

Welcome FCPS Substitute Teachers

**Managing
Student Behavior**

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Erin Malone, NFES Behavior Support Specialist

Erin.Malone@fcps.org

240-236-1977

Managing Student Behavior

Today we will:

- Become familiar with who our students are
- Define Behavior
- Discuss Tier 1 Interventions: Strategies that Work Before the Behavior
- Learn some basic strategies that can be used to improve student behavior
 1. Communicate
 2. Orchestrate
 3. Circulate
 4. Motivate
 5. Correct
- Share Best Practices/Questions
- Complete an Evaluation

Did You Know?

Substitute Teachers

- On any given day, approximately 274,000 substitute teachers serve in this country's classrooms.
- By the time a student graduates from high school, that person will have spent the equivalent of a full year being taught by a substitute.



Who are our Students?



Understanding who our students are is important in determining how to reach or engage them.

Who are our Students?

- FCPS is a successful school system in a diverse and growing community. Frederick County bridges rural, suburban, and urban lifestyles near both the Washington, DC and Baltimore metropolitan communities.
- Enrollment for 2018 is **42,789 students**, an increase of 585 students over the year before.

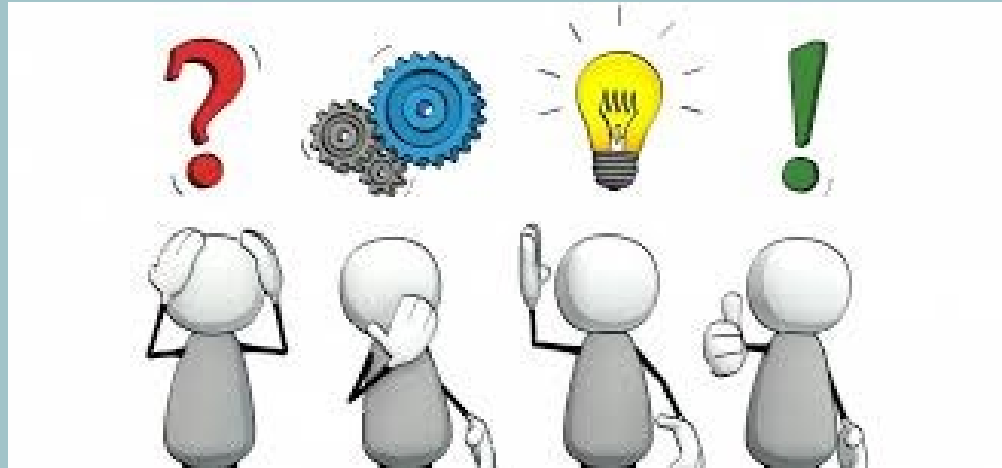


Who are our Students?

- About 4,300 students receive Special Education Services, **10% of the population.**
- About 2, 700 students receive EL Services, **6% of the population.**
- About 11,000 students receive free/reduced meal services, **26% of the population.**
- The racial/ethnic composition of the student body is: White: 58.9%; Hispanic/ Latino: 17.1%; Black/African American: 12.5%; Asian: 5.5%; two or more races: 5.5%; American Indian/Alaskan Native: 0.3%; Pacific Islander/Native Hawaiian: 0.2%.



What is **behavior**?



The Key

Behavior is a form of communication.

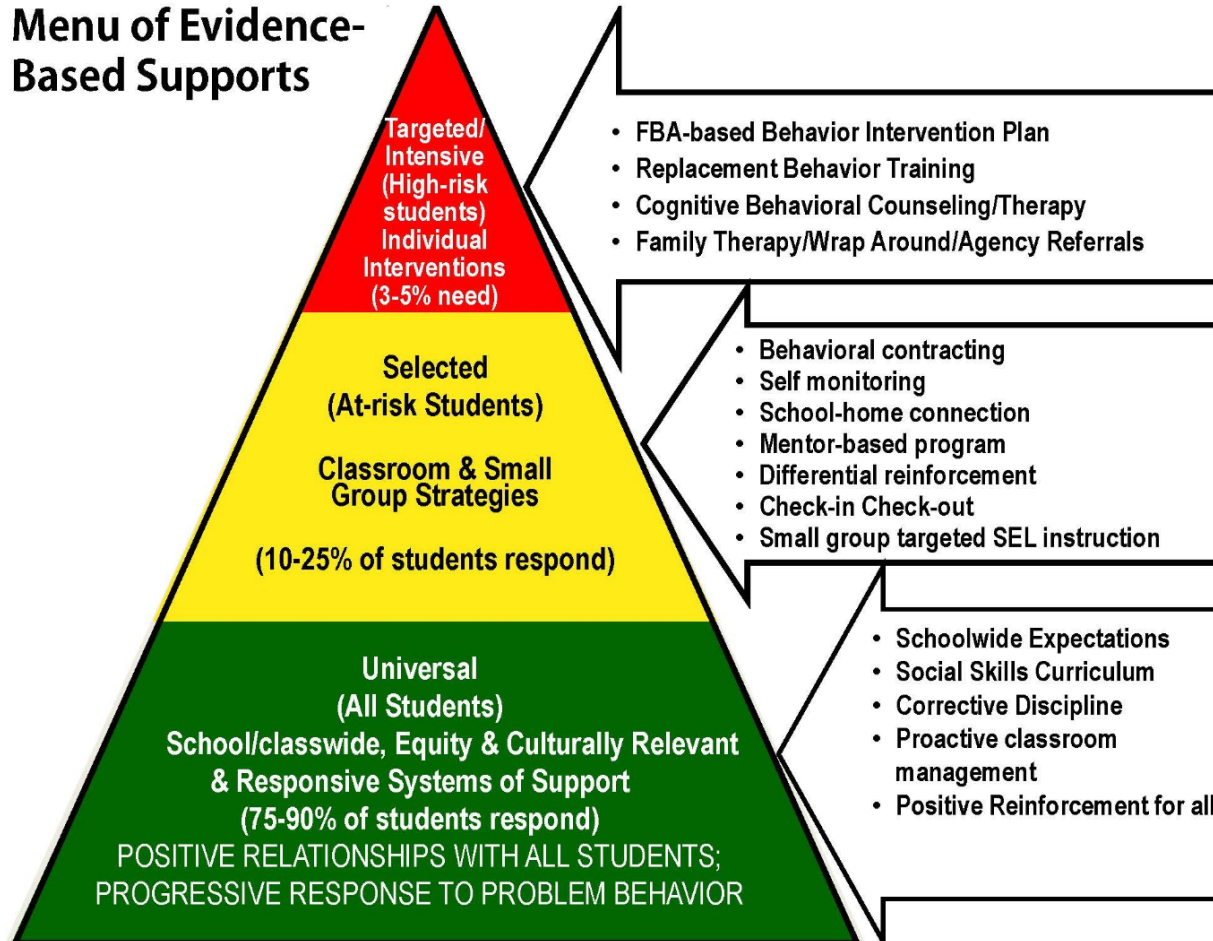
Behavior is functional or has a purpose.

Behavior is observable and measurable.

Behavior occurs in context.



Menu of Evidence-Based Supports



“If a child
can't learn
the way we teach,
maybe we
should
teach the
way they learn.”

~ Ignacio Estrada

An Everyday Story

Research-Based Behavioral Principles:

- Some behavior is **learned**.
- Behavior can be **changed**.
- Lasting behavioral change is more likely with **positive** rather than punitive techniques.
- **No** student should be intentionally or unintentionally humiliated or belittled.

Why Do We Need To Teach Behavior?

- Dysfunctional behaviors are most likely a result of a skills deficit.
- Procedures and routines create structure
- Repetition is key to learning new skills:
 - For a child to learn something new, it needs to be repeated, on average, 8 times
 - For a child to unlearn an old behavior and replace with a new behavior, the new behavior must be repeated, on average, 28 times

Every time any adult interacts with any student, it is an instructional moment!

The best part of teaching is that it matters.

The hardest part of teaching is that every moment matters, every day.

-Todd Whitaker

Management Strategies

- **Build Relationships**

- Smile
- Greet students by name
- Talk to students about their day



The way you say it, makes a difference!

- **Be a Positive Role Model**

- Say “Please” and “Thank You” to the students

Management Strategies

- **Remember Personal Space**

-If you have to speak to a student, keep an arms length away and attempt to speak with them privately. “Praise Publicly and Correct Privately”

-Be aware of your body language.

-Choose your words carefully. Students may not understand you and distort the context in which you said them.



Management Strategies

- **Proactive Behavior Management**

- Predictable and reasonable consequences to students' behavior (consequences may be positive or negative.)

- Consistent use of routines and limits

- Feedback that encourages independence and success for all students

- Modeling for students appropriate behaviors and high expectations



Behavior Management

The Essentials of Behavior Management

- Communicate
- Orchestrate
- Circulate
- Motivate
- Correct



Behavior Management



- **Communicate**

COMMUNICATE with the students.

- Share your expectations for student behavior at the beginning of the day (or class).
- Use the teacher's posted rules when possible.
- Have your own rules in mind in case there are none posted.

Behavior Management



- **Orchestrate**

ORCHESTRATE student behavior during and between activities.

- Begin each activity by clarifying your expectations for student behavior during that activity.
- End each activity by giving the class feedback on how well they met your expectations and by preparing them for the next activity

Behavior Management

- Circulate

CIRCULATE throughout the classroom.

- Move among the students as much as possible.
- Be unpredictable in your route when circulating.
- Visually scan the entire classroom as frequently as possible.



Behavior Management

- **Motivate**

MOTIVATE students to follow the rules and to use time productively.

- Use praise frequently and appropriately.

Effective praise is:

- Descriptive and age-appropriate
- Businesslike
- Based on something important



Behavior Management

Motivate (continued)

- If an activity has gone badly, let the class know that the next activity provides a fresh start.
- Let the students know that you will be reporting back to their teacher. Be overt when writing notes, and share the basics of your report.
- Do not use the report as a threat.

Behavior Management

- Correct

CORRECT student misbehavior when it occurs.



Your attitude is very important!

Correct Calmly

- Don't get physical under any circumstances.
- Don't escalate the situation.
- Don't take student misbehavior personally. - Don't worry about saving face.
- Don't engage in power struggles.
- Correct consistently.
- Choose your battles carefully.
- Don't threaten students with what the teacher will do when he/she gets back.
- Follow through on any warnings or consequences you have given.

Correct Fairly

- Don't punish the entire class for the misbehavior of one or two students.
- Once you implement a consequence with one student, implement it with all students who behave the same way.

Behavior Management

- Correct (continued)

CORRECT student misbehavior when it occurs.



Correct Immediately

- Intervene as soon as a misbehavior becomes a problem.
- Inform the student that he/she has a choice: To continue the misbehavior and pay the consequence, or to behave responsibly.

Correct Privately

- A semi-private interaction allows the student to save face in front of peers.
- When physical privacy is not possible, use a quiet voice when correcting.

Management Strategies

- **Managing Difficult Behavior**

- Give the student a 5 minute “Cool Down”

- Check back with the student after a break.

- Verbal Warning (Verbal warnings are very effective if handled correctly. They are one of the lowest and least intrusive forms of intermediate student discipline. Be careful to read the situation: The student’s demeanor, causative agents, and then deliver a reprimand that corrects the student behavior without belittling the student.)

- “I will help you, when you are calm.”



Avoid Power Struggles

Is a situation in which two or more people compete for control in a particular sphere.

Why.....

It keeps one in control.

It reduces the likelihood of further physical and verbal conflict.

Recommendations.....

Use a calm and neutral tone.

Do NOT match the emotional level of the student.

State the expectations clearly, offer choices, then give a timeline.



PLEASE, PLEASE, PLEASE....

If you need to redirect a student, always try to do it with Proximity, Eye contact, and with some Privacy.

Validate their feelings.....

Enlist their cooperation - give them a job.

Always, reflect on how you handle the situation. Have note cards ready with feedback for students.

Stay Positive

- You attract positive people when you say positive things.
- If you want to portray to the students that you are a positive person incorporate these phrases into your daily vocabulary...

I know can do it.

I trust you.

I believe in you.

I respect you.

I'm proud of you.

I appreciate you.



Dealing with Predictable Events

“That Is Not How Our Teacher Does It”

-This is so common that you may want to pre-correct:

“Today, I will try to do some things like Ms. Smith, but some things will be different. I hope you will be patient about this.”

When students are trying to be helpful:

-Thank them for their assistance.

- Use some of their suggestions, if possible.

- When you don't want to use a suggestion, say something like:

“Thanks, but I think today we will do it...”

When students seem to be playing games:

-Don't confront them. Simply say: “Thanks, but today we are going to...”

- If someone insists, try humor:

“I think I will start making notes on all of these helpful reminders.”

Your management skills have a huge impact on student behavior!

The most important skills are:

1. Maintaining your confidence.
2. Greeting students at the door.
3. Remembering to communicate, orchestrate, circulate, motivate, and correct.
4. Smile at students, help them to feel at ease with your presence, and strive to enjoy working with the best students in the world!





Our **JOB** is to teach
www.mrsdscorner.com
the students **we**
have. Not the ones we
would like to have.
Not the ones we **used to**
have. Those we have
right now.
ALL OF THEM.

- Dr. Kevin Maxwell



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substitute for a
great substitute.
Thank you to
all substitute
teachers out
there, we're
grateful for
your service.

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