Behavior and Classroom Management
Behavior Principles

• Behavior is mainly a product of its immediate environment

• Behavior is strengthened or weakened by its consequences

• Behavior ultimately responds better to positive than to negative consequences

• Whether a behavior has been punished or reinforced is known only by the path of that behavior in the future
Five Skills for Effective Behavior and Classroom Management

1. Teach Expectations
2. Keep Students on Task
3. Respond Non-Coercively
4. Sustain Positive Teacher-to-Student Interaction and Risk-Free Student Response Opportunities
5. Avoid Traps
Teach Expectations

3 Types of Expectations:

• Classroom expectations- Let the student know what you expect of them since their permanent teacher is not there.

• Instructional expectations- Let the student know how the assignment from their permanent teacher will be taught.

• Procedural expectations- Go over the how bathroom access, answering questions and other daily activities will be handled.
Teach Expectations

Classroom break down can happen during transitions

• Give step-by-step instructions for transitions-(explain how passing periods will be handled)

• Have students restate expectations, if needed
Keep Students on Task

Begin instruction/activities immediately
  • Name tags
  • Seating chart

Manage by walking around
  • Refocuses the class
  • Proximity

Use attention strategies
  • Whisper (speak softly to gain students attention)
  • Write and erase (write one word of a sentence and erase it quickly)
  • Lights out (turn lights off to gain the students attention)
2 Different Types of Behavior:

**Inconsequential Behavior**
- annoying student behavior
- may be ignored

**Consequential behavior**
- inappropriate behavior
- needs to be addressed
Positive teacher-to-student interactions
  • “Problem” student
  • Avoid “you vs. them”

Risk-free student response opportunities
  • Include all students
  • Redirect a wrong answer
Avoid Traps

7 Different Traps:

- Criticism Trap
- Common Sense
- Questioning Trap
- Sarcasm Trap
- Despair & Pleading Trap
- Threat Trap
- Physical and Verbal Force Trap

- To manage avoiding these traps is to recognize and emphasize desired behavior which diminishes the students’ need to act out in order to get attention.

- If you are ever in a dangerous situation and need immediate assistance, there is a call button or phone in the classroom that goes to the main office to provide assistance.

- Introduce yourself to surrounding teachers in case you ever need them. Only let one student at a time use the pass to go to the restroom, and never put yourself in a position where you need to justify what you have said or done to the building administrator, district, parent, or student.