

These Kids are Driving Me Crazy!

A Teach for June Webinar

Presented by Kelly Ferguson

Compelling Instruction

www.compellinginstruction.com

Kelly@compellinginstruction.com

21 Routines to Practice

These classroom (and school) procedures may seem basic. But if you expect students to perform them a particular way, then you have to practice *your* way of doing these things. Your way may not be everyone else's way. Just because other teachers let them slide, doesn't mean you should!!

1. Getting into groups.
2. Getting back to regular seats.
3. Getting ready to leave the room.
4. Homework check procedures.
5. Asking for a bathroom pass.
6. Going to the bathroom.
7. Hallway travel to another room.
8. Handing back papers.
9. Collecting/turning in papers.
10. Going to the water fountain.
11. Using the pencil sharpener.
12. Ask questions of the teacher.
13. Finalizing assignments for submission (name in a particular place?).
14. "Chores" assigned to students.
15. Using classroom materials (markers, dictionaries, etc.)
16. Putting materials away.
17. Fire drills
18. Tornado drills
19. Code red drills (bomb threat, etc.)
20. Use of different parts of the room (study area? Reading areas?)
21. Silent reading (SSR) time.

Don't forget to plan for the "trouble spots" in the day. The period right after lunch. The period right before lunch. The last period of the day. The last 3 minutes of any period. The first 5 minutes of any period. Transitions between activities.

We hold these truths about classroom management to be self-evident...

1. The first myth of “quick and easy” discipline is that it actually exists.
2. Any behavior management book offering “sure-fire” or “quick-fix” strategies should be filed under “Fiction”.
3. Your worst-behaved student WILL have a perfect attendance record.
4. Any positive behavior you have instilled in a “difficult” student will probably disappear over the holiday break. Or a long weekend. Or a snow day. Or after lunch.
5. After intensive and expensive training, and under the most rigorously controlled circumstances, tenured teachers will do as they damn well please.
6. Despite implementation of expensive and complex comprehensive systems for peer mediation, conflict resolution, and anger management, the best method for solving disputes will still be ‘Rock, Paper, Scissors.’
7. On the day when “the Team” finally arrives to your classroom to observe an offending student, he’ll be angelic, on-task, and answer every question correctly.
8. All great interventions were discovered by mistake.
9. To the observer, good behavior management is indistinguishable from magic.
10. The key to effective discipline is to work smarter, not harder.
11. Always treat youngsters with respect and dignity. Shame does not breed respect or compliance.
12. Seek solutions, not blame. Defensive is not conducive to restitution.
13. Model tolerant, patient, dignified, and respectful behavior. It may be the only place they see it.
14. Always do what is in the students’ best interest...even if they don’t realize it at the time.
15. Connect with students and build strong personal bonds. It may be the only leverage you have.
16. Instill hope for success. Despair and apathy, like idle hands, are the devil’s tools.
17. NEVER do anything disrespectful, illegal, immoral, ineffective, bad for health/safety, or your wouldn’t want done to you. Even teenagers deserve dignity.
18. NEVER give up on a student. Keep believing in his/her ability to change for the better. They need someone in their corner...they may not even be there themselves yet.
19. Catch kids being GOOD. A LOT. You need to fill their love bank. It’s easier to make a withdrawal when you won’t leave insufficient funds.

SETTLE DOWN! ATTENTION EVERYONE!! LISTEN UP! COME ON, GUYS!!

Countdown 5-0

Model this and practice it. *Gesture while saying 5-4-3-2-1-0.* Then just gesture, no words. Students have sufficient time to finish up their "important" business, but you've given them a deadline. How often have you had just another sentence to say in a faculty meeting when the principal called it to order?

Service Bell

After years of shouting, "OKAY, STOP, TAKE YOUR SEATS!" over the din of students, I decided once to ding the service bell I had in my classroom (a former "family feud" buzzer). The quiet but high pitched bell was easily heard over chatter—even if that chatter was a class activity—and students are easily trained that the bell means "listen up". Be careful though, it can get overused.

