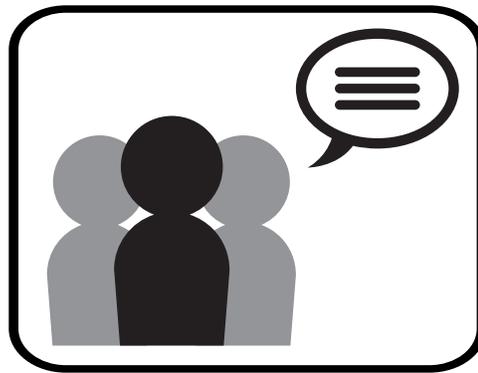


CLASSROOM MANAGEMENT

Managing the Madness



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NOTES:

? Why do adolescents interrupt the classroom setting?

- » Desire to feel powerful
- » Physical changes
- » Humor and Attention
- » Fear
- » Boredom

Methods teachers use to respond to interruptions.

- » Ssssh
- » Issue a consequence
- » Ignore the act
- » Discipline Form
- » Reprimand
- » Flick the lights, heads down
- » Use of humor
- » Point of authority



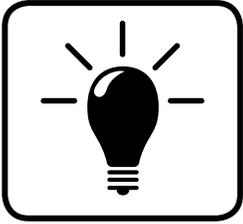
Ideas, Thoughts and Strategies

Structured planning and engaging classroom activities

- » Lessons should always be well planned and involve students
- » Lessons should constantly be changing, new tasks every 15 minutes or less
- » Review your seating arrangement—how many kids are in the back row
- » Have an opening activity or task, something they can start right away—journal, problem of the day, a quick thing to read or task to perform
- » Dissolve free time—have a closing activity—“Catch it explain it”, story pyramid, or a task to do when completed
- » Always have more to do than time will allow—post it on the board—“These are the things we need to accomplish today,” “When you finish ...”
- » Set up team expectations that everyone must follow
- » Use all types of strategies when teaching—cooperative learning, silent reading, lecture and visual aids
- » Check for comprehension—swipe board
- » Repeat what the student said
- » 3-5-5 Plan
- » “Ready To Learn”

Humor can save the day

- » Use of students’ names when discussing a topic
- » Saturday Night Live character
- » Talk to a student who is not in the room
- » Use of pop culture
- » Oh, chalkboard
- » Word of the day, BOO HA HA



Ideas, Thoughts and Strategies, cont.

Reward the Positive

- » Look for good qualities, point them out—“Hey Jose is on the right page and Jack has the right book out.”
- » Always point out one good thing
- » Destroy their papers
- » Hey, look at this ...

Have a Team or Individual Discipline Plan

- » As a team or by yourself, establish a list of consequences that you can use when needed
- » Know your limits, set expectations, and confront when necessary

For Every Action There is a Re-action

- » Policeman attitude—calm, cool, collected—just the facts
- » Quick and to the point comments when dealing with disruption; don’t stop teaching; put something on their desk; give eye contact; stand close to the situation
- » You elevate; they elevate
- » Question how you spend your time when students are working independently
- » Don’t be afraid to deviate from the lesson
- » Too much content can detract from the lesson

The Power of Proactive Discipline

- » Team Ream
- » Standing by the door
- » One on ones
- » Never let someone else give the big consequences; be there to discuss the issues when they come back to your class and offer your consequence as well
- » When calling home talk to the parent and the student
- » Follow up after you write a discipline referral
- » Student signs a referral before you send them to the office; keep it in your drawer, next time send them to the office or to your team meeting with the completed referral
- » Listen to your students
- » Being an advocate
- » Every kid, every card activity
- » Honest talk



Student Behavior Reflection Sheet

Name: _____

Class/Period: _____ **Date:** _____

» Describe what happened:

» How did your involvement help or hurt the situation?

» If you had the chance to do it all over again, what would you have done differently?

» What consequences should be given?

» What ideas do you have to make sure this situation does not happen again?

