

Conscious Classroom Management

Presented by Rick Smith



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About This Program

In the LumiBook *Conscious Classroom Management* Rick Smith and Grace Dearborn examine classroom management challenges that teachers face in the 21st century classroom. This book is based on three premises: students want to learn content, students want to learn appropriate behavior, and teachers have a responsibility to teach both.

The video segments in this program reinforce points in the LumiBook. They range from short discussions on Mr. Smith’s underlying philosophies on student and teacher behaviors to strategies for dealing with specific behaviors in the classroom.

Meet Our Presenters

Rick Smith is an experienced teacher and educational consultant. Mr. Smith primarily taught at-risk students for more than 14 years and served as a mentor and mentor coordinator for seven years. His goal is to offer students and teachers practical tools and support for navigating the classroom management experience.

Grace Dearborn is an experienced teacher and international presenter on classroom management and brain-compatible teaching. She has 15 years experience teaching at-risk youth in the San Francisco Bay area.

Assume the Best

Segment 1

Opening Activity

Before viewing the video segment, discuss the following prompt with the whole learning group.

**What kinds of assumptions—general and specific—
do you tend to make about your students at the beginning of the year?**

Video Outline (3:30 in length)

- When teachers establish and maintain positive assumptions about their students they change their own behavior, and their students reactions, in a positive way.
- Effective classroom management is based on two assumptions: teachers must teach behavior and students want to learn behavior.
- Teachers must teach procedure and behavior along with content.
- When students push against procedures or present negative behaviors, it is often their way of communicating discomfort or insecurity.
- When teachers assume that students want to feel comfortable and learn in their classroom environment, they respond in positive, constructive ways.
- When students feel safe with their teachers and environment, they stop pushing.

Follow-up Discussion:

1. List two or three student misbehaviors that you have witnessed in your classroom. What might students be trying to communicate with those misbehaviors?
2. How does the underlying assumption that students want to learn correct behaviors and content change the way you might respond to misbehavior?
3. How does student behavior change when students feel safe in their classroom environment?

Reflection/Journal Writing

Following the discussion, ask participants to record new learning and ideas in their journals.

Resources

Conscious Classroom Management

School Improvement Network

801-566-6500 | 800-572-1153

Fax: 888-566-6888

www.schoolimprovement.com

Resources from School Improvement Network

“Smith R. & Dearborn, G. (2014). *Conscious classroom management: Unlocking the secrets of great teaching*. 2nd ed. LumiBook. School Improvement Network. <http://www.schoolimprovement.com/store/product.php?p=Conscious-Classroom-Management-Lumibook>

“Conscious Classroom Management Overview.” Conscious Classroom Management - Elementary Edition. Edivation program. <https://www.pd360.com/#resources/videos/613>

Publications available on this topic

Smith R. & Dearborn, G. (2014). *Conscious classroom management: Unlocking the secrets of great teaching*. Fairfax, California: Conscious Teaching Publications.

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