

# Alabama Music Educators Association

## In – Service Conference

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### ***Abracadabra: Getting Students To Do What You Want Them To Do Alabama Ballroom E***

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**Magic** is an attempt to understand, experience and influence the world using rituals, symbols, actions, gestures and language.

- I. Motivating
  - a. External
    - i. Food
    - ii. Tangible
    - iii. Free Time
    - iv. Musical or Non Musical Experiences
  - b. Internal
    - i. Interpersonal
    - ii. Intrapersonal
  - c. How
    - i. Be Passionate/Exciting
    - ii. Be Honest
    - iii. Be Real
- II. Manage
  - a. Elementary
    - i. Procedures
    - ii. Patient
    - iii. Plan
  - b. High School
    - i. Know Your Students
    - ii. Build Community
    - iii. Be Vulnerable
  - c. College
    - i. Win the War
    - ii. Be Flexible
    - iii. Independence
  - d. Discipline Techniques
    - i. Urgency & Direct instruction
      - 1. List titles and measures of what is to be accomplished on the board – list more than you know you can actually accomplish – Keep them singing
      - 2. List theory, sight-reading, etc... on the board
    - ii. Focusing
      - 1. Getting their attention
      - 2. Embrace the Silence (Activity)

**Uncertainty** increases the level of excitement in a rehearsal. For older students outline what will happen in rehearsal, and for younger students briefly explain what will happen in music class.

***"Given the opportunity human beings, especially children, will do exactly what they want at any given time." - Bodenheimer's Law***

**“Values** are caught,  
not taught.”

- iii. Proximity
  1. Navigate through the classroom while students are singing/playing
  2. Navigate while giving instruction
  3. Navigate when students are engaged in giving answers
  4. Navigate when students are not engaged
- iv. Modeling
  1. Be Courteous, Prompt, excited, in control, organized
  2. Let them see you work
  3. Avoid being reflective
- v. Non-Verbal Cuing
  1. Facial Expressions
  2. Body Language
  3. Hand Signs
- vi. Mama/Daddy
  1. Knowing You
  2. Knowing Them
- vii. Low-Profile Intervention
  1. Principal
  2. Parent
  3. One-on-one
  4. Name Dropping
- viii. Assertive Discipline (Modified)
  1. Body Language, Eye Contact, Firm Voice
  2. Expectation
  3. Right for Teachers/Students
  4. Directional Questions
  5. How to answer a question
  6. Responses (Activity)
    - a. Assertive
    - b. Non-Assertive
    - c. Hostile
- ix. Specific Praise
- x. Monitoring
- xi. Assessing

An **effective teacher's** approach to misbehaving students is inconspicuous – Avoid rewarding misbehavior by making that student the center of attention