

## Saved by the Structure

### Part 2

*Recall:*

Effective teachers attend to the “Big 5”:

1. \_\_\_\_\_
2. Clarify Expectations
3. Reinforce Appropriate Behavior
4. Respond to Disruptions
5. Engage Students

Structure – the organization of teacher/student \_\_\_\_\_, the careful \_\_\_\_\_ of teacher/students, and the establishment of \_\_\_\_\_ in order to maximize success in the classroom

#### **The “Why” (Placement)**

*Consider...*

- the boy who laid down on the rug
- the struggler who was placed next to a mother hen
- the attention-seeker who was placed closer to the teacher

*From Research:*

Maximizing Structure is an antecedent strategy – meaning it helps teachers \_\_\_\_\_ problems and *reduces* or *eliminates* the need for \_\_\_\_\_ interventions.

(Bicard et al., 2012; Huston-Stein et al., 1977, 1980; Kern & Clemens, 2007)

*e.g.,*

- the boy who laid down on the rug
- the struggler who was placed next to a mother hen
- the attention-seeker who was placed closer to the teacher

*From Research:*

Improvements in classroom structure have shown to be \_\_\_\_\_ for students who show initially \_\_\_\_\_ levels of on-task behavior.

(Wheldall et al., 1981)

## The “How” (Placement)

### 1) Teacher Placement –

The careful attention to where a teacher is positioned within the classroom  
(i.e., \_\_\_\_\_)

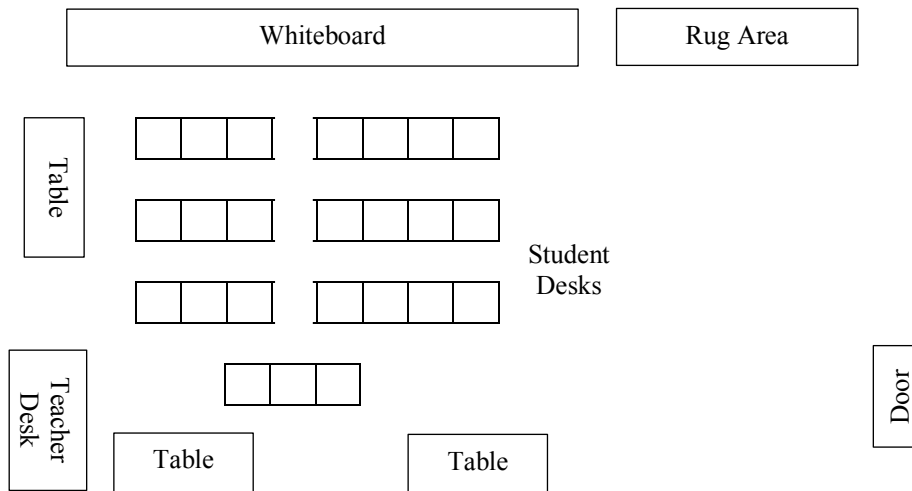
(Notice what each of the following examples have in common.)

#### a) In the morning

Not this...

“I’ll be at my desk or \_\_\_\_\_ in the classroom as you arrive.”

Q: What disadvantages might occur when teachers are not at the door in the morning?



A: Teacher can't...

- signal a safe and \_\_\_\_\_ start
- quietly greet \_\_\_\_\_ student
- set \_\_\_\_\_ climate

But this...

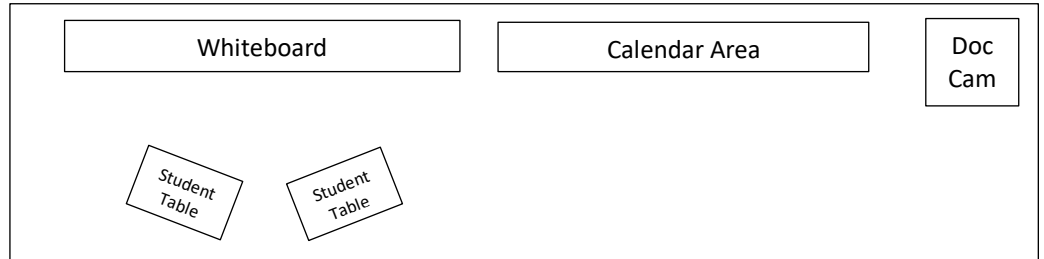
“Let me \_\_\_\_\_ greet each of you by name and set an  
\_\_\_\_\_ positive behavioral and emotional climate.”

b) During instruction

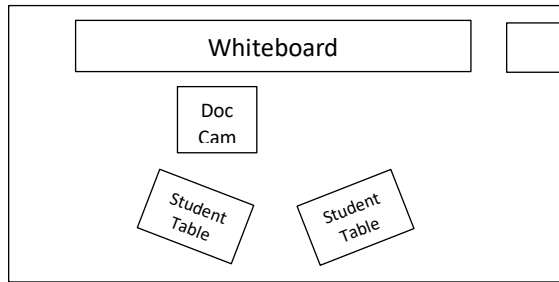
Not this...

“Let me stay off to the \_\_\_\_\_ or back of you while I teach.”

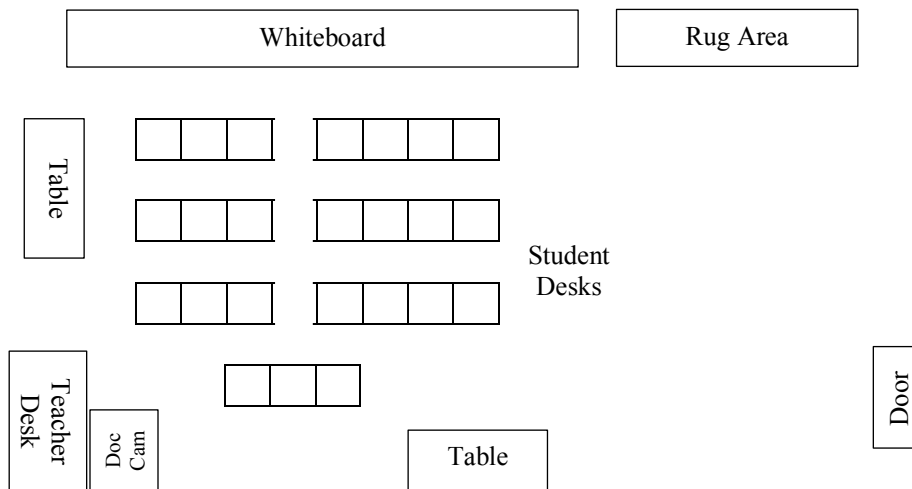
*Remember this?*



*The Change:*



*There was also this...*



But this...

“Let me be in \_\_\_\_\_ of you while I teach.”

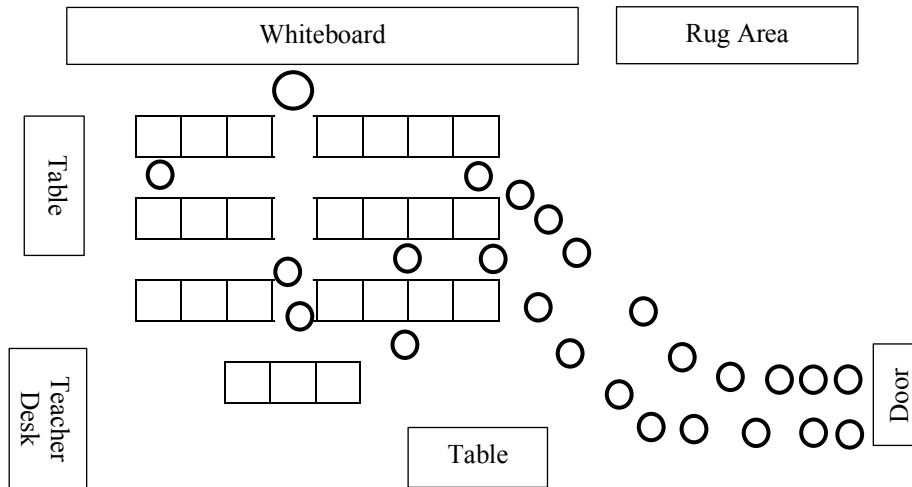
→ not that I can't wander for proximity!

c) During transitions

Not this...

“Go ahead and move to the next area while I stay \_\_\_\_\_ here.”

e.g.,



But this...

“Wherever \_\_\_\_\_ of you are is where I will be.”

Q: What did each of the examples have in common?

A: Not this:

But this:

2) Students Placement –

The careful attention to where students are \_\_\_\_\_ within the classroom

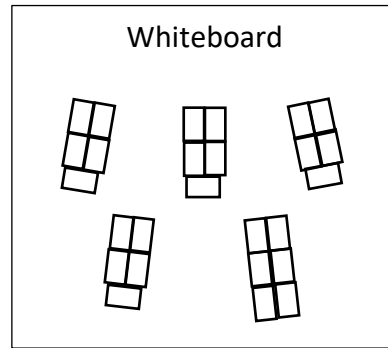
*(Notice what each of the following examples have in common.)*

a) At seats

Not this...

“Isn’t it great how easy it is to wander between pods?”

Q: Which 5 students are likely to be the most disadvantaged in this arrangement?



Also...

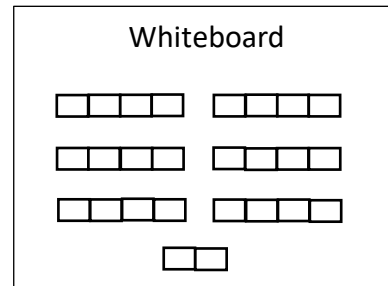
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*From Research...*

It is common to see desks in clusters or in groups; however, research has indicated that when students' desks are arranged in rows, students are more \_\_\_\_\_, talk out \_\_\_\_\_, complete more \_\_\_\_\_, and are generally more \_\_\_\_\_ with tasks.

(Kern & Clemens, 2007)

e.g.,



But this...

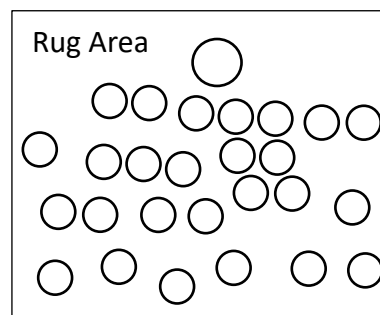
"It may seem traditionalist, but sitting in rows works to your \_\_\_\_\_ (academically and behaviorally)."

b) At rug

Not this...

"Since this is more relaxed instruction, why don't you sit wherever you want?"

*What happens...*



*From Research...*

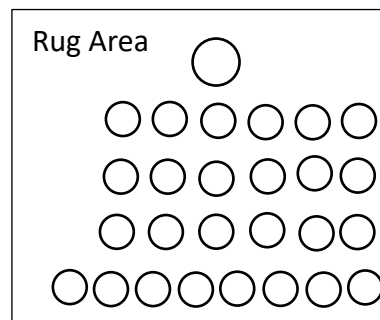
Students who choose their own seats are *three times more likely* to be \_\_\_\_\_ than when seats are assigned.

(Bicard, Ervin, Bicard, & Baylot-Casey, 2012)

But this...

“I’m going to assign you a spot where I think you’ll most \_\_\_\_\_ (academically and behaviorally).”

e.g.,

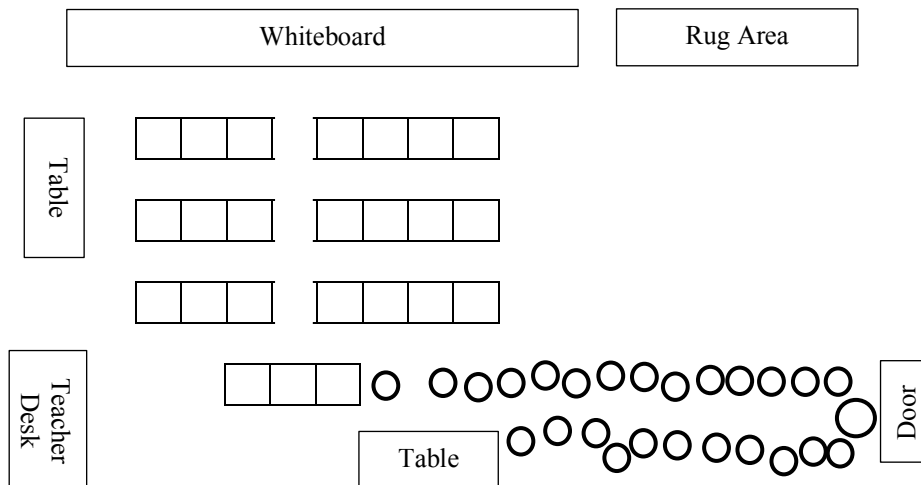


c) In line

Not this...

“Since we just need to quickly get from point A to point B, why don’t you stand \_\_\_\_\_ you want.”

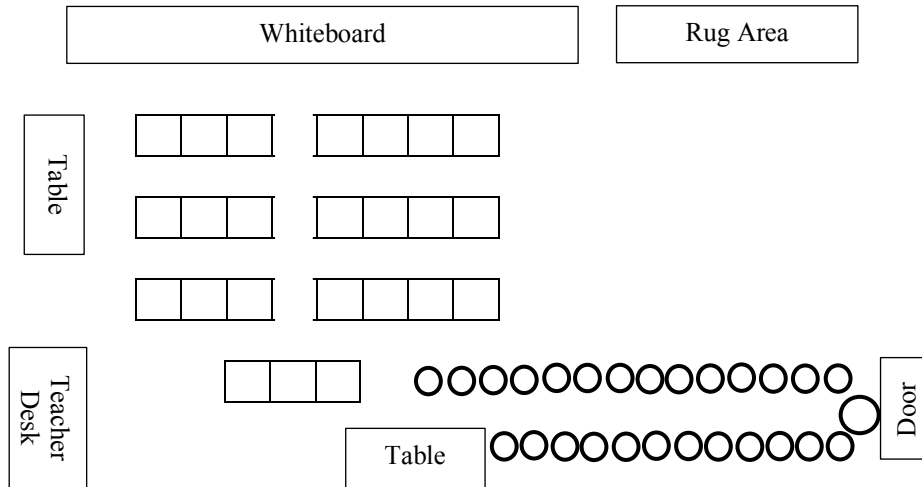
*What happens...*



But this...

“I’m going to \_\_\_\_\_ you a spot where I think you’ll most benefit behaviorally.”

*What happens...*



*Quick Tip:*

Consider a \_\_\_\_\_ line order.

Q: What advantages might come from assigning spots on the rug and in line?

A: Students...

- move more \_\_\_\_\_
- transition more \_\_\_\_\_
- experience greater feelings of \_\_\_\_\_ / \_\_\_\_\_

Q: What did each of the examples have in common?

A: Not this:

But this:

Q: What did you like or learn about maximizing structure of teacher/student placement?

A: