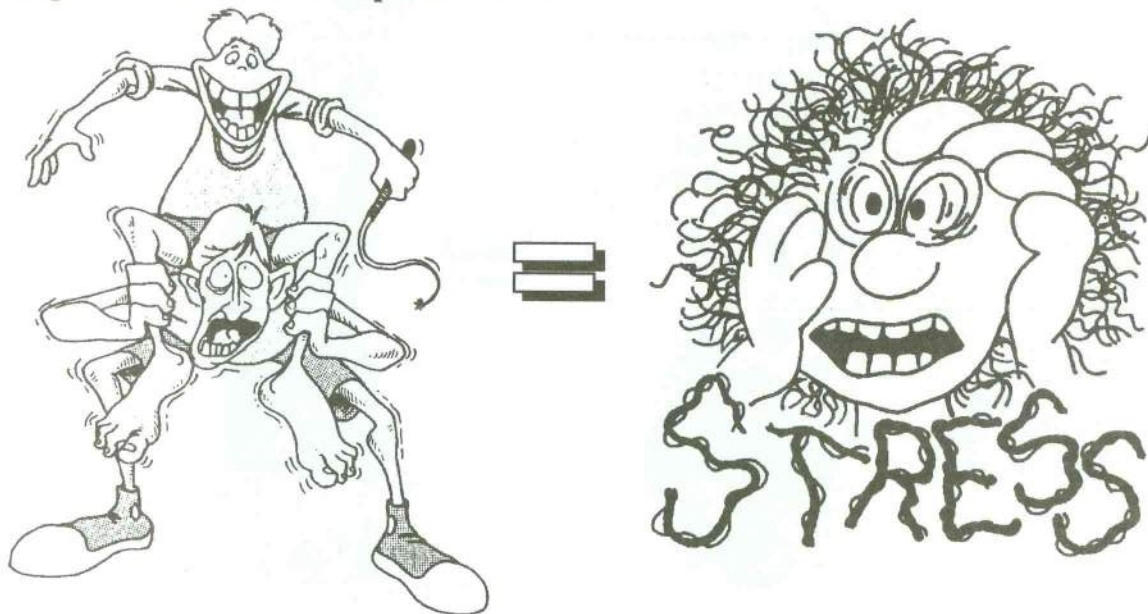
Below are the chapters that answer the question of how to prevent and respond to student misbehaviour that fits into this category.

Preventive Responses to these students will be what teachers can do related to:

- meeting their needs to belong and to feel included - Chapter 5
- meeting their need to learn meaningfully and actively - Chapter 6
- meeting their needs to have control over their learning - Chapter 7

Responding Responses to these students will be found under the skills:

- Bump one - Chapter 10
- Bump two - Chapter 11
- Bumps three and four - Chapter 12
- Bumps five and six - Chapters 13, 14



Goals of misbehaviour continued...

REVENGE refers to student behaviour that indicates he is only significant when he is hurting others physically or emotionally. Hurting others helps him balance the fact that he is also hurting. This type of behaviour becomes cyclical in that the revengeful student sets himself up to be punished and the hurt of the punishment renews his cause to seek revenge.

If the student is successful in achieving his goal, the teacher's feelings focus on hurt and humiliation. When the student behaviour is severe enough the teacher is likely to experience feelings of repulsion and revulsion — once again the teacher's actions mirror his emotions. These students are often suspended, given more dire punishments such as writing out copious dictionary pages, and denied privileges for extended periods of time. Where it is still legal, these students are often strapped. What the less effective teacher says is usually designed to hurt back, *"Only an animal would do that!"*

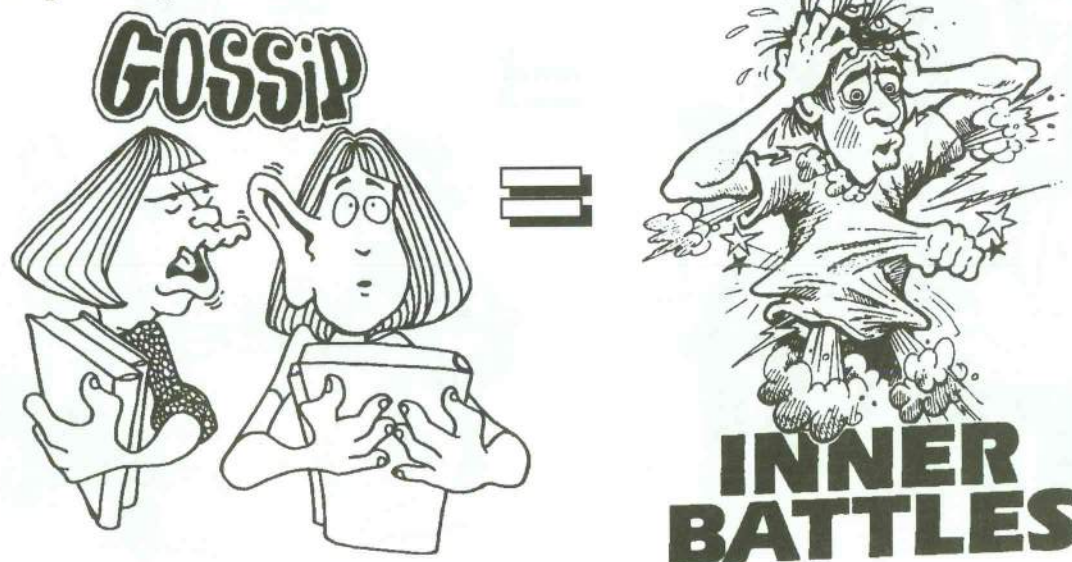
Below are the chapters that answer the question of how to prevent and respond to student misbehaviour that fits into this category.

Preventive Responses to these students will be what teachers can do (primarily under the first one, but also paying attention to the other two):

- meeting their needs to belong and to feel included - Chapter 5
- meeting their need to learn meaningfully and actively - Chapter 6
- meeting their needs to have control over their learning - Chapter 7

Responding Responses to these students will be found under the skills:

- Bump one - Chapter 10
- Bump two - Chapter 11
- Bumps three and four - Chapter 12
- Bump five - Chapter 13
- Bump six - Chapter 14 This chapter is particularly useful because it provides one avenue to encourage this student to explore alternative ways of responding.



Goals of misbehaviour continued...

ASSUMED DISABILITY refers to student behaviour that reflects the student's feelings of helplessness and his belief that he has no ability. The actual behaviour is *no* or *minimal* effort. For all intents and purposes, he is an invisible presence. He does not stop you from teaching or other students from learning unless he is expected to contribute to a group. Even then, the group ends up working around him.

If the student is successful in achieving this goal of misbehaviour, the teacher feels defeated. Again, the teacher's actions mirror her emotions. The teacher gives up on the student by decreasing her expectations to a minimum. The student is usually ignored, forgotten or treated with indifference. Expressions less effective teachers use are, *"If you don't try, why should I?"* or, *"When you're ready to work, let me know."*

Below are the chapters that provide information on how to prevent and respond to student misbehaviour that fits into this category.

Preventive Responses to these students will be what teachers can do (primarily under the first one, but also paying attention to the other two):

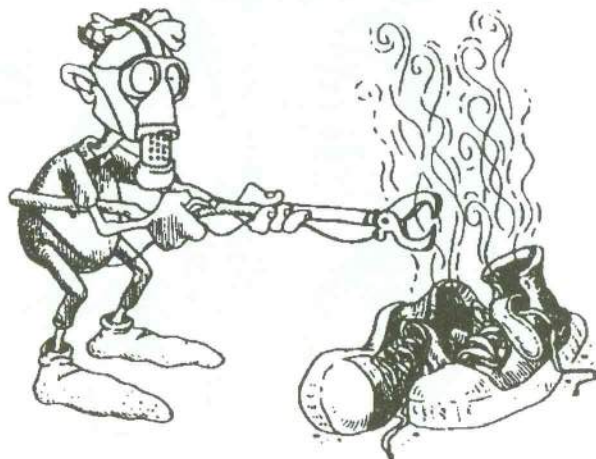
- meeting their need to belong and to feel included - Chapter 5
- meeting their need to learn meaningfully and actively - Chapter 6
- meeting their need to have control over their learning - Chapter 7

Responding Responses — these students seldom directly interfere with our teaching, but when they do, we will use the skills found in:

- Bump one - Chapter 10
- Bump two - Chapter 11
- Bumps three and four - Chapter 12
- Bump six - Chapter 14 This response provides an opportunity to build a relationship with this student over time.



The smell of de "feet"





Workshop Activity: Summary of Goals of Misbehaviour

On the next page is a chart with the goals of misbehaviour on the top and teacher's and student's reactions along the side.

Your task is to respond from the point of view of when the student is successful in a negative way at engaging the teacher in the student's inappropriate life-style.

Directions:

1. Get into home groups of four and letter off A, P, R, D

Person A-will do Attention

 P-will do Power

 R-will do Revenge

 D-will do Assumed Disability

Working down the columns — not across, take 3 minutes to briefly think about how you would respond to the four areas listed below.

A. Where it says "Student's Behaviour" provide a word or phrase that summarizes what the student behaviour is like.

B. Where it says "Teacher's Emotional Response" be as specific as you can.

C. Where it says "Teacher's Verbal Response" try to capture this in a descriptive word or phrase.

D. Where it says "Student's Response" try to capture this in a description of what the student does.

2. Now, move to four corners of the room and form expert groups (A's together, B's together etc.,) of 3 or 4 and try to come to consensus about what you believe fits into each square. (5 minutes)
3. Return to your home group and share your responses with the others in your group.
4. When you are finished, compare your responses with our responses on page 57.

Goals of Misbehaviour 	Attention	Power	Revenge	Assumed Disability
Student's Behaviour				
Teacher's Emotional Reaction				
Teacher's Verbal Reaction				
Student's Response to Correction				

Goal of Misbehaviour	Attention	Power	Revenge	Assumed Disability
	Arnie Annoyance • Inappropriate for time and place • Whispering • Calling out answers • Walking around • Making noises	Debbie Defiant • Often the same as attention seeking but increases in frequency or intensity • Becomes defiant	Harry Hurt • Hurts others' psychologically or physically (Knows others' weaknesses) • Gossip • Put downs • Teasing • Racial/gender slurs	Lorna Lump • Does nothing • Disappears • Homework not done • Forgets materials
Teacher's Emotional Reaction	• Annoyance • Frustration • Irritation • Disappointment	• Fear • Threatened • Anger	• Revulsion • Hurt	• Discouraged • Helpless
Teacher's Verbal Reaction Note: verbal response mirrors emotional reaction	• Almost always contains a reference to number, "If I've told you once, I've told you 10 times!"	• Contains threat related to: • office • parents • punishment	• Hurt back (sarcasm) • Ridicule or if allowed, the strap	• If he doesn't care why should I? • I can't help you if you won't help yourself.
Student's Response to Correction	1) Stop (for a period of time) 2) Smile	• Smile • Continues • Challenges you • Arrogance	• All of the power responses • May go underground • Vandalism (Slashed tires, etc.)	• Shrugs shoulders • Do nothing

So... What's This Child's Goal of Misbehaviour?



Summary of Chapter 4

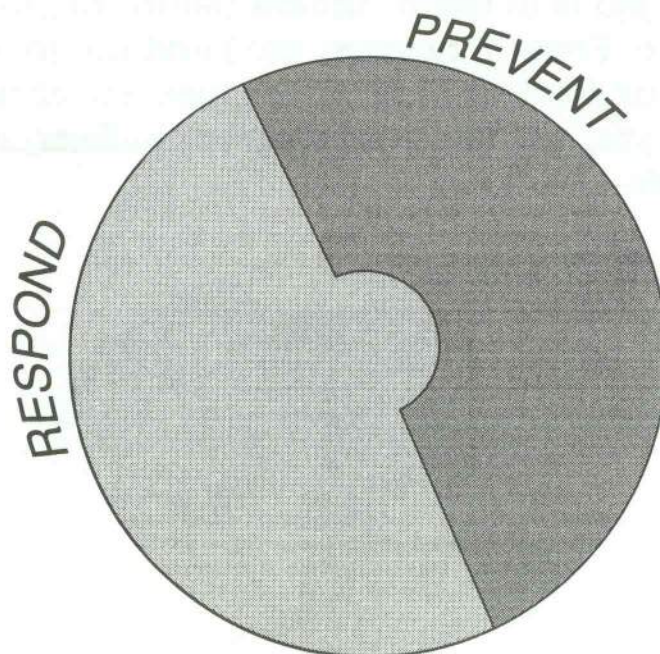
Earlier in the book, we stated that our purpose was to assist effective teachers to better understand why their classroom management practices are effective so that they can maintain and enhance their ability to create environments that encourage students to learn.

In this chapter we focused on the **why** and **how** part of student misbehaviour in order to increase the ability of teachers to perceive and interpret student misbehaviour. Students have four needs:

- ❖ to belong
- ❖ to have power/control over their lives
- ❖ to have freedom
- ❖ to have fun

Those needs are at the core of the work of Dreikurs and Glasser. If we want to increase our chances of effectively preventing and responding to inappropriate behaviour, we will have to attend to those needs. The next chapter focuses on how to meet those needs.

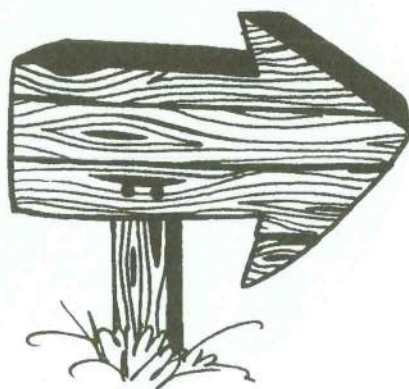
We will now turn our attention to what teachers do to **prevent** and **respond** to student misbehaviour.



Chapter Overview

This chapter defines four critical concepts related to creating environments that encourage student success. Following our explanation of the concepts, we provide examples of how teachers have made those concepts come alive in the classroom.

We strongly believe the teacher is an agent of social change — a belief that is woven into the work of Michael Fullan (1993), as he continues to clarify the process of educational change. As you interpret our explanation of the concepts, understand that our beliefs parallel those of Adler, Glasser, Fromm, and Maslow. Teaching and learning in our society is a social process and we must create schools that satisfy the students' and teachers' needs to belong and to be respected. If you believe that your job is to teach content (Math, English, Music, French, Science, etc.) and not to attend to your students' and colleagues' social needs, then you will find this chapter challenges your beliefs.



Chapter 5

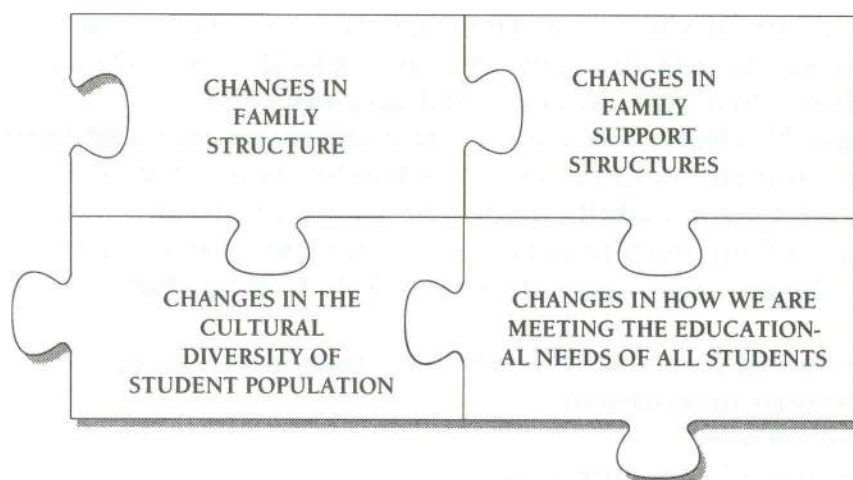
Preventing Misbehaviour Through Creating Environments Where Students Belong

Reasons for reading this chapter:

- the ideas presented in this chapter determine the extent to which you will effectively employ the skills presented in Chapters 10 to 15, which deal with responding to students who misbehave;
- if the teacher fails to realize the importance of creating an environment where students feel they belong, where they are safe, where their voice is respected and where they are encouraged to learn (the essence of cooperative learning theory) then little else is of value — the teacher will struggle to actively and meaningfully involve students in the process of learning. When students are not involved and believe the teacher doesn't care, they are more likely to misbehave.
- to understand the effect that the following four concepts have on classroom management:
 1. winning over
 2. positive cohesive bonding
 3. inclusiveness
 4. safe environment

Changes and the Four Concepts

A number of changes within the concept of schooling are causing school and district staffs to reculture and restructure how they involve themselves in the process of learning: changes in family structure; changes in the family support structures; changes in the cultural diversity of student populations; and changes in how we are meeting the educational needs of all students. The diagram below illustrates those changes.



How do we assist students adapt to new cultures, to be more meaningfully involved in learning? Another concern relates to students leaving school prior to grade 12 — often referred to as 'dropping out'. In most cases, students choosing to leave school do not leave as a result of their feelings of success and belonging being met within the school culture. Although we have extensive literature on the characteristics of effective school culture — one of them being the design and implementation of classroom management and discipline policies (Purkey and Smith, 1985) — we are only beginning to understand how effective schools 'got that way'.

In the results of recent research (Louis and Miles, 1990; Bennett and Green, 1993) and research from an international perspective (Hord et. al, 1991), we find schools report that one of the first focuses for improvement was the creation of a safe environment. One approach to creating a safe environment is through the design and implementation of effective classroom management and school-wide discipline policies. So, what appeared in the earlier research as a characteristic is now appearing as a causal agent.

Winning Over, Positive Cohesive Bonding, Inclusiveness, and Safe Environment

These four concepts are explained on the following four pages. Teachers must make a decision as to whether they will allow the concepts to play themselves out in the class by decision or by default. For high school and junior or middle-school teachers, it becomes more difficult in that they have minimal contact with students. As well, they are often under pressure to cover an unreasonable amount of curriculum. Nonetheless, from our experience and observations, effective teachers at all grade levels intentionally build in those concepts.

- **Winning Over** refers to what teachers say and do to maintain and enhance their social relationship with students so that students are more inclined to work with teachers rather than against them. The primary method of winning kids over (discussed more fully in this chapter) is the day-in and day-out demonstration of teacher interest in the personal life of the students.

For example, simply knowing that Eli or Monique enjoy competitive swimming is not good enough; we must seek out and demonstrate its importance by asking them about their interests in swimming. More specifically, if I hear on Friday that they are in a meet over the weekend, I sensitize myself so that on Monday, I ask them how they did. Although each teacher will work out specific ways to show interest to individuals and small groups outside of the class, in this chapter, we provide activities that attend to the concept of winning over from the perspective of the whole class.

Note, how you respond to the class as a result of a student's inappropriate behaviour also helps win students over and communicates a message to the rest of the class — what Kounin calls the **Ripple Effect**.

For example, the other day I was working with a high school biology teacher. The students were working quietly except for one student who was mumbling on and then rather loudly said, *"Whoa, look at the size of the penis on that one."* The teacher looked up and casually responded. *"Andrew, could you keep your anatomical analysis out of the calculations?"* The student responded, *"What's the matter, Ms? Does the word bother you?"* The teacher responded, *"No, it's just that I don't see what it has to do with the calculations you are working on."* The other students smiled briefly and it was over. The teacher's response was neutral and matter-of-fact and communicated that what the student said was inappropriate and not acceptable. The upshot was that the situation was defused.

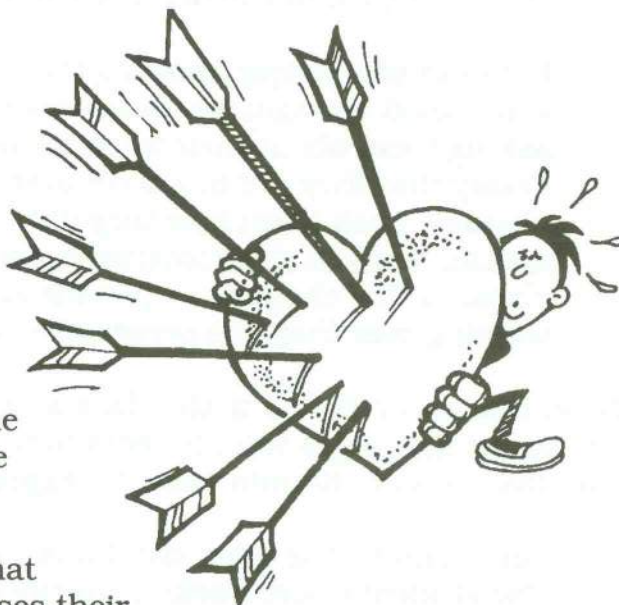
• **Positive cohesive bonding** refers to the strength of the relationship between students, as well as, between teachers and students. Although it might occur naturally between some students, its initiation, maintenance, and enhancement is largely determined by teacher actions. We must engage students in activities of high quality, high energy, high interaction, and high interest or fun. When establishing cooperative groups, the students are involved in activities that give them a chance to get to know one another and to seek out common interests, and to build a sense of identity.



Examples are provided later in the chapter.

If we don't attend to the concept of positive cohesive bonding, students can just as easily bond negatively against us. As teachers, we have all experienced that moment where the emotional shift is away from us and towards the students — not a pleasant feeling.

For example, the movie *The Breakfast Club* (available at all video stores) contains a clip at the beginning where five high school students who would never be seen together (the jock, the brain, the delinquent, the isolate, and the beauty queen) are serving a detention. Although you clearly see how much the students disrespect each other's social position, the aggressive behaviour of the principal almost immediately bonds the students together against him.



Building in activities throughout the year that encourage students to work together increases their sense of responsibility for one another's feelings and learning. A book called *What's This Got to Do With Anything?* by Jim Craigen and Chris Ward (two educators with the Durham Board of Education in Oshawa, Ontario) is an excellent example of several hundreds of ways to build a sense of identity at all grade levels. (See order form at back of book.)

- **Inclusiveness** is a numerical term and refers to what a teacher does to insure that **all kids** belong — it means the teacher and the students inspect and overcome their biases related to all equity issues (racial, gender, socio-economic, special needs, etc.). Students must have the opportunity to work in



designed situations that require them to not only work with all students in the class, but so that all students feel accountable and responsible to be involved and to encourage the involvement of others.

For example, in the first week of the school year, the teacher could use the cooperative structure of **Inside/Outside Circles** (Kagan, 1990). The students are divided into two groups (or four smaller groups) and stand in two concentric circles with the inside circle facing out and the outside circle facing in. The teacher then asks open ended questions that relate to the topic of current interest. *"Think to yourself for 15 seconds and then I'll ask either the inside or outside circle to share first. If you were to pick the most effective form of energy, what would you pick and why?"* (After they have each had a chance to think and share, have either the inside or outside circle move one person to the right or left.) This gives them all a chance to meet and talk to each other around questions that are open-ended and that have no right or wrong answers.

Another example is the **Three-Step Interview**. In this cooperative learning structure students are put in groups of three. One person is the Interviewer, one the Responder, and the other the Recorder. The purpose of this process is to have each student reflect on a topic, issue, or experience etc., and to share his or her thoughts or feelings. The recorder copies down the most interesting or important information. Each student rotates roles until each one has done all three roles.



Interviewer



Responder

Recorder

- **rotate roles**

- **Safe environment** refers to the extent to which a student and teacher feel that their sense of self is not at risk. It is the net result of teacher and staff actions related to the previous three concepts in conjunction with the teacher's skills of responding to student behaviour.

In terms of the teacher's instructional skills, how a teacher responds to an incorrect answer, a partially correct answer, a guess, a no response, a silly response, etc., all communicate the extent to which the student is safe.

For example, if the student provided no response, the teacher must first quickly consider why the student did not respond:



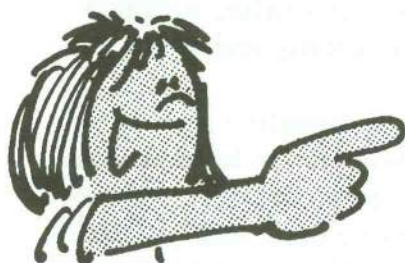
- does not know the answer
- did not hear the question
- the question was confusing — poorly framed
- does not feel safe responding
- knows a bit, but not all the information
- wasn't paying attention/shy
- power struggle against teacher
- would have known, but was absent last class



Next the teacher must decide how to respond:



- wait a bit longer for students to think
- ask them to share with a partner first prior to whole class sharing
- repeat the question or rephrase the question
- reduce the complexity of the question by breaking it into easier parts (i.e., if the question is an analysis of two ideas, then change it to developing an understanding of each idea separately)
- rephrase the question and ask someone else to help reteach the information



Although we present winning over, cohesive bonding, inclusiveness and safe environment as distinct concepts, we have done so solely for the purpose of clarifying the complexity of teaching. When we observe teachers teaching, the four concepts become intricately interwoven and it becomes virtually impossible to say that a specific teacher action is an exact example of one specific concept. In the classroom, when a teacher responds to a student's incorrect answer she might first let the student know that the information the student provided is useful and where that incorrect or partially correct answer fits. Second, the teacher would then move the student toward the correct answer. The process is completed to maintain the student's dignity. We would argue that the teacher's action included all four concepts: winning over, cohesive bonding, inclusiveness, and creating a safe climate.

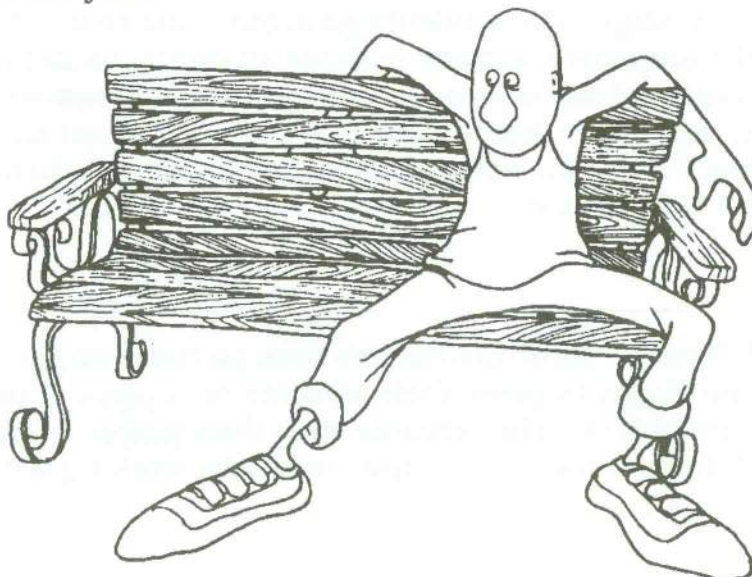
Activities to Build Belongingness

On the following pages are sample activities teachers employ to activate the concepts of **Winning Over**, **Cohesive Bonding**, **Inclusiveness** and the **Safe Environment** (these activities simultaneously include aspects of all four concepts).

Remember, the list of activities are examples and are not to be considered as 'the' list nor as the ones you should use. We encourage you to select activities with a critical eye in order to meet the specific needs of students in your classroom. At the end of this chapter we have listed several books that focus on activities designed specifically to build a sense of community in the class?

Note, the success of the activity in attending to the concepts depends on the teacher's communication skills, the knowledge teachers have about students working cooperatively in groups, and the discussion that occurs as a result of the activity. In other words, how can the teacher model through words, actions, and activities the perspective of building a sense of belonging in the class?

From our experience, most teachers have activities that students are involved in at the beginning of the year. Unfortunately, the activities are usually not consciously selected nor extended to include attention to the four concepts. In addition, the activities seem to occur during the first day or two of the year and are then put on the shelf as the teacher and students are abruptly swept up in the swirl of everyday academic demands. We believe that attention to these concepts must occur throughout the year.



Activities We Have Observed in Classrooms



Here
are
Some
Ideas

Effective teachers we have observed spend time learning and **using the names of their students**. Below are examples from an elementary, secondary and tertiary classroom. These are followed by five activities to encourage students to learn each other's names.

Elementary:

One elementary teacher sawed 5-centimetre diameter birch firewood into slices about half a centimetre thick. She then printed the student's names on the wood, varnished the wood and attached a brooch pin to the back side. The students received them as they came into class on the first day; the students thought the name tags were great. Another elementary teacher hung a clown with paper balloons on the door. Inside each balloon was a child's name; extra blank balloons were ready in case a new student arrived.

High School:

In high school classes teachers use activities such as a **People Bingo**. The focus of the bingo can be fun or content related (and also fun). A piece of paper is made up like a bingo sheet with a question in each square (such as: find a student who loves math; find a student who has no middle name; find a student who has travelled to another country). The students go around the room and try to find students to whom the statement applies — those students' names are then written in the square. The object of the activity is to get all squares signed. Please see the example on the next page (Note, black out squares for the exact number in class). As an option, you could leave the activity open-ended and ask them to fill in one interesting fact about that person.

University:

At the University of Toronto, some instructors took pictures on the first day and on the next class had the students paste their pictures on a piece of paper and write a short biography of themselves. The pictures were then posted in the room. Later, the students mailed them to the teacher they would be working with during their practice teaching session.

Names: Activity One - People Bingo



Grade: 2 and up

Time: 15 minutes or less

Materials: Bingo Sheet and pencil/pen

Directions: All the students have a bingo sheet. They go around the room, introducing themselves and trying to find someone who matches the request in the box. In high school, make it a rule that students must introduce themselves before they can seek information. Modelling the introduction helps to overcome their initial inhibitions. That person signs his or her name in that square. They then move on to the next person, trying to get as many signatures as possible.

likes chocolate _____	plays a musical instrument _____	does gymnastics _____	has a sister _____	has eaten a coconut _____
has a pet _____	uses a computer _____	been on a plane _____	paddled a canoe _____	touched a snake _____
caught a fish _____	knows the colours of the rainbow _____	has a brother _____	baked a cake _____	hates homework _____
born in another country _____	has a collection _____	met a famous person _____	plays hockey _____	afraid of the dark _____
likes spinach _____	has a brother and sister _____	travelled to another country _____	loves pizza _____	been on a train _____

Adaptation: Have the students fill out an interest sheet on day one and then use the information from that sheet to create the bingo sheet for the second day. Note, a blank form is on the next page. Fill in comments appropriate to your students.

People Bingo



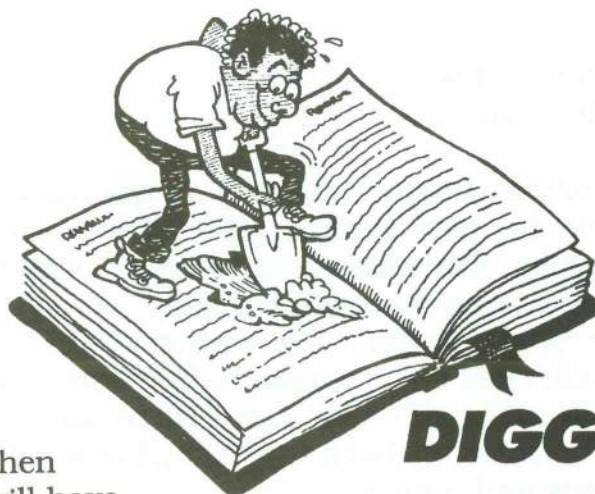
**Hi! Please find
someone who...**

Names: Activity Two - Fact Finding

Grade: 4 and up

Time: 30 minutes

Materials: one sheet of paper and one pen or pencil per student



DIGGIN' IN

The students are given 5 minutes to write down 15 facts about themselves (the number has to be high enough to get the students beyond dry facts such as address or phone numbers). The students are then paired randomly and told that they will have 5-10 minutes as a pair to find out as much information as possible related to the ideas on the sheet and that they will be asked to introduce the person by using 3 points from the list.

In order to encourage the students to dialogue, the teacher should model open-ended questioning or probing techniques (e.g., *"Tell me more about why you enjoy hockey."*) as well as the idea of going back and forth taking turns inquiring and responding. The students take turns sharing so that one person isn't asking for 7 minutes while the other talks. The reciprocal nature of the activity insures that both are feeling included.

When the 5-10 minutes are up, the students take turns introducing their partner (we suggest you encourage a brief round of applause after each introduction).

Adaptation: (useful for junior and senior high) Another approach to this activity is to have the students working in groups of four. Each person writes out 10 characteristics and then places each characteristic on a 'paste-it' (those paper pads with the sticky edge). The students take 3 minutes to identify the characteristics and then in round-table fashion share by sticking each characteristic on a larger piece of paper. Students then categorize all the characteristics of the group and hunt for things they all have in common. The teacher then randomly asks one member of the group to share the categories and one of the common attributes they all had in common.

The rationale for these activities is to more quickly get the students to know one another. If left to the normal course of events you and your students may have the same information by Christmas. You have to decide whether you want the students to get to know one another by decision or default. With this type of activity you get interesting information about students that will assist you to identify areas in which you can more quickly begin to win students over.

Names: Activity Three - Test Your Memory

Grade: 4 and up

Time: 15 minutes

Materials: none

This activity is designed more as an extension of activity two. Usually it is done on the second day and involves the students in a simple memory game to learn each other's name. Students sit in a circle — with the teacher participating. The teacher asks each student to identify an alliterative nick-name such as 'Joking Jesse' or 'Subtle Sarah.' The teacher starts by stating his nick name and name, "*I am Popsicle Pete.*" The person to the right repeats the teacher's name and adds hers: "*This is Popsicle Pete, I am Subtle Sarah.*" The activity continues to get more complex until it gets back to the teacher where he has to repeat all the students' nick names and names.

This is a high-risk activity. The teacher must remind the students that the purpose of this game is to help everyone remember each other's name, not to competitively see who has the best memory. Perhaps say something like, "*If someone forgets your name, wait 3 seconds, then tell the person your name.*" Be prepared to provide some kind of humorous support for students who forget. You might invite students to see if anyone can remember everyone's nick-name and name.



Names: Activity Four - Class Name

Grade: 1 and up

Time: 30 minutes

Materials: chalkboard and chalk or chart paper and a felt pen

This activity involves selecting a class name and usually occurs more to the end of the first week or two — let the students get to know one another first. This is also an activity that allows you to **introduce** one conflict resolution skill relating to '**Arriving at a Consensus**' as well as **review** the math concept of **graphing** frequency counts. Students can work in small cooperative groups or as a class.

Directions:

First, they brainstorm ideas that the teacher simultaneously places on a chart or on the board. Each student then picks the name she thinks is best and shares that name and reason with another student or with the group. The list is then shortened by having the students come up and vote by making checks beside the three best names. The teacher then graphs the results of the five most popular names and the students then have a class discussion as to which one of the five is most appropriate. The teacher could ask questions about "What is in a name?" "What do we communicate to others with our name?" (The business world places a great deal of emphasis in creating names for products etc.) The teacher could ask the students to list the good things and not so good things about each name. Finally, the students have a final vote to select the class name.



A class name carries meaning and emotional attachment. Developing a class name provides a common symbol. The process of selecting the name adds to the feeling of inclusiveness and belonging. The name serves as a bonding force and builds a sense of unity. Of course, the teacher has to use the name with a sense of caring and use it often in order for the name to become a 'natural word' in the class.

Adaptation: A logical extension of the activity is to develop a physical symbol in the form of a class shield to be hung over the door, or a class mascot that becomes part of a classroom learning centre.

Note, as students become involved in small cooperative groups, the use of group names and group symbols builds a sense of identity and increases the chances of positively bonding within that particular group. David and Roger Johnson (1991) have labelled this process as building **Identity Positive Interdependence**.

Names: Activity Five - Extend-a-Name

Grade: 1 and up (grades one and two might need some help the first time they do this activity — to get them started you might have their names printed in big block letters on the page — make sure you have an example to show them)

Time: 15 - 30 minutes

Materials: one sheet of paper and one pen, pencil, or crayon per student

In this activity the student writes her name vertically on a page of construction paper. She then writes a phrase after each letter that describes her or her interests. They then get into groups of four and share their 'Namogram'. Later in the year, once students get to know each other, they can create Namograms for other students.

e.g., **S** ends letters to his grandmother
A nswers the telephone
U ses the microwave to make popcorn
L oves pizza

Other Activities

Two on a Crayon (Gibbs, 1987)

Grade: 1 and up (we use this with university students and teachers)

Time: 15 minutes

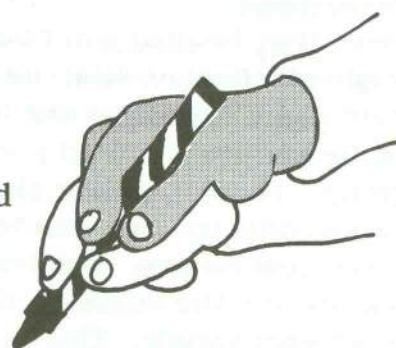
Materials: one sheet of paper and one crayon for each pair of students

Purpose: to build a sense of inclusion by promoting cooperation and fun through non-verbal communication. As well, it introduces the social skill of 'Give-and-Take'.

Directions: The students get into groups of two. Each group gets one crayon or felt pen and one piece of paper. Without talking, the two partners hold the crayon together, and over the next 3 minutes, simultaneously draw any picture (or if you prefer, have them focus on a concept related to a unit they will be studying such as 'friends' or 'energy'). Some teachers play music and tell the students that they are to draw until the music stops.

After the activity, the teacher can have the pairs share their picture with other pairs as well as have them respond to questions such as:

- What was it like to allow your partner to lead sometimes and take the lead yourself at others? What does 'Give-and-Take' mean? Why is 'Give-and-Take' important in a friendship?
- What was it like not being able to communicate with words?
- What ideas did you communicate without words?



Activity: Cartoon Capers

Grade: 1 and up (we use this with university students and teachers)

Time: 15 minutes

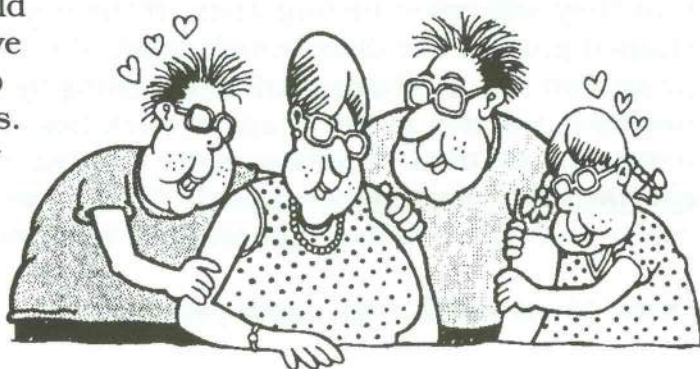
Materials: one cartoon in an envelope for each student, one piece of masking tape

Purpose: a mixer to build a sense of belonging

Directions: this activity involves the students initially pairing up to put a cartoon on each other's back without that person seeing the cartoon. Students are then instructed that they have 10 minutes to go around the room and introduce themselves to another person and to ask that person one question that will help them find out what cartoon character they have on their back. The person being asked the question can only respond "yes" or "no". The student can only ask that person once and then must find someone else.

For younger students the teacher should model the process 2 or 3 times and have the student practice with one person to make sure they understand the process. Once they identify their character, they continue to go around and respond to questions by other students. After the time is up, they can take off the cartoon to see which cartoon character they were trying to guess.

Old comic books and newspapers are excellent sources of cartoons. The teacher should also participate.



As an extension, the teacher can ask the students to identify what type of questions were most useful. You might have to provide an example: Am I yellow? Am I an animal? This is an excellent activity to get students to understand the nature of inquiry and the framing of questions to obtain information. Play the game several times during the first few months of the year and watch how much better students get at framing questions.

Adaptation: This activity can be used with older students to review concepts learned in class. Instead of cartoons, you use concepts, or principles, or countries, or people being studied etc., which are taped on the student's back and they must ask questions to identify that concept, country, or person.

Activity: Making a Memory

Grade: K to 12

Time: depends on activity selected

Materials: as needed

When we reflect back on our school memories and tell each other stories, they usually consist of dramatic events such as our first school dance, or our first trip to the principal's office rather than events that had to do with academic learning. We remember students who stand out as characters and teachers with peculiar traits or special abilities. Rather than leave these special memories entirely to chance it may be possible to create some special events.

Special days such as 'crazy necktie day' might provide such spontaneous creativity that they will never be forgotten. If the day is extended to a theme where tie shaped puzzles are distributed; tie-dyed ties are created in art; a master list is posted on a wall where students passing by can brainstorm additional uses for neckties; puzzles in the shape of neck ties are distributed; and math problems using tie and neck dimensions are created, then the chances that the day will gain special significance is increased. Such days can be used in a single classroom to create feelings of belongingness, but work even better at the school level.

Other ideas which may catch your fancy:

T-shirt Day
Stuffed Animal Day
Clash Day - (clothes)
Sport Card Day

Bumper Sticker Day
Year 2000 Day
Hobby Day
Endangered Species Day

Red (colour) Day
Explorer Day
Swap Day
Hat Day



Activity: Catch a Student Being Good Day(s)

Grade: K to 7

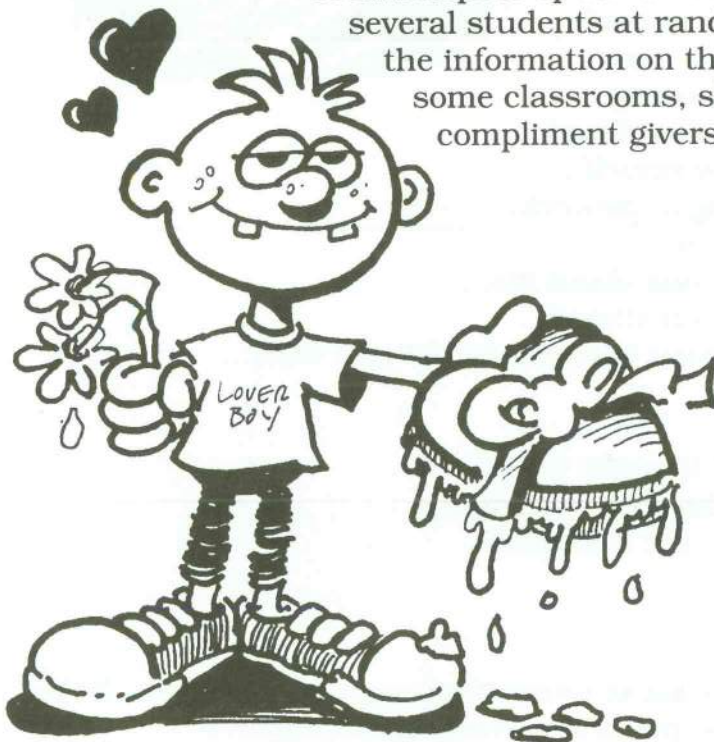
Time: all day, but concurrent with regular learning activities

Materials: a sufficient number of paper badges so each student in your class can receive up to ten (or more) — the badges can be multi-coloured, are about two inches in circumference and have lines on them. A box of straight pins for each teacher.

This activity has several variations. In one school we are familiar with, the activity was an annual school-wide event, but it can be used successfully as a classroom activity. Teachers keep the badges within easy reach. Whenever they see a student engaged in appropriate behaviour, they fill out a badge and without saying anything pin it on the student's shirt. The compliment always starts off with, "I caught" (now add in the student's name and a description of the specific behaviour noted). For example, "I caught Despena working on her math questions," or "I caught Jason quietly concentrating on instructions in science." General feedback such as, "Despena was good in science," or "Jason was working hard in science," is not nearly as effective. (What does 'good' really mean?).



In the school where this activity was a school-wide event, the students asked that it be extended from a single day to two days and some classrooms kept it up for a week. In this school, the principal chose several students at random and announced their names and the information on their badges over the intercom. In some classrooms, students also participated both as compliment givers as well as compliment receivers.



At some time during the day, ask the students to discuss how social skills such as 'encouragement' are like *invisible badges* that we all wear when we interact with others.

Variation: write the comment on yellow post-its — have the students keep them in a folder.

Activity: Slip Game-Movie Mania

Grade: 5 and up

Time: 20 minutes

Purpose: to bring the students' voice into the room

Directions: Run off a copy of the 30 statements listed below. Cut the statements into strips and place in a container. The container is passed around the room and each student takes out one slip. The students get one minute to think of a movie. You then start with one person and work around the room. Students tell which movie they would pick and why they would pick it. This activity works best if the students sit in a circle; however, any classroom configuration will work.

Slip Game Questions:

1. A movie that was most like my life...
2. A movie I'd want the sound track for...
3. A movie that was the best movie ever made...
4. A movie that takes my breath away...
5. A movie I'd spend 3 hours in line to see...
6. A movie I'd like to produce...
7. A movie I'd see again and again...
8. A movie I'd like to act in...
9. A movie in which I could not stop laughing...
10. An actor/actress I'd like to have dinner with...
11. A movie that contained my favourite scene...
12. A movie I wouldn't let kids see...
13. A movie that was like cutting an onion...
14. A movie that should never have been made...
15. A movie that I would take my teacher to...
16. A movie that stoppped me from sleeping...
17. A movie that I 'watched' with my eyes closed...
18. A movie I would not want to see by myself...
19. A movie that was worse than doing homework...
20. A movie that reminded me of school...
21. A movie that best captures something about me...
22. A movie that I remember from my childhood...
23. A movie I didn't want to see, but went because my friends went...
24. A movie that has the most action...
25. A movie I want to see this week...
26. A movie that was not as good as I thought it would be...
27. A movie that I would want to be the stunt person for...
28. A movie where I should have been the lead actor...
29. A movie I wish I'd never seen...
30. The funniest movie I ever saw...



Note: you can adapt this to an endless list of topics such as transportation, hobbies, food, computers, animals, plants, politics, writing, books, etc.

Activity: Consensus Building

Grade: 3 and up

Time: 5 minutes

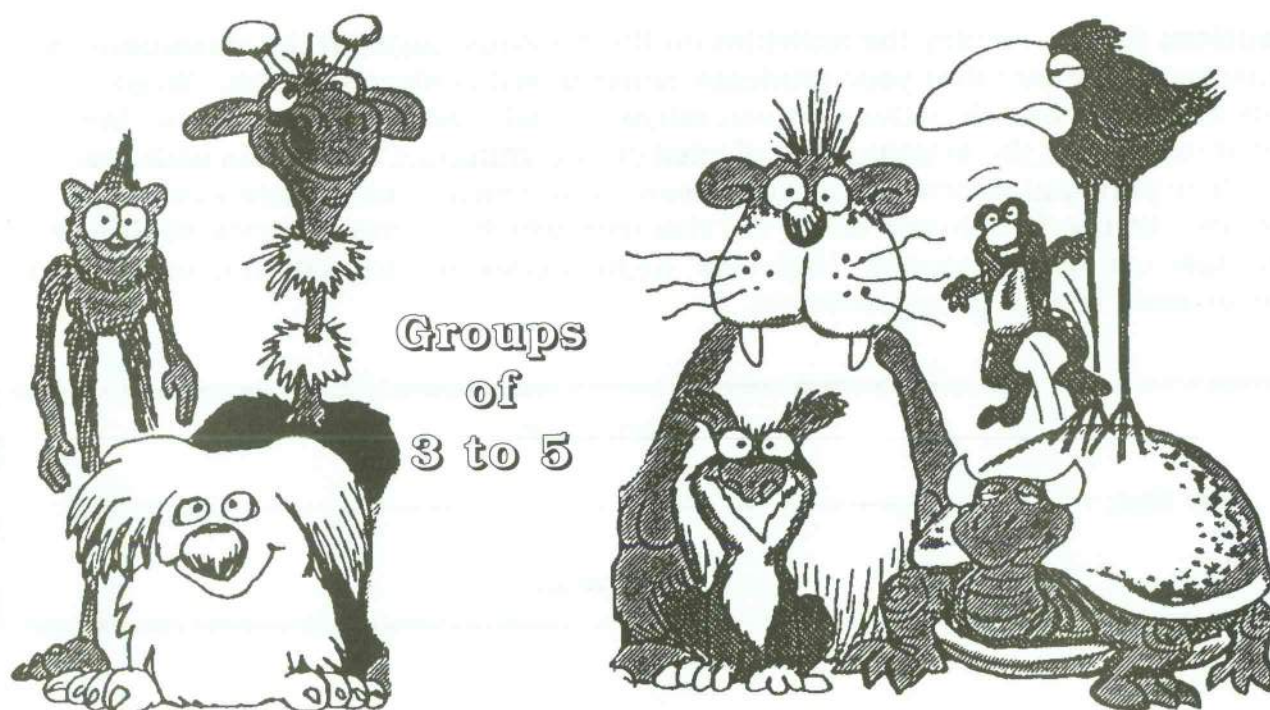
Material: none

Purpose: to practice arriving at a consensus

Directions: Students work in groups of three to five. The more in the group, the more difficult the task. The task is to arrive at consensus on seemingly simple tasks such as a food they all like and all dislike. The concept that consensus is agreement without coercion should be taught. The only rules are that the item agreed upon is something that they have all actually eaten and that it must be specific rather than a category. For example, chocolate ice cream, rather than just 'ice-cream.' Other areas for consensus might be: T.V. shows, songs, books, musical groups, or places to holiday.

Adaptation: Photocopy a pizza-parlor menu for each group. The group must build a pizza of no less than five toppings that all group members would enjoy eating.

Since every person's opinion is of equal value and all must contribute to arrive at consensus, this activity is inclusive and adds to the sense of belongingness. Groups will not automatically develop this skill without practice; for proof, reflect on staff meetings where teachers on staff were attempting to reach consensus related to whether or not students should wear hats in school. The more restrictive you make it, which is a good idea, the harder it becomes for students to arrive at consensus. When selecting movies or places to holiday, they can't just say Westerns, or Australia; they have to give the reasons why. This increases the interaction.



Activity: New Kids in Class

Grades: K to 12

Time: approximately 15-20 minutes, but it can easily be extended

Materials: overhead or chalkboard and a student recorder

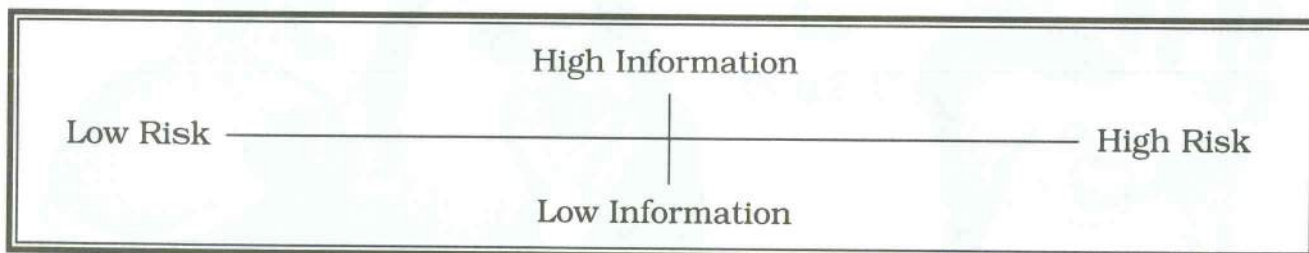
Purpose: This activity models sensitivity to others as well as teaches social skills. It usually results in eternal gratitude from new students.

Directions: Begin the activity with a discussion on feelings the students experienced when they entered a new group in which they did not know anyone. Turn the discussion to how students new to the class might feel and how we might help them, and then introduce the idea of a class welcoming committee.



This committee would consist of a group of two or three students whose role would be to welcome new students to the class. In order to assist the committee, ask the class to brainstorm all the things that a new student should know, see, or experience in the school. As well, brainstorm a list of people to whom the student should be introduced — such as the school secretaries, etc. As you write down the suggestions, have the recorder copy them down on a piece of paper. Ask for volunteers for the first committee and explain that their responsibility is to use the list as a guide as they look after the new student for one school day. Photocopy several copies of the list and file for when the new students arrive. The groups can rotate so that as many groups as possible might get a turn. Perhaps select student groups at random.

Caution: As you employ the activities on the previous pages in the classroom, be sensitive to the fact that your students' sense of self is always at risk. What appears as a non-risk activity for you might be high-risk for the students. We recommend that the activities be selected on a continuum that starts with low risk/low personal information. Note please, that when students are working in groups, the teacher should select the risk level which the most at-risk student in the class can accommodate. High-risk, highly personal information is inappropriate for most learning environments.



What Students Tell Us

In the May, 1992 issue of the *Phi Delta Kappan*, an article by Phelan, Davidson, & Cao reports on a study of students' perspectives of circumstances that impinge on their involvement in the school community. Below and on the next page are some of the issues that are important to students.

The Classroom Environment:

- They like classrooms where they know the teacher and the other students.
- They want teachers to recognize them as individuals and to listen to and respect what they say.
- Their need for friends is extremely important.
- Emotional safety is critical - not to be put down or made to feel stupid, yet still to be challenged.
- They like features that increase their involvement.

Relationship with teachers:

- They place tremendous value on teachers who care — note, that related to comments and feedback from teachers, higher achieving students equate this to academic assistance. Lower achieving students equate caring more as personality traits such as patience, listening, and one-on-one assistance. Caring affects achievement — particularly for lower achieving students. When teachers appear not to care, higher achieving students often become compliant and do the work to get the grade, whereas lower achieving students are more likely to become defensive and disruptive.
- They like teachers who are open and who have a sense of humour; these qualities help bridge the age and status barriers.



Pedagogy:

- Higher interest and levels of engagement are reported when teachers use a variety of instructional approaches and a variety of activities.
- Both higher achieving and lower achieving students had a strong preference for working in groups — interestingly, when no training was provided re how to work in groups, some students felt exploited.
- They dislike reading a chapter and answering questions at the end of the chapter — they want to learn from the teacher.
- They prefer teachers who discuss 'with them' rather than lecture 'at them.'
- Students like discussions where thoughts, emotions, opinions are shared.
- Students have high praise for teachers who use pedagogical methods that create a safe environment and encourage students to take an active role.
- They prefer teachers who take time to explain concepts and ideas thoroughly and who are committed to help them learn. When that does not happen, higher achieving students will seek the help of others; lower achieving students often withdraw or allow other activities to take precedence.

School Environment:

- They want a principal who is visible and accessible.
- They want to feel a collective message of support from staff members.
- They want to interact with different student groups.
- They want a school that is safe — free of violence.
- They want opportunities for student input into decisions.
- They care about the general condition of the school.

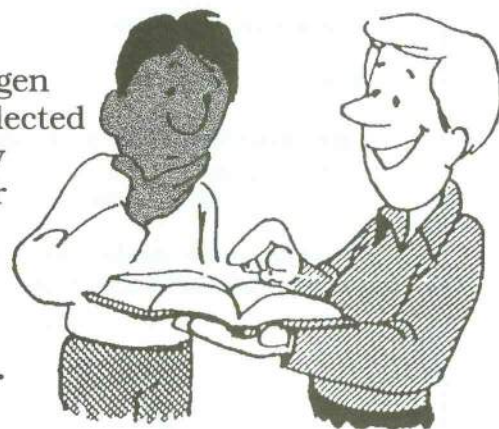


Given they are the client, the above information can help guide our decisions about what will increase the chances of creating effective learning environments...

...we were wondering if students would like to hear about what teachers would like of them?

Books that Develop the Feeling of Belonging

What's This Got to Do With Anything. By Jim Craigen and Chris Ward (1994). These two educators have collected activities related to building group cohesiveness. They have also coded the book into activities appropriate for elementary and secondary teachers. An excellent resource! (See order form in back)-an activity example is on the next page.



100 ways to enhance self-concept: A handbook for teachers and parents. By Jack Canfield and Harold C. Wells, (1976). Englewood Cliffs NJ: Prentice Hall. This book is an old favourite and contains activities that teachers at all grade levels can use to involve students in exploring 'who they are' in relation to 'who others appear to be'.

Tribes. By Jeanne Gibbs, (1987). Santa Rosa, CA: Center Source Publications. This book provides a theoretical structure for building a sense of community in the class and follows the theory with over 130 activities for making the theory come alive. Our students at the University of Toronto enjoy this book.

Our Classroom: We can learn together. By Chick Moorman and Dee Dishon, (1983). Portage, MI: Personal Power Press. Although the book is directed at K-6 teachers, most of the activities can be adapted to all grade levels. The book focuses on building a sense of classroom unity with the idea that it is 'Our Classroom'. The book provides an excellent mix of theory and activities.

Cooperative sports and games book: Challenge without competition. By Terry Orlick, (1982). Toronto ON: Random House of Canada. This book contains over 200 activities that teach children and adults the joy of playing together cooperatively rather than competitively.



GROUP/CLASS BUILDERS

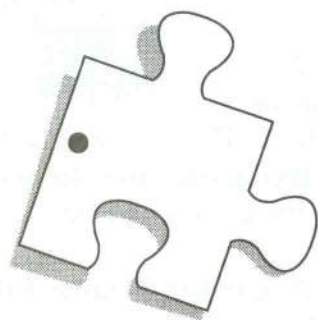
Where Do I Fit In?

Group Size: whole class

Time Line: 30 minutes

Equipment Needed: bristol board(s) cut into larger jigsaw pieces - 1 for each child and teacher, markers

Space Required: activity done at desk - finished product on bulletin board



Activity Description:

1. Put title: Where Do I Fit In? on top of bulletin board.
2. Give each student a large puzzle piece (be sure to mark the top of the puzzle with a dot (or other symbol)).
3. Each student designs the puzzle piece (name, picture of favourite sport, food, etc.).
4. When finished, try to find other pieces that fit together.
5. When completed, there will be one large puzzle on board.



