



**PLAN FOR SUCCESS WITH GRADES K-2:
STRUCTURE CLASS TIME FOR BETTER STUDENT ENGAGEMENT**

DENISE GULLIVER-LEWIS
WHITE PIGEON COMMUNITY SCHOOLS

COMMON ISSUES IN K-2

- Defiance
- Control ("hijacking" the class)
- Inability to focus, sit or participate with a group
- Lack of verbal skills
- Elopement
- Bullying
- Verbal and physical assaults on students and teachers

CHANGING STUDENTS, CHANGING CLASSROOMS

- Consider doing away with assigned seating for K-2
- Are lessons too long?
- Change the environment - softer lighting, fewer visuals
- Keep instruments out of sight or reach
- Designate a calm corner with some sensory items (pop-its, squishy balls, coloring pages)
- Noise reducing headphones
- Visual schedules
- Read those IEPs!

ANALYZE THE PROBLEM

STEP 1 - CLASS AS A WHOLE

STEP 2 - INDIVIDUAL STUDENTS

STEP 3 - PLAN MANAGEMENT STRATEGIES AND INCLUDE IN YOUR LESSON PLANS



CLASSROOM MANAGEMENT ISSUES - LEVEL 1

- Many students talking/not responding to teacher prompts
- Students interrupting teacher
- Students not engaged in lesson (fringing)
- Issues more group than individual



INTERVENTIONS - LEVEL 1

- Zero transition
- Musical and/or sound cues replacing verbal instructions
- Gamify!
- Length of lesson segments
- Placement of movement activities
- Picture schedule
- Ignore blurts/interruptions
- Signals for "emergencies"

ZERO TRANSITION

- Immediate flow from one lesson component to the next. No downtime. This includes entry and sometimes exit.
- Students automatically listen when shifting to something new. No need to get their attention if you just “jump” to the next activity.

PLACEMENT OF MOVEMENT ACTIVITIES

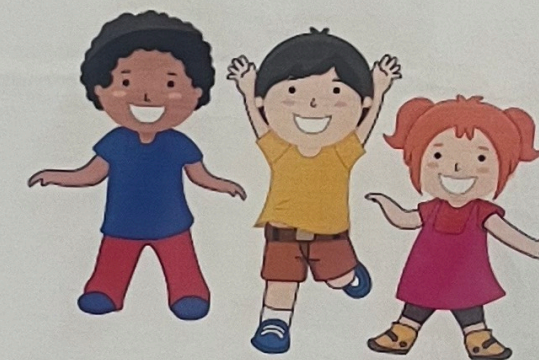
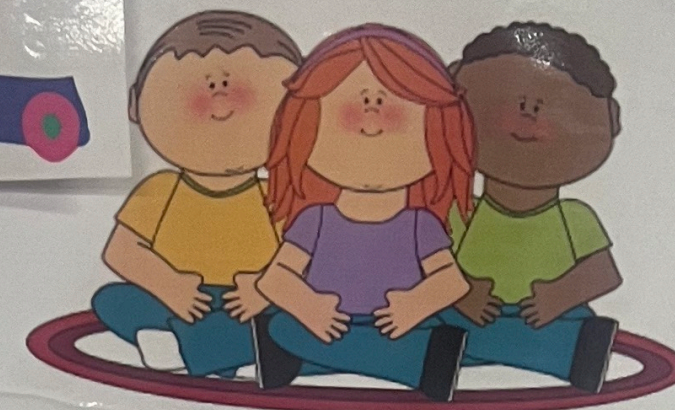
- Analyze needs of the class as a whole
- End with a “decompress” activity if necessary



PICTURE SCHEDULE

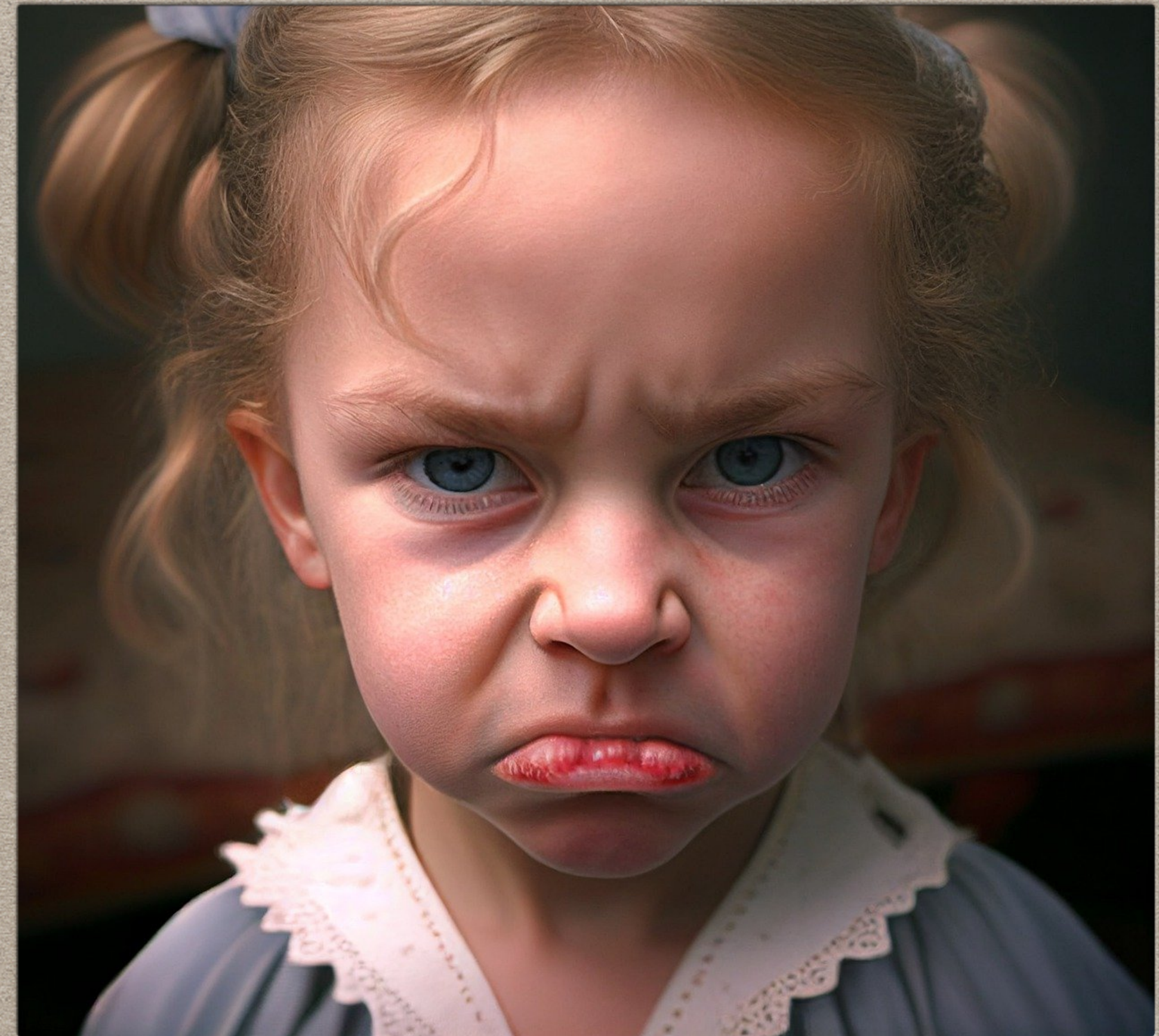
CLIP-ART PICTURES OF
WHERE STUDENTS WILL BE
IN THAT LEARNING
SEGMENT. PICTURED TO
THE RIGHT ARE:

- SEATED (LESSON)
- DANCING (MOVEMENT)
- SEATED (CLOSING
LESSON/ SUPPLEMENTAL
VIDEO)



CLASSROOM MANAGEMENT ISSUES - LEVEL 2

- Physical reactions - punching, hitting, kicking (escalation of talking or continuation of play activities)
- Disrespectful comments towards activities and/or others
- Roaming around the room away from the learning area (escalation of fringing)
- Oppositional language/behaviors



INTERVENTIONS - LEVEL 2

LEVEL 1 INTERVENTIONS PLUS:

- Proximity
- Special "jobs"
- Redefined boundaries
- Dividing groups
- Assigned "spaces" when needed
- Choices
- Behavior logs should begin at this level
- Inquire about behavior plans in place
- Specialized behavior plan(s)

CLASSROOM MANAGEMENT ISSUES - LEVEL 3

- Screaming/yelling
- Escalated physical reactions
(intentions to harm self or others)
- Escalated oppositional behaviors
- Verbal and/or physical threats
- Assault
- Profanity
- Throwing/kicking objects
- Elopement



INTERVENTIONS - LEVEL 3

LEVEL 1 AND 2 INTERVENTIONS PLUS:

- Non-engagement
- Use of a calm corner area
- "Class buddy" when needed
- Specialized behavior plan(s)
- Pre-class check of possible exits in case of elopement
- Class evacuation plan
- Conferences with administration, resource staff and homeroom teacher

NEURODIVERGENT CONDITIONS

- Autism/ASD
- ODD
- ADHD
- Anxiety
- Bipolar Disorder
- General Learning Disability
- Synesthesia
 - ❖ Schizophrenia
 - ❖ Obsessive Compulsive Disorder (OCD)

MISCONDUCT OR NEURODIVERGENCE?

Misconduct

- Based on choice
- Calculated for response
- No apparent triggers/warning
- Predictable responses
- Often responds well to positive prompts

Neurodivergence

- Often involuntary
- Can seem unaware of responses
- Noticeable tics/warnings
- Response to interventions is often unpredictable

STRATEGIES FOR THE ODD STUDENT

**Link for this
video is on the
resource page**

“I send this student to the office almost every class, and they always return 10 minutes later with candy!”



WHAT ADMINISTRATION WANTS TO SEE FROM YOU

- Communication
- Documentation
- Evidence of classroom strategies to avoid disciplinary situations
- Proper de-escalation was attempted
- Follow-up with students and parents if necessary

RESOURCES - LINKS

[What is Gamification?](#)

[What is ODD?](#)

[Supporting the Student With ODD](#)

[PBIS](#) (information and tools for classroom use)

[Creating a Calm Corner](#)

RESOURCES - BOOKS

- *Responsive Classroom for Music, Art, PE and Other Special Areas*
- Responsive Classroom
- *Classroom Management in the Music Room* - David Newell
(more for band, but also helpful for general music classes)
- *The Classroom Management Book* - Harry and Rosemary Wong

OTHER RESOURCES (IN SESSION NOTES PACKET)

- Think Sheet Grades 1-2
- Sample Behavior Log
- Feelings Coloring Page
- Sample Lesson Plan

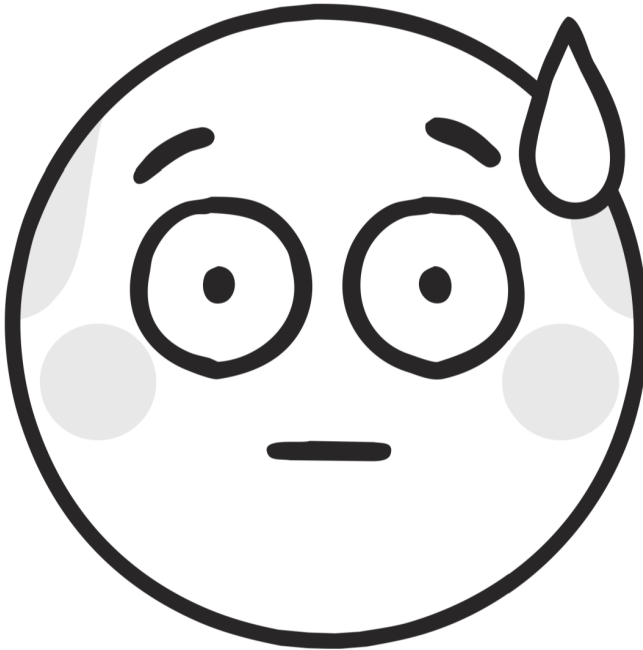
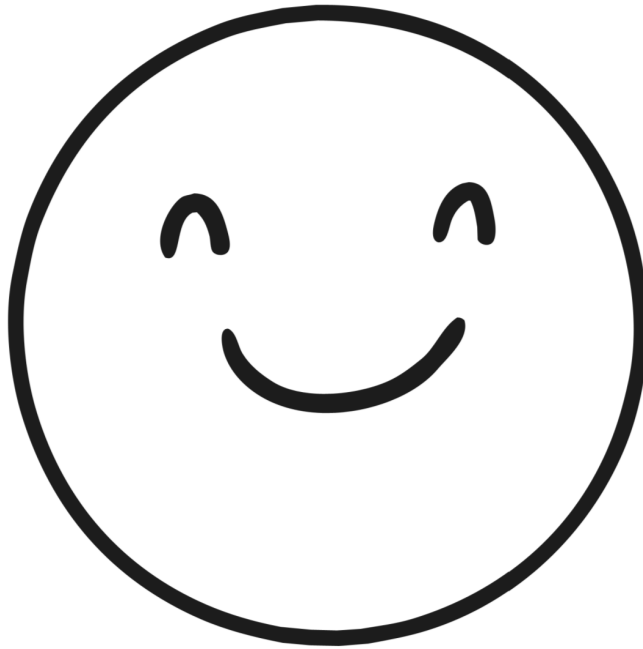
CONTACT ME

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Date: _____

What happened?



other



A simple line drawing of a girl and a boy holding hands. The girl on the left has short dark hair and is wearing a dark dress. The boy on the right has spiky hair and is wearing a light shirt and dark shorts. They are both smiling and holding hands.



Other:

Next time I will...

Sample Behavior Log

Student X Behavior Log

Music/Tech 2023 2024

Music 10-20-23

In the past 2 weeks, Student X has been pursuing another student (C) who has assigned seating/moving areas. X will try to crowd C out, and knows it will cause an outburst. X refuses to stop when asked.

Strategies to redirect have included:

- Choices (special seat or break, special job or break)
- Choice of his own assigned seat
- Directing him to another area as soon as he is in the room

None of the above have been successful. Today I needed to call for assistance and he had to be removed from the room. In conversation with X and Mr. K, X indicated that he wanted that seat because he had it last year. I had explained previously that he is no longer in last year's class and his turn for that seat had ended. Today he was more willing to understand. Due to the fact this same situation is happening elsewhere during the school day, I wrote a referral for bullying/harassment for X today to document the incident. I noted on the referral that we have had a conference with him and that he agrees to choose his own assigned area next time. He understands that he will need to remain in that area during class except for 2 rest area breaks, and this will be non-negotiable.

Next class the procedure will be:

- Ask X where his chosen places will be
- Repeat the expectation that he remain in those spots for the class period each class meeting (music and tech)
- Emphasize that I will keep others out of his spaces, the same way I keep others out of C's spaces
- His chosen spaces **cannot** be near those assigned to C

Music 10-24-23

X reminded me he was going to choose a seat today, and chose one across the room from C. I complimented him on making a very good choice. He did roam occasionally but would respond to a quick reminder. By the last 10 minutes of class he was near the door. This is becoming a pattern and does occur in his homeroom class prior to elopement. He did not use his allotted rest area breaks. For much of class he seemed anxious but could not verbalize what he was feeling when asked. He was called to the office and left class about 5 minutes early to leave school for the day.

Next class the procedure will be:

- Continue seating placement with the addition of a special job (if student agrees) to reduce roaming and keep him closer to the rest of the class.



[Undo](#) [Edit](#)

- [Rocks for Christmas.pdf](#)
- [Jolly old St Nicholas Lyrics - Google Docs.pdf](#)

ART.M.I.1 ART.M.III.1.7 ART.M.III.1.4 ART.M.III.1.1 ART.M.I.1.4

1st Grade Music 1:00 - 1:35

- Vocal
- ["Rocks for Christmas"](#)
- Review verse 3
 - Sing all with recording

- "Jolly Old St. Nicholas"
- verse 2 with uke

[GoNoodle](#) - 3 segments

Close

"Taratabong" #5A

- CM Notes
- Meet in hall
 - 0 Trans. entry (vocal - "Rocks for Christmas")
 - DB on visual schedule - 2 RA breaks
 - CR review seating choice
 - BS - 2 RA breaks
 - MM chooses GoNoodle today
 - Positive prompts for all