CLASSROOM MANAGEMENT TACTICS

BIAE New Horizon School-Pasadena Presented by Susan Labadi of Genius School, Inc.

Susan Labadi

Genius School, Inc.

Consulting and Training for Better Schools and Business





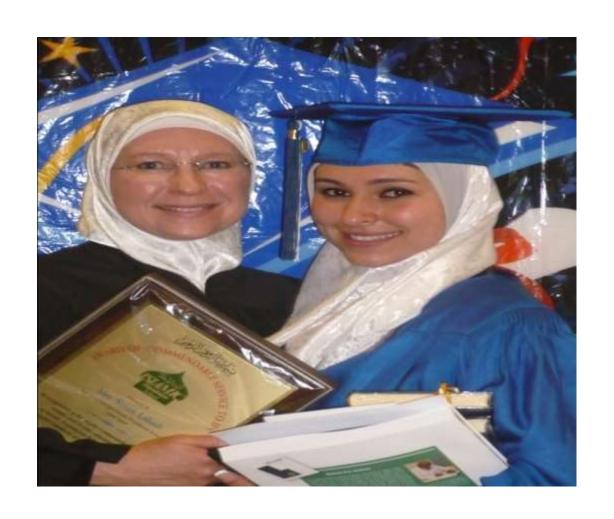
Invite Susan Labadi to Train for your Event, School, or Business

Speaking, writing, guiding educators and Halal businesses for a better world.

A New Learning Paradigm

"Are we significantly invested as a nation in our own self improvement?"

How I know what I know...





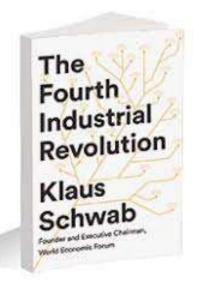
Our Session Objective:

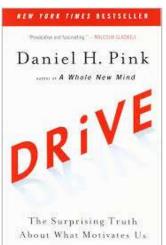
- Identify YOUR needs
- Establish Ownership of Responsibility
- Discover Potential Strategies for (Level 1) Conventional and

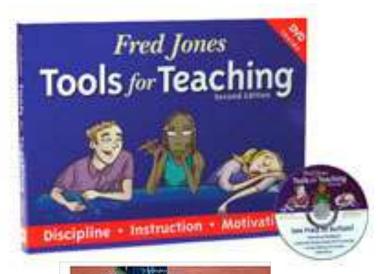
(Level 2) "Tough Nut" Cases

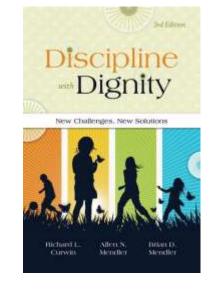
to Improve Class Management and the Climate of Learning

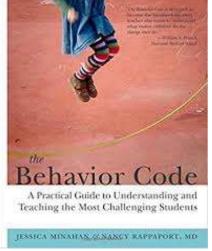
SOURCES FOR THIS PRESENTATION











What is YOUR understanding of "Class Management"?

The Cardinal Rule:

YOU CANNOT TEACH IF YOU HAVE NO ORDER!

What?

What do we mean by ORDER?

What aspects of our deen indicate that order is valued?

Focus on Class, Individual, or Both?



SHARE YOUR INTENT WITH A NEIGHBOR

Activity 1
Target Your
Need

...But please protect the innocent; don't mention students' names...

KNOW YOUR POWER AND RESPONSIBILITY



That Year I'd Had 8 Boisterous Boys



What Makes an Effective Teacher?



STUDENTS TOLD ME

- * Have Patience
- Are Kind and Understanding
- Willing to Do More to Help Students Understand
- "Fish" Outside Information to Elaborate Topics
- Help Students Get a Deeper View of Life
- Encourage Students to "Think Deeply"
- ❖Give Students Choice
- ❖Make Learning Fun!

You Have Power

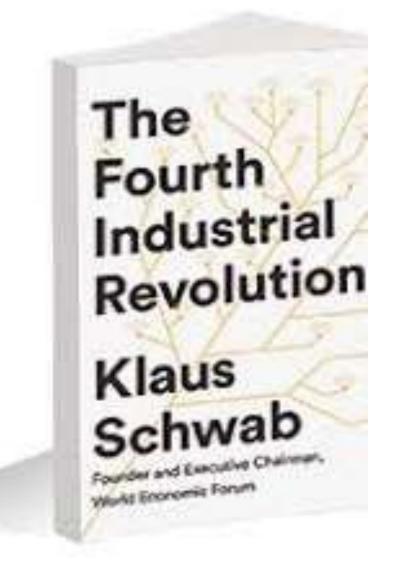


You Are the Adult Guiding Their Future!

THE FOURTH INDUSTRIAL REVOLUTION

I of T (Internet of Things), Blockchain, Artificial Intelligence, Robotics, Autonomous vehicles, 3D Printing, Nanotechnology, Biotechnology, Materials Science, Energy Storage, Quantum Computing...

RESPONSIBILITY



Many of our current jobs will no longer exist. And the competition will be everyone else in the world!



JOBS TO BECOME OBSOLETE: (FORBES.COM)

Farmers, Ranchers, and other Agricultural Managers; Postal Service Carriers, Clerks, and Managers; Sewing Machine Operators; Fast Food Cooks; Data Entry and Word Processing Positions; Door-to-Door Sales Workers and News and Street Vendors; Food Service Managers; Electrical and Electronic Equipment Assemblers; File Clerks; Prepress Technicians and Workers; Computer and Office Machine Operators; Pressers, Textile, Garment, and Related Materials; Florists; Petroleum Pump System Operators, Refinery Operators; Loan Interviews



"No government is prepared..." (The Economist)

"Accountants, doctors, lawyers, teachers, bureaucrats, and financial analysts beware: your jobs are not safe." (The Economist)



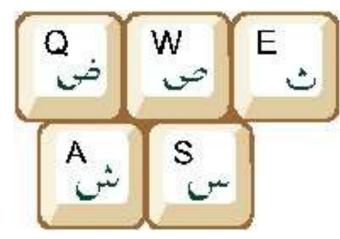
WORK IN HEALTHCARE, SOFTWARE DEVELOPMENT, COMPUTER ANALYSIS, AND MARKET RESEARCH WILL GROW!

We cannot think in silos; our approach must be interdisciplinary and globally oriented.



KNOWING HOW TO COMMUNICATE, UNDERSTAND OTHER CULTURES, AND WORK WITH AN INTERNATIONAL GROUP OF COLLEAGUES IS VITAL





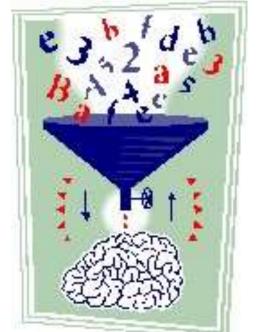
Your job, your responsibility is...



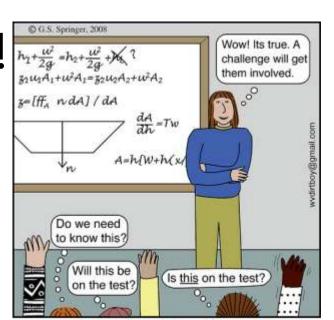
GIVING STUDENTS THE OPPORTUNITY TO FOLLOW THEIR INTERESTS, AND ENCOURAGING THEM TO ENGAGE IN OPPORTUNITIES WHICH OPEN THE DOORS TO GENUINE LEARNING

Activity 2
How Do You
Stay Current?

The Traditional Model of learning whereby students remember and repeat is not going to satisfy needs of their future.



Application of learning will!



LET'S BEGIN...WITH PREVENTION

Establish basic protocols from the first class meeting

- Prevention—anticipate problems; create solutions
- Rules —I tell them only 1 Rule
- Routines—If you hear my voice... [Use This!]



PROXIMITY CONTROL

-- THE EASIEST TRICK TO CLASS MANAGEMENT



Classes Need Rules & Routines, Segments and Movement

MY RULE:

"If you disturb my ability to teach or someone's ability to learn, you will have a problem. We are a class community..."

Students respectfully need to be told your expectations for:

How you want them to...

- --enter the classroom
- --turn in homework
- --put their name/class/date/assignment

on their work

How you wish them to conduct themselves. "Excuse me, please"

Activity 3
Share Strategies

Classes need segments to maintain student focus and opportunities for movement



Activity 4

What types of Movement can you incorporate?



