

After you read your assigned chapter from Jones (13-19), list your chapter and number five paragraphs. Briefly explain five key ideas from your chapter. Commentary on these ideas or personal experience will make your ideas interesting!

## Post of Jones

Amanda Schuler-

1) Chapter 13; Discipline- In high school five percent of students produce ninety-five percent of office referrals. Jones says, "Every year we place our faith in a management plan that has never turned things around in the hope that this year it will finally work."

2) Chapter 14; Behavior management- The most common form of behavior management in classrooms is the "nag, nag, nag." Jones says, "When you ask classroom teachers to name their biggest discipline problem, they usually name a student rather than a problem." We as teachers can not just nag our students in order to get them to work harder. "Nagging is nothing more than a flight-fight reflex with dialogue."

3) Chapter 15; Social Power and Self Control- "you will never be able to control another individual until you are first in control of yourself." In order to help our student we must first help ourselves by staying calm and in control. "Calm is strength, upset is weakness."

4) Chapter 16; Meaning Business- Body language, and a game plan are two skill a teacher needs to take control of her classroom. "Body language is the language of thoughts, feelings, and intentions." Teachers can control more than they know with body language.

5) Chapter 18; Eliminating Backtalk- Do not allow student to talk back and do no talk back with them. "If you keep your mouth shut in the short-term, backtalk will usually die out."

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Vinnie Adams – Chapter 17

1. Kids love to **cut deals**. When asked to do something they don't want to do, they give a little bit and then look at the authority figure as if to say, "is this good enough?" Jones describes such behaviors in students as "pseudo-compliances." Basically, when a student is asked to get on task, they may put a book in front of their face or a pencil in their hand to please the teacher and meet minimum requirements. As a teacher, there must be follow through and no tolerance for this kind of laziness and counterproductive mindset.

2. **Walk; don't talk**. Too often do teachers run dry on saying things like, "be quiet" or

“how many times do I have to tell you” or “am I going to have to come over there?” This just becomes hot air and means little to the students while slowly draining the teacher. The much more effective way is to be an actual presence than another voice in the classroom. When you move towards students, they know why you’re coming by. Don’t back down easily either. Stand near until they are on task.

3. Classroom management is like a **game of poker**. There is bluffing that can be done by students and by the teacher, and each side usually knows how to read a bluff and will take advantage of it. There is a sense of risk and level of confidence as to how much one will gamble. It is the objective of the teacher to make sure that students are conservative gamblers and that the teacher has complete ownership over the game. Never bluff and know how to read students when they are bluffing.

4. **Thank the student and stay down** (for a moment). When you, as a teacher, are able to help an off-task student get on task, it is effective to tell the student “thank you” for being on task and doing their work. Don’t just say it and leave, however. It’s good to take a moment to stay by the student and watch them work while you both gather yourself and show them you really are thankful. This can have a major impact on whether or not the student stays on task once you walk away.

5. **Don’t go public** if you can help it. Think about it: if a student sees that you are approaching and all of his or her friends and peers are watching, they would be a coward to back down. Being able to address a student one on one or to the side is usually the most effective way to handle the situation. It allows for well thought conversation and limits the level of embarrassment for the student.

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## Chapter 15 → Notes by Collin Barnes

“Weenie Parents”- page 185 → “Weenie Parents” are those parents who see their children doing something wrong but, due either to some moral complication or lack of parenting skills, refuse to punish their child. This is an extremely difficult situation for a teacher, because these students are used to being able to do whatever they want without any sort of discipline. It is important to establish immediately that misbehavior will not be tolerated.

“Consistency”- pages 186-187 → It is vital that teachers are consistent in the classroom, especially when dealing with discipline. If a teacher punishes a student for doing something wrong, but does not punish the same behavior in another student, they will assume that the teacher is picking “favorites” and classroom management will be much more difficult to maintain.

“Moment of Truth”- page 188 → Jones talks about how if a student is misbehaving on a smaller scale and the teacher is in the middle of a lesson, he/she needs to stop the misbehavior right away, regardless of what is being taught. Many teachers will probably finish the lesson, then correct the behavior. However, this is probably not the best

approach because the consequences are not immediate. Instead, the teacher has to address a behavior that already came and left, and it will probably have a smaller effect on the student's performance.

“See and then Act”- pages 189-190 → If a teacher takes time to think after seeing a misbehavior, precious time is lost between the action and the consequence. Teachers need to take time before class starts to think about how they will automatically respond to disruptions in the classroom so that they can instinctively respond to misbehavior. This has a greater impact on the student, and it shows the other students that consequences will be immediate, and that they will not get away with insubordination.

“Classroom Rules” - page 190 → Establishing classroom rules on the first day, then implementing them throughout the course of the year is crucial as far as classroom management is concerned. One thing teachers need to be careful of is making a rule/consequence, then not following up on their claims. Even if it was meant just to get the student to start working (ie- “Jimmy, if you don't start working, I'm going to give you an F in the class”), the teacher needs to make sure that they follow up on it if the misbehavior continues. Hasty demands such as this need to be avoided unless the teacher is willing to follow through with them.

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## Jenna Gesiakowski, Jones Chapter 15: Being Consistent, Our Thoughts



**1.) (P. 183-185)** Jones starts the chapter out by presenting the idea of "Being In Charge". Basically, within the classroom, you-the teacher, is in charge. The classroom should not be run by the students, but by the teacher. In this chapter, Jones shares a story about his childhood and how his mom stuck to her ground ("no meant no"). Through this, Jones provides two rules to live by: Rule #1- No means no. Rule #2- I am not going to stand here and listen to your yammering (his mother's code for, "you are really pushing it").

I thought this was a solid idea. The teacher should definitely be the one in charge and they should provide solid rules. At the same time, I feel students should have a part in developing some of the rules/consequences within the classroom.

**2.) (P. 185-186)** "Weenie Parents". This is the term that Jones introduced us to in order to refer to parents who just cannot bring themselves to say "no" or "make things stick". He mentioned that some parents "cannot set limits" and they solely provide excuses (e.g.- "Stevie was hitting other children at his birthday party, but I cannot send him to his room in the middle of his party, could I?"). Basically, within parent conferences, teachers are going to come across several of these parents.

As a future teacher and future parent, it is important not to become a "weenie". Setting limits and understanding what to do in certain circumstances is important. Jones goes

onto say that there is no in between with consistency. You are either consistent or inconsistent.

**3.) (P. 187)** Jones finds it important to focus on consistency in the classroom by first focusing on small disruptions (e.g.- talking with neighbors). He believes that "small disruptions are more costly". They occur at a higher rate and account for most of the lost learning time. To add, most big problems that occur are the result of the previous smaller problems. This being said, several big problems can be avoided by addressing small problems first.

I think this is a good view that Jones provided. I feel that small disruptions need to be handled, but don't necessarily always need to be talked about directly. Sometimes you can get rid of a small problem just by walking towards the area it is coming from.

**4.) (P.188 start).** Jones believes that discipline should come before instruction. Many teachers would most likely agree with this, but he provides us with scenarios in which teachers do not follow this. For instance, if a teacher is helping Tommy with his paper and there are two students talking (but are not bothering anyone working/disrupting anyone), the teacher would most likely finish helping Tommy and then address the other two students later, if at all. This is an example of providing instruction before discipline. Even though most teachers say they will discipline before instruct, it is not always the case.

I think discipline is important. But, I see where Jones is coming from. At times, it could be really tempting to finish the instruction and deal with discipline later.

**5.) (P.189).** When it comes to unacceptable behavior, Jones labels the question, "How big is the disruption?" as "irrelevant". He feels the teacher should either deal with it or they should not.

I see where Jones is coming from with this. As a teacher, you don't have much time to think about what you are going to do. You have to make a decision quick and go with it. It does not matter how big or little the disruption is, but how you feel about the disruption and if it worthwhile to address.

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## **Lisa Brearley, Jones Chapter 14; Staying Calm: Our Emotions**

**1. Self Preservation** – Teaching is one of the most stressful jobs around. Teachers need to practice stress management and be proactive in it. Dealing with things in the classroom calmly and efficiently will lower stress, and invigorate and enrich rather than exhaust. This is something I have no yet learned. Being in the classroom, for me, is draining. I need to develop a plan of action for self preservation, being proactive in taking care of myself so that I can take care of my students. (171-172)

**2. Fight or Flight** – This is the response to anything that surprises or threatens someone. For teachers, this is the response to any goofing off in the classroom. There are two phases of it; the fast and slow phase. The fast phase is the tensing of muscles. This phase can cause negative affects on one's body. The slow phase is the biochemical phase where bodies pump adrenaline into the bloodstream. This adrenaline can cause an energy debt. This additional stress can be taken out on others negatively. I have experienced both of these phases, and I would attribute my exhaustion to these responses. Again, I go back to needing to be proactive in this position. ( 173-174).

**3. Upset Changes Brain Function** – The triune brain theory consists of the Brain Stem, the Paleocortex, and the Neocortex. The Brain Stem regulate basic life functions. The Paleocortex controls the social behavior. The Neocortex is responsible for the higher intelligence. When a teacher becomes upset, the triune brain downshifts, and the entire brain is negatively affected. This is another reason teachers can not let things that go on in the classroom bother them. I was unaware of these things, and I was shocked to find out about how the brain is also affected by responding negatively to behavior. (177-178)

**4. Social Power** – Power is control. Teachers need to have control over their classrooms. Power describes who is leading, and who is following. Power can be taken to the extreme, and be done in a negative way. This is very ineffective. Students begin to obey out of fear rather than respect. Power should come from leading in a positive way. This is seen as graceful, using one's skills to get others to follow. I did not see the correlation between power and control. I think that in a classroom, students and teachers should have power and be empowered. A teacher should not be the only one in control. I think students need to learn to have control of their own behavior. (178-179).

**5. Power Conflicts** – There are two types of power; primitive and social power. The primitive power is used in order to insure physical survival. It is the direct response to the fight-flight reflex. Primitive power is often shown through aggression. Social power is learned and skillful power. It shows up in non-adversarial ways. Social power focuses on being calm and seeing that as strength rather than becoming upset, which is a weakness. Staying calm in all situations is important. This eliminates the negative affects of the fight-flight response, and is both beneficial to the teacher and students. I need to remember to stay calm, breathe deeply, and think before I respond in any and all situations. (179-181)



**1.) "The Oldest Myth"-** On page 167, Jones describes a "dysfunctional system". He focuses on the myth there is always someone down the hallway that can help. Basically, he is saying that there is someone else that can take care of a behavioral issue or problem besides the teacher themselves. Growing up, I have seen this occur a lot. When an educator does not feel like handling a situation or does not know how to handle it, they go to a higher power for answers. By doing this, they are able to put the situation in someone else's hands.

**2.) Saying "no"-** In this chapter Jones has a large focus on telling children and students "no". But, if the behavior persists, they are given what they want anyways. This tells children and students that if they behave a certain way long enough, they will get what they want in the end. This means the educators and parents are not changing the behavior, but worsening it. Jones refers to this as "building brat behavior".

**3.) Blaming-** On page 167 Jones talks about how when all fails, everyone blames one another. When systems fail at schools, teachers blame administrators, administrators blame teachers, and everybody blames everybody. The only way to fix a failed system is to redesign it. Blaming gets nobody anywhere. In order to fix the problem, you have to take action. Blaming will not fix the situation.

**4.) The Revolving Door Policy-** On page 166, Jones explains that when a child is sent to the office the teacher expects the office to straighten him or her out. Why is it that when the child comes back to the classroom, the problem is not straightened out? This is because the student just sits in the office, and for the most part, maybe gets a lecture. In my opinion, the teacher should put more into dealing with the issue. Unless it is extremely serious, the teacher needs to develop a policy with the student. By doing this, there will be more control for this not to take place again.

**5.) A Fast Game-** On page 167, Jones shows that when a student provokes an educator, the educator may take the "bait". If so, the student has won. This is the "fast game" that Jones is referring to. As an educator, I hope to be prepared in ways that will allow for students not to provoke me. But, I am sure I will see this in my career so it is something that I will have to prepare for.

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## **Ella Tempelman chapter 19= Learning to Mean Business**

### **A New Sign= pg 242**

Isreal Goldiamond would tell his young psychologist students that " If a person is acting in a bizarre fashion, it is for a reason. What do they get for the behavior? Whatever it is

they must want it very badly. Find out what it is and make sure they can only get it by acting appropriately." When a child in your classroom acts in a bizarre or atypical fashion that student is telling you a great deal about his or her life. If you can decode the message, you can understand what would otherwise be unexplainable. And you have the beginning of a treatment program

### **Indiscriminate Responding= Pg 243**

Children who are socially deprived often seek attention and touch in ways that we might consider bizarre. As a result, they read body language differently than normal children do. When children suffer from neglect, they become indiscriminate consumers of adult proximity and attention. They fail to read body language that would signal approval or disapproval that normal children do. They only care that an adult cared enough to provide touch.

