

TAKING THE BS OUT OF CLASSROOM MANAGEMENT

“REAL” CLASSROOM MANAGEMENT

RAINA MARTIN, ED.D./CLAIRE SLAMA, LCSW



WHO WE ARE?

RAINA MARTIN, ED.D.

- OVER 9 YEARS EXPERIENCE IN SPECIAL EDUCATION IN ALL GRADE LEVELS (K-12)
- PRIOR TO CAREER IN EDUCATION, WAS A DEPUTY JUVENILE OFFICER IN COLUMBIA, MISSOURI
- GRADUATED FROM SAINT LOUIS UNIVERSITY (SLU) IN 2017 WITH ED.D. IN EDUCATIONAL LEADERSHIP
- LEARNING SPECIALIST & LEAD TEACHER IN DISTRICT BEHAVIORAL PROGRAMS
- COLUMBIA PUBLIC SCHOOL'S SPECIAL SERVICES DEPARTMENT: DISTRICT BEHAVIOR SPECIALIST FOR SPECIAL EDUCATION

CLAIRE SLAMA, LCSW

- OVER 4 YEARS EXPERIENCE BEHAVIOR SUPPORT WITH STUDENTS AND THEIR FAMILIES
- 10 YEARS EXPERIENCE IN COMMUNITY BASED SETTINGS, INCLUDING RESIDENTIAL AND MENTAL HEALTH
- GRADUATED FROM UNIVERSITY OF MISSOURI (COLUMBIA, MO) IN 2009 WITH MASTER'S IN SOCIAL WORK
- LICENSED CLINICAL SOCIAL WORKER (LCSW)
- CURRENTLY, COLUMBIA PUBLIC SCHOOL'S DISTRICT BEHAVIOR SPECIALIST FOR REGULAR EDUCATION

THE STORY OF CLAIRE AND RAINA

- CLAIRE: THERAPEUTIC BACKGROUND (NURTURING)
- RAINA: JUVENILE OFFICER BACKGROUND (AUTHORITATIVE)
- CFSP (CHILD AND FAMILY SUPPORT PROCESS)
- OUTCOME: THE DYNAMIC DUO

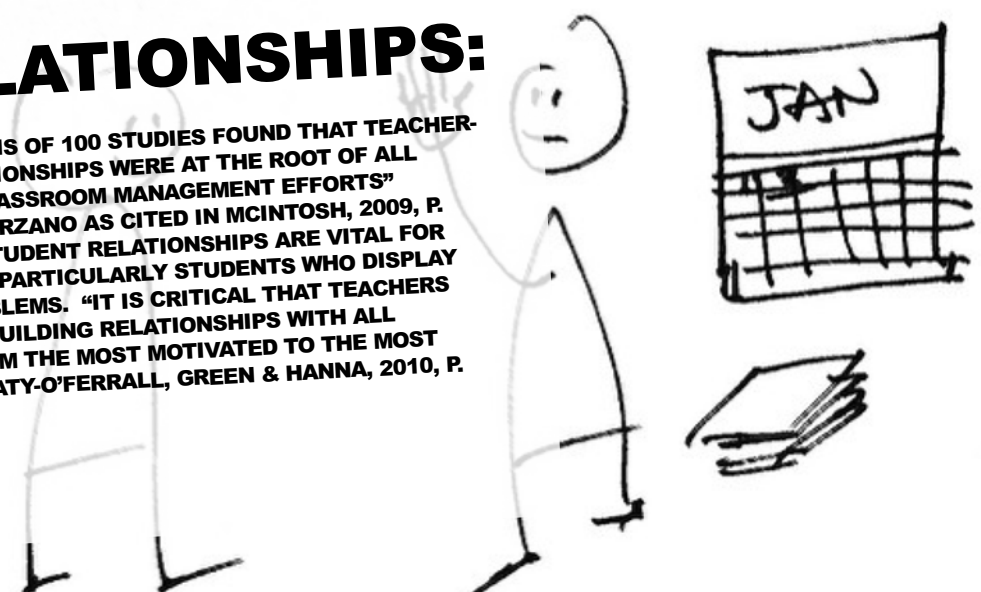
CONCEPT BEHIND “REAL”

- LET'S BEGIN BY MEETING ROBERT AND “KEEPING IT REAL”
- REAL
 - R=RELATIONSHIPS
 - E=EXPECTATIONS,
 - A=ASSERTIVENESS,
 - L=LEARNING THROUGH SELF-REFLECTIONS/OTHERS

RELATIONSHIPS MATTER

R=RELATIONSHIPS:

- “A META-ANALYSIS OF 100 STUDIES FOUND THAT TEACHER-STUDENT RELATIONSHIPS WERE AT THE ROOT OF ALL SUCCESSFUL CLASSROOM MANAGEMENT EFFORTS” (MARZANO & MARZANO AS CITED IN MCINTOSH, 2009, P. 51). TEACHER-STUDENT RELATIONSHIPS ARE VITAL FOR ALL STUDENTS, PARTICULARLY STUDENTS WHO DISPLAY BEHAVIOR PROBLEMS. “IT IS CRITICAL THAT TEACHERS FIND WAYS OF BUILDING RELATIONSHIPS WITH ALL STUDENTS, FROM THE MOST MOTIVATED TO THE MOST DIFFICULT” (BEATY-O’FERRALL, GREEN & HANNA, 2010, P. 10).



