

The Crystal-Clear Classroom

Part 3

The “Why”

Recall...

Randy Sprick: “Teaching _____ expectations is *as important as* teaching academic subjects.”

→ Why?

Respond to Disruptions <small>Target: none – mild</small>		Number of Students Engaging in Behavior			
		Few (1 – 3)	Sm Group (4 – 6)	Lg Group (7 – 10)	Most (11+)
Call-outs: 		Teacher Validation: 			
Instruction	Talking during				
	Sitting disruptively during				
	Moving around classroom during				
Worktime	Talking during				
	Sitting disruptively during				
	Moving around classroom during				
Not transitioning quickly (quietly) within classroom					
Not entering/exiting classroom quickly (quietly) 1:18 to start					
Not keeping hands / feet to self					
Level of Disruptions: <input type="checkbox"/> Mild (Few/small-group of students in 3 [or less] categories and/or large-group/most in 1 category) <input type="checkbox"/> Moderate (Few/small-group of students in 4+ categories and/or large-group/most in 1-2 categories) <input checked="" type="checkbox"/> Severe (Few/small-group of students in 4+ categories and/or large-group/most in 3+ categories)					

off-task _____ on-task

From Research:

Classrooms that are well-managed demonstrate greater student _____ in academic tasks, more rapid pace of _____ through academic material, and higher levels of academic _____.

(Brophy, 1983)

From Research:

Research across several _____ has demonstrated that consistent implementation of classroom rules is associated with _____ student performance

(Kern & Clemens, 2007)

...at both the _____ level...

(Mayer & Leone, 1999)

...and at the _____ level.

(Johnson et al., 1996)

Q: So how do you get kids to meet your expectations?

The “How”

2 Phases: Training and Maintenance

1) Training

→ _____

→ Training expectations is especially important during _____:

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

What kept happening...

Kim (2nd Gr) – talking during desk transitions

Valerie (K) – not lining up quickly (recess)

Jenny (1st Gr) – fidgeting with materials

The Problem...

The behavior wasn't maintaining

→ continued performance over time once all teaching has _____

2) Maintenance (_____ Expectations)




Which parts of TEMPO are left out?

_____	_____
vocal tangible	vocal redo/removal

- _____
- _____

A Closer Look...

Clear expectations include:

how it looks	how it sounds	in how long
 _____	 _____	 _____

<i>For example: Coming in after recess...</i>		
“You’re welcome to grab a drink from your water bottle and then you’ll walk to your seat and sit in power position.”	We’re doing this quietly...”	...in 10 seconds, 9, 8, 7...”
<i>And over time...</i>		
how it looks, sounds, in how long		
“Go ahead and quietly get your drink and meet me at your seat in 10, 9, 8...”		

→ i.e., the behavior becomes _____

VIDEO: *Taking out Whiteboards*

Notice that students are told how the behavior looks, how it sounds, in how long

Q: What tends to be the hard part?

A: _____

→ i.e., _____ expectation is _____ followed by feedback

For example...

State expectation: “I need everyone in power position. (That means...)”	
Offer feedback: “Perfect, Janie, just like that!”	Offer feedback: “Owen, your mouth is closed.”

VIDEO: *Taking out Whiteboards*

Count how many students are praised [tally]: _____

→ notice how immediately it’s given

Q: How many students were corrected?

A: _____

Quick Tip: Praise will always be more _____ than correction in shaping behavior.

VIDEO: *Starting Letter Cards*

Notice that corrections happen as needed

→ watch for individual and whole-group

3 Scenarios:

Can You Identify What's Wrong?

Scenario 1:

<ul style="list-style-type: none">- Teacher tells students to walk quickly back to seat from rug- Students begin talking as they move, even with immediate feedback	
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Quick tip: Stating expectation _____ tends to invite quiet responding

From Research:

Teachers who were taught to deliver instructions in a specific, direct manner and who did so in a _____ voice tone saw an increase in student _____ and academic _____.

(Matheson & Shriver, 2005)

Scenario 2:

<ul style="list-style-type: none">- Teacher explains how bx should look and sound, but students are not coming to seats quickly after recess- Teacher clarifies, praises, corrects as needed- Students still go slowly	
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Quick Tip: Some transitions (e.g., recess) may require actual, displayed timer in the _____ phase

...although _____ timers work too 😊

Scenario 3:

<ul style="list-style-type: none">- Teacher tells students to put away papers quickly, quietly, and with time frame- Students initially comply but then begin talking, even with immediate praise	
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Quick tip: Corrections can include _____ / _____ if the vocal correction isn't enough

VIDEO: *Putting Away Folders*

Who is required to redo the behavior?
(individual, small group, whole class)

Q: What did you like or learn about maintaining expectations?

A: