Classroom Management

Participant Workbook

Name:_____

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<div style="border: 2px solid black; padding: 20px;">

Mission Statement:

To develop support systems and sustained implementation

of a data-driven, problem solving model in schools

to help students become develop

social skills necessary for success.

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The material for this training day is based on the work of:

Rob Horner
George Sugai
Brandi Simonsen
Ed Kame'enui
Craig Darch
Geoff Colvin
Randy Sprick
Robert Marzano
Terrance Scott
Steve Goodman
Kim St. Martin and Mary Bechtal et. al.
Susan Mack
Steve Vitto

Purpose

The purpose of today is to introduce an evidence based approach toward developing effective classroom management. Participants will be introduced to the role they play in impacting classroom management, as well as specific evidence based classroom management strategies, and finally interacting effectively with Strategic and Intensive students in their classroom.

Agenda

1.0   Foundations and Mental Sets for Effective Classroom Management

2.0   Evidence Based Practice in Classroom Management

3.0   Managing Persistent Problem Behaviors

4.0   Action Planning and Next Steps

Objectives

By the end of today, you will walk away with:
- An understanding of evidence based teacher approaches that facilitate appropriate student behavior
- An understanding of the five specific evidence based practices that will facilitate improved classroom management
- An understanding of the process for addressing the needs of students engaging in behaviors that place them in the targeted and intensive range
- A plan for the next steps needed to ensure that effective classroom management strategies are implemented

1.0 Foundations and Mental Sets for Effective Classroom Management
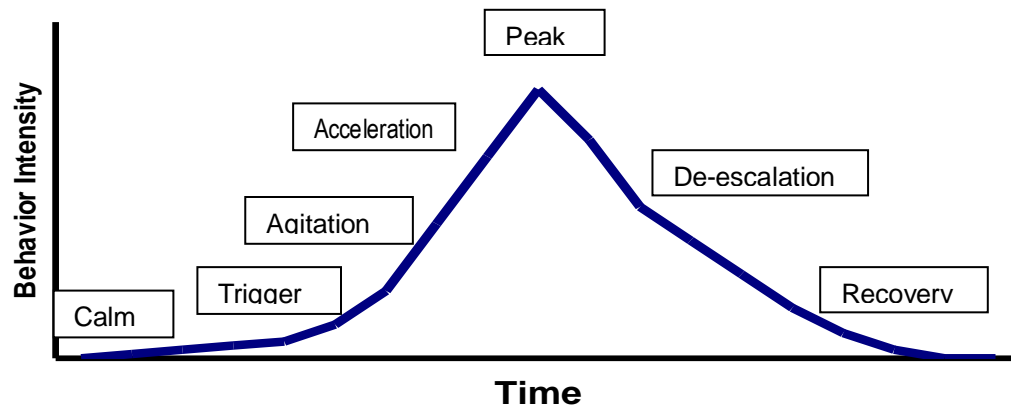
Partner Share

Think for one minute about the very best teacher you ever had. What *traits* and *behaviors* did this teacher exhibit? List below. After one minute share with your partner.
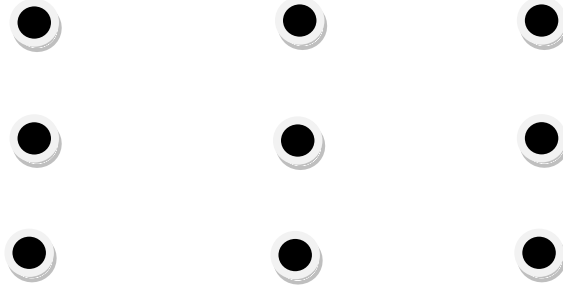
Partner Share

How should students act in your classroom?

How do you deal with students when you are frustrated?

The Escalation Cycle

Dots

Mental Set
- Mindfulness
    - Heightened sense of situational awareness
    - A conscious control over one's thoughts and behavior relative to the situation

- With-it-ness
    - The disposition of the teacher to quickly and accurately identify problem behavior or potential problem behavior
        - Scanning
        - Roaming
        - Eye contact

- Emotional Objectivity
    - Realistic attitudes toward students and student teacher relationships
    - Calm approach toward student behavior
    - A nonpersonalized perspective of the behavior of student(s)
    - Professional view of students as young learners
        - Not warm and gushy
        - Not distant and aloof

Eulogy

If you were to write a Eulogy for the most difficult student in your classroom, how would you describe him/her? Their perspective on life, strengths, talents, etc

Partner Share

Positive Behavior Supports
Write down 7 things you know about PBS, share with partner

2.0 Evidence Based Practice in Classroom Management

1. Maximize Structure
a. Develop predictable routines

- Teacher Routines:
  - Attention getting signal
  - Movement
  - Grading
  - Communications
  - Volunteers
  - Substitutes

- Student Routines:
  - Transitions
  - working in groups
  - Independent Work
  - Group Instruction
 - Getting Materials
  - Sharpening pencils

1. What method do you employ to get your student's attention? (Count to 3? Raise your hand? Flick the lights or a bell?)

2. What are your students expected to do when they come in first thing in the morning? from recess? lunch?

3. What routines are in place when students finish work early?

4. How do your students ask for assistance?

5. What are the consequences for unfinished work? late work? sloppy work? the student who refuses to work?

6. What are the consequences when a student disturbs another student?

7. Where do students turn their assignments/tasks in?

8. What are your routines for sharpening pencils?

9. How does a student ask to leave the room to use the washroom? Can more than one go at a time?

10. What are your dismissal routines?

11. What are your tidy up routines?

12. How are your students aware of all of your routines?

Classroom Routines	
Starting the day	
Entering the classroom	
Working independently	
Asking for help	
Taking care of personal needs	
Completing & returning homework	

- **High Level of Freedom**: Small class size (22 or less),Students demonstrate a higher level of maturity, Students tend to enjoy school, Parents are involved and supportive in education, No students with behavior problems or emotional impairments

- **Medium Level of Freedom**: Medium class size (22 to 30), Students demonstrate a moderate level of maturity, A mixture of attitudes toward school – most feel "okay" about it, Most parents are somewhat supportive of school, One or two students with behavior problems or emotional impairments

- **Low Level of Freedom**: Larger class size (30 +), Students demonstrate a lower level of maturity, Students tend to feel apathetic or negative toward school, Parents are uninvolved or antagonistic, Three or more students with behavior problems or emotional impairments
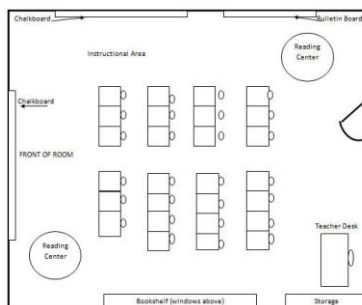
b. Design environment to elicit appropriate behavior

- Arrange furniture to allow easy traffic flow
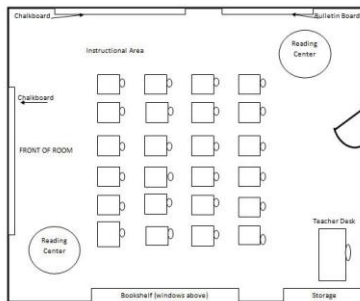
Rows Front to Back – advantages:
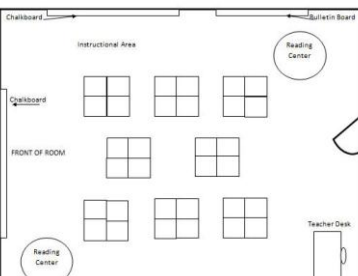Whole class, cooperative learning, easy circulation, minimizes off task conversation

Rows Side to Side – advantages:
Whole class, cooperative learning, allows for interaction, attention to front, maximizes space,
Disadvantage:
May hinder circulation, may result in more task conversation

Clusters - advantages: Cooperative learning, easy circulation, allows for conversation
Disadvantages: Distractible students may have a difficult time with this configuration. May promote off take conversations
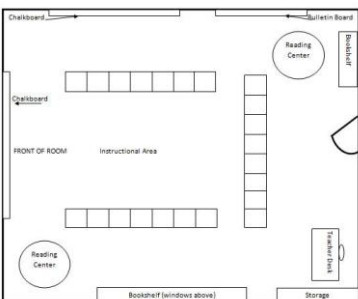
U-Shape 1 – Advantages: Whole class, easy circulation
Disadvantages: Does not lend itself to cooperative groups. Does not make good use of space. Not good for large groups

Circle for

with
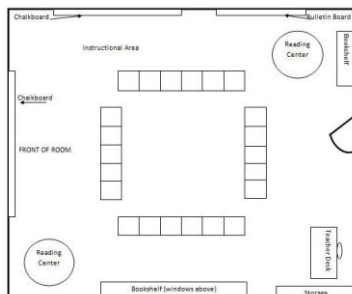
Shape – Advantages: whole class, allows interaction,
Disadvantages: Could create problems circulation

2. Post, Teach, Review, Monitor and Reinforce a Small Number of Positively Stated Expectations

a. **3-5 Establish Expectations**
   - Positively Stated
   - Short and Simple
   - Aligned with School wide Expectations

b. **Define Expectations**
   - What does it mean to be 'Prepared'

c. **Matrix**
   - What does each behavior look like during different routines of the day?

d. **Teach Expectations**
   - Teach expectations in the context of each classroom routine
     o Define the rule and explain why
     o Provide examples and non examples
     o Role Play
     o Practice Provide visual prompts
   - Actively involve students in the lessons
   - Check for understanding

e. **Prompt or Remind Students of the Expectations**
   - Provide students with visual prompts (posters, illustrations)
   - Use PRECORRECTION
     o Verbal reminders
     o Behavior demonstration rehearsals
     o Examples of rule following or appropriate behaviors before settings where problem behavior is likely

f. **Monitor Student' Behavior in the Natural Setting**
   - Move around the room in a random fashion
   - Continually Scan the classroom
   - Interact to acknowledge appropriate behavior and correct inappropriate behavior e.

g. **Evaluate the Effect of Expectation Instruction**
   - Are the rules being followed?
   - If there are errors:
     o Who is making them
     o Where are they occurring
     o What kind of errors are being made
     o What are the patterns

Matrix

Routines Rules	Entering Classroom	Seat Work	Small Group Activity	Leaving the Classroom

Temporal Framework for Teaching Expectations,
(Darch, Kame'enui, 2004)

The Fall Months – Phase One
Focus:
- Teach students appropriate classroom behavior
- Organize instruction so students are taught the rules and routines

September – Instruction focus
- Carefully instructs students in appropriate classroom behaviors
- Organize the classroom to decrease opportunities for disruptive behavior
- Assess cognitive and social skill needs of students
- Teach only those skills students need
- Model exactly how a rule is followed
- Reinforce students for following classroom rules and routines

October – Reinforcement focus
- Reinforce and strengthen previously taught skills
- Establish and reinforce appropriate behavior patterns
- Continue to review rules and preteach behaviors students find difficult
- Shift reinforcement from specifically following rules to performance

November – Reinforce academic performance
- Reteach appropriate behavior by demonstrating, reinforcing and practicing
- Academic instruction is the key management strategy at this point
- Reinforce academic performance
- Raise the criteria
- Reinforce another student's appropriate behavior while ignoring inappropriate behavior
- Continually modify the program so that each student is successful
- Monitor student performance to determine what academic and behavioral skills still need to be taught

The Winter Months - Phase Two
Focus:
- Develop mastery and fluency of behavioral skills
- Develop academic competence so that students can become independent learners
- Students are no longer reinforced each time they complete an assignment or follow a classroom rule
- Student's monitor their own behavior
- Student's are fully aware of teacher's expectations and only need few reminders
- Rely on guided practice, systematic corrections and structured reinforcement

December
- Restructure the instructional program so that students are required to work independently under close monitoring

- Teach and reinforce instances of independent and self-reliant behaviors
- Skills previously taught are reinforced less frequently if at all
- Students are heavily reinforced for skills and behaviors that enable them to become more independent
- Inappropriate behaviors are stopped with powerful strategies such as quiet time and owing-time

January
- Reintroduce classroom rules and routines
- Reteach how to comply with teacher's expectations
- Reteach for at least a few days
- Periodically prompt students to follow rules and provide practice throughout the month
- Once skills have been regained the focus of the instructional program shifts to maintenance of social and academic skills
- Reinforce instances when students demonstrate independent behavior
- When behavior problems occur, implement a consistent plan to decrease the frequency of the behaviors

February
- Maintain previously learned behavioral skills and foster independence
- Prepare students for final phase of school year
- Review classroom expectations at least once a week
- Reinforcement and instruction continues
- Teach independence skills

The Spring Months – Phase Three
Focus:
- Address the behavior required for the variety of school activities offered during these months – field trips, special events, assemblies
- Decrease the probability of disruptive or exclusionary behaviors by preteaching expected behaviors prior to the event
- Reinforce independent learning behaviors

March
- Teach appropriate expected behaviors for special events and activities
- Use powerful reinforcers to expedite learning
- During activities use high frequency verbal praise

April
- Provide opportunities for independence and reinforce
- Teach appropriate expected behavior for special events and activities
- Use powerful reinforcers to expedite learning
- During activities use high frequency verbal praise

May
- Evaluate student's performance throughout the year
- Provide practice on social skills not yet mastered
- 10 o 15 minutes per day to review new activities

3. Actively Engage Students and Maximize Academic Time

- Provide high rates of opportunities to respond
    - Vary individual v. group responding
    - Increase participatory instruction (enthusiasm, laughter)

- Consider various observable ways to engage students
    - Written responses
    - Writing on individual white boards
    - Choral responding
    - Partner Pair Shares
    - Gestures
    - Other: _____

- Link engagement with outcome objectives
    - (set goals to increase engagement and assess student change CARs verbal/written)

- Active Supervision
    - Move
    - Monitor
    - Contact

Partner Share

Share various methods of engagement that you do use or will use in your classroom.

Managing Instruction

<u>Before Instruction</u>

Considerations

- ❏ Instruction & curriculum materials are matched to student ability (math, reading, language).
- ❏ Transitions before and after the activity are smooth and efficient.
- ❏ Staff are prepared for the activity (e.g., clear outcome/ objective, materials, instructional plan).
- ❏ Instruction & curriculum materials are matched to student ability (math, reading, language).
- ❏ Transitions before and after the activities are smooth and efficient.

<u>During Instruction</u>

Considerations

- ❏ Students experience high rates of academic success ($\geq$ 75% correct).
- ❏ The activity begins with a clear explanation of the outcome/objective of the activity.
- ❏ Most (>90%) of the allocated time for the activity is used
- ❏ Instruction actively engaged students in observable ways (writing, verbalizing, participating).
- ❏ Each student has multiple opportunities to actively respond and participate.
- ❏ Instructor frequently checks for student understanding.

<u>After Instruction</u>

Considerations

- ❏ The activity concludes with specific feedback about student academic and social performance.
- ❏ The activity concludes with specific information about what happens next (e.g., homework, next time the activity is conducted).
- ❏ The activity ends with the instructor knowing how many students met learning outcome/objective.
- ❏ Follow-up instruction/activity is arranged for students who were unsuccessful in the activity.
- ❏ Transitions after the activity are smooth and efficient.

4. Establish a Continuum of Strategies to Acknowledge Appropriate Behavior

⭐**Ratio of 5 to 1**

- Strive to achieve a five to one ratio of positive reinforcement for appropriate behavior for each instance of corrective feedback for problem behavior
- The nature of your interactions creates the climate of your classroom
- "They don't care what you know until they know you care"

Characteristics of Effective Praise

- Good praise often includes student's names.
- Good praise is descriptive.
  - Simply describe what the student is doing at the time - focusing on actions
- Good praise is convincing.
- Good praise is varied.
- Good praise in non-disruptive.

Specific and Contingent Praise

Praise should be…
  - …contingent: occur immediately following desired behavior
  - …specific: tell learner exactly what they are doing *correctly* and continue to do in the future
    - "Good job" (not very specific)
    - "I like how you are showing me active listening by having quiet hands and feet and eyes on me" (specific)

Group Contingencies

  - **"All for one"**
    (Interdependent Group Contingency)
  - **"One for all"**
    (Dependent Group Contingency)
  - **"To each his/her own"** (Independent Group Contingency)

Establishing a Token Economy

- Determine and teach the target skills
- Select tokens
- Identify what will be back-up reinforcers
- Identify the number of tokens required to receive back-up reinforcers
- Define and teach the exchange and token delivery system
- Define decision rules to change/fade the plan
- Determine how the plan will be monitored

Guidelines from Sulzer-Azaroff & Mayer, 1991

Table Share

Take Five Minutes to Identify 2-3 formal and 2-3 informal strategies you do use or will use to positively acknowledge student behavior in your classroom. Report Samples to your table:

Formal Strategies
1.

2.

3.

Informal Strategies
1.

2.

3.

Praising Words and Phrases

Good.	That shows a great deal of work .
That's right.	You really pay attention.
Excellent.	You should show this to your parents.
That's clever.	Show the class your picture.
Exactly.	That's interesting.
Good job.	See how well Jenna is working.
Good thinking.	Matthew got right to work after recess; he's
Thank you.	going to finish on time
Great.	Lets' all give Brandon a round of applause!
That's a fine idea.	That was very kind of you.

Facial Expressions

Smiling	Looking interested
Winking	Laughing
Nodding	

Nearness

Walking among students	Joining the class at recess
Sitting in their group	Eating with the children

Physical Contact

Patting head, shoulder, back	Shaking hand
Hugs	Holding hand

5.0 Establish a Continuum of Strategies to Respond to Inappropriate Behavior

Infrequent Errors

- Respond Proactively to infrequent social behavior errors
    - Signal
    - State rule and expected behavior
    - Ask student to state/show expected behavior
    - Give positive feedback

Chronic Errors

- Precorrect - prompt for desired behavior in problem context
    - go to problem setting/situation
    - get attention of students
    - give reminder or opportunity to practice skills
    - watch child for demonstration of skill
    - acknowledge demonstration
- Provide positive feedback

Remember the PURPOSES of Negative Consequences
- Do not expect negative consequences to change behavior patterns.
- Negative consequences are a way to "keep the lid on"
- Teaching changes behavior.
- Prevent escalation of problem behaviors
- Prevent/minimize reward for problem behaviors

Systematic Correction Procedure

- Focus on student(s) nearby exhibiting the expected behavior first, then slowly move to target student

- Secure student's attention

- Inform him/her of expected behavior

- Redirect the student to expected behavior/activity (gesture/verbal prompt)

- Acknowledge the changed behavior when occurs

- Make first contacts least disruptive

- More intrusive measures if behavior persists

Menu for Effectively Responding to Classroom Misbehavior

	Mild Misbehaviors	Moderate Misbehaviors	Severe Misbehaviors
BEHAVIORS	· Talking out · Off Task · No Materials · No Homework · Delay in following directions · Dress Code Violation · Non-compliance	· Disrespect · Defiance · Verbal Aggression · Mild Physical Aggression · Class Disruption · Repeat Offenses	· Strong and Repetitive Defiance · Physical Aggression · Sever Verbal Aggression · Severe/Repetitive Class Disruptions (i.e., Temper Tantrums) * Non-negotiable items from your school handbook.
RESPONSES	· Proximity · Change Seating/Location · Verbal Reprimand · Signal/Gesture/Look · Record Misbehavior · Model/Practice Expectation · TEACHING AND PRACTICE OF EXPECTED BEHAVIOR · Discussion with Student · Planned Feedback · Reference Behavior Monitor/Feedback Sheet · Social Skill Correction Procedure · Pre-Correction · Humor · Planned Ignoring · Parental Contact	Previous responses plus: · Positive Practice · Conference with Teacher (paired with Behavior Improvement Form) · Timeout · Time Owed · Loss of Privileges, points, etc. (Response Cost) · Restitution · TEACHING AND PRACTICE OF EXPECTED BEAHVIOR · Emotional Reaction (only 2x a year)	Previous responses plus: · Reference Level System · Individualized Behavior Intervention Plan · TEACHING AND PRACTICE OF EXPECTED BEHAVIOR · Parent Involvement · De-Escalation · Interagency Support · Detention · Suspension

CHAMPS – Safe & Civil Schools (2006)

Example of Systematic Correction Procedure:

- Remove adult and peer attention
    - Reinforce around the problem behavior

- Redirect student to the expected behavior
    - Acknowledge subsequence compliance and expected behavior

- Deliver a warning by providing an opportunity for the student for the student to choose between the expected behavior and a penalty or loss of privilege

- Use additional resources to address the problem
    - If problem continues after 3 occasions after planned intervention

- Document the problem behavior and the intervention

Partner Time

1. Error Corrections – what strategies do you or will you use to encourage expected behaviors?

2. Differential Reinforcement – in what ways do you or will you attend to students who ARE displaying expected behaviors?

3. Planned Ignoring – What behaviors do you or will you ignore?

4. Time Out from Reinforcement – What is reinforcing the behavior and what do you do or will be done to insure that the behavior become ineffective?

Misbehavior Response Suggestions

Mild Behaviors: Talking out, Off Task, No Materials, No Homework, Delay in following directions, Dress Code Violation, Non-compliance

Responses:
- Proximity
- Change Seating/Location
- Verbal Reprimand
- Signal/Gesture/Look
- Record Misbehavior
- Model/Practice Expectation
- TEACHING AND PRACTICE OF EXPECTED BEHAVIOR
- Discussion with Student
- Planned Feedback
- Reference Behavior Monitor/Feedback Sheet
- Social Skill Correction Procedure
- Pre-correction
- Humor
- Planned Ignoring
- Parental Contact

Moderate Behaviors: Disrespect, Defiance, Verbal Aggression, Mild Physical Aggression, Class Disruption, Repeat Offenses

Responses:
Previous responses plus:
- Positive Practice
- Conference with Teacher (paired with Behavior Improvement Form)
- Timeout
- Time Owed
- Loss of Privileges, points, etc.
- Restitution
- TEACHING AND PRACTICE OF EXPECTED BEHAVIOR
- Emotional Reaction **(only 2x a year)**

Severe Behaviors: Strong and Repetitive Defiance, Physical Aggression, Severe Verbal Aggression, Severe/Repetitive Class Disruption (i.e. Temper Tantrum)
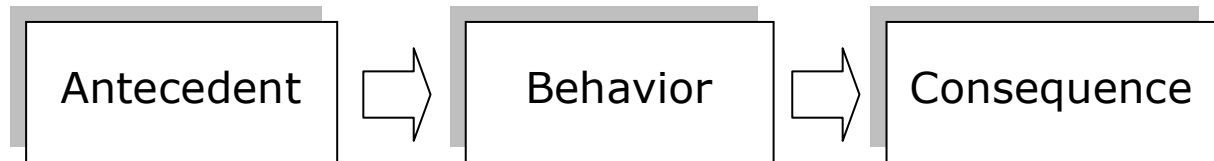
Responses:
Previous responses, plus:
- Reference Level System
- Individualized Behavior Intervention Plan
- TEACHING AND PRACTICE OF EXPECTED BEHAVIORS
- Parental Involvement
- De-Escalation
- Interagency Support

3.0 Managing Persistent Problem Behaviors

What does the behavior "look" like?

Antecedent	→	Behavior	→	Consequence
A		B		C
Conditions under which problem behavior is likely to occur		Problem Behavior		Event that maintains the occurrence of problem behavior (reinforcement

Why do they do what they do?

```
                    Problem
                    Behavior
                       |
          +------------+------------+
          |                         |
     Obtain/Get               Escape/
     Something                Avoid
                              Something
          |                         |
    +-----+-----+-----------+
    |           |           |
Stimulation/  Social    Tangible/
Sensory                 Activity
              |
        +-----+-----+
        |           |
      Adult        Peer
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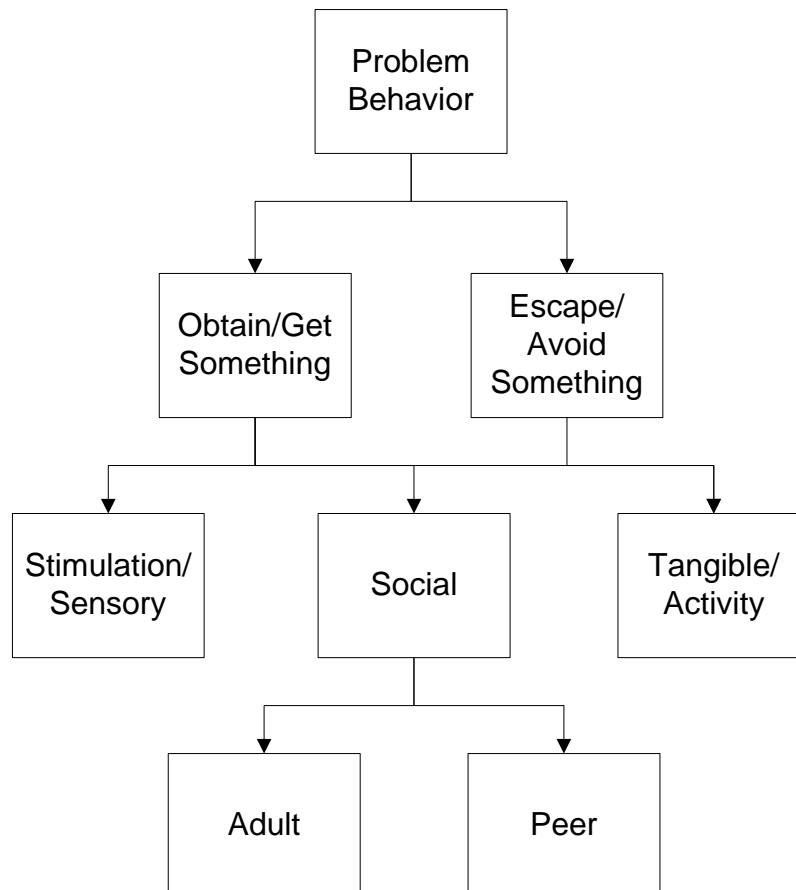
Behaviors serve one of two motivation functions

| They help us to get something we like	They help us to escape or avoid something we do not like

- Tangibles (food, toys, money, etc.)
- Attention (smiles, conversation, scolding, etc.)
- Internal states (rest, self-stimulation, success, etc)

- Tangibles (disliked food, scary items, etc.)
- Attention scolding, conversation, lectures, etc.)
- Internal states (failure, fatigue, pain, etc.)

The Escalation Cycle

Behavior Intensity

Peak

Acceleration

De-escalation

Agitation

Trigger

Recovery
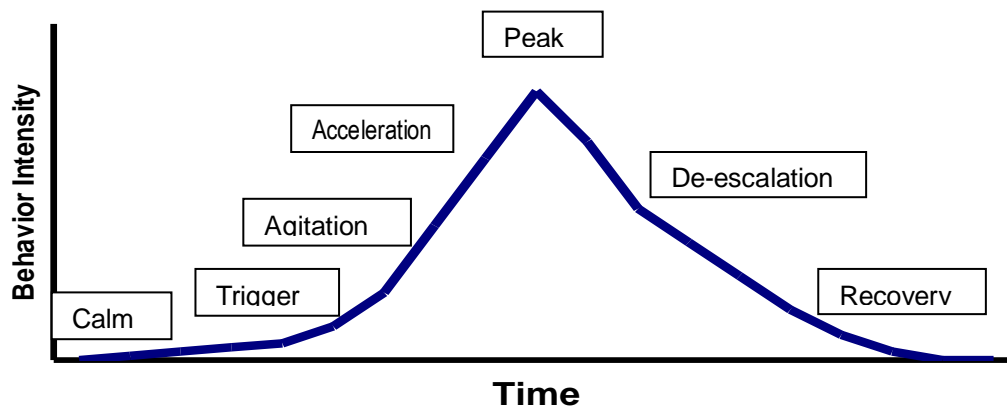
Calm

Time

Responses to Specific Behaviors

Off Task Behaviors

- Remain focused and calm; organize thoughts
- Either respond decisively or ignore it all together
- Distinguish between off-task behaviors and off-task behavior patterns
- Control the time and place for dealing with off-task behavior
- Provide students with dignified ways to terminate off-task behaviors

Attention Seeking Behavior

- Attention-seeking students prefer being punished, admonished, or criticized to being ignored
- Give attention to student when on-task and cooperating
- "Catch them being good!" – and let them know you caught them

Power Seeking Behavior

- Power-seeking students attempt to provoke teachers into a struggle of wills
- Provide choices
- Establish a positive relationship
- In most cases, the teacher should direct attention to other members of the class

Arguing/Personal Attacks

- Redirect question to group or supportive individuals.
- Recognize participant's feelings and move one.
- Acknowledge positive points.
- Say: "I appreciate your comments, but I'd like to hear from others," or "It looks like we disagree."

Anger/Hostility

- Say: "You seem really angry. Does anyone else feel this way?" Solicit peer pressure.
- Do not accept the premise or underlying assumption, if it is false or prejudicial, e.g., "If by "queer" you mean homosexual..."
- Allow individual to solve the problem being addressed. He or she may not be able to offer solutions and will sometimes undermine his or her own position.
- Ignore behavior.
- Talk to him or her privately during a break.
- As a last resort, privately ask the individual to leave class for the good of the group.

Noncompliance

- Have student's attention, before presenting the directive or making a request.
- Give clear, specific, positively stated directives.
- Provide frequent & positive acknowledgments when expected behavior is exhibited.
- Have established & taught consequence procedures for repeated noncompliance.

Individualized Interventions				
	Student Name			
Daily Schedule				

Targeted Interventions

Student(s)	Intervention

Universal strategies for managing the classroom environment
(list general strategies)

<table>
<tr><td colspan="4">Example</td></tr>
</table>

**Map School-wide Rules & Expectations to
Classroom Routines**

School Rule	Be Safe	Be Respectful	Be Responsible
Expected Student Behaviors	Walk facing forward Keep hands, feet & objects to self Get adult help for accidents & spills Use all equipment & materials appropriately	Use kind words & actions Wait for your turn Clean up after self Follow adult directions Be silent with lights are turned off	Follow school rules Remind others to follow school rules Take proper care of all personal belongings & school equipment Be honest Follow game rules
	Classroom Routines		
Starting the day	✓ put personal belongings in designated areas ✓ turn in homework ✓ put instructional materials in desks ✓ sharpen pencils & gather necessary material for class ✓ be seated & ready to start class by 8:30		
Entering the classroom	✓ enter the room quietly ✓ use a conversational or 'inside voice' ✓ keep hands, feet, objects to self ✓ walk ✓ move directly to desk or assigned area ✓ sit quietly & be ready for class		
Working independently	✓ select area to work ✓ have materials ready ✓ work without talking ✓ raise hand to ask for help ✓ keep working or wait quietly for assistance when the teacher is helping someone else ✓ move quietly around the room when necessary ✓ put materials away when finished ✓ begin next activity when finished		
Asking for help	✓ always try by yourself first ✓ use the classroom signal for getting assistance ✓ keep working if you can or wait quietly ✓ remember the teacher has other students that may also need help		
Taking care of personal needs	✓ follow the class signal for letting the teacher know you have a private concern ✓ let the teacher know if you need immediate help or if you can wait a while ✓ try to speak to the teacher privately & quietly if you do not want other students involved		
Completing & returning homework	✓ collect your work to take home ✓ complete work, get parent signature when needed ✓ bring work back to school ✓ return work to homework basket		

Map School-wide Rules & Expectations to
Classroom Routines

School Rule	
Expected Student Behaviors	
Classroom Routines	
Starting the day	
Entering the classroom	
Working independently	
Asking for help	
Taking care of personal needs	
Completing & returning homework	

Implementation Plan for Teaching
Classroom Routines and Expectations

Strategies for acknowledging students for doing well		Strategies for consequating student behavior	
Activity	**When**	**How**	**Who**
1. Define expected classroom behaviors & routines			
2. Teach expected classroom behaviors & routines			
3. Decide how you will provide consistent application all day			
4. Define with students what they get when they meet the expectations initially & overtime			
5. Define the procedure for consequating student behavior			
6. Define when you will do tune ups (reteach & practice)			
7. Define how you will monitor and evaluate progress & determine necessary revisions			

Classroom Management Self-Assessment	Yes	Somewhat	No
1. Do clear classroom rules apply in your class?			
2. Are the rules listed in the form of positive statements?			
3. Are there five or fewer rules?			
4. Can every student list these rules from memory?			
5. Are the rules clearly displayed in your room?			
6. Are students involved in developing the rules?			
7. Does each student make a clear commitment to follow these rules?			
8. Do you define expectations and routines for following the rules ?			
9. Do you review/ reteach the rules every three-four weeks?			
10. Do you have a system for acknowlegding students for doing well? (Completed work, respectful behavior, quality work)			
10. Do students clearly understand your approach to handling rule violations?			
11. Do you teach students the expectations and routines related to classroom activities?			
12. Do you teach students the expectations and routines related to behaviors outside the classroom?			
13. When students fail to follow an expectation or routine do you immediately reteach the routine?			
14. Does every adult (volunteers, assistants, specialists) know the classroom rules that apply in your class?			
15. Does every adult (volunteers, assistants, specialists) know your methods of handling discipline problems?			

Examine your responses to the above questions & then complete the following statements:

I learned that.....

I am pleased that I ......

List at least three things you will develop, revise and/or implement to develop more productive classroom rules & routines.

Y

Y

Y

Notes

MAISD

**Muskegon Area
Intermediate School District**
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