Learning Objectives
1. Participants will understand a logic for prevention in classroom management
2. Participants will see evidence of the connection between academics and behavior
3. Participants will understand the teacher’s role in developing positive classroom learning environments

High Probability Classroom Strategies
1. Effective Instruction
   - Explicit
   - Engaging
   - Positive Feedback
2. Environment
   - Relationships
   - Schedules
   - Arrangements

Misbehavior Affects Teacher Behavior
- Teachers report student misbehavior to be their most stressful challenge
- Student misbehavior is the leading cause of teacher burnout
- Teachers have not been taught to effectively manage behavior

Teachers’ physiological arousal in response to observing misbehavior

<table>
<thead>
<tr>
<th></th>
<th>Session 1</th>
<th>Session 2</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student cursing at teacher</td>
<td>2.18</td>
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<tr>
<td>Student throwing a computer and eloping</td>
<td>2.54</td>
<td>1.50</td>
<td>decrease</td>
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<tr>
<td>Student verbally threatening teacher</td>
<td>1.46</td>
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<tr>
<td>Student physically threatening teacher</td>
<td>1.44</td>
<td>2.02</td>
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Teacher Behaviors Affect Probabilities for Student Success

**High Probability**
- Provide extra praise to others
- State why it is a problem for student (not you)
- Give very specific directions (redirection)
- Private talk after class
- Change seat (assigned seat)
- Make-up work for time off-task
- Engage in other ways (redirect)
- Etc.

**Low Probability**
- Yelling
- Threatening
- Ultimatums
- Removing
- Shaming
- Sarcasm
- Anger
- Disgust
- Ignoring
- Etc.

What’s the Prize Outcome

What would be the perfect ending?
- for the student
- for the rest of the class

What’s your best chance of getting to that prize?

At all school levels, teachers engage in active supervision of students in their area at an average of 93% or better. However, social engagement between adults and students is only 17% of observed time at the elementary, decreasing to 11% at middle and just 2% of observed time at the high school.

The average elementary student hears something positive from an adult every 5.8 minutes, becoming once every 25 minutes at middle school and once every 4.3 minutes in high school. In contrast, negatives are heard every 1.8 minutes at elementary, every 1.8 minutes at middle school, and every 23 seconds at high school.

David Berliner (1990) suggests that the relationship between engaged time and student achievement “has the same scientific status as the concept of homeostasis in biology, reinforcement in psychology, or gravity in physics.” (p. 3)

Robert Pianta describes why teachers must create engagement: “The asymmetry in child-adult relationship systems places a disproportionate amount of responsibility on the adult for the quality of the relationship” (p. 73).

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Relationships
- Teacher-Student interactions are a key to defining their relationship.
- Pianta, 1996
- Poor relationships set the occasion for academic failure and increased misbehavior
  - Carr, Taylor, & Robinson, 1991
- Increased positive teacher-student interactions are associated with increased favorable outcomes
  - Pianta 1999; Ponitz et al 2009; Roorda et al 2017
- This is especially true for students with a history of failures and challenging behaviors
  - Hamre & Pianta, 2005; Hamre, 2014

What is a Positive Teacher-Student Relationship?

YES
- Conversation
- Comment
- Greeting
- Wave
- Assistance
- Smile

NO
- Best Friend
- Picnics
- Dinner Invites
- Back Rub
- Slumber Party

Prize: Student stays in room, gets work done, so do all others
Let’s Bet: if student agrees to move to front with me, without argument, you win $1,000,000

1. Approach and make request private
2. Present as an opportunity rather than punishment
3. Provide instruction
4. Leave and return (repeat)
5. Praise success

High Probability Instruction Involves:
1. Teacher is explicit with lesson content and thoughtfully considers what is necessary to facilitate success with learning (examples)
2. Teacher takes responsibility for maximizing active student engagement within the content
3. Students get multiple opportunities to practice success at high rates with high rates of positive teacher acknowledgement

Engagement During Instruction
Teacher provided opportunities for student response during instruction (OTR) is associated with higher active student engagement and increased achievement

Engagement is a Teacher Behavior
- Effective Teachers find ways to engage all students
- Keys
  - High rates of success
  - Used as vehicles for delivering positive feedback

Not What You Don’t Want

Teach Positive Behavior – What you Want

Classroom Rules
1. No Hitting
2. No Kicking
3. No Pushing

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Feedback
- Simple feedback on performance – formative and summative – is one of the most effective components of instruction
  - This means nothing more than simply acknowledging student success when you see it
  - Affirmation!

Feedback Rates

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<td>0.003</td>
<td>0.003</td>
<td>0.004</td>
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</tbody>
</table>

Instructional Practices and Student Success/Failure

Consider the degree to which teachers provide:
- Focus on students (active teaching)
- Opportunities to respond (OTR)
- Positive feedback (verbal or other affirmation)

Latent-class analysis reveals 3 clusters of teachers in terms of using these practices

- Teachers in the lowest cluster have students that are:
  - 27% more likely to be off task
  - 67% more likely to be disruptive


Schedule

- Consistency!!
  - Explain changes
- Expectations for all items on schedule
  - Take advantage of schedule to also give reminders
  - Consider sequencing and length of activities

Physical Arrangements

- Proactive Proximity
  - Sight lines
    - KEY: Student Eye Contact
  - Teacher movement
    - 1-second rule
- Furniture
  - KEY: Consider Prevention
    - Teacher’s desk
    - Students’ desks
    - Assigned Seating

Reactive Proximity

- Start with eye contact
  - Stop and look directly
  - Don’t yell across room
- Approach and eye contact
  - Praise others while moving
- Hover and eye contact
  - ~4 seconds
- Hover and question
  - Must be genuine question
    - What should we be doing?
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Provocative Behaviors

**Prize:** The student takes responsibility for fixing the problem, stays in the classroom, gets work done, other students also get their work done.

- Identify as a problem for the student – not you
  - Present options and ask the student to choose
  - Offer assistance but student takes care of the problem
- Don’t argue and don’t show any shock – it’s simply a violation of the rules and you are there to help
- Acknowledge cooperation and if student refuses, follow through with consequence
  - Presented in neutral manner as a choice the student made

Questions?

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