



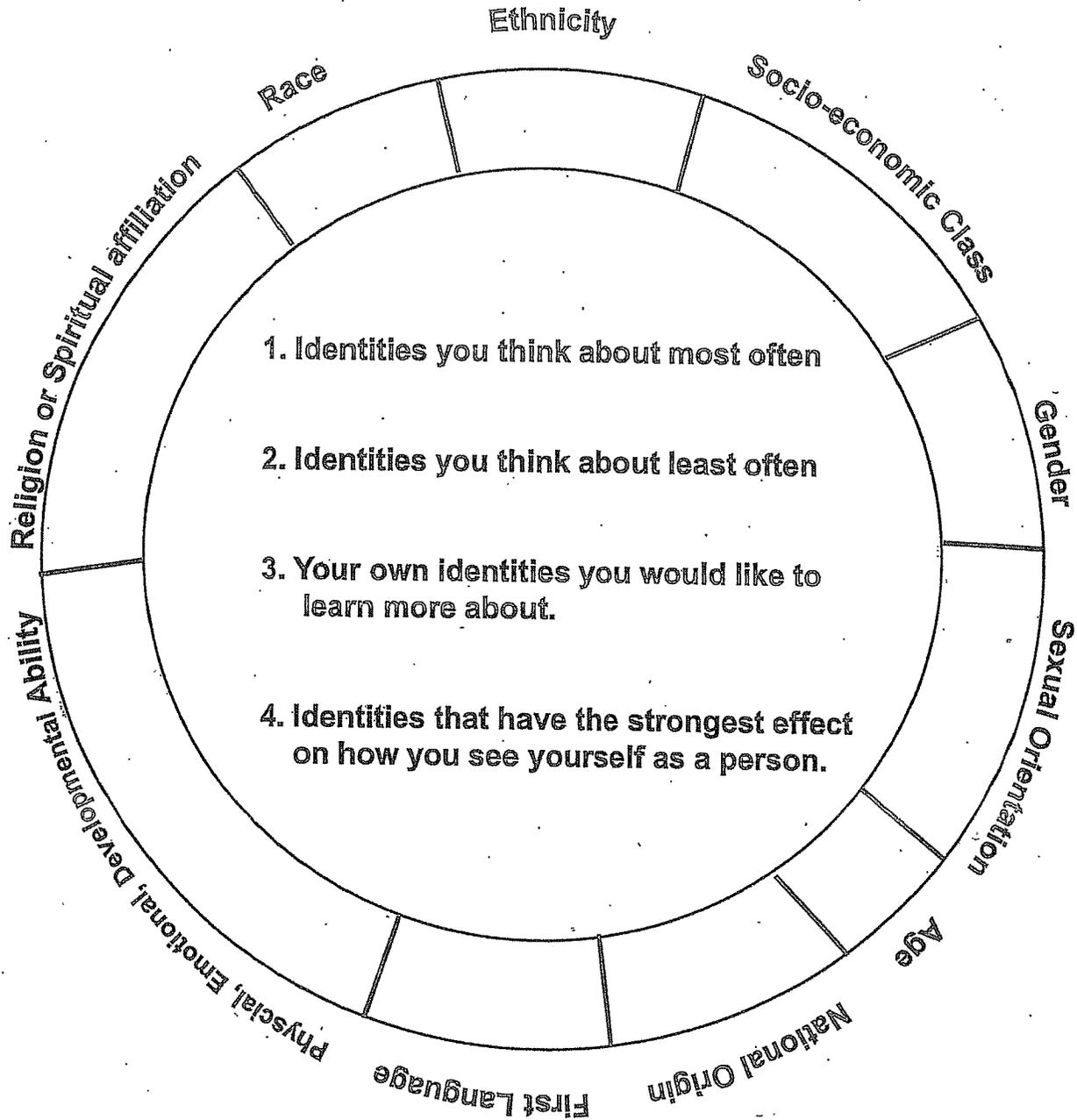
A word cloud graphic centered on the page. The largest words are 'Classroom' and 'Management'. Other words include 'Students', 'Support', 'Building Teamwork', 'Fair and Consequences', 'Positive Inclusive Skill', 'Predictable Social Relationships at', 'Risk', 'Collegial', 'Experiences', 'Development', 'Collaborative', 'Organization', 'with Creating', and 'Skill'.

**Creating an Environment of Respect and Rapport
Classroom Management**

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Social Identity Wheel

(Adapted from "Voices of Discovery", Intergroup Relations Center, Arizona State University)



The Iceberg Concept of Culture

Like an iceberg, the majority of culture is below the surface.

Surface Culture

Above sea level

Emotional load: relatively low

food • dress • music •
visual arts • drama • crafts
dance • literature • language
celebrations • games



Unspoken Rules

Partially below sea level

Emotional load: very high

courtesy • contextual conversational patterns • concept of time
personal space • rules of conduct • facial expressions
nonverbal communication • body language • touching • eye contact
patterns of handling emotions • notions of modesty • concept of beauty
courtship practices • relationships to animals • notions of leadership

Unconscious Rules

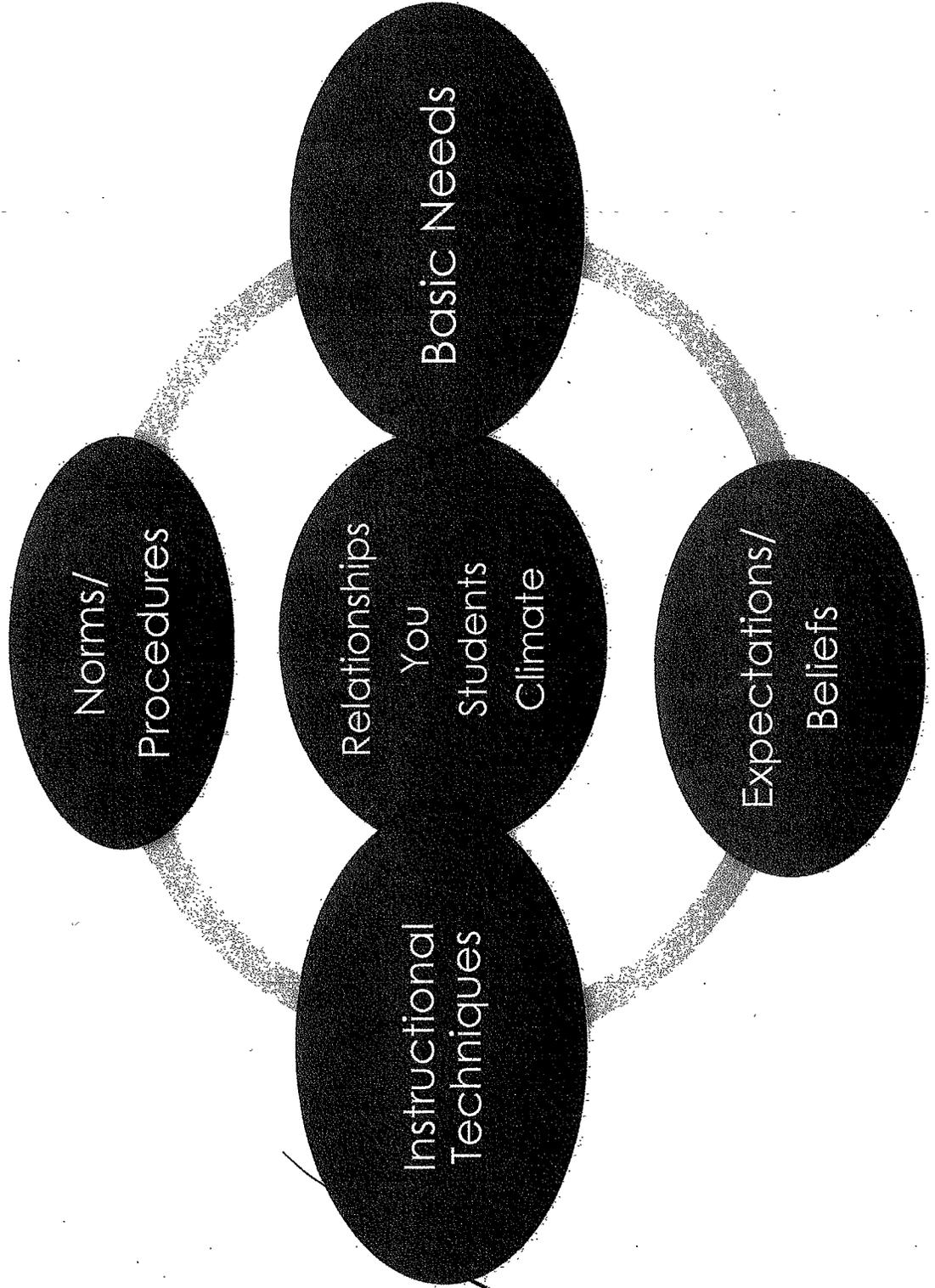
Completely below sea level

Emotional load: intense

tempo of work • concepts of food • ideals of childrearing
theory of disease • social interaction rate • nature of friendships
tone of voice • attitudes toward elders • concept of cleanliness
notions of adolescence • patterns of group decision-making
definition of insanity • preference for competition or cooperation
tolerance of physical pain • concept of "self" • concept of past and future
definition of obscenity • attitudes toward dependents • problem-solving
roles in relation to age, sex, class, occupation, kinship, and so forth



These matter





BASIC NEEDS



MASLOW

- PHYSIOLOGICAL
- SAFETY
- SOCIAL
- ESTEEM
- SELF ACTUALIZATION

GLASSER

- SURVIVE AND REPRODUCE
- BELONG AND LOVE
- GAIN POWER
- BE FREE
- HAVE FUN

Basic Needs of Human Beings

Love and Affection

Sense of Belonging

Self Esteem

Need for Power

Self Actualization

Basic Needs

Identifying Children's Needs

According to William Glasser in *Choice Theory in the Classroom*, all living creatures behave in an attempt to satisfy one or more of their basic needs. Needs are the driving forces that fulfill us as human beings. As teachers we must consider the role that we play in determining the success of the learning environment. If students' basic needs are not met, they will not be receptive to the information and processes that even the most effective teacher devises.

Abraham Maslow wanted to understand what motivates people. He believed that individuals possess a set of motivation systems unrelated to rewards or unconscious desires. He stated that people are motivated to achieve certain needs. When one need is fulfilled a person seeks to fulfill the next one, and so on. The earliest and most widespread version of Maslow's (1943, 1954) *hierarchy of needs* includes five motivational needs, often depicted as hierarchical levels within a pyramid.

This five-stage model can be divided into basic (or deficiency) needs (e.g. physiological, safety, love, and esteem) and growth needs (self-actualization). One must satisfy lower level basic needs before progressing on to meet higher level growth needs. Once these needs have been reasonably satisfied, one may be able to reach the highest level called self-actualization.

Every person is capable and has the desire to move up the hierarchy toward a level of self-actualization. Unfortunately, progress is often disrupted by failure to meet lower level needs.

Meeting Students' Basic Needs (a combined list)

To accommodate the student's need for *love and affection*, the teacher:

- Utilizes techniques to celebrate each student.
- Discovers and highlights individual strengths and talents.
- Uses proximity and positive body language to express affection.
- Demonstrates concern for the student's welfare in and out of school.

The *need for sense of belonging* is satisfied through having the students:

- Create class norms together.
- Participate in cooperative learning activities that strengthen bonds among students.
- Plan for and participate in group activities and projects, e.g., assemblies, class discussions, science fairs, etc.
- Share the responsibility for maintaining a clean, orderly, and attractive physical environment.

- Participate in team-building activities.

The *need for self-esteem* is satisfied through the teacher:

- Exploring and utilizing the strengths of the student's community.
- Providing many opportunities for "multiple intelligences" to be used.
- Scheduling individual student-teacher and parent-teacher conferences to facilitate communication.
- Providing opportunities for the student to share ideas and opinions through various mediums of self-expression, e.g., speaking, writing, drawing, dramatizing, etc.
- Planning many activities to get to know students on a personal level.

The *need for achievement* and subsequent gratification are satisfied through the teacher:

- "Scaffolding" (differentiating) learning so that all students can achieve.
- Incorporating the knowledge of individual learning styles in all phases of instruction.
- Utilizing effective grouping techniques when appropriate.
- Individualizing instruction when necessary.
- Recognizing effort as well as achievement.
- Evaluating student progress in a variety of ways, e.g., informal observation, inventories, teacher-made tests, textbook tests, portfolios and other alternative assessment methods.

The *need for power* is satisfied through such means as:

- Making students aware of and participate in the development of classroom standards, procedures, goals, teacher expectations, etc.
- Having students share in decisions about how, where, when they learn.
- Having students take leadership roles (i.e. jobs in class and in groups)
- Highlight student strengths (.e. play an instrument, be a helper, , sports, etc.

The *need for self-actualization* is satisfied through such means as:

- Ensuring a class expectation that all will be respected.
- Making each student aware of individual progress.
- Displaying samples of high quality work from all students.
- Providing opportunities for all students to participate successfully in activities that emphasize individual talents and strengths, e.g., dramatization, assembly programs, science fairs, etc.

The *need for fun-* (You know fun!)

To gain an overall picture of the student, it is important to:

- Study the information available in the student portfolios, e.g., test scores, health information, guidance counselor/teacher notes or other records of school interactions.
- Discuss students with other teachers who are familiar with the students and his/her family.
- Confer with individual students and their families in informal settings.
- Plan opportunities to get to know students on a personal level (feelings about school, strengths desires for the future, hobbies).
- Evaluate prior knowledge and beliefs about what they have learned, both formally and informally, using a variety of assessment formats to maximize each student's learning style.
- Observe, observe, observe.

Teaching Effective Routines and Procedures

Routines and procedures ensure effective use of time and space in the classroom. They help establish a structure for classroom life, and contribute to the positive sense of community.

Classroom Routine/Procedures

Before Learning

List all the classroom routines you think you will need to establish to have an effective, efficient classroom environment

After Learning

List the first five you want to teach

Resources/signs needed

Procedures Checklist

Use these categories as guidelines to create your own checklist for classroom procedures.

Beginning Class

- A. Roll call, absentees
- B. Tardy students
- C. Get-ready routines
- D. Distributing materials
- E. _____
- F. _____

Work Requirements

- A. Heading papers
- B. Use of pen or pencil
- C. Writing on back of paper
- D. Neatness, legibility
- E. Incomplete work
- F. _____
- G. _____

Instructional Activities

- A. Signals for students' attention
- B. Signals for teacher's attention
- C. Student talk during seatwork
- D. Activities to do when work is done
- E. Student movement in and out of small group
- F. Bringing materials to group
- G. Expected behavior in group
- H. Expected behavior of students not in group
- I. _____
- J. _____

Ending Class

- A. Putting away supplies, equipment
- B. Cleaning up
- C. Dismissing class
- D. _____
- E. _____

Interruptions

- A. Rules
- B. Talk among students
- C. Turning in work
- D. Handing back assignments
- E. Getting back assignments
- G. _____
- H. _____

Other Procedures

- A. Lunch procedures
- B. Student helpers
- C. _____
- D. _____

Room/School Areas

- A. Shared materials
- B. Teacher's desk
- C. Water fountain, bathroom, pencil sharpener
- D. Student desks
- E. Learning centers, stations
- F. Playground
- G. Lunchroom
- H. _____
- I. _____

Communicating Assignments

- A. Returning assignments
- B. Homework assignments
- C. _____
- D. _____

Checking Assignments in Class

- A. Students exchanging papers
- B. Marking and grading assignments
- C. Turning in assignments
- D. _____
- E. _____

Grading Procedures

- A. Recording grades
- B. Grading criteria
- C. Contracting with students for grades
- D. _____
- E. _____

Academic Feedback

- A. Rewards and incentives
- B. Posting student work
- C. Communicating with parents
- D. Students' record of grades
- E. Written comments on assignments
- F. _____
- G. _____

A Sample Format for Teaching

A Procedure

1. **Develop a mental set (Why is it needed?)**

Students understand the need for procedures and rules in a large group. They need to know your reason and how it fits into the way the class will function.

2. **Teach the rule/procedure in isolation**

Take time to teach your procedure at the beginning of the class or lesson. Signal students that you are about to show them (to decide with them) exactly how something is to be done in the room. Provide a visual cue like "Looks Like/Sounds Like," if appropriate.

3. **Provide a model**

In order to ensure all students understand exactly what you expect, you need to provide an explicit model to all. Your expectation could be completely different from previous teachers or experiences in other classrooms. Show what you mean.

4. **Check for understanding**

Find out if students are clear about what was just modeled/expected. Have a student or students tell or show what the rule or procedure looks like/sounds like. Role plays are helpful.

5. **Provide time for practice with feedback.**

Do not expect that ALL students will instantly understand and be able to follow your rule/procedure immediately. For some, this may be a new idea or expectation that takes time to learn. Give students clear, specific feedback early and often.

Teaching a Procedure

Teacher H explains to her students that the best learning occurs in a classroom that runs smoothly and orderly. She expects her students to move quickly and quietly from one activity to another so that they can spend as much time as possible on learning activities.

Mental set
(Why)

She shows students a kitchen timer and makes it ring. She lets students know that this timer will be a very important signal. When this bell rings students are expected to put away the materials they are using and move to the next activity as quickly as possible.

Cue and
Explanation

For example, after reading, students are to put away their reading materials as quickly as possible, get up from their seats, push in their chairs and move to one of the centers they were assigned to earlier. Teacher H asks a student to repeat the directions for the class and act out the directions. Student repeats the directions and acts out the procedure.

Teach/Model

At this point the teacher says she would like them all to practice. She rings the timer. The students immediately began putting their materials away, pushing in their seats and moving toward the assigned center. Several students sharpen pencils and get water.

Rehearsal

When everyone is at their designated place, Teacher H looks up at the clock and lets students know how much time they took and that she expects them to move faster. She tells them that this is not the time to get water nor sharpen pencils and they will be able to do that later. She asks students to turn to their partner and repeat directions one more time.

Feedback/
Check for
understand-
ing

She asks them to return to their seats, take out their papers and pens and get ready to practice again. Students return to seats and take out materials. The teacher rings the timer and students put away materials, push chairs up and go to centers.

Cue and
Rehearsal

After all students are settled, Teacher H smiles, tell them how quickly they moved this time and thanks them for doing a terrific job.

Feedback

TEACHING A RULE/NORM OR A PROCEDURE

Mental Set (Why)

Teach Model/cue and explanation

Rehearsal – Role Play

Check for understanding – feedback

Provide time for practice

20-9

KEYS TO THE CLASSROOM

In your small group, set procedures for how students are to come to the work area, what they should bring, what transition activity they are to do while waiting for the directed group to start, how they are to respond in a discussion (informally, raising hands, and so on), and if supplies are at the workstation, who distributes them, who collects them, and what procedures are to be followed in leaving the workstation.

Sample Procedure Chart for a Small-Group Teacher-Directed Lesson

1. Come quietly to group with materials.
 2. Follow directions on board for transition activity.
 3. Give attention to speaker in the group.
 4. Raise hand to speak unless it's open discussion.
 5. Clean up before leaving.
 6. Return quietly to your own seat and begin work.
-
1. Ven calladito a tu grupo con tus materiales.
 2. Sigue las direcciones en el pizarrón para la actividad transitoria.
 3. Fija tu atención en el orador del grupo.
 4. Levanta la mano para hablar a menos de que sea una discusión abierta.
 5. Limpia la estación.
 6. Regresa calladito a tu propio escritorio y comienza a trabajar.

Small-Group Rotations

Usually, a teacher sets up some kind of rotation system to ensure that he or she sees each student on a regular basis and has the opportunity to provide direct instruction to small groups. It is critical to train your students in the rotation system you choose before doing any in-depth content.

You need to think through the organization of any rotation times you will schedule. For example, during an hour-long language arts period, you might want to see 2 groups for 1 half hour each. That would mean that in a class with 4 groups, you would see each student every other day. Or you may wish to see each group every day. Therefore, you would need a 2-hour block for language arts or would see each group for only 15 minutes. Once you have decided for how long you will see each group, you have other decisions to make:

- ☑ What kind of adult help do you have? What will their responsibilities be? What kind of system will you use to tell them what to do?
- ☑ How will the students be grouped: by language, by ability, heterogeneously by language?
- ☑ What will the non-teacher-directed activities be: journals, spelling, workbooks, handwriting, listening center, oral reading?

20-15

Sample Procedure Chart for Class Meetings

1. Sit with bottoms on the floor (or all 4 legs of chair on floor).
2. Come empty-handed.
3. One person talks at a time; raise your hand to speak.
4. Focus on the speaker.
5. Participate.
6. You have the right to pass on a discussion.
7. Stay in the circle until the meeting is over.

1. Siéntate en el suelo (o con las cuatro patas de la silla en el suelo).
2. Deja todo en tu escritorio.
3. Levanta la mano para hablar; sólo una persona habla a la vez.
4. Fíjate en el orador.
5. Participa.
6. Tienes el derecho de no contribuir a la discusión.
7. Quédate en tu lugar en el círculo hasta que la junta termine.

Independent Workers

Spend several weeks training students on independent work. Think through exactly what behaviors will be acceptable during independent work time, and write up a chart explaining these. For instance, will you allow students to talk, to get out of their seats, to ask others for help? What if they need help to sharpen a pencil, get a drink of water, or go to the bathroom? What do they do when they finish their work? Set the procedures, and leave yourself free to monitor behavior. This means that if you're practicing independent time and they need help, you do not help them; instead, you have them follow the procedures that are set up. The following chart has examples of procedures.

Sample Procedure Chart for Independent Workers

1. Work by yourself or with a partner.
2. Focus on the assigned work.
3. Whisper if you need to ask a question.
4. Follow cooperative group procedures if you have a question: (a) Ask yourself, (b) ask a neighbor, (c) ask someone at another table.
5. Do not interrupt the teacher.

Establishing Rules/Norms

Other teachers, especially those of upper grades, prefer to have students begin by reflecting personally and writing about classroom rules. They might begin: "If these are our goals for the year, what do you think will be the one to three most important rules for our class?" For homework or as an in-class writing assignment, students then name the rules and explain why they think those are the most important ones. To help older students feel freer and more honest with this assignment, teachers can assure students that their responses will be kept confidential. Once the writings are complete, the teacher can assemble a list of proposed rules for discussion, perhaps noting how often each rule appeared in students' writings but without attaching names to the rules.

Help students frame the rules in the positive

Regardless of how a teacher goes about this initial task of generating rules with students, it's likely that many of the rules will be expressed in the negative, a clue, perhaps, to how children generally perceive rules in our society. For example, here's a first attempt at a list of rules from a third grade class:

Do not scare or yell at anyone.

Don't be rude.

Don't lie to the teacher.

Don't fight in line.

No fighting at recess.

Listen to the teacher.

Don't push anyone.

Be nice to other people.

Don't say swear words.

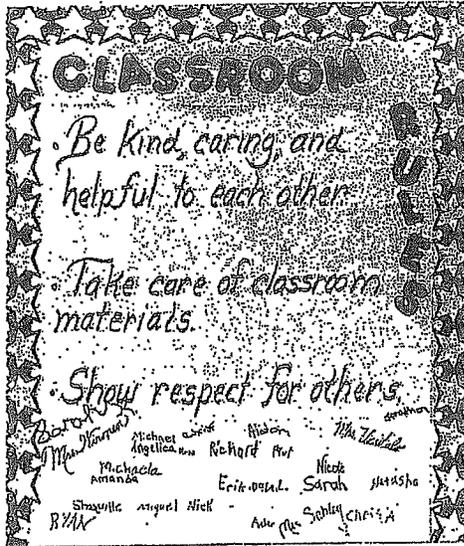
Don't run in the halls.

The task now is to help students reframe the rules in the positive. One way to do this is to stop every time a negative rule is expressed and ask students to try to reframe it in the positive. For example, when a child suggests, "Do not scare or yell at anyone," the teacher can say, "We don't want to scare or yell at anyone here. So if we're not going to scare or yell at anyone, how do you think we should treat or talk to each other?" Some responses from students might include:

"Talk to others in a respectful way."

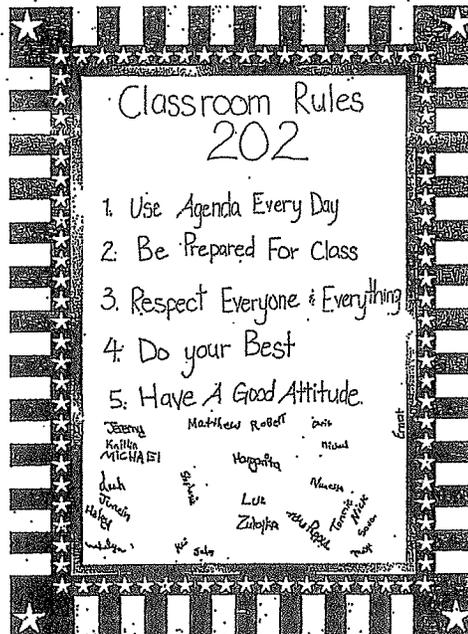
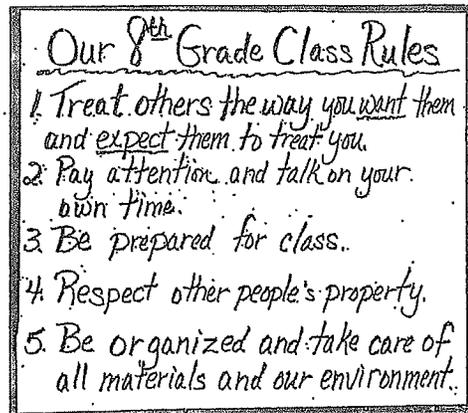
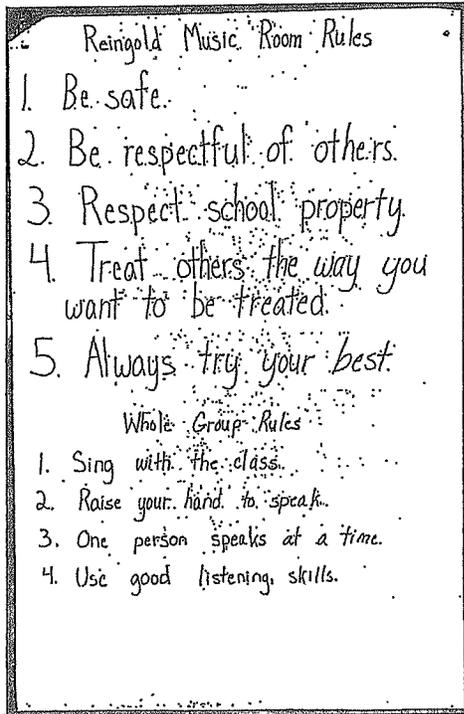
"Use a friendly voice."

"Stay in control even if you're mad."



Classroom rules can be displayed in a variety of styles, depending on the children's age and preference.

Creating Rules with Students



Logical Consequences
vs.
Punishment

Consequences

A consequence is anything that immediately follows a behavior. Consequences can be positive or negative and have an impact on the probability of the act being repeated. The following information describes the differences between logical consequences and punishment. There are times when each is appropriate, however, it is important that teachers understand the underlying principles for each.

A. Logical Consequences

- Underlying principles
 - related to misbehavior; make sense
 - no moral judgment, treat student with dignity
 - concerned with present and future behavior
 - present a choice
 - voice communicates respect and good will
 - emphasis on reality of social order

Examples:

1. Requiring (little or no effort)

Eye contact, having students state the rule, teacher restates the rule, move student to another seat where appropriate behavior can occur, "time out."

2. Requiring (moderate effort)

Have student make up missed work, discuss the matter, call the parent to involve them in positive plan of action, teach/practice an acceptable substitute behavior, loss of privilege.

3. Requiring (much effort)

Practice group problem solving situation, have parent come to school to discuss positive plan of action, set up a self-evaluation technique for the child to monitor own behavior, see principal.

4. Sample Logical Consequences

Name calling is the problem...

- The student must make a public apology
- The student must write a letter of apology

Student arrives late

- the first infraction results in a student conference
- the second infraction results in the student attending an after school class to make-up lost time
- the third infraction results in a parent student-teacher conference to find ways that the student can get to class on time

Student "borrows" an item

- the borrower must return the borrowed item
- the borrower must loan the student something of the student's choice for one day

Student talks when someone else is answering

- the student has to apologize to speaker
- the student must wait 5 minutes before speaking

B. Punishment

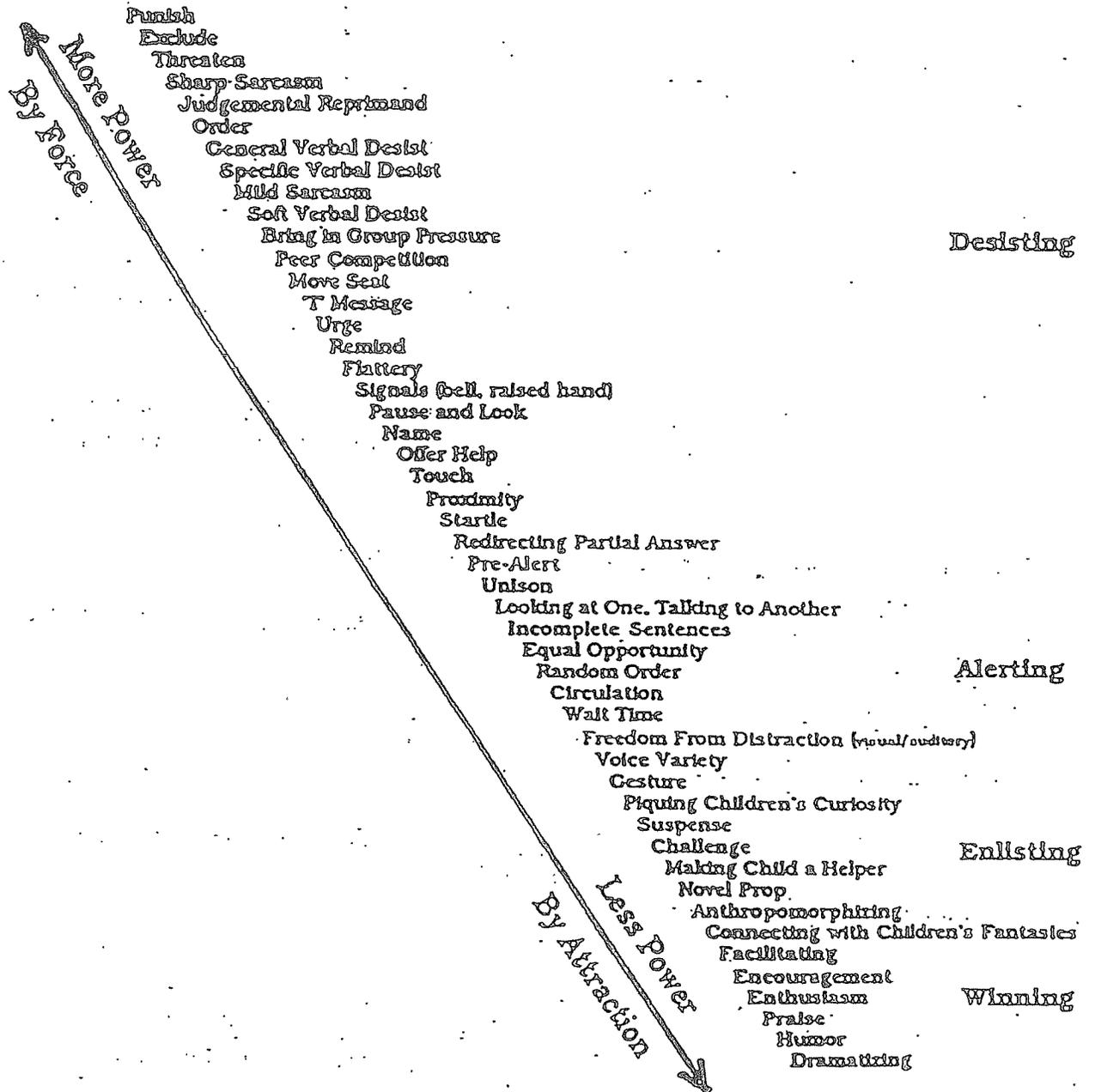
- Underlying principles
 - emphasis on power of personal authority
 - rarely related to the act/arbitrary
 - implies moral judgements
 - emphasizes behavior
 - threatens disrespect either open or implied
 - demands compliance

