

Classroom and behavior management problem

Structure of the meetings

Alunni disfunzionali

- Analisi disfunzionalità
- Spunti operativi
- Esercizi di gruppo

Lesson 1: Disfunctional students

Autoconsapevolezza

- Il mio Sé insegnante
- Tecniche cognitive
- Il mio Sé nel contesto
- Esercizi di gruppo/individuali

Lesson 2: Self-awareness

Il lavoro in classe

- Classe disf. □□alunno disf
- Strumenti e metodi di osservazione
- Interventi pratici

Lesson3: working with the class

- The importance of positive relationships in student growth
- The teacher's role in building a peaceful environment



This slide represents various behavioral disfunctions (DSM-5)

What does it impact on?



Attention – Problem solving – Self-esteem – interpersonal rel. – commitment – emotional management

"The failure of a relationship is almost always a failure of communication."

Zygmunt Bauman

Communicate firmly but never angrily, so as not to show that you experienced the transgression on a personal level.

Active listening techniques

Constructive and motivating feedback



Tip 1

Focusing on the needs, even hidden needs, of the learner, trying to unearth the discomfort behind the behavior, such as asking "what does my learner need?"

Le principali funzioni del comportamento problema sono:

per ottenere

- l'oggetto
- l'attenzione
- l'attività gradita
- la stimolazione sensoriale

per evitare

- l'attività non gradita
- i luoghi spiacevoli

per scaricare

- l'ansia
- lo stress
- l'eccessivo carico cognitivo o emotivo

The main functions of problem behaviors are: obtaining an object/attention/gratification, avoiding unpleasant situations, releasing anxiety/stress/cognitive or emotional load.

Functional analysis

What is it?

What is it for?

How is it done?

What results?

Tip 2

Turn negative words into positive ones, avoiding words such as "don't," e.g., "You must not disturb" might turn into "Concentrate"

Focus attention on the desired outcome/behavior, not the undesired (i.e.: when reprimanding the student for negative behavior also give explanation of what the positive would be)

Tip 3

Assigning assignments, such as, for example, delivering materials to the classroom. Many difficult-to-manage pupils need to channel energy in a positive way. Often they themselves are aware that they are creating chaos, but they cannot help while fearing isolation from others; holding them accountable can help them avoid difficult behavior.

Beware of possible manipulation attempts.

Tip 4

Stopping with the 3B method (which stand for Short, Low Emotional Cost and Low signal).

"One day I noticed that the most turbulent person in the class was defiantly chewing gum while everyone was quietly doing the test assignment. He was trying to challenge my authority by openly transgressing a well-known and repeatedly reiterated rule: 'no chewing gum in class.' In another circumstance I would have made a resounding, better, loud intervention. I would have broken that silence and intimated in an aggressive voice to throw the gum in the trash can. Of course, I would have fallen into the trap set by this student who expected nothing else to activate his challenge, openly disobeying in front of all his classmates. I wanted to keep the strategy of an educational intervention of few words, low emotional cost and low signal. I wrote on a paper card, "Please throw the gum in the trash can," and passing between the desks I placed it on his table, without letting others see it. He read it. He looked at me. At first incredulous. He did not expect, in fact, such a fluffy intervention. Then he looked at me again and hinted a small smile with half his mouth. Afterwards, he took a tissue, put the stub on it, crumpled it up, got

Got up on tiptoe, threw it in the basket. He came back in place, looked at me, looked at me,

looked at me.

Ask for reasons for the misbehavior.



Point out the logical consequences of misbehavior.



Highlight the cost of the response.



Demanding a commitment to change.





The difficult balance between empathy and
professional detachment

Role playing

Second grade student while handing in homework for the next class:

"This task is useless, so much so that it serves no in life! Why do we have to do it? It makes no sense what we are doing in this school."

What is goal of the student?

The goal of the student is to keep provoking, trying to get an emotional reaction from the teacher. During the interaction, he may:

- Speaking over the lecturer
- Involve other classmates (e.g., "Isn't it useless? You think so too!").

Teacher goals

- Recognize the underlying problem (e.g., disinterest, frustration, lack of motivation).
- Avoid escalation of the conflict.
- Bring order back to the classroom.

