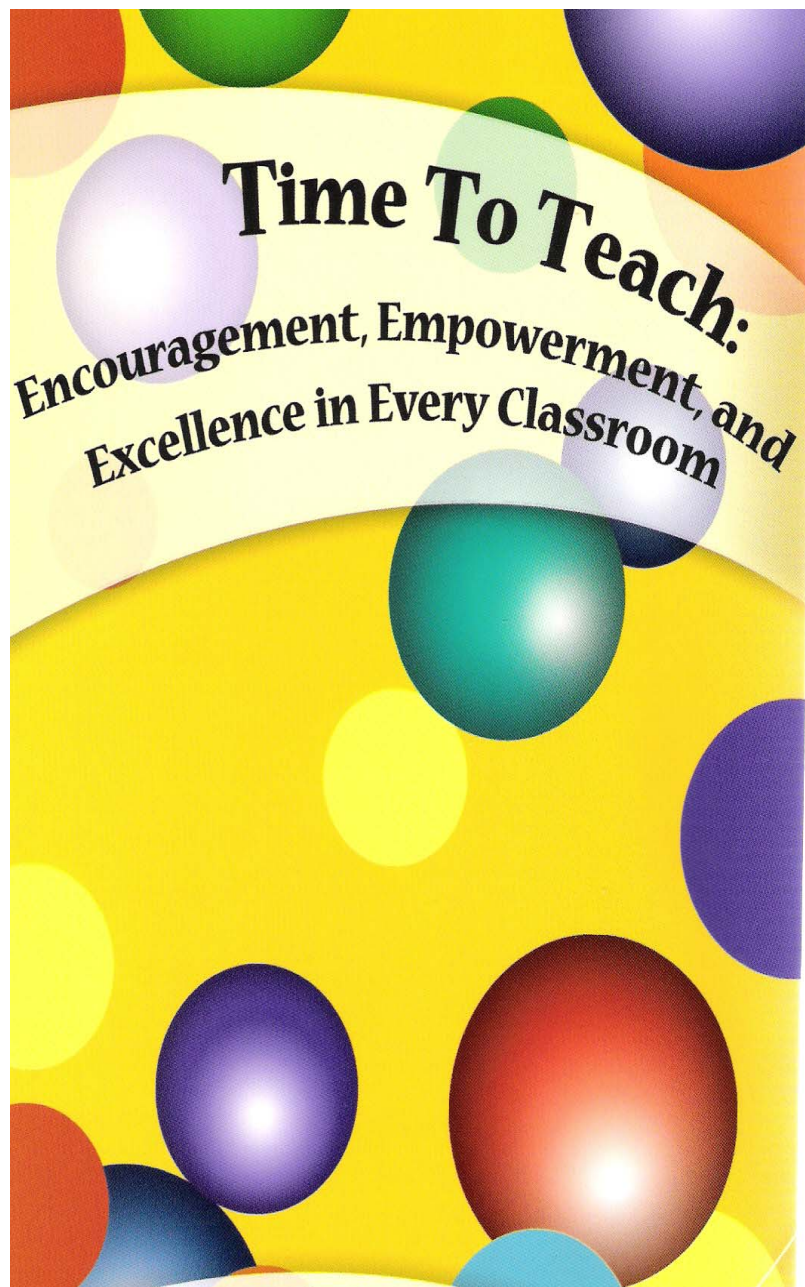
