



**Faculty of Education**  
**Certificate Programme for Paraprofessionals in Teaching (1 year programme)**

**1.0 Rationale**

This one year certificate course is a direct response of the University College of the Cayman Islands to the Government's strategic plan measure 10, National Consensus on the Future of Education in the Cayman Islands (Report October 3<sup>rd</sup> 2005). Strategic measure 10 calls for the development and implementation of teacher education and training in the Cayman Islands and high quality teacher professional development programmes. This response is consistent with the mission of the University College of the Cayman Islands which is to contribute to Caymanian society by advancing knowledge.

The certificate course is a job preparatory course designed to equip the paraprofessionals to function effectively in the classroom. The programme introduces students to the teaching-learning dynamics and the skills necessary to operate effectively within a range of school settings. The programme also focuses on the improvement of skills in English Language (Communication Skills), mathematics (Numeracy Skills) and ICT (Computer Workshops). The three courses addressing these competencies will be completed at the first year Associate Degree level.

The paraprofessional in teaching has many responsibilities which may include observing and reporting pupils' progress; working with individuals or small groups; assisting in the preparation of instructional materials and facilitating the integration of special needs students in the regular classroom. Additionally, the paraprofessional assists in adapting or modifying educational materials and programmes to match the cognitive levels of students with special needs.

The programme has been developed to provide prospective Teacher Aides with an understanding of their roles and functions and to help them develop the competencies necessary for functioning effectively.

**ED 006: Classroom Management and Techniques**

This course focuses on the paraprofessional/teacher aide acquiring an understanding of proactive classroom management. Students will review and discuss the stages of development of moral and ethical reasoning in children and state strategies teachers can use to help students progress through the stages. Teacher strategies and practices that should promote positive classroom behaviour will be studied.

**OBJECTIVES**

- Identify and discuss the stages of moral and ethical behaviour in children.
- Identify and discuss strategies to develop moral and ethical behaviour in children.
- Discuss and list strategies that teachers can use to promote and maintain positive behaviour among children.

## **CONTENT**

### **Stages of Development of Moral and Ethical Behaviour. (Appendix 1, 2)**

Stage 1: Recalcitrant Behaviour – *Power Stage, Right Makes Right*

Stage 2: Self Serving Behaviour – *The Reward /Punishment Stage: “What’s in it for Me”*

Stage 3: Interpersonal Discipline – *Mutual Interpersonal stage – How can I Please You.*

Stage 4: Self Discipline – The Social Order: *“I Behave Because it is the Right Thing To Do”*

### **Development of Discipline in Children**

For students to accept discipline in a positive manner, the training or classroom discipline must be delivered in a positive, direct manner. To be positive, classroom management techniques should guide, encourage, and reward the student with feelings of satisfaction.

*(Lay the Foundation for Positive Classroom Behaviour - by Pearson Education Development Group)*

One key to nipping behavioral problems in the bud is to promote positive behavior before problems arise. This takes some planning. The following are suggestions that will lay a foundation for positive classroom behaviour.

#### ***Think About Your Approach***

Take time to think about the strategies you plan to use to encourage positive classroom behaviour. Clarifying your strategies will make it easier for you to lead the class confidently and effectively.

#### ***Visualize Possible Challenges***

Imagine possible classroom challenges and review your strategies for dealing for dealing with them. Having clear-cut strategies will keep you grounded when these challenges arise.

#### ***Make Your Expectations Clear from the Beginning***

Make sure that students know what you expect of them. The classroom rules you present should be positive, specific and concise. You may wish to post them in the classroom or distribute them for students to sign. You should also spell out what would happen if students do not meet expectations.

#### ***Model Positive Behaviour***

Occasionally, you may have to remind yourself to follow your own rules. For example, if you ask students not to eat in class do not have a cup of coffee on your desk, even if you do not drink from it.

#### ***Encourage, Encourage, Encourage***

When you praise students who are excelling, don't forget to encourage those who are trying, but struggling. These students often lack confidence and need more positive reinforcement.

#### ***Show Respect***

Showing respect for your students includes listening to their needs and preserving their dignity. It also means living up to their expectations of you such as greeting them at the beginning of class and or returning corrected homework in a timely fashion.

