Introduction to Classroom Management and Behavior Support

Oregon Reading First
Brown Bag Teleconference Session
December 18, 2008

Presented by

Randy Sprick, Ph.D.

800-323-8819
info@safeandcivilschools.com
The goal is to create a safe, civil and productive school.

Three levels need to be addressed as part of a continuous improvement cycle for positive behavior support: school-wide discipline, classroom management, and individualized interventions for the most challenging students.

The content of positive behavior support is truly not rocket science. Below are five variables that staff can manipulate to increase the chances that students will behave in a safe and civil manner.

1. **Structure**/organize all school settings for success.
2. **Teach** students how to behave responsibly in those settings.
3. **Observe** student behavior (supervise!).
4. **Interact positively** with students.
5. **Correct** irresponsible behavior calmly, consistently and immediately in the setting in which the infraction occurred.

STOIC: Someone respected and admired for patience and endurance in the face of adversity.

The difficulty is getting staff trained and **consistently implementing** these practices. Why is this so difficult

   - Discipline problems drive staff crazy!
   - Many schools depend too much on punitive consequences.

Positive behavior support can provide a comprehensive or targeted approach that includes materials and longitudinal staff development to train ALL staff to make good decisions about behavior/discipline.
Classroom Level Discipline

Whenever student behavior is not responsible and motivated, do something differently—REVISE.

When revising your own classroom policies and procedures, manipulate the STOIC variables.

1. **Structure**/organize your individual classroom for success. For example:

   Physical arrangements
   Scheduling issues
   Organizational patterns
   Routines and procedures
   Expectations for students for:
   - For major transitions between activities and locations
   - Each major type of activity:
     - Teacher-directed instruction (whole class)
     - Teacher-directed instruction (small group)
     - Independent seatwork with teacher
     - Independent seatwork without teacher
     - Cooperative groups
     - Tests
     - Discussion???
     - Other:

   CHAMPS is an acronym for:
   - Conversation, Help, Activity, Movement, Participation

2. **Teach** students how to behave responsibly in those settings. For example:

   Lessons on classroom expectations, routines and policies
   Coaching provides a great model of teaching, and reteaching as needed.
   Coaching also provides a great model of inspirational leadership.
3. **Observe** student behavior (supervise!).
   
   In the short term, this involves circulating and scanning.
   
   In the longer term, this involves periodic data collection and self reflection.

4. **Interact positively** with students. This involves three different skills.
   
   A. Interact in a welcoming manner with every student.
   
   B. Provide age appropriate, non-embarrassing positive feedback.
   
   C. Strive to interact more frequently with every student when s/he is engaged in positive behavior than when s/he is engaged in negative behavior.

   Some students are starved for attention.

   What you pay the most attention to is what will occur more frequently in the future.

   Strive for at least 3:1 positive to negative ratios.

5. **Correct irresponsible behavior calmly, consistently and immediately in the setting in which the infraction occurred.**

   Develop an action plan that allows you to be on “automatic pilot” when implementing your corrective consequence. Get back to instruction and providing positive feedback as quickly as possible.

   **Mild, Calm, Consistent, Pre-discussed, Brief, Respectful**
Sample Menu of Classroom Corrections

<table>
<thead>
<tr>
<th>Correction Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Give a gentle verbal reprimand</td>
</tr>
<tr>
<td>Use a proximity correction</td>
</tr>
<tr>
<td>Keep a record of the behavior</td>
</tr>
<tr>
<td>Use “planned ignoring”</td>
</tr>
<tr>
<td>Reduce points (if using a point system)</td>
</tr>
<tr>
<td>Implement a “response cost lottery”</td>
</tr>
<tr>
<td>Assign time owed from recess or after class</td>
</tr>
<tr>
<td>Assign time owed after school</td>
</tr>
<tr>
<td>Assign a time out at the student’s desk</td>
</tr>
<tr>
<td>Assign a time out at another location in the classroom</td>
</tr>
<tr>
<td>Assign an inter-class time out</td>
</tr>
<tr>
<td>Issue a demerit (3 demerits = after-school detention)</td>
</tr>
<tr>
<td>Have student fill out a “Behavior Improvement Form”</td>
</tr>
<tr>
<td>Require restitution by the student</td>
</tr>
</tbody>
</table>

Remember that you set the climate for your classroom, and you and your colleagues set the climate for the school.

“I've come to a frightening conclusion that I am the decisive element in the classroom. It's my personal approach that creates the climate. It's my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or deescalated and a child humanized or dehumanized."

Haim Ginott
Reproducible Form Pre-Int 2

**CHAMPS Classroom Activity Worksheet**

**Activity: ____________________________________________**

**CONVERSATION**

Can students engage in conversation with each other during this activity?

If yes, about what?

With whom?

How many students can be involved in a single conversation?

**HELP**

How do students get questions answered? How do students get your attention?

If students have to wait for help, what should they do while they wait?

**ACTIVITY**

What is the expected end product of this activity? (Note: This may vary from day to day.)

**MOVEMENT**

Can students get out of their seats during the activity?

If yes, acceptable reasons include: Pencil Restroom

Drink Hand in/Pick up materials

Other:

Do they need permission from you?

**PARTICIPATION**

What behaviors show that students are participating fully and responsibly?

What behaviors show that a student is not participating?