### **Dealing with Extreme Attention Seeking Pg. 243**

When we perceive the extreme neediness of deprived children, we instantly want to heal them. We somehow want to give them the attention they have been denied in order to make them whole. This thinking can be destructive. It can produce the opposite effect of what you would expect. Not being able to tell the adult is giving disapproval, the child may act inappropriately more often in the future in order to continue getting the attention.

### **Explosive students= pg 244**

Meaning Business could be seen as an invasion of the students personal space. the invasion is subtle when you lean down to give a prompt, but it is beyond settle by the time you are camping out by their desk. Some students have large personal space. They go into alert before you even reach the desk. If you go into "palms" with the students they may get extremely agitated to the point of losing it. Your use of physical proximity has become an ability rather than a useful tool. Remember, body language is not a technique that must be repeated in the same way every time. It is a form of communication that must be tailored to the needs of the specific situation.

### **Meaning Business is Part of a System= Pg. 274**

Meaning business is one element among many in a effective discipline management system. This system must have different procedures that do different jobs. When you reach the limit of a procedures effectiveness you will want to start a new procedure that will be effective with the students.

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## **Matt Smigaj - Chapter 14: Staying Calm our Emotions:**

### **1. Self-Preservation: (pg. 171)**

According to Jones teaching is one of the most stressful jobs in the world. It has even been found that a teacher makes more decisions than an air traffic controller in just an hour time span. So it is obvious than the job of a teacher is really tiring. It is necessary for teachers to balance their school and personal life's so they don't burnout and hurt their students and families. It is important that teacher develop stress management skills to be effective teachers. This is something I have yet to develop due in part to my lack of classroom experience. I will have to learn to take a proactive approach to stress management to live a happier life and provide a better atmosphere for my students.

### **2. Biology and Behavior: (pg. 172.)**

Fight-Flight reflex is a person's natural response to anything that surprises them or threatens them. An example in the classroom would a teacher's immediate and automatic reaction or response to seeing some students goofing off. Good teachers rarely become upset in the classroom when this occurs. They remain cool, calm, and collected in response to these students bad behavior. These teacher know how to manage stress effectively. I found this very interesting. I hope to one day be able to display the characteristics of a natural teacher by being cool, calm, and collected in such circumstances when students goof off.

### **3. Fight-Flight by Different Names (pgs.175 - 176):**

There are several different types of fight-flight reflexes. One type of fight-flight reflex with dialogue is nagging. Basically when a person has a fight-flight reflex, their mouth tends to pop wide open and they yell or scream a response. In a classroom it tends to be in the form of nagging when a teacher yells at students who are not staying on task or paying attention. Nagging is a normal biological behavior. Some teachers do it rarely, while others do it constantly. Another type is pheasant posturing. This is when teachers talk with their hands while nagging. The two most common types are circular and vertical when we motion for students to turn around in chairs or motion them to sit down. This is useful for me as a future teacher because I know I will encounter students who will give me trouble. I now will be more aware if I am nagging them or using my hands in pheasant posturing. I will try to make sure these responses to behavioral problems are a rarity.

### **4. Social Power: (pgs.178 & 179)**

Power and Control are two important concepts in classroom management. Power is simply control. An example would be a teacher walking over by a student who is off task, talking to another student. When the teacher walks and stands by the student, the student may see this and decide to get back to work. Since the student chose to pursue the teacher's agenda, rather than their agenda of talking. So the teacher has the power and the control because they are controlling the student's behavior. Students can see this and follow in line with this behavior. I hope to be able to do this when I become a teacher. I hope I can influence the behavior of students that goofing off without having to yell, scream, or punish the students. I also hope to develop leadership skills in order



to achieve social objectives in which I get students to follow what I want them to do while enjoying the learning experience.

### **5. Calm is Skill (pg. 180)**

It is really important to control your fight-flight response by being calm. Getting upset has no advantages. When you are calm you can think clearer and use your knowledge, experience and social skills to solve problems with students. Getting upset is a weakness. It is possible to abort a negative fight-flight response such as yelling. You have a brief period in which you can stop yourself from getting upset. You can override this reflex with a learned response called relaxation. In order to relax in such situations you learn to breath a certain way. Relaxed breathing is used in any program that involves stress management. A relaxing breath is slow and shallow. Relaxed breathing is a skill that is learned and requires a lot of practice. The more skillful you become at relaxation the better you will be able to respond to stressful situations such as students goofing off. This is something I need to work on in my life. I need to develop this technique so I do not get upset so quickly in future situations in my personal and future school life. This will allow me to think clearly and logically so I do not make problematic situations worse by getting upset. This also will be helpful when I encounter problematic students who are always goofing off.

Taryn Wilkens – Chapter 19: Dealing with the Unexpected

1. pg. 242 – “A symptom is a neon sign pointing to its own cure.” – Israel Goldiamond  
Jones talks a lot about how students tell the teacher a lot about themselves and their lives by how they behave and react to certain situations. I think teachers need to be careful not to decide that a certain behavior from one student communicates the same thing when that same behavior comes from another; rather, teachers need to be aware of context and understand the student so that the reaction to the behavior is appropriate

2. pg. 245 – Adjust Your Proximity

Another reason teachers need to understand their students is because certain body language from the teacher can communicate different things for different students. Teachers need to watch the body language responses of their students in order to adjust how they approach different students; some may need the teacher to come close in order to understand that he or she “means business,” while others might understand this without needing the teacher to come so near (which might also be threatening to the student and cause unnecessary stress).

3. pg. 245 – When in doubt, do nothing.

If a teacher is faced with a sudden, disruptive, upsetting behavior that is unplanned for, sometimes the best thing to do is nothing. Remaining calm, silent and simply stopping and looking at the student might be enough for him to realize he needs to fix the behavior. Major results of the behavior (such as how to apply school policy) can be dealt with later.

4. pg. 246. – Slow down and take two relaxing breaths.

Following #3, in a surprising situation, rather than just reacting, teacher will benefit from stopping, or slowing down, and taking two relaxing breaths before deciding how to handle the situation. I find this to be very important because reacting naturally (yelling, etc.) could make the behavior worse, frighten the other students, or show the misbehaving student a weakness on the teacher’s part.

5. pg. 246. – Adjust As You Go

There are always going to be things that happen that the teacher hasn't anticipated. It is important to have procedures in place, but also strategies for dealing with the unexpected. Having an understanding of the class and proper responses to behavior will be helpful when needing to "go with the flow."

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## **Jessica Duff: Jones Chapter 15: Being Consistent, Our Thoughts**

### **1. (Pg. 183-185) "No Means No"**

Jones states that in the classroom, the teacher is in charge. The teacher is responsible for making the rules and setting behavioral boundaries for the students. Jones makes it clear that if the teacher is not in charge, no one is in charge. It is essential for a teacher to say "no" to a student's misbehavior before the problem escalates to a bigger problem. Jones tells his readers a story about his mom who would not put up with any misbehavior. His mom lived by two simple rules; "no means no" and "I am not going to stand here and listen to your *yammering*." His story helps the readers understand how the concept can be enforced and applied at home as well as in school.

### **2. (Pg. 187-188) "Consistency in the Classroom"**

This section deals with two subareas: Focusing on small disruptions and discipline before instruction. Focusing on small disruptions such as talking to a neighbor can account for loss of learning time and teacher stress. If the small disruptions are not handled immediately and appropriately, big disruptions can grow from the small disruptions. This is why it is vital to discipline students before teaching a lesson. It is suggested for teachers to implement their rules and routines in the classroom at the beginning of the semester or else they will be chasing after the students for the next eighteen weeks.

### **3. (Pg. 189-190) "See and Then Act"**

Jones emphasizes that as a teacher, if you see a student acting inappropriately, it is too late to start thinking about what to do, you must know what to do. Jones states "If you respond based upon your feelings, you can *never* be consistent." Teachers must have mental clarity as to where their behavioral boundaries lie. Jones states, "Without *mental* clarity, you cannot have *behavioral* clarity."

### **4. (Pg. 190) "Classroom Rules"**

Classroom rules deal with the teacher making his or her own rules and picking their battles with the students. It is understandable that every rule varies from each setting, however students need to know and comprehend which rules are in effect for various settings. However, teachers and all other faculty members need to have a meeting discussing rules and expectations that they can implement throughout the entire school

without the students becoming confused. The meeting may serve as an effective strategy for improving the communication level among the faculty members as well as improving student behavior. Jones suggests, "Never make a rule that you are not willing to enforce every time." Enforcing a rule may require the teacher to stop instruction, but sometimes it just has to be done.

### **5. (Pg. 191) "Firmness and Nurturance"**

Many students come from homes in which "no" does not always mean "no." These students are so used to winning that they are willing to test the teacher's patience and consistency. Students who do not win with the teacher will extinguish slowly because at some point, they expect to win. It is important for teachers to incorporate affection, firmness, and consistency in order to create stable boundaries for the students. Jones states, "If you are consistent, you can use smaller and smaller consequences to govern misbehavior. But, if you are inconsistent, you must use larger and larger consequences to govern misbehavior." Teachers will pay a high price if they exhibit inconsistency in the classroom.

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Joseph Lerner Chapter 15: Being Consistent

1. There are not degrees of consistency. You are either consistent, or you are inconsistent. There is nothing in between. There is no such thing as pretty consistent, or very consistent, or extremely consistent.
  2. The priority that must govern your decision making at all times is that discipline comes before instruction. It is not optional. It is a cornerstone of effective management.
  3. Thinking when you should be acting is fatal. You must know what to do immediately, because your thoughts will usually cause you to rationalize situations and take into consideration irrelevant thoughts such as how big is the disruption and how important is the assignment.
  4. Don't consult your feelings when dealing with unacceptable behavior because your feelings can never be consistent. You must have mental clarity as to where your behavioral boundaries lie as to not let your emotions get the best of you in a situation.
  5. Never make a rule that you are not willing to enforce every time. If you are to be consistent, you must respond every time you see a rule infraction.
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## Kaleb Furmanek Chapter 14: Staying Calm, our emotions

pg 172: Fight or flight reflex occurs in two stages. First stage is where our muscles tense up. This is where we feel tense in our shoulders or else where. This is to aid us in case we have to flee. The second stage is where the Adrenaline hits us and time slows down. This stage last much longer than stage one and will last for up to 27 minutes after the stress has left.

pg177 When become highly stressed out in a situation our brain downshifts from higher brain function to our most basic. This causes us to move into fight or flight mode based on the situation. In our classroom it is important to stay calm and remain in higher brain function so we can better control the classroom.

pg179: Primitive power is the kind of power that we have built in to our brains. This power helps us to react to situation and helps insure our own personal survival. This is focused on the most basic brain function.

pg 180: Social power is a learned behavior is is the focused on the cortex or mid brain. It allows us to make skillful decision and keep our brain active in the cortex region.

pg 181: Emotions are contagious. If you remain calm in your classroom you students will remain calm through out the day as well.

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## **Chris Passafiume (Chapter 15, Being Consistent, Our thoughts.)**

"Being in Charge" 183 - In this little section in Jones, the book talks about how the teacher is in charge. When the teacher is not in charge of the classroom, the room falls apart. Students will not be focusing on learning if they feel that they can run rampant.

"Weenie Parents" 185 - This section was funny, but it was also something that I could relate to. Weenie parents are defined as parents that let their kids get away with stuff. Weenie parents often are easily swayed by things that their kids say. It is important to realize that as a teacher I am going to be dealing with these types of individuals, and working together on enforcing rules may be of some difficulty.

"No means No" 185- Jones gave an example from his mother about when she used to tell him no. The main idea that Jones wanted to get across here was that his mother never went back on her word when she said no. This is important as a future teacher because you have to stick to what you say, otherwise the students will not take you or your rules seriously.

"Consistency" 186- In this section Jones talks about being consistent in following through with your rules in the classroom. He said that many people often think that there are different ways to be consistent. This is a misconception because when you are consistent, you are consistent. This is great for teaching because as a teacher you need to be consistent. Whenever you break your consistency even once, the kids know that you are able to be broken down. You have to stay firm, and you have to be consistent.

"Focus on small disruptions" 187- In this part of the chapter Jones stressed the importance of focusing on small disruptions in the classroom. As a teacher, sometimes the idea is to "pick your battles", but this is not true. A teacher needs to focus on the small disruptions because they often turn into big disruptions. When students know that they will get away with small stuff, they will always be trying to push the envelope with you as a teacher. By focusing and addressing small disruptions, you are taking that thinking away from them.

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Kayla Brickson, Jones Ch 18 (Eliminating Backtalk)

1. (pg 224) Our cardinal error in dealing with backtalk in the classroom is having the last word. Just like with young children, arguing and trying to have the last word in an argument gets you nowhere and forces the teacher to pull rank.
2. (pg 227) Switching the agenda is a type of backtalk often seen in the classroom. Students mostly do this by saying "I don't understand this". The teacher is forced to cave in and often does part of the assignment for the student. Avoid this by doing nothing.
3. (pg 229) Whiny backtalk--Students are in denial and tend to blame their neighbor or the teacher for what they did wrong. The best thing to do is to not cave in and not believe everything the student says. Teachers should be able to see through the lies. Doing nothing and waiting for their response is the best thing. This forces the student to go back to work.
4. (pg 231) Nonverbal backtalk-- Sometimes students turn to crying to get their way. This is often because the student's parents may cave in at home and this is the student's coping mechanism. The teacher should simply respond by saying "We can talk about your crying later. You need to get back to work". Follow up later when the student's head is back up. This helps the students feel the teacher's presence and gives instructional supervision.
5. (pg 232) Basic short-term moves--One thing teachers can do to deal with backtalk is to simply do nothing. This kills time and the student usually caves. If the student keeps

talking back though you can move closer to the student and put one elbow on his or her desk. This improves eye contact.

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## **Bolaji Adeoti, Jones Chapter 15: Being Consistent: Our Thoughts**

### **No Means No**

When teachers are in the classroom, they are in charge. As teachers, we make the rules and establish the behavioral boundaries. If the teacher is not in charge then no one is in charge of the class. We shouldn't always have to say no to misbehavior; when we teachers do this the problem will stop and it won't become a bigger problem in the class.

As a teacher I believe this should be one of our concerns; we can't be spoon feeding the students, when we say "no", then we have to follow through with it. Students will take us more seriously and know that we mean business. (P.183)

### **Classroom Rules**

"Never make a rule that you are not willing to enforce every time." As a teacher, if you make the rule, you need to enforce it no matter under what circumstances. Teachers might have to stop what they are doing in class, but since they make the rules they will need to enforce them to their best ability. Enforcing also needs to be consistent; if this is not done every time then it will give the students another reason to break the rules again. (190)

This is another point for many teachers, since making rules can make our life easier; enforcing the rules each time one is broken can be painful. However, it is something that we need to do in order to keep our class in the best shape, and to get as much lesson time as possible.

### **See and Then Act**

"Don't think". Thinking when you should be acting on the misbehavior is a big deal that teachers need to avoid. If the student has stepped over the line, teachers need to do something about it as soon as possible. It is too late to start thinking about what you can do as teacher, as teachers we must know what we need to do right away. (189)

Teachers need to know how to act in different situations that occur in the class. There needs to be a system that teachers can just follow as soon as the behavior happens.

### **Consistency in the Classroom**

"Focus on small disruptions." As teachers we need to focus mostly on small everyday disruptive behavior that occurs in the classroom. This doesn't mean that we should ignore the big disruptions, but by dealing with the small disruptions it will avoid leading to the big disruptions. Small disruptions can be "talking to neighbors", etc. This type of behaviors is more costly, but if

we deal with it right away it will prevent bigger disruptions from happening in the classroom. (187)

### **The Moment of Truth**

“Discipline comes before instruction.” There is always some type of difficult choice that we have to make when this situation occurs. At times, you may not be sure if you should keep teaching when students misbehave or stop the teaching right away to address the issue. According to Jones, discipline should come before instruction, so stopping the lecture or instruction to deal with the problem will be the best choice. This is a difficult choice for most teachers because they don’t want to lose instructional time when dealing with the students and on the other hand they don’t want the students to disrupt other students from learning the lessons. (188)

I think as a teacher stopping to address the problem will be the best because it will stop other students from misbehaving so that the rest of the teaching will go smoothly. When a teacher stops the class lesson to address the issue, this will give the cue to the rest of the class not to disrupt the class.

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## **Marisol Mirón**

### **Jones Chapter 18 - "Eliminating Backtalk"**

#### **Point 1: Fight or Flight**

When a student challenges his/her teacher in front of the whole class, the teacher's natural, human response is to want to speak by nagging, snapping, posturing, and otherwise having the last word. However, the correct answer for dealing with backtalk is not more backtalk. More backtalk usually results in making a conversation out of it, which results in the existence of two fools: the student and the teacher. In the short term (the first few seconds), the teacher should do nothing. In the long term, the teacher can do what he/she determines to be best.

#### **Point 2: Open Your Mouth, and Slit Your Throat**

The worst way to confront backtalk is to add more backtalk. For this reason, the teacher should keep his/her mouth shut. The student wants to create a scene, and he/she wants the teacher to play the role of the antagonist. If the teacher plays along, the show begins and lasts. It has already gotten to be 'public', which the teacher would have been trying to avoid in the first place. If the teacher remains silent, the student has no other choice than to give up and do what he/she was asked to do.

