



SMART CLASSROOM MANAGEMENT

"We can't hold kids accountable for things we've never told them we expect. Behavior should be treated like academics. Students have to be taught the skills they need."

-Erin Green

Lost At School
by
Dr. Ross W. Greene

Good morning! Let's go a little different direction with classroom management this week. As I had stated last week, the book I chose for the book study is, *Lost At School* by Ross W. Greene, PH.D. I am always willing to learn new things, but very hesitant to what is truly "new" in education. As many of you that have been around for a long while... *what goes around comes around* and in the field of education that could not be more of a truer statement. Often times the "new" idea is a twist on a concept that had been here for a long time, but I am always hopeful to find a different, new, innovative idea, or just a common sense idea that is doable and makes perfect sense to entrench into my classroom. Can I say that about, *Lost At School*? Yes, perhaps some of it I can.

I would like to give you a summary of the book and let you decide. I will also be very honest, the generations of students that are coming to us have many different and often difficult challenges that seem compounded from the years past, and it is very evident that we must work with our students in different ways. So finding and trying different ways to work with our

students is something we all have to do. It is not an option any longer, we have so many students with such unique needs that looking and wanting to find ways to help them should be something we all must continually strive for.

Summary and Reflection: Part 1

This book gives us a collaborative problem-solving model where it teaches that challenging behaviors are not attention seeking, manipulative, unmotivated, and coercive or limit testing. That challenging behavior is the result of lagging thinking skills and un-solved problems. *So in other words, maladaptive behavior is caused by students lacking a needed skill to deal with a given situation.*

“Fear response” was something the author spoke about as well.

- Fear is the most powerful motivator of humans.
- It protects us and energizes us.
- It impacts our thoughts, interpretations, our emotions and our bodies.
- Short-term fear can become anger, rage, shut down or panic.
- Chronic fear can become defiance, depressions, self-hate, withdrawal, anxiety and self-doubt.

So, how we respond more effectively to our students challenging behaviors is crucial.

How to respond:

- Calm before control
- Calming the emotions on both sides has to come before we can address the behavior when a child is challenging us.
- Patience: Give ourselves and our student’s space and time.
- Remember behaviors are usually fear driven.
- Let them know we like them. Mirror this for them.
- Every day is a fresh start.
- Look for ways to “fill their basket.”
- We are all imperfect teachers. Make communication a priority.

- All we have is the present, remember every moment is a teachable moment even the challenging ones.
- Forgive children. Remember kids do well if they can.
- Don't take it personally.
- It's not about us.
- REFRAME THE BEHAVIORS AND LOOK AT THEM AS PROBLEMS YET TO BE SOLVED. IDENTIFY THE LAGGING SKILLS AND TRIGGERS.
- Often the problem is cognitive/emotional and lagging skills, not motivation.

Once the behaviors have been identified, it is easier to create plans so that students can learn how to handle difficult situations. The author emphasizes that most students know how they are to behave but simply do not have the skills to do so. So when given consequences for inappropriate behavior, these students aren't really being taught the skills they need to have to avoid repeating the behavior.