

Chapter 14: Reflective Practice

Use this reproducible to assess how often you use soft and hard tactics, reflect on your classroom rules and enforcement methods, and review your use of tactics to build legitimacy with your students.

Assess Your Use of Soft and Hard Tactics

Think about how you currently attempt to influence behaviors in your classroom at this point in your career. On the following spectrum, place an X where you currently see yourself.

I use soft tactics 100 percent of the time.

I use hard tactics 100 percent of the time.

Reflect on the following questions and respond.

1. Am I happy with where I see myself in terms of my use of hard and soft tactics?

2. Do I utilize hard and soft tactics in an appropriate fashion, using hard tactics rarely and only when the circumstance calls for their use?

3. If I am not happy with where I see myself in terms of these questions, what three steps will I take to change my current practice?

- a. _____
- b. _____
- c. _____

Reflect on Your Classroom Rules and Enforcement Methods

Think about the rules you have established in your classroom for this school year and the consequences that you have outlined for your students if they choose to violate these rules. Answer the following questions.

1. Have I been consistent in my application of consequences for my students, for all of my students, all of the time?
2. In what ways do I show favoritism, allowing some students to occasionally get away with transgressions?
3. What message do I send students in my use and enforcement of classroom policies?

Review How You Build Legitimacy

The following are a number of strategies that you can enact in your classroom to establish legitimacy with your students. Put a checkmark beside the ones that you have already done, and think about the ones that you may not have yet put into practice. What's stopping you?

- ☐ I told my students at the beginning of the term that it is important to me that they see me as treating them fairly and that if they ever feel that I am not doing this, they should come and talk to me about it. When that happens, I listen carefully and do not become defensive.
- ☐ I have very few classroom rules, but the ones that I do have I communicate clearly to my class at the beginning of the term.
- ☐ I told my students what consequences would occur if they chose to violate our classroom rules, and I always enact these consequences, no matter who the student is.
- ☐ I told my students that I care about their success in my class, and I work very hard to help them be successful.
- ☐ I ensure students know that I mean what I say and say what I mean. I am acutely aware that most students know hypocrisy when they see it. Therefore, I always model the behaviors I ask of them.
- ☐ I come to class with my lessons always well prepared, and I tailor my lessons when I can to include material that is interesting and relevant to my current students.
- ☐ I am empathetic and understanding with my students when things happen in their lives that may negatively impact their behavioral or academic performance in my classroom.
- ☐ When I make promises and commitments to my students, I always follow through.
- ☐ I reflect on things I can do or change to establish legitimacy with my students. These things include the following.
 - a. _____
 - b. _____
 - c. _____
 - d. _____
 - e. _____