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Abstract: *The primary focus of this study was to determine the effectiveness of the use of ENVoY techniques upon the time on task of hard to manage students. The study of the effects of ENVoY began during the second year of training and implementation of ENVoY management techniques in the classroom of a sixth grade teacher. Data were collected over a period of seven months from observation data collected on a 6th grade case study student, observations from classroom video, evaluations from an ENVoY coach, analysis of disciplinary referrals, academic progress report grades, and a class survey. The results indicate minimal increase of time on task, or academic achievement for the hard to manage student. However, this study suggests there was an increase in overall class productivity and academic achievement, and a significant decrease in disciplinary referrals overall.*

The Impact of ENVoY Upon Time on Task for Hard to Manage Students

Problem

“Scott! Sit down!” We’re ten minutes into class and Scott has left his seat for the third time. Scott scowls and begins to “explain” that he needs to sharpen his pencil. I point without speaking, to his seat. He scowls, turns, and goes back to his seat poking his buddy with his pencil as he passes by. Three minutes later, the students are disbursed in small groups around the classroom. Their job is to read the statement on the chart and brainstorm a list with their group. I gave Scott the role of writer in an attempt to keep him engaged, but I can see him already separating from his group and attempting to catch the eye of a friend in another group. He catches my eye instead and I shake my head and point to his group, indicating that he should return to them. He shouts out, “What? I didn’t do anything!” hesitates, then moves back to the group where his teammates take the unused pen from him and begin filling out the chart. After two or three minutes, the groups rotate to look at the next poster. I notice that Scott has disappeared from his group and is in the process of holding an uncapped marker close to the face of an unsuspecting classmate, waiting for her to “accidentally” turn into it. Exasperated, I send him out of the room.

Supposedly three percent of my students will take 90 percent of my time. I’ve learned from experience that the three percent often times is comprised of those students who are very auditory; they will frequently speak out of turn, often times they have a strong need to explain themselves at inappropriate times, they may argue, or deny culpability even when caught. They are often very kinesthetic; they have an

overpowering urge to move, to get into the personal space of others, or to deconstruct property whether it belongs to them or not. They may be diagnosed with ADHD. Oftentimes these children are below grade level or are very intelligent, but do not perform well in class. They will start out in 6th grade seeming to want to make a change from their elementary performance, then it seems that it just gets too hard and by November, they begin to slip into bad habits. They view themselves as failures or just not good at school and appear to give up trying. They get pushed up to 7th and 8th grades where they become chronic behavior problems for teachers, counselors, and administrators. They are often that top three percent.

I know that building positive caring relationships with kids is essential to effective classroom management. However, with some students, it can be challenging to find opportunities for positive interactions in order to build those relationships. It feels like most of my interactions with them are negative reactions to their off task behavior. Additionally, my repeated negative interactions with these students are seen by their classmates, who in turn treat the off task student with irritation and resentment. That negativity is poisonous to a positive classroom climate and is in opposition to my repeated statement that “everyone on this team can be successful”.

Unfortunately, the benefits of rewards, contracts, peer coaching, and parent or counselor intervention, to name a few, can be expensive, time-consuming, and short-lived. Although I use all of these techniques, I still don't feel that I have successfully dealt with the issues of keeping all kids on task and actively engaged, in a proactive manner. The less time I spend redirecting students on task, the more time, energy, and enthusiasm I will have to give toward teaching and helping students learn.

This past year, I have been using a program of nonverbal classroom management called ENVoY. After one year of training and coaching, I can confidently say that ENVoY has made a significant difference in my classroom. For example, prior to being trained in ENVoY, I may have stopped the class each time I redirected Scott by using his name and a full set of verbal instructions (and maybe a lecture or two!). Since my training in ENVoY, I have learned to use nonverbal signals such as when I pointed to his seat. The nonverbal signal let Scott know what I want him to do without interrupting the other students who were busy working. I have only just begun my training in ENVoY, and the program makes promises that it can help with even the hard to manage student like Scott. As I continue in my training of ENVoY techniques next year, I want to know, **what is the impact of ENVoY upon time on task for hard to manage students?**

I have learned that I cannot control the behavior of the hard to manage student. But, I can influence their behavior and I can control my teacher behaviors. I can (a.) Observe other teachers or video tape myself teaching and then systematically study what is done both verbally and nonverbally when managing these students, (b.) reflect upon and evaluate my teacher behaviors as producing either positive or negative results in student actions; did he/she do what I requested? (c.) observe student behaviors; is the student becoming more self-regulating as time passes? (d.) administer a classroom survey to determine student preferences for management styles, (e.) interview other teachers for their successes with managing these students, (f.) research publications that describe effective teacher behaviors, and (g.) continue to study and implement advanced techniques in ENVoY: Your Personal Guide to Classroom Management and journal its effectiveness. **The purpose of my research is to study both what I do, as well as what**

others do, so I can create a more productive and positive classroom community for all of my students, including those who are hard to manage.

The problems of classroom management are felt at one time or another by all teachers, although the kind of management problems may differ. Regardless, it should be safe to say that most people, teachers and parent alike, can see the benefits of finding solutions to management problems, whatever they may be. In the next section I will describe my classroom, district, and school, our concerns with student achievement and behavior, ways we are currently addressing our problems, and why I chose to research the use of ENVoY as a classroom management tool.

Method

Subjects

The subjects for this study will be my 11 and 12 year-old 6th grade students at Cedar Park Middle School. I teach Language Arts and Social Studies to a team of approximately 60 students in classes of about 30 students each. Because Cedar Park has a pull-out program for English as a Second Language students, I typically do not have students below a profile 3 (moderate support in reading, writing and speaking). Typically, if I have several level three students in my room, I will also have an aid for that period.

Cedar Park is located in north-central Beaverton. The Beaverton School District is the third largest school district in the state of Oregon. In 2007 we had an approximate enrollment of 37,157 students. Of that population 32.2 percent qualify for free or reduced lunch and 33 percent are students of an ethnic minority; Latinos comprising the

greatest percentage of minority students. Our district scores significantly above state averages in testing.

Cedar Park has an active Parent-Teacher Organization that provides thousands of volunteer hours as well as funds to support classroom instruction and numerous after school activities. Recently, our student demographics have begun to change. In the last five years our student mobility rate has increased from 14 to 22 percent, our minority population has increased from 22 to 33 percent, and the number of students who qualify for free and reduced lunch has increased from 21 to 29 percent (Beaverton School District, 2007). Although our school scores above district and state averages in testing, we do not yet make “adequate yearly progress” on all benchmark categories including ELL and Special Education students. Our state school report card, as with almost all of the middle schools in the Beaverton area, has dropped from a grade of “Exceptional” to “Strong”. As a result, we are trying to make changes that will positively impact the academic performance and behavior of our changing student population.

Our staff is already involved in learning about and implementing numerous new programs based on research associated with Turning Points 2000, the National Middle School Association, Robert J. Marzano, Dr. Rick Stiggins and the International Baccalaureate Middle Years Program. ENVoY takes time and persistence on the part of staff and administration to learn how to implement. Will adding ENVoY to our already full schedules, result in significant increases in student achievement and positive behavior?

Additionally, ENVoY training and coaching is initially expensive. As a member of our school site council, I am aware of the increasing drains on our building funds and

the tug of war that is going on about how best to spend the money we have. I have worked on site council for four years to develop the School Improvement Plan. We have made many changes to increase student achievement throughout our building by implementing Positive Behavior Support Systems, reaching out to our Latino parents, providing staff development in integrating reading and writing into the curriculum, mandatory daily SSR, Authentic Assessment strategies by Rick Stiggins, and increased curriculum rigor through the International Baccalaureate Middle Years Program. Our building is actively investigating so much research and implementing so many recommendations for school improvement, that it is easy to feel overwhelmed with regard to where we should focus not only our time, but also our dollars, first.

A comprehensive literature review by Wang, Haertel, and Walberg (1993, as cited by Marzano, 2003) resulted in a compiled list of 228 variables affecting student achievement. Of that research, they found that classroom management had the largest effect. It seems to make sense, that if classroom management has the largest effect on achievement, and Cedar Park is trying to raise student achievement, then as a building, Cedar Park should look at classroom management techniques to see if all that can be done is being done. Could ENVoY help Cedar Park make academic gains with all students through improved classroom management?

