

# Managing Instruction and Behavior in Your Classroom



NC NTSP 2016 Fall Institute

## Facilitators



Denise Hunt, UNCC, [fhunt2@uncc.edu](mailto:fhunt2@uncc.edu)

Valencia Carmichael, UNCG, [vwarmichael@uncg.edu](mailto:vwarmichael@uncg.edu)

Susan Farrow, UNC-CSLD, [snfarrow@northcarolina.edu](mailto:snfarrow@northcarolina.edu)

## Session Objectives

- reflect on current success of classroom management plan and engage in collaborative discussions to share and solve classroom management concerns
  - demonstrate an understanding of how to communicate effectively and positively when involved in a potential heated discussion
  - obtain additional resources to support effective behavior management in classroom setting
- 
- discuss the impact of effective behavior management on classroom management

## Icebreaker



You and a partner think of a song that best describes your classroom management during the first days of school.

### Examples

1. Fight song
2. Lean and Dab
3. Survivor
4. Stressed out
5. Work
6. Under Pressure
7. Let it Go
8. Shake it Off

## Article



1. Each group will be assigned a section from the article.
2. Read your assigned section and discuss it with your group.
3. Be prepared to share out.

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## What If.....



1. Things were going great the first week of school. You felt like rules were unnecessary. You never posted any rules because the class was so well behaved. Now the students are starting to do their own thing. They don't listen or turn in any of their assignments.
2. Your class talks excessively. You've tried separating students, calling parents, but nothing seems to be working. Your evaluation is coming up and you don't want to keep having to tell the students to stop talking. What can you do?
3. Students keep using their cell phones even though you have reminded them daily that cell phones are not allowed in your classroom.
4. Every time you give instructions one of the students blurts out and interrupts you. It gets the other students distracted and causing them to laugh.
5. Several of the students in your class lose focus and talk or put their heads down while you are teaching or when they are doing independent work.
6. Your administration is encouraging the staff to involve the students in group work, but your students talk too much and you don't think that will be possible this year.

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## Quick Write



Reflect on your classroom management successes:

- . Expectations
- . Policies/Procedures
- . Rules/Rewards
- . Transitions
- . Positive Climate
- . (Write down your current plan)

*What is working and why do you think it is successful?*

*What is one area that you feel you need support?*

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## Classroom Management vs. Behavior Management



Research shows that effective classroom management includes being ***proactive*** about student behavior and involves students in ***establishing*** and ***maintaining*** classroom rules, expectations, etc.

Effective behavior management deals with ***reducing*** or ***eliminating*** problem behaviors by ***introducing*** or ***increasing*** positive behaviors.

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## Rules for Rules



1. **Consistent with school rules.**
  - Classroom rules should not conflict with school rules; school rules should be in effect in the classroom.
2. **Understandable.** Rules must be stated so that students clearly understand what is meant. Vocabulary should be consistent with students' grade and or ability level.
3. **Doable.** Rules must be such that such students are capable of following them. They must be within students' maturation level and mental and physical abilities.
4. **Manageable.** Rules should be easily monitored and not require excessive classroom time to hold students accountable.
5. **Always applicable.** Rules should be consistent across situation; they should not vary or change.
6. **Stated positively.** Stating rules positively encourages the desired behavior. Although it is sometimes difficult to state all rules positively, most "don'ts" can be transformed to "do's." (Even "No gum" can be stated as "leave all gum at home.")
7. **Stated behaviorally.** Rules are easily understood and monitored when defined with action statements beginning with a verb-statements that describe what students are to "do" such as "Leave all gum at home" or "Bring needed materials to class."

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## It's your class- establish the norms



How do you want your day to go? What is important for you to maintain your composure?

Think about:

- Routines
- Noise Level
- Rules
- Cleanliness
- Organization Systems
- Bathroom
- Systems of reward
- Curriculum



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## Establishing Procedures



1. What is your attention signal for class?
2. Gain teacher assistance or attention.
3. Start of class.
4. Working in groups.
5. Working Independently
6. How do students sharpen their pencils?
7. How do you let students go to the bathroom?

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## Best Practices



1. Meet and Greet
2. Do Now
3. Rituals and Routine-Reteach
4. Work the room-facilitator, proximity, teach from all points
5. Avoid bias
6. Walk & Talk-Students working in pairs, groups or independently
7. 10:2 instruction-For every 10 minutes of instruction, give students a 2 minute brain break.

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# Activity



At your tables, you will find some chart paper. One person is the scribe. Go around the table and identify the best teacher you ever had (K-College)-name isn't important. Focus on why they were the best.

What is one strategy that teacher used for classroom management?

Be prepared to share out.

# Positive Consequences



Free & Frequent	Intermittent	Strong & Long Term
Verbal Praise Smile Stickers Rubber Stamps Thumbs Up Home Notes	Phone Calls Special Privileges Extra Computer Time Special Seat	Field Trips Special Projects Recognition to the Principal Student of the Week Honor Roll

## Negative Consequences



1. Should be logical.
2. Natural to the classroom environment
3. Connected to the classroom rules
4. Educative, not vindictive

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## Examples of Negative Consequences



- Level 1-Class rule reminder
- Level 2-Individual rule reminder
- Level 3-Environmental modification  
(e.g. change seat)
- Level 4-Parent Contact
- Level 5-After school detention
- Level 6-Office referral

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## Discipline Techniques That Do not Work



- Don't use sarcasm, embarrassment, or humiliation
- Don't shout, criticize, or preach
- Don't punish the whole class if only a few students are involved
- Don't accept excuses or blame
- Don't act in haste. Obtain all the details before making judgments.
- Don't bail out your students; instead teach them problem solving skills

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## Motivation



- Clearly state your expectations of them. Ensure that they know not only what is to be done but also how to do it. Model, model, model
- Plan your lessons keeping the students background and experiences in mind. Vary your routines and materials. Keep your lessons stimulating
- Whenever possible, keep your students well informed. They often need to see the big picture before they can learn the specifics.
- Constantly communicate your students' progress to them, and celebrate it!
- Refuse to accept poor performance. If the student did not meet the expectation, make sure that you advise him how you want the work done in the future.
- Provide a safe and stable environment. Try to keep the room on an even keel. Do not scream, or demonstrate disgust. Criticize tactfully. If there is a problem, either individually or in front of the whole class, review your standards.
- Constantly recognize student effort and improvement no matter how small.
- Never let good work go unnoticed. You do not need to do this publicly but ensure the student knows why their achievement is so wonderful Thank the student for their efforts.

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## Motivation



- The same type of praise does not work for all students. Take the time to find out what does work. You have to appreciate and respect the students on an individual basis and praise, correct, and motivate accordingly.
- While the students are working, move around the room. Praise the good things what you see. The Students will recognize that you are interested in what your are doing and this will keep them motivated.
- Be non-judgmental; accept students as they are
- Listen reflectively and genuinely...

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## Classroom Management Equals Effective Lesson Planning( What is needed!)



### You Must Teach Bell to Bell!!!!!!

- Objectives and Goals
- Anticipatory Set
- Direct Instruction
- Guided Practice
- Closure
- [Independent Practice](#)
- [Required Materials and Equipment](#)
- [Assessment and Follow-Up](#)



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## Check in with Students at the Start of Class



- One to three minutes can make a difference. Ask your students questions, such as, "What do you want to get out of class today?" Teachers can weigh in with their goals for class, too.
- This is a chance for **you**, while still maintaining control of a classroom, to share rules and procedures with students.
- Have each student give a short answer. This is a way to communicate with students by making them feel like a part of the process of establishing rules which sets a positive tone.

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## Think Time



REFINE/DESIGN: Reflect on your classroom management.....

*How can you refine what you are currently doing?*

Use the self reflection sheet to help you.

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## But.....



- There will be students that do not do well with the overall classroom protocol.
- That is when an individual plan may be necessary.
- Do not throw out one for the other.

