

Effective Classroom Instructional & Behavior Management Strategies

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Goals for this morning...

- Logic of setting up effective classrooms
- High leverage practices
- School-wide systems
- Where to go for more information



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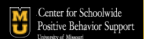


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First Week of Term One...

Design a vocabulary lesson:

- Assess current level
- Explicitly teach new terms
- Practice opportunities w/ feedback
 - During lesson
 - Independent work
- Test for mastery & provide feedback



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First Week of Term One...

Ensure students are socially, emotionally, and behaviorally successful:

- Assess current level
- Explicitly teach expectations
- Practice opportunities w/ feedback
 - During lesson
 - Across the school day
- Test for mastery & provide feedback

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Keys

- Focus on what you want students to do
- Positively stated expectations
- Teach and practice
- High rates of positive specific feedback

Create schoolwide systems

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Consider this...

“The single most commonly used but **least effective** method for addressing undesirable behavior is to verbally scold and berate a student” (Alberto & Troutman, 2006).



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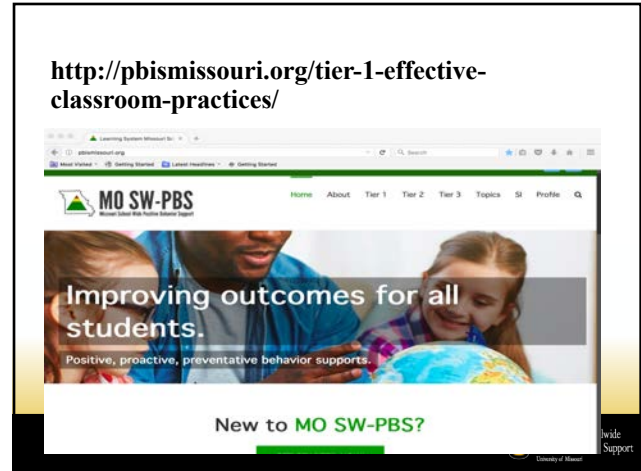
Saturday “School”?



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Setting Up Your Classroom

Establishing expectations (Kameenui & Simmons, 1990):

- What do I want my classroom to look like?
- How do I want children to treat me as a person?
- How do I want children to treat one another?
- What kind of information or values do I want to communicate to students about being an adult, an educator, a woman or a man **in today's society?**
- How do I want children to remember me when the last day of school ends and I am no longer part of their daily lives?
- ☆ How can I [change my instruction](#) to help pupils develop the skills I am trying to teach?

Bottom line = ask yourself if students have pre-requisite and requisite skills to succeed based on each of your answers – if not, teach and practice

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Benton Elementary School

I am...	All Settings	Classroom	Hallways	Cafeteria	Bathrooms	Playground	Assemblies
Safe	<ul style="list-style-type: none"> •Keep bodies calm in line •Report any problems •Ask permission to leave any setting 	<ul style="list-style-type: none"> •Maintain personal space 	<ul style="list-style-type: none"> •Walk •Stay to the right on stairs •Barriers are for hands 	<ul style="list-style-type: none"> •Walk •Push in chairs •Place trash in trash can 	<ul style="list-style-type: none"> •Wash hands with soap and water •Keep water in the sink •One person per stall 	<ul style="list-style-type: none"> •Use equipment for intended purpose •Wood chips are for the ground •Participate in school approved games only •Stay in approved areas •Keep body to self 	<ul style="list-style-type: none"> •Walk •Enter and exit gym in an orderly manner
Respectful	<ul style="list-style-type: none"> •Treat others the way you want to be treated •Be an active listener •Follow adult direction(s) •Use polite language •Help keep the school orderly 	<ul style="list-style-type: none"> •Be honest •Take care of yourself 	<ul style="list-style-type: none"> •Walk quietly so others can continue learning 	<ul style="list-style-type: none"> •Eat only your food •Use a peaceful voice 	<ul style="list-style-type: none"> •Allow for privacy of others •Clean up after self 	<ul style="list-style-type: none"> •Line up at first signal •Invite others who want to join in •Enter and exit building peacefully •Share materials •Use polite language 	<ul style="list-style-type: none"> •Be an active listener •Applaud appropriately to show appreciation
A Learner	<ul style="list-style-type: none"> •Be an active participant •Give full effort •Be a team player •Do your job 	<ul style="list-style-type: none"> •Be a risk taker •Be prepared •Make good choices 	<ul style="list-style-type: none"> •Return to class promptly 	<ul style="list-style-type: none"> •Use proper manners •Leave when adult excuses 	<ul style="list-style-type: none"> •Follow bathroom procedures •Return to class promptly 	<ul style="list-style-type: none"> •Be a problem solver •Learn new games and activities 	<ul style="list-style-type: none"> •Raise your hand to share •Keep comments and questions on topic

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Sam Barlow High School

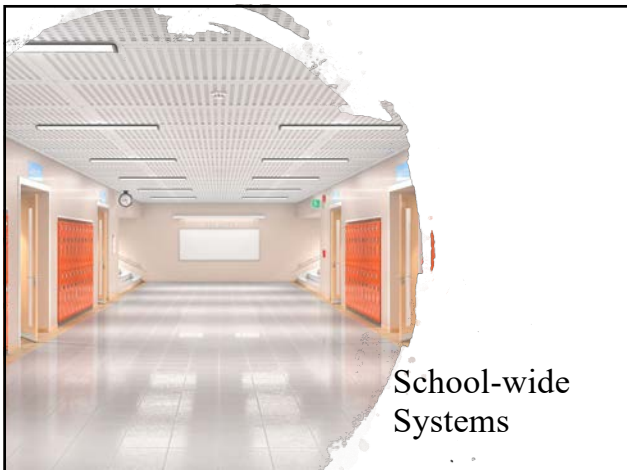
	Be prompt and prepared.	Be actively engaged.	Be positive and productive.	Be goal oriented.
	Honor others' right to learn.	Use electronics appropriately.	Treat others and property with courtesy.	Use appropriate language.
	Practice academic honesty.	Meet established deadlines.	Attend class every day on time.	Lead by example.
	Take initiative.	View mistakes as learning opportunities.	Welcome academic challenges.	Be a self advocate.
	Think critically and ask questions.	Encourage positive behavior in others.	Aim high.	Strive for success.

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High Leverage Practices

1. Classroom expectations & rules defined and taught (all use school-wide, create classroom examples)
2. **Procedures & routines defined and taught**
3. Continuum of strategies to acknowledge appropriate behavior in place and used with high frequency (4:1)
4. Continuum of strategies to respond to inappropriate behavior in place and used per established school-wide procedure
5. Students are actively supervised (pre-corrects and positive feedback)
6. Students are given multiple opportunities to respond (OTR) to promote high rates of academic engagement
7. Activity sequence promotes optimal instruction time and student engaged time
8. Instruction is differentiated based on student need

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Start with Self-Assessment/ School-wide Assessment

ENVIRONMENTAL INVENTORY

Rate each feature using the following scale:

1 = inconsistent or unpredictable 5 = consistent and predictable

Physical Space: Is physical space organized to allow access to instructional materials?	
• Work centers are easily identified and corresponds with instruction	1 2 3 4 5
• Traffic flow minimizes physical contact between peers and maximizes teacher's mobility	1 2 3 4 5
Attention: Does the teacher gain the attention of the students prior to instruction?	
• A consistent and clear attention signal is used across instructional contexts	1 2 3 4 5
• Uses a variety of techniques to gain, maintain, and regain student attention to task.	1 2 3 4 5
Time: Does the teacher initiate instructional cues and materials to gain, maintain, and regain student attention?	
• Materials are prepared and ready to go.	1 2 3 4 5
• Pre-corrects are given prior to transitions.	1 2 3 4 5
• Common intrusions are anticipated and handled with a consistent procedure. Unexpected intrusions are minimized with an emphasis on	1 2 3 4 5

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Class Man Assess 3

Classroom Management: Self-Assessment²

Teacher _____		Rater _____		Date _____	
Instructional Activity _____				Time Start _____	
				Time End _____	
Tally each Positive Student Contacts		Total #		Tally each Negative Student Contacts	
Ratio ² of Positives to Negatives: ____ to 1					


Classroom Management Practice	Rating
1. I have arranged my classroom to minimize crowding and distraction	Yes No
2. I have maximized structure and predictability in my classroom (e.g., explicit classroom routines, specific directions, etc.).	Yes No
3. I have posted, taught, reviewed, and reinforced 3-5 positively stated expectations (or rules).	Yes No
4. I provided more frequent acknowledgement for appropriate behaviors than inappropriate behaviors (See top of page).	Yes No
5. I provided each student with multiple opportunities to respond and participate during instruction.	Yes No

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Student Quiz

Yes / Sometimes / No

- When the teacher _____, most students stop and listen.
- When class starts, the teacher has everything ready.
- Before we start a new activity, the teacher reminds us what we are supposed to do.
- I often finish my work and do not know what I should be doing while others are still working.
- Our teacher reminds us of the classroom rules before we start a new activity.



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Student Quiz

Yes / Sometimes / No


- When we follow the classroom rules our teacher lets us know.
- Our teacher gives lots of positive comments to me and other students.
- When students do not follow the classroom rules, our teacher talks it over with that student.
- I know what to do if I need help in class.
- I know what to do if I need to use the restroom or leave the classroom.
- I know what to do if I come back to class and the teacher has already begun the lesson.


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CLASSROOM PROCEDURES AND ROUTINES

Identify, Teach, Practice, Encourage



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 Classroom Procedures and Routines Teacher Tool

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Outcomes

- Understand the benefits and qualities of effective classroom procedures.
- Understand the importance of directly teaching and regularly reviewing classroom procedures.
- Complete a self – assessment of your classroom procedures.

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What Are Procedures & Routines?

- Procedures are a method or process for how things are done within the classroom.
- Classroom procedures are patterns for accomplishing classroom tasks.
- Procedures form routines that help students meet expectations stated in classroom behaviors.

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Why Focus on Classroom Procedures and Routines?

- Increase instructional time by preventing problem behavior.
- Free teachers from correcting misbehavior.
- Improve classroom climate.
- Create shared ownership of the classroom.
- Develop self-discipline.

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Discussion

- Turn to a partner and identify 3 examples of procedures that have become routines
- Think of in-school and out-of-school examples

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Activity: Creating a List of Classroom Procedures

- Think through the many activities of your day.
- Now, read through the lists of possible classroom procedures on *Lists of Classroom Procedures* handout.
- Put a check mark ✓ by any that you have applied in your classroom.
- Put an ✕ by any that you think you need to develop.
- Add any that might be missing.
- Share with a partner.

★ Lists of Classroom Procedures

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Classroom Systems

- **Teach**
 - Brief in-service, single topic focus
- **Practice (performance feedback)**
 - Peer coaching
 - Principal “walk through”
 - Direct observation / data collection



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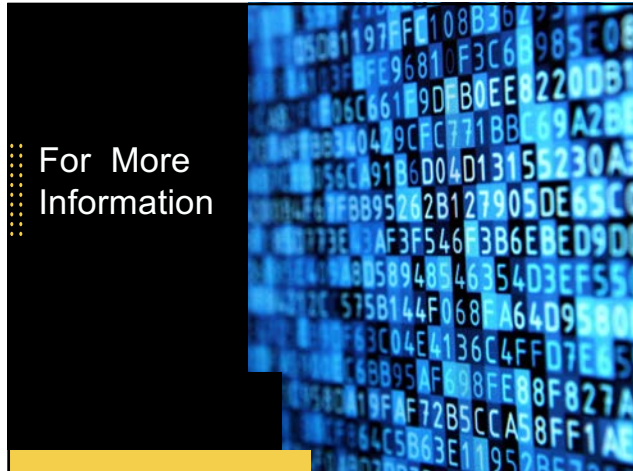
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Effective Professional Development

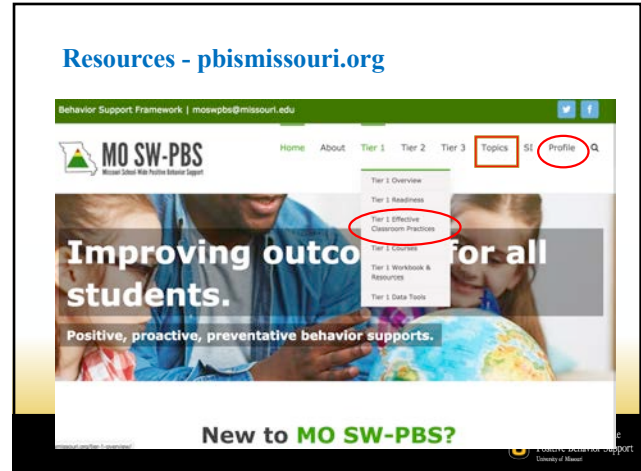
Training Components	OUTCOMES (% of Participants who: Demonstrate Knowledge, Demonstrate New Skills in a Training Setting, and Use New Skills in the Classroom)		
	Demonstrate Knowledge	Demonstrate New Skill in Training	Use New Skills in Classroom
Theory & Discussion	10%	5%	0%
<i>Plus</i> Demonstration in Training	30%	20%	0%
<i>Plus</i> Practice and Feedback	60%	60%	5%
<i>Plus</i> Coaching in the Classroom	95%	95%	95%

