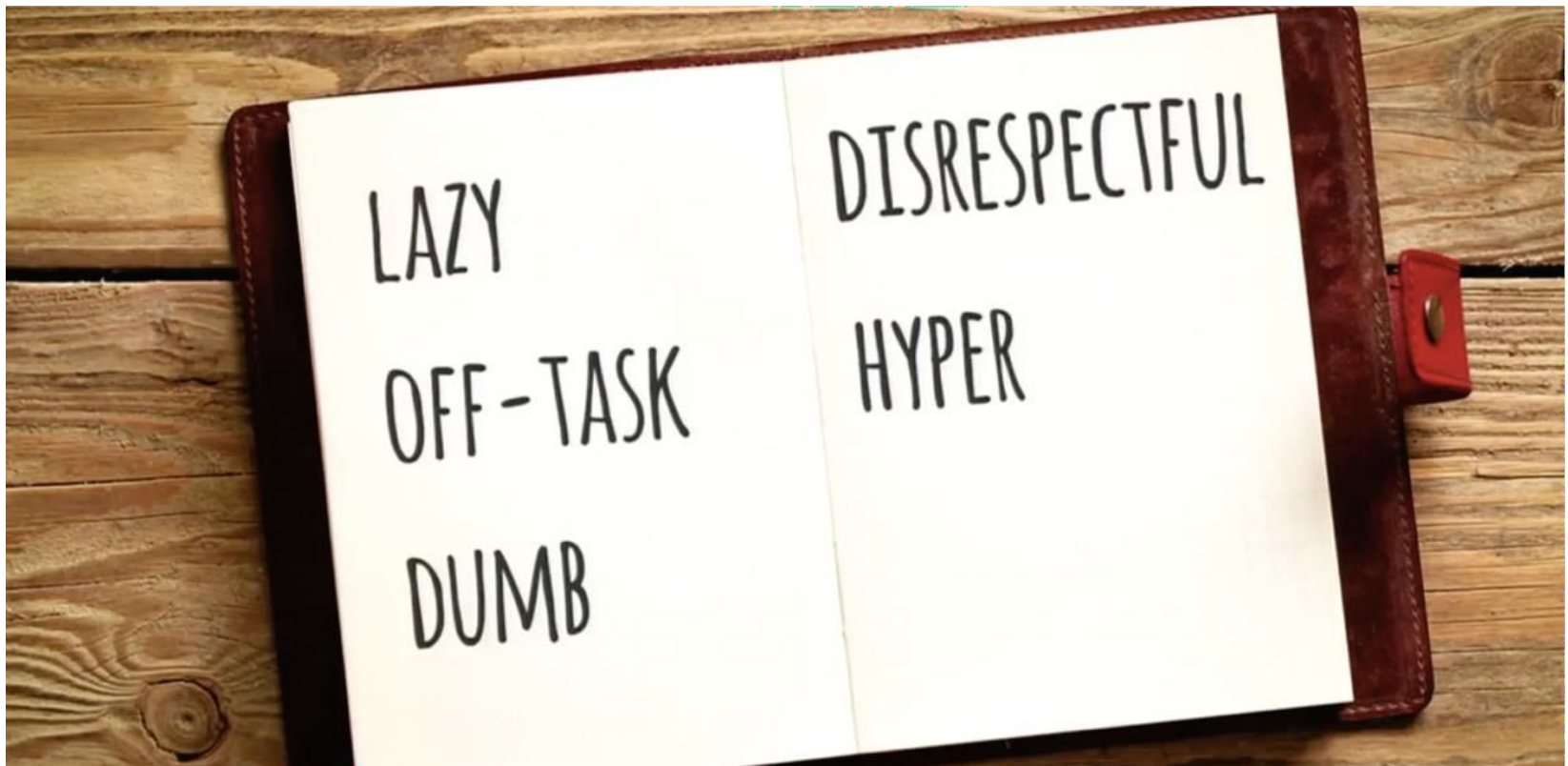


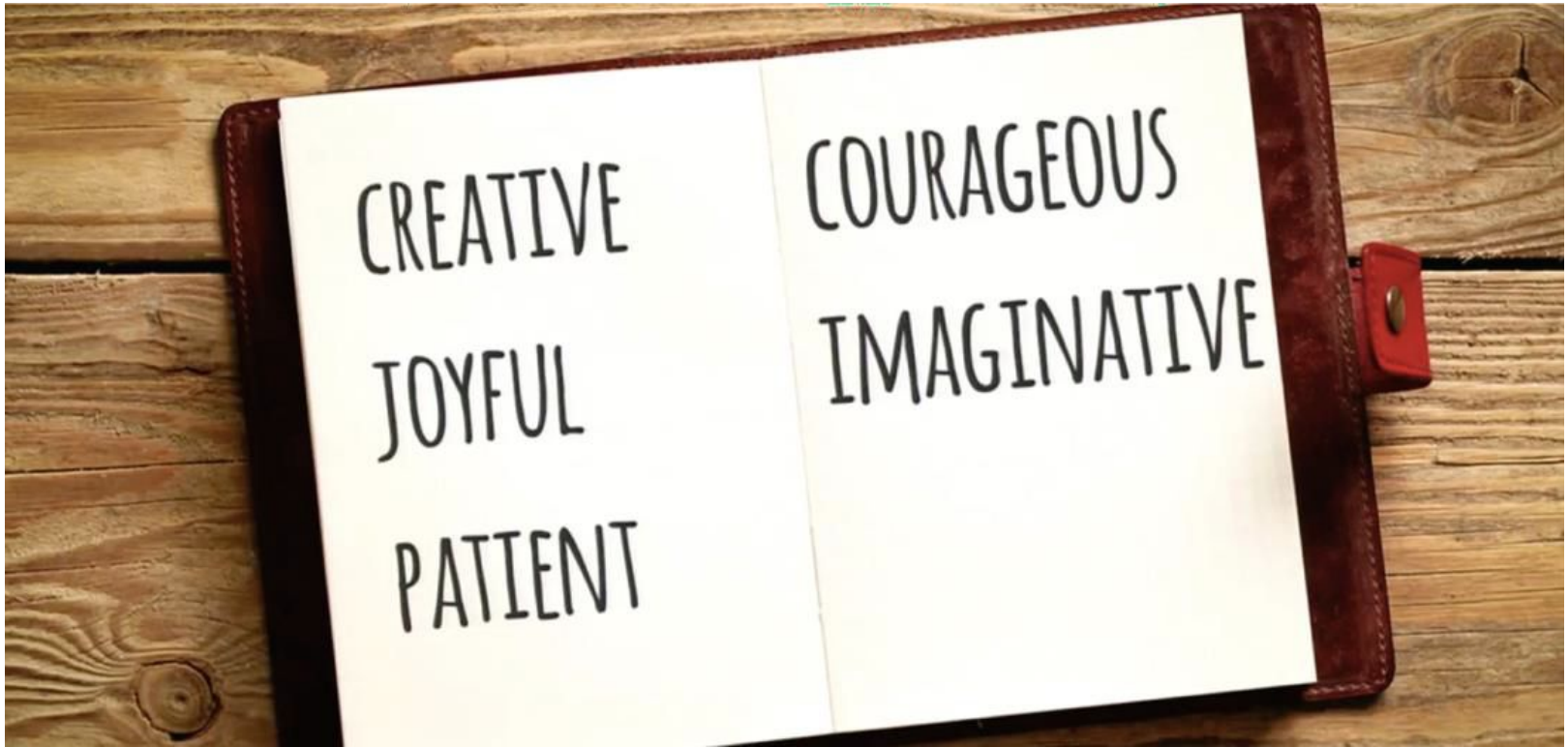
# Effective Behavior Management and the Power of Positive Relationships Part 1

***The  
Nurtured  
Heart  
Approach***

**Howard  
Glasser**



We know who we are by what people tell us. What did people tell you?



When was the last time you recognized the positive qualities in yourself?  
Describe yourself in 3 words.



Think about teachers who made a difference in your life...

What did you want from a teacher?

What do you think your students want from you?

By the way...



The Primary Purpose of Misbehavior is *Attention*.

## *So, why does disruptive behavior occur?*

Students are bored or frustrated with academic materials.

Students see no relevance for work.

