

*TOC in Conduct: Responsible Decision Making, Holly Hoover,  
Secondary School Teacher, Woodbridge, Virginia, USA  
"No problem with tardiness." p.1*

***"I HAVE HAD NO FURTHER PROBLEM WITH TARDINESS."***

Although I only attended a one day overview of TOC, I could see the potential of these tools to significantly improve student behavior especially on one behavior that was causing problems for me: tardiness to class.

After their first offense, I began to have students come to me during their break times and do a negative branch. Not only do they see the consequences of their behavior from all angles (and where the behavior can lead to down the road) they also actually seem to like the assignment. Because of this, and the fact that it is not 'writing sentences,' the traditional assignment, the 'negative branches are always a 'positive' experience.

Of all my students who completed the branches, I have had no further problem with tardiness. 100% SUCCESS. I like those odds!

TOC has been working so well for me in my classroom--both academically and in behavior management--that I very much want to see the "rest of the TOC iceberg."

*TOC in Conduct: Responsible Decision Making, Holly Hoover,  
Secondary School Teacher, Woodbridge, Virginia, USA  
"No problem with tardiness." p.2*

11-18-97

From: The Hoovers

10:09 PM

Date: Tuesday, 18-Nov-97 10:09 PM

From: The Hoovers \ Internet:  
To: John and Kathy Suerken \ Internet:

Subject: Re: TOC @ MMA

Dear Kathy--

Thanks so much for the e-mail. So nice to hear from you. I'm definitely excited about attending an entire seminar. Please let me know when one might be available in the area. I certainly appreciate you allowing me to attend on scholarship! TOC has been working so well for me in my classroom--both academically and in behavior management--that I'm very excited about the opportunity to see "the rest of the iceberg."

I am still planning to attend the conference in Detroit. It could not have been in a better place since I have so much family there and am very familiar with the area.

I have a few negative branches that some of my students completed for being tardy to class. I will share these with you (fax). Of those who completed the branches, I have had no further problem with tardiness. 100% SUCCESS! I like those odds. Thank you!!!!

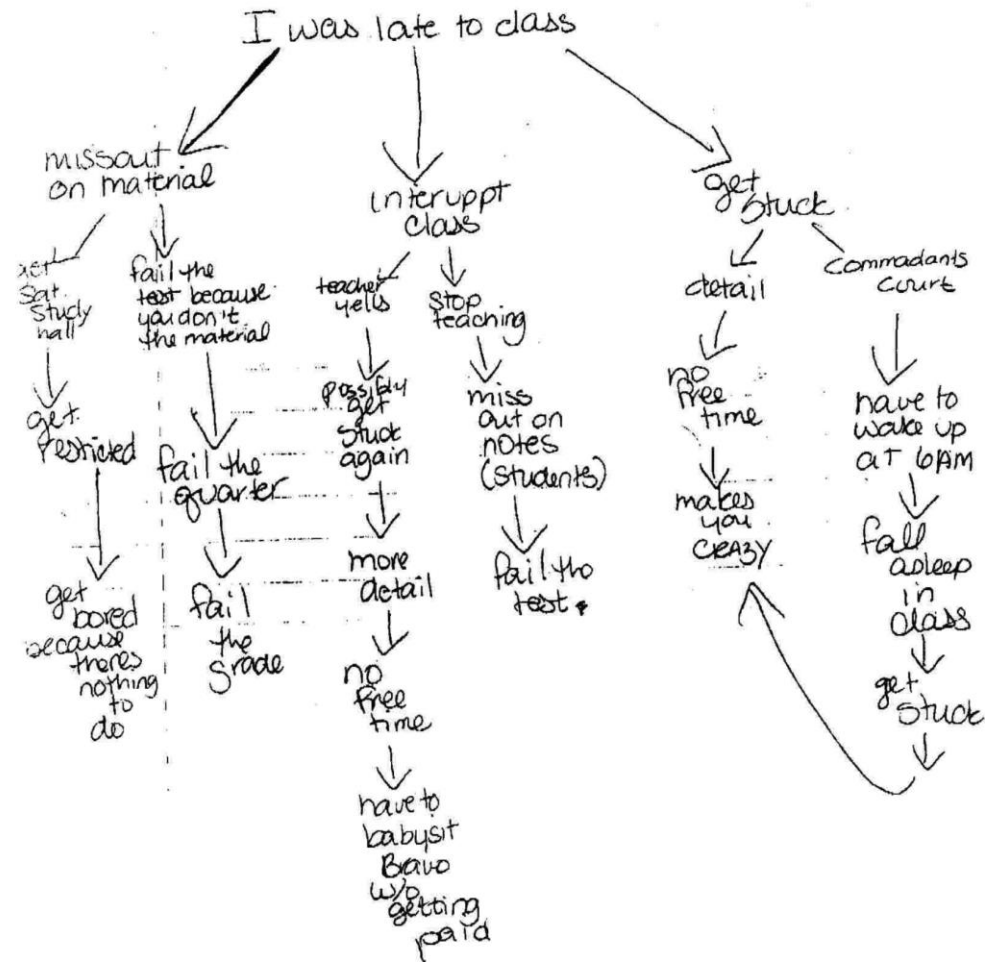
I am looking forward to hearing from you soon!

Holly Hoover

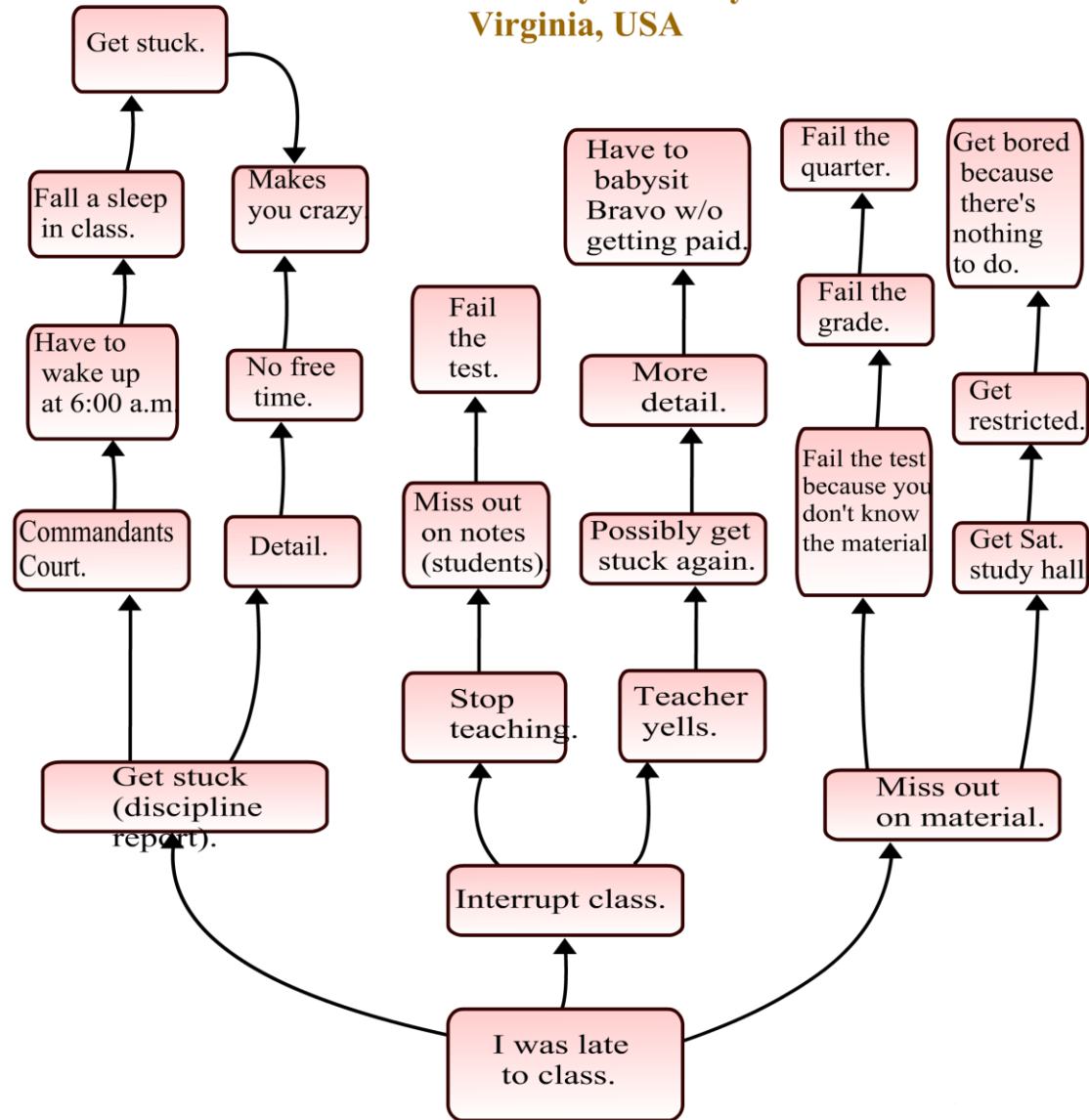
02-16-98 15:13

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**Negative Branch - Written by a Student  
at a Military Academy  
Virginia, USA**



## FAX

To: Kathy Suerken, TOC for Education, Inc.  
(904) 897-6548

Fr: Holly Hoover, MMA 

Dt: 3-16-98

R: Here are the negative branches you requested. I hope you find them as useful in your presentations as they have been in my classroom. I just wanted to explain that when the students write about being "stuck," it is referring to the "stick" sheets, or discipline reports we write up to give to the commandant. On their first offense, I have the students come to me during their break time and do a negative branch. Not only do they see the consequences of their behavior from all angles (and where the behavior can lead to down the road), they also actually seem to like the assignment. Because of this, and the fact that it is not "writing sentences," the traditional assignment, the "negative" branches are always a "positive" experience.

Please e-mail when you receive this so I know it made it okay. I have also enclosed a "stick sheet" so you can see what they look like.