Maximizing Learning While Meeting the Needs of Challenging Students
Alignment to Learning Forward Standards

The new education law, Every Student Succeeds Act (ESSA), redefines professional development with a purposeful influence from Learning Forward.

Learning Forward, a national association recognized as leaders in professional learning, has established standards for professional learning that set a high bar for quality learning experiences.

This session aligns to the following standard(s):

- Resources - Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.
- Learning Designs - Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.
- Implementation - Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long term change.
Agenda

• Class Discussion

• Harry Wong

• STOIC

• Specific Behaviors and Intervention Strategies

• Resources
Objectives

• Have an open discussion about our current reality

• Strategies and tools that can be implemented to decrease disruptive classroom behaviors

• What works, what doesn’t work, and why?
Quickwrite and Share

Classroom management is like... because...
To Infinity and Beyond

What specific questions do you have in regards to your classroom management and behavior issues?
The WHY...
How does effective classroom management impact student learning?

<table>
<thead>
<tr>
<th>Issue</th>
<th>Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Credibility</td>
<td>.90</td>
</tr>
<tr>
<td>Teacher/Student Relationships</td>
<td>.72</td>
</tr>
<tr>
<td>Classroom Behavior</td>
<td>.68</td>
</tr>
<tr>
<td>Classroom Management</td>
<td>.52</td>
</tr>
<tr>
<td>Teacher Expectations</td>
<td>.43</td>
</tr>
<tr>
<td>Reducing Anxiety</td>
<td>.40</td>
</tr>
<tr>
<td>Decreasing Disruptive Behavior</td>
<td>.34</td>
</tr>
<tr>
<td>Class Size</td>
<td>.21</td>
</tr>
</tbody>
</table>

Visible Learning for Teachers, Maximizing Impact on Learning, 2012: John Hattie
Pre-Intervention
“Student achievement at the end of the year is directly related to the degree to which the teacher establishes good control of the classroom procedures in the very first week of the school year”. (P. 4 )
Teaching Procedures

1. Explain: state, explain, model, and demonstrate the procedure.

2. Rehearse: rehearse and practice the procedure under your supervision.

3. Reinforce: reteach, rehearse, practice, and reinforce classroom procedures until it becomes a student habit or routine.

How to be an Effective Teacher: The First days of School, Harry Wong
Procedures to Practice…

• Entering the classroom
• End of period dismissal
• Participating in class discussion
• When you need a pencil
• When a student is absent
• Working cooperatively
S.T.O.I.C.

- Structure
- Teach
- Observe
- Interact
- Correct
Structure

• Can you get to all areas of the room quickly and efficiently?
• Can students access the areas and the materials they need quickly and efficiently?
• Is the class period scheduled to include consistency, variety and opportunity for movement?
• Have classroom expectations been defined for instructional activities?
• Have clear expectations for transitions between activities been defined?
Teach

Teach students how to behave responsibly in the classroom.

• Have you created lessons on expectations and explicitly taught them for classroom activities and transitions?

• Have you created lessons and explicitly taught expectations for classroom routines and policies?

• Do you provide teaching and re-teaching as needed?
Observe

Observe student behavior. (Supervise)

- Do you circulate and scan as a means of observing and monitoring student behavior?
- Do you model friendly, respectful behavior while monitoring the classroom?
- Do you periodically collect data to make judgements about what is going well and what needs to be improved in your classroom management plan?
Interact

Interact positively with students.

• Do you interact with every student in a welcoming manner? Using the student’s name? At every opportunity?

• Do you provide age-appropriate, non-embarrassing feedback?

• Do you strive to interact more frequently with every student when he/she is engaged in positive behavior than when he/she is engaged in negative behavior?
Correct Calmly
Correct irresponsible behavior fluently, that is in a manner that does not interrupt the flow of instruction.

• Do you correct consistently?
• Do you correct calmly?
• Do you correct immediately?
• Do you correct briefly?
• Do you correct respectfully?

• Do you have a menu of in-class consequences that can be applied to a variety of infractions?
• Do you have a plan of how to respond to different types of misbehavior fluently?
Building Positive Relationships

- Implement a daily classroom meeting
- Get to know students on a personal level
- Allow students to be involved in setting rules and expectations in the classroom
Intervention

STOIC by Dr. Randy Sprick
Safe and Civil Schools
Positive Behavior Intervention Supports (P.B.I.S.)

- Common expectations across grade level and school level
- Rewarding positive behavior
- Rewards and consequences are individually based
Student Contract

• What is the student willing to work for?
• Positive Reinforcement
• Equitable Consequences
• Individualized
• Behavior Replacement
Welcome to PBIS World! Click on a Behavior to Start:

<table>
<thead>
<tr>
<th>Tier</th>
<th>Anxiety</th>
<th>Confrontational/Defensive</th>
<th>Defiant</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Disrespectful</td>
<td>Disruptive</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hyperactivity</td>
<td>Impulsive</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lack of Responsibility</td>
<td>Lack of Social Skills</td>
</tr>
</tbody>
</table>

Confrontational/Defensive

The student may:
- Lash out verbally at others
- Withdraw (emotionally or physically)
- Challenge the authority of the adult
- Refuse to comply with adult requests
- Refuse to follow classroom routines
- Project blame onto others
- Denies the obvious
- Unable to admit a mistake
- Poor judgment
- Touchy and overly sensitive
- Impulsively reactive
- Minimize others and issues
- Have a strong sense of injustice and being wronged
- Easily provoked, irritate, and upset

Tier 1 Interventions for Confrontational/Defensive

Before you start, a few important points:
- To facilitate interventions:
  - Each intervention should be tried for a minimum of 4 weeks.
  - More than 1 intervention may be implemented at the same time.
  - Collect and track specific data on each intervention tried & its effect.
  - If your data indicates no progress after a minimum of 6 months, you may consider moving to tier 2 interventions.

Interventions:
- Avoid power struggles
- Card Flip
- Explain assignment
- Give choices
- Ignore
- Logical consequence
- Restriction
- Speak with student in hallway
- Take a break
- Teach conflict resolution skills
- Teach coping skills
- Teach relationship skills
- Teach relaxation techniques
- Teach social skills
- Use calm neutral tone

Office of School Support
what's in your TOOLBOX?
Strategies That Work…

- Engaging lessons
- Students know the WHY
- Daily classroom meetings
- One classroom expectation
- Building relationships with students
- Student contracts
- PBIS
- Building relationships with parents
- Greeting at the door
- The bell does not dismiss
Contact Information

Oklahoma State Department of Education

Office of School Support
405-522-0140