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Behavior Management Plan
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ORGANIZE A CLASSROOM

Physical classroom environment

I will set up my classroom to make students feel comfortable, safe, and excited to learn. I will provide for their security and shelter by keeping my classroom physically safe. If the school is prone to violence, I can make sure to keep that violence away from my classroom by monitoring my classroom and the hall around it. I can also be aware of tensions between my students. I will physically separate students who cause anxiety by being around one another, such as one student who I notice teasing or bullying another. Students also need some softness to feel psychologically secure. Because it is a biology classroom, I can bring in plants to the room and maybe even class pets. In my high school biology class, we had pet rats.

I can allow students to have appropriate social contact by arranging desks to allow for group work. I also will establish routines for independent work where students may want to focus and have some privacy. I may need to address individual students who cannot remain focused with group seating and have an area of the classroom that is less group-oriented. I will also make sure my classroom is suited for my task instrumentality needs, such as making sure all students can see the white board, projector screen, and area where I can do demonstrations. I will also make sure I have areas where students can complete labs. As mentioned before, I will do my best to arrange the room in such a way that group work and individual work are both possible, as I plan to make use of both in my instruction. If anything though, group work is more important to me and I could re-arrange the classroom for tests or other activities where focused individual work is absolutely necessary.

I will have plenty of symbolic identification in my classroom, including posters and pictures related to interesting biological phenomena. I will also have things related to me (like a W&M flag) so that students feel connected to me as a person as well. I will hang up student generated creative work, with their permission. I'd also like to get students involved in creating rotating bulletin boards so they can be a part of making the classroom an engaging place to be. This will encourage student ownership of the classroom and help them to be a part of creating the classroom community. Students should find pleasure in the classroom and I hope that these implementations of plenty of pictures, plants and pets, and student generated-content will make the classroom and enjoyable place for students to be.

Plan for students with special needs

Some physical accommodations are obvious or laid out in IEPs. For instance, I would make sure that all students with visual or auditory impairments are seated closest to where I spend the most time teaching so that they can see and hear instruction. Other needs are less obvious. For instance, my CT currently has one of my most vocal students with ADHD sitting near the door at the back of the classroom. She has him there because he has had behavioral problems in the past and she wanted to provide him an exit without disrupting other students. While I think this is a legitimate concern, he hasn't shown behavioral problems this year other than attention-seeking behaviors. I would like to try moving him towards the front of the classroom. This way, he could seek out the teacher's attention in a way that is less disruptive to the rest of the class and he can be monitored more closely by proximity control so he isn't checking his cell phone or throwing paper airplanes like he frequently does at the back of the class. I think that this would need to be a trial-and-error process. Though I can make educated guesses about what would work best for a student, I think that how a seating arrangement will work is somewhat unpredictable and a few options might need to be tested until the best solution is reached.

Another issue that needs to be addressed is making sure the classroom is physically accessible to all students, like students in wheelchairs or on crutches. I can make sure that there are seating locations that are easily accessible to these students and don't isolate these students.

Create a safe and caring classroom environment

I found that the Cushman text offered a lot of valuable insight on how to create a warm classroom environment. I will show students that I care about them by respecting their intelligence and opinions, complimenting their strengths and getting to know them each as individuals. I want to ask students for ongoing feedback, both for my instructional use and to get to know students better. I want to provide some sort of private way that students can share how they feel about their own understanding of the course, such as journals that they turn in. I will make sure that I actually address student feedback and show them that I take it seriously and it affects how we move forward. I want students to realize that they have input in how our classroom community works.

USE ROUTINES AND MAINTAIN EFFECTIVE USE OF TIME

Establish and implement class routines

I think that the most important step in establishing and implementing routines is that I communicate my expectations with students and that I am consistent. I will let students know that I'm not just giving them directions for a one time activity, but that I am establishing a routine, or continuing a routine that they've already learned. After the first few times, when I say "get ready to take notes" they should know that means having their notebook out, pencils ready, paying attention and ready to ask and answer questions. My students will know that when I say we're going to do a lab, they should pair up with

their partners, read the pre-lab and be ready for a classroom discussion before they start the lab.

