Feel free to tweet during our session.

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Behavior Interventions that WORK!

Who feels like a champion in YOUR classroom???

WCU Interns
October 19, 2015
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MAP OF SESSION

6:00/7:00 Introduction/Objectives/Self-Reflection
Understanding Behavior
Purpose of Behavior

7:10/8:00 Classroom Discipline Cycle & Strategies
Classroom Practice

Please answer these 2 questions.

1. What are your strengths with regards to classroom management?
2. What areas do you see yourself needing ideas or support?

Please share with a neighbor....

Questions to Consider ....

1. Where do we learn about "respect?"
2. How do you TEACH a "disrespectful" student to show you respect?
3. Where do we learn about how to deal with disappointment or failure?
P.I.T.

• Professional in Training
• I need you to stop __________ because __________ and here are 2 things you can do instead.
• Replacement Bx

Community Agreement
1. (2-3) non-negotiables (what teacher needs)
2. (3) Replacement Behaviors (Bx)
3. In this we agree* __________
   __________
   __________
*Solicit from students what they need to feel respected

What’s Bugging You?
Statistics About Behavior

GOOD NEWS!

90% of students
do what they are supposed to do

1-4 “Richards”
5.....
6+.....

Purpose of Behavior

Get Get Out

CLASSROOM DISCIPLINE CYCLE

Level One Infractions in Classroom

#1 Reminder 1 - Non-Verbal Warning
- Post it "The Look,
- Neon Clipboard
- Red Rule - Proximity - Tally
- Correction Card - Touch Pad - Hand Signal

#2 Reminder 2 - Verbal Warning –
- Positively remind student what you want to see (“Thank you for getting to work.”)
- "If you choose to continue ________, you choose ________.
- Let them know the next infraction will result in consequence

#3 Reminder 3 - Consequence Menu – Teacher Discretion
- Loss of privilege – flip the card – punch the card
- Last to Leave
- Silent lunch
- Apology Slip or Better Choices Sheet (in handout)

More punitive
- Time Out in another classroom & complete "Reflection Form"
- Parent Contact – 3-5 day Behavior Contract (optional)

#4 Consequence Office Referral – loss points
WEBSITES TO HIGHLIGHT

- liveschoolinc.com
- Classdojo.com
- Newmanagement.com
- Wholebrainteaching.com

There are 5 components.

Let’s explore strategies for each component.

- PREVENTION
- POSITIVE INSTRUCTION
- INTERVENTION/REFLECTION
- SMALL GROUP RESOLUTION
- REFERRAL

Dr. Escalation is ALWAYS the goal.

Tier One
80–90% Students

Tier Two
10–20% Students

Tier Three
5–10% Students

Introducing the “Tally System” to your students!

1. Ask these 2 questions:
   - What is your goal in this class?
   - What do you think my goal is?
2. Solicit responses about goals, then ask what BEHAVIORS do we need to achieve those goals?
3. When they mention “talking, noise, or raise hands” – share your data about interruptions.
4. Ask what they feel is a “fair” number of disruptions.
5. Start with 5 in a 60 minute period. (Will vary by age)
6. Decide on a visual way to keep up each day.
7. Decide on a visual to keep up with long-term progress.
8. Generate list of rewards & vote on a class reward.
3-2-1 Exit Ticket

• Write down 3 things you may try in the future.
• What are 2 things you pledge NOT to do.
• Share 1 thing that resonated with you tonight with a partner.

THANK YOU!

Please fill out an evaluation. 😊

Where is Richard today?

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Keep your eye on the prize!!!