

ESTABLISHING RULES AND BOUNDARIES

INDEPENDENT STUDY

A SIX CREDIT CLASS

Course #ED445x/#ED545x

INSTRUCTOR:

DR. MICHAEL SEDLER

Email:mike@communicationplus.net

(509) 443-1605

THE HERITAGE INSTITUTE

Please Do Not send in no more than 2 to 3 assignments at a time and I will send you back comments. Send them in numerical order (#1, #2, #3...).

Thank you for signing up for my independent study classes. You may take up to six months to complete this course and may obtain an additional 3 month extension. DO NOT send in any completed papers unless you have registered for the class!

The checklist in the manual is to help you plan your schedule to successfully complete this course. The last page of the manual includes a General Bibliography. If you prefer, you may choose an alternate book not on the suggested list.

On the following page, I have given you a brief biography/resume of my background. You will see that I have a Masters Degree in Social Work; my K-8 Teaching Certification and am a Licensed Social Worker with the State of Washington. My current primary role is as a consultant and trainer for schools, businesses and agencies. I also worked in education for 15 years as a Director of Special Education, a Behavior Intervention Specialist, School Social Worker, and Teacher.

I teach classes and seminars throughout the United States and in Canada. I am an adjunct professor through two Universities in Washington. I am available for on-site training, classes, and in services for agencies and schools. I anticipate this class will be enjoyable and full of learning. Please contact me if you would like me to be involved directly with your school or business.

Thank you, once again, for signing up for it and I look forward to working with you over the next weeks/months.

Sincerely,

Michael Sedler
(509) 443-1605
E-mail: mike@communicationplus.net
Website: www.michaelsedler.com
P.O. BOX 30310 - Spokane, WA. - 99223

****** For those working in groups (400/500 level only!)- be sure to go to The Heritage Institute website at www.hoi.edu and click on the "group collaboration" icon.

1. Each group member must pick a book to read (you may all choose the same book).
2. Each group member must read the entire manual.
3. Final evaluation/integration paper must be individually authored.

Please share about my classes with others. It is my main form of advertising

MICHAEL SEDLER

(509) 443-1605 (w); (509) 939-6302 (c)

email: mike@communicationplus.net or michael@michaelsedler.com

website: www.michaelsedler.com

Education

B.A., Political Science

Master Degree, Social Work

Master Degree, Divinity

Doctorate Degree, Ministry

Teaching Certificate

Work Experience

Consultant/Trainer/Counselor

Director of Special Education

Developmental Disabilities Administration-behavior consultant

Supervisor, Educational Services

School Social Worker (K-12)

Behavior Intervention Specialist (K -12)

Classroom Teacher (elementary and middle school)

Assistant Pastor

Other Experiences

State Correctional Facility for Juveniles, Counselor and Supervisor

Community Mental Health Therapist

State Trainer in Autism (State of Washington)

Adjunct Professor for several Universities

Student Teacher Supervisor

Consultant for schools, business, churches throughout United States

Provide weekend marriage retreats

Interview and Speech Coach/Trainer for Miss Arizona, 3rd runner-up Miss America 2012

Author

When to Speak Up and When To Shut Up. (Jan., 2006 Revell Books, \$5.99). Book from faith-based perspective.

Communication book discussing conflict, power struggles, listening strategies, asking questions.

(Over 400,000 copies sold).

What To Do When Words Get Ugly. (October, 2016, Revell Books, \$5.99).

Updated/edited version of "Stop The Runaway Conversation.") Two new chapters in addition to edits. Book from faith-based perspective. Importance of not listening to negative discussions and how they impact a person's attitude.

Books are available through all bookstores, at www.bakerbooks.com, by calling 800 877 2665, or by checking with various online book companies. Revell is a division of Baker Publishing Group. Both books are available on CD as audio books

INDEPENDENT STUDY COLLEGE COURSES

THE HERITAGE INSTITUTE (credits through Antioch University, Seattle, WA)

MICHAEL SEDLER, INSTRUCTOR

Register for courses anytime. (6-month period for completion from the date you register). **Collaborate with fellow educators-only one set of assignments turned into instructor.** (Check out "Group Collaboration Guidelines" at www.hol.edu). **Clock hours available for partial course completion.

The following are **3 CREDIT CLASSES** (3 quarter credits = 2 semester credits)

1. Increasing Motivation and Self-Esteem in Students (SS401p/SS501p)

Strategies to help students feel confident and help educators find more successful approaches with them.

2. Parents: Adversary or Ally--A Cooperative Approach (SS401q/SS501q)

Specific ideas on connecting with parents and helping better communication between school and home.

3. Social Skills: A Foundation For Learning (SS401v/SS501v)

Activities and ideas to encourage students to improve their peer and social relations.

4. Understanding & Connecting With Aggressive Students (ED404d/ED504d)

Each person will increase their understanding of ways to de-escalate aggression and its' causes.

3 CREDIT COST: \$280-400/500 level; \$195-clock hours (3 quarter = 2 semester)

The following are **5 CREDIT CLASSES**: (5 quarter credits -3.3 semester credits)

1. Bullying Behaviors: Enough is Enough (ED437q/ED537q)

Identification and interventions to reduce bullying behaviors and victim mentality within schools and community.

2. Counseling Skills For Educators (ED409r/ED509r)

Helpful ideas on listening skills, asking questions, and communicating with students.

3. High Maintenance Behaviors & Interactions (SS409f/SS509f)

This course investigates the many aspects of high needs people, behaviors and effective interactions.

4. Mental Health Issues and Students (HE402n/HE502n)

Understand various disorders (oppositional defiant, obsessive compulsive, bi-polar) and interventions.

5. Nurturing Compassion Within Our Schools (ED434y/ED534y)

Ideas to help adults and children learn to be more sensitive, kind, and compassionate toward one another.

6. Organizational Teaching Skills (ED429w/ED529w)

Increase your own organizational and time management skills as well as helping students in these areas.

7. Stress Reduction in Staff and Students (HE401m/HE501m)

Strategies to reduce stress, become more effective in life, and teach these skills to students.

8. Student, Classroom and Whole-School Discipline (ED419g/ED519g)

Focus is on negative talk, gossip and rumors within schools. Behavioral strategies for each above area.

9. Youth Suicide (SS404u/SS504u)

Specific discussions on signs and interventions for suicide prevention.

5- CREDIT COST: \$415-400/500 LEVEL; \$315-clock hours (5 quarter = 3.3 semester)

NEXT PAGE FOR MORE CLASSES AND REGISTRATION INFORMATION

INDEPENDENT STUDY COLLEGE COURSES

THE HERITAGE INSTITUTE (credits through Antioch University, Seattle, WA)

MICHAEL SEDLER, INSTRUCTOR

The following are **6 CREDIT CLASSES**: (6 quarter credits - 4 semester credits)

1. Autism: Questions and Answers (ED445y/ED545y)

Understanding the general areas of autism, diagnosis, and overall strategies for interventions for children with special needs.

2. Establishing Rules and Boundaries (ED445x/ED545x)

Ideas to assist educators in setting up a successful work environment for children (rules, procedures, teaching tools).

3. Inspirational Education (ED452f/ED552f)

This course will re-charge the batteries and create a new excitement about teaching in each person.

4. The Impact Of Trauma and Loss in Students (ED464z/ED564z)

Strategies to support children who have experienced traumatic situations in life.

5. Why Children Act Out (ED458t/ED558t)

Recognize the underlying function of behaviors and interventions approaches.

6- CREDIT COST: \$495--400/500 LEVEL; \$380-clock hours (6 quarter = 4 semester)

REGISTRATION: Call The Heritage Institute--1 (360) 341-3020

Or register on line at www.hol.edu

QUESTIONS: Please call Michael Sedler at (509) 443-1605. Leave message when necessary.

Email address: mike@communicationplus.net Website: www.michaelsedler.com

****For clock hours, only complete the first section of the course. Remember, clock hours may not transfer to other districts or states. You cannot go back and acquire credit once clock hours have been earned for a class.**

COURSE TITLE: ESTABLISHING RULES AND BOUNDARIES (ED445x/545x)
NO. OF CREDITS: 6 QUARTER CREDITS WA CLOCK HRS: 60
[semester equivalent = 4 credits] OREGON PDUs: 60
CEUs: 60
PENNSYLVANIA ACT 48: 60

INSTRUCTOR: MIKE SEDLER, D. Min., M.S.W.
Box 30310
Spokane, WA. 99223
509/443-1605
mike@communicationplus.net

ASSIGNMENT CHECKLIST

The assignment checklist will help you plan your schedule of work for this course. Check off items completed so that you can better monitor your progress. While you have six-months to complete your work, many will find a shorter time period convenient. **Complete no more than 2 to 3 assignments at a time for comments. Do NOT send further work until you receive comments from the instructor. Grades will be submitted once all assignments and the integration paper have been sent to instructor.**

For Washington Clock Hours, Oregon Professional Development Units, Continuing Education Credits or Pennsylvania ACT 48, please complete the first 8 assignments.

Assignment #1:

Read the entire manual and send a **one page summary** of what you hope to learn in this class.

Assignment #2:

Read a book from the bibliography or one of student's choice. If taking this course in a group, each person should read a book. Only one person needs to write a summary. Critique the book based on personal experiences and insights. Write a **2-3 page paper**.

