

### Introduction

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### 1. Approximately 95% of all student misbehavior

Approximately 95 percent of all student misbehavior consists of talking to neighbors and being out of one's seat, as well as generally goofing off, such as daydreaming and making noise. But it is this behavior that most often disrupts teaching and learning. On the average, teachers in typical classrooms lose approximately 50 percent of their teaching time because students are off-task or otherwise disrupting learning. This amounts to massive time wasting

### 2. Most teaching time that is otherwise lost

Most teaching time that is otherwise lost can be recouped when teachers use Say, See, Do Teaching, provide efficient help to students, use effective body language, and use incentive systems. These are the hallmarks of good behavior management. Say, See, Do Teaching is an instructional method that calls for frequent student response to teacher input. It keeps students actively alert and involved in the lesson.

### 3. Efficient arrangement of the classroom

Efficient arrangement of the classroom improves the likelihood of successful teaching and learning. This includes seating arrangements that permit the teacher to "work the crowd" as they supervise student work and provide help. Proper use of body language is one of the most effective discipline skills available to teachers. Body language includes eye contact, physical proximity, body carriage, facial expressions, and gestures.

### 4. Teachers set limits on student behavior

Teachers set limits on student behavior not so much through rules as through subtle interpersonal skills. These are the skills that convey that teachers mean business. Students will work hard and behave well when given incentives to do so. These incentives are teachers' promises that students will receive, in return for proper behavior, rewards in the form of favorite activities that can be learned by all members of the group for the enjoyment of all members of the group.

### 5. To be effective, an incentive must be ...

To be effective, an incentive must be attractive to the entire group and be available equally to all. Incentives that are available only to certain members of the class will affect only the behavior of those few individuals and leave the class as a whole little changed. Students must learn to do their work without the teacher hovering over them. Jones calls students' reliance on teacher presence "helpless handraising."

### 6. He devised a method of providing help

He devised a method of providing help very efficiently to students who call for teacher assistance during independent work. Jones says to "be positive, be brief and be gone." The goal of discipline is for students to assume responsibility for their actions. All aspects of learning are improved when students do so.



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