

BE A CLASSROOM MANAGEMENT CHAMP!



By: Hina Memon

hinam10@hotmail.com

March 2016: ISNA Education Forum

Warm Up

Turn to the person sitting on your right and talk about the image below



"My fortune says, 'You will be successful in getting students to control their behavior, if you first control your own behavior'."

All Great Teachers Have ONE Thing in Common

- They ALL have excellent classroom management skills!
- **All your hard work and fantastic lessons will be in vain if you struggle to create and maintain a proper learning environment.**

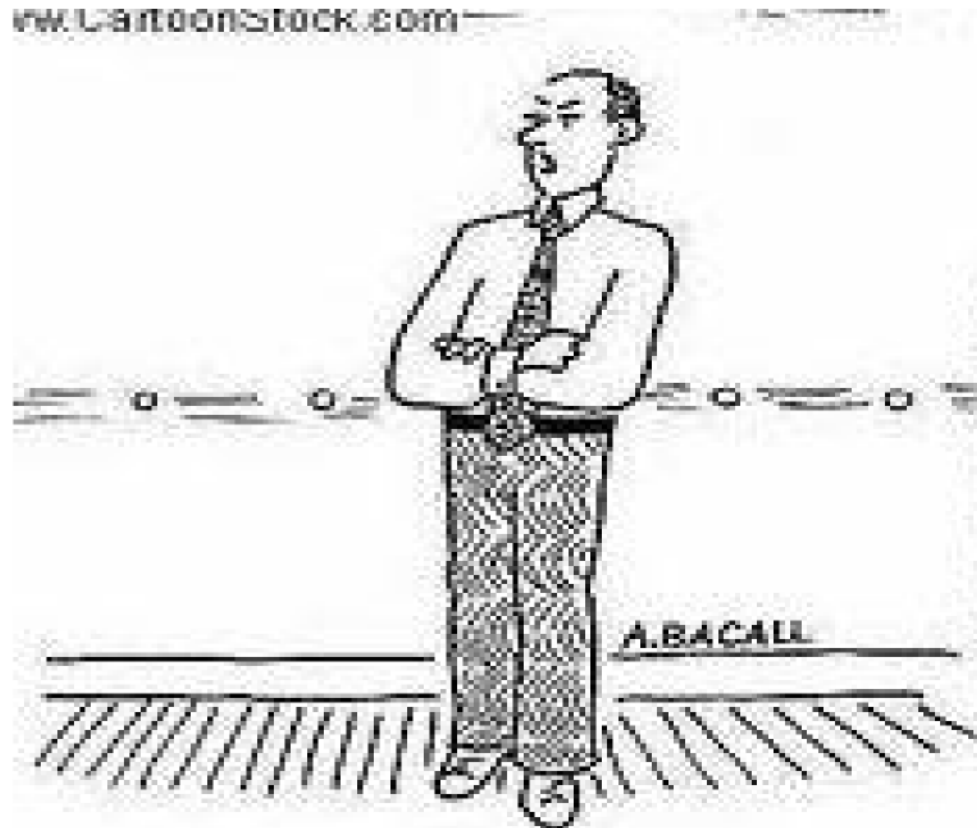
All teachers can learn to have great classroom management!

- Having great classroom management is a skill.
- Like most other skills, it develops over time with practice.



You must practice good classroom
management skills daily...

...even when you think it's not working!!!



"I am going to close my eyes and cover my ears. I expect the student who took my chair, my desk, and my chalkboard to bring them back."

Five Components of Classroom Management



Preparedness

Routines and
procedures

Management of space,
time, and materials

Management of
student behavior

Discipline plan
(Rewards,
Consequences)

Component No 1: Preparedness



- Effective Teachers have the **ROOM** Ready
- Effective Teachers have the **WORK** Ready
- Effective Teachers have **THEMSELVES** Ready

Think, Pair, Share: Turn to your partner from the previous activity and talk about how you can or will be making yourself ready.

