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Effective Strategies Of A Behavior Management Plan

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EFFECTIVE STRATEGIES OF A BEHAVIOR MANAGEMENT PLAN

Abstract

Our society is experiencing an increase in problematic behaviors across the nation, specifically in the classroom. Newer teachers specifically have a difficult time with managing behaviors and with a lack of consistency and continuity, consequently problematic issues occur more frequently. The author therefore tried to answer the following question: What are effective behavior management techniques and how can schools implement them across the secondary level and engage all stakeholders consistently? The review of the literature determined that the best methods included rules/routines/procedures, student/teacher relationships, behavior specific praise, nonverbal communication and strategies for a culturally/linguistically responsive classroom. These were combined to create a yearlong Professional Development Plan with the consistent engagement of administration and teachers as well as students to reduce behavior incidents and create a positive environment.
EFFECTIVE STRATEGIES OF A BEHAVIOR MANAGEMENT PLAN

To my mom who has been my rock and motivator throughout this, Svilen who gave me great feedback and advice and my supportive boyfriend, Aaron who helped me stay grounded. Thank you to my Capstone Committee. Your guidance and patience helped me to complete this project.
“It has always been the task of formal education to set up behavior which would prove useful or enjoyable later in a student’s life.”
-B.F. Skinner
Acknowledgment

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Chapter One

Introduction

Disruptive behaviors have become an increasing problem in classrooms across America. According to Kowalski (2003), our society is experiencing an increase in problematic behaviors across the nation, specifically in the classroom. This includes but is not limited to inappropriate device usage, side conversations and disrespect to adults and peers (Kowalski, 2003). Those actions cause other students to become distracted, reduce student participation, create overall low productivity and decrease student achievement. To prevent these outcomes, it is a teacher’s job to find ways to avoid them. However, according to Boice (1996), certain behaviors can be caused accidentally as a result of teacher instruction and course structure. In addition, there is disconnect between the teacher and the students, as to what constitutes appropriate behavior (Boice, 1996). When teachers try to correct undesirable actions, many students believe they did nothing wrong in the first place. This can create hostility and lead to even bigger escalations. Teachers are confronted by these behaviors on a daily basis. As an educator, I was concerned and affected by those issues and motivated to research strategies to decrease existing behavior problems. This led me to my research question: What are effective behavior management techniques and how can schools implement them across the secondary level and engage all stakeholders consistently?

The purpose of this Capstone Project was to review and describe successful behavior management techniques that teachers can use to become more effective at the secondary level of education. After I completed the literature review, I designed a professional development course that used the following strategies: strong student teacher relationships, nonverbal communication, culturally responsive classroom, positive feedback along with rules, routines and procedures.
This chapter gives an introduction to why I chose the topic of behavior management and also provides a brief background of my history as an educator. Understanding my perspective is helpful because it shows how new teachers feel when transitioning into the classroom. It demonstrated that despite feeling prepared to educate a whole classroom as one individual, personal experiences and training were not enough to cope with a variety of disparate behaviors.

Journey

In the following section I will describe the role models that guided me on my journey, my experiences and interactions with students as an educator as well as the start of my career.

Role Models

Acquiring knowledge is a wonderful experience, but the true value of a teacher is to help students become self-motivated and become lifelong learners, two indispensable skills for the future. I grew up in a family of teachers. My mother taught at the middle school level while my father was a professor. I saw their passion for teaching in the stories they shared on a regular basis at the dinner table. Both of them loved their jobs and had a strong desire to educate. Their devotion eventually influenced my decision to become a teacher. I wanted to make the same kind of impact my parents had on their students and stimulate interest so that my students will become lifelong learners and responsible citizens.

My other role models were my teachers at the secondary level. In middle school, I built strong relationships with teachers that made the classroom feel welcomed and safe. This gave me the confidence to participate in class without the fear of being ridiculed. I felt that my opinions were valued and appreciated. At the high school level, the enthusiasm of my two science teachers created my interest in the subject. They were effective classroom managers and their lessons were interesting and engaging.
Experiences With Students

When I started high school, I was involved in a variety of volunteer activities related to teaching to test my interest in the field. The first one was with MinnAqua, a state-based education program on angling, stewardship, ecology and conservation of aquatic habitats for students. I was working with children of all ages that were ecstatic to learn how to fish and were really excited when they caught something. Seeing the smiles and enthusiasm motivated me to become a better educator. Another volunteering opportunity was in an international setting. Having strong connections in Germany, I worked in Dachau with Biopoly (Promoter of Environmental Awareness) where I instructed children in a method of proper planting techniques and taught as well as supervised fishing courses for teenagers.

When I reached college, I had an internship with the Department of Natural Resources (DNR) as a Watercraft Inspector. I worked at the lakes around the Twin Cities to educate and inform the local boating community about the dangers of invasive species. I also instructed boaters how to prevent their spreading. These were all engaging outdoor activities, but not in a classroom setting. Consequently, I had little exposure to behavior management issues. After my undergraduate education, I pursued a teaching degree at a small college while I worked in different schools. On my journey, I accumulated over two hundred hours of classroom experience in different school districts. Throughout my volunteering, I realized how much teachers could affect their students’ creativity and desire to learn the subject. I observed and taught lessons to middle and high school students under supervision. I had to handle minor misbehaviors (out of seat, talking while giving directions, blurting out answers etc.). Being in the classroom was the highlight of my week. It put a smile on my face and interacting with the
students was very rewarding as each was a unique learner and had the desire to succeed. This experience gave me the confidence to pursue my decision to become a teacher.

**Starting My Career**

After completing my student teaching, I embarked on a career that turned out to be a challenging journey. At the time, I had worked as an assistant and a student teacher in educational experiences or in the classroom. But then, I became the sole responsible person for several classes. I had a position as a seventh and eighth grade Science teacher at a Title I community school located in an urban area of Minneapolis with a diverse student population. According to the US Department of Education (2014), Title I gives financial support to schools that have a large number of children from low income families to provide equitable and challenging education. This was my first experience with a Title I school.

I started at this position in mid-December 2014. The previous teacher was let go in October and the students had a substitute for over two months until I took over the class. Therefore, the students did not have consistent established routines and procedures. Expectations were not clearly communicated to them. Consequently, the students determined the behavior in class and not the adults. I was very motivated and had high hopes, as this was my first teaching job. I had always developed a good relationship with my students and therefore I was not concerned about extreme misbehavior. Unfortunately, due to my upbringing in a privileged environment, positive teaching experiences and my studies, I was not prepared to be an effective teacher for a diverse student population with a high poverty rate (ninety-two percent free and reduced lunch) and a high percentage of English Language Learners (ELL) (about sixty-five percent). I was not equipped for the behavioral challenges, therefore I signed up for a behavior management class. The course was focused on using the ENVoY (Educational Non Verbal
Yardstick) techniques that allowed teachers to use non-verbal communication to better manage behaviors (Grinder, 2005).

After implementing the strategies, I had learned during the professional development sessions, certain behaviors did decrease dramatically including but not limited to student disengagement, talking out of turn and off-task behaviors. Nevertheless, classroom management remained challenging. I was asked to co-teach with an ELL (English language learner) teacher, which was also a struggle. We were not able to agree on common discipline beliefs and the administration did not provide clear guidelines for staff. However, I tried to communicate expectations, routines and procedures in my classroom but this intervention was not as effective as I had anticipated. This led to the question what other techniques could be useful in the actual class setting to handle behavior. I therefore implemented strategies of a culturally responsive classroom that values and welcomes cultural behaviors in class and teaches appropriate norms in specific situations (Hollie, 2008). Nevertheless, I am a white female teaching in diverse schools, which put me at a great disadvantage, because I grew up in a different cultural environment. This upbringing did not give me the full capability of truly understanding the daily struggles and trauma of my students. Therefore, I wanted to implement more culturally responsive strategies into my classroom and obtain a better understanding of my students’ problems, cultural norms, dialects and bilingualism. Despite the challenges, I kept working on improving my skills and continued to follow through with the methods that I had established. I focused on building relationships with my students, which I learned I was a natural at. However, I felt pretty isolated in my struggles and would have liked a school wide staff accepted model for behavior management to prevent misbehavior through proven strategies as much as possible and have tools that work to intervene if necessary with a consistent approach in my school building.
Many elements enter into being an effective teacher. Behavior management is an important pillar for teaching and a Personal Development course could address behavior issues. Higher achievement and overall satisfaction result in a positive school climate and guarantee the wellbeing of students, teachers and parents. Through a collaboration effort at the district, school or in a team, teachers will grow and improve their effectiveness. This positive picture will spill over into the whole community, being proud of the system and willing to support their school district with tax money.

**Concluding Thoughts**

My road to becoming a teacher started with positive role models who encouraged me to seek out experiences in different teaching and learning environments during my high school and colleges years. Those were very satisfying, but challenges aroused when I started my career as a teacher, especially in the area of behavior management.

Those problems motivated me to further review behavior management techniques to become a more effective teacher and to determine the best methods. I also learned that intensive training and practice were the most effective ways to learn new skills. Extensive ENVoY training taught me proper implementation and confidence in my classroom and as a result impacted my future teaching.

As previously mentioned, the purpose of this Capstone Project was to review and describe successful behavior management techniques to answer the following question: *What are effective behavior management techniques and how can schools implement them across the secondary level and engage all stakeholders consistently?* I answered the question by conducting reviewing literature and developing a professional course to be implemented in classrooms at the secondary level of education.
Moving forward, chapter two will provide a literature review of the history of behavior modification before concentrating on current methods. In addition, chapter two will discuss theoretical foundations and strategies for implementing effective behavior management skills. Selected techniques were chosen, based on the literature review, to be effective in improving classroom environment and school climate. These techniques will be the foundation of chapter three, which will explain the capstone project in detail. Specific methods from chapter two will assist in building a resource adapted for teachers to use in a school wide behavior plan. Furthermore, chapter three will explain and provide the resources and methods used to develop and implement the plan at the secondary level. In addition, the long-term approach to the implementation will also be explained. At the end, chapter four will address possible roadblocks. In addition, the chosen strategies had to be examined to determine if they were effective and if the professional development plan needs refining to be implemented in the future.
Chapter Two

Literature Review

As previously mentioned, the goal of this project has been to review and describe successful behavior management techniques that teachers can use to become more effective. To meet this goal, extensive literature research has been conducted to determine the most beneficial methods when handling behavior. In this chapter, an overview is provided of common strategies that can be used across all age levels. At the beginning, a brief history of behavior modification will be discussed, followed by current methods related to behavior management, and concluded with implementation strategies that are efficient in the classroom.

History of Classroom Management: Models and Theories

Over time, the method for handling student behavior has changed dramatically. Before the development of behavior modification, the classroom was often an authoritarian, student-unfriendly learning environment, where all the power was concentrated in the teacher’s role. Misbehavior was met with corporal or mental punishment without creating long-term changes in students’ behavior. Skinner was elemental in changing the perspective on behavior modification. Other researchers built on his premises and developed further methods for class management and instructional models.

Operant Conditioning

Skinner’s (1953) research focused on positive reinforcement, a key part in successful management. A psychologist and behaviorist, Skinner’s primary area of expertise was on observable behavior. He thought that the best way to understand behavior was to look at the cause of the action and its consequences, which is also known as operant conditioning. Skinner expanded on Thorndike’s law of effect and introduced the term reinforcement. Skinner argued
that changes in behavior usually result from individuals’ responses to stimuli that occurred in their surroundings such as home or school. His work led to the concept of operant conditioning. Behavior that is reinforced tends to be either repeated or strengthened. Behavior that is not reinforced eventually becomes extinguished or weakened (Skinner, 1953). To modify behavior for classroom purposes, operant conditioning is a fundamental concept that is broken down into positive and negative reinforcement.

**Positive reinforcement.** Positive reinforcement involves adding a stimulus following a behavior that someone wants repeated. An example includes giving children candy as a reward after they completed their homework or saying “Great Job!” to a student who understood a question that he or she was struggling with (Skinner, 1953).

**Negative reinforcement.** Negative reinforcement is when someone completes an action to prevent an undesirable outcome. A real-world application would be leaving the house early to avoid traffic or completing homework to prevent obtaining a poor grade (Skinner, 1953).

**Applied Behavior Analysis**

Skinner’s principle of operant conditioning has been used in Applied Behavior Analysis (ABA) to handle classroom-based interventions (Baer, Wolf & Risely, 1987). ABA is a method of using reinforcement to create an increase of positive behavior (Autism Speaks, 2012). Parsonson (2012) noted that over the past 44 years, ABA has been implemented to address classroom behavior management (p. 17). It has helped teachers to make positive and practical learning situations, which limit troublesome behaviors and reward engagement and accomplishment (Parsonson, 2012, p. 17). Skinner’s study of behavior laid the foundation for future behavior management studies and influenced a considerable number of researches.
Elements of Effective Classroom Behavior Management

Hart (2010) expanded on previous theories and identified seven elements that influence effective classroom behavior management: rules, reinforcement of appropriate behavior, response to undesired behavior, staff-student relationship and interactions, expectations, procedures for chronic misbehavior and finally classroom environment (p. 355). He further noted that these approaches to managing behavior are all based on psychological theories rooted in four approaches: behavioral, psychodynamic, systemic and humanistic (Hart, 2010, p. 356).

Behavioral approach. Based on Skinner’s operant conditioning, the aim of the behavioral approach is to increase desirable behavior using reinforcement and ignoring unwanted behavior (Hart, 2010, p. 356). Hart (2010) claimed that using the popular “Good Behavior Game” is an example of the behavioral approach (p. 357). Students were placed in teams to compete to obtain prizes for having the lowest marks for negative behavior (Poduska & Kurki, 2014, p. 83). The game has become popular as a method used for school-wide behavioral problems. It uses students’ competitiveness and allows them to be rewarded for their success in the game.

Psychodynamic approach. This approach was created on the foundation of the attachment theory (theory attempted to explain the complex dynamic human relationships). This approach focused on the importance of having secure and trusting relationships. The theory was based on the work of John Bowlby (1969), and his observation of many children being treated in psychiatric settings (p. 194). He noted that children experience intense stress when they are separated from their mothers at an early age. This manifested itself in externalized behaviors and distrust of adults and other peers. According to his research, Bowlby defined attachment as a long-term psychological connection between people. Attachment has at least two functions
pertinent to the classroom. The first is that it provides feeling of security, so that children can explore freely. While all children seek to feel secure, attachment helps them balance this need with their innate motivation to explore their environment (Bowlby, 1969). Furthermore, attachment forms the basis for socializing children. As children and adults are drawn together and interact harmoniously, children adopt the adults’ behavior and values (Bergin & Bergin, 2009).

**Systemic approach.** This focused on social interactions in which the perceived problematic behavior happened. The method addressed how a child reacted to such a situation (Hart, 2010, p. 358). To process the events, the child had to observe how an individual and the environment interacted. The community then came together and collaborated to solve the interpersonal conflict (Hart, 2010, p. 358). This created an effective learning environment and provided positive behavior where the children did not feel that they were being accused without discussion.

**Humanistic approach.** The final approach put student-teacher relationships and their significance at the center of classroom management (Hart, 2010, p. 359). A teacher showing empathy and care towards his or her students greatly influenced an individual student’s self-determination and minimized behavior concerns (Hart, 2010, p. 359). Overall, positive and strong student-teacher relationships have been shown to be very effective in reducing conflict and behavioral concerns.

**Skillful Teachers**

Little time should be wasted in the classroom due to disciplinary actions. In 1985, Grossnickle and Sesko stated that the key to setting up a successful classroom were effective educators who could cultivate student involvement, collaboration, eagerness for learning, regard
for all students (p.9). These elements are well known among teachers and are still used today to create successful learning environments. The concern, however, is what happens when one plans a lesson around these four key aspects and still has to deal with behavioral challenges. A teacher can create and deliver an engaging lesson plan with high interest to a group of students in a strong classroom community and challenges still could occur such as disrespect for adults or peers and work avoidance.

**Taking Responsibility**

Fay and Funk (1995), founders of the Love and Logic Institute, stated that teachers who encourage their students taking responsibility for their learning and behavior were effective strategies to use in the classroom. An example of taking responsibility would be students who stay after school to make up work that they did not do in class due to either being sent out or weren’t engaged in the classroom. They also advocated for teachers to avoid power struggles with their students and give them room to learn from their mistakes (Fay & Funk, 1995).

Charles, a leader in teacher education also argued that classroom performance and motivation is linked to student responsibility (Charles & Senter, 2011). That is, students who are more involved and feel responsible for their learning are likely to do better in their academic career, leaving little time for misbehavior.

**Engaging Lessons**

Kounin (1983) noted that teachers are able to maintain control in their classroom through the effective delivery of lessons to prevent misbehaviors that may arise from student boredom. By preventing boredom through engaging lessons, fewer disruptions occur and more energy and focus are directed towards learning. He further recommended that teachers communicate with
students so they know what to expect and are active participants in the classroom (Kounin, 1983).

Summary

Teachers are using all techniques of behavior modification discussed above as well as instructional methods such as student involvement, collaboration and the creation of engaging lessons. Each of those approaches listed built the foundation of a successful classroom, however behavior problems can still derail the teaching process. Therefore, it is extremely important to have effective practices available when problems arise. Historical models have been integrated into current methods to account for changes in student populations. To remain effective, current strategies are constantly adapted to fit the needs of schools.

Current Methods

In this section, current methods that are present in today’s classrooms will be explained. Positive Behavior Intervention Supports is the framework that laid the foundation for the development of applied strategies such as Responsive Classroom, Developmental Design, and Culturally and Linguistically Responsive Classroom. These are all intertwined and each build upon the other to better meet the needs of the changing student population.

Positive Behavior Intervention Supports (PBIS)

Positive Behavior Intervention Supports (PBIS) is an evidence-based framework with the goal to develop positive behavior along with effective school wide interventions that create a positive climate for student learning and improve academic and social outcomes. This method is flexible, as it does not use specific practices (Sugai & Simonsen, 2012). As a result, schools can customize it to their specific needs.
PBIS has six key features that support student’s positive behavior include the following: 1) a common purpose and approach to discipline throughout the school, 2) a small number of positively stated expectations for all students, 3) procedures for teaching these expectations, 4) a continuum of procedures for encouraging expected behavior, 5) a continuum of procedures for discouraging inappropriate behavior and 6) ongoing evaluation of effectiveness (Horner, Sugai & Anderson, 2010).

In connection with those broad features, PBIS proposed for schools to use a three-tier system of positive behavior support to meet a variety of students’ needs (Sugai & Horner, 2009). Primary prevention is a school wide strategy that is adopted for all students. The goal is to create a positive school climate. Teaching and reinforcing positive behavior is paramount and all adults must react to a problem in a uniformly fashion. A secondary prevention level is implemented when a student exhibits at-risk behaviors and needs additional intervention and support. Examples include an individual or small group review of rules and routines, and behavior contracts. The final prevention is the tertiary level. Those interventions are highly individualized for students who exhibit serious behavior problems, like emotional and behavioral disorders (Sugai & Horner, 2009).

While tier one supports all students, tier two provides support to those needing extra help. Both interventions create a strong foundation for tier three individualized interventions. PBIS is a complex system based on prevention and focuses on the continuation of support for all stakeholders. The goal it is to systematically implement a system change to support effective practices. Proactive instruction and the improvement of social behavior are at the center of this framework.
Responsive Classroom (RC)

Both PBIS and RC emphasize the importance of teaching the necessary skills to behave appropriately. The Responsive Classroom offers extensive practical strategies to meet these goals that line up with the six features of PBIS. For example, establishing a school wide discipline policy and training all members of the staff allows for consistency when responding to rules and misbehavior (Sugai & Simonsen, 2012). Providing a school wide discipline policy is indispensable. In line with the idea of consistency, three to five rules should be in place for each classroom and the whole school building (Wood, 1997). Interactive modeling and role-playing are used to give students a structured practice of the desired behavior and feedback that is clear and detailed. Interventions in the classroom should use positive language for reinforcement of appropriate behavior and redirection of misbehavior along with logical consequences (Wood, 1997).

Negative punishments are judged as being counterproductive and wasteful of class time. RC recommends being proactive and changing a child’s environment to reinforce positive and appropriate behavior while intervening immediately and consistently when necessary (Wood, 1997).

Developmental Design (DD)

Middle and high school students are confronted with different challenges than younger children. According to Dweck (2007), this transition is time of vulnerability as school becomes more challenging and the environment shifts to a less personal approach. Therefore, individuals get lost in the ever-increasing class sizes (p. 37). Students at this age tend to be less confident in their academic abilities and results in more disengagement (Dweck, 2007). Consequently, this shift in vigor decreased the success rate of Responsive Classroom. Therefore, Developmental
Design (DD) was created and built upon the Responsive Classroom concepts to better meet the needs of older students (Crawford & Hagedorn, 2009). According to the Crawford and Hagedorn (2009), the core practice of DD is to provide skills and engagement for students at the secondary level in three key main areas: 1) social-emotional, 2) relationship and community and 3) academic. Courses in these methods are available as professional development to help further a teacher’s skills in effective classroom management.

Developmental Design has practices that reflect the 6 key features of PBIS. This method additionally integrates autonomy, competence and relationships to better serve the needs of older students by making them feel connected, heard, empowered and safe (Crawford & Hagedorn, 2009). This leads to an increase in academic engagement. The goal for adolescents is to be independent and have self-control in their decision-making (Dweck, 2007). Therefore, rules are created through democratic process and upheld in a social contract (Crawford & Hagedorn, 2009). Furthermore, instruction is balanced between teacher directed lessons and students’ independent and group work (Crawford & Hagedorn, 2009). In addition, students can choose from a variety of assignments. Creating a community is done through advisory classes at the middle and high school level, where students interact socially, engage in activities that teach important skills, for example goal and growth setting, and reflect on experiences (Crawford & Hagedorn, 2009). However, for all these strategies to work they must be implemented consistently at the building level.

Culturally and Linguistically Responsive Classroom (CLR)

One of the most significant struggles facing American teachers is the “achievement gap” between white students and students of color. Despite the growing number of diverse students across the United States, the teaching force has remained predominantly white. Currently, the
Twin Cities has an average of seventy-two percent colored students and around sixteen and a half percent colored teachers (Educators for Excellence, 2015). However, as a state overall, these numbers change dramatically: twenty-nine percent colored students and four percent colored teachers (Educators for Excellence, 2015). The majority of the teacher population is white, and consists mainly of middle-class women (Cartledge, Singh & Gibson, 2008). Therefore, “classroom norms, values and expected behavior often align with middle class values and orientations, like individual praise, competition, individualism, linear thinking and communication patterns” (Banks & Obiakor, 2015, p.84). Many current teachers are not prepared to work effectively with students of different backgrounds, because they judge their students’ abilities and behaviors through their own cultural lens (Banks & Obiakor, 2015, p.85).

Students of color are also targets for discipline more often than white students. Geneva Gay (2000) pointed out that the underlying cause is the difference between school norms and the cultural background of a diverse student population. This can lead to cultural conflict and misunderstandings in the classroom (Gay, 2000). According to Hollie (2012), educators should be able to properly recognize ethno cultural behaviors (p. 36) Furthermore, they should strive to learn about the cultural, linguistic and family background of their students to avoid communication problems and misunderstandings (Hollie, 2012, p. 36).

Teachers who are not familiar with their students’ cultural backgrounds are creating detrimental learning environments that are not adapted to a positive classroom climate. Those teachers often judge culturally determined behaviors as inappropriate and unacceptable. Jones and Jones (2001) noted that the behavior of students is more positive when they are supported, have a sense of belonging and that their value system is relevant. To ensure the above aspects are present in the classroom for students of color, Jones and Jones (2001) suggested providing many
learning arrangements where students can work cooperatively and in groups with different ethnic backgrounds.

Teachers who have high expectations of themselves and their students, who are aware of their own cultural identity and knowing the students’ backgrounds and interests best ensure the academic success for all students and create a positive learning environment (Hollie, 2012). According to literature, teachers who create culturally responsive classrooms can decrease behavioral challenges, motivate student learning, increase cultural acceptance and reduce interpersonal tensions (Hollie, 2012).

Banks and Obiakor (2015) proposed to combine PBIS with cultural and linguistic elements that will help to improve positive behavior of culturally and linguistically diverse student population (CLD) (p. 83). Culturally Responsive Positive Behavior Support (CRPBIS) is a system where CLD students are able to establish relevant connections with the behavioral goals and objectives in the classroom (Banks & Obiakor, 2015, pg. 84). The individual's’ culture, language and experiences should be integrated through a school wide support system that is proactive and creates a positive school climate where all students can succeed. Cultural expectations determine the judgment of behavioral appropriateness. CRPBIS proposes not to see the individual as a problem but to work on a system change.

Vincent, Randall, Cartledge, Tobin and Swain-Bradway (2011) found common ground between the practices of PBIS and those of a culturally responsive classroom that can help support student behavior. They proposed to enhance staff members’ cultural knowledge and self-awareness, so they are able to validate other cultures (Vincent, Randall, Cartledge, Tobin & Swain-Bradway, 2011). Teachers should increase the relevance and validity of the students’ cultures. In this way, differences will be recognized and inappropriate behavior defined by taking
those different cultural backgrounds into consideration. Nevertheless, appropriate behavior has to be modeled by the teacher, so students can practice it.

Pry and Cheesman (2010) proposed principles for an integration of behavioral and instructional support: effective teaching is culturally responsive, caring should be taught to model respect and examine problems at a school wide level, not at an individual student level.

Summary

The development of PBIS was fundamental to provide a framework for the Responsive Classroom, the Developmental Design and the Culturally and Linguistically Responsive Classroom. These three methods integrated the elements of PBIS such as a common approach to school wide discipline or procedures for teaching rules and procedures into their teaching strategies and practices and adapted those elements to the needs of their student population.

