

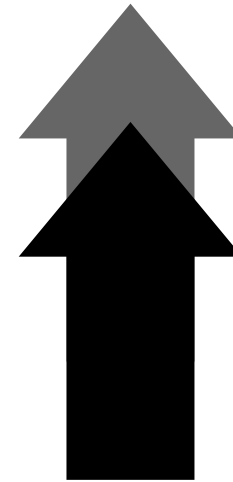
INSTRUCTION

“There is a natural order to teaching anything. You must establish Discipline, then Motivate and then they can Learn!”



Practical Training

- Example



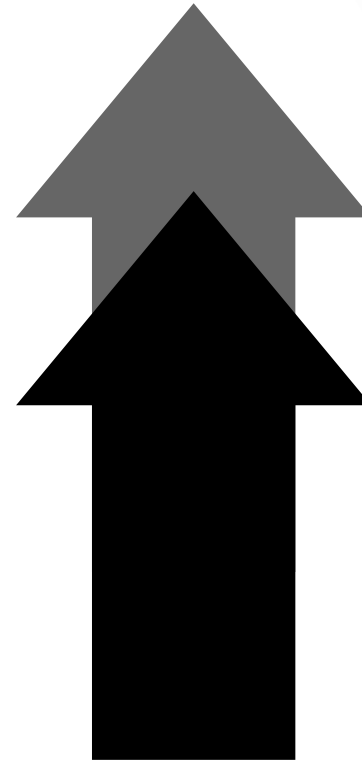
Overview

- All instruction, teaching or motivation follows a natural hierarchy. In other words, while all the parts are equal, they have to be applied in an order.
- This means in a class, we have to have Discipline, before we can even try and motivate the students. That's what we will explore first...



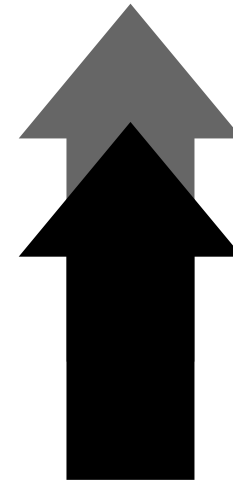
Discipline

- Discipline is the primary difference between our activity and most other activities students do. We have to demand high performance in how we teach, what we expect from students and what we expect from ourselves.
- Ensuring Discipline in the Academy is a two step process:
 1. Define WHAT behavior we want and expect. This is the student definition: "Doing What You're Supposed to DO, When You're Supposed to Do It!".
 2. Use consistent TECHNIQUES or "HOW" we teach and reinforce (strategies and tactics) to result in the behavior we want. This is how we, as instructors function.



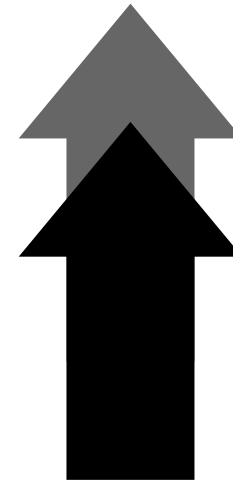
Discipline - The WHAT

- Define what behaviors we want to see in the Academy and elsewhere. These behaviors should include:
 - TIME (when should the behavior occur-all the time? In class? On command?)
 - INFORMATION (What IS the behavior in detail)
 - CONTEXT (why it's important, when it matters?)
- Some of these behaviors are included in our defined Structure. Some are not... List all the behaviors you want the students to exhibit (and Parents, Instructors and the Business)



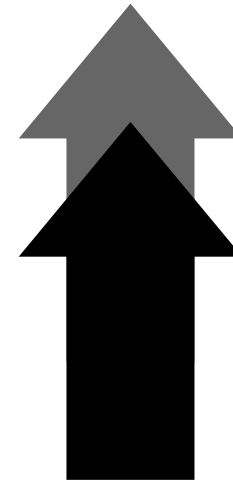
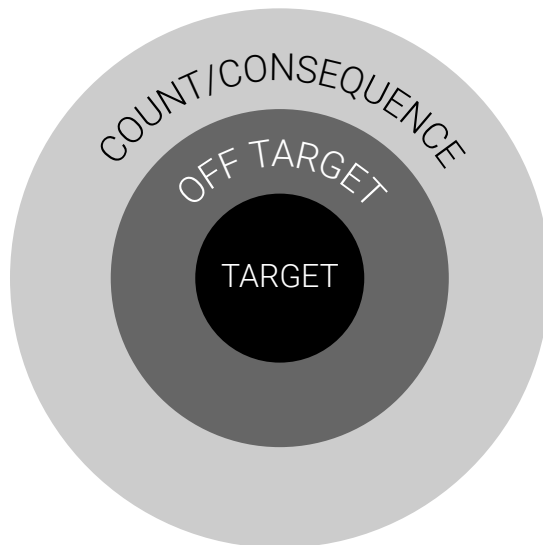
Discipline - The WHAT

- Define These: (what do you want to see?)
 - Student Behaviors
 - Parent Behaviors
 - Instructor Behaviors
 - Business Behaviors



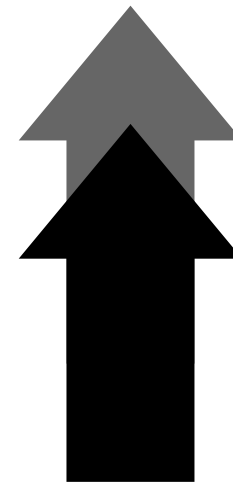
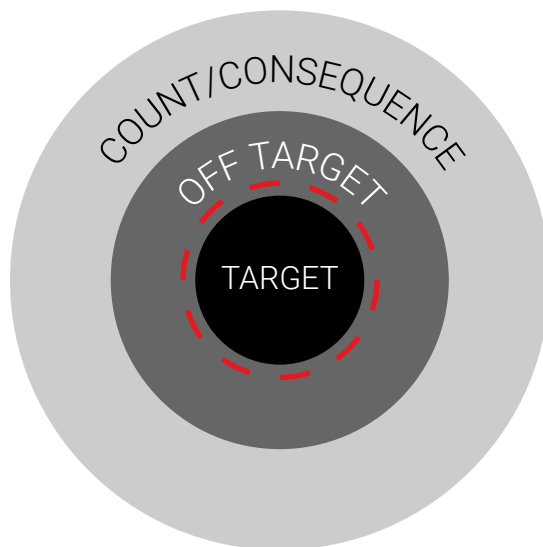
Discipline -HOW

- To reinforce and teach the behaviors we want in the Academy, we need to look at three different levels of behavior:
 - TARGET (the defined behaviors you want)
 - OFF TARGET (not the defined behaviors)
 - COUNT/CONSEQUENCE (behaviors that require counting or a consequence)



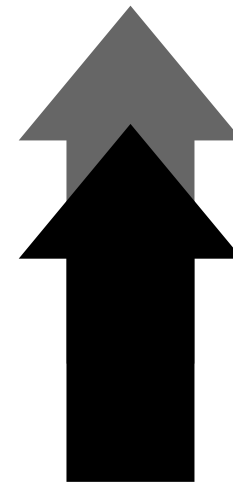
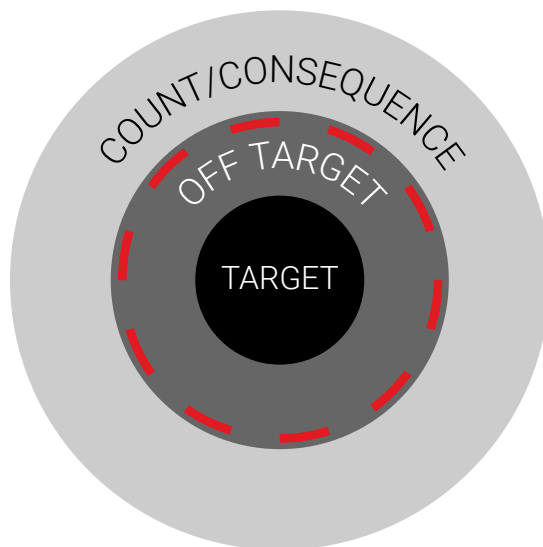
Discipline -TARGET Behaviors

- TARGET Behaviors:
 - The number one error instructors make in class...
 - It's Ignored
 - Target Behaviors must be Reinforced MASSIVELY!



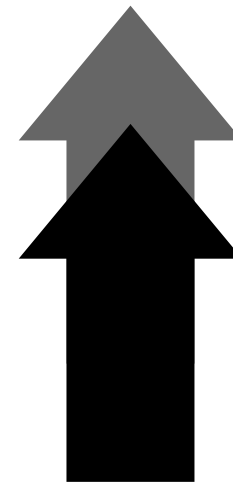
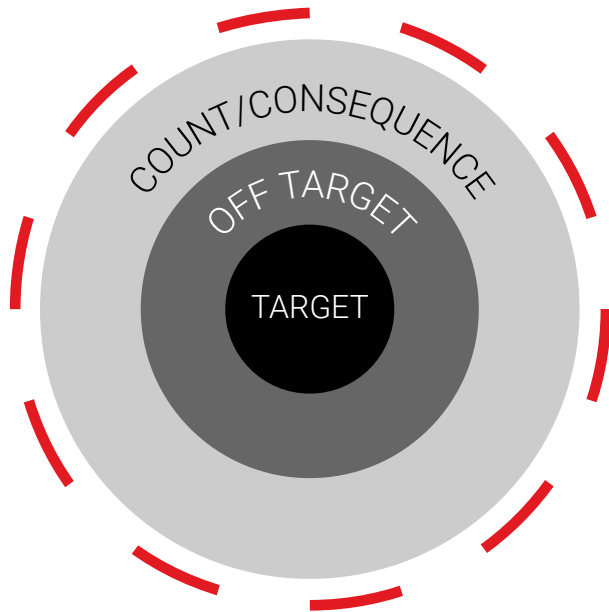
Discipline -TARGET Behaviors

- OFF TARGET Behaviors:
 - The number two error instructors make in class...
 - It's Ignored
 - Off Target Behaviors
 - Correct (tell 'em!)
 - P-C-P
 - Reinforce OTHER students TARGET behaviors



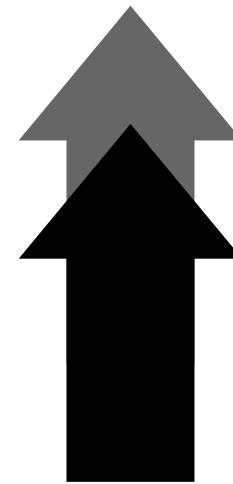
Discipline - COUNT/CONSEQUENCE

- Count/Consequence Behaviors:
 - The number two error instructors make in class...
 - It's Ignored
- Off Target Behaviors
 - Correct (tell 'em!)
 - P-C-P
 - Reinforce OTHER students TARGET behaviors



Discipline - Tie It Together

- The Clock:
 - Student Behavior
 - T -Time
 - I -Info (What)
 - C -Context (Why)
- Instructor Behavior
 - T -Target
 - O -Off Target
 - C -Count / Consequence The



Discipline - Practical

- Use TIC List
- Phase 1: Inst. Callout (small groups)
 - Consequence Behavior Only
 - OT Behavior Only
 - Target Behavior Only
 - Combine
- Phase 2: Students on Own - Behavior Only
 - Repeat Order
- Phase 3: Students on Own -Doing Class
 - Repeat Order

