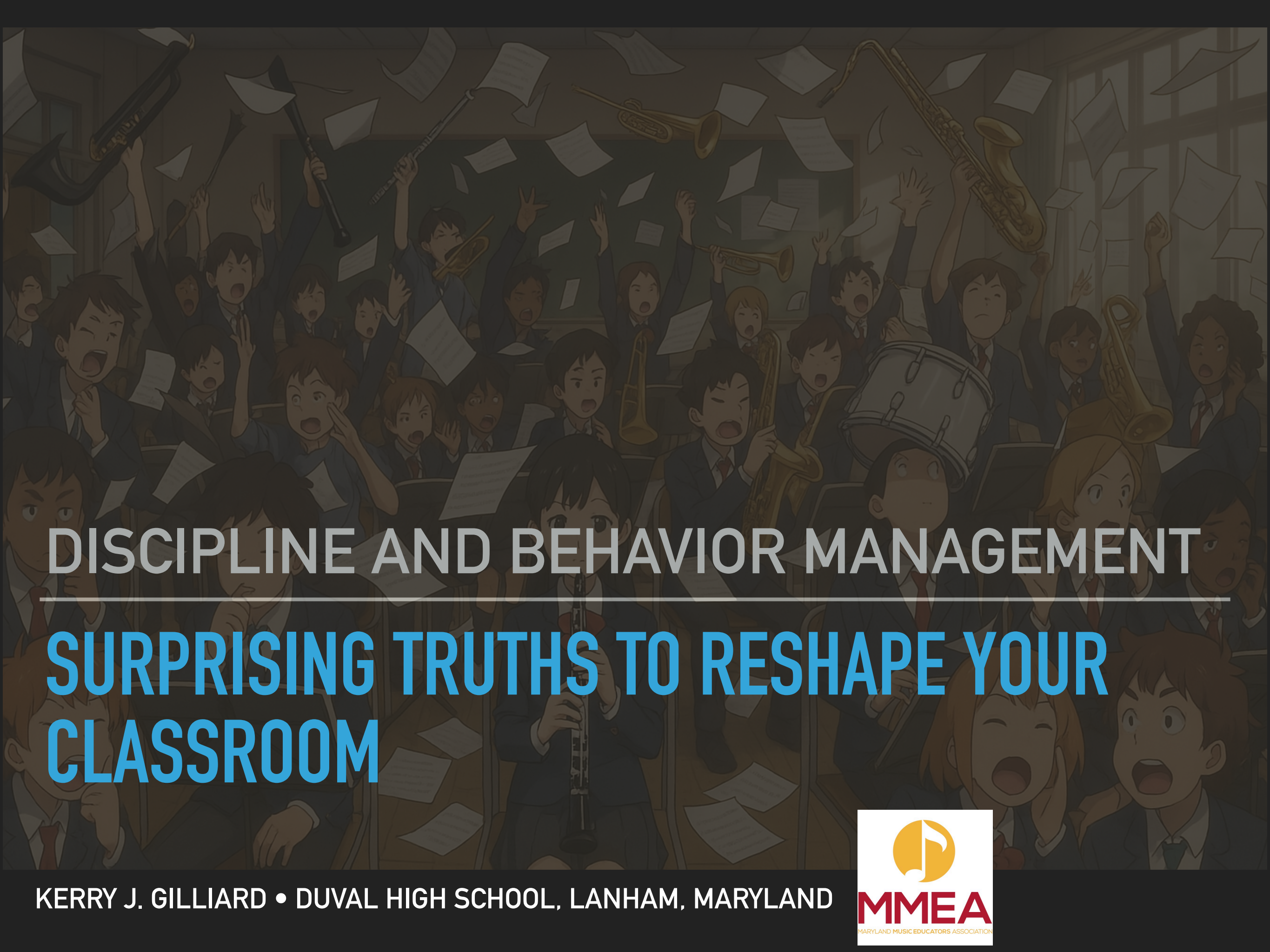




DISCIPLINE AND BEHAVIOR MANAGEMENT

SURPRISING TRUTHS TO RESHAPE YOUR CLASSROOM

KERRY J. GILLIARD • DUVAL HIGH SCHOOL, LANHAM, MARYLAND



WHO IS THIS GUY ?

KERRY J. GILLIARD



1991 Graduate of Walbrook High School

Master of Music in Conducting (*Wind Concentration*), Messiah University (2019)

Master of Arts in Teaching, Grand Canyon University (2013)

Bachelor of Science Music Education, Bowie State University (2001)

Prince Georges' County Public School System (2001-present)

Music Department Chairperson at DuVal High School (Lanham, MD) since 2015

3 concert bands • 2 string orchestras • percussion ensemble • jazz band • marching band • chamber ensembles

Served on State Music Review Committees for Band and Orchestra (17-21)

Former State Music List Chairperson for Maryland Orchestra Directors' Association (17-21)

Fort Washington Symphonic Winds (founding member 14-15)

Self-Published Composer for Band and Orchestra (7th Letter Music 01-present)

Kappa Kappa Psi National Honorary Band Fraternity, Incorporated (Honorary, HX Spring 2018)

Phi Beta Sigma Fraternity, Incorporated (Spring 1995, ΔM Chapter)

Phi Beta Mu International Bandmasters' Fraternity (AI Chapter, Spring 2023)

DJ and Producer (30+ years)

Husband to Danielle (16 years and going) who also teaches band and orchestra

SITUATIONS



What do YOU think ?

THIS ACTUALLY HAPPENED

SITUATION #1

- ▶ You teach band (50 min. class). Your school releases students to class on a slightly staggered schedule to keep down hall congestion. That results in students arriving gradually over 10 minutes, cutting into class time. Eventually, you start getting all of the students....15 minutes late.

They come in socializing, on their phones, loud and sometimes playful. They take an additional 5-7 min to get instruments assembled, leaving less time for instruction.

- ▶ What percentage of your class time will be productive ?

THIS ACTUALLY HAPPENED

SITUATION #2

- ▶ Your choir currently working in sections to iron out the diction of a particularly difficult section of a song as part of your lesson plan. As part of an effective lesson plan, you have section leaders and this is student led. Mary Sue is off by herself, away from the rest of the alto section, on her phone doom scrolling TikTok and laughing loudly. When asked to put it away, she decides to cause a scene, distracting the rest of the class. She says "nothing is wrong, I just doesn't feel like doing this today", blows a raspberry at you and continues.

An administrator walks in, beckoned by the scene the student just caused.

- ▶ What do you think the admin will say is the 'root' of the issue ?

THIS ACTUALLY HAPPENED

SITUATION #3

- ▶ Your guidance department surprised you with five additional students, none of whom play any instruments. You were told “there was no where else for them to go so you have to take them”. None of them are interested in playing *any* orchestra instruments. You even propose “making it interesting” by adding non-traditional instruments to the ensemble you think they may like. Three of the group feign interest initially, then go back to being disruptive. *Every. Class. Period.* The students who actually play are becoming frustrated. This goes on daily until November, when admin *finally* steps in (after you have documented, called parents, typed in morse code, did a rain dance, tried 5-6 different “interventions”).
- ▶ Now that all of the ‘excuses’ for bad behavior have been covered, what do **you** think the root of the behavioral problems may be ?

THIS ACTUALLY HAPPENED

WHERE WE ARE NOW....



"Bulldozer/Snowplow" Parenting

Mental Health/Psychologically Fragile Students

Electronic Distractions

Increased disrespect toward teachers

Apathy

Defeatism

Anxiety

Defeatism

NCES Press Release
6.6.22

- The following student behaviors were most frequently reported as having increased during the 2021–22 school year (compared to a typical school year before the start of the COVID-19 pandemic) in part due to the COVID-19 pandemic and its lingering effects:
 - Classroom disruptions from student misconduct (56 percent)
 - Acts of disrespect towards teachers and staff (48 percent)
 - Rowdiness outside of the classroom (48 percent)
 - The prohibited use of electronic devices (42 percent)



