

# Tools for Teaching

## Study Group Activity Guide

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### Introduction

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## Building Study Groups

### Why Study Groups?

#### ***Mastering the Specifics***

*Tools for Teaching* is packed with specifics. If you are to master *Tools for Teaching*, you will need to study it chapter by chapter. The purpose of our Study Group Activity Guide is to provide the structure for making this study as productive as possible.

#### ***A Little Help from Your Friends***

Implementing *Tools for Teaching* will be a lot easier with a little help from your friends. Going through the book with a colleague will greatly increase your comfort level as you try out new ideas in your classroom.

You will receive even more help if you form a Study Group at your school site. The Study Group can help you perfect the skills of classroom management prior to implementation.

#### ***Affordable Staff Development***

With adequate structure, a brief after school meeting can become a significant learning experience. Hopefully, working with colleagues will become a permanent part of your school culture. Together you can go beyond “Tools.” After all, the greatest untapped resource in education is the collective experience of a group of teachers.

The Study Group Activity Guide structures learning activities that can be used indefinitely as you perfect your management skills. If you and a handful of col-

leagues work together on a weekly basis after you have *Tools for Teaching* under your belt, you will be able to solve most classroom management dilemmas as they arise. You could easily recoup your investment in Study Group attendance by reducing after school parent conferences and IEP meetings.

## Study Group Content

### ***Meeting Agenda***

The *Tools for Teaching* Study Group Activity Guide provides structure for 9 Study Group meetings of roughly 45 minutes duration plus an organizational meeting to help you get started. The 10 Study Group meetings will focus on the following skill areas:

- 1) **Working the Crowd and Room Arrangement:** (Chapters 1-4)
- 2) **Weaning Helpless Handraisers I:** Praise, Prompt and Leave (Chapters 5-6)
- 3) **Weaning Helpless Handraisers II:** Visual Instructional Plans (VIPs) (Chapter 7)
- 4) **Weaning Helpless Handraisers III:** Say, See, Do Teaching, Motivation and Accountability (Chapters 8-10)
- 5) **The First Week of School:** Rules, Routines and Standards (Chapters 11-12)
- 6) **Setting Limits I:** The Body Language of Meaning Business (Chapters 13-16)
- 7) **Setting Limits II:** Backtalk (Chapters 17-19)
- 8) **Responsibility Training** (Chapters 20-21)
- 9) **Omission Training and Preferred Activity Time** (Chapters 22-23)
- 10) **Dealing with Typical Classroom Crises** (Chapter 24-25)

### ***Meeting Structure***

Each Study Group meeting will contain the following:

- Focus questions – questions that structure the review and discussion of key concepts in each chapter of *Tools for Teaching*
- Study Group activities – simulations and practice exercises that build key management skills
- Performance checklist – a review of the steps of key management skills

# Study Group Activities

As someone who has spent a lifetime training teachers, I am most interested in structuring the practice and mastery of new skills. Study Group meetings, therefore, contain practice exercises that transform an after school meeting into a live workshop. These practice exercises range from simple skill building drills to problem solving with complex classroom management problems. The more complex practice exercises are described in detail in the addenda to the Study Group Activity Guide.

## Addendum One: Skill Building Exercises

- **Mess Up** – a simulation for practicing Praise, Prompt and Leave
- **Smile Practice** – an exercise for practicing relaxation in the face of back-talk
- **Goof Off** – a simulation for practicing Limit Setting
- **Partner Teaching** – a simple and efficient format for Say, See, Do Teaching.

## Addendum Two: Group Problem Solving Process

It is impossible for you to be a beginner and an expert at the same time. Some procedures will misfire the first time you try them due to sheer inexperience. You will need a little help from your friends *fast* or you may dump a procedure that would have great long-term value if done properly.

Addendum Two of the Study Group Activity Guide contains a Group Problem Solving Process that is extremely efficient while providing comfort for the person presenting the problem. In addition, the Group Problem Solving Process can be used to trouble shoot new problems as they arise.

## Addendum Three: Sharing Format

Teachers need to share ideas and observe each other's classrooms from time to time. The Study Group will coordinate these classroom observations.

After visiting a colleague's classroom, participants will need to give each other feedback. The group will need a format for giving feedback that is simple while providing safety and support for the person being observed. Guidelines for giving feedback are contained in Addendum Three of the Study Group Activity Guide.

# Study Group Supplements

## [www.fredjones.com](http://www.fredjones.com)

The Study Group Activity Guide is provided free of charge on our web site ([www.fredjones.com](http://www.fredjones.com)). We encourage you to download it and print copies for each participant. The web site also contains enrichment ideas and experiences contributed by teachers who are using “Tools” in their classrooms.

## Video Tool Box

Training videos for Dr. Jones’ *Positive Classroom Discipline* and *Positive Classroom Instruction* are presently available. A Video Tool Box to accompany *Tools for Teaching* is in production. The Video Tool Box will contain six videos of roughly 45 minutes duration. These videos will provide modeling of skills and procedures described in *Tools for Teaching* as well as the practice exercises described in the addenda.

## Tools for Teaching Conferences

Dr. Jones presents three-day *Tools for Teaching* conferences throughout North America to provide training in the skills of classroom management. While many of the participants are individual teachers, over half of the participants represent training teams from school districts or school sites. With *Tools for Teaching* as well as training videos and manuals for *Positive Classroom Discipline* and *Positive Classroom Instruction*, training teams can reproduce the skill building exercises that are presented at our conferences. See the conference section of our web site for current dates and locations ([www.fredjones.com/conferences](http://www.fredjones.com/conferences)).

# Tools for Teaching

## Study Group Activity Guide

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### Organizational Meeting

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## Study Group Structure

### Study Group Pledge

“I promise to read the assigned chapters of the book before coming to the Study Group meeting because I know that, if I do not, I will be wasting not only my time but everyone else’s as well.”

### Meeting Guidelines

If you receive significant benefit from attending your Study Group, you will keep attending. It is extremely important, therefore, that study groups be productive. Study Group guidelines are designed to ensure a minimum of wasted time. They embody years of experience with such groups.

#### ***Meet Regularly***

Meet on a regular weekly basis. When meetings are held less often such as bi-weekly, attendance tends to drop off. These meetings should be placed at the highest level of priority by both the principal and participating faculty so that they are never cross-scheduled with other faculty activities.

#### ***Keep the Group Small***

Group size should be kept small so that each member’s concerns can be addressed in a timely fashion. Work groups of this type are most productive when the size is limited to roughly 5-8 individuals. If you attempt to simplify scheduling by having one large group, attendance will drop off until you have one small group. At a given school site there may eventually be several study groups. Cross-scheduling can be minimized by having them all meet after school on the same

day. If you should have a large group attending your organizational meeting, this would be a good time to break up into smaller units.

### ***Start On Time and End On Time***

Most study groups will meet after school. Do not wait for everyone to show up. If you do, you will always start late. Keep the meetings short (45 minutes is most common), and always end at a preset time.

### ***Get To Work***

Somebody has to be responsible for saying, “Let’s get started.” That person is the Study Group Leader for that week’s meeting. Rotate the job so that everyone takes a turn. A simple agenda helps to get things started. For example, the meeting might begin with the sharing of a PAT.

### ***No Complaining***

We all have cares and worries that come from students and parents and administrators. If colleagues start bringing these issues into the Study Group, it will kill the Study Group. Colleagues who want to use group time to air complaints will consume the first half of the meeting, and those colleagues who would rather “get down to brass tacks” will quit coming.

### ***No Long-Term Agenda***

Focus on implementing *Tools for Teaching*. This is *not* a “mini” faculty meeting.

## **Study Group Leadership**

### ***Someone In Charge***

Learning exercises described in the addenda to the Study Group Activity Guide can transform the Study Group into a mini-workshop. However, somebody has to review the relevant practice exercises and be ready to lead them so that group time is not wasted on getting organized. Each meeting of the Study Group will, therefore, have a designated leader.

The job of Study Group Leader will be shared by all group members on a rotating basis. The Study Group Leader will be responsible for the following:

- **being in charge of the meeting:** The Study Group Leader will begin and end the meeting on time and be in charge of the agenda.
- **being the teacher for group learning activities:** The Study Group Leader will review the protocols for learning games and activities (see [Addendum One](#)) that are scheduled for their meeting.

- **being moderator of group problem solving:** The Study Group Leader will review the Group Problem Solving Process (see [Addendum Two](#)) so that he or she can moderate the Group Problem Solving Process should it be required.

### ***Leadership Sign-up***

<u>Week</u>	<u>Leader's Name</u>
1.	_____
2.	_____
3.	_____
4.	_____
5.	_____
6.	_____
7.	_____
8.	_____
9.	_____

Take a moment to sign up on the leadership roster.

## **Preparation for Next Meeting**

### ***Study Group Members:***

Read

Chapter 1: Learning from the “Natural” Teachers

Chapter 2: Focusing on Prevention

Chapter 3: Working the Crowd

Chapter 4: Room Arrangement

### ***Study Group Leader:***

- [Preview the next meeting's agenda.](#)
- Bring graph paper for everyone.
- Bring a roll of paper towels.

# Tools for Teaching

## Study Group Activity Guide

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### Meeting One

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#### ***Working the Crowd and Room Arrangement***

#### **Reading Assignment**

Chapter 1: Learning from the “Natural” Teachers

Chapter 2: Focusing on Prevention

Chapter 3: Working the Crowd

Chapter 4: Arranging the Room

#### **Focus**

The focus of this meeting is “working the crowd.” The means to that end is *room arrangement*.

The optimal room arrangement allows you to get from any student to any other student with the fewest steps. An optimal room arrangement, therefore, requires both *compactness* and *generous walkways*. Reconciling compactness with generous walkways will require a high degree of planfulness in the spatial arrangement of your furniture.

#### **Focus Questions**

- 1) The “natural teachers” make classroom management look easy. Why is it so important that *Tools for Teaching* save you time and effort? (pages 6-7)
- 2) Traditionally we have referred to the skills of classroom management as “our bag of tricks.” Why is it necessary to have a classroom management *system* as opposed to “a bag of tricks?” (page 17)



- 3) Describe the calculations that students subconsciously make as you move from the red to the yellow to the green zones? How does working the crowd “disrupt the disruptions?” (pages 22-25)
- 4) How does working the crowd provide “camouflage” for setting limits on disruptive students? (page 26)
- 5) Looking at the diagrams of room arrangements on pages 34-37, which pattern would work best for you? Do you need to remove some furniture in order to make space for your walkways?
- 6) If you have a classroom with work stations that cannot be moved, how could you arrange the furniture for brief presentations to the group that would allow you to work the crowd in at least an abbreviated form?

## Study Group Activities

### *Discuss the Focus Questions*

### *Design Your Room Arrangement*

Take the piece of graph paper supplied by your group leader and spend ten minutes drawing your room arrangement.

### *Move Furniture*

Nothing facilitates room rearrangement more than to have a few of your Study Group partners enter your classroom and say, “Well, where do you want the furniture?” Extra hands and some friends with which to brainstorm makes the job easy.

Divide the Study Group into “furniture moving squads” of three or four and make the rounds to each member’s classroom. Start by removing obstacles from the middle front of the classroom, and then lay out your interior loop.

Have the furniture moving squad sit in your desks. Unroll the paper towel (provided by your group leader) between your colleagues’ toes and the desks in front of them to represent a walkway. Adjust your room arrangement until all of your walkways are wide enough to allow easy passage.

### *Talk to the Custodian*

Before your next meeting, it might be a good idea to check with the custodial staff so that they know what you are doing and why. They may need to help you move cabinets or shelves. Ask them if there is anything you can do to make their job easier in the light of your need to work the crowd.

## Performance Checklist

- Remove barriers from the middle front of the classroom so you can bring the students' desks forward. Often, this simply entails moving the teacher's desk to one of the corners in the front of the room.
- Bring the students' desks as far forward as possible.
- If there is an overhead projector, see if you can place it so that it does not occupy "the best seats in the house." Sometimes you can turn it 90 degrees to project on a side wall. See if you can have a student operate the overhead projector in order to free you up to work the crowd.
- Lay out your walkways so that you can get from any student to any other student in the fewest steps. Usually the most efficient pattern of walkways will contain a "loop" in the middle of the room.
- If you have work stations that cannot be moved, see if you can have the students bring their chairs close to you for group presentations.
- Make your aisles wide enough so that you will not constantly be stepping over feet and backpacks. In order to reduce obstacles in the walkways, you may wish to have students lay their backpacks along the back wall so that only relevant books and materials are brought to the desks.
- Make sure that students are arranged in pairs to facilitate easy interaction. Switch students around until you have partner pairs that work well together.

## Preparation for Next Session

### *Study Group Members*

Read

Chapter 5: Weaning the Helpless Handraisers

Chapter 6: Simplifying the Verbal Modality

### *Study Group Leader*

- [Preview the next meeting's agenda.](#)
- Review the rules for playing "Mess Up" in Addendum One to the Study Group Activity Guide.

# Tools for Teaching

## Study Group Activity Guide

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### Meeting Two

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#### *Weaning Helpless Handraisers I: Praise, Prompt and Leave*

#### Reading Assignment

Chapter 5: Weaning the Helpless Handraisers

Chapter 6: Simplifying the Verbal Modality

#### Focus

The focus of this meeting is the giving of corrective feedback. We want to give clear feedback in the shortest amount of time so that we can:

- begin to wean the helpless handraisers.
- regain the ability to work the crowd.

We will concentrate on the *verbal modality*. What do you *say* when giving corrective feedback to a student? How can you give students all of the information they need and leave as quickly as possible?

#### Focus Questions

- 1) How many helpless handraisers do you have in your class? Are they the same students every day? How much of your time do they consume?
- 2) What forms of dependency and “clingyness” other than handraising do you observe in your classroom?

- 3) What are the limitations of long-term auditory memory that would govern our giving of corrective feedback? (pages 52-54)
- 4) Why do we always tend to find the error when looking at other people's work? (pages 54-55)
- 5) Why do people tend to get defensive when they are given corrective feedback? Have you observed this outside of your classroom? Have you experienced it? When? (pages 55-57)
- 6) Describe Praise, Prompt and Leave beginning with the relaxing breath. (pages 57-59)

## Study Group Activities

### *Discuss Focus Questions*

#### *Play "Mess Up"*

"Mess Up" is a game that allows you to practice Praise, Prompt and Leave. The protocol for playing this game is contained in [Addendum One](#) of the Study Group Activity Guide.

"Mess Up" is a game that simulates typical student-teacher helping interactions. During the game the group brainstorms good "Praise" and "Prompt" statements. Then, players practice them so that fluency in giving brief and focused corrective feedback is achieved.

To start the game, one of the Study Group members puts a VIP on the board. Use the VIP of long division on page 67 of *Tools for Teaching* to make things simple the first time you play. Group members will volunteer to play the roles of 1) student, 2) teacher and 3) moderator. The person who supplies the VIP always plays the role of *student* since they can best mimic the students' errors and speech patterns.

To begin the game, the *teacher* turns his or her back to the *student*. The *student* makes an error that is typical for this type of assignment. The *teacher* then turns around to look at the error.

After taking a relaxing breath, the *teacher* lists for the group the things that are right so far. Then, if the teacher is comfortable with the Praise statement, he or she moves on to the Prompt. The *moderator* engages the group in a discussion of both the Praise statement and the Prompt statement so that the person playing the role of the *teacher*, rather than being "on the spot," is part of group brainstorming. When the *teacher* and the group are comfortable with the Praise and Prompt statements, the *teacher* turns his or her back to the *student* in order to begin the next round.

## Performance Checklist

- When you see the error, take two relaxing breaths and clear your mind.
- Take a second look at the work, and ask yourself, “What is right so far?”
- Choose two features of correct performance that would be most useful to serve as a springboard to the prompt.
- Describe these two features in simple declarative sentences.
- As a bridge between the Praise and the Prompt, begin the transition sentence with the formula, “The next thing to do is...”
- Describe what you want the student to do next in one or two simple declarative sentences. Refer to any visual aides that are available, and mark on the student’s paper in any way that might be helpful.
- Turn and leave. Resist the tendency to “hang around” to see how the prompt turns out.