Coat of Arms

Group Size: whole class

Time Line: 30 minutes to 1 hour

Equipment Needed: photocopy of Coat of Arms - or they may draw their own, pencil, paper

Space Required: classroom → students work in partners or small groups of 3-4



Activity Description:

1. Each student makes his/her own Coat of Arms.
2. In quadrant 1, draw your favourite pastime.
3. In quadrant 2, draw your favourite food.
4. In quadrant 3, draw your favourite sport.
5. In quadrant 4, draw what you aspire to be.
6. Once the student finished the Coat of Arms, he or she goes to his/her partner.
7. They introduce themselves.
8. Then one partner must introduce the other to the class.

Variation:

A group creates its own Coat of Arms, with each member taking a quadrant. Group logo could go in the middle.



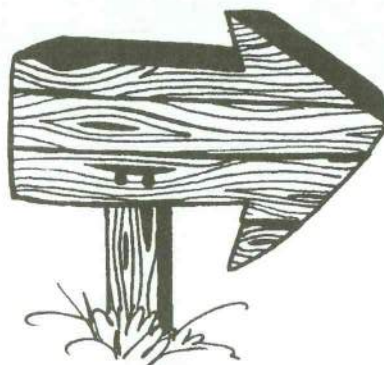
Summary of Chapter 5

The same concepts of winning over, cohesive bonding, inclusiveness, and the creating of safe environments that are applied in the classroom must be applied school wide. If the school staff is not working towards establishing a climate where these concepts are valued for both students and teachers, then it becomes difficult to build a school culture where students and teachers feel valued as learners. By building norms of collegiality and collaboration, you increase the chances of **implementing** an effective and appropriate school-wide discipline policy for the simple reason that, as a staff, you do have the social ingredients to successfully confront and resolve conflicts.



Chapter Overview

Chapter 6 is about the role a teacher's instructional skills play in classroom management. The chapter begins by providing a brief history of instructional skills. It then focuses on the concept known as active participation by engaging you in thinking about that concept as it relates to the instructional skill of framing questions. Next it illustrates a lesson that employs Bruner's Concept Attainment Strategy and Hunter's Lesson Design process to model the skill of framing questions. Following that is the opportunity to practice the process of framing questions by involving yourself in a Cooperative Learning activity. In summary, it provides a sample lesson that illustrates how Active Participation is woven into the process of a lesson that employs Cooperative Learning and Lesson Design.

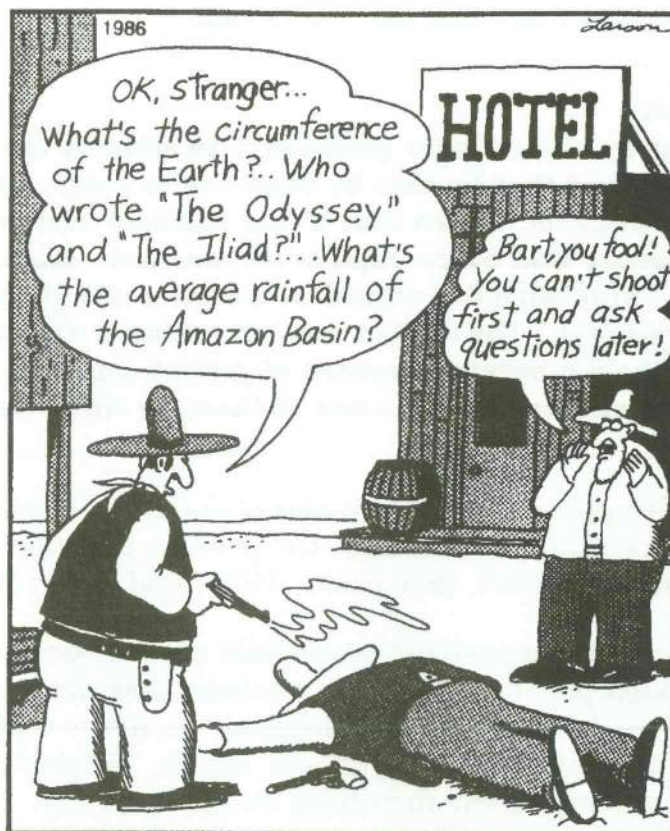


Chapter 6

Preventing and Responding Through Instructional Skills

Reasons for reading this chapter:

- to appreciate that a teacher's instructional repertoire is part of effective classroom management — this chapter focuses on one essential instructional concept called **Active Participation** as it plays itself out in the instructional skill of framing questions to get specific types of student responses;
- to understand the importance of questioning skills in promoting active learning, active participation, and minimizing off-task behaviour.



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Brief History of Instructional Skills

Instructional skills have been around for a long time. Quite a few of the instructional skills identified in Madeline Hunter's *ITIP* program, in Brophy and Good's book, *Looking in Classrooms*, and Saphier and Gower's book, *The Skillful Teacher* were mentioned in Millar's book on *School Management* in the late 1800s.

Instructional skills are not complex nonetheless, they are useful instructional practices that have stood the test of time: practices teachers have found to work in order to effectively engage students in learning. No doubt as times have changed, so have our clarity and understanding of those instructional skills changed.

The section in chapter one illustrates a framework for classroom and school improvement and provides examples of instructional skills and how they are different from instructional strategies. This chapter focuses on one particular instructional concept called 'ACTIVE PARTICIPATION' as it applies to the concept of framing questions — an instructional skill that has stood the test of time.

Millar, 1897 writes:

Generally, the best way of asking a question is to address the whole class. Each pupil should understand that he may be expected to reply. In stating the question, no sign should be shown that would indicate who is to answer. The main thing is to secure that every pupil is on the alert. Each question should be given to that pupil who, with due regard to the interests of the class, stands in most need of receiving it. The skillful teacher makes a wise combination of different methods. The stereotyped method of getting pupils to raise their hands if prepared to answer, and calling upon one of them, is objectionable. pp. 232-233.

Today we have a more precise understanding of the types of questions teachers or students can ask. For example, we know the positive effects of wait time on student thinking and student responses. (See Rowe, 1974; and Tobin & Capie, 1982.)

The rationale for focusing on instructional skills in this book is to illustrate the role instructional skills play in preventing misbehaviour from occurring. We strongly encourage teachers to add and integrate as many instructional skills as possible to more effectively meet the learners' needs. When the learners' needs are being met, they are less likely to behave inappropriately.

As you mentally move through this chapter, you will no doubt find you already do most of what we present. At best, this chapter puts labels on what you do and provides a review or reminder.

Active Participation

If we believe in active student learning, we must consider the variety of ways in which students are encouraged to participate.

Teachers have a number of approaches that increase the chances students will be actively engaged in the process of learning:

- A.** through the structuring of content and strategies that promote the students' active involvement in their learning, strategies like Cooperative Learning, Mind Mapping and Concept Attainment that promote students learning from and with each other; (Concept Attainment and Mind Mapping are explained at the end of this chapter.)
- B.** through engaging students at appropriate and meaningful levels of difficulty (so they experience a 'useful' success);
- C.** through the integration of other motivational concepts such as novelty and interest;
- D.** through visibility (this increases the level of concern); and
- E.** through the framing of questions.



The rest of this chapter explores how teachers encourage active mental participation through the framing of questions during small group and large group sessions.

Active Participation as it is Applied to the Framing of Questions

Please consider these two scenarios:

First, some students seem to call out answers after you have asked a question.

Second, you ask questions and some students just sit there and never respond.

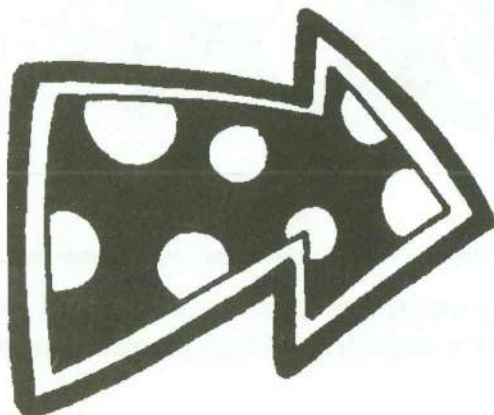
As you complete the task on the following page, consider your response to those two scenarios as you identify what it is about the ODD-NUMBERED questions or statements that make them different from the EVEN-NUMBERED questions or statements.

Do not try to answer the questions; that is not important. Also do not focus on the subject matter of the question; that is likewise not important. Rather focus on how the ODD numbered questions are framed related to student participation.

Directions: On the next page is a data set representing examples of questions or statements. The ODD numbers are examples of the concept of framing the question. The EVEN numbers are not examples and do not represent the concept. Although the even number are not examples, it does not mean they are 'wrong' or you should not use them, rather, it means they do not contain the characteristics or attributes of framing the question.

On your own, compare the ODD examples and contrast them with the EVEN examples. Find what the ODD examples have in common.

When you have looked at all eight and have an idea, find a partner and exchange your ideas about what the ODD examples have in common. Then together, read the testers on the page following the data set and determine which ones represent examples of framing the question.



Active Participation Data Set...

Modeling of 'Yes' & 'No' Examples

(Remember the ODDS are YES examples and the EVENS are NO examples of how Active Participation is used in Framing Questions.)

1. Share with your partner please. What are endorphins? And what is the relationship between endorphins and laughter?
2. Who can tell me why Christopher Columbus might have wanted to be an explorer?
3. No hands please, I'll pick several of you to respond. What are three explanations as to why boomerangs return? (10 second wait time) Marcos.
4. Who in this group can explain how to factor an equation?
5. Thumbs up if you agree and down if you disagree and be prepared to defend your answer. Free Trade has been to the benefit of both Canada and the United States.
6. Terri, yesterday we talked about the use of 'wait time' in asking questions. Please tell the others in your group the three benefits of wait time and whether or not you agree with those benefits.
7. Take 5 seconds to think of the difference between an instructional skill and an instructional strategy. Be prepared to share your answer with your group.
8. Could someone please tell me what they predict will happen to the communistic form of government in Eastern Europe given the current conflict around independence?



When you have an idea of how the ODD numbers are the same — try the testers on the following page.

Testers: (Checking for Understanding)

- A. Imagine you're on a survival trek and an unexpected snow storm appears. Brainstorm in your group how you might react to the problem.
- B. Can anyone tell me the structural difference between a ligament and muscle tissue and the effect that difference has on the type of treatment if injured?
- C. With your partner, think of the steps involved in balancing the equation. Write those steps down and hand them to me as your 'ticket out the door'.
- D. Questions on page 7 and 8 are for homework. We will check them tomorrow. (They were not checked.)
- E. Who can tell me the reason for poetry being considered a higher form of linguistic intelligence than prose?
- F. You have all selected a novel that was of interest to you to read and critique. Please be prepared to present your critique to the members of your group a week this Thursday.
- G. Hands up please. What is the conflict with the concept of *vegetable* as it relates to the major food groups? (Teacher waited 5 seconds then selected a student.)
- H. Think to yourself and then I'll ask you to share. What are the primary colours?

Discussion:

The ODD-numbered questions or requests for an answer are framed in such a way that each student is held accountable to think. In addition, they provide the opportunity to rehearse within the safety of one's mind or between partners prior to sharing publicly with the class. They also tend to move from covert (think to yourself) to overt (write it down or share with a partner) — although that movement from covert to overt is not essential. C, F, & H fit into this group. 'G' fits into both categories.

The EVEN-numbered questions hold one student accountable and often the suddenness of being selected erases the information from the student's head as a result of the increased level of concern with no opportunity to practice or reflect prior to being asked to respond. B, D, & E fit into this group. 'A' allows students to 'buy out'.

Again, we are not saying that A, B, D, & E are 'bad'; they do serve a purpose. They are simply not examples of framing the question to invoke active participation.

Closure:

Framing questions to hold students accountable is not always beneficial.

What are the cultural considerations that must be taken into account for the framing of questions when employing the concept of active participation?

In doing workshops in northern Alberta, and in our reading on Native American cultures, we experienced a down-side to framing the questions, such as the following example involving David, a Native American student.

"Think to yourself for a few moments. Why do you believe that Canadians are not aggressive in international politics?"
(15 second wait time...and the teacher picks David.)

Generally speaking, Native American students do not like to look *better than* or *worse than* their peers and find the situation of having to respond in this type of situation uncomfortable. In discussions with their teachers, we found that if students are first allowed to share in the group and are then invited to share the group's thinking, they are much more comfortable responding. Interestingly, regardless of culture, most students prefer this approach.

A very interesting
hypothesis



On the following page is a workshop activity related to PRACTICING the framing of questions and weaving in the concept of Active Participation.



Cooperative Learning Lesson (Related to Framing the Question)

Academic Task: To apply one's understanding of active participation and the related concepts embedded in framing the question so that the student is held accountable to participate while providing the student with the opportunity to first think covertly and then respond overtly. Please consider how much wait time you wish to provide and the level of concern you wish to invoke through how you distribute responses.

Critical Thinking Skill: To provide the person practicing 'how to frame the question' with the opportunity to reflect on how he/she framed the question. That reflection should be encouraged free of any positive or negative evaluative statements.

Group Size: 4

Directions:

1. Each person in the group makes up several questions that could be used in class the next day.
2. Next, frame your question to include the concepts discussed and practice it in your mind's eye.
3. When everyone is ready, pick one person to start. Continue until everyone has had several turns.
4. After each person's turn, have the person reflect on what concepts were considered in framing the question.
5. When everyone is finished, please identify the role these concepts could play in preventing classroom management problems.

Concepts Associated with Framing Questions:



- a. the complexity of thinking**
- b. the amount of academic engaged time**
- c. the use of wait time**
- d. the teacher's skills in responding to:**
 - 1. no student response
 - 2. partially correct student response
 - 3. silly student response
 - 4. guesses by the student
 - 5. incorrect response
 - 6. correct response
- e. knowledge of results**
- f. covert and overt**
- g. fear of failure and dependency**
- h. public vs. private 'failure'**
- i. distribution of responses**
- j. accountability and level of concern**

These are explained on the following pages...

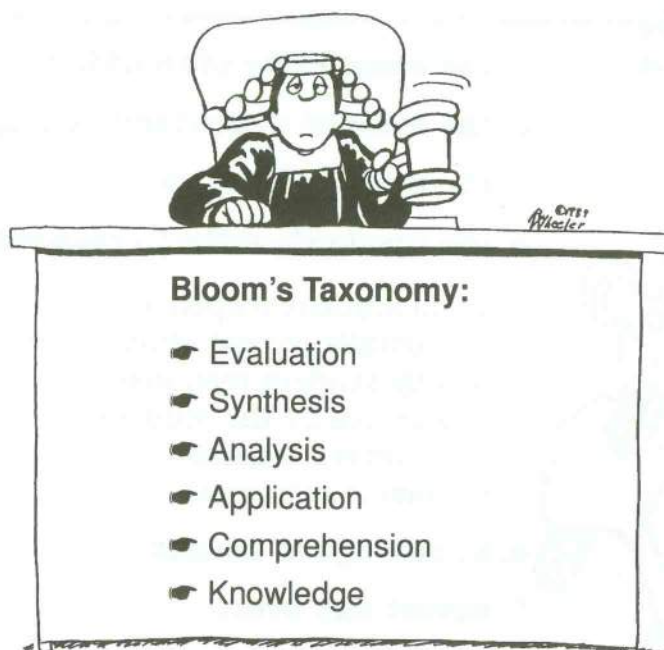
Note as a



suggestion — these could be Jigsawed.

A. The Complexity of the Thinking

This refers to the teacher's ability to apply a taxonomy of thinking such as Bloom's Taxonomy to design questions of varying degrees of difficulty. That ability increases the chances of meeting the individual needs of students.



Consider these questions:

Is it possible that teachers can meet the individual needs of students if they do not consciously control the cognitive level of their questions?

Further, is it possible for teachers to accurately respond to a student's response if they are unaware of the cognitive level of the question they asked?

Is there an ethical issue when teachers test students at a higher level of thinking than that at which the students were taught? What about testing them at a lower level than that at which they were taught?

If teachers do not understand the level at which they are teaching, is it possible that teachers are testing at higher or lower levels than that at which they taught?

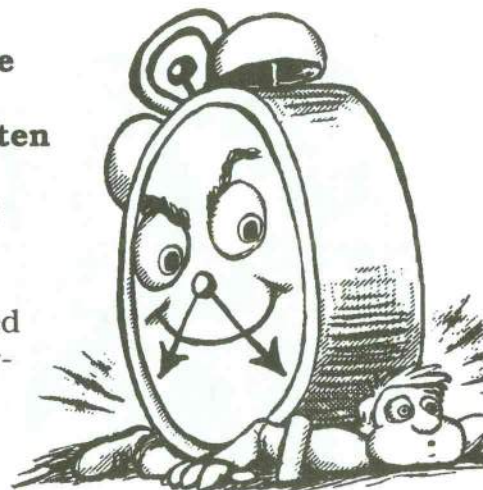
Will students respond to questions more appropriately if they understand the demands of questions at different levels of complexity? That is, if they recognize the question as analysis, and what analysis means, will they respond more precisely to that question? We found that in a study of grade 5 and 6 students the answer was most definitely yes (Bennett et al, 1988).

B. The Amount of Academic Engaged Time

One concept reported in the research literature that positively affects student achievement is academic engaged time. Although students often appear busy or engaged — the concern of the teacher must centre around the nature of that engagement.

If a question is asked, should all students be encouraged to be involved in the thinking or should students be permitted to respond when or if they feel like responding?

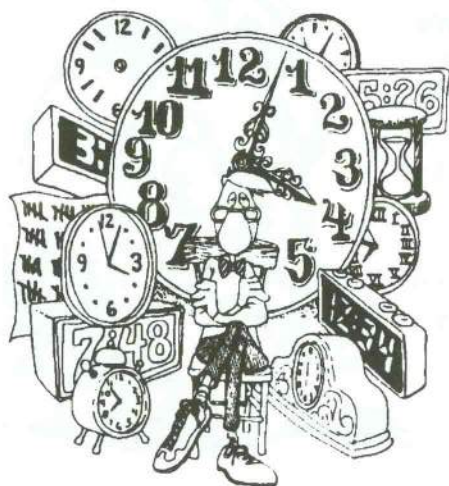
If we are attempting to implement the concept of active student learning, which of the questions or requests below encourage that concept?



- 
1. *"Who can tell me the difference between a fact and an opinion?"*
 2. *"No hands please; think to yourself for 10 seconds and then be prepared to share an answer when asked. What is the difference between a fact and an opinion?"*
 3. *"Does anyone know the major issue in the conflict between the Irish Republican Army and the people of Britain?"*
 4. *"The other day we discussed photosynthesis. Discuss the process with a partner for 30 seconds and then I will select several of you to respond."*
 5. *"Nicole, what is the difference between addition and multiplication?"*
 6. *"Which invites a higher level of intelligence, Prose or Poetry?"* (teacher provides 15 seconds wait time, during which time she makes eye contact with all students). She then asks Shannon to respond.

Which of the above questions are the most commonly employed by teachers? If you said 1, 3, & 5 you are right. Numbers 2, 4, & 6 provide more accountability to participate and allow less opportunity to misbehave — no guarantee, just one more approach to encourage participation. Note, in a class of 25 students, over 90 per cent of teacher questions will be answered by 3 or 4 students when students are not accountable. What do you think that means in terms of classroom management?

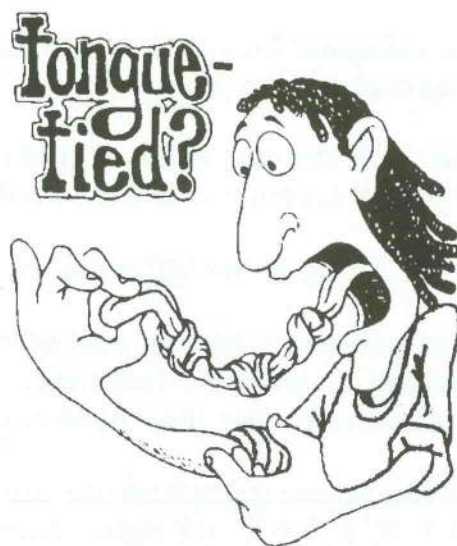
C. The Use of Wait Time



Wait time is the time students have to think after a question has been asked and the time to think after a student has been asked to respond. As an instructional skill, wait time increases the quality and length of a student's response (see the research by Tobin 1980 and Rowe 1974).

The research reports that most teachers' wait time is measured in hundredths of a second, even though increasing thinking time to 3 or more seconds meaningfully improves student responses. Importantly, most students appreciate time to rehearse an answer before having to respond — it adds an element of safety and they are not as likely to be publicly tongue-tied.

Note, the amount of wait time provided to students is determined by the current performance level of the student, the complexity of the question, and the students' past experience with the material being explored. Obviously, some questions require little or no wait time — specifically, the recall of facts. The research shows that wait time has little effect on recall level questions; yet over 90 percent of questions asked are at the recall level.



Interestingly, teachers provide more wait time to brighter students. Why?... they believe wait time is stressful, but that brighter students can handle it. Wait time also provides time for teachers to more appropriately respond to student responses.

D. The Teacher's Skills in Responding to Student Responses

Given that feedback motivates students to continue learning, the teacher's ability to respond appropriately to student efforts will influence whether or not the student wishes to continue being involved in the process of learning. This also relates to the teacher's responses to students who are responding to teacher-initiated questions.

If teachers ask questions, they should develop skills that assist them to understand why the students respond the way they do and what tactics they can use to maximize their responses to the student. Those skills might be considered appropriate for the following types of student responses:

1. **no response** ... Why didn't he respond?

- maybe the question was too complex
- maybe he didn't hear the question
- maybe the class is not a safe place for him to respond
- maybe he was not in class the other day

What skill could you use to respond?

- use an escape clause to help him save face — for example:

"Roberto, I worded that question in a confusing way; let me re-phrase it." Now let the students

think and share with a partner — you can select another student or Roberto to respond.



2. **partially correct response** ... Why was her answer partially correct?

- maybe she did not understand the demands of the question
- maybe that is all the information she has to share
- maybe your question was unclear or you asked too many questions

What skills could you use to respond?

- point out the part that was correct and ask another student to continue
- point out the part that was correct and ask her to extend her answer
- ask a question that focuses on the missing part of the answer
- ask the group to quickly brainstorm for the missing part
- correct your imprecise framing of questions

3. silly response ... Why did he give a silly response?

- maybe he has a need for attention
- maybe it is a face-saving device
- maybe he knows it pushes your button and he can start the game

What skills could you use to respond?

- maybe laugh to defuse the power struggle and ask another student
- ignore it and ask another student so as not to provide the attention
- often the silly response will have an element of truth — use that part
- take him up on his comment — for example:
The student responded *"Maybe he had marital problems"* to a question the teacher asked related to why Christopher Columbus would want to be an explorer. The teacher said, *"I never thought of that — people often escape from their problems. Where could we find out if that is true? The Encyclopedia? Ryan, would you mind going down to the library, read the section on Christopher Columbus and see if you are right? Thank you."*



4. guesses ... Why did she guess?

- she did not have enough time to think of the answer
- she felt she had to say something or be embarrassed
- she did not hear the question
- the question was too complex — maybe your question was confusing
- she did not read or do the homework

What skills do you have to respond?

- provide more wait time in your questions
- allow her to rehearse the question with a partner or in her group
- ask a less complex question and build up to the more complex question
- learn to frame your questions more precisely
- provide an escape clause — for example: *"Sorry Jenny, I think I confused you. Let me ask the question in a different way."* Now re-state the question. Let the students think to themselves and then share with each other — then select someone to respond or pick Jenny if you think she now has the answer.

5. incorrect response ... Why did he respond incorrectly?

- maybe he did not hear or understand the question
- maybe the question was too complex for him
- maybe it was a guess to save face
- maybe your question was worded in a confusing way
- maybe you asked several questions (a first question followed by others)



For example, some teachers will ask one question and follow it with related questions to clarify their initial question: *"What is meant by photosynthesis? ... That is, what is the chemical process? ... Remember we discussed the process. What is the chemical explanation of how light is involved?"*

What skills do you have to respond?

- repeat the question or ask a less complex question
- allow students to have wait time or time to rehearse with a partner
- re-word your question so it makes sense
- acknowledge the piece of information he gave — tell him where it fits

For example, if you asked a question related to compound microscopes and the answer he gave related to electron microscopes, you could let him know that his information is important and where his information fits and then provide the information for the initial question.

6. correct responses ... Why did she respond correctly?

- she understood the question
- she was repeating what someone else said (perhaps her parents)
- the question was easy — not challenging

What skills do you have to respond?

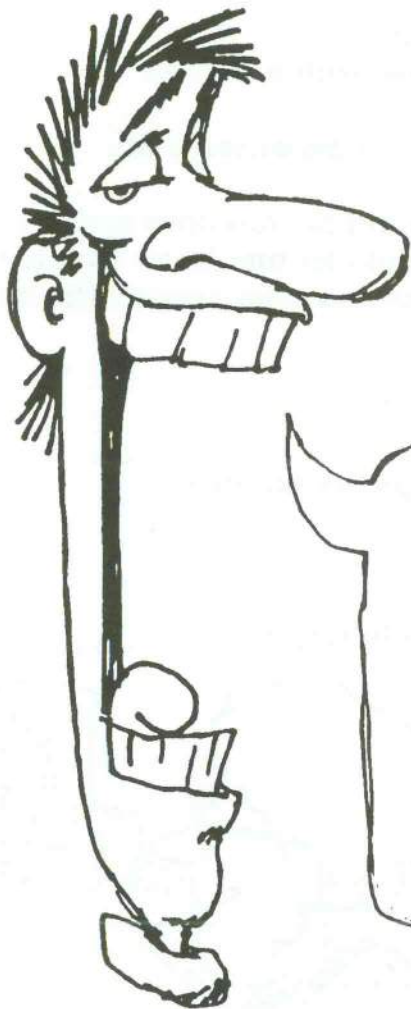
- decide not to pass judgement to encourage others to respond
- thank her for the response
- ask a question that extends her thinking — increase the challenge



E. Knowledge of Results

Knowledge of results motivates students to continue. We all like to know how we are doing. Feedback from other students, parents, teachers, books, films, and even our own reflections, etc., helps us to make decisions on what to do next. It helps us develop a sense of individual efficacy.

If you enjoy bowling, how long would you continue to bowl if you never saw the pins you knocked down? How long would you continue to cook gourmet meals if no one at least said, "Thank you?" It seems knowledge of results encourages us to do a lot of things. It becomes more effective when knowledge of results are:



1. provided as soon as possible;

2. specific - i.e., related to what is being learned;

3. encouraging; and,

4. perceived as 'caringly meaningful'.

For example, students often get work returned with an A, B, or C grade or 8/10 etc., that has no specific comments related to the work other than "excellent" or "good effort". That type of feedback is not specific and lacks meaning.

In her study of gifted students, Marion Stelmaschuck (1986) reported that teachers who provided students with feedback on assignments as immediately following the assignment as possible were identified by students as more effective teachers.

F. Covert and Overt

These two concepts provide two alternatives to student participation. Both are useful. Think to yourself how they affect classroom management, — then share your thoughts with a colleague.

Covert - means hidden from the senses

Overt - means not hidden from the senses

Obviously one is measurable and the other is not. One lessens the level of concern and the other increases it.

Covert

*Think to yourself... imagine...
see it in your mind's eye...
visualize... pretend you are...
see yourself... rehearse in your mind....*

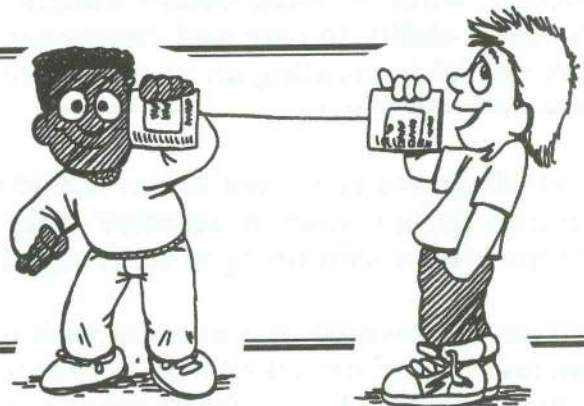


Why is covert useful?

- it increases success and a sense of safety because students can rehearse

Overt

*Discuss with your partner...
thumbs up if you agree...
write your answer...
share your answer with the class...
act out your feelings....*



Why is overt useful?

- it holds the students accountable to think and to participate and allows the teacher to monitor

In terms of questioning skills, we might hear the teacher move from covert to overt by saying...

"Take 15 seconds and think to yourself of the ways in which different animals hibernate. When I ask you to share, discuss your ideas with your partner and then I'll ask some of the partners to share with the class."

G. Fear of Failure and Dependency

Fear of Failure and **Dependency** are two examples of extremes related to student participation. If the student perceives the classroom environment as 'not safe' we increase the chances the student will not actively participate in the learning. On the other hand, if the room is so safe that the student is always 'saved' from being involved, then the student will wait until someone eventually 'saves' him.

The art of teaching is to provide an environment that encourages students to inquire and to risk without fearing failure or being constantly saved from involvement.

Easy to say...harder to do.

Certainly an exquisite understanding of how to respond to students when they provide us with answers is one approach. Another goes back to being able to ask questions at different levels of complexity. The ability to engage the learner at appropriate levels of difficulty, while simultaneously integrating that with one's ability to care and encourage could prove useful in creating an environment that prevents misbehaviour.

If a student was reluctant to try, would you inject a low level or high level of concern into the question or activity? **Why?** Remember that for most students, divergent questions with no right or wrong answer produce a lower level of concern.

If we never provided that student with time to think and to share his thinking with a partner before we asked him to respond, predict his level of success and predict his motivation to learn. From those predictions...predict his behaviour. You can see that what appears as a simple concept, in effect, reveals the complexity of teaching.



H. Public vs. Private 'Failure'

We will fall off our bikes in private and get back up and try again...but how many times will we continue to try if we fall off in public?

This concept is important from an ethical point of view. When framing the question and randomly selecting students to respond, we are in fact asking them to 'possibly fail in front of their peers' without them having a say in whether or not they wish to respond. Although we might not consider it failure, they usually do unless we have created a 'safe environment'.

NOTE, this is why developing a repertoire of skills to understand and respond to students' efforts is important in creating the safe environment.

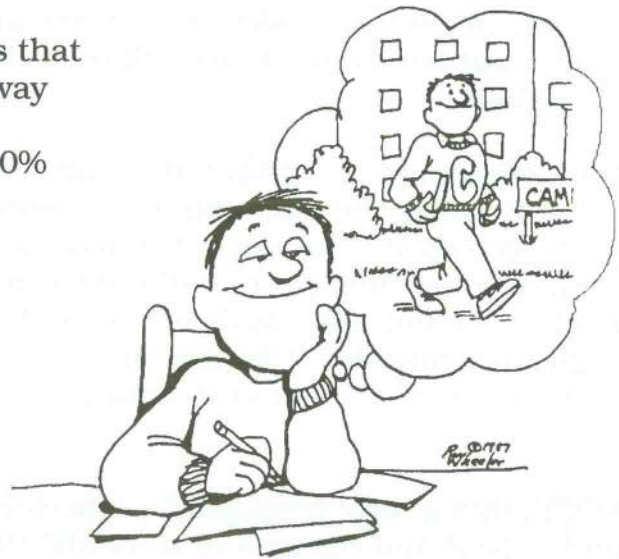
Certainly having students rehearse answers within a group or with a partner increases the chances the students will experience success. As mentioned before, Native American students often prefer not to be singled out to respond if it means making them look better than or worse than their peers. They will, however, be more willing to respond by sharing a response developed by the group. Structuring lessons in a cooperative small group format increases the chances that students who are afraid to fail will more actively involve themselves in the lesson.



I. Distribution of Responses

Not a complex concept. Nonetheless, as mentioned previously, the literature reports that when students are invited to respond in a way that encourages them to volunteer, 3 or 4 students in a class of 25 willingly answer 90% of the questions.

If you do adult workshops, try asking questions in such a way as to encourage voluntary participation and see what percentage of the adult participants respond. We have noticed that adults are simply students who are just a little bit older — 3 or 4 of them will respond to 90% of your questions.



I tinkered with this in my university classes and of 70 students who were being asked divergent questions, three answered most of the questions that involved volunteering a response. Does that mean the others have nothing to say? Of course not. They simply were comfortable sitting back and passively listening or doing something else.

Note: voluntary participation is not always 'bad'. Quite the opposite — it can be a low-stress way of initiating student involvement or to give students who like to volunteer, the opportunity to volunteer. The art of teaching is to use it by choice and not by default.

A thought: As a parent, you certainly expect your son or daughter to be actively involved. If they are not, you would hope the teacher has skills in his or her repertoire to increase the chances your son or daughter would be involved. If you are a parent and you get the opportunity to observe a classroom, notice how the teacher involves students through how he or she frames questions.

J. Accountability and the Students' Level of Concern

In terms of student participation, we are using the *concepts of accountability and level of concern* to refer to the nature of student participation.

Accountability refers to the extent all students are involved — if you are familiar with the Johnsons' approach to Cooperative Learning, you will recall that they use the term Individual Accountability to refer to all students being involved and responsible for their own learning as well as the learning of the other group members. Teachers often apply the concept of accountability to the framing of questions so that all students are involved in thinking about and sharing their thinking related to that question; in a science experiment, all students are accountable to take part and complete the necessary work related to that experiment.

Level of concern refers to the pressure or anxiety the student experiences related to being involved in an activity. For example, if the teacher asks a question, and instantly selects a student to respond, then the student selected is definitely accountable and is most likely going to experience high concern, but the accountability for the rest of the class is low (although some students would enjoy being selected and others would no doubt be thinking, "Oh, please don't pick me"). From another perspective, the teacher can ask a question, provide 'wait-time' for the students to think, and then ask them to share with a partner. That increases accountability, but the level of concern is only moderate. If the teacher also stated she would then randomly select 3 or 4 students to respond, then the students are still accountable, but the level of concern or pressure to participate has increased.

Obviously, the art of creating optimum learning environments is being able to balance the application of those two concepts relative to the nature and needs of the students. As well, those two concepts are not mutually exclusive. For example, students are more likely to complete homework that is checked and taken up in class. When the teacher randomly selects students to share the solutions to problems or responses to questions and/or checks each student's work, then accountability and concern are invoked.

Brief Explanation of Concept Attainment

Intuitively, you were involved in this process as a child as your mother or father pointed out 'yes' and 'no' examples of a concept. As a parent, you have applied the process with your children. Think about how you taught your child to learn the difference between a car and a bus or truck. You said, "Yes, *that's a car. Yeah and so is that a car. No, that's not a car, that's a bus. Yes, Billy, good...that's a car. See that one over there...that's a truck...it is not a car.*" Of course, just when they had the concept of car, bus and truck figured out, they ran into the concept of 'train'.

This process can be applied to teach concepts such as free trade, ethnic fragmentation, three-dimensional shapes, metaphors, addition story problems, types of poetry, art, music — the list is endless. Students enjoy the process — once you and they become comfortable with it. Like anything, it takes practice to become effective.

Purpose: This strategy helps students to attain or to extend their understanding of concepts. It is an inductive process — that means students make a generalization about groups of ideas that have something in common. It invites students to think at the analysis level of Bloom's Taxonomy. Students involved in this process will retain information longer than if they listen to a lecture or read about the idea in a book or article. The concept attainment process is applicable at all grade levels and in all subject areas.

Although the process appears easy, it is a most sophisticated approach to teaching and learning. The design of the data sets is the real art.

Structure: Concept Attainment has three phases:

Phase I: The teacher presents the focus statement and the data set while the students compare and contrast the data set. The purpose of the focus statement is to guide the students' thinking in regards to what and what not to focus on.

Phase II: Students share their hypotheses about the critical attributes (the design or structure of the concept) and their thinking about how they arrived at those hypotheses.

Phase III: Students apply their understanding of the concept — this includes discussing the value of the concept.

For more information on Concept Attainment, see the book *Models of Teaching* (1992) by Bruce Joyce, Marsha Weil, and Beverly Showers.

Brief Explanation of Inductive Thinking

Your ability to understand, organize, and communicate is based on inductive thinking. You use this process every day. Think of your closet — most of you organize it based on shirts, suits, dresses, or by colours, or by seasons etc. Everything you sense has been grouped into categories based on common characteristics: e.g., dresses, fruit, cars, symbols, windows, money, warm, love, teasing, and prejudice. We often use these words, but only have a superficial understanding of the design of that word as a concept. For example, you have used the words synthetic and glass in your everyday speech. Now ask yourself whether or not glass is synthetic. If you are not sure, you either do not understand the design of the concept of glass or synthetic, or both.

Purpose: Hilda Taba's Inductive Strategy assists students to attain or to extend their understanding of concepts. It is an inductive process — that means students make a generalization about groups of ideas that have something in common. It invites students to think at the analysis level of Bloom's Taxonomy. The inductive thinking process is applicable at all grade levels and in all subject areas. Although the process appears rather easy, it is actually a sophisticated approach to teaching and learning. In this strategy the students have more control over the thinking process than they do in concept attainment. The hard part for teachers is that the students do not always provide the teachers with what they want — interestingly, teachers usually get a lot more. The difficult part is being prepared to deal with it.

Structure: The Inductive Thinking process has three phases:

Phase I: The teacher presents the data set and a focus statement. (Enumerating the data set (1, 2, 3...) makes the sharing of their categories easier.) The focus statement guides the students' thinking. See the sample lesson on page 48.

Phase II: The students group the data into categories based on common attributes they think the examples in the data set have in common. They then attach a label to that group. Next, they share their hypotheses about their categories as well as their thinking in terms of how they came up with their categories.

Phase III: This phase is similar to concept attainment — the students apply their understanding of the concept and argue not only its value or purpose but they also make connections between the categories. For example, they could make predictions about the cause and effect relationships between categories.

For more information on Hilda Taba's Inductive Thinking Strategy, see the book *Models of Teaching* by Bruce Joyce, Marsha Weil, and Beverly Showers.

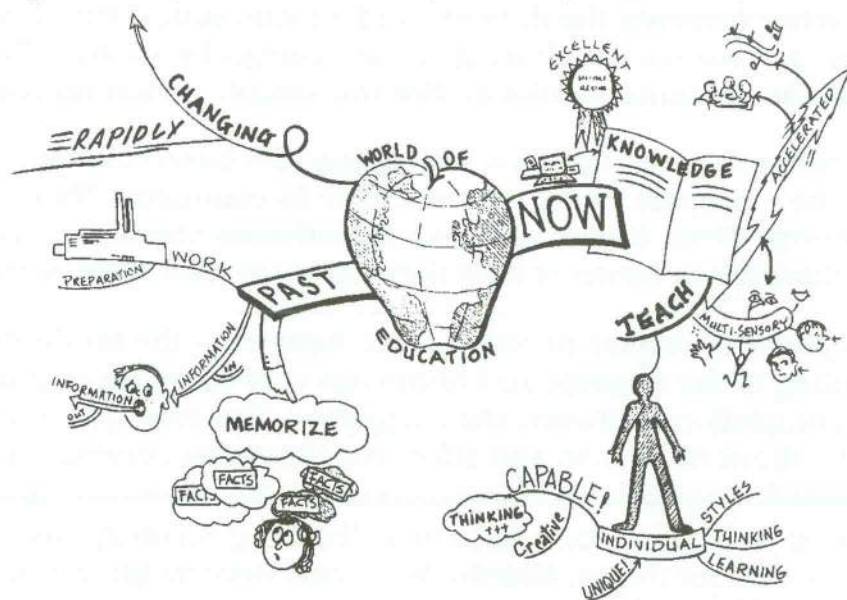
Brief Explanation of Mind Mapping

Mind Mapping is a more complex example of a number of similar processes such as brainstorming, concept mapping, semantic word webbing, clustering, and bubble writing. Often you will see different labels for the same process. Mind Maps can be done by individual students or by groups of students. We have seen a mind map evolving on the wall of the classroom as a unit of study unfolded. All the students in the class were involved in creating this Mind Map.

Purpose: The purpose of Mind Mapping is to have students graphically organize their thinking related to a specific topic. It is similar to concept mapping or semantic word webs except that Mind Maps also involve images and colour. The pay off for students relates to increased memory and motivation. Students find the process interesting in that they are encouraged to use colours and draw.

Structure: Mind Mapping begins with a key-concept such as energy, justice, spring, geometry, writing techniques or even a novel that the students have been reading. This key-concept is placed in the centre of a page or chart paper or chalkboard. Students now identify related key-words and then move progressively to less directly related words. Once the map is complete students can construct chains or links between different ideas to make connections or understand cause and effect relationships etc.

Below is an example of a Mind Map from Nancy Margulies' book *Mapping Inner Space* (Page 11). This book is an excellent resource and is available from Zephyr Press Copyright 1991, P.O. Box 66006, Tucson, AZ, 85728-6006



Lesson Design

Purpose: Lesson design is an advance organizer for the design of lessons or journeys of learning. It contains a number of concepts — much like the building blocks of a *Lego*® set. They can be used in any order and any of them can be left out or stacked together. What makes it such a powerful process is that it facilitates the integration of more powerful approaches to learning such as the instructional strategies of Cooperative Learning, Inductive Thinking, and Concept Attainment (Joyce, Weil, and Showers' 1992 book, *Models of Teaching*, contains over 20 additional strategies.)

Structure: Lesson Design is a philosophically neutral lesson organizer. At its simplest level it contains nine concepts: Mental Set, Sharing the Objective and Purpose, Input, Modeling, Check for Understanding, Practice, Closure and Extension. At its most complex level it facilitates the integration of other instructional processes such as Concept Attainment, Cooperative Learning, Inductive Thinking, and Mind Mapping into most of those concepts that make up Lesson Design.

Mental Set: A concept that acts like a net to focus the learners' minds on the educational journey. It encourages the students to link the learning to their past experiences, and to be actively involved in that process. It can last anywhere from a few seconds to a full day field trip. Every great movie and great book contain excellent examples of mental set to capture your attention.

Sharing the Objective and Purpose: A point in the lesson where the teacher and/or students discuss what is being learned and why the learning is of value.

Input: This is the information the student learns through books, centres, group work, guest speakers, videos, films, field trips, role plays, etc.

Modeling/Demonstration: Modeling refers to visual information related to what the student is learning, like a skeleton, or molecule. Demonstrations refer more to a process of learning like factoring or a laboratory experiment. Often they are used interchangeably.

Checking for Understanding: This process has been around forever. It represents what teachers or students do to make sure they comprehend what they did or are about to do. This reduces the chances they will be confused or frustrated. Students who understand are more likely to experience success — and to behave.

Practice: This represents the opportunity for the students to apply their understanding. The practice can be completed with or without assistance.

Closure and Extension: These two concepts represent a summary of the key learning and an expansion of the learning respectively. One or both are employed to solidify and deepen the learning process.

Summary of Chapter Six

The purpose of this chapter was to illustrate the relationship between instructional skills and classroom management. Instructional skills play an important role in the preventive side of classroom management.

We focused on one instructional concept called active participation as it applies to the instructional skill of framing questions. Note that active participation is only a concept — you have to 'do' something to make it happen — the 'doing' is the skill. In this chapter, framing questions was the skill that invoked the concept of active participation.

We believe that when students are actively involved, they are less likely to be off-task. Of course we increase the chances they will be actively involved if the tasks they are involved in attend to the concepts related to motivation; such as, making the task interesting, meaningful, and at the correct level of difficulty so they experience success. Again, you have to 'do' something to make a task interesting, meaningful, and successful. For example, framing questions at the correct level of difficulty and allowing students wait time increases the chances the students will be successful. Nonetheless, if the topic is not meaningful and not interesting, then the students will be less inclined to participate.

You might ask yourself this question: Would I want to be a student in the classroom I am currently teaching?



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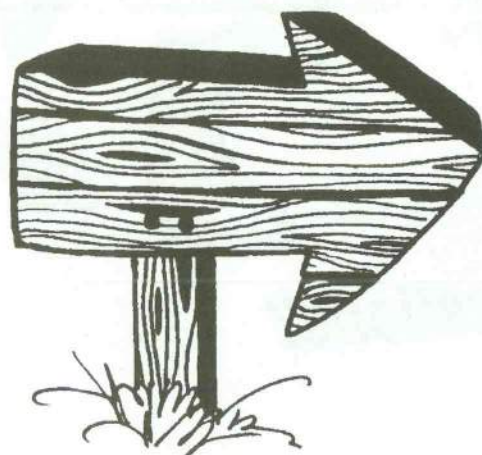
Hey...smile!
...only a couple hundred
pages to go.



Questions?

Chapter Overview

This chapter explains the dimensions of cooperative learning (the process and structures) and how they are effective in preventing and responding to student misbehaviour. In addition, suggestions are provided for common problems in cooperative learning such as *"What do I do if he doesn't want to work in groups?"* The chapter ends with a series of lessons designed by teachers to teach a variety of social and communication skills. The lessons use three formats: 'Y' charts, Lesson Design and Concept Attainment. Note, this is not a chapter on how to implement cooperative learning — this is a chapter for those who already understand cooperative learning. We recommend the books described at the end of the chapter for a more intensive introduction to cooperative learning.



Chapter 7

Cooperative Learning and Classroom Management

Reasons for reading this chapter:

- to understand how cooperative learning is an effective approach to both prevent and respond to student misbehaviour;
- to understand that as you employ cooperative learning, you can expect problems — suggestions are provided for the resolution of those problems;
- one aspect of cooperative learning is the teaching of social skills; this chapter contains sample lessons on a variety of social and communication skills.



Overview of Cooperative Learning

Cooperative learning is one of the most researched approaches to engage students in both academic and social learning. The results defy the ignoring of cooperative learning as a component in a teacher's instructional repertoire. (Rolheiser-Bennett, 1986; Slavin, 1989; Sharan, 1990; Johnson & Johnson, 1989).

Cooperative learning can be considered an instructional strategy if the group process is attending to the social theory upon which it is constructed. The process of cooperative learning deals with how to structure groups so they function effectively. One such structure is the Johnsons' model, explained on pages 119-129. Its five basic elements are:

5

- individual accountability
- face-to-face interaction
- positive interdependence
- social/communication skills
- processing

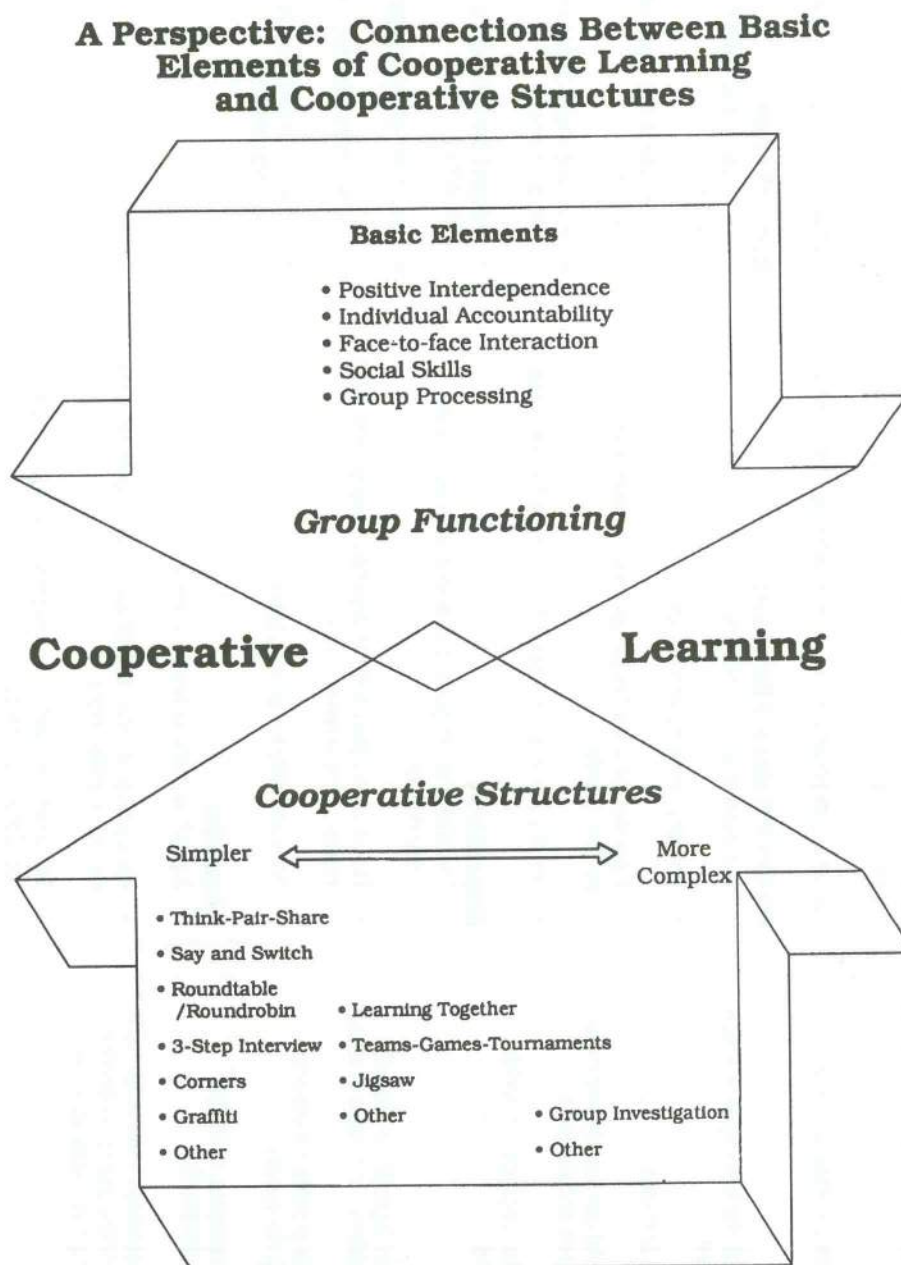
Linked to that social process are the cooperative group structures. Some, such as 'Think/Pair/Share' and 'Round Robin,' are simple and do not attend powerfully to social theory, although they advance the 'cause'. As the structures become more complex, such as 'Three-Step Interview,' 'Teams-Games-Tournaments,' and 'Jigsaw,' they encourage more social interaction at a more complex level. When the structure is as complex as Thelan's Group Investigation (Joyce, Weil, & Showers, 1992), then the students are more clearly involved in cooperative learning as an instructional strategy.

The structures not only provide a variety of ways of engaging students in group activities — they also encourage the student to apply social theory to issues related to behaviour, misbehaviour, and the resolution of conflicts.



Overview of Cooperative Learning continued...

The diagram below from a cooperative learning book by Bennett, Rolheiser-Bennett and Stevahn (1991) illustrates that the power of cooperative learning is enhanced when those two dimensions of process and structure are **integrated**.



B. Bennett, C. Rolheiser-Bennett, L. Stevahn (1991)
Cooperative Learning: Where Heart Meets Mind

Page 237

Before exploring this chapter, please read the Employability Skills Profile related to the Canadian Workforce on the following page. Explore the relationship between those skills and the process of cooperative learning. At least 15 of the 26 skills relate to cooperative learning.

EMPLOYABILITY SKILLS PROFILE: The Critical Skills Required of the Canadian Workforce

Academic Skills

Those skills which provide the basic foundation to get, keep and progress on a job and to achieve the best results

Canadian employers need a person who can:

Communicate

- Understand and speak the languages in which business is conducted
- Listen to understand and learn
- Read, comprehend and use written materials, including graphs, charts and displays
- Write effectively in the languages in which business is conducted

Think

- Think critically and act logically to evaluate situations, solve problems and make decisions
- Understand and solve problems involving mathematics and use the results
- Use technology, instruments, tools and information systems effectively
- Access and apply specialized knowledge from various fields (e.g., skilled trades, technology, physical sciences, arts and social sciences)

Learn

- Continue to learn for life

Personal Management Skills

The combination of skills, attitudes and behaviours required to get, keep and progress on a job and to achieve the best results

Canadian employers need a person who can demonstrate:

Positive Attitudes and Behaviours

- Self-esteem and confidence
- Honesty, integrity and personal ethics
- A positive attitude toward learning, growth and personal health
- Initiative, energy and persistence to get the job done

Responsibility

- The ability to set goals and priorities in work and personal life
- The ability to plan and manage time, money and other resources to achieve goals
- Accountability for actions taken

Adaptability

- A positive attitude toward change
- Recognition of and respect for people's diversity and individual differences
- The ability to identify and suggest new ideas to get the job done—creativity

Teamwork Skills

Those skills needed to work with others on a job and to achieve the best results

Canadian employers need a person who can:

Work with Others

- Understand and contribute to the organization's goals
- Understand and work within the culture of the group
- Plan and make decisions with others and support the outcomes
- Respect the thoughts and opinions of others in the group
- Exercise "give and take" to achieve group results
- Seek a team approach as appropriate
- Lead when appropriate, mobilizing the group for high performance



This document was developed by the Corporate Council on Education, a program of the National Business and Education Centre, The Conference Board of Canada, 255 Smyth Road, Ottawa, Ontario K1H 8M7, Telephone: (613) 526-3280, Facsimile: (613) 526-4857.

This profile outlines foundation skills for employability. For individuals and for schools, preparing for work or employability is one of several goals, all of which are important for society.

Cooperative Learning as a Preventative Strategy

When teachers weave the Five Basic Elements of Cooperative Learning into their classroom learning environment (identified and researched by David and Roger Johnson), they increase their chances of structuring group work for success.

1. **Individual Accountability**
2. **Face-to-Face Interaction**
3. **Positive Interdependence**
4. **Social Skills**
5. **Processing of Group Efforts**

1. Individual Accountability

Having each student in a group accountable is one of the most important concepts in determining whether or not groups will function effectively. Any teacher who has had students working in small cooperative groups knows that in group work one or two students often take over and do all the work, or one or two students in a group sit back and let others do the work.

Teachers who ignore this concept increase the chances students will not work effectively in groups. When groups don't work effectively, you increase the chance of having classroom management problems. Notice the connection between individual accountability (we are in this together) and Chapter 5 on creating an environment where students belong. Accountability and belonging are core concepts of Cooperative Learning.

Note, as you apply the cooperative learning concepts, if you believe kids **should** behave (refer to Chapter 3 on effective and ineffective teachers), you might forget to put in place the necessary skills to implement cooperative learning. As a result, you will no doubt find it difficult to implement those cooperative learning concepts in your classroom.

The trick, then, is how to invoke the concept of individual accountability.

The next 2 pages provide examples of how to weave individual accountability into the learning process.



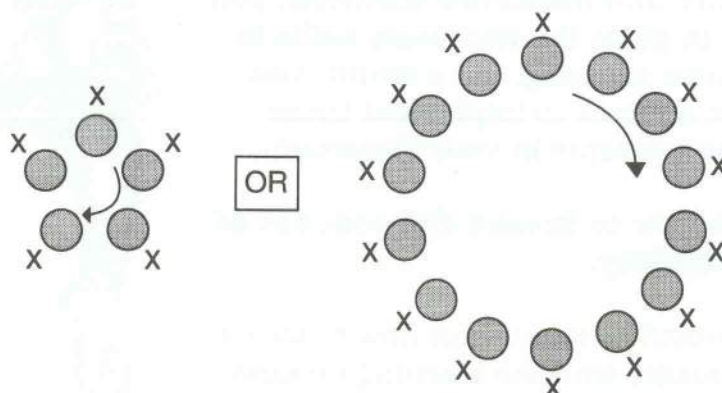
Ways to Structure in Individual Accountability

The following procedures/structures increase the chances students do feel accountable to participate appropriately.

Numbered Heads: Each person in the group is given a number from 1 to however many there are in the group (note that going over four students per group increases the chances the group will not function effectively). Groups can then be given letters. Students are then told that after they have worked on whatever activity they were given, any person in the group can be asked to provide the group's response. They have to make sure that everyone in the group understands what they were working on. The teacher then randomly calls a letter and a number and that student is to respond. "Group B, person 3...."

Round Table or Round Robin: A simple procedure that gives each student the opportunity to share. When an activity or question involves sharing within the group, one student starts and then each student in rotation shares his or her thinking. **Oral** sharing is called Round Robin; **Written** sharing is called Round Table. Often this is connected with 'Numbered Heads' so that the rotation starts with say person 2 and moves clockwise.

Inside/Outside Circles: This is a group structure that gets all students involved. As indicated in the diagram below, students get into two concentric circles facing each other. The whole class can form the circle or it can involve smaller groups. Questions are then posed to the group (preferably using the skill of framing the question discussed on the following page) and then either the inside person tells the outside or vice-versa. The inside or outside circle then rotates one to the right (or left). This provides the opportunity for students to get to know each other and, as such, builds a sense of belonging in the class.



Structuring individual accountability continued...

Framing Questions: This is an instructional skill the teacher invokes to get the active mental involvement of the students. As an instructional skill it has been around at least since the late 1800s. When students work in groups, the teacher frames questions in such a way as to hold most of the students accountable most of the time.

For example: *“Think to yourself for 10 seconds and then be prepared to share your thinking with the person sitting next to you. I will then ask some of you to share your thinking with the rest of the class.”*

This skill can be integrated with ‘Numbered Heads’ and ‘Inside/Outside Circles.’ The examples and description of framing questions is provided in depth in Chapter 6.

