**How does *Dramatic Learning* improve classroom behavior?**

**Narrator:** I’m going to make a guess and say that you guys cause a little bit of trouble in class every once in a while.

**Child 1:** Yeah.

**Narrator:** Just maybe a little, right? A little mischief?

**Child 2:** All the time *\*coughs\**

**Narrator:** But during the play- I’ve watched the play now for a week- and I didn’t see either one of you cause any trouble.

**Child 1:** No, because we seem more interested in the play than goofing around.

**Child 2:**  The play sounds kinda cool when you read it and when you act it out too.

**Narrator:** I didn’t hear Ms. Gorman yell at you once. Is that like a record for you guys?

**Child 1:** Yeah, pretty much. We probably get in trouble every month.

**Narrator:** But this week you didn’t at all, right?

**Both:** No.

**Child 2:** We behaved ourselves because when we went to each other’s houses we started talking mostly about the play and how we liked it.

**Dr. David Almeida:** Kids want to be- they want to move, they want to pretend, they want to be challenged, they want to question. So if you are allowing students to move, if you are allowing them to pretend and play (and kids from 0 to 100 want to play, adults want to play), and you challenge them- you don’t have to have huge behavior plans for kids who are behavior problems because you are addressing their behavioral needs. We have a whole bunch of differentiated behaviors in every classroom we go in. We talk about differentiated learning, and then we say here’s differentiated instruction to match that learning. What about differentiated behaviors? There are kids who behave differently than other kids and we don’t talk about differentiated classroom management strategies. Well, one of the nice things about *Dramatic Learning* is that you’re able to differentiate the way you have them become involved in the play.

**Heather Gorman:**  They kind of manage themselves. They manage themselves, like they need to do their part so they want the students around them to be quiet so they can hear the part. So they manage themselves without me saying, “hey,” like occasionally I would give them a cue, but they would manage themselves throughout the whole process.