

CLASSROOM MANAGEMENT PLAN GUIDE

INTRODUCTION

- Classroom management refers to all of the things that a teacher does to organize students, time, space and materials so that instruction in content and student learning can take place.
- Classroom management includes:
 - procedures and routines of daily classroom life
 - classroom management plan
 - time management
 - record keeping
 - lesson planning
 - physical arrangement of the classroom and students
 - grading
- Classroom management continues to be the major concern for beginning teachers and sometimes through their second and third years.
- In an effective classroom the following characteristics are evident:
 - students are highly involved with their work
 - - students know what is expected of them and given frequent opportunities to succeed
 - there is little wasted time, confusion or disruption
 - the climate of the classroom is work-oriented but relaxed and pleasant
- Good classroom management leads to and supports effective instruction
- Good management skills are critical for all aspect of teaching:
 - whole class instruction
 - small groups
 - learning centers
 - individual assignments

PROCEDURES AND ROUTINES

- The number 1 problem in the classroom is not discipline, it is the lack of procedures and routines.
- A vast majority of the behavior problems in the classroom are caused by the failure of students to follow procedures and routines. The main reasons why students do not follow procedures:
 - the students do not know the procedures
 - the students have not been trained to follow the procedures
 - the teacher has not thought through what happens in the classroom
- The reason we have procedures in life is so that people know the acceptable and efficient ways other people do things.
- Examples of procedures in "real life"

PROCEDURES AND ROUTINES IN "REAL LIFE"

The reason we have procedures in life is so that people can function in society knowing the acceptable and efficient ways other people do things.

Driving a stick shift car

- start car
- put one foot on clutch and one foot on gas pedal
- put gear shift into first
- slowly push in gas pedal and release clutch
- drive car

Cleaning contact lenses

- remove from eyes
- wash lenses
- place in solution
- rinse lenses
- put away or put back in eyes

- **Procedures** are what you want the students to do.
- **Routines** are the procedures that the students do automatically.
- **Procedures** and **routines** are the backbone of daily classroom life, because they:
 - are statements of student expectations necessary to participate
 - successfully in classroom activities, to learn and to function effectively in the school environment
 - allow many different activities to take place efficiently during the school day, often several at a time, with a minimum of wasted time and confusion
 - facilitates teaching and learning and increase on task time and reduce classroom disruptions
 - tell a student how things operate in a classroom, thus reducing discipline problems
- Knowledge of classroom procedures tells your students what to do:
 - when they first enter the classroom
 - when they come to class late
 - how to find their seats
 - when they want to go to the bathroom or get a drink of water
 - when you want to get their attention
 - when they have completed their work, where it goes
 - where to find the day's assignment
 - where to find the homework assignments
 - if they forget their materials
 - if their pencil breaks or if they don't have one
 - when they need to line up and go to another class
 - when they bring food/water to class
 - if they have a question
 - when they want to participate in a class discussion
 - when they hear an emergency alert (earthquake -- fire drill)
 - when you end the class
- Three step approach to teaching classroom procedures:
 - explain:** state, explain, model and demonstrate the procedure
 - define the procedure in concrete terms
 - demonstrate the procedure; don't just tell
 - demonstrate a complex step by step
 - rehearse:** rehearse and practice the procedure under your supervision
 - have students practice the procedure, step by step under your supervision
 - after each step, make sure that the students have performed the step correctly have the students repeat the procedure until it becomes a routine. The students should be able to perform the procedure without teacher supervision
 - reinforce:** re-teach, rehearse, practice, and reinforce the classroom procedure until it becomes a student habit or routine
 - determine whether students have learned the procedure or whether they need explanation, demonstration or practice
 - re-teach the correct procedure if rehearsal is unacceptable, and give corrective feedback
 - praise the students when the rehearsal is acceptable

EFFECTIVE TEACHERS AND THEIR CLASSROOMS

- Effective teachers differ from those less effective, not in how well they handle disruptive students but in how well they establish and manage classroom routines.
- The most successful classes are those where the teacher has a clear idea of what is expected from the students and the students know what the teacher expects from them. Expectations can be stated as rules.
- Research shows that effective teachers were ready when:
 - room was ready; classroom had a positive climate, it was work oriented
 - work was ready; desks, books, papers, assignments, materials, and lesson plans were ready when the bell rang
 - the teachers themselves were ready; teacher has a warm, positive attitude and positive expectations that all students will succeed
 - Effective teachers nip problems in the bud.
 - Effective teachers:
 - are **with it** -- teachers let their students know that they are aware of what is happening at all times
 - **monitor and scan** the classroom
 - are good classroom managers and can **overlap their activities**
 - are able to **maintain the momentum**, by keeping attention focused on the lesson
 - **ignore** minor inattention and attended to more serious misbehavior in prompt non-disruptive ways
- Other qualities associated with good discipline include:
 - **ego strength and self-confidence** of the teacher allows her/him to hear student complains without becoming authoritarian or defensive
 - **positive attitude** of the teacher. Students respond well to and are motivated by teachers who like and respect them.
 - **high expectations** When teachers help students perceive themselves as able and responsible, the students act that way.
 - **leadership role** Teachers seek feedback and consensus on decisions and make sure that students understand their decisions.
 - Sarcasm, ridicule and other verbal abuse are common discipline techniques that are ineffective at best and hurtful at worst -- they damage students' self-esteem and only reinforce the already low opinions many kids have of themselves.

GETTING ADMINISTRATIVE SUPPORT

You will be indeed fortunate if you are hired as a new teacher and find yourself at a school with a school-wide discipline plan. This is like getting hired to work at Nordstrom. Successful business and schools have an established culture. You can fit into the culture and devote more time to student achievement.

You should have high expectations that the administration wants to help. They want to help and cooperate with you, as they want managed situations much as you do, maybe even more so. You need to approach them in the same way you would approach your students, in a non-confrontational, friendly, cooperative manner.

- ✓ If there is no school management plan, go to your administrator with your plan.
- ✓ It is imperative that you have thought out your plan. You need to know what you want to accomplish. Present your plan, in writing, with your rules, consequences, and rewards. Most administrators know this system, so it will not be surprise to any of them.
- ✓ Check that your plan does not violate any board policy and can be supported by the administration.
- ✓ Show the administrator what YOU plan to do if the students violate the rules.
- ✓ Show the administrator that you plan to refer the student to the office after a certain number of violations.
- ✓ Ask the administration what they plan to do when you refer the students to the office. It is only consistent and fair that the office knows what you plan to do, that you know what the office will do, and that both the students and their parents know what you and office will do.

CLASSROOM MANAGEMENT PLANS Effective Classroom Management Plans

- A Management Plan has the following elements:
 - rules (no more than 5)
 - rewards
 - consequences
 - administrative support
 - parental support
- Rules are most effective when there are reward and consequences to them.
- Rules are used to set limits:
 - the effective teacher has fair and reasonable rules that set limits on appropriate behavior
 - appropriate behavior can then foster student participation, achievement, learning and success.
 - the rules are signed, posted and distributed to the students

Examples of rules:

All Grades

1. Follow directions the first time they are given.
2. Raise your hand and wait for permission to speak.
3. Stay in your seat unless you have permission to do otherwise.
4. Keep hands, feet and other objects to yourself.
5. Use appropriate language in class.

Rules for Elementary Grades

1. Wait for directions with no talking
2. Eyes front when the teacher is talking.
3. Change tasks quickly and quietly.
4. Complete the morning routine.
5. Report directly to the assigned area.

Rules for High School

1. Be in your seat when the bell rings.
2. Bring all books and materials to class.
3. No personal grooming during class time.
4. Sit in your assigned seat daily.
5. Follow directions the first time they are given.
 - Students also need to know that certain actions will be rewarded
 - Students know that they when break certain rules there will be consequences, because the results are consistent and predictable, that is, they know what will happen to the violator if the rule is broken.

REWARDS AND CONSEQUENCES IN REAL LIFE

Rewards

- salary increase
 - perks
 - leave work early
 - extended lunch hour
 - additional vacation
 - nicer office
 - use the air travel mileage personally
 - elevation in job status and importance

Consequences

- speeding
 - 1st offense
 - warning (maybe if lucky) ticket
 - \$ (fine) go to traffic school and pay for traffic school (not on record)
 - 2nd offense
 - \$ (fine) go to traffic school and pay for traffic school (stays on record)
 - 3rd offense
 - \$ (fine) no choice about traffic school
 - 4th offense
 - suspension up to one year

REWARDS IN THE CLASSROOM

- Post your rewards
- Indicate the time factor associated with the rewards. Will the reward be given daily, weekly, when?
- Explain the system by which the reward is to be earned. That is, you do not give rewards, the students earn their rewards.
- The most common way of earning rewards, on a class basis, is to put a tally mark somewhere when you catch someone following directions or doing good. When the class has earned 50 tally marks, it can have the reward
- If you don't like tally marks, use marbles in a jar, raffle tickets, or red indicators on a thermometer.

CLASSROOM REWARDS

The Tangible Rewards

- "Free Homework" coupons
- positive notes home
- whole class free time
- "Good as Gold" raffle tickets
- class movie and popcorn party
- good work posted
- early dismissal for recess, breaks
- special events

The Simplest Yet Best Reward

- praise
- a smile
- a high five
- a pat, or handshake
- a word of encouragement
- praise for the deed, encouragement for the person
- a note or "Warm Fuzzy"
- a note home
- a phone call home

The Ultimate Reward

- an enjoyable, interesting and challenging class!

USE CONSEQUENCES -- NOT PUNISHMENT

Consequences:

- Make sure the child knows why the consequence is necessary.
- Punish mildly, briefly and infrequently.
- Never use schoolwork or homework as consequence.
- Don't punish the class for one student's misbehavior.

A Good Consequence:

- Is clear and specific. Students know what will happen when they break a rule.
- Has a range of alternatives so that the teacher can always implement a consequence and still pay attention to individual needs.
- Is not designed to punish, but to help students learn "cause and effect" in relation to rule violations.

Choosing The Best Alternative:

- Use the smaller consequences first, save the heavy artillery until later.
- Do not continually choose an ineffective consequence with any one student.
- Sometimes it's best to give the student a choice of consequences.
- Consequences are not designed to punish: use them to teach better behavior.
- Consequences are designed to manage misbehavior when it occurs.

Effective Consequence Implementation:

- Always implement a consequence.
- State the rules and consequences.
- Be as close to your students as possible.
- Make direct eye contact.
- Use a soft voice.
- Don't embarrass the student in front of peers.
- Be firm and anger-free.
- Don't accept excuses.
- Don't bargain.
- Don't communicate that you're a victim.
- Don't fall into a power struggle.
- If more than one student is acting out, pick out "opinion leader."

AVOID POWER STRUGGLES

- Remember power struggles always escalate if continued.
- If you try to win, both you and the student will lose.
- Ignore attempt and speak to student later.
- Acknowledge feelings, ignore attempt to hook you.
- Agree to speak to student after school.
- Tell student that a power struggle is developing and it's better for both to stop now.
- Keep all communication between you and student.

EXAMPLES OF MILD CONSEQUENCES

- last in line
- reassign seat
- removal of privilege, such as recess or free time

EXAMPLES OF HEAVIER CONSEQUENCES

Student Action Plan

- removal from class for short period of time
- sent to the school principal for a meeting
- phone call home
- community service activity
- lose a home privilege
- parents to come into school and sit in their child's class
- removal from school for a period of time
- expulsion from school

WHAT TEACHERS NEED TO KNOW ABOUT BEHAVIOR AND DISCIPLINE

Primary Grade Level (Ages 4 to 9):

- Still babies in many ways
- Tire easily, get fussy and cry
- They make little distinction between work and play
- They require close supervision
- Need to be reminded of rules continually and patiently
- Respond well to personal attention and praise
- Accept adult authority without question
- Often try to circumvent authority
- Respond well to personal touch

Intermediate Grade Level (Ages 9 to 12):

- No longer blindly accept adult authority
- May talk back and drag their heels
- Still like attention and affection of adults
- They will argue if rules, rewards and consequences are not enforced consistently and impartially
- Pats on the back and recognition for good efforts are effective

Junior High Grades (Ages 12 to 15):

- Discipline is difficult
- They may poke defiantly at outer boundaries of rules, to see how far they will stretch and what will happen if they are broken just a bit
- They are moving from adult dependence
- They are experimenting with new life experiences
- Rules must be reasonable
- Use humor, grim demeanor and authority to keep order

High School Grades (Ages 15 to 18):

- Time of settling down for most students
- The love-hate syndrome begins to fade
- Students begin to respect adults
- Students can be talked to as adults

CANTER'S SYSTEM: ASSERTIVE DISCIPLINE

Assumptions:

- Teachers rely on instincts to deal with discipline problems
- Teachers receive no skill-based training in managing behavior
- Teachers have more children with behavior problems than ever before
- Teachers cannot do their job because they do not know how to control youngsters
- Teachers are of three kinds: hostile, assertive and unassertive
- Unassertive teachers are the reason why discipline is the number one problem in the schools

Hence the Need for Assertive Discipline and Assertive Teachers

What is an Assertive teacher?

- "One who clearly and firmly communicates his/her needs and wants to his/her students and is prepared to reinforce his/her words with appropriate action."
- One who is firm, polite, confident, insists on kids meeting his/her needs and expresses that he/she likes kids.
- Uses these expressions:
 - I will reward positive behavior.*
 - I will insist on respect for each other.*
 - I am a special person in your life.*
 - I like all of you and will see to it that you learn.*
 - I can be a positive force to help you.*
 - No one will interfere with the right of kids to learn.*
 - No one will stop me from teaching.*

Techniques of Assertive Discipline:

- 1) Write rules on the blackboard; keep them short; limit them to five
- 2) Indicate (write) rewards of good behavior
- 3) Indicate (write) consequences of misbehavior
 - > If you do this, this will happen to you:
 - e.g.:
 - ✓ name written on board and check placed after name
 - ✓ one check: detention after school
 - ✓ two checks: call to parents
 - ✓ three checks: refer to principal
 - ✓ four checks: parent visitation to school
 - ✓ five checks: suspension from class
- 4) Highlight the severe disruptions that will result in removal from class (fighting, weapon possession, insubordination, etc.)
- 5) Follow through; be consistent; no exceptions

SAMPLE CLASSROOM MANAGEMENT PLAN HANDOUT-- 3RD GRADE

Management Plan for 3rd Grade Room 5

Classroom Rules

1. Have all appropriate materials and supplies at your table and be seated when the bell rings.
2. Respect the people, equipment and furnishings of Room 5.
3. Adjust your voice level to suite the activity.
4. Follow directions the first time they are given.
5. Observe all rules in the student handbook.

Rewards

1. Praise
2. Positive notes home
3. Whole-class CD/tape time or free time
4. "No Homework" certificate
5. "Good as Gold" raffle ticket
6. Movie and popcorn party for class
7. Various other positive perks throughout the school year

If you Choose to Break a Rule

You get.....

First Time: Name on board.

Second Time: One check.

Third Time: Two checks.

Fourth Time: Three checks.

Fifth Time: Four checks.

Severe disruption:

This means.....

Warning

5 minutes off recess and work alone during group activities

No recess, parents called and a *Student Action Plan* to be completed

Student sent to the office

Parents called and parents must sit in class

Possible suspension

Names and checks erased at the end of each week.

Students

I have read and understood these rules, and I agree to keep them or abide by the consequences.

Signature

Date

Parents

I have read the Classroom Management Plan and have discussed it with my child. I understand it and will support it.

Signature

Date

SAMPLE CLASSROOM MANAGEMENT PLAN HANDOUT - 6TH GRADE

Management Plan for 6th Grade Mr./Mrs. _____

Classroom Rules

1. Respect each other.
2. Speak only when it is your turn.
3. Work on the assigned task.
4. Leave the room clean everyday
5. Participate in prayers appropriately.

Rewards

1. Productive and enjoyable classes.
2. Continued free seating.
3. Grab bag gifts.
4. Class outside.
5. Special class activity.
6. Free time.

Consequences

You get.....

- First offense Yellow Card
- Second offense Yellow Card #2
- Third offense Red card
- Fourth offense
- Fifth offense Sent to the office

This means.....

- Warning
- Must complete work during break
- Must work alone during group activities
- Must complete a Parents called *Student Action Plan*
- Parents must accompany you to class

Students

I have read and understood these rules, and I agree to keep them or abide by the consequences.

Signature

Date

Parents

I have read the Classroom Management Plan and have discussed it with my child. I understand it and will support it.

Signature

Date

STUDENT ACTION PLAN - EXAMPLE

1. What is the problem?

-
-
-

2. What's causing the problem? (List the factors)

-
-
-

3. What plan will you use to solve the problem?

-
-
-

Student's signature _____ Date _____

HOW TO USE THE *STUDENT ACTION PLAN*

Step 1.

- Give the student a copy of the *Student Action Plan* and be prepared to work with student on answering the three questions:

1. What's the problem?
2. What's causing the problem?
3. What plan will you use to solve the problem?

- **What's the problem?** Indicate the rule or rules the student has violated.
- **What's causing the problem?** The student is to list all the factors that are causing the problem to occur.
 - Work with the student in a **PROBLEM-SOLVING** mode. Share with the student that the only way a person can solve a problem is first to isolate and identify it. You are not interested in degrading or scolding the student. You want to teach the student how to solve a problem, a technique that the student can use in future life.
- **What plan will you use to solve the problem?** The student is to write the action plan needed to solve the problem.
 - Have the student look at the factors causing the problem. Show the student that the way to solve a problem is to change, eliminate or correct the factors causing the problem. Help the student to see this logic.
 - Have the student write a plan based on the causative factors listed under the second question. The student now takes **RESPONSIBILITY** for the plan. You did not tell the student that to do. The student, through problem solving, devised his or her own plan to correct the problem. You are teaching responsibility.
 - Now, for the student to carry through with his or her responsibility, encouragement is needed from the home and the school to get the student to achieve **SELF-DISCIPLINE**.

Step 2.

- Have the student indicate responsibility by signing the action plan.
- If the problem is not corrected, go back and modify the third part of the action plan. It is much better to teach problem solving, responsibility and self-discipline than to yell, scream and flunk.
- Yelling, screaming, and flunking benefit no one. Learning to be responsible and self-disciplined benefits all of society. Through persistence, have the student work on the action plan over and over until the problem is corrected.

Commend the student when that occurs.

DISMISSAL FROM CLASS

NAME _____ **DATE** _____

TEACHER _____

1. Talking out of turn ____
2. Distracting other students ____
3. Throwing or tossing things ____
4. Playing with toys ____
5. Disrespectful to lesson ____
6. Disrespectful to other students ____
7. Disrespectful to teacher ____
8. Fighting ____
9. Other _____

ASSIGNMENT _____

Send student back at _____

Do not send student back this period ____

COMMUNICATING WITH PARENTS

SCHOOL/HOME COMMUNICATION RECORD

Student's Name _____ **Date** _____

Parent's Name _____ **Date Contacted** _____

Subject of Communication: _____

How contact was made: (check off)

1. Telephone ____
2. In person ____
3. In writing ____
4. Other ____

What did you discuss with the parent:

Parent's response:

GETTING PARENTAL SUPPORT

Your objective is to acquire parental support to work cooperatively with you in correcting a student's misbehavior. Your purpose should not be to humiliate the student, "get the student into trouble," aggravate the parents, or have the parents "do something to the kid."

To assist in acquiring parental support, give the parents a copy of the Classroom Management Plan to use as a basis for home-school cooperation.

Parents need to see your Management Plan, discuss it with the child, and sign it. You will, of course, want to students to sign it also as an indication that they understand and accept the Plan as discussed in class and at home.

The form should be simple and easy to understand. Don't forget to give the parents and the student an extra copy for their records. The form can be as simple as the one shown here.

HOW TO CALL THE HOME

Effective teachers communicate and work with the home cooperatively. However, calling the home is not something most teachers like to do. This is because most teachers do know how to call the home. They are as scared to call the home as the homes are as scared to hear from the school. Such a call usually brings bad news. But it need not be that way, even it is the third violation and you need to call the home to have a misbehavior corrected.

Here is a wonderful system that not only works but also teaches the student at the same time **problem solving, responsibility and self-discipline.**

Note on your discipline plan that you will be calling home during one of the consequences. At this consequence, have the student complete a *Student Action Plan*.

Step 1.

Give the student a copy of a *Student Action Plan* and have the student complete the plan.

Step 2.

Tell the student to show the action plan to a parent. Inform the student that when you call tonight, you will not call to cause trouble. You will be calling to discuss the action plan. **You will be calling to discuss the plan or the behavior, not the person.** This is another one of those cardinal principles of teaching:

Always deal with the behavior, not the person. You leave a person's dignity intact when you deal only with the behavior or the issue

Step 3.

Call the home in a pleasant, friendly, but businesslike manner. Explain that you are happy to have the student in your class and that the purpose of tonight's call is to discuss the action plan.

The beauty of the action plan system is that is no argument, confrontation, or aggravation with the parents. Neither party wants that. You did not call to degrade the child, because no parent likes to hear, "You have a no good, rotten kid who can't come to class on time." Tell them this and they will say, "The schools are doing a terrible job." No one wins and the child is not helped, which was the reason for your call.

Step 4.

Explain to the parent that the child has come up with a plan, Butter up the parent by explaining that this is something the student has done as a result of problem solving and the use of higher-order thinking skills.

Step 5.

The reason you are calling is simple:

Mrs. Schwartz,

I am calling to see if I can enlist the cooperation of the home, working together with the school, to see if we can encourage Jenny to follow through with that he said she would be RESPONSIBLE for doing.

If the parent refuses, go on with your life. You tried. But most parents will not say no because the one thing that both parents and teachers want is RESPONSIBILITY.

They can't say no to responsibility.

The parents will think the world of you. So will the student. This was all possible because you operated in a responsible, problem solving, self-discipline way yourself.

Wong, Harry K. and Wong, Rosemary Tripi. *The First Days of School*

THE \$1000 DISCIPLINE PLAN

Step 1:

As a first approach, stare at George. Your school may be enough incentive to get George working. If his challenge continues and he ignores you, then try...

Step 2:

Walk over to him. Place your hand on his desk or on his shoulder. The idea is to be physically close. You can't successfully discipline students unless you have their attention, and you are physically close. This rule applies to the first grader and the high school senior.

Step 3:

Use the student's name. Give this simple command in a soft whisper. Remember that Sam is the only person who needs to hear the request. Say, "Sam, do your vocabulary." Or "Sam, complete your Hebrew assignment." Remember to use the student's name, and to keep your command as direct and simple as possible. This lets George know exactly what he needs to do. You haven't embarrassed him or insulted his integrity.

Step 4:

Say nothing. To ensure that you say nothing, start counting silently. How long? Sixty seconds or less. You're waiting for Sam to respond to your command. You are not begging or pleading. You're in control of your behavior. Continue to stand near Sam. Your physical presence alone is a big factor in getting him back on task. At this point, Sam is now working. Now we go to...

Step 5:

Say, "Thank you, Sam." Always say, "thank you," and always use the student's name. You haven't responded with anger. You have rewarded the good behavior by thanking him. This small discipline technique gets the student back on task. But more importantly, it also establishes a positive feeling between you and the young person. It is a wonderfully effective technique. I've seen it work with six-foot seniors as well as midget third graders.

Why? I think part of the answer is that the teacher has changed his or her behavior. The only behavior I can really honestly control is my own. I can't possibly predict every reaction I may receive from a student, but I can control my own responses. That's the secret of good classroom discipline.

But what if I decide to ignore Sam. His behavior really isn't so bad, is it? If I ignore Sam, it won't take long for the entire class to be in an uproar of chatter. Kids are great observers. If we ignore one student who doesn't work, very soon we have a classroom that doesn't work. The student responds, "If I can get away with misbehavior, then, this teacher doesn't care about me." If we care, then we have the courage to guide young people into doing what we know is right. Basically kids want to please the adults around them. Be the leader they crave. Guide them into responsible behavior.