In addition to student achievement, Cedar Park continues to struggle with student behavior. PBS is a behavior program that rewards the students who make good choices and recognizes them as role models for other students. It also introduces a layered system of communication and referral for the student who commits offenses. Students who misbehave must have a classroom consequence with the first offense, a team

consequence with parent involvement and contract intervention the second offense, and then finally with the third offense, they are referred to the administrator. Through the use of Positive Behavior Support Systems, we have reduced our number of student behavior referrals. Some teachers would argue, however, that our records give a false indication that student behavior has improved. They believe that PBS has just shifted the burden of dealing with the bad behavior from solely the administrators to the combined efforts of the classroom teacher, team, and administration. In other words, student misbehavior is still unacceptably high, and teachers spend too much time managing students inside, and now outside, of class. Ideally, Cedar Park needs to reduce the overall number of incidents of bad behavior. The result then would be more teacher time spent educating students to help raise achievement and less time dealing with behavior issues.

Our building research has shown that most of our referrals are from repeat offenders; students who are hard to manage and have not been successful in making positive adult connections at school. Often times, these students are also our lowest achievers. ENVoY claims to help teachers learn how to proactively manage a classroom rather than reactively administering discipline to offending students. ENVoY also claims to manage students through a relationship-based approach rather than a power based approach. Could ENVoY help teachers build relationships conducive to managing even the hard to manage student thereby reducing the number of incidents of bad behavior and increasing student time on task?

I have chosen to focus my study of the impact of ENVoY on the hard to manage students in my own classroom as a means of determining whether it results in more time on task and fewer incidents of misbehavior. Since I already have a year of training, I am

ready to start learning how to implement the advanced techniques that address the needs of these students. To try to implement a study in our whole building at this time would be ineffective because most of the staff has not been trained. By doing the study in my own classroom, I can determine if I should recommend that Cedar Park continue to finance the training of the rest of the staff in its techniques. Additionally, since I am considering working as a peer coach and mentor with the program, I want to make sure that it works for our students that are most difficult to manage, as well as the whole class, before I fully commit to becoming further involved with the program.

Data Gathering Instruments

The first instrument I will use will measure my correct implementation of the program and student response to my management interventions. This instrument is the journaling reflection sheets provided with the ENVoY program called Seven Gems Self Forms (See Appendices A-M) . These reflection sheets have the teacher manage the class during a particular situation using an untrained method, record the results, then try the management in a similar situation with a recommended ENVoY technique, and again record the results. The effectiveness of the two management techniques are compared by the teacher and evaluated in terms of student on time on task behavior and preservation of student/teacher relationship. As this is my second year of implementation, I will focus my attention on learning and implementing interventions and techniques that I do not yet habitually use or have not yet used and that claim to encourage on task behavior and/or maintaining positive relationships.

According to Michael Grinder, *Three Before Me*, *Advanced Exit Directions*, *Mini MITS*, and *Overlap* directly address the need to positively structure the learning

environment so that students know specifically what behaviors are expected of them. This will be helpful to all students and specifically the hard to manage student who needs expectations to be clearly defined. The other techniques, OFF/Neutral/On, Influence Approach, Verbal Rapport with Hard to Reach Students, Power to Influence Approach, Positive Reinforcement, and Phantom Hand, will positively manage students while preserving relationship.

The second instrument of measure I will use is an observation record of data from a student who I identify as having difficulty staying on task. At least twice during the first and second trimesters (See Calendar, Appendix N) I will monitor the number of times during a class period that I have to provide redirection for that child. I will also record the type of misbehavior, type of intervention used and student response to that intervention.

The third unit of measure will be a case study consisting of ongoing records of any referrals and disciplinary actions on behalf of the team, other teachers, and administration, the academic progress through trimesters one and two using biweekly progress reports, and any informal meetings or conversations I may have with the case study child.

These instruments are appropriate in answering my research question for several reasons. First, the ENVoY work sheets are part of the training protocol and are designed to assist the classroom teacher to be reflective about his or her current practice as well as ENVoY techniques.

Second, I am interested on a personal level in helping the hard to manage child, like, Scott, the child I previously described, so that my own classroom runs more

smoothly and without interruptions and thereby giving me more time to help students with achievement goals. Additionally, I want to make sure that the management interventions I use preserve my relationship with that student. Therefore, I need to monitor the effectiveness of ENVoY on this group of children specifically. Does ENVoY help reduce the number of discipline incidents in the classroom? Tracking the number of times I redirect a child back on task may reveal the effectiveness of ENVoY techniques. In addition, tracking the number of team communications or referrals written by other teachers who do not use ENVoY and comparing that data with the number of incidents in my classroom may reveal the effects of my use of ENVoY. Does ENVoY help preserve a relationship that promotes academic learning? Tracking a child's academic progress and correlating it with the behavior records and ENVoY journaling may reveal the effects of ENVoY.

Procedure

I am interested in knowing how the use of advanced ENVoY techniques affect the time on task of the hard to manage child. Because I am learning how to use these techniques, I need to make sure that I am implementing them correctly and consistently. Therefore, I will need to collect weekly ongoing data from my journaling reflection sheets provided as part of the ENVoY training. I plan to focus on using one new skill per week, in my own classroom, during the first trimester (See Calendar, Appendix N). I will complete the before and after reflections of student behavior with each new technique. I will also have my ENVoY trainer videotape me using these skills at least one time during first and second trimesters and she will give me corrective feedback regarding my

implementation of those skills. Dates for observations will be made on an ongoing basis with my ENVoY coach and other teachers in the building.

I will choose a student to use as a case study prior to parent-teacher conferences in October. I will begin my Case Study with an observation on October 10th. I will track the number of times my case study student needs redirection in the course of a single class period, the methods I use each time to redirect (influence approach, nonverbal signal, invisible hand, verbal redirection, etc.) and the student's reaction to each intervention. Subsequent case study observation dates are December 5th, February 6th, and March 5th.

These three methods of data collection will be useful because they provide a triangulation of data. The effects of ENVoY on the time on task of the hard to manage student will be measured using three different methods: technique reflection journals, case study records, and observation data, each of which include an opportunity for analysis of the impact of ENVoY on the hard to manage student.

During the study, I will strive to maintain student confidentiality and anonymity. Within the ENVoY journal worksheets, students are identified with only their initials. I will obtain written permission at conference time from the parents of my case study student which will allow a colleague, my ENVoY trainer, or me to collect behavior data during the school year. I will continue to keep copies of biweekly progress reports and all written forms of communication including referrals, for all of my students in a locked file drawer in my classroom. With these precautions, I am confident I will be able to maintain student confidentiality and anonymity.

My commitment to use the instruments provided with the ENVoY program as well as monitoring on task behavior through observation and studying the behavior and academic records of a case study student, should provide me with an indication of the effectiveness of ENVoY as a classroom management tool for the hard to manage student. In the next section I will address questions I have about the effectiveness of using ENVoY in the classroom. These questions include:

- What research has already been done to support the use of ENVoY as a classroom management tool?
- What research has been done to support the use of nonverbal management as a tool to enhance student/teacher relationships?
- What does research say about which method of classroom management children prefer?
- What does Robert Marzano, a name recognized through out our district, have to say about classroom management?
- What research has been done to determine the usefulness of nonverbal communication in raising student academic achievement?

Literature Review

I was first introduced to ENVoY in a staff meeting at our school in spring of 2006. I immediately tried out a couple of the suggestions and they worked! Subsequently, I signed on for a yearlong coaching program for ENVoY. This classroom management program was developed by Michael Grinder. It includes over 31 nonverbal strategies for managing student behavior, each one associated with one of the four parts

of a lesson: getting their attention, teaching, transition to seatwork, and seatwork. I have just completed my first year of using ENVoY classroom management techniques.

During this time, I have seen its general effectiveness with classroom management in many ways. For one, it has made me more organized as a teacher, which has helped my students become learners that are more independent. For example, posting written exit directions before I release the students to seatwork forces me to think ahead the logistics of who will get the books or art supplies, where they should put their completed work, and what the students should do if they finish early. I am no longer the students' only source of information should they miss my verbal instructions. If they ask a question I have already answered like, "What page are we supposed to do?" I simply point to the posted exit directions for them to read. The result is three-fold. I spend less time managing students, more time teaching and assisting student who need academic instruction, and my students are empowered to figure out many questions on their own.

While I see a significant positive improvement in overall classroom management having implemented the beginning phases of ENVoY, I have not yet seen significantly improved behavior or increased academic gains with some specific hard to manage students like the ADHD child. However, to the credit of the program, I have not yet implemented the advance techniques that ENVoY claims will help manage and build relationships with those children, ultimately resulting in more time on task. **The purpose of my research is to study both what I do, as well as what others do, so I can create a more productive and positive classroom community for all of my students, including those who are hard to manage. How will advanced ENVoY techniques affect student time on task with the hard to manage student?**

Literature

The findings of Edwards, Green, Lyons, Rogers, and Swords (1998) were the result of research conducted over a period of three years and funded by a \$1.01 million grant from the United States Department of Education for Innovation in Education, Office of Educational Research and Improvement. The purpose of the study was to support teachers in their implementation of Standards-Based Education. Teachers from a large school district in a western state were sorted into two groups, each with similar teacher characteristics. Both groups received training in Standards-Based Education. The test group of teachers received additional training in Cognitive Coaching (Costa & Garmston, 1994; 2002 as cited by Edwards, 1998) and used the format to give feedback to one another each month. During year two of the study, the test group teachers also received training in Nonverbal Classroom Management, also known as ENVoY (Grinder, 1996 as cited by Edwards, 1998). Thirty-six coaches were also trained to give feedback on classroom management skills.

The measures for teacher efficacy used were the Teacher Efficacy Scale, (Gibson & Dembo, 1984 as cited in Edwards, 1998) and The School Culture Survey (Saphier & King, 1985, as cited in Edwards, 1998). Three types of efficacy were measured including Teaching Efficacy, Personal Teaching Efficacy, and Outcome Efficacy. Measurement instruments were administered before training began, and again ten months after the start of training, and finally repeated again 29 months after the initial training. Gain scores were calculated by subtracting the year 1 scores from year 3 scores.

The results indicated that the test group grew significantly in teacher efficacy between years one and two and between years one and three. However, Nonverbal

Management was introduced during year two. Researchers attributed gains in teacher efficacy more attributable to Cognitive Coaching than to Nonverbal Classroom Management. Edwards cites the study's "quasi-experimental nature" as a limitation. Getting all teachers to use a particular process and stay focused in an unstructured setting for three years is difficult, and significant, lasting change takes time and continual, ongoing training.

Edwards suggested that, even though Nonverbal Classroom Management did not appear to affect the two instruments of measurement in this study, it did seem to have a positive effect on teachers and perhaps would have an effect on other kinds of instruments of measure. "Garfield's findings (Garfield, 1998) that Nonverbal Classroom Management impacted student time on task, transition time and number of referrals of students to the office for disciplinary measures seem to indicate that this intervention may affect student behaviors more than teacher self-reports." (Edwards, 1998).

I chose this article for my study because it is the only researched based study on ENVoY that I was able to find. Although the finding for ENVoY's affect on teacher efficacy were not significant, the researchers did not entirely rule out its effectiveness and in fact indicated that there was reason for further research, especially with regard to student behavior, which is the focus of my study.

Why *nonverbal* classroom management? In ENVoY Your Personal Guide to Classroom Management, Grinder (2005) states "Only if we stop executing from power and start building relationships based on influence can we begin to understand this type of student and find ways to have the pupil both behave and learn. ENVoY is based on influence. It preserves respectful relationships. Before the students care what you know,

they need to know that you care.” (Grinder, 2005) Wubbels, Brekelmans, den Brok, Veldman, & van Tartwijk (2006) state that “nonverbal behaviors when having a central position in class are helpful in creating these positive relationships.” (p.28)

Many schools in The Netherlands were being faced with a growing diversity in school classrooms. The purpose of the study conducted by Wubbels, et al. (2006) was to determine the interpersonal competence that teachers needed in Dutch classrooms. The research was conducted with an exploratory study in two schools of teachers’ experience of culturally diverse classrooms and a case study of one expert teacher. Their results indicated that the expert teacher seemed to be aware of special needs of students and applied specific teaching strategies to help the diverse students and create a positive classroom atmosphere. They further suggested that many of the strategies could be used successfully in a less diverse classroom.

One section of the study focused on the finding of 25 years of Dutch research on interpersonal relationships between teachers and students in secondary schools. They specifically focused on the role of the teacher using classroom management to create effective learning environments.

For the study, the authors viewed teaching a lesson from different perspectives. As illustration, one lecture on the topic of Lincoln’s paper on the Constitution could have multiple perspectives. For example: (a) A content perspective, what is being taught? (b) an activities perspective, what are the students doing? (c) an interpersonal perspective; does the teacher really care about their problems and needs in learning the material? Or, (d) a classroom management perspective; how was a productive working environment created? The perspectives can be differentiated from one another or they can overlap.

Researchers suggest that there is an overlap between some of the perspectives, especially between the interpersonal and classroom management perspectives—one influences the other.

In their explanation for how interpersonal skills overlap with classroom management, the authors begin by defining communication. They go on to describe a systems approach of viewing communication in which every form of communication has a content and a relation aspect. (Watzlawick et al., 1967, as cited by Wubbels, et al., 2006) “The content conveys information or description; the relational aspect carries instructions about how to interpret the content.” (p.5) The idea is that the teacher can send one message, for example, “can I help you?” If delivered with a smile, the student could interpret it as a real offer of help. If delivered with a frown, the student could interpret the question as a statement that he/she was unworthy of real help. The communication further spirals upward or downward. The student, thinking the teacher means the insincere offer of help, replies disrespectfully. The surprised teacher, confronts the student. How to stop the cycle?

Assuming it is the teacher’s responsibility to understand the student’s perceptions of the teacher’s interpersonal skills and management, researchers developed and administered a 5-point Likert scale questionnaire called the Questionnaire on Teacher Interaction (QTI). It was originally developed in the Netherlands, and later, in 1988, an American version was developed. (Wubbels & Levy, 1991, as cited by Wubbels, et al., 2006) The test was administered to students to map interpersonal teacher behaviors on qualities such as leadership, friendliness, freedom, and strictness. They then had the teachers complete the Likert scale as they perceived themselves in actuality and as they

would like to be. The scale was tested for reliability in several countries across the world and was found to be satisfactorily reliable. In the first study, data were collected from 41 teachers and their students. In the second longitudinal study, (Sommers, et al., 1997 as cited by Wubbels) 197 teachers and their students were tested, and a third cross-sectional study (Brekelmans, et al., 2002 as cited by Wubbels) data have been gathered from 573 and more than 25,000 students throughout the Netherlands. If used, it is suggested that the questionnaire be administered to at least 10 students in a class and at least two classes (Brekelmans, 1989, as cited by Wubbels). With the data collected, researchers classified the results into eight different categories based on management style and interpersonal skills; each of which are described in the study on a continuum of perceived teacher dominance and cooperativeness.

An interesting finding was that while teachers remained constant in their management and interpersonal styles during any one particular year, their styles changed as they gained experience and continued to change as they neared retirement. Teachers earlier in their careers tended to emphasize building relationships with students (cooperative behavior) and did not exert enough dominance to control student behavior. As teachers aged, student perceived their teachers to be more concerned with getting work done (dominance behaviors), than in building relationships with their students (cooperative behaviors) which also caused student behavior problems. According to Wubbels, et al, (2006) the key to successful classroom relationships and management from the research, is for teachers to be able to give students responsibility for the decision making of their own work (cooperative), while at the same time maintaining a level of

dominance with the student. I found this to be similar to the information cited by Chiu & Tully (1997) in their study of student preference of management styles.

Van Tartwijk (1993 as cited by Wubbels, et al. 2006) studied the contributions of nonverbal communication on students' perceptions of relationship. He studied five aspects of nonverbal behavior including: (a) Space used by the teacher in the classroom, (b) body movements of arms, legs, trunk, head, etc., (c) various facial expressions, (d) visual behavior such as length of eye contact, and (e) all of the non content parts of voice. He selected 1,000 eight-second videotape segments of 53 teachers conducting lessons to show to raters. Raters estimated the students' perceptions of the teachers' influence. Research found there were some big differences between the nonverbal behaviors of experienced teachers versus inexperienced teachers. Experienced teacher exhibited the behaviors of visual contact, "with-it-ness" (described as an ability to be tuned in to what is going on in the classroom while teaching), and overlap more than twice as often as inexperienced teachers during direct, whole class instruction.

Researchers in this study (Brekelmans, 1989, as cited by Wubbels, 2006) also found that perceptions of teacher influence were also related to student achievement on a physics test; the higher the perceived influence, the high the test score. Brekelmans, however, did not find a relationship between interpersonal relationships and report card grades.

