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| **Managing Student Behavior & Planning for Safe Training** | **Instructor I****Mod 3A** |
| **Delivery Method:*** Live/In-Person
* Instructor-Led
 | **Students:*** 24 Maximum

**Classroom Layout/Orientation:*** U-Shape – Opening towards the front of the classroom
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| Materials* Dry erase board
* Markers

**Handouts:*** None
 | **Lesson Time:** * 3 hours with breaks

**Student Attendance:** Required * Please submit attendance roster to Program Coordinator
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| **HOUSEKEEPING*** Remind students to use their name tents

**Moodle/ Online Learning Check-In*** Confirm with the class that all students have completed:
	+ Knowledge Check #2
	+ Case Study #2
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| Managing Student Behavior | 3A.1 |
| Lesson Goal* Students will understand basic principles for identifying and managing challenging behavior.
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| Objectives* Describe ways instructors can address individual student needs in fire and emergency services training.
* Describe students' rights in an educational setting.
* Discuss techniques instructors used to manage student behavior.
* Explain strategies used by instructors in dealing with classroom behavior issues.
* Describe ways instructors can take formal disciplinary action.
 | Materials* Learner Variability/Diversity Cards
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| MOTIVATOR | **[ASK] Think about some of your prior experiences as a student.** * Have you ever struggled with a certain concept or skill, and needed extra help from an instructor?
* Have you ever felt like your needs were ***not*** being met?
	+ What was the situation?
	+ What do you think was preventing you from getting support?
	+ How did it make you feel as a student?

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| **Instructor Notes:** Emphasize the importance of not just delivering instruction, but also making sure student resources are available and that students feel comfortable accessing them. |

Introduce the concept of the day’s activity and ask the students to keep the following discussion point in mind throughout the session. |
| DISCUSSION | **Attribution Bias**[ASK] What is Attribution Bias?* Attribution Bias Discussion
	+ Fundamental Attribution Error
	+ Actor-Observer Bias
* Example of driver cutting you off on the highway and attributing that to a character flaw vs. the situation the driver may be in.

[ASK] How does this relate to our students?[ASK] How might we as instructors make attribution errors? How can we prevent them?**Students’ Rights**Students have a right to:* Privacy of records and test scores.
* Hold an opinion or belief different from the instructor.
* Equal access to the learning environment.
* Fair and equal treatment.
* A learning environment free of discrimination or harassment.
* A safe learning environment.

[ASK] For each item “What is an example of a violation?”**Stereotypes**[ASK] What is a stereotype? * Solicit responses and discuss to agree on a definition
* Refer back to discussion of schema

[ASK] Is a stereotype something we can prevent from entering our minds as instructors?Write the word “American” on the board and ask: Who considers themselves American?[ASK[ What are some stereotypes about Americans that people from other countries might have? Be sure to include some of the following:* Lazy
* Entitled
* Overweight
* Workaholics
* Gun-toting

[ASK] Do you all consider yourselves all these things that are stereotypical American?[ASK] Do you identify with maybe some of these stereotypes?[ASK] So what we can conclude is that sometimes, some stereotypes, apply to some people? How can we more appropriately interpret this? |
| DISCUSSION | * Recognition of student learner characteristics and diversity. [4.3.2a]
* Impact of cultural differences on instructional delivery. [4.4.3a]

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| **Instructor Notes:** If the suggestions stall, prompt them with: Think of a component of your identity that is important to you. |

**Individual Student Needs**[ASK] What are some ways our students can represent diversity? Record student responses on the board. For each response, ask how the factor of diversity can impact a student’s learning experience.* + Race Stereotypes
	+ Ethnicity Stereotypes
	+ Gender Bias
	+ Physical ability Accessibility for participation
	+ Age Skill, experience gap
	+ Sexual orientation Discrimination
	+ Geographic location Access and scheduling
	+ Income Financial stress, low SES
	+ Personal habits Group tension
	+ Recreational habits Academic focus
	+ Religion/spirituality Conflict over personal belief
	+ Educational background Uneven playing field
	+ Work experience Uneven playing field
	+ Parental status Scheduling, stress
	+ Marital status Scheduling, stress
	+ Group affiliation Strong identity, bias, exclusion

