

The Crystal-Clear Classroom

Part 2

The “Why”

Classroom 1	Classroom 2
Okay, students, go ahead and quietly meet me at the rug.	Kinders, in just a minute, you’re going to meet me at the rug. When you do this, you’ll stand... your mouth... your feet...you’ll sit...
Time: Disruption:	Time: Disruption:

Randy Sprick:

“Teaching behavioral expectations is *as important as* teaching _____ subjects.”

Recall...

Teach and establish classroom rules:

- 1) Follow directions the first time
- 2) Raise your hand to speak
- 3) Take care of property
- 4) Show respect to others

Q: What else should I train besides classroom rules?

A: _____

Transition:

Any time students are expected to _____ from one task/activity to another

Q: Why give special attention to transitions?

- A:
- It’s where students are _____ likely to become disruptive
 - It comprises up to _____ of a school day

(Christopher & Farran, 2020)

→ How?

Recall the definition... _____ time students are expected to shift from one task/activity to another

→ *For instance...*

- | | |
|----------------------------|-----------------------|
| - leaving classroom | - putting papers away |
| - entering classroom | - taking out books |
| - moving from seats to rug | - parking pencils |
| - passing out papers | - getting drinks |
| - handing in papers | - ? |

Teacher says, "I want students to...

like me,

like school,

like each other,

feel valued as humans... therefore,

I must let them talk during 'downtime' (transitions)."

→ *Which word makes this statement false?*

Outcomes of Noisy Transitions:

1) Instructional time is _____

→ Noisy transitions take up to _____ longer than quiet ones.
(Smith, 2016)

→ Classrooms that transition quietly yield (on average) _____
of additional instructional time per _____ than classrooms that
transition noisily.

(Yarbrough, 2008)

2) Teachers increase their number of _____

→ Teachers in poorly managed classrooms are more likely to have
_____ attitudes toward and _____
with their students.

(Lamude et al., 1992)

Outcomes of Noisy Transitions (cont'd):

3) Administrators more likely to evaluate class as _____ and _____ managed

→ #1 reason [a coach] is called in to support

4) Parents more likely to _____ that the class lacks structure

→ #1 request on teacher-request forms:

“teacher who is _____ and _____”

5) Students more likely to feel _____ and _____

→ Students in poorly managed primary-grade classrooms demonstrate a continuation of severe _____ even into middle school.

(Kellam et al., 1998)

Q: Which of these outcomes seems the most harmful to you?

A: _____ losing instructional time

_____ more negative teacher/student interactions

_____ poorer administrative evaluations

_____ more criticism from parents

_____ greater student feelings of stress and anxiety

From a Teacher:

“I used to think I was being too strict if I asked my kids to do something quietly - especially since they’re only five - but I’ve realized this year that they’re actually happier and they feel _____ when I keep order. I have _____ pushing/poking/falling/ tattletaling/crying, and they move a lot more quickly too so we get _____ done in a day.”

(Marla W, Kindergarten)

The “How”

Q: So how do you get kids to meet your expectations? (especially during transitions?)

A: **2 Phases: Training & Maintenance**

1) Training

_____ students the task	“We’re going to learn something called Power Position.”
_____ how the behavior looks and sounds	“When I ask you to get into Power Position, it means you’ll...”
_____ the behavior	“Let me show you what that looks and sounds like.”
<i>Quick Tip:</i> Teacher _____ peers may model a behavior (e.g., passing down papers)	
_____ the behavior	“Let’s try this together. I’ll watch for kids who remember how it looks and sounds .”
_____ _____ (praise/correct)	“That was great following directions!” and /or “Let’s try that part again.”

The acronym for this was...

VIDEO: *Training Students to Line Up* (6 min!)

Can you identify evidence of each component?

- Tell the task
- Explain how it looks, sounds
- Model the behavior
- Practice the task
- Offer feedback (affirmative, corrective)

Q: But isn’t 6 min too long to line up?

A: Not _____

Q: How do I effectively train expectations in other settings?

A: Follow the _____ schedule as closely as possible
→ building in time for _____

VIDEO: *Training Kids for Recess* (4.5 min)

Notice that students are trained how to complete the recess transition before accessing a real recess

Quick Tip:

Initial playground _____ may also be helpful

Q: What if students don't meet my expectations?

A: Require a _____

VIDEO: *Requiring a Redo During Training*

Notice a redo of teacher bx ("I'll say that again...") AND a redo of student bx

Review:

Q: When should I set an expectation?

A: Any time there a required _____ in behavior
→ i.e., for all _____

Q: What did you like or learn about training behavioral expectations?

A: