


**Classroom  
Management III**

Katy Roede



---

---

---

---

---

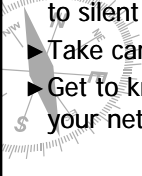
---

---

---

**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!



---

---

---

---

---

---


---

---

**Classroom Management III**

Our objective:

The learner will set expectations for their classroom and explore strategies to improve student discipline using behavior modification strategies and behavior contracts.



---

---

---

---

---

---

---

---

### Classroom Management is critically Important!

- ▶ In order to be effective, you must have these skills.
- ▶ In order to be employed, you must have these skills.



---

---

---

---

---

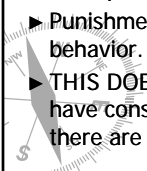
---

---

---

### 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.
- ▶ THIS DOES NOT MEAN that students shouldn't have consequences for their behavior, just that there are other alternative you should try first.



---

---

---

---

---

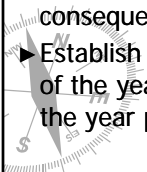
---

---

---

### Plan for Success!

- ▶ Great teachers focus on expectations.
- ▶ Other teachers focus on rules.
- ▶ The least effective teachers focus on the consequences of breaking the rules.
- ▶ Establish clear expectations at the beginning of the year and follow them consistently as the year progresses.



---

---

---

---

---

---

---

---

## Establish Relationships

- ▶ Get to know your students – student interest inventory at the beginning of the year.
- ▶ Greet them at the door each day. Shake their hands.
- ▶ Tell them who you are. Let them do something early on that shows who they are (family tree, collage, etc.)
- ▶ Emphasize team work.



---

---

---

---

---

---

---

---

## 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.

---

---

---

---

---

---

---

---

### 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 correct methods of behavior modifications will produce the desired behavior, but it increases the **PROBABILITY** that it will occur.
- ▶ We are going to get into some heavy duty stuff on practical 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.



---

---

---

---

---

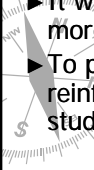
---

---

---

### 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.



---

---

---

---

---

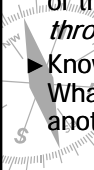
---

---

---

### 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.



---

---

---

---

---

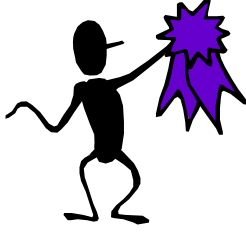
---

---

---

### 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
- ▶ "Lisa, you really put a lot of detail in your story, and it was terrific! I really enjoyed reading it."
- ▶ "Mike, 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 the 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 send 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!"



---

---

---

---

---

---

---

---

### Privelege 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 Priveleges

- ▶ 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!



---

---

---

---

---

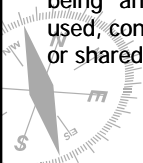
---

---

---

### 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



---

---

---

---

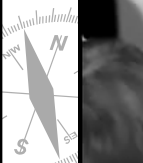
---

---

---

---

### Positive and Negative Feedback



---

---

---

---

---

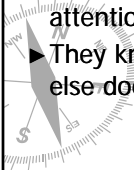
---

---

---

### 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!



---

---

---

---

---

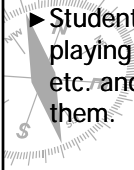
---

---

---

### 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).



---

---

---

---

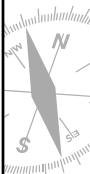
---

---

---

---

### Using Praise Effectively



---

---

---

---

---

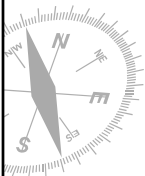
---

---

---

### Reinforcement Theory

# QUIZ



---

---

---

---

---


---

---

---

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

- a. it is not connected to a behavior
- b. it is not necessary
- c. it is not positive
- d. it does not follow a response
- e. no one is actually going to grade this quiz



---

---

---

---

---


---

---

---

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

- a. it is not connected to a behavior
- b. it is not necessary
- c. it is not positive
- d. it does not follow a response
- e. no one is actually going to grade this quiz



---

---

---

---

---


---

---

---

2. When you are helping children learn a new behavior, you need to

- a. repeat the directions over and over
- b. praise them every time the behavior occurs
- c. praise them every other time the behavior occurs
- d. punish those who do not respond



---

---

---

---

---


---

---

---

2. When you are helping children learn a new behavior, you need to

- a. repeat the directions over and over
- b. praise them every time the behavior occurs
- c. ~~praise~~ praise them every other time the behavior occurs
- d. punish those who do not respond



---

---

---

---

---


---

---

---

3. After the students regularly perform the new behavior you should

- a. continue to praise them every time it occurs for two weeks
- b. switch to another form of reward
- c. ~~praise~~ praise them intermittently
- d. move on to another behavior



---

---

---

---

---


---

---

---

3. After the students regularly perform the new behavior you should

- a. continue to praise them every time for two weeks
- b. switch to another form of reward
- c. ~~praise~~ praise them intermittently
- d. move on to another behavior



---

---

---

---

---


---

---

---

4. If possible you should avoid punishment because

- a. a positive approach is always better
- b. it is never very effective
- c. it won't extinguish a response
- d. ~~it~~ it may have undesirable side effects



---

---

---

---

---


---

---

---

4. If possible you should avoid punishment because

- a. a positive approach is always better
- b. it is never very effective
- c. it won't extinguish a response
- d. ~~it~~ it may have undesirable side effects



---

---

---

---

---


---

---

---

5. Joe is talking during the lesson and the teacher looks at him and frowns. He stops talking so the teacher stops frowning. This is an example of

- a. negative reinforcement
- b. punishment
- c. positive reinforcement
- d. ~~extinction~~



---

---

---

---

---


---

---

---

5. Joe is talking during the lesson and the teacher looks at him and frowns. He stops talking so the teacher stops frowning. This is an example of

- a. negative reinforcement
- b. punishment
- c. positive reinforcement
- d. extinction



---

---

---

---

---

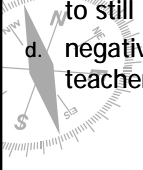
---

---

---

6. Negative reinforcement is better than punishment because

- a. most children won't respond to punishment
- b. parents don't like punishment
- c. negative reinforcement allows the student to still be in control of his behavior
- d. negative reinforcement is easier on the teacher.



---

---

---

---

---

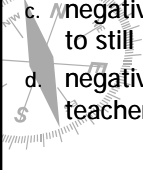
---

---

---

6. Negative reinforcement is better than punishment because

- a. most children won't respond to punishment
- b. parents don't like punishment
- c. negative reinforcement allows the student to still be in control of his behavior
- d. negative reinforcement is easier on the teacher



---

---

---

---

---

---

---

---

7. A teacher tells a student he must stop being a sore loser in kickball or she will punish him if the behavior continues. The teacher's major error is:

- a. using negative reinforcement
- b. not using positive reinforcement
- c. not identifying the desired behavior
- d. using punishment too soon



---

---

---

---

---

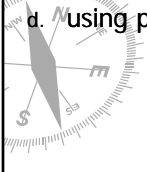
---

---

---

7. A teacher tells a student he must stop being a sore loser in kickball or she will punish him if the behavior continues. The teacher's major error is:

- a. using negative reinforcement
- b. not using positive reinforcement
- c. not identifying the desired behavior
- d. using punishment too soon



---

---

---

---

---

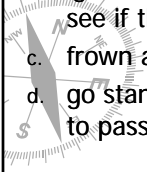
---

---

---

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



---

---

---

---

---

---

---

---

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

---

---

---

---

---

---

---

---

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."

---

---

---

---

---

---

---

---

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 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



---

---

---

---

---


---

---

---

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.



---

---

---

---



---

---

---

---

What do you do when reinforcers don't work?



---

---

---

---

---


---

---

---

### Behavior Modification

- ▶ Behavior Modification Charts are good ways to reward good behavior and extinguish negative behavior.
- ▶ They also provide good documentation to administration and parents of a child's behavior during the class.



---

---

---

---

---

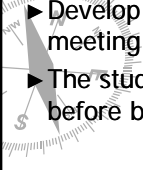
---

---

---

### Behavior Modifications

- ▶ Sit down with the student and develop the individualized behavior plan together.
- ▶ Brainstorm 1-3 behaviors that you wish to see extinguished
- ▶ Develop rewards and consequences for not meeting the goals
- ▶ The student should be aware of the goals before beginning this process



---

---

---

---

---

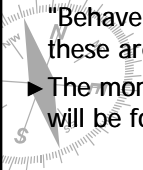
---

---

---

### Behavior Charts

- ▶ It is important that children clearly understand what the expectations are for each chart they use.
- ▶ Avoid generalities such as "Be good"... "Behave"... "Be nice" ..."Do my work" as these are too broad to be effective.
- ▶ The more specific you can be, the easier it will be for all involved.



