

Classroom Management



“Children are like wet cement. Whatever falls on them makes an impression.”

- Hiam Ginott

Objectives

- Identify classroom management tools.
 - Routines/procedures and rules
 - Consequences
 - Reinforcement
- Identify behavior management tools.
 - Define the ABC's of behavior
 - Describe the components of the behavior cycle
 - List levels of the Stress Model
 - Illustrate the steps to Life Space Interview

Components of an Effective Classroom



CLASSROOM ROUTINES/PROCEDURES

In establishing procedures or routines, it is important to:

- Ensure that students understand the reason for the routine.
- Clarify the procedure through modeling.
- Allow students opportunities to practice the routine through rehearsal.
- Try not to overwhelm students by teaching too many routines at once.
- The process of establishing routines and procedures may take several days.
- It will probably be necessary to revisit this process as you see the need.

CLASSROOM ROUTINES/PROCEDURES

The following list may help you get started in thinking about times during the day for which you may want to establish procedures and routines:

- Beginning the day
- Entering and exiting the classroom
- Labeling papers
- Collection and distribution of papers
- Signaling for quiet and attention
- Appropriate times for moving around the room
- Emergency drills and procedures
- Going to the restroom
- Moving throughout the school
- Late arrival
- Grading and homework policies (including make-up work)
- Asking questions
- Finishing an assignment early
- Dismissal

CLASSROOM RULES

- Observable and measurable
- Reasonable and enforceable
- Positively stated
- 3-5 in school language
- Teach to students
- Reinforce when demonstrated



- Classroom Consequences

- Enforce consequences consistently to keep them effective.
- If you have successfully established routines through modeling, practice and relearning, you should have little need for consequences.
- Consequences should be kept for serious rule breaking.
- Consequences should be consistent and hierarchal.

- Classroom Reinforcement

- is a term in operant conditioning and behavior analysis for a process of strengthening a directly measurable dimension of behavior.



ABC's of Behavior



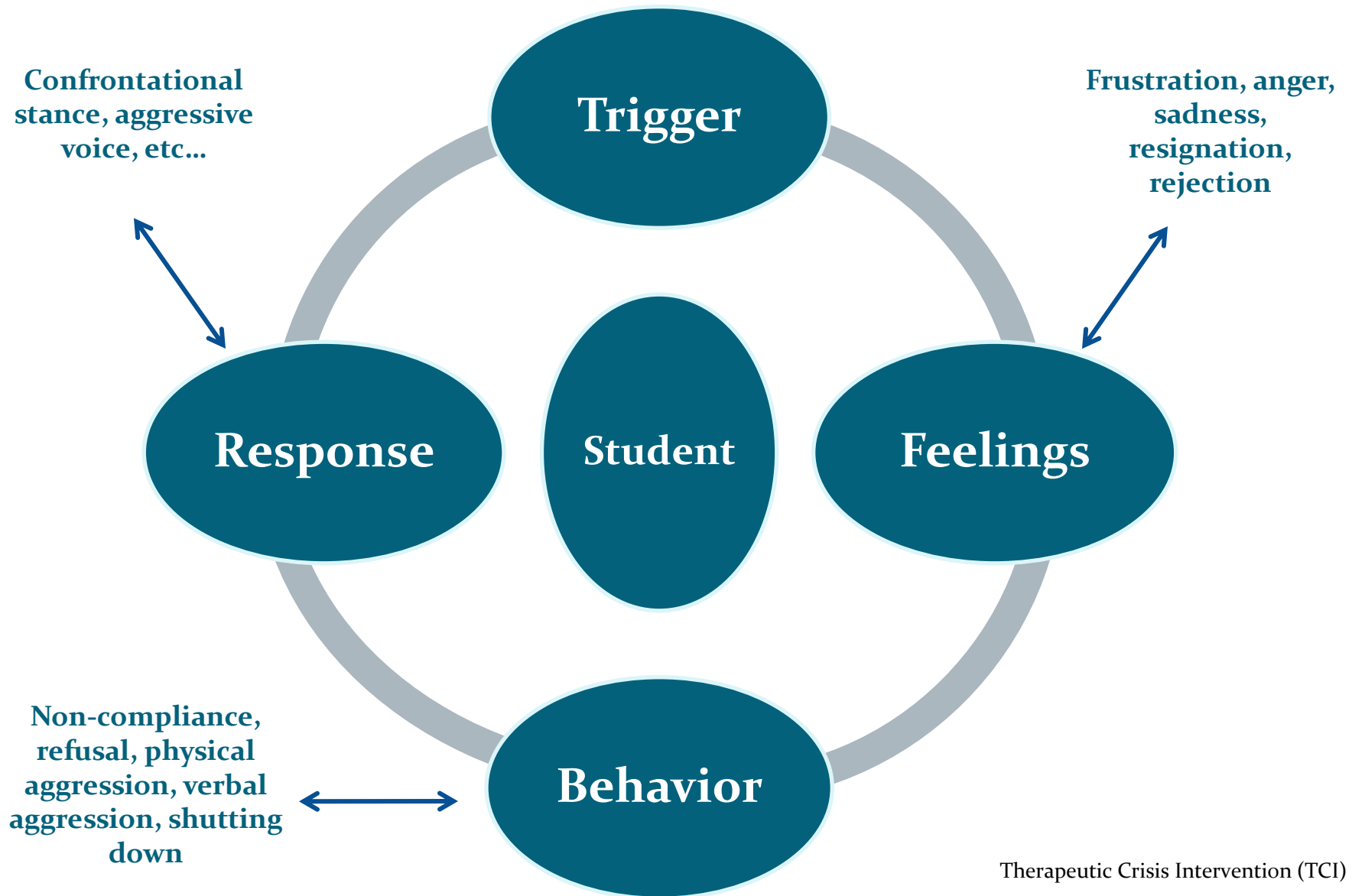
Trigger
Internal
or
External

- Time of Day
- Physical Setting
- People
- Activity
- Request to move from one activity to another (desirable to undesirable)

What is the function?
Avoid/Escape
Attention
Seeking

Reinforcement
(strengthens)
and
Punishment
(weakens)

Behavior Cycle

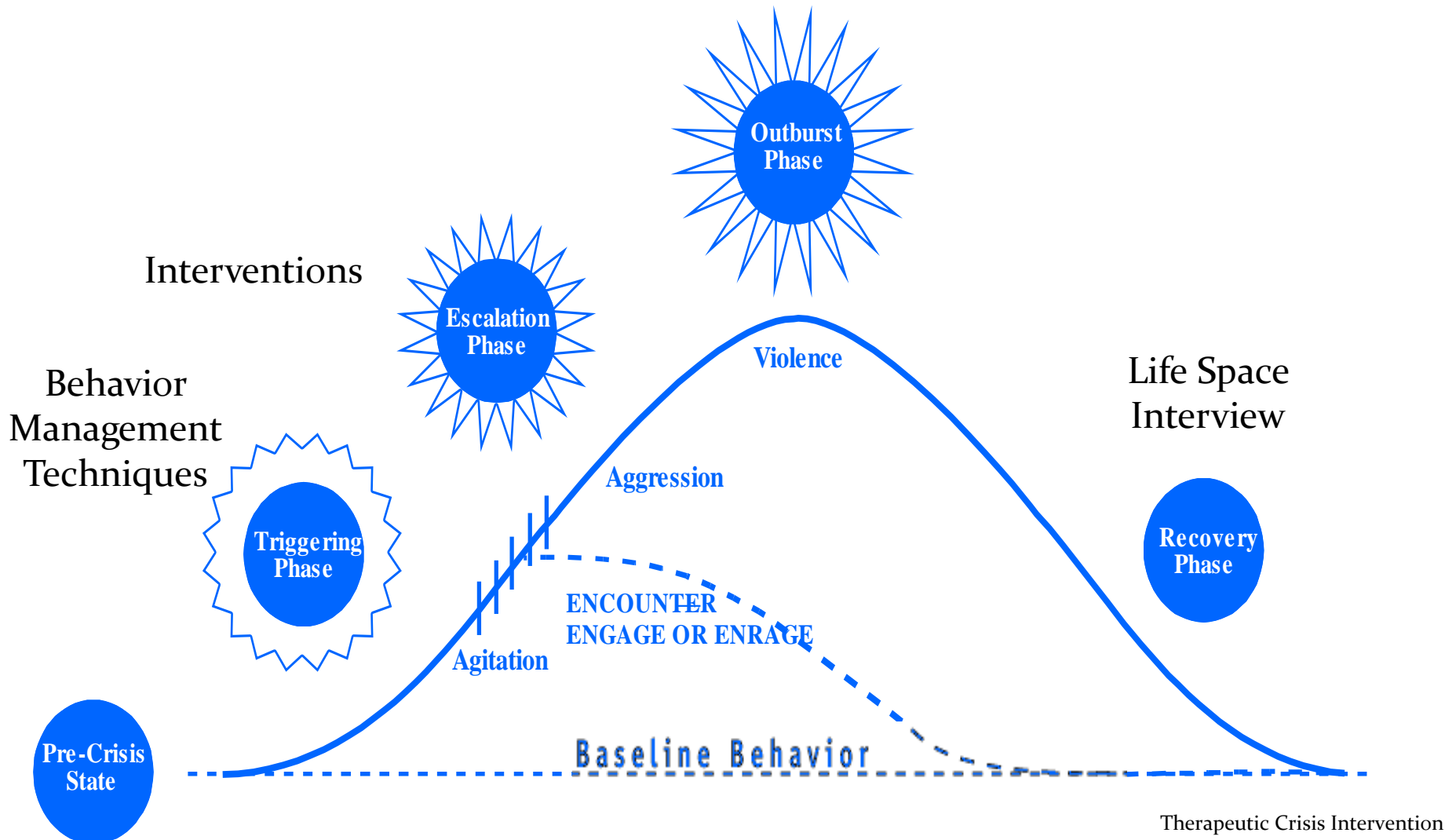


Response

Questions to ask yourself before you respond...

1. What am I feeling right now?
2. What does the person need, feel or want?
3. How is the environment affecting the person?
4. How do I best respond?

Stress Model



Goals of Life Space Interview

1. Return young person to normal functioning
2. Clarify events
3. Repair and restore the relationship
4. Teach new coping skills
5. Reintegrate young person back into routine

“If you connect a feeling to a student’s behavior, if the student accepts it, the student is less likely to act out this feeling in destructive behavior.”

I ESCAPE -

A format for teaching the new behavior...

- I- isolate
- E- explore the young person's point of view
- S- summarize the feelings and content
- C- connect behavior to feelings
- A- alternative behavior discussed
- P- practice new behavior
- E- enter the young person back into the routine

Activity...

- Complete # 2 – 9 on Tier 2 Action Plan.