

Chapter 1 : NEA - 10 Approaches to Better Discipline

Behavior and Classroom Management. Teachers and administrators deal with issues in discipline and behavior management every day. Read about practical strategies for the classroom, behavior management tips, and resources for principals.

You feel called to teach and be enthusiastic about the year ahead. But now you find yourself faced with disruptive children. This probably sounds familiar. Unfortunately, that leaves many formerly upbeat teachers ready to throw in the towel. How can you prevent discipline problems from diminishing your effectiveness and joy? But afterward, there will be a peaceful harvest of right living for those who are trained in this way. They often interpret strictness as meanness. Although the former is okay, the latter is never appropriate. Although we may not like everything children do each moment, we always love them. They need to hear and feel that from us often. When we adults rely on God to model respect, manners, concern for others, and a gentle spirit, we teach volumes. In our weakness, God can use us to glorify him. When you want to talk, raise your hand, and wait to be called on. When someone else is talking, be quiet. Keep your hands and feet to yourself unless you have permission. If you teach young children, you may need to repeat these three guidelines every week. Establish a clear discipline process. I recommend this simple three-step approach. The first time children violate a rule, walk to them, and quietly tell them the rule. In other words, assume they have rule amnesia, which is prevalent in childhood. For a third violation, have an immediate consequence related to the misbehavior. The purpose of a consequence is to retrain the brain and transform the heart. Training through discipline requires that the deed and consequence be logically related and that it occurs right away. The consequence helps children see that their choices determined what happened. This brings accountability into the picture. If children hurt someone else, they must do something kind for him or her. Children often hear rules through the grid of their God-given personalities. They usually respond well to warm, loving words about something enjoyable. They respond best when you provide warnings and time to respond. They usually respond well to encouragement. In other words, when we talk too much, children begin to tune us out. Instead, use these techniques. If you ignore or isolate them-or, even worse, yell at them-the problems escalate and no one wins. Move slowly and maintain eye contact. Act detached from the deed, not from the children. When you do speak, pray that God will give you the right words and the right tone of voice. Instead, stair-step your voice down and use visual clues along with your words. As you state what you want children to do, nod your head and smile. Verify whether children understand you. Then ask kids to apologize to others involved, realizing that they may not. Train children in the habit of apologizing and trust God to change their hearts. Keep your sense of humor. Humor is an important principle of discipline because it helps us put things into perspective. Often we have to step back, take a few deep breaths, and pray that God will show us the lighter side of a situation. When your ministry has an established, loving discipline strategy, children feel secure and are able to learn more. And teaching becomes a joy, not a chore.

Chapter 2 : 4 Essential Strategies for Classroom Discipline

Less than 45 percent of teachers said that suspensions are effective, while 80 percent said that classroom-management training, conflict resolution, guidance counseling, and mediation are effective for improving discipline.

