

The Station Rotation: *A Way to Implement the Effective Classroom Practices to Engage Students and Reduce Inappropriate Behavior*

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Working Agreements

Be Respectful

- Participate Actively (e.g., discussions, activities, active listening, present for entire training)
- Take care of personal needs with minimal disruption (e.g., restroom, breaks, personal texts/calls)

Be Responsible

- Begin on time and end on time
- Support others by reducing distractions (e.g., technology, side conversations)

Be a Problem Solver

- Follow the decision making process
- Work toward consensus and support decisions of the group
- Ask clarifying questions

Attention Signal



Session Outcomes

- Identify ways to use learning stations in the classroom to increase student choice as an effective classroom practice for reducing inappropriate behavior.
- Gain a better understanding of how to plan and establish a system for the use of learning stations in the classroom to improve student engagement in order to reduce inappropriate behavior.

Eight Classroom Practices

1. Classroom Expectations and Rules
2. Classroom Procedures and Routines
3. Encouraging Expected Behavior in the Classroom
4. Discouraging Inappropriate Behavior in the Classroom
5. Active Supervision
6. Multiple Opportunities to Respond
7. Activity Sequencing and Choice
8. Task Difficulty



Behavior Basics



- Human behavior is *functional*
 - Behavior serves a purpose
 - Results/consequences of a behavior affect future occurrences of that behavior
- Human behavior is *predictable*
 - Environmental conditions can set up, set off, or maintain appropriate or inappropriate behavior
- Human behavior is *changeable*
 - Understanding the predictors, consequences and function of problem behavior is key for designing effective interventions

Behavior Basics

Behavior is Functional Not GOOD or BAD



- Functional: It pays off for the student in some way... so he/she will do it again
- Adults may see the behavior as being “good” or “bad”, but the student does it because it is effective; it works for him/her

Interesting Facts



- Boys make up over three-fourths of school discipline referrals.
- Boys are several times more likely to be expelled from preschool.
- Close to 80% of students on Ritalin are boys.
- 80% of children from ages 10-19 who commit suicide are boys.
- Boys receive two-thirds of the Ds and Fs on school report cards.

Classroom Expectations and Rules

Classroom Procedures and Routines

Moving from chaos to order and clarity

- Establish clear expectations (behavior & attitudes) of what will happen at each station/center.
- Model procedures and routines at each.
 - How do they rotate?
 - What materials will be needed?
 - What do they do if they need help?
 - How long will they be there?
- Allow students adequate time to practice.

Task Difficulty

- Form flexible groups – Group with intention!
 - Based on instructional needs
 - Consider behaviors, attitudes, and work ethic
 - 5-7 students
- Students should be able to do activities independently or with help from a peer of higher skill ability
- Should be interesting, challenging, and provide students a chance to practice skills in authentic ways – activities help students connect their learning to the real world or develop real-life habits of mind

Activity Sequencing and Choice

Multiple Opportunities to Respond

- Plan with the learning objective in mind, not the product.
- Consider the time you have allotted for the center.
- Work should be meaningful. “Busy work” is more likely to lead to off-task behavior!
- Open-ended activities – start with the same assignment, but each student produces a different end product.
- Tiered activity – all students doing the same activity, but at different “tiers”
- Learning menus / choice boards – each student has individual choice in their product

Active Supervision

- Ensure students can successfully navigate student centers before implementing a teacher led station into the rotation
- Teacher is roaming the room and monitoring while students learn the stations and the expectations



Encouraging Appropriate Behavior

- Increase use of reinforcers and specific, positive, feedback (SPF) until students learn center expectations
- Ensure centers are physically setup so that the teacher can still monitor and provide SPF when teacher led center is instituted

Discouraging Inappropriate Behavior

- Provide pre-corrects for stations in advance
- Have explicit directions posted at each station
- When inappropriate behavior occurs at a station consider:
 - Does the student understand what to do at the station?
 - Is the activity interesting/engaging?
 - Is the activity at the students independent work level?
 - Did I allow too much time at that station?



Let's do the Station Rotation!

- QR Codes

- Explore how QR Codes might be used as a station/center in your classroom. Then follow the posted directions to answer questions on *Mentimeter*.

- Choice Boards

- Discover the variety of options available with Choice Boards. Think and discuss with the group how you might use them in a station/center specific to your grade/content. Then post a “Tweet” on our “Twitter wall”.

- Educreations/PowToons/Comic Master

- Roll the pocket die to receive your prompt. Then select one of these platforms to reply to the prompt.

- HyperDocs
 - Using provided devices, explore one of several HyperDocs. Then follow posted directions to answer prompt.
- Coding with Bee Bot
 - Discover coding with Bee the Bot! Roll the pocket die to determine your destination. Then program your bot to arrive at the correct location.



Things to remember about our Station Rotation...

- Start at the corresponding color as the “color dot” on your handout.
- We will signal with the “waterfall” when it is time to rotate.
- You have the CHOICE of what other stations you rotate to.
- Have fun!!!



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