



Classroom Management Ideas – All classes



Conversation Techniques

- “How could we change to have a different outcome?”
- Ask student what was wrong with that behavior and how are going to fix it?
- Ask student, “How can I help you to be successful in class?”
- Quick conference in hall and reset expectation for learning
- Describe positives and negatives to following the expectations
- When corrective behavior – identify the behavior that correction and follow up with a positive “I like to way ___”
- Explain reasons for rule that needs improvement
- Address minor behaviors with non-verbal cues whenever possible
- Use proximity, eye contact, tone and pace of voice purposely to support the message of communication

Preventative Measures for All Students

- Expectations for the day
- Re-explain expectations
- Social Contract
- Appropriate humor, not sarcasm
- Be consistent and fair with all students
- Anticipate behaviors and intervene proactively
- Create relationships and build upon strengths
- Positive call home
- Good news at beginning of class
- Strong relationships; makes it easier to redirect
- Show respect to get respect
- Smile, a positive attitude is infectious
- Attend student’s extra-curricular activities & sports
- Take interest in a student as a person
- Data: month, event, time location, student
- Exit ticket
- Journal writing with teacher response
- Prepare a calendar of assignments due for students
- Proximity – Position myself with purpose
- Walk around room with purpose
- Talk & encourage out loud
- Affirm good behavior & cooperation out loud
- Simplify work while maintaining learning outcomes
- Form teams in class to encourage student correction
- Collaborate with staff on shared student(s)
- Sit next to student every day for at least 2 minutes

Classroom Disruptions - Responses

- Ignore minor behaviors, if possible
- Proximity – Position myself near the situation
- Sit next to student everyday for at least 2 minutes
- Stand next to student (proximity) – works great
- Redirect behavior verbally/non-verbally
- One-on-one discussion
- Take a break in hall or buddy room
- 4 questions - What doing, what supposed to do, are you doing it, what are you going to do about it?
- Negotiate to empower students
- Remove student from situation in the classroom
- Allow for break (hall, water, restroom, etc)
- Student agenda visible to students – daily, weekly
- Value added incentives (bathroom pass, treat, computer time, etc.)
- Class helper – task master
- Behavior contract
- Find out what makes a student disrupt
- Call on student by name for participation
- Positive phone calls home
- Positive affirmation – focus on the positives
- Proximity – Position myself near the situation
- Preface learning for day – learning target visible
- Specific warning “Please ___ or I will have to ___”
- Ask student to participate in activity
- Conference with student after class
- Co-teacher talks to/pull out
- Ask them a question about the assignment
- Change conversation
- Quick “check-in” to see what the problem/issue is
- Tap on desk
- Redirect with a whisper
- Give options & choices
- Encourage student to stay in the room.
- Post-it notes on desk
- Student must check with teacher daily
- Restorative practice (apology, mediation, etc.
- Review of social contract
- Rewind – “Let’s try this again”
- Student works to maintain preferred seat
- Teacher - Wait with hand in the air
- A basic hand gesture to stop the behavior
- Parent phone call asap
- Letter of apology
- Seat change for short period of time