

Habits for Increasing Effective Classroom Management in Schools

*Effective classroom management is more than
discipline systems.*

Objectives:

- Participants will understand the link between the school wide management framework and classroom management.
- Participants will gain an increased understanding of the core elements of an effective schoolwide and classroom management plans.
- Participants will learn new strategies to incorporate in their school as well as in their own classroom in order to improve overall behavior.

When there isn't a school wide framework and teachers don't have a system aligned to that framework....

"It was as though I had just joined the circus as an apprentice clown and was immediately required to juggle plates, bowling pins, butcher's knives, and axes all day long while walking along a tightrope in midair."

-John Owens, Confessions of a Bad Teacher

When building an effective system, don't start focusing on discipline and problems. Go back to your why.

<https://www.youtube.com/watch?v=1ytFB8TrkTo>

All behavior is communication, good and bad.

If you really want to help students find their why, you must also help them learn to communicate.

This means investing time into developing relationships, in listening to students, and systems for students to communicate.

Inconsistent Expectations and Rules....

“Inconsistencies in rules regularly caused students not only to be confused, but sometimes combative with teachers.”

-Nathan Maynard & Brad Weinstein

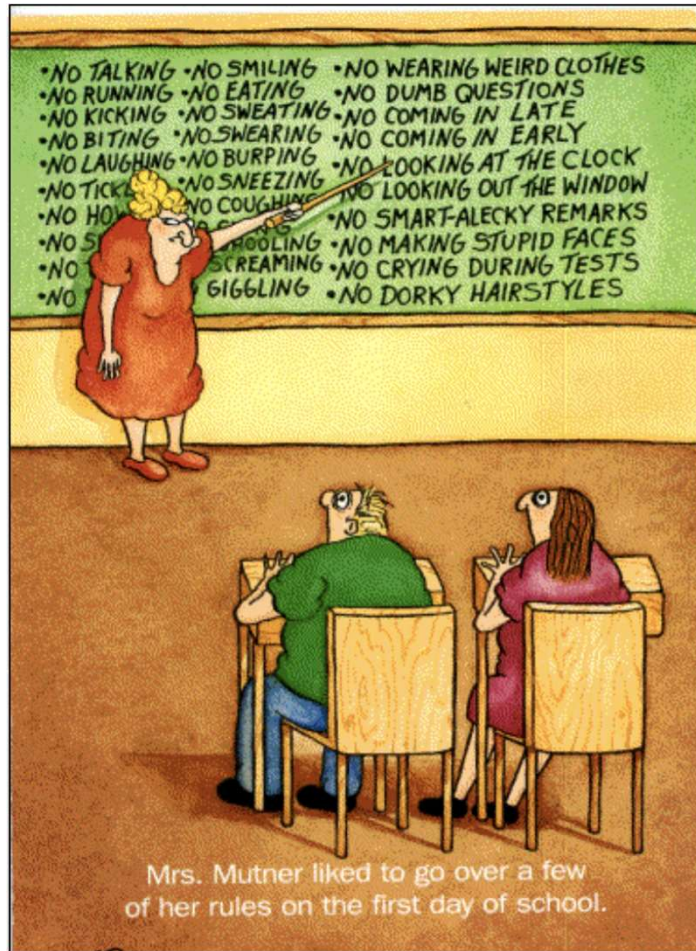
Rules don't create effective classroom management.

Classroom management isn't about having the right set of rules....

Making a classroom a great place for students to learn depends **relationships** and **expectations**.

**“Rules without
relationships inspire
rebellion.”**

- Josh McDowell



Routine by Expectation	Entering Classroom	Seat Work	Small Group Activity	Leaving Classroom
Be Safe				Push chair under your desk
Be Respectful	Walk quietly to your area			Maintain low voice
Be Responsible	Place homework in collection bin	Start assignments quickly	Complete your part of the assignment	Take your belongings with you

Expectations Become Norms

It begins when we set 3-4 system wide expectations to that:

- First we hold students to (teaching them, modeling for them, reinforcing with common language and reference to them, making them visible)
- Then students hold each other to
- Then students hold themselves to

Example:

1. Be respectful of self and others
2. Engage in productive work
3. Maintain a safe and clean environment
4. Share space effectively