Walk About: This procedure engages students in a full-class group activity. Each group gets a large piece of paper, and each student in the group gets a different coloured felt pen or crayon (having a different colour holds them more accountable as they move from group to group). A question about an issue or a topic of study is given and each student writes his or her key ideas on the sheet. After 3 or 4 minutes, the students then get up and walk about the room for 5 minutes and add their key ideas to the sheets in the other groups. The students return to their groups and synthesize the information around that particular topic. Note, as an alternative, students can move as a group, spending 90 seconds at another group’s sheet. Then on the signal, move to the next group. The same activity is called ‘Graffiti’ (Gibbs, 1987) when the students pass the paper from group to group rather than get up and move around.

For example: With teachers, we used the **Walk About** idea with the concept of Peer Coaching. The participants identified all the key ideas of peer coaching and then shared around the room. The groups returned and each group had to come up with a definition of peer coaching based on the ideas shared on their sheets. That definition was then compared to the definitions often found in the research literature. The **groups** found they had an exact understanding of the concept of Peer Coaching.

Note: the books at the end of this chapter contain numerous cooperative-group structures that encourage the participation of all students.

2. Face-to-Face Interaction

Organizing students to invoke 'face-to-face' interaction increases individual accountability in that the students are visible through their proximity to one another.

It also increases the opportunity for them to irritate one another. Students need to have a repertoire of skills that allow them to work in close proximity. Certain body language, facial gestures, and verbal put-downs all increase the chances students will not stay in a 'face-to-face' stance. There is a lesson on 'put-downs' at the end of this chapter.

3. Positive Interdependence

This concept refers to ways the teacher can increase the chances students will work together in a constructive manner — to help each other learn. The cooperative learning literature describes nine common types of positive interdependence:

- | | | |
|-------------------|------------------------|------------------------|
| • Goal | • Outside Force | • Sequence |
| • Resource | • Incentives | • Simulation |
| • Role | • Identity | • Environmental |

Goal - If students have a clear, meaningful, and interesting goal to achieve when working in groups, the teacher increases the chances the students will be on task and actively involved.

Goals that are not clear, not interesting, and not meaningful increase the chances of students introducing their own meaning and interest — and more often than not they will have that 'fun' at the teacher's expense. Think about how this relates to Glasser's four goals related to misbehaviour: the need to belong, to have power, to have freedom, and to have fun.

Resource: When teachers limit the resources so that students must share or take turns, they increase the chances students will be involved with one another.

Limiting resources likewise increases the chances there will be conflict — especially with younger students. Teachers must make sure students understand what 'sharing resources' means and why it is important. There is a lesson at the end of this chapter on 'Sharing' using the 'Y' Chart.

Positive Interdependence continued...

Role: Roles are employed when an assignment has a series of tasks that must be accomplished. When each student has a role to play within the group, you increase the chances that all students are actively involved in the task. Roles can relate to the academic task (reader, recorder, critiquer) or the social task (encourager, equalizer, timer).

When roles are assigned, we often find that students are unclear about their roles and this causes confusion and complaining in the group activity.

For example, when the student is the timer, is she supposed to keep the rest of the group on task, reminding them of how much time is left, or does she simply say "time is up"? What skills will the timer need to *encourage* a group to stay focused?

As well, we often find students arguing over who is doing what roles. Teachers must take the time to discuss with students the purpose of each role and how it is carried out within the group. As well, teachers should have the students assign themselves a letter first and then randomly assign roles to match the letters. Of course, you have to be sensitive to the abilities of ESL students when assigning roles. For example, if you have groups of 3, then in groups where you have an ESL student, you could have 4 so that one person can work with the ESL student.

Sometimes roles get in the way of learning. For example, we have found that in most cases when using the Jigsaw Structure, assigning roles confuses an already complex process.

Sequence: Again, when an activity has to be done in a set order with each student responsible for one part, or the pieces of an activity are divided up and the activity is not complete until all the pieces are together, then students are more likely to feel accountable for being involved. In high school, experiments are examples where this can occur. Unfortunately, even though teachers put students in groups, they do not divide up the task so that all students are accountable. Unless the students bring a sense of personal responsibility to the assignment, it is not unusual to have one or two students in a group do all the work while others sit back and hitchhike off the coat tails of others. We have noticed this sometimes happens with our university students on group projects.

Sequence can also create problems. Often, classroom activities occur in a set order (as in an experiment where one student prepares the slide, the next observes, and the next records), and one student is finished while the next student starts. When that occurs, you increase the chances the student with nothing to do will fool around. Obviously, students need to understand the concept of 'what to do when you have nothing to do'. There is a mini-lesson on this at the end of this chapter.

Positive Interdependence continued...

Outside Force: This refers to things like time, a standard, or last year's test results acting as an outside force to encourage students in a group to work together. The students hold each other accountable in order to beat the outside force. This concept also introduces an element of competition — something that can do more harm than good if introduced too early in the year and without the students' understanding the pros and cons of competition — especially if the other groups are the outside force.

One cooperative structure known as Team-Games-Tournament is an example of how groups will work as a team to win the tournament, yet they will make one another feel bad if their team does not win. Teachers need to take the time to make sure their students can handle competition by discussing how they would like to be treated if they were the person that brought back the lowest score. They also need to understand the concept of being a good sport. There is a mini-lesson on being a good sport at the end of this chapter. We also recommend activities from the *Cooperative Sports and Games Book: challenge without competition* (Orlick, 1981). This book contains over 100 activities that allow students to experience how enjoyable and fun it is to play together rather than against each other.

Incentives: The use of incentives can certainly increase the chances that students behave. However, as a teacher, you need to consider the type of incentive and the reason you are giving it. The list below identifies a number of different incentives. We argue that incentives occurring as a natural extension of an activity are more powerful in the long run and do not teach the students the "what's in it for me" attitude towards learning.

- additional computer time
- additional time in learning centre
- read with a classmate
- read for another class
- reduce a homework assignment
- display work in a special place
- teacher tells a personal story or joke
- video tape the class so they can watch themselves
- free reading/time to talk/game
- earn points toward a field trip/video/class party



Identity: Building a sense of classroom and group identity increases the chances that students feel they belong. Humans are gregarious and prefer to feel part of a group. Most of us join groups of some kind, whether informal groups with friends to go canoeing, or dinner, to more formal groups like team sports, choirs, and drama groups. The 'Class Name' activity on page 73 is an example of one way to begin building a sense of identity. Students who feel they belong are less likely to misbehave or drop out of school.

4. Social Skills

One of the most powerful components of cooperative learning is the attention it pays to social or collaborative skills. As a general statement, this area of education is often extensively written about in Boards' of Education or School Districts' vision and mission statements, but in most cases gets little more than lip service in school cultures, especially as we move up the grade levels. As more pressure is put on high school teachers to cover course content, they will have to become more creative in finding ways to integrate the social dimension of learning into their curriculum. Below are some examples of social skills:

- disagreeing agreeably
- accepting and extending ideas
- equal participation
- encouraging each other
- checking for understanding
- examining both sides of an issue



Just think if each teacher focused on 3 to 5 social, communication, or thinking skills, by grade twelve, students would have an extensive repertoire of skills. At the end of this chapter are examples of mini-lessons illustrating ways to teach a variety of social and communication skills.

5. Processing of Social Skills

This is a natural extension of teaching social skills and having students practice them — reflection after the action. If we do not check homework, some students will stop doing it. If we do not take the time to process how students have functioned as a group, some students will not take the social or collaborative skills seriously. Note, group processing has a positive effect on student achievement (Yager, et. al., 1986; Battistich, Solomon & Delucci 1993). We recommend chapters 8 and 9 in the book called *Cooperative Learning, Where Heart Meets Mind* for examples of how to process a variety of group work activities and how to teach social skills.

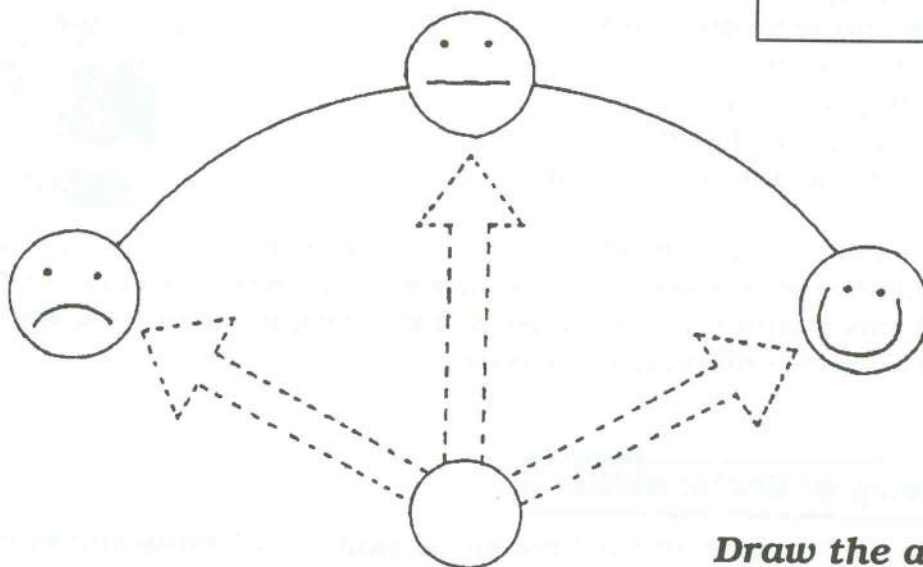
Research reported in the Johnson's book, *Cooperation and Competition: Theory and Research*, (1989) pages 74 & 75, communicates that group processing has a powerful effect on academic achievement. Logic dictates that successful students are less likely to misbehave or to drop out of school.

On the next few pages are four examples of social processing forms from the book *Cooperative Learning: Where heart meets mind*. This book contains 45 examples of processing forms in the chapter on Evaluation. (Note: an order form is at the back of this book.)

How Did We Do?

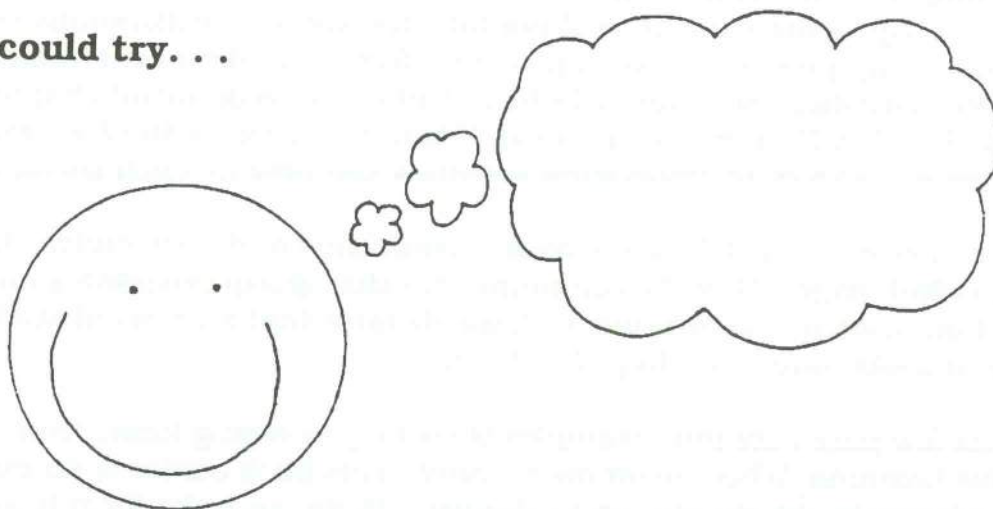
OUR INITIALS

Did we share with each other?



Draw the arrow.

We could try...

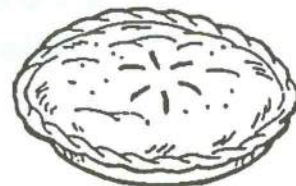


(Adapted from: Robin Meyers, 1988)

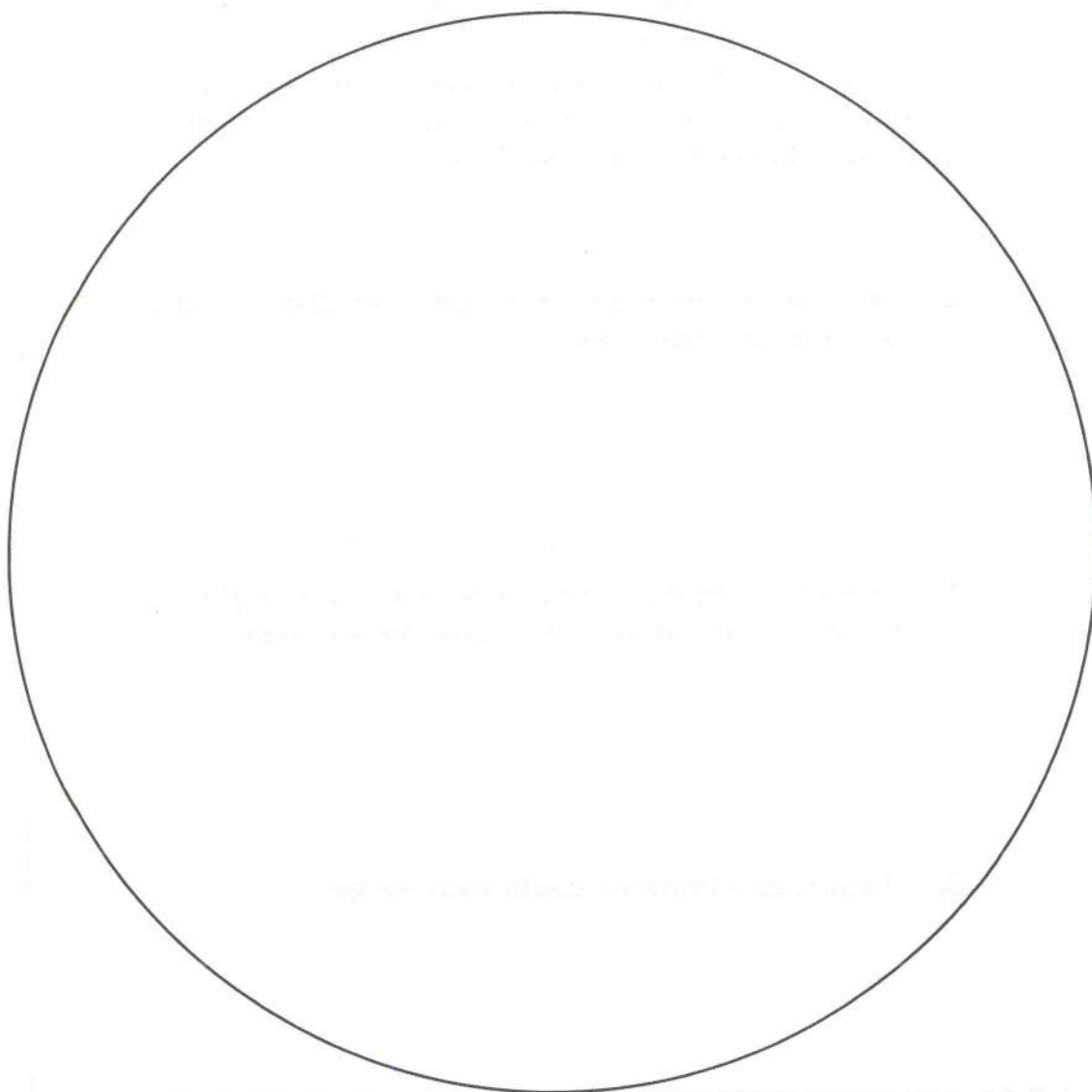
B. Bennett, C. Rolheiser-Bennett, L. Stevahn (1991)
Cooperative Learning: Where Heart Meets Mind

Page 149

Participation Pie



Divide the pie to illustrate how much each member of the group is participating in the task. Discuss the effectiveness of participation and any adjustments you might make for the remainder of the task.



Processing A Social Skill: "Disagreeing in agreeable ways"



Each person think of your response to the sentence and then tell the group. Please continue in roundrobin fashion until everyone has spoken.

1. "A statement or action that I did when disagreeing in an agreeable way was . . ."
2. "Something that you (tell the person to your right) did to help the group work in a positive way was . . ."
3. "Next time I think we could improve by... "

Questions for Group Discussion

Select ONE box for group discussion.

1

- What did you do that helped your team work together?
- What can you do next time to help your team work together?

2

- How are you working as a group?
- What would you do differently next time?

3

- How did you feel?
- What did you notice?

4

- What was the best thing that happened in your group?
- What change would help you to be more successful?

Sample Lessons on Teaching Social Skills

On the following pages, six lessons are presented that illustrate ways to engage students in thinking and discussions related to social skills.

- **Put-Downs and Encouragement**
- **What to Do When You Have Nothing to Do**
- **Sharing**
- **Being a Good Sport**
- **Disagreeing in an Agreeable Way**
- **Dealing With Teasing and Prejudice**

The format for presenting these lessons involves integrating two or more of these instructional approaches.

- **Lesson Design** as an advanced organizer for the planning of a lesson
- **Word Webbing** as a process to initiate and organize student thinking
- **Brainstorming** to initiate student thinking
- **'Y' Chart** for organizing students ideas
- **Cooperative Learning** to provide a forum for discussion
- **Concept Attainment** to develop clarity related to the meaning of concepts
- **Inductive Thinking** to organize and analyze student thinking

Each of these instructional processes is briefly described at the end of Chapter 6 (except for Cooperative Learning — which is described in Chapter 7, the 'Y' Chart, which is explained in the lesson and word webbing and brainstorming, as most teachers understand these two tactics.). Like all skills you have learned (e.g., chess, skiing, knitting, cooking, gymnastics, and speaking), practice will only enhance your ability to integrate a variety of instructional approaches.

Again, the more instructional processes teachers have in their repertoire, the more likely they are to meet the individual needs of students. When student needs are being met, they are more inclined to behave appropriately.





Sample Lessons on Teaching Social Skills: Put-Downs and Encouragement

Note, this lesson uses Concept Attainment, Cooperative Learning, and Lesson Design as processes to involve the students. You might have to change the reading level or type of examples in the Concept Attainment activity to meet the needs of your students. For example, with younger students or students who struggle with reading, you might chose to role play the examples.

Lesson Design: provides the overall structure for the flow of the lesson

Concept Attainment: provides the process to develop the concepts

Cooperative Learning: provides the opportunity to dialogue

Objective: The students will understand the effect that put-downs and encouragement have on one's self and on others. As well, they will discuss why some people put others down rather than encourage them. This objective is not shared with the students; the students are asked to identify an objective and purpose for the lesson during the last part of the lesson (Closure).

Mental Set: (Mental Set is developed by using the Concept Attainment strategy.)

Directions: "Below is a data set of examples labeled BLUE and RED. Please work by yourself as you compare the BLUE examples and contrast them with the RED examples. As you compare and contrast them, think of the effect those examples have on the person to whom they are said. Do the first five sets of examples on your own. Then find a partner and share your hypotheses about what the BLUES have in common and how they are different from the REDS. Once you have shared your hypotheses, work with your partner on the **TESTERS** listed on the following page and see if you can decide which ones are REDS and which ones are BLUES. Be prepared to share your hypothesis and your answers. Anyone in your group might be asked to respond."

Blue: Maria, you really put a lot of work into drawing your maps.

Red: That is a ridiculous idea Eric. Why didn't you listen?

Blue: Don't worry about your mark; you really improved from last time.

Red: Why don't you try harder? Sometimes you are so lazy.

Blue: Thanks for taking the time to explain how to solve the problem.

Red: You are always ruining it for everyone else! Work somewhere else.

Blue: I have never seen anyone be so patient with Angelo. Well done!

Red: Why don't you just quit? You will never understand it.

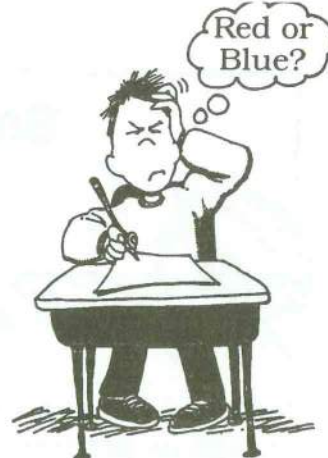
Blue: Wow, can you ever put feelings into how you read!

Red: I've never seen someone make so many mistakes.

Lesson continued...

TESTERS

- a. Where did you get that far-fetched idea?
- b. You will be lucky to be picked last.
- c. Your idea about recycling really worked. Thanks.
- d. We appreciate what you did. It really helped our group project.
- e. Your comments hurt Jennifer's feelings. Please try to be more careful about the words you use to criticize others.



Input: Once they have had the chance to share their hypotheses with their partner, randomly call on students to discuss what they believe the BLUES have in common. Then give them 3-4 minutes to come up with a statement about the effect REDS would have on students and on the classroom learning environment. Randomly select students to respond.

Once they have done that, have them work in groups of four to share examples of what others (such as teachers, other adults, or other students) have said to them that were RED examples and what effect those statements had on them or on others. Ask them to be ready to make a response that reflects the thinking of the group. **Note:** C & D are BLUE. E is neither BLUE nor RED.

Modeling: The modeling occurred as the BLUE and RED examples.

Check For Understanding: This occurred when they shared their hypotheses within the group, when they worked on the testers, and when they shared their thinking and discussed the effects of the RED and BLUE examples within the group.

Practice: Ask them to discuss in their groups why some people put others down. Follow that by asking if they know of someone who has told them they were wrong or what they did was not acceptable, but did it in such a way that they respected them for telling them. Have each group identify ways to let a person know he or she said something that hurt someone's feelings — without it being perceived as a put-down (e.g., the last tester). Have them discuss how the person being told that he said something discouraging might feel. Even if people are told in a respectful way, how will some people respond after being told? Randomly select students to respond.

Closure: Ask each student to think (for about 15 seconds) about what the lesson was about and its purpose. Select students to respond. Have them think to themselves about whether they spend more time on the RED side or the BLUE side when they interact with others. How will they respond when someone tells them that what they said was a PUT-DOWN? Ask them how the teacher should respond when students tell the teacher that what the teacher said was a put-down. Ask them to consider the effect that put-downs and encouragement have when students are working in groups.

Sample Lessons on Teaching Social Skills: What to do When You Have Nothing to Do



Note, this lesson uses Brain Storming, Lesson Design, and Cooperative Learning as processes to involve the students.

Brainstorming: provides the process to initiate their thinking

Lesson Design: provides the overall structure for the flow of the lesson

Cooperative Learning: provides the opportunity to dialogue

Objective: Students will identify a number of options from which they can select 'something to do' when, as a result of finishing their work, they have 'nothing to do'.

Mental Set: Place students in groups of three or four, have them letter off A, B, C, & D and number each group so that later in the lesson you can say, "*Group 2 person B, what is your group's response?*" Give them three minutes to Brainstorm all the things that they can think of that would be appropriate to do once they finish a task on which they were working. Select one person — say person 'C', to be the recorder. (Remind them that Brainstorming means they write down every idea; they do not take time to evaluate the value of a response — perhaps you could weave in the social skill of 'encouraging one another' presented in the previous lesson.)

Objective and Purpose: Share with the students that the purpose of this lesson is to create a list of possible activities to do when they have finished their work, activities that will not interfere with the learning of others. You might add in a comment that communicates that during the year you do not want to have to tell them what to do; rather, they should be able to make those decisions. (Note, this relates to the needs identified by Dreikurs and Glasser related to having a sense of control and freedom — and the responsibility that goes with it mentioned in Chapter 4.)

Input: Now have each group select the top five activities they believe would be appropriate based on the activity not interfering with others who are still working. Select another member of the group to be the next RECORDER. After three minutes, stop them and randomly collect their ideas on the board or on a chart (e.g., group 3 person A). Have the class discuss the pluses and minuses of each of the suggestions. You should also present your ideas when you believe it is necessary. At the end of this activity you should have a list or menu of activities.

Ask them to discuss in their groups the importance of students working on an activity without interrupting others who are still working. Randomly call on students from several groups to share their group's response.

Lesson continued on next page...

Modelling: This is provided through the generation of examples. Any activities the students are not clear on can be demonstrated by you or the students.

Practice: This will occur in a future lesson. Note, we recommend you remind students before an activity that if they finish early, they need to select an appropriate activity from their list. If they forget, ask them if they are finished. If they are finished, ask them to select an activity from the list they generated. If they say, *"I don't like any of those choices,"* you can respond, *"Well, you and the class selected those choices; do you have another you would like to add to the list?"* If he provided one that is acceptable, tell him, *"Thank you."* If not, tell him, *"That is not acceptable; please pick one from the list, or you are choosing to have me pick one."* (See BUMP three — Chapter 12 for a specific examination of choices.) Of course, if he refuses to accept your choice, then the situation has escalated to POWER — see Chapter 13.

Closure/Extension: In order to connect this idea to classroom processes, ask the groups to identify possible situations in the class where the selection of activities will be necessary. Ask them to identify which activities are more appropriate at some times and not so appropriate at other times.

Sample activities:

- read a library book or other book or magazine
- go to library to get or exchange a book
- talk quietly within the group or with another student
- go to a centre or work-station
- complete previously assigned work e.g., homework
- work on enrichment activities designed by the teacher
- complete a task the teacher needs completed
- sit quietly and wait/put head down and rest



Suggestion: We believe that if students have finished a task, they should be allowed to involve themselves in a task that is meaningful to them. Be careful about assigning more work; more work does not always encourage them to complete a task unless they enjoy the work and the opportunity to move ahead or to move in different directions. As adults, when we finish a task, we often chat informally about aspects of life relevant to us — we should not discourage students from that activity if they are responsible enough to use it appropriately. You might have to teach a mini-lesson on what it means to 'chat appropriately with classmates.' What you think is appropriate may not be in line with what they believe is appropriate.

Sample Lessons on Teaching Social Skills: Sharing

This lesson involves a process called a 'Y' chart. This is a simple and quick way to involve students in thinking about social skills in which they already have a basic understanding.

The 'Y' chart involves having students responding to three questions. Their responses are recorded within the structure of the 'Y'. The first two questions are asked prior to the activity. You might start by saying something like, *"If I were a ghost hovering over your group as it worked, what would I see and hear if your group were sharing?"*

1. What would sharing look like?
2. What would sharing sound like?

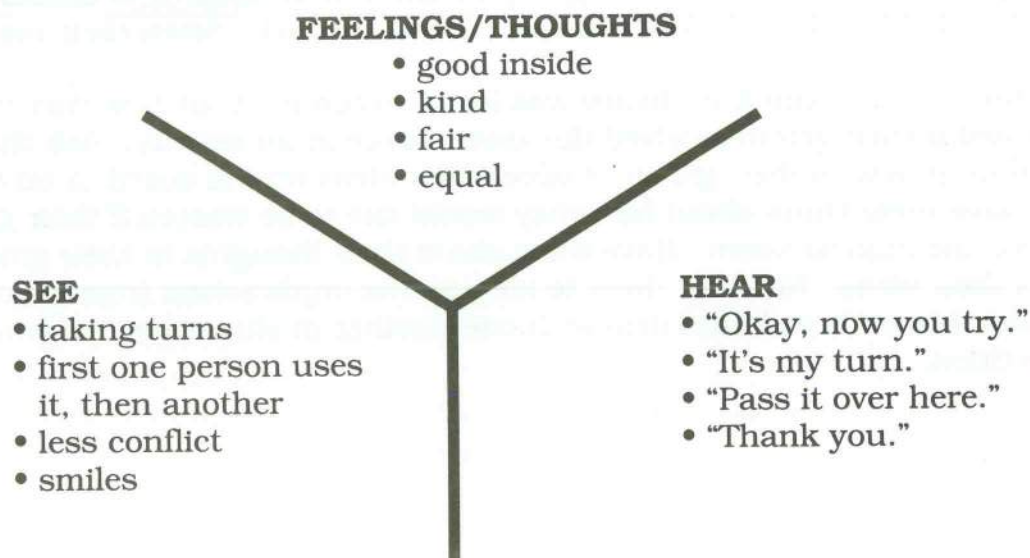
After they have finished applying the skill of sharing in their group work, they could reflect on their responses to those two questions and answer question three.

3. What are your thoughts and feelings about your use of the skill?

If you have used the 'T' chart (which only involves the first two questions), then for the 'Y' chart, all you are doing is weaving in the third question.

A sample of what students said about SHARING is illustrated below.

A sample lesson on Being a Good Sport using the 'Y' chart is on the next page.



Sample Lessons on Teaching Social Skills: How to be a Good Sport

We have included this lesson to introduce students to competition. Although you may attempt to remove competition from your classroom and perhaps even your school, you will not remove it from life. Students are constantly engaged in competition at home and in the community — e.g., tests, grades, sports, dress, and sibling rivalry. We believe that students need to be involved in planned activities that involve elements of competition so that they can discuss the effects of competition as well as develop skills to deal with possible negative spin-offs of competition in a more positive manner.



Mental Set: Ask the students to define competition and then to identify where competition exists in their lives — collect their ideas. Provide them with a definition of competition for comparison. (Note: this also clarifies their understanding of the concept of competition.) Perhaps show a video clip from a competition — hockey, baseball, figure-skating — and use that clip as a discussion starter.

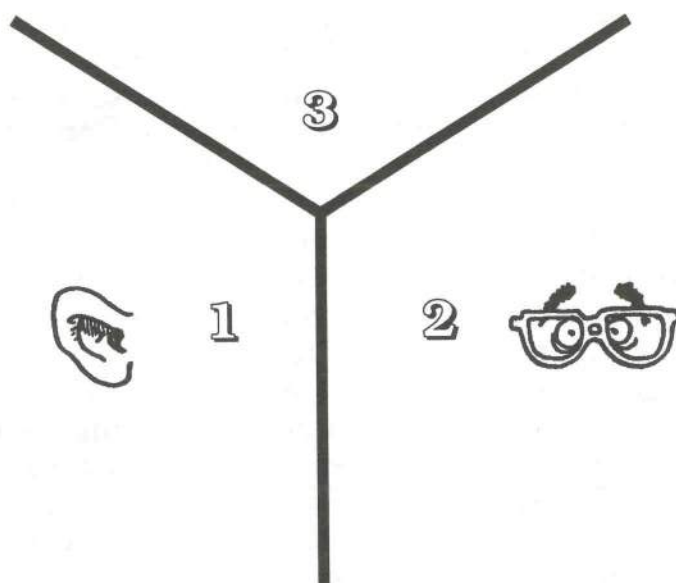
Now invite them to share in their group all the 'not-so-good' side effects of competition. Randomly select students to share ideas and write down their responses.

Have the students think to themselves for 15 seconds about how they would like to be treated if their group received the lowest score in an activity. Ask them to share their thoughts with their group. Collect their ideas on the board or on chart paper. Next, have them think about how they would like to be treated if their group received the highest score. Have them share their thoughts in their group. Again, collect their ideas. Now ask them to identify the implications from what they have said about how they should deal with one another in situations involving competition.

Objective and Purpose: Given that we are affected by the competition that exists in our society, we are going to involve ourselves in an activity to more closely examine the effects of competition on you and on your group. We will identify ways of being more sensitive to how to interact in situations that involve competition — how to be a good sport.

Input/Modelling: Ask the students to respond to these two questions and record them on the 'Y' chart:

1. What would being a good sport sound like?
2. What would being a good sport look like?



Practice: They apply being a good sport during the activity.

Closure/Processing: Have them share their thoughts and emotions related to question three and place their responses on the 'Y' chart.

3. What were your thoughts and emotions as you were involved in the competitions focusing on the idea of 'being a good sport'?

Sample Lessons on Teaching Social Skills: How to Disagree in an Agreeable Way



Note, this lesson integrates the processes of Lesson Design, Concept Attainment, and Cooperative Learning.

Lesson Design: provides the overall structure for the flow of the lesson

Concept Attainment: provides the process to develop the concept

Cooperative Learning: provides the opportunity to dialogue

Objective: The students will understand what is meant by disagreeing in an agreeable way and the effect that process has on resolving conflict. In addition, they will understand that conflict is a natural part of change and that change is a natural part of life — change is inevitable — we can only alter our stance towards both change and conflict.

Mental Set: Place the students into groups of 2, 3 or 4 (whichever works best for your class). Ask the students to recall a conflict or disagreement that they witnessed or one in which they were involved. Ask them to share that conflict in the group — reminding them that they have the right to pass if they do not want to share — the conflict might have been too personal. Now ask them to identify what the people involved did that prevented the conflict from being resolved (e.g., what they said, how it was said, how they acted, etc.). After 3 or 4 minutes, collect some of their responses. Now ask them to identify what the people involved did to help resolve the conflict or disagreement. Again, collect some of their responses after they have had sufficient time in their groups.

Sharing the Objective and Purpose: For the next half hour or so, I would like to have you develop a clearer understanding of a skill we can all use to help resolve a conflict or disagreement more quickly.

Input: (Using Concept Attainment)

Directions: On the next page is a data set of examples. Please work by yourself as you compare the ODD-numbered examples and contrast them with the EVEN-numbered examples. Although you are in groups, do the first 10 examples on your own. Then find a partner and share your hypotheses about what the ODD examples have in common and how they are different from the EVEN examples. Once you have shared your hypotheses, work with your partner on the testers listed near the bottom of that page and see if you can decide which ones belong with the ODD examples and which ones belong with the EVEN examples. Be prepared to share your hypothesis and your answers - anyone in your group can be selected to respond. **Lesson continued...**

Modelling: (the data set)

1. I don't think I agree with you; could you please explain it one more time to make sure I'm understanding you correctly.
2. I can't believe you think you're right — the idea is ridiculous!
3. You have explained it from your point of view; however, I think you need to see it from the point of view of the rest of us in the group.
4. No, I'm tired of considering other people's alternatives — we've wasted enough time talking; let's get on with what is really important.
5. That is a very good reason, Omar, but you have left out one very important point that you might want to consider, one that may cause you to change your mind.
6. Amanda, you're wrong. You simply don't take enough time to do it properly.
7. You have presented some good arguments; nonetheless, I believe some of your arguments have flaws.
8. Get to bed now; I'm sick and tired of you telling me that everyone else gets to stay up late watching T.V.
9. No, I am not saying your ideas are stupid. I am, however, saying that there might be a more effective way for us to solve the problem.
10. You will do your homework! I don't care whether or not you can already do all these types of problems. If the teacher assigned them, the teacher is right.

TESTERS

- a. That is such a far-fetched idea; it will never work in reality.
- b. Great idea, but I'm afraid it will not work. Let me explain why and see what you think.
- c. Okay, I can see how you believe that this is one way to solve the problem. Would it be alright if I showed you why you might be wrong?
- d. I'm not saying you're wrong; I'm simply saying you never see things from other people's perspective — you are so self-centred.

Input/Check for Understanding: Once they have had the chance to share their hypotheses with their partner, randomly call on students to discuss what they believe the ODD-numbered statements have in common and how they are different from the EVEN-numbered statements. (Note b & c are ODD.)

Closure/Extension: Give the students 3-4 minutes to come up with a statement about the effect disagreeing in an agreeable way would have on students and on the classroom learning environment related to resolving conflicts. Randomly select students to respond. Ask them to identify a situation that is free of conflict.

Sample Lessons on Teaching Social Skills: Dealing with Teasing and Prejudice

Note: this lesson uses the processes of Lesson Design, Word Webbing, Cooperative Learning, Brainstorming and Inductive Thinking.

Lesson Design: provides the overall structure for the flow of the lesson

Word Webbing: provides the process to initiate thinking

Cooperative Learning: provides the opportunity for students to dialogue

Inductive Thinking: provides the process to analyze and clarify the concept

Brain Storming: provides the process to initiate Phase I of Inductive Thinking

Objective: Students will extend their understanding of teasing and prejudice and work towards understanding the relationship between teasing and prejudice and how they are played out in classrooms, schools, and the community. In addition, in Phase III of Inductive Thinking, students will work at establishing ways of preventing and responding to teasing and prejudice.

Set: (Word Web) *"What does prejudice mean?"* (Gather the student responses using the process of a Word Web on the chalkboard or on chart paper.) Extend that to include ways in which people are prejudiced (race, skin colour, religion, etc.) and the types of feelings and reactions it causes in people (anger, tears, arguments, name calling, sadness). Once that is complete, ask, *"How many of you are prejudiced?"* (note: very few will put up their hand).

Now move to a different part of the board or another piece of chart paper. Construct another Word Web, only this time use the concept 'teasing' as the key concept. Ask them questions like, *"What does teasing mean? How do people tease? What type of feelings and reactions does it cause in people?"* When that is complete, ask them, *"How many of you have ever been teased?"* (note that most of them will put up their hand). Now ask, *"How many of you have ever teased someone at least once?"* (almost every hand will go up).

This next step is an important part of the process. Make sure students can see both Word Webs. (Compare the two Word Webs — they will be almost identical.) Now state something like, *"I have a problem. None of you said you were prejudiced. Yet almost all of you said you had been teased and teased others. Now, when I look at what you told me about prejudice and teasing, I am having difficulty seeing any difference."*

Lesson continued...

Objective and purpose shared: *"The purpose of this next activity is to provide you with time to explore two important concepts: teasing and prejudice. By the end of this activity, you should understand what they mean, the effect they have in this classroom, school, and community, and ways we can prevent and respond to them."*

Input: At this point, put them with a partner (this is where Cooperative Learning is woven into the lesson). One person be 'A', the other 'B'. Give them one or two minutes to come up with the difference between prejudice and teasing. Let them know you will randomly call on them to share their group's response. You can also use groups of 3 or 4 — whatever is best for your class.

Randomly call on groups to provide a response — record their responses. You could use a **Group Tour** idea, where each group writes out their definition on a piece of chart paper, posts it in the room, and each group moves about the room and reads each of the definitions. Now have each group look up the definitions in a dictionary and have them compare their thinking with the information in the dictionary.

One response that made us look at teasing in a new way was a response we received from a grade four English as a Second Language student from Chile. She stated, *"Teasing is what children do; prejudice is what adults do."* When encouraged to tell us what she meant, she implied that if teasing stays around long enough, it turns into prejudice. The idea that prejudice is normed teasing is interesting.

Once the students have clarity around those two concepts, you can extend their understanding of teasing with the following activity. (This activity will employ Brainstorming to initiate Phase I of the process of the Inductive Thinking Strategy.)

Phase I: Have the students Brainstorm all the reasons that people tease one another (e.g., glasses, braces, freckles, fat, clothes, skinny, hair-cut, colour of skin, etc., — we find the students usually come up with about 25-30 reasons). Place these reasons on the chalkboard or chart paper.

Phase II: Working in cooperative groups of 2, 3 or 4, have the students group the reasons into categories based on how easy, average, hard the reasons are for the person being teased to change (e.g., how easy or hard it is for someone to change how they dress, or whether or not to wear glasses, or to change a hair-lip, or an obvious birthmark, or Downs Syndrome). There are no right or wrong number of groups; the students, however, must be able to justify why they put certain 'reasons for teasing' in the same category. For example, a common grouping we get from students might be: having a deformed hand, being mentally handicapped, being blind, and being deaf because they are things you cannot change.

Note: be prepared for arguments. Students will argue that there are operations etc., that the person could have. One point that seems to end in an excellent discussion relates to clothes. If a student is poor, it is not easy for her to alter how she dresses. Teasing causes that person to either fight back, steal to get the clothes, or be isolated from the perceived 'group in power'.

The important part of the students sharing their categories and their reasons for grouping them the way they did relates to mentally moving the students to the point of identifying what type of person would tease someone for having 'funny clothes' or a 'birth mark' and why that person would do it. You will have to decide how much time you want to spend in this area.

Phase III: This phase involves having the students identify the types of teasing that occurs in the school and what they can do to prevent and respond to it when it does occur.

A number of excellent books exist that deal with teasing and prejudice. Children's literature, novels, and films provide excellent doors through which to embark on a journey to deal with teasing and prejudice: *The Chrysalids*, *The Diary of Anne Frank*, and *Gandhi*, etc. As you are well aware, the librarian will provide you with an avalanche of examples.

We believe there should be a zero tolerance for teasing and prejudice — all forms create an environment that is 'not safe', it does not make students feel 'they belong', that they are 'included', and that their voice is 'valued'.

Your staff will have to develop a policy and process to deal with teasing and prejudice. One part of developing that policy must involve extending the students' understanding of teasing and prejudice (which was the purpose of this lesson). Until students understand the design of those concepts and the effect they have on society, you cannot expect them to effectively prevent and respond to teasing and prejudice. As teachers we also must think critically about our actions. Do we unwittingly set up situations that model or encourage teasing and prejudice? On the following page are some recommendations for preventing and responding to teasing and prejudice.

SCAVENGER HUNT



**Analyze your school culture;
what are its strengths and
weaknesses related to teasing
and prejudice?**

Preventing:

- a. attend to social theory in the classroom by weaving in components of cooperative learning.
 - teach and model social, communication and conflict resolving skills
 - allow students to work in small cooperative groups
 - provide time for students to discuss how their group is functioning
 - structure heterogeneous groups (gender, race, performance, age)

Responding:

- a. develop a set of skills to communicate that teasing and prejudice are not acceptable.
 - for less harmful forms of teasing - Bump 1, 2, 3, 4 & 5 - found in Chapters 10, 11, 12, 13, & 14 respectively
 - for more intense forms of teasing and prejudice - Formal Agreements, In-School Suspension, Out-of-School Suspensions, and Expulsion - Chapters 15, 16, 17 & 18
- b. for groups/gangs, you will have to create forums for discussions and conflict resolutions — processes such as Glasser's Classroom Meeting Model will need to be scheduled into the classroom day. In addition, you will have to construct a discipline policy and process to which all staff attend — not just the committed few. Dealing with gangs is complex and is not included in this text.



Books to Extend Your Thinking About Cooperative Learning



Cooperation and Competition. Johnson, D.W. & Johnson, R.T. (1989). Edina MI: Interaction Book Company.

Cooperative Learning: Where Heart Meets Mind. Bennett, B., Rolheiser-Bennett, C., & Stevahn, L. (1991). Toronto, ON: Educational Connections.

Together We Learn. Clarke, J., & Wideman, R. (1985). Scarborough ON: Scarborough Board of Education. (*Note, an excellent 25 minute video is also available that explains cooperative learning through the lens of the students, teachers, and administrators.*)

Cooperative Learning. Graves, N., Graves, T. (1990). Cooperative Learning: A resource guide. 11(1).

Tribes: A Process for Social Development and Cooperative Learning. Gibbs, J. (1993). Santa Rosa CA: Center Source Publications.

Creative Conflict. Johnson, D. W., & Johnson, R. T. (1988). Edina MI: Interaction Book Company.

Cooperative Learning Kagan, S. (1992) San Juan Capistrano, CA: Kagan Cooperative Learning.

The Nurturing Classroom. Developing Self-Esteem, Thinking Skills and Responsibility through Simple Cooperation. McCabe, M. E., & Rhodes, J. (1988). Willits, CA: Educational Apple-cations.

The Second Cooperative Sports and Games Book. Orlick, T. (1981). New York: Pantheon Books.

Expanding Cooperative Learning through Group Investigation. Sharan, Y. & Sharan, S. (1992). New York: Teachers College Press.

Group Processes in the Classroom. Schmuck, R., & Schmuck, P. (1993) Dubuque, Iowa: Wm. C. Brown.

Growing Collaboratively. Lincoln County Teachers, Prentice Hall.

Summary of Chapter 7

The purpose of this chapter was to clarify that cooperative learning is a complex process that not only increases academic learning, but in the same breath creates conflicts and provides the process to resolve them. Related to student achievement, if students are successful, then they feel they are in control of their environment and are more likely to behave appropriately. That certainly assists teachers to create a preventative environment.

By placing students in groups, the students have to develop the ability to establish relationships and resolve conflicts within that relationship — skills that are critical to creating and maintaining relationships at school, work, and home.

Interestingly, cooperative learning connects to Howard Gardner's (1985) work on Multiple Intelligences (see his book *Frames of Mind: the Theory of Multiple Intelligences*). Gardner argues, that of the six intelligences, **personal intelligence** is one of the best predictors of success in most cultures. He also argues that a synergistic effect results when the other intelligences are integrated with the personal intelligences.

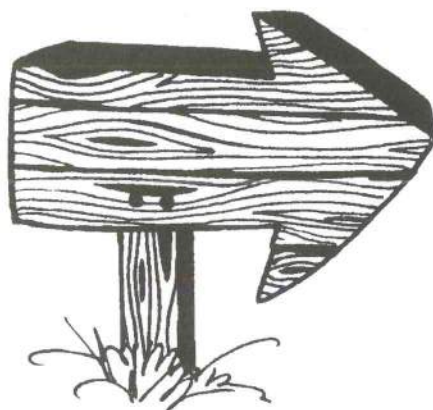
Six Intelligences

- ❖ logical-mathematical
- ❖ linguistic
- ❖ spatial
- ❖ musical
- ❖ bodily kinesthetic
- ❖ personal



Chapter Overview

The chapter begins by highlighting what our observations and the research tell us about the critical importance of how we start the school year. Starting the year is that not-so-mythical two-week window where the skills and dispositions required to make it successfully through the year are established. We follow that information with what the research reports teachers do before the year starts related to establishing rules. Then we more specifically present one way of identifying and organizing the necessary social, communication, and study skills, etc., to assist students to make it successfully through the school year. We follow that with sample lessons for elementary and secondary teachers related to how you might go about putting those skills into place. The chapter ends with sample activities that teachers at different grades implement during the first day and first two weeks of the school year to build a sense of community.



Chapter 8

Starting the School Year — Ready, Set, Go

Reasons for reading this chapter:

- to understand the importance of effectively starting the school year;
- to understand what effective teachers do before the school year starts;
- to understand what to do on the first few days, as well as the first few weeks;
- to see examples of lessons teachers use during the first two weeks.



Note: the ideas in this chapter need to be integrated with those in chapter 5 that deal with creating environments where students belong.

The Two-Week Window

Effective teachers know that what they do during the first two weeks of the school year sets the vision for the rest of the year. Once that two-week window begins to close, it becomes increasingly difficult to alter the norms that are being established. For example, let's say that by December you are still experiencing classroom management problems — things might even be getting worse. If you then attend a workshop or take a course related to classroom management, you will find that implementing changes in January will be difficult.

Having been a student, you know that most students walk through the classroom door and immediately begin to 'figure out' the teacher. What the teacher does or does not do communicates a message.

Curwin (1990) shares a study related to why some individuals who live in the same areas of a city get repeatedly mugged, while others never get mugged. They video taped individuals who are frequently mugged and those who are not. Those tapes were then shown to inmates whose crimes were of the mugging variety. The inmates were asked to identify those individuals who they would most likely mug and those they would not. What they found was that people who are more likely to get mugged communicate a 'high muggability' factor. One factor related to how they walk — short steps on the flat of their feet or long strides on the flat of their feet. They also walk so that their left and right arms moved forward with their left and right leg rather in opposition.

Likewise, teachers communicate messages to students through how they walk, talk, teach, respond, ask questions, etc. Out of that comes a message as to whether or not this is a teacher who is withit, who is knowledgeable, and who cares. For example, if the teacher does not make the content relevant and interesting and also communicates a lack of caring, and is unorganized, then students are more likely to disrupt the class. Think back on teachers you have had — you can most likely recall those teachers who 'were-on-top-of-it.' It does not necessarily mean they were more effective teachers — but you were certainly less likely to misbehave in their class.

Research on Starting the School Year

How you start the year is important. Probably the first thing most teachers do is to establish school rules. We discussed rules earlier in the book and presented research on starting the school year. We will extend that information by providing some research related to rules.

Hargreaves et al. (1975) found that the concept of 'phase' rules was evident in their study of high school classes. Phase rules refer to rules that are context specific. Teachers will have different rules for talking and movement when students first come into the room as compared to when the lesson starts. As well, they would have rules that would change as the structure of the learning environment changed, e.g., listening to a lecture as compared to small group cooperative learning. That process was also found in elementary classes (Edelsky, Draper, and Smith, 1983).

Another interesting aspect is related to how teachers establish rules. Tikunoff and Ward's (1978) study involved the observation of outstanding math teachers for the first 30 days of the school year. In interviews before the beginning of the year, those teachers indicated that they preferred to let the rules emerge as needed to cover specific problems. Yet interestingly, a large majority of the rules in each class were established during the first few days. As well, corrections and reprimands related to rule violations were frequent — especially in response to talking and off-task behaviour.

Rules that are not enforced will not be followed. Doyle's (1984) study of junior high English teachers found that teachers would meet resistance from students related to their talking to neighbors, raising hands to talk, etc., when teachers were inconsistent in reprimanding students. He found that students were more likely to resist in classrooms where the teacher focused on work systems and let the management of the class occur by default.

It appears that the rules can be set informally through teacher actions or formally through discussion of rules, etc., at the beginning of the year. The critical factor appears to be the teacher's responses. The only exception is for lower functioning students and students from minority cultures whose experiences are different from that of the school culture in which they are learning. Those students find it difficult to understand the appropriate response to rules and expectations. These students benefit from explicit explanations and discussion of rules and procedures.

Identifying Student Survival Skills

My Wish List:

Take a few minutes and identify the skills you wish your students would have when they walk through the door on the first day of school.

- _____
- _____
- _____
- _____
- _____
- _____
- _____



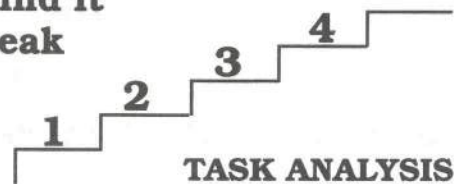
Now pick the five you believe are the most important to put in place during the first two weeks of the school year and decide how and when you will begin to weave them into the culture of the classroom.

Below are five common responses:

- they can take their attendance (kindergarten)
- understand why homework is important (most grades)
- they had some study skills (high school)
- they could work in groups (junior high school)
- they remembered what they learned last year (most grades)

On the following page is a brief explanation of Task Analysis. That is followed by sample lessons of ways to introduce those **Wish List** attitudes or skills. The lessons use the Lesson Design format as a lesson organizer and integrate other strategies such as Cooperative Learning and Concept Attainment woven into the flow of the learning. (Concept Attainment and Lesson Design are briefly explained at the end of Chapter 6.)

Before teaching the lesson, you might find it useful to complete a Task Analysis - break the skill into steps to teach



Specifically, the skill of task analysis involves:

- a. brainstorming what students need to know or be able to do, and
- b. sequencing those steps, remembering to consider whether some of the steps are dependent on another step or skill to be in place first

We are always involved in the process of analyzing tasks.

For example, parents will analyze the task of getting their son or daughter from home to school on time, using the safest route. So, they first brainstorm what the child needs to know or understand and then sequence the order of the steps:

- does he know the safest route to school and why it's important
- can he recognize specific landmarks along route
- does he know to walk on sidewalk
- does he know how to cross at corners/lights
- can he explain to the 'right' person that he is lost
- can he state his name and address

TWO EXAMPLES OF TASK ANALYSIS FOR CLASSROOM PROCEDURES:

A. Student understands and responds to teacher's signal

1. knows what the signal looks like and/or sounds like
2. knows what to do when the signal is given
3. knows and understands situations when the signal will be used

B. Student knows drinking fountain procedures (younger students)

1. knows when to get a drink
2. knows the sign-out procedure (if one is needed)
3. knows where to stand in line if others are waiting
4. understands 'space cushion' idea when in line and at fountain so that students do not bump into one another
5. understands health factor - mouth not on spigot
6. can use appropriate pressure/volume
7. knows what a reasonable time limit is at the fountain

On the following pages are sample lessons using the Lesson Design approach.

Sample Lesson - Kindergarten

(Taking Attendance)

Objective: The learners will be able to take their attendance by putting their name (printed on a flannel apple) on a board.

Task Analysis:

- Do they understand what is meant by 'attendance'?
- Do they understand why attendance is important?
- Do they know where to get the 'apple' and how to put it on the board?
- Do they know how to wait their turn if others are at the board?

Mental Set: Have you ever helped someone at home with a job?

Does it make doing things easier at home? I have a favour to ask. To make things easier for me, I would like you to have a job — a job that helps me know if everyone is here today.

Information: The students must understand:

- what is meant by attendance and why it is important
- where to get the apple as they enter the room
- where to put the apple to show attendance
- how to put it on the flannel board
- waiting their turn

Model: Teacher role plays (could use puppets) coming in, selecting appropriate apple, and placing it on flannel board. The teacher also models waiting one's turn.

Guided Practice: Have 5 students at a time go through the procedure while others watch — the teacher keeps the children involved in watching for the steps. Talk with them about waiting for their turn.

Closure: Have the students share with a partner how they are going to help the teacher take attendance. This also acts as a check for understanding.

Independent Practice: During school entry for the rest of the week, encourage the students as they demonstrate their ability to correctly put their name on the flannel board.

Sample Lesson - Secondary (Homework)

Objective: The learners will understand what is meant by homework, why it is assigned, and how it affects their mark. In addition, they will understand what happens if they choose not to do their homework.

Task Analysis:

- Do they understand what is meant by homework?
- Do they understand why it is assigned?
- Do they understand how it affects their mark?
- Do they understand what happens if they choose not to do their homework?

Mental Set: When you hear the word 'homework,' what thoughts and emotions does it create? (Take some of their responses and have some fun with their gallows-like humour related to homework.) Ask them to work with a partner to create a one or two-sentence definition.

Objective and Purpose shared: The discussion we are about to have is related to homework. I would like you to understand what is meant by homework, why I assign it, and how it will affect your mark. In addition, we need to discuss what will happen if homework is not completed. I am taking time to do this because I want you to have a successful year.

Input: 1. Have them share their definitions they did in the Mental Set. (Enjoy the humour and possible tongue in cheek sarcasm you will no doubt receive.) Then share your definition. For example: homework represents the out-of-class opportunity to refine or extend your understanding of what is being studied in class.

2. Ask them to discuss with a partner the reasons you assign homework. Ask them to discuss whether or not everyone should be assigned the same amount of homework or the same type of homework. Note, students will need to understand that at some times they will all be doing the same homework and at other times the homework will be assigned based on personal need. Take time to explain.

Modeling/Checking for Understanding: Share examples of types of homework assignments students completed the previous year. Perhaps let them read assignments (with students' permission) of last year's students. You could give each student in the group a copy of a different assignment. They could read the example, see your comments, then share or pass their examples around the table.

Closure: Invite the students to discuss the negatives and positives they have experienced related to homework. You need to address their concerns. Unfortunately, homework is usually poorly conceptualized or simply assigned without a discussion of the purpose it serves. Students need to hear your purpose for homework.

Lesson: Developing Study Skills

Objective: Students will understand the tactics of successful students and will refine their understanding of five study skills (skills 4, 84, 39, 86, 88 on the next 4 pages) used by successful students. (These skills are from Gall & Gall's book, *Making the Grade*). Note, this lesson will use:

Lesson Design as the organizer for the conceptual flow of the lesson (Hunter)
Cooperative Learning to structure the social interaction (David & Roger Johnson)
Jigsaw to structure how the groups will interact with the study skills (Aronson)

Task Analysis:

- Do the students understand what is meant by study skills.
- Do the students understand what study skills effective students use to increase their chances of having a successful academic year?

Mental Set: Please take 30 seconds and think of what skills or activities students use to increase the chances they will be academically successful. Share your ideas with someone sitting near you. Randomly call on students to share ideas.)

Share the Objective and Purpose: For the next 30 minutes you will extend your understanding of what effective students do by discussing 4 study skills that increase your chances of making it successfully through this course.

Input: (Jigsaw)

Directions:

1. Put the students into HOME groups of four (try to mix your groups according to gender; and if you know it...their performance level in your subject.
2. Have the students letter off A, B, C, & D. Have person C come up and collect the study skills — they are on the following four pages — and have C hand them out to the group. One set of four skills per group.
4. Provide them with time to read their study skill — about 2 minutes.
5. Move them from their HOME group to their EXPERT group. Have A's, B's, C's, & D's go to the four corners of the room and put themselves into groups of 2 or 3 to discuss the meaning of the study skill and how it could be applied to their situation and in your course. — about 5 minutes.)
6. Have them return to their HOME groups and share their study skill and how they think it applies to them and to this course. —10 minutes.)

Closure: Have a class discussion related to study skills. As an extension, you could add in one study skill a month — perhaps a group of teachers could get together and agree on a set of study skills that they could teach. You will have to remind and encourage students to think about and use these skills throughout the year.

Skill 4: If you are having difficulty with schoolwork, get help.



Students often put off studying simply because they do not know what to do. For example, we and our classmates sometimes were unable to do problem sets in mathematics because they were so difficult. Even though we had allotted sufficient time to study, we could not use it productively because we were stuck.

The doctoral courses in statistics were especially difficult. Our textbook was confusing, and the professor's lectures helped very little. When it came time to solve the problems at the end of a textbook chapter, most of us did not know what to do. First, we would try to sort out the problems using our textbook and our lecture notes; but since we were generally in the dark, these were of little help.

What would you do in this situation? [At university] Some students became demoralized, procrastinated, and failed the course. They eventually left the university because a passing grade in statistics was required for advancement toward the doctorate. Others of us were more successful. Rather than ignoring the problem, we decided to pool our wits. We formed study groups, which met regularly to discuss the assigned problem sets. Our meetings were very productive. They kept us working rather than procrastinating. Also, we were able to provide moral support for one another. And by bouncing ideas around, we did manage to solve most of the problems.