There were two purposes for the 1997 study by Chiu and Tully. The first purpose, was to examine student's preferences of discipline approaches. The second was to determine if any relationships exist between discipline preferences and student's gender, academic achievement, and grade level. Subjects included 368 male and 344

female students in grades four, five and six from eight Midwestern school districts. Student's preference of discipline approach was measured using a 12-item questionnaire, the Beliefs on Discipline Inventory for Children, which measured preferences for three different management approaches including: Confronting-Contracting approach, Rule/Reward-Punishment approach, and Relationship-Listening approach. This questionnaire was modeled on the Beliefs on Discipline Inventory described by Wolfgang and Glickman (1986, as cited by Chiu & Tully, 1997) Each of the 12 questions was followed by a choice of two statements from which to choose. The questionnaire was scored with one point assigned to a particular approach whenever a statement representing that approach was chosen by the student. The higher the number of points assigned to a particular approach, the more that approach is preferred.

Results showed that 62% of subjects preferred the Confronting-Contracting Approach, while 20% preferred the Rules/Reward-Punishment approach, 15% preferred the Relationship-Listening approach and 3% showed no preference.

For academic achievement, results showed that more high achievers than low achievers preferred the Confronting-Contracting approach, while more low achievers than high achievers preferred the Rules/Reward-Punishment approach.

There were also significant differences for preference of discipline approach among grade levels. Proportionally more fourth graders preferred the Rules-Reward-Punishment approach, than did fifth or sixth graders.

The research did not indicate a significant preference for discipline approach between males and females.

I chose this article to include in my research because I was interested in finding out what research reveals about student preferences for classroom management styles. According to Michael Grinder (2005), “One of the main purposes of ENVoY is to switch our profession from one of Power Management to Management of Influence” (p.2). Having come from a generation of teachers who used Assertive Discipline by Lee Canter, a method of discipline that is very teacher centered and that I found to be difficult to maintain, I wondered which style students preferred.

According to Esther Tan (2002) Wolfgang describes his three approaches as being on a power continuum with the Relationship-Listening approach giving teachers the least power and students the most autonomy, and Rules/Rewards-Punishment giving the teacher the most power and students the least autonomy. The Confronting-Contracting approach would sit in the middle of this continuum. The Confronting-Contracting approach places power in the hands of the student in terms of deciding how he or she will change. “This approach to discipline offers students a unique opportunity to explore and express their ideas and feelings in a non-evaluative, non-threatening environment, reflect on their own behaviour and make choices whether or not to change their behavior and how to do so. The idea is to empower individuals to own and manage their problems.” (Tan, 2002) This statement reminds me of my experience with Exit Directions that I described in the introduction. I provide the written Exit Directions as a means of allowing children to work through the steps of a process at their own pace and without being tethered to me for information they may need along the way. If they get off task, I just point to the exit directions and the exit directions remind the student of what he or she should be doing. In contrast, if I verbally reprimand the student for being

off task, and tell them what they should be doing, I am operating from a position of power that leaves the student little autonomy except to decide whether he or she will follow my specific verbal instructions at that precise moment.

I thought it was interesting that according to this research article, children prefer the Confronting-Contrasting approach because, in my opinion, ENVoY is more like this approach of discipline than either Relationship-Listening or Rules/reward-Punishment approach. I did note, however, that more low achieving students than high performing preferred the Rule/Reward-Punishment approach, which is a more teacher-centered power approach. I think this is important to note because many of my students who are hard to manage are also poor students and may prefer a more teacher-centered approach for discipline. This preference could possibly have an influence on the affects of ENVoY upon time on task. ENVoY does utilize some power techniques to get the attention of the hard to manage student. I have included these in my list of techniques to learn.

As I was beginning this research on classroom management, my building principal was deciding whether to continue with the training of ENVoY among our staff next year. The program is expensive, and only a small portion of our staff participated in the first year of training. Robert J. Marzano's research in effective schools is all over the Beaverton School District. Our principal, like many principals throughout the district purchased his book, Classroom Instruction that works, Research Based Strategies for Increasing Student Achievement for our entire staff. We have been using staff development time to learn how to implement the techniques that Marzano reports have the greatest impact on student achievement. Marzano has high credibility and name recognition in our school and district. As such, I was interested in what research he has

found on student achievement to see if it supported our continued training of staff in ENVOY Classroom Management.

Marzano, Marzano, and Pickering (2003) were interested in determining exactly which strategies, used by teachers, result in the greatest effect on student achievement. Marzano collected his research finding through the process of meta-analysis. He explains that he examined over 100 reports on effective schools from the last 35 years, and then combined the results of those studies to obtain quantitative data. By doing so, he was able to separate the qualities of effective teachers from that of effective schools. The reason why this was important was that within an individual classroom in any given school there are innumerable variations to the setting, students, and teacher that can all affect outcomes in any one experiment or observation. By combining all of the research, and synthesizing the results, he was able to isolate those elements of teacher effectiveness that had the greatest effect on student achievement.

All of Marzano's research compilations support the findings of a comprehensive study by Wang, Haertel, & Walberg (1993, as cited by Marzano, Marzano, & Pickering 2003) "that classroom management was rated *first* in terms of its impact on student achievement." (Marzano, et al., 2003). Chapter one from Marzano's book, Classroom Management That Works, Research Based Strategies for Every Teacher, provided strong support that teacher training in classroom management is not just helpful, but effective in increasing student performance. Marzano's findings reveal that a student in a "most effective school" with "most effective teachers" will score 46 percentile points higher than a student in an "average school" with an "average teacher"! Furthermore, even a *single teacher* can make a difference. A student in the "least effective school" with a

“most effective teacher” will score 13 percentile points higher than the student from the “average school” with the “average teacher”. Meta analysis of data further showed that, “teachers who had high-quality relationships with their students had 31 percent fewer discipline problems, rule violations, and related problems over a year’s time than did teacher who did not have high quality relationships with their students.” (Marzano & Marzano, p. 1, 2003) And, the most effective student/teacher relationships “are characterized by specific teacher behaviors: exhibiting appropriate levels of dominance; exhibiting appropriate levels of cooperation; and being aware of high-needs students.” (Marzano & Marzano, p. 1, 2003) Much of these findings support the work already previously cited by Chui and Wubbels and further supports the assertions that ENVoY makes regarding classroom management being enhanced by effective teacher/student relationships.

Additionally, Emmer Sanford, Clements, and Martin (1982 as cited by Marzano, Marzano, & Pickering, 2003) “found that teachers’ skills at classroom management could be significantly improved even by the simple intervention of providing them with a manual and two half-day workshops.” (Marzano, et al., p. 11, 2003) This research supports our current efforts with school improvement. It shows that having teachers who have strong management skills helps students and that time spent in staff development is well spent. At this time, my principal is going to continue with the ENVoY training scheduled for next year.

Other significant research cited by Marzano include a study done in 1970 by Jacob Kounin (1970, as cited by Marzano, Marzano & Pickering, 2003) in which Kounin identifies five critical dimensions of classroom management two of which are,

“smoothness and momentum during lesson presentations” and “letting students know what behavior is expected of them at any given point in time.” (Marzano, et al., 2003) Both of these dimensions are a key focus of the ENVoY program and are taught as specific management skills like “Overlap” and “Raise Your Hand vs. Speak Out”. (Grinder, 2005).

The classroom Strategy Study conducted by Jere Brophy (1996, as cited by Marzano, Marzano, & Pickering, 2003) revealed among other things that “effective classroom managers tended to employ different types of strategies with different types of students, whereas, ineffective managers tended to use the same strategies regardless of the type of student or the situation.” (Marzano, et al., p. 6, 2003) This research further supports the idea that the hard to manage student may need different management strategies than are used with the good student. Learning the advanced ENVoY techniques, directed toward the hard to manage student will be important before I can determine the effectiveness of ENVoY. I thought this information also supported the study I read that was conducted by Chiu and Tully (1997) which showed that poor students tended to favor a more teacher directed discipline style more often than good students.

A study was conducted by Roth (2001), for the purpose of reviewing literature in anthropology, linguistics, psychology, and education about the use and importance of gesture, and to analyze the use of gestures in learning and teaching. In his study, he defines gesture, provides numerous classifications of gestures, examines two different theories or models of gesture production, cites the work conducted at the University of Chicago by Susan-Goldin-Meadow (1991, as cited by Roth, 2000) on the development of

the use of gestures in children, and reviews various studies conducted on the use of gesture in science classrooms. In summary, Roth describes three main results from this research: (a) gestures allow students to construct complex explanations by reducing the cognitive load, (b) provide a medium on which the development of scientific discourse can piggyback, and, (3) “glues” layers of ideas together to make abstract concepts.

The use of gesture plays an important role in nonverbal classroom management. Michael Grinder (2005) states that “nonverbal signals for academic purposes are also most welcome and efficient. Our contention is that when non-verbal signals are used during our academic preparation (e.g., a hand gesture to indicate we are referring to the top number of a fraction), these non-verbal messages are preventative management techniques.” (p.79) Grinder explains that using gestures combined with nonverbal management requires children to look at the source of information in order to receive the message. Conversely, when the lesson is totally auditory, the student can follow the message without looking at the source. For example, I found this to be true when giving exit directs. If I place the exit directions on the board, then explain them verbally as I make eye contact with the students, they either listen while making eye contact with me (they don’t look at the board) or, they listen as they go about getting the materials they are going to need for the next step in the directions. The problem with this is that when I release them to work, they will habitually come back to me for directions on what they need to do next because I was the original auditory (my voice) or visual (my eye contact) source of that information. They do not have the visual memory that the information is also available to them on the board. As a result, I must either repeat the directions ten times or point out the availability of directions on the board ten times.

Also, contrary to their own beliefs, students are terrible at multitasking in the classroom. Digging a book or pencil out of their backpack as they “listen” to my instructions results in them asking me to repeat my instructions again, once they have located their book. It saves an incredible amount of time (and patience on my part) if I point with my finger at the board and say, “You will answer this problem on this page when you are finished.” Because I didn’t supply them with the auditory problem and page, students were forced to look at the board to find out which problem and page I was referring to. By actually looking at the board, they then have a visual memory for the source of information that they will need to use later (when they finally find their pencil).

Finally, Roth (2001) found that gestures provide second-language learners with support during transitional stages of language competencies (Gullberg, 1997 as cited by Roth, 2001). I have also found this to be true. When I want my students to put their pencils down, I hold up a pencil and actually place it down on my overhead. For those students who did not get the auditory message, “Put your pencils down,” they get the further modeling of “Put your pencils down,” by the gesture that I modeled. I have found that this movement and modeling helps not only my visual and kinesthetic learners, but also my English language learners.

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Results

Seven Gems Self Forms

Data collected from the first instrument of measure, Seven Gems Self Forms, include narrative comparisons of untrained classroom methods of management with recommended non-verbal methods of management. Using these forms, the teacher manages the class using untrained methods, then manages the class with recommended non-verbal methods, then compares the results or the actions of the students between the two methods. **The purpose of this was to allow me to study student reactions to what I do, so I could use management techniques that would best enhance student performance and promote a positive classroom climate.**

At first, I tried to set up consecutive lessons to use both untrained and recommended techniques so that I could compare their results. However, many of the techniques took several tries before I used them correctly. I often didn't realize why the techniques weren't working, and trying to remember what occurred while teaching so I that I could fill out the Self Forms became cumbersome. Since my purpose was to study my teacher behaviors as well as student reactions, the solution was to videotape myself as I taught, or to have a coach in nonverbal management observe and give me feedback. I found when the nonverbal technique didn't work, in almost every instance, it was because I didn't implement the technique correctly. When I did finally use the management techniques correctly, I noticed immediate, positive results. It seemed unfair to the students and a drain on my energy to intentionally practice untrained management methods just to watch their ineffectiveness! I have used the data collected from ten separate dates of videos, ranging in length of 15 to 45 minutes and nine coaching observations. The data from the coaching observations were

collected in narrative form and indicate teacher behaviors as well as some student behaviors.

The data suggest that my use of nonverbal management in my classroom resulted in:

1. Increased independent access to information when students needed it.
2. Preservation of a positive, productive classroom climate.
3. Fewer management disruptions to the whole class.
4. Shorter, more efficient transitions.
5. Fewer students off task and for shorter time periods.
6. Increased positive rapport with hard to manage students
7. Increased teacher efficacy.
8. Increased teacher preparedness.

Observation Record of Case Study Student

The second instrument of measure was an observation record of data from a student who I identified as having difficulty staying on task. **The purpose of the observation record was to see if use of nonverbal management increased the time on task for hard to manage students.** My case study student, C. S., is friendly and popular with other students, his grades are acceptable thanks in large part to assistance from his mother, but his frequent off task behavior was distracting to other students and to me. Using running record, I collected data on the number of times, and manner in which I managed him on two dates.

The results are as shown in Table 1:

Table 1
Analysis of Management Interventions by Number and Type

Date	Name Only and/or Nonverbal	Private Verbal	Managed by Peer	Public Verbal
02/19/08	8	3	5	2
03/04/08	11	1	2	2
Total	19	4	7	4

Note. Types of intervention are arranged from least intrusive to most intrusive.

Overall, I was able to keep C. S. in the classroom for 95 minutes with only four disruptions to the whole class. Had I managed him verbally, I would have disrupted the class 34 times or, more likely, I would have removed him from the room and he would have been managed by the secretaries in our front office. By contrast, I individually managed three other students on the March 4th observation date, once each, and one student was managed twice. Each of these students was managed with name and nonverbal or nonverbal only.

The data revealed that nonverbal techniques didn't significantly increase C. S.'s time on task, but it did reduce the number of disruptions to the rest of the class as I managed him. This resulted in the whole *class* having more time on task. It also allowed me to circumvent many inappropriate behaviors or interrupt behaviors before they escalated thereby allowing him to remain in my classroom rather than in the hallway or sitting in an administrator's office. Furthermore, I managed to maintain a positive rapport with him, as evidence by his smile, and enthusiasm to check in with me each day and talk about the Portland Trail Blazers.

The data revealed that some management techniques were more useful than others in dealing with C. S.'s problem behaviors. Some techniques were so effective with the rest of the class that I had more time to work with C. S. I learned and implemented eight of the nine new nonverbal skills originally set out. I chose not to implement the nonverbal skill, Phantom Hand, because it involved physically touching a student on the back.

Three Before Me. This skill requires the teacher to use a hand signal with students to indicate that they have checked three alternate sources for information before going to the teacher. I did not have the opportunity to use this particular skill with this student. For the most part, C. S. only asked questions when he was being redirected, and most of those questions could be ignored because they were irrelevant or could be answered nonverbally by

pointing to the exit directions. I did use this skill with other students in my class and it was effective in reducing the number of students waiting unproductively to speak with me during seatwork.

Advanced Exit Directions. A process of using numbered exit directions to re-engage a student. When a student is off task, the teacher nonverbally, from anywhere in the room, redirects a student by indicating with fingers, which numbered direction the student should be doing. This skill was helpful with this student because in every observation he needed frequent reminders to go back on task and when to transition. Using this skill, I didn't need to be beside him in order to quietly redirect him; it reduced the number of verbal interruptions, and helped maintain the productive atmosphere in the classroom.

Mini MITS. The most important twenty seconds (MITS) occurs after the teacher transitions students to seatwork, the teacher stands frozen in the front of the class and watches students to make sure they go on task immediately. This works every single time. Mini MITS, takes that idea and applies it to the period of time when students are actually doing seatwork and the teacher is wandering through the room helping individual students. About every three to five minutes, the teacher stops and does a mini MITS wherever he/she is standing and looks around the room for students who are about to go off task or to reassess how students are doing on the assignment. This mini MITS worked with C. S. because I took time to visually check in with him, giving him positive reinforcement if he was on task, or redirecting him before he became too off task for nonverbal redirection.

Overlap. This skill requires that before finishing one activity the teacher announces the next activity, have students get ready for it, then resume and finish the previous activity. The idea is that students are then prepared to seamlessly go from one activity to the next with

minimal transition time. This works great for the class as a whole, but not especially well with this student. If he finished one activity, in every instance he needed individual redirection from myself or another student to begin the next activity whether or not overlap and exit direction were used.

OFF/Neutral/ON. The teacher stands beside the student who is off task, when the student has been back on task for at least two breaths, the teacher slowly leaves from behind so that student does not notice and continues to work. Although this technique did work well with most of my students, it only marginally worked with C. S. At times, C. S. was so in-tuned to everything I did and everywhere I went in the room, that I was a constant distraction to him. Within seconds after leaving him, he would sit up and begin looking for me or try to re-engage the student next to him. In addition, he would constantly try to engage me verbally as I waited for him to go on task. It was a battle to remain nonverbal with him.

Influence Approach. This skill is the ability to nonverbally influence a student's behavior from a distance. The further away the teacher is, the more the student tends to believe that he is on task because of himself instead of the teacher's presence. This technique worked very well with C. S. as well as the other students in my classroom. I often stood on one side of room, looked at C. S. on the opposite side, catch his attention, then immediately point and look at his work on the table, hold the position, and in almost every case he went back to work. If he didn't go back to work, he would raise his hand for a question. I would then use advanced exit directions, or approach him and answer his question.

