

Approaches to Classroom Management 11/7/2018

CHAT transcript

There are few minutes in the beginning and at the end missing – not sure why.

Christopher Vargas : I have a one-on-one with the support staff before the session start

Zachary Williams : I'm a new hire for my organization and I have a question, not an experience. What are some strategies to use when the administrators are not supportive?

Carlie Watson : Public Health in our area have been valuable supports/champions

Elizabeth Smith : Good Morning

WHITNEY CLARE: Good Morning

Zachary Williams : Thank you!

Tenzin Tsering: For one school, we spoke with the principal about behavioral issues that even the assigned teacher couldn't handle. He made couple of appearance during our sessions to help us. For our other schools, open communication with the teachers were good enough since they responded positively to our concerns.

Janelle Wilcox: Good Morning

Amanda Ross: I attend monthly staff meeting to let them know what i need for program

Carlie Watson: Also, when pitching to administrators, it can be helpful to use Education language. Clearly show them the connections between your curriculum and how it meets the specific NYS Dept. of Ed requirements that they are already trying to cover. Let them know that you can help lighten their workload.

Cristal carrion: Good Morning

Amanda Ferrandino: We usually tell teachers that we want their support in the classroom, but a few teachers cause more harm and interrupt too much... Any suggestions on how to talk to the teacher about them taking a step back?

Sonia Hernandez: I have found that when teachers announce and include materials presented during CAPP class sessions will be included in exams, it gives me some leverage with the class.

Amanda Ferrandino: sounds good :)

Wendy Milligan: We had a similar experience as Tenzin, but the administrator put it on the teacher, who was a sub and was struggling terribly in general. The sub didn't have the necessary support to even do their job. Unfortunately, it didn't get any better and the sub quit.

Christopher Culp: We have a contract that informs teachers about our expectations, including portions that address interrupting the program.

Christopher Vargas: I also have a contact that acts as a liaison for us and the teachers, and it really helps

Joie Waxler: I leave it up to the students/participants. I want them to be as comfortable as possible, so I always ask if they would prefer their teachers to sit in or not.

Sabrina DeRue: Will you talk about how to handle classroom management when you are the only educator in the classroom (no teachers, etc)? For example, targeting lessons, engaging bellringers, group class work, etc?

Amanda Ross: My peer leaders definitely help with classroom management. They keep everyone on task

Amanda Ferrandino: My question is more towards two or three teachers who are too punitive towards students and try to take direction on the lesson because they think they have more answers/experience.

LYNNE NEVEU: what are your tips to introduce the program with enthusiasm?

Christopher Vargas: One of our requirements is that a staff person MUST always be present, but I do understand how it can be difficult if the teacher has the desire to take over the class. It has happened to me before and I had a conversation with the teacher after. Not to belittle them, but to set expectations. It's counterproductive if I'm saying one thing and the teacher is saying another

Amanda Ross: Exactly :)

Laron Dowdell: I have used students who have complained about the curriculum. In response, I asked him to assist in participating as a scribe. It shifted his experience in a positive way.

Amanda Ross: We write up group rules and then have each of the participants sign it if they agree with it. It holds them accountable.

Christopher Culp : A useful book if people don't have a background in education:

<https://www.effectiveteaching.com/store/products/books/new-the-first-days-of-school-5th-edition#table-of-contents>

Christopher Vargas: For challenging students, I give them tasks to do so they are being active but channeling that energy to help the session run more smoothly

Amanda Ferrandino: "Ok, tell me what you have heard"

Laron Dowdell: After the student/teacher finishes their statement, begin your response with "Thank you for sharing....."

Reginald Idlett: Do a poll of the room and see who agrees with that view. Maybe this can be a teaching moment for more than one person / addressing myths

Joie Waxler: I always let people know if they don't agree with me or if I don't know the answer the question can go in the parking lot and we can do research together during a break

Kyle Everage: Vanessa: I would ask them about what were the statements and address it accurately

Kyle Everage: Refer back to the group agreements

Laron Dowdell: Mention the "oversharing" issue during the community agreements

Kyle Everage: And thank them for sharing

Amanda Ross: I use a koosh ball to pass around and whoever has the koosh is the one able to talk. "One mic" idea

Jessie Moore: "step up, step back" encourage new people to share that havent

Kyle Everage: I like that idea

Christopher Vargas: Use ELMO (Enough Let's Move On)

Carlie Watson: Some eager sharers benefit from the 3 before me rule. It can be helpful to have an actual number of students to count out before they share again.

Ariel Molina: depending on what is being shared, say "Thank you for sharing but this a group discussion, let's give someone else the chance to share"

Aaliyah Mandley: "Step up, Step Back" established in group agreements

Laron Dowdell: When it's time to move on, encourage students to write down extra questions and educators will read them off when there is time at end of class

Kyle Everage: Provide a one minute exercise to have them regroup

Christopher Vargas: Give them tasks. They're being helpful to the session now

Kyle Everage: Sudha: Icebreakers

Zachary Williams: what are some examples of one minute activities that have worked?

Janelle Wilcox: Use a parking lot for questions and let them know that you will answer their questions after class

Ariel Molina: Standing close or next to those participants may help also

Kyle Everage: Vanessa: Zachary, stretch and meditation

Kyle Everage: Vanessa: Yes Jutta, please share more :)

Laron Dowdell: In terms of a sleeper: maybe he/she might really need the rest

Laron Dowdell: Teach those who are awake!!

Kyle Everage: Vanessa: This is true! That particular student may be going through something

Laron Dowdell: Some of the students disengage because they might have issues with literacy

Christopher Vargas: There could also be some trauma present, so we have to be mindful of that

Christopher Vargas: mindful* sorry :)

Kyle Everage: Vanessa: Although we are not therapist, we can check in with them and see what's going on and refer them to their school counselor.

Reginald Idlett: There was a website with classroom management tips but I forgot. Does that sound familiar?

Aaliyah Mandley: In terms of condom demos, how do we ensure that kids will be mature and focus more on the information rather than the jokes or commentary from one another

Laron Dowdell: When students shut down because they engage in age appropriate behavioral responses (Laughing), and the teacher punishes them

Michele Luc : www.pbisworld.com for behavior management support

Aaliyah Mandley: Yes exactly

Laron Dowdell: People laugh at sex related discussions during adult age, folks lol! Its normal lol!!

Amanda Ferrandino: I haven't tried, but would it be helpful to create additional group agreements around the condom demo?

Sonia Hernandez: I think we need to be mindful that some of the classes may be inclusive classes which means that some may have IEP. which may mean that they may have atypical challenges.

Amanda Ferrandino: Laughter is tooootally fine. As long as they aren't trying to stick the penis models to their head... -_-

Aaliyah Mandley: Got it! So we should accept laughter and jokes but still communicate that this is our opportunity to show you proper condom use

Amanda Ferrandino: I second Sonia.

Christopher Vargas: I second that, Amanda