### ***Be Consistent***

Be sure to address student behavior in a consistent manner. Be wary of shifting strategies when misbehaviour occurs. To students this may show lack of decisiveness. Find a strategy you like and stick with it.

### ***Keep Students Busy and Challenged***

Busy students are far less likely to exhibit disruptive behavior. Be sure that students are working at appropriate levels. Boredom and frustration often lead to students acting out.

### ***Listen to Students' Suggestions***

When building your foundation, you may be able to draw from students' and other teachers' past classroom experiences. Ask students to make suggestions about what should be expected of them and how misbehaviour should be addressed. Students are often more responsive to rules they helped create.

Creating an environment in which students know and follow the rules is challenging, but not impossible. With a little patience and perseverance you can lay the foundation for respect and positive behaviour in your classroom that lasts all year.

## **What Good Behavior Looks Like in a Positive Classroom**

Often students are told to behave, yet are not told exactly what that means. Before they can behave, they need to know what good behavior should look like.

It's important and necessary to use teaching strategies that model behavior such as sharing, raising a hand to speak, lining up, and walking between classes. Even simple tasks should be modeled and practised so students know what to do and how to do it. The following is a list of some of the things that the teacher should make very clear to children how they should be done.

- Enter and leave the classroom

- What to do before school, at lunch, and after school

- When and where to sharpen pencils

- Seek permission to leave the class, go to the restroom

- Head up books/ papers to do class work

- Turn in assignments, pass books up to be marked

- Perform classroom jobs

- Use classroom stations

- Form groups, move from group to group and move furniture if necessary

- Indicate you would like to ask or answer a question

- Move from one classroom to another for instruction (music, IT, PE etc)

- How to react to teacher's signals (dimming lights etc.)

General classroom and school rules should also be explained and discussed so that students understand what is expected of them.

## **Use Positive Language and Be Specific**

Positive discipline includes positive language. The teacher sets the tone of the classroom, and by focusing on specific, clear, instruction, with a positive overtone, the students will respond accordingly.

Rather than telling a student who is drawing instead of reading that she is not doing what she is supposed to do, tell the student, "It's time to put the pencil away and open your book." Another way is to tell the student, "It's reading time now. Please put the pencil down and read."

## **Practices that Help to Develop Positive Discipline in the Classroom**

Keeping the following five principles in mind will help develop positive discipline in the classroom.

- Students want to do the right thing. Students do not want to be in trouble, or be embarrassed in front of their peers. Rather, they want recognition for a job well done, as most people do. A teacher can build on this desire by having faith in the students and setting positive expectations.
- Be specific when giving directions and when giving praise. Instead of saying "Don't litter," say, "Please put all your snack trash in the garbage can." The compliment, "Good job," is vague. A more effective form of praise is to say, "I appreciate how you picked up the trash you saw blowing on the playground."
- Direct your focus on one student at a time. Pull the student aside for guidance in a one to one situation, in a place where other students will not overhear. This prevents embarrassment and helps the student to respond to the guidance in an honest manner.
- Don't talk too much. Young students have a short attention span, and can't remember long lists of instructions or comments. Keep instructions down to one or two steps. Have the students repeat the instructions to be sure they know what to do.
- Give the students time to respond. This is especially true when working with English language learners, who may need additional time to process what you have said, and to develop their response. Wait for an answer when asking a question, and give them at least 20 seconds to reply. Don't interrupt, but rather, follow up with questions that encourage critical thinking and reasoning.

Using these five guidelines allows students to maintain dignity, and makes them willing to please the teacher. Part of a teacher's job is to guide a student, and help him develop good thinking skills and social skills. Positive classroom discipline techniques help produce positive, happy students.

(Suzanne Pitner: **Positive Classroom Discipline** in Classroom Management Tips.)



## **Establish Effective Control**

The following set of organizational practices should help to establish effective control of the classroom by the teacher:

### ***1. Get off to a good start.***

The first "honeymoon" encounter between the teacher and the students is when they formulate their impressions of the teacher. Students sit quietly, raise their hands to respond and are generally well behaved. The teacher is easily misled into thinking that this is an ideal class and may relax his vigilance. Students within a week will begin to test the waters to see what they can

"get away with". It is during this period that the effective teacher will establish the expected ground-rules for classroom behavior.

## ***2. Learning School Policies***

Prior to meeting the class for the first time, the new teacher should become familiar with school policies concerning acceptable student behavior and disciplinary procedures. The teacher should definitely know what the school expects from both student and teacher in regard to discipline.

## ***3. Establishing Rules***

Establish a set of classroom rules to guide the behavior of students at once. Discuss the rationale of these rules with the students to ensure they understand and see the need for each rule. Keep the list of rules short. The rules most often involve paying attention, respect for others, excessive noise, securing materials and completion of homework assignments.

## ***4. Overplanning Lessons***

"Overplan" the lessons for the first week or two. It is important for the teacher to impress on the students from the outset that he or she is organized and confident of their ability to get through the required programme of work.

## ***5. Learning Names***

Devise a seating arrangement whereby students' names are quickly learned. Calling a student by his or her name early in the year gives the student an increased sense of well being. It also gives a teacher greater control of situations. "JOHN, it is time to finish your work" is more effective than "Let us stop talking and finish our work".

## ***6. Be Firm and Consistent***

A teacher can be firm yet still be supportive and friendly with students. A firm teacher can provide an environment where the students feel safe and secure. Many teachers report that it is easier to begin the year in a firm manner and relax later, than to begin in a lax manner and then try to become firm.

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## **ASSIGNMENT, CLASS DISCUSSIONS**

Make a list of three classroom rules that you think would govern all the inappropriate behaviours you may find in your class. In small groups discuss the strengths of each person's rules and then produce a single list of three rules. The group must be able to justify the inclusion of each rule.

Students are at different stages of development in discipline. Prepare simple brochures that you would give to parents to help their children to move from one stage to the next higher one – Stages 1 and 2 to stage 3; Stage 3 to Stage 4 (2 brochures). The ideas listed should complement what you as the classroom teacher would be doing with the children to bring about the necessary growth.

Strategies that teachers use and rules that they implement and enforce contribute to the development of moral behaviour in children and the level of discipline that exists in the class.

Make a list of strategies you, as a new classroom teacher, would use and rules that you would implement when you get a new class of students.

### **COURSE REQUIREMENTS**

**Students must**

- attend at least 90% of classes
- complete all assignments
- actively participate in class discussions

## APPENDIX 1

There are many experts telling us how to handle discipline problems in our classrooms. Yet these experts do not always agree. Thomas Gordon, creator of *Teacher Effectiveness Training* staunchly opposes Lee Canter's *Assertive Discipline* concept. Yet, both have enjoyed a great deal of success all across America. Trying to decide who is right and who is wrong seems quite difficult. Instead, let us assume that both of them are right, that they just are not talking about the same students!

If we look at the work of Lawrence Kohlberg, we find the piece that will put this puzzle together. For many years Kohlberg studied stages of moral and ethical reasoning in youngsters from the United States, Taiwan, Mexico, Turkey, and Yucatan. One important fact that surfaced in his research is that everyone, regardless of culture, race, or sex, goes through these stages. Although the progression from stage to stage is the same, the rate varies from person to person. It is for this reason that we need to be prepared to address discipline in our classrooms at different levels. Our students are functioning at different stages on the road to self-discipline. Let us look at these stages and see how youngsters behave.

### **Stage 1: Recalcitrant Behavior** **The Power Stage: Might Makes Right!**

Students functioning at Stage 1, the lowest stage, are typically recalcitrant in their behavior. That is, they often refuse to follow directions. They are defiant and require a tremendous amount of our attention. Theirs is a heteronomous morality: they have few rules of their own, but out of fear of reprisal, may follow the rules of others. Most youngsters have progressed beyond this stage by age four or five, but a few older students still function at this level.

This is the **power stage**. What makes it work is the imbalance of power between the child and the person in authority. When the child is young, the imbalance of power between him and his parent is significant. If the child is never taught a higher stage, the imbalance of power diminishes as he grows up. The parent then tells us that she can no longer control her child. He will not mind. He challenges authority constantly.

Fortunately, very few of the students we see in our classrooms function at this stage. Those who do, follow rules as long as the imbalance of power tilts against them. Assertive teachers with a constant eye on these students can keep them in line. Turn your back on them, and they are out of control.

If these students want something, they usually just take it. They show very little concern for the feelings of others. They seek out extensions of power. Pencils, scissors, and rulers become weapons in their hands.

Schools that use *The Honor Level System* find that the students who function mainly at this level are chronically on **Honor Level Four**.

### **Stage 2: Self-Serving Behavior** **The Reward/Punishment Stage: "What's in It for Me?"**

Students functioning at Stage 2 are a little easier to handle in the classroom. They also represent only a small percent of the youngsters we teach. Kohlberg would classify them as having an *individualistic morality*. They can be very self-centered.

This is the **reward and punishment stage**. These students behave either because they will receive some sort of reward such as candy, free time, etc., or because they do not like what happens to them when they do not behave. Most children are moving beyond this stage by the time they are eight or nine years old. Older students who still function at this stage do best in classrooms with assertive teachers.

There is very little sense of self-discipline at this stage. Like the power stage children, these youngsters need constant supervision. They may behave quite well in your classroom and then be out of control in the halls on the way to their next class.

Because we expect so much more of our students, these children are often on **Honor Level Three** and **Honor Level Four**.

### **Stage 3: Interpersonal Discipline** **The Mutual Interpersonal Stage: "How Can I Please You?"**

Students functioning at Stage 3 make up most of the youngsters in our middle and junior high schools. These kids have started to develop a sense of discipline. They behave because you ask them. This is the **mutual interpersonal stage**. They care what others think about them, and they want you to like them.

These children need gentle reminders. You ask them to settle down and they do. Assertive discipline works with these students because they understand it, but they rarely need such a heavy handed approach to classroom discipline.

Quite often you find students in your classroom that are in transition from Stage 2 to Stage 3. Perhaps you will know of a student who gets into lots of trouble in other classrooms but not in yours. This child is just learning to trust others and build the interpersonal relationships that are more common with his classmates. You need to let him know that his good behavior is important to you not only in your classroom, but in others as well. Nurture this youngster and you will see quick progress. Be unnecessarily assertive and he will slip back to Stage 2.

These students are almost always on **Honor Level One** and **Honor Level Two**.

### **Stage 4: Self-Discipline** **The Social Order Stage: "I Behave Because it is the Right Thing to Do."**

Students functioning at Stage 4 rarely get into any trouble at all. They have a sense of right and wrong. Although many middle school and junior high school students will occasionally function at this level, only a few consistently do. These are the youngsters we enjoy working with so much. You can leave these kids alone with a project and come back 20 or 30 minutes later and find them still on task. They behave because, in their minds, it is the right thing to do.

This is the **social order stage**. These students are almost always on **Honor Level One**.

Even though they may never tell you, students who function at this level do not appreciate assertive discipline. They are bothered by the fact that other students force teachers to use so much class time dealing with discipline problems.

Although most of our students do not usually operate at this stage, they are near enough to it that they understand it. Cooperative Learning activities encourage students to function at this level. The teacher who sets up several groups within the classroom gives students a chance to practice working at this level while he waits close by, ready to step in when needed.

### **Working Through the Stages**

Kohlberg describes additional stages of morality and ethical reasoning that go beyond what we discuss here, but they are not usually seen in school age children. In fact, many adults do not progress much further than these.

Keep in mind that all of us work our way through these stages in this order as we grow up. When you identify the stage at which a student is functioning, you can then help that youngster work to the next stage. It is a mistake to try and skip stages. Insisting that a Stage 1 student “straighten up and start acting right” (like a Stage 4 student) is not a reasonable expectation. It simply isn’t going to happen! Instead, set your goal on Stage 2 and you will be less frustrated. You may be pleasantly surprised when you start to notice improvement.

It is important to remember that for many reasons, any child is fully capable of regressing every now and then. When you really get to know your students and are used to them functioning at a stage, it is important to look for a reason when one of your students regresses. Problems with family members, friends, alcohol, or drugs may be behind a shift in behavior. It simply might be tiredness or the onset of illness. Whatever the cause, it is worth taking the time to talk with the student and see what’s going on.