Check new design of our homepage! Classroom Discipline Strategies If you are a new teacher, then maintaining the decorum of your class can be one of the many challenges you are likely to face. Formulating certain classroom discipline strategies can help you out. EduZenith Staff Last Updated: Sep 15, Discipline is one of the essential virtues in human life. The seeds of discipline are sown in early childhood itself. Schools play a vital role in inculcating the importance of discipline in young children. If you are a new teacher about to join school, then you must be equipped with solid classroom discipline strategies, that will enable you to manage your class. Classroom discipline management is one aspect of teaching, you will have to master as early as possible. Classroom Discipline Strategies and Tips Start Early One of the most important classroom management strategies that new teachers should remember is, to make an impression upon your students at the very beginning. The kids intently judge your every move during the first few minutes and decide what kind of a teacher you would make. You should not reveal any weaknesses, else the kids will know what they can get away with. Hence, let your body language indicate that you are not the teacher to mess around with. Be friendly, approachable, yet strict. Be Specific Many a time, conflict arises because the students are not able to decipher the instructions of the teacher. Use of difficult-to-understand terms, ambiguous instructions can all lead to indiscipline, that too for no fault of students. Young children especially find it very hard to follow instructions that are given in a complex language. Giving clear and precise instructions is one of the most effective classroom management techniques. Be Consistent Building classroom discipline plan and sticking to it is very important to ensure peace in the class. Be specific about the kind of behavior you expect from kids. If you ignore misbehaving kids one day and jump at the slightest hint of indiscipline the next day, you will leave your kids confused. Hence, it is important to be consistent with your classroom management strategy everyday. Keep the Interruptions Minimum The main aim of kids who interrupt the class is to bring about disruption and halt the teaching process. These kids are least interested in the lesson and somehow want to divert the attention of the class. They may resort to talking amongst themselves or making fun of other kids. If you entertain these kids, it would actually encourage them, because that is all what they want. Hence, as far as possible ignore such kids. If the talking becomes really disruptive, ask a question to one of them to retain the continuity. Entertaining such interruptions would lead to loss of precious teaching time for kids who really wish to learn. Add a Hint of Humor Humor resolves even the trickiest of all situations. A good laugh can instantly ease the tension between teacher and students. However, do not mistake humor with sarcasm, unless you want to spoil your relationship with your kids. Also, do not embarrass or humiliate your students under the name of humor. Treat Everyone with Equality Fairness is the key to classroom management and discipline. As a teacher, you might have your own favorites amongst your students. However, do not reveal your true feelings while you are in class. Treat all your students with utmost equality, even those who are amongst your least favorites. Kids are smart enough to identify if you really like them or not. Hence, do not make your preferences obvious in front of the class. Start Afresh This does not mean that you come up with a new classroom management plan everyday. It simply means that do not carry grudges of the previous day with you the next day. Just because some kids misbehaved in your class the previous day, it is not fair to assume that they will disrupt you the next day as well. Once you plan your strategies for classroom discipline and implement them correctly during the first few weeks, you will have little problem with class discipline in future. As an established teacher, your efforts to maintain decorum in the class will reduce with each passing year.

Chapter 3 : Classroom Management Strategies for Difficult Students

This perspective is supported by research suggesting that teachers who develop such relationships experience fewer classroom behavior problems and better academic performance (Decker, Dona, & Christenson, ; Marzano, Marzano, & Pickering,).

Instead, you look to see how effective the classroom management is. After all, how can you effectively teach and learn in an ineffective environment? Importance of Classroom Management First off, why is classroom management important? Students who are engaged in lessons and the learning material will be able to register the information better and be able to apply their knowledge when it comes to test taking. It keeps students prepared: When teachers and students are prepared to learn, lessons and learning will be easier to be administered and the results will be more effective. In an effective classroom, teachers are able to give more attention to each student and structure lesson plans to meet certain needs. All of these factors will help in boosting the confidence of students. How to Manage a Classroom Effectively Effective classroom management is being to implement and maintain classroom discipline in an effective manner. It is important to have a basic set of rules for students to follow. These regulations will help maintain classroom management and discipline. These rules do not have to be anything advanced; they can be as simple as making sure that all students adhere to timely attendance and making sure that everyone knows the consequences of missing or late assignments. If your students know what you want from them, they are more likely to exhibit the type of behavior you want. Start out the day with explaining what you expect from your students and how they are expected to behave. Be detailed and positive. Make students aware of the rules: Every school has its own disciplinary rules that students should be expected to follow. Make sure that your students are aware of the rules and the consequences if the rules are not adhered to. Make the rules known to parents as well: You should ask parents to go over these rules with the students at home so that everyone is on the same page, and so that students know that their parents expect this behavior from them as well. The thing with children is that you need to be consistent. Remind your students regularly about the rules and expectations for their behavior to aid in proper classroom management. Ask them if they have any questions and allow them to voice their opinions. Be firm and consistent: When you make your rules to manage your classroom, make sure that they are realistic and void of any inconsistencies. Approach the rules in a positive manner so that students do not associate any negativity with it. Feel free to reward students for their positive behavior when you see that they are contributing to effective classroom management. An effectively managed classroom is conducted with professionalism and adequate structure. Students who are presented with a good authority figure who has a plan and follows it will fit in to the structure nicely. Have a printed packet: In case you are unable to attend class one day, make sure that you have a printed packet of your classroom management techniques handy for a substitute. Your classroom should be aware that, even in your absence, they should still be able to manage themselves wisely and that all rules still apply. If students show structure and compliance in your absence, it will make both you and your classroom look well-managed and efficient. No matter how great your plan or classroom management techniques are, there are always going to be students that want to disrupt your class or not follow rules. Speak with these students early on and discuss plans of action with higher authority, such as school administrators or principals. Early detection and dealing with these types of students will make the rest of the classroom know that you mean business. Keep the class interested: Students who are interested in the material that what is going on in the class will be less likely to cause any disruption, as their attention will be focused on their lesson. If you have kids, you would know that they have a tendency to get jealous very easily. Also, they can easily detect when injustices are occurring. As a teacher, you need to be fair and make sure that you keep your word and follow up with anything you commit to. Also remember to never play favorites in a classroom. Creating a positive environment where there is laughter and happiness is key into keep students interested and engaged in their work, and more likely to comply with any rules. Be careful when you use threats, if any. Instead, try to practice positive reinforcement. If one of your rules is to have students show up to class on time every day, make sure that you practice those same rules yourself. If you are late, then you risk

