Teresa Terry
Time To Teach!
Time, it has been said, is the coin of learning. Yet every teacher has known the frustration of losing valuable instructional time to matters of discipline, just as every student has known the frustration of losing valuable learning time to matters of discipline. For some teachers and for some students, the amount of time lost is very great. The strategies taught in this seminar have proven to restore that lost time to teachers and students in a way that is simple, fair, and mutually respectful. We believe that it can be effective for you in your unique situation. We will explain it to you as clearly as we can, in the hopes that it will help you expand your "time to teach."
Please turn off cell phones...

(or, set on “silent” or “vibrate” mode)

Thank you!
“Teach with passion, manage with compassion”
ALWAYS
NEVER!
Teachers have the most difficult job in America
ARRANGEMENT

IF IT’S NOT FIXED, BREAK IT
PHILOSOPHICAL ASSUMPTIONS

• Conflict is an essential part of growing up.
• A natural part of healthy social and intellectual development.
  “Kids don’t care how much you know, until they know how much you care.”

Nurturant path
• Authoritarian
• Permissive
• Authoritative
  • Punishment, alone, will not change behavior
  • Discipline behavior, not students

CARING IS KEY

• Good behavior is best systematically taught.
• Developing self-control takes a great deal of time.

Warnings
• Unchallenged assumptions
• Behavior can be changed.
• Developing self-control takes a great deal of practice.
• Good discipline is only a matter of good timing.
SELF-CONTROL

- Remaining calm and responding right
- Calm is contagious and silence is powerful
- Avoiding Power Struggles
  - Defending one's ability
  - Past vs. Pushing
  - button pushing
- You will always get another chance
- The Four Diffusers
  - I Understand
  - Probably So
  - Nevertheless
  - I’m Sorry

The Fifth? (and more)

Wait! It gets better!
CONFLICT IS INEVITABLE

BUT COMBAT IS OPTIONAL
UNCONDITIONAL POSITIVE REGARD

• Honeymoon Period
• Relationships
Research is clear:

If kids know you value them as human beings, they will work harder and challenge less.
TWO KINDS OF INTERACTIONS

Unconditional Personal Regard

Noncontingent Interaction

Conditional Personal Regard

Contingent Interaction
TWO KINDS OF INTERACTIONS

UPR
Human Being

CPR
Human Doing
CONTINGENT INTERACTION

“Thanks for turning in your assignment.”

“Good job of citing the references in your paper.”

“Look over chapter 14 for tomorrow.”

“That’s not quite right. Let’s try #14 one more time.”
NON-CONTINGENT INTERACTION

“How’s your day going?”

“What is your pet’s name?”

“Good job in the game last night!”

“How are your grades in your other classes?”

“What music have you been listening to lately?”
TIPS ON DEVELOPING RAPPORT

• A sense of humor
• Encouraging class discussions
• Showing interests in them
• Available for help
• Knowing their names
• Sharing personal experiences and insights
• Relating course material to everyday life, citing examples
• Know their interests and aspirations
STUDENTS IN A CLASS FULL OF RAPPORT

- Higher academic behavior
- Pay attention
- Enjoy the teacher and subject matter
- Fewer discipline problems
- Motivated to come to class
Classroom Management
Two Essential Elements

Teaching Classroom Expectations
• Teaching classroom expectations
• Looking for performance on expectations (monitoring)
• Consequenting behavior – both positive and negative

Identifying Classroom Expectations
• Student Voice

Unconditional Positive Regard
TEACH-TO’s™
Extremely handy tools…
but where did they come from?
TEACH-TO's™
Direct Instruction Model

Model
Lead
Test

I do
We do
You do

Perfect
Imperfect
Almost-But-Not-Quite
Teach-To's
100 behavior lesson plans and essential advice to encourage high expectations and winning classroom behavior!

A TimeToTeach® Book
by Rick Davgren with Melanie Lobbener

New strategies and perspectives!
Emergent, Low-Level Behavior (e.g. tapping fingers on desk)

Early Intervention

Classroom Integrity Questions (CIQ's)
1. Am I able to teach?
2. Are they able to learn?
3. Is he or she able to learn?

Yes
Instruct Continue

Review

S.M.A.R.T.R.

Correction

Instruction Continue

Review

S.M.A.R.T.R.

No

Follow-up Request:
“We need quiet hands please”
“Stop tapping your fingers”

Wait TIME

Persistence

REFOCUS
1. GRACEFUL EXIT
2. GRACEFUL ENTRANCE
3. REFOCU5
4. WELCOME BACK

Instruction Continue

Review

S.M.A.R.T.R.
A real classroom event

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...It’s time for math.”
Stanley: “What math?”
Teacher: “It’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?”
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: Learning…
Teacher: Teaching…
Stanley: Learning…
Teacher: Teaching…
Stanley: Learning…
Teacher: Teaching…
Stanley: Learning…
Typical

Students are reading independently. Kelly is wandering around taking others off-task.

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”
Teacher: (CIQ’S) “Kelly, I need you in your seat please”
Kelly: “But…”
Teacher: ”Room ten, thank you.” (matter of fact)
Teacher: Teaching. . .
Teacher: Teaching. . .
Teacher: Teaching. . .
Teacher: Teaching. . .
Teacher: Teaching. . .
Teacher: Teaching. . .
YOU JUST SAVED...

100 WORDS!
...a few of our resources...

www.timetoteach.com
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
Refocus Form

• What was your behavior?
• What did you want?
• What will you do next time?
• Are you ready to return to the routine of the class?
Time Out!
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
REFOCUS™

Time In!

TIME IN

Light bulb on a yellow sign with an up arrow in a triangle.
Emergent Behavior

Early Intervention

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

Time-In Outcomes
1. Return Seldom
2. High Academic Performance
HOW DOES

Time To Teach!

FIT IN YOUR SCHOOL PROGRAM?
"STUDENT PARADIGM SHIFT!"
REFOCUS Transition Mid-Year
2006-07, Pioneer High School

IN-HOUSE SUSPENSIONS

- Aug: 39
- Sept: 265
- Oct: 275
- Nov: 219
- Dec: 135
- Jan: 130
- Feb: 70
- March: 113
- April: 52
- May/June: 57
API Scores 2002-07
Olympus Junior High School

<table>
<thead>
<tr>
<th>Year</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002</td>
<td>803</td>
</tr>
<tr>
<td>2003</td>
<td>811</td>
</tr>
<tr>
<td>2004</td>
<td>817</td>
</tr>
<tr>
<td>2005</td>
<td>852</td>
</tr>
<tr>
<td>2006</td>
<td>878</td>
</tr>
<tr>
<td>2007</td>
<td>883</td>
</tr>
</tbody>
</table>
"Don’t Ever Give up!"
Contact Information

Teresa Terry
teterry@live.com
805-835-9919
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
High level or major event

Emergency event for aggressive challenging behavior

1. Calm Request
2. All Call
   - Every Staff member without children coming
   - 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