

## Classroom Management Newsletter

### Preventing Classroom Misbehaviour - Part 2

It has already been stated that positive teacher/student relationships allow educators to better explore the underlying factors that cause student misbehaviours, but what about the relationship's importance in preventing problem behaviours in the first place? In a study involving 68 high school students, 84 percent said that disciplinary problems that occurred could have been avoided by better teacher-student relationships (Sheets, 1994 from Marzano, Marzano, & Pickering, 2003). Marzano, Marzano, and Pickering (2003) make the case that teacher-student relationships are the keystone for the factors that influence effective classroom management, namely rules, procedures and disciplinary interventions. They argue that "if a teacher has a good relationship with students, then students more readily accept the rules and procedures and the disciplinary actions that follow their violations. Without the foundation of a good relationship, students commonly resist rules and procedures along with the consequent disciplinary actions" (p. 41).

When disciplinary actions are required, is it not advantageous for teachers to have a positive student/teacher relationship in order to work with students to solve behaviour problems? Student/teacher relationships are not only effective in decreasing the number of disciplinary actions, but the relationship is essential in involving students, or the class as a whole,

in solving problem issues. Kohn (1996) argues that individualism condemns students to a system of control, but working as a community, and the experience of doing so, fosters the problem-solving skills that, in turn, helps prevent future issues.

Next month: Rules and Procedures



"My teacher gives me a note to take home to my mother almost every day. I think they're pen pals."

### Quote of the Month

*"When a substitute teacher is in the class, students must be accountable for their behaviour to the same degree as they are with their regular teacher. The absence of a teacher is no longer a "behavioural holiday" for the kids when the Trust Level System is in place."*

Shelley Sorensen

## The NEW Trust Level System Intervention Manual: A Mobile Tool for TOCs

Teachers on Call (TOCs) will benefit from the new additions to the Trust Level System Intervention Manual (TLSIM). Including the already helpful slips, forms and strategies in the manual, there are letters to administration, classroom teachers, and parents explaining the Trust Level System. Such letters help to inform (and benefit) all persons concerned with student behaviour in the classroom.



TOCs can use the TLSIM as a mobile, quick to implement discipline plan. Using the manual can further help demonstrate a TOC's competence in dealing with problem behaviours - a factor in getting the all important call back!



## What Teachers Are Saying About the Trust Level System

"The Trust Level System complements Restitution by providing teachers with clear steps to support students' behaviour, while still allowing them to continue building relationships with those students."

- Jessica Murray, Grade 4, 1 year teaching experience

"Revolutionary! I wish this had been developed in my first year of the B. Ed. Program. It pulls together all the strategies for classroom management in an easily adaptable and useful system."

- Rino Cinel, Grade 6/7, 13 years teaching experience

## Upcoming Events

Friday, February 15:  
New date - All-inclusive Trust Level System Intervention Manuals available!

UNDER CONSTRUCTION!  
[www.trustlevelsystem.com](http://www.trustlevelsystem.com)

## Workshops & Manuals

Interested in learning more about the Trust Level System or purchasing TLSIM Manuals?

Book a workshop or order a set of manuals for your staff today.

TRUST LEVEL MANAGEMENT SYSTEMS

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