

**THESE KIDS ARE DRIVING ME  
CRAZY!**

**Kelly Ferguson, NBCT-WLOE  
Compelling Instruction**

Stone Soup®



THESE KIDS ARE DRIVING ME CRAZY!!!!

Creative management tips for REAL classrooms

WARNING!!

# About Kelly



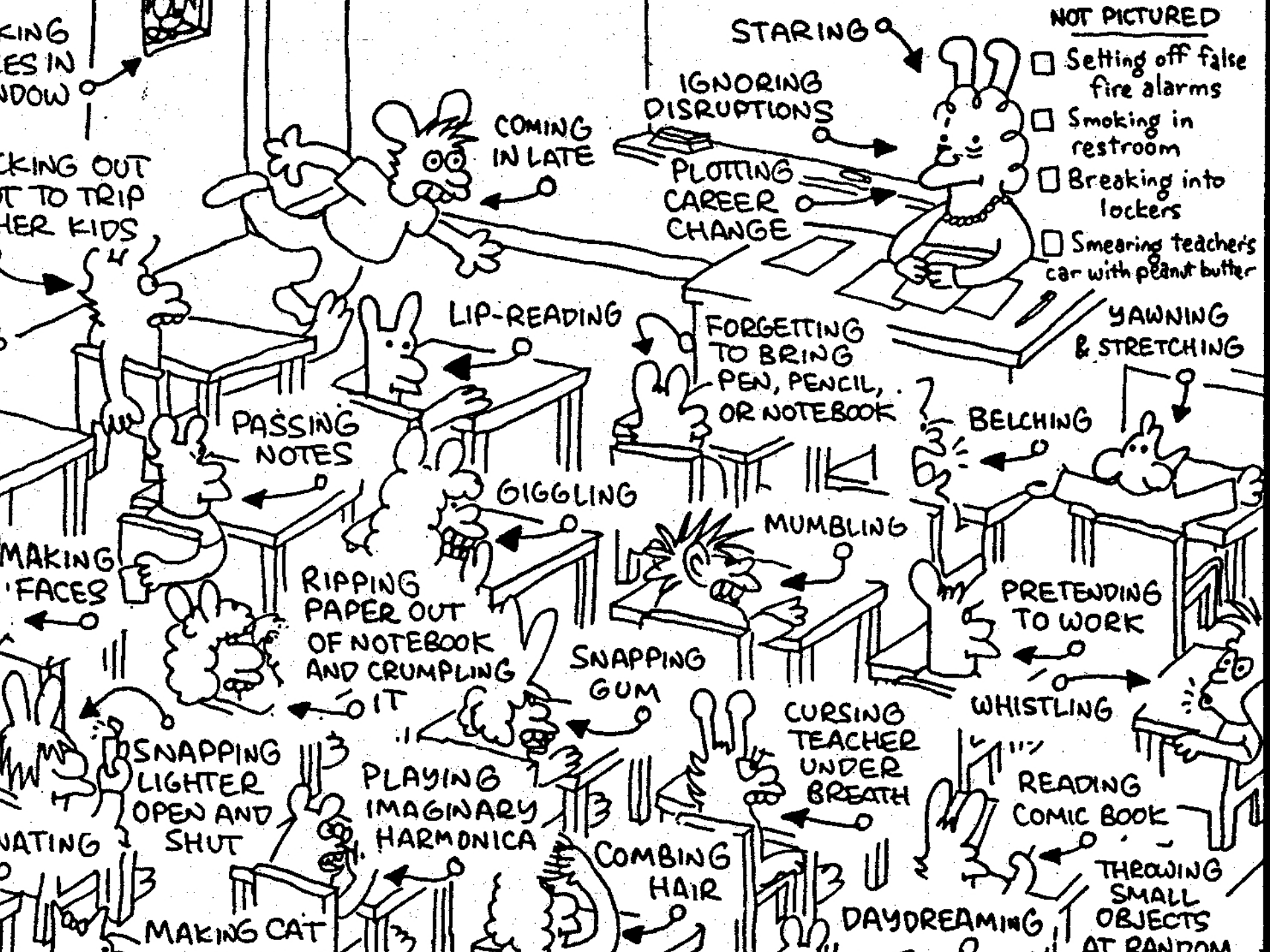
**NBPTS®**



# Today we'll look at...

- ⦿ Class routines & organization
- ⦿ Problems
- ⦿ Tips & Tricks for smooth operations
- ⦿ Your ideas to share!





KING  
ES IN  
WINDOW

PICKING OUT  
IT TO TRIP  
HER KIDS

COMING  
IN LATE

STARING

NOT PICTURED

- ☐ Setting off false fire alarms
- ☐ Smoking in restroom
- ☐ Breaking into lockers
- ☐ Smearing teacher's car with peanut butter

IGNORING  
DISRUPTIONS

PLOTING  
CAREER  
CHANGE

FORGETTING  
TO BRING  
PEN, PENCIL,  
OR NOTEBOOK

YAWNING  
& STRETCHING

LIP-READING

PASSING  
NOTES

MAKING  
'FACES'

