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Notes to the Facilitator

The purpose of this workshop is to help educators explore the underlying philosophy and strategies of Assertive Discipline®, a classroom management program that focuses on the establishment of safe and orderly school environments that support academic achievement. The workshop is based on the work of Lee Canter, a leading expert on classroom management. Lee Canter has written more than forty books and training programs for educators, including *Assertive Discipline®*, *Parents on Your Side®*, *Succeeding With Difficult Students®*, and *Classroom Management for Academic Success*.

In this workshop, participants learn directly from Lee Canter and from effective teachers. The workshop features five video programs, each approximately 20 minutes in length, showing educators from real schools engaged in the strategies highlighted in the workshop.

This workshop is divided into five sessions:

1. **Effective Classroom Management**—The purpose of this session is to introduce participants to the philosophy underlying Assertive Discipline and to the best practices that make up the Assertive Discipline approach.
2. **The Behavior Management Cycle, Step One**—In this session, Lee Canter introduces participants to the Behavior Management Cycle and then explores in detail the first step in the cycle (Give Explicit Directions).
3. **The Behavior Management Cycle, Steps Two and Three**—In this session, Lee Canter continues his exploration of the Behavior Management Cycle with a consideration of Steps Two and Three (Use Behavioral Narration and Take Corrective Action).
4. **Implementing the Behavior Management Cycle**—This session demonstrates an incremental approach that teachers can use to accomplish the ultimate goal of classroom management—the self-managed student.
5. **Building Trusting Relationships**—This session explores the importance of building trusting relationships with students and parents and shows strategies that teachers can use to build these relationships.

Session One

Effective Classroom Management

Statement of Purpose

The purpose of this session is to introduce educators to the underlying philosophy and strategies of Assertive Discipline. Special attention is given to best practices for establishing safe and orderly school environments that support academic achievement.

Learning Objectives

After viewing the video and participating in the activities for the session, participants will be able to:

- Describe why so many teachers experience classroom management problems.
- Give reasons for why it is important to teach responsible behavior at the beginning of the school year.
- List the three steps of the Behavior Management Cycle.
- Articulate why building trusting relationships with students is critical to classroom management.
- Explain the importance of gaining parental support in classroom management.

Video Program Overview

The video used in this session, featuring Lee Canter, makes the argument that the key to teachers raising the academic achievement of their students is the teachers' ability to manage the behavior of their students at the beginning of the school year or when turning around a classroom experiencing disruptive behavior. Canter then goes on to introduce the core elements of the Assertive Discipline approach to classroom management: teaching responsible behavior at the beginning of the year, teaching students to follow directions, using the Behavior Management Cycle, and building trusting relationships with students and parents. Real teachers reflect on their use of these elements in their classrooms. Footage from classrooms is used to illustrate the core elements.

Materials

- Video program: *Effective Classroom Management*
- Transparency

Session Two

The Behavior Management Cycle, Step One

Statement of Purpose

The purpose of this session is to provide participants with an overview of Lee Canter's Behavior Management Cycle. Attention is then given to the first step in the cycle: give explicit directions. Participants explore guidelines for giving explicit directions.

Learning Objectives

After viewing the video and participating in the activities for the session, participants will be able to:

- Describe the steps of the Behavior Management Cycle in detail.
- Explain the “teacher voice” and identify examples of “teacher voice” in use.
- Explain the importance of giving effective directions within the context of classroom management.
- List and describe guidelines for giving explicit directions.
- Use the guidelines to practice giving explicit directions.

Video Program Overview

The video program used in this session, featuring Lee Canter, focuses on the Behavior Management Cycle, one of the core elements in the Assertive Discipline approach to classroom management. It outlines the three steps included in the cycle: give explicit directions, use behavioral narration, and take corrective action. The program then systematically examines the first step in the cycle—give explicit directions—and provides guidelines for implementing the first step. Classroom footage is used to illustrate each guideline.

Materials

- Video program: *The Behavior Management Cycle, Step One*
- Handouts