Summary:

- Stare
- Get close
- Use student's name. Give command
- Say nothing.
- Use student's name
- Thank student

Fuery, Carol L. *Winning Year One: A Survival Manual For First Year Teachers*

25 PREVENTATIVE STRATEGIES FOR CLASSROOM MANAGEMENT AND

DISCIPLINE

- Teach behavior!
- Establish standards of acceptable behavior
- Have signals to let students know what you want
- Establish classroom routines for distributing/collecting papers
- Tell class what is expected
- Explain rules - often
- Catch students being good - reinforce desirable behavior
- Be specific and name appropriate behavior
- Keep lesson moving/interesting
- Vary lesson presentations/use of media
- Have teaching materials ready
- Organize transition times
- Develop a collection of "sponge activities"
- Employ classroom meetings
- Move around the classroom
- Demonstrate "withitness"
- Let students know what to do upon completion of assignments
- Give clear directions
- Be an active listener
- Accurately diagnose student skill levels and prescribe appropriate tasks
- Use calm warnings
- Arrange room to accommodate traffic patterns, lines or noisy areas
- Avoid spending too much time with one student at a time
- Initiate high level of student participation - discussion, questions and activities
- Structure small group activities to insure high rate of success.

25 DISCIPLINE STRATEGIES

- Don't ask why
- Establish rules the first day
- Be consistent
- Be reasonable in what you say and do
- Enforce all rules that have been made
- Use proximity control
- Discipline in private
- Be sure your punishment is legal, mild, appropriate, infrequent and non-personal
- Be sure to document your efforts with the student
- Don't make idle threats
- Never argue with students
- Don't act as though you expect trouble
- Resist using sarcasm
- Never lose your temper -- remain calm
- Never humiliate a student by a public reprimand
- Don't fall for con games
- Avoid killer statements, put-downs
- Don't strong-arm students
- Never say "get out of this class and never come back"
- Use the "broken record" technique
- Avoid power struggles
- Don't mini lecture
 - Don't force public confessions
 - Don't embarrass a student in front of his peers
- "Say what you mean, mean what you say and do what you say you are going to do"

Useless, Meaningless, Phrases Used to Discipline

All phrases listed are ones solicited from teachers. They said they have actually used these words at one time or another in the classroom. This is not a recommended list for your use.

Cool it.
Knock it off.
Shape up.
Buckle down
Keep your nose to...
Behave yourself.
Watch out.
Straighten up
Act your age.
Get your tail in gear.
Would you like to see your mother again?
Listen up.
Sit on it.
Park it here.
Hang it up.
Pack it in.
Button up.
Bite your tongue.
Turn it off.
Hold it down.
Get your heels clicking.

Give it up.
Come off it.
Screw you head on.
Get the lead out.
Pipe down.
Watch it.
Zip your lips.
Are you crusin' for a brusin'?
It's either my way or the highway.
Enough.
Either you go or I go, and I don't plan to go.
Simmer down.
Get on the ball.
Shape up or ship out.

Stifle it.
Get your act together.
Do you want me to fix your face?
You know how to pray, don't you?
If you want your life on this planet to continue, had better behave.
Hit the bricks.
I've got one nerve left and you are dancing on it.
I'm going to kill you and tell God it was an accident.

Wong, Harry K & Wong, Rosemary Tripi. The First Days of School

I have read the Classroom Management Contract and I understand it, the rules, the rewards and the consequences.

I will follow this contract.

Student's Signature

Date

Parent's Signature

Date

CLASSROOM MANAGEMENT CONTRACT (for Home Records)

I have read the Classroom Management Contract and I understand it, the rules, the rewards and the consequences.

I will follow this contract.

Student's Signature

Date

Parent's Signature

Date

CLASSROOM MANAGEMENT PLAN

1. The kind of environment I expect in our classroom:

-

-
-

2. General rules for student conduct in our classroom.

-
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-
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-

3. Rewards that will be used in our classroom.

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4. Consequences for not following the rules in our classroom.

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-
-

5. The system that will be used to record incidents of inappropriate behavior.

-
-

6. The way information about the plan will be communicated to:

- Students
- Parents
- Principal

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