Effective classroom management relies on the use of procedures – not rules.

"That energy which makes a child hard to manage is the same energy which afterwards makes him a manager of life."

- James Baldwin

Children would rather be bad than stupid. A reason they misbehave is they don't want to be failures.

The best discipline is the kind nobody notices – Not even the one being disciplined.
Mrs. Mutner liked to go over a few of her rules on the first day of school.
MANAGEMENT PROBLEM: ATTENDANCE

TEACHER'S CONCERN: How can I get students to have better attendance in the classes I teach?

WORKABLE OPTIONS:
1. Get in touch with the family and discuss the problem.
2. Provide the student with activities that are open-ended and need follow up so he/she feels a responsibility to come to school the next day.
3. Make instruction meaningful to the student.
4. Reward the student if absenteeism decreases.
5. Discuss with the child the reason why he/she is absent.
6. Give the student responsibility in the classroom that demands daily attention. Help him/her understand that his/her absence will handicap group progress.
ATTENTION-GETTING BEHAVIOR

What do I do about student who exhibit attention-getting behavior?

1. Examine the cause of the behavior. Is it due to poor self-concept or being ignored, or is there a potential learning disability? Follow up on what you discover with appropriate school personnel.

2. Examine your reaction to the behavior and then change it if your behavior triggers a negative response.

3. Rolé play. Give students a situation and have them play out acceptable and unacceptable behavior.

4. Discuss with the student in private the behavior that is not appropriate.

5. Ignore the behavior, if possible, so it cannot be used as attention-getting.

6. Set up class rules in the beginning of the year and be consistent in enforcing them (Cantor’s Assertive Discipline program, for example).

7. Use various modalities when giving directions. Write as well as say the assignment so all understand. Give examples and check the student’s progress by moving around the room.


9. Give an abundance of praise. Student will strive for positive reinforcement from the teacher.

10. Attach consequences to the undesirable attention-getting behavior. Keep an accurate record of when each occurs for objective evaluation.
MANAGEMENT PROBLEM: HYPERACTIVITY AND DISTRACTIBILITY

TEACHER'S CONCERN:
How do you manage the "hyper" student and a student who is limited in the ability to screen out irrelevant stimuli?

WORKABLE OPTIONS:

1. Employ hands-on activities.

2. Eliminate as many environmental distractions as possible.

3. Establish a well-defined work area for the child. This will help to limit outside activities that would detract from his/her concentration.

4. Use classroom aids such as headphones, tachistoscope, videos, etc. Provide for controlled exposures.

5. Pace activities realistically.

6. Incorporate gross motor skills into activities whenever possible.

7. Use bilateral activities, using hands and eyes in the lesson.

8. Make an obstacle course and have the students move through it at varying paces.

9. Use a timer. When the timer stops, students may have a short break. Never use a timer to speed up work, for it will cause tension and frustration rather than increase skill.

10. Have a "time out" period as a reward for a hyperactive child who has spent time doing correct activities.
IMMATURE BEHAVIOR

How can the incidence of immature behavior be decreased?

1. Evaluate your expectations. Be careful not to pressure or frustrate the children.

2. Ignore undesirable behavior.

3. Establish expected behaviors. Make list relevant, meaningful, minimal, and positive.

4. Identify problems in the classroom that lead to the exhibition of immature behaviors.

5. Check to see if your expectations are in line with the student’s values.

6. Check for displaced feelings.

7. Check for problems at home.

8. If child exhibiting immature behaviors has been classified, check file for suggestions on how to cope with him/her.

9. Allow children to explain their reasons for use of immature behavior.

10. Consult with colleagues, your school counselor, or a member of the Child Study Team for ideas to cope with this problem.
QUIET ACTIVITIES FOR INDEPENDENT WORK

What are some suggestions for quiet activities for the children to do while waiting for others to finish work?

1. Students draw profiles and cut out pictures to paste on the profile that reflect their feelings/thoughts for that day or that represent their interests (e.g., skiing, hiking, reading, etc.).

2. Provide extra worksheets on areas of learning that have already been covered in class. Children love to do such work alone.

3. Provide books, videos, tape recorders, use of computer software, and puzzle materials for individual activities (interest corners).

4. Create an art box with extra art supplies. Children can create independent projects.

5. Provide projects such as hook rugs, pot holders, and ongoing creative materials.

6. Have a sheet of paper headed "I'm happiest when _________" and other incomplete sentences for students to complete.

7. Provide a worksheet with scrambled sentences and words.

8. Provide material for word searches.

9. Fill a reading bag with fun-to-read material such as classic comic books, greeting cards, riddles, etc.

10. Provide a class scrapbook for students to review.

11. Encourage the recording of information into daily diaries.
"You can question authority, but you need to raise your hand first."
Likely to change their behavior.

When teachers give information, without insulting students are more likely to change their behavior.

When teachers describe the problem, instead of accusing or giving commands, students are more willing to behave responsibly.

Describe the problem. Instead of ordering.

Describe the problem. Instead of assigning blame.

Describe the problem. Instead of accusations.

Describe the problem. Instead of a put-down.

Describe the problem. Instead of ordering.
When negative feelings are identified and accepted, a student feels encouraged to continue to strive.

When feelings are denied, a student can easily become discouraged.

Put these feelings into words.

Instead of denying feelings.

This story is dump. I hate reading. You're a good reader. You're not even many words! It has too easy.

It's too late. You're trying. You're just doing it wrong. I'm going to read the one after. I'm going to find out the one you prefer. It doesn't sound as if it really is different. I'll guess it.

This story is dump. I hate reading. You're a good reader. You're not even many words! It has too easy.

It's too late. You're trying. You're just doing it wrong. I'm going to read the one after. I'm going to find out the one you prefer. It doesn't sound as if it really is different. I'll guess it.
Feelings have been accepted.

It's easier for children to change their behavior when their feelings are completely ignored.

It's hard for children to change their behavior when their feelings

UNACCEPTABLE BEHAVIOR

ACCEPT FEELINGS EVEN AS YOU STOP

UNACCEPTABLE BEHAVIOR

ACCEPT FEELINGS EVEN AS YOU STOP

INSTEAD OF IGNORING FEELINGS

INSTEAD OF IGNORING FEELINGS
The teacher means well, but when a student is bombarded with criticism and advice, it can be difficult to think about his problem or take responsibility for it.

By responding to a student's distress with an attitude of concern and an occasional nod or "grunt" of understanding, we free him to focus on his problem and possibly solve it himself.
"Don't worry too much about this note... The teacher was kind of angry when she wrote it."
What do we do when the inevitable conflict arises?

Dealing with Negative Feelings
Caring communication is such a wonderful experience that many folks are tempted to avoid the subject of negative feelings and conflict altogether. No way! Conflicts that occur in our classes are as natural as life itself. We will always have them. They help us to learn our humanity.

Conflicts seem to fall into three different categories:
• Conflict over resources—something is seen to be in short supply
• Conflict over needs—belonging, friendship, competition, and power
• Conflict over values/beliefs—cultural, political, religious, family, and personal goals

What the Tribes process can do for us is to help students begin to see conflict as a natural part of life, just as love and friendship are a part of life, just as weeds and insects are part of a garden! We can help students to understand that since conflict is natural, we don’t need to be afraid of it. Conflict can help us grow. It can strengthen us. Teaching children to be assertive, not aggressive or passive, can make a difference.

The Passive Response
How often do you choose not to respond when someone invades your personal space, either verbally or physically? How about that subtle put-down that came your way in the last staff meeting? Not responding at all gives the message to the other person that the behavior or remark is OK. As a result the likelihood of the behavior being repeated increases. Passivity shows a lack of respect for our own rights and the right of other persons to know the effect of their behavior upon us.

The Aggressive Response
The other option is aggressiveness. Slam back with a tough remark, name calling, or, even worse, physical action. Many students know aggressiveness as the only way to respond, and have little understanding of how to defend their own rights and the rights of others. Peace and the survival of this world depend upon future generations having a third way to respond.

The Assertive Response
Assertive communication is the alternative that can defend one’s rights and at the same time honor the rights of others. The next time someone invades your personal space or uses a put-down, talk to this person alone and try an I-Message. It enables you to express your feelings about a behavior but will not escalate the conflict. Nor will you simply have to ignore negative remarks. Once you begin to use I-Messages, you’ll be ready to teach your students, and in a way catalyze peace in the world!
MANAGING DISRUPTIVE BEHAVIOR

Teachers have learned that there are several good ways to manage energetic people who disrupt the community’s time together.

1. Before students come to the community circle, give them a topic to think, write or draw something about at their desks.

2. If any students become extremely disruptive, call out “Freeze,” and ask everyone to “run the movie backward, in your heads, and recall what you saw happening. Keep the descriptions as objective as possible by not using names. An alternative is to send people to their desks and have them write or draw what happened in the group. After discussing the disruptive behaviors, you can:
   • Ask the class to suggest one thing that they could work on the next time that they meet in a community circle
   • Have each person jot down in their journals or share with their tribe one thing that they will do to improve circle time

3. Use an I-Message: “I feel sad when people are so noisy that we can’t hear the person who is speaking.”

4. Give students time out: “Juan and Leslie, I would like you to go to your desks and return to the circle just as soon as you can commit to listening to other people and taking your turn to talk.”

5. The key a successful community circle is to use more structure and less time if people are having difficulty. As students learn to respect the Tribes agreements and manage their own behavior, lessen the structure and increase the time.
People also need to be encouraged to appreciate themselves, to be proud of a job well done or a special contribution. It’s OK to brag! Some strategies that you might try are

Boasters     I’m Proud     Personal Journal

To believe in oneself is to have high self-regard...to feel empowered, competent, and confident of doing well in tomorrow’s world. It is an essential component of resiliency.

Using Temporary Small Groups to Build Community
If you look at the Tribes Trail Map again, you will notice that pairs, triads, and temporary groups are also used to build inclusion in the community before people become members in long-term tribes.

While your students are working together in these “trial tribes” you can observe how people get along with others. This serves as valuable information when you are ready to move students into long-term tribes.

The major disadvantage of the large community circle format is that each student must spend more time listening than talking, which leads to restlessness.

Building Community Creatively
Please do not feel limited to the strategies and energizers in this book in order to develop a sense of community among all your students. Use your teacher ingenuity to create whatever will best reach your students.

An abundance of good inclusion activities exists in other books, many of which are listed in Chapter 12. The criteria for a good community building activity are:

- It has a win-win rather than a win-lose outcome—cooperation rather than competition
- It provides inclusion for everyone—all can participate
- It draws upon and highlights the contributions that people make in the course of the activity
- It is fun!
A Conflict Resolution Curriculum

The outstanding school curriculum *Conflict Resolution*, developed and published by the Community Board Program of San Francisco, recommends a set of “building blocks” for the effective resolution of conflict:

- Awareness of conflict in our own lives and how we respond to it
- Appreciation for the differences between people
- Understanding of important feelings
- The ability to talk clearly to another person about a conflict
- The ability to listen to a person with whom we have a conflict

A specific sequence of steps is suggested for use whenever two students become involved in a conflict:

**Step 1:** Both students agree to the ground rules

*I agree not to interrupt, not to call a name, and I agree to work to solve the conflict."

**Step 2:** One person tells his/her side of the story using I-Messages, saying how s/he feels about what happened, and what s/he wants. The other person listens attentively and restates the problem.

**Step 3:** The second person restates what the problem is for the first person. Suggestion: begin with “So the problem for you is...”

**Step 4:** Steps 2 and 3 are repeated, with the 2nd student speaking.

**Step 5:** Both people suggest possible solutions.

**Step 6:** Both work to agree on a resolution that is:

- specific
- balanced—both people will be responsible for making it work
- realistic—and will solve the problem

Many Tribes schools not only use the Community Board Curriculum within their elementary and secondary classrooms, but also train groups of students in the schools to be Conflict Managers who are available on the playground, and in classrooms, halls, and neighborhoods to help students resolve differences peaceably.
Confrontation

Objectives
1. To provide a way to work out problems
2. To enhance self-awareness
3. To reduce tattling
4. To teach communication skills
5. To encourage influence

Instructions
1. One day when a problem between two students comes to your attention, invite the community to sit in one community circle. Ask the two students for permission to share the problem with the community.
2. State the problem or have the two students involved describe it.
   Example: Tanya: “Dawn keeps moving ahead of me when we are supposed to take turns.”
   Dawn: “No, I don’t. Tanya is always pushing people.”
3. Review the agreements carefully, and ask everyone to listen attentively without comment.
4. Have the two students involved sit facing each other in the center of the circle.
5. Ask each to tell the other what he or she is feeling about the problem by using “I-Messages”; help them phrase the “I-Messages” if you need to.
6. Ask each to repeat exactly what the other has stated.
7. Then ask each what he or she could do to help resolve the problem.
8. If they have difficulty, turn to the rest of the community for suggestions.
   Tell the students not to judge who is right or wrong.
6. If the discussion wanders, ask leading questions to redirect the students to the problem.
   Note: If the problem cannot be solved, set a time to work with the pair privately.
7. When a solution is reached, have the two students write a contract with each other.

Suggested Reflection Questions
Content/Thinking
• Why is it important to tell someone you are upset with him or her?
• What do you think will happen now?

Social
• What kind of listeners were you?
• Why is listening important when you’re involved in a conflict?

Personal
• How do you feel right now?
• What feelings did you have as the discussion was going on?

Appreciation
Invite statements of appreciation:
• “I admire you for...”
• “I learned......”
In my 23 years of teaching, your son is my favorite student. To have absent.
10 tips to keep the classroom flowing smoothly this year

> Look for the positive. Compliment students on what they are doing right, and soon they will be seeking more positive attention.
> Avoid confrontations in front of students. Deal with discipline issues privately rather than cause a student to "lose face" in front of friends.
> Ask students for their opinions. At the beginning of the year, ask them what they would like to get out of the class. Ask them to help set "the rules" for class behavior. At the end of the year, ask them to evaluate you, and ask if there's anything you could do better for next year.
> Chime your class quiet. When students hear the soothing sound, they know it's time to be quiet.
> Plan, plan, and plan some more. Idle hands are the devil's tools — and a real demon in the classroom. Never be caught with nothing to do.
> Prepare a parent contract. Surely you spell out the rules for students. That's Discipline 101, right? But you also should tell parents what you expect by sending home a contract for students and parents to sign, outlining rules and consequences.
> Use humor. Everyone can enjoy a good laugh to get things back on track occasionally. But don't confuse humor with sarcasm. Humor can quickly defuse a situation, but sarcasm can harm a relationship with students.
> Be proactive. Make "before class starts" activities available so students can engage in positive and productive activities.
> Offer a clean slate. Angry children benefit from a predictable classroom atmosphere, where the rules and consequences don't vary. But let them know every day provides a new chance to start again.
> Refer to your union contract. If a kid constantly disrupts your lessons and none of the children can learn, go to your administrator for support and a solution. If you don't receive the support you need, talk to your association.

From a variety of sources including NEA; Melissa Kelly, Your Guide to Secondary Education; Rick Morris, classroom consultant and CTA presenter on classroom management; and CTA member Mary Gee, BTSA provider and "I Can Do It!" presenter.
How Effective Are You at Preventing Problems?

Read each of these positive management practices and grade yourself on each one. Use a traditional letter scale:

A = Excellent; B = Very good; C = Average; D = Needs improvement; F = Failing

_____ I have a set of positively stated rules posted in my classroom.

_____ I use a friendly but firm voice when I ask students to do something.

_____ I make sure to build relevance and interest into every lesson.

_____ I make sure that all my students know that I care about them.

_____ I have taught my students the routines, procedures, and rules that will make class run smoothly.

_____ I use nonverbal interventions to keep misbehavior manageable.

_____ I consistently enforce my classroom rules.

_____ I consistently enforce school rules.

_____ I design lessons that will engage my students throughout the class period.

_____ I contact students’ parents or guardians in order to keep problems manageable.

_____ I praise my students more than I criticize them.

_____ I monitor my students constantly.

_____ I refuse to nag or bribe students into good behavior.

_____ I respect the dignity of all of my students.

_____ I accept responsibility for what happens in my class.
Sign Language in the Classroom

The letter "I"
Used to show that the student has a question.
("I have a question.")

The letter "A"
Used to show that the student has an answer.

The letter "C"
Used to show that the student has a comment.