### **Picking Up the Pieces**

You may feel that you do not have the time to walk these kids from stage to stage. You may be concerned about covering the material in the book or getting to all the objectives, but what do you teach? Is it English? Math? Science? Such a response is the one others expect of us, but the real answer is: **“I teach children.”** When you get used to thinking of your job in that way, it is easier to find the time needed to help a youngster with behavior problems.

Learning self-discipline is just like learning anything else. Your students aren’t always going to get it right the first time. So, you find yourself “picking up the pieces.” You help them some more, and when you think they are ready you give it another try.

If you have a math student who is not quite ready to handle long division, you spend more time on subtraction and multiplication. If you have a student that isn’t ready for Stage 3 or Stage 4, you spend more time working on Stage 2. Where other teachers may see a kid who is still a discipline problem, you may be able to see one who is making progress. Seeing that progress, as slow as it might be, makes greeting that youngster each

day a pleasure that his other teachers may never enjoy. Soon you will be opening the doors to the mutual inter-personal stage and really make a difference in his life.

## **APPENDIX 2**

### **Four Steps for Better Classroom Discipline**

Even if you understand that children function at different [stages of discipline](#), it is not easy to sell administrators, school board members and parents on the idea that you are going to have different sets of rules for different kids in your classroom. You don't have to. If you set up a discipline policy in your classroom that progressively attempts to meet the needs of the students first at Stage 4, then Stage 3, and finally Stages 2 and 1, you can be as consistent in your discipline as everyone expects you to be and at the same time encourage students to practice behaving at a stage higher than the one they normally use.

Let's look at four steps for classroom discipline that you can start using right now.

#### ***Step 1: Reminder***

This is a reminder not a reprimand. It may be directed to the whole class at once. It may be directed to one or two students. The teacher does not need to approach the student when using this step. The teacher needs to take the opportunity to remind students early enough that the situation does not progress beyond a point where a simple reminder is no longer appropriate.

Example 1:

"There is the bell, class. You should all have your homework out on your desk, now."

Example 2:

"Janice and Maria, the rest of us have all started working, now. You need to stop talking and start too."

The importance of this step cannot be understated. Students who consistently function at Stage 3, the mutual interpersonal stage, will quickly respond to your reminder. They want to please you and this is right at their level. Students who are in transition to Stage 3 have an opportunity to practice their discipline skills at this level.

Some teachers may complain that they should not have to remind children over and over again. We remind the children because they ARE children.

#### ***Step 2: Warning***

This is a reprimand. The student is approached. The warning may be either verbal or written. Verbal warnings should not be delivered across the classroom. The teacher moves in close to the student and lets him know what he is expected to do. The student is asked to identify the next step.

Example 1:

Steven is sitting sideways in his chair and keeps messing with things on Maria's desk. The teacher approaches Steven and says "Steven, I expect you to turn around in your seat and get on with your assignment. This is your warning. What is the next step?"

Example 2:

During a class discussion, Tammy suddenly speaks out. "Boy, this stuff really sucks!" The

teacher walks up to her and calmly, but firmly, says, "Tammy, I will not tolerate your outbursts. I expect you to raise your hand and wait to be called on before you speak. This is your warning. Now, can you tell me the next step?"

Written warnings are even more effective. The student is approached and handed an Honor Level System infraction slip. The teacher has checked an item on the slip and may ask the youngster to fill in the information at the top. He is told that if no further problem occurs he will be able to throw the slip away at the end of the period. If the misbehavior continues, the slip will be collected and turned into the office.

Example 2:

Jason has been teasing Janice. The teacher fills out an infraction slip and takes it to him. He says to Jason "Here is an infraction slip with your name on it. I have marked 'Failure to treat peers with respect' because you have been bothering Janice. I will put it here on the corner of your desk. If it is still there when the bell rings, you may throw it away. If you continue to pester her, I will pick it up and it will be turned into the office."

The warning step would normally be the first step if you were using Assertive Discipline. Instead of putting a name on the board (or on a clip board, as Lee Canter now recommends), placing a slip on the student's desk keeps it much closer to the child where he is less likely to forget and get into trouble again.

If you do not teach in a regular classroom with desks, still give the slip to the student. Even in a gym class the youngster can tuck the slip inside an elastic band somewhere. The slip can even be folded and put in a shoe!

It is important that the child has possession of the slip and that he realizes that he is the one in control of it. Just as he is in charge of the infraction slip, he is also in charge of his own behavior. This helps the student learn to take ownership for his own actions. When the slip is in the hands of the teacher or his name is on a board far away, it is too easy to think that the situation is in someone else's hands. Instead, this technique fosters and encourages internal locus of control rather than external locus of control. There is no doubt in the student's mind that he has been reprimanded, but he is not left with a feeling of helplessness: that his fate is in the teacher's hands.

The warning step, especially the written warning, directly addresses the needs of the student who functions at the power stage will be sizing up the situation. You have moved into their space and made your expectations quite clear. If you are firm, cool, and assertive, they may feel that the balance of power tips in your favor. If you shout and display excessive anger, it will be read as a challenge and this student will confront you. Regrettably, the situation will then escalate quickly to the next step.

### ***Step 3: Infraction Slip***

The student is approached again. She is reminded that she has already received her warning. An infraction slip will be turned into the office. If she has received a written warning, the slip is collected from her. The student is asked to identify the next step.

Example:

Nathan has been warned about staying in his seat and working on his assignment, but he keeps wandering over to argue with Jeff about a missing baseball card. The teacher marks "Failure to follow classroom rules" on an infraction slip and asks Nathan to fill in the top. She says "Nathan, I warned you only a few minutes earlier about following directions. Yet you refuse to go to work. You will receive a detention. Can you tell me the next step?"

Nathan has refused to follow classroom rules even after being reminded and later warned. The

infraction slip will be turned into the office where this information is entered into a computer that manages the data for The Honor Level System. Nathan's Honor Level may change and depending on the number of other infractions that he has received in the past 14 days, he will be required to serve an appropriately significant consequence. If the slip is the first, he may serve a short detention during noon. If the slip is one of many, he may be suspended from school. In either case, the consequence is not chosen by the teacher. It is part of a consistent school-wide discipline plan.

It is important that the teacher has tried Steps 1 and 2 before turning the infraction slip into the office. Only in special, extreme cases, should an infraction slip be used as the first step.

Remember: The Honor Level System is an extension of your classroom discipline system, not a replacement for it.

#### ***Step 4: Send to the Office***

The student is removed from class. A special "Time Out" slip is filled out and sent with the student, or a "Referral Form" will be completed for the office later.

Example:

Linda has been acting up in class quite a bit today. She has been warned, and has had an infraction slip written up. Still, she continues to disrupt the class. The teacher sends her to the office. As she leaves the room, the teacher calls the office to let them know that Linda is on the way. As soon as possible, the teacher stops by the office to fill out a referral form and check with the principal. The teacher will contact the girl's parents, as well.

If the first three steps are followed faithfully, this step is rarely needed. When things do progress this far, the teacher can proceed with this step in a cool, unemotional manner. There is no need for shouting or anger.

The student may want to bargain for leniency, but the effective teacher has remained calm through all the previous steps and lets Linda know that she has left him with no other option. He will insist that she leave the room, but may send her off with an optimistic "Tomorrow we will try again. I'm sure we can make this work right."

#### ***Post the Steps and Classroom Rules***

These steps for discipline should be posted in several places in the classroom. The teacher should identify three to five classroom rules that are important to his or her teaching station and post them, as well. The list should be as short as possible and stated in a positive way. Write down your rules as behaviors that you expect of your students. Including an item like: Follow directions the first time they are given helps cover most problems that may occur in the classroom that are not addressed by more specific expectations.

Take time to go over the rules and the steps with each class. Explain to your students that they may be asked to identify the next step if they get into trouble. Let them know that they can always look on the wall to answer your question.

Also, let the students know that in extreme cases you reserve the right to skip to higher steps. There may be certain behaviors that you simply will not tolerate. Be specific and give them examples

#### **Additional Resources**

Charles, C.M. *The Synergetic Classroom: Joyful Teaching and Gentle Discipline*. New York: Lon 2nd Edition. Thousand Oaks, CA, 2000: Corwin Press.

Edwards, Clifford H. *Classroom Management and Discipline, 3rd Edition*. New York: John Wiley and Sons, 1997.

MacKenzie, Robert J. *Setting Limits in the Classroom: How to Move Beyond the Classroom Dance of Discipline*. Rock