setting a bad example for your students. Do not get angry: If you have a temper, leave it at the door. Teachers who lose their temper will eventually lose their credibility in the classroom and create an unfavorable learning environment for their students. Giving students the reins with certain things in the classroom will make them feel trusted and responsible. By showing students that you have confidence in their abilities, they will feel like the overall management and flow of the classroom is up to them to uphold as well. Humiliating students will only cause teachers to lose their authority in the classroom and contribute to psychological damage in children, as well as fear and resentment. Teachers who are always aware of what is going on in their classroom are less likely to have a controlled and managed class. Be sure to move around your class often and take time to interact with each student. If you would like further insight into methods for effective classroom management, take a look at this course on how to encourage compliance to bring out the best in your students, and look forward to a rewarding and productive school year.

Chapter 4 : Effective Classroom Management: How to Maintain Discipline In A Classroom

Good classroom management goes hand-in-hand with student discipline. Educators from the novice to the experienced need to consistently practice good classroom management to reduce student behavioral problems.

You can breathe a sigh of relief now! Grades PreK, 1, 2, 3, 5, 6, 8, 9-12 From Effective teachers discipline with encouragement and kind words much more often than rebukes or reprimands. The goal is to help students feel good about themselves and their behavior in the classroom. Inevitably, though, misbehavior happens. When it does, keep the collected wisdom of experienced teachers in mind: Take a deep breath and try to remain calm. But when you are, you become less rational, and your agitation becomes contagious. Try to set a positive tone and model an appropriate response, even if it means you must take a few moments to compose yourself. Acknowledge that you need time to think, time to respond. Right now, your behavior is unacceptable. Never resort to blame or ridicule. Emphasize problem-solving instead of punishment. Insist that students accept responsibility for their behavior. Try to remain courteous in the face of hostility or anger. Showing students that you care about them and their problems will help you earn their respect and establish rapport. Treat all students respectfully and politely. Be consistent in what you let them say and do. Be careful not to favor certain students. Be an attentive listener. Encourage students to talk out feelings and concerns and help them clarify their comments by restating them. Model the behavior you expect from your students. Are you as organized and on-task as you tell them to be? Are your classroom rules clear and easy for students to follow? Specifically describe misbehavior and help students understand the consequences of misbehavior. Very young children may even need your explanations modeled or acted out. Be aware of cultural differences. For example, a student who stares at the floor while you speak to him or her would be viewed as defiant in some cultures and respectful in others. Discourage cliques and other antisocial behavior. Offer cooperative activities to encourage group identity. Teach students personal and social skills – communicating, listening, helping, and sharing, for example. Teach students academic survival skills, such as paying attention, following directions, asking for help when they really need it, and volunteering to answer. Avoid labeling students as "good" or "bad. Ignore or minimize minor problems instead of disrupting the class. A glance, a directed question, or your proximity may be enough to stop misbehavior. Where reprimands are necessary, state them quickly and without disrupting the class. Public reprimands or lectures often trigger exaggerated, face-saving performances. Sometimes, despite our best intentions, we find ourselves actively disliking one of the students in our charge. The student may be rude, disrespectful, disruptive, obnoxious, or otherwise annoying. But instead of feeling guilty about our feelings, we can take positive steps to improve them, says school psychologist and teacher Shelley Krapes. Here are some of her suggestions: Try to understand where the behavior is coming from. Is the student distressed by a death, divorce, new baby, learning disability, or some other overwhelming experience? Help yourself manage negative feelings by reflecting on a past situation in your life where a similar conflict occurred. Discuss the situation with a friend or by writing your thoughts in a journal. Making and understanding these connections can help you let go of some of your current hostility or resentment. Use positive strategies when dealing with the child. One such strategy is addressing specific behaviors with precise language that describes what needs to be done. Some problems are very complex and beyond your control. This article was adapted from Learning to Teach Not Just for Beginners:

Chapter 5 : Positive Discipline: A Positive Learning Environment through Discipline

Classroom Discipline. The DOs and the DON'Ts!! Establishing proper classroom discipline is the #1 key to a successful lesson, day, term and year!. It's a critical component in developing effective classroom management techniques.

They are expected to know content and pedagogy, develop engaging lessons that meet the needs of diverse learners, and use a variety of instructional strategies that will boost student achievement while they simultaneously develop positive relationships with, on average, students each day who are experiencing the personal, social, and cognitive challenges and opportunities of early adolescence Carnegie Council on Adolescent Development, ; Schmakel, Teaching is complex and cannot be reduced to discrete tasks that can be mastered one at a time. As Haberman suggested, this winning of the hearts occurs through very personal interactions, one student at a time. How can teachers engage students through enhanced personal interactions while simultaneously managing classroom climate and instruction? The purpose of this article is to suggest specific strategies that integrate knowledge and skills from education, counseling, and psychotherapy to help teachers develop a strong management system based on the development of personal relationships with students. These techniques are specifically adapted for use by teachers and more clearly delineate the nature of developing relationships and deepening them for the purpose of making education more effective. When surveyed about their goals, adolescents have claimed that academics and the completion of their education are important to them. However, repeated studies of sixth through ninth graders have shown interest in academics, motivation for academics, and academic achievement levels decline dramatically during early adolescence, and especially during seventh grade Carnegie Council on Adolescent Development, One of the keys to effective classroom management is the development of a quality relationship between the teacher and the students in the classroom. This significant statistic justifies further investigation into developing relationships. A critical component of developing relationships is knowing and understanding the learner. Teachers must take steps to learn and understand the unique qualities of middle grades students, who are at a crucial time in their development. Although they are good at disguising their feelings, they have been described as actually craving positive social interaction with peers and adults; limits on behavior and attitudes; meaningful participation in families, school, and community; and opportunities for self-definition Wormeli, Teaching middle grades students is unique in its demand for unconventional thinking; therefore, middle grades teachers must be willing to break the rules and transcend convention. The strategies that will be described for dealing with the most difficult of students are in many ways just thatâ€”unconventional. Teachers who adopt a relationship-building approach to classroom management by focusing on developing the whole person are more likely to help students develop positive, socially-appropriate behaviors. Research indicates that the most effective classroom managers do not treat all students the same. It is often these very students who create the most daunting challenges for teachers. Strategies for building relationships Teachers who truly understand young adolescent learners are best able to build strong relationships with students. Photo by Alan Geho According to Wolk , "Teacher-student relationships permeate the classroom, with relationships both helping and hindering learning and affecting everything from curriculum to choice of teaching methods. These strategies, though helpful, may still leave teachers struggling with the most difficult students. Ideas from the fields of counseling and psychotherapy can be applied to these classroom struggles. Rogers and Renard asserted that we need to understand the needs and beliefs of our students as they areâ€”not as we think they ought to be" p. What follows are specific strategies from the fields of counseling and psychology that teachers can apply in classroom settings when dealing with difficult students. The strategies of empathy, admiring negative attitudes, leaving the ego at the door, and multicultural connections will be explored. In actual practice, empathy on the part of the teacher results in the student feeling understood. Empathetic relationships are especially important for difficult adolescents Bernstein, ; Mordock, Unfortunately in education, empathy is a concept largely misunderstood and even trivialized as a form of affection or caring. To the contrary, caring and empathy are not at all the same. Adler defined empathy as "seeing with the eyes of another, hearing with the ears of another, and feeling with heart of another" p. The end result of having been shown empathy is that

the person "feels understood. Teachers can best develop empathy for students when they are aware of their own personal and cultural biases. For example, a female middle grades student once told a disappointed teacher that things were really hard at home and studying was difficult. The teacher responded by saying, "Well, you have to get past it and study anyway. The teacher could have easily encouraged the student with an empathetic response such as, "It must be really difficult trying to study while listening to your parents fighting and wondering what is going to happen with your family. Such a response also would have encouraged the student to communicate with the teacher so that the teacher and student could brainstorm ways to keep the student on task with her various assignments. Admiring negative attitudes and behaviors At first glance, this approach would seem to violate all that we know about behavior modification, but it is based on a well established area of research called "positive psychology" Seligman, This approach looks upon negative student behavior as a skill he or she has been practicing and refining for many years. In the case of a manipulative female teen, for example, being manipulative might have been the only or best way of getting her needs met in her family. It is to be entirely expected that she would bring these same skills to school in an effort to meet her needs there as well. Rather than engage in a power struggle with such a student, a teacher should acknowledge the skill that the student has worked so hard to develop and then redirect it. Give her credit for all of the years she has practiced the skill. After acknowledging the skill, reframe the skill and then redirect it. It is important that this skill be applied with sincerity. Any hint of sarcasm could lead to further alienation between the student and the teacher. Let us extend the example of a manipulative, young adolescent girl. She is engaged in a behavior that, in all likelihood, annoys both adults and her peers. However, there is a skill that may be present in the girl that can be reframed as the "ability to influence people. If you used it in other ways, you may find more successful ways of getting your needs met. This skill could be valuable in certain careers, such as corporate management, sales, or even counseling. Another example of the application of this approach would be the case of a young adolescent who consistently displays the infamous "bad attitude. The goal is to display and announce defiance and, to a certain degree, independence. Instead of fighting the attitude, punishing it, or even ridiculing it, try admiring it, putting aside any disgust or exasperation. It is very well constructed, and I can tell you have been working on it for years. However, a large percentage of young adolescents respond to this tactic with a smile and a greater willingness to continue the discussion. Admiration is extremely rare in the lives of young adolescents, and we dare say, much rarer than love. To receive it from an adult is precious indeed, and it often inspires immediate loyalty and respect toward a teacher. When communicated genuinely and honestly, it also increases the level of perceived empathy from an adult. Disruptive behaviors, when displayed by a student who takes charge in his or her own way, can sometimes be reframed as great leadership skills. The teacher can ask the student to use those abilities to help lead the class. In the case of the disruptive class clown, the reframe would be along the lines of admiring the student, then reframing the clown act as natural comedic skill. A possible redirect could consist of a challenge to the student to use that skill in a creative way and in an appropriate setting that can be set up by the teacher according to the personality of the student. Leaving the ego at the door It is readily apparent that to follow this relationship approach, a teacher or school administrator must have the capacity to suspend the flaring up of his or her own impulses, issues, and negative reactions. Young adolescents are highly skilled at reading teachers and identifying the things that make them impatient, rigid, angry, and upset. Young adolescents often share insights with each other about what annoys teachers and school administrators. It is also an assessment of truly effective relationship-based teaching. Once a professional gives in to emotions such as anger, exasperation, or displeasure, his or her ability to function becomes impaired to a degree. It seems no one knows this better than some young adolescents, who may be quite aware of the effects they have on adults. When a teacher takes the comments and manipulations of students personally, interpersonal chaos is likely to follow. Thus, it is a good idea for a teacher to learn to suspend his or her own issues as they arise to "place them on the shelf," so to speak, to be addressed later. One of the hidden advantages of working with young adolescents is that they have much to teach us about our own reactions and habitual ways of interacting. All too often, the student becomes the teacher of lessons that may not be learned in any other context Hanna, Leaving the ego at the door of the classroom is perhaps the most valuable suggestion we have to offer, along with showing empathy.

Without this, however, empathy may never get a chance to emerge. Young adolescents closely watch the reactions of adults to see if they practice what they preach. For example, if Tom, a seventh grade student, erupts in class one day because he is being teased for being a "suck-up," a very typical teacher response is, "Just try to ignore what the other kids are saying. Demanding respect is not as effective as earning it, and how the teacher comports himself or herself has much to do with how he or she is viewed and respected by students. To successfully build relationships and apply the skills mentioned in this article, leaving the ego at the door can be viewed as a prerequisite. At various times, leaving the ego at the door can be connected to issues of culture as well. It is human nature for teachers, or anyone for that matter, to get upset when an adolescent pokes fun at a personally sensitive topic or issue. This is especially true when it comes to the topic of authority. Many teachers believe that they must have absolute authority in the classroom. They also believe that this authority comes automatically with their status as the teacher and does not necessarily have to be earned. When students question this authority by being non-compliant or engaging in disruptive behaviors, they may easily trigger an emotional reaction from the teacher see Dooner, et al. For example, Sammy, an eighth grade student, might say, "Why should I listen to you? I know a lot more than you do, and I know you have detention today. See me after school. This usually happens when the adult does not take the opportunity to examine his or her own vulnerabilities on a regular basis. If the teacher had taken the time to examine his or her own vulnerabilities, he or she might have said, "You sound like my mother. She wanted me to wear a starched shirt and tie every day and work in a big law firm. But I tell her I get to be a part of the lives of more than seventh gradersâ€”including yours, Sammy. What more power do I need? For example, a teacher who knows he is sensitive to students questioning his authority can anticipate that middle grades students will, in fact, question his authority. Such awareness can lead to the use of empathy or the admiration of negative behaviors, as previously discussed. Multicultural connections Developing relationships with students who come from culturally different backgrounds can be challenging and requires specific skills from new and experienced teachers alike Nieto, a, b, The recommendations for forming relationships made earlier in this article are essential when cultural differences are present. The challenges within the cross-cultural encounter lie in overcoming the additional barriers that prevent teachers from letting down their guard to empathize and develop stronger relationships with students. These barriers exist due to a fear of the culturally different, a lack of knowledge about the differences and similarities between cultures, persistent negative stereotyping, and general intolerance. To overcome these barriers and develop multicultural competence, a teacher must overcome his or her fears and unresolved issues regarding cultural difference.

Chapter 6 : Seven Strategies for Building Positive Classrooms - Educational Leadership

Teacher Tips: Classroom Management Strategies Classroom management is the way in which an educator delivers the classroom curriculum, lessons and the environment they provide for their students. There are many strategies that are used to provide students of all ages with an effective learning experience.

Establishing proper classroom discipline is the 1 key to a successful lesson, day, term and year! What is Assertive Discipline? As you read this page and many other pages on my website, you will come to understand that I am a great believer in assertive discipline. Assertive teachers are those that are firm, reacting quickly and confidently, and taking charge of any classroom behavior issues. They believe in acknowledging good behavior but those that misbehave and do not obey the rules must deal with the consequences. Classroom Discipline Management For any given situation that may arise in the classroom, students must have a clear understanding before hand of what the consequences are and you must always follow through on these consequences. Remember too, that consequences must be realistic and never punish the whole class for a few misbehaved students. Always, always, always remember that students are not your friends. If they think you are their "buddy" you will not have the respect and classroom control you need. You are the adult, they are the students! Always be honest with your students - if you make a mistake, admit it - you are human and you will gain their respect even more. Read about my many teaching strategies for creating student motivation for primary and junior grade students. Even if you have 25 angels, you will be reinforcing positive discipline in the classroom. Non verbal communication strategies can also be a very useful and powerful tool in establishing and maintaining discipline in the classroom in a positive motivational manner. Classroom Behavior Management Please click over to my page on Classroom Behavior Management to learn how I handled many common discipline and behavioral issues and then try them out for yourself. There is a lot to digest to get proper classroom discipline working effectively. Keep in mind that I have developed, implemented and maintained these teaching strategies over a long period of time. Some strategies have worked better than others at different times, because of the manner, behavior, culture and grade of the students. Play with them, discover the classroom instruction that works for you and your students. Take it slowly and in time you just may become a pro and still have the passion to teach as I do!

Chapter 7 : The Ultimate Behavior and Classroom Management Help Site Solves It All

From behavioral observation to conflict resolution, the printables and articles below will help you manage classroom discipline. Read veteran teachers' tips and advice on establishing rules and incorporating effective behavior management strategies in your classroom.