Power to Influence Approach. In this variation of Influence Approach, the teacher uses a loud voice and eye contact to get the student's attention. The teacher may also need to touch the student's shoulder or elbow. As soon as the teacher has the student's attention, the

teacher then turns into position for Influence Approach beside the student, with teacher eyes on student work or some other object, instead of the student's face. Because C. S. was so frequently off task, I felt that I needed to use Power to Influence Approach at times to get him to really understand what behavior I wanted. On one occasion, I used this technique to pull him out of the classroom. We were both breathing high as I told him that his behavior was unacceptable. C. S. broke eye contact with me almost immediately and apologized. I turned to the influence position next to him, breathing low, and together we planned a time to meet to talk about the problem. When he returned to the classroom, he was much more cooperative the rest of the period and seemed to want to make up for bad behavior by calling me over to show me work he had started. I had preserved relationship with him.

Positive Reinforcement One-On-One. This technique has the teacher reinforce nonverbally a student's on-task behavior while the student is still on task, but starting to fade from concentration. The time frame made this technique difficult to use with C. S. in seatwork if I also had to help other students. If C. S. went off task approximately every two to three minutes, I needed to provide positive reinforcement every one and a half to two and a half minutes. This was really hard to do if I was also helping another student. Furthermore, in seatwork, as soon as I made any eye contact, even positive contact, with C. S., he went off task by trying to tell me about the work he was doing or he would suddenly have an inappropriate question. It was more successful in teaching mode. I had him seated next to my teaching spot and could more easily give positive reinforcement with eye contact, a smile, nod, or thumbs up, etc. while he listened.

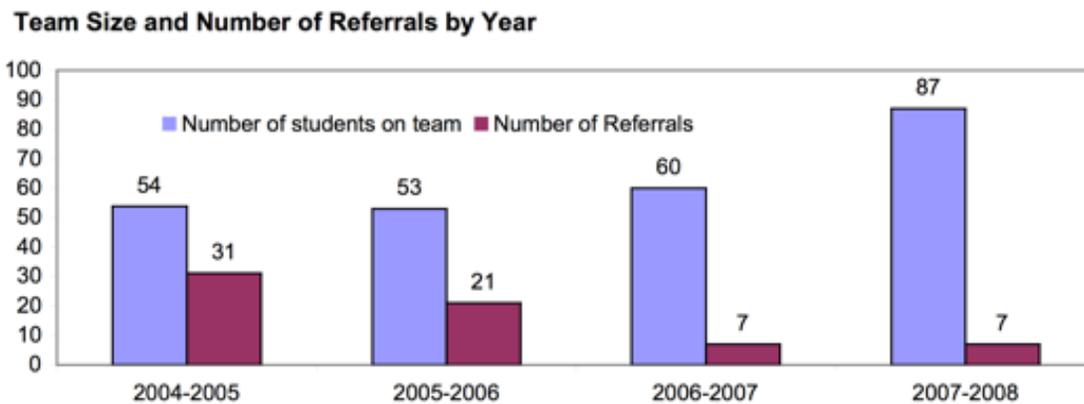
In addition to these new skills, I also found that the following skills that I had previously learned were very helpful when working with C. S.

Freeze body. When giving directions, the teacher stops and freezes body. When students see that the teacher is not moving, the students focus on the verbal message. This technique was helpful with C. S. to the extent that he would stop what he was doing while I gave directions; occasionally, I would need to use his name with the non-verbal frozen body.

Raise Your Hand versus Speak Out. C. S. responded to the visual reminder to raise his hand. Occasionally, I would need to point to my raised hand and look at my own hand to get him to comply, but it worked every time I used it. When he was talking out of turn to another student in the class, the frozen raised hand gesture needed to be accompanied by using his name verbally to first get his attention

The third unit of measure for my study is data collected from disciplinary referrals. **The results indicate that the use of nonverbal management has resulted in a reduction of disciplinary referrals.** A total of seven administrative disciplinary referrals have been written against students on my team this year. This represents a significant drop from a high of 31 referrals written during the 2004-2005 school year. The number of students on team, and the total number of referrals written for each class during the past four years are shown in Figure 1.

Figure 1

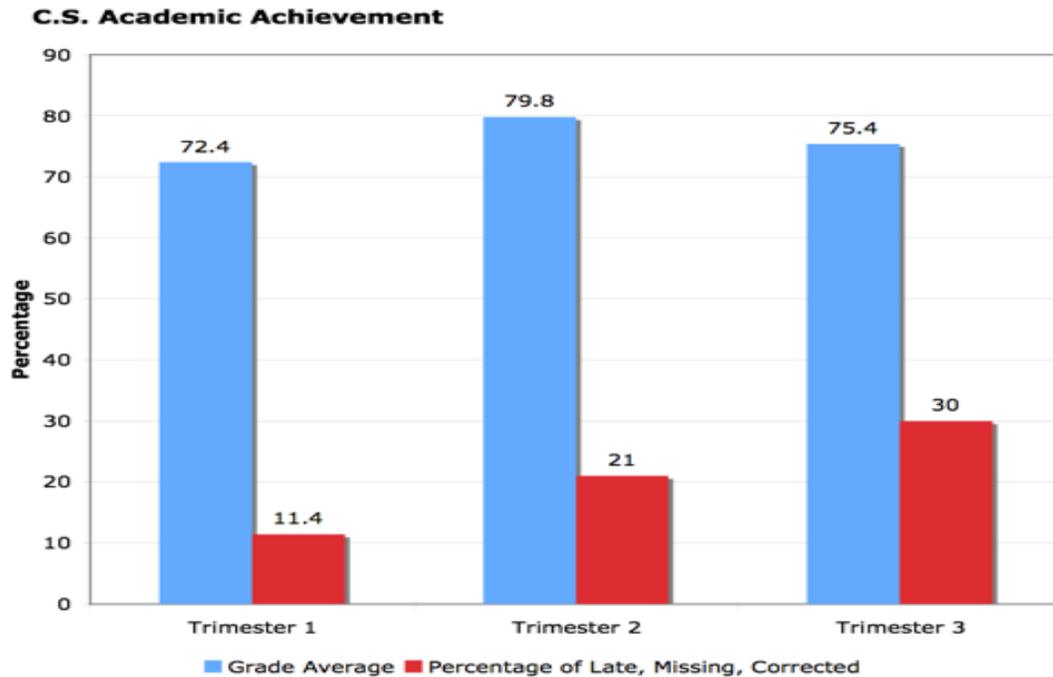


It is especially significant because in addition to a decrease in the number of referrals, there was an increase in the number of students on team for whom the referrals could be written. C. S. has not received any of the seven referrals written for the 87 students on my team. Administrators wrote the majority of referrals for behavior offenses outside of the classroom.

While my teaching partner and I have not written any referrals on C. S., I have had numerous conferences with his mother regarding his habits and behaviors. For example, we met to discuss the fact that he holds the greatest number of tardies on my team of 87 students. Enlisting his mother to help him purchase a binder to hold his subject spirals and pencils have somewhat helped with that issue, but it continues to be a chronic problem.

I studied progress reports collected from my case study student, and my previous 6th grade classes saved over the past four years, to determine if the use of nonverbal management resulted in increased academic performance. The data in figure 2 show that nonverbal management seemed to have no significant impact on the academic performance or amount of work that C.S. completed in class. However, it did prevent him from being removed from the room for disruptive behavior, thereby increasing the amount of time spent in class, if not on task. C. S. is not motivated to complete assignments in class or work independently; when urged to do so, he will frequently resist and say that he wants to do it with his Mom. While conferencing with his mother, I learned that she likes to sit next to him and help him with schoolwork. He also has two much older sisters who help with schoolwork. With their help, he continues to maintain grades of mostly B's and C's. At the start of third trimester, he changed his dosage of ADHD medication. While I notice him out of his set less, he is still performing below the class average of 80.46 %.

