Effective Classroom Management
1-2-3 Magic!

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3 Steps to Effective Discipline

- Controlling undesirable behavior
- Encouraging good behavior
- Maintaining healthy relationships with your students
Classroom Structure

Organizing academic and behavioral expectations and consequences to help students understand that there is a predictable relationship between their behavior and the consequences of their behavior.

We must practice procedures/behavioral expectations just in the same way we would practice an academic expectations such as learning math facts.

There is no such thing as a life without structure. However, there are two kinds of structure: beneficial and pathological.
Classroom Structure

• It is recommended to establish no more than 5 rules.

• Rules should be posted in multiple, highly visible locations.

• Make sure to include rules concerning:
  – Respect for others
  – Respect for property
  – Assignment completion
Sit in the learning position

Track

Answer on signal

Respect others’ turns
Key Concepts…

Effective teaching is the best preventative discipline strategy.

A student who is doing his work will not be a discipline problem.
“In studies where models act one way and tell observers to act differently, children are more influenced by actions than verbalization (Bryan and Walbæk, 1970).

Teachers need to ensure that their instructions to students (e.g. “keep your desk tidy”) are consistent with their own actions (teacher’s desk is tidy).
(Schunk, p. 132)

“do as I say, not as I do....”
Stop behavior includes the frequent, minor, everyday problem behavior kids present to you, such as: whining, disrespect, talking out of turn, arguing, teasing, putting, yelling and getting out of one’s seat.

For stop behaviors, use 1-2-3 or “counting procedure”.

Start and Stop Behaviors…
Counting Undesirable Behavior
Why?

✓ Energy Savings!
✓ More time for work and fun
✓ Your authority is not negotiable
✓ The punishment is short and sweet
✓ Easy for others to learn
Time-Out Alternatives (TOAs):

- Loss of privilege
- Token fine
- Small chose or assignment
- Larger chore or assignment
- Note home or call home
- Reduced computer time
- Reduced group lunch or recess time
- Logical/natural consequences
- Getting started…role play
Start and Stop Behaviors...

**Start behavior includes constructive activities like:** cleaning up, doing work, practicing facts, transitioning from one activity to another, raising one’s hand and being nice to other people.

**For start behaviors, use a choice of tactics such as:** Praise, Simple Requests, Kitchen Timers, The Docking system, Natural Consequences, Charting, Cross Dialogue and a Variation of the “counting procedure”.

Start behavior strategies require a lot more thought and effort than counting does.
Encouraging Good Behavior

Start Behavior Tactics

Positive Reinforcement
Praise should be tailored to your students. Remember that your goal is to make the child feel good, not to embarrass them. Also, remember to keep praise specific.

Simple Requests
Watch that voice!
Keep request short (three words or less); one-step directions

Spontaneity is dangerous

Effective phrasing
“Do you want me to call your parents”; better: “I want your journal complete by lunchtime”

Kitchen Timers

The Docking system

Natural Consequences

Charting

Counting for brief start behaviors
Schoolwork, classroom jobs, transitioning – not good
Hanging up coat, putting away supplies

Cross Dialogue
T/S Game

- Review procedures and establish the reward explicitly before game.
- Teacher awards points to students for appropriate behaviors while verbally praising behaviors.
- Teacher gets point(s) if students do not follow procedures. “All eyes are not on the book. Point for me.”
- T/S game is woven into instruction.
The Tough Kid Tool Box

• Interval Behavior Contracts

• Chart Moves

• Mystery Motivators
Pop Quiz!

Just for practice, take this short Stop Behavior vs. Start Behavior quiz:

1. Anna is whining about wanting to share her Show and Tell immediately.
   STOP or START?

2. Seth does not begin working when the other students do.
   STOP or START?

3. James tells another student that she is stupid.
   STOP or START?

4. Karen drops her coat on the floor inside the doorway and then goes to her desk.
   STOP or START?

5. Tammy bursts into the classroom and yells, “It’s snowing outside!”.
   STOP or START?
Important Reminder

For **Stop behavior**, such as:

- Talking
- Disrespect
- Arguing
- Teasing
- Yelling
- Getting out of seat
- Etc.

Use the 1-2-3, or "counting" procedure.

For **Start behavior**, such as:

- Cleaning up
- Doing your work
- Raising your hand
- Transitioning
- Listening

Use Praise, Simple Requests, Kitchen Timers, The Docking System, Natural Consequences, Charting, the 1-2-3 Variation and Cross Dialogue.
Adults who want to believe in the Little Adult Assumption are going to rely heavily on words and reasons to change kids’ behavior.

But words and reasons are going to be miserable failures much of the time.
The Two Biggest Discipline Mistakes…

Too much talking and too much emotion.

When children are little, they feel inferior because they are inferior. Having the “power” by doing something that causes you to get upset temporarily rewards or feels good to the inferior part of the child.

If you have a student who is doing something you don’t like, get very upset about it on a regular basis and they will repeat it for you.
Teaching and Your Personality

Good teachers (as well as good parents) are both warm and demanding…

Being warm means showing caring and emotional support for students.

Being demanding – in the good sense – means expecting something from your kids, both in terms of academic work and behavior.
NO CHILD WILL THANK YOU…
SIX KINDS OF TESTING AND MANIPULATION

Badgering Temper (Intimidation) Threat Martyrdom Butter Up Physical Tactics

What to expect in the beginning… Immediate cooperators and immediate testers
The “magic” of the 1-2-3 procedure is not in the counting itself.

The power of the method comes primarily from a teacher’s ability to accomplish 2 goals:

Explain when necessary, then keep quiet.

Count as calmly and unemotionally as you can.
References

- http://www.resourcesforprofessionals.com/
- http://www.parentmagic.com/
Acknowledgements

• Lauren Wilburn, Daisy Elementary School

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