

MAP OF SESSION

8:00 Introduction/Objectives/Self-Reflection

8:30 Understanding Behavior

9:00 Foundations for Success – Jigsaw Activity

9:30 BREAK

9:45 Classroom Discipline Cycle

10:15 Pyramid to Support Positive Behavior

11:30 LUNCH (1 hour)

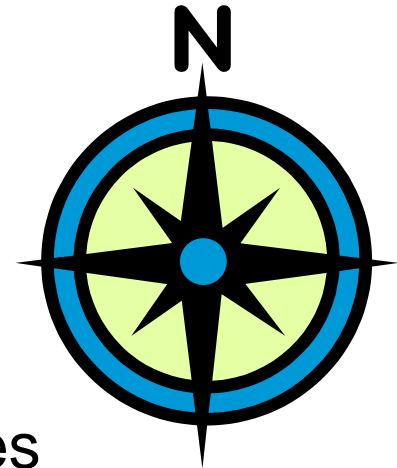
12:45 Success Strategies!

2:00 BREAK

2:10 More Strategies

3:10 Whole Brain Teaching/Conversation Circles

3:30 Wrap up & Evaluation



OBJECTIVES



Participants will:

- Identify YOUR management strengths & needs
- Review Purpose of Behavior
- Discuss Foundations for Success
- Review Pyramid to Promote Positive Behavior
- **Learn Prevention/Positive Intervention Strategies**
- Review Instructional Strategies that Engage
- **What do you hope to gain from today?**

What do I want to accomplish in this seminar?

Please answer these 3 questions.

1. What am I doing that is successful?
2. What am I doing that is NOT working?
3. What is my #1 GOAL for my students this year?

Please share #2 with people around you.

Courtesy Contract

1. (2-3) non-negotiables (what teacher needs)
2. (3) Replacement Behaviors (Bx)
3. In this we agree* _____

*Solicit from students what they need to feel respected



What's Bugging You?



Solution Wheel



Stop! Talk! Fix!

Statistics About Behavior

GOOD NEWS!

90% of students
do what they are supposed to do



1-4 “Richards”

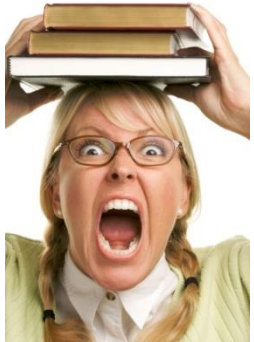
5.....

6+.....

Purpose of Behavior

Get

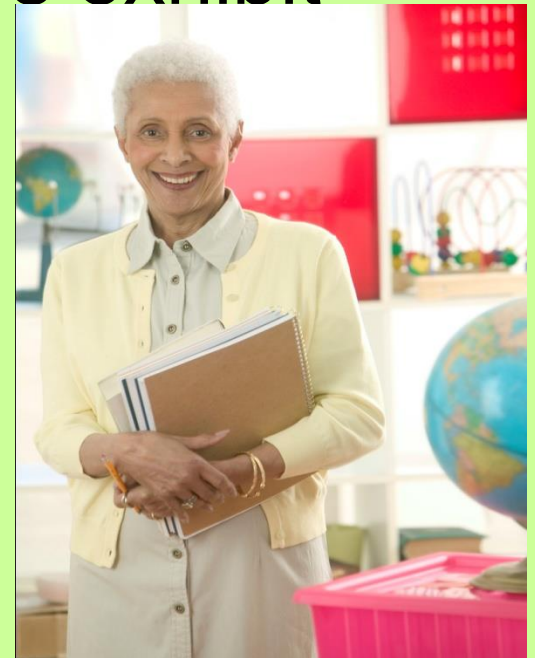
Get Out



Foundation 1

- **PUBLIC RULES, PRIVATE DISCIPLINE**
- Students will accept discipline – Not disrespect.
- What are some ways teachers exhibit disrespect?
 - 1.
 - 2.
 - 3.
 - 4.

Discuss with Colleagues



Foundation 2



- **RELATIONSHIPS**: Our influence lasts only as long as the relationship lasts.
 - “They don’t care what we know until they know we care.”
 - You can mean business without being mean.
- *Identify ways we can build/retain relationships with our students.

Relationship Builders

- Team Time (on pg. 19)
- “Facebook” – new kind of journal
- Partners in Learning/Tribes – books for Secondary
- Conversation Circles
- 10-10-10 10 days, 10 questions, 10 min
- Responsiveclassroom.org
- Capturing Kids Hearts – Social Contracts
- Kelsoschoice.com – conflict mgmt
- Meet and Greet – Take Temperature

Foundation 3

Students need to know 3 things.....

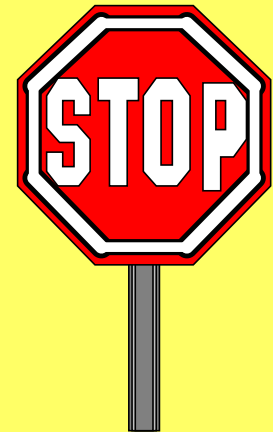
#1 Where they stand..