Transitions Need Rehearsals



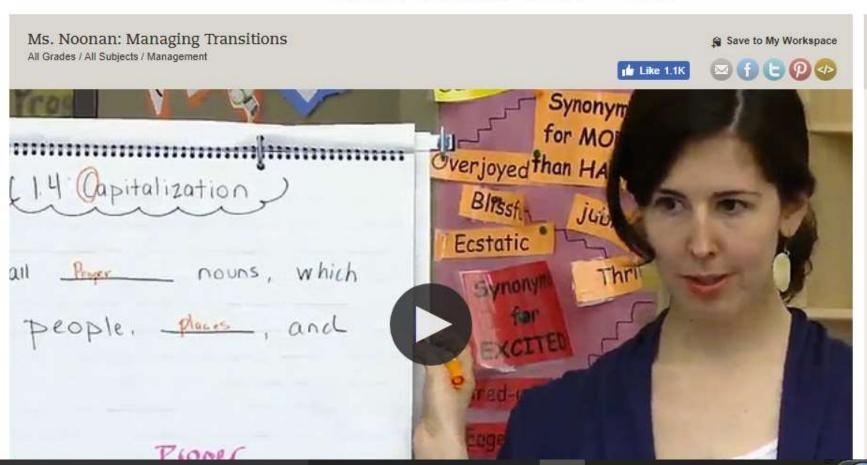












Guide My Notes

Lesson Objective

Maximize instruction by adding content into your transitions

Length

5 min

Questions to Consider

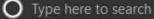
- What is the class's daily routine for learning the word of the day?
- Why does Ms. Noonan have students "sit like a scholar" and wait before she says the word of the day?
- How does the "Grab Bag Quiz" help with classroom management as students move back to their desks?

Support Materials Below

10/8/2017







































5 STEPS TO TEACHING TRANSITIONS

- 1. Get students' attention
- 2. Prepare them for the next Expectation (Enter/Exit/Activity/Subject) and say "In a moment..." or "When I say 'Begin'"
- 3. Give clear directions and ask if anyone doesn't know what to do
- 4. Give the signal to begin
- 5. Observe and verify compliance

Activity 5
What Transitions
Will YOU
improve?



Now let's make tracks!

An orderly class is a productive class>A motivated class is a happy class>A respectful class promotes good values and is pleasing to Allah (SWT)

For Ourselves

Motivation of a Higher Level That Really Works!

Grow & Give=Happiness

Mojo Stalled?

- Connect to Give & Get
- Control & Struggle
- Change & Variety
- Challenge & Growth

MOTIVATION BEHAVIORAL & ACHIEVEMENT

POSITIVE

EXPECTATIONS

C

CHALLENGE

MONET

CLIMATE

RELEVANT

VISUAL

COLLABORATIVE

ENGAGING

SAFETY

AUTONOMY

COLLECTIVE REWARDS

REINFORCERS

HOOKS

For Our Students



A SAFE CLASS CLIMATE-RELAX

- Connected, participatory, egalitarian
- Nurturing environment with consistent patterns

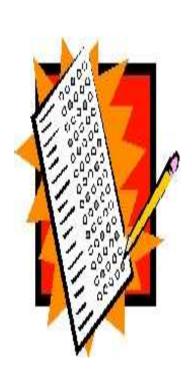
Activity 6
How do your
students
know?

- Organize and scaffold for student success
- Intermediate goals and feedback
- Re-do and Reward Opportunities!

For Our Students

TAKING FEAR AWAY YIELDS EFFECTIVE LEARNING ENVIRONMENTS Test Strategies and Relieving Anxiety

- Anticipate Test Questions and Prepare
- Look for Key Words
- Skip the Hard Ones at First
- Begin the Test With Confidence
- Answer All Questions Thoroughly
- Check Your Answers





Intrinsic

(preferred)

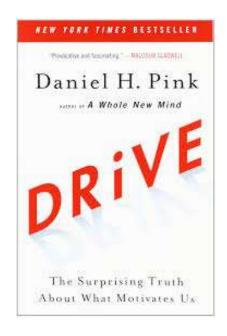


Extrinsic



Daniel Pink, author of *Drive*, cites that people are motivated by –

- > Autonomy
- > The chance to Develop Mastery
- > The feeling that their work has purpose



LEARNED HELPLESSNESS-BUILD UPON SUCCESSES

Students who are unwilling to try or are overly dependent may have learned helplessness. These 3 steps are a strategy to overcome this.

- 1. Show them how
- 2. Do it with them
- 3. Have them do it on their own



NEGATIVE ATTENTION-MAYBE THE ONLY ATTENTION A CHILD RECEIVES

Try to find some common ground or something the child likes. Use that to connect and swap praise in exchange for reprimand.



ADD (ADHD) AND ALL OF US



The value of novelty, the necessity of adaptability



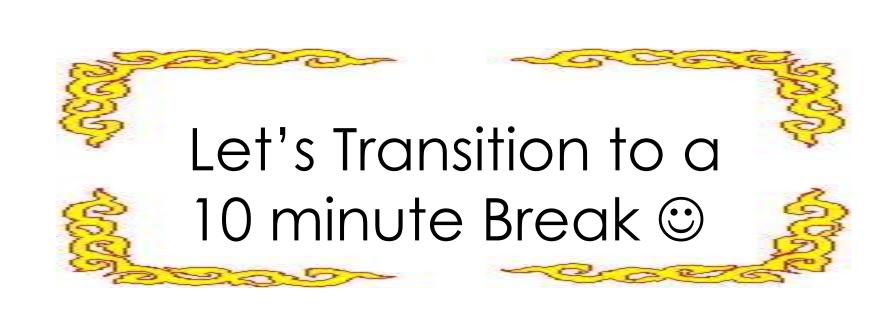
HOW TO MOTIVATE OTHERS?

