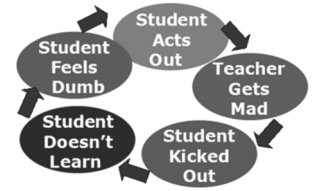


Keep Your Students In Class and On Task

Highlights From Full-Day Seminar

Classroom Management Strategies That Work

Presented by Katrina Ayres



Three Types of Students:

Three Styles of Classroom Management:

, resulting in and
, resulting in and
, resulting in mutual and learning

Philosophical Assumptions

is key. Kids don't care how much you until they know how much you
alone does not change
is an essential part of

Time to Teach! Component #1 - Self-Control

Silence is calm is

Don't and

Don't take the Instead, use one of these four diffusers:

1) 2) 3) 4)

Time to Teach! Component #2 – Classroom Arrangement

Time to Teach! Component #3 - Unconditional Positive Regard

Contingent interaction is based on what students

Non-contingent interaction is based on who students

Treat students as human versus human

Give the of day.

Time to Teach! Component #4 - Teach To's

Behaviors must be

Direct Instruction Model:

do, do, do.

Katrina Ayres, Positive Teaching Strategies

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Time to Teach! Component #5 - Refocus

Turning a _____ moment into a _____ moment.

Classroom Integrity Questions:

Can _____ continue to _____ ?

Can the _____ continue to _____ ?

Can the _____ continue to _____ ?

If YES to all, continue teaching. If NO to any: Prompt with a _____ down request or _____ up request.

If compliance, continue teaching. If not: Graceful classroom _____ - Graceful buddy room _____

Refocus Questions: What was I _____ ? What did I _____ ?

What will I do _____ ? Am I ready to _____ ?

When student is finished: Welcome _____ (No scolding or praising.)

Elements Underlying Refocus

Developing _____ - _____ takes a lot of _____

Eliminate _____ and/or multiple _____

Contingently _____ attention when a problem behavior occurs.

Retain behavioral _____ Refuse to reach the _____

Application

What is one discipline issue that, if solved, would save you a huge amount of time and stress?

How can today's techniques and strategies be used to address that issue?

What will you apply in your classroom immediately?

What are your next steps?

_____ Seminar _____ Prof. Devel. Day _____ Books _____ Other? _____

Katrina Ayres, Positive Teaching Strategies

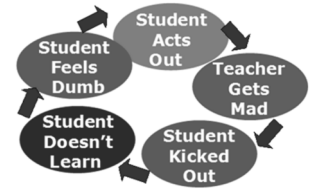
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Three Types of Students: Always Sometimes Never

Three Styles of Classroom Management:

Authoritarian, resulting in resistance and rebellion

Permissive, resulting in lack of respect and chaos

Authoritative, resulting in mutual respect and learning environment

Philosophical Assumptions

Caring is key. Kids don't care how much you know until they know how much you care

Punishment alone does not change behavior

Conflict is an essential part of growing up

Time to Teach! Component #1 - Self-Control

Silence is powerful calm is contagious

Don't violate and agitate

Don't take the debate bait Instead, use one of these four diffusers:

1) I understand 2) Probably so 3) Nevertheless 4) I'm sorry

Time to Teach! Component #2 – Classroom Arrangement

Lighting, colors, teacher power spot, membership loops, etc

Time to Teach! Component #3 - Unconditional Positive Regard

Contingent interaction is based on what students do

Non-contingent interaction is based on who students are

Treat students as human beings versus human doings

Give students the time of day.

Time to Teach! Component #4 - Teach To's

Behaviors must be systematically taught

Direct Instruction Model: Model Lead Test

I do, We do, You do.

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Time to Teach! Component #5 - Refocus

Turning a disruptive moment into a learning moment.

Classroom Integrity Questions:

Can I continue to teach ?

Can the student continue to learn ?

Can the class continue to learn ?

If YES to all, continue teaching. If NO to any: Prompt with a shut down request or start up request.

If compliance, continue teaching. If not: Graceful classroom exit - Graceful buddy room entrance

Refocus Questions: What was I doing ? What did I want ?

What will I do next time ? Am I ready to return ?

When student is finished: Welcome back (No scolding or praising.)

Elements Underlying Refocus

Developing self - control takes a lot of practice

Eliminate repeated warnings and/or multiple requests

Contingently withdraw attention when a problem behavior occurs.

Retain behavioral momentum Refuse to reach the unbearable limit

Application

What is one discipline issue that, if solved, would save you a huge amount of time and stress?

How can today's techniques and strategies be used to address that issue?

What will you apply in your classroom immediately?

What are your next steps?

____ Seminar ____ Prof. Devel. Day ____ Books ____ Other?

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