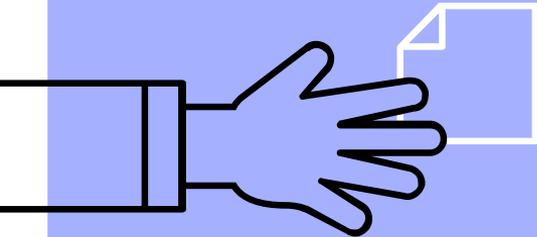
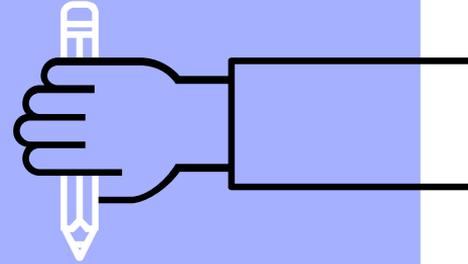


# Clip Up, Clip Down!

## Upsides and Downsides to Behavior Management Systems



Illinois State University  
NTCon June 22, 2018  
Jodie Flanigan & Catherine Joy  
CCSD21

# Welcome!



As a first or second year teacher, you are primed and ready to be a reflective practitioner to improve your craft!

Thank you for joining us today!



Email @:

[jodie.flanigan@ccsd21.org](mailto:jodie.flanigan@ccsd21.org)

[catherine.joy@ccsd21.org](mailto:catherine.joy@ccsd21.org)

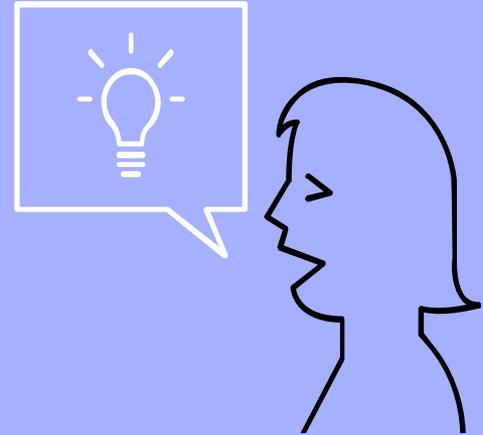


Tweet @:

[@catherinejoy71](https://twitter.com/catherinejoy71)

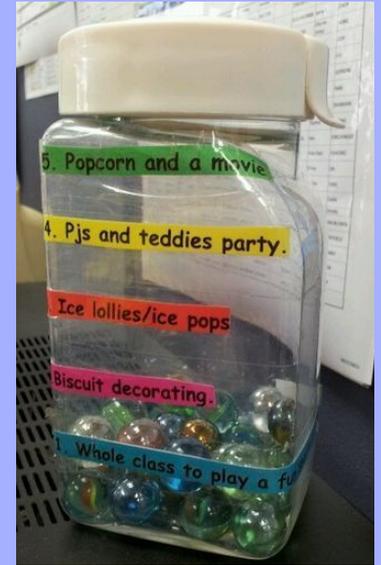
# Getting A Pulse on the Group

1. Take a walk around room and look at the examples of behavior management systems.
2. Put a “dot” on any of the types of systems you have used in your own classroom or in your student teaching classroom.



# Common Systems

- ▶ Clip Up, Clip Down
- ▶ Stoplights
- ▶ Token Economy
- ▶ Table Points
- ▶ Minute Strips
- ▶ Brag Tags
- ▶ Stickers
- ▶ Marble Jars
- ▶ Paper Chain





## Fill Our Class Bucket

Earn rewards by filling our class bucket!

- Party 1: Ice Pops and Extra Recess
- Party 2: Popcorn and a Movie
- Party 3: Cookies and Milk
- Party 4: Cupcakes and Punch
- Party 5: Ice Cream Sundaes

### ★ ★ ★ Star reward chart ★ ★ ★

How many stars can you get? Stick them on the chart below!

My name is \_\_\_\_\_

Day	My stars				
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					

SparkleBox © copyright 2008, SparkleBox Teacher Resources (www.sparklebox.co.uk)

# Activate Your Thinking

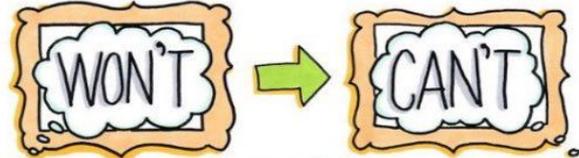
## Turn and talk:

- ▶ What classroom management systems do currently employ?
- ▶ Why do you use it?
- ▶ How effective is its implementation?
- ▶ Does your school use a PBIS system?



