

Behavior Management Cycle: Take Corrective Action

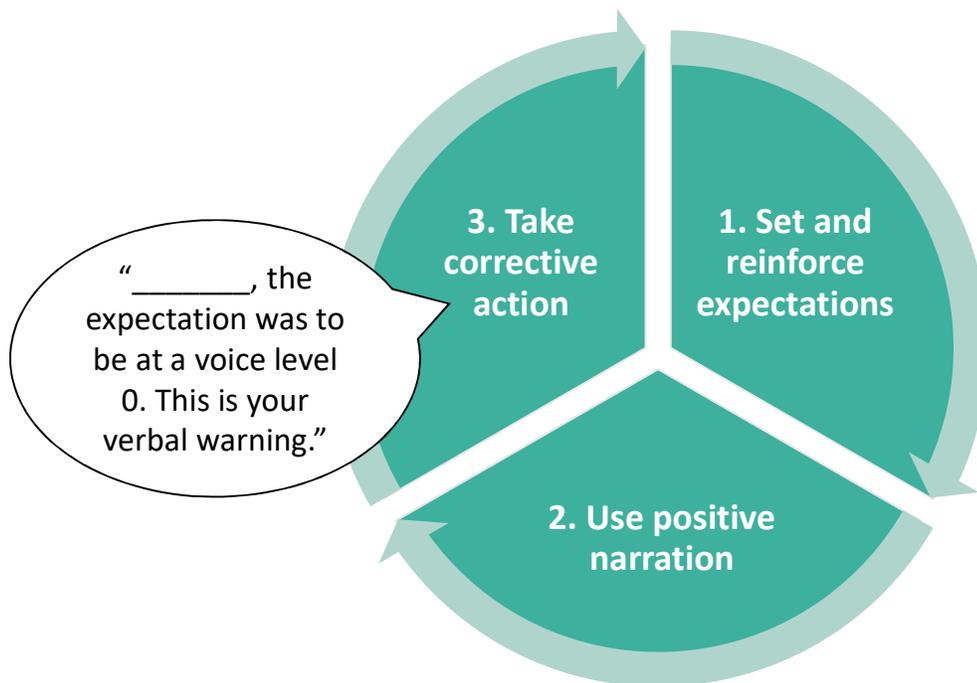


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Directions:

1. Read through this packet individually.
2. Discuss content as a group.
3. Write or draw a summary of the content on your chart paper.
4. Make a plan to present your topic to the full group. For example,
 - Who will present?
 - How will you engage all team members?
 - How can you make your presentation engaging for the audience?

Behavior Management Cycle



- There are several different approaches to classroom management, but we are going to share one commonly used, proven approach today. Positive narration is the second step in the behavior management cycle.
- Imagine a teacher said:
 - “OK, let’s all come back together with eyes on me, pencils down, and at a voice level 0. Chyna has her eyes on me and pencil down. Dennis is at a voice level zero, patiently awaiting directions. Walter has closed his folder and turned toward me to show he is ready. Sofia, the expectation was to be at a voice level 0. This is your verbal warning [and write names on board]. I should have all eyes on me, pencils down, and voice levels at 0. Sofia has her eyes on me and is ready for the next directions.”
- In this example, after I set the expectation and celebrated students meeting or exceeding expectations, I restated the expectation, quickly gave a consequence, and immediately moved on. I did not even leave the possibility to engage in a back-and-forth with the student.
- Because the behavior management cycle is a *cycle*, you can go through it again if the class is not fully on task yet. In my example, I could have easily moved on, but I wanted to show you the power of continuing back to positive narration with the specific purpose of positively acknowledging the misbehaving student who is now following directions. Whether you do that within the same cycle, or you positively narrate the misbehaving student’s behavior later on in class, it is important to be strategic with your narration and not always recognize the same students.

Unpacking Why Students Misbehave

Why do students typically misbehave?

- Lack of scaffolding the content; the content isn't rigorous enough
- Lack of clarity in directions or expectations
- Inconsistent enforcement of rules and expectations
- Lack of relationship-building for a foundation of trust, respect, and love
- Personal student issues (i.e. having a hard day, family challenges, etc.)
- Severe behavioral challenges

- Note that nowhere on this list is something like “these are bad kids.” Many of the reasons students misbehave all boil back to a teacher-led factor, not issues with the students themselves. Of course, there are times when a student might have something bigger going on, or there could be severe behavioral challenges that arise, but typically misbehaviors can be avoided using excellent teacher practices.

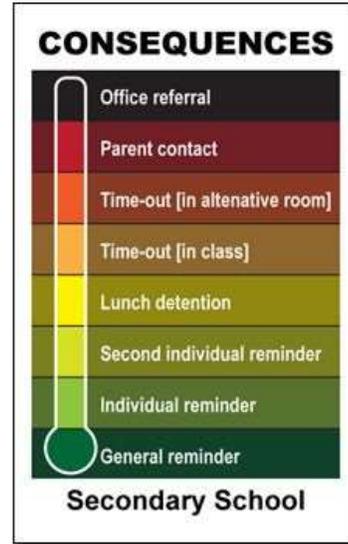
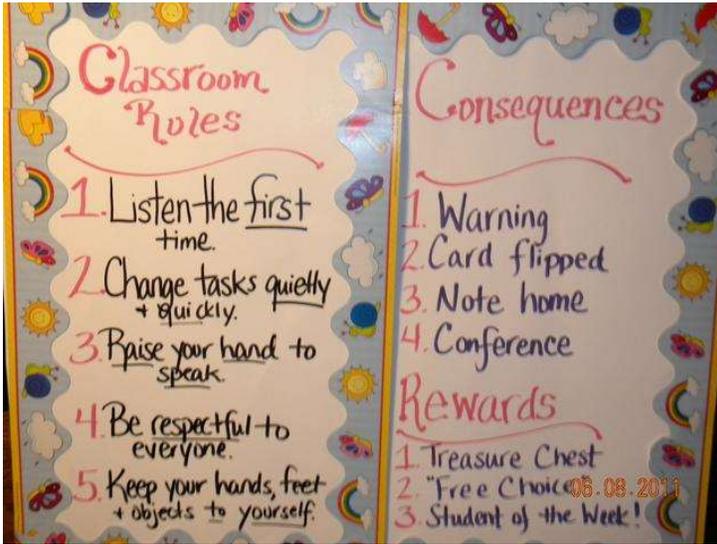
Implementing Consequences Effectively

- Restate directions and use a consequence choice
- Remain calm, move on quickly, and do not engage in a back-and-forth in the moment
- Check in later with a student who becomes upset
- Respond to misbehaviors quickly—within 10-20 seconds
- Repeat narration and corrective action parts of the cycle if class is still not fully meeting expectations
- Develop system within the entire teaching team to address major incidents

- When we need to use consequences, here's how to do it effectively.
- Restate directions and use a consequence choice (“Johnny, I asked everyone to walk to the reading carpet. I am moving you to a yellow light for not following directions.”)
- Remain calm, move on quickly, and do not engage in a back-and-forth in the moment. Instead, check in later with a student who becomes upset.
- Consequences should come from a posted discipline hierarchy that are gradual, logical, and maintain dignity
- Follow the 10-20 second rule: Respond to misbehaviors quickly and within 10-20 seconds
- After you give a consequence or two, go back to narrating if the class is still not fully following directions
- In the case of a major incident, you need to have ensured ahead of time that there is a safe system in place within your entire teaching team to respond to major incidents. You'll need to debrief after they occur, and plan for how to address them in the future.
- Remember, using consequences is only one piece of good classroom management. The negative should never outweigh the positive. Don't forget to use a positive behavior management system that is age-appropriate, such as traffic lights for primary students vs. class-wide points for a lunch pizza party for secondary students).

Team Discussion

What is the consequence hierarchy in your school, team, or classroom?



Images from: http://iris.peabody.vanderbilt.edu/module/beh1/cresource/q2/p11/beh1_11_link_collage_es/; <http://amcci442.wikispaces.com/5-CLASSROOM+RULES+AND+CONSEQUENCES+FOR+VIOLATIONS>

- Think about the consequence hierarchy you and your team are using in the classroom—maybe something like these. All adults in the room must be on the same page. In these examples, they gradually increase in intensity, are very clear to follow, and are age-appropriate. If you and your DRT or MCL do not have a consequence hierarchy, this would be a good time to brainstorm what that could look like and then schedule a follow-up conversation with your MCL or DRT when you return to school.
- Without a hierarchy, it is impossible to give fair consequences. Please take about 4 minutes to reflect on your hierarchy, or the hierarchy you would propose to create.

Proactive Management Mentality

What are the key elements of a proactive management mentality?

- Assert authority with student in a firm and positive manner
- Goal for management must be 100%
- Work with DRT, MCL, or team teachers to create a list of a limited number of non-negotiable rules (3-5) that are clearly stated in the positive
- List your non-negotiables, make expectations clear to students, plan reminders, make students feel noticed
- Teach expectations for each rule

- So, what are the key elements of a proactive management mentality?
 - Assert authority with student in a firm and positive manner
 - Goal for management must be 100%
 - Work with DRT, MCL, or team teachers to create a list of a limited number of non-negotiable rules (3-5) that are clearly stated in the positive
 - Employ proactive management moves—list your non-negotiables, make expectations clear to students, plan reminders, make students feel noticed
 - Teach expectations relevant to each rule with demonstrations of the consequence of breaking the rules, rationale for the importance of the rules, and checking for understanding
- If you're working in another teacher's classroom, some elements may be out of your control—but, although you may not be creating your own rules or expectations, it will be really important to align expectations and routines among the teacher, MCL, and/or RA.

Reinforce Good Behavior

What are some other ways your school or your team incentivizes good student or class behavior?

- Example: Class point system
 - When 100% of the class meets the expectation OR when students go above and beyond the expectation, the whole class gets a point.
 - After x number of points, the class gets a mutually agreed-upon incentive (such as no assigned seats for a class period).
 - After giving directions, the teacher might say, “LaJuan has silently started her Do Now... We have 100% of the class working productively and silently on the Do Now. You have earned a class point.”

- As you are building a classroom culture where on-task behavior is the norm, you will start finding moments when the whole class is already meeting your expectation after one (or no!) narrations. These moments are important to capitalize on and reward your class. At first, rewarding for 100 percent compliance can help shift the dial so this is the norm, but as it becomes more the norm, you will want to reward the class for things that are above and beyond. One example of a such incentive system is a class point system.