The 7 C’s of Positive Behaviour Management

Webinar Transcript

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In association with Classroom-Expert.com

Includes:

- Practical ideas that you can use immediately in your classroom
- Considering how motivation and consequences really work in changing behaviour, by relating them to your own experiences
- Examining the key role of verbal and non verbal techniques, in keeping a class under control...
Webinar date: 30th June 2012

Rob: Ladies and gentlemen, presenting Sue Cowley, over to you Sue, thank you.

Sue: Hello everybody, and good afternoon from the UK, it may be morning where you are. I'm going to be sharing with you today what I call, "The 7 Cs of Positive Behaviour Management". Basically these are seven key principals that if you get all these in place, it's not some kind of magic solution, you won't automatically turn your students into kind of like robots, which you wouldn't want anyway. But it will certainly help you in terms of managing behaviour in your classroom and in any case, if your students just did as they were told all the time life would be very boring indeed, wouldn't it? It's those challenges in teaching that make it fun and interesting and exciting. And, of course, when they do misbehave, that makes you - forces you indeed, to become a better teacher because you have to deal with those situations and you have to think creatively about how you're going to handle them.

I'm going to move on now to the first slide and just kind of with Ofsted in mind - that's our inspectors here in the UK. I, of course, have some learning intentions. So my learning intentions, really, whenever I work with teachers - what they don't need, practicing teachers, is lots of theory that they need to wade through. What I want to give to you today are practical things that next Monday, you can go to your classroom and you can actually use them immediately. When I first started writing books for teachers there was a kind of lack of anything in the book market that actually said to teachers, "just try doing this," it was all theoretical, it was all sort of university-based stuff and so that was one of my key motivations for writing for teachers. Because there are things that work and if you share those with other teachers then teachers become better and that's great for everybody, including for the students.

The next learning intention I've got is I want you to focus on what you can change. Now in teaching there's a bit of a habit that we tend to have a moan about things. We'll moan about inspectors, we'll moan about the management, we'll moan about the kids, we'll moan about their parents, but actually all that moaning doesn't actually change anything for us, although it does help us manage our stress obviously. So today's webinar is about things you can change about your own style as a teacher basically. It's not going to magically change your students overnight but once you stick with these things for longer term, it will eventually start to help you form those relationships that you need with your students.

Now the next thing I wanted to do is I want to think with you about why misbehaviour actually happens. Why do your students cause you problems? And you know, we tend to think almost students being a separate thing from us, you know, they're the students and we're the grown-ups but actually, if you relate their behaviour to your own behaviour, you'll see that a lot of the time you do similar things to what they do,
perhaps when you were at school. You certainly weren't very well behaved all of the time, maybe most of the time but certainly not all of the time.

The last of my learning intentions is that I want you to have some fun; I want you to enjoy this webinar because if you enjoy yourself when you're learning, then you really get the most out of it because you feel relaxed. And I think there's a danger in schools that we're so focused on progress and targets and data that we lose sight of the fact that these are young people and they like to have fun, they like to enjoy themselves and if we can regain that sense of curiosity, of interest, of adventure, then I think we do ourselves a lot of favours. I also think that if they're having fun, often they will forget to misbehave. That's not to say, however, that my approach is just to let them have fun all the time because at the same time they need self-discipline, they need to learn to work hard, they need to learn to focus and it's about a balance, isn't it really? I think as teachers we're always striving for a balance between getting through the learning but at the same time relaxing and enjoying ourselves.

The next slide is going to show you what my 7 Cs are in case you've been wondering. You can probably come up with your own 7 Cs and they might include some other stuff but these are my 7 Cs. So to start with, we're going to think about communication and teaching, essentially, is the art of communication. Teaching is only relevant if there's somebody that you're communicating with. Whether it's me communicating now with you over the internet or it's you communicating with those young people that are stood in front of you or sat in front of you.

The second C is an interesting one, particularly for newer teachers and that's confidence. Now when you start out teaching, you don't necessarily feel terribly confident and equally when you've been teaching for a while you may find that if you've got a class that behave really dreadfully for you, that knocks your confidence and I've certainly been in those kind of schools myself where you start to think, "maybe I can't do this, maybe I've forgotten how to teach." So I want to talk to you about confidence, about how you can create an aura of confidence, even if you don't actually feel it inside.

Now my third C is a kind of double C so we've got carrots, we've got our rewards, our motivators, make them want to do it and equally we've got our consequences whether you call them sanctions, punishments, basically what happens if they misbehave.

My fourth C is consistency and this is a kind of Holy Grail for senior management, certainly in the UK and I guess around the world. "If only my teachers would be consistent, if only they would treat all the students exactly the same," but actually it's quite a complicated one, consistency and I'm going to be talking about where the complications arise and also what you can do about those complications. My fifth C is control and I'm not going to be suggesting that you need to be some kind of control freak but what I am going to be explaining to you is this is not a democracy
in your classroom. Not everybody is completely equal. That's not to say that you kind of keep your students down-trodden or anything like that but it's just to say that they want the adult to be in control because if the adult isn't in control then one of the students will be or probably a group of them and, most likely, it will be the difficult ones who take over, so that's control.

Then the sixth C is choice and in this slide I'll be talking about the notion of offering your students choices about how they behave and encouraging them to see that their behaviour is their choice. It's not up to you to make them behave, you're there to teach them, it's up to them to make the right choices but you can certainly help them learn how to do that and you can encourage them to see what the consequences are if they do make the wrong decisions.

The final C is creativity and this is perhaps my favourite one of all. So, I think without further ado, I'll get started. At certain points during the webinar I'll be throwing out suggestions as to activities you might do and Rob has also suggested that I kind of ask who agrees with certain things or how many of you feel that this is a good idea.

I'll get on to the first C now and I'll throw over some questions to you during the course of the webinar. Okay, here we go. And the first C, as I said, is Communication. What I mean by communication, of course you're communicating the learning but when we're talking about behaviour, what you're communicating is the behaviour that you expect from your students whether they're young children, whether they're older students, whether they're post-compulsory students. I think the key thing here is you really have to be clear about what you want to ask for. What is it, exactly, that matters most to you?

Let's start first of all with a suggestion for an activity here. Now when I work with teachers and I do a lot of teacher training, I get them to brainstorm all the things that they would want if they could have everything in the world in terms of behaviour from their students. What are all those things that they want? They'll come up with a list of twenty, thirty, forty different things that they'd really like in terms of the student's behaviour. And if perhaps after the webinar you do that and you have a look at your list and you think, "Well, actually, what are my priorities because I'm going to need to communicate those to my students. So I need to figure out for myself what my priorities are." These will be different for every teacher so there's not one right way of doing it and equally there's not one class, is there? You've all got different classes, different kinds of students and you need to figure out what those key priorities are because you're going to need to be able to communicate them to your class.

Now, as I said, I do a lot of work with large groups of teachers and I'm going to give you their 3 priorities that usually come up and then we'll take a little break here to see who feels that those might be the same and who uses something different. So the 3 priorities that I get from a lot of teachers tend to be; Number1 - something about how
the students listen because at the heart of good teaching and good learning is the ability to listen to each other and that's not just the students listening to the teacher, that's also the teacher listening to the students and the students listening to each other.

Number 1 would be something like, "we listen to each other carefully," or "one person speaks at a time," or "we always listen in silence when somebody is talking." Okay, so that might be Number 1. Number 2, I usually get something cropping up about equipment - what the students bring to class. So how they turn up to the class, what they bring with them, those kinds of things. So it's that kind of - you can phrase it as, "we arrive at class ready to learn," that's quite a good way of phrasing it. The third one I typically get is something about their approach to the learning. For instance, something like, "we always participate, we always try our hardest, we always take part. So those are my three, I'm going to get Rob to take a vote in a minute. So my three, and actually I pretty much agree with these three, Number 1 listening, Number 2 bring the right stuff along and Number 3, how do you approach your work? This is how I want you to do it. So Rob, can I hand over to you and see if you can get a vote? How many of our listeners would agree with those three and how many might use something else, something completely different?

Rob: Okay, Sue, straightaway we've got lots of people agreeing with it. Really quick, thank you very much for being very responsive everyone. Agree, agree, agree, listening very important, totally agree. You are keeping it so simple, covering so much, fantastic. I like you already! Yes, definitely agree, might add something like we are kind and helpful to our classmates. I agree but would have something about how students treated each other. I agree with listening and attitude but would add please follow instructions. Yes, agree, listening and showing respect. So overwhelming majority saying they agree with that and then a few saying they would add a few others such as treating each other nicely so back to you.

Sue: That's great Rob. Actually that's very interesting because following instructions, which is often phrased in the UK as, "do as you're asked the first time you're asked," and treating each other as they would want to be treated - those are the other two that typically, if somebody doesn't choose one of those three I mentioned, it will be one of those other two. Now if you do the activity where you list all your dos and don'ts, what you'll find is you do come up with a pretty big list and I put on this slide to be realistic. How many things can you communicate at any one time? Let's do another quick {inaudible 20:00} because that was quite fun to do. So the optimists in my teacher training audiences will say three, so three things to be communicated like those three that I suggested. The pessimists or realistic people will say one. So let's go with the three. I reckon three is realistic so should we take a vote and see how many of your listeners agree that you could communicate three expectations right at the start, obviously you can communicate others later but who would go for the three in that first meeting with your class.
Rob: Again a very quick response, thank you everyone. We've got three, three, totally agree, yes three, three, 100% so far saying three. Yes more than three and they tune out. I would agree with three. Three is doable, three is good. One is saying it depends on the class which is a good point I guess but I'm going to leave that over to you Sue, back at you!

Sue: Brilliant, thank you very much. Now what some teachers will choose to do is they will choose to discuss these expectations with the class and this is very much a matter of personal taste actually. It also depends on the age group, I mean, if you're a secondary teacher, you might do that with year 7 but you might not do it with year 10 or 11 which is your 11 year olds and 15, 16 year olds so it's that kind of difference. When you discuss with the class, I think one kind of word of warning would be that it can make it seem to your students as though you don't really have full confidence in what you're asking for. Equally, it can be a brilliant thing to do if the students are quite tuned in to discussion and quite willing to build their own set of key principals, key expectations so that's a real judgment call. Now, in terms of how to phrase this, this really is key to getting it right if you say to your class, "Okay guys, I need you to all listen quite quietly when I'm talking, I need you to listen because otherwise if you're not listening, you're not really taking in what I'm saying..." - you get the message, they've tuned out as somebody had mentioned earlier. You need to think about how to phrase what you want in a concise way and that's why I like, "one person speaks at a time," its 5 words, 6 words sorry! So it needs to be concise, it needs to be short enough for them to retain. You need to use vocabulary appropriate to the age group of your students. I work sometimes with preschoolers and sometimes with much older students and when I'm with preschoolers, you'd be kind of doing, "okay everybody, looking this way, is everybody listening, that's lovely great listening," whereas if I were in with my 15 year olds and went, "okay everybody, looking this way," they'd just think I was a complete lunatic. So the language you use needs to communicate clearly and it needs to be appropriate for those children.

Now specific over generic, what do I mean by that? What I mean here is it's very tempting to give your students words that you know what they mean to you but they don't necessarily mean the same thing to the students. So take care with that, words like "respect," with my first secondary class I ever taught if I'd said to them, "I want respect," they would have looked at me and gone, "ahhh, respect, yeah we know what you're talking about," but they didn't actually mean the same thing as I meant. So be careful with generic, sort of adult-level terminology. That's not to say you can't use it but just make sure your students understand it the same way you do.

Dos, not don'ts. This is a classic one, isn't it? Tell them what you want them to do; don't tell them what you don't want them to do. So, you know, instead of, "don't have your mobile phone out," phrase it as, "mobile phones away when we're learning." Although sometimes you might want to get them out for learning these days. So do
something rather than don't do something and try and give the spin that it's a team effort so we're all working together to achieve this and tell them, I only want these things because it will help you learn. It's for your learning.

The final one here, I've put that you should model what you're communicating. If I say to that class, "I want complete silence when somebody's addressing the class," and then I talk over them, I'm not modelling it, am I? I'm saying to them, effectively by my behaviour that actually I don't really mean what I've said. And that's, perhaps, the hardest thing of all because sometimes you'll want to get on with the lesson, you'll be tired, you'll be stressed so that kind of modelling is a kind of long-term project. You have to teach them that you mean it and you're going to work hard to get them to do it as well.

