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Creating Enthusiastic Classrooms: Reducing Problem Behaviors Through Engaged Teaching

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Creating Enthusiastic Classrooms:

Reducing Problem Behaviors Through Engaged Teaching

Abstract/Summary:

Today teachers face many challenges in the classroom, not the least of which includes students who display problem behavior. These behaviors can range from the student being slightly off-task to him or her being completely moving around the classroom at inappropriate times or talking out, as well as a multitude of other unwanted behaviors. The result of course is a disruptive academic environment. This proposal's objective is to exemplify the role that engaged teaching plays in gaining student engagement, and how both of these factors influence improved student behavior, improved academic skills and creates a positive classroom environment.

The session concentrates on a writing lesson that was presented to my 4th grade ELA classroom this academic year. The lesson demonstrates how to implement a Constructed/Extended Response Boot Camp within your classroom. The session will introduce a new variation on the acronym R. A. C. E. using a slightly tweaked version "R.A. C. E. D."

This session will teach students with disabilities (and general education students as well) how to dissect a question and determine exactly what they are being asked to answer and to create an acceptable response. This will be done through a rotation of stations that address each component of R.A.C.E.D.

(Restate, Answer, Cite, Explain, & Discuss) required in a constructed/extended response answer.

Learning objectives for this session are:

- Attendees will be able to incorporate an Engaged-Teaching Lesson into their own classrooms, which decreases disruptive behaviors.
- Attendees will take away a clear vision of what an engaged classroom looks like.
- Attendees will learn how to incorporate small props into a lesson and understand how this can amplify student engagement.
- Attendees will leave with a template to follow that will assist their students in meeting proficiency levels when writing a constructed/extended response. This training will help all students; however, there is a differentiated format (that will be presented as well) especially geared to training SWDs as to how to answer a constructed/extended response prompt with success.