---

---

---

---

---

---

---

---

**My Contract:**

Name: \_\_\_\_\_  
Date: \_\_\_\_\_

These are my goals:

1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_

These are my consequences if I don't meet my goals:

\_\_\_\_\_  
\_\_\_\_\_

These are my rewards/reinforcers if I meet my goals:

\_\_\_\_\_  
\_\_\_\_\_

My contract will be reviewed on \_\_\_\_\_

Signatures: \_\_\_\_\_

---

---

---

---

---

---

---

---

---

---

---

---

**Towards Positive Behavior**

Name: \_\_\_\_\_  
Week: \_\_\_\_\_

Goal(s):  
\_\_\_\_\_

Day of the Week	Number of Times My Goal Was Met (Use Tally)	Teacher Signature or Initials	Parent Signature or Initials
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			

---

---

---

---

---

---

---

---

---

---

---

---

**On Target**

Name: \_\_\_\_\_  
Date: \_\_\_\_\_

Target Behavior:

Monday			
Tuesday			
Wednesday			
Thursday			
Friday			

**On Target**

Name: \_\_\_\_\_  
Date: \_\_\_\_\_

Target Behavior:

Monday			
Tuesday			
Wednesday			
Thursday			

---

---

---

---

---

---

---

---

---

---

---

---

**Race to 201**  
Name: \_\_\_\_\_  
Date: \_\_\_\_\_  
Goal(s): \_\_\_\_\_  
\_\_\_\_\_  
Signature  
**Race to 301**  
Name: \_\_\_\_\_  
Date: \_\_\_\_\_  
Goal(s): \_\_\_\_\_  
\_\_\_\_\_

---

---

---

---

---

---

---

---

### Behavior Charts

- ▶ Make expectations low enough in the beginning that children can be successful.
- ▶ Then slowly raise the expectations.
- ▶ If the standards are too high, children will get frustrated and the effort will fail.

---

---

---

---

---

---

---

---

### Rewards

- ▶ Rewards should be simple and inexpensive.
- ▶ They can be daily or based on accumulation of charts during the week for a specified reward on Friday.
- ▶ Examples are stickers, snacks, free time, verbal praise, a positive note home from the teacher...Be creative.

---

---

---

---

---

---

---

---

### Typical Behavior "Types" in the Classroom

- ▶ The Tattletale
- ▶ The Aggressive Child
- ▶ The Teaser and the Teased
- ▶ The Child Who Lies
- ▶ The Attention Seeker
- ▶ The Bully
- ▶ The Lacking in Motivation Child

---

---

---

---

---

---

---

---

### The Bully

#### The Top 4

- ▶ **Students often don't know what appropriate behavior is - they need to be taught! Teach the appropriate interactions, responses, anger management - social skills. Use role play and drama.**
- ▶ **Expect/demand appropriate responses by ensuring the bully apologizes directly to the victim.**
- ▶ **Have a 0 tolerance classroom policy in place that is well understood.**
- ▶ **As much as possible, recognize and reward positive behavior.**

---

---

---

---

---

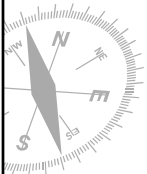
---

---

---

### 5 Step Implementation Stage

- ▶ Pinpoint the behavior that you want to change. Be specific.



---

---

---

---

---

---

---

---

### 5 Step Implementation Stage

- ▶ Gather your information.
- ▶ When does the unacceptable behavior occur? How often does it occur? Under which circumstances does it occur? What event precedes the behavior? What is the child's view of the behavior? Does the inappropriate behavior always happen when the child is alone? Supervised? With others? At a specific time?



---

---

---

---

---

---

---

---

### 5 Step Implementation Stage

- ▶ Now it's time for you to interpret what the information may mean from the previous step. Give it your best shot when trying to analyze the information you've gathered.



---

---

---

---

---

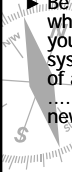
---

---

---

### 5 Step Implementation Stage

- ▶ Plan for Change! Now it's time to set your goals - with the child.
- ▶ What are the short term goals? What are the long term goals? Who's involved, what will happen.
- ▶ The plan for change should be collaborative between you and the child.
- ▶ Be specific, for instance: Johnny will not yell and scream when it's time to do homework - or time to go to bed. In your plan for change, some rewards and or a reward system should be in place. For instance, when 5 instances of appropriate behavior happens, Johnny will have ..... (opportunity to indulge in his favorite activity, a new sticker book etc.



---

---

---

---

---

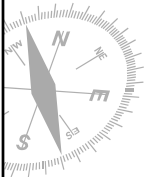
---

---

---

### 5 Step Implementation Stage

- ▶ Evaluate how your plan is working. If it isn't working, make the necessary changes collaboratively.



---

---

---

---

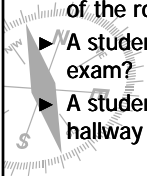
---

---

---

### What would you do? Include positive and negative reinforces

- ▶ A student curses at you in class?
- ▶ Two students are caught skipping your class for the 3<sup>rd</sup> time?
- ▶ A child refuses to move from his place in front of the room?
- ▶ A student is caught copying during a Science exam?
- ▶ A student pushes another student in the hallway outside of your room?



---

---

---

---

---

---

---