

Effective Classroom Management Practices For OTs – Brock U

A workshop created by the
Ontario Secondary School Teachers Federation
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Introduction

- Welcome
- Housekeeping
- Agenda/Materials
- Please Turn off Your Cell Phones



Workshop Learning Goals

“...successful teaching is built around a handful of core competencies that are expressed in everything the teacher does. Once mastered, they bring rapid relief from teacher exhaustion for one simple reason: Responsible students who have learned to manage themselves require much less management from the teacher.”

Fred Jones

Author, Psychologist, Teacher

WHAT'S YOUR STYLE?



WHAT'S YOUR STYLE?

1 - Strongly Disagree

2 – Disagree

3 – Neutral

4 – Agree

5 - Strongly Agree

WHAT'S YOUR STYLE? (cont.)

1-Strongly disagree 2-Disagree 3-Neutral 4-Agree 5-Strongly Agree

1. The classroom must be quiet in order for students to learn.
2. If a student is disruptive during class, I assign him/her a detention, without discussion with the student.
3. I try not to impose any rules on my students.

WHAT'S YOUR STYLE? (cont.)

1-Strongly disagree 2-Disagree 3-Neutral 4-Agree 5-Strongly Agree

4. I am concerned about what my students learn and how they learn.
5. If a student turns in a late homework assignment, it is not my problem.
6. I don't want to reprimand a student because it might hurt his/her feelings.

WHAT'S YOUR STYLE? (cont.)

1-Strongly disagree 2-Disagree 3-Neutral 4-Agree 5-Strongly Agree

7. Class preparation is worth the extra effort.
8. I always try to explain the reasons behind my rules and decisions.
9. I will not accept excuses from a student who is late.

WHAT'S YOUR STYLE? (cont.)

1-Strongly disagree 2-Disagree 3-Neutral 4-Agree 5-Strongly Agree

10. The emotional well-being of my students is more important than classroom control.
11. My students understand that they can interrupt my teaching if they have a relevant question.
12. If a student requests a hall pass, I always honour the request.

WHAT'S YOUR STYLE?

Profile 1		Profile 2		Profile 3	
Question #	Score	Question #	Score	Question #	Score
3		1		4	
6		2		7	
10		5		8	
12		9		11	
Total		Total		Total	

Profile 1 - Passive



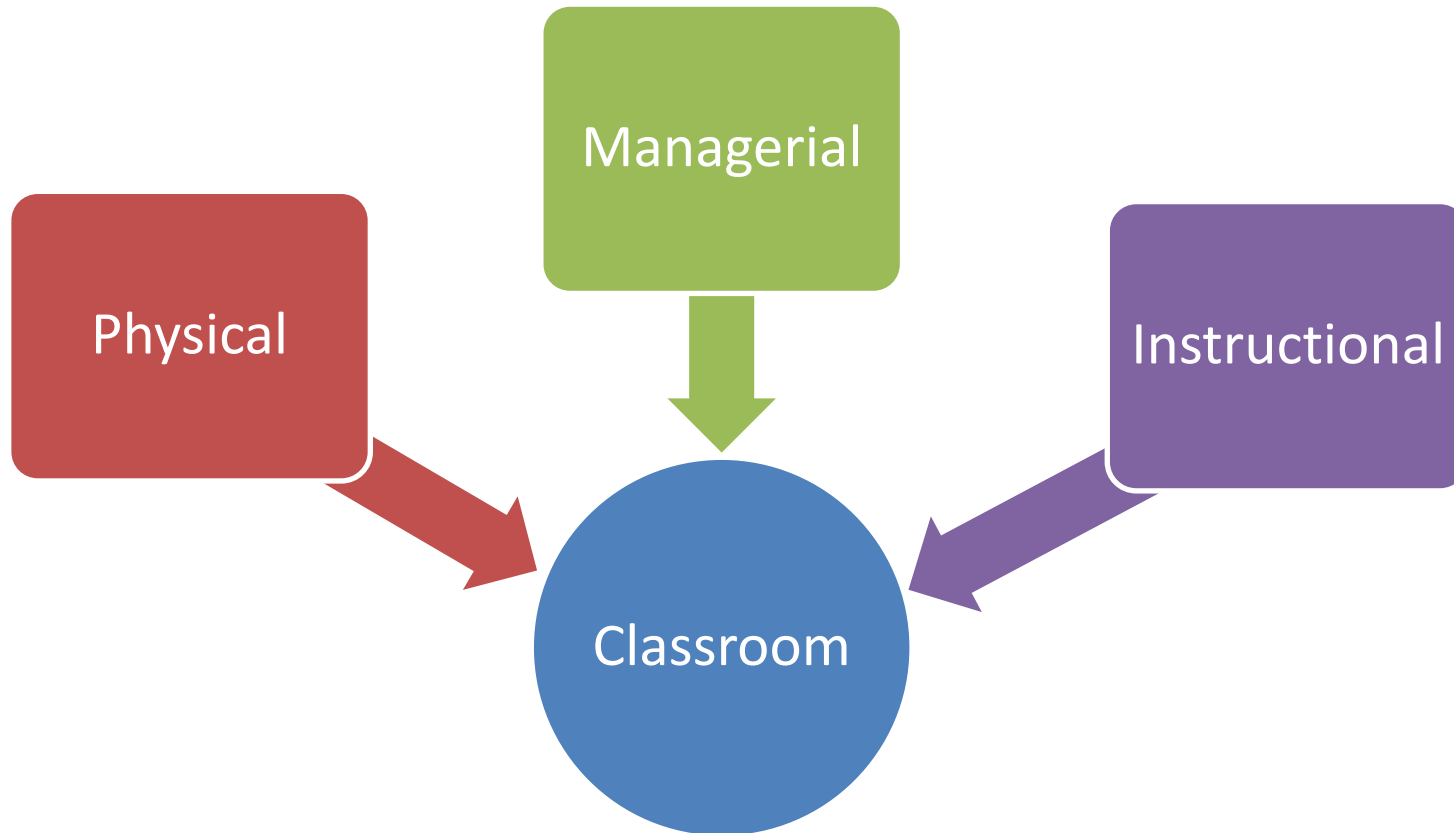
Profile 2 - Aggressive



Profile 3 - Assertive



3 Realms of Classroom Management



The Physical Realm



The Managerial Realm

- Preparation
- Expectations
- Routines



Preparing Ahead

1. Know the legislation
 - Education Act and Regulation 298
 - P/PM 145
 - OH&SA, Code of Practice re: Harassment
2. Know your board
 - Board policies
 - School policies

The Ultimate Classroom Tool Kit...

Materials

- Blank seating plans
- Pens
- White board markers
- Transparencies...seriously

The Ultimate Classroom Tool Kit...

Classroom activities

- Icebreakers
- Bell ringers
- Inclusion activities
- Emergency lesson plans

Reinforcers

When you first arrive:

- Arrive at least 15 minutes early
- Introduce yourself to “OT secretary” and VP
- Pick up the OT package
- Introduce yourself to the teachers in adjacent classrooms

When you first arrive:

Familiarize yourself with the classroom(s):

- Check the set-up (light switches, seating arrangements, windows, etc.)
- Find the PA (method of communicating with the office)
- Locate the nearest washrooms
- Locate the fire exit/fire extinguisher
- Review the evacuation plan

When you first arrive:

- Review lesson plan.
- Review which students have been identified.
- Review any safety plans on high risk students, particularly triggers, safe spaces, contact people.

Classroom Expectations

- Observable
- Simple
- Positive
- Consistent
- Understood

The Instructional Realm



In the classroom

Get to know
your students

Manage
student
behaviour

Keep
students
involved

Look at
social skills

Promote
Student
Well-Being



Getting to know your students

Think of some strategies you would use to get to know your students.

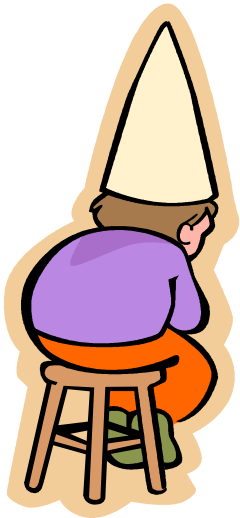
Keeping Students Involved

- Call on students
- Vary interactions
- Wait
- Use questions
 - yours and theirs
- Cue students
- Ask for summary
- Survey the class
- “Think aloud”

Promote Well-Being in Students

- Treat all students with dignity.
- Use a progression of discipline.
- Acknowledge good behaviour when you see it
- Deal with the problem behaviour and not the personality of the student.

Public recognition

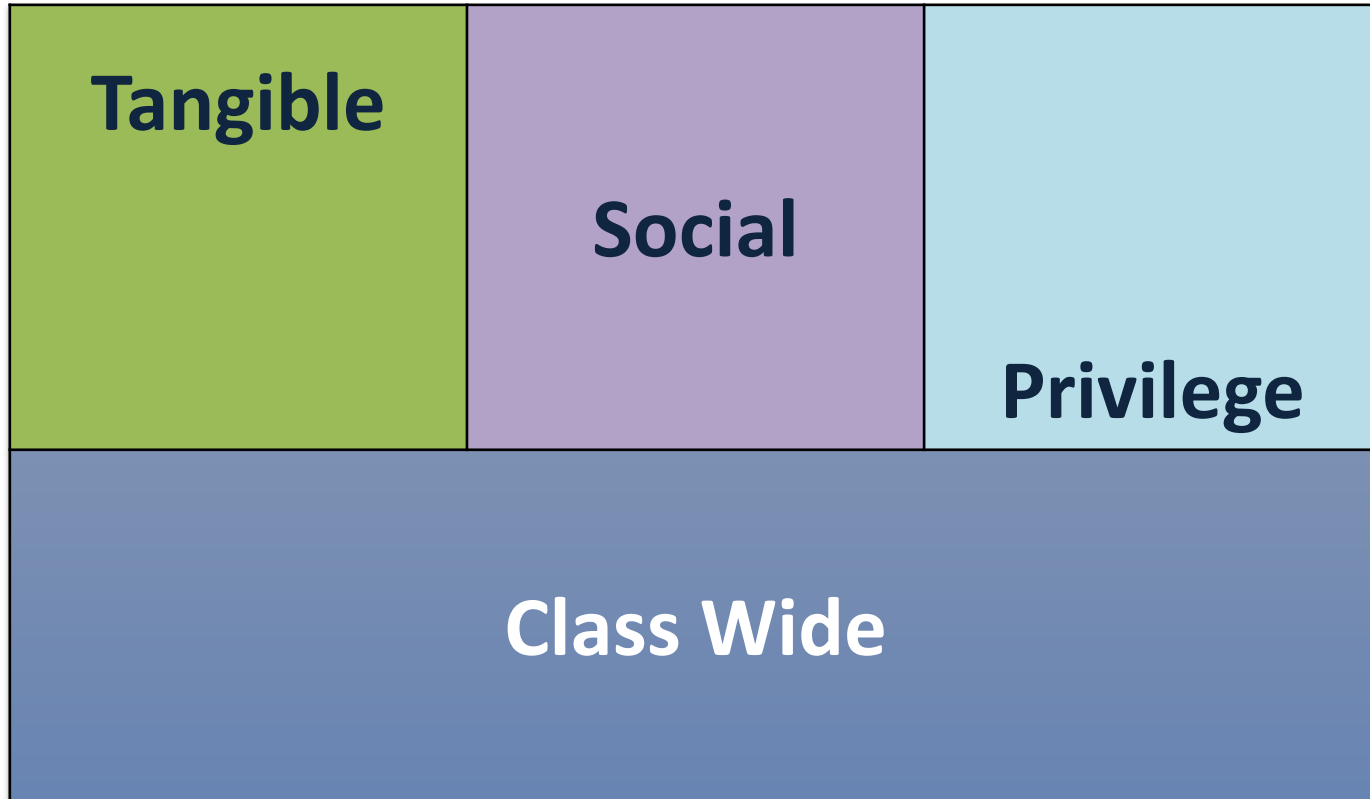


Private discipline

Positive Reinforcement

- Purposeful
- Easily implemented
- Monitored for effectiveness
- Changed frequently