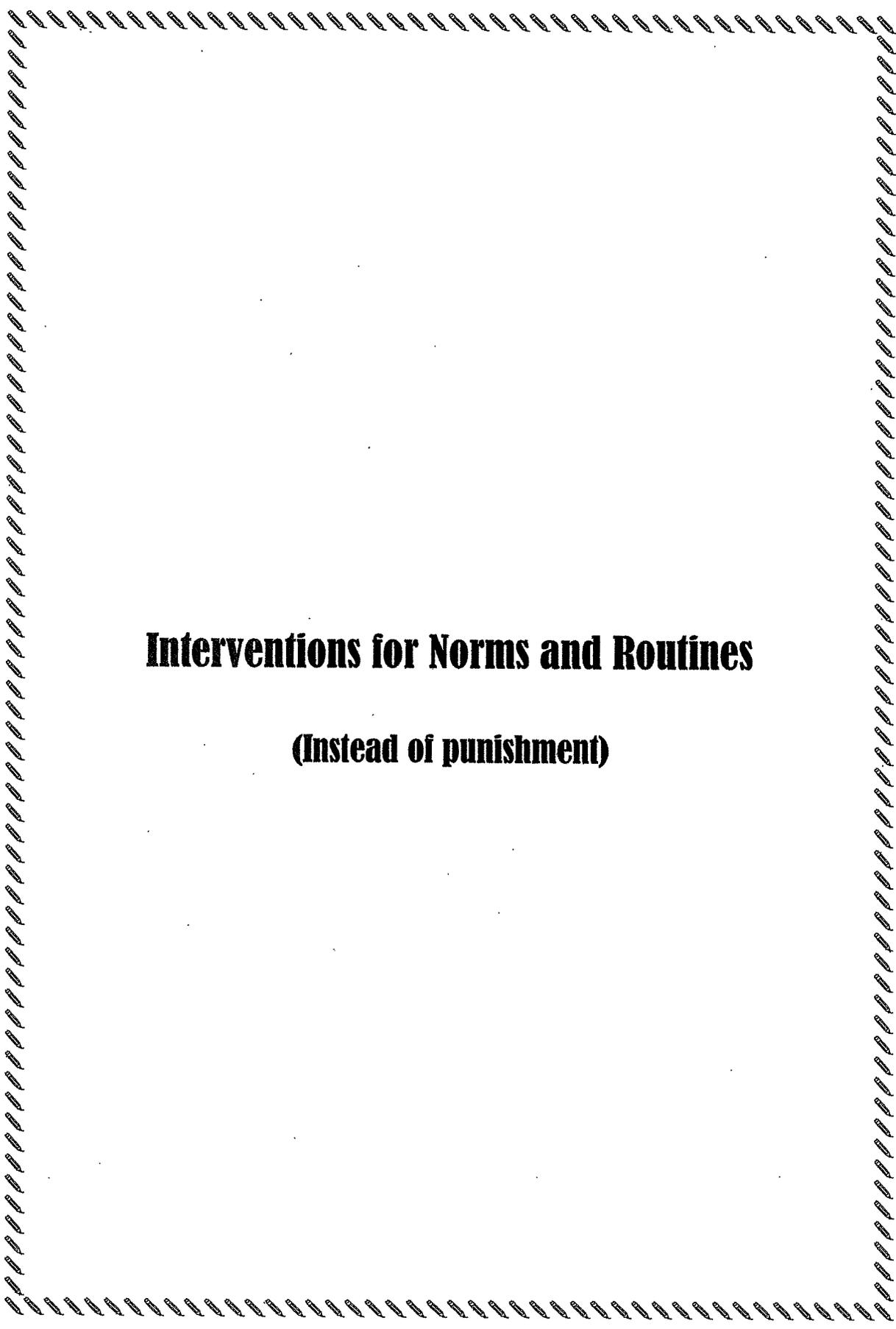
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RULES:

LOGICAL CONSEQUENCES

Continuum of "Attention" Moves





Interventions for Norms and Routines

(Instead of punishment)

Chapter 5

The Law of Least Intervention

Handling Minor Disruptions in the Classroom

It would be so easy if all we had to do were teach. In some classrooms, this almost seems to be the case. Students are actively involved and eager to learn. Discipline is not a problem—at least not a major one. Credit for such a productive classroom is often given to the management strategies teachers use with students. For example, taking time to teach procedures and routines at the beginning of the year encourages productive student behavior. Providing short practice activities or warm-ups at the beginning and end of classes eliminates potentially wasted time that could brew trouble. Providing interesting and relevant examples makes it easier for students to listen and learn. Maintaining a rapid pace with a strong accountability system built in doesn't leave time for inattention.

The fact is, however, that despite these proactive management strategies and efforts to present a good lesson, students will engage in minor disruptive activities: chatting while the teacher is talking, passing notes, and roughhousing. This type of misbehavior has increased, not decreased in recent years. One neuroscientist, (Hinshaw, 2000, p. 35) attributes this problem with attention and impulsivity to “increased demands for sustained attention, influences of media and video games, and faster pacing of society....”

It's not possible to eliminate this off-task behavior completely with proactive management, but it is possible to reduce it and minimize its impact on the classroom. Instead of giving in (and giving up) to the belief that kids are worse than they used to be and that the usual techniques no longer work, effective teachers develop alternative strategies. For example, one teacher from a large urban district was overheard complaining that he trembled whenever he turned his back on the class for fear of what might happen. Another teacher responded by saying that she'd learned to *avoid* turning

her back to the class to prevent misbehavior. The difference between the reactive and proactive attitudes was reflected in both the number and severity of problems these two teachers experienced.

Effective managers are intuitively using the *Law of Least Intervention* in handling minor misbehavior. They realize that when this type of misbehavior is not eliminated immediately, there is risk of a snowballing effect. Instead of two students chatting, half the class is soon involved. Or, what began as a minor roughhousing turns into aggressive fighting. Kids learn by example what they can "get away with." It is the "job" of adolescents, in particular, to test the limits of the classroom. The teacher who is trying to provide maximum time on task and reduce the severity of management problems is faced with the problem of eliminating this type of misbehavior without losing valuable teaching time.

Traditional Strategies

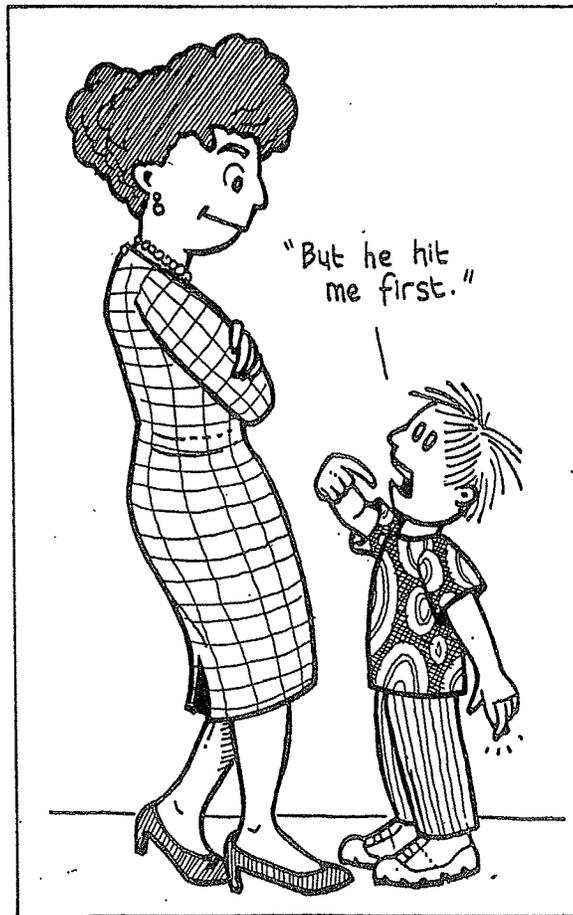
The choices for handling minor disruptions are many. Most of them will temporarily stop the disruption, but it is important to consider the ultimate effect of each strategy. The tough disciplinarian may administer punishment regardless of the degree or severity of misbehavior. Although immediate order may be regained, unpleasant feelings and an unspoken "I'll get even with you" threat are the risks—and kids don't have to play by the same rules as teachers. (Ask any secondary teacher who's had his or her name inscribed for posterity on a lavatory wall.) There's also the cumulative effect of continued unpleasant feelings in the classroom. A student's negative feelings at that instant may spread to negative feelings toward both teacher and subject matter, as well as to a generalized negative feeling toward school—which can spread to other students.

