

Connection Before Correction: A Positive Approach to Classroom Management

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Components of Sequential Patterns:

Teacher Presentations (1):

- 1a ACADEMIC MUSICAL TASK PRESENTATION (talking about music or performance aspects, including modeling by the teacher or piano, or questions)
- 1d DIRECTIONS (giving directions regarding who will, where to sing/play, counting beats, usually ending in “ready, go”, questioning)
- 1s SOCIAL TASK PRESENTATION (presenting rules of behavior, moving students around in the room, etc)
- 1o OFF TASK STATEMENTS (unnecessary and irrelevant comments, such as talking to oneself, interruptions, etc)

Student Responses (2):

- 2p PERFORMANCE (entire ensemble, sections, or individuals, singing or playing)
- 2v VERBAL (ensemble members asking or answering questions, or making a statement, or spoken performance, such as rhythmic reading, text speaking, or spoken solfege)
- 2nv NONVERBAL (ensemble members nodding heads, raising hands, or moving in response to teacher instruction)

Reinforcement (3):

- 3a VERBAL/NONVERBAL APPROVAL (positive response to student behavior)
- 3d VERBAL/NONVERBAL DISAPPROVAL (negative response to student behavior)

APPROVAL		DISAPPROVAL	
*SPECIFIC	NONSPECIFIC	*SPECIFIC	NONSPECIFIC
#related	unrelated	#related	unrelated

*Specific = Exact feedback containing musical information

Nonspecific = vague feedback containing no musical information (cheerleading)

#Related = Feedback associated with the “1” presented by the teacher

Unrelated = Feedback NOT related to the “1” presented by the teacher

Teacher Feedback Scale

Time: _____	Instruction _____					S	A	T	B	Ind.
●	-3	-2	-1	0 / R	+1	+2		+3	★	
Non-Verbal: -/ +	Cancellation: -/ +	Directive: <input type="checkbox"/>	Hustle: <input type="checkbox"/>	Verbal:						

Star – Anomalistic Positive

Rare moment of high level shared satisfaction, most often happens in performance.

+3 = High magnitude positive

Stark change in affect

“BRAVO!”; “I’m very proud of you”

+2 = Specific positive

“Great tone!”, “Nice rhythmic energy there!”

+1 = Non-specific positive

Feedback without qualification. Tends to be a habitual response functioning as a transition activity.

“Good!” “Better!” “Great!” “Yes!”

0 = No feedback given

“Thank you”, “Again”, or Immediate transition to rehearsal without feedback

-1 = Specific negative

Feedback includes qualifiers such as specific location, problem, and/or correction

“Altos, higher on that F#”; “You rushed the paired eighth notes.”

-2 = Non-specific negative:

Feedback which includes no qualifiers.

“You have to do better”; Nonverbal negative (shaking head, sigh, hairy eyeball)

-3 = High Magnitude negative

Indicates high immediacy in correction, usually after multiple trial errors. Stark change in affect.

[*frustrated*] “How many times do we have to go over this? [*disappointed*] “That’s not how we do things.”

Black Dot – Anomalistic Negative

A moment you regret as an instructor. Walking out on a class, singling out a student.

Biddlecombe, Tucker. (2012). Assessing and enhancing feedback of choral conductors through analysis and training. *International Journal of Research in Choral Singing*, 4(1), 2-18.