

### Week # 3 Assignment

- **Discuss the importance of being proactive within your classroom to avoid behavior problems.**

Thousands of schools across the country are implementing positive behavior intervention support in their districts and in their classrooms in order to help reduce students stress and disruptive behavior. (Zirpoli, 110). In my high school classroom we use SOAR it is a way I teach behavioral expectations the same way I teach curriculum materia. It is a positive and proactive approach that I use in my classroom rather than a negative and reactive one that focuses on preaching to the students what they are not suppose to do. In my classroom I teach social and behavioral skills that use SOAR as an acronym. S- safety, O-organization, A-achieve, and R- respect. In class we use a "gotcha" program where students get a ticket for times in class when I can clearly see them employing our SOAR principals. (Zirpoli, 111 embedded video) Consequences are also very clear in my room if the students don't follow the rules there is a set of consequences that will follow.

SOAR (Safety, Organization, Achievement, Respect) are followed in m classroom using many of the ideas we read about in our course work this week. Safety is taught in the room by always watching each other's personal space, going over emergency procedures and keeping calm when we have drills.

The O in SOAR if for Organization is taught which is apparent in my classroom by the highly efficient and effective organizational procedures that have become routine in my class. We have a meaningful objective (Stauch, Zirpoli 94) written on the board for each lesson and an anchor slide that shows students exactly what they are to be working on for the period and in what order. Sometimes cues are provided for my students by a simply gesture to what part of the anchor page they are to be working on in this point of the lesson or a simple redirect as i am circulating the room (Zirpoli) At the end of the period students all go back to their assigned seats put all classroom material away and look around for any scraps that need to be picked up before the bell rings. This stops students from working and they pay attention to you before they leave at the end of the period. (Education & Communities article) These orderly procedures make the transitions in our classroom seamless and organized. (Zirpoli, 94)

The A in SOAR stands for the achievement. I often vary learning experiences based on students multiple intelligences, their strengths and weaknesses and sometimes to just keep the students from "becoming bored by the same lessons day after day." We use authentic application of field trips, Guest Speakers, Debates, Writing Activities, Independent Work, Interviews, etc (Educaiton & Community Article) In order to help my students achieve I "conclude the lesson effectively always allow time at the end of the lesson for students to reflect on their new learning and their progress towards individual learning and behaviour goals." (Educaiton & Community article) I have also found being flexible in the classroom has been a huge part of my success in helping my students to achieve. If a lesson is not going as planned I have no problem bailing on it and teaching it a different way or doing an entirely different lesson. Reteaching certain strategies or concepts from other angles sometimes just helps things click for some students who you may not have been able to reach before.

The last letter in SOAR is respect. We work a lot on respect in my classroom with the way we address one another in group work and when we are talking about things in a classroom

discussion. We use conversation starters (video Zirpoli 110) in our class meetings, socratic dialogues, spider web discussions and I circulate the entire room all the time to allow myself access to every single one of my students for a couple of seconds per class instead of letting my conversation or classroom be dominated by one or two students. (Education & Community)

In conclusion even though SOAR is a four letter acronym the way it is implemented in my classroom draws upon at least eight of the different strategies in particular from our course article and this weeks class curriculum. These strategies include: routines, orderly transitions, gestures, meaningful lessons and objectives, conversation starters, the twenty second rule in my circulation, and finally the use of the acronym to make the four goals easy to remember in class. (Zirpoli)

**Describe each idea in detail including how it would look and what you would expect from your students.**

In my classroom SOAR starts and ends with the things that students need to be successful in school and to SOAR in terms of their academics. The "S" in SOAR starts with safety in the beginning of the year we go over conflict resolution and the appreciation of each other cultures, religions and ethnicities. We then design as a democracy a list of classroom rules that we also must follow in order to keep our classroom safe.

The O in SOAR is the organizational part. We go over our classroom procedures at the beginning of the years so they make a seamless transition between our classroom activities and are ready to learn. As part of our organization and achievement calculators are handed in at the beginning of the class. Each student has an assigned number that their cell phone sits in for the period. Students line up on the way in put their cell phones in their assigned calculator holders, pick up their handouts for the day and look at the projection board to see what materials are needed for the day, the "do now" and the lesson objective. Most lessons starters begin with an essential question writing prompt to be added in their journals. All journal entries are catalogued and connected to each lesson. Lesson objectives are based on Understanding By Design "big ideas" and "essential questions" Essential questions are meaningful and thought provoking. (Grant Wiggins, Strauch) Furthermore students binders are set up by standard and each lesson is numbered in sequential order. Before students leave we come back to our assigned seats after the classroom activities that were listed on a public anchor page are completed. We usually add to our journals a reflective piece about our growth in the lesson. Students are provided thinking prompts to encourage deep reflections like, "I used to think..now I think" (Making Thinking Visible)

Achievement comes in a myriad of forms in my classroom. Lessons are diversified created for the multiple intelligences in my room, differentiated, personalized and accommodating to the ENL learners. This type of scaffolding allows all students in my classroom to achieve. Lessons in my class tap into my students multiple intelligences by having options for the students like the "Tic Tac Toe Board"(BURKE), lessons based on Waldorf philosophy, personalized by making them meaningful and purposeful as they are based on essential questions, individualized as student can revisit parts of the lesson on the google classroom and move at their own pace because I always have supplementary videos and curriculum material on the google classroom and accommodating to ENL students as my ENL students have both a content objective and a language objective. All lessons are translate and the words are tiered for them as they are directly taught different academic vocabulary words. We have had guest speakers like our holocaust survivor, been on field trips to museums, have engaged in

debates and creative controversy, listened to podcast that contains interviews with interesting people and read interviews with people who were assassins during the rule of pol pot in Cambodia.

R for respect is the last letter in SOAR. Students are taught social skills in my class as we go over spider web discussions. In spider web discussions I show students videos of how a good class discussion should look. (<https://www.youtube.com/watch?v=jHi06vm5uJk>) We go over how to include everyone in a discussion, what listening looks like, conversations starters and students are graded as a class on how well they cooperate. If students are walking in the hall or in the cafeteria and I see them being respectful they are awarded little tickets. I get hot chocolate at the end of the week for the student that has the most tickets.

### Work Cited List:

Burke, Kay. *What to Do with the Kid Who ... Developing Cooperation, Self-Discipline, and Responsibility in the Classroom. K-12.*

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Flower, Linda. *Making Thinking Visible: Writing, Collaborative Planning, and Classroom Inquiry.* Distributed by ERIC Clearinghouse, 1994.

Wiggins, Alexis. "Alexis Wiggins - Spider Web Discussion - Grade 9 ELA." *YouTube*, YouTube, 21 July 2016, [www.youtube.com/watch?v=jHi06vm5uJk](http://www.youtube.com/watch?v=jHi06vm5uJk).

Wiggins, Grant P., and Jay McTighe. *Understanding by Design.* Association for Supervision and Curriculum Development, 2008.

Zirpoli, Thomas J. *Behavior Management: Positive Applications for Teachers.* Pearson, 2016.