## Preparation for Next Meeting

### *Study Group Members*

Read

Chapter 7: Teaching to the Visual Modality

Bring

Each member of the Study Group will bring a VIP to the next meeting - something that they plan to teach during the following week.

### *Study Group Leader*

- [Preview the next meeting’s agenda.](#)
- Review the protocol for “[Mess Up](#)” in Addendum One.

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### Meeting Three

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#### ***Weaning Helpless Handraisers II: Providing Visual Instructional Plans (VIPs)***

#### **Reading Assignment**

Chapter 7: Teaching to the Visual Modality

#### **Focus**

The focus of this meeting is to:

- represent a lesson visually step-by-step.
- pre-teach the lessons playing “Mess Up” in order to trouble-shoot the VIP.

#### **Focus Questions**

- 1) Why is it so easy to “backslide” into verbosity after having mastered the art of giving simple verbal prompts? (pages 63-64)
- 2) What is the difference between a summary graphic and a VIP? (page 65)
- 3) How does a summary graphic open the door to wallowing? (page 65-66)
- 4) What are the main characteristics of a good *set of plans*? (page 66)
- 5) Who is the primary user of a lesson plan? (page 66)
- 6) How do VIPs aid the weaning process? (pages 64-68)
- 7) What are the various forms that a VIP can take? (pages 68-70)

## Study Group Activities

### *Discuss Focus Questions*

### *Play “Mess Up”*

The game of “Mess Up” can be played at two different levels. You can use it to practice Praise, Prompt and Leave as we did during the previous session, or you can use it to trouble-shoot a VIP.

Break into subgroups of 3 or 4 to once again play “Mess Up.” Take turns having each person present a VIP to the subgroup before playing “Mess Up” with that VIP. Participants should present a lesson that will be taught during the coming week. Have the person who presented the VIP play the part of the *student* since he or she will know best the types of errors that students make on this assignment.

Any flaw in the VIP will be revealed as you play “Mess Up.” “Mess Up” clarifies where gaps exist in the task analysis, where additional graphics are needed and where “chunks” of performance are too large or too small.

## Performance Checklist

### *VIPs*

- Define the performance that you want from students, and break it down into steps. This process of task analysis is made much easier if you perform the task yourself as you analyze it.
- Depict performance one step at a time. Make each step visual either through pictures, an outline or a Mind Map.
- As you play “Mess Up,” add or modify steps of the VIP if the group decides that clarity can be gained by doing so.

### *Praise, Prompt and Leave*

- Relax and give yourself a moment to assess what is right so far before speaking.
- If you choose to utilize a praise statement (which is optional), make it brief - one or two simple sentences.
- Keep the prompt brief and to the point. Exploit the graphics in the VIP to answer the question, “What do I do next?” in the fewest possible words.
- See if you can make an adequate prompt with just a phrase or a simple

sentence. Beware of the natural tendency toward verbosity that we all have. Guard against a lengthy explanation of the VIP.

## Preparation for Next Meeting

### *Study Group Members*

Read

Chapter 8: Integrating with the Physical Modality

Chapter 9: Creating Motivation

Chapter 10: Providing Accountability

### *Study Group Leader*

- [Preview the next meeting's agenda.](#)
- Review the protocol for [Partner Teaching](#) in Addendum One.
- Bring a VIP for a lesson that involves the teaching of a concept, idea or historical event.



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### Meeting Four

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#### *Weaning Helpless Handraisers III: Say, See, Do Teaching, Motivation and Accountability*

#### Reading Assignment

Chapter 8: Integrating with the Physical Modality

Chapter 9: Creating Motivation

Chapter 10: Providing Accountability

#### Focus

The focus of this meeting will be to practice **Partner Teaching** in order to get a feel for Say, See, Do Cycles.

#### Focus Questions

- 1) What is the most efficient way to create comprehension and long-term memory during the teaching of a lesson? (pages 74-76)
- 2) What is the role of Structured Practice in skill building? (pages 78-80)
- 3) How do you “do” a concept? (pages 79-80)
- 4) How does the cognitive overload typical of *Bop ‘til You Drop* teaching feed into the dependency of the helpless handraisers? (pages 80-81)

- 5) How would you monitor and check the students' work during each Say, See, Do cycle in your subject area?
- 6) What would your students like to do as sponge PATs? (pages 94-97)

## Study Group Activities

### *Discuss Focus Questions*

### *Practice Partner Teaching*

Partner Teaching is a simple and efficient way of making learning interactive. The protocol for playing this game is contained in [Addendum One](#) of the Study Group Activity Guide.

Briefly, the classroom teacher places students into partner pairs that work well together. One of the partners “goes first” in playing the role of the *teacher* while the other member of the partner pair plays the role of the *student*.

For any given Say, See, Do Cycle the classroom teacher presents a step to the group. Then, the partner who “goes first” (the *teacher*) presents the same step to the other member of the partner pair (the *student*). Then the partner pair switches roles and repeats the teaching process. Consequently, each member of the partner pair “learns by doing” and “learns best by teaching.”

Since this format is so simple, it is easy to organize. And, since the partner pairs are doing most of the work, the classroom teacher has plenty of time to supervise student performance during each step of the lesson.

### *Plan To Observe Each Other's Classrooms*

It is important to begin observing each other's classrooms as an avenue to sharing and mastering new skills. It is virtually impossible to analyze your use of a newly acquired skill while in the midst of teaching a lesson.

Divide the Study Group into partner pairs, and set up a schedule for one partner to observe the other during the coming week. Then, switch during the following week so that partners observe each other's classrooms during a two week period. Then, choose new partners for the following two weeks' observations.

Naturally, the most difficult part of partner observation is covering the classrooms of the observers. While this is never easy, “Where there is a will, there is a way.” Sometimes administrators can cover classrooms. Sometimes a substitute teacher can be hired to cover several classrooms in a single day. And, sometimes teachers can either “double up” or use “prep” periods to cover classrooms.

This Study Group Meeting focuses on one of the most important tools for teaching, the packaging of a lesson into a series of Say, See, Do Cycles. It would

be helpful prior to this first observation to have the partners meet to confer on the lesson being taught. This will not only put the teacher being observed at ease since the lesson is a shared endeavor, but it will also make it easier to analyze the extent to which Say, See, Do Teaching “worked.” Check [Addendum Three](#) for guidelines for giving feedback following an observation.

## Performance Checklist

### *Say, See, Do Teaching*

- Discuss the various forms that “doing” can take in your subject area.
- Define the form that “doing” will take for each “chunk” of your task analysis.
- What are the advantages of having students interact in pairs rather than in groups of four?

### *Motivation and Work Check*

- Clarify your method of work check during each Say, See, Do cycle.
- What work check aids might you need to speed up the process of work check.

## Preparation for Next Session

### *Study Group Members*

Read

Chapter 11: Succeeding from Day One

Chapter 12: Teaching Routines

Do

Begin observing in each others’ classrooms.

### *Study Group Leader*

- [Preview the next meeting’s agenda.](#)

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### Meeting Five

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#### *The First Week of School: Rules, Routines and Standards*

#### Reading Assignment

Chapter 11: Succeeding from Day One

Chapter 12: Teaching Routines

#### Focus

We will learn how to teach routines and establish high standards.

#### Focus Questions

- 1) How does Bell Work help to define the classroom as a work environment while eliminating the time wasted by “settling in.” (pages 117-119)
- 2) What icebreaker will you use during the first class period of the next semester? (pages 120-121)
- 3) In order to *act* like a teacher, you have to *think* like a teacher. Teaching embodies the following two timeless truths:
  - I say what I mean, and I mean what I say.
  - We are going to keep doing this until we get it right.

How are these two timeless truths embodied in your mindset and in your actions while teaching routines.

- 4) In teaching routines, it is easier to have high standards than to have low standards. How does practice, practice, practice isolate the “goof offs” while getting the rest of the group to support you in establishing standards? (pages 126-130)
- 5) How do you plan to organize chores in you classroom? (pages 131-133)
- 6) How do you plan to communicate your standards and expectations to parents? (pages 133-135)

## Study Group Activities

### *Discuss Focus Questions*

### *Practice Teaching a Routine*

- Choose a simple routine that you use almost every day in class. For purposes of illustration we will describe below teaching the class to *line up*, a routine that would logically precede the example given on pages 126-128 of *Tools for Teaching*- *passing through the halls quietly*.
- Role play the teaching of your routine with your colleagues. Use the example below as food for thought.

## Performance Checklist

- Review structural elements that would make teaching the class to *line up* properly as easy for you as possible.
  - Will you have one line or two as you pass through the halls?
  - Will you have assigned places in line?
  - Where will you place the students who tend to disrupt?
  - Where will you place the students that you trust the most?
  - How will students identify their places in line so they can line up properly as quickly as possible?
  - What verbal prompts will you use to start, stop and direct the routine?
- Have students line up in the desired order, and have each student identify the person to his or her right and left.
- Have students take their seats, and then begin practicing *lining up*. Set a goal for lining up quickly that can be easily reached with practice (for example, lining up in 5 seconds). Begin slowly with a target of perhaps 20

seconds, and emphasize the importance of walking in an orderly fashion. Once the students can find their places in an orderly fashion, gradually speed up the routine.

- Make a game out of reaching your goal. Keep practicing until you reach the goal at least twice in a row. Congratulate the class.
- Tell the class that this is the standard you will expect them to meet every time they line up. In addition, tell the class that, should the routine become slow or sloppy, they will simply practice some more until they can meet the standard.

## Preparation for Next Meeting

### *Study Group Members*

Read

Chapter 13: Understanding Brat Behavior

Chapter 14: Keeping it Positive, Keeping It Cheap

Chapter 15: Staying Calm, Staying Strong

Chapter 16: Meaning Business

Do

Continue observing each others' classrooms.

### *Study Group Leader*

- [Preview the next meeting's agenda.](#)
- Study the steps of Meaning Business (Chapter 16) so that you can lead skill practice during the Study Group Meeting.

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### Meeting Six

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#### *Setting Limits I: The Body Language of Meaning Business*

#### Reading Assignment

Chapter 13: Understanding Brat Behavior

Chapter 14: Keeping it Positive, Keeping It Cheap

Chapter 15: Staying Calm, Staying Strong

Chapter 16: Meaning Business

#### Focus

The focus of this meeting is to practice the body language of Meaning Business.

#### Focus Questions

- 1) The fight-flight reflex is quick, powerful and natural. How can you abort the fight-flight reflex *before* you downshift into your brainstem? (pages 172-173)
- 2) Why do we focus so much time and attention on “the turn?” How can an effective turn save you work? (pages 176-179)
- 3) “The turn” is as much about commitment as it is about follow through. Contrast the response of a teacher who means business with a “weenie”

when first seeing a typical disruption like “talking to neighbors.” (pages 180-185)

- 4) What are the key discriminative stimuli that the students read when you turn toward them? (pages 182-190)

## Study Group Activities

### *Discuss Focus Questions*

### *Do Smile Practice*

Smile Practice is an exercise for practicing relaxation in the face of backtalk. The protocol for playing this game is contained in [Addendum One](#) of the Study Group Activity Guide.

### *Practice Meaning Business*

- Practice relaxing breaths. These breaths are slow and shallow - the effortless rhythmic breathing of someone who is “dozing off.” Practice breathing as a group until you get the feel of it.

Practice your relaxing breathing to an eight-second count (*in* 1-2-3, *out* 4-5 and *wait* 6-7-8). Do not fill your lungs as in “deep breathing.” Rather, work on slowing yourself down and breathing in a calm fashion as you might while reading a book or watching television.

- Practice “the turn.” Your Study Group Leader will coach you through the six second turn as described on pages 185-186.

## Performance Checklist

Begin with excusing yourself from Robert (page 185), and in subsequent repetitions focus on:

- 1) turning slowly from the top down in a regal fashion. (page 186)
- 2) pointing your toes. (pages 186-187)
- 3) getting a focal point. (pages 187-188)
- 4) finding a relaxed position for your arms and hands. (pages 188-189)
- 5) relaxing your jaw to create your best Queen Victoria face.
- 6) waiting calmly to see what happens. The student will either get back to work, or they will not. You will know soon enough. Focus on passively waiting rather than “staring them down.”



# Preparation for Next Meeting

## *Study Group Members*

Read

Chapter 17: Following Through

Chapter 18: Eliminating Backtalk

Chapter 19: Adjusting As You Go

Do

Continue observing each others' classrooms.

## *Study Group Leader*

- Preview the next meeting's agenda.
- Review the [Group Problem Solving Process](#) in Addendum Two.
- Review the body language for “moving in” in Chapter 17.
- Review the body language for “dealing with backtalk” in Chapter 18.

# Tools for Teaching

## Study Group Activity Guide

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### Meeting Seven

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#### *Setting Limits II: Backtalk*

#### Reading Assignment

Chapter 17: Following Through

Chapter 18: Eliminating Backtalk

Chapter 19: Adjusting As You Go

#### Focus

The focus of this meeting is to practice staying calm and keeping your mouth shut in the face of backtalk.

#### Focus Questions

- 1) What are the main types of pseudo-compliance, and how do students use pseudo-compliance to cut deals? (pages 194-196)
- 2) In the poker game of meaning business, what are the choice points during “moving in” where students either raise or fold? (pages 198-202)
- 3) How does working the crowd combine with the body language of meaning business to create camouflage? (pages 206-207)
- 4) What is the meaning of, “It takes one fool to backtalk. It takes two fools to make a conversation out of it?” (pages 209-212)

- 5) What is your short-term response to backtalk, and how does that help you to have an effective long-term response? (pages 223-224)
- 6) How is reconciliation possible as an outcome of backtalk? (pages 223-225)
- 7) How does extreme neediness and extreme anger alter your use of body language in setting limits? (pages 228-231)

## Study Group Activities

### *Discuss Focus Questions*

### *Practice Moving In*

- Divide the Study Group into partner pairs to practice “moving in.” Have one partner be the *teacher*, and have the other partner be the *disruptive student*. The Study Group Leader will walk the *teachers* through “moving in” using the protocol in *Tools for Teaching* (pages 198-202).

As the teacher is moving in, the Study Group Leader will coach the *students* to demonstrate pseudo-compliance at every raise in the body language poker game. Repeat “moving in” two or three times until you get a feel for the give-and-take of the conversation in body language.

- Have *students* and *teachers* switch roles. Practice “moving in” a few more times so that everyone gets a feel for both slowing down and reading pseudo-compliance in students’ body language.

### *Practice Meaning Business with Backtalk*

- With the partner pairs from the previous practice exercise, practice relaxing in the face of backtalk (pages 217-220). Partners will again take turns being *teacher* and *student*.

Begin practice with the *teacher* standing at the *student’s* desk after “moving in.” The Study Group Leader will direct the *student* to give the *teacher* whiney backtalk in response to the *teacher’s* prompt.

Start at “palms” as you let the backtalk “go in one ear and out the other.” Next, practice moving in to “camping out in front” in response to the backtalk. Discuss when “camping out” would be a good idea and when it would be a bad idea. Switch roles and practice again.

- With the Study Group Leader directing the group, practice responding to “the last hurrah” as you thank the student for getting back to work and “the cheap shot” as you walk away. Switch roles and practice again.

## ***Problem Solving Process***

If any members of the Study Group have had a bruising experience using Limit Setting during the previous week, this would be a good time to employ the [Group Problem Solving Process](#) contained in Addendum Two. The Study Group Leader will act as moderator. The simple but effective prompts for problem solving can be read directly from the addendum.

## ***Playing “Goof Off”***

Goof Off is a simulation game that allows the group members to practice Limit Setting with realistic problems as they unfold. Goof Off is especially effective in helping the group map “uncharted territory” in management. With Goof Off, the group can brainstorm responses to tough situations and then rehearse the response as the basis for further problem solving.

