

**Title of Session:** Teachers in Training - Classroom Management

**Moderator:** Mary Thompson

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Room: Teachers in Training Group

**MaryFT:** our topic tonight is Classroom Management

**MaryFT:** just some quick bg Lara and Susan...most of the participants here tonight are also students of mine from UH

**LaraHe:** Is it OK if I join?

**MaryFT:** they are all in student teaching this semester

**MaryFT:** you are MORE than welcome

**AmberP:** I'm not I just jumped in

**MaryFT:** you too Susan

**MaryFT** waves to Amber

**MichelleRM:** I'm not either...but I will have my own classroom in August

**MaryFT:** glad to have you here also Amber

**MaryFT:** let's start with introductions so everyone gets a chance to meet everyone else

**BeckyJH:** I'm student teaching in 2nd grade right now in Houston, TX

**LaraHe:** I'm a 6th grade teacher of 14 years in disguise this year as a grad student studying teacher education

**AmberP:** I graduated in Dec - currently a substitute teacher

**MarthaED:** I am student teaching in a Pearland ISD school. I am a UH student.

**ChervondrM:** I am student teaching in 4th grade in Cy Fair

**AmyGi:** My name is Amy I am student teaching in Pasadena ISD in 2nd grade

**SandyDC:** I'm student teaching in Alief ISD...7th grade LA

**MarthaED:** I am teaching 5th grade math.

**AmyGi:** UH Student as well

**KrystalLC:** I am student teaching at Houston ISD

**KrystalLC:** 3rd grade

**JanettC:** I'm student teaching in Cyfair isd, 6 grade science

**MichelleRM:** My name is Michelle. I'm a pre-service teacher at UH. I will be graduating in May non-certified and doing an internship in place of student teaching. My specialization is 4th-8th science. I am substitute teaching in Friendswood ISD.

**SusanR:** K to 8 occasional teacher from Ontario

**TiffanyM:** I'm student teaching in HISD in 3rd/4th grade science

**MaryFT:** before we get started on our formal topic...a question for Susan and/or Lara...

**MaryFT:** ...have either of you ever had a student teacher in your classroom?

**SusanR** listens

**LaraHe:** yes! often

**SusanR:** yes

**MaryFT:** I never had the opportunity...

**SusanR:** quite a few times

**MaryFT:** was wondering what you might tell our student teachers about the perspective on student teaching "from the other side"

**SusanR:** It's a missed opportunity, Mary

**LaraHe:** I loved it. I often learned a lot about my own teaching by watching/helping others

**MaryFT:** our school did not have any student teachers...I have no idea why not

**LaraHe:** I've always loved to collaborate, and student teachers bring such fresh ideas!

**MichelleRM:** where did you teach at Dr. Thompson?

**MaryFT:** is it always positive?

**SusanR:** It was a learning experience for both of us..and gave me the opportunity to acquire new strategies and ideas

**LaraHe:** Was your school anywhere near a teacher ed institution

**MaryFT:** Youngblood Intermediate in Alief

**SusanR:** nearby

**MaryFT:** many of them Lara

**LaraHe:** I'd say always good learning experiences, but some required more energy and assistance than others.

**MaryFT:** so...I'm hearing from both Lara and Susan that a successful student teaching relationship is made up of give and get...

**MichelleRM:** maybe nobody ever requested that school. I know that when you apply for student teaching you request specific schools (you give first and second choice school districts and schools),

**MaryFT:** ...that it's not just one way (from supervising teacher to student)...

**LaraHe:** Nods

**MaryFT:** ...(now to our student teachers) is that your experience as student teachers?...

**BeckyJH:** That's what my SBTE tells me

**MaryFT:** are your supervisors open to getting as much from you as they give?

**BeckyJH:** very much so

**ChervondrM:** I love my SBTE. She is so supportive!

**KrystalLC:** Yes

**BeckyJH:** they love it when I show them new technology

**MarthaED:** Most times when the supervising teacher is in the room, I feel like a student.

**TiffanyM:** yes

**JanettC:** yes, my sbte is very interested in learning as much as she can to improve lessons, especially technology

**MaryCF:** I would agree with new technology

**AmyGi:** mine just lets me have the class and is hardly ever in the room

**TiffanyM:** me too! my sbte loved that i knew so much about technology.

**ChervondrM:** My teacher enjoys having a break

**TiffanyM:** she said I taught her a lot

**MarthaED:** Becky, that happens with me too . When I show them new technology.

**SandyDC:** my SBTE is wonderful...we do a lot of team teaching and collaboration

**AmberP:** does she collaborate with you too though Amy..even if she's hardly in room?

**SandyDC:** most of the time I teach and she just sits back and let me handle everything...but she tells me she will always intervene when I need help...she's awesome

