High School Instructional Specialists Team

Bringing Clarity to Educational Issues

Enhancing Classroom Instruction
Peoria Unified School District

Classroom Management

Taken from ***What Every Teacher Should Know About Classroom Management and Discipline*** by Donna Walker Tileston

Old fashioned discipline relied solely on the principles of obedience or punishment. Punishment was based on the reaction of the teacher instead of what was best for the student. The notion of "my way or the highway" is not working with today's students. While in years past these students may have chosen to drop out and/or enter the workforce, now the law requires them to stay and we tend to try to find ways to keep them quiet. Behavior models based on stimulus/response (rewards/punishments) may work for students who want to learn, but they are woefully lacking for those who struggle or learn differently. So what teacher actions effectively address classroom management?

1. **Students must be taught self-discipline**. "We can't assume that our students will learn appropriate behavior simply by pointing out inappropriate behavior. Neither can we assume that criticizing, reprimanding, and punishing students for inappropriate behavior will make them change."

2. **Students must be made aware of the teacher's expectations in advance**. Just because something is acceptable in one teacher's room does not mean the same is true in the classroom next door. We must specifically teach them the expectations. These rules should be brief, written in the positive, and displayed in the room.

3. **Expected behaviors should fit the situation**. A classroom should look very different when students are to be reading silently when compared to how they should look when working in small groups.

Identify the Problem Behavior	Characteristics of the Behavior	Turning the Behavior Around
Students who want attention →	- Are late for class - Speak without permission - Class clown - Make inappropriate noises - Talk out of turn - Get out of seat often with or without permission - Break rules intentionally **This is the student that generally annoys the teacher.**	- Be direct and to the point - Lighten up, smile – use humor - Use negotiation when appropriate. - Provide opportunities for students to move during class time (kinesthetic learners) - Include visuals - Ask yourself if the student is being challenged or if they are bored - For ages 15 through adult, 20 minutes is the maximum time that we will pay attention in one segment - Provide feedback and heavy doses of praise when they *are* working well
Students who seek power →	- Demonstrate anxiety - May be tired often or have headaches - May attempt to use guilt to control - Nags and complains often - Tries to control teacher or others in the classroom - Has an authoritarian attitude **This is the student that makes the teacher feel threatened.**	- Understand this power play is generally made out of fear: of failure, of not being accepted, of consequences…. - Use direct honesty – tell them exactly what the behavior looks/sounds like - Be factual – students don't want "I think" or "I feel"; they operate on facts - Provide choice for students in the classroom decisions - Have specific structures in place - Refer to the rules and follow up with consistent disciplinary action - State the problem, rules, and consequences in writing - Avoid power plays - Listen to concerns, acknowledge feelings, and deal with the issue in private

Students who want revenge →	- Are critical of the classroom, other students, or the teacher - Are argumentative - Questions why often - Is aloof/withdrawn, may daydream - Is snobbish - May do things his/her own way instead of the way assigned - Is critical of the rules, especially if they are inconsistently enforced - Are sometimes power seekers whose power has been thwarted and now they want to "get back" at the teacher - Punitive actions accelerate negative behavior - May be one of the best students who feels a wrong has been committed - Deface property - Fight or bully others **This is the student that makes the teacher feel fearful or angry.**	- Use logic – "If I permit everyone in the room to do whatever they want, we will have chaos" - Be objective and non-confrontational – show respect for the student, not for the behavior - Acknowledge their contributions to the classroom - Provide opportunities/choices for independent activities that satisfy their need to do things their own way - Deal with them privately and use an adult voice – no put downs, no sarcasm
Students who feel inadequate →	- May ignore the teacher - Does not participate - May threaten to drop out - Tend to over-react to events - May come to class unprepared or may not work to ability level - Blame others for failure - Moody – wear emotions on sleeves, sensitive - Feel they have no control **This is the student that makes the teacher feel frustrated.**	- Talk to the student privately and in a calm tone - Listen to the student's side of the story - Keep communications open. They like to talk and will shut down if threatened - Help them see the relevance of the learning – how it helps them and others - Provide specific feedback throughout the lesson

When students choose to misbehave… (Fred Jones, 2002)

DO:	DON'T:
▪ Stay calm – count in your head, let your arms hang loosely at your sides and relax your jaw.	▪ Lose your temper or let your body language/expression betray the tension you feel.
▪ Look toward and position your body toward the person(s) – if the behavior persists, walk toward them.	▪ Take it personally.
▪ Upon reaching student, put your palms on the desk and speak quietly to the student. When they have complied, remove your palms from the desk and slowly turn and leave.	▪ Make idle threats.
▪ Be sure that the disruptive students have turned around completely and placed their feet under their desks. If they only turn partially, they are probably planning to talk to their friends as soon as you walk away.	▪ Put names on the board – it alienates students.
▪ If a student makes a negative comment as you leave, calmly turn around and repeat the procedure with the student. Do not answer the comment. You MUST do something when the comment is made.	▪ Humiliate the student
▪ Keep documentation of the event in case you must involve parents or administration.	▪ Ignore poor behavior – students will assume that behavior is not a priority in your room
▪ Keep your own file of students' names, addresses, phone numbers, and parent contacts.	▪ Treat one student differently from another
▪ Be absolutely familiar with your school's discipline policies.	
▪ Be prepared – know how you will react in given situations and follow through.	
▪ Consider making an arrangement with a "buddy teacher" for students who need a "time out" – Invite them to return when they are ready to fully participate in the learning. This puts the ball in their court and ends the parent argument about kicking the child out of the room and the missed instructional time. Students should be made aware that any disruption in the other class will involve a more severe consequence.	
▪ Know how your school wants you to handle emergencies (bizarre behavior, fights, etc.).	

Label the Behavior and State the Consequence

Partner A _____

1. A student is talking during a lecture so the teacher says, "John, why are you talking?"

2. The teacher calls on Ashley to answer a question. Another student blurts out the answer. The teacher says, "Is your name Ashley?"

3. Two students are talking during work time. The teacher says, "I have told you two times to get to work and I am not going to tell you again."

4. The teacher says, "Brandon, I'm tired of talking to you about turning around in your seat."

5. The teacher notices that Lisa has been gone for ten minutes with the restroom pass for the fourth time that week. The teacher says, "You aren't going to go to the restroom for the rest of the semester."

Partner B _____

1. A student gives the wrong answer because she isn't paying attention. The teacher says, "That's ridiculous. If you were paying attention, you would know the correct answer."

2. A student arrives late for the third time in as many days. The teacher says, "You're late. When you are going to learn that you need to be here on time?"

3. The teacher says, "Brittany, why are you touching him?"

4. The teacher says, "Mark, I can't believe you forgot your materials again. Do I need to call your parent?"

5. A student turns and playfully punches another student. The teacher says, "what's wrong with you?"