I will clue students in on how I want them to respond if a direct a question to the whole class, specifying whether I want anyone to shout out, students to raise hands, I'll call on students randomly, students call on each other, etc. If I use these strategies frequently and identify them by name and set my expectations, eventually I should just be able to give a few prompts and students will understand what I expect. I think students should be clued in to the overall plan for every day and understand the goal of activities (with maybe a few exceptions for purposes of engagement). If students know how I expect them to behave, I think that most students will work with me to make the day run smoothly.

Homework procedures

In regards to homework, my first goal is to find out how much time my students have available to do homework and try to accommodate that. I will communicate to students that I respect their time and because of that, the homework that I give them is essential to their learning. I will try my best to never give meaningless homework. For instance, my CT assigned a word search to students for homework this past week. As a student, I would feel that was a waste of my time and feel annoyed at the teacher and probably place less important on that homework in the future. I will always try to communicate with students what they should be getting out of their homework and ask students to tell me if they don't feel that it's useful to their learning.

I will make sure students are informed about homework by having consistent procedures. I will always have homework written in the same format at the same place and will have all homework assignments available online. I will also make sure to always check for homework that I assign. As a student, I remember feeling frustrated if teachers assigned homework and didn't check for it. Again, one of the most important aspects of homework to me is to show students that I respect their time and intelligence.

Transitions

I will make the most of class time and maintain smooth transitions by having an established routine for students. At the start of the class, I will make sure students know that they should have their homework out and there will probably be some warm up questions that they should be answering. I will try to make these start-of-class activities as interesting as possible and to check that students are actually thinking about them because I know that students tend to brush these activities off. If I make them engaging and stimulating, I can use them not only to focus students, but also to activate their prior knowledge and reveal their misconceptions, an instructional strategy which will be very useful for how I instruct students.

Prevent downtime and maintain activity flow

I think the keys to preventing downtime are preparation and communicating. I will prepare students for what we're going to do each day by having the scheduled activities written on the board and verbally communicating them to my students so that students know what to be ready for. I will also make sure to be prepared myself, both physically and mentally. I will make sure to have all materials ready to go and I will also know what I have planned, know how I want to communicate assignments or activities to students and what questions I want to ask students.

I will also try to talk to students one-on-one on my own time, either before or after class, or if necessary while other students are engaged in something else. I recently observed my CT talking to students who had been absent while other students had nothing to do. I think it would have been more effective to give other students something to work on. I also think that in my future classroom, I would like that keep track of absent students and have materials on what they missed prepared for them. Students will know where to find these materials and can look over those first before they talk with me about what else they might need to do to catch up.

Manage pull-out and push-in services

I will try to communicate with special education services in order to be aware of when students will be pulled out and how often so that I can plan around those times. I can plan activities around those times so that the missed activities are ones that are easily made up by the student. I can also minimize distraction to other students during push in services by providing a space that provides some degree of privacy where one-on-one interaction can occur for that student and a service provider without disrupting the flow of class.

ORGANIZE AND MANAGE INSTRUCTION*Group students*

I'm a proponent of group work with students. I think that discussing ideas with their peers allows students to internalize knowledge much better than simply listening or responding to an instructor. In my classroom, students will group together for interactive activities, review games, class discussions or debates, think-pair-shares, class projects, and lab work. I will try to incorporate at least some group activities into my lessons each day. I will have to establish routines for group work that students so students know what is expected of them and don't feel confused or get off topic. I think one of the hardest things about group work is to keep students on topic. I will try to achieve this goal by constantly walking around during group activities, asking questions to keep students on target, and by making group activities important and engaging enough that most students actually want to do them. This is something that I will be sure to be very consistent with

because I know that group work can be very effective, but also very ineffective if students aren't motivated.

Motivate and engage students

I will motivate students first and foremost by making the material and the activities that I give students engaging and challenging. I will provide activities that interest students to start the class period and throughout the period to make sure to keep students interested. I will ask students to explore concepts for themselves before I explain and make my lessons rich with inquiry. Aside from these instructional methods, I will also motivate students by focusing on intrinsic rather than extrinsic rewards, but finding out which extrinsic motivators might be effective if necessary.

DEVELOP AND USE A CLASSROOM MANAGEMENT PLAN

Describe your theory of discipline

My theory of discipline is that prevention is always better than discipline, but when I do discipline students, it should be in a considerate and logical manner. I will try to prevent misbehavior by monitor those students who might have problems and work with them to prevent those problems from arising. I will show students that I am trying to understand them and that I care about them and am on their side. Though this might not prevent minor misbehaviors like missed homeworks or late arrivals, I think that these personal relationships will go a long way to prevent many serious misbehavior. I can also implement tools like the ABC chart to understand and prevent misbehaviors.

