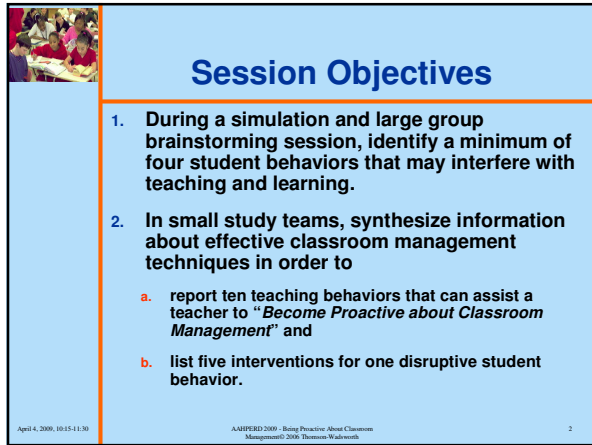


Being Proactive About Classroom Management
Presented by:
Philip A. Gapinski, Ph.D., C.H.E.S.
National AAHPERD Convocation
April 4, 2009
10:15 - 11:30 AM
Tampa, Florida

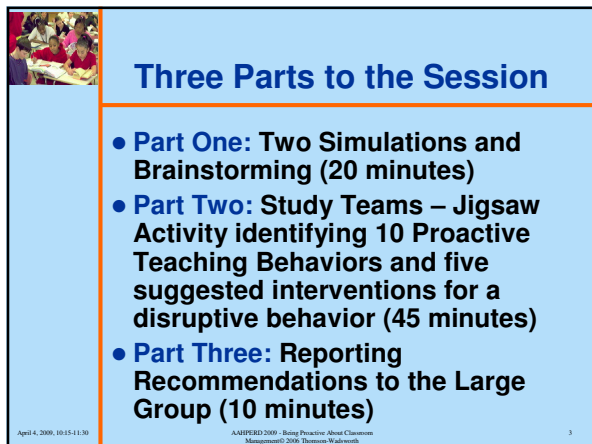
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Session Objectives

1. During a simulation and large group brainstorming session, identify a minimum of four student behaviors that may interfere with teaching and learning.
2. In small study teams, synthesize information about effective classroom management techniques in order to
 - a. report ten teaching behaviors that can assist a teacher to "Become Proactive about Classroom Management" and
 - b. list five interventions for one disruptive student behavior.


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Three Parts to the Session

- **Part One: Two Simulations and Brainstorming (20 minutes)**
- **Part Two: Study Teams – Jigsaw Activity identifying 10 Proactive Teaching Behaviors and five suggested interventions for a disruptive behavior (45 minutes)**
- **Part Three: Reporting Recommendations to the Large Group (10 minutes)**

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Part One


Two Simulations* and Brainstorming

Up to twenty volunteers are requested for roles.

Two teachers and ten students minimum.

(20 minutes)

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Explanation of a Simulation


Simulation refers to a teaching method that provides a real-life, student-centered, large group experience with an educational outcome.

This stimulation replicates a real-life classroom scenario where it is safe to take risks and try-out solutions to student behaviors without real consequences.

Participating in a simulation, students can develop teaching skills, make observations about processes and group dynamics, and apply knowledge and skills to future classroom management strategies.

Simulations should be fun!


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Our Simulation Format

- Approximately five minutes will be used to distribute descriptions of the roles, to introduce the session and the process that will be followed during Part One of this session.
- At the present time up to eighteen volunteers could be involved in the two lesson simulations.
 - Two volunteers will teach a ten-minute lesson that is used to introduce an eighth grade class to Health Education that they will be studying.
- Prior to each of the two simulations, all volunteers will leave the room, providing the volunteer teacher the opportunity to prepare for their entry and lesson.
- During the ten minutes each lesson is being taught, up to four of the volunteers in the classroom will be assuming roles requiring the teacher to respond. This opportunity to respond to the behaviors is the primary purpose of the simulation. At some time during the simulation it will be ended to provide immediate identification of the student behaviors.
- 5. The process is repeated the two lessons.

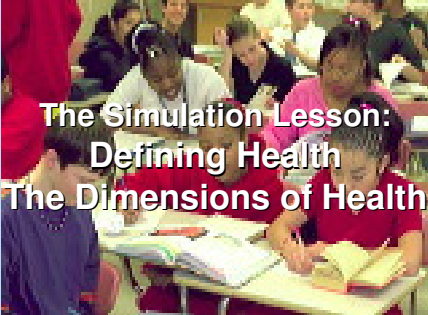
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Discipline with Dignity
The 70-20-10 Principle


- **70** percent of the students rarely break rules or violate principles.
- **20** percent of the students break rules on a somewhat regular basis.
- **10** percent of the students are chronic rule breakers and are out of control most of the time

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**The Simulation Lesson:
Defining Health
The Dimensions of Health**

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Defining Health

- **Health is a broad concept that extends beyond the physical parameters of health.**

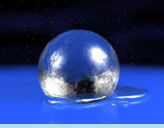


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Defining Health

- Health is influenced by personal, behavioral, and environmental variables that change quickly.

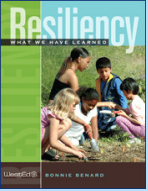


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Defining Health

- Health is always changing and dynamic.
- Health is resilient.




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Defining Health


- Health includes different dimensions:
 - physical,
 - mental/ intellectual,
 - emotional,
 - social,
 - spiritual, and
 - vocational.

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Dimensions of Health

- **Physical health**
 - Physical characteristics, energy level, and other observable behaviors




- **Question to answer:** What are examples in your life?

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Dimensions of Health

- **Mental/Intellectual health**
 - Reasoning processes, capacity for short and long-term memory, and expressions of curiosity, humor, logic, and creativity




- **Question to answer:** What are examples in your life?

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Dimensions of Health


How Are You Feeling Today?



- **Emotional health**
 - Emotions, coping skills, self-control, self-acceptance, and expression of feelings in socially accepted ways


- **Question to answer:** What are examples in your life?

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Dimensions of Health

- **Social health**
 - Social skills, interactions in different environments, and respect and acceptance for others






- **Question to answer:** What are examples in your life?

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Domains of Health *continued*

- **Spiritual health**
 - Comfort with ourselves, relationships with others, personal value systems, and a meaningful purpose in life


- **Question to answer:** What are examples in your life?

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Domains of Health *continued*

- **Vocational health**
 - Ability to collaborate, share responsibility, and positively impact the community while maintaining a high level of integrity



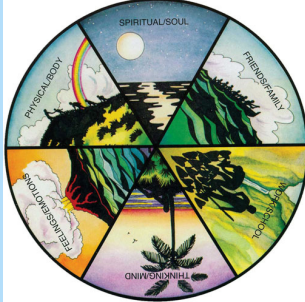
- **Question to answer:** What are examples in your life?

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The Lōkahi Wheel: Harmony, Balance, Unity

Application of Learning:
Explain this graphic based on what has been said about the dimensions health.




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Causes of Death and Changes in Health


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Determinants of Health

- **Chronic diseases have replaced infectious diseases as the leading causes of death in the United States between the beginning and end of the twentieth century.**
- **Heredity, environment, inadequate access to medical care, and lifestyle are the four major contributors to premature morbidity and mortality.**
- **Healthy People 2010 indicated that 50 percent of premature illness and death was linked to lifestyle/personal behavior choices.**

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Leading Causes of Death

Which of these can be linked to choices that we make?

1900	2002
• Pneumonia	• Heart disease
• Tuberculosis	• Cancer
• Diarrhea/enteritis	• Stroke
• Heart disease	• Chronic lung disease
• Liver disease	• Unintentional injuries
• Injuries	• Diabetes
• Cancer	• Influenza / pneumonia
• Senility	• Alzheimer's disease
• Diphtheria	• Kidney disease


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Underlying Risk Behaviors (Actual Causes of Death)

Risk behavior	Annual deaths
1. Tobacco	435,000
2. Obesity	112,000
3. Alcohol	85,000
4. Infections	75,000
5. Toxic agents	55,000
6. Motor vehicles	43,000
7. Firearms	29,000
8. Sexual behavior	20,000
9. Drug use	17,000

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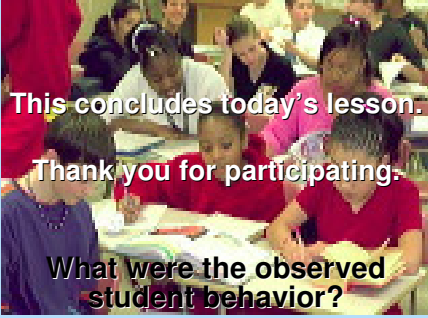


Six Priority Health Behaviors

Question: What percent of your peers are involved in these behaviors?


- Six priority health behaviors have been linked to :
 1. Tobacco use
 2. Poor eating habits
 3. Alcohol and other drug use
 4. Behaviors resulting in intentional and unintentional injuries
 5. Physical inactivity
 6. Sexual behaviors resulting in HIV and other STDs or unintended pregnancy

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This concludes today's lesson.
Thank you for participating.
What were the observed student behavior?

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Part Two

Study Teams – Jigsaw Activity identifying ten Proactive Teaching Behaviors and five Interventions for One Behavior

(45 minutes)

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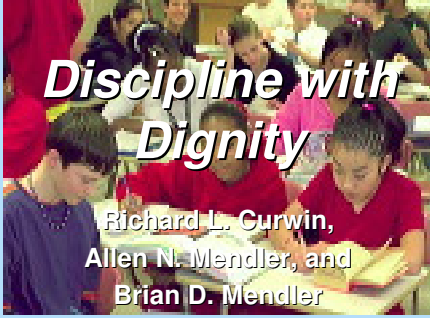


Part Three

Reporting Recommendations to the Large Group


(10 minutes)

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Discipline with Dignity
Richard L. Curwin,
Allen N. Mendler, and
Brian D. Mendler


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Discipline with Dignity
12 Steps to Insure Learning

1. Let students know what you need, and ask them what they need from you.
2. Differentiate instruction based on each student's strengths.
3. Listen to what students are thinking and feeling.
4. Use humor.
5. Vary your style of presentation.
6. Offer choices.
7. Refuse to accept excuses, and stop making them yourself.
8. Legitimize misbehavior that you cannot stop.
9. Use a variety of ways to communicate with children.
10. Be responsible for yourself, and allow children to take responsibility for themselves.
11. Realize that you will not reach every child, but act as if you can.
12. Start fresh every day.

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Discipline with Dignity

Three elements of classroom management

- **Prevention**
- **Action**
- **Resolution**


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Discipline with Dignity

- **Prevention:** what the teacher can do to *proactively* prevent discipline problems and to deal with the stress associated with classroom disruptions.


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Discipline with Dignity

- **Action:** what actions the teacher can take when, in spite of all the steps taken to prevent discipline problems, they still occur.
 - The focus is on stopping misbehavior quickly in a *dignified* way so that the teacher can get back to teaching.
 - The goal is to keep minor problems from escalating into major ones.


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Discipline with Dignity

- **Resolution:** what the teacher can do to resolve issues with the chronic rule breaker and the more extreme, "out-of-control" student or at least to diminish their impact on the teaching-learning process.


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Discipline with Dignity

Base school principles, classroom values and rules on basic concepts that are understood and practiced.


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Discipline with Dignity
School Principles

**“Respect yourself
Respect each other, and
Respect this place!”**


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Discipline with Dignity
Classroom Values

**“Take care of yourself.
Take care of each other.
Take care of this place.”**

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Discipline with Dignity Classroom Rules

“Before speaking, raise your hand.
Bring your books and materials to class.
Be in your seat when the bell rings.
Touch other student’s belongings only
with their permission.”


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Don't Sequence the Consequences (p.85)

- **First offense: Warning**
- **Second offense: Phone call home**
- **Third offense: Teacher detention**
- **Fourth offense: In-school detention**
- **Fifth offense: Out-of-school suspension**


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Four Types of Consequences (p.90)

- **Generic** – they can be connected to any rule.
- **Conventional** – can be changed into effective consequences.
- **Educational** - they are designed to teach appropriate behaviors
- **Natural/logical** – they result in student choices

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The Responsibility Model (p.41)

Responsibility Model of Discipline
Main goal: To teach students to make responsible choices.

Principle: To learn from the outcomes of decisions.

Consequences:
Internal locus
Done by the student
Logical or natural


Examples

- Developing a plan describing how you will behave without breaking the rule when you are in a similar situation
- Practicing appropriate behavior in a private meeting with the teacher

Student learns . . .

- I cause my own outcomes.
- I have more than one alternative behavior in any situation.
- I have the **power to choose the best alternative.**

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Discipline by Design

- Proactive Discipline -

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Discipline by Design

27 Techniques that Backfire

<ul style="list-style-type: none"> • raising my voice • yelling • saying "I'm the boss here" • insisting on having the last word • using tense body language, such as rigid posture or clenched hands • using degrading, insulting, humiliating, or embarrassing put-downs • using sarcasm • attacking the student's character • acting superior • using physical force • drawing unrelated persons into the conflict • having a double standard — making students do what I say, not what I do 	<ul style="list-style-type: none"> • insisting that I am right • preaching • making assumptions • backing the student into a corner • pleading or bribing • bringing up unrelated events • generalizing about students by making remarks such as "All you kids are the same" • making unsubstantiated accusations • holding a grudge • nagging • throwing a temper tantrum • mimicking the student • making comparisons with siblings or other students • commanding, demanding, dominating • rewarding the student
---	--


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Discipline by Design
11 Techniques for Better Classroom Discipline

- Focusing
- Direct Instruction
- Monitoring
- Modeling
- Non-Verbal Cueing
- Environmental Control
- Low-Profile Intervention
- Assertive Discipline
- Assertive I-Messages
- Humanistic I-Messages
- Positive Discipline

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Additional Website links:

Other sites for continuing your search:

National Education Association.org (2009). Classroom management. Retrieved March 12, 2009, from NEA. Org.
Web site:
<http://www.nea.org/tools/ClassroomManagement.html>

Martin, W. (2001). *The Really Big List of Classroom management resources*. ED554 OL Modern Educational Practices, Monmouth University, West Long Branch, NJ. Retrieved March 12, 2009, from Dr. Bill Martin Web site:
<http://drwilliammartin.tripod.com/reallybest.htm>

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