



Building Blocks of Classroom Management

Dr. Peters' Big Ideas and
Way Too Many Tips

Learning Targets

- To know the ABCs of classroom management
- To understand the importance of antecedents
- To understand the how classroom teachers can successfully create positive learning environments for all students—including students with ‘problem behaviors.’
- To have 10 big ideas to refer to in the future



Dr. Peters' Big Ideas and Practical Tips

Big Idea # 1
*It's all about
knowing your
ABCs*



**A is for
Antecedent**





What is an antecedent?

Simply, it is what was happening or what/who was present right before any behavior occurs.



How you **proactively** plan to create positive learning environments sets the occasions for student behaviors in classrooms.

B is for
Behavior





What is a behavior?

- Anything a person says or does
- Behavior involves movement and has an impact on the environment
- Is influenced by environmental events

Behaviors are maintained when they are reinforced.

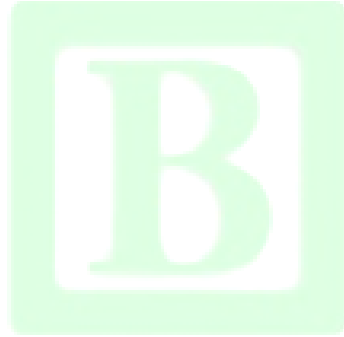


Classrooms do not behave; students in classroom behave

Behaviors do not define a child; they are simply what a child does.

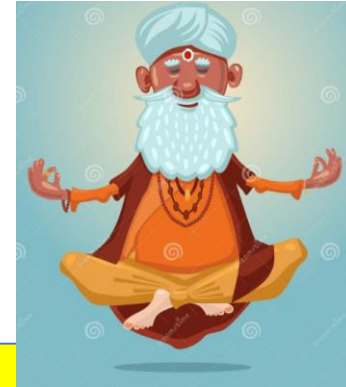
C
is for
Consequence





What is a consequence?

- Something that happens after a behavior occurs that increases the likelihood of occurrence of the same behavior under the same conditions in the future.
- Consequences occur naturally.
- All behavior has consequences—some consequences increase the occurrence of the same behavior in the future and some decrease the occurrence of the same behavior in the future



**Don't confuse
consequences with
punishment.**

**Focus on increasing
positive consequences.**

Let's First Focus on **Antecedents** in the Classroom





Why are antecedents important?

- To understand and promote desired behavior in your classroom, you must first analyze the antecedents
- Since behaviors tend to occur more in situations in which it has been reinforced and less in situations where it has been punished, having this valuable information helps us to **predict** the situations and environments the behavior will be more likely to occur. Then you can **prevent** the undesired ones and **promote** the desired ones.

Big Idea # 2

When you plan for ALL, using 'Universal Design for Learning thinking', you will meet the needs of all students most of the time.

Start with Positive Behavior Supports and UDL Thinking



Focus on Tiered Levels of Support (PBIS)

- Tier 1 is focused the antecedents for ALL
- Tier 2 is focused on class-wide and small group interventions
- Tier 3 involves individual and intensive supports

Universal Design for Learning

- Provides guidelines to help you plan learning environments that are inclusive.





Where to Start

On the first days of school:

- Establish positive student-friendly rules--> practice procedures--> instill routines
- Learn about your students' assets.
- Identify their preferences and what their interests are. What excites them?
- Communicate with parents

Big Idea # 3
A good beginning of
is the best predictor
of a positive
outcome.



Big Idea #4
Learning is a journey.
Teach students to
drive safely to their
destination.

The rest of the school year...



- Be consistent. Stick with your routines.
- Plan for successful transitions.
- Greet your students at the door
- Start each day with a 'high-likelihood of success' learning activity.
- Always let students know where they are going in their learning, where they are now and how you will help them close their gaps.
- Cultivate student ownership of their learning and of their behavior.





Think about antecedents of problem behavior

- When does the problem behavior usually occur?
- Where does the problem behavior usually occur?
- Who is present when the problem behavior occurs?
- What activities or events precede the occurrence of the problem behavior?
- What do other people say or do immediately before the problem behavior?
- Does the child engage in any other behaviors before the problem behavior?
- When, where, with whom, and in what circumstances is the problem behavior least likely to occur?

Big Idea # 5
Ask yourself
the 5 'P's
everyday!



Be Aware. Analyze the
environment in real time.



*What do I do to **perceive** how students are feeling?*

*Can I **predict** that a behavior may occur?*

*What will I do to **prevent** an undesirable behavior?*

*Do know how **pivot** if I suspect a behavior might occur (change course, redirect)?*

*And, do I unintentionally **provoke** behaviors?*

**Next, Focus on Behavior in the
Classroom**





Big Idea #5
Shape behaviors to
promote positive
behaviors and increase
self-regulation.

Classroom Management includes Behavior Management

Your Goals are to:

- Shape student behavior so that they can learn from mistakes
- Increase students' independence and abilities to self-regulate.
- Help students make appropriate, prosocial choices.
- Help students increase the likelihood of choosing a desired behavior over an undesired behavior
- Maintain positive behaviors by replacing undesired behaviors with behaviors that have reinforcing value to the student over time.



Big Idea #6
Behaviors are
maintained
because they are
reinforced.



Understand the Functions of Behavior

For problem behaviors, you need to figure out what reinforcement student might be 'seeking'. Then you need to decrease the behavior by reinforcing something else.

- Sensory
- Escape
- Attention
- Tangible

S. E. A. T.



Sensory

- **Why?** To get sensory experience — it feels good.

When? Anytime, even when alone

What to do proactively? Have available access to sensory items through the day.

What you can do to help

Find an activity that provides the same sensory experience

- **Example:** A student is humming loudly to hear his own voice, offer him headphones that play music
- **Non-example:** A student is humming loudly to hear his own voice and you give him a light up stick.

S. E. A. T.



Escape

Why? To get out of unwanted activities or interactions

When? Something is hard, boring, not fun

What to do Proactively: Keep tasks small with frequent breaks and intersperse fun activities with boring activities

What you can do to help

Break the task down into a smaller step/ teach to ask for a break/ provide tons of praise for making progress towards a goal.

Example: An individual is asked to correct items on a math assignment and they start to tantrum, ask them to pick up one item and complete it, then praise, help them with the rest.

➤ **Why?** You did not reinforce escape behaviors, but you did reinforce completion.

Non-example: An individual has been asked to redo an assignment and they start to tantrum, so you tell them they don't have to correct the items anymore

➤ **Why?** You have just strengthened student's escape behaviors.

S. E. A. T.



Attention

Why? To get access to people or interactions

When? Not getting enough attention or reaction

What to do Proactively? Teach the student to use a signal or raise their hand and provide tons of attention for appropriate behavior other times of the day. You can assign numbers when multiple students raise hands.

What you can do to help

Provide tons of praise for appropriate requests for your attention/teach to ask for attention appropriately

Example: If the student is calling out while other students are raising hands, let the individual know when they raise their hand and wait their turn, can talk too and praise for a moment of quiet and provide attention

Why? You have reinforced the desired behavior.

Non-example: If the individual is calling out, stop your conversation and give your undivided attention to the student.

Why? You have reinforced the undesired behavior.

S. E. A. T.



Tangible

Why? To get access to items/activities

When? Something wanted is not available

What to do Proactively? Use First/Then Statements and let them know when an activity is going to end by setting a timer.

What you can do to help

Offer an alternative, “you can’t have this, but you can do A or B.” Or First-then, “first we do this, then you can have that!”

Example: If the child is crying because they went to the ice cream store and arrived and it was closed, acknowledge the disappointment, and let the child know that you can either go to the grocery store to get ice cream or another ice cream store.

➤ **Why?** You provided equivalent choices to get access and promote problem-solving.

Non-example: If the child is crying because they went to the ice cream store and arrived and it was closed, so you give them your I PAD to play with instead.

➤ **Why?** You reinforced crying and decreases problem solving.

Big Idea #7
*Pro-social behaviors
are learned. Teach;
do not 'discipline.'*



Understanding problem behavior



- Assume students can't, not won't.
- Focus on social-emotional skill development.
- Refer to ODE Social-Emotional Standards
- Deliver social skills lessons or embed social skills learning into lessons:
 - Peer modeling and feedback
 - Social narratives, stories, and cartoons
 - Video modeling
- Teach students to self-regulate.
- Give students tools to manage their own behaviors
 - Breathing
 - Charting



Understanding problem behavior

- How do I **increase** the likelihood of a desired or **decrease** undesired behavior?
 - *Teaching and reinforcing the desired behavior. This is called 'shaping'.*
- What should I **ignore**?
 - *Behaviors maintained by attention. However, in classrooms, it is hard to ignore disruptive behaviors. Try to redirect and teach replacement a behavior.*
- How do I teach **replacement** behaviors?
 - *Model them, practice them and reinforce them a lot—especially in the beginning.*

Becky Bailey's work

Discipline is not something you do to children; it is something you develop within them.

Becky Bailey PhD

The Foundation of Safety

Becoming conscious of hurtful patterns and the willingness to change those patterns is the greatest gift we can give children. Becoming conscious allows us to access our own wisdom and remain calm in the face of antagonism and disorder. It is the foundation of choice and change.