Assignment #3:

Complete the following worksheets:

- a) Establishing Rules (p. 26) Write a **1-2 page summary** of your rules in your setting.
- b) More Activities For Establishing Boundaries (pgs. 31-32). Implement activity and write a **2 page summary** of findings.

Assignment #4:

Go on-line, to a library, or other research area and read 2 articles that focus on classroom discipline. **Write a 2 page summary** from one article.

Assignment #5:

After reading "Rules and Boundaries" article-located at end of manual --**Write 2 page summary**.

Assignment #6:

Observe another classroom (or an instructional/structured setting). Compare/contrast your professional rules/boundaries to the observed classroom. **Write a 2 page summary**.

Assignment #7:

Read about behavior management on pages 43-44. Write a **one page summary** of your own philosophy of behavior management.

Assignment #8:

Evaluate your personal (home) and professional settings. Do you have rules/boundaries in each setting? How are they different/same? Share your thoughts in a **2 page paper**.

This completes the assignments required for Washington Clock Hours, Oregon PDUs, or CEUs.

Continue to next section for additional assignments required for University Quarter Credit

ADDITIONAL ASSIGNMENTS REQUIRED for 400 or 500 LEVEL UNIVERSITY CREDIT.

This course assumes that most participants are educators. If you are not in a school setting, please contact the instructor for course modifications. **If completing during the summer**, apply your ideas with youth from your neighborhood, a parks department facility, with students in another teacher's summer classroom in session, experiences with students from past years, or use one of your own children or a relative.

Assignment #9: (Required for 400 and 500 Level)

Choose 2-3 of the "Top Ten Tips for Classroom Discipline" (pgs. 45-46) to focus on in your setting. **Write a 1-2 page summary of your implementation/perspective.**

Assignment #10: (Required for 400 and 500 Level)

Discuss with another person strategies to reduce the frequent violation of rules and boundaries in your chosen setting. **Write a one page summary.**

Assignment #11: You must choose either "A" or "B" (Required for 400 and 500 Level)

Assignment #A:

- Develop a lesson to reflect what you've learned in this course.
- Implement your lesson with students in your classroom.
- Write a **2 page commentary** on what worked well and what could be improved.
- Include any student feedback on your lesson.

OR

Assignment #B:

Use this option if you do not have a classroom available.

- Develop a lesson to reflect what you've learned in this course. (Do not implement it.)
- Write a **2 page summary** concerning any noteworthy success you've had as a teacher with one or more students.

500 LEVEL ASSIGNMENT

Assignment #12: (500 Level only)

In addition to the 400 level assignments complete **one (1)** of the following options:

Option A) Mentor another individual in the concepts of this class. Have them share two or three key concepts that they would like to implement within their work or social setting. Develop a plan for the implementation of these ideas. **(1-2 pages).**

OR

Option B) Create a PowerPoint presentation for your staff based on this course and focused on perspectives or strategies you feel would be beneficial for your school. **Minimum of 15 slides.** Save this as a pdf.

OR

Option C) Another assignment of your own design, with instructor prior approval.

**400 & 500 LEVEL ASSIGNMENT (To be completed by all participants taking this for credit)
Integration Paper**

Assignment #13: (Required for 400 and 500 Level Credit)

Write a **2 page** Integration Paper answering these specific questions:

- 1.What did you learn vs. what you expected to learn from this course?
- 2.What aspects of the course were most helpful and why?
- 3.What further knowledge and skills in this general area do you feel you need?
- 4.How, when and where will you use what you have learned?
- 5.How and with what other school or community members might you share what you learned?

Must be individually authored (name and course title) for those taking in a group.

QUALIFICATIONS FOR TEACHING THIS COURSE:

Mike Sedler, M.S.W., D. Min., brings over 40 year of educational experience as a special education director, social worker, behavior specialist and teacher to each of his classes. He provides consultation and seminars throughout the United States and Canada for schools, agencies and businesses. He has a graduate degree in Social Work, a Doctoral degree in Ministry, a Counseling license, as well as his teaching certification. Mike has worked with children of all ages, specifically with children exhibiting behavioral challenges, mental health concerns, and characteristics of Autism Spectrum Disorder. In addition, he taught general education classes in the elementary school and middle school arenas. All of Mike's classes are practical and "field tested" in schools and classrooms. Educators have found success in implementing Mike's clear and concise approaches. All of his course material may be immediately implemented into a school or a home.

NOTES: You may work collaboratively and submit joint assignments on all but the Integration Paper portion which must be individually authored. Alternatives to written assignments such as a video, audio tape, photo collage, etc. are permissible with prior approval of instructor.

Full credit will be given to each student as long as all work is turned in. If something is missing, I will be in contact with you. Failure is not an option. 😊

Thank you for taking this course. The intent of this class is to assist each of us in clearly defining and teaching boundaries and rules. You will be asked to evaluate this from a personal and a professional setting. Whether you are an educator, parent, business professional, or some other area of vocation, boundaries and rules are essential for success.

I have gathered a variety of approaches and ideas. Some are in conflict as there is more than one preferred way to succeed in these areas. Please don't become frustrated if on one page it says to do it one way and the next page a different way. See what works best for you.

While I will share a basic difference between "traditional rules" and "boundaries," I will use the words interchangeably throughout the manual. In other words, if we develop effective methods in teaching and implementing rules, it will look similar to solid boundaries.

These are "best practices" from a multitude of resources. I have used most of these in the classroom, school setting, and even some at home. However, I have shied away from setting too many rules for my wife to follow--smart fellow, huh? On the other hand, she has quite a list for me. Go figure. 😊

While many of these ideas may appear to be "first of the year" ideas, they are not. You may implement these approaches any time you desire and find excellent results. If you are struggling in the area of discipline, repeated rule violations, chronic boundary challenges, or even periodic questioning of what is okay and not okay--this is the class for you. If you are not having any of these issues currently, enjoy! It may change tomorrow--you know children.

Have fun and I do believe you will find a wealth of ideas and information in the following pages. Once again, thank you for choosing to take my class(es). I truly appreciate your support and look forward to working with you.

TEACHER (or PERSONAL) CHARACTERISTICS

(Where do you fit in?)

One to Ten

Place a number along the spectrum where you fit in.

Example:

Excellent Jokes 3 vs. Lousy Jokes

GENUINENESS vs. EGO TEACHING

ORGANIZATION vs. DISORGANIZATION

LOGIC AND COMMON SENSE vs. REACTIONARY

ABILITY TO SET CLEAR BOUNDARIES vs. RIGIDITY

SENSE OF HUMOR (Lighthearted) vs. TOO SERIOUS

ABILITY TO GIVE COMPLIMENTS vs. EXCESSIVE CRITICISM

ABILITY TO ADMIT MISTAKES vs. UNPREDICTABILITY

WILLINGNESS TO LISTEN vs. MY PERSPECTIVE

RELAXED ATMOSPHERE vs. ANXIETY ATMOSPHERE

How would a colleague or family member fill this out on you? Are you willing to take the risk? Have fun.

PERSONAL REFLECTIONS

Your own educational experiences play an important role in some of your personal approaches in working with children. Take a few minutes and answer each question by writing a couple of sentences for each one.

1. My school experience was
2. The thing I remember liking most about school was
3. The thing I remember disliking most about school was
4. The kind of authority relationship (or discipline) I was most responsive to in school was
5. The kind of authority relationship (or discipline) I felt was most damaging to me (or my friends) was
6. Emotional safety was created by my effective teachers through
7. Do you see a pattern in your approaches with students based upon what you liked or disliked when you were in school?

Discuss this page with another person (friend, family, or colleague). Does your background and experiences impact your educational approach?

BOUNDARIES:

WHAT THEY ARE AND

HOW THEY WORK

HOW DO BOUNDARIES WORK?

- Boundaries allow educators to express limits and to communicate the conditions for privileges students' desire.
- Boundaries prevent conflict and build win-win structures.
- Boundaries build a reward-oriented school environment.
- Boundaries create less stress and fewer power struggles than rules and demands.
- Boundaries build mutual respect and consideration and avoid threats and violation of student emotional safety.
- Boundaries do not rely on teacher reactions to produce better behavior.
- Boundaries allow for all consequences to occur in a non-punitive environment.
- Boundaries build student responsibility and accountability.
- Boundaries invite self-management and encourage a student to change behavior for their own benefit.

CHARACTERISTICS OF A GOOD BOUNDARY

CLARITY: communicates clearly what is being asked. "I know you are ready for dismissal when your desks are clear."

WIN-WIN: provides an opportunity for the student to get what they want at the same time the educator gets what he/she wants. "Do the assignment in any order you choose."

PROACTIVITY: focuses on prevention and how to minimize the problem before it occurs. "You are able to talk to one another as long as people are getting their work done."

POSITIVITY: offers positive consequences for positive results. "Get your report in by Friday and you can have 15 minutes of free time."

FOLLOW-THROUGH: insist that students do what is being asked before allowing access to positive consequences. "As I told the class, once you have finished your work, you have earned the privilege of recess."

NAMES ON THE BOARD? Food for thought!

Writing names on the board as a negative reaction to misbehavior is often counter-productive. Yes, it is a well-known and popular discipline approach, but does it really work? Are we hoping that the "fear" of the name on the board will prevent behavior problems?

If a child acts out for attention, putting their name on the board only reinforces the attention seeking behavior. For the child that has high anxiety, having their name on the board (or the threat of this) creates a negative learning atmosphere for them.

If the name on the board is used as a reminder for the teacher, he/she could use a slip of paper, a notepad, or even a clip board to write out names. The use of embarrassment, threats, fear, or constant "reminders" (or nagging) has not been found as an effective intervention for behaviors.

What do you do in the area of discipline approaches?

TRADITIONAL RULES VS. BOUNDARIES

- ❖ Rules are power oriented while Boundaries are interaction oriented.
- ❖ Rules are Win-Lose while Boundaries are Win-Win.
- ❖ Rules look to punish negative behaviors while Boundaries encourage positive behavior.
- ❖ Rules exact payment/penalty and do not obligate the student to change, while Boundaries allow positive consequences to encourage change.
- ❖ Rules give the student a sense of failure while Boundaries give students a sense of hope and success.
- ❖ Rules pick on the same students while Boundaries impact all students.
- ❖ Rules teach a student to be sneakier and not get caught while Boundaries teach personal responsibility.
- ❖ Rules may create a high cost for the educator-student relationship while Boundaries do not cause a negative impact.
- ❖ Rules focus on giving the educator what he/she wants while Boundaries focus on helping the student accomplish success.

In your setting, do you use more Rules or Boundaries?

STRATEGIES FOR IMPLEMENTING BOUNDARIES

1. Have consistent and predictable follow through.
2. Offer meaningful positive consequences and outcomes.
3. Go over the boundaries and guidelines from time to time.
4. Be willing to listen and negotiate on guidelines.
5. Encourage self-correction and self-management.
6. Allow students to discuss boundaries, evaluate successful approaches, and to monitor their own behaviors.
7. Make a list of positive consequences to post in school or classroom.
8. Have students set personal goals and guidelines for their own behavior.
9. Partner with another educator to evaluate approaches, guidelines, and boundaries developed.

Common Forceful phrases: "I asked you to get to work," "I like the way Susie is quiet," "I am disappointed in your behavior," "If this happens again, then ..." (implied threats, singling out behavior, or use of emotions to manipulate).

Common Cooperative phrases: "I will continue to read as soon as it is quiet", "I see you forgot your book. How are you going to do your work this period?", "You can choose any ten problems on this page", "Many of you are ready to work" (allowing for choices, self-management, and personal recognition).

Do you use more cooperative phrases or forceful phrases? Does it depend upon the situation?

Make a list of your common "forceful phrases" and ways to convert them to "cooperative phrases."

EDUCATOR TIPS FOR BOUNDARY SUCCESS

- Create a clear mental picture of what you want
- Identify behaviors and skills students need to complete tasks
- Assess levels of ability and self-management your students have already developed
- Assume nothing other than the fact that your students may not be sure what you want
- Have your students regularly rehearse and practice daily routines
- Give instructions in logical sequence, have them posted, and practice them (This provides for a variety of learning styles)
- Prepare them for information by setting a positive environment
- Allow the students to monitor as much as possible in the classroom (materials, books, papers, etc.)
- Encourage students to help one another by setting up a mentoring/peer helper approach .

RULES:

DEFINING,

UNDERSTANDING,

AND EFFECTIVE

TEACHING

Are My Class Rules Just Decorations?

Understand before we begin, I can write with authority here because I have done this myself.

How many teachers out there have prepared for the New Year, posted your rules on the wall, or a bulletin board, explained the rules once or twice, and then expected the kids to know the rules for the remainder of the year? Go ahead raise your hand. We already know most of us have done it.

Now keep your hand up if, much to your chagrin, the kids seemed oblivious to your rules within a few days, and seemed surprised when obvious violations of those rules resulted in some sort of consequence. See, my hand is up also. (Actually both of mine).

We then rant and complain to colleagues about how frustrating the class is for you. After all, they have been through the rules, they know them, they have seen them before and yet they seem genuinely shocked when they do something thoughtless that results in their doom ... er. ... richly deserved consequences.

So, what can you do to fix this?

Making Rules A Part of The Class- Not Decorations!

When the rules are posted on the wall and are explained a time or two and then left hanging there, they are only decorations, not really part of the class. Kids are not going to connect to these rules as governing their behavior in the way that we as teachers want them to unless they are more intimately connected to them.

Use cool pictures on the wall that represent rules too. It will help with association. But, you must practice the rules over and over. My philosophy stems from the following concept:

- a. If a child struggles with math, we practice with them to become better in this area.
- b. If a child struggles in reading, we go over the words and practice each day and night.
- c. If a child struggles with behavior, we give them a consequence ... oops! What happened to the practice part?

In order for students to become familiar with rules, boundaries and expectations, they must practice, practice, practice. When a rule is not being followed, the teacher may simply say, "Class, Rule Three!" (This might be "not talking while others are talking).

The talkative students will usually stop talking, the whole class is more focused, and the talkers are not surly and resentful at being embarrassed in front of the class. The teacher's stress level is also lower since he/she does not have to deal with the student resentment.

GENERAL OVERVIEW OF RULES

Establish rules and procedures the first day of school. Students need to know your expectations from the beginning. They need to know your expectations for behavior and daily classroom procedures and routines. Even though the first day is hectic, it should model a regular day as much as possible so that students know what to expect. If you plan to do a sponge or entrance activity, then do it on the first day. You may need to model it for them to get the desired result. Show them how you want it written, where it needs to be turned in, etc.

Let students have a part in establishing classroom rules. This gives students more ownership in the process and makes them more likely to hold each other accountable. Be careful, however, because student-set rules tend to be strict to the point of unmanageability for you.

Make sure rules are positive in nature. When a student is told to not do something, it makes them want to take the action even more. When we phrase our rules to say things like, "Don't get out of your seat during class without permission", many students take that as a personal challenge. They decide to do what we've told them not to, just to see what the outcome will be. Instead, try stating your rules in terms such as, "Be sure to obtain permission before getting out of your seat during class."

Rules must be short and simple, yet well defined. You might have a rule that states, "Be respectful to your instructor and your peers." While this meets all requirements of a good rule, your definition of respect and your students' definition of respect may be totally different. Have students provide examples and non-examples of this behavior to make sure there is an understanding between teacher and students.

Keep the list short. Limit yourself to three to five rules. Students will be much more likely to remember a shorter list of more general rules than a long list of very specific ones. In order to obtain desired behaviors, you may have to make rules broad enough to cover a wide range of situations. I was recently in a classroom and the teacher has 11 rules on the wall. What were the chances that each student could remember them all?

Reflect your values in your rules. Make sure your rules are all in place in order to make your classroom a more effective learning climate. While it's tempting to develop a list of rules to prevent students from pushing us into insanity, if we focus on rules that will support our students as learners, we will get a much better response.

Enforce the rules. You could have the most perfect set of classroom rules in your school, but if you don't enforce them completely and consistently, they will be useless. Once students realize that they can break your rules with no consequences, they will continue to do so.

5 BASIC RULES FOR MIDDLE SCHOOL STUDENTS

While these rules are simple and each of us may not agree whole heartedly with the approaches, they do give us a good foundation for developing our own rules.

Rule #1 : Respect Yourself and One Another

(Be sure to define respect and help each student be on the same page)

HERE'S WHY: Demonstrating respect is the most important rule because all other rules branch out from that one. A student who respects himself takes responsibility for his actions and is thoughtful toward his classmates. Respect likewise encompasses plagiarism, wearing appropriate attire, interacting with teachers, and, when hitting a bump in the road, taking action to improve

GETTING IT RIGHT: Remember the axiom "praise in public, correct in private." Call attention to a student who opens the door for another, for example, or actively listens during a lively conversation. If a student shows disrespect, be careful how we approach them (publicly or privately).

Rule #2: The Classroom is a Safe Zone

HERES WHY: We want school to be a place where every student can ask a question or challenge an answer without being attacked. Early in the year, take the time to model complimenting one another as well as disagreeing in a constructive way. When students feel a rapport with each other, the learning is much richer.

GETTING IT RIGHT: Kids really respond to direct praise. You might say something like, "Liz, I'm impressed by the way you listened to Madison even though you disagree."

Rule #3: Take Initiative

HERE'S WHY: Advocating for oneself is an important part of development for middle schoolers. For instance, if a student is absent, she should download any handouts she missed from the classroom website or call a classmate to catch up. Developing this habit now will help students in the long run.

GETTING IT RIGHT: On the first day, tell students they each have an A. It will then become their responsibility to maintain that grade by doing their homework, participating in class, and asking for help when needed.

Rule #4: Use Technology Appropriately

HERE'S WHY: Kids are more plugged in than ever, but technology often prevents them from tuning into the world around them (like listening). Address

appropriate uses of technology in the beginning of the year so there is no confusion "I thought we could text as long as the sound was off!" - and adhere to your school policy regarding cell phones.

GETTING IT RIGHT: Always repeat the same thing when you confiscate a phone, such as "Charlie, you're disrespecting your classmates. Please give me your phone." Establish this early on so when you're enforcing the policy, you can remind the student that it's not personal; you're just adhering to a set rule.

Rule #5: Value Both Process and Product

HERE'S WHY: Many students don't understand that engagement in every step - from the class discussions to the homework assignments - is what leads to success at the end of the marking period. It's important to recognize various processes and methods. The learning is much more valuable when students have to explain and defend their ideas.

