Teaching Online in Culturally Diverse Settings: Classroom Management

By R. Graf, MET, OCT

Land Acknowledgement

I would like to begin by acknowledging that I am on Treaty 9 territory and the land on which I am situated on is the traditional territory of Ojibwe/ Chippewa, Oji-Cree, Mushkegowuk (Cree), Algonquin, and Métis Peoples.

For audience members in Vancouver at the University of British Columbia, I would like to begin by acknowledging that the land on which we gather is the unceded territory of the Coast Salish Peoples, including the territories of the xʷməθkwəy̓əm (Musqueam), Skwxwú7mesh (Squamish), and səlilwətaɬ/Selilwitulh (Tsleil-Waututh) Nations.

Introduction

- Teacher from Toronto, Ontario
- Experience teaching in K-12 settings
- Experience working with children and adults with Autism Spectrum Disorder
- This research is of particular interest to me because meeting the needs of diverse students and inclusion is part of the work of classroom teachers
- Classroom teachers need strategies and tools to manage the classroom and manage behaviour simultaneously
- These strategies and tools can also be applied to a makerspace setting

Research Question:

Can behaviour scales be used by teachers to de-escalate problematic behaviour in culturally diverse K-12 classrooms?

Successful Classroom Management and Behaviour Management Scales

- During the pandemic I taught middle school classes online in an urban city setting (Greater Toronto Area)
- There were some language barriers and many English language learners at the school
- I worked with a behavioural Teaching Assistant for some team building activities to work on classroom management and ensuring that all students are fully engaged in online learning

Successful Classroom Management and Behaviour Management Scales

- Visual behaviour scales became a go-to during online learning
- The same behaviour scale can be used during online learning and during the transition to in-person learning the behaviour scale can be posted to the wall or projected on the screen in the classroom
- Using the same strategies and methods for classroom management online and in-person is important

Review of the Literature: Culturally Responsive Approaches to Classroom Management

- Gaias, Lindstrom, Bottiani, Debnam, and Bradshaw (2019) conducted a study for the Journal of School Psychology which highlights the concept that cultural responsiveness can be used as an extension of other classroom management strategies
- The results of the study indicate that most teachers would improve their practices by implementing culturally responsive approaches to classroom management and meaningful reflective participation

Review of the Literature: Culturally Responsive Approaches to Classroom Management

- Teachers can become more aware of the everyday realities of their students' lives through surveys and by opening up discussions about cultural practices or family traditions
- By including the students' cultural perspectives as part of classroom management, the classroom can become a welcoming and inviting place for learning to occur

Review of the Literature: Culturally Responsive Approaches to Classroom Management

- According to Ateh and Ryan (2023), classroom management is multifaceted. They state that "Classroom management is a complex and multifaceted endeavor beyond simply establishing rules, rewards, and penalties to control students' behavior" (p. 1)
- They conducted a study at a teacher's college in the Northeastern region of the United States with two teacher educators and a cohort of 31 teacher candidates which had them reflect about cultural diversity and how to implement classroom management strategies in ways which are culturally responsive

Review of the Literature: Culturally Responsive Approaches to Classroom Management

- The results of the study were that it is important that teacher educators explicitly teach teacher candidates "strategies that can enhance teacher candidates' awareness of their identities and how these affect the perspectives of respect and their behaviors in the classroom" (p. 7)
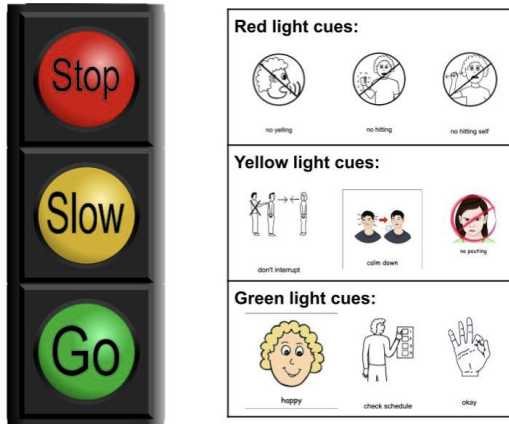
What is a Behaviour Scale?

