



A Class of Positive Behavior



by
Carolyn S. Kearbey, Ed.D.



GOALS:

Content:

1. The students will learn proper behavior in the classroom.
2. The students will learn to cooperate with the teacher to gain a quality education for themselves.
3. The students will learn to cooperate with each other to allow each student in the class to gain the best possible education

Process:

1. The students will learn how to follow appropriate procedures in the classroom.
2. The students will learn how to be responsible for their own behavior in all circumstances.
3. The students will learn how to listen actively to the teacher and each other.

Affective:

1. The students will learn to respect the teacher's right to teach the class.
2. The students will learn to respect each other's right to learn in class.
3. The students will learn to respect their own right to a quality education without disruption.

PURPOSE OF THE UNIT:

This unit focuses on positive practices in classroom discipline. It looks at focusing on good behavior, using physical proximity, withitness, teaching responsible behavior, and active listening to bring about the kind of behavior which permits students to learn efficiently and effectively.

For each discipline skill lesson, suggested activities at appropriate grade levels will be given to help the teacher practice the skill in a teaching situation. Not all skills will work for all grade levels. For example, focusing on good behavior (better known as "catch'em being good") does not work at the middle school or secondary levels although it is very effective in the lower grades.

There is one final section in this unit for teachers to use to develop their own personal discipline method – not a lesson, but vital for any teacher wanting an organized and managed classroom.



The lessons in this unit are not intended to complete any specific standards of academics but are based on a variety of subjects to demonstrate and introduce the discipline “best practices.”

Lesson 1: Focusing On Good Behavior

Grades: K-2

GOAL:

The students will recognize that they receive attention from the teacher ONLY when they follow instructions or appropriate procedures.

INFORMATION FOR THE TEACHER:

“Catch ‘em being good” is a concept from the Neo-Skinnerian model of classroom management. The theory is that students in the lower elementary grades will do what they can to get the teacher’s attention, positive or negative. If the student only gets attention when misbehaving (“Camden, sit down!” “Camden, stop talking!” “Camden, do your work!”), then the misbehavior is rewarded. If, however, the negative behavior is ignored while positive behavior is praised (“Eli is sitting at his seat just right.” “Kiley is doing an excellent job of listening quietly.” “Table 6 has their books and papers out and are ready to work. Good job!”), then students will begin to do positive behavior to get that same attention. Frankly, this method does not work above the 5th grade and works best if groups, not individuals, are being praised at the 3rd through 5th grade levels. The method is most effective at the K-2 levels.





Suggested Activities:

1. Kindergarten: “Follow the Leader”

Ask the children to stand up in a straight line. Praise each child by name as they stand in the line correctly. Tell them they are going to play “Follow the Leader” and you get to be the leader first. Do a variety of activities like flapping like a bird or jumping up and down, praising children by name as they follow your actions correctly. If you have a small class, you can praise every student who follows appropriately. If you have a large class, you can praise several different children each time. If you have a child who is not participating or who is purposely doing it wrong, clearly praise the children immediately next to that child.

After you have led the class through 3 or 4 activities, let the children take turns being the leader. Let the class know you are focusing on letting students who are trying to follow correctly to have turns being the leader. As each leader takes a turn, praise their choices for movement and also praise several followers, continuing to keep your focus on those who are attempting to follow. When all of those who are actively participating have had a turn at the leadership, end the game by praising everyone by name who really tried. If any child who was not trying or was playing around complains about not having a turn as leader, explain that only people who really try at the game get to be leader and that maybe he/she will have a turn as leader the next time you play the game.

2. First grade: “Colorful Animals”

Ask the class to clear their tables. As each table is properly cleared, praise the group by individual names. (“I see Camden, Eli, and Kiley have clear their table. Good job, you three!”). Be sure to praise the last table when it is cleared just as much as you praised the first table.

Hand out drawing paper and crayons. If any students start getting out of their seats or talking out of turn, do not give them any attention. Instead, focus on the children who are waiting correctly. (“I really like how Camden is sitting at his seat. Kiley is being so quiet – good job, Kiley!”)

Ask the students to draw you pictures of their favorite animals, using as many colors as possible. While they work, walk around the room, praising the work. If a child is not using more than one color, be sure he/she hears you verbalize how the children around them are using colors the way you asked. If



that child then picks up a second color and begins using it, immediately praise how colorful that picture is going to be.

When the pictures are finished and have been collected, ask the class to put away the crayons. Again, as each child or each table finishes clean-up, praise with names; and praise the last child for completing the task as much as you did the first one.

3. Second grade: Math Class (any topic in the subject of math)

Ask the class to clear their desks. As each row of desks is properly cleared, praise the group by individual names. ("I see Camden, Eli, and Kiley have clear their desks. Good job, you three!"). Be sure to praise the last row when it is cleared just as much as you praised the first row.

Hand out scratch paper or math boards. If any students start getting out of their seats or talking out of turn, do not give them any attention. Instead, focus on the children who are waiting correctly. ("I really like how Camden is sitting at his seat. Kiley is being so quiet – good job, Kiley!")

Demonstrate 2 or 3 problems on the board. Continue to praise students who are clearly paying attention. Give the students a practice problem to do at their desks. Walk around the class. DO NOT focus your praise on whether the students got the right answer, but rather on whether they are trying their best. Quietly help those who struggle but are still trying. ("Eli, I can see you are trying very hard. Let me see if I can help you understand the problem better." And then talk the child through the correct steps to complete the problem).

Put a second practice problem on the board (and even a third one if needed). Continue walking around checking that students are trying and comprehending. Students who got both practice problems correct will only need a small comment the second time ("Good work." "You've got it.>"). Students who missed the first problem but got the second problem correct should be praised for not giving up ("Good work, Camden! I knew you would work it out!"). Students who also miss the second problem while still trying also need to be praised ("Kiley, I know you are trying so hard. Somehow, I'm not explaining it to you right. Let's try going through it together again.>").

If a child is not trying at all, your response needs to depend on the child. If this is a child who consistently makes little to no effort because he/she would rather play or disrupt, ignore the child while giving specific praise to students on either side. If the child usually tries but is making no effort today, whisper that you will talk to him/her later; then continue the lesson.



When you feel satisfied that at least the majority of your class understands how to do the problem, give them an independent assignment to complete (from their math book, workbook, or a worksheet). Take time to work individually with students still struggling or with any child who usually tries, but isn't today. If a student begins misbehaving, immediately begin praising students who are studiously doing their work. After working with those who needed extra help, walk around the room, praising students who are staying focused on their assignments.

When math time is over, announce that students are to clear their desks. Follow the same procedures as at the beginning of the lesson.



Lesson 2: Physical Proximity

GOAL:

The students will recognize and correct misbehavior when a teacher is in close physical proximity.

INFORMATION FOR THE TEACHER:

Physical proximity is a discipline method recommended by both Fritz Redl and William Wattenberg and by Fredric H. Jones in their classroom management models. The rather simple idea is that the closer a teacher is in physical proximity to a problem situation, the less likely that problem is going to continue. This method does not recommend any talking on the part of the teacher unless the misbehavior does not calm down with the teacher's presence. The teacher needs to be able and willing to move around the room, even during direct teaching. If the teacher is giving a lecture or explaining a process and misbehavior (usually talking) occurs, the teacher simply moves to the side of the student misbehaving while continuing the lecture or explanation without stopping. If the class is doing independent or small-group work, the teacher needs to be moving around the room. If misbehavior occurs, the teacher moves to that part of the room and remains there, silently, for several minutes or until the students have clearly returned their focus to their work. If a student consistently misbehaves or disrupts during class, such as a child with ADHD might, he/she needs to be seated in the classroom where the teacher can easily move to the student's side to silently remind the child to refocus his or her efforts on the schoolwork. Any discussions with a student about behavior problems need to take place after class on a one-to-one basis.





Suggested Activities:

1. Grades K-5: Bible Lesson (any lesson in the Bible series)

Prepare the class to listen to a Bible story. They may either remain at their seats with desks cleared or settle on the floor in a story area in the classroom. If the students are on the floor, tell them to leave space for you to walk around them without stepping on a hand or foot. Do not plan to sit during the story. As you read, walk around the class, up and down aisles or around the perimeter of a group on the floor. Know the story well enough so you can keep both one eye and one ear open for misbehavior. If you see or hear a disruption, do not stop the story, but simply walk to the area of the misbehavior and stand there while continuing to read. If necessary, kneel next to a child on the floor to make your proximity more clear, but do not stop reading the story.

When the story is finished, discuss what happened to the characters and what lesson the students could learn from it. During the discussion, continue to move around, watching and listening for disruptive behavior. If a child clearly is not listening or participating in the discussion, move to his/her proximity and perhaps direct a simple question to that child but not in such a way as to embarrass the child.

After the class discussion, give the students independent work to do with workbooks or worksheets. As they work, continue to move about the room, assisting students as needed. If you see or hear a student going off task, move to her side and ask if she needs help. Even if the child says, "No," remain at her side for a minute or so until you can see that she has returned her focus to the assignment. If you have an ADHD or ADD student, plan your moves around the room to bring you to that child's desk every one to two minutes. Help her refocus; then move away, returning on a regular basis.

2. Grades 6-8: Newspaper Scavenger Hunt (worksheet follows lesson)

Tell the class they are going on a scavenger hunt today – in a newspaper. Put the class into groups of two or three, and give each group their own copy of a local or small-city newspaper. You do not want too small a newspaper since it will not have enough variety to make the hunt feasible, but you also do not want too large a newspaper as they can be overwhelming.



Explain to the class that while they may get information from the Internet or the television, there is another reference they can use to find all sorts of information. Take the time to go through the paper and point out where students can find local news, national news, international news, weather reports, sports information, comics, editorials, business advertisements, and personal ads. As you are explaining these sections of the paper, be moving around the room and watch to see that each group is on the same section of the paper you are discussing. If you see a group on the wrong page, simply reach over and turn their paper to the correct section without interrupting your explanation.

Hand out the scavenger hunt worksheet. Point out that they must write not only the answer, but also the section letter and page number where they found the information. Also point out that the newspaper must be turned in with the worksheet in correct order and untorn. While this is a scavenger hunt, it is not a race. Neatness and accuracy count more than speed.

As the teams work together, continue moving around the room, answering questions and assisting as needed. If you see or hear a student or a team going off task, move to their sides and ask if they need help. Even if the group says, "No," remain at their sides for a minute or so until you can see that they have returned their focus to the assignment. If you have an ADHD or ADD student, plan your moves around the room to bring you to that child's group every one to two minutes. Help them refocus, then move away, returning on a regular basis.



3. Grades 9-12: “Using Physical Proximity at the Secondary Level”

Since secondary classes are subject-specific, only general suggestions can be made. High school teachers frequently use lecture as a part of their class. Do not tie yourself to the front of the room. Have your lecture on note cards you can carry as you move around the classroom. Have overheads pre-written so you can put them on the overhead and move away while you explain it more fully to the class. Explain math problems at the board, then give a practice problem for students to do at their seats so that you can be free to move around. As soon as you see or hear a student off task, simply move to his proximity and stand next to his seat for a minute or so. If the student gets defensive, you can move away, then gently move back after walking around the classroom.





Newspaper Scavenger Hunt

Directions: Look for the following items in your newspaper. Write the answer along with the section letter and page number where you found it on your own paper. When you are finished with the hunt, turn in your paper along with your newspaper - neatly put together in the correct order and unturned.

1. What is the temperature supposed to be today in another city?
2. Name a sport, two teams who played against each other, and the final score of the game.
3. What is the main headline? Write a 5-sentence summary of the article.
4. Copy a personal ad to sell a car.
5. Find a local news article about a crime being committed. What was the crime, and did they catch the criminal(s)?
6. Find an article about something that happened in another country. Write a 3-sentence summary of the article. Be sure to mention in what country it happened.
7. Find an editorial. What is the issue, and what is the editor's opinion about it?
8. Describe in words what happened in one comic strip.
9. Copy a personal ad looking for someone to work for the ad purchaser.
10. What will the weather be like tomorrow in the city where this newspaper is published?
11. Find an article telling about an event that is coming. Describe the event. Be sure to include both when and where it is happening.
12. Find an article about something that happened in another state. Write a 3-sentence summary of the article. Be sure to mention in what state it happened.
13. Find an article that is about information, but not news. This could be about how to fix up your house, or it might be about a person. Write a 5-sentence summary of the article.
14. Find a business advertisement. Give the name of the business, what it sells, and what other special information was included in the advertisement.
15. List the letters and names of the different sections of the newspaper.
Example: C = Sports section



Lesson 3: Withitness

GOAL:

The students will focus on lessons and assignments as they realize their teacher is aware of most, if not all, off-task behaviors.

