

Classroom Management and Behavior Strategies For Secondary Teachers

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**“What do I do? I’m a high stress teacher.
I mean a high school teacher.”**

Activity

At your tables are colored sheets of paper. One person is scribe, go around table and identify the best teacher you ever had(K-college)- name isn't important, **why they were the best.**

And what is one strategy that teacher used for classroom management.

Scribe will do a quick share out in 5 min.

12 General Principles of Effective Classroom Management

1. Demonstrate caring
2. Take charge – be in control of yourself
3. Communicate regularly and clearly with students
4. Establish enforceable rules and enforce them
5. Hold high expectations for students
6. Persistently deal with unproductive behavior

12 General Principles of Effective Classroom Management

7. Invoke consequences in a calm manner
8. Comment only on a student's behavior, not personal traits
9. Model desirable behavior
10. Teach students to make appropriate choices
11. Organize teaching activities to avoid boredom and wasted time
12. Provide ample opportunities for students to experience success and receive recognition

Any behavior management book offering “sure-fire” or “quick-fix” strategies should be filed under “fiction”.

Guiding Principles

- Good Teaching
- Active Engagement
- Positive Interactions

8 Simple Strategies

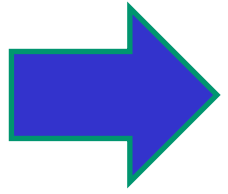
STRATEGY #1

MEET & GREET

Meet and Greet

Engagement begins the moment students cross the classroom threshold.

8 Simple Strategies



STRATEGY #2

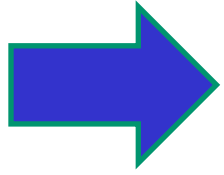
DO NOW

What Does this Look Like in Class?

Do Now (5 - 10 minutes)

- Journal topic, problem of the day, anticipatory set
- “Do now” related to the lesson
- No instruction from the teacher
- Immediately involve all
- Activate prior knowledge

8 Simple Strategies



STRATEGY #3

RITUALS AND
ROUTINES-
RETEACH

What Does This Look Like in Class?

Classroom routines include:

- How students enter the room
- What they do immediately
- Room arrangement
- Where/when activities
- Where materials and supplies are kept
- When and how student movement is permitted

Key Findings About Secondary Students

- The best results are obtained through vigilantly reminding students about the rules and procedures & monitoring their compliance with them (Cotton, 1990, p. 8).
- Providing feedback helped in teaching classroom expectations (Colvin, Kameenui & Sugai (1995)

Prompting VS. Nagging (J. Otter)

Prompting

- neutral /positive tone in delivery
- specific directives for behavior(what to do)
- discusses student's behavior

Nagging

- negative or annoyed tone in delivery
- general statements/slogans
- discusses student's character/personality traits

GODZILLA'S MOM

PUT YOUR SHOES ON BEFORE YOU GO OUTSIDE! WHAT IF YOU WERE TO STEP ON A RUSTY BUILDING?!

Prompt, Don't

Nag!

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GLENN

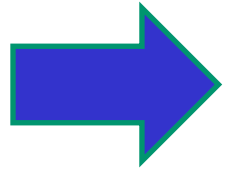
Other Key Findings

The human brain continues to develop into our twenties for the following:

- Empathy/understanding of feelings
- Goal oriented planning
- Thinking about consequences & cause/effect
- Exercising judgment
- Emotional management

**Your worst behaved student
will have a perfect
attendance record.**

8 Simple Strategies



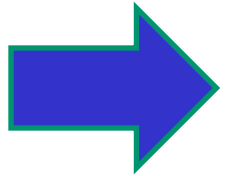
STRATEGY #4

WORK THE ROOM

What Does This Look Like in Class?

- Become a facilitator
- Interact with students in proximity
- Teach from all points in the room, not just the front desk

8 Simple Strategies



STRATEGY #5

AVOID BIAS

How to Avoid Bias?

- Understand bias
- Appropriate rapport
- Be friendly- don't be a friend
- Watch favoritism
- Make personal contact daily
- Don't set yourself up to be misunderstood
- Use professional interactions

What is Respect?

Activity

- At your tables are colored sheets of paper. One person is scribe, go around table and identify what respect looks like to your students.

Scribe will share out responses in 5 minutes.

Survey of Respectful Behavior

- Participants
 - 980 middle school students
 - Chicago, IL
 - Approximately 63% of students at school receive free or reduced priced lunch
- **Survey asked students, “what are some ways that teachers show you respect?”**

Top 12 Answers

Of the over 2900 responses, the ones listed were written by 50 students or more.

12. Talk sincerely-no sarcasm or “eye rolling”
11. Return work promptly
10. Be available during non-classroom times
9. Use student’s name when talking to them
8. Let parents/guardians know student did a good job *sometimes* (see a balanced picture)

Respect

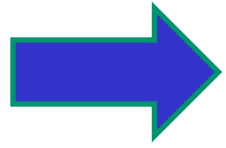
7. Prepare exciting lessons
6. Display student work around the classroom/school
5. Have a sense of humor
4. Listen without interrupting
3. Respect personal space (don't touch, grab, eyeball, crowd)
2. Use a calm tone of voice, even when they are upset (No yelling)

Respect

1. Talk privately to students when a problem occurs

Despite implementation of expensive and complex comprehensive systems for peer mediation, conflict resolution, and anger management, the best method for resolving disputes will still be 'Rock, Paper, Scissors'.

8 Simple Strategies



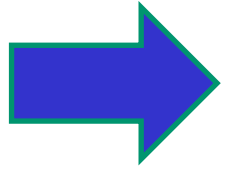
STRATEGY #6

WALK & TALK

What does this look like in class?

- Multiple Work Periods-10-20 minutes in length
- Students working in pairs, groups, or independently
- The teacher facilitates and monitors

8 Simple Strategies



STRATEGY #7

MEAN BUSINESS

What does this look like in class?

- Say what you mean.
- Mean what you say.
- Then stop!

Mild consequences consistently delivered

- Avoid the “big hammer” for minor offenses
- Removal for minor infractions makes it easy to escape setting, which reinforces behavior
- Removals can be dramatic/disruptive
- Should have minor & serious consequences to fit offenses
- Mild consequences that keep kids in room shows that you are in control

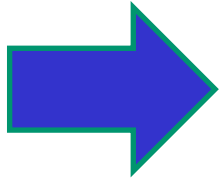
Some examples include:

- Loss of teacher attention or approval
- Loss of privileges in your class or building
- Time-out or removal from activity
- Restitution or make up service or time
- Isolation
- Parent contact & conference

J.Otter

Despite the urging of certain faculty members, a strait jacket cannot be considered a "wrap-around service".

8 Simple Strategies



STRATEGY #8

ADVOCATE

Guiding Principles

- Self-advocacy and self-regulation skills
- Students involved in decisions
- Teach collaboration skills
- Encourage helping others

<http://education.nyu.edu/metrocenter>
Classroom management

Starting Up...

- Smooth & efficient transitions
- Get everyone's attention

JB JOSSEY-BASS TEACHER

GRADES K-12

Teach

LIKE A **CHAMPION**

49 TECHNIQUES THAT
PUT STUDENTS ON
THE PATH TO COLLEGE

DOUG LEMOV

Foreword by Norman Atkins

**DVD
INCLUDED**

Starting Up...

- Smooth & efficient transitions
- Get everyone's attention
- Teach routine
- Limit the time required for student to be ready
- Engage students immediately

...moving on...

- Be prepared
- Clear explanations
- Create focus
- Have filler activities
- Have materials ready
- Shift phases of learning

...wrapping up.

- Information about what happens next
- Describe follow-up activities
- Final product or goal

Motivation

▪ Extrinsic Motivation

-Students are motivated by rewards removed from themselves.

Examples:

- tangibles
- praise
- grades

▪ Intrinsic Motivation

▪ Students are motivated by the work itself.

Examples:

- enjoy the content
- enjoy the activity
- enjoy the feeling of competency

Contributing Factors to Disengagement

Research says:

Environmental Factors (Garcia-Reid et al., 2005; Warner, Weisst, & Krulak, 1999)

- Poverty
- Neighborhood violence
- Family discord

Personal Factors (Akey, 2006)

- Feelings of incompetence
- Fear of failure
- Disinterest
- Boredom

▪ **School Factors** (Fulton, E. 2007)

- Teacher characteristics
- Class size
- Safety

Let's Try This!

Read the following scenario and decide the best strategies to use and why.

Be ready to report out in 5 minutes

Unmotivated Kids: Pick Your Favorite Strategies

For the following scenario, pick up to THREE ideas for managing this student's behavior:

Ricky sits quietly in your class but does not participate much. He seems 'tuned out'--but then really comes alive when the bell rings and he can go join his friends at lunch.

You rarely get homework from Ricky; in fact, he is in danger of failing the course because of incomplete assignments.

But Ricky is generally organized, can be meticulous in his work when he chooses to, and always brings all work materials to class.

When you look through Ricky's cumulative folder, you find numerous notations on past report cards saying that he 'needs to apply himself' and 'put more effort into his work'.

- Increase 'Reinforcement' Quality of the Classroom
- Offer frequent opportunities for choice
- Select high-interest or functional learning activities
- Incorporate cooperative-learning opportunities into instruction
- Strategically schedule preferred student activities
- Give students frequent feedback about their classroom performance
- Make a personal connection to motivate difficult students
- Reduce the 'effort' needed to complete an academic assignment
- Create in-class incentives or pay-offs for learning
- Encourage student input into classroom routines and learning activities

Let's Try This!

