

The Proactive Classroom

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A Proactive Classroom

.....is a caring classroom that provides a well-designed and intentionally co-regulated environment that supports children on the path to self-regulation.

AGENDA

- Introductions
- Caring Classroom
- Self-Regulation
- Crisis Management

Group Activity

- Discuss what are “rules or expectations” for a classroom
- Discuss what is a “routine”
- Give three examples of each



Difference between Discipline and Routines

- Routine concerns how we learn how things are done
- Discipline concerns how students behave

Caring Classroom

Simple and Clear Expectations

- Be Respectful
- Be Responsible
- Be Safe

Routines

- Clear consistent rules and expectations explained
- Direct instruction
- Model and role play
- Reinforce, re-teach



Routines are part of school life

Examples:

- Dismissal time
- Quieting class
- Start of day
- Students asking for help
- Transitions
- Materials management
- Turning in student work

Questions about Routines

- Do you always do it?
- Do you sometimes do it?
- Do you rarely do it?
- Do you never do it?



Activity

What routines can I do better or in a different way?



Caring Classroom

Healthy Balance between expectations/routines

and

flexibility to meet the changing and individual needs of the students.

Class meetings

Students may:

- discuss what these expectations/rules look like.
- Identify examples of expectations they might have seen that day. (ex. turn taking)
- engage each other in positive and respectful dialogue.
- develop a skill to express what they need and feel.
- learn how to get what they need or want appropriately.

Class meeting



Most Importantly

Classroom meetings develop the most powerful relationship:

The teacher and the child



trust

After class meeting

Teacher:



- Reflects on individual student needs
- Intervention needed?
- Schedule intervention time (1:1 or small group)
- Less 1:1 needed as time the school year proceeds

Organization



Physical Setting

- Neat, clean, organized
- Open concept – teacher can “see all”
- Students share maintenance
- Organize place for students’ materials
- Sends a message about expectations
- Teacher can “get” to all student

Caring Classroom

Teacher has:

- knowledge and respect for student’s academic needs and levels
- the ability to provide quality differentiated instruction
- knowledge of differentiated materials resources at your disposal

Michigan Dept of Educ., 2006

“The most effective strategies for supporting positive student behavior begins with meaningful instruction.”

Next: “OK, I got my routines and rules going strong...”

...but _____ won't be quiet!!

...but _____ won't do his/her work!!

...and I'm not sleeping!!

Why????????

Co-Regulation to Self-regulation



Trauma - Children

- 36% of children from poverty
- Illness of child or family
- Abuse and neglect at home or school
- Domestic Violence
- Natural disasters
- Fears of events in community and the world
- Unstable/stressful home life
- 50% of marriages end
- Personal tragedies or witnessed tragedies

Effects of Trauma

- Limited capacity to manage feelings
- Act out instead of talk out
- Over-react
- Re-enact relationships
- Can permanently alter the brain's function
- Run out of coping skills



Activity

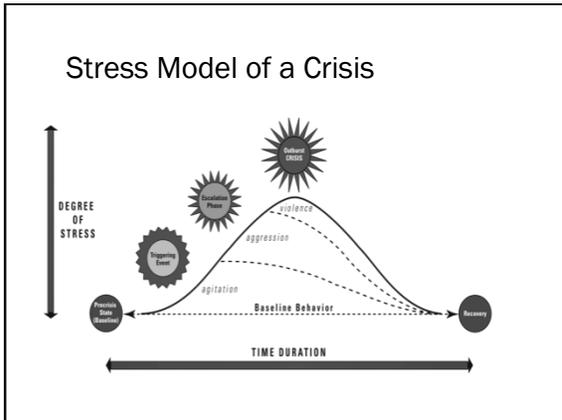
Discuss how trauma may have effected one of your students.

How did this effected your classroom?



Now what?
 Soooooo, what do I do about
 traumatized children?

I'm not a therapist.

Activity

Discuss what behaviors look like in
 your classroom at each stage.

