

## Chapter 1 : Classroom Management: Tips & Techniques for Creating a Positive Learning Environment

*I had an English teacher in high school who had classroom management techniques down pat. She could silence a class with the simple raising of an eyebrow. It wasn't from fear—this teacher rarely punished her students, and I can't even recall ever hearing her raise her voice. But she never.*

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 that—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 are—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 graders" 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 2 : NEA - 6 Classroom Management Tips Every Teacher Can Use

*Big Strategies: Fundamental Principles of Classroom Management. 1. Follow the first step of hypnosis. A hypnotist's first induction technique often involves directing subjects to focus on something they're already doing.*

For teachers, classroom management can be one of those topics. And yet, there is no single method or protocol to follow to ensure success. Here are the basics, along with amazing resources to get you started or give you inspiration to try something new. What is classroom management? Simply put, classroom management refers to the wide variety of skills and techniques that teachers use to ensure that their classroom runs smoothly, without disruptive behavior from students. This can look different depending on which subject and age group you teach, how many students you have, and most importantly, your core personality. What works for a type-A, highly organized, routine-loving teacher may not work for a more laid back, roll-with-the-punches kind of teacher. Of course, the ultimate goal for any teacher is an academically productive classroom with focused, attentive, and on-task students. Unfortunately, any teacher can tell you this is way harder than it sounds and usually takes years to accomplish. Even for teachers who consider themselves relatively skilled managers, things often change depending on the new mix of students they teach every year. So really, being skilled at management is an ongoing process, part of the lifelong learning that makes teaching so interesting. The bottom line is this: Effective classroom management is an absolute must. So where do I begin? Luckily, there is no shortage of resources available to help you master the art of classroom management. There are mountains of books, podcasts, seminars, and classes dedicated to the subject. First, take time to build relationships with students. Get to know your students. What are their strengths? What are they really into? Investing in them as individuals builds trust, and that is the key to successful classroom management. Integrate social-emotional learning into your day. Teaching your students social-emotional skills builds a cohesive classroom community. For more about building relationships, read:

## Chapter 3 : Classroom Management Basics | Education World

*Learn how to improve behavior in your classroom today with these 16 management techniques and strategies. From annoying distractions to class clowns, get ideas on how to manage the most difficult behavior challenges you face with your students.*

Trevor Muir on August 23, I had an English teacher in high school who had classroom management techniques down pat. She could silence a class with the simple raising of an eyebrow. But she never needed to. Every kid in the room respected her and knew the expectations she had for them when they walked through her door. Now as a teacher, I know how challenging classroom management can be. Here are seven I vow to try this year.

Make positive phone calls. While these calls are necessary and worthwhile, calls home for celebration are equally if not more important. Every parent wants to hear positive news about their child, and this reinforcement almost always makes its way back to the student. This means so much to parents and students. Then I promise it will translate to their behavior in class. Demonstrate the behavior you want to see.

Early in the year I bring in another teacher or administrator into my class to have a conversation with as students listen. We make eye contact while talking, do not interrupt each other, keep our phones in our pockets, respectfully disagree at certain moments, and show students what good discussion looks like. Have something for students to work toward at least once a month. Maybe a donut party, game time, or even just a class period to rest. Whatever it is, make it clear to students that it is a reward for hard work, and hard work is required to achieve that reward. Celebrations are a great way to motivate. If students are doing group work, have them fill out group contracts that contain expectations they have for each other in the group. We will not be on phone during work time We will check in with group members if absent from school We will hold each other accountable Encourage students sign off on these agreements, and let them come up with a consequence for violating them. This will empower students to take accountability into their own hands and manage themselves. Students are much less apt to disappoint each other than their teacher, and this is something teachers should leverage in their classroom. A bored student is often a misbehaving student. This is why engaging curriculum is one of the strongest tools a teacher has in a well-managed classroom. Strive to create authentic curriculum that engages kids, sparks wonder, and requires hard work. Not everything needs to burst with excitement not realistic , but the more compelling you can make your class, the more engaged your students will be. Give students the power. Create a list of norms with your students at the start the school year. Lead them through a discussion of what the class should look like and what behavior should be expected, and record their thoughts on a poster board that can be hung on the wall for all to see. Then students create the rules and standards, and they can have ownership over them. When a student can trust their teacher and know that they are cared for, they will also do their part. I may not have always cared about Language Arts in her class, but I did care about her, and because of that I was able to learn some English. He believes life should not be boring; school either.