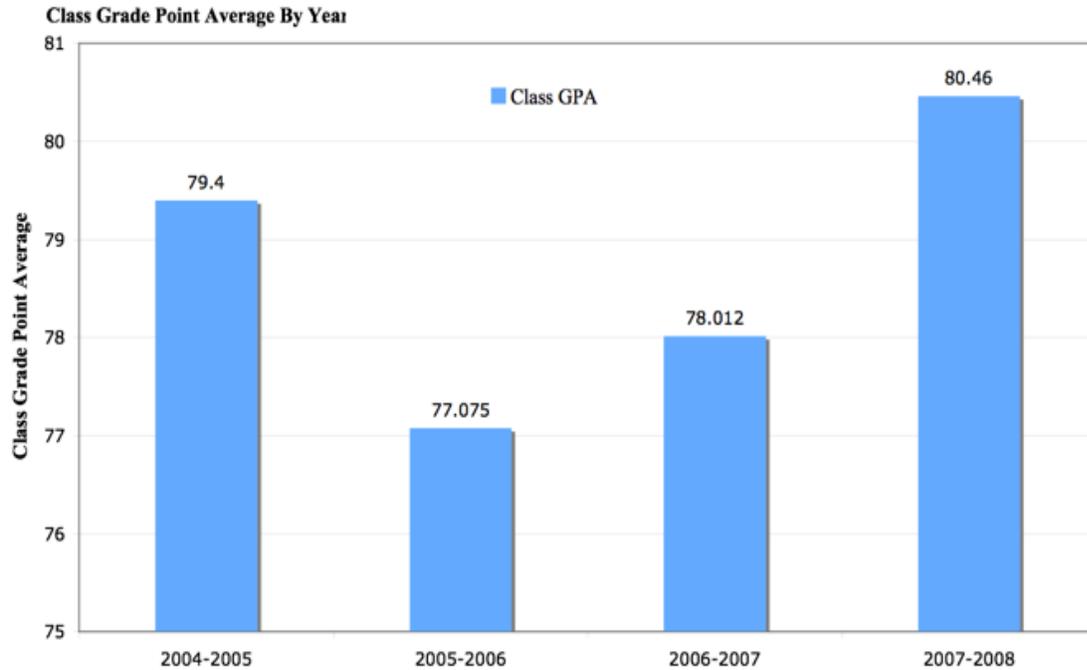
Figure 2



Data collected from grade reports from first and second trimesters over the last four years, indicate improved academic performance class wide and an increase in class productivity. The data in figure 3 show an upward trend in the class GPA, an increase in academic success. During the 2004-2005 year the overall class average was 79.4 percent. The overall class average this year is 80.46 percent. It should be noted that I received my initial training in nonverbal management during the Spring of 2006 and first implemented the techniques with my 2006-2007 class. It should also be noted that I implemented a new Social Studies Curriculum during the 2005-2006 school year. Some may argue that the lower scores that year were the result of the new curriculum, and the subsequent rise during the new two years were a result of my learning how to teach the curriculum more effectively and more efficiently. While this may be true in part, the 2004-2005 school year was the first

year I taught 6th grade at this school, so the curriculum was also new that year and yet the class GPA was relatively high.

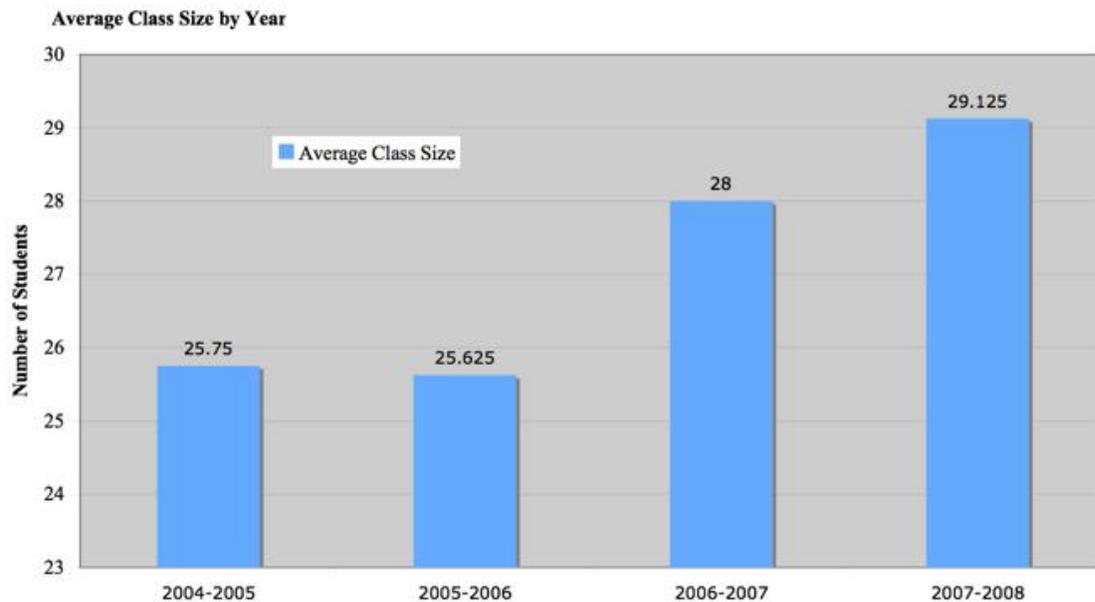
Figure 3



While the class grade point average between 2004-2005 and 2007-2008 is only a difference of 1.06 percent, it is significant for many reasons. During 2004-2005, I did not have any students who were English Language Learners in my Language Arts classes and only advanced ELL students, accompanied by a classroom aide, participated in my Social Studies Classes. I now have nineteen percent English Language Learners, no classroom aide, three students diagnosed as emotionally disturbed, an increased number of students living in poverty, and an increased number of students qualified as Learning Disabled. As shown in figure 4, my average class size in 2004-2005 was 25.5 students. My average class size in 2008 is 29.25 students. Additionally, my curriculum is much more rigorous than four year

ago as I have added a significant amount of nonfiction reading as well as a formal writing requirement with each unit. I am approximately four weeks ahead in my curriculum and I was able to add a new unit this year.

Figure 4



The testimony of other teachers who use nonverbal management, parents, students, and substitute teachers indicate that the use of nonverbal classroom management results in a more positive classroom community. My teaching partner, who also uses nonverbal management, and I teach five of C. S. 's eight classes each day. We both credit nonverbal management with helping us maintain a positive relationship with C. S. and other hard-to-manage students. We feel less frustrated with discipline issues at the end of the day, and we both have more time and energy to be involved with additional professional responsibilities that we did not have in 2004.

On March 13, 2008, I received an email from the mother of C.S. that states, " I am so thankful for the team he is on this year. I cannot express that enough. You are all so incredible & I really enjoy each of you."

The results of data collected from a class survey, indicate that students felt positive about their class in which nonverbal management was used. Students were given a sheet of paper with the instructions to "draw a moment in Social Studies." Of the 83 drawings I received, 69 were positive drawings of the classroom, interesting activities we did, or units we studied during the year including making tortillas, guest speakers, globalization labs, rainforest studies, the time when we yelled through the wall to sing the noun song with another class, the time when we all observed the snow falling, and other fun moments. Other drawings were of a happy faced teacher and/or happy faced students. If words were included they expressed positive feelings such as, "Social Studies Rocks!" or "Mrs. Cooney helps me and others."

Of the remaining fourteen drawings, five were of topics that I couldn't discern the relationship to Social Studies. For example, there was a drawing of a happy faced boy in a tree with the words, "George of the Jungle". Was the student thinking of our rain forest unit? Another was of a student playing an X-box game system; I wasn't sure how to interpret that.

I interpreted the other nine of the fourteen drawings as negative. However, only two of them show the *teacher* negatively. The first one involving a teacher, is a drawing of a classroom with math facts written on the board. The student is dreaming of a parachute and the teacher is holding a smoking gun. The math facts on the board confuse the fact that he was told to "draw a moment in Social Studies.

The other negative drawing shows a teacher with shout marks coming from the mouth and the student yelling back, "It's not my fault!" I know this drawing was done by one of my three students who are diagnosed as emotionally disturbed because he handed it to me when he left the room. Since my partner and I manage him nonverbally, and he continually tells his counselor that he really likes us, I can only guess that this is a projection of negative feelings he may have been having from home, or another classroom, or an over-reaction to a management event where his name may have been used to verbally get his attention.

The remaining seven negative drawings omitted a teacher figure. They included pictures of students sleeping, daydreaming, or leaving class with a smile (I interpreted that as negative). Two of those drawings were about negative grades. One has a mother figure (labeled) yelling about grades at a student figure. The other has two students with surprised looks on their faces and the word "TESTING!" The thought bubble above the students reads, "OMG!" There is no teacher in the picture, so I assume it is about the student, not the teacher. One drawing that prompted me to change my seating chart, was of a girl student (with a devil's tail and flames shooting out of her head) screaming, "STOP IT STUPID!" at a cowering male student.

In spite of "devil-girls" and a few sleepy students, I believed the results to the instruction, "Draw a moment in Social Studies," indicate a positive classroom climate. There were only two instances of a teacher negatively depicted and only one negative student-to-student interaction in a sample of 83 drawings. The overwhelming majority of the drawings were very positive and enthusiastic about Social Studies.

