

Preventing the Chaos

Part 1

Disruption:

A behavior that _____ learning, via...

→ noise

→ movement

The “Why”

Q: Why prevent disruptions?

A: They...

- _____ learning

- increase _____ stress

- increase _____ stress

- escalate in _____ AND _____

Consider the following (A 1st-grade example)...

Prevention:

Setting up conditions in which disruptions are _____ likely to occur

The “What”

2 Main Causes

And the first disruption is...

1) the _____

Call-out:

When a student says something without _____

<ul style="list-style-type: none"> - “My pencil broke” - “I don’t know how to do it.” - “Her name is MY-a, not ME-a” 	<ul style="list-style-type: none"> - “When is lunch?” - “I think my mom is picking me up.” - “Let’s have a party!”

My Biggest Mistake...

sometimes _____ call-outs

Validate:

When a teacher _____ the content of what a student says

For Example...

a. Acknowledging right _____

T: We’re going to learn the word glimmer.

S: I know that word! It means to glow!

T: You’re right, it does!

b. Answering a _____

T: Today you’ll get to give your opinion

S: Wait, what’s an opinion?

T: It means what you think.

c. _____ ideas

T: We’re going to read about apples.

S: But I hate apples!

T: You don’t have to like them.

d. Allowing _____

T: Today is Aug 22nd.

S: No, it’s Aug 23rd!

T: Oh, you’re right; it’s Aug 23rd.

Which validation is it?

T: It's time for PE.	Acknowledging answer	
	Answering question	
S: No, today is art.	Negotiating idea	
T: We don't have art until tomorrow.	Allowing correction	

T: Let's go to the rug.	Acknowledging answer	
	Answering question	
S: For calendar?	Negotiating idea	
T: Yep, for calendar.	Allowing correction	

T: I think Thomas is our pledge helper today.	Acknowledging answer	
	Answering question	
S: No, he went yesterday.	Negotiating idea	
T: Oh, you're right – today it's Maddie.	Allowing correction	

T: Thanks to kids who turned in homework.	Acknowledging answer	
	Answering question	
S: I turned in mine!	Negotiating idea	
T: I know you did; thank you.	Allowing correction	

Q: Why do we validate call-outs?

- A:
- to convey _____
 - to promote _____
 - to add _____ / meaning during instruction

Q: What are the risks of call-outs?

- A:
- _____ instruction
 - impede _____ / achievement
 - increase teacher _____
 - increase student _____
 - _____ into other disruptions

VIDEO: *Call-outs in 1st Grade*

Count how many times the teacher is interrupted as she acknowledges call-outs

Q: Which risk seems the most harmful to you?

Call-outs...

- ___ interrupt instruction
- ___ impede learning/achievement
- ___ increase teacher reprimands
- ___ increase student stress
- ___ escalate into other disruptions

The “How”

Q: So how do you get kids *not* to call out?

2 Parts: Expectation & Feedback

1) Expectations

Recall:

Expectation	
Praise vocal tangible	Correction vocal redo/removal

VIDEO: *Call-outs in 1st Grade*

Notice that students are told what to do with their mouths and bodies when they want to speak

How was the expectation stated?

“I will only call on you if your mouth is _____ and your hand is _____.”

Q: But what happens if they don't raise their hands?

A: _____ validation

T: Today we'll learn about opinions.

S: What's an opinion?

T: Uh-oh, our mouths are closed.

2) Feedback

VIDEO: *Call-outs in 1st Grade*

Notice that during the practice, students are praised AND corrected (i.e., **non-validated**) for their behavior

VIDEO: *Call-outs in 1st Grade*

How many times was the teacher interrupted as she acknowledged call-outs?

22 (in 4 min) → 5/min

97 (in 12 min) → 8/min

Must-have responses:

-
-
-

...in a _____, _____ manner

“Uh-oh, your mouth is closed.”

vs.

[angry]: “Your mouth is closed. Right now.”

or

[passive]: “Uh-oh, your mouth is closed.”

3 Scenarios:

Can you identify the mistake the teacher makes?

Interaction 1	Interaction 2	Interaction 3
T: Let's get lined up for lunch. S: Wait, is my mom coming to get me? T: I don't know; we'll just have to wait and see.	T: Tomorrow is our fire drill. S: But I'm scared of fire drills! T: There's nothing to be scared of; that's why we're talking about it.	T: Okay, let's get our math books out. S: But you said we could have recess first! T: You're right, I did, but next time, raise your hand to say that.
Teacher _____	Teacher _____	Teacher _____

vs...

Interaction 1	Interaction 2	Interaction 3
T: Let's get lined up for lunch. S: Wait, is my mom coming to get me? T:	T: Tomorrow is our fire drill. S: But I'm scared of fire drills! T:	T: Okay, let's get our math books out. S: But you said we could have recess first! T:

To Summarize...

_____ closed; _____ raised

Quick Tip:

Beware of _____ questions!

Q: But what if I'm okay with a little noise?

A: It is _____ to expect all students to _____ discern when a call-out is appropriate and what to say.

Q: What did you like or learn about preventing disruptions?

A: