



# Learning Environment Training

Seven Hills Charter Public  
School

# Start Each Day With A Smile!

- **Hallway / doorway greeting**
  - Eye contact, handshake, greeting using name, a personal touch
- **Do Now**
  - Can be completed with minimal assistance within five minutes or less
  - Is connected to the concepts being taught and has meaning to students
  - Is differentiated for different learners
  - Is a standard procedure that has been taught, reinforced and enforced
  - “Counts” for something
- **Morning Meeting / CPR**
  - Greeting: Children greet each other by name; may include a handshake, game, song
  - Sharing: Students share news of interest; respond with I understand..., I wonder ...
    - Tangibles – homemade or related to area of learning
  - Group Activity: The whole class does a short activity to build cohesion and cooperation
  - New and Announcements: What is in store for the day?



# Positive Expectations

Your Students Will Live Up or Down to  
Your Expectations

“I’ve come to the frightening conclusion that I am the decisive element in the classroom. It’s my personal approach that creates the climate. It’s my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child’s life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated and a child humanized or dehumanized.”

Haim Ginott



Sometimes you have to  
believe in someone else's  
belief in you until your own  
belief kicks in.

*Les Brown*



# Students Need to Feel...

- Connected
- Capable
- Contributing

# Connected

- We all need to feel that we are a part of a community that cares about us.
- Our successes are everyone's successes.
- We have people we can count on when we experience failure.

# Capable

- They feel that we know they can do it!
- Even when things are hard they learn to persevere.
- We communicate to the students our belief in their abilities.

# Contributing

- When we contribute to our community, our self worth and self respect rise.
- We learn to understand that others count on us and, through this interdependence, we learn to pull through for each other.

How can we help kids feel  
connected, capable, and  
contributing?

# Connected

- Morning Meeting
- Cooperative Learning
- “Knowing the ropes”

# Capable

- Classroom Jobs
- Routines Fostering Independence
- Clear Expectations

# How capable do you feel?

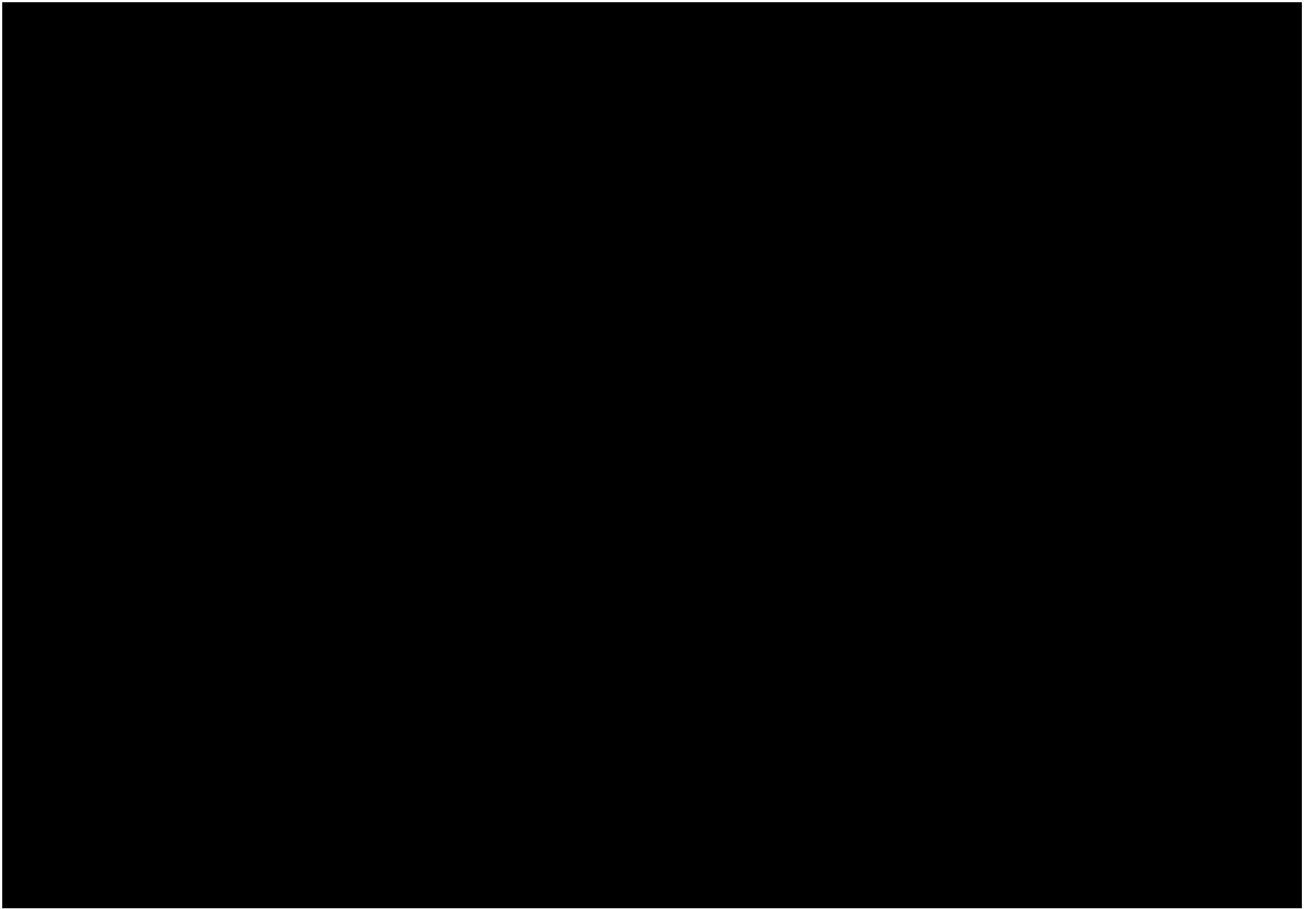
- Each team will be given a variety of balloons. Your job is to develop and test a hypothesis and figure out what will be accepted by the judges. They have a list of three rules. If you follow the rules, the judges will accept your balloon. If you fail to follow the rules, they will POP your balloon. It's a contest to see which team can get the most balloons.

# We can help students feel capable by ...

- Having clear expectations
- Scaffolding support
- Offering positive feedback
- Letting them know it is okay to make mistakes
- Don't Put Up with Put Downs
- Operate within "The Learning Zone"

# The Learning Zone

- A method of teaching self-monitoring, metacognition and reflection
- Goal is to have kids thinking about how they learn and where they are in relation to their own learning goals.



# How to Use the LZ

- Have a large one posted in your room and have students stick post-its with things they are working on in the correct zone. They can move their post-it as they become more proficient.

# How to Use the LZ

- Have little ones on the students desks and as they are working on an activity they can put a chip in the zone they feel they are in.
- This will provide you with a quick assessment of their comfort with a topic.

Now That We Have our  
Three C's, We All Need  
The Five A's

# *The Five A's*

- **Acceptance**
- **Attention**
- **Appreciation**
- **Affirmation**
- **Affection**

We often need love the most when  
we're the most unlovable.

# Acceptance...

- Even when I'm not the "perfect" student
- Even when I'm hard to teach, hard to reach
- Even when we have different backgrounds

# Attention...

- Even when I'm making poor choices
- Even when I'm pushing you away
- Even when it looks like it's the last thing I want

# Appreciation

- For making the other kids laugh
- For making you laugh
- For being a little better than yesterday

# Affirmation

- For the little things that I'm working on
- For the effort I'm putting out, even though it may be hard to see
- For the me I am working to become

# Affection

- Because I'm here and
- Because I'm trying

# Remember...

- Sometimes we need to believe in someone else's belief in us until our own belief kicks in.
- Do your kids have enough belief to lean on?

# What messages are we sending our children?

- ...whether we mean to or not?