So let's move on to the second slide because as usual with teaching, I'm waffling away and I'm aware that Rob's said about an hour. So the second slide is Confidence. There's a lovely phrase that I've been given which is, "this is how we do it here." By having a confident aura, it's not that you're sort of being aggressive or anything, it's just saying, "this is how we do it here and I will work my damnedest to make this happen. I'm not going to allow you to destroy your own learning by your behaviour." So present a confident persona and if you don't feel confident, which a lot of the time you may not, I certainly don't always, then you pretend - it's a performance. I'm a drama teacher by trade; you might have guessed that, so that pretend bit comes fairly easily to me. But when I get up in front of an audience - yesterday I was in front of an audience of 120 teachers, when I started talking I didn't feel confident at all and they were all very experienced teachers, they were all {inaudible 25:55} and I had the nerves in my stomach. But if you look confident, they'll feel that they trust you, they'll feel safe and secure. Being a confident teacher is about aspects such as you're posture, you stand upright, you look relaxed, you're not hunched over, you don't have your arms folded, those kind of things. It's also this balance between movement around the rooms so you get to the back of the room and the sides of the room - somebody once said to me, touch all four walls and you'll be fine, you'll know you've done that whole movement around the class. But equally moments of stillness as well, I think, are really important, especially when you're addressing the class. When it comes to movement, you know, be careful if you're right handed - next time you go to the classroom on Monday, have a think about this, if you're right-handed, you will tend to teach naturally to the right-hand side of the room. So have a look and see - have a think as you teach about whether you're including the left-hand side of the room as well. It's really quite interesting when you do it.

Now, use of voice. If your voice is clear, well-modulated, lots of tone. You know you can hear in my voice now, hopefully, that I'm really excited, I'm really interested! And it's almost impossible to overdo voice and tone. Although, again, if you're working with battle-hardened 15 year olds, you don't want to go in and go, "Oh look, a piece of work!" you want to kind of pitch it right for your students.
The last thing, I think, which is absolutely crucial, is a sense of your passion. You love teaching, you love learning because if you don't - I do always wonder when I meet teachers who are a bit jaded with it all, and I think why would you put yourself through it? It's such hard work being a teacher; it requires such dedication that surely you owe it to yourself to do it because you love it. And Rob, if we could take a quick poll here, I'd love to know how many of our audience, I bet it's 100%, how many of them still feel passionate about teaching, they feel that they want to make a difference.

**Rob:** Sue, before the answers even come in, oh they're already coming in, but I was just going to say you'll get 100% from the people on these calls. I know from the people who are regularly on that they just love teaching, they're so passionate and yes, 100% YES! I do, I do, love it, want to do it forever, I love it more than I ever thought I would. Yeah, they're a very passionate bunch on Classroom Expert!

**Sue:** That's great, I just wanted a bit - it's nice to have that boost because occasionally you do meet people who've clearly had enough. Often, of course, by aspects like Ofsted and {inaudible 28:46} and that kind of thing, but it's important to keep that passion. Now, create a confident classroom. I think your classroom really matters because it creates a perception of your students. So, you know, put that code of conduct up on the wall and if you really need to hammer home the messages then what you can do, what I did once, I had this huge drama studio with massive walls, they were really tall. Acoustically it was quite difficult and my classes were challenging as we say in teaching and so at half-term, I went in there and I made massive words like confidence, cooperation, consideration and literally, I had to get a ladder the size of a house to get the top bit of the words up on the wall, but it's that impact you're after. When they come in it's like, "wow, what's this teacher saying to us?" So, you know, think about how you display your expectation. Keep things tidy and well-organized and that might just mean shuffle your papers into one giant pile. Which often is a to-do pile as teachers say, but that just gives a sense that you're not chaotic, you're kind of in control? And think about the way you're classroom is laid out. This can have a huge impact on behaviour and learning and if you read any of my books, this is often something I talk about in quite a lot of length. If your classroom is overly noisy, is it something to do with the layout that's causing it? What can I change about my layout to improve behaviour?

Confident lessons, so what I like to do, it sounds a bit crazy, but I like to run my lessons through like they're a bit of a movie. So ahead of time - because when you're planning something, it's quite hard to figure out how it will work in your classroom so run it through in your head ahead of time, have a sense of what am I going to say at this point, how am I going to handle the resourcing, how am I going to let the students know what they're learning here, am I clear? Because if I'm not clear and confident they won't be.
Resource with care. If you are using anything related to technology, plan for it not working. I would like to think that I could do any of my lessons without the computer work because I think a lesson is about teacher-student relationships, not about the student relationship to technology, even though that's very important on its own, I think it's about resourcing in a multi-century way as well as the technology. And a sense of pace and momentum which you can do with your voice and that will make the students feel that they're getting through stuff, they're learning something, they're really getting something out of this lesson. At the same time though, I fully acknowledge that there will be days when you can barely crawl into the classroom so pace and momentum when you've got it but other times balance that with a quieter session.

Okay, on to the next C. So the next C is Carrots and Consequences and a question I ask teachers here and something you might like to go away and think about after this webinar, why is it that you turn up for work every day? Now, teachers always laugh when I ask them that because obviously the first thought to mind is well, it pays my rent, my mortgage, those kinds of things. But of course that's not their key motivation. That's not saying they'd do it for nothing, but certainly there are many other things going on aren't there? There's the joy of it, it's working with colleagues, it's the creativity for some, and it’s the challenge for others. So what truly motivates you? Now what truly motivates your students? For some of them it will be the joy of learning those kinds of things but for others you'll need to have this kind of extrinsic kind of rewards and here I'm going to talk just briefly about what I call the marshmallow effect. So what that means is that there was this experiment in Stanford University in the 1960s and what they did is they took a group of children and they experimented on them. They were about 4 or 5 years old and they put them in a room on their own and they said, "You can have one marshmallow immediately or if you can wait 20 minutes, somebody will come back and they'll give you two marshmallows." What they found was really interesting, those children who could wait, who could control that kind of urge to be gratified immediately, they were the ones who settled well into school. Because what school requires us to do is to be bored, to wait, to have patience, to do all those things because we have intrinsic motivation. We have self-discipline, we want to learn. Those students who can't wait, who need the sticker, the merit, the whatever, those are the ones who will probably cause you most problems when it comes to behaviour.

