

YA's General Approach to
Behavior Management & Discipline

**YINGHUA BEHAVIOR
MANAGEMENT AT
A GLANCE**

TOPICS WE WILL DISCUSS

- The Great Expectations
- Dean's Role
- General Posture
- A Positive Perspective
- Responsive Classroom

“THE 5 GREAT EXPECTATIONS”

- ◎ The behavioral guidelines at Yinghua Academy can be summed up by *The Great Expectations*.
- ◎ They are the building blocks and pathway to achieving a school culture that embodies *The Five Principles of YA: Safety, Happiness, Speaking Chinese, Learning, & Global Citizenship*.
- ◎ They are recognized, discussed, and modeled daily in classrooms and throughout the school.
 - What does it look like to...?
- ◎ When we counsel or discipline students, we tie *The Great Expectations* into our conversations whenever possible.
- ◎ Most students can recite them from memory.

What are The Great Expectations?

1. Always try.
2. Do your best.
3. Cooperate and help others.
4. Respect people and property.
5. Manage yourself!

And - No Physical.

行为规范

1. 不断努力
2. 尽力而为
3. 互助合作
4. 尊重他人
爱护公物
5. 管好自己

DEAN'S ROLE

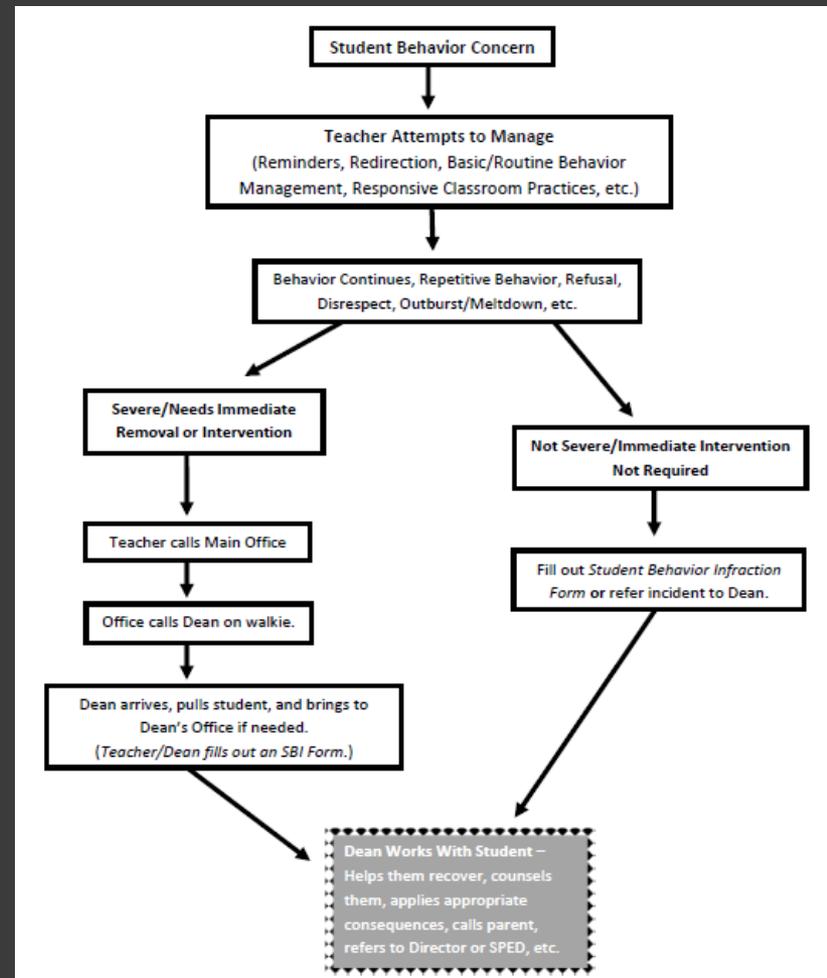
⦿ “The Big Picture”

- Liaison between Students, Teachers, and Parents:
 - Help parents & students who are concerned about behavior/social issues.
 - Help students understand the perspectives of their teachers and peers.
 - Help teachers understand the perspectives of their students and parents.
- Third Party Intervention
 - Calm & Unemotional & Controlled
- Help KG students understand rules.

Some questions I always ask:

- Is it happening in all classes, or one class?
- If one class, then what is different in that class?
- If all classes, then what could be the cause?
- Is it happening with one teacher or a few teachers?
- Does it happen with Mr. Brewer there?

