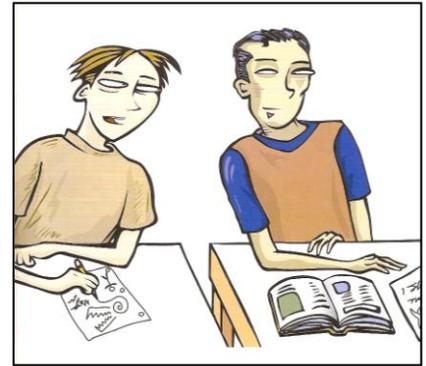


Classroom Management and Discipline

“Classroom discipline, simply stated, is the business of enforcing classroom standards and building patterns of cooperation in order to maximize learning and minimize disruptions” – Fred Jones

The following are research based statistics and ideas from the book entitled *Tools for Teaching* by Fred Jones:

- About 50% of classroom time is lost due to student misbehavior and being off task.
- 80% of lost time is due to talking to neighbors (see picture).
- 15% of lost time is due to students being out of their seats.
- In a typical classroom approximately 1/3 of the class engages in goofing off during any given minute of the day.
- Disruptions will typically increase by 50% within a minute after the teacher sits down.



Use a Signal

To get the attention of the class, avoid raising your voice and speaking/yelling over them. Calm is power. Some teachers use a call bell, a chime, a rhyme, or have a hand signal to get the attention of their students. An example of a rhyme is, “One, Two, Three. Eyes on me.” An example of a hand signal is raising a hand and waiting until the entire class raises their hands too. When their hands are up, talking ceases.

One of the best ways to deal with classroom disruptions is to **prevent** them from happening in the first place. You can prevent most classroom disruptions before they begin using some of the research proven methods listed below:

Review Expectations

Spend the first 30 seconds to minute after each transition reviewing your expectations of the students for that time period. Expectations may be procedural (“If you finish your assignment early, please place it in the basket on my desk.”) or behavioral (“Remember to raise your hand before you speak.”).

Proximity

The further away you are from students, the more likely they are to be disruptive. You need to “work the crowd” by circulating throughout the room so that students know that you are aware of everything that is going on in the room and you are ready to deal with any disruptions. In the illustration to the right, the students in the back are goofing off because they are the furthest away from the teacher. To prevent, or deal with goofing off, you must keep moving. Stand next to the students who are goofing off. They will likely get back to work because they don’t want you standing there. You’re in their personal space. Take a cleansing breath. They will usually get back to work to get rid of you. If not, get a bit closer. Without saying a word, lean in and point to what they should be doing. Regardless of what the student says (since he/she will be trying to get rid of you)

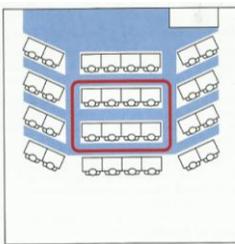


you need to *wait* until he/she is back on task. Breathe. Calm is power. Once you see that the student is back on task, slowly walk a few paces away. Turn back around to make sure that the student is on task. If the student begins to goof off again, go back and lean in again. Repeat until the student is back on task.

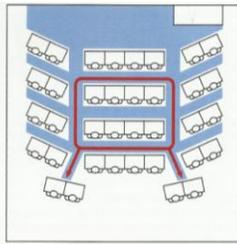


Seating for Success

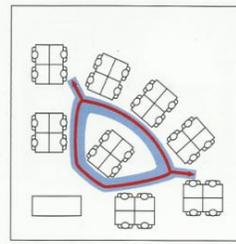
Students are social creatures as are we. They see their friends and want to visit. Unfortunately, by doing so, they interrupt your well planned lesson. What to do? As mentioned above, proximity is important. The closer you are to your students, the less likely they are to misbehave. For that reason, proximity is important in room design. The following diagrams show classroom designs that allow you, as the teacher, to reach any student (proximity) within seconds. These arrangements allow you to move freely through the classroom while you are teaching. Standing in front of the classroom the entire period is a recipe for failure. Proximity. Proximity. Proximity. Much like a comedian “works the crowd” by moving about and interacting with the audience, you too can “work the crowd” by moving throughout the classroom as you teach.



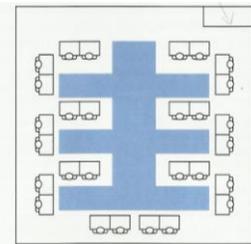
An interior loop allows you to work the crowd with the fewest steps.



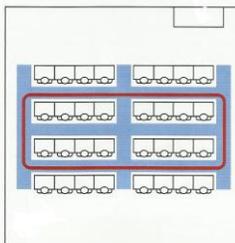
With overcrowding, you may need to use an interior loop with ears.



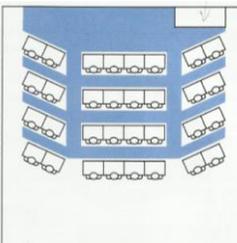
An interior loop with ears fits a wide variety of furniture configurations.



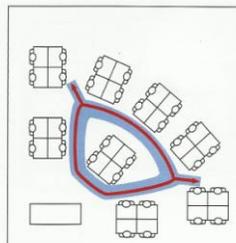
The “Double E” works well with two-person desks.



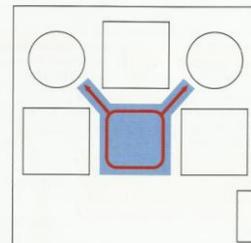
Count your steps. A central aisle increases the size of the loop by 60 percent.



The space for walkways is created by bringing the students forward and packing them sideways.



An interior loop with ears fits a wide variety of furniture configurations.



A variation on the “U” facilitates supervision during rehearsal for instrumental and choral music.

Stop, Stare, State, and Start Again

While teaching, interruptions *will* occur. Remember, 80% of the time it will be talking to neighbors. If you are in the middle of teaching or giving instructions, it is inevitable that others will try to talk too. If you hear any talking whatsoever, **stop whatever you are doing**; even if you are in the middle of a sentence. **Stop**. Turn, with your entire body (not just your head) and **stare** at the students who are misbehaving. Stare with an expressionless face as in the picture to the right. Say nothing. Just stare. Breathe. Calm is power. The offending students may not notice that you’ve stopped instruction. No bother. Everyone else has. Within a few seconds, the offending students will realize you are waiting for them and they will terminate their discussion. Optional Step: **State** what you would like them to do. You might say something like, “Please face forward in your seat. If you would like to speak, please raise your hand and wait for me to call on you.” Often times, just staring is enough. You may not have to **state** anything. Once students are focusing on you, **start again**. Continue teaching. You will probably be interrupted again. Repeat the steps above *every time* you are interrupted. If the same student continues to interrupt, separating him/her from the group is the next step.

