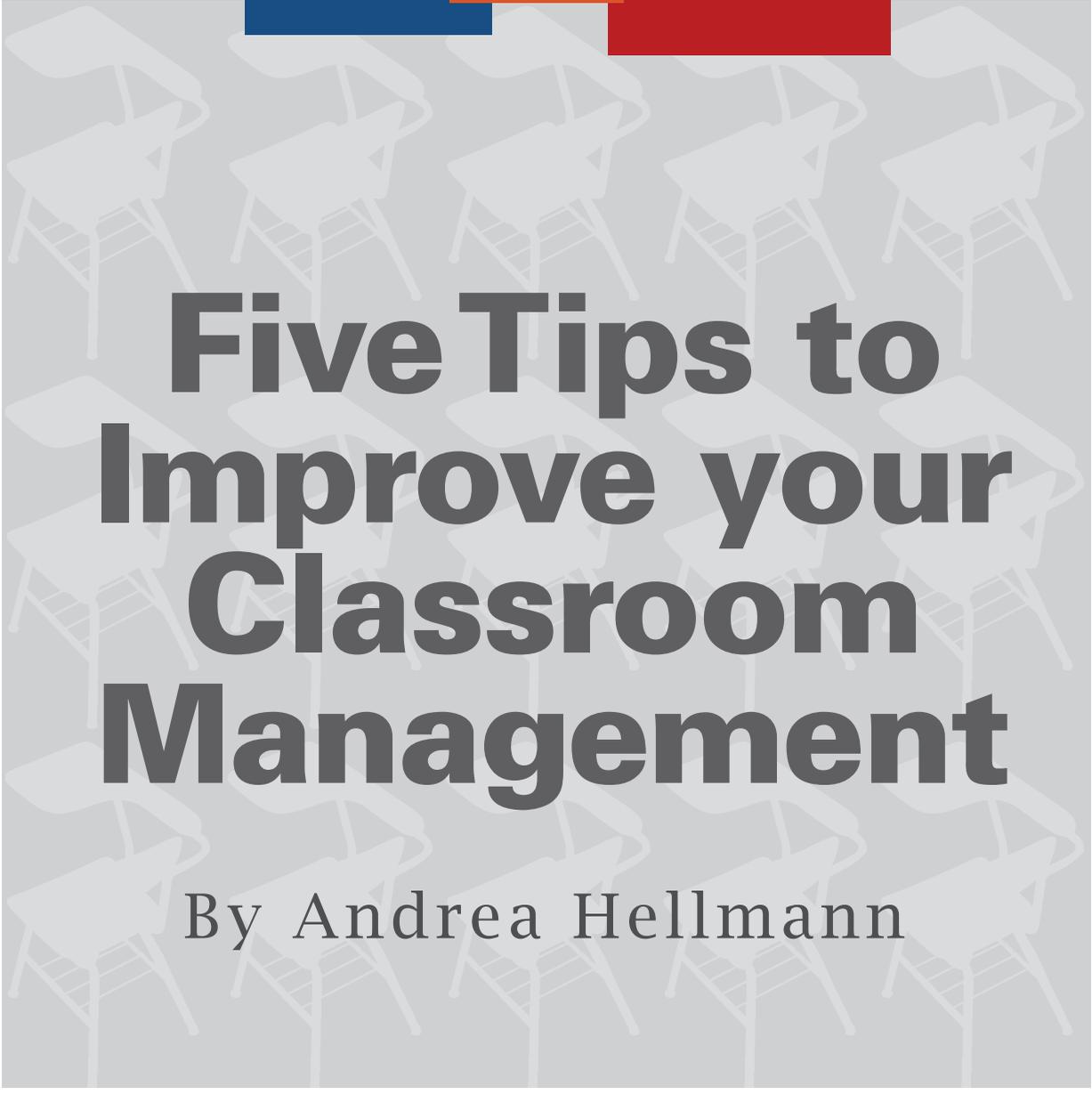


Inside the School



**Five Tips to
Improve your
Classroom
Management**

By Andrea Hellmann

Special Report

Inside the School

Inside the School Team

Bill Haight
President

Diane Trim
Editor and Content Manager

Ginny Haight
Marketing Specialist

James Pederson
Web Developer

Debra Lovelien
Art Director

David Rice
Technical Director

Mark Beyer
Customer Service

Diane Heberlein
Customer Service

Theresa Sandmire
Customer Service

Advisory Board

Amanda Barnett
Middle school teacher, S. Carolina

Heather Warren
Bilingual and Literacy Instructional
Resource teacher, Wis.

