



## Classroom Misbehavior — What Interferes with Connectedness and Readiness

Educators on average are losing 5-9 hours a week on lower-level discipline challenges. Low-level disruptions are stealing precious instruction time. Academics and discipline go hand in hand. You can be the best content instructor, but without the ability to control the classroom the best lessons remain undelivered. Participants will learn how to avoid the "debate bait"—how to eliminate warnings and multiple requests. Participants will learn how to increase academics, decrease discipline challenges, gain parent support, and empower all educators. Participants will be encouraged and challenged to implement strategies and techniques that will change the classroom and campus climate immediately. Educators have reported a 70 percent and more success rate in reducing discipline using these techniques and strategies.

*"If not now, when? If not here, where?" – Sir Winston Churchill*

**Classroom management** is continually being rated as the most important variable to building and sustaining a **high achieving classroom**. Classroom management (or lack of) is also the number one reason why educators are leaving the profession. You do not need to spend any more money on new curricula, fancy programs, or trendy experts to increase student performance. You need to give your teachers world-class classroom management training. You need to give your students the calm, quiet, happy, high-performing environments in which they can excel. Your campus needs "Time To Teach" techniques and strategies for success!

### 5 Foundational Beliefs:

1. Caring \_\_\_\_\_

#### Classroom Management Styles

1. A \_\_\_\_\_
2. P \_\_\_\_\_
3. A \_\_\_\_\_

#### Sub-Beliefs

1. Punishment alone \_\_\_\_\_
2. Discipline behavior, not \_\_\_\_\_

2. Conflict is \_\_\_\_\_

3. Behavior can be \_\_\_\_\_

4. Good behavior must be \_\_\_\_\_.

5. Good discipline is a matter of \_\_\_\_\_

### Self Control

Power Struggles: How do we avoid?

Calm is \_\_\_\_\_

Silence is \_\_\_\_\_

**4 powerful diffusers:**

- 1.
- 2.
- 3.
- 4.

**Physical Component – The Classroom Environment/Ecology**

If it's not fixed, break it! Attend to how the following affect teaching/learning: seating arrangements, sounds, colors, teacher positions/locations, visual information points, entrances and exits, windows, learning centers, existing traffic patterns.

**Teach To's**

What is a teach-to? \_\_\_\_\_

**Unconditional Positive Regard (UPR)**

Contingent behavior \_\_\_\_\_

Non-contingent behavior \_\_\_\_\_

**REFOCUS:** \_\_\_\_\_

\_\_\_\_\_

Turning a disruptive moment into a teaching/learning moment.

Thank you for selecting this break-out session. Please feel free to email me after the conference for any additional information you may need or questions you may have.

## **Peter offers full and half-day trainings for Time-To-Teach™ the classroom management training with over 98% teacher “buy-in!”**

**The reality is we have a whole generation of children** coming to our schools that have learned accountability from Bart Simpson, learned social skills through Facebook, Snap Chat, Instagram, and learned behavior from Beavis and Butthead, MTV and Jersey Shore.

**The vast majority of behavior issues in the classroom** come in the form of emergent or low-level chronic behaviors. Nothing huge, just the constant drip from student interruptions, from blurting out to putting on lip gloss in the middle of math instruction – day after day – year after year!

**Time-to-Teach™ gives teachers and administrators’ research-based, proven strategies that:**

- **Are proven to increase student scores, expand parental involvement, and improve teacher job satisfaction – all while significantly reducing classroom disruptions.**
- **Qualify for Title 1 and Title II, Part A funds – Research based, high quality Professional Development**
- **Will help you establish a discipline system empowering teachers to positively manage behaviors of students in their classroom – rather than sending them to the office.**
- **Align with and amplify PBIS, RTI, PLC and other fine programs**

**And we don’t talk about a program or adding even one more thing** to do on already overflowing plates – we talk about how teachers can embed these proven strategies into their day-to-day instruction, allowing them to change the culture in the classroom

**Are you having to ask your staff to do more with less? With bigger class size, how do you continue to:**

- Meet Accountability Standards?
- Support implementation of C-Scope or Common Core?
- Improve school climate?
- Decrease discipline referrals?
- Give your teachers what they want – More Time To Teach?

**Is it more cost effective to provide better tools for your teachers than to recruit new teachers?** We are losing 50% of new teachers in their first 5 years – and you have a huge investment in them.

**Can Time-To-Teach™ really deliver what you staff needs? See what educators have to say:**

<http://bit.ly/1GAimtg>

<http://bit.ly/1e5tRCm>

Go to [www.timetoteach.com](http://www.timetoteach.com) to find out more about Time To Teach™. And contact Peter Vajda, Ph.D. at [pvajda@truenorthpartnering.com](mailto:pvajda@truenorthpartnering.com) or call 770-804-9125 for a “no obligation” quote for your district or one of your campuses.

## Time To Teach™: Simple strategies, BIG RESULTS!

The strategies I'm referring to are:

1. **Self-Control** - The first component we address explores ways teachers can avoid raising emotional levels of conflict, predict and avert problems before they surface, and set effective limits.
2. **Classroom Layout and Design** – We teach you how to configure the seating and presentation design to impact teaching effectiveness.
3. **\*Teach-To's** – Our series of behavioral lesson plans addresses every imaginable behavior you expect from your students in the classroom.
4. **Refocus™** – This powerful tool helps students learn to take responsibility for their actions in the classroom. Our simple one-step process helps turn a potentially negative moment into something more positive for both teacher and student.
5. **Building Relationships** – This component focuses on building and maintaining student-teacher trust, energizing apathetic students and supporting unmotivated students to rekindle their passion to succeed.

\*Dr. Robert Marzano, Harry Wong, and others talk about the importance of teaching behavior at the beginning of school but don't go into detail as to how to do it. Time To Teach shows teachers how to do I – using the Direct Instruction Model – Model, Lead, Test – I do. We do. You do. Behavior is taught the same way as teaching the steps of long division.

*“Our attendance of the training was timely. We just completed year three of PBIS implementation but seemed to be floundering in our efforts to cultivate relationships with students and teach expected behaviors. This presentation augmented our knowledge-base in these areas and resulted in a reaffirmation of why we chose teaching as our profession and the importance of retaining the respect for the individual during the learning/discipline process.”*

**Karla Tiefenthaler, Superintendent, North Wood School**