Lights off

May I use the restroom?

Lights on

One moment, please.

Stand up

Sit down

Thank you

Suggested resources:
* The Joy of Signing
* The Comprehensive Dictionary of Signed English
* http://commtechlab.msu.edu/sites/aslweb/browser.htm
Classroom Management

divides into

Two Dimensions

one is

Preventing or Encouraging Appropriate Behaviour

impacted by

Four Main Factors

which are

1. Teacher Personality
2. Teacher Knowledge of the Curriculum
3. Teacher Instructional Wisdom
4. School Behavioural Policy

the other is

Responding to Misbehaviour When it Occurs

reflected in

Ten Escalations

which are

Bump 1: Low Key Responses
Bump 2: Squaring Off
Bump 3: Choices
Bump 4: Implied Choice
Bump 5: Power Struggles
Bump 6: Informal Chat
Bump 7: Formal Contracts
Bump 8: In-school Suspension
Bump 9: Out of School Suspension
Bump 10: Expulsion
RAISING YOUR HAND

When you want to show you understand,
don't call out,
just raise your hand.

Roses are red.
Lettuce is green.
If you raise your hand,
it will be seen.
Learning discipline

Students and teachers are being punished by L.A. schools’ policy for dealing with behavior problems.

The days when school was taught “to the tune of a hickory stick” are over, thankfully. Whacking unruly or unprepared kids is no way to teach. Yet when it comes to discipline in Los Angeles schools nowadays, the hickory stick has given way to a metaphorical egg noodle.

The result is that behavior problems frustrate teachers and hinder motivated students in many L.A. schools. A recent California survey commissioned by the state’s Department of Education found that teachers leave the profession primarily because of discipline issues—disruptive students and, occasionally, rude parents.

Consider the following: A boy sexually harassed a girl at Marina del Rey middle school last year, so his teacher reported his behavior to his mother. Mom’s response? She burst into the classroom and gave everyone the finger.

Then there’s the case of the Audubon Middle School teacher in South Los Angeles who took a laptop computer away from a boy. The student responded by overturning his desk and screaming at the teacher. Veteran public school educators will shrug—uncivil behavior is par for the course.

In 1994, the L.A. Unified School District recognized the need for a uniform discipline policy to deal with cases such as these. The district, in a typical display of alacrity, is just now, 13 years later, getting around to implementing one. What it’s come up with is as weak as it is late. The policy calls for teachers to praise positive behavior rather than resorting to punishment. Critics say it’s too soft. Departing school board member David Tokofsky aptly calls it the “34 strikes and you’re out” policy.

Worse, implementing the plan will take three to five years. That’s way too long, and it ensures that many more teachers, weary of their jobs and harassed by students, will leave the district, deepening its malaise.

Studies show that well-run schools have a few items in common: Their administrators walk the campus. Their students help set campus rules, and those rules are enforced. Teacher discipline is backed up by principals, and principals’ actions are supported by the central office.

Charter schools have an advantage in this area, with leeway to boot unruly students (and their parents) that regular schools lack. Nonetheless, some of their methods can be adapted.

Steve Barr, founder of Green Dot charter schools, contends that discipline must be strictly and consistently applied. Green Dot, for instance, bars gang members, regardless of their academic aptitude. One brilliant, straight-A student was required to leave, Barr said, because his presence endangered others by gang members coming to look for him after school.

This leads to an aspect of discipline reform that L.A. Unified should consider—removing troublesome or troubling students to either a different part of the campus or a separate location entirely. Discipline policies embraced by New York City schools allow for this, and it frees teachers to teach.

It also shows that school officials, from the top down, are serious about school rules. Without that, teachers leave and schools fail.
BEHAVIOR OBSERVATION WORKSHEET

1. Describe the behavior so we all see the same “picture.” What exactly is the child doing? What do the behaviors look like?

2. During what activities or circumstances does the behavior most likely occur?

3. List the things that keep the behavior from occurring (activities, time of day, personnel, etc.)

4. What behavior do you want the child to start? What kind of help does the child need to learn this behavior? How can you break the behavior into small steps?

5. Is there anything that could be changed in the environment that would help support positive behavior (seating, activities, etc.)?