

# Fred Jones – Discipline through Active Student Involvement

## Skill Cluster 1 – Classroom Structure to Discourage Misbehavior

### Room Arrangement

- Keep the students in a close radius from you.
- Provide generous walkways for students and teachers to move around
- *Interior loop* – desks and tables are set with two wide aisles from front to back and enough distance between side-to-side rows for teachers to walk.

### Classroom Rules

- Classroom rules should be general and specific.
  - General rules have to do with behavior.
  - Specific rules have to do with academics.
- Spend the first two weeks making sure the students understand the rules.

### Classroom Chores

- Assigning as many classroom chores as possible helps students develop a sense of responsibility.

### Opening Routines

- 5 to 8 minutes are wasted in most classrooms immediately after the bell rings.
- Jones suggests bell work which requires no active instruction and for the students to begin when they enter the room.

## Skill Cluster 2 – Limit Setting Class Agreements

- Setting limits on behavior should be the first thing a teacher talks about to help student conduct themselves responsibly.
- When rules are violated, teachers should use body language to remind students.
- Incentives and social awards should be given for proper behavior
- Teachers should still use the backup system when behavior is serious or students refuse to comply with the rules.

## Skill Cluster 3 – Limit Setting through Body Language

### Proper Breathing

- Slowing your breathing before responding to a misbehaving child is good.

### Eye Contact

- Few physical acts are more effective than eye contact.
- Look a misbehaving student in the eyes.

### Physical Proximity

- Moving closer to the misbehaving student to get their attention

### Body Carriage

- Good posture and confident carriage = strong leadership
- Drooping posture and lethargic movements = resignation or fearfulness

### Facial Expressions

- Expressions that convey a sense of humor and personal connection are winks and smiles.

## **Skill Cluster 4- Using See, Say, Do Teaching**

- Jones depicts the old-fashioned approach as: (Teacher)- input, input, input, input, input. (Student)- Output.
- This instruction includes built in factors that lead to misbehavior:
  - Large amount of teacher input produces cognitive overload
  - Students sit passively for too long
  - Teacher doesn't adequately work the crowd. No interaction.
- Teachers who are more effective put students to work from the very beginning of the lesson.
- This approach is "doing" oriented, with activities occurring often at short intervals, and is depicted as follows: (Teacher)- input (Student)- output, (Teacher)- input (Student)- output, (Teacher)- input (Student)- output

### Visual Instruction Plans:

- a series of picture prompts that represent the process of the activity or thinking and guide student through the process.
- VIP and See, Say, Do greatly reduce amount of time wasted.

## **Skill Cluster 5- Responsibility Training through Incentive Systems**

### Grandma's Rule

- Requires the students to first do what they're supposed to, before they receive the incentive.

### Student Responsibility

- Jones suggests that when students show responsibility it's because teachers have used encouragement instead of nagging, threats or punishment.

### Genuine Incentives:

- Incentives help the teacher get the students to act in a desired way. This is NOT free time. Incentives that work for some students may not work for others.

Preferred Activity Time (PAT):

- Time allotted for activities such as learning games or enrichment activities.

Group Concern:

- Jones emphasizes the importance of making sure every student has a stake in earning the incentive. This motivates all students to stay on task.

Ease of Implementation:

- 1) Establish/explain the system. 2) Allow the class to vote. 3) Keep track of bonus time. 4) Be prepared to conduct the class in low- preferred activity time.

Omission Training:

- A student that shows he/she doesn't really care for PAT time is a special case, and can only lose/gain time for his or her self.

Backup Systems:

- There are three levels of backup in case the reward system fails.
  - Small Backup Responses: A student's misbehavior is addressed privately/ semi-privately. "I expect you to stop talking so we can move on."
  - Medium Backup Responses: A student's misbehavior is addressed publicly. "Brian, you're late again. You have a detention after school." Involve parents if needed.
  - Large Backup Responses: Chronic disruptions. Address with at least two professionals (teacher, administrator).

## **Skill Cluster 6: Providing Efficient Help to Individual Students**

Helpless Hand Raising:

- Happens when a student raises his or her hand when they don't really need any help.

Seat Organization:

- A good seating arrangement gives the teacher time to answer all student questions without wasting time.

Visual Instruction Plans:

- These plans ensure that the students have a clear example to follow.

Reduce Individual Student Time:

- There is a high potential for misbehavior while the teacher provides individualized instruction.