LEE CANTER'S

REAL TIME COACHING FOR CLASSROOM MANAGEMENT©

Rough Draft Please Excuse Typographical and Grammatical Errors

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INTRODUCTION

The Real Time Classroom Coaching Model was born out of the lack of success I was experiencing as I attempted to help teachers, both new and experienced, deal effectively with behavior management issues which hindered the academic achievement of their students. A little background is called for.

Frustration with the Traditional Model of Training and Mentoring

Ten years ago, I began to research how to develop more effective approaches to help new and struggling teachers reduce the disruptive behavior of students who negatively impacted student learning. In my work with these teachers, it became obvious to me that the current models of classroom management they were attempting to utilize were either too complex for them to effectively implement, or were not based on sound research based principles.

As a result of my research, I developed a basic model of classroom management designed especially for new and struggling teachers. The goal of the new model was to provide teachers with an easy to implement, research based approach to help them establish a classroom environment where teachers could teach and students could learn free from disruptive behavior.

The new model was called *The Behavior Management Cycle*. It was given this title because teachers were taught a three-step cycle to motivate their students to follow directions. The steps of the sequence teachers were taught to utilize were: 1) effectively give clear directions, 2) provide positive feedback to students who follow their directions and 3) then take corrective actions with students who were non-compliant.

The Behavior Management Cycle is in no way "the only" approach to classroom management. It is simply a beginning approach to dealing with student behavior. As teachers feel more competent, they hopefully will be able to build upon this approach to develop their own personalized classroom management style.

As part of the field-testing of the new classroom management model, I taught a course for beginning teachers at a local university. In this course I had the opportunity to work closely with a small group of teachers, both in a weekly seminar and directly in their classrooms.

At the beginning of the course I taught the students *The Behavior Management Cycle*. The teachers quickly grasped the basic concepts of the model, and expressed their belief that it would serve to be a major improvement over the current classroom management approaches they were unsuccessfully attempting to implement in their classrooms.

In order to insure the teachers understood the new model, I thoroughly tested them on their knowledge of the concepts and how to apply them with their students. All of the teachers passed the examination with flying colors. It was obvious they had a thorough understanding of the conceptual ideas they were being taught. I was interested to visit the teachers' classrooms and observe how effective they were with their students using the new management model.

To my chagrin, what I observed as I went from classroom to classroom was disheartening. Though the teachers understood in theory the steps to effectively manage their students' behavior, application of these steps was a totally different story. It became crystal clear to me that simply teaching beginning teachers new classroom management concepts in a seminar in no way translated to their effectively using them in their classrooms.

It was obvious that I needed to provide mentoring to these teachers on their use of the classroom management skills. I began my mentoring efforts using the standard approach most educators utilize, which is to sit in the back of the class, script out what takes place and then at a later time sit down with the teacher and go over what was observed.

What I found was, when I met with the teachers they recognized what they should have done differently with their students, and verbally indicated how they would change their responses in the classroom. When I again returned to observe them, to my dismay I found that fundamentally nothing had changed. Basically, I found that the traditional model of mentoring rarely resulted in the teachers improving their use of the classroom management skills they had been taught.

An Eye-Opening Experience

Finally, the despair of one of my teachers resulted in me "throwing out the book" on traditional mentoring/coaching methods, and out of desperation improvise another approach, i.e., real time coaching. What happened was that one morning I entered a teacher's classroom only to find her close to tears due to her inability to get her students to listen to her. It was obvious I had to "think on my feet" and do something to quickly help this teacher so she would not have a complete "meltdown" in front of her students.

When the students left for recess the teacher broke down and asked for any suggestions. It was at this point obvious that this teacher was unable to control the classroom on her own. Since it was not appropriate for me to take over her classroom, I had to find some way to get her through the next part of the day. Suddenly, the proverbial "light bulb" came on: maybe the next best thing for me to do was to sit in the back of the classroom and "coach" her as to how to handle the students' behavior. On the spur of the moment I told the teacher the following:

> *Here's how I'm going to help you. I'm going to be in the back of the room and coach you on how to use the classroom management skills you were taught in our*

seminar concerning how to deal with the students' behavior. I want you to keep an eye on me as much as possible.

When you see me raise "one" finger I want you to stop what you are doing and tell the students the exact directions you want them to follow at that moment.

When you see me raise "two" fingers I want you to immediately look for students who are following your directions and recognize them.

When you see me raise "three" fingers, I want you to immediately give the disruptive students consequences from your discipline plan.

When the students returned, what took place was a true eye opener. I found myself constantly cueing the teacher by most frequently raising "two" or "three" fingers to indicate that she needed to provide positive feedback to students, or to firmly respond to the students' off task disruptive behavior.

At first she was tentative about following my feedback, but she soon caught on to what I was after. The turning point came when one of her most difficult students became defiant. As the student kept talking back, I kept raising "three" fingers, indicating that the teacher should provide him with the disciplinary consequences he was choosing by his disruptive behavior.

Within a few minutes the student had reached the point where the next consequence for disrupting would be to go to the principal's office. When he again yelled at the teacher and I again raised "three" fingers signaling her to act, she at first hesitated and gave me a look that said, *"Do you really think I should send him out?"* When I nodded *"yes,"* she walked up to the student, looked him in the eye and firmly told him he had chosen to go to the principal's office and he should right away!

The student was obviously shocked by how the teacher had suddenly stood her ground, as were his classmates. As the student, to everyone's surprise, quietly left the classroom you could feel the change come over the classroom—the students recognized that their teacher finally "meant business" and would no longer tolerate them not listening to her.

I was stunned by the transformation I observed in the teacher's behavior in the short time I was giving her "real time" feedback. It was obvious that providing her immediate feedback had proved to be a dramatic tool to quickly increase her effectiveness in managing the classroom.

When I met with the teacher shortly after the real time feedback session had ended, she quickly validated my perceptions. Obviously excited by the change in her students' behavior, she shared with me the significant impact receiving immediate feedback had had on her.

First, with relief in her voice she exclaimed, *"Oh my, I actually got the students to listen to me—I never thought I could do that!"* When I explored what she had done differently with the students to produce the change, she responded, *"Through your feedback I was more positive with the students than I have ever been. I made more positive comments to the students in 20 minutes than I usually do in an entire morning or day, and for the first time I didn't just threaten and argue with the students—I simply provided them consequences every time, when they chose to be disruptive."*

As we continued to reflect on what had transpired in her classroom she went on to add, *"I thought I understood what you taught in class about the need to be positive and firm, I was wrong. Through following the immediate feedback you were giving me, I could experience firsthand how consistently I have to respond in order to effectively motivate the students to listen to me."*

The positive impact the real time feedback session had on this teacher was driven home to me by an e-mail she sent me the next day.

> *"Yesterday's session enabled me to turn my classroom around. Today I was finally able to spend my time teaching and not disciplining my students. I'm back in touch with why I entered this profession!*
>
> *Consider using the real time feedback method with the other teachers in our seminar—I'll bet it will be an invaluable experience for them too!"*

Refining the Model

Based upon the dramatic impact real time feedback had in the aforementioned teacher's classroom, I began using the approach whenever I mentored the other new teachers in my seminar. With most of the teachers the results were equally impressive. In only one observation and feedback session lasting approximately one hour, the vast majority of the struggling teachers were able to demonstrate significant improvement in their ability to handle the students' behavior.

Most impressive to me was the fact that when I went back for future visits to the teachers' classrooms, they were all still demonstrating a higher level of competence in their use of classroom management skills than when I first worked with them. In the follow-up real time feedback sessions, most of the teachers were again able to utilize the feedback, and continued to improve their effectiveness in dealing with classroom management issues.

As I continued to work with teachers using the real time feedback model, it became apparent to me that there could be at times some shortcomings to simply using hand signals to cue the teacher. Sometimes the teacher would not look at me at appropriate times, and there were instances when I wanted to direct the teacher's attention to particular students but was unable to do so.

In reviewing the literature on teacher training I found several references to mentors/coaches using a "bug in the ear" one way audio transmitter (walkie talkies) to provide feedback to the teachers with whom they were working. The use of this mechanical device enabled me to sit in the back of the room and as appropriate make short comments, i.e., *"give clear directions . . . praise . . ."* or *". . . correct off task students."*

In addition, the use of a "bug in the ear" obviously provided me the ability to give much more specific feedback at times when it would not be distracting to the teacher, i.e., *"walk over to the table by the door and correct the students who are talking," "positively recognize the boy in the tan sweatshirt—he is finally working."* Of equal importance being able to privately talk to the teacher afforded me the ability to give her positive feedback, i.e., *"excellent job giving positive feedback to students—keep it up."*

Most recently, coaches using this model have begun providing feedback to teachers by calling them from their cell phone and having the teachers utilize Blue Tooth receivers in their ear. This method solves the problem of having dead batteries in the walkie talkies and the need to learn how to use a new technological device.

Expanding the Model to Help Teachers Improve Instructional Skills

A few years ago I began training mentors, coaches and school administrators in how to use the real time model with the teachers they were working with who were having trouble with classroom management. These educators found the real time model as useful as I had in helping teachers effectively deal with their students' behavior.

The mentors and coaches I worked with were so enthused with the real time coaching model that they expanded its use beyond simply helping teachers with their classroom management efforts. Many of the mentors/coaches soon began providing their teachers immediate feedback on their use of instructional skills i.e., engagement strategies, higher level questioning skills, presentation skills, lesson pacing etc.

From my work with these excellent teacher educators I learned how valuable the real time coaching model could be in helping teachers improve their instructional skills as well. I saw firsthand teachers able to quickly learn how to improve their classroom instruction in a manner that increased student learning.

A New Model to Support Your Efforts with Teachers Struggling with Classroom Management Issues

The successes of the coaches and administrators using the real time coaching model are not unique. I firmly believe any committed educator will find the use of this innovative model a useful tool to add to his/ her ability to help teachers deal with classroom management issues.

The guidebook you hold in your hands will provide you a comprehensive overview of the real time coaching model. I hope the strategies and concepts presented here will enable you, as well, to more effectively help those teachers who need your assistance.

PART ONE

INTRODUCTION TO THE REAL TIME COACHING MODEL

CHAPTER ONE

THE REAL TIME COACHING MODEL FOR CLASSROOM MANAGEMENT

With some teachers I feel that no matter what coaching method I try, their classroom management simply does not improve

It is so frustrating sitting in the back of the class watching the students' disrupting the teacher's lesson and there is nothing I can do to help

I'm working with so many teachers who have never had the training they need in basic classroom management strategies, how can I ever help them?

Sound familiar? If so, you are not alone. All too many mentors, instructional coaches, building administrators, or teacher educators (from here on referred to as "coaches") are frustrated by their inability to help the teachers they are working with reach a high level of professional competence in their ability to manage the students' behavior.
Why is this so important?

The teacher's ability to establish a classroom environment where they can teach and students can learn free from the distraction of disruptive behavior, is a cornerstone for their success in the classroom. In addition, the reality for you the coach is this:

No matter how much you attempt to help teachers with their lesson planning, curriculum design, use of differentiated instructional strategies etc. these efforts will go for naught if the teachers cannot get their students to follow directions, get and stay on task without disrupting.

Let's examine the reason so many coaches are so frustrated by their inability to impact their teachers' ability to deal with student behavior.

LACK OF EFFECTIVE TRAINING FOR COACH AND TEACHER

The first reason that coaches are so challenged dealing with their teachers' classroom management issues comes down to the issue of ineffective training.

Coaches not trained in how to effectively assist Teachers to improve their Classroom Management performance

If you're like many coaches one reason you were hired for your position was due to your ability to effectively deal with student behavior. There is an assumption by educators that

if a teacher has learned how to manage a classroom they'll be able to coach other teachers to do the same. There is one major flaw in that assumption;

> *There simply is no relationship between the skills needed to manage a classroom of students and those needed to coach another teacher to again do the same.*

Your personality, teaching style or level of experience may be totally different from that of the teachers you are called upon to coach. The strategies and approaches that worked for you simply may not be appropriate for the teachers you are coaching.

One key reason there is such widespread frustration by coaches when it comes to their inability to help teachers improve their classroom management efforts, is the fact that the overwhelming majority of coaches have not been trained in the skills necessary to effectively improve struggling teachers' classroom management skills.

Teachers have not received effective Classroom Management Training

Frequently, the teachers you are working with are struggling with classroom management issues in part due to issues regarding their training. Here is what I mean.

Many teachers have never received effective conceptual classroom management training from their course work. As well, many teachers have had student teaching experiences that did not provide them exposure to appropriate classroom management strategies. (National Commission on Teaching and America's Future 2003, Sprick et al 2006)

The issue for you the coach is this: how are you ever going to be in the position to effectively help teachers improve their ability to deal with student behavior unless and until they have had the requisite training?

Coaches not trained in the Classroom Management Approach the Teachers are Utilizing

Many coaches report they are expected to work with teachers who have been trained in an approach to management with which they are not familiar. To be honest, it is next to impossible to be an effective coach if you do not share a "common language" with the teacher of how the classroom will be managed (Sprick et al 2006).

Coaches do not have Appropriate Classroom Management Training Materials to Provide the Teachers

In order to address the previously discussed issues, you will need to be able to provide teachers training materials on appropriate classroom management strategies that you understand and are comfortable utilizing. Unfortunately, coaches often do not have the appropriate classroom management training materials to provide the teachers nor do they know where to readily find them.

THE "REAL TIME" FEEDBACK GAP

The second factor that limits coaches' effectiveness relates to the issue of how they provide feedback to teachers. Let's elaborate.

There is a long overlooked reality that must be addressed to improve teacher performance. Receiving effective conceptual classroom management training is simply the "first step" teachers need to master this competency. The important point to keep in mind is this:

> *Just because teachers have been trained in classroom management strategies it does not mean the teachers will utilize the practices "effectively" in their classrooms.*

The lack of transfer of effective strategies into classroom practice may be the result of various factors. Some teachers may not fully understand the concepts, others are resistant to change, others simply are careless in application of the strategies they have learned (Scheeler 2004).

No matter what the reason for the teachers' ineffective implementation of classroom management strategies, it is exacerbated if the coaches they are working with fail to provide them "effective feedback" on their performance. (Gersten, Vaughn, Deshler, & Scheeler 1997) The reality is:

> *You cannot expect teachers to competently utilize the classroom management strategies they have been trained in without regular "effective feedback" from trained coaches.*

The importance of providing teachers effective feedback is an often ignored factor necessary to assist them in improving their implementation of effective classroom skills. (Scheeler 2006) As with learning any new skills, mastery of effective classroom practices is dramatically impacted by the quality and quantity of the feedback the teachers receive.

If you are like most coaches you have some basic knowledge of the guidelines to follow to provide teachers effective feedback such as:

- Feedback is based upon skills the teacher has already learned

- Feedback is based upon specific performance criteria

- Feedback is specific

- Feedback is both positive and corrective

In addition to these guidelines, there is though one critical aspect of effective feedback that is rarely utilized by coaches working with teachers:

Feedback is provided immediately i.e. "Real Time"

What we know about learning theory is that when anyone is attempting to learn a new skill the more "immediate" the feedback the higher the learning curve. It is no different with teachers.

In reality the feedback teachers most often receive from you, the coach, is "delayed." Here is what we mean.

> *You observe a teacher in her classroom and you will then meet with her a half hour, hour or day later to discuss what you observed and provide her feedback on her efforts.*

Research clearly indicates that giving teachers "delayed" feedback is not nearly as effective as providing it to them "immediately" or in "real time." (Scheeler 2006) Far and away the feedback that has the most potential impact is that given to teachers, in a "non distracting" manner, while they are in the classroom actually teaching

The Tennis Coach Analogy

The importance of "real time" feedback in improving teachers' classroom skills can best be illustrated by the analogy of how an effective tennis coach goes about improving the skills of a player:

> In the past you may have taken a "tennis" lesson (or other athletic lesson) from a coach in order to learn or improve your skills. Throughout the lesson as you hit the ball, the coach would provide "real time" feedback on your efforts, giving encouragement and suggestions such as "put your racquet back," "keep your eye on the ball," and "good follow through." The immediate feedback was critical to you in improving your skills.
>
> Now, on the other hand, could you imagine if the coach observed you hitting the ball for an entire lesson without saying a word? Then, be it an hour or day later, the coach sat down with you and discussed what took place during the lesson— pointing out that you forgot to "get your racquet back fast enough" and you did not "keep your eye on the ball," etc. You can easily imagine how much less effective this "delayed" feedback would be from that provided in "real time."

In reality, the feedback most coaches provide is analogous to that provided by the tennis coach in the second scenario. The "delayed" feedback again has serious limitations. Immediate "real time" feedback is a dramatically more useful tool to enable you to help teachers improve their classroom performance.

AN OVERVIEW OF THE REAL TIME CLASSROOM MANAGEMENT COACHING MODEL

The Real Time Coaching Model is a dramatically effective new tool to increase the ability of coaches to effectively help teachers improve their classroom performance. In order to address the aforementioned shortcomings of current practice, the model includes the following components:

An Effective Classroom Management Model for Struggling Teachers: The Behavior Management Cycle

The reality is again that the overwhelming majority of teachers who are having difficulty with student behavior lack appropriate classroom management skills. Thus, a key component of this coaching model is the use of what I call the "Behavior Management Cycle."

The Behavior Management Cycle is a prescriptive approach designed for coaches to utilize with teachers who are struggling with student behavior. This easily mastered, research based model has been effectively utilized in thousands of Kdg-12th grade classrooms, in all socio economic areas across the country (Canter 2006).

> *The Behavior Management Cycle is designed to enable teachers to motivate all of their students to follow their directions quickly get and stay on task.*

The fundamental importance of all students following the teachers' directions cannot be overestimated (Canter 2006). Here is why:

> *The foundation of managing the students' behavior comes down to the teacher's ability to motivate them to simply "follow their directions."*

Let's elaborate on this important concept.

A teacher gives directions to the students such as "*take out your books and get to work without talking,*" some of the students start fooling around and talking, does that teacher have behavior problems? Of course she does.

On the other hand, if all the students follow her directions by taking out their books and getting to work without talking does she have any behavior problems? Of course she doesn't. The fundamental importance of the teachers being able to motivate students to follow their directions is that simple.

The Behavior Management Cycle is a three step model that begins whenever the teacher gives directions to the students.

Step One: Clearly communicate Explicit Directions

Teachers need to tell students exactly "what" they are to do and "how" they are to do it.

> *When I'm teaching I want everyone paying attention that means you are sitting up straight, with your eyes on me and not talking.*

Step Two: Utilize Behavioral Narration

Teachers need to immediately recognize students who are following their directions and "narrate" their behavior

> *I see Todd is paying attention; he's sitting up straight looking at me.*
> *I see Maria and Adam are paying attention and not talking.*

Step Three: Take Corrective Action

Teachers then need to calmly and firmly take corrective action with students who are not complying with their directions.

> *Tyler, the directions were to pay attention and not talk you have chosen to miss free time.*

Benefits of using the Behavior Management Cycle

Provides the Coach a Simple, Easy to Implement Model to Present to the Teacher

Teachers are simply not going to be open to trying anything you suggest if it appears too complex or difficult to implement.

> *A key to motivating teachers to "change" what they are doing is to present them alternatives that they believe they "can do."*

The prescriptive "Steps" of the "Cycle" enable you to present teachers a research based approach to classroom management that is as simple as "one...two...three."

Enables the Coach to Establish a Common Language with Teachers regarding Classroom Management

As was mentioned earlier, for you to be able to help teachers improve their classroom performance you must have a "common language" to work from. Through the use of the Cycle you will be able to be on the "same page" with teachers when it comes to discussing the guidelines for how they: give directions, provide positive feedback and take corrective action.

Enables Coaches to Easily Establish with the Teachers the Performance Criteria they want them to Meet

As was mentioned earlier, for you to be able to improve teachers' performance, you must be able to provide them effective feedback. An important precursor to providing effective feedback is establishing with the teacher the specific behaviors i.e. "performance criteria" you'll be looking for when observing them.

The prescriptive nature of the Cycle will enable you to quickly establish the performance criteria upon which you'll base the feedback you will provide the teacher. For example:

When giving directions I'll be looking for you to:

> *Use an attention getting signal to insure you have all the students' attention*

> *Tell the students the appropriate verbal behavior, movement and type of participation you expect*

> *Check to make sure the students understand your directions*

> *Cue the students to start the activity*

Establishing such specific performance criteria with the teacher is critical to insuring your feedback has the greatest impact.

Enables Coaches to Provide Specific Feedback to Teachers on their Efforts

As was discussed, in order for teachers to improve their classroom performance they need to get effective feedback. One important aspect of effective feedback is that it is "specific." Let's look at why this is so.

Frequently when you observe coaches giving feedback to teachers on their classroom management efforts it is "vague."

You need to be more positive with the students

You are not firm enough dealing with disruptive behavior

Such feedback is "vague" because it does not explicitly tell the teacher "what" they are to do and "how" they are to do it.

What is the teacher to say and do to be "more positive?"

What is the teacher to say and do to be "firmer?"

Through the explicit guidelines of the Cycle you will be able to give the teacher more effective "specific" feedback.

> *Immediately after giving your directions you need to "narrate" two students who are on task.*

> *Every time you observe students disrupting you need to tell them the directions they are to follow and that they have chosen to receive the next consequence from your discipline hierarchy.*

Research tells us the more specific the feedback the more effective and, as you will see, when you provide it immediately its impact will even increase (Scheeler 2004).

A more effective Feedback Tool: "Real Time" Feedback

Again, the cornerstone of The Real Time Coaching Model is the coach providing real time feedback to teachers during the classroom observation, rather than delaying the feedback to the post observation conference. The immediate feedback, both positive and constructive, is provided by the coach to a "bug in the teacher's ear" by several methods:

> 1) Cell phone call to Blue Tooth ear piece in teacher's ear.

> 2) Wireless low cost "walkie talkie." to the receiver in the teacher's ear

Coach Active Participant versus Passive Observer

Rather than simply sitting "passively" in the classroom "observing and scripting" what is transpiring during the lesson, in this model the coach is an "active participant." What do I mean by that?

> *The goal of the coach in this model is to be an "Angel on the teacher's shoulder", another set of eyes and ears that will help her be as successful as possible during the lesson.*

Rather than watch a lesson "implode" the coach actively intervenes to support the teacher's efforts. In order to further illustrate this point, here is an example of a real time feedback session in which the coach is communicating with the teacher using the "bug in the ear":

> Teacher: *O.K. class, let's get started and I want to be clear I don't want any more issues when I'm talking like we've been having.*

> (Some of the students are listening, many are talking and off task)

> Coach: *Tell students specific behaviors you want to see.*

Teacher: *What I mean is that when I'm talking I expect to see all of you paying attention with nothing in your hands but a pencil, and no talking*

Teacher: (Does not provide any positive feedback to students who get on task)

Coach: *Narrate on task students*

Teacher: *James, Jose and Vanessa have their eyes on me and are not talking, that is what I expect.*

   (Begins the lesson and gets so involved with the content that she does not monitor the students' behavior and soon several students start talking)

Coach: *Narrate on task students*

Teacher: *I see Juanita is paying attention without talking, so are Denzel and Cary*

   (After the teacher's response all but one of the students gets on task. The student continues talking and disrupting his classmates but the teacher does not respond to his behavior)

Coach: *Correct the student who is talking*

Teacher: *James the direction was to pay attention without talking, that is your warning.*

Student: *I didn't do anything...*

   (Teacher starts arguing with student about whether he talked)

Coach: *Don't argue - correct student*

Teacher: *James you have a choice, stop arguing or I will call your parents.*

(Teacher resumes the lesson and after a short time spontaneously monitors the students behavior and recognizes those who are on task)

Teacher: *I see Megan, Seth and James all are paying attention and taking notes*

Coach: *Excellent narration.*

Benefits of providing Real Time Feedback

From the feedback received from coaches and the teachers they work with, the benefits of this new model become abundantly clear.

Coach more Empowered to Assist the Teacher during the Classroom Observation

As was earlier discussed, in this model you are called upon to take an active versus passive role during the classroom observations.

If you're like most coaches, you find one of the more disheartening aspects of the role is to have to sit by helplessly and watch a teacher's lesson or class fall apart when there is nothing you can do. How many times have you wanted to jump up and tell the teacher what to do at that moment to stop the downward spiral of the lessons i.e. *"you're losing the students, get them back on task"*

Through the use of "real time" feedback, you the coach will be "empowered" to meaningfully intervene during the observation. Using immediate feedback you will have the potential to help guide a "struggling" teacher to take the necessary steps to "salvage" her lesson.

Coach can more effectively motivate the Teacher to Improve Her Classroom Performance

As a coach, you have most likely found that motivating some teachers to change is often difficult. Frequently, the teachers simply do not implement your suggestions or do so in an inadequate manner. Let's examine why this is so and how real time coaching helps with this critical challenge.

When it comes to motivating teachers to change their classroom behavior you need to address two key questions that are always lurking in their minds:

"Will it will be worth it to me to change?"

What will be the benefit to me if I change how I deal with the students' behavior? No teachers will go to the stress and strain of learning new skills unless they have a clear picture of the benefit they will obtain. Never forget the most popular radio station in the world "WIIFM" What's In It For Me!

"Can I do what you're asking?"

Am I capable of implementing the changes you are suggesting regarding how I manage student behavior? If the teachers do not believe they can ever do what you're suggesting why in the world should they put in the effort to try?

The most common tool you the coach utilize to address these questions is "verbal persuasion". With small issues verbally convincing teachers to try something can

be highly useful. But with issues as complex and emotionally laden as how a teacher deals with her students' behavior it often is an insufficient motivator.

You may have experienced teachers politely listening to your suggestions, maybe even verbally agreeing with you, but they go back to the classroom and do the same things again and again. Why don't teachers listen to your suggestions, no matter how "spot on" they are?

> First, teachers may not listen to you because they do not have confidence in your expertise and think to themselves; *"why should I listen to her?"*

> Second, the teachers do not trust your motives; you're trying to get them to deal with students in a way that does not fit their personality or educational philosophy.

Given this reality, what are you to do? Never forget, "the greatest persuader is personal experience." You've obviously heard the old adage;

> *"There is no teacher like experience."*

Through receiving real time feedback from you, teachers can be guided to "experience" effectively managing a classroom.

> *You can help a teacher who has never been able to deal with the students' behavior experience what it looks like, sounds like, and most important - "how great it feels" to be able to be "in charge of a class" and motivate the students to get and stay on task throughout a lesson.*

Having the opportunity to experience success managing student behavior can be a "transformative" experience for the teacher. Such experiences can profoundly empower teachers and dramatically increase their self confidence.

In addition, such an experience will alter how she views you. You'll have answered the aforementioned critical questions by enabling the teacher to experience the "benefit" of listening to your suggestions, and realize that she, in reality, "can do" what you have suggested all along.

Coach can take Advantage of "Teachable Moments" during the Classroom Observation

We're sure there have been many times when you were observing a teacher and a student said or did something, or an instructional issue came up and you said to yourself, *"I wish I could point out what to say or do at this moment."* In other words, you had to deal with the frustration of not being able to take advantage of a valuable "teachable moment" that could have helped the teacher's development.

Having the ability to communicate immediately with the teacher allows you to take advantage of the "teachable moments" that may arise. You will never have to sit back in frustration again from missing the opportunity to help your teacher learn a valuable classroom lesson.

Coach does what is best for Students

When all is said and done the final benefit of real time feedback can be found by looking at another analogy:

Medical Analogy

Can you ever imagine a supervising medical doctor sitting passively by while the intern or resident she is working with conducts a medical procedure in a manner that is harmful to the patient's health? Of course not!

Well then, why is it okay for a coach to sit by passively while the teacher she is working with is dealing with the students in a manner that she knows is harmful to the students' emotional or intellectual well being?

Appropriate Classroom Management Training Materials to Provide Teachers

Finally, you have readily available the appropriate resource materials on classroom management in the Appendix of this handbook you will find a comprehensive set of materials.

- How to Utilize the Behavior Management Cycle

- How to Develop a Classroom Discipline Plan

- How to Build Trusting Relationships with Students

PART TWO

THE BEHAVIOR MANAGEMENT CYCLE

CHAPTER TWO

THE BEHAVIOR MANAGEMENT CYCLE
STEP ONE: EFFECTIVELY GIVE CLEAR DIRECTIONS

The use of the strategies of the Behavior Management Cycle is the cornerstone to the Real Time Coaching process. Helping struggling teachers master the use of the steps of this process, will enable them to dramatically increase their ability to deal with their students' behavior in a positive manner. Thus, it is imperative that you have a thorough understanding of the Cycle's theoretical and practical guidelines.

The Behavior Management Cycle again, begins whenever teachers give directions to the students:

> One: Teachers clearly communicate the explicit directions they need the students to follow.

> Two: Teachers utilize a unique strategy called "Behavioral Narration" to provide positive support to students who are complying with the directions.

> Three: Teachers take corrective action with students who are still not complying with their directions.

THEORETICAL FOUNDATIONS

Research indicates that the first step teachers need to take to motivate all the students to follow their directions is to make sure that the students know "exactly" how they are to behave in any activity they engage in, be it a transition from one activity to another, entering or leaving the classroom, during direct instruction, working in groups, etc. Riegler & Baer 1989, Walker & Walker 1991).

> *Studies show that effectively communicating explicit directions is critical to reducing the disruptive behavior of students (Walker and Walker 1991)*

WHAT YOU DON'T WANT TO SEE AND HEAR

You will often see that teachers who struggle with classroom management have the following weaknesses regarding how they communicate their expectations to students:

Teacher Gives Vague Directions

You will hear teachers giving unclear or vague directions to their students. Vague directions are those that do not explicitly communicate to students exactly "how" the teacher wants them to behave in order to be successful during an activity.

<u>Vague Directions</u>

I need everyone to work on your assignment.

I want everyone to take your chair to your study group and wait for my directions

I want you to begin working with your partner on the questions on page 14

None of these directions again communicate to the students what it will "look" and "sound" like if they follow the directions.

Teacher does not effectively give Directions

You will in addition see ineffectual teachers:

- Giving the directions when they don't have all the students' attention

- Forgetting to check that the students understand the directions

- Allowing the students to start following the directions before they are ready for them to do so

WHAT YOU WANT TO SEE AND HEAR

The following are the guidelines of what you want to see and hear when teachers are effectively giving explicit directions:

Directions tell Students "what" to do and "how" to do it

Whenever teachers give directions to students they need make sure they communicate their expectations for "how" the students are to behave related to three key areas (Witt et al., 1999):

<u>Verbal Behavior</u>

Up to 80% of the disruptive behavior of students can be categorized as one form or another of inappropriate verbal behavior. Thus whenever teachers give directions to the students, they need to explicitly communicate what verbal behavior is expected.

> *No talking.*
> *Use "12 inch indoor voice."*
> *Raise hand and wait to be called upon before speaking..*

<u>Physical Movement</u>

Approximately 15% of the disruptive behavior of students involves inappropriate movement. Thus the second area which teachers need to communicate what behavior they expect when they give directions relates to student movement.

> *Stay in seat.*
> *Walk.*
> *Go directly to seat.*

Participation in the Activity

In most activities that teachers ask students to engage in, they need to know how they want the students to participate in the activity in order to be successful. Thus, the third area in which teachers need to communicate what behavior they expect is how they want the students to participate in the activity.

> *Get right to work.*
> *Do your own work.*
> *Take turns with partner.*

Let's go back to the previously presented "vague" directions and see what they would sound like if they became more "explicit."

> *I need everyone to work on their assignment. That means I should see you all doing your own work while staying in your seat, and I should hear no talking. If you need help turn over your "help card."*

> *I want everyone to silently pick up your chair and without talking, walk directly to your study group, sit down and wait for my directions on how to do your assignment.*

> *When I say go, I want everyone to take out your workbooks and immediately turn facing your partner and begin working on the questions on page 14, using your indoor voices.*

Teachers have all the Students' Attention when giving Directions

Teachers only give directions when they have the attention of all of the students. They utilize an "attention getting signal" i. e. hand signal, verbal cue, flash the lights etc. to insure they quickly get all the students focusing on what they are about to say.

Check to insure Students understand their Directions

Whenever teachers give directions they check to see if all the students understand the directions.

Teachers should have students repeat the directions, *"I'm going to call on students and have them tell me one behavior I want to see and hear when I tell you to go back to your seats."*

Teachers should also have students signal understanding, *"If you understand the directions give me a 'thumbs up,' and if you don't, give me a 'thumbs down.'"*

Cue the Students to Start the Activity

Often when teachers give directions to the students they will begin the activity before the teachers are ready for them to do so. Teachers need to be sure to always tell the students not to start the activity until they say, *"GO!"*

CHAPTER THREE

THE BEHAVIOR MANAGEMENT CYCLE
STEP TWO: UTILIZE BEHAVIORAL NARRATION

After teachers give explicit directions to the students the next step for them to utilize is to provide positive feedback to those who are complying.

THEORETICAL FOUNDATIONS

Research indicates that teachers who provide effective positive feedback can reduce disruptive behavior by over 30% (Stage & Quiroz, 1997.) In order to be effective the positive feedback needs to be:

> Provided immediately after the students engage in the desired behavior

> Provided in recognition of the specific behavior the students are engaging in

> Provided frequently to students throughout the period or day

One of the most effective types of positive feedback is "behavioral narration." (Canter 2006)

WHAT YOU DON'T WANT TO SEE AND HEAR

You will often see struggling teachers, after giving directions, immediately respond in a negative manner to students who are off task and disruptive.

> *Steven, stop talking, I told you I want you to get to work. Maria, what's up with you, stop fooling around. What's wrong with you kids, why don't you listen to me?*

During instructional activities the teacher ignores students who are on task and only responds to those who are off task and disruptive.

> When the teacher starts the lesson she has all the students' attention, only to find in a few minutes some of the students start "zoning" out, or talking, and quickly more and more students follow their lead. Soon the teacher begins reprimanding the students for their inappropriate behavior.

> The students start working independently, they are all silently working but soon some students start talking, a "low buzz" begins and in no time it seems like more students are talking and fooling around than working. Again, the teacher ultimately ends up voicing her frustration or disciplining students.

Constantly responding in such a negative manner sets a detrimental tone in the classroom and dramatically harms the relationship between teacher and student.

WHAT YOU WANT TO SEE AND HEAR

After teachers give directions to their students you will want to see them utilizing behavioral narration. This is done in the following manner; when teachers finish giving directions to the students, they immediately monitor the class looking for students who *are complying*, and then in a voice that is loud enough for all the class to hear, simply "narrate" or "describe" what the teachers see them doing.

With elementary level students teachers can single out students by name.

> *When I say GO, I want everyone to go directly back to their seats, take out their books and immediately get to work, and I want you to do this without talking. I'll be looking for students who are following my directions. Ready, GO!*
>
> *Lisa is going directly back to her seat without talking Kyla has taken out her book and is already getting to work, Juan has gone back to his seat, taken out his book and is working without talking."* (Behavioral Narration)

Since middle-secondary level students often do not want to be singled out by their teachers for "being good," with older students teachers may want to narrate "groups" of students who are following directions.

> *When I say GO I want everyone to go directly back to their regular seats, take out their books and immediately get to work, and I want you to do this without talking. Ready, GO!"*
>
> *I see students walking back to their seats without talking. Students at table three already have their books out. Students at table five are working without talking.* (Behavioral Narration)

Benefits of Using Behavioral Narration

The following are the reasons behavioral narration is such an important strategy for teachers to utilize.

<u>Enables Teachers to Repeat Directions in a Positive Manner</u>

When teachers utilize behavioral narration they are basically "repeating" their directions to the students by describing the behavior of those students who are following their directions.

> Direction: *Go directly back to your seat.*

Behavioral narration: *Lisa is going directly back to her seat.*

Direction: *Take out your book and get immediately to work.*
Behavioral narration: *Kyla has taken out her book and has already gotten to work.*

Enables Teachers to be "On Top" of Student Behavior in a Positive Manner

Teachers need to let their students know that they are "withit" i.e. "on top" of what is going on at all times in the classroom, and are prepared to make sure students will comply with their directions. Why is being "withit" so important?

Students are always keeping an eye their teacher and constantly determining if they have to listen to them, or can choose to do what they want. The more teachers can convince students that they are "on top" of what is taking place in the classroom the more likely they will choose to listen to the teacher rather than do what they want.

The reality is that most teachers have been taught that the only way to demonstrate they are "on top" of the students is to be constantly vigilant and immediately respond to off task students. The issue with this approach, as we have discussed, is that the teachers will find themselves constantly having to be correcting students, *"Nickolas cut that out,"* *"Let's go Levi, pay attention."* These responses, again, can set a negative tone in the classroom.

The dilemma teachers face is this; how do they demonstrate to students they are "on top" of their behavior without being negative? You thus come to another major benefit of utilizing behavioral narration.

By actively monitoring student behavior and narrating those who are on task; *"Davis is on his way to his seat and Annika is working without talking"* teachers send a clear message to all the students that they are aware of what is going on and definitely "on top" of how they are behaving." The important point is that through the use of behavioral narration the teachers will have a vehicle to demonstrate their "on top" of the students in a positive not negative manner.

Enables Teachers to Set a Positive Tone in the Classroom

Teachers again who are struggling with student behavior tend to focus on those students who are not following instructions:

> *"James, stop fooling around and get to work. Cathy, it is time to work and not talk."*

Focusing on students who are not on task and constantly "badgering" them to follow directions will again set a "negative" tone to your classroom management efforts.

When teachers use behavioral narration they give attention to the students who are following directions:

> *"Jose is starting to work. Linda is in her seat and has already started to work. Michael is working without talking."*

When teachers focus on students who are on task and give positive attention to their behavior they will set a more "positive" tone in the classroom.

Enables Teachers to Motivate Students without the Drawbacks of Praise

Many teachers confuse behavioral narration with praise. Though both can be utilized to motivate students to follow directions, behavioral narration can prove significantly more useful, and is a particularly good tool for those students who continue to frustrate the teachers.

Praise is judgmental.

> When teachers say, *"I like the way Amy is working," Barb good job listening"* etc. they are making judgmental statements regarding what they do and do not like. Some students are motivated to do what their teachers like, but in reality some obviously don't care to do so.

Behavioral Narration is simply descriptive

> *"The students in row* two are *working without talking."* Teachers are simply describing what they see the students doing.

> If teachers are constantly carrying on about how much they *like* what the students are doing, or what a *good job* they have done, or how *proud* they are of how the students are behaving, eventually several issues will develop. First, teachers will find themselves sounding "syrupy-sweet," and second, eventually many students will come to see that teachers basically praise everything students do and thus the value of their comments diminishes dramatically.

> Behavioral narration is, again, merely a "matter of fact" description of the students' on task behavior. Given the "matter of fact" nature of behavioral narration, teachers will find they can use it consistently without feeling "phony." Even more important, students are not likely tire of the teachers' positive comments, and will continue to be motivated by them.

Guidelines for utilizing Behavioral Narration

The following are the guidelines for what you want to see and hear struggling teachers doing after they give directions to the students.

Utilize Behavioral Narration within Two Seconds of Giving Directions

Teachers need to immediately begin narrating the behavior of students who are following directions to be sure to effectively motivate the students' behavior.