X You have to teach,
demonstrate, and
reinforce
procedures.

(procedure manual)

X The best discipline
is effective teaching.

“Please refer to
classroom rule # “



#2 The teacher WILL follow through

H *If you tolerate it day after day ... you teach it day after day. (p.34)*

3 The teacher is on their side!

- *Discipline decisions need to be based on rules and goals not on feelings. -Ask yourself...What is my goal here?*
- *Teachers need to give themselves permission to be less than perfect - not less than professional.*

MOTIVATION =
SELF CONFIDENCE + ENGAGEMENT!
LET'S MOVE!

- PEOPLE SEARCH
- INVENTORY
- SMART CARD – KAGANONLINE.COM

CLASSROOM DISCIPLINE CYCLE

Level One Infractions in Classroom



#1 **Reminder 1 - Non-Verbal Warning**

- Post-it -“The Look,” -Neon Clipboard
- Red Rule -Proximity -Tally
- Correction Card -Touch Pad -Hand Signal

#2 **Reminder 2 - Verbal Warning –**

- Positively remind student what you want to see (“Thank you for getting to work.”)
- “If you choose to continue _____, you choose _____.”
- Let them know the next infraction will result in consequence

#3 **Reminder 3 - Consequence Menu –**Teacher Discretion

- Loss of privilege – flip the card – punch the card
- Last to Leave
- Silent lunch
- Apology Slip or Better Choices Sheet (in handout)

More punitive

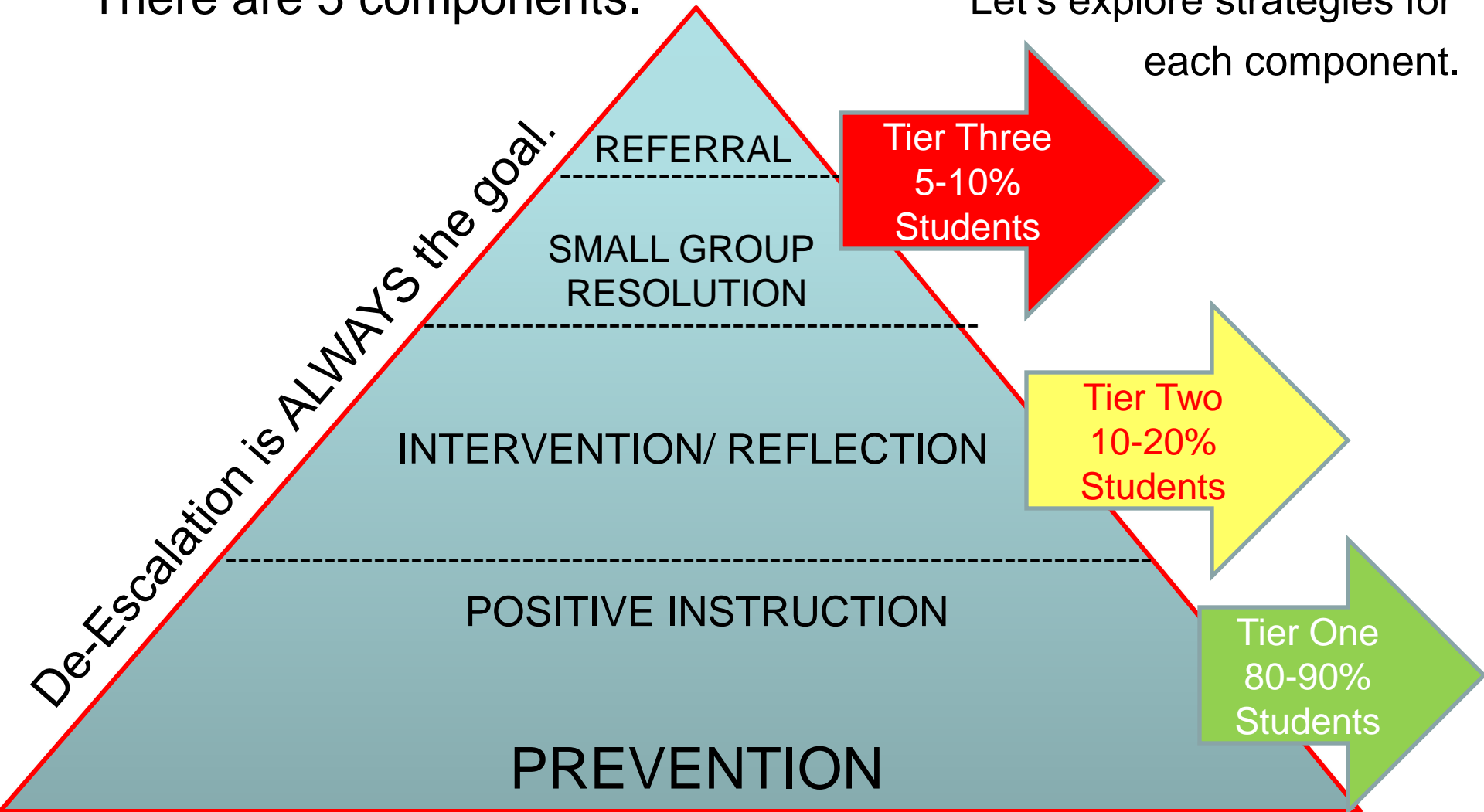
- Time Out in another classroom & complete “Reflection Form”
- Parent Contact – 3-5 day Behavior Contract (optional)

#4 **Consequence** Office Referral – loss points

Pyramid to Promote Positive Behavior

There are 5 components.

Let's explore strategies for each component.



Prevention



- Post the rules (by the clock)
- Explain it then expect it.
- Proximity control (room arrangement).
- Be organized.
- Call To Attention Signal. (C2A)
- Hand on a Stick – Raise hands/Answer freely
- Positive tone – ASK A QUESTION
- TALLY SYSTEM

Introducing the “Tally System” to your students!

1. Ask these 2 questions:
 - What is your goal in this class?
 - What do you think my goal is?
2. Solicit responses about goals, then ask what BEHAVIORS do we need to achieve those goals?
3. When they mention “talking, noise, or raise hands” – share your data about interruptions.
4. Ask what they feel is a “fair” number of disruptions.
5. Start with 5 in a 60 minute period. (Will vary by age)
6. Decide on a visual way to keep up each day.
7. Decide on a visual to keep up with long-term progress.
8. Generate list of rewards & vote on a class reward.

Positive Instruction

- Business-like approach
- Success Strategies
 - Correction Cards
 - Promote Handraising
 - Less voice, more non-verbals
 - Voice is for Instruction and Affirmation
- Positive Phrasing
 - Ask a **question** – be inviting



Intervention/Reflection

- Apology Form
- Better Choices Sheet
- Yes Card



Referral



- Teacher needs help if ...
 - Student hurts himself
 - Student hurts another
 - Student destroys property worth more than \$5

THE DIRTY DOZEN

Mistakes to avoid...

- ' Inconsistency.
- ' Excessive Warnings
- ' Excessive public/verbal discipline.
- ' Majoring in the minors.
- ' Low Level distractions
- ' Arguments / Power struggles.
- ' Not teaching procedures.
- ' Being too tolerant.
- ' Emphasizing the negative.
- ' Disrespectful interventions.
- ' Losing control/Behaving unprofessionally.
- ' Discarding the plan when it doesn't go as you expected.

“yellow
light
classrooms”

Prevent with Non-verbal cues

- Hand signals
- Whisper Club
- Bells/timers
- Mystery Motivator
- Music

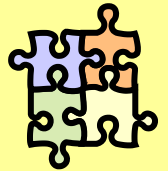


Are you inviting students to learn?

- Please/Thank you tally
- Have student assistants (job for EVERYthing)

Techniques to build “SELF CONFIDENCE” & promote engagement:

- **Answer all questions with a question** – What do you think? Are you proud of yourself? How does that feel?
- **Chunk assignments** – cut pages/pick small numbers
- **Pre/Post charting** – Student Growth Chart
- **Success Box** – students put names in box for random drawings
- **Give students choices** whenever possible – creates buy-in and self belief





Examples of Choices/Options

1. Put your desks in circles or rows?
2. Whisper or talk quietly?
3. Clap or snap for friends?
4. Walk down this hall or that hall?
5. Have lights on or off? Music on or off?
6. Read on the floor or in your seat?
7. Pass your papers in to the front or to the back?
8. Stop reading now or 5 minutes from now?
9. Would you like to put that away or would you like for me to put it away?
10. WHY DOES THIS WORK? Deposits and withdrawals....



Examples of Choices/Options

1. Options for how students can demonstrate what they know – the seven P's:

Participation, Projects, Performances, Presentations, Portfolios, Products, Problem Posing & Analysis

*Let students choose several to do for a unit of study.

2. Give 5 homework options a week. Students choose 3.
3. Give students one free homework pass each quarter.
4. Create 120 point tests in which students need to complete items totaling 100 points including some required items.

5. Allow students to develop their own project ideas as long as it meets criteria.
6. Give students option of creating one 3x5 study card to be used during a test.
*By creating the card they have made a lot of effort to learn the content.

Discuss with a partner...

What are the 2 main reasons the disruptive student acts out?

Why give choices???

Choices = _____

“ACTIVITY”

Instructional Techniques to promote active engagement

- Row Relays – worksheets passed back in a timed relay
- “Trashketball” – Use balled up paper & trashcan. Students who raise hand to participate appropriately may take a 1, 2, or 3 point shot in the can.
- Conversation Circles – inner/outer circle;
- Learning Carousel – posters around the room, groups rotate and answer questions, complete problems, list information, discuss, or review – rotate w/music,
- Jigsaw – Expert groups review material- Regroup so each new group has an expert for each section
- Dry erase boards or SOLO plates – one per student
- People Search – use grid with info in each box – students walk around and trade papers to get answers

Please fill out an evaluation. 😊

Thank you ALL for your time.



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