

# Classroom Management Newsletter

## Considerations about Interventions - Conclusion

Inconsistencies in implementing effective intervention strategies require further examination into what factors actually increase success. First, in order for an intervention to be effective, whatever happens must be expected by the student. Gossen (2001) states that "the child must know the rule and have seen it applied to others in similar situations. Therefore, when the child errs, he knows something will consistently happen" (p. 26). Second, "students should be taught to take responsibility for their own behavior by making an informed choice on the basis of their knowledge of consequences for both acceptable and problem behavior" (Shukla-Mehta & Albin, 2003, p. 53). Third, a consequence must also be reasonable to the misbehaviour committed. Whereas punishment has the detrimental effects of making students angrier and resentful, rupturing the relationship between student and teacher, and fostering a pre-occupation with self-interest (Kohn, 1996), logical consequences or discipline must be seen as "reasonable in the eyes of those who receive it" (Gossen, 2001, p. 25). The goal of logical consequences, and in restitution, "is always to avoid a similar problem in the future by the child's learning a better behavior" (p. 25). Kohn (1996) believes punishment provides only temporary compliance, makes it harder to solve problems, and requires student to suffer in order to teach a lesson. Punishment does nothing to promote "ethical sophistication" - the "blend of

principles and caring, of knowing how one ought to act and being concerned about others" (p. 29). It only takes one of these three aspects - too severe, unexpected, or subject to negative emotion - for a situation to be punishment to a child (Gossen, 2001). In the following table, Dreikurs, Cassel, & Ferguson (2004) compare the characteristics of logical consequences and punishment.

### Logical Consequences

- A learning process
- Adult plays the role of an educator
- Adult is understanding, empathetic
- Adult is interested in the situation and its outcome
- Adult tries to be objective, with little emotional involvement
- Expresses the reality of the social order, not of the person
- Has consequences intrinsically related to misbehaviour
- Has no element of moral judgment
- Is concerned with what will happen now
- Respects the child
- Distinguishes between the deed and the doer
- Child is accepted, although her behaviour is not

### Punishment

- A judicial proceeding
- Adult plays the role of policeman, judge, and jailer
- Adult is usually angry
- Adult is interested in retaliation
- Adult often is subjective, with considerable emotional involvement
- Expresses the power of a personal authority
- Has an arbitrary connection between the misbehaviour and its consequences
- Inevitably involves some moral judgment
- Is concerned with the past
- Belittles or demeans the child
- Implies that the child has no value
- Is often unfair
- Voice is loud and angry

## Three Approaches to the Trust Level System

The hierarchical structure of the Trust Level System (TLS) provides teachers with ways to:

- clearly identify behaviours that are appropriate & inappropriate for the school setting,
- Indicate the degree of intervention necessary for a particular misbehaviour,
- identify the proper behaviours & characteristics for a variety of classroom situations.

Firstly, the TLS can be used to indicate the type & severity of misbehaviour - ranging from talking at inappropriate times (Trust Level 2) to bullying (Trust Level 4). Secondly, the intervention strategy a teacher uses is dependent on the severity of the misbehaviour. A hierarchical system like the TLS can help identify what kind of response is necessary. Lastly, the Trust Levels can be used to describe the qualities or character traits students should demonstrate during various classroom situations. Having students develop these descriptions for each Trust Level is a powerful teaching tool.

### Trust Level 1

Work is completed and demonstrates the grade level effort (or reasonable output expected from the student). Attitude towards work demonstrates an understanding for learning concepts related to the assignment.

### Trust Level 2

Completes his work, but done with minimal effort or no real thought put into learning or knowing why it was important to finish the assignment. The work was done just to get it done - learning objectives may not have been internalized.

### Trust Level 3

Does not complete his work, but lets the teacher know that it is not complete. At least honesty is being shown, but this does not necessarily demonstrate a desire to improve or accomplish the goal - completing assignments. The proper motivation for completing assignments, therefore, is still questionable. While the behaviour demonstrates some honesty and accountability, the responsibility for practicing the concepts covered in the assignment is lacking.

### Trust Level 4

Does not complete his work and then tries to deceive himself and others by avoiding the issue, copying someone else's work quickly, lying that they have it done or lying about it being at home or something else. The behaviour could demonstrate a lack of honesty, responsibility, respect and accountability.

## Quote of the Issue

"Trust is the highest form of human motivation. It brings out the very best in people. But it takes time and patience, and it doesn't preclude the necessity to train and develop people so that their competency can rise to the level of that trust."

- Stephen Covey

## Upcoming Events

### TLS Workshop for Teachers-on-Call

Tuesday, September 23 (date is subject to change)  
4:00pm – 6:00pm Room 6  
Henry Grube Education Center  
Register at [www.trustlevelsystem.com](http://www.trustlevelsystem.com)

### TLS Introduction Workshop

Tuesday & Wednesday, October 14 & 15  
Thompson Rivers University

### TLS Workshop for Education Students

Monday, December 8 (date is subject to change)  
4:00pm – 7:00pm Room 6  
Henry Grube Education Center  
Register at [www.trustlevelsystem.com](http://www.trustlevelsystem.com)  
1<sup>st</sup> & 2<sup>nd</sup> Year Ed. Students welcome!

## Workshops & Manuals

New price for TLS Manuals  
\$39.95 + tax

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

Book a workshop or order a manual today.

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