DOWNLOAD PDF ESTABLISHING DISCUSSION PROCEDURES

Chapter 1 : Ten Activities for Establishing Classroom Rules | Lesson Plan | Education World

Establishing Classroom Rules and Consequences (PDF, KB, 6 pgs.) (Grades K-5) Recommends developing a cooperative approach to establishing classroom rules and lists practical and impractical discipline strategies, three steps for teaching classroom procedures, procedures to rehearse with students, and 50 tips for motivating students.

When to sharpen your pencil Collecting papers You must spend a lot of time during the first few weeks of school introducing, modeling, and practicing procedures. This must continue until the procedures become a routine. A routine is when students can perform a task without even thinking about it. If you find that students are not getting it, then reteach the correct procedure, offer feedback and rehearse until you find it acceptable. When the bell rings, have the students look around and see that they are all sitting at their seats. Then, thank students and tell them they did a good job. Using the Steps to Teach All Procedures Here are a few examples of how to use the basic three steps to teach specific procedures. Procedure for entering the classroom. Explain that when students enter the classroom they will put their stuff away remove jacket, empty backpack, sharpen pencil, put homework folder in the basket and go to their seat to complete their morning packet. Then, demonstrate or model for the students how you want it to look. Finally, have all of the students practice your procedure. Procedure for using the restroom. Explain that when you need to use the restroom you must get up quietly and take the hall pass and leave the classroom. Upon return, you must hang your hall pass back up and quietly go back to your seat. Next, model what you want it to look like. Then have a few students in the class practice what it should look like. Procedure for seeking help. Explain that when a student has a question they are to first think about it, and see if they already know the answer, then their next step would be to ask someone next to them, and then finally flip their sign that is at their desk from green to red so the teacher knows they need help. Next, model what this should look like. Then, have students take turns practicing what it should look like. An effective teacher spends a lot of time teaching and practicing procedures. Once you have your procedures in place, you will find that it will become second nature to your students and your class will practically run by itself. Do not get discouraged if you find that students are not getting it. Just keep practicing and they will get it in no time. Do you have any tips on implementing procedures in your classroom? Share with us in the comment section below, we would love to hear your ideas. Janelle Cox is an education writer who uses her experience and knowledge to provide creative and original writing in the field of education. She is also the elementary education expert for About.

Chapter 2 : CHAPTER 3: BASIC OFFICE POLICIES, PROCEDURES, AND SYSTEMS

ESTABLISHING GROUND RULES FOR GROUPS Adapted for CHEM by HBW from Chapter 14, by the same name in Tips on Group Learning by Phil Race.