Self-Regulation: Managing our own thoughts, feelings and actions – is the cornerstone of a successful life.

The “conscious” part of Conscious Discipline is based on consciousness and mindfulness research, and consists of seven powers. The Seven Powers for Conscious Adults empower us to self-regulate. The Seven Powers for Conscious Adults create long-term, lasting success by guiding us to become conscious, present, attuned and responsive to the needs of ourselves and children.

The seven powers provide a foundation that facilitates our access to the integrated executive brain state where all higher-order thinking occurs. From this state, we can override impulsive and reactive tendencies. Any classroom management or discipline system that fails to address the conscious awareness and emotional intelligence of the adult is ultimately doomed. The Seven Powers for Conscious Adults create long-term, lasting success by guiding us to become conscious, present, attuned and responsive to the needs of ourselves and children.



Seven Powers and Seven Skills

7

Seven Powers for Conscious Adults	Seven Skills of Discipline
<u>Perception</u> No one can make you angry without your permission	<u>Composure</u> Being the person you want others to become
<u>Attention</u> What you focus on, you get more of	<u>Assertiveness</u> Saying "no" and being heard: Setting limits respectfully
<u>Unity</u> We are all in this together	<u>Encouragement</u> Building the School Family
<u>Free Will</u> The only person you can make change is yourself	<u>Choices</u> Building self-esteem and willpower
<u>Acceptance</u> This moment is as it is	<u>Empathy</u> Teaching children to manage their emotions
<u>Love</u> See the best in others	<u>Positive Intent</u> Creating teaching moments with oppositional, shut down and aggressive children
<u>Intention</u> Mistakes are opportunities to learn	<u>Consequences</u> Helping children learn from their mistakes

Seven Powers

Will



Perception



Acceptance



Power of Perception

No one can make you angry without your permission.

Goal: Take responsibility for our own upset and, in turn, teach children to be responsible for their own behavior.



Power of Unity

We are all in this together.

Goal: To perceive compassionately, and offer compassion to others and to ourselves.



Power of Acceptance

The moment is as it is.

Goal: To learn to respond to what life offers instead of attempting to make the world go our way.



Power of Free Will

The only person you can make change is yourself.

Goal: Learning to connect and guide instead of force and coerce.



Power of Attention

What we focus on, we get more of. When we are upset, we are always focused on what we don't want.

Goal: To create images of expected behavior in a child's brain.



Power of Love

See the best in others.

Goal: Seeing the best in others keeps us in the higher centers of our brain so we can consciously respond instead of unconsciously react to life events.



Power of Intention

Mistakes are opportunities to learn.

Goal: To teach a new skill rather than punishing others for lacking skills we think they should possess by now.

7 Skills

CONSCIOUS SKILL <small>(emerges from powers)</small>	LIFE / COMMUNICATION SKILLS	VALUE
Composure	Anger management, delay of gratification	Integrity
Encouragement	Pro-social skills: kindness, caring, helpfulness	Interdependence, optimism, gratitude
Assertiveness	Bully Prevention, healthy boundaries	Respect for self and others
Choices	Impulse control, goal achievement	Persistence
Empathy	Emotional regulation, perspective-taking	Honoring diversity, honesty
Positive Intent	Cooperation, problem-solving	Compassion, generosity
Consequences	Learning from your mistakes	Responsibility

Focus on **Consequences** in the Classroom



Big Idea #8
When students are
gaining, everyone
wins. Positives
attract, negatives
repel.

Focus on increasing positive consequences



- Consequences that immediately follow a behavior are more effective.
- Focus on and reward progress towards a learning goal.
- Don't praise personal attributes. Use specific-learning focused praise and feedback.
- Set up class-wide incentives.
- Know your students. What is reinforcing to one student, is not reinforcing to another.
- Do catch students 'being good'.
- Plan to 'randomly' acknowledge individuals for something you have noticed about them.



Big Idea #9

When you use negative consequences your students learn to use negative consequences. And they will learn to avoid YOU.