INFORMATION FOR THE TEACHER:

Jacob Kounin first coined the term “withitness” to describe a teacher is being aware of all activity going on in the classroom – both on-task and off-task behaviors. A teacher with withitness is frequently accused of having eyes in the back of his or her head. Research of effective teachers has shown that all good classroom managers have developed this skill. To develop the skill, a teacher must constantly watch for and listen to the movements and talk of the students throughout the lesson. If an off-task behavior takes place, the student must be made immediately aware that the teacher knows what is going on. This can be done with eye contact, physical proximity (Lesson 2), or a quiet word. If teachers are working at the board or overhead, they cannot get so caught up in their lessons that they don't realize what is going on in the back of the classrooms. Constant visual glances across the class are a must. If a teacher is working with a group of children at a table, he or she must sit so that the entire class can be seen. If Tommy is clearly not doing his work and does not seem to be responding to eye contact, a quiet voice saying, “Tommy, I will be looking at what you have finished when this group returns to its seats” and then following through afterwards, will not only give Tommy a warning but will also let the rest of the class know that you are keeping vigilance. If you have the class doing independent work, you must move around the classroom, watching and listening and using physical proximity quickly. Again, if you have an ADHD or ADD student, you need to seat him where you can see him from every part of the classroom and check on him frequently. These students need constant reminders to get back on task, and it helps them to stay focused if they know you are watching.





Suggested Activities:

1. Grades K-3: Torn Paper Art Project

Choose a theme you are currently studying and plan a torn-paper art lesson to go with the theme. The students will each get one piece of large construction paper and several smaller pieces of construction paper in various colors different from the large piece. For Kindergarten and 1st grade, the large piece should be 8 1/2" x 11" or 9"x12" with the smaller pieces cut into 4"x6" rectangles. For 2nd and 3rd grade, the large piece could be a full-sized piece with the small pieces being half-sized.

The students cannot use scissors for this activity. They must tear each piece carefully into the shape they want to make their pictures. Each torn piece can then be carefully glued onto the large background with a glue stick. The more colors offered for the students to work with, the brighter the pictures can be.

As the class is doing this project, the teacher must move around the room, constantly checking that students are staying on task. Allow the students to talk to each other about what they are doing, but encourage their discussions to remain on the task at hand. Watch for students wanting to play with the paper rather than using it for the picture. Watch for students using the glue sticks to glue paper somewhere other than the background paper. When you see a misbehavior or hear off-task discussions, move quickly to the area and quietly remind the students of what they are to be doing. If you have an ADHD or ADD student, plan your moves around the room to bring you to that child's desk every one to two minutes. Help the child to refocus; then move away, returning on a regular basis.

2. Grades 4-5: Salt Dough Maps

As you are studying your state or U.S. geography, plan a map-making lesson using salt and flour dough. The 4th grade students could each make a map of their state, including rivers, mountains, or any other noted geographical features. The 5th grade students could either choose a state to research and map or make a larger map of the entire United States. With both classes, the teacher must have the students spend some time researching and drawing their maps on paper. The teacher should copy the completed maps, as the students will need two: one copy to put the dough on to get the right shape for the map, and another to guide them, once the first copy is covered, to know where to put mountains and rivers, etc.





The first copy of the map should be glued to a piece of cardboard. To make the dough, use 1 cup flour, $\frac{1}{2}$ cup salt, and $\frac{1}{2}$ cup flour. Combine the flour and salt, then add water a little bit at a time until the dough is wet enough to roll into a ball. Each student will need at least two, and maybe three, balls – one for the base of the map and one to add geographical features as needed. A plastic butter knife can be used to make rivers in the dough.

Once the dough has been applied and formed to the student's satisfaction, it needs to set overnight to dry. The next day the student can paint the map, putting blue on the rivers and green on the mountains, and so on.

The best way to set up a project of this sort is to have a table where the dough is being made and applied. As students complete the written maps, they can come to the table 4 or 5 at a time and do the dough work. As they finish, the maps should be set near a window to dry and the students need to wash their hands before returning to their desks. The painting can take place the same way – 4 or 5 students at the table painting, then putting the maps back near the window to dry. Students not working with dough or painting should have other work to do at their seats as they wait their turn or have completed that day's work on the project.