Effective Behavior Management

- Doesn't happen overnight or without clear development & communication of:
 - A multi-tiered schoolwide framework
 - guided by discipline data
 - Investment in relationships and communication
 - Supports for staff including policy, coaching, clear expectations, and monitoring
 - Teachers having systems for
 - Teaching expectations for both activities and transitions linked to the schoolwide framework
 - Management decisions aligned with schoolwide vision and based on behavioral data
 - Effective instructional strategies and supports

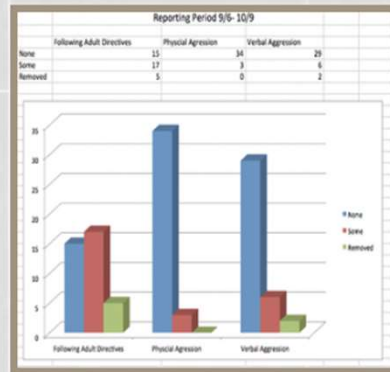
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BEHAVIOR TRACKING SHEET					
NAME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Student 1	None	None	None	None	None
Student 2	None	None	None	None	None
Student 3	None	None	None	None	None
Student 4	None	None	None	None	None
Student 5	None	None	None	None	None
Student 6	None	None	None	None	None
Student 7	None	None	None	None	None
Student 8	None	None	None	None	None
Student 9	None	None	None	None	None
Student 10	None	None	None	None	None
Student 11	None	None	None	None	None
Student 12	None	None	None	None	None
Student 13	None	None	None	None	None
Student 14	None	None	None	None	None
Student 15	None	None	None	None	None
Student 16	None	None	None	None	None
Student 17	None	None	None	None	None
Student 18	None	None	None	None	None
Student 19	None	None	None	None	None
Student 20	None	None	None	None	None

To be useful, this document must be used only with the student name in the designated column. To update this sheet, additional rows may be added by clicking on the bottom of the page.



Patterns of Behavior



Problem Solve



Discipline Data

1. Use a problem-solving method for decision making.
2. Research-based interventions/instruction to the extent available.
3. Monitor student progress to inform instruction (both academic and teaching behavior expectations & modifications).
4. Use data to make decisions both schoolwide and in the classroom.
5. Use assessments for different purposes.

Data Collection Strategy	Collection Method	Conditions and Examples	Non-Examples of Use
<p>What key strategies can I use to collect data on student behavior in my classroom?</p> <p>3.1 Counting behaviors: Record or document how often or how many times a behavior occurs (frequency) within a specified period of time; convert to rate by dividing count by time (minutes or hours) observed</p> <p>3.2 Timing: Record or document how long: (a) a behavior lasts (duration from beginning to end), (b) it takes for a behavior to start following an antecedent (latency), or (c) how much time elapses between behaviors (inter-response time)</p>	<p>How can I use this to efficiently track student behavior in my classroom?</p> <ul style="list-style-type: none"> • Moving paper clips from one pocket to the next • Keeping paper-and-pencil tally • Using a counter (like counter used for golf) • App on smartphone or tablet • Timer or clock (and recording the time with paper and pencil) • App on smartphone or tablet • Use of vibrating timer (e.g., MotivAiders®) 	<p>For what types of behaviors will this strategy be appropriate?</p> <p>Behaviors that are discrete (clear beginning and end), countable (low enough frequency to count), and consistent (each incident of behavior is of similar duration)</p> <p>Examples:</p> <ul style="list-style-type: none"> • How often a student swears in class • How many talk-outs versus hand raises occur during a lesson <p>Behaviors that are discrete (clear beginning and end) and directly observed</p> <p>Examples:</p> <ul style="list-style-type: none"> • How long a student spends walking around the classroom (duration of out of seat) • How long it takes a student to begin working after work is assigned (latency to on task) • How long it takes a student start the next problem after finishing the last one (inter-response time) 	<p>For what types of behaviors will this strategy be inappropriate?</p> <p>Behaviors that are not discrete (unclear when behavior begins or ends), countable (occur too rapidly to count), or consistent (e.g., behavior lasts for varying amounts of time)</p> <p>Non-examples:</p> <ul style="list-style-type: none"> • How many times a student is off task (likely not discrete or consistent) • How often a student is out of seat (likely not consistent) <p>Behaviors that are not discrete (clear beginning and end) or directly observed</p> <p>Non-examples:</p> <ul style="list-style-type: none"> • How long it takes a student to say an inappropriate four-letter word (duration is not the most critical thing to measure) • How long a student is off task (if the behavior is not discrete; that is if the behavior does not have a clear beginning and end)

Data Collection Strategy	Collection Method	Conditions and Examples	Non-Examples of Use
<p>What key strategies can I use to collect data on student behavior in my classroom?</p> <p>3.3 Sampling:</p> <p>Estimating how often a behavior occurs by recording whether it happened during part of an interval (partial interval), during the whole interval (whole interval), or at the end of the interval (momentary time sampling)</p> <p>Shorter intervals lead to more precise measurement</p> <p>Partial interval is appropriate for shorter and more frequent behaviors; whole interval is appropriate for longer behaviors; and momentary time sampling facilitates multi-tasking (you record at the end of the interval)</p>	<p>How can I use this strategy to efficiently track student behavior in my classroom?</p> <p>Create a table, with each box representing a time interval (e.g., 30 seconds), and decide how you will estimate (partial, whole, momentary time sampling); use a stopwatch or app to track each interval, and record following your decision rule</p>	<p>For what types of behaviors will this strategy be appropriate?</p> <p>Behaviors that are not discrete (unclear when behavior begins or ends), countable (occur too rapidly to count), or consistent (e.g., behavior lasts for varying amounts of time)</p> <p>Examples:</p> <ul style="list-style-type: none"> • An estimate of how often a student is off task (percentage of intervals off task) • An estimate of how often a student is out of seat (percentage of intervals out of seat) 	<p>For what types of behaviors will this strategy be inappropriate?</p> <p>Behaviors that are discrete (clear beginning and end), countable (low enough frequency to count), and consistent (each incident of behavior is of similar duration)</p> <p>Non-examples:</p> <ul style="list-style-type: none"> • How often a student swears in class (you could count this) • How many talk-outs versus hand raises occur during a lesson (you could count this)
<p>3.4 Antecedent-Behavior-Consequence (ABC) cards, incident reports, or office discipline referrals:</p> <p>Record information about the events that occurred before, during, or after a behavioral incident</p>	<p>Paper-and-pencil notes on pre-populated forms</p> <p>Electronic data collection method (e.g., SWIS, Google Docs, other database tool)</p>	<p>Behaviors that are discrete (clear beginning and end), countable (low enough frequency to count), and both behavior and context are directly observed or assessed</p> <p>Examples:</p> <ul style="list-style-type: none"> • A tantrum (cluster of behaviors) where staff saw what preceded and followed • A fight among peers where the vice principal was able to gather information about what happened before and after by interviewing students 	<p>Behaviors that are not discrete (clear beginning and end), countable (low enough frequency to count), and/or both behavior and context are not directly observed</p> <p>Non-examples:</p> <ul style="list-style-type: none"> • How often a student swears (count) • How long a student pauses between assignments (measure inter-response time)

How are you currently utilizing school wide behavior data?

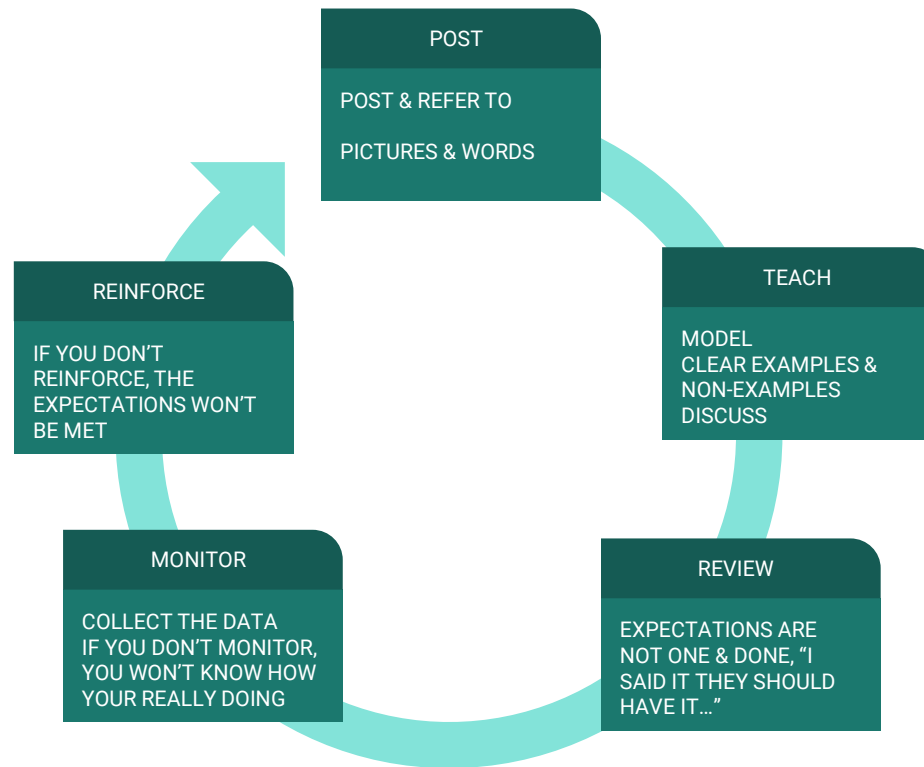
Discuss in groups:

- What data are you collecting to utilize school wide and in classrooms? Does your collection or system need improving? (Remember Consistency is Key)
 - Data in an SIS system
 - Data analytics systems (example BrightBytes)
 - Office Referral data
 - What, when, where, what triggered, why
 - Parent contact logs
 - Behavior goal sheets and logs
- When are you analyzing it? Is that the right time and/or often enough?
- Who is or should be at the table to analyze & discuss?

In the classroom, the bottom line is:

**...how you proactively
prepare and how you react
have a huge impact on
student success**

You have to teach students what you expect and what they should expect.



STOIC

Structure and Organize your room for Success

Teach Expectations and Rules

Observe and Monitor

Interact Positively

Correct Misbehavior Fluently

Variables	Questions to guide discussion	Y	N	Comments
S tructure/ Organize the classroom for success.	<ol style="list-style-type: none"> 1. Is the room arranged so you can get from any part of the room to any other part of the room relatively efficiently? 2. Can you and your students access materials and the pencil sharpener without disturbing others? 3. Does the schedule create consistency, variety, and opportunities for movement? 4. Do you have effective beginning and ending routines? 5. Have you defined clear expectations for instructional activities? 6. Have you defined clear expectations for transitions between activities? 	<p>Y</p> <p>Y</p> <p><u>Y</u></p> <p><u>Y</u></p> <p><u>Y</u></p> <p><u>Y</u></p>	<p>N</p> <p>N</p> <p><u>N</u></p> <p><u>N</u></p> <p><u>N</u></p> <p><u>N</u></p>	
T each students how to behave responsibly in the classroom.	<ol style="list-style-type: none"> 1. Have you created lessons on expectations and explicitly taught them for classroom activities and transitions? 2. Have you created lessons and explicitly taught expectations for classroom routines and policies? 3. Have you provided teaching and reteaching as needed? (Think about a basketball coach reteaching particular plays or patterns). 	<p>Y</p> <p>Y</p> <p><u>Y</u></p>	<p>N</p> <p>N</p> <p><u>N</u></p>	

Variables	Questions to guide discussion	Y	N	Comments
O bserve student behavior (supervise!).	<ol style="list-style-type: none"> 1. Do you circulate and scan as a means of observing/monitoring student behavior? 2. Do you model friendly, respectful behavior while monitoring the classroom? 3. Do you periodically collect data to make judgments about what is going well and what needs to be improved in your management plan? 	Y	N	
I nteract positively with students.	<ol style="list-style-type: none"> 1. Do you interact with every student in a welcoming manner (e.g., saying hello, using the student's name, talking the student at every opportunity)? 2. Do you provide age-appropriate, non-embarrassing feedback? 3. Do you strive to interact more frequently with every student when he is engaged in positive behavior rather than when he is engaged in negative behavior? 	Y	N	
C orrect irresponsible behavior fluently—that is, in a manner that does not interrupt the flow of instruction.	<ol style="list-style-type: none"> 1. Do you correct consistently? 2. Do you correct calmly? 3. Do you correct immediately? 4. Do you correct briefly? 5. Do you correct respectfully? 6. Do you have a menu of in-class consequences that can be applied to a variety of infractions? 7. Do you have a plan for how to respond to different types of misbehavior fluently? 	Y	N	

STRATEGIES

- Define and consistently use an attention signal.
- Clean and organize your room.
- Change activities to keep students engaged.
- Write down your schedule.
- Plan the last hour and last 5 minutes of a class period.
- Change up the seating from time to time.
- Design efficient beginning and ending routines.
- Keep independent work times to less than 30 minutes.

Thanks!

May you go forward with consistency and clarity of expectations to help your student understand and develop positive behavior habits for the formation of their character.