Immediate reaction

- The teacher responds to the student's first intervention by trying to keep calm

Class involvement

- If the student tries to get support from peers, the teacher must find a way to get them to remain neutral or bring them back to cooperation

Conclusion

- The lecturer finds a way to close the issue without losing authority and resume the lesson

Debriefing

- **What worked?**
- **What alternatives could have been adopted?**
- **How did they feel about their respective roles?**

- **Empathy:** *"I understand that sometimes homework seems boring. Do you want to explain more about what's bothering you?"*
- **Stopping behavior without conflict:** *"This is a good topic, we will talk about it at the end of the lesson. For now, let's focus on the task."*
- **Involve the class positively:** *"Let's see if there is anyone else who thinks differently. It's an interesting topic."*

Staging

During a group activity, the teacher notices that a student remains on the sidelines, avoiding contact with classmates and not participating in the discussion. The teacher's job is to intervene to foster inclusion and stimulate participation, without making the student feel pressured

• **Lecturer (toward isolated student):**

"I noticed that you listened carefully. What do you think of this idea? Your opinion could help us complete the work."

• **Teacher (toward the class):**

"It seems to me Marco's group (isolated student) is struggling a bit. Why don't we help them with some cues?"



Pr
ofessional self
-
cognitiv
e elements
of

introspection

V or F ?

...provide contexts for relationships simultaneously with adults and peers, and thus opportunities to experiment in multiple directions with one's cognitive, relational and affective potential.

... teachers' attitude (communicative-relational exchanges) affects the self-esteem of the students

...school is faced with the problem of defining itself as an educational environment, and it is a matter of deciding whether it can be sufficient to interpret the teaching function in relation to the more or less renewed programs to be carried out or in relation to the needs of the pupils, who are immediately scholastic needs, but existential.

to a large extent do not

Define the characteristics of one's professional self

Modalities:

in groups of 5, discuss the personality characteristics, character traits, and behaviors that best distinguish one's professional self.

Find the characteristics that best represent you as a group, thinking that you are one and the same person.

What have you welcomed about others? What of yourselves has been welcomed?

On the contrary?

"My role, my mission."

What are the values (individual hierarchical scale) and motivations (what drives..) characteristic of the role?

What mission statement? What expectations?

How do these elements impact the quality teaching and the relationship with the student?

EI.

Emotional intelligence or emotional quotient is an aspect intellect related to the ability to recognize, understand and consciously manage their own emotions and those of others. Being able to distinguish between feelings and sensations allows one to use this information to guide thoughts and actions.

1. Getting to know yourself: it is essential to be able to recognize the feelings you have during the day and name them accurately, trying to understand what events they are caused by. Take consideration physical discomforts and understand if they are caused by some emotions that one is experiencing. Never judge yourself for the emotions you feel, even the most negative ones. Finally, practice finding ways to respond to them.

2. Tuning in to other people: this means being mentally open to everything. Knowing how to listen proactively by considering others' points of view. one's empathy, putting oneself in others' shoes and trying to be helpful. Trying to read body signals and between the lines of a conversation to fully understand the other person's emotional state. Observe the effect you have on others and try to improve the way you pose. Finally, one must practice the way of being emotionally honest, striving to make one's state of mind shine through as best as possible so that people will recognize it more easily.

3. emotional intelligence concretely: trying to figure out where you can improve, attitudes to change and which to promote. Manage daily stress careful analysis of triggers. Finally, one must have a positive starting attitude about all situations, both at work and in private life.

<https://www.psicologionline.net/test-psychological-psychology/test-intelligence-emotional-intelligence>

