

YOUTH PREVENTION EDUCATION & CLASSROOM MANAGEMENT PROFESSIONAL DEVELOPMENT RESOURCE GUIDE



**SUBSTANCE ABUSE PREVENTION
PROFESSIONAL DEVELOPMENT**


PREVENTION FIRST

Funded in whole or in part by the Illinois Department of Human Services, Division of Substance Use Prevention and Recovery through a grant from the Substance Abuse and Mental Health Services Administration

Youth Prevention Education & Classroom Management Professional Development Resource Guide

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Prevention First is a nonprofit dedicated to preventing teen drug use before it starts. Since 1980, Prevention First has provided training, technical assistance and resource materials to thousands of schools, community groups, parents and youth.

We specialize in building the capacity of practitioners to develop strategic plans to address local substance abuse prevention needs, select and implement the best programs, curricula and strategies designed to promote social and emotional health and prevent substance abuse, and develop and implement media and communication campaigns designed to educate the public.

Prevention First is primarily funded by the Illinois Department of Human Services Division of Substance Use Prevention and Recovery. Additional funding is provided by the Illinois Department of Corrections, Illinois Department of Transportation and through private foundations and individual donations.

Our Vision

Healthy communities that encourage drug-free youth.

Our Mission

To build community capacity to prevent substance abuse by providing training and technical assistance and raising public



Welcome

We hope this Youth Prevention Education & Classroom Management Resource Guide will answer general questions and meet specific needs associated with your role as a facilitator of Youth Prevention Education (YPE). *Foundations of Youth Prevention Education* is a required classroom-based training for providers implementing a YPE program. If you have already attended *Foundations of Youth Prevention Education* at Prevention First, then the information included in this resource guide will serve to build upon the techniques introduced and covered during the training. If you are registered and waiting to attend the classroom-based YPE training, the information included in this guide should be helpful as you navigate the journey of implementing your YPE program. This Youth Prevention Education & Classroom Management Resource Guide will also provide you with some general information, guidance, and websites that can be used as resources as you plan and implement your Youth Prevention Education program.

Tip Sheets on Implementation, as well as Fidelity and Adaptation, are available for each of the 9 SUPP-Approved YPE model programs on the Prevention First website. These Tip Sheets are designed to help you in every step of the process while implementing your Youth Prevention Education Program.

Visit www.prevention.org to view additional resources and information regarding the current training opportunities. For more information about technical assistance or the services we offer, please contact providerservices@prevention.org or call 217-836-5346.

Evidence-Based and Model Programs

OVERVIEW

Evidence-based programs are research-based, rooted in theory and feature a variety of strategies proven to be effective. Evidence-based programs undergo rigorous evaluation and demonstrate outcomes when compared with youth who participated in the program versus youth who did not participate in the program. While each curriculum is different, most evidence-based programs aim to increase prevention-related drug knowledge and help students develop resistance skills.

Currently providers who are implementing Youth Prevention Education have the opportunity to select from nine evidence-based model programs:

- All Stars
- Botvin Lifeskills Training (Middle School Program)
- Botvin Lifeskills Training (High School Program)
- Lions Quest (Chicago Only)
- Project ALERT
- Project Northland and Class Action
- Project Towards No Drug Abuse (Project TND)
- Too Good for Drugs Middle School
- Too Good for Drugs High School

YOUTH PREVENTION EDUCATION MODEL PROGRAM INFORMATION

All Stars

All Stars is interactive and seeks to address the root causes of risky behavior. Lessons match the social and cognitive development of students and address experimenting with substances, fighting, bullying and initiating sexual activity. Key program strategies include accurate beliefs about peer norms, perception on how substance misuse affects preferred lifestyles, a commitment to stay substance free, and social and peer bonding. Materials are available in English and Spanish. Training is available online. All Stars consists of a Core, Booster, and Booster Plus program and is designed for students starting in either 6th or 7th grade. <http://www.allstarsprevention.com/>

Botvin Lifeskills Training (Middle School Program)

Botvin LifeSkills Training (LST) is a research-validated substance misuse prevention program proven to reduce the risks of alcohol, tobacco, drug abuse, and violence by targeting the major social and psychological factors that promote the initiation of substance use and other risky behaviors. LST is taught through lecture, discussion, coaching and skill practice. Workbooks are used for student learning and activities. The website offers a planning workbook and guide that shows how the program is aligned with educational learning standards. Training is available online. www.lifeskillstraining.com

Botvin Lifeskills Training (High School Program)

Botvin LifeSkills Training (LST) High School program is a highly interactive, skills-based program designed to promote positive health and personal development for youth in grades 9 or 10. The LST High School program uses developmentally appropriate, collaborative learning strategies to help students achieve

competency in the skills that have been shown to prevent substance use, violence, and other health risk behaviors. Training is available online. www.lifeskillstraining.com