In a Strong "Teacher Voice" Narrate the Behavior of Two - Three Students or Groups of Students

In a loud "teacher voice' that can be heard by all the students teachers will want to narrate the behavior of at least two - three students to insure they have sufficiently repeated the directions and are setting a positive tone in their classrooms.

Monitor Students Who Have Difficulty Following Directions

The more teachers monitor the behavior of students who are difficult and narrate their behavior when they follow the teachers' directions, the more the students will be motivated to behave appropriately.

Teachers utilize Behavioral Narration before Correcting Student Behavior

When teachers give directions some students obviously may not immediately comply. Again, the teachers need to resist the temptation to correct the students' behavior until they have narrated the behavior of three on task students. This will only take a few seconds and may be sufficient to cue the off task students to get on task in a positive manner.

The obvious exception to this guideline would be if students become extremely disruptive (yelling out, throwing objects, running in the classroom etc.), teachers would not want to ignore the students' behavior and narrate that of other students. Teachers would want to immediately correct the extremely disruptive students' behavior.

During Instructional Activities utilize Behavioral Narration every "60 seconds

When teachers have issues with keeping students on task during instruction, as a rule of thumb you want to see them monitor the students' behavior at least once per minute. When monitoring their students the teachers will want to utilize behavioral narration and recognize those who are on task.

> The teacher is conducting a direct instruction lesson with the class. Every time she finishes a point in the lesson she scans the class and narrates students who are engaged in the lesson. *"Wilma, Josh and Estefan have their eyes on me, are paying attention and are not talking."*
>
> The students are working independently on an assignment. As the teacher is walking around the room helping students she stops after helping each student and narrates students who are staying on task. *"The students in the back of the room*

are working on their assignment without talking. I see some of the students have finished their assignment and have begun working on their homework."

The teacher has a small reading group working with her while the other students are working independently at their seats. As she finishes reading with each student she looks up, monitors the class and narrates students who are staying on task. *"Kristin, Peter and Alana are still staying in their seats and reading without talking."*

By using behavioral narration with such frequency the teachers will be able to communicate to the students that they are "on top of the students' behavior" during the instructional activity.

Teachers utilize Behavioral Narration as frequently as needed

When teachers begin using behavioral narration, you want to see them use it *every time* they give directions and once every minute during instructional activities. Such consistency will help the teachers quickly motivate the students to follow their directions.

Over time teachers can phase out the frequency of how often they use behavioral narration. The key criteria to determine the frequency teachers use this strategy is directly related to the level of off task or disruptive behavior they encounter. As long as teachers have students who "do not" follow directions, they need to continue using behavioral narration.

Combine the Use of Behavioral Narration with A "Points on the Board" Class Wide Reward System

With middle secondary level students teachers may want to combine the use of behavioral narration with a class wide reward system. A class wide reward system is a program in which all students work together to earn a reward that is given to the entire class. Typical rewards may include free time, a small party, a special treat, permitting them time listen to music in class, or a homework free night, etc.

One of the most effective class wide reward systems is called "points on the board." In this system teachers establish a goal for the number of points the class must earn to get its reward. Whenever teachers observe students following their directions, they not only narrate their behavior, but also let the class know the students have earned a point on the board that will move the class closer to its reward.

> *"Juan is going back to his seat, Kris has started working, Allie is working without talking and they have earned a point for the class."*

CHAPTER FOUR

THE BEHAVIOR MANAGEMENT CYCLE
STEP THREE: TAKE CORRECTIVE ACTION

When teachers have followed the first two steps of the *Behavior Management Cycle,* clearly given effective directions, narrated the behavior of students who are complying, yet still have students who are engaging in inappropriate behavior they need to move to the third step of the cycle and "take corrective action".

THEORETICAL FOUNDATIONS

Taking corrective actions, also known as disciplining students, is one of the most controversial aspects of classroom management. Some so-called experts claim that such actions are basically counterproductive. Research and experience tell us otherwise.

> *Effective use of disciplinary consequences can reduce disruptive behavior in a classroom by close to 30% (Stage & Quiroz, 1997)*

> *When used effectively, disciplinary consequences reduce disruptive behavior at all grade levels (Marzano et al., 2003)*

In order to be effective, corrective actions must be provided:

Immediately after the students start disrupting (Kounin 1970)

In a calm, matter of fact manner (Jones 2000)

As a "choice" to the student (Canter 2006)

From a "discipline hierarchy" (Newcomer 2009)

Every time students engage in disruptive behavior (Sprick, Garrison, & Howard, 1998)

When teachers take corrective action, they need to have strategies to utilize if students try to test their limits by becoming argumentative and angry (Walker et al 2004). If students become defiant teachers need to have effective "back up" support from administrator.

WHAT YOU DON'T WANT TO SEE AND HEAR

You will often observe teachers who are struggling with classroom management ineffectively responding to the students' disruptive behavior as follows:

<u>Nagging</u>

Teachers often ineffectively respond to students' disruptive behavior by initially nagging at them to stop.

Why are you talking?

How many times do I have to talk to you about your behavior?

Please try to control yourself.

Students have learned that teachers who nag at them don't mean business, and thus they can continue their disruptive behavior. (Jones 2000)

<u>Threatening</u>

Another ineffective response teachers make to disruptive students is to threaten them with disciplinary actions.

Next time you talk I'm going to give you detention

I'm serious, if you disrupt again I'm going to call your parents

Students also have learned that most teachers' threats are empty and thus keep testing the teacher because nothing is probably going to happen to them if they do so.

<u>Getting Angry</u>

Finally, ineffective teachers end up getting angry at the disruptive students.

That's it, I've had it with you, and I'm sick and tired of your behavior get out!

When teachers get angry the students know they "got" the teacher, she's out of control and thus the students lose respect and trust in her.

WHAT YOU WANT TO SEE AND HEAR

The following are the guidelines teachers need to follow to effectively take corrective action.

Follow the 10-20 Second Rule

Teachers need to take corrective action immediately. Teachers basically have a maximum of only10-20 seconds from the time they cue the students to begin following their

directions to correct any off task or disruptive students, or the number of such students will quickly grow (Kounin 1970).

Regarding the "10-20 second rule" teachers often think:

> *"How will I have time to use behavioral narration before correcting students in under the 10-20 second time limit?"*

In reality it will only take teachers 5-10 seconds to use behavioral narration. Thus teachers still have enough time to correct those students who continue to be off task.

In a Firm "Teacher Voice" Restate Directions and provide Consequence as a Choice

The most effective response teachers can make to students who are not following their directions is to in a strong firm "teacher voice" tell the students that they expect them to follow the directions they have just given and the consequence they have "chosen":

> *Connie, the directions were to be sitting and looking at me without talking you have chosen to earn your warning.*

> *Jack, students need to do their own work without shouting out, you have chosen to go to time out.*

> *Thomas, the direction was to stay in your seat when you're working you have chosen to go to lunch detention.*

> Such clear firm responses communicate to the students that the teacher is serious about them following their directions. In addition, when teachers give students a choice as to whether or not they receive a consequence teachers place responsibility where it belongs—on the students.

Consequences Should Come From a Discipline Hierarchy

The consequences teachers provide students should be part of a predetermined discipline hierarchy that has been presented to the students (Canter 2006).

First time student misbehaves	*Warning*
Second time	*5 minutes of "time out"*
Third time	*10 minutes of "time out"*
Fourth time	*Call parents*
Fifth time	*Send to principal*
Severe disruption	*Send to principal*

Take Corrective Action Every time Students Are Disruptive

Students will never believe teachers "mean business" and follow their directions unless and until they know their teachers will take corrective action—provide disciplinary consequences each and every time they choose not to follow teacher directions (Sprick, Garrison, & Howard, 1998).

Catch Students Being on Task

After teachers have had to provide consequences to students, they will want to find the first possible opportunity to narrate the students' on task behavior. Teachers want to be sure to demonstrate to students that they are not simply going to limit their inappropriate behavior, but that they are committed to supporting their appropriate behavior as well (Canter 2006).

> Jake is poking and talking to students sitting next to him on the rug. Teacher corrects his behavior. A few minutes later the teacher monitors his behavior, and he begins behaving appropriately so the teacher narrates his behavior,
>
> *"Jake is sitting on the rug with his hands to himself, paying attention and not talking."*

If Students are continuously disruptive the Teacher needs to "Move In"

There may be times when students will continue to disrupt even after they have been given a warning or a consequence. It is not uncommon when these occur, for the teacher to get angry and continue to give the student one consequence after another until the student ends up being sent out of the classroom.

In order to try to prevent such a drastic reaction the teachers need to learn how to calm the students down and let them know their behavior is unacceptable. This can be accomplished by utilizing the "moving in" technique. The teacher needs to:

Move close to the student, show their concern and in a quiet firm voice let the student know that his behavior is inappropriate.

Remind the student of the consequences received so far and what will happen next if the misbehavior continues.

> *Devon, I'm concerned about how you're choosing to behave. You know how to follow directions. Now, you've chosen to receive a warning and a consequence. One more inappropriate comment and you will have your parents called. Do you understand?*

Teachers need to "Move Out" with Older Students

With older students, it may be more appropriate to "move out" of the classroom to speak with them. Removing the audience of peers may increase the effectiveness of the teachers' corrective actions.

Teachers need to utilize Professional Judgment in providing Corrective Actions

Consistently providing corrective actions is critical to effective classroom management. There are times though that the teachers must use their own professional judgment in determining if it is appropriate to take corrective actions.

> A student who is normally cooperative suddenly becomes highly disruptive

> A student who is not a behavioral problem comes to class upset and is uncooperative

Teachers need to talk with these students and determine what if anything they can do to help the student be more successful in the classroom on a rough day.

Teachers need to be prepared for the Students to Test their Limits

When teachers set limits they can expect that some students will test them to see if the teachers do, in fact, "mean business" (Walker, et al. 2004). Here are some examples of what teachers can expect students to try, and what teachers can do to respond effectively.

Students Will Get Upset

Teachers have students who have learned that when teachers set limits on their behavior, all they need to do is get upset in order to get their way. These students know the vast majority of teachers would do just about anything rather than deal with their angry outbursts. What to do if teachers have such students?

Stay Calm

> Students know how to deal with teachers who get upset with their angry outburst—they get angrier. It takes two people to fight. Students feed off teacher emotional upset and use it to further fuel their own anger. The answer is to remain calm. The more upset the teachers' students get the "calmer" teachers need to become.

Don't Argue

> Rule of thumb—*teachers will never win an argument with students!* Why? Students are experts at arguing with adults, but teachers are not experts at arguing with students. Teachers thus should avoid getting into arguments with students. Instead, teachers need to "stand their ground" and simply keep repeating what they want the students to do.

Teacher: *Adrian, I want you to stop talking and get to work.*

Adrian: *Why are you getting on me? The other students aren't working.*

Teacher: *I understand, but Adrian I want you to stop talking and get to work.*

Adrian: *But why do I have to if the other students aren't working?*

Teacher: *Adrian, that's not the point—either you stop talking and get to work or you will choose to have your parents called.*

Adrian: *O.K. I'll get to work.*

Students will become Defiant

A small percentage of students may become defiant when teachers set limits. These students may refuse to stop their disruptive behavior and/or refuse to leave the class if ordered to do so.

Have a *"Back up Plan"*

Teachers must have a *"back up plan"* to insure they can get support to remove students from their classroom who become defiant. Without a *"plan"* teachers will be reluctant to stand up to some students for fear that they will not be able to deal with the students if they get too out of control.

Most teachers establish a plan that involves the principal or other administrator being notified and coming to their classroom and removing the disruptive student.

If no administrator is available don't try to forcibly remove the student, simply tell the student you will deal with his behavior at the next break.

Please Note: When students "test" the teacher they are sending a clear message that the relationship between the two of them needs work. Teachers need to reach out and build positive relationships with such students.

CHAPTER FIVE

USING THE BEHAVIOR MANGEMENT CYCLE

In order to further your understanding of the use of the Behavior Management Cycle you will be presented with examples of – first, how a teacher would use its steps to help motivate her students to come into class and get on task ready to learn and second, how a teacher would use the model to help keep students on task during an instructional activity.

USING THE BEHAVIOR MANAGEMENT CYCLE TO GET STUDENTS ON TASK READY TO LEARN

Let's look at how a teacher will use the Behavior Management Cycle to help get students into class and on task.

> The teacher's students are constantly disruptive when they come into the classroom. Much to her consternation, a number of her students (Kevin, Ricardo, Lester, Cara) view the first few minutes in the classroom as an opportunity to "do their own thing." The teacher ends up spending too much valuable class time getting the students quiet, on task and prepared to learn.

> In order to deal with the students' behavior the teacher stops the students before they come in and lets them know exactly how she expects them all to enter the classroom and get on task. As the teacher speaks she makes eye contact with Kevin, Ricardo, Lester and Cara to send them a clear message that she expects them to follow her directions along with the other students:

>> *I'm not comfortable with how I've allowed you to come into the classroom is such a disruptive manner. We are wasting too much valuable class time getting to work. I know all of you can quickly and quietly come into class and get right to work. So when I say GO, I want everyone to:*

>> *Walk directly to their seat*
>> *Sit down and get to work on the assignment on the board*
>> *Without any talking*

> In order to make sure the students understand how she wants them to enter the classroom and insure that some of the students who are disruptive entering the classroom are successful, the teacher picks Ricardo and Cara to model how she wants the students to enter the classroom:

>> *I would like Ricardo and Cara to show us exactly how students are to enter the classroom.*

As the students model following the teacher's directions, she narrates their behavior:

> *Ricardo and Cara are walking directly to their seats, they are sitting down and they have started working on the assignment on the board. That is exactly what I want to see all of you doing.*

The teacher then cues the rest of the class to enter and get on task.

> *O.K. when I say GO I want all of you to follow the lead of Ricardo and Cara and go directly to your seats, sit down, and get to work without talking. I will be looking for students who are following my directions. Ready, GO!*

As the students enter, the teacher demonstrates she is "on top" of their behavior by carefully monitoring the students and narrating the behavior of those students she sees are complying with her directions.

> *"Barb is walking to her seat without talking. Ian is in his seat. Kyle is in his seat and has already started on the assignment on the board without talking."*

As the teacher continues monitoring the students entering and getting on task, she observes Lester is talking and disrupting rather than working, so she immediately takes corrective action.

> *Lester, the directions were to sit down and do the assignment without talking, you have chosen to receive a warning.*

The teacher records Lester's disruption on her record sheet on her clipboard. As the students continue working on their assignment the teacher continue to demonstrate she is "on top" of their behavior by periodically narrating the behavior of on task students, especially the ones she has had difficulty with.

> *Lisa and Jose are still working on their assignment without talking. I see Ricardo, Cara and Kevin are also working without talking.*

After the teacher corrects Lester's behavior he chooses to stay on task and do his work, so she immediately narrates his behavior.

> *I see Lester is working on his assignment and is not talking.*

USING THE BEHAVIOR MANAGEMENT CYCLE DURING INSTRUCTIONAL ACTIVITIES

Let's look at how teachers would use the steps of *The Behavior Management Cycle* to motivate their students to follow directions during an instructional activity.

Whenever the teacher attempts to conduct a lecture and class discussion, it seems several students (Jesse, Shawn, and Pam) do not pay attention and are disruptive no matter what she tries to do. Their disruptive behavior tends to set off the rest of the class, and the teacher finds it is hard to get through the lesson since she ends up spending so much time trying to maintain order.

In order to insure the students do what she needs, before the teacher starts the lesson, she clearly presents the directions the students are expected to follow and lets them know that she will be looking for students who are complying.

> *We're going to continue our lesson from yesterday. I want to let you all know that during the lesson when I'm speaking I expect all of you to do the following:*
>
> *Stay in your seats with your eyes on me.*
> *Have nothing in your hands but your pencil and paper.*
> *No talking unless you raise your hand and are called upon.*
>
> *I will be looking for students who follow my directions and they will earn points for the class.*

In order to check to see if the students all understand her directions, and to cue the students who have been causing problems, the teacher asks those students to repeat the directions.

> *"I want to make sure all of you understand my directions. So I want Jesse, Shawn, and Pam to each tell me one of the directions I expect you all to follow."*

As the teacher starts the lesson she make it a priority to let the students know that she is again "on top of" their behavior by consistently narrating the behavior of those students who are on task. The teacher keeps an eye on Jesse, Shawn and Pam and makes sure to narrate their behavior, and has them earn points for their classmates when they are behaving.

> *"I see Jesse, Lucia, Kyle, and Thad are paying attention, have their eyes on me and are not talking. They have earned a point for the class toward free time.*

During the lesson the teacher notices Pam not paying attention and starting to try to talk to the students next to her. In order to let her know she expects her to pay attention, the teacher quickly narrates the behavior of students sitting by Pam who are on task.

> *"Lucy and Evan have their eyes on me and are not talking, that is another point for the class."*

Pam picks up that the teacher is aware of her off task behavior and quickly begins to again pay attention. Noting this, the teacher immediately narrates her behavior.

> *"I see Pam has her eyes on me, is paying attention and is not talking. She has earned a point for the class."*

As the lesson progresses the teacher has the students engage in a discussion. The teacher lets the students know the exact directions they are to follow.

> *"I want to get your views on what I have just presented. I want to make sure all of you get a chance to speak. I will not allow students to shout out or interrupt like I have in the past. Here is what I expect you will do during our discussion:*
>
> *Raise your hand and wait to be called upon before you speak.*
> *Look at who is speaking.*
> *Do not make negative comments about what a classmate says."*

As the teacher starts the discussion she makes sure to call on and narrate the behavior of students who are following directions by silently raising their hands.

> *"I'm going to call on Kyle; he has his hand up and is waiting to be called upon without talking out. He also earns a point for following directions."*

During the discussion Pam and Shawn start talking and shouting out inappropriate answers. The teacher calmly corrects their behavior.

> *"Pam and Shawn, the directions were to raise your hand and wait to be called upon before you speak—you have both chosen to miss free time."*

Pam quiets down but Shawn gets upset and begins to test the teacher by arguing, *"I didn't shout out I had my hand up. You're not fair."* Staying calm, the teacher again immediately corrects his behavior.

> *"Shawn you have a choice, either stop arguing with me or you will choose to have me call your parents."*

Shawn resumes testing you, *"Go ahead call my parents I don't care, they don't care either."* The teacher calmly looks at Shawn and firmly states:

> *"Shawn I can't let you act this way in class. You know how to behave in class. I'm going to call your parents, and now your choice is to calm down*

and participate in the discussion like the other students, or you will be sent to the principal's office."

Shawn finally calms down and the teacher continues the discussion, making sure to narrate students who are following her directions.

PART THREE

UTILIZING THE REAL TIME COACHING MODEL WITH CLASSROOM MANAGEMENT ISSUES

CHAPTER SIX

BASELINE OBSERVATION

In this chapter we're going to examine how you can utilize the Real Time Coaching Model to assist the teachers who have issues dealing with their students' behavior

The Steps of the Real Time Coaching Model

The steps of this model coaches utilize are as follows:.

Baseline Classroom Observation

Pre Observation Conference

Classroom Observation/Feedback Session

Post Observation Conference

In this model though, what transpires in these steps you will see is dramatically different from traditional models.

BASELINE CLASSROOM OBSERVATION

The first step of the Real Time Coaching Model is to conduct a baseline classroom observation. The goal of the baseline classroom observation is to gather the data you need to assess the teacher's classroom management competence.

You will want to allow between 20-40 minutes of observation time depending upon the type of data you want to collect. You will want to schedule your observation time so that you will have an opportunity to observe both students "transitioning" in and out of the classroom, from one activity to another and during an instructional lesson. Observing both types of activities is important since very often teachers can be more successful managing behavior in one type of activity versus another.