Implementation Strategies

According to Sprick (2013) teacher effectiveness literature has emphasized that successful teachers have a classroom management plan (p.xvii). An effective plan should include the creation of consistent, predictable classroom routines and procedures as well as rules and consequences, building positive relationships with students and giving positive feedback (BSP). In addition, this plan proposed specific practices. ENVoY is a nonverbal strategy that uses non-verbal cues (Grinder, 2005). Behavior strategies developed by the CLR aim to include underserved students in a diverse classroom to validate their culture. In this way, appropriate behavior can be affirmed (Hollie, 2012).

Rules and Consequences, Procedures and Routines

Establishing rules with attached consequences, teaching, modeling and rehearsing procedures and routines in a classroom are proactive strategies to prevent student behavior
problems and increase teacher satisfaction. Rules and consequences, together with procedures, create an orderly environment, which enables a classroom to run efficiently, and establish expectations for behavior (Springer & Persiani-Becker, 2011, p.65).

Wong (2005) claimed, that over eighty percent of discipline concerns identified by a teacher are related to students not following procedures and routines in the classroom. Procedures are specific directions given to students and the list is usually quite long (use of the restroom, take the assigned seat, turn in homework, finishing a test early, etc.). After rehearsing and then internalizing the procedures, students follow them automatically and in this way, they guarantee a smooth classroom functioning (Wong, 2005). When problems arise, the teacher should reinforce a correct procedure and reteach an incorrect one.

In his book, *The First Days of School*, Wong (2005) proposed to teach and rehearse procedures and routines over a two-week period, which is certainly appropriate for elementary and middle school students. For a high school environment, less time will be needed. When students are aware of the classroom expectations each day, they are more likely to feel that they are in control of their environment which can reduce instances of misbehavior in the classroom (Wong, 2005).

The teacher has also to maintain and communicate high expectations for academic and behavioral performance. Research has shown extensively, that low expectations predict low achievement (Sprick, 2013, p.13). Therefore, a successful teacher is aware that student achievement will only occur if the class environment is organized and structured. Rules and procedures have to be put in practice from the first day of a school year and can be modified and adapted if needed throughout the academic year (Wong, 2005).
Rules are a set of expectations and standards that specify the desired and appropriate behaviors. There are two different rule sets to follow: school rules and classroom rules. Classroom rules with consequences for breaking those rules are generally posted in the classroom. There are many propositions of classroom rules and they can usually be found in the following categories: compliance, preparation, talking, on time and in class behavior (Woolfolk, 2011, p. 518). Rules should be short, clear, and simple, not too general and geared towards the grade level, so students can easily understand them (Woolfolk, 2011, p. 518).

The purpose of establishing classroom rules is to reduce and eliminate problematic behaviors that occur on a daily basis. Grade level teachers should work together to establish those rules and consequences to guarantee consistency in their grade level and throughout a secondary unit (middle school or high school). Rules must be discussed with students and teachers should seek their agreement (Woolfolk, 2011, p. 518). Students should brainstorm examples, model appropriate and inappropriate behavior, so they are aware how to be successful in the classroom. In this way, rules and consequences become part of the teaching process. This should not only be taught at the start of the school year but reminders should be done at the beginning of each month. Consequences must be reinforced consistently and recorded at all times for all students. If a teacher does not follow through, a double standard develops and rules become worthless. There should be a hierarchy of consequences, so students are able after a first warning to modify their behavior (Woolfolk, 2011, p. 518). The teacher should make it clear that students have choices and that inappropriate actions have consequences.

In a culturally responsive classroom, teachers have to make sure that they take the cultural background of students into consideration (Hollie, 2012). Teachers and students should jointly develop rules based on expectations and needs. The Developmental Designs and CLR
also advocate this approach. This proves the effectiveness of this approach needs a broader research base, which so far has been limited. Anecdotal evidence of teacher experience showed that it is problematic to let students develop the rules. Teacher teams should decide what works best for them. They should agree on a limited number of rules at the building level and teachers can expand rules for their own classrooms.

**Positive Student/Teacher Relations**

Marzano (2003) argued that a strong teacher-student relationship is essential to be an effective classroom manager (p. 3). He continued to emphasize that school policies relating to curriculum, assessment, staff collegiality, and community involvement have less influence on student performance than teachers’ actions in their classrooms (Marzano, 2003 p. 3). A teacher has the ability to assist children in realizing their potential through daily positive interactions. Furthermore, building strong relationships leads to a classroom environment that promotes positive and safe behavior (Salend, 2008, p. 288). The above is connected with Maslow’s Hierarchy of Needs. After meeting the physiological need of students, the next level for educational purposes would be to feel safe (Haskins, 2011). Having a safe environment, a feeling of belonging in the classroom and positive self-esteem (reinforced through positive feedback) allows cognitive development in children and more substantial learning in the classroom (McLeod, 2016).

When managing behavior, Parsonson (2012) suggested focusing on the whole class and not just the individual (p. 18). Students who feel isolated will likely not change their behaviors and may continue being disruptive. This is especially true with the ever-growing school sizes where students are more likely to be unengaged and feel isolated (Parsonson, 2012, p. 20). To have students feel more connected, a research by Allday and Pakurar (2007) found that for three
disruptive pupils aged twelve to fourteen years, teacher greetings at the classroom door which included using the student’s name and a positive comment, were sufficient to increase their on-task behavior from an average of forty-five percent to an average of seventy-five percent in a relatively short time (Parsonson, 2012, p. 20). This study showed that personal greeting and focused small talk could greatly reduce misbehavior from attention-seeking children.

For teachers who struggle building relations with students, Alderman and Green (2011) identified four strategies that use “power” to help enhance a positive environment.

**Coercive power.** This strategy uses a teacher’s sense of authority to force behavioral changes. For example, the teacher uses methods of corrective behavior and supportive interactions to sway desired behavior (Alderman & Green, 2011).

**Manipulative social power.** The teacher uses subtle strategies where students have options and are able to make decisions. It helps when students believe that they have some kind of choice, however, as the teacher is still “controlling” the outcome (Alderman & Green, 2011).

**Expertness social power.** This method involves assisting students who struggle dealing with problems. The teacher will listen and give them resources to help them overcome any concerns (Alderman & Green, 2011).

**Likeability social power.** The final way to build relations with students is teachers adding their own flare to their teaching. Here, teachers use humor, patience, warmth, passion, etc., to encourage their class to do the same. The above strategy builds and creates honest and open dialogue between students and the teacher (Parsonson, 2012, p. 21).

**Summary.** The study showed that building relationships with students could positively impact the classroom and reduce difficult behavior. Parsonson (2012) agreed that teachers who are supportive of all students managed their classroom more efficiently (p. 21). Having strong
and positive student-teacher relations is one of the most important techniques any teacher should possess.

**Behavior Specific Praise (BSP)**

Most teachers give their students feedback on their academic performance whether the student did a great job on his/her test or when the teacher thought a student made a strong connection to the text in a writing piece. A majority of the feedback students receive is mostly related to student’s academic performance and less directed toward students’ actions. Research by Brophy (1983) showed that giving feedback is most effective when it refers to specific behavior. Explicit feedback should be given on behavior when students are engaged in it (Stormont, Reinke & Herman, 2011). Educators who use BSP on a regular basis have reported that students in their classrooms show less disruptive and off-task behaviors. BSP can be used for all levels of teaching and can be easily integrated into a daily classroom routine (Stormont, Reinke & Herman, 2011).

Praise is effective when it is personal, genuine, contingent and mentions the desired behavior. It should provide specific information so the pupil understands why he/she is being praised. Furthermore, when it is directed at a person’s effort, strategy or rule, the praise should not be expressed as an evaluation of the individual (Chalk & Bizo, 2004, p. 349).

Emphasizing positive over negative behavior helps teachers create an environment where students feel safe and enjoy learning as well as fostering positive relationships between a teacher and a student (Oslund, 2014, p. 4). Positive feedback creates overall pleasant interactions between students and teachers. Therefore, students feel emotionally secure to take risks in regards to classroom participation. Using BSP has shown to boost positive self-esteem in
students who have difficulties with social norms. Chalk and Bizo (2004) claimed that BSP is one of the best methods that has been documented and should be a part of every teacher’s toolbox.

Parsonson (2012) recommended that for every reprimand that a teacher gives, there should be three praises (p. 17). Not only does the student who is praised directly benefit, but also the other students do as well (Parsonson, 2012, p. 17), because the overall class climate improves. The above approach is again based on Skinner’s operant conditioning to help reinforce positive behavior. Oslund (2014) argued that many classroom managers highlight the negative behavior of a student, which can consequently increase oppositional behavior and/or reduce self-esteem (p. 5). Dweck (2007) also agreed that giving praise to a student that is not related to an actual accomplishment is not effective (p. 36). Not all students would benefit from over-praise. Students that put pressure on themselves would feel anxious and eventually act out to feel normal. As a result, praise would lose its effect on some students.

Giving students positive feedback on their performance and their behavior can change how teachers relate with their students (Parsonson, 2012, p. 18). Consequently, more positive behavioral outcomes are likely to occur. Parsonson (2012) suggested simple rewards for appropriate behavior such as praise, smiles, positive feedback, to increase positive student attitude in class (p. 18). Moffat (2011) noticed when giving praise immediately followed by the desired behavior, teachers created a positive learning environment. As previously mentioned, building and maintaining student teacher bonds is beneficial in terms of creating effective strategies for classroom management.

A great number of teachers struggle using the BSP intervention strategy since many are not able to determine the amount of praise that should be given. Some on the other hand don’t believe that giving praise is important, especially with older children (Stormont, Reinke &
Herman, 2011). If a teacher does give praise, it is often non-specific or ego-centered (Dweck, 2007). An example of ego-centered praise would include “I think Zach is very smart for getting the correct answer”. This would not be an effective method.

As stated before, encouraging teachers to focus not only on positive academic feedback but also behavior can greatly change the classroom environment. Disengaged students constantly hear negative comments and therefore, see little motivation to change. Their mindsets as a result suffer. Increasing a student’s self-esteem, on the other hand, demonstrates to the student that he or she is capable of doing better and will see a purpose of correcting the behavior (Chalk & Bizo, 2004, p. 349). A reminder though is to not end BSP after the desired behavior occurs. According to Sutherland, Lewis-Palmer, Sticher and Morgan (2008), stopping this method leaves students confused and as a result, the unwanted behavior returns. To properly phrase BSP, Allday, Hinksonn-Lee, Hudson, Neilsen-Gatti, Kleinke, and Russel gave some examples:

- “Paul, I really like how you walked over here so quietly!”
- “Jill, thank you for raising your hand to speak.”
- “Jack, you are working on your assignment so quietly.”
- “Tom is sitting crisscross applesauce, that’s what I like to see!” (2012, p. 88).

**Summary.** The BSP strategy can be easily integrated into the classroom. It does not require expensive resources and can be used at all ages. However, it has to be adapted to the different grade levels. To be successful, teachers have to provide consistently and throughout the school year positive feedback, which can be a challenge. Teachers should practice some self-monitoring strategies to make sure that the use of praise is frequent and consistent.
Nonverbal Communication: ENVoY

ENVoY is a technique that avoids power struggles and confrontation by using non-verbal cues to help regulate behavior by redirection (Grinder, 2005). According to the Early Childhood Learning and Knowledge Center (2012), redirection is a proactive approach that anticipates a student’s challenging behavior before it develops into a difficult situation.

This method was developed by Michael Grinder, the author of ENVoY, Your Personal Guide to Classroom Management, published in 2005. After over 20 years as a teacher and countless hours in classroom of others, Grinder (2005) noticed patterns of nonverbal communication. The result of his observations was to create a method that was respectful, applicable and an effective management strategy for the students.

The ENVoY form of management is based on the ability of the teacher in effectively using nonverbal as a method of communication such as gestures, tone, breathing and other nonverbal signals (Zoller, 2007, p. 3). The Educational Nonverbal (o) Yardstick system (ENVoY) allows all teachers to use those communication skills which will help to manage students’ behavior in a productive way, preserving the student-teacher relationship (Brickman, 2013).

Grinder's (2005) expertise is in the power of influence and using nonverbal communication for advanced relationship building skills. After observing over six thousand classrooms, he argued that learning best occurs in a safe atmosphere where relationships are formed. Using the data collected during his time in the classroom, Grinder created the seven gems: freeze body, above (pause) whisper, raise your hand versus speak out, exit directions, most important twenty seconds, OFF/neutral/ON and influence approach. These strategies are broken down into four different categories: getting attention, teaching, and transition to seatwork and
seatwork. Details and implementation can be found in his book *ENVoy, Your Personal Guide to Classroom Management* (Grinder, 2005).

**Getting attention.**

*Freeze body.* The teacher stands still in front of the room (location of authority) where the toes are pointed ahead, weight on both feet. In this stance, brief oral directions are given and teacher maintains a position of high expectations (Grinder, 2005).

*Above (pause) whisper.* Teacher grabs the students’ attention with a voice that is louder than the student’s (Above). Then, he or she pauses until most students are paying attention. Finally, when most students are focused, the teacher begins instructions in a whisper or voice lower than normal instructional voice (Grinder, 2005).

**Teaching.**

*Raise your hand versus speak out.* This method has three different methods to help instruction. During the T.O.O.T (teacher only one talking), the teacher is the only one talking and does not provide opportunity for checking for student comprehension. For Raise Your Hand, “wait time” increases and nonverbal cues are given to students so they know when the appropriate time is to ask questions. Finally, Speak Out is when the teacher controls the time that students are allowed to shout out the answers (Grinder, 2005).

**Transition to seatwork.**

*Exit directions.* They are visual instructions that are displayed for students before they are released to do work either individually, in pairs or in groups. This method decreases dependency on the teacher (Grinder, 2005).

*Most important twenty seconds (MITS).* After students are given the exit directions, the “Most Important Twenty Seconds” occur. At this time, the teacher stands still for about twenty
seconds to model the expectation of quiet and concentration that is desired during work time. The students during the twenty seconds should start the task on their own. This allows students time to process the instructions internally, leading to more independence (Grinder, 2005).

**Seatwork-individual management.** This strategy occurs after students are doing their work without the teacher giving direct instructions (Grinder, 2005).

**Off/neutral/on.** This strategy is used to get students on task. Students have to get off task, move to a neutral state, before they can be productive workers (Grinder, 2005).

**Influence approach.** This gem is especially important for students that are at-risk. It avoids power and uses influence to get students back on task. A confrontational approach can trigger students’ inappropriate behavior and hurts self-motivation. This is usually the least preferred method. The more beneficial approach is using influence. It isolates the student from their behavior and is more effective than using only power (Grinder, 2005).

**Effectiveness of ENVoY.** A first grade teacher at Eisenhower Elementary (Anoka-Hennepin) stated that ENVoY has taught her to reduce the transitioning time in class and therefore being able to expand the instruction time (Brickman, 2013). Students learn to take ownership of their learning, relying less on the teacher and more on their peers. This shifts the role of the teacher to more of a guide than a leader. The teacher further mentions that ENVoY had given her the tools to be ready for surprises in the classroom and flexible strategies to act appropriately and efficiently (Brickman, 2013).

A principal from Mississippi Elementary (Anoka-Hennepin) has had her staff trained about the importance of using visuals and as result, her employees are calmer and the student climate is more positive (Brickman, 2013). The principal further noted that ENVoY has reduced discipline concerns. Now, staff members are using non-verbals, which decrease negative
interactions between students and teachers (Brickman, 2013). ENVoY involves specialized training, coaching and mentoring and represents a long-term commitment for staff.

**Summary.** According to Grinder (2005), eighty-two percent of the communication in a classroom is nonverbal. Understanding how to use non-verbals can greatly increase productivity and classroom climate. Instead of a teacher reminding a student to do something, he or she uses a nonverbal method as replacement. The idea supports modeling appropriate behavior to diminish disruptive behavior (Grinder, 2005). The above creates a calmer environment that uses influence rather than power to manage behavior. According to Brickman (2013), teachers can gain an hour of teaching each week simply by employing the ENVoY methods.

**Culturally and Linguistically Responsive Behavior Management Strategies**

Through his long teaching experience Hollie developed professional resources for teachers that provide strategies and suggestions to support their culturally and linguistically diverse students. He saw the Culturally and Linguistically Responsive Pedagogy (CLR) as a way to lead students to successful achievement in the classroom and build a bridge between the students’ cultural and linguistic background and the academic culture of mainstream society (Hollie, 2012, p.23). In this context, the home culture should be validated and upheld.

**Separating cultural behaviors from wrong behaviors.** Hollie (2012) pointed out that many educators’ beliefs, attitudes and mindsets are deficit oriented and that the students are perceived as a problem (p.31). Often they are judged as “deficient, deviant, defiant, disruptive, and disrespectful. What they bring to the classroom culturally and linguistically is not seen as an asset, but as a liability” (Hollie, 2012, p.31). In this context, he asks teachers to perform a mind shift and see the cultural and linguistic diversity as an asset for all students in the classroom and not only as an intervention for the underserved student population. “The educators must identify
the ethno cultural behaviors, such as preferences for variation and spontaneity, high-movement contexts, verbal overlap, and pragmatic, interpersonal and affective language use and then integrate strategies in the classroom that address those behaviors” (Hollie, 2012, p.36).

According to Hollie, many students are being punished because of cultural behavior that is interpreted as wrong. Students, for example, blurting out in class are seen as disruptive and disrespectful. But in a culturally responsive context this behavior could be interpreted as a part of the “call-and-response” activity. Teachers have to be able to distinguish if cultural behaviors are wrong or inappropriate. If the behavior is wrong, such as fighting, consequences have to be assigned. Inappropriate behavior can be redirected and not being punished. (Hollie, 2012, p.68).

As established before, the CLR was built on the PBIS premise, that any behavior management plan and interventions must be implemented school wide and not reduced to specific classrooms to be successful.

**CLR behavior management.** Certain prerequisites are essential for the teacher to be able to address these challenges. Mutual respect is the basis for a change to occur and without a good teacher-student relationship and a good rapport with the students, the best strategies will not be successful. In addition, Hollie (2012) requires teachers who want to integrate the CLR approach to be positive, proactive and preventive (p.65). Being positive includes characteristics such as being a caring person, show empathy and humor for example. Proactive means to anticipate certain problems and put structures in place so the teacher’s attitude is not only reactive. Preventive means to make, for example, class arrangements that eliminate possible conflicts (Hollie, 2012, p.66).

**Movement.** Brain research has proven that movement in the classroom throughout the day helps students improve their focus on learning, task behavior and completion (Wilson,
2014). In addition, it reduced problems related to behavior and class management (Wilson, 2014).

Based on this, Hollie (2012) proposed movement in the classroom but made a distinction between quality and quantity (p. 57). Movement in itself is not sufficient to achieve a significant improvement in class behavior. Students should be involved in instructional conversations that provide different ways of learning. This would be the qualitative aspect. The teacher should plan for routines and frequencies for movement and this should become part of the lesson plan. Hollie (2012) proposed activities such as Give One Take One, Think-Pair-Share or Corners for example (pg. 57). The activity takes place in four steps: 1) all students are out of their seats and move around to meet other students, 2) students greet each other in a culture specific way, 3) students should complete their task and 4) while moving in the classroom, students should talk to different classmates while pairing up or working in groups. This increases interactions in the classroom. According to Hollie (2012), combining these movements with the CLR principles can considerably improve the behavior climate in the classroom (p.56). Movements should be integrated on two to three times during each lesson.

**Attention signals.** An attention signal is intended to motivate the students to listen attentively while the teacher explains transitions, activities and gives directions. Hollie (2012) promoted responsive attention signals to create “cultural resonance” (p.79). Students can relate to those signals and therefore bring them to attention. The signals should not be employed to get students quiet, because the overuse will make them ineffective. Hollie (2012) proposed different examples of effective attention signals (p.166).

*Give me five.* Description: This call-and response calls for students to have hands free while responding to the teacher. How-to-Steps: The teacher raises a hand, and the students raise
their hands back to the teacher and give a five in the air. The teacher can then ask students to give a five to one another (Hollie, 2012, p.169).

Student call. Description: Teacher calls the name of the class and the students respond with “Woo! Woo!” Or “That’s Who We Are.” How-to-Steps: Teacher and class decide on the response together to gain buy-in. This can also be done with school names and mascots (Hollie, 2012, p.165).

Give yourself some love. Description: This is used when students should be acknowledged for successes as a whole group. How-to Steps: The teacher tells the students, “Hands up, hand down, hands out, hands in, now give yourself some love.” The students wrap their arms around themselves and hug themselves (Hollie, 2012, p.169).

Further research. Hollie (2012) founded the Culture and Language Academy of Success (CLAS), a non-affiliated kindergarten-through-eighth-grade charter school in Los Angeles. According to him, CLAS has become one of the few models in the US that shows what CLR looks like (Hollie, 2012, p.44). He demonstrated that this school has maintained high achievement results compared to the district and the state, which according to him proved the effectiveness of CLR. However, more research has to be done to study in depth the effectiveness of CLR strategies in resolving behavior issues in a diverse classroom. Because of the changing demographics in the US, the interest in this approach has increased in recent years and research should be pursued in long-term studies.

Rationale

The main focus of the literature review was to determine the most effective management behavior strategies that a teacher can use in the classroom. The historical overview was pertinent
in understanding how current methods were developed. It gave insight into the foundation of recent practices and showed how intertwined they have become.

Based on the research the most successful strategies were identified as creating rules, procedures and consequences in the classroom, giving positive feedback and having a good student-teacher relationship. It also demonstrated that using non-verbal cues and culturally and linguistically responsive behavior strategies decreased inappropriate behaviors in the classroom.

**Concluding Thoughts**

Behavior modification was an important goal throughout the literature review, starting with Skinner. Further research adapted this concept to different class environments. The research proved that it is possible to reduce misbehavior by being proactive and preventive, using all of the behavior strategies, determined to be effective during this review. The research of the PBIS framework emphasized the importance of implementing those strategies consistently and continuously throughout the school year. Consistency is paramount to be successful in modifying behavior. The importance of positive feedback and positive student-teacher relationships has clearly been proven and teachers need to take the research approach seriously to able to use the strategies consistently. Continuous self-monitoring of teachers would be helpful to reach this goal. The revolutionary approach of the Culturally and Linguistically Classroom offered not only new strategies for student behavior in a culturally diverse classroom but also demanded a shift of perspectives from teachers when judging student behavior. To be successful in the classroom teachers need a lot of cultural background information and cultural training. This will enable them to validate and affirm all students in the classroom. While the Culturally and Linguistically Classroom emphasizes behavior strategies such as movement and verbal attention signals,
ENVoY uses non-verbal cues to direct student behavior. This method proved to be well researched and executed to help teachers influence behavior in the classroom.

Surprisingly, a lot of teachers do not have a behavior management plan, even though they are struggling with inappropriate behavior on a daily basis. That means, even with the best instructional strategies, behavior management remains a major issue for teachers. In chapter three, a professional development-training plan will be presented where all the proven behavioral techniques are included. This plan will be adopted school wide to guarantee consistency throughout the school year. In addition, teachers will be required to reflect upon those implemented strategies on a regular basis and make modifications to the implementation if necessary.
Chapter Three

Project Description

The literature review has laid the foundation to determine which behavior management strategies are effective in the classroom to improve student behavior and consequently student achievement. It answered the research question: What are effective behavior management techniques and how can schools implement them across the secondary level and engage all stakeholders consistently? This chapter addresses the practical implementation of those techniques into the classrooms at a secondary level. The method for this approach was a yearlong Professional Development Plan with the consistent engagement of administration and teachers as well as students to reduce behavior incidents and create a positive school climate.

In the beginning, several elements that can increase the success of a teacher development plan have been identified through the literature review. Using this information, the structure and a timeframe created a strong foundation of the plan. Teachers are the main focus as they put the implementation plan into practice, reflect and refine the outcomes. The behavior plan also has a wide range of consequences for a whole school community, creating a better school climate that will lead to less disciplinary interventions. Detailed day-by-day outlines as well as a concrete timeline for the follow-up meetings and assessment tools will be provided.

Project Overview

Research Paradigm/Curriculum Writing Framework

To create a successful PD plan, current literature was reviewed for three different topics: effective administration and teacher leadership, job-embedded professional development and professional learning communities. These three are considered to be the most important to
guarantee a collaborate effort of all the stakeholders involved in an improvement plan (Vega, 2015).

**Effective administration and teacher leadership.** Leadership is key to student achievement (Leithwood, Seashore, Anderson, & Wahlstrom, 2004). Administrators are essential in providing the time, resources and vision as well as support and training for continual professional learning to achieve success for all students (Leithwood et al., 2004). A commitment to continuous improvement is necessary for a professional development plan to succeed (DuFour, DuFour, Eaker, & Many, 2010). Additional elements of effective leadership are to facilitate data tracking, promote collaboration inquiry and practices as well as teacher leadership (Vescio, Ross, & Adams, 2008). Teachers also play an important role. During a professional development program, educators should strive to create authentic professional learning that relates to the everyday school context (Webster-Right, 2010). Practice and performance improve if teachers collaborate and share their knowledge (Darling-Hammond, 2012).

**Job-embedded professional development.** When teachers partake in a well-designed professional development, student achievement can increase by twenty-one percentile points (Yoon, Duncan, Lee, Scarloss, & Shapley, 2007). One time workshops are not effective, therefore the professional development has to be embedded into the teacher’s job over an extended period of time. Wei, Darling- Hammond, Andree, Richardson, and Orphanos (2009) have identified critical elements for success. For the created behavior management plan, the following are paramount.

**Collaborative learning.** Teachers learn in content or grade level groups, which improves a teacher’s performance at a higher level than individually (Wei et al., 2009). This was one of the most important aspects for the author, because the first job lacked collaboration at the grade and
content level. This led to an isolated effort to deal with behavior issues. The outcome was less effective than a collaborative experience in another job.

**Active learning.** Teachers utilize new knowledge, reflect with the help of collected data, and receive feedback to improve their teaching techniques (Wei et al., 2009).