Read the following scenario and decide the best strategies to use and why.

Be ready to report out in 5 minutes

Unmotivated Kids: Pick Your Favorite Strategies

For the following scenario, pick up to THREE ideas for managing this student's behavior:

Lucinda often enters your Social Studies class late, looking upset and angry.

As you teach your lesson, Lucinda will frequently mutter under her breath and scowl.

You are concerned about how to approach Lucinda about her classroom behaviors, because she has a reputation in the school as a tough fighter.

But you have also interacted enough with Lucinda to know that she can do the class work if she puts some effort into it.

- Ask Open-Ended Questions
- Do Not Get Entangled in Arguments
- Keep Responses Calm, Brief, and Businesslike
- Listen Actively
- State Teacher Directives as Two-Part Choice Statements
- Offer the Student a Face-Saving Out
- Validate the Student's Emotion by Acknowledging It
- Reward Alternative (Positive) Behaviors
- Emphasize the Positive in Teacher Requests
- Give Problem Students Frequent Positive Attention

Let's Try This!

Read the following scenario and decide the best strategies to use and why.

Be ready to report out in 5 minutes

Unmotivated Kids: Pick Your Favorite Strategies

For the following scenario, pick up to THREE ideas for managing this student's behavior:

Tom is a likable student with lots of friends in the classroom.

But he calls out answers in class without first raising his hand and waiting to be recognized.

Tom also tends to be out of his seat frequently, whether to sharpen his pencil or chat with a peer.

When you talk with Tom, he does seem to genuinely want to follow the classroom rules...but forgets!

- Use Brief Reminders About Appropriate Behavior and Conduct
- Structure Instructional Activities to Allow Interaction and Movement
- Capture Students' Attention Before Giving Directions
- Remove Unnecessary Items From the Student's Work Area
- Allow Discretionary Motor Breaks
- Have the Student Monitor Motor Behaviors and Call-Outs
- Encourage Acceptable Outlets for Motor Behavior
- Adopt a 'Silent Signal' to Redirect the Student
- Employ Proximity Control
- Select a 'Supportive Peer'

Quick and Dirty Data Collection Techniques

■ Time Sweeps

- Identify specific behaviors for multiple students
- Use tally marks at regular intervals to indicate specific off task behaviors or frequency of behaviors during time periods

ON TASK	9:00	9:10	9:20	9:30	9:40
MARY	✓	✓			✓
JACK		✓			
AMY			✓	✓	
STEVE	✓				
JIM	✓				✓
ALICE					
JILL		✓	✓		

■ Daily Tally Menu

- Using language from code of conduct -focus on specific infractions
- Use tally marks to indicate frequency of infraction

	Joe	Mary
Disorderly	II	
Insubordinate		III- III I
Disruptive	III-II	II
Violent		
Endangering		
Academic Misconduct		

Quick and Dirty Data Collection Techniques-Counting Models

- Rubber Band Robber



- Paper Clip Pockets



- Post it Party



- Torn and Tattered



- Fit to be Tied



One Final Thought...

**Setting an example is not the
main means of influencing
others: it is the only means.**

Albert Einstein

<http://quotations.about.com/cs/inspirationquotes/a/Teacher35.htm>

Questions, Comments and Concerns?

DEBRIEFING

This completes our workshop for today. Let's take a few minutes to discuss strategies you may be able to implement in your classroom . Let's also discuss the ways in which you may be able to measure their effectiveness in terms of student outcomes.

Some Good Resources

Intervention Central, Jim Wright, <http://www.interventioncentral.org/>
“I am going to drive you crazy”,
<http://www.cecreality101.org/2011/02/brad-i-am-going-to-drive-you-all-crazy.html>

“Top Five Classroom Management Strategies”,
<http://www.brighthub.com/education/k-12/articles/3318.aspx>

“Top Ten Classroom Strategies”,
http://www.lessonplansinc.com/classroom_management_strategies.php

“Classroom Management Strategies”,
http://www.ehow.com/way_5531638_classroom-management-strategies.html

“High School Classroom Management Strategies”,
http://www.ehow.com/info_7871713_high-school-classroom-management-strategies.html

www.behavioradvisor.com

Resources

CULTURALLY RESPONSIVE CLASSROOM MANAGEMENT STRATEGIES; IDENTIFYING STUDENT DIFFERENCES DEESCALATING CLASSROOM CONFLICT, Eastern Region Membership Team, Questar III BOCES Monday, February 25, 2008 , Presented by: Charlotte Gray (clg5@nyu.edu) NYU Metro Center

Classroom Management, Berlin Central School District, Trish Ross, RSE-TASC Questar III, April 28,2011

Formative Assessment & Student Behavior: Creating the 'Behavioral Dashboard', Jim Wright
www.interventioncentral.org

Managing Challenging Behaviors in Schools: Research Based Strategies That Work, Lane, et. al. Guilford Press 2011