Classroom Management That Works

Participant Packet

Research-Based Strategies for Every Teacher

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Classroom Management that Works:
Translating Research into Action

Presenter: Mark P. Foseid, Marzano and Associates

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Participants will:

- Understand the four areas of classroom management that research indicates can have a significant influence on student achievement.
- Learn effective strategies for each of the four areas of classroom management.
- Understand the role that leadership plays in the creation and maintenance of a safe and orderly environment.

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Agenda

- Critical Role of Classroom Management
- Rules and Procedures
- Disciplinary Interventions
- Teacher-Student Relationships and Mental Set
- Supporting Successful Classroom Management

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What will I do to recognize and acknowledge adherence to or lack of adherence to rules and procedures? (Modules 7-11, pp 37-50)

Percentile decrease in disruptions

<table>
<thead>
<tr>
<th>Punishment and Reinforcement</th>
<th>33%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reinforcement</td>
<td>31%</td>
</tr>
<tr>
<td>Punishment</td>
<td>28%</td>
</tr>
<tr>
<td>No Immediate Consequence</td>
<td>24%</td>
</tr>
</tbody>
</table>

Disciplinary Interventions

A Disciplinary intervention is anything the teacher does that results in the cessation of behaviors we don’t want to see.....

OR

Prolongs behaviors we DO want to see.....

Three General Principles for Disciplinary Interventions

1. The sooner you intervene...The less it costs...

2. The less confrontive the intervention.....the less it costs (the converse is also true)

3. Once you start a Disciplinary Intervention...you are in it until you win.....

Source: Mark Foseid
### Disciplinary Interventions

- Teacher Reaction
- Tangible Recognition
- Direct Cost
- Group Contingency
- Home Contingency

### Reflections on my Current Beliefs and Practices

- What kind of non-verbal cues do you use to recognize appropriate behavior?
- What kinds of symbols, tokens, or other tangible rewards have you used? And in what circumstances?
- To what behaviors do you provide Direct Cost consequences and rewards?
- What are some of the group contingency techniques you use to reward positive group behaviors?
- Describe some specific ways in which you have involved parents or guardians in order to improve the classroom behavior of a particular student.

### Intervention Data

<table>
<thead>
<tr>
<th>Intervention</th>
<th>Number of Subjects</th>
<th>Number of Studies</th>
<th>Percentile Decrease in Disruptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Reaction</td>
<td>1191</td>
<td>25</td>
<td>34</td>
</tr>
<tr>
<td>Tangible Recognition</td>
<td>672</td>
<td>20</td>
<td>29</td>
</tr>
<tr>
<td>Direct Cost</td>
<td>243</td>
<td>7</td>
<td>21</td>
</tr>
<tr>
<td>Group Contingency</td>
<td>417</td>
<td>13</td>
<td>34</td>
</tr>
<tr>
<td>Home Contingency</td>
<td>169</td>
<td>3</td>
<td>21</td>
</tr>
</tbody>
</table>
Teacher Reaction

- Non Verbal Reactions
- Stimulus Cueing
- Verbal Reactions

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Non Verbal Cues and Reactions

- Eye Contact
- Body Language
- Proximity
- Signals

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Verbal Reactions

Redirecting Behavior
Using Group Focus
Using Choices
Using “I” Messages
Processing Behaviors

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“I” Messages

1. Describe the behavior.
   “when you _______”
2. Describe the effect of the behavior.
   “it keeps (hurts, disrupts etc.)____”
3. Describe how the behavior makes you feel.
   “and it makes me feel like____”
Example:
“When you come to class late every day, it disrupts the whole group, and makes me feel like you don’t care about your classmates”.
Identify a behavior that bugs you and give your partner an “I” Message

Assessing Myself

I have identified a set of verbal and non-verbal cues that I will use to help students cease specific inappropriate behaviors.

<table>
<thead>
<tr>
<th>Extent</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not At All</td>
<td>To a Great Extent</td>
<td></td>
<td></td>
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</table>

I have identified a set of verbal and non-verbal cues I will use to positively reinforce students for specific positive behaviors.

