

MaryJo Guilbert  
Classroom Management

1. Positive relationships
  - a. Greet the students at the door everyday. Maybe create a handshake with each student to greet him or her, so it is individualized.
  - b. I like the idea of morning meeting. I want my classroom to be a “safe place” so if they want to share something that is happening in their family I would let them. It can be how are you feeling, what is something that you are excited for; many things can be talked about. It doesn’t have to be anything long, a couple minutes each morning. It also creates relationships among their peers.
  - c. Making connections with students. If a student loves hunting, talk about hunting. If a student likes sports, talk about sports. Share things with them like articles or pictures. It helps making connections and it shows them that you really care.
  - d. One of my teachers in school would choose one person each week to eat lunch with. It would be one on one in the classroom and they just ate lunch and talked about anything. It could be about school, or it could be about life. The students really enjoyed it, and looked forward to their week. I want to bring that idea into my classroom to see if it works.
2. Prevent attention-seeking and work-avoidance behavior
  - a. I think the main thing we need to understand as teachers, is students are always going to misbehave. We have to ignore the behavior, but not the student. If you are at the carpet teacher, and a student is misbehaving send the student back to their desk. Have them set a timer for 5 minutes. When the timer goes off, invite the student to come back up to the rug and join the class. Then call on the student and make him/her feel important. Let the student share something or do a turn and talk and still let that student be involved in the lesson even though they were misbehaving.
  - b. Praise the student for doing well. For example “Thank you Johnny for pushing in your chair” or “Thank you for Anna for helping our your friend, that was very nice”. Don’t always give the student negative attention; fill that attention need up with positive comments. If you praise students enough, classmates will start to catch on and they might start praising each other.
  - c. Children need consistency. Teachers need to be consistent with all students. If I let Joe get away with everything but I am constantly on Claire for misbehaving, Claire is going to start questioning things. If one student is not allowed to do something, then don’t let any other student get away with that same behavior. The students need to know that we mean what we say.
3. Redirect misbehavior
  - a. In classroom management with Dr. Lamb, I remember talking about how to stop behaviors. The main thing that we talked about is to not stop teaching while trying to redirect the student. An example of how to stop a

behavior is to move closer to the student, and if that doesn't work walk over and tap their desk. I have seen that done a lot in my practicums, and it is effective, but also ineffective for some students.

- b. Another way to stop to praise other students who are doing the right thing, the ripple effect. An example might be "Lucy thank you for sitting so nice, having you hands to yourself and eyes on me" or "Jack I really like how you are writing down the examples on the board". By stating what others are doing right, the students who aren't doing it will probably start doing it so they will get noticed too.
  - c. The last way to stop that I would use is to just simply ask the student to stop. Have a certain number of times you ask a student to stop, and then give them a consequence. The consequence can be making up the work he missed during recess, or writing a letter to apologize for disrupting the class.
4. Strategies to stop chronic misbehavior
- a. Make that student feel important. Most likely this student's life is filled with a lot of negativity. The student may stop the behavior if you build a relationship with him/her. Let the student help with things that he/she excels in. So if Beau is great at adding, let him show the class how to do a problem or two. If possible give the student a job in the classroom. Praise the student for positive behaviors.
  - b. Don't deal with the behaviors in front of the entire class. Take the student to the side, out in the hall, or in the coatroom and talk to him/her about the actions they are making. When talking to the student one on one you are building the trust and relationship, come up with solutions, and model what things should look like.
  - c. As a special education major, I think self-monitoring is a great thing for students to do. They can record their own behaviors on a list. The teacher may need to give the student cues, but also it might develop into non-verbal cues as time progresses. In my practicum I saw a self-monitoring sheet, and it really did work for the student. I think it actually made her think about the things she was doing in the classroom.
5. Teach self control
- a. My practicum teacher has a sensory bucket, and if a student needs a break because he/she is frustrated, or tired, or sad they take a sensory item and the timer and go to their desk. They set the timer usually for 7 minutes and just take a break and calm down. Once they feel ready to join the class again, we welcome them in with open arms. I love this idea and it works wonders.
  - b. Model self-control. As teachers we get frustrated with our students, but we can't always get mad at them. Model that sometimes we need to walk away and take a break, or don't talk until everyone is listening. Taking a brain break and doing deep breathing. Students at the elementary level don't have much self-control knowledge, so it is very important as a teacher to teach them. I think modeling is a great way, because some students want to be just like their teacher!

- c. Bismarck public schools do “Second Steps” and that really helps students think about self-control. Each lesson doesn’t talk about self-control, but students usually lead you into talking about self-control. It talks about how to manage your feelings and how to talk positively to others to make them feel better. I want to implement something like that into my classroom, I think it’s a great thing and students are really engaged during the lessons.
6. Respect cultural differences
- a. Students like guest speakers, and they always have tons of questions for them. I like the idea of bringing guest speakers into the classroom and talking about their culture and backgrounds. The speaker can talk about the positive different that they made to certain degree fields like doctors. If there is a student in your class with a different culture, let him/her speak about it so everyone can learn.
  - b. Bring different and diverse texts into the classroom and having class discussions about them. Read alouds are the perfect way to do this, and I love the idea!
  - c. Have global pen pals. This idea involves the reading and writing part of curriculum also. Students would love this idea, because I know I did when I was younger. When I was in 3<sup>rd</sup> grade we wrote back and forth with a student from Chad, Africa. We also sent some supplies there, and they sent us things back. It was great, and we were all engaged the entire time.