**MaryFT** feels good that you all seem comfortable with sharing your own knowledge as well as gaining in classroom experience and expertise

**SusanR** . o O ( My ideal subbing situation is working with a teacher in training .. I am a substitute teacher btw )

**MaryFT:** I think this is VITAL to fulfill the true potential of the student teaching partnership

**MaryCF:** I am very grateful for having our tech classes

**SandyDC:** I am too

**MaryCF:** I knew so little before taking them

**KrystalLC:** me too it benefits us

**SandyDC:** you wouldn't believe how much the students already know though! and they are 12- 13 year olds

**MaryFT** worries that our student teachers aren't always comfortable enough to share

**SandyDC:** computer literacy class at school taught them a lot!

**ChervondrM:** I must admit, 3111 seemed like so much work at the time but I am so thankful for the knowledge I have gained

**MaryCF:** nods

**MichelleRM:** I am grateful too - I already knew how to use all the technology we have learned...but the tech class really showed my some neat and interesting ways to incorporate it into my teaching.

**GlynnN:** Yeah, 3111 was awesome but a lot of work, lol

**TiffanyM:** agreed

**MaryFT** blushes

**LaraHe:** Mary's statement relates to my question. As student teachers, do you feel comfortable asking your SBTE about his/her teaching

**SandyDC:** it's more fun than 3112 I'll tell u that hehe

**LaraHe:** Like why did you choose to discipline Johnny in this way?

**MaryFT:** good question Lara!

**ChervondrM:** I feel like I can ask my SBTE anything and she doesn't treat me like a student, she treats me like a partner

**MarthaED:** No, she disciplines the student in a different way that I prefer.

**KrystalLC:** my first SBTE was my second grade teacher

**AmyGi:** I don't mind asking my SBTE that at all

**MichelleRM:** Yep - I think I have gotten the most out of 3111. 3113 has been helpful to...3112 really wasn't anything new or exciting - but more of a refresher

**TiffanyM:** I feel comfortable too. I'm always asking questions about why she does certain things certain ways.

**JanettC:** yes, I've asked my sbte why the school was so strict on discipline policies

**SandyDC:** I feel comfortable one-hundred percent..we have to communicate and understand each other so we both get something good out of it..to better discipline the kids

**BeckyJH:** Chervondria expressed my thoughts exactly: my SBTE treats me more like a partner.

**KrystalLC:** I'm very comfortable as well

**ChervondrM:** We have a 'unique' behavior situation in our class and she loves having me around to help

**MaryFT:** in the last session we talked about the importance of teachers thinking about their teaching, reflecting, and sharing those thoughts out loud

**BeckyJH:** Oh, I do a lot of that with my SBTE

**MaryFT:** similar to the Think Aloud strategy many of us use when teaching reading...

**MichelleRM:** When I did my classroom observations, I often ask the teacher I am observing why she does things certain ways - and she is always willing to explain and offer her "advice". Unfortunately the teacher I am observing is awful...and I have to bite my tongue at the way she handles things and conducts her lessons...I am learning from her what kind of teacher I don't want to be. You shouldn't insult students.

**JanettC:** I video taped a few lessons, that helped me a lot

**MaryFT:** good idea Janett

**MaryFT:** can you tell us more Becky?

**JanettC:** you see how you actually come across to the students

**BeckyJH:** I am always asking my SBTE if I got across the point I was trying to

**BeckyJH:** and other things

**BeckyJH:** like if I am handling a student the right way

**AmyGi:** I talk to my STBE about situations that I sometimes don't know if I did the right thing

**BeckyJH:** or if I am reading a student the same way she is

**AmyGi:** but she is always supportive and says that you have to just make a judgment call

**MichelleRM:** I think that is a great idea Janett...I will have to be sure and do that in my classroom - especially as I first start out (since I don't have the benefit of student teaching).

**MaryFT** nods

**BeckyJH:** She has been with these kids all year and I want to test my ability on how I assess them as individuals

**SandyDC:** we reflect as much as we can each day..for sure every week...I ask her if what I'm doing is okay and if I needed to work on this or that some more and she has no problem of piping in if she thinks I need to improve on something

**BeckyJH:** Usually I am pretty on target

**MaryFT:** do you see your SBTEs as "reflective" teachers?

**TiffanyM:** a friend of mine that's currently student teaching... her sbte and her keep a journal with each other that they write in everyday. I thought that was an awesome idea.

**BeckyJH:** By the end of the second week I pretty well have them pegged

**MaryFT:** yes...that is wonderful Tiffany

**LaraHe:** Response journal--cool. Sometimes not enough time to talk

**TiffanyM:** right

**ChervondrM:** My SBTE and I keep a journal about our unique behavior problem and we discuss how we might change things in the future

**MaryFT:** it would be a great record

**BeckyJH:** My teachers have been even more "reflective" because of the presence of a student teacher

**MaryFT:** good Chervondria

**SandyDC:** yes, I see her as a reflective teacher. she pretty much reflects each class period. we would teach one way, and if it doesn't work that way for the class..the next period she would change up the lesson and discipline a bit so the students understand better or are more well-behaved

**BeckyJH:** It makes them look at their own teaching with fresh eyes

**AmyGi:** that is a really good idea and would be good for us who are going to be first year teachers next year...to reflect on and look back on and see growth

**MaryFT:** that's a wonderful outcome of having a student teacher Becky...just what I hoped to hear

**MaryCF:** my sbte is very organized

**BeckyJH:** They ask me all the time if I feel that a certain lesson or strategy seems like it is working.

**MaryFT:** again...it's not just about what teachers do but about understanding the underlying reasons for the doing

**MaryFT:** which may be a segue into our official topic for tonight...classroom management!

**BeckyJH:** Yes I need all the help I can get

**MaryFT:** many beginning teachers say that classroom management is the single most difficult aspect of their jobs

**SandyDC:** classroom mgt is the big thing I really need to work on!

**MarthaED:** Me too!

**MaryFT:** why is that?

**BeckyJH:** What a time-waster it is

**AmyGi:** it has probably been the most difficult for me in student teaching

**SandyDC:** the only thing I worry about still

**BeckyJH:** not to mention what a stress maker!

**SandyDC:** got points deducted because of this! hehe

**TiffanyM:** you know what works for me? SALAMI (stop and look at me immediately)

**AmyGi:** I do see growth though from my first placement and second placement

**KrystalLC:** MY sbte told me to explain the rules the very first day of school and have them posted

**BeckyJH:** Are you a push-over, Sandy??

**JanettC:** I use table points

**BeckyJH:** Table points?

**SandyDC:** I don't think I am haha

**AmyGi:** I've used table points too in first grade and they work great

**BeckyJH:** haha

**MarthaED:** I use a conduct chart and tickets.

**MaryFT:** there are many strategies that can work...but no one "cookbook" approach that will always apply

**AmyGi:** tickets

**TiffanyM:** I say salami, and the class repeats it, then it's total silence.

**AmyGi:** I might have to try that one

**MaryFT:** let's hold off on the individual strategies for a sec and try to focus on the bigger picture...

**ChervondrM:** my SBTE and Supervisor have said that I have good classroom management skills but I have allowed my unique situation to get under my skin at times

**JanettC:** table points are used as a reward for good behavior

**SandyDC:** it's good to let students contribute to setting the rules the first day of school too so they have ownership, which would make them not break rules as much because they helped set those rules