BASIC RELATIONSHIP BUILDING SKILLS:

- USING THE 4 TO 1 APPROACH IN DELIVERING PRAISE AND CORRECTION. MAINTAIN A RATIO OF FOUR PRAISE STATEMENTS TO EVERY ONE CORRECTIVE STATEMENT, WHICH STRENGTHENS TEACHER-STUDENT RELATIONSHIPS AND BUILDS A POSITIVE ATMOSPHERE.
- IDENTIFYING DESIRED BEHAVIOR. IN EACH PRAISE OR CORRECTIVE STATEMENT “THANKS KARLA, FOR COMING INTO THE CLASSROOM QUIETLY AND TAKING YOUR SEAT AT THE TABLE.”
- TALK TO STUDENT ABOUT NONRELATED SCHOOL SUBJECTS/SHARE ABOUT YOUR OWN LIFE/REMEMBER THINGS ABOUT THE STUDENTS LIFE/ATTEND OUTSIDE ACTIVITIES
- SMILE
- WARMTH/EMPATHY (UNDERSTANDING HOW STUDENTS THINK/FEEL AND VALIDATING THEIR FEELINGS)
- LISTEN (TAKE THE TIME TO BE MENTALLY AND PHYSICALLY PRESENT FOR THE STUDENT)
- CALL HOME WITH POSITIVE REPORTS OR SEND POSITIVE NOTES HOME

PRACTICAL APPLICATION

HOW DID WE BUILD RELATIONSHIPS WITH OUR STUDENTS?

- 1ST WEEK SPENT GETTING TO KNOW STUDENTS: ICE BREAKERS, GAMES, ASSIGNMENTS CENTERED ON LEARNING ABOUT EACH OTHER . THIS GAVE AN OPPORTUNITY FOR STUDENTS TO BUILD RELATIONSHIPS WITH EACH OTHER AS WELL
- SETTING WEEKLY GOALS AND DISCUSSING PROGRESS DAILY; TAKING TIME EACH WEEK TO CELEBRATE SUCCESS.
- TAKING THE OPPORTUNITY TO REPAIR THE RELATIONSHIP AFTER A BEHAVIORAL ISSUE. SOMETIMES THERE IS A NEED TO OWN YOUR ROLE IN THE SITUATION. APOLOGIES CAN GO A LONG WAY!
- PROVIDING GENUINE FEEDBACK TO STUDENTS, BOTH POSITIVE AND NEGATIVE.
- PARTICIPATING IN ACTIVITIES WITH STUDENTS SUCH AS BRAIN BREAKS AND GROUP ACTIVITIES. BEING VULNERABLE AND STEPPING OUT OF YOUR COMFORT ZONE HELPS STUDENTS SEE YOU AS A REAL PERSON.

- “THE NOTION THAT DESIGNING AND IMPLEMENTING RULES AND PROCEDURES IN CLASS AND EVEN AT HOME HAS A PROFOUND IMPACT ON STUDENT BEHAVIOR AND ON STUDENT LEARNING,” NOTING THAT “THE AVERAGE NUMBER OF DISRUPTIONS IN CLASSES WHERE RULES AND PROCEDURES WERE EFFECTIVELY IMPLEMENTED WAS 28 PERCENTILE POINTS LOWER” THAN THE AVERAGE NUMBER OF CLASSROOM DISRUPTIONS WITHOUT CLEAR POLICIES.

E=EXPECTATIONS AND FOLLOW-THROUGH



EXPECTATIONS/FOLLOW-THROUGH

- EXPECTATIONS SHOULD BE DETERMINED ON THE FIRST DAY OF SCHOOL AND REVISITED OFTEN.
 - STUDENTS SHOULD HELP DETERMINE EXPECTATIONS AND RULES OF THE CLASSROOM BECAUSE THIS ALLOWS BUY-IN.
 - RULES SHOULD BE SIMPLE/RULES SHOULD BE FEW
 - RULES SHOULD BE POSITIVE "WALK IN THE HALLWAY" RATHER THAN "NO RUNNING"
- AFTER EXPECTATIONS AND RULES HAVE BEEN DETERMINED AS A CLASS, CONSEQUENCES ARE DETERMINED FOR IF OR WHEN THESE RULES AND/OR EXPECTATIONS ARE BREACHED.
- "TEACHERS SHOULD ALWAYS BEGIN WITH SUBTLE REDIRECTIONS, INCLUDING NON-VERBAL PROMPTS AND PROXIMITY, AND GRADUALLY INCREASE THE INTENSITY OF THE INTERVENTION IF NEEDED" (JONES, JONES, & VERMETTE, 2013, P. 25).
- IF A STUDENT DOES NOT RESPOND TO SUBTLE REDIRECTION, THE NEXT STEP IS ENFORCING AND FOLLOWING-THROUGH WITH THE CONSEQUENCE.

