

Kirsten Schneider
Nikki Short
Phylicia Kelly
EDUC. 360

Chapter 7: Fred Jones Presentation Outline

Objectives:

- Given a behavioral/management situation, groups of 3 will demonstrate the situation to the class and present how *they* would handle the situation.
- Given the same behavioral/management situation, the same groups of 3 will demonstrate the situation to the class and present how *Fred Jones* recommends handling the situation.
- After demonstrating the first demonstration, the presenting group members will explain why and how they chose to handle the behavior/management situation based off of their own knowledge.
- After demonstrating the second demonstration, the presenting group members will explain why and how they chose to handle the behavior/management situation based off of Fred Jones's theory.

Assessment Tool:

- By having the groups present the given situations twice, we will assess what their prior knowledge was on how to handle classroom behavior situations and then what Fred Jones would recommend. On our note-taking sheet, each group member must write how they would handle the situation. Then, after we discuss Fred Jones' way, the students must write what he would do. Finally, they will demonstrate, in a short skit, how Fred Jones would handle the situation. We will use the note-taking sheet to assess the students understanding of Fred Jones.

Introduction:

- A. Theorist: Fred Jones
- B. Split class into 5 groups of three (we already have these established)
- C. Explain directions for "acting" activity

Acting Activity:

- A. Hand out activity note-taking sheets
- B. Tell every group that they need to read the provided behavioral/management situation given on the activity sheet.
- C. Then, they need to prepare to demonstrate this situation to the class and how they would handle the situation.
- D. Give 5 minutes for all groups to prepare how they want to demonstrate the situation

Group 1 Demonstration:

- A. Massive Time Wasting: Group demonstrates/ acts out the situation and how they would handle the situation.

- B. After demonstrating the topic, the group must explain why and how they chose to handle this situation.

Group 1 Topic Explanation:

- A. Discuss how Fred Jones would recommend handling the situation.
 - a. Have morning work prepared and on each student's desk in the morning. This work should be a review of something previously learned.
 - b. State procedures early and clearly; students should know what to do
 - c. Clearly communicate class requirements
 - d. Use incentives to help with responsibility training (helps to save time)
- B. Tell the group that it may be a good idea to write down some of these ideas because they will use it in the future.

Group 2 Demonstration:

- A. Student Passivity and Helpless Hand-raising: Group demonstrates/ acts out the situation and how they would handle the situation.
- B. After demonstrating the topic, the group must explain why and how they chose to handle the situation.

Group 2 Topic Explanation:

- A. Discuss how Fred Jones would recommend handling this situation.
 - a. Visual instructional plans: graphics or picture prompts that students use as guides for completing processes or activities.
 - b. Say, See, Do teaching: break up lesson so that the teacher instructs, the students participate (do something), the teacher instructs more, and the students *do* more.
- B. Tell the group that it may be a good idea to write down some of these ideas because they will use it in the future.
- C. Show online video of Fred Jones demonstrating how to use a visual instructional plan. This also shows the students what Fred Jones was like as a person backing up his theory.
 - a. Website: Technology demonstrating Visual Instructional Plan

Group 3 Demonstration:

- A. Ineffective Nagging: Group demonstrates/ acts out the situation and how they would handle the situation.
- B. After demonstrating the topic, the group must explain why and how they chose to handle the situation.

Group 3 Topic Explanation:

- A. Discuss how Fred Jones would recommend handling this situation.
 - a. Calmly show you mean business
 - i. Eye contact: redirecting without saying anything
 - ii. Physical proximity
 - iii. Good, confident posture
 - b. Have a backup system

- i. Have a management plan if these do fail
- B. Tell the group that it may be a good idea to write down some of these ideas because they will use it in the future.

Group 4 Demonstration:

- A. Incentives: Group demonstrates/ acts out the situation and how they would handle the situation.
- B. After demonstrating the topic, the group must explain why and how they chose to handle the situation.

Group 4 Topic Explanation:

- A. Discuss how Fred Jones would recommend handling this situation.
 - a. Preferred Activity Time: DO NOT promise students free time because often times, they will not work for very long to earn free time. They would rather do something they enjoy.
 - i. Earn individual minutes toward preferred activity time. For instance, give 15 minutes to complete assignment. Any time that is left over when everyone is done, will be added to PAT.
 - ii. Can also lose time depending on behavior and noise level.
 - b. This promotes student responsibility.
 - c. Genuine incentives- not good idea all the time. Students are more motivated by specific outcomes.
- B. Tell the group that it may be a good idea to write down some of these ideas because they will use it in the future.

Group 5 Demonstration:

- A. Helpless Hand-raising: Group demonstrates/ acts out the situation and how they would handle the situation.
- B. After demonstrating the topic, the group must explain why and how they chose to handle the situation.

Group 5 Topic Explanation:

- A. Discuss how Fred Jones would recommend handling this situation.
 - a. Praise: (Optional) Quickly, find anything that the student has done correctly and mention it favorably.
 - b. Prompt: Give a straightforward prompt that will get the student going right away.
 - c. Leave: Leave immediately.
(The whole process should be about 20 seconds or less.)
- B. Tell the group that it may be a good idea to write down some of these ideas because they will use it in the future.



Fred Jones



How to handle Massive Time Wasting

- Morning work on desk (should be a review)
- State procedures early and clearly
- Use incentives- students will learn their responsibilities

How to handle Student Passivity and Helpless Hand-raising

- Have visual instructional plans around the room
 - Guides for students to follow
- Say, See, Do teaching
 - Break up lesson- teacher instructs, students participate (do), teacher instructs, and students do

How to avoid Ineffective Nagging

- Calmly show you mean business
- Use eye contact to redirect students without saying anything
- Physical proximity- stay close to students
- Maintain a good, confident posture
- Have a backup system (another plan)



How to use Incentives

- Give Preferred Activity Time
 - DO NOT promise free time- students are not motivated by this
 - Earn individual minutes toward preferred activity time
 - Example: Give 15 minutes to complete assignment, any time left over when everyone is done, will be added to PAT.
 - Can lose time for poor behavior
- Genuine incentives- not good idea all the time. Students are more motivated by specific outcomes.

How to handle Helpless Hand-raising

- Praise: Quickly, find anything the student has done correctly and mention it favorably
- Prompt: Give a straightforward prompt to get student going right away
- Leave: Leave immediately
 - Process should take 20 seconds or less