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### How to Avoid the Tap Out

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**WELCOME!**

Please pick up a  
ticket and  
handout.



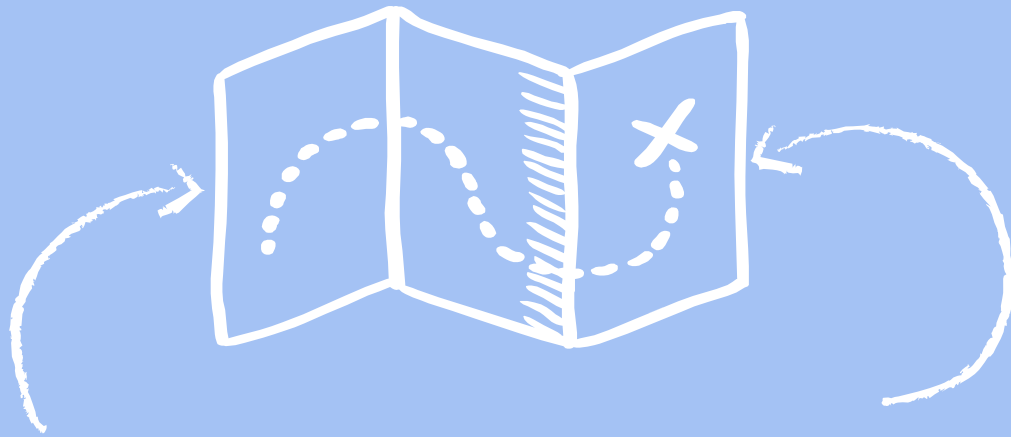
HOW TO **AVOID**  
THE TAP OUT

Stefanie Henry & Amy Henley



Students want to learn both content and appropriate behavior. And they can only do it in a safe, structured classroom.

- *Assuming the Best*



# DEVELOPING A CLASSROOM MANAGEMENT PLAN



Today's Goal: Learn practical strategies for implementing a classroom management plan.

# SECTION 1

## ROUTINES AND PROCEDURES

# SECTION 1: ROUTINES AND PROCEDURES

Class Attention Signal(s)



## Ideas to gain attention:






- Chants
- Call back phrases
  - Teacher: “Fire Breathing Dragon”
  - Students: “Shhhhhh” as if blowing out the fire
- Repeat (words/motions)
  - Teacher: “Repeat after me with words and motions”
- Clapping or sound patterns
- Countdown (Give me 5..4..3..2..1)

## Ideas to facilitate transitions:

- Transition songs
  - Between subjects/centers
  - Cleaning up

# SECTION 1: ROUTINES AND PROCEDURES

My Morning Routines	
Entering the room	
Getting started on work	
Arriving late	
Getting materials	
Other	

Voice Levels	
0	Silent 
1	Whisper 
2	Table Talk 
3	Presentation Voice 
4	Outside Voice 

class decor

## class greetings



MORNING GREETINGS!	Hug 
Fist Bump 	Verbal 
Pinky Shake 	Dance 
High Five 	Wave 

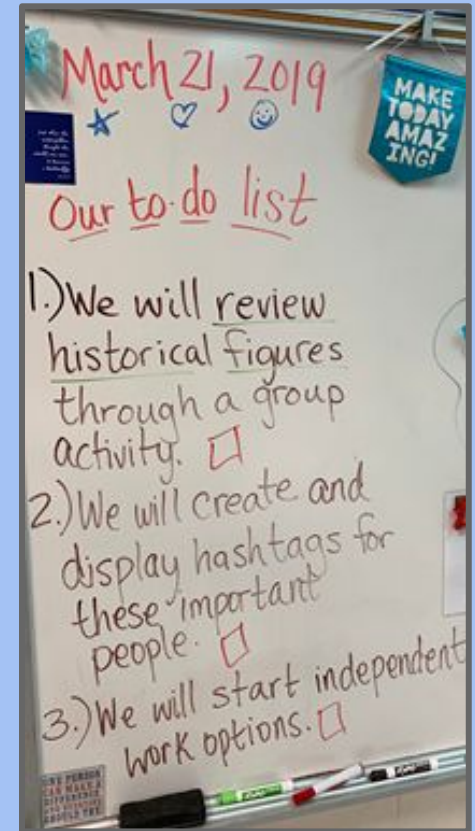
In the morning we...

-  →  Folder
-  →  Lunch
-  →  Snack
-  →  Backpack
-  →  Check In
-  Calendar



Visuals support learning in all grades!

