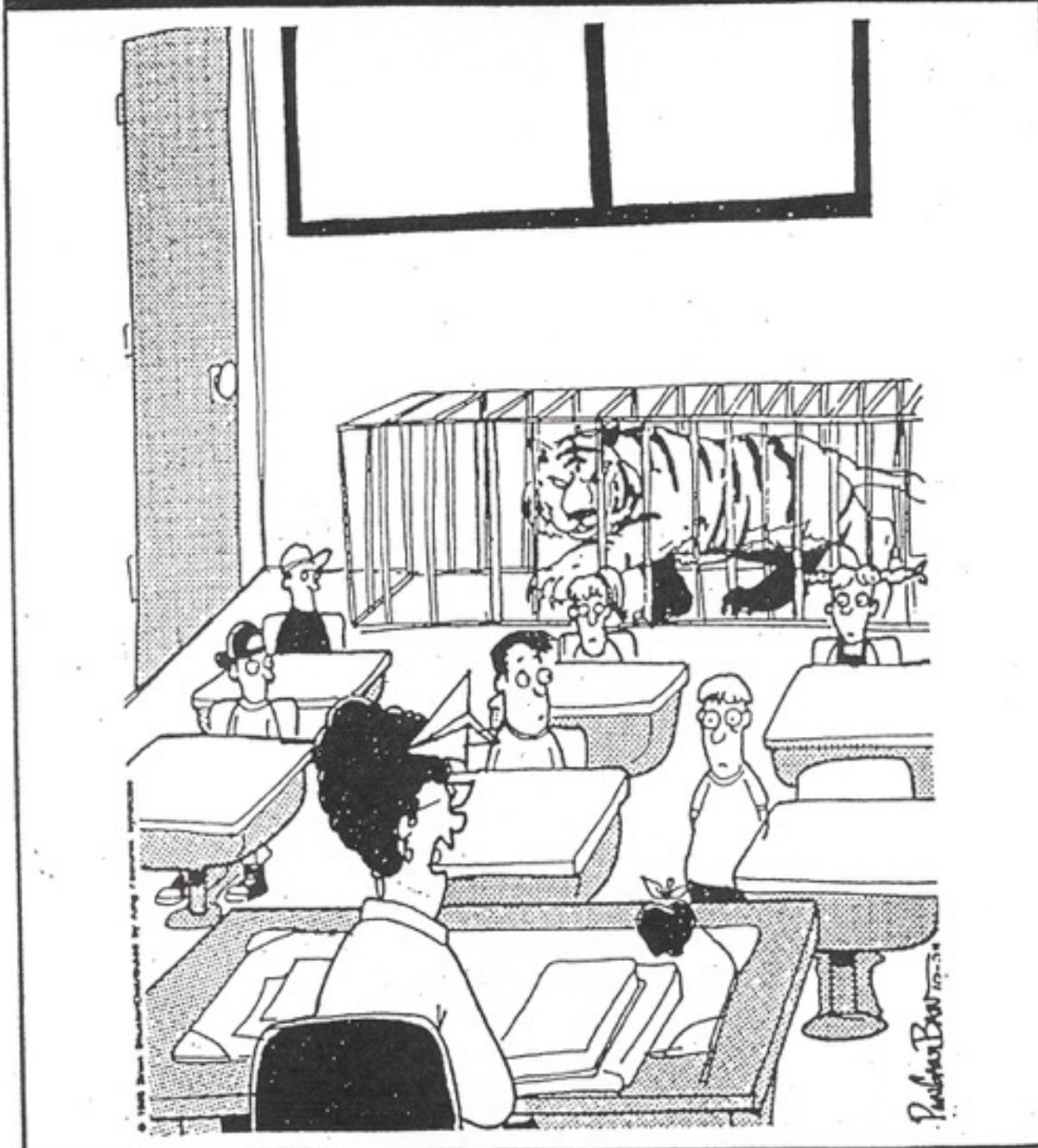


## CHAOS



"Well, Timmy, it looks like you've just earned yourself 10 minutes in the cage with Mr. Whiskers."





# CLASSROOM MANAGEMENT: STUDENT BEHAVIORS

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*Research Based Practices*

# WHY DO WE CARE ABOUT MANAGING CLASSROOM BEHAVIOR?

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*Wasted Time:* In the UK, a study by NASUWT stated that between 20min-2 hours of every lesson is being wasted because of classroom behavior amounting to 16 days per teacher per year.

[http://www.telegraph.co.uk/education/educationnews/5154590/  
Teachers-waste-16-days-a-year-dealing-with-bad-behaviour.html](http://www.telegraph.co.uk/education/educationnews/5154590/Teachers-waste-16-days-a-year-dealing-with-bad-behaviour.html)

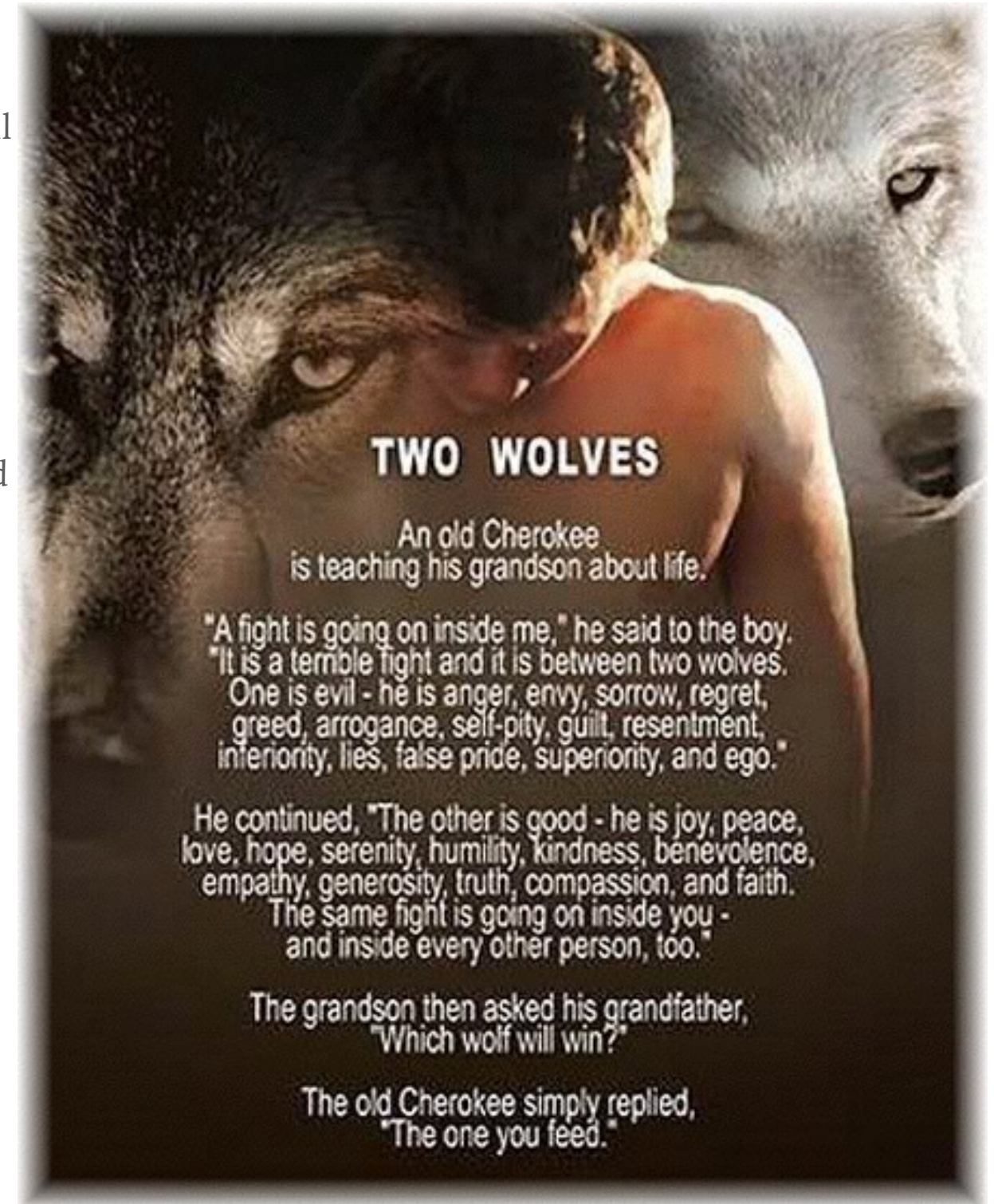


# SETTING YOURSELF UP FOR SUCCESS

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- **Build a good relationship with every student.** Say their name, give them a high-five, welcome them to class, make eye contact, say hello to them in passing or at lunch. You will need this relationship when the student is demonstrating poor behavior, when they are unmotivated and when they need to focus and work hard.
  - **Do not take anything personally, do not hold a grudge.** If there is a behavior problem or issue between you and a student look for the next possible opportunity to praise the student for good effort/ethics/kindness, etc. Maintain your relationship at all costs.
- **TEACH Expectations:** especially during transitional periods.
- **Be CONSISTENT:** fair, tough, kind, approachable, similar expectations, do not play favorites. Being consistent will show that you are reliable and trustworthy.
- **Pay attention to the behaviors you want.** Most kids love attention. Reward the good behaviors, praise students for their efforts and kindness and following of directions.

<https://www.youtube.com/watch?v=Oj-iEV7tgKE>







# CREATING POSITIVE ENVIRONMENT

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- Rapport - creating a positive relationship
- Maintaining dignity (any corrections should be done away from other students when at all possible), Compliments can be made public, as long as the student enjoys the attention.
- Constants fade into the background, keep it fresh!
- Positive language- *hold your cup with two hands v. don't spill your milk. Raise your hand to talk v. don't talk out.*

# COMMON BEHAVIORS OF CONCERN: SIGNIFICANT

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- Office Referral Type Behaviors:
  - Fighting
  - Property Damage
  - Behavioral Disorders/OD
- Anything that harms or threatens to harm the safety of a student.



# COMMON BEHAVIORS OF CONCERN: DISRESPECT

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## ➤ Disrespect:

- **Don't** Take it personally, don't, handle it in front of the class, don't disrespect the student, don't allow the behavior to derail the classroom, don't ignore disrespect, it's your job to teach students how to treat people. <https://www.youtube.com/watch?v=XMhIUo2a1iE>
- **Instead:** Talk privately with the student to spare their dignity and your relationship. Help the student practice other ways of communicating, redirect the student, when the student is being appropriate DO use genuine praise in front of students or staff (provided they seem to like that). <https://www.youtube.com/watch?v=zW3A1nvQ1xo>

# COMMON BEHAVIORS OF CONCERN: MOTIVATION

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## ➤ Lack of Motivation:

- **Don't** take it personally, punish the student, don't call him or her lazy. Don't refer to the work as hard or easy. Don't give the impression that the work is boring or not worth doing.
- **Instead:** Try and find things the student likes and work those into assignments. Ask the student to contribute to the lesson, emphasize the strengths of the student, be realistic about work-load some students are more quality over quantity, make sure the work challenges them, but it's not too hard, make check lists, help the student set goals, and use group work to make classwork more engaging. Make sure that YOU are motivated. Give genuine verbal praise when you see students get started right away. It's a good idea to praise the student but to also admire them to another student, or to a group (see how Omer started writing immediately? I'm really impressed with his focus and hard work)



# COMMON BEHAVIORS OF CONCERN: TALKING OUT

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## ➤ Talking Out:

- **Don't** take it personally, don't lose patience, don't tell them they "should have learned this already", don't attack the student, don't shhh the student.
- **Instead:** Set classroom expectations. Tell students the reason you ask them to raise their hands is so that everyone can have a turn to talk. We all SAY we want hand raising but then accept call outs and make hand raisers wait to be called on. Model hand raising when you're asking the question, Remember that people like to talk (even me!), so use techniques during lessons like turn and talk. (turn to your partner and tell them what you just learned) and then call on a couple of students, that way everyone feels heard. (I promise this does not waste time). Do tell students WHY we raise our hands, and when we expect this behavior. Give students other opportunities to signal to you or to each other. Give genuine verbal praise when you see that students are raising their hands appropriately. Assure success... Make SURE you call on your students that blurt out the most when they raise their hands. (if it doesn't work, they won't do it)

# COMMON MISTAKES WE MAKE IN CLASSROOMS

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- <https://www.youtube.com/watch?v=EkZDHNQqCdE> (Cindy with Early Years Tips)
- Mistake: When your corrective measure isn't working, don't just do it more. More negative attention won't make the problem go away if it hasn't already, more detention, more phone calls home.
  - Instead, look at the issue another way. Define what you want the student to do and help them achieve it in small measurable and predictable chunks. Learn what they like and make sure one of those things is you. Kids rarely “sort themselves out”, parents can rarely solve a school problem at home. Be thoughtful and DON'T TAKE IT PERSONALLY!
- Mistake: Asking a student “Why did you do that?”
  - Instead, assume students misbehave because they don't know what to do or don't know how to do it. Rid yourself of the idea that you “taught that already”, if they're not demonstrating the skill, they clearly need more practice.
- Mistake: **Defining behavior by how it looks.** *Instead, define behavior by it's function (what is the result of the behavior?)*
  - Classroom disruption could be to...avoid a task, or a person, get attention, because they must.

<http://web.cortland.edu/andersmd/psy501/12.htm>



## *Successive Approximations*



**“My objective is to have each student become more insightful, compassionate, introspective, and empathetic. In your case I will settle for quiet.”**