Procedures groups can use to conduct their discussions. The circumstances under which each procedure is most effective. How research has examined these procedures. Computerized versions of these procedures. For example, is a new company policy the best one that the group in charge could have created? We have no standard we can use to judge the policy. Instead, the most objective method we can use to evaluate a decision-making group is to look at the procedure, or method, the group uses. We have discussed this idea several times in this book. For instance does the group take into account as many ideas as it can? Does it strive to evaluate these ideas as thoroughly as possible? Hence, scientists have concentrated on the procedures that decision-making groups use. Even further, researchers have used their observations to make recommendations. They have proposed various formal decision-making procedures that groups can follow. Before we begin our discussion, we would like to highlight some general ideas about formal procedures. Advantages of Formal Procedures Behind the general ideas that we will examine is a unifying concept that formal procedures are helpful. Scientists believe that procedures improve the decision-making performance of groups. In an essay on the topic, Poole listed a number of reasons for this. All are based on the presumption that natural group discussion, or "free" discussion, is susceptible to serious problems. The purpose of formal procedures is to try to protect groups from these problems. The goal is to help groups avoid difficulties yet still let them take advantage of the potential strengths of group decision making. Each explains why formal procedures can help groups improve their decisions. Reason 1 First, scientists purposefully design formal procedures so that they are very different from free discussion. This helps groups avoid the dangers of complacency. Free discussion can be safe and routine because it is the way groups usually make decisions. It follows, then, that formal procedures lead to "unnatural" discussions because groups do not usually use them. People who advocate formal procedures see this as a strength. They believe procedures can get group members out of ruts and sloppy habits of thinking. Being forced to act "unnaturally" can make members think more clearly and creatively than they normally do. Reason 2 Second, formal procedures increase the likelihood that group members think about the same thing at the same time. In free discussions, coordinating activities may be a problem. One member may be trying to analyze a problem, while a second is proposing a solution, and a third is trying to evaluate earlier proposals. Formal methods, on the other hand, tell members what they should be thinking about at stages of the discussion. This is advantageous because it increases the likelihood that group members stay on the same wavelength. In free discussions one or two people tend to talk a disproportionately large amount of time. This tendency increases as group size increases. The less talkative members get shut out, and the group never hears their ideas. Certain formal procedures, however, can control how much members speak and in which order. These procedures can help ensure that all members have the opportunity to present their ideas. Reason 4 Fourth, formal procedures help curb powerful group members. Powerful members can easily exploit free discussion and use it for their own purposes. This does not happen as easily under the guidelines of formal procedures. Guidelines make it more difficult for powerful members to control what happens during a meeting. For example, in free discussion a powerful person could set the group rules for what members can and cannot discuss. With a formal procedure, however, the procedure itself determines the group rules. The whims of a powerful member do not have control. Further, members can reinforce ground rules easier if the group is following a set procedure. Suppose that a group is trying to follow a formal procedure faithfully. Frank makes an inappropriate statement. Reason 5 Fifth, formal procedures help groups deal successfully with conflict. Without formal group rules, some groups may try to smooth over or ignore conflict. Still other groups may become embroiled in destructive conflict. This destructive conflict can come from power struggles or personality conflicts that have little to do with the substantive issues facing the group. Procedures help groups deal with conflict in two ways. They force groups to face up to conflict, and they lay out rules as to when and how members can discuss disagreements. As a result, procedures increase the likelihood that groups will manage conflict successfully. Reason 6 Sixth, formal procedures help give a sense of direction to meetings. When members have a free discussion, they often feel that their meeting is getting nowhere or going around in circles. This can lead to great frustration. Consequently, members may come to a premature decision because they want to end the discussion quickly. In contrast, under formal methods groups know at all times where they are in a discussion. They know how far along the decision process they have come and how far they have to go. Each step that members complete helps give them a feeling of accomplishment and progress. This makes it less likely that they will become frustrated and less likely that they will make their decision prematurely. Instead, their decision should be better because they take the time they need. Reason 7 Seventh, formal methods give groups a basis for judging how well they are proceeding. With free discussion group members often have no way to judge whether their group is handling its discussion well. Under formal guidelines, however, members can more easily determine whether the group is doing what it ought to be doing. In addition, a procedure makes it more likely that members will evaluate themselves and examine whether they are doing a good job. The group as a whole can use the procedure as a basis for their evaluation. It can help them discuss and evaluate their discussion. Reason 8 Eighth, a procedure can empower the group members. Formal guidelines can give members the feeling that they are in control of their destiny as a group. This happens when members know they have followed a procedure well, managed conflict successfully, given all members an equal opportunity to participate, and as a result have made a good decision. Further, this feeling of control is not false if the members have indeed made a good decision after following the steps of a procedure. They truly are in greater control of their destiny than a free discussion group. A free group discussion allows the whims and prejudices of powerful members to control the decision-making process. Advantages Can Be Problematic for Some Given all these advantages, why do groups not jump at the opportunity to use procedures? Poole argued that the answer lies in the advantages themselves. These advantages are not seen as attractive by everybody, and indeed are often the reasons groups are less likely to adopt formal procedures. Why would this be so? Let us go through some advantages and see how they might cause problems for some group members. The first advantage we noted was that procedures are "unnatural" and require effort. This may discourage less dedicated group members from wanting to try them. Another advantage that would be unattractive to some members is the way that procedures can restrict personal power. Members who wish to use group discussion to advance their pet proposals or personal status will fight any effort to use a procedure that will lessen their power. Similarly, members who just want to talk a lot will feel constrained by procedures that control their talk time. Finally, a procedure that makes conflict more open will threaten members who fear conflict. Recommendations for Using Procedures Further, groups are wary of formal procedures for other reasons. A procedure is no panacea for group problems. A formal method will scarcely help group members who lack the skills or motivation to think creatively and critically. Additionally, problems can develop if a group trusts one member to lead it through a method and follows that member blindly. The leader could exploit the procedure for personal benefit as easily as someone could exploit a free discussion. Thus, if a group is going to use a procedure, Poole recommended the following: Train as many members as possible in the procedure. Follow the original design of the procedure. Do not allow members to pressure the group into changing the procedure in a way that would damage its effectiveness. If members want to adapt a procedure, they should do so carefully. They should have knowledge about what they are doing and think about all implications of the changes. If the discussion is particularly "touchy," a neutral facilitator should lead the group through the procedure.

Chapter 3 : NEA - Determine Classroom Procedures Before School Starts

procedures of preparing for class prior to the bell's ring become routine for students, prompt attendance has become an established classroom norm. Ultimately, a teacher wants to establish classroom norms that create an effective classroom in which student learning.

Other Procedures If a student gets up to sharpen his pencil while you are teaching, is that all right with you? Is it okay that the whole class jumps up and races for the door as soon as the bell rings? Establishing your classroom climate, setting and practicing classroom procedures, early in the school year is one of the best time saving strategies around. It sets up routines that help you and your students focus on the work at hand. And it creates an environment that is less stressful for everyone. To help you think about your classroom climate, use this tool from LessonLab Skylight and author-educator Kay Burke Whether you are a new teacher or a veteran, this is a great tool to use. Review the following procedures and check the ones your student will need to know and practice. Beginning the class How should students enter the room? What constitutes being late in the room, in the seat? How and when will absentee slips be handled? What type of seating arrangements will be used assigned seats, open seating, cooperative group seating? How will students behave during Public Address PA announcements? Classroom Management How and when will students leave their seats? How will students get help from the teacher raise hands, put name on board, ask other group members first? What are acceptable noise levels for discussion, group work, seatwork? How should students work with other students or move into cooperative groups moving desks, changing seats, noise level, handling materials? How will students get recognized to talk raised hand, teacher calls on student, talk out? How do students behave during presentations by other students? How do students get supplies they are missing? How and when do students sharpen pencils? How will students get materials or use special equipment? Paper Work How will students turn in work put in specific tray or box, pass to the front, one student collects? How will students distribute handouts first person in row, a group member gets a copy for all group members, students pick up as they enter room? How will late work be graded no penalty, minus points, zero, "F," use lunch or recess to finish, turn in by end of day, drop so many homework grades? How and when will students make up quizzes and tests missed same day they return to school, within twenty-four hours, within the week, before school, during lunch or recess, after school? How will late projects such as research papers, portfolios, and artwork be graded no penalty, minus points, lowered letter grade, no late work accepted? Dismissal from Class or School How are students dismissed for lunch? When do students leave class for the day when bell rings, when teacher gives the signal? Can students stay after class to finish assignments, projects, tests? Can the teacher keep one student or the whole class after class or school? What do students do during fire and disaster drills? Syllabus or Course Outline How are students made aware of course objectives? How are students made aware of course requirements? Are students given due dates for major assignments several weeks in advance? Are students told how they will be evaluated and given the grading scale? Other Procedures You may need to introduce procedures related to recess, assemblies, guest speakers, substitute teachers, field trips, fire drills, teacher leaving the room, use of cell pnoes and other electronic devices, etc. List other procedures that are needed. Reprinted by permission of LessonLab, Corwin, https:

Chapter 4 : Classroom Management: Procedures

Establishing and teaching clearly defined parameters of acceptable behaviors is a critical part of classroom discipline, making up approximately 25 percent of the overall picture (see Figure S1). In a summary of the research on classroom management, Marzano () found that "across the various.

September 16, Ah, the good old Finlen Complex decision. I love that decision. It is a lesson learned. The GAO takes the position that if you conduct a simplified acquisition as is you are conducting a FAR Part 15 acquisition, asking for complex written proposals and using terms like "competitive range", "discussions", and final proposal revisions, then if there is a protest it will apply the rules in FAR Part As noted above, the procurement was conducted under the simplified procedures for evaluation of commercial items. Simplified acquisition procedures are designed, among other things, to reduce administrative expenses, promote efficiency and economy in contracting, and avoid unnecessary burdens for agencies and contractors. When using these procedures, an agency must conduct the procurement consistent with a concern for fair and equitable competition and must evaluate proposals in accordance with the terms of the solicitation. Our Office reviews allegations of improper agency actions in conducting simplified acquisitions to ensure that the procurements are conducted consistent with a concern for fair and equitable competition and with the terms of the solicitation. Although an agency is not required to conduct discussions under simplified acquisition procedures, where an agency avails itself of negotiated procurement procedures, the agency should fairly and reasonably treat offerors in the conduct of those procedures. See Kathryn Huddleston and Assocs. Clarifications are not to be used to cure proposal deficiencies or material omissions, or materially alter the technical or cost elements of the proposal, or otherwise revise the proposal. Discussions, on the other hand, occur when an agency communicates with an offeror for the purpose of obtaining information essential to determine the acceptability of a proposal, or provides the offeror with an opportunity to revise or modify its proposal in some material respect. Gulf Copper Ship Repair, Inc. When an agency conducts discussions with one offeror, it must conduct discussions with all other offerors in the competitive range. See Finlen Complex, Inc. We agree with the GAO that agencies using simplified acquisition procedures should truly simplify their processes, and we agree that agencies should clearly indicate which process they are using, Part 13 or Part In that regard, we discourage agencies from using Part 15 terminology when conducting simplified acquisitions. See Simplified Acquisition Procedures: Consider what the agency did in Bio-Rad Laboratories, Inc. Here, nothing in the solicitation provided or otherwise informed offerors that FAR Part 13 simplified acquisition procedures applied, and as indicated above, this procurement was conducted in a manner that was not distinguishable from a negotiated acquisition conducted under the rules set forth in FAR Part That is, detailed proposals were requested, received, and evaluated, discussions were conducted and revised proposals were received and evaluated, followed by a second round of discussions, the submission and evaluation of final proposal revisions, and a best value determination. Given that the RFP on its face did not notify offerors that FAR Part 13 simplified acquisition procedures were being used and otherwise reasonably indicated that the procurement was for a commercial item using FAR Part 15 negotiated procedures, offerors could presume that the Part 13 provisions, which gave the agency the authority not to assign weight to the evaluation subfactors, were not applicable to this procurement, and that the ordinary rules that require the disclosure of the relative weight of factors and subfactors were applicable.

Chapter 5 : Creating Classroom Routines & Procedures | blog.quintoapp.com

Performing procedures required by section , Quality Con- The auditor should establish an overall audit strategy that sets the Planning an Audit

Keep eyes on the teacher Arrival to class: Be in your seat before the tardy bell rings Special situation rules of conduct prescribe behaviors that are expected when students participate in special activities. They include rules about the following procedures: How to go to the library or gym How to work with substitutes How to respond to fire drills Students going to the library or gym may be expected to follow dismissal procedures similar to those at the end of the day, with students waiting for the teacher to line them up rather than running to the door when the bell rings. Many teachers teach their students that whatever rules apply when the teacher is there also remain in effect when there is a substitute teacher in the classroom. As additional support, they may make consequences for student misbehaviors harsher when a substitute is in charge. When you teach your students how to respond to fire drills, you may have them immediately stop whatever they are doing, quickly and quietly walk to and line up in the designated area, and silently wait for instructions. Special Situation Rules of Conduct Going to the library, the gym, lunch, or a specialist: Wait to be dismissed by the teacher Walk quietly and quickly to line up Wait silently All building and classroom rules apply with substitutes Fire drills: Determine the rules of conduct for each category. Teach the rules of conduct. Post the rules of conduct. Communicate the rules of conduct to parents and the principal. Enforce the rules of conduct by implementing the consequences that are specified in your discipline plan. Joanna is a 1st grade teacher. She firmly believes that students need to follow clearly defined parameters of acceptable classroom behaviors. On the first day of school, she taught students her signal and how to respond to it, what supplies to bring to class every day, how to be dismissed from class, where to put their work, when to sharpen their pencils, and how to get help from the teacher. Not only did she teach these rules to the students, but throughout the day they practiced the rules and she posted them clearly and visibly on the walls of the classroom. In addition, she had communicated all of her classroom rules to the principal and to the parents in a letter that she sent home before the first day of school. In that letter, she included her classroom phone number and the best times for parents to call if they had any questions. She also reviewed the consequences that would ensue if students failed to follow the classroom rules and the positive rewards for following the rules. Teaching Your Discipline Plan and Rules of Conduct Remember, the time you spend teaching both your discipline plan and your rules of conduct is an investment that pays huge dividends in increased learning, on-task student behavior, and increased job satisfaction for you. This is a very important concept, one that many teachers fail to spend adequate time addressing. This could be due to the following misconceptions many teachers have regarding teaching a discipline plan, as Jones points out: Kids should just know the rules. Rules only need to be announced. Rules only need to be taught at the beginning of the year. Kids resent time spent teaching and enforcing rules. Also, as we stated earlier, students learn what they are taught, not what is announced. This needs to be an ongoing process, with the rules taught and retaught as needed, not just at the beginning of the year. They want structure, and structure is needed in order to provide good instruction. You should follow these six steps when teaching your discipline plan and rules of conduct: Begin with a set. Begin the lesson by clearly communicating to the students what they are about to learn and why it is important. Explain the logic and rationale for each rule. Students tend to support policies that are logical and make sense. Model the behavior that is expected. The best lessons incorporate specific examples of the concepts being taught. When teaching your discipline plan and rules of conduct, you should model exactly what is expected. Allow for questions and answers. Encourage your students to ask questions to be certain they understand the concepts being taught. Direct students to demonstrate their understanding. After you teach both your discipline plan and rules of conduct, you should require the students to demonstrate their understanding of the concepts. The students should be required to repeatedly practice the rules until it is clear they grasp them. Reteach the discipline plan and rules of conduct. If at any time it becomes apparent that the students are not abiding by your discipline plan or rules of conduct, you should not hesitate to reteach each of the concepts. Thomas is a new 5th grade teacher. He understands that he needs to be very clear with his students regarding what he expects and to explain the rationale for his expectations. One of the rules he has for his students is that they walk very quietly and respectfully in the hallways when transitioning from the classroom to other parts of the school, such as for lunch, for assemblies, or to go to the library. On the first day of school, he explains that the class will receive instruction not only in the classroom but also in many different parts of the school building. He goes on to make clear to the class that as the oldest grade level in the building, they are responsible for modeling appropriate behavior for other students. In addition, he tells them that he has confidence in them, is proud of them, and knows that they will be a shining example for the entire school. He goes on to explain that when they are moving from one place to another, there is a potential for other classrooms to be interrupted and disturbed if students walking in the hallways are loud or inconsiderate. He expects his students to walk in a straight line on the right side of the hallway, be absolutely silent when they walk, and keep their hands to themselves. An excellent way to see how well the students understand your discipline plan and rules of conduct is to give them a written test. Thompson encourages teachers to give students a test that requires them to answer questions regarding the classroom and building discipline plan and rules of conduct. List two things you must do to avoid being tardy. What are the four items you are to bring to class always? List the two times you are allowed to go to your locker. Setting and teaching clearly established parameters for acceptable student behaviors is an important component of a discipline plan. When they are done effectively and monitored closely, consequences rarely need to be used.

Chapter 6 : Procedures for Classroom Talk

environment and encourage good class discussion. â€¢ To establish the responsibility of the whole class for maintaining rules and relate this responsibility to that of all citizens for the promotion and protection of human rights.

To summarize; if you are consistent, you can use smaller and smaller consequences to govern misbehavior. If you are inconsistent, you must use larger and larger consequences to govern misbehavior. This is simply what has worked for me Anna Nichols. Every teacher is different, every student is different, and so is every class. Find what works for you! It is free, btw, and Michael Linsin answers your questions promptly! When I first started teaching, no in-depth, specific examples were available to me in this area, especially as an art teacher probably because my professors knew that it is a mistake to think there are short-cuts, easy "fix-its," and tricks in the way of discipline strategies. Good classroom management and discipline takes on a variety of forms, depending on the personality of the teacher. I am setting forth on this task of "making the invisible visible" in the hopes that it might help someone out there. Forgive me if it is too "verbose," and I welcome any and all feedback! My middle school art classroom rules Clearly communicating to students what my expectations are, the rewards and consequences of their behavior choices, and the joys and privileges of art has been a high priority for me. Many years ago, my teaching was revolutionized when a Jefferson county art teacher led myself and a small group of fellow art teachers in a classroom management workshop. This teacher made it clear how important it is to "spell out" rules, consequences, and even procedures at the beginning of the year, making the invisible visible. Ever since, I have spent days at the beginning of the grading period teaching and modeling my rules, procedures, and safety. I admit that I was delighted and a bit surprised to hear from several other middle and high school art teachers who have similar plans! It is a lot of fun to demonstrate to the kids what "bad behavior" looks like! Depending on the maturity of the group, I have them work together in pairs or individually to fill out the worksheets. I have even had them role-play right choices and wrong choices If you are brave enough, that is a lot of fun! Also, after going through the "Seven Habits of Highly Effective People" workshop, I started leading students in writing personal academic and behavioral goals for the semester or year. At the end of the year or semester, depending on the group I will sit down with each individual and talk to them about their goals and whether or not they were met. Sometimes the student wants a tangible prize, and sometimes they tell me it is enough that I recognized and praised their accomplishments. I love it when they are wise enough to see that good behavior and good grades are rewards in themselves! Michael Linsin, for whom I have the highest respect, strongly discourages teachers from using tangible prizes and rewards with few exceptions - see his article, "Why you should never reward good behavior" on smartclassroommanagement. She says that these 3 rules: Here is a run-down of what I do the first few days of school: I have included 2 handouts I give the kids, but I have at least 6 more that we cover. The first day of school in my Mrs. Below is an example of the worksheet my 6th, 7th, and 8th graders fill out on the second day of school as well as the parent letter I send home: If you were absent, leave your excuse on Mrs. This is breaking rule 6. You can get up to sharpen your pencil or throw trash away as long as Mrs. When you finish your work, ask Mrs. This is breaking rule 1, 4. This is breaking rule 6, 4. Nichols announces it is time to clean up. Nichols tells your row to get up. This is not the time to stand around and socialize. I also send home a letter for parents to sign that outlines the class expectations: Throughout the grading period, students will learn about many aspects of art, from art history to aesthetics, criticism, and art production. They will be drawing, painting, printmaking, making sculpture, and learning basic design principles. It is my hope that the students will develop an appreciation for art and its importance in our daily lives. Art projects will be graded according to craftsmanship, creativity, and effort. Since each student has a different ability level, they cannot compare grades. In order to provide every student with an equal opportunity for success, I will use the following discipline plan in addition to the rules and procedures outlined in the student handbook. Please read this plan with your student, sign below, and have your student return this contract to me. Success in this class is dependent on the student being present for demonstrations and daily activities. Students are expected to be in their seats and working when the tardy bell rings. Any student who is tardy will sign the tardy record book. An excess of 3 tardies will result in a visit with the principal.

Chapter 7 : Chapter 13 - Formal Procedures for Group Decision Making

Assistants can frequently guide a discussion with a patient towards her belief in your skills and the principles of chiropractic, but assistants cannot act and talk intelligently unless they are thoroughly trained in chiropractic principles and office procedures.

Ten Activities for Establishing Classroom Rules Lesson Plan When it comes to setting rules in the classroom, in some ways the old adage "hope for the best, but prepare for the worst" rings true. Starting the school year on the right foot includes establishing classroom rules that will last the whole year through. Many teachers involve students in establishing their classroom rules. Surprisingly, student-created rules are often much the same as -- or even tougher than -- rules a teacher might create. After all, students want to attend school in a safe environment, and they want to know the boundaries when it comes to classroom behavior. Ten activities for involving students in creating classroom rules. Most experienced educators say the key to creating classroom rules is to keep those rules few and simple -- and to establish up front the consequences if the rules are broken. So what will those rules be? Many teachers involve students in creating their classroom rules. Surprisingly, many teachers report, whether you involve the students or not, you will likely end up with very similar rules. If you are really stuck for the kinds of rules that might be appropriate for students at your grade level, see some suggestions on the Classroom Rules -- Elementary Level Web page. The consequences for breaking a classroom rule are at least as important as the rule itself. Every teacher must create consequences with which they are comfortable or follow set school procedures. Teacher keeps the form on file. Call home to parents. The rule-making process begins when Gambrel poses four questions to her students at Travis Middle School in Amarillo, Texas: How do you want me to treat you? How do you want to treat on another? How do you think I want to be treated? Responses are posted on a large sheet of chart paper. As an idea is repeated, a checkmark or star is placed beside it. In the presence of others, sing not to yourself with a humming noise, nor drum with your fingers or feet. When you sit down, keep your feet firm on the ground and even, without putting one foot on the other or crossing them. Shift not yourself in the sight of others, nor gnaw your nails. Kill no vermin such as fleas, lice, ticks, etc. Read no letters, books, or papers in company. When there is a necessity for doing so, you must ask leave. Let your countenance be pleasant, but in serious matters somewhat grave. Every action done in company ought to be with some sign of respect to those that are present. Do not laugh too loud or too much at any public spectacle lest you cause yourself to be laughed at. If anyone comes to speak to you while you are sitting, stand up although he be your inferior. Each day the rules are refined. Gambrel then types up the rules so students can discuss them. Do any need rephrasing? I make enough copies for everyone. Students keep their copies in their notebooks. During each review, I ask if any items need to be removed or added. Respect plays out in many ways, including paying attention, turning in assignments, and being prepared. Gambrel says she has done this activity for a couple of years and she has few discipline problems in her classroom. Sometimes they might come to class with a cold and all they can give is 80 percent. See the sidebar for a sampling of those rules. You might share the rules with your students. Invite them to translate the old-style wording into modern-day language and discuss the meaning of each rule. After talking about some of the rules of civility, talk about rules, why they are needed, and what purposes they serve. Is there a need for rules, or will a handful suffice? Invite students to share their ideas about what rules the class should have. Once the rules are decided, have students copy those rules as George Washington did onto the first page or inside cover of their notebooks. There, they will serve as a constant reminder of the class rules. Arrange students into small groups. Have each group come up with a list of characteristics of a good student. Give the groups 10 to 15 minutes to create their lists. Then bring together the groups to share and create a master list of the qualities of good students. Use those as the material for creating your class rules. Rhymes for remembering rules. Poems are a great tool for helping youngsters remember rules. Try some of these poems out on you K-2 students: Welcome Back to School Poems Establish the need for rules. Arrange students into groups of four. Give each group 15 blank index cards and a pair of dice. Give the teams 15 to 20 minutes to create and play a game that makes use of the dice and the cards. When time is up, have a member of each team explain the game the group invented. The students will share the "rules" of the game. Discuss why rules are necessary. Then segue into creating your list of most necessary class rules. Tell students they have something to do with the rules of the classroom. Arrange students into small groups, and ask each group to think of a list of words that begin with the letter r that might relate to classroom rules. Then students use their list of words to come up with expressions that might fit the formula. Other possible r words might include the following: I found this fun activity on the MiddleWeb Web site ; it was posted by Andrea, a fifth-grade teacher in Florida. She uses this activity to share classroom procedures. A numbered question is written on each card. The students find the index cards, and the teacher calls on the student who found the question with the number 1 on it. The student reads aloud the question. S, when can I sharpen my pencil? Continue around the room until all the questions have been asked and answered. Write the word attitude on the board or a chart in this way:

Chapter 8 : Establishing Norms, Rules, and Procedures in the 1st Grade Classroom by on Prezi

Ten Activities for Establishing Classroom Rules | Lesson Plan When it comes to setting rules in the classroom, in some ways the old adage "hope for the best, but prepare for the worst" rings true. Starting the school year on the right foot includes establishing classroom rules that will last the whole year through.