GIGGLING

MUMBLING

BELCHING

PRETENDING  
TO WORK

WHISTLING

READING  
COMIC BOOK

THROWING  
SMALL  
OBJECTS  
AT RANDOM

DAYDREAMING

COMBING  
HAIR

CURSING  
TEACHER  
UNDER  
BREATH

SNAPPING  
GUM

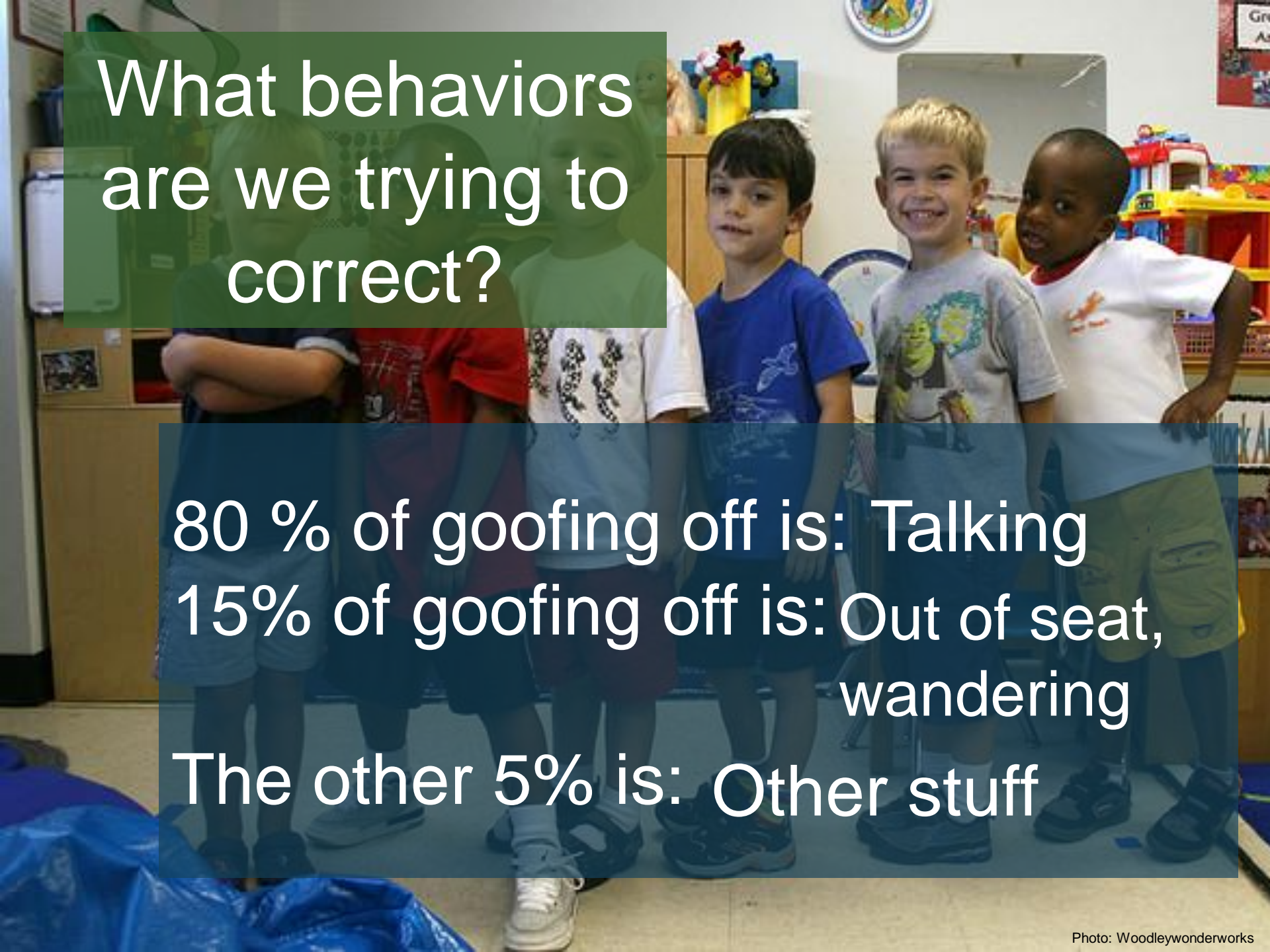
RIPPING  
PAPER OUT  
OF NOTEBOOK  
AND CRUMPLING  
IT

PLAYING  
IMAGINARY  
HARMONICA

SNAPPING  
LIGHTER  
OPEN AND  
SHUT

NATING

MAKING CAT

A group of young children are standing in a classroom. The background shows shelves with toys and educational materials. The children are wearing various casual clothes like t-shirts and shorts. There are text overlays on the image: a green box at the top left with the question 'What behaviors are we trying to correct?', and a blue box at the bottom with statistics about 'goofing off' behaviors.

What behaviors  
are we trying to  
correct?

80 % of goofing off is: Talking  
15% of goofing off is: Out of seat,  
wandering  
The other 5% is: Other stuff



# Preparation & Routine

The background of the slide is a detailed, artistic illustration of an antique clock. It features a large, ornate wooden frame with a prominent spiral design on the left side. The clock face is white with black Roman numerals and a small sub-dial. The hands are made of wood and have a decorative, leaf-like shape. The overall style is reminiscent of a historical manuscript or a fine art illustration.

Succeeding from Day 1



# Typical Day 1 Class begins at 8.

- 7:47 Kid walks into room.
- 7:52 Another kid enters.
- 7:52:10 The two kids start talking.
- 8:00 The bell rings.
- 8:01 Getting them quiet and into seats.
- 8:02 Students will sharpen pencils, etc.
- 8:03 “Everybody, just find a seat!”

A close-up photograph of a hand holding a metal star badge. The badge is engraved with 'U.S. MARSHAL' and 'DEPUTY'. The background is blurred, showing a person's face and a wooden wall.

Reality is the law.

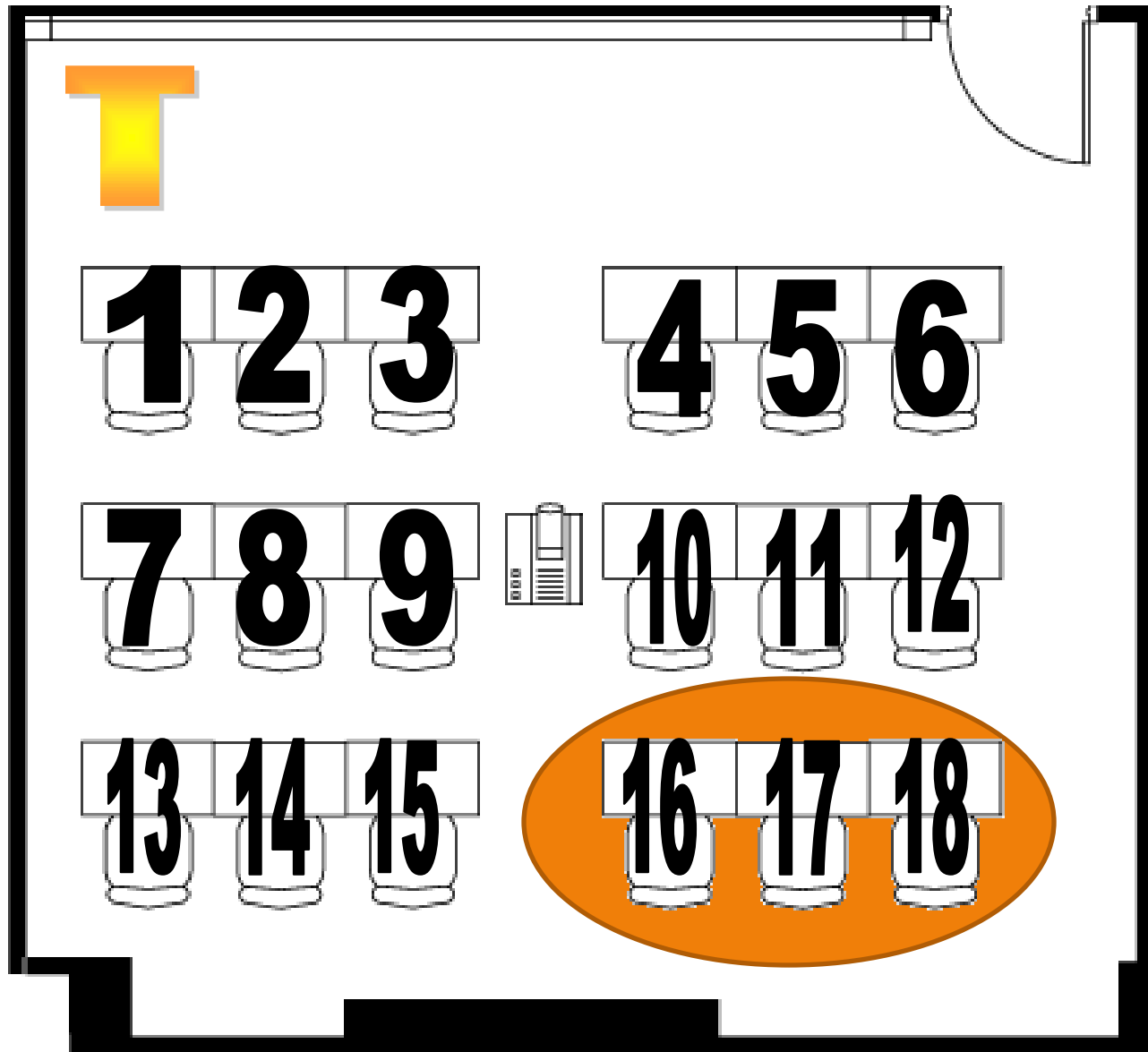
The standards in any classroom are defined by whatever the kids can get away with.