## DEVELOPING A GOOD BEHAVIOR OR

## ...REDUCING A BAD ONE.....

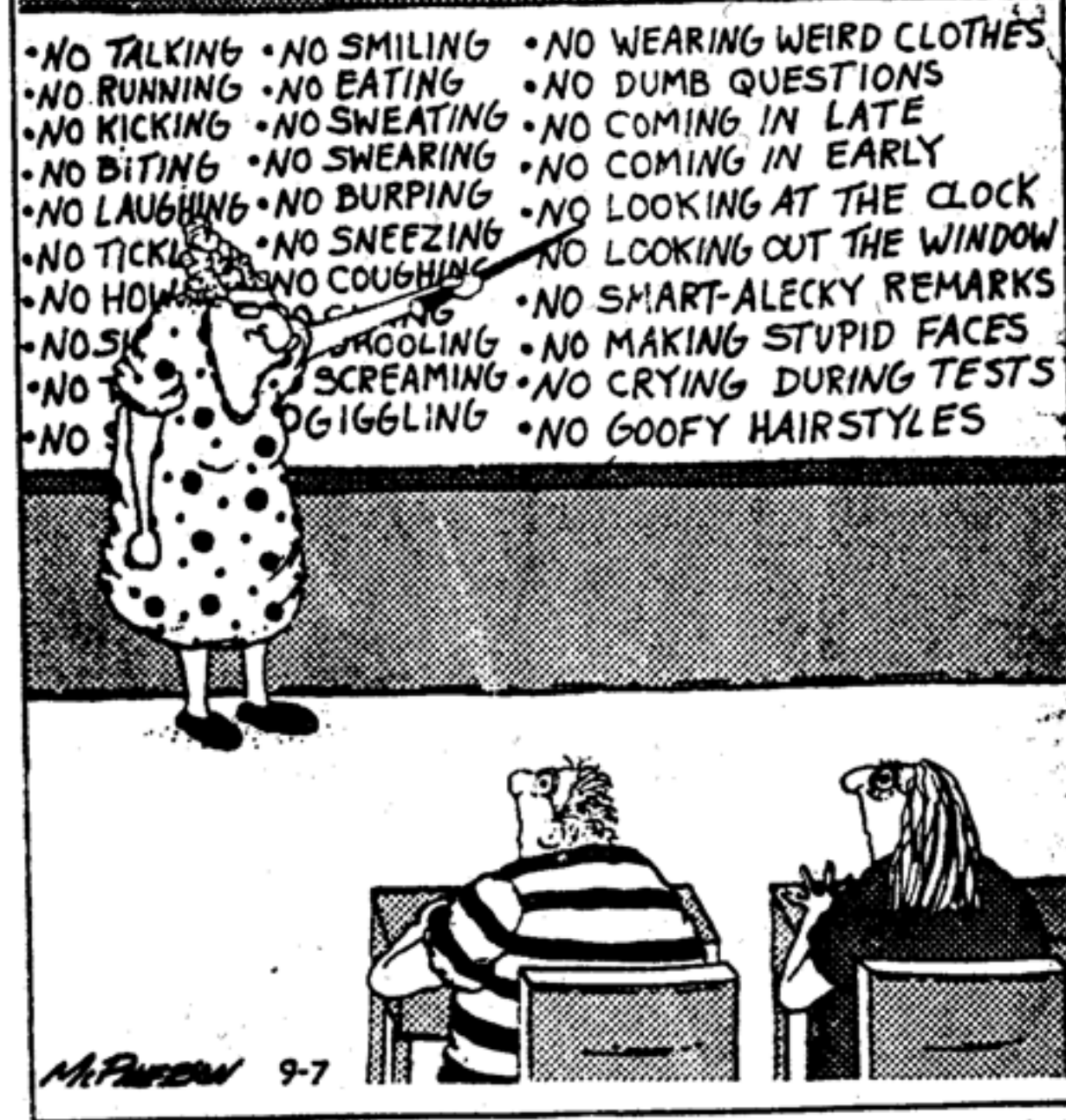
- Asking a student to become perfect suddenly is unrealistic. Instead, choose something (generally the most impactful behavior first and try and reduce it in frequency or intensity or duration)
- Reward successive approximations

