

## Preventing the Chaos Part 2

*Recall...*

### Disruption:

A behavior that \_\_\_\_\_ learning, via...

→ noise

→ movement

### The “Why”

Q: Why prevent disruptions?

A: They...

- \_\_\_\_\_ learning

- increase \_\_\_\_\_ stress

- increase \_\_\_\_\_ stress

- escalate in \_\_\_\_\_ AND \_\_\_\_\_

### Prevention:

Setting up conditions in which disruptions are \_\_\_\_\_ likely to occur

### The “What”

2 Main Causes (Both preventable...)

*And the first disruption is...*

1) the \_\_\_\_\_

### Call-out:

When a student says something without permission

*And the second disruption is...*

2) \_\_\_\_\_

Downtime:

Any period during which students do not have a \_\_\_\_\_ / \_\_\_\_\_ at hand

*An example...*

How improve the recess-to-groups transition?

Time to Seats:

3:41

Level of Disruption:

\_\_\_\_\_

Intervention:

Paras come into classroom

\_\_\_\_\_ students

Time to Seats:

\_\_\_\_\_

Level of Disruption:

\_\_\_\_\_

*More examples...*

<ul style="list-style-type: none"><li>- waiting for projector to heat up</li><li>- waiting for names on papers</li><li>- waiting in line to leave</li></ul>	<ul style="list-style-type: none"><li>- finishing an assignment early</li><li>- arriving at school early</li><li>- waiting for teacher to distribute items</li></ul>

→ And the most common word is... \_\_\_\_\_

*The Biggest Mistake...*

Catering to the \_\_\_\_\_ rather than the \_\_\_\_\_ during instruction

e.g.,

Before an assignment

T: You should be writing your name on your paper

S: [finish at varying rates]

T: As soon as \_\_\_\_\_ is done, we'll start

During phonics

T: Next word: spell "stars" on your whiteboard

S: [finish at varying rates]

T: As soon as \_\_\_\_\_ has it, we'll check it

After math

T: When you finish, you may read or color

S: [finish at varying rates]

T: As soon as I check \_\_\_\_\_ work, we'll move on

Q: Why do we wait for everyone?

A: - to maintain \_\_\_\_\_

- to convey \_\_\_\_\_ of everyone

- TO NOT LEAVE ANYONE \_\_\_\_\_

Q: What's the risk of downtime?

A: \_\_\_\_\_ pacing; increases \_\_\_\_\_

*In other words...*

If you cater to the \_\_\_\_\_, you lose the \_\_\_\_\_

Q: So what do you do instead?

## The “How”

*From Research:*

There is long-standing research that instruction delivered at a \_\_\_\_\_ pace results in higher levels of \_\_\_\_\_ behavior and student \_\_\_\_\_.

(Darch & Gersten, 1985)

One of the factors differentiating between more and less effective teachers was that \_\_\_\_\_ effective teachers maintained a lesson pace that was \_\_\_\_\_.

(Englert, 1984)

*In other words...*

Watch for \_\_\_\_\_ and *MOVE*

e.g.,

Before an assignment

T: You should be writing your name on your paper

S: [finish at varying rates]

T: Wow! \_\_\_\_\_ of kids are ready; let's start.

During phonics

T: Next word: spell “stars” on your whiteboard

S: [finish at varying rates]

T: \_\_\_\_\_ of kids have it; check “stars,” ready?

After math

T: When you finish, you may read or color

S: [finish at varying rates]

T: [spot check all but strugglers]

Q: But how do I know when most of the kids are done?

A: Consider an “all done” \_\_\_\_\_

*Quick Tip:* This does not apply to stating \_\_\_\_\_

**VIDEO:** *Pacing of Whole-group Practice*

Notice...

- first word is given when MOST are ready
- words are checked BEFORE all finish

Q: But won't my strugglers fall even further behind?

*From Research...*

Although teachers often express concern that rapid pacing "leaves behind" at-risk students, research shows the \_\_\_\_\_ ...

In kindergarten students with learning disabilities, \_\_\_\_\_ pacing (0-sec vs 5-sec delays) resulted in \_\_\_\_\_ reading accuracy and \_\_\_\_\_ bx.

(Darch & Gersten, 1985)

*From a Teacher...*

Last year, Sarah came into my class and helped me increase my pacing during my phonics instruction. At first, I wasn't sure how going faster would make my struggling students learn it any better or how my students were going to keep up, but I noticed that with \_\_\_\_\_ my class could keep up. Even my struggling students stayed with me! Test scores went up and my anxieties went down.

(Haylie L, First Grade)

Q: But how do I get my *students* to go faster?

*(write this in 10s or less)*

A:

## 2 Approaches: Countdowns & Contingencies

### 1) Countdowns

*Why?*

People tend to respond \_\_\_\_\_ when they know their behavior is being \_\_\_\_\_

*When?*

Usually during \_\_\_\_\_

-

-

-

- etc.

*How?*

- a. Determine appropriate \_\_\_\_\_
- b. Count down from \_\_\_\_\_
  - doesn't require \_\_\_\_\_ timer
  - 10 doesn't really mean \_\_\_\_\_

**VIDEO:** *Taking out Whiteboards*

Notice how the countdown helps students transition quickly (even without penalty/reward; even when countdown isn't finished)

*Quick Tip:* Time frames can be \_\_\_\_\_ as students become more \_\_\_\_\_ at going quickly

**VIDEO:** *Putting Whiteboards Away*

What does the teacher do to help students go quietly, even without a time frame?

## 2) Contingencies

Contingency – A statement of access granted by \_\_\_\_\_ certain criteria  
“ \_\_\_\_\_ ... \_\_\_\_\_ ”

e.g.,

**I can only**

let you be the door holder

**IF**

you stand quietly while kids come in

**I can only**

draw a pledge stick

**IF**

this person is in power position

**I can only**

show your whiteboard as an example

**IF**

you're staying right with me

*Why?*

It's beneficial to teach students that they access \_\_\_\_\_ by acting \_\_\_\_\_

*Quick Tip:* Consider "I can only..." vs "I'll wait..." or "You can't..."

**VIDEO:** *Teaching a New Sound*

Notice how the contingency is formatted "I'm only going to..." vs "I'll wait"

**VIDEO:** *Practicing the Recess Line-up*

Can you identify the contingency?  
(even if it doesn't start "I can only..."?)

**VIDEO:** *Getting Ready for a Game*

Can you identify TWO contingencies?

**VIDEO:** *Whiteboard Transition*

Notice how a contingency (can you identify it?) can even be used with a single student

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

A: