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S.T.O.I.C Classroom Management

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December 3, 2014

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OUTCOMES

• Participants will understand the link between school wide PBIS and classroom PBIS.

• Participants will gain a general understanding of the core elements of a STOIC classroom management plan.

• Participants will learn new strategies to incorporate in their own classroom in order to improve overall behavior.
DID YOU KNOW...?

New York Times, July 31, 2010

• In the last 5 years ____________ new teachers have entered the teaching profession in the USA.
• ___% of these teachers chose teaching as “something they would love to do”.
• ___% of these teachers leave the profession DURING THE FIRST YEAR.
• ___% of these teachers exited the profession BY THE 5th YEAR.
New York Times, July 31, 2010

- In the last 5 years **5,000,000** new teachers have entered the teaching profession in the USA.
- **96%** of these teachers chose teaching as “something they would love to do”.
- **14%** of these teachers leave the profession **DURING THE FIRST YEAR**.
- **46%** of these teachers exited the profession **BY THE 5th YEAR**.
High Schools That Work First
Early Reading First
Culturally Responsive Teaching
Drop-Out Prevention
Performance-Based Learning
Sheltered Instruction
Parent Involvement
RTI
Small Schools
Pathways to
"It was as though I had just joined the circus as an apprentice clown and was immediately required to juggle plates, bowling pins, butcher's knives, and axes all day long while walking along a tightrope in midair."

-John Owens, Confessions of a Bad Teacher
THERE ARE NO SIMPLE SOLUTIONS!

Punitive consequences are not enough.

Role-bound power is not enough.

Wishing and hoping is not enough.
PBIS IS NOT...

- A quick fix to complex problems
- A packaged program
- A reinforcement system only
- Discipline that does not include consequences for misbehavior
- Classroom management only
- New
- Unique to Georgia
PBIS IS AN ESSENTIAL SHIFT IN THINKING...
PBIS FRAMEWORK CORE PRINCIPLES

1. All children can learn good behavior.
2. Intervene early.
3. Use a multi-tier model of support.
4. Use a problem-solving method for decision making.
5. Research-based interventions/instruction to the extent available.
6. Monitor student progress to inform instruction.
7. Use data to make decisions.
8. Use assessment for different purposes.
SHIFT FROM … PUNITIVE & REACTIVE TO POSITIVE & PROACTIVE

- Over-reliance on punishment and punitive measures does the following:
  - Can result in an increase in escapist/avoidance behaviors in students
  - Can cause students to be our enemies rather than allies
  - Can cause students to engage in the ultimate form of escapism-drop-out
THINK ABOUT YOUR FAVORITE TEACHER...
Definition 1: Tending to remain unemotional, especially showing an admirable patience and endurance in the face of adversity.

Definition 2: Unruffled, calm, and firmly restraining response to pain or distress
S.T.O.I.C.

S - Structure and Organize your room for Success
T - Teach Expectations and Rules
O - Observe and Monitor
I - Interact Positively
C - Correct Misbehavior Fluently
Structure your room for success.

- Physical space
- Schedule of activities
- Attention signal

“Be overly prepared and overly organized”
BENEFITS TO A STRUCTURED CLASSROOM

• More appropriate academic and social behaviors
• Greater task involvement
• Friendlier peer interactions
• More helpful behaviors
• More attentive behaviors
• Less aggression
TEACH WHAT YOU EXPECT

- POST
- TEACH
- REVIEW
- MONITOR
- REINFORCE
- REPEAT
Mrs. Mutner liked to go over a few of her rules on the first day of school.
“If a child doesn’t know how to read, \textit{we teach}.”

“If a child doesn’t know how to swim, \textit{we teach}.”

“If a child doesn’t know how to multiply, \textit{we teach}.”

“If a child doesn’t know how to drive, \textit{we teach}.”

“If a child doesn’t know how to behave, \textit{we} ..........

...........\textit{teach? or} ........\textit{punish?”}

“Why can’t we finish the last sentence as automatically as we do the others?”

\textit{Tom Herner (NASDE President), 2006}
# Classroom Procedures by Expectation

<table>
<thead>
<tr>
<th>Routine by Expectation</th>
<th>Entering Classroom</th>
<th>Seat Work</th>
<th>Small Group Activity</th>
<th>Leaving Classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be Safe</td>
<td></td>
<td></td>
<td></td>
<td>Push chair under your desk</td>
</tr>
<tr>
<td>Be Respectful</td>
<td>Walk quietly to your area</td>
<td></td>
<td></td>
<td>Maintain low voice</td>
</tr>
<tr>
<td>Be Responsible</td>
<td>Place homework in collection bin</td>
<td>Start assignments quickly</td>
<td>Complete your part of the assignment</td>
<td>Take your belongings with you</td>
</tr>
</tbody>
</table>
OBSERVE STUDENT BEHAVIOR (SUPERVISE!).

- Without monitoring, even responsible adults will push the limits
- Circulating and Scanning
- Friendly respectful behavior is modeled
- Adults supporting each other
- CONSISTENCY!!
**INTERACT POSITIVELY**

**A.** Interact in a welcoming manner with every student.
- Contingent and non contingent interactions
- Greeting students

**B.** Provide age appropriate, non-embarrassing positive feedback.
C. POSITIVE vs. NEGATIVE interactions

- What you pay the most attention to is what will occur more frequently in the future.
- Strive for at least 4:1 positive to negative ratios.
Some students are starved for attention

30 years of research literature found…
• (3-15:1 skewed to the negative side)
POSITIVE OR NEGATIVE?

- Vast majority of the negatives are gentle reminders
  - “You need to get back to work now”.
  - “No, please put that away please”.
  - “I asked you to go back to your seat, thank you”.
  - “No, you need to put that book away and work on this assignment”.
  - “Shh, quiet down”
RATING INTERACTIONS: POSITIVE OR NEGATIVE?

• Always ask yourself this question:
  • “Did the student get attention while engaged in positive behavior or negative behavior?”
POSITIVE OR NEGATIVE?

• Rachael gets up to sharpen her pencil although you had stated that no movement was permitted during a certain class activity.
• You walk over to Rachael and remind her gently that she needs to return to her seat.

NEGATIVE
• Jose finishes his independent work early, gets out a novel and reads to himself.
• You give Jose a homework pass for finishing his work and staying quiet while other students work.

POSITIVE
POSITIVE OR NEGATIVE?

• Travis picks up some trash in the hallway.
• You thank him for picking up the trash, and ask him how his classes are going.

POSITIVE
POSITIVE OR NEGATIVE?

• Jahmal arrives at your classroom door.
• You compliment him on his touchdown the night before in a big rivalry game and ask him to please stop running in the hallways.

NEGATIVE
POSITIVE OR NEGATIVE?

• Hannah steps out of line and jostles the students around her four times in the cafeteria.
• You move Hannah to the front of the line where you can watch her more closely.

NEGATIVE
POSITIVE OR NEGATIVE?

- Hannah maintains her place in line including appropriate spacing behind the student in front of her.
- You allow Hannah to go to the front of the line next week.

POSITIVE
POSITIVE OR NEGATIVE?

• Heather got out of her seat to pass a note to a classmate.
• You give Matthew a reward ticket and thank him for sitting in his seat.

POSITIVE
POSITIVE OR NEGATIVE?

• Tamika answers the question you asked correctly, but does not raise her hand.
• You thank Tamika for answering the question and move on in your lesson.

If blurting out an answer to a question is not allowed, this would be a NEGATIVE interaction.
POSITIVE OR NEGATIVE?

• Jordan helps a struggling classmate out with a question on an assignment.
• You thank Jordan for helping the student and you ask him to get back to his seat.

If getting out of his seat during this activity is not allowed this would be a NEGATIVE interaction.
POSITIVE OR NEGATIVE?