# No a\*\*room in the Classroom

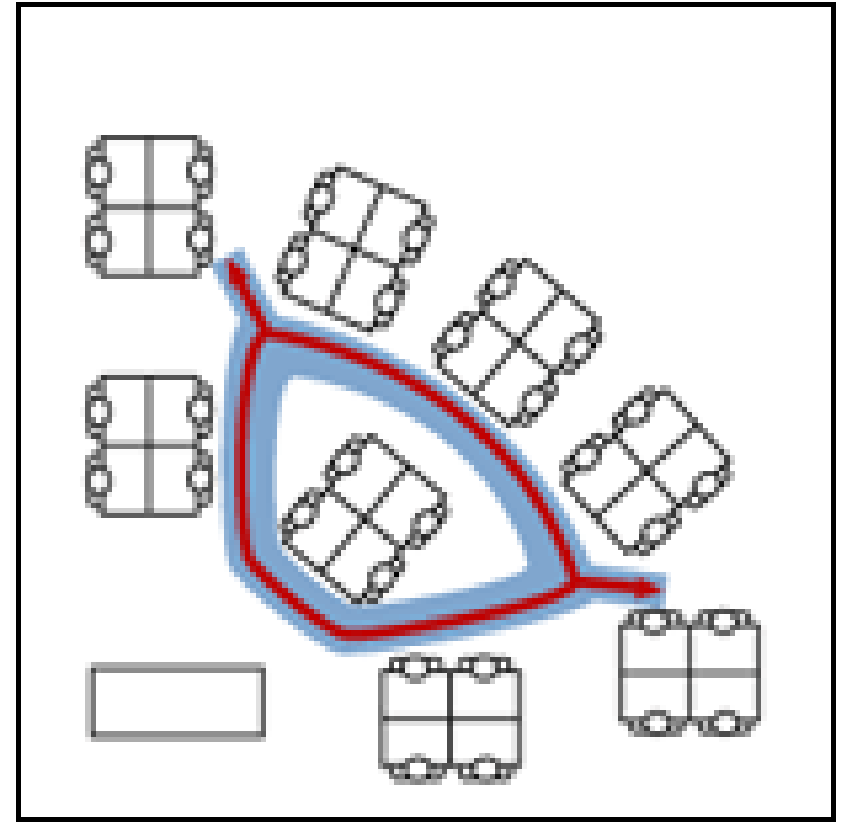
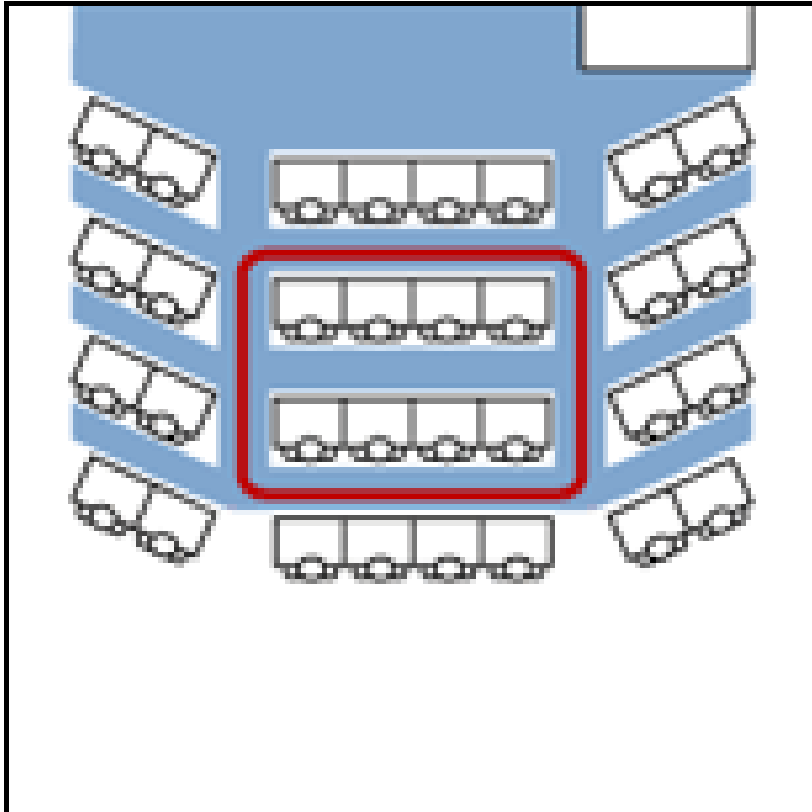