**Deeper content knowledge and its teaching practice.** Training teachers is not sufficient. They have to be given the opportunity to deepen their content knowledge and practice how to teach it (Wei et al., 2009).

**Continuous learning over several days and weeks.** Thirty to one hundred hours of learning related to the PD over a longer period of time (six to twelve months) have shown an increase in student achievement (Wei et al., 2009).

**Professional learning communities (PLC).** A PLC is a collaboration between teachers who work interdependently to achieve common goals where members of the team are mutually accountable for the success (DuFour et al., 2010). It provides teachers with an ongoing community that values their practices and contributions in the classrooms. Furthermore, teachers’ experiences are the basis for improving student learning (Vescio et al., 2008). Making a PLC successful includes collaboration, focus on student learning, continuous teacher learning and teacher authority to make decisions related to curriculum and the process of their own learning (Vescio et al, 2008).

Video-based reflections have been proven by research to improve teaching practice and student achievement (Roth, Garnier, Chen, Lemmens, Schwille, & Wickler, 2011). The video tapes though should not be used as a teacher evaluation tool by the administration for this project. They are a method to analyze and improve best practices with supportive colleagues. Opportunities for peer learning among teachers increase teacher effectiveness and build
collective expertise (Berry, Daughtrey, & Wieder, 2009). In addition, teacher collaboration has strong and positive effects on student achievement (Ronfeldt, Farmer, McQueen, & Grissom, 2015). Lesson study is another aspect of PLCs that involves the collaborative analysis of instruction, which can improve student success. (Lewis, Perry, Hurd, & O’Connell, 2006).

Research has also determined that grade level teams who work together, increase student success if they are guided by a peer facilitator, are committed to continuing progress and use data to refine their teaching (Gallimore, Ermeling, Saunders, & Goldenberg, 2009).

**Choice of Method**

Professional development is often seen as an introductory workshop that allow teachers to obtain the same information about a new set of concepts, skills or strategies that are implemented during the school year. This is called “same page sessions” and is just the start. Deep learning occurs when the teachers return to their classrooms and try the new strategy. The PD of the behavioral management plan takes place during the pre-school workshop week. Throughout the school year an implementation plan is put into place to guarantee continuity and consistency. Those two elements make change possible over time through common practice, reflection and refinement. The following choices for the behavior plan are based on the above research.

The professional development plan that was created is spread out over five days and gives teachers an introduction to the different behavior strategies. They include short sessions with many interesting activities to engage the teacher. The administration will have direct input, however the grade level teams will drive the exploration and later the implementation throughout the school year. Teachers will be allowed sufficient time to collaborate in grade level groups to
tackle behavior management strategies. Groups will choose a facilitator that communicates with the administration and leads the teacher team.

These teams will have the necessary resources and directions for their activities on a specific website. In addition, this website also offers links to resources to deepen teachers’ knowledge throughout the year. The district could create an open platform, so teachers can also add useful materials for their colleagues and create discussion forums for their grade level team, schoolwide or districtwide teams. Through the social media option, PD can become more personalized and provides teachers with choices and give the option to collaborate nationally and internationally.

Team meetings will occur according to an established schedule during the year. Those meetings are organized in PLCs to guarantee continuity and consistency throughout the school year. As a teacher, the PLC gave the author the platform for the needed collaboration and the consistency to address behavior issues the same way colleagues did. Teachers have to establish norms, which are essential to clarify expectations and to encourage open dialogue. Norms will also hold team members accountable (Lencioni, 2005). The PLC meetings take place after peer and/or video-taped observations. The grade level discussion will allow teachers the opportunity to review and refine the strategies while also take collected data into account when making decisions for the classroom. The results are reported to the administration to guarantee accountability. Schoolwide data comparison and the evaluation of the effectiveness of the behavior plan will be discussed twice a year in all staff meetings. These include teacher based PLC data, the number of referrals, top three reasons for referrals, number of parent conferences regarding discipline, number of in school and out of school suspensions, and the number of detentions and expulsions. These comparisons could provide useful data how to address the
behavior issues during a second semester/end of school year to decide if the behavior management plan was successful. Punitive measures should though be discussed at the district level. A committee should be created to propose alternative discipline measures for the following school year. At that point, the behavior plan is fully implemented. This plan is aligned with the district vision to reduce behavior interventions and gives teachers a team and personalized approach to professional development. In addition, the reduction of behavior incidents will improve the school climate to further student achievement.

**Setting/Audience**

The PD plan is designed for districts that do not have a schoolwide behavior plan. Teachers and staff will receive proper training. There will be teachers who are already familiar with certain strategies and those will act as coaches for their peers. Training will be beneficial for everyone as it provides consistency throughout the building. When teachers are consistent, the classroom will run smoother with less inappropriate behaviors. Students will understand that teachers are all on the same page and therefore all students will be treated equally across the school. Teachers will not feel isolated and job satisfaction will increase. The author’s experience with inconsistency lead to being a strong advocate for this approach. The administration will inform parents and the community about the success of the behavior plan through newsletters on the school website.

**Project Description**

The project contains four professional development lessons that last sixty minutes and one that runs eighty minutes. After breaking out into grade levels, a Behavior Management Plan website ([https://efarah01.wixsite.com/bmpd](https://efarah01.wixsite.com/bmpd)) will guide teachers through the different activities (see Appendix E).
Day 1. The day starts with the administration's presentation of the rationale for the behavior management plan (see Appendix A). He or she will also provide three overall school rules to the staff which should be integrated into the grade level’s rules. Staff will then break into grade level groups and go to their meeting place. The first activity is to participate in an ice breaker scavenger hunt before focusing on the task at hand. First of all, teachers have a short discussion about the need for consistency related to rules, consequences and procedures, before they come to an agreement which ones will make the grade level list. During individual teacher time, teachers will be able to add some procedures for their classroom and also integrate them into a syllabus.

Day 2. This day addresses two strategies: student-teacher relationships and positive feedback.

Student teacher relationships. First, teachers brainstorm adjectives that describe characteristics that students would like in a teacher. In addition, they share a personal experience of a student-teacher relationship when they were themselves students. Teachers also describe a method they used during the first week of school and what has worked for them in the past. They will be provided with a link from the American Psychological Association and should focus on the “Do’s and Don’ts” section that gives practical advice (see Appendix B) (Rimm-Kaufman & Sandilos). Teachers pick one “Do” they can use the first day of school. In addition, they watch two short videos to observe positive relationships in action.

Behavior specific praise (BSP). Teachers will write down two examples how they would provide feedback based on student behavior in their own classrooms. Then, they will read the “Tennessee Behavior Supports Project” text. Teachers will discuss the differences between BSP and non-BSP examples and the characteristics of BSP. In addition, two teacher provided
examples will be rewritten into Behavior Specific Praise format. Each teacher gives a BSP for a colleague. BSP in action will be shown in a video which gives a short overview of successful techniques. The closing discussion will then take into consideration both of those studied strategies for creating a positive environment that can reduce inappropriate behavior.

**Day 3.** This session concentrates on non-verbal communication, starting with a video where the founder of ENVoY explains the principles of this method. It is a very informative and funny video which will motivate teachers to learn more about this strategy.

Short drawing videos, which again are very appealing and simple, explain the gems of ENVoY: Freeze body, raise your hand vs. speak out, above (pause) whisper, exit directions, most important twenty seconds, off/neutral/on and the influence approach. Teachers will be required to process each technique with a drawing of their own for understanding. The first one will be modeled for them through a visual example found on the PD website next to the first video. Teachers discuss the videos and practice two gems with a partner. The whole group then voices any concerns that could arise using this method. To check for understanding, teachers will take a short quiz. At the end of this session, if time permits, teachers watch a video that shows Gesture Errors to avoid. If teachers need to see some aspects of the instructional videos again, they can do so on the PD website.

**Day 4.** This day, the instruction is rather complex and very important, because the lesson has to succeed in making the teacher buy into the foundations of the Culturally and Linguistically Responsive Classroom. The district has purchased Sharroky Hollie’s: Culturally and Linguistically Responsive Classroom. Responsive Teaching and Learning. Teachers have already received that book during the first day of pre-school workshop.
Statistics on the website will provide information about the number of minority students and teachers in urban settings and statewide in Minnesota. Then teachers will discuss these statistics and the change of student demographics in their own school. School statistics will be provided by administration as it varies from school to school. Teachers will be given Hollie’s Anticipation Guide, asking them what they think when they hear the term “culturally responsive classroom”. Before discussing this guide, teachers will be assigned texts in the above book related to the definition of Culturally and Linguistically Responsive Pedagogy (CLRP). The texts on the benefits of CLRP, and sociohistorical, sociopolitical, sociolinguistic contexts are essential for the mindshift of teachers to eliminate the deficit perspective of underserved students. Teachers share the information of those texts through a jigsaw activity and discuss possibilities to eliminate the deficit perspective of underserved students. Every team member has to study additional texts that explain how the mind shift can lead to validation and affirmation of culturally diverse students. A short discussion follows about what their school does already or does not to address this challenge.

**Day 5.** The day starts with a Reflection Guide provided by Hollie about the readings of chapter one, emphasizing first awareness of one’s own culture. Using Hollie’s Anticipation Guide for chapter three and his “Pause to Ponder”, teachers will discuss what responsive classroom looks like. Then the group will concentrate on behavior management strategies that are successful in a CLR classroom such as attention signals and movement. These should be integrated several times a day into a lesson. Teachers practice different attention signals and develop one lesson with integrated movement for the first week of school.

**Implementation.** Teachers move back to a whole staff meeting, where the implementation plan is shared by the administration. The plan gives an overview of the steps
teachers have to follow throughout the school year (see Appendix C). For details regarding lesson plans and implementation, see Appendix B.

**Timeline**

An implementation plan for the whole school year is put into place to guarantee continuity and consistency.

**First two weeks of school: Rules, consequences, procedures and routines.** As mentioned in the literature review Harry Wong (2005) proposed teaching rules, consequences, procedures and routines starting the first day of school. During two weeks, educators teach, model classroom rules and consequences, as well as procedures and routines. Students will rehearse the most complex routines and procedures to remember the details of the process. If any behavior related to rules and procedures is inappropriate, re-teaching should take place.

After vacation time, teachers will review above elements with the whole class. Should the class configuration change, then the teacher has to reteach and/or review all parts. If there is inappropriate behavior at any other time, re-teaching, modeling and rehearsing for the whole class, group or individual has to take place, depending on the actual situation in the classroom.

**Throughout the school year.**

**Observations.** All strategies should be observed on a regular basis (about every six weeks) by either assigned coaches and/or peers to guarantee the implementation of the chosen strategies. In addition, one video-taped observation per teacher is also required during this time. Those observations will start in October and run throughout the year in a six-week rotation (10/1-11/15; 11/15-1/15; 2/1-3/15; 3/15-4/30).
Follow up meetings. After 4 weeks of school (10/1), the first PLC meeting has an agenda set by the administration for a follow-up meeting: 1) setting norms for PLC, 2) rules and procedures, 3) coming up peer observations/videotaping. Teachers will also continue the study of the CLR classroom and read the following texts in Hollie’s book: “Separating Cultural Behaviors from Wrong Behaviors” (p.68), “Culturally Inappropriate Behavior” (p.69-74), “Validating and Affirming Cultural Behaviors through Instruction” (p.74-75), and the Reflection Guide for chapter three (p.81). These texts provide additional information for teacher discussion about successful integration of movement into a lesson. The results can also be shared on the district created media platform.

The other PLC meetings (11/15; 1/15; 3/15; 4/30) will discuss the observations, collect ongoing data from teachers, reflect and evaluate the results and if necessary refine the implementation of the behavior management plan.

To have an all school discussion, two all staff meetings are scheduled for the end of January and May to share the implementation with other PLC teams.

Deepen learning/sharing. During their PLC, teachers have the opportunity to explore more resources on the behavior management website. In addition, teachers can take the initiative to get more in-depth training for ENVoY and work with a specifically trained coach. Teachers are also encouraged to take advantage of online media at any time to connect with colleagues, exchange practices and solve problems.

Data Collection. This should take place whenever observations occur. The data collection should be standardized to facilitate reflection and discussion in the PLC groups. In addition, teachers should record behavior interventions for one week during a six-week period, so quantitative data about student behavior is available for reflection and improvement purposes.
Assessment. The assessment of this behavior plan is a yearlong process that will start with the first PLC follow-up meeting where procedures will be discussed and put into place. Teachers will be asked to do regular self-assessments before the following PLC meetings. The self-assessments should take place for a whole week to have sufficient data.

Each teacher will have a self-assessment form (see Appendix D) on a zero to three scale related to the implementation of the five behavior strategies. This form will also establish a positive to negative ratio tally. After completing the rating, the total points for each of the five categories will be added and then divided by three to get the average. The results will be transferred on a summary form (see Appendix D). This data will be used to determine the success and some common areas at the grade level for improvement. The self-assessment form can also be used for peer and videotaped observations and the outcomes will be added to the summary form.

