
























Classroom Management

The following list summarizes the most important points concerning classroom management and discipline. Hopefully, this quick reference will serve as a reminder during your day.

-  Begin instruction immediately and minimize interruptions.
-  Have materials ready and give clear directions.
-  Start off strictly – you can relax later. It's hard to do this in the reverse.
-  Monitor students and their work carefully. Always be up and moving around.
-  Be consistent in your expectations.
-  Don't threaten, nag, or promise what you can't deliver.
-  Keep your sense of humor, and teach your students to use theirs.
-  Avoid group punishment. It's a fast way to alienate students.
-  Avoid using schoolwork as a form of punishment.
-  Keep your voice low. Silence can sometimes be more effective than words.
-  Take opportunities to talk individually with students.
-  Discuss and explain, but don't argue with students.
-  Call on students randomly and often. Wait for answers.
-  Admit mistakes. Remember you are a role model!
-  While you are taking attendance, have something on the board for students to start working on.
-  Don't punish in anger
-  Don't assume that all students know how to behave. Teach them your expectations.
-  Arrange seating patterns so that you can see and easily move to be near all students.
-  Scan the class frequently in order to notice and respond to potential problems or minor disruptions.
-  The disruptive impact of an intervention to a disruption should not be greater than the disruption it is intended to reduce.
-  A "positive ripple effect" is associated with a calm and immediate response to a problem.
-  When misbehavior occurs, the first step is to quietly make contact with the student.
-  When one or more students are being extremely disruptive, it is best to focus the other students' attention on their task and then talk privately with the disruptive student(s).

POSITIVE DISCIPLINE

Positive Consequences Change Behavior

School studies show that negative consequences stop inappropriate behavior and that positive consequences change inappropriate behavior. They know that reinforcement of appropriate behavior causes a person to repeat the behavior that earned the praise. Discipline in the classroom is one of the most important aspects of teaching, and it is one of the most difficult to learn. When discipline is mastered and achieved by both the substitute teacher and the students, it is a win-win situation.

Preventative Strategies to Encourage Appropriate Behavior

Planning for and preventing misbehavior:

1. Get to know and start referring to each of the students by name. Always greet students at the door.
2. Keep class work moving with few slack periods.
3. Keep variety in the class work.
4. Teach and demonstrate the rules for the class. Discuss possible consequences.
5. Discuss nonverbal signals, i.e., "If you see me put my finger to my lips, it means be quiet."
6. The substitute teacher should stay on the move. Remaining seated invites misbehavior.

Using Positive Statements

Positive responses are readily available and so powerful that effective classroom managers always use them.

Using positive statements causes students to respond more appropriately to others. It makes criticism more effective, and it sets a good model for students to copy.

Reacting to and Dealing With Misbehavior

1. Address the problem early.
2. Move toward the misbehaving student without directly looking or speaking to him.
3. Ignore insignificant misbehavior.
4. Use students who are behaving appropriately as positive models.
5. Be consistent in encouragement for all students.
6. Encourage the misbehaving student by giving him a compliment when he is on task.
7. Use humor to encourage appropriate student behavior, but never sarcasm.
8. Call the student's attention back to his work.
9. Send nonverbal signals such as hands on the hips or shaking the head.
10. Quietly inform the student about the inappropriate behavior.

Avoiding Power Struggles

1. Give students realistic choices.
2. Let the students help to establish the rules and consequences.
3. Gather facts before making accusations.
4. Discuss misbehavior when the student has “cooled” off.
5. Phrase requests to minimize power struggles; i.e. “Let us ...”
6. Withdraw when you find yourself in a power struggle.
7. Don’t argue with the student.

Reprimanding Students

- Don’t take misbehavior personally.
- Deliver reprimands calmly.
- Speak courteously.
- Be specific, descriptive, and non-evaluative.
- **Never handle the student physically in any way except as necessary to protect the students’ safety.** Call an administrator, the teacher next door or send a student to the office if you need to.