### Point 3: Types of Backtalk

There are three types of backtalk: switching the agenda, whiny backtalk, and nasty backtalk.

To 'switch the agenda' is to tell the teacher that you do not understand the material (an excuse for talking). The teacher, in turn, gets 'reeled in' by asking "What is it that you don't understand?" The student won.

Whiny backtalk is when a disruptive student, when called on, goes into denial about the behavior, blames his/her neighbor(s) for the behavior, blames the teacher for the behavior ("the instructions were not clear"), or when the student gives the teacher a compliment in order to avert his/her attention to something other than the issue that was going to be addressed (the disruptive behavior).

Nasty Backtalk is when a student uses insults (about dress, grooming, hygiene, etc.) or profanity in order to get attention and control. The teacher is not to let one, four-letter, monosyllable word control him/her as well as determine emotions and behavior.

### Point 4: Short-Term Moves

Two things that can be done with the body when a student backtalks are to 'camp out' in front or from behind. When camping out in front, the teacher has his/her palms on the student's desk and bends down so that one elbow is resting on the table. This gets the teacher very close to the student and improves eye contact. To camp out from behind is to isolate the backtalker (in situations when he/she decides to involve another student and 'double team' the teacher through a lie). The teacher stands behind and between the two students, then puts his/her elbow on the table (making sure that he/she is facing the student).

### Point 5: The Clinical Dimension

There are times when a teacher has to tell the student "Let's talk after class." When the student comes in, if the teacher takes the time to address the problem by asking the student if there is anything wrong, sometimes the students will tell the story briefly. The teacher should let the student know that he/she is available after school (and should not be surprised if the student shows up). Sometimes that is not the case, but the teacher should always include wait time just in case the student changes his/her mind. This can result in changed behavior in class, as well as a different relationship with the teacher.



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Kristina O'Connor--Chapter 19: Dealing with the Unexpected

p.242: A symptom is a neon sign of its own cure. It is important to remember when someone is acting out of the norm, it is for a specific reason. We need to try to find out why the student is acting the way they are before we can fix the problem.

p.242-243: When a child in your classroom acts in a bizarre or atypical way fashion, the child is telling you a great deal about his/her life. When people act "bizarre" it is usually for a certain reason. This is why it is important for teachers to have an understanding of a student's background and what they may be going through at home.

p.245: Body language is a form of communication that must be tailored to the needs of a specific situation. Body language can be taken differently by each individual student. As teachers, we must be careful of the body language we display and be prepared for some students to interpret it opposite of what we intended.

p.246: In any surprise situation, the answer is always the same: slow down, take two relaxing breaths and remember: when in doubt, do nothing. Especially when a student misbehaves over and over again it is easy for a teachers to lose his/her cool. A teacher must remember that if we don't stay calm in these types of situations it is easy to lose control of the class.

p.247: Successful classroom management will always require a system. An organized system for classroom management should be implemented on the first day so that they students know what is expected of them right off the bat. Teachers should also have a back up [plan just in case their system isn't effective with the class or with individual students.

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Deonna Randle-EI

## **Chapter 15- Being Consistent, Our Thoughts**

### **1) Consistency in the Classroom**

It is important for teachers to offer students consistency in the classroom. This chapter says that there are no degrees of consistency. A teacher can either be consistent or inconsistent, there is nothing in between. This is important for all teachers because students need to know how things are going to be run in the classroom. Students need to know what to expect and what is expected of them in the classroom setting.

### **2) No means No**

Let your no's mean no and your yes mean yes. As a teacher, it is important for us to be consistent with the way that we communicate and discipline or students. When

teachers say anything, they need to stand firm on it and follow through with it. Teachers should never say anything that they do not tend to follow through with because if they don't students won't take anything that the teacher says seriously.

### **3) Classroom Rules**

Teachers have the authority to create any rules that they choose to in their classroom setting. Every teacher is different just like every classroom setting is different; so rules should be made according to the type of environment that the teacher wants to create.

### **4) Discipline before Instruction**

This chapter suggests that discipline should come before instruction in order to insure proper classroom management. Enforcing consequences for violation of rules will show the students that the teacher is being consistent with everything that that teacher is saying.

### **5) Pick Your Battles**

Teachers need to stick with all the rules that they make. The chapter says that we should never make a rule that we are not willing to enforce every time. This goes along with consistency as well. We want students to know that we mean business when we enforce rules. Being consistent with rules will show students just how firm we are on our rules.