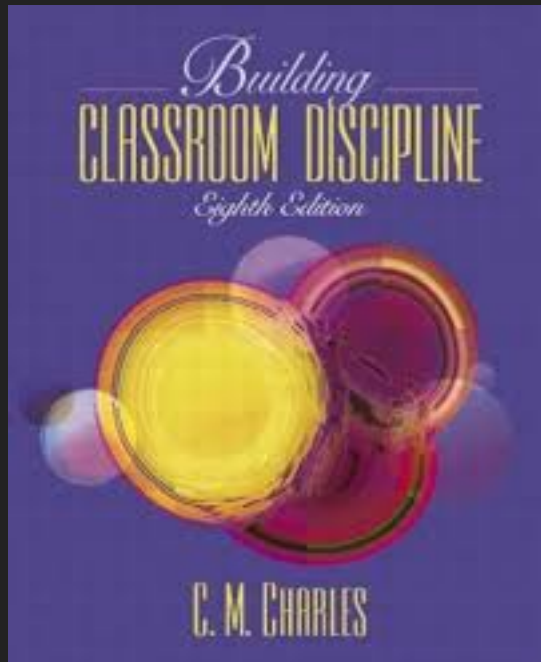
HOW DID WE GET
HERE ?

25 YEARS – THE
SHORT VERSION

WHAT HAPPENED (HOW WE GOT HERE)

LATE 90'S/EARLY 2000'S

- ▶ Egalitarian classroom theories began to emerge
- ▶ C.M. Charles was a big proponent



- ▶ Let students have a hand in making classroom rule and consequences
- ▶ Students need to find your subject matter attractive before they will buy in to learning your content



WHAT HAPPENED (HOW WE GOT HERE)

2005 UNTIL 2013

- ▶ “Every child wants to learn” (we were told)
- ▶ Teachers were told that we needed to create classroom procedures every day for students to follow
- ▶ This would be “**the**” solution to deal with disruptions and misbehaviors



WHAT HAPPENED (HOW WE GOT HERE)

2014 TO 2019

- ▶ **Ageism in education.** Older educators' teaching styles and methods are sometimes called "dinosaur lessons". They were called "boring" and "uncreative".
- ▶ Behavior management could be handled through actively engaging students *every day* so they don't get the chance to think about being disruptive
- ▶ They're disruptive because they don't understand, so we have to find ways to reach them... (true sometimes)



WHAT HAPPENED (HOW WE GOT HERE)

2014 TO 2019 TO PRESENT

- ▶ The heavy rise of Charlotte Danielson and FFT (even from about 2008).
- ▶ “We only visit distinguished, we don’t live there.”
- ▶ “Guide on the side rather than sage on the stage”
- ▶ “Student selected curriculum, student led lessons”
- ▶ But *you* still have to engage them





SURPRISING TRUTH #1 OF 3

SURPRISING TRUTH #1

You can't save everyone. You can't fix everything.



Every student does *not* want to learn. Some are here for breakfast, lunch and *chaos*.

Alfred Pennyworth in *Batman Begins*:

*Because some men aren't looking for anything logical, like money.
They can't be bought, bullied, reasoned, or negotiated with.*



It's not a matter of "don't understand" as much as "don't value/don't care". If it does not bring pleasure and instant dopamine hits, it is low or no priority.

Related: Some parents don't care about learning; only *passing*.

They don't care about well-being; only comfort (and sometimes only THEIR own comfort).

SURPRISING TRUTH #1

You can't save everyone. You can't fix everything.

- ▶ "Engagement and entertainment" has contributed heavily to teacher burn out/frustration
- ▶ No lesson plan, no matter how well-written and planned, can *force* a student to stay engaged.
- ▶ "cause....the bad stuff be more fun" - 7th grader I taught back in 2011



THOUGHTS ?



DEFINITION TIME!

DISCIPLINE VS MANAGEMENT

DEFINITIONS

DISCIPLINE

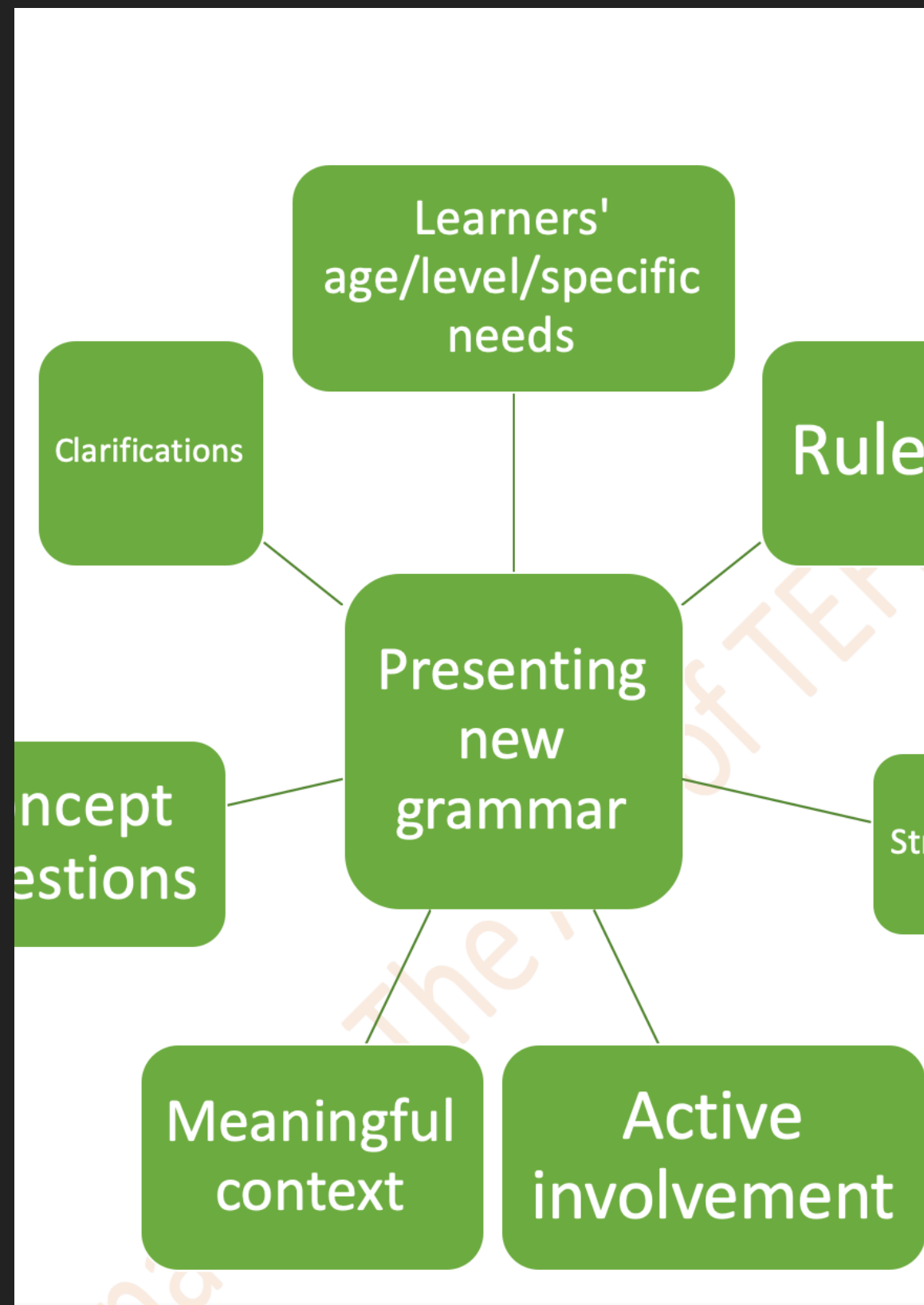
- ▶ Focused on Compliance
- ▶ Has Rules
- ▶ Has Both Penalties and Rewards
- ▶ Used to Control Behavior



DEFINITIONS

MANAGEMENT

- ▶ Focused on How Things Are Done
- ▶ Has Consequences (Positive and Negative)
- ▶ Used To Establish Routine and Predictable Behavior



SURPRISING TRUTH #2

Students need both for their mental stability.
You need both for your mental-emotional stability too.



- ▶ The separation of 'Discipline' and 'Management' is only an illusion hidden behind language
- ▶ All procedures *are* rules...
- ▶ All procedures *are* behaviors
- ▶ Failing grades are as punitive/rewarding as suspensions for disruption or an ice cream party for compliance

SURPRISING TRUTH #2

Students need both for their mental stability.
You need both for your mental-emotional stability too.



- ▶ Direct explicit rules are necessary as deterrents to bad behavior
- ▶ Direct explicit rules set expectations and show students where “the line” is.
- ▶ *Myth: You can’t grade behavior.*
Fact: We ‘grade behavior’ all the time when we grade classwork.
“Doing your classwork” is a behavior, not just a procedure.

SURPRISING TRUTH #2

Students need both for their mental stability.
You need both for your mental-emotional stability too.



- ▶ Rules provide the boundaries inside of which we can learn. Football is played on the field, in-bounds, not in the stands.
- ▶ Rules also train students to expect negative things to happen when rules are broken. This is essential as a *life skill*.
- ▶ Rules are concerned with safety. Students *must* be in a safe environment and have their time respected by other students.

SURPRISING TRUTH #2

Students need both for their mental stability.
You need both for your mental-emotional stability too.



- ▶ Routines provide consistency.
- ▶ Routines provide organization.
- ▶ Routines help to produce an expected behavior.
- ▶ Buy-in to routines and procedures produce personal responsibility
- ▶ Eventually, buy-in spreads to the rest of the learning community

SURPRISING TRUTH #2

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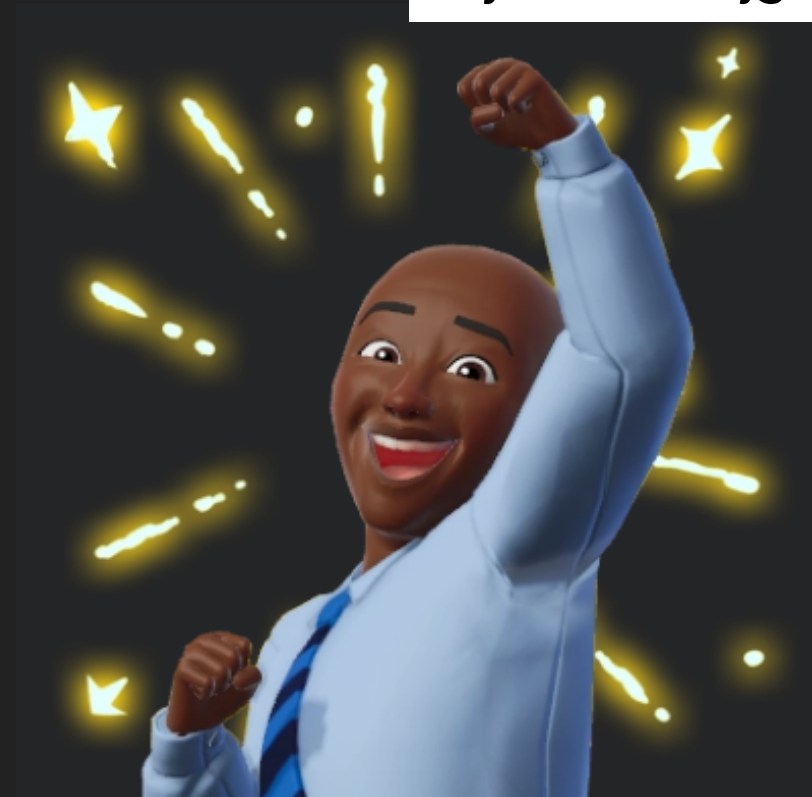


- ▶ Rules and Procedures produce a culture/atmosphere of “normalcy”. There is also a feeling of safety and comfort often missing from other areas of their lives (especially if their home life is chaotic). You *do* want your students to feel a sense of knowing what generally “will” happen each class. Even if they act like it’s boring, it actually feels *safe* to them (why do you think they hang around our classes in the first place ?)

Structure promotes security. Kids know where “the line” is. Structure gives them consistency (which gives them security). Security reduces anxiety. Security builds room for independence. Too many kids have been given “free reign” over their lives without structure and have ended up in a mental health mess that adults have allowed and encouraged to happen.
- Me, 2023

THOUGHTS ?

I know #2 was a lot.....



SURPRISING TRUTH #3

Educational trends come and go. Societies change. Ontological human nature is always the same; therefore, kids are the same ontologically. **New versions of the old solutions still work....**



- ▶ More distractions, same temptations, more access to destructive forces
- ▶ Same tendencies as their predecessors and ancestors, less societal and cultural restraints.

“Our youth now love luxury, they have bad manners, contempt for authority; they show disrespect for elders, and they love to chatter instead of exercise. Children are now tyrants not servants of their household. They no longer rise when elders enter the room. They contradict their parents, chatter before company, gobble up their food and tyrannize their teachers.”

- either Socrates (470-399 BC) or Aristophanes (446-346 BC)

SURPRISING TRUTH #3



Educational trends come and go. Societies change.
Ontological human nature is always the same; therefore,
kids are the same ontologically.

New versions of the old solutions still work....

Examples

Phonics to Whole Language back to Phonics

The 'Old Math' Still Works and in Engineering, The Faster and Simpler Solution is Preferred

ESTABLISHING ROUTINES



CONSIDER THE 'WHY' OF A RULE/PROCEDURE

WHAT ARE WE DOING ?

WHY ARE WE DOING IT ?

WHY DOES IT MATTER ?

CONSIDER THE 'WHY' OF A RULE/PROCEDURE

Answering This For Yourself

WHAT ARE WE DOING ?

THE 'GOAL' OF THIS PROCEDURE

WHY ARE WE DOING IT ?

THIS IS HOW WE WORK TOWARD THE GOAL

WHY DOES IT MATTER ?

THIS IS HOW WE ACHIEVE THE GOAL

CONCEPT OF LESSON PLANNING

Answering This For The Student

WHAT ARE WE DOING ?

THE 'THING' DESIGNED TO MAKE YOU BETTER

WHY ARE WE DOING IT ?

BECAUSE YOU NEED TO IMPROVE IN THIS AREA TO BECOME BETTER

WHY DOES IT MATTER ?

BECAUSE YOU ARE CAPABLE OF BEING BETTER THAN YOU THINK AND DOING MORE THAN YOU REALIZE

CONCEPT OF LESSON PLANNING

Answering This For The Administrator

WHAT ARE WE DOING ?

THE THING NECESSARY TO BUILD A SKILL SET

WHY ARE WE DOING IT ?

TO GROW THE CAPACITY OF THE STUDENTS TO DO OTHER THINGS LATER (SCAFFOLDING)

WHY DOES IT MATTER ?



THIS IS THE WAY WE GROW STUDENTS' CAPACITY AND ABILITIES TOWARD SUCCESS

ROUTINES THAT WORK

Yes, this poster is very "busy".

First five minutes of class expectations

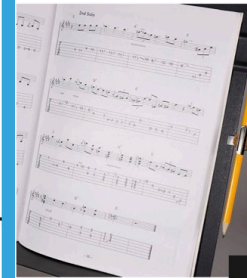
Daily Expectations

Rehearsal Skills That Become Your Daily Grade



IN THE FIRST FIVE MINUTES OF CLASS

- Student Musician in Seat
- Books, Pencil and Music on stand
- Instrument and Student ready to PLAY

