

One-Minute DISCIPLINE

Classroom Management Strategies That Work!

By ARNIE BIANCO

Illustrated by Jeffrey Short



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**THE CENTER FOR APPLIED
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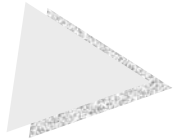
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To Debbie:

My cheerleader,

my stepping stone,

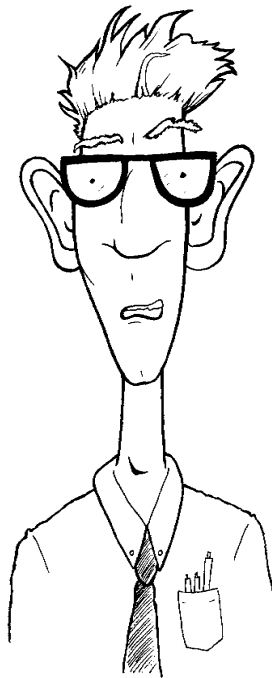
and my love.



About the Author



Arnie Bianco (B.S., State University of New York, Geneseo, and M.Ed., University of Arizona, Tucson) taught for nine years at several grade levels and was a school principal for 24 years. He currently owns and directs a children and teen theatre in Tucson, and has been an adjunct instructor and student teacher supervisor at Chapman University for the past 15 years. Arnie also conducts One-Minute Discipline Workshops for teachers. He can be contacted by writing to 4475 N. Summerset Dr., Tucson, Arizona 85750.





About This Teacher's Resource

One-Minute Discipline is a collection of over 100 techniques, strategies, and support ideas that will assist teachers in managing classroom behavior and promoting learning.

The one-minute ideas are complemented by relevant, fun illustrations and a simple-to-use format. You are shown:

What the strategy, technique, or idea is.

Why the teacher needs it.

How the teacher makes it work.

For quick reference and easy use, the materials are organized into ten sections focusing on various areas of the teacher's job. This book is printed in an $8\frac{1}{4} \times 11$ format that lays flat for photocopying of the reproducible forms, quotations, and other aids included. Here's an overview of the practical help you'll find in each section:

- Section 1, "Philosophy," provides a philosophical framework for the techniques and strategies presented in this resource, including a "Teacher Self-Check" to help monitor your own state of mind and outlook as the year progresses.
- Section 2, "Know Your Clients," features techniques and surveys, such as a "Classroom Atmosphere Survey," to assist you in learning more about your students and meeting their various individual needs.
- Section 3, "Home and School," presents ideas for promoting positive home-school communication, such as "Newsletters" and "Parent Homework Letter" as well as a "Parent Conference Checklist" and strategies for dealing with angry parents.
- Section 4, "The First Week of School," offers practical information and tips for getting the new year off to a good start, including a "Classroom Rules Checklist" that establishes order early in the year and prevents problem situations from occurring.
- Section 5, "Vocabulary," features techniques, quotations, and expressions that will help improve your skills when dealing with behavior problems, such as

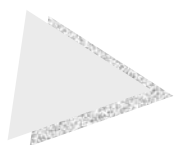
“Baci di Tutti Bocci” (“kiss of all kisses”); responding to a broken rule or inappropriate behavior in an unemotional way; and motivating students with “Grandma’s Law,” a payoff (“dessert”) when they complete a task.

- Section 6, “Techniques, Strategies, and Good Ideas,” is packed with easy-to-use ideas that will increase your skill in handling particular behavior problems, such as “Noise-Level Control,” a visual indicator of the acceptable talking level for each activity; “Private (Direct) Appeal,” a technique that removes the culprit from his or her audience; and “Ask a Question, Pay a Chip,” a technique for handling the student who is constantly at your side asking questions.
- Section 7, “Teaching Skills,” presents many practical procedures that enhance teaching skills and decrease behavior problems, including “Visual Learners,” a way to train students to find information on their own, and “Skills for Constructive Criticism,” eight tips for motivating students to do their best work.
- Section 8, “Great ‘Little Gems,’” covers a variety of topics such as “Token Economies,” a point system to reward acceptable behavior, and “Sponge Activities,” “filler” activities that take 5 to 15 minutes to maximize the learning time for each student.
- Section 9, “Survival Skills,” gives you ideas for conserving your energy and relieving stress, such as “The 24-Hour Rule,” by which you delay action for one day to let everyone cool down and better assess the situation and the options, and “Breaking Up a Fight,” a suggested eight-step plan of action.
- Section 10, “Forms,” provides a number of ready-to-use forms, such as the “Discipline Action Ticket,” a form to be completed by the student who has broken an important rule, and five different “Student–Teacher–Parent Action Contracts” (interventions) for modifying student–teacher behavior and promoting academic growth.

Many of the topics and tools featured in this resource are advanced and strengthened by support ideas. These ideas provide very practical, easy-to-learn approaches to the management challenges that teachers face on a daily basis. You’ll also find quotations that reinforce the book’s underlying philosophy sprinkled throughout all sections. Many of these sayings make excellent classroom posters.

I hope you’ll find that the tested, ready-to-use techniques and strategies in *One-Minute Discipline* will promote your effectiveness and help to create a positive, healthy climate for learning.

Arnie Bianco



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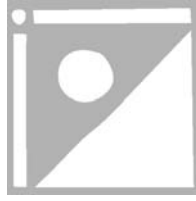
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For the teacher:

*"I am who I am,
and
I love what I do.
I am a teacher."*

ANONYMOUS

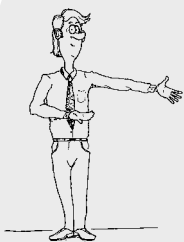
SECTION 1



Philosophy

This section of One-Minute Discipline provides a philosophical framework for the book's techniques, strategies, and ideas. You will acquire coping skills in which to successfully complete the school year. Information is shared that enables both new and veteran teachers to chart their professional growth and progress.





One-Minute Discipline Statement of Philosophy

.....

The following ten statements constitute the philosophical base of the *One-Minute Discipline* program. The book's techniques, ideas, and behavioral management skills have well-founded reasons for being. They are meant to enhance teacher effectiveness and promote a healthy climate for learning.

1. Avoid sins of omission.

Anytime you think the problem is "out there," THAT is the problem. Good teachers never give up on a student. Kids come from a variety of situations and backgrounds. They often bring to the classroom different values, abilities, and personalities. When you fail to attempt to make behavioral progress with a student because of his or her parents, society, TV, or any perceived problem that is considered "out there," you commit a sin of omission. You must continue to attempt interventions that reach and improve the world of every student.

2. Accept your students unconditionally.

Parents make 'em and we teach 'em. Many teachers look at their students with the following construct:

I am the authority.
They will be accountable to me.
I will then affirm them.
And I will then accept them.

In actuality, the construct should be reversed:

I accept my students unconditionally (regardless of their backgrounds, life situations, abilities).
I will be accountable to them by being the best possible teacher I can be.
I will affirm our positive relationship and be committed to student growth and development.
I will accept and celebrate my ability to make a difference in their lives.

3. Commit to student growth through interventions.

Baby steps or small victories count! Student progress isn't always characterized by dramatic results. It may take the form of small victories. Effective teachers record dates and anecdotal information on student growth. This notation of progress should be periodically reviewed and celebrated with the student and the parents, and should become a self-reward for you.

4. Delegate, work smart, and save energy. It's a marathon!

NEVER do ANYTHING you can delegate to a student. The school year isn't a 50-yard dash, it's a marathon. Tasks from correcting papers to housekeeping chores should be assigned to students and aides. The secret here is for you to keep your 25 helpers as

productive as possible. Good delegation requires that you spend time in training students or aides in the proper procedures for accomplishing each task. Delegation saves valuable energy on a daily basis throughout the school year and over the course of your career.