After the webinar, you might like to go onto my website and you can download - I've got a couple of lists, there's one of sanctions and there's one of rewards. I've collected ideas from teachers, literally around this country, around Europe and all the creative different things that they do with those kinds of rewards and sanction. There's some very interesting ways you can reward your students. We don't have time to talk about it here but the more creative you can be with rewards; the more you will kind of encourage your students to do what you want.
Now, begin small when you're using consequences, so don't come - it's very tempting, they're messing around again, it's very tempting to go, "Ahhhh, you're all in detention at break time, I've had enough of this!" But the problem with that is you instantly get those barriers coming up between you and your students so start as small as you possibly can. A little look, I call it, "the deadly stare," a little what do you think you're doing? Those kinds of things, a little tap on the desk and especially for those students who like the audience, those ones who want all the other students looking at them, you absolutely need to get everybody else on task before you deal with that problem behaviour. What's interesting with behaviour is we'll often jump on stuff the minute it happens but I like to say to teachers if nobody is in immediate danger then actually, often, the best response is no response at all or just a little glance because you can get everybody else working and then go and deal with the problem - especially where you've only got one individual causing your problems. Now, I've put here about the motorway scenario and I won't go into great detail about this at the moment because we haven't got time but basically the notion is this: In the UK, the speed limit on motorways, in theory, is 70 mpg, okay? But the problem is the police never stop you if you go, say, 80 mph. So what's happened is the boundary has been moved because nobody ever does anything about it. So say I'm going on the motorway at 95 mph, what happens the minute I see a police car up ahead of me? Of course I slam on the brakes and them I'm going 70. So it's this notion that if you think about your own behaviour, how you drive, how you sometimes bend the rules, you can see what works well when it comes to use of sanctions and use of consequences and there's quite a lot about that in my new eBook, which I've got the link at the end of this webinar, and it just explains the visual, it's the knowledge that the consequences will be applied, it's quite a complex set of factors going on there.

Now, the last thing I want to refer to on this slide is this notion of being flexible and I met up with - in a group of other behaviour specialists, I suppose I might be called. And we were just discussing this notion that the problem with the, sort of, consistent application of consequences is that if you apply them exactly the same way to every child, you're forgetting that children are different. So the flexibility isn't in the standards, so everyone listens to each other, the flexibility is in the way that you go about applying those consequences. So if my very gentle, loving student is messing around, I might be quiet, you know, "stop that right now." If it was a student who I know is a real kind of tough nut and they're going to face me off, I might go over to them and say, "come on, stop that right now," so it's that flexibility in applying your standards. It's also flexibility in understanding the behaviour changes so, you know, on a windy day or a wet day; you can be flexible in your lessons as well.

So looking at my watch, I'm going to move on to the next slide and the next slide is, indeed, Consistency. So, I know what will happen if I don't get what I want. When you say to your students, this is what I want, you have to be absolutely clear about not only how you're going to motivate them to do that but what is the result of them.
doing that. If they do misbehave, what exactly is going to happen and is that actually the same thing every time. So if they know what the consequences are ahead of time, they know what's going to happen every time and the same thing happens every time then they will eventually learn that that behaviour needs to be avoided. Now, you'll see on here I've put, "be part of the solution rather than part of the problem," and I'd just like to explain what I mean by that. So when I go into schools, I'll chat to teachers and they'll say to me, "well I apply the standards consistently, I always follow through but in my school there are lots of teachers who don't follow through."

So Rob, if we can take another quick sort of vote at this time so that everyone gets to get involved, I'd be interested to know actually, it's not any reflection on the people listening actually, is in your schools, in your colleges, in the situations where you work, is it the case that other teachers - there are some teachers there who aren't being consistent, who aren't applying the standards, who are letting the students get away with things? So that's what I'd be interested to know.

**Rob:** Again, very quick, we've got absolutely, definitely the case, dress code is an area where teachers differ in our school, we have very weak classroom management, absolutely, definitely, yes, yes, very much so, definitely, couldn't agree more, there are many that don't follow protocols, yes!!! Yes, especially on the yard. So, yes, I think we can safely agree with that one Sue!

**Sue:** Brilliant, and I think my answer to teachers when they say that to me, and they will, they come to me and say, "What do I do, I'm trying to follow through," my answer to teachers is this; "be part of the solution, don't be part of the problem." And it's hard being part of the solution because the kids will say to you, "oh, but so and so lets us get away with that, it's not fair, why are you picking on me?" But, you know, if you're trying to create this persona for yourself, this teacher character of somebody who is reliable, consistent, wants to make good relationships, then you don't do your students any favours when you let them get away with stuff. What I would say is with much older students, sometimes you can do a kind of implied deal and what I mean by that is when I've been teaching very, very disaffected students who I know that I'm just going to bash my head against the wall if I try and get the ties sorted, I might go up to them and just very quietly in that individuals ear I might say, "I won't notice that the tie isn't done up properly if you get through X amount of work today," and it just becomes a way of creating a sense with an individual student, not the whole class, but with an individual student that you do understand that the tie is the least of their problems and actually the fact that they've even got a tie on is a miracle in itself. So it's again, this kind of flexible judgment because as teachers, perhaps the key thing to it all is that you know your students as individuals and that can be hugely difficult if you're teaching in secondary because I know as a drama teacher I might have 250 different students. But even if you don't know everything about them, you'll have a feel for how they're going to react. That's not to say, of course, you'll let them get away with stuff, but it's just that kind of ability to duck and dive just a little bit.
Now, here's an interesting one and we'll get some responses on this one. "Aim to treat everyone the same, regardless of personalities, personal feelings and previous behaviour." So, confession time here, I had a student once whose name was - I won't tell you his last name, his first name is Matthew and he really, really got on my nerves and I have to be honest and admit that I probably didn't treat him exactly the same as my other students. I tried my hardest but he was so difficult, he didn't respond, I tried so hard to get through to him and I suspect a lot of the way I treated him is completely sub-conscious and it might have just showed to him in my facial expressions and those kind of things but I never managed to connect with him, I never managed to bond with him. So here's my question for the listeners, "do you have a student who, if you're honest, gets on your nerves and you quite possibly are not quite as nice or flexible or whatever with that student?"