Component No 2: Routines and Procedures

- Classroom routines or procedures are commonplace tasks, chores, or duties as must be done regularly or at specified intervals; these are the typical or everyday activity
- Some examples are
 - Teacher entering the classroom
 - Students entering and leaving the classroom
 - Students going to the bathroom
 - Teacher distributing materials to students
 - Students returning material
 - Students responding to teacher's questions
 - Teacher assigning, collecting, and grading homework

Routines and Procedures

1. Get into groups of four. Write down your procedures for the following:

(5 minutes)

- Beginning and ending class
- Students getting materials

2. Discuss your responses as a class. Come to a consensus as the best response for each procedure.

(10 minutes)

Teaching Procedures



- Explain: demonstrate specifically and demonstrate, not just tell.
- Rehearse: practice under your supervision
- Reinforce: praise or re-teach


Component No 3: Managing space, time, materials

- 'A place for everything and everything at its place'
- Time yourself

Component No 4: Management of Student Behavior

When **YOU** discipline kids you will have very little success.

The goal is to get the kids to practice **SELF DISCIPLINE.**



“To be productively, comfortably, and responsibly in charge of **one’s own** behavior is the hallmark of a mature, self actuated, productive person.”

Madeline Hunter

All discipline and all classroom management should be designed to achieve this goal, as nearly as possible, with every student.

Self Discipline: Our Primary Objective

- Self discipline means that instead of conforming or being forced to behave, students CHOOSE to behave in a way that is productive and brings them satisfaction.
- Productive behavior can be taught to be preferred behavior.

Self Discipline: Our Primary Objective

When we teach **self discipline** we convey the following messages to the student:

- **You** are in control of your behavior and therefore are accountable for it.
- **You** are in control of making acceptable choices.
- **You** are competent to make these choices wisely.
- **You** are responsible for what happens as a result of your choices.

Self Discipline: Our Primary Objective

- Student behavior (for the most part) is NOT genetically based, but is LEARNED behavior.
- Anything that is learned can be taught!
- Teaching is our business!!!

Answer these questions:

Get with a partner and answer these questions:

- Are teachers paid to punish kids who do “wrong,” or for teaching kids to do “right”?
- If ignoring an inappropriate response is the best way to stop a student from making one in the future, is that effective teaching?

Keep The Messages Simple. . .

- “Let’s meet before school tomorrow to plan ways so you can get your work finished.”
- “You don’t seem to want to work in class today. If you prefer, you can finish during recess.”
- “Which consequence do you think would work best to help you remember to not talk during my lessons?”
- My personal favorite. . .
“Are your parents helpful when you have a problem? Would you like them to come to school and help us work on this one?”



**I wouldn't say your son is a bad child,
He's just gifted at disruptive behavior!"**

Two Minute Break



Component 5: Discipline Plan

An effective Discipline Plan has 3 parts:

- **Rules** What the expected behaviors are.
May be general or specific
- **Rewards**: What the student receives for appropriate behavior.
- **Consequences**: What the student chooses to accept if a rule is broken.

Discipline Plan: Rules

Rules should be

- Limited to a number that you and the students can readily remember-never more than five.
- Stated positively.
- Should be concerned with behavior; not academic work (Example: writing in ink or pen)

Discipline Plan: Consequences

Consequences are what result when a person abides by or breaks the rules.

- **Positive consequences** are rewards that result when people abide by the rules.
- **Negative consequences** are penalties that result when people break the rules

Consequences

- Fundamental to self-management
- Do not work in isolation. They must be balanced with positive reinforcement.
- Do not have to be severe to be effective.
- Appropriate for your students and you must be comfortable using them.
- Must be something students do not like, but **should never** be physically or psychologically harmful.

Consequences

- Should be organized into a hierarchy that clearly spells out what will happen from the first time expectations are not met to the fifth time expectations are not met in the same day by the same student.
- The very first corrective action should be a reminder of the expectation.

Consequences

- Parent and administrator contact should appear near the end of the hierarchy.
- Hierarchy must include a severe clause for dealing immediately with severe misbehavior.

A Good Discipline Plan. . .

- Is Written in “Do” terms.
- Consistently manages student behavior
- Teaches students to ‘self-discipline’
- Protects student rights
- Honors student Dignity
- Enlists parental support
- Enlists administrator support

Activity

- Get into groups of four according to the levels/ subjects you teach.
- Develop a discipline plan for your class
(5 minutes)
- Share with the attendees
(5 minutes)

It is essential to provide Supportive Feedback

Because Supportive Feedback.....