PRACTICAL APPLICATION

HOW DID WE ENFORCE CLASSROOM EXPECTATIONS?

- ASKING STUDENTS TO REMIND OF EACH OTHER OF RULES BEFORE TRANSITIONING TO NEW ACTIVITY
- CONSISTENCY, CONSISTENCY, CONSISTENCY! FOLLOWING THROUGH ON EVERY EXPECTATION THAT IS SET. WE WERE FAMOUS FOR KEEPING STUDENTS AFTER SCHOOL IF THEY DID NOT FOLLOW EXPECTATIONS
- CREATING CONSEQUENCES THAT ALLOW STUDENTS TO PRACTICE SKILLS. EX: RUNNING IN THE HALLWAY = PRACTICING THE SKILL BY WALKING IN THE HALLWAY
- PROVIDING VISUAL REMINDERS OF CLASSROOM RULES. THESE CAN BE POSTED IN THE CLASSROOM OR ON DESKS AS REMINDERS
- REVISING RULES/EXPECTATIONS AS NEW ISSUES ARISE
- WORKING WITH FAMILIES TO HELP WITH FOLLOW-THROUGH

CONSEQUENCES

- TEACHER RECOGNITION (SILENT SIGNAL, PROXIMITY CONTROL, "THE TEACHER LOOK," ETC.).
- VERBAL REINFORCEMENT/REMINDER OF ESTABLISH EXPECTATION.
- VERBAL WARNING.
- A "TIME OUT" OR ISOLATION.
- LOSS OF PRIVILEGE.
- REFERRAL TO AN ADMINISTRATOR (WHICH THE STUDENT MAY RECEIVE ADDITIONAL CONSEQUENCES).
- CONTACT PARENT/GUARDIAN.
- RESTITUTION.
- CONFERENCE WITH PARENTS/ADMINISTRATORS/COUNSELORS.
- BEHAVIOR CONTRACT.
- AFTER SCHOOL DETENTION/KEEP STUDENT AFTER SCHOOL.



A=ASSERTIVENESS:

BEING ASSERTIVE MEANS MODELING CLASS EXPECTATIONS AND WORKING HARD TO BUILD AND MAINTAIN THE TRUST OF YOUR STUDENTS (DUSTOVE & COTTON, 2013, P. 33).

SIMPLY SAID, THE STUDENT RECOGNIZES YOU ARE IN CHARGE OF THE CLASSROOM. THE STUDENT ALSO KNOWS HE OR SHE CAN TRUST YOU TO INSTRUCT THEM IN A SAFE AND EFFECTIVE CLASSROOM.



ASSERTIVENESS:

- **AN EDUCATOR CANNOT RUN AN ASSERTIVE CLASSROOM AND FEAR STUDENTS. IF A STUDENT BELIEVES AN ADULT IS FEARFUL OF THEM, THE STUDENT WILL DO EVERYTHING IN THEIR POWER TO MANIPULATE AND PUSH BOUNDARIES OF THAT EDUCATOR. WHEN AN EDUCATOR IS ABLE TO ESTABLISH A TEACHER-IN-CHARGE CLASSROOM, STUDENTS NOT ONLY RESPECT THE TEACHER BUT THEY APPRECIATE THE FEELING OF BEING SAFE IN THE CLASSROOM. ASSERTIVENESS IN NOT BEING INTIMIDATING IN THE CLASSROOM, IT IS ABOUT RUNNING A TEACHER-IN-CHARGE CLASSROOM WHILE CREATING AND MAINTAINING A SUCCESSFUL LEARNING ENVIRONMENT.**

PRACTICAL APPLICATION

HOW DID WE USE ASSERTIVENESS IN OUR CLASSROOM?

- DETERMINING OUR COMFORT LEVEL WITH ASSERTIVENESS. WHEN THERE IS A CONFRONTATION DO YOU NATURALLY “FIGHT” OR “FLEE?” ASSERTIVENESS REQUIRES FINDING THE BALANCE BETWEEN BEING PUNITIVE AND PASSIVE
- SETTING BOUNDARIES WITH STUDENTS IN A KIND BUT FIRM WAY
- USING RULES AND EXPECTATIONS TO DETERMINE WHAT WILL NOT BE ALLOWED IN THE CLASSROOM
- USING ASSERTIVENESS AS A WAY TO TEACH STUDENTS HOW TO TREAT OTHERS WITH RESPECT. WE MODEL THE BEHAVIOR WE WANT TO SEE IN STUDENTS.
- ONLY USING OUTSIDE ASSISTANCE WHEN NECESSARY. THIS ALLOWED US TO KEEP OUR POWER.

(PASSIVE) ASSERTIVENESS:

- **PRINCIPAL TECHNIQUES -- MANTRAS AND STICKING POINTS:**

- **I WILL NOT TOLERATE ANY STUDENT STOPPING ME FROM TEACHING.**
- **I WILL NOT TOLERATE ANY STUDENT PREVENTING ANOTHER STUDENT FROM LEARNING.**
- **I WILL NOT TOLERATE ANY STUDENT ENGAGING IN ANY BEHAVIOR THAT IS NOT IN THE STUDENT'S BEST INTEREST, AND THE BEST INTEREST OF FELLOW STUDENTS.**
- **WHENEVER A STUDENT CHOOSES TO BEHAVE APPROPRIATELY, I WILL IMMEDIATELY RECOGNIZE AND REINFORCE THAT BEHAVIOR.**
- **I AM AN ASSERTIVE TEACHER AND I AM THE BOSS IN MY CLASSROOM.**

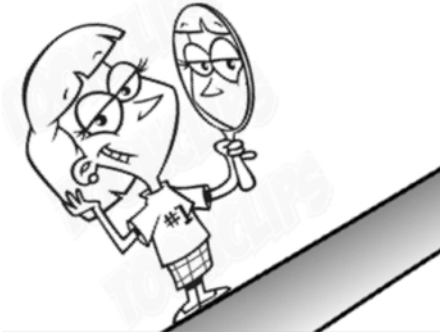


- **PRINCIPAL TECHNIQUES -- MANTRAS AND STICKING POINTS:**

- **BREATHE**
- **DO NOT TAKE IT PERSONAL**
- **THIS IS WHAT IT'S LIKE RIGHT NOW**
- **WHAT CAN I CONTROL?**
- **YOU DON'T ALWAYS HAVE TO HAVE THE LAST WORD**

(PUNITIVE) ASSERTIVENESS:

Self-Reflection:



- **“RESEARCH INTO BEST PRACTICES OFTEN SUGGESTS THAT TEACHERS BENEFIT FROM HELP FROM OTHER EDUCATORS, ADMINISTRATION, AND PARENTS” (DUSTOVA & COTTON, 2015, P. 34).**

L=LEARNING THROUGH SELF-REFLECTION/OTHERS

PRACTICAL APPLICATION

HOW DID WE LEARN FROM EACH OTHER?

- USING OPEN AND HONEST COMMUNICATION. BOTH OF US BECAME COMFORTABLE DISCUSSING OUR APPROACH AND THE POSITIVE AND NEGATIVE ASPECTS.
- REFLECTING ON SITUATIONS WITH STUDENTS THAT DIDN'T GO WELL
- CONSULTING WITH EACH OTHER BEFORE MEETINGS WITH TEACHERS AND PARENTS
- LETTING GO OF “MY ROLE” VS “YOUR ROLE.” UTILIZING EACH OTHER'S STRENGTHS TO BEST MEET THE NEEDS OF THE STUDENT.
- ENCOURAGING EACH OTHER IN PRACTICING NEW SKILLS.
- USING OUR OWN STYLE TO IMPLEMENT NEW STRATEGIES. DIFFERENT STYLES CAN STILL CREATE THE SAME OUTCOME

“WHAT”

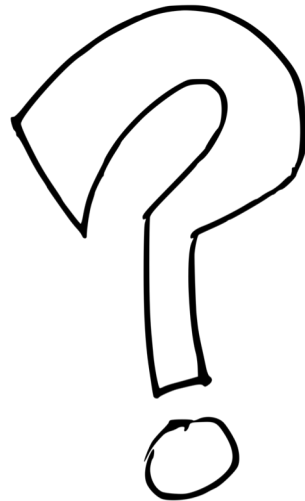
- IN 2 MINUTES, PLEASE WRITE WHAT YOU DO IN YOUR CURRENT POSITION.



“WHY”

IN 2 MINUTES, WRITE WHY YOU DO WHAT YOU DO.

FOR EXAMPLE, WHY ARE YOU A TEACHER, COUNSELOR AND/OR ADMINISTRATOR?



WHAT VS. WHY



THOUGHT TO LEAVE WITH....

- “WHEN YOU KNOW YOUR WHY...YOUR WHAT HAS MORE IMPACT BECAUSE YOU ARE WALKING IN OR TOWARDS YOUR PURPOSE.”



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