YA Behavior Management Flow Chart



GENERAL POSTURE

- “Seek first to understand” – Roger Soweid
- Calm, In Control, Gentle, & Unemotional
- Balance Compassion & Firmness
- Coaching & Counseling
- Modeling For Teachers
- Relationship, Trust & Rapport
 - Students, Teachers, & Parents
 - The YA Culture
- What are the (many) sides to the story?
- Honesty
- Ownership – “I statements”
- Fairness in everything.
- Same rules for everyone.
- Appropriate Consequences
- Reminders as we learn are okay.
- Break it down and focus on the positive.

POSITIVE PERSPECTIVE

- ⦿ They *CAN* do it.
- ⦿ See the good. *Look* for the good.
- ⦿ The “Shaken Can”
- ⦿ Emphasize the Positive whenever possible.
- ⦿ Not just punitive - It’s a learning opportunity.
 - Just like they are learning their ABC’s, Chinese, Math, etc., children are also learning appropriate behavior.
 - Some of these lessons take time and do not happen over night.
 - Some children come to school knowing basic behavior rules, others do not.
 - Brains don’t fully develop until young adulthood – It’s a journey.
- ⦿ Golden Tickets – Catching students doing something good/right.
- ⦿ Liabilities vs. Assets

Adapted from
“Changing Student Behaviors”
by Vicki Phillips, 2008

Re-describing Student Behavior Positively

from liabilities to assets
short attention span	➡	has many interests
irresponsible	➡	care-free, fun-loving
distractible	➡	alert/ aware of surroundings
hyperactive	➡	energetic
unpredictable	➡	flexible
impulsive	➡	spontaneous
loud	➡	enthusiastic
stubborn	➡	persistent
disorganized	➡	creative
willful	➡	determined
bossy	➡	strong leader
argumentative	➡	committed to convictions
tests limits	➡	risk-taker
manipulative	➡	negotiator
anxious	➡	cautious
impatient	➡	eager
disobedient	➡	self-directed
slow learner	➡	takes their time
talkative	➡	good communicator
disruptive	➡	needs reminders of procedures

RESPONSIVE CLASSROOM

- ① *The **Responsive Classroom (RC)** is an approach to teaching and learning that fosters safe, challenging, and joyful classrooms and schools, kindergarten through eighth grade.*
- ① *Developed by classroom teachers, it consists of practical strategies for bringing together social and academic learning throughout the school day.*
- ① *Been in practice since 1981.*
- ① *Endorsed by MDE*
- ① *Helps create learning environments nationwide where children thrive academically, socially, and emotionally.*
- ① *Educators using RC report increases in student investment, responsibility, and learning, and decreases in problem behaviors.*

◎ ***Responsive Classroom is informed by the work of educational theorists and the experiences of classroom teachers. Seven principles guide this approach:***

1. The social curriculum is as important as the academic curriculum.
2. How children learn is as important as what they learn.
3. The greatest cognitive growth occurs through social interaction.
4. There is a specific set of social skills that children need in order to be successful academically and socially: cooperation, assertion, responsibility, empathy, and self-control (C.A.R.E.S.).
5. Knowing the children we teach—individually, culturally, and developmentally—is as important as knowing the content we teach.
6. Knowing the families of the children we teach and working with them as partners is essential to children's education.
7. How the adults at school work together is as important as individual competence. Lasting change begins with the adult community.

◎ At the heart of the **Responsive Classroom approach** are **ten classroom practices**:

1. **Morning Meeting**—gathering as a whole class each morning to greet one another, share news, and warm up for the day ahead
2. **Rule Creation**—helping students create classroom rules that allow all class members to meet their learning goals
3. **Interactive Modeling**—teaching children to notice and internalize expected behaviors through a unique modeling technique
4. **Positive Teacher Language**—using words and tone to promote children’s active learning and self-discipline
5. **Logical Consequences**—responding to misbehavior in a way that allows children to fix and learn from their mistakes while preserving their dignity (Take a Break, Buddy Room, Etc.)
6. **Guided Discovery**—introducing materials using a format that encourages creativity and responsibility
7. **Academic Choice**—increasing student motivation by differentiating instruction and allowing students teacher-structured choices in their work
8. **Classroom Organization**—setting up the physical room in ways that encourage independence, cooperation, and productivity
9. **Working with Families**—hearing families’ insights and helping them understand the school’s teaching approaches
10. **Collaborative Problem-Solving**—using conferencing, role-playing, and other strategies to engage students in problem-solving