# ***Ironic Process Theory***

**CLOSE TO HOME**

**JOHN MCPHERSON**

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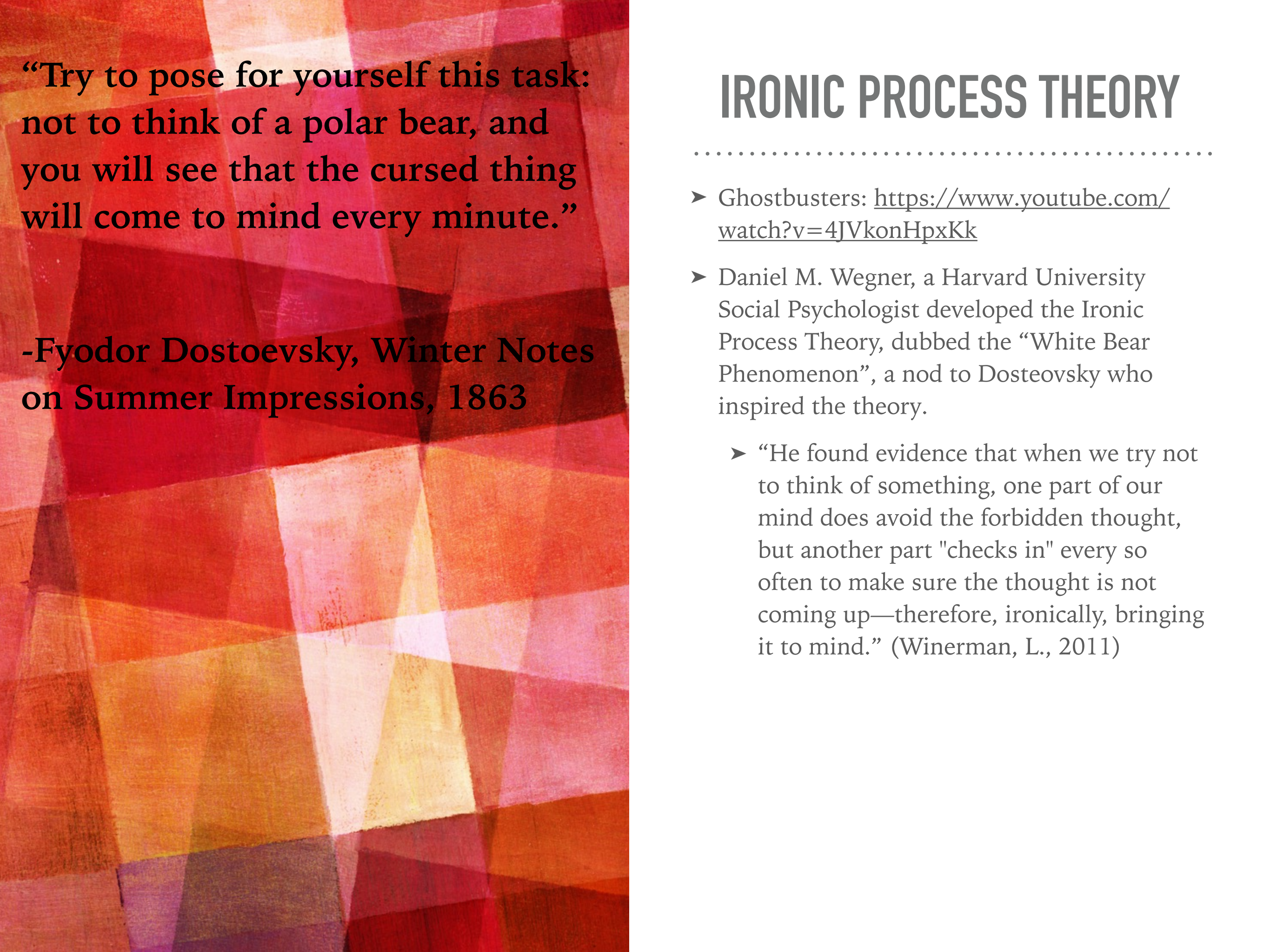


*Mrs. Mutner liked to go over a few of her rules on the first day of school.*

## **GIVING POSITIVE DIRECTIONS**

- "Try to pose for yourself this task: not to think of a polar bear, and you will see that the cursed thing will come to mind every minute." — Fyodor Dostoevsky, *Winter Notes on Summer Impressions*, 1863[3]
- Students will never “do nothing” tell them what to do to be successful.
- Quitting smoking, weight loss, etc... all ask us NOT to think of something. The psychologist Wegner observed that asking people to suppress thoughts actually made the thoughts more prevalent. Instead give students something to busy themselves WITH.
- ? How can we rewrite Mrs. Mutner’s rules?