GETTING IT RIGHT: Make following directions and engagement in the learning process part of students' grades, be it through weekly notebook checks or partial credit for logical thinking on a test even when the final answer is wrong. "Putting your money where your mouth is" will show kids the importance of engaging in every step of the process.

School "Rules"!

Establishing Classroom Rules Cooperatively

Starting the school year on the right foot includes establishing classroom rules that will last the whole year through. Most experienced educators say the key to creating classroom rules is to keep those rules few and simple -- and to establish up front the consequences if the rules are broken.

So what will those rules be? Many teachers involve students in creating their classroom rules. Surprisingly, many teachers report, whether you involve the students or not, you will likely end up with very similar rules. After all, students really want -- and thrive in -- a classroom environment in which they know the limits and feel safe, and that's what setting rules is all about.

If you are really stuck for the kinds of rules that might be appropriate for students at your grade level, you may ask colleagues, go on line and check grade level rules, or read books found in the bibliography.

The consequences for breaking a classroom rule are at least as important as the rule itself. Every teacher must create consequences with which they are comfortable (or follow set school procedures). One teacher's list of consequences for breaking classroom rules is as follows:

First time: Name on board. Warning.

Second time: Student fills out a form that asks them to identify the rule they've broken and what they plan to do to correct the situation. (Teacher keeps the form on file.)

Third time: Isolation from class/team.

Fourth time: Call home to parents.

Fifth time: Office referral.

This is just an example and may not be comfortable for you personally. What do you use for setting boundaries and consequences?

CLASSROOM BEHAVIOR CONTRACT

During the first days of school, a teacher may involve his/her students in creating their classroom rules. The rule-making process begins when the teacher poses four questions to the students:

- How do you want me to treat you?
- How do you want to treat one another?
- How do you think I want to be treated?
- How should we treat one another when there's a conflict?

Students share their thoughts about those questions in small groups, and then with the entire class. Responses are posted on a large sheet of chart paper. As an idea is repeated, a checkmark or star is placed beside it.

With each suggestion, ask the student to tell what the rule looks like. If they say 'be nice,' they have to tell what *that* means It's a great way to see what they're thinking.

The rule-making activity takes place over parts of several days. Each day the rules are refined. The teacher then types up the rules so students can discuss them. The students decide if there are items that need to be added or deleted. Could some of the items be combined? Do any need rephrasing? Students also take home their lists, review them, and think about additional ways in which the rules might be fine-tuned.

After the class is finished, you might have the students sign the 'poster' as a commitment to follow the class rules. Then take it to the local copy center and have it reduced to notebook size. Make enough copies for everyone. Students keep their copies in their notebooks.

The original poster is displayed in the classroom. When they are slipping, remind them of the 'contract' they signed -- the rules they came up with and agreed to. Review the rules before and after a long weekend or extended break and when someone new joins the class. During each review, ask if any items need to be removed or added.

Many of the rules relate to respect or avoiding abuse, which should be a key word in your class. Respect plays out in many ways, including paying attention, turning in assignments, and being prepared. Avoiding abuse relates to not putting people down, calling them names, intimidating or threatening.

How to Make Classroom Rules

Having a basic set of classroom rules is essential for a well-run classroom. Behavior management and classroom control are both essential for learning. When a student misbehaves, they not only interrupt their learning, they also often interrupt the learning of the other students in that classroom. Having a good set of classroom rules will not solve all behavior problems, but it is the essential first step towards good classroom management.

1. Write approximately five rules. Too many rules will be harder for students to remember and they will seem complicated. Teachers have to prioritize and pick their battles. Prioritizing the top five will give a good solid set of rules that students and teachers can focus on. However, having only two or three rules may not cover everything adequately.
2. Use specific wording in the rules and make them simple and concise. Rules need to be easy to remember and there should be no question about what each rule means. Also, avoid words that are too broad and general and go for more literal and specific wording in rules. For example, instead of saying "Be prepared for class", it might be better to say "Bring required supplies to class." You could then keep a separate supply list just below where the rules are posted.
3. Word the rules so that they state what to do, instead of what not to do. Rules should use positive wording. For example, instead of saying "Do not get out of your seat when the teacher is talking", it would be better to say "Remain seated while the teacher is talking."
4. Discuss student expectations for behaviors the first day of class and incorporate those expectations into the rules. Students usually want some control over their environment. Some need more than others. We also want students to take ownership of things like rules. Discussing what they think is important and incorporating their input when developing rules helps to give them control and ownership. Of course, the teacher will have majority input and control over the rules. One way to incorporate student input with teacher control would be for the teacher to develop three prioritized rules. Then have a discussion of respect and learning and let students (this could even be a small group activity) brainstorm their top five rules. The teacher could then select two of the five to add to the existing three classroom rules.
5. Post the rules in a visible place. The posted rules should be a daily reminder of expectations.
6. Ask students to write rules down and sign their name saying that they will follow them. This is not guarantee that students will follow the rules. However, writing them down will help students to feel a sense of ownership and it will prevent a student from saying that they did not know one or more of the rules. Writing them down also helps students to remember the rules.

• **Establishing Rules in Your Setting** (to be used with assignment #3)

1. Select 3 to 5 rules that you will use to set guidelines and limits for behavior in your setting.
2. State the rules in terms of positive expectations of behavior you want to see. Be careful about stating rules in the form of "Don't."
3. Think about specific examples of behavior that would demonstrate each rule.
4. Post the rules.
5. Teach the rules just as you would academic content using the events of instruction discussed previously. (I have given examples of rules to assist you.)

Sample Rules for The Elementary Level

- Be polite and helpful.
- Take care of your school. (i.e. "If you see paper in the hallway, pick it up and place in garbage.")
- Behave in the cafeteria.
- Keep your hands off other people.
- Keep the bathroom clean. (i.e. "Put paper towels in garbage can.")

Sample Rules For The Secondary Level

- Bring all needed materials to class. (i.e. "Bring paper, pen/pencil, and book each day.")
- Be in your seat and ready to work when the bell rings.
- Obtain permission before speaking or leaving your seat.
- Respect and be polite to all people. (i.e. "No putdowns; only positive comments to others.")
- Respect other people's property.

Write a 1-2 page summary of your rules and explanation of each.

*FUN WAYS TO
TEACH AND
IMPLEMENT
BOUNDARIES
AND RULES*

Behavior: Teaching Rules and Routines

Preventative Methods

The best strategies for establishing acceptable behaviors are those strategies that are proactive and preventative. If you want cooperative children/students, they need to understand and be able to follow your rules and routine, thus ensuring a good learning environment

First of all, you will need to communicate your expectations for acceptable behavior. How will you do this? You will teach the expectations; simply telling children about your expectations is not enough. The following steps will provide you with everything you need to meet with success:

- Describe the acceptable behaviors with words and actions; be specific. For instance, instead of telling them to use acceptable voices, describe the levels of noise for the various activities. Ask them to demonstrate what voices are used during reading time, you should hear silence. Ask them to demonstrate what voices are used during group work; they should speak relatively quietly to their group members. Ask them who they should be talking to at group times? When this role play is complete, once again, ask the students to repeat the 3 types of voice levels and when they were used.
- Provide opportunities for children to practice expected behaviors. This is like role playing but is quite necessary if you want children to fully understand your expectations. Be sure to focus on the students who experience behavior difficulties to demonstrate and tell you what the acceptable behaviors are in various situations.
- Provide honest and ongoing feedback. Always let your children know if they are behaving appropriately or if there is something they could be doing to improve their behavior. Be specific when telling children about their behavior. For instance, you may say that you really liked the way that they put everything away so quickly and quietly. Give regular reminders and feedback, this will help to establish a great climate for learning.
- What about the student that breaks the rules? This student should not be embarrassed. If there are other students around, you will need to bring the student to a spot that is away from the other students. Ask him/her why he/she thinks you've asked to speak with them. Usually they can tell you. Ask them how they should have handled the situation and what they'll do next time. Include them in the consequence that should happen. Sometimes they'll tell you that they should work alone or that they should give an apology. Your consequence needs to be logical and fit the behavior deviation.
- Although you won't be able to predict absolutely every behavior problem that you may encounter, it will be possible to identify many of them. Once you are prepared for the most common behavior problems, you will be able to cope and be able to change many of them. It's often wise to prepare a list of potential behavior issues and preventative and reactive strategies that will lead to acceptable behaviors.

Maintain a Quiet Classroom Without Having to Say a Word

Student Discipline Strategies That Save Your Sanity (K-12 Strategies)

When you get home from work, do you often feel hoarse from telling the kids to stop talking and exhausted from trying, in vain, to keep your kids on task? Do you fantasize about a quiet classroom in your private moments?

Discipline and classroom management are, by far, the top battles that you must win in the classroom. Without focused and relatively quiet students, you might as well forget about hard work and significant academic achievement.

Believe it or not, it is possible to quiet your students and keep them on task with simple nonverbal routines that save your voice and your sanity. The key here is to get creative and do not expect one routine to work forever. Many times, effectiveness wears off with time; so feel free to rotate through the various methods listed below.

Here are some teacher-tested student discipline strategies that meet the objective of maintaining a quiet classroom with ease:

- **The Music Box** - Buy an inexpensive music box. Each morning, wind the music box up completely. Tell the students that whenever they are noisy or off task, you will open the music box and let the music play until they quiet down and get back to work. If, at the end of the day, there is any music left, the kids receive some type of reward. Maybe they can earn tickets for a weekly drawing or a few minutes towards end-of-the-week free play time. Be creative and find the perfect no-cost reward that your students will really want to quiet down for. Kids love this game and will quiet down immediately as you reach towards the music box.
- **The Quiet Game** - Somehow, when you just add the word "game" to your request, the kids will generally snap right into line. After my repeated demands for quiet were virtually ignored, I decided to have the kids play "The Quiet Game." Basically, they get 3 seconds to make as much noise as they want and then, at my signal, they become silent for as long as possible. Students who make noise receive dirty looks and peer pressure to quiet down again. Often, I set the timer and tell the kids that we are going to see how long they can stay quiet this time. You may want to have a limit of 3 to 5 minutes. So far, this has worked well without any rewards, consequences, losers, or winners. But, the effectiveness may wear off and I'll have to add some other components to the game. You might be surprised at how well this simple technique works!

- **Eye the Clock** - Each time your students get too loud, eye the clock or your watch. Let the students know that whatever time they waste by being noisy, you will subtract from their recess or other "free" time. This usually works really well because the kids don't want to miss recess time. Keep track of the time lost (down to the second!) and hold the class accountable. Otherwise your empty threats will soon be discovered and this trick won't work at all. Use of a stop watch allows for accurate accounting of time. But, once your kids see you mean what you say, a mere glance towards the clock will be enough to quiet them down. This is a great technique for substitute teachers to have in their back pockets! It's quick and easy and will work in any situation!
- **Hands Up** - Another nonverbal way to quiet your class is to simply raise your hand. When your students see that your hand is raised, they too will raise their hands. Hands up means stop talking and pay attention to the teacher. As each child notices the cue and quiets down, a wave of hand-raising will envelop the room and you will soon have the whole class' attention. A twist on this is to raise your hand and count one finger at a time. By the time you get to five, the class needs to be quietly paying attention to you and your directions. You may want to quietly count to five along with the visual cue of your fingers. Your students will soon get used to this routine and it should be pretty quick and easy to quiet them down.

The key to any successful classroom management plan is to think carefully about the goals you want to achieve and act confidently. You are the teacher. You are in charge. If you don't believe this underlying precept wholeheartedly, the kids will sense your hesitation and act on that feeling.

Consciously design your discipline routines and teach them explicitly. Students love routines as much as we do. Make your hours in the classroom as productive and peaceful as possible. Both you and the kids will flourish under such circumstances!

More Activities For Establishing Guidelines and Rules in Your Setting. (K-12)

(used with assignment #3)

Characteristics of effective students. Arrange students into small groups. Have each group come up with a list of characteristics of an effective student. Give the groups 10 to 15 minutes to create their lists. Then bring together the groups to share and create a master list of the qualities of effective students. Use those as the material for creating your class rules.

Establish the need for rules. Arrange students into groups of four. Give each group 15 blank index cards and a pair of dice. Give the teams 15 to 20 minutes to create and play a game that makes use of the dice and the cards. When time is up, have a member of each team explain the game the group invented. The students will share the "rules" of the game. Discuss why rules are necessary. Then begin creating your own list of most necessary class rules.

Solve the equation. Write on the chalkboard $r - r = r$ and $r + r = r$ and then ask students what they think the equations mean. Tell students they have something to do with the rules of the classroom. Arrange students into small groups, and ask each group to think of a list of words that begin with the letter *r* that might relate to classroom rules. Then students use their list of words to come up with expressions that might fit the formula. For example: *respect + rewards = rules* or *rules - respect = rebellion*. Other possible *r* words might include the following: *regulation, relationships, reflect, routine, resolution, regard, read, react, ratify, reason(ing), reckless, and recommend*

Under-the-desk Q&A. I found this fun activity as I was looking on the internet. It is a way to share classroom procedures. Before the students arrive, tape an index card under each student's desk. A numbered question is written on each card. When it's time to talk about class rules and procedures, the teacher asks students to check under their desks. The students find the index cards, and the teacher calls on the student who found the question with the number "one" on it. The student reads aloud the question. For example: "Mrs. S, when can I sharpen my pencil?" The teacher excitedly replies, "John, what a great question!" or "Oh, Tricia, I'm so glad you thought to ask that question!" Then the teacher shares the procedure, rule, or information prompted by the question. Continue around the room until all the questions have been asked and answered.

Attitude is everything. Write the word *attitude* on the board or a chart in this way:

A=___

T=___

T=___

I=___

T=___

U=___

D=___

E=___

Have students write the same thing on a small sheet of paper. Then instruct students to write on the line the number that corresponds to each letter's position in the alphabet (for example A = 1, B = 2, C = 3 ...). Finally have students add up the numbers on the lines.

What is the answer? The answer is 100, proving that attitude is 100 percent -- attitude is everything! Use this activity to lead into a discussion about the importance of attitude. Why is having a good attitude important? How do you recognize a "good attitude" in a person? Create a poster that has the ATTITUDE addition problem on it in large letters and numbers; the poster will serve as a constant reminder of the importance of a good attitude in your classroom.

The perfect classroom. Ask students to write a paragraph that tells what they think the perfect classroom should be like. (This is not fiction/fantasy writing; they should describe the atmosphere of an ideal *real* classroom.) Arrange students into groups of four. Ask each student to underline in his or her paragraph the "most important words or phrases." After students have done that, they should pass their papers to the person in their group who is seated to their right. Students should continue passing papers and underlining important words until the original writer has her/his paper back. At that point, students will share with the group some of the important words and phrases in their own writing; a group note taker will record the words and phrases that might best describe a perfect classroom. Group members will review the list and decide on five words or phrases to share with the class. When the class has a fully developed class list of words and phrases, they will use some of those words and phrases to write a "class statement" that will be posted on the wall for all to see. When things are not going "perfectly," it is time to review the class statement.

Reinforcing rules each day. On the next page is a worksheet you may use with this activity. The page provides spaces for writing five classroom rules.

The grid sheet allows you to put a happy face, a frown face, or a face that shows no emotion next to each rule each day. That way, students get positive (or negative) reinforcement about their abilities to follow the class rules. This sheet can also be used throughout the year to help selected students work on specific behaviors (for example, "I will hand in my homework assignments on time" or "I will not talk while walking in line in the hall"). The completed sheet can be sent home at the end of the week for a parent's signature.

Choose one of these activities to do within your classroom, setting, or school. Share the results with another person or ask your class for their impressions.

Write a 2 page summary of the findings.

Name _____

Date _____

My Behavior Checklist for the Week

DIRECTIONS: How are you behaving this week? The faces will tell you!

SMILE FACE KEY



Great Job



Good Job



Try Again

**Class Rules Or
Behavior
To Work On**

Monday

Tuesday

Wednesday

Thursday

Friday

1

2.

3

4.

This may be used as a daily or weekly contact with a parent, other educators, or simply a way to keep track of progress with a student.

Classroom Games on Teaching Rules

Rule Making For Elementary Schools

1. When a class first starts, divide children into groups. Ask children what type of rules they think will help make the classroom a good environment for learning and let them brainstorm a list of rules. Let each group create a poster and present their rules to the class. Then discuss the rules and create a list of rules for the class. Discuss consequences for breaking the rules and add them to the poster. Invite students to sign the class poster.

Rule Police

2. Choose pairs of children to be the rule police. If someone calls out or does not follow rules, the police are responsible for turning the names into the teacher. Appoint new rule police every hour so that children get used to watching for improper conduct. You don't have to have a consequence for being "busted" by the police as it could set up issues between students. The goal is to get them to notice behaviors.

Mystery Question

3. In the beginning of the school year, students will have questions about classroom procedures. Prepare questions about classroom procedures regarding sharpening pencils, getting drinks, talking out of turn, lining up and bullying that may concern students. Put all the questions in a hat. Let each child pull a question out of the hat and read it. Discuss the answer and form a set of classroom rules together.

Role Playing

4. Divide students into groups. Give each group a classroom rule and ask the students to demonstrate what happens when it is not followed. Have the other students guess the rule and then discuss why the rule is important to follow. Practicing is the key to behavior change.

Mystery Rule

5. Write down one rule at the beginning of the week. Children will not know which rule it is. If the class does not break the rule more than three times during the day, they get a sticker. Every time the class fills five stickers, they can choose a class prize. Prizes may include lunch with the teacher, a no-homework night, or a few minutes of free time. At the end of each week, students will learn the identity of the mystery rule. Keep a chart listing the mystery rules so the class can see where they need work on following directions.

6 POINT PLAN FOR TEACHING BEHAVIOR

From the first day, lay the foundation for a successful year by letting students know what behavior you expect. Modeling classroom routines takes time, but it's time well spent! By creating a sense of order, predictability, and trust in your classroom, you send the message that respect, kindness, and learning will prevail.

These first weeks are the time to establish signals for quiet, set up guidelines for class discussion, and introduce all the basic daily routines of your classroom—lining up, taking out and putting away materials, and what to do if students finish their work early.

Children are able, even eager, to rise to high standards of behavior, but they need to know exactly what those standards are. Often we assume students already know what we expect of them, when they may not. When you use the technique of explicit modeling, you make your expectations clear and easier for students to meet.

❖ MODELLING BEHAVIOR

* Name the behavior. "Sometimes when we're busy working, I or someone else in the classroom will need to get your attention. Here is the signal we use. The speaker will ring this chime. When you hear it, freeze in place. When the speaker says 'You can melt,' you can return to what you were doing."

* Demonstrate the behavior. For example, ask a child to ring the chime, then model freezing in place and turning your attention to that child.

* Ask students what they notice. "You stopped talking and put down your book." "You looked at Zach until he said 'melt.'"

* Ask for student volunteers to demonstrate the behavior. Then, practice the behavior as a class.

Modeling is not only a successful strategy, it's quite fun and helps children develop their assertiveness and empathy skills.

❖ CREATE RULES WITH YOUR CLASS

Kids are far more interested in following rules they help to create. Have faith that children can make sense of rules and want to follow them. Rules give children a sense of security and belonging, especially rules that they view as reasonable and fair.

Start by talking to your class about your hopes for the coming year and ask them to articulate their own goals for the school year. Encourage them with specific questions: "What's important to me at school? What do I want to get better at?" "What do I care about?" Younger children can share their hopes and dreams verbally, and then draw pictures of their most important hope. Older children can move from the initial conversation to writing in their journals.

Sharing individual goals for the year produces a meaningful context for creating classroom rules. Ask: "What rules do we need to make our hopes and dreams come true?"

Generate a list of preliminary rules together, emphasizing that the rules are there to help everyone succeed. Help children to frame their ideas in the positive: for example, suggest changing "Don't be rude" to "Use a friendly voice." Finally, work with students to categorize the rules into a few simple global rules, as discussed in the next point.

❖ KEEP THE RULES SIMPLE

Walk into most classrooms using the Responsive Classroom approach and you should see a chart of three to five rules, such as "Respect each other," "Take care of yourself," and "Take care with classroom property." Rather than listing all the possible dos and don'ts, these rules act as guiding principles and remind students in a global way of what they should do. Broad rules foster ethical thinking and the practice of self control by giving children the opportunity to apply general behavior expectations to various situations.

After working on the process of creating the rules together, celebrate your final short list of rules by having children make a beautiful poster display of them. Then publish the rules in a letter home to families, inviting support.

❖ TEACHER LANGUAGE IS POWERFUL

The language we use is one of our most important teaching tools. What we say and how we say it carry tremendous weight in the classroom. Our language can build children up or tear them down. It can model respectful and caring social interactions or just the opposite. Effective language encourages and empowers children to respect and follow the rules of the group, rather than criticizing them for not following them.

Effective teacher language:

- * Is simple, clear, and direct.
- * Is genuine and respectful.
- * Focuses on the specific actions of the child rather than the child as a whole person.
- * Avoids qualitative or personal judgment.
- * Shows faith in the child's ability to follow the rules.

Sometimes the most effective teacher language is to say very little. A visual or verbal cue may be all that is needed to help a child get back on track.

❖ USE LOGICAL CONSEQUENCES

Children will break the rules. They will forget, become unsure, and test limits. All of your proactive strategies-everything from discussing hopes and dreams to using careful teacher language-have built a strong foundation for a caring learning community. Be ready to follow up with effective reactive strategies-most important, the use of logical consequences.

* Logical consequences are a way to help fix problems that result from children's words and actions when they break or forget rules. They help children regain self-control, reflect on their mistakes, and make amends for them. Logical consequences should be respectful of the child, relevant to the situation, and reasonable in scale. Here are three types to consider:

* "You break it, you fix it" can be used to mend emotional messes as well as physical messes. A child can rebuild a block tower after accidentally knocking it over. A child can repair hurt feelings with an "apology of action" by doing something to soothe the injury, such as drawing a picture or playing a game.

* Temporary loss of privilege is a simple way to help a child remember to use that privilege (art materials, recess, group time) responsibly. Losing a privilege for a class period or a day can help a child pause to remember or relearn a rule.

* "Time-out" or "Take a Break" is a strategy to help children learn self-control. A child who is disrupting the work of the group is asked to leave for a few minutes. Give the child a chance to regain composure and rejoin the group on his own.

❖ TAKE TIME FOR REFLECTION

No matter how carefully we lay the groundwork for a positive classroom community, we know that there will be times in the year that try our patience and goodwill. There will be moments, perhaps even many moments, when it's a struggle to think of a logical consequence when a child breaks a rule, or to find the teacher language or the calm voice you want to use.

Forgive your minor slip-ups. Like the children, we will make mistakes, and like the children, we need to be able to go back and try again. When you can, give yourself a minute to "take a break," or at least a deep breath. Remember to ask for the support you need from other teachers, and to offer your support to them. Sharing your ups and downs can help you find the humor in a situation. At the end of year when you reflect on the rules as a class, you'll see the difference. As one child said of a classroom that took this approach: "People are nice to each other in this class, and it is a nice place to be."

***BEHAVIOR
MANAGEMENT,
RELATIONSHIPS,
AND ADDITIONAL
AREAS OF
IMPORTANCE***

MENTAL MODELS OF SUCCESS FOR TEACHERS

*Changing our mindset will allow for a fresh framework to be developed.
Through this process of re-building our perspective you will allow the
successful educator to come forth.*

Mindset # 1: Flexible Hats- we are in many roles within the schools. Changing roles quickly and efficiently is essential to a successful educator.

Mindset #2: From Safety to Risk Taker- no longer is teaching a safe, comfortable job. Today's super educators are courageous, committed learners willing to take risks and make mistakes.

Mindset #3: The Meaning Is The Response- it requires a shift in responsibility. Acknowledge your role in student learning. Are you committed to student success?

Mindset #4: There Is No Failure, Only Results- failure is only found when there is no learning moment! Failure may be as good as success as it leads to learning.

Mindset #5: Feedback Is Your Friend- are you open to feedback? Can your students give input into your teaching style, counseling approach, or interactions?

Mindset #6: Conversation Changes Reality- effective educators have conversations about solutions and possibilities while less effective educators complain about problems, lack of resources, and testing frustrations.

Mindset #7: Power Of Choosing- choose your own feelings and attitude. The essence of humanity is the power of choice. We are in charge of our Attitude.

Mindset #8: "Seize The Day" Attitude- 'carpe diem' should be our mantra. If this is as good as it gets, can you enjoy what is happening in life?

Mindset #9: Good Ego, Bad Ego- is your ego in check? Do others come first? Do you have to be recognized? Keeping a low ego investment allows for stronger investment.

Mindset #10: We All Do Our Best- evidence shows that successful teachers are compassionate and understanding. Do you see the positive intent in student behavior...even if it doesn't measure up to your expectations?

GOING BEYOND THE WORDS

1. Identifying positive intent- look for the good purpose in the behavior. Avoid simply criticizing behavior and telling the person to do better next time. Look deeper and attempt to understand the motivation of the actions.
2. Recognizing the valued criteria- look for the "filters" on each point of view. We all have our own perspective. Often times past experiences, hurts, frustrations, a desire for recognition, to name a few will impact the behavior. In other words, where is the person coming from?
3. Evaluating and monitoring the tone of voice- remember the phrase "it is not what you say, but how you say it"? Give the person the benefit of the doubt and attempt to find out what is the intent of the words and/or actions.
4. State your positive intent- let a person know what is behind the words. Give them a road map to your emotions and your discussion. Just as you want to take time to understand the other person, help them to understand you.
5. Tactfully interrupt interruptions- this should be done without frustration, anger, or blame. Using a person's name will help to stop them.
6. Tell your truth- honesty can be effective no matter how difficult the behavior, especially if your truth builds up someone. If you are frustrated, let them know.
7. Be flexible- avoid being defensive. Be sure your agenda is not the only avenue for the conversation. Be open to new ideas.

KEY RELATIONSHIPS AT SCHOOL

At school, students learn (or don't) based to a large degree on three types of relationships: (1) relationship with the subject matter, (2) relationships with other students, and (3) relationship with the educator.

➤ **The Student-Subject Relationship**

Students do better when they care about the topic and content. This means they see a connection between learning and usefulness. Some subjects are more difficult to find that emotional connection just as some grade levels are more difficult to develop the connection.

** List ideas you use to develop this connection for students-

➤ **The Student-Student Relationship**

Does your class (or setting) allow for interactions, idea exchanges, positive sharing? Is teamwork a focus of the classroom? Children need social interaction ... does your setting have clear boundaries for

** List ideas you use to encourage social interaction and student relationships?

➤ **The Student-Educator Relationship**

Where does this rank on your list of important things to accomplish this year?

A. Be responsive- acknowledge students, give affirmations, notice them!

B. Learn about your students- personalize the relationship. Help them feel important to you.

C. Appreciate the students- find areas of success for each student. Give credit, even when it is marginal success.

D. Listen to the students- don't be "another adult" who doesn't listen

** List ideas that you use to enhance the student-educator relationship.

SAMPLE GUIDELINE FOR REWARDS/CONSEQUENCES

Consequences are environmental stimuli that increase or decrease the probability that a behavior will occur again. We want to establish consequences that will either reinforce or redirect behavior. Rewards and punishers should be selected that match the significance or meaningfulness of the exhibited action.

