

# SIMPLE SOLUTIONS

To Common Classroom Problems

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*Effective Discipline*

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**NEW MANAGEMENT** *fair, firm, consistent*

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*Rick*

P.S. Make sure you check out the handbook.

**NEW MANAGEMENT HANDBOOK**  
Rick Morris

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- HOW TO GET RICK TO YOUR SCHOOL.
- DOWNLOAD 14 MINI-POSTERS.
- 6 HOW-TO GUIDES IN PDF FORMAT.
- PLAYLISTS, SONGS, AND SUGGESTIONS.
- A HOW-TO VIDEO ABOUT THIS GREAT IDEA.
- RICK'S RESPONSES BY TOPIC.

MUSIC CUES APP AVAILABLE IN DECEMBER.

THE CLOTHESPIN CHIP CHART EXPLAINED.

# Class Cards

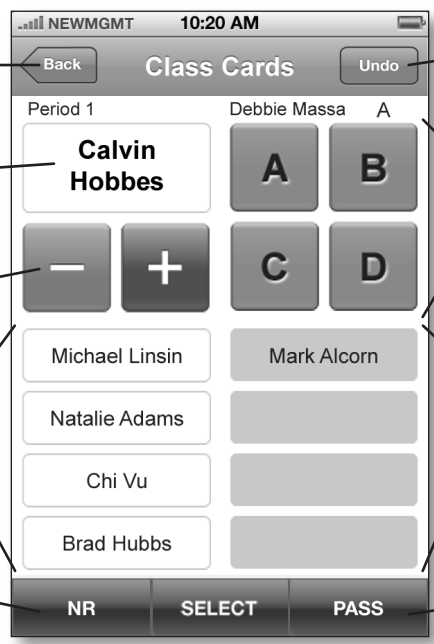
*How a Simple App Can Put Your Students in the Palm of Your Hand*

This app will run on an iPhone, iPod Touch, or iPad. (iOS 4+ required)  
4.99

Mobile-friendly user guide: [ClassCardsApp.com/mobile](http://ClassCardsApp.com/mobile)

Now available in the Google Play Store for Android devices.

- Back**  
Returns to Start Screen for class selection or to view scores.
- Current Student**  
The student to call upon.
- Objective scoring**  
True/False; Yes/No; Multiple Choice  
+ = 100%  
- = 12.5%
- Next Queue**  
The next four students to be called upon.
- NR/SELECT**  
NR = no response  
SELECT = you choose who to call upon from a roster of names



NEWMGMT 10:20 AM

Class Cards

Period 1    Debbie Massa    A

Calvin Hobbes	A	B
Michael Linsin	Mark Alcorn	
Natalie Adams		
Chi Vu		
Brad Hubbs		

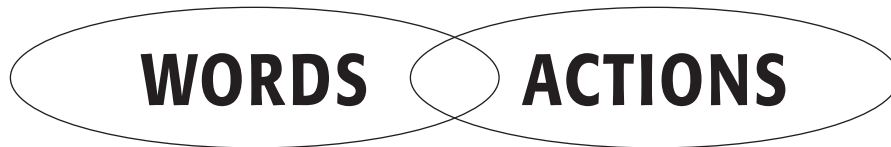
NR    SELECT    PASS

- Undo**  
Recall previous student in order to change the score.
- Subjective scoring**  
Opinions, observations, etc.  
A = 95%  
B = 85%  
C = 75%  
D = 65%
- Hold Queue**  
Current Student's name is tapped if he asks for more time. Later, a tap on the name will return the student to the Current Student spot so that a response can be given. The other five students move down one position.
- Pass**  
Use for calling upon students without scoring responses.

*“Discipline is teaching, not punishment.”*

—T. BERRY BRAZELTON  
HARVARD PEDIATRIC BOARD

## The Big Picture



*When it comes to teaching appropriate behavior, we can use words, actions, or a combination of the two. However, many educators have attempted to do the majority of this teaching with just words not realizing that words alone will not produce the desired results. Consequently, the teacher becomes frustrated by the failure of students to change their behavior and resorts to traditional “old school” methods.*

## Traditional Discipline Styles

	Fair	Firm	Consistent
Punitive <i>The Pirate</i>			
Permissive <i>The Pleader</i>			

## Suggested Reading

- *Setting Limits in the Classroom*, Robert MacKenzie (Discounted at half.com)

## Classroom Reality

- 10% of our students cause 90% of our problems
- Most misbehavior is just “limit testing”
- Children learn from their experience
- You *can* improve your ability to be an effective disciplinarian

## Discipline Goals

- Remove negative emotion from the interaction
- Focus on the issue, not the student
- Think about “next time”
- It’s not *what happens*. It’s how *you respond*.