Rob: Ha-ha, just one, I have lots, I have a couple, yes, absolutely, I try my best but - sorry, they're going through very quick, I'm losing a few. The student who plucked my nerves most of this year surprised me at the end of the year, that's interesting. I know I sometimes don't treat them exactly the same but it does help to imagine them as cute little toddlers, sort of how you would imagine their parents view them. Yes, I wish I only had one, yes, yes, I've tried to treat them all the same but I know I don't. I've tried to avoid it, yes I do, yes but the start of the problem always comes from them, not me - interesting one. Probably more than one. Wow, this has generated a huge response Sue. I try to be - oh sorry, they're just coming through so fast, I have in the past, not particularly difficult ones right now, help make a bad relationship like that work by making a point of treating the student nicely, I find I have to keep on top of the little things to avoid escalating. I am actually able to treat everyone equally. I've got one who moans about other students. I'm human even though I try to do otherwise. Sometimes you have to treat them differently. So yeah, a huge response, I can't possibly read them all out.

Sue: Okay, and what's really interesting, I'll tell you a little story here, I was doing an insert, a training day once in a school down in Kent and we were discussing this issue. It can be really hard to do it, you try your best but it can be hard and I asked for - we do this little role-play and I ask them for a name and one of them went, "Dan," and literally 100 teachers - 99 went, "yeah, Dan, Dan! We all know Dan's a nightmare!" So we did this role-play and I showed them how you tend to treat one maybe slightly differently even if you're not conscious of it and at lunch time everybody went off to lunch and one teacher stayed behind and he came up to me. He said, "I'm just going to go and get something," and when he came back he had with him this beautiful, hand-carved gun case and he said, "do you know what? Dan made this in my design technology lessons. Actually he's a really nice chap if you get to know him." That really kind of hammered it home to me that every child has either something to offer, something to give - we need to give them all the opportunity and it's kind of trying to look for the best in them, isn't it? And feeling sorry for them rather than getting angry with them, I think that would be the key message.
Okay, on to the next of my Cs and the next of my Cs is Control. So, here's a great question for everybody, on the top left you'll see, "control yourself," so confession here, I don't always manage it so let's have our listeners confess as well. So, you know, do you honestly always manage to keep yourself calm or do you sometimes slightly lose the plot?

**Rob:** Well I'll answer first; I certainly don't manage to keep calm all the time. 90% of the time, some days it's hard. Wow, you guys are so responsive! I'm not kidding; the answers are just flying through. I get panicked when I lose control, definitely not, it's impossibility, it's so hard, and the anger comes out sometimes. I screamed at a kid one time and I felt so bad afterward. By June, yes! No, ha-ha! I've lost it at times, we all lose it! We're all human - that's coming up quite a bit actually. I do in the classroom but I lose it out of the classroom. I'm just going to pick up what Donna said on the last one actually which was a student who was giving her a hard time and he'd written in a blog that he didn't want school to end - this is one that obviously the staff had felt quite negatively about - he'd written in the blog that he didn't want school to end that he thanked the whole class for helping him do well and all the staff thought he hated school. So just something to feedback on that last point Sue. But yeah, I think that most people 90-95% of the time that they would agree that they can keep control but that they do lose control as well.

**Sue:** Yeah, and we are human and I think that actually it's important for your students to know that and to kind of acknowledge that fact and I say in some of my books, be willing to apologize and get it wrong and there have been times when I've literally gone back into the class the next day and said, "look guys, I'm really sorry, you really wound me up yesterday and I lost my temper. I shouldn't have done that but in the future I'd appreciate it if you could try not to wind me up quite so much as well." Now, when it comes to control, a key part of control is this whole verbal and non-verbal communication thing and Rob was saying to me that last weekend there was a seminar previously where they were talking about NLP and although I've not read much about NLP, I've been told I do a lot about it and this is where the whole verbal and non-verbal thing comes in. I think my best advice here because I could talk for hours about this subject by my best advice for you is to try and become aware as you teach of how you are using your voice and your body. So it's almost as though - it's hard to expect, almost as though I'll step outside myself and see myself from the class' eyes and perhaps it's helped that I've done Teachers' TV and those kind of things so you start to develop an awareness of your verbal ticks and whether you're too loud, whether you're too enthusiastic or not enthusiastic enough. But if you can arrange to have yourself filmed, that can be a really useful experience although you may find that you want to quit teaching the next day because it's not much fun watching yourself live in action! But it's actually really interesting because you'll probably come across differently to how you imagine and I think as teachers it's that ability to know how we're teaching as we teach and to be able to change it. For
instance, I'll just give you one example, with volume. A lot of teachers will get trapped in this overly loud volume and they'll be kind of, "GO INTO THE CLASS, BLAH, BLAH, BLAH," like this and you need to develop the ability to suddenly, kind of stop yourself and then bring yourself back in at a kind of lower level. So it's that self-awareness that I think will really help you control that sort of thing.

As I said before, space and layout - control it. Move your classroom around, especially if it's your classroom, some of you may have to move from class to class but if it's your classroom and the layout isn't working then don't be afraid to change it, give it a try. Put the desk in U shape with a block in the middle, put the desks in groups, put the desks in rows, and get the students to help you move the desks to one side for a drama session. Don't feel that because it's always been like that it has to stay like that.

Control your stress levels. Now, the art of selfish altruism, I love this term. What it basically means is you know when you're on an aircraft and they do the little demo at the start and they say, "adults, fix your own oxygen mask first before you fix those of your children," it's that, that's what it is. You have to practice this art of looking after yourself on the basis that only by doing that will you be able to do the best for your students. Because you can't stay in teaching for 30-35 years if you allow it to kind of drain the life out of you almost and it can, absolutely. If your mission isn't to stay in the classroom, maybe you want to do something else within education then maybe you can give of yourself that much but I thing that stress and workload for the majority of teachers leaving teaching is either behaviour, stress or workload. So, you know, be selfish enough to take care of yourself, don't be a perfectionist, don't constantly stress if you get things wrong, just be kind to yourself, I suppose, is a good way to put it.

The last one on here is control your lesson. Now, I've put there 'read the class and adapt to suit them', what I mean by that is that you look at the students that are actually in front of you on that day, at that time, at that moment and you adapt what you're doing. In England at the moment, in the UK we have this obsession with planning lessons. So 9:05 take them into {inaudible 52:14}, 9:10 introduce the objectives, 9:15 hand out the books and, you know, at 9:20 five students turn up late in a really foul mood and everything goes pear shaped. So, you know, read the situation and allow yourself to adapt and if that means that the lesson you planned isn't working, then chuck it away, you know it's not the end of the world. We used to go afield in teaching a little while and we used to go in the classroom with like an interesting resource - somebody was saying to me yesterday that they found a sheep's scalp and they just went into the classroom with it and they talked about it and they had the greatest lesson ever. So it's not always about this pre-planned, you can be flexible. In terms of controlling the lesson, refer frequently to time. So think about targets, control the pace - you've got 30 seconds left on this, 5, 4, 3, 2, 1, everybody back to me. But at the same time have moments of slower pace. A really
A useful rule of thumb for working with young people is that if you take their age and add on 2, so for a 5 year old, 7, for a 11 year old, 12 - that's roughly their maximum concentration span on a single task. So that's not to say that they can't to longer tasks but you need to pull them back together and refer back to the learning objectives, those kind of things. So don't just say to them, you've got 30 minutes, off you go, because they'll take 2 minutes and relax for 28. And control the start and finish of lessons; I think these are two times where the class really get a sense of what's going on here, you know, what this teacher is like. In the UK controlling the start at a secondary level might be something like lining them up outside and as they enter you say good morning and use their names. It might be different where you are but that would be a classic kind of start to a lesson for me. And finish of lessons, I do like if I'm in a classroom with chairs teaching English I like them to tuck their chairs in and stand behind their chairs because it just gives this sense of order and a sense of we're finishing up, okay everybody we're done with this. You have this sense of the lesson being - it's almost like a play, isn't it? It has a beginning; it has a middle and an end. Not in the sense of {inaudible 54:35} and all that kind of thing but just in the sense of it has a shape.

Okay, next of my Cs, moving on to Choice. So, I referred to this at the beginning and what we're after here is encouraging students to understand that how they behave is not up to you, it’s up to them. This is a life lesson, isn't it really? Because if I understand that my behaviour is my behaviour and it has a consequence and it has an impact and it's up to me then when I'm outside of school if, for instance, your students live in an area where there are gangs and those kind of things then, I have a choice! When they say to me, these friends of mine want to come with us, be in our gang, I have a choice. I can say yes, I can say no and with those choices there will be consequences. So the best way to introduce this notion of choices is its like using a script and I'll just explain that to you now, it's the language of choice. So what you do, you look at the misbehaviour, calm yourself down first, take a few breaths and you go over to the student, you get up close so not everybody else is listening in and you say to them, "look, you have a choice ok? You can stay in your seat, get on with your work and that would be brilliant. Unfortunately, if you choose not to do that then I'll have no alternative but to," and then whatever the sanction is, so keep you in 5 minutes from break or you have to decide what sanction will work, what consequence will work for you. So that's the language of choice and it can be used in pretty much every situation, even with the whole class, "look guys, you have a choice, you can listen to me now or you're going to have to practice listening to me at break." They have the choice and if you make it clear to them that it's their choice, it's their behaviour, and you put yourself in a much, much stronger position. Because at the end of the day, you are in the classroom to teach, that is why you are there, you are not there to manage their behaviour. You need to do that but that's not why you're there, you're there to teach and to help them learn. I think something else you can do with choice is you can pre-empt behaviour most of the time. If you always get a problem, for instance, at the
start of your lesson, so if you always have a problem getting the class silent before you start your lesson then pre-empt that by starting your lesson in a different way. So, for instance, instead of starting by taking the register, you might start with a quick activity on the desks or you might start by asking 3 students to feedback from the last lesson. So when you're coming up against a barrier, don't just keep banging against it until somebody breaks, you know, think can I move the barrier aside and walk on through with a different approach.

Then I've also put here with choice, be clear about what the choices are. Often students will try to get you into an argument. So you'll say, "I need you to do that," "oh, I can't do that because...," "well I need you to do it," "well I can't do it," and you get into this discussion and you start reasoning and negotiating with them. And whilst there's no problem with explaining why you are doing things, you don't have to negotiate, you are in charge, you are permitted to say that {audio out 58:02}.

Rob: Okay, we've got a little issue with sound, just bear with us a few minutes. If you can hear me, can you just hit yes? Okay, just hold on for a few minutes, this sometimes happens with the software that we're using. We should get Sue back in just a few minutes. In the meantime I can sing, ha-ha! This doesn't normally go on for more than a minute so if anyone has a joke, please just feed it in and I'll read it out, that's the best I can do with jokes. Okay, here we go. Hi Sue, are you back? Hi Sue, can you hear me Sue? Sue, if you can hear me, we can't actually hear you but you can try typing into the response box if you can hear me. Okay we've lost sound entirely here. I can see your cursor moving Sue; I'm guessing you can hear me. Let's see if I can do anything from this end.

Sue: Hey Rob can you hear me?

Rob: Oh yes, we've got you back!

Sue: Sorry, when did you lose me?

Rob: We lost you only a few minutes ago but that's the longest it's actually gone off for, I was almost unnerved! That was a perfect lesson for keeping calm in the classroom, well done! I think we got - it was the last one of you points on that slide I think.

Sue: Okay so that was the choice slide?

Rob: It was, yes.

Sue: Okay, sorry about that everybody, I'm out in the sticks here, you're lucky to get me at all. So choice, yeah to just finish that point, it's that sense that it's up to you what happens in your classroom so whilst you need to be reasonable, what you don't
need to do is negotiate anything. Some stuff doesn't need to be discussed, you're the teacher, you can say to the politely, you're not some kind of dictator but this is - I like to say it's not a democracy; it's kind of a benign dictatorship. So you're in charge and you don't have to reason with them.

Okay, so before I lose everybody else again I'll move on to my last slide. So this is my favourite and this is Creativity and I love being creative as a teacher. So I think it's that sense of when there's a problem, yes I might use a reward, yes I might use a sanction but I might use something completely different and I'll just tell you a really quick story here. I had this group of boys once, 13 year olds, and we were doing English and pretty much all of the class had special needs of some kind so they would turn up without a pen and the reason they were turning up without a pen is because they didn't want to write. If you have a difficulty then you're going to try and avoid doing that thing. So I tried rewards, well done everybody, you brought a pen, you can have a sticker, aw it's alright man, I'm not really into stickers. I tried sanctions. If you forget to bring a pen I'll keep you in, yada, yada, yada. And they would go to me, okay miss well I can do a detention Wednesday week; I'm a bit busy at the moment.