[GUIDED DISCUSSION] “How can the diverse identities represented among our students be leveraged to create a more inclusive and supporting learning environment?”* What did you learn from making this list of diverse identities?
* What is the effect on learning if a student doesn’t feel respected or valued?
* How can we ensure that everyone in the class feels valued and respected regardless of their background or identity?
* How can we leverage the diversity in our classes to enhance the learning experience?
* What strategies can we use to address any potential biases or misunderstanding that may arise due to diversity?
* What steps can we take to create a more inclusive and supportive environment that accommodates the needs of students?
 |
| DISCUSSION | **Individual Student Needs**NOTE: In module 2, students use the Learner Variability Project during an activity to address the factors that may impact student performance.* Low Literacy: Graduation from high-school does not imply literacy.
* Special Needs
	+ Speech and Language Disorders
		- **Articulation** or **phonological** disorders: difficulty forming sounds and words
		- **Disfluency**: breaks or disruptions in speech
		- **Voice** disorders or **resonance** disorders: difficulty forming words due to neurological or structural problems (cleft palate, stroke, Parkinson’s)
	+ Academic Skills Disorders
		- **Dyslexia**: difficulty reading due to problems identifying speech sounds and learning how they relate to letters and words (decoding).
		- **Dysgraphia**: difficulty writing causing a person's writing to be distorted or incorrect.
		- **Dyscalculia**: difficulty understanding number-based information and math.
	+ Learning Disabilities
		- **Dyspraxia**: difficulty with movement and co-ordination.
		- **ADHD**: difficulty regulating attention, controlling behavior, and hyperactivity.
* High Learning Ability
	+ [ASK] “How can we keep these learners engaged?”
	+ [ASK] “Can we use these learners to help the class?
 |
|  | **Strategies for Dealing with Classroom Issues**

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| **Instructor Notes:** Draw a 4 by 4 grid on the board (shown below). Label the columns and rows. |

[ASK] How would you describe a student who is…Fill in the boxes with student ideas and descriptions. Guide discussion to include at least the labels below.

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|  | **Participating** | **Not-Participating** |
| **Cooperative** | “Normal” | ShyTimidBoredUninterested |
| **Disruptive** | ExcitedEngaged | TalkativeAttention-seeking |

[ASK] How do we address these behaviors?Nondisruptive, Nonparticipating Students* Shy: create a safe and inclusive environment, positive reinforcement
* Bored: engage students with active learning

Disruptive, Nonparticipating Students* Talkative: redirection, instructor presence

Attention-seeking: counseling. |
| ACTIVITY | * Methods of dealing with disruptive and unsafe behavior. [4.4.4a]
* Basic coaching and motivational techniques. [4.4.4b]
	+ Correction of disruptive behaviors. [4.4.4b]
	+ Adaptation of lesson plans or materials to specific instructional situations. [4.4.4b]

**Student Behavior Management*** Reviewing Policies
* Motivating and Encouraging Students
* Counseling
* Coaching
* Mentoring

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| **Instructor Notes:** Write **Counseling**, **Coaching**, and **Mentoring** on the board as headers. Write *objective*, *duration*, *focus*, *approach*, and *scope* down the side as row labels. Lead the students in a discussion to fill in the cells below. |

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|  | **Counseling** | **Coaching** | **Mentoring** |
| *Objective* | Resolve issues | Improve performance | Guide and support |
| *Duration* | Momentary and planned | Momentary | Long-term, holistic |
| *Focus* | Short- or long-term | Short-term, goal oriented | Long-term |
| *Approach* | Assessment and intervention | Actionable feedback | Mentor-mentee relationship |
| *Scope* | Personal and professional | Narrow and task-specific | Personal and professional |

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| PRESENT | How can we manage student behaviors so that all students have a meaningful and productive learning experience while meeting the learning objectives?* Effective management of individual student needs and classroom behavior is essential for creating a positive learning environment and maximizing the learning potential of all students in fire and emergency services training.
 |
| SUMMARY | How can we manage student behaviors so that all students have a meaningful and productive learning experience while meeting the learning objectives?Effective management of individual student needs and classroom behavior is essential for creating a positive learning environment and maximizing the learning potential of all students in fire and emergency services training. |
| References: |
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| Planning for Safe Training | 3A.2 |
| Lesson Goal* Students will understand risk as it pertains to training, how risk is measured, and the types of controls used to maintain a safe training environment.
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| Standards* **4.3.2** Review instructional materials, given the materials for a specific topic, target audience, learner characteristics, and learning environment, so that elements of the lesson plan, learning environment, and resources that need adaptation are identified.
	+ **(A) Requisite Knowledge.** Recognition of student learner characteristics and diversity, methods of instruction, types of resource materials, organization of the learning environment, and policies and procedures.
	+ **(B) Requisite Skills.** Analysis of resources, facilities, and materials.
* **4.4.2** Organize the learning environment, given a facility and an assignment, so that lighting, distractions, climate control or weather, noise control, seating, audiovisual equipment, teaching aids, and safety are addressed.
	+ **(A) Requisite Knowledge.** Learning environment management and safety, advantages and limitations of audiovisual equipment and teaching aids, classroom arrangement, and methods and techniques of instruction.
	+ **(B) Requisite Skills.** Use of instructional media and teaching aids.
* **4.4.3** Present and adjust prepared lessons, given a prepared lesson plan that specifies the presentation method(s), so that the method(s) indicated in the plan are used and the stated objectives or learning outcomes are achieved, applicable safety standards and practices are followed, and risks are addressed.
	+ **(A) Requisite Knowledge.** The laws and principles of learning, methods and techniques of instruction, lesson plan components and elements of the communication process, and lesson plan terminology and definitions; learner characteristics; student-centered learning principles; instructional technology tools; the impact of cultural differences on instructional delivery; safety rules, regulations, and practices; identification of training hazards; elements and limitations of distance learning; distance learning delivery methods; and the instructor’s role in distance learning.
	+ **(B) Requisite Skills.** Oral communication techniques, methods and techniques of instruction, ability to adapt to changing circumstances, and utilization of lesson plans in an instructional setting.
* **4.4.4** Adjust to differences in learner characteristics, abilities, cultures, and behaviors, given the instructional environment, so that lesson objectives are accomplished, disruptive behavior is addressed, and a safe and positive learning environment is maintained.
	+ **(A) Requisite Knowledge.** Motivation techniques, learner characteristics, types of learning disabilities and methods for dealing with them, and methods of dealing with disruptive and unsafe behavior.
	+ **(B) Requisite Skills.** Basic coaching and motivational tech­niques, correction of disruptive behaviors, and adaptation of lesson plans or materials to specific instructional situations.
 |
| Objectives* Discuss agencies and organizations where instructors can find the most current information about safety guidelines and regulations.
* Describe the responsibilities of the instructor as a safety role model.
* Identify ways that instructors plan for safe training.
* Describe the information given by an instructor during a psychomotor skills demonstration.
* Identify the elements of evolution control.
* Explain a simple training evolution.
* Identified types of increased hazard exposure training.
 | Materials* x
 |
| DISCUSSION | * Safety rules, regulations, and practices. [4.4.3a]

