

Restructuring Students: The Making of Responsible, Successful Learners

| Classroom Management Research | | Responsible Behaviors | Responsibility Skills |
|----------------------------------|--------------------------------|-----------------------------------|-------------------------------|
| | Percentile Drop in Disruptions | | |
| 1. Rules and Procedures | 28 | 1. Is prompt and prepared | 1. Goal Setting |
| 2. Disciplinary Interventions | 32 | 2. Respects authority | 2. Planning/Time Management |
| 3. Teacher-Student Relationships | 31 | 3. Respects others | 3. Decision Making |
| 4. Mental Set | 40 | 4. Respects property | 4. Problem Solving |
| 5. Student Responsibility Skills | 25 | 5. Creates quality work | 5. Self-Assessment/Adjustment |
| Marzano, R. ASCD (2003) | | 6. Engaged in learning activities | 6. Self-engagement |

| Effective Teacher-Student Relationships | |
|---|---|
| Teachers can . . . | <ul style="list-style-type: none"> 5. Bring student interests into content 6. Communicate interest in students 7. Use humor and laugh 8. Don't use sarcasm and put-downs 9. Use respectful language and tone 10. Employ behaviors that communicate affection for each student 11. Walk-talk-and smile 12. |

| Turning Rules Into Goals in School | Classroom Procedures | A Continuum of Consequences |
|---|--|---|
| <ul style="list-style-type: none"> 1. I am in the classroom on time with my learning materials and ready to learn when the bell rings. 2. I respect and support my teacher and follow school rules and regulations. 3. I am respectful and supportive of my fellow classmates. 4. I respect the school's materials, equipment, and other resources. 5. I work in a focused way to accomplish all classroom learning goals, tasks, and assignments. (see student responsibility checklist) | <ul style="list-style-type: none"> 1. Coming in to class 2. Leaving for the day 3. Moving to another part of the school (e.g., washroom, another class) 4. Responding to or getting attention of the teacher 5. Moving independently to somewhere in the classroom or school 6. Taking tests 7. Turning in assignments and homework 8. Cleaning up | <ul style="list-style-type: none"> 1. Warning, review of the rules, and acknowledge the next level of consequences 2. Warning and discussion about appropriate behaviors and acknowledge the next level of consequences 3. Problem solving form and acknowledge the next level of consequences 4. Sacrificing time and discussing ways to solve the problem and acknowledge the next level of consequences 5. Self-reflection prompts and acknowledge the next level of consequences 6. Involving other school personnel Parent contact |

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Responsible Behaviors Checklist

| Responsible Behaviors | Always | Most of the Time | Some of the Time | Rarely |
|---|---------------|-------------------------|-------------------------|---------------|
| Is Prompt and Prepared | | | | |
| 1. I arrive at school and my classes on time. | | | | |
| 2. I arrive with needed materials. | | | | |
| 3. I arrive with my assignments complete. | | | | |
| 4. I accept responsibility for identifying work missed during an absence. | | | | |
| 5. I wear clothing that is required by the school dress code. | | | | |
| Respects Authority | | | | |
| 6. I follow directions promptly. | | | | |
| 7. I accept responsibility for my appropriate and inappropriate behaviors. | | | | |
| 8. I follow school rules and regulations. | | | | |
| Respects Others | | | | |
| 9. I use appropriate volume and language in the classroom and hallways. | | | | |
| 10. I listen to the speaker (e.g., students, teachers). | | | | |
| 11. I do not harass others. | | | | |
| 12. I manage and resolve disagreements and conflicts. | | | | |
| 13. I show courtesy and tact. | | | | |
| 14. I allow others to remain on task during class. | | | | |
| 15. I work cooperatively with others to achieve group goals. | | | | |
| 16. I value and respect differences in people from other genders, races, and cultures. | | | | |
| Respects Property | | | | |
| 17. I use facilities, equipment, and resources appropriately. | | | | |
| 18. I ask permission to use the property of others. | | | | |
| Creates/Does Quality Work | | | | |
| 19. I understand and commit to learning goals and tasks. | | | | |
| 20. I make realistic plans and manage time to answer questions and complete tasks. | | | | |
| 21. I remain on task in independent and group situations. | | | | |
| 22. I apply established standards while completing tasks/assignments. | | | | |
| 23. I use guidelines and criteria to evaluate work progress. | | | | |
| 24. I respond productively to feedback from others by making corrections and adjustments. | | | | |
| 25. I seek help when needed from teachers, peers, parents, and other sources. | | | | |
| 26. I apply problem-solving strategies productively. | | | | |
| 27. I apply decision-making strategies productively. | | | | |
| 28. I show determination/perseverance while I am working to achieve a goal. | | | | |
| 29. I control and alter my mood and impulsivity. | | | | |
| 30. I recognize incremental progress and celebrate success/achievement. | | | | |
| 31. I establish personal improvement goals and plans. | | | | |

Student Version

Goal Setting and Planning

1. Provide the students with the learning goals (objectives) in written and oral form before and after each lesson. Have students reflect on the degree to which the successfully accomplished the goal or need assistance.
2. Require students to make an improvement goal and plan each week. Model this behavior by making a public goal and plan for your teaching improvement. (see self-assessment)
3. Refer to goals while teaching content (e.g., goals in historical events, science experiments, stories, exercise)
4. Intervene with personal goal training and time management when there is limited or no progress.