Let them think they are pulling their own strings.



Activity 7
What Are Some
Takeaways That
YOU Will Use?

Creating a positive expectation
Establishing a safe learning climate
Thinking about motivators
Resolving learned helplessness
Averting negative attention
Thinking about how to create novelty
And the power of choice



KEEPING PERSPECTIVE 70-20-10

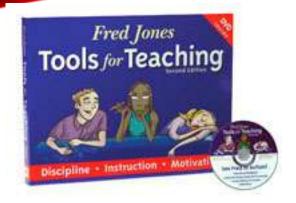
70% Rarely
Break Rules

20%
Break
Some
Rules

A Good Discipline Plan Controls 90% of Students

Chronic Rule Breakers
Out of Control!

10%



SEE, SAY, DO



Show Examples of Good Work Communicate Your Expectations Clearly



Make Them do the Work...
Not You!





PREFERRED ACTIVITY TIME

Creative Outlets





Let Good Behavior and Good Work Result in a Few Minutes of What They Like to Do At the End of Class...Or Not...It Depends on Them

DON'T SWEAT THE SMALL STUFF

Most behavior issues are resolved with talking to the student one-on-one, conferring with parents, or discussing the issue with the principal

AVOID POWER STRUGGLES

Get the Misbehavior to Stop

Try to Not Remove the Student From Class
Get Back to Teaching

Let me tell you about Yousef the Alpha Male

TAKING ACTION EFFECTIVELY

How we implement a consequence is more important than the consequence

Connect consequence to broken rule and why it is not acceptable to break

Use direct eye contact, proximity, soft yet firm voice

Do not embarrass student in front of peers

My Strategy on the Tough Ones

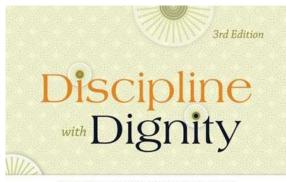
Step 1: Remove yourself emotionally

Step 2: Acknowledge the behavior and either

deal with it or defer it

Activity 8
Recall a
situation...

ALLEN MENDLER



New Challenges, New Solutions



What To Do When Things Get Hot Stabilize--Defuse the Flare-Up to Avoid Confrontation

2. Reframe---Understanding the Situation for a Positive Outcome

Let's Look at Some Examples...

"THIS CLASS REALLY SUCKS!"

(STABILIZE) THE TEACHER RESPONDS, "ARE YOU TELLING ME HOW YOUR REALLY FEEL?" "YES!"

(REFRAMING) THE TEACHER THEN REPLIES, "I ALWAYS APPRECIATE HONESTY. LET'S SIT DOWN TOGETHER AND FIND A WAY TO IMPROVE THINGS FOR BOTH OF US. WHEN ARE YOU AVAILABLE?"

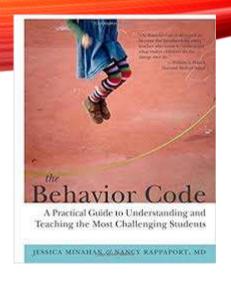


"I CAN SEE HOW ANGRY YOU WERE WHEN YOU SAID THAT TO ME IN FRONT OF THE CLASS, I CAN APPRECIATE THAT, BUT I CAN'T HEAR YOU WHEN YOU TALK LIKE THAT, COULD YOU HEAR ME IF I SAID THAT TO YOU IN FRONT OF YOUR FRIENDS? LET ME SUGGEST A BETTER WAY TO EXPRESS YOUR FEELINGS TO ME."





"I'M NOT TAKING A TIME-OUT, AND YOU CAN'T MAKE ME!" TEACHER TAKES A DEEP BREATH AND PRIVATELY SAYS, "I'M VERY GLAD YOU WERE HONEST WITH ME WHEN YOU TOLD ME THAT." BUT THE WAY YOU SAID IT WAS MORE APPROPRIATE FOR SOMEONE WHO MIGHT HURT YOU.



THE BEHAVIOR CODE: A PRACTICAL GUIDE TO UNDERSTANDING AND TEACHING THE MOST CHALLENGING STUDENTS

Jessica Minahan and Nancy Rappaport

"Behavior is Communication"

FAIR Plan

Functional Hypothesis-teachers document and hypothesize
Accommodations-what needs to be in place to help the student
Interaction Strategies-how to promote better behavior
Response Strategies-what to do if preventative measures fail



Activity 9
Negative
Attention Map
Strategy