

Behavior Management Cycle: Set and Reinforce Expectations

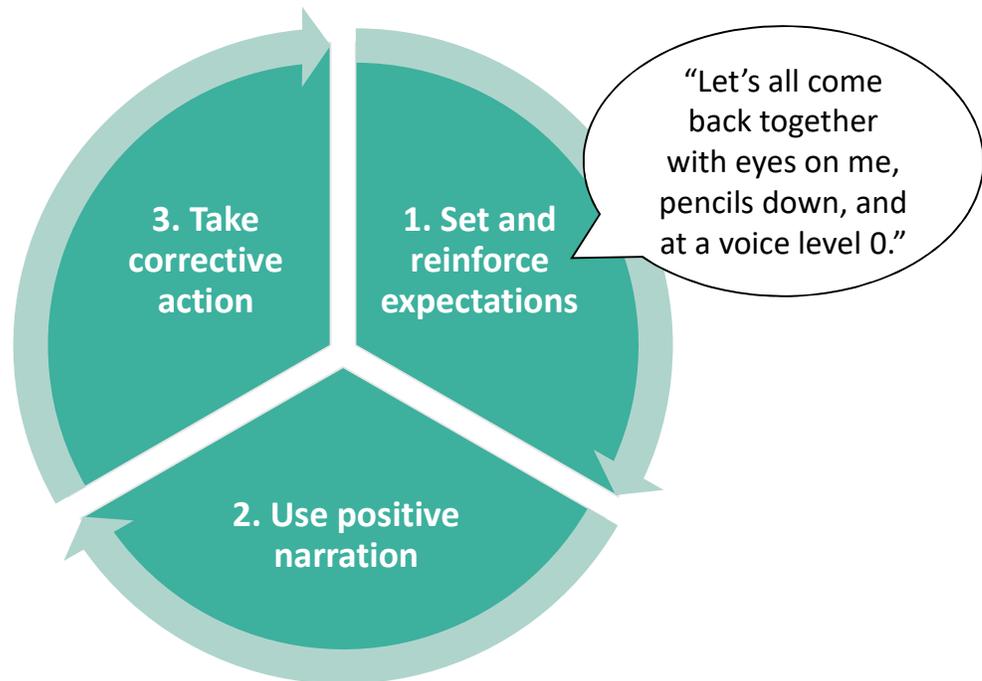


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Directions:

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, before I did anything else, I first set clear expectations for what students should be doing and the voice level they should be doing it at. This way, it ensures all students know the expectation!

Common Classroom Procedures

Common examples:

- Entering and exiting the classroom
- Walking down the hallway
- Transitioning to the carpet
- Turning in homework
- Looking up for instructions while at computers

- Some common examples of classroom procedures include: entering and exiting the classroom, walking down the hallway, transitioning to the carpet, turning in homework, and looking up for instructions while at computers.
- For each of these procedures, it is crucial that you set and reinforce clear expectations.

Giving Clear Directions

What are some characteristics of clear, strong directions?

- Steps
- Check understanding
- Visual or non-verbal cues
- Time limits
- Formal, calm tone
- Positive

List adapted from Math Education's "Match Mini's" and Doug Lemov's *Teach Like a Champion*

- What are some characteristics of strong, very clear directions?
 - Steps
 - Check understanding
 - Visual or non-verbal cues
 - Time limits
 - Formal, calm tone
 - Positive
- We often talk about verbal directions, but there are also times when a non-verbal cue could serve as a strong direction, especially when used as an attention-getter. For example, teaching students that when you raise your hand, they are supposed to stop what they are doing, stop talking, look at you, and raise their hands. Or, clapping a particular rhythm and having students stop talking, repeat the rhythm, and give you their attention.
- Strong directions does not equal loud directions. The louder you are, the louder students can become, and the louder the overall classroom feels. Keeping your voice level low, but still able to be heard, can keep the class calm.

Giving Clear Directions

Do?

What should students do? Answer questions #10-15?
Work in small groups? Walk in a straight line to lunch?
Stop working and put pencil down?

Move?

How should students move? Stand? Sit? Walk?

Talk?

Should students be talking? How loud? To whom?

Time?

How long should students take?

Adapted from No-Nonsense Nurturer's MVP Directions © 2015 CT3; For more information see <http://www.ct3education.com/no-nonsense-nurturer/> or hear real teacher voices at <http://www.ct3education.com/2015/07/29/im-a-better-teacher-now-than-ive-ever-been/> and <http://www.ct3education.com/2015/07/25/others-mock-what-they-dont-understand/>

- Most directions we give naturally focus on the participation piece: what students should do. However, this does not give students key information about *how* we expect them to do that task.
- Have you ever asked a student something like, “Are you supposed to be talking right now?”
- Perhaps it was never clear in the first place that the students were not supposed to be talking. Sometimes when we think something is obvious, it actually isn’t, and it isn’t fair to punish students for our lack of clarity. Many “misbehaviors” can be traced back to some sort of flaw in how we gave directions in the first place.
- As you see on the screen, clear directions must have four specific components: [click to animate each]
 - **Do?** What should students do? Should they answer questions 10-15? Should they be working in small groups? Are they headed to lunch? Should they stop working and put their pencils down?
 - **Move?** How should students move? Should they be standing? Sitting? Walking?
 - **Talk?** Should students be talking during this next transition or activity? How loud? To whom? A partner; a group?
 - **Time?** How long should this transition or activity take?
- By ensuring each set of directions contains each of these four components (in no particular order), you can avoid some student misunderstandings.

Example of Clear Directions

Do?

Move?

Talk?

Time?

“Now that we have finished that activity, let’s move to small-group reading. **When I say ‘GO’, you have one minute to silently** grab your reading book, **walk over to your assigned carpet seat,** and **open to Chapter 2. GO!**”

Adapted from No-Nonsense Nurturer’s MVP Directions © 2015 CT3; For more information see <http://www.ct3education.com/no-nonsense-nurturer/>

- Imagine a teacher gave the directions, “Now that we have finished the do now, please bring your book to the reading carpet.” I could imagine that students might have taken their time, several probably got up and talked to friends as they slowly walked over to the carpet, and several students could have forgotten to bring a book. When classroom management is already a struggle, small things like this can lead to chaos, disruption, or even dangerous environments for students.
- If I transform my directions into clear directions, I could have said something like, “Now that we have finished that activity, let’s move to small-group reading. **When I say ‘GO’, you have one minute to silently** grab your reading book, **walk over to your assigned carpet seat,** and **open to Chapter 2. GO!**”
- In this case, because there are several steps, you may need to check for understand before you say “Go!” You could say something like, “John, what voice level will you be at while you move? Tonya, what are you to bring with you to the carpet? Stacey, what chapter should you open your book to? Are there any other questions? Let’s see if we can do this in less than a minute. Go!” By checking for understanding, you are ensuring that all students understand the expectation. If you end up having some misbehavior, this will make it much clearer *why* you are giving a consequence—the student wasn’t meeting the expectation.