

National Middle School Association

Strategies to Reduce Classroom Disruptions & Minor Discipline Problems



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NOTES

Strategies to Reduce Classroom Disruptions & Minor Discipline Problems

Why do adolