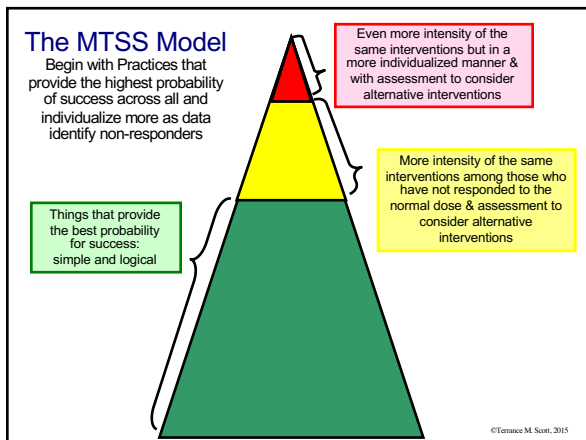


Managing Classroom Behaviour Through Effective Teaching



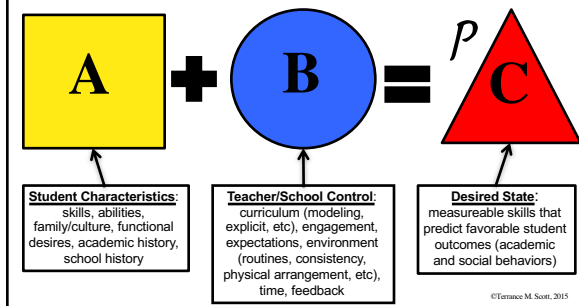
What is an Effective Teacher?

- Anyone can tell students something or tell them what to do
- A teacher creates a set of circumstances that increase the probability of the student being successful now and in the future

Instruction	Environment	Relationships
<ul style="list-style-type: none"> • Teacher facilitated • Direct and explicit • Authentic examples • Multiple opportunities • Engages students 	<ul style="list-style-type: none"> • Arranges physical space • Develops routines • Develops Procedures • Consistent across time and students 	<ul style="list-style-type: none"> • Communicates often • Conveys genuine interest in students • Maintains role of encouraging teacher

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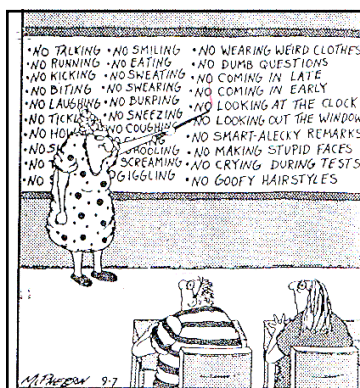
Logical Thinking: Probability Equation



BIG IDEA #1

DEVELOP EXPECTATIONS CONNECTED TO LARGER CONCEPTS AND LEVERAGE PRIOR KNOWLEDGE

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Ineffective Instruction

- Sets the occasion for student failure

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Develop Expectations

Characteristics of Effective Rules/Expectations

- Rules (Expected behaviors) are explicit
 - no guessing and no assumptions
- Rules are connected to Anchors
- Rules are taught and modeled by the teacher
- Rules are stated positively (Dead man's test)
 - (if a dead man can do it – not a good expectation)
- Rules are succinct and 3-5 in number (by location)
- Rules are made PUBLIC...easy to see

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Managing Classroom Behaviour Through Effective Teaching

Teaching Rules

Keys to Teachable Rules

1. Anchor all rules to 3-5 big ideas – School-Wide
2. All rules are taught as examples of the big ideas
3. Organize by location
 - Try for max 5 rules per location
4. Teach to students directly and explicitly
5. Revisit instruction throughout the year – acknowledge compliance



EXAMPLE

- Respect Yourself**
- in the classroom (do your best)
 - on the playground (follow safety rules)
- Respect Others**
- in the classroom (raise hand to speak)
 - in the stairway (single file line)
- Respect Property**
- in the classroom (ask before borrowing)
 - in the lunchroom (pick up your mess)

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Chesterbrook Three R's

	Readiness	Respect	Responsibility
 Hallways	<ul style="list-style-type: none"> Stand properly in line Have materials 	<ul style="list-style-type: none"> Quiet voices Quiet bodies Show courteous behavior to others 	<ul style="list-style-type: none"> Walk directly to your destination Be aware of your surroundings Maintain personal space
 Cafeteria	<ul style="list-style-type: none"> Bring lunch or money Use bathroom and wash hands before 	<ul style="list-style-type: none"> Inside voices Practice good manners Follow cafeteria rules 	<ul style="list-style-type: none"> Raise hand for help Maintain personal space Clean your space
 Playground	<ul style="list-style-type: none"> Have a plan Bring your materials Listen for your teacher 	<ul style="list-style-type: none"> Follow playground rules Include others and share equipment 	<ul style="list-style-type: none"> Bring in everything you take out Use problem solving strategies

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Here are the three R's of our Fifth Grade classroom:

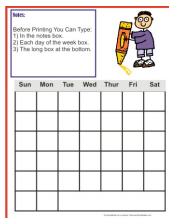
Rule:	Behavior:
I am respectful .	<ul style="list-style-type: none"> Raise my hand Listen to others Stay in my personal space
I am responsible .	<ul style="list-style-type: none"> Follow Directions Complete my assignments Clean up after myself
I am ready to learn.	<ul style="list-style-type: none"> Be prepared for class Always do my best Learn from my mistakes

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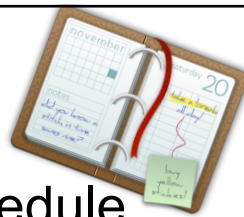
BIG IDEA #2

CREATE AN ENVIRONMENT TO MAXIMIZE
THE PROBABILITY OF STUDENT SUCCESS

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Schedule



- Consistency!!
- Expectations for arrival times
- Sequencing and length of activities
- Planned clean-up/transiting routine
- Explaining changes

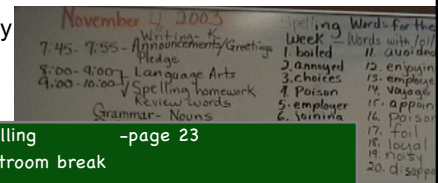


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Advance Organizers

- Public display
- Consistency
- Prompts

9:00 - 9:30 spelling -page 23
 9:30 - 9:40 restroom break
 9:40 - 10:30 math -workbook p. 19
 10:30 - 11:15 music -walk quietly
 11:15 - 11:25 wash hands
 11:25 walk to lunch
 11:30 - 12:30 lunch and recess



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Managing Classroom Behaviour Through Effective Teaching

Physical Arrangement

- Seating
 - Teacher's desk
 - Students' desks
- Sight lines
 - Teacher positions
- Traffic Flow
 - Associated activities
 - (e.g., pencil sharpening, getting water, using the bathroom, beginning and end of day)



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Proximity

- Proactive Proximity
 - Movement about the room
 - 1-second rule
 - Assigned seating
- Reactive Proximity
 - Start with eye contact
 - Approach and eye contact
 - Hover and eye contact
 - Hover and question
 - What should we be doing?



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BIG IDEA #3

**TEACH: BE DIRECT AND EXPLICIT
WHEN PRESENTING INSTRUCTION – DON'T
ASSUME**

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Be Physically and Verbally Explicit

- Tell the student exactly what the rule is
- Show them while talking about it
- Engage students
- Ask questions



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