**“Try to pose for yourself this task:  
not to think of a polar bear, and  
you will see that the cursed thing  
will come to mind every minute.”**

**-Fyodor Dostoevsky, Winter Notes  
on Summer Impressions, 1863**

## IRONIC PROCESS THEORY

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- Ghostbusters: <https://www.youtube.com/watch?v=4JVkonHpxKk>
- Daniel M. Wegner, a Harvard University Social Psychologist developed the Ironic Process Theory, dubbed the “White Bear Phenomenon”, a nod to Dostoevsky who inspired the theory.
  - “He found evidence that when we try not to think of something, one part of our mind does avoid the forbidden thought, but another part "checks in" every so often to make sure the thought is not coming up—therefore, ironically, bringing it to mind.” (Winerman, L., 2011)



# UNDERSTANDING REINFORCEMENT

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- Definition of Reinforcement: Any response to a behavior that increases a behavior- either by giving the person something (attention/tangible) or by allowing them to avoid something they perceive as negative (assessment, work, eating broccoli). \*\*\*If you hear the word Reinforcement you know that it is something that will INCREASE a behavior.
- \*\*\* Reinforcement works for EVERYONE- but the value of a reinforcer can shift wildly:
- Common High-Value Reinforcers: The value of a particular reinforcer is greater for some than for others AND the value can shift significantly depending upon several factors.
- Schedules of Reinforcement- basic idea... keep it varied accessible and interesting.
- Operant Conditioning Techniques: Big Bang Theory <https://www.youtube.com/watch?v=rSdrMbpwyLU>



# CLASSROOM MANAGEMENT IS APPLIED PSYCHOLOGY

## *Basic Principles*

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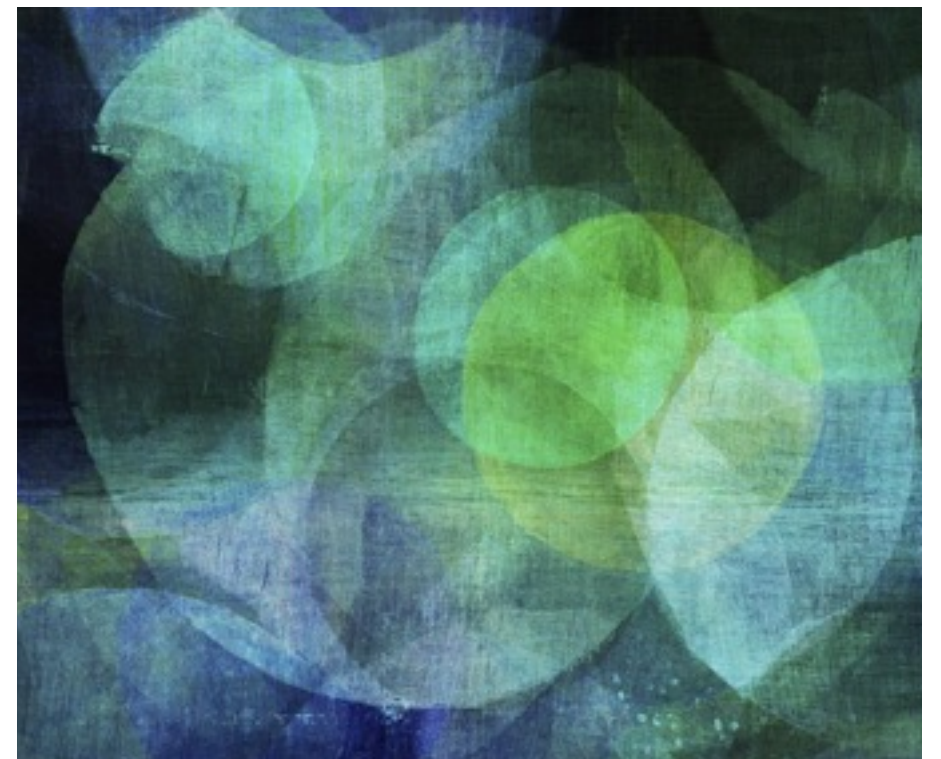
- Shared Beliefs Regarding Classroom Behavior
- Positivity
  - Building & Maintaining a Relationship
  - Ironic Process Theory
- Principles of Behavior
- Operant Conditioning
  - Penny Operant Conditioning: <https://www.youtube.com/watch?v=Mt4N9GSBoMI>
  - Negative Reinforcement? <https://www.youtube.com/watch?v=LhI5h5JZi-U>
  - Purpose of Behavior
  - Reinforcements
    - <https://www.youtube.com/watch?v=CBZ5d7XkbKg>
    - Schedules
    - Reinforcers
  - Increasing Positive Behaviors



## *Definition of Behavior:*

*A response to a stimulus.*

*Behavior analysis is a scientifically validated approach to understanding behavior and how it is affected by the environment. In this context, "behavior" refers to actions and skills. "Environment" includes any influence – physical or social – that might change or be changed by one's behavior.*







# OPERANT CONDITIONING

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- A type of learning in which a behavior is strengthened if paired with a reinforcer and diminished if followed by a punisher. (B.F. Skinner)
- Shaping- rewarding successive approximations (the rat gets close to the button, then if the rat touches the bar, and finally only when the rat pushes the button)  
In order to train a student to walk in line with the class, we might first reward him if he walks with the group (if his typical behavior is to run around).





# IDLE HANDS...

- 20 questions
- Chain Games: Count Bys, Name yellow things, Name types of animals, things that are round, jobs
- Sing songs/ patty cake/ brain breaks
- Turn to the person next to you and tell them one thing you learned last period, one question you have.
- Give students jobs as rewards or to keep them busy or help them take a break. (errands, passing out papers, helping another student)



# RESOURCES

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- TA & Teacher focused behavior strategies: <http://blog.optimus-education.com/supporting-pupils-behaviour-issues-classroom-strategies-teachers-and-teaching-assistants>
- An introduction to PBS from BILD (individualized focus): <https://www.youtube.com/watch?v=epjud2Of610>
- An introduction to PBS from Callan Institute: <https://www.youtube.com/watch?v=yQA2O0PJQMI>
- Difference between classical and operant conditioning Peggy Andover Ted-Ed: <https://www.youtube.com/watch?v=H6LEcM0E0io>
- Key and Peele-Substitute Teacher 4 clip (until 2:55 sec max): Behavior & Reinforcements <https://www.youtube.com/watch?v=8pWN7yjPsxY>
- Peaches Tantrum <https://www.youtube.com/watch?v=j9oTO6UheG4>
- School Environment-Using a Positive Behavior Approach to Support Learning by Inspiring Education <https://www.youtube.com/watch?v=WymcLrMzg0Q>
  - Differentiate Instruction to student ability, interest and needs.
  - Positive Reinforcement, fair and predictable consequences.
  - Direct and differentiated feedback.
  - Punishing specific behavior doesn't help students learn new behaviors and can actually increase negative behaviors
  - Restitution
  - Corrective feedback







# CLASSROOM REWARD SYSTEMS

POSITIVE  
VISUAL  
CONCRETE

## Sources

American Psychological Association, “Suppressing the ‘white bears’ <http://www.apa.org/monitor/2011/10/unwanted-thoughts.aspx>

## Ghostbusters

Classroom Behavior Management: A Dozen Common Mistakes and What to do Instead; <http://web.cortland.edu/andersmd/psy501/12.htm>

RTI & PBIS and MTSS: <https://www.pbis.org/school/mtss>

<http://www.simplypsychology.org/operant-conditioning.html>

<http://www.pbisworld.com/tier-3/reward-system/>

<https://www.pbis.org/training/staff/student>



# PBIS, RTI & MTSS

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MTSS (Multi-Tiered System of Support), is a model on which RTI (Response To Intervention) is a data driven, flexible model intended to match student academic need, provide targeted instruction and monitor growth, originally intended for academic purposes.

PBIS is based on MTSS and provides a tiered structure to universally promote appropriate student behaviors- from prevention to significant need. At the bottom are building-wide strategies and systems for all students, staff and setting. At the top you might find individualized plans perhaps typically developed by SSS. In the yellow, classroom systems serve small groups of students who demonstrate high risk behaviors.