**MaryFT:** ...that way if one thing doesn't work it's not a total disaster...

**MarthaED:** The students get tickets for each day they do not get conduct marks. The can redeem for prizes.

**MaryFT:** ...you have a plan in place and can try something else

**JanettC:** at the end of the week the table with more points gets either a tardy pass, or homework pass

**BeckyJH:** What is your situation, Chervondria?

**MaryCF:** 1 2 3, listen to MFT

**MaryFT:** <ahem>

**MaryFT:** thank you Mary CF!

**MaryFT:** that was very cute btw

**MichelleRM** laughing

**AmyGi:** in my classroom if the students stay on A conduct all week they get lunch in the classroom

**MaryFT:** I know the overwhelming urge is to find that "one thing" that will work tomorrow

**MaryFT:** but I don't think that's the way to go

**MaryFT:** because next year it'll be something else, some other unique situation that requires a completely different approach

**MaryFT:** next year, next week, next month...who knows?

**SandyDC:** right

**MaryFT:** so is it helpful just to have a list of thousands of strategies and just run down them willy-nilly until you find "the one?"

**GlynnN:** I hope not

**MaryFT:** considering there are only 270 days of school you'd have to wait at least 5 years until you tried them all

**MichelleRM:** I think that you need to figure out what the underlying problem is that is causing the behavior or management problem

**ChervondrM:** no because there isn't a right one

**AmyGi:** right

**ChervondrM:** every child is different and the key is learning how to adjust to each child everyday

**MaryFT:** and about 1/2 of all beginning teachers don't make it to 5 years

**MaryCF:** wow

**JanettC:** good point

**SandyDC:** maybe not...I think you just have to know your students...be flexible, fair, and just work out strategies

**ChervondrM:** Because I have learned that what works with one child one day may not work with the SAME child the very next day

**MaryFT** nods to Chervondria

**AmyGi:** that is true. I have a student like that in my classroom

**MichelleRM:** which is a scary thought when I think that I'll be starting teaching in August...to know that I have a greater than 50% chance that I won't last and will be finding another career....I don't want to even think about that

**SandyDC:** yeah, that I see that too, Cher

**MaryFT:** so what can we do to help identify the underlying issue?

**BeckyJH:** Is that really a true statistic, Mary?

**MichelleRM:** I think it is actually higher than 1/2

**MaryCF:** know family background?

**MaryFT** nods to Becky

**MaryCF:** monitor behavior?

**ChervondrM:** The situation in my classroom now is an underlying issue; the students behavior

**KrystalLC:** mine too

**MaryFT:** start with teacher first...

**MaryFT:** what can we do as teachers to understand ourselves and our expectations for our classroom and students?

**MaryCF:** know our own bias

**ChervondrM:** You have to first set expectations for yourself as a teacher

**MichelleRM:** we can come up with a plan...how do we want students to behave and what are our expectations for them...then structure your class around that from day one...knowing what you want and expect helps guide you

**MaryFT:** good Mary and Chevondria

**MaryFT:** good Michelle...easier said than done though?

**ChervondrM:** Everything in the classroom is easier said than done

**MaryCF:** any kids get labeled

**MaryCF:** many kids

**MaryCF:** as bad

**MaryCF:** expectations are important

**MichelleRM:** of course...but I think that going into a class you need to know your personality and know whether you want to have an authoritarian style of teaching or what style you want...which is based on what you want from your students.

**ChervondrM:** I have learned that you cannot generalize anything in the classroom. Your teaching methods WILL differ from child to child

**ChervondrM:** Everything will differ from child to child

**TiffanyM:** right

**BeckyJH:** Consistency is very important which is something I am not strong in - I wasn't with my own children either.

**MaryFT:** how do you know your teaching methods are differing/changing/adapting?

**KrystalLC:** There are a lot of classroom management problems at my school and I have often contemplated changing my major already just doing the student teaching

**BeckyJH:** You should see and feel the difference in your classroom - others will notice, too

**ChervondrM:** I can see how I handle different children

**MaryFT:** how do you "see" this?

**SandyDC:** by assessing students' behaviors and school work

**MichelleRM:** You have to stop and reflect in order to see it

**MaryFT:** Yes!!!

**BeckyJH:** For one thing, you should see an improvement in content knowledge

**MaryFT:** You said it Michelle...we were circling 'round and 'round that one

**MaryFT:** being reflective about our own practice can help us understand the cause and effect relationships that we encounter every day

**BeckyJH:** In bed almost every night I reflect about what I could have done different that day

**BeckyJH:** and how I can improve tomorrow

**MaryFT:** if I see an improvement in content knowledge is it because of a) this week's reading, b) the neat-o game we played, c) that it's Monday...what is the reason?