Joyce and Showers, 2002

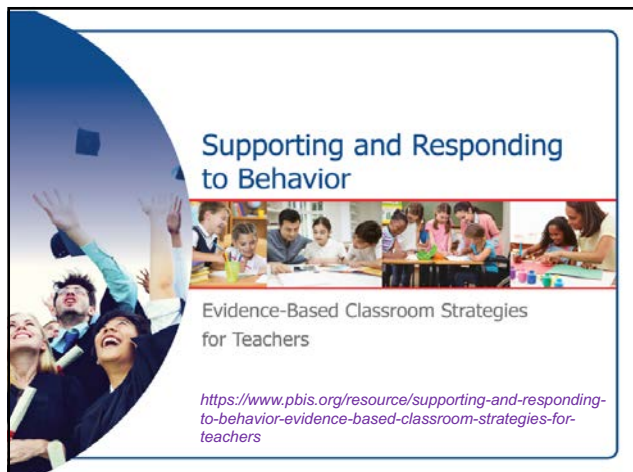
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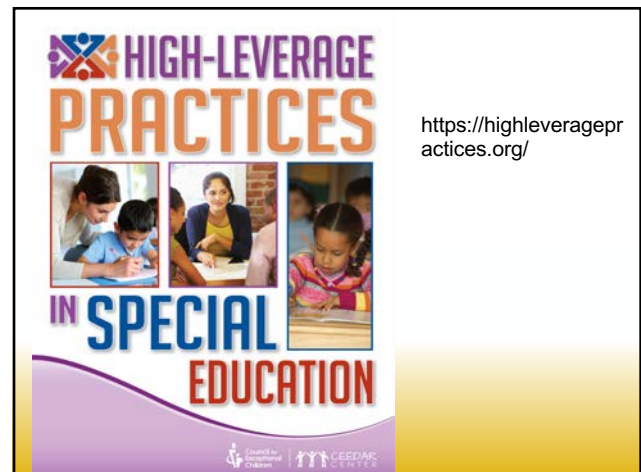
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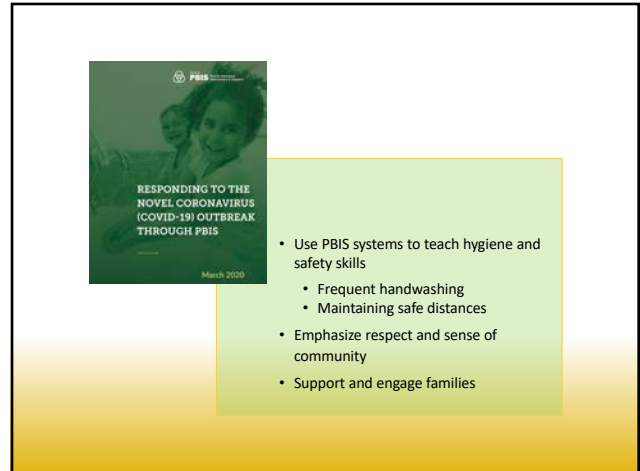
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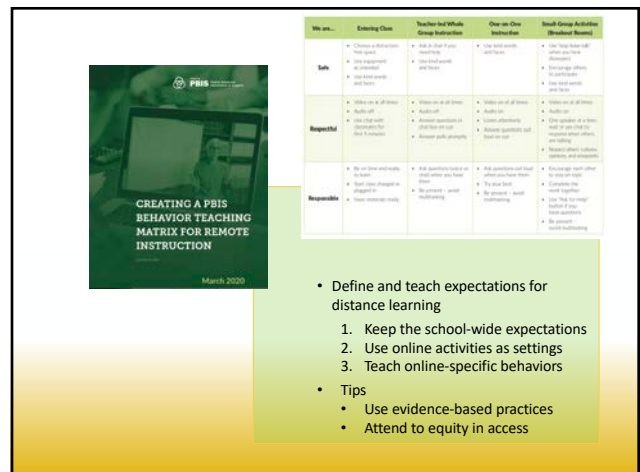
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	Virtual Classroom	Mealtime	Bedtime
Be Respectful	Keep background noise to a minimum when engaged in lesson	Be kind to family members during conversation Put your dishes in the sink	Be polite when reminded about bedtime
Be Responsible	Do your best work Turn in your homework when it is due	Wash your hands before helping with meal preparation and/or eating	Go to bed on time
Be Safe	Keep open drink away from computer keyboard	Keep feet on the floor	Wash your hands before brushing your teeth

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Empower Leaders Card

Student Name: _____, Guardian Name: _____, Check-out Time: _____

School-wide Expectations	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Be Safe	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
Be Respectful	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
Be Responsible	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
TOTAL POINTS							

Point Total: _____ Goal Met? ☐ Yes ☐ No ☐ UNKNOWN

- Suggestions for CICO adaptations
 - Ensure positive adult interactions
 - Reassess needs of students
 - Revise the card and re-teach
 - Include families and other staff
 - Plan for flexibility in family capacity

Final thought

Until we have defined, taught, modeled, practiced, reinforced and re-taught, it is unethical for adults to punish.

Rob Horner

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