IMPLEMENTING EFFECTIVE STRATEGIES FOR ADDRESSING STUDENT BEHAVIORS

Darein C. Spann, Ed.D.

Starkville High School, Assistant Principal

ACTIVITY

- Pair up with someone next to you

- Create a T-chart

- Left side: write down what SHE did wrong

- Right side: write down what HE did wrong

TEACHING TIP.....WIN-WIN CONVERSATIONS

JOHN C. MAXWELL

- "Students don't care how much you know until they know how much you care."

CLASSROOM MANAGEMENT SCENARIOS

CLASSROOM MANAGEMENT STYLES

- Activity: What is your classroom management style? Take a few minutes and complete the classroom management profile.

  - Authoritarian
  - Authoritative
  - Democratic
  - Laissez-faire

TEACHER MANAGEMENT STYLES

Authoritarian

- Firm
- Controls
- Assigned seats
- Desks in straight rows
- Must be in seat before bell rings
- Rarely gives hall passes
- An absent is an absent
- Quiet; do not interrupt teacher
- Lack of effective communication skills learned due to fear
- Follow directions and do not ask why

Authoritative

- Place limits and controls student while encouraging independence
- Explains the reason behind rules and decisions
- Offers polite but firm reprimand
- Considers circumstances before discipline
- Critical debates
- Students can interrupt if relevant
- Communication is learned and practiced

TEACHER MANAGEMENT STYLES

Democratic

- Not involved in the classroom
- Few demands, if any
- Appears uninterested
- Don't want to impose on students
- Class preparation is not worth the effort
- Same material year after year
- Discipline is lacking
- Lack skills, confidence, or courage to discipline.

Laissez-faire

- Few demands or controls on students
- "Do your own thing"
- Accepts students actions and less likely to monitor behavior
- Don't want to hurt feelings
- Do not enforce rules
- Accepts interruptions
- Discipline is inconsistent

TEACHER MANAGEMENT STYLES

- Activity: What is it that students will need to be successful in each of these types of classrooms? Turn and share with someone next to you.

# WHICH CLASSROOM MANAGEMENT STYLE DOES THIS TEACHER HAVE?

CLASSROOM ARRANGEMENT STRATEGIES

- Classroom arrangement

- Establishing Rules of Conduct

- Consequences versus Punishment

- Preventing Disruptions

CLASSROOM ARRANGEMENT STRATEGIES

- "A good classroom seating arrangement is the cheapest form of classroom management. It's discipline for free." Fred Jones

- "Teacher mobility should be the aim of any classroom seating arrangement." Fred Jones

CLASSROOM ARRANGEMENT
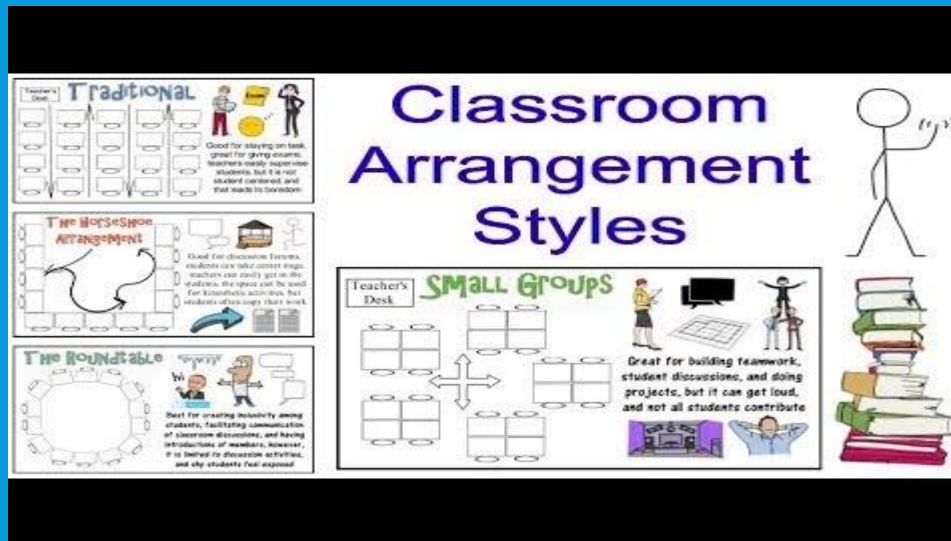
Students should be seated where their attention is directed toward the teacher

High traffic areas should be free from congestion

Students should be able to clearly see board, screens, and teacher.

