

A Healthy Classroom Glossary

By
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The other day I was at the dentist for my six-month checkup. As the dental hygienist examined each area of my gums and teeth, she related her findings to an assistant who then wrote the findings on my chart. Of course, they were talking dental language, “Buccal,” “Lingual,” “mesial,” “distal,” and attached numbers to these words. I just happened to be talking to my father that night and when I told him of my dental experience, he, as a retired carpenter, mentioned that every profession has to have its own jargon to speak in a succinct and precise manner. My dad said, “Remember when we used to hand sheetrock, we used terms like, ‘header,’ ‘butt-end,’ ‘end-o,’” As we continued to catch up on our lives, I mentioned the writing of this work. Dad said, in a very matter of fact voice, “To elevate your book to a discipline, it needs to have its own terminology.”

Welcome to the dictionary for A Healthy Classroom!

A teacher’s speed of reaction is partially based on recognizing what is occurring or about to occur. A glossary is the educator’s list of the group dynamics patterns of management. The more familiar the teacher is with the labels of such patterns, the freer the teacher is to either respond to or recognize the futility of intervening in situations.

Besides using this section as a crib sheet, there is a second reason for this Glossary. Linguists teach us that the vocabulary of a person (and culture) greatly influences how one thinks. Eskimos have 18 terms for snow because of the necessity for such distinctions. Our vocabulary funnels our range of thoughts. Vocabulary also affects our perception. *A Healthy Classroom’s* ultimate outcome is to increase healthy classrooms by the teacher moving beyond being a scientist of classroom management to being an artist. An artist’s perception allows the luxury of having time stand still.

Notes to reader:

When a word or phrase is in *italics* it is likely to have a separate entry.

A Cat in the Doghouse – published in 2001. A companion of *ENVoY*; more skills/strategies. This work introduces the concept of categorizing students by their degree of accommodating: Dogs and Cats and, most importantly, it explains how to gradually establish a relationship with the self-selecting Cats.

Accommodate, Accommodate, Explode – the tendency of an accommodating person to set aside impositions. Members of dysfunctional families who were the peacemakers are overly accommodating people. “Dog” teachers tend to be accommodating personalities. A high number of such members become nurses, teachers and social workers (See *Self-esteem*). When the person has been imposed upon too much the person explodes with unhealthy anger because that was the model they had in their dysfunctional family. See *Roots of Inappropriate Teacher Power*.

Acknowledgment – a form of recognizing a student or the student’s contribution/qualities. One of the four EASY strategies to blend members of a class into a group unit.

Direct – looking and gesturing at the student the teacher is acknowledging.

Indirect – while the teacher is acknowledging, the teacher gestures towards the student but looks away without ever glancing at him.

Simple – when the teacher mentions the surface resistance that a student or class has.

Sophisticated – when the teacher mentions the surface resistance and then acknowledges the intention/motivation behind the surface. Of this acknowledgment is followed with a reframe.

Acknowledgment is also a strategy of how to intervene with an auditory-oriented student. Sometimes the teacher can write what the student is saying and may even put that student's name or initials next to the information. If the purpose of the student's talking is to receive recognition then often visual recognition is more permanent than oral recognition. See *Interventions*.

Adolescents and Fairness (same as *Fairness and Adolescents*) – when an individual student acts inappropriately and the class, instead of entering the *Stages*, actually increases the student's status, the teacher may want to employ the *Adolescents and Fairness* strategy. The teacher warns the student of possible consequences and is consistent when and if consequences are required.

Amnesia – the description of the teacher not remembering.

Effective Amnesia – occurs when the teacher finishes managing a student's behavior and restores the full rights to the student.

Ineffective Amnesia – occurs when the teacher isn't mindful that a student will probably act inappropriately. The teacher is therefore surprised, breathes high/shallow (i.e., stressed) and is in a reactive management mode.

Anger – an interpretation of the students when the speaker (teacher or another student) employs a credible voice pattern with high/shallow breathing.

Annoyed – the third stage when a class is irritated with a particular student; see *Stages*. Evidence: members make sounds of disapproval and turn fully to look at their neighbor. The exception to this is when the particular student is the class *Bully*; then the class, out of fear of being noticed by the *Bully*, doesn't make sounds, rolls eyes and only slightly look at neighbor. The recommended response is to manage non-verbally.

Approachable/Approachability - a description of a person's voice being rhythmic (undulation) and curls up (intonation); conveys that the person is *seeking* information, has a strong commitment to the *individual student* instead of the *class* as a whole and is committed to morale.

Art of Managing – a description of the third (*Perception – Timing*) and fourth (*Permission*) stages of a teacher’s professional development.

Asocial – when a student acts inappropriately and doesn’t feel bad; is immune to feedback.

Chronic – such behavior has been present for at least several years. The teacher’s strategy is to remove or isolate the student.

Temporarily – such behavior is out of character for the student. The teacher’s strategy is to intervene and handle the student as opposed to having the classmates give the student feedback.

Auditory-oriented – a style of communicating and processing; can be internal or external; the latter is usually troublesome in a group setting.

Identifying – has to speak to release his internal focus of concentration, clarifies aloud and is long-winded.

Auditory Transfer – the technical term for the *Echo*. The *Echo* strategy consists of the teacher saying something and the class repeating the same information. *Auditory Transfer* consists of three steps. The teacher says something and then the teacher and students say the same information as the teacher mouths the information. The goal is to have the pupils have the information in their brains via their own voice patterns instead of the teacher’s voice patterns.

Barometer – a member or a class or subgroup of the class who shows the composite reactions of the other members. This student shows the reactions early and the teacher finds the expressions easy to read. This allows the teacher to know very early how the other members will soon feel.

Using Barometer Proactively – the teacher reacts to a barometer by proactively acknowledging the resistance the group will have before they know they will have such reactions.

Baseline Behavior – the normal mode that a person operates in, i.e., how innately *credible* or *approachable* the person is. By *calibrating* the administrator’s baseline behavior, the teacher then can perceive when the administrator is increasing his *person* (an increase in approachability) or her *position* (an increase in credibility).

Being Group Oriented - a concept; when a teacher makes a decision based on input from how the decision will affect group dynamics; as opposed to being *individual student* oriented.

Bell-shaped Curve – a method for analyzing teachers in a comparative manner. Also known as “normative reference.” See *J-shaped Curve* and *Rubrics*. The distribution is that the majority of teachers are in the middle section with an equal number of teachers making up the “outstanding end” and the “f.a.l.o.w.” (follow another link of work).

Breathing

High/shallow - a release of chemicals of fight or flight (stress). Evidence: jerky movement, “Uh!” and stiffness when reposing.

Low/abdominal - a release of chemicals of calmness. Evidence: fluid movement, facility of finding words and a stillness when in repose.

Breathing and Voice Patterns (same as *Voice and Breathing Patterns*) – a description of the teacher’s breathing when using different voice patterns and the likely interpretation by the students.

Credible voice pattern + high/shallow breathing = interpretation of “teacher is angry!” Students breathe high also and are not safe because the teacher isn’t in charge of their own emotions.

Credible voice pattern + low/abdominal breathing = interpretation of “teacher is definitive!” Students breathe low and feel secure because the teacher is comfortable with themselves. What teacher is saying is not open to negotiation.

Approachable voice pattern + high/shallow breathing = interpretation of “teacher is pleading!” Students breathe high and are not safe because the teacher may emotionally fall apart.

Approachable voice pattern + low/abdominal breathing = interpretation of “teacher is seeking information and input.” Students breathe low and feel secure because teacher is comfortable with themselves and is very receptive to whatever input is offered.

Bully - a class leader whom the other members fear. A *bully* is a negative leader. Sadly, the concept is not restricted to just the students. It is difficult for a supervisor (i.e., a teacher with a bully student and an administrator with a bully teacher) to convince the person that the class is *annoyed* with the bully. This is because when the class is *annoyed* they are silent thus having the bully perceive that the class agrees with the bully.

C – icon for the class corner of the *triangle* of classroom dynamics.

Calibration - the ability or process by which the teacher determines what the administrator’s baseline behavior is; i.e., how innately *credible* or *approachable* he is. By knowing the administrator’s baseline behavior, the teacher then can perceive when the administrator is increasing his *person* (an increase in approachability) or his *position* (an increase in credibility).

Captured Students – high/shallow breather; especially dangerous in an approachable-oriented classroom culture when all reality stops until the individual student who was *stressed* breathes low/abdominally again. See *Preventive Management*.

Cats - concept developed in *A Cat in the Doghouse* describing students who are self-selective and won’t let the teacher directly establish a relationship with them. They are emotionally autonomous. The four feline populations are: adolescents, kinesthetic, at-risk, and the talented and gifted. See *Preventive Management*.

Chronic Asocial – a student whose *baseline behavior* is inappropriate for the function and health of the classroom dynamics. The teacher's first concern is the safety, health and productivity of the class as a whole. The teacher wants to establish a relationship with the student. Most likely the effective methods for establishing gradual rapport are those associated with a *Cat*. If the student is beyond the teacher's influence then the teacher tries to isolate the student with power. If the teacher cannot effectively control the student, the teacher's goal is to either remove the student from the class or indicate to the class that the teacher sees the student the same way as the class does. This, at least, allows the class to verify that their perception is the same as the teacher's. This is the opportunity for the teacher to model emotional control which is the most important attribute a teacher can impart to students of *poverty*.

Class – a description of the students in a classroom. They become a group when they have unison of response. For purpose of a varied writing style, the author often uses the term *class* and *group* interchangeably.

Classroom Cultures – a description of a classroom where pupils operate somewhere on a continuum of *approachable* at one end and *credible* at the other. The timing of when the teacher effectively intervenes is greatly influenced by the culture of the classroom. See *Interventions*.

Concept – A concept is a larger understanding of strategy.

Confused – the second stage when a class is irritable with a particular student; see *Stages*. Evidence: members pull their head back, breathe high, furrow forehead and slightly turn towards neighbor. The recommended response is for the teacher to clearly delay the interaction with the student.

Congruency – when the class sees the teacher's non-verbals communicating the same as the teacher's verbiage.

Controlling the Microphone – the teacher’s ability to determine who gets to talk about what and when they get to talk about it greatly influences the productivity and manners of the *culture* of the classroom. This is especially important with sixth through ninth graders. The key is, when possible, for the teacher to use influence instead of power. See *Preventive Management, Auditory-oriented student, Questions – locations for, and Interventions*.

Conundrum – a paradox; something that looks on the surface to be intrinsically in contradiction. Was used in the text to describe the balance between the importance of the teacher being comfortable with themselves and the need for the teacher to be flexible and accommodate the needs of the class.

Cooperative Learning – a curriculum design whereby students work in teams, Pioneered by Slaven and Johnson brother. See *Interpreting Voices*.

Credible/Credibility – a description of a person’s voice being flat (undulation) and curling down (intonation); conveys that the person is *sending* information, has a strong commitment to the *class* instead of the *individual student* and is committed to productivity.

Crisis (See *Identity Size of Students*) – when a disaster occurs the students (and teachers) go through varying derees of identification with other members of the group. The greater the crisis the greater the variation. The Springfield High and Columbine High School tragedies are examples. After a knee-jerk reaction for one’s own safety, member immediately extend a concern for the welfare of others. If the cries (or in the case of the High Schools mentioned, the aftermath) lasts a period of time then the members identify sizes start to shrink. The smaller the identity size of the students the more important it is for the teacher to be the source of the safety of the group (see *Group Formation*).

Culture – what a group of people do. This includes beliefs and verbal and non-verbal behaviors. The classroom culture ranges from *approachable* to *credible*. The timing of when the teacher effectively intervenes is greatly influenced by the culture of the classroom. See *Interventions*.

Definitiveness – An interpretation by the students that what the teacher is saying is not open to negotiation. Usually achieved by the teacher employing a credible voice pattern while breathing low/abdominally.

Dependency – when the students and the class as a whole seek the teacher's approval.

Disclaimer – a Strategy; when a teacher has done something that the whole group disagrees with, the teacher does a *Break & Breathe* and dissociates from what was just said. The teacher has the option of offering a reframe.

Dog House – a concept; describes when the teacher not only manages an inappropriate student's behavior but also the student as a person. Evidenced by the student, when becoming appropriate, not being afforded the full rights of being a pupil. The opposite is *Manage the Behavior, not the Person*. The term is not associated with *Dogs*.

Dogs – concept developed in *A Cat in the Doghouse* describing student who accommodate; it is easy for the teacher to form a relationship with these students because they are already seeking the teacher. These students want to please the teacher and comply with teacher's requests. These students are dependent-oriented. Term not associated with *Dog House*.

Double Dutch – a technique employed with an auditory-oriented student who is occupying more than their share of class time talking. In order for the teacher to time when to intervene the teacher nods their head in rhythm with the student's speaking so that when the student takes a breath the teacher can intervene by speaking. See *Interventions*

Dysfunctional – (This is perhaps the most controversial entry of the work. The author lacks a qualified background and isn't specific enough for the reader to clearly grasp his intention.) The terms used to describe one of three categories of a classroom: "healthy," "average" and "f.a.l.o.w.." The "average" classroom functions well with an occasional outburst (dysfunctional); usually triggered by the teacher's seasonal fatigue.

The dysfunctional classroom has a pathology that stems from the teacher needing a hierarchical ladder with the students classified as “good” and “bad.” The tendency to generalize from “if you behave like such and such, you therefore must be such and such,” is the basis for the annual presence of *scapegoats*. There is often a pattern of the teacher over-using their *power* then feeling guilty and apologizing for her behavior. (See *Roots of Inappropriate Teacher Power*.) This pattern repeats itself. The teacher’s *meta emotional* level is not well sorted. The teacher’s lack of consistency and *fairness* means that the students never know when the volcano will explode. This pathos is present not only when students are fearful of the explosion but, in a softer form, when students are emotionally dependent on the teacher and fear their membership in the “good students club” can be revoked at any time. The teacher makes these students her primary relationships in life – they are responsible for how the teacher feels.

Both styles are different versions of a teacher operating as a *victim*. The education culture is a profession vulnerable to such disorders because of the temptation to employ power and exact guilt in an insular environment. Usually this teacher comes from a dysfunctional home. (There are plenty of teachers in average and healthy classrooms who have similar backgrounds who have resolved familial issues.)

EASY – The four strategies that assist a teacher in fostering a class to become a group (unit);

Echo – when the teacher says something and then has the class repeat, in unison, the same information. One of the four strategies to blend members of a class into a group unit.

Acknowledging – a form of recognizing a student or the student’s contribution/qualities. When the teacher does the verbal level of *acknowledging* one group – “Some of you are already finished with the assignment” and then *acknowledges* another group – “And some of you are still working on the assignment” both group are aware of each other. See *Acknowledgment*.

Silence – If the teacher asks a question, “Any questions?” and calmly breathes through at least one and half breathing cycles (e.g., an exhale, inhale and a second exhale) the class notices how comfortable the teacher is with silence and is influenced to be comfortable with silence also.

Your Hands – When the teacher does the verbal level of *acknowledging* one group – “Some of you are already finished with the assignment” and holds up a *frozen hand gesture* then *acknowledges* another group – “And some of you are still working on the assignment” and holds the other hand in a *frozen* position then both groups are represented by separate hand gestures. If the teacher then moves the hands together the teacher is symbolically blending the group together. I.e., “OK, when we all finish (and the hands come together) we are going to ...”

Echo – when the teacher says something and then has the class repeat, in unison, the same information. One of the four *EASY* strategies to blend members of a class into a group unit.

Educational Binoculars – a way of viewing the classroom; the two tubes are focusing on the curriculum and management. Michael Grinder’s book, *Righting the Educational Conveyor Belt*, is about curriculum; the Classroom Management Trilogy are about management.

ENVoY – published in 1993; 31 skills/strategies to preserve relationships while managing. Introduced the concept of non-verbal management. Valuable for its construct of Four Phases of a Lesson. The four capitals stand for Educational Non-Verbal Yardsticks; the small case “o” is added to make the title more commercially appealing. An envoy is an ambassador; someone who can explain a culture to new people as well as members of the culture.

Fairness – when the teacher is consistent when managing and the class knows the management is coming, the teacher is seen as fair.

Fairness and Adolescents (same as *Adolescents and Fairness*) – when an individual student acts inappropriately and the class, instead of entering the *Stages*, actually gives the student more status, the teacher may want to employ this strategy. The teacher warns the student of the possible consequence and, if warning is given, the teacher is consistent.

F.a.i.o.w – an acronym for the rate teacher who doesn't exhibit the qualities to be an adequate teacher, Term stands for *follow another line of work*.

Fast Forward – a technique employed with an auditory-oriented student who is talking during more than her share of class time; e.g., “What are you learning as you share this information for a second time?” or “If we had more time to listen, what would we particularly want to note about this information?” See *Interventions*

Favoritism – the natural tendency for a teacher to like certain students more than others. Uncontrolled favoritism results in a *hierarchical ladder* in the classroom with *scapegoats* on the bottom; an obstacle to a healthy classroom. If the class perceives the teacher as liking the students the teacher manages then a healthy favoritism such innate liking appears; i.e., undetectable to the untrained eye, the teacher will move closer to a student the teacher likes when calling on the student academically and will stay farther away when calling on the same student in a management situation. In general, the teacher breathes lower/abdominally when interacting with a student the teacher favors. The opposite is true for the student the teacher dislikes.

Female/Approachable – the cultural tendency for females to be *approachable*.

Firsts – a description of the first time a category of behavior or circumstances occurs. The incident is critical because as much as the group might be well formed the class will operate as if it is not well formed. The reputation of the teacher's leadership is at stake.

Fish Hooks (same as *Hooks*) – The two most common ways that teachers are “hooked” by students when teachers are managing are when the teacher maintains eye contact and is verbal during the management.

Formality Levels – a reference to how a new class will be more formal and raise their hands when they have a question or something to say. As they become more familiar with each other, they will tend not to raise their hands when they have a question or something to say.

Fostering Full Humans – a description and goal of a teacher promoting a healthy classroom; it is the opposite of allowing innate stereotyping to occur. This goal is accomplished via *Sandwich*, and other *Preventing Stereotyping* techniques such as having the students who **are standard-bearers** model that it is normal to have many facets to one's personality.

Four Phases – a term used for one of two concepts:

Four Phases of a Lesson – a description when the teacher is either *Getting Their Attention*, or *Teaching*, or *Transition into Seatwork*, or *Seatwork*. See ENVoY for more details.

Gathering – the first phase of the *Decision-making Process*. This is where *approachable* people are highly valued. See *Decision-making Process*

Gender Misinterpretation – an explanation of how within and between genders the speaker's and the listener's interpretation is often based on the genders of both parties and their individual speaking and listening style.

Greeting Them at the Door – the process of greeting the students at the door serves many purposes: to check out which student might be problematic and to establish rapport.

Giggles, Seasonal – a strategy the teacher may want to employ if a class has been formed and been together for some time and the class giggles at innocuous circumstances. When the teacher notices that certain members of the class are not giggling and, in fact, are looking at the teacher with bated breath, the teacher steps away from the spot where the teacher was instructing and joins the giggle. This cues the students who were not yet giggling that it is OK to giggle and they join the rest of the class in the giggling. The class is now in unison in the giggling. When appropriate the teacher steps back into the teaching spot and resumes instruction.

Group – a description of a class who responds in unison thereby indicating they are a unit.

Group Dynamics – a description of the interaction between the Teacher, Individual students and the Class as a whole. For sure, group dynamics operate from the third grade on except in Special Education setting. The advantages of group dynamics are numerous: easier to manage; basis for a healthy classroom; better academic atmosphere for thinking and helping each other; teacher has more time during the day and more energy at the end of the day, more content covered; the teacher and class are empowered.

Group Formation – a concept; a description of the stages a class goes through as they collectively operate as a unit. The implication is that the role of the teacher changes from being *credible-oriented* to being *approachable-oriented*. The degree of the solidarity is affected by seasons.

Group Voice Patterns – an interpretation; When the collective voices are flat and curl down, the class is in a credible mood and is productivity oriented; when the voices are rhythmic and curl up, the class is in an approachable mood and is more socially oriented. See *Interpreting Voice Patterns*.

Healthy Humor – when a student laughs at their behavior without it being a reflection of them as a *person* and the rest of the class joins in.

Healthy Classroom/School – too numerous to mention here; see Rubrics at the end of each chapter and the summary in the Appendix.

Hooks (same as *Fish Hooks*) – The two most common ways that teachers are “hooked” by students when teachers are managing are when the teacher maintains eye contact and is verbal during the management.

How Not to Get Shot – The micro level skills of the teacher breaking unpopular news with minimal damage to their relationship with the students. This strategy/concept is the implementation level of Fisher & Ury’s seminal work on *win-win* conflict resolution as outlined in their macro book, *Getting to Yes*.

I – icon for the individual corner of the *triangle* of classroom dynamics; could be one or a few pupils.

“I,” Use of (See *Identity Size of Students*) – when the students’ identification with others is small (i.e., just with themselves or only their close friends) the dynamics are weak. This is likely the time that the teacher will increase the teacher’s use of the work “I” when giving the class directives. E.g., “I want you to open your books to page 45 and ...” Since the rapport from the class to the teacher is likely very low or nonexistent, the teacher’s relationship is further weakened by the request. It is recommended that the teacher start the directive with a conjunction, “By opening your books to page 45 and ...”. Instead of the request being personal (“I...my...), it is now more objective, especially since the structure of the sentence forces the teacher to finish the directive (e.g., “so that we will review for tomorrow’s test.”) with the reason why the request is being made.

Identity Size, Students’ – a description of the degree that student’ behavior is inclusive. On routine days, they identify more with others. The level of identifying could be with just favorite friends in the classroom, sometimes with the entire class, sometimes the entire school. Their level of identification greatly affects the group dynamics and is evidenced by their collective voice volume.

Use of “I” – when the students’ identification with others is small (i.e., just with themselves or only their closest friends) the dynamics is weak. This is likely the time that the teacher will increase the teacher’s use of the work “I” when giving the class directives. E.g., “I want you to open your books to page 45 and ...” Since the rapport from the class to the teacher is likely very low or nonexistent the teacher’s relationship is further weakened by the request. It is recommended that the teacher start the directive with a conjunction, “By opening your books to page 45 and...”. Instead of the request being personal (“I...my...), it is now more objective, especially since the structure of the sentence forces the teacher to finish the directive (e.g., “so that we will review for tomorrow’s test.”) with the reason why the request is being made.

Crisis – when a disaster occurs, the students (and teachers) go through varying sizes of identification with other members of the group. The greater the crisis the greater the variation. The Springfield High and Columbine High School tragedies are examples. After a knee-jerk reaction for one’s own safety, members immediately extend a concern for the welfare of others. If the crisis (or in the case of the High Schools mentioned, the aftermath) lasts a period of time then the members identify sizes start to shrink. The smaller the identity size of the students the more important it is for the teacher to be the source of the safety of the group (see *Group Formation*)

Voice Volume – when the identity size of the students is expansive then the collective volume of the classroom (e.g., during cooperative learning times) will never increase beyond a certain maximum level. When the identity size contracts then the collective volume will often continue to expand and expand.

Ignoring – the stage following *annoyed*, indicates the class has learned to live with the student that they used to be irritated by. See *Stages*.

Implementing Information – the fourth phase where *approachable* people are highly valued because of the need for feedback, which is the same as *gathering* information.

Independency – an invented word to describe the opposite of *Dependency*. It describes when the class is able to operate more autonomously from the teacher. One of the goals of the second level of *Teachership*.

Influence Management – managing based on teacher’s “person” as opposed to the teacher’s “position.” Usually little or no eye contact, low/no verbiage, directing the student to a visual representation of what they student needs to be doing; teacher is breathing low/abdominal.

Interpretation of Voices – a reference interpreting how the class is doing based on the collective voice patterns in the room. If the sounds are flat then the class is *visual & credible* oriented, on-task, and very productive. If the sounds are rolling/rhythmic then the class is *auditory & approachable* oriented, socializing and relationship oriented.

Interventions - the term is employed in two ways:

Classroom Cultures – the timing of when the teacher effectively intervenes with an inappropriate student is greatly influenced by the culture of the classroom. It refers to a description of a classroom where pupils operate somewhere on a continuum of *approachable* at one end and *credible*, at the other.

Auditory-oriented Students – not all auditory-oriented students are external; those that are troublesome to the group dynamics process are. Interventions include:

Double Dutch – a technique employed with an auditory-oriented student who is occupying more than their share of class time talking. In order for the teacher to time when to intervene, the teacher nods their head in rhythm with the student's speaking so that when the student takes a breath the teacher can intervene by speaking.