If you do not have time to play Goof Off during this meeting, return to it in later weeks. It will provide your “advanced course” in Limit Setting. The protocol for playing Goof Off is contained in [Addendum One](#).

# **Performance Checklist**

## ***Moving In***

This scenario assumes a fairly typical student as opposed to a highly aggressive student. To gain a perspective on the management of atypical situations, read Chapter 19 (Adjusting As You Go). To troubleshoot specific responses to difficult management situations, role play that situation as part of “Goof Off.”

- Check the knees and feet of the students for pseudo-compliance. If you do not have full compliance, you have pseudo-compliance. Check the impulse to engage in silly talk, and walk to the student’s desk.
- Check the student’s lower body for a partial turn as he or she gets back to work. This level of pseudo-compliance is known as “giving the teacher half a loaf.”
- Check the student’s lower body for a partial turn after giving the student a visual prompt to turn forward and get to work. Counter pseudo-compliance with a verbal prompt. You will end up at “palms.”
- Stay at palms and watch the student work until you have a stable pattern of work. If the student checks you out with “eyes up, eyes down,” hang in there a little longer.
- Thank the student pleasantly, and stay down at palms as the student continues working. Do not stand up until you feel that you have a stable pat-

tern of work. If a second student is involved, repeat the above steps.

- When both students are busy with the assignment, stand and take two relaxing breaths as you observe them working. Then, slowly move out.
- Turn fully and point your toes toward the disruptive students and take a relaxing breath before working with another student. If the students look up at this point, they will see a teacher who is quite willing to return if necessary.

### ***Responding to Backtalk***

- Should you receive backtalk, take two relaxing breaths so that you do not react emotionally. Let the words go “in one ear and out the other.”
- Either stay at “palms” or move in to “camping out in front.”
- Wait until the student runs out of gas. Then, wait some more.
- Direct the student back to work with a visual prompt if necessary. A verbal prompt at this point will often stimulate more backtalk.
- As you watch the student work and as you relax, consider whether any special long-term response is called for in this situation. If not, thank the student for getting back to work and stay down as you take another relaxing breath. Then stand, relax and move out as you normally would.

### ***Responding to “The Last Hurrah”***

- Sometimes, when you thank a student, they make an unpleasant remark such as, “Yeah, right.” or “You didn’t help me.” etc.
- Relax and let it go “in one ear and out the other.” The last hurrah can catch you off balance, but it is just more of the same backtalk. If you keep your mouth shut, the student will usually run out of gas and get back to work.
- Stay down and watch the student work until you have a stable pattern of work. Then, stand slowly and take two relaxing breaths.

### ***Responding to the “Cheap Shot”***

- Sometimes, as you walk away from a student, they make an unpleasant remark such as, “Big deal.” or “I’m impressed.” Obviously, the student wants very much to have “the last word.”
- If you hear a remark, you must respond to it. In classroom management you cannot turn a “deaf ear” to a problem anymore than you can turn a “blind eye.” If you know it happened, so does the whole class.

- Stop and take a relaxing breath. There is no sudden or dramatic response that will help you. Rather, think of your response as part of training the students to treat you as you wish to be treated.
- Turn slowly, pause and walk slowly back to the edge of the students desks. Take two relaxing breaths and move slowly to “Palms.” Watch the students work until you have a stable pattern of work.
- Thank the students for getting back to work. If you do not know which student took the “cheap shot,” thank the students collectively (“I appreciate your getting back to work.”). Then stand slowly and move out as before.

## Preparation for Next Meeting

### *Study Group Members*

Read

Chapter 20: Building Cooperation

Chapter 21: Teaching Responsibility

Do

Continue observing each others’ classrooms. Switch partners for the next two-week observation cycle, and switch partners every two weeks after that. Eventually each member of the Study Group will have observed the classroom of every other member. The more colleagues you observe, the more “tricks of the trade” you will learn.

Bring

The Study Group Leader will ask for a volunteer to share a PAT with the group during the next meeting. The teacher who volunteers will serve as the “PAT person” for the week.

The “PAT person” will lead the group in playing on of his or her favorite PATs, as opposed to just discussing it, so that the group can learn by doing. In addition, the “PAT person” will write up a brief protocol of the PAT that will serve as the beginning of the group’s PAT Bank.

### *Study Group Leader*

- [Preview the next meeting’s agenda.](#)
- Review the [Group Problem Solving Process](#) in Addendum Two.

# Tools for Teaching

## Study Group Activity Guide

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### Meeting Eight

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#### *Responsibility Training*

#### Reading Assignment

Chapter 20: Building Cooperation

Chapter 21: Teaching Responsibility

#### Focus

- Implementing Responsibility Training
- Learning to exploit PAT bonuses
- Starting a PAT Bank

#### Focus Questions

- 1) It is impossible to learn money management without having money to manage. Similarly, it is impossible for students in your classroom to learn time management without having time to manage. How do we give the students an “allowance” of time to manage in order to create a vested interest in managing it wisely? (pages 244-249)
- 2) How do you implement Responsibility Training? (pages 251-252)
- 3) How do Hurry-up Bonuses train students to hustle? (pages 252-261)
- 4) How can the time loss condition seduce teachers into abusing Responsibility Training? (page 257-259)

- 5) What are Automatic Bonuses used for, and how do you implement them? (pages 261-261)
- 6) How might you layer bonuses so that the students could work for a long-term goal without giving up short-term incentives? (pages 263-264)
- 7) How often should you schedule PAT for your students? (pages 248-249)

## Study Group Activities

### *Discuss Focus Questions*

### *Get Ready to Implement Responsibility Training*

- Review the procedures for implementing Responsibility Training in Chapters 20-21
- Review the PAT ideas contained in the appendix of *Tools for Teaching* (pages 323-333).

### *Share PATs*

- Begin a tradition of sharing one PAT per Study Group meeting. The “PAT person” will teach the group one of his or her favorite PATs.
- Begin to build a PAT Bank by collecting protocols for all of the PATs that are taught during the Study Group meetings.
- Sign-up to teach a PAT during subsequent Study Group meetings on the PAT Sign-Up List below.

<u>Week</u>	<u>PAT Person's Name</u>
1.	_____
2.	_____
3.	_____
4.*	_____
5.*	_____
6.*	_____
7.*	_____
8.*	_____

\* You may wish to keep meeting after you have read the book just to share PATs.



## Performance Checklist

- Determine the time frame for giving PAT to your students, and build your daily schedule around it.
- Explain PAT to your class, and post your gift of PAT on the classroom PAT tally.
- Give the class a free PAT so that they know what you mean by PAT. Use an enrichment activity or a learning game rather than “free time.”
- Ask the group if they would like to have PAT as part of their normal classroom routine. You may have them vote on it just to increase ownership.
- Explain bonuses to the class so that the group can see how *they* are in control of the duration of the PAT. To avoid cognitive overload, you may wish to do this part the following day. Give them a tease like, “Tomorrow I will tell you how to make PAT even longer.”
- Explain dawdling and the loss of PAT after explaining bonuses.
- Post your gift of PAT on the classroom PAT tally, and begin.

## Preparation for Next Meeting

### *Study Group Members*

Read

Chapter 22: Turning Problem Students Around

Chapter 23: Initiating Preferred Activity Time

Do

Observe each others’ classrooms.

Bring

The “PAT person” will bring a favorite PAT to teach the group.

### *Study Group Leader*

- [Preview the next meeting’s agenda.](#)
- Review the [Group Problem Solving Process](#) in Addendum Two in case someone should bring a problem to the group.

# Tools for Teaching

## Study Group Activity Guide

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### Meeting Nine

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#### *Omission Training and Preferred Activity Time*

#### Reading Assignment

Chapter 22: Turning Problem Students Around

Chapter 23: Initiating Preferred Activity Time

#### Focus

- Learn how to implement Omission Training.
- Learn how to “piggyback” other management agenda onto Responsibility Training using the Omission Training format.
- Learn more about PAT.

#### Focus Questions

- 1) Omission Training is the general name given to an incentive system that trains a person or a group of people *not* to do something. How can you reinforce someone for *not* doing something? (pages 272-273)
- 2) How does Omission Training combine with Responsibility Training to create a powerful, cheap and positive means of dealing with difficult and chronic classroom management problems? (page 273)
- 3) What are the elements of the “heart-to-heart talk” with Larry? (pages 273-276)

- 4) How can Omission Training make Larry popular? (pages 276-277)
- 5) How do you use Omission Training to protect automatic bonuses? (pages 280-281)
- 6) How might you extend Omission Training beyond discipline management to “piggyback” other management agenda, such as motivation, on to Responsibility Training? (pages 281-283)
- 7) What forms of team competition have you found most effective in your classroom?

## Study Group Activities

### *Discuss Focus Questions*

### *Share Another PAT*

The next person on the PAT Sign-Up List will teach the group his or her favorite PAT. Make sure that you play the game for 5 or 10 minutes to get a feel for it. Add the protocol for the PAT game to your PAT Bank.

## Performance Checklist

- When the “big altercation” occurs, take two relaxing breaths in order to give yourself a chance to remember Omission Training before going to your Back-Up System. (The biggest problem with Omission Training is that, since it is seldom needed, it is forgotten when the time finally arrives.)
- In your immediate response to the provocation, particularly if Larry has made a “big deal” out of PAT being “stupid,” acknowledge that you cannot *make* someone like PAT. This gives Larry some “space” and can often diffuse the situation.
- If you cannot diffuse the situation gracefully, you may have to go to your Back-Up System on the spot. If you can finesse the crisis in the short term, make arrangements for your “heart-to-heart talk” with Larry before he goes home.
- If, as a result of your “heart-to-heart talk,” Larry decides to meet you half-way, initiate Omission Training. Describe the new program to the class in very simple terms *after* Larry has earned the first bonus minute. Thus, the program is presented to the class in positive terms.

# Preparation for Next Meeting

## *Study Group Members*

Read

Chapter 24: Dealing with Typical Classroom Crises

Chapter 25: Exploiting the Management System

Do

Continue to observe each others' classrooms.

Bring

The next person on the PAT Sign-Up List will bring the protocol of a favorite PAT to add to the PAT Bank. The "PAT person" will take the first 5-10 minutes of the Study Group meeting to teach the PAT to the group.

## *Study Group Leader*

- [Preview the next meeting's agenda.](#)
- Bring a copy of the school discipline code and/or the district discipline code.
- Review the [Group Problem Solving Process](#) in Addendum Two in case a group member should have a management problem in need of immediate attention.

# Tools for Teaching

## Study Group Activity Guide

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### Meeting Ten

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#### *Dealing with Typical Classroom Crises*

#### Reading Assignment

Chapter 24: Dealing with Typical Classroom Crises

Chapter 25: Exploiting the Management System

#### Focus

- Clarify your Small Back-up Response Options and their function in preventing crises.
- Clarify your Medium and Large Back-up Response Options.
- Clarify the decision ladder as it operates at your school site so that problem solving can be systematic rather than “on the spur of the moment.”

#### Focus Questions

- 1) What kind of message does a Small Back-up Response give to the student who is “really pushing it?” (page 304)
- 2) How are Small Back-up Response Options an extension of Limit Setting? How does working the crowd camouflage your entrance into the Back-up System? (pages 304-306)
- 3) Why is the likelihood of the student’s folding in response to a warning a function of your skill and consistency in Limit Setting? (pages 306-307)

- 4) What are your Small Back-up Response options? (pages 307-309) Do you have any other Small Back-up Response options that work for you?
- 5) What are the critical features that might make time-out in a colleague's classroom effective? (pages 310-311)
- 6) What are the three levels of discipline management, and how does the decision ladder differ from primitive discipline? (pages 314-320)
- 7) How does a positive approach to discipline management turn common sense upside down? (pages 320-321)

## **Study Group Activities**

*Discuss Focus Questions*

*Develop a Plan for Time-Out in a Colleague's Classroom*

*Share another PAT*

## **Preparation for Next Week**

*Study Group Members*

Read

Website: [www.fredjones.com](http://www.fredjones.com) (page 335)

Do

Continue to observe each others' classrooms.

Discuss

Do we want to continue meeting in order to share and problem solve?

# Tools for Teaching

## Study Group Activity Guide

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### Addendum One

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#### Skill Building Exercise I

##### *Mess Up*

#### Objectives

- The practice of Praise, Prompt and Leave
- Troubleshooting a VIP before presenting it to students

#### Materials And Preparation

- A lesson plan in VIP format prepared by each participant
- The materials and equipment normally used to present the lesson.

#### Participants

- A group of 3-5 teachers
- The Study Group Leader or a colleague serving as coach

#### Roles

- Teacher
- Student who “messes-up”
- Coach

# The Play

- 1) A member of the Study Group presents:
  - a lesson plan in VIP format for all to see.
  - a sample practice exercise for the lesson.
- 2) Participants take the roles of:
  - *coach*
  - *teacher*
  - *student*

The colleague who presents the VIP will play the role of *student*. They are best able to mimic the errors that students make on this assignment.

- 3) The *teacher* turns his or her back to the *student* as the *student* begins the practice exercise. While performing the first part of the practice exercise, the *student* makes an error. After they have “messed-up,” they say “Ready.”
- 4) The *teacher* turns around to look at the *student’s* performance while they:
  - take two relaxing breaths.
  - formulate their Praise statement.
- 5) If the *teacher* is comfortable with the Praise statement, he or she proceeds to the Prompt. If the *teacher* is not comfortable, the *coach* turns to the group and conducts some informal group brainstorming. Use a simple, open-ended prompt such as, “What do you think the student has done right so far?”
- 6) Next, the *teacher* formulates a Prompt statement. Once again, if the *teacher* is not comfortable with the Prompt, the *coach* will engage the group in brainstorming. The *student* is encouraged to give input during group brainstorming as an additional check on the clarity of the Praise and the Prompt.
- 7) When everyone is comfortable with the wording of corrective feedback, the *teacher* delivers a Praise/Prompt statement to the *student* in simple language. To develop brevity of prompting, the *coach* will then say, “See if you can say that in half as many words.”
- 8) The *teacher* then turns around as the *student* proceeds to make another error on the assignment. After the student makes the next “mess-up,” he or she says “Ready,” and the process of generating a Praise/Prompt statement is repeated.



# Skill Building Exercise II

## *Smile Practice*

### Objectives

- The practice of relaxation in the face of mild provocation.
- The practice of relaxation in the face of backtalk

### Participants

- A group of teachers of any size divided into partner pairs
- The Study Group Leader serving as coach

### Roles

- Teacher
- Student
- The Study Group Leader serving as coach

### Relaxation Instructions

The only way to learn to relax under pressure is to practice relaxing under pressure. Relaxation in this situation, however, is a skill with several key components. The coach will explain the following to participants before the beginning of Smile Practice.

- 1) **Get a focal point:** Teachers will have an easier time relaxing if they do not look their partner in the eye since eyes are so expressive. Rather, it is better to get a focal point between the eyebrows that gives the illusion of eye contact.

Relaxation at this level is a game of concentration. When participants have good concentration, their focal point is about the size of a quarter, and they do not really “see” the other person. Everything outside of the focal point is slightly blurred. Should participants lose concentration, however, the focal point expands rapidly so that they see the other person complete with gestures and facial expressions. When they see the other person, they tend to react.

As an alternative strategy, participants can throw the other person out of focus by slightly crossing their eyes. As with a focal point, this slightly blurs the other person and creates emotional distance between participants and their partners.

- 2) **Leave the scene of the crime:** If participants do not occupy their minds with some calming thought when playing the role of *teacher*, their thoughts will be occupied by the outrageous behavior of their partners, and they will tend to react. Participants playing the role of *teacher* will have to imagine a scene that is innately calming. The teachers will, in effect, be daydreaming. With practice this becomes a calming mindset which translates emotionally into, “This too shall pass.”

## The Play

- 1) In each partner pair one person plays the role of *teacher* while the other person plays the role of *student*. After the first round of Smile Practice, partners switch roles so that everyone gets to play the part of *teacher* during Smile Practice.
- 2) The objective of Smile Practice is to give the *teacher* a chance to practice relaxing under pressure. The game is played in four parts representing four levels of “pressure” or provocation. The four levels are as follows:
  - The *student* trying to make the *teacher* laugh from a seated position.
  - The *student* trying to make the *teacher* laugh from a standing position.
  - The *student* giving the *teacher* backtalk (from a standing position).
  - The *student* shouting at the *teacher* (brief).
- 3) The game begins on a light-hearted note with the *teachers* standing and facing their partners who are seated. On a signal from the *coach*, the *students* act silly or in some way try to make their partners laugh.
- 4) *Teachers* are told to keep working on relaxation even if they “lose it.” If they laugh, the *teachers* are to close their eyes, relax, breathe in gently and open their eyes as they exhale. The *coach* moves among the participants encouraging them and keeping them on task as participants tend to start talking after someone “cracks” rather than getting back to work.
- 5) After the *teachers* get good at relaxing under mild provocation, the *coach* says:

*“Teachers, relax and get your best composure. Students, you may now stand in front of your partner as you try to make them laugh. Ready ... go!”*

6) After the *teachers* get good at relaxing at this level, the *coach* says:

*“Teachers, relax and get your best composure. Students, you will now get in your partners face and give them backtalk. Anything that you have ever heard is fair game. Ready ... go!”*

7) After the *teachers* get good at relaxing with backtalk, the *coach* says:

*“Alright students, let’s up the ante. Get in your partners face and shout! ‘Quit looking at me!’ ‘Get out of my face!’ Let me hear you shout. Ready ... go!”*

8) The first round of Smile Practice ends in a tumultuous uproar with people laughing at colleagues who are “letting it all hang out.” Several minutes of loud and animated conversation typically ensue. Then, after the group settles down, the *coach* asks the following questions:

*“Students, how many of you felt at every level that, the longer it went, the harder it was to keep it going? How many of you eventually felt foolish?”*

It is a revelation for participants to realize how vulnerable students make themselves when they engage in backtalk. If the student does not get the teacher off balance right away, their position becomes increasingly untenable.

Then, the coach asks the following question:

*“Teachers, how many of you felt that the longer you practiced, the easier it became to relax and get in the “zone” where nothing bothered you?”*

It is a revelation for participants to realize that they can deal with backtalk in a relaxed fashion without getting pulled into the student’s melodrama.

Smile Practice, therefore, serves a dual function of practicing relaxation under pressure and of preparing the teachers for understanding the management of backtalk in the short-term (i.e. while the backtalk is occurring).

- 9) For the second round of Smile Practice, have the participants reverse the roles of *teacher* and *student*. The second round of Smile Practice is referred to as “Sweet Revenge.” It is important, however, for the *coach* to stress that backtalk does not occur until *students* are instructed to do so. Without this instruction, *students* will often begin Smile Practice with backtalk since they are so focused on that topic. Rather, each group of *teachers* needs a chance to practice relaxation under the low threat of comedy and silliness before getting to backtalk.

# Skill Building Exercise III

## *Goof Off*

### Objectives

- The practice of Limit Setting
- Developing strategies for difficult to manage situations

### Participants

- A group of 3-5 teachers
- The Study Group Leader or a colleague serving as coach

### Roles

- Teacher
- Disruptive students
- Coach
- Observers (optional)

### The Play

Study Group members will volunteer to play the roles of 1) two *students* who are disrupting or “goofing off” and 2) the *teacher*. It is paramount that the *teacher* who is learning to “mean business” be made to feel safe and supported by the group during this exercise rather than “on the spot.” Safety will be produced by the *coach* carefully adhering to the process described below.

#### ***Set The Scene***

The *coach* will describe the upcoming scene so that colleagues playing the role of *disruptive students* will know exactly how and when to disrupt and when to quit. Setting the scene structures the performance of the *disruptive students* in order to prevent them from becoming outrageous. It also protects the *teacher* from being surprised. For example, the *coach* might say:

“In this scene the two disruptors will be ‘talking to neighbors.’ Let’s take ‘moving in’ as far as ‘palms’ with the usual pseudo-compliance. Then, give the teacher ‘whiney’ backtalk.

“Go to ‘camping out in front’ just to see what it feels like. I’ll stop you when the backtalk seems to be running out of gas.”

### ***Model***

The *coach* will model for the *teacher* exactly what to do as they walk everyone through the scene. The *coach* can either take part of the limit setting sequence exactly from *Tools for Teaching* (Chapters 16 and 17), or they can construct a scene using suggestions from group members.

As the *coach* models, the person playing the roll of *teacher* walks with the *coach*. Thus, the modeling provides a dry run for the *teacher* so that the routine will have been rehearsed immediately prior to performance.

### ***Prompt***

During the second walk-through of the scene, the *teacher* and *coach* switch roles. As the *teacher* deals with the students’ misbehavior, the *coach* watches closely. Through quick and precise prompting the *coach* can correct errors as they occur so that they “build it right the first time.”

Prompts take the form of “stage directions” – one-liners that direct the *teacher’s* actions. There is no reference to error, and there is no discussion. The *coach’s* objective is to create correct “muscle memory” without being intrusive.

The *teacher* must make the management decisions, however. The *coach* must wait for the *teacher* to commit to a course of action before intervening. To talk the *teacher* through the performance sequence takes decision making out of the *teacher’s* hands and reduces Guided Practice to Structured Practice.

### ***Feedback***

During the feedback portion of the practice sequence, the group will use the process of corrective feedback described below in order to guarantee safety. The feedback process has four distinct steps:

- a. **Praise:** The first job of the *coach* is to describe the strengths of the *teacher’s* performance.
- b. **Ask the *teacher* how he or she experienced the walk-through:** We will always want the *teacher* to be the first person in the group to comment. Typically the *teacher* will experience satisfaction with his or her performance due to adequate modeling and prompting by the *coach*. If the *teacher* is aware of some deficit in performance, it is better that he or she describe it to the group than visa versa. Usually, the *teacher* will also describe what they plan to do differently the next time through due to insight they gained from the role playing.

- c. **Ask the disruptive students how they experienced the scene:** The real experts in role playing are the *disruptive students*. The *teacher* may have feelings about the performance as may the *coach*, but the final readout will have to be supplied by those who were the recipients of the Limit-Setting. If they say it was good, it was good. And, if they say something has to be changed, this feedback will provide much of the structure for the next practice cycle.

The *coach* is, in effect, structuring a dialogue between the *teacher* and his or her colleagues about how best to deal with this particular situation. In almost all cases the net result of peer feedback is both problem solving and confidence building.

- d. **Feedback from observers and group members other than those directly involved in skill practice:** Sometimes there are members of the group who, not having a specific role to play, just observe. These observers often notice aspects of performance that were not seen by those directly participating. Their comments can be highly enriching.

## Summary

If the process of “Goof Off” is carefully adhered to by the *coaches*, everyone in the Study Group soon picks up the rules of the game so that the reliance on the *coach* diminishes. Soon the exchange becomes spontaneous.

Eventually the group may decide to go “free form” – to practice Limit-Setting with scenes in which the *disruptive students* devise a management scenario without the *teacher* knowing what it is. Such free form practice can be lively and fun, but it presumes a high level of mastery by all involved so that protecting the *teacher* is of secondary importance.

# Skill Building Exercise IV

## *Partner Teaching*

### Objectives

- Mastering a simple Say, See, Do format
- Making learning interactive and social

### Materials and Preparation

- A lesson plan in VIP format
- Materials and equipment required by the lesson

### Participants

- A *classroom teacher* to present a lesson to the group in a step-by-step fashion using Say, See, Do Teaching
- Study Group members organized in pairs who will take turns playing the roles of *teacher* and *student*

### The Play

Partner Teaching is a simple and efficient way of making learning interactive. In the classroom, the teacher divides students into partner pairs that work well together. One of the partners “goes first” by playing the role of the *teacher* while the other partner plays the role of the *student*. Then, the partners switch roles so that every student in the class has the experience of teaching the lesson.