# Behavior CODES

In order to create a positive learning environment, teachers must be able to deal with inappropriate behavior. Unfortunately, most discipline programs have proven to be somewhat ineffective because they *don't keep track of actual misbehavior*. Stated differently: we've been taught to keep track of how many rules were being broken but never which rules. Time for a change of focus.

The Behavior CODES program will enable you to monitor your entire class yet provide you with specific information about individual students. Like most New Management techniques, this one is simple and effective. It also promotes a room environment that is fair, firm, and consistent.

- C** = **C**ompletes work on time
- O** = stays **O**n-task
- D** = follows **D**irections
- E** = **E**ngages in lessons
- S** = **S**ocial talk

These five standards, although not encompassing the entire spectrum of negative behavior, are especially critical to student achievement. I think it's safe to make this statement: If your students were to stay away from these five "stumblers," they would be in a more favorable position for learning.

## Using Behavior CODES

There are three basic steps:

- 1) Make a seating chart. (Secondary teachers can use the grade sheet on page 5.)
- 2) Document negative behavior.
- 3) Send home progress reports to the parents. (This step is optional.)

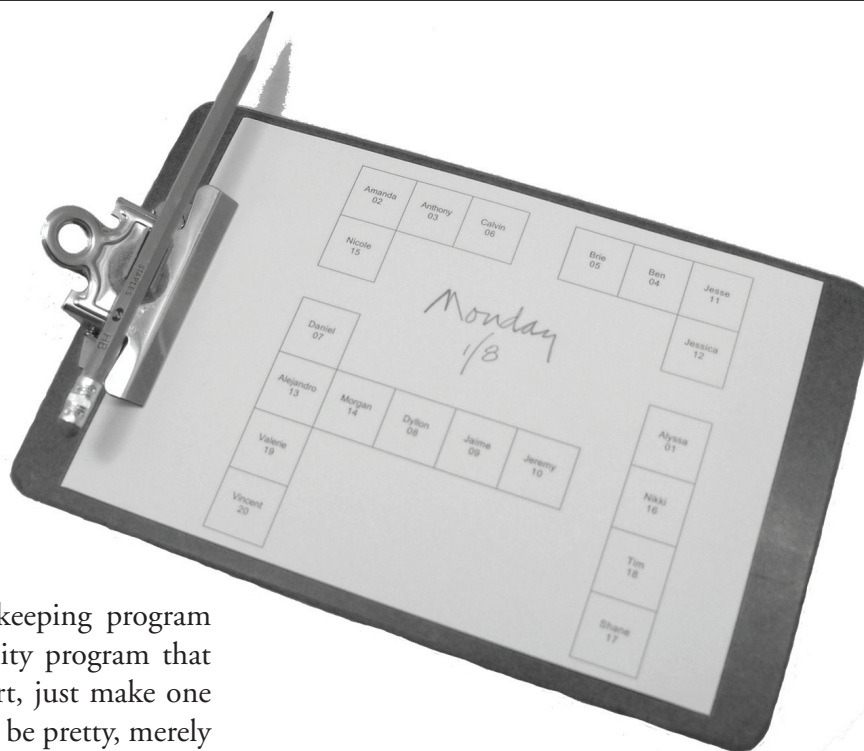
I'll show you how to take care of all three of these items so that you can begin to turn a negative situation into a positive one and reap some of the many benefits provided by this simple program.

### 1. Make a Seating Chart

On the next page, you'll find a sample of my seating chart. It was produced by the grade-keeping program I use called Easy Grade Pro.

After creating the chart, I make five copies, label them "Monday" through "Friday," and place them on a mini-clipboard. These clipboards can be purchased at Staples or Office Depot and are a bit easier to use than the standard-sized model. (Whenever you can make a technique easier to use, you will end up using it more.)

Xerox 5 copies of the seating chart, label them "Monday" through "Friday," and place them on a small clipboard.



If you don't use a grade-keeping program or some other teacher utility program that will produce a seating chart, just make one on paper. It doesn't have to be pretty, merely accurate.

## 2. Document Negative Behavior

Whenever a student is not following the ADOPT standards, write the appropriate letter on the seating chart. A gentle, but firm, verbal reminder might help clarify the issue.