- Olivia yells “Happy Birthday” to you on the opposite end of the lunch room.
- You walk over and thank her and ask her how cheerleading is going.

If yelling is not allowed in the Cafeteria this would be a NEGATIVE interaction.
Teen Perceptions of Self
### TEENS AND SELF-IMAGE: SURVEY RESULTS

**Question 8.** How much influence does each of the following have on your life?

<table>
<thead>
<tr>
<th>Influence Factor</th>
<th>A Lot or Some</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents</td>
<td>96%</td>
<td>4%</td>
</tr>
<tr>
<td><strong>Teacher</strong></td>
<td>80%</td>
<td>20%</td>
</tr>
<tr>
<td>Other kids</td>
<td>78%</td>
<td>22%</td>
</tr>
<tr>
<td>Religion</td>
<td>70%</td>
<td>30%</td>
</tr>
<tr>
<td>Girl/Boyfriend</td>
<td>63%</td>
<td>37%</td>
</tr>
<tr>
<td>Celebrities</td>
<td>63%</td>
<td>37%</td>
</tr>
<tr>
<td>TV Shows</td>
<td>44%</td>
<td>56%</td>
</tr>
<tr>
<td>Advertising</td>
<td>36%</td>
<td>64%</td>
</tr>
</tbody>
</table>
### Question 5. Who understands you the most?

<table>
<thead>
<tr>
<th>Relationship</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friend</td>
<td>42%</td>
</tr>
<tr>
<td>Parent</td>
<td>28%</td>
</tr>
<tr>
<td>Girl/Boyfriend</td>
<td>10%</td>
</tr>
<tr>
<td>No one</td>
<td>8%</td>
</tr>
<tr>
<td>Sibling</td>
<td>5%</td>
</tr>
<tr>
<td>Religious Leader</td>
<td>1%</td>
</tr>
<tr>
<td><strong>Teacher</strong></td>
<td>1%</td>
</tr>
<tr>
<td>Other</td>
<td>5%</td>
</tr>
</tbody>
</table>
MIDDLE SCHOOL PRINCIPAL SURVEY

- 50 students randomly selected
- Asked to respond to this question:
  - What 3 things would you like your teachers to know about you?
- Responded with some very serious issues and concerns: divorce, separations, physical moves, medical concerns and so on.
- Had been in school a few months.
FACULTY RESPONSE

• Principal typed up the 50 sets of responses without names.
• Put pictures and names in faculty meeting.
• Asked staff to read the responses and place a name next to each set of responses.
• How many did each staff member identify correctly?
THE RESULTS

• Most got 1 to 3 correct. One person got 4.
• One staff member could identify 47 of the 50.
• Who was that?
  • 8th grade teacher
  • Counselor
  • Assistant Principal
  • In School Suspension Aide
  • School Social Worker
  • Cafeteria Manager
• Correct irresponsible behavior calmly, consistently and immediately in the setting in which the infraction occurred.
**PUNITIVE CONSEQUENCES**

- escape/avoidance
- fear
- may become neutral
- may become reinforcing
- can set a negative climate
It’s not the SEVERITY of your consequences that will make them effective…it is the CERTAINTY
"Well, Timmy, it looks like you've just earned yourself 10 minutes in the cage with Mr. Whiskers."
Expectancy $\times$ Value = Motivation

- Expectancy-The degree to which an individual expects to be successful at any given task.
- Value-The degree to which an individual values the rewards that accompany success of the task.

<table>
<thead>
<tr>
<th>Expectancy Rate 10 $\times$ Value Rate 10 = 100% Motivation</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Expectancy Rate ___ $\times$ Value Rate ___ = ___ Motivation</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Expectancy Rate ___ $\times$ Value Rate ___ = ___ Motivation</th>
</tr>
</thead>
</table>

Pg 29
As a teacher, I possess tremendous power to make a child’s life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all cases it is my response that decides whether a situation will be escalated or de-escalated or a child humanized or de-humanized.

-Haim Ginott
Questions?

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