“One-Two-Three, Eyes on Me!”

Classroom Management for School Counselors

Dr. Emily Goodman-Scott
Assistant Professor, Old Dominion University
egscott@odu.edu
Upon completion of this webinar, participants should be able to:

• Recognize fundamental learning theories, including how students learn.

• Describe strategies for classroom management when providing classroom lessons.

• Acquire recommended classroom management strategies from fellow school counselors.
Overview

• Introduction
• Learning Theories
• Classroom Management
• Questions
What did I just do?
Why Learning Theories & Classroom Management?

How does this fit with school counseling?
The 4 Quadrants of the American School Counseling Association Model (ASCA)

- Foundation
- Management
- Accountability
- Delivery System

ASCA National Model
A Framework for School Counseling Programs
Third Edition
Learning Theories
Bloom’s Revised Taxonomy:

http://ww2.odu.edu/educ/roverbau/Bloom/blooms_taxonomy.htm
Kolb’s Experiential Learning Cycle

- **Concrete Experience**: (doing / having an experience)
- **Active Experimentation**: (planning / trying out what you have learned)
- **Reflective Observation**: (reviewing / reflecting on the experience)
- **Abstract Conceptualisation**: (concluding / learning from the experience)

Apply!

**Concrete Experience**
(designing / having an experience)

**Active Experimentation**
(planning / trying out what you have learned)

**Reflective Observation**
(reviewing / reflecting on the experience)

**Abstract Conceptualisation**
(concluding / learning from the experience)

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Classroom Management
TEACH

LEARN
Begin with the End in Mind
Fitting Lessons Into School Counseling Program
Set Expectations

“State your expectations early on”
–High SC

• Overall
• Overview of lesson
• Examples...
Listening Position

I listen when someone is talking.

I look at the other person's eyes.

I use quiet hands and feet.
I am still.

I have a quiet mouth.
Model Student
Home-Base Position

- Eyes looking
- Ears listening
- Mouth quiet
- Desk clear
School-Wide Expectations & Programs

Our PBIS Rules:
I will be kind.  I will be respectful.
I will be safe.  I will be responsible

“Identify clear expectations and consequences at the beginning of the school year that coincide with those of the entire school so that universal procedures are applied.” –Elementary SC
Liberty Respect

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Respect Self

Respect Others

Respect Property
“Be consistent with classroom rules.” –High SC
Build Rapport

“Students need to know you care about them. I worked with middle school kids for 20 years. Because I had already managed to build personal connections with some of the students in the class, I would call on them to help me out if things got a little out of hand. It always helps if I know student’s names and use their name in a lesson. I loved working with 11-14 year olds - you can be silly and use humor with them and they ‘get’ it!” –Multi-level SC

“Be real with the students. Mutual respect goes a very long way!” K-12 SC

“Build relationships with those students outside of the classroom.” Elementary SC
Assess Motivation

“I share a positive reward system prior to beginning my lesson where students can earn a magic trick I perform tied to the lesson based on positive behavior during my lesson.” –Elementary SC
Positive Reinforcement vs Correction

- 4:1

“Be proactive and positive! Identify where problems may occur and pre-teach the expected behavior. Reinforce students who exhibit that behavior.” –Multi-level SC

“To have a positive to corrective ratio of 3:1 at the very least.” –Elementary SC

“Focus on positive behaviors.” –Elementary SC

*VIDEO
Prepared, Organized,… Yet Flexible

“Be overly engaging, over prepare, and read the class.” –Elementary SC
“Keep moving around the room while keeping an eye on your disruptive student, occasionally asking him or her to answer a question, demonstrate a task, or otherwise be engaged.” –High SC
Talk to Teachers/Observe

• Classroom rules?
• Reinforcement systems?
• Students?
• School-wide systems?

“Utilize classroom management system the teacher uses.” –Elementary SC

“Take time to observe teachers who do it well: I have learned the most from watching the teachers in my building who maintain a positive classroom environment.” –Elementary SC
Pacing/Momentum

• Move around classroom
• Developmental attention span
  – 5 years old: 5-10 minutes
  – College students: change every 15 minutes
• Variation

“Providing expected breaks for students with shorter attention spans.” – Middle SC

“Keep the kiddos moving and engaged so that students are occupied.” – Elementary SC

“Walk around the room and do not stay in one place.” – Middle SC
Physical Lay-Out/Environment

By: Lindsey

- 1: cabinet or stor space
- O: table
- D: desk
- D: door or chalkboard
- TV: TV
- H: heater
- C: computer

Scale: 1 cm = 2 ft.
Humor, Fun & Interesting

"Relationship, humor, love... catching their good behavior."
– Elementary SC

"Get the students attention with a upbeat welcoming."
– High SC

"Use humor!"
– High SC
Teacher Involvement & Follow-Up

“The classroom teacher should remain in the classroom and handle the problem(s). I don’t think a counselor should take on the role of disciplinarian.” -Middle SC
Parental/Family Follow-Up

A Note From School

To

Date

From

Signature

Please sign and return. Yes ☐ No ☐
Guidance Giveaways

55 Reproducible Topic-Based Handouts You Can Pass On To Teachers and Parents

These two-page handouts contain more than 900 insights, hints and strategies for helping children and adolescents (K-12) to be successful in school and in life.

By Tom Carr, M.S., LPC

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Pass-Along Papers

52 Parent Handouts Ready to Photocopy and Pass-Along!!!

By Paula Kraegen, Ph.D.
Gary Kraegen, M.A.
Cake with the Counselors

A Parent Discussion on
Helping Your Child Be Successful in School

Thursday, January 22nd at 7pm in the Library.

For questions please contact X:
Email and phone number listed here
School Counseling: Different by Level
CLASSROOM MANAGEMENT SKILLS

FROM CHAOS TO CALM, FROM INATTENTIVE TO INSPIRED
Next Steps: Strengths and Goals
Reactions?

What do you think?