Repeat of Cassette – teacher asks the student if they have shared this information before. If the reply is “no” then usually the class is more tolerant because of the importance of the *first* time something is shared. If the reply is “yes” the teacher has more permission to intervene from the student and definitely from the class.

Fast Forward – a technique employed with an auditory-oriented student who is occupying more than his share of class time talking: e.g., “What are you learning as you share this information for a second time?” or “If we have more time to listen what would we particularly want to note about this information?”

Steal the Thunder – the technique a teacher uses when the teacher expects a certain student to react in an attention-getting manner (e.g., a groan when the homework is announced.) By the teacher alerting the class to what is about to happen before it happens (e.g., “Now, Sally, get ready. It is time for your favorite announcement.”) the students give little or no attention to the student’s antics.

Switching to Relationship – a technique for auditory-oriented students. Teacher, “Tell us what it is about us that makes you want to share this with the class?” This alters the student from the *issue/content* to the *relationship* level of the communication. It increases the teacher’s permission to ask the student to tell them or the class later because it is the relationship that is important compared to the actual content. The class is more tolerant because it removes the possible insult that many pupils feel when the student drones on.

Acknowledgments – sometimes the teacher can write what the student is saying and may even put the student’s name or initials next to the information. If the purpose of the student’s talking is to receive recognition then often visual recognition is more permanent than oral recognition.

Visual Information – a technique for the auditory-oriented student. The teacher, having written input from the students, hears the student repeating information already spoken. The teacher, looking at the board says, “Heather, is what you are saying any different than this?”

J-shaped Curve – a description of modifying the *bell-shaped* curve so that at least seasonally the bulk of teachers are competent.

Keeping Them Away – also known as “*Let Mikey do it.*” It is important for the teacher to remain group-oriented during the first three *phases of a lesson*. This is especially true when the teacher is about to get the students’ attention at the start of the lesson and then immediately release the class to work. In the latter case keep them away for the *Most Important Twenty Seconds*. See *ENVoY*, Chapter One.

Leader – a person the group gives attention to; e.g., by looking at or listening to the person. In a healthy classroom, the leadership shifts because there is less stereotyping.

A negative leader is a person who has the group's attention but the group breathes high/shallow (stressed) when giving their attention.

A positive leader is a person who has the group's attention but the group breathes low/abdominal (relaxed) when giving their attention.

Fostered leader is a student to whom the teacher draws the class' attention for a number of purposes; the teacher especially wants to have the qualities that the particular student represents become part of the fabric of the classroom culture.

Let Mikey Do It – when a student approaches a teacher to ask a question or seek permission to do something, sometimes the rest of the class is watching this “advance guard.” If the teacher responds favorably then, the rest of the class does the same or a similar thing. See *Keeping Them Away*.

Liaison – a student who is seen by some classroom mates as *credible*, valuing productivity and committed to the class as a whole. Other peers perceive him as *approachable*, valuing morale and committed to the individual student. The liaison shatters the concept of stereotype and is quintessential for fostering a healthy classroom.

Lower Rungs Switch to “Person” Sooner – during different *seasons*, when a holiday or a *break in the routines* occurs, the pupils will quickly increase their *right-brain orientation* and abandon their positions of students. Sometime afterwards the teacher also becomes less positional and more personal. The administrators with the highest *level of responsibility* tend to remain positional. At this time, there is a gap between how the teacher and administrator see life. See *Power, Information and Time Patterns*.

MGA – Michael Grinder & Associates; website: michaelgrinder.com

Macro – a global picture of something; a Philosophy of ... is a macro. A macro offers a teacher a vision, a reason, a goal. Macro is the opposite of micro. See *Educator's Taxonomy of non-Verbal Communication*.

Male/Credible – the cultural tendency for males to be *credible*. See *Gender Misinterpretation and Decision-Making Process*.

Managing the Behavior, not the Person – the opposite of *Dog House*. This approach to management is at the core of all ENVoY Programs. It is accomplished when the teacher, having obtained the student's attention, avoids eye contact (see *Three-Point vs. Two-Point Communication*) and silently refers non-verbally to a visual representation of expectations. This is often the *Exit Directions* or the bulletin board of the classroom rules. See *Fish Hooks*.

Micro – a small picture of something. A micro offers a teacher a means, methodology, step-by-step way of achieving a macro. The opposite of a *macro*.

Meta-emotional – when a teacher feels a certain way (e.g., hurt or angry at the class' behavior); a description of how the teacher feels about feeling that emotion.

Micro Skill – a micro skill is the simplest behavior possible a teacher can employ.

Model of Professional Development –

Content – the first stage of teacher's professional development where the teacher learns the knowledge of the subject the instructor is teaching; a reference to the verbiage used during a lesson; the *what*. This is the curriculum aspect of teaching. *Content* is often considered as part of the Science of Managing; in actuality, is a prerequisite because it is not in the management tube of the of the educational binoculars.

Process – the second stage of a teacher's professional development where the teacher learns *how* to non-verbally deliver the *Content*. Part of the Science of Managing.

Perception – Timing – the third stage of a teacher’s professional development. *Perception* is the teacher’s ability to see what the group dynamics situation is about to happen before it actually occurs. *Timing* is the teacher’s ability to intervene with effective timing. *Perception* and *Timing* are part of the Art of Managing.

Permission – the fourth and ultimate stage of a teacher’s professional development. The teacher’s ability to have the students be receptive to the teacher.

Multi Triangles – a triangle is a graphic symbol of the three parties that make up interactions: the person-in-charge, individual members of the group, and the group as a whole. The concept of *Multi Triangles* is a reference to the invisible but always present triangles that each party in a negotiation has. For example, the administrator is the person-on-charge, the individual member is the teacher the administrator is talking to, and the entire faculty is the group. See *Not Present*.

Non-verbals – The non-verbal components of communication can be placed under four categories:

Visual - where the teacher looks and what they see with their eyes.

Auditory – what the teacher does with their voice.

Kinesthetic – what the teacher does with their body, e.g., gestures.

Breathing – what the teacher does with their breathing.

Open-ended Meetings that Close – See *Power, Information and Time Patterns; Lake of Time = Reverting to Power*.

