Chapter Twenty Five

Exploiting the Management System

Preview

- A management system differs from a bag of tricks by providing a full range of effective procedures that can easily be exploited in solving classroom management problems.

- The management system described in this book is organized into three levels based upon cost: interpersonal skills, incentive systems, and the Backup System, with the Backup System being the most expensive.

- The more effective teachers become at management, the less they will use the Backup System and the more they will rely on their interpersonal skills.

- In general, the more difficult the management problem, the more reinforcement-oriented is the cure. Only a management system organized in this fashion can avoid the tendency of alienated students to "raise the ante" when confronted by the Backup System.

The Management System

Beyond a Bag of Tricks

The term "bag of tricks" accurately describes our traditional approach to classroom management. Over the course of our careers we try a little of this and a little of that in the hope that things will get better.

Every year a new crop of fads and buzz words arrive on the scene to add to our bag of tricks. Yet we know from experience that this approach will not take us anywhere that we have not already been. As a profession, we have had no "game plan."

Good News

The good news is that the methods described in this book provide that missing game plan. They represent a clear window into the world of the exceptional teacher that is both high-tech and down-to-earth. They define "working smart."

Discipline or Instruction?

Over the years I often found it difficult to get administrators to focus on instruction as part of successful discipline management. They would express the desire for "just a discipline program," adding that discipline was the main source of teacher complaints.

Yet educators know that good discipline and good instruction go together. But *how* do they go together? Educators have come up with very few specifics to define this relationship. Perhaps they are looking in the wrong place.

They have tended to focus on the *content* of instruction rather than the *process* of instruction. Through engaging curriculum they hoped to overcome the propensity of students to goof off rather than work. But this picture of the interrelationship between discipline and instruction is too simplistic.
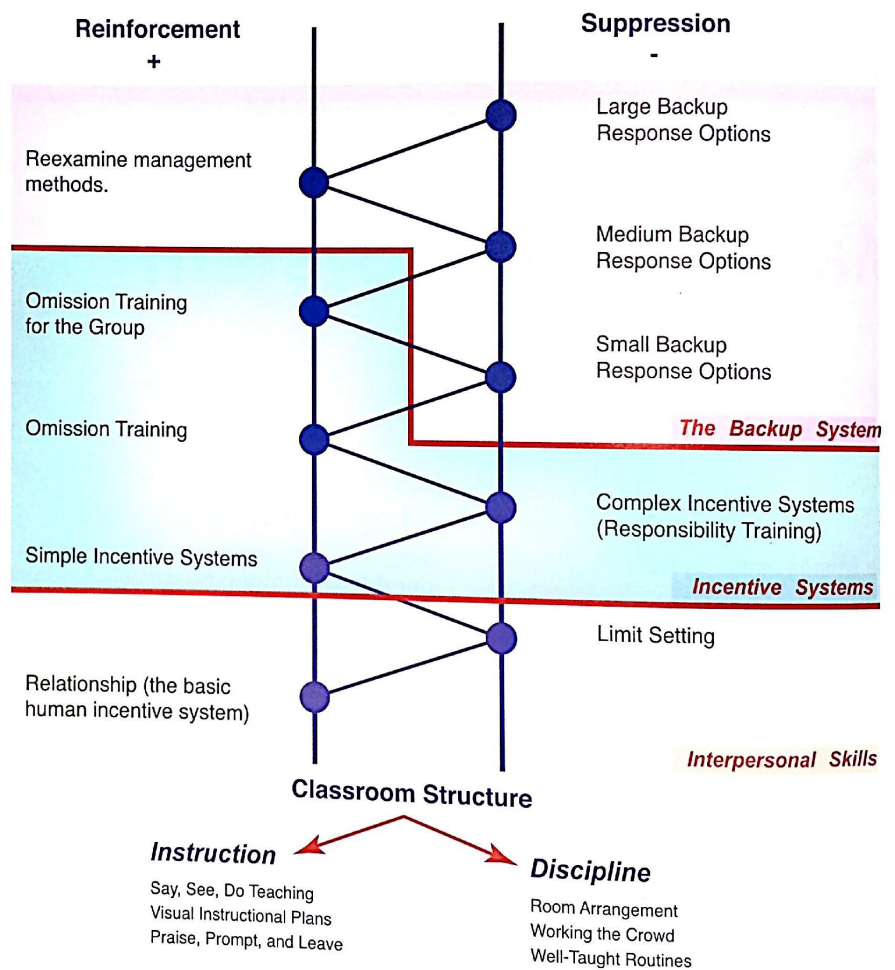
To understand the cause-and-effect relationship between discipline and instruction, we must delve deeply into the social dynamics of the classroom. For example, we cannot even work the crowd, a precondition of effective discipline management, until we wean the helpless handraisers. And, we cannot wean the helpless handraisers until we create mastery by integrating the verbal, visual and physical modalities of learning in the teaching of a lesson.

