

Strategic Leadership Consulting

Classroom Management

Assumptions:

1. If you don't have teachers who care and respect kids, nothing else matters
2. Good classroom management eliminates up to 90% of discipline issues
3. Procedures and routines address management
4. Discipline addresses safety
5. We are safe when people have the opportunities and tools to be recognized, be heard, and be cared for.

Discipline	Management
<ul style="list-style-type: none"> • Focus on safety • High stakes • Power with administration • Complex • Singular 	<ul style="list-style-type: none"> • Focus on tasks • Low stakes • Power with teacher • Simple • Recurring

A procedure is a set series of behaviors performed routinely to achieve an outcome. A procedure contains the following components:

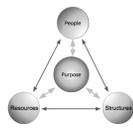
1. Title or name (may be an acronym)
2. Steps (1-5)
3. Key words for each step

Examples:

Procedure for my graduate students entering the classroom: Students make sure they are logged into our class G-drive, put everything else away, and begin discussing the opening prompt.	Procedure for stopping discussion and listening to the teacher: When students hear 3 bells, they are to finish the sentence they are saying, then be silent, turn, and look at the teacher.	Procedure for interrupting whole group instruction: Student writes down one or two key words that captures what they want to say, raises hand, waits until called upon, shares comment/question.
Name: GUPPEY 1. <u>Google UP</u> 2. <u>Purge</u> 3. <u>Everything else</u> 4. <u>Yack</u>	Name: 3 Bells 1. 3 bells 2. Finish 1 3. Turn to teacher	Name: WHAT 1. Write 2. Hand 3. Acknowledge 4. Talk

There are three parts to helping students learn a procedure:

1. Post the procedure. If it is not posted it doesn't exist.
2. Teach the steps.
3. Practice the steps.



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Intervention

When a student is not correctly executing a procedure, we respond with tiered interventions:

Tier 1: Non-verbal	Tier 2: Verbal	Tier 3: Reteach
<ul style="list-style-type: none"> • Move closer • Make eye contact • Provide a visual cue (point to the posted procedure, hold up the number of fingers corresponding to the missed step of the procedure) • Point to a student who is correctly completing the procedure 	<ul style="list-style-type: none"> • Ask what the steps are in the procedure • Ask what the specific missed step is (“what is step 3?”) • Praise the specific performance of a student doing it correctly • Remind them of the specific step (last option) 	<ul style="list-style-type: none"> • If more than three students (10-15% of class) are not following the procedure, it needs to be re-taught and rehearsed. • Ask students the purpose behind each step or the procedure as a whole. • Practice and use a measure of efficiency to quantify the outcome (e.g., time to complete a transition)

Tier 1 interventions do not break the flow of the lesson and do not draw attention to the student. Do not move to tier 2 until you have exhausted tier 1. Tier 2 may break lesson flow and draw attention to the student. If you can engage in tier 2 without breaking and drawing attention, that is preferable.

This intervention process enhances student-teacher relationships by keeping a focus on teaching and learning rather than on power and compliance. I get pushback on the nature of these interventions but think about this: after 30 years of marriage, my wife still has to remind me (occasionally) to close the kitchen drawers all of the way after I take something. What would the state of our marriage be if, for all these years, she had scolded me every time I left a drawer open?

Successive Approximation

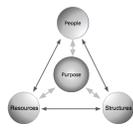
- As students develop better self-management skills, they move closer to the target behavior.
- If they still aren’t “at target” how do we signal positively that they are getting closer?

Discipline

1. Never mix discipline with management!
2. Procedures are about learning and self-regulation
3. Discipline is about safety
4. The only consequences for not following procedures are interventions

Rules should be:

1. Few
2. Stated in the positive (what we do)
3. Simple



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Classic example of the three-rule classroom

- Respect yourself
- Respect others
- Respect the environment

Definitions and concepts

<p>Discipline</p> <ul style="list-style-type: none"> • Control • Self-control • Training 	<p>Punishment</p> <ul style="list-style-type: none"> • In operant conditioning, • Any change... which <i>reduces the likelihood of that behavior occurring again in the future.</i> (Wikipedia)
<p>Retribution</p> <ul style="list-style-type: none"> • Something taken from or inflicted on someone else for a wrong • Legal revenge 	<p>Replacement Behavior</p> <ul style="list-style-type: none"> • Replaces current behavior • To achieve a desired outcome

Key points:

- Punishment is only punishment if it decreases the likelihood of the behavior.
- Taking things away or doing harm, if it does not decrease the behavior, is retribution.
- Retribution creates resentful students. Teachers are ineffective with people who resent them.
- Punishment assumes the presence of appropriate replacement behaviors. If replacement behaviors aren't available, traditional discipline techniques based on punishment will fail.

Traditional discipline approaches focus on what the student did but focusing on why they did it can lead to better results. The why approach takes more time and energy, but if we decrease problems by having good classroom procedures, we will have more time to deal with true discipline issues.

