Classroom Management

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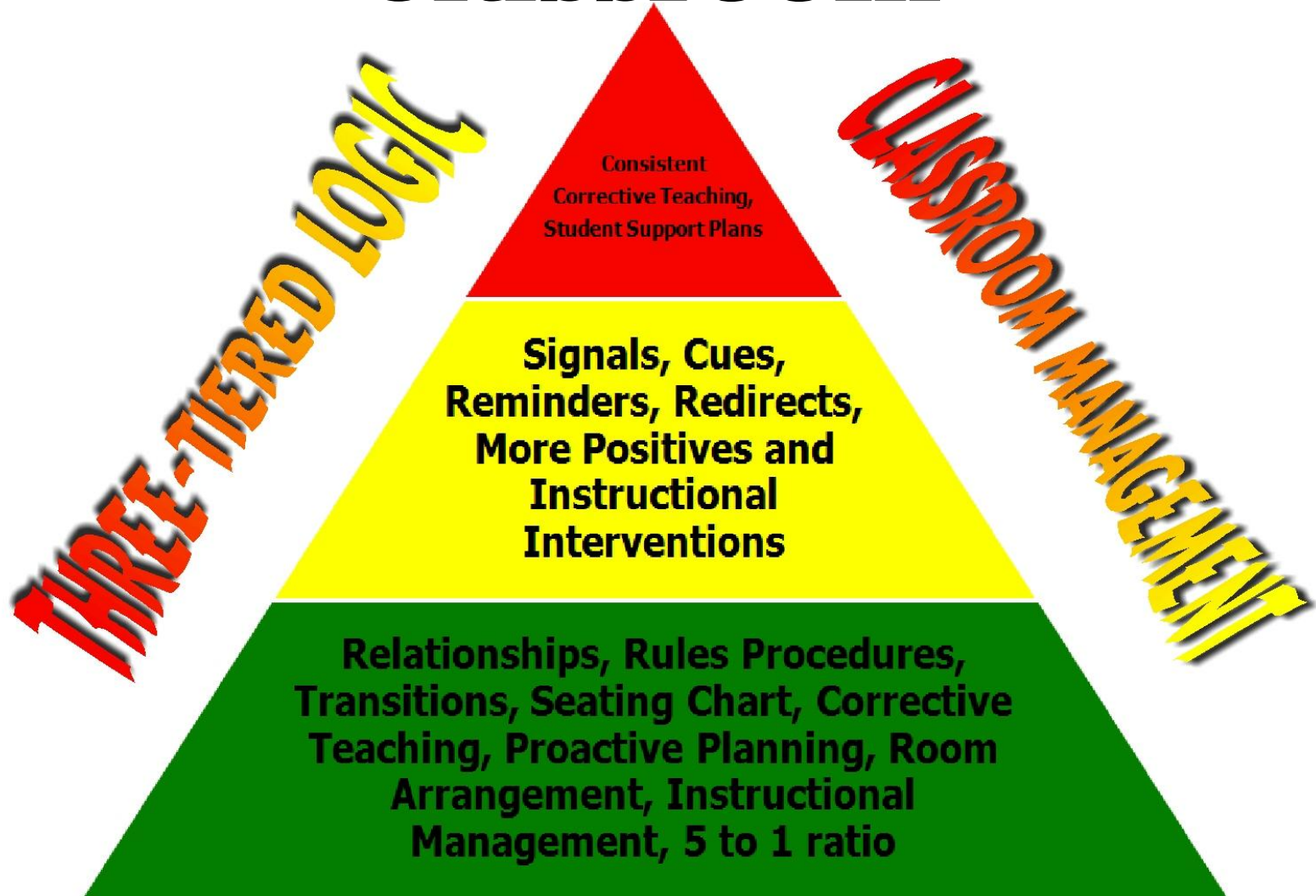
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Understanding Behavior

Procedures

Planning

Environment

Effective Classroom Management

Objectives

- We will discuss effective behavioral strategies that will increase appropriate behavior and instructional time in the classroom.

Translating Academic & Behavioral Systems to the Classroom

THREE-TIERED LOGIC

CLASSROOM MANAGEMENT

Consistent Corrective Teaching, Student Support Plans

Signals, Cues, Reminders, Redirects, More Positives and Instructional Interventions

Relationships, Rules Procedures, Transitions, Seating Chart, Corrective Teaching, Proactive Planning, Room Arrangement, Instructional Management, 5 to 1 ratio

Why do we have so much difficulty with classroom management?

- Are some of us insane?
  - Insanity is defined as doing the same action over and over but expecting different results.
- We tend to use the same disciplinary actions all of the time (comfort foods on a menu) when we know these do not work for all kids (especially the yellow and red kids)
- But I don't have time to teach behavior.......

You can't "fix" a kid until you first fix their environment……

When Do We Teach?

- At the beginning of each school year, teachers are to teach the school expectations, rules and procedures including providing scheduled, systematic, data-driven "booster" sessions.

- Teachers are to integrate the teaching of school expectations and classroom rules on a daily basis.

- **YOU** are the role-model of all PBIS expectations and rules.

Example Teaching Schedule

	WEDNESDAY	THURSDAY	FRIDAY
8:00-9:00	Welcome Activity Personality Bingo	Get to Know Me Activity & Sharing	Practicing Beginning Day Procedures
9:00-9:20	Bathroom	Bathroom	Bathroom
9:40-10:40	Understanding School-Wide Expectations	Practicing Procedures for Movement	Practicing Procedures for Materials
10:40-11:30	Campus Rotation Stations	Campus Rotation Stations	Campus Rotation Stations
11:30-12:30	Lunch/Recess	Lunch/Recess	Lunch Recess
12:30-12:50	Assessment Activity for Rotation Stations	Assessment Activity for Rotation Stations	Assessment Activity for Rotation Stations
12:50-1:10	Bathroom	Bathroom	Bathroom
1:10-2:10	Creating Classroom Rules	Rules Lesson 1 – Using Kind Words	Rules Lesson 2 - Tolerance
2:10-2:30	Teaching Reinforcement System	Teaching Consequences System	Preferred Activity Time Weekly Reinforcement Activity

Breaking it Down….

- **Expectations**
  - Think of Expectations like a Mission Statement , the overall purpose.

- **Rules & Routines**
  - Think of rules & routines like a Vision Statement, vivid descriptions of how we will carry out the Mission.

- **Social Skills**
  - The specific skills we need to have to carry out those descriptions and ultimately fulfill the Mission.

How do you teach behavior?

1. State behavioral expectations
2. Specify student behaviors (rules)
3. Model appropriate student behaviors
4. Students practice appropriate behaviors
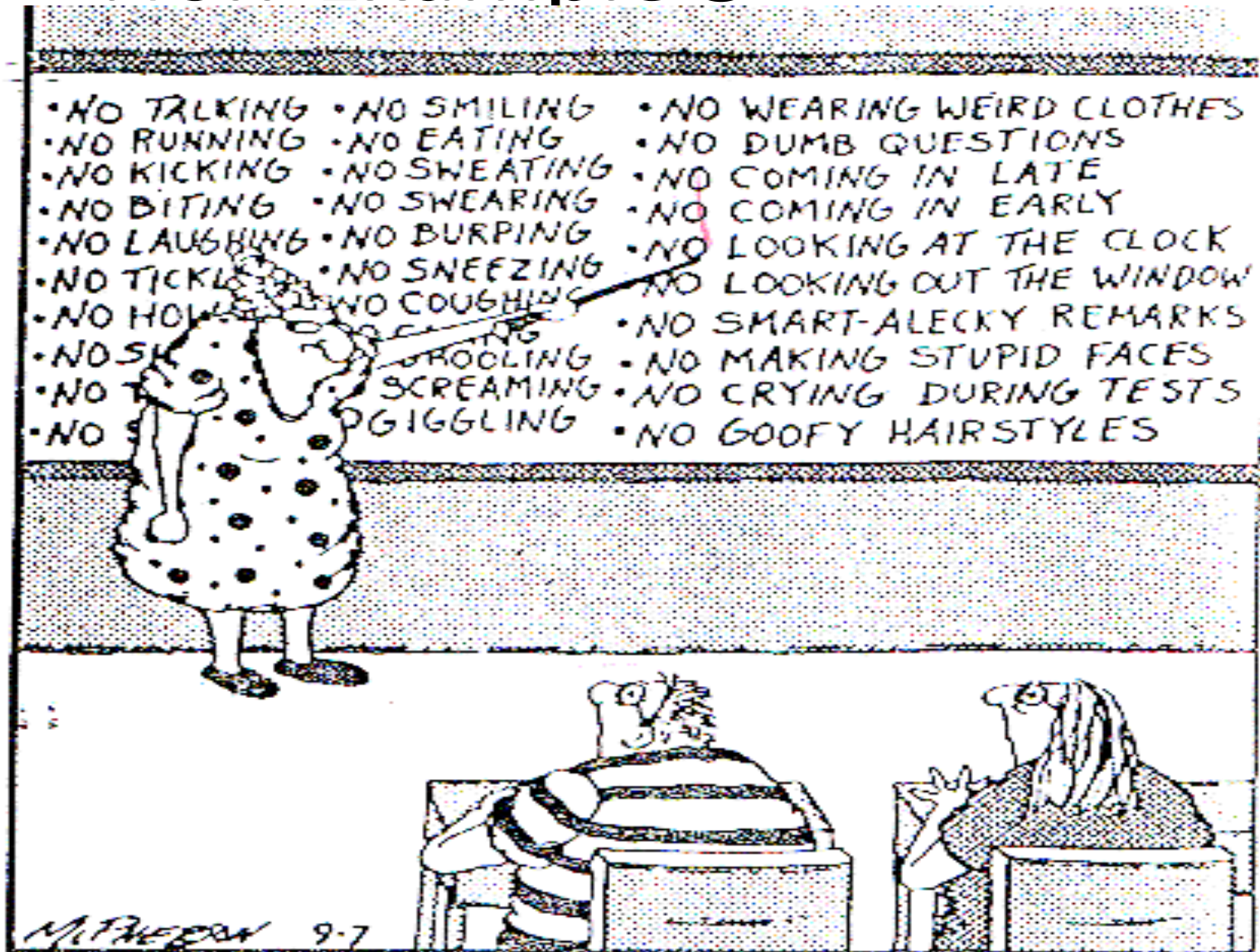5. Reinforce appropriate behaviors

You teach behavior just like you teach an academic lesson.

WHAT DO YOUR CLASSROOM RULES LOOK LIKE?

Non-Example☺

Ineffective Instruction

Sets the Occasion for Student Failure

Miss Bence liked to go over a few of her rules on the first day of school.

WHEN DEVELOPING RULES.......

- Should align with school wide expectations

- Limit to a few

- Target areas of need

- Discuss with grade level

- Must be positively stated
  - Instead of "Don't Talk", consider:
    - Maintain low noise level
    - Remain quiet until given permission to speak

Classroom Rules Vs. Classroom Routines

Routines are more individual and reflects the teacher's preference in maintaining a well-run classroom.

- Movement
- Non-instruction tasks
- Materials Management
- Transitions
- Group Work

Activity

- Each group will use the letter on their table to find their routine.

- Each table will discuss the rules within routines that they may see in each setting.

- One person from the group will report out to the group their suggestions.

Rules within Routines Matrix

Routines / Expectations	Entering Classroom	Transitions	Small Group Activity	Leaving Classroom
Be Safe	A.	D.		
Be Respectful	B.	E.		
Be Responsible	C.	F.		

Explicit Teaching is Essential!

- **Repetition and rehearsal are the keys to learning new skills**

  - For a child to *learn something new*, it needs to be repeated an **average of 8 times**

  - For a child to *unlearn* **an old behavior** and replace with a new behavior, the new behavior must be repeated an **average of 28 times** *(Harry Wong)*

- **Teach it ALL!!**
- **Model it ALL!!**

Ways to Acknowledge or Reinforce Appropriate Behavior

- http://www.usu.edu/teachall/text/behavior/LRBI.htm offers descriptive handouts for various types of reinforcements (behavior contracts, group contingencies, etc.)

Time Management

Effective teachers don't discipline classes all day, they manage them.

Beginning of Class

- What do the first 5 minutes of your class look like?
  - Routines must be taught continuously, not just first day.
  - Identify clear guidelines as to what you expect
  - Consider using timer
  - Record objectives
  - Bell activity
  - Turn in homework
  - PRACTICE, PRACTICE, PRACTICE your beginning routines

Transitions

- Before Making
  - Clearly define what you expect during that activity
  - State a time limit
  - Identify roles of each student
  - Establish a "come back together" signal & PRACTICE
    - Eyeballs/Eyes on me
    - 5 to 1
    - Sound (chime, timer, etc.)
    - Raise hand and everyone else raises their hand

End of class routines

- Practice like you would a beginning procedure
- Teach students that you release them, not the bell!
- Remind them about upcoming due date/homework.
- Greet when they exit-Have a great day!

Environment

- Arrange room to minimize crowding & distractions
- Actively supervise (move, scan, interact, remind/pre-correct, feedback)
- Organize!
- Only post really important things

Providing Reinforcement

Prepared

Respectful & Responsible

Integrity

Determined

Excellent

You Deserve a THUMBS-UP for showing your PRIDE! THANK-YOU!

"I Don't Want to Buy Students"

- **Positive reinforcement** is anything that occurs after a behavior that increases the likelihood that the behavior will reoccur.

- Many teachers do not believe in positive reinforcement because they do not want to reward students for just doing what is expected.

- Positive reinforcement naturally occurs in everyone's daily lives from infants to the oldest adult. For example, people go to work every day, show up on time, work hard and are rewarded by a paycheck.

- A person who is kind to others is rewarded by kindness offered back to them.

- All of these "rewards" increase the chance that people will continue to choose these positive behaviors. That is positive reinforcement.

PRAISE

- Use praise as often as possible
- Should try to maintain a 4:1 ratio (4 praise/positive statements for every 1 correction)
- Contingent; occur immediately following desired behavior
- Specific: tell learner exactly what he/she is doing correctly (Good job. For what?)

Why Develop a Classroom Reward System?

- Increases the likelihood that desired behaviors will be repeated

- Focuses staff and student attention on desired behaviors

- Fosters a positive climate

- Reduces the need for engaging in time consuming disciplinary measures

- Louisiana School-Wide Positive Behavior Support Team Training, 2007-2008 (69)

Reinforcement Guidelines

- Keep it Simple

- Reward frequently in the beginning

- Reward contingent on desired behavior
  - Behavior can mean appropriate social and academic behavior

- Students are ALWAYS eligible to earn rewards

- Refrain from threatening the loss of rewards and/or taking earned items away as a strategy for motivating desired behaviors

- Keep ratios of reinforcement to correction high (4:1)

Individual Reinforcement

- Each student's behavior determines independently, whether he/she receives a reward.

- Each student receives the same consequence for stated behavior

Small Group Reinforcement

- Reward is given to all members of a group

- Individual performance can affect the entire group

- Members must perform at or better than a specified level to receive a reward and are competing with other groups in class.

Whole-Class Reinforcement

- The entire class is considered one group and work together towards a goal

- An individual's inappropriate behavior affects the reward of the entire class

Building Rapport with Students

- Students want to feel like they belong and that they are important and valued.

- To build student rapport we must extend our students a warm and friendly invitation to join the "community of learning" that we attempt to establish on the first day, and we must adopt this demeanor everyday afterwards.

How to Build Rapport

- Showing a sense of humor
- Availability before, after or outside of class
- Encouraging class discussion
- Showing interest in their students
- Knowing students' names
- Sharing personal insights and experiences with the class
- Relating course material in everyday terms and examples
- Understanding that students have problems that arise & inadvertently hinder their progress

Role of Culture in the Classroom

- Knowledge and sensitivity of a student's culture is also an effective tool for building rapport with students and rapport with peers.

Welcome Letter Activity

How we work to help children repair mistakes and make better choices is a critical part of our social curriculum. It is not a waste of time; it is a life skill.

-Charney, Ruth *Logical Consequences Teach Important Lessons*

Guidelines for Handling Problem Behaviors

- Hierarchy for rule violations (flow-chart)

- Rule violation reasonable and logical

- Consequences preplanned and posted

- Consequences for rule violation explained and regularly reviewed

- Consequences are delivered consistently and in a timely manner

- Tie it back to the expectations

3 R's of Logical Consequences

- **Respectful**
  - Respect is conveyed through words and nonverbal gestures.

  - Use a normal tone of voice. Avoid sarcasm

  - Speak directly and quietly to the student. Whenever possible, avoid calling across a room or raising your voice.

  - Focus on the deed and not on the doer. Convey the message that it is the behavior you object to, not the student.

  - Be clear and firm and don't negotiate.

  - "You need to leave the circle now," gives a precise direction. "You were talking and jabbing your pencil, etc. etc. etc" gives too much information, and opens the teacher up to argument: "I was not…He was too.."

3 R's of Logical Consequences

- **Relevant**
  - A consequence needs to be logically related to the students' actions.
  - It helps children see a cause and effect. (For example, when you talk, your work doesn't get done.)
  - It references the rules. ("What do our rules say about name-calling?")
  - It focuses on the specific problems created when rules are broken. ("When you tell me you're going to the bathroom and instead you fool around in the hall, what happens to our trust?")
  - It focuses on individual responsibility and accountability for helping preserve a safe learning community.

3 R's of Logical Consequences

- **Realistic**
  - A consequence should be something the teacher and student can follow through on.

  - There is a reasonable follow-through action expected by the student.

  - There is a clear time frame that is appropriate to the developmental age of the student and the behaviors of the student.

  - Time frame makes sense -- it is not too long and thus harsh, or too short and thus ineffective.

  - The teacher is prepared to follow-through and implement.

Tips for Teachers

- Try to continue teaching when presenting a student with a consequence, rather than stopping your lesson

- Immediate consequences may be more effective

- Draw little attention when dealing with problem behaviors

- Remind students of their choices in a calm, positive manner

- Remember that how you react could escalate the student's behavior even more

Effective Strategies for Handling Problem Behaviors

- **<u>Clarification</u>**
  - undesirable behaviors first occur
  - when student needs to be reminded of expectations
  - when teacher is not sure of cause of misbehavior
  - should be brief, concise, and not reflect emotions or judgment

- **<u>Reinforcement of Others</u>**
  - use of praise or earned rewards to reinforce the appropriate behaviors of other students in the classroom
  - will often cue the misbehaving student of the teacher's expectations

-Florida's Positive Behavior Support Project, Proven Effective Classroom Practices

Effective Strategies for Handling Problem Behaviors

- **<u>Proximity Control</u>**

  - Moving closer to the misbehaving student

- **<u>Signal Interference</u>**

  - Non-verbal techniques such as eye-contact, hand gestures, facial frowns and body posture

- **<u>Redirection</u>**

  - Distract the student, change the focus of the activity, ("help me out, get that pen off my desk)

  - Especially effective with younger students

Effective Strategies for Handling Problem Behaviors

- **Premac Principle – (Grandma's Law)**

  – "As soon as you_____ you can _____" (i.e. beat the timer; give yourself 5 earned points as soon as you do 2 problems)

- **Planned Ignoring**

  – Ignoring a student's behavior assuming it will not spread to others

- **Interest Modifications**
  – Show interest in the student's assignments if student's interest is waning

Florida's Positive Behavior Support Project, Proven Effective Classroom Practices

What if a student does not comply?

Behavior is a result of trying to **GET SOMETHING** or **GET AWAY FROM SOMETHING!**
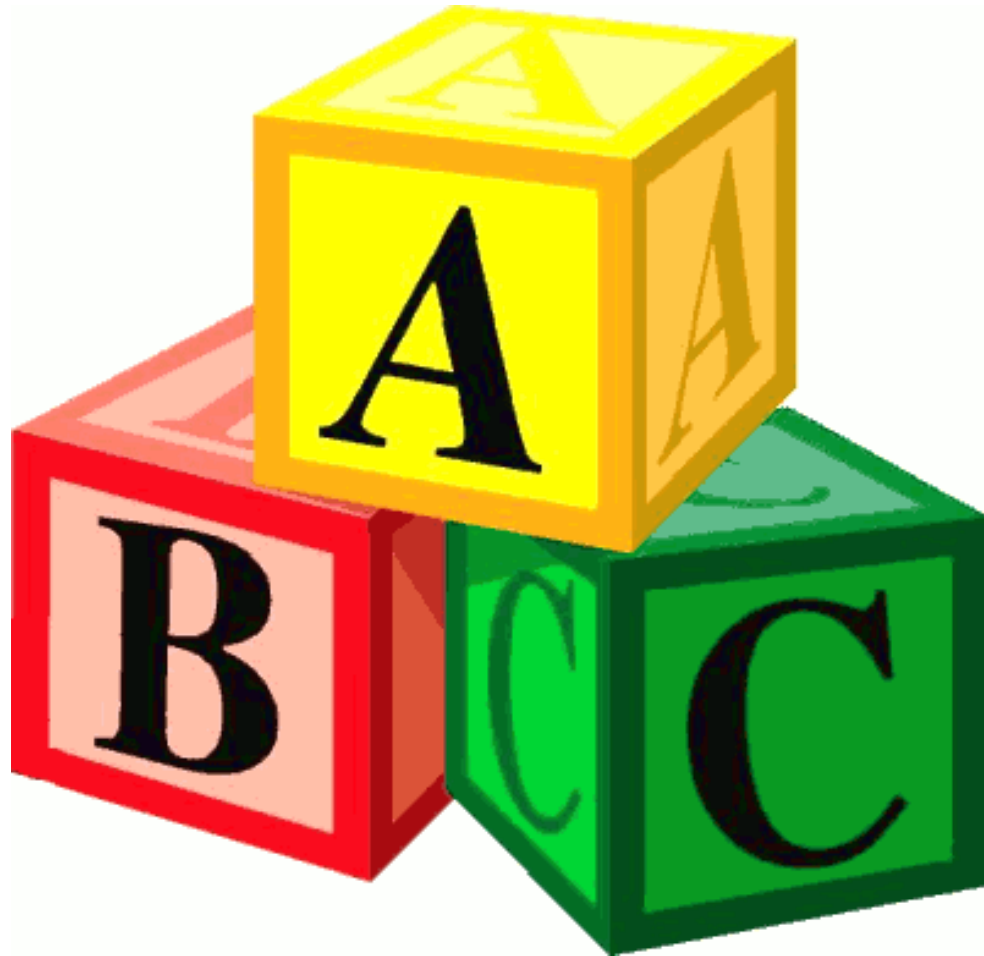
Truth or Myth Activity

1. T/M   Behavior plans that primarily focus on extinguishing problem behaviors are most effective.

2. T/M   Behavior can be interpreted as functional,(often communicative), purposeful, and meaningful for the person.

3. T/M   Children usually know what's expected of them; they choose not to do it.

Truth or Myth Activity

4. T/M   Behavior changes as people mature and develop new competencies.

5. T/M   Problem behavior can fulfill a need or serve as a form of communication for the person.

6. T/M   Problem behaviors are caused by a child's disability.

7. T/M   When developing a behavior plan, family involvement is only needed when problem behaviors at school are extreme.
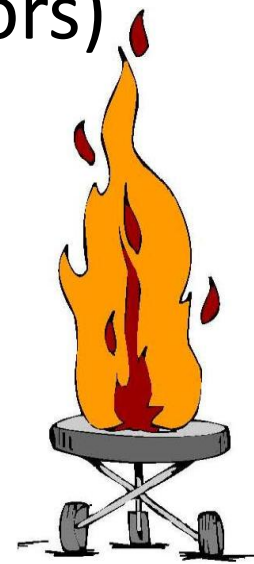
ABC's of Behavior

- A = Antecedent (environmental factors)

- B = Behavior

- C = Consequence (functional factors)

Environmental Factor

Functional Factor

Behavior

Antecedent

- **A = Antecedent**
  - Things in the environment which can spark a behavior

| Adult Request/Directive	Teasing from Peers
Oral Instruction	Changes to Routine
Individual seat work	Substitute
Managing Materials	Recess
Classroom Transitions	External Interruptions

Why is This Important?

- **All behaviors** occur within a context

- **Environmental** factors contribute to **behaviors** (positively or negatively)

- It is difficult to **change behaviors** if we do not know what **triggers them**

Putting Antecedents into Context

Can events outside of the classroom affect classroom behavior?
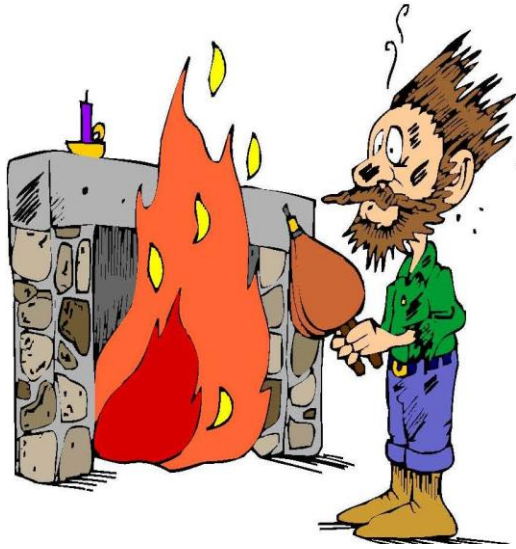
Can space limitations affect behavior?

Can one person's behavior affect another person's behavior?

Consequences

- **C = Consequence**
  - The function, reason or motivation which fuels a behavior. It is the WHY: to gain or avoid something

Gain Peer Attention	Avoid Adults
Gain Adult Attention	Avoid seat work
Gain/Obtain Item	Avoid group work
Avoid Peers	Avoid an Event

Why is This Important?

- All behaviors (even misbehaviors) serve a function

- People keep using certain behaviors for one simple reason - they work

- It is difficult to change a behavior when we do not understand WHY it is happening

Putting Functions into Context

In what ways do people avoid unpleasant situations?

eeking devices
identify?

Watch THIS!

Are all attention seeking devices this easy to identify

Is it always easy for us to understand the function of a behavior?

NAME THAT FUNCTION

Read the following scenario to see if you can figure out the function of the behavior.

LARRY

Mrs. Do Onto Others' class is outside preparing to play a game of T-ball. The students were told to go behind home plate. "Okay, let's all take turns hitting the ball," she says. All of the children except Larry scrambled for a place in line so they could have a turn. Larry is somewhat overweight, has poor motor skills, and wears glasses for nearsightedness. When the teacher noticed that he had left the group, she looked around frantically before spotting him stacking bats against a shed. "Larry, if you can't be a team player, go back inside with Ms. Johns." Larry hurries into Ms. Johns' class.

DEMI

Demi and several other students were told they couldn't play with the play dough because there wasn't enough to go around, and they needed to color instead. As the other children were playing with their play dough, Demi walked over, took the play dough from another student's hand, and put it in her desk. Then, using her fist, she bashed the play dough figures of the classmate sitting next to her. When the student protested, the teacher came over and told Demi to apologize to the student. She allowed Demi to keep the play dough.

In Conclusion…..

- The better we are able to identify the Environmental & Functional factors, the better we will be able to handle misbehaviors.
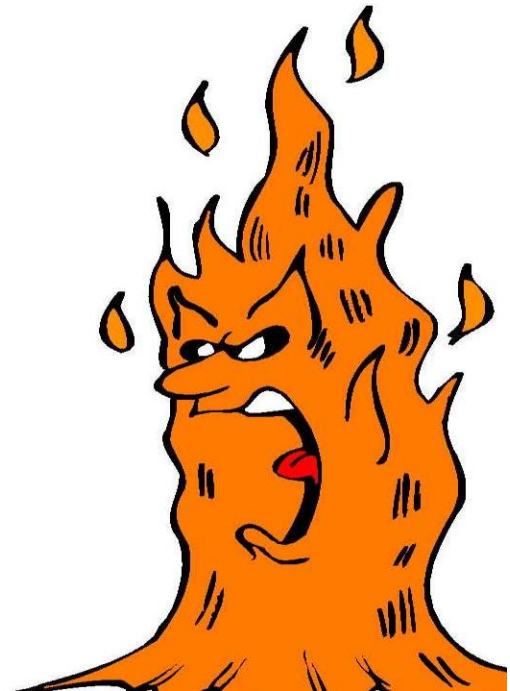
BEHAVIOR CLASSIFICATION

- Minor Behavior (handled in the classroom)
- Major Behavior (handled in the office)

Do we need to keep track?

- If you do have to write a referral, having a tracking form attached shows your interventions PRIOR to the referral

- You will mostly track yellow/red students

- **<u>Do not stop class to write an infraction!</u>**

Tracking Considerations

- How often should you start over? (Be considerate of student's age)

- Have the students initial or sign off on every offense

- Send in a copy when you write a referral so the principal and parents will know the interventions you have taken BEFORE WRITING A REFERRAL!

Tips for Handling Minor Rule Violations Efficiently

- *Quickly*: every time misbehavior is addressed in the classroom, you are losing instructional time

- *Privately*: addressing problem behavior in front of peers will sometime escalate the original problem

- *Neutrally*: sometimes we take offense to a student, when it may not even be about us (lack of sleep, problems at home, etc.)

- Follow-up with positive

Major Offenses (ODR-Office Discipline Referral)

- It is a legal binding document
- If it is not specific, it is worthless
- It is the principal's right to question you if the referral is generic
- Avoid:
  - The student was "disrespectful", "being bad", "rude", "cursing"
- Use specific, measurable terms (What did the student do that was disrespectful, bad, rude, or say?)
- Don't document "intentions" of students

When handling problem behavior

- Do you escalate or de-escalate a situation based on your actions, attitudes, and speech?

- Others are watching!

- Do not give consequences based on the "issue" a student has (EX. If a student is ADD, there is not one intervention that will always work; interventions should be specific to a student.)

Activity

- You will create a list with your group to contrast escalating the following situation and de-escalating.

- William yells out in class that he thinks the math activity is stupid just like the teacher. The rest of the class has heard this and are now watching to see what happens.

And remember………

- Attitudes are contagious!
- When reacting to problem behavior, as "Is this going to escalate or de-escalate the problem at hand?
- Don't take it personal!!!
- We can't control what people say or do (actions) but we can control our reactions.
- Always treat your student how you would want your own children to be treated in a classroom!