**BeckyJH:** The atmosphere in the room is more conducive to learning

**MichelleRM:** do you ever have trouble sleeping Becky? I know that if I take problems to bed and think about them there - then I have a hard time sleeping...even if another night I don't have anything to think about...I try to set aside some time each night before I go to bed where I sit somewhere - other than in bed to think about it. That way I only associate bed with sleep....maybe I'm just weird that way.

**MaryFT:** I truly believe that reflection can help us narrow down those things until we find that special something that makes everything...classroom management, parent conferences, teaching new material so much easier

**MichelleRM:** I agree

**BeckyJH:** Once I've mulled it over really good then I can put it aside and conk out

**BeckyJH:** PLUS I'M EXHAUSTED

**MichelleRM:** lol

**MaryCF:** nods

**SandyDC:** I'm like Becky though..pretty much the only time I have to reflect is before bed! I do have a hard time sleeping though because of all the thoughts

**SusanR . o O ( wonders if many teachers keep reflective journals )**

**MaryFT:** I'd like to say that I do...but no

**TiffanyM:** I don't know of any, but it sounds like a good strategy

**MaryFT:** I'm terrible about it

**MichelleRM:** that is why - 5 to 10 minutes before I go to bed, I go somewhere quiet and think about things (even if I have to postpone my bedtime for 5 or 10 minutes)

**JanettC:** I know personally I don't like to write, but I guess I could have a tape recorder handy

**ChervondrM** has an idea

**MarthaED:** I would like to.

**AmyGi:** I don't write but it is a good idea

**BeckyJH:** yes Miss C.

**MaryFT:** a tape recorder would be a natural thing for me too Janett

**ChervondrM:** Use a mini tape recorder and talk into it on your way home

**MichelleRM:** me too- especially since I generally have conversations with myself in my head

**MaryFT:** yes Chervondria...I have a long drive home every day...the perfect opportunity!

**AmyGi:** on your way home is a good time

**MaryCF:** great for time

**JanettC:** oohh, I like the idea Chevondria

**GlynnN:** I never thought about keeping a journal. I might try it. Maybe type it on the computer. I would never listen to that tape again, lol.

**KrystalLC:** great idea

**AmyGi:** that way you won't be taking away any time so it won't be dreaded

**MaryFT:** that is a drawback Glynn

**SandyDC:** I'd type my reflections up as well

**BeckyJH:** Is that what Blogging is for?

**MichelleRM:** that is true Glynn...but sometimes just talking through things out loud makes everything seem more clear.

**ChervondrM:** The journal also helps you express your feeling and get it all out instead of taking it (stress) home with you

**GlynnN:** yeah but I would be very careful where I blog being a teacher and all

**TiffanyM:** I was just thinking that Becky

**MaryFT:** quick tech question...do you think the new popularity of blogs means that we are becoming a more reflective society?

**SandyDC:** we can always blog our reflections!

**JanettC:** yes I do Mary

**MarthaED:** yes

**BeckyJH:** either that, or just more self-serving

**MaryFT:** interesting twist Becky

**MaryCF:** probably just changing mediums

**BeckyJH:** we want everyone to know our opinions and ideas because we feel that everyone would want to know them

**BeckyJH:** Not us UHers of course

**GlynnN:** yeah, that is true....maybe a little of both

**MaryFT** smiles

**AmyGi:** are those supposed to be about technology only???

**BeckyJH:** I can't imagine ever having a blog of my own choosing - I am too private a person

**MaryFT:** nevertheless...whatever form it takes, reflectivity is an important component to enriching and renewing your practice

**AmyGi:** the blog is nice though because it is convenient and easy

**MaryFT:** can be about anything Amy...just throw a little tech in every once in a while

**MichelleRM:** I am to Becky...I have trouble with my blogging assignment - it is weird to me for people to be able to read my thoughts and what is going on in my life.

**MarthaED:** That's true, Amy

**MaryFT:** it's up to you what angle you want to take Michelle and Becky...your blogs don't have to be super-personal

**BeckyJH:** We talked about reflectivity when we discussed e-portfolios in another Tapped In session. I thought that was a great idea.

**MaryFT:** BUT...back to classroom management

**AmyGi:** yeah I NEVER say any names or anything

**MichelleRM:** me neither but still...I know it is out there...

**MaryFT:** so if we're not going to grab on to the newest, trickiest strategy of the day...WHERE can we turn when we are fresh out of ideas?

**SusanR:** This might be worth reading.. at some point  
[http://www.educationworld.com/a\\_curr/curr262.shtml](http://www.educationworld.com/a_curr/curr262.shtml)

**MichelleRM:** I keep my blogs strictly about my subbing and observations...but it is still my life

**BeckyJH:** Yeah, Mary - where?

**MaryFT:** you read my mind Susan!

**MaryFT:** if possible...turn to other teachers first

**AmyGi:** I think we could turn to our co-workers...if we know they won't spread our business

**MaryFT:** if you can find a trusted source or mentor of POSITIVE advice and guidance then you're well on your way

**MaryFT:** there's the trust factor Amy

**MaryFT:** and don't think older wiser when looking for your mentor either...

**MaryFT:** my mentor was my teaching partner. we were the same age

**MaryFT:** and our styles complemented each others

**MaryFT:** we are still best friends!

**MichelleRM:** And you don't always want to discuss a bad student with another teacher that the student has or may have - because you don't want to change their thinking about that student...they deserve a fresh start in each teacher's classroom.

**JanettC:** I agree Michelle

**TiffanyM:** this is true

**BeckyJH:** that's a thoughtful idea

**AmyGi:** that is a good point....it seems though that a lot of teachers know who the "bad" students are in any grade level

**MaryFT:** try not to focus on one student but rather on strategies and ideas that can help your whole classroom

**MichelleRM:** you have to pick and choose what you say...or if you really have a problem - tell them the scenario without using the child's name

**BeckyJH:** but sometimes that "other teacher" may have some ideas that works with that child

**SandyDC:** yes...just because a student misbehaves in your class doesn't meant he/she is like that in other classes..really just depends on the mgt. style of each teacher

**AmyGi:** that is true sandy

**MaryCF:** my sbte complains about the "bad" students

**MaryFT:** but if you don't have or haven't found that source of support yet, you can turn someplace else

**MichelleRM:** From what I have seen and heard...a lot of management problems are centered around a couple of students in the class...the rest of the class just kind of follows along

**MaryCF:** true

**BeckyJH:** that's what makes it so hard

**KrystalLC:** I agree

**MaryFT:** actually, that is a whole class issue Michelle...what makes the norm negative rather than positive

**MaryFT:** why aren't the positive kids exerting their influence on the negative?

**BeckyJH:** my class goes from one super-shy child to one who never sits down or is quiet

**MaryCF:** they are obeying

**MaryFT:** do you see the difference when you flip it around?

**BeckyJH:** That's a GREAT question, Mary?

**AmyGi:** I knowing it seems as though it is the opposite

**MichelleRM:** because in general the positive students are behaving and following the rules - which for the most part goes unnoticed by the rest of the class...what catches peoples attention is doing what your not supposed to or what is more fun

**MaryFT:** group norms are POWERFUL stuff

**MichelleRM:** very true

**MaryFT:** but who is giving the attention to the negative norm?

**ChervondrM:** That is why as a teacher you should call attention to the good behavior rather than the bad

**SandyDC:** what do you do if a student totally refuses to do his/her work?

**MaryCF:** key to give more attention to the positive

**MichelleRM:** the rest of the class...and the teacher....and when the teacher gives attention - it is negative reinforcement

