

Classroom Management

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Classroom Management

- Behavior management is a term used by teachers to ensure a classroom runs effectively.
 - Prevention of disruptive behavior
 - It is possibly the most difficult aspect of teaching for many educators
- A large part of classroom involves behavior modification.
 - Establishing rules/expectations.

Prevention Approach

- Creating a positive educational community with mutual respect between educational staff and student.
- Educators offer warmth, acceptance, and support unconditionally - not based on a student's behavior.
- Fair rules and consequences are established and students are given frequent and consistent feedback regarding their behavior

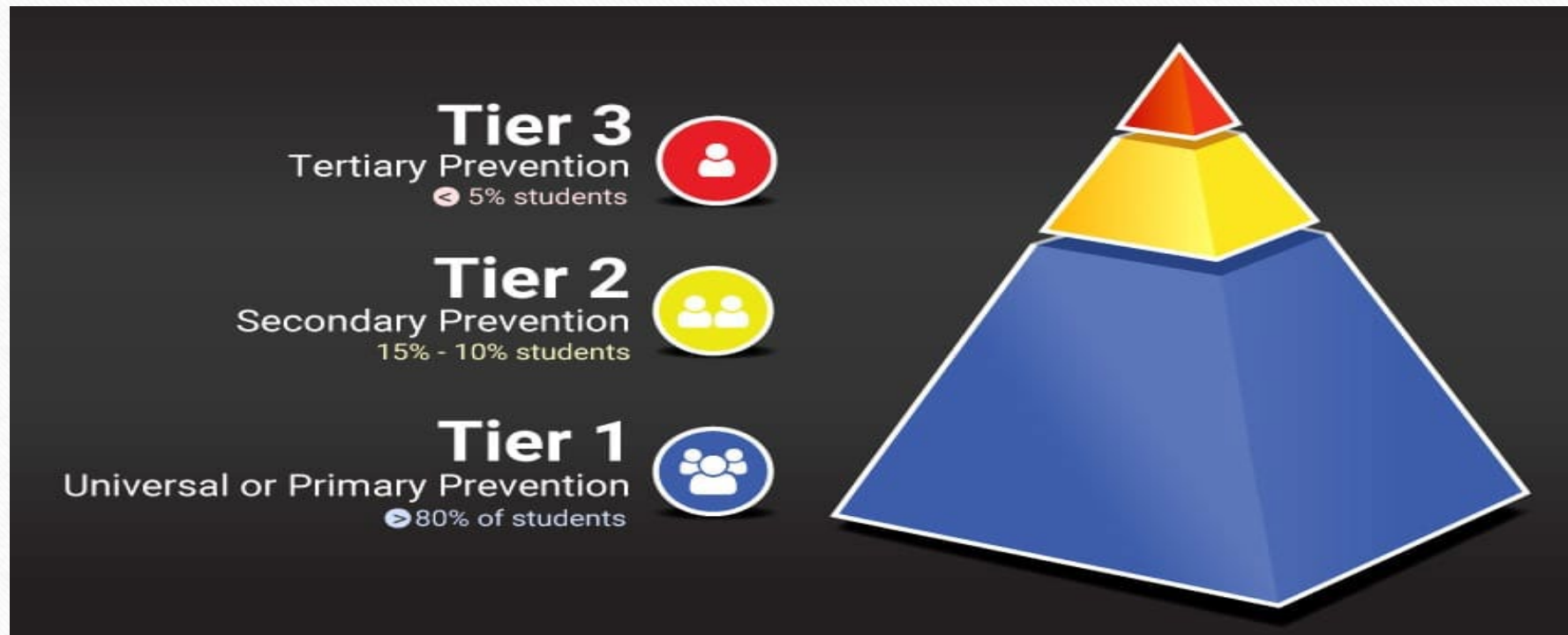
Managing Behavior

- One of the biggest challenges parents face is managing difficult or defiant behavior on the part of children.
 - Whether they're refusing to put on their shoes, or throwing full-blown tantrums.
 - You can find yourself at a loss for an effective way to respond.
- For parents at their wits end, behavioral therapy techniques can provide a roadmap to calmer, more consistent ways to manage problem behaviors.

PBIS

- In 1997, an amendment of the Individuals with Disabilities Education Act (IDEA) included the language, “Positive Behavior Interventions and Supports,” which described methods used to identify and support desired behaviors in the school setting.
- The goal of PBIS is to create a positive school climate, in which students learn and grow. However, school climate can vary widely from school to school.
- A number of factors affect school climate, including school location, neighborhood culture, instructional methods, student diversity, and school administration.

Tiered System



Three-Tier Support

- Part of a school-wide PBS model, but for many teachers or teams who are still addressing behaviors at a classroom level instead of school-wide
- the RTI model provides an excellent structure to think about behavioral interventions.

"What Is RTI All About?"

- the concept of a three-tiered model of support at the classroom level for individual (or team) teachers.
- *applies to educational approaches* that embrace multilevel prevention and intervention systems

RTI Three-Tiered Model

- **Tier 1** – Problem solving strategies with in the classroom setting
- **Tier 2** – Problem solving at a school-based support team level as a collaborative effort implementing interventions and strategies in the classroom setting
- **Tier 3** – Referral to special education and/or mental health counseling for further problem solving and potentially a special education evaluation.

Tier 1 – Problem Solving

- Utilization of effective classroom management strategies.
- Use of modifications:
 - Preferential setting
 - One-to-one Tutoring
- Request consultation services from service providers.
- Teaching of pro-social behavior in the form of social skills.

Tier 2 - Problem Solving

1. Define the problem behavior in observable terms
2. Develop an assessment plan – utilizing classroom observations to collect baseline data.
3. Analysis of assessment results and comparison to baseline data. Determining the function of the behavior in terms of antecedents, resulting behavior, and consequences of behavior. Analyzing social skills deficits.
4. Developing and implementing an intervention plan. Interventions have two components:
 - a) Modification of instruction or behavioral contingency
 - b) Progress monitoring.
5. Analysis of Intervention Plan.

Tier 3 – Problem Solving

- Referral to special education multidisciplinary team and/or mental health counseling
- Possible Special Education and/or Mental Health Evaluation
- Team decision if child qualifies for special education and/or Section 504.
- If student qualifies, then receives individualized education plan and all rights afforded.
- Consequences of special education label/s

Social Emotional Learning and Classroom Management

- The **connection between social emotional learning and classroom management** is well-documented.
- Research confirms how specific social-emotional learning programs that "can help teachers understand children's development and provide them strategies to use with students effectively."
- Many of these programs establish that teachers need two things to manage their classrooms: **knowledge about how children develop** and **strategies for dealing effectively with student behavior.**

Effective Management Using Social Emotional Learning

- Effective classroom management is based in planning and preparation;
- Effective classroom management is an extension of the quality of relationships in the room;
- Effective classroom management is embedded in the school environment; and
- Effective classroom management includes ongoing processes of observation and documentation.

Planning and Preparation

- The first principle is that effective classroom management must be planned especially in terms of **transitions** and **potential disruptions**. Consider the following suggestions:
- Names are power in the classroom.
- Address students by name.
- Access a seating chart ahead of time or prepare seating charts ahead of time; create name tents for each student to grab on their way into class and take to their desks or have students to create their own name tents on a piece of paper.

Planning and Preparation

- Identify the common times for student disruptions and behaviors, usually at the start of the lesson or class period, when topics are changed, or at the wrap-up and conclusion of a lesson or class period.
- Be ready for the behaviors outside of the classroom that are brought into the classroom, especially at the secondary level when classes change.
- Plans to engage students immediately with opening activities.

Quality Relationships

- Second, effective classroom management is a result of relationships in the classroom.
- Teachers need to develop **warm and responsive relations** with students that have boundaries and consequences.
- Students understand that "It's not what you say that matters; it's how you say it."
 - When students know that you believe in them, they will interpret even harsh-sounding comments as statements of care.

Consider the Following Suggestions

- Involve students in all aspects of creating the classroom management plan;
- In creating rules or class norms, keep things as simple as possible.
 - Five (5) rules should be enough-too many rules make students feel overwhelmed;
- Establish those rules that cover behaviors that specifically interfere with the learning and engagement of your students;

Consider the Following Suggestions

- Refer to rules or classroom norms positively and briefly.
- Address students by name;
- Engage with students: smile, tap their desk, greet them at the door, ask questions that shows you remember something the student has mentioned—these small gestures do much to develop relationships.

School Environment

- Third, effective management is supported by **routines and structures** that are embedded into the classroom environment.
- Consider the following suggestions:
- Develop a routine with students at the start of class and at the end of class so that students know what to expect.

School Environment

- Be effective when giving instructions by keeping them short, clear, and concise.
 - Do not repeat directions over and over, but provide directions-written and or visual- for students to reference.
- Provide an opportunity for students to acknowledge understanding of the instruction given.
 - Asking for students to hold a thumbs up or thumbs down (close to the body) can be a quick assessment before moving on.

School Environment

- Designate areas in the classroom for student access so that they know where to grab a slip of paper or a book; where they should leave papers.
- **Circulate** in the classroom when students are engaged in completing activities or working in groups.
 - Groups of desks together allow teachers to move quickly and engage all students.
 - Circulating allows teachers the chance to gauge time needed, and answer individual questions students might have.

School Environment

- **Conference regularly.** Time spent speaking individually with a student reaps exponentially high rewards in managing the class.
- Set aside 3-5 minutes a day to speak to a student about a specific assignment or to ask "how's it going" with a paper or book.

Observation and Documentation

- Finally, teachers who are effective classroom managers continuously **observe and document** their learning, **reflect and then act on noticeable patterns and behaviors** in a **timely manner**.
- Consider the following suggestions:
- Use positive rewards (log books, student contracts, tickets, etc) that allow you to record student behaviors; look for systems that provide opportunities for students to chart their own behaviors as well.

Consider the Following

- Include parents and guardians in classroom management.
- There are a number of opt-in programs that can be used to keep parents updated on classroom activities.
- E-mails provide direct documented communication.

General Patterns

- Take note of general patterns by noting how students behave during the assigned period of time:
 - When students are most active (after lunch? first 10 minutes of class?)
 - When to introduce new material (which day of week? what minute of the class?)
 - Time the transitions so you can plan accordingly (time for entry or exit slip? time to settle into group work?)
 - Notice and record combinations of students (who works well together? separately?)

What Triggers the Behavior?

- Knowing what's behind inappropriate behavior can help you and the home and school find ways to change the behavior.
- Sometimes parents and teachers assume they know what's causing a child's behavior because they've seen other children do similar things.
 - Parenting versus teacher-classroom management
- But it's important to remember that the causes for the same behavior can vary widely among children.

Defining the Inappropriate Behavior

- What is the primary behavior that we are looking for?
 - It's important to describe the behavior in an objective and specific way.
- Saying that your student is “disruptive” or “off-task” doesn't give enough information.
 - This could mean different things to different people.
 - Using a vague description can make it harder to gather the best information.
- May be best to say that the student “rips up, throws work papers and is argumentative when asked to show work in math class.”

ABC Chart

- An ABC Chart is a tool that's frequently used in this step
- *A* stands for Antecedent (what happens before)
- *B* is for Behavior (the action or reaction)
- *C* is for Consequence (what happens after)

Collecting, Comparing and Analyzing Information

- Where is this behavior happening?
 - What tends to happen right before and right after the behavior?
 - Who is around when it occurs?
- How often is the behavior occurring (frequency)?
- How long does the behavior last (duration)?
- How intense is the behavior (intensity)?
 - Defiant back-talk versus objects being thrown?

Developing a Plan

- Once the team has an idea of the reasons behind your child's inappropriate behavior, the team works closely with the psychologist to find ways to see if the hypothesis is right.
- This means changing something in the environment to see if it changes the behavior.

Behavior Intervention Plan

- A BIP is a plan that's designed to teach and reward positive behaviors.
 - This can help prevent or stop problem behaviors in school.
- **Teaching different, more appropriate behaviors** that serve the same purpose (such as asking for help or taking a break when frustrated with math)
- Before putting a plan into place, the team has to make sure your student understands the expectations.

Suggestions in the BIP May Include:

- Changes to the physical environment
- Changes to the way information is taught or presented
- Changes to your child's routine or events that happen before the inappropriate behavior
- Changes to the consequences for a behavior
- Using incentives to change behavior.

What to Avoid

- **Giving negative attention:** Negative attention, raising your voice or spanking — actually increases bad behavior over time.
- **Delayed consequences:** The most effective consequences are immediate. Every moment that passes after a behavior, your child is less likely to link her behavior to the consequence.
- **Disproportionate consequences:** A huge consequence can be demoralizing for children and they may give up even trying to behave.
- **Positive consequences:** Instead of putting on his shoes or picking up his blocks and, in frustration, you do it for him.

What to Focus On

- **Positive attention for positive behaviors:** Giving your child positive reinforcement for being good helps maintain the ongoing good behavior.
- **Ignoring actively:** This should be used ONLY with minor misbehaviors — NOT aggression and NOT very destructive behavior. Active ignoring involves the deliberate withdrawal of attention when a child starts to misbehave — as you ignore, you wait for positive behavior to resume.

What to Focus On

- **Be consistent:** Randomly administering time outs when you're feeling frustrated undermines the system and makes it harder for the child to connect behaviors with consequences.
- **Set rules and follow them:** During a time out, there should be no talking to the child until you are ending the time out. Time out should end only once the child has been calm and quiet briefly so they learn to associate the end of time out with this desired behavior.
- **Return to the task:** If time out was issued for not complying with a task, once it ends the child should be instructed to complete the original task.

School Bus Environment

- Managing student behavior on school buses is one of the biggest problems confronting school bus drivers and school administrators.
 - School bus must be considered an extension of the school.
- School bus behavior must be taught in the school
 - clearly indicating acceptable and unacceptable behavior.
- Acceptable behavior should be reinforced and unacceptable behavior should have consequences.

Discipline Process

- If a student is being disruptive, the bus driver should call out the student's name as a first warning.
- If the student continues to be disruptive during the same bus ride, a disciplinary referral should be written and submitted to the appropriate school administrator.
- The school administrator should then contact the parents and collaboratively approach the student and discuss his behavior on the bus.

School Bus Behavior

- Define rewards and consequences to the students.
- Inform the students that if they misbehave during the bus ride, their punishment will range from a first offense warning to a call to their parents.
- Innovative school programs have even allowed bus drivers to make phone calls to the parents themselves, so as to give the drivers more authority and to involve them in the disciplining process.

Is Riding the Bus a Privilege?

- The students should also be informed, if their misbehavior does not end, their bus riding privileges can be taken away can be suspended from riding the bus.
- On the other hand, the students should be rewarded daily for good behavior on the bus.
 - The bus driver can make a note of the good behavior.
 - bus driver can give a certificate to the best behaved student on the bus.
 - This reinforces good behavior and will encourage other students to behave properly while in the bus.

Cafeteria Setting

- The cafeteria provides meals for students on campus and on some field trips.
- The cafeteria is considered to be an extension of the classroom and rules apply when students are in this area.
- Students are expected to use good table manners and to behave appropriately in the cafeteria.
- Students will assist in maintaining a clean and attractive cafeteria.

Cafeteria Setting

- What is the structure of the cafeteria?
- How do students line up upon entering the cafeteria?
- How are the students being supervised as they are entering the lunch line?

Lunch Time

- Lunchtime can be one of the most difficult times of the school day to manage. Required for feeding 194 students in a short window of time.
- Lunch is also a time when principals are torn between giving students the opportunity to relax and socialize in the middle of a long school day and the need to maintain order at a time when there could be mass confusion.

Who Monitors Student Behavior?

- What is the best system for monitoring student behavior in the cafeteria?
- The systems used differ from school to school for a wide variety of reasons.
- In some schools, teachers monitor lunch behavior in classrooms or the cafeteria.
- In other cases, where teachers are contractually obligated to have a duty-free lunchtime, policing the cafeteria can fall to paraprofessionals, paid parents, or even the students themselves.