If you are stuck on your homework, studying with a classmate or with a group is an excellent way to help yourself while helping others at the same time. Most teachers do not object to study groups; in fact, they probably will be impressed by students who have enough maturity to get help by working together and giving one another encouragement. In fact, research studies have found that when students have difficulty with a school task, those who are high achievers ask for help sooner and more often than low achievers. There are other ways to get help, too. You can ask another student for assistance, preferably one who has a better grasp of the material than you do. Or you can ask your teacher for help after class. Be sure, however, to ask specific questions. Teachers are usually much more responsive if you ask a question like, "*Should I have divided or multiplied at this step in the solution?*" than if you say, "*I don't understand this problem.*" Also see Skills 39 and 42 [in the book *Making the Grade*] for ideas about asking questions in class.

Is it possible to overdo requests for help? If you do not first try to help yourself, or at least try to define specifically what you need help with, you may find your classmates and teachers losing their enthusiasm for helping you. Remember Skill 2 about self-responsibility. We highly recommend using a tutor if you find yourself having continuing difficulty in a particular course of subject, especially one in your major area of study. The neat feature of tutoring is that it is a one-on-one situation. Thus, it is entirely individualized to your needs and learning style. Also, tutoring is non-threatening. You can ask any question you wish, and you can target the tutor's assistance to the aspects of the subject that most confuse you. Even if you have to pay the tutor an hourly fee, it is worth it. Which is more costly in the long-run: getting a low or failing grade in a crucial course or the cost of a tutor? If the tutor can help you get past a learning block, he or she is well worth the cost.

Skill 84: Ask yourself questions you think the teacher is likely to ask.

This skill is perhaps the most important one we present in this chapter. Used properly, it will convert you from a passive learner into an active learner. We also described this skill in Chapter 5, where we suggested you ask yourself questions about each section of assigned textbook chapters. If you write down these questions, as we recommend, you can test yourself on them as you prepare for an exam. It is much more effective to answer these questions than to scan the textbook pages randomly in an attempt to review everything before the exam.

The more you learn, the better the questions you can generate. Therefore, even though you asked questions during your initial reading of the assigned material, we recommend you try a new set of questions as part of your final preparation for a test. The way to do this is to ask yourself, "What is the teacher most likely to ask on the test?" In other words, try to second-guess the teacher. You may enjoy seeing how many of the actual test questions you were able to anticipate.

When we were students, we used this test preparation procedure with very good results. We were usually able to predict 50 to 75 percent of the teacher's questions and thus could answer them easily on the test. This left us more time during the test to respond to the questions we had not anticipated.

The essence of this skill is to get yourself into the mind-set of the teacher. After attending the teacher's classes, you should have developed a sense of his or her priorities, values, and interests. Use this knowledge to analyze the types of questions he or she would most likely ask on a test. For example, if the teacher stressed theory in his lectures, be sure to ask yourself questions about the theory presented in the assigned readings.

Students sometimes wonder whether they should write the answers to their self-generated

questions. Although we think it is important to write down the questions so you can test yourself on them several times, we do not recommend writing detailed answers. Only write down a few key words; page numbers where the answers can be found in the text; or in the case of essay questions, very brief outlines. If you write down detailed answers, you are likely to just read over them and the accompanying questions without really testing yourself.

You cannot devote equal attention to everything covered in a course. There is simply too much knowledge available in most areas of study. Thus, you need to become selective in what you try to remember and think about. A test represents the teacher's conception of what is worth remembering and reflecting on. Since you must take the teacher's test, rather than one of your own design, you need to anticipate what content the teacher will select as most worthwhile.



Skill 39: Ask questions in class.



An unfortunate aspect in education is that most students are afraid to ask questions in class. They are intimidated by their teachers. We must admit a few teachers — but only a few — seem fearsome and unapproachable. Most teachers, however, work in schools and colleges because they enjoy teaching. Much of their gratification comes from communicating knowledge in a way students can understand. Also, consider this: if you do not understand what the teacher is talking about, you probably will tell other students the teacher is a poor teacher or give the course a low rating. If enough students feel the same as you, the teacher eventually will get a bad reputation. Thus, it is in the teacher's best interests to help students achieve a good understanding of the course content. Teachers know that a good way to check students' understanding is to stop at certain points in a lecture and ask, "Any questions?" At such times you should feel free to ask a question. Even if the teacher does not formally request questions, just raise your hand if you want him or her to clarify a certain point.

With only a few exceptions, neither of us has ever been reluctant to ask questions. In fact, we have become increasingly willing to ask questions of a presenter because it is such an excellent way to learn. We often cannot wait

until question-and-answer time when we attend workshops or listen to a colleague's presentation. We look forward to asking questions to challenge the presenter's argument, to get further information, or to clarify certain points made by the presenter. Similarly, when we are lecturing, we often find that a student's question reminds us of an important point we wanted to make or shows us the need to explain something more thoroughly. Even though we both value asking questions, we know many students are afraid to do so. They do have questions to ask. That is not the problem. The problem is that they are afraid their teacher or classmates will think their questions are stupid. In fact, the only stupid thing about asking questions is the people who criticize students for doing so. Occasionally, when one of us asks a question — or a string of questions — someone will give us a puzzled or negative look, as if to say, "*Why don't you just shut up and listen to the presenter?*" Rather than feel guilty, we tend to get a bit angry that someone might try to stifle our questions. Listeners have every right to ask questions if they do so tactfully.

Another reason why some students are afraid to ask questions in class is that they believe the teacher will react negatively. They can imagine such put-downs as a teacher saying, "*If you had read your assignment, you wouldn't have to ask that question,*" or "*I thought I just explained that point,*" or "*I don't want to answer any questions right now.*" The teacher who would make such a hostile or insensitive remark has a problem — not you.

We remember taking a psychology course in graduate school from a professor whose trademark was that he never answered the students' questions in class. He spent most of the class writing notes on the blackboard with his back to the students. From observing this professor's behaviour in other contexts, some of us discovered he was rather a shy person and afraid of students. We did not have a problem because we wanted to ask questions, he had a problem because he did not want to answer them.

Skill 86: Balance your textbook review with quizzing yourself, reviewing notes, and scanning the text.

Preparing for a test can be overwhelming. One of the most difficult problems is deciding how to review 100 or more pages of a textbook that you know may appear on the teacher's test. There is a temptation to try to re-read every page so you will not miss any piece of information that may appear on a test.

We do not think this strategy is practical. What we recommend instead is to spend most of your time making up questions about the text and answering them. Also, if you have taken notes on the textbook, spend some time reviewing these notes. Finally, we suggest you scan — not read — the textbook shortly before the test. The purpose of scanning is to check that significant items of information were not overlooked previously. This three-step strategy of self-quizzing, note reviewing, and scanning is much more efficient than trying to reread the entire text.

Skill 88: Form a study group to prepare for a test.

One of us started using this technique when he was in graduate school. However, we both wish we had used it in college and high school.

When students passed the preliminary exam at Berkeley, the next step was to start studying for orals. During the oral exam, a committee of four professors asked the student questions about any aspect of psychology. One of us studied for this exam with a group of other doctoral students; we met once a week and quizzed each other. It was a great way to prepare because each of us got a lot of practice generating and answering questions. Even when it was not our turn, we learned by listening to others' questions and answers.

You may not want to use this technique to prepare for quizzes, but try it when studying for important mid-term tests and final exams. The technique will work even if you can find only one other classmate to work with. Even one study session can help you greatly in preparing for a test.



Making the Grade, by Mark Gall and Joy Gall is an excellent resource for elementary, secondary, and adult education students. It provides 100 study skills related to writing papers, tests, studying textbooks, asking for help, etc. Below is a list of some of the skills.

Managing Yourself

Setting Goals and Maintaining Positive Motivation

Skill 1 Review your long-term goals and relate them to your daily activities.

Skill 3 Accurately assess your strengths and weaknesses.

Skill 4 If you are having any difficulty with schoolwork, get help.

Getting Organized

Deciding Where to Study

Skill 15 Maintain a home study space.

Skill 16 Find suitable places to study at school and at other locations.

Managing Your Study Time: Scheduling Time

Skill 22 Organize a study schedule.

Skill 24 Set priorities.

Skill 25 Spend some time on study each day so work does not pile up.

Participating in Class

Getting the Most from Lectures

Skill 34 Take notes when it is important to remember what the teacher is saying.

Skill 39 Ask questions in class.

Participating in Class Discussions

Skill 42 If you do not feel comfortable expressing an opinion, ask a question.

Reading Textbooks

A Strategy for Reading Textbooks

Skill 44 Start your study of a textbook chapter by reading the headings and sub-headings.

Skill 45 After reading each chapter section, generate questions about its content.

Skill 46 Write definitions of key terms.

Writing Papers

Planning Your Paper

Skill 60 Examine good papers written by other students.

Skill 66 State the purpose of the paper in the first paragraph.

Taking Tests

Before the Test

Skill 83 Identify the teacher's testing habits.

Skill 85 Analyze the types of items likely to be on the test.

Copyright © 1993, *Making the Grade*. Revised 2nd Edition, by Meredith Gall, Ph.D., with Joyce P. Gall, Ph.D, Prima Publishing, Roseville, CA (916) 786-0488. \$10.95

To order this book contact: M. Damien Educational Services
4810 Mahalo Drive
Eugene, Oregon 97405

Lesson: Why Working in Small Cooperative Groups is a Good Idea

(A useful lesson to introduce why to use small cooperative groups.)

Objective: to clarify the students' understanding of why working in small cooperative groups is a good idea.

Task Analysis:

- Do they understand what small group cooperative learning means?
- Do they understand why the teacher will weave it into their learning journey?

Mental Set: Put students in groups of 4 — have them letter off A, B, C, & D. If you were the personnel director responsible for establishing what you would look for in an employee (for any business — electrical company, computer company, hospital, theatre), what skills or attitudes would you want in a employee? Take 15 seconds to think of some ideas. Now, start with person C and move clockwise around the table and identify as many ideas as you can in one minute.

Objective and Purpose Shared: For the next 30 minutes, I would like to extend your understanding of why at times we will be working in cooperative small groups. Hopefully that will help you appreciate why we need to work at it together and perhaps do it more quickly and more effectively.

Input: I have placed 9 employment opportunities taken from a newspaper in an envelope — one envelope per group (see the next 3 pages). (Have one person from each group (say person B) come up and get the envelope and distribute three examples to each person.) Please read your three and write down on a piece of paper all the skills or attitudes that the employer expects of the person applying for the job. When each person in the group has finished, share your responses and come up with one list of each separate skill. Place a check beside the skill or attitude each time it occurs. Once they have finished, give them three minutes to identify what they believe are the two most important skills or dispositions and tell them they will be asked to share them as well as why they picked them. Have them share.

Extension: Run off a copy of *Canada's Employer Guide* for each group (see Chapter 7 page 118). Have them analyze it as a group and be prepared to make a statement about the relationship between what they stated in the mental set, what they found in the employment activity, what they see in the guide, and why you want them at times to work in small cooperative groups. At this time you should share with the students what makes cooperative learning different from traditional group work. Note, you can use this lesson as an example. The chapter on cooperative learning will provide you with more specific information.

Computer Programmer

Ornyx Controls Inc., has an immediate requirement for an experienced computer programmer with 3 years minimum background in the C programming language. You will also need QNX 4.0 and QNX Windows experience. The project involves real time programming, as well as inter-process communication.

This will be a one year contract with the possibility of full time employment in the Toronto area.

As a member of our "TEAM" you will be a self-starter with strong written and oral communication skills. You will be expected to work with a minimum of supervision and be able to travel to the United States and Europe.

Reply to:

Conference Co-ordinator

We are the world's leading industrial trade show company and we are seeking a highly motivated individual to work with our show staff to plan, produce, and promote the conferences which are run in conjunction with our shows. Our success has largely been attributable to hiring highly skilled professionals and providing them with an environment in which they can excel.

Supporting the group show managers, the Conference Co-ordinator will be responsible for our Company's conference co-ordination and promotion. This position will require an individual who is experienced in all aspects of conference management, speaker relations, technical requirements, research and facility demands. Strong interpersonal skills are a necessity. The ideal candidate will have a university degree and a proven track record of over 5 years in conference management.

For confidential consideration, please submit your resume to:

Director of Finance

Reporting to the Chief Operating Officer, you will oversee and be responsible for all financial areas of a prestigious downtown Law firm. A C.A. with a minimum of seven to ten years of post qualification experience, you have excellent interpersonal, communication and organizational skills. In addition, you have a firm grasp of a functional modern on-line accounting system and are comfortable utilizing personal computer technology. Law office background is essential for this extremely demanding position.

Your commitment to excellence will be well compensated.
Interested candidates are invited to forward their resume to:

Manager, Volunteer Development

The Canadian Cancer Society, requires an experienced volunteer manager to help volunteers and staff implement the volunteer development cycle. Your proven strategic volunteer development skills will motivate our volunteers to effectively recruit and retain new volunteers who represent a multicultural population. At ease with and knowledgeable about computers, you will also be the project leader in the development of a volunteer database program and liaise with our National office on this project.

You have at least five years experience, some of which has been in a multi-level organization. A certificate in volunteer management is preferred. Your creativity, vision and superior interpersonal skills will be the catalyst to successful volunteer development in our newly restructured organization. In addition to having well developed oral and written communication skills, you will be familiar with adult education principles and be comfortable making presentations.

We offer a competitive salary. Qualified non-smokers are invited to submit their resume to:

Regional Sales Manager

Hess, a world renowned manufacturer requires a regional sales manager. Based in Canada, you carry an enviable sales record in consumer packaged goods with major accounts. You will bring to the organization your dynamism to launch and support new programs and your aggressiveness to increase our market share in a competitive market. Your leadership abilities will benefit our regional sales force. Your attributes include superior oral and written communication and interpersonal skills.

We offer an excellent remuneration package, including an attractive performance based plan. Please forward your resume to:

Sales Engineer Petrochemical

We require a strong technical background in petrochemical manufacturing for an international supplier of water treatment chemicals and services. You will possess a Chemical Degree, excellent trouble-shooting and interpersonal skills and be motivated to sell and service in a highly consultative technical sales environment.

All positions offer competitive salary, car, benefits, training, relocation and career growth. Contact....

Manager, Peer Review and Audit

The Medical Association has a position available for a highly motivated individual seeking an exciting and challenging opportunity.

Reporting to the Associate Director of Economics and Policy Analysis, you provide research and administrative support to the medical committees, initiate studies of physician billing practices and patterns, interface with systems analysts to maintain and upgrade the Medical Associations pattern-of-practice data files for statistics analysis.

Qualifications include a Bachelor degree in Economics or Statistics or a Bachelor of Science in Nursing with additional training in statistics and/or economics. Excellent administrative, planning, writing, organizational, analytical, communication, and interpersonal skills are required as well as good computer skills.

We offer a competitive salary package. Please forward your resume to:

Account Representative Multimedia Training Company

Growing U.S. training agency needs representative to develop and manage Canadian accounts. Work closely with client and creative team in Boston office to manage development of multimedia training programs. Must have excellent communications and interpersonal skills, ability to identify market opportunities, excellent sales ability, strategic problem solving skills. We are a creative, progressive, ethical company with an excellent reputation in the pharmaceutical industry. Agency experience and knowledge of pharmaceutical industry a big plus. Send resume to:

Hospital Administrator

Applications are invited for the position of Administrator of Hart Hospital, a fully accredited community hospital of 58 beds.

The successful candidate will report to the Board of Directors and be responsible for the overall operation and management of the hospital. Preferred applicants will have demonstrated abilities in financial management, interpersonal skills, leadership and self-motivation. Relocation to the area will be a requirement for the job.

Preference will be given to candidates with a Masters Degree or equivalent in health administration and several years experience, or a combination of suitable academic preparation and extensive experience in health care administration. Bilingualism (English and French) will be considered an asset.

Applications with detailed resume of education, training, and experience including names for reference together with salary history, should be submitted in confidence postmarked no later than September 30, 1995 to:

Lesson: Reviewing Last Year's Work

Objective: To strengthen the student's understanding of factoring equations. (You could add in whatever concepts or skills you want the student to review.)

Task Analysis:

- Does the student understand the purpose of factoring equations?
- Can the students apply their understanding of factoring equations?

Mental Set: Put students in groups of 3 and have them letter off A, B, & C and number off the groups. (Try to mix the groups in terms of gender and performance.) Last year you spent time factoring equations. You need to understand that process in order to move into our next unit. Please think to yourself of what you can remember related to factoring equations. (Give them 30 seconds to think back.) Now have them share. Start with person A and start sharing what you remember. If you are not sure — just say “Pass.” After about a minute or two (judge the time based on how much they are talking), stop and randomly call on students to state something they heard (Group 6, person C).

Share the Objective and Purpose: We will take 30 minutes to review factoring. First we will make sure you know what it means and why we do it and then you will practice doing several questions.

Input/Modeling/Check for Understanding: Go back to their ideas and if necessary, refine what is meant by factoring and why you do it. Next, do one question on the board (modeling). Now give them a similar question to work on in their groups. Each person works alone and then they share their thinking so that each person in the group understands.

Practice: Using 3-Corners Activity

Give each group three questions labeled A, B, & C. Each student gets the question that matches his or her letter. Give them one minute to think through how they would factor the equation.

Lesson continued...

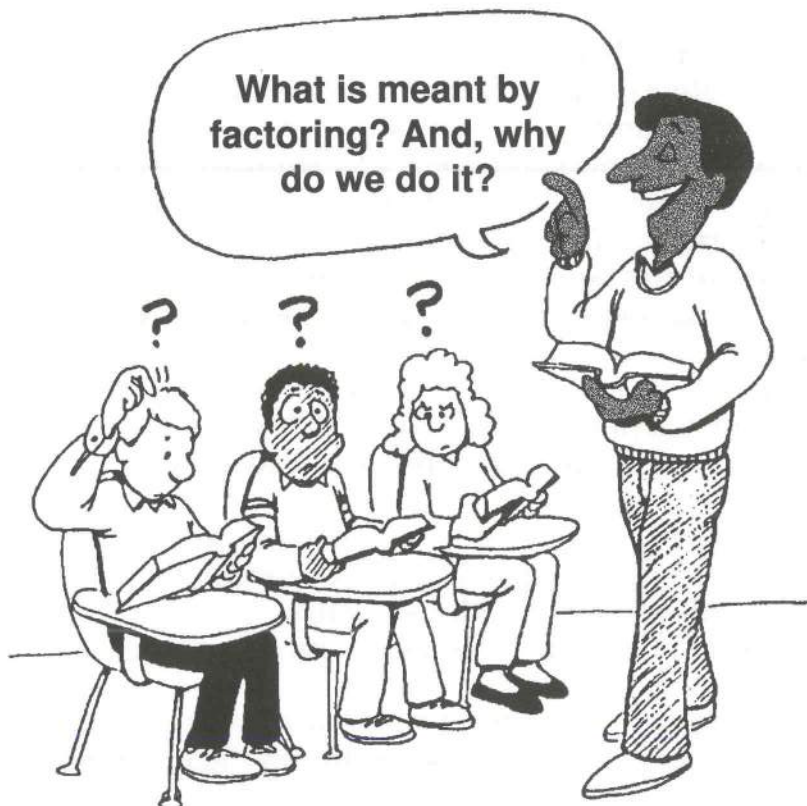
Lesson related to reviewing ideas continued...

Next, have them move to three corners of the room. It would be a good idea for them to take pencil and paper or to use chart paper or the chalkboard. (Note, you can have groups of four and use four questions and four corners.) Ask them to put themselves in groups of three or four in each corner and to make sure that everyone in their group can explain how to factor the equation.

Tell them you will only come to the group to help if every person puts up their hand indicating they all need help

Once they have finished, they return to their original group and share with one another how they would solve the problem. Tell them that one of those questions will be selected for a quiz when they have finished. Select one question randomly, and have them work through the problem on their own. Have them check each other's work.

You can circulate to make sure there are no problems. Note the students who might be struggling and make sure they get into a supportive group next time. You also might provide those students who are struggling with a couple of questions for homework.



Beginning the School Year...

Things to Consider

On the following three pages is a checklist of ideas to consider when starting the school year. They were generated by students at the University of Toronto.

IN ADVANCE

- Find out what grade you will teach — subjects you will teach
- Plan physical set-up of class (e.g., centres, decoration, etc.)
- Investigate school — go to your classroom if possible
- Become familiar with Curriculum Guides for grade being taught
- Learn content, get advice on 'more difficult' components
- Get to know your principal and other staff
- Send letters to students and parents
- General unit plans — Do you have to have Unit Plans done in advance
- Get to know your school and community — walk around
- Create a checklist for materials you will need for the classroom
- Shopping for materials for class and ordering supplies
- Reread Ministry guidelines
- Collect books, materials, magazines, tubs, and other resources
- Long range needs such as field trips
- Search out local resources
- Contact teacher(s) currently teaching same grade
- Which classroom routines will you cover day one: homework, using washrooms
- Talk to the teacher who had the students the previous year
- Familiarize yourself with how computers and software are used
- Make classroom decorations — for example a welcome sign
- Arrange with principal possible times you could come in during the summer
- Get information about the board — e.g., consultant availability, resource centre
- Meet librarian, custodian & secretary and talk to them; they are important
- Review textbooks
- Look at units available — talk to the resource consultant or experienced teacher
- Preparing classroom activities, games/bulletin board materials
- Find out what school materials and funds are available
- Special student needs
- Planning expectations of self (do with peer coach or as an individual)
- Culture of school (procedural expectations i.e., discipline policy)
- What expectations will you have of the students
- Find out if the district or board has a special support program for new teachers
- Plan ways to get to know students personally
- Think of extra curricular/committee work (avoid overload)
- Think of 'stress' reduction components for the year (e.g., exercise)
- Book guest speakers in advance.
- Plan personal 'teacher supplies' to have in class (kleenex, bandages)
- Evaluation methods
- REST!!



Beginning the School Year...

Things to Consider

THE WEEK BEFORE

- Organize classroom (physical)
- Prepare first week's lessons — be flexible
- Meet school staff (support staff, administration, librarian, other teachers).
- Plan first day activities (teacher-ready lessons)
- Check supplies (i.e., books, paper) — Ensure you have what you need
- Arrange desks/tables — Organize centers or how you will use centres
- Find out what AV equipment is available and how to book it
- Visit District or Board's resource center
- Start student register if possible
- Find out school opening procedures
- Read your students' files for useful medical information
- Meet with principal ... go over school rules/regulations (discipline, scheduling, timetable, etc., what is the procedure for sending students to the office)
- Find out where things are in the school ... supplies, photocopier
- Begin decoration of your classroom e.g., posters, display boards, door etc.
- Welcome sign — personalize room for students.
- Set up some monitoring, tracking records, personal filing system
- Personal contact with parents and students ... phone, visits
- Getting to know the library, librarian, janitors, secretaries
- School policies — fire drills, emergency procedures, photocopying, booking substitute or supply teachers, classroom management, dress code
- Student list — nametags created
- Detailed planning for first week — student files, routines to teach, etc.
- Purchase film for camera
- Plan lessons to build in routines — safety, washrooms, etc.
- Prepare for special students
- Team up with a mentor teacher if possible
- Set up record keeping binders
- Organize student materials
- Decide behaviour expectations process for self and students
- Prepare initial seating plan
- Try out audio-visual equipment
- Trade furniture with other teachers e.g., filing cabinet
- Learn safety and first-aid procedures
- Phone a friend, colleague, to share excitement and/or anxiety!
- Memorize names from class list
- Find out about committees
- Supply any missing documentation to board re contract
- Find out if there is a staff get-together during the first week

Beginning the School Year...

Things to Consider

FIRST DAY

- Get to school early (give yourself extra time for traffic, etc.)
- Be in the halls, meet students in playground or at door as they arrive
- Greet students at door — acknowledge parents if they come with students
- Have them find their nametag/give out nametag (nametag for self, too)
- Introduce yourself — project positive, friendly and approachable manner
- Have students introduce themselves to one student in class they don't know
- Take students on 'school tour' (especially if younger or new to school)
- Ice breaker activities (e.g., drama, name scramble, co-op handbook activities, birthday game, alliterative adjective, circle name games)
- Establish expectations (keep to a few the first day)
- No new academic work — do review activities (e.g., sample of writing) — first day
- Administrvia — have students help — take attendance
- Buddy system — if kids are absent
- Be organized!
- Teach signal for attention (practice)
- Teach fire drill
- Icebreakers!!! — one on one, small group, whole group
- Make contact with each and every student
- Teach some study skills that will help them survive your class
- Take pictures of individuals and/or small groups
- Class routines (student input) — washroom, water fountain
- Supply of goodies, special item to remember the 1st day (e.g., bookmark).
- 'Teach' them how to follow certain routines - e.g., how to come in, how to line up, where to hang up coats
- Read to students and gather a writing sample
- Outlines or timetables for days and week's activities
- Have the students decorate part of class
- Pairwork (think-pair-share)
- RULES — blank sheet, generate list as needed
- Tap into their interests, what they'd like to learn; decision making
- Check their previous knowledge informally (oral or written) — record observations at end of day
- Make sure students are aware of their responsibilities
- Remember your lunch
- Check recess and lunch monitoring schedule
- Find out proper pronunciation of names
- Observing class while interacting

Summary of Chapter Eight

This chapter presented the idea that how a teacher starts the school year will affect the amount of time the teacher has to spend responding to student misbehaviour. The research certainly supports that idea.

No one best way to start the school year exists. The approach you take will depend on the age of your students, the subject you teach, the attitudes, skills, and behaviours your students bring into the classroom, and the amount of curriculum the students are expected to cover. The chapter presented some of the ideas teachers have employed.

The first few weeks should communicate to the students that they are safe, that they belong, and that their voice is valued. Taking time to review last year's work, to put in place study skills, to set expectations and rules, to build a sense of community in the classroom etc., increase the chances the year starts in an encouraging manner.

Although some teachers take-off like race-horses at the beginning of the year — they at times forget to appreciate that the students are not even in the starting gates.



Chapter Overview

This brief chapter provides insights into how successful teachers interpret and decide to respond to student misbehaviour. This is not new information. As you will see, it simply brings to a conscious level information you have most likely played with for years. These ideas are a result of observations and dialogues that we have had over the past fifteen years with teachers. We also present information related to child development and child abuse and how that can inform us on how to more effectively respond to students.



**HOW CAN YOU
KNOW FOR SURE?**

**WHAT
HAPPENS
WHEN I BLOW IT?**



Chapter 9

How Teachers Interpret Behaviour and Decide to Respond

Reasons for reading this chapter:

- to clarify how teachers make the decision to move from one way of responding to misbehaviour (for example the Low-Key responses) to the next appropriate response;
- to help teachers decide what skill to select from a specific set of skills appropriate for that specific situation, as well as, how to do it.

A common concern among teachers is how to respond to a student who does not stop misbehaving? Part of the response has to be framed in the context of what factors or variables are relevant to that situation. This chapter is about those variables.



Biting issues

So What Happens if the Student Continues to Misbehave?

Let's say you have let a student know he is misbehaving. Perhaps you used 'the Look' or 'proximity'. Thirty seconds later he is fooling around again. That situation begs at least two questions:

1. How do you decide when to act?
2. How do you decide what skill to select next?

What variables do you use to help you decide when and how to respond to inappropriate behaviour?

- A. Past behaviour in class
- B. _____
- C. _____
- D. _____
- E. _____
- F. _____
- G. _____
- H. _____



Now compare your list with the list on the following page. You most likely have a similar list to the one effective teachers gave us. A list that helps them decide when to act and what skill to select next.

Common Variables that Guide a Teacher's Decision to Respond:

- 1. Past behaviour of the student**
- 2. Severity of the misbehaviour**
- 3. Frequency of the misbehaviour**
- 4. Time between misbehaviours**
- 5. Importance of the lesson**
- 6. Reaction by allies**
- 7. School discipline policy**
- 8. Student's life at home**
- 9. Student's respect for the teacher**



These variables are explained on the following three pages.

The nine variables on the previous page are divided into two groups. First, those that assist the teacher to interpret levels of student defiance; and second, those variables that affect the teacher's response.

Six variables that assist in interpreting defiance:

1. **PAST BEHAVIOUR OF THE STUDENT** - Teachers are more likely to respond differently to a student who has had more infractions in their class than a student who has had less.

For example: Two students have been sent to the office for fighting. For one student this is the sixth occurrence in two days. For the other student, this is the first. The teacher's response to the two students is different. The teacher will be perceived as unfair if the response is the same. The apparent difference in the response to the two students is understood and **more likely** to be seen as fair and consistent by the students when it reflects a sensitivity to the past behaviour of the two students.

2. **SEVERITY OF THE MISBEHAVIOUR**

A teacher will respond differently to a student who calls out a racial slur than he would to a student who is observed whispering to another student. The extent to which you match the response to the severity of the misbehaviour communicates a message to students as to whether or not you are fair, 'with-it', and worthy of respect.



Continuation of the six variables related to interpreting misbehaviour...

3. FREQUENCY OF MISBEHAVIOUR

The more often the behaviour occurs, the more likely the teacher will perceive it as a disturbance or defiance. Often, the student will use a variety of behaviours. If the student wants to carry on the game, he will show remarkable creativity. On the other hand, if the student wants to upset the teacher right away, the behaviour will be repeated. It appears the nature of the student's response depends on how long the student wants to engage the teacher in terms of the student's need for attention, power or revenge.

4. THE TIME BETWEEN MISBEHAVIOURS

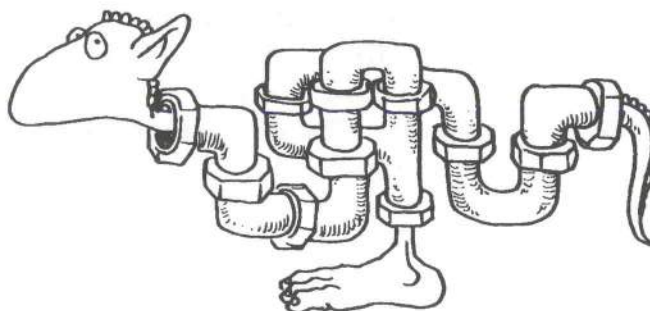
Although a student may misbehave five times in a day, teachers are more likely to interpret the misbehaviour as a disturbance or defiance if the five misbehaviours occur within a 5 minute period.

5. THE TIME AND PLACE

What is acceptable in one situation, or at one place in a lesson could be interpreted as a disturbance or defiance in another. For example, if you have just handed out a test, and the students are working quietly, then any behaviour that interferes with the students completing the test such as, whispering or explaining answers to each other, would likely be interpreted as unacceptable. Students are sensitized to the power of time and place. As parents, you know the times and places your children will choose to misbehave — in restaurants; when you are on the phone; and when you have company.

6. REACTION BY OTHERS IN CLASS

If no one pays attention when the student misbehaves (for example after they make a funny comment or noise), then you can choose to ignore it or use one of the other low-key responses that do not interrupt the class. However, if others get involved you will no doubt have to respond. For example, in a grade 10 class, one student put his head in the air and pretended to whistle while the student behind whistled. Of course the teacher's response to the 'acting whistler' evoked laughter from the class. In this case the student's agenda was to entertain. In this situation the teacher will probably respond by being sensitive to the other variables.



Three variables that assist in deciding 'How' to respond:

7. THE SCHOOL DISCIPLINE POLICY

The school discipline policy or lack of a policy provides the boundaries that guide what you can and cannot do. For example, if sending students to the office is not allowed, then the teacher's option of giving the student a choice of behaving or going to the office cannot be part of the teacher's repertoire. Or, if you can send students to the office, but no procedure exists for dealing with those students, then even though the choice is allowed, it provides only the illusion of effect.

8. THE STUDENT'S LIFE AT HOME

The more we know about the students, the more sensitive and appropriate we can be in responding to their misbehaviour. Some students carry such inconceivable baggage into the classroom that it is a miracle that they attend class, never mind attempt to respond appropriately. (e.g., physical, mental, and sexual abuse, drugs, alcohol, and family problems).

For example, an eleven year old student was taken from her alcoholic parents, and placed in the care of her grandmother. The girl was no angel and the grandmother ended up beating her with an electrical cord and pouring boiling water on her in an effort to control her. She was taken away from the grandmother and placed back with her father who had stopped drinking. Her father, however, had met someone else who had two daughters; so the front-room couch became this girl's bedroom. It wasn't unusual to see this student out on the street at midnight with tight black pants and high leather boots. For this troubled student checks on the board beside her name or detentions and lectures about her lack of focus in reading or math will mean nothing alongside her basic needs to belong and to survive. She needed the best that teachers could give.

9. STUDENT'S RESPECT FOR THE TEACHER

Obviously, if students do not like us it increases the chances that any response to their misbehaviour will not be as effective. At the beginning of the year, the teacher is not likely to have 'won' the students over. As a result, the teacher will respond in less assertive ways and be more tolerant and watchful as he or she begins to implement the management system. Certainly, if a student who moves to power does not respect the teacher, the teacher can predict the negative effect of giving a choice to that student from across the room in 'front' of the other students. The student will look around for allies, and the slightest indication of support from another student will escalate his behaviour. The movie **The Breakfast Club**, has an excellent scene near the beginning of the movie that illustrates this point. Rent the movie, it's worth it.

Stages of Moral Development — An Additional Lens to Interpret Behaviour

These pages are for teachers who have studied how children develop. We wanted to make the connection between how students at different ages see issues related to classroom management. For example, Piaget (1965) illustrated that the elementary child and adolescent do not see the concept of 'bad' or 'wrong' through the same lens. If you are a high school teacher who is now teaching in an elementary school, do not expect all your classroom management approaches to have the same effect (and vice-versa if you are an elementary teacher who is moving to teach in a high school).

Kohlberg extended Piaget's work into the six levels of Moral Reasoning. These are not exact, people move back and forth between stages depending on life circumstances. They are simply an additional lens (as are the four goals of misbehaviour discussed in Chapter 4) for understanding what might or might not work.

Level I: Punishment-Obedience (4-6 years of age)

Children at this age base their decision on how to behave on whether they will be punished or rewarded. They are not as concerned about motives or other people's point of view.

Implication: set rules and follow through consistently — they are not likely to challenge whether or not the rule is a worthy rule. Because of their egocentricity — encourage their efforts. Provide them with specific feedback.

Level II: Exchange of Favours (6-9 years of age)

Students are beginning to understand motives and intentions. They appreciate and respond to "*You did this for me so I will do this for you.*" They are still egocentric.

Implication: winning over is a powerful force. Take the time to get to know them — talk to them about rules and why they are important. The use of choices (see Chapter 12) takes on more meaning. They start to see they are not the victim but rather one of the players.

Level III: Good Boy-Nice Girl (10-15 years of age)

The effect of the peer group is powerful. Conformity directs behavior and their ability to reason. Although they will blindly follow their peers, they will often question or challenge the actions or request of adults. This ties into Dreikurs' and Glasser's work on the importance of the need to belong.

Implication: let them work part of the time in small cooperative groups. Do not set yourself up for power struggles. Learn to recognize the signs of when they might be moving towards power (see Chapter 13 on power). They do not want to lose face in front of their peers. Use low key responses, deal with situations in a more private manner, provide the option to make choices, and have 'escape

clauses' up your sleeve so that students can save face. For example, if you ask a question and the student does not know the answer, you can say, "*Listen I don't think I asked that question very clearly. Let me rephrase it*" ... now rephrase it, let her discuss the answer with a partner, and then pick a student to share what she and her partner were thinking. You have taken the pressure off the student and allowed her to save face. You increase the chances of winning her over.

Level IV: Law and Order (15-18 years of age)

At this stage the students make decisions based on obeying the law — in a more rigid manner. They are quick to point out inconsistencies in behaviour and are not that sensitive to the conditions or motives. Students will question why they have to behave in a certain way while the teacher does not, e.g., why the teacher can drink coffee or have a room in the school to smoke and the students cannot. They are also beginning to understand the consequences of their behavior.

Implication: students want law and order, but they want it to be consistent. As teachers, we should take the time to establish rules and expectations, as well as, why they are in place. This would tie into Dreikurs' and Glasser's work related to the students' need for control and for power. You might have to take the time to explain to students why everyone does not get treated the same. If you do not act on a rule with one student, then you have set the precedent for them to say you are not fair when you act on that same rule with another student. When given the opportunity through strategies such as Thelan's, Group Investigation, students enjoy the opportunity to push into Levels V and VI. (see Joyce, Weil, and Showers, 1992, or Sharan and Sharan, 1990).

Level V: Social Contract (18-20 years of age) (few people reach this level)

Here the students are concerned about upholding democratic principles and the rights of the individual. They do not accept your statement of "because I said so" or "that's the rule" or "that is the course requirement."

Implication: You can expect students at this level to challenge your assignments or assignment of homework if they see it as unfair — and they are probably right. They will see the inconsistencies in your arguments. Students at this age are more willing to work in groups that are heterogeneous without worrying about the effect of the peer group. As a teacher, be wise enough to recognize these students and listen to what they have to say.

Level VI: Universal Ethic (even fewer reach this level)

At this level, judgments move beyond self interest to what is better for the sake of the world, and for all of humanity—not because they were set by some authority; they will operate outside those laws if they believe those laws are not making the world a better place. Gandhi, Rosa Parks and Martin Luther King would be high-profile individuals most of us know who operated at this level.

Implication: students at this level see the lack of connection between what they learn and what is really going on in the world. They no longer tolerate the mediocrity. These students will either drop out of school or jump through hoops and get on with changing the world. Again, be wise enough to recognize these students and learn from them.

Family Violence: The Effects on Student Behaviour

*"Hit me,
daddy
Hit Me
Don't hit my mommy
She's gonna die
Your face is all red
My tummy is scared
Mommy, Mommy, run away
It's okay now, Mommy
He's hitting me
Stay on the floor, Mommy
Mommy, you don't have to cry
Please don't cry anymore"*

(Mattiussi, 1989 - p. 12)

The information below is from a research report and is provided to extend educators' understanding of the relationship between family violence and disruptive behavior (Mulligan, 1991). The behavioural descriptors on the following two pages present the types of behavior exhibited by students who are somehow involved in family violence. On the page following those descriptors is information that will guide teachers on how to more effectively respond to those students.

Please understand that the report is not saying students who exhibit these types of behavior are from homes where family violence is occurring. Rather, they state that if students are exhibiting one or more of these behaviors over a prolonged time, the likelihood that abuse is occurring is very high. From that you can decide whether or not you need to access outside help; restructure how you organize students in groups for instruction; and how you choose to respond when the student misbehaves.

The summary of their findings related to schools state:

- Schools are experiencing disruptive behaviours in children that may be a direct result of family violence.
- Schools have the potential to lessen the effects of family violence.
- Schools may contribute to antisocial behaviors in children through an environment that inhibits success and personal value.

Common Behaviours of Students Experiencing Family Violence

(Mulligan, 1991)

Physical Abuse: Behavioural Indicators:

Wary of adult contact
Apprehensive when other children cry
Behavioural extremes: aggressiveness, withdrawn, overly compliant
Afraid to go home/Reports injury by parents
Exhibits anxiety about normal activities, e.g., napping
Destructive to self and others, accident prone
Early to school or stays late as if afraid to go home
Fearful of closed in or small areas (closets, washrooms)
Wears clothing that covers body when not appropriate
Chronic runaway (especially adolescents)
Cannot tolerate physical contact or touch

Sexual Abuse: Behavioural Indicators:

Difficulty in walking or sitting
Unwilling to participate in certain physical activities
Sudden drop in school performance
Withdrawal, fantasy or unusually infantile behaviour
Excessively fearful/Fearful of closed in spaces
Crying with no provocation
Bizarre, sophisticated or unusual behaviour/Anorexia (especially adolescents)
Sexually provocative, fear of/or seductiveness toward males
Poor peer relationships
Reports sexual assault
Suicide attempts (especially adolescent)/Chronic runaway, drug, alcohol abuser
Early pregnancy

Physical Neglect: Behavioural Indicators:

Begging, stealing food
Constant fatigue, listlessness or falling asleep
States there is no caretaker at home
Frequent school absence or tardiness
Destructive, instigates fights
School dropout (adolescents)

Emotional Abuse: Behavioural Indicators:

Habit disorders (sucking, biting, rocking, etc.)

Conduct disorders (antisocial, destructive, etc.)

Neurotic traits (sleep disorders, inhibition of play)

Behavioural extremes: compliant, passive/aggressive, demanding

Overly adaptive behaviour: inappropriately adult/inappropriately infantile

Developmental lags (mental, emotional)

Delinquent behaviour (especially adolescents)

Witnessing Wife Assault: Behavioural Indicators:

Birth to 5 years

Sleep disturbances, such as insomnia, heightened fear of the dark, resistance to bedtime, bed wetting, whining, clinging, anxiety

6-12 years

May become seductive or manipulative

Hang around the house a lot or avoid home

Fear being abandoned

Fear being killed or killing someone

Fear their own and others anger

Difficulty with school work or excellent academic work and perfectionist standards

Poor attendance patterns or overly responsible

Girls: continue somatic complaints, are withdrawn, passive, compliant, clinging, display approval seeking behaviour, have low frustration tolerance or infinite patience

Boys: aggressive, act out, have temper tantrums, fight with classmates, show low tolerance, bully

Adolescence:

Run away from home

Escape into pregnancy and early marriage

Criminal activities

Suggestions for Teachers (Mulligan, 1991):

Security — Children need to feel safe. They need to know they can trust you. They need to know that you will not touch them without asking if it is okay; that you will not tell their classmates about their problem; that you will not scold or embarrass them in front of others. They need to know that you look forward to seeing them each day and that they BELONG in the group.

Structure — Initially the structure will be their security. Children need to be told what to do and how to respond. It may mean that you will have to say, *"Pick up your pencil and begin with this work."* They must borrow from your strength and direction while they are unable to mobilize their own.

Identity — Give them information about themselves. *"You are someone who makes friends easily"* or *"You are someone who really tries hard on difficult problems."*

Consistency and Predictability — Abused children have experienced a great deal of upheaval and family dysfunction. They need to be able to predict your behaviour and be clear about what you expect of them. They need beforehand information about what you expect of them and beforehand information about new situations. Share with them what happens in subjects that may be different from the normal class such as music and gym.

Sense of Belonging — Be sure the children's work is displayed in the room, that their names are displayed prominently on their desks and that they are seated where they gain a feeling of inclusion.

Intimacy in Appropriate Ways — In a warm and supportive atmosphere, teacher and students are relaxed and spontaneous. Within this setting there are natural and appropriate ways to share affection. Share something about yourself, develop little 'in' jokes; use eye contact. It is best not to touch a sexually abused victim, for a touch may cause a chain of flashbacks. Children need to be encouraged to verbalize if they are uncomfortable with a touch. This empowers the children by giving them control over the types of touches they receive. This allows and encourages teachers to be affectionate within the comfort level of the child.

Approval — A nod, a wink, warmth in your voice, a note on their papers; however you feel comfortable validating the children.

Encouragement and Stimulation — Identify with their feelings, acknowledge their desires and verbalize for them, *"If I were little and had to change schools, I might be afraid. Even adults sometimes are afraid of moving. You sure have done a good job of being the new girl."* There are many helpful books available at all reading levels. Bibliotherapy which promotes emotional growth and development can be very reassuring in difficult situations. Providing opportunities for working with clay, painting or drawing can also be a helpful outlet for the children's feelings.

They need to know they are likable. (pages 6.21, 6.22, 6.23).



Comments:

As teachers, you can see the role that effectively implemented cooperative learning can play in creating an environment where students feel safe, that they belong, that they are included, and that their voice is valued and respect. This also holds true for the effective implementation of instructional skills, (for example those presented in Chapter 6). When teachers use wait time after asking a question, and allow students to share with a partner before sharing publicly to the class, the students feel safer, and are more likely to experience success. Those two instructional skills are only two of hundreds of instructional concepts, instructional skills, and instructional strategies that teachers can invoke to create an environment that encourages learning.

As well, remember the information regarding the children from violence as you extend your understanding related to how to prevent and respond to student misbehavior presented in the following chapters. Those skills and concepts presented in those chapters that deal with student misbehaviour are not by themselves the solution — it is your compassion, assertiveness, humour, enthusiasm, politeness, caring, concern, etc., that is intertwined with those concepts and skills that will in the long-run determine their effectiveness.

Other Lenses for Understanding Student Behaviour

We are presenting these issues to plant the seed that might encourage your staff to become more informed related to your students who are risk. The preceding pages provided an initiating insight into the behaviour of students in classrooms who have witnessed violence against their mother. Parallel to that, extensive information exists related to the maltreatment of other students who are also at risk. For example, students who...

- live in poverty
- are being abused sexually
- live in public housing
- have been adopted
- are being neglected
- come from single parent homes (usually the mother is the parent)

All of the above are increasing — for example, for 1994, 18 percent of children in Canada are children of poverty. Children of poverty are 3 times more likely to experience difficulty in school. Single parent families have tripled since 1961 — 56% of single mothers with children live in poverty. When taking all the characteristics of the above at-risk children (physical injury, poor physical health, mental health problems, delinquency, pregnancy etc.,) the most prominent characteristic of child maltreatment is severe educational deficits. As we move to create more heterogeneous classrooms, there is a corresponding pressure on teachers to acquire the skills to appropriately respond to these students.

All of the above students are at risk in our society. Although maltreated children often exhibit similar behaviours, Trocme and Caunce (1993) caution us that we need to differentiate between physically abused, sexually abused, and neglected children. They report that neglected children are more likely to express their frustration through withdrawal, whereas abused children are more likely to revert to aggression. They also report that neglected students have the most serious school related difficulties.

Studies consistently report that male children who are reported as aggressive by their teachers at ages 8-10 were significantly more likely to be rated as aggressive at age 32. All measures of youthful aggression were strongly related to chronic offending in young adults (Offord & Bennett, 1994). Overall, conduct behaviours are more prevalent among males regardless of age. Yet interestingly, while emotional disorders were identical between boys and girls in Ontario aged 4-11 (approximately 10%), it dropped to 4.9% for boys and increased to 13.6 for girls aged 12-16. Girls 12-16 were also more likely to have one or more disorders (Offord et. al., 1989). While most teachers are aware of this difference, they spend most of their time responding to the overt acting out behaviour of the boys - the girls are unfortunately more likely to be ignored.

Offord and Waters (1983) and Offord (1989) provide evidence that low achievers and or children with disruptive behaviour do better when mixed with normal children and that the presence of females in a group suppresses antisocial behaviour. Of course we also have to ask, What effect does that have on the normal children?

Summary: It would appear that what teachers can do to create environments where students feel they belong, are safe, are valued and respected, as well as, to facilitate these students learning from and with other students as they acquire socializing skills is one critical component in effectively responding to the needs of these children at risk. This is another reason as to why Cooperative Learning should be in every teacher's instructional repertoire.

For more information, contact *The Centre for Studies of Children at Risk*, Chedoke-McMaster Hospitals & McMaster University, Box 2000, Station A, Hamilton, Ontario, Canada L8N 3Z5

See p. 339 for additional references.

Summary of Chapter Nine

This chapter acted like the alchemist's touchstone — it helped you decide whether or not your response to misbehaviour would make the 'mark-of-gold'.

Most likely you will not think of these variables in the middle of a conflict. You will think of them after — when you are in the staff room, your car, your bath, the restaurant, on your holidays, and in your sleep. That reflection after the action will assist you to think of alternate responses to that situation so that you are prepared for the next time students misbehave. Without some sort of framework or theory from which to initiate your reflection, it makes it more difficult to start on a path of producing more appropriate responses.



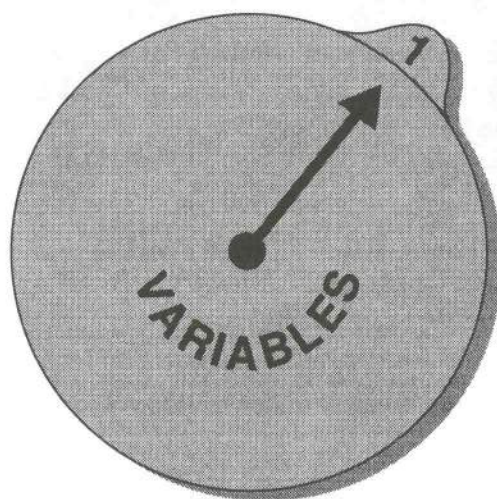
Take time to reflect

When you see the VARIABLES sign, please remember that it refers to the factors teachers employ to assist them in their decision as to what skill to select, when to select it, how to enact it, and where to enact it. They assist with the ART of responding.



Chapter Overview

This chapter begins by focusing on how teachers prevent and respond to students who misbehave by employing skills that we group together to call **BUMP ONE**. Each of the skills identified is explained on a separate page.



Chapter 10

Bump 1 - Preventing and Responding to Misbehaviour through Low-Key Responses

Reasons for reading this chapter:

- to extend the idea of prevention by focusing on how effective teachers respond in a low-key manner to students who misbehave — a concept that we call **BUMP ONE**;
- to understand and appreciate how effective teachers continue to weave in the four concepts of winning over, cohesiveness, inclusiveness, and a safe environment, even while responding to a student's misbehaviour;
- to clarify the role that the teacher's personality, knowledge of content, and instructional skills play in preventing misbehaviour from occurring;
- to illustrate that the effectiveness of applying a skill to prevent or respond to student misbehaviour will be determined by:

1. what skill you select

2. when you select it

3. how you enact it

4. where you enact it

We believe that those four points represent critical distinguishing characteristics of effective and ineffective teachers related to classroom management.

Of course the reality of teaching is that no panacea exists for preventing and responding to student misbehaviours. Teachers have little or no control of the baggage that students bring with them into the classroom. And as society becomes more complex, a corresponding complexity for teachers in the classroom continues to emerge.

If you feel optimistic, please continue to search for the panacea, but your chances are about the same as Ponce de Leon finding the Fountain of Youth. Only through creating thoughtful classrooms and school cultures that encourage caring will we effectively and consistently respond to those situations.

Bump 1 — Low-Key Responses

Responses that effective teachers have used for years to respond to students when they first start to disrupt the class.

Think back to your classroom and recall a student who is beginning to stop you from teaching or other students from learning (perhaps he is tapping a pencil, talking to a classmate, or has just made a call-out). Recall the low-key responses you used to respond to that student. List those responses below.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____

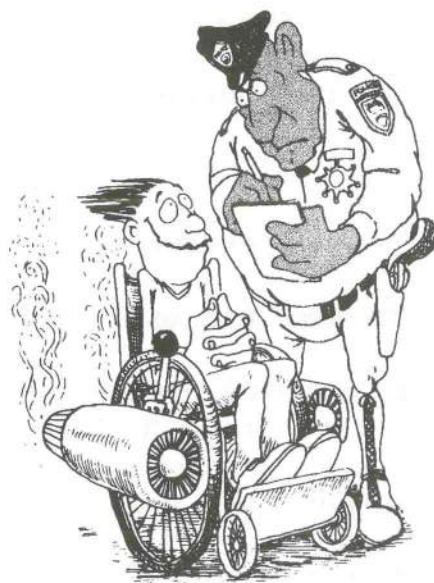


Clowning around

Turn to the next page and compare your list with the list 1000s of other teachers have given us over the last 10 years.

A List of Low-Key Responses

- PROXIMITY
- TOUCH
- STUDENT'S NAME
- GESTURE
- THE LOOK
- THE PAUSE
- IGNORE
- SIGNAL TO BEGIN/SIGNAL FOR ATTENTION
- DEAL WITH THE PROBLEM NOT THE STUDENT
(e.g., Quietly remove the object.)



How would you define the concept of 'Low-Key Responses', and what are their common attributes?

Definition: _____

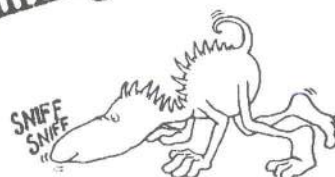
Attributes: 1. _____

2. _____

3. _____

Compare your response with other teachers' responses listed on the next page.

Sniffing out the details



Summary of Bump 1, Low-Key Responses

Definition:

Skills a teacher employs when students first start to misbehave. They almost invisibly let the student know that what he or she is doing is having a negative effect on learning. The response is as short or shorter than the interruption and the classroom atmosphere stays positive or neutral.

Attributes (defining characteristics):

1. They involve 'Non' or 'Minimal Verbal' responses

2. They do not stop the flow of the lesson - quick/quiet

This idea is captured in Kounin's research on how teachers manage classrooms — he used the terms 'slow-downs' and 'jerkiness' to represent the behaviours that stop the flow of learning.

3. They do not invite escalation - low emotional content

Note: From an Adlerian perspective, these low-key responses model the importance of 'Act don't Talk' because 'teacher talk' increases the chances of falling for the student's trap if the student does indeed have a goal of misbehaviour. As well, we often observe that the student who is talking or tapping a pencil is only interrupting the teacher and perhaps one or two other students. When the teacher launches into sermon #57, we often find a gradual or immediate intensification in the disruption of the class.



The Arguments FOR and AGAINST



Arguments Supporting the Use of the Low-Key Responses



1. They do not disrupt the rest of the class because they are 'non-verbal' or 'minimal verbal'.
2. The students do not experience it as an act of discipline, but rather as a request to cooperate and as a result do not remember it happening.
3. They do not invite an escalation from the student.
4. If done at the right time, they communicate that the teacher is 'with-it' — the idea that *"I know that you know that I know... so perhaps it should stop."*



Arguments Against the Use of Low-Key Responses



1. If used too often and without variety, they lose their effectiveness.
2. If used when the behaviour is more severe or when the behaviour escalates, the teacher might be perceived as wishy-washy.
3. Although they model appropriate behaviour, they may not teach some students to take responsibility for their inappropriate behaviour.

Low-Key Responses — An Explanation

What follows on the next eleven pages is a discussion of the the intricate nature of each of the Low-Key responses. Those responses are strengthened by low-key techniques that support the Low-Key responses; techniques that are critical in the successful day-in-day-out creation of effective learning environments. An explanation of those techniques follow the description of the Low-Key responses. All of the ideas presented in this chapter appear simple on the surface. Do not be fooled by their apparent simplicity. They require an artfulness in their implementation.

We were confronted by that artfulness when we had the opportunity to work with effective teachers, as well as teachers who are in the process of being asked to leave teaching because they are not effective teachers. Interestingly, when we asked both groups of teachers how they responded to students who misbehave, they gave us a similiar list — both groups of teachers know the Low-Key responses and Low-Key techniques. So it became obvious that knowing what to do is not a sufficient predictor of classroom management effectiveness.

Please remember that the Low-Key responses can be connected in a variety of patterns when responding to student misbehaviour. For example — the student's name + the look + politeness ("*Bill, please.*"). Although effective teachers somehow appear to prevent and respond to misbehaviour at a moment's notice, in reality, it isn't a moment's notice. Rather, their belief that students will misbehave encourages them to be more proactive. Over time, they develop a variety of possible responses — much like how chess players develop a variety of responses to different situations.



Proximity: If you want to quickly recall the effects of proximity, just think of how you react when you are driving and you see a police car in the rear view mirror — most of us check to make sure we are driving appropriately.

What: This low-key skill refers to the teacher's ability to move towards a misbehaving student.

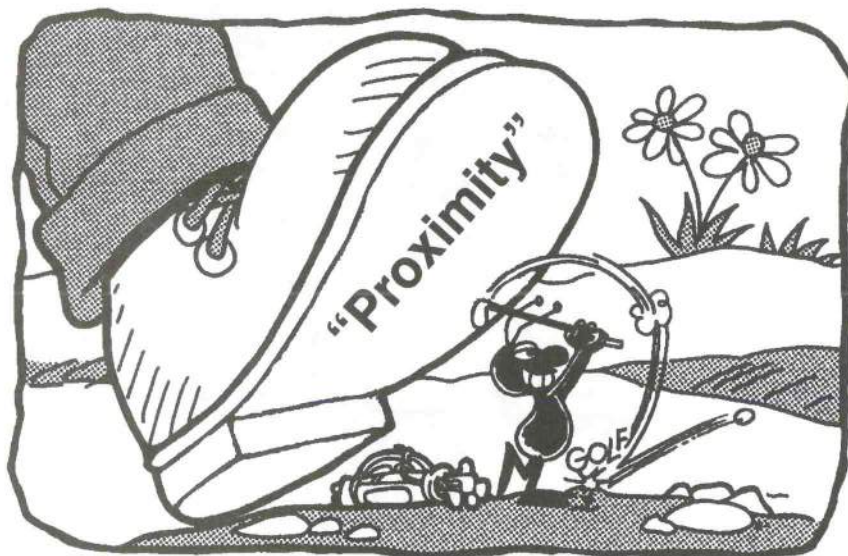
When: Proximity is used when one or two students first start to misbehave in an attention seeking fashion.

Why: Moving towards a potential problem area increases the chances misbehaviour will not occur. In the same breath, proximity communicates that you know that a student is misbehaving and he or she needs to stop.

Where: Where ever students are misbehaving and you can get close to the student without disturbing others.

Artful Nuance: Be aware of how you move towards the student. Moving quickly, directly, and standing close to the student while having a stern look on your face communicates a different message than moving in a more indirect manner, not standing as close and not looking at the student.

Caution: Be aware of how close you get to a student. Every student's personal space will have different dimensions. The closer you get to the student, the more assertive the stance becomes. If the student's life style is one of power or revenge, the closer you get, the greater the chances are that you will invite the student to escalate his behaviour.



Touch: A gentle reminder that someone is aware and cares.

What: A low-key response that involves a light and quick touch by the teacher. A touch done in such a way that few (if any) other students saw it occur.

When: Touch is used when a student first starts to misbehave in an attention-seeking fashion.

Why: To stop the misbehaviour and re-establish or maintain a safe environment that encourages and allows learning to continue.

Where: If you decide to use touch, do so with a light and quick touch with the fingertips on the forearm or shoulder. Touching the head or leaving your hand on shoulder often invades a student's personal space. In some cultures, touching the head is not acceptable.

Artful Nuance: Avoid eye contact at this time unless you intend to say something. Eye contact tends to increase the length of the touch and increases the chances you will get involved in a verbal exchange.

Caution: In today's classrooms the use of touch can become an issue — more for male teachers. Check to make sure what the school policy is related to the use of touch so that you have a clear understanding on the use of touch in your classroom and in the school. Also, be aware that in some religions, there are restrictions on touching — particularly between sexes.



The Look: In the hands of an artful teacher, the look is a quiet way of communicating whether or not a student's behaviour is acceptable.

What: The look has two dimensions. First, the teacher uses the look to quickly and quietly communicate to students that their behaviour is inappropriate. The second dimension is the preventive scan. The frequent use of the scan communicates to students that they are not 'anonymous'. In addition, the teacher can pick up potential problems or things just starting to percolate and thus stop them before they go to far.

We have found that in working with teachers experiencing difficulty, they frequently fail to scan the room. Subsequently, what could have been a minor, single event between one or two students, is usually allowed by default to develop into a more serious 'group activity'.

Effective teachers seldom have to respond to 5 or 6 students who are simultaneously disturbing the class. Yet, we often get comments from teachers like, *"Yes but, what do you do when there are 4 or 5 students misbehaving, or the whole class is misbehaving?"* Again, no simple answer exists; however, as you move through the book, suggestions are provided as to what to do when groups of students are making it difficult for others to learn. Please remember, that one reason why teachers have to deal with 5 or 6 students fooling around is because things were not stopped **appropriately** when only 1 or 2 students were misbehaving.

Why: To communicate that you are with-it and able to stop things before it goes to far, as well as to re-establish or maintain a safe environment that encourages and allows learning to continue.

When: The 'look' is used when a student first starts to misbehave in an attention-seeking fashion.

Where: Provide the look from where ever they can see the whites of your eyes.

Artful Nuance: Know when to look and how to appropriately weave in your body and facial language.

Caution: Be sensitive to the difference between the look, the stare, and the glare. Each one gives a different message. If you use the glare when all that was required was a look and a smile, you will find the look (as a low-key response) works against you.

Using the Student's Name

What: A minimal verbal skill the teacher uses to remind students that they are not anonymous. From a preventive perspective, when the student's name is used to greet or select a student, it becomes an effective way of winning over students — especially when the student's name is said in a 'kind' rather than a 'nagging' fashion.

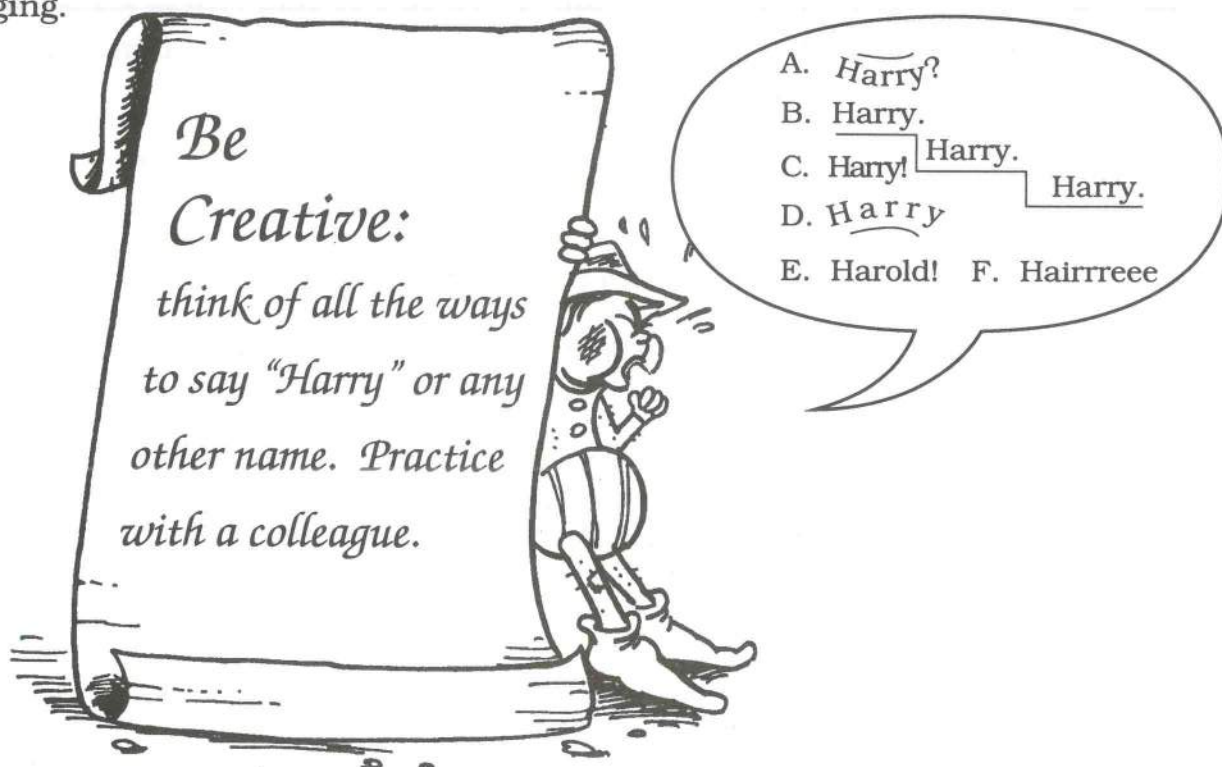
Why: To stop inappropriate behaviour. As well, as schools get bigger and drop-out rates increase, it becomes more important that we act to make students feel included. This is particularly important in high schools.

When: The student's name is used when a student first starts to misbehave in an attention-seeking fashion. It can also be used as a greeting to acknowledge that a particular student is important enough to have her name remembered.

Where: Any where, any time.

Artful Nuance: Appreciate the power of intonation, syllable emphasis, and inflection as you say a name. You can communicate a number of different messages. Try saying your name in as many different ways as possible and feel the difference. Remember how others have used your name to achieve specific responses from you.

Caution: Using a student's name as the only low-key response will begin to sound like nagging.



The Gesture: A visual response to appropriate behaviour.

What: This is usually a hand or facial gesture that communicates the expected behaviour. For example, a finger on the mouth communicates “*Stop talking,*” or “*Talk quietly.*” A shake of the head communicates, “*No,*” or to “*Stop.*” If ‘Wally Wanderer’ is up moving around the room, then quietly saying, “*Wally.*” and pointing to his desk gives him all the information he needs. The bonus is that your voice does not upset the flow of the lesson.

Why: The gesture is employed to communicate that you are with-it and able to stop things before they go to far and to re-establish or maintain a safe environment that encourages and allows learning to continue.

When: It is used when a student first starts to misbehave in an attention-seeking fashion.

Where: Use it from any point from which students can see you.

Artful Nuance: Appreciate the variety of forms that gestures can take and also how they can be integrated with other low-key responses. For example, moving towards a student who is off-task, shaking your head to communicate not acceptable, and finishing with the ‘invisible thank you’ (also known as a smile).

Caution: Be aware that what is considered an acceptable gesture in one culture is not acceptable in another. Also, remember that younger students often have no idea what gestures mean — you will have to teach them.



The Pause: This is more powerful than you might think. In addition to giving a message to the students, it gives us time to take a couple of breaths and a moment to think before responding.

What: The silence teachers intentionally invoke when they notice students or groups of students misbehaving.

Why: To communicate that you are with-it and able to stop things before they go too far and to re-establish or maintain a safe environment that encourages and allows learning to continue.

When: The pause is used when a student first starts to misbehave in an attention-seeking fashion. Note, the pause is also an important step in other responding skills such as when squaring-off, using choices, and dealing with power — these are discussed in later chapters.

Where: Often it occurs after a signal to begin a class or a signal to get the students' attention. It also occurs when you are giving directions to the class and you notice one or two students or a group of students not paying attention.

Artful Nuance: The pause is usually employed in conjunction with other low-key responses, as well as other skills to respond to misbehaviour that are explained in the following chapters.

Caution: Be aware of how long you are prepared to wait and what you will do if you realize the pause is not working. After 4 or 5 seconds you could be getting into a game that could easily escalate to power.



Ignoring: A chance to pause and think while simultaneously communicating a message to behave appropriately.

What: The ability of the teacher to communicate that a student's misbehaviour will not have the desired effect the student was expecting; in most cases that desired effect is the teacher's attention.

Why: To **not attend** to a behaviour for which the student is seeking attention.

When: Use it when you perceive a student is misbehaving at an inappropriate time in order to get your attention, or the class's attention. If the student has an ally...then you are obligated to act...you cannot ignore.

Artful Nuance: Make sure your facial gestures don't give away your agitation. If you look annoyed, the student gets the attention he or she desires even though you said nothing.

Caution: We suggest you ignore a student when what the student is doing **does not** stop you from continuing or other students from learning.



Deal With the Problem and Not the Student:

This skill communicates to the student that he or she is accepted in the classroom, but that the behaviour is not.

What: A skill the teacher uses to focus on student behaviour rather than on student intentions or student personality traits.

Why: This skill deals with what the student is doing and nothing else. The teacher indicates by action or words, that it is the behaviour rather than the student that is unacceptable. The teacher communicates that she trusts the student to solve the problem. If we focus on student intentions we are being judgmental and risk inviting a power struggle. Likewise, if we focus on the student personality it creates a negative feeling tone in the classroom and usually unites the class in negative cohesion.



Examples of two responses:

A student has engaged in a series of low-key attention-getting behaviours over a span of 30 minutes. The teacher's sense of exasperation is heightened. The student now begins to tap his pencil. Annoyed, the teacher's response is, "*John, if you don't care about your school work others of us do. Show some consideration for the rest of us.*" John looks embarrassed, then glares at the teacher as he puts his pencil down.

As an alternative, the teacher could say "*John, pencil please.*" and John puts his pencil down. Or, the teacher might use proximity and gently and politely request the pencil, "*May I have the pencil please?*" and then follow the request with, "*I will return it when you need it, thank you.*"

In the first example, the teacher is trying to extract a pound of flesh. John has previously irritated the teacher to the point where the teacher now wants a bit of revenge. Even though the teacher achieved the result she wanted — the pencil is down — she has now alienated John and has shown the class that anyone might be next on the hit list. Kounin called this effect the Ripple Effect; i.e., the teacher's response to one student communicates to the other students how they might be treated. In the positive example, the teacher achieved the same result without causing resentment in John or lowering the trust the other students had in her — the teacher maintained a safe environment.

Dealing with the problem continued...

When: This technique can be used whenever the behaviour is relatively obvious. It is most effective when the student is using or doing something physical. A particularly effective use is when two students are fighting over a single article such as a book or a ball. Simply say, "*Book please.*" with your hand extended and 'receive' the article. If they are chewing gum, and the rule is no gum, then ask them to place it in the garbage — and say "*Thank you.*"

Artful Nuance: For a student racing down the hallway, "*Enrico, no running please.*" is all the information he requires. How we say something is as important as what we say. Voice tone and decibel level have to be controlled. As well, the temptation for the teacher to sermonize often makes the situation worse. The fewer words used the better.

Note, as we continue to move through the book, you will no doubt be thinking, "*What if this skill doesn't work?*" Congratulations! Every time you have a 'What if the skill doesn't work?' situation, then you have the best indication you are aware of the fact the student's behaviour is escalating. If we take the example of removing John's pen, and John doesn't give you the pen, then the student has chosen to escalate the situation and you must bump up with the student and apply an appropriate skill. In chapters 8 and 9 we deal with effective ways to respond to this type of escalation.



Signal to Begin: Signals are one of the most extensively used forms of prevention. From stop signs, to the sounds of a rattlesnake's tail, signals are all around us.

What: The signal to begin is a sequence of teacher behaviours that results in the whole class or a group becoming quiet and focusing on the teacher. The sequence is: (1) the signal; (2) the active pause — which consists of the teacher scanning the room to see who has responded (*note, this goes back to the teacher believing that all students will misbehave at least once at some point in their career as a student — to think that all students will immediately behave all the time is naïve — however, if they do respond appropriately every time, then we envy you*); (3) if necessary, being prepared to apply a low-key response to students who remain inappropriate; and (4) a teacher response that reinforces the appropriate behaviour, e.g., “Thank you.”

Why: To get the class to focus or re-focus

When: Whenever the class is off task and needs to be regrouped or when the class is being asked to come to order at the beginning of the period. Note, a signal is usually necessary at the beginning of most transitions, i.e., when a change in activities occurs, such as when the students are moving from large-group to small-group activities.

Artful Nuance: With signals, the least important part of the signal is the signal itself. The most important part is to ‘say what you mean and mean what you say’. That means the teacher must communicate that she will not continue until the students are attentive. A helpful hint is for the teacher to move towards the students (proximity) and not stand apart from the students as she asks for their attention.

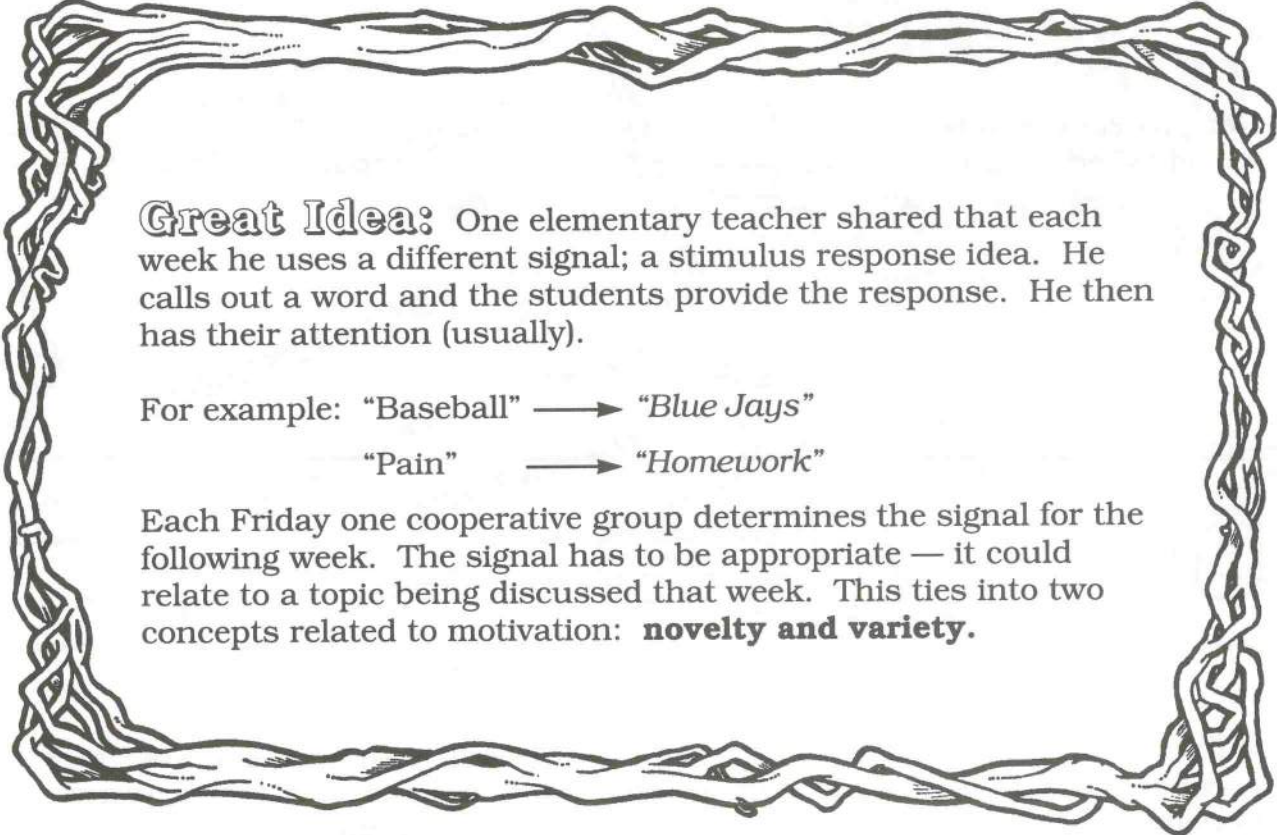


Teachers should have only one or two signals to get the students' attention.

For example, we have observed teachers who will initiate the need for attention by stating three signals within 20 seconds: “Hold it please.” then they will say, “I need your attention.” and then with an agitated voice they say, “Quiet Please!” What has happened is that the students have become deaf to teacher signals until the teacher's voice hits a certain decibel.

Signal to begin continued...

We also recommend you think carefully about whether or not to use bells and lights as signals to begin class or to get the students' attention. If students respond to the bell or lights in class, it behooves the teacher to carry a bell or to be able to access a light switch when outside of the class. While it is certainly possible to carry a bell outside of class, we have found it is not always practical nor socially acceptable. You will find it difficult when you have to remove yourself from your class in the gymnasium to go behind the stage and turn off the mercury vapor lights that take 20 minutes to come back on simply to get your students' attention. We apologize for the tongue-in-cheek tone, but the message we are attempting to get across is to make the signals practical and transferable to as many situations as possible.



Great Idea: One elementary teacher shared that each week he uses a different signal; a stimulus response idea. He calls out a word and the students provide the response. He then has their attention (usually).

For example: "Baseball" → "Blue Jays"

"Pain" → "Homework"

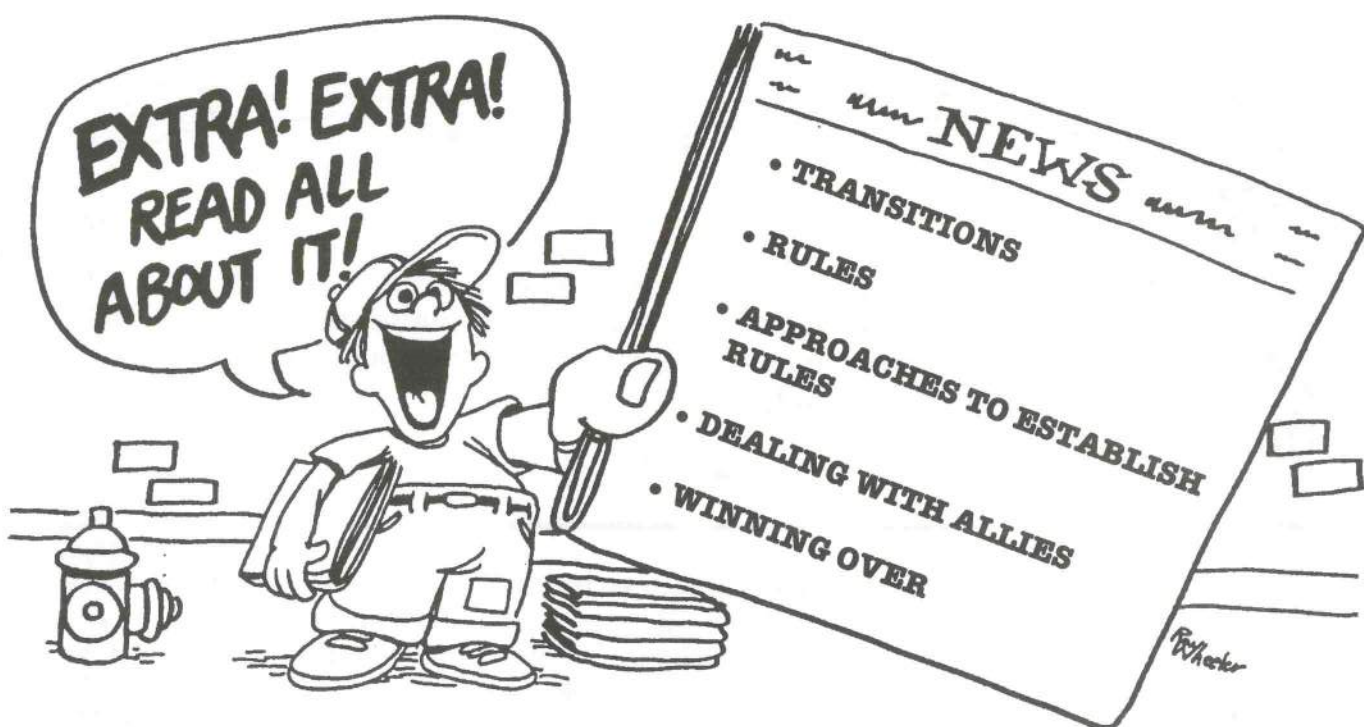
Each Friday one cooperative group determines the signal for the following week. The signal has to be appropriate — it could relate to a topic being discussed that week. This ties into two concepts related to motivation: **novelty and variety**.

Caution: Sometimes teachers have a signal to begin, but unwittingly misuse the signal through pausing too long or tone of voice. Over use of a signal usually occurs because the teacher was unclear with the directions, did not give directions or because the teacher realizes that the students are not following the directions. In overuse, you hear the teacher repeating the signal to an apparent group of 'deaf ears'.

Essential Low-Key Preventive Techniques



The following pages present information related to techniques or processes that will affect the effectiveness of the low-key skills (Bump 1), as well as the skills presented in the other chapters.



The information is not meant to represent 'the' answer in these areas. Rather, it is presented to open the door to thinking about these areas. Please weave in the knowledge and skills you have gleaned from your own experiences.

Transitions: Ignoring this concept is probably the single best way of communicating to your principal that you are ready for a transfer. If you want some excitement in the classroom, lose control of a transition.

What: A sequence of teacher behaviours that increase the chances that student behaviour is orderly and efficient. It usually involves three components: WHEN the students will do it; WHAT they will do; and WHO will do it.

For example: Can I have your attention please (1). Don't move until I ask you to move (2). Please put away all your books etc., and letter off in your groups A, B, and C (3). When I say move, A will get the information sheet, B will take out a calculator, and C will get a large piece of paper (4). Okay go (5).

Those three components are embedded in the following sequence:

How:

The transition sequence:	The rationale:
(1) a signal to attend	The transition must begin from a sense of order.
(2) statement of when the students will move	Start with the 'when' because if you start with either 'who' or 'what' you get student movement before you want it.
(3) statement of what is expected of them	Given the 'what' is the essence of the transition, if you say 'who' first, the students look around for who they will work with and they miss the directions.
(4) statement of who will move	The 'who' statement completes the information required for the transition.
(5) the statement to move	To achieve your objective
(6) monitor movement and use proximity... be where the action is likely to be.	If anything will happen this is a dandy place for every attention-seeker to have his 15 seconds on stage — be preventive.
(7) provide specific and positive feedback	You want to maintain and enhance appropriate transition behaviour.

Sequence:



Transitions continued...

When: Transitions occur anytime student movement is required. Of course as the year progresses, the students should tap into their ability to move independently from activity to activity without as much direction from the teacher.

Why: Over the year, effective transitions can add an incredible amount of time for learning. In addition, effective transitions reduce teacher stress, so we are alive and psychologically able take advantage of our retirement years.

Artful Nuance: Please note that transitions range from simple to complex. A simple transition may involve students putting away one set of materials and taking out another without having to move out of their chair or desk. A more complex activity might occur as students move from a large class lecture into cooperative learning groups for a laboratory experiment. Note, the more complex the transition, the more the transition must be pre-thought to achieve clarity for the students.

Writing the steps in the transition on the board (the 'what') or on chart paper helps some students remember what they are to do and they are not as likely to 'pester' the teacher with statements like, "*What do we do next?*"

Remember: Transitions are breeding grounds for inappropriate behaviour. This is one time the wise person believes "*All students at some time will misbehave.*" Based on that belief, they take steps to prevent it from occurring.

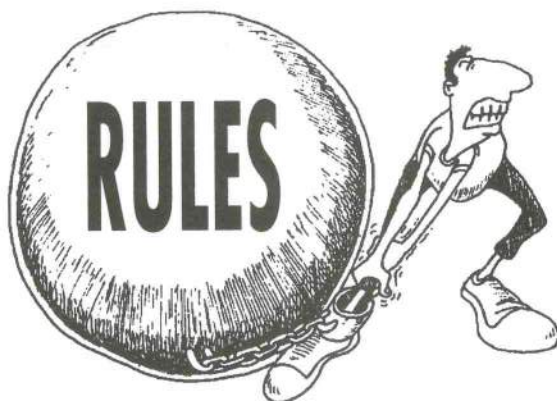
Rules: This is your one opportunity to set yourself up for a year of happiness or a year of grief — the decision is yours.

NOTE: Because of the complexity, number, and variety of ways to establish rules, the format used to explain the previous low-key responses is not used for this section on rules.

Overview: The importance of rules is frequently overstated in discussions about classroom discipline. Rules seldom solve discipline problems and contrary to popular belief seldom prevent discipline problems from occurring. If they did, there would be few discipline problems in most classrooms given that most teachers spend time discussing expected behaviour. Rules do, however, set the guidelines that set in motion the nature of responses by teachers and students. **The teacher's ability to act on those rules** will determine whether or not the rules make a difference. Rules are a first step in establishing classroom order, and they do provide a framework for the teacher behaviours that follow.

No one right way to establish rules for a class exists. Some teachers do it through discussion and democratic process. Others establish them through assertive explanation. While these techniques seem diametrically opposed they both seem to work, providing they are used within the following constraints:

1. Rules are few in number — five seems to be a common upper limit.
2. A rationale is established for each rule.
3. Ambiguous terms are explained.
4. Roles and responsibilities are learned.
5. The rules are stated positively rather than negatively.
For example, *"Treat each other with respect."* rather than, *"Don't put each other down."*



Our preference is for a class discussion of rules and for arrival at acceptance through some form of consensual process.

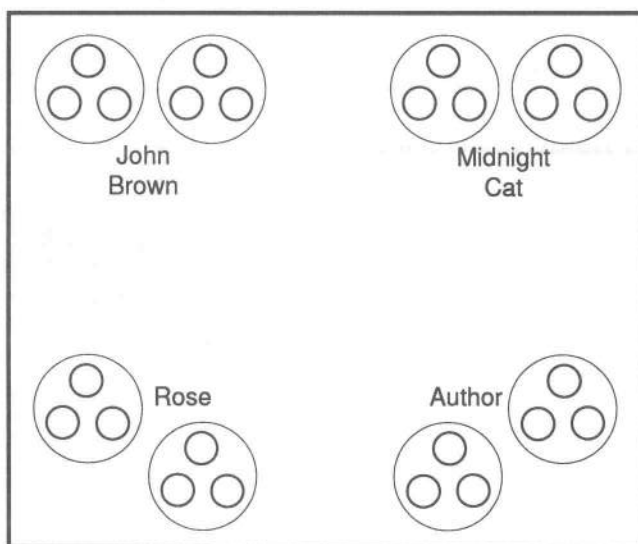
Suggested Approaches to Establish Rules

(these need to be adapted for different grades)

Dialogue and Question: a student-centred approach.

Engage the students in a discussion of the need for order and how order is usually obtained. A useful technique is to bring in a reading that raises the issue of why rules are essential — for example, the book *John Brown Rose and the Midnight Cat*, by Jenny Wagner in which the students decide on the rules under which the cat can live in the house.

Start by putting the students in groups of three. One person is John Brown, one Rose, and one the Midnight Cat. NOTE: if you want to use groups of four, add in the Author. Have them move to the four corners of the room and form temporary groups of 3-4. (See diagram below.) Give them five minutes to come up with the rules or conditions under which the cat can come into the house. They then return to their home group and have to arrive at a consensus regarding those rules or conditions. From that exercise, they decide on the rules that would be appropriate in their class. For high school, read clips from *Lord of the Flies* by William Golding in which everything is falling apart and Piggy invokes the need to establish rules. Use the books as a starter activity and then turn the situation back to the class.



Ask the students what rules they would like for their class. Accept what ever they say and write those rules on the board. Almost without fail they will recite an endless list of don'ts. Allow this process to continue for a while then ask them if having rules like this have ever worked before. The answer is usually no. Now start the process of establishing rules.

On the following page is one approach to teaching rules using Bruner's Concept Attainment strategy.

Concept Attainment Lesson on Rules

Bruner's Concept Attainment Strategy is set up below. Please note this process can be woven into whatever piece of literature you are using to get the students discussing rules.

Say to the students:

"Below is a list of rules. On your own, please compare the GREENS and contrast them with the BLUES. When you think you have an idea of how the GREENS are the same and why they are different from the BLUES, share your thinking with a partner and together decide whether the testers below are GREENS or BLUES."

GREENS	BLUES
• Treat each other with respect. • Please listen when asked. • Put up your hand if you need something. • Come into the room quietly and get ready for the start of class.	• Don't throw things. • Don't talk while others are talking. • Please don't get up and walk around. • After recess, don't ask if you can leave the room.
TESTERS - Which ones are GREENS; which are BLUES? • Please do not bring knives or other dangerous objects to school. • Please make sure your assignments are done on time. • No put-downs. • When working in groups, give each person equal opportunity to share.	

Have the students share their hypotheses about how the GREENS are different from the BLUES. Discuss with the students, whether they prefer the wording of the GREENS or BLUES and why. The essence is that the GREENS are worded in a more positive way and set a different tone in the class. The BLUES are more oppressive. (Note, you can usually use the students' response from the John, Brown, Rose, and the Midnight Cat activity as the GREEN and BLUE examples.)

The next step is to begin a discussion on the meaning of key words within the rule. Below is a list of key words. If key words are important, then the teacher should have a process to assist students to understand those words.

- Quiet
- Listening
- Raising your hand
- Respect

Rules continued...

The word '**Quiet**,' means different things to different people — for kindergarten students it might mean nothing. For some students the words 'Be Quiet' are only important when yelled for the fifth time. We also know that 'being quiet' varies from situation to situation. Being quiet in an art class or a P.E. class for example, is a different form of quietness than is requested during an exam or when an assignment is being completed in class.

Being quiet means being appropriate for a particular time and place. Other variables include the loudness of an interruption, the duration of a interruption, and the frequency of student interruptions. For example, even if the students are working individually, it is usually acceptable — even while the teacher is explaining something — for a student to turn to another student and quickly whisper something as long as the experience is not repeated again within the next couple of minutes. Even in this scenario, however, what is meant by a whisper should be defined and modelled by the teacher.

'**Listening**' is a more difficult term to define. For example, a student can doodle and quite possibly still listen to the teacher. One attribute of 'listening' is that the students can repeat in their own words what was being said. Most teachers would appreciate at least periodic eye contact from the student while the teacher is talking. Please note that 'whole class' listening is different from the behaviour expected in one-on-one listening. One-on-one listening requires additional behaviours such as nodding, more constant eye contact, and paraphrasing.



The idea of '**raising your hand**' if you want something may to some be appropriate and to others too restrictive. Once again, teaching definitions are important. First teach what is meant by raising a hand. Demonstrate how you expect it to look. It may be worthwhile to throw in some negative examples as well. For example, it may be fun to model the 'monkey' — the student who throws arm up in a convulsive motion while his mouth illicit the "oh, oh, oh" sound of his jungle buddy; and the 'guiltless call-out' — the student who raises his hand and calls-out the answer to the question at the same time.

Explain that you would like the students to request permission before they get out of their desks, move away from their group, or before they speak. The rationale for this is that call-outs and unregulated student movement is frequently disruptive to other students unless it is an accepted norm in the class. As students become more responsible and independent in a class, they do not have to raise their hand. In actual classroom practice the need for this rule frequently withers away as the students learn expectations. Nonetheless, the rule is useful to have in reserve in the event that problems do arise.

Rules continued...

The term '**respect**' usually means doing unto others as you would have them do unto you. Demonstrate this by example — when you have the classroom discussion you can use the negative and positive sides of the issue. For example, if students don't like being pushed, then don't push others; if you like being treated fairly, then treat others fairly; if you don't like someone interrupting you, then don't interrupt others; if you don't like being embarrassed, then don't embarrass others, etc.

Explain that in most cases they know what kind of behaviour is expected of them and that you will rely on their common sense and cooperation to guide them. On occasion, problems may arise, and when this happens the expected behaviour will be discussed and taught. As mentioned earlier, for younger students most of the concepts need to be experienced and discussed.

For example:

A colleague told me that at the request of a novice kindergarten teacher, he went in to observe the teacher who was having difficulty getting the children to 'take turns' and to 'share' even though **she had told the children** what taking turns was and why it was important. This educator, observed the class and then asked if the students could come over to the reading corner. They talked for a moment and then the colleague asked, *"Sometimes when you are playing, the teacher asks you to take turns. What does taking turns mean to you?"* After about 4 seconds a little girl got up off the floor, looked at the teacher and *turned around in a circle*. Definitely not the idea the teacher had in mind. Telling is not the same as teaching — teaching engages students in meaningful experiences.

The next step in the process of establishing rules is to ask the class if these rules seem agreeable and if they can live with them. If there are a few 'yeh-butters' ask those students what is wrong with the rule and how it might be improved. If they cannot come up with the improvements ask them to abide by these until they do have improvements. In this way you do not deny the legitimacy of their concerns but still obtain consensus on a set of rules. It should be noted that the Larry Lawyers in your class love legal discussions, so be alert. Our experience is that those students are great at opposing ideas, but not as good at creating positive alternatives. Asking for the alternative is an effective way of defusing this situation. Finally you can explain that the class responsibility is to live according to these rules. Again, you will have to adapt this process and your words depending on the age and skills of your class.

The final step of explaining roles and responsibilities is crucial. Simply request that the class abide by the rules. Also, explain that everyone will not always behave perfectly and that you expect people to forget or make mistakes on occasion. When this happens your job as the teacher is to let the student know of the mistake (THROUGH THE USE OF THE LOW-KEY RESPONSES); the student's role is to stop the misbehaviour. This means the teacher and student must cooperate and share the responsibility for making the classroom a positive place.

Dealing With Allies: The ultimate paradox — this is the one time you will have to stop two or more enemies from unintentionally helping each other.

What: The skills required to sort out situations where two students co-operate to disrupt the class. The students may be friends, but most often are not friends. **Below are two scenarios, one simple, one complex.**

- (1) A simple classroom example:** The teacher has just asked a question and asked the students to think to themselves. One student calls out an answer, and almost immediately another student shouts out, “*Shut-up, stupid.*” Of course the first student responds, “*Shut-up yourself.*”

Analysis: In this exchange the student who responds “*Shut-up stupid.*” is clearly the ally. The first student is obligated to respond and the game of uproar is on. Always deal with the ally first. The other student who called out, in a sense, must be rescued so he can save face. Use whatever response is appropriate. If a low key response will work, use it. If this does not seem appropriate (as in this example) then select a response from one of the higher ‘bumps’. (See Chapter 8 on how to decide what skill to select.)

Why: These situations can be explosive and can quickly escalate in severity. An efficient skill is essential or the teacher will become mired in complex ‘legal decisions’ of guilt or innocence. “*He started it!*” “*No I didn’t, he did!*”

When: Whenever one more students become involved after an initial inappropriate behaviour.

Artful Nuance: The principle applied here is dealing with the problem not the student (one of the low-key responses discussed earlier). Our goal is to restore order as quickly as possible. Should the low-key responses not be sufficient, stop both students and define the problem accurately: “*Hold it please. The problem here is the interruption, not who caused it. At this moment, I do not know who is responsible.*” At all costs do not get trapped into sorting out who is right or wrong. You did not see who started it. And, even if you did, they would bring up a mountain of past grievances that would swallow up the most talented criminal lawyer.

The complex example follows...

(2) A complex classroom example: One student has a foot sticking out into the aisle. Of course you must understand that your typical well-behaving student walking down the aisle will step over the foot, or if she sees the foot sticking out early enough, will choose another aisle. On the other hand, the other type of student will see this as an opportunity to trip over the foot. The student whose foot is in the aisle also sees the opportunity and simultaneously raises the foot a miniscule amount just in case the other person forgets to trip. The 'tripped' then takes a dive worth '10' on the Olympic scale, turns and loudly says something like, *"Watch what your doing idiot!"* and when you look up he turns into Larry Lawyer and again loudly retorts, *"He tripped me!"* and the Tripper says *"No I didn't!"*

The case now lands in your court. How do you sort it out?

You now have two Larry Lawyers arguing their innocence before you, the Supreme Court judge. Although the urge to pass life sentences on both is the foremost thought in your mind, you must seek other alternatives.

Note, in the above scenario, the student you need to respond to first is the 'tripper.' He is the ally because he is responding to the call out. Since you didn't see what happened and you don't know who started it, deal only with what you have seen and heard. In the classroom this situation might be played out like this...read slow it gets confusing.

Tripper: Trips the other student.

Trippee: "Watch what you are doing stupid!"

Teacher: Uses 'the look' on the trippee.

Trippee: In response to the teacher's look, states, *"He tripped me."*

Tripper: *"I did not!"*

Teacher: (To Tripper) *"Hold it please."*

(Note, as soon as the student doing the tripping (the tripper) gives the teacher eye contact, she then turns to the person being tripped (the Trippee) and gives him the look. When he becomes silent the teacher responds with *"Thank you."* and gets on with the lesson. Don't get into a big sermon that usually starts off like "Every time there is a problem..." or "I'm sick and tired of..." or "Why can't you...?" Remember, these two students probably thrive on teacher over-reactions.



Winning Over: If one concept contained the seed for the development of a panacea in the managing of classrooms, winning over would be the concept.

What: Winning over refers to specific teacher behaviours that increase the chances students respect and like you as a teacher and as a caring and thoughtful human being. Examples are:



- **politeness** — ‘please’ and ‘thank you’ not only soften requests, they make it difficult for behaviour to escalate. One experienced and effective teacher, after spending one intensive year involved in workshops with me that focused on instructional skills, strategies, and classroom management, stated at the end of the year that adding politeness was the most important concept she picked up all year. Not for the students’ sake, but for her own peace of mind. It softened her requests for students to take out books or to close doors.

- **meet the students at the door** — standing at the door when students enter the room allows you to not only engage in a friendly banter and to say good morning or afternoon, but also to pick up signs of student unrest, sadness, joy, or potential problems between students. As well, once the students are in the room you can more easily time your signal for attention as you scan and move into the room. Earlier this year, one high-school principal told me that the teachers decided to stand by their doors and glance down the halls as students changed classes. This act reduced referrals to the office due to inappropriate behaviour during class changes by over 60 percent.

- **demonstrate personal interest** — whenever you have a chance to chat, inquire, or respond to the student’s life outside the walls of the classroom, you communicate an additional dimension of caring. When gifted students were asked to identify the characteristics of their most effective teachers, one common response was that they took an interest in the lives of students outside of the class (Stelmashuck, 1986). If gifted students stated it was important, it becomes even more important for those who are struggling in school. The reason students drop out of school **is not because** they are feeling successful, appreciated, included, and that they belong. The upshot of this is that when you ask students for attention, or to stop talking, they are more likely to respond appropriately because they are cohesively on your side.

Continued...

Winning over continued...

- **use of the student's name** — is simply an unstated statement that the students are important enough that you remember their names. This is particularly important in high schools. High school students often complain that as they walk down the hall and pass by a teacher (and they are the only two in the hall) the teacher walks by like he or she is god and doesn't even acknowledge the student exists. Even a smile would be appreciated. Given the anonymity that large schools create, teachers must look for ways to make students feel they belong.

- **smile, humour & enthusiasm** — no other characteristic of effective teachers, identified both by students and teachers who describe their favorite teachers, comes up more often than humour, enthusiasm, and the smile. In her research on teacher enthusiasm, Mary Collins (1976) identified that the following behaviours communicated enthusiasm:

- facial expressions
- hand gestures
- voice intonation
- eye movement
- moving around room

Students state they are not asking their teachers to be comedians, but rather to see the lighter side of life. Likewise, they do not ask that their teachers act as if they are plugged into 220 volts, but rather that they have some interest and enjoy their teaching. As mentioned in Chapter 4, Glasser (1984) identifies four needs that all individuals have: the need to belong, to have power, the need for freedom, and the need for fun. We know from experience that if we as teachers do not structure 'fun' into the classroom, the students will inject it for us — and usually at our expense.

We read an article written in the late 1800s (we were unable to locate it for reference). The article was on 101 points to running an effective school. One of those points stated, *"In some situations it is often better to laugh than to scold."* Even in those authoritarian times educators understood the power of humour.

From an instructional perspective, when we attach a cartoon to a concept being taught, the student will retain the information about that concept meaningfully longer if the cartoon is added — as long as the cartoon relates to the concept.

Low Key Techniques: Don't talk - Act

Try to see how the low-key techniques are part of the flow of the lesson.

1. *Win students over.*

- meet students at the door
- demonstrate personal interest
- smile; humour; enthusiasm
- politeness
- use student names

2. *Use a signal to begin.*

- develop a signal or routine that means "quiet please"
- pause until silence or near silence is attained
- make the pause active — scan the room, move into the students

3. *Be on the alert. Stop things before they go too far. (Withitness).*

- eye contact — the look
- a quiet "no" and nothing else
- finger motions
- use of students' names
- a shake of the head or the subtle "cough"
- model or encourage appropriate behavior

4. *Use proximity.*

- move about the room while teaching or students are working
- move toward the inappropriate student
- use touch and avoid eye contact at this time

5. *Deal with the problem not the student.*

- e.g., deal with the cigarettes, do not embarrass the student

6. *Plan student movement (transitions).*

- who does what by when

7. *Deal with the supporting cast first.*

8. *When asking questions, signal the type of response you want.*

- hands
- call out
- tell your neighbour
- no hands
- choral
- write it down

A quick note on callouts is on the next page...

A Quick on Call-Outs

Preventing Call-outs: Call outs are a subversive act in the classroom. They often encourage a class to start percolating and usually ruin discussions. As well, they reduce accountability to zero (see Chapter 6).

What: Preventing call-outs refers to what the teacher says so that when a question is asked which requires a verbal response, the type of response is a teacher choice not one made by default.

There are only five types of oral responses:

1. Put up your hand
2. Don't put up your hand, I'll ask someone to respond
3. Invite call-outs (e.g., whole class brainstorming)
4. Choral response
5. Tell your neighbour

When a teacher asks a question, only she knows what type of response she wants. If she does not signal the type of response 'Call-out Charlie' will guess call-out everytime. If she accepts the call-out then the other students will now logically think, *"Oh, she wants us to call out the answer."*

Phrase the question for all, then insert the type of response. For example:

"I want you all to think of the definition for longitude and latitude. In 10 seconds I'll ask you to share with a partner."

Why: To increase accountability and to help prevent percolation.

When: Whenever questions are asked which require a verbal response, to another. For example, *"This time no hands, I'll just ask somebody."*

Artful nuance: You do not have to signal the type of response for each question but rather for each series of questions. Forgetting is okay. If the type of response you get is acceptable, go with it. On the other hand, you might want to say, *"Sorry, I forgot to mention no hands on these questions."*

Summary of Chapter 10

The dilemma of writing a book is that the ideas must be presented in a linear, page-by-page fashion. In this complex and critical chapter we have presented the concepts one at a time and in isolation.

At this point we want to emphasize that as you watch effective teachers teach, they are most likely not consciously concentrating on each of these concepts. Rather, effective teachers integrate them in a seemingly seamless fabric in the on-going process of classroom interaction.

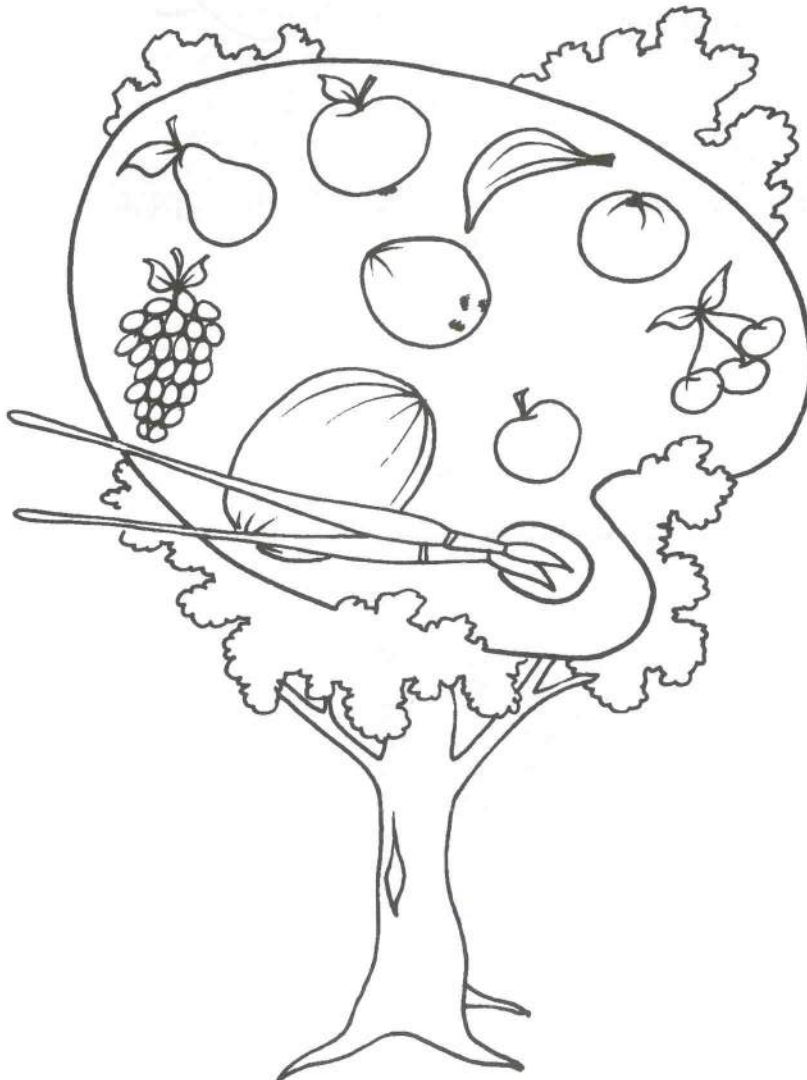


We seldom see an individual low-key response. Instead we see proximity, the look, the student's name, the pause, and politeness stacked and integrated in a response to a student's misbehaviour. The science of classroom management is the knowledge and understanding of each of the skills and concepts. The art of teaching is the richness of ways that they can be integrated. We do not know the best system or format or way of integrating or stacking these skills. All we do know in continuing to work with teachers at all levels of the educational system is that this is how they think and act related to those low-key skills and concepts.

***The following page contains
an important image and idea.***

A Critical Point

As you move through this section related to skills teachers select to respond to inappropriate student behaviour — PLEASE remember that although they are presented as Bump 1,2,3,4...etc., they do not have to follow that sequence. Based on what happened the day before, when that student now misbehaves, you might go immediately to Bump 3 and give the student a choice. You might go to Bump 6 and have an informal chat in the hall. Although the progression of Bumps from 1 to 10 has logic, the realities of the classroom do not function on logic alone. You would be better to think of each Bump as a type of fruit on a tree — the art of responding will be determined by your selecting and effectively applying the one that best matches the level of escalation.



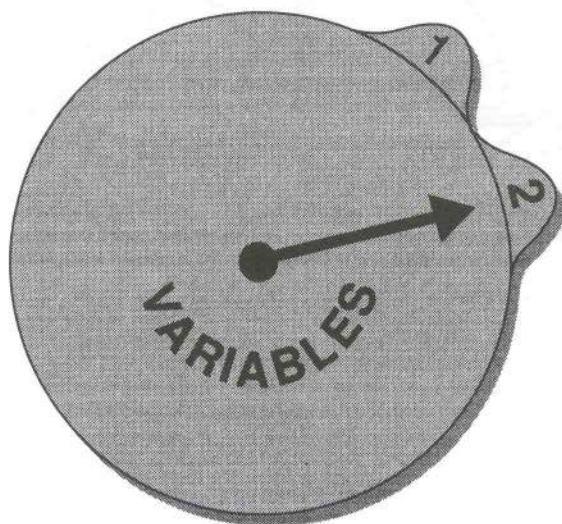
Chapter Overview

This chapter explains the concept and skill of Bump 2 — Squaring Off.

Like the Low-Key responses, squaring off should contain a minimum number of words to prevent slowdowns or interruptions in the lesson. It differs from the Low-Key responses in the intensity of the message to the misbehaving student.

With Bump 2, you are communicating, *“Hey...I asked you once and this is the second time...please stop.”* only you likely wouldn't use those words.

The cartoon on the following page captures the essence of Bump 2.



Chapter 11

Bump 2 - Squaring Off

**"You know that I know that you know...
so please stop."**

Reason for reading this chapter:

- to add a classroom management skill that is slightly more assertive than the Low-Key responses of Bump 1 when responding to student escalation; a skill that communicates *"You know that I know that you know...so please stop."*



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Before Turning the Page...

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no text or other markings on the paper.

Page 222

Description of Bump 2 — Squaring Off

What: A skill you use to respond to students who continue to misbehave after the use of one or two Low-Key responses has not stopped the misbehaviour. It usually has four steps:

1. You pause (and that has you stop talking)
2. You turn towards the student (square off)
3. You give a minimal verbal request to stop (optional)
4. You finish with a "Thank you." or "Thanks."

When: After you have made the decision that the student has Bumped and you want to convey a more assertive message to the student.

Artful Nuance: You do not always have to turn completely towards the student, nor do you have to ask a minimal verbal. The concept is, *"I asked you once and you know that I know...so please stop."* We have found that the intensity of the look and the length of the pause is what conveys that message. Nonetheless, remember, if your look is too long or too intense relative to the nature of the misbehaviour or the possible goal of misbehaviour, then your 'look' can work against you. It could invite the power student to move to power, e.g., *"What are ya looken at me for?"*

Also, be aware of the intensity of your response. It can be done in a 'light pink' to 'dark red' manner. Both *intensities* are useful, but if you use 'dark red' when a light pink was called for, then you could be inviting trouble.

Caution: Be careful about how close you get when you square off, as well as your intonation. Although your words communicate one idea, your look, voice, and proximity may communicate another — either an invitation to power or that you are not assertive enough. As well, if you do use a minimal verbal request, remember to keep it minimal — the Larry Lawyers are always on the look-out for ammunition, and anything you say can be used against you.

Bump 2 Sequence

- ❑ Turn and square yourself physically to the student.
- ❑ Use more of an intensified look, and/or a minimal verbal such as “*Finished?*” “*Is it over?*” or “*May I continue?*” Note, you don’t require a verbal answer; if you force an answer, then you are inviting a power struggle by encouraging the student’s escalation. If he looks away or says something like, “Ah geez I was only....” then you must realize he is likely trying to save face — you might be better off allowing that statement to act as an ‘escape clause’. Often the student’s need to belong and to have power is also on the line. An option for you at this time is to ignore it. Anything you say at this time could escalate the situation (unless appropriate humour can be brought into play).
- ❑ Finish by saying, “Thank you.” You will find that politeness (if genuine and used appropriately) will help create a climate that discourages the moves to power — by you and the student.

Suggestion: Be careful how you apply the concept of squaring off and to whom you apply it. Remember, if you ask the question (“*Are you finished?*”) across the classroom to a student who moves to power quite easily, then that student’s need ‘to belong’ and ‘to have power’ might be threatened and even though the student wants to ‘buy out’ and not escalate the situation, the presence of peer pressure encourages the escalation.

By not allowing or providing an escape clause, we may have unwittingly, involved ourselves into a move toward a power struggle. The student might be forced to say “*No, I’m not finished.*” Then all the eyes in the class flick from him to you. The other students feel anything from excitement to embarrassment and you feel the threat — which is interpreted by you as the locus of control shifting from you to him. Now **your need to belong and to have power** is threatened and what could have been a relatively minor situation escalates into a much more disruptive and disturbing event. (We deal with power in Chapter 13.)

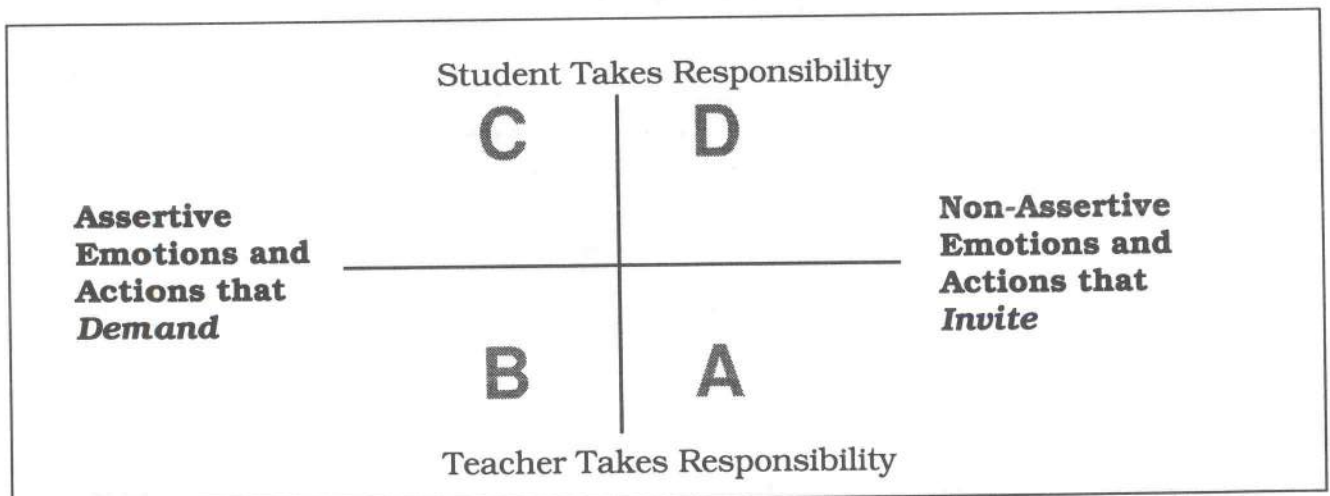
Summary and Extension

When applying Bumps 1 and 2, **you are taking responsibility** for letting the students know that they are making it difficult for teaching and learning to occur in the room. These two Bumps allow **you to respond** to misbehaviour with a minimal disruption to the class. However, if the students continue to misbehave, even after you employed a Bump 1 and Bump 2 skill, then at some point soon, the teacher will have to make the decision to **begin giving the responsibility back to the students**. **Bumps 3 and 4** in the next chapter explain that process.

Please look at the diagram below. You will see that Bump 1 and 2 skills used by the teacher fit into quadrant **A** and **B** and can be employed in a warm and bonding way, a neutral way, or a more assertive way. The art of employing them is deciding where along the continuum you want to interact with a particular student or group of students at any particular time. Bumps 3 and 4, shift the responsibility for appropriate behaviour onto the student's side in quadrant **C** and **D**. So with responding skills of Bump 1, 2, 3, & 4, you can now move in all four quadrants, although not to the extreme related to student responsibility. That extreme is reached when the students use their skills to solve a problem — which may include the use of the Low-Key responses, squaring off, and choices. That ability is one of the benefits of weaving Cooperative Learning into the learning environment.

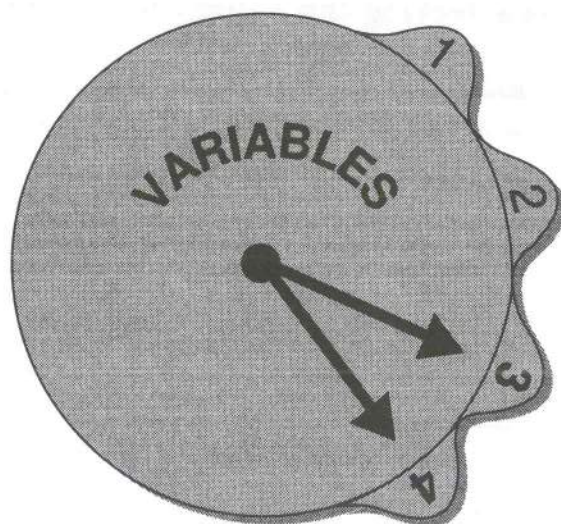
When applying skills to respond to student misbehaviour, teachers make decisions as to which quadrant they are choosing to respond. One part of the art of teaching is selecting the appropriate quadrant.

1. Who should take responsibility for solving the problem?
2. What dimensions of caring are to be woven into the solution?



Chapter Overview

This chapter begins by presenting a Concept Attainment lesson where you are asked to compare and contrast effective and not-so-effective choices and to identify the essential attributes of effective choices. That is followed by a discussion of why we consider those choices to be effective and ineffective, as well as a general discussion on choices. At the end of the chapter, we identify common classroom misbehaviours and provide possible choices to respond to those misbehaviours.



Chapter 12

Bumps 3 and 4 - Choices and the Implied Choice

"Say what you mean and mean what you say... but somewhere in the discussion allow them to make a decision."

Reason for reading this chapter:

- to increase your repertoire in effectively responding to student escalation by employing a process that begins to give the responsibility for making appropriate decisions back to the student.



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General Comment

One of the most effective and commonly employed techniques to assist students to accept responsibility is the use of **Choices**. The use of choices has been encouraged by a number of well-known writers, for example: Dreikurs, Glasser, Ginott, and Canter. It appears that regardless of one's perspective on how to respond to inappropriate behaviour, choices are part of that perspective.

As you move through the activity that follows on the next page — an activity that is designed to clarify the critical attributes of effective choices — remember that the concept of an effective choice is relative to one's point of view. In the choices used in this chapter, we have placed a value on whether or not the choices are effective. This does not mean we are right. Nonetheless, that same subjectivity plays itself out in the class; you might believe the choice is perfect — the student might think otherwise.