There are several steps you will want to utilize to gather data during a baseline observation.

Observe Student Behavior First

You will want to as unobtrusively as possible go to back of class as far away from students as possible to record data. You should begin your data collection by first observing the students' behavior. What do you want to look for?

Do 100% of the students quickly follow the teacher's directions and get on task during transitions from one activity to another?

Does 100% of the students stay on task and engaged during instruction?

Do 100% of the students relate respectfully to the teacher and their peers?

The reason you will want to start by observing the students' behavior is that if the answer is yes to all of the above questions you will want to let the teacher continue utilizing whatever approach she is using since its working.

Record Disruptive Behavior

You can get a quick fix on a teacher's classroom management skills by monitoring the frequency and type of disruptions that occur.

Disruptive behavior can simply be defined as a verbal or non verbal action by one or more students that interferes with an ongoing classroom activity.

You can get a general picture of the nature of disruptive behavior by simply counting disruptions or to get a more detailed view by recording which students are disrupting and how frequently each is doing so.

Classwide Disruptive Behavior Tally

During a 10 minute period tally, on a blank sheet of paper, each time a students' disruptive behavior is responded to by the teacher or the behavior causes another student to become off task. An outburst by several students at once counts as only one disruption if it required only one response by the teacher.

In order to get a more accurate picture of the types of disruptions you can code as follows.

T=Inappropriate talking

M=Inappropriate movement, out of seat, touching etc

N=Noncompliance/defiance

Individual Student Disruptive Behavior Tally

If you desire a more detailed picture of the nature of the disruptive behavior in the classroom you can tally the disruptive behavior of individual students.

Get a seating chart from the teacher that has all the students' names. On a blank seating chart, fill in the students' names.. During a 10 minute period each time a

student disrupts put a tally in the box that contains the student's name. You may also want to code the disruptions as you did above.

Time on Task

Obtaining data on the students' academic engagement i.e. Time on Task is another way to get a baseline on the teacher's performance. To obtain Time on Task data you will want to do the following.

During a 5 minute time span, every 5 seconds, observe a student and then look back at a blank sheet of paper. If the student appears engaged and on task at the moment you look at them mark a + symbol on the form. If the student is not engaged or at least does not look to be on task mark a – symbol on the sheet.

Determining if a student is on task and engaged is obviously a judgment call on your part but you will for example be looking for students:

> During direct instruction appear to be looking at or paying attention to the teacher

> During independent appear to work are silently working on assignment

> During group activity appear to be discussing and working on assignment

Proceed systematically around the room i.e. begin with observing the student sitting at the end of the first row in the front of the class, and after the mark is recorded move to the next student.

Divide the number of "+" by the total number of marks (60) to get the percentage of students' time on task.

Observe Teacher Behavior

If the data you collect on the students' behavior indicate the teacher has challenges with managing behavior you will want to collect data on the teacher's behavior as well.

Use of Behavior Management Cycle Strategies

You will initially want to begin with determining how the teacher utilizes the strategies of the Behavior Management Cycle. During a 10-20 minute period record the following

Effectively Gives Explicit Directions

> On a blank sheet of paper tally each time the teacher give any directions to the students.

> > E=Explicit Directions

V=Vague Directions

Explicit Directions: Defined as directions relate to verbal behavior plus movement and participation

Vague Directions: Defined as directions do not include desired verbal behavior plus movement and participation.

Utilizes Behavioral Narration

Tally each time teacher narrates the behavior of on task students or gives any positive comment regarding behavior not academic performance.

N=Behavioral Narration

P=Praise

R=Recognition

Behavioral Narration: Defined as the teacher narrating the behavior of students who are following directions getting and staying on task.

Praise: Defined as any judgmental positive comment the teacher makes to students regarding behavior or academic performance

Recognition: Defined as any non verbal action the teacher makes that appears to be positive recognition of a student's academic performance or behavior i.e. smile, thumbs up, nod.

Takes Corrective Action

Tally each disruptive behavior and the teacher's response

E=Effective response

I= Ineffective verbal non verbal response

O=Ignore

"Effective Response" is defined as one where the teacher in a "strong teacher voice" tells the student the directions he should be following and provides a consequence from the discipline plan.

"Ineffective Response" is defined as any verbal or non verbal response the teacher makes that does not clearly tell the student the directions he should

be following and or includes the appropriate disciplinary consequence i.e. "nagging," "threats," "angry responses."

"Ignore" is defined as the teacher simply not making any verbal or non verbal response to the student's behavior

Please Note: You will also want to record if the teacher records the student's disruption on a clipboard etc.

CHAPTER SEVEN
PRE OBSERVATION/FEEDBACK CONFERENCE

After gathering the needed data from the baseline classroom observation the next step of the Real Time Coaching Model is for you to conduct a pre observation conference with the teacher. The steps taken during this conference are critical to maximize the impact of the real time feedback provided during the classroom observation. The steps to cover are as follows.

Determine the Classroom Management issues the Teacher wants assistance with

Even though, you have a baseline of the classroom management issues the teacher needs to address, you must get her perspective on the matter. Thus you would want to ask the teacher:

> *How can I help you with classroom management issues?*
>
> *What are the students doing that you don't want them to?*
>
> *When are they doing it?*
>
> *What students are doing it?*

What to do if Teachers do not recognize they need to work on their classroom management?

There are going to be times though, when you are aware through your previous classroom observation, that the teachers have classroom management issues that they do not bring up.

It takes a skilled coach to move teachers along when they are not cognizant of areas in which they need to improve their classroom performance. There are several strategies that can prove useful.

Present Data on what is Occurring in the Classroom:

> There often can be nothing more convincing to teachers than the simple "facts" of what is, or is not, going on in their classrooms. Rather than being "judgmental" let the "data" you collected from the baseline observation do the talking. The use of the "data" can serve as an "eye opener" that can help motivate teachers to be open to work on issues which they did not perceive they needed to improve.

Demonstrate to the Teacher the Benefit of Working on Classroom Management Skills

> Don't ever forget, as was mentioned earlier, about the most popular radio station of them all "WIIFM" (What's In It For Me.). If you want to motivate teachers to

look at issues they may not want to deal with, there is often no more persuasive tool than to point out to them how they will benefit from doing things differently with their students.

> *Aren't you tired of having students disrupt your lessons so you can't teach?*

> *Don't you get frustrated not having the students paying attention when you're teaching?*

> *Why do you want to work so hard at trying to manage your disruptive students' behavior?*

By asking such questions you can "open the door" to motivating the teacher to focus on issues that may not be high on their priority list, but are of importance to their students' success.

Review the Teacher's Classroom Management Plan

If you are going to attempt to assist teachers with their classroom management issues you will want to determine if they have a classroom management/discipline plan and, if so, is it effective? Having an effective classroom management plan in place is a critical tool to enable teachers to motivate students' behavior. Why is this so?

A management/discipline plan enables teachers to systematically spell out the general rules they expect students to follow at all times, and what the students can expect the teacher to do if they do or do not follow the general expectations for classroom behavior.

A classroom management plan will enable the teacher to have a fair and consistent way to establish a safe, orderly, positive classroom environment in which the teacher can teach and students can learn. There are three parts to effective management/discipline plans.

Rules for student behavior

Hierarchy of consequences students will receive for inappropriate behavior

Positive recognition students will receive for appropriate behavior

Sample Classroom Management Plans

Rules

Follow directions.

Keep hands, feet, and objects to yourself.

No cussing or teasing.

Consequences

Elementary

First time
students disrupt: *Warning*

Second time: *Five minutes of "time out"*

Third time: *Ten minutes of "time out"*

Fourth time: *Call parents*

Fifth time: *Send to principal*

Severe disruption: *Send to principal*

Middle/Secondary

First time
students disrupt: *Warning*

Second time: *Stay one minute after class*

Third time: *Stay two minutes after class*

Fourth time: *Call parents*

Fifth time: *Send to vice principal*

Severe disruption: *Send to vice principal*

Positive Recognition

Positive Notes/Phone Calls

Special privileges

Class wide rewards

If Needed Help the Teacher Develop a Classroom Management Plan

If the teacher does not have a classroom management plan you will want to help the teacher develop one. Resource materials on *How to Develop an Effective Classroom Management Plan* can be found in the *Teacher Resource Section*

Most Common Shortcomings of Teachers' Classroom Management Plans

If the teacher does have a classroom management plan you may find that it is ineffective. Here are some of the most common issues to look for and work with the teacher on improving:

Rules Are Unclear

> Often the teacher will have rules that are not effective for various reasons, i.e. they are vague, not appropriate for the students etc.

Hierarchy of Consequences Is Too Weak

> The hierarchy of negative consequences may be so weak that it hinders the teacher's ability to motivate the students to choose to behave.

Teacher Does Not Have an Effective Record Keeping System to Keep Track of When Students Disrupt

> Another factor that can impact the teachers' management is that they do not have an effective record keeping system to keep track of disruptive students. As a result they often forget to record when students disrupt and thus often do not provide them any consequences for their inappropriate behavior.

Teacher Does Not Have a Plan to Get Back Up

> Some teachers will need to get some short term back up from the principal, other teacher, or parents to get the "respect" of the students. Review with the teacher the disciplinary back up that is available to her, i.e., principal or other teachers. If necessary, work with the teacher to improve the support she will be able to count on with non-compliant students.

Teacher's Positive Recognition Plans Are Ineffective

> Some teachers do not have effective plans to provide positive recognition to students who do behave.

Determine the Teachers' knowledge of the Strategies of the Behavior Management Cycle

Most coaches again, find that teachers who are struggling with classroom management issues do not have a thorough understanding of effective classroom management

strategies. You will want to ascertain the knowledge base of the teachers you are working with. Questions to ask:

How do you communicate your expectations for appropriate behavior to your students?

How do you respond to students who follow your directions?

Tell me in detail what do you do when students do not follow your directions?

If the teachers do not know how to effectively give clear directions, provide consistent positive feedback and set effective limits you will want to introduce them to effective classroom management strategies.

Rationale for Using the Behavior Management Cycle

You will want to make sure the teacher understands why you are suggesting she attempt to utilize this approach to dealing with student behavior.

I have some suggestions that I think can help you have less stress and strain managing the behavior of your students. I want to give you a simple approach that can enable you to get all your students to follow your directions without disrupting. This approach is specifically designed to help teachers like you who are not satisfied with their ability to motivate their students to behave appropriately.

This approach is called The Behavior Management Cycle. This approach will help you make sure you are able to:

First, clearly communicate to your students exactly how you want them to behave at all times in the classroom.

Second, motivate students to follow your directions.

Third, stop students who are being disruptive.

Provide the Teacher Resource Materials on the Behavior Management Cycle

Give the teacher the appropriate resource materials on Behavior Management Cycle. Let the teacher know that she should have read the materials, and if she desires she should attempt to utilize the skills covered before you come to her class to observe and give her feedback.

I'll be better able to help you with your management issues if you have read these materials on The Behavior Management Cycle and if you have tried out the approach in your classroom before I come to work with you. When I come to your

classroom I'll be giving you feedback on how you can use the three steps of this classroom management approach to better manage student behavior.

Explain the Real Time Feedback process to the Teacher

You will want to introduce to the teacher the process of providing immediate feedback when you're observing her teaching.

<u>Determine the Real Time Feedback Methodology to be utilized</u>

Before you discuss how you're going to be providing teachers real time feedback, you'll need to determine the methodology you'll be utilizing

Most coaches utilize two basic methods of providing real time feedback

Wireless Electronic Transmitter and Receiver i.e. "Bug in the Ear"

> Most coaches find the most effective method to provide real time feedback is through the calling the teacher on her cell phone with a Blue Tooth connection in her ear or through the use of a simple low cost "walkie talkies" with a "bug" i.e. receiver in the teachers' ear.

There are several critical advantages of using the "Bug in the Ear".

> You will be able to provide unlimited feedback to the teacher both positive and constructive

> You do not have to worry about the teacher looking at you when you need to provide feedback.

There are several shortcomings to using the "Bug in the Ear"

> If you are using the walkie talkies, as with any electronic device you have to make sure the batteries are charged etc.

<u>Introduce to the Teachers the Real Time Coaching methodology</u>

You will want to present to the teachers the methodology you will be utilizing to provide them immediate feedback.

If you are using the Bug in the Ear method you might say:

> *I know you want my help with getting your students to follow your directions without disrupting. From my experience I feel the most effective way that I can give you assistance with this issue is to, in a very non obtrusive way, give you*

feedback on how you are using the three steps of the Behavior Management Cycle to get your students to follow your directions.

To do so, if you are comfortable, I will communicate with you through the use of a cell phone or "walkie talkie" with a "bug in your ear" so you can hear me.

I will be in the back of the room and when appropriate I will simply give you feedback on how you are doing. For example if you are not giving clear directions I'll say "give clearer directions" or if you forget to narrate I'll say "narrate" etc. When you hear my feedback simply try doing what I said.

After you introduce how you are going to provide real time feedback you obviously want to make sure the teachers are comfortable with you doing so before you go any further. Be sure to answer any questions the teachers might have.

Practice using the Bug in the Ear

Probably the most important step you can take to insure the teachers are comfortable with the Bug in the Ear method of real time coaching is to have them quickly practice the process.

Put the "bug" in a teacher's ear and let her get used to hearing your voice giving simple directions.

I want you to get comfortable with my giving you feedback using a "bug in your ear" so if it is alright with you I want to practice. I'm going to put the "but in your ear" and I'm going to speak to you just like I will when you are teaching.

Discuss with the teachers how the practice session went. In addition ask if they have any further questions regarding the real time feedback process.

Explain the Specific Performance Criteria you will be providing Feedback upon

Finally, you will want to make sure the teachers understand the performance criteria for effectively managing student behavior that you will be looking for and what "cues" you will be giving them if they are or are not utilizing the strategy effectively during the lesson.

Directions are not explicit

Cue for ineffective practice "*clear directions*"

Do not utilize behavioral narration with on task students

Cue for ineffective practice: "*narrate*"

Do not immediately correct disruptive students

Cue for ineffective practice: *"correct students"*

Review the performance criteria to be sure the teachers definitely understand what they are to do when you give them the feedback.

CHAPTER EIGHT

CLASSROOM OBSERVATION/FEEDBACK SESSION

The classroom observation/feedback session is the most important aspect of the Real Time Coaching Model. During the classroom observation/feedback session you will want to follow these basic guidelines to increase the success of your efforts.

BEFORE YOU BEGIN TO PROVIDE REAL TIME FEEDBACK

There are several steps you want to take before you begin to provide feedback.

Cell Phone with Blue Tooth Connection

Make sure you're phone, the teacher's phone and the blue tooth connection are charged. Check the cell reception in the classroom.

Walkie Talkies

Read Instructions

> All walkie talkies are different. Be sure you thoroughly read the instructions and understand how to use the equipment.

Turn off "Beep Alert"

> Many walkie talkie units have a "beep alert" a cue that sounds when you are going to talk. This can be very annoying for the teachers. If the units you are using have a "Beep Alert" put it in the "off" position.

Do a quick Sound Check with Teacher

> Do a quick check to make sure the teacher can clearly hear you. Be sure both units are on the same "channel" and the volume is set to an appropriate level on each unit.

Do not sit next to a Computer

> If you are too close to a computer you will hear too much static so be sure to be at least a few feet away.

Make sure you have Batteries that are charged

> If you are using rechargeable batteries make sure you have recharged them within a few days. If you are using regular batteries be sure you carry extra batteries with you to insure you don't run out of power.

Clean Ear Piece

If you are working with more than one teacher be sure to use sanitizing swabs to clean the ear piece before you put it in the teacher's ear.

WHEN PROVIDING REAL TIME FEEDBACK

Keep these points in mind when providing feedback:

Sit in the back of the Classroom

When providing real time feedback you will want to sit in a location in the back of the room as far away as possible from students. If you are using visual cues you want to be in a location where the teacher can easily see your cues.

Have the Teacher explain to Students about Real Time Coaching

Students, especially those who are older will have questions regarding what you are doing when you give real time feedback. Have teacher to explain to her students what you will be doing.

> *I want to be sure that I'm the best teacher I can possibly be for you. Thus, my coach is here and will be giving me feedback on my teaching using a walkie talkie, cell phone etc Please simply pay attention to me and not to her.*

Make your Feedback Unobtrusive

When providing real time feedback you again want to make your comments as unobtrusive as possible to the teacher. In order to do so there are several guidelines to follow:

<u>Make Short Verbal Bursts</u>

When providing real time feedback, remember the old saying "less is more." The less you say the more effective you will be. Again, keep your comments for the most part to a few words.

<u>Make comments when the Teacher is not speaking</u>

Do not speak to teachers when they are speaking. It is extremely disrupting to have someone talking in your ear when you're talking.

Wait until there is a break in the teachers' comments i.e. teacher asks question and waits for student's response, teacher is writing on the board.

Whenever possible provide Feedback when the Students are Transitioning from one Activity to Another

Student transitions, be it into class or from one activity to another, are typically the most difficult activities for teachers to manage. It is therefore very useful to be able to observe teachers during student transitions and give them feedback on their efforts.

Keep the Time of the Observation/Feedback Session Limited

Experience indicates that a real time feedback session should be no more than 20-30 minutes. This is for several reasons:

> First, initially receiving real time feedback can be stressful for teachers and thus you do not want the experience to go on too long.

> Second, within 20-30 minutes most teachers have received the maximum benefit from the feedback they have been given.

When necessary, you can make "longer comments" to teachers when they are not actively engaged in instruction, for example when the students are working independently and the teacher is simply going from student to student or group to group.

PROVIDING REAL TIME FEEDBACK ON TEACHERS' CLASSROOM MANAGEMENT ISSUES

During the classroom observation/feedback session you will be called upon to assist the teacher to more effectively utilize the skills of *The Behavior Management Cycle* - to motivate the students to follow directions, i.e., get and stay on task. There are two basic issues in the implementation of *The Behavior Management Cycle:*

> The teacher's ineffectiveness is a result of her "not" saying or doing something that is necessary. The constructive feedback to these issues will be for coaches to "cue" the teacher as to what are the missing words or actions that may be useful.

> The teacher's difficulty is a result of her making "ineffective statements or taking ineffective actions." The constructive feedback to these issues will be for coaches to "cue" the teacher on how to more effectively respond.

Here are the most common issues teachers have and examples of how to provide effective feedback.

Issues with Effectively Giving Clear Directions

Teachers who have difficulty with student behavior often will demonstrate the following issues with the directions they give and the manner in which they give them:

Issue: Teachers give directions that are vague and do not specifically communicate exactly what the students are to do.

Teacher: *It is time to work with your partner on your assignment. Now, we have had problems with students not behaving when working with their partners, so I expect all of you to behave appropriately today.*

> Verbal Feedback: "*State specific directions related to verbal behavior – movement - use of materials.*"

Issue: Teacher leaves out one or more directions related to noise level, etc.

Teacher: *I want students to now to turn to page 14 of your workbooks and do the odd numbered problems. When you are finished you can take out your free reading book.*

> Verbal Feedback: *Add, stay seated and work without talking to your neighbor*

Issue: The directions are complicated and the teacher does not have one or more students model.

Teacher: *I'm going to have each of you come up and try the science experiment. When I call your name I want you to come up to my desk, either smell or taste the liquid. When you are finished I want you to walk to the waste basket in the corner and throw away cups without talking.*

> Verbal Feedback: *Pick a difficult student to model following the directions. Narrate his/her behavior*

Issue: The teacher does not check to be sure students understand the directions.

> Verbal Feedback: *Check for understanding*

Issue: Students start to follow directions while the teacher is still talking.

Teacher: *All right, we are going to be lining up for recess and here is what I want you to do . . .* (students start getting out of their seats to line up as the teacher is talking.)