Another indicator of my classroom climate occurred after having a substitute teacher in my room for three days in a row. My extended absence proved to be particularly difficult

with my case study student, C.S. What surprised me, though, were the perceptions of the students in my class. They felt that the substitute unfairly "picked on" C.S. I realized that most of the students in the classroom probably had no idea of the number of times I manage C.S. in a class period, and may have been surprised when that management was done verbally rather than nonverbally.

Most of the substitute teachers I have had this year have remarked on how organized and well behaved the students were. I believe that they actually are seeing the results of posted exit directions, which I prepare for students even when I am not there, so the students can still be independent in their work. Regardless, it results in a better-behaved classroom when I am away as well as when I am there, and that sends a message to substitute teachers that it is a good classroom to be in.

Discussion

Through my research, I learned that what I did as a teacher could significantly influence the way a student behaved in the classroom. I also learned that my actions would never eliminate all management problems. This sounds like something everyone, even novice or non-teachers, should know. Of course, I knew that just because I could manage a student in the least intrusive way, didn't mean that he would soon be "fixed" and I would no longer have to manage him. But I think as teachers we sometimes fantasize about that particular magic management technique that would make student's bad habits disappear and never return. I understand that there will always be students who behave badly, and I can really only affect how I respond to their behavior—hopefully I do it in a way that maximizes desired results, and minimizes the negative effects on the relationship with the student and the class. I also know that I can set up an environment that will likely result in management success. I can also leave everything to chance and spend a significant amount of time and energy chasing management fires.

Nonverbal management takes a great deal of self-restraint, self-discipline, and perseverance to learn. After two years of practice, I still find myself using less than desirable management techniques. When they backfire on me, I realize what I should have done. Sometimes, I just get lazy about using the techniques and I will go for a while without them, until I notice at the end of the day that I feel stressed and the kids seem tense and I realize that, like regular exercise and eating well, I need to get back into good management habits.

Overall, I am so impressed with the results of using nonverbal management that I have become a trainer and coach in my own building. This fall, my teaching partner and I will lead a workshop on nonverbal techniques and plan to coach staff who are interested in becoming trained. I firmly believe that it should become part of the required curriculum in universities for

new teacher candidates. I remember graduating with very little knowledge in classroom management strategies. The few strategies I learned from my student teacher advisor and mentor were largely ineffective. Nonverbal management skills would have made a significant difference in my teaching.

While learning coaching techniques, I had the privilege of observing other teachers in their classrooms for 30 hours this past year. Many of the teachers dropped out of the program as the year went on. Everyone one of them cited a lack of time as their reason for dropping out of the training. No one who started the program has stated that the techniques were unsuccessful or not useful, but it does take time to develop new habits. I would argue that use of nonverbal management actually increases the amount of teaching time in the long run and it should be a priority for all teachers, both novice and veterans alike.

I enjoyed implementing the research for this project. Learning research procedures gave me the confidence to ask questions and complete research in another aspect of my classroom: reading homework. I am looking forward to sharing the reading homework research with my colleagues and I am in the process of coordinating a continuation of my research into a three-year cooperative study with other teachers in my building.

My new research skills also prompted me to try out the one new nonverbal management skill that I set out to learn, but did not use on C. S. which was Verbal Rapport With Hard to Reach Students. C. S. was not a "hard to reach" student. Grinder defined the hard to reach student as those students who are not motivated by a teacher based on their position. C. S. always appeared to want to have a relationship with me and to "be good" as evidenced by the fact that he checked in with me frequently to verify that he was on task, as if he were seeking approval. Because of this, I chose a second student, a girl, to informally study for this skill.

S. R. is a very quiet student. Last fall, she appeared detached, bored, and unengaged in the classroom. Her father said that in the past teachers had not adequately challenged her. At first I thought he meant academically, but after working with her awhile, I determined that the pace and content of the lessons were sufficiently challenging. However, she was unengaged. She appeared to always be doing what was required of her; I seldom had to manage her individually, but I did frequently manage the students at her table no matter whom she sat with. Also, her Social Studies grade had dropped from a "B-" at the beginning of the year to a "D" during the first half of second trimester.

I have been in classrooms where a few students like this can poison the overall classroom climate. The classroom becomes non-cooperative and uncommunicative. Although I didn't feel that she had sufficient power in this classroom to change the dynamics, I chose her for my informal study because I thought that at some future date, I could use any skills I learned from managing her, on another more difficult situation.

Throughout the fall I had tried to develop a relationship and encourage her classroom participation. If I asked to show her work to others she would refuse. If I complimented her in front of the class she would roll her eyes and then act out. If I complimented her privately, she would never acknowledge the compliment. Sometimes, after receiving a compliment she wouldn't look at me, or she would just shrug, or she would ignore me. Sometimes she would look at a friend and just laugh. Nothing really worked. I knew it wasn't shyness, because I heard frequently heard her engaging with others.

In January I realized the management problem that she posed was one of relationship. Management is about relationship with the person whom you are managing. When a teacher has high relationship with a student, the student generally wants to please the teacher and is easily

managed. When a teacher has low or no relationship, the student becomes more difficult to manage. Try as I had all fall, I did not have a relationship with her. Our turning point occurred when I asked my advisory class to cut paper snowflakes to decorate the windows in my classroom. S. R. cut the most exquisite paper snowflake I had ever seen. I held it up for the class, gushed over its beauty, and asked her to make more. She shut down and didn't make any more snowflakes. I knew that I was not making any progress in building a relationship with S.R.

Shortly thereafter, I attended an advanced ENVoY training on Cats and Dogs. The premise is that dogs love attention and affection, they love to please you and they come when called in hope of getting more attention and affection. A cat however, loves to be teased. They are self-selective in the things and people that interest them. You don't choose a cat. They choose you. And, if you call a cat, unless you sound like a can opener, you are likely to get their message machine. Although a cat will not generally come when called, if they are sufficiently interested in you, they will follow you. Most people are a combination of "dog" and "cat", however they can be slightly more one, than the other. As teachers, we develop relationships with our "dog" students by giving them lots of positive reinforcement. To develop a relationship with a "cat" student you need to tease them with your attention. Michael Grinder suggests, "We have to leave a trail that intrigues and spices their interest—so they will reach toward us."

(Grinder 2005, p.88)

I thought about S. R. and the snowflake. That was the opposite of what I was doing with her; I was showering her with attention. Perhaps she was much more cat-like? I realized that S. R. was one of the hard to reach students described in ENVoY. **I wanted to know, could use of nonverbal management create a more positive rapport with this student resulting in her increased participation in class?**

Through studying Verbal Rapport With Hard to Reach Students, I realized that I needed to recognize S.R. more subtly, in an attempt to build a relationship with her. Grinder suggests that I not make eye contact with her when I talk about things that I know are of interest to her. The theory is that if I look at her, she feels like I am being manipulative with the information because I know it is something she likes. If I don't look at her, she wonders why I brought up that particular subject and she becomes intrigued. I knew she liked art in general, so I began to occasionally pepper my lessons with comments about art without reference to her or looking at her. This wasn't hard because I am also interested in art. My younger son is very good at origami and on one occasion I brought in an example of some his pieces.

I also gave her compliments that were buried in another conversation, for example in a private conversation with her on an assignment I stopped and said, "by the way, nice job on your last quiz", then went immediately back into the conversation on the assignment before she could respond. I also practiced inserting compliments within a group, for instance, when I described to the class that they should use care in constructing their graphs so that lines are really straight and clear, "like Julie's, S.R.'s, and Jim's, so there is no confusion to the graph reader". I would also walk past her desk, talk extensively to her neighbor about their work and as I left, I would glance briefly at her work, not her face, and said, "nice" or just nod. **Oddly enough, the results are showing an increase in rapport, classroom participation, and academic success as follows.**

1. In early February, she folded an origami valentine for me several days before Valentines Day, and laid it on my desk anonymously.
2. In early March, she finally took her first Accelerated Reader test for an independent reading program.

3. In late March, during Language Arts class, she raised her hand for the first time and voluntarily spoke out, appropriately contributing to the conversation.
4. In April she voluntarily joined me after school in an art project for the Drama department and hand painted 18 paper umbrellas to be used as props in our school play.
5. By mid-term third trimester S.R. had raised her grade from a "D" to an "A" in both my Language Arts and Social Studies classes.

I am continually delighted with the results I get when I use nonverbal management. I find myself critiquing speakers in my head when I go to workshops and presentations, "too bad they didn't write that information down for us to refer to," or "don't they know that *they* should look at their chart if they want *us* to look at the chart?" I have to remember; not everyone has had this training. I'll try to rectify that in the coming years!