Teacher/Team Notes

» Consequences given:

» Additional Comments:

Team Member _____ Student _____

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Team/Parent Conference Form - page one

Student: _____

Date: _____

» Reason for Conference:

» Parent Concerns:

» Team Concerns:

» Student Concerns:

Team/Parent Conference Form - page two

Student: _____

Date: _____

» Action Plan:

» Acknowledgements:

Student _____

Parent _____

Team Representative/Advisor _____

» Next conference or follow up: _____

Team Meeting with Student

Date: _____

Room: _____

Dear

At our 8-A team meeting on _____ we discussed _____

We would like to meet with _____ during _____ period on _____ to develop a workable plan. We would like to have some input from you. Which of the topics listed below are of most interest to you? Please check two or three and add any comments you think are appropriate. You may add your own topics on the space provided below.

- | | |
|--|---|
| <input type="checkbox"/> Punctual to class | <input type="checkbox"/> Neat and organized |
| <input type="checkbox"/> Prepared for class | <input type="checkbox"/> Obedient of class and school rules |
| <input type="checkbox"/> Participates in class | <input type="checkbox"/> |
| <input type="checkbox"/> Respectful of others | <input type="checkbox"/> |
| <input type="checkbox"/> Responsible | <input type="checkbox"/> |

Please return this letter by _____

Thank you for your contributions.

The student will be picked up by a team member.

Sincerely,

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Explanation of the **3-5-3** Practice

The **3-5-3 Practice** is a structure that allows adults (parents or guardians and teachers) to help students get back on track by:

- » Identifying issues of intervention
- » Setting workable strategies for solutions
- » Following up on the plan for improvement

The team prepares for a conference by following these easy steps:

- » For the first **3**, identify three issues that need attention from the adults who are focused on this student.
- » For the **5**, create five strategies that the student, team, and parents are going to try to move forward on identified issues.
- » For the last **3**, decide on three ways that the teacher(s), parent(s) or guardian(s), and student are going to follow-up on the plans made.
- » Fill out the **3-5-3 Practice Form** and decide who will host the conference.

Tips

- » Remember that this is for an intervention conference. Do not mix academic and behavior issues. Brainstorm issues as a team, but narrow it to no more than three issues in either the academic or behavior category. As you gather ideas for strategies, be sure to include only those that are realistic.
- » You can change the number from 3-5-3 to 2-3-2, 3-2-3, or any combination that works. Just remember that the opening list should always focus on what the student is doing well or how the student has grown.
- » For parent or guardian conferences, a 3-2-3 can identify three areas of success or good progress, two areas that need improvement, and three strategies that can be taken to assure improvement (one for the student, one for the teacher(s), and one for the parent(s) or guardian(s)).

3 5 3 Planning Form

3 » Issues

-
-
-

5 » Strategies for Moving Forward

-
-
-
-
-

3 » Ways to Follow Up

-
-
-

Student Signature _____

Parent or Guardian Signature _____

Teacher Signature _____

! Missing Assignment



Subject: _____

Teacher: _____

Title of Work: _____

Student: _____

Student has not turned in the above assignment.

Student Comments: _____

Academic and Behavioral Interventions

Academic and Behavioral Intervention for:

Student: _____

Address: _____

Phone: _____

Team: _____



Academic Interventions - page one

Student academic challenges as observed by team:

Classroom Teacher Intervention

Date and Initial

Conference with student

Signed agenda

Phone conference with parent

Daily Progress Report

Notification of grades and progress

Mini-Course recommendation

Simplified assignments

Provide scribe notes for student

Have student repeat directions

Weekly assistance with organization

Multi-modal approach

Provide help at lunch/after school

Verbal checks for understanding

Use of advanced organizers

Plan of Improvement

Adult Mentor

Lab class recommended

Team study hall recommended

Mini-course recommended

Other: _____

Student Strategies

Electronic Portfolio

Records homework assignments in agenda

Asks for help when necessary

Attends help sessions, lunch, before/after school

Organized binder weekly

Uses daily progress report or signed agenda

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Academic Interventions - page two

Student Services Involvement

Date and Initial

Weekly progress report

Academic contract

Care and concern process initiated

Reduce/break-up assignments

Pacing instructions (slower/faster)

Offer alternative assessment

Modify tests/assignments

Simplified reading assignments

ADD/ADHD referral

Child study meeting

Mini Woodcock administered

Discussion at team meeting in re: academics

Conference with parent, student, counselor, administrator, Mental Health, teachers

Other: _____

Parental Involvement

Tutoring

Alternative learning settings considered

Follow up on academic contract

Other: _____

Behavior Interventions - page one

Student academic challenges as observed by team:

Classroom Teacher Intervention/Strategies

Date and Initial

Preferential seating

 With a role model

 In a study corral/isolated

 Near teacher/front

Time out to re-center

Positive reinforcement for desired behaviors

Lunch detention

After school detention

Conference with student

Phone call to parent

Referral/Resolution

Stimulus, reponse, consequence, documentation

Adult mentor

Other: _____

Student Responsibilities

Communicates feelings of anger or frustration

Utilizes time out to re-center

Utilizes conflict resolution strategies

Student Services Involvement

Consult with Pupil Services

Consult with Mental Health

Mental Health interview

Consult with Counseling

Counseling interview

Peer Counseling Support

Child Study Meeting

Behavior Interventions - page two

Student Services Involvement, cont.

Date and Initial

Behavior Contract

 Meet with student

 Phone call/conference with parent

 Two week follow up

Referral for Care and Concern process

Other: _____

Administrative Involvement

Discussion at team meeting in regard to behavior

Discussion at team meeting in regard to attendance

Conference with parent, student, counselor, administrator, mental health, teachers

Habitually disruptive student process initiated

In-school isolation

Saturday School

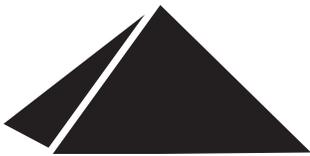
Out of school suspension

Other: _____

Effective positive reinforcement for this student include:

Effective consequences for this student include:

Other:



Story Pyramid

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

Key

1. Name of main character
2. Two words describing main character
3. Three words describing setting
4. Four words stating problem
5. Five words describing one event
6. Six words describing second event
7. Seven words describing third event
8. Eight words stating solution

Student: _____

Title of Book: _____

Author: _____



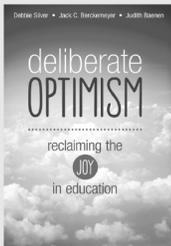
ABOUT THE AUTHOR

Contact Jack directly for special pricing!



A nationally-recognized presenter, author, and humorist, Jack Berckemeyer began his career as a middle school teacher in Denver, Colorado. After two years of teaching, he was named an outstanding educator at his school, and shortly thereafter, he was identified as one of the outstanding educators in the district. In 2003, he received the Outstanding Alumni Award from Falcon School District. Jack brings his energy, humor and expertise to all staff development as he helps teachers and administrators remember why their jobs make a difference.

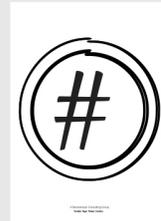
Jack Berckemeyer is known for his motivational, practical ideas that bring hope, laughter, and insight about the nature of young adolescents. Jack lives in Denver, Colorado and has no pets or plants.



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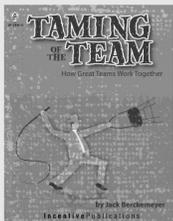
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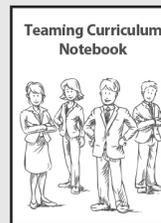
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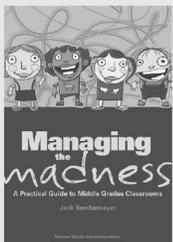
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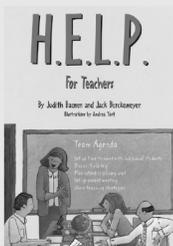
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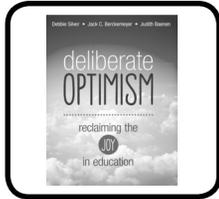
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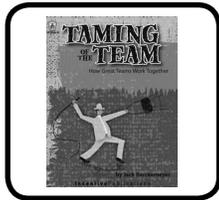
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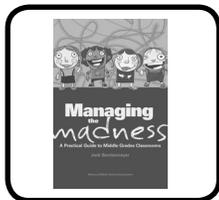
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