- Encourages students to behave appropriately
- Creates a positive classroom environment
- Establishes positive relationships with students
- Honors student's dignity

Ways to provide Supportive Feedback

- Recognize student achievements as much as possible
- Address behavioral concerns outside the classroom
- Verbally recognize appropriate behavior
- Set a goal to send home a specific number of positive notes to parents each week
- Set a goal to make a specific number of positive parent phone calls a week

FEEDBACK



- **Positive Reinforcers**
- **Extinction**
- **Negative Reinforcers**

POSITIVE REINFORCEMENT

- Should be used often and sincerely
- Strengthen the response it immediately follows
- Makes that response more probable or more frequent
- Should be something students desire or need

EXTINCTION

- Sometimes the best response is no response at all.
- Extinction of a response means no reinforcer whatsoever.
- Behaviors that are not reinforced tend to drop out.

Extinction of Inappropriate Behaviors

- **Obviously we can not ignore behavior which is a danger to others or to that student!**
- Oftentimes, you ignoring a bad behavior becomes a model for the class.
- If the behavior is something you (or the class) can't ignore then try saying, "I don't have time to deal with that right now. I will see you after my lesson."

Extinction will eventually work.

- Plain and simple, we don't keep on doing something that doesn't work!
- If a slot machine doesn't pay off, we walk away and find another.
- Remember: to extinguish a response, nothing must happen as a result of it... no payoff.

Negative Reinforcement

Something unpleasant has been taken away after a productive behavior occurs

- Dinging noise in your car to remind you to fasten your seatbelt is an example of negative reinforcement.
- If Tucker lies to get out of trouble by saying he was going slow in class because he felt sick, lying will be reinforced.

Negative Reinforcement

- When positive reinforcers or extinction doesn't work you may need to use negative reinforcers or punishment.
- Most teachers tend to quickly jump past the power of positive reinforcers and extinction and move directly to negative reinforcement and punishment... don't be those guys!!!

Negative Reinforcement and Punishment

- Students (and everybody) will change their behaviors to eliminate or avoid unpleasant situations.
- If something unpleasant (negative reinforcer) is occurring and the student does something to remove it, the behavior that removed it is likely to be reinforced.

Negative Reinforcement and Punishment

- It should be with great care that we decide to send a negative message to the student.
- It should always be a *reflective* and never a *reflexive* act on our part.
- In punishment, only the teacher or principal can remove it. The student is no longer in control.
- Only when efforts between you and the student have failed should you involve parents and administrators, or when imminent danger exists.


Negative Reinforcement is Different than Punishment

- Punishment is the addition of undesirable consequences in an attempt to suppress or to stop a behavior.
- In negative reinforcement, the student can immediately remove the unpleasant situation by changing the behavior. Therefore the student is in control... which is what we want.
- In punishment, only the teacher or principal can remove it. The student is no longer in control.

EXAMPLES OF CORRECTIVE ACTION

- Jimmy interrupts the teacher while she is teaching.
- The teacher reminds Jimmy of the expectation that everyone in the class respects and listens quietly when someone else is speaking. She continues with the lesson.

- Jimmy interrupts the teacher once again.
- This time, the teacher asks the class to read the next paragraph silently, and she walks quietly to Jimmy's desk and asks him to meet her in the hallway.
- In the hallway, she asks Jimmy to tell her what expectation she has of students in the classroom. Jimmy tells her and she reminds him of the predetermined consequences for not meeting classroom expectations. She offers him the opportunity to correct his own behavior prior to the implementation of the consequence. (In this case, missing recess and calling his parents.)
- Jimmy agrees that he loves recess and will not interrupt again. He also agrees that there is no need to involve his parents.

- 
- Should this behavior continue during the day, the teacher can continue to follow thru with the pre-determined consequences. . .
 - Remember, behavior that is so disruptive to the classroom environment that other students cannot learn must be dealt with immediately.
 - I have found that students will generally respond positively when offered reminders and choices.

Congratulations! You are now an expert in Classroom Management!!!

- **Be prepared** for your next class: lesson plan & materials.
- **Determine the routines and procedures** you will be implementing
- Teach (model) the routines and procedures as you begin your next class.
- Check for understanding.
- **Develop your classroom discipline plan** as a class. Have all students initial it, and if possible, mount it at a visible place.
- Explain the **supportive feedback** you will use when students meet expectations.
- Use the strategies discussed today to **manage time, material and student behavior.**

All the best!!! 😊

Questions, Concerns, Comments???

Email:

hinam10@hotmail.com