

Study Guide

Small Group Instruction and Workstations

Module 1—Classroom Management

PREFACE

This study guide is intended to help teachers get the maximum benefit from the six modules that make up the Small Group Instruction and Workstations PD Series. Its goal is to provide you with a deeper understanding of the scientifically based reading research (SBRR) contained within and to give you a clear concept of what these strategies look like when implemented in the classroom.

This guide can be used by the individual teacher completing the modules independently as well as by groups of teachers who might be using this professional development series as part of their Professional Learning Community (PLC) time on campus.

This guide discusses reading/language arts skills in great detail. However, it is important to state that these same skills apply across the entire curriculum. There is a lot of truth in the education adage that “All teachers are reading teachers.” This does not mean that we expect content area teachers to be teaching lessons in parts of speech or giving spelling tests to their students. What it does mean is that at the places where science/social studies/math/art/music/PE/health intersect with reading, both the content area and the reading teachers should work together to ensure that their students have the requisite reading “chops” that empowers them to succeed in the content areas. We will point out these areas of intersection and how this collaboration can take place to help all students succeed.

CROSS-CURRICULAR CONNECTIONS



Look for these icons throughout this guide. They indicate places where reading skills intersect with the rest of the curriculum. These will be stopping points where PLC members can discuss how the RLA and content teachers can work together.

Slide 6: What is Classroom Management?



According to Kratochwill (2012), classroom management involves the following:

1. Developing caring supportive relationships with and among students;
2. Organizing and implementing instruction in ways that optimize students' access to learning;
3. Using group management methods that encourage student engagement with academic tasks;
4. Promoting the development of student social skills and self-regulation; and
5. Using appropriate interventions to assist students who have behavior problems.

Slides 8-9: Definitions

Define in your own words, the terms below:

Reinforcement:

Positive Reinforcement:

Negative Reinforcement:

Punishment:

Slides 8-9: Explain How...

How can using a negative reinforcer actually increase an undesired behavior?

Slide 10: Consistency

How does consistency help with effective classroom management? Explain below.

Slide 11: Routines

What do the cheerleaders shown have to do with effective classroom management?

Slide 12: Routines

I DO: Explicit modeling by the _____ using examples and _____. Teacher becomes a student and shows class exactly how to carry out the procedure.

WE DO: Student volunteers _____ the procedure while the rest of the _____ observes. Teacher guides them through the process and provides feedback.

YOU DO: _____ practice the procedure while the _____ observes and provides feedback.

Slide 13-15: Downtime



Define **downtime**:

Brainstorm and list here some productive activities that will engage your students during downtime.

Slide 16: Transitions



Think about the transitions that your students make throughout the day. Jot down several of the transitions that take the longest and how you can make them more efficient.

- 1.
- 2.
- 3.

Slide 17: Redirecting Behavior



LLP CHANT

One, Two, Three, Four!

Hands on desk feet on floor!

Don't you want to look like Thor? (Noor or Leonor, if you prefer a girl's name like on the poster)

Poster is on the last page of this study guide. You can also download the poster from our website:

<https://dyslexia.times.uh.edu/teachers/classroom-posters/>

Slides 18-21: Redirecting Behavior



Explain how the following strategies can help redirect student behavior.

Proximity control:

Extinction:

Wait Time:

Tangible reinforcers:

Slide 22-25: Creating a Class Culture of Shared Responsibility

Reflect upon ways in which you can create a class culture of shared responsibility in your classroom.

Slide 26-33: Other Ideas



Which of the ideas on these slides do you plan to add to the strategies you already use as part of your classroom management toolbox?

The posters shown on slide 28 and 38 are available for free download at:

<https://dyslexia.times.uh.edu/teachers/classroom-posters/>

Slide 34: Classroom Layout Design



Think about the current layout of your classroom. Are the following true?...

- All students can easily see the board/screen?
- Students are in groups that allow for easy collaboration
- Students can easily move to any spot in the classroom
- You can see the classroom from your small group table
- Layout allows you to easily move throughout for monitoring and proximity control.

If any of these are not true, use the space below to reconceptualize your classroom space.

Slides 35-36: Classroom Rules

Consider reworking your current classroom rules. Keep in mind the principles we discussed:

- State rules in a positive manner
- Keep rules to a minimum (3-5 is best)
- Keep rules broad so they can apply to virtually any situation

MY CLASSROOM RULES

- 1.
- 2.
- 3.
- 4.
- 5.

Slides 37-39: Consequences

Keep in mind these principles when you have to employ consequences in your classroom:

- **They should be private (avoid public shaming of students)**
- **Catch students being good**
- **De-escalate as much as possible**
- **Avoid threats**

What are biggest your takeaways from the three slides that discussed consequences?