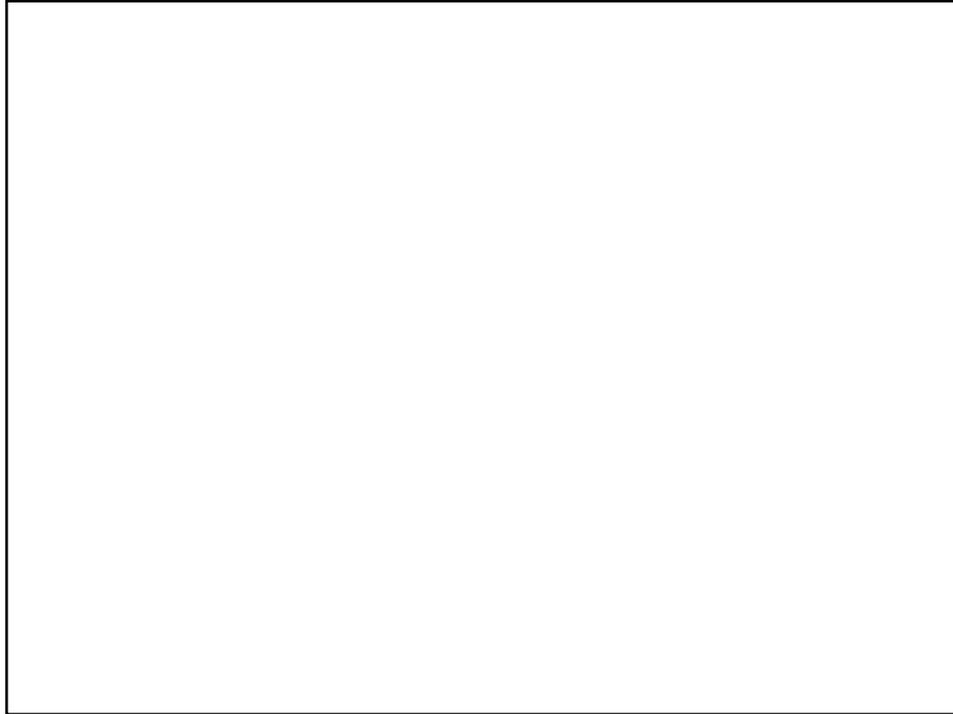
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## Reinforce Appropriate Behavior



- When you are in a classroom with a teacher who reinforces positive behavior, kids calm down.
- **Have several corrective positive responses.**
- Correcting students is the weakest way of teaching rules. "It's not about 'Gotcha -- you did it the wrong way.'"
- Students need to be able to trust you and feel safe. This enables them to experience emotional health and flourish.

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## Secondary Reinforcers



- Be the teacher's TA for class: "Class Leader" or "Class President" for the day
- Choose which homework problem the teacher will give the answer to for a freebie
- Earn a gift certificate to the school store
- Earn extra computer time
- Earn the privilege of emailing a parent at work telling of accomplishments
- Enjoy a positive visit with the principal
- Get "free choice" time for the last few minutes of class
- Choose music for the class to hear
- Design a class/school bulletin board
- Earn a trophy, plaque, ribbon or certificate
- Earn tokens to be used for privileges
- Eat lunch with an adult staff member.
- Enjoy class outdoors for the whole class
- Have the teacher make a positive phone call home

## Maintain Student Dignity



- When corrections are necessary, handle situations quietly and calmly.
- Don't make a big deal in front of the whole class.
- Take an approach to discipline that is respectful of students' rights and student dignity.
- A classroom is a positive nurturing environment for all students.

<https://www.teachingchannel.org/videos/getting-students-back-on-track>

## The Way Some Teachers DO It!!!!



<https://www.teachingchannel.org/videos/managing-transitions>

<https://www.teachingchannel.org/videos/managing-classroom-interruptions>

## Haim Ginott's work, *Between Teacher and Child*



“I have come to a frightening conclusion. I am the decisive element in the classroom. It is my personal approach that creates the climate. It is my daily mood that makes the weather. As a teacher I possess tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated, and a child humanized or de-humanized.”

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## Stroll Pair Share



**Purpose:** Share ideas for improving classroom management and to celebrate what is working.

**Participant Directions:**

1. Ask someone what is something that has worked in their classroom regarding classroom management.
1. Write down their responses.
1. Keep discussing and moving until time is called.

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# Reflection



How can you use what you have learned today in your own classroom on Monday?