During the first PLC follow-up meeting, teachers will identify a common list of inappropriate student behaviors that occur specifically at their level and/or in their school, such as profanity/swearing, refusal to sit in assigned seat, disruptive talking, unauthorized cell phone use, or being unprepared for class. This list will not be prescribed by the PD plan because each school building and often grade level teams deal with behavior problems that are more prevalent than others. Once this list has been established, teachers and peer observers also tally those inappropriate behaviors for one week following the observation period to determine the number of necessary teacher interventions in regards to the list with the inappropriate behavior. Every six weeks, actual and previous numbers are compared and shared with the administration. Then it will be established if there is an improvement in student behavior or if changes have to made to
the implementation plan. In addition, during each cycle, any amount of office referrals and their reasons will be recorded by the administration.

After one semester and at the end of the school year, the administration communicates and compares the information provided by the PLCs with previous statistics. The number of office referrals and their reasons will be compared for the first and second semester and if possible also the numbers from the end of the previous school year and the first semester. Furthermore, these comparisons are also made for disciplinary actions taken by the administration. A decrease of behavior interventions at the classroom level and the administrative level would represent a success of the behavior management plan. To determine a specific percentage to label, decrease though depends on the specific circumstances of each school. The general goal of behavior management is student improvement and therefore an increase of a student population passing a mandated standardized test could also be an indicator. However, such a correlation has to be interpreted carefully because many other factors also enter into increasing student achievement.

Summary

A positive school climate is paramount to student success and teacher satisfaction. The pre-school workshop is the beginning of a yearlong journey to use specific research based behavior management strategies. Teacher collaboration and reflection at the grade level guarantee consistency and continuity. The PLC format allows teachers to share and reflect on their experiences, improve the implementation of their behavior techniques and deepen their content knowledge. The administration leadership will guide the implementation of the behavior plan and also communicate the success to parents and the community.
Chapter four reflects on different aspects of this behavior management plan, such as the author’s growth as a reviewer, writer and learner. In addition, the literature review is revisited and important points emphasized in connection with the behavior management plan. Limitations are addressed as well as the future use of the management plan as a successful endeavor to improve school climate and student achievement.
Chapter Four

Critical Reflection

Being confronted with behavior issues at the beginning of the career, the author conducted extensive literature review that led to the successful identification of effective behavior management strategies. These were integrated into a comprehensive behavior management plan with the main goals to decrease behavior incidents and increase teacher motivation. The literature review and the behavior management plan answered the Capstone project question: *What are effective behavior management techniques and how can schools implement them across the secondary level and engage all stakeholders consistently?* The successful completion of the project was the realization of an accountable schoolwide initiative whose ultimate purpose though was to increase student achievement by improving behavior issues.

In this chapter, the author will critically reflect upon different elements of the capstone project. The first section will address what the author has learned as a reviewer, writer and learner. Furthermore, the literature review will be revisited to determine which parts were the most important for the capstone project, as well as to identify new connections that were established while working on the project. In addition, limitations will be discussed. Future research needs will be identified to develop additional effective behavior strategies for a changing demographic student population. The last chapter addresses how the results of the PD plan will be communicated in district/school settings as well as on social media. Personal growth was especially evident in designing a website that communicated all the necessary elements to make the behavior management plan a success.
Reflection of Behavior Management

The Author as a Reviewer, Writer, and Learner

The amount of resources for this project was overwhelming. The task to determine the most important behavior management strategies was daunting, as teachers have used some for decades. Researchers have taken those existing methods, refined them for the current classroom and established the most effective ones. The choice of five strategies made the plan manageable for teachers to implement refined and new practices. For example, teachers have been giving feedback to students for years without defining how feedback can influence behavior. Behavior Specific Praise (BSP) clarified the quantitative and qualitative aspects to positively influence student behavior, improve class climate and student achievement.

Reviewer. The literature review revealed a complicated net of intertwined factors that influences student behavior. Engaging lessons and class environment, for example, also play a role in an effective classroom. Therefore, it was a challenge during the review to isolate specific behavior strategies from other factors that influence behavior and find a consensus amongst them. The choice of specific strategies such as ENVoY was a newly developed behavior strategy with detailed instruction (Grinder, 2005). Therefore, it was easier to adopt this strategy. In addition, it proved to be effective on a personal level through the successful implementation in the author’s classroom. The relatively new field of the CLR classroom was extremely important to the author (Hollie, 2012). It addressed new challenges in a culturally diverse classroom when the main teacher population is white females that lack often the necessary understanding of diverse cultural backgrounds and behavior patterns. The literature showed how difficult it might be to change the perspective of teachers. The adoption of culturally related behavior strategies seemed to be one answer to validate an underserved student population and therefore decrease
behavior incidents in the classroom. The student demographics definitely point towards the necessity of such a change. There is an interest to push the research further in this direction and create a bigger framework in school districts, including literacy and vocabulary building into a CLR classroom.

Consistency and continuity made the success of the behavior management plan possible. First, it seemed to be a very strict concept, but those two aspects combined with teacher PLCs gave it a structure that implemented change, made reflections and refinement possible.

Writer. The challenges of a writer were related to the amount of resources that had to be integrated into the literature review and the research portion of the Capstone project to point out the major research contributions related to the topic. At the same time, the text had to be clear and concise to reflect accurately the researcher’s ideas. The constant reviewing though improved the quality of the text. The subject of the thesis was exciting and grew out of a need to find the best behavior strategies. When this decision was made after review, it was rewarding to envision that the PD plan could be a contribution to districts struggling with behavior. The design of the website strived for a clear and simple format with visual cues to help the reader along with activities and implementation. After finishing the website, the goal became reality.

Learner. As a learner, it was interesting to study the history of behavior management and realize how research has been built constantly on previous results. Furthermore, it became clear that research done decades ago still has an impact today. The PBIS framework was implemented into recent approaches such as the Culturally and Linguistically Responsive classroom. In 2015, Banks and Obiakor suggested infusing culturally responsive practices through the implementation of PBIS. On the other hand, methods or strategies that were previously used, had been recycled with a new name, but with limited research and few new ideas.
The challenge was to create a PD plan that was interesting, fun and active for teachers. An important component was teacher collaboration in the form of partner and group work, as well as short videos that at times were quite humorous. Having enough time for teacher discussion was essential to exchange valid experiences and reduce teacher isolation. The administration’s role was that of a facilitator and teachers took the lead to learn and implement. All the materials and associated activities, links to additional resources were made conveniently accessible for the whole staff at any time. Furthermore, a district can expand the website to give staff access to add appropriate resources and share ideas in the district through a media platform. The time to create a visually appealing and user-friendly website led to a PD that is purposeful and unique. While being a reviewer and a writer was quite challenging at some points, the personal growth as a learner was very rewarding. This was especially true for the creation of the website.

**Literature Review Revisited**

The historical overview provided a better understanding of the research situation today. An approach that is pointing to the future though is certainly the Culturally and Linguistically Responsive Classroom (Hollie, 2012). It took into consideration the changing demographics in American schools. Hollie was fundamental in creating teacher awareness to change mindsets and being able to distinguish inappropriate from wrong behavior in a cultural context. This approach changed the perspective of behavior management because misbehavior was interpreted differently in a cultural and linguistic context. This kind of mind shift could considerably reduce the behavior interventions for this underserved school population. Hollie (2012) was also instrumental in proposing concrete practices to achieve this goal and his book is a valuable source for teachers. The professional development (PD) plan therefore is proposing for any
district interested in this approach to purchase this publication for each teacher. Hollie (2012) did not provide any statistical evidence for his pedagogy. When the PD plan was created, the need for statistics arose to convince teachers with facts to change their perspective. The study of the current methods determined that PBIS was still used as a framework for innovation (Sugai & Horner, 2009). The article of Banks and Obiakor published in 2015 established the fusion between PBIS and the CLR, combining systemic change with the need for culturally relevant interventions. The goal was to integrate culturally responsive practices at all levels of prevention for the whole school building. In this context, cultural and linguistic differences are part of the solution to avoid punitive measures that are counterproductive. This approach and Hollie’s (2012) practices are the basis of the CLR classroom and the future of the American public schools.

Nevertheless, the review of already well-established behavior management strategies, such as rules, consequences and procedures, BSP or student teacher relationship created clear parameters how to change current practices effectively. This included, for example, the importance to teach, rehearse, refine rules and consequences during the beginning of the school year and then reteach this at certain intervals instead of just hanging a poster with rules in the classroom. Although Wong (2005) already proposed this a long time ago, not all schools have a consistent approach. It is not always easy to bring a group to an agreement, but the importance of consistency and continuity proven by the PBIS research will ease a buy-in of teachers into the behavior management plan. Those two principles are part of the PD rationale for goal setting at the beginning of the pre-school workshops, as well as for the continuous PLC work.

Teachers agree on the importance of non-verbal communication. Nevertheless, the intentional use of non-verbal language is an often-overlooked teaching strategy. ENVoY has
filled this void by offering a practical and step-by-step approach for teachers to use non-verbal cues (Grinder, 2005). It uses influence to avoid power struggles, which ultimately improves student behavior. Grinder, the founder of this strategy, has written a book that explained this approach and created videos for clarification. Not only is all this material very informative but also fun for teachers to work with as well as practice the strategies. Grinder’s (2005) publications would also be recommended to the district for purchase to deepen this strategy for its staff. The literature review done was extensive, but was necessary to determine the best strategies that were all equally important to create a successful behavior management plan.

**Future Use of the Behavior Management Plan**

Behavior issues will always be part of classroom teaching. This plan will not be outdated though as it has strong proven strategies and is flexible to be used in all different types of districts and classrooms. An administration that adopts this plan has to commit to a school wide and yearlong implementation. Grade level teams are collaboratively responsible and accountable for the implementation of the behavior strategies with regular feedback for and from the administration. The district has to provide resources, such as the purchases of certain materials and allot enough teacher time. A comprehensive behavior management plan that reduces extreme consequences for students, such as suspensions and expulsions will also improve the society’s judgment of the school's’ handling of discipline. Teachers will also see benefits using these strategies to reduce behavior incidents that take away from their instructional time. Therefore, job satisfaction will increase considerably. Students will appreciate how the behavior strategies are consistent from teacher to teacher, resulting in a more positive school climate. Overall, the behavior management plan improves student achievement.
Limitations

As mentioned before, the buy-in of the administration and the staff into a comprehensive behavior plan is paramount to be successful. Teachers have to be convinced that strategies they have always used throughout their teaching career can be improved. They have to be presented with a convincing rationale that consistency and continuity are necessary to successfully implement the behavior plan.

Furthermore, the proposed strategies have to be judged to be the most effective. If some teachers are not convinced during the five-day pre-school meetings, the follow up PLCs will provide positive examples. In addition, the exchange with other team members might lead to a shift in mindset. Therefore, the follow-up is extremely important. Data will also be collected to prove the efficiency of these strategies. In relation to a Culturally and Linguistically Responsive Classroom, teachers might be reluctant to change their perspective on “cultural relevance” (Hollie, 2012). Peer coaching and modeling could be helpful in understanding the potential impact on their students. Teachers might then be more willing to implement behavioral strategies such as movement into each lesson.

Due to the type of materials needed for the PD and the structure, a personalized approach for this PD was limited. The principle of consistency was applied to this plan, which restricts teachers’ choices to pick from a menu of different courses or strategies online. During their PLC time teachers are reflecting on the implementation of the behavior strategies. However, enough personal time has been allocated, so teachers can deepen their knowledge with a topic of their choice related to behavior. Limitations are obstacles to overcome and teacher collaboration has been the best indicator for success.
Communication of Project

If there is an interest to improve behavior in a school building, the behavior management plan should be proposed first to a school principal. If he or she is convinced that this could be a valid PD, he or she will share it with the district administration. It will then be brought to a committee and be approved or rejected. If the behavior management plan is successfully adopted, then the website that was created during this project will be imbedded into the district’s website as a teacher resource. Otherwise, the website can be shared on a teacher platform online to give access to a broader audience.

Summary

This chapter discussed the challenges as a reviewer and a writer that were balanced by the positive experiences and growth as a learner. Although the amount of literature was daunting, in the end it was rewarding to identify different building blocks that led to the development of certain strategies. The work of the PD and its implementation showed clearly that districts can easily adopt this behavior plan in the future and those possible limitations can be overcome by positive teacher collaboration.

Concluding Thoughts

This Capstone project was born out of frustration as a teacher dealing with behavior management issues in the classroom. School wide inconsistency creates student confusion and therefore a lack of appropriate behaviors. Therefore, it was paramount to determine through the literature review, which behavior strategies are the most efficient and positively oriented. Instead of being reactive, preventive and proactive strategies were chosen. These are a mix of already well-known strategies that were further developed, such as BSP. Everyone used non-verbal communication, but ENVoY gave specific steps to achieve positive influence in the classroom.
and it represented a rounded concept. As already mentioned, CLR needs to be introduced in all schools as a means to validate all students equally. CLR behavior strategies will improve student achievement and reduce the achievement gap.