Types of Reinforcement



Consequences

- Predetermined
- Hierarchical
- Tracked
- Consistently applied
- Appropriate/Logical
- Non-cumulative

Behaviour = Communication

All behaviour communicates some type of need e.g.

- Attention
- Inadequacy/Avoidance
- Power
- Revenge

Managing Student Behaviour

Shaping

Modelling

Fading

Planned
Ignoring

Proximity

Contagion
Effect

Dealing with Difficult Behaviour

- Never ignore misbehaviour.
- Deal with disruptive students individually and in a timely manner.
- Focus on the behaviour wanted, not the misbehaviour exhibited.
- Avoid power struggles.

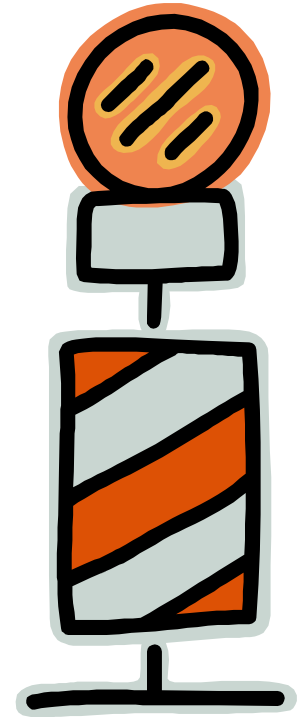
Defuse the Situation

- Be calm
- Give space
- Ensure safety of students
- Minimal engagement
- Use gentle supportive approach
- Allow calming time
- Know what works for individual students



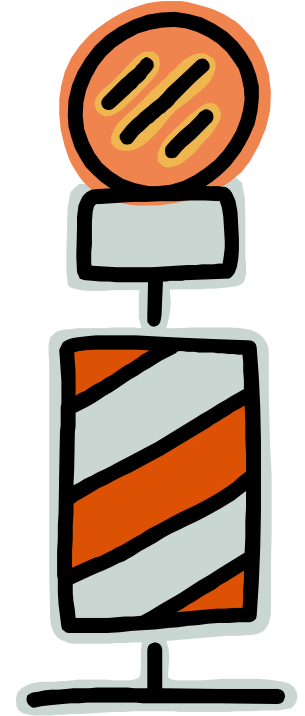
Avoid...

- responding too quickly
- trying to convince
- threatening
- escalating consequences



Avoid...

- interviewing in the presence of peers
- remaining in the interaction for too long
- responding with emotion (anger, sarcasm)
- putdowns



INTERVENTION 1-2-3

**NAME
IT**

**Name it
and stop it**

**EXPLAIN
IT**

**Explain why
it's wrong**

**CHANGE
IT**

**Ask for
change**

Students with Special Needs

- Check the OSR's of the students in your classes to see if any of them has an IEP.
- Check www.teachspeced.ca
- Speak to/consult the staff in the school who work with these students: EA, ESP, PSSP, SST, CYW, LST, RST, PSW

Help is nearby...



Next Steps

- Effective classroom management is a professional skill that can be continually refined.
- Engage in self-reflection – what worked, what didn't
- Consult with colleagues
- participate in additional PD activities

“A teacher affects
eternity: he can never
tell where his influence
stops.”

Henry Adams

Workshops designed by members,
for members.

If you have any questions about the content or
delivery of this workshop, please contact

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Discussion Time