Huckle Rahr
High school teacher, Wis.

Suzanne Zentner, Ph.D.
Superintendent, Wis.

For More Special Reports Visit
www.INSIDEtheschool.com

Contact Information

Inside the School
2718 Dryden Drive
Madison, WI 53704
800-433-0499 ext. 2
custserv@magnapubs.com

Inside the School is a division of
Magna Publications, Inc.



TABLE OF CONTENTS

Five Tips to Improve Your Classroom Management	2
Keep Them in the Room.....	2
Get Back to Teaching.....	3
Keep them Motivated.....	3
Be Optimistic	4
Embrace and Use Creative Strategies	4

FIVE TIPS TO IMPROVE YOUR CLASSROOM MANAGEMENT

Angelica has been my most difficult student. She cursed, she fought, and she talked back to me. In other words, Angelica was no angel. I have never met a teacher who did not have an Angelica in his/her class. In fact, many teachers have more than one! There are a lot of hard-to-manage kids out there, and as teachers it is our job to teach them. The question is: How?

In a recent seminar, *Strategies for Successful Classroom Management*, Brian Mendler tried to answer this question. Co-author of two books, Mendler has experience working with challenging students in various self-contained, collaboration and general education settings. He has dealt with many of these tough kids himself and he offered many tips in the seminar about how to reach and teach them. The following are five of his tips.

KEEP THEM IN THE ROOM

To deal with difficult behavior, many teachers simply remove the student from the room; the student is sent to the principal's office or a "buddy room." For some of the most difficult students,

however, these strategies don't work. The next day, these kids are still interrupting class or calling out. There is a reason why: most of these kids want to get out of class.

Mendler says his number one goal when dealing with tough students is to keep them in the classroom. Kicking a student out of class sends her the message that you, the teacher, have no ability to handle that child's behavior. Mendler only removes students under two circumstances. One: the student is causing physical harm to him or another student. Two: the student is disrupting class so badly it is impossible for other students to learn.

Even if the child is doing absolutely nothing in the classroom, Mendler would always prefer his students to be doing absolutely nothing in his room than absolutely nothing somewhere else in the building. Even if the child's head is down and appears to be sleeping, Mendler says their ears are still working. If you are dealing with a sleeping or non-responsive child, you may have to be creative to get their attention (see the last tip).

GET BACK TO TEACHING

After dealing with a disruption, jump right back into the task at hand: teaching. Don't skip a beat, and don't dwell on the situation. Go back to the chemistry experiment or Civil War lecture; get back to teaching.

"I know if I can keep my kids in class and I can get back to teaching, I'm going to look really tough," Mendler said. "Looking tough is not getting really upset when a student calls us a name because they're trying to push our button. It's easy to get upset. It's hard to turn and walk away. That's hard, but I'll tell you, so much more effective."

KEEP THEM MOTIVATED

I'm sure you've had the completely unmotivated student fill a seat in your class. This is the student who does nothing in class, writes

not one paper, participates in no discussions, does nothing, how do we deal with them? One day, the unmotivated student turns in a class assignment. When you go to grade it, and it stinks, don't give that paper the grade it deserves: an F. Instead, compare that paper to the student's previous work, which is nothing. There is an improvement; there is learning going on.

Mendler says if you give that student the F, you are only affirming what the student already believes: I'm terrible at school. Grade on the child's previous work; expect progress and grade on that progress. They do not need to read better than the boy in your first period class; they need to read better than the day before.

