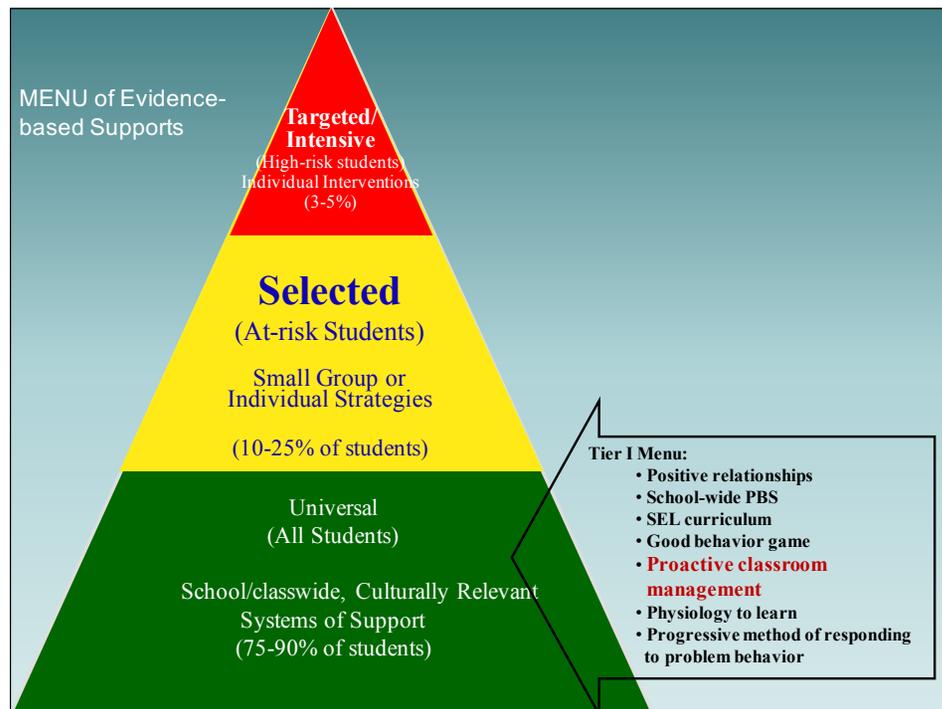


Proactive Classroom Management 17+1

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Danielson Framework +Hawaii Focus Areas

Domain 2: The Classroom Environment

- 2a. Creating an environment of respect and rapport
- +2b. Establishing a Culture for Learning
- 2c. Managing Classroom Procedures
- +2d. Managing Student Behavior
- 2e. Organizing physical space

Danielson Framework +Hawaii Focus Areas

Domain 3: Instruction

- 3a. Communicating with students
- +3b. Using questioning and discussion techniques
- +3c. Engaging students in learning
- +3d. Using assessment in instruction
- 3e. Demonstrating flexibility and responsiveness

Proactive Classroom Management:

A host of proactive strategies that teachers can implement to prevent the occurrence of problem behaviors and create a classroom environment that is conducive to learning

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The 2 Most Important Variables for Learning

- 1. Time devoted to instruction (TDI)**
 - How much actual time throughout the day is devoted to learning activities?
 - Direct instruction, small group activities, independent seatwork
- 2. Academic engaged time (AET)**
 - The extent to which students are engaged or paying attention to the instruction
 - Learning does not occur if the student is not paying attention (NO DUH!)

The Numbers: Increasing TDI or AET

- 5 hours of possible instruction per day (300 minutes)
- Engage in efforts to increase TDI and/or AET
 - Increase by:
 - 5 minutes per day = +25 minutes per week; +15.8 hours for year
 - 10 minutes per day = +50 minutes per week; +30.6 hours for year
 - 15 minutes per day = +75 minutes per week; +46.4 hours for year
 - 30 minutes per day = +150 minutes per week; +92.8 hours for year

17 Proactive Classroom Management Strategies

Relationship Strategies

- 5 to 1 ratio of positive to negative interactions (Magic ratio)
- Smiling and being nice
- Positive greetings at the door to precorrect and establish a positive climate
- Communicating competently w/ students
- Wise Feedback
- Intermittent non-contingent reinforcement (individuals or whole-group)

Procedural Strategies

- Organizing a productive classroom
- Precorrection
- Teach, model, and reinforce social-emotional skills
- Transitions are managed well
- Independent seatwork is managed and used when needed
- Teacher proximity and mobility
- Class-wide motivation system
- Goal setting, problem solving and performance feedback
- Visual schedule of classroom activities
- Effective cueing systems to release and regain attention
- Providing numerous opportunities to respond (OTR)

PCM Relationship #1: 5-to-1 Ratio

- Positive interactions consist of words, gestures (thumbs up), or physical contact (pat on the shoulder, high five) that have a positive quality to them and are delivered contingent on desirable behavior
 - Helps students learn expected behaviors and teachers build stronger relationships with students
- Reprimands or corrective statements work better in the context of a positive, reinforcing environment
- Keep in mind the most effective praise is specific, contingent and emphasizes effort, behavior and/or process

PCM Relationship #2: Smiling and Being Nice

- Smiling and being nice (Mirror Neurons!)
 - Neurons that fire when another person acts; thus, the neuron "mirrors" the behavior of the other
- IMPLICATIONS:
 - Students learn via modeling from educators and peers
 - Students will treat us how we treat them (if we're mean-they're mean; if we're nice-they're nice)

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Mirror Neurons – *The Power of Smiling*

- Randomized trial looking at performance under smiling versus no smiling conditions:
 - Those in the smile group perceived the world in a better light: To them,
 - boring material was more interesting,
 - neutral images looked more positive,
 - even bland drinks seemed tastier
- PLUS, people who smile more live an average of 7 years longer than those who smile less



PCM Relationship #3: Positive Greetings at the Door

- Establishes h a positive classroom atmosphere and precorrects problem behavior
 - Positive verbal or non-verbal interactions with students as they walk into the room: use smiles, physical touch (as appropriate) and use the student' s name in the greeting
 - Precorrect individual student or all students
 - Remind them of when class will start the task
 - Reference successes that occurred the prior day
 - Show enthusiasm that they are there to be taught!

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PCM Relationship #4: Communicating Competently

- Delivering effective praise:
 - Contingency
 - Specificity
 - Sincerity
 - Process, effort, use of a strategy
- Delivering effective reprimands or corrective statements
 - Empathy statement
 - Don't get caught up in content
 - Non-threatening, soft voice
 - Proximity

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PCM Relationship #5: Wise Feedback

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- Providing feedback to students by voicing high expectations to the student and belief in the students' ability to meet those expectations
- Example:
 - "The reason why I'm giving you this feedback is because I have high expectations for my students and I know you're just the type of student who is capable of meeting them. I believe in you.."



Question

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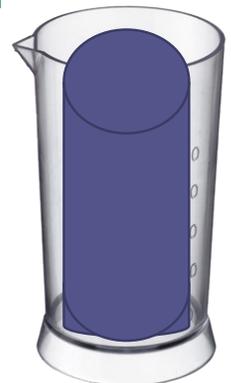
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PCM Relationship #6: Intermittent Non contingent Reinforcement

- Providing a student the opportunity to get what they want before the use problem behavior to get attention or escape/avoid academic work
 - Allow the student(s) to get attention in the absence of problem behavior
 - Allow the student(s) to take a break at a time when the student is not engaging in problem behavior

Good, useful examples of NCR

- Giving noncontingent attention to students
 - Lots of students' disruptive behaviors occur to get attention from others
 - These behaviors can be diminished by proactively providing opportunities to receive attention



Good, useful examples of NCR

- Giving noncontingent escape from academic tasks or work to students
 - Some problem behaviors to escape from doing boring or difficult academic work
 - These behaviors can be prevented by allowing escape/break opportunities



PCM Procedures #1: Organizing a Productive Classroom

- Ingredients to a well organized classroom
 - All students can see instruction without having to strain or engage in effort (*limit response effort*)
 - Limit visual and auditory distractions in the room
 - Problem students are not seated next to one another
 - Flow in, out, and about the room with minimal disruption
 - Optimal setting arrangement to enable whole group, small group and individual instruction
- Seating rows with paired desks instead of tables
 - Reduces disruptive behavior (Whedall et al., 1981)
 - Increases academic productivity (Bennett & Blundell, 1983)

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PCM Procedures #2: Precorrection

- Focus on the “not yet”
- Use interspersed practice not massed practice
 - 4 easy, 2 harder, 3 easier, 1 harder, 3 easy, 2 harder, etc.
- Use procedural prompt cards
- Review procedure for the task and how to signal need for help
- Focus on process and trying new things

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PCM Procedures #3: Teach, model, cue, and reinforce behavioral expectations

- **Establish** 3 to 5 behavioral expectations (safe, respect, responsible)
 - Teachable
 - Positively stated (Dos not Don'ts)
 - Memorable
- **Teach and model** expectations on an ongoing basis
- **Cue** students visually to prompt and activate behavior
- **Reinforce** students when they exhibit behavioral expectations

PCM Procedures #4: Transitions are Managed Well

- Expectations for **transitions** are taught and managed
 - Establish how long the transition will take
 - Establish the components of transition, e.g., paper goes in this section, homework assignment is written in this section, etc.
 - Give signals:
 - Prepare to transition
 - Now take action to succeed at transition
 - Signal completion of transition
 - Periodic reinforcement for success, challenge improvement with a payoff that can be earned, debrief what is going well and what can be improved as a group, or privately if an individual needs transition assistance

PCM Procedures #5: Independent Seatwork

- Independent seatwork is managed and used when needed
 - Independent seatwork is associated with lower rates of engagement and student achievement than teacher-led activities
 - Clear expectations
 - Have backup assignment/activity for those who finish early
 - Peer-assisted assignment correcting

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PCM Procedures #6: Teacher Proximity and Mobility

- Teacher movement throughout the classroom increases academic engagement
- Prevents up to 40 to 50% of problem behavior
- Proximity to students is an effective and simple corrective procedure for problem behavior
 - “Teach like the floor is on fire”

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PCM Procedures #7: Class-wide Motivation System

- All students working together to obtain a common reinforcing experience
 - Allows students to receive payoff for maintaining on-task behavior
 - Enables students to work together to achieve
 - Adds an additional layer of motivation
 - All for one
 - One for ALL
 - To each his/her own
 - Mystery

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PCM Procedures #8: Effective Goal Setting

- Goal setting, planning strategies to overcome barriers and performance feedback
 - Establish a reasonably ambitious behavioral goal for each student
 - Deliver periodic feedback to the students based on their progress toward goal attainment
 - Reward the individual students and/or entire class for meeting preset goal

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PCM Procedures #9: Visual Schedule

- Visual schedule of classroom activities – *posted daily*
 - Students know what precisely what to expect (be specific)
 - Students know when to expect which activities
 - Students know how much time will be devoted to each activity
 - Students can better self-manage their behavior and time

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PCM Procedures #10: Effective Cueing System/Attention Signals

- Effective cueing systems to release and regain attention
 - Develop signals that release and regain attention
 - Avoid shouting or using the light switch
 - Utilize students to prompt one another to give attention back to the teacher
 - “If you can hear me raise your hand.”
 - Clap three times...snap three times
 - “When I say class, you all say” “Class”.....

PCM Procedures #11: Opportunities to Respond

- Providing numerous opportunities to respond
 - Classrooms in which teachers provide students opportunities to respond, are associated with higher student engagement
- Must pass the dead man’s test
 - If a dead man can be as successful in a classroom as a live student, then there aren’t enough opportunities for students to respond and interact with the learning content



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Provide numerous opportunities for students to respond/interact

- Choral Responding is a teaching technique in which all students respond in unison to a teacher-posed question
 - Students have more opportunities to participate and receive feedback during instruction
- Develop a cueing method to trigger choral response
 - Raise hand and students provide response when hand is lowered



Provide numerous opportunities for students to respond/interact

- Random solicitation of responses
 - Many students learn that if they don't raise their hand, they won't be called upon
 - Consists of randomly selecting students to provide answers
 - Students never know when it will be their turn to provide an answer



Provide numerous opportunities for students to respond/interact

- Cooperative learning/Peer mediated
- Think-Turn-Talk (T³)
 - Provides students with an opportunity to interact with one another around the topic.
 - Has been shown to be highly effective when taught and modeled for students



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