



Classroom Management (It's not just about the rules)

Presented By:
Debbie Silver, Ed. D.
<www.debbiesilver.com>



The Teacher

"Concerning a teacher's influence, I have come to the frightening conclusion that I am the decisive element in the classroom. It's my personal approach that creates the climate. It's my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or deescalated, and a child humanized or dehumanized."

--Haim Ginott

Taking Inventory

Please answer each part of each question honestly and candidly. There are no right or wrong answers. What you write will be held in confidence.

1. What is your full name? What do you like to be called? Why?
2. List 10 words that describe you,.
3. List the people that live in your home(s) and put 2 describing words after each name.
4. What do you think you will be like 5 years from now?
5. Of all the things you do in your free time, which ones do you like best?
6. Of all the things required of you in your life, which things do you like least?
7. Who is your best friend? Why?
8. What do you and your friends have in common?
9. At what kinds of things do you excel?
10. At school what are your favorite things to do?
11. At school what are your least favorite things to do?
12. What is your favorite book or movie? Why?
13. If you could change this school, what changes would you make?
14. If you were the teacher in this class, what five rules would you have?
15. What is your major goal (aim, ambition, dream, hope) right now?
16. Who is the person you admire the most? Why?
17. What are you most afraid of?
18. What is it about you that makes your friends like you?
19. What is something I (the teacher) need to know about you?
20. Write your own question and answer it.

Behavior Journal Page

Student's Name _____ Class/Period _____ Date _____

I violated our class code by: _____

I chose to do this because: _____

A more appropriate choice would have been: _____

This is how I feel about what happened: _____

This is what I plan to do in the future to prevent a recurrence of my actions: _____

This is how my teacher can help me implement my plan: _____

Student's Signature

Date

Teacher Comments:

Individual Behavior Plan

Student's Name _____ Class/Period _____ Date _____

Long-Range Goals for student: _____

Short-Term Target Goal: _____

What Student Will Do to Meet Target Goal: _____

What Teacher Will Do to Help Student Meet Target Goal: _____

What Parent or Other Will Do to Help Student Meet Target Goal (optional): _____

What will happen if student fails to meet target goal :

1stnd Time- _____

2nd Time- _____

Positive recognition student will receive for making target goal:

Positive recognition will make for sustaining target goal for _____(time period).

Date-

Student Signature

Teacher Signature

Parent or Other Signature (optional)

Comments and Dates:

Killer Statements and Gestures

Conduct a class discussion around the following questions:

Have you ever worked really hard at something or been very excited about something and someone "killed" your good feeling by something they said or did? What was said or done?

Have you ever witnessed someone's pride or other feelings be "killed" by something that someone else said or did? What was said or done? How do you think the other person felt?

Introduce the concept of "killer statements and gestures" as anything that is said or done to "kill" someone's good feelings about themselves. These things can be negative comments, body language, or gestures. List together some of the things that are often said in and around the classroom that fit these categories (even those said and done by staff members).

Examples may include:

"That doesn't even make sense!"

"Where did you get an answer like that?"

"Quit showing off!"

"Are you crazy? retarded? weird? strange? nuts? . . ."

"We don't have time for that now."

"Only boys/girls do that!"

"If you'd pay attention this wouldn't happen!"

- Tell the students to keep a list of all the killer statements they hear in one day. Discuss who said them and why.
- Have students make a mural or collage of killer statements and gestures. Display it in the room as a reminder.
- Do the I A L A C role play to demonstrate the impact of killer statements and gestures.
- Discuss how to replace killer statements and gestures with positive comments and gestures.

The most deadly of all sins is the mutilation of a child's spirit.

*Erik H. Erikson
Young Man Luther*

No one can make you feel inferior without your consent.

Eleanor Roosevelt

Adapted from 100 Ways to Enhance Self-concept in the Classroom. Canfield & Well

Why Students Misbehave

- * **To Gain Power**
- * **To Get Attention**
- * **To Seek Revenge**
- * **To Avoid Failure**

From Catherine Neale Watson, *Middle Ground*, Spring, 1995

Contemplative Teachers Plan How They Will:

- **React to different situations.**
- * **Reinforce positive behavior.**
- * **Extinguish negative behavior.**
- * **Individualize discipline practices for difficult students.**
- * **Engage all learners.**
- * **Differentiate instruction for diverse learners.**
- * **Foster a classroom community.**
- **Build their own resiliency so that they will be at their personal best.**

Tips for Successful Communication With Students

- Do not begin instruction until all students are focused and attentive.
- Be sure your voice and body language are consistent with your words.
- Use direct eye contact and simple hand gestures to redirect off-task or inappropriate behavior.
- Use close proximity and a quiet voice to make reminders and censures personal and private.
- Be warm and friendly, and be firm.
- Talk to upset students away from other students.
- Practice active listening skills.
- Write e-mails, notes, or letters to students occasionally just to tell them why you are glad that you are their teacher.



Tips for Writing to Students

- Write things that are positive and specific to the individual student. (Some students will compare their messages from you to see if you say the same things to everyone.)
- Make sure everyone gets at least one note from you during the year.
- Be truthful and be sincere. You can even be funny if that's how you interact with students, but be very careful that your words cannot be misinterpreted as sarcastic or negative (humor is tricky without the facial expressions and vocal tone to indicate that you are joking).
- Make sure your positive comments have "no strings attached."
- Don't make a big deal of presenting the note. Be as private as possible (you can even leave it in a locker or mail it).
- Don't ask them if they read it; give it freely, and let it go.
- Don't ask for or expect anything in return.

Things to Consider Before You *React* to a Disruptive Student

- Could this be about your own need to win?
- Could you have misinterpreted the situation?
- Have you confronted the one who wasn't the primary instigator?
- Is this hostility directed towards you actually displaced aggression?
- Is the student just trying to attract attention (even if it is negative)?
- Does the student feel that s/he is not being respected or losing face?
- Is it possible that this student really *did* misunderstand?
- Is this student acting out of a feeling of powerlessness or hopelessness?
- Could this student have been joking?
- Is this student just acting in a way that is typical of his age group?

What Are Classroom Rewards?

- **Extrinsic rewards** can be defined as rewards that come from an outside source such as the teacher. Rewards include the obvious bonuses such as prizes, certificates, special privileges, gold stars, stickers, candy gum, redeemable tokens, grades, or even money. Teacher praise is also considered to be an extrinsic reward as are more subtle signs of approval such as thumbs up signs, smiles, nods, hugs, or pats on the back.
- **Intrinsic rewards** can be defined as rewards that are inherent or the natural consequence of behavior. Some researchers prefer the term *reinforcers* to rewards because teachers use them to strengthen behavior (make it more likely to be repeated).
- **Task-contingent rewards** are available to students for merely participating in an activity without regard to any standard of performance (i.e. anyone who turns in a homework paper gets an “A”).
- * **Performance-contingent rewards** are available only when the student achieves a certain standard (i.e. anyone who has at least 93% correct responses on the homework paper gets a sticker).
- * **Success-contingent rewards** are given for good performance and might reflect either success or progress towards a goal (i.e. anyone who has at least 93% correct responses on the homework paper or improves his/her last score by at least 10% receives a sticker).

Most researchers agree that task-contingent rewards are at best futile and at worst counterproductive. There are varying opinions about the need for either performance-contingent rewards or success-contingent reward.



Guidelines For Using Classroom Rewards

- Use the weakest reward required to strengthen a behavior. (Don't give candy if a sticker will do. Don't give a sticker if praise will do.)
- When possible, avoid using rewards as incentives.
- Reward at a high rate in the early stages of learning and reduce the frequency of rewards as learning progresses.
- Reward only the behavior you want repeated. (If you reward a long, verbose paper, expect to see lots more of them.)
- Remember that what is an effective reward for one student may not work well with another.
- Reward success, and set standards so that success is within each student's grasp.
- Bring attention to the rewards (both intrinsic and extrinsic) that are available for students from sources other than the teacher.
- Continually work towards a system that uses less extrinsic rewards.

Adapted from Paul Chance, 1992, by Debbie Silver

Attribution Theory

- **Task Difficulty**
- **Luck**
- **Innate Ability or Talent**
- **Effort**

External (Controlled by other than Self)

- **Task Difficulty**
- **Luck**
- **Innate Ability or Talent**

Internal (Controlled by Self)

- **Effort**

Implicit Personality Theory

Dr. Carol S. Dweck
Stanford University

Fixed Mindset (Entity Theory)

- **Either I am smart or I am not.**
- **One is born with a certain amount of intelligence.**
- **Smart is making no mistakes, going fast, and about the outcome being perfect.**
- **Failure is not an outcome, it is an identity.**
- **If I fail, people may realize I was/am an imposter, and I am not as good as they think I am.**
- **So if I fail, I might not just be judged, but I might also be unworthy of love.**

“*Constructive* means helping the child to fix something, build a better product, or do a better job.” -- Carol Dweck

Growth Mindset (Incremental Theory)

- **A belief that effort is a positive, constructive force.**
- **Development and progress is important – not just the product or achievement.**
- **One can substantially change, stretch, and grow, and that is desirable.**
- **Brains can become “bigger.” Challenge is good!**
- **Being on a learning edge is the smart thing to do.**

Why Is It Hard to Promote a Growth Mindset?

- **Larger society has said for a long time that, “Success is about being more gifted than others, that failure does measure you, and that effort is for those who can’t make it on talent.”**
- **We don’t talk about vulnerability and struggle as good things. We are an instant-success society. Good job! Great! Way to go!**
- **We have told our students they can be anything they want to be, and that is simply not the whole truth!**
- **The media gives us an unrealistic view of success with all the “instant stars.” (Reality TV, etc.)**
- **It is hard to work with an individual who is struggling or trying to cope.**
- **We don’t value and acknowledge risk-taking enough.**

Implicit Personality Theory

Leads to a desire to look smart and therefore a tendency to:

Leads to a desire to learn and therefore a tendency to:

Fixed Mind-set

Growth Mindset

Challenges:

--avoid challenges

Challenges:

--embrace challenges

Obstacles:

--give up easily

Obstacles:

--persist in the face of setbacks

Effort:

--see effort as fruitless or worse

Effort:

--see effort as the path to mastery

Criticism:

--ignore useful negative feedback

Criticism:

-- learn from criticism

Success of others:

--feel threatened by the success of others

Success of others:

--find lessons and inspiration in the success of others

As a result, they may plateau early and achieve less than their full potential.

As a result, they reach ever-higher levels of achievement.

Why Gifted Students Can Have a Fixed Mindset

- **A test (or tests) have labeled them as “smart.”**
- **Stereotypes are used, “You are the smart one!”**
- **They have been told they are smart based on an aptitude in certain areas rather than told they were smart based on their effort or resiliency.**
- **They live in a competitive, tracked world, and it has helped develop their identity.**
- **They have been sheltered from difficult experiences based on the best intentions of the adults in their lives.**



“A few modern philosophers . . . assert that an individual’s intelligence is a fixed quantity, a quantity which cannot be increased. We must protest and react against this brutal pessimism. . . . With practice, training, and above all, method, we manage to increase our attention, our memory, our judgment and literally to become more intelligent than we were before.”– Alfred Binet

When Do You Feel Smart?

Growth Mindset:

“When it’s really hard, and I try really hard, and I can do something I couldn’t do before”

“When I work on something a long time and start to figure it out.

For them it’s not about immediate perfection. It’s about learning something over time: confronting a challenge and making progress.

Fixed Mindset:

“It’s when I don’t make any mistakes.”

“When I finish something fast and it’s perfect.”

“When something is easy for me, but other people can’t do it.”

It’s about being perfect right now!

Helping Kids Grow Their Mindsets

- **Strive to deliver the message, “You’re a developing person, and I’m interested in your development.” NOT “You have permanent traits, and I’m judging them.”**
- **Remember that praising children’s intelligence or talent sends a fixed-mindset message. Focus on the processes they used -- their strategies, effort, or choices.**
- **Remember that constructive criticism is feedback that helps the child understand how to fix something. It’s not feedback that labels or simply excuses the child.**
- **Help children set goals. Remember that having innate talent is not a goal. Expanding skills and knowledge is.**
- **Lowering standards does NOT raise a student’s self-esteem. Neither does raising standards without giving students ways of reaching them.**
- **Great teachers believe in the growth of talent and intellect and are fascinated by the process of learning.**



Like Captured Fireflies

**In her classroom
our speculations ranged the world.
She aroused us to book waving discussions.
Every morning we came to her carrying new truths,
new facts, new ideas cupped and sheltered
in our hands like captured fireflies.
When she went away
a sadness came over us,
But the light did not go out.
She left her signature upon us,
The literature of the teacher
who writes on children's minds.
I've had many teachers who taught us
soon forgotten things,
But only a few like her who created in me
a new thing, a new attitude, a new hunger.
I suppose that to a large extent
I am the unsigned manuscript of that teacher.
What deathless power
lies in the hands of such a person.**

--John Steinbeck



Extrinsic Motivation

A wise old gentleman retired and purchased a modest home near a junior high school. He spent the first few weeks of his retirement next afternoon three young boys, full of youthful, after-school enthusiasm, came down his street, beating merrily on every trash can they encountered. The crashing percussion continued day after day, until finally the wise old man decided it was time to take some action.

