Classroom Management

POSITIVE BEHAVIOR SUPPORTS
ALABAMA STATE DEPARTMENT OF EDUCATION

GREG DEJ ARNETT
gregd@alsde.edu
334-353-4448
Classroom Management

- Today’s goal is to learn how to create a safe and positive learning environment in the classroom.
- Reduce barriers to learning.
- Increase student motivation to achieve.
Response to Intervention

School-Wide Systems for Student Success: A Response to Intervention (RtI) Model

**ACADEMIC SYSTEMS**

**Tier 3/Tertiary Interventions**
- Individual Students
- Assessment-Based
- High Intensity

1-5%

**Tier 2/Secondary Interventions**
- Some Students (At-Risk)
- High Efficiency
- Rapid Response
- Small Group Interventions
- Some Individualizing

5-15%

**Tier 1/Universal Interventions**
- All Students
- Preventive, Proactive

80-90%

**BEHAVIORAL SYSTEMS**

**Tier 3/Tertiary Interventions**
- Individual Students
- Assessment-Based
- Intensive, Durable Procedures

1-5%

**Tier 2/Secondary Interventions**
- Some Students (At-Risk)
- High Efficiency
- Rapid Response
- Small Group Interventions
- Some Individualizing

5-15%

**Tier 1/Universal Interventions**
- All Settings, All Students
- Preventive, Proactive

80-90%
Classroom Management

To improve behavior and motivation, teachers can manipulate five variables.

1. **Structure** - Organize all school settings for success.
2. **Teach** students how to behave responsibly.
3. **Observe** student behavior. (Supervise!)
4. **Interact** positively with students (Build relationships of respect)
5. **Correct** irresponsible behavior calmly, consistently, and immediately in the setting in which the infraction occurred.
Classroom Management

STRUCTURE

- Physical arrangements of the classroom (successful beginning and ending routines, seating arrangements)
- Scheduling issues (Variety of learning activities, how long can student work without teacher checking in)
- Organizational patterns (On time to class, manage classwork, monitoring grades and missing assignments)
- Expectations for students (Be safe, Be respectful, Be responsible)
TEACH

DON’T ASSUME ANYTHING!!

- Telling is not teaching and being told is not the same as being taught!

- Have well planned lessons to teach academic and behavioral expectations.

- Teach like a coach. (teach, reteach, provide variety, model, have patience and develop the player to play the game)
Classroom Management

OBSERVE

✓ Inspect what you expect

✓ Circulate the room and catch students doing well. (Commend and reinforce)

✓ Assess your ratio of interactions (4:1, 5:1, 6:1 positive to negative interactions)

✓ Analyze grades

Safe and Civil Schools
INTERACT POSITIVELY

- Deliver high quantity of non-contingent attention to the student (smiling, greeting, shaking hands, asking about their interest, etc…) everyday.

- Provide non-embarrassing feedback for academic and behavioral success.

- Some students are starved for attention and will get it one way or the other. Good or bad.
**Classroom Management**

**Correct Irresponsible Behavior**

**Mild** - Use smallest amount of force necessary to correct the behavior. (No mountains out of mole hills)

**Calm** - If no one lost a limb it will be O.K. (Don’t escalate a small problem into a big one) Avoid power struggles.

**Consistent** - Correct behaviors consistently to decrease misbehavior (Consequences should be predictable)

**Pre-discussed** - Classroom rules/expectations should be taught and positively reinforced routinely.

**Brief/Respectful** - Rules should be brief and corrections should be brief and respectful to avoid escalation and power struggles.
Classroom Management

Who is in my class?

Do I know my students?

Do I know and understand their triggers?

Are they on medications?

What is their academic aptitude?

Are they being abused?

Do they have special needs?
Classroom Management

- Have they eaten anything?
- Are they depressed?
- Are they being bullied?
- Embarrassed to read aloud?
- Are they overburdened at home?
- Do they suffer low self-esteem?
WHY DO CHILDREN DROP OUT OF SCHOOL?

- Academic Failure
- Behavioral Problems
- Life Events (divorce, death, pregnancy)
- Disinterest (unrecognized talents/abilities)

Please don’t bore your students to death! Help them to discover their talents to live!
Classroom Management

WHY DO CHILDREN DROP OUT OF SCHOOL?

- Not mattering
- Not fitting in
- Unrecognized talents and abilities
- Heavy restrictions (Restrictive environment)

We must find ways to engage these students.
You are the only hope some children have!!
Get Everyone Involved!

Music

Athletic

Technology

Singing
Students who are engaged and involved are less likely to be discipline problems and get better grades! Teachers must plan for success or they are planning for problems!
Proper rest
Proper attitude
Proper exercise
Proper planning
Proper understanding of students and self

It begins with me!!!

How can I promote positive classroom behavior in students?
Using fear to discipline students is ineffective and temporary but showing love last forever!
There is no magic wand! Sorry! But establishing structure and positive relationships works well!
At the end of the day!

We are working to get them graduated!