Since everything in the classroom is interconnected, we must manage discipline and instruction simultaneously. And, to solve management dilemmas quickly, our choices must be organized so that we may review them at a glance.

Three Levels of Management

The figure to the right organizes the management system into a *decision ladder*. As you can see, our management options are arranged along two paths: *reinforcement* and *suppression*.

While reinforcement is well understood by educators, we need to spend a moment with suppression since it can be confused with punition. Suppression only becomes punitive at the top of the decision ladder

Reinforcement +

- Reexamine management methods.
- Omission Training for the Group
- Omission Training
- Simple Incentive Systems
- Relationship (the basic human incentive system)

Suppression −

- Large Backup Response Options
- Medium Backup Response Options
- Small Backup Response Options

The Backup System

- Complex Incentive Systems (Responsibility Training)

Incentive Systems

- Limit Setting

Interpersonal Skills

Classroom Structure

Instruction
Say, See, Do Teaching
Visual Instructional Plans
Praise, Prompt, and Leave

Discipline
Room Arrangement
Working the Crowd
Well-Taught Routines

To solve problems, go up the Decision Ladder.

with medium and large backup responses. Up to that point misbehavior is dealt with in a non-punitive and non-adversarial fashion. Limit Setting (Meaning Business) and Responsibility Training give teachers the tools to deal with misbehavior without becoming negative. These tools are indispensible in making discipline management positive.

Furthermore, our management options are arranged from inexpensive to expensive as you move from bottom of the decision ladder to the top. In problem solving, we start at the bottom and move systematically *up* the decision ladder. In this way we solve management problems as inexpensively as possible.

The decision ladder is divided into three levels of management:

- **Interpersonal Skills:** This level of management describes the skills of the natural teacher. This is the *least* expensive level of management since interpersonal skills have no overhead in terms of program development and implementation. The teacher's presence is the management program.
- **Incentive Systems:** Incentive systems provide motivation. As part of *instruction*, they provide motivation for working hard and being conscientious. As part of *discipline*, they provide motivation for cooperating with the teacher and with classmates in carrying out classroom routines.

Incentive systems add an element of cost to management since they require recordkeeping and the giv-

> Classroom Structure is the ground upon which effective management stands.

ing of reinforcers. However, more sophisticated incentive systems minimize these costs. Responsibility Training, for example, trains the entire class to cooperate in a wide range of management situations at almost no additional cost to the teacher.

- **The Backup System:** The purpose of the Backup System is to communicate that "no means no" to students who exhibit severe or repetitive disruptive behaviors. The greater part of the Backup System is contained in the School Discipline Code. These sanctions tend to be very expensive since they involve the time of several professionals and typically require reports, meetings with parents and special programs such as in-school suspension.
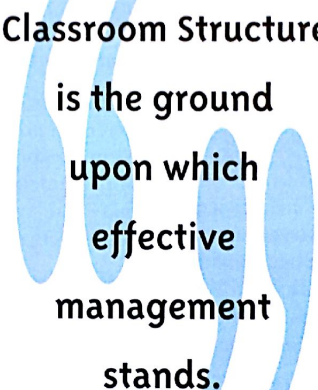
However, some of the most important sanctions are delivered invisibly by the teacher in the classroom. These Small Backup Responses can keep little problems from becoming big by nipping them in the bud. However, for Small Backup Responses to work, the students must *already* perceive the teacher as Meaning Business.

Interpersonal Skills

Structure and Instruction
As you can see on the decision ladder to the left, Classroom Structure is the ground upon which effective management stands. Classroom Structure, however, is far more than room arrangement, rules, and routines.

Classroom Structure includes the process of instruction itself. It includes Say, See, Do Teaching so that students

are fully engaged in learning by doing. It includes the use of Visual Instructional Plans (VIPs) so that the steps of performance are crystal clear. And, it also includes Praise, Prompt, and Leave as an indispensable tool in making helpless handraisers into independent learners.

Effective teachers invest most of their classroom management effort at the level of Classroom Structure. Any element of Classroom Structure that is omitted or overlooked by the teacher will become a problem that requires Limit Setting.

Relationship Building

The first item on the positive side of the decision ladder is relationship building. While this could be subsumed under the heading of Classroom Structure, I have placed it as a separate item on the positive side of the ladder to remind us that all other aspects of management rest upon the goodwill that teachers establish with their students.

Relationship building is not just a matter of being nice. It is a *program*. It requires an investment of time and energy for both planning and implementation. It begins with an ice-breaking activity during the first period of the school year and never lets up.

Limit Setting

Since Limit Setting says "no" to unacceptable behavior, we cross over to the negative side of the decision ladder. Staying calm and using effective body language allows you to say "no" to unacceptable behavior in a nonadversarial fashion. You must be able to set limits without producing alienation and embarrassment or you will continually undermine your relationship with students.

Most of the time-honored ways of saying "no," like nagging, criticizing, threatening, and punishing have a very negative effect on relationships. By the end of the school year, teachers and students in classrooms characterized by such methods are usually glad to be rid of each other.

Incentive Systems

Simple Incentives

Simple incentive systems represent a straightforward application of Grandma's Rule: *You have to finish your dinner before you get your dessert* (see Chapter 9, "Creating Motivation"). Simple incentives have two parts – dinner and dessert, task and reinforcer. For dessert, we cross over to the positive side of the decision ladder.

Incentives for work productivity are of this type – *as soon as you finish the assignment correctly, you may work on your project.* Incentives for discipline management commonly used in elementary classrooms such as point systems and star charts are also of this type.

However, in discipline management, simple incentive systems tend to be a lot of work for what you get. Complex recordkeeping and reinforcement exchange produce improvement but no cure. The problems still remain. To make the use of incentives for discipline management cost-effective, complex incentive systems will be required.

Complex Incentives

Complex incentive systems have more parts than simple incentive systems, most notably, *bonuses* and *penalties*. Responsibility Training represents the state of the art in complex incentive systems for discipline management.

We place complex incentives on the negative side of the decision ladder because they contain penalties. However, Responsibility Training is experienced as positive by students since bonuses are common and penalties are rare.

Omission Training

If more management leverage is needed, probably because Larry chooses to ruin PAT, we go to the positive side of the decision ladder for Omission Training. Omission Training is a bonus-only management program. Larry can no longer lose PAT for the group.

Omission Training delivers the power of the peer group in order to turn Larry around. It is extremely cost-effective because it delivers that power for no more work than a heart-to-heart talk and a bonus clause added to PAT. Yet it rearranges the social dynamics of the classroom so that Larry is now a hero rather than an outcast.

Omission Training for the Group

As you can see by looking at the decision ladder, Omission Training for the group typically occurs after you have gone to small backup responses for repeated infractions. If you find that you are using small backup responses too often, you can give the group bonus PAT for avoiding the Backup System.

The Backup System

Small Backup Responses

Small backup responses take us to the negative side of the decision ladder. Small backup responses represent a series of communications that say, in effect, "A word to the wise..." If the student takes a hint and cools it for the rest of the period, the communication has done its job. However, the likelihood of that happening is a direct function of the degree to which the student already takes the teacher seriously.

Medium Backup Responses

Medium backup responses are also on the negative side of the decision ladder because they represent the penalties that teachers have traditionally used in the classroom. In the overall scheme of discipline management at the school site, sanctions such as sending a child to time-out or keeping a student after class are typically viewed as small consequences, the kinds of things a teacher might do upon first encountering a problem.

As you can see from the decision ladder, however, medium backup responses are near the *top*. Teachers have a great many management options that they can and should employ before even considering a medium backup response.

There are serious reasons for avoiding medium backup responses. For one thing, they are expensive. Simply setting up a parent conference can cause the teacher several phone calls, to say nothing of time after school for the conference *if* the parent shows up. Even time-out can be a pain if the students in time-out choose to disrupt further.

Large Backup Responses

Large backup responses are typically contained in the School Discipline Code. When it comes to large backup responses, there is nothing new under the sun.

Reexamine

On the decision ladder between medium and large backup responses you will see an option entitled "reexamine." A sudden crisis can take even the most effective teacher into large backup responses. Yet, under normal circumstances, effective teachers rarely send students to the office. Frequent reliance upon large backup responses should serve as a signal that a teacher is in trouble. We need to help that person reexamine his or her options using the management system as our guide.

Using the Decision Ladder

The Region of Finesse

The figure on the following page shows the decision ladder with the contributions of *Tools for Teaching* outlined in red. The elements of discipline management unique to this program comprise most of the teacher's options between Classroom Structure and the Backup System. This is the region of management in which finesse solves problems in a nonadversarial fashion before they become difficult and expensive.
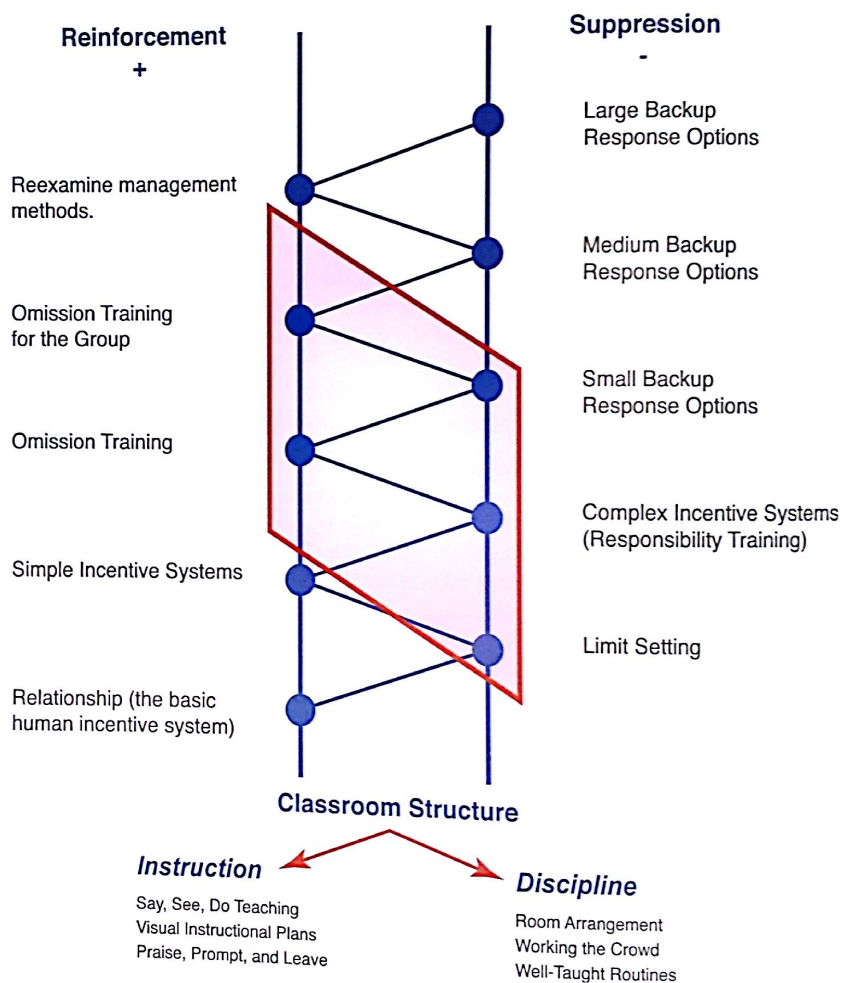
A Matter of Balance

Effective discipline management typically deals with *pairs* of behavior. You systematically strengthen the behaviors you want while weakening the behaviors that you do not want. If you simply suppress problem behavior without systematically building appropriate behavior, one problem might well be replaced by another.
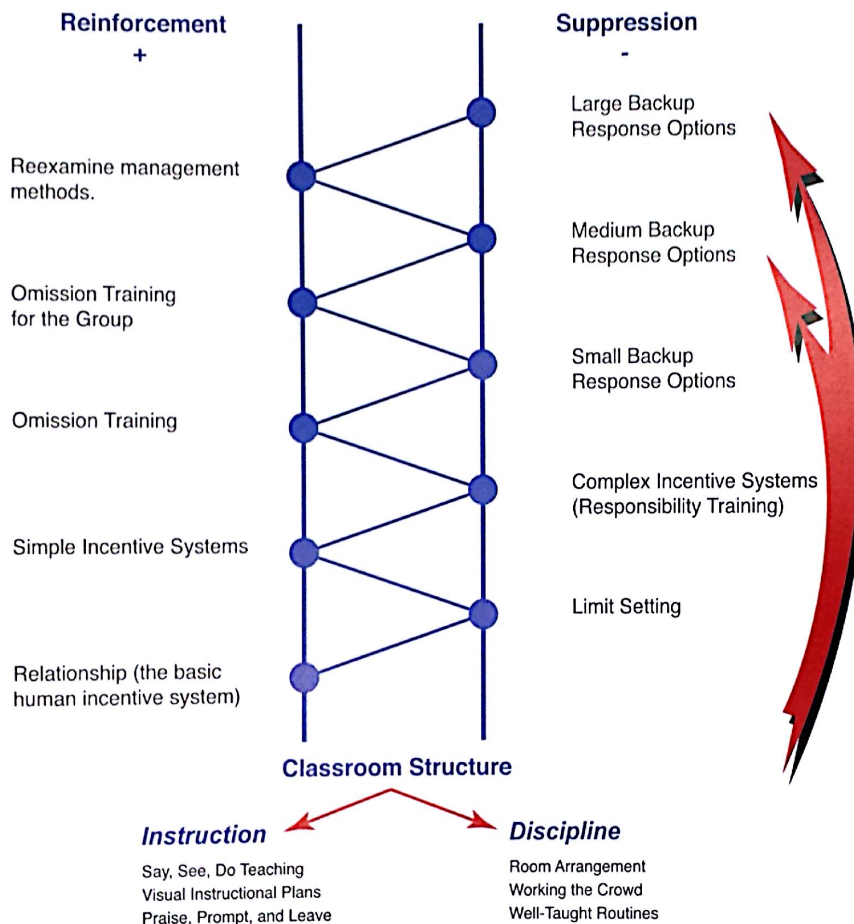
Discipline management, therefore, should be viewed as the *differential reinforcement* of appropriate behavior rather than as simple suppression. It is *discrimination training* in which students are given both a good reason to *stop* goofing off and a good reason to *start* cooperating.

Consequently, as we move up the decision ladder in problem solving, we continually move back and forth between reinforcement and suppression. If Limit Setting isn't working, rather than upping the ante on the negative side, cross over and try incentives. If simple incentives are not enough, cross over and try Responsibility Training. If the penalty component of Responsibility Training is not working, cross over and try Omission Training.

Looking at the decision ladder in this way, you might characterize *Tools for Teaching* as "everything you can possibly do to avoid the Backup System." When using the Backup System, the larger the negative sanction becomes, the greater 1) the cost, 2) the likelihood of failure, and 3) the likelihood of negative side effects like resentment. Not surprisingly, we send the "Larrys" to the

Reinforcement +

Reexamine management methods.

Omission Training for the Group

Omission Training

Simple Incentive Systems

Relationship (the basic human incentive system)

Suppression -

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Visual Instructional Plans
Praise, Prompt, and Leave

Discipline

Room Arrangement
Working the Crowd
Well-Taught Routines

Tools for Teaching gives you nonadversarial management options.

Reinforcement
+

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Primitive discipline management goes straight to the Backup System.

office over and over for as long as they are in school. The "solution" to this dilemma has traditionally been the fact that these kids drop out of school.

Understanding the nature of the Backup System should cause us to be very cautious concerning its use. You may be forced to go to the Backup System on occasion to deal with a crisis, but you would not want to go there very often. In training we say, "You may have to visit, but you wouldn't want to live there."

Primitive Discipline Management

Three Strikes

The figure to the left represents discipline management as it is all too frequently done. It goes from Classroom Structure directly to the Backup System with only a few reprimands in between. Sometimes it is no more than a name on the board and a few check marks followed by a trip to the office. Call it "three strikes and you're out."

It is natural when we are upset to leapfrog up the negative side of the decision ladder. When we are angry, we tend to reach for the largest of our negative sanctions.

I will refer to this simplified approach to discipline management as "primitive discipline." Primitive discipline lacks the finesse that makes discipline management nonadversarial or causes it to self-eliminate over time. If you repeatedly leap to the Backup System to solve your discipline problems, you will find yourself at war with Larry.

Working Down the Decision Ladder

To solve a problem, you move *up* the decision ladder. However, as your management system becomes established, you work your way *down* the decision ladder.

For example, on the first day of school Larry may "go for broke" in the discipline management poker game to see whether or not he is in control. But, when confronted by a highly effective teacher, Larry soon learns "not to throw good money after bad." Instead of upping the ante, Larry learns to fold early in order to cut his losses.

When you watch highly effective teachers, it becomes obvious that most of their discipline management is at the level of interpersonal skills. Large consequences have been replaced with Meaning Business.

Turning Common Sense Upside Down

Positive Sanctions for Negative Behavior

The figure to the right presents our major discipline management procedures analyzed in terms of reinforcement and suppression. The procedures are Limit Setting, Responsibility Training and Omission Training.

Limit Setting, in conjunction with working the crowd, is the most cost-effective way of dealing with typical, high-rate disruptions like talking to neighbors. Yet, as we mentioned earlier, Limit Setting is suppression. It is a gentle and *nonadversarial* form of suppression, but it nevertheless says "no" in a convincing fashion.

Next comes Responsibility Training, which is a hybrid of bonus and penalty. It is used for difficult to manage situations – dawdling, coming to class without materials, wasting time with pencil sharpening and hall passes, and management from a seated position.

Beneath Responsibility Training comes Omission Training which is a bonus-only management program.

Omission Training is used for our most difficult management situations – angry, alienated students who say to the teacher, "You can't make me."

Common Sense Revisited

The common sense of discipline management holds that the punishment must fit the crime. *The bigger the crime, the bigger the punishment.*

The more provocative the student, the more positive the response.

As you can see from this diagram, our management system turns common sense upside-down. The *smaller* the disruption, the more negative or suppressive is our response. However, the more *provocative* the student, the more *positive* is our response. Consequently, with the most angry and oppositional students like Larry, the management program has *no penalty component whatsoever*. Why is our system constructed in this upside-down fashion?

The Only Game in Town

I would like to say that I designed the management system in this fashion from the outset to help angry and alienated young people. But, I did not.

Rather, I simply worked with highly effective teachers and did research until I had developed solutions for all of their everyday headaches. Only after years of work did it become increasingly clear that positive management was much more *powerful* than negative management.

To understand why, consider the home that Larry comes from. The "Larrys" of the world are angry and alienated for a reason. They have been raised with the "yell, slap, and hit" school of childrearing.

When Larry and his parents come into the family clinic, I ask the parents questions in private about their problems in dealing with Larry.

"How do you get Larry to do something that you need done?"

"I wish I knew."

"I mean, it *has* to be done – no ifs, ands or buts. What do you *finally* do in order to get Larry to move."

"Well, I'll tell you the truth. When I take off my belt, that's when that kid finally moves."

Over the years Larry has learned to play power and control "games" for high stakes. He will test you, his teacher,

because he must take stock of your power – your power to *coerce*. Coercion is the only form of power from an authority figure that Larry understands.

And when push finally comes to shove in the classroom, what will *you* do? What do you have to threaten him with? Will you pull out the School Discipline Code and say, "If I see that behavior one more time, I will..."

You will... what? Send him out of class? Send him home? Larry's old man takes a belt to him. What form of power can you employ that Larry would "respect?"

The management system described in this book treats highly oppositional behavior with positive consequences because, in the final analysis, it is the only game in town. Larry is at war with adult authority. If we do not have a program that is sophisticated enough to train Larry to cooperate in lieu of a public submission to adult authority, we will be faced with an endless war of wills.

When Consequences Work

If our hierarchy of consequences does not work for Larry, who will it work for? The answer is – good kids. They may fool around sometimes, but they are *not* at war with adult authority. Quite the opposite, they do not want to disappoint their parents. They will shape up. For Larry, you will need an approach that encompasses every aspect of his life in the classroom and is positive in nature.

Relationship Building

Beyond Behavior Management

When describing management programs, commentators tend to contrast "behavioral" approaches with programs that focus on "relationship building." Behavioral programs deal with *consequences* and *management skills*, whereas programs that focus on relationship building emphasize *bonding* and *communication skills* and *problem solving skills*.

Most text books on discipline management contain a synopsis of my work, usually labeled "The Jones Model" or "Positive Classroom Discipline" – the title of my first book. I am placed firmly in the behavioral camp which leaves me *less* than satisfied. Programs that contain a lot of "how to" are always described as behavioral.

Certainly *Tools for Teaching* is loaded with "how to." But, my desire to be specific may well have masked the relationship building dimension of the program.

Good behavior management always has relationship building as its primary objective. You want teachers to relate to children positively, and you want children to succeed in school so they will be self-confident. Behavior management is simply a means to that end.

A Clinical Perspective

Dealing with the whole child is basic to my training as a clinical psychologist. At the beginning of my career, I worked in the clinic with families having a schizophrenic parent. This is the big leagues of family therapy since, at this level of psychopathology, game playing is done for high stakes and on many levels. Analyzing the give and take of a classroom social system is simple by comparison.

Later I was trained in behavior therapy. I learned a whole new language – the language of consequences and stimulus control. Family therapy began as contingency management, but it soon evolved into parent training. In addition to managing unruly behavior, the parents desperately needed communication skills. They didn't know how to talk to their kids without criticizing and nagging.

First we had to turn the child's obnoxious behavior around, and then we had to train the parents to relate constructively to the child in order to support that new behavior. Thus, the two areas of my training, behavior management and relationship building, quickly merged.

Behavior management and relationship building remain intertwined throughout *Tools for Teaching*. There is no separate chapter for relationship building. Rather, *building* relationships with your students and *protecting* those relationships are combined in each procedure.

Junior high school gives us a particularly good venue for seeing behavior management and relationship building as they work side by side. In these classrooms, the positive and negative aspects of any teacher-student relationship are amplified.

The Trials of Junior High

Most teachers say that they would not teach junior high on a bet. The kids are just too squirrely – raging hormones and all of that. But other teachers choose junior high and would teach nothing else. How do some teachers get along famously with an age group that is notorious for torturing teachers?

The answer lies in the extreme vulnerability of young people at that age. They are changing and growing, of course, and their relationship with the opposite sex has gone from "yuck" to "wow." But that alone is not what makes kids so vulnerable in early adolescence.

What makes them so vulnerable is their discomfort with who they are in conjunction with their desperate desire to be popular. They are *afraid* – afraid of having the most zits, afraid of having the biggest nose, afraid of being too big or too small, afraid of being ugly, afraid of being rejected.

Am I Smart or Stupid?

There is one aspect of the child's self concept, however, that is learned primarily from you. They will learn whether they are *smart* or *stupid*. If you make them feel stupid, they will get even. But, if you make them feel smart and comfortable in class, they will be *so* appreciative.

Making kids feel smart must happen with every lesson, and it must happen for all of the students, not just the "smarties." What kinds of things can we do as we teach each lesson to make students feel self-confident and *smart*?

Succeeding with Instruction

Many of your one-on-one instructional interactions with students will be helping interactions. What form will these helping interactions take?

Without training, your eye will instinctively find the error, and you will end up talking about it. While talking about the error, you will give a failure message even though you try to be positive and up-beat. You will give it unwittingly and with the best of intentions – perhaps a candy coated *"Yes... but" compliment* wrapped with encouragement. But the net emotional experience for the student will be negative.

With each helping interaction you either heighten or reduce the student's sense of vulnerability. Praise, Prompt, and Leave *protects* students. It changes the flavor of helping interactions from negative to positive. It does so not by candy coating feedback, but rather, by giving a simple prompt *correctly*.

Visual Instructional Plans also reduce the students' sense of vulnerability. They provide a road map to success that any student can refer to at will. Visual Instructional Plans, therefore, provide an insurance policy against forgetting, becoming confused, and feeling overwhelmed.

However, the biggest protector of children in the area of instruction is Say, See, Do Teaching. There is no greater sense of vulnerability than walking into a class wondering whether or not you will survive the coming lesson. Say, See, Do Teaching packages learning in a way that allows students to chew and swallow each bite. It replaces cognitive overload with self-assurance.

Self-Concept

Much has been written about "self-concept" in recent decades, and we have given awards for everything imaginable in an attempt to manufacture it. But students are realists, and they are hard to fool. You cannot flim-flam them with pseudo-accomplishment.

Feeling smart – having a "positive self-concept as a learner" – can only be achieved in one way. It is based on *real* success resulting from *real* mastery. Students will experience success primarily as a result of your technical proficiency in teaching a lesson.

Motivation Sets the Tone

If you are skillful at building *motivation*, you live by the adage, "No joy, no work." Whether it is in building motivation to *work hard* or in building motivation to *follow classroom rules*, your focus is on preferred activities. To build motivation you must have a sense of fun, and fun builds relationships.

Are You With Me or Against Me?

Within the area of *discipline*, nothing increases students' sense of vulnerability more than being in trouble. In discipline management, Meaning Business allows the teacher to set limits in a nonadversarial fashion without creating embarrassment. In conjunction with working the crowd, it is all but invisible.

Why Are Some Teachers Cool?

Why do kids like some teachers so much more than others? They cannot tell you. They use vapid phrases like, "She's really nice." or "He's cool."

But the kids know where they feel safe. They feel safe where they can relax with their peer group and feel smart without any concern about being embarrassed or looking bad.

For teachers who know how to make teenagers feel comfortable and safe, junior high students can become like puppy dogs. That teacher's jokes will be funny. That teacher's lessons will be interesting. Even their clothes will be cool.

Building Relationship Proactively

We have also talked at length about the importance of being proactive in relationship building. The first period of the school year will be devoted to an ice-breaking activity that helps students feel at home in their new surroundings.

During the first week you will interview each child privately in order to make your relationship more personal. During the second week of school you will begin building a bridge to parents with a welcoming phone call. These concrete steps are a meaningful sign to students and parents alike that you care.

Communication Skills

A Theraputic Approach

While some theorists focus on relationship building, others place effective communication at the center of classroom management. These theorists are typically clinical psychologists who have adapted therapy skills to the classroom. These modified therapy skills are typically labeled, "communication skills" or "problem solving skills."

As a clinical psychologist, I am drawn to the importance of giving new teachers training in this area. My first instinct in dealing with interpersonal problems is to talk to the other person. It seems the natural thing to do if you want to know what is going on beneath the surface.

Realistic Objectives

Before designing a training program for teachers, however, a reality check may be in order. In teacher training, we can barely squeeze a course on classroom management into the curriculum. It is hard to imagine having time to train teachers to use therapy skills effectively.

> When you implement Tools for Teaching, relationship building will occur as a natural by-product.

To compound the problem, therapy with children is a very specialized field. It is hard to get kids to even *own* a problem much less talk about it. And when they do talk, what do you get? Their main strategy is denial, and their favorite response is, "I dunno."

Add to this the dilemma of time. Solving problems by talking about them is *very* time consuming. You will be lucky if, during your first "session," you get a relaxation of defenses and a bit of candor. During your next session you can move on to problem definition.

Yeah, right! Maybe you can shoehorn this "therapy session" in between third and fourth periods. Or maybe you'll have time between the end of school and that parent conference.

We would do well to have modest objectives. The most we can hope to do is equip new teachers with a few basic communication skills that allow them to converse with stu-

dents and parents comfortably and constructively. We should focus on basics – a few key strategies and help in avoiding the most blatant rookie errors.

Use What You Already Have

To simplify the acquisition of problem solving skills, utilize what you already know. In Chapter 6, "Simplifying the Verbal Modality," there was a section on *discussion facilitation.*

Discussion facilitation employs a simplified version of therapy skills. You will use these skills in a heart-to-heart talk with a student or during a parent conference.

Your "bread and butter" skills are 1) *open-ended prompting,* 2) *wait time,* and 3) *selective reinforcement.* These skills allow you to facilitate conversation and guide the train of thought without dominating the conversation. In Chapter 18, "Eliminating Backtalk," we gave an example of such a conversation. Keep it simple. However, keeping it simple brings us to the topic of rookie errors.

Rookie Errors

The main rookie errors for young therapists are:

- talking too much
- giving advice

Rookie therapists just can't stay away from the *expert role.* They feel as though it is their responsibility to solve the problem. Only with time and training do they learn to relax and let the patient do the work. As all young therapists learn, "Advice doesn't help." Rather, their job is to help the patient solve his or her own problem.

Problem Solving

Conversations with students will often be precipitated by some kind of interpersonal problem. Therefore, a new teacher will need a few problem solving skills. The following problem solving process is fairly standard:

- Define the problem
- Generate solutions
- Evaluate solutions
- Choose the best solution
- Implement the solution
- Evaluate the outcome

A version of this problem solving process can be found in the Study Group Activity Guide, Appendix I under the heading "Group Problem Solving Process." This Group Problem Solving Process allows teachers to bring problems of program implementation to their follow-through groups and be supported by colleagues rather than being given advice and made to feel stupid.

As a facilitator, your job is always to direct the other person through the problem solving process while making sure that *they* do the work. You can tell if you have co-opted the expert role by taking note of who is doing the most talking.

A Final Note on Classroom Management

Any attempt to define classroom management as either *this* or *that* will come up short. Everything you do in the classroom is interrelated. Wherever your skills are weak, that is where the problems will emerge.

By integrating discipline, instruction, and motivation, *Tools for Teaching* provides you with the fundamental skills of being a classroom teacher. When you implement *Tools for Teaching,* relationship building will occur as a natural by-product.