5. Open the gate of change.

If a teacher only does what she's always done, she'll only get what she's always got. Old habits and paradigms are very difficult to break. Teachers who continually seek improvement in classroom-management skills and in improvement of instruction stay vital and invigorated. They are excited about teaching and working with kids, and that enthusiasm "contaminates" their students. Teaching is definitely a journey and not a destination.

6. Add more "tools" to your repertoire.

When you're ripe, you rot; and when you're green, you grow. Teaching is a profession that one never totally masters. The secret to rich, rewarding, and fruitful teaching is to continually add new instructional and behavioral strategies to your overall teaching skills. This can be accomplished by updating skills; attending workshops and conferences; visiting other classrooms; team teaching; and teaching another subject, grade level, or in another school or district.

7. Be prevention-centered.

Spend a little time now, or a whole lot of time later. It is tantamount to your success to take time at the beginning of the school year to: establish classroom standards; delegate and TRAIN aides, and your student helpers; create a positive rapport with parents; connect life skills with curriculum pursuits; communicate standards and curriculum information to parents; and meet with kids on a regular basis to discuss, monitor, and adjust the "state of the classroom."

8. Promote self-reliance through transformations.

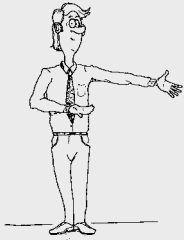
Give a student a fish and you feed him for a day. Teach her to fish and you feed her for a lifetime. Self-reliance is one of the most valuable gifts that you can give to your students. You routinely average around 500 management decisions a day. The trick here is to decrease these "transactions" and "transform" dependent students into independent and self-reliant learners.

9. Develop relationships and a culture of appreciation.

I don't care how much you know until I know how much you care. Promote learning through a positive, supporting classroom climate. Enhance your classroom-management skills by "knowing your clients." Successful classrooms are structured, well organized, and create a warm, accepting student-centered environment. The classroom is a fun place for students and a place for everyone involved in their education to celebrate their academic and social progress.

10. Continually improve your instructional competence.

How many crayons in your crayon box? If your crayon box is limited to the eight-pack, teaching becomes stale and a chore. Teachers who stay current, constantly update their curriculum, and search and discover new ways of doing things generate motivation and excitement about learning. This enthusiasm minimizes discipline problems because these teachers have vibrant, exciting classrooms and a 64-crayon box (with the sharpener in the back).



One-Minute Discipline Philosophy Summary

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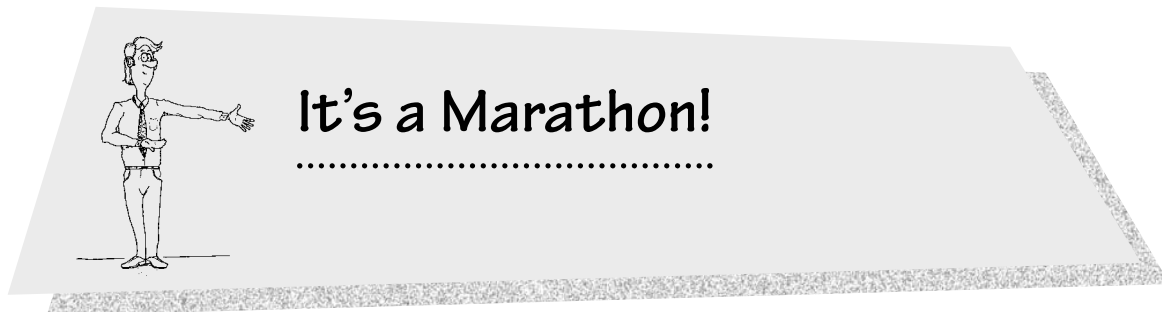
1. Avoid sins of omission: Anytime you think the problem is “out there,” THAT is the problem.
2. Accept your students unconditionally.
3. Commit to student growth through interventions.
Small victories count!
4. Delegate, work smart, and save energy. It’s a marathon!
5. Open the gate of change.
6. Add more “tools” to your repertoire.
7. Be prevention-centered.
8. Promote self-reliance through transformations.
9. Develop relationships and a culture of appreciation.
10. Continually improve your instructional competence.



