Objectives

- Monitor student behavior.
- Be consistent in your behavior.
- Manage inappropriate behavior promptly.
- Build a position climate.
- Use incentives and rewards to improve class climate.

Monitoring Behavior

- Stand or sit where you can observe students.
- Walking about increases student attention -- BUT DON'T PACE -- Take a few paces, pause, teach, the walk again, pause, teach . . .
- Freely observe the WHOLE CLASS, not the few in the front or to one side, or your favorites.
- During individual work, circulate and check students' work.
- Collect and check students' work. Keep your grade book current.
Consistency

- The most important factor that must be established the first day and first week of school is **Consistency**.
  - The classroom is organized and predictable.
  - There are no surprises and both the teacher and the students know how the class is organized and run.
  - The students know what to do.
  - They know the procedures.

Consistency

- Retaining the same expectations for behaviors that are appropriate or inappropriate in particular activities.
- These expectations apply to every student on all occasions.
- And also applies to the use of penalties.

Failure to Be Consistent

- Usually causes students to “test the limits” by not following the procedure or by repeating whatever behavior was to have evoked the penalty.
- These events can rapidly escalate and force the teacher either to abandon the procedure or to tolerate high levels of inappropriate behavior.
Exceptions

- There will be occasions when the most reasonable course of action will be to make an exception to a rule or procedure.
  - If a student's Individualized Educational Plan stipulates a particular way to handle rule violations for a special student, the plan must be followed.
  - A deadline for an assignment may be extended when a student has a valid reason.
  - A procedures might be changed to accommodate a special event.

Undesirable inconsistency usually arises from three sources.

- The procedures or rules are not reasonable, workable, or appropriate.
- The teacher fails to monitor students closely and does not detect inappropriate behavior.
- The teacher may not feel strongly enough about the procedure or rule to enforce it or to use the associated penalty.

Finding yourself inconsistency and it is becoming a problem:

- Reteach the procedure.
  - Take a few minutes to discuss the problem with the class and to reiterate your desire that the rule or procedure be followed. Then enforce it.
- Modify the procedure and then reintroduce it.
- Abandon the procedure or consequence and possibly substitute another in its place.
Prompt Management of Inappropriate Behavior

- Use your "withitness".
  - Know what is going on in your class.
  - Detect off-task behavior and stop it before it escalates.

- Be cool!
  - Behaviors should be dealt with directly, without overreaction. A calm, reasoned tone or approach is more productive and less likely to lead to confrontation.

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Four Ways to Manage Inappropriate Behavior

1. Make eye contact with or move closer to the student.
   - Use a signal, such as a finger to the lips or a head shake, to prompt the appropriate behavior. Monitor until the student complies.

2. A simple reminder of the correct procedure may be effective if the student is not following a procedure correctly.
   - You can either state the correct procedure or note other students who are doing what is expected.

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Redirect the student's attention to the task when he or she is off-task.

- "Robert, you should be writing now." Or "Becky, the assignment is to complete all of the problems on the page."
- Check the student's progress shortly thereafter to make sure that work is continuing.

Ask or tell the student to stop the inappropriate behavior. Then monitor until it stops and the student begins constructive activity.

- But "be cool about" . . . No big deal!

Building a Positive Climate

- Identify appropriate instructional goals and discuss them so that your students are clear about what is expected.
- Insist that students complete work satisfactorily.
- DO NOT accept excuses for poor work.
- Communicate acceptance of imperfect initial performance when students struggle to achieve new learning.
Convey confidence in your students' ability to do well.
Display an encouraging, "can do" attitude that generates excitement and self-confidence.
Avoid comparative evaluations, especially of lower ability students, that might cause them to conclude that they cannot accomplish the objectives.

Improving Class Climate through Incentives or Rewards

Incentives add interest or excitement to the class routine, while also directing attention toward appropriate behavior and away from inappropriate behavior.

When rewarded rather than punished, students are more likely to respond positively to the teacher, contributing to a mutually supportive pattern of interaction.

Before introducing an external incentive

Consider several factors:
- Check your school or district policies.
- Target your rewards on the behaviors you would like to encourage.
- Make sure that a reward does not take too much class time for record keeping or other administrative tasks.
- Do not to set up incentives that only the most able students can achieve.
Rewards . . .

What school rewards worked for you?

What rewards do you plan to implement?

Rewards -- Grades

- Good grades are a powerful incentive for most students when they are perceived to be a direct reflection of their achievement and competence.
- It is important to tie as many facets of student work to grades as possible.
- Make clear to students the basis for determining grades to help them know what they have to do to achieve them.

Rewards -- Recognition

- Examples:
  - Display of student work
  - Awarding a certificate for achievement, improvement, or good behavior
  - Verbally citing student accomplishments.
- Also, have awards for
  - improvement
  - excellent effort
  - good conduct.
Recognition

- Some adolescents are embarrassed by being singled out for attention, so giving public recognition to several students at the same time is a better strategy.
- For end-of-the-year or semester awards, nominate our students.

Other Rewards

- **Activities** (work on computer, free reading time, visit library, field trip, class party)
- **Material rewards** (food, discarded classroom materials, games, toys, books, gift certificates)
- Be sure to relate the rewards to student behaviors that are most important to you.

Caution

- The use of extrinsic rewards may reduce students' intrinsic motivation to engage in the rewarded activity.
Take a Break!