> Verbal Feedback: *Tell the students to sit down and not to line up until you say GO!*

Issues with Behavioral Narration

The following are the most common issues teachers, with students with behavior problems, demonstrate in their use of behavioral narration

Issue: Teacher does not utilize Behavioral Narration within two (2) seconds of completing directions.

Teacher: *The directions are to come to the rug with your art project and sit on your spot without talking. Ready, GO!* As soon as she finishes her directions, the teacher does not monitor the students' behavior and starts writing on the board.

Verbal Feedback: *Narrate behavior*

Issue: Teacher does not clearly narrate the behavior of the students following her directions.

Teacher: *When I say GO, I want everyone to get to get to work, in his or her seat without talking—ready, GO! Shawn is going a good job working and I like how Elyse is doing what I asked her to.*

Verbal Feedback: *Be more specific, Shawn is in his seat working without talking. Elyse is working without talking.*

Issue: Teacher does not use a strong loud "Teacher Voice" when Narrating

Teacher: (Narrates but in a quiet voice that all the students can't hear)

Verbal Feedback: *Narrate with strong teacher voice*

Issue: Teacher starts correcting off task students before utilizing Behavioral Narration

Teacher: *I want the Red Group to get their reading books, walk up here and sit in the chairs by me with no talking. Red Group please come here. Sara, come along, you're part of the Red Group. Terrell, Shh let's be quiet."*

Verbal Feedback: *Narrate behavior before you correct.*

Issue: Teacher gets so involved teaching the lesson that she forgets to monitor the students' behavior every 60 seconds

Teacher: During the lesson the teacher's sole focus is on teaching the content, helping students etc. and students' start talking and disrupting.

Verbal Feedback: *"Narrate students then correct"*

Issues Correcting Student Behavior

Teachers who have difficulty managing behavior often have the following common issues in using corrective actions:

Issue: Teacher does not follow-up Behavioral Narration by correcting off task students within ten (10) seconds.

Teacher: Narrates students' behavior, but several students in the back of the class are talking rather than working—she does not monitor nor correct their behavior.

Verbal Feedback: *Correct students in the back who are talking.*

Issue: Teacher Constantly "shh" students who are talking

Teacher: Is interrupted during lesson with students talking and keeps simply saying "shh" or no talking etc.

Verbal Feedback: *"Narrate students who are not talking then correct those who are."*

Issue: When correcting the students the teacher does not remind them of the directions they were to follow and/or what corrective action they have chosen.

Teacher: Attempting to correct students who are talking. *Royce, Kevin, Shh, . . . come on, get to work, I don't want to have to deal with your talking again."*

Verbal Feedback: *Tell students the directions were to work without talking, and the consequence they have chosen.*

Issue: Teacher corrects students but in a "weak" manner

Teacher: (When correcting students does not sound authoritative)

Verbal Feedback: *Use strong teacher voice when correcting*

Issue: Teacher does not record the disruptive student's name or consequence

Teacher: *Royce, Kevin, the directions were to work without talking, that is your warning for the day.* Teacher neglects to record the student's consequences.

Verbal Feedback: *Record the student's misbehavior on your log sheet.*

Issue: Teacher does not provide the consequences that the student has chosen by his/her misbehavior.

Teacher: Tells student that he or she has chosen to go to "time out" as a consequence of misbehavior. The student does not immediately go to "time out" and the teacher gets distracted and forgets to send him.

Verbal Feedback: *Remind student to go to "time out."*

Issue: Teacher does not immediately provide a corrective action when a student's behavior is highly disruptive.

Teacher: Has a student who is loudly yelling as he goes to his desk. The other students are obviously distracted by his behavior. All the teacher does is narrate on task students

    Verbal Feedback: *Correct the student who is yelling out.*

Issue: Student gets upset when teacher provides a corrective action and the teacher starts arguing with him.

Teacher: To disruptive student: *The directions were to walk to the door, but you were running and pushing Todd. You have chosen to have a note sent home to your parents.*

Student: *I didn't do anything, Todd pushed me, and you're picking on me again.*

Teacher: *I am not picking on you.*

Student: *You always blame me for everything.*

Teacher: *No, I don't.*

    Verbal Feedback: *Don't argue; keep repeating the directions he was to follow and the corrective action he has chosen to receive.*

Issue: Teacher provides student corrective action and soon after the student again misbehaves, but the teacher does not correct him.

Teacher: Takes a corrective action with a student who is disruptive. The student gets back on task but again is disruptive. The teacher does not correct the student again.

    Verbal Feedback: *Correct the students every time they don't follow your directions.*

Issue: The teacher corrects the student again, but he soon again starts disrupting, and the teacher does not "move in" to correct him.

Teacher: Attempts to correct student from across the room.

    Verbal Feedback: *Go up to the student and correct.*

CHAPTER NINE

POST OBSERVATION/FEEDBACK CONFERENCE

You will want to find the opportunity to meet with the teacher as soon as possible after the classroom observation/feedback session, to have a reflective discussion. In the post observation conference you will want to focus on issues such as:

Examine the Teacher's Perceptions of What Occurred during the Real Time Coaching/Feedback Session

As was stated earlier, there may be dramatic changes in how the students' behaved as a result of how the teacher dealt with their behavior while you were giving them real time feedback. For some teachers they may for the first time experience how it "feels" to effectively manage student behavior.

On the other hand, the impact of the real time feedback may not be as impactful. No matter what, it is necessary to have the teacher carefully reflect upon what took place during the feedback session and what they learned from the experience. To aid the teacher's reflection you may want to ask questions such as:

> *How did you feel about how the students responded when I was giving you feedback?*

> *What did you learn from the feedback session?*

> *What do you plan to do differently as a result of what happened during the feedback session?*

Examine how the Teacher Felt about the Real Time Feedback Experience

Receiving immediate feedback is a dramatic change in how teachers are accustomed to being coached. It is useful to give the teacher the opportunity to express her feelings and perceptions about the experience.

> *How did you feel about my giving you feedback while you were teaching?*

> *If you want to have me give you real time feedback again, is there anything you would want me to do differently?*

Discuss how the Teacher had Dealt Differently with the Students' Behavior since the Observation/Feedback Session

Teachers again, often have an "epiphany" during the real time feedback session and will quickly incorporate your feedback into their everyday teaching practice. If the teacher has had the opportunity to practice using your feedback before the post observation conference you will want to ascertain the impact this has had. You may want to ask:

> *How has it gone since I gave you feedback?*

Have you noticed any change in how the students are behaving?

Have you done anything differently with your students since I was in your classroom?

What have you learned about implementing the feedback I gave you?

Determine how the Teacher can develop the Habit of using Effective Skills

What can you do to help the teacher get in the "habit" of using effective skills consistently?

Place Visual Cues to Remind the Teacher to Use Skills

You may want to have the teacher post around the room in key locations reminders signs such as "Narrate" "Be Positive" "100% compliance" etc.

Utilize "Motivaider" Electronic Reminder

You can have the teacher utilize a "motivaider" low cost habit building electronic reminder. Such devices vibrate at a pre determined time i.e. every 60 seconds to remind the teacher to monitor students and narrate on task behavior.

They can be purchased from www.habitchange.com .

Determine Next Issues to be worked on

Finally, you will want to end the post observation conference by determining the next steps in your working with the teacher. You will need to ascertain the teacher's needs and what you can best do to assist. You may want to ask questions such as:

How can I further help you with your classroom management?

Would you like me to provide you real time feedback again?

PART FOUR

SPECIAL ISSUES IN CLASSROOM MANAGEMENT COACHING

CHAPTER TEN

DISCIPLINARY CONSEQUENCES ARE INEFFECTIVE

As a coach you may find that the teachers who have problems dealing with student behavior may be dealing with issues other than their effective use of the Behavior Management Cycle.

Special Issues in Classroom Management

The teachers you work with could also need assistance in the following areas to maximize their ability to effectively manage student behavior:

- Utilize more effective disciplinary consequences

- Overcome negative expectations of their ability to deal with student behavior

- Build positive relationships with students

UTILIZE MORE EFFECTIVE DISCIPLINARY CONSEQUENCES

It is unfortunately all too common that teachers attempt to utilize disciplinary consequences i.e. time out, send to office, home suspension, that in reality are implemented so ineffectively as to prove useless as a tool to help students learn to behave successfully. Teachers need assistance in evaluating how effectively the disciplinary consequences they are utilizing are working, and if needed determine ones that may prove more effective.

Why Disciplinary Consequences are not meaningful for Students

When working with some teachers you will find that even though they effectively take corrective action there will be students who still do not choose to improve their behavior. Often times the reason this occurs is that the consequences the teachers are using are not meaningful for these students. Here is what I mean.

As was discussed earlier, teachers need to establish a hierarchy of consequences that students will choose to receive if they do not follow directions. The consequences in the discipline hierarchy are consequences that teachers can reasonably expect their students "should" not want to receive, and thus "should" motivate them to stop their inappropriate behavior.

With most students one or more of the consequences in their teacher's hierarchy are something they do not want to receive, and the "threat" of the consequences motivates them to stop their disruptive behavior. Most of the students, however, is obviously not all of them.

The reality you need to face is as follows:

Unlikely as it may seem, for some students the teacher's disciplinary consequences are simply not a "negative" experience, but in reality may be something they may actually "enjoy" having happen.

Let's elaborate. If you step back and closely examine what the experience of receiving typical disciplinary consequences is from the perspective of some students, it can be enlightening. Let's start by taking a look at typical consequences teachers include in their discipline hierarchies.

Elementary

First Disruption:	Warning
Second Disruption:	Five minutes of "time out"
Third Disruption:	Ten minutes of "time out"
Fourth Disruption:	Call parents
Fifth Time:	Send to principal

Middle/Secondary

First Disruption:	Warning
Second Disruption:	Detention
Third Disruption:	Call parents
Fourth Disruption:	Send to vice principal

Now let's carefully break down what it is like from "some" students' point of view when they choose to receive each of these consequences.

Warning

The first consequence teachers most likely will use is a simple "warning." The teacher will basically tell the students, "*you are warned*" and the teacher may or may not write the students' names on the board, a clipboard, or have them "turn their cards" etc. (you haven't mentioned this before)

In reality, "nothing much" happens to students with this consequence. You could say that for some students it amounts to basically "one free disruption" per day or period.

Time Out

The teachers "discipline" the students by having them sit by themselves in "time out" for a few minutes. First, some students could care less if they are removed from the group and have to sit by themselves. Second, teachers have many priorities other than monitoring the behavior of the students who are in "time out." Students sent there often end up "playing around" rather than listening to the lesson and/or doing their assigned work.

In other words, for some students, going to "time out" may be more enjoyable than the alternatives available to them.

Detention

Teachers send students to spend time in a detention room. Some students simply may not show up for detention, and often, for various reasons, teachers may not even be told of the students' "no show." Thus, nothing whatsoever happens to the students who don't go to detention.

If the students choose to serve their detention, what will they learn from the experience? Though detention rooms in some schools are well run, it is not uncommon for the opposite to be true. For many students, all that serving detention entails is spending time with their peers "doing their thing" much to the consternation of the frustrated teacher or administrator trying to maintain order.

Again, from the students' point of view, detention is not a consequence that may end up being of any concern to them.

Call Parents

When teachers want to let students know they "mean business." they will often call their parents. First, when teachers call parents they are often unable to reach them. The teacher may leave a message. How does a teacher know the parents even get it? Some older students are sophisticated enough to know to erase the message before the parents ever hear it.

Next, sometimes teachers phone the parents and they say they will "talk" to their child, but never do. Finally, if the parents do "talk" to their child, it often ends up being another "meaningless" conversation, "you should behave at school or else." It becomes a "tongue lashing" the student has heard countless times before.

Thus, from the perspective of some students, the net result of having their parents called is meaningless and therefore an ineffective consequence.

Send to Principal or Vice Principal

Another of the consequences teachers use when they want to let the students know they "mean business" is to send them to meet with the principal or vice principal. What often

happens from the students' perspective when they are "sent to the office" has little to do with what you expect "should" be happening.

When teachers send students to the administrator's office the students may not show up, and with all that goes on in a school, no one even lets the teachers know. If the students do go to the office, they often have to wait to see the principal or vice principal and during that time they get to sit and enjoy the "chaos" that often occurs there. When they do finally see an administrator, they may simply end up getting "counseling" from a "sympathetic ear," or get off with nothing more than a "warning" that they should not misbehave again.

From the point of view of some students, when all is said and done, a trip to the administrator's office is really just a break from the "boredom" of the classroom.

<u>Suspension</u>

The perceived "most severe" consequence students receive is to have them suspended from school. When you closely examine the reality of what happens when students choose to have this consequence, you will be surprised some students don't choose it more often.

In general, the majority of students who are suspended are those students who for various reasons, often academic or social problems, do not like school in the first place. Next, when most students are suspended their parents do not, or cannot make them stay in their room all day without watching T.V. or playing on the computer. In reality, since so many parents work, the students may be left home alone or with a babysitter, and basically left to do what they want.

So, from many students' point of view, the consequences they are given for choosing to seriously misbehave is that they get out of being somewhere they don't really want to be (school) and they are able to do "their thing" where they want to be (home).

It is easy to see the consequences that the teacher believes should be "unpleasant" and should motivate the students to stop their disruptive behavior, may in fact be dramatically less effective than the teacher ever considered. The consequence of this misperception can be negative for all.

How to Insure the Teachers' Disciplinary Consequences are more Meaningful

Here are steps you may want to suggest to assist teachers in modifying the consequences that they provide to students with whom they have not been successful:

    Modify existing discipline hierarchy

    Create an individualized hierarchy

Modify Existing Discipline Hierarchy: Dropping Down

Teachers may find that some students end up with the same consequence on their classroom hierarchy each day. For example, each day the students end up with the third consequence on their hierarchy, "miss all of recess." It is a good assumption that the students do not care if they receive a "warning" or "miss ½ of recess" or "miss all of recess," since they receive the consequences but continue their inappropriate behavior.

First Disruption: Warning

Second Disruption: Miss ½ of recess

Third Disruption: Miss all of recess

Fourth Disruption: Call parents

Fifth Disruption: Send to principal

Because the students stop short of the consequence that involves the teacher calling their parents, you can hypothesize that this consequence is something that the students do not want to receive. If so, you would want to have the teacher modify the existing hierarchy to be more effective with these students.

Basically you would have the teacher "drop down" on the consequences students would choose to receive from the hierarchy the first time they are disruptive. Instead of choosing a "warning" or missing ½ of recess, they would choose to have the teacher "call their parents."

First Disruption: Call parents

Second Disruption: Sent to the principal

You may find that by "dropping down" the teacher will be able to quickly convince some students that she "means business," and will find that the students choose to stop their disruptive or inappropriate behavior. Obviously, the teacher needs to discuss it with the students if they are going to be "dropping down", and the rationale behind her decision to do so.

Create an Individualized Hierarchy

The other option is to create a separate hierarchy of consequences, which could include some of those listed below, that have proven effective with students with whom a teacher's "typical" consequences are ineffective.

First Disruption: "Time out" in another teacher's classroom

Second Disruption: Parents come to class

For some students you will need to have their teachers utilize a different set of consequences than those they use with the rest of the class in order to motivate those reluctant students to behave.

<u>Alternative Consequences to Consider</u>

Let's look at some consequences effective teachers utilize to motivate students with whom their "typical" consequences do not seem to work. It is important to remember that none of these consequences will be effective unless they are used "consistently."

"Time Out" In another Classroom

> As was discussed earlier, often sending students to the administrator's office is not a meaningful consequence. Teachers are thus at a loss as to what to do when they need to remove disruptive students from their classroom. A highly effective alternative to sending students to the administrator's office is to simply have them go and spend time sitting alone in the back of another teacher's classroom. This consequence has many benefits:

>> Teachers can count on a colleague being there and dealing with the student.

>> Students do not like going to strange classrooms.

>> Students rarely disrupt in another teacher's classroom.

> Here are guidelines to follow when timing out students in another teacher's classroom.

>> Send the students to a classroom with a teacher who has a reputation for being a "firm disciplinarian." If necessary, have another student accompany the student to insure he gets to the other classroom.

>> The student should bring academic work to complete when he is in the other classroom. The student should only stay for a limited (and pre-arranged) amount of time.

>> When the time is up, the teacher should send the student back to his classroom. If necessary, once again another student should accompany him to make sure he comes directly to his classroom.

Tape Record Student's Behavior

This is a consequence many teachers find extremely effective especially with students whose parents don't believe how disruptive their children are in the classroom. Tape recording the student's behavior and playing it for the parents can have a dramatic impact.

Place a tape recorder next to the disruptive student. Tell the student the recorder will be left on for the rest of the day or period, and that the tape will be played for his parents.

When a student's behavior is taped, a strong message is sent that the teacher "means business" and will follow through. Most often, this consequence motivates students to immediately stop their disruptive behavior.

Parent Comes to Class

A consequence that can have an immediate effect with older students is to have one of their parents come to school and sit in class. Though in reality this is quite harmless, many students would consider this consequence so "embarrassing" that they would be highly motivated to shape up their behavior so that it does not happen again.

CHAPTER ELEVEN

OVERCOMMING TEACHERS' NEGATIVE EXPECTATIONS

One issue that often hinders teachers' ability to successfully deal with student behavior is the teachers' negative expectations as to their ability to influence students to improve their behavior. Many teachers honestly believe that many students in their classroom have serious problems, i.e., emotional, learning, familial, etc., that prevent them from being able to behave like the other students in the classroom (Canter 2006).

The reality is that many students do have serious problems, but these problems typically do not prevent the students from controlling their behavior or the teacher from influencing them to do so.

As long as teachers believe, for whatever reason, they can't positively influence their students' behavior, those teachers will lack the confidence needed to consistently utilize the classroom management strategies necessary to be effective.

In order to help you work with teachers whose negative expectations are hindering their efforts we will:

> Examine common problems that teachers believe prevent them from being able to influence their students' behavior;

> Offer examples to illustrate why teachers' negative expectations are unfounded;

> Give you strategies on how to help teachers overcome their negative expectations.

WHY TEACHERS BELIEVE STUDENTS CAN'T BEHAVE

There are various "problems" that teachers often believe keep troubled students from behaving like the other students (Canter 2006).

Emotional Problems

Many teachers believe that students who have emotional problems will not be able to control their behavior without some type of outside intervention.

> *Carla is disturbed and she has an explosive temper. She needs intensive therapy to get her temper under control so she can behave in the classroom.*

Inadequate Parenting

The vast majority of educators believe that many students' behavior problems can be directly traced back to dysfunctional home environments and the inadequate parenting that they received.

Adam's father is gone, and his mother is an alcoholic; his home life is just chaotic. Is it any wonder he is so out of control in the classroom?

Poverty

A common belief among educators is that you can't expect too much from students raised in a low socio-economic environment, ripe with deprivation, violence and crime.

Andrew is from the "projects" and he has so much to deal with each day. How can you expect him to come to class and act like the other students?

Special Education

Most educators believe that "special education" students are different, and that many of them have serious problems that result in them having trouble behaving appropriately in any classroom, especially one designed for "regular education" students.

Jonathan has learning disabilities, and has been labeled special education—you can't expect him to behave in my classroom.

PROBLEM STUDENTS CAN BEHAVE

It is vital that you are able to help teachers recognize that their negative expectations regarding their inability to influence students are unfounded, and that they can influence students, even those with problems. In order to enable you to help teachers, I will list various situations where students, even those who are behavior problems demonstrate that they "can" control their behavior.

First Days of School

At the very beginning of the school year, during the so-called "honeymoon" period, the vast majority of students, even those with problems, are on their "best" behavior. Why is this so? Basically, the students don't know what the teachers' expectations are, how firm they will be, or what will happen if the students misbehave.