Osmotic Learning - the group dynamic phenomenon that occurs when the students are so unified that they intuitively learn from each other at an accelerated rate.

P – Pause – one of the four ingredients a teacher has to have to operate successfully as a classroom manager; the teacher pauses, thus breathing and being less verbal. See *R, S, and V*.

Paradigm shift – a change in thinking that revolutionizes how people perceive and operate. The *Classroom Management Trilogy* offers a shift from management by power to management by influence.

Peer Forms – those readers versed in *ENVoY* are raised on Self and Peer Forms. The latter are given by a teacher to a colleague to reinforce the skill the teacher has practiced. *ENVoY* is a collection of skills and strategies whereas *A Healthy Classroom* is a composite of concepts that occur over a length of time. Peer Forms don't lend themselves to such time constraints.

Permission – the fourth and ultimate stage of a teacher's professional development. The teacher's ability to have the students be receptive to the teacher.

Person vs. Position – a teacher has a position that contains responsibilities and yet the teacher is also a person. During different *seasons* when a holiday or a *break in routine* occurs, the pupils will quickly increase their *right-brain orientation* and abandon their positions as students. During the difficult times of the year it is best if the teacher operates more *dissociated* – more from their position. They can satisfy their personal needs away from the classroom.

Power Management – managing by the teacher based on their position. Usually done with lots of eye contact and verbiage, physically close; the teacher is breathing high/shallow. See *Roots of Inappropriate Teacher Power*.

Preventive Management – the ability of the teacher to quickly detect which students the teacher is likely to manage. These students include:

Cats – concept developed in *A Cat in the Doghouse* describing students who are self-selective and won't let the teacher directly establish a relationship with them. They are emotionally autonomous. The four feline populations are: adolescents, kinesthetic, at-risk, and the talented and gifted.

Stressed Students – high/shallow breathers; especially dangerous in an approachable-oriented classroom culture.

External Auditory-oriented – a style of communicating and processing; usually troublesome in a group setting. Identifiable by the following three characteristics: has to speak to release their internal focus of concentration, clarifies aloud and is long winded.

Students who are different than the teacher – If the student's academic style is different from the teacher's, the potential for a weak relationship and possibly even having to manage the student increases. The teacher wants to recognize the student's style and either accommodate it or at least *acknowledge* the difference.

“What-about...” thinkers – the student who is innately curious and quicker than the average student, often asks the teacher an advanced or tangential question (e.g., “what about...?”) while the teacher is still trying to impart a basic idea to the class. The pupils, who are just on the verge of understanding what the teacher is explaining, misinterpret the teacher's reply to the “what about” question as being an essential part of what they are trying to grasp. The tendency is for the class to be overwhelmed when listening to the interaction between the teacher and the “what about” student. The suggested strategy is for the teacher to wait until the class fully understand the basic concept before entertaining the “what about” question.

Negative Leader – is a person who has the group's attention but the group breathes high/shallow (stressed) when giving their attention.

Captured Students – a description of students who don't want to be in school; seasonally true for adolescents.

The teacher's strategy is to establish a relationship with such students. It is important that the class perceives the teacher as liking these students so that when the teacher manages the students, the rest of the class thinks it is the student's behavior the teacher is managing instead of the student as a person.

Protecting an Individual – when a class sees an individual student as inappropriate and expresses their reaction and yet the student doesn't respond to the input, the teacher may want to employ this strategy. If the teacher has rapport with the class the teacher can indicate that no further feedback may be given to the student.

Pushing a Class – when a class is a well-formed group, the teacher has the option of employing this strategy. If the teacher makes demands that the class interprets as harsh (evidence is high breathing when receiving the demand), then grumbles but meets the demands – the teacher knows the class is providing *safety* for its members.

Questions, Responding to Strategy – when the teacher is still learning the content (e.g., new teachers) the teacher has a tendency to be more focused on the content than on the delivery with the content. Flexibility of delivery comes as the teacher increases their familiarity with the content. If the teacher can influence when questions can be asked about which content, the teacher has an easier time teaching. See: *Satisfy, Satisfy, Delay, and What About...*

Questions, Location for – the most salient problem that occurs during the *Teaching* portion of the lesson is who gets to talk about what and when do they get to talk. To *control the microphone*, the teacher can create a location for questions so that the students know that when the teacher isn't in that location the students need to wait to ask their questions. See *Preventive Management*.

Reframe – looking at the same situation from a different interpretation. Reframing is a part of the *Acknowledgment* ingredient in EASY.

Repeat of Cassette – teacher asks the auditory-oriented student if they have shared this information before. If the reply is “no” then usually the class is more tolerant because of the importance of the *first* time something is shared. If the reply is “yes” the teacher has more permission from the student and definitely from the class to intervene. See *Interventions*.

Righting the Educational Conveyor Belt – Michael Grinder's 1989 book on the curriculum tube of the classroom. Contact MGA to order or see website: michaelgrinder.com

Roots of Inappropriate Teacher Power - Inappropriate power is when the teacher has the person or class at “neutral” (see the sixth and seventh skills of Chapter One of *ENVoY*) and yet continues to use power. This results in the person and/or class breathing high/shallow. There are two sources of the inappropriate power. One source is personal – sometimes the teacher has a dysfunctional need to *bully* or make people wrong (see *Manage the Behavior not the Person.*) The second source is *cultural*. Teachers have the second lowest *self-esteem* of college graduates. Teachers are caring and accommodating people prone to *set-asides*. When the person has been imposed upon too much the person explodes with unhealthy anger because that was the model they had in their dysfunctional family. Because of this historical tradition, teachers who come from healthy homes were acculturated to such explosions when they were students. Hence *power* is part of the educational *culture*. It is somewhat understandable because the temptation to employ power is great because of the authority of the teacher in an insular environment. As Lord Acton said, “Power tends to corrupt.”

Rubrics – a description of the four categories that a teacher can progress through. Rubrics is different than *bell-shaped* or normative reference. Rubrics is also referred to as *standards*. See also *J-shaped* curve.

Rumors – when a teacher manages a student who does comply and the student tells others a distorted picture of the on-goings – such distortions are called *Rumors*. *Rumors* are divisive to the well-being of the class dynamics.

SAD – an acronym for **S**easonal **A**ffected **D**isorder. This concept is referenced as an analogy for SAG.

SAG - an acronym for **S**easonal **G**roup **D**ynamics. A description of how the teacher and class are affected by the seasons of the school year.

Sandwich – a technique employed to *prevent stereotyping* in the classroom. The teacher says a string of pupil's names, the students are not of the same stereotypes and thus the stratum of the classroom are mixed and blurred. E.g., "John, Frank and Sally have excellent answers to problem number four on the test." If Frank normally doesn't do well and yet is mentioned with John and Sally (who normally do well) then the template that "anyone can be and do anything" is fostered.

Satisfy, Satisfy, Delay – a strategy of the teacher responding to an individual student based on the group's perception of the individual. The teacher entertains the student's questions until the class perceives the particular student as being different than the rest of the class. Then the teacher has the option to *delay* responding to the questioning student without the rest of the class interpreting the teacher's lack of response as applying to them.

Saving an Individual – when a class is processing through the *Stages* of being irritable with an individual student, the teacher may want to employ this strategy. This would occur is a teacher intervenes before the class becomes *annoyed*.

Scapegoat – In classrooms where stereotyping occurs, the students at the bottom of the hierarchical ladder are picked on (managed) and are the scapegoats. If the teacher annually has scapegoats in their classroom, it is an indication of the teacher's *dysfunctionality*.

Science of Managing – a description of the first (*Content*) and second (*Process*) stages of a teacher's professional development.

Seasonal Giggles – if a class has been formed and has been together for some time, often they will giggle at innocuous circumstances. This is when the teacher may want to employ this strategy. The teacher notices that certain members of the class are not giggling and, in fact, are looking at the teacher with bated breath. The teacher steps away from the spot the teacher was instructing from and begins to giggle. This cues the students who were not yet giggling that it is OK to giggle, and they join the rest of the class in the giggling. The class is now in unison in the giggling. When appropriate the teacher steps back into the teaching spot and resumes instruction.

Seasons – The atmosphere of a classroom will change. Sometimes the students are more left-brain oriented and learn by understanding individual details and by building toward a larger concept. During these times, routines work really well. Other times the pupils are more right-brain oriented, random in their thinking, not threatened by consequences, only moved by the personal relationship they have with their teacher. These seasonal changes can be associated with the calendar, sudden changes in the weather, and the break in routines (e.g., assemblies).

Self-Forms – Used by teachers to practice the skills in *ENVoY, Your Personal Guide to Classroom Management*.

Shocked – the first stage when a class is irritable with a particular student; see *Stages*. Evidence: members pull their head back and breathe high. The recommended response is for the teacher to gently respond.

Silence - One of the four EASY strategies to blend members of a class into a group unit. If the teacher asks a question, “Any questions?” and calmly breathes through at least one and half breathing cycles (e.g., an exhale, inhale and a second exhale) the class notices how comfortable the teacher is with silence and is influenced to be comfortable with silence also.

Skill – A skill is the simplest behavior that is meaningful to teach others; it is what the teacher does when communicating. Since the *ENVoY* books are a collection of meaningful non-verbal ingredients to be mastered, sometimes the ingredient is a micro skill or a skill or a strategy and sometimes it is a concept. There are many *ENVoY* items that will overlap between classifications.

Standard-bearer – a student who, during the early *class formation*, is seen by pupils as symbolizing a certain trait (smart, good looking, clown). By the teacher *fostering* a standard-bearer into a *full human* being, students are encouraged to see a broader definition of themselves. See *sandwich*.

Status – a description of how classmates view a particular student; high or low.

Decreasing – if a student has high status but in the eyes of the teacher the student's behavior is inappropriate, the teacher may want to employ this strategy. When the teacher notices the student is about to talk the teacher artificially creates noise in the room (e.g., "Class turn to page 25.") and then calls on the student. The class is busily turning to page 25, in essence, ignoring the student, thus the student's status is reduced.

Increasing – if a student has low status but in the eyes of the teacher, the teacher wants the class to notice the student, the teacher may want to employ this strategy. This student often is a quiet student who may often ask the teacher a question when the class is making noise (e.g., turning to a given page that the teacher has requested that they turn to). The teacher signals the student that the teacher will entertain the question in just a moment then waits until the class is quiet and then calls on the student. The class, looking at the teacher, switches to looking towards the student when the teacher does call on the student.

Steal Their Thunder – the technique a teacher uses when the teacher expects a certain auditory-oriented student to react in an attention-getting manner (e.g., a groan when the homework is announced). By the teacher alerting the class to what is about to happen before it happens (e.g., "Now, Sally, get ready. It is time for your favorite announcement.") the students give little or no attention to the student's antics. See *Interventions*.

Stereotyping – the tendency for a group to perceive members as being a certain limited way. This is unconsciously reinforced by all three corners of the classroom triangle. The student is drawn to it because an identity is assigned. The teacher is attracted because they know what to expect. And the class collectively likes the idea that there is a social totem pole and only the ones at the bottom (i.e., scapegoat) are picked on. A healthy classroom is one where the stereotyping is held to a minimum.

Stress – a lay term for a person who is breathing high/shallow and is releasing chemicals of fight or flight.

Strategy – a strategy is a combination or sequence of skills. For example, *ABOVE (pause) Whisper* is composed of three separate micro skills. The *ABOVE (pause) Whisper* are the micro skill of volume. The Pause is elusive. On the one hand, it is a micro skill because the teacher isn't talking and yet the pause is the single most important non-verbal skill that a teacher can employ because of its many ramifications. Depending on how the Pause is employed, it could be a micro skill or a skill or a strategy or a concept. There are many *ENVoY* items that will overlap between classifications.

Students Different from Your Style – one of the categories of students the teacher has to be sensitive to. If the student's academic style is different from the teacher's, the potential for a weak relationship and possibly even having to manage the student increases. The teacher wants to recognize the student's style and either accommodate it or at least *acknowledge* the difference.

Subordinate's Expectations – when the lower party has switched from her *position* to their *person*, they expect those around them to be in a similar mood; since the boss has a heavier level of responsibilities, they're less likely not to switch and therefore may seem cold and unreal. See *Power, Information and Time Patterns*.

Subsidizing – the tendency of teachers to buy supplies out of their own pockets; comparatively speaking, this is not done in the corporate culture.

Surprise – when a teacher is surprised the teacher is likely to *breathe* high/shallow. With the lack of oxygen to the brain, the teacher tends to respond with knee-jerk reactions instead of choosing what to do. The *Classroom Management Trilogy* programs are an antidote to "surprise." The *Model of Professional Development* is developed to decrease the element of surprise. The more the teacher can predict what is likely to happen, the more the teacher is comfortable, even if the teacher can't do anything about it.

Switching to Relationship – a technique for auditory-oriented students. Teacher, “Tell us what is it about us that makes you want to share this with the class?” This switches the student from the *issue/content* to the *relationship* level of the communication. This increases the teacher’s permission to ask the student to tell them or the class later because it is the relationship that is important compared to the actual content. The class is more tolerant because it removes the possible insult that many pupils feel when the student drones on.

T – icon for the teacher corner of the *triangle* of classroom dynamics.

Teachership, Levels of – a concept where the development of the teacher’s role is described as being two-staged. The first stage is when the teacher forms a relationship with the students or at least the key students. The feature of this stage is a dependency from the students to the teacher. The second stage is when the teacher transfers the teacher’s rapport with students to the students so that they have the rapport amongst themselves. Often the teacher does *fostering*. At this stage, the class as a whole develops interdependency and is more autonomous with respect to the teacher.

Temporarily Asocial – a student who is temporarily acting inappropriately and is outside the influence of her peers; feedback. If the class gives the student feedback the class might progress through the *stages* of *shocked*, *confused*, and *annoyed*. The suggested strategy is for the teacher to intervene because the teacher’s emotional development is greater than that of the class.

Thinking/Processing Styles – there are several models of how students think/learn. In general, the following styles [with a reference to the model that they style comes from in brackets] are the ones that teachers tend to manage: non-visual-oriented (the auditory & kinesthetic) students [Dunn’s Learning Styles]: right-brain oriented [Hemispherology]; music, body, spatial, interpersonal, intrapersonal oriented students [Gardner’s Multi-Intelligence]: Adolescents, Kinesthetic, At-risk, Talented & Gifted students. [M. Grinder’s “Dogs and Cats”]

Three-point Communication – the teacher looks at a visual representation of information. Since the student follows the teacher’s eyes the student looks there also. This form of communication is recommended when the teacher is managing because the teacher is managing because the teacher *manages the behavior and not the person* thus preserving the relationship with the student. This is why Exit Directions (see *ENVoY page 28*) is such a godsend. See *Two-point Communication*.

Three Stages – description of the phases of reaction when a class is irritated by an individual; *Shocked, Confused and Annoyed*.

TIC – the initials used in the triangle of the classroom; respectively they represent the **T**eacher, **I**ndividual students, and the **C**lass as a whole.

Time, Lack of = Reverting to Power – when the higher position runs out of time the position will revert to power even if the position doesn’t have enough information. See *Power, Information and Time Patterns*

Triangle – a description of the three parties that make up interactions: the person-in-charge, individual members of the group, and the group as a whole. For classrooms this is the Teacher, the *Individual* students and the Class as a whole. Also, known as *TIC*.

Two-Point Communication – a term to describe eye contact; so called because there are two parties involved. It is recommended that the teacher consider employing a two-point communication most of the time when the interaction is positive. See *Three-point Communication*.

Unison of Response – a description of a group moving, talking, laughing, becoming still as a unit. See Chapter Two, *Class Formation*.

Victim – a term to describe emotional state of self-pity; often seasonal.

Victim, Felling Like a – a seasonal ailment that social services personnel (i.e., social workers, teachers, nurses) are prone to experience. A reverting to the emotional level of adolescents where the person feels less empowered and under-appreciated.

Visual-oriented – the teacher communicates *visually* and personally likes things neat and orderly. Tends to be more class-oriented and committed to high productivity. The opposite of being *auditory-oriented*.

Visual Information – a technique for the auditory-oriented student. The teacher, having written input from the students, hears the student repeating information already spoken to. The teacher, looking at the board says, Heather, is what you are saying any different than this?" See *Interventions*.

Voice Patterns & Breathing (same as *Breathing and Voice Patterns*) – a description of the teacher's breathing when using different voice patterns and the likely interpretation by the students.

Credible voice pattern + high/shallow breathing = interpretation of "teacher is angry!" Students breathe high also and are not safe because the teacher isn't in charge of their emotions.

Credible voice pattern + low/abdominal breathing = interpretation of "teacher is definitive!" Students breathe low and feel secure because the teacher is comfortable with themselves. What teacher is saying is not open to negotiation.

Approachable voice pattern + high/shallow breathing = interpretation of "teacher is pleading!" Students breathe high and are not safe because the teacher may emotionally fall apart.

Approachable voice pattern + low/abdominal breathing = interpretation of "teacher is seeking information and input." Students breathe low and feel secure because teacher is comfortable with themselves and is very receptive to whatever input is offered.

Voice Volume (See Identity Size of Students) – when the identity size of the students is expansive then the collective volume of the classroom (e.g., during cooperative learning times) will never increase beyond a certain maximum level. When the identity size is contracted, the collective volume will often continue to expand and expand.

Voice Patterns, Group – an interpretation: when the collective voices are flat and curl down, the class is in a credible mood and is productivity oriented; when the voices are, rhythmic and curl up, the class is in an approachable mood and is more socially oriented.

“What About...” – the student who is innately curious and quicker than the average student often asks the teacher an advanced or tangential question (e.g., “what about...?”) while the teacher is still trying to impart a basic idea to the class. The other pupils, who are just on the verge of understanding what the teacher is explaining, misinterpret the teacher’s reply to the “what about” question as being an essential part of what they are trying to grasp. The tendency is for the class to be overwhelmed when listening to the interaction between the teacher and “the what about” student. The suggested strategy is for the teacher to wait until the class fully understands the basic concept before entertaining the “what about” question.

Your Hands – One of the four *EASY* strategies to blend members of a class into a group unit. When the teacher does the verbal level of *acknowledging* one group, “Some of you are already finished with the assignment” and holds up a *frozen hand gesture* then *acknowledges* another group, “And some of you are still working on the assignment” and holds the other hand in a *frozen position*, then both groups are represented by separate hand gestures. If the teacher then moves the hands together the teacher is symbolically blending the group together. I.e., “OK, when we all finish (and the hands come together) we are going to ...”