

# Deep Diving into Classroom Behavioral Management

Elevate Teachers Conference

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**Leslie B. Holloway and Brittany Massey**

3<sup>rd</sup> Grade Teacher and 7<sup>th</sup> Grade Teacher  
Pearl Public School District

## Mississippi Department of Education

### VISION

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

### MISSION

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community



## State Board of Education Goals FIVE-YEAR STRATEGIC PLAN FOR 2016-2020

1. All Students Proficient and Showing Growth in All Assessed Areas
2. Every Student Graduates from High School and is Ready for College and Career
3. Every Child Has Access to a High-Quality Early Childhood Program
4. Every School Has Effective Teachers and Leaders
5. Every Community Effectively Uses a World-Class Data System to Improve Student Outcomes
6. Every School and District is Rated “C” or Higher



## What is Classroom Management?



## Think-Pair-Share

- Write down what classroom management means to you. **(one minute)**
- When you hear the timer, take turns discussing your responses with your shoulder partner. **(one minute)**
- When you hear the next timer, share with your table what you and your partner discussed. **(one minute)**



## Video Critique



## Video Critique

### Ineffective Classroom Management

<https://youtu.be/XMhIUo2a1iE>



## First Year Teaching

- Can you relate to the teacher in this video?
- Experienced teachers, what would you like to tell this teacher?
- What do you wish you had known your first year teaching?
- If you are a first year teacher, what do you want to know now?



## Why Students Act Out?

- Lack of respect from student(s)
- Lack of respect from teacher(s)
- Lack of clear and consistent rules
- Lack of student engagement



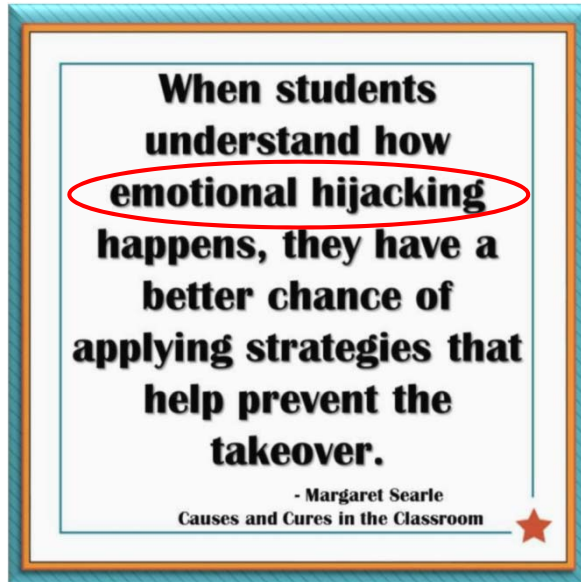
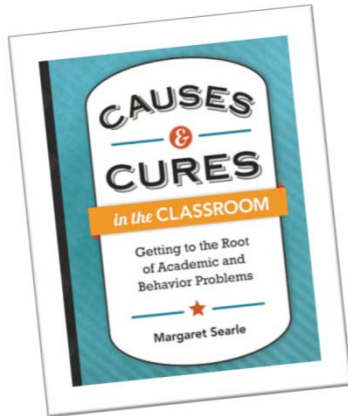
## Why Students Act Out?

“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.”

- Haim Ginott

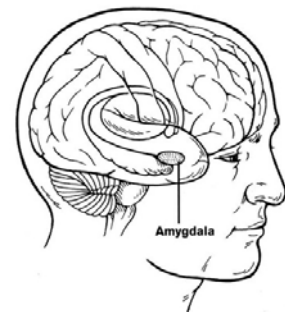


## Causes and Cures in the Classroom



## Emotional Hijacking – Amygdala

- Belongs to the limbic system (part of our brain that controls emotions)
- Senses threats (real or perceived)
- Seizes control of our neural energy
- Limits rational thinking



## Emotional Hijacking

Fight (confrontation)  
 +/or Flight (avoidance)  
 +/or Freeze (deer in headlights)  
 = **IMPULSIVE BEHAVIOR**



## Emotional Hijacking

Rational Thinking over Emotional Thinking:

- Break the hijack cycle
- Chemicals begin to dissipate within 3-6 seconds
- Thinking and emotional parts of brain can work together

## Emotional Hijacking

Emotional Thinking over Rational Thinking:

- Hijack cycle takes place
- Chemical overdose becomes concentrated
- Use default (sometimes irrational) behaviors for handling stress
- Takes about 20 minutes to calm yourself and deal with feelings



## Root Causes of Impulsiveness

- Group Puzzle: With your group, identify which behaviors belong under the appropriate headings.
- “Ring Around the Room”: As we rotate to each table, notice if each table grouped the same behaviors. Take your Post-Its to leave comments.
- Discussion/Reflection: What did you notice as you circled the room? Similarities? Differences?





# Real Life Classroom Situations

## Scenario Cards



## What Really Happens in the Classroom?

### SCENARIOS: Group Activity



## Scenario Cards

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- Read the Scenario Cards provided on your table.
- As a group, discuss the best solution for each card.
- Using your Post-Its, develop a response of how your group would handle the given situations.
- Place your Post-Its on the corresponding chart paper on the wall.



