



A GUIDE ON HOW TO MANAGE YOUR SEL CLASSROOM AND BEHAVIORS

BEHAVIOR MANAGEMENT

BEHAVIOR MANAGEMENT INVOLVES STRATEGIES AND SYSTEMS THAT WILL ELIMINATE/IMPROVE UNWANTED BEHAVIOR IN INDIVIDUAL STUDENTS.

1. POSITIVE ENFORCEMENT

A. DON'T FOCUS ONLY ON NEGATIVES, RECOGNIZE POSITIVE BEHAVIOR.

I. EX. : INSTEAD OF YELLING AT SUZY FOR NOT LISTENING EXPRESS TO THE STUDENTS HOW WELL JOHNNY IS SITTING QUIETLY. THIS WILL MAKE SUZY WANT TO ALSO BE RECOGNIZED FOR GOOD BEHAVIOR AND HOPEFULLY MAKE HER WANT TO LISTEN BETTER.

2. ASK QUESTIONS

A. IF A STUDENT IS STRUGGLING TO LISTEN OR PAY ATTENTION SIMPLY ASK THEM WHAT THEY SHOULD BE DOING. THIS WILL MAKE THEM RECOGNIZE THAT THEY ARE NOT DOING WHAT THEY SHOULD BE DOING AND CAN REFOCUS ON THE ACTIVITY.

I. EX. : JOHNNY ISN'T LISTENING AND WANTS TO CONTINUE TO GET OUT OF HIS SEAT AND RUN AROUND. YOU CAN WALK OVER TO JOHNNY AND ASK HIM "JOHNNY WHAT DO YOU THINK YOU SHOULD BE DOING" JOHNNY WILL MOST LIKELY STATE WHAT HE SHOULD BE DOING INSTEAD OF RUNNING AROUND. YOU CAN THEN SAY "GOOD, LET'S GO REFOCUS ON OUR ACTIVITY SO WE DON'T MISS OUT."

3. CONTROL THE CLIMATE, NOT THE CHILDREN

A. START BY ASKING YOURSELF IF THESE 4 ELEMENTS ARE BEING MET

I. BASIC NEEDS

1. RECOGNITION, ATTENTION, FREEDOM FROM FEAR, AUTONOMY AND FOOD

II. PHYSICAL ENVIRONMENT

1. TRAFFIC PATTERNS, ROOM ARRANGEMENT, FURNITURE AND SPACE SET UP

III. ACTIVITIES AND SCHEDULES

1. WHAT IS TAKING PLACE AND THE DURATION AND SEQUENCE IN WHICH THEY TAKE PLACE

IV. SOCIAL GROUPINGS

1. THE SIZE AND COMPOSITION OF GROUPINGS AND HOW THE GROUPS ARE FORMED

CONTROL THE CLIMATE, NOT THE CHILDREN EXAMPLES

SCENARIO 1:

SUZY AND ANNA ARE BEST FRIENDS. SUZY IS IN 4TH GRADE AND ANNA IS IN 3RD GRADE. HERE IS THE ISSUE; DURING SNACK TIME THE STUDENTS ARE TO SIT BY GRADE LEVEL, KINDERGARDEN AND 1ST, 2ND AND 3RD, AND 4TH AND 5TH. SUZY IS ALWAYS UP DURING SNACK TIME WALKING OVER TO THE 2ND/3RD GRADE TABLE AND STANDING WHILE SHE IS EATING SNACK AND TALKING TO ANNA. WHAT CAN THE STAFF DO TO BOTH GIVE SUZY WHAT SHE WANTS AND MAINTAIN A CONTROLLED ENVIRONMENT?

SCENARIO 2:

IN YOUR NORMAL SCHEDULE FOR AFTER SCHOOL, STUDENTS WILL EAT SNACK AND THEN GO STRAIGHT INTO 25 MINUTES OF QUIET HOMEWORK TIME. HERE IS THE ISSUE; STUDENTS ARE ESPECIALLY ROWDY AFTER SNACK TIME AND MANY OF THE STUDENTS CAN NOT STAY QUIET ENOUGH SO THAT THE OTHER STUDENTS CAN FOCUS ON THEIR HOMEWORK. THE STUDENTS COMPLAIN IT IS BECAUSE THEY DON'T HAVE HOMEWORK. WHAT ARE A FEW WAYS THAT THE STAFF CAN KEEP A QUIET CONTROLLED ENVIRONMENT SO THOSE THAT ARE WORKING ON HOMEWORK CAN FOCUS?

POSSIBLE SOLUTIONS

SCENARIO 1:

ONE SOLUTION TO THIS PROBLEM IS TO GIVE STUDENTS ASSIGNED SEATS INSTEAD OF SEATING THEM BY GRADE. THIS ALLOWS STUDENTS TO SIT WITH THEIR FRIENDS AT SNACK TIME AS WELL AS GIVE THEM THE OPPORTUNITY TO SHOW THAT THEY CAN BEHAVE WHEN PUT WITH THEIR FRIENDS. THIS ALSO GIVES STAFF THE OPPORTUNITY TO SEPARATE STUDENTS THAT DO NOT GET ALONG.

