

Classroom Management



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3:00 p.m.—4:30 p.m. ET



U.S. Department of Health and Human Services
Administration for Children, Youth and Families (ACYF)
Family and Youth Services Bureau (FYSB)
Adolescent Pregnancy Prevention Program

Presenters

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Learning Objectives

- Identify proactive classroom management strategies.
- Describe steps for responding to challenging student behaviors.
- Discuss strategies for supervisors to support to program delivery staff.

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Webinar Agenda

- 3:00–3:05 Introductory information
- 3:05–3:35 Proactive strategies
- 3:35–3:55 Responding to challenging student behavior
- 3:55–4:20 Strategies for supervisors to support program delivery staff
- 4:20–4:30 Discussion and questions

Each segment includes time for questions.

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Poll

Who is attending today?

- A. Program delivery staff
- B. Supervisors
- C. Staff who do not deliver Adolescent Pregnancy Prevention (APP) programs

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Let's Hear from You!

- Using the questions feature, briefly describe one or two of your classroom management challenges.



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Classroom Management and Curriculum Fidelity

- To have a large impact and sustained effect, classroom management strategies must alter environmental events that lead to challenging student behaviors (Kern et al., 2006).
- Implementation of some strategies may alter the curriculum.
 - It is important to prioritize curriculum fidelity when selecting classroom management strategies.
- Frontline staff should work with supervisors to select strategies that are appropriate for the amount of time available in the classroom.

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Proactive Strategies

- Proactive strategies focus on events and circumstances that immediately precede disruptive behavior.
- Much of the research on proactive classroom management strategies was conducted with students with emotional disturbances or learning disabilities.
 - These strategies are now used successfully with a wide range of students in many types of classrooms.



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First Step: Observe and Document

- Observe and document information about environmental events that appear to be linked to inappropriate behavior.
 - Also observe and document events that are associated with desirable behavior.
- For example, you may observe that transitions are frequently problematic:
 - starting the session;
 - switching topics;
 - starting or ending group activities; or
 - wrapping up near the end of the session.

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Resource

This resource describes steps and best practices for observation and documentation to inform classroom management:

Sugai, G., et al. (n.d.) [Applying positive behavior support and functional behavioral assessments in schools.](#)

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Class-Wide Proactive Strategies

- Class-wide strategies address the needs of most students in a given class.
- These are appropriate for a generally disruptive classroom.



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Setting Clear Rules and Expectations

- Limit to a maximum of five rules.
- Involve students in formulating the rules.
- Keep rules simple, brief, and positively stated.
- Display rules prominently throughout the classroom so that they can be easily seen.
- Invest time in actively modeling and teaching the rules, particularly at the beginning of program delivery.



(Sugai & Horner, 2002)

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Managing Classrooms with a Predominant Number of Students with Emotional Disturbances or Learning Disabilities

- Provide daily opportunities for students to vote on the activities, materials, or task sequence within the curriculum.
 - Take a student vote.
- Provide signaling devices to let you know when they need help.
- Provide word banks, sentence starters, manipulatives, and number lines to students who lack the skills for successful assignment completion.
- Supply self-correcting materials (e.g., answer keys, assignment-related rubrics, or checklists).
- Teach time management and learning strategies using mnemonics and keywords (e.g., DRAW: Discover the sign, Read the problem, Answer or draw and check, Write the answer)
- Establish real-world connections.
 - For instance, if a student's life goal is to become a millionaire, help him understand how and why remaining focused during a discussion about HIV prevention helps him achieve that goal.
- Resource: Rock, M. L., & Thead, B. K. (2009). [Promote student success during independent seatwork.](#)

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Create a Whole Class Self-Monitoring System

- Students are frequently off-task because they do not have the responsibility of self-checking their work and behavioral performance.
- Self-monitoring is when students learn to assume responsibility for their behavior and play a primary role in changing it.

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(Mitchem & Young, 2001)

An Example of Self-Monitoring

- During independent work, teach students to self-check their attention to the assigned task as well as their productivity.
 - For instance, students can record the number of goals they write down at the sound of a timer (e.g., every 2 minutes).
 - Simultaneously, students can compare their attention level to a photograph depicting on-task behavior at each 2-minute interval.
 - If their real behavior resembles the behavior in the photograph, students check yes on their self-monitoring sheet.

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Individual Strategies

- A small number of students, for a variety of reasons, will not respond to broader efforts.
- In these cases, individualized strategies are needed.
 - Assess the role of both individual and environmental variables related to difficulties.
 - Observe the class to gather this type of information and then document.
 - For example, assessment information may reveal that assignments are accurately matched to a student's skills, but the length of the assignment exceeds a student's endurance.

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Appropriately Match to Student's Capabilities

- Research has shown that decreasing the overall task length, or offering periodic breaks, can successfully reduce disruptive behavior when assignments match a student's skills but the length of the assignment exceeds a student's endurance.
 - May prove difficult for some grantees because of lack of time to complete the lessons.
 - For some programs, decreasing the task length might interfere with fidelity (e.g., curricula that require a certain amount of reflection time).



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(Dunlap et al., 1991)

Provide Alternative Ways to Complete Work

- Written assignments or tasks that require fine motor skills can be challenging.
- Provide alternative modes for work completion, including
 - computer;
 - audio recorder;
 - discussion;
 - drawing; or
 - having one person in a group take notes.
- This strategy has been successful with students with emotional disturbance.



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Learn the School's Approaches

- Learn what the school or detention center's classroom management approaches are and be prepared to use these (e.g., positive behavioral interventions and supports, such as tickets for good behavior).
 - There may be limitations for guest facilitators, so this may need to be negotiated.
 - Grantees should discuss the use of APP grant funding for purchasing incentives with their project officer.



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Proactively Communicate with School Staff

- Communicate proactively with the school and classroom teacher to clarify expectations.
 - Will the teacher be present?
 - Will the teacher manage student behavior?
 - Will the teacher refrain from disrupting or leading APP activities?
- Consider periodic check-ins to provide an opportunity to give praise to each other and/or discuss concerns.



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Questions or Comments



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Case Study

You are delivering an APP program to a group of 15 6th- and 7th-grade boys (11 to 12 years of age). You wonder whether some of the material and activities in the curriculum may be too hard for these boys because the group sometimes demonstrates inappropriate behavior by acting silly, not listening, interrupting you and each other, and having side conversations.

- Refer to the handout to assess which proactive strategies you are currently using or would use in this situation.
- Share your ideas using the question box.

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Poll

Which of the following best represents your experiences with proactive classroom management strategies?

- A. I have not used them but think they may be helpful.
- B. I have not used them but think more types may be needed.
- C. I have used them and found them to be helpful.
- D. I have used them and found that more types are needed.

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Responding to Inappropriate Behavior

- Before responding to inappropriate behavior, try
 - behavior reminders;
 - warnings; and
 - elimination of behavioral triggers.

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Responding to Inappropriate Behavior (continued)

- If proactive strategies are not sufficient, remember that inappropriate behaviors can result from testing limits or from skill or performance gaps, such as
 - challenges with self regulation; and
 - absence of social skills needed to engage in a group activity.

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Use in Addition to Proactive Strategies

- In addition to proactive strategies, classroom management generally requires skill instruction and consequences, should disruptive behavior occur, to assure that it is not reinforced.



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Skill Instruction: Behavior Management Training

- **Self-instruction:** Teach students “self-talk” and “self-prompting” as ways of talking through problems (American Federation of Teachers, n.d.).
 - Address the concerns of students who feel that APP activities are not relevant for them because they are not dating or sexually active.
 - Help the students replace negative thoughts (e.g., “This information does not apply to me”) with positive ones (e.g., “One day, I’ll need to know this”).

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Behavior Management Training (continued)

- **Relaxation skills:** Breathing and physical exercises allow students to reduce stress and the physical symptoms of anger.
- **Social problem solving:** This approach helps students view situations as problems to be solved and not as battles.
 - Students learn to focus on a common goal (like everyone getting their opinion heard or everyone feeling respected) and to brainstorm multiple ways to address a situation.
- Resource: Fenty, N. S. Miller, M. A., & Lampi, A. (2008). [20 ways to . . . embed social skills instruction in inclusive settings.](#)

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Consequences: Response Cost

- **Response cost** is the taking away of privileges or other valued items in response to student misbehavior.
 - A student must actually value the privilege or item being taken away.
 - For example, a student is given 5 good-behavior points at the start of the session and then has one deducted for each incident of misbehavior.

(Intervention Central, n.d.)

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A Trauma-Informed Approach

- A trauma-informed approach may involve removing a student from the session.
- Adolescents who have experienced trauma may encounter situations that trigger a distressing memory.
- Triggering such memories may result in adolescents “re-experiencing” the intense, distressing feelings from the traumatic event, and lead to withdrawal, behavioral outbursts, aggression, and other types of responses.



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(Martin & Ashley, 2012)

Questions or Comments



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Let's Hear from You

- Using the question box, share an example from your project about how you have responded to inappropriate student behavior.
- What ideas do you have now?



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Poll

Which situation(s) best reflect supervisor involvement in classroom management in your project?

- A. Supervisor has discussed with facilitators.
- B. Supervisor has discussed cultural proficiency.
- C. Supervisor has observed sessions.
- D. Supervisor has not yet been involved.

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Supervisor Support for Program Delivery Staff

- Supervisors should assure program delivery staff of the following:
 - The staff's expected role in classroom management will be clearly outlined.
 - The supervisor will facilitate open and frequent communication between the project team and the school or detention center.
 - The supervisor will observe a few sessions to assess program delivery staff needs.

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Supervisor Support with Project Partners

Supervisors should hold a joint meeting with the program delivery staff and host teacher or administrator to discuss expected classroom management strategies, classroom teacher roles, etc.



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Provide a Checklist and Make an Action Plan

- Supervisors should provide a classroom management checklist that program delivery staff can use to self-assess across time.
 - Supervisors should provide consultation to program delivery staff about what is observed and documented on the checklist.
 - Incorporate performance feedback and action planning.

(MacSuga & Simonsen, 2011)

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Encourage Peer Support

- Supervisors should
 - ask staff to observe how seasoned facilitators manage sessions and challenging student behaviors;
 - provide opportunities for discussion with experienced staff and the chance to critically reflect on their facilitation skills within a supportive environment (Dobler et al., 2009); and
 - provide a continuing opportunity to participate in group discussions to enhance staff confidence in their classroom management skills (Prince, 2009).



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Promote Cultural Proficiency

- Supervisors should help staff
 - recognize their ethnocentrism (i.e., the attitude that one's own group is superior);
 - understand the broader sociopolitical context (including institutionalized or societal discrimination);
 - understand that definitions of appropriate classroom behavior are culturally defined;
 - develop knowledge of adolescents' cultural backgrounds; and
 - identify culturally appropriate classroom management strategies by
 - asking students what works for them, and
 - asking colleagues for their tips and tricks.

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(Weinstein et al., 2003, 2004)

Questions or Comments



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Case Study

Grady has delivered substance use prevention programs successfully for several years in suburban schools. He has a bachelor's degree in music education. You hired Grady to deliver an APP curriculum to 7th- and 8th-graders afterschool in an urban school. Each session has about 16 students with various academic, language, and social ability levels. Classroom behaviors of concern include students swearing, calling out, and leaving their seats or the classroom without permission.

- How can you support Grady as his supervisor?
- Share your ideas using the question box.

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Take-Home Points

- Prioritize curriculum fidelity when selecting classroom management strategies.
- Use proactive strategies to focus on events and circumstances that immediately precede disruptive behavior.
- Provide skill instruction and consequences, should disruptive behavior occur, to assure that it is not reinforced.
- Use information gathered through observation and documentation.
- Supervisors play an important role in supporting program delivery staff's classroom management.

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Discussion and Questions



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- Ashley, O. S., & Hawkins Anderson, S. (2014). *Classroom management*. Webinar presented to Family and Youth Services Bureau, Office of Adolescent Health, and Centers for Disease Control and Prevention Adolescent Pregnancy Prevention grantees.

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Resources

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Resources (continued)

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