## Impulse Control and Self-Monitoring Interventions

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## Root Causes - Interventions

### Building Language for Managing Emotions –

Many students' inability to manage their emotions stems from their limited capacity to express themselves clearly. Therefore, it is imperative for them to learn how to verbally express themselves appropriately.

**Intervention Strategy:** Vocabulary Continuum Strategy



## Root Causes - Interventions

### Reading Your Body Signals

Indicators may include: heavy breathing, tightened muscles, red face, narrow eyes, rapid heartbeat, sweat, stomach has a knot, voice gets higher and louder, tightening of fists, forehead wrinkles.

**Intervention Strategy:** Emotion Continuum



## Root Causes - Interventions

### Identifying Emotional Triggers

Students need to develop an understanding of their personal triggers and how to manage them. Teach students to listen to their body signals and catch themselves before they react in order to discover if the perceived threat is real or not.

**Intervention Strategy:** Tying students' emotions to various events or situations.



## Root Causes - Interventions

### Anchoring

Connect triggers to another experienced idea or emotion.

**Intervention Strategy:** Teacher-led guided questioning to help students realize the connection between emotions, triggers, and past experiences.



## Root Causes - Interventions

### Learning Self-Calming Techniques

**Intervention Strategy:** Teach students to remove themselves, breath, think calming thoughts, relax their muscles, and practice.



## Root Causes - Interventions

### Reframing

The process of changing your expectations or perspective in order to make sense of a situation and get emotional relief. This process can turn around an emotional hijack and put you back in control of how your brain handles an emotional trigger.

**Intervention Strategy:** Help students redirect their thinking.



## Root Causes - Interventions

### Self-Monitoring

Evaluating their own decisions builds students' self-confidence by helping them see that they have control over their choices. They begin to understand that they can get more of what they want by changing the way they act.

**Intervention Strategy:** Students chart their patterns and journal to develop an internal coach.



## Root Causes - Interventions

### Practicing Collaboration Skills

**Intervention Strategy:** Use developed emotional awareness to teach cooperation and leadership. Teach students nonverbal cues and provide opportunities for them to appropriately interact.



## Root Causes - Interventions

### Establishing Routines and Accountability

When routines and procedures are carefully taught and consistently reinforced, students actually stay on task for the most part. Before students were taught to monitor and control their own behavior, this would have been a risky plan. Now it works like a charm (most days).



## Root Causes - Interventions

### Establishing Routines and Accountability

**Intervention Strategy:** Plan challenging and engaging assignments within stations that take the place of boring one size fits all worksheets.

**In classrooms where the teacher sets up consistent supportive routines and procedures, students have a better chance of maturing both emotionally and academically.**

- Margaret Searle  
*Causes & Cures in the Classroom*



# Classroom Procedures



## Harry Wong & R.T. Wong, 2009

### Difference Between Discipline and Classroom Management Procedures

***DISCIPLINE*** concerns how students ***BEHAVE***.  
***PROCEDURES*** concern how things ***ARE DONE***.  
***DISCIPLINE HAS*** penalties and rewards.  
***PROCEDURES HAVE NO*** penalties or rewards.

*The First Days of School, pg. 169*

*The First Days of School: How to Be an Effective Teacher.* Harry K. Wong Publications, Inc. Mountain View, CA.





## Procedural Videos

**During the next videos...**

- **Reflect on your time in the classroom.**
- **Jot down thoughts and concerns.**
- **List questions.**
- **List positive ideas you will take back to your school.**



## Procedural Videos

**Teacher Toolkit: Non-verbal Signals (elementary)**

**<https://youtu.be/Zn53YFgC-ww>**



## Procedural Videos

### Setting the Tone From Day One

<https://www.teachingchannel.org/videos/setting-classroom-tone>



## Procedural Videos

### Using a Number System to Streamline Classroom Routines

<https://www.teachingchannel.org/videos/streamline-class-routines>



## Procedural Videos

### Time's Up! Effective Use of Instructional Time

<https://www.teachingchannel.org/videos/effectively-manage-instruction-time>



## Procedural Videos

### New Teacher Survival Guide: Classroom Management

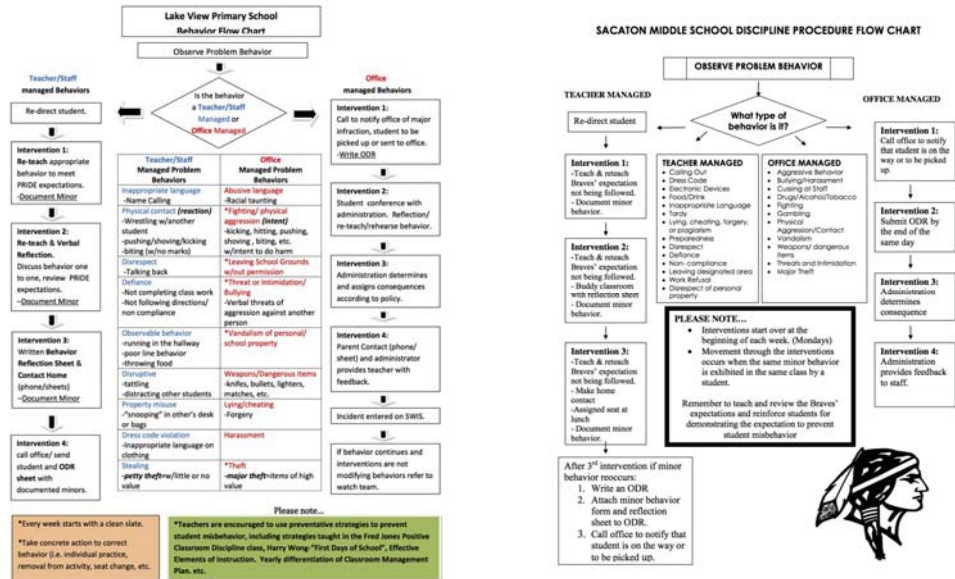
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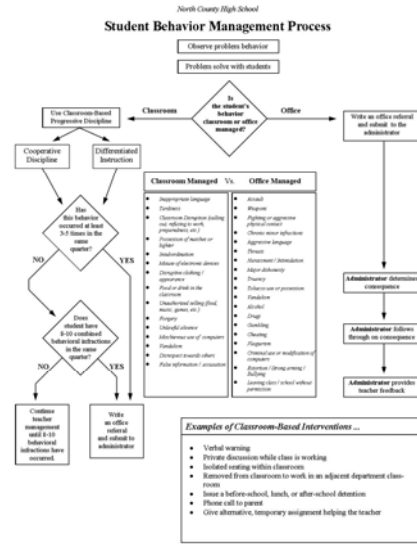
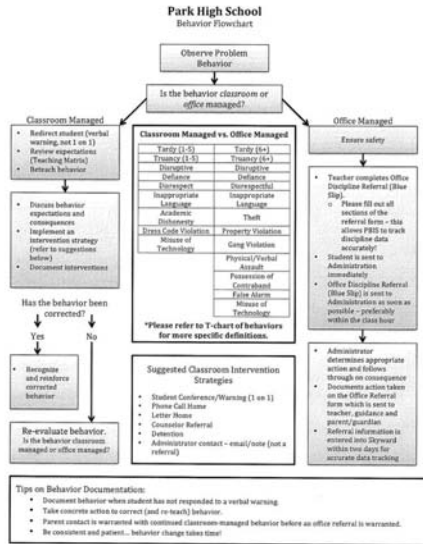
# Classroom Behavior Management



# Management Procedures



# Management Procedures



# Behavior Management Systems

- Color Systems
- Planner/Weekly Communication Sheets
- Monthly Tracking Sheets
- Class Dojo



## Interactive Behavior Management Simulations

[www.herok12.com](http://www.herok12.com) (**Hero** takes your behavior framework—whether you are using PBIS, a district-led behavior initiative, or something of your own design—and builds a system to recognize, reward, and reinforce those behaviors school-wide.)



## Interactive Behavior Management Simulations

[www.classcraft.com](http://www.classcraft.com) (Transforms classroom into a simulated behavior management experience using avatars, interactive lessons, and competition.)



## Parents: Positive Intervention

**Pre-K – 4<sup>th</sup> Grade:** Weekly Reminders/Behavior Charts or Maps, Newsletters, etc.

**5<sup>th</sup> – 8<sup>th</sup> Grade:** Weekly Emails or Text Messages (reinforcement)

**9<sup>th</sup> – 12<sup>th</sup> Grade:** Emails, Text Messaging, Phone Calls, Remind, Learning Management System (i.e. CANVAS)

**Encourage Face-to-Face Meetings as Needed!!!**



## Positive Behavior Incentives

- School Themed Tickets
- Teacher for a Day
- Classroom Coupons
- Verbal Praise
- Lead Morning Announcements
- Bonus Points on Assignments

**Group Discussion:**  
**Describe two positive reinforcements that have been successful in your classroom to address student behavior.**



## Reflection

### What will you do now?

Think about the information gleaned today. How will this help you become a more effective educator? How will these strategies help the students you serve?



**Leslie B. Holloway**

Third Grade Teacher  
Northside Elementary School  
Pearl Public School District

**Brittany Massey**

Seventh Grade Teacher  
Pearl Junior High School  
Pearl Public School District





**Dr. Vernesia Wilson**, Office Director

Teaching and Leading Division (601) 359-2153

[vwilson@mdek12.org](mailto:vwilson@mdek12.org)

**Dr. Stacey Donaldson**, National Board Project Director

Teaching and Leading Division (601) 359-3961

[stdonaldson@mdek12.org](mailto:stdonaldson@mdek12.org)

**Bobby L. Richardson**, MSIS & Behavior Intervention Specialist

Student Intervention Services (601) 359-2586

[brichardson@mdek12.org](mailto:brichardson@mdek12.org)