### Chapter 4 : Top 10 Secrets of Successful Classroom Management - Teachingcom

*If students are disrupting the learning environment in your classroom, you may need help with classroom management. Five strategies that do not involve yelling will help to keep your sanity and to create a peaceful environment.*

Share via Email Being consistent and following through with consequences will help you manage student behaviour. Alamy As a new teacher facing their first classroom experience, you will have no doubt been bombarded with information. You must master this one area first otherwise teaching can be especially unforgiving. While there are hundreds of possible strategies at your disposal, a few are absolutely critical. Read more Smile The oft-repeated recommendation that you should never smile in the first two months of the school year is hogwash. A smile sends a subtle but powerful message to your class that kindness and politeness are expected. It also calms nervous energy and builds instant rapport and likability. As you meet your class, look them in the eye, say hello and smile. They must cover every possible disruption, interruption and misbehaviour – and there should be no misunderstanding regarding what constitutes breaking them. Define each rule explicitly during the first few days at a school. Modelling is key here; show your students examples of the precise behaviours that transgress your rules. Have clear consequences Consequences hold students to account without having to lecture or berate them. Maintaining a positive relationship is crucial in reaching and inspiring your students to mature socially and academically. Walk your class through the steps of misbehaving, from initial warning to parent contact. This way, there are no surprises, no arguments and no anger when it goes wrong. This prompts the offending student to reflect on their misbehaviour, take responsibility for it and vow to never do it again. Follow through Inconsistency is the fastest way to lose control of your class. The key to consistency is to continually remind yourself that your very success depends on it. When you witness a transgression of your rules, your response should be automatic, even robot-like. Simply approach the misbehaving student, tell them what rule was broken and the consequence, and then turn and walk away. Teach detailed routines Routines are the lifeblood of a well-run classroom. They save time, keep students focused on learning and reduce misbehaviour. Anything and everything you do repeatedly – such as lining up for lunch, turning in work or circling into groups – should be made into a routine. The key is to teach children in a detailed way. After checking for understanding, choose a student as a model then practise as a class until perfected. If there is a secret to classroom management, this is it. When your students are happy, engaged and look forward to your class, you have powerful leverage to curb misbehaviour because your consequences mean something to them. It is this combination of fun and accountability that will transform even the most difficult students. Be yourself and never be afraid to show your personality. Tell hard-luck stories of your youth, take attendance in a funny accent, answer a question as an opera singer. Your students will love you for it. Some of the most commonly recommended strategies are dishonest and manipulative. Some may work in the moment, but cause more problems down the line. And some are just plain harmful to students. Michael Linsin is the bestselling author of three books about classroom management. His ideas can also be found on his blog, Smart Classroom Management. Follow us on Twitter via GuardianTeach. Join the Guardian Teacher Network for lesson resources, comment and job opportunities , direct to your inbox.

## Chapter 5 : NEA - Classroom Management

*20 Classroom Management Strategies and Techniques [+ Downloadable List] April 10, September 20, Marcus Guido Teaching Strategies, Teaching Tools Paper airplanes fly across the room.*

He remembered Jennifer as a bright and good-natured student in his third grade class twelve years earlier. But when they met for lunch, she opened up to him about her frustrating struggle to maintain control of her high school English class. He later found out that she left teaching to pursue a career in marketing after only one year in the classroom. He teamed up with fellow education expert Christine Martin to write *Successful Classroom Management Sourcebooks*, a comprehensive, insightful and inspirational survival guide for teachers. *Successful Classroom Management* covers everything from preparing for the school year to dealing with bullying to forging relationships with administrators. Below is a list of my ten favorite insights from the book. I had the opportunity to speak with Richard Eyster recently and gain a deeper understanding of his perceptions and strategies. Effective classroom management is based on a learnable set of skills. New teachers, like Jennifer Longley, often buy into the myth that the ability to manage a classroom is an inherent trait. Eyster maintains that teachers can acquire the skills necessary to successfully manage a classroom. Students are hardwired to test their teacher, but they want the teacher to pass the test, according to Eyster. *Successful Classroom Management* offers methods for preemptively establishing order and expectations, addressing transgressions, enlisting parental support, and using the disciplinary hierarchy. Establish a positive relationship with the class. Expect that some students will test you by misbehaving. When they do, Eyster recommends isolating the tester, not yourself. Praise is a powerful tool. Welcome feedback from your students. He suggests distributing individual, written surveys once or twice a year, and asking verbal questions about homework and tests to the entire class on a regular basis. Create a safe learning environment. Establish a classroom culture in which students are required to respect one another. Because you have been given the chance. Most important, teachers should never tolerate mocking, cruelty, impatience or disrespect directed at a classmate.

### Chapter 6 : Top Proven Classroom Management Tips - Elementary Education Degree

*I made a good number of blunders my first year teaching that still make me cringe. I learned though. And it's fair to say, when it comes to managing a classroom, most of what we learn as new teachers is trial by fire. It's also smart to heed the advice of those who have walked -- and stumbled.*

Establish Consequences for Misbehaving Effective teachers are passionate about educating their students. They want to spend their time teaching, not dealing with classroom disruptions. Here are some classroom management tips to help teachers settle problems, or prevent them from occurring, so that they can spend more of the classroom hour on teaching and learning. If they are talking, pause and look toward them. If in front of the class, continue with the lesson but walk toward the problem students and stop near their seats, while still teaching. If there is a discussion going, direct a question to the student who is not paying attention or misbehaving. Calling on a person by name brings almost anyone out of his or her reverie. If non-verbal cues are disregarded, the next step will be imposing discipline measures within the classroom such as having them stay a few minutes after class or changing their seat. Let Students Choose Their Seats At the beginning of the school year, let students sit where they want for a few days. Then about the third day tell them that the next class period they should find a seat that they will keep permanently all year. Give Incentives to Do Their Best on Assignments If an assignment will not be collected and graded individually, students may feel they have no reason to make an effort to do a good job on the no-credit assignment. For instance, a teacher will often do an ungraded warm-up exercise to begin the class hour. If that paper has no mistakes, then the whole class will have a shorter or no warm-up the next day. If a randomly selected paper is perfect, that student instantly is the class hero. If the student has not made a real effort, then that student will be given a short homework assignment, due the next day. He or she will be penalized if it is not done. This homework cannot be done during class time. In most cases, students will work for peer approval by doing the assignment. Another strategy to motivate students to stay on task would be to have students who have not stayed on task remain after class for a minute. If there is no penalty for not working, they have no reason to work. Keep an Eye on Your Students Class goes so much better when you can see your students. Turn your back on them and you may get surprised. Position yourself so that most, if not all of the class is visible. Watch out for shelves, computer equipment or class supplies that can block your view. When teaching, try to be facing students as much as possible. As you work with a student at his or her desk, place yourself so you can see most of the class. Establish Consequences for Misbehaving Good classroom management starts the first day of school. Once students learn there will be consequences for misbehavior, they usually come around. Here are three steps to help you set up consequences: Determine what consequences will be effective with your students. Make those your consequences. The reverse is also true, "Find out what students want to have happen and make that a possibility. Tell students that there will be consequences for misbehavior. First, you will put their name on the board. Tell them that how long they stay after class depends on how the rest of the hour goes. They now control their own destiny. If they behave, they will stay perhaps only a minute. If they continue to cause problems, they will stay longer. Follow through with consequences for misbehavior. Show students that you are serious and they will take you seriously. Classroom management, especially with elementary and junior high age students, never ends. It is an ongoing process, but once the foundation is laid, it only takes occasional reminders. About the Author Dave Foley taught junior high in Cadillac, Michigan, for 29 years, where he also coached varsity cross country and junior high track. Now retired, he works part-time as a classroom management coach helping teachers who are having difficulties maintaining order in their classrooms. In the summer, he works part-time at Y camps teaching staff how to deal with camper behavior problems and teaching campers canoeing and wilderness skills.

