**Discipline and Consequence**

Teacher Reaction

Tangible Rewards

Direct Cost

Group Contingency

Home Contingency

Royce England

CRN: 74954

**Reflect on your current beliefs and practices –**

*“Once rules and procedures have been formulated and communicated, what types of reactions, cues, and symbols do you use to acknowledge appropriate student behavior? What do you do to acknowledge inappropriate student behavior?”*

A working example I would give would be when I substitute taught this past Friday. The students who were clearly on task I would engage about the text, asking questions to promote and probe for understanding. I would smile and be very enthusiastic about our conversation and the story. On the other hand there was a pair of students who simply could not get their act together. I looked over the paper they needed to fill out about their stories and discovered they hadn’t written a thing. I told them with a frown and much eye contact that I expected by the end of class to see progress on their assignment otherwise they would go on a list that their teacher had warned them about. I continued to hear them chattering as I did another walk through the classroom. I returned to them, and seeing that we only had five more minutes left of class, told them I expected dead silence from the pair of them with their eyes on their books or I would have no choice but to follow through on my promise of writing them on their teachers lunch detention list.

**Section main ideas with subsections/modules (2-3 pages)-**

1. **(Module 7) Teacher Reaction:**

Main Idea – Verbal and physical cues are used to quickly and efficiently give students information they need about their positive or negative behavior.

* Reactions that address inappropriate behavior – *“short verbal cues and questions, the pregnant pause, moving to the front of the room and stopping instruction, eye contact, subtle gestures, and heading students off”*
* Reactions that enforce appropriate behavior – *“short verbal affirmations, smiles, winks, and other signals, and catching students being good”*

1. **(Module 8) Tangible Rewards:**

**Main Idea –** As a teacher you may provide tokens as rewards for desired behavior. This reward is intended to motivate rather than *“coerce or bribe”.*

* Tangible Rewards-Elementary Grade Levels - *“The Light Chart, Friday Fun Club, and class posters”.*
* Tangible Rewards-Secondary Grade Levels - *“Verbal praise and critique, certificates, and reward field trips”.*

1. **(Module 9) Direct Cost:**

**Main Idea –** An immediate negative consequence follows an undesired behavior that cannot be solved through nonverbal or verbal intervention. Direct cost consequences vary greatly from a *“brief time-out to expulsion or another very severe consequence”*.

* Direct Cost-Elementary Level – *“Isolation timeout, and overcorrection”*
* Direct Cost-Secondary Level – Secondary students tend to resist adult influence and turn to their peers for reinforcement, “*Thus, direct-cost strategies that remove students from their peers, and audience, are used most often”.*

*“Most secondary-level direct-cost techniques tend to be formalized; or example, they are published in parent/student handbooks, driven by district and building policies, and applied to everyone. Another characteristic of these strategies at the secondary level is that they tend to be natural consequences: forgetting to do homework results in no credit, failing an exam means a lower grade, getting poor grades means not going to a college of choice, and so on. At both middle and high school levels, direct-cost strategies are designed to negatively reinforce students who fail to self-regulate their own behavior at the expense of others. Time-out, exclusion from class, and expulsion from school all have the effect of removing disruptive students from their peers.”*

1. **(Module 10) Group Contingency:**

**Main Idea –** Group contingencies are those that handle a group of students at once, rather than individuals. It is important to note that there are two different group contingencies, one is *Interdependent* and the other is *Dependent*. In the case of the interdependent group contingency all students get a reward when everyone meets an expectation, whereas in the case of dependent group contingency strategies the groups reward is dependent on a single person or small group of people. The text notes that dependent contingency strategies are uncommon due to the difficulty of safe implementation.

* Interdependent Group Contingency Techniques-Elementary Level –

1. Preexisting classroom and school rules work in conjunction with the teacher’s method of creating groups and facilitating student roles in said groups.
2. One method the text notes is to give groups points up on the board based on a tally to encourage group work and positive behavior.
3. “*A 3rd grade teacher rewards groups who are on task and behaving appropriately with a marble from the marble jar every day. When a group has collected five marbles, each student in the group is entitled to lunch with the teacher*”

* Interdependent Group Contingency Techniques-Secondary Level –

1. Implementation at the secondary level mirrors much of how it is done at the elementary level but may require additional supports such as grading based on the group products as well as their ability to work together effectively.

“*For secondary school teachers, we recommend caution in using interdependent group contingency techniques that require a whole class to meet a behavioral criterion and that have a negative group consequence if one member of the class fails to perform. Older students have a well-developed sense of fairness and may strongly object to receiving a consequence for someone else’s behavior. By holding an entire class responsible and accountable for the actions of a few,you may compromise students’ trust in justice at the expense of equity*”.

1. **(Module 11) Home Contingency:**

**Main Idea –** By providing parents with a solid understanding of the positive and negative behaviors of their student they can work synergistically with the teacher to best support their child as a team. The child seeks parental approval above all else and that is a tool which parents and teachers alike can use to help the child excel in school.

* Making parents aware of their child’s behavior – *“Phone calls, conference calls with parents, parent-teacher-student conferences, orientation packets, parent orientation activities, and notes to parents”.*
* Establishing a system of consequences to be administered at home –

*“Some situations will involve parents but will require especially creative solutions. Here, the teacher—and perhaps school administrators— will need to draw on their combined knowledge, experience, and skills to craft appropriate responses. For example, at one middle school, two students were “cussing out” the Middle Eastern teaching assistant in Spanish and making fun of her as she supervised lunch recess. A Spanish interpreter was brought in and asked to inform the girls about the impropriety of addressing adults in that fashion. The interpreter stressed cultural togetherness of the students and school staff and conveyed this message to the Spanish-speaking parents as well. The girls apologized to the adult, and their parents put disciplinary consequences into effect at home”.*

**Check for Understanding (HCMW) –**

*“Several students in your class are very quiet individuals who don’t speak much in class. Your experience and intuition tell you that you need to be especially sensitive to keeping your interactions with them private. What disciplinary approaches might you tend to use with these students? And how might you best acknowledge positive and productive behavior?”*

I would need a unique reaction to these students. Regarding teacher reaction I could tap lightly on their desk to get their attention and give them a quick smile for good work or a raised eyebrow if I am confused by their action or a frown between them and their work if I am expecting more or they’re simply off task. I don’t want to draw attention to them if I can help it. Whatever tangible reward they’re given I could pass to them discreetly so other students aren’t aware and it isn’t about being showy. Perhaps an appropriate direct cost would be requiring them to become very verbal, or giving them a unique signal to tell them we need to talk after class ends. Regarding group contingencies I might allow them to work individually or assume roles in the group that don’t force them to be group speakers. I can address home contingencies if necessary with these students between classes or during lunch.

**Bibliography**

Marzano, R., Gaddy, B., Foseid, M., Foseid, M., & Marzano, J. (2005). *A Handbook for Classroom Management That Works*. Association for Supervision and Curriculum Development.