If the students with problems can control their behavior the first days of school, there is no reason they can't do so the rest of the school year.

Standardized Testing Day

On the day "high stake" tests are given, teachers rarely have students who are disruptive. Why is this so? On testing day teachers let students know—in no uncertain terms— exactly how they are to behave, and that disruptive behavior will not be tolerated for any reason.

Again, if students with problems can control their behavior on standardized testing day, there is no reason they can't do so on any other day.

Teacher is Ill

Strange as it may seem, on days teachers are not feeling well and let the students know about this, most students behave. Why is this so? On days teachers are ill, they let the students know, *"I'm not feeling well, and I won't put up with anyone making my day harder than it already is!"* In other words, the teachers let the students know they will not tolerate the disruptive behavior that usually is exhibited by some students.

Again, if students can control their behavior on days their teacher is ill, they can do so on other days as well.

THE "CAN'T" VERSUS "WON'T" BEHAVE ISSUE

In reality, regardless of emotional problems, inadequate parenting, poverty, and/or learning issues, the vast majority of students "can" behave appropriately, they simply don't "want" to.

There is much more than semantics in the "can't" versus "won't" issue.

If students truly "can't" behave, it means their behavior cannot be influenced by their teachers, or even by the children themselves. If this is so, there is nothing the teacher can do to impact the students' behavior in a positive manner, so why bother trying?

Thus, the teacher will often simply ignore the students' inappropriate behavior or respond in a half-hearted manner. They often set up a double standard:

"Normal" students are expected to behave.

"Problem" students are not expected to behave.

If the students simply "won't" behave, their behavior is capable of being influenced by their teachers. As a result there are steps teachers can take to motivate students to improve their behavior, thus there is a reason to attempt to do so.

Students with Organic Disorders

In reality there are a very small percent of students who "can't" control their behavior. These are students with organic conditions such as autism, schizophrenia, etc. Students who "truly" have ADD and ADHD may also fall into this category. I want to qualify this through, since so many students given the ADD or ADHD label are inaccurately diagnosed.

In my workshops, in order to clearly delineate those students who "can't" control their behavior, I usually give the example of a teacher I worked with who had a student with epilepsy. In the middle of class one day the student had a grand mal seizure, which obviously disrupted the entire class. Could the teacher in any way have influenced the student to stop the seizure that was bringing the learning in the classroom to a dramatic halt? Of course not!

> Compare the student with epilepsy who is unable to control his behavior to most disruptive students whose behavior is well within their control. For most students, whether or not they behave depends upon how motivated they are to listen to their teacher.

HELPING TEACHERS OVERCOME THEIR NEGATIVE EXPECTATIONS

Let's examine how you can help teachers deal more realistically with the potential influence they can have to motivate all their students to choose to behave.

Systematically Questioning the Teachers' Beliefs

The following are questions you will want to ask teachers to help them recognize they can influence their students' behavior:

> What does the student do that the teacher does not want him to?

> You need to know - what are the specific behavior problems the student engages in?

> What steps has the teacher taken to motivate the student to choose to behave?

You will want to determine what positive and corrective actions the teacher has taken in her attempts to motivate the student to choose to behave.

> What techniques have you tried to get him to stop his inappropriate behavior and do what you want?

> Why does the teacher believe the student does not do what she wants?

You will want to have the teacher examine what "problems" she believes the student has that prevent him from behaving like the other students, i.e., emotional problems, etc.

> *Why do you believe that nothing you have tried works to improve his behavior?*

> *Do you feel he has some problems that prevent him from behaving like the other students? If so what are they?*

> *Has the student ever behaved appropriately in your classroom?*

You will want to begin to help the teacher to question the validity of her belief that the student "can't" behave in her classroom. The basis of this process is having the teacher examine the times the student was able to behave. If the teacher can't recall any instance when she is aware of the student behaving, you may want to nudge her and ask her to reflect upon the first days of school, standardized testing day, or when she (the teacher) was ill.

> *Has the student ever behaved appropriately in your class?*

> *Did he behave the first few days of school?*

> *Did he behave during state testing day?*

> *Have you ever had a day when you were not feeling well, and did he behave on that day?*

Most teachers will be able to identify at least one situation where the student has done what she wanted him to in the classroom.

> *Why does the teacher believe the student behaved during particular situations?*

> You will continue helping the teacher question the validity of her negative expectations by having her probe why the student was able to control his behavior on some occasions, when he usually does not.

> *Why do you feel he behaved at the beginning of the year, or during state testing day, or on days you were ill, etc?*

The teacher may give various answers:

> *He behaved at the beginning of the year because he was on his "best" behavior like most students are.*

> *He behaved on state testing day because he knew how important it was to not act up on that day.*

> *He behaved when I was ill because he knew I had no patience for his behavior.*

It is important to note that the teacher will usually acknowledge that for some reason the student, even though he still had the same problems, was able to control his behavior at various times in class. Again, if he can control his behavior at some times he can thus control it at other times.

Why does the teacher believe the students' problems didn't prevent the student from controlling his behavior on those occasions?

At this point you will get to the crux of the issue the teacher needs to recognize, the student can control his behavior, even though he does have problems. You will want to help the teacher recognize this reality by simply having her think about why the student was able to choose to behave on various occasions, whereas he typically does not.

> *You believe the student can't behave because he has emotional problems. Why didn't these problems affect him the first days of school?*

> *You believe the student can't behave because he comes from such a disturbed family. Why didn't these problems affect him on standardized testing day?*

> *You believe the student can't behave because he comes from such a violent, deprived background. Why didn't those problems affect him on days when you were ill in the classroom?*

The bottom line is this:

> *If a student can control his behavior on one day, he is capable of controlling his behavior on the other days.*

What was different on the occasions the student chose to behave?

You will want to point out to the teacher what factors were instrumental in motivating the student to choose to behave on various occasions. This will set the stage for helping the teacher recognize what steps will need to be taken to increase the teacher's ability to influence the student to follow directions, get and stay on task.

> Most students behave the first day of school because they don't know how you will respond if they choose to misbehave.

> Most students behave on standardized testing day because you let them know exactly how they are to behave, and that you will not tolerate any disruptive behavior.

> Most students behave on days you are sick because you let them know you will not put up with any students acting up and making your day harder than it already is.

> Basically teachers will need to raise their expectations for how the students are to behave and follow through accordingly in order to increase their ability to get the students to do what they need them to do.

What does the teacher need to do differently to influence the student to improve his behavior?

Finally, you want to help the teacher focus on what steps she will need to take to increase her effectiveness with the student. Basically, this entails helping the teacher to recognize that she will need to "consistently" utilize the strategies of the management sequence. That means:

Let the student know that you know he "can" behave and you expect him to do so.

You need to let the student know that there is no reason for him not to behave like the other students, and that you expect him to do so.

Consistently utilize Behavioral Narration when he chooses to follow directions.

You need to make it a priority to monitor the student's behavior and narrate his positive behavior whenever you observe it.

Take corrective action each and every time the student chooses to misbehave.

You have to demonstrate to him that you have zero tolerance for his disruptive behavior, and he will receive a consequence whenever he chooses to misbehave.

Sample Coach Teacher Discussion Regarding Expectations

Coach: *How are your classroom management efforts coming along?*

Teacher: *Most of the students' behavior has improved, but I have one boy, Jerald, who simply doesn't listen to me.*

Coach: *Tell me exactly what he does that you don't want him to?*

Teacher: *He is constantly talking, and when I tell him to stop talking and get to work he just gets so upset—it's unnerving.*

Coach: *What steps have you taken to motivate him to listen to you and stop disrupting?*

Teacher: *I've tried everything: praising him, disciplining him, talking to him and to his parents. You name it—I've tried it.*

Coach: *Why do you feel nothing works with Jerald?*

Teacher: *He is so angry and out of control. I think he has serious emotional problems. I really think he needs therapy to work out his problems to enable him to behave like the other students.*

Coach: *So you feel that his emotional problems are the reason he doesn't behave like the other students and can't respond to your management efforts?*

Teacher: *It sure seems like it to me.*

Coach: *Let me ask you something, does he ever behave O.K. in class?*

Teacher: *Not really, it seems like he is a problem just about every day.*

Coach: *Let me ask you, how did he behave when you gave the state achievement test?*

Teacher: *He was no problem, but on testing day he knew he had to behave.*

Coach: *What do you mean?*

Teacher: *You know how important the state achievement tests are, and so do the students. They know on testing day they can't misbehave.*

Coach: *But what about the impact of his emotional problems. I thought they affect him so much that he can't behave like the other students.*

Teacher: *I don't follow you. What do you mean?*

Coach: *You told me that you can never get him to do what you want because he has emotional problems, yet on state testing day he listened to you, how come?*

Teacher: *Got me, do you have any idea?*

Coach: *What's different about testing day?*

Teacher: *Well, of course the students are taking a timed test, and as I said he knows he has to behave because the test is so important.*

Coach: *You just said he has to behave because the test is so important. Isn't it important that he behave every day?*

Teacher: *I think I have an idea of what you are getting at. It is important that Jerald behave every day, but I'm not nearly as firm as I am on testing day.*

Coach: *I think you're right. What would happen if he was disruptive on testing day— would you let him get away with it like other days?*

Teacher: *No I wouldn't. I can't afford to have him disrupt the students taking the test. You know what—I can't afford to let him disrupt any day! If he can listen to me on testing day and behave, there is no reason he can't do so on other days. He may have emotional problems but he is just going to have to control his behavior.*

Coach: *What are you going to have to do differently to get him to listen to you?*

Teacher: *I'm going to have to let him know I want him to be successful in this classroom and that I will not put up with his disruptions for any reason. What do you think?*

Coach: *Sounds good to me. It's important that you recognize that even though he may have problems he still can behave and that you need to have high expectations for him.*

CHAPTER TWELVE

BUILDING RELATIONSHIPS WITH STUDENTS

The consistent use of the steps of The Behavior Management Cycle will help teachers begin to motivate students to follow their directions and choose to get and stay on task. Research indicates there is another factor that can dramatically increase the teachers' ability to influence students to choose to behave appropriately in their classrooms. That factor is their ability to build a positive relationship with all of their students (Marzano et al. 2003).

Why is building positive relationships such an important factor?

> *The more students feel their teachers have their best interest at heart the more likely they will be to follow the teachers' directions (Canter 2006).*

The key to building positive relationships is for the teacher to gain the trust of the students—convince them through words and actions that they truly have their best interest at heart. This is often not a difficult task for teachers with many (if not most) of their students, since they enter the classroom coming from home environments that are supportive of educators and these students have had positive experiences with their previous teachers.

The issue is obviously with those students who, for various reasons, come into classrooms not liking nor trusting teachers. These are the students who all too often are the ones who are disruptive or defiant, and the most difficult to motivate to listen.

STRATEGIES TO BUILD POSITIVE RELATIONSHIPS

Here are various strategies you might suggest teachers utilize to build positive relationships with their students:

Greet Students at the Door

Whenever possible the teacher should begin each day or period personally greeting each student entering the classroom. This is an especially effective way to connect in a positive manner with students who need to know teachers care about them and their success in the classroom (Mendler & Curwin 1999).

Talk With the Students about Non-Academic Topics

One of the most effective strategies teachers can utilize to demonstrate their caring to students is to spend time talking with them about their interests, concerns and feelings (Good & Brophy 2003). Teachers spending a few minutes during class, at recess, during lunch or after school letting the students know they are there to offer assistance, understanding, and a sympathetic ear can go a long way to building up the students' trust in them.

Call Students after a Difficult Day

Students who have trouble trusting teachers often have difficult days at school. It can be helpful to building a positive relationship with these students when the teachers go out of their way and make a quick phone call to the students before the next school day begins. The teacher should discuss any difficulties that occurred during the day. Get the student's input. The teacher needs to be sure to let the student know that she cares about his/her success and wants to make the next day a more positive one.

The last thing the students we are discussing would expect is to hear from their teacher in a "caring manner" after a difficult day. This can go a long way in changing how these students perceive their teachers and their intentions.

Attend the Students' Events

Another way teachers can demonstrate their caring to students is to attend events the students are participating in, i.e., sporting events, artistic performances, etc (Smith 2004). The impact of teachers taking the time to go out of their way to watch the students enjoy and participate in events can have a dramatic effect on the students' perceptions of their teachers and the students' behavior, as well.

Make Positive Phone Calls to Parents

One of the most effective strategies to build positive relationships with students is to make positive phone calls to their parents when they have had a "good" day in class (Smith 2004). This works for several reasons: first, the students appreciate the teachers' positive feedback to their parents; second, this will also help the teachers build a positive relationship with the students' parents and can increase the support the parents will give the teachers in their efforts with their child.

Make Home Visits

Many teachers find going to their students' homes is a meaningful strategy to also to demonstrate their caring. Again, a teacher taking the time to go to a student's home demonstrates to both the student and the parents that you, the teacher, may not be like the "other" teachers, and can go a long way to building a relationship that will help the student be successful in your classroom.

Be sure to have the teacher determine if the district has a policy regarding home visits i.e. teachers cannot go alone etc.

APPENDIX I

MENTOR RESOURCE MATERIALS

Real-Time Coaching Session Form ver.2mp

Teacher _____ Lesson _____
Date _____ Time _____
Observer _____

Pre-session
Date _____ Time _____

What will we be the focus of our session? What lesson is being taught?
Lesson   **Management focus**

Is the teacher familiar with the Lee Canter management model?

☐ clear directions
   ☐ 3 components of clear directions (voice, movement and participation)
☐ behavior narration (2 seconds)
☐ behavior correction (10 seconds)
   (What method is in place for recording corrections:
   _____)

☐ YES Has the teacher read pages 49-78 in *Classroom Management for Academic Success?*

Review classroom management hierarchy

Steps: (Have you used it? How often? To what step?)   Modifications (if necessary)

   1. _____
   2. _____
   3. _____
   4. _____
   5. _____
   6. _____
   7. _____

What is your attention signal? _____

We have reviewed the headphones and protocol in the classroom:

☐ How we will address student questions
☐ What the teacher will hear
☐ How the technology works

When and where will we debrief?

Date _____ Time _____ Location _____

Session Debrief

How did it go? (reflection)
Teacher
Coach

What are next steps to improve? (short term goal setting)
Teacher
Coach

Post-session deliverables (coach)
- [ ] Provide copy of form to teacher
- [ ] Email Lee to give feedback
- [ ] Charge headsets
- [ ] Clean headsets
- [ ] Schedule follow-up session if necessary
- [ ] Follow-up on deliverables from post-session

REAL TIME COACHING/FEEDBACK SESSION
GUIDE SHEET

The goal of the feedback session is to give the teacher coaching to increase her ability to motivate the students to follow her directions and get and stay on task. The following are the teacher behaviors to look for and the appropriate coaching/feedback to provide.

When you feel it is appropriate, provide positive feedback to the teacher on her efforts. Make sure the feedback is specific, i.e., *"excellent observable directions," "you remembered to narrate,"* etc.

One: Whenever The Teacher Gives Directions—You Want To See And Hear:

All students paying attention before the teacher begins giving the directions.

If not, cue the teacher: Tell students—*eyes on me, no talking, nothing in your hands when I am giving directions.*

Teacher gives observable directions related to verbal behavior, movement, participation.

If not, cue the teacher: *Add without talking. (*Missing direction)

The teacher checks for the students' understanding of the directions.

If not, cue the teacher: *Check for understanding.*

The students do not start to follow the directions until the teacher tells them to do so.

If not, cue the teacher: *Tell the students-do not start to follow the directions until you say – GO!"*

Two: Immediately After the Teacher Gives Any Directions—You Want To See And Hear:

Within (2) two seconds of giving the directions the teacher begins narrating the behavior of at least (2-3) students who are complying.

If not, cue the teacher: *Narrate behavior.*

The teacher describing how students are exactly following the directions

If not, cue the teacher: *Tell the students* . . . (Give the teacher the words to

effectively narrate the students' behavior.)

The teacher utilizing behavioral narration before correcting students who are off task

> If not, cue the teacher: *Narrate behavior of students before correcting behavior.*

Three: If Students Are Still Off Task After the Teacher Narrates Behavior—You Want To See and Hear:

Within (10-20) seconds of giving the directions the teacher corrects the behavior of off task students.

> If not, cue the teacher: *Correct off task students.* (If necessary direct the teacher to the students who are off task, i.e., *Correct the boys in the back row who are talking)*

When correcting the students the teacher simply reminds the students what the directions were they should be following, and the corrective action or consequence they have chosen to receive.

> If not, cue the teacher: *Tell the students what directions they are to be following and the corrective action they have chosen.*

After correcting a student's behavior the teacher records the off task behavior i.e. writes the student's name, puts a check next to the name, on her management record sheet etc.

> If not, cue the teacher: *Record the student being off task.*

The teacher provides the student the appropriate corrective action, i.e., sends student to "time out," etc.

> If not, cue the teacher: *The student has chosen to . . . (corrective action) you need to follow through.*

The teacher does not argue with students who get upset when they are provided the corrective action.

> If not, cue the teacher: *Do not argue, provide the corrective action.*

Four: Once the Teacher Has the Students on Task during an Instructional

Activity—You Want To See And Hear:

The teacher frequently (every 60 seconds – 2 minutes) narrates the behavior of students who are on task to demonstrate she is "on top" of their behavior.

> If not, cue the teacher: *Keep monitoring student behavior, narrate behavior."*

The teacher takes corrective action if behavioral narration fails to get students back on task.

> If not, cue the teacher: *Correct students.*

POST-COACHING/FEEDBACK SESSION WORKSHEET

Discuss the students' behavior since you provided feedback and coaching.

How have the students' behaved since the feedback/coaching session?

If the students' behavior has improved, focus on what the teacher has done differently than before the feedback/coaching session.

You feel the students' behavior has improved, what have you done differently than before I worked with you in your classroom?

Help the teacher to focus on what he or she has learned from the feedback/coaching session.

What have you learned about managing your students from the feedback/coaching session?

If the students' behavior did not improve, focus on what changes the teacher needs to make in his or her use of The Behavior Management Cycle skills.

What do you feel you need to do differently in order to motivate your students to follow your directions, get and stay on task?

Determine if the teacher would want you to do a follow-up real time feedback/coaching session?

Determine if there are any additional classroom management issues that the teacher feels he or she needs assistance with.

Are there any other issues related to motivating your students to behave that you would like help with?

APPENDIX II

RESOURCE MATERIALS FOR TEACHERS

OVERVIEW - RESOURCE MATERIALS TO GIVE TO TEACHERS

The following resource materials can be duplicated and provided as needed to the teachers you are working with.

The Behavior Management Cycle

This is designed to give the teacher an overview of *The Behavior Management Cycle* that is the foundation of *The Real Time Classroom Coaching Model.* You will want to give a copy of this resource tool to the teacher during the pre-observation conference.

How to Develop an Effective Classroom Management/Discipline Plan

The effective use of *The Behavior Management Cycle* is dependent upon the teachers having an effective classroom management discipline plan. Of most importance is the fact that the teacher must have an effective hierarchy of consequences that students will receive if they choose to disrupt. If, in your discussions with the teacher during the pre-observation conference, it becomes apparent that the teacher does not have an effective classroom management plan you will want to give her a copy of this resource tool.

Real time Coaching Session Guideline

This handout gives the teacher a quick review of the guidelines to follow when using *The Behavior Management Cycle.* You would want to give this to the teacher before you conduct a real time coaching session.

THE BEHAVIOR MANGAGEMENT CYCLE

HOW TO EFFECTIVELY GET ALL YOUR STUDENTS TO FOLLOW DIRECTIONS

The Behavior Management Cycle is a systematic method to enable you to motivate all of your students to follow your directions. The fundamental importance of all of your students following your directions cannot be underestimated. Here is what I mean:

> *The foundation of managing the students' behavior comes down to your ability to motivate them to simply "follow your directions."*

The Behavior Management Cycle is an effective tool to help you consistently motivate all your students to follow your directions. This "sequence" begins whenever you give directions to the students.

> First: You clearly communicate the explicit directions you need the students to follow.

> Second: You utilize a unique strategy I call "Behavioral Narration" to provide positive support to students who are complying with your directions.

> Third: You take corrective action with students who are still not complying with your directions.

Countless teachers have found that the use of *The Behavior Management Cycle* has enabled them to motive all their students, especially those with whom "nothing has worked," to dramatically improve their classroom behavior.

STEP ONE: EFFECTIVELY GIVE CLEAR DIRECTIONS

The first step in motivating all the students to follow your directions is to make sure that the students know "exactly" what you expect them to do to be successful in any activity they engage in, be it working independently, working in groups, going from one activity to another, or entering and leaving the classroom etc.

Directions Need To Be Specific

Whenever you give directions to students you need to make sure you communicate your expectations for how they are to behave related to three key areas:

Verbal Behavior

Up to 80% of the disruptive behavior of your students can be categorized as one form or another of inappropriate verbal behavior. Thus whenever you give directions to your students, you need to explicitly know and communicate what verbal behavior is expected.

No talking.
Use your "12 inch indoor voice."
Raise your hand and wait to be called upon before you speak.

<u>Physical Movement</u>

Approximately 15% of the disruptive behavior of your students involves inappropriate movement. Thus the second area in which you need to know and communicate what behavior you expect when you give directions relates to student movement.

Stay in seat.
Walk.
Go directly to your seat.

<u>Participation in the Activity</u>

In most activities which you ask students to engage in, you need to know how you want them to participate in the activity in order to be successful. Thus, the third area in which you need to know what behavior you expect is how you want the students to participate in the activity.

Get right to work.
Do your own work.
Take turns with your partner.

Sample Directions for Activities

When I'm teaching a lesson I expect everyone will have your eyes on me, stay in your seat with nothing in your hands but your pencil, and only speak if you raise your hand and I call on you.

When you line up to leave the classroom I will be looking for students who walk directly to the end of the line, keep their hands to themselves, and do all of this without talking.

How to Effectively Give Directions

You need to be able to communicate the expectations you have for how the students are to behave during any activity in the form of clear directions. Here are the guidelines to follow in order to effectively give clear directions:

<u>Have All the Students' Attention When You Give Directions</u>

You need to be sure all of your students are paying attention when you give directions. You will want to utilize an "attention getting signal" i.e. flash the lights, hand signal, rhythmic clapping etc. to signal the students they are to listen to you.

Check for Understanding

Whenever you give directions to students it is important to check to see if all the students understand the directions.

Have students repeat the directions:

> *"I'm going to call on students and have them tell me one behavior I want to see and hear when I tell you to go back to your seats."*

Have students signal understanding:

> *"If you understand the directions give me a 'thumbs up,' and if you don't, give me a 'thumbs down.'"*

Cue the Students to Start the Activity

Often when you give directions to the students they will begin the activity before you are ready for them to do so. Be sure to always tell the students not to start the activity until you say, *"GO!"*

STEP TWO: UTILIZE BEHAVIORAL NARRATION

The most effective way to motivate your students to follow your directions is through the use of a concept called "behavioral narration." Here is how it works.

When you finish giving directions to the students, you immediately monitor the class looking for students who *are complying*, and then in a voice that is loud enough for all the class to hear, simply "narrate" or "describe" what you see them doing. With elementary level students you can single out students by name.

> *When I say GO, I want everyone to go directly back to their seats, take out their books and immediately get to work, and I want you to do this without talking. I'll be looking for students who are following my directions. Ready, GO!*
>
> *Lisa is going directly back to her seat without talking.*
> *Kyla has taken out her book and is already getting to work.*
> *Juan has gone back to his seat, taken out his book and is working without talking."* (Behavioral Narration)

Since middle-secondary level students often do not want to be singled out by their teachers for "being good," with older students you would want to narrate "groups" of students who are following your directions.

> *When I say GO I want everyone to go directly back to their regular seats, take out their books and immediately get to work and I want you to do this without talking. Ready, GO!"*

> *I see students walking back to their seats without talking. Students at table three already have their books out. Students at table five are working without talking.* (Behavioral Narration)

Benefits of Using Behavioral Narration

Enables You To Repeat Directions In A Positive Manner

When you utilize behavioral narration you are basically "repeating" your directions to the students by describing the behavior of those students who are following your directions.

Direction: *Go directly back to your seat.*
Behavioral Narration: Lisa is going directly back to her seat.

Direction: *Take out your book and get immediately to work.*
Behavioral Narration: *Kyla has taken out her book and has already gotten to work.*

Enables You To Set A Positive Tone In The Classroom

Most of the time, after teachers give directions they focus on those students who are not following instructions:

> *"James, stop fooling around and get to work. Cathy, it is time to work and not talk."*

Focusing on students who are not on task and constantly "badgering" them to follow directions will set a "negative" tone to your classroom management efforts.

When you use behavioral narration you give attention to the students who are following your directions

> *"Jose is starting to work. Linda is in her seat and has already started to work. Michael is working without talking."*

When you focus on students who are on task and give positive attention to their behavior you will set a more "positive" tone in the classroom.

<u>Enables you to let Your Students Know you are "On Top" of their Behavior in a Positive Manner</u>

As a teacher you need to let your students know that you are "withit" i.e. "on top" of what is going on at all times in the classroom, and are prepared to make sure students will comply with your directions. Why is being "withit" so important to your efforts?

Your students are always keeping an eye on you and constantly determining if they have to listen to you, or can they choose to do what they want. The more you can convince them that you are "on top" of what is taking place in the classroom the more likely they will choose to listen to you rather than do what they want.

The reality is that most teachers have been taught that the only way to demonstrate you are "on top" of the students is to be constantly vigilant and immediately respond to off task students. The issue with this approach, as we have discussed, is that you will find yourself constantly having to be correcting students, *"Nickolas cut that out," "Let's go Levi, pay attention."* These responses, again, can set a negative tone in the classroom.

The dilemma you face is this; how do you demonstrate to students you are "on top" of their behavior without being negative? You thus come to another major benefit of utilizing behavioral narration.

Immediately after you give directions, actively monitor the students' behavior and narrate some who are on task; *"Davis is on his way to his seat and Annika is working without talking."* By monitoring and narrating behavior, you will send a clear message to all the students that "you are aware of what is going on and definitely "on top' of how they are behaving."

The consistent use of behavioral narration affords you the opportunity to demonstrate to your students that you are "on top" of their behavior in a positive manner. This method not only motivates students to follow your directions, but the impact created when badgering stops and positive encouragement begins, cannot be underestimated, it can change the entire climate in your classroom!

<u>Behavioral Narration Enables You to Motivate Students without The Drawbacks Of Praise</u>

Many teachers confuse behavioral narration with praise. Though both can be utilized to motivate students to follow directions, Behavioral Narration can prove significantly more useful, and is a particularly good tool for those students who continue to frustrate you.

> Praise is judgmental: When you say, *"I like the way you are working,"* some students are motivated to please you and some obviously don't care to do so.

Behavioral Narration is simply descriptive *"The students in row* two are *working without talking."* You are simply describing what you see the students doing.

If you are constantly carrying on about how much you *like* what the students are doing, or what a *good job* they have done, or how *proud* you of how they are behaving, eventually several problems will develop. First, you will find yourself sounding "syrupy-sweet," and second, eventually many students will come to see that you basically praise everything students do and thus the value of your comments diminishes dramatically.

Behavioral narration is, again, merely a "matter of fact" description of the students' on task behavior. Given the "matter of fact" nature of behavioral narration, you will find you can use it consistently without feeling "phony." Even more important, students are not likely to tire of your positive comments, and will continue to be motivated by them.

Guidelines to Utilizing Behavioral Narration

Utilize Behavioral Narration within Two Seconds of Giving Your Directions

You need to immediately begin narrating the behavior of students who are following directions.

Narrate the Behavior of two to three Students or Groups of Students

In a voice loud enough to be heard by all the students you will want to narrate the behavior of several students. This will again insure you have sufficiently repeated the directions to be certain that all the students understand them, and second, you will set a positive tone.

Utilize Behavioral Narration Before You Correct Student Behavior

When you give directions some students obviously may not immediately comply. Again, resist the temptation to correct their behavior until you have described the behavior of three on task students. This will only take a few seconds and may be sufficient to cue the off task students to get on task in a positive manner.

The obvious exception to this guideline would be if students become extremely disruptive (screaming, hitting, etc.), you would not want to ignore their behavior and narrate that of other students. You would want to immediately correct the extremely disruptive students' behavior.

Monitor Students Who Have Difficulty Following Directions and When They Have Difficulty Be Sure To Narrate Their Behavior

The more you monitor the behavior of students, who are difficult and narrate their behavior when they follow your directions, the more you will motivate them to behave appropriately.

Utilize Behavioral Narration only as Frequently as Necessary

When you begin using behavioral narration use it *every time* you give your directions. Over time you can phase out the frequency of how often you use behavioral narration. The key criteria to determine the frequency of utilizing the strategy is directly related to the level of off task or disruptive behavior you encounter. As long as you have students who do not follow directions, you need to continue using behavioral narration.

Utilize Behavioral Narration to Keep Students on Task

Through the use of behavioral narration you will find that you can more effectively motivate your students to "*get on task*" in all class activities. Behavioral narration is also a highly effective tool to enable you to deal with another frustrating problem, *"keeping students on task"* during instructional activities be it when you are teaching a lesson, or they are working independently or in groups.

As a rule of thumb, when you first start using behavioral narration you will want to narrate the behavior of the students who are staying on task every "60 seconds" during an instructional activity. As the students' behavior improves you can use the strategy less frequently.

Through the consistent narration of students who are staying on task you are, first of all, providing a clear reminder to the students of what you expect them to be doing; second, you are again sending a message that you are "on top" of the behavior you want; and finally, you will be able to (in a positive manner) motivate students to stay on task throughout the lesson.

Combine the Use of Behavioral Narration with A "Points on the Board" Class Wide Reward System

With middle secondary level students you may want to combine the use of behavioral narration with a class wide reward system. A class wide reward system is a program in which all of your students work together to earn a reward that is given to the entire class. Typical rewards may include free time, a small party, a special treat, permitting them time listen to music in class, or a homework free night, etc.

One of the most effective class wide reward systems is called "points on the board." In this system you establish a goal for the number of points the class must earn to get its reward. Whenever you observe students following your directions you not only narrate their behavior, but also let the class know the students have earned a point on the board that will move the class closer to its reward.

> *"Juan is going back to his seat, Kris has started working, Allie is working without talking and they have earned a point for the class."*

Through combining behavioral narration with a "points on the board" class wide reward system you can increase its effectiveness with older students because you will be able to use "peer pressure" to earn points to motivate the students to get and stay on task.

<u>Guidelines For Utilizing "Points On The Board"</u>

Determine Reward Class Will Earn

Come up with a reward that the students will work toward. Keep in mind this reward must meet two criteria; first, you are comfortable having the students earn it; and second, the students truly want the reward. Typical rewards teachers find useful:

Extra free time
Extra P.E. time
Special activity
Missed (skipped) homework assignment
Special treat, i.e., popcorn or other snack etc.
Listen to music in class

Make Sure Students Earn The Reward Quickly

It is critical that you make sure that your students earn the reward quickly. The appropriate time span students can wait to earn the reward varies by grade level. Typical guidelines:

Grades K-1   1 day
Grades 2-3   2 days to 1 week
Grades 4-5   1 week
Grades 6-8   1-2 weeks

After the class has earned a reward, determine another reward the class will work toward. You should keep up the use of a class wide reward system as long as you feel the students need an extra incentive that reinforces your behavior management strategies.

The Students Need To Earn Points Frequently Throughout The Day Or Period

In order for the "points on the board" class wide reward system to be motivating, the students have to receive points on a constant basis while in class.

A good rule of thumb is that students need to earn at least 10 points per hour or approximately 50 points per day.

Establish A "Points Corner" In A Prominent Location

Determine a place on the chalk/white board where you will record whenever the students' earn points. Make sure the location is convenient for you to reach. If appropriate, you can at times have students record the points when they are earned.

STEP THREE: TAKE CORRECTIVE ACTION

When you have followed the first two steps of *The Behavior Management Cycle,* clearly given effective directions, and narrated the behavior of students who are complying, yet still have students who are off task or disruptive, you will need to take corrective action.

Guidelines for Taking Corrective Action

Follow the 10-20 Second Rule

You basically have a maximum of only 10-20 seconds from the time you finish giving your directions and cue the students to begin following them to correct any off task or disruptive students. If you fail to correct students in this limited time-frame, as the seconds progress so will the number of students who join the ranks of their off task classmates.

You may be thinking, *"How will I have time to use behavioral narration before correcting students in under the 10-second time limit?"* In reality it will only take you 5-10 seconds to use behavioral narration, thus you still have enough time to correct those students who continue to be off task within the time limit.

Calmly Restate Directions—Avoid Nagging

The most effective response you can make to students who are not following your directions is to calmly and firmly tell the students that you expect them to follow the directions you have just given.

> *Connie, you are to be sitting and looking at me without talking.*

> *Jack, you need to do your own work without shouting out.*

> *Thomas, the direction was to stay in your seat when you are working.*

Be sure to avoid "nagging" the students to do what you want.

> *Thomas, you're out of your seat. Why are you getting up when you should be working?*

> *Connie, how many times do I have to talk to you about your misbehavior? What am I going to do with you?*

Jack, I'm sick and tired of your bothering me. Enough is enough! When are you ever going to learn to behave like the other students?

Nagging may make you feel a little better at the time, but it does not have any positive impact on your students. Students know that when you nag you do not "mean business."

Provide Consequences as a "Choice"

Any disciplinary consequences need to be presented to the students as a choice.

The directions were to work without talking. If you continue talking you will choose to go to "time out."

If you shout out again you will choose to stay after class.

When you give students a choice as to whether or not they receive a consequence you place responsibility where it belongs—on the student.

Consequences Should Come From A Discipline Hierarchy

The consequences you provide students should be part of a predetermined discipline hierarchy that has been presented to the students.

First time student misbehaves	*Warning*
Second time	*5 minutes of "time out"*
Third time	*10 minutes of "time out"*
Fourth time	*Call parents*
Fifth time	*Send to principal*
Severe disruption	*Send to principal*

Take Corrective Action Every time Students Are Off Task or Disruptive

Students will never believe you "mean business" and follow your directions unless and until they know you will take corrective action—provide disciplinary consequences each and every time they choose not to follow your directions.

Catch Students Being On Task

After you have had to provide consequences to students, you will want to find the first possible opportunity to narrate their on task behavior. You want to be sure to demonstrate to students that you are not simply going to limit their inappropriate behavior, but that you are committed to supporting their appropriate behavior as well.

Jake is poking and talking to students sitting next to him on the rug. You correct his behavior. A few minutes later you monitor his behavior, and he is behaving appropriately so you narrate his behavior, *"Jake is sitting on the rug with his hands to himself, paying attention and not talking."*

Be Prepared For Students to Test Your Limits

When you set limits you can expect that some students will test you to see if you do, in fact, "mean business." Here are some examples of what you can expect students to try, and what you can do to respond effectively.

Students Will "Pretend" to Comply

When you set limits with some students they will "appear" to comply with your directions but in reality they are simply "pretending" to do so. Here is what I mean.

You see two students talking instead of working. You correct the students' behavior; *"Will and Nina, the directions were to work without talking, that is a warning."*

The students quickly pick up their pencils, place them on their assignment sheet and appear to be working. The students watch you out of the corners of their eyes, and as soon as they notice your attention is not on them, they immediately begin to talk again.

Some students try to "lull" you into believing that they are doing what you have asked them to by engaging in behaviors that look like they are complying, when in fact they are not.

Move In

You need to let students know that your goal is not for them to "pretend" to be on task, but to "actually" do so. The most effective way to let students know you will not tolerate their continued testing is to "move in." Calmly walk up to the students, and let them know that you are aware of their behavior, and that you expect them to comply with your directions.

You observe Will and Nina again talking. You walk up to their desks, and calmly tell them: *"I cannot let you keep talking instead of working. You have chosen to miss free time, and if you continue talking I will call your parents. Now I want you to get to work and complete your assignment."*

Students Will Get Upset

You have students who have learned that when teachers set limits on their behavior, all they need to do is get upset in order to get their way. These students know the vast majority of teachers would do just about anything rather than deal with their angry outbursts. What to do if you have such students?

Stay Calm

Students know how to deal with teachers who get upset with their angry outburst—they get angrier. It takes two people to fight. Students feed off your emotional upset and use it to further fuel their own anger. The answer is to remain calm. The more upset your students get the "calmer" you need to become.

Don't Argue

Rule of thumb—*you will never win an argument with students!* Why? Students are experts at arguing with adults, but you are not an expert at arguing with students. So don't ever get into an argument with students. Instead, stand your ground and simply keep repeating what you want them to do.

Teacher: *Adrian, I want you to stop talking and get to work.*

Adrian: *Why are you getting on me? The other students aren't working.*

Teacher: *I understand, but Adrian I want you to stop talking and get to work.*

Adrian: *But why do I have to if the other students aren't working?*

Teacher: *Adrian, that's not the point—either you stop talking and get to work or you will choose to have your parents called.*

Adrian: *O.K. I'll get to work.*

Students Will Become Defiant

A small percentage of students may become defiant when you set limits. These students may refuse to stop their disruptive behavior and/or refuse to leave the class if ordered to do so.

Have A *"Back Up Plan"*

You must have a *"back up plan"* to insure you can get support to remove students from your classroom when students are defiant. Without a *"plan"* you will be reluctant to stand up to some students for fear that you will not be able to deal with them if they get too out of control.

Most teachers establish a plan that involves the principal or other administrator being notified and coming to their classroom and removing the disruptive student.

If no administrator is available don't try to forcibly remove the student, simply tell the student you will deal with his behavior at the next break.

USING THE BEHAVIOR MANAGEMENT CYCLE

In the previous sections you were presented the three steps of *The Behavior Management Cycle:*

> How to effectively communicate your expectations to students

> How to utilize Behavioral Narration

> How to take corrective actions

In this section we will look at the use of *The Behavior Management Cycle* during two of the most common classroom situations in which teachers often have difficulty dealing with the students' behavior, "transitions" and "instructional activities." For each situation, you will be given an overview of how you can use the steps of *The Behavior Management Cycle* to increase your effectiveness in motivating all of your students to follow your directions.

Effectively Handling Student Behavior during Transitions

Getting students to transition from one activity to another, or into and out of the classroom, can be a major challenge. Let's look at how you would use the steps of *The Behavior Management Cycle* to motivate students to follow your directions during a transition.

Your students are constantly disruptive during transitions. Much to your consternation, a number of your students (Kevin, Ricardo, Lester, Cara) view "transitions" as an opportunity to "do their own thing." You find you end up spending too much valuable class time during transitions, especially coming and going from the classroom.

You decide the students need to stop being disruptive when they enter the classroom. You therefore stop the class before they come in and let them know exactly how you expect them all to enter the classroom and get on task. As you speak you make eye contact with Kevin, Ricardo, Lester and Cara to send them a clear message that you expect them to follow your directions along with the other students.