This is a situation where a teacher can easily find his or her attention torn to two areas of the room: the table where disaster could easily happen and the rest of the room. Choose 3 or 4 students to teach how to make the flour dough, and let them take turns being in charge of the table during the map-creating. This will free you to move around the room, watching the rest of the class as well as what is going on at the table. Students know when a teacher has split attention, and they usually try to take advantage of the situation. Stay vigilant in both areas, moving quickly as soon as you see someone off task at her seat or a misbehavior at the table. If necessary, invite students at the table who cannot behave to return to their seats until everyone else in the class has finished; then let them return to work alone. Again, if you have an ADHD or ADD student, plan your moves around the room to bring you to that child's desk every one to two minutes. Help the child to refocus; then move away, returning on a regular basis.



3. Grades 6-8: Fractured Fairytales

Introduce the class to "fractured fairytales" by reading *The True Story of the Three Little Pigs* by Jon Scieszka and Lane Smith, or some other story that is a twist on a well-known children's story. Put students into groups of 2 or 3 and have each group follow these directions:

- a. Choose a children's story. No two groups can use the same story, so as soon as they decide, they must tell you. They can use children's movies if they wish (*The Lion King*, *Shrek*, etc.).
- b. Re-write the story from a different point of view. For example, if they choose "Cinderella," they could tell it from the stepmother's viewpoint. No unnecessary violence, unacceptable language, or sexual innuendo is allowed. These will be shared with young children.
- c. Put the final version of the story into rhyming verse with nice illustrations.

When the stories are finished and illustrated, the groups can take turns visiting the kindergarten and 1st grade classes to share their writings.

As the groups work together, making decisions and writing the stories, you can move around from group to group, helping as needed. Even as you assist one group, stay vigilant to what is happening in the other groups. Watch for any off task behaviors and listen for any talking that is not related to the assignment. Move quickly to any area where students are getting away from the assignment, and guide them to refocus. Keep reminding the students that their finished product will be shared with younger children.



4. Grades 9 – 12: Withitness at the Secondary Level

Since secondary classes are subject specific, only general suggestions can be made. Group discussion is an important part of high school learning. Keep the groups small so that everyone can have a voice and participate only 2 or 3 students to a group. For English class, the groups could discuss a specific aspect of a literature assignment (“Would you classify Eliza as lower class or upper class? Why?”). For history class, the discussion could be based on a world or national issue (a U.S. history class could watch a videotape of one of the debates leading up to the 2008 Presidential election, then discuss in their groups who they think won the debate and why). Science class could have the groups conduct some kind of experiment based on their studies and then discuss the results. Bible class could focus on an event in the Bible, what part God played in the event, and what lesson He wants us to learn from it (“Why did God punish David and Bathsheba by killing their baby? What lesson did David learn? What lesson could we learn?”). The math teacher could put a difficult or complicated problem on the board and have the groups discuss how to solve it. In every case, when the discussion time is over, there should be sharing with the rest of the class what the group discussed.

During the group discussions, be moving around the room, assisting as needed. Even as you work with one group, stay vigilant to what is happening in the other groups. Watch for any off-task behaviors and listen for any talking that is not related to the assignment. Move quickly to any area where students are getting away from the discussion points, and guide them to refocus.





Lesson 4: Teaching Responsible Behavior

GOAL:

The students will take responsibility for their own behavior when they have been taught the proper procedures and routines for their classroom(s).

INFORMATION FOR THE TEACHER:

Teaching students to behave responsibly is a portion of Canter's Assertive Discipline model. Every teacher has certain routines and behavior expectations that differ from other teachers. The secret, according to Canter, is to teach these routines and expectations thoroughly so that students will know exactly what and how to do what is needed in that teacher's classroom. Some of the routines you will want to teach your students include what to do while the teacher is giving direct instruction (*can students interrupt with a question? do they have to raise their hands? can they get up to sharpen a pencil? can they leave the room for the bathroom?*), while students are doing independent seatwork (*what do they do if they need assistance? can they ask another student for help? are they allowed to talk?*), while students are working in small groups (*how loud can they get? what if someone in the group isn't working? what do they do if they finish before the rest of the class? can they just talk about whatever they want?*), when the class is having a discussion (*do they have to raise their hands, or can they talk whenever they want? do they have to take notes about what is being discussed? will any of it be on a test?*), or when students are taking a test (*can they use their books or notes or a partner? are they allowed to have their books at their desks even if they can't use them? do they have to use their own paper or will the teacher provide everything they need to write on? are they allowed to leave the room to go to the bathroom or get a drink during the test?*). Other routines include entering or departing from the classroom, and bathroom or drink breaks, sharpening pencils, turning in homework, and transition time from one subject to the next, as well as special procedures for emergency drills, school assemblies, field trips, and classroom guests. If each of these procedures is taught, the students will know exactly what they are supposed to be doing throughout the school day. All of the following activities need to take place the first week, if not the first day, of the school year.



