Instructor's Guide for Classroom and Group Support

Topic Area: Behavior

Module: Classroom and Group Support

Case Study: Starting the Year Off Right

Summary: Miss Heier is starting her second year as a third grade teacher. Last year had been exhausting, mostly because she had spent a great deal of time trying to keep students on task and not talking and goofing around. She felt like she spent more time trying to manage behavior than on actually teaching academic content and finished the year extremely frustrated.

Characters and Roles:
- Miss Heier, third grade teacher
- Miss Twiford, third grade teacher
- Alec, new third grade student

Tools:
- Preventative Approaches
- Logical and Natural Consequences
- Positive Reinforcement
- Point and Level Systems

Artifacts:
- Miss Heier's Schedule
- Miss Heier's Class Expectations
- Lesson Plan for Teaching How to Walk Appropriately in Line
- Example of the Steps/Visual for Walking Appropriately in Line
- Visual of Possible Consequences for Walking/Not Walking Appropriately in Line
- Example of the Class Point Card

Glossary Terms:
- Visual Tracking System

Web Sites:
- http://seriweb.com
- www.nichcy.org

Discussion Points:
- What can teachers do to be proactive about managing student behavior prior to the start of a new school year?
Discuss the classroom management recommendation that a teacher should not smile before winter break.

Should behavioral and academic expectations be taught in a similar manner? Explain your reasoning.

What are the advantages and disadvantages of having regular class meetings?

How often should class meetings be held, how long should they last, and who should facilitate them?

If a teacher chooses to reward students for academic success or good behavior, what are appropriate rewards?

What are some of the factors that contribute to the variance of student behavior throughout the year?

If a teacher can predict when positive student behavior decreases, what could she/he do to prevent it?

Activities:

- Create posters of classroom procedures.
- Roleplay a class meeting where a problem is being discussed.
- Debate the topic of rewarding students for academic success or good behavior.
- Roleplay a scene between a classroom teacher who wants to reward students for academic success or good behavior and a principal who does not support the practice.
- Organize a book study group on *Punished by Rewards* by Alfie Kohn.

Reflective Question: Scene 5, Question 1 - It is common for the behavior of a class to vary throughout the year. What could be some possible reasons for this? *There are many factors that contribute to student behavior. First of all, the teacher should have clear classroom expectations and procedures and be consistent when monitoring them. Behavior can change if a new student joins the class, the teacher is absent, the daily routine is altered, holidays are approaching, assignments are not developmentally appropriate, and/or students are not actively engaged in meaningful activities. Teachers should try to anticipate when students’ behavior might change and plan accordingly. Reflective teachers do not blame students, the weather, an upcoming holiday, etc. for poor behavior, but they look at themselves to try to determine what they can do to improve the situation for everyone.*

Connections:

- Topic Area: Behavior; Module: Functional Behavior Assessment
- Topic Area: Behavior; Module: Positive Behavior Support Planning
- Topic Area: Instruction; Module: Classwide Peer Tutoring