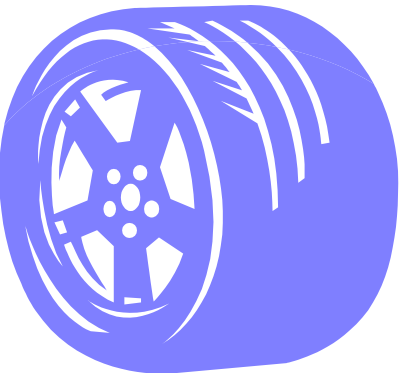


Where the Rubber Meets the Road

Attacking the Gap by Supporting
Classroom Systems

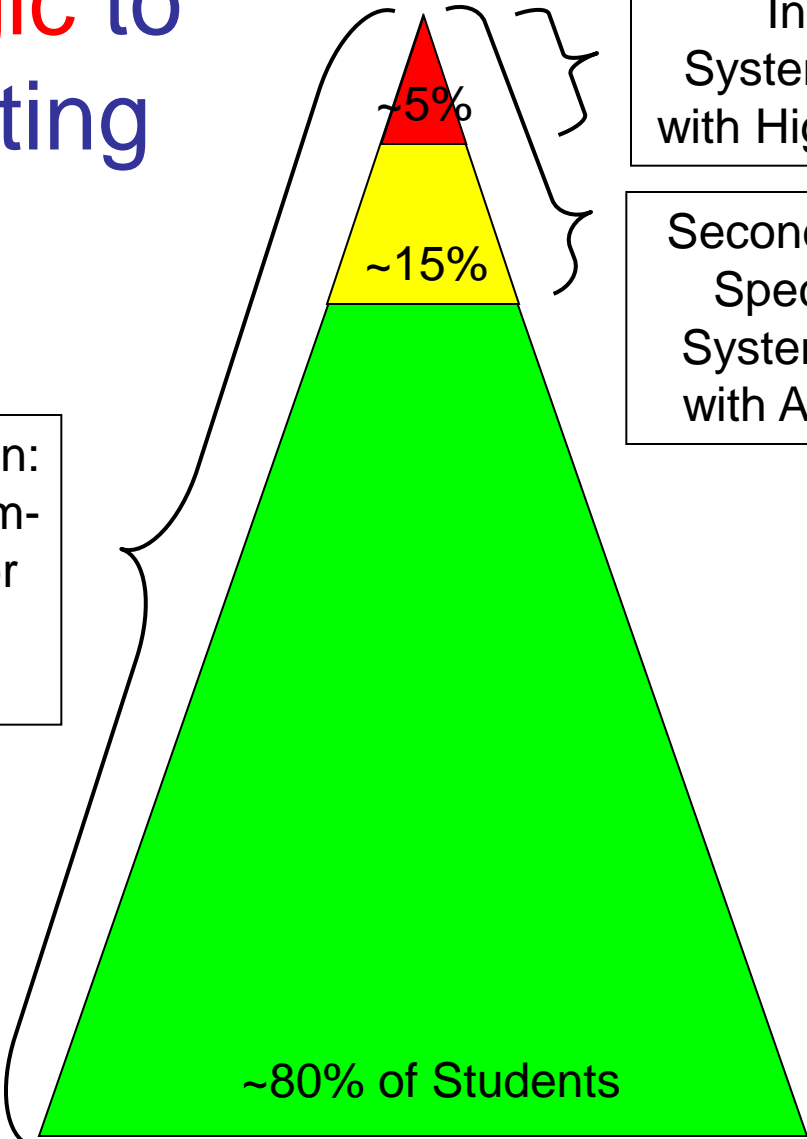
Shauna F. King, M.Ed.
Anne Arundel County Public Schools
Wednesday, November 2, 2011

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Apply three tiered prevention logic to classroom setting

