

A group of nine diverse young adults, including men and women of various ethnicities, are standing behind a large white banner. They are all smiling and pointing towards the camera. The banner contains the following text:

**22 Big Ideas to Reduce Negative
Behavior and Increase Student
Engagement**

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Thank You!!!
Thank You!!!
Thank You!!!



In your handout, you have
Scratch Paper.

**You will use it today for several
activities to jot your ideas.**

Our first activity...

**Let's pretend you receive an
email from the superintendent...**

Work by yourself

22 Big Ideas to Reduce Negative Behavior and Increase Student Engagement

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The Superintendent asks you to attend a meeting and says, "We have so much to be proud of, but we must decrease student negative behaviors and increase their engagement. I just have one question for you. What should we do?" Write at least 3 bullets.

**Share your thoughts with your
colleagues.**

Add one more thing to your list

Debrief

Hold those thoughts.

Our Objectives for Today

- Discuss concrete steps to:
 - Reduce negative student behavior
 - Increase student engagement
- As an administrator, ask yourself these questions:
 - Are these things happening routinely in all of my schools?
 - If not, how can I be a change agent to make that happen?
- As a teacher, ask yourself:
 - How can I implement some of these things to decrease negative student behavior and increase engagement?

Concrete Steps to Reduce Negative Behavior and to Increase Appropriate Behavior

Start with Positive Communication

Teachers should call the parents of every student before the school year starts (or during the first week of school) and tell them how excited they are about educating their child.

Start with Positive Communication

Wait at the door before each class and greet every student, letting them know you are happy to see them.

--Great high school teacher

--National Mathematics Advisory Panel

Two Independent Activities

For leaders, ask teachers to:

Plan for Success

1. Start with positive communication.

Call parents of every student during the first week of school and the first week of each semester (if classes change) and tell them how excited you are about educating their child. (Every child should receive one call, not one from every teacher.)

2. Make every student feel seen and welcome every day.

Wait at the door before each class and greet every student, letting them know you are happy to see them.

Read #1-2 on p. 9.

Next to #1-2, rate your schools' implementation on a scale of 1-10. 1 means you never see it. 10 means every teacher does this routinely. If your scores are 7 or below, what steps can you take to change that? If your scores are 8 or higher, how did that happen?

Respond to this question on p. 1.

Share with Your Partners

**Add one bullet you learned from
your partners**

Debrief

Outline Expectations

If you don't have school-wide rules/expectations, outline what you want students to do in your class with 4-5 rules.

- Short list of expectations/rules

- Be aspirational

- Outline what those look like

- Dr. Martin Luther King, Jr. High School

Teach What Those Expectations Look Like

Teach students those expectations the first few days of school and then after any break in school (including long weekends). Some students will need instruction on the expectations much more often.

--Role play

--Make it fun

Verbally Praise and Recognize Students When They Meet Those Expectations

- One of the most powerful reinforcers is verbal praise and recognition.
- Some students like public praise and some like more subtle recognition



Verbally praise students when they meet ever-closer approximations of the expectations

- Changing human behavior is a process
- Praise attempts and effort



Proactively Teach Social-Emotional Development

- Tier 1 for all students
- Either embedded or a separate curriculum
- Example – good coaches
 - Teamwork
 - Courage
 - Persistence
 - Working hard

For students with significant trauma or emotional needs...

- Provide therapeutic services
- The missing piece for so long in public schools
- Various ways we have tried before (but not always successfully)
 - School counselors. (They often don't have the time)
 - Supporting parents to access those services. (It often doesn't occur.)
 - Partner with private providers.
- Virtual opportunities change the game.

Two Activities by Yourself

Teach Students How to Meet Expectations

3. Outline expectations.

If you don't have school-wide rules/expectations, outline what you want students to do in your class with 3-5 positively stated rules.

4. Teach what those expectations look like.

Teach students "how to" meet those expectations the first few days of school (and semester if classes change) and then after any break in school (including long weekends).

5. Verbally recognize and praise students when they meet those expectations.

6. Also, verbally recognize and praise students when they meet ever-closer approximations of those expectations.

7. Proactively teach social/emotional development as part of Tier 1 instruction either embedded into content or as a separate curriculum.

8. For students who have undergone significant trauma or have serious emotional needs, provide therapeutic services and supports.

Plan for Negative Behavior

Read #3-8.

Next to #3-8, rate your schools' implementation on a scale of 1-10. 1 means you never see it. 10 means every teacher does this routinely. If your scores are 7 or below, what steps can you take to change that? If your scores are 8 or higher, how did that happen?

Answer this question from p. 1.

Share with your partners

**Put a check next to anything that
was common between you.**

Debrief

Plan steps for redirection

- Students will get off task and display negative behaviors. Plan for it with a series of increasingly intensive responses such as:
 - Give directions to the entire class
 - Proximity
 - Distract with instructional materials
 - Give clear directions on what to do
 - Move student to another direction in the room
 - Give students an option of how to take a cool-down moment in class

Depending on the student's negative behavior, the adult can immediately jump to a more intensive step.

Pre-process hurt statements from students.

- Consider a few of the most hurtful things a person could say to you.
 - Family
 - Children
 - Appearance
- Process those feelings now (if a student were to say them to you).
- Be prepared not to react. Don't ever give students access to "your buttons."

Focus on Messaging

- Spread good news about your students
- Help students change their narrative about themselves.
 - Student in a class/school for the most significant emotional/behavioral disorders.

Work by yourself.

Read #9 – 13. List two ways that you have seen any of these things done effectively.

Share with your partners.

Debrief

Let's change the topic.

Major Epiphany



All human learning requires 2 things. People only learn how to do something if they have these two things...

- ❑ It doesn't matter if you are a beginning learner or an advanced learner in a skill/area.**
- ❑ It doesn't matter what you are learning.**
- ❑ It doesn't matter your age.**

Work by yourself

All learning comes down to 2 things. People only learn how to do something if they have these two things...

- It doesn't matter if you are a beginning learner or an advanced learner in a skill/area
- It doesn't matter what you are learning
- It doesn't matter your age

What are those two things? (Independently write your answer below.)

My Answers

1. _____

2. _____

Share with your partners

**Do you want to make any
changes?**

Debrief

**If humans want to become more
proficient at doing *something*,
they must *do that thing*.**

We call that *practice*.

O'Connor calls it *practice turns*.

But, practice is not enough.

Humans also need feedback.

**For any person to get better at
doing anything, he/she must have
tons of...**

Practice Turns

&

Feedback

**Here's the thing about many
students with disabilities or
other students who struggle...**

**They are often magnificent at
being invisible.**

**In addition, sometimes, they
avoid the *Practice Turns and
Feedback* through misbehavior.**

They need more practice and feedback than other students, and yet they participate in less.

These two things apply to any skill -

- Academic
- Social/emotional/behavioral

When I go in a classroom, the first thing I look for...

- Is every child getting high rates of practice turns and feedback?

Then I consider...

- Are the practice turns and feedback guided by the standards at the appropriate level of rigor?

We want to get all of our students participating in high rates of practice turns and feedback in every class for the entire period.



**There is a problem with
feedback...**

Fortunately, in a classroom, there are 4 sources of feedback.

Three of those are people.

By yourself, write the 4 sources of feedback in a classroom (three being different people).

Work by yourself.

In a classroom, there are 4 sources of feedback. They are:

1. _____
2. _____
3. _____
4. _____

Share with your colleagues

**Based on the conversations with
your colleagues, do you want to
change any of your answers?**

Debrief

Four sources of feedback in a classroom

- Adult (teacher, paraprofessional, etc.)
- Peers
- Students themselves
- Technology

What is *student engagement*?

**Student
Engagement**

=

**Every student
participates in
high rates of
practice turns
feedback**

Student Engagement =

When I go in a classroom, the first thing I look for...

- Is every child getting high rates of practice turns and feedback?

Then I consider...

- Are the practice turns and feedback guided by the standards at the appropriate level of rigor?

What if there was an instructional sequence that drastically increased student practice turns and feedback while capitalizing on the different sources of feedback in a classroom?

By yourself.

In a typical class in primary, elementary, middle, and high school, what percentage of students are participating in: 1) high rates of practice turns and feedback throughout any 25-minute portion of the class? What percentage are participating in 2) high rates of practice turns and feedback throughout any 25-minute portion of the class at the appropriate level of rigor?

In a typical class, what percentage of students are participating in high rates of practice turns and feedback throughout any 25-minute portion of the class?

In a typical class, what percentage of students are participating in high rates of practice turns and feedback throughout any 25-minute portion of the class at the appropriate level of rigor?

Primary Grades:

Primary Grades:

Upper Elementary Grades:

Upper Elementary Grades:

Middle/Junior High Grades:

Middle/Junior High Grades:

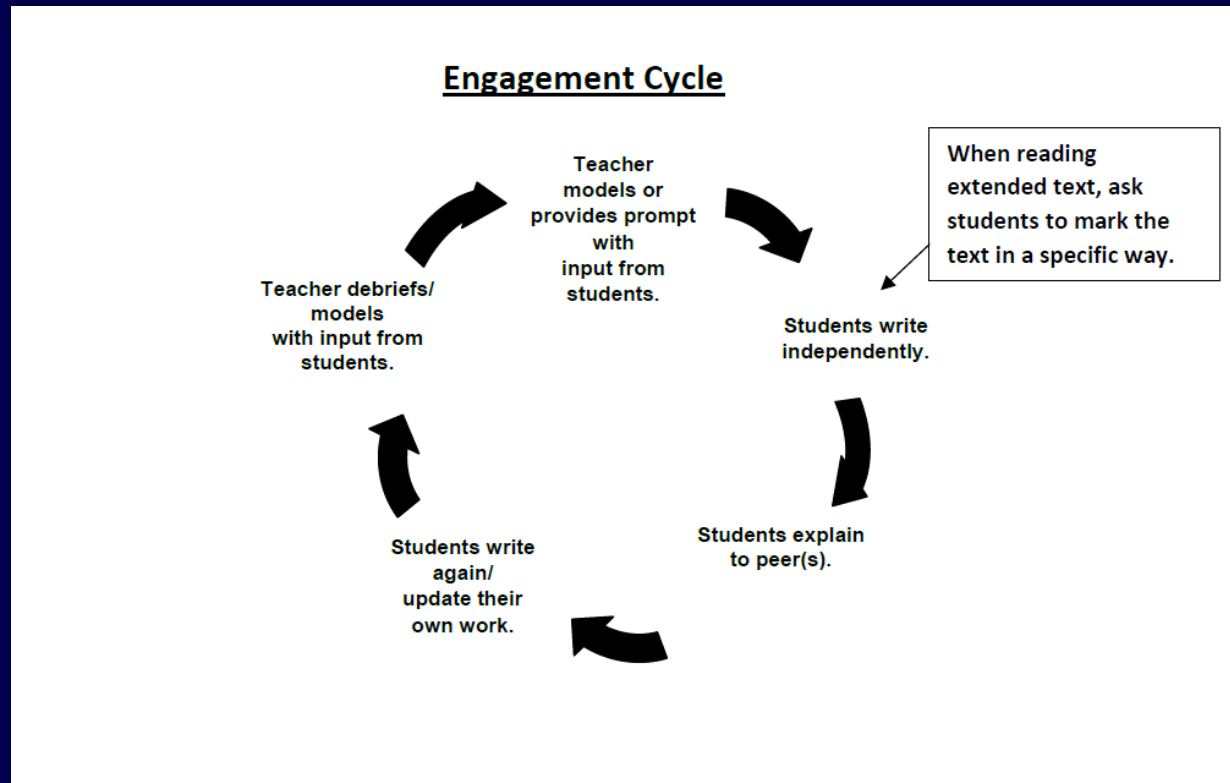
High School Grades:

High School Grades:

Share with your partners.

Debrief

Start reading at 12:00. What would happen if teachers led this sequence repeatedly during lessons (in 3rd through 12th grade)? As you read, write any thoughts you have in the margins.



Share with your partners.

**Add one more thought to your
page.**

Debrief

Read this lesson that uses Engagement Cycles for the three parts of the lessons. Mark three things you like and one thing you would improve. (See the next page for the last section.)

Using the Engagement Cycle Repeatedly during an Entire Lesson

Teacher Models or Gives Prompt with input from students	Students Write Independently	Students Explain Their Work to Other Student(s)	Students Write Again	Teacher Debriefs/Gives Feedback
Opening of the Lesson				
1. Teacher begins class by saying, "Over the last several days, we have discussed introductory paragraphs. You have each chosen a topic and we have reviewed effective and ineffective introductory paragraphs. I am going to give you only 1 minute to individually write the elements that we must see in an introductory paragraph and why each of those elements is needed. Go!"	(Students know to have their class notebooks and pencil ready). Every student writes their list. As they are writing the teacher might "talk to him/herself" and throw out some complex hints like, "I really want my readers to..."	Teacher says, "Since you did that so well, I want you to share with your trio today. Explain your answers. Pens down. Just talk and listen."	Teacher says, "You are doing great. Add to or adjust your list based on your conversation."	Teachers says, "Let's talk as a class. Who can give me one of the elements and why we need it?" During the discussion, the teacher writes them for the class.
Work Period				
2. Teacher says, "We have done this once before, but I want to do it again. You have been given two introductory paragraphs, but they are not as strong as they could be. We are going to review the first one together, determine what element is missing or could be	Teacher says, "Now, I want you to review the second introductory paragraph (about a different topic). Complete the same activity.	Teacher says, "In your groups, explain what you added or changed and why."	Teacher says, "You just had the opportunity to explain and hear from your talented classmates." Do you want to	Teacher debriefs with the class asking for volunteers, but also calling on students who do not volunteer. During the discussion, the

Share with your partners.

**Add one of your colleagues'
thoughts to your notes.**

Debrief

Let's change the topic

Let's talk about co-teaching

Think about the last few co-teaching classes that you taught or observed. Answer these questions:

- What were the adults doing?
- What were the students doing?
- How were the students benefiting from having two adults in the classroom?

**Mark anything that was common
between you**

Debrief

Frequent Answers

- One teacher primarily teaching. Other teacher circulating and providing assistance (in 3rd grade and older).
- Both teachers teaching from the front of the room.
- Sometimes, folks are very honest....



**Don't look at what the teachers
are doing.**

**Look at what the students are
doing.**

In the scenarios above...

**Students are essentially having
the same learning experience
as they would in a one-teacher
classroom.**

Therefore, the district is paying two teachers to do the job that isn't different than if one teacher was doing the job.

Students are getting the same experience as a one-teacher class.

**I heard a rumor about your
district.**

Co-Teaching

- Co-Teaching should:
 - Be much more powerful FOR STUDENTS than a class with one teacher.
 - Student should routinely have learning experiences that they cannot get in a one-teacher class.
 - All students should get tons of practice turns and feedback.

What should we see in a co-teaching class?

- ❑ Small group instruction
- ❑ Both teachers should be leading small groups at the same time. There can also be a maximum of one group without a teacher
 - High rates of (student) practice turns and feedback (engagement)
 - That engagement should be tailored/differentiated
- ❑ This applies to ANY time there are two adults in a classroom (i.e. teacher/teacher, teacher/para, etc.)
- ❑ There should never be the “special education group.”

When each teacher leads a different group at the same time...

Every student will get tons more practice turns and feedback.

It will be much harder for students to be invisible.

Students will participate in learning experiences that they cannot get in one-teacher classes (general education classes with two teacher-led groups).

Let's discuss co-teaching

~~□ One Teach/One Assist~~

~~□ One Teach/One Observe~~

~~□ Team Teaching~~

□ Alternate Teaching

□ Station Teaching

□ Parallel Teaching
Marilyn Friend et. al.

~~□ Supportive Co Teaching~~

□ Parallel Co-Teaching

~~□ Complementary Co Teaching~~

~~□ Team Teaching~~
Villa and Thousand

In primary school

- Co-teaching with small group instruction is usually automatic
- K-2nd grade teachers are accustomed to station teaching. With a co-teacher, two of the centers become teacher-led instruction

After 4th grade or so...

- We see small group instruction much less often so implementing with co-teachers is a little uncomfortable for some
- Good 1st Step: Split the class in half with both teachers leading the same activity
 - Don't start with independent student groups.

Another hint

- Ultimately, limit the maximum number of groups to three
 - Two teacher-led groups
 - One student independent group
 - Students can work independently
 - Or in a group
 - Or with a student leading the group

By yourself

Somewhere on your paper, answer these questions.

If we could get to the point where small group instruction happens routinely in co-teaching classes (where each teacher leads different groups at the same time), how would that benefit students?

What are some challenges to making that happen?

**Some of the barriers can be overcome
by developing a school's master
schedule in a different way.**

Review this and code it in the following way.

9 Big Ideas for Developing the Master Schedule

1) Place students with disabilities and special education teachers on the master schedule first.

Students with IEPs and special educators have the least flexible schedules; therefore, we must be proactive. For example, if Tonya must participate in a co-taught Biology class per her IEP and there are only two sections on the schedule, she must attend one of those sections. In addition, a co-teaching team must be assigned to that segment. Their options are limited. Meanwhile, other students who do not have specialized services can attend any Biology class. Retrofitting the schedule for students with disabilities after the master schedule has been developed will never be effective.

2) Start early and know who is matriculating to your school. Developing the master schedule for a new year begins as early as January of the previous school year and at that point, before anything else is done or any other decisions are made, students with disabilities and their co-teachers must be placed on the schedule.

Coding

- A = We always do that.
- S = We sometimes do that.
- N = We never do that.

Share with your partners

**Based on your conversation,
add one thought to your
margins.**

Debrief

Today, we have discussed...

Thank You!!!
Thank You!!!
Thank You!!!