When I do have to punish or discipline students, I like the idea of logical and creative consequences. Giving students some unconnected consequence like detention gives the students the idea that consequences are externally and randomly imposed. I would like to have consequences that actually address the specific behavior and help to remediate it. For instance, if students are late, they owe me time later in the day, like Sandy's policy from Weinstein. If students can't work with others during a lab, they'll have to come back and make it up on their own. These consequences seem somewhat trickier to implement, but I think they will be more meaningful to students because they're related to the misbehavior.

Classroom rules

I would like to keep my rules pretty simple. They would read something like: (1) Arrive on time, (2) Be prepared, (3) Respect yourself and others, (4) Listen while others are speaking, and (5) Take responsibility for your own work. I will communicate these rules with students early on. I will ask them to get involved by generating and acting out examples and non-examples. I would also like to get students involved by asking them for feedback. If a rule is constantly broken, the class should be involved and able to put in their input about that rule: Is it unfair? Is it not clearly communicated? Are consequences

not being consistently implemented? Does a new rule need to be established? It's important to me that students understand that they are part of the classroom community and they have input in how the classroom works.

Enforce rules & discipline plan

I will enforce rules whenever possible with logical consequences. I would even like to use student input to come up with ideas for consequences. Though I want to be creative with my consequences, I also need to be consistent. However, I think there is room for change if I decide that a certain consequence didn't work or there's something that would be more effective. I would communicate this change to my students so they understand expectations and don't think I'm being unfair or inconsistent.

I will also have levels of consequences based on the severity and the frequency of the misbehavior. For serious misbehaviors, I would call home before I give the student a detention or referral. I will also implement some other consequence for the student at the same time though, because the family's response may be inconsistent. For less serious behaviors, I will begin with a warning and let students know that if the behavior continues then they will earn other consequences. Of course, some misbehaviors like violence would transgress this personal policy and I would have to follow school policy that might call for a suspension or expulsion. If at all possible, I would like to avoid consequences that remove students from the classroom in my own implementation of punishments. I think that removing students from the classroom (for anything other than a temporary cool-down) would often make the root of the problem worse instead of better.

Respond to diversity

I will respond to diversity in my classroom by getting to know all of my students as individuals, but also recognizing that their culture may shape their behavior and expectations. Because of this, I will attempt to learn about my students' cultures so that I can recognize different cultural styles (like manner of speaking, vocabulary used, how respect is shown) and communicate with the student with this knowledge in mind.

I will accommodate cultural and linguistic diversity in my instruction by incorporating UDL instruction, where I provide multiple methods of instruction and student expression targeted at the needs and preferences of my individual students. I will also discuss in my lessons how all cultures have been affected and have made impacts on the field of science. In terms of how I relate to students, the students in Cushman had valuable advice. They reminded me that I should push all students equally regardless of their background or their believed intelligence. I will work to convince students that nothing but their best is acceptable and they are all capable of meeting my expectations. These students also emphasized that if I am in a classroom where I am culturally very different from my students, that I shouldn't falsely pretend that those differences don't exist. Instead of trying to convince students that I understand everything about their

culture and what they go through, I should admit that I may not and make myself available to students to confide in or ask for help at any time.

I also will use knowledge about how discipline is done in cultures and tailor my approach to better manage students' behavior. For instance, Weinstein discussed that directive strategies may work better when working with African American students because that is what is frequently used in their home culture. I never would have considered this, but I will keep it in mind because I can't expect students to understand what I am asking them to do with non-directive corrections if they do not regularly experience those types of behavioral corrections.

Respond to minor misbehaviors

I think that dealing with minor misbehavior is a balancing act between trying not to be unreasonably strict and making sure to nip misbehaviors in the bud so they don't escalate to something that is harder to get in control.