Do you need help with classroom management? To help keep your sanity and to create a peaceful environment, here are five strategies that do not involve yelling and screaming. Intimidation is not my weapon. I am a veteran teacher with 17 years of experience. I have taught senior auto mechanics Shakespeare. In addition to high school students, I have taught middle school students who have had ADHD, students who had parents in jail and students with their own parole officers. In the real world, students come from all walks of life. They all have problems, and some do not deal well with stress or conflict. I care about my students, but the number one reason they come to school is to learn. They are tested to make sure that I taught them the Ohio English Language Arts Standards, so order must be kept in the classroom. Of course, students know the classroom rules and school rules. The boundaries are set before work begins. Not all strategies work with every student. If you have a forty-five minute period, plan three different activities. Try to get them up out of their seats at least once during the class period. Those students with pent up energy will thank you for it. Students who are actively engaged in a learning activity are generally not disrupting the class. Hands-on activities work great for vivacious classrooms. Strategy 3 – Talk to your students. If you see them in the hall, in the cafeteria or at the grocery store, ask them how they are. If you see a student in the local newspaper, congratulate them. If they do something nice, tell them that you appreciate their kindness. This lets them know that you really do care about them. Strategy 2 – When students are being disruptive by talking, poking, pulling or crumpling paper, go stand by them. This works best with boys. I have taught from the back of the room by the orneriest boys. This sends them a direct message to stop what they are doing. Most of the time they stop and get back to work. Strategy 1 – When you have stood by the student, talked to the student and kept them busy with lessons, and they still are disruptive, take them in the hallway. If they are defiant, send them on to the principal. If they are not actively engaged in the lesson, they will become actively engaged in something else – disruptive behavior. Try these five strategies to keep them learning. Tips range from behavior management to management of work and parents.

Chapter 8 : Classroom Management Strategies, Tips, and Resources

Fortunately, classroom order improved when I learned that successful classroom management depends on conscientiously executing a few big strategies and a lot of little ones. Get the best of Edutopia in your inbox each week.

All discipline problems are not alike. Effective teachers match different approaches to different problems. The Simple Authority Statement With a simple authority statement, teachers can exercise authority with minimum distress and emotion. By employing this strategy, you also show students how a person can use authority respectfully and reasonably. The Strategy calls for the teacher to voice disapproval authoritatively, promptly, and as unemotionally as possible. Redirect Student Energy By redirecting student energy, a teacher can end misbehavior without creating negative feelings. Instead of focusing on the misbehavior, this strategy calls on the teacher to turn student attention to something else, preferably something worth attending to. This is a useful approach when direct confrontation is either unnecessary or imprudent. The Calm Reminder A calm reminder can help students understand what they are supposed to do, in a way that does not communicate negative emotions. The strategy calls for the teacher to tell students what to do next time, without focusing on what was done this time. The Check-Yourself Message A check-yourself message can remind students to manage themselves responsibly. The strategy involves the teacher telling students to check what they have done, implying that when they do so, they will see what corrections are necessary. This strategy can be used whenever students become careless. The Silent Response A silent response strategy gives students room to solve their own problems. This strategy also provides a way of avoiding hasty, inappropriate responses. A teacher using this strategy reacts to an act of misbehavior by making a mental note only and considering later what, if any, action is appropriate. Clock Focus A clock focus strategy can settle student restlessness and increase student powers of concentration. The strategy calls for the teacher to announce "clock focus," a cue to students to stand and watch the second hand of a clock make full circles, as many rotations as they choose, and then to sit and resume their individual work. The strategy can be used whenever students need to be settled down, particularly young students working at individual tasks. Students know they can return to their own seats whenever they feel ready for responsible self-management. Honest "I" Statements "I" statements can help teachers communicate honestly without generating defensiveness or guilt. Honest "I" statements also help teachers model a valuable interpersonal skill. The strategy calls for the teacher to talk honestly about personal needs and feelings, making "I" statements, avoiding comments about what "you" did or "you" said. This approach is especially useful when upsetting feelings emerge. The Undone-Work Response An undone-work response is a useful approach for reacting when students fail to do required work. A teacher using this strategy avoids a blaming response and instead aims to create a growth-producing response. This approach can be used whenever a student has not completed work on time.

Chapter 9 : NEA - Discipline - Order in the Classroom!

One way to maintain classroom discipline is by making rules based upon the age level of the students. For elementary schoolers, make a set of about 5 important rules, and inform the students of them and what will happen if they break the rules.

Every day as millions of students go to school, their parents and caretakers hope these young people will be treated with care, valued, inspired, and educated. Students hope they will get along with their peers and teachers, have their work measure up, and enjoy the process of learning. These hopes define positive classrooms for parents and students. Unfortunately, the accountability requirements of No Child Left Behind have created a different definition of positive classrooms for many educators. For them, positive classrooms have come to mean places where students arrive at school ready to learn; work diligently to master academic standards particularly math and reading ; go home and accurately complete homework; and return to school the next day eager to learn more. Education has to work for all stakeholders. By implementing the following seven strategies, we can combine the need for positive classrooms that support the whole child with the need for accountability and improved academic performance. The Positive Action program [www. Make Learning Relevant](http://www.MakeLearningRelevant.com) Students are more engaged in learning and retain knowledge better when they see that it is relevant and vital to their own success and happiness. Create a Classroom Code of Conduct A positive and productive classroom requires a common understanding of positive and negative behaviors. To establish this understanding, teachers ask students to identify the ways they like to be treated. This discussion elicits lists of behaviors that are respectful, fair, kind, and empathetic. Together, teacher and students conclude that treating others the way you want to be treated is the best code of conduct, and they agree that this code will dictate the behaviors that are appropriate for their classroom. Teach Positive Actions We need to teach students positive behaviors in a thorough, consistent, systematic way; we cannot assume that students just know them. The Positive Action curriculum covers the following concepts. The importance of doing positive actions to feel good about yourself. Positive actions for a healthy body such as nutrition, exercise, and sleep. Positive actions for the intellect such as thinking, decision-making, and problem-solving skills. Positive actions for self-management such as managing time, energy, emotions, and other personal resources. Positive actions for getting along with others such as treating others fairly, kindly, and respectfully. Positive actions for being honest with yourself and others such as taking responsibility, admitting mistakes, and not blaming others. Positive actions for improving yourself continually such as setting and achieving goals. Instill Intrinsic Motivation People need to feel good about themselves. In the Positive Action program, teachers help students understand that people are likely to feel good about themselves when they engage in positive actions. The program explains a three-step process for choosing positive actions: First, we have a thought; second, we act consistently with the thought; third, we experience a feeling about ourselves based on the action. That feeling leads to another thought, and the cycle starts again. With practice, students learn that if they have a negative thought, they can change it to a positive one that will lead to a positive action and a positive feeling about themselvesâ€”a powerful intrinsic motivator. With repeated reinforcement by the teacher, this simple explanation helps students understand and improve their behavior in any situation. Reinforce Positive Behaviors Teachers can strengthen intrinsic motivation by recognizing and positively reinforcing positive actions when they see them. Recognition activities and itemsâ€”such as tokens, stickers, and certificatesâ€”can be effective. When students make the connection between their performance and feeling good about themselves, intrinsic motivation is enhanced and positive behaviors continue. Educators can integrate them into many classroom and school activities, such as curriculum activities, assemblies, committees, after-school events, and homework. Always Be Positive Perhaps the most important strategy, yet often the most difficult to carry out, is to be positiveâ€”from classrooms to playgrounds, during school and after. There is always a positive way to respond to a situation. A positive attitude is the change agent that will create positive classrooms and schools that produce happy and successful students. A Research-Based Program It is challenging to implement all of these seven strategies continuously and well. For schools

looking for a tool, the Positive Action program is one proven approach. The program provides an easy-to-use curriculum for teachers at each grade level; a principal component for developing school climate; and kits to facilitate the involvement of counselors, families, and communities. Positive Action has been rigorously evaluated in longitudinal randomized studies with students from a range of backgrounds and in a range of community types. The many schools using Positive Action stand as testimony that focusing on positive reinforcement and intrinsic motivation in the classroom results in a positive environment for teaching and learning and enhances academic rigor.