**MaryCF:** if those who misbehave want the attention

**MarthaED:** Good point, Chervondria

**BeckyJH:** But when you have to deal with the negative norm you are calling attention to it

**MichelleRM:** right...and as I said that is negative reinforcement

**JanettC:** I like paying more attention to the positive, I like to help my students see the positive too

**MaryFT:** so it's the weird, kinda mixed up mess isn't it?

**BeckyJH:** And when the negative norm child acts up he is getting attention from his peers

**MichelleRM:** it's a catch-22 it seems

**ChervondrM:** In MOST (not all) situations once you reward the good behavior the negative corrects itself

**MaryFT:** it takes thought and sorting out

**MaryCF:** yes, catch 22

**AmyGi:** yeah I give a lot of positive reinforcement as well

**BeckyJH:** It does work a lot of the time, Chervondria

**BeckyJH:** But some are beyond that

**ChervondrM:** Reward the students for staying focused and not getting distracted by the negative behavior

**BeckyJH:** My easier students are very tolerant of the difficult student

**AmyGi:** yeah there are those few who just don't care...but then on some days they do

**BeckyJH:** They seem to know that I hold him to a different standard and they don't seem to mind

**MaryFT:** Sandy...you asked about the student who refused to work

**ChervondrM:** My unique student hates getting his negative behavior ignored

**MaryFT:** I don't have an immediate answer

**MarthaED:** Maybe instead of taking too much time correcting a behavior problem, you can refocus a child

**MaryFT:** but I would suggest trying to track when the refusal occurs...

**MaryFT:** ...maybe there is a pattern that's getting lost?

**ChervondrM:** Sandy...speak with them about making good choices vs. bad

**MaryFT:** careful Chervondria...the student might not be making the choice him/herself...

**MaryFT:** ...which is not exactly the way I wanted to put that...

**MaryFT:** ...but here's what I'm thinking...

**ChervondrM:** what do you mean

**SandyDC:** thank you

**MaryFT:** ...what if Sandy discovered through observation that the student DID do his/her work when the directions were read aloud?

**MaryFT:** what could that signify?

**MichelleRM:** they have a reading problem

**BeckyJH:** that he/she was an auditory learner

**ChervondrM:** Well that's true but I was thinking that the student was just being defiant

**BeckyJH:** they have bad eyesight

**SandyDC:** its just sometimes students don't want to do their work. I would ask them and I'd get answers like I am sleepy. I don't feel like it..i'm tired..things like that..and a lot of times I know they have problems at home

**MaryFT:** that could very well be Chervondria...and you may be right

**MaryFT:** but we just don't know

**SandyDC:** so what I have done is okay..just let them sit out quietly for the day and give them a chance to make it up the next day...and they actually do..they don't make it a habit though

**MaryFT:** and we won't have enough info tonight...considering that it's about time to go

**ChervondrM:** Well this had been very enlightening

**ChervondrM** smiles

**AmyGi:** thanks for the session Mary

**MichelleRM** . o O ( Wow!- this past hour has gone fast..... )

**MaryFT:** BUT I want you to consider that there are many reasons why students do what they do...and some aren't as apparent as others

**KrystalLC:** Great session I learned a lot

**MaryFT:** I'm glad!

**BeckyJH:** I see your point, Mary

**AmyGi:** goodbye everyone

**MaryFT:** let me suggest some reading for you all...

**SandyDC:** yes good discussion!

**SandyDC:** thank you

**MaryFT:** ...because you need some more to read, right?

**MichelleRM:** Thanks Mary!!! It was insightful as always

**BeckyJH:** look beyond the obvious

**AmyGi:** yes

**MaryCF:** always

**MaryFT:** let's try [http://www.education-world.com/a\\_curr/columnists/jones/jones.shtml](http://www.education-world.com/a_curr/columnists/jones/jones.shtml)

**MarthaED:** O.K. Thanks, Mary

**TiffanyM:** thanks Mary

**MichelleRM:** Will do. Thanks!

**MaryFT:** this is a series of articles by Fred Jones, a noted psychologist and researcher of successful teachers

**KrystalLC:** Thank You

**ChervondrM:** Goodnight, Thanks!

**GlynnN:** I'll check it out. Thanks

**JanettC:** thanks

**JanettC:** bye everyone

**MaryFT:** okay...bye bye

**SandyDC:** thank you..night