



Why is classroom management important?

- For more than 10 years, the NEA's annual surveys reveal that teachers rank classroom management as their number one concern (Larrivee, 2009).
- Teachers generally believe they are unprepared to deal with disruptive behavior (Reinke et al., 2011).
- An estimated 40% 50% of teachers leave the field within their first years of teaching; many cite student discipline and motivation as contributing factors (Ingersoll & Smith, 2003; Smith & Ingersoll, 2004).

What's your metaphor for classroom management?





Are good classroom managers born or made?

- · Characteristics seem intuitive, right?
- Good classroom managers are made.
 - Gimmicks will never last.
 - Tricks will fail you.
 - Strategies based on sound behavior principles will always work.

Good classroom managers are teachers who understand and use specific techniques.

- Awareness of and training in techniques can change teacher behavior.
- These changes foster changes in student behavior.
- Research confirms this!

Myers, 2015; Marzano et al., 20











Maximize Structure

Classroom	Exp	ect	atio	ns			
 Anchor classroom expectations to school-wide 	Lewi & Clar Trouthfor	S rk	Clo	issroom B	ehavior I	xpecta	tions
Rules become		Entering/ Leaving Class	Transitions	Cooperative Group Work	Individual Seat Work	Whole Group	Taking Care of Personal Needs
examples of the broad expectation	Be Safe	Walk KAHFOOTY (Keep all hands, feet, and other objects to	Walk KAHFOOTY Push in chaits behind you.	Use materials appropriately, KAHFOOTY Use calm language when	Nofice your neighbor. KAHFOOTY	Stay at seat. KAHFOOTY Notice your neighbor.	Walk. KAHFOOTY Only ONE person out of their seat at a time.
 Teach directly and explicitly to students 	Be Responsible	yourself) Have all class materials with you. Start on your	Listen and follow directions as stated. Take	disagreeing. Offer help to your groupmates. Stay on task.	Be on task. Follow Directions. Stay in your	Follow directions. Stay on task. Participate	Have planner filled out. Take shortest route.
Revisit instruction through the year		"Do Now". Keep your area clean.	materials with you if needed.	Contribute. Participate.	seat. Ask for help if needed.	in class discussions.	Go at an appropriate time.
Acknowledge compliance	Be Respectful	Use indoor voices, Have a positive attitude, Greef Ms. Thoenen, Ask permission,	Respect personal space. Use repectful language.	Listen to others ideas without interupting. Use respectful language. Encourage Others.	Use quiet voice. Raise your hand if you have a question.	Eyes/ Ears on Speaker Raise hand to speak. Stay quiet.	Wait for me to stop talking. Return to your seat quickly and quietly.







				ROUTINE/SETT	ING		
EXPECTATION	Entering/Exiting Classroom	Teacher-Directed Time	Group Work	Individual Work	Transitions	Taking Care of Personal Needs	Visitor/Substitute
Courteous	Greet/Leave Ms. Mirielli & classmates with polite language Arrive on time	Raise your hand & wait for others to finish speaking Use polite language while making comments	Let all group members speak Respect others opinions	Voices off Follow directions the first time	Follow directions the first time Respect personal space of others	Use polite language Ask during group work/individual work/breaks	Follow directions th first time Use polite language Greet them only during free time
Advocate	Let Ms. Mirielli know of any issues which are affecting your learning	Ask questions to Ms. Mirielli or the class Express your ideas to the class	Ask group members for help Speak to Ms. Mirielli individually if you have a problem with your group	Ask Ms. Mirielli for help when necessary	Ask Ms. Mirielli to clarify the instructions if you are confused	Tell Ms. Mirielli what you need to be successful	Inform the visitor of any help you need
On Task	Bring all/Take all class materials with you Keep working until Ms. Mirialii says to pack up	Eyes/Ears on the speaker Have a writing utensil and materials out	Talk about the assigned work Complete your part of the assignment	Use given time to complete the assignment Give your best effort	Go directly to destination Quickly and quietly grab all supplies needed	Take care of your needs at an appropriate time	Complete your wori in a timely manner Give your best effor
S	Walk to your seat Ensure the room is clean	Stay in your seat unless given permission to get up	Stay in your groups assigned location Settle disagreements peacefully	Stay in your seat unless given permission to get up	Walk Take the shortest path	Return to your seat quickly and quietly	Stay in your assigned location Follow all classroor expectations













Active Supervision

- Proactive Proximity
 - Scan, Interact, Move (SIM)
 - 1-second rule
 - Assigned Seating
- Reactive Proximity
 - Make eye contact
 - Approach with eye contact
 - Hover with eye contactHover and question
 - Hover and question
 What should we be doing?











