

Other teachers overadminister consequences—they use a huge disincentive when a smaller one will do. Often this can be remedied by planning out a series of incrementally larger consequences that are appropriate and fair and that you can administer without hesitation. One of the most useful consequences is doing a task over again. It is important to note that a consequence can be administered with *Calm Finesse*. “Five minutes of detention, John. Show me your best work. You can leave it at that.”

39 DO IT AGAIN
43 POSITIVE FRAMING

38 STRONG VOICE
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37 WHAT TO DO

Consequences, like other interventions, are best given so that attention is not interrupted. Delivery should be quick, decisive, consistent, and unemotional—private is effective, too, when possible.

When you must intervene several times in sequence, try to emphasize that things are getting better.

“Quentin, I need to see your SLANT.”
“Two dollars. Off task. Show me your legs under your desk. That’s all.”
“Much better.”

Calm Finesse

- Make 100% an exercise in purpose, not power.
- Use universal language.
- Catch it early!
- Say “Thank you.”

Be About Purpose, Not Power

Some teachers get compliance at the start of the school year and forget to emphasize purpose. After three weeks, the students begin to fight back against what they perceive as arbitrary power. They need to know that their behavior is ultimately about their success and not about your convenience, your job being easier, or some other reason. That means that at the start of the year, you have a window of time (about two or three weeks) to convince your students that when you ask them to comply it’s not about you; it’s about them and their path to a successful future. *Command obedience* not because you can or because it feels good but because it serves their purpose. Make that distinction evident in your language, tone, and demeanor.

Not So Good	Good	Better	Best
“I asked for your eyes on me. When I ask you to do something, I expect you to do it.”	“I need your eyes on me so you can learn.”	“It’s going to take your best to get to college. Show it to me now.”	(Script your own a phrase)

What happens if you get compliance but fail to convince your students that their behavior is about their own best interests? How will they react? Then what happens?

Often teachers “lose” their classes when they fail to focus enough on purpose. How do you avoid this? Script five phrases that you can use to emphasize the purposefulness of your requests.

1. Lets have our attention up here please
we need to be mindful of our time
+ use it wisely

- Show me how well you guys pay attention and I will let you out 10 minutes early.
- How does everyone feel about the test today?
- Do we need to review anything?
- Lets do better than the other (subject)
- Pass + pass this Quiz
- - Add an incentive to achieving a certain CLASS average

Universal (and Often Impersonal) Language to Correct

Some teachers try to individualize every response to student behavior. They feel it should reflect specific needs and people involved in each situation. In contrast, 100% teachers are strategically impersonal. When it comes to behavioral expectations, individualizing decisions is as likely to result in students' feeling misunderstood and unfairly handled as it is their feeling cared about, especially if they don't like the teacher's decisions. Reinforcing expectations with a bit of impersonality tells students that it's about expectations, not about them personally.

Consider how "I need your eyes, Trevor" is made stronger by the universal language (we and us) "We need everyone with us." Note also how statements like "That's not how we do it here" and "In our classroom we respond respectfully to peers" make the universal not only a shared goal (we) but also a shared expectation (how we do it).

Compare these two interventions:

"We're always on time for class. You know that's two demerits, Trevor."

"Trevor I'm really disappointed in you. I'm going to take two demerits."

The second intervention seems more personal, but is actually less productive. The point is that late is a demerit for every student; here the individualization only makes the consequence sound more personally motivated.

Catch It Early

Catch problematic behavior before the rest of the class (maybe even the student in question) know it's an "it." Catch it as students appear *ready* to stray, not as they've strayed. As *No Warnings* explains, if you're mad, you have already waited too long to deal with problematic behavior. Spend some time doing or revisiting the exercises in that technique to equip yourself for a new term or year.

42 NO WARNINGS

"Thank You"

When a student meets your request for the correction, end with a firm, quick "Thank you," often accompanied by a nod, as in, "I'm still waiting for one set of eyes ..." (shifting your look to the rest of the class) "... and ... thank you." This reinforces civility, and graciously and respectfully points out to the rest of the class in the most politic manner that you won: that you got the behavior you asked for and that students are back on the path to success.