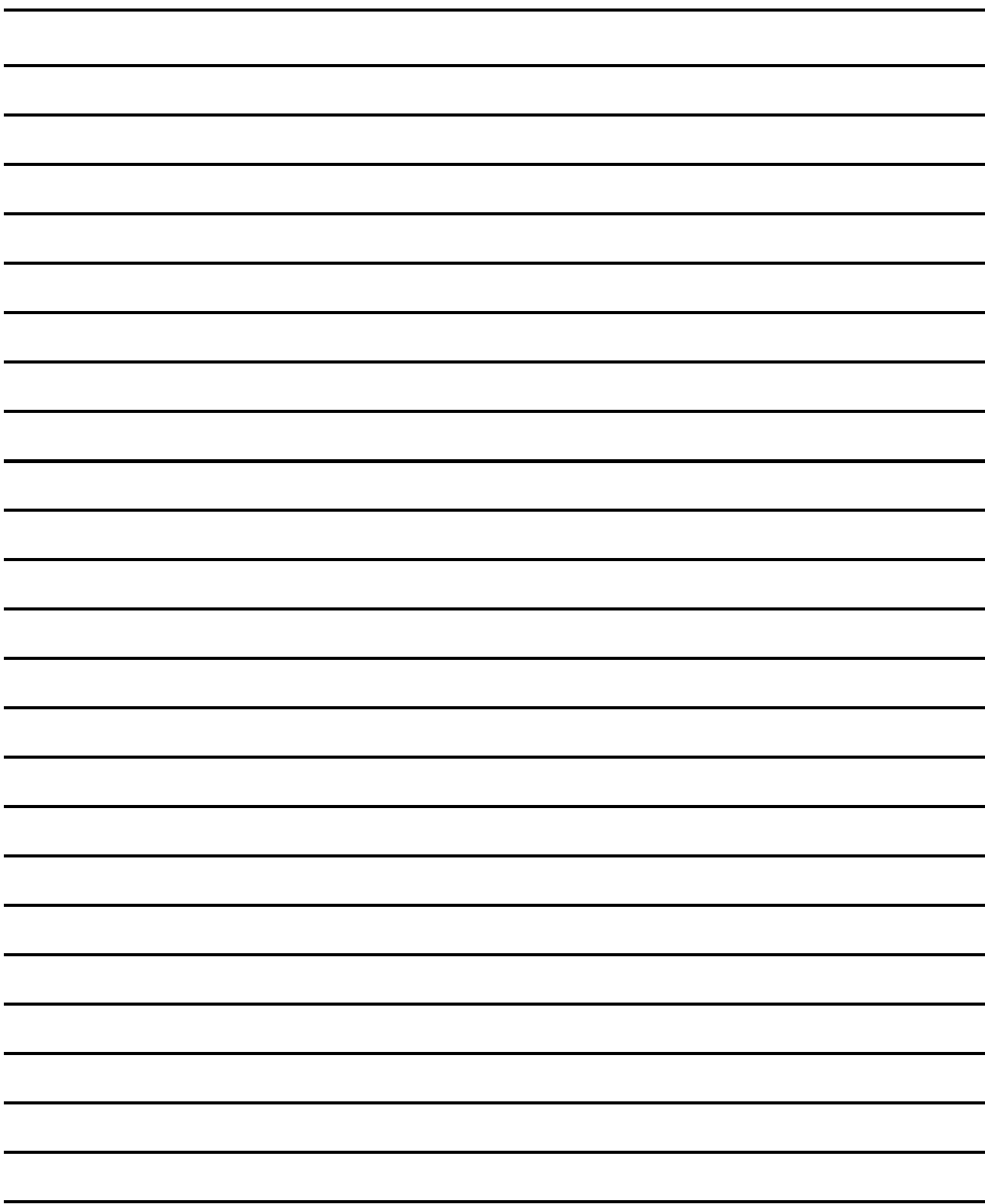


# “Remarkably Effective Classroom Discipline Strategies That Work”







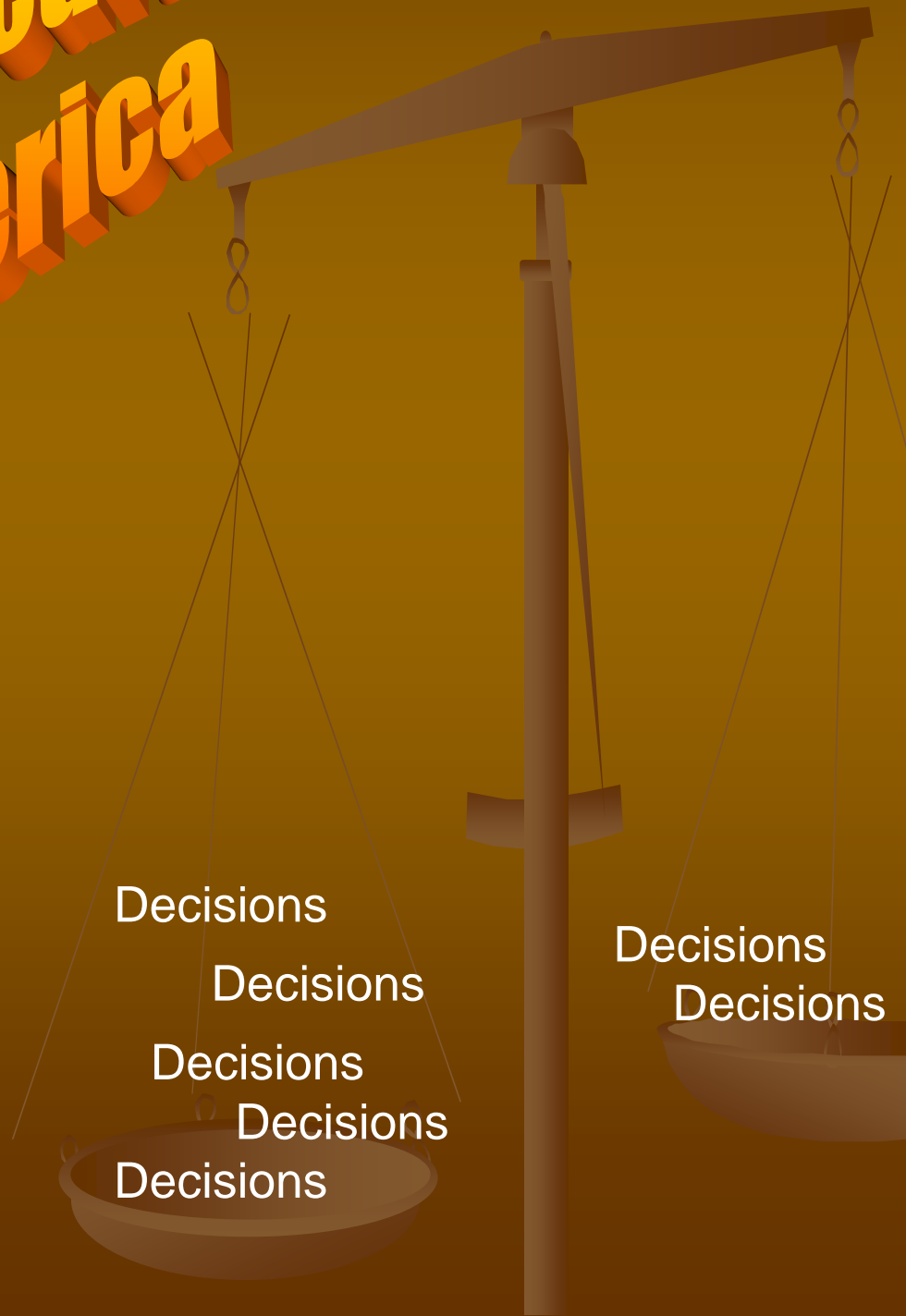
*Always*

Sometimes...



**NEVER!**

# Teaching is the most difficult job in America



Decisions

Decisions

Decisions

Decisions

Decisions

Decisions

Decisions

# Time To Teach!

## Beliefs

- “Kids don’t care how much you know until they know how much you care”

Nurturant Path

Authoritarian

Authoritative

Permissive

Punishment will not change behavior

Discipline behavior, not students

- Conflict is an essential part of growing up

- Problem behavior is captivating in nature

- Good discipline is ONLY a matter of good timing

- Parenting affects performance

# Self Control

**Calm is contagious**

**Silence is Powerful**

**You'll always get another  
chance**

**Personal Space**

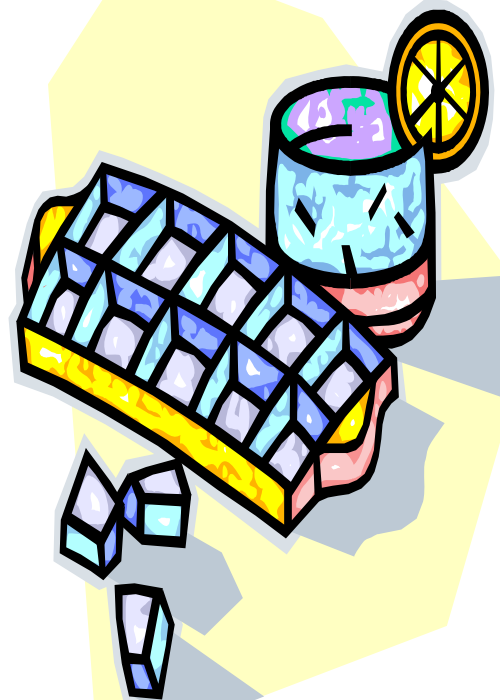
**1 ½ to 3 feet.**

**Avoiding Power  
Struggles**

**Defending Credibility**

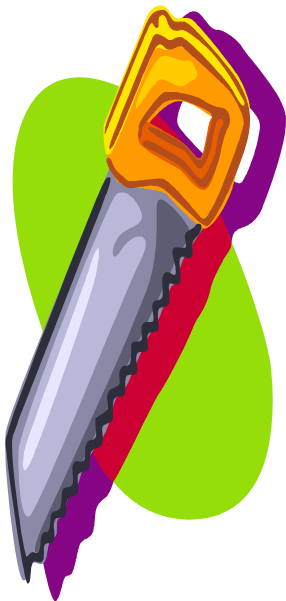
**Past History**

**Button Pushing**



*I Understand  
Probably So  
Nevertheless  
I'm Sorry*

TEACH-TO'S  
**Extremely Handy Tools...**  
but where did they come  
from?



# Classroom Management

## Two Essential Elements

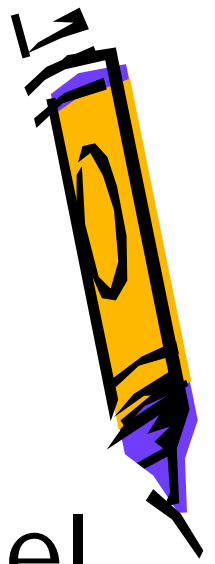
- T.L.C
  - Teaching Classroom Expectations
    - **T**eaching classroom expectations
    - **L**ooking for performance on expectations (monitoring)
    - **C**onsequencing behavior – both positive and negative
  - Identifying classroom expectations
    - Student Voice
  - Task analysis of classroom expectations

# Teach To's

## Direct Instruction Model

1. Model
2. Lead
3. Test

*I do, We do, You do*

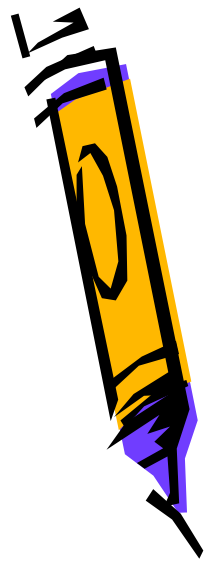


# Unconditional Positive Regard

- Honeymoon  
Period
- Building  
Relationships



# Unconditional Positive Regard



- Contingent Interactions

*What they **do**...*

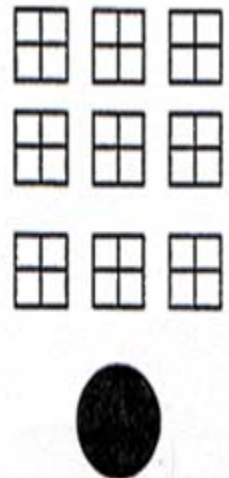
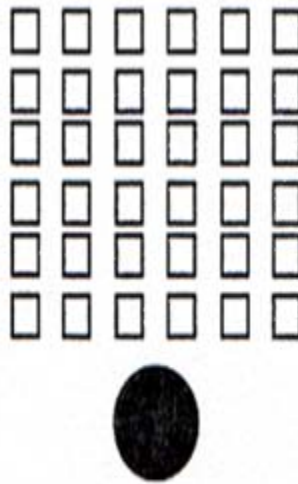
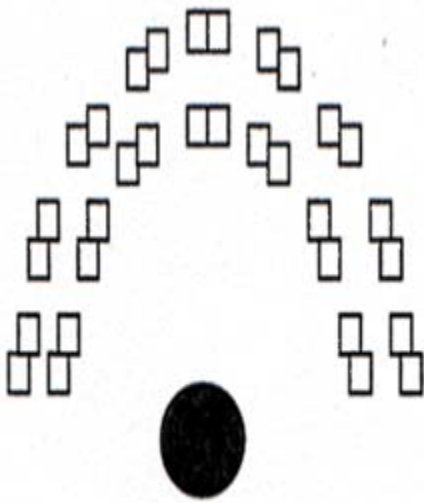
- Non-contingent Interactions

*Who they **are**...*

*How do we show  
we care?*



# Classroom Arrangement and Positioning of Students



**SAGE ON THE STAGE**

**TRADITIONAL**

**GUIDE ON THE SIDE**

# Classroom Ecological Analysis

- Where have I placed my desks or tables?
- Where do I stand to deliver my teacher-directed information?
- Where are the windows?
- Where are the entrances and exits?
- Where are my visual information points?
- Where are my learning centers?
- Are there existing traffic patterns?

# Refocus



**Turning a  
disruptive  
moment  
into a  
learning  
moment**

A “win-win” experience for  
both student and teacher

# Refocus

## The Most Powerful Solution to Problem Behavior

### Elements Underlying REFOCUSING

1. Eliminate **repeated** warnings and/or multiple requests.
2. Contingently withdraw attention when a problem behavior occurs.
3. Retain behavioral momentum: *a sequence of high probability compliance commands.*
4. Refuse to reach the unbearable limit -- don't take turns!
5. Developing self-control takes a lot of practice.

**EMERGENT MISBEHAVIOR**  
(e.g., tapping fingers on desk)

Early Intervention

**CLASSROOM INTEGRITY  
QUESTIONS**

CAN I STILL TEACH?  
CAN THEY STILL LEARN?  
CAN S/HE STILL LEARN?

**YES**

**INSTRUCTION  
CONTINUES!**

**NO**

**PROMPT**

**START-UP REQUEST**  
"WE NEED QUIET HANDS PLEASE"  
**SHUT-DOWN REQUEST**  
"STOP TAPPING YOUR FINGERS PLEASE"

**NONCOMPLIANCE**

**COMPLIANCE**

**REFOCUS**

GRACEFUL EXIT  
GRACEFUL ENTRANCE  
REFOCUS  
WELCOME BACK

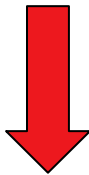


**INSTRUCTION  
CONTINUES!**

**INSTRUCTION  
CONTINUES!**



**Emergent  
Behavior**



*Early  
Intervention*



**Time Out**

(hallway, office, etc.)

- 1. Learning Stops**
- 2. Often Reinforcing**
- 3. Limited Supervision**

**Time Out  
Outcomes**

1. Return Often
2. Hindered  
Academic  
Performance

**Emergent  
Behavior**

*Early  
Intervention*

**Time In  
Outcomes**

1. Return Seldom
2. High Academic Performance

**Time In (REFOCUS)**

1. Learning Continues
2. REFOCUS  
(Problem Solving)
3. Adequate Supervision

# Refocus

- A real classroom event

## Typical

- Teacher:** "Everybody, it's time to put away our diagrams and return to our seats"
- Students:** (Begin to put away diagrams and return to their seats)
- Stanley:** (Continues to lie on the floor)
- Teacher:** "Stanley, would you please put your diagram away?"
- Stanley:** "I will." (no movement)
- 
- Teacher:** "Stanley, in your seat please...I t's time for math."
- Stanley:** "What Math?"
- Teacher:** "I t's the math we worked on together over recess yesterday!"
- Stanley:** "Oh that, I forgot it at home."
- Teacher:** "No, it's right there on your desk, the yellow paper."
- Stanley:** "What paper?"

# Refocus

## Better!

- Teacher:** "Everybody, it's time to put away our diagrams and return to our seats"
- Students:** (Begin to put away diagrams and return to their seats)
- Stanley:** (Continues to lie on the floor)
- Teacher:** "Stanley I know you love this stuff, but let's move on to math now"
- 

- Stanley:** Teaching...
- Teacher:** Teaching...
- Stanley:** Teaching...
- Teacher:** Teaching...
- Stanley:** Teaching...
- Teacher:** Teaching...
- Stanley:** Teaching...

# Refocus

- Another classroom event

## Typical

---

**Teacher:** "Kelly, what should you be doing?"

**Kelly:** "Sharpening my pencil"

**Teacher:** "No, we're reading.  
You don't need your pencil for reading!"

**Kelly:** "But I might later..."

**Teacher:** "Where is your pencil, anyway?"

**Kelly:** "I'm looking for one."

**Teacher:** "Please return to your seat and start reading."

**Kelly:** "But...can I sharpen it quick?"

**Teacher:** {Begins to move toward Kelly}

**Kelly:** "Okay. . .Okay, I'll do it later"

# Refocus

- Another classroom event

**Better!**

---

**Teacher:** Teaching. . .

**Kelly:** Teaching. . .

**Teacher:** Teaching. . .

**Kelly:** Teaching. . .

**Teacher:** Teaching. . .

**Kelly:** Teaching. . .

**Teacher:** Teaching. . .

**Kelly:** Teaching. . .

**Teacher:** Teaching. . .

**Kelly:** Teaching. . .

1000

word

s

**WHAT IF?**



**Don't  
Ever  
Give up!"**

# Emergency Intervention

## For Serious Problem Behavior

### Low-Level or Minor Event

#### Administrative Intervention

1. Calm Request
2. Administrator (or trained personnel) arrive
3. Teacher directive  
\*\*Never *ever* give away your authority\*\*
4. REFOCUS in alternative setting
5. Welcome Back

# Emergency Intervention

## For Serious Problem Behavior

### High-Level or Major Event

Emergency Event for aggressive challenging behavior

### Summoning the response team

1. **Calm Request**

2. **All Call**

Every Staff member without children

Scanning the environment for an available room

3. **Flood the environment**

Happy, smiling, teaching, adults ... *non-confrontational*

*\*\*Team Leader Automatically Assigned\*\**

4. First Request (team leader)

5. Remove the audience (the most powerful step)

6. Final request

# Serenity

Lord,

Grant me the **serenity** to accept  
the things I cannot change;

The **courage** to change the  
things I can;

And the **wisdom** to hide the  
bodies of the children I had to kill  
because they ticked me off!


# Implementation

Establish a base of support

Conduct staff work sessions

1. Conduct an ecological analysis
2. Establish guidelines for every area and activity (a few to start with)
3. Establish “Absolutes”
4. Publish all guidelines

- A. Present guidelines and expectations to parent group
- B. Establish “buddy teachers”
- C. Produce “REFOCUS sheets”
- D. Teach-to REFOCUS process
- E. Teach-to, model, and walk through all expected behaviors
- F. Implement and let the learning begin!



W E B

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