**Chapter 7 : Six classroom management tips for new teachers | Teacher Network | The Guardian**

*Classroom Management Techniques Are you looking for techniques for managing challenging classroom behavior? CPI's Nonviolent Crisis Intervention Â® training program and resources provide classroom management strategies and verbal intervention strategies that allow teachers and staff to handle disruptive student behavior.*

Many experts recommend a system of rewards and consequences to encourage students to stay on task and on their best behavior. Here are some ideas that have been tried successfully -- straight from the teachers who use them. These ideas were posted over the last year on a variety of listservs; all posters were contacted for permission to use their ideas. I saw a great reward system in use this year while I was observing a second-year teacher. The teacher had a kitchen timer and each time the class started to get unruly or loud, or took too much time getting settled, she held up the timer and said, "The timer is on. At the end of each calendar month, she added up the time and subtracted it from 15 minutes. The class got to decide on a special activity for the amount of time that was left. I hand out four hall passes per term -- two bathroom passes and two locker passes. The students fill them out and keep them in their binders They may use them when the need arises, but get no more chances after the passes are gone. Patti Fawver, Bristol Wisconsin School: At the end of the week, students purchase privileges based on the amount of money they have left. One technique I use with my 6th and 7th graders is to bring in a stopwatch -- the bigger, the better. For every additional minute, they will lose 5 minutes of their lunch period. I start the stopwatch as soon as the students come in or any time during the day they when get out of hand. If a particular class is very noisy or disruptive, you might try bringing in a tape recorder and placing it where it can be seen by the students. Turn the recorder on and record the class. You can use the recording in a number of ways: Analyze it to find out who is causing the problem. Give the class a quiz, see how they score, then let them hear the tape of the class and have them make suggestions to improve learning. With your "evidence," talk to individual students or their parents. Students at this school carry conduct cards. They accumulate points for such infractions as being tardy, chewing gum, being noisy in the halls, and not having their student agenda books. As the points increase, the color of the card goes from blue to green to yellow to red, and the consequences increase from a half-hour detention to in-school suspension, then to long-term suspension and, finally, to expulsion. The system I used with 3rd graders was this: I placed their desks in pods of and designated each pod by a color. On the chalkboard, I kept a weekly chart with tally marks for each group. Throughout the week I rewarded the groups with tally marks for quiet work, cleaning up, cooperation, whatever. At the end of the week, I rewarded the group with the most points with a small treat. If you like, you can gradually work to a game once a week. Winners can be rewarded with points or small prizes. Of course, the games should reflect your subject matter. Each child carries a card on which he or she records stamps awarded for great work, wonderful ideas, manners, friendliness, bringing things from home, anything. When they get 5 stamps, they can trade the card in for a treat. These "treats" are agreed upon at the beginning of the term and might include an item from the treat bag, permission to change seats, game time with a friend, or extra art or computer time. If a student breaks a class rule, he or she is given an X on the card. The good news is that students can trade in 3 stamps and eliminate one X! I teach 11 and 12 year olds and it works like a dream. I issue a Chance ticket to each student in my 5th grade class who brings in homework on time. When a student receives 10 Chance tickets, he or she is awarded special time with the teacher -- such as lunch in the classroom. A student who accumulates 15 tickets, gets a Homework Coupon, which can be redeemed for a selected homework assignment. Buy 2 yardsticks and paint them in graduated amounts in these colors: Hang the yardsticks in your classroom where they are visible to students. The colors represent grades for conduct and completing work. When a clothespin reaches the red area, that student misses recess for the remainder of the week. For rewards, each child has a 3"x4" card. When a student is "caught being good," the edge of his or her card is punched with a heart-shaped holepunch. Students use their cards to buy things from their teacher. For example, lunch with the teacher might "cost" 30 punches, bringing a boombox to recess is 25 punches, wearing a hat in class is 10 punches, and a pencil or eraser costs 5 punches. The items are all free or inexpensive and the kids love it when we have a "Punch Sale. Under that program,