So what I ended up doing is I got this little kind of pink fluffy pens and when they would turn up without a pen I would say, "well you could probably borrow one off a friend or you can borrow one of Ms. Cowley's pink fluffy ones, what do you fancy?" That soon solved the pen thing because they were like, "no, no, I'll get a pen off of my friend thank you very much miss." so it's that sense of if this approach isn't working then I need to try something else. It's not one single pathway that will work with you; you might need to think laterally about what you can try with different individuals. I think the other thing with creativity is to take risks in your teaching, to try things that are unusual. Teachers will sometimes say to me, "I tried something once and the class were awful, they couldn't cope with it." And I sort of said to them, "well you've only give them one chance and it was the first time they'd done that kind of thing. Could you try again, could you do it on a smaller scale? Could you just do it for 5 minutes, could you take a few risks?"

If you look at my website after this session, there's a page called Lessons I Love and it's about some bizarre lessons that I've done and that other teachers have told me about. You know, if you want to get students behaving well then it's important that they feel engaged and they're having fun. Not all the time, it's a kind of balance as I said at the start. So, you know, some of the time we're focused, we practice our writing, we do all those things we need to do that might not be so exciting but other times, absolutely I want you to be engaged, I want you to have fun. It's multi-sensory, it's varied, it's active and this is a key message in all my books is it's the notion that you need to feel confident that you are a creative professional who has a professional judgment about things and don't let other people tell you that's wrong, this is wrong. You know, believe, have faith in your own judgment about what you can try with your own students.
So my last slide just gives you a couple of links, a couple of contacts. I always say that if anybody ever emails me and they have a problem, I'll always try to get back to them with some kind of solution. It's not a paid-for service or anything, I'd just like to think that if there's teachers out there who are having problems and I'll get emails from all over the world, that I'm quite happy to take a minute or two of my time and just throw back some suggestions. So you're welcome to go onto my website and download - there's lots of free resources on there and there's no registration required although if you want to join my mailing list then you literally can do that by the contact page. You can email me, that's my email address there and then, as I said, I just published this Kindle eBook, it's my first foray into self-publishing so this is something that I've just set up all by myself and it's available at www.amazon.co.uk over here or it's also available on the main Amazon site. I think they publish on some of the .E.U. sites as well so Spain, Italy, and those sorts of places you can get a hold of that. It's sort of a mini guide to my 7 Cs so it's very very cheap, it's about 1 pound 50, something like that. Okay Rob, I think you were going to gather some questions for me and I'll do my best to answer them. I'll probably be flooded with emails now which is fine, I really don't mind.

Rob: Sue, I will do that, I'll put the questions up in a moment, I just want to say because we'll probably not have too much time for the questions, I just want to start off by saying a huge thank you on behalf of everyone who's here, for you giving up your time freely. Those of you that don't know, the speakers through Classroom Expert give their time freely to share their ideas with you all so thank you Sue for a tremendous webinar, it's been absolutely fantastic. I'm just going to read you out some of the comments we've been getting through because they really sum up exactly how I feel. That was one of clearest, most easy to follow, very professional webinars you've done. One of the most seamless, enjoyable webinars you've done. Thank you so much, great webinar. I've got a message from Karen at Birmingham Metropolitan College it says great session, Sue visited us in December and inspired our entire teaching staff, this is a great follow up, would recommend Sue to all. Brilliant, inspirational session, thanks for today. I'm just getting flooded here Sue with thanks. Excellent talk, brilliant, the 7 Cs book is a must read and keep on your bookshelf. What I'll do Sue is I'll record all of these and I'll send them back to you because there really are just wonderful comments. Can I just pass them on before I go on to the questions? Also from Karen, She wants to share with you all that at Birmingham Metropolitan College we have an Olympics event today, our principal Christine Braddock is running with the torch today and two of our students have already run with it, have a great day everyone, you can follow them on Twitter at ??TeacherTalk.

Sorry, I just thought that was worthy of a mention.

Okay, I'm going to switch the presenter back to me. Those of you that want to get Sue's Kindle book, obviously that is quite a long link to type in so if you go to Amazon Kindle and just search for the 7 Cs of Positive Behaviour Management, you'll find Sue's book there. If you just search for Sue Cowley on Amazon, you'll find all her books.
there. Obviously she's been very kind to share her personal email so sue@suecowley.co.uk if you've got any problems and obviously if you go to her website www.suecowley.co.uk, you can find out about all her work there. Right, Sue I'm going to change the presenter back to me. I don't think you have to do anything, I think it just comes straight back. Can you all see that slide? Sue, can you see that? 7 Cs of Behaviour Management and your books?

Sue: Yes.

Rob: Fantastic. Right, so the questions, these were questions that we had sent in through Classroom Expert and what I did was I sent them to Sue at very short notice and you shared a great webinar and I didn't honestly think we'd have too much time to do questions at all but I think if you're happy Sue we can certainly do a few and I thought I'd just let you take your pick Sue to choose any of those you like and maybe give us some pointers on them.

Sue: Yeah, no problem. Okay, lets - well I'll whiz through them all. I'll give you the benefit of my judgment. Okay, so how do I manage a very large class? You know, try and get them to do some of the work for you. So split them into groups, get them at the front doing some presenting to the rest of the class. Think about how you group them so you're grouping them by ability, are you having group leaders within the class? When you say very large I'm not sure whether you mean 35 or 150 because I'm not sure which country this comes from. I think with a very large class, there needs to be a real clarity of message so when I'm talking I need everyone to listen and I need everyone to listen because there are lots of you and we can't all talk at once. So I think have a real clarity of expectations about listening and think about groupings.

Any ideas on how to manage with little or no resources? Do you know what? I'll tell you a funny story here, anything can be a resource and literally I was at this inset, this training day yesterday with these {inaudible 1:10:58} and I was looking for a resource for this activity I do about creative planning and I couldn't find one for the last table and you know what I came across? I had bought a pack of two cream scones (which is like a proper English cake) but I'd only eaten one, and the other one was just going to be thrown away, and I thought, you know what? That's a really good resource; I'll get lots of great learning out of it. So I would say think laterally about what a resource is, you know pebbles, shells and often I'll just go to the closet and look around and go, that will do, that will do, that will do. So it's thinking imaginatively and creatively.

How do you mange when students aren't interested in the topic? I would say find a way to make the topic relate to something that they are interested in. So, for instance, if they're into Facebook, do a Facebook page on the topic. So it doesn't have to be the topic itself, you can link it into things they're into. So again it's that creative thinking.
Somebody's got a very challenging class with the students fighting and arguing. Getting them to be more respectful and not so negative to each other, that's got a lot to do with using activities in class that require cooperation in order to succeed. So things like these activities where they have to get a chair across the room but they can only do it when they work together as a team. I think also not allowing disrespectful language, so have very clear sanctions. So if somebody calls somebody else something inappropriate, there's an absolute clarity. If you say that word, unfortunately, it's your choice, you've made a bad choice, and this is what's going to happen. That's a real long-term one because you're looking at negative relationships that you're going to have to change.