Reflection/Thinking Sheet

I am sorry that I _____

and next time I will _____

_____ .

Reflection/Thinking Sheet

I am sorry that I _____

and next time I will _____

_____ .

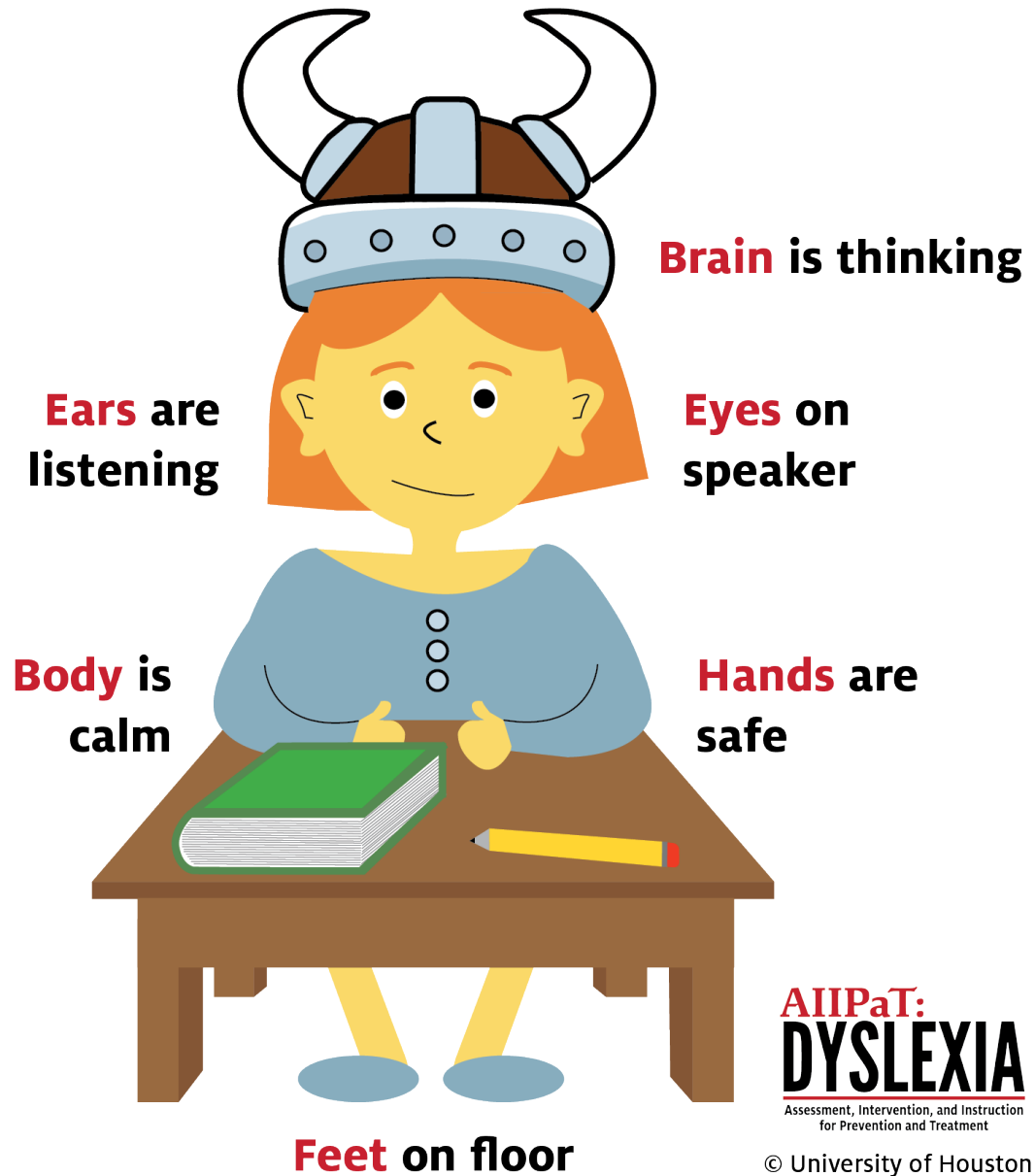
Slide 40: Classroom Helpers

Jot down the classroom helper jobs that would work best in your classroom. The list on slide 40 is not comprehensive—feel free to add additional classroom jobs that meet the specific needs of your class. Remember, ideally have a classroom responsibility for every student or nearly every student. Change responsibilities frequently so all children get to do a variety of jobs.

Slide 41: Center Rotation Charts

Center Rotation Charts tell students where to go during independent work time. Charts should be set up in a way so that students can use them INDEPENDENTLY so they can quickly transition to their work area and know where to rotate when it is time to change workstations. It should also allow you or a helper to quickly and simply make updates. You can design one in the space below or brainstorm what your classroom chart could look like or what you want your chart to include. If you don't have a clear idea of what your chart should look like, check with colleagues or online for ideas.

Ready to Learn



KEY

Slide 12: Routines

I DO: Explicit modeling by the TEACHER using examples and NON-EXAMPLES. Teacher becomes a student and shows class exactly how to carry out the procedure.

WE DO: Student volunteers PRACTICE the procedure while the rest of the CLASS observes. Teacher guides them through the process and provides feedback.

YOU DO: STUDENTS practice the procedure while the TEACHER observes and provides feedback.