Clap in Rhythm

Clap in a pattern, and students respond with the pattern. As they start to get out of the activity and into "attention mode", more students join in the response until all are attentive.

Poem/Song

A third-grade teacher I observed used the poem "Sick" by Shel Silverstein. She would announce the poem, which the students had memorized. They knew this was the cue to clean up and get back to their seats. The poem was long enough to allow them to stop their task, clean up, put materials away, and sit down.

If you can hear me...

Give students the direction (quietly) "If you can hear me..." and a task to do if they CAN hear you. (If you can hear me, touch your nose.) This is a favorite tool of Paul Sandroek, he uses it at WAFLT presentations to quiet US down!!

Complete the Phrase

Teach the class a proverb or other saying/phrase. You say the first part, and the class repeats the last part. Continue until you have attention, everyone is back in their seats.

Music

Play a harmonica, ring a cow bell, bang a gong (get it on!), squeeze a bicycle horn, blow a slide whistle, crash some cymbals.

Another song idea

Sing "if you're happy and you know it" (and tell them what to do). Students need to be quiet by the end of the song.

Different Voice

Variety is the spice of life!! Talk like a naval commander: "Now hear this! Now hear this! Quiet! Quiet!" Speak like an announcer: "Ladies and gentlemen, I am pleased to announce that we have reached the time to be very, very, very, very QUIET!" Speak like a robot (Quiet! Quiet, Will Robinson!) Become a cartoon character (hi ho, Kermit the teacher here!). If you can learn to speak like Donald Duck, this can be very impressive...but expect to be asked to do that over and over again.

Reverse Psychology (Ygolohcysp?)

Try whispering. The louder the room gets, the louder we tend to get. Check yourself mid-way through class, you're probably much louder than you need to be. (I know I usually am!!)

Hand Signal

Do a silent count-down on your hands from 10 to 0. Kids must be settled by the time you get to zero. Hold up a fist, or two "peace" fingers. Do "silent fox" (ask your kids, apparently that's the newest rage in daycare since getting them to sit "criss-cross-applesauce")

Lightning

Flash the lights off and on. You can even come up with different patterns for different cues (one flash means take your seat, two flashes means "go")

Recognition / Mystery

Notice the kids who ARE attentive. Reward the good behavior somehow! Or, give a physical description of someone who IS doing what you want. Kids need to figure out who you spotted being good! Give a reward to the example AND the first one to guess who it is!!

Painless Participation Reward System

(Absolutely stolen from someone else, who also got it from someone else...)

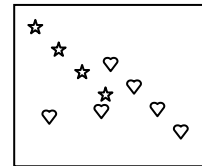
Get a bunch of colored index cards (3x5). Cut them in half.

Get a fancy-shaped craft hole puncher. Something different than the standard round-hole ones you can find EVERYWHERE.

When students volunteer, are "examples", help pass out papers, or win games, they earn "puntos" (points=punches).

Once a student collects 10 punches (or 15 or 5, depends on how generous you want to be), that student turns the punch card in to you. In exchange you give

that student a reward.



I reward them with extra credit coupons. A colleague of mine rewards them with hall passes (unused passes can be used for extra credit).

i Premio!

i _____ gana 2 puntos de crédito extra!

Fecha _____ Firma

Bathroom Passes

Give students a limited number per term, redeemable for extra credit if unused. I copy four onto colored paper (be sure they comply with school pass policies) and hand them to students, then stamp them to make them valid. I also designate one a "free homework pass" that can be used to make up for not doing work...or to go to bathroom...or as extra credit on a test.

Name _____	Date _____
Destination _____	
Time _____	Signature _____

Name _____	Date _____
Destination _____	
Time _____	Signature _____

Name _____	Date _____
Destination _____	
Time _____	Signature _____

Name _____	Date _____
Destination _____	
Time _____	Signature _____