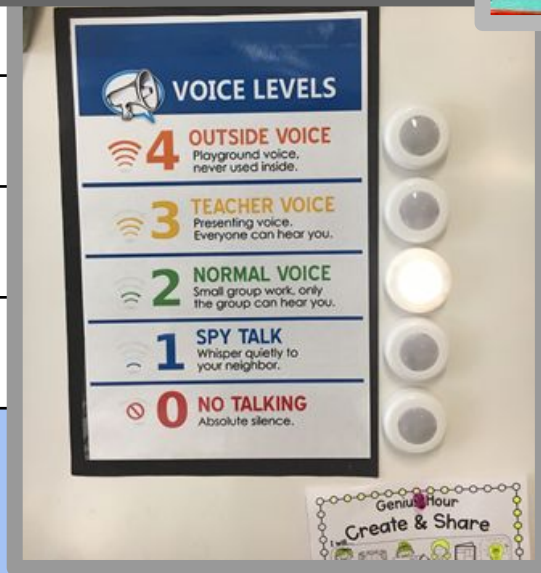
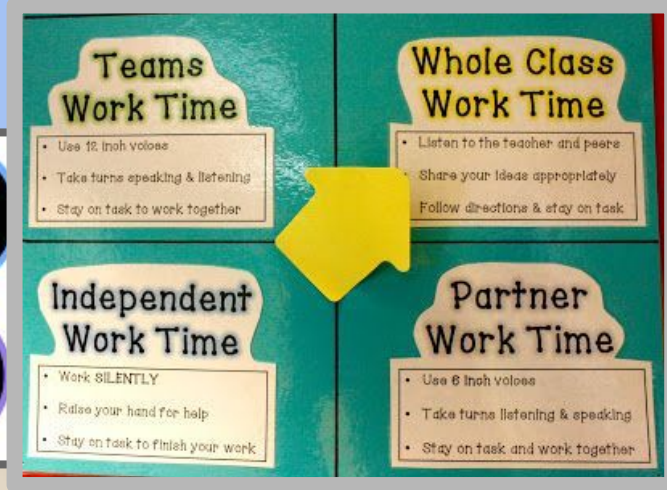




Mirror and Repeat with  
Nicole Brown at Burch

# SECTION 1: ROUTINES AND PROCEDURES

My Routines for Managing Work	
Getting assignments and turning in work	
Managing independent work times	
Managing cooperative work times	
Getting assistance	
Other	



# SECTION 1: ROUTINES AND PROCEDURES

My Ending Routines	
Ending instruction	
Organizing and gathering materials	
Giving feedback	
Dismissal	
Other	






**WHEN GIVING FEEDBACK:**

**T**ell something you loved.

**a**sk a question.

**G**ive a suggestion.

**END OF THE DAY ROUTINE**

-  1. Clean up.
-  2. Get your folder
-  3. Get your backpack
-  4. Line up.
-  5. Say, "Good bye!"

© All in One with No Prep Worksheets

Save

## DON'T RUSH THE PROCESS.

Teaching classroom procedures precedes teaching academics. Invest the time up front. It's so much harder to go back and fix bad habits than to build proper habits from the beginning.



WWW.ADVENTURESOFASCHOOLMARM.COM

## 10 Classroom Routines



# SECTION 1: ROUTINES AND PROCEDURES

My Daily Routines	
Restroom	
Lining up / Exiting the classroom	
Hall	
Cafeteria	
Playground	





Time to plan!

Let's brainstorm ideas and jot them down!

# SECTION 2

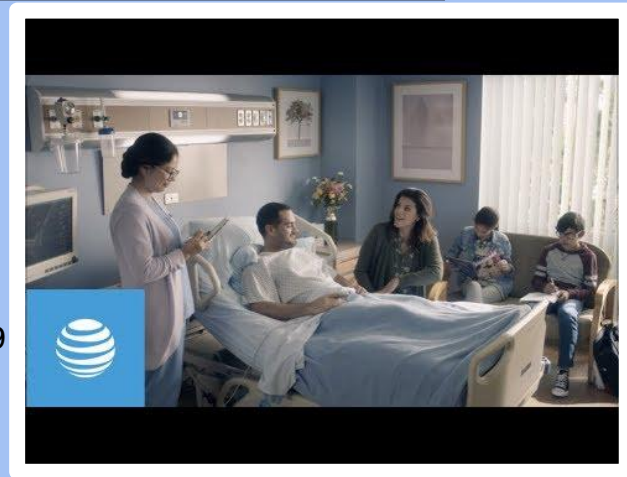
## DEVELOPING AND TEACHING EXPECTATIONS

# DEVELOPING AND TEACHING EXPECTATIONS (“RULES”)

My Classroom Expectations (PBIS)	What this looks like in my class (Ensure access for all = Visuals)

## Teaching Expectations:

1. Method for teaching expectations at the beginning of the year:
  - a. Frequency / Activity
  - b. How do you know it's working? At least 80% of the students are successful.
2. Plan for re-teaching:
  - a. After breaks of a week or longer
  - b. Based on student need – up to 20% of the students will need targeted reteaching
3. Strategies for incorporating expectations into instruction:
  - a. [Book List](#) for Social Emotional Connection (feelings, behavior expectations, Making Friends, etc.)



# SECTION 3

## ENCOURAGING POSITIVE BEHAVIOR





How you make others feel  
about *themselves*  
says a lot about  
**YOU.**

-Author Unknown

# STRATEGIES FOR INCREASING POSITIVE FEEDBACK





# STRATEGIES FOR INCREASING POSITIVE FEEDBACK

“You do a dynamite job of...”

“You have really learned how to...”

“You must feel proud of yourself for...”

“Excellent idea for...”

“See how \_\_\_\_\_ has improved in...”

“That’s a resourceful way of...”

“You are a real problem solver for...”

“Brilliant thinking for...”

“Give me an EXTRA HUGE high five for...”

“I really appreciate the way all of you have your eye on the story and are listening so carefully. It’s like you have eye-ball glue!!!”



Positive Praise Starters: 1 page print out

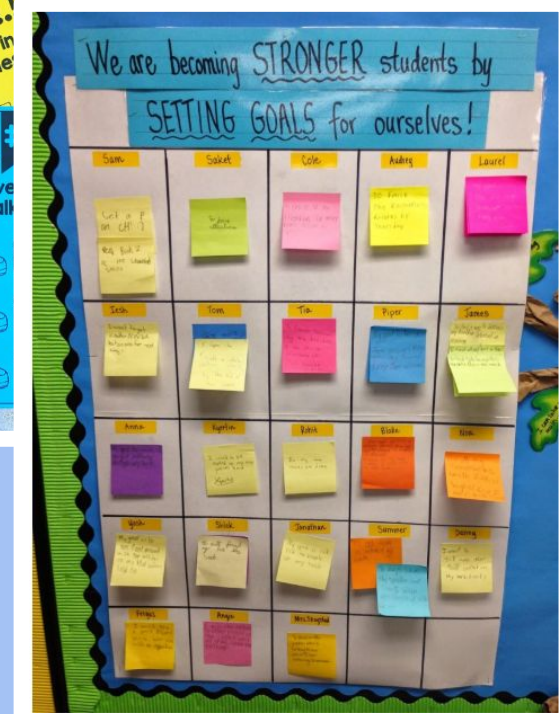
\*POST IN YOUR CLASSROOM AS A REMINDER AND A GUIDE FOR STUDENTS TO PROVIDE FEEDBACK FOR ONE ANOTHER!

# CLASSWIDE REINFORCEMENT SYSTEM

- Conscious Discipline Strategies
  - I Love You Rituals



- Create Class Goals





# CLASSWIDE REINFORCEMENT SYSTEM

Whole Class Mystery Reward

2 minute transition	Morning Routine Followed No reminders	Appropriate Noise Level	Whole Class Compliment 😊	End of day routine followed No reminders	Everyone starts work Right Away
Appropriate Noise Level	Whole Class Compliment 😊	End of day routine Followed No reminders	2 minute transition	Morning Routine Followed No reminders	Everyone starts work Right Away
Afternoon Routine Followed No reminders	2 minute transition	Morning Routine Followed No reminders	Appropriate Noise Level	Whole Class Compliment 😊	Silent Line up in class
Silent Line up in class	Everyone in correct spot in meeting area	Appropriate Noise Level	Afternoon Routine Followed No reminders	2 minute transition	Appropriate Noise Level
Whole Class Compliment 😊	2 minute transition	End of day routine followed No reminders	Appropriate Noise Level	Silent Line up in class	Whole Class Compliment 😊
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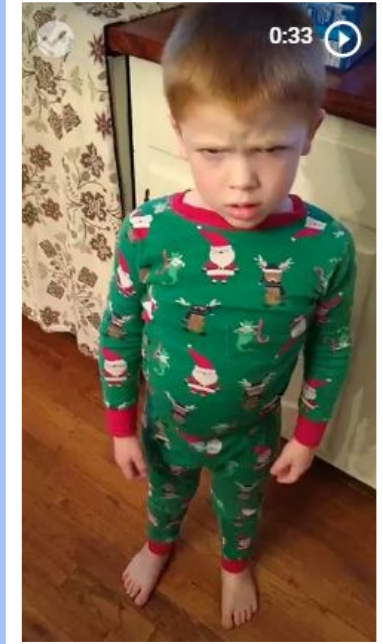
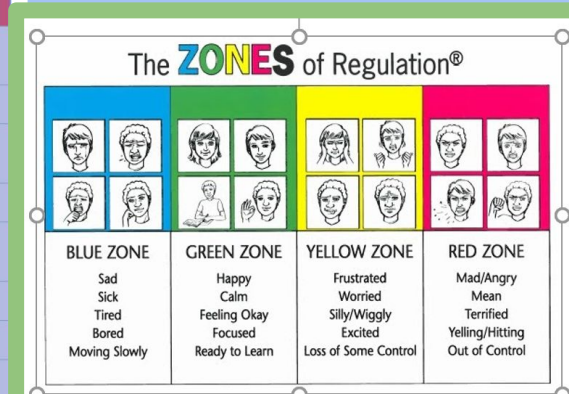
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# CLASSWIDE REGULATION SYSTEM

## ZONES OF REGULATION

Blue Zone(to increase alertness)	Green Zone (to maintain)	Yellow Zone (to get back to calm)	Red Zone (to calm down)
Jump/Bounce	Read	Read/Listen to music	Read/Listen to music
Run	Talk to an adult	Talk to an adult	Talk to an adult
Jumping jacks	Listen to music	Carry/Push/Pull heavy objects	Carry/Push/Pull heavy objects
Talk to an adult	Positive self-talk	Jump/Bounce/Run	Jump/Bounce/Run
Listen to upbeat music		Go for a walk/Animal walk	Go for a walk/Animal walk
Go for a walk		Deep breaths	Deep breaths
		Take a break	Take a break
		Just a fidget	Just a fidget



Every classroom needs a safe place for self-regulation:

- Chill Zone
- Break Area
- Camping Ground
- Safe Place

....You can call it anything, but remember, it's not time out!



Zones of Regulation in Action – Preschool

# SYSTEM FOR REINFORCING INDIVIDUAL STUDENTS

2 x 10 Strategy Link – 2 minutes a day, 10 days in a row, 85% improvement

## Assuming the Best (article)

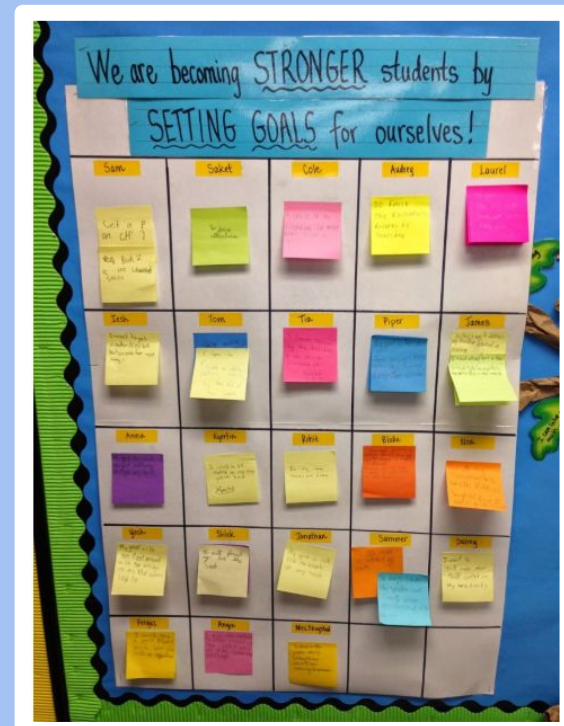
Whenever students walk into the classroom, assume they hold an invisible contract in their hands, which states, "Please teach me appropriate behavior in a safe and structured environment." The teacher also has a contract, which states, "I will do my best to teach you appropriate behavior in a safe and structured environment." This approach can radically change our perspective on student misbehavior.

## 5:1 Positive Reinforcement

★ Additional Support for 5:1

Individual Goals– student contracts

★ Learning goal vs. no learning goal = .51 Effect Size





# STRATEGIES FOR INCREASING PERSONAL REGARD

- Class Family/ Class Meeting
  - What Does a Class Meeting Look Like?
- Class Meeting provide an opportunity for students to learn valuable social and life skills for good character:
  - Listening skills
  - Brainstorming skills
  - Problem solving skills
  - Mutual respect
  - The value of cooling off before solving a problem (problems go on an agenda)
  - Concern for others
  - Cooperation
  - Mistakes are opportunities to learn



# STRATEGIES FOR INCREASING PERSONAL REGARD

**Unconditional positive regard (UPR)** is a term credited to humanistic psychologist Carl Rogers and is used in client-centered therapy. Practicing **unconditional positive regard means** accepting and respecting others as they **are** without judgment or evaluation.

- [ACEs and Toxic Stress: Harvard](#)
- [Survival in Schools](#)

## Fascinating Trauma Fact

Once we've experienced trauma, our nervous system gets easily **'stuck on high'** (hypervigilant, panicky, manic, angry, nervy) or **'stuck on low'** (depressed, numb, lethargic) or oscillates between the two.



[www.echotraining.org](http://www.echotraining.org)

### DOs AND DON'Ts OF A TRAUMA-INFORMED COMPASSIONATE CLASSROOM

- 1 CREATE A SAFE SPACE**  
Consider not only physical safety but the children's emotional safety as well.
- 2 ESTABLISH PREDICTABILITY**  
Write out a schedule and prepare children for transitions. It helps create a sense of security and safety.
- 3 BUILD A SENSE OF TRUST**  
Follow through with your promises and in situations where changes are unavoidable be transparent with your explanations.
- 4 OFFER CHOICES**  
Empower students and offer "power with" rather than "power over" strategies.
- 5 STAY REGULATED**  
Help your students (and yourself!) stay in the "Resiliency Zone" to promote optimum learning. Have regulation tools ready to help students bumped out of the zone into either hyperarousal (angry, nervous, panicky) or hypoarousal (numb, depressed, fatigued).

There's really only one **DON'T**  
Let's not punish kids for behaviors that are trauma symptoms.

**ECHO PARENTING & EDUCATION**

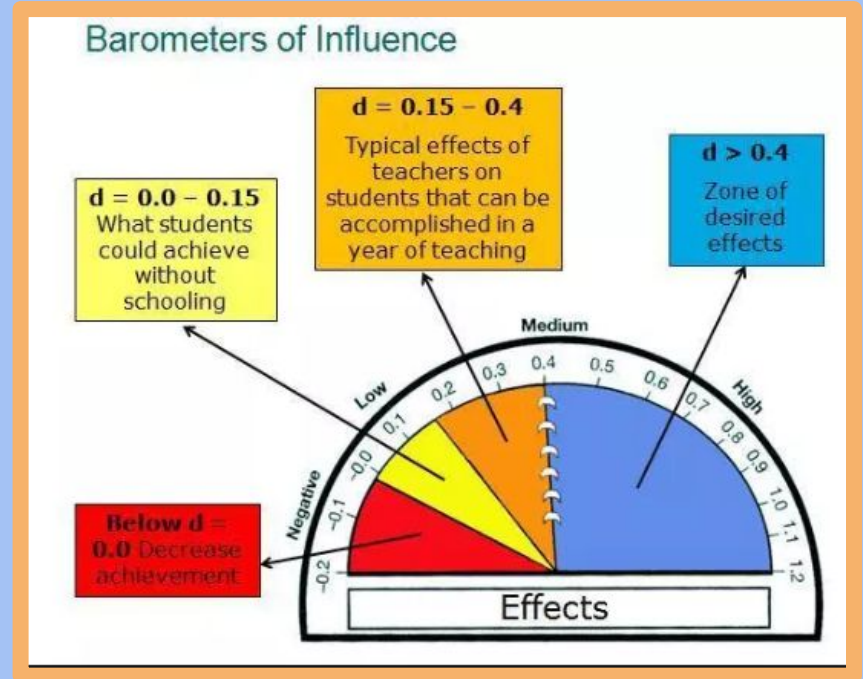
# STRATEGIES FOR INCREASING PERSONAL REGARD

## Hattie's Visible Learning Effect Size



### ★ Collective Teacher Efficacy – 1.39 ★

Refers to a staff's shared belief that through collective action, they can positively influence student outcomes, including those who are disengaged and/or disadvantaged. A culture of instructional excellence.





## RESOURCES

[Blank Classroom Management Plan](#) – **\*\*make a copy in Google drive\*\***



**Your classroom  
environment  
speaks to your  
students before  
you utter a single  
word. What is  
your classroom  
saying?**

*Megan Dredge*



Amy Henley – [henley.amy@mail.fcboe.org](mailto:henley.amy@mail.fcboe.org)  
Stefanie Henry – [henry.stefanie@mail.fcboe.org](mailto:henry.stefanie@mail.fcboe.org)