# Classroom Management Techniques to Improve Behavior

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# Introduction

### Basic Beliefs

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A. Behavior can be changed!
B. Many teachers depend too much on punitive consequences.
C. A more comprehensive approach is summarized by the acronym STOIC:
Structure for success.
Teach expectations (like a great basketball coach).
Observe—circulate and scan.
Interact positively with students.
Correct misbehavior fluently.
D. STOIC can be defined as "someone respected and admired for patience and

endurance in the face of adversity."

# Getting Started

Start a list or wish to focus		your class. S	Secondary t	eachers might

Review your list and identify the top two or three concerns. Developing a plan to address these concerns is the objective of this session.

Five strategies will be presented that may be useful in your plan to address the problems you identified a moment ago.
☐ Clarify and re-teach expectations (like a great basketball coach).
☐ Effectively use your classroom rules and expectations for success.
☐ Implement corrective consequences calmly and consistently.
☐ Use positive feedback and your attention strategically (ratios of interactions).
☐ Design a comprehensive behavior syllabus.

### STRATEGY 1 —

Clarify and re-teach expectations (like a great basketball coach).

- A. Identify regularly scheduled classroom activities and major transitions. Examples include:
  - Entering the classroom and opening routines
  - Teacher-directed instruction
  - Independent seat work
  - Transition into groups
  - Cooperative groups
  - Tests
  - End of class wrap-up and exit

•	Other:			

B. Be sure to clarify (for each major activity and transition):

**C**onversation

Help

Activity

Movement

Participation



- C. Use the worksheet on the following page to prepare a lesson for teaching and reviewing expectations for a major instructional activity.
- D. Plan to **teach** expectations for at least the first week of school, immediately before and after vacations, and any time quite a few students are chronically exhibiting irresponsible behavior.

**ACTION:** Re-teach any set of expectations each day until that activity or transition goes perfectly for at least three consecutive days.

C H A M P S



### CHAMPS CLASSROOM ACTIVITY WORKSHEET

**Activity** 



Can students engage in conversations with each other during this activity? If yes, about what?

With whom?

Voice Level:

How many students can be involved in a single conversation?

How long can the conversation last?



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?



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



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?



What behaviors show that students are participating fully and responsibly?

What behaviors show that a student is not participating?



### CHAMPS TRANSITION WORKSHEET

### Transition



Can students engage in conversations with each other during this transition? If yes, clarify how (so that they keep their attention on completing the transition).

Voice Level:



How do students get questions answered? How do students get your attention?



Explain the transition. What will be different afterwards? (e.g., change in location, use of different materials, etc.). Include time criteria (how long it should take).

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If the transition itself does not involve getting out of seats, can students get out of their seat for any reason during the transition?

If yes, what are acceptable reasons?

If the transition itself involves out-of-seat movement, can a student go elsewhere (e.g., to sharpen a pencil)?



What behaviors show that students are participating in the transition fully and responsibly?

What behaviors show that a student is not participating appropriately in the transition?



### STRATEGY 2 ——

Effectively use your classroom rules and positive expectations for success.

### Posted Classroom Rules

Three to five specific expectations you will enforce

- ✓ Specific enough that you will correct infractions consistently
- ✓ Like speed limits and stop signs
- ✓ Can be unique to your classroom or your teaching team
- ✓ Teach the rules and how you will enforce the rules using corrective consequences

## Classroom Rules

- 1. Come to class every day that you are not seriously ill.
- 2. Keep hands, feet, and objects to yourself.
- 3. Follow directions the first time they are given.
- 4. Stay on task during all work times.

### Posted Guidelines for Success

Three to five goals or values you will inspire students to achieve

- ✓ Broad goals that take a lifetime to learn
- ✓ Like "drive safely" and "drive defensively"
- ✓ Can be schoolwide
- ✓ Use the Guidelines as the basis for positive feedback, corrective feedback, class discussions, integrate with lessons, and so on
- ✓ Refer to these over and over— PREACH!

# Guidelines for Success

- X Be responsible.
- X Always try.
- X Do your best.
- X Cooperate with others.
- X Treat everyone with respect (including yourself).

**ACTION:** Analyze how each of the major misbehaviors will be corrected. If it is a rule violation, enforce consistent corrective consequences (the next topic). If it is not a rule violation, correct it using one of your Guidelines for Success—inspire.

### STRATEGY 3 ——

Implement corrective consequences for rule violations calmly and consistently.

- Establish consequences that fit the nature of the problem but are as mild as possible.
- Discuss consequences in advance with students.
- Implement the consequence calmly and consistently.

### **Sample Menu of Classroom Corrections**

- Give a gentle verbal reprimand.
- Use a proximity correction.
- Keep a record of the behavior.
- Use planned ignoring.
- Reduce points (if using a point system).
- Implement a response cost lottery.
- Assign time owed from recess or after class.
- Assign time owed after school.
- Assign a timeout at the student's desk.
- Assign a timeout at another location in the classroom.
- Assign an interclass timeout.
- Issue a demerit (3 demerits = afterschool detention).
- Have student fill out a Behavior Improvement Form.
- Require restitution by the student.
- Referral.

**ACTION:** Evaluate whether you have a plan for responding consistently to all misbehavior that is on your list from page 1.

# **Behavior Counting Form**

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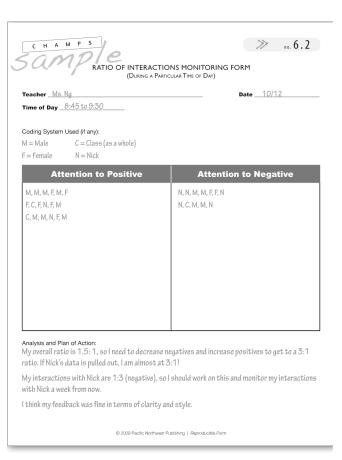
From Interventions: Evidence-Based Behavioral Strategies for Individual Students ( $2^{nd}$  ed.). Copyright © 2008 Randall S. Sprick and Mickey Garrison. All rights reserved.

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### STRATEGY 4 ——

Use positive feedback and your attention strategically to improve student behavior (Ratios of Interactions).

- Recognize that some students are starved for attention.
- Be aware of Ratios of Interactions. Strive for at least a 3-to-1 ratio of attention to positive behavior versus attention to negative behavior.
- Four types of attention to positive behavior:
  - Noncontingent attention (e.g., greetings)
  - Positive feedback verbal and written
  - Intermittent rewards
  - Systems-level rewards (Strategy 5)
- Positive feedback should be specific, descriptive, contingent, and nonembarrassing.



**Reproducible 6.2** Ratio of Interactions Monitoring Form (During a Particular Time of Day)

### **ACTION:**

- a. For each misbehavior on page 1, identify a behavior or attitude that is the "positive opposite" of that misbehavior.
- b. Make a recording of your interactions during the thirty minutes of your school day when you are the most negative.
- c. Count and analyze your interactions and make a plan to be consistently more positive during that time period.

### RATIO OF INTERACTIONS MONITORING FORM

(DURING A PARTICULAR TIME OF DAY)

Teacher	Date
Time of Day	
Coding System Used (if any):	
Attention to Positive	Attention to Negative

Analysis and Plan of Action:

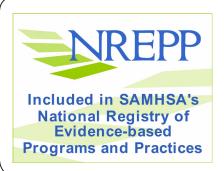
# Strategy 5 — Design a comprehensive behavior syllabus.

	Exhibit 7.1	
Teacher:	Syllabus Template	
Classroom Goals		
Guidelines for Success		
Classroom Rules		
Activities		
Grades Grading scale: Relative value:		

Classroom Procedures Entering the classroom
Tardy to class
Paper or pencil
How to find out what the daily assignments are
Turning in assignments
Returning assignments to students
Finding out grade status
Student responsibilities after an absence

# Syllabus Template (continued) Late, missing, or incomplete assignments Communication procedures with parents and families Ending class Consequences for Classroom Rule Violations Consequences for Code of Conduct Violations

### **References and Resources**



Materials in the Safe & Civil Schools Library are now listed on SAMHSA's National Registry of Evidence-based Programs and Practices. To view details on the Safe & Civil Schools Positive Behavior Interventions and Supports Model, visit:

www.nrepp.samhsa.gov/ViewIntervention.aspx?id=242

### **Books**

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- Sprick, R. S., & Garrison, M. (2000). *ParaPro: Supporting the instructional process*. Eugene, OR: Pacific Northwest Publishing.

### Multimedia

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The Council of Administrators of Special Education (CASE) has endorsed three *Safe & Civil Schools* resources:

- Foundations
- CHAMPS
- Interventions

For more information, visit: www.casecec.org