# REFRAME THE BEHAVIOUR

"KIDS DO WELL IF THEY CAN"  
~ ROSS GREENE



Carrots and Sticks →

← Teaching to Deficits

"SEE A CHILD DIFFERENTLY, YOU SEE A DIFFERENT CHILD"  
~ Dr. Stuart Shanker

When kids exhibit challenging behaviour we can be "STRESS DETECTIVES"... finding and removing barriers.

- FIND STRESSORS → REDUCE THEM
- FIND UNMET NEEDS → MEET THEM
- FIND SKILLS DEFICITS → TEACH THEM

@kwiens62

#INNOVATORSMINDSET

# RISK

MOVING FROM A COMFORTABLE  
"AVERAGE" IN PURSUIT OF AN  
UNKNOWN BETTER.

GEORGE COUROS

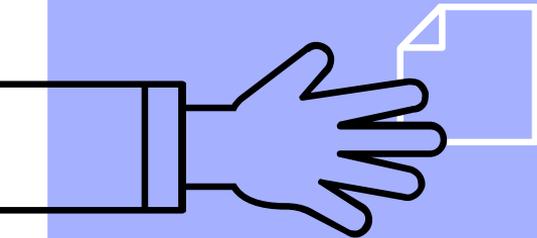
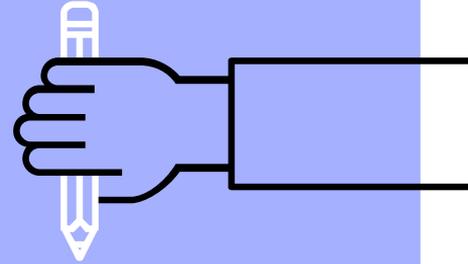
# Objectives:

- ▶ Reflect on current behavior management systems
- ▶ Understand perspectives from educators/specialists
- ▶ Identify changes you can make to improve the effectiveness of your classroom management



# Domain 2: The Classroom Environment

Danielson's Framework for Teaching



# Danielson Connections

## 2a: Respect and Rapport

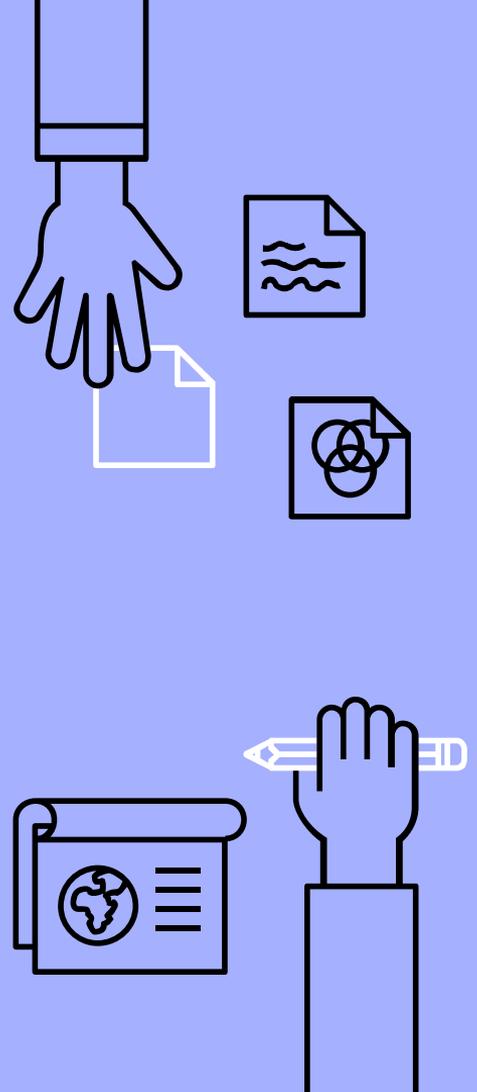
Classroom interactions between teacher and students are highly **respectful**, reflecting **genuine warmth** and caring, and **sensitivity to students as individuals**.

Respect shown to the teacher by students should be **distinguished from students complying** with standards of conduct and behavior.

## 2b: Culture for Learning

Classroom culture is a place where learning is valued by all; high expectations for both **learning and hard work are the norm**.

High expectations, **supported through both verbal and nonverbal behaviors** for both learning and participation.

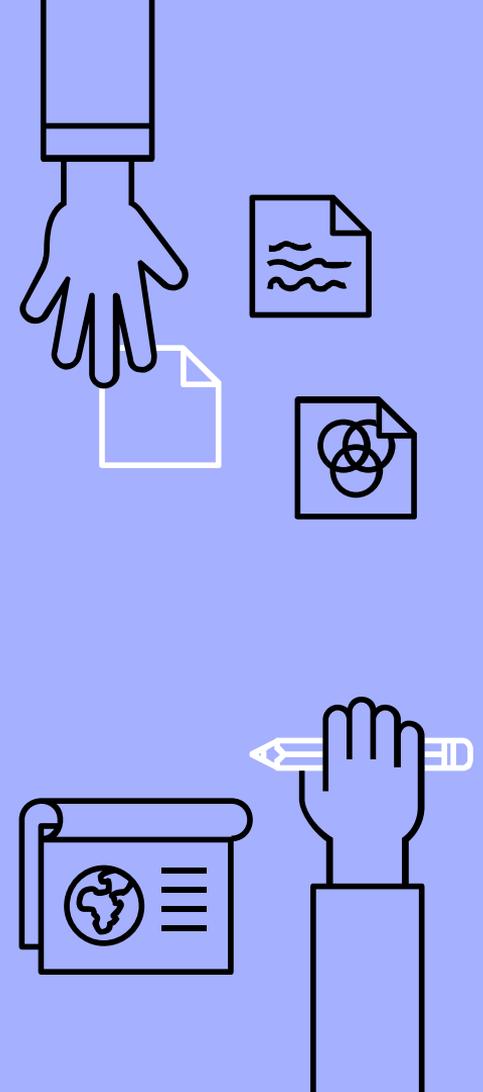


# Danielson Connections

## 2d: Managing Student Behavior

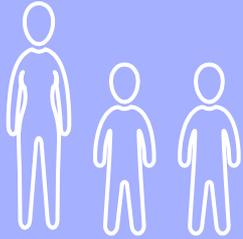
Teacher monitoring of student behavior is **subtle** and **preventative**.

Even when being corrected, students feel respected; their **dignity is not undermined**.



# Effective Classroom Management

Determined by Two Things



Relationships



High Quality  
Instruction

# Types of Rules

## Academic



Related to learning such as doing homework, class participation, etc.

## Social



Related to interactive or interpersonal issues such as arguing, misuse of technology-related devices, etc.

## Procedural



Related to procedures in classroom and common areas such as where to put supplies, turn in homework, walk in the hall

## Cultural



Related to the way we treat groups based on religion, race, gender identity, and disability

## Personal



Related to goals students create for themselves to become better students.

## Traditional Discipline

- Rewards or consequences both attempts to control behavior
- Being compensated for an unpleasant task or obligation
- Rewards tend to lead to lack of interest
- Consequences often harm the relationship

vs.

## Restorative Practices

- Giving choice
- Teach the underdeveloped skill (ie- self-regulation, empathy)
- Lessons that motivate
- Personal relevance
- #1 reason for misbehavior is a student's lack of skills for responding appropriately to difficult situations.

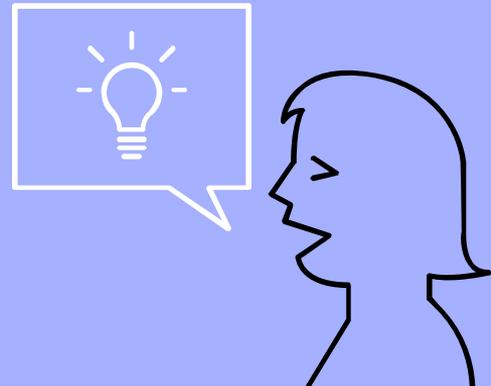
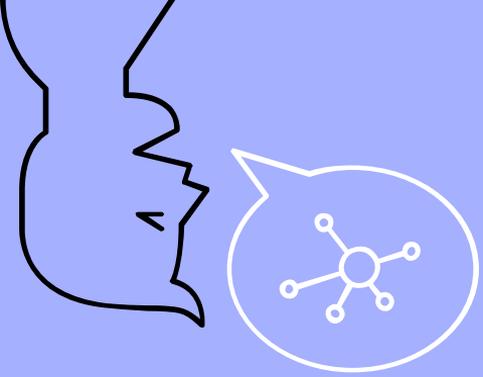
## Consequences have Consequences

- Damages Student-Teacher Relationships
- Creates negative thinking.
- Drives behaviour underground.
- Reinforces negative labels.
- Requires inordinate time and effort.
- Leads to inconsistency.
- It's exhausting!



“

*So why is the use of  
behavior management  
systems so prevalent?*



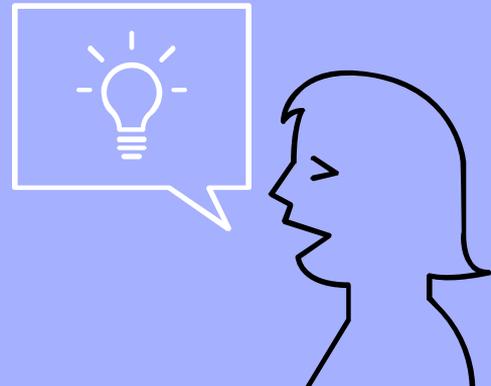
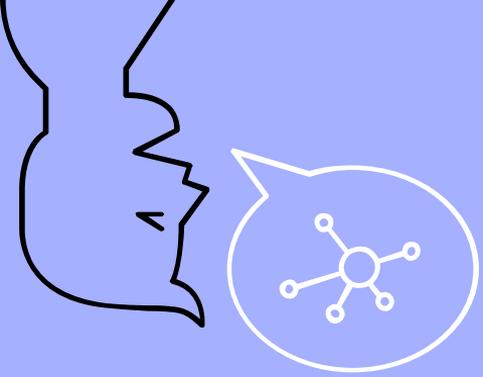
# Advantages

- ▶ Easy, fast to implement
- ▶ Quick-results
- ▶ Effective for procedural tasks
- ▶ Short-term effectiveness



“

*But what are the  
unintended impacts?*



# Disadvantages

- ▷ Manipulation
- ▷ Lower expectations over long term
- ▷ Unrealistic to sustain levels of reward
- ▷ Ignores fact that habits form
- ▷ Creates dependency rather than promote self decision making



# Disadvantages

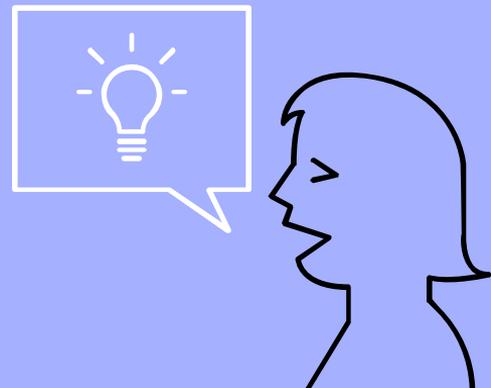
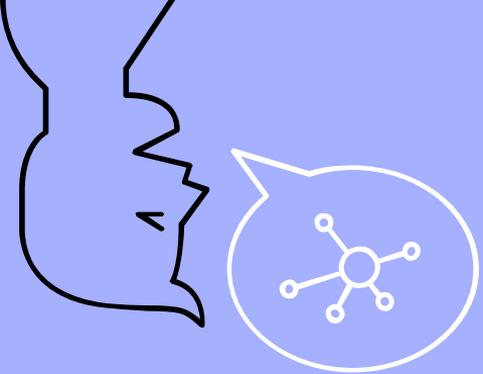
- ▶ Harms intrinsic motivation
- ▶ Rewards leads people to lose interest in task
- ▶ Impacts relationships
- ▶ Demoralizing

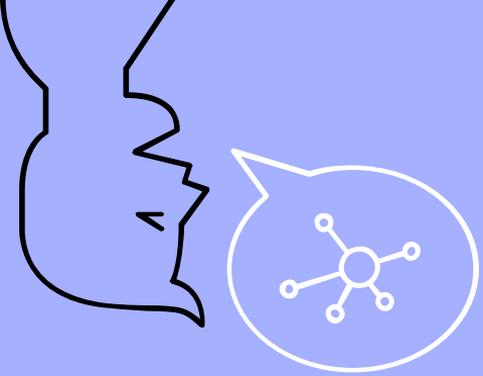


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*“Using rewards teaches students that what they get is more important than what they do.”*

*Curwin, Mendler, and Mendler  
Authors of Discipline with Dignity*



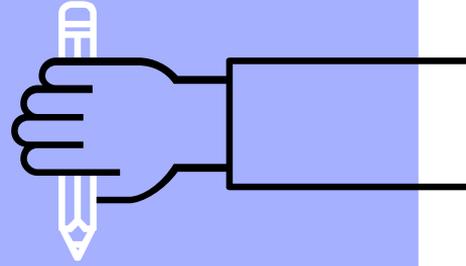


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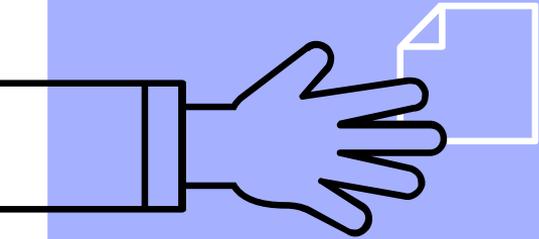
*“Rewards and consequences don’t work- or at least, they don’t teach. They may result in short time changes, but in reality they promote compliance and little else”*

*Smith, Fisher and Frey,  
Authors of Better Than Carrots or Sticks*





So what do I do instead?



# Set Norms with YOURSELF!

Commit to being:

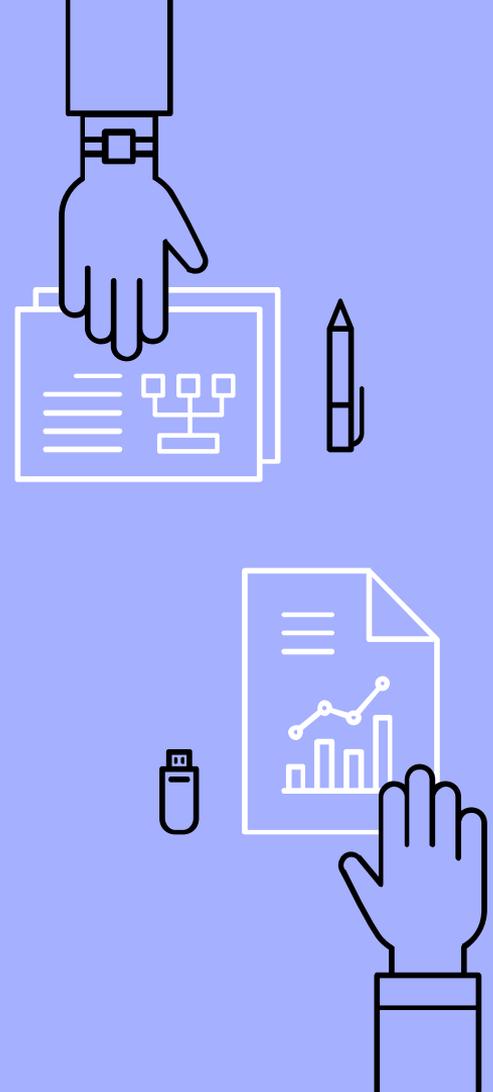
1. Be clear eyed
2. Quick-thinking
3. Patient
4. Observant
5. Make a mental distance between you and the behaviors



# Set Norms with the STUDENTS!

Example:

1. Listen/follow directions
2. Raise your hand before speaking
3. Keep your body in your own space
4. Respect your classmates and your teachers



# Two Contrasting Views

**Linsin** believes:

“Clear Cut Consequences”

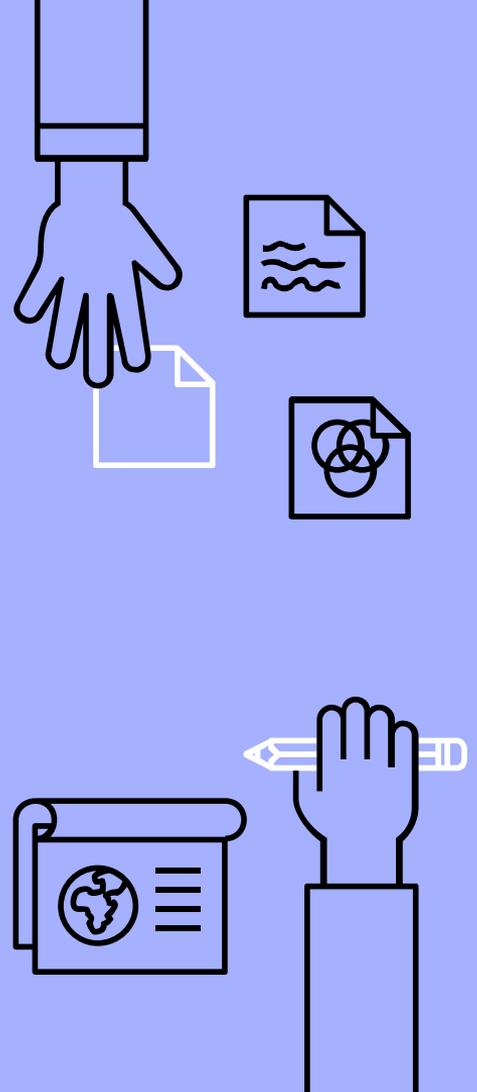
Example:

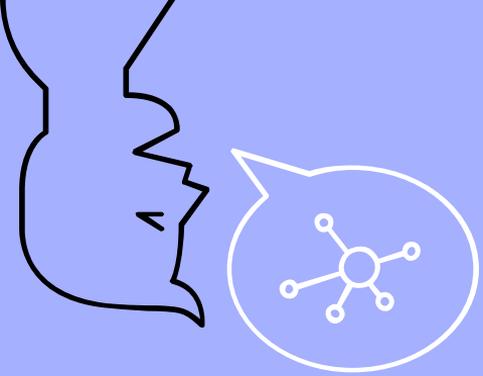
1. First warning
2. Time out (in class)
3. Letter home

**Curwin** believes:

“sequenced consequences are a bad idea”

Instead- “These are some potential consequences when you break a norm. One of these may happen based on what will best help each individual.”





“

*“The lesson here is simple: When it comes to people-to-people relationships, conflicts, and solutions, one size almost NEVER fits all.”*

*Curwin, Mendler, and Mendler  
Authors of Discipline with Dignity*



# Other Strategies

- ▶ The List
- ▶ The 2 by 10 Intervention
- ▶ Collaborative Problem Solving
- ▶ Cruising



# The “List”

To have the well-behaved class you want, you have to **push your students to get better every day.**

Keep a short daily list of the routines, behaviors, and activities that were done perfectly as well as a list of the areas that need work. In other words, what expectations were fulfilled exactly as they were taught?

On the bottom half of the page, make note of anything that didn't go according to what you expressly taught to your students.

The next morning, first thing, you're going to pull out your list and share it with your students.



# The “List”

Keep it simple. No lecture, no threats. You won't over-praise, raise your voice, or give anything but the unvarnished truth.

What you are doing, however, is providing **feedback**.

**Feedback, in the form of letting students know directly and honestly how they're doing, and if what they're doing is, indeed, how you taught them, is a little-known key to effective classroom management.**

It works because it reinforces their understanding of where your standard is. It further **illuminates the proper path and gives them something to improve upon every day.**

It's intrinsic and pure.



# Classroom Management Plan Considerations Through the Danielson Framework Lens

## **2a: Respect and Rapport**

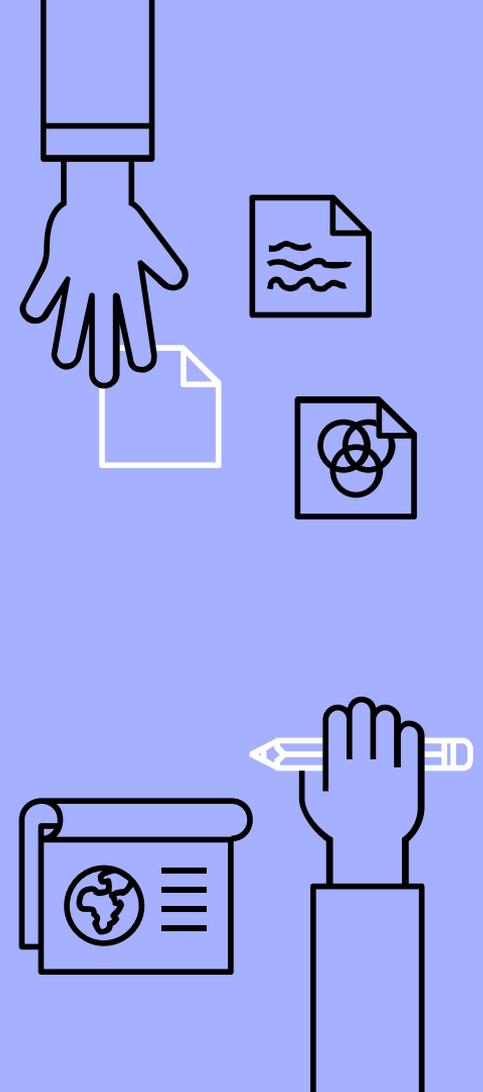
Does your management plan honor students' differences? Is it a "one size fits" all?