Positive and	Provided	Cooperative/	Independent	Visitors	Transitions	Turning in
Corrective Feedback	Instructions	Group Work	Work	&		Work
				Substitutes		
Be Respectful	-I like how you gave your full attention as I provided you with instructions. Thank you! -Please wait till after I have finished providing instructions to ask a question	-Thank you for supporting and encouraging group members, you are displaying respect in group work! -As you work in groups please member to be respectful use constructive constructive con	-1 like how you are working independently at a voice level zero? -Please observe that the expectation for independent work is voice level zero, which is no talking. Please adjust your voice level to meet this rtandend	-Thank you class for treating the visitor with respect by displaying a good attitude. -Our MATRIX Lists the rule of how to respectfully engage with a visitor. Next time please display a compliant and positive	-I appreciate that you waited until I provided you with the 'go' signal to transition. -Please do not talk while transitioning; the rule defines the voice level as zero.	-I can tell you worked really hard assignment, thank you for displaying your best efforts! -Make sure to always submit your very best work, do not rush through.
Be Safe	-Thank you for doing exactly what the directions requested! -Make sure you are fulfilling the requests of the instructions.	-I can see that you have created a sofe environment where everyone can share his or her ideas! Keep it up! - Work on developing a secure environment to build the confidence of your group.	standard. -You are contributing to a safe environment by staying at your desk during independent work time. -Please return to your seat, this is independent work and the expectation is for you to stay in your seat.	athtuse. -You did a wonderful job following the directions of the substitute! -In order to be sofe you must listen to the directions of substitutes. Next time please listen to their directions and comply.	-You avoided running into someone because you were aware of your surroundings during the transition! Way to be safe! -Please be aware of your movements during the transitions. Next time watch where	-I like how your work into my crate so I could easily find it! -To ensure the safety of your work please turn your work into the crate, not my desk.



Example: Target the Individual Signature of Success Independent Group Contingency All students have the same goal, but reinforcement is delivered individually based on individual performance. • Each student will work their way to 15 teacher signatures. When they have receive 15, they will turn in their chart with one of the listed reinforcers selected. Teacher will review and schedule/provide the reinforcer. Social Activit. Tanqible Sit at the teacher's desk for the hour S minutes of tech, time Flay your favorite song (teacher approved) during independent work time Take shoes off for the hour Wear a hat for the hour

Example: Target the Individual & Class • Draw that Letter! • Dependent Group Contingency • The performance of an individual (or small group) results in reinforcement for the whole group. The class will draw letters from a bag until they have drawn all the letters to spell the selected character trait word. The letters can be drawn in any order. Once the word is spelled, the class can vote on a reinforcer. Start class with a teacher approved Youtube video Students can pick a picture book for the teacher to read aloud Students select music for the day (with teacher approval) Class in the outdoor classroom (weather permitting) 5 minutes of social time at the end of class Class has lunch with the teacher

Reinforce Appropriate Behavior

- They are connected!
- · We need to create a culture where students and staff focus on what is being done correctly.

· They are connected! · We need to create a culture where students and staff focus on what is being done correctly. • Rewards are not dangerous • "...our research team has conducted a series of

Reinforce Appropriate Behavior

- reviews and analysis of [the reward] literature; our conclusion is that there is no inherent negative property of reward. Extensive research on this topic has established that 'there is no inherent negative property of reward" (Cameron, 2001, p. 41).
- · "The undermining effect of extrinsic reward on intrinsic motivation remains unproven" (Reiss,

Myers



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Acknowledge Errors with Correction Teach Standard Consequences · Teach both positive and · Provide feedback that behavior is inappropriate negative consequences. • It looks like/sounds like you are What If You Do? (Positive Consequence) What If You Don't? (Negative Consequence · Present as standard That does not meet the expectation right now. Positive comments from adults Verbal warning Note home consequences for behavior, adults Reward tickets Assist with jobs in classroom/building Student of the month Planned free time Seat errors • Note home 5 minutes off recess Time out from weekl reward raffle Loss of tech time not just for an individual Re-teach appropriate behavior student. • What should you be doing? What is a better way? Present as a choice for the student. Silent lunch in cl Seat scramble Eligible for home note Phone call home Loss of free time Stay after class • "I don't know." -Re-teach/Remind whole class Effective teaching involves repetition and lots of · What would it look like if it was done better? Mystery motivator Serious Behavior Clause Out of class timeout Visit to the Office Administrator Consequence Facilitate success with positive feedback reminders. Show me that. That looks like success. Thanks! Remember · Build and maintain a to do it like that now on.. positive relationship during instruction. Scott, 2017; MIBLSI, 201 Scott. 201















Scott, 2017; Myers, 201



Academic Success & Task Difficulty

- Consider aspects of the student, the materials, and the task.
- 3 Types of Adjustments • Length of the assignment or time provided
 - Mode of task completionExtent of instruction or
 - Extent of instruction or practice provided







Activity Sequencing • Behavioral Momentum • Delivering three to five brief, simple requests (High_p) prior to a difficult request (Low_p). $\overrightarrow{High_p}$ $\overrightarrow{High_p}$ $\overrightarrow{High_p}$ $\overrightarrow{High_p}$ $\overrightarrow{Low_p}$ Mace et al., 1988; Singer, Singer, & Horner, 1987; Lee & Laspe, 2003





How might you monitor your own data?

 K
 W
 L
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 What to you know?
 What do you want to learn?
 What did you learn?
 What will you do with your learning?