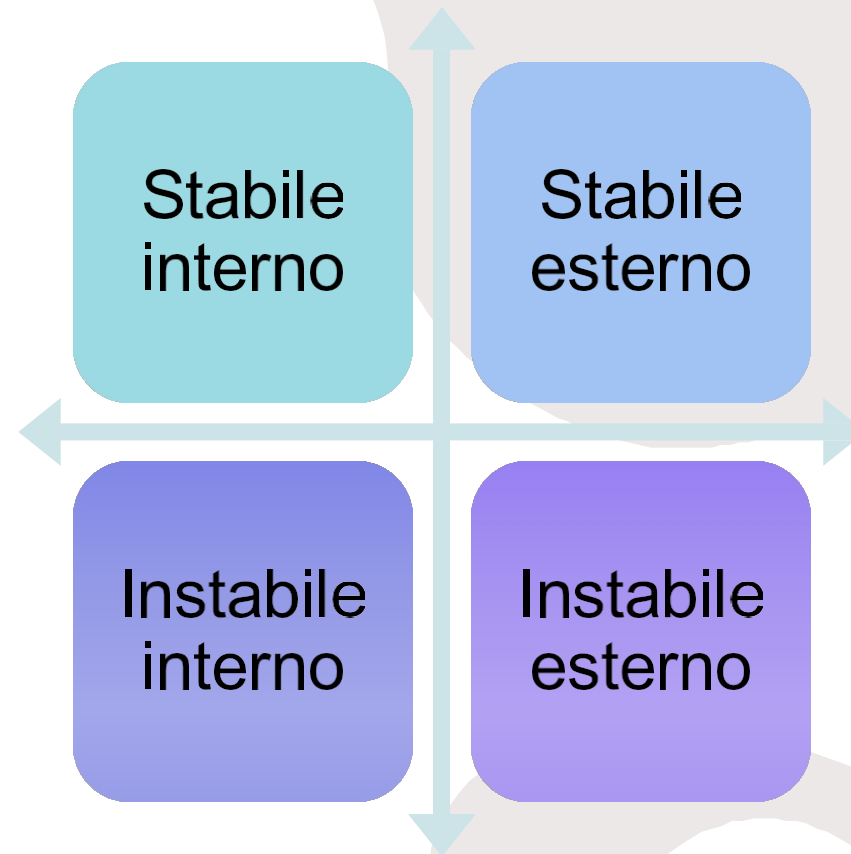
I worry about things that others don't take into consideration

Sometimes, some people make me feel wrong or in error, whatever I do

I am not satisfied with my work unless someone you don't approve it

<https://www.idrlabs.com/it/qe-global/test.php>

Locus of control



Emotional and cognitive management

What situation is challenging us?

Form groups of 3.....

ABC

A

B

C

Antecedent

Thought / Belief

Emotional consequences and behavioral

Student continues to interrupt the lesson with unhelpful interventions

Anger v student
Anger v me
Disappointment
Frustration
I lose my patience and raise my voice,
creating havoc in the classroom

ABC part 2

A	B	C
Antecedent	Thought / Belief	Emotional consequences and behavioral

Student continues to interrupt the lesson with unhelpful interventions

Anger v student
Anger v me
Disappointment
Frustration
I lose my patience and raise my voice,
creating havoc in the classroom

Anger v student
Anger v me
Disappointment

Guilt
Sadness



Message - I vs. Message - You

Insegnante	Alunno
Irritazione→Codificazione→Messaggio-Tu "Sei disordinato"	Decodificazione→"Io sono un buono a nulla"

Insegnante	Alunno
Irritazione→Codificazione→Messaggio-Io "Io mi irrito."	Decodificazione→"La professoressa si irrita."

The message-I technique is implemented in three moments:

1. Description without judgment of each other's behavior;→ "When you speak without waiting your turn..."
2. Description of personal feelings;→ I get irritated
3. Reaction to tangible and concrete effects. → Why I can't continue with the lesson and can't respect your learning time as well

Transform.

Are you going to continue so much with this racket?

You always make me angry!

But don't you see that it's late, do you think it's appropriate to talk about it now?

Why me?

Why do students choose me? How do
I deal them?

What expectations do they have me? What internal operating model (???) is acting?

"The teacher who has established a good relationship with class has 31 percent fewer disciplinary problems."

Thomas Gordon

The adolescent today is

"A stranger sitting in the desks of our schools, lost in the mazes of shopping malls, intent on listening to and producing music he has never heard before, searching for himself, seemingly uninterested in what adults have to say to him."

G. Pietropolli Charmet, *Fragile and swaggering*, portrait today's teenager.

Classroom management

Includes all teaching, methodological and relational strategies that the teacher implements to achieve a meaningful learning environment and personal and individual growth

Passage from:

manage the class= maintain discipline



managing the classroom= KNOWING HOW TO MOTIVATE knowing how to motivate=
KNOWING NEEDS OF THE PUPILS.

To effectively manage the classroom, the teacher must:

- **Getting to know** your students
- Being able to offer them **motivation**
- Propose **activities** in an attractive way
- Pointing the way to **educational success**
- Provide a number of **rules** that are not excessive but are clear, necessary, and functional
- A good climate is established when the teacher-student relationship is based on **Frankness, Consideration, Interdependence** and **Respect for each other's needs** (so that the needs of one are not met at the expense of the other)

Factors that negatively influence the learning outcome in the classroom

1. Pronounced tendency to seek immediate gratification and stimulation
2. Reduced investment of attention and effort to perform complex tasks
3. difficulty inhibiting impulsive responses
4. Specific difficulty in modulating the level of arousal in the face of external demands

What can the teacher do to attentively manage the class?

Attention as a psychological process that modulates behavior Own teaching style

Own classroom management strategies

Attention and learning in the classroom

Always be visible;

Have people sit in the first few pews;

Give short, simple instructions and make sure that the student has really understood ("What do you have to do...?");

Use visual aids;

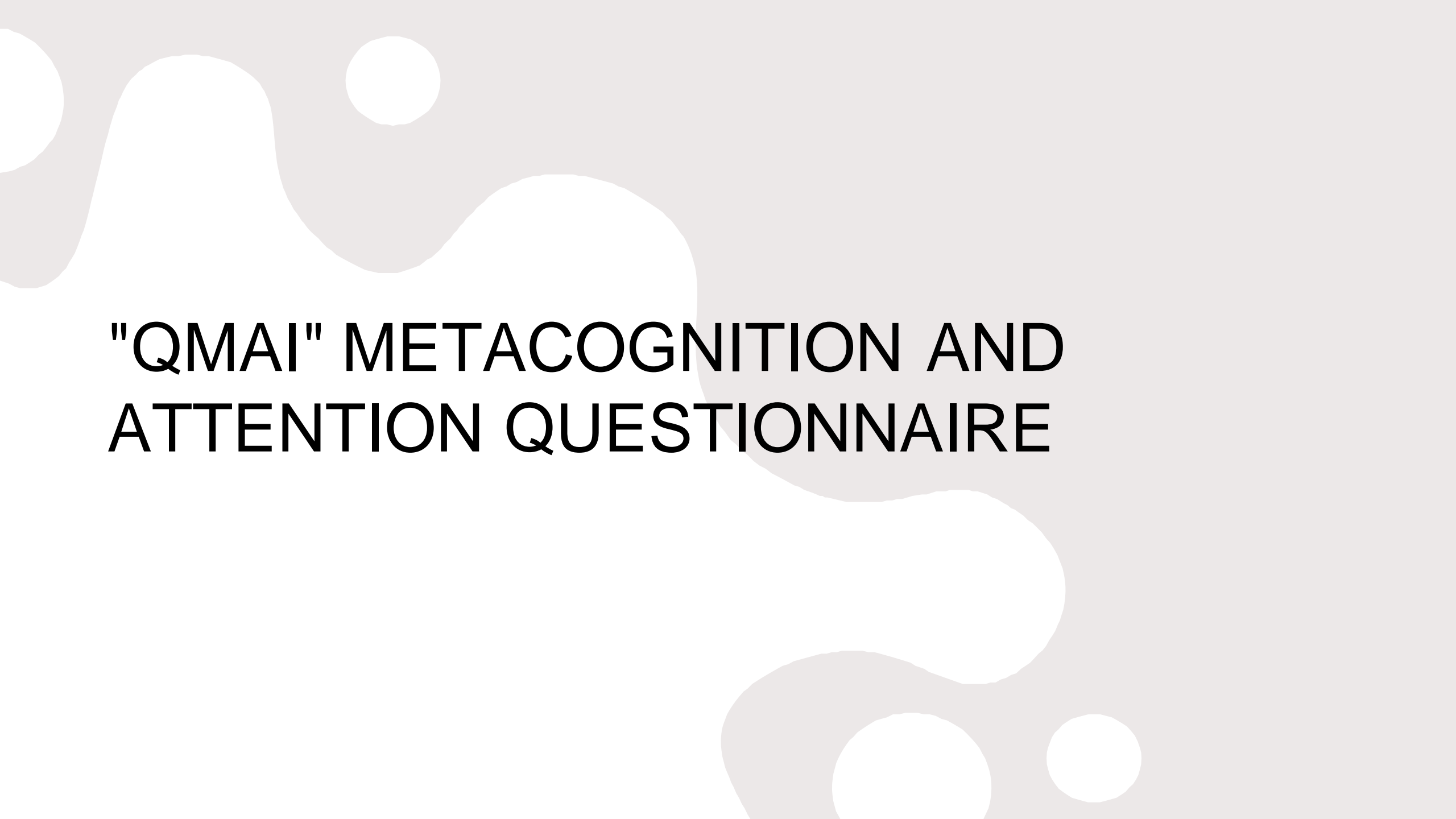
Move around the classroom frequently;

Clearly define the time frame for carrying out the activity;

Use open-ended questions;

Work in small groups; Use students' names.

Proximal control. When you notice a boy engaging in misbehavior, you should him: proximity prevents further such actions



"QMAI" METACOGNITION AND ATTENTION QUESTIONNAIRE

A little practice...

-Think of a classroom situation in which you have difficulty managing student behavior.

-Create a concept map containing:

- 1) Defining rules and objectives of the lesson
- 2) Introduction and work on the topic of metacognition
- 3) Breakdown of work to facilitate attention and motivation
- 4) Threats and issues → hypotheses for action

The background features abstract, overlapping geometric shapes in various shades of green, ranging from light lime to dark forest green. These shapes are primarily located on the left and right sides of the frame, leaving a large white central area. The shapes include triangles and polygons, some of which are semi-transparent, creating a layered effect.

Circle time

- ▶ Conceived by Humanistic Psychology in the 1970s with the aim of proposing a Effective tool for:
- ▶ increase emotional closeness
- ▶ resolving conflicts
- ▶ To stimulate pupils to acquire knowledge and awareness of their own and other people's emotions
- ▶ Managing social relationships with both peers and adults

Goals


- ▶ Recognizing and managing one's emotions
- ▶ Recognizing the emotions of others (empathy)
- ▶ Create an atmosphere of serenity and mutual respect
- ▶ Learning to discuss together, to express opinions out loud, to summarize what has been said, to listen and ask for listening.
- ▶ Fostering mutual knowledge, communication and cooperation among all The members of the class group (pupil-pupil and pupil-teacher)
- ▶ Increase emotional closeness and resolve conflicts problems and finding possible solutions together, thus avoiding the need for authoritarian interventions by teachers.

Role of the teacher

- ▶ The teacher should NOT have the role of a privileged interlocutor who asks questions and provides answers, but is an integral part of the group.
- ▶ It is important that the arrangement be in a circle to effectively give idea of a circularity in communication, which is then aimed at the whole group and not just the teacher.
- ▶ The teacher facilitates communication: has the role of the facilitator: does not judge, does not criticize, but stimulates the children to interact with others, to express their thoughts without fear, to listen to what others say without interrupting.
- ▶ Observe and solicit: must observe relationships within the group, stimulate the shy people and contain the more aggressive ones by trying to make everyone participate in the discussion.

Role of the teacher (2)

- ▶ Summarizes objectively and uncritically: Summarize, at the end of the circle time, what emerged objectively and without making personal judgments.
- ▶ Does not answer the questions but stimulates the search for an answer: is not responsible for answering the group's questions (unless the question directly concerns the teacher's behavior); if the question concerns the group members or the whole group, the question should be put to the group again by asking each person for his or her opinion and stimulating the search for answer.
- ▶ The teacher not solely responsible for the progress of the group; each contributes to its effectiveness
- ▶ Clarifying this to students by helping them feel responsible for themselves and the performance of the group.



► In order to be truly effective, circle time should not be a sporadic mode of relationship, but should be at least twice a month*, with a duration of about 30 to 40 minutes. Instead, it can be more frequent in cases where there are issues that need to be discussed immediately.

*Ambitious frequency...

The theme

- ▶ Any topic can be chosen as the subject of discussion, which will be proposed by the teacher or by the students themselves and can, for example, relate to a specific problem of the class, such as studying, relationships between classmates... but also a topic on the treatment of which a comparison between different points of view is possible

METACOGNIZIONE

Fondamentali per l'apprendimento

Conoscenza metacognitiva

FUNZIONAMENTO

Della propria mente
dei fattori che influenzano
la mente

Processi metacognitivi
di controllo

FUNZIONAMENTO

Pianificazione delle fasi
coordinazione e controllo
strategie
valutazione dei risultati
generalizzazione in altri contesti

MIGLIORA

Livello generale di apprendimento

RICHIEDE

Didattica metacognitiva

1° livello:
conoscenza
funzionamento
cognitivo

4° livello
mediazioni cognitive
motivazionali
emotive

2° livello:
autoconsapevolezza
del proprio
funzionamento
cognitivo

3° livello: uso di
strategie
di autoregolazione
cognitiva

SVILUPPA

METODO DI STUDIO

5 aspetti metacognitivi
per studio efficace

Concentrazione
Selezione
Autovalutazione
Strategie
Sensibilità

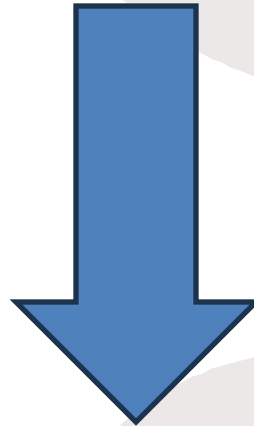
Imparare
a studiare
MT

Metodo PQ4R

Homework
tutor e metodo START
(Daffi)

How to **NOT** teach
something to our students

The following slides present a series of questions to stimulate metacognitive learning. For example: Why is it important to learn this subject? What advice would I give to a friend to study this subject? What will be the objectives of the lesson? What do I already know about the topic? What ideas are coming to my mind while attending the lesson? How do I connect prior knowledge with new knowledge? How much time do I need to complete the work? How can I organize it? What strategies will I use to study? Which strategies worked? Which ones didn't?



La vostra materia

Pianificazione	Monitoraggio	Valutazione
<ul style="list-style-type: none">• Perché è importante imparare il materiale di questa materia?• Come si collega una buona riuscita in questa materia con i miei obiettivi professionali o di studio universitario?• Come penso di monitorare attivamente il mio apprendimento durante questo corso?• Cosa voglio assolutamente imparare in questo corso?• Cosa voglio essere in grado di fare al termine di questo corso?	<ul style="list-style-type: none">• In che modo l'insegnamento di questa materia mi sta supportando nell'apprendimento? Come posso massimizzare l'apprendimento?• In che modo l'insegnamento in questa materia non mi supporta nell'apprendimento? Come potrei rimediare?• Quanto sono interessato a questa materia? Quanto sono fiducioso dell'efficacia del mio apprendimento? Cosa potrei fare per accrescere il mio interesse e fiducia?	<ul style="list-style-type: none">• Cosa mi ricorderò di questa materia a distanza di 5 anni?• Che consigli darei a un amico su come studiare al meglio per questa materia?• Se dovessi insegnare questa materia, cosa cambierei?• Cosa ho imparato su come apprendo in questa materia, che posso usare nello studio di altre materie? E nella mia futura professione o percorso universitario?

Lezione

Pianificazione	Monitoraggio	Valutazione
<ul style="list-style-type: none">• Quali saranno gli obiettivi della lezione?• Cosa già conosco di questo argomento?• Come mi posso preparare al meglio per la lezione?• Cosa dovrei fare (o non fare) per supportare al meglio il mio apprendimento durante la lezione?• Quali domande ho già in mente su questo argomento e su cui voglio approfondire le conoscenze?	<ul style="list-style-type: none">• Quali intuizioni e idee mi stanno sorgendo durante la lezione? E su quali aspetti provo confusione?• Quali domande mi vengono in mente durante la lezione? Me le sto appuntando?• C'è qualcosa di mio interesse? Perché sì o no? Come potrei rendere questo materiale rilevante per me?• Posso distinguere le informazioni importanti dai dettagli? Se no, come farò per distinguerli	<ul style="list-style-type: none">• Qual era il tema della lezione di oggi?• Cosa ho ascoltato oggi che è in conflitto con le mie precedenti conoscenze?• Come le cose apprese oggi si collegano alle precedenti lezioni?• Cosa devo fare concretamente per rispondere alle mie domande e chiarirmi gli aspetti ancora confusi?• Cosa ho trovato davvero interessante nella lezione di oggi?

Esercizi/compiti/attività partecipative

Pianificazione	Monitoraggio	Valutazione
<ul style="list-style-type: none">• Quali sono gli obiettivi del docente per questo esercizio?• Quali sono le cose che devo fare per svolgere al meglio il compito?• Di cosa ho bisogno per svolgere il compito? Come faccio a procurarmi ciò di cui ho bisogno?• Di quanto tempo ho bisogno per completare il compito?• Se ho svolto attività come questa in passato, come posso fare per migliorarmi nell'esercizio di oggi?	<p>Quali strategie sto usando con successo e quali invece non mi stanno aiutando nell'apprendimento?</p> <ul style="list-style-type: none">• Quali altre risorse potrei usare per completare l'attività? Cosa dovrei fare per avere queste risorse a disposizione?• Qual è l'aspetto più difficile per me in questa attività? Cosa mi confonde le idee in particolare?• Cosa potrei fare di diverso per affrontare le difficoltà e ciò che confonde?	<ul style="list-style-type: none">• A quale livello ho raggiunto con successo gli obiettivi del compito?• Quanto ho usato le risorse che avevo a disposizione?• Se fossi il docente, cosa identificherei come punti di forza e punti di debolezza del mio lavoro?• Quando dovrò svolgere un altro compito come questo in futuro, cosa dovrei fare di diverso? Cosa ha funzionato bene e dovrei ripetere la prossima volta?

Domande strategiche da porre dopo una valutazione formativa

Dividere a coppie o piccoli gruppi e chiedere:

- Come hai pensato alla risposta che hai dato?
- Cosa pensi volesse chiedere la domanda?
- Per quale ragione principale hai scelto la risposta che hai dato?
- Per quale ragione non hai scelto le altre opzioni?
- Come paragoni le tue idee con quelle dei tuoi compagni?
- Qual era l'aspetto meno chiaro della domanda?
- Quanto sei sicuro della risposta che hai dato? Perché? Cos'altro dovresti sapere per aumentare la tua sicurezza nella risposta?

Quiz ed esami

Pianificazione	Monitoraggio	Valutazione
<ul style="list-style-type: none">• Che strategie userò per studiare (es. gruppi di studio, esercizi con quiz, ricevimento dal docente, partecipare a sessioni di ripasso, ecc.)?• Quanto tempo penso di destinare allo studio? Quanti giorni dura la mia sessione di studio e ogni sessione quante ore dura?• In base a quanto ho capito finora della materia, su quali aspetti dei materiali del corso dovrei soffermarmi di più o di meno?• Di quali risorse dispongo per lo studio di questo esame? Come le userò?	<ul style="list-style-type: none">• Quanto riesco ad essere sistematico nello studio del materiale per l'esame?• Come paragono la mia strategia di studio con almeno altri tre compagni di studio?• Quanto sto utilizzando e traendo vantaggio dai supporti all'apprendimento che ho a disposizione?• Sto faticando a tenere alta la motivazione allo studio* Se sì, mi ricordo perché sto seguendo questo indirizzo di studio?• Quali aspetti che avevo poco chiari ho chiarito adesso? Come ho fatto a chiarirmeli?• Cosa rimane di confuso e cosa penso di fare a chiarirmelo?	<ul style="list-style-type: none">• Cosa ha funzionato bene della mia preparazione all'esame, che dovrei ricordare di utilizzare anche al prossimo esame?• Cosa non ha funzionato bene, che non dovrei ripetere o dovrei cambiare?• A quali domande non ho risposto correttamente? Come confronto le mie risposte con quelle che sarebbero state corrette?• A quali domande non ho risposto correttamente? Perché? Cosa ancora non mi è chiaro e necessita di chiarimento?