

Classroom Control in the Digital Age



International Association of Correctional Training Personnel (IACTP)

Performance Objectives

- **Discuss the best ways to develop a questions/checks for understanding in the classroom;**
- **Given a disruptive behavior example, determine how to manage the situation to ensure learning remains the focus.**



Guided Practice

- **What is your answer to the following questions**
- **Post responses in chat**
- **Read comments**



- **When I ask questions in the classroom I hope for expect that _____ ?**



- **When I ask a question and get no response I feel _____ and I tend to _____.**





- **When I ask a question and get an incorrect or off-the-wall response I feel _____ and I tend to _____.**





- **Effective questions are a valuable tool for a trainer because _____ .**



Writing & Asking Effective Questions

Before the Training

- Do the questions lead to the objectives?
- Are they clear and concise?
- Are they thought provoking?



Writing & Asking Effective Questions

During the Training

- Ask them one at a time
- Allow think time
- Give examples
- Allow them time to look up answers



Guided Practice

- **Why do participants ask questions?**



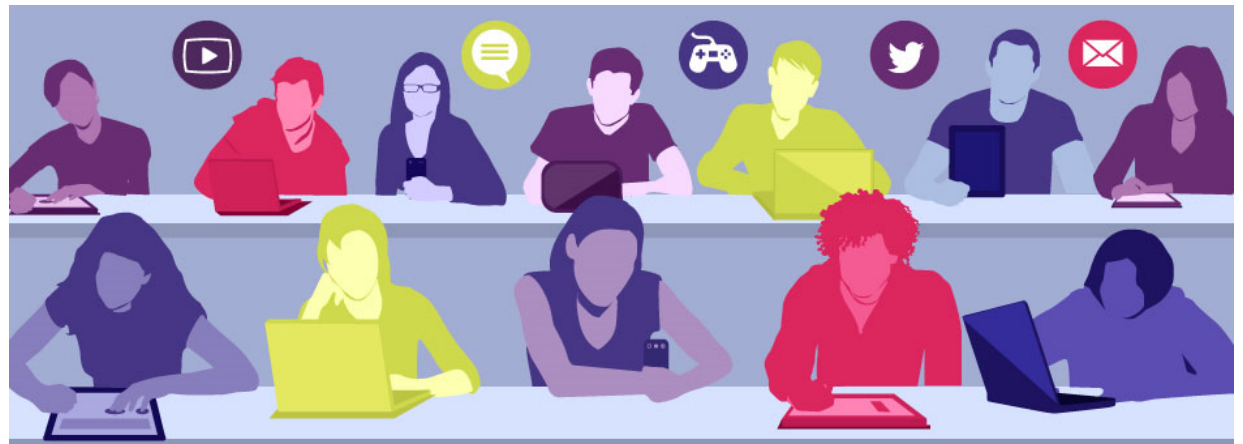
Guidelines for Responding

- Refer the question
- Redirect the question
- Give a qualified answer
- What if you are challenged
- Acknowledge feelings and refocus



Disruptive Behavior

- What types of behavior have disrupted your classrooms?
- Why participants behaved this way
- Who's at fault?
 - The student....
 - The instructor....



Handling Disruptive Behavior

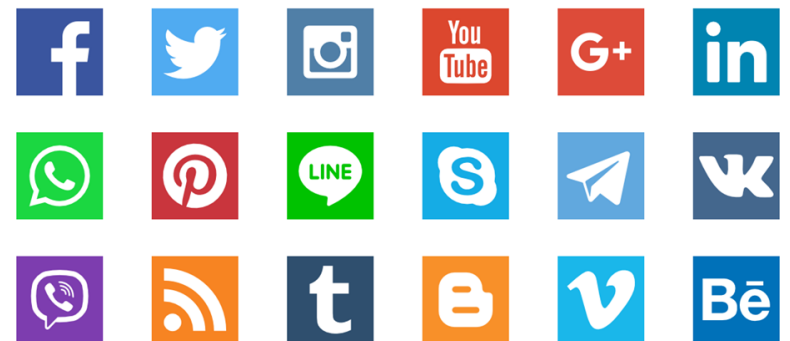
- Why participants behaved this way
- Affect on the instructor
- Affect on the participant
- How can you prevent this behavior



Handling Disruptive Behavior

reading assignment

- Reasons for behavior
- Prevention
- Key Concepts



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Situational Responses

- Read situation
- Decide way/ways to handle situation
- Share your response



- **You are leading a group discussion on ways to communicate better in the work place. As you are speaking you notice that one of your participants is reading a magazine.**



- **You are conducting a class on Communicable Disease, a class required of all employees. At the first break one participant approaches you and tells you that he needs to leave at 1:45 p.m. to get to a 2:00 p.m. dentist appointment. He says that he should be able to be back by around 3:00 p.m.**



- **You are presenting information on an agency policy (dress code, taking leave, training - these are a few examples.) One participant speaks up loudly and says, "I don't agree with that policy. Where I used to work we just had to . . . (something that is different from the policy you are sharing during the training.)"**



- **You are giving the class instructions for a group activity on communication skills. One of the participants says loudly, "I can't believe I'm even having to attend this training. I've worked here 20 years and nobody has ever listened to a thing I've had to say."**



In closing...

- **One thing that I learned from this training was...**
- **One thing that surprised me was...**
- **The first thing I am going to try is...**



2018 Conference



34th National Training & Performance Conference

Titans of Training: Developing the Trainer, Leading the Profession

*Hosted by the International Association of Correctional Training Personnel (IACTP)
In partnership with the Tennessee Department of Corrections*

DATE

November 4-7, 2018

LOCATION

Millennium Maxwell House Hotel
Nashville, TN



International Association of Correctional Training Personnel (IACTP)



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