Students may experience external problems.

Teachers lack experience or send inconsistent messages.

Students may not understand what you expect from them.

## THE NURTURED HEART APPROACH

<https://www.youtube.com/watch?v=js7lgF3iNJg>

# \* Behavior management is...

- Consistent use of rules, routines and limits.
- Feedback that encourages independence and success for all students
- Modeling for students appropriate behaviors and high expectations.
- Predictable and reasonable consequences to students' behavior.  
(Consequences can be positive!)





# Three Steps to Teaching Routines

1. Explain– state, explain, model and demonstrate the procedure.
2. Rehearse– practice the procedure.
3. Reinforce– reteach, rehearse, practice, and reinforce so that it becomes a habit. *Have students role play appropriate responses and reactions.*



# Transforming the Difficult Child The Nurtured Heart Approach

*Behavioral management system based on increased positive feedback, clear rules, and well defined consequences.*

*Dan Peterson*

<https://www.youtube.com/watch?v=UfIJRUD7Egk>

## COMMUNICATION THAT PLAYS BOTH ENDS OF THE OPPORTUNITY:

- What is happening that can be held up as a success,
- And what isn't happening that can be held up as success.
- Reflect back positive values/qualities, what the child is doing right.
- Highlight qualities you wish to enhance.
- Children need to know how to evaluate their experiences, actions and emotions.



Let's try it!  
What do you see?

*What could be happening  
that isn't?*

*What does it say about  
who they are?*

How do we normally make requests of children?



Traditional requests imply a choice or option.



Instead, “I need you to...”

# Directions are Economic, Not Choices

<i>Situation</i>	<i>Babbling</i>	<i>Economic</i>
<i>Elementary:</i> Students are coloring science projects. It's time to pack up.	"So, when we start, in just a moment, we're going to put away your four crayons inside the box, and then you'll be ready to sit quietly at your desk."	Teacher: "1-2-3-Eyes on me" Students: "1-2-Eyes on You" "When I say 'cupcake,' please put all your crayons inside your toolbox. Move your toolbox to the center then go to STAR <sup>3</sup> ...Cupcake"
<i>MS:</i> Students need books for this part of lesson.	"Like we did yesterday, let's get our books out. We're going to start with Chapter 4 today – so open to page 43. You can put a finger, pencil or something on that page, or turn your book over, and then put your eyes up here on me to show me that you're ready to get rolling."	Please silently take your book out, opened to page 43. Eyes on me when you're there."
<i>HS:</i> You want students to take notes.	"Write down the notes from this page that I have up here so you'll be able to read them later and use them to consult in case you have a problem. This stuff will be on your homework."	Write this down.

Children with preexisting patterns of negativity will frequently make a choice based on where they can find the bigger payoff.

Choice also implies inability to comply.



Don't give warnings.  
They are not  
compassionate. They  
keep students off  
balance and uncertain.  
"Are rules to be taken  
seriously?"



## Reinforcement is Authentic and Age Appropriate

No	Yes
“I like how Laura has her pencil out.”	“Laura has her pencil out.”
“I love how Javier is SLANTing and ready.”	“Javier is SLANTing and ready.”
“I see Julde’s hand is up.”	“Julde’s hand is up.”
“I notice that Row 3 is ready.”	“Row 3 is ready.”
“Rahma you need to STAR, Mario you need to STAR, Daniel put that away.”	“David’s in STAR with hands free, Charlotte’s ready in STAR.”

### *Ages 4-8 (K1 – 3rd Grade)*

“Shiobhan put her book neatly in her desk; Gary’s pencil is in the groove. I have Reuben and Laura’s eyes.”

### *Ages 9-12 (3rd Grade – 7th Grade)*

“Shiobhan is ready to go with her book away and pencil down.  
I know Reuben is ready, he’s looking right at me.”

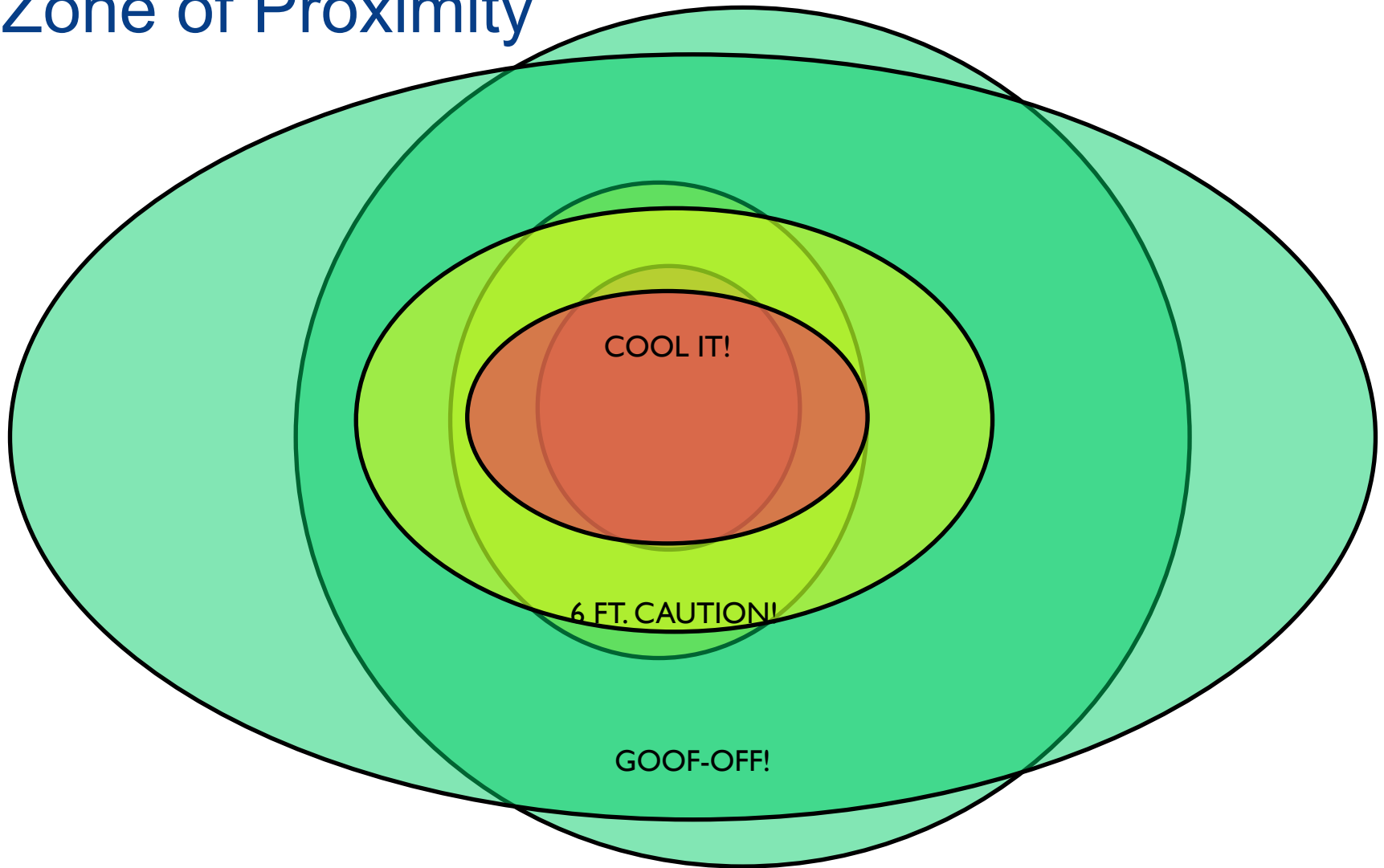
### *Ages 13 – 17 (7th Grade – 12th Grade)*

“Shiobhan’s good to go. Thank you, Reuben. <Makes eye contact with 3 other students and smile> Thanks.

# HPR versus LPR

<https://www.youtube.com/watch?v=1tT2M0bCi64&t=42s>

# Zone of Proximity



Goofing off on the other side of the room can begin in as little as 10 seconds of our stopping to help another student.

The goal is to move on within that 10-second period so we can continue to, in Jones' terminology, "work the room."

# Redirect Off-Task Behavior





<https://www.interventioncentral.org/home>



## Part 2

Effectively managed classrooms are the environment for positive behavior.

They are  
**BRAIN COMPATIBLE CLASSROOMS**

# Brain Compatible Ways to Prevent Discipline Problems

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- ❑ Make positive contact with each student within 5 minutes of the beginning of class.
- ❑ **Make regular positive contact with parents.**
- ❑ Allow students to have input into classroom rules and assignments.
- ❑ **Provide for individual time, group time, class discussions, and affirmation.**

List some ways.

- ❑ Make the classroom interesting with bulletin boards that are colorful and relevant.
- ❑ Respond quickly to student concerns and questions.
- ❑ Incorporate movement into the daily schedule of the class.
- ❑ Include everyone in discussions and routines.

Non- verbal responses, paddles, group response system.

Neat and uncluttered

<https://www.google.com/search?q=neat+small+classrooms&biw=1202&bih=711&tbm=isch&tbo=u&source=univ&sa=X&ei=kytFVJTrM7j9sAT4jIjGoAw&ved=0CB0QsAQ>



Have students identify personal and academic goals.  
Set aside a regular time for buddy journals.(1x a week.)  
Keep one yourself. Teach this.

- ❑ **When possible, give students a choice in lessons.**
- ❑ **Have lunch with individual students.**
- ❑ **Appropriately use “dead time” for a stretch break or a purposeful discussion.**

- ❑ Recognize when it is time for the class to take a break. Have students stand, breathe deeply, stretch, stand on toes, etc.
- ❑ Understand that building a relationship with students related to extracurricular activities can enhance the classroom environment.
- ❑ Post schedules to reduce confusion.

Think about what it's like to sit here for 2 hours.

BRAIN GYM

<https://www.youtube.com/watch?v=jwlNOUnGqYA>

# Effective Teachers

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- ✓ Know what they are doing every day
- ✓ Know and teach classroom procedures
- ✓ Know their professional responsibilities
- ✓ Know that every day can be “the first day of school”

“START YOUR DAY OVER.”



# A Well Managed Classroom

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## Characteristics

- ❑ **High level of student involvement with work**
- ❑ **Relatively little wasted time, confusion, or disruption**
- ❑ **Work oriented but relaxed and pleasant climate**

## Effective Teachers

- ❑ **Constantly ask - Are they learning what I want them to learn? Can they demonstrate or explain what they have learned?**
- ❑ **Make sure assignments are based on objectives.**

## Effective Teachers

- ❑ **Dress professionally**
- ❑ Understand they are role models
- ❑ **Are able to say “No” and mean it**
- ❑ Start class immediately

## Effective Teachers

- ❑ **Meet and greet students at the door**
- ❑ **Use a seating chart**
- ❑ **Teach responsibility by making students responsible for daily tasks**
- ❑ **Know how to bring class to attention**
- ❑ **Know how to praise and encourage**





## What effective teachers

do...

Introduce rules, procedures, and routines from day one and continue to teach them throughout the school year.....especially at the beginning of 4<sup>th</sup> quarter

- ❑ They treat all students courteously and refuse to tolerate students' mistreatment of each other.
- ❑ They establish a classroom code of conduct.



## Procedures for the following

- ✓ Beginning class
- ✓ Ending class
- ✓ Collecting papers
- ✓ Returning papers
- ✓ Sharpening pencils
- ✓ Leaving the room for personal reasons
- ✓ Obtaining, maintaining and using school materials
- ✓ Entering the room when late



## Procedures for the following:

- ✓ Getting student attention after group work or discussion
- ✓ **Responding to visitors in the room**
- ✓ Responding to intercom announcements
- ✓ **Forming groups within the class**
- ✓ Getting the teacher's attention during discussion, seatwork, or group work

# Head 'Em UP! Move 'Em Out!

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- ❑ If students must read aloud, require them to stand
- ❑ As content is discussed, have students stand when they agree and sit if they disagree
- ❑ Have students make appointments for discussion purposes
- ❑ Use role play when possible
- ❑ Give stretch breaks during class
- ❑ Use cooperative learning activities – but remember – it's not just group work

# Improving Your “Withitness”

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- ❑ Avoid concentrating only with those students that are most interested
- ❑ Circulate through the room calling on a variety of students and checking on progress
- ❑ Maintain visual surveillance
- ❑ During direct instruction try to establish eye contact with each student once every two minutes

- ❑ Rather than having students bring paper and pencil to the teacher's desk, students should raise hands. The teacher should go to student's desk to provide assistance.
- ❑ When a visitor enters the room give a signal to students that they should continue working.

# Suggestions for a Classroom Code of Conduct

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- We will not embarrass others
- We will try to help students who are having difficult understanding the content
- We will invite students who are easily left out of activities to work together
- We will remember that our primary purpose at school is to learn and improve academically

# Try to Avoid

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- ❑ Emphasizing the negative
- ❑ Not requiring students to raise hands and follow procedures
- ❑ Beginning an activity prior to having student attention
- ❑ Sitting while teaching
- ❑ Using the same teaching strategy each day



- ❑ Relying too much on teacher talk
- ❑ Interacting with only half the class
- ❑ Collecting and returning student papers before assigning students something to do
- ❑ Interrupting while students are on task



- ❑ Using “Shhh” as the primary way of quieting students
- ❑ Talking over student noise
- ❑ Permitting inattention during a media presentation
- ❑ Verbally reprimanding from across the room
- ❑ Not intervening quickly enough

# Simple Corrections

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- ✓ Gentle verbal reprimand
- ✓ **Proximity**
- ✓ Keep record of behavior
- ✓ **Assign time owed**
- ✓ Time out at student's desk
- ✓ **Time out at other location**
- ✓ Fill out behavior improvement form



- ✓ Limit the amount of time on any one activity
- ✓ Use background music
- ✓ Have students generate reasons for learning –  
What's in it for me?
- ✓ The fewer the rules, the better
- ✓ When in teams, use individual and group accountability

# An Ounce of Prevention.....

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- ✓ Seek and respond to student suggestions
- ✓ Provide for structured 'talking'
- ✓ Have attractive bulletin boards that are changed routinely
- ✓ Use non-verbal signals to correct students that are 'talkers'
- ✓ Say, 'What questions do you have about my expectations?'

- ✓ Have lunch with small groups of students
- ✓ Role play discipline situations
- ✓ Be consistent
- ✓ When appropriate, apologize
- ✓ Recognize when it's time to take a break

# What Effective Teachers Do!

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- They feel good about teaching in general, about their particular students, about themselves, and they are enthusiastic about their students' progress.
- They surround themselves with positive people.



Start the day with a gratitude list.

The BLUE BUBBLE



# Take Ten



How do you rate as an effective teacher?  
What do you do well?  
How could you improve?

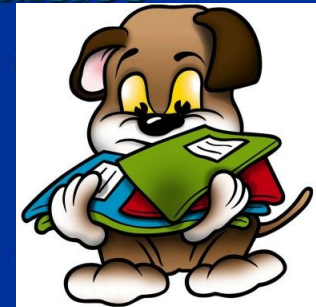




# Room Arrangement

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- ❑ Arrange desks so that all students face the teacher and students can be easily monitored
- ❑ Allow for room to move between aisles
- ❑ Plan for student belongings





# Preparing the Instructional Environment

- “Instructional arrangement” refers to the manner in which a teacher organizes instructional groups to promote learning and behavior.
- Seven instructional arrangements:
  - Large-group instruction
  - Small-group instruction
  - One-to-one instruction
  - Independent learning
  - Cooperative learning
  - Peer teaching
  - Classwide Peer Tutoring



# Physical Arrangement

- 8 ideas to consider when developing the classroom arrangement:
  - Place the recreational and audiovisual/computer areas away from the teaching area.
  - Place student materials in an area where students can easily get to the materials.
  - Place student materials directly behind where you teach so that you can reach materials without having to leave the instructional area.
  - Place time-out area (if there is one) out of the direct line of traffic and use partitions.



## Physical Arrangement (Continued)

- Keep in mind: (continued)
  - Make the recreational area comfortable.
  - Place all the materials needed for a learning center in the learning center area.
  - Instruct several students as to where the materials and supplies are kept.
  - Establish procedures and settings for students who have completed tasks and/or are waiting for the teacher.