The next afternoon, he walked out to meet the young percussionists as they banged their way down the street. Stopping them, he said, "You kids are a lot of fun. I like to see you express your exuberance like that. In fact, I used to do the same thing when I was your age. Will you do me a favor? I'll give you each a dollar if you'll promise to come around every day and do your thing." The kids were elated and continued to do a bang-up job on the trash cans.

After a few days, the old-timer greeted the kids again, but this time he had a sad smile on his face. "This recession's really putting a big dent in my income," he told them. "From now on, I'll only be able to pay you 50 cents to beat on the cans."

The noisemakers were obviously displeased, but they did accept his offer and continued their afternoon ruckus. A few days later, the wily retiree approached them again as they drummed their way down the street.

"Look," he said, "I haven't received my Social Security check yet, so I'm not going to be able to give you more than 25 cents. Will that be okay?"

"A lousy quarter?" the drum leader exclaimed. "If you think we're going to waste our time, beating these cans around for a quarter, you're nuts! No way, mister. We quit!" And the old man enjoyed peace

LIST OF RELATED CITATIONS
CLASSROOMMANAGEMENT
PRESENTED BY
DR. DEBBIE SILVER

Burke, K. (2000). *What To Do With the Kid Who . . .* 2nd ed. Arlington Heights, IL: Skylight Training and Publishing.

Canter, L., & Canter, M. (1992). *Assertive Discipline: Positive Behavior Management for Today's Classroom*. Santa Monica, CA: Lee Canter & Associates.

Canfield, J., and Wells, H.C. (1976). *100 Ways to Enhance Self-Concepts in the Classroom*. Englewood Cliffs, N.J.: Prentice-Hall.

Covey, S.R. (1989). *The Seven Habits of Highly Effective People*. New York: Simon & Schuster.

Chance, P. (1992). "The Rewards of Learning." *Phi Delta Kappan*, 74 (3), 200-207.

Curwin, R.L., & Mendler, A.N. (1988). *Discipline with Dignity*. Alexandria, VA: ASCD.

Deporter, B., Reardon, M., & Singer-Nourie, S. (1999). *Quantum Teaching: Orchestrating Student Success*. Needham Heights, MA: Allyn & Bacon.

Dweck, C. S. (2006). *Mindset: The new psychology of success*. New York: Random House.

Dweck, C. S. (1999). *Self-theories: Their role in motivation, personality and development*. Philadelphia: Psychology Press.

Elliot, A. J., & Dweck, C. S. (Eds.). (2005). *Handbook of competence and motivation*. New York: Guilford.

Glasser, W. (1986). *Control Theory in the Classroom*. New York: Harper & Row.

Glasser, W. (1992). *The Quality School: Managing Students Without Coercion*. 2nd ed. New York: HarperCollins.

Heckhausen, J., & Dweck, C. S. (Eds.). (1998). *Motivation and self-regulation across the life span*. Cambridge: Cambridge University Press.

Hunt-Ullock, K., Selby, M., Silver, D., & Wormeli, R. (2006). *Because You Teach*. Nashville, TN: Incentive Publications.

Kohn, A. (1996). *Beyond Discipline: From Compliance to Community*. Alexandria, VA: ASCD.

Kohn, A. (1993). *Punished By Rewards: The Trouble With Gold Stars, Incentive Plans, A's, Praise, and Other Bribes*. Boston: Houghton Mifflin.

Kounin, J.S. (1977). *Discipline and Group Management in Classrooms*. New York: Holt, Rinehart, and Winston.

Marzano, R.J.; Pickering, D.J.: and Pollock, J.E. (2001). *Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement*. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).

Randolph, C. H., & Everston, C. M. (1994). "Images of Management for Learner-Centered Classrooms." *Action in Teacher Education* 16(1) 55-63.

Silver, D. (2005). *Drumming to the Beat of Different Marchers: Finding the Rhythm for Differentiated Learning*. Nashville, TN: Incentive Publications.

Wormeli, R. (2006). *Fair Isn't Always Equal: Assessing and Grading in the Differentiated Classroom*. Portland, M.E: Stenhouse.

Wormeli, Rick (2007). *Differentiation: From Planning to Practice Grades 6 -12*. Portland, ME: Stenhouse Publishers.

NOTES