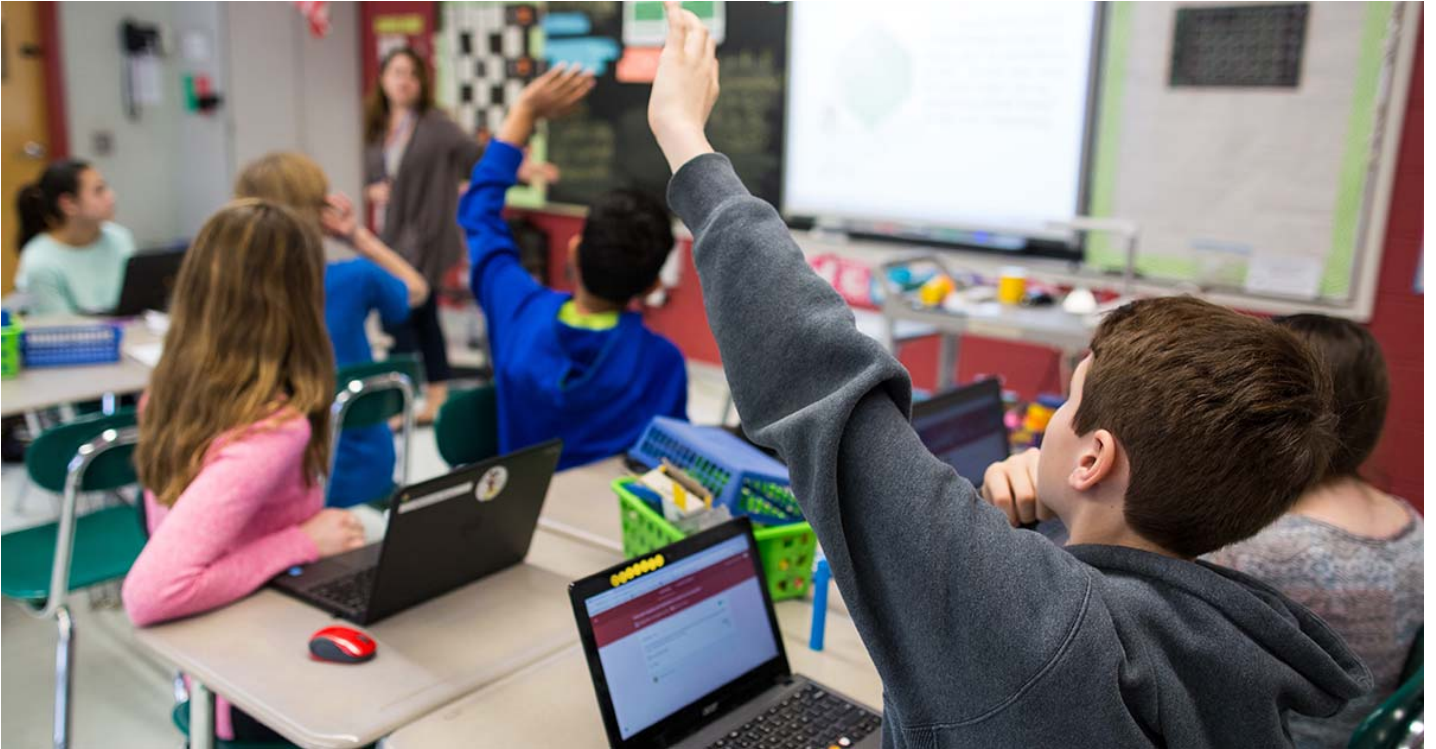


CLASSROOM MANAGEMENT STRATEGIES



Effective classroom management plays a key role in fulfilling our mission of creating a fun, hands-on classroom environment; an extra-curricular program kids go to sleep and wake up talking about. We aim to providing the ultimate classroom experience for our students and a fulfilling work environment for instructors

This classroom management training serves as a toolbox for instructors to better manage students in the classrooms and eventually develop their own individual strategies. The strategies outlined in the following pages were developed by Rob Plevin, a teacher who struggled at the start of his teaching career to manage student behaviour. He went from yelling at his students yet still not being able to control the class to building good bonds with some of the most troublesome students in his classes

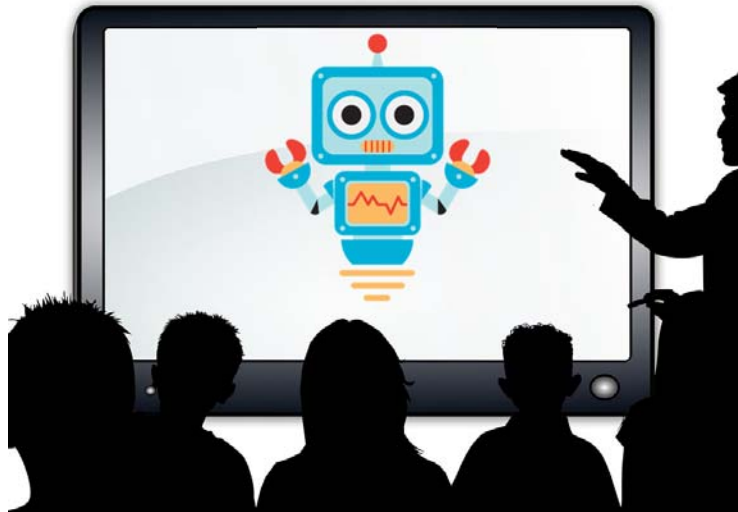
This series of classroom management strategies by Rob Plevin was first referred to Exceed Robotics by two elementary school teachers and they have been tried and proven effective in our robotics club

To complete this training:

- ❖ **Read summaries and examples**
- ❖ **Watch the videos in each section**
- ❖ **Complete the quiz at the end**

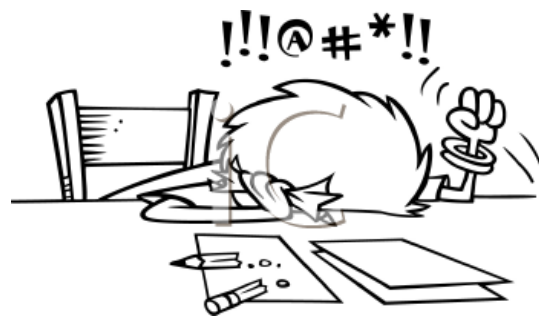
STUDENT ENGAGEMENT

Students who remain engaged and motivated are significantly less likely to disrupt the class and contribute to a positive learning environment. Thus the first step to better manage your classroom is to ensure students are engaged.



Why do Students Lose Engagement and Motivation?

1. FRUSTRATION with Classroom Material



- Will result when material is too difficult, boring, not explained in a way students are able to understand
- Student behaviour will change – distracting class, switch off completely, talking, laughing, crying...anything but working on the assigned task
- If we ensure lessons are engaging and appealing, there will be less need to focus on behaviour

2. OTHER (PERSONAL) REASONS



- There may be students who have made up their minds before the lesson starts that they will not participate or engage in the lesson.
- We must change from negativity to positivity prior to the start of each lesson

STRATEGIES FOR STUDENT ENGAGEMENT

1. Giving Students the Sense of Achievement

- Deep, long-lasting happiness rather than short term pleasure has to come from overcoming a challenge, working your way through obstacles
- Need strategies to give students the light bulb moment, the sense of achievement
- If lessons are too difficult, students get frustrated. If they are too easy, they get bored



2. Giving Students Recognition and Praise

- When students reach the breaking point, they will not care about threats or punishments you say you will give. This is an ineffective strategy
- It is more effective to use PRAISE for positive reinforcement
- Praise is most effective when it hits the emotional button



USE OF PRAISE

as part of an Effective Classroom Management Strategy

Watch the video <https://www.youtube.com/watch?v=joKN1BZyqXo>

Praise is an effective way to engage students into their course material. To make praise really work for you, keep the following points in mind:

1. Be Genuine

- Praise needs to be genuine, it comes from the heart and reaches the heart. Kids are very quick to spot someone who is just trying to manipulate them with positive comments.

2. One to One Feedback

- Some kids don't appreciate the spotlight. One to one praise works best, where eye contact is key.

3. Use their Name

- We always respond best to people who use our name, it is the sweetest sound to our ears

4. Reward Their Effort

- Encourage students along the way, the end goal from their perspective might be too far away

5. Avoid Personal Judgements

- If it's a teacher they don't respect, saying "I think you've done very well" is not going to work.
- Praise what they have achieved, "you've done really well" which is easier for them to accept

6. Avoid Over-the-Top Praise for Routine Achievements

- Will have the effect of rubbing the wrong way

7. Make it Descriptive

- "Well done today, it's great to see you remembered to bring a pen"

"What a great group!"

"John, I'm so pleased you've settled right down, I see you've logged in already, looks like you're ready to start working. Thank you very much. We're waiting for a few more students to start the slides."

STUDENT MISBEHAVIOUR

Core Facts Every Teacher Must Know to Reduce Student Misbehavior

Caring is Key

- Ask yourself what made your most liked teachers most memorable?
- Over 70% of all students surveyed said their most memorable teachers weren't necessarily the ones that taught them the most, but rather the ones that cared the most for them. Made them feel welcomed. Made them feel like they mattered. Ones that showed them respect.

Behaviour Must be Taught

- Why don't we teach the student behaviour just like we teach them to read when they don't know how to read?
- When done correctly, this proactive measure can reduce misbehaviour by as much as 90%

Behaviour Can be Changed

- In the past 5 years, more has been learned of the brain and how it functions than all prior years combined
- Before, behaviourists thought a child's personality was set by the age of 5. This meant there was little a teacher could do to change the student after this age.
- We must do everything we can to

Conflict is Inevitable - It's How the Conflict is Diffused that is Important

- Conflict is an essential and healthy part of growing up. On the other hand, combat is optional.
- Until the age of 25, the part of the brain responsible for thinking before you act is not fully developed
- Key is how well will you respond to conflict
- Punishment, all by itself is unlikely to produce a change in student behaviour

Good Discipline is Timely

- You cannot nor should you address every off-task behaviour

Physical Environment

- Classroom design can have a 25% impact, positive or negative, on a student's progress over the course of an academic year
- Themed decorations, bright colours, props, class cleanliness correlate with student behaviour

STEPS TO MANAGE BEHAVIOUR

STEP #1 - Take Control Before Students Enter the Classroom



Watch the video <https://youtu.be/H-aVzqlh0zg>

To change the state of students outside the classroom to your terms, pro-actively stopping students from entering your classroom on their terms.

- **Instructors invite students waiting in the lobby towards the classroom.** Students who enter the classroom without invitation should be asked to go back outside
- **Start with Non-Confrontational Statements, using Positive Reinforcement**
 - Confrontational statements focus on things that are going wrong. They accuse students, for example “you two, stop talking.” This reinforces that bad behaviour and sets a very negative tone
 - Non-confrontational statements reminds students what they are doing right

“What a great group!”

“John, I’m so pleased you’ve settled right down, I see you’ve logged in already, looks like you’re ready to start working. Thank you very much. We’re waiting for a few more students to start the slides.”

- **Informal Chit Chat**

Teachers who are comfortable chatting with students outside the classroom tend to get much more respect and tend to find students to respond more positively to them



- ❖ helps to read up on kid culture, become familiar with TV shows they watch,, the trends they are into. This helps teachers to get on the same wavelength as the kids.
- ❖ could address groups of students and move around from group to group

“Did anyone see the new Tesla roadster?”

“Did you guys have an awesome or not so awesome week this week?”

Using non-confrontational statements and a little bit of chit chat will see very quickly students settling down to a more manageable frame of mind and start listening to your instructions to start work with minimal fuss

TIP: do not allow students to enter classroom without your invitation. Ask students to wait outside if the previous class is not over.

STEP #2 - Give Clear Instruction for Entering Your Classroom



Watch the video <https://youtu.be/ZHU-pdOld3I>

- Give crystal clear instructions on what you expect the students to do as soon as they enter the classroom
- Let the first group of students into your classroom
- Assign a settling activity.
- Assign seating. Ask students who might give more problems closer to the front of the classroom and away from each other
- Repeat instructions to second group, give attention and additional support as required

[first group]

“Logan, Alexis, Joseph. Thank you for lining up quietly, you may go on inside and log into your computers, then take a look at the review trivia questions up on the screen from last week’s lesson. Please don’t let me down, you have already shown me you can follow instructions, I will be in the classroom in a few moments and I’ll be just outside so I can keep an eye on you. I really thank you for your behaviour, you can go in”

[second group]

“Ryan, David, Carrie. I will be letting you into the classroom in a moment but I am concerned because this group has not been progressing as it should be. I don’t know if the problem is with me or the work but I am concerned because I get paid to make sure you succeed and this is not happening. I really want you all to do well. I am going to give you an opportunity to ask me for help by sitting close to me at the front. Do we all agree we want to do better this class?”

Please log into your computers then take a look at the review trivia questions up on the screen from last week’s lesson. If there is any misbehaviour, I will have to bring you back out. I really thank you for your behaviour, go on in”

STEP #3 - Getting Students’ Attention



Watch the video https://youtu.be/M_jQ8100yzM

a. Routine

- ❖ When you put your hand up, students put their hands up and stop talking
- ❖ Assign “shushers” in the group that will shush the class when you give them the signal
- ❖ Works best when assigning the most disruptive students for this role to fulfill their need of empowerment

b. Visual Reminder

- ❖ Green, yellow, red cards that you will hold up to communicate different noise levels in the classroom. When the red card is up, they have 30 seconds to stop talking.

c. Countdown

- ❖ Start countdown, give praise to students doing what you ask in between each number

d. Noise Makers

- ❖ Use of a noise maker such as a funny horn or clapping

e. The Unexpected

- ❖ Setup the classroom or equipment differently, or have a prop setup. This will attract the attention of students and you will say I will explain as soon as everyone is quiet. Guaranteed to get the attention of any group

Noisy classroom, a couple of students won't listen during your presentation

[instructor puts hands on top of her head]

"David, please start the countdown"

[David, the dominant noise maker, starts the countdown 10-9-8...and the class is now quiet]

STEP #4 – Use of Consequences



Watch the video <https://youtu.be/Jn9jcZilc7w>

Let's assume you have applied all the preventive strategies in confident classroom management as well as behaviour changing strategies but nothing works. This is where consequences come into play. Consequences, when done right, put an end to the backward and forward power struggles with students

- a. Consequences **give disruptive students a choice in outcome**
- b. By giving them a choice, we **give them responsibility and accountability**. They start thinking about their behaviour and the consequences
- c. The effectiveness of using consequences **depends entirely on how they are used**
 - A weak teacher is fearful or reluctant to give students an ultimatum. Students get many second, third, fourth chances and gives control to the students
 - A punitive teacher generates hostility, you hear a lot of shouting and over-the-top consequences. Students ultimately start to resent these types of teachers
 - **Consequences if used correctly are a fantastic opportunity to bond with students and gain respect**

Key Elements of Consequences

For non-violent, non-vandalistic, low-level behaviour such as constant talking, we must effectively use consequences, keeping in mind:

a. Issue Warning

- Gives opportunity to students to make a choice, the vital time they take responsibility
- If it is high level behaviour such as violence or vandalism, skip and go straight to consequence

b. Consequences should be STEPPED

- Means a hierarchy of consequences with somewhere else to go next
- It does not work well when you immediately yell, kick out student out of classroom
- Start with something small then gradually increase in degree of consequence

c. Consequences need to be a LOGICAL FOLLOW UP

- If they are wasting YOUR TIME talking all the time, take away THEIR TIME by asking them to stay late
- The logical follow up for two students messing around in the back would be to separate them
- When you don't pay your electric bill, your electricity gets cut off. They don't cut off your gas or take your television away.

d. Consequences should be delivered WITH CARE

- Being respectful, deliver without losing your temper
- Let the consequence do the work for you

VIDEO EXAMPLE - TWO STUDENTS PLAYING AROUND IN CLASS

[Calm and Clear Warning] “Johnny, I said no talking. Now listen, you can carry on sitting in the back with Brian if you want to, that’s fine, I don’t have a problem with that, but you need to do so without talking. If you keep talking, you’re going to have to move to the front and continue working on your own at the front desk

[Adjustment (ACTION)] “Johnny, I said no talking, you’ve ignored me. Pick up your book, move to the front desk please. You work there for ten minutes and if you can manage ten minutes without turning around, without disrupting anyone else, I will let you move back next to Brian. I am going to start a little timer so you can see how long you have left. Away you go.”

[Loss of Time] “Johnny, I asked you to move to the front desk. Now listen, I’m here working with Paul and will continue to do so for the next couple of minutes*. When I finish with Paul, if you still haven’t moved in the next two minutes, then you will be choosing to spend fifteen minutes of your time after class with me, cleaning up the classroom. Is that what you want to happen, it’s your choice.”

**Note that it is important that you don’t stand over him to move immediately, rather give him another couple of minutes to think and give not to back him into a corner*

STEPPED CONSEQUENCES FOR STUDENT MISBEHAVIOUR

LEVEL 0: Prevent Misbehaviour

- The most effective strategy to correct misbehaviour is to prevent it
- Employ **Classroom Management Strategies steps 1,2,3** per training material
- Use praise to influence behaviour
- Periodically review class rules

LEVEL I: Stop and Address the Class

- Explain everyone is here to learn robotics and every student needs to complete their daily challenges so instructors are able to move them onto the next term
- Obtain buy in from students
- Review class rules

[employing an attention grabbing technique - raising hands & start countdown]

“Class, please stop what you are doing and look up for a minute. I know you are all excited to learn robotics but I need you to all work on your projects instead of fooling around with the field cubes. I need to report whether or not each and every one of you is able to move onto the next term or needs to repeat this term. So...please focus on completing your own projects so everyone in the class moves onto the next term together. Do we all want to pass this course?”

LEVEL II: Issue Warning and Follow Through

a) Issue a Warning

- **One warning only, move to the Follow Through immediately afterwards**
- Gives opportunity to students to make a choice, the vital time they take responsibility
- The delivered consequence should be a Logical Follow Up
 - If they are goofing around together, rearrange their seats to have them sit far apart
 - i.e. if wasting the time of the class, take away their time by asking them to stay late
- Deliver calmly, let the consequence do the work for you

“David, I don’t have a problem with you sitting next to Ryan but I need you to stop talking and focus on programming your robot to pick up and place the cube in the correct spot. If you decide to keep talking to Ryan, I will ask you to move to the front of the class for the remainder of this class.

b) Follow Through

- Jump to this step immediately after your warning is ignored
- Again, base your action on a Logical Follow Up
 - If they are wasting the time of the class, take away their time by asking them to stay late and take away their time
- Start with small increments of time, increasing when required

“David, I said no talking, you have ignored me. Please move to the front desk now. You will work there for the remainder of the class and if you can manage to do this without turning around, without disrupting anyone else, I will let you move back sitting next to Ryan starting next class. Away you go.”

LEVEL III: Outside Classroom Discussion

Ask student(s) to leave the classroom and...

- a. CHECK AWARENESS - ask student if he knows why he/she is outside
- b. CHECK EXPECTATION - ask if he/she knows what he should be doing instead
- c. COMMUNICATE CONSEQUENCE - communicate that they are in danger of repeating this term or switching classes and the next time you need to speak will be in front of his/her parents
- d. OBTAIN COMMITMENT – get student to buy-in

[check awareness]

“Ryan, do you know why I called you outside?”

[check expectation]

*I had to stop teaching the class and talk to you outside because you are disturbing others and not making any progress on your own project. **What should you be doing instead?***

[communicate consequence]

You are in danger of repeating this course. If you cannot focus on completing your project, the next time we have this conversation, we will be speaking to you in front of your parents about switching your class or repeating this term

[use praise, obtain commitment]

I think you’re a smart kid, help me help you avoid this situation and move to the next term with the other students in this class. Do we have a deal?

LEVEL IV: Discussion with Parents
[Lead/Office Manager]

- Ask lead/manager to contact and conduct the discussion in front of the parents
- **A discussion with parents near the middle of the term**
- Level IV consequences are permanent actions, such as switching classes or repeating the term

[Office Manager]

*“Mrs. Smith, thank you for joining us. **Ryan’s instructor expressed a serious concern with Ryan’s progress in his class.** The instructor spoke to Ryan outside the classroom last week about this same issue and unfortunately **Ryan has not kept his commitment.** Ryan, please tell us why we are here and what you did today.*

[Ryan admits to throwing cubes at other students and not working on his project...again]

*Your instructor thinks you are really smart but **you rather be the class clown and distract others rather than complete your work.** We will not be able to allow you to move onto the next term so this is becoming a waste of your time, our time and your parent’s time and money. They work hard to send you here. So...**you have a choice to make – continue being the class clown and repeat this course/switch class/etc.***

*I will be keeping an eye on you for the remainder of this term. If I receive another concern from your instructor, **we will switch your class immediately.***

Keep it short and clear

LEVEL V: Final Consequence
[Lead/Manager and Director of Administration]

- If all fails, the lead or manager needs to bring the issue up to the Director of Administration
- The final consequence must be approved by the Director of Administration
- Level V consequences include taking a break from the program, expulsion, etc.

Examples of Stepped Consequences

Level I “Addressing the Class”

- a) move student to the front of the class, away from friend(s)
- b) five minute time out outside of classroom

Level II “Issue Warning and Follow Through”

- a) move student to the front of the class, away from friend(s)
- b) five minute time out outside of classroom
- c) move student to workshop or other class with a different age group
 - coordinate with other instructor/lead/manager
- d) permanently change seating arrangement

Level III “Outside Classroom Discussion”

- a) next time will be speaking with parents
- b) student in danger of repeating the current term
- c) student in danger of switching to another class

Level IV Discussion with Parents:

- a) repeating the current term
- b) switching to another class

Level V Final Consequence (requires director review):

- a) taking a two month break
- b) expulsion