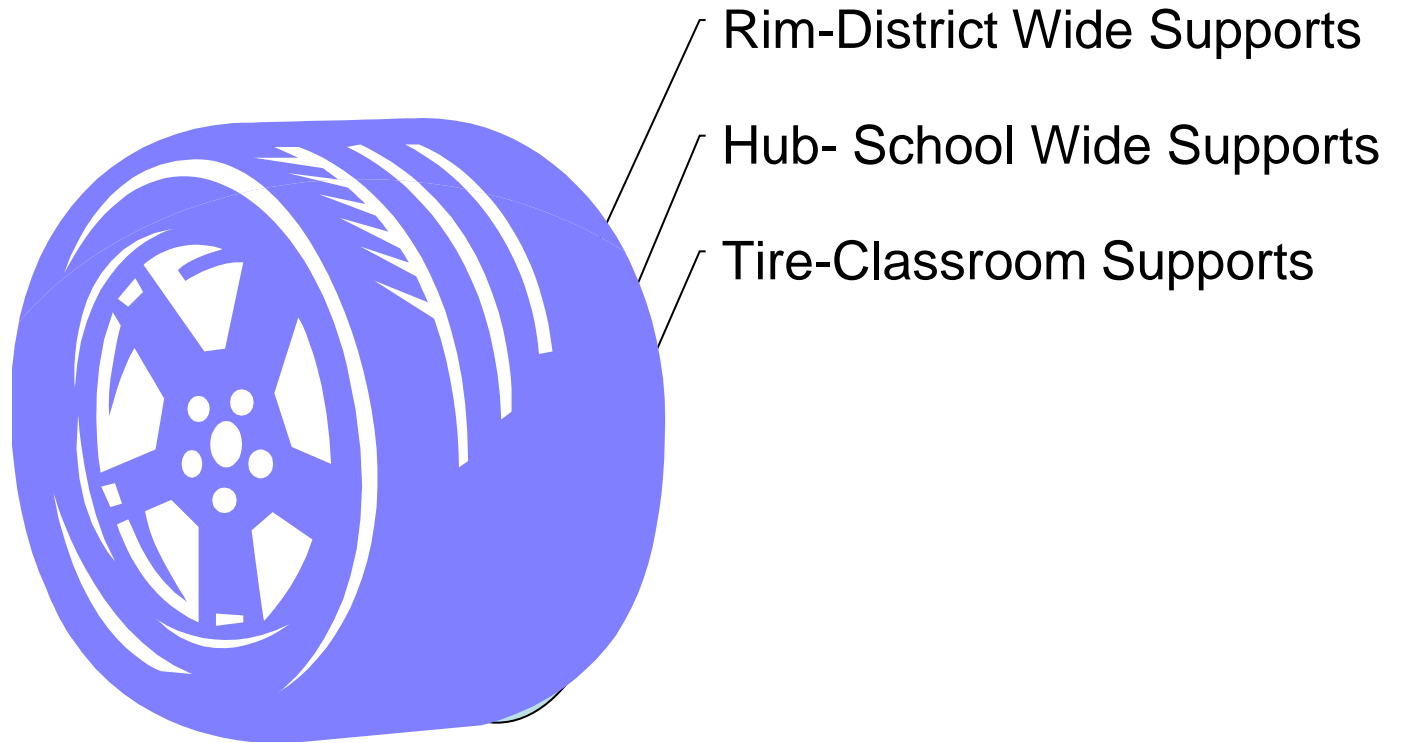
Primary Prevention:
School-/Classroom-
Wide Systems for
All Students,
Staff, & Settings



Tertiary Prevention:
Specialized
Individualized
Systems for Students
with High-Risk Behavior

Secondary Prevention:
Specialized Group
Systems for Students
with At-Risk Behavior

Where the Rubber Meets The Road



Effective Classroom Management Behavior Management

Intervention
**At The Moment
of Misbehavior**

Prevention
**Rules,
Routines,
Reinforcement**

The “three-legged stool”

Cooperative Discipline Answers 3 Questions

- Corrective
 - Supportive
 - Preventive
- What do I do when kids act up?
 - What can I do so they won't continue misbehaving?
 - How can I encourage the “good kids” to continue behaving appropriately?



1. “It’s not personal.”

Students engage in problem and appropriate behaviors to obtain a certain goal.

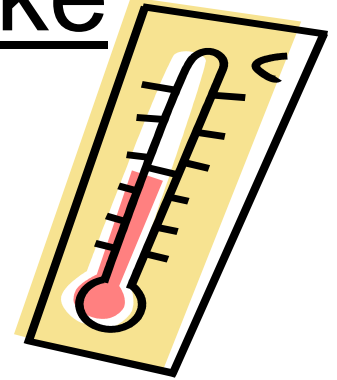
What is My Goal/Function/ Purpose or Motivation?

What Is my Behavior Saying?

- “Notice Me!!!”
- “Let’s Fight/You Can’t Make Me”
- “Leave Me Alone/I Can’t Do It”



How Does My Behavior Make you Feel?



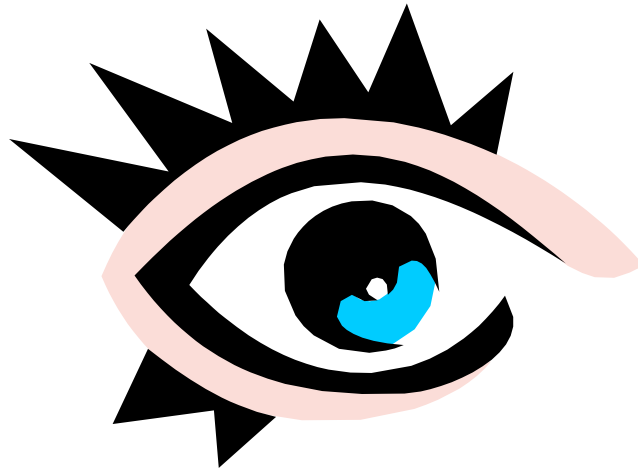
- Will you stop it!! You are getting on my nerves!!!” (Attention)
- “Please just try....”(Avoidance)
- I am the teacher and you will do as I say!
- Go to the office!/No recess for you for the next 2 weeks! (Power/Control)

Possible
Motivations/Goals/Function/Purpose
of Behavior

- 1. Attention**
- 2. Avoidance**
- 3. *Power/Control***

Ah Ha #1

**The Intervention Must Match the
Goal/Function or Motivation.**



2. The most effective strategies are instruction based

- State “what you want them to do instead”
- Replacement Behaviors must be successful in meeting the goal

Replacement Behavior



1. Focus on what you want students to do “instead” (replacement behaviors)
2. Look for patterns of behavior that suggest “functional relationships”
3. **Teach** replacement behavior based on that function/goal/motivation.
4. Deliver high rates of **positive feedback (same similar outcome) as problem behavior** when students display replacement behavior

3. Interactions Must be Positive Respectful and Culturally Responsive

- Discipline is Relationship Centered

Culturally Responsive Classroom Management

- Discipline Using an Adult Voice
- Create a Classroom Community
- Prevent situations where students lose peer respect
- Set Boundaries
- Use Appropriate Language
- Maintain non-aggressive and non-reactive stance

What Behaviors Are Students Referred For By Race

White Students

Smoking

Vandalism

Leaving w/o permission

Obscene Language

Black Students

Disrespect

Excessive Noise

Threat

Insubordination

Loitering

Ms. Richards

Kevin

Kevin, why are you still talking?

Who me?

Yes, you Kevin; why are you still talking?

I was just asking her a question.

But I said, no talking.

Kevin mumbles under his breath....

Excuse me Kevin, stop talking now or I am taking back your falcon buck for the dance.

You are always picking on me!!

Well, you are always talking.

Aww man. "I hate this class."

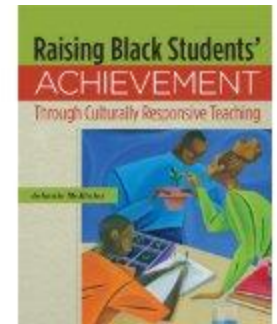
Kevin, That's disrespect...go to the office.

“Kevin, why are you still talking?”

VS.

“Kevin, stop talking, complete the assignment on in your workbook.”

**Discipline using an Adult
Voice**



But I said, no talking!!

VS.

During independent work, our classroom procedure is to raise your hand for questions. This shows respect to your fellow classmates who are working.

Create a Classroom Community

Prevent situations where students lose peer respect



Set Boundaries

(using positive consequences)

Excuse Me?? If you are not quiet in the next 5 seconds, I am taking back your falcon buck for the dance.

VS.

You can maintain your right to go to the dance as soon as you get quiet. This offer is good for 5 seconds.



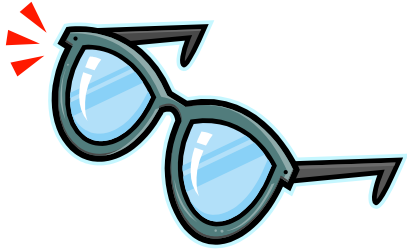
Set Boundaries

(using language of choice)

Excuse Me?? If you are not quiet in the next 5 seconds, I am taking back your falcon buck for the dance.

VS.

You may finish your assignment without talking, or you can move to the time out area of the room for 10 minutes, the choice is yours.



Use Appropriate Language

Objective vs. Subjective

Well, you are always talking!

vs.

The class has had to wait 7 times in the last two days while I had to address your talking.



“That’s disrespect, go to the office.”

VS.

“I am sorry that you feel that way.”

or

“We can talk about your feelings about my class later.”

**Maintain non-aggressive
and non-reactive stance**

“Learning Errors”

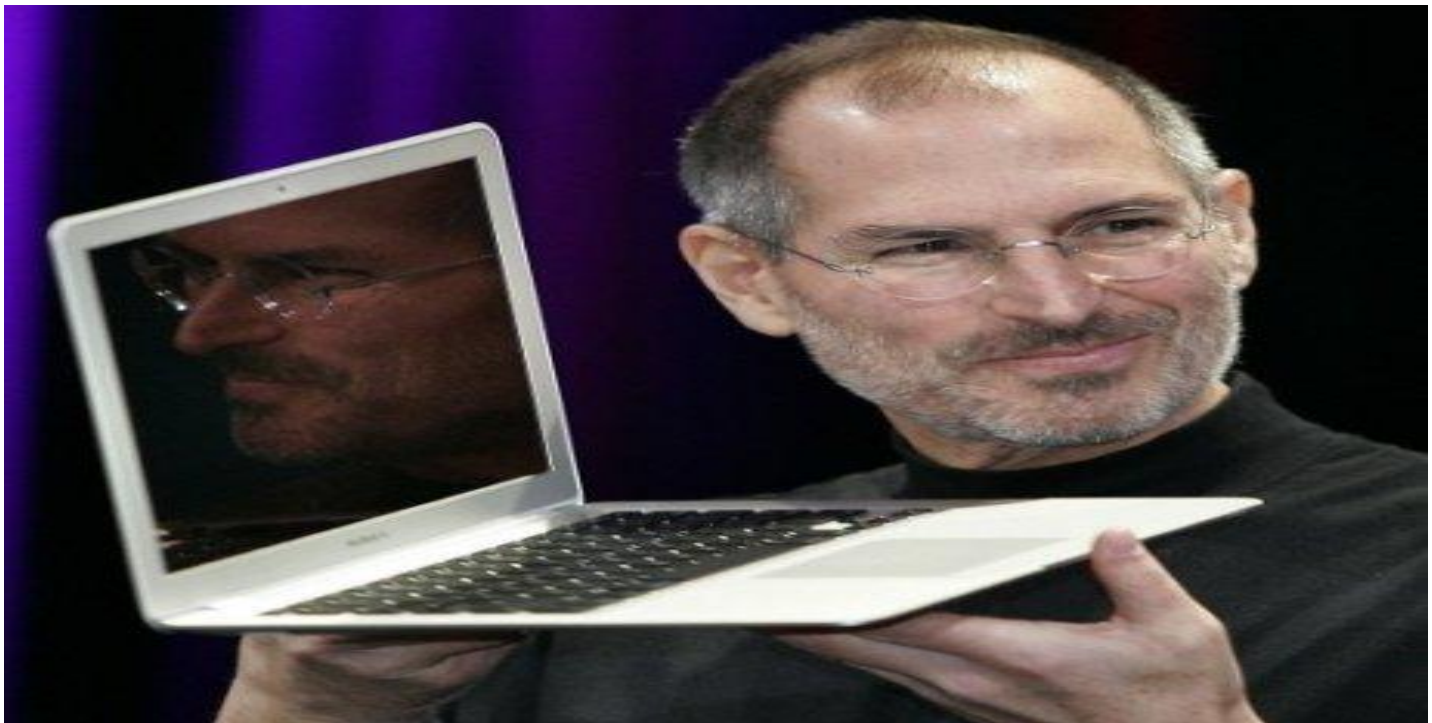
How are you going to prevent it from happening again?

- Identify the function/goal of the behavior
- Discipline Using an Adult Voice
- Create a Classroom Community
- Prevent situations where students lose peer respect
- Set Boundaries
- Use Appropriate Language

Back to the *Not So Basics*

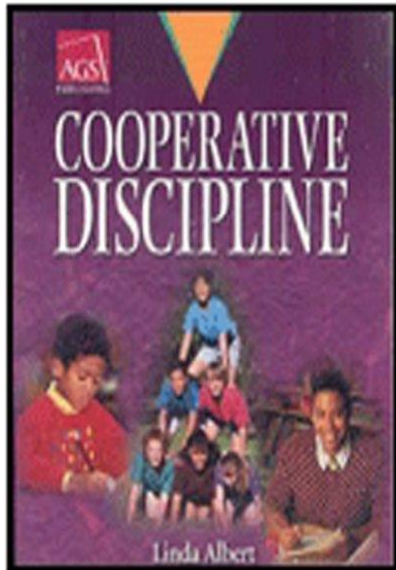
1. Scan, Move and Interact
2. 4 Positive: 1 Negative
3. Follow School Wide Procedure for Major/Minor Violations
4. Continue to connect behavior to School Wide Expectations

4. You **Must** Find Joy in What You Do.



The most effective strategies will fail to impact students in the absence of sincerity, respect, and obvious joy of teaching **your students**.

**Thank you for all that you
do for children!!**



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Certified Trainer,
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