# Setting the Stage for Success

- Physical Environment

# Procedures. Routines. Rules. What's the difference?

- A procedure is a systematic, step-by-step description of how you want something done. Procedures are taught. It's your responsibility to state the classroom procedures clearly and teach them to the students.
- 
- A routine is what students do automatically with little prompting or supervision. Routines aren't taught directly; with frequent practice, procedures become routine.
- 
- A rule is a specific way to behave. The difference between rules and procedures is that rules state how students should behave—procedures state how things are done. The number of rules you have in your classroom should be limited; you probably don't want to have more than eight rules. Having too many rules makes them difficult for students to remember.
-

- On the other hand, there's no limit to the number of procedures in classrooms. As long as they're taught and reinforced, procedures will become routine, so you're not taxing your students' memories.
- Another key difference between rules and procedures is what happens when they're not followed. When students fail to follow a classroom rule, they meet some sort of negative consequence. When students fail to follow a procedure, teachers need to take time to re-teach and talk the students through the steps.

If you could have one rule in your classroom, what would it be?

# How about three rules?

Jot down your three rules so you can share them with the group.

State your rule in positive terms.

Listeners, have your frames ready!

# How will you teach your rules?

What?

Why?

How?

What If?

# Rule:

---

- Looks Like:

- Sounds Like:

# Rule:

---

- Examples
- Non-examples

Rules may look different in  
different places.

Rule:

---

	In the hallway.	In the office.	On the bus.
Looks Like:			
Sounds Like:			

What if I don't follow the  
rule?

How many of you drove over  
the speed limit getting here  
today?

# Logical Consequences vs. Punishments

Consequences are natural.

Punishments are imposed.

Punishments stop behaviors (temporarily).

Consequences change behaviors (long term).

What is a logical consequence for breaking each rule that we discussed earlier?

Why do children misbehave?

Identifying the four goals of  
misbehavior:

What's the student's message?	How do I feel? (clue 1)	What do I usually do? (clue 2)	As a result, what does the student do? (clue 3)	Goal
"Look at me!"	Irritated, annoyed	Remind, nag, scold, rescue	Stops temporarily	<b>ATTENTION</b>
"Let's fight."	Angry, frustrated	Fight back, give in	Continues, stops on own terms	<b>POWER</b>
"I'll get even!"	Angry, hurt, disappointed, sense of dislike	Retaliate, punish severely, withdraw	Continues and intensifies, stops on own terms	<b>REVENGE</b>
"Leave me alone."	Professional concern, frustration	Give up trying, refer to support services	Continues avoiding tasks	<b>FEAR OF FAILURE</b>

Think about the behaviors we discussed earlier. What may be behind them?

- ATTENTION
- POWER
- REVENGE
- FEAR OF FAILURE

## Think It Through

- Who is the student that concerns you?
- What types of behaviors does this student exhibit?
- What do you usually do when the student exhibits these behaviors?
- What is the reason for this student's behavior?
- What could you try to get different results?

<b>Attention Seeking Behavior</b>	
<b>General Strategy</b>	<b>Techniques</b>
Minimize the Attention	<ul style="list-style-type: none"> <li>Refuse to respond.</li> <li>Give “the eye”</li> <li>Stand close by.</li> <li>Use name dropping.</li> <li>Send a general signal.</li> <li>Send a secret signal.</li> <li>Give written notice.</li> <li>Use an I-message.</li> </ul>
Clarify Desired Behavior	<ul style="list-style-type: none"> <li>State “Grandma’s Law”</li> <li>Use “Target-Stop-Do”</li> </ul>
Legitimize the Behavior	<ul style="list-style-type: none"> <li>Create a lesson from the misbehavior.</li> <li>Go the distance.</li> <li>Have the class join in.</li> <li>Use a diminishing quota.</li> </ul>

Do the unexpected.	Turn out the lights. Play a musical sound. Lower your voice. Change your voice. Talk to the wall. Use one-liners. Cease teaching temporarily.
Distract the student.	Ask a direct question. Ask a favor. Give choices. Change the activity.
Notice appropriate behavior.	Use proximity praise. Use compliance praise. Make recordings. Give a standing ovation.
Move the student.	Change the student's seat. Use the thinking chair.

