

# Strategies to Create a Positive and Proactive Small Group Instruction

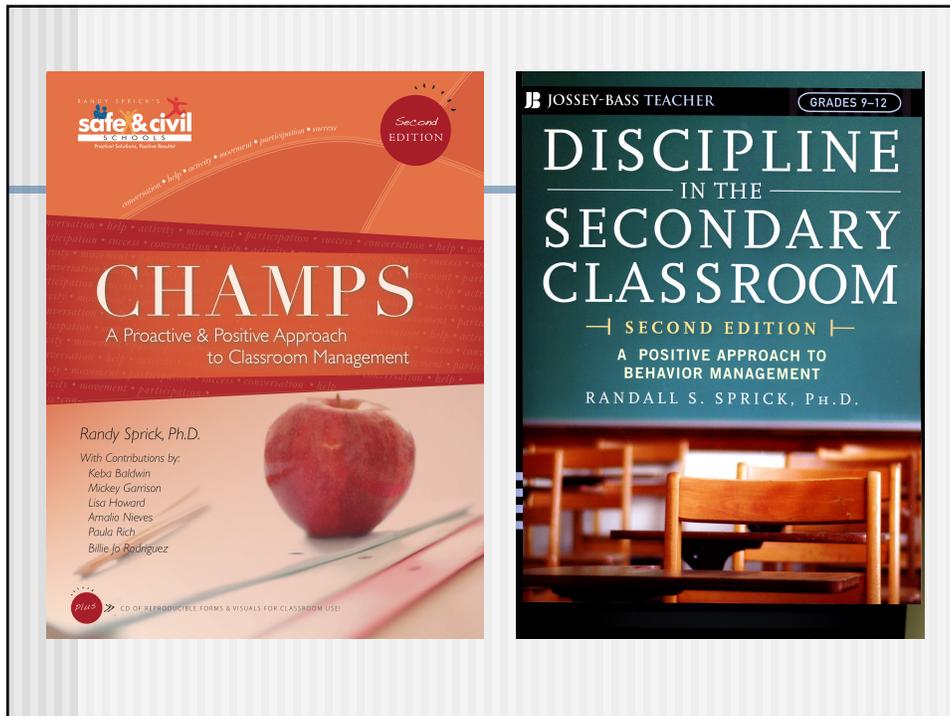
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## Outcomes

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- Review why we need to be proactive and positive with students
- Identify five variables used to support proactive, positive and instructional discipline in both classroom and school-wide settings.



## How Did We Get Here?

- Discipline and school safety have been consistently ranked as one of the leading concerns of teachers
- The World is *Changing!!*
- Yet, we still believe in **behavior management MYTHS**

## BEHAVIOR MANAGEMENT MYTHS

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- Emotional Intensity Myth
- Punishment Myth
- Role-Bound Authority Myth
- Wishing and Hoping Myth

## Reaction vs. Prevention

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- Reaction is not wrong, but it is your weakest tool in shaping behavior
- Our most powerful tool is preventing the misbehavior
  - Structure our environment
  - Build relationships

## What Students' Need to Feel Connected

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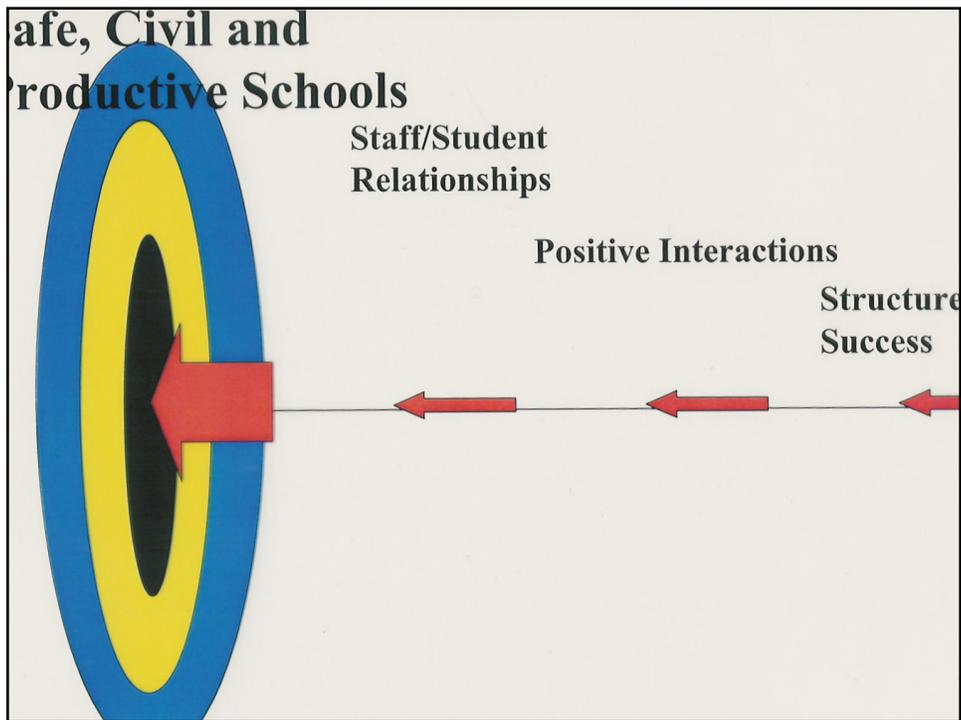
### ■ Schools as Communities of Support

- Students feel known
- Students feel valued
- Students feel capable
- Students feel able to influence their environment

## The Big Picture

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Effective school-wide and classroom management plans prevent misbehavior and are continually refined to help students become increasingly respectful, responsible, motivated and highly engaged in instructional activities.



## Going from Mayhem to Management: 5 Essential Components

1. Structure for Success
2. Teach Expectations
3. Observe
4. Interactions - Create a Positive Environment through Positive Interactions
5. Develop Meaningful and Positive Staff/Student Relationships

## 1. Structure (organize) your small group to prevent misbehavior.

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The way a setting is structured has a big impact on the behavior and attitude of people in that setting.

An example--A setting that accomplishes an amazing feat

## Structure for Success by:

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- Establishing Clear Expectations for Student and Staff Success
  - Rules
  - Routines
  
- No age limits...everyone needs to know the road map to success

## Design rules that communicate your most important expectations

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- Plan to post this information in a prominent place.
- Rules should be specific, observable, and (for the most part) stated positively.
- Avoid having over five rules.

## Rules on Rules

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- Need compliance – “Follow directions”
- Task completion – “Work to the best of your ability”
- Interaction rule – “Keep hands, feet, and objects to self”
- On-time rule – “Every second counts”
- Language rule – “Use appropriate words”

## Design Consistent Routines

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- The difference between a routine and procedure is automaticity
- If a student does anything more than once, develop a routine for it!
  - Pencil sharpener
  - Entering class
  - Getting materials
  - Turning in work

## 2. Teach Expectations

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- Teach your expectations regarding how to be successful within the structure that you have created.
  - Within your small group:
    - C- Conversation
    - H- Help
    - A- Activity
    - M- Movement
    - P- Participation
    - S- Success

C H A M P S » 4.2

CHAMPS CLASSROOM ACTIVITY WORKSHEET

**Activity**

**C**onversation

Can students engage in conversations with each other during this activity? Voice Level:  
 If yes, about what? With whom?  
 How many students can be involved in a single conversation?  
 How long can the conversation last?

**H**elp

How do students get questions answered? How do students get your attention?  
 If students have to wait for help, what should they do while they wait?

**A**ctivity

What is the expected end product of this activity? (Note: This may vary from day to day.)

**M**ovement

Can students get out of their seats during the activity?  
 If yes, acceptable reasons include: pencil sharpener restroom  
 drink hand in/pick up materials  
 other:

Do they need permission from you?

**P**articipation

What behaviors show that students are participating fully and responsibly?  
 What behaviors show that a student is not participating?

**S**uccess!

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### 3. Observe Behavior

- In the short run, circulate and scan
- In the long run, take data and problem solve

## 4. Interact positively with students.

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Provide frequent non-contingent attention to build relationships.

Provide frequent, age-appropriate positive feedback to acknowledge students' effort to be successful.

*Ratio of Interaction at least 3:1!*

## Good Behavior Game

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Student	Teacher
<del>    </del>	

## Develop Meaningful and Positive Staff/Student Relationships

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- “No significant learning occurs without a significant relationship”

Dr. James Comer

## Creating Meaningful and Positive Staff/Student Relationships

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- Use appropriate discipline strategies and practices
  - Establish long-term relationships with students.
    - Create Support Systems for students who need them

## 5. Correct misbehavior fluently (briefly, calmly, consistently, immediately, and (as much as possible) privately).

- Brief corrections maintain instructional flow and reduce the degree of disruption the misbehavior causes.
- Calm corrections model responsible ways to deal with conflict, avoid escalating emotional intensity, and keeps your blood pressure at reasonable levels.
- Consistent corrections allow you to be on “automatic pilot” and demonstrate to students you are fair and equitable.

## 5. Correct misbehavior fluently (briefly, calmly, consistently, immediately, and (as much as possible) privately).

- Immediate corrections prevent minor misbehavior from becoming major misbehavior.
- Reasonably private corrections model respect and help maintain the student’s dignity—while still addressing the problem.

## ■ DON'T BELIEVE THE BEHAVIOR MANAGEMENT MYTHS

## Create Safe, Civil and Productive Schools

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- Balance between Academic Success and Behavioral Success
  - Be Persistent and Consistent
    - Never give up HOPE

We don't not have the power to "control" behavior, but we do have the power to establish the climate

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- "I've come to the frightening conclusion that I am the decisive element in the classroom. It's my personal approach that creates the climate. It's my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child's life miserable or joyous. I can be tool of torture or and instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated, and a child humanized or dehumanized.

*Haim Ginott*