

# Simple Steps to Classroom Management & Behavior Control

By Suzie McCord

## *4 Simple Steps to Managing a Classroom*

Coordinate

Communicate

Coach

Consistency

1. **Coordinate** – Have everything ready, over plan lesson & materials, think of transitions, get a game plan for your time, be in control. This keeps us from being reactive. Think of how you will structure the environment and how you will immediately engage the kids. Will they know what their boundaries are and what their options are? You may need to spend time having a group talk w/ expectations being set. This may need to be re-visited for several weeks. Boundaries and Expectations make children feel safe and loved. Focus on what you want to see.
2. **Communicate** – Let Students know the agenda right away. Tell them what to expect and the order to expect it. Get them on board; so, they are more likely to fall into place. Communication is also key with getting on the good side of parents and in relationship building w/ kids. Give updates. Phrase things positively. Create a working with you relationship. Parents should believe that we love their kids and are looking out for their best interest.
3. **Coach** – Catch kids doing the right thing, praise, reward, re-direct when necessary, remind them of the goal.
4. **Consistency** – Don't change the rules. No should always mean no. Only vary the schedule when necessary, and only once it's become routine. Always follow through & never back down. Your actions always follow your words.

## The “How To” of the 4 C’s

### 1. Coordinating

- Class Schedules
- Class Rules
- Planned time fillers
- Stocked supplies

### 2. Communicating

- Parent Notes (positive ones to build a rapport)
- Attention Getters/Signals for kids (bell, lights, chant, etc.)

### 3. Coaching

#### Positive Consequences/Rewards – Individual or Whole Class

- Candy
- Smile
- Pat on back (caution!)
- Display work
- Choice of where to sit
- talking with friends
- games/freetime
- keep a chart of who brings back homework, brings a friend, their bible, remembers scripture, etc.
- give rounds of applause for good participation, etc.
- positive note or comment to parent
- pick their favorite cd to play during free time
- special celebration for meeting a goal\*
- verbal compliment in front of class or parent
- table rewards:
  - a. being first to choose games
  - b. getting to pick songs, etc.

- empowering the student(s)
  - a. use as helpers
  - b. let them facilitate their small group in discussion
  - c. give them a choice in topics, questions, projects to come
  - d. let child read the scripture
  - e. let child say closing prayer

\*example – whole class party for getting so many marbles in a jar, or completing a compliment chain (based on class behavior and/or good “public” behavior in hallways, etc.)

#### 4. Consistency

- The rules are understood and enforced every day, with every offense, with every student.
- If there is a rule change, it is by you and should be communicated to all students, on the front end.

#### 4 Levels of Addressing Misbehavior

1. Nonverbal Cues -try to diffuse (walk closer, hand on shoulder, the look, call on student to answer, etc).
2. Warning -tell what’s expected & consequence to come  
\*Teen volunteers - stop at this point & get the teacher involved!
3. Give Consequence – see list of choices
4. Radio for Assistance

***EXTREMELY IMPORTANT***– Never, Never back down once you say you are going to the next level. So, don’t say anything you don’t mean and plan to follow through with!!! You can be firm and give unmoving boundaries with love.

## Negative Consequences

- have student apologize
- time out/isolation (for preschool, 1 min. per year old)
- student temporarily joins another class or works in another area or classroom
- restrict activity
- contract with student
- cease activity (possibly whole class, but don't use too often)
- deny privilege
- natural consequences
- change seats
- talk with parent at pick up
- parent called to pick up child

*For repeat offenders:* class attendance can be denied, but this is the director's decision in consultation with the parents.

## Typical Behavior Problems that Arise

**Toddlers:** For small children: saying "use your words" is huge! Since verbal communication skills are immature, kids will resort to physical communication!

Separation Anxiety –

Biting -

Hitting –

Not Sharing/ Toy Stealing -

**Preschool – KG:**

Biting-

Hitting –

Kicking –

Potty Mouth -

**Elementary:**

Unresponsive to Request –

Talking Back –

Rude Mouth –

Pushing/inappropriate contact w/ others –

Interrupting \_

## **Scenarios to Discuss:**

**Toddlers:** Each week Billy keeps taking toys from other children. He gets a big kick out of this, but it makes the other children cry. Discuss ways this could be handled.

**Preschool/KG:** An aggressive child has been hitting classmates for several weeks. He has already been sent to time out once, during this class period. He just hit another student. What's your next step?

**Elementary:** Every week when you take your class into room 207 for the lesson, they get very loud in the hallway and some duck in the restroom or stop to get water. What are possible solutions to this continual problem?

**Elementary:** A particular student often makes fun of others in class. During group time today, he laughed as a classmate was giving their answer.

**Toddlers:** Stephanie's mom has insisted on staying in class with her child for 3 weeks straight. Stephanie cries when mom tries to drop her off. Today, she agreed to leave Stephanie by herself but keeps peeking in the door where Stephanie sees her and becomes upset. How do you handle this parent and the separation anxiety that the child has?

**Preschool/KG:** Each week, your lesson time ends up taking 20 minutes or more. You often have to stop to read the teacher guide or to grab supplies. Some children don't listen or wander off while you are talking. Why is it so hard to get all their attention at one time? Talk about this.

**Preschool:** Kids are often pushing each other on the play equipment or hanging off the top. How can you handle this consistent problem?

**Infant:** It's Amy's second week in the nursery. The first week she cried for 20 minutes and her mom was called. She's crying again this week and it's been 20 minutes already. What do you do?

**Come up with more scenarios to discuss as time allows in your group!**