<b>Power and Revenge Behaviors</b>	
<b>General Strategy</b>	<b>Techniques</b>
Make a graceful exit	<p>Acknowledge the student's power.</p> <p>Remove the audience.</p> <p>Table the matter.</p> <p>Schedule a conference.</p> <p>Use a fogging technique.</p> <p>Agree with the student</p> <p>Change the subject.</p> <p>State both viewpoints.</p> <p>Refuse responsibility.</p> <p>Dodge irrelevant issues.</p> <p>Delivery a closing statement.</p> <p>Call the student's bluff.</p> <p>Take teacher time-out.</p>
Use Time out.	<p>Use the language of choice.</p> <p>Call the who squad.</p> <p>Require a reentry plan.</p>

<p><b>Set Consequences.</b> Loss or delay of privileges</p>	<p>Loss or delay of activity Loss or delay of using objects. Loss or delay of access to school areas.</p>
<p>Loss of freedom of interactions</p>	<p>Denied interactions with other students. Required interactions with school personnel. Required interactions with parents. Required interactions with police or security.</p>
<p>Restitution</p>	<p>Return, repair, or replacement of objects. Repayment of time. Compensation to classmates and teachers. School service.</p>
<p>Reteach appropriate behavior</p>	<p>Extended practice. Written reports.</p>
<p>Conduct a teacher-student conference</p>	

**Avoidance-of-Failure Behavior**

<b>Strategies</b>	<b>Techniques</b>
Modify Instructional methods.	Use concrete learning materials. Use computer-based instruction. Teach on step at a time.
Encourage positive self-talk.	Post positive classroom signs. Require two "Put-ups" for every put-down. Encourage positive self-talk before tasks.
Reframe the "I can't refrain."	State your beliefs in students' abilities. Stage an "I can't" funeral.
Teach procedures for becoming "unstuck".	Brainstorm ask-for-help gambits. Use sequence charts.
Provide tutoring.	

# Conflict Resolution at Seven Hills

# Steps to Self Control

- 1. Respectfully remind the student of the expectation.
- 2. Direct the student to the designated separate work space.
  - The child should be able to learn but not be in a place to distract others.
- 3. Have the student escorted the student to the Coach's room.
  - The coach will not solve your problem for you. S/he will simply give you and the student some space to calm down and allow learning to continue in the classroom. You are responsible for following up. You want to maintain authority.
  - Remember, when a child leaves the room, s/he loses an opportunity to learn.
  - You also want to ensure other children do not lose opportunities to learn.

# For severe behaviors:

- Call the Behavior Intervention Specialist.
- Remove the class from the situation.

- The Peace Path
- Peer Mediation

- Procedures can prevent a number of behavior problems. Without such procedures, students decide, actively or passively, to do things when and how they choose. Your planning will determine whether your students line-up, turn in work on time, or use classroom materials appropriately. Bad habits are quickly formed, and they're very difficult to break. When procedures aren't in place, the classroom environment becomes unpredictable and chaotic. These environments cause frustration for both students and teachers. And, just as importantly, critical instruction time is lost.
- 
- Well-designed and carefully taught procedures help create a positive classroom environment that's conducive to learning. By designing, teaching, and refining your procedures, you can focus the efforts of students towards efficiency, responsibility, and successful participation.

The benefits of well-designed procedures—those that are designed with intention and are responsive to the needs of your students—include:

- ▽ ● Maximization of instruction time
- ▽ ● Proactive management of students
- ▽ ● Increased class cohesion

# Maximizing Instructional Time

- Effective procedures maximize students' time on task and help focus their energies. When basic classroom procedures, such as returning materials, lining up, and transitioning from lesson to lesson, are efficient, more time is available for students to be engaged in learning. In addition, a well-organized classroom helps students organize their own space and materials, and this order leads to less frustration.
- 
- Effective procedures maximize teacher time and energy and allow teachers to focus on teaching. Teachers have more time for direct instruction and interaction with students as a whole class.
- When students know how to move safely about the classroom, care for materials, solve problems peacefully, and request help appropriately, teachers can design lessons that allow for more student movement, diverse groupings, concurrent activities, and use of varied materials. When students have this freedom to move, work together, work on projects that interest them, and use a variety of materials, they'll be more actively engaged and instruction time will be maximized.

# Proactive Management

- Effective procedures allow for proactive management of students. By teaching procedures you let your students know what you want them to do—your expectations. When students understand how to participate in all aspects of the classroom and why it's important to do so, there are fewer discipline problems.

"Few things help an individual more than to place responsibility upon him and to let him know that you trust him."

Booker T. Washington

- When you focus on procedures and how you want things done, there's less focus on individual behavior. The feedback is depersonalized, and reduces power struggles. Proactive management means teaching the student what to do rather than arbitrarily forcing students to submit to your will.
- *When you teach procedures, you start where the students are and take them where they need to be to function successfully in the classroom. One goal of having well-established classroom routines is to develop students' responsible self-management and leadership. Many classroom responsibilities can be placed in the hands of classroom monitors. These monitors can lead the procedures and help their classmates do what's expected.*
- 
- When students have real input into the classroom and can be positive leaders, they're less likely to use inappropriate behavior to gain attention and power.

# Increased Class Cohesion

- Effective procedures also increase class cohesion. Every class member is aware of the common expectations and responsibilities. Everyone supports the procedure, understands why it's important, and has had a chance to rehearse what's expected. Students feel a stronger connection to the class because they have a sense of ownership and a sense that they're important. Their voices and actions matter. Students aren't following procedures for the teacher—they're doing it for their classmates and for themselves.

# Rules vs. Procedures

- Rules

- If you fail to follow a rule, you get a consequence
- There are only a few rules per classroom.
- Rules are non-negotiable.

- Procedures

- If you fail to follow a procedure, you are retaught.
- You can have as many procedures as you want.
- Procedures may change and you may adjust them for different students.

What procedures do you need  
to have in place?

Refer to your Harry Wong Packet.

What will they look like?

# How will you teach them?

- ▽ ● Explanation
  - Rehearsal
  - Reinforcement —Reminders —Redirection
- Re-teaching

# Explanation

- ▽ ● clearly names and describes the procedure
- ▽ ● explains the rationale
- ▽ ● demonstrates the procedure
- ▽ ● creates a supportive environment
- ▽ ● encourages students to take ownership and responsibility

# Rehearsal

Give students ample time for guided practice while you reinforce their efforts. There are students in your classrooms that need multiple rehearsals to "get it." Rehearse the procedure in many different ways and be sure to involve all students in the practice.

Students can:

- ▽ • practice verbalizing (singing and chanting) the procedure.
- ▽ • role-play different problems they may encounter performing the procedure.
- ▽ • practice responding to the cues used to initiate the procedure.
- ▽ • practice referring to the concrete devices you establish in the classroom to support the procedure.
- spend time reflecting on the procedure and their ability to perform it. Ask students what can be done to help them remember the procedures. They may give suggestions about where to post the procedures or what visual or verbal cues would be helpful. For example, students might request that you stand in the same 'listen-up spot' when you want to give directions to the whole class. This way they could easily find you.

# Reinforcement

Always, always, always reinforce.

- 
- Reinforcement means giving feedback that notices and describes what they're doing right and why it's worth noticing. Point out the positive effect of their actions on the quality of the classroom environment and their peers. "Wow, you're getting it. Yesterday I had to remind you to push your chairs in; now look at you; you're reminding each other—there won't be any traffic jams in this class!"
- 
- Reinforce how students feel about themselves when they're doing what's right. Build momentum. Eventually, you want students to internalize this feeling of responsible self-management. "Every day you're becoming more and more efficient at forming a circle for class meetings. Because you're so responsible, we're able to spend more time enjoying our meeting. It must feel great to know what you need to do and do it well!"