"When you come to the fork in the road ... take it."

Yogi Berra

Determining the Critical Attributes of Potentially Effective CHOICES

On the following page is a list of choices. Some are effective and others are less effective. We believe the not-so-effective choices increase the chances of not solving the problem and perhaps escalating the misbehaviour. When you think you understand what 'makes-up' an effective choice, try the testers that follow.

We will use Bruner's Concept Attainment Strategy to identify the essential characteristics of effective choices. Concept Attainment has three 'Phases':

Phase 1. Present the focus statement and the data set (the focus statement tells you what to focus on and sometimes what not to focus on in your analysis of the data set). The data generally consists of list of examples and non-examples of a concept the students are attempting to develop, clarify, or extend.

Phase 2. The students share their hypotheses as to the concepts being played with in the data set.

Phase 3. The students apply or somehow extend their thinking related to that concept.

The instructional strategy of Concept Attainment is more complex than it appears and usually takes two to three days of intensive training to begin understanding how to employ it. **For a more detailed explanation of Concept Attainment and other strategies see *Models of Teaching* by Joyce, Weil, & Showers, 1992.**

The examples are usually presented one at a time — one example and then one non-example. By comparing the examples and contrasting those with the non-examples, the students attain the essence of the concept. The data sets can be presented on overheads, charts, chalkboards, and large cards that can be tacked or taped on walls.

Determining the Essence of Effective Choices Using the Concept Attainment Strategy

Directions: Phase I - Focus Statement and Data Presentation

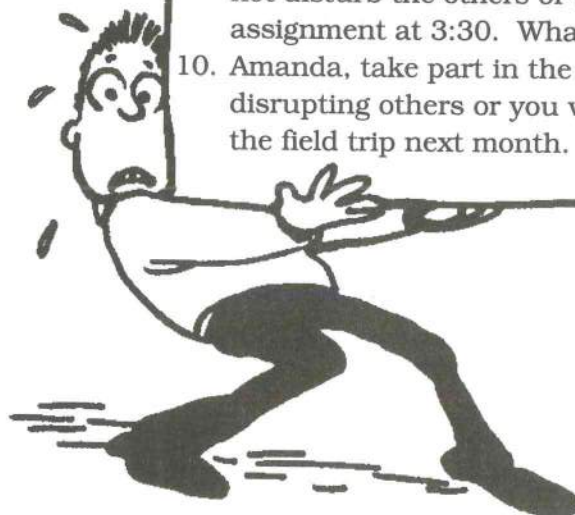
Read the following list of choices. Numbers 1, 3, 4, 7, & 8 are examples of more effective choices. Numbers 2, 5, 6, 9, & 10 are not as effective.

Compare the effective choices and contrast them with the less effective choices.

Determine what attributes the effective choices have that make them effective. Jot down the characteristics of the more effective choices. When you think you have some hypotheses as to the critical attributes of effective choices, determine whether or not the TESTERS that follow on the next page are positive or negative examples of choices.

Presentation of the Data Set:

1. Louis, take part in the discussion with your group appropriately, or choose to work alone at a desk.
2. Jason, stop calling out answers or I'll never ask you a question again.
3. Please put the book in your desk or on mine. What is your decision?
4. Sandra, if you choose to call out, you're choosing to work on your own until you can return and take part appropriately.
5. Do your work quietly or I'll send you to the office.
6. Write your answers neatly, Jim, or you can write out 10 dictionary pages after school.
7. Sari, play the instrument properly or sit quietly and observe.
8. You can work quietly together or you can both choose to have your seating arrangement changed until this assignment is complete.
9. You can choose to work quietly together and not disturb the others or complete the assignment at 3:30. What is your preference?
10. Amanda, take part in the assembly without disrupting others or you will not be going on the field trip next month.



Testers:

How would you classify the following choices?

- A. Please make a decision gentlemen.
- B. My way or else you will not like the alternative.
- C. Come prepared for gym class or run five laps.
- D. Choose to do your homework or you are choosing to have me call your parents.
- E. The classroom rule is no walkmans. You've made a decision to place it on my desk and pick it up after class.
- F. Choose to fool around after school and miss the bus or get ready properly and not miss the bus.
- G. Okay don't wear your rubber boots outside for recess, but be prepared to have wet feet during class and to call home and explain why.
- H. Either put away what you have in your purse away or share it with the rest of the class.
- I. Great throw Marlene, fine catch Stephen, unfortunately the classroom rule is no throwing in class. Please put the keys on my desk.
- J. Have the assignment done or write lines that double every day they are not done.
- K. What you are doing is stopping me from teaching. You can choose to take part appropriately, or you can choose to wait in the office (or hall).



Directions: Phase II - Checking your Hypotheses

Having considered the choices, and identified your hypothesis as to the critical attributes of effective choices, compare your list with the list of attributes on the following page. Following that, you can read our discussion on the choices. Please understand that our choices might not be right *for you* — and *yours* may not be right for your students.

We think A, D, E, F, G, I, & K will work. With F & G you will have to get parental permission. E & I are the other half of the choice (Bump 4).

Essential Attributes of Effective Choices

1. The choice is related to the misbehaviour.

Choice 6, 10, C, and H have little or no relationship to the misbehaviour. This is probably the most important concept of effective choices, yet the most difficult to achieve.

- 6. *Write your answers neatly, Jim, or you can write out 10 dictionary pages after school.*
- 10. *Amanda, take part in the assembly without disrupting others or you will not be going on the field trip next month.*
- C. *Come prepared for gym class or run five laps.*
- H. *Either put what you have in your purse away or share it with the rest of the class.*

Effective Choices are a function of 3 variables:

- (1) the student's misbehaviour
- (2) choosing a consequence related to that behaviour
- (3) individual student preferences

For example, having a student stay in after school because he was late has all the variables lined-up; except for the student who prefers staying. All teachers have had at least one student, who if given the choice, would rather stay in class and work than go home to an unpleasant situation.

So, in terms of the choice being related to the misbehaviour, the logic of that relationship will be interpreted by the person receiving the choice.

2. The choice is not seen as a punishment.

Choices 5, 6, 10, and C are likely experienced as punishment. The student might also see H as punishment if it was done in an embarrassing way.

- 5. *Do your work quietly or I'll send you to the office.*
- 6. *Write your answers neatly, Jim, or you can write out 10 dictionary pages after school.*
- 10. *Amanda, take part in the assembly without disrupting others or you will not be going on the field trip next month.*
- C. *Come prepared for gym class or run five laps.*

Essential Attributes continued...

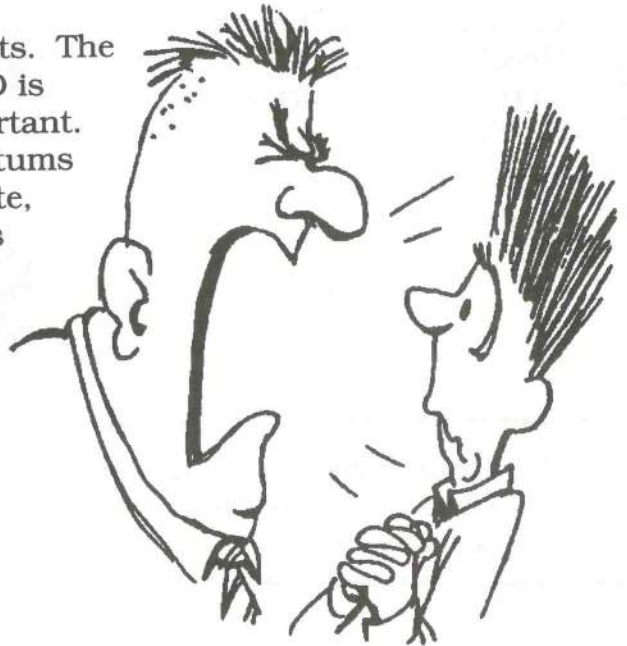
3. The consequence is given as immediately as possible.

Number 9 and 10 cause a problem. First, in 9, if the student chooses to do it at 3:30, that means the problem is not solved — the student can still fool around. The classroom lawyer will point that out to you in an instant. As well, the problem is not clearly defined. Is the problem refusal to do work or disruptive behaviour? With 10, if Amanda is perfect for the next month, you have set up a situation that will be seen as punitive in the mind of the student. If you give in and let her go, you are setting a precedent for the classroom lawyers to apply in the future — and you can bet they will apply it to their advantage

9. *You can choose to work quietly together and not disturb the others or complete the assignment at 3:30. What is your preference?*
10. *Amanda, take part in the assembly without disrupting others or you will not be going on the field trip next month.*

4. The choice is not an ultimatum.

With Choices 2, 5, and B, no choice exists. The message is "Do it or I'll" Notice how D is NOT an ultimatum; the wording is important. Teachers often unknowingly give ultimatums thinking they are providing choices. Note, even if you give what literally appears as an effective choice, it can be reduced to an ultimatum by how it is said and the body language employed.



2. *Jason, stop calling out answers or I'll never ask you a question again.*
5. *Do your work quietly or I'll send you to the office.*
- B. *My way or else you will not like the alternative.*
- D. *Choose to do your homework or you are choosing to have me call your parents.*

Essential Attributes continued...

5. The choice is done in a positive or neutral tone.

Any of the choices done in a sarcastic or aggressive manner will decrease the effectiveness of the choice. Choice I (which is actually Bump 4 the other half of the choice), is acceptable if done in good humour.

- I. Great throw Marlene, fine catch Stephen, unfortunately the classroom rule is no throwing in class. Please put the keys on my desk.*

6. You can follow through on the choice.

Following through on Choices 2 and J would be difficult. For example, a principal called me and said one of her teachers had worked herself into a corner. The student was given 100 lines that doubled every day until they were done. After 13 days, the student was up to 819,000 lines — the next day would put it over one and half million lines. Needless to say the parents were not too impressed; needless to say a compromise occurred.



- 2. Jason, stop calling out answers or I'll never ask you a question again.*
J. Have the assignment done or write lines that double every day they are not done.

Note: Choices 1, 3, 4, 7, 8, A, D, F, G, I, & K, (with some conditions) are potentially effective choices in that you can follow through.

Also, E and I are the other half of the choice and represent BUMP 4 — following through with the choice. This communicates that when a rule is established that you do, “Say what you mean and mean what you say.”

- E. The classroom rule is no walkmans, you've made a decision to place it on my desk and pick it up after class.*
I. Great throw Marlene, fine catch Stephen, unfortunately the classroom rule is no throwing in class. Please put the keys on my desk.

That Leaves Several Choices That Have Not Been Discussed

F and **G** are effective choices in that they are **Natural**. They do not involve a second person. The result is determined immediately upon the student making a decision. Nonetheless, be careful about the use of natural consequences without first consulting the school administration and the parents. Letting students go out with no shoes might not look like a good idea when it hits the front page of the local paper.

- F. Choose to fool around after school and miss the bus or get ready properly and not miss the bus.*
- G. Okay don't wear your rubber boots outside for recess, but be prepared to have wet feet during class and to call home and explain why.*

For example, every school has a student who is a master at forgetting his lunch and having the whole world resolve his hunger. The natural consequence is that *"Sorry, Michael, but when you forget your lunch, you usually get hungry. Tomorrow you will probably remember it."*

At this point be prepared to deal with the manipulations that result from the student's interpretation of the natural consequence. The manipulation usually involves some combination of:

1. Getting mad or throwing temper-tantrums;
2. Tears — the 'oh-woe-is-me-gambit' how could you possibly be so mean to someone who looks this sad;
3. Everyone else lets me phone home (the sweeping generalization — the adolescent's favourite form of argument);
4. I hate you./You're mean./You're stupid.

There is a principle here. The most important point is that once the student makes the choice, the teacher's role is to make sure the choice becomes a reality. Generally, the student will attempt to re-involve the teacher. The teacher must be consistent and respond with something like, *"This is the choice you made, next time you can decide differently."* The worst thing the teacher can do is to give in to the manipulation. Once you give in, all you have taught the student is your tolerance level for his nagging.

Discussion of choices continued...

Choice A is a useful choice and probably one you will prefer once your students realize what the choice implies.

A. Please make a decision gentlemen.

We've seen this used effectively with grade one to university students. The rest of the class do not see it as a distraction, it can be done non-verbally once your students understand your body language, it does not invite the power struggle to the extent a complete choice does because it gives them the freedom to decide on the alternatives. Choices in this form are like a Low-Key response — except the student is invited to take responsibility for what will happen next.

Choices E and I are examples of Bump 4 (as mentioned earlier) — the other half of the choice.

E. The classroom rule is no walkmans, you've made a decision to place it on my desk and pick it up after class.

I. Great throw Marlene, fine catch Stephen, unfortunately the classroom rule is no throwing in class. Please put the keys on my desk.

This is where the students find out whether or not you mean what you say. You also find out whether or not the choice was appropriate. In these examples, the teacher was responding to guidelines that were set previously. ('Rules' are examples of previously set guidelines.) Had the teacher told the students to place the walkman or keys on the desk without a prior understanding (a reactive rather than proactive approach), then the teacher would increase the chances of the response not working.

Discussion of choices continued...

Choice K (Wait in the hall) is appropriate if the school policy allows a student to sit quietly in the hall. Of course, **where**, **how**, and for **how long** become important issues.

K. What you are doing is stopping me from teaching. You can choose to take part appropriately, or you can choose to wait in the office (or hall).

We have seen students sprawled across the hallway, or talking to other students who were walking down the hall. Often, other teachers have stopped to have a friendly chat. Certainly, for some students the hallway is great — they love it.

If they prefer the hallway to your class, don't use the hallway as a way to change their behaviour (remember the paradox of negative reward — the teacher thinks the hallway is punishing, but the student thinks it is fun); rather, use the option to send the student to the office or to an isolated place in the room for your peace of mind; **HOWEVER**, if too many students are appearing in the hallway or at the office, you should look carefully at changing your instruction and/or behaviour to help solve the problem.

For example, one situation we recall involved a middle school teacher who often had more students in the hall than in the classroom. When he gave a choice, it wasn't unusual for other students to ask if they could leave as well. Although this individual was a nice person, he struggled in the classroom. An education degree and being allowed to stand in front of 25 students does not make a teacher; at best that individual is a nice person with a warm body who has an invitation to become a teacher.



Further, if the choice to the classroom lawyer involves "...and come back when you can behave appropriately," you can at sometime expect to be told, "I'm not ready yet." when you ask him to return. At best, you can say, "My mistake. If I ever need a good lawyer I'll call you. I'm now asking you to return to your seat please." Note: the use of **"If I ever need a good lawyer I'll call you."** is important because it uses humour to tell him he is correct and that you are not perfect **"I'm now asking"** and **"please"** are important to increase the chances of not inviting a power struggle. Of course if he refuses, the move towards a power struggle is initiated and responding to that situation is dealt with in the following chapter on **POWER**.

Discussion of choices continued...

Choice K (students choosing to go to the office) can be effective or ineffective depending on the number of times it is applied and what procedures are in place for the student to deal with the problem when he ends up at the office. To be effective, something similar to the following must occur.

The principal and teacher must have a common understanding of what the teacher is doing to prevent and respond to student misbehaviour. Consequently, the principal knows that the teacher has attempted preventing misbehaviour, and most likely applied invisible discipline, squaring off, and choices appropriately. The principal also knows that the student has made the choice to come to the office because he or she was in some manner making the learning environment unproductive.



At this point, depending on the discipline policy, a number of possibilities exist. And logically, all of those possibilities must respect the fact the problem is between the teacher and the student, and those two individuals must eventually resolve the problem. The options that follow are all forms of the 'holding-tank phenomena'. This refers to the options the teacher has as he or she maintains a positive learning environment for the other students and simultaneously takes time to think before resolving the problem.

Caution: Expecting the principal or assistant principal to apply 'Long-Distance-Solutions' (except when the behaviour becomes severe or intolerable) does little to assist the teacher and student to resolve the problem. At best, it suspends their relationship in a state of frustrated agreement.

Holding Tank Responses

Note, in the following cases the school staff have agreed on what they could do to prevent and respond to student behaviour prior to giving the student a choice to leave the room and end up 'somewhere'.

A. Sit and Wait for the Teacher in the Office: In this option, the student quietly sits in the office knowing that during the next break (class change, recess, lunch, spare, etc.,) the teacher will come and have a brief chat to resolve the issue. This allows the student (and the teacher) time to let the adrenaline level approach normal so that a meaningful and reasonable chat can occur. As soon as possible (at least 15-20 minutes), the teacher can come to the office and have a short chat (3-5 minutes). (See Chapter 13 on the Informal Chat.)

The benefit of this approach is that the office staff are not interrupted. As well, you do not usurp the power of the principal, or whichever administrator(s) deal with discipline. Obviously, if the administrators get involved in every little problem, then they are not as effective when more severe problems occur.



For example, I was visiting a colleague who was a principal. As we walked out of the office, we noticed a young man (grade 6) sitting by the door. The principal asked him why he was not in class. He responded, "*The teacher sent me to the office.*" The principal focused in a bit and asked "*Why were you sent here?*" The student responded, "*Because I turned around.*" The principal, not to be fooled, asked, "*How did you turn around?*" A barely noticeable smile surfaced on the student's face as he replied, "*All the way around.*" The student was apparently talking to another student. The teacher then told him to turn around. The student stood up, turned 360 degrees, sat down, and kept talking to his friend. The class laughed; and the teacher sent the student to the office. If you were the principal, what would you do? I read an article written in the late 1800s by a school administrator. In the article, that I have since lost, she stated, "*It is usually better to laugh than to scold.*" That piece of wisdom would have helped this teacher immensely.

Holding tank responses continued:

B. Complete a Plan: In this option the staff designs a one or two page planning form (which could be different for primary, junior, intermediate, and senior students). At the top, the form might have *"Why I made the decision to leave the room?"* and part way down, *"What Needs to happen in order to solve the problem?"* The student carefully and neatly completes the plan. (See the two samples on the following pages.) The second plan is designed for the student to take home.



When it is completed, the student hands it to whoever is responsible to have it checked and signed and then proceeds back to the room. At the room, the teacher accepts the form, reads it, asks the student if he or she agrees and invites the student back into the room on the understanding that the student will behave.

Of course you are saying *"Yeh but what if ..."* and you're right. What if the student continues to misbehave? Well obviously the idea of completing the plan did not work — this time. The student's behaviour has escalated and the teacher has to interpret it as a Bump and find an appropriate response. Remember that a lot of other variables need to be considered to make the decision as to what approach to select next.

For younger students or students who struggle with reading or writing, the student can verbalize the plan to someone in the office. That person writes it down and signs it. The teacher in whose class the student misbehaved, reads the plan and asks the student to explain what she is to do, and then invites her back into the room.

One benefit of this approach is the documentation of the student's trips to the office. This makes the discussion with parents more precise and increases the chances the student cannot pull the wool over someone's eyes.

If you're interested in research, you might consider investigating whether or not the use of cooperative learning is reducing the number of referrals to the office.

Personal Plan

Name _____ Teacher _____

Date _____ Time In _____

Time Out _____

(Note, this allows you to track the number of minutes a student is in the office)

Why I made the decision to leave the room.

What needs to happen in order that the problem is solved?

Signed _____

Teacher response:

- (1) matter resolved ☐
- (2) request further administrator involvement ☐
- (3) additional action taken ☐ (e.g., call parents)

Another Example Designed by a Classroom Teacher

OFFICE AND PARENT NOTIFICATION OF MISBEHAVIOUR

STUDENT: _____ HRM. TEACHER: _____

DATE: _____ OFFICE INTERVENTION?: Y _____ N _____

A NOTE TO PARENTS:

Cooperative behaviour is necessary for the maintenance of a positive learning environment in our classrooms. Your son/daughter has adversely affected this environment recently. Please read the comments below, discuss them with him/her and contact the homeroom teacher if you wish. After you have signed and returned this form, the homeroom teacher will keep it on file for the rest of the school year. In the case of serious misbehaviour or repeat notifications, the principal and/or vice-principal will become involved and arrange a student-parent-teacher meeting around the issues in question.

Thank you for your cooperation.

Type of Misbehaviour

Persistent despite several recent reminders
and, therefore, interpreted as defiance:

- ☐ homework/assignments incomplete
- ☐ lateness
- ☐ materials, books not in class
- ☐ hat worn in school
- ☐ schoolbag in classroom
- ☐ inappropriate dress
- ☐ loitering in hallways
- ☐ chewing gum/eating in school
- ☐ other: _____
- ☐ combination of the above (as specified)

Incidents of a serious nature:

- ☐ putdown of others
- ☐ physical altercation
- ☐ disrespect toward teachers/insolence
- ☐ graffiti
- ☐ abuse of others' property
- ☐ other: _____

Student's Description of Misbehaviour:

Designed by John Mazurek

continued on next page...

Example continued...

Student's Suggestions for Preventing This/These Misbehaviour(s) in the Future:

1. _____
2. _____
3. _____

Student's Signature: _____

Additional Teacher Comments Regarding the Misbehaviour:

Teacher's Signature: _____

Parent's Comments:

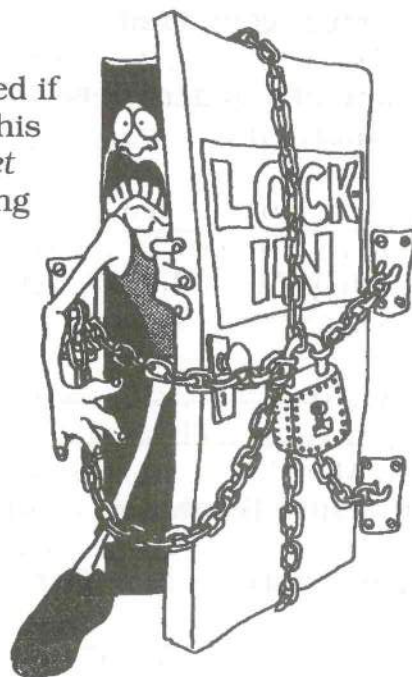
Parent's Signature: _____

Date: _____

Designed by John Mazurek

C. One Hour Time Out: Note, *time out* is a form of in-school suspension — a more severe response to student misbehaviour — we recommend that parents be contacted if it is being used. If the student goes home and states to his or her parents, *"They stuck me in a room and wouldn't let me do my math."* then you can expect a phone call seeking clarification of the value of 'TIME OUT'. Nonetheless, when parents understand the logic of how and why you employ *time out*, they are more likely to accept and support its use.

This option is useful if a location exists where a student can sit quietly and be observed, yet not see other students or staff. Some teachers believe the students should bring their work, others believe the students should sit and do nothing. Both options have their strengths and weaknesses. We prefer the **do nothing** option because if they are sent to do work, the power struggle can continue by them refusing to do the work. Doing nothing is the unexpected, it catches them off guard and **increases the chances** they think about why they received an in-school suspension.



For the child who has misbehaved and who does no work in class, we've found the **do nothing** option works the best. Often, but not always, doing nothing becomes unenjoyable. We usually find that by 15 to 30 minutes, most students are asking something like, *"Can I get a book to read?"* But, before the humanist in you takes over, please consider the rationale of time out. You don't want to make time out an enjoyable and peaceful escape from the rigors of life...so the answer from our perspective is *"No, I'm sorry. This is an opportunity for you to consider how you want to be involved in your class."* The language of responding to the student is important. If one of the office staff says, *"Be quiet. If you worked in class you wouldn't be down here!"* Then that staff member has unwittingly thrown out an invitation for the escalation of the situation.

The time out room is best when it is reasonably bare; perhaps only a chair or a desk. That increases the chances the room is not seen as an incentive to continue misbehaving. If you want a quiet room for reflection and calming down, then create a room that communicates acceptance and caring; but be careful it does not unintentionally encourage misbehaviour.

Also, we would suggest that the time out be used only after a few attempts have been made with the written plan and the teacher chat. In certain situations students should be sent to a guidance counselor rather than be put by themselves in a room — they need to talk. Be judicious in your application of all techniques to prevent and respond to student misbehaviour — especially time outs!

D. Working in Another Classroom: Through the use of choices and implied choices (Bumps 3 and 4), the student will make the decision to work alone and quietly in another teacher's class. (For example, "*Alison, you can chose to work appropriately with your group, or you can chose to work quietly in Ms. Manzin's class.*"))

With this option teachers agree to help a colleague who is having a particular hard time with a class or a student. This option involves pairs or groups of teachers getting together to help a colleague. This can have a positive effect on the norms of collegiality in a school.

Note, Mrs. Manzin's class (the class where the misbehaving student has chosen to go) must be a class that will not encourage the student to misbehave. That means Ms. Manzin has to take the time to explain and discuss this procedure with her students. (While this process is being implemented, assistance can be provided to the teacher having problems with a particular student to refine or acquire additional skills.)

In most cases, placing the student in a class of older students is more appropriate, where that class knows they are to ignore that student. Sending the student to a younger class can be humiliating; while in the short term you might control the behaviour, the long term effects around developing more responsible behaviour are more likely lost — we are not saying not to send students to teachers of lower grades, for some students it might be better. For example, if you are using it as a preventive tactic to give them responsibility by having them listen to younger students read — great! Just be sensitive to the effects on the student.

E. Sending a student to the library to read quietly until they are prepared to join the class: Again, this is an example of how staff members can work together. Importantly, the library **should not** be used as a punishment zone, but rather as a place students can come who need time to be alone, to reflect and to gather their thoughts while being quietly supervised and supported at a distance. Here they are expected to read or work quietly.



Applying Your Understanding of Choices



This is a continuation of the concept attainment lesson...

Phase III of Concept Attainment - Application

We suggest that you work in cooperative groups of 3 or 4 and identify a list of misbehaviours to which you believe choices would apply. Next, collect those misbehaviours and list them on the board or on a chart. Now, each group can select several misbehaviours and construct appropriate choices.

One person can be the recorder (perhaps the person wearing the most blue or feeling the bluest).

When you are finished, you could have them typed out and put in a simple hand-out for new teachers or student teachers to use when they teach in your school.

List:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Behaviour Selected from above: _____

Our Choice(s):

Bump 3 – the Choice ...a Quick Review

1. **Stop teaching, pause and turn to the student** or approach the student privately if you suspect a power struggle.
2. **Provide the student with an appropriate choice** or allow them to make a choice by simply saying, "A decision please."

Note, you can do this as a quiet and kind request or a more assertive request. The art of using the choice is deciding the appropriate intensity.

3. **Wait for an answer**

The answer could be verbal and appropriate, non-verbal and appropriate, verbal and a comment to save face, or non-verbal in a way to save face.

4. **Finish with a "Thank you."**

If they persist, follow through with Bump 4 — the other side of the choice.

On the following pages are examples of choices designed by teachers for common misbehaviours. Remember that what appears as an effective choice to some teachers might not be appropriate for you. Please modify and adapt to meet your needs. Remember the choice is a skill; your decisions as to HOW, WHERE, WHEN, etc., to apply it is what decides whether or not it will be effective or ineffective.



Sample Choices for Common Misbehaviours

Note: creating choices on the spot is not always easy nor possible; you might consider taking the time to come up with a few effective choices for your situation.

a. Talking at an inappropriate time

Linus, please choose to listen quietly, or choose to have your seating arrangement changed. Your decision.

Terri, take part when it is your turn, or you are making the decision not to participate. What's your preference?

Excuse me, although you are working hard, the noise level is too high. I've asked twice. Work quietly within your group or choose to work on your own. I'll give your group a minute to decide. Thanks.

b. Tinkering with an inappropriate object in class (toy or hat)

Interesting trinket Janice, however, this is not the time nor the place. Please put it in your desk or on mine.

Mack, the school rule is no hats in class. You've made the decision to leave it on my desk. You can pick it up after class. The next time you know you have donated it to charity.

c. Calling out answers

We've discussed why I don't accept call-outs. Choose to respond appropriately or choose not to take part in this activity (or choose to sit at the back of the room and come back when you can take part appropriately).

d. Fooling around in small group so others can't work

You are stopping others in the group from working effectively. Choose to work appropriately, or choose to work by yourself. The decision is up to you. (Wait a few seconds for a response.) If no response, state, "Thank you, I'll assume by your silence you will work with your group." Now if he continues to misbehave, you follow through on the choice – he works by himself (Bump 4).

Summary of Bump 3 – Choices

What: A skill the teacher uses to present options or to allow students to generate their own options in relation to preventing inappropriate behaviour to continue. It brings into play the obviousness of logical and natural consequences.

When: Usually after the teacher has used Low-Key (Bump 1) and squaring-off (Bump 2) responses in reasonably quick succession and the student continues to misbehave.

Why: To begin putting the responsibility for solving the inappropriate behaviour into the lap of the person misbehaving.

Where: Usually moving closer to the student to give the choice as quietly as possible to increase the chances of preventing allies from coming into play as well as preventing the need for the student to save face.

Artful Nuances: We have watched teachers simply say *"Make a decision please."* or just *"Decide."* The fact the student has to figure out his response gives him more responsibility. Although it appears this option is only appropriate for older students, we have observed grade one teachers using it successfully on the second day of the school year.

Cautions: Just be careful that your tone of voice, body language, facial gestures, and where you give the choice, etc., don't take a potential logical and effective choice and turn it into an ultimatum.

When constructing choices, remember to construct them using the characteristics of effective choices



Bump 4 - The Implied Choice

When they experience that you mean what you say.

The implied choice has two dimensions:

- one involves following through on the choice you gave earlier;
- the other involves the implication that a choice given to one student applies to all students (if they heard the choice).

In the first case, if two students were not staying on-task and you gave them the choice of working appropriately or having their seating arrangement changed — and for a short time they became appropriate and then five minutes later became inappropriate — the implication is that they will now have their seating arrangement changed.

Using the same example, if the other students heard you give the choice and two different students were misbehaving, then the implication is that they will have their seating arrangement changed without having been given the choice directly.

The point of the second situation is that as a teacher it would be folly to think you always had to give the choice before you could act on it.

If we now move to class the next day, and as the class starts, the same student(s) starts the period by misbehaving, you could simply invoke Bump 4. On the other hand, you could choose to use a Low-Key response to remind them, then square-off, and re-negotiate with a choice — the decision on how to respond and in what order the skills are to be applied will be different for different students on different days — such are the vagaries of classroom life.

Obviously, for Bump 4 to work, you must provide a choice with which you can follow through. As well, having an alternative that is not perceived as punishing by the student and maintains the dignity of the student is also important. No matter how logical and fair the choice is to you, for some students it will be perceived as unfair and illogical.



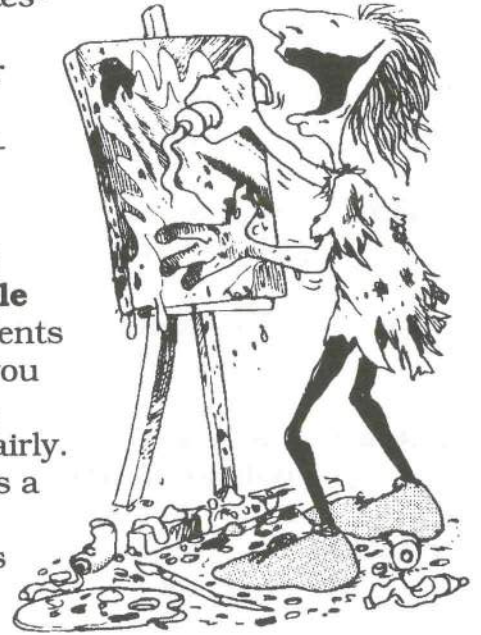
Bump 4 (Applied Choices) continued...

The art of choices is deciding when to apply the implied choice. Waiting too long increases the chances the students know that you DON'T MEAN WHAT YOU SAY.

As mentioned earlier, if you provide a choice to one student such as, "Use the calculator appropriately or do the questions long hand." and the other students hear the choice, then the next student who uses the calculator inappropriately must get the implied choice. If not, you increase the chances of being perceived as wishy-washy or unfair and not meaning what you say.

Knowing when and how to provide the implied choice will also determine what Kounin (1970) calls the **ripple effect**. Here an obvious message goes out to all students — that you say what you mean and you mean what you say. Students know that if another person is treated fairly, the likelihood is that they will also be treated fairly. Over time, this helps the teacher become respected as a caring person and an effective teacher. If students respect us we increase the chances they don't defy us and move to ...

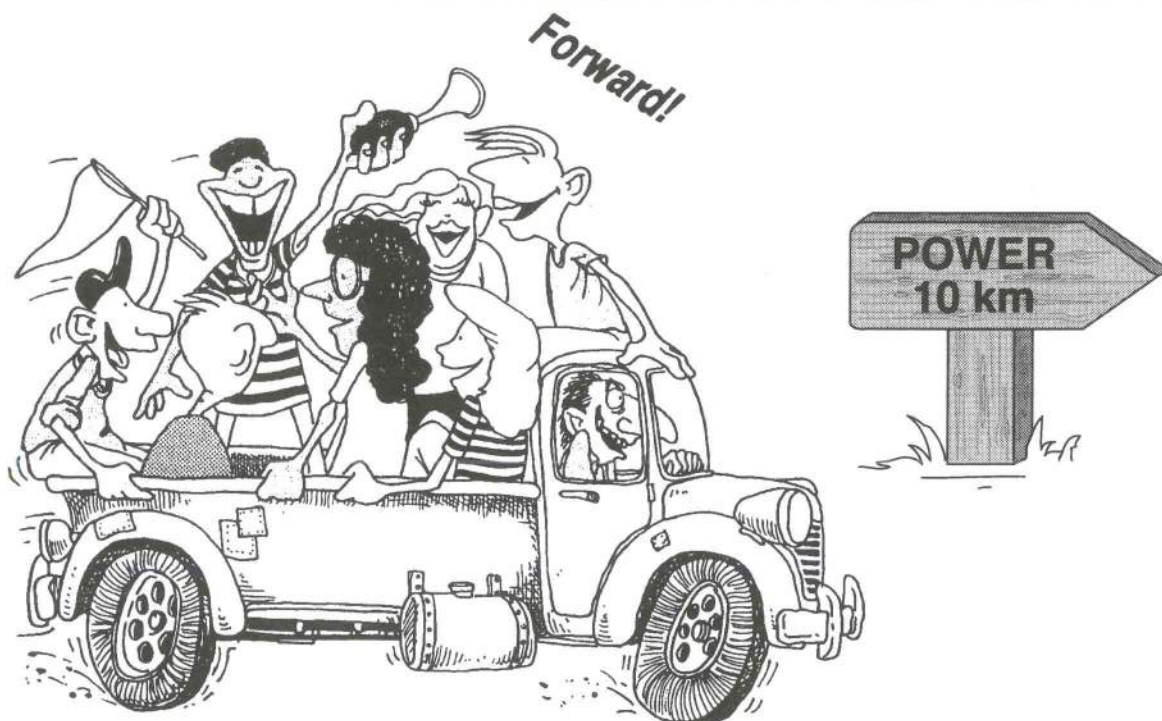
... POWER — where we feel the locus of control shifting to the student.



Summary of Bump 4 – Implied Choices

- What:** A teacher behaviour employed to follow a choice or a school rule in order to prevent misbehaviour from continuing.
- When:** After a choice has been given and the student continues to misbehave or when a school rule has been ignored.
- Why:** To communicate to the student that you say what you mean and mean what you say in order to maintain a positive learning environment.
- Where:** Usually as close to the student as possible, shouting it across the room only increases the chances the student will move to power.
- Artful Nuance:** Do it without malice. Be sensitive to your tone of voice and body language.

Caution: If you give in when they say, *"Please don't send me to the office, I won't do it again."* you are setting yourself up for a precedent that every student in class will remember...especially Larry Lawyer.



Rules and Regulations for the Penal Settlement of Port Arthur—Tasmania 1868

Rule 360 (Bump 4)

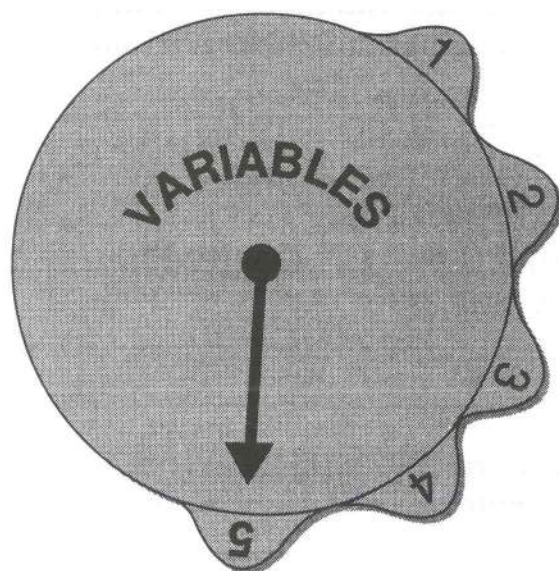
360. Prisoners under sentences of 8 years and upwards will, on their arrival at Port Arthur, be required to serve the under-mentioned period in Separate Confinement without any abridgment thereof by task-work:—

Sentence	Period to be undergone in Separate Confinement
Life	52 weeks.
21 years.....	51 "
20 "	50 "
19 "	49 "
18 "	48 "
17 "	47 "
16 "	46 "
15 "	45 "
14 "	44 "
13 "	43 "
12 "	42 "
11 "	41 "
10 "	40 "
9 "	38 "
8 "	36 "
All sentences for indecent offences	52 "
Prisoners of 60 years of age and upwards are exempted from the above rule.	

Excerpt from: Convict Department, Tasmania. Rules and Regulations for the Penal Settlement on Tasman's Peninsula. W. Fletcher, Printer, 87 Liverpool-Street, Hobart Town. 1868.

Chapter Overview

This chapter deals with more intense situations where students are moving or have moved for the 'jugular'. The skills presented here are meant to defuse the situation in a humanizing way. The skills are not a strategy for dealing with recurring antagonistic behaviour – that is more appropriately done employing skills found in the chapter on Formal Contracts.



Chapter 13:

Bump 5 – Defusing the Power Struggle

“The first person to raise his voice has lost.”

Reasons for reading this chapter:

- To increase your ability to detect power situations and to respond in a way that prevents the situation from escalating. If a ‘best time’ to analyze your thoughts and emotions exist — this is it. No other behaviour gets teachers so involved in adventure tours around the world when all they wanted was a pleasant walk through the park.
- To recognize how students and teachers communicate an invitation to a power struggle — recognizing the move to power is essential to effectively prevent and respond to power struggles.



Carl shoves Roger, Roger shoves Carl, and tempers rise.

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Defusing the Power Struggle: Your Thoughts

Before reading this chapter, take a few minutes to identify what you think, feel, and do when a power struggle starts or is underway.

Think:

Feel:

Do:

As you move through the ideas presented in this chapter, compare and contrast your responses with those presented by the authors and other teachers.

General Comment on Understanding Power

Students who move easily to power are usually masters at the game. They may initially **start** with some kind of attention getting mechanism like coming into the room with flare — not that flare is a bad thing — only flare at the wrong time.

Or they say, *“Oh, I left my books in the locker.”* — only they give that special smile to another student; or they call out an answer...again and again; or they get up, walk around, and say, *“Oh, you told me yesterday not to walk around, I didn’t know I couldn’t do it today.”* Now, if by throwing that ‘fish-hook’ type of behaviour into the situation, the student gets the reaction he or she needs — that is, we respond in a way that encourages a move to power — then the struggle becomes a **reality**.

Of course, the opposite is also true. If we as teachers respond to a student in a way that threatens a student’s sense of self, we increase the chances of becoming embroiled in a power struggle.

Certainly, when we don’t get enough sleep, don’t eat properly, or have problems at home, we increase the chances of being on edge; and that decreases our ability to sense and prevent a power struggle — likewise for students. If their life is full of confusion, they will more easily move to power.



The Nature of the Student Who Employs Power Inappropriately

Before we analyze the dynamics of a power struggle, it is worthwhile understanding the characteristics of a power-oriented student. The more we understand him or her, the more likely we will respond in a constructive way.

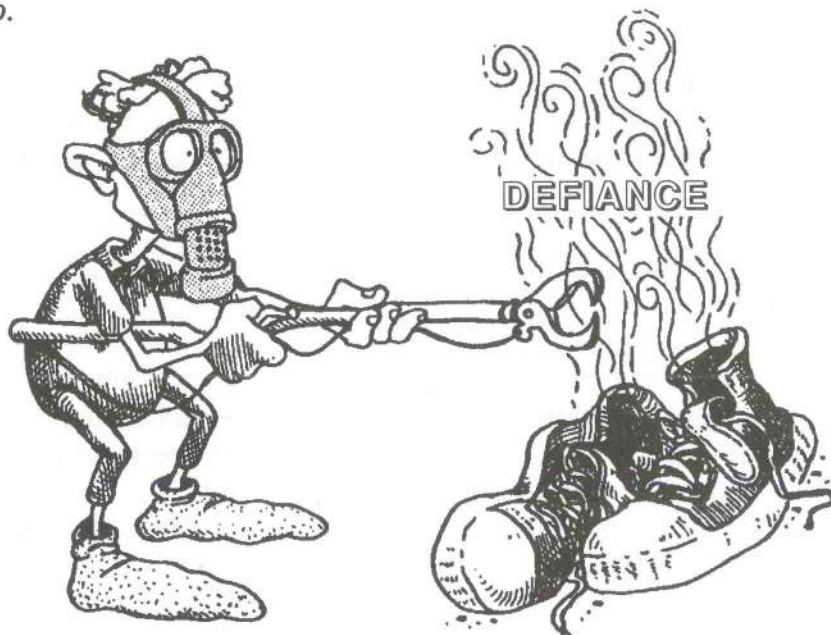
1. **They are often natural leaders** who unfortunately have low social interest. Subsequently, they use their tremendous capacity to influence others for personal interests rather than the needs of the social situation.
2. **They often have few friends**, but can move through the entire class list as they bring students into their sphere of influence. They will often draw other students to them in pairs, but will manipulate the relationship so that the two compete for attention. Often one is rejected as another student is brought into the relationship.
3. **They are usually intelligent**, but behind academically. Often this is a function of their refusal to do much work in school. As a result they are weak in the basics. On occasion, they will produce a superior piece of work just to let you know they can — but won't.
4. **They are frequently advanced verbally** because they have trained themselves from an early age to be opposed to what people want from them. They are often the epitome of the classroom lawyer and can seldom be defeated verbally. Subsequently, almost everything we say to them in the heat of the moment is used as fuel for the fire. In upper elementary and beyond, it seems that their voice contains a perpetual lilt of arrogance.
5. **They appear to have their master's degree in the social psychology** of group dynamics and have finely tuned antennae to sense negative and positive cohesiveness.
6. **They are acutely observant and file away information** on what buttons to push. When they put this ability together with number 5 above, it means they are experts at knowing what buttons to push and when to push them.
7. **Often, they are in a contest with the teacher for control of the room.** If they can, they will lead the class to negative cohesiveness.
8. **They generate anger easily** — a powder keg waiting to explode. They do this inconsistently, and so in any exchange we are never sure whether they will escalate or stop the misbehaviour. This quick fuse, which is intermittently lit, generates anxiety in those around them.

The Rules of the Game: The Anatomy of a Power Struggle

No one model exists that can account for the infinite number of 'moves' that the players in a power struggle can create. The teacher has to 'cooperate' with the student if the power struggle is to continue. Cooperation in this sense is usually not conscious and the teacher feels swept along by the events in the classroom. Usually the teacher, like the student, sees himself as a reactor to the events rather than as a causal agent.

Importantly, the teacher must understand the hidden moves and motives that underlie most power struggles. It is **ABSOLUTELY ESSENTIAL** that the teacher realize the objective of the student is to place the teacher into a situation where he will feel that he must demand that the student obey him. This is the "You can't get away with this" feeling described in chapter two. Should the teacher fall into this trap, then the power struggle begins in earnest; only when the student has something to oppose can the move for power be continued. Once the game is in progress, the student will seemingly risk any punishment to keep it going. Indeed, in the heat of the moment, the way the scorecard is kept is by the degree of anger which can be generated, and the threatened or the actual severity of punishment. No doubt that this paradox of negative reward (what the teacher sees as stopping the problem actually encourages the problem) is what drives sane teachers crazy.

For an excellent example of a power struggle between educator and student, recall or watch the power struggle between the students and principal in the movie, *The Breakfast Club*.



Analysis of 'The Game'

Whenever a power struggle erupts in a classroom, it is often the result of a complicated sequence of interactions, including past events. The initiating action is usually an attention getting mechanism (**bump one**). At the beginning of the sequence, the student probably does not know whether he will switch to power. When he does choose to switch, usually he does so because he has interpreted the situation as one in which he can't quit or he will lose. The reasons for the decision to switch to power are both general and specific. If the classroom has already started to percolate, the student will have a heightened awareness of the teacher's actions and emotional state and the presence of allies. On the other hand, even if the classroom is not percolating, the teacher will sometimes begin the power struggle by an inappropriate response to the student.



In most cases, at this stage the teacher uses a low-key response. She usually feels irritation or annoyance, but may feel a more intense emotion depending upon past experience with the student and the current emotional tone in the classroom. If the past experience with the student has been severe, the teacher is likely to feel threatened to some degree.

Generally, the student will stop the behaviour for a brief period of time and will then either repeat the behaviour or choose another disruptive action (**the second escalation or bump**), but the situation is still fluid. The game is on, but no one knows how far it will go.

The teacher's feelings of annoyance escalate and now may contain elements of fear, desperation, and anger.

At this time, the teacher is aware of the rest of the class and often feels pressure to 'do something'. The teacher warns the student. This is the first real sign that things may get worse. The teacher's body language and voice become aggressive. The warning usually contains an unspecified threat such as, "I'm not going to tell you again," or "Stop it! This time I mean it." **The teacher is now playing according to the student's rules.**

The Game continued...

Usually, the student stops briefly and says something that is mildly arrogant (**the third escalation or bump**). He may have a smile on his face or a look of defiance and anger. The student is very aware of his allies and is playing to them.

At this stage, the student is often plagued by ambivalent feelings. He feels the need to defeat the teacher and at the same time feels some apprehension for what is to come. Oddly, the student sees himself as a reactor to the situation and to the teacher; he does not see himself as acting on the situation. At this point, if he is given a way out by which he can save face, the student might still take it. Nonetheless, the dominant message from the student is one of defiance. The teacher interprets the smile and comment as increased defiance. At this time the allies in the classroom often begin attention-seeking of their own. The battle lines are now firmly drawn.

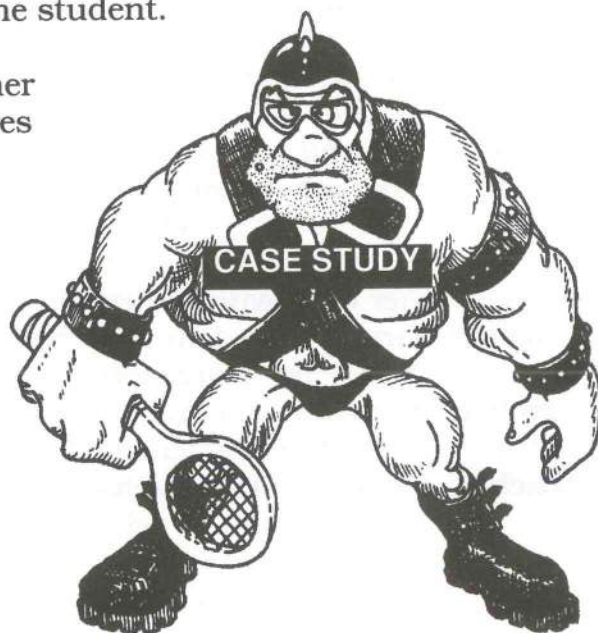
The teacher becomes angry. She moves toward the student in a threatening fashion. Her voice is loud and her tone is angry. The first comment is usually a veiled threat such as, *"Don't you get smart with me"* and often ends with a demand that the student go to the office, followed by the threat that his parents will hear about this.

The student does not get up immediately and makes a comment in a sarcastic voice along the lines of, *"I don't want to be in your stupid class anyway."* (**The fourth escalation or bump.**)

At the outer fringe of the game, the teacher flies into a rage and attacks the personality of the student using heavy sarcasm with comments such as: *"Anybody with any decency; You belong in a jail; You aren't worth my time."* Depending on the size difference and the teacher's power within the culture of the school, she has also likely invaded the personal space of the student, and may have even touched the student.

The student responds by telling her to keep her hands off him. The student gets up and moves to the door. When he leaves the room, you can bet your salary at 10 to 1 odds that the student slams the door behind him.

A Case Study is on the following page.

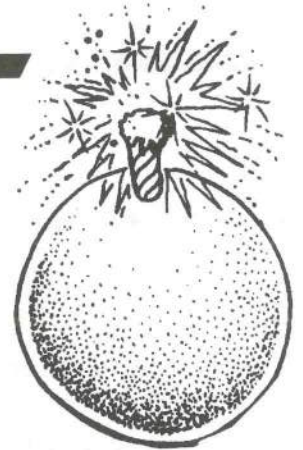


A Case Study

The following set of anecdotal notes are from a classroom observation of a grade seven class. The names, and gender of one person, have been changed. We suggest that you take a few minutes to compare it to the analysis of the 'game' on the previous two pages.

- Vivian and Pat (students) begin to hum and tap their pencils in rhythm.
- Teacher: Gives eye contact to the girls. They stop and she resumes her lesson.
- Girls: Smile at each other and begin tapping again almost immediately.
- Teacher: Gives eye contact to Vivian and says, "Vivian, are you starting again? I have asked you a dozen times this period to stop this nonsensical behaviour. Don't you realize you are disturbing us, or don't you care? Honestly! How can anybody be so inconsiderate?"
- Vivian: Vivian stops the behaviour, smiles and looks down at her desk.
- Teacher: Resumes the lesson.
- Pat: Begins to hum and tap again. Vivian is smiling and looking at the teacher.
- Teacher: Eye contact to Pat. Pauses. "Pat, finished?"
- Pat: Smiles and stops.
- Teacher: "Thank you." Resumes lesson.
- Pat: After about forty-five seconds, begins to hum and tap louder.
- Teacher: Yells: "Pat are you deaf? I told you to stop! Don't force me to take drastic measures!"
- Pat: Continues to hum and tap. Vivian with a broad smile on her face looks from Pat to the teacher.
- Teacher: At the top her voice: "Pat! Stop this second! Do you hear me? I won't put up with this for another moment." The teacher has moved towards Pat and yanks the pencil out of her hand. Pat immediately picks up another one and continues to tap.
- Teacher: "That does it! We're going to the office!"
- Pat: Doesn't move and glares defiantly at the teacher. Vivian has turned in her desk with her feet in the aisle leaning forward, toward the action.
- Teacher: Grabs Pat's arm and tries to pull her from her desk.
- Pat: Screams. "Ouch you're hurting me. Let go or I'll sue you."
- Teacher: Continues to pull Pat's arm, "You're coming with me!"
- Pat: Bites the teacher's arm.
- Teacher: Lets go of Pat's arm and screams, "You little witch! How could you? I'm going to get the principal and we'll see what he has to say about it." She runs out of the room and minutes later returns with the principal. When asked, Pat calmly leaves with the principal.

Defusing the Crisis: Playing by Your Rules



As with all the previous bumps, the first and the most difficult task is to read the situation accurately. If the warning bells do not go off in your head, the chances are dramatically increased that some variety of the above scenario will be played out. The following suggested sequence is based on the assumption that this interpretation has been made and that the teacher is 'operating from the head' — with a caring and thinking approach.

THE SEQUENCE:

1. Stop teaching and pause
2. Square off
3. Make eye contact
4. Take one or more deep breaths
5. Deal with any allies
6. Do or say something that shifts the locus of control (see page 270-272 for some examples)
7. Pause and allow the student to save face (be prepared for a face-saving comment or action — realize that the student might be trying to get out of it)
8. Bring closure to the interaction with an appropriate statement such as "Thank you," or "I appreciate it."



This takes between 2-4 seconds.

An explanation of this sequence, starting at Step 4, is found on the following page. (Note, we start with Step 4 because Steps 1, 2, & 3 are the same as in Bump 2 squaring off, and Bump 3 choices.)

Explanation of Steps 4, 5, & 6

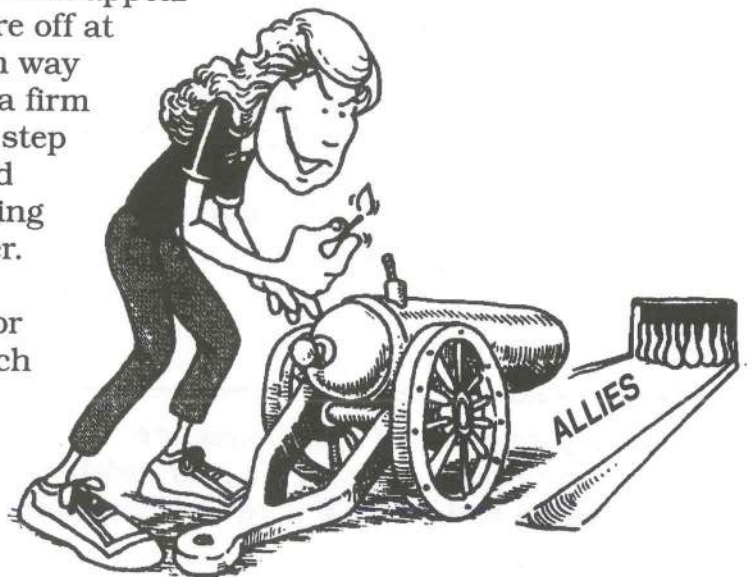
Step 4. Taking a Couple of Deep Breaths

Note that the first three steps and dealing with the allies are the same for bumps two and three. The idea of concentrating on your breathing has several functions. The first and most important is that it helps to prevent you from talking before you're ready to be wise. It gives you time to remember that in this situation *less is more*. Anything that you say can, and likely will be, used against you. The second reason is that deep breathing has a calming effect and will help you bring your emotions under control. Interestingly, many power struggles end at this stage. It seems that students realize that the emotional 'content' needed to keep the game going is not emerging and they are more likely to want to get out of it.

Step 5. Deal with any Allies

Given that one source of 'energy' that creates, sustains, and escalates the power situation is the support (positive or negative) from the power-student's peers, the teacher will have to short-circuit any energy the allies are providing. This is the ultimate in 'chewing gum and walking at the same time' — here, the teacher is to POWER, what Monet was to ART. This is not always possible even for the most skilled teacher.

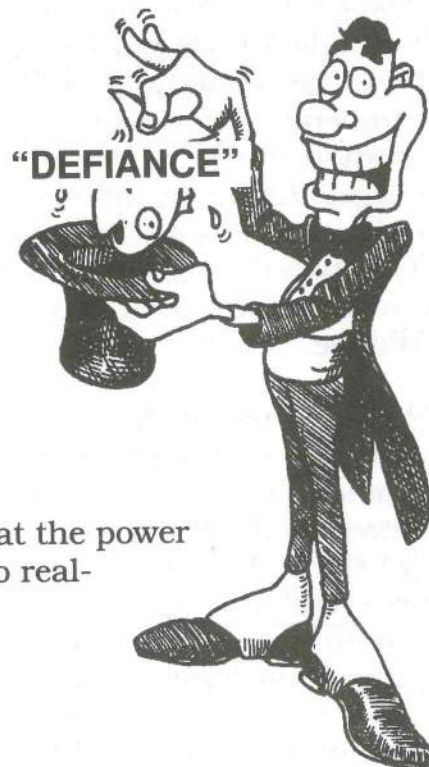
One option is to square-off with those that appear to be supporting the issue. You square off at them and in a quick, neutral, but firm way request that they stop. For example, a firm "Please" tacked onto 'the look' as you step towards them. If possible, try to stand between the ally and the student moving to power so they cannot see each other. Now quickly turn back to the student moving to power and respond to him or her using an appropriate response such as one idea from page 267.



Step 6. Shift the Locus of Control

Since the strategy of the student is to get the teacher to assume responsibility for the situation (by becoming angry), the teacher, in response, must develop a counter strategy to prevent this and give the responsibility back to the student. The first step of this strategy is to accurately understand the cause of the problem, which is almost never specifically the initiating behaviour. What the problem really is, and what must be stated as often as required, is that power is a problem of **DEFIANCE**. For example, if you request that a student take off a hat that he has used to cause a disturbance and he doesn't do it, then the problem is no longer the hat, but must be defined as the refusal to do as he was asked. The student expects something like, *"Take your hat off now, or else."*

If you wish to shift the locus of responsibility, a more productive response is to say something along the lines of, *"I asked you to take off your hat and you're refusing. What do you want me to do when you refuse to do what is asked?"* This now puts the onus on the student to assume responsibility for the solution to the problem and, unlike the example above, does not give him much ammunition with which to continue the fight. This does not mean he won't, it just makes it more difficult for him to do so and therefore decreases the chances that he will. Often, after this type of response, the student looks surprised and a moment of silence occurs. Sometimes this signals that the power struggle is over — that is, if we have the good sense to realize it, and the skill to get out of it.