Student Goal Setting and Planning

1. Clarify goals and determine a timeline.
2. Create a to-do list identifying sub-tasks required to accomplish the goal(s).
3. Think about needed resources and the roles of people involved.
4. Identify competing goals and possible obstacles.
5. Create a timeline for accomplishing sub-tasks and the entire goal. Use graphic organizers to show how plan to accomplish stated goals.
6. Monitor and analyze the use of time and task accomplishment on an ongoing basis.
7. Analyze interruptions (unplanned activities). Learn how to take charge of time wasters and to also set priorities and abandon inefficient habits of using time.
8. Recognize and celebrate success.

Self Assessment

Ask students to respond to the following questions at least on a weekly basis and after completing tasks, tests, projects, and responsibility skills (see responsible skills checklist).

1. What goals and tasks did you commit to and accomplish this week?
2. What process and strategies did you use to complete the tasks and accomplish the goals? Which strategy or step was particularly helpful? What didn't work?
3. What changes do you need to make in your strategies and plans?
4. What is your plan for making the changes?
5. What additional resources or assistance do you need to improve the quality of your learning/work.

Problem Solving and Decision Making

IDEAL Model

1. (I) Identify the problem that needs to be solved.
2. (I) What are the causes of this problem?
3. (I) What positive results do you expect will occur when you solve this problem?
4. (D) What are some possible ways to solve this problem?
5. (E) Which alternative solution(s) do you choose to solve the problem? Use Plus-Minus-Interesting to decide
6. (A) What obstacles, if any, do you have to overcome in order to solve this problem?
7. (A) What is your plan for applying the solution you chose?
8. (L) Do you predict that this plan will work? Why?
9. (L) When will you evaluate your solution strategy to make sure it is working?

Written Self-Analysis After and Incident

I think that I contributed to the incident when I

I think that _____ contributed when she/he _____

I think the incident would not have happened if I had/had not _____.

I think that the incident would not have happened if _____ had/had not _____

When I think back on what happened I

Next time, if I am in a similar situation, I will

I think the best solution to the problem caused by this incident is _____

Can We Talk? Having Great Conferences with Students

| Before the Conference | During the Conference |
|--|---|
| <p>1. List the specific behavior(s) that will be the focus of the conference.</p> <p>2. Collect evidence that supports the existence of chronic behavioral/academic problems, such as frequency, dates, examples of work, actions taken, etc.</p> <p>3. Identify goal(s) of remediation i.e., condition(s) which will exist following successful remediation.</p> <p>4. Predict probable causes of chronic misconduct, considering the following: (Could It Be That Strategy)</p> <ul style="list-style-type: none"> a. need for attention b. seeking power c. seeking revenge d. feelings of inadequacy e. other probable causes <div style="border: 1px solid black; padding: 5px; margin-left: 200px;"> <p>Each cause can have a special solution.</p> </div> <p>5. Identify consequences for achieving remediation goals or failure to remedy the chronic misconduct.</p> <p>6. Identify tentative plans for concluding the conference--agreements contracts, commitments, etc., which may be used to increase the probability of long-term remediation.</p> | <p>1. Greet the student in a friendly manner. Demonstrate that you are a partner in his/her learning and be optimistic about solving the problem.</p> <p>2. Engage the student in solving the problem by using the prompts the IDEAL strategy.</p> <p>3. Use the "could it be that" approach to help the student disclose the goal of chronic misbehavior/poor performance--See #4 above. (e.g., Could it be that you don't understand the classwork.") Encourage thinking!</p> |

At the End of the Conference

- Reinforce your commitment to supporting the student in his/her attempt to solve the problem. Make sure he/she is aware of the goals of remediation and their implementation plan.

| Assess | Intervene | Monitor |
|--|---|--|
| <ol style="list-style-type: none"> What is the problem behavior—what does the student say or do? Record the student's schedule and indicate the likelihood of the problem occurring. What specifically is occurring during the activity when the problem occurs? What most often occurs after and seems to reward the problem behavior? What is your best guess/hypothesis? | <ol style="list-style-type: none"> What can be done to prevent the problem from occurring? What skills can be taught? How can the payoff for the problem behavior be minimized? What incentives can be provided for the desired behavior? | <ol style="list-style-type: none"> Is the intervention effective? Record the date below each day's label. Circle a rating—4 is a great day and 1 is a bad day |

| What can be done to prevent the problem from occurring? | What skills can be taught? | How can the payoff for the problem behavior be minimized? | What incentives can be provided for the desired behavior? |
|--|---|---|--|
| <ol style="list-style-type: none"> Provide frequent attention throughout the activity Change class seating arrangement or location of student's seat Increase home/school communication Provide choices such as what to do first or what tools to use Provide extra help/checks for understanding Check to see if student has needed materials and if not, provide them <i>before they are needed</i> Modify amount or type of activity Provide an opportunity to engage in a preferred activity first (neutralizing routine) Modify student's schedule | <ol style="list-style-type: none"> Asking for help Self-management skills Problem solving skills Asking for a break Asking for attention Teach peers to ignore problem behavior Asking for an alternate activity/assignment Goal setting skills Planning/time management skills Decision making skills Self-assessment skills Self-engagement Specific academic skills | <ol style="list-style-type: none"> Provide consistent and calm response Provide verbal praise to students who are meeting expectations Prompt peers to ignore problem behavior No eye contact or other response Prompt student to return to desired activity (verbal prompts, your proximity, modeling, etc) Provide verbal reprimand Offer assistance with task or activity Provide tangible reward to students meeting expectations Provide negative consequence (i.e., timeout, loss of preferred activity) | <ol style="list-style-type: none"> Provide extra attention to the student Allow student to be the helper Provide student with a break Allow student to pick activity for group or class Provide choice of task or preferred activity Provide opportunity for peer interaction <p>Anderson, C. M., & Bateman, L. (2011). <i>Assess, Implement, Monitor</i>. Educational and Community Supports, University of Oregon, Eugene,</p> |