"Kids need to feel success," Mendler said. "They need to know what it feels like to do well on something first, and then they can start becoming really successful in school."

BE OPTIMISTIC

Most teachers love to talk; this is why they are often good at what they do. When that talking turns to the behavior of students, however, Mendler says to turn your ears off. Do not listen when colleagues in the staffroom say a student is "bad." Instead, believe all students can and will be successful, and make your own verdict.

"Do not take anyone else's word for the fact that someone is a difficult, disruptive, or unmotivated kid," Mendler said. "Trust your own judgment."

EMBRACE AND USE CREATIVE STRATEGIES

Back to that sleeping, non-responsive kid: To keep the students interested, keep them guessing. Insert creativity and fun into everything you can, and your students will respond. Mendler suggests these strategies for keeping students' attention.

WILDCARD QUESTION.

On tests or quizzes, ask students to answer all questions except one. In place of that missing question, have them write and answer a question answer they wish you had asked.

GIVE A LIFELINE.

During a multiple-choice exam, allow students to use a lifeline. For example, during a test a student could raise her hand and say, "I want to use my 50/50 on number two." You, the teacher, would then go over to the student and take away two wrong answers, leaving two answers to choose from.

ALLOW FOR MOVEMENT.

Many students need movement and sitting still for a long time often leads to inappropriate behavior, according to Mendler. To give active students some action, buy a few swim noodles and cut them in thirds. Allow students to roll the noodle back and forth with their feet during class.

WHEEL OF MISFORTUNE.

Put a fun "spin" on consequences. Like most teachers, you probably give a consequence for bad behavior. Whenever students do not like the consequence they get, allow them to either take the one you give them or spin the wheel of misfortune. The consequences on the wheel can be varied: sweep the floor, time out, or behavior assignment. You can even give a "get off free" space!

LET THE STUDENTS DESIGN THE ROOM.

Give your students an element of control over their environment by allowing them to rearrange the room every two to three weeks. Mendler recommends two requirements. One: students can't sit next to the same person two weeks in a row. Two: withhold the right to re-design the room if kids are "disruptive, or rude, or nasty."

BLUE LIGHT SPECIAL.

To do this you may have to spend some money, but you will get your kids to work in “a frenzy.” Whenever you have a lot of students that are way behind in an area, flick on a blue light (you could buy any light color). When the light's on, students can make up any work that they want at absolutely no penalty. For students who are already caught up, allow them to do extra credit.



Create a harmonious learning environment.

Learn strategies to improve lessons and eliminate disruption that you can apply in your classroom today.

As a secondary school teacher, you might teach 100 students per day - or more. Each student comes to you with different needs, different attitudes, and different situations at home. You have a curriculum to teach and state standards to meet. And That Kid in the third row won't stop arguing with you.

Classroom Management Tips addresses classroom management concerns and gives you dozens of strategies to improve lessons and eliminate disruption that you can apply to your classroom situation immediately.

In *Classroom Management Tips* you will learn to:

- * Identify the difference between fair and equal instruction correctly.
- * Recognize the difference between rules and values, consequences and punishments and know how and when to use them in your class correctly.
- * Increase student motivation
- * Handle power struggles successfully
- * Differentiate instruction

Exceptional Value!

Classroom Management Tips

75-minute presentation CD
or transcript.

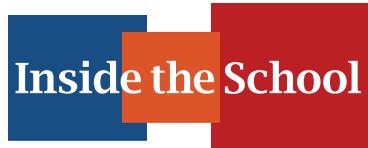
Order today for only \$199!

**Visit the link below or
call 1-800-433-0499 ext. 2**



About the presenter: Brian Mendler is a nationally recognized authority on behavior and classroom management. He is a highly sought after educational consultant, and president of the Teacher Learning Center. The strategies he shares with K-12 teachers and administrators are practical, timely, and most importantly, they work to change difficult and disruptive students.

Go to www.insidetheschool.com/classroom-management-tips for more information.



2718 Dryden Drive
Madison, WI 53704
800-433-0499 ext. 2 · www.InsideTheSchool.com
custserv@magnapubs.com