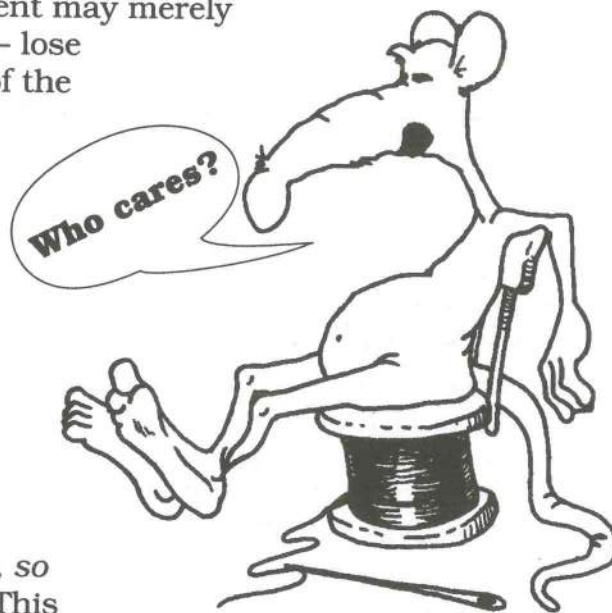


Just as important, the rules of the game have now changed. Instead of a destructive adversarial game of personal control, (*"I'll make you" — "Oh no you won't"*), it has shifted to problem-solving based on the needs of the situation. Also, and this is crucial, you are not recalling the student's past experiences and exhorting your present expectations. This means that all the practice he has had through the countless power struggles in his life will not stand him in good stead. He is skilled at responding to your reminding him of what he has done and skilled at scoffing or not hearing your expectations. It seems that he can be endlessly creative in opposition, but he will find it more difficult to be negatively creative in a socially productive situation.

Continuation of the explanation...

Often at this time in the exchange, the student will break eye contact for a moment. You must be alert to catch this moment. It is an indication that the student wants out of the situation. At this time we must realize that the decision to end the struggle resides primarily with the teacher. If the student is allowed to **save face** and an exit to escape with his dignity intact is provided the student will usually take it. We suggest that the teacher immediately break the 'squaring off' position; say, "Thank you" and move on in the lesson.

Sometimes the signal is masked. The student may merely shift his body position from the rigid, win — lose confrontational pose to a slight relaxation of the upper body. Unfortunately, he sometimes will also say something like, "Who cares?" It is imperative that we understand that the body language is giving the real message, "Let me out of this" and the verbal message is a face saving technique for the student. Ignore the verbal part and use the nonverbal message to your advantage.



This takes a tremendous act of will on the teacher's part. The natural tendency is to say something like, "Smarten up," or "I care, so next time think about what you are doing." This places the student in a losing position (something power oriented students can't accept) and gives him new ammunition to restart the struggle. Once again we must remind ourselves that our immediate goal is to restore social order and not to seek revenge.

Sometimes the student will be able to think of a confrontational retort to your question of, "What do we do now?" On the following page is a series of possible responses that the teacher might use to avoid getting conned into confrontation. Read them not as formula responses, but as possible responses. Over time, you must shape these to your own style, using your own language. As you read through them, feel free to modify them, either in your mind — or better yet in the margin so you have a record of your thinking.

Gambits in the Game of Power

Responses to Power Situations

(commonly seen in classrooms)

The following pages explain each of these and provide classroom examples.

- 1. IGNORE IT - BUT ONLY IF IGNORING IT DOES NOT STOP YOU FROM TEACHING AND STUDENTS FROM LEARNING**
- 2. SHORT CIRCUIT IT - THROUGH HUMOUR OR BY CHANGING THE SITUATION OR TOPIC**
- 3. DESCRIBE THE SITUATION AND INFORM THE STUDENT THAT YOU'RE NOT INTERESTED IN PLAYING OUT WHAT USUALLY OCCURS**
- 4. LANGUAGE OF ATTRIBUTION - THIS IS WHERE YOU THROW THE BALL BACK INTO THE STUDENT'S COURT**
- 5. PROVIDE A CHOICE**
- 6. THEY LEAVE BECAUSE OF THE SEVERITY OF THE BEHAVIOUR OR THE DISRUPTION TO THE CLASS — (AN IMPLIED CHOICE BASED ON CLASSROOM AND SCHOOL RULES)**

Explanation and Examples of Each of the Responses

Note, as you read the sample responses, remember there is no panacea; there will always be a “*Ya but what if...?*” The point of this section is to encourage teachers to dip into their experiences and develop as large a repertoire of responses as possible; responses that effectively restore social order and allow learning to continue — with the hope that students will learn to take responsibility in the process. The following are examples, there are an infinite number of ways, types of words, how to say the words, etc. The idea is the science; finding the ways to do it effectively is the art. Below are six ideas with possible responses.

A. Ignoring

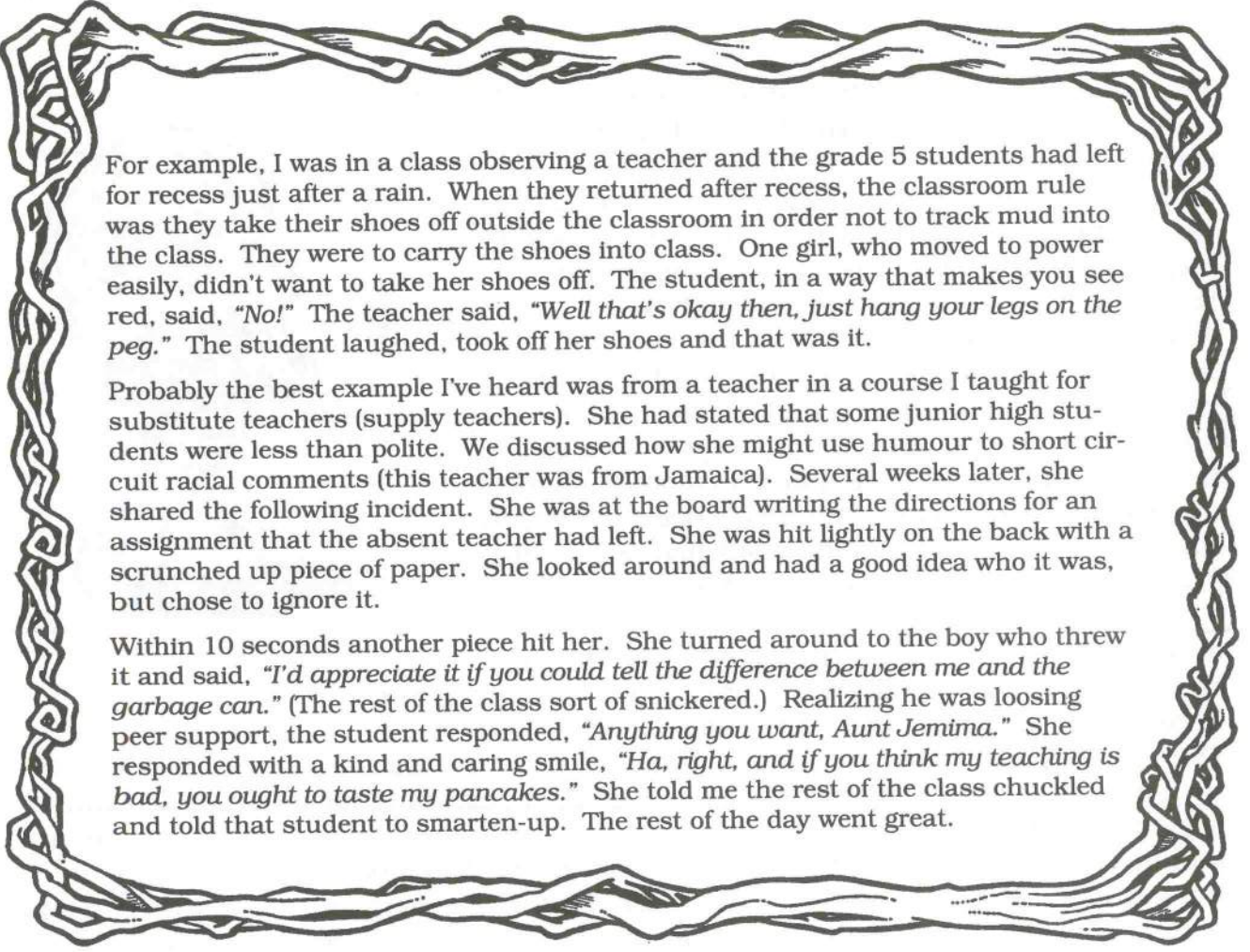
This is most appropriate for students who are attention seekers. However, with some students the move to power extends from an inappropriate attention-seeking behaviour; ignoring the attempt for attention can prevent the next step to power. This is a short-term solution and does little to assist students to take responsibility for dealing with their behaviour.

For example: I was in a classroom where the teacher was approximately 10 minutes into the lesson when one of the grade 3 students came in the door with a good deal of ‘energy’ and proceeded to bowl his lunch bucket into the wall. The kids laughed. He then, in an animated-machine-gun-fashion, pointed his fingers at the students who were laughing and said in a louder than appreciated voice, “*Why are you laughing at me? Why are you laughing at me?*” — all done with the little smirk just barely noticeable beneath the assertive twinkle in his eye. Of course, I wanted to send him to Alcatraz, however, it was not my class and the teacher wisely ignored the behaviour and said, “*Glad you’re here, please take off your coat and join us.*” He did. Nonetheless, within 5 minutes, he was crawling under tables etc., which stopped the students in their centres from working and so the teacher had to move to another technique. I was hoping she would choose my Alcatraz idea, but again her wisdom prevailed and she gave him a choice.



B. Short Circuiting

Most parents are good at this one. When the child cries in a way to convince the world he will die if he doesn't get a cookie before supper...added in with the statement that *"he will never talk to you again if he doesn't get the cookie"*...and the mother says, *"Oh look, Angelo, there is a doggy on the front sidewalk"* (or a plane going by the window or anything...she makes it up if she has to). The child stops crying, his memory banks of the cookie are usually momentarily deleted, and the mother or father then proceeds to give him a task to keep him busy.



For example, I was in a class observing a teacher and the grade 5 students had left for recess just after a rain. When they returned after recess, the classroom rule was they take their shoes off outside the classroom in order not to track mud into the class. They were to carry the shoes into class. One girl, who moved to power easily, didn't want to take her shoes off. The student, in a way that makes you see red, said, *"No!"* The teacher said, *"Well that's okay then, just hang your legs on the peg."* The student laughed, took off her shoes and that was it.

Probably the best example I've heard was from a teacher in a course I taught for substitute teachers (supply teachers). She had stated that some junior high students were less than polite. We discussed how she might use humour to short circuit racial comments (this teacher was from Jamaica). Several weeks later, she shared the following incident. She was at the board writing the directions for an assignment that the absent teacher had left. She was hit lightly on the back with a scrunched up piece of paper. She looked around and had a good idea who it was, but chose to ignore it.

Within 10 seconds another piece hit her. She turned around to the boy who threw it and said, *"I'd appreciate it if you could tell the difference between me and the garbage can."* (The rest of the class sort of snickered.) Realizing he was losing peer support, the student responded, *"Anything you want, Aunt Jemima."* She responded with a kind and caring smile, *"Ha, right, and if you think my teaching is bad, you ought to taste my pancakes."* She told me the rest of the class chuckled and told that student to smarten-up. The rest of the day went great.

In the above case, the student was unfortunately not held accountable for his comment. That 'was and is' not acceptable. School staffs must develop a process to prevent and respond to behaviours that inhibit a safe and caring environment.

Unfortunately, substitute teachers are in a fragile position. They are usually not aware of these school processes (when they exist) and are 'by default' isolated and left with the option of 'getting through the day'.

C. Describe the situation and inform the student you're not interested in playing out what usually occurs.

This is useful because it clarifies the issue up front and puts the responsibility in the student's lap. The teacher clearly reviews what happened last time this occurred; she didn't enjoy it and has no intention of going through it again. For example, I had a student by the name of Margaret who inevitably sat at a table or group of desks that were as close to the middle of my grade five classroom room as possible. One day when she stayed behind after school I asked her, *"Margaret, if you could sit anywhere in this room, where would you like to sit?"* She replied with that twinkle that drives teachers nuts, *"Right here in the middle, because then I can touch everyone."*

Well, several days later she had touched one student too many and because I was tired and letting my emotions and Margaret get the best of me, I raised my voice and in an uncaring manner sent her out of the room. The next day, it started happening again. I paused, took a breath and said, *"Margaret, I'm having déjà-vu. Yesterday you started interfering with other students and I got mad and sent you out. You ended up mad at me and I at you. Looks like the same thing could happen again. Yesterday I got upset, that was my fault. I will not play that out today. I would appreciate you returning to what you were doing and to agree that this is over."* (Note, this was said to Margaret in a kind but firm way.) She nodded and stopped. I said, *"THANKS."*



In another class, I had a student who could make students laugh at the 'drop of a hat'. I had put him at the front of the class, the back of the class, and in desperation I put him in the hall. Then having just asked a question, I noticed all of the class laughing. I looked to the left and saw his arm intruding like a puppet searching for an audience and begging to respond to the question. I started laughing. Then I brought him in and told him, *"I give up. You're the best I've ever seen. Now you've got me laughing."* He sort of smiled and smirked. I then told him that unfortunately he would have to decide to 'be funny' at the right time, or choose to switch classes because he was making it impossible for us to learn. (Note, we had previously set-up that possibility and he stated he wanted to stay in my class.)

D. Language of attribution - you throw the ball back into the student's court.

This approach is a favourite because it places the responsibility back in the student's decision-making system (brain). It assists the student to realize that what ever happens in this situation is completely controlled by the decisions the student makes. Students begin to realize that their success or failure is largely tied to their decisions and efforts.



For example, I was observing a grade 10 science class where the students were working in cooperative groups on a lab experiment. One student was being an obnoxious class clown.

The teacher quietly called the student's name. The student stopped, but then continued. The teacher went over to the group and assertively informed the student to stop. The student replied that he wasn't bothering anyone and other groups were fooling around (which they were not). The teacher replied, *"The problem is that what you are doing is stopping others from working, and I won't go on until this problem is solved; so where do we go from here?"* The student replied, *"Well, they were fooling around."* The teacher replied, *"That might be the case; however, the problem right now is between you and me. What's next?"* The student turned around with one of those *"geez, alright"* comments. The teacher realized the student was just saving face and the issue was over. On the next two pages are possible comments using language of attribution. (The next step if this fails is usually to return to the choice.)

Note, if the student is right about other groups fooling around, you will have to respond with something like, *"You're right and I will deal with that next. Right now the first problem I will deal with is what you are doing. Where do we go from here?"*

Continued on next page...

Examples of teacher-initiated statements.

- ☐ I don't know how you want me to respond to that. What would you like me to do now?
- ☐ I realize that I can't make you do it. What would you like me to do now?
- ☐ What's next?
- ☐ What happens now?
- ☐ Where do we go from here?
- ☐ I don't know, what you want me to do now?

WHAT THE STUDENT SAYS OR DOES

1. **Student says:** "I don't care what you do."
Response: "I care. We have a problem and I won't start (or continue the lesson) until it's resolved."
2. **Student says:** "Other kids do it."
Response: "Some might, but right now the problem is between us and I won't start teaching again until it's solved. So where do we go from here?"
3. **Student says:** "I don't have a problem you do."
Response: "That may be true, but the problem centres around your refusal to do what I asked. I won't start teaching again until this is over so what do you want me to do now?"
4. **Student says:** "Do what you want."
Response: "I want to teach school, but I'll only do it if the problem is solved. What's next?"
5. **Student says:** "Just leave me alone."
Response: "Right away. Just let me know how you want me to handle this situation."
6. **Student says:** "I'm not bothering anyone."
Response: "What you are doing is bothering me and I won't teach until this problem is solved, so what do you want me to do now?"
7. **Student says:** "What am I doing?"
Response: "The problem right now is that I asked you to sit down and you refused. I don't know what you expect me to do in this kind of situation."

8. After the second or third intervention in which you have given the student an either/or choice he does it again. When you look at him he says, "Okay, okay I'll put it away."
Response: "No, you had that choice before. Next time you will know what to do." (Now you follow through on the choice.)
9. Student refuses to take off his hat as he enters the school. Use deliberate and humorous (not sarcastic) exaggeration to reveal the humor in the situation.
Response: "Okay Tommy, the hat can stay, but the head has to go in the locker."
10. Same incident as above.
Response: Reveal the goal of misbehaviour in a non-accusatory way. "Oh, I know this game. I ask you to take off your hat. You say no and I get mad. You say something smart, I get even angrier and send you to the principal. You get mad. You probably get some form of punishment and we both end up feeling rotten all day. Could we find a better way to deal with this situation?"
11. Same type of incident as above.
Response: An acknowledgement by facial expression that you're into the situation. Pause — maintain eye contact — but relax the body and say something like, "Aw, come on Bill, it's not a big deal, all I'm asking you to do is to take off your hat."
12. **Student:** "I don't know."
Response: "Well, I can guess. I think you want me to get mad. (Watch for a recognition reflex.) For sure, sometimes I'm going to get mad, but right now I'm not, so where do we go from here?"
13. **Student:** Total passivity.
Response: Accept this as the end of the confrontation. After a pause simply say "Thank you" and move on with the lesson.



E. Provide a choice.

Because we discussed choices earlier, we will just provide a scenario for "What if the student in D above kept pushing?"

So, the teacher having asked, "What's next?" gets the student response, "Why are you always picking on me? Everyone else fools around!" At this point, if you play the game of "Who do you mean by everybody?" and as mentioned at the start of this chapter, you will no doubt experience a trip around the world when all you wanted was a nice little walk through the park. The student in D above is mildly defiant, and should probably be given the choice to complete his work alone in class, or in the office (if the past behaviour warrants the office). See the next section on ideas related to sending students to the office.

Of course, getting to the point where he has 'chosen' the office, if no clearly articulated procedure exists, is of no value for you or for him. Also, make sure the characteristics of effective choices are considered. (For comments related to discipline policy, refer to Chapter 16.)

F. They've chosen to leave because of the severity of their behaviour or the disruption to the class.

This approach is usually the last resort. It is the response to make when a major offense occurs or when enough little things get in the way to continually stop the learning process for one or more students. This response is similar to the implied choice...

"Thank you, you've made the decision to leave." This is usually to the office or if teachers are working in small teams, as described on page 245 to another teacher's classroom.



Two Important Thoughts About Sending Students to the Office

1. **The school staff needs to clarify the circumstances that justify sending a student to the office. Students need to understand the limits and know that others understand and act action those limits.**
2. **There also must be responses that the office staff can employ to deal with students who appear in the office (see pages 238-245 for sample responses we've seen in schools).**

An example of another way the office can be used would be what happened with Nathon, an apathetic and overweight student who never missed a moment of school and never did a stitch of work. Everything was met with a whining, "*I don't want to*" or "*This is boring*" or "*I did this last year*" etc., ad infinitum. What we did was make a plan with the counselor and principal as to what we would do when Nathon came to the office. What appeared as a simple choice to work or to meet in the office was actually a well-thought out tactic, where someone took my class and we had a 20 minute informal chat with Nathon to find out how to deal with his classroom work.



Summary of Bump 5 – Responding to Power

The authors' feelings toward the power-oriented student are mixed. On the one hand, we have a degree of admiration for his quick intelligence, his ability to get others to do his bidding, his vast comprehension, his ability to analyze social situations, and even his thumbing his nose at authority. We are also saddened that so much apparent potential is wasted. In a world where leadership is a precious commodity, we can ill-afford this waste. Our last emotion is fear. We know how power-oriented behaviour in the classroom can bring misery into a teacher's life. In the chapters that follow, we will explore the idea of planned courses of action which hopefully will assist the teacher in this difficult and vital task.

Definition of the Bump 5 Responding to Power Concept: This relates to tactics a teacher takes to prevent an unwanted power situation or to stop a power play from continuing.

Critical Attributes: A non-aggressive yet assertive problem-solving response to defiant behaviour such as challenging comments, tantrums, crying, or the passive individual who goes limp (a form of passive aggression). The ideal solution is to have the student take responsibility for the action taken.

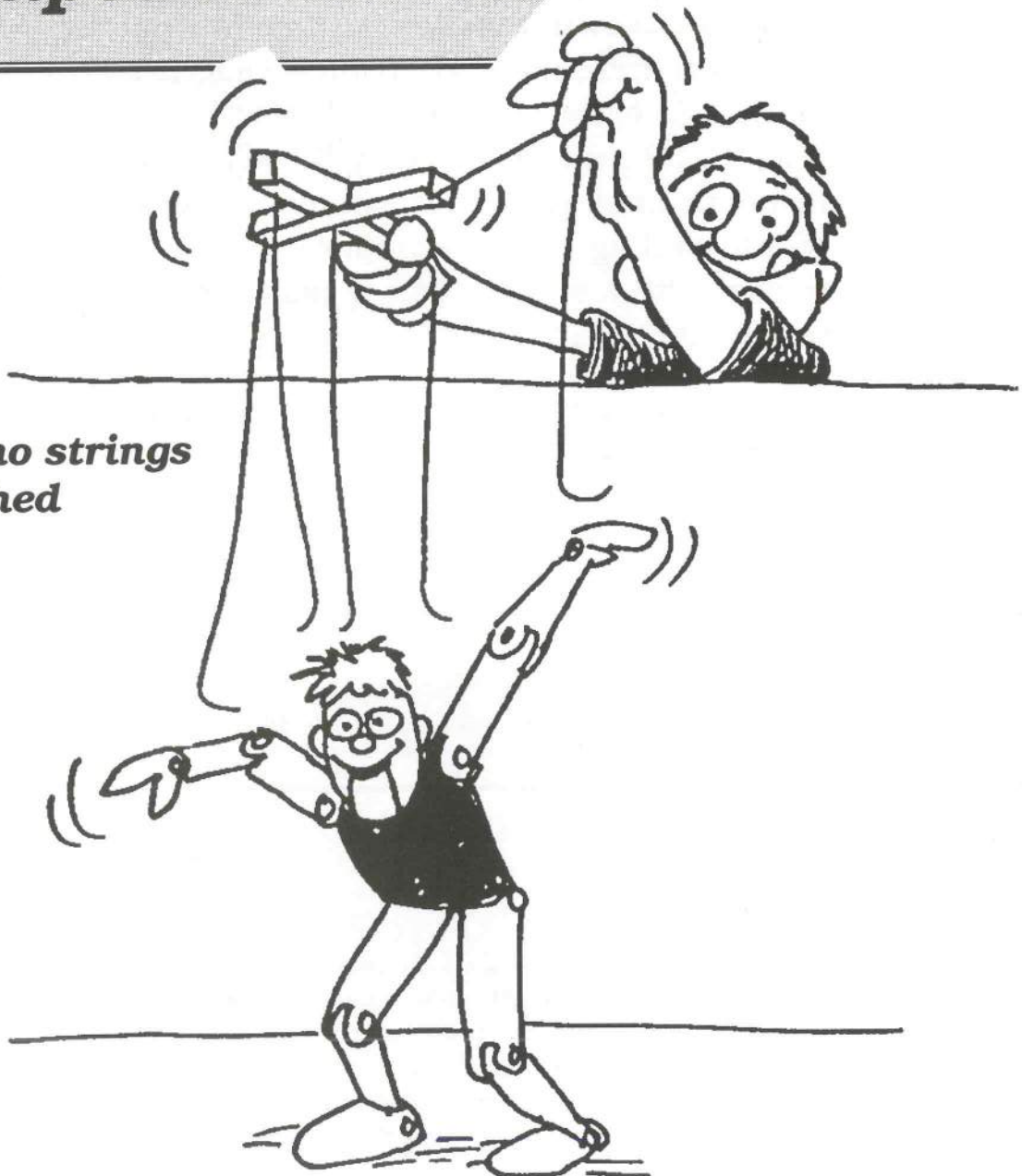
Arguments supporting its use: It helps restore social order and allows learning to continue. More importantly, when we use responses such as describing the situation, choices, and language of attribution, we invite the students to start taking responsibility for their behaviour. Students can also use these tactics to solve problems in their classroom groups, and with their peers and parents.

Arguments not supporting its use: No real argument except that in the best case scenario, the students would take responsibility to apply appropriate responses in order to prevent or diffuse power situations. The next chapter provides another possibility.

So...in some of the power options we shared, a few of those situations involved the use of what was called the **Informal Chat**. Although we stated that it can be used in conjunction with a power move, it also serves effectively to deal with a wide range of problems including students who are simply seeking attention, for example continually calling out answers; as well as for students who are into revenge and are name calling or getting into fights. The next section explains those chats.

***Perhaps the most
powerful people
are those who
empower others.***

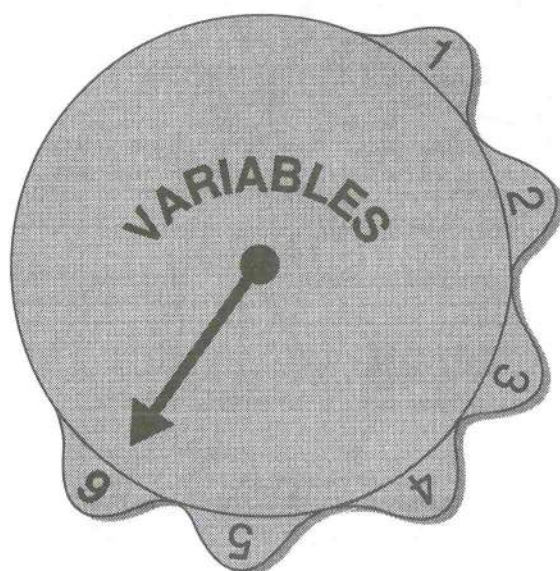
***...with no strings
attached***



Chapter Overview

This chapter begins by asking you to recall what you believe are the important steps or points to consider when sitting down and having an informal and private dialogue with a student in order to resolve a conflict.

That process is followed by the steps many teachers employ, and two sample discussions of Informal Agreements employed by teachers to deal with a student who is becoming consistently inappropriate.



Chapter 14

Bump 6 – The Informal Agreement

Reason for reading this chapter:

- to refine or extend your repertoire in effectively responding to persistent misbehaviour through a one-to-one dialogue with the misbehaving student. The Informal Agreement ranges from an informal and unstructured chat to a more formal or structured process.

In simplest terms, the Informal Agreement is an act of cooperation between the student and teacher that simultaneously clarifies and provides solutions to a persistent problem.

Several preconditions exist that must be invoked in order to effectively apply the process of an Informal Agreement. The more intense and clustered the student's misbehaviours, the more important it becomes to attend to the pre-conditions discussed later in the chapter.

Prior to our discussing the preconditions and the process of the Informal Agreement, take a moment to fill out the following page and identify your current understanding of teacher-student chats that are designed to resolve a behaviour problem.



Steps and Considerations for Informal Chats

Before reading our discussion on the following page, list what steps you follow when you are meeting with a student to resolve a behaviour problem and the rationale for each step. We would venture that you most likely use most of the steps listed on the following page. The only thing we are doing is bringing them to a conscious level so that you can provide that structure for first year teachers or student teachers etc., as they begin their career. As experienced teachers, so much of what you do is like breathing — you do not stop to think about it until you are drowning.

List the Sequence of Decisions and the Rationale

Your Steps	Your Rationale
A. _____	_____
B. _____	_____
C. _____	_____
D. _____	_____
E. _____	_____
F. _____	_____

Feel free to add more information.

As you read the ideas and discussion that follow, compare and contrast your thinking to the thinking of other teachers presented in this chapter.

Information Provided by Teachers Concerning the Chat

STEPS	RATIONALE
• Greet the Student • Define and Agree on the Problem • Generate Solutions • Prioritize and Agree on the Solutions • Check for Understanding related to the Solutions • End with a "Thank You"	• Set a Positive Atmosphere • Clarity and Direction • Mutually Solve the Problem • Mutually Arrive at the Best Decision • Check for Congruence Between the Teacher and Student • Maintain Positive Atmosphere

Below you will find a brief discussion of the rationale for the Informal Chat and on the following page the preconditions required to implement the informal agreement.

Rationale for the Informal Chat:

- 1. It shifts the responsibility for the misbehaviour to the student.**
- 2. Allows the teacher to deal with the persistent problems by the use of a proactive response in the classroom or outside the classroom.**
- 3. Minimizes the time spent dealing with misbehaviour during instructional time.**
- 4. Allows the student and teacher to work together to develop a positive plan of action in which they both have a responsibility regarding its implementation.**
- 5. Allows the student and teacher to re-establish a more positive relationship.**

Preconditions for the Informal Agreement

- A. The decision to respond must come from our thoughts **after** interpreting our emotions. Asking the student to meet with us to resolve a problem must be done at a time of relative calm. The mistake we often make is that in a moment of agitation, we say something like, *"That's it! I'll see you after school."* Of course that foreshadows a mood of conflict before the opportunity to talk with the student occurs.

Note, if you have responded inappropriately and believe you have set a negative precondition for the talk with the student, then later, when things have calmed down, you are best off saying something like, *"Fred, I just lost my temper and shouldn't have said it the way I did...but I want to solve the problem. Is after school okay?"* OR... *"I'm still upset. Let's do this tomorrow when I've calmed down."*



So, when you hear yourself thinking or saying, *"That's it! I'll see you after school!"* this is precisely the best and worst of times. Use that as an indicator to interpret that the need for the chat is there, but the timing might be wrong. If we really care enough to want to solve the problem, we are most likely better off waiting for a period of relative calm before asking the student to meet for the chat.

- B. Prior to meeting with the student, clearly identify the specific misbehaviour(s) that represent the problem. This is particularly important for the student who has been misbehaving in a variety of ways to cause an unacceptable situation that you want to resolve.

For example, saying to this student that one of the behaviours that you want to work on is to have him *stop disrupting the class*, is too broad a behaviour description. Neither the student nor you are clear on the actual behaviours that are to change.

Continued...

Continuation of preconditions...

You must break 'disrupting the class' down into specific behaviours the student is employing, such as:

- wandering around
- talking
- calling out

The informal agreement is not a place for sweeping generalizations about the state of the conditions of the class as a result of the students behaviour, nor is it a process to pass blame. It is designed to deal with one specific problem at a time.

- C. You must have a planned course of action; preferably based on the premises of logical and natural consequences.

Note, teachers often ask what they should do if the student doesn't show up or they do show up and won't talk. One answer is that you do not have the Informal Chat.

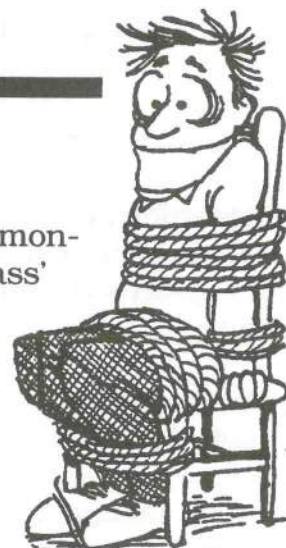
If they don't talk, or are antagonistic, you simply thank them for coming and inform them that 'this time' and 'this process' is obviously not working and that you will get back to them about what will happen next. Invite them to have a nice evening...even though you might be having thoughts of a different sort. As well, a third party—an administrator or counsellor, can set the informal agreement. The teacher lets that person know the behaviours on which to focus.



Our other answer is an extension of the above — you most likely have a bigger problem than you thought or the student has a bigger problem than you thought. The situation has become more complex. The analogy might be akin to us expecting sandpaper to quickly take 5 centimeters of wood off a plank; sandpaper is not designed for that purpose. You are better off using a table saw. (Note, we are not suggesting the table saw as a solution).

In the same vein, we wouldn't expect the Informal Chat to deal with students who are not willing to solve a problem; you will require an alternative that is more powerful or meaningful to the student. At this point you could be moving towards the Formal Contract discussed in the next chapter. In the Formal Contract, the process often involves other individuals who are able to bring additional skills into the process of conflict resolution.

Model Cases of Informal Chats (Agreements)



What follows are examples of two informal agreements. They demonstrate the difference between an 'in-class' chat and an 'out-of-class' chat. (With a grade eleven math class).

In the first example below, the problem is clear and not cluttered with other variables. The process in establishing this agreement is casual and happens almost immediately after the behaviour. The crucial variable in this case is simply the frequency of one specific misbehaviour.

In the second example, the problem is more complex. The process in establishing this agreement is less casual and happens later after the teacher has had an opportunity to clarify the specific problem that needs to be resolved. The problem involves a grade 5 student who continually calls out answers and talks during music class when he should be listening or participating — not a bad student, but definitely a pain. Having asked numerous times in three previous classes, and having placed the student at the back of the room after giving him a choice to participate properly or sit at the back, she asked the student to come and see her after school.

Remember: In preparation for the conference the teacher must have a clear understanding of the problem, as well as several solutions up her sleeve in case the student's solutions are inappropriate or non-existent.

Note, in this first example, the teacher has an excellent relationship with the students — they respect her as a teacher.

Example One:

Teacher: Paula, do you understand why I asked you to come back here and talk with me? (at the back of the classroom)

Student: Yes. (the student has on several occasions in the last few days made comments about not wanting to work with other students – she clearly wants to work with her friends.)

Teacher: Great, now you don't have to listen to me lecture. Please tell me why? (the teacher had a subtle and warm smile)

Student: I said something that I shouldn't have said.

Teacher: Exactly, and you have made that comment several times in the last few days. When you make that comment, it bothers me. You know I am not against students being with friends. But in addition, I am a supporter of

all students in this class having the opportunity to work with most other students.

(Pause)

So, how do you think we can resolve this.

Student: I won't make the comment anymore – (the student meant it).

Teacher: I believe you. Do you remember why this is important?

Student: When we are working outside of school we don't always get to work with our friends.

Teacher: And it makes the classroom a more welcoming place. You've got it. Thanks Paula.

(Paula rejoined the group and the teacher interrupted the class to give some additional directions.)

Example Two:

Teacher: Jason, thanks for coming right after class. Do you have any friends waiting for you?

Student: Yes.

Teacher: This will take about 5 minutes, is that okay? Could we sit back here? (They sit in two identical chairs away from the power of the teacher's desk) Do you know why I asked you to come and see me?

Student: Not really.

Teacher: Alright, that's fine. That gives me a chance to share with you something that is bothering me. In class today, and in most of the other classes you have with me, you often call out answers, or speak when directions are being given...and I get upset. Does that sound familiar?

Student: Yes (he knew), but I do it in other classes too.

Teacher: Maybe you do, but let's think of my class right now. Why do you think I get upset?

Student: Well, you're trying to get us to do stuff and I'm fooling around I guess.

Teacher: That's right. And when I got upset, you ended up sitting away from everybody. I didn't feel good about getting upset. Anyhow, what I am worried about is that this is happening too often and my preference would be that we somehow resolve this. Do you have any suggestions as to how we might do this?

Student: (Pause)...I won't do it anymore.

Teacher: That would be nice, but you have been doing this for a while...right...(little smile on his face)? Do you think it might happen once in a while by accident, even when you don't mean it to happen?

Student: Yeh, I guess, maybe.

Teacher: My concern is that I might still get upset when you are really trying not to call-out and that we will not solve the problem. I want to solve the problem. What can we do if it happens by accident, what should I do? Should I get upset?

Student: Well, no...maybe you could just let me know like.

Teacher: What if I give you sort of a look or a nod that reminds you that what you are doing is making it difficult for the music class to continue?

Student: Sure.

- Teacher:** Well, the lesson is 45 minutes long, how many times should I glance over or nod?
- Student:** Once I guess.
- Teacher:** That would be ideal, but given you are 'good' at doing this (teacher was communicating the idea of 'addicted' to doing this and she did it with a 'kind smile') and you might forget, why don't we keep it to two? I just say your name quietly or just look at you and that will tell you that what you are doing is making it hard for the lesson to continue. Does that sound okay?
- Student:** Sure.
- Teacher:** Well, looks like I did most of the talking; just to make sure I didn't confuse you, could you explain in your words what we've agreed on.
- Student:** Well, I won't or yeh I won't talk when I'm not supposed to. But if I do you will just let me know and for the first two it's okay.
- Teacher:** Yes, only it's not that it's okay, it's that we both know you're trying to stop, and I'm trying not to get upset and so we agree to ignore it.
- Student:** What if I do more than two?
- Teacher:** A good questions, I need to know now if 2 is enough or not. Yes or no?
- Student:** I think so.
- Teacher:** Still not good enough. Would 3 be better?
- Student:** Yes. I can do 3.
- Teacher:** Good enough. By the way, when do you think it would be a good time to start?
- Student:** Tomorrow?
- Teacher:** Sounds good. I appreciate you taking the time Jason. I hope I haven't kept your friends waiting too long. See you tomorrow.
- Student:** Okay, thanks.



Dear Teachers

The way Mr. Caouette solved this was a way that worked just fine because I started acting alot better than I used to act. Once Mr. Caouette says Thomas I all at once remember our talk and I try to remember to behave for the rest of the day. I havent really got to 3 yet but if I ever do the day it happens will probably be a bad day for me. Sometimes Mr. Caouette gets nice (well not sometimes) and he dosn't say thomas but that Also helps me abit because I know when I do something wrong So to sum it all up I think it is better to discuss and be friends than to scold and be enemies

Yours Truly

Sam
Danieluk

General Comments Regarding the Chat:



- ❖ Where you sit is important. Try to be seated so that you are at eye level and not directly across from one another.
- ❖ Avoid being near the power or safety of your desk — it provides you with positional power. The purpose of this agreement is to have two individuals discuss and resolve a conflict with as few conditions attached as possible. That does not mean you should avoid employing agreements with conditions or the use of chats from a position of power, only that the informal agreement minimizes as much as possible the invoking of conditions or the use of positional power.
- ❖ The possibility exists that Jason will get to three. If he does, how will you respond? The answer is found in understanding that one of the purposes of the agreement is to restore social order. On one hand, the fact he goes higher than the agreed on number provides you with precise information on the frequency. As well, you are keeping your part of the bargain and not getting upset. Those two factors increase the chances that the tone will be positive and you will have more precise information during the next informal agreement with that student. In addition, you will be seen as the one keeping your word. Note, although the situation may be resolved after one Informal Agreement, for most students who have taken years to get to where they are, you should be prepared for a few chats.

Nonetheless, while it is happening in class, you must have a “*what if*” up your sleeve. One solution is to go over quietly and ask Jason if he needs two more. Again, the technical skill is asking, “*Do you need two more?*” The bottom line is that if he is trying to bump the situation into a power struggle, you are taking the sail out of his wind — you have a direction you are trying to navigate in this lesson and when he tries to blow you off course, you simply take down the sails and give him less to blow against.

If you have to go back and renegotiate the agreement, you can get out of appearing punitive by illustrating that you kept your part of the agreement and it did not seem to work. Point out what just happened, ask him if he agrees, and then invite him to respond to what he thinks should happen next. At this point you will have to give him a choice or act on the choice so that he either works by himself, waits for you at the office, or goes to another teacher’s class, etc.

The Informal Chat Applied to Resolving Fights

If possible, as a school procedure have teachers discuss the nature of fights in classroom discussion groups. Discussion should focus on the dynamics of a fight rather than the morality of fighting. The discussion should try to draw out three major points:

1. That it takes a lot of cooperation to get into a fight and to keep it going.
2. That the bystanders in the fight are as responsible as the combatants.
3. That the teacher or principal (if forced into choosing who is right or wrong) will be the only loser, as the other student usually thinks the decision is unfair and will become even more resentful and hostile. Therefore, in most cases you will administer the same consequences to both people.

The Procedure For Handling An Actual Fight

- A. Stop the fight and clear the other students away. This is easier if they have been trained through classroom discussions. It is almost impossible to get a reasonable discussion going if the bystanders (allies) are not cleared away. If the bystanders will not go then remove the combatants.
- B. Listen to the two combatants for a short while then interject. Turn to student A and ask him, *"If I were to stay here and listen for an hour to the two of you, whose fault would you say the fight is?"* The answer is almost always student B. Now turn to student B and repeat the question. Then say you don't become involved in fights, that you are only interested in ending them. Ask them individually, *"Is it over?"* If they say yes, invite them to play on opposite sides of the playground. Almost all fights should be resolved in this way. Adult intervention usually just keeps it going.
- C. If the fight starts up again, or if they say no, take the students to the office and explain that while you will not get involved in the fight it is your responsibility to see that they don't fight. Therefore, after school they will come back to the office or your room and both will stay in until their friends leave the school ground. Then on day one, student A stays in for twenty minutes, or for enough time for student B to get home. The next day the process will be reversed. This will continue until they have settled the fight. It is a good idea to have them sit together while waiting for the school grounds to clear as this ironically often results in them becoming friends and they can end the fight on the first night. As an added incentive have them phone home and explain to their parents why they will be late. The advantage of this system is that it takes very little energy to enact. The real purpose is to give responsibility back to the students for solving their own problems. I usually add that they don't have to become friends only that they solve the problem of fighting. I also don't ask them for their solution as I may not like it, so I simply ask if it's solved? If they say yes then it's over for me.

Summary of Bump 6 – The Informal Chat

What: A teacher response to a recurring misbehaviour that shifts the responsibility for interpreting, developing, and implementing an action plan from the teacher to the student.

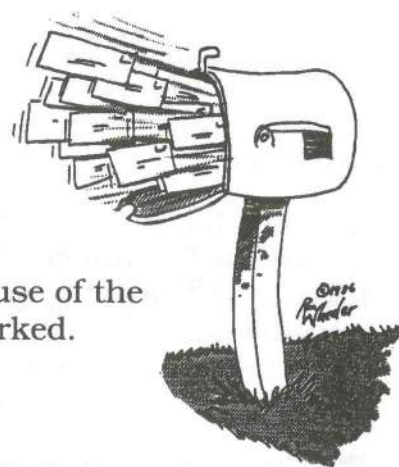
When: Usually when a misbehaviour is recurring and the use of the Low-Key responses, Squaring Off, and Choices have not worked.

Where: In a location where there is open-privacy.

Why: To stop the misbehaviour and to work towards restoring or creating a more positive relationship.

Artful Nuance: Often the student will ask, *“What if I do it more than 3 times?”* The point you must stress is based on the idea of locus of control. You could respond with something like, *“We just agreed on 3; I need to know if it is 3 or another number.”* If the student says he does not know, then you bump it up a bit and invoke a consequence that is identified by the student. For example, you might say, *“If you don’t think you can control your behaviour, then what about something like this: Choose something you don’t like doing at school that would help you remember?”* (You should have some productive suggestions up your sleeve, like cleaning up the yard, photo-copying in the office, or helping the janitor clean the school just in case the student draws a blank.) Then you ask, *“Could one of these help you decide how many times?”* The point is that the student is generating the consequences or at worst selecting from a list. Again, there is no panacea, just options — if possible, we suggest you discuss these consequences with the parent(s) or guardian(s).

Caution: Make sure you keep the door open and if you suspect the student might use the situation of the chat against you, we recommend you have a colleague pop by several times and unobtrusively listen or stick her head in the room to say hello.



SUMMARY OF CLASSROOM MANAGEMENT BUMPS

Variables Which affect the Teacher's Decision to Respond	Bump 1 ----- Low Key Responses	Bump 2 ----- Squaring Off	Bump 3 ----- Either/Or Choices	Bump 4 ----- Implied Choice	Bump 5 ----- Power	Bump 6 ----- Informal Logical Contracts
1. Past behaviour of the student 2. Severity of the misbehaviour 3. Frequency of the misbehaviour 4. Time between misbehaviours 5. Importance of the lesson 6. School discipline policy 7. Student's life at home 8. Student's respect for the teacher 9. Reaction by allies	1. Win the students over • meet them at the door • show interest 2. Use a signal to begin/get attention 3. Proximity 4. Deal with the problem not the student 5. Be polite 6. Deal with the supporting cast first 7. Use minimal or non-verbal signals • student's name • gesture • the "Look" • pause 8. Be on the alert 9. Transitions • who does what by when 10. Ignore	1. Pause or stop 2. Turn body (square off) 3. Intensify eye contact 4. Use a minimal verbal response 5. Complete interaction with a "Thank you"	1. Stop 2. Square off 3. Intensify eye contact 4. Give an either/or statement • use firm, neutral, calm voice • restore social order • give choice which child sees as related to the misbehaviour • as immediate as possible • keep statement free of moral judgement • deal with only the present 5. Ask for a student response 6. Listen for student's answer 7. Complete interaction with a "Thank you"	Follow through on Bump 3. "You've made your choice. Please -----" "Thank you."	1. Recognize the move to power 2. Respond by: • ignoring it • short circuit it • describe the situation • language of attribution • provide a choice • asking them to leave (due to severity)	1. Greet student and set atmosphere 2. Define problem 3. Generate alternatives 4. Agree on alternatives to try and when to begin 5. Review what has been agreed upon 6. End conference with a comment or gesture that communicates a positive feeling tone

Chapter Overview

Every teacher — at some time or another — will experience students who will continue to misbehave with an intensity and frequency that is unacceptably destructive to the classroom learning environment. That behaviour occurs no matter how much time the teacher spends trying to win that student over, or how often the teacher intervenes with low-key techniques, or how effectively the teacher teaches.

This chapter presents the opportunity to think and act on the concept and process of the Formal Contract. We start by asking you to identify your thoughts and feelings related to Formal Contracts and have you compare them to what we have seen and heard about Formal Contracts. Next, we clarify the meaning of in-school and out-of-school suspensions as they relate to Formal Contracts. Then, we ask you to identify the steps you would take to initiate a Formal Contract and have you analyze an example of a Formal Contract. You can compare your thinking with the thinking of a real-life and recent example.

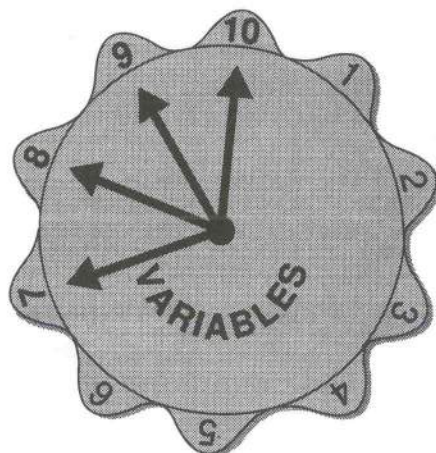
Last, we provide a structure for one approach to designing Formal Contracts. Please understand that student behaviours can be so extreme that you have to take great care in how you approach each contract. Do not assume that the examples, or the structure we have provided, are the only way or the panacea — they are designed to initiate your thinking related to Formal Contracts.

Chapter 15

Bumps 7, 8, & 9 - Formal Contracts, In-School Suspensions & Out-of-School Suspensions

Reasons for reading this chapter:

- to understand the process of Formal Contracts — a complex response to students who become persistently defiant;
- to understand that in-school suspensions, out-of-school suspensions and expulsions are often consequences of a Formal Contract;
- to understand that this process involves a common action plan by all the 'major' players — in addition to the student, this process could include any combination of teachers, parents, counselors, administration, social workers, psychiatrists, etc.;
- to understand that although Formal Contracts are considered Bump 7 the use of in-school suspension, out-of school suspension, and expulsion are often part of a Formal Contract, and can be considered Bumps 8, 9, and 10 respectively; — we will not deal with Expulsion-Bump 10;
- to understand that the effectiveness of this process is directly influenced by the teacher's skills in the other areas related to preventing and responding to misbehaviour. Specifically, if we have not worked at caring and respecting the student as a person and as a learner, we will increase the chances that the Formal Contract will be perceived and possibly experienced as a punishment and will, in the long-term, do more damage than good.



Your Thoughts and Feelings about the Formal Contract

In certain situations, the student's behaviour is so extreme the teacher feels that she must control the student in order to lessen the impact of the behaviour on her class. This plays into the student's hands, because it gives him ammunition to continue to defy. When such a condition exists, it becomes especially important that the relationship between the teacher and the student becomes normalized. One technique is the use of a Formalized Contract.

Take a few minutes and write down your thoughts and emotions related to Formal Contracts. Try to conceptualize what it would involve. Then turn the page and compare your responses with what we have gleaned over the years.



The Authors Response to Formal Contracts...



Stress. This is probably the first word we see, feel and hear in ourselves and in others for at least two reasons: First, the behaviour of the student is making the teacher's life miserable. Second, when we even think of the idea of *"Let's put him on a contract"* we think of the time it will involve with other individuals, the mind set to be consistent, and the time to convince others to support the process, etc. Perhaps a third reason is that some teachers think, *"I failed to reach this student."*

When you reach the point of considering a contract response for the student, that student has most likely been discouraged for a long time. You are simply the person who is now going to take action and deal with this student. At a simplistic level, as long as the Formal Contract process is structured, clear, and consistent and designed with a sensitivity to the needs of the student — then you have made an appropriate start.

We see the Formalized Contract as a statement of behaviours that will not be condoned and the consequences that will follow if the student chooses to engage in those behaviours. The intent of the contract is to remove the teacher from the position of controller to one of the implementor of the terms of the contract. Over time, this frees the teacher to

continue to win over the student and to concentrate on the positive aspects of the student's behaviour.

Given we want to remove the teacher from the role of classroom controller, the Formal Contract should be set by a third party. We recommend the school administrator. Although you can use the counselor to assist in the design and implementation of the contract, you have to be careful. Students initially usually perceive the contract as punitive, and if the counselor is not careful, he or she may be seen as a persecutor by the student. When the administrator sets the contract she remains friendly, but is clearly acting as the person of ultimate authority in the school.

The critical attribute which separates the Formal from the Informal Contract is that it is a written document signed by the participating parties: the teacher, the student, the parents, a school administrator, and support agencies. In practice, there are other differences which are more of degree than type. We recommend that the Formal Contract always be set by a school administrator.

The process is different from the Informal Agreement (or chat Bump 6) in that:

- the administrator is more directive - she implements the consequence (e.g., in-school or out-of-school suspension);
- the teacher is less directive — she makes the decision to initiate the design of the contract and is responsible for monitoring the behaviour and making the decision whether or not to move to the consequence;
- the parent is involved and is part of the implementation plan;
- the counselor or other trained professional is often involved depending on the seriousness of the incident and needs of the student;
- the tone is one of increased seriousness blended with caring;
- the student is not as involved; second chances will be not be available, and the consequences will occur.

In order for the contract to work, all parties must become involved and all must agree to give support prior to establishing the contract with the student. This does not mean that all will administer the terms of the contract (unless their direct involvement is necessary). In addition, if the student tries to elicit their support in a way that reduces the effectiveness of the contract, the other parties involved will say that the contract is between the student and the principal and that if the student is unhappy with it the student should speak directly to the principal.

The list of involved parties can be extensive. It may involve other teachers, social workers, and psychologists. In some cases classroom allies might also become part of the contract. If an at-home suspension is to be used, then the appropriate central office personnel should also be informed. The two most important people are the student's parent(s) and the teacher. These people must agree to the terms of the contract as they will likely be administering it. It becomes obvious that you do not design a contract that cannot be implemented.

The diagram on the next page summarizes the possible roles of those involved in the design and implementation of the Formal Contract.

Possible Roles for Individuals Involved in the Formal Contract

PARENTS

- Help design and implement the plan
- Support and/or carries out the consequences

COUNSELOR

- Helps design the contract

TEACHERS

- Initiates the design of the contract
- Responsible for monitoring student behaviour
- Makes the decision to move to consequence

ADMINISTRATOR(S)

- Sets the contract for the student
- Implements the consequence (support for the teacher)

STUDENT

Note: You will have to decide on the extent to which the student will be involved in the design of the contract and in identifying the consequence. The more he is part of the process the more likely he is to be responsible for his behaviour.

Formal Contracts continued...

Once agreement has been reached and all have agreed verbally to the idea of the contract and to its terms, the student can be asked into the room. As previously mentioned, the proper atmosphere is one of firm friendliness. Although in the informal agreement the student was an active participant in defining the problem and searching for solutions, in the Formal Contract the problem and the terms are laid out by the principal. The principal can remain open to suggestions by the student; nonetheless, a serious tone must be set that communicates to the student that he has used up most of his opportunities. He is made aware that the terms of the contract have been discussed with other interested parties and that there will now be a meeting where the primary participants will sign an agreement on the proposed contract.

Now that the student has been made aware of the seriousness of the situation all parties should be called into the meeting. Usually, this consists of the principal, the teacher, the parents and the student. The principal reviews orally what the problem is and that all have assembled to arrive at a common course of action. She then reviews the contract, asks if all still agree to its terms, and has all the parties sign the document. This procedure does not have to be drawn out. The longer the process, the more likely it is that someone will start moralizing. Keep it efficient, thank everybody for their help, and get on with the day.

Over the next time period it is especially important that the teacher is given support by the principal. Generally, the teacher is feeling discouraged and resentful toward the student. Support should come as non-judgmental queries as to whether the contract is working and whether it needs fine-tuning. Acknowledging that these types of students are very difficult can help to allay some of the guilt or feelings of inadequacy that the teacher may be feeling. Our experience is that the teacher(s) in these situations often need as much encouragement as the student.



The Contract in Terms of the Parent and the Student

Parent: The contract usually takes several meetings to establish. The first step is to discuss the contract with all parties other than the student. There must be acceptance of the concept of the contract and its terms by all. If not, a better than average chance exists that somebody will sabotage the plan.

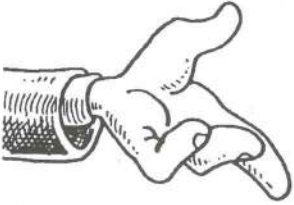
For example, if an at-home suspension is involved, then the parent should agree that if confronted by an angry daughter who sees herself as a victim of the school, his or her only response need be that they are supportive of the plan and the consequences as stated. The parent(s) may choose to listen for a while, but should realize that these students are often master manipulators and that taking sides at this point will negate the effects of the contract — although the parent may get short-term peace, the long-term effects will most likely be the opposite. If the pressure becomes too great, the parent(s) can say that for now the terms of the contract will be carried out and that a phone call to the school can be made tomorrow. Often after a day to cool off, the child will not want the parent to phone the next day.

Student: Once again, however, adjusting to the nature of the student is important. Some defiant students may cooperate more if they are allowed to participate to a degree. Some reality data may be used to demonstrate the seriousness of the situation — i.e., explore the options available once they are expelled. In general, there is a feeling that the school is running out of room to manoeuvre and that its tolerance level has been reached.

Once the student has heard the terms of the contract and agrees to them (in reality he has no choice) he is informed that the contract will be written out and that all parties will come in and sign the agreement later that day (or as soon as possible).

Designing a Formal Contract

No one best way to write the contract exists. We have included several 'form types,' but our feeling is that the contract will be more effective if you attend to the following points.



- ☐ write it in a style that is easily understood by all those involved;
- ☐ highlight the specific behaviours that are part of the contract;
- ☐ clearly state the cuing signal to be used by the teacher;
- ☐ clearly state the consequences;
- ☐ have the people involved state, in their own words, the behaviours, the cuing signal and the consequences.

A final paragraph in the contract should emphasize the positive consequences being used, such as phone calls or positive notes, detailing appropriate behaviour, the reward system (if one is being used), and the offer for extra academic assistance.

All parties should read the contract and the student can (as an option) be required to give a verbal interpretation of what has been written before it is signed.

We will provide more specific guidelines at the end of the chapter. Please read the case studies that follow and see if any evidence of the above ideas are woven into the process of the contract.

Example of a Formal Contract: A Case Study



Lynne is a typical example of students for whom Formal Contracts offer an alternative method of solving a problem.

Lynne was a twelve year old (going on seventeen), grade five student who had a seven year history of defiant behaviour in this school. On the second day of school she told me to 'fuck off' over a minor incident. She also took great pride in telling me how she had punched one of her previous teachers in the stomach when the teacher had tried to remove her forcefully from her desk.

The truth is, she had everybody afraid of her, including me. Her *modus operandi* was to engage in a series of attention-getting behaviours in rapid succession until the supervising adult became angry. The adult anger was interpreted by Lynne as license to become totally defiant. Her favourite trick was to 'lip-off' the teacher (this often involved swearing), then run to the girls' washroom where she was immune to the all-male administration for a period of time. To add some variety to her life, she also bullied other students, stole, and vandalized.

It became clear very early in our relationship that the usual low-key techniques were not going to be sufficient to encourage her to behave. A form of in-school suspension had been tried before where Lynne was sent to a storage room just off the main office. This worked for a short time, but on one unforgettable incident, she emptied a full can of coffeemate which was stored there into a pot of coffee, along the cupboard space and into the supplies. As well, there was suspected theft of school supplies, although this was never proven. In my discussion with the principal it was decided that an at-home suspension would be the best route to follow.

Lynne's *modus operandi* was to build slowly to a major confrontation. She would engage in repeated attention-getting behaviour along with scornful 'lawyering' until she was asked to leave the room. Then, all hell would break loose. Her favourite technique was to swear, sometimes overtly, but usually just loud enough for surrounding students and the teacher to hear. When confronted she would belligerently deny having sworn. Often, she would refuse to budge unless the principal dealt with her.

The approach the principal and I agreed on was for me to use regular low-key techniques until my tolerance level was reached. At that time, I would verbally give Lynne a choice between choosing the contract or stopping the behaviour. The cue would be, "Lynne, a choice. Stop or you're choosing the contract." On the next misbehaviour I would state, "You have made the choice." She was then to go down to the office, and the office would phone her mother to come and pick her up.

Continued...

I would also intercom the office to let them know that Lynne had made the choice to go home.

The terms of the contract were that Lynne would go home for whatever part of the morning or afternoon remained, plus the following half-day of school. This was to prevent her from provoking incidents a half-hour before dismissal and then going outside to taunt others by her presence around the school grounds. Thus, if the choice was made at 10:00 a.m., she would go home for what was left of the morning, plus that afternoon. If the choice were made at 2:00 p.m., she would go home at that time plus the next morning. The mother agreed to cooperate by coming to pick her up, and when she was at home to give her household duties to perform. She was not to be allowed to sit in front of the T.V. set during school hours.

