

Discipline by Design Worksheet for Instructors <b>11 Techniques for effective group management and control</b> Name:  Date:	% of time you CURRENTLY USE this strategy with your students 0- 100% of the time	Order of most used strategy (1) to least used strategy (11)
<b>1. Focusing:</b> Having the attention of everyone before you begin a lesson. You will wait and not start until everyone has settled down. Silence is your friend-wait 3-5 seconds after they are completely silent to start your lesson. Remember to occasionally surprise them with this and give no demands at all simply be happy they quieted so quickly (intermittent reinforcement).		
<b>2. Direct Instruction:</b> Begin each class by telling and showing (visual schedule) the students exactly what will be happening. The instructor outlines what <b>he/she</b> and the <b>students</b> will be doing during the period.		
<b>3. Monitoring:</b> Getting up and moving around the class while students are working 2-3 minutes after giving instructions. Remember to limit interruptions until several students are having difficulty with the same thing.		
<b>4. Modeling:</b> “ <b>Values are Caught not Taught</b> ” be courteous, prompt, enthusiastic, in control, patient and organized to let the students model your great behavior: <b>AVOID the “do as I say, not as I do”</b> because of the mixed messages that is sends while confusing the learner-it also welcomes misbehavior.		
<b>5. Non-verbal Cueing:</b> many systems have been used from audible clickers to light switching on and off to cue the students to listen. If you over use this system like anything it loses its effectiveness. If you utilize cueing correctly the students can answer any stranger walking into the room what each cue means and what sort of behavior you expect from them after the cue has been given. Don't forget with this method the students can also collectively have one cue for you to help them express something they would like to request.		
<b>6. Environmental Control:</b> Have the environment be ever changing and dynamic so there are new items to view this invites enthusiasm. Personal pictures of you engaging in hobbies will help develop rapport and increase chances of students being more receptive to your behavioral methods.		
<b>7. Low-Profile Intervention:</b> Do not engage in confrontational escalation where the student gets all the attention for behaving inappropriately. Instead anticipate the potential problem before it occurs, if something is difficult for a student prime them with something easier to answer first before the difficult lesson begins. Your approach to the misbehavior should be inconspicuous and done with a calm demeanor.		
<b>8. Assertive Discipline:</b> Limit setting authoritarianism. If you choose this type of discipline-It will NOT WORK unless you heavily reinforce the desired behavior for quite some time. If you are a teacher who operates under the premise that the teacher is the boss and no child has the right to interfere with the learning of any student then you must be very organized in class. Clear rules must be laid out and very consistently enforced. <b>YOU MUST MAKE REINFORCEMENT</b> of the <b>DESIRABLE</b> behavior part of this approach or it will backfire.		
<b>9. Assertive “I Messages”:</b> statements the teacher uses when adjusting behavior. Do not use YOU NEED TO-instead use the I statements of I expect you to, I need you to, or I will know you are ready when__. <b>VERY IMPORTANT: THEY GET REINFORCED THE SECOND THEY BEGIN WHAT YOU WANTED THEM TO DO. CAUTION:</b> saying I want you to stop will very likely engage the student in confrontation or denial. Instead say I will know you are ready when you stop. The student begins to argue and you simply say I will wait or reinforce another student for doing the correct thing at that time.		
<b>10. Humanistic “I Messages”:</b> I messages that express our feelings-first part of the sentence they describe the student's behavior “When you talk when I talk” second they relate the effect to the teacher or class “I have to stop my teaching” and third give the feeling it generates “which frustrates me”. Example on Handout		
<b>11. Positive Discipline:</b> Class rules that describe the behaviors you want to see instead of listing the things they students cannot do-CHALLENGE every single rule one may have listed like “no running in the hall” can be changed to a positive statement. Praise when you see the good behavior (this cannot be over done if it is done genuinely).		