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I have communicated both verbal and non-verbal cues to students.

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Tangible Recognition

- Token Economies
- Goal Sheets
- Individual Recognition
- Group recognition
Better Yet …

What if…

…Students Tracked Their Own Progress Toward Behavior Goals?

Reinforcing Effort and Providing Recognition

Generalizations from research on Reinforcing Effort
1. Not all students realize the importance of believing in effort.
2. Students can learn to change their beliefs to an emphasis on effort.

Generalizations from research on Providing Recognition
1. Rewards do not necessarily have a negative effect on intrinsic motivation.
2. Reward is most effective when it is contingent on the attainment of some standard of performance.
3. Abstract symbolic rewards like verbal recognition are more effective than tangible rewards.

Effort Rubric

4. I worked on the task until it was completed. I pushed myself to continue working on the task even when difficulties arose or a solution was not immediately evident. I viewed difficulties that arose as opportunities to strengthen my understanding.
3. I worked on the task until it was completed. I pushed myself to continue working on the task even when difficulties arose or a solution was not immediately evident.
2. I put some effort into the task, but I stopped working when difficulties arose.
1. I put very little effort into the task.
Achievement Rubric

4. I exceeded the objectives of the task or lesson.

3. I met the objectives of the task or lesson.

2. I met a few of the objectives of the task or lesson, but did not meet others.

1. I did not meet the objectives of the task or lesson.

My Progress in Writing Process—Content and Organization

Goal

Effort

Achievement

My Progress in Writing Process—Content and Organization

Goal

Behavior

Effort

Achievement

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Feedback from classroom assessments should provide students with a clear picture of their progress on learning goals and how they might improve.

<table>
<thead>
<tr>
<th>Characteristic of Feedback from Classroom Assessment</th>
<th>Percentile Gain/Loss</th>
</tr>
</thead>
<tbody>
<tr>
<td>Displaying results graphically</td>
<td>26</td>
</tr>
</tbody>
</table>

### Direct Cost

<table>
<thead>
<tr>
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Direct Costs

- Isolation Time Out
- Over Correction
- Reduction of Grades
- Referral
- Detention
- Suspension

Guidelines for time out

- Use sparingly – side effects of excessive punishment are significant
- Make them brief – most positive effect is in the first 2-3 minutes…. 10 min. max or up the ante
- Immediate – no repeated warnings
- Have students commit to changing behavior in writing – reflection sheet

Direct Cost Discipline Hierarchy

Less Expensive
- Warning
- Second Warning
- Time Out
- Detention
- Longer Detention
- In-School Suspension
- Out of School Suspension
- Longer out of school Suspension

Most Expensive
- Expulsion

Adapted from MSN SLATE
Alan E. Kazden, June 27, 2003

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Planning for Direct Cost Interventions...A stand up Conversation

- What is my rationale for employing Direct Cost techniques?
- What behaviors have I identified that will result in Direct Cost consequences?
- How will I communicate Direct Cost consequences to students/parents?
- How will I keep track of individual students involved in Direct Cost consequences?
- What will I do to make my Direct Cost techniques more effective?

Severe Problems Facing Students

<table>
<thead>
<tr>
<th>Category</th>
<th>Statistics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Homelessness</td>
<td>700,000 each night</td>
</tr>
<tr>
<td></td>
<td>2,000,000 annually</td>
</tr>
<tr>
<td>2. Depression</td>
<td>8% of all adolescents</td>
</tr>
<tr>
<td>3. Physical/Sexual abuse</td>
<td>1.55 million reported (1993)</td>
</tr>
<tr>
<td>4. Violent Students</td>
<td>50% of all boys and 25% of all girls physically assaulted at school</td>
</tr>
<tr>
<td>5. Eating Disorders</td>
<td>18% of high school students are bulimic</td>
</tr>
<tr>
<td>6. Alcoholism</td>
<td>20% of children in U.S. grow up in alcoholic families</td>
</tr>
<tr>
<td>7. Poverty</td>
<td>15.7 million children 4 million latch key kids</td>
</tr>
</tbody>
</table>

Source: Classroom Management That Works Copyright Marzano and Associates 2006
Omission Training
The general name given to an incentive system that decreases the rate of a behavior is *Omission Training*.

Home Contingency
- Rules and Procedures
- Disciplinary interventions
  - Building Parent Partnerships

Assessing Myself- Direct Cost
Not at all to a great extent

<table>
<thead>
<tr>
<th>0</th>
<th>1</th>
<th>2</th>
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<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have a clear rationale for the Direct Cost techniques I use.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>I have identified behaviors I will use Direct Cost techniques with.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have communicated behaviors and Direct Cost consequences to students and parents.</td>
<td></td>
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</tr>
<tr>
<td>I have a system for monitoring and recording Direct Cost consequences by individual student.</td>
<td></td>
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<tr>
<td>I have a method of recognizing changes in negative student behavior due to Direct Cost consequences.</td>
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</tr>
</tbody>
</table>
Walk About Survey

Directions

Get with your six o’clock buddy. Think of a response to the following questions:

a. What do you RECALL about what you have learned?
b. What OBSERVATIONS/INSIGHTS can you make as a result of your learning?
c. How will you APPLY what you have learned to your work with students?
**Classroom Management That Works** Action Planning

**Component 2: Disciplinary Interventions**

Support Resources: Training, videos, books, programs, mentor/s, colleagues, supervisors, observations by/of others, videotaping self and student/s, etc.

<table>
<thead>
<tr>
<th>Categories/Dimensions: Recommended Actions Steps &amp; Ideas</th>
<th>My Action Steps</th>
<th>Results &amp; Reflection</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Action Step 1:</strong> Establish, model, practice, and employ specific techniques that acknowledge and reinforce acceptable behavior, and acknowledge and provide negative consequences for unacceptable behavior:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. teacher reaction – verbal and physical reactions for</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. appropriate behavior, e.g., “catching a student being good”, private positive comments, short verbal affirmations, gestures.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. inappropriate behavior, e.g., make eye contact with student, use a physical signal, verbal reminder, state desired behavior, speak privately.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. anticipatory reminders, e.g., stimulus cueing.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. tangible recognition - use of concrete symbols or rewards (“token economies”) for appropriate behavior or cessation of inappropriate behavior; ensure that students understand the rationale behind the system and that the tangible recognition is not perceived as a type of bribe or form of coercion.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. elementary – points, “light chart”, Friday Fun Club, class posters, etc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. secondary – verbal praise and critique, individual charts, certificates, reward field trips, etc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. direct cost – use of an explicit and direct consequence for inappropriate student behavior,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. elementary - isolation time out, overcorrection.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. secondary* - time-out, exclusion from class, after-school, Saturday School, expulsion, etc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>*formal policy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. group contingency – employ group recognition or reward for appropriate behavior</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. interdependent group contingency, i.e., requires that every student in the group meets the criterion to earn credit.</td>
<td></td>
<td></td>
</tr>
</tbody>
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### Classroom Management That Works  
**Action Planning for Component 2: Disciplinary Interventions**  
Support Resources: Training videos, books, programs, mentor/s, colleagues, supervisors, observations by/of others, videotaping self and student/s, etc.

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</tr>
</thead>
</table>
| b. dependent group contingency, i.e., requires a specific individual or set of individuals in the group meets criterion for group to earn credit.  
5. home contingency – communication and collaboration with home, e.g., making parents aware of behavior, establishing positive and negative consequences to be enacted at home. | | |

**Action Step 2:**  
Establish clear limits for unacceptable behavior and an effective system to record these behaviors,  
1. being reasonable by setting limits the don’t expect perfection,  
2. involving students in their own management, and  
3. using a record-keeping procedure to keep track of student behavior that is generally private, simple, efficient and unobtrusive.

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Design: Mary McDonough, mbmbridges@aol.com