students receive "violations" for not fulfilling the written plan for responsibility: Being prepared -- coming to class with all necessary materials. Being respectful of others -- includes verbal respect, not disrupting the learning environment, and proper etiquette. Each team decides how many violations they can receive before losing the nine-week reward. The nine-week rewards, determined by the team, can include a pizza party, class picnic, free time, a video, and so on. In addition, at the 6th grade level we give a weekly reward of minutes of free time each Friday for students reaching weekly goals. Students who do not earn rewards must stay in a monitored classroom. Students soon learn that responsibility and respect have their rewards!

**Minute-By-Minute Monitoring** Of course, the most frequently used management techniques are those that prevent small problems from escalating into big ones. Many classroom incidents can be prevented by a simple technique suggested by Hartford, Connecticut, teacher Robert Bencker. Bencker, who teaches at an inner city alternative high school program, suggests that teachers set the tone for the day by greeting each student personally as he or she enters the classroom. Use the opportunity, he says, to establish rapport, and to deal with such minor problems as gum chewing, boisterous behavior, bad moods, or unwanted materials, quietly and discretely -- before they can erupt into public confrontations that threaten control and disrupt the class. Move around the room and increase proximity to restless students. Send a silent signal.

## Chapter 8 : Classroom Management Strategies, Tips, and Resources

*Here are six classroom management tips to help teachers settle problems, or prevent them from occurring, so that they can spend more of the classroom hour on teaching and learning.*

And working with young children can be a little overwhelming at times, especially when class sizes are large. So check out our list of proven tips to help you manage your classroom more efficiently and effectively. Establish classroom rules immediately and enforce them consistently. Establish rules on the first day of class, and always follow through on the specified rewards for achievement and consequences for misbehavior. Set logical rules and consequences. Keep the goal of learning in mind and make sure students know why the rules are what they are: If a student makes a mess of the art supplies, the logical consequence is to clean it up. Arbitrary punishments like losing recess, or something else unrelated to the offense, teach students that you are mean and trying to force a power struggle. Use positive instead of negative language. Are you thinking about ducks wearing hats? To avoid the meddlesome subconscious, opt for positive-language instead of negative-language rules. Make your students feel responsible for their own learning environment. Give your students agency over their learning environment, which gets them feeling responsible for their own learning. Praise efforts and achievements for their own sake, not for the sake of teacher approval. Give constant feedback about good behaviors: Now her whole row is ready! Be mindful of different learning paces and keep the students occupied. Not all students learn at the same pace. On the flipside, bored students cause problems. Make sure that you are challenging the students who move more quickly through the material by over-planning and preparing extra, quiet activities. For example, if a student has finished their still life painting with 20 minutes to spare, challenge them to step up to the next level – introduce an unfamiliar object and a clean piece of paper. Avoid confrontations in front of students. It is never a good idea to make an example of a student by shaming them in front of his or her peers. Connect with the parents. Make contact with parents early and often. Encourage attendance at parent-teacher conferences, if your school uses them, and demonstrate that you want to work with the parents to instruct their children to the best of your ability. The first time you do something, show the students how to do it. Then ask them to share what they noticed about what you did. Then ask a student to do it, and discuss that action with the class. Then have the whole class practice. Get the attention of every student before beginning class. Instead, stand silent and wait until the students shush each other and settle. Has anyone been playing in the snow? Use proximity and directness to your advantage. If a student is misbehaving in class, continue your lesson but walk over and stand next to them. You can also use a direct question to snap them back into the lesson: Structure, both within a lesson and throughout the academic term, will help your students stay on top of their work. Hand out a syllabus at the beginning of the semester and stick to it; if you get off track, provide a revised syllabus so that students always know where they are in the course.

## Chapter 9 : Best Teacher Classroom Management Strategies

*Effective classroom management is based on a learnable set of skills. New teachers, like Jennifer Longley, often buy into the myth that the ability to manage a classroom is an inherent trait. Eyster maintains that teachers can acquire the skills necessary to successfully manage a 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.