**Federal Agencies*** NIOSH - The National Institute for Occupational Safety and Health
	+ Federal agency part of the Centers for Disease Control and Prevention, responsible for conducting research and making recommendations for the prevention of work-related injury and illness.
* OSHA - Occupational Safety and Health Administration
	+ Federal agency part of the U.S. Department of Labor, responsible for ensuring safe and healthful working conditions for workers by setting and enforcing standards and by providing training, outreach, education and assistance.
	+ Workers can file a complaint with OSHA if their employer violates their right to work in a safe and healthy environment. OSHA will then inspect the workplace to look for evidence of an unsafe or unhealthy environment.
* NIST- National Institute of Standards and Technology
	+ Federal agency of the United States Department of Commerce whose mission is to promote American innovation and industrial competitiveness.
	+ NIST supplies industry, academia, government, and other users with over 1,300 Standard Reference Materials (SRMs) that certify materials as having specific characteristics or component content, used as calibration standards for measuring equipment and procedures, quality control benchmarks for industrial processes, and experimental control samples.
	+ For example: NIST researchers developed standards to help eliminate PFAS “Forever Chemicals” in firefighting foams.

**Standards*** NFPA - National Fire Protection Association
	+ U.S.-based international nonprofit organization devoted to eliminating death, injury, property, and economic loss due to fire, electrical, and related hazards.
	+ Develops and publishes consensus codes and standards such as the National Electric Code (NFPA 70). The codes and standards are administered by technical committees consisting of approximately 9,000 volunteers.
* ANSI - American National Standards Institute
	+ Private nonprofit organization that oversees the development of voluntary consensus standards for products, services, processes, systems, and personnel in the United States.
	+ Example: road safety vests often meet ANSI standards.
* UL - Underwriter Laboratories
	+ A private for-profit company conducting product testing and certification in the U.S.
	+ One of several companies approved to perform safety testing by OSHA
 |
| DISCUSSION | * Analysis of resources, facilities, and materials. [4.3.2b]

Instructor Skill Level* Specific requirements for instructor preparations
* Requirements for specific training
	+ Live fire training

Inspecting Facilities |
| DISCUSSION | * Identification of training hazards. [4.4.3a]

**Reason’s Swiss Cheese Model*** Swiss Cheese Moodle is a way to think about how mistakes happen in complex systems.
	+ Multiple slices of “cheese”
	+ Each slice has holes representing weaknesses in the system
	+ When holes align, hazards are allowed to progress.
	+ If all holes align, hazards reach the students.
	+ Adding more slices increases the chance that a hazard will be stopped.

**Hierarchy of Risk Control*** Elimination – Stop training.
* Substitution – Do something else.
* Engineering – Build something to prevent harm.
* Administration – Tell people not to do something.
* Protection – Admit it will happen and provide PPE.
 |
| DISCUSSION | * Learning environment management and safety. [4.4.2a]

**Evolution Control*** Supervision
	+ Unsupervised practice, uncontrolled experimentation
	+ Unsupervised, unorganized, or disorganized role play
	+ Play, disrespectful participation, frivolous activity
	+ Honor system safety code
* Teaching
	+ Unqualified coaching
	+ Student overload
* Managing
	+ Compressed training timeline
	+ Cutting corners
* Training-Time-Out (TTO)
	+ Dangerous actions or conditions
 |
| ACTIVITY | **NIOSH Report*** What student factors led up to the emergency?
	+ What could have been recognized?
	+ What could have been done? (swiss cheese or hierarchy)
* What instructor factors contributed to the emergency?
	+ What could have been recognized?
	+ What could have been done?
* What prevented the instructors from recognizing the emergency?
	+ What could have been done to improve recognition?
	+ What could have been done to improve response?
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| SUMMARY |  |
| References: |
| **Last Revised:** Max Dodge 10/25/2023 |