*Experience is a
hard teacher
because she gives
the test first, the
lesson afterwards.*

VERNON SANDERS LAWS

SUPPORT IDEA



The school year is not a 50-yard dash . . . it's a marathon. Small amounts of valuable energy can be conserved and accumulated on a daily basis. This saved energy will better sustain you throughout the year and your career.

How to Successfully Complete the Marathon

1. Delegate! Delegate! Delegate! NEVER do anything you can delegate to a student or aide. Why are you doing it when you have all those assistants at your fingertips?
2. Document any and all “significant” contacts you have with parents, your principal, or outside specialists. This could potentially avoid future troublesome problems.
3. Take care of yourself physically and emotionally. Exercise on a regular basis and go easy on that junk food that other teachers bring to the teachers’ lounge.
4. Establish expectations at the beginning of the year and review them on a regular basis. (See Taking-Back Rule, Topic 94.)
5. Team up with another teacher(s) to team-teach, or to work on a special unit or project. This is a great idea for renewing your instructional creative juices and for having a fun time with your colleagues.
6. Cooperatively plan a future vacation. It’s an excellent idea to visualize (see yourself there) your “payoff” during the marathon.
7. Have a regular “date night” with your significant other, spouse, parent, and/or kids. Keep your life balanced and never “let the sound of your own wheels drive you crazy.” In short, have some fun!
8. Plan to teach at another grade level, school, or district. Don’t stay in a position or place where you are unhappy.
9. Examine some of your negative habits (diet and exercise) and gradually make changes.
10. Get out of your nest and visit other teachers in your school or district or another district. There are terrific ideas out there that are just waiting for you.
11. Review and incorporate ideas from the *One-Minute Discipline* book on a regular basis.

SUPPORT IDEA



Teacher Discipline Self-Check

The list below is designed to assist you in a self-examination of your mental health status. Are you exhibiting signs of burnout?

Do I Need Help?	NO				YES
1. I am constantly dealing with discipline problems.	1	2	3	4	5
2. I am making little or no progress with this class.	1	2	3	4	5
3. It's them against me.	1	2	3	4	5
4. I feel like this is a lost cause.	1	2	3	4	5
5. At this age, these kids are just this way.	1	2	3	4	5
6. With parents like these, what do you expect?	1	2	3	4	5
7. It's TV, radio, and the movies!	1	2	3	4	5
8. I am constantly dealing with discipline problems.	1	2	3	4	5
9. I'm totally exhausted at the end of the day/week.	1	2	3	4	5
10. If I only had a different principal.	1	2	3	4	5

Scoring: 10 to 20	Excellent! Help a new teacher.	31 to 40	Danger zone. Seek help (below).
21 to 30	Very good. Hang in there!	41 to 50	Major danger! Do all of the below.

Help is here!

1. Seek assistance from your principal and supervisor. If comfortable, share the above results.
2. Find a mentor to discuss some of your problems and frustrations.
3. Get out of your nest and attend a conference, workshop, or convention. Get new ideas and new energy from teachers like you.
4. Team-teach with other teachers at your level or in your school. This often generates new energy for you and the team. Plan a new unit or new activity, exchange kids, cooperate on a common project.
5. Take a year off. Visit other teachers and schools throughout the year.
6. Have your mentor observe in your classroom, discuss the observation, and make suggestions.
7. Change grade levels and get reborn.
8. Have a district (central office) specialist visit you and observe in your classroom.
9. Subscribe to and read on a regular basis periodicals suitable for your grade level or subject area. Keep an open mind and be committed to trying new ideas.
10. Take care of your physical and mental health. Exercise, plan a future vacation, take a minimum of school work home, and have no school talk (or thought) after 6:00 P.M.
11. Change schools or districts.
12. Write or revise your mission statement. Why did you go into teaching? Walk your talk!