Level of Significance	Reward	Penalty
Minor	<ul style="list-style-type: none"> • Smile • Compliment • Cheery note on assignment • Small amount of tokens traded for small reward 	<ul style="list-style-type: none"> • Eye contact • Have student state rule broken • Change seats • Isolation • Confiscation of forbidden objects or notes
Moderate	<ul style="list-style-type: none"> • Posting good work • Positive note to parents • Special privileges • Moderate amount of tokens traded for moderate reward 	<ul style="list-style-type: none"> • Staying after school • Loss of privileges • Call to parents • Isolation in special room
Extensive	<ul style="list-style-type: none"> • Field trips • Large amount of tokens traded for large reward 	<ul style="list-style-type: none"> • Trip to principal's office • Loss of special class event (e.g., field trip)

Use this chart to guide you when writing your own chart or plan. You may use items from this list if you desire. But, be creative and make the chart personal to you. (Just for you).

Behavior Management and School Discipline

(connected to assignment #7 on checklist)

Behavior Management Means Preventing Problems Before They Start:

Intelligently-planned and strategically-implemented classroom rules will make your teaching job easier from Day One. By taking into account your personality and anticipating any problems that might crop up, you can maximize your chances for an orderly and learning-centered elementary classroom.

Strategize, Get Inspired, and Write Your Rules:

Long before your shiny new students file into the classroom, you need to spend time planning and organizing your discipline strategies and class rules.

- Consider your Educational Philosophy and how it can be expressed through your rules.
- Gather sample rules that have worked for other teachers and use them as guiding examples.
- Be aware of the top Teaching Mistakes To Avoid. Then avoid them.

Organize Your Classroom:

You've finalized your rules and visualized how you want to run your classroom. Now get ready and set for the arrival of your students.

- Ask yourself this question: Do I believe in giving material rewards and prizes for learning and good behavior? If yes, how will I provide them? If no, what will be the reinforcement for my classroom? Remember, grades don't work for many students-especially as they get older.
- Physically organize your classroom to support your plan. This step should include posting your rules in plain sight, putting together any tools (such as a card system) that will correspond to your plan, and creating an upbeat, organized feel to your classroom.

Communicate Your Discipline Plan To Students:

The rubber really hits the road on the first day of school when you introduce the rules to your new students and begin enforcing your behavioral vision.

- Classroom Meetings offer a chance to reinforce your discipline plan and make minor (and possibly major) adjustments to get back into alignment with your original vision.
- Save your vocal chords and implement nonverbal ways to quiet your students.

Enforcement and Long-Term Issues:

A disciplined classroom requires daily maintenance and monthly reflection. Don't be afraid to proactively address problem areas as soon as they're apparent.

- Consistency is key. Children have an almost primal sense of teachers playing favorites or letting little infractions slide.
- Unfortunately, even the best-designed discipline plans are not one-size-fits-all. Solve larger discipline problems with behavior contracts.
- Some school years are more challenging than others. Consider creating a fresh start in extreme situations.

Write a one page summary of your philosophy for behavior management and discipline.

Top 10 Tips for Classroom Discipline and Management

(USE FOR ASSIGNMENT #9)

Classroom discipline and management causes the most fear and consternation in teachers. However, classroom management is a skill that is not only learned but practiced daily. Here are ten tips that can lead to successful classroom management and discipline. These tips can help you cut down on discipline problems and leave you with fewer interruptions and disruptions.

1. It's Easier to Get Easier

Many teachers make the mistake of starting the school year with a poor discipline plan. Students quickly assess the situation in each class and realize what they will be allowed to get away with. Once you set a precedent of allowing a lot of disruptions, it can be very hard to start better classroom management and discipline techniques. However, it is never tough to get easier as the year goes on.

2. Explain Fairness and honesty

Students have a distinct sense of what is and what is not fair. You must act fairly for all students if you expect to be respected. If you do not treat all students equitably, you will be labeled as unfair students will not be keen to follow your rules. Make sure that if your best student does something wrong, they too get punished for it. However, it is okay to be flexible. There are exceptions! "Consistent, but flexible" is a great mantra for educators.

3. Deal with Disruptions with as Little Interruption as Possible

When you have classroom disruptions, it is imperative that you deal with them immediately and with as little interruption of your class momentum as possible. If students are talking amongst themselves and you are having a classroom discussion, ask one of them a question to try to get them back on track. If you have to stop the flow of your lesson to deal with disruptions, then you are robbing students who want to learn of their precious in-class time.

4. Avoid Confrontations in Front of Students

Whenever there is a confrontation in class, often times everyone may lose. Obviously as the teacher, you need to keep order and discipline in your class. However, it is much better to deal with discipline issues privately than cause a student to 'lose face' in front of their friends. It is not a good idea to make an example out of a disciplinary issue. Even though other students might get the point, you might have lost any chance of actually teaching that student anything in your class.

5. Stop Disruptions with a Little Humor

Sometimes all it takes is for everyone to have a good laugh to get things back on track in a classroom. Many times, however, teachers confuse good humor with sarcasm. While humor can quickly diffuse a situation, sarcasm may harm your relationship with the

students involved. Use your best judgment but realize that what some people think as funny others find to be offensive. Hint: making fun of yourself is safer than a student.

6. Keep High Expectations in Your Class

Expect that your students will behave, not that they will disrupt. Reinforce this with the way you speak to your students. When you begin the day, tell your students your expectations. For example, you might say, "During this whole group session, I expect you to raise your hands and be recognized before you start speaking. I also expect you to respect each other's opinions and listen to what each person has to say."

7. Overplan

Free time is something teachers should avoid. By allowing students time just to talk each day, you are setting a precedent about how you view academics and your subject. To avoid this, over plan. When you have too much to cover, you'll never run out of lessons and you will avoid free time. You can also fill up any left over time with mini-lessons. When they have "free time," allow them to help others, read, etc.

8. Be Consistent

One of the worst things you can do as a teacher is to not enforce your rules consistently. If one day you ignore misbehaviors and the next day you jump on someone for the smallest infraction, your students will quickly lose respect for you. Your students have the right to expect you to basically be the same every day. Moodiness is not allowed. Once you lose your student's respect, you also lose their attention and their desire to please you. But ... you are human and will have good and bad days. Be honest with your students and don't be afraid to "I'm sorry."

9. Make Rules Understandable

You need to be selective in your class rules (no one can follow 180 rules consistently). You also need to make them clear. Students should understand what is and what is not acceptable. Further, you should make sure that the consequences for breaking your rules are also clear and known beforehand.

10. Start Fresh Everyday

This tip does not mean that you discount all previous infractions, i.e. if they have three tardies then today means four. However, it does mean that you should start teaching your class each day with the expectation that students will behave. Don't assume that because Julie has disrupted your class every day for a week, she will disrupt it today. By doing this, you will not be treating Julie any differently and thereby setting her up to disrupt again (like a self-fulfilling prophecy).

Pick 2 or 3 areas and write a 1-2 page summary of your implementation/perspective.

MANAGEMENT IDEAS FOR PRIMARY GRADES

Children will learn from watching others as they interact with the environment. The more specific we are in establishing our guidelines and rules, the easier it will be for each child to replicate the example presented. Our goal is to maximize success for each child and therefore it is important to be clear and specific in each rule.

Primary grade children (preschool through 2nd or 3rd grade) are still new to the school atmosphere. This is obviously true for the younger children. They will show confusion and frustration in an effort to succeed within the school setting. Here are some general thoughts to increase success when working with young children.

1. When you initially share the rules with the classroom, use illustrations, pictures, videos, or other methods to support the written and verbal approach.
2. Allowing older children to come in and demonstrate successful usage of rules may also assist children in their learning.
3. Allow each child the opportunity to successfully practice a certain rule.
4. Follow up practice times with reinforcement and a "good feeling" activity.
5. Remember, preschool and kindergarten children may lack experience in a structured group setting. They will need time to adjust.
6. While sharing consequences is important, emphasize the positive results and rewards that follow for appropriate actions and behaviors.

Rules should be short and clear. The more words you use, the less likely the students will be successful. A few basic rules might include:

1. Help others in class when they ask.
2. Listen to others when they are talking
3. Say nice words to others.

Be clear regarding your expectations in each area. Avoid general statements like "be nice" or "make good choices" as these may mean something different to each person. Explain what is meant by "helping others", "listening", or "saying nice words."

Extend the rules beyond the classroom. What is expected during lunch, recess, and in the hallway?

HOT TIP GUIDELINES FOR MOTIVATING STUDENTS

- Offer a variety of appropriate options and choices
- Offer outcomes (positive consequences or incentives) that are meaningful and important
- Offer positive outcomes for completion of specific tasks
- State contingencies in a positive manner, "When you finish..," or "As soon as you..."
- Keep initial demands short, small and simple as well as your positive consequences short, small and simple.
- Select win-win outcomes as often as possible
- Avoid using conditional approval comments, "I would really like it if... "
- Tokens and stickers may be effective for all students, regardless of age
- State the contingency once, with possibly one reminder
- If a student does not complete the task or appear motivated, re-evaluate the approach

EFFECTIVE FEEDBACK-IS THERE REALLY AN ART TO IT?

Feedback is often stressful for people. Receiving input regarding our behavior, our job performance, or our general life attitude increases the defensive posture in us. Here are some general guidelines in regulating your feedback to others.

