

Classroom Management III

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Guidelines for Success

- Be an active, positive and polite participant
- Take responsibility for your learning – take notes and ask questions when needed.
- Please turn all electronic paging equipment to silent mode.
- Take care of your needs.
- Get to know the people around you – start your network!

Our Objective

- The learner will explore strategies to use when students do not meet expectations and create an effective and efficient discipline plan for use in his/her classroom.

What to do when they don't meet expectations.

- Develop Skills
 - Behavior modifications.
 - Monitor
- Rules, consequences, and rewards – the discipline plan.



"Do you know me? I have to deal with lions, wolves, and other hooded figures... that's why I carry one of these."

Develop skills

- Inappropriate behavior is learned. It can be unlearned, but this takes time and consistency.
- You must be able to remain calmly in control in order to choose the best course of action.
- Don't let them know where your goat is tied.

"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.

What is the focus and purpose of discipline?

- Discipline is too often thought of as a way to punish students.
- Discipline should be used to change behavior and to help create self-discipline.
- Punishment is rarely, if ever, effective at changing behavior. Indeed, it often creates negative feelings towards school.

Self Discipline – Our primary objective

- When you help a student maintain control of his or her own behavior both of you are working toward the same objective.
- When your actions cause a student to lose the dignity of being in charge of self, you and he are working at cross purposes, and all that student's skills will be used against you!

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

- A critical attribute of any professional is the skill of enabling the client to function without the professional.
- Teachers are professionals!
- A teacher is successful when the student no longer needs the help of the teacher in order to perform productively.
- This is true in ALL AREAS, not just behavior.

Disclaimers

- While reinforcement theories are deceptively simple to understand, they are incredibly complex to implement in high speed, artistic, actual teaching performance.
- Teaching is an art, not a science. There is no guarantee that using behavior modification will produce the desired behavior, but it increases the **PROBABILITY** that it will occur.
- We are going to get into some heavy stuff on applications of behavior mod for teachers which increases the **PROBABILITY** that you will go to sleep. Hang in there; this works.

Positive Reinforcement

- Reinforce means “to strengthen.”
- We reinforce a behavior to make it stronger... which means to increase the probability or the frequency of that behavior.
- A positive reinforcer should follow *immediately* to result in a positive reinforcement.

Positive Reinforcement

- Positive reinforcement often works with animals. Trainers at Sea World and other places use it with great results.



Positive Reinforcement

- Teachers must use positive reinforcements often... and sincerely.
- A positive reinforcer will strengthen the response it immediately follows.
- It will make that response more probable or more frequent.
- To predict what might be a positive reinforcer you must look for something a student needs or desires.

Positive Reinforcement

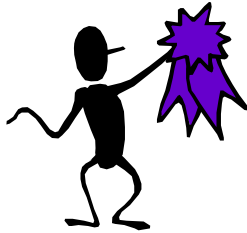
- A positive reinforcer is defined by it's results.
- A positive reinforcer increases the strength of the behavior it immediately follows.
- Therefore you can't say, "It didn't work!" because if it didn't strengthen the behavior, it wasn't a positive reinforcer.

Positive Reinforcement

- When students are learning to behave productively, that behavior needs to be reinforced.
- This is extremely important at the beginning of the year, *but needs to continue throughout the school year.*
- Know your kids and what works with them. What works for one may not work for another.

Three types of positive reinforcers

- Positive messages from a significant other
- Privilege reinforcers
- Tangible reinforcers



Positive Messages from Significant Others

- The message which has the highest probability of being a powerful reinforcer conveys three ideas:
 - You're competent
 - You're valued
 - You've put forth effort
- "Jane, you really put a lot of detail in your story, and it was terrific! I really enjoyed reading it."
- "Joe, you had a lot of homework last night but you got every bit done. Way to go! I wish all my kids had your hard working attitude!"

Examples of messages which indicate the student has put forth effort:

- Accepting contributions by smiles, nods of the head, high fives, listing on the board, etc.
- Comments on following directions
- “You must have been thinking hard to come up with such a great answer!”
- “Thank you for raising your hand and waiting to be called on.”

The comments are specific, precise, and sincere.

- Specific messages link the reinforcers to the desired behavior rather than leaving it to the guesswork of “what caused what?”
- Writing “SUPER” or “Good Job!” at the top of the paper isn’t specific.
- Let the student know in your message what caused the positive reinforcement.
- Be genuine in your praise.

Use “You,” Not “I”

- Don’t say, “I like they way you are listening!”
- Say, “You are listening so well, I know you are going to do a great job on this assignment!”
- It’s not the job of the student to please the teacher
- The “YOU” message builds self-esteem

Non-verbal Reinforcement

- The way we look or what we do can be a powerful reinforcer of student effort and behavior
- Smiles, nods, thumbs up, pats on the back, etc. can be just as effective as words
- Watch out! Fleeting looks of annoyance, exasperation, boredom, indifference, etc. will also send a message.

Anonymous Reinforcers and messages to all students who feel it fits their behavior.

- “Almost everyone is ready for me to give the instructions.”
- “Good, now everyone is ready!” reinforces those kids that took the above hint.
- “Some people have already begun to work. Way to go!”

Privilege Reinforcers

- A privilege is something that is valued which is not routinely given to everybody
- Whenever possible the privilege should be related to the behavior that earned it
- Doing the first 10 problems on a worksheet correctly could result in skipping the last 5.

Be Careful with Privileges

- If rushing through the work, cheating, lying, flattery, bullying, making excuses, or any undesirable behavior obtains a privilege, then that “bad” behavior will be reinforced.

Be Creative with Privileges

- These shouldn't cost a dime.
- Kids love to sit in special chairs (if they roll, this is really cool)
- “Go to lunch 1 minute early” passes
- Free homework passes
- Drawing time
- Find out what makes your kids tick and use it!

Tangible Reinforcers

- Tangible reinforcers (candy, food, tokens, prizes, etc.) are those which have “physical being” and can be used, consumed, kept, or shared with others.
- Be careful using them! Best to use them with only the VERY FEW students that do not respond to messages or privileges, or on carefully selected occasions.

Schedules of Reinforcement

- Continuous schedule of reinforcement
 - When students are learning to use a new behavior or a behavior they know but seldom use, that behavior needs to be reinforced *every single time it occurs.*
- Intermittent schedule of reinforcers
 - After the new behavior is occurring on a regular basis, reinforcers are not necessary each time.

An Intermittent Schedule at Work!



Extinction of Inappropriate Behaviors

- 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."

Warning!

- If you use extinction, expect a possible increase in the behavior before it dies out. The child has obviously been successful with this behavior in the past and is observing your reaction.

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 and Punishment



Negative Reinforcement and Punishment

- 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!!!
- It should always be a *reflective* and never a *reflexive* act on our part.

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

- 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.

Proximity

- The closer we are to an authority figure, the more obedient we behave.
- Sometimes all you have to do is stand next to kids who are talking or not paying attention and they will instantly behave.
- They know why you're there, but no one else does so their dignity is not lost.

Use of a Student's Name

- In the middle of a lesson, when you see a child misbehaving, you can oftentimes work the child's name into the lesson and the child will hear her name and immediately stop the negative behavior.
- Your lesson continues without missing a beat!

Signaling the Student

- A good teacher can signal a student to change behavior with no use of words.
- A “look” accompanied by a gesture is usually all it takes.
- Students get into habits of drumming, playing with things, doodling, daydreaming, etc. and are not aware that they are doing them.

Private Reminder to the Student

- Sometimes signals don't work and you need immediate disciplinary verbal communication with the student.
- Don't do this in front of the class.
- Give the class some short task related to the lesson and quietly talk to the student (or students).

Monitor, Monitor, Monitor

- Be actively aware of student behavior at all times.
- Stop inappropriate behavior quickly.
- Be consistent in the use of established consequences.
- While monitoring, notice: on-task behavior, materials on student's desks, student success or failure, signs of frustration, adherence to class rules, completion of work, compliance with instructions.

Tips for Effective Monitoring

- During presentations, watch the whole class. Stand where you can see everyone.
- Move around the room during student practice.
- Don't spend so much time with one student that you lose your contact with the rest of the class. Scan often.
- Don't let students congregate around your desk.
- Check assignments and record grades regularly.
- Praise students for appropriate behavior.

Behavior Modifications

QUIZ

1. Saying, "Do your best on this quiz," is NOT reinforcement because...

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- b. it is not necessary
- c. it is not positive
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- e. no one is actually going to grade this quiz

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- a. continue to praise them every time it occurs for two weeks
- b. switch to another form of reward
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- b. it is never very effective
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- b. parents don't like punishment
- c. negative reinforcement allows the student to still be in control of his behavior
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- a. using negative reinforcement
- b. not using positive reinforcement
- c. not identifying the desired behavior
- d. using punishment too soon

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8. A student pretends to hiccup during a test. You should

- a. praise the students who are not hiccupping
- b. ignore the hiccups for a few minutes to see if the student stops
- c. frown at the student until he stops
- d. go stand next to the student and pretend to pass gas

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9. The student continues to hiccup. Others students begin to giggle. You should

- a. continue to ignore the hiccups and wait for them to be extinguished
- b. begin to frown at the student and wait for the hiccupping to stop
- c. use proximity and stand next to the hiccupping student... while swinging numchucks.
- d. take up his test and immediately send him to the office
- e. quietly tell the student, "I am sorry you have the hiccups, but if you can't stop them you will need to finish the test in the principal's office so you don't disturb others."

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- a. continue to ignore the hiccups and wait for them to be extinguished
- b. begin to frown at the student and wait for the hiccups to stop
- c. use proximity and stand next to the hiccupping student... without the numchucks
- d. take up his test and immediately send him to the principal's office
- e. quietly tell the student, "I am sorry you have the hiccups, but if you can't stop them you will need to finish the test in the principal's office so you don't disturb others."

10. Two weeks later during the next test the student pretends to hiccup again. You should

- a. always start with ignoring the negative behavior
- b. plan a discipline conference
- c. send him to the office and plan a discipline conference
- d. give him a choice of stopping or taking his test in the office and plan a discipline conference

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Madeline Hunter

- Many of the ideas in this section of the power point were from Madeline Hunter's *Discipline that Develops Self-Discipline*. The book is available online through Amazon and other dealers.
- Madeline is no longer with us, but her impact on education will last forever.

**Dr. Harry Wong – Part 3
The Discipline Plan**



The Classroom Discipline Plan



The Components of a Discipline Plan

- Statement of Purpose
- Expectations
- Rules
- Rewards
- Consequences

Statement of Purpose

- A general statement, explaining your objective for the discipline plan.
- For example, "In order to ensure a safe and orderly learning environment, students will be required to adhere to the following discipline plan. It is my intention to make this class as rewarding as possible. In order to do this, I require complete compliance with the class rules."

Expectations

- The “do” statements, completed in Classroom Management I.
- Positively worded, create a picture of what you want your classroom to be.

The Rationale for Rules

- By setting rules, a teacher communicates awareness of what can happen in a classroom and demonstrates a degree of commitment to work. Early in the year students more clearly understand a teacher’s approach and expectations for behavior.
- The more explicit the rules and the more clearly they are communicated, the more likely the teacher will care about maintaining order and not tolerate inappropriate and disruptive behavior. But simply stating the rules is not enough. A teacher must also demonstrate a willingness and an ability to act when rules are broken.

Rules

- No more than 3 – 5.
- Positively worded. If your rules focus on undesirable behavior, that is what you will get.
- Don’t sweat the small stuff or try to cover every eventuality – that is what procedures are for.
- Democratically chosen rules are great – but don’t do this your first year unless you have had training such as “Capturing Kids Hearts.”

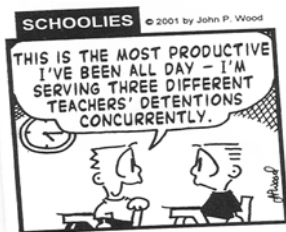
Rewards

- Include positive reinforcers
 - Verbal praise
 - Notes home
 - Class recognition
 - Stickers
 - Other tangibles or privileges
 - Incentive system

Consequences

- Try to strike a balance between consistency and flexibility. When consequences are too cut and dry, students often do a cost benefit analysis.
“If I don’t do my homework, I will get detention
– 1 hour spent now for 30 minutes later...hmm.”
- A list of possible consequences for varying levels of offenses will help.

Manipulating the System



Consequences - examples

- 1st offense – private conversation about behavior, note home, and/or loss of privileges.
- 2nd offense – phone call home, cut in conduct grade, and/or loss of privileges.
- 3rd offense – detention, parent conference, and/or loss of privileges.
- 4th offense – detention, parent conference and/or office referral

Consequences

- These have to be tailored to your school and district policies and your specific classroom assignment. When you write one for your portfolio, make sure it is labeled "Sample Discipline Plan." This tells the principal that you have thought about it, but you understand you may need to alter your plan depending upon what is already in place in the school.
- The "Severe Clause" – some behaviors (fighting, drugs, weapons) warrant an automatic referral to the office. Your consequences are not meant to cover any of these extreme behaviors.

A Word about the Principal's Office



When Should I Send a Student to the Principal's Office?

- Except for serious offenses, the principal's office is not an option you want to use very often. It undermines your authority and sends a message to your students that you can't handle your class.
- If the principal's office is used frequently, it loses its effectiveness by becoming too familiar to be a deterrent to inappropriate behavior.

When Should I Send a Student to the Principal's Office?

- It is best to discuss the child with the principal/assistant principal, letting him/her know that there is an issue and that you would appreciate their advice. This will help when you really do need to send the child to the office because you have exhausted all other remedies.
- Refrain from sending children to the office if you have not contacted their parents about the behavior on a prior occasion. This is a no-fail method of infuriating a parent.

When Should I Send a Student to the Principal's Office?

- When you send a student to the principal, you are essentially handing over control of that student. While a good administrator will talk to you prior to administering consequences (particularly if there is room for interpretation or gray area), do not be surprised if they do not do what you think they should.
- Don't take the student's word on what happened in the office. Students will usually tell you that "Nothing" happened to them. Talk to the administrator.

What do I do with a Discipline Plan?

- Give it to the students
- Explain it to the students
- Review it with the students
- Send it home and have parents sign it
- POST IT in your room.
- Give it to the principal, assistant principal, team leader or whoever else may be observing you.
- Live it – observe it consistently and constantly.

Your Turn

- In small groups (4 or 5 people) by grade level draft your own discipline plan. Be sure to include Rules, Rewards, and Consequences.
- Write your plan on chart paper and post it on the wall when done.
- Gallery Walk
- Summary