Resorting to the more aggressive techniques for dealing with discipline problems presents the teacher as a negative role model. Ironically, the teacher's response to the problem may cause a greater disruption to the learning environment than was caused by the student's misbehavior. For example, two students are chatting at their seats while the teacher is working with a small group. The teacher shouts a mini-sermonette to them over the heads of the rest of the class, who are working quietly. The entire class is interrupted and made uneasy. Although the unpleasant message wasn't directed at them, they can't help but experience its effect.

At the other extreme, in an effort to avoid being a tough disciplinarian and create those unpleasant feelings, some teachers choose to ignore the behavior, hoping it will go

away. They will risk escalation of misbehavior. Once misbehavior escalates, the teacher will be forced to deal with it, and this time the alternatives are limited. The forceful intervention that is now required is likely to produce even more unpleasant feelings and even stronger retaliatory actions.

Nagging is another trap some teachers fall into. "How many times do I have to tell you not to comb your hair in class, Kevin? This is the last time I'm going to tell you to get back in your seat, Miko." The nagging reminder serves only temporarily to stop the problem. As the behavior continues to occur, the teacher usually must resort to a more aggressive strategy. One teacher was observed making the following comments over a five-minute period of time: "I can't hear, you're too noisy! Sh! Sh! Excuse me! I'm



getting tired of having to shout!" Finally, in desperation, he told the class they would all have to make up ten minutes after school for not working quietly. Feelings of the students toward the class and teacher were far from positive that day.

Least Intervention Strategies

The *Law of Least Intervention* suggests a range of alternatives for handling minor misbehavior. These alternatives fill the gap between ignoring the misbehavior and using forceful intervention. The goals of using this continuum of choices are:

1. To maintain a positive feeling tone in the classroom—a characteristic of effective schools.
2. To maximize time on task—more time devoted to learning.
3. To present a positive role model.
4. To avoid generalized negative feelings toward teacher, subject, and school.

These goals are accomplished by handling minor misbehavior in a way that takes the LEAST amount of time and the LEAST amount of teacher effort, creating the LEAST unpleasant feelings and LEAST disruption to the learning environment.

Meeting these goals is often difficult for the teacher who feels the need to exert authority and control. This teacher becomes angry when students aren't making good choices and are off-task. Aristotle (as quoted by Goleman, 1995) invites us to examine our own social maturity:

Anyone can become angry—that is easy. But to be angry with the right person, to the right degree, at the right time, for the right purpose, and in the right way—this is not easy.

Automatic Scanner

The most basic requirement in using the *Law* is that the teacher must have an automatic scanner going at all times. That is, the teacher must continually scan all students in the classroom. This will not only prevent some misbehavior from occurring, it will also allow the teacher to spot misbehavior immediately, before it has a chance to escalate. Students will be aware of this watchfulness. Think of the automobile driver about to run a yellow light. The driver quickly and automatically looks around for any sign of law enforcement activity. If any is spotted, the driver decides to stop for the

Eye Contact

Now the automatic scanner stops. The teacher makes direct and prolonged eye contact with the student who has just poked a neighbor or whispered to a friend. The non-verbal message is, "I saw what happened. Don't do it again." The rest of the class is not even aware of the strategy as the teacher continues to teach, not changing tone of voice or expression. Should the teacher decide this strategy would not be effective (if, for example, the student will not look the teacher in the eye or several students are involved), it's necessary to move up the continuum of alternatives.

Physical Closeness

The teacher who is able to continue explaining or asking questions while moving about the room can stop problems with physical presence. To be the "teacher on roller skates," arrange desks or tables to allow immediate access to all students. Tethering yourself to the overhead projector, chalkboard, or stool encourages open season on off-task behavior by students in the corners of the classroom. Getting physically close to off-task students also allows for the direct eye contact that may not have been possible earlier, as "guilty" students may be reluctant to look at the teacher. This strategy is particularly effective during group discussion. When one student is speaking, it is often difficult for those in opposite corners of the classroom to hear. To fill the void, they may "create" their own activity. The teacher could walk in their direction. This physical closeness will cause immediate focus and encourage the student answering to speak up so everyone can hear.

Pause

The continual drone of the teacher's voice sometimes provides the cover some students need to engage in other than productive behaviors. Whispering to neighbors is not likely to be noticed by the teacher whose voice masks the sound! When the automatic scanner spots this unwanted activity, a prolonged pause in instruction may encourage immediate silence from all. If there are many students off task, this strategy is not as effective.

"The Look"

Every teacher has one! It takes only an instant to deliver and is best when the rest of the class is engaged in independent seatwork or small group work. In addition to the direct eye contact, it conveys the message "I mean it!" Combining the look with body posture leaning toward the student or having one hand on the student's desk causes some students to "melt!"