## **2b: Culture for Learning**

Are students working in exchange for something? Are you giving them choice in their learning?

## **2d: Managing Student Behavior**

Is there student involvement in developing the classroom norms? How subtle is your system? Is it public? Does it single students out?

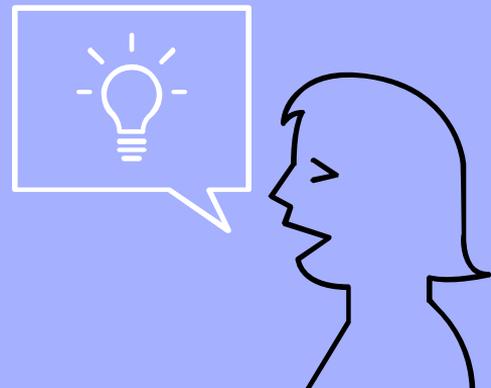
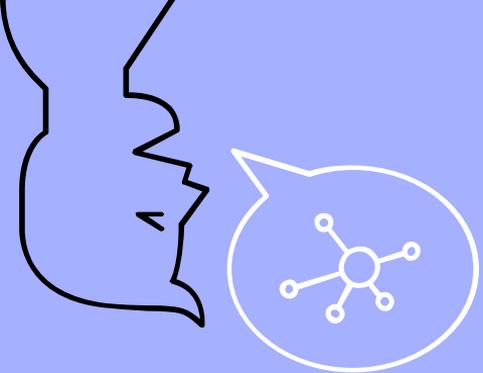


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*“Punitive or restorative, the  
choice is yours.”*

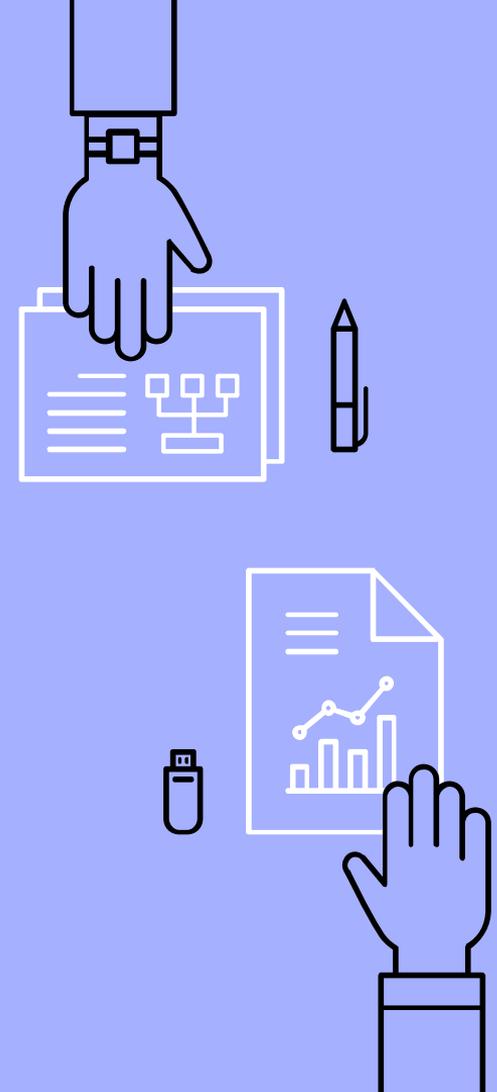
*Smith, Fisher and Frey,*

*Authors of Better Than Carrots or Sticks*



# Yes, but.....

- ▶ What if my school uses a PBIS system?
- ▶ What if a student's IEP requires me to use a point system?



# THANKS!

Any questions?



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Curwin, Richard L., et al. *Discipline with Dignity: How to Build Responsibility, Relationships, and Respect in Your Classroom*. ASCD, 2018.

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