I'm not comfortable with how this class has behaved when you come into our classroom. I've allowed too much disruptive behavior. I know all of you can quickly and quietly come into class and get right to work. So when I say GO, I want everyone to:

Walk directly to their seat

Sit down and get to work on the problem on the board
Without any talking

In order to make sure the students understand how you want them to enter the classroom and insure that some of the students who have trouble with transitions are successful, you pick Ricardo and Cara to model how you want students to enter the classroom.

I would like Ricardo and Cara to show us exactly how you are to enter the classroom.

As the students model following your directions, you narrate their behavior.

Ricardo and Cara are walking directly to their seats, they are sitting down and they have started working on the problem on the board. That is exactly what I want to see all of you doing."

You then cue the rest of the class enter and get on task.

O.K. when I say GO I want all of you to follow the lead of Ricardo and Cara and go directly to your seat, sit down, and get to work without talking. I will be looking for students who are following my directions. Ready, GO!

As the students enter, you demonstrate you are "on top" of their behavior by carefully monitoring the students, and narrate those you see are complying with your directions.

"Barb is walking to her seat without talking. Ian is in his seat. Kyle is in his seat and has already started on the problem on the board without talking."

As you continue monitoring the students entering and getting on task, you note Lester is talking and disruptive rather than working, so you immediately take corrective action.

Lester, the directions were to sit down and do the assignment without talking. You have chosen to receive a warning.

You record Lester's disruption on your record sheet on your clipboard. As the students continue working on their assignment you continue to demonstrate you are "on top" of their behavior by periodically narrating those students, especially the ones you had concerns about—those who are on task.

Lisa and Jose are still working on their problem without talking. I see Ricardo, Cara and Kevin are also working without talking.

After you correct Lester's behavior he chooses to stay on task and do his work, so you immediately narrate his behavior.

I see Lester is working on his assignment and is not talking.

<u>Analysis Of The Use Of The Behavior Management Cycle During A Transition</u>

When you effectively use the steps of *The Behavior Management Cycle*, you clearly tell all the students exactly how you expect them to properly implement the transition. You take preventative steps to insure some students who have difficulty during transitions are successful, by having them model how to follow the directions.

There is no assumption on your part that students will just follow your directions, and thus you consistently monitor and narrate the behavior of those who are on task. You pay particular attention to those students who have had difficulty during transitions, and make sure to give them positive recognition by narrating their behavior when they choose to be on task.

You immediately take corrective action with the student who does not follow your directions, and equally as important, narrate his behavior when he chooses to be on task.

Through the use of clear directions, behavioral narration, and corrective actions you are able to quickly and quietly get all of your students into the classroom, seated and on task.

Effectively Handling Student Behavior during Instructional Activities

Keeping students on task during instructional activities is critical to your success as a teacher. Let's look at how you would use the steps of *The Behavior Management Cycle* to motivate your students to follow your directions during an instructional activity.

Whenever you attempt to conduct a lesson and class discussion, it seems several students (Jesse, Shawn, and Pam) do not pay attention and are disruptive no matter what you try to do. These students' disruptive behavior tends to set off the rest of the class, and you find it is hard for you to get through the lesson since you end up spending so much time trying to maintain order.

To insure the students do what you want, before you start your lesson you review the directions you expect the students to follow, and let them know that you will be looking for students who are complying.

> *We're going to continue our lesson from yesterday. I want to let you all know that during the lesson when I'm speaking I expect all of you to do the following:*
>
> *Stay in your seat with your eyes on me.*
> *Have nothing in your hands but your pencil and paper.*
> *No talking unless you raise your hand and are called upon.*
>
> *I will be looking for students who follow my directions and they will earn points for the class.*

In order to check to see if the students all understand your directions, and to cue those students who have been a problem, you ask students to repeat your directions.

> *I want to make sure all of you understand my directions. So I want Jesse, Shawn, and Pam to each tell me one of the directions I expect you all to follow.*

As you start your lesson you make it a priority to let the students know that you are "on top" of their behavior by consistently narrating the behavior of those students who are on task. You keep an eye on Jesse, Shawn and Pam and make sure you narrate their behavior, and have them earn points for their classmates when they are behaving.

> *I see Jesse, Lucia, Kyle, and Thad are paying attention, have their eyes on me and are not talking. They have earned a point for the class toward free time.*

During the lesson you eye Pam not paying attention and starting to try to talk to the students next to her. In order to let her know you expect her to pay attention, you narrate the behavior of students sitting by her who are on task.

> *Lucy and Evan have their eyes on me and are not talking. That is another point for the class.*

Pam picks up that you are aware of her off task behavior and quickly begins to again pay attention. Noting this, you immediately narrate her behavior.

> *I see Pam has her eyes on me, is paying attention and is not talking. She has earned a point for the class.*

As the lesson progresses you want to have the students engage in a discussion. You let the students know exactly the directions you expect them to follow.

> *I want to get your views on what I have just presented. I want to make sure all of you get a chance to speak. I will not allow students to shout out or interrupt like I have in the past. Here is what I expect you will do during our discussion:*
>
> *Raise your hand and wait to be called upon before you speak.*
> *Look at who is speaking*
> *Do not make negative comments about what a classmate says.*

As you start the discussion you make sure to call on and narrate the behavior of students who are following directions by silently raising their hands.

> *I'm going to call on Kyle; he has his hand up and is waiting to be called upon without talking out. He also earns a point for following directions.*

During the discussion Pam and Shawn start talking and shouting out inappropriate answers. You calmly correct their behavior.

Pam and Shawn, the directions were to raise your hand and wait to be called upon before you speak—you have both chosen to stay after class.

Pam quiets down but Shawn gets upset and begins to test you by arguing, *"I didn't shout out I had my hand up. You're not fair."* You stay calm and again immediately correct his behavior.

Shawn, you have a choice: either stop arguing with me or you will choose to have me call your parents.

Shawn resumes testing you, *"Go ahead call my parents I don't care, they don't care either."* You calmly look at Shawn and firmly state:

Shawn, I can't let you act this way in class. You know how to behave in class. I'm going to call your parents and now your choice is to either calm down and participate in the discussion like the other students, or be sent to the principal's office.

Shawn finally calms down and you continue the discussion making sure to narrate students who are following your directions.

Analysis Of The Use Of The Behavior Management Cycle During An Instructional Activity

You make sure that you put the management of students as your top priority during the lesson.

Again, you do not assume that the students know how to behave, and you give them explicit directions for how they are to follow your directions, both when you are teaching and during the ensuing discussion.

You take preventative steps to insure that students who have had trouble during instructional activities get on task, by having them repeat back the directions after you give them.

Again, you do not assume that students will be motivated to follow your directions. Thus, you narrate the behavior of students who are on task and use a class wide reward system as an additional incentive. In order to increase the motivation for students who have had problems staying on task, you monitor their behavior and make sure they earn points for their classmates by their appropriate behavior.

You consistently correct the off task disruptive behavior of the students. You stay calm and do not back down when tested by a student.

Through the use of *The Behavior Management Cycle*, you are able to conduct a lesson and a class discussion with minimal disruption from the students.

CONCLUSION: THE BEHAVIOR MANAGEMENT CYCLE

Through the consistent use of *The Behavior Management Cycle* you have the opportunity to demonstrate to all of your students that establishing a disruption free classroom environment is a "top priority" of yours, and that your "bottom line" has once and for all been raised for each and every student in your classroom to insure everyone's success.

As long as you have students in your classroom who continue to behave in a manner that is disruptive to you, their classmates, or which is not in their best interest, you will need to continue to:

1) Communicate clearly to your students exactly what you expect them to do before each and every activity.

2) As soon as you have given your directions, monitor the students' behavior and narrate the behavior of students who are getting and staying on task.

3) If students are still off task or disruptive, calmly and firmly take corrective action.

HOW TO DEVELOP AN EFFECTIVE CLASSROOM MANAGEMENT/DISCIPLINE PLAN

INTRODUCTION

The goal of a classroom management/discipline plan is to have a fair and consistent way to establish a positive classroom environment that promotes the well-being and academic achievement of all the students. A classroom management/discipline plan serves as the cornerstone of your efforts to motivate students to behave appropriately in your classroom.

A classroom management/discipline plan has three parts:

> RULES that the students need to follow at all times in the classroom.

> POSITIVE RECOGNITION that the students will receive for following the rules.

> CONSEQUENCES that the students will receive if they choose not to follow the rules.

BENEFITS OF A CLASSROOM MANAGEMENT/DISCIPLINE PLAN

There are various benefits to having a classroom management/discipline plan:

A Classroom Management/Discipline Plan Will Make Managing Your Classroom Easier

The more you plan your classroom management efforts the more successful you will likely be. When you have a systematic plan for how you will respond to the students' behavior if they do or do not follow your rules, you will not be forced to make "on the spot" decisions that will make your job much more challenging.

A Classroom Management/ Discipline Plan Helps Insure You Respond In A Fair Manner To All The Students

All students have the right to know that they will be treated fairly in the classroom. A classroom management/discipline plan will help insure that each and every student will receive the same positive recognition and disciplinary consequences as his or her classmates.

A Classroom Management/Discipline Plan Can Help Insure Getting The Parents' and Administrators' Support

By providing a copy of your classroom management/discipline plan to your students' parents and your administrator, you are letting them all know that you have a well-thought out course of action for managing student behavior in your classroom.

DEVELOPING A CLASSROOM MANAGEMENT DISCIPLINE PLAN
PART ONE: RULES

Rules are those expectations that are in effect the entire school day or period, no matter what activity the students are engaged in. Classroom rules are important because they serve as the foundation for the basic behavioral expectations you have for all of your students. Rules are those expectations that, if not met by students, will result in you taking corrective action to motivate the students to improve their behavior.

Guidelines for Determining Effective Rules

Here are the basic guidelines to follow to help you determine your classroom rules.

Rules Need To Be Observable

Rules need to describe behaviors that are observable i.e. behaviors that you can clearly see and or hear. For example:

Observable Rules

> Keep hands and feet to yourself.
>
> No cussing or teasing.
>
> Follow directions.

Be sure to avoid vaguely stated, non-observable expectations that do not clearly state exactly how you want the students to behave. Vague rules are open to the students' interpretation, and as a result they have potential to open the door to students' questioning and arguing about what they really do mean.

Vague Rules

> Be nice to the other students.
>
> Be respectful.
>
> Always act appropriately.

Rules Need To Apply Throughout The Entire Day Or Period

Classroom rules again are in effect at all times, thus you need to make sure the rules you determine are appropriate expectations for the students during the entire day or period. Though often seen in classrooms, the following rules are not appropriate classroom rules because they are not applicable throughout the entire day or period.

Inappropriate Rules

Raise your hand and wait to be called upon before you speak.

There are going to be times when students are expected to speak out, i.e., in cooperative groups, etc., therefore, this is not an appropriate classroom rule.

Stay in your seat unless you have permission to get up.

There may be times during the day or period when it will be appropriate for a student to get up without asking permission. Again, this rule will not be enforceable throughout the day or period.

When you establish classroom rules that do not clearly reflect expectations that are in effect at all times in your classroom, you run the risk of confusing students, and you will not be able to enforce these rules consistently.

Rules Must Always Include "Follow Directions"

There is only one rule that is necessary for all teachers to include that is "follow directions." This rule is critical since the foundation of effective classroom management is the need for students to follow the teacher's directions.

Sample Classroom Rules

Follow directions.

Keep hands, feet, and objects to yourself.

No cussing or teasing.

Do not leave the classroom without permission.

No yelling or screaming.

DEVELOPING A CLASSROOM MANAGEMENT/DISCIPLINE PLAN
PART TWO: POSITIVE RECOGNITION

Classroom rules lay out your general expectations for your students. The effective use of positive recognition strategies will help you motivate your students to follow your rules.

Positive recognition is the sincere and meaningful attention that you give to students in response to their behaving according to your expectations. Consistent use of positive recognition will:

Motivate students to follow your rules,

Dramatically reduce potential behavior problems,

Create a more positive classroom environment,

Improve your relationship with the students.

There are various strategies you can plan to utilize to provide positive recognition to your students.

Behavioral Narration

This is a highly effective way to motivate students to follow your directions by recognizing, in a positive manner, students who are behaving appropriately. See *The Behavior Management Cycle* for details.

Positive Phone Calls and Notes

The goal of positive notes or phone calls is to let the students' parents know that it is important for you to recognize appropriate behavior in your classroom. Letting your students know that you will send positive messages to their parents can often serve as an excellent motivator.

Positive communication with parents is also an excellent way to build parental support for your classroom management efforts. There are going to be times throughout the year when you may need the parents to support your efforts in dealing with their children's behavior, and the more positive the relationship you have established the more likely the parents will back you.

Make Two Positive Contacts per Day or Period

Get in the habit of making positive phone calls or sending home positive notes or emails. A good rule of thumb is "two" positive contacts per day or period. If you are making a phone call it can be brief

"This is Ms. Lewis, Jessie's teacher. I just wanted to let you know he is off to a great start this year. He is a pleasure to have in the classroom. Please let Jessie know I called and how pleased I am with how he is doing in class."

Positive notes can be equally as brief. The bottom line is teachers who consistently utilize positive communication with parents find that this is one of the most effective means of positive recognition available.

Special Privileges

All students, especially at the elementary level, have "something special" that they enjoy doing at school. Some students may want to be a class monitor, while others want extra computer time. Allowing students to take part in a special activity of their choice in recognition of their positive behavior is another potentially excellent motivator.

Special privileges that students tend to enjoy include:

First in line

Tutor younger students

Help the teacher

Work on a favorite activity

Classroom monitor

Extra free time

Classwide Reward System

Through combining Behavioral Narration with "points on the board" class wide reward system teachers can increase its effectiveness with older students because they will be able to use "peer pressure" to earn points to motivate the students to get and stay on task. See *Behavior Management Cycle* for details.

**DEVELOPING A CLASSROOM MANAGEMENT/DISCIPLINE PLAN
PART THREE: CORRECTIVE ACTIONS**

There are going to be times when students choose not to follow the rules you establish in your classroom. When this disruptive behavior occurs you need to have a plan for how you will calmly and quickly correct the students' inappropriate behavior. You will need to plan out the consequences students will choose to receive, i.e., "time out," call parents, miss recess, etc., if they are disruptive.

Guidelines for Determining Effective Consequences

Here are basic guidelines to follow in determining the consequences you will utilize.

Consequences Do Not Have To Be Severe To Be Effective

Most teachers believe that the more severe the consequence the more impact it will have. This simply is not the case.

It is not the severity of the consequence that matters as much as the inevitability that it will be provided. The key to determining consequences is to make sure the ones you are choosing you will be prepared to utilize consistently, that is, every time students choose not to follow your directions.

If used consistently, minimal consequences such as "time out," or staying one or two minutes after class can be as effective as going to the office.

<u>Consequences Must Be Something That Students Do Not Like, But They Must Never Be Physically Or Psychologically Harmful</u>

Unless the students do not like the consequence they will have no impact on motivating behavior. On the other hand, you must take care to insure the consequences will not be physically or psychologically harmful, such as corporal punishment or verbal abuse, etc.

Guidelines for Developing a Discipline Hierarchy

You need to plan out what consequences students will receive when they choose to disrupt. The most effective way to determine what consequences students will receive is to organize them in what is known as a "discipline hierarchy."

A discipline hierarchy lists the consequences in the order that they will be given to students for disruptive behavior during a day or period. The consequences in the hierarchy are progressive starting with one that is minimal, such as a warning. The consequences then become gradually more substantial for the second, third, and fourth time the student chooses to disrupt.

Here is an example of how a discipline hierarchy could be implemented:

<u>First Time A Student Disrupts</u>

Provide a minimal consequence such as a warning. Providing a minimal consequence the first time students' disrupt is important because it give them an opportunity to choose more appropriate behavior before a more substantial consequence is provided.

<u>Second Or Third Time A Student Disrupts</u>

If a student disrupts a second or third time in the same day or period you need to provide them consequences that are easy to implement and not time consuming. Typical consequences for second or third disruptions include "time out," staying one or two minutes after class, etc.

Fourth Time A Student Disrupts

If students disrupt a fourth time during a day or period you would want to take much more serious action and in most instances calling the parents would be the appropriate consequence.

Fifth Time A Student Disrupts

The last step in your discipline hierarchy should be sending the student to the administrator's office. If students have been disruptive five times in a day or period it will be important to involve the principal or vice principal to let the students know their behavior is unacceptable.

Severe Clause

You will also want to include in your hierarchy what is known as a "severe clause." A severe clause is immediately implemented if students engage in any highly disruptive behavior that impacts the entire class such as fighting, open defiance, destroying property, etc.

When students engage in any highly disruptive behavior they do not proceed through the steps of the hierarchy but immediately are sent to the principal or vice principal's office.

Sample Discipline Hierarchy

Elementary

First time students disrupt:	Warning
Second time:	Five minutes of "time out"
Third time:	Ten minutes of "time out"
Fourth time:	Call parents
Fifth time:	Send to principal
Severe clause:	Send to principal

Middle/ Secondary

First time students disrupt:	Warning
Second time:	Stay one minute after class

Third time:	Stay two minutes after class
Fourth time:	Call parents
Fifth time:	Send to vice principal
Severe clause:	Send to vice principal

Keeping Track Of Consequences

In order to insure that you will remember to provide the students the disciplinary consequences they have chosen to earn, you will need to have a record keeping system to keep track of when students are disruptive.

Keeping track of the students' disruptions does not have to be time consuming nor does it have to interrupt your teaching. Here is a simple method to consider.

Write Disruptive Students' Names On A Clipboard

The first time a student is disruptive and is warned you simply write his or her name on a sheet of paper you have on a clipboard placed in a convenient location.

If students' disrupt a second time you simply put a "check" next to their name. Each subsequent disruption earns an additional check recorded next to the students' names.

When you record a "check" next to the students' names, you will also, if appropriate, provide them the consequence they have earned. For example, if an elementary student has disrupted a second time he would go to "time out" for five minutes after a check is recorded next to his name.

Some consequences will need to be provided at a later time, i.e., staying after class. When this is the case, be sure to periodically check the clipboard to make sure you remember to provide the students the consequences they have chosen to receive.

BEFORE YOU IMPLEMENT YOUR CLASSROOM MANAGEMENT/DISCIPLINE PLAN

There are several steps you will want to take before you implement your classroom management/discipline plan.

Introduce the Classroom Management/Discipline Plan to the Students

Explain to your students all of the components of the plan, rules, and the positive recognition you will provide and the consequences they will choose to receive.

Share the Classroom Management/Discipline Plan with the Principal/Vice Principal

In order to insure you get support for your behavior management efforts, it is helpful to let your administrator know what steps you will be taking to motivate all of your students to behave appropriately in the classroom.

Share the Classroom Management/Discipline Plan with the Parents

It is equally helpful to share your classroom management/discipline plan with the students' parents as a step to gain their support for your behavior management efforts. You can easily share your plan in a letter you send home to parents.

THE REAL TIME COACHING GUIDELINES

One: Effectively Give Clear Directions

Give directions that relate to:

>   Verbal behavior (*no talking*)
>   Movement (*stay seated*)
>   Participation (*take out your book and get to work*)

>   Check for student understanding of directions (especially difficult students)

>   Tell students not to start following directions until you say, "GO!"

Two: Narrate Student Behavior

Narrate behavior of at least (3) students (especially those who are difficult) within (2) seconds of students beginning follow directions.

>   *James is seated, taking out his book and getting to work without talking,*
>   *Carla and Jesse have their books out and are working without talking.*

When students are engaged in an instructional activity frequently (every 30 seconds – 2 minutes) narrate behavior of students who are on task.

Three: Correct Off Task Behavior

Within (20) seconds of giving directions (after narrating behavior) correct students who are off task.

Tell students the directions they are supposed to be following, and the corrective action they have chosen to receive from your discipline plan.

>   *The direction was to work without talking, that is your warning.*

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