Students should be seated facing the front of the room and away from the windows.

Classroom arrangements should be flexible to accommodate a variety of teaching activities.

SHARE OUT PROS AND CONS ON ANY OF THESE OR ON A SEATING ARRANGEMENT THAT WORKED OR DIDN'T WORK FOR YOU.

CLASSROOM ARRANGEMENT STRATEGIES

Establishing Rules of Conduct

- Students should actively participate in the creation of guidelines governing classroom behavior.

- Belief that students will support rules they establish.

- Rules should be minimize.

- Rules should be direct, clear, consistent, and encourage positive behavior.

- Rules should support a concept of consequences rather than punishment.

Classroom Rules of Conduct

- Examples written by children
  - No chewing gum
  - No hitting
  - No using bad language
  - No talking without raising hands

CLASSROOM ARRANGEMENT STRATEGIES

Consequences

- Research suggests that inappropriate behavior should be followed by consequences rather than punishment.

- Consequences should not be viewed as imposed but rather an appropriate outcome for behavior.

- Consequence should be logical.

Punishment

- Punitive

- Does not serve as a learning purpose but rather a get even.

- Sends wrong message.

- School is for learning.

- Major tenet is how should student learn from the behavior.

CONSEQUENCE VERSUS PUNISHMENT

- Ruby Payne suggests:
  - The intent to address discipline must clearly delineate the expected behaviors and the probable consequences of not choosing those behaviors.
  - Emphasize a choice
  - With choice comes a consequence

- Discussion: Ricco is out of his assigned seat. The teacher says, "Ricco, stand at your seat for the rest of the afternoon." Does this consequence fit the interaction, or is it merely punishment?

Discuss at your seat.

PREVENTING DISRUPTIONS

- Withitness- Communicating that you know what the students are doing and what is going on in the classroom.

- Overlapping- Attending to different events simultaneously, without being totally diverted by a disruption or other activity.

- Smoothness and momentum in lessons: Maintaining a brisk pace and giving continuous activity signals or cues.

- Group Alerting- Involving all the children in recitation tasks and keeping all students "alerted" to the task at hand.

- Stimulating seatwork-Providing seatwork activities that offer variety and challenge.

- Discussion: Do you agree or disagree?

BEHAVIOR ACCORDING TO RUBY PAYNE

What creates bad behavior?

- Inner hurt gets tapped
  - Sees self as *less than* and *separate from*

- Uses anger to protect self from further damage
  - Anger numbs the pain, gives energy, puts the other person on the defensive

- Projects the *damage* onto others and engages in destructive behavior
  - I will do anything for me, or to you, to get away from this hurt

What motivates good behavior?

- Something is said or done to tap an inner hurt
  - Realizes that this behavior or comment is not about them

- Learns to control anger
  - Either does not respond or calmly responds without anger

- Sees situation with compassion
  - Identifies appropriate boundaries, consequences, or support for this person in future interactions

ACCORDING TO RUBY PAYNE

- Who you are at your deepest emotional level is your inner self.

- Why is the inner self so important? It is the motivation for good behavior.

- The motivation for good behavior is a strong inner self.

INNER SELF

- What is a weak inner self?
  - A victim
  - Less than
  - Separate from
  - Unlovable
  - Damaged
  - helpless

- What is a strong inner self?
  - Lovable
  - Equal to
  - Belonging
  - Capable
  - Worthy
  - Compassionate to self and others

"THESE INNER SELVES BECOME THE VALUES THAT MOTIVATE OUR BEHAVIORS." RUBY PAYNE

SEVEN ENGAGEMENT FACTORS

- Health and nutrition

- Vocabulary

- Effort and energy

- Mind-set

- Cognitive capacity

- Relationships

- Stress levels

- Rank each of these in order with 1 being the highest reason that lead to student behavior.