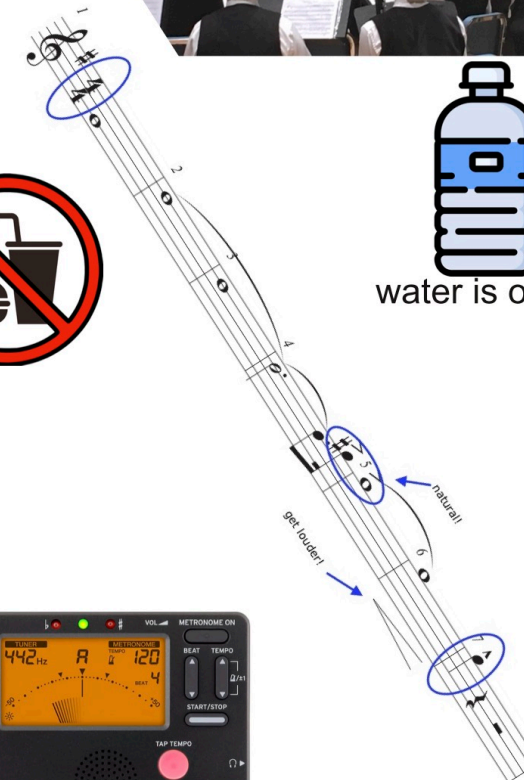


DURING ALL OF CLASS

- Focused on reading the music accurately (notes, rhythmic patterns, dynamics, articulations, expressions/ornaments)
- Listening across the room to different sections
- Listening to your section
- Listening for intonation and adjusting quickly
- Respond to instructions appropriately



water is ok



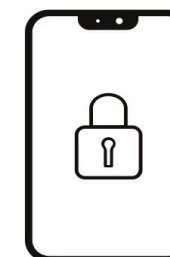
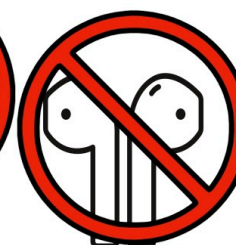
Do not expect your full grade if you are not doing these things
this is your warning for the year



Arrive on time



ID on visible



NO hoodies/earbuds • PUT YOUR PHONE AWAY

ROUTINES THAT WORK

Rehearsal Skills That Become Your Daily Grade

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Student Musician in Seat

Books, Pencil and Music on stand

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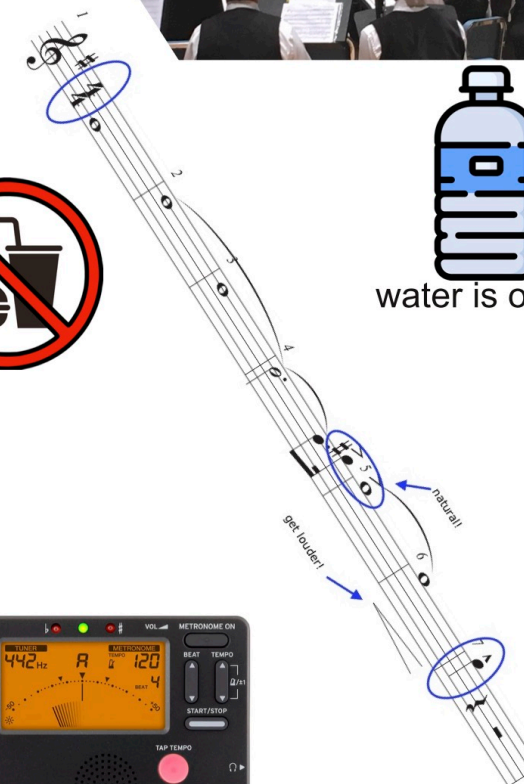
Listening to your section

Listening for intonation and adjusting quickly

Respond to instructions appropriately



water is ok



Do not expect your full grade if you are not doing these things
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Notice of understanding:
Yes, your grade is involved.



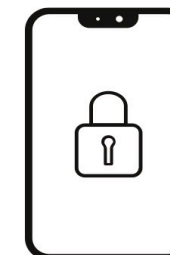
Schoolwide norms



Arrive on time



ID on visible



NO hoodies/earbuds • **PUT YOUR PHONE AWAY**

ROUTINES THAT WORK

LINK IT TO A GRADE

- ▶ Teach what you expect during the first two weeks of class.
- ▶ Use timers to encourage them to 'move faster'
- ▶ At times, explain *why*.
- ▶ At other times, let kids know that they will understand *why* later.

Rehearsal Skills That Become Your Daily Grade



IN THE FIRST FIVE MINUTES OF CLASS

Student Musician in Seat

Books, Pencil and Music on stand

Instrument and Student ready to PLAY

DURING ALL OF CLASS

Focused on reading the music accurately (notes, rhythmic patterns, dynamics, articulations, expressions/ornaments)

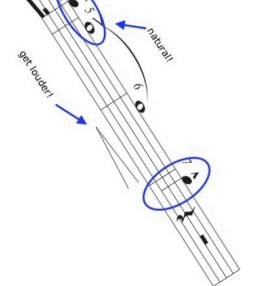
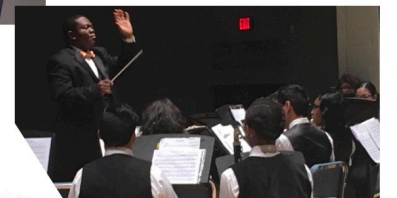
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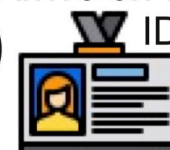
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Respond to instructions appropriately

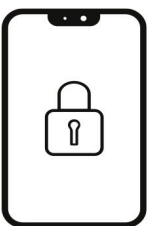
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ROUTINES THAT WORK

ANTICIPATE AND PRE-SOLVE PROBLEMS

- ▶ Think like a 7th grader (or whatever grade level). **Establish routines to do the following:**
 - ▶ Make disruption and off-task behavior uncomfortable and inconvenient (*what would 7th grade me do ? Set up 'barriers' to stop that and redirect to better choices*)
 - ▶ Encourage personal responsible on-task behaviors from the time they enter (no "down time")
 - ▶ Tardy sign-in log (paper OR electronic)
- ▶ Promote and facilitate *some* small victories/instant gratification (gamification works - ask Krystal Williams! - and kids love to compete sometimes)
- ▶ "I know how you got that wrong" (**Think like a 7th grader**)
- ▶ "Here's why you're rushing those notes." (The habit has been trained into you in other classes to hurry through work with less accuracy AND younger players can be impatient)

THE GOALS



- * Get students to buy in to procedures
- * Get students on 'auto pilot' daily in the classroom
- * Create a safe environment for students to learn in
- * Create an environment where students police and mentor other students into following procedures
- * Create an environment where students mentor students into mentoring other students (peer influence will grow....and spread)
- * Minimize behavioral interruptions - because students are too busy 'following procedures'...which ultimately leads to their "good" in your class

LAST THINGS

A FEW OBSERVATIONS

- ▶ It's okay to be the dictator. Your classroom should be a *benign dictatorship*. No student in the class has a music ed degree, nor have they been entrusted (en loco parentis) with the safety and welfare of other children.
- ▶ Be appropriately honest with kids on how they sound and the quality of work they are doing. Some students can take harder criticism, some need it in 'nicer words'. Students need honesty so they can know what is real.
- ▶ Sun Tzu has famously said "address one with finality, scare a thousand." (Nice version) Some class disruptions require this. Others do not. Be wise when pulling the trigger.
- ▶ Calm angry is sometimes more effective than yelling angry. And it keeps your blood pressure down.
- ▶ Don't call parents. E-mail them. E-mails are legal documents and no one can say "that's not what you said".

LAST THINGS

A FEW OBSERVATIONS

- ▶ Loop your admin in on what you're doing as far as procedures. By default, they'll want to support it because it looks good for FFT.
- ▶ Praise the good when your students are on point. A nice 'end of class' summary of the day is good. Be honest. Don't give praise just to make them feel good. If they didn't earn it, don't give it...but encourage them to work at it next class.
- ▶ Teach your expectations every.single.day. Until it becomes a regular routine for the students.
- ▶ Use technology at the start of class (maybe an automated powerpoint with basic warm-up things) so you'll have time to do attendance. It works. E-mail me.

THE ART OF LESSON PLANNING

QUESTIONS ?



Feel free to e-mail me at any
time (questions, comments and
other feedback):

Kerry.Gilliard@pgcps.org

THANK
you



MRS. DANIELLE GILLIARD
MR. LIONEL HARRELL
MR. PAUL HATTON
MR. ANTHONY CONTO
DR. DENICE NABINETT
MR. LAWRENCE FARMER



DISCIPLINE VS BEHAVIOR MANAGEMENT

SESSION EVALUATION



FULL CONF. EVALUATION



Feel free to e-mail me at any time (questions, comments and other feedback):

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