I really like the idea of non-verbal strategies to address minor misbehaviors as well. If there a couple people socializing during a lesson, I can use proximity control to go walk by them and give them the patented teacher *look* to show them I see what they're doing and I disapprove. I like this strategy because it doesn't disrupt the lesson or activity and it doesn't embarrass the student or highlight their misbehavior in front of the class. This strategy also helps the teacher show students that they are "with-it" and know what's going on in the classroom, without making too big a deal out of the misbehavior. I think that this is especially effective in a high school classroom because most high school students know what is and is not acceptable classroom behavior and they shouldn't need to be told that what they're doing is unacceptable. For instance, if a student is daydreaming and staring into space, I may not be able to catch that student's eye to make them pay attention. I could walk by and tap them on the shoulder as one option. As another option, I like Weinstein's suggestion to incorporate that student's name into lecture. I really don't like the idea of trying to stump a student with a question just because they temporarily haven't been paying attention. However, I could use their name as an example in my lecture, ask them a question that only requires their opinion, ask them to answer I question that I know they answered earlier on a worksheet or homework or tell them that they will answer the next question to give them plenty of time to catch up and think of an answer.

I know that at times, verbal cues are necessary because I can't get the students attention without it or the student really doesn't understand what they are supposed to be doing. I think that verbal cues can be helpful to get a noisy class in order. I really like Fred's humorous approach to getting a class to quiet down ("If you want a zero for like, keep talking.") It communicates his expectations and reminds students of consequences, but keeps the mood positive and light. This seems like a good strategy for an initial reminder, but other strategies would have to be employed if a humorous reminded

doesn't work. Students in the Cushman text point out that many students don't really like disorderly classrooms because they feel like their time is being wasted. I can appeal to this reason for a generally off task classroom and ask students why they are in school. I think making them aware that they have a choice of whether they want to waste their time or whether they want to shape up and actually learn something can be a good first step to try to get the class on task and showing you respect their ability to make decisions.

I also think it's important to show consideration when addressing even minor misbehaviors to show students that you are a reasonable human being. For instance, a student in Cushman notes that if a student puts their head down on their desk, they might be sick rather than bored or disrespectful. They will be more responsive if I first ask them if they're feeling okay and show some concern rather than immediately just telling them to put their head up. I can show the same concern if students are supposed to be working independently and I ask a couple students why they are talking, not sternly but a genuine inquiry about why those students are talking. If a student didn't hear the directions and was asking for clarification, this opens the door for me to communicate how she should ask me for that clarification or how this particular student should sit near the front of the class because she has a hard time hearing. If I were to have just told the students to be quiet, this line of communication would have never opened up.

Serious Misbehaviors

I think the most important thing in responding to more serious misbehaviors from students is the demeanor that I show to students. Weinstein emphasizes how important it is for teachers to stay calm and not to let their emotions dictate how they go about imposing consequences. Students in Cushman also acknowledge that they lose respect for a teacher who gets emotional or argumentative with a student because that teacher is the adult and they should know to be the bigger person and take the high road. This is why I think it's important to respond to behavior and make it stop in that moment, but maybe to wait to discuss it until later in a private setting. For instance, if a student frequently ignores group directions, rather than yelling and saying, "You never listen to what I tell the class to do," I can calmly tell them what they should be doing at that time. Then, I can meet with that student later and work on solutions for how they can change their behavior.

For broken rules that require consequences, I like the idea of using logical consequences. The students in Cushman agree that pointless unrelated punishments are wasted opportunities that could have been learning experiences. I would like to further explore creative and constructive consequences. Students in Cushman mention consequences like community service, but I can't imagine how this could be implemented or whether I would even be allowed to impose this consequence on a student. However, I would like a student to have the opportunity to learn from their misbehavior, rather than just suffering through some arbitrary punishment like lunch

detention. For simple misbehaviors like showing up to class tardy and unexcused, I think something like lunch detention is fine, but I like the idea even better that Sandy uses where late students owe here ten minutes at some point.

One punishment that I want to avoid in my classroom is kicking kids out of the classroom. My CT and her co-teacher for the collaborative class agree that often some students' goal in misbehaving is to get out of the classroom environment and that kicking them out is only rewarding their misbehavior and isn't doing them any good in terms of helping them learn the class content or learn how to behave. For instance, instead of kicking a student out who was being disruptive, I would rather talk to them one-on-one and express my disappointment in their behavior and ask them to meet with me later. In a later meeting we could decide on some appropriate consequence for this behavior if it's repeated that doesn't include them leaving the classroom. For instance, they could be not allowed to participate in the next class lab and have to work independently on related material instead.

For serious misbehavior, I also think that calling parents may be in order. I can ask parents to help me understand, prevent, and address the behavior in at home and at school so that they student has consistency between the two environments.

Chronic Misbehavior

For chronic misbehavior, I think it's important to understand the root cause of the behavior and how my reactions may be playing into and increasing the behavior. For this I can make an ABC chart and analyze the triggers and the purposes of the behavior. This can help me realize that the student acts out when he feels ignored and that when I give him attention, I'm actually rewarding that inappropriate behavior. After I've realized this, I can monitor the classroom to prevent triggers for behavior and modify my responses so that I don't reward the inappropriate behavior.

I also like the two ideas that Weinstein presents of problem solving and of self-regulation. I think I will definitely use the problem solving approach in my future classroom with both individuals and whole classes. Especially for high school students, it shows that I respect them by involving them in the process of coming up with solutions to misbehavior. For instance, if I have a student who is constantly talking in class and moving them to a different location doesn't help, I can meet with them and discuss the problem, allow them to brainstorm solutions such providing incentives not to talk or allowing them some other outlet for their need for stimulation, like being able to get up and walk around. I like that student and teacher come to a consensus and then are able to leave the solution open to re-evaluate after a trial period. If that example student is able to walk around the classroom and it's less disruptive and keeps them on task more often, then the solution can stand. If it turns out to be more disruptive or they continue to talk, we can brainstorm more solutions together. This way, it doesn't seem like a solution or anyone involved has failed, it's just an ongoing problem-solving process.

Additionally, I like the idea of self-management, although it seems like it would be a lot of work to implement in the classroom. Although Weinstein mentioned that it could be problematic for students with ADHD who lack this skill, I think that's why it's even more important to work with those students explicitly to develop self-management skills. I have several students with ADHD and if they could be coached to manage their own behavior with only limited checks and guidance by the teacher, I think it would keep them on task more and give the teachers in my classroom much more time and attention to give to other students that is currently consumed by a couple students who they have to constantly be checking in with. For instance, one of my current students with ADHD who is very impulsive frequently calls out in class and distracts the students around him. If he could be guided to monitor his own behavior at certain intervals throughout the class, it might help him to realize how frequently he is off-task, something that he is probably not aware of. I also recognize that this would be a very intensive process to begin and as mentioned in Weinstein that a general education teacher might not have the time or the expertise to implement.

Thorny Problems

I think dealing with so-called "thorny problems" depends on the age group. For instance, tattling is usually not a problem in high school students for minor misbehaviors. Therefore, I think it's important to show a student you take it seriously when they do come to you with information about misbehavior, because it's out of character for most high school students. However, I also had a student tell me that he saw another student looking off someone else's paper during a quiz, but those students had been previously trying to get a rise out of each other and his tattling was just a continuation of that. I think it's important for this reason that teachers have to be aware of relationships among their students because that is sometimes necessary to correctly interpret behavior. For instance, a behavior that looks like stealing may actually be motivated by something else depending on the participants. If a student, hides his friend's lunchbox and they're just joking, that probably deserves to be reprimanded but not with something serious like a referral. However, if that same student hides an unpopular kid's lunchbox, that instance should be treated seriously like a case of bullying and appropriate measures need to be taken to address the incident. In another case, if someone steals a student's iPod, this needs to be addressed in an entirely different manner than the previous two scenarios.

In dealing with profanity, it isn't a behavior that bothers me personally. However, I still plan to address the behavior if my students use profanity. If students think that I let them get away with using profanity, they might think that I'll let them break other school rules and that's not something I want them to believe. I think the most effective way of dealing with profanity is just to remind students that they're at school and they need to be using classroom appropriate language. I do think it's an important skill to develop in

students for them to learn to speak appropriately for the situation because that's a skill they will need to do well in life, and I can remind them of this as well.

I think one of the most serious of these problems is cheating. It's important to me to take preventative measures because I understand that cheating can be very tempting even to the most honest students. I will discuss explicitly with students what is considered cheating in my classroom. I will tell them what they can and cannot work together on and make clear that working together doesn't mean copying answers. For instance, my CT tells her students before the test that if she hears anyone talking, their test is confiscated and they have to come finish it after school. If cheating does occur though, I don't really like the idea of just giving that student a zero and moving on. Of course I would have to follow school procedures, but if it's possible I would rather make them re-do the assignment (with a different version that is more work than the first) or do several assignments to make up for it.

As Weinstein described, I think the best way to deal with defiance is to prevent it. As students in Cushman note, students have fragile egos and shaming them is not a smart decision. Students will want to save face by standing up to a teacher who's embarrassed them and defy their orders. If this does ever happen to me, I will try to remain calm and get other students to get back on task. Then I will address the defiant student individually and make sure to go through with my consequences so students see that defying me is not an effective strategy to avoid consequences.

Prevent and respond to violence

I will prevent violence in my classroom and in the school by building positive relationships with all of my students. To prevent serious violence that stems from students feelings of isolation and anger, I will make sure that all of my students feel like I know and support them and especially those students who seem isolated. It is important that I don't let any student become anonymous. For instance, if I have a student who is withdrawn and seems angry, I will try the 2 x 10 method to try to engage them and find some common ground to build a positive relationship. I think that showing these struggling students that I want to know them as a person and recognizing that they have value can go a long way in getting them to be a part of a community, even if that's only in my classroom. I can also work to advocate for all kinds of achievement to be recognized and work against any kind of institutionalize favoritism that might isolate students who aren't involved in popular activities.

Weinstein mentions that teachers should be alert to signs of hate and discuss them with students. In my school system which is very rural, many students feel connected with the confederate flag. Most of these students see the flag as "heritage, not hate" and see it only as a sign of their pride in their southern heritage. It does cause controversy in my school because the administration doesn't allow students to display the confederate flag. Many students still do find ways to display it though, so I will be aware of how it

affects other students to make sure that it isn't causing any kind of racial or cultural tension. If it did, I would speak with those students personally and explain to them why I don't want them to display it anymore because it's causing problems.

I think preventing violent or aggressive situations is always preferable to letting them escalate and responding to them. To do this, I will monitor students' attitudes and emotions and work to de-escalate situations before they become violent, whether it is a situation between two students or between me and a student. I will try not to let students enter my classroom angry. I will stand in the doorway and if a student is outwardly upset, stop them before they come in and try to let them have a chance to cool down, whether that's asking them to run an errand for me, asking if they want to talk about why they're upset or just asking them to take a moment to cool down before they come in. If a situation looks like it could turn into a conflict, I will do my best to de-escalate it before it gets there. I will remain calm, keep the discussion neutral and avoid creating a power struggle or a situation where the student feels the need to save face. I will try to offer choices and not just "do what I say or else" choices. However, if the student chooses to remain aggressive, I will follow through with my outlined consequences so that students continue to take me seriously.

If I am unable to prevent violence and I have to respond to it, then my first priority is to make sure all of my students are safe. I will call out students and ask them to move away from any areas of danger. I will also ask a responsible student to summon for help if that's more convenient than trying to reach the phone. I will try to get the fighting students' attention calmly by using their names and direct them away from the conflict. If I can get one student away, I will take them out of the line of sight of the other student and try to listen to them to defuse their aggression until help arrives. If I felt completely confident that I could physically intervene safely, then I might do so, but this would be a last resort and only if I were sure that myself and other students would be safe. After a fight or any instance that escalated into aggression, I know that I need to re-establish a positive relationship. I think that this can include a discussion about what happened if the student wants to discuss it, but I also think that it can be as simple as welcoming the student back to the classroom and communicating that there are no hard feelings. For instance, if a student acted up and cursed at me, next time they came into the classroom, I would simply tell them that I'm glad to see them back and ask how they're doing. This shows them that I'm not holding a grudge and that I'm still willing to work with them and still care about them as a person.

Ensure use of positive reinforcement

I will set the tone of positive reinforcement by establishing positive rules. For instance, instead of "no talking out of turn," my rule would read "raise your hand to speak in class." This tells students what to do instead of what not to do. I also will work to find something to praise about every student. I will also gauge my praise based on that

student's behavior. For instance, a student who is well behaved all the time would find it meaningless if I praised them for raising their hand in class that day and more meaningful if I told them they were a wonderful contribution to discussion. A student with more behavior issues on the other hand might take pride if I praised them for raising their hand before speaking because it's something they struggle with and my praise shows them that I recognize their effort to improve. I can also monitor myself or ask a peer to monitor me to make sure that I'm maintaining at least a 4:1 ratio of positive to negative comments. I will also listen to and be responsive to feedback from my students. I will make sure that they feel safe enough with me to tell me if a response or comment made them feel poorly about themselves. If this is the case, I would apologize to the student and in the future work to respond more positively to similar incidents.