

Keeping Your Students In Class and On Task

Immediate, Positive Schoolwide Change

Empower your staff to eliminate repeated warnings and requests to students

Virtually eliminate power struggles in your school

Effectively teach students the behavior skills they need to succeed

Three Types of Students: [] [] []

Three Styles of Classroom Management:

[] , resulting in [] and []

[] , resulting in [] [] [] and []

[] , resulting in mutual [] and learning []

Philosophical Assumptions

[] is key. Kids don't care how much you [] until they know how much you []

[] alone does not change []

[] is an essential part of [] []

Time to Teach! Component #1 - Self-Control

Silence is [] calm is []

Don't [] and []

Don't take the [] [] Instead, use one of these four diffusers:

- 1) [] []
- 2) [] []
- 3) [] []
- 4) [] []

Time to Teach! Component #2 – Classroom Arrangement

Time to Teach! Component #3 - Unconditional Positive Regard

Contingent interaction is based on what students []

Non-contingent interaction is based on who students []

Treat students as human [] versus human []

Give [] the [] of day.

Time to Teach! Component #4 - Teach To's

Behaviors must be [] []

Direct Instruction Model: [] [] []

[] do, [] do, [] do.

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Time to Teach! Component #5 - Refocus

Turning a [] moment into a [] moment.

Classroom Integrity Questions:

Can [] continue to [] ?

Can the [] continue to [] ?

Can the [] continue to [] ?

If YES to all, continue teaching. If NO to any: Prompt with a [] down request or [] up request.

If compliance, continue teaching. If not: Graceful classroom [] - Graceful buddy room []

Refocus Questions: What was I [] ? What did I [] ?

What will I do [] [] ? Am I ready to [] ?

When student is finished: Welcome [] (No scolding or praising.)

Elements Underlying Refocus

Developing [] - [] takes a lot of []

Eliminate [] [] and/or multiple []

Contingently [] attention when a problem behavior occurs.

Retain behavioral [] Refuse to reach the [] []

Application

What is one discipline issue at your school that, if solved, would save you a huge amount of time and stress?

[]

How can today's techniques and strategies be used to address that issue?

[]

How would your staff benefit from the information in this presentation?

[]

What are your next steps?

Strategy Session Professional Development Graduate Seminar Other?

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