ANOTHER SOLUTION TO THIS PROBLEM MAY BE TO GIVE THE STUDENTS AN OPPORTUNITY TO TALK WITH THEIR FRIENDS ONCE THEY ARE DONE WITH SNACK FOR A FEW MINUTES BEFORE MOVING TO THE NEXT THING.

SCENARIO 2:

THE FIRST OPTION MAY BE TO GIVE THE STUDENTS EITHER 15 MINUTES OF OUTSIDE PLAY IF IT IS NICE OUT OR 15 MINUTES OF GYM TIME TO RUN AND PLAY WITH THE BALLS SO THEY CAN GET SOME OF THE BUILT UP ENERGY OUT OF THEIR SYSTEMS FROM SITTING IN A DESK ALL DAY. ANOTHER SOLUTION MIGHT BE TO OCCUPY THOSE STUDENTS THAT DON'T HAVE HOMEWORK WITH FUN WORKSHEETS LIKE CROSSWORDS OR COLORING PAGES. IT MIGHT ALSO BE HELPFUL TO SIT THOSE STUDENTS ALL AT A SEPERATE TABLE SO THEY DON'T DISRUPT THOSE WHO ARE DOING HOMEWORK.

THESE ARE JUST A FEW SUGGESTIONS BUT THERE ARE MANY OTHER WAYS TO BE ABLE TO CONTROL YOUR CLIMATE OR PROGRAM ENVIRONMENT WITHOUT TRYING TO CONTROL ONLY THE STUDENTS.

CLASSROOM MANAGEMENT

CLASSROOM MANAGEMENT IS CREATING A SYSTEM FOR HOW YOU WANT YOUR CLASSROOM TO BE RUN AND HOW IT EFFECTS THE CLASS AS A WHOLE.

1. MODEL IDEAL BEHAVIOR

A. YOU WANT TO MODEL THE SAME BEHAVIOR THAT YOU WOULD LIKE TO SEE IN YOUR STUDENTS.

- I. USE POLITE LANGUAGE
- II. MAINTAIN EYE CONTACT
- III. KEEP PHONES PUT AWAY
- IV. DON'T INTERRUPT WHEN SOMEONE ELSE IS SPEAKING
- V. USE A RESPECTFUL TONE AND CALM VOICE

2. LET STUDENTS HELP MAKE CLASSROOM RULES

A. ASK THE STUDENTS WHAT THEY BELIEVE SHOULD BE THEIR CLASSROOM RULES (WITHIN REASON). GUIDE THEIR DISCUSSION AND WRITE DOWN THE RULES TO HANG OR POST SOMEWHERE SO YOU CAN REFER BACK TO THEM EASILY, REMINDING THEM IF THEY BREAK A RULE THAT THEY ARE RULES THEY MADE FOR THEMSELVES. THIS PROMOTES STUDENTS HOLDING THEMSELVES ACCOUNTABLE.

3. OFFER PRAISE WHERE PRAISE IS DUE

A. STUDENTS LOVE TO HEAR THEY ARE DOING A GOOD JOB, ESPECIALLY IF THEY ARE ONE OF FEW THAT ARE DOING WHAT THEY ARE SUPPOSED TO BE DOING. YOU CAN EVEN COME UP WITH A REWARD SYSTEM FOR STUDENTS TO ENCOURAGE IMPROVED BEHAVIOR

4. COMMUNICATION WITH GUARDIANS

A. THIS CAN BE ONE OF THE MOST EFFECTIVE WAYS FOR STUDENTS TO GROW. COMMUNICATING WITH THEIR GUARDIANS WHEN THEY'VE HAD A BAD DAY BUT ALSO WHEN THEY'VE HAD A GOOD DAY AS WELL IS IMPORTANT. THIS WILL NOT ONLY HELP THE GUARDIAN KNOW HOW THEIR STUDENT IS BUT WILL BOOST THE STUDENT UP AS WELL KNOWING SOMEONE IS WATCHING OUT FOR THEM.

5. ALLOW STUDENTS TO BE CREATIVE

A. THIS IS IMPORTANT THAT STUDENTS FEEL THEY CAN BE THEMSELVES AND CAN EXPLORE CREATIVITY. TRY CREATING OPEN-ENDED PROJECTS OR CRAFTS AND SEE WHERE THE STUDENTS TAKE IT!

6. MAKE USE OF YOUR OLDER STUDENTS

A. SOMETIMES OLDER STUDENTS DO BETTER IN AN AUTHORITATIVE ROLE. ALLOW THEM TO HELP WITH AN ACTIVITY FOR THE YOUNGER KIDS OR EVEN A BATHROOM LEADER. THIS PUTS THEM IN A POSITION TO BE A ROLE MODEL FOR THE OTHERS.

KEEPING THEIR ATTENTION

1. REACH OUT

A. GO TO A STUDENT AND DIRECTLY ADDRESS THEIR BEHAVIOR AND CAPTURE THEIR ATTENTION. SOME STUDENTS WILL FOCUS BETTER IF THEY ARE GIVEN INDIVIDUAL ATTENTION TO FOCUS. THIS WORKS BEST ESPECIALLY WITH YOUNGER STUDENTS.

2. USE ATTENTION GRABBERS

A. "CLAP ONCE IF YOU CAN HEAR MY VOICE"

B. "PUT A BUBBLE IN YOUR MOUTH"

C. CLAP A PATTERN THAT THE STUDENTS MUST REPEAT BACK

3. BE WELCOMING

A. USE A STUDENT'S NAME WHEN TALKING TO THEM, HAVE A WELCOMING SMILE NO MATTER HOW IRRITATED YOU MAY BE, REMEMBER TO STAY CALM.

4. BE CLEAR

A. BE SPECIFIC AND CLEAR ABOUT WHAT YOU WANT THE STUDENTS TO BE DOING AND HOW IT SHOULD BE DONE. BE CLEAR IN THE CONSEQUENCES IF YOUR EXPECTATIONS ARE NOT MET.

5. ALL STUDENTS ARE DIFFERENT

A. BE ABLE TO ADAPT TO EACH CHILD IN YOUR GROUP. NOT ALL STUDENTS LEARN THE SAME AND MAY NEED EXTRA HELP. SOME STUDENTS MAY NEED A WARNING OR COUNTDOWN BEFORE MOVING TO ANOTHER PART OF THE ACTIVITY.

6. ENCOURAGE STUDENTS TO SHARE

A. ALWAYS ENCOURAGE STUDENTS TO SHARE THEIR THOUGHTS AND IDEAS WITH EVERYONE. THIS WILL KEEP THEIR ATTENTION AND FEEL THAT WHAT THEY THINK MATTERS AS WELL.

7. ASK OPEN-ENDED QUESTIONS

A. ASKING STUDENTS GOOD QUESTIONS IS IMPORTANT NOT ONLY FOR THEM TO KEEP THEIR ATTENTION BUT AS WELL AS EXERCISING THEIR BRAINS. THIS HELPS THEM ELABORATE ON THE ACTIVITY RATHER THAN ANSWERING A SIMPLE YES OR NO QUESTION.

8. TAKE A BREAK

A. SOMETIMES WHEN STUDENTS HAVE BEEN WORKING ON ONE THING FOR TOO LONG THEY NEED A CHANCE TO REFOCUS. HAVE THEM STAND UP AND SHAKE OUT THE WIGGLES OR DO SOME JUMPING JACKS SO THEY CAN RE-ENERGIZE THEIR BODIES AND MINDS

GIVING INDIVIDUAL ATTENTION IN A BUSY CLASSROOM

1. STAY MOVING

A. KEEP MOVING AROUND THE ROOM/CLASS TO MAKE SURE YOU ARE ENGAGING WITH ALL STUDENTS. SOMETIMES IT CAN BE HARD WHEN YOU REALLY CONNECT WITH CERTAIN STUDENTS TO CONTINUE MOVING AROUND TO OTHERS BUT IN ORDER TO GIVE STUDENTS EQUAL ATTENTION MOVING AMONGST THEM WILL HAVE THE BEST EFFECT ON THEM.

2. AVOID NORM-REFERENCING

A. DO NOT GIVE PRAISE BY COMPARING ONE STUDENT TO ANOTHER. ALWAYS INDIVIDUALIZE THE COMPLIMENT SPECIFIC TO THAT STUDENT.

3. VALUE CREATIVITY

A. ALWAYS PRAISE CREATIVITY IN STUDENTS AND RECOGNIZE INDIVIDUALISM IN STUDENTS. SOME STUDENTS MIGHT THINK THAT ANOTHER STUDENT'S DRAWING IS WEIRD, IT IS OUR JOB TO PRAISE THEIR WORK AND RECOGNIZE IT FOR HOW UNIQUE IT IS, TO TEACH OTHER STUDENTS TO BE THE SAME WAY.

4. REMEMBERING

A. REMEMBERING WHAT STUDENTS HAVE TALKED TO YOU ABOUT SUCH AS THEIR FAVORITE ACTIVITIES OR SPORTS TEAM IS IMPORTANT IN RELATING TO THEM AND HAVING TOPICS TO BE ABLE TO TALK TO THE STUDENTS ABOUT. THEY WILL FEEL BETTER WHEN YOU REMEMBER AND KNOW THAT YOU WERE PAYING ATTENTION TO THE CONVERSATION.

5. SPECIAL TALENTS/STRENGTHS

A. SOMETIMES A STUDENT MIGHT EXCEL IN AN AREA THAT YOU MAY NEED HELP WITH AND THESE STUDENTS CAN BE HELPTO YOU IN LEADING THE ACTIVITY OR GAME. THIS GIVES THEM SOMETHING TO FEEL GOOD ABOUT AS WELL AS HAVE AN OPPORTUNITY TO BE A ROLE MODEL.