1. Watch your timing- be aware of the sensitivity of feedback.
2. Students are unique- some students prefer teacher feedback, others respond more effectively to peer feedback. Sometimes, written is better than verbal.
3. Details are better- Interactive feedback is often productive. Give examples and allow for a dialogue.
4. Avoid comparisons or "standings" oriented approaches- competition is already very high in our schools. Help each student to be compared to him/herself. "Where are you now compared to a month ago?"
5. Package the feedback carefully- instead of giving straight feedback, get a perspective from the student. Internal evaluations will be more effective than external feedback.
6. Offer feedback as soon as possible- ongoing feedback may be more useful than conclusion feedback. Error correction, reflection, and summarizing will allow for quicker changes and reinforcement. This may be especially effective during an assignment, quiz, or test.
7. Give reliable feedback- studies show that academic improvements are greater with ongoing feedback, regular announced quizzes, and other strategies for constant feedback. Unannounced "pop-quizzes" have been shown to increase anxiety and reduce consistent learning.
8. Vary the feedback- use as many different methods as possible. Not every type will fit a students' learning cycle.

FEEDBACK- not just a good idea... it is a vital part of effective learning.

How to Offer Effective Choices

- Choices allow the student to be a part of the experience and to learn to negotiate successfully.
- Choices encourage students to make a choice and to feel empowered. They move each person toward personal decision making and taking ownership and responsibility of decisions.
- Choices give students the potential to make a "wise decision" and to avoid moving toward aggression or behavior problems.
- Choices must be presented as choices and not an ultimatum. It is best to offer at least three choices when presenting options to students.
- Avoid manipulation and personal preferences. When a student makes a choice, they should feel good about the decision. Don't weigh a choice toward a particular direction ... each person should feel a freedom to make any choice-and receive the positive/negative consequence of the choice.
- All choices should be clearly understood and explained to the child. Don't offer a choice that you do not want the person to select. This will be confusing and create a mistrust and power struggle in the future.
- If the child is having a difficult time making a choice, help them out. "Let me go through those again." If they still hesitate, ask them if they want to exclude one of the choices.
- For those students who still hesitate, a time limit may need to be place upon them. You can help them press forward by reminding them of decisions they chose in the past. "Last week you wanted to play outside. Is that what you want to do again?"
- For students who show an advanced understanding and comprehension, they may want to come up with their own choices. "What three choices do you want to look at today?" Again, the more options they have in life, the more empowered they will feel toward independence.
- The concept of negotiation is an important piece for each child. Allowing them to come up with options and choices while discussing the parameters of them will encourage self-management and success in children.
- Not every choice needs to be agreed upon by the parties involved. It is okay to say, "I don't feel comfortable with that one" or "Let's use a different approach."

Rules & Boundaries by Jane Bluestein **(Assignment #5)**

When I started teaching, I had some reservations about being completely in charge and responsible for the rules, so I tried involving the students in this task. Part of my intention was an honest stab at building a positive, win-win classroom environment, wanting to acknowledge the students' needs for input and control. I also believed, or at least hoped, that their input would magically inspire self-management.

I was wrong. This exercise killed the entire morning and produced about 478 "don'ts," nearly a quarter of which had to do with a range of objects the students felt they should not throw in the classroom. I quickly realized that the brunt of enforcement would ultimately rest on my shoulders, and with nearly 500 rules, their list would have certainly kept me hopping, putting me more in the role of policing these children than teaching them.

This was my first inkling that there were some serious problems with rules, at least as we know them best. I found this revelation extremely disconcerting: It was obvious no class could succeed without some kind of structure and authority, but were rules the best tool for establishing them?

Rules certainly were familiar! But there were simply too many places where the methods and dynamics of rule-making and enforcing just didn't fit in with my idea of win-win. What else was there? Was there a way for teachers to truly get what they wanted from their students without creating additional conflicts, resorting to power or somehow compromising the emotional climate of the classroom?

I started looking for techniques that worked, strategies that were not only effective in classroom and behavior management, but also in creating the kind of climate that would support the goals and values of the 21st century classroom. I had noticed that certain "if ... then" statements were more positive, more effective and less power-oriented than rules. I discovered that the promise of positive outcomes was less destructive than the threat of negative consequences. And I found that the most successful teachers were those able to ask for what they wanted with clarity, assertiveness and great respect for the needs, preferences and dignity of their students. Additionally, research and experience in fields that included business management, child development, counseling and addiction (family systems as well as chemical dependency) gave me a few more critical ingredients to throw in this stew. The result involved reframing rules as boundaries and suddenly the whole process fell into place.

Now I'm hardly the first person to write about boundary setting (although not all definitions include the characteristics I believe to be essential) and quite frankly, the idea is, in many ways, not all that different from more common terms like limits, contingencies or, in some ways, rules. But the interaction patterns involved in this technique are quite different from

those used with rules, and they're still pretty uncommon in most educational settings.

During the past two decades, I've had the good fortune of visiting hundreds of educational institutions throughout the world. Among the features common to most of these vastly different environments were the inevitable lists of "Class Rules" (or, sometimes "School Rules"). In some settings the Rules were displayed in every classroom, in others, in just a handful. Some schools had imposing signs to greet students, staff and visitors as they entered the building; others had more covert documents with formidable titles like "School Discipline Code."

Regardless of format or conveyance, these lists were invariably negative. Often the rule itself was stated negatively: "No hitting," "Don't call out," "Eating in class is prohibited." However, even when the rule was stated positively ("Turn in work on time," "Speak respectfully," "Raise your hand to speak"), the result of an infraction was always negative. In some instances, the punishments-often called "consequences" -were listed right along with the rules. Frequently, to my amusement, the list included consequences for the first infraction, fifth infraction, thirtieth infraction...

OK, so maybe they didn't go up quite that high, but think about it: If you've got plans (and expectations) for second, third, fourth or whatever occasions to catch kids doing something wrong, clearly something is not working. In many cases the consequences of the first several transgressions were so inconsequential that the message to the students was clear: "You can break this rule so-many times before anything serious happens to you. You don't need to change your behavior until right before you really get in trouble!"

There are subtle differences, in process and focus, between encouraging cooperative behavior and discouraging uncooperative behavior. Rules and penalties depend on the students' fear of the negative consequences. If the child is afraid of a bad grade, missing recess or having her name written on the board (which, incidentally, simply reinforces attention-getting behavior for most kids) then she may do what you want, at a cost to her emotional safety. But how many kids aren't fazed by even the most severe negative consequences? (Indifference is a great tool for creating safety in an otherwise unsafe environment.) Either way, if you're committed to 21st century win-win priorities, when you rely on rules, you lose.

Boundaries do not depend on fear or power, other than the teacher's power to allow a positive consequence to occur when the students have done their part. This positivity represents an important characteristic of a boundary, as well as a significant difference between boundaries and rules. As a management tool in a win-win setting, boundaries are always stated positively, as promises rather than threats. Likewise, boundaries offer a refreshing change from punishment-oriented strategies to a reward-oriented approach to behavior management. Boundaries allow us to think of consequences as the good things students get (or get to do) as a result of their cooperation, changing the prevailing connotation of the word "consequence" from negative to positive.

In addition to being positive, boundaries support win-win power dynamics because they are themselves win-win. Even the most reasonable rules are oriented to the power needs of the adult, providing information for the students how not to "lose." Rarely do rules communicate how students can "win" in any other, more positive way. Boundaries, on the other hand, take into consideration to the desires and needs of the students they attempt to motivate.

Additionally, boundaries are proactive, attempting to prevent problems in positive ways. Rules typically focus on the negative or punitive reaction of the teacher (or the system) when a student gets caught. Both rules and boundaries can prevent misbehavior, but because with rules the payoff to students for compliance is simply avoiding a negative consequence, the process of enforcement becomes unavoidably reactive. (This is why simply posting a bunch of rules, penalties or punishments before kids misbehave is proactive only in forewarning of impending reactivity!) With a boundary, a positive outcome simply does not happen unless the desired behavior occurs. The absence of the positive outcome-pending the student's cooperation-is, in most cases, the only "teacher reaction" necessary. (Other characteristics of boundaries, such as clarity and follow-through, as well as implementation details, are described in later chapters.)

The subtlety of the differences between boundaries and rules makes it easy to discount the impact each can have on the emotional climate in a classroom and the quality of the relationship between teachers and students. However, teachers who endeavored to shift from the win-lose familiarity of rules to the win-win prospects of boundaries report a significant decrease in conflicts and power struggles in their classes, and far greater success in reaching kids previously deemed difficult, unmotivated or, in some instances, even dangerous, than with any strategy previously attempted.

ESTABLISHING RULES AND BOUNDARIES BIBLIOGRAPHY

You may choose a book from this list or one of your own choosing that is compatible to this course.
Please let the instructor know if you choose a book that is not on this list.

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The following two books are written by your instructor and contain a faith based perspective and biblical references. These are available on line or through bookstores. Both books are available in CD format as audio books.

What To Do When Words Get Ugly. Michael Sedler. Revell Books, 2016 (edited/revised edition). Examines the topic of gossip and how it impacts people. (Adult) www.bakerbooks.com 1-800-877-2665

When to Speak Up and When to Shut Up. Michael Sedler. Revell Books, 2006. Communication book discussing conflict and encouragement. (Adult) www.bakerbooks.com 1-800-877-2665 **(over 400,000 copies sold).**