- Give one behavior that can come from each of these.

RULES OF ENGAGEMENTS

- Upgrade your attitude
  - Use affirmations
  - Employ occasional small engagers
  - Give yourself permission to fail

- Build relationships and respect
  - Share a bit of yourself every day
  - Respect students
  - Upgrade interactive language

RULES OF ENGAGEMENTS

- Get buy-in
  - Play the older kid card
  - Offer an incentive
  - Pique students' curiosity

- Embrace clarity
  - Use fewer words
  - Say what you want from students and not what you don't want
  - Give clear, simple directions

- Show your passion
  - Stay active
  - Vary voice intentionally
  - Keep eyes focused on students
 - Focus on what you want to happen

DISCUSSION

- During an end-of-year interview about his teaching, Darein spent most of his time complaining. He said, "What with the testing and the responsibility and keeping up with the behavior reports and the data, it has gotten so much harder over the years. It's more work than it used to be, and we don't get the time to be creative." He admitted that he tried engagement strategies. He shrugged, "You just don't know the kids I have. They've got a lot going on at home."
  - How can help Darein from having behavior issues?

ENGAGE FOR A POSITIVE CLIMATE

- Raise the bar
  - Refer to the learning destination as a certainty
  - Don't have low-performing students set long-term achievement goals
  - Start setting "superb" as the goal
  - Affirm every little success early on

- Manage Mind-Body states
  - Reduce lecture time
  - Eliminate the "fight, flight, or freeze" response
  - Give students more control
  - Ask more compelling questions
  - Keep students in suspense

SAMPLE MIND-BODY STATES
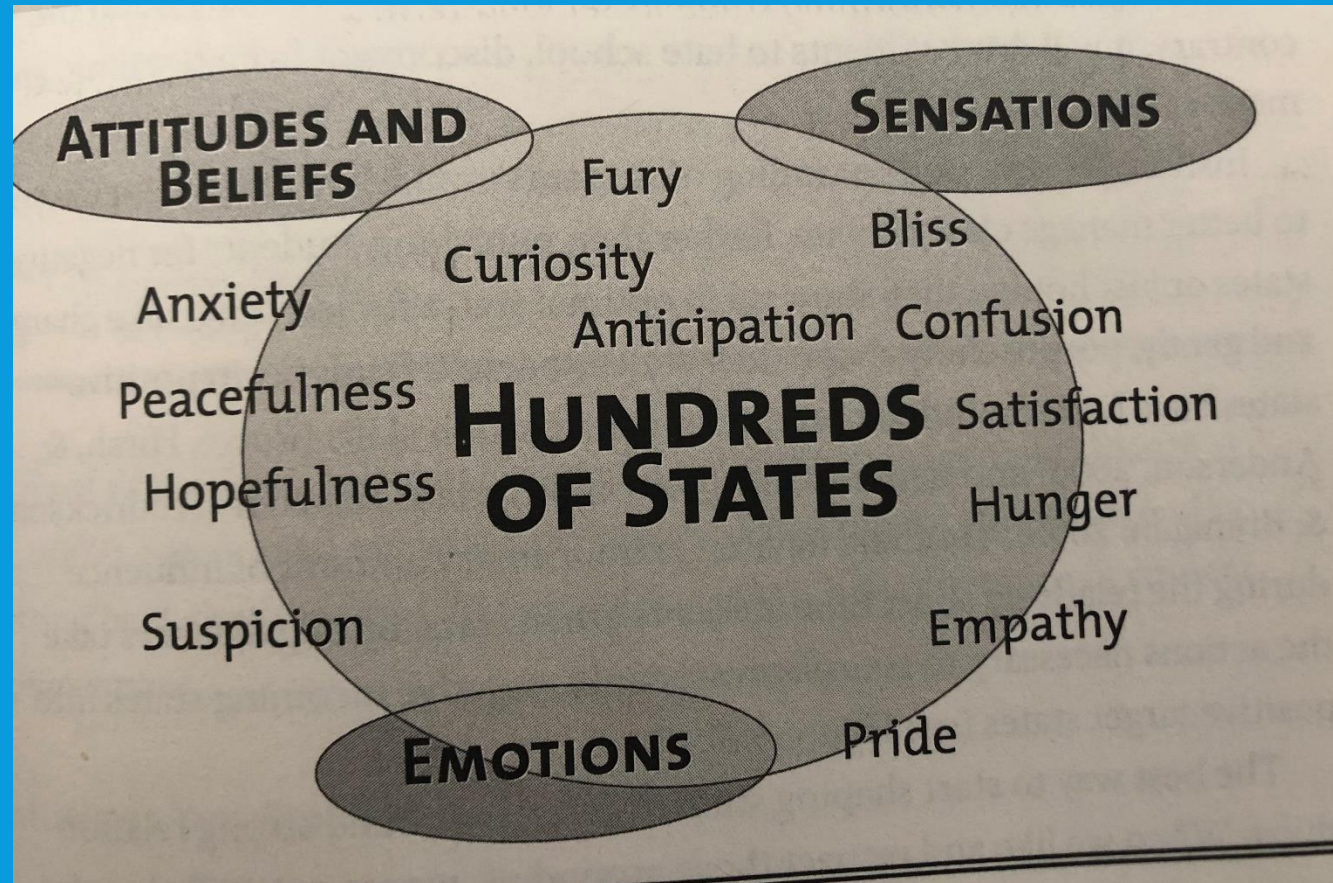
ORCHESTRATING OPTIMAL LEARNING STATES

- Incoming States
  - Boredom
  - Frustration
  - Giddiness
  - Hunger
  - Anger
  - Skepticism
  - Apathy annoyance
  - Resentment
  - Hopelessness
  - Fear
  - Sleepiness
  - mischievousness

+ Teacher Actions =

- Target States
  - Anticipation
  - Confidence
  - Curiosity
  - Suspense
  - Inquisitiveness
  - Intrigue
  - Expectancy
  - Puzzlement
  - Challenge

DISCUSSION

- What are some actions we can do as teachers to move from incoming states to target states?

ENGAGE POSITIVE CLIMATE

- Establish that "We are family"
  - Adopt the parent role in your class
  - Form cooperative groups in elementary and cooperative teams in secondary
  - Create the class glue with get to know you activities
  - Help students gain social status

- Sustain emotional positivity
  - Use emotional punctuation
  - Pump up positive classroom responses
  - Accentuate the positive
  - Use variety in your clapping celebrations
  - Encourage students

- Teach positive social and emotional responses
  - Model appropriate responses
  - Teach responses with fun activities

REMEMBER: YOU ARE MORE THAN THE WEATHER REPORTER; YOU ARE THE WEATHER CREATOR!!

ENGAGE TO BUILD COGNITIVE CAPACITY

- Build attention skills
  - Increase buy-in
  - Use prediction
  - Pause and chunk
  - Engage in fast physical activity
  - Use 'redirects'
  - Get students moving
  - Provide practice
  - Teach students study skills
  - Use high interest reading material
  - Conduct quick-writes

- Teach problem solving and critical thinking
  - Promote collaborative problem-solving
  - Create competitions

- Foster self-control
  - Calendar delays for question-answer time
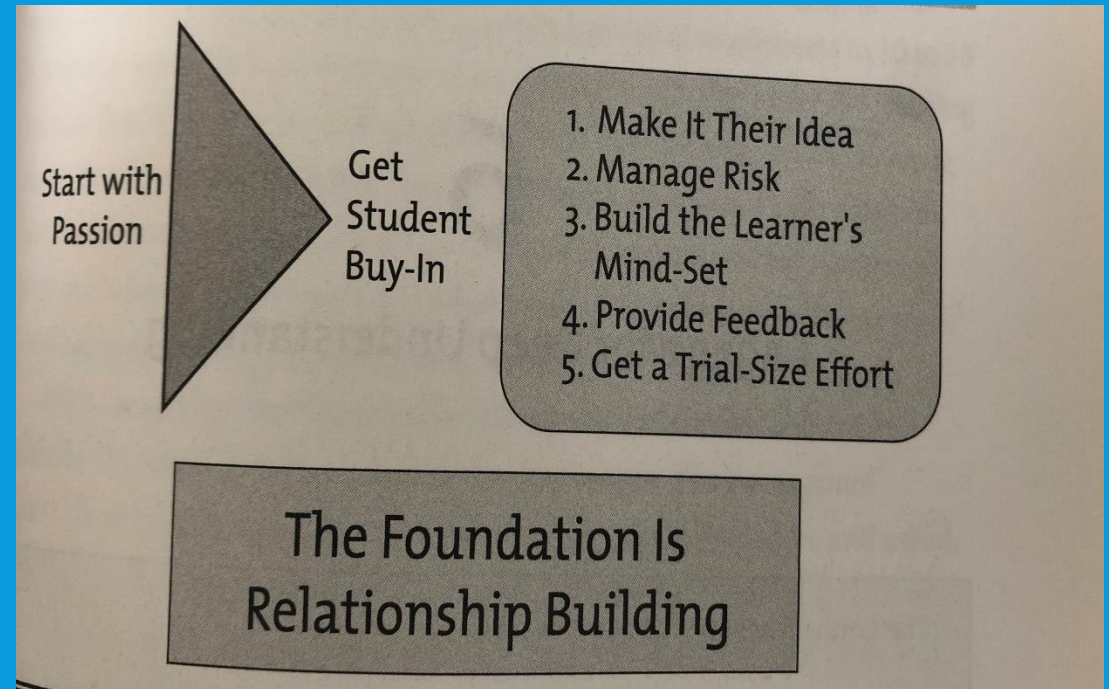 - Teach self control
  - Use reverse cues

WHAT DO YOU THINK? DISCUSS……

ENGAGE FOR MOTIVATION AND EFFORT

- Make it their idea
  - Provide content choice
  - Delegate tasks with classroom jobs
  - Have students write the rules
  - Encourage students to become mentors
  - Engage students in project learning
  - Have students to self-assess

- Manage risk
  - Safety first
  - Role-model the response you want
  - Post and implement participation rules

- Build the learner's mind-set
  - Affirm students' ability to:
    - Learn
    - Trust in you
    - Choices attitudes and effort
    - Confirm capacity

ENGAGE FOR MOTIVATION AND EFFORT

- Provide feedback
  - Use emotional punctuation
  - Be clear and constructive
- Get a trial-size effort
  - Ease students with bite sized moves
  - Encourage voluntary hand raising
  - Ask students to share opinions
  - Divide content into micro-chunks
  - Engage and empower with physical responses

Start with Passion → Get Student Buy-In

1. Make It Their Idea
2. Manage Risk
3. Build the Learner's Mind-Set
4. Provide Feedback
5. Get a Trial-Size Effort

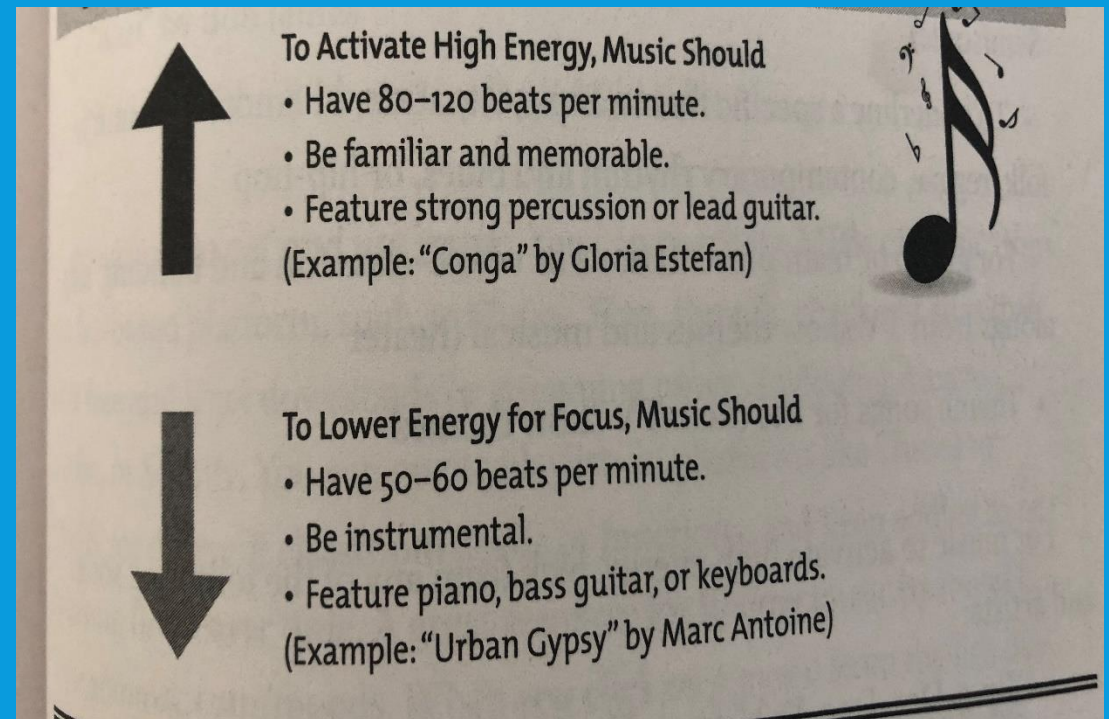The Foundation Is Relationship Building

ENGAGE FOR ENERGY AND FOCUS

- Get students moving
  - Walk the line
  - Freeze
  - High ten, low ten
  - Doctor, Doctor
  - Gallery walk
  - Follow directions
  - Follow the leader

- Energize students in their seats
  - Simon says
  - Cross laterals
  - Combine math with movement
  - Trace infinity
  - Air swimming
  - Use creative handshakes
  - Write with the body
  - Team greetings
  - Do the wave
  - Rhythms claps
  - Lower energy to increase focus

ENGAGE FOR ENERGY AND FOCUS

- Lower energy to increase focus
  - Pause and collect
  - Mobile mirror
  - Stretch
  - Balance and point
  - Write to focus
  - Foster positive self-talk
- Influence energy levels with music
  - Know how to get and use music

To Activate High Energy, Music Should
- Have 80–120 beats per minute.
- Be familiar and memorable.
- Feature strong percussion or lead guitar.
(Example: "Conga" by Gloria Estefan)

To Lower Energy for Focus, Music Should
- Have 50–60 beats per minute.
- Be instrumental.
- Feature piano, bass guitar, or keyboards.
(Example: "Urban Gypsy" by Marc Antoine)

SHARE WITH YOUR NEIGHBOR ANY THOUGHTS YOU HAVE AROUND MOTIVATION AND ENERGY.

HOW TO AUTOMATE ENGAGEMENT

- Establish rituals
  - Start a class with a ritual
  - Get the classes' attention
  - Leave on a high note
  - Celebrate milestones
  - Deal with interruptions
- Foster leadership and teamwork
  - Teach students to be leaders
  - Encourage community involvement
  - Let teams take over

- Captivate with curriculum
  - Incorporate issues that connect
  - Embed real life professionals and trades
- Integrate technology
  - Use technology to promote knowledge and skill acquisition
  - Use technology to demonstrate and share learning
  - Use technology to assess student learning

MEET THE CHALLENGE

- Get organized
  - Organize strategies
  - Prioritize
  - KISS every day(Keep It Simple, Sweetie)

- Engage with differentiation
  - Try new things
  - Remove your own pre-conceived notions about what will work with students
  - Change old strategies if they aren't engaging
  - Keep the process simple

- Know what to expect
  - Know what to expect from students
  - Know what to expect from colleagues
  - Know what to expect from yourself
  - Manage stress

- Break down the breakdowns
  - Debrief
  - Think through next steps
  - Learn and implement the difference between goal intention and implementation intention
  - Have the grit to raise the bar

I DON'T THINK THIS EVER GETS OLD....

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- Payne, Ruby. *Emotional poverty* in all demographics. Process, Inc.   2018.

CONTACT:

- dspann@starkvillesd.com

- dareinspann@me.com

- 662-324-4130

- Facebook: Darein C. Spann

- LinkedIn: Darein C. Spann

- Twitter: educatorguru

THANK YOU THANK YOU THANK YOU