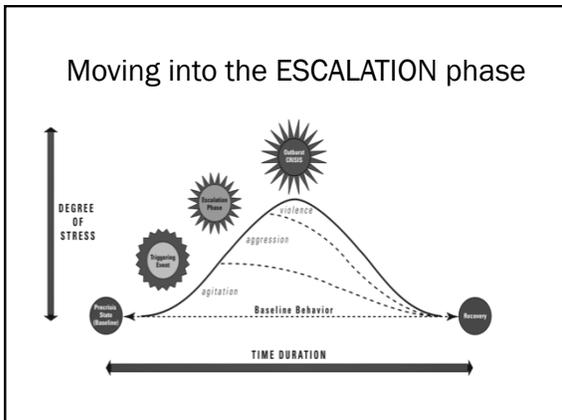


Role Play

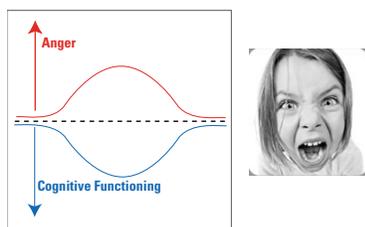
The Kathy and Kathy
 Road Show

At the Trigger Phase Management Techniques

- Prompting
- Caring gesture
- Hurdle help
- Redirection and distraction
- Proximity
- Directive Statements
- Time away



Effects of Anger



Self-Awareness is the Key

- How are you feeling?
- Listen to your self talk (you've already won)
- Can you respond calmly?
- What are your triggers?
- It's (usually) not about you.

How is the teacher responding?

- Empathy, understanding, and skills to respond.
- Consider what the does this child need, feel, or want?
- Plan!!!



Proactive Pre-Planning

- Identify the problem behavior
- Identify the triggers/causes
- Provide co-regulated strategies to prevent problems
- Support needs

How to use nonverbal language

- A nod, a smile, a stare, a frown, a raised eyebrow, or a gesture is often all that is needed, and it does not even disturb the class at work. Body language can speak volumes. Use it to manage the classroom and minimize disruptions.

Non verbal Communication

- Eye contact
- Body language
- Personal space
- Height differences
- Gender differences
- Cultural differences

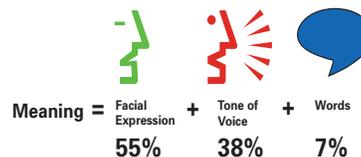
Body Language Activity

- Walkers and standers
- Standers and walkers



What to say?

MEANING IN SPOKEN COMMUNICATION DURING TIMES OF CRISIS



What not to do?

- Ask “why did you.....”
- Threaten
- Say “but...” or “calm down”
- Talk a lot
- Touch the child
- Tell them they shouldn’t feel that way
- Correct student or argue with them
- Demand compliance or a response

What to do?

- Slow everything down
- Use positive self-talk
- Listen and validate feelings
- Manage the environment
- Give controlled choices and time to decide
- Redirect to a positive activity
- Appeal to the student’s self-interest
- Drop or change expectations

What to be aware of?

- Reduce stress by breathing
- Adjust expectations
- Preplan what to do if things erupt
- Safety
- In general, people do not change until they feel understood.

Recovery and Response

Will it help them learn?

Re-educate, not punish



Recovery

- Punisher - breaks student trust and damages relationships
- Firefighter – problem repeats
- Teacher - supports new skills and strategies that lead a child toward self-regulations

Goal of teacher response is Student Self-Regulation

- Breaking the expectations into smaller teachable skills with strategies
- Plan ways to help student implement each smaller skills (co-regulation)
- First example: Student works with teacher to develop a strategies or plan to support him/her to learn the smaller targeted skills.

Second example:

When the child has recovered

- Go over what happened
- Link their feeling to their behavior
- Plan and practice a new behavior
- Rejoin group



Remember FLEXIBILITY

The expectation doesn't change.

How you get to the same expectations may require a flexible individualized path.

The child needs YOU, a caring, proactive teacher.

Caring Classroom

“ ...a place in which students feel cared about and are encouraged to care about each other and they experience a sense of being valued and respected; the students matter to one another and to the teacher.”

“Beyond Discipline from Compliance to Community”
1966 Alfie Kohn

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Urbana, IL
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Resources

- Harry Wong, "First Days of School" 1991
- Therapeutic Crisis Intervention in Schools, Cornell University, 2013
- American Psychological Association, "Classroom Management -Teacher Modules" 2013