Suggested Activities:

Grades K-5: “First Day – Line Up, Walk in Hall, and Get a Drink”

Three activities grades Kindergarten through 5th grade need to learn the first day and how the teacher expects them to line up, to walk from their classroom to other places in the school, and to get a drink of water when the whole class is involved. Since every teacher’s expectations are different, I am going to share how I trained MY students every year. I was very exacting in my procedures, especially about noise outside the classroom. Once trained, my students could walk themselves anywhere in the school with my just standing by the class door watching. You can change these instructions to fit with your own expectations.

First the teacher explains to the class what the expectations are. “When you get in line, we will have two monitors every week. Monitor 1 will always be the first person in line and Monitor 2 will always be the last person in line. It is their jobs to remind anyone in the line of how they are to be standing or walking. There is to be no talking as you get in line. Once you are in the line, you are to stand facing forward with your hands at your side. You are not to touch any other student. When you walk down the hall, you are not to talk, not even whisper, unless you are a Monitor. You are to walk with a normal walk and not stomp your feet (demonstrates a “normal” walk). You will be walking past other classrooms. We do not want them to even know you are walking by. Today we are going to practice lining up and walking around the school. Whenever you come back to class after recess or P.E., you are to get a drink of water. You will line up at the fountain in a single line without touching one another or talking. As you drink, count to yourself, “1 – 100 – 2 – 100 – 3 – 100,” and stop. You will silently step to the side to line up again until everyone is finished drinking, then you will all return to the classroom together. Monitor 1 will be the first person to get a drink and Monitor 2 will be the last. They will watch over the two lines. We will practice getting a drink when you show that you can line up and walk in the hall correctly.”

The teacher announces who is Monitor 1 and who is Monitor 2. Monitor 1 stands at the door. The teacher then calls rows or tables to line up. If anyone talks, the row or table has to sit down and wait. If several people talk, the whole class must sit down and try again. Do not get upset. Stay calm and quietly remind the students what is expected of them. Keep working with the class until everyone is in line, facing

A Class of Positive Behavior



forward, and silent. Then take them out the door. Tell Monitor 1 where you want him/her to lead the class, so you will be free to move up and down the line listening for talking or stomping. If unnecessary noise is made, the teacher says, "Stop!" and holds the class in place until they are silent, then holds them for 10 to 15 more seconds after that. When they have been able to walk for several minutes in silence, take the class to the drinking fountain. Again, if anyone starts talking or shoving in line during the drinks, say "Stop!" hold until they are silent, then add 5 to 10 seconds, and tell the next drinker to continue. When the drinks are finished, walk the class to the playground and let them play for 10 minutes before lining them up and walking them back to get drinks and return to the classroom.

This may seem strict to some, but it does help the students realize that when they are moving around the school, they can be a distraction to other classes. It teaches them to show respect for the other groups in the school as well as self-discipline when they are out of the classroom. The lesson will not be entirely learned the first day – it must be repeated every day of the first week of school, and probably of the first several weeks for the younger children. Once it is learned, you can walk the students anywhere in the school building or campus without their disturbing the other classes. Again, if this does not fit your style, that is fine. You can fit the idea of the lesson around your own expectations for your class.





Grades 6-8: Independent Work

In the 6th through 8th grades, students tend to see independent work time as the time to take care of social business. If this is not all right with your expectations of the class, you must train them from the first day that you will not accept this behavior.

Start the session by telling the class about yourself. Tell them about things you like, places you have been, and about your family. Then explain to the class that you will be giving them work to do during class periods on a regular basis. This is not “homework;” it is “class” work. Explain what you expect from the students when you assign this work. “You must begin working right away. If you have a question, raise your hand and I will come to answer as quickly as I can. Do not ask your neighbors since you will be keeping them from working and they may not give you the correct answer. While you are waiting for me to come to your seat, continue looking over the assignment and answering questions you can do without my help. If you need to sharpen a pencil, you do not have to ask, but only one person may be at the pencil sharpener at a time. Wait your turn at your seat. No cell phones or iPods are to be used during classtime. If you take them out, I will take them away from you, and you will have to talk to me after school to get it back. When you have finished the assignment, place it face down on one corner of your desk and begin reading a book silently. If you do not have a book with you, you may go one at a time to the book corner to choose a book. You may not be at the book shelves for more than 2 minutes. Just pick a book and return to your seat to read silently.” Give the class an assignment to write a three-paragraph essay telling who they are, what they like, what they have done in their lives that they think you would find interesting, and anything about their families that they would like to share with you – all of the same information you just shared with them about yourself. As the students write, walk around the class assisting as needed and using physical proximity (Lesson 2) and withitness (Lesson 3) as any off-task behaviors manifest themselves.

Again, this is a suggested scenario. You need to adjust it to your own expectations.





Grades 9-12 “Class Discussions”

Class discussions are a major part of secondary education. If you would rather these did not become a free-for-all, you need to explain to your class from the first day how you want them to conduct themselves as they share their thoughts.

Before starting your first discussion, explain to the class what you want. “We will be having discussions in class about what you have been reading in your textbooks and what I am giving you in my lectures. The discussions should include your opinions about the topic and concerns about how to apply it in the real world. I should be able to tell from your comments that you have been reading and paying attention in class. All opinions based on facts are welcome – you do not have to agree with my opinions. No one's opinion will be put down by me, and I do not want to hear negative comments from anyone else in the class. If you do not agree with what someone has said, you say, ‘I respectfully disagree with what you have said,’ and then tell us what your opinion is. When you have something to add to the discussion, raise your hand. I will keep a list of names in the order I see the hands and call on you when it is your turn. If you are reacting to something said by another student, mention that student by name and what they said if several other people have spoken since then. If you speak out of turn, I will remind you the first two times and will add your name to the list for a turn. After that, you will not be allowed to be a part of the discussion. The first time you put someone down, I will remind you. The second time, you will not be allowed to discuss with us any longer. Everyone must join in the discussion at some point – yes, I am grading you on this. If I have to remove you from the discussion, you will lose all points. Now, let's practice discussing.”

Choose a topic connected to your subject area that is common knowledge or a topic that is connected to your school which students have been concerned about. Throughout the discussion, gently remind students who speak out of turn that they must raise their hands and that you will add their names to the list to let them know when it is their turn. If someone starts putting down another student or his/her opinion, the turn to speak must end immediately. Those who must be removed from the discussion simply will not have their hands recognized. Plan a discussion of some sort for each of the first three days of class. After that time, the class should be able to conduct themselves properly and you could even allow students to take turns being the monitor who “chairs” the discussions instead of doing it yourself every time.





Lesson 5: Active Listening

GOAL:

The students will understand that what they say is of value to their teachers and to their peers, leading to more open communication in the classroom.

INFORMATION FOR THE TEACHER:

Active listening is one of four listening skills encouraged by Thomas Gordon in his discipline theories. This lesson will focus on only one of these skills as it can be used equally by the teacher and by the students. The basic idea of active listening is that the listener “mirrors” what the speaker is saying by echoing it back. No judgment is given, simply a restating of what was said. This action shows that the listener is being attentive and understands what is being said while reaffirming the feeling of the speaker that what he or she says has value. It also allows immediate correction if something is misunderstood. An example of active listening would be if a student says, “I had to go to basketball practice and then to Pathfinders last night. We didn’t get home until after 9:00, and I hadn’t even had supper yet!”; then the teacher replies, “What I hear you saying is you weren’t able to do your homework last night because of your after-school activities.”





Suggested Activities:

Grades K-3: Story-telling

Every week, two or three students tell the teacher one-on-one a story they have read that week. Kindergarteners and first graders who do not read yet can share a picture book. When the child has told the story, the teacher mirrors the child by repeating the story back to them, asking if they got the story correctly. The teacher should keep a record of what story each child has told and how well they were able to follow the storyline. The second half of the year, the third grade teacher can teach the class to do with a partner what they have been doing with the teacher. Each child tells a partner about a story he or she has read; then the partner repeats the story back. This lesson will strengthen both oral skills and reading comprehension levels as well as helping the child and teacher to communicate more clearly with each other.

Grades 4-8, Grades 9-12 Part 1: Listening in a Group

The teacher explains to the class that the most important part of communication is listening. The students not only need to learn to listen to the teacher, but also to each other. The teacher explains what “mirroring” is and how to do it. He/She demonstrates it by walking around the room, asking students questions about things they like, then mirroring their answers.

The students fill out the “Who Are You?” worksheet, then are put into groups of four or five. The students share what they have written with their groups while the partners practice mirroring what is being said. They will be tested over what they learn about each other. The teacher walks around from group to group, listening and assisting as needed. He/She should ask various students what they have learned about their group-mates. When sufficient time has elapsed, the teacher collects the completed worksheets, then hands out clean worksheets. This time the students have to fill out the sheet for one of their group-mates, as assigned by the teacher. Their grade will depend on how closely their answers match the original worksheets.



Grades 9-12 Part 2: Listening During a Lecture

One of the best ways to keep discipline in a secondary classroom is to have the students involved in what is happening in the class. The teacher explains that the students will be required to mirror what is being said in a lecture. They will be allowed to use their notes, but they will not know when they will be called on. Everyone will have at least one turn, and some may have two turns, during the lecture. The teacher should plan his or her stops in the lecture. Keep it short at first – stop after only one to two minutes of talking and call on the students to mirror what has been said. If a student mirrors correctly, let them know and continue the lecture. If one student does not show comprehension or cannot mirror at all, allow another student to try. If two students cannot mirror, repeat the section trying to make it clearer (do not use the exact same words again). As students become more adept, extend the time between mirrorings, even if it means that not everyone gets called on at every class period.



WHO ARE YOU?

Name _____

My favorite color is _____.

My favorite animal is _____.

My favorite sport is _____.

My favorite song is _____.

My favorite T.V. show is _____.

My favorite movie is _____.

My favorite school subject is _____.

My favorite singer/music group is _____.

My favorite actor/actress is _____.

My favorite food is _____.



TEACHER'S PERSONAL DISCIPLINE PLAN

STEP 1: NEEDS AND LIMITS

- a. List what your students need from you and your classroom
- b. List what you need from your class in order to teach effectively
- c. List the limits which must be set up in order for both "a" and "b" to be met. Be sure to think through all circumstances in the classroom, including noise levels, movement, beginning and completing work, and levels of respect to teacher and students.

STEP 2: FIRST DAY

- a. Discuss your needs, the students' needs, and the limits you have set up.
- b. Explain to the class what your rules and consequences will be and why you have set them up that way. Never use consequences you are reluctant to use. You may need to follow through with them on the first day when students will want to know if you are serious.
- c. If you wish to have students assist in setting up the rules and consequences, still share and explain the needs and limits before discussing how the class is to be run.

STEP 3: PREVENTIVE AND SUPPORTIVE DISCIPLINE MEASURES

- a. Preventive discipline is how you set up your class to prevent misbehavior. Decide how you will make your curriculum worthwhile to your students and emphasize respect to and by all parties in the room,
- b. Supportive discipline assists students with self-control. Decide what signals you need to watch for to see that students are getting off task, then plan how you will help them to refocus. This can include nonverbal signals (eye contact), physical proximity, looking at student's work, providing help when students falter due to lack of comprehension, removing distractions, or even using humor to get everyone back on track.

STEP 4: MODEL BEHAVIOR FOR YOUR STUDENTS

- a. Show respect in action and words to everyone in the classroom. Keep your temper in check at all times.
- b. Stay focused on the topic when giving a lecture. Do not let students lead you off to a nonacademic topic.
- c. If you insist that they finish work within a certain period of time, you should grade and return the work within a reasonable period of time. Just as you need to know how well they learned a lesson, they need to know how well they did also.





REFERENCES

Charles, C.M. Building Classroom Discipline - 5th Edition, Longman Publishers:
White Plains, New York. 1996.

<http://www.teachervision.fen.com/classroom-discipline/resource/2943.html>

<http://faculty.concord.edu/ctrull/discipline.htm>

<http://www.canter.net>

<http://www.fredjones.com/>

<http://www.wglasser.com/>

<http://www.gordontraining.com/about-dr-thomas-gordon.html>

<http://www.disciplineassociates.com/>