Lions Quest (Chicago Only)

Lions Quest Skills for Adolescence (SFA) is a multi-component, comprehensive life skills education program designed for school-wide and classroom implementation in grades 6-8. The website's promotion and resource page offers guidance on planning service learning projects, program specific handouts, curriculum maps and correlation guides (state learning standards, social and emotional learning standards, character education etc.). <http://lions-quest.org/>

Project ALERT

Project ALERT is a school-based alcohol, tobacco and marijuana prevention program for 7th and 8th graders. The program is taught using videos, small-group activities, question-and-answer sessions, role-playing and the practice of new skills to stimulate students' interest and participation. Free online training, posters, toll free phone support and downloadable resources are available to those that purchase the training/curricula package. Materials are available in English and Spanish. www.projectalert.com

Project Northland and Class Action

Project Northland is a school-based program for 6th – 8th graders designed to delay the age when youth begin drinking, to reduce use among young people who have tried alcohol, to limit the use of other drugs and to reduce alcohol-related problems. The program is taught using audiocassettes, comic books, posters and peer led small group discussion. Class Action serves as an extension of the Project Northland curriculum series and can only be used as a supplement with 9th – 12th graders following Project Northland. <http://www.hazelden.org/web/go/projectnorthland>

Project Towards No Drug Abuse

Project Towards No Drug Abuse (Project TND) focuses on motivation, skills and decision-making factors that predict tobacco, alcohol and other drug use, violence-related behaviors, and other problem behaviors among youth. Project TND was designed for implementation in an alternative high school classroom-based setting. The program may be implemented targeting students in an alternative or regular high school setting. Two-day formal training by the developers is highly recommended. Materials are available in English and Spanish. <http://tnd.usc.edu/>

Too Good for Drugs Middle School

Too Good for Drugs is a 5-8 grade school-based program that gives students the knowledge, skills and attitudes they need to make good decisions and avoid drug use. The curriculum includes lesson objectives and script, evaluation tools, lesson extenders (including applications for mathematics, life sciences and language arts), supplemental resources, and a parent component to reinforce skills at home. Website resources include a correlation between each lesson and Illinois physical development and health standards. <https://toogoodprograms.org/>

Too Good for Drugs High School

Too Good for Drugs in High School provides teenagers with real world challenges faced in high school by exploring practical guidance for understanding the negative health effects related to prescription drug misuse, underage drinking, marijuana use, opioid use, and nicotine use. Students also explore the stages of addiction and the risks associated with experimentation. Social Emotional skill development promotes social awareness and self-awareness to equip teens to evaluate the social and peer influences

they face. Interactive activities challenge students to explore healthy alternatives to unhealthy risks as they work to reach their goals. Website resources include a correlation between each lesson and Illinois physical development and health standards. <https://toogoodprograms.org/>

FIDELITY

Fidelity is defined as the degree to which a program is implemented according to its design. Rigorous evaluation studies of model programs indicate that implementing the program according to the program design will produce predictable outcomes. Delivering the program with a high degree of fidelity helps demonstrate accountability and predict effectiveness. Once a model program is chosen, the provider should commit to delivering the program according to the developer's guidelines. Additionally, IDHS SUPR has identified standards for implementation. These standards reflect the best practice/research in program implementation and delivery of all evidence-based programs. SUPP providers must adhere to every standard.

Prevention First has developed Youth Prevention Education model program tip sheets to provide guidance and support to providers as they plan and implement their substance abuse prevention model program(s). These tip sheets can assist providers in maintaining fidelity and adhering to the IDHS YPE standards throughout implementation of their model program. Visit <https://www.prevention.org/Professional-Resources/substance-abuse-prevention-professionals/> to access the tip sheets for each model program.

SUPP Standards for Youth Prevention Education Curricula

PROGRAM SETTING (CORE)

- STANDARD 1: Demonstrate that the core curriculum was implemented in an appropriate setting. When using a model program, the curriculum should be implemented in a setting recommended by the program developer. [The selected curriculum was implemented in an appropriate setting for ALL of the core curriculum participants.]

AGE APPROPRIATENESS (CORE)

- STANDARD 2: Demonstrate that the core curriculum is age appropriate for all core curriculum participants. When using a model program, the age of the program participants should adhere to the recommendations of the program developer. [The selected curriculum was age appropriate for ALL of the core curriculum participants.]

NUMBER OF SESSIONS OFFERED (CORE)

- STANDARD 3: Demonstrate that the prescribed number of core curriculum sessions is being offered to the majority of core program participants. All required sessions of the core curriculum are implemented. Optional sessions created by the program developer may be added to implementation of the required sessions. [All core curriculum sessions were offered to at least 80% of the core program participants.]

SESSION FREQUENCY (CORE)

- STANDARD 4: Demonstrate that the core curriculum is offered at the appropriate frequency (no more than 2x/week except for Project Towards No Drug Abuse which may be offered up to 3x/week) for the majority of the core program participants. [Sessions of the core curriculum were offered at the appropriate frequency (no more than 2x/week except for Project Towards No Drug Abuse which may be offered up to 3x/week) for at least 80% of the core program participants.]

SESSION LENGTH (CORE)

- STANDARD 5: Demonstrate that core curriculum sessions are implemented at a minimum of 30 minutes per session for the majority of core program participants. [Sessions of the core curriculum were implemented at a minimum of 30 minutes per session for at least 80% of the core program participants.]

OPIOID SESSION (CORE)

- STANDARD 6: Demonstrate that one session addressing opioids is included with the delivery of each core cycle in coordination with the selected curriculum. [All of the core cycles delivered included one additional session addressing opioids in coordination with the selected curriculum.]
For SUPP-approved lessons, visit: <https://www.prevention.org/Professional-Resources/Opioid-Education-Resources/>

PROGRAM SETTING (BOOSTER)

- STANDARD 7: Demonstrate that the booster curriculum was implemented in an appropriate setting. When using a model program, the curriculum should be implemented in a setting recommended by the program developer. [The selected curriculum was implemented in an appropriate setting for ALL of the booster program participants.]

AGE APPROPRIATENESS (BOOSTER)

- STANDARD 8: Demonstrate that the booster curriculum is age appropriate for all booster program participants. When using a model program, the age of the program participants should adhere to the recommendations of the program developer. [The selected curriculum was age appropriate for ALL of the booster program participants.]

NUMBER OF SESSIONS OFFERED (BOOSTER)

- STANDARD 9: Demonstrate that the prescribed number of booster curriculum sessions is being offered to the majority of booster program participants. All required sessions of the booster curriculum are implemented. Optional sessions created by the program developer may be added to implementation of the required sessions. [All booster curriculum sessions were offered to at least 80% of the booster program participants.]

SESSION FREQUENCY (BOOSTER)

- STANDARD 10: Demonstrate that the booster curriculum is offered no more than twice per week for the majority of booster program participants. [Sessions of the booster curriculum were offered no more than twice per week for at least 80% of the booster program participants.]

SESSION LENGTH (BOOSTER)

- STANDARD 11: Demonstrate that booster curriculum sessions are implemented at a minimum of 30 minutes per session for the majority of booster program participants. [Sessions of the booster curriculum were implemented at a minimum of 30 minutes per session for at least 80% of the booster program participants.]

PLANNING FOR ALL CURRICULUM LEVELS

- STANDARD 12: Demonstrate that program participants are scheduled to receive all levels of the selected curriculum, core and boosters. [The variance between the total number of participants receiving the core program in the previous fiscal year and the total number of participants receiving the booster program in the current fiscal year should be no more than 20%.]

SPACING OF EACH CURRICULUM LEVEL

- STANDARD 13: Demonstrate that only one level of the selected curriculum is implemented with the same group of program participants within a single school year. [All program participants received only one level of the selected curriculum during the current school year.]

PROGRAM PARTICIPANT ATTENDANCE FOR ALL CURRICULUM LEVELS

- STANDARD 14: Demonstrate that most program participants have consistent program attendance. [Among all cycles, the number of participants attending 80-100% of offered program sessions is 80% or higher.]

ADEQUATE PROGRAM DOSAGE FOR ALL CURRICULUM LEVELS

- STANDARD 15: Demonstrate that most program participants received enough of the required program sessions (according to program developer specifications) to benefit from the program outcomes. [Among cycles where all required sessions were delivered, the number of participants attending 80-100% of sessions is 80% or higher as compared to participation in all cycles.]

School-Community Collaboration

It is important to prioritize proactive communication with the school and classroom teacher to clarify expectations. A formal linkage agreement or memorandum of understanding (MOU) plays a key role in clarifying expectations. Additionally, consider other ways and opportunities to check-in and discuss successes and challenges as often as possible. Schools and teachers are partners in implementing Youth Prevention Education programs and to get them fully invested in the success of the program we need to stay in constant communication with them.

Collaboration is a process through which people, groups, and organizations work together to achieve desired results. Collaborations accomplish shared vision, achieve positive outcomes for the audiences they serve, and build an interdependent system to address issues and opportunities. Collaborations also involve the sharing of resources and responsibilities to plan, implement, and evaluate programs to achieve common goals.

Collaboration is vital to the success of a Youth Prevention Education program. Collaboration is essential because various levels of support are needed to ensure a successful program. Listed below are some suggestions to help providers build strong and meaningful collaborations with the community and school.

- Youth Prevention Education is not just about collaborating, it's about collaborating effectively. Work to stay in contact with your school partners, follow through and complete tasks assigned on-time, and always be professional.
- Collaboration is rooted in working with partners, coalition members, and stakeholders. While collaboration can be highly effective in helping us achieve our goals and produce outcomes, it can also be quite challenging. It is important to examine our personal attitudes, keep things positive, recognize our deficiencies, build the skills that are needed, and make sure we always represent our program and agency in a skillful, knowledgeable, and positive way.
- When collaborating with schools, look at finding stakeholders in your Youth Prevention Education program beyond just the classroom teacher. While it is vital to have the support of the classroom teacher, you should also work to include the building principal, school nurse, school counselors and anyone else focused on achieving positive outcomes for young people.
- Make the most of the time you set aside for meetings. Whether a stakeholder meeting, coalition meeting, or a simple check-in, use the time wisely. Take the time to learn effective meeting facilitation skills and remember most people are impressed more by actions than talk.
- Look for times to provide substance use prevention education opportunities for the staff at the schools you are working with. Work with the principal to be included in a teacher/staff institute day or school improvement day to present information about your Youth Prevention Education program to the staff. This is also a great opportunity for you to get to know more of the staff at the school and for the school staff to know who you are, what students are learning, and your investment in their school and students.

- Look for opportunities when sending home materials with students to include both your signature and the signature from a representative of the school. This sends a positive, collaborative message to parents that the school supports your Youth Prevention Education program and you are partners in helping young people learn skills to help them make good decisions and be happy and healthy.
- Aim to establish stable and sustainable working relationships with **all** collaborators within the school. While you want to nurture and develop the professional relationship you have with the classroom teacher or school administrator, personal connections are vulnerable to the mobility that characterizes school staff and administration. If you focus only on the classroom teacher or the principal, and they leave the school, you are at square one and will have to rebuild relationships to ensure the continued delivery of your Youth Prevention Education program.
- Invest fully in the time and effort it takes to negotiate a strong linkage agreement. A linkage agreement is a necessary component of successful collaboration. A linkage agreement should be reviewed each year, updated and renegotiated as needed, and shared and revisited when new provider staff, new school staff, or school administrators are hired. A linkage agreement allows for both the provider and the school to share expectations, define roles, and outline responsibilities. A linkage agreement should also provide dates of services, name of the curriculum being implemented, resources needed, a plan to make up missed sessions, and a commitment by both parties to adhere to best practices and substance use prevention program standards. It is important that both the provider representative (typically a manager) and the school representative (typically the principal or superintendent) sign the linkage agreement and each retains a signed copy. Lastly, it is important to make sure all collaborators who have roles and responsibilities in the linkage agreement are given a copy of the linkage agreement, so they are aware of the content within and their specific roles and responsibilities.

Classroom Management Strategies

OVERVIEW

Students cannot learn in chaos. Classroom management emphasizes structure and order with the end goal of an organized, respectful, and engaging environment. It involves every aspect of the time spent in the classroom, including the way in which the curriculum is delivered as well as how the teacher and students interact with one another. These moment-to-moment and day-to-day interactions will directly impact the overall classroom environment.

Proactive classroom management strategies place emphasis on expectations for the individual student as well as for the entire class. Formalized, evidence-based strategies are becoming increasingly popular such as Positive Behavioral Interventions & Supports or Responsive Classroom. In many cases, these strategies are adopted district-wide for the sake of consistency. Before implementing a Youth Prevention Education program, providers should inquire about and become familiar with district, school, and/or class-wide behavior management strategies. This allows for uniformity and opportunity to build upon the established strategies.

Most school administrators, principals, and teachers have clearly defined rules governing how students should interact with substitute teachers, guest facilitators, and/or visitors in the classroom. As a prevention professional delivering YPE in a classroom-based setting, you will likely be welcomed and received as a guest during your time in the school building. In most cases, the classroom teacher sets the tone for a safe, cooperative learning environment and assumes responsibility for any needed disciplinary measures. However, your role as a YPE facilitator puts you in a unique position to reinforce and/or establish a positive atmosphere. Oftentimes YPE facilitators have an allotted or fixed window of time to deliver lessons and this necessitates being able to do so with minimal distractions and disruptions to ensure program standards are met.

CLASSROOM MANAGEMENT AND CURRICULUM FIDELITY

YPE facilitators should recognize that classroom management and program fidelity go hand-in-hand. Implementing effective classroom management strategies is critical to the successful delivery of a YPE program. It's important that a facilitator be able to teach each lesson without disruption to ensure the lesson objectives are met. Additionally, classroom management strategies should add organization for the students and classroom, but not change the content of the lessons or the fidelity of the curriculum. It is important for all providers to deliver the curriculum with the highest degree of fidelity as possible.

BUILDING A STRONG FOUNDATION ON DAY ONE

Students are less likely to be disruptive or exhibit challenging behaviors during class time when they are engaged, connected, and productive/on-task. Thus, keep in mind that the best classroom management technique is an engaging lesson plan that is effectively delivered. As a facilitator, you set the stage by being on-time, prepared, organized, and able to move the lesson along at an appropriate pace.

Use these strategies starting on the first day to set yourself up for success:

- **Develop classroom norms.** Although developing classroom norms is a short activity, it is crucial in establishing how the classroom will function. Classroom norms should be posted during every lesson, reviewed often, and referred to when challenging behaviors arise.
- **Set a positive tone.** Work to create a classroom that is warm, inviting, and inclusive from the first day on. Show enthusiasm for the lessons you are teaching and show students you are excited about being able to spend time with them. We want students to leave the classroom after Day 1 looking forward to the next lesson and the time they will spend in the classroom while you are facilitating.
- **Access a seating chart ahead of time.** Young people want to be addressed by name. If possible, access a seating chart ahead of time so you can make name tents for each student to grab on their way into class and take to their desks, or arrange with the classroom teacher a time before your lesson starts for students to create their own name tents on a piece of paper. These name tents should be used each time you have class and will not only assist you in learning the students' names but will eliminate the need to reference a seating chart, which takes time and attention away from the students. The simple act of looking down at a seating chart and searching for a student's name is plenty of time for students to start to disengage.
- **Greet students as they enter the classroom.** Even in the beginning when you aren't certain of students' names, it is important for students to feel a sense of belonging and to know you are excited to be there with them. Simple phrases like, "I am glad you are here today" or "welcome to class," can help students feel connected and engaged. Also, to show students you enjoyed your time with them and look forward to seeing them again, always say goodbye and let them know when you will see them again for the next lesson.

CLASSROOM NORMS: SETTING EXPECTATIONS WITH STUDENTS

Developing classroom norms does not have to be lengthy, complex, or intricate. The classroom norms should be simple and succinct. When developing classroom norms, make sure to identify clear norms (rules/expectations) and consequences.

This simple set of norms and consequences, hand-written on flipchart paper, is all that is needed. Classroom norms should be developed with the input of your students. This creates student buy-in and ownership of the rules and consequences and serves as their commitment to participate in the YPE program in an engaged and enthusiastic manner. Once developed, it should be clearly communicated that everyone—meaning the student, classroom teacher, and you—will be expected to adhere to it throughout the program.

Some important points to keep in mind when developing classroom norms:

- Involve students in all aspects of creating the classroom norms.

- Keep it simple. Make it a quick but engaging activity by creating no more than five norms. Too many rules can overwhelm students. Aim to phrase the norms as what students are expected to do, as opposed to what they shouldn't or can't do. The following are common examples:
 1. Respect ourselves and others
 2. Raise our hands before speaking or leaving our seat
 3. Keep our hands, feet, and materials to ourselves
 4. Listen and follow directions
 5. Ask questions
- Speak with the classroom teacher in advance to determine appropriate consequences if a rule is broken. You will want to create class norms that are enforceable and that match the teacher's rules/norms. Also, the teacher will likely have valuable insight into what works well in keeping the students on track. Consequences should be progressive, i.e. a three-step plan with a warning for the first infraction or violation of a rule and possibly a timeout for the second, etc.
- Block off a portion of the flip chart paper so students can sign on the sheet that includes the class norms and consequences. Take the flip chart paper down after every lesson and post it up at the beginning of every lesson and review the rules as a brief overview.
- Remember to include both the class norms and the consequences. Neither listing the rules alone nor the consequences alone does much to change the classroom environment. Students need to know what the rules are and be aware of what will happen when a rule is broken. By including the consequences on the flipchart, it allows students to know what will happen if a rule is broken, and that the consequences are the same for everyone. It makes the rules predictable and your responses predictable, which can help establish trust in the classroom. Students don't have to wonder what will happen, they know what will happen and that it will be the same for all students, every day.

STRATEGIES FOR MANAGING PARTICIPATION

Create and review an agenda for each lesson

Students want their time in the classroom to be productive and they want to learn. Oftentimes disruptions occur when students aren't engaged or aren't clear on the purpose of the lesson. Start on time and briefly review the lesson agenda with students. Check off completed agenda items to build a sense of accomplishment and announce what is next. This paves the way for transitions and assists students in adapting to the routine followed during your class time together.

Balance teaching and facilitating

While maintaining fidelity to the curriculum, look for ways to balance teaching and facilitating. While teaching and facilitation have similarities, they look different. Teaching tends to be more didactic while facilitation tends to be more interactive. Look for opportunities to have students actively respond and participate. Offer opportunities for students to read aloud, write on the board/smart board, answer questions out loud, and assist you during the lesson. Depending on students' learning styles, some may learn best when reading, while others may learn best by listening, writing information down, or maybe even moving around the classroom a bit. While we can't accommodate each student's learning style each time, we can make an effort to integrate a variety of activities that address all learning styles.

Circulate the room

Facilitators should circulate the room to keep students engaged and attentive. Not only do students have to pay attention and follow where you are, but it allows you the opportunity to check to make sure students are on task. Circulating the room is also considered a behavior management technique known as Management by Walking Around (MBWA).

Find a seating arrangement conducive to learning

During some lesson activities you may have students working in small groups, while other times students may need to work independently. Check with the classroom teacher before the program begins to ask whether it's okay to temporarily move desks and ask for suggestions on how to pair/group students (Are there some students that shouldn't be paired together, or some that work well together?). During activities promoting or encouraging student engagement, a u-shape or circle might be effective, while desks arranged in rows may be better for students to stay on-task, focus, listen, and complete assignments. As a rule of thumb, it is best to avoid having your back to the class (or students' backs to you) for any length of time.

Provide directions

It is important to give clear and concise instructions. Once you have gained students' attention it is important to:

1. Wait until students are seated.
2. Give one instruction at a time.
3. Use a clear firm voice.
4. Wait for student compliance.
5. Provide an opportunity for students to acknowledge understanding of the instructions. This can be done by asking for thumbs up or thumbs down. Provide clarification if needed.
6. For multi-step instructions, write out and post directions for activities ahead of time. A posted copy of the instructions can alleviate confusion, as sometimes students are hesitant to say they don't understand or are embarrassed to admit they were distracted when directions were given the first time.

Encourage questions

Always offer an opportunity for students to get questions answered or concerns addressed even when time does not permit during class. Put up a "Parking Lot" flipchart sheet in the same location each class period with Post-it notes and pencils/pens nearby. Instruct students at the beginning or end of each class to feel free to post any questions. Assure them you will read them prior to the next class and address if appropriate. A question box is another helpful tool that can be used for this purpose. Have Post-it notes or index cards near wherever the box is stationed. Be sure to read and address all questions prior to or during the next session.

Handle disagreements with respect

Let students know throughout your lessons that information may be presented that a student might disagree with. Create a classroom atmosphere where students know it is okay to disagree, but disagreements are always to be respectful.

Integrate students' interests when appropriate

During activities, such as role plays, try to use examples, language and names youth can connect with as part of their culture. It is important to remember the goals and messages of the role play must remain unchanged and curriculum fidelity must not be compromised.

Be genuine and sincere with praise

While praise is very important, empty praise or praising for small tasks or less than adequate work can cause students to disengage and lose interest in your feedback. Be thoughtful in what you say to students and find ways to offer genuine praise and feedback. Always focus genuine praise on the work and behavior of a student and not the student themselves.

Be willing to give a little to get a lot

Some days students enter the classroom and you can tell the energy level is high and it is going to be an enormous challenge to keep students focused and on task. Whether it's the weather, a school holiday or break is coming up, or a student has a birthday, offering a small incentive might be just the key to get students to tune in and be alert. Incentives don't have to cost money but can offer students an opportunity to interact with each other and relax. You can tell students if they work hard, stay focused and on task for the 45-minute lesson they can have the last 2-3 minutes of class to talk to each other, stand up, and use up some of their energy. While we don't want to give up our facilitation time, offering an incentive can help your facilitation time go smoothly. Instead of dealing with constant disruptions, you can focus on the lesson and make the most of your time in the classroom.

STRATEGIES FOR MANAGING BEHAVIOR

Apart from encountering a student who is extremely belligerent, most disruptions can be handled by you and/or the classroom teacher. Proactive class-wide strategies alone are rarely sufficient in dealing with all classroom behaviors. Typically, the classroom teacher will know more about students' behavior patterns and have awareness of each student's academic skills and/or challenges. In most cases (but certainly there may be exceptions), the classroom teacher should handle any major behavior issues; however, when disruptive behavior occurs you should always remind students of the rules and be prepared to assert yourself with a strategy to quickly quell the disruption and keep the lesson on track.

Challenging behaviors might range from certain students wanting to dominate discussions, to students who don't wait to be called on, to students who can't sit still, etc. You will likely encounter a student who either intentionally or unintentionally asks too many questions, seeks to discover personal information about you, or one who consistently debates the information presented. While these behaviors would be considered low-level distractions or disruptions, they can potentially have high impact on your ability to facilitate and finish the lesson. As a classroom facilitator, you may find some of the strategies listed below to be helpful and perhaps after a while you may discover ways to mitigate distractions/disruptions through your own time-tested experiences:

- **Physical proximity:** Place yourself near the student and conduct a few minutes of the lesson standing by them. You don't need to be overly obvious about moving toward the student, but many times having you near will subdue the disruptive behavior.