These methods, however, are not effective without proper implementation and consistency. Therefore, PD lessons and the follow-up through PLCs were designed so every teacher has access to the same information and all are trained equally. The PD website was the tool to achieve this for all stakeholders in the process. The goal of the project to find effective behavior management strategies and create a comprehensive and practical step-by-step approach to realize the PD plan was achieved.
References


Appendix A
Behavior Management Plan

Rationale & Goals

Goals: Part 1

- Create and maintain a safe and supportive environment that promotes teaching and learning
- Implement a school wide behavior management plan that is **positive, preventive and proactive** and guarantees **continuity and consistency**
- Communicate consistent expectations to students to create a positive school climate to increase student achievement
Goals: Part 2

- Improve teacher satisfaction through collaboration and a decrease in behavior incidents in the classrooms and school wide
- Communicate behavior implementation results to staff, parents and the wider community
- Take into consideration a Culturally and Linguistically Responsive (CLR) classroom to validate the underserved student population and recognize their cultural relevance
- Implement CLR behavior strategies for all students

Percentage change of student population:
MN Census Data 2000-2010

<table>
<thead>
<tr>
<th>Race</th>
<th>Percent Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>White Non-Hispanic</td>
<td>+ 1.6%</td>
</tr>
<tr>
<td>Black Non-Hispanic</td>
<td>+59.8%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>+74.5%</td>
</tr>
<tr>
<td>Asian</td>
<td>+50.9%</td>
</tr>
</tbody>
</table>

Projections for a more diverse nation in 2050


- Between 2010 and 2050, the Hispanic population will grow from 49.7 million to 132.8 million, an increase of 83 million or 167 percent.
- The Asian population will grow 213 percent, or from 14.4 million to 34.4 million.
- The black population will grow from 39.9 million to 56.9 million, an increase of 17 million or 46 percent.
- The non-Hispanic white population will increase by only 1 percent, from 200.9 million to 203.3 million, a gain of 2.5 million.

5 Strategies

1. Rules, Procedures and Routines
2. Student/Teacher Relationships
3. Behavior Specific Praise
4. ENVoY
5. Culturally and Linguistically Responsive Classroom
Appendix B
### Professional Development Plan for Behavior Management

#### Day 1

**Topic:** Introduction & Rules, Routines and Procedures (60 minutes)

**Lesson objective(s): Participants will be able to…**
- Identify the school wide rules that are proposed by the administration
- Create grade level rules, procedures and routines
- Coordinate procedures and routines with grade level and content area teachers

**Activity:**

1. Administrative presentation for the rationale of implementing the behavior management school wide and throughout the school year. Provides 3 main school rules - varies throughout (15 minutes)
   a. Staff and administration question and answer (5 minutes)
2. Teachers move into grade level
   a. Scavenger hunt to practice procedures. This can be modified for individual use during the first week of school
   http://www.createteachshare.com/2014/06/back-to-schoolalready.html
   b. Create 3 additional rules within their groups (10 minutes)
      i. What rules are you actually using in the classroom?
         1. Ex: bring all materials to class, charged device, no food in class, don't interrupt others...)
      ii. Discuss and find an agreement with your group
   c. Assign consequences to rule breaking (10 minutes)
      i. How severe is the action?
      ii. Can you reteach/remodel?
      iii. Was someone hurt? (emotionally/physically)
      iv. How can you be fair and consistent?
   d. At the grade level, develop common procedures and routines for smooth functioning of the classroom (10 minutes)
      i. With the teachers’ grade level, they should develop common procedures and
routines for smooth functioning of the classroom

1. What do we want all of our _____ graders able to do?

2. How can we assure consistency with our students in applying the same procedures?
   a. "This teacher does this..." (ex: gives candy, more bathroom passes)
   e. Connect with content level teachers for additional classroom procedures and routines (10 minutes)
      i. What are some important tasks we need our students to be able to do?
         1. Ex: how to put away books, clean up the classroom, set up for lab, move desks...

3. If time allows, teachers can add individualized procedures and routines.
   a. How would a typical day look?
      i. How would kids enter the room?
      ii. How do they ask to go to the bathroom?
      iii. Sharpen their pencil?
      iv. Where do they pick up/turn in assignments?
      v. Are students able to walk around?
      vi. How do they ask for help?
      vii. How would they ask for a pass?
      viii. What should they be doing when the teacher is talking?

Day 2

**Topic:** Positive Student/Teacher Relations & Behavior Specific Praise (BSP) (60 minutes)

**Lesson objective(s):** Participants will be able to…

- Recognize one strategy already used in the classroom to connect with students
- List three new ways teachers can build relationships with students
- Determine effective methods of praise
- Identify one negative feedback that can be replaced with a positive one
Activity:

1. Teachers brainstorm adjectives that describe characteristics and attitudes students would like from a teacher (5 minutes)
   a. Draw/write those adjectives on the board inside a child outline
   b. Can be printed and decorated if desired
   c. This activity can be used during the first week of school (template is provided below)

2. Student/Teacher Relationships (25 minutes)
   a. Teachers discuss methods that they use to build relationships
      i. Give an example of a good relationship you’ve had as a student to describe what you liked about that teacher?
      ii. What has worked in the past in your classroom?
      iii. Describe a method you use during the first week of school to build positive relationships?
   b. Read and discuss the Do’s and Don’ts section of the website http://www.apa.org/education/k12/relationships.aspx
      i. Teachers pick one “Do” that can be implemented the first day of school
      ii. Example: Create a positive climate by greeting students at the door
   c. Watch video and identify strategies in action from the segment
      i. “What do positive teacher-student relationships look and feel like in the classroom?” Share with group afterwards.
      ii. https://youtu.be/efEhuGCNhkc
      iii. https://youtu.be/MNSs7bMCKO4
   d. Teachers can return to this website later on their own to deepen their knowledge if they choose so.

3. Behavior Specific Praise (BSP)-In grade level groups (25 minutes)
   a. Individually, teachers write down 2 examples how they would provide feedback based on behavior in their own classroom
      i. Ex: “Good Job”, “Put your device away”, “Sit down”
   b. Read “Tennessee Behavior Supports Project” handout and discuss with group
https://vkc.mc.vanderbilt.edu/assets/files/resources/psibehaviorspecpraise.pdf

i. What is the difference between BSP and non-BSP examples? (Use table on page 2)

ii. What are the characteristics of BSP?

iii. Using the previous 2 examples that teachers provided, they rewrite them in a Behavior Specific Praise, taking into account the examples on page 2

c. Using BSP, each teacher provides a positive BSP for a colleague

d. Watch and identify BSP in a video that was recorded in a class

http://video.louisville.edu/vod/flashmgr/sefrey01/Video/1438268217756-iPhone.mp4

e. Closing Discussion (5 minutes)

i. How do you create a positive learning environment for your students?

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Day 3

**Topic:** Nonverbal Communication: ENVoY (60 minutes)

**Lesson objective(s): Participants will be able to…**

- Understand the rationale behind the creation of ENVoY
- Identify the 7 Gems
- Draw a visual representation of the Gems
- Practice forms of nonverbal communication
Activity:

1. Watch “Foundations of ENVoY” with the founder of ENVoY, Michael Grinder
   https://youtu.be/Bapl-RkVt0 (1:00-10:11) as an introduction to a new method (10 minutes)
   a. Discuss the following:
      i. Is this a feasible strategy that can be implemented?
      ii. What was your favorite part of this video?

2. Watch the 7 Gems of ENVoY (40 minutes)
   a. After watching the first video, Freeze Body, teachers will be shown an example of a visual drawing representation to use as a model.
   b. Teacher will watch the six other Gem videos and draw their own visual representation of the technique based on the model of the first Gem.

3. Practice and discuss two of the Gems with a partner
   a. Why did you choose this specific gem to practice?
   b. Explain how this gem could help you in your own classroom.
   c. What concerns do you still have about ENVoY?

4. Teachers will take a brief two question quiz to check for understanding through a google form

5. Individual follow up (not required)
   a. Watch video on Gesture Errors and practice on your own High Expectations
   https://youtu.be/vua9Z3hkC90

![Image of Google Form](https://example.com/ENVoY_PD.png)
Day 4

**Topic:** Culturally and Linguistically Responsive Behavior Management Strategies (60 minutes)

**Lesson objective(s):** Participants will be able to...
- Recognize the change in student population in the public school systems
- Understand the benefits of CLR for all students
- Identify the students that are underserved in their own classroom
- Create self-awareness of their own culture and validate different cultures

**Activity:**

1. Present rationale for Culturally and Linguistically Responsive classroom to the teachers on website (Statistical increase of minority students in the public school systems) (5 minutes) - "Current State of Teacher Diversity in MN"
   [https://e4e.org/what-we-do/policy-solutions/closing-gaps](https://e4e.org/what-we-do/policy-solutions/closing-gaps)
   a. Teachers observe the demographic changes and share their thoughts with a partner
      i. Compare Minneapolis numbers to St. Paul numbers
      ii. Compare Minneapolis or St. Paul numbers to the statewide numbers
         1. What surprised you?
         2. Can you explain the gap in the numbers?
   b. Teachers will observe the demographic changes, including their own school and future developments. School statistics will be provided by administration as it varies from school to school.

2. Defining Culturally and Linguistically Responsive Pedagogy (25 minutes)
      i. Ask teachers what they think “culturally responsive” means
   b. Teachers will Jigsaw the following texts to study what culturally responsive means
      ii. Sociohistorical Content (Hollie, 2012, p. 26-27)
iii. Sociopolitical Content (Hollie, 2012, p. 27-28)
iv. Sociolinguistic Content (Hollie, 2012, p. 29-30)
c. Everyone reads Eliminating the Deficit Perspective (Hollie, 2012, p. 31-34) and promoting Validation and Affirmation (Hollie, 2012, p. 36) (20 minutes)
i. Small group discussion (10 minutes)
   1. What does our school already do to address this challenge?

Day 5

Topic: Culturally and Linguistically Responsive Behavior Management Strategies & School Year Implementation Plan (80 minutes)

Lesson objective(s): Participants will be able to…

- Summarize and reflect on the Culturally and Linguistically Responsive Pedagogy
- Practice CLR behavior management strategies
- Determine a situation where CLR movement would be integrated in the teacher’s lesson plan
- Understand the long-term implementation plan

Activity:

   a. Think Pair Share previous lesson to refresh what was learned (5 minutes)
      i. Interesting fact you learned/something you were not aware of previously?
2. Answer verbally and discuss with small groups questions 2 & 3 from the Reflection Guide (Hollie, 2012, p. 42) (5 minutes)
3. Complete Anticipation Guide (Hollie, 2012, p. 61) (5 minutes)
4. Discuss “Pause to Ponder” (Hollie, 2012, p. 67) (10 minutes)
5. Work on CLR Behavior Management Strategies (20 minutes)
   a. Attention Signals (Hollie, 2012, p. 164-170)
      i. Chose two to practice with a partner
   b. Movement (Hollie, 2012, p. 80)
i. Teachers chose one example for their own subject area (ex: Math, Science, English, Social Studies…)

ii. Find a way to integrate CLR movement strategies into a concrete lesson

6. Continuation of CLR work in PLC (5 minutes)
   a. What can teachers do to create more awareness as individuals?

7. Implementation Plan (25 minutes)-all staff
   a. Administration presents the implementation plan for the whole school year
Appendix C
**Implementation Plan**

Teachers move back to a whole staff meeting, where the implementation plan is shared by the administration:

1. Implementation of all behavior management strategies throughout the school year.
2. Ongoing peer observations and self-videotaping.
3. Regular PLCs for follow up, sharing experiences and deepen knowledge.
4. Continuous data collection for all five strategies.
5. Set agenda for first PLC meeting.
6. Following PLC meetings will address implementation of strategies, based on peer, videotaped instruction, self-monitoring. The agenda for the rest of the meeting is determined by teachers to facilitate deeper learning that has to be related to behavior management.
7. Two all staff meetings to evaluate the effectiveness of the behavior plan.
8. Continuation with implementation in year 2 and deepening of the CLR approach.
Appendix D
### Self-Assessment of Classroom Management

**Teacher:**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Total #</th>
<th></th>
<th></th>
<th>Total #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tally each Positive Student Contacts</td>
<td></td>
<td></td>
<td>Tally each Negative Student Contacts</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Rating

0 = Not yet implemented  
1 = Some attempt to implement  
2 = Implement but struggle w/ follow-through  
3 = Implement, follow-through, monitor and improve

### Classroom Management Practice

1) Establish and teach, school wide expectations, classroom rules and procedures.

- a) My rules are stated as “do’s” instead of “no’s” or “don'ts.”
  
  Rating: 0 = 1 = 2 = 3

- b) My rules are aligned with the school-wide expectations.
  
  Rating: 0 = 1 = 2 = 3

- c) I explicitly teach, model, rehearse, and review classroom rules and procedures.
  
  Rating: 0 = 1 = 2 = 3

2) Maximize positive interactions.

- a) I maintain a ratio of 3:1 positive interactions.
  
  Rating: 0 = 1 = 2 = 3

- b) I positively interact with every student at least 1-2 times per hour.
  
  Rating: 0 = 1 = 2 = 3

- c) After correcting rule violations, I use positive reinforcement for rule following and other behavior issues.
  
  Rating: 0 = 1 = 2 = 3

3) Develop Supportive and caring relationships.

- a) I learn, use and can correctly pronounce student names by the end of week 2.
  
  Rating: 0 = 1 = 2 = 3

- b) I greet students at the door.
  
  Rating: 0 = 1 = 2 = 3

- c) I communicate with families on a regular basis.
  
  Rating: 0 = 1 = 2 = 3

4) Use non-verbal strategies to discourage rule violation behavior.

- a) Use the ENVoY Gems daily.
  
  Rating: 0 = 1 = 2 = 3

- b) Maintain low breathing and a frozen body while communicating with students.
  
  Rating: 0 = 1 = 2 = 3

5) Develop an understanding of CLR: give cultural relevance to the classroom.

- a) I use effective attention signals.
  
  Rating: 0 = 1 = 2 = 3

- b) I create lesson plans where instructional movement is integral part of a daily lesson.
  
  Rating: 0 = 1 = 2 = 3

*Adapted from Washburn, 2010.*
Summary for Tallying Self-Assessment

Please transfer your average section scores from your self-assessment in the chart below. This data will be used to determine some common areas for improvement.

<table>
<thead>
<tr>
<th>Classroom Management Practice</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0=Not yet implemented</td>
</tr>
<tr>
<td></td>
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<tr>
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</tr>
<tr>
<td></td>
<td>3=Implement, follow-through, monitor and improve</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Establish and teach, school wide expectations, classroom rules and procedures.</td>
</tr>
<tr>
<td>2) Maximize positive interactions.</td>
</tr>
<tr>
<td>3) Develop Supportive and caring relationships.</td>
</tr>
<tr>
<td>4) Use non-verbal strategies to discourage rule violation behavior.</td>
</tr>
<tr>
<td>5) Develop an understanding of CLR: give cultural relevance to the classroom.</td>
</tr>
</tbody>
</table>

*Adapted from Washburn, 2010.*
Appendix E
Disruptive behaviors have become an increasing problem in classrooms across America. Our society is experiencing an increase in problematic behaviors across the nation, specifically in the classroom but also in general. This includes but is not limited to inappropriate device usage, side conversations and disrespect to adults and peers. Those actions cause other students to become distracted, reduce student participation, create overall low productivity and decrease student achievement. To prevent these outcomes, it is a teacher’s job to find ways to avoid them. However, certain behaviors can be caused accidentally as a result of teacher instruction and course structure. In addition, there is a disconnect between the teacher and the students as what is appropriate behavior. When teachers try to correct undesirable actions, many students believe they did nothing wrong in the first place. This can create hostility and lead to even bigger escalations. Teachers are confronted by these behaviors on a daily basis. As an educator, I was concerned and affected by those issues and motivated to research strategies to decrease existing behavior problems. This behavior plan includes 5 strategies that have been backed by research to manage student behavior more effectively!

-Elizabeth Farah
Goal of the Behavior Management Plan

- Create and maintain a safe and supportive environment that promotes teaching and learning
- Implement a school-wide behavior management plan that is positive, preventive and proactive and guarantees continuity and consistency
- Communicate consistent expectations to students to create a positive school climate to increase student achievement
- Improve teacher satisfaction through collaboration and a decrease in behavior incidents in the classrooms and school-wide
- Communicate behavior implementation results to staff, parents and the wider community
- Take into consideration a Culturally and Linguistically Responsive (CLR) classroom to validate the underserved student population and recognize their cultural relevance
- Implement CLR behavior strategies for all students
Lessons

Below are the 5 strategies to improve school wide behavior

1. **Rules, Procedures & Routines**
   - Rules are a set of expectations and standards that specify the desired and appropriate behaviors.

2. **Student/Teacher Relationships**
   - A teacher has the ability to assist children in realizing their potential through daily positive interactions.

3. **Behavior Specific Praise (BSP)**
   - Behavior Specific Praise (BSP) is a method where a teacher gives feedback related to a student's behavior.

4. **ENVoY**
   - ENVoY is a technique that avoids power struggles and confrontation by using non-verbal cues to help regulate behavior by redirection.

5. **QUIR**
   - Strategies to support a teacher's culturally and linguistically diverse students.

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**Lesson Symbols**

- **Partner Work**
- **Group Discussion**
- **Read**
- **Write**
- **Individual Work**
Rules, Procedures & Routines - Day 1

Scavenger hunt to practice finding items in the classroom. Activity can be modified for use during the first week of school.

Create 3 rules within your group
- What rules are you actually using in the classroom?
- Ex: bring all materials to class, charged device, no food in class, don't interrupt others...
- Discuss and find an agreement with your group

Assign consequences to rule breaking
- How severe is the action?
- Can you reteach/remodel?
- Was someone hurt? (emotionally/physically)
- How can you be fair and consistent?

With your grade level, develop common procedures and routines for smooth functioning of the classroom
- What do we want all of our ______ graders able to do?
- How can we assure consistency with our students in applying the same procedures?
  ▪ "This teacher does this..." (ex: gives candy, more bathroom passes)

Connect with content level teachers for additional classroom procedures and routines
- What are some important tasks we need our students to be able to do?
  ▪ Ex: how to put away books, clean up the classroom, set up for lab, move desks...

If time allows, teachers can add individualized procedures and routines.
- How would a typical day look?
  ▪ How would kids enter the room?
  ▪ How do they ask to go to the bathroom?
  ▪ Sharpen their pencil?
  ▪ Where do they pick up/turn in assignments?
  ▪ Are students able to walk around?
  ▪ How do they ask for help?
  ▪ How would they ask for a pass?
  ▪ What should they be doing when the teacher is talking?
Student/Teacher Relationships - Day 2

Brainstorm adjectives that describe characteristics and attitudes students would like from a teacher (5 minutes)
1. Draw/write those adjectives on the board inside a child outline
2. Can be printed and decorated if desired
3. This activity can be used during the first week of school

Discuss methods that you have used to build relationships
• Give an example of a good relationship you’ve had as a student to describe what you liked about that teacher?
• What has worked in the past in your classroom?
• Describe a method you use during the first week of school to build positive relationships?

Read and discuss the Do’s and Don’ts section of the website

• Pick one “Do” that can be implemented the first day of school
  ◦ Example: Create a positive climate by greeting students at the door

• Watch video and identify strategies in action from the section
  ◦ “What do positive teacher-student relationships look and feel like in the classroom?”
  ◦ Share with group afterwards.
Behavior Specific Praise (BSP) - Day 2

- Individually, write down 2 examples how you would provide feedback to your students based on their behavior in your own classroom.
  - Ex: “Good Job”, “Put your device away”, “Sit down”

- Read the BSP Handout and discuss with your group the following:
  - What is the difference between BSP and non-BSP examples?
  - What are the characteristics of BSP?

Rewrite your previous behavior feedback examples to match Behavior Specific Praise. Use the examples to assist you.

<table>
<thead>
<tr>
<th>Examples of BSP</th>
<th>Non-examples of BSP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thank you for keeping your hands to yourself, anat!</td>
<td>Don’t touch him</td>
</tr>
<tr>
<td>Great job being quiet, joachi!</td>
<td>Good job</td>
</tr>
<tr>
<td>Jaime, I like that you are sharing your materials with Mohammed.</td>
<td>Way to go!</td>
</tr>
<tr>
<td>Great job taking turns in group discussions, class!</td>
<td>Stop that!</td>
</tr>
<tr>
<td>Laura, excellent use of our new vocabulary word</td>
<td>That’s not nice! We don’t behave that way in our classroom.</td>
</tr>
</tbody>
</table>
Conclusion

- Use BSP to provide positive feedback for a colleague

- Watch and identify BSP
  - Give an example of BSP from the video
  - What specific behavior was the teacher looking for?

- Discuss how you can create a positive learning environment for your students using BSP?

ENVoY - Day 3

- Watch “Foundations of ENVoY” with the founder of ENVoY, Michael Grindler. Stop video at 10:11.
- Discuss the following:
  - Is this a feasible strategy that can be implemented?
  - What was your favorite part of this video?

 máquina del tiempo
**ABOVE (Pause) Whisper**
Teacher grab students’ attention with a voice that is louder than the student’s voice (Above). Then, he or she pauses until most students are paying attention. Finally, when most students are focused, the teacher begins instructions in a whisper or voice lower than normal instructional voice.

**Raise Your Hand vs. Speak Out**
Has three different methods to help instruction. During the T.O.O.T (teacher only one talking), the teacher is the only one talking and does not provide opportunity for checking for student comprehension. For Raise Your Hand, “wait time” increases and nonverbal cues are given to students so they know when the appropriate time is to ask questions. Finally, Speak Out is when the teacher controls the time that students are allowed to shout out the answers.

**Visual Exit Directions**
They are visual instructions that are displayed for students before they are released to do work either individually, pairs or in groups. This method decreases dependency on the teacher.

**Most Important Twenty Seconds**
After students are given the exit directions, the “Most Important Twenty Seconds” occur. At this time, the teacher stands still and for about twenty seconds to model the expectation of quiet and concentration that is desired during work time. The students during the twenty seconds should start the task on their own. This allows students time to process the instructions internally, leading to more independence.

**OFF/Neutral/ON**
This strategy is used to get students on task. Students have to get off task, move to a neutral state, before they can be productive workers.

**Influence Apporach**
This gem is especially important for students that are at-risk. Power and/or are used influence to get students back on task. A confrontational approach can trigger students’ inappropriate behavior and hurts self-motivation. This is usually the least preferred method. The more beneficial approach is using influence. It isolates the student from their behavior and is more effective than using only power.
Next Steps

With a partner, practice and discuss 2 of the GEMS.

1. Why did you choose this specific gem to practice?
2. Explain how this gem could help you in your own classroom.
3. What concerns do you have still about ENVoY?

Please complete a short quiz when complete.

Individual Follow Up

Watch video on Gesture Errors and practice on your own High Expectations.

Culturally & Linguistically Responsive Behavior Management - Day 4/5

For this lesson, you will need
Culturally & Linguistically Responsive Teaching & Learning by Sharroky Hollie

Buy on Amazon
**Day 4**

Image to the right is data taken in 2015 “Current State of Teacher Diversity in MN”
- Observe the demographic changes and share your thoughts with a partner
  - Compare Minneapolis numbers to St. Paul numbers
  - Compare Minneapolis or St. Paul numbers to the Statewide numbers
    - What surprised you?
    - Can you explain the gap in the numbers?

Read Closing Gaps
- Diversifying Minnesota's Teacher Workforce later on your own time for more information

Complete Anticipation Guide on p.17
- What do you think culturally responsive means?

  - Jigsaw the following texts to study what culturally responsive means
    - Benefits of Culturally & Linguistically Responsive Pedagogy (p. 24)
    - Who Are the Students Most Likely to be Underserved? (p.25)
    - Sociohistorical Content (p.26-27)
    - Sociopolitical Content (p. 27-28)
    - Sociolinguistic Content (p. 29-30)

- Everyone should read Eliminating the Deficit Perspective (p.31-34) & Promoting Validation and Affirmation (p. 36)
  - In small groups, discuss the following question:
    - What does our school already do to address this challenge?

**Day 5**

Complete Reflection Guide (p. 42)
- Think Pair Share previous lesson
  - Interesting fact you learned/something you were not aware of previously?

Answer verbally and discuss with small groups questions 2 & 3 from the Reflection Guide (p. 42)

Complete Anticipation Guide (p. 61)

Discuss Pause to Ponder (p. 67)
EFFECTIVE STRATEGIES OF A BEHAVIOR MANAGEMENT PLAN

- Work on CLR Behavior Management Strategies
  - Attention Signals (p. 164-170)
  - Choose 2 to practice with a partner
  - Movement (p. 80)
    - Choose 1 example for your own subject area (ex: Math, Science, English, Social Studies...)
    - Find ways to integrate CLR movement strategies into a concrete lesson

---

Implementation Plan

1. Implementation of all behavior management strategies throughout the school year
2. Ongoing peer observations and self videotaping
3. Regular PLCs for follow up, sharing experiences, deepen knowledge.
4. Continuous data collection for all five strategies
5. Set agenda for first PLC meeting
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7. Two all staff meetings to evaluate the effectiveness of the behavior plan
8. Continuation with implementation in year 2 and deepen the CLR approach
EFFECTIVE STRATEGIES OF A BEHAVIOR MANAGEMENT PLAN

Resources
Listed below are additional resources for the classroom and extra learning opportunities. Resources will be continuously added!

Find Someone Who: An activity for students to get to know each other. Great use during the first week of school. [https://www.press.umich.edu/pdf/0472031651-sample.pdf](https://www.press.umich.edu/pdf/0472031651-sample.pdf)

First Week of School: Different handouts that can be used to build community, navigate the classroom, create rules...[http://www.createteachshare.com/2014/08/back-to-schoolalreadyn.html](http://www.createteachshare.com/2014/08/back-to-schoolalready.html)

Sharroky Hollie
Presentation of Culturally Linguistically Responsive Classroom for the preschool workshop at Edina, MN

Sources