The principal and I were not optimistic that the mother could maintain this regime and we agreed privately that it would be sufficient if she would support the contract by picking up Lynne and not sabotage the plan by sympathizing with her about her mean teacher. True to form, on more than one occasion after Lynne had made her choice, she was seen on her bike heading toward the corner store.

Lynne was not happy about signing the contract, but when faced with the united front of the principal, her mother, and me in the principal's office she signed the contract. The principal was prepared to give her the choice of signing the contract, or if necessary, being transferred to the nearest school. Over the next month, Lynne tested frequently to see if we meant what we said. She quickly learned that defiance too early in the day increased the time at home which she informed me was, *"Really boring."*

She also learned to space out the incidents, as she did not like her first taste of back-to-back days at home. In one incident, she refused to budge, becoming passively defiant after having made her choice. I gave her the choice of leaving on her own or having me intercom the principal to have her removed. She refused to answer, so the next choice was that she would leave by the time I counted to three, or I would use the intercom to get the principal. She waited until I counted to three and picked up the phone before saying that she would leave. My reply was that the next time she should make her choice before three, not after, and I asked the school secretary to connect me to the principal. Lynne jumped up and called me a few colourful words and ran out of the room slamming the door after her. The principal came down to the room, but Lynne had left by a side exit so as not to meet him. He phoned her mother and told her what had happened and asked her to search for Lynne.

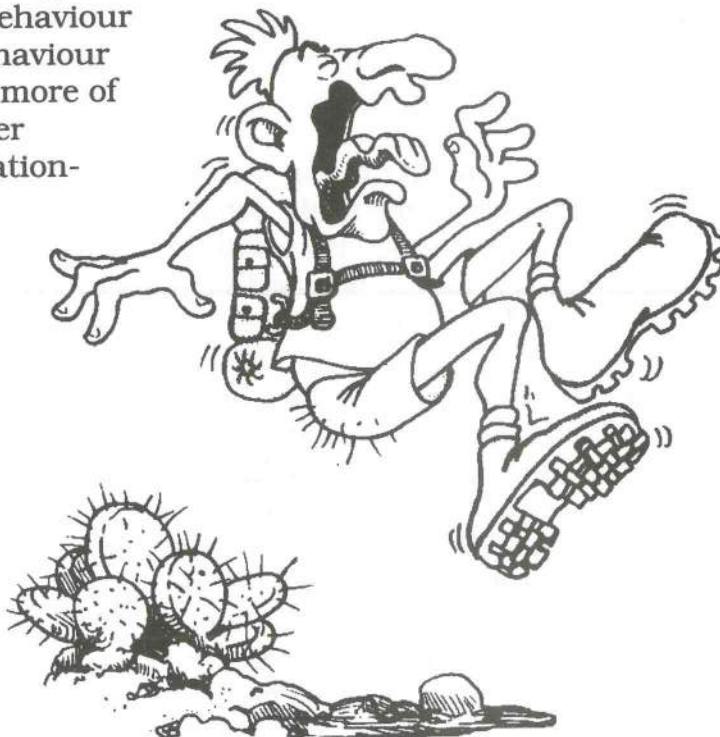
A new trick that Lynne introduced was to increase her swearing directly at me. If I used this as a reason for a choice she would smirk and then not swear until the next day. Subsequently, we altered her contract so that swearing I could hear was an automatic choice to go home. I pretended not to hear most of what she said choosing my places carefully. After the first incident in which she swore, I had a

Continued...

class discussion about Lynne's swearing and their feelings about it. They told me not to worry about it. Since kindergarten they had grown used to it and said that she wasn't swearing as much anyway.

Gradually, the frequency of Lynne's choice to go home decreased until it occurred less than once a month — a vast improvement over her daily defiance. An interesting sidelight was that the counselor mentioned that for the first time Lynne began to see herself as less a victim of mean teachers, and more the author of her own behaviour. Her exact words were, "*Choices, choices choices. God I hate choices.*" My own relationship with her also began to improve. No longer faced with having to control her, I could begin to concentrate on winning her over. One of the most effective means of doing so was through responding daily in her journal where I learned much about her private fears, worries, and successes and more about her cats than I ever wanted to know. The diary was also a private place for her to blow off steam at me for her choices.

I would like to report that Lynne became a model student and eventually became the class valedictorian. Unfortunately, she remained a trial throughout the year. As reported, the more extreme behaviour was greatly curtailed, but her daily behaviour remained fairly disruptive. I tolerated more of Lynne's behaviour than I did from other students. We developed a working relationship, but one that I wished could have deepened. I left the school at the end of that year and kept loose tabs on Lynne's progress the following year. Her teacher reported that Lynne's recollection of the previous year was that I was really nice and that instead of getting mad, I would just laugh at her. This did not match my recollection at all, but if that is how she remembered me, I will gladly accept it. As so often happens, she moved and I lost contact with her.



Related to Out-Of-School Suspensions — and in keeping with our positive behaviour plan — special case allowances can be made to provide for individual differences.

For example, a school administrator in the Peel Board of Education responded to a single-parent's request for an alternative to sending the student home by seeking the assistance of the community. The parent made the request because she had to work and it was difficult for her to get time off. In addition, her son (a high-school student) enjoyed sitting around watching T.V., as no one else was at home.

Note: The student's behaviour in this situation represents an example of the paradox of Negative Reward — where the response to the misbehaviour is seen as a reward rather than a deterrent to misbehaviour. The paradox is experienced by most teachers when you have students who would rather stay with you after school rather than go home. When you say, *"If you do that again, you are choosing to stay after school"* you can almost guarantee they will do it again so they can stay with you after school.

This administrator's response involved creating a plan of action with the staff at a residence for elderly care. It had the student completing two-days of volunteer work and if his behaviour was acceptable, a form was 'signed off' as the student's ticket back into the school. If the student was not behaving appropriately, the supervisor would send the student back to school and the student would then be sent home. The process has been successful. What started out as a response for one student has grown into another tactic to more effectively respond to inappropriate student behaviour.

You can see how matching a student's interests or needs to the type of community service accessed (hospitals, local businesses, youth centres, food banks, etc.) can be useful to introduce the student to the world of work and survival. Of course this approach has to be carefully considered based on the student's skills or lack of skills so that others are not put at risk.

Even when the process does not work, at least now, when the parent(s) are brought in to discuss the problem, the school and the community are communicating to the parent(s) that their son or daughter's behaviour is not acceptable. This increases the chances the school is not seen as the metaphorical 'bad guy' and subsequently increases the chances the parents and school staff can work more effectively at resolving the conflict.



In-School Suspension

An in-school suspension is a positive alternative to an out-of-school suspension. In order to exert greater control over situations and be able to marshall a more unified, professional approach for very disruptive students, some schools have established an area for in-school suspensions. The main purpose of I.S.S. is to teach students that they are the authors of their own consequences, give them time to evaluate their behaviour, and to establish some degree of harmony between the teacher and the student by neutralizing the teacher's involvement with the student.

The in-school suspension program should be as flexible as possible. At the elementary level, especially for younger students, the suspension room can simply be a desk in the back of a grade seven room which carries on as a normal classroom. The grade seven students, of course, must be trained not to give any attention to the child experiencing the suspension. At the high school level, because of the severity of some of the problems, crisis-trained teachers and aides may have to be used. One enterprising principal we know hired recent teacher graduates or students who were being trained for social work or related fields. He explained that he could not pay a lot of money but he could give them a wealth of experience that would look good on any resume.

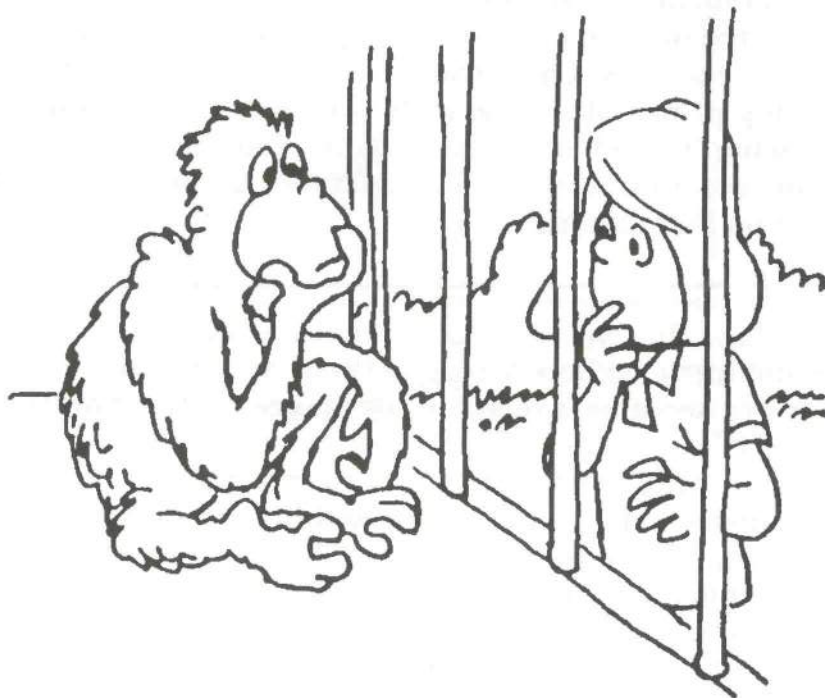
Assignment to the in-school suspension room should not be done on a whim or in a fit of anger. If it is done this way, students are more likely to perceive it as just another form of punishment. When it is done through a formal contract, the student is more likely to see it as a result of his choice rather than the school's.

The length of time spent within the in-school suspension room can vary depending upon the severity of misbehaviour. Behaviour within the room must be exemplary. There are no second chances here, the student will get one warning. Should the student misbehave in this room, an at-home suspension will follow. During time in the room, the student is given the opportunity to keep up with the class or to catch up if school work has been lagging. Our recommendation is that this be voluntary; if the student is forced to do school work, we may be simply inviting another power struggle. Generally, since the time-out room is so boring, students will eventually choose to do school work rather than sit and do nothing.

Some persons argue that students have not been 'punished' for their irresponsible behaviours when assigned to I.S.S. The purpose of I.S.S. is not to punish, rather to discipline. Students are disciplined through their isolation from the regular class atmosphere, restricted periods of silence, and strict observance of other rules. Haim Ginott, in *Teacher and Child*, states,

"To punish a child is to arouse resentment and make him uneducable. The essence of discipline is finding effective alternatives which leaves the child's dignity intact, teach him how he has violated another's rights, and motivate him to do better."

...In school suspensions can be one of those alternatives.



Summary of Formal Contracts

A Formal Contract is a collective and last response by a school staff and parents to assist the student to take action about whether or not to be part of that school's learning environment. Certainly, the parents should be involved and informed long before this point is reached. It will be the kindness and communication with parents over the years that allows the parent to be effectively involved. We realize this is not always possible given the high turn-over of students in some schools.

With Formal Contracts, we have a moral imperative to ask ourselves as educators as to whether or not the student is being pushed out of school.

When a student reaches the point of in-school suspension and out-of-school suspensions, the school staff has an ethical responsibility to assess what they did to prevent this from happening. Often things do not intentionally happen, but in the everyday swirl of classroom and school life, it is easy for students to fall into the cracks. No teacher would blame a student for wanting to leave a school where the culture communicated that a student was not safe, was not respected, whose voice was not valued, and whose learning was not interesting and meaningful. Our minds and hearts have to think and care in a knowledgeable and creative manner to attend to the factors of assisting students and ourselves to make wise decisions.

Reminders:

The logic of the system must be impressed upon the student. Any attempt at lecturing, reminding or threatening will alter the logical consequence so that he will interpret it as punishment and this will prolong the struggle.

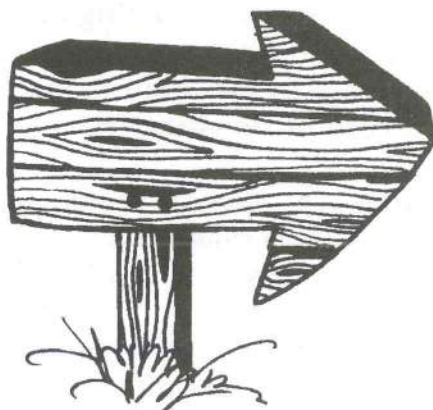
If the teacher continues to find himself becoming angry, it usually means that he is waiting too long to give the signal that sets the consequence into motion. The situation should never deteriorate to the point of anger on the part of the teacher. If it does, the teacher is in error not the student.

Some students may refuse to leave. The agreement will then be extended that in such cases the teacher will not try to make the student leave but will send (or intercom) for the principal who will ask the student to the time-out spot.

In the extreme, the principal may have to ask the class to go the library. The peer pressure may so great the student cannot afford to be seen 'losing face'. Once the students have left the problem is more likely to be resolved.

Chapter Overview

This chapter is an analysis of the concepts 'Discipline Policy', 'Discipline Process' and 'Discipline Procedures'. We explore what is meant by a policy and what it might contain and what is necessary to effectively get beyond its initial design — that is, to turn it into a discipline process that contains specific procedures to respond to student misbehaviour. We also discuss why most discipline policies fail and factors to consider in constructing a discipline policy. The chapter concludes with two ideas that are not effectively acted on in most discipline policies — ideas related to substitute teachers and teachers who are experiencing difficulty with classroom management.



Chapter 16

School-Wide Discipline Policy

Consider how hard it is to change yourself and you'll understand what little chance you have of trying to change others.

(J. M. Braude)

Reasons for reading this chapter:

- to understand what is meant by a discipline policy and how a discipline policy is different from a discipline process;
- to understand for whom the discipline policy is written;
- to understand the factors to consider to design and effectively implement a school-wide discipline policy;
- to understand why most discipline policies fail;
- to provide an example of a discipline policy;
- to provide you with a way of determining whether or not you have an effective discipline process; and
- to provide you with some innovative ideas you can weave into your discipline process.



This chapter is designed to take a school staff through the initial steps of initiating and implementing a school-wide discipline policy.

In most cases, a school staff begins this process because it is a district requirement, or that they have reached a point where they believe that student behaviour has deteriorated to an unacceptable level and a felt need exists that *"something must be done."*

Given the everyday complexity and constant demands of teaching, if things are moving along smoothly in a school, school staffs will focus their energy in other areas.

Now, when a school staff decides to create a discipline policy, most believe that by writing a policy they will see a change in student behaviour, when in fact they have only begun the journey. If we borrow a term from the educational change literature, they have entered the initiation phase. The staff is getting ready and it is aiming. Unfortunately, they seldom focuses on the rest of the journey — the implementation, continuation, and on-going evaluation of what it initiated — it forgets to fire or fires without thinking or out of sequence.

What follows is a series of steps that a staff can move through in its quest to implement an effective school-wide discipline process.



"Herman...two is load...THREE is fire!"

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Step 1: Understanding the Difference Between a 'DISCIPLINE POLICY' and a 'DISCIPLINE PROCEDURE'



Working in groups of three or four, have each person take a few minutes to define what is meant by the term 'DISCIPLINE POLICY' and what he or she thinks should be included in that policy. In the space below, please write what you believe is the best definition, and then identify what it should contain. If you are on your own, jot down your thoughts then continue reading.

Definition:

What It Should Contain:

1.

2.

3.

4.

5.

Now, share your definition, and then write a group definition. Follow that with arriving at consensus as to what the policy should contain. (As a staff, you will find resolving conflicts related to student behaviour easier if you have a set of shared beliefs about what a discipline policy means and what it should contain.)

Discipline Policy continued...

In most cases, groups find it difficult to define and even more difficult to arrive at consensus as to what it should contain. The definition below is representative of the definitions we usually get:

“A discipline policy is a written code of behaviour which contains the consequences for not following those expectations.”

The second part, “What should it contain?” results in a diversity of ideas. They range from specified rules with specific consequences to the idea of a broad philosophical statement that allows teachers to interpret it however they want. This represents the first hurdle the staff must overcome. The dilemma is that although you will come up with a definition, you will find that identifying what it should contain is much more difficult. This step is essential. If the staff cannot reach consensus here, then the policy will not be implemented. Each staff member will act upon those parts with which he agrees. The result is confusion, consternation, and conflict.

The Discipline Policy is written for: (circle the best answer)

a. Students

b. Parents

c. Teachers



NOTE: At this point, we have not shared our definition of discipline policy, nor what we believe it should contain. That will come later in the chapter.

Step 2: Identifying the Client

...for whom the bell tolls.



In your groups, decide for whom the discipline policy is created. The group must pick ONE client: the students, the school staff, or the parents. Be prepared to defend your answer.

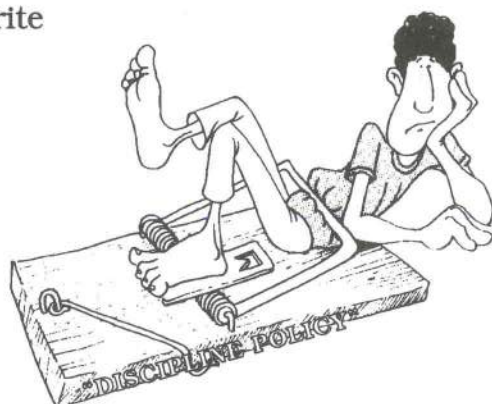
This usually splits the staff — they seldom arrive at consensus. Initially, the response is 'for the students' or 'the teachers'. Some get agitated and ask *"Why do we have to pick one person? It should be written for everyone."*

Our belief is that the policy is written for school staff.

It is not written for parents — most students behave and at best the parents of those students will read the policy and usually say something like, *"Isn't that nice what the teachers are doing for those students who misbehave?"* Remember, the parents of the students who consistently misbehave usually absolve themselves of responsibility and have given it all to the administration and teachers — so it is not for the parents of students who misbehave.

It is not written for the students — they couldn't care less. Eighty-five percent are well-behaved, and are not affected by it. The other 15 percent have had people telling them not to do this or to do that most of their lives and are experts at ignoring those demands. If rules (policy) changed behaviour, we would no longer have a problem.

We argue that school-wide discipline policies are written for a school staff so that it can create classroom and school environments where students can learn. The policy defines the student behaviours to which the teachers agree they will respond. We write discipline policies **because of** the behaviour of approximately 15 to 20 percent of students who misbehave on a more or less consistent basis. Because it is for us, the teachers, we better make sure it is one that works, one that we agree to implement, otherwise the exercise becomes one *"full of sound and fury signifying nothing."*



Identifying the client continued...

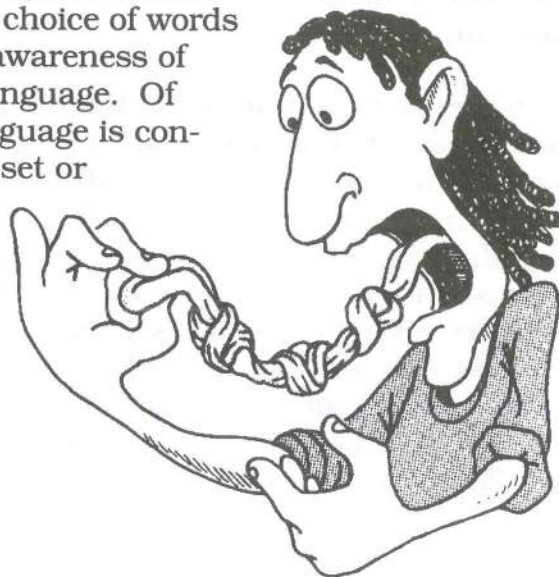
The tenet upon which this book is designed is that students will misbehave. The discipline policy is really a declaration that the staff **will respond**, as well as, **how they will respond** to misbehaviour. As a result, nothing should go into the discipline process to which the staff is not committed to respond.

↩ **For example:** If a 'Rule' and corresponding 'Consequence' was inserted into the discipline process that stated, "*Students are not allowed to swear in school with the consequence being a 20-minute detention,*" then all teachers would be obligated to act in the same way towards any student who swears. In reality, however, students will swear and we all have different tolerances for swearing because of our life experiences.

In terms of swearing, we all have a selective ear for not only what we hear, but also for what constitutes an example of a swear-word. Its effect on us often has more to do with the loudness, the location, and the recipient than it does with the fact the student swore. Is a "*damn you*" the same as a "*screw you,*" or a "*fuck you?*" The answer is obviously no. Obviously, creating a rule and a set of spelled out consequences related to swearing would be difficult for the staff to implement in a consistent fashion. At best, the school staff can agree that it will let students know that the language they are using is not appropriate.

↩ **For example:** I was talking with a teacher the other day and she told me that in the process of dealing with a student (in class) was told, "*You're a stupid bitch!*" The teacher said she paused, walked towards the student and softly yet dramatically said, "*Don't ever call me stupid.*" The class chuckled, the student involved looked a bit 'sheepish' and the power struggle was diffused. At a later time the teacher had a chat with the student about alternative ways to communicate emotions.

In our view, the policy can state a general principal that students will use appropriate language. Over time, if everyone on staff would take the time to let students know their choice of words is not appropriate, they heighten the sense of awareness of what is, and what is not, part of appropriate language. Of course you will run into the student whose language is consistently inappropriate. At this point, you can set or negotiate a rule and a set of consequences for that student — perhaps using an Informal or Formal Contract.



Let's take another example: What if a staff says, *"We have to do something about misbehaviour in the halls. We need rules and we need consequences when students don't behave appropriately."* Our first response is to ask, *"What behaviours would you specify?"* and *"What consequences would you have for all those misbehaviours?"*

First, have the staff generate the specific list of inappropriate behaviours related to the halls. The list usually runs to about four: running, pushing or shoving; dawdling between classes or to lunch; throwing things in the hall; and loud voices. Now ask, what low-key response could we all use to communicate to students that those behaviours are not appropriate? If **we are in the halls** and **we all** use those low-key responses (*"Angela, please slow down"*; or *"Attila, this is not a wrestling ring. Please go down the hall properly"*), we again heighten the students' understanding of what is or is not acceptable. Of course, a staff can make rules, and it can identify the consequences; however, it had better follow through on them consistently and constantly over time — something that in the everyday press of the school day, few teachers have time or energy to do. A school staff is better off collectively acting with consistency to establish normative behaviour.

Again, we are arguing that teachers carefully consider whether or not they want to weave rules and universal consequences for specific types of behaviour into the school-wide discipline policy. Or rather, do they want to work collectively at using the techniques in this book such as the low-key responses to respond to students when students are inappropriate? Note the word **collectively**.

A school-wide discipline process has more to do with the staff thinking and acting consistently and collectively towards specific issues — with a professional understanding that we all have different tolerances and that we might have to lower or raise our tolerances to have a more uniform voice as a staff — than it does with simply writing out rules and consequences. If you are going to have rules and consequences, you are better off identifying the rules and consequences for teachers who do not implement the stated policy; who do not support the collective efforts of the staff — for example, the teacher who lets students chew gum or wear hats in class when the school rule is no chewing gum and no hats in class. Whichever way you look at it, a school discipline policy is created for teachers because the teachers are the ones it affects and who have to respond and follow through. It should make life **more** rather than **less** enjoyable.



See example related to wearing hats in school on the following page...

Rules: to be or not to be ... Wearing Hats in School

A colleague of mine who is an **elementary** principal in Orland Park, Illinois shared her frustration having to deal with students wearing hats in school. They had a rule that stated students are not allowed to wear hats in school. She stated that the process they as a staff had designed was taking too much time on her part and was not stopping students from wearing hats. The staff then agreed that there would be no rule; however, they all agreed to politely ask students to please take off the hat — no consequence. Within a week, students were not wearing hats in school. When they occasionally did, they were politely asked to take it off. She stated that the resulting peace of mind was a blessing.

This is a far cry from the **high school** I visited during an assembly and one teacher was moving around the gym quietly asking students to take off their hats (a school rule). Interestingly, teachers sitting right next to me did nothing even when students put the hat back on after the teacher had walked by — they even chuckled at the perceived futility of the teacher telling students to take off their hat. This situation only served to polarize the staff and to increase the chances the situation becomes one of constant friction between teachers and students — and even worse — between teachers.

In another grade 7, 8, & 9 **junior high school**, each teacher decides whether or not students wear hats in their classroom. In all other situations it is the student's choice. Interestingly, a parent made a comment, *"That I'm surprised we are still fighting over dress codes. There hasn't been a decade where there has not been a dress fad — blue jeans in the 50's; bell bottoms & long hair of the 60's; girls wearing mini-skirts in the 70's... and we lost them all. Our energy should be directed to more important things than dress."*

Our Perspectives on the Concept of Discipline Policies, Discipline Processes, and Discipline Procedures

A discipline policy is a specified course or method to guide actions. In most schools, it exists as a written document that represents the school staff's initiation of a way to deal with student behaviour. Most schools have some form of a discipline policy. Unfortunately, the initiation phase is often the 'end' phase.

The discipline process represents the cumulative actions a staff takes to implement the discipline policy. Most schools do not have a clearly articulated discipline process that is agreed on and implemented by most teachers and understood by most students and parents.

Discipline procedures are the agreed upon actions (formal and informal) the staff takes to respond to student misbehaviour. Formal refers to what will definitely happen if a certain misbehaviour occurs. Informal refers to the options a teacher has to respond to misbehaviour. Most teachers have a limited range of skills to prevent and respond to student misbehaviour.

When conflicts arise related to responding to student misbehaviours, the reason is usually a result of the staff's confusion with what each term means, as well as with how those terms are interrelated.

- A policy with no process or agreed upon procedures is an exercise in futility.
- A policy that is not consistently implemented by most staff members will polarize or balkanize a staff.
- Procedures that are not agreed upon by most teachers will negate the effectiveness of the overall process of the discipline policy.
- A policy designed by a staff in a school culture that has no norms of collegiality or norms of collaboration is doomed to failure as they will not have the disposition nor the forum to resolve conflicts.

Step 3:

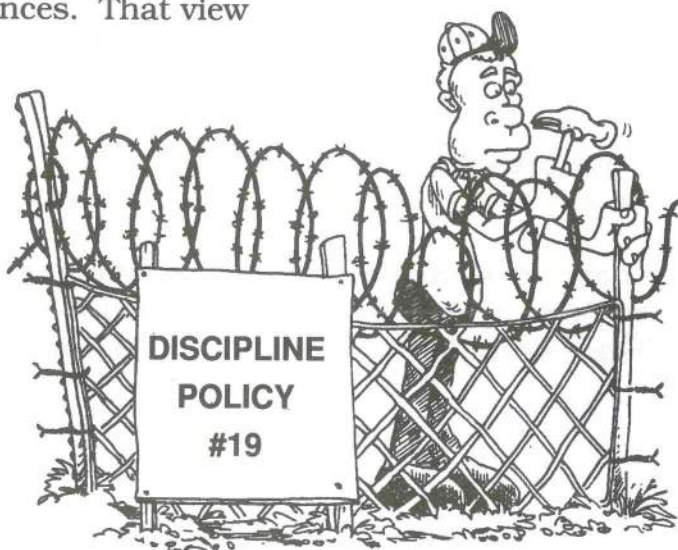
Why do discipline policies almost always fail?

Discipline policies fail because they are just that — simply policies. At best, a policy is akin to a plan or guideline for action; however, in most cases, rules and consequences form the essence of the policy without an understanding of the process or action. When action is identified, it is often ill-conceived. We believe that the real agenda is the move to an action that does not create more problems than it solves, followed by the willingness of the staff to sustain that action over time.

It appears that sources of resistance exist that work against the implementation process. When teachers were asked if they had ever gone through the process of developing a discipline policy — most said, “Yes.” When asked whether or not those policies worked — most said, “No.”

Let's look at why most discipline policies fail.

- ☛ The expectation is that rules change behaviour. Rules do not change behaviour, action changes behaviour. We have been in secondary schools where the detention room is the great daily social event — a room full of students who are immune to rules and who actually enjoy the detention. We have worked in elementary schools where the number of students **sent** to the office is creating havoc with the office staff and preventing the office staff from working effectively.
- ☛ A belief exists that somewhere there exists a common accepted view of unacceptable behaviour, as well as, a common set of accepted consequences. That view does not exist except possibly in the minds of individuals who have the same values and beliefs. Reaching agreement is not easy. To demonstrate this, fill out the statements on the following page.



**Please rate the following inappropriate behaviours on a scale of 1 to 10.
With 1 being 'no big deal' and 10 being 'a real big deal.' Circle your
answers and when finished, compare your responses
with several of your colleagues.**

1. a student chews gum in your class
1 2 3 4 5 6 7 8 9 10
2. a student walks into class wearing a hat
1 2 3 4 5 6 7 8 9 10
3. a student wears a t-shirt into class that is sexist and extremely suggestive
1 2 3 4 5 6 7 8 9 10
4. a student calls out an answer when he was not supposed to call out
1 2 3 4 5 6 7 8 9 10
5. a student is running down the hall to the library
1 2 3 4 5 6 7 8 9 10
6. a student makes a verbal put-down of another student in class
1 2 3 4 5 6 7 8 9 10
7. a student talks back to you in front of other students
1 2 3 4 5 6 7 8 9 10
8. a student consistently comes late to your class
1 2 3 4 5 6 7 8 9 10
9. a student rocks in his or her chair in the class
1 2 3 4 5 6 7 8 9 10

The overwhelming response we get when we discuss teachers' thinking is that, "We need more information. We can't make an appropriate response unless we know more about the student and how often it has happened." What this illustrates is the difficulty in establishing a common view of unacceptable behaviour. Each is individually and situationally specific. An explanation follows on the next two pages.

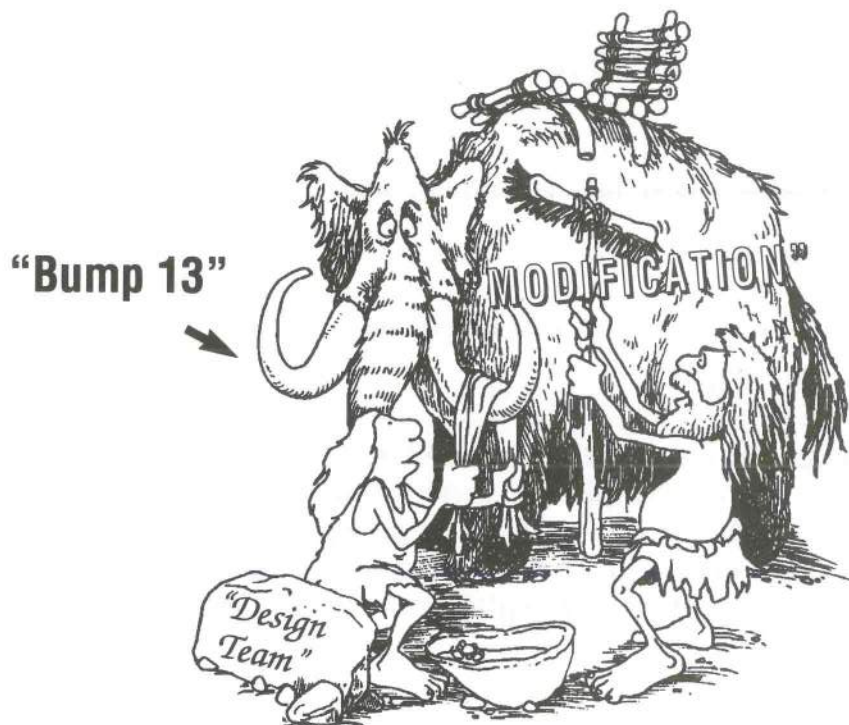
Continuation of 'Why Discipline Policies Fail'...

- Roles are not clearly defined. When push comes to shove, the teachers expect the principal/assistant principal to solve the problem. For example, the following situation was shared earlier in the book.

This junior-high student was sent to the office because when he was asked to "Turn around" he turned 360 degrees and kept talking to the student with whom he had been talking — the students laughed, the teacher got angry and sent the student to the office. If you were the principal, what would you do to that student? As the principal would you know how often this type of behaviour has happened prior to the student being sent to you in the office; do you really know what happened in the class, etc.?

Yet in other situations, the administration communicates that the teacher should not be sending students to the office; discipline is the teacher's responsibility. They have the belief that the teacher is hired to teach and part of that responsibility is to solve problems in the classroom. Eventually, the office becomes a zone of non-support for teachers and a haven of safety for the administration. In both cases everyone loses over time. When a lack of clarity exists around role responsibility, we see an increase in games being played and unreasonable demands being made.

In our view, teachers and administration are jointly responsible for implementing the discipline process. As a team, they design it. Together they implement it. Together they evaluate and modify it.



Continuation of 'Why Discipline Policies Fail'...

- ☛ There is a myth that consequences exist that can be universally applied. We believe that is not the case. For example, our legal system is based on a judge making a decision based on a consideration of the factors involved in a case. If there were universal consequences we would not need judges or lawyers. Likewise in the classroom, the student might have been in a fight or made a racist comment, but in each case there exists different circumstances that led to that behaviour. The consequences should therefore be based upon those circumstances.

So, in our view, universal consequences do not exist. Too many factors come into play to identify one best response for each misbehaviour. If you believe they exist, try identifying the misbehaviours that have such a universal consequence — then find all the people who agree with you.

Often universality is equated with fairness. We argue that treating every situation in an identical manner does not equate to fair treatment. Would you respond in the same way to your best student who, for the first time, talks back to you as compared to a student who has a history of talking back to you? The behaviour is the same, you must decide as a professional whether or not to administer the same consequence to each student.

You might reflect on how you responded to the 'historical back-talker' the first time that person talked back and apply that same response to your best student. Again though, you still could consider the home histories of those two students, or when in the lesson it happened, or who else was around, or the response of the rest of the students, etc.

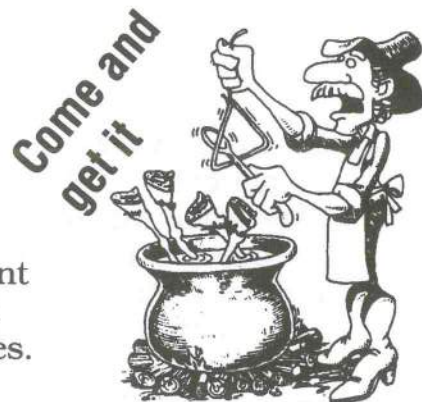
- ☛ There does exist a point at which a student has gone beyond the limits that will be tolerated in that school. Students must understand that at a certain point they are making decisions that will eventually have them removed from a class, a program, the school, or the school district. Formalized procedures are appropriate at this point. We discuss formal and informal procedures on the next page.



What Should be in a School-Wide Discipline Policy?

Below is an overview of what could be in a School-Wide Discipline Policy. Following that is a sample of a school-wide discipline policy.

As you read the possibilities and examples, please understand that embedded in that policy is the need to appreciate the context of each school — such as its student population, the school district support, the school district philosophy, as well as the community's support and values.



What could be in the policy:

1. A philosophical statement or statement of beliefs related to what you believe about how students should be treated and who, in the final analysis, should take responsibility for inappropriate behaviour. That statement acts like the alchemist's touchstone; it tells you whether or not your thoughts and actions support or stymie your discipline policy and process.
2. A list of rules (if any) should be very specific or very general. This may sound wishy washy — but specificity will give you clarity; generality will allow you to include a lot without having to write out fifty behaviours, e.g., "*Respect the rights and property of yourself and others.*" With this rule, the students learn the concept and inductively apply it to all cases. You have to decide which ones should be specific and which ones general.
3. Procedures should be established related to how to respond to misbehaviour. Procedures are agreed to responses for handling specific situations. They can be formal or informal. **Formal** means one standard approach exists that is written out and must be used by all staff members. For example, if a student is sent to the office, the student and teacher fill out forms that describe what occurred and how it was or will be resolved. (See page 241, 242, 243)

Informal procedures refer to the techniques found in this book (low-key responses, squaring-off, choices, etc.) and refer to options a teacher can employ in making decisions to prevent a misbehaviour from continuing or escalating and to restore social order. For example, an informal procedure would be making a decision from several choices concerning how to deal with fights on the school grounds, or how to respond to students who are running in the halls, or talking in class.

An Example of a School-Wide Discipline Policy at Crossroads School

Note: this is only an example, a suggestion of a Junior High-School Discipline Policy; a variety of possibilities exist related to designing School-Wide Discipline Policies.

Philosophy:

Crossroads School operates on the belief that all students have the right to learn. To do so means that each student works towards creating a climate that is positive and productive. No student has the right to choose behaviour that infringes upon the rights of others.

As a staff, we believe that home and school must share the responsibility for teaching children (young adults) appropriate behaviour. By working together, we can increase the probability that students will learn responsibility and respect for others. By doing this, we can only increase their self-respect.

Crossroads School has adopted a school-wide discipline process which we believe will reflect the above philosophy. Most students behave responsibly most of the time. Some students, however, may error in their judgement of what is acceptable behaviour. The school-wide discipline policy is designed to help students understand that they have chosen to behave inappropriately and to encourage them to acquire and apply more acceptable alternatives.

School-Wide Expectations:

1. We are expected to show consideration, courtesy, and respect to others and their property.
2. We are expected to attend class regularly and on time.
3. We are expected to abide by rules which may be established during the year which will help to maintain a positive learning environment at Crossroads High.
4. Absolutely no weapons will be allowed in school.

Classroom Expectations:

Each teacher has developed a code of behaviour which will contribute to a positive learning environment. This code of behaviour will be communicated to and/or discussed with the students in the first weeks of operation of the school. Please discuss the expected behaviour with your son and daughter and feel free to contact your teacher at any time.

Crossroads School's Discipline Policy continued...

Consequences:

Teachers at Crossroads School will continue to ensure that positive behaviour is given recognition. The staff is committed to increasing communication not only between teachers and students, but also between school and home. This may come in the form of encouraging telephone calls, sending positive notes home, and enacting positive parent-teacher conferences.

Students will also know when they have chosen behaviour that is unacceptable. Our goal is to help students see that they are responsible for their behaviour and in control of themselves. The choice is always with the student.

Minor Offenses:

Staff members will handle minor offenses 'on the spot'. Students will know what was poor judgment on their part and what is expected from them.

Major Offenses:

Major offenses are those behaviours that threaten the orderly function of the school or are threatening to the well-being of others. These usually include open defiance of authority, physical or mental abuse of others, and continuous disruptive behaviour.

Major offenses will be handled by a formal process. Open communication will be maintained by the teacher with school administration, the parents and the student. A plan of action will be decided upon, discussed by all parties concerned and acted upon. The consequences for major offenses will be decided for each individual case. The consequence for an act of vandalism for example, may be the student restoring the article vandalized, paying for the article, or, if serious enough, police involvement.

Continuous, major misbehaviour will result in a progression of agreed upon consequences which may include in-school suspension, at home suspension, transfer to another school, assistance through out-of-school agencies, and expulsion.

It must be stated that only a small segment of a school population ever reaches this level of misbehaviour. In keeping with the school philosophy, the student will continue to receive all the positive support we can muster to help him/her stay in the school. The school will continue to provide an appropriate program for the student in an encouraging atmosphere.



Assessing Your School-Wide Discipline Process

The following activity is designed to determine whether or not you have a clearly articulated and effectively implemented discipline process.

Task: As individuals, please respond to the following questions.

1. Do you clearly understand the circumstances under which you can send students to the office?

1	2	3	4	5
no		somewhat		yes
2. Do you clearly understand what happens to students when they are sent to the office?

1	2	3	4	5
no		somewhat		yes
3. Are you satisfied with your school's procedures related to students coming late to class?

1	2	3	4	5
no		somewhat		yes
4. Are parents aware of your school's discipline procedures?

1	2	3	4	5
no		somewhat		yes
5. Do you have an effective process for the school staff to resolve conflicts related to school discipline issues?

1	2	3	4	5
no		somewhat		yes
6. Does your school staff have a set of common beliefs related to how to respond to student misbehaviour?

1	2	3	4	5
no		somewhat		yes
7. If you have a school-wide discipline process, does most of your school staff work at effectively implementing it?

1	2	3	4	5
no		somewhat		yes
8. Are the roles and responsibilities of teachers and administrators clearly defined?

1	2	3	4	5
no		somewhat		yes
9. Is there a process in place whereby teachers can discuss classroom behaviour problems and receive non-critical collegial advice?

1	2	3	4	5
no		somewhat		yes
10. Is the administration perceived as being supportive?

1	2	3	4	5
no		somewhat		yes

Comments on Your Responses to Those 10 Questions

If most of your responses reflect a score of 1 to 2, you most likely do not have a discipline policy that is clearly articulated or effectively implemented.

A score of 2.5 to 3.5 would indicate you have some processes in place, but that not all of you agree on what they are.

A score of 3.5 to 5 would indicate you most likely have a policy and process in place that is currently meeting most of your needs.

This brief questionnaire was designed to provide you with a snapshot of whether or not your school is stuck or moving related to the development and implementation of a school-wide discipline process. If you are indeed stuck, you must appreciate that in order to begin to move, you must attend to a number of factors. There is no *best sequence* or *best place* to start. Nonetheless, these are our recommendations:

1. Begin to develop norms of collegiality with your staff. If your staff does not respect one another as educators and as human beings, you have little chance of collaborating to create a common process or to collaborate to resolve conflict. For example, employing communication skills such as disagreeing in an agreeable way or accepting and extending the ideas of other during staff meetings is one way to illustrate respect for each other.
2. You will have to resolve issues around roles and responsibilities for both teachers and administrators so that no games are being played between teachers, students, and the administration. For example, as a staff, you will need to develop a procedure of what will occur when a student makes the choice to go to the office. What is the role of the teacher, the administrator, and the student? See the form provided in the chapter on choices (Pg. 241), where the student has made the decision to go to the office.

Continued...

Continuation of comments...

3. You will have to develop a vision or philosophical statement about what the school community (students, parents, teachers, administration) believes is important in developing a community of life-long learners. This statement will most likely evolve over several years. In addition, you can add in specific student behaviour you want to encourage that reflects the essence of that vision. A useful example of one way of working towards this process is to go through the 'We Believe' process found in the chapter on Team Building on pages 254-258 of the book, *Cooperative Learning: Where Heart Meets Mind*.
4. You will have to refine and extend your repertoire of responses of how to prevent and respond to student inappropriate behaviour. For example, the substance of this book (the Bumps, etc.) is focused on extending one's repertoire.
5. As you develop a repertoire to prevent and respond to student misbehaviour, please understand that part of prevention is the extent to which the teacher can design learning environments that are meaningful, interesting, and where the students are actively involved. This implies having an extensive instructional repertoire. For example, weaving in the use of the instructional strategy of Cooperative Learning to increase academic learning, and to focus on communication skills, social skills, and critical thinking skills would be a powerful first step.
6. As you focus on the 15 percent of students who misbehave, you must continue to enhance or maintain the appropriate behaviour of the other 85 percent. You must develop processes to communicate a sense of belonging to your specific school. For example: theme days, rallies, assemblies, guest speakers, school projects such as supporting a needy child, or helping a local charity, all serve to bring students together to focus on a common goal.
7. You will have to have processes in place to work more effectively with substitute teachers (supply teachers)...see the end of this chapter for some ideas.
8. You will have to develop a process to work with teachers who are finding classroom management particularly difficult. Often the solution will require a number of staff to help out...see the end of this chapter for some ideas.

Innovative Ideas You Can Weave into Your Discipline Process

Below are several areas that are often over looked in most schools:

- ☐ supporting a teacher who is struggling or has a tough class
- ☐ dealing with substitute or supply teachers

Supporting a teacher who is struggling:

In every school there will be situations that cannot be solved by one teacher alone. It might be because that teacher has the class from some 'infamous-hot-spot', or several very difficult students, or is an inexperienced teacher, or is a teacher who lacks skills to prevent and respond to student misbehaviour, etc.

We suggest teachers put themselves in a support group — being very careful how that group is put together — not just a group of friends. For example, you do not want four first-year teachers in the same group. We suggest forming the groups based on experience as teachers, grades taught, and gender, etc.

Each teacher agrees to take one or two students from the teacher experiencing difficulties. The group has to sit down and discuss the structure for how this is done; i.e., how the teacher initiates the move (we suggest the Bump 3 and 4 process), how long the student will stay; and what the student will do once in the other teacher's class.

For Example: I was asked to provide some suggestions for a teacher who was struggling with a grade five class in an inner-city school. She was the third teacher in this class in two months and was under a great deal of stress — she was also a new teacher. I agreed to go and teach for the morning to try and get an idea of what was going on before I made any suggestions.

The morning was difficult. I did not want to return for the afternoon. It was obvious that it would be difficult for one teacher to quickly solve the problem. The solution would have to be a collaborative effort involving other teachers, the administration, the consultant, and the teacher. At lunch, we sat down and I asked her how many students would have to leave the class in order to allow it to function effectively. She paused, thought, and answered six. We then asked three teachers from the school who were respected by the students and who taught grade five or higher to help. Each teacher agreed to take two students from her class if she needed the help. In addition to the assistance

of the three teachers, the administration put in place a procedure of how to deal with the students if they continued to misbehave in the other teachers' classrooms.

She then participated in a two-day class on classroom management related to ideas in this book. During that time a consultant taught her class using the techniques she was learning (Bumps 1-5). The consultant and this teacher team-taught for several days after the course and invoked the support procedures of the three other teachers.

The upshot is that she ended up having a successful year and the next year continued to be an effective and positive member of the staff.

The point is that too many teachers are isolated. Most have little or no training in classroom management. If the school administration does not have a mind set to provide leadership to solve problems, then those teachers usually end up behind closed doors dying the death of a thousand cuts.

We have learned from our experiences that teachers should put themselves in groups to support their professional development and to assist in resolving conflicts with students. They are in this together — norms of collegiality and collaboration must be mainstays of any school culture if the staff is to create a safe and effective learning environment.

Supporting substitute or supply teachers:

Given most teachers are away on the average of 7-10 days a year due to sickness, training meetings, and curriculum planning, etc., the role of the substitute teacher is worth considering. In 1927 Connors completed a study that identified the concerns substitute teachers had related to what prevented them from being successful substitute teachers. Below are the concerns in order:

1. not being able to interpret the lesson plan left by the teacher
2. not being able to find things that are supposed to be in the classroom
3. classroom discipline
4. being treated like a second-class citizen in the school
5. being called late

In 1986, we asked 300 substitute teachers in Edmonton, Alberta to respond to the same question Connors asked in 1927. We did a frequency count of their concerns; they identified the *same* five in the *same* order as 1927.

Only number five (being called late) is most likely out of the control of the school staff.

5

Below are some ideas that we have seen schools implement related to more effectively integrating the services of the substitute teacher.

1. Not being able to interpret the lesson plan left by the teacher

- The classroom teachers develop a lesson plan system that clearly communicates the objective and purpose for each aspect for which the substitute teacher is responsible. Too often the teacher leaves minimal and uninterpretable information relative to the context required to make sense of that information. The information makes perfect sense to the classroom teacher, because he has the context to go with it.
- The substitute teacher should develop a series of fail-safe lessons or activities. Most teachers would prefer a well-behaved class that completes the substitute's lesson over a class that is out-of-control and 'pretending' to complete the lesson left for the substitute teacher.
- Provide training for substitute teachers on how to take a variety of Lesson Design systems that can be overlaid on most lessons to give the lesson a sense of structure (see the sample lessons in Chapter 6). That will involve increasing the instructional skills and strategies of substitute teachers. For example, in a course for substitute teachers that we taught, we used the Lesson Design process from Madeline Hunter's work as that lesson organizer. It has the following components: (See page 111 for an explanation.)



- ☐ Providing a **Mental Set**
- ☐ Sharing the **Objective and Purpose** of the lesson
- ☐ Providing **Input**
- ☐ Providing **Model** or a **Demonstration**
- ☐ **Check** to see if **all** students **Understand**
- ☐ Providing opportunity for **Practice**
- ☐ Taking time to bring **Closure** or provide **Extensions**

With this structure, the substitute teacher would identify and clarify the objective for the lesson left by the teacher and would then invoke each of the instructional concepts that were appropriate from the lesson design concepts — note they can be used in any order, they don't all have to be used, and they can be used simultaneously. For example, in mental set you could model or demonstrate something to see if students understood a concept before proceeding with the lesson. See the sample lessons that use those components on pages 153 to 165.

2. Not being able to find things that are supposed to be there

- Take the time in your lesson planning to make sure you have clearly and specifically identified where things are. For example, as a request from a colleague who was a principal, I went to substitute in a class in which substitute teachers were refusing to teach. We wanted to find out what was going on in this grade four classroom. The regular classroom teacher was to leave me lesson plans for the morning. True to 1927, I could not interpret the lesson, I spent almost 5 frustrating minutes trying to locate the book I was to read — which I found out later was in the classroom teacher's purse, and discipline was deadly. The fact that I could not locate the book at the start of the day did not make the morning easier.

3. Classroom discipline

Two approaches: ways to prevent and ways to respond

Prevention:

First, we suggest that all teachers spend ten to fifteen minutes at the start of each year discussing with students the concept of 'guest in our school'. List the type of guests with one example of guest being substitute teachers. (Note, we recommend they be thought of as guests.) Then discuss how guests should be treated — even if they are not always the best guest.

Next, we suggest you form teams of about four teachers — teachers who are unlikely to be away on the same day. Then when a teacher knows he will be absent, he contacts the other three members of the team. That means, one will 'pick-up' the substitute teacher upon arrival, welcome him or her to the school, and quickly inform that person of any information that needs to be shared. (If the person arrives late, the vice-principal or principal can complete that task.) Whenever possible, the substitute is escorted to the room (not told where to go). If the substitute arrived late, the person assisting will take the class for a few minutes while the substitute teacher reads over the lesson for the start of the class. Do not throw the substitute into the class when they are late arriving — it is during that first few minutes of interpreting what is to happen that the class often begins to percolate.

Another person will pop in once in the morning and once in the afternoon to see how things are going. The department head or someone from the administration will also quickly pop in to see how things are going once in the morning and once in the afternoon.

Another person on the team will write on a bulletin board the name of the guest in the school today. You might even make an announcement and welcome the 'guest' to the school. If necessary, that person will also pick the substitute up for lunch and make sure the supply teacher knows where the lunch room or staff room is located. Also, staff members will make a point of introducing themselves if they see a guest.

Continued...

Preventing continued...

A student will be selected to be a 'gopher'. That means if the substitute teacher needs something photocopied, or a book located, or attendance taken to the office, the student identified in advance will be that person. The student can be selected randomly. You might want to pick the next two in case one student is away. Note, in one school, this student was also responsible for getting the pre-made name tag, that says **Guest in our School Today**, placing that teacher's name on the tag, and giving it to the guest.

Responding

In one inner-city elementary school they used Bumps 1, 2, 3, & 4. The substitute teacher would use Bumps 1 & 2 on two to three occasions. The third time, the student would be given a choice (Bump 3) to take part in the class appropriately or choose to go to the office (Bump 4). That process worked because all students in the school were involved in a session done by each teacher at the beginning of the school year that dealt with the concept of guests in the school and the role of the substitute as one of those guests.

At that session the students also discussed the discipline process. They knew that once they made the decision to go to the office, they completed a plan on what happened and how they were going to solve the problem. That was discussed at the office, signed and taken back to the substitute teacher — later it was kept in a student portfolio. If the student made the decision to attend the office again, the parents were called and he was sent home. (Note the parents were informed of this in the discipline guidelines sent home to parents at the beginning of the school year). The parent(s) had to bring the student back to school the next day to get the student back in classes. It worked — hardly any students pushed the system once it was invoked and they had 'tried it out' a couple of times. The teachers in this school *said what they meant and meant what they said*.

Obviously, this system is not fool proof — there are always students for whom this will not work. For those students, another procedure would have to be worked out — for example, on the day a substitute teacher is in the school, that student works with another teacher.

4. Being treated like a second-class citizen in the school

Substitute teachers are virtually ignored in some schools. The literature reports that they feel like the spare tire of society or as second-class citizens. Seldom does anyone say "Welcome to our school." or "How are you doing?" or "Is there anything you need to know?"

Many substitute teachers want to get a full-time position. If they send kids to the office, they are perceived as ineffective and it makes it much less likely they will get full-time employment. So, they are often trapped into keeping their door and mouth closed.

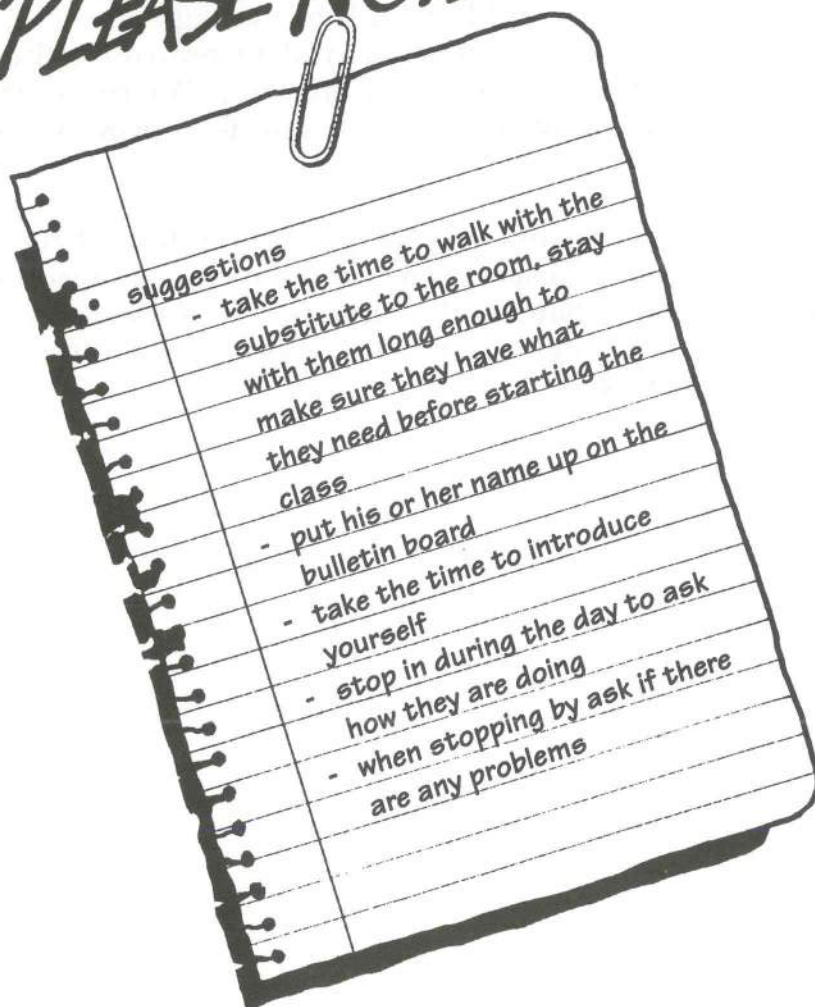
Responding continued...

A Personal Reflection:

I used to feel good inside when I returned to my class and the substitute had written how hard it was to teach my students...with specific complaints about some of the students. I believed, *"Only I can work with these students."* The actual scenario was that I had not created an environment that encouraged my students to be responsible. The work I left for the substitute was always busy work. I never valued it when I returned to the class. I would smile at Freddy and say, *"So you gave the sub a rough time...what am I going to do with you?"* (Freddie would sort of smile back). The message I was communicating to the students was that the substitute was **'not important'**. What I did was unethical and unprofessional. You might stop and consider what goes on in your class and in your school.

For a system that values learning, most systems do little to value the learning or lives of most substitute teachers.

PLEASE NOTE:



Summary of School-Wide Discipline Process

In this chapter, we discussed the relationship between the discipline policy and the discipline process. We also identified that although most school staffs create a discipline policy, that policy is usually not effectively implemented as a process by the majority of staff members — often for a good reason — the policy looks good on paper but is impossible to implement or it causes more problems than it cures.

A key point is remembering that discipline policies and processes are designed to assist teachers to create a more effective and safe learning environment. We realize that they are designed to respond to student misbehaviour; however, if the school staff cannot implement them, then they are at best a facade.

In our view, the teacher is responsible for maintaining order in the classroom. A student may make the decision to go to the office for custodial care (we presented these options in the chapters on Choices, Informal Agreements, and Formal Contracts). The fact remains that when a student returns to the classroom, the teacher is the one who must deal with the student. The role of the teacher is to implement the plan; the role of the administrator is to provide leadership through advice and assistance.

The plan may vary from something as simple as an informal contract with a built-in reward system to a more formal contract involving social workers, parents, and an at-home suspension. Whatever the plan, the response is a team approach — every time one part of that team does not support the plan, it decreases the chances the plan will work.

A Discipline Policy With Closure

The teacher will:

1. use low key responses and winning over techniques in the classroom

If this is not sufficient

2. match the student's level of defiance with an appropriate level of assertiveness

If this is not sufficient

3. use logical consequences—usually applied by giving students either/or options or informal contracts

If this is not sufficient

4. involve the school administration and the parents. All parties including the student will sign a formal contract specifying the consequences for continued misbehaviour which can include in-school suspension, at home suspension, transfer or expulsion.

A Couple of Last Questions

Are you getting
enough sleep?

Are you eating
properly?

Are you
getting to
school in
time to be
organized?



Are you
exercising?

Are you
smiling
enough?

Are you
attending to
friends and
family?

Are you ironing
your clothes?...just
kidding.

Maybe you should... it will
make it all a lot easier.

...The End... for now.

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