How do I talk to kids who are afraid to make mistakes and losing face? I think there are some kids who just don't want to be put on the spot and I think my perspective on that, as a drama teacher, is sometimes you'll get kids who don't want to get involved in drama and rather than putting them on the spot and forcing them to get involved, what I tend to do is let them come to it in their own time. So don't put them on the spot, give them opportunities if they want to join in but don't push it. Allow them to come to it in their own time. FE college staff who teach mainly well-behaved adults don't have experience with youngsters. This behaviour tends to escalate where the adult is unconfident and unclear about what they want. So it's not about aggression and its encouraging stuff to see that it's not about being aggressive, it's about clarity, it's about being assertive that this is what I need from you, if you choose not to do it, this is what will happen. Then you just don't get pulled into the arguments, you choose not to hear it, you just don't hear it, you don't have to hear everything they say.

I'm an NQT whose going to be supply teaching in September, oh good luck, good luck, good luck. I tell you what, that will make your teaching career because you will be forced to instantly become very good at managing behaviour. I have done supply teaching, the thing you need with supply; you need to read the class in school almost instantly because you don't know them. So you go in there and you read that basically they're going to mess you around for an hour, something I have tried is I'll say to them, "come to the front if you'd like to learn something today," and you know what happens? 90% of the class will come to the front. So I'll get them off, I'll get them started on activity and then I'll go to the back and I'll say to the ones who haven't got involved, "okay, I'm going to take a note of your name and I'll be passing this on to whoever." The other thing you can do is if it's secondary; ask a head of department whether you can use their name. So you might say to the class, "Mr Smith has said he'd like a bit of feedback on the class after the lesson." So it's finding ways to let the kids know that you are hooked into the school system. The minute you get into the school, get a copy of their behaviour policy and have a quick read as well.
And the last of the questions on here, NQT year finished, new start, getting off to the best start with your classes, secondary English - you sound like me! So I think, plan out your, "this is me," speech - good morning everybody, I'm Ms. Cowley, there's only three rules in my class but I'm going to make sure these three things happen. And say it through before you're in front of the class; don't wait until you're in front of the class. Stand in front of the mirror or just talk to your computer like I'm doing now and say this is me, this is what I'm going to be like. The other thing I'm doing in the first lesson is find a really fun, short activity that helps you learn something about the students themselves. So I sometimes - I don't know if this is very PC but I sometimes do like an obituary. So I say I want you to write your obituary about all the amazing things that you did during your life and it just gives you a feel for what those students are like when you first meet them before you really get to know them.

Rob: Well done, well done! Just picking up on your last one there Sue, I've got to mention - I know I mentioned this to you earlier when we were speaking a few weeks ago but my favourite - or one of my most favourite exercises I got from you is the dog food can. The can of dog food where you put in the jelly mixed with Mars bars and things all chopped up and my kids absolutely loved that, I used that for years. That's in Getting the Buggers To Behave, isn't it?

Sue: That's right, yeah.

Rob: Listen, we've gone on long enough - you've gone on long enough, you've given a lot of your time so thank you for that. I'm just going to do the last slide that I've got. And I'm sorry those of you that have been sending in questions, I think we're going to have to draw a line there. There have been so many brilliant comments from people just saying thank you, I'll just say thanks to Sue once more on your behalf because I know you want me to. Sue it's been wonderful. But I also want to thank everyone for being on the call. So I see, obviously, the names popping up in the question box and I see the same names as well as new people as well but it's so wonderful to have such a committed, positive bunch of people and I want to thank you all for putting your time in, I know for some of you it's very early in the morning, it's the middle of the night, it's different times, obviously to Sue and I but I just want to thank you all for joining us and please tell your friends that there is a replay available for the next week or so. I think I'm going to keep this one up a little bit longer because we're getting towards the summer holidays and we won't have too many more on through the summer holidays. If you tell them to come to www.Classroom-Expert.com they will be able to get the free replay and download everything that's been going on today.

Now if you want to get Sue in your school or you want to get more from Sue, she gave her web address and I've just repeated it there, it's www.suecowley.co.uk, you can also get in touch with us and Hazel will sort out something for you if you want to get Sue in your school obviously go directly to Sue or come through to us and we'll pass you on to Sue. I also just want to thank Hazel and Chris, Hazel for all the organizational work she does and also Chris.
for all the technical aspects, these things couldn't happen without Hazel and Chris so thanks to them as well. Please, those of you - members and non-members, we are going to be hosting a few events over the Summer, we're hosting some open-mic sessions where you will be able to share your ideas. They won't be very long but basically if you want to register your interest and you've got something you want to share with other teachers then you'll be able to do that during our open-mic sessions and that's for members and non-members. So you can just come on here and you can just do it with a PowerPoint or you can just do it over the mic and share some ideas with colleagues. So that's a great chance to share good practice. More details will be up for those on the Classroom Expert website. We're also doing some short, punchy tutorials, 10-minute tutorials that will literally just be 10-15 minutes on a key topic and again more details will come out about those very soon. We've got a fantastic Autumn schedule coming up that Hazel is putting together as I speak, some brilliant speakers coming up September, October, November so please stay tuned for that and if you don't want to miss any of those then please get a membership if you go to www.behaviourneeds.com/member, you'll be able to get recordings of those open mic sessions, those 10 minute tutorials and all the webinars.

Okay, this call hasn't actually been attended by Ozzy the dog, for some reason he hasn't joined us today, he's been absent but once again I'll just say thank you to everyone. We've got a lot of wonderful comments coming through, I'm going to save all these Sue, I'll forward them on to you and we can catch up soon, yeah? We'll have a chat.

**Sue:** Okay, thanks Rob.

**Rob:** Okay thanks Sue, is there anything you want to say before you go?

**Sue:** Just thanks for everybody who came along and I hope it was useful.

**Rob:** It definitely has been. Sue, I'm going to read a few more out. From beginning to end it was an amazing seminar. Thank you Sue, this was my first, I will come back again for more. All comments like that Sue, brilliant, thank you so much everyone, thank you Sue, that's us signing off for today.

END OF TAPE

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