## DISTRICT DAY PRESENTATIONS: ABC'S OF CLASSROOM MANAGEMENTATTITUDE, BEHAVIOR AND CHARACTER

### WHO AM I...

#### • Make a Name Tent:

- Grab a piece of card-stock
- Fold it in half (horizontally)

#### • Write down the following:

- Name
- Middle or High School?
- Years Teaching
- Dream Job (if you weren't an educator)



### THINK-PAIR-SHARE

• Find a partner (different grade)

#### • Partner I:

- Share information about yourself
- your "go-to" Classroom Management Strategy
- One area for growth

#### • Partner 2:

- Share information about yourself
- your "go-to" Classroom Management Strategy
- One area for growth



## THINK-PAIR-SHARE CONTINUED...

• Share Out!!!





I can check my own attitude and beliefs regarding disruptive student behavior.

### TODAY'S LEARNING TARGETS

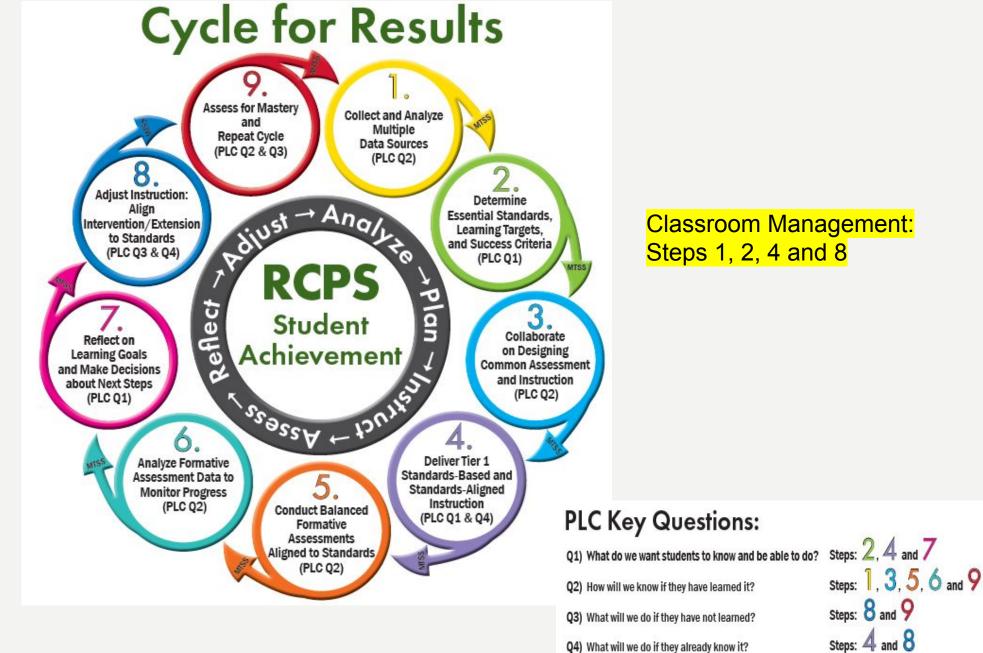


I can identify possible causes for disruptive behaviors.



I can learn, understand, and apply classroom management strategies to combat disruptive behaviors.





# CREATING "SHARED" NORMS...

 Form groups of no more than 3 (find NEW people)

- Using the following sentence starter "In our learning environment we..."
  - create at least TWO norms that will become a part of the culture of our learning environment

## EACH ONE GIVE ONE...

• Each group give ONE of their norms

Adopt?





• Our set rules...

## "A" IS FOR ATTITUDE...

• Think of a student who pushes your buttons!

 List what you have done to address the behaviors.

What worked, what didn't?



## RESEARCH SAYS...

- Behavior is learned.
- Behavior can be changed.
- Research shows that lasting behavioral change is more likely with positive rather than punitive techniques.
- No student should be intentionally or unintentionally humiliated or belittled.

#### **RESEARCH SAYS: MAXIMIZE STRUCTURE**

Must
Haves
in a
Structured
Classroom

Physical Structure

Visual Structure and

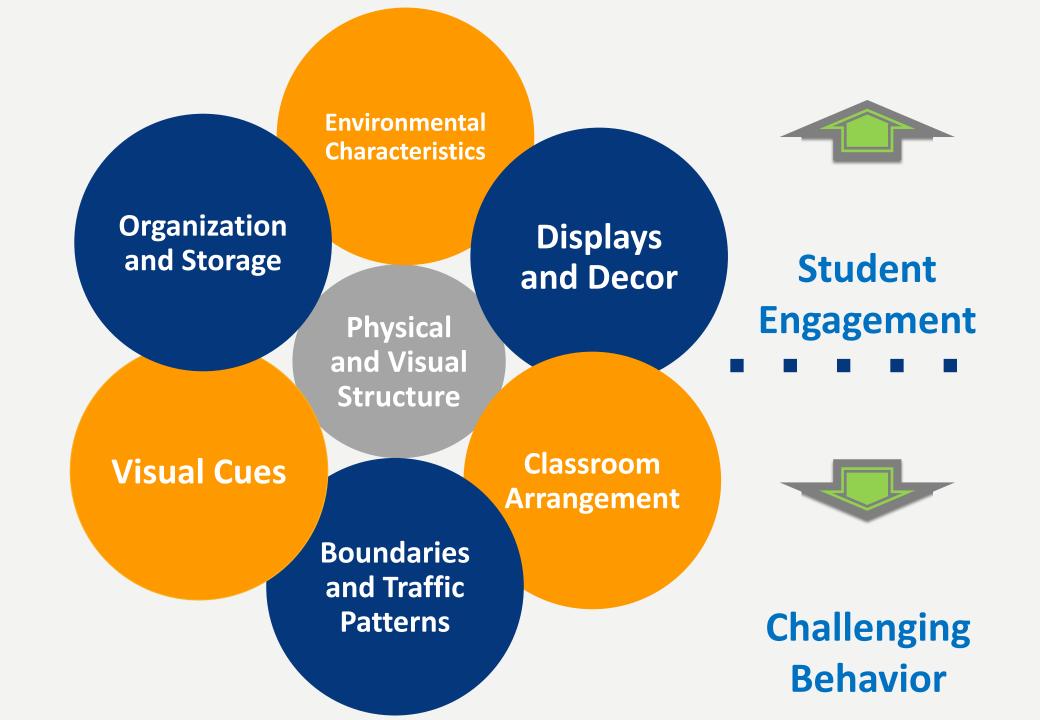
**Ambiance** 

**Develop and Teach** 

Procedures and Routines

Develop and Teach

Attention Signals



## **EFFECT SIZE AND DISCIPLINE**

#### **HIGH GROWTH...**

- Behavioral Intervention Programs (0.62)
- Strong Classroom Cohesion (0.44)
- Teachers NOT Labeling Students (0.61)
- Response to Intervention (1.29)
- Evaluation & Reflection (0.75)
- Feedback (0.70)
- Self-Regulation Strategies (0.52)
- Clear Goal Intentions (0.48)

#### **DECLINING GROWTH...**

- Students feeling disliked (-0.19)
- Retention/Holding Students Back (-0.32)
- Student Control Over Learning (0.02)
- Boredom (-0.49)
- Suspension/Expulsion (-0.20)
- Corporal Punishment in Home (-0.33)
- Non-standard Dialect Use (-0.29)
- Co-or Team Teaching (0.19)

### STRATEGY TIME...

- \$2 summary
- Each word is worth \$0.10
- In exactly 20 words, summarize what was learned thus far...





## "B" IS FOR BEHAVIOR

Alderman, 1999, p. 70

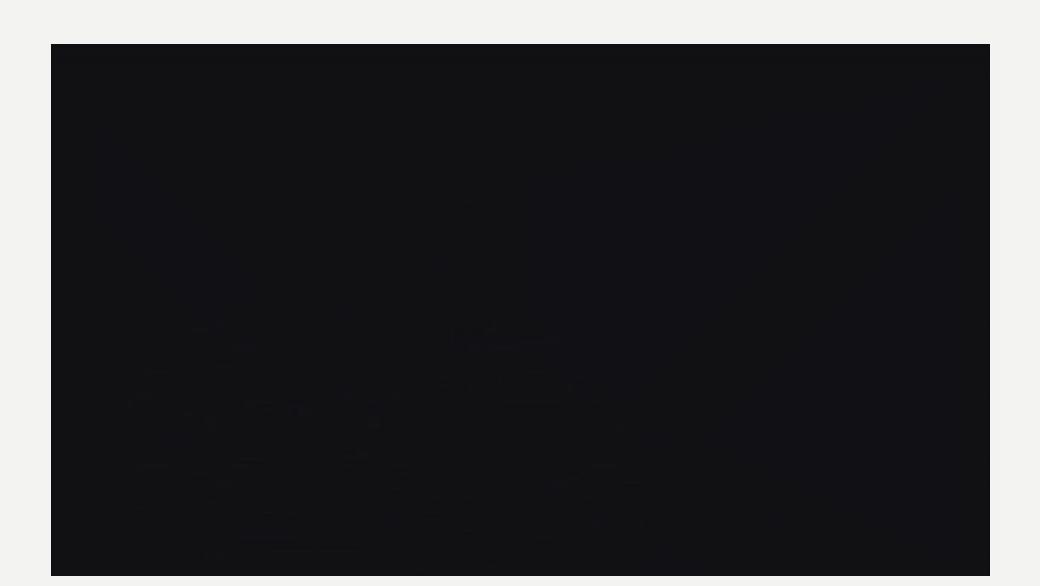
| Behavior                           | What appears to be on the Surface                                | <b>Underlying Reasons</b>   |
|------------------------------------|--|---|
| Anger/Outburst                     | Frustrated, defiant, mean, trying to get own way                 | Too much pain, feeling out of control, poor social abilities, unhappy               |
| Aggressive                         | Anti-social, mean, selfish, bossy, pushy, "hot-headed"           | Too much pain, feels inadequate, tired of failure, bitter, modeling from home       |
| Attention-Getting                  | Wants to be the center; distracts others; spoiled' self-centered | Only feels sense of belonging with attn., doesn't know better                       |
| Silent Refusals                    | Stubborn, manipulative, mean, doesn't care                       | Anxious, feels inadequate, escape from pain, tired of failure                       |
| Talks back with defiance           | Rude, non-caring, manipulative                                   | Needs to feel important, keeps<br>others at a distance, makes them<br>feel grown-up |
| Overly dependent; under socialized | Immature, silly, baby hopeless                                   | Feelings of inadequacy, lack of skills, fear of rejection                           |

## WHY NEGATIVE BEHAVIORS OCCUR IN THE CLASSROOM...

- Skill Deficits
- Peer pressure
- Personal problems (home-life...)
- Students have not been taught specific classroom procedures and routines in context
- Students have not developed skills to fluency
- Students do not know when to use skills
- Lack of cognitive maturity



### RELATIONSHIPS CHANGE EVERYTHING



## "C" IS FOR CHARACTER...

#### Fill my Bucket...

- Write a word that is positive and is inspiring to someone.
- Ball up your paper
- Throw your paper in the air (try not to hit anyone)
- "Pick me up"



## WHY DEVELOP A SYSTEM FOR TEACHING BEHAVIOR?

Behaviors are prerequisites for academics.

Procedures and routines create structure.

Repetition is key to learning new skills.

For a child to *learn something new*, it needs to be repeated on average times (Joyce and Showers, 2006)

Adults average



(Joyce and Showers, 2006)

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

## RCPS & PBIS INTERVENTIONS THAT WORK

- Proximity
- Reflection/ Refocus
- Signal/ Non-Verbal Cue
- Eye Contact
- Redirection
- Validating their feeling
- Public Praise, Private Punishment

- Support for Procedure/ Routine
- Re-teach/Error Correction
- Modeling Appropriate Behavior
- Differential Reinforcement
- Provide Choice
- Student Conferences
- Parent Contact
- Actively Listen



## WHAT'S YOUR SCENARIO...

- Form seven (7) groups
- Find your packet and reenact the student scenario
- Share out
- Audience: provide intervention ideas

#### Create a skit in which you are...

- Dominant underachiever
- Anti-authority
- Rude and Disrespectful/angry and aggressive
- Class-clown
- Bully/Instigator
- Unmotivated/always has an excuse
- Lying/stealing



## GLOWS AND GROWS....

• Questions?

## **SURVEY SAYS...**

• Please complete the short survey for presentation feedback.