For example, calls to patients should be separated from those to nonpatients. Calls requiring back-up information eg, lab reports should be separated from those that do not. Calls requiring immediate attention should be separated from those that are not urgent. Patient Progress and Inquiry Calls You may request patients with acute or rapidly progressing conditions to report their daily progress. In addition, patients of their own volition may call the office to ask a question regarding their condition or care. The majority of practitioners feel that legitimate progress reports and inquiries should be encouraged. Handling several progress reports or inquiries by telephone may dominate lines needed to receive and schedule appointments. When a specific telephone hour is established, it is usually placed at the beginning of the day. If placed at the end, conflict may arise because of an extended schedule to accommodate emergency cases or walk-in patients requesting an immediate appointment. When a telephone hour is formally specified, office policy usually requires that telephone appointments not be scheduled during that time nor are progress reports or inquiries accepted at times other than that specified. This, naturally, takes considerable tact by the assistant in handling calls made at different times. Patients should never feel that they are being "victimized" by an office policy. Referral Calls Primary physicians frequently refer patients to specialists. This will require knowledge of times most convenient to the patient and passing on the same data your office requires in scheduling an appointment. Personal Calls Office staff should be trained to keep personal calls most brief during office hours. Visualize the plight of the mother with a sick child who cannot make contact with your office because the line is busy. Personal calls of staff should be limited to emergencies and made as brief as possible. Telephone Services and Equipment Telephone services and equipment have evolved rapidly during recent years. Services are available today for the small office that were unheard of even for large offices only a few years ago. There are single-line telephones that come in a wide variety of types, colors, and sizes, with either dials or pushbuttons. There are multi-button telephones, hands-free telephones, cordless telephones, remote speaker telephones, automatic dialers, repeat dialers for busy numbers, telephones with privacy buttons, mobile callers and radio pagers. Your local telephone company will be happy to discuss with you all options that are available. Answering Services and Equipment Most chiropractic offices use some type of answering service or device when the office is not attended. Available answering services will be listed in the yellow pages of your telephone directory, and most can be contracted on a month-to-month basis. The services offered vary considerably, from simply relaying messages to electronic paging or two-way radio dispatching. Many local chiropractic organizations also provide answering services as well as referral services for their members. It is an error if your assistant feels she is too busy to respond to all calls, thinking that the service has already told the caller when office hours begin and that the patient will call back. When callers receive an answering service, they have already suffered a let-down in reaching the coolness of the service when they were in need of help. It creates a warm impression when your assistant replies to the call, rather than waiting for the caller to make a second effort to reach your office. Return calls can then be made by the appropriate person. Be alert to the fact that many people become quickly irritated when their call is answered by a machine. Telecommunication Economics A number of methods can be employed to keep telephone costs to a minimum. There are several companies that provided long-distance rates at a lower rate than that of the telephone company if more than 25 long-distance calls are made each month. Other economical procedures to consider are to use direct dialing whenever possible and avoid person-to-person calls. The telephone company is not above error; thus, your monthly toll statement should be reviewed carefully prior to payment. Make sure that all credits are applied. The Reception Area After the telephone contact, the next typical areas of contact the office has with a patient are the exterior of your building and the reception area. These contacts help to enhance the success or failure in patient impression as they are the first tangible evidence a patient has of the service they will see. In both physical appearance and mental attitude, be sure that your office has a reception room and not a waiting room. A waiting room is usually the result of poor appointment scheduling. Basic Concepts From both a clinical and a profit-producing standpoint, the reception room is a nonproductive area. Yet, it is one of the most important rooms in your office. It is here that both new patients and visitors receive their first close impression of your values in neatness, cleanliness, taste, and consideration for patient comfort. It is also here that returning patients gather their thoughts before they see you. The reception area need not be large, but it should always be cheerful and sunny, if possible. Furnishings should provide a warm, comfortable atmosphere. Soft background music is helpful for relaxation and to disguise conversations in other areas. A small sign eg, bakelite indicating "Please Register" helps to direct a new patient before he or she is greeted by an assistant. Embarrassing situations regarding fee policy, payments for service, or check cashing can often be avoided by an announcement, professionally prepared, posted near the registration area. Conversations between patients and staff should always be kept on a friendly professional level. Excessive socializing should be avoided. It appears to be human for assistants to be attracted to certain patients and not others, especially patients known for a long time. Yet, favoritism to any one patient must be avoided. In addition, patients are there to bring health problems to the office; they do not want to listen to office problems. Because of its initial impact upon an entering patient or visitor and because it is a high-traffic area, the reception area requires constant attention. Its appearance advertises the personality and character of the practice. Periodic service throughout the day is necessary by an assistant to empty wastebaskets and ashtrays, evaluate lighting and air conditioning, and appraise overall cleanliness and tidiness. A messy environment will do much to discourage good will. Receiving the Patient Every patient entering the reception area should be cheerfully greeted and properly registered. This is the first direct human contact the new patient has with your practice. Depending upon the quality of this approach, either positive or negative impressions will be made. Your receptionist holds the responsibility for developing a receptive patient attitude prior to meeting you. In its simplest terms, the goal is to have the patient like the people associated with the practice. As health practice is not a business but a profession, any reference to "salesmanship" here might be in poor taste. However, it is difficult to completely differentiate sales psychology from human relations common sense. Obviously, the approach in a chiropractic office to either a new or continuing patient is important to the success of the practice. When poorly handled through a thoughtless act or tactless word, your skills and professional reputation may be sharply minimized in the mind of the patient affected. Your assistant should greet the entering patient with a smile and cheerful welcome, as if she were the hostess in her own home, being gracious and pleasant and making the patient feel welcomed and at ease. The rules of courtesy, appearance, decorum, hospitality, and tact apply. A kindly smile, never forced, will do much to tell the patient in distress that he or she will be served with consideration. As in any human contact, the choice of words, voice tone, gestures, posture, and grooming are important parts of the approach. They set the stage for all else that follows in the office. First words as first impressions have a lasting effect. It is good policy to always use the name of the patient in the opening statement. Assistants should be taught that phrases such as "Good morning," "Good afternoon," or "May I help you? Such stern expressions as, "What can I do for you? These openings may frighten the timid person. The expression, "How are you today? Special assistance with clothing, walking, and seating should be offered to the elderly, the crippled, the painfully distressed. When new patients to the practice are greeted for the first time, they should be shown where coats can be hung. If a patient enters the receiving area while your receptionist is on the telephone, the patient should at least be recognized with a friendly nod. If the assistant is busy at her desk, she should stop momentarily to greet the patient and exchange a few words. After the patient is made comfortable in the reception room, your assistant should state that "The doctor will be with you directly. The word directly in the first statement implies a short wait, and yet it is noncommittal. Your receptionist should always try to give the patient some idea of when you will be available. All patients deserve a courteous explanation of why a long delay is necessary. When a patient has been waiting a considerable time beyond the scheduled appointment, your assistant should re-enter the room and graciously apologize for the delay: This would be discourteous. Nothing less than good social conduct should be the guideline of the receptionist-hostess. If the patient is a woman, the number and ages of her children, if any, should be recorded.