In the sample to the right, you can see that Amanda and Nicole were **O**ff-task twice whereas Calvin was noted for not paying **A**ttention three times and once for not following **D**irections. Anthony, however, is doing quite well.

Amanda 02 OO	Anthony 03	Calvin 06 EDEE
Nicole 15 OO		

At the end of the week, go through all five seating charts and count the total letters given out. Record your results on a grade sheet.

Transfer the results written on the grade sheet to individual progress reports. You can see a sample progress report on the next page.

Progress Reports Jan. 8-12		C	O	D	E	S
Alyssa	1	4	2	2	3	0
Amanda	2	2	3	2	0	2
Anthony	3	1	0	0	0	0
Ben	4	0	0	0	0	0
Brie	5	0	1	0	0	1
Calvin	6	5	5	2	3	1
Daniel	7	0	2	2	2	1

### 3. Send Home Progress Reports

Use this blackline master—or one of your own creation—for reporting the results of a student’s classroom behavior.

## BEHAVIOR PROGRESS REPORT

For the week of: \_\_\_\_\_

Student name: \_\_\_\_\_ Date: \_\_\_\_\_

Listed below are the total reminders you were given at school last week.  
Please go over this report with your parents and have one of them sign it.  
Return it to class tomorrow.

	NUMBER OF REMINDERS
<i>Completes work on time</i>	
<i>Stays on task</i>	
<i>Follows directions</i>	
<i>Engages in lessons</i>	
<i>Social Talking</i>	

\_\_\_\_\_  
Parent signature

Comments:

**BEHAVIOR PROGRESS REPORT**

For the week of: \_\_\_\_\_

Student name: \_\_\_\_\_ Date: \_\_\_\_\_

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\_\_\_\_\_  
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<i>Social Talking</i>	

\_\_\_\_\_  
Parent signature

Comments:

#### Making Bulletins:

1. Fill in the “Week of:” information on two bulletins.
2. Lay these on the xerox machine.
3. Make your copies and then cut them in half.
4. Have the students fill in the name/date information.
5. Meet with students and fill in their scores.

*Bonus:* You might want to ask them to write a comment on the back of the progress report.

	MON	TUE	WED	THUR	FRI	
1						1
2						2
3						3
4						4
5						5
6						6
7						7
8						8
9						9
10						10
11						11
12						12
13						13
14						14
15						15
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28						28
29						29
30						30
31						31
32						32
33						33
34						34
35						35
36						36



## Clothespin Clip Chart

(Excerpted from *Clip Chart*, a free downloadable book available at [NewManagement.com](http://NewManagement.com))

Here's a clever variation on the traditional color-coded pocket chart. My son's third grade teacher, Jonathon McDade, was using it to monitor the behavior of his students. Having used it now myself, I can testify that it's simple yet effective.

### Create the Chart

I made my chart using construction paper. Although it's 12 inches wide, the sections do not have a uniform height. I made the middle section (READY TO LEARN) the largest because that's where the clothespins are placed at the beginning of each day.

OUTSTANDING	4 inches high; red
GREAT JOB	6 inches high; orange
GOOD DAY	6 inches high; yellow
READY TO LEARN	8 inches high; green
THINK ABOUT IT	6 inches high; blue
TEACHER'S CHOICE	6 inches high; indigo
PARENT CONTACT	4 inches high; violet

*Note:* These dimensions work for a class size of 20 students. Increase the height of the sections for a larger class.

Label each section and then tape them together. Laminate the chart to make it durable.

Write students' names on clothespins.

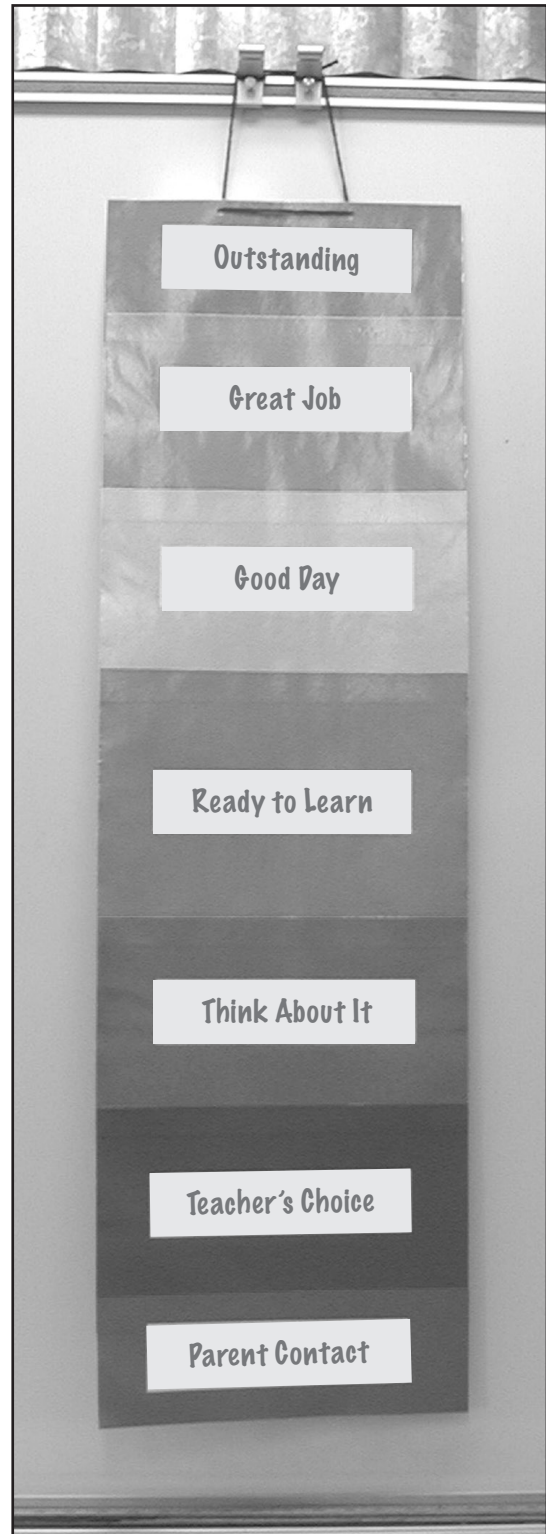


### Use the Chart

Attach everyone's clothespins to the READY TO LEARN section. As students make good choices, ask them to move their clothespins—we call them *clips*—up one section. Bad choices receive a simple, “Move your clip down, please.”

At the end of the day, a student repositions the clips to the READY TO LEARN section for the start of the next day.

*Our Clip Chart hangs from the rail above the whiteboard. It is low enough that students can reach the top section of the chart.*





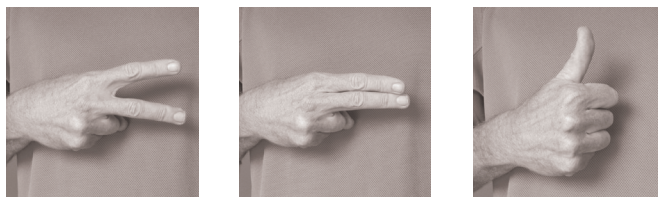
## Clothespin Clip Chart, Take 2

(Excerpted from *Clip Chart*, a downloadable eBook available at [NewManagement.com](http://NewManagement.com))

If you don't want to make your own chart, you can buy one. Shown to the right is a professionally produced Clip Chart made of heavy-duty vinyl. It's a work of art and will last for years.

### Clip Up Sign

If you want to eliminate the need for words, you could certainly use sign language. The sign phrase I use consists of two parts. The first one starts off with my index finger and middle finger held out like a pair of scissors. I then bring them together the way a pair of scissors closes when you are making the cutting action. After this "clip" message, I then morph my hand into a thumb's up sign.



As the signs are being shown, I also mouth the words, "Clip. Up." It won't take but a day before they are able to receive that message loud and clear.

### Documentation

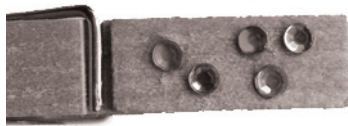
If you would like to keep a simple record of how your students are doing, you can easily add a grade-keeping component. Just assign a score for each level from 7 down to 1.

Brianna	5	7	5	5	6	
Calvin	6	3	4	2	5	
Christa	7	5	6	6	5	
Devin	8	4	6	7	5	

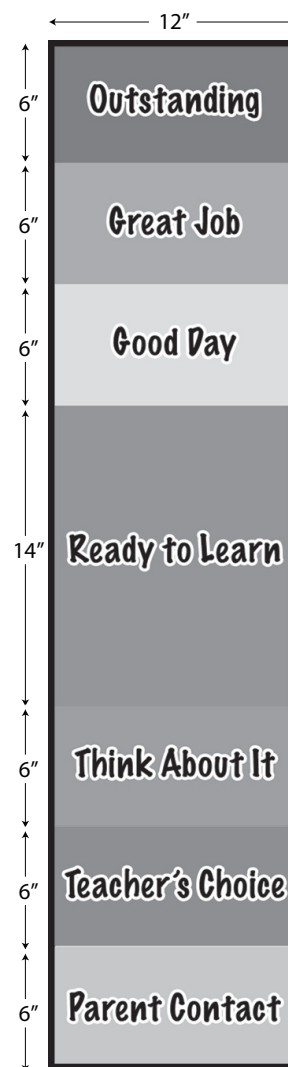
Then, before the clothespins are returned to the starting level, have a student write the scores on a grade sheet.