Don't try to manage behavior by relying on negative consequences



Don't

- Use threats
- Use grades as weapons
- Lump behaviors and academic achievement together.
- Take points away
- Remove students from class when behaviors are being maintained by escape.
- Take away hope (zeros, etc)

Finally, understanding your role in responding to behaviors is key to classroom management



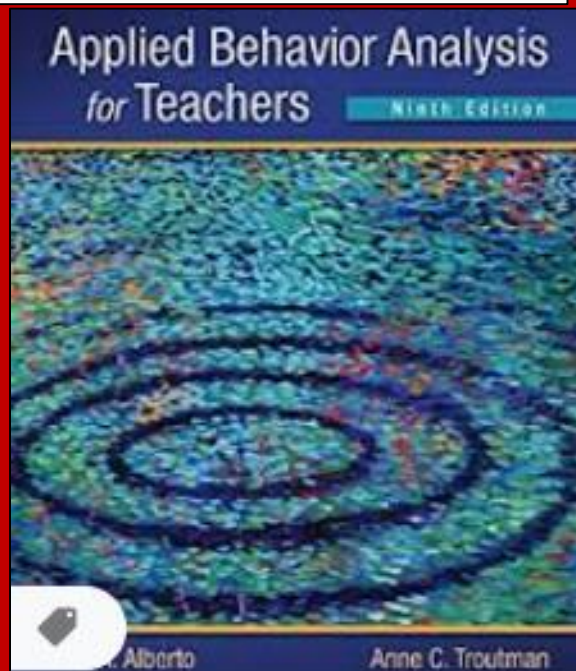
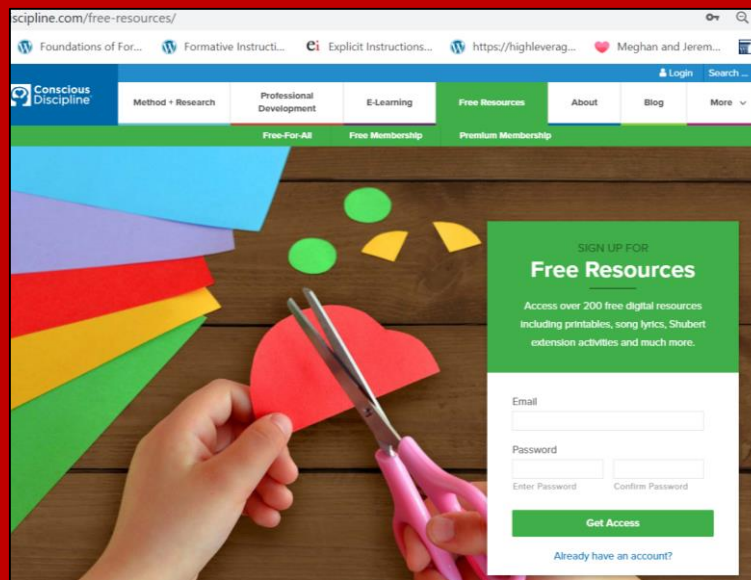
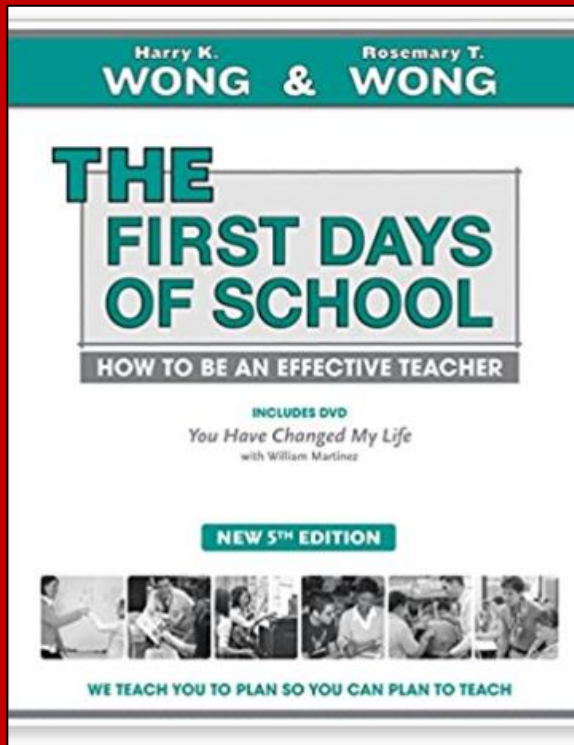
Big Idea #10

Your classroom will be a happy, productive learning environment when you are happy and can focus on your own social-emotional skills. Be Well. Be patient with yourself...and



Focus on your Own Social-Emotional Skills

Student Behavior	Teacher Behavior
Self-awareness	✓
Safety	✓
Self-Regulation	✓
Connections	✓
Social-Emotional Well-being	✓
Self-Management	✓
Problem-Solving	✓



Resources for you

- Universal Design for Learning
- First Days of School
- Applied Behavior Analysis for Teachers
- Ohio Department of Education SEL Standards
- Conscious Discipline

DO THE
BEST YOU CAN

until you know better.
THEN WHEN YOU
KNOW BETTER,

do better.

~Maya Angelou