

# BEHAVIOR MODIFICATION

BECAUSE IT SOUNDS SO MUCH NICER THAN

'DISCIPLINE'



- NEVER, NEVER SET YOUR CLASS RULES AND POLICIES WITH AN IDEA OF BEING 'A BUDDY' TO YOUR STUDENTS!!!!!!!
- It's ok if a student doesn't like you (now it might be a problem if they <u>all</u> hate you)
- Set expectations early and CONSISTENTLY enforce them.
   Don't let protracted noncompliance dictate your policies
- Explain the reasoning and purpose of your expectations rather than listing them like orders. Students are much more likely to comply when they understand the reason.
- The bell is a signal for the teacher to dismiss the students not the dismissal.
- Use silent signals to students when they are non-compliant or attentive hand on shoulder; walk near desk, etc.
- Do not verbally confront have student move to hallway, redirect other students and take a moment to talk to him/her privately.
- HUMOR most little things can be dealt with by using a little joke or a gentle teasing. ALWAYS try humor first!
- Some kids, like adults, are jerks! Their failure to behave responsibly is NOT your failure. Stop kicking yourself.

# ORGANIZATION

A LITTLE OCD NEVER HURT ANYBODY!



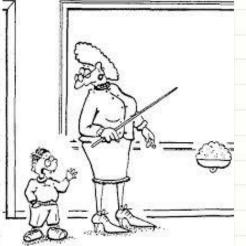
"You are so organized!"

- Daily Lessons
  - Prepare all lessons a chapter or unit of study at a time.
  - Break the material over x number of days
  - Write out detailed lesson plans it REALLY DOES save you time in the long run!
  - Organize your materials by the day of instruction. Maintain a folder for each day of the unit of study that holds both a copy of the lesson plans but also the teaching materials.
  - Remember, the computer is great for storing your plans and teaching materials, but difficult for a sub to access in an emergency; or tough for you if it is a 'BAD TECH' day!

#### Sample Lesson Plan Format Chapter 20, Day 4 Moderate Revolution Focus: Continued from Day 2 Objectives: Recognize cyclical nature of Revolution Recognize that while many might agree change is needed, there is typically a lack of consensus as to what that change should be Recognize the basic political groups of France from 1789-1791 Distinguish goals of the various political parties and social groups Trace how cohesiveness and cooperation dissipated throughout the early period Identify the major revolutionary events: Tennis Court Oath - Storming the Bastille - The Great Fear - The Women's March on Versailles Define terms: conservative, moderate, liberal, radical Review the concept of 'left' and 'right' political positions by having students stand in a Hook: straight line and move in the appropriate left or right position as teachers tells them positions and actions of the revolution 1. 20.1 Quiz Activities: Collect political position charts from Day 2 If we did not finish viewing French Revolution through the Moderate Revolution (apx. 50 minutes in) complete Select students to play the parts in the Louis's trial – give them the information about the trial they will put on tomorrow & have them work quietly outside the classroom door. Have the rest of the students team up with 1 partner (later members from the trial will join them to make groups of 3). Give them each a long piece of paper and markers. They are to design a timeline of events leading to the Revolution and the Moderate Revolution - Above each action write if it was a conservative moderate - or liberal - or radical action. Tell them not to use the entire paper as they will be adding more events from the later stages of the Revolution. Assign 20.2 grid Notes: 20.1 quiz Special French Revolution DVD Materials Louis's trial directions Needed 20.2 grid

#### Make - up Work

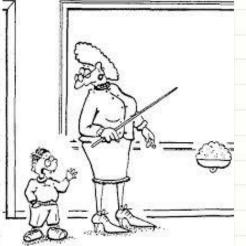
- Type up your make-up work procedures and have them tape it to their folders avoids the "Did we do anything while I was gone?" syndrome.
- Post assignments in the room and/or online. Make it their responsibility not yours!
- Keep a file for each student organized by class to hold all handouts
- Designate the team captain (row leader) to be responsible for collecting handouts for those missing in each row and putting those assignments into the folders.
- BE CONSISTENT WITH DISTRICT POLICY ON AMOUNT OF TIME TO MAKE UP HOMEWORK AND TESTS unless there are extenuating circumstances and arrangements have been made.



I was gone yesterday. Did you do anything? If you did, would you mind stopping today's lesson with all of the students who were here yesterday and completely reteach what maybe I missed. Also, could you stop what you are doing and get my makeup work for me. And, when you finish with that, could you please stop teaching and tell me when you want me to make up my quiz.....

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#### Team Work

- Organize your students into "teams" and seat them with their teams
- Designate a team captain who acts as project coordinator and make-up work chairman
- Students within the team share phone and email information so that they have a support system to contact if needing direction outside of class
- Team Activity ideas
  - Competitive activities e.g. team *Jeopardy*; Board Races; attendance challenges where winning team earns extra credit
  - coordinating major projects such as news programs; weddings; funerals.
  - Students do projects in teams, but are graded individually. based upon their contributions.

#### **Face Buddies**



- Students sitting across from one another in even and odd number rows (e.g. Row 1 & 2) are designated face buddies. These are their learning partners.
- As with team members, face buddies exchange contact information for exchanging assignments if absent, obtaining help with homework, etc.
- ❖ In class these face buddies interact on smaller activities than those of the team
  - ✓ Read and react
  - ✓ Concept maps (and power concept maps)
  - ✓ Headline design
  - ✓ Summary statement/ paragraphs
  - ✓ Selective highlight reading
  - √ Venn diagram design
  - ✓ Prove-it statements
  - ✓ Problem Solving
  - ✓ Question designs
  - ✓ Test review questions (design and respond)

## ATTENTION GETTER

REALLY, I'M NOT TALKING TO MYSELF!

- ❖ Ask a question that relates a connection to something in their lives but relates to the subject matter make them commit it to paper.
- Charades select 2 to 5 students to act out something from the reading without using words – give them the prompt, but not the rest of the class
- Brain Machine three students line up like 3 train cars with each saying 1 word about a topic, then proceeding to the next a complete piece of information is relayed
- ❖ Tie to today e.g. when teaching the French Revolution, begin by asking students if they feel the gap between rich and poor is less or more than fifty years ago discuss social problems that can come from this and then tie to the French Revolution .
- Assign each team or face buddy pair the task of reclaiming a song title from the past to fit the topic of the day's lesson
- Assign each team a topic from the lesson and have them write a news headline
- ★ Tag team paragraph summarizing content each member of the team writes one sentence and passes to the next.
- Power concept map

## STUDENT ENGAGEMENT



"She keeps talking about student engagement, but I'm too young to be getting married."

BY JOHN SPENCER - CREATIVE COMMONS

- CHANGE activities a minimum of three to four times per period
- ALWAYS have an introductory activity even if it's only 1 minute or so
- STUDENT names students love to be the star use their names in the lesson e.g.
   characters in a story; people in a problem; history comparisons. Make them the star!
- Act out the lessons
  - don't just recount the story of Isis and Osiris have students come forward and portray the characters of the myth.
  - Science assign different students elements and they portray its characteristics
  - Math have students act out the USE of a geometry problem such as determining how to build a stair riser
- Students write the questions with guidelines. Then they get to play teacher
- CONTESTS students thrive on competition, even if the prize is a penny or an extra credit point on the next quiz
- MOVEMENT –Teacher and Student
  - Teacher stand/ sit/ lean all around the room. Keep them looking for you!
  - Students have them periodically stand up; move to new locations as in responses to questions.
- Commit to learning have students gesture to commit to understanding. "All those who
  can identify the associative principle, pull your left ear lobe." Return to those who didn't
  signal yes to assist while the others are practicing skill.

## BUILDING RELATIONSHIPS

- HUMOR LAUGHTER BRINGS STUDENTS TOGETHER
- ADMIT YOUR MISTAKES STUDENTS RESPECT HONESTY
- ENCOURAGE RAPPORT AMONG STUDENTS -TEAM BUILDING
- KNOW YOUR STUDENTS! ASK THEM ABOUT THEIR CONCERTS; PLAYS; GAMES; TRIPS

## SANITY (THE PROTECTION THEREOF)

- Everything is not your fault!!!!! Don't kick yourself over every failed quiz!
- No Teacher can reach EVERY student, don't expect to be able to.
- When in doubt, delete all emails (accidently) and start fresh.
- Don't take school home with you. Finish what you must before you leave and then don't think about it until you come back tomorrow.

## New Tricks

How technology can help you, your students, and your sanity

### Make a List and Check it Twice

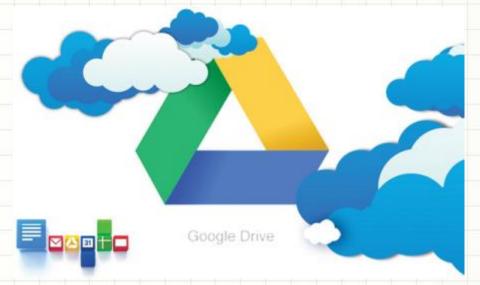
- One of the most useful things you can do to start with any new class is make a contacts list in Gmail.
- Dist 205 uses student ID#'s as email addresses, so all you need to do is copy (Ctrl+C) and paste (Ctrl+V) the ID#'s into the contact list.
- The contact list you make in Gmail migrates into all of Google's applications; so you can use this anywhere that you can log into google, home, work, or McDonalds it doesn't matter.

Let me show you how



## Sharing is Caring

- When used in conjunction with the class list you made in Gmail, Google drive's sharing option becomes a powerful tool to save you time and frustration.
- Options for sharing
  - Sharing Assignments
  - Sharing Quizzes/Tests
  - Sharing Bell Ringers / Passes Out of Class
  - Sharing Reading Assignments
  - Sharing Make-up Work
- Student without internet at home?
  - Save to Chromebook hard drive



- Let me show you how



## What I Giveth I Taketh Away

- Cheating problems?
- Anything you share you can take away!
- Always be conscious of what permissions you are giving students
  - Can Edit
  - Can View
  - Can Comment

- Let me show you how



## The Power of the Folder in Google Drive

While sharing is fun, and makes you feel like you finally made your mom proud it can be a little tedious, however you can use folders as an option to "fast share" anything you want.

- When you create a folder and share it anything you put into that folder is shared under the same conditions as the folder, all you need to do is drop whatever you want to share with your class into the folder.
- Hapara, made folders for each class for you, however I don't use them.
  - I like to have multiple folders with different sharing options
  - I like to categorize
  - I like to take away

- Let me show you how

## The Dark Side

- I would suggest limiting the amount of work students turn in electronically, for some assignments it works great, but for others its horrible.
- Cluttered up in-box of chaos can occur if students e-mail you assignments.
- Hapara is good, walking around is better.
- Social Justice, project hapara so all the students can see what the others are doing and so you can see while you are walking around the room.
- What about incognito, students e-mailing each other, and playing games ect.
  - Make signs of acceptable times for Chromebooks, headphones, ect.
  - Sharing your experiences with colleagues, and working together to solve new problems is a lot easier than trying to fly solo.
- Technology certainly creates as many challenges as solutions for the teacher, but remember we are training students for jobs that don't yet exist, things change and so do the challenges in classrooms.