### Reward Indicators

Since the clothespins are always returned to the starting point prior to the start of a new school day, I was thinking that it might make sense to provide the students with an opportunity to show their previous success. A simple way to do this would be to give students who ended the day on OUTSTANDING some kind of award—a small sticker, sequin, little jewel, or anything along this line—to put on their clothespins to highlight their accomplishment.



Then, when a student has received five awards, he would trade in his original clothespin for a new one that could be colored yellow, or the color of the level above READY TO LEARN. (The retired clothespin could go on a bulletin board or be clipped to a ribbon that hangs near the Clip Chart. A clothespin Hall of Fame, if you will.) After yellow, they would progress to an orange-colored clothespin and then a red one. Silver? Gold? How about glitter?



12" X 50"  
heavy-duty vinyl  
\$20

## New Management Fundamentals

### Glaser's Five Student Needs

POWER

SAFETY

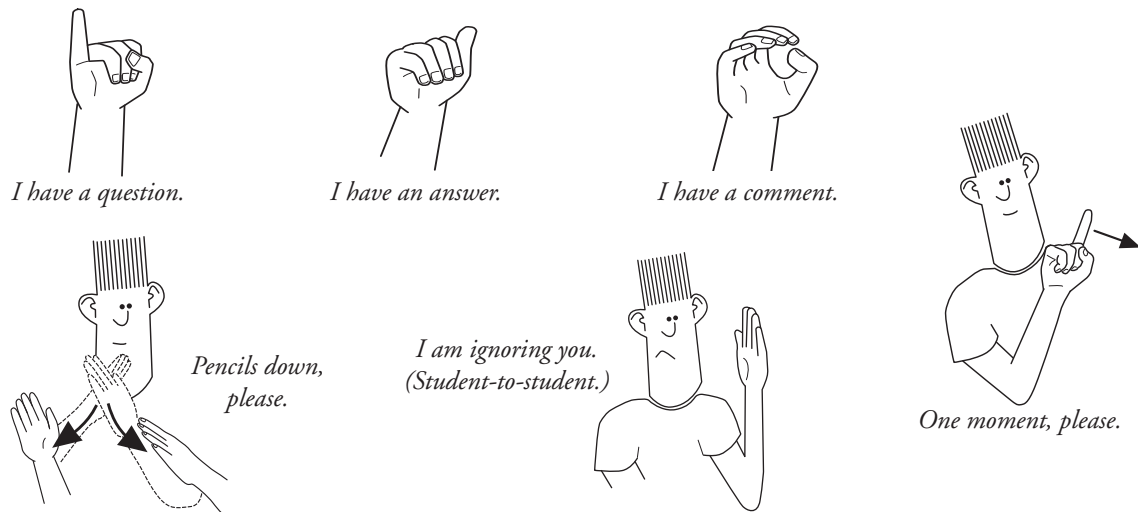
LOVE

FUN

FREEDOM

### Classroom/Seminar Sign Language

(<http://commtechlab.msu.edu/sites/aslweb/browser.htm>)



### Classroom/Seminar Verbal Language

*Echo* (Said by a student.) I didn't hear that; please repeat what was just said.  
 "Confessions of a Former Echoer," can be found in the book, *Eight Great Ideas*.

### Core Principles

- #1 You have safe relationships with your students.  
*Try to see things from their point of view.*  
*Run your classroom as if the parents of your students were present.*
- #2 Your words equal your actions.  
*When your words equal your actions, students will learn to trust what you say.*
- #3 You are fair, firm, and consistent.  
*Develop strategies that manifest these three traits.*
- #4 You can focus your attention.  
*Don't speak to everyone about the actions of a few.*
- #5 Your classroom is manageable for everyone.  
*Make routines and procedures clear and easy-to-follow.*
- #6 Your students are problem solvers.  
*"That's a problem. What's the solution?"*

"Everything should be  
 as simple as possible."  
 —ALBERT EINSTEIN