

Routines and Procedures

Things to think about before the first day:

- Classroom arrangement
- Better to start in rows until classroom management is strong
- Set up 4-5 Rules; one idea for a rule: Follow adult directions the first time
- Plan engaging lessons

Procedures, like behavior, are taught in the same way that content is taught

- Determine what procedures are needed
- Teach/implement them in first few weeks of school
- Break them into simple steps
- Teach them visually, orally, and/or kinesthetically
- Check for understanding; practice them
- Reinforce them; periodically review them
- Give quizzes and require 100% score

Consistency

- Honor the procedure rather than the content
- Get all students on task before having individual conversations
- Hold ground without over-explaining
- Stay focused on topic even as students try to change it
- Teach and re-teach procedures
- Start and end class on time
- Enforce and follow through with consequences
- Have engaging lessons

Listening procedures

- Eyes on teacher; No side conversations
- Follow directions; Stay in seat
- Have tasks while listening

Independent Work Procedures

- Follow directions; Be on task
- No talking; Stay in seat; Raise hand for help

Partner/group Procedures

- Talk only with partner/group
- Conversations on task; Share work equally
- Stay in seat; Raise hand for help

Discussion Procedures

- Listen to the person speaking; No side conversations
- No speaking out; No getting out of seat

End-of-class Procedures

- The teacher dismisses the class, not the bell
- Students stay in seats until dismissed, no standing
- Teacher conducts a review until the end
- Dismiss the class after the bell rings

Cell Phone Procedures

- Only take phones out when asked by teacher
- Do not pull phone out during class
- Have consequences and be consistent

Break the cycle of misbehavior

- Make positive connections with the students
- Let the student know what needs to be changed
- Assume students want to make a change
- Break the change into simple steps
- Give the student a chance to reflect on possible choices
- Provide the student the chance to take responsibility for the choices made
- Check progress as we go, and provide support along the way

Focus on prevention

- Consequences are intervention
- Teach the procedure; Maintain consistency
- Establish positive connections with students
- Then less consequences will be needed

A few last thoughts

- Effective Classroom Management is essentially invisible.
- When students test us, they want us to pass the test.
- Content, procedures, and behavior are the functional trinity of the classroom, and students want to learn them all.
- Be firm without being mean.
- The sooner we embrace being the boss, the sooner we can succeed.
- We are author of what happens in the classroom. Students follow our lead and behave in ways that we unconsciously allow.
- Student argument is in itself a disruption, deserving a second consequence.
- Table their protests until other students are not watching.
- Focus on what you want students to learn more than on what you will teach.
- Lecture/powerpoint strategy: Stop every 10 minutes and have students do something.

Suggested Reading: **Conscious Classroom Management** by Rick Smith