# Remind

## Reminding is reviewing.

- You remind students when you *gently* let them know what's expected before they begin or when you first see a student isn't following the procedure. Sometimes it takes a while before it sticks, sometimes a long while.
- Reminding can be as simple as checking for understanding. A "check-in" process helps us determine if the child is ignoring the procedure or if they don't know what's expected. Sometimes, **you** haven't been clear, and a student really doesn't know what to do. To use a check-in procedure, use a calm, natural voice, without sarcasm, and ask the student directly, "Do you know what you need to do?" Other examples include: "Do you understand what you need to do?" "Are my directions clear enough?" "Do you know this procedure?" or simply pointing to a procedure explanation written on the wall and making eye contact with the student.
- Reminders can be posted on a "what to do now" chart. Complicated procedures can be played on a tape while students go through the steps.

# Redirect

- Redirection becomes necessary when students aren't following the procedures and they need to be held accountable. In this case, you explain again what they need to do and direct students to do it.
- "When chairs aren't pushed in, it makes it tough for others to walk by. Let's try it again."
- Redirection isn't punitive—it's guidance.

# Re-teaching

- Re-teaching doesn't mean simply retelling only louder or with a threat or character judgment: "Didn't you hear me? You'll be sorry! What's wrong with you...?" Re-teaching means finding a new way to practice or new words to explain, a different way of giving feedback, or a different way to gain cooperation. If you tell a child 50 times to do the same thing, maybe it's time to try something new.
- 
- Re-teaching requires rethinking the way you've chosen to do things. Thinking about (1) why it's not working, (2) who it's not working for, and (3) getting kids to help problem-solve.
- 
- "When it's time to line up, it's important for everyone to join us quickly. Even when only one of you is lagging behind, you're not ready. What do you need to do to make sure you're all together?"
- 
- Re-teaching may require differentiating for specific kids and adapting your procedures. For example, you may have students who really do need help organizing themselves and getting in a line. You may need to give them an individual prompt, cue card, or helper. Re-teach until kids have experienced the right thing to do.

What if it isn't working?

# Procedures Troubleshooting Guide

Problem?	Could Be...	Try This...
Procedure takes too long	<p>Students aren't motivated to follow the routine.</p> <p>One step is too difficult for the class to follow.</p> <p>Students are simply dragging their feet at accomplishing the task.</p>	<p>Have you consistently reinforced this procedure? Are students motivated to follow the procedure? Try reinforcing the procedure for a few days, pointing out students who are following the procedure as asked and giving lots of praise.</p> <p>Analyze each step to see which one is slowing the class down. Rework this step to be more efficient.</p> <p>Determine the amount of time you think it would realistically take. Add a few minutes and challenge the class to complete the procedure in the allotted time. Gradually take away time, as the students become more skilled.</p>
Whole class skips step(s)	<p>The step(s) the class is skipping is/are not really necessary.</p> <p>The step(s) the class is skipping is/are too difficult for the majority of students.</p>	<p>Rework the procedure leaving the step(s) out.</p> <p>Re-teach the step(s), giving the class specific techniques for being successful. It may be necessary to rework the procedure using less complicated steps.</p>
Individual students skip step(s)	<p>They don't understand the importance of sequencing.</p> <p>They can't remember the steps</p> <p>They aren't motivated to follow the procedure.</p>	<p>Re-teach the procedure to this student.</p> <p>Provide a cue card to the student.</p> <p>Form your class into teams and provide points to the teams that complete the entire procedure in an allotted amount of time.</p>

<p>The goal is not being met.</p>	<p>Students don't understand the purpose of the procedure.</p> <p>Students don't understand the importance of following the procedure.</p> <p>The procedure wasn't designed with the goal in mind.</p>	<p>Re-teach</p> <p>Reinforce</p> <p>Rework the procedure</p>
<p>Students require too much guidance from you to complete the procedure.</p>	<p>You haven't taught the procedure carefully enough.</p> <p>The procedure is too complicated to follow.</p>	<p>Re-teach</p> <p>Ask if it's developmentally appropriate for your students. If you think it is, provide visual cues for them to complete the procedure on their own. Refer to the cue cards for a few weeks while re-teaching the procedure.</p>

# Gaining the Attention of the Whole Group

# Zero Noise Signal

- The Zero Noise signal is designed to be used when students are actively and positively engaged in a group activity that is somewhat noisy. When someone wants to gain the group's attention, they raise their hand. Students notice the signal, wrap up their thought, join the signal, and focus on the speaker. The signal works because students notice the hand signal, but more importantly, they notice that the room is becoming noticeably quieter. One important point: this is a respectful signal. "Wrap it up" doesn't mean, "shut up." It means "finish your thought and join the hand signal as soon as you can." Also, there is no standard "signal." some schools use two fingers in the air, some three. It doesn't matter what the signal is, as long as it is consistent.
- 
- ***When to Use It:***
  - ✂  When the whole class is working in groups, is on-task and engaged in an activity and you need their attention.
  - ✂  When you need to get a large group (like an auditorium) to order.
- 
- ***When Not to Use it:***
  - ✂  All the time as your sole and only device to gain attention.
  - ✂  To gain the attention of one or just a few students. Forcing students who are paying attention to raise their hands and wait actually punishes those who are complying and destroys their buy-in to the procedure. In essence, the teacher is focusing the class on those students not paying attention, instead of reinforcing the positive behaviors in the room. It's a huge waste of teaching time.
  - ✂  If students are working silently, the zero noise signal should not be used. The students would not notice the room becoming quieter.

# Freeze Signals

- Freeze signals are designed to be used when you need the attention of the group immediately. You can turn the lights on and off, clap hands in a particular rhythm, etc. Use freeze signals for emergencies and important announcements.

# Quiet Attention Signals

- Quiet Attention Signals (bells, music playing, etc.) are used when students are working silently (writing in their journals, taking a test, reading, etc.) and you wish to gain their attention in a considerate way. Again, since students are positively engaged, you'll need to give them a moment to finish a thought or a sentence.

# Transition Signals

- Transition signals may mark the beginning of a new lesson and refocus the group.
  - Having students clap hands rhythmically, sing a song, chant a phrase, or do a call and response helps them move from one activity to another.
- Transition signals may mark a time for movement in the classroom.
  - 1-2-3 Move Signal:
    - 1 = Gather Materials
    - 2 = Stand and Push in Chair
    - 3 = Move to New Location and Sit Down

Gaining the Attention of One  
or a Few

# Gaining the Attention of One or a Few

- Your goal here is to keep teaching. You'll want to pull in each student in a way that does not disrupt the flow of the lesson in order to:
  - ✂  Maintain the positive learning environment and model the core values.
  - ✂  Avoid power struggles with students.
  - ✂  Respond quickly and avoid the ripple effect in the classroom (other kids becoming inattentive and disruptive)

Techniques for gaining attention can be viewed on a continuum from most instructional and most proactive to most intrusive and most reactive:

# Winning

- Dramatizing
- Humor
- Genuine Praise
- Enthusiasm
- Encouragement
- Acknowledging
- Reinforcing (notice and describe)

# Enlisting

- Anthropomorphizing
- Connecting with Students' Hopes, Concerns and Understandings
- Props
- Giving Students' Responsibility
- Challenge
- Suspense
- Piquing Students' Curiosity
- Gestures
- Voice

# Alerting

- Freedom from Distraction (Visual and Auditory)
- Eye-contact
- Wait-time
- Random Order
- Equal Opportunity
- Looking at One, Talking to Another
- Redirecting a Partial Answer
- Using Students' Names in an Instructional Example
- Startle

# Desisting

- Proximity
- Touch
- Offer Help
- Use Name
- Use Private Signals
- Drop a Note
- Use peers to remind students of expectations
- Remind
- Offer a Choice
- Use "I Message"
- Private Redirect
- Public Redirect
- Move Seat

# Questions or Comments?