- A behaviour scale is an effective classroom management tool to use
- It is a tool recommended for use in K-12 schools
- It is a visual support tool which can be used to stop problematic behaviour from escalating
- It is an easily accessible tool which can be implemented quickly and safely
- A behaviour scale highlights acceptable and unacceptable behaviour and can help to keep everyone on track to reach their learning goals in the classroom

Example from The Geneva Centre for Autism

- The Geneva Centre for Autism has many examples of behaviour management scales
- Here is one particularly effective example from their website:

Behaviour Scale

Red light cues:
no yelling — no hitting — no hitting self

Yellow light cues:
don't interrupt — calm down — no pushing

Green light cues:
happy — check schedule — okay

Retrieved from:

https://www.autism.net/resources/visual-gallery_/t23054/s25937-behaviour-scale

How to Use a Behaviour Scale

- Behaviour scales are used to help students recognize different levels of stress
- An effective behaviour scale includes a visual display of emotions alongside each colour
- This helps students with Autism Spectrum Disorder (ASD) recognize what each stage of the scale really looks like and feels like
- For example, when a student is displaying an action which should not be done, the teacher can point to the red stoplight on a behaviour scale

How to Use a Behaviour Scale Cont'd

- The student will know to stop the action and that specific consequences will begin if the action is not stopped
- When a student is on-task and showing good behaviour, the teacher can point to the green light and add to a student's rewards chart
- By effectively implementing a visual behaviour scale, the teacher can confidently manage the classroom and create a positive classroom environment conducive to learning

Example

- Here is an example of a stoplight behaviour scale combined with a "Looks like, sounds like, feels like" chart

Looks Like, Sounds Like, Feels Like

	Draw How This Feels	Looks like, sounds like	Strategies I can Use
Red light:		Anger, hitting, kicking, pushing, yelling, running, throwing things, loud	Ask for help, calm down, take a break, stop, time out
Yellow light:		Anxious, unsure, don't know, confused, tired, unhappy, grumpy, grumbling, unkind	Deep breaths, check schedule, exercise, ask for a break, ask for help, sensory toys, stretching
Green light:		Thumbs up, smiling, happy, singing, praise, good work, way to go, sitting properly, learning	Rewards chart, visual schedule, thumbs up, check in with the teacher, ask what's next

Effectiveness of Behaviour Scales

- Meaden, Ostrosky, Triplett, Michna and Fettig (2011) have found that visually representing classroom expectations can help students learn what behaviour is acceptable, and what consequences are likely to follow certain behaviour (p. 32)
- This tool can help challenging behaviour from escalating, and can help students to find strategies to de-escalate and return to on-task behaviour quickly

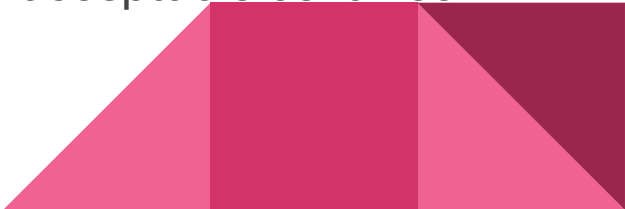# Effectiveness of Behaviour Scales Cont'd

- A stoplight behaviour scale will help when students are struggling to follow instructions or are misreading nonverbal interactions
- This tool is especially helpful when integrating students with ASD in K-12 classroom settings
- Behaviour scales are most effective when combined with "Looks like, sounds like, feels like" charts
- This gives students specific instructions for each colour of the behaviour scale

A Stoplight Behaviour Scale and "Looks Like, Sounds Like, Feels Like" Chart

- One of the characteristics of students with ASD is not being able to recognize social cues
- The stoplight behaviour scale will help with misreading social cues or nonverbal interactions
- Combining this type of scale with a "Looks like, sounds like, feels like" chart is especially effective because this provides concrete strategies to use in the classroom
- Students can create their own chart to include their cultural perspectives

Conclusion: Visual Behaviour Scales are an Effective Classroom Management Tool Which Promote Inclusion in Culturally Diverse Settings

- Visually representing classroom expectations can help students learn what behaviour is acceptable, what behaviour is unacceptable, and what consequences are likely to follow certain behaviours
- This tool can help challenging behaviour from escalating, and can help students to find strategies to de-escalate and return to on-task behaviour quickly
- A visual behaviour scale highlights acceptable and unacceptable behaviour in a clear manner

References

American Psychiatric Association (2013). *What is Autism Spectrum Disorder?* Retrieved on
April 4, 2023 from https://www.psychiatry.org/patients-families/autism/what-is-autism-spectrum-disorder.
https://learn.etfo-aq.ca/content/enforced/52846-A4508E/docs/Autism%20Spectrum%20Disorder%20Fact%20Sheet.pdf?ou=52846

Ateh, C.M., and Ryan, L.B. (2023). Preparing teacher candidates to be culturally responsive in
classroom management. *Social Sciences & Humanities Open, 7* (1). Retrieved on from:
https://www.sciencedirect.com/science/article/pii/S2590291123000608

CDC (2021, April 29). *Autism Spectrum Disorder* (ASD). Retrieved April 4, 2023 from:
https://www.cdc.gov/ncbddd/autism/index.html

Do2Learn (2021). *Social and Emotion Picture Cards*. Retrieved on May 26, 2021 from
https://do2learn.com/picturecards/printcards/social_emotionshealthpeople.htm

Gaias, L.M., Johnson, S.L., Bottiani, J.H. Debname, K.J., & Bradshaw, C.P. (2019). Examining
teachers' classroom management profiles: Incorporating a focus on culturally responsive practice. *Journal of School Psychology, 76*, 124-139. Retrieved on April 4, 2023 from:
https://www.sciencedirect.com/science/article/abs/pii/S0022440519300627?via%3Dihub

Geneva Centre for Autism (2020). *Behaviour Scales*. Autism. Retrieved on May 22, 2021 from
https://www.autism.net/resources/visual-gallery_/t23054/s25937-behaviour-scale

Martinez, D. F. (2016). Use of the Individualized Behaviour Rating Scale Tool
(IBRST) as a Self-Monitoring Tool to Improve Classroom Behaviour. Retrieved April 18,
2023 from https://digitalcommons.usf.edu/cgi/viewcontent.cgi?article=7511&context=etd

Meaden, H., Ostrosky, M.,Triplett, M., Michna, A. & Fettig, A. (2011). Using Visual Supports
With Young Children With Autism Spectrum Disorder. *Teaching Exceptional Children. 43* (6). 28-35.

Thank you!
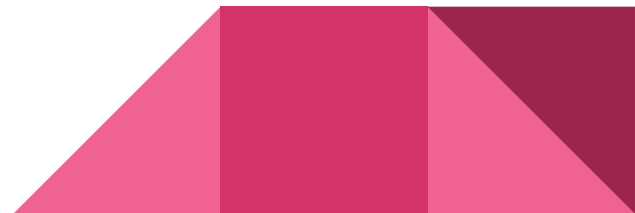
Questions?

Templates for Classroom or Makerspace Use

The following slides are templates that can be used in the classroom or makerspace. Print them out, project them, or share your screen with them.

Looks Like, Sounds Like, Feels Like

	Draw How This Feels	Looks like, sounds like	Strategies I can Use
	Red light:	Anger, hitting, kicking, pushing, yelling, running, throwing things, loud	Ask for help, calm down, take a break, stop, time out
	Yellow light:	Anxious, unsure, don't know, confused, tired, unhappy, grumpy, grumbling, unkind	Deep breaths, check schedule, exercise, ask for a break, ask for help, sensory toys, stretching
	Green light:	Thumbs up, smiling, happy, singing, praise, good work, way to go, sitting properly, learning	Rewards chart, visual schedule, thumbs up, check in with the teacher, ask what's next

Looks Like, Sounds Like, Feels Like

Draw How This Feels	Looks like, sounds like	Strategies I can Use
Red light:		
Yellow light:		
Green light:		