- **Stop and wait:** On occasion you might need to simply stop the lesson, pause, make eye contact with the student and wait for the student to quiet down and focus. This can also cue the classroom teacher in on which student is being disruptive and that their assistance may be needed.
- **Seating arrangements:** Many teachers are deliberate and intentional when creating seating charts. If you notice consistently disruptive behavior, arrange a time to meet with the classroom teacher to determine if changing the seating arrangement during your time in the classroom is an option. Sometimes moving a student to a different location or closer to the classroom teacher is an effective means of mitigating disruptive behavior.
- **Silence and Signals:** Using signals is a common method for managing classroom behavior and a class-wide strategy. Always ask the teacher and/or students if signals are already used in the classroom and adopt them as your own. If not, consider these few helpful ones: without uttering a word, raise or hold up your right hand and wait until each student follows suit. This is a powerful way to get students to focus and quiet down. Other examples are: “All eyes on me” or “Clap once if you hear me. Clap twice, if you see me.” Remember to communicate with students beforehand the meaning and purpose of any signals used and always acknowledge students who cooperate quickly by following your example in the use of signals. A good time to introduce signals is on Day 1 when you and your students come up with class rules/norms.
- **Use your voice:** Students often match the volume of the teacher’s voice in the classroom. To gain a student’s attention or the attention of the entire class, try decreasing instead of increasing the volume of your voice. It is not productive or effective to yell or talk over a student. The same goes for side conversations.
- **Stay cool:** Keep your composure and remain calm. You do not need to tolerate disruptive, disrespectful behavior, but you will lose credibility if you lower yourself by getting pulled into an argument or a dispute with a student about his/her behavior.

In a mildly disruptive situation, try the following steps:

1. Speak privately and quietly with the individual student after class; however, remain in an area where you can be observed by the teacher. Asking the teacher for permission to have a private conversation is always wise.
2. Speak for yourself and not for the classroom teacher or other students. Keep the conversation between you and the student and make it solution-oriented.
3. Seek first to understand and then to be understood. Use empathetic listening to genuinely understand. This creates an atmosphere of caring and positive problem solving. (Reference: The 7 Habits of Highly Effective People, Habit 5)
4. Think Win-Win. Remember adolescents are often not able to see beyond the moment and don’t always understand how their behavior can influence others. Remind the student of your role and purpose as a youth prevention educator. You’re there because you care about positive youth development. (Reference: The 7 Habits of Highly Effective People, Habit 4)

In an unusually disruptive situation, consider these three R's:

1. Remain professional
2. Refrain from arguing, venting, or complaining
3. Reach out to the classroom teacher and/or an administrator

Lastly, persistent disruption by a student may ultimately mean the classroom teacher will have to intervene and possibly remove the student from the room. While we value having each student in the classroom, at some point we must prioritize the needs of the class as a whole.

THOUGHTFUL TRANSITIONS

Teachers commonly report that transitions are among the most perilous times of the day in the classroom. When students are moving from one place or space to another, the potential for problem behaviors increases significantly. Being thoughtful and planful is the key. A planned, predictable transition can flow smoothly every time. The secret, according to Smart Classroom Management, is standardizing these brief moments by having students do the exact same thing regardless of where they are transitioning to or from. Many of the model programs move quickly from one activity to the next; therefore, your preparation and organization are critical pieces to successful transitions. The likelihood of students staying focused and on-task will depend largely on how effortlessly the teacher/facilitator moves the class from one activity to the next.

Below is a list of ways to help students master times of transition whether during the start or end of an activity and/or the class period itself.

- Arrive early and be ready to start class on time. In some instances, you may have to wait for the teacher to take attendance which may give you time to set up. Other times, students may be in the class awaiting your arrival. Again, the teacher will usually wait until you signal that you are ready and then instruct students to clear off desks and focus their attention on you.
- Be organized and prepared. Have your teacher's manual readily available and clearly marked. Make copies of any handouts in advance.
- Use signals for attention. Some teachers use chimes, bells, and/or hand signals. Be sure to establish the meaning of your signals beforehand.
- Develop a routine at the start of every class such as a brief review of the last week's lesson and a preview of today's lesson.
- Provide directions for the lesson activities and always inform students of how much time they will have to complete tasks/activities associated with the lesson. Give notice to students to "GO" if working independently and/or as a group and at certain intervals announce how much time is left, e.g., five minutes, then two minutes, then thirty seconds, etc. so that they can prepare for the end of the activity and the transition ahead.
- Some teachers bring a visual aid to each class period or perhaps one can be featured on the Smart Board. For example, a stop light can be used. If red, everyone is working quietly.

THE ROLE OF A LINKAGE AGREEMENT IN CLASSROOM MANAGEMENT

A formal linkage agreement or memorandum of understanding (MOU) outlines and defines shared expectations of administrators, teachers, and the prevention professional. Among other things, the linkage agreement is a means of establishing effective classroom management before the program even begins. Consider the following tips when writing the linkage agreement:

- The linkage agreement should reflect the agreement already solidified between the prevention provider and the school. Meet with the school to discuss and build consensus on key aspects of program implementation before developing/finalizing the linkage agreement.
- Make sure the agreement spells out that the program is evidence-based, and that fidelity must be maintained by adhering to the curriculum and the IDHS SUPP YPE Standards.
- Outline any agreed upon classroom management systems/processes to be utilized and clarify how disciplinary measures will be handled.
- State the classroom teacher, or another certified teacher, will remain in the classroom as required by Illinois law.
- Communicate clearly that YPE is designed to be delivered in a classroom-based setting and that students will need desk/tables and chairs.

***NOTE:** *As a SUPP provider, your role is to advocate for best practices in prevention. Gym rooms, basements, and other less-than-optimal settings do not contribute to the goal of maintaining program fidelity. Having students sit on floors or in bleachers is simply not an appropriate setting for YPE. When students are in a gym setting, they are naturally inclined to be active and on their feet. Respectfully but firmly communicate this point during your phone or in-person meeting. The Foundations of Youth Prevention Education training addresses in greater detail how to negotiate a strong agreement.*

Adolescent Development and Generation Z

Generation Z refers to the group of people born after the Millennial Generation (1980's to the late 1990's). Typically, this groups' beginning birth years range from the late 1990's to the present day. The oldest members of Generation Z are now just entering the workforce.

Members of Generation Z are often referred to as "digital natives" due to the fact members of this generation are extremely connected with technology. Generation Z youth have had lifelong use of communication and media technology like the Internet, instant messaging, text messaging, smart phones, and social media sites. This generation was born with access to technology and is technologically savvy. Generation Z youth can constantly multitask, are used to information overload, have smaller attention spans, have the need for instant gratification, have been relentlessly tested, and are set to be the least physically active generation of children.

Teaching a classroom full of Generation Z students can certainly put your classroom management skills to the test! It is important to spend time learning about Generation Z and how members of this generation learn.

Some common classroom management techniques for engaging Generation Z students are:

- **Master technology:** It can be challenging in the classroom when students live and function in the digital world and teachers and facilitators live and teach in the analog world. For Generation Z, analog is "old school" and can cause a disconnect with teachers. While Generation Z students were born into an era of emojis and six-second videos, facilitators and teachers aren't often as comfortable with technology as their students are. This may mean working to master computer skills, PowerPoint, smart boards, and other technologies. The investment of time and effort most certainly will pay off in the end.
- **Provide visuals:** Generation Z thrives on visual learning, charts, and graphics. Take advantage of Generation Z's increased visual learning abilities by enhancing lessons with PowerPoint and digital images. Visual forms of learning are more effective and more enjoyable for many Generation Z youth and most prefer to look rather than listen. Studies have shown the brains of Generation Z kids are structurally different than their predecessors. It's not about genetics for these students, but all about how they use their brains to respond to their environment. Generation Z is used to web browsing and information overload and therefore the part of the brain responsible for visual ability is far more developed among these students.
- **Focus on one task at a time:** During lessons, work with students to focus their attention on a single task at a time and give directions to activities one by one. Generation Z is constantly bombarded with information and may have trouble focusing on what's important. Focusing on one task/instruction at a time can help ensure they process what they are learning/doing.
- **Move quickly:** The brains of Generation Z students are wired for the fast delivery of content. While transitions in the classroom need to be thoughtful and planned, Generation Z students can handle a lot of information. Plan to move quickly from one part of the lesson to the next.

- **Encourage questioning:** Don't take it personally when students question the facts you present in class. Generation Z students tend to value opinions more than they value facts. This is a direct result of being technologically savvy, but not always technologically smart. Many students are quick to find information on the internet with no thought to whether the information came from a legitimate site. Encourage students to seek accurate information to answer their questions.
- **Incorporate problem solving:** Generation Z students like to be given answers or find answers quickly, but research shows their problem-solving skills have increased beyond their predecessors. Offer students the opportunity to problem solve and work collaboratively if possible.
- **Remember to adhere to curriculum fidelity at all times.**

Understanding Generation Z youth helps us build a connection with them and lays the groundwork for making our time in the classroom more manageable and productive. Take a look at these articles to learn more about this technology-driven generation: [Identity Shifters: A Gen Z Exploration](#) and [Meet Generation Z](#).

Sources and Resources

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WEBSITES

- www.responsiveclassroom.org
- www.pbis.org

RESOURCES

- [Video Playlist: 9 Strategies for Effective Classroom Management](#)
- [The Why and How of Classroom Management](#)
- [Six Classroom Management Tips Every Teacher Can Use](#)
- [Inside Classroom Management: Ideas and Solutions](#)
- [Classroom Management Strategies for High School Teachers](#)



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