

## Classroom Management Solutions for Teachers: New Methodologies, Effective Motivation, Cooperation and Evaluation Strategies

🕒 One-Week course    📍 Barcelona, Berlin, Dublin and Florence

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# ABSTRACT

Il corso ha fornito ai partecipanti

- riferimenti teorici
- strumenti pratici

per poter una **gestione efficace della classe**.

In particolare ci si è concentrati su come affrontare e gestire i comportamenti difficili:

- partendo dalla 'Teoria della scelta' di W. Glasser si è cercato di comprendere quali bisogni stanno alla base di tali comportamenti e quali risposte siano le migliori possibili (stabilire regole condivise – sviluppare e rafforzare relazioni positive all'interno del gruppo - dare istruzioni chiare – organizzare situazioni di apprendimento collaborative in coppia o di gruppo, motivare gli studenti, comunicare in maniera tale da portare gli studenti a riflettere sul loro comportamento);
- sono state presentate e testate in aula numerose app (molte disponibili gratuitamente in rete) in grado di agevolare la gestione efficace della classe, con particolare riferimento alla Classroom Economy.



**“Luck is when good classroom management skills meets a day when the disruptive students are absent.”**



**"I wouldn't say your son is a bad child.  
He's gifted at disruptive behavior."**

# Common misconceptions:

effective classroom management

=

a quiet classroom

## The process of classroom management

- Process: ongoing
- Classroom management: is much more than the only discipline
- There is more emphasis on **prevention** than on **response**.
- The more effective the first four tasks, the smaller the response area should become.

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1 CREATING THE PROPER PHYSICAL ENVIRONMENT

2 DEVELOPING RULES AND ROUTINES

3 ESTABLISH CARING RELATIONSHIPS

4 IMPLEMENTING ENGAGING INSTRUCTIONS

RESPONSE

5 ADDRESSING DISCIPLINE PROBLEMS

**CLASSROOM MANAGEMENT IS ULTIMATELY ABOUT CREATING AN ENVIRONMENT CONDUCTIVE TO LEARNING.**

PER UNA POSITIVA CONDUZIONE DEL GRUPPO CLASSE,  
NOI POSSIAMO **AGIRE PREVENTIVAMENTE** SU 4  
ASPETTI: IL SETTING D'AULA, LE REGOLE E ROUTINES,  
LE RELAZIONI POSITIVE ED EMOTIVAMENTE  
SIGNIFICATIVE, E LE INDICAZIONI DI LAVORO.  
CI TROVIAMO NELL'AREA DELLA **PREVENZIONE**.

L'ULTIMO ASPETTO, QUELLO DELLA RISOLUZIONE DEI  
PROBLEMI DI DISCIPLINA, RICADE NELL'AREA DELLA  
RISPOSTA **SUCCESSIVA** ALL'INSTAURARSI DI UN  
PROBLEMA DI COMPORTAMENTO E DI DISTURBO.  
CI TROVIAMO NELL'AREA DELLA **REAZIONE**.



**1.**

**PHYSICAL ENVIRONMENT**



- **Match the physical design to your instructional context, teaching style, and student needs.**
- **Personalize your classroom so that it communicates information and you and your students**
- **Involve your students in the design of your classroom**
- **Create an aesthetically pleasing environment**
- **Decide how much interaction amongst your students you are comfortable with**
- **Design the furniture in ways that allow you to circulate and interact with all students especially those seated in the back and on the perimeter**
- **Make sure frequently used material are accessible to students**

# **2. ● DEVELOPING RULES AND ROUTINES**

Do you want to give your students a voice in creating the classroom rules?

- **When students are a direct part of the process, they comprehend everything better.**
- **It creates a sense of community**
- **It makes them feel valued**
- **It ensures that their voices are heard**  
**When you actively ask for their opinions and thoughts, it assures them that you respect them as part of the class**
- **When students are invested in the creation of rules, they are more likely to follow them.**



## Rules: Best Practices

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1

Have between  
5 - 7 classroom  
rules

2

Write rules  
using positive  
language

3

Teach and  
demonstrate  
each rule

4

Display the rule  
in a prominent  
spot



# Behaviour Matrix

A table that defines expectations in various settings

- Select 3-5 positively stated rules
- Brainstorm all the possible settings
- Clarify what expected behavior looks like for each setting

	Morning Meeting	Center Time	Guided Reading	IPad Use	Test Time
Be Respectful					
Be Responsible					
Be Ready to Learn					



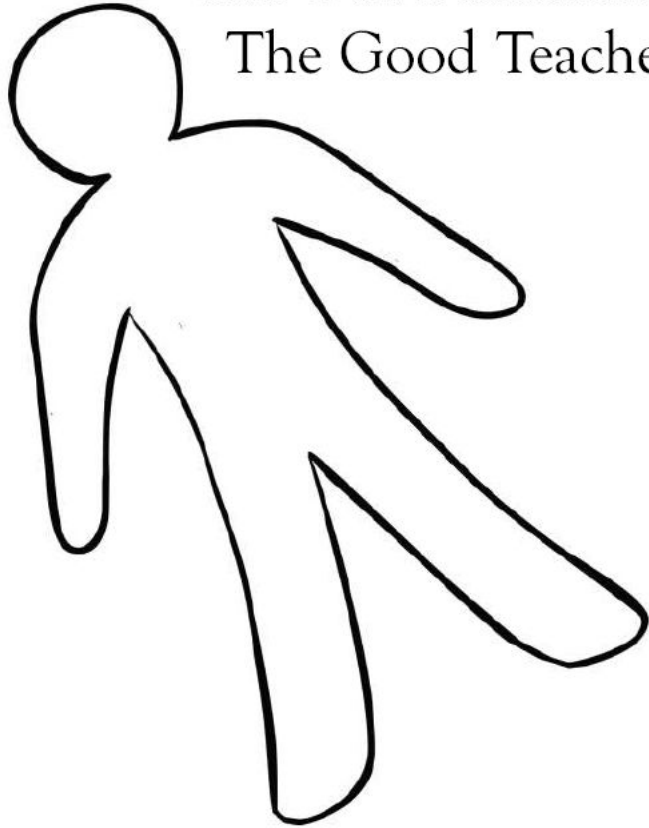
The classroom behavior matrix is a living document that can be altered as needed to meet the needs of your students.



As various classroom needs are identified, the matrix may be adjusted.

	Morning Meeting	Center Time	Guided Reading	IPad Use	Test Time
Be Respectful	Raise your hand to speak	Take turns	Listen to others	Use your headphones	Remain quiet
Be Responsible	Sit in your assigned seat	Clean up after yourself	Bring required materials	Stay on approved sites	Sharpen your pencil before the test
Be Ready to Learn	Use the restroom before class	Keep discussions on topic	Be prepared to answer questions	Use tools to thoughtfully solve problems	Try your best

## The Good Student & The Good Teacher



Setting Expectations  
how 'to be' in class

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Think about the **qualities or the behaviours** of a good student / teacher

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Write them inside 'The Good Student' / teacher'

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On the outside of 'The Good Student / teacher' write the behaviours that would be bad for our class



- Students know and understand what's expected of them, which gives them confidence.
- Students monitor themselves and take more responsibility for their behaviour and learning.
- Students spend more time on tasks and academic learning time increases.
- Teachers can more easily recognize and motivate positive behaviours.
- Classroom stress for students and teachers decreases. Students gain a sense of safety and security.





## Routines

- Taking attendance
- Lunch count
- Gaining class attention
- Reducing sound levels
- Collecting, recording and returning homework
- Interaction routines (What type of talking is allowed during whole class lessons, group work, individual work, during transitions)

## Call and Response

For focusing attention and noise regulation

Teacher says:

"1,2,3 eyes on me"

"Waterfall!"

"Heeeeeeeey"

Student says:

"1,2, eyes on you"

"Sshhhhhhhssshhhh"

"Macarena, HI YA!"

## Noise Regulation



**Keep On Track  
With Your Chat!**

**Quiet**  
We are working independently without noise.

**Small Voices**  
We are working in a small group or with a partner.

**Talking Voices**  
We are working as a class (or in a small group with our teacher.)

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<https://bouncyballs.org/>

## The Quiet Monitor

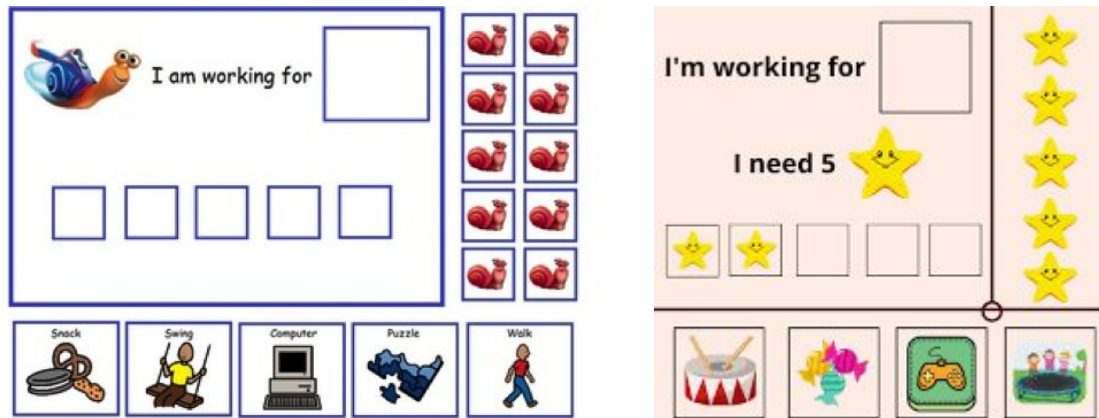


- When children are doing independent work, appoint a 'quiet monitor'.
- The quiet monitor walks around the room for 2/3 minutes monitoring noise levels
- After 2/3 minutes they choose the next quiet monitor
- Class Dojo points as a reward
- Very Effective
- Student-centred - the students are responsible for their own noise levels

## Create an economy!

- Earn rewards by
- Following the rules
- Following the expectations
- Completing classroom jobs



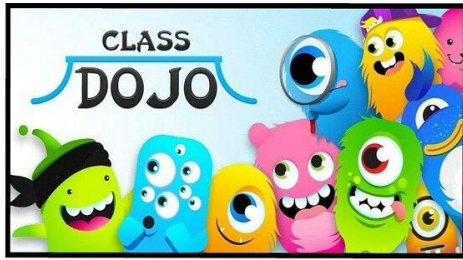


A **token economy** is a form of behavior modification designed to increase desirable behavior and decrease undesirable behavior with the use of tokens. Individuals receive tokens immediately after displaying desirable behavior. The tokens are collected and later exchanged for a meaningful object or privilege.

Several elements are necessary in every token economy:

- Tokens: anything that is visible and countable and attractive can be used as a token.
- A clearly defined target behavior: know exactly what they must do in order to receive tokens).
- A system for recording data on daily data sheets. this information is used to measure individual progress, as well as the effectiveness of the token economy.

<https://psicologiadsatorino.it/token-economy-cose-e-a-cosa-serve/>



## Individual Rewards

**25+** a week

Treasure Box and Fun Friday



## Positives

100% on a test	All sight word correct on Test	Clean work area	Participating
Completing work	Good morning points	Great choices today	Table points
Homework	Making good choices	On task	Principal award
Working quietly	Star student	Working hard	Very helpful

## Needs Work

-2 Disrupting others	-2 Messy work	-2 Messy work area	-1 Poor sight word test
-2 Not completing work	-3 Not following directions/rules	-5 Not keeping hands and feet to self	-5 Time out today
-1 Off task	-3 Playing during work time	-5 Poor choices today	-3 Talking too much during work time
-1 Talking out without raising a hand			

## Class Rewards

- 80,000 Ice Cream Party
- 60,000 Glowstick Fun
- 40,000 Popsicles
- 20,000 No Homework Pass
- 10,000 Extra Recess
- 8,000 Bring in a toy
- 6,000 Scratch Off Reward
- 4,000 Reading Outside
- 2,000 Special Pencil
- 800 Freeze Dance
- 600 Candy Treat

# CLASS DOJO

<https://www.classdojo.com/it-it/?redirect=true>

ClassDojo helps to create a classroom token economy.

Points	Rewards
10 points	Trip to candy jar
20 points	No homework pass
30 points	Morning free time
40 points	Wear a hat in class
50 points	Sit anywhere at lunch
60 points	Bring a stuffed animal from home
70 points	Show and tell time
80 points	Sit anywhere during class
90 points	Lunch in class or outside for whole class
100 points	No homework for a week!!



# Classroom Jobs

Increased recognition of collective responsibility.

Better class cohesion.

More discipline in the classroom.

Increased sense of value and worth.

Increased personal responsibility



## Early Finishers

Finding ways to keep early finishers engaged and focused while other students are finishing their work is essential to a healthy learning environment.

Always incorporate 'when you are finished....' Into your instructions

When you are finished select an activity from the 'now what?' station



# 3 ● ESTABLISH

## CARING RELATIONSHIPS

## Establishing Caring Relationships

Research has shown that students who perceive their teachers as caring and respectful are more likely to **CHOOSE** to:

- engage in prosocial and responsible behaviour
- adhere to classroom rules and routines
- engage in academic activities



Think back to when you were a student.

Think of a time when a teacher upset you.

Share the experience with your group.

What did this experience teach you about being a teacher?

Think back to when you were a student.

Think of a teacher that you admired.

Share the experience with your group.

What have you learned from that teacher about being a teacher?

# Secret Admirer and Classroom Management



A simple activity can reduce friction in a classroom by guiding students to focus on each other's strengths.



A shift towards the positive



Feedback from students?



'I can't wait to be caught doing good things!'

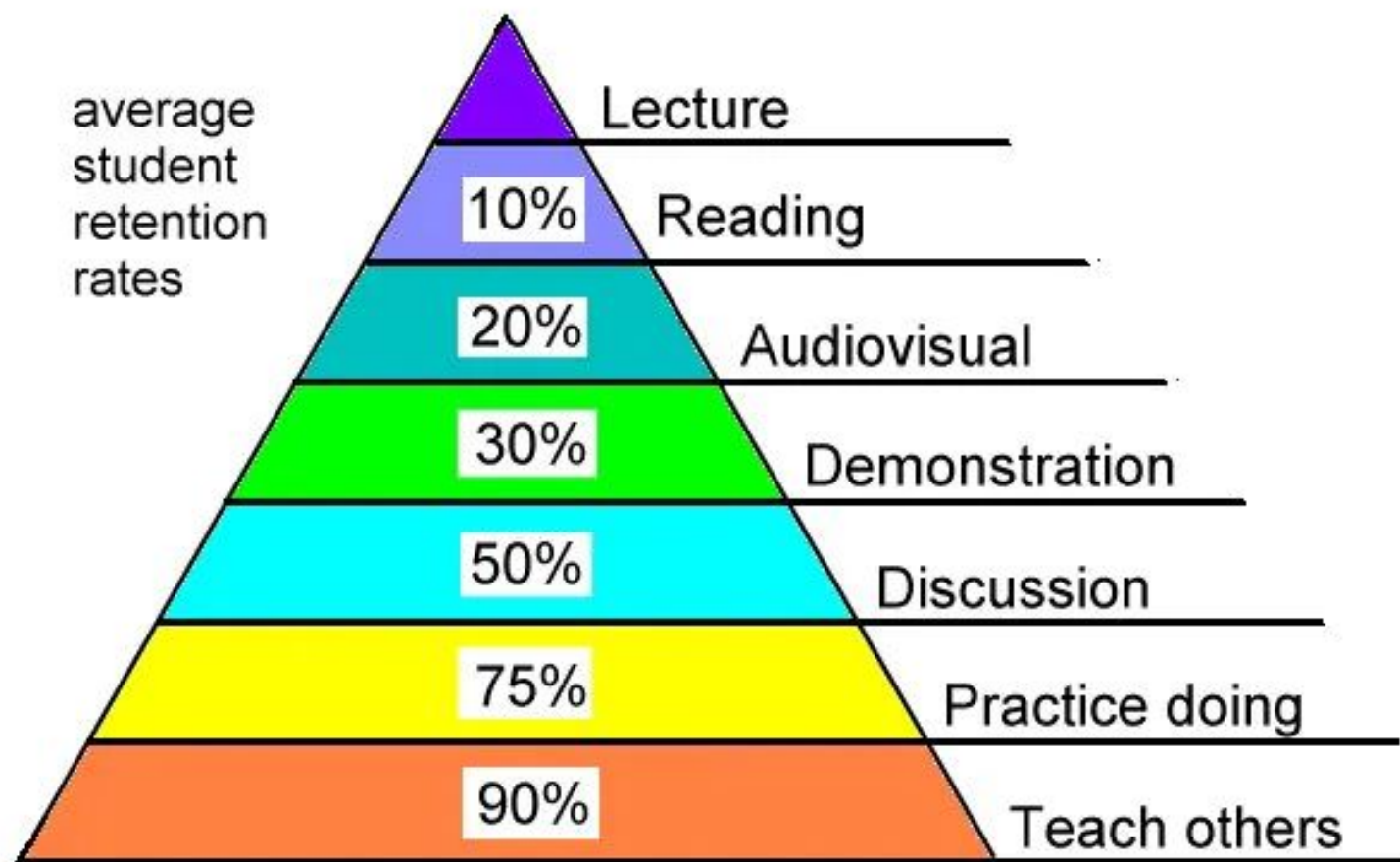
- Each student draws a name out of a hat and becomes that person's secret admirer.

## RULES

- You can't tell anyone which name you have
- Observe your classmate all week (day) and find behaviours to appreciate

# **4. ● IMPLEMENTING ENGAGING INSTRUCTIONS**

# Learning Pyramid

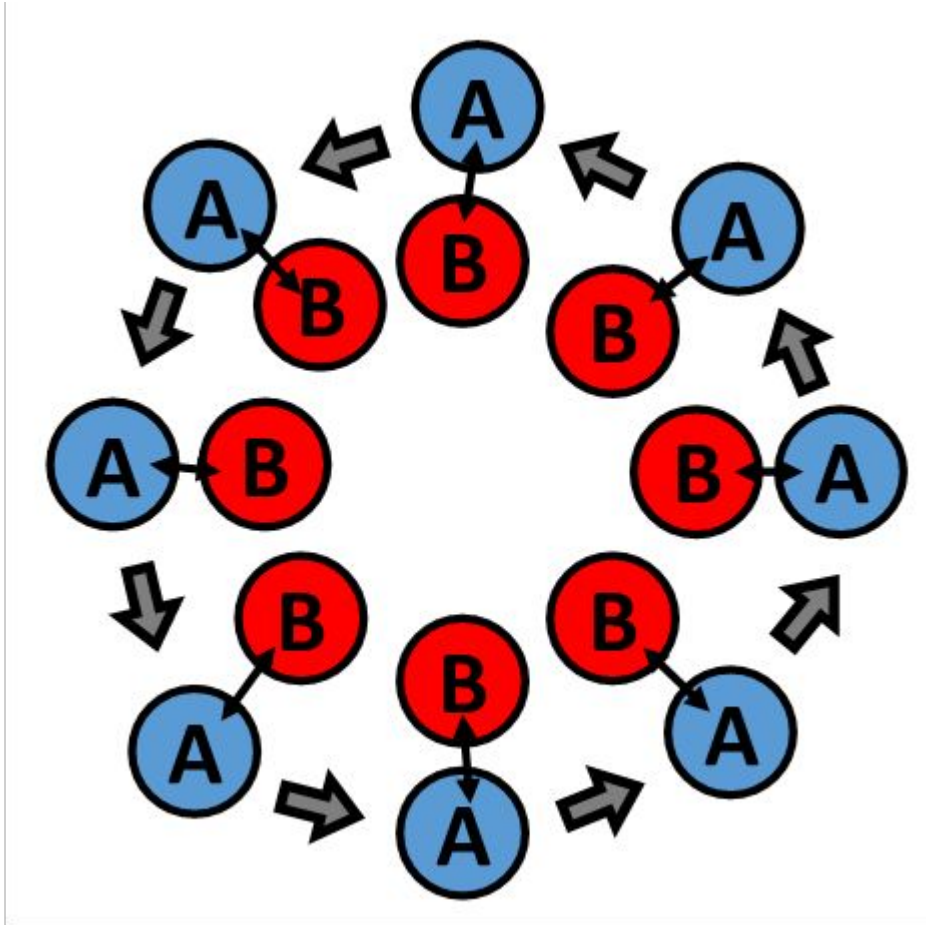


Source: National Training Laboratories, Bethel, Maine





## THE CAROUSEL



## The Jigsaw Classroom



The jigsaw classroom is a research-based cooperative learning technique.

Just as in a jigsaw puzzle, each piece – each student's part – is essential for the completion and full understanding of the final product.

If each student's part is essential, then each student is essential; and that is precisely what makes this strategy so effective.

<https://www.jigsaw.org/>



# THE JIGSAW CLASSROOM

The Jigsaw Classroom is a cooperative learning technique that reduces racial conflict among school children, promotes better learning, improves student motivation, and increases enjoyment of the learning experience.

Invented and developed in the early 1970s by **Elliot Aronson** and his students at the University of Texas and the University of California.



## JIGSAW IN 10 EASY STEPS

The jigsaw classroom is very simple to use. If you're a teacher, just follow these steps:



### STEP ONE

Divide students into 5- or 6-person jigsaw groups.  
The groups should be diverse in terms of gender, ethnicity, race, and ability.



### STEP TWO

Appoint one student from each group as the leader.  
Initially, this person should be the most mature student in the group.



### STEP THREE

Divide the day's lesson into 5-6 segments.  
For example, if you want history students to learn about Eleanor Roosevelt, you might divide a short biography of her into stand-alone segments on: (1) Her childhood, (2) Her family life with Franklin and their children, (3) Her life after Franklin contracted polio, (4) Her work in the White House as First Lady, and (5) Her life and work after Franklin's death.



#### **STEP FOUR**

Assign each student to learn one segment.

Make sure students have direct access only to their own segment.



#### **STEP FIVE**

Give students time to read over their segment at least twice and become familiar with it.

There is no need for them to memorize it.



#### **STEP SIX**

Form temporary “expert groups” by having one student from each jigsaw group join other students assigned to the same segment.

Give students in these expert groups time to discuss the main points of their segment and to rehearse the presentations they will make to their jigsaw group.



### **STEP SEVEN**

Bring the students back into their jigsaw groups.



### **STEP EIGHT**

Ask each student to present her or his segment to the group.  
Encourage others in the group to ask questions for clarification.



### **STEP NINE**

Float from group to group, observing the process.

If any group is having trouble (e.g., a member is dominating or disruptive), make an appropriate intervention. Eventually, it's best for the group leader to handle this task. Leaders can be trained by whispering an instruction on how to intervene, until the leader gets the hang of it.



### **STEP TEN**

At the end of the session, give a quiz on the material.

Students quickly come to realize that these sessions are not just fun and games but really count.

# BRAIN BREAKS

<https://www.youtube.com/watch?v=8zfKtJF0aA4&t=14s>

**Neurosciences say that our brain needs to go on pause periodically. The research show that well-timed breaks can increase students productivity, creativity and social skills.**

**Songs/Chants/body percussion/short games** (Simon says – Banana song – Mango song)

**Quick, Draw!** <https://quickdraw.withgoogle.com/>

## **ON LINE QUIZ GAMES**

<https://jeopardylabs.com/>

<https://www.baamboozle.com/>

<https://kahoot.it/>

<https://www.gonoodle.com/>

<https://quizizz.com/>

<https://screencast-o-matic.com/screen-recorder>

**JILL HADFIELD - ELEMENTARY COMMUNICATION GAMES**





**To Sum Up...**

# TARGETS

- Define a very clear work target to achieve
- Set a time in which to do it
- Set individual targets (explain in private)

# MAKE SURE TRANSITIONS ARE TIGHT TO MAINTAIN CONTROL

- Smooth and effective transitions are important in maintaining students involvement and class control
- Lesson plan on the board

# IF YOU MAINTAIN THEIR INTEREST, YOU KEEP CONTROL

- Variety/mystery/games/choices/technology
- Provide students a feeling of progress
- Offering students challenges and interactions throughout the lesson
- Relate materials to their lives
- Being enthusiastic
- A little bit of humor

**5.**

**ADDRESSING DISCIPLINE  
PROBLEMS**

## Axiom of classroom management:

**The intervention  
should not be  
more disruptive  
than the disruption.**

## STEP 1:

# IGNORE THE BEHAVIOUR

- Sometimes the best thing to do is to ignore very obvious attention-seeking behaviour. Not giving the attention for THAT behaviour.
- Switch the attention on other pupils who are behaving well, verbally praising their.

## STEP 2:

# USE NON-VERBAL SIGNALS

- Non-verbal communication (frown/shake of head/wagging of a finger/finger to lips/raised palm) in the classroom allows you to signal your authority and deal with students silently, without disturbing the flow of a lesson
- Build a private dialogue



# USE YOUR BODY LANGUAGE AND EYE CONTACT TO SHOW YOU ARE IN CHARGE

- A threatening posture can stimulate an aggressive response; a limp posture can appear as an open invitation to force the limits: you need to balance
- A few seconds of eye contact can trigger powerful feelings

## STEP 3: GET CLOSE UP

- Keep moving, to increase the positive effect of proximity control
- Not always around the disruptive student

# MOVE AROUND THE CLASSROOM TO SHOW YOU ARE IN CHARGE

- Show you are in control of the whole situation
- Highlight your confidence and authority

## STEP 4:

# USE VERBAL SIGNALS – OFFER SUPPORT

- Don't speak in a louder voice or shout: it shows a lack of control (many pupils come from homes where shouting is the norm)
- Offer support and show you care and you are in charge
- Use a little bit of humor (not sarcasm)

# A SIMPLE SENTENCE THAT CAN REDUCE DISRUPTION BY 50%

- De-personalize a situation and improve communication
- Focus on the behaviour, not on person
- You seem to not lose your temper
- Use: *-When you . . . (describe the bad behaviour) . . . it . . . (describe the caused state) . . .* instead of *- stop interrupting the lesson*

# HOW TO SAY NO WITHOUT CAUSING AN ARGUMENT

- Say a conditional YES (Yes + a condition)
- Use a reasonable alternative that is in our control
- Useful for students with limited social skills and behavioural difficulties

## STEP 5:

# OFFER LIMITED CHOISES

- It is far nicer to be given a choice than to be cornered into making a decision you don't want to
- Using a style of dialogue, give your student two options; remain positive, avoid the negative approach

# TEN MAGIC WORDS

- Explain the consequences related to a bad behaviour and add this words: *-Is that what you want to happen? It's your choice..*
- Make children really think about their behaviour
- Remind them that the way out is completely within their control



## STEP 6:

**PRAISE OTHER PUPILS WHO ARE DOING THE RIGHT THING AND BE READY TO PRAISE THE PUPIL IN QUESTION THE MOMENT THEIR BEHAVIOUR CHANGES**

- **Ripple effect:** you praise good behaviour in one student, and this influences the behaviour of other students
- Depends on the sincerity of praise



## A Brief Introduction to GLASSER'S CHOICE THEORY

<https://headstuff.org/topical/science/psychology/brief-introduction-choice-theory/>

<https://wglasser.com/what-is-choice-theory/>



Thank You  
For Your  
Attention