# Where do problems happen?

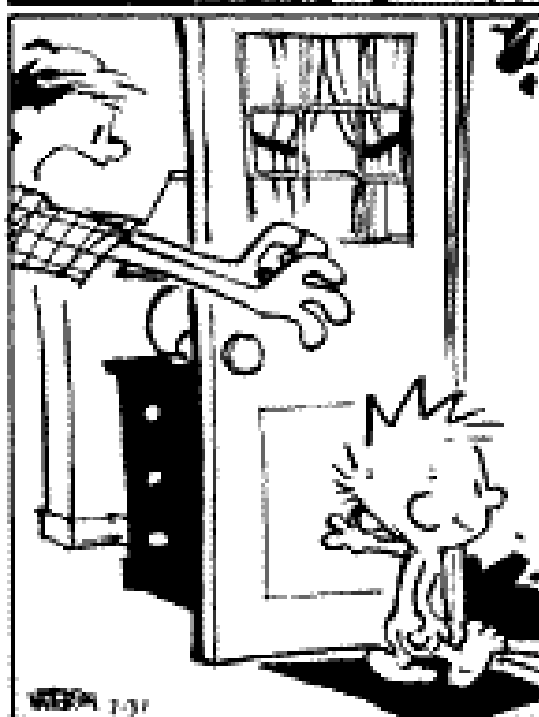
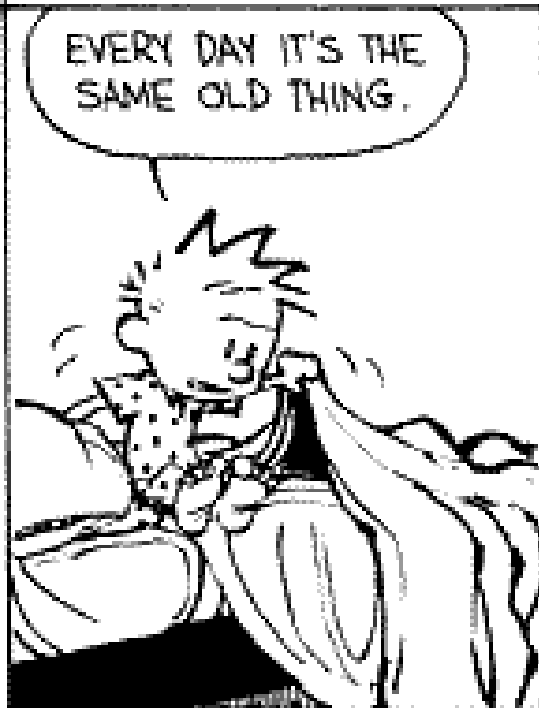




Don't just have  
space



Work the room!



*Discipline  
precedes  
instruction*

Develop  
Routines

A photograph of a classroom filled with rows of red chairs and wooden desks. The chairs are bright red with black metal frames, and the desks are made of light-colored wood. The room is empty, and the perspective is from the front of the room looking back.

# Entering the Room

- ✓ Decide how you want students to enter your classroom.
- ✓ Greet them and put them to work: stand in doorway, give them something to do.
- ✓ Your room is different than the hallway, where socializing is fine.

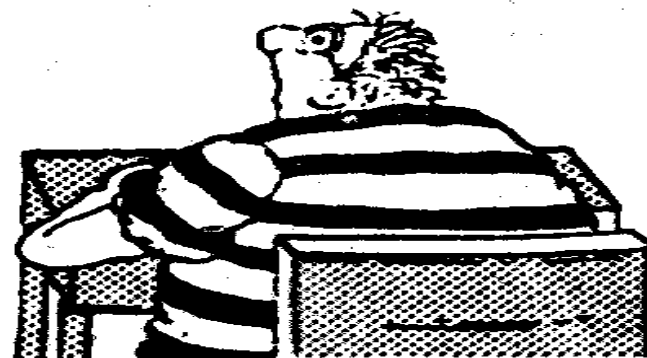
# Practice

- ❖ Pick 3-4 of the routines/procedures on the handout (or invent some that aren't there).
- ❖ Discuss with someone why those are the most vital for your students to really know.
- ❖ Commit to practicing at least one of them in your class starting next week—how will you do it?
- ❖ Can it blend with your lesson?



# RULES

- NO TALKING • NO SMILING • NO WEARING WEIRD CLOTHES
- NO RUNNING • NO EATING • NO DUMB QUESTIONS
- NO KICKING • NO SWEATING • NO COMING IN LATE
- NO BITING • NO SWEARING • NO COMING IN EARLY
- NO LAUGHING • NO BURPING • NO LOOKING AT THE CLOCK
- NO TICKLING • NO SNEEZING • NO LOOKING OUT THE WINDOW
- NO HOWLING • NO COUGHING • NO SMART-ALECKY REMARKS
- NO SLEEPING • NO DRIZZLING • NO MAKING STUPID FACES
- NO TALKING • NO SCREAMING • NO CRYING DURING TESTS
- NO GIGGLING • NO GOOFY HAIRSTYLES



*McFadden* 9-7

*Mrs. Mutner liked to go over a few of her rules on the first day of school.*



Time for a  
poll!

Get out your cell  
phones!

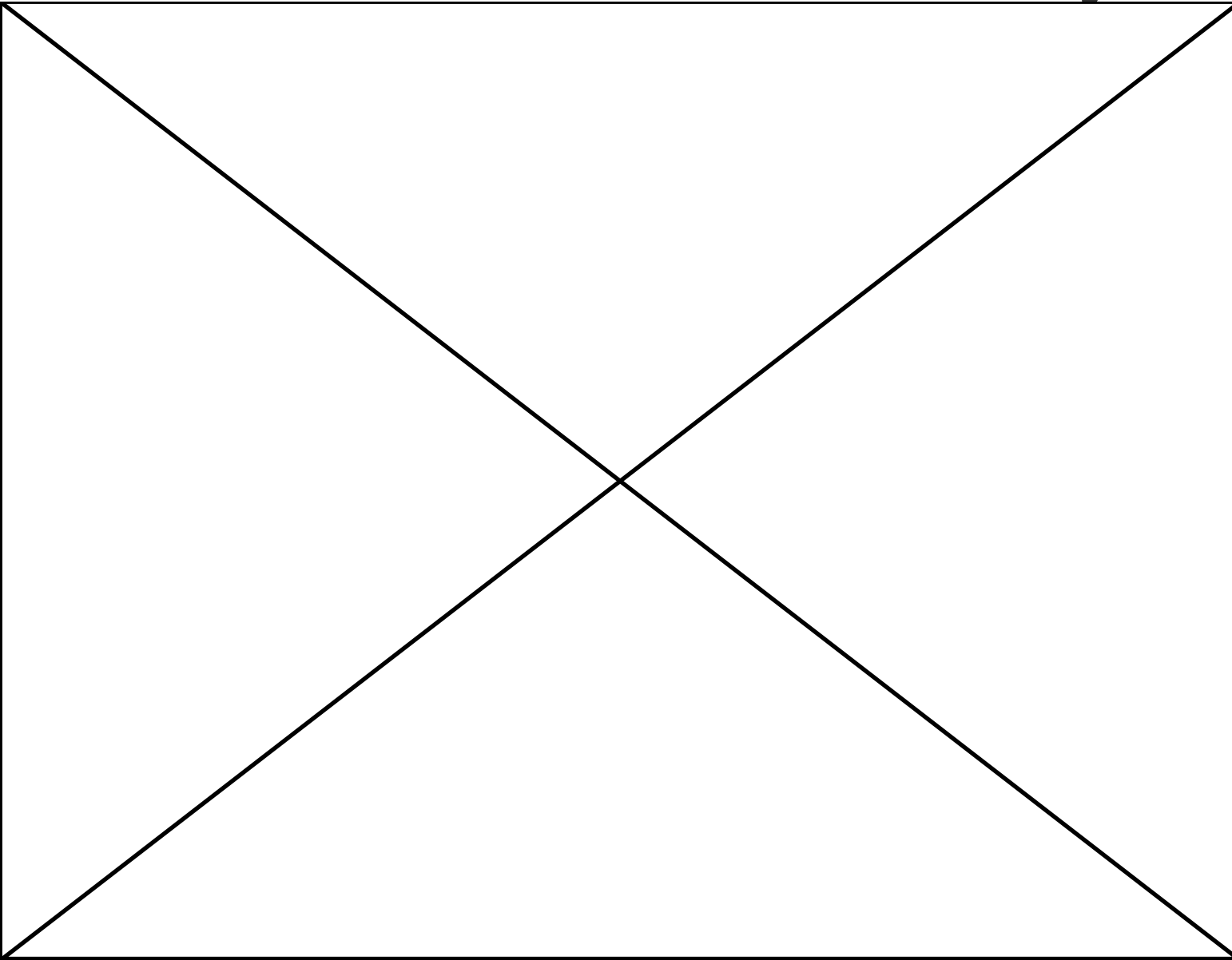
# Consistency



How consistent are you in enforcing your standards in class?



# How consistent are you?




[www.poll4.com](http://www.poll4.com)





Operant  
Conditioning/  
Extinction

Persistency  
Training?

A photograph of a teacher and a young student working together at a desk. The teacher, a woman with dark hair, is leaning over the desk, wearing a white sweater with a black patterned collar. She is holding a pair of yellow-handled scissors and cutting a piece of paper. The student, a young girl with blonde hair, is sitting at the desk, looking up at the teacher. She is wearing a blue shirt with a colorful pattern. The background is a plain white wall.

What does this  
mean in the  
classroom?

When do you drop everything  
to deal with problems?

A blurred background image of a classroom. In the foreground, the backs of two students' heads are visible as they sit at their desks. The student on the left has long blonde hair and is wearing a purple shirt. The student on the right has long brown hair. In the background, a teacher and other students are visible but out of focus.

From the  
students'  
perspective:

**“In this classroom, is discipline  
management on the *front* burner or is  
discipline management on  
the *back* burner?”**

# The dilemma

How big is the disruption?

How important is the assignment?





# Uh-oh



What to do for problems when they happen.  
And they will.

# Lead by Example



**Stop YELLING!!!!**

If you lose control of  
yourself, how can you  
control a class?

# Lizard Brain

Survival Mode



# Banish the Lizard Brain

1. "Why Questions"
2. The word "YOU"
3. The words "NO" and "DON'T"
4. Lecturing/Nagging/Berating



**"Why did  
you do  
that?!?"**

# Banish “YOU”

"You weren't listening. You're going to fail."

"I want my students to listen closely so that they can learn important things that will help them succeed in life."

"If you use that language again, you're losing recess."

"I need to hear only appropriate words for the rest of the period. That way recess will still be on the schedule."

"You're a rude little bugger."

"I feel bad when my students speak in a mean way. Please tell me what you want in a polite way...that's the only way you'll ever get it. (knowing smile here)"

Chances of getting compliance and cooperation increase. The wording can initially be a bit cumbersome, but becomes easier with practice. Let's all give a conscious effort toward improving our verbal directions to kids.

# Practice

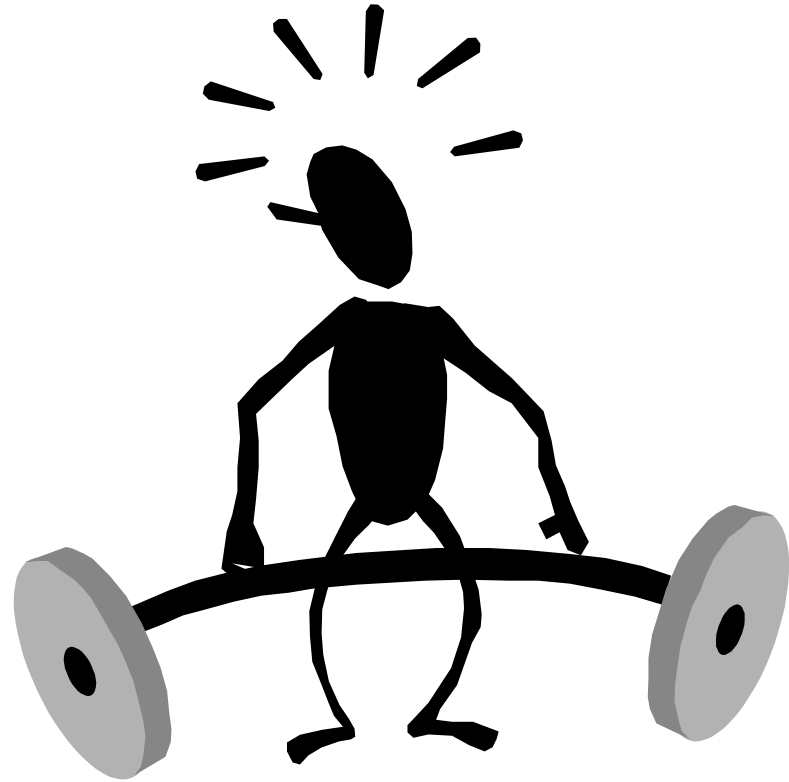
A group of young soccer players in blue jerseys are huddled together on a grass field. Their hands are stacked in the center, and they are looking down at the hands. The background is a green grass field.

Banishing “YOU”.

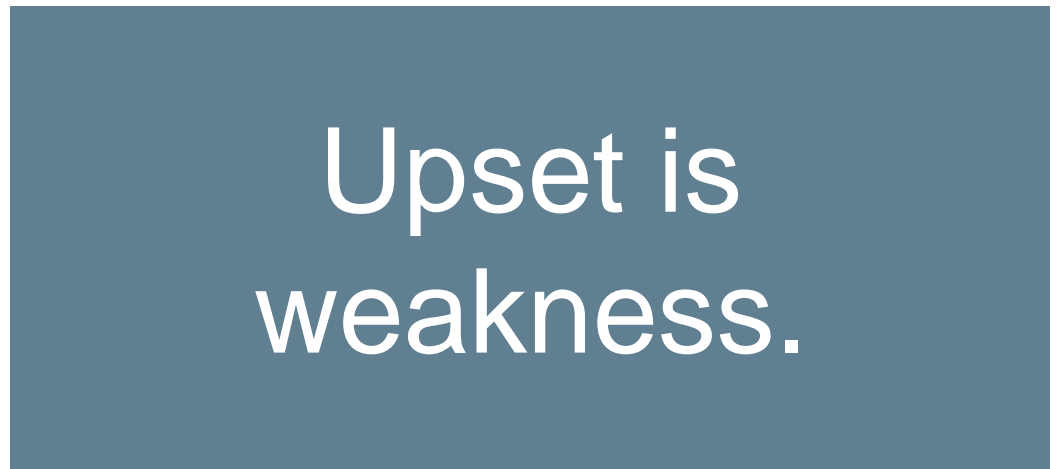
What could we say instead?

(Work with a partner or 2)

Calm is  
strength.



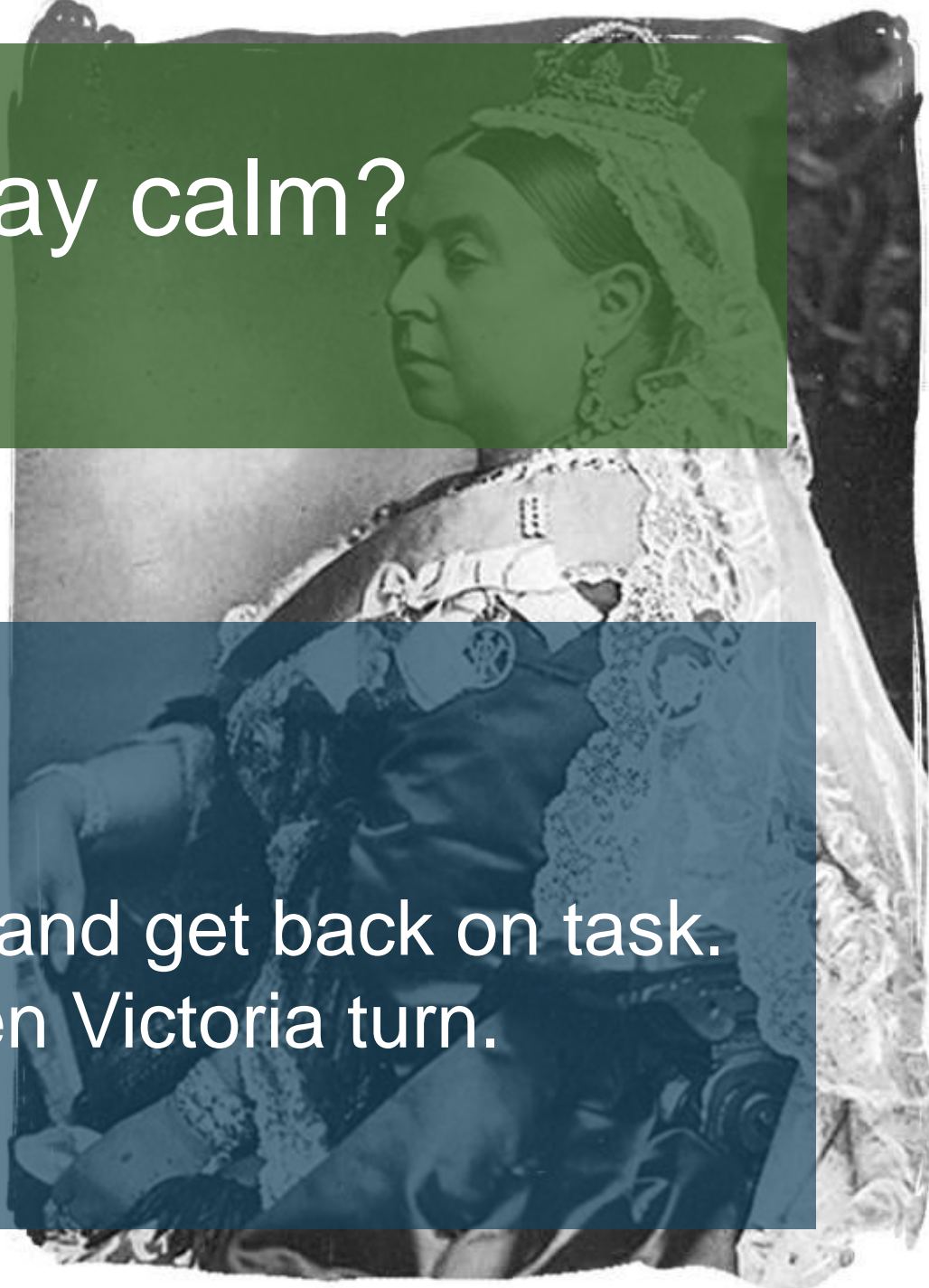
Upset is  
weakness.





# How do you stay calm?

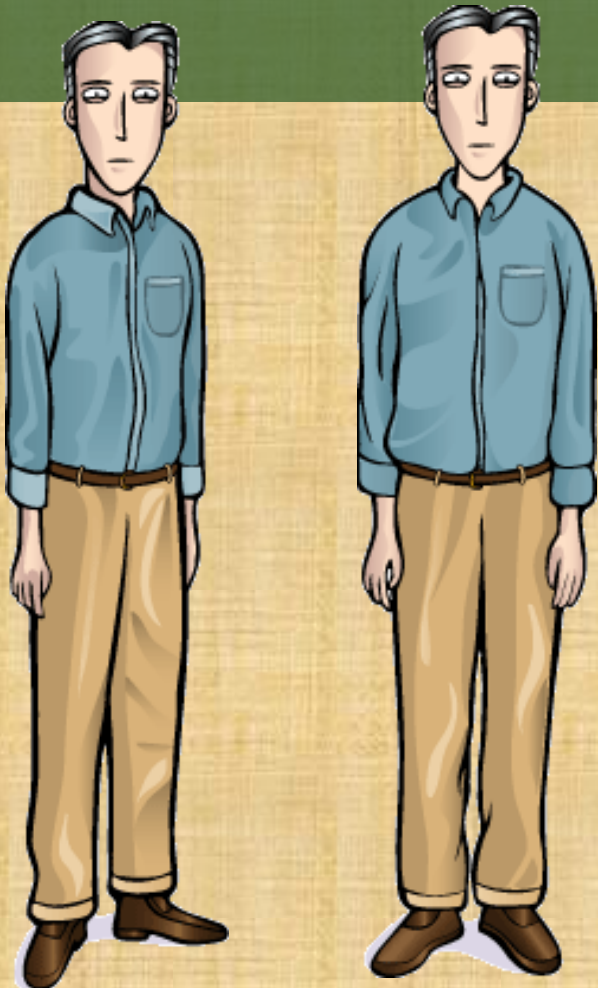
- ✓ BREATHE
- ✓ Calm the student and get back on task.
- ✓ Practice the Queen Victoria turn.



# Move Slowly

When you stand and turn slowly, imagine that you are Queen Victoria turning in regal fashion toward an offending subject. The lack of expression in your face says, "We are not amused."

# Commit fully



Which of these two looks  
100% committed to dealing  
with the issue at hand?

# The Regal Turn, aka The “Queen Victoria”



Turn from the top down in four parts:

- 1) head
- 2) shoulders
- 3) waist
- 4) feet.

Point Your Toes & Make Eye Contact  
Relax Your Hands, Shoulders, Jaw  
Breathe!



# Practice

A group of young soccer players in blue jerseys are huddled together on a grass field. The players are looking down at something in the center of the huddle. The background is a green grass field.

Help the back of your chair with  
some homework...then catch me  
screwing around.

I want you to scare me!!

# What if they don't notice?

Hands down, in pockets, behind back, Relax jaw.

Watch the body not the ball.

No silly talk (obvious stuff)

Breathe 2x, move in.

Say name flatly if you're not seen.

Walk up to desk.

Lean in & gesture (visual prompt)

Specific verbal prompt

Wait for real work. (eye prompt)

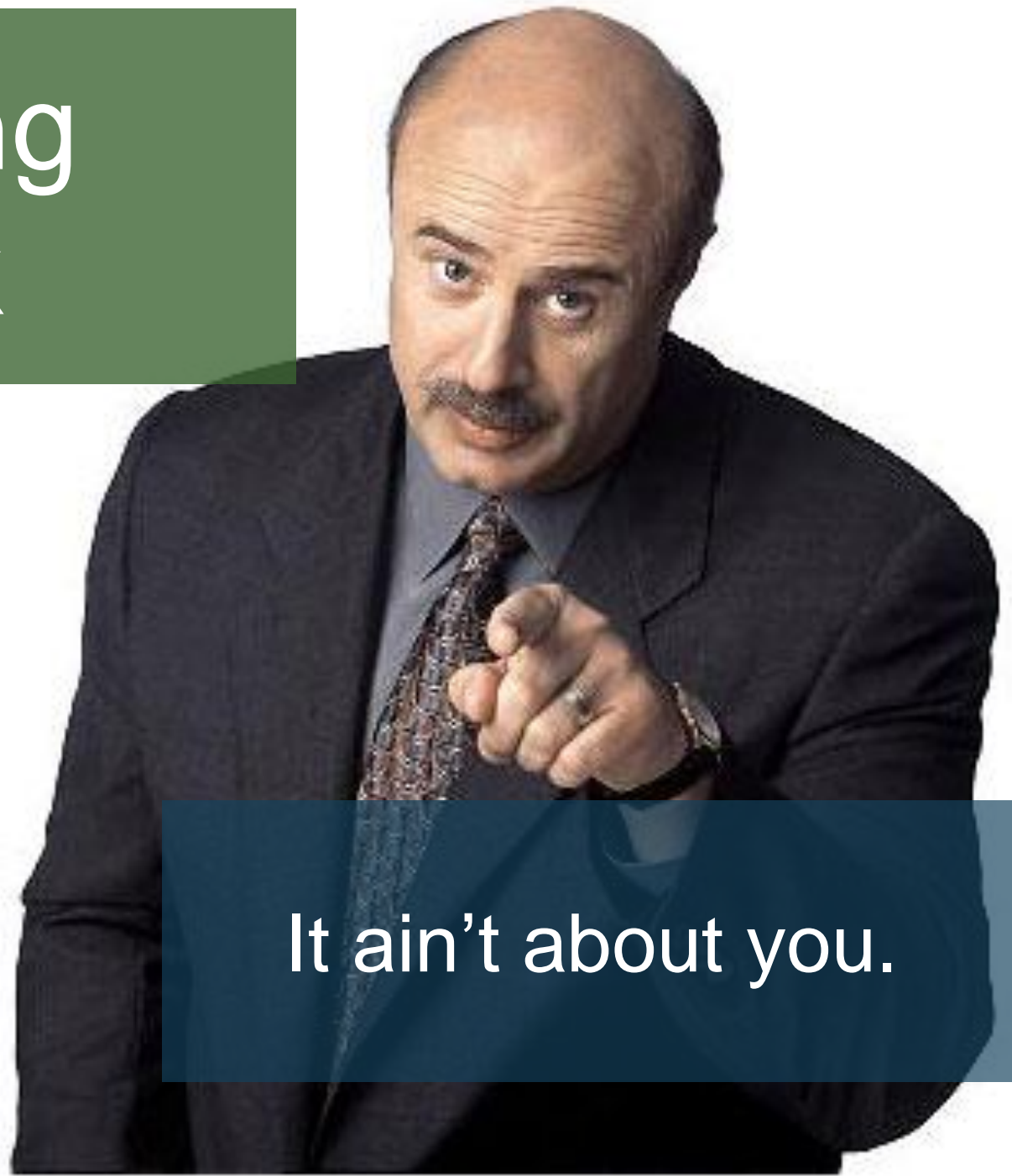
Move to see work

Thank the student, but wait.

Move to other student(s).

Walk away & before moving on, face for a moment.

# Banishing Backtalk



It ain't about you.

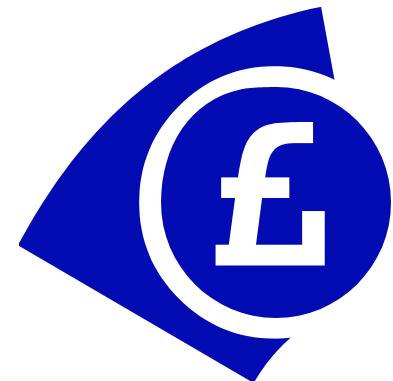




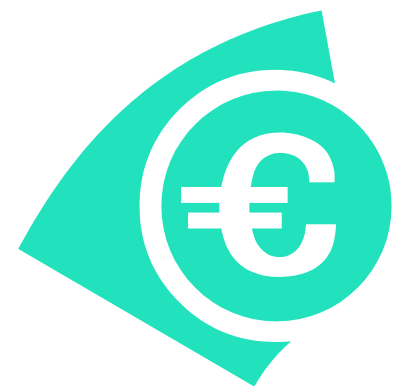
It takes one  
fool to backtalk.

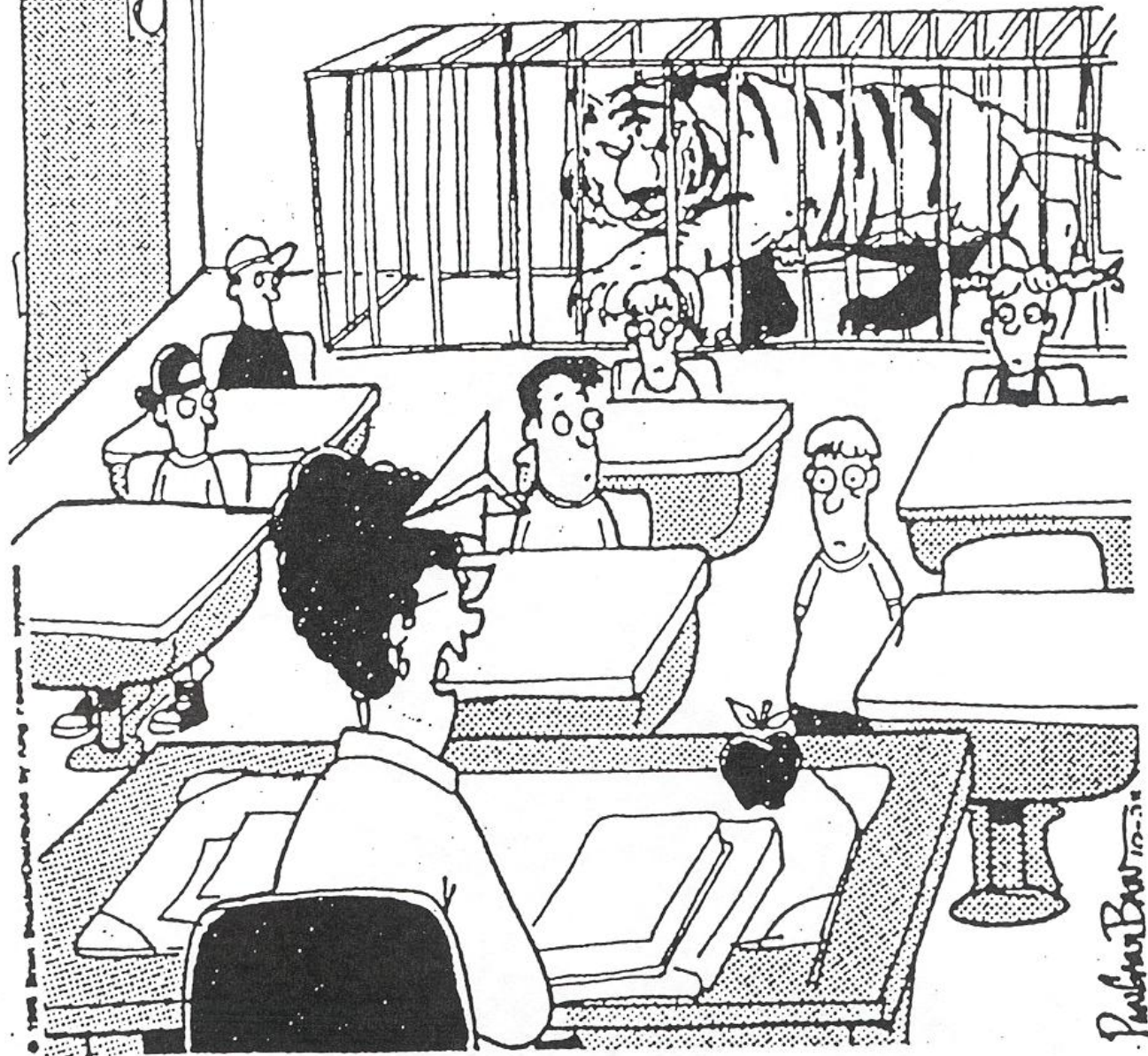
It takes two to make it  
a conversation.





Find the currency





"Well, Timmy, it looks like you've just earned yourself 10 minutes in the cage with Mr. Whiskers."



# Practice

A group of young boys in blue soccer uniforms are huddled together on a grassy field. The image is used as a background for the text overlay.

Consequences:

What will you do with kids who talk back?

With kids who won't put their phones away?

Kids who use inappropriate language?



# The art of Delayed Consequences

This is going to hurt you  
more than it will hurt  
me...





# Specific Issues and Concerns

Yeah, but what do I do  
about...

# Bathroom Passes

Kids love to escape—and  
need to move!



# Participation

A photograph of a group of children in a classroom. In the foreground, a young girl with brown hair and a small silver hair clip is looking up and to the left, with her right hand raised. Behind her, a boy wearing a colorful rainbow beanie and a green jacket is also looking in the same direction. To his right, a girl with glasses and a brown jacket is looking forward. In the background, other children are visible, some sitting and some standing. A pink backpack is on the floor in the lower left. A large black fan is visible in the upper right. The overall scene suggests an active classroom environment.

For intrinsic motivation,  
they have to love  
themselves.



A meerkat is standing on its hind legs in a sandy, arid environment. It is looking back over its left shoulder towards the camera. The background is a plain, light-colored wall. The ground is sandy with some small holes and a few dark rocks.

# Getting their attention

When it's time to transition from one activity to another.



- ◎ If we overpower students, what have we taught them?
- ◎ When possible, we should seek cooperation in our classroom.
- ◎ Always emphasize and express:
  - mutual respect
  - recognition of the inherent dignity of others
  - courtesy
  - maintenance of the honor of others
  - belief in the student's ability to improve

# Shameless Self Promotion

- ⦿ Nov. 29 Webinar
- ⦿ Jan 7 Workshop\*
  - Special Pricing until Friday 11/11 for WAFLT attendees. E-mail or see me to register
- ⦿ CSCTFL Thursday Workshop
- ⦿ CSCTFL Friday session

# Contact Information

Kelly Ferguson

[Kelly@compellinginstruction.com](mailto:Kelly@compellinginstruction.com)

[www.compellinginstruction.com](http://www.compellinginstruction.com)





# Give information rather than yell

## Have empathy for the kids

- "Kelvin, records (CDs) warp if they're near heat."
- "David, paste dries up unless the cover is put back on the jar."
- "Cindy, glue dries up unless the cover is put back on the bottle."
  
- READ the two variations of teacher statements below, noting how the second utterance is a much nicer way to gain compliance. Which one would you like to hear if you were a student?
- 1a. "No, you can't paint without an apron."  
1b. "I know you feel uncomfortable in an apron, but it keeps paint from ruining your nice clothes."
- 2a. "Don't touch that!"  
2b. "I'm glad you noticed my new plant. Plants are for looking at. Touching the leaves can hurt them."
  
- YOUR TURN (**Devise an informational statement**):
- What might we say if a pupil jokingly hits another with a ruler?
- A student is caught drawing on his/her desk...what now?
- How might we respond if we spot a youngster bending back the covers of a book?





