

# MANAGING STUDENT BEHAVIOR FOR ALL LEVELS

## QUESTIONS AND ACTIVITIES

### (Suggested Sessions)

**The discussions are important. We learn from each other. Take your time.**

#### Session 1

1. (Pages 3 - 4) What elements do you believe make up a good physical environment for a classroom?
2. (Page 4) *Learning is vastly impaired if students are afraid, reluctant to ask questions, or don't feel that their teacher has faith in them.* Using your recollection of being a student, share examples that support this quote.
3. (Pages 5 - 8) List ways that teachers can show their students that they care.
4. (Pages 9-11) Share a humorous time you have had with your students. Do you believe that a time such as this brought you closer to them? Explain.

#### Session 2

5. (Pages 12 & 13) How can a teacher hold their students accountable and still preserve their dignity?
6. (Pages 14 & 15) What are the benefits of Private Discipline?
7. (Pages 16 - 18) *It is better to miss a student who has not complied than to punish those who were doing the right thing.* Agree or disagree? Explain.
8. (Pages 19 - 21) Why is having procedures for the beginning and the ending of a class period or a day so important? What are yours?
9. (Pages 19 - 21) List some other things for which you have classroom procedures.

### **Session 3**

10. (Pages 22 & 23) Describe your quiet signal. On a scale from one to ten with ten being the most effective, rate yours. If not a ten, how could you improve it?
11. (Page 24) *If you instruct while students are talking, you are teaching them that they don't have to be quiet when you teach.* Comment?
12. (Pages 25 & 26) How can students using hand signals increase productivity during instruction? Would you use any of the ones suggested on page 26? If yes, explain.
13. (Pages 27 - 29) Did you ever have a teacher who lacked presence? If yes, describe how it affected their ability to instruct.
14. (Pages 31 & 32) Think of a teacher you had who lacked withitness. What types of student behaviors do you recall?

### **Session 4**

15. (Pages 33 -35) Regarding assigned seats: *Never relinquish this right - it is a non-negotiable.* Agree or disagree? Explain.
16. (Pages 37 & 38) What subtle redirections do you use?
17. (Page 38) Discuss the variables regarding how many redirections should be given before going to a consequence.
18. (Pages 39 & 40) Why is the follow-up after a redirection so critical?
19. (Pages 41& 42) What is the advantage of being covert rather than just walking right up to an off-task student?

## Session 5

20. (Pages 43 & 44) Why would a teacher ever ignore an off-task behavior?
21. (Pages 45 & 46) The vast majority of teachers have a behavior plan in their heads. They generally state their expectations and have a routine they follow for both their consequences and rewards. What are the advantages of posting the behavior plans?
22. (Pages 47 - 49) *Expectations must be taught the first week and frequently reviewed and referenced throughout the year.* Give examples of how to reference them, and discuss the benefits of doing so.
23. (Pages 50 & 51) How do you "sell" good character to your students?
24. (Pages 52 - 54) List the consequences you use. Are they comfortable enough that you don't hesitate to use them? Explain.

## Session 6

25. (Pages 55 & 56) **Activity:** Role play a teacher and a student during a 1:1. (The person playing the student needs to accept the teacher's questions and comments.)

Scenario: While you were teaching, you observed a student place a "Kick me" sign on the back of the classmate in front of them. (This student was already redirected to pay attention and given a warning for talking to a neighbor during your instruction.) You continued to teach, walked over to the student, and removed the sign. After the students began their seat work, you quietly signaled the culprit to join you just outside the entrance door. You positioned the student so they could not see their peers, but you could. Use the following script as a guide.

- Begin with, *How can I help you?* (Pause.) *I don't want you to earn anymore consequences.* (Pause.)
- *Look at our Expectations. Which one did you not follow today?* (Respect others)

- *What is the next consequence? (In-class timeout) Yes, you'll be working by yourself tomorrow.*
- *Is there anything you should do? (Like an apology)*
- *Can you be more respectful to your classmates and me?*
- *I know that you can be a nice young man/lady.*
- *Let's have a better day tomorrow.*

Reverse roles and repeat activity.

26. (Pages 55 & 56) Do you feel that you could use a 1:1 conference as an effective consequence? Why or why not?

27. (Pages 57 - 59) Do you use a type of timeout as one of your consequences? If you do, what do you call it, and describe how it is used.

28. (Pages 60 - 73) Describe any rewards that you use. Are they easily managed and economical regarding time and cost?

### Session 7

29. (Pages 75 & 76) *When children cannot read or write, we teach them. When children cannot behave, we punish them.* Comment?