Necessary forms should be provided with a clipboard and a ballpoint pen Fig. When a patient is interviewed, an interested, reasonably relaxed, politely inquiring attitude will elicit more information than a hurried, tense interrogation. Basic information is usually recorded on an index card and kept on file for administrative reference. In some offices, the doctor may also desire to have an assistant take some of the basic case history. Usually, a standard form or checklist is used. An assistant should then prepare a folder for the entering patient, insert the data obtained plus anticipated forms to be filled out later, then prepare an office visit slip and attach it to the folder. The patient can then be escorted to the consultation room. Receiving Other Visitors Every business or professional office has a steady stream of salesmen and solicitors calling, and how nonprofessional callers will be handled is a matter of office policy. Many of these callers are important to the operation of your practice.

Chapter 9 : MANAGING THE ART CLASSROOM: RULES & PROCEDURES

When routines and procedures are carefully taught, modeled, and established in the classroom, children know what's expected of them and how to do certain things on their own.

Meeting guidelines and ground rules are basic tools for successful meetings Establish meeting ground rules for positive personal interaction which can assist with consensus decision making. October 18, - Author: Did you feel like a valuable member of the team? Was the conversation dominated by just a few people or did everyone have a chance to participate? Were your ideas asked for, or better yet, were your ideas considered and thoroughly discussed? There are simple ways to make sure that everyone feels open to contribute during meetings, that decisions are made in the best interest of the organization, and all attending are respectfully treated as true team members who are essential to the decision-making process. Establishing meeting guidelines and ground rules will lay the framework for positive personal interaction and better group decisions. How do you establish these meeting rules? Simply ask each committee or board member for one ground rule that they believe is important to follow to help make meetings more productive. Write these on a flip-chart pad so that everyone can see the list. Continue round-robin style with one idea from each person until all are satisfied that the list is complete. Review the entire list of ground rules and agree as a team to follow them to guide and improve the meeting process. Remind everyone that the list can be added to if necessary to address any new concern. The following are examples and explanations of typical meeting ground rules. Be willing to reach consensus. Keep an open mind that there probably is an acceptable decision that everyone can support, even if some degree of compromise is required. Strive to meet the stated purpose and expected outcomes of the meeting. If you can achieve this, then the meeting will be successful. If you get stuck with difficult discussion, refer to the purpose and expected outcomes to re-focus energies. Make sure the agenda details which items are listed for discussion, and which items involve decisions. Plan how much time is targeted for each item to make sure the meeting is finished in a respectable time frame. Listen actively to others. Listen to understand what is being said. No one-on-one side meetings or conversations. This is really distracting. Essential discussion is meant for everyone! Manage your own input â€" no long speeches. Be clear in thought when you have opportunity to give your opinion. Do not interrupt other participants. Be respectful to others, as you would expect the same for yourself. Leave the meeting with a clear sense of next steps. Make notes of who is responsible to do what and by when! Include this information in meeting minutes. Discussions will be treated as confidential as appropriate. Once consensus has been reached, support group decisions and actions. Do not leave the meeting after decisions have been made and talk about how your idea was the better one. Assume responsibility for yourself and any commitments that you make to the organization. If you no longer have time to commit to the organization, then you should resign your position on the committee or board for someone else. Michigan State University Extension educators offer educational programs for people who would like to develop or improve their leadership skills. To contact an expert in your area, visit http: For other articles on successfully running effective meetings, see: