

Preventing Discipline Problems in the Classroom

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1. Design rules that communicate your most important expectations.
(CHAMPSC3T2, DSCC5T1)

- Plan to post this information in a prominent place.
- If you wish to work these out with the students, predetermine whether there are any rules that you need to establish in order to effectively teach.
- Rules should be specific, observable, and (for the most part) stated positively.
- Avoid having more than five rules.

SAMPLE RULES:

1. Follow directions immediately.
2. Work during all work times.
3. Keep hands, feet, and objects to yourself.
4. Arrive on time with all materials (pencil, notebook, textbook, paper).

NOTES



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2. Develop and post Guidelines for Success.

(CHAMPSCIT4,DSCCIT5)

- Design the Guidelines to be hierarchical, with the first describing the most important trait you want all students to learn to exhibit.

SAMPLE GUIDELINES FOR SUCCESS:

Be responsible.
Always try.
Do your best.
Cooperate.
Treat everyone with respect,
including yourself.

- Use the Guidelines as the basis for positive feedback, corrections, classwide discussions, monthly themes, assignments, celebrations of progress, guest speakers, and so on.

3. Develop an Attention Signal.

(CHAMPSC2T3,DSCC3T3)

- The most effective signals can be used in any location.
- Decide on a reasonable length of time between giving the signal and gaining all students' attention.

4. Prepare lessons on your behavioral expectations for each major activity.

(CHAMPSC4T1&3,DSCC4)

Identify critical content for activities such as teacher-directed instruction, independent seatwork, and cooperative groups.

Be sure to clarify:

Conversation

Help

Activity

Movement

Participation

= **S**uccess

High school teachers: Develop a behavior syllabus. See Exhibit 7.1 on pp. 10–11 of this handout. (DSC C7T1)

NOTES



CHAMPS CLASSROOM ACTIVITY WORKSHEET

Activity _____

Conversation

Can students engage in conversations with each other during this activity?
 If yes, about what? With whom?
 How many students can be involved in a single conversation?
 How long can the conversation last?

Voice Level:

Help

How do students get questions answered? How do students get your attention?
 If students have to wait for help, what should they do while they wait?

Activity

What is the expected end product of this activity? (Note: This may vary from day to day.)

Movement

Can students get out of their seats during the activity?
 If yes, acceptable reasons include: pencil sharpener
 drink
 other:

restroom
 hand in/pick up materials

Do they need permission from you?

Participation

What behaviors show that students are participating fully and responsibly?

What behaviors show that a student is not participating?

Success!

CHAMPS CLASSROOM ACTIVITY WORKSHEET

Activity _____

Conversation

Can students engage in conversations with each other during this activity? Voice Level:
If yes, about what? With whom?
How many students can be involved in a single conversation?
How long can the conversation last?

Help

How do students get questions answered? How do students get your attention?
If students have to wait for help, what should they do while they wait?

Activity

What is the expected end product of this activity? (Note: This may vary from day to day.)

Movement

Can students get out of their seats during the activity?
If yes, acceptable reasons include: pencil sharpener restroom
drink hand in/pick up materials
other:
Do they need permission from you?

Participation

What behaviors show that students are participating fully and responsibly?

What behaviors show that a student is not participating?

Success!

5. Prepare lessons on your behavioral expectations for each major transition. Include time criteria.
(CHAMPSC4T2&3,DSCC4)

Transitions include:

- Arriving at the classroom
- Beginning class/routines
- Getting out necessary materials
- Changes in location
- Putting things away
- Cleaning up
- Leaving the classroom
- Schoolwide settings
- (halls, cafeteria, playground, bus waiting areas, assemblies, and so on)

6. Analyze the physical setting.
(CHAMPS C2T2, DSC C3T3)

Ensure easy access from any part of the room to any other part of the room. CIRCULATE!

7. Establish routines and policies that create a calm, orderly, efficient classroom climate.
- Beginning routines (CHAMPSC2T4,DSCC3T4)
 - Procedures for assigning work (CHAMPSC2T5,DSCC3T5)
 - Procedures for collecting work (CHAMPSC2T5,SCCIT5)
 - Homework routines (CHAMPSC2T5,DSCCIT5)
 - Ending routines (CHAMPSC2T4,DSCC3T4)

NOTES

25 horizontal lines for writing.

8. Provide frequent noncontingent attention to help create a friendly and welcoming classroom climate. (CHAMPSC7T1,DSCC6T3)
- Greeting students at the beginning of class
 - Showing an interest in student work
9. Develop consequences for common rule infractions. (CHAMPSC3T4,DSCC5&C9)
- Establish consequences that fit the nature of the problem, but are as mild as possible.
 - Prediscuss consequences with students.
 - Implement the consequence calmly and consistently

POSSIBLE CLASSROOM CONSEQUENCES INCLUDE:

Gentle verbal reprimand
Keep a record of the behavior (see Behavior Record Form, p. 11)
Behavior improvement form
Parental contacts
Restitution
Time owed
Timeout — Four possible levels include:
Removal from small group instruction
Isolation area in class
Sent to another class
Sent to the office
Reduction of points earned (behavior incorporated into grading)
Lunch/after-school detention
Student is required to devise a plan for own behavior
Restriction from privileges

10. Develop a plan for providing frequent positive feedback for following rules, striving toward the Guidelines for Success, and meeting expectations. (CHAMPSC7T2&T4,DSCC6T4&T5)

Feedback should be:

- Specific and descriptive
- Contingent
- Following a behavior or skill that is new
- Following a behavior or skill that is difficult
- Following anything the individual is proud of
- Age appropriate
- Given in a manner that fits your style

NOTES



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Things To Do!

- 1 Identify a misbehavior or trait exhibited by several (many?) students. _____
- 2 On the chart below, fill out each section after it has been discussed in the workshop.

| Things to do: | Already completed | Priority: A—Within two weeks B—If there is time C—Low priority For items labeled A & B, make notes on implementation. | Finished |
|--|--------------------------|--|-----------------|
| 1. Design rules that communicate your most important expectations. Be sure to address Item 1 above. | | | |
| 2. Develop and post Guidelines for Success. Address Item 1 above. | | | |
| 3. Develop an Attention Signal. | | | |
| 4. Prepare lessons on your behavioral expectations for each major activity. Address Item 1 above. | | | |
| 5. Prepare lessons on your behavioral expectations for each major transition. Include time criteria. | | | |
| 6. Analyze the physical setting. Modify the setting if necessary and possible. | | | |
| 7. Design routines or policies that create a calm orderly climate. Beginning routines | | | |
| Procedures for assigning work | | | |
| Procedures for correcting work | | | |
| Homework routines | | | |
| Ending routines | | | |
| 8. Provide frequent noncontingent attention to help create a friendly and welcoming classroom climate. | | | |
| 9. Develop consequences for common rule infractions. Address Item 1 above. | | | |
| 10. Develop a plan for providing frequent positive feedback for following rules, striving toward the Guidelines for Success, and for meeting expectations. Monitor interactions with students. | | | |

Exhibit 7.1 • Syllabus Template

Teacher: _____

Classroom Goals:

Write your classroom goals in the form of what students will be able to successfully do at the end of the year or semester. *You can find more information on this topic in Chapter 1, Task 5.*

Guidelines for Success:

Write your list of attitudes and traits that you feel will ensure your students' success. *You can find more information on this topic in Chapter 1, Task 5.*

Classroom Rules:

Outline the important student behaviors that will ensure your class runs efficiently. *You can find more information on this topic in Chapter 5, Task 1.*

Activities:

Outline the activities that students will be engaging in during a typical week. *You can find more information on this topic in Chapter 4, Task 1.*

Grades:

Grading scale: Outline the percentage cutoffs for A's, B's, and so on.

Relative value: Outline the relative weight of homework, quizzes, tests, papers, behavior/effort on the final grade.

You can find out more information on this topic in Chapter 2, Tasks 2-4.

CLASSROOM PROCEDURES

Entering the classroom:

Outline exactly what students should do from the time they enter the room until the bell rings for class to begin. *You can find more information on this topic in Chapter 3, Task 4.*

Tardy to class:

Identify your definition of on time and tardy, and identify the consequences for being tardy. *You can find more information on this topic in Chapter 3, Task 4.*

Paper/Pencil:

Identify what students should have to write with. In addition, specify what a student should do if they do not have this and what, if anything, you implement as a consequence. *You can find more information on this topic in Chapter 3, Task 4.*

How to find out what the daily assignments are:

Identify how you will assign work and how students will know what they are to do each day. Also define how they should keep track of what they need to do for homework and long-range assignments. *You can find more information on this topic in Chapter 3, Task 5.*

Turning in assignments:

Identify where and how students turn in class work and homework. Specify if students are to check off completed work they have turned in. *You can find more information on this topic in Chapter 3, Task 5.*

Returning assignments to students:

Detail your policies on how you will return completed work to your students. *You can find more information on this topic in Chapter 3, Task 5.*

Finding out grade status:

Review your grading system and explain whether you will give students a weekly grade report or if you expect them to track their grades themselves. Also identify when and how a student can approach you to discuss their current status in the class. *You can find more information on this topic in Chapter 2, Task 4.*

Student responsibilities after an absence:

Outline what students will need to do when returning after an absence.

- How to find out what they missed
- How long they have to make up their assignments
- What to do if they miss a test

You can find more information on this topic in Chapter 3, Task 5.

Late, missing, or incomplete assignments:

Outline the maximum number of late assignments you will accept, along with penalties and time limits for late work. *You can find more information on this topic in Chapter 3, Task 5.*

Communication procedures with parents/families:

Identify if you will have any regular communication with families that you initiate. Provide information on when, where, and how family members can get in touch with you.

Ending class:

Specify how you will end class, any responsibilities your students may have, and how you will dismiss the students. *You can find more information on this topic in Chapter 3, Task 4.*

Consequences for Classroom Rule Violations:

List the range of corrective consequences that you may assign if rules are violated. *You can find more information on this topic in Chapter 5, Task 3.*

Consequences for Code of Conduct Violations:

Inform students that you must follow through with disciplinary referrals for violations of school-wide rules including dress code, unexcused absences, threats and so forth. Make sure to get this information from your principal or assistant principal.

From Discipline in the Secondary Classroom: A Positive Approach to Behavior Management (2nd ed.), Sprick, R.S., 2006.

WEEKLY MISBEHAVIOR RECORDING SHEET

Date _____ Reminders _____

| Name | Fri. | Mon. | Tue. | Wed. | Thu. | Total |
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Codes: