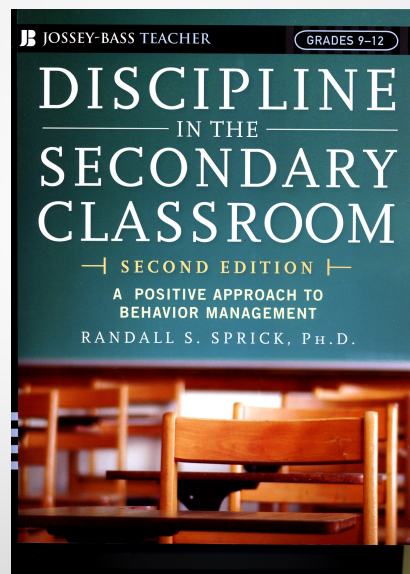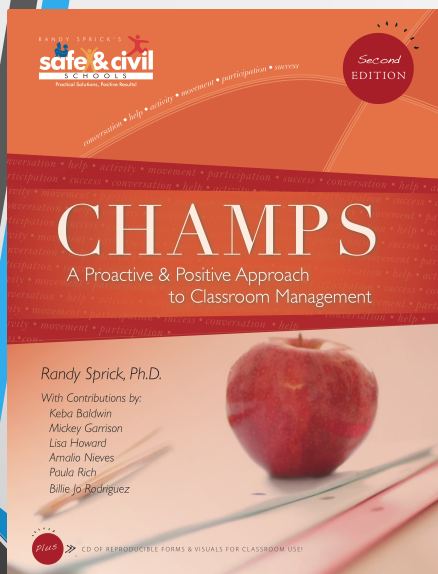# Strategies to Create a Positive and Proactive Self-Contained Special Education Classroom

Presented by Tricia Berg
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Six Considerations/Actions

1. Clarify and communicate your goals
2. Prepare your physical setting
3. Prepare your schedule
4. Prepare essential routines
5. Clarify and teach your behavioral expectations
6. Segue away from teaching expectations

3

1. Identify Long-Range Classroom Goals

- I have developed and written down four to seven major goals (instructional and/or behavioral) that I want to accomplish with all my students by the end of the school year.

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Chapter 1, Task 3: Identify Long-Range Classroom Goals

- I have identified specific ways in which I will use these goals to guide lesson planning and decision making throughout the year.

- I have a specific plan for letting my students and their families know what the long-range classroom goals are.

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2. Create a Positive Physical Space

- I have arranged the desks in my classroom to optimize the most common types of instructional activities students engage in and to reflect the level of structure my students require.

- My classroom is arranged so that I have physical and visual access to all parts of the room.

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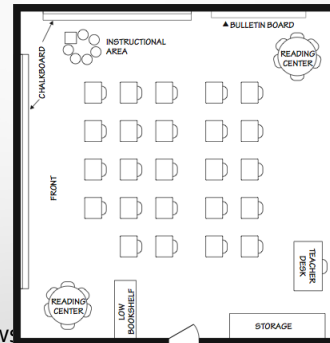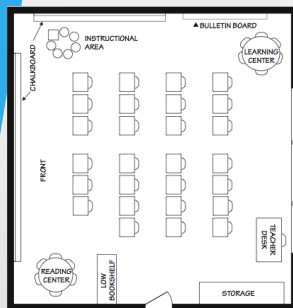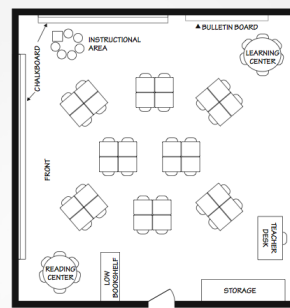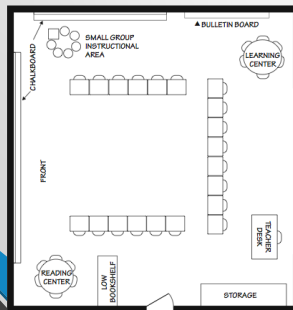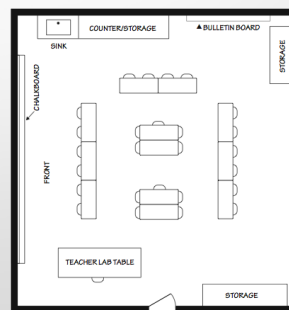
3. Design an effective schedule

- Maximal variety
- Frequent movement
- Consistent from day to day
- Posted!!

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4. Design Consistent Routines

Beginning Class:

- I have identified how I will begin class and/or the school day in a way that makes students feel welcome and prompts them to go immediately to their seats to work on a productive task.

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Chapter 2, Task 4: Design Effective Beginning and Ending Routines (Continued)

- I have determined how I will conduct opening activities to meet the following goals:

  - Students are instructionally engaged while I take attendance.

 - My procedures for dealing with tardiness ensure that tardy students do not disrupt class or take my attention

  - Students understand that school attendance and punctuality are important.

  - Announcements and housekeeping tasks do not take up too much time.

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Chapter 2, Task 4: Design Effective Beginning and Ending Routines (Continued)

- I have identified procedures for dealing with students who do not have necessary materials and/or are not prepared. These procedures

  - Ensure the student(s) can get needed materials in a way that does not disrupt instruction.

  - Establish reasonable penalties to reduce the likelihood the student(s) will forget materials in the future.

  - Reduce the amount of time and energy I have to spend dealing with this issue.

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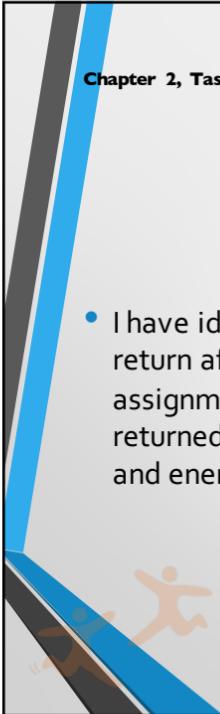
Chapter 2, Task 4: Design Effective Beginning and Ending Routines (Continued)

- I have identified how I will deal with students who return after an absence so that they can find out what assignments they missed and get any handouts or returned papers without involving much of my time and energy.

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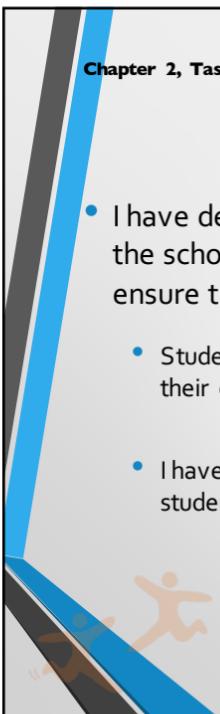
Chapter 2, Task 4: Design Effective Beginning and Ending Routines (Continued)

- I have developed procedures for wrapping up at the end of the school day and/or class period. These procedures ensure that:

  - Students will not leave the classroom before they have organized their own materials and completed any necessary cleanup tasks.

  - I have enough time to set a positive tone for the class and give students both positive and corrective feedback.

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Chapter 2, Task 4: Design Effective Beginning and Ending Routines (Continued)

- I have developed dismissal procedures that ensure that students do not leave the classroom until I dismiss them (the bell is not a dismissal signal).

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Routines to Manage
Student Assignments

- I have designed procedures for assigning classwork and homework that ensure that students can easily find information about the tasks they have been assigned to complete.

- I have designed efficient and effective procedures for collecting student work.

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Chapter 2, Task 5: Manage Student Assignments (Continued)

- I have designed efficient and effective procedures for keeping records of students' work and giving them feedback about their progress.

- I have designed efficient and effective procedures for dealing with late and/or missing assignments.

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HAWK Report

Date _____ Student _____Teacher_____

0 = Not Yet 1= Good 2= Excellent	Be Safe		Be Respectful		Be Your Personal Best				Teacher initials
	Keep hands, feet, and objects to self		Use kind words and actions		Follow directions		Working in class		
Class	0 1 2		0 1 2		0 1 2		0 1 2		
Recess	0 1 2		0 1 2		0 1 2				
Class	0 1 2		0 1 2		0 1 2		0 1 2		
Lunch	0 1 2		0 1 2		0 1 2				
Class	0 1 2		0 1 2		0 1 2		0 1 2		
Recess	0 1 2		0 1 2		0 1 2				
Class	0 1 2		0 1 2		0 1 2		0 1 2		
Total Points Points Possible =			Today _____%				Goal _____%		

Use an Attention Signal

- I have identified and will teach to students an attention signal that has both auditory and visual components.

- I have a specific plan for how I will provide both positive and corrective feedback to students regarding how they respond to the signal.

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Clarify and re-teach expectations

- Identify regularly scheduled classroom activities and major transitions. Examples include:
  - Entering the classroom and opening routines
  - Teacher-directed instruction
  - Independent seatwork
  - Transition into groups

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Clarify and re-teach expectations

- Be sure to clarify (for each major activity and transition):

  Conversation

  Help

  Activity

  Movement

  Participation

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C H A M P S   ≫   no. 4.2

CHAMPS CLASSROOM ACTIVITY WORKSHEET

Activity _____

Conversation

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?

Help

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?

Activity

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

Voice Levels

0 = No voice

1 = Whisper

2 = Conversational voice

3 = Presentational voice

4 = Outside

Activity

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

Movement

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?

Participation

What behaviors show that students are participating fully and responsibly?

What behaviors show that a student is not participating?
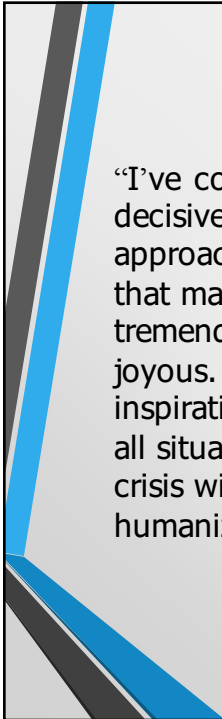
Success!

Segue away from teaching expectations

•

- After the first week (secondary) or two (elementary) and when any activity or transition has gone perfectly for three consecutive days, phase out re-teaching of expectations.

- Plan to reteach anytime you anticipate behavior may deteriorate and anytime behavior did not go well the day before.

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Creating Meaningful and Positive Staff/Student Relationships

- Use appropriate discipline strategies and practices

- Establish long-term relationships with students.

- Create Support Systems for students who need them

- Lastly, plan to give frequent attention to positive behavior – at least 3 to 1

"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