

## **First Survey**

**See how you would answer these questions:**

### ***Trilogy Survey***

Use the following terms—relationship, establish, utilize, preserve—to describe the differences between these three overlapping programs: ENVoY, A Healthy Classroom, and A Cat in the Doghouse.

### ***ENVoY Survey***

(pertaining book: *ENVoY, Your Personal Guide to Classroom Management*)

What do the four capital letters of ENVoY stand for?

What are the two tubes of the Educational Binoculars?

Identify the four phases of a lesson.

What is the connection between *relationship* and management techniques?

### ***Chapter One***

Name the two skills for Getting Their Attention.

Name the two skills for Transition to Seatwork.

Explain the connection between “OFF/Neutral/ON” and “The Influence Approach”.

### ***Chapters Two-Five***

Name and briefly describe two refinement skills for each of the following phases: Getting their Attention, Teaching, Transition to Seatwork, and Seatwork.

Explain how the following quote pertains to ENVoY: "We are in love with the Influence of Power and we need to be in love with the Power of Influence."

[Advanced]

When an educator sees a student OFF task, what question(s) does the educator ask herself?

What are the 2-3 prerequisites for the teacher to be an effective manager?

[Advanced]

List at least four Non Verbal differences between Power and Influence.


### ***Reaching the Hard-to-reach Students Survey***

(pertaining book: *A Cat in the Doghouse*)

### **Essential Concepts**

#### **Introduction to the Kennel**

1. What are three *Cautions* regarding dog and cat?

**Chapter One: My Pet Tag**

2. What are the *three correlations* between the concepts of cat and dog and whether the teacher operates from their *position* or from their *person*?

**Chapter Two: NINE LIVES Part I**

3. What does the letters N I N E represent as survival skills?
4. What is the criterion for removing a student? When a teacher is disciplining, what are the teacher's two choices?
5. What is the central idea of the concept "I don't get to decide"?
6. The concept of "Never give attention to a behavior you are trying to extinguish" has three components. Name them and briefly explain.
7. Why is the concept of *Baseline* essential to understanding effective management?
- 8.What are the two Hooks of Escalation and what is the method for avoiding escalation?

### **Chapter Three: NINE LIVES Part II**

9. What does the letters L I V E S represent as survival skills?

10. What is the recommended way to determine if the teacher needs to have the **last word** during a confrontation? Explain the way to avoid the verbal interaction.

11. How does the Golden Rule (be **direct**) and Platinum Rule (be **indirect**) apply to forming relationships with dogs and cats?

12. The single most important skill of the *Nines Lives* is what? Explain the terms *two-point* and *three-point* and why they are essential to managing.

13. When **exiting** from a student whom you have just managed, what is the traditional sequence and what is the recommended sequence? Include why the *recommended sequence* is preferred.

14. Why is being **surprised** so dangerous and what can the teacher do to reduce surprises?

**Chapter Four: Catnip**

15. What do the 6 letters of *Catnip* represent?

16. Explain the difference between 2-point and 3-point and when to use each.

17. Why is being congruent important?

18. What is the connection between voice patterns and breathing?

19. Explain the *Timing* between talking, pausing and gesturing and what the benefit is.

**Chapter Five: Alley Cats**

20. Explain how the term *alley cats* fit in the metaphor of *A Cat in the Doghouse*.

21. What is “A KAT” and how is it helpful?

- 22.What are four of the seven symptoms of a student playing a **victim**?
- 23.What is the suggested way of using concept of *specificity* when working with students of poverty?

## Specialty Concepts

### Preface

- 24.Are students and teachers more dog- or cat-like?

### Introduction to the Kennel

- 25.How would you use the term *degree of accommodation* to describe dog and cat?
- 26.List at least four benefits of viewing the classroom as a kennel?

### Chapter One: My Pet Tag

27. We each have a dog-part and a cat-part of ourselves. Describe how your self-image was influenced? From page 14, mention three categories where you are more dog-like and three categories where you are more cat-like.

28. Draw the *Person & Position Axes*; label the four quadrants.

29. *CART* is an acronym that describes the four descriptors that distinguish a cat (position) from a dog (person). Explain?

30. Charismatic teachers have a blend of Approachability and Credibility. Name three behaviors you want to practice to become more charismatic?

31. Apply the terms *Influence* and *Power* to concept of charisma.

32. (Page 39) What are four descriptors of the *Personal Model for dog students* and four descriptors of the *Working model for cat students*.

## **Chapter Two: NINE LIVES Part I**

33. Explain the following saying, "We have to care less about compliance, so the cat student will care more."

34. How does our management of cat students effect our dog students?

35. Draw the *Three Stages of Irritability* graphic; make sure you list the physical behaviors of each stage, the terms Management and Discipline.

36. What is the goal of management? What is the goal of discipline?

37. Statistically, what is the differences between gender and recovery time?

38. Name at least three behaviors to lower a student's metabolism.

39. Explain the two methods for influencing someone's breathing.

40. Using the terms "known" and "loved," explain the differences between dog students and cat students.

41. Explain how a teacher's *Circle of Influence* and *Circle of Concern* influence how the teacher manages cat students?

42. Why is it critical for the teacher to be dissociated when managing cats?

43. Explain the guideline, "Keep the management to a minimum"?

44. What is the difference between “Ineffective Amnesia” and “Effective Amnesia?”

### **Chapter Three: NINE LIVES Part II**

45. What is the number one quality teens and preteens want in a classroom atmosphere?

46. Explain the expression, “Arguing with a teenager is like mud wrestling with a pig: you both get dirty and one doesn’t mind?”

47. There was a series of pictures of dog and cat on pages 118-122. Give two examples where you were a dog to someone’s cat and you reversed the *chase*, thus *balancing the relationship*.

48. What are Exit Directions and why are they so important?

49. Pages 128-131 provides examples of how to get the students to seek/watch the teacher. Mention two more examples.

## **Chapter Four: Catnip**

50. Complete this sentence, “A Charismatic teacher fosters...”

51. The book listed eight ingredients of being *Congruent*. Name at least five of them.

52. When speaking, what are the three variables that influence the amplification of gestures?

53. When not speaking, what is the least recommended and the recommended posture of hands/forearms (known as ***High Expectations***)? Why?

54. Connect the following terms: Perfection and Recovery.

55. How are pieces of content ***Joined*** and how are the ***Separated***? When would you want to use each method?

## **Chapter Five: Alley Cats**

56. When you are starting to feel sorry for yourself, what is a victim symptom that you can use to determine where you are and what to do about it?

### ***Learning Styles***

(pertaining book: *Righting the Educational Conveyor Belt*)

There are many models that explain how students process information: Learning Styles, Hemispherology, Multiple-Intelligences. Because *Learning Styles* allow for in-the-moment diagnostic perception, we will be using it. Name the three learning styles.

Using Pupil Location, Motion, and Locations of Changes, chart the differences between the three styles.

Name 2-4 behaviors associated with each of the three styles.

The three learning styles are *visual*, *auditory*, and *kinesthetic*. Each of them have two characteristics of stored information. What are they?

Explain the concepts of *Review I* and *Review II*.

What are the most common ways to do Review II?

Explain how *long-term memory* can be increased by using the concept *P Scale*.

[Advanced]

Using the terms “Learning” and “Retrieving,” duplicate a chart/table of the three styles and the concepts of *input, storage, output*.




***Coaches Component Survey***  
(pertaining book: *ENVoY Coaches Manual*)

Identify 7 of the 14 strategies to circumvent possible resistance when offering feedback. What is the wording associated with each strategy?

Explain “Points of Focus” using the language of *2-point and 3-point*.

What does **RSVP** stand for and when is it used in

observations?

Which two *letters* of the four RSVP does ENVoY address?

Which letter does *A Cat in the Doghouse*

address? Which letter is the curriculum tube?

What is the difference in how a staff sees the coach in the following two scenarios?

The principal sends the coach to help a teacher.

The principal sends a teacher to a coach for help.

Name 4-6 *Behaviors to Beliefs*.

When do you offer more compliments to suggestions? How do you know when to tip the balance?

[Advanced]

Explain how a coach can use the following statement to set up a 3-5 year plan with a given educator: “An excellent communicator has a whole range of behaviors and systemically knows when to use each behavior.”