In the Study Group, one of the group members will play the role of *classroom teacher* by presenting a lesson to the group using a Say, See, Do Teaching format. For each step of the lesson, the *classroom teacher* present a step of the lesson and then says, “teach your partner.” The colleague who “goes first” (the *teacher*) then turns to his or her partner (the *student*) and repeats the *classroom teacher’s* instruction. Then, the *classroom teacher* says, “teach the other direction,” and the second member of each partner pair becomes the *teacher*. Thus, during each “Say, See, Do Cycle,” each student is taught the step twice and teaches the step once.

This format can be used for the humanities as easily as for mathematics. While students repeat the teacher’s input nearly verbatim in mathematics, in the humanities students typically paraphrase, brainstorm or share experiences during each step.



# Tools for Teaching

## Study Group Activity Guide

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### Addendum Two

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## Group Problem Solving Process

### The Problem Solving Dilemma

#### ***Help Must Be Quick***

When teachers experience problems in using a management technique, they must get help quickly, or the technique will be abandoned. At this point the Study Group can be a wonderful resource if they have some basic problem solving skills.

#### ***Advice Doesn't Help***

The natural tendency of most professionals when attempting to help a colleague is to give advice. But advice doesn't help because it places the *helper* into the "expert" role and the *helpee* into the "dummy" role. The predictable result is defensiveness on the part of the teacher seeking help. Soon Study Group members learn *not* to bring their problems to the group. The Group Problem Solving Process is designed to make problem solving both safe and productive so that group members will seek help from colleagues as soon as a problem becomes apparent.

### The Group Problem Solving Process

The *moderator* (that week's Study Group Leader) will follow the process described in the following sections to help the Study Group utilize the special expertise of the teacher who presents the problem. The *presenting teacher* knows the student and the problem better than anyone else in the group. Consequently, the teacher with the problem is the real expert in the group. The

*moderator* will systematically exploit that expertise. In so doing, the *moderator* will put the teacher with the problem at ease so that they feel affirmed and supported by the group.

### ***Describe The Situation***

The *moderator* begins by asking the *presenting teacher* to describe the student and the problem. The *moderator's* objective is to have the *presenting teacher* explain the particulars of the student's behavior in enough detail so that members of the group can visualize what the student is doing. The *moderator* will begin with an open-ended prompt such as:

“Will you please tell us exactly what Jimmy does that is causing the difficulties?”

The *presenting teacher's* initial description may leave certain areas of the student's functioning incomplete or vague. The *moderator* can ask for clarification by saying:

“Can everybody visualize exactly how this student is behaving? If not, please ask more questions until you can see the problem in your mind's eye.”

### ***Describe Attempts To Solve The Problem***

Following clarification of the problem, the *moderator* will ask the *presenting teacher* to explain the various attempts at problem solving that they have tried to date. This can be done with a prompt such as:

“What kinds of things have you tried up until now in dealing with this problem, even though they may not have been entirely successful?”

The *presenting teacher* will describe to the group his or her attempts at problem solving in detail. These strategies usually include most of the “solutions” that would have been offered by group members were they to start giving advice prematurely.

### ***Share Critical Reinforcers***

The final step in the *presenting teacher's* description of the problem is to list those reinforcers which are especially valued by this student. This knowledge is crucial to the development of any incentive system. The *moderator* might say:

“What kinds of things might serve as reinforcers for Jimmy? Think of anything he would work for on a predictable basis.”

### ***Group Sharing***

The *moderator* will now utilize the group to generate additional solutions to the problem. The *moderator*, however, carefully avoids opening the group up to prescribing full-blown solutions to the problem. Rather, the *moderator* will elicit the sharing of experiences by asking group members to describe attempts to solve *similar* problems *in the past*. The moderator can use a prompt such as:

“Has anybody in the group ever had a student like this? If so, what kinds of things did you try, even if they were only partially successful.”

There usually follows an outpouring of sympathy and experiences of equal frustration in addition to the sharing of techniques that have shown promise. This interaction tends to be highly supportive and rich with commiseration, brainstorming and idea generation.

During this time the *presenting teachers* will often report that they already have a solution. Simply talking about the situation and hearing from other members of the group may help an individual to look at the problem in a new way.

The *moderator* is free to become more active in this portion of the meeting by contributing anecdotes of his or her own. The *moderator* must, however, follow one rule in order to avoid dampening the group interaction. If the *moderator* has something to add, they must wait until last.

### ***Group Brainstorming***

Up to this point the Group Problem Solving Process has avoided the generation of solutions to the problem in the form of prescriptions. By this time in the process, however, the *presenting teacher* will feel adequately understood and supported so that additional suggestions can be made with minimum threat.

Group members may have perfectly good ideas that do not come directly from classroom experience. This is the time for such suggestions.

“Does anybody have any other ideas for solving this problem that perhaps don’t come from experiences that you have had in the classroom?”

With severe discipline problems, the *moderator* must make sure that Omission Training has been considered before the discussion turns to the Back-Up System.

Omission Training is often omitted, even though it would often be the preferred solution, because few colleagues use it on a day-to-day basis.

### ***Describe The Planned Intervention***

The final portion of the Group Problem Solving Process is a request for the *presenting teacher* to describe to the group his or her intervention plans for the coming week. The *moderator* might say:

“On the basis of all that’s been said, what kinds of things seem most helpful to you, and what direction do you think you will take?”

Plans should be described in full detail. Never again will all of the specifics of the situation be as clear to everyone as they are now. If the plan seems vague, the *moderator* may facilitate clarification with a prompt such as:

“Before we go on to another topic, let’s spend some more time defining the exact nature of this program so that we have the details in mind.”

### ***Practice The Intervention (optional)***

If the *presenting teacher* plans to utilize Limit-Setting or Praise, Prompt and Leave to solve a problem, particularly if the situation is a typical, they may need some additional practice or rehearsal. At this point the *moderator* of the meeting simply becomes the coach of “Mess Up” or “Goof Up.” The *moderator* should be active in suggesting additional practice when it seems appropriate.

During role playing, the moderator uses one device to explicitly protect the *presenting teacher*. This device is to make the *presenting teacher* play the role of the *student* with the problem. In this way the *presenting teacher* can give an enactment of the problem that is lifelike. And they will not have to play the role of the *teacher* before they are sure of what to do. Once the intervention has been “debugged,” the *presenting teacher* can switch roles and play *teacher* to gain mastery.

# Tools for Teaching

## Study Group Activity Guide

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### Addendum Three

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## Sharing Format

### The Focus Of Sharing

Most of the sharing in Study Groups will take one of two forms:

- Sharing ideas such as PATs, VIPs and enrichment ideas
- Peer observation

### Sharing Ideas

#### ***PAT Bank***

Each Study Group meeting will begin with someone sharing a PAT. Rather than explaining it, the PAT will be played by the group for 5-10 minutes, and the person sharing the PAT will write it up as part of the group's PAT Bank.

#### ***Instructional Activities***

Additional sharing may include lesson plans on a given topic, ideas for interest centers, enrichment activities, teaching formats, etc. In addition, members should share material from other workshops so that integration of skills and concepts from different programs may take place.

### Peer Observation

#### ***The Feedback Vacuum***

One of the greatest barriers to professional growth in education is the fact that most teachers operate in a "feedback vacuum." While the weaker teacher may

take comfort in their privacy behind closed doors, most teachers would rather collaborate, share and receive feedback and support. However, peer observation is a powerful tool for learning only if it is *safe*.

### ***Observation Guidelines***

The following guidelines will help make peer observation safe, comfortable and productive.

- 1) Team with someone you like and respect.
- 2) Decide who will be:
  - *Teacher*
  - *Observer*
- 3) Plan the lesson and design the VIP together.
- 4) Make the observation absolutely non-judgmental and non-evaluative. Advice-giving will be rare if the *observer* begins feedback with the following two agenda items:
  - Tell the *teacher* being observed what you liked.
  - Ask the *teacher* to tell you more about the lesson.
- 5) This observation process will be far more comfortable for a new teacher if they begin by observing a more experienced teacher rather than being the one observed.