30. (Pages 77 - 79) **Activity:** Role play a teacher with an upset student. Remember Fred Jones: *It takes one fool to backtalk. It takes two fools to make a conversation out of it.*

- Pair up.
- Pretend the teacher just confiscated the student's cell phone. (Student was warned earlier.)
- Student lets the teacher know how dissatisfied he/she is by raising voice and name calling.
- Teacher imagines the parents in the room, regulates his/her breathing, relaxes jaw muscles, and keeps a calm, expressionless face.
- Teacher just lets the student go on and on.
- Teacher focuses on a spot between the student's eyebrows.
- Teacher thinks of a pleasant place or a list of things.

- Do this for 30 seconds. Then reverse roles.  
(Above technique is from Fred Jones, *Tools for Teaching*)

31. (Pages 77 & 79) What did you observe while doing the above activity?

32. (Pages 80 & 81) Think of a former student who had a very difficult home life. How did knowing this affect the way you worked with him/her? How did it affect the way you disciplined?

### Session 8

33. (Pages 82 & 83) **Activity:** Role play a teacher having a 1:1 with a student who frequently resents authority. The teacher will be using even more questions this time. (The student can be a little defiant, but don't overdo it.)

Scenario: During a unit test, you observe Wayne using a cheat sheet. You covertly come up behind him and catch him with the sheet on the desk right next to the test. (Wayne struggles some academically, but can pass tests when he puts forth the effort.)

- *Wayne, did you study for the test?*
- *What should happen now?*
- *What would a zero on a unit test do to your grade average?*
- *Would you accept an opportunity to keep that from happening?*
- *Do you still have your class notes?*
- *Take your notes and text over to the table and study them.*
- *You may take the test over tomorrow. I'll have to deduct some points, but you don't want that zero.*
- *Can you do this?*
- *Wayne, you are an honest young man. I know you can do better.*

34. (Pages 84 & 85) **Activity:** Role play a teacher offering choices to a student. Select the misbehavior and apply the steps. This requires practice so each participant should do this activity two to three times.

Select a misbehavior:

- Banging the computer keys

- Pushing in line
- Out of seat without permission
- Bothering another student

Follow these steps:

- Say, *You have two choices.*
- State responsible behavior.
- State consequence.
- Say, "It's your choice."
- Repeat responsible behavior
- Repeat consequence
- Encourage.

Use this skeleton:

- *You have two choices:*
- *You can **correct behavior** or you can **consequence**.*
- *It's your choice.*
- *You can **correct behavior** or you can **consequence**.*
- *I'm sure that you'll make the right choice.*

#### Example

- *You have two choices:*
- *You need to turn around and listen*
- *Or you can move to the Seat of Opportunity.*
- *It's your choice.*
- *You can turn and listen*
- *Or move.*
- *I'm sure that you'll make the right choice.*

Kagan, S., Kyle, P. & Scott, S. (2004) p.14.50. *Win-Win Discipline*. San Clemente, CA: Kagan.

### Session 9

35. (Page 86) Have you ever observed a teacher direct a student to do something and then stand over them waiting for compliance? Some students will accept this. Can you recall a student who may have behaved better if they had been given some time and space to respond? Share.

36. (Pages 87 & 88) Why should a teacher use a statement of understanding or caring before using "The Broken Record" strategy?

37. (Pages 89 & 90) What are the advantages of postponing a talk with an upset student? Have you ever used this strategy? Share.

38. (Pages 91 & 92) How does sharing an experience with a student help settle them down? If you have done this, share your experience.

39. (Pages 93 - 97) What is the principle behind the use of a "Tally Card?" Do believe that you may use one in the future?

### **Session 10**

40. (Pages 98 - 101) List the steps of implementing self-reflection sheets. (Used for middle and high school students - probably could be used for upper elementary as well.)

41. (Pages 102 & 103) Discuss former students who were set on "Running the Course." In retrospect, was there anything else you wish you had done? Explain.

42. (Pages 104 - 107) Turn the following statements into "Positive Talk."

*Your son copies off of other students.*

*Mary bullies some of the other students.*

*Seth continually leaves his seat without permission.*

*Denise asks to use the restroom every day.*

43. (Pages 109 & 110) Being well prepared makes for better presentations of subject matter. What else does it enable you to do?

### **Session 11**

44. (Pages 111 - 114) Of all the suggestions for raising student engagement, which two do you practice the most? Also share any other strategies you use that were not listed.

45. (Pages 115 & 116) Learning styles vary. What are some of the strategies you use to get concepts across to your students - to teach with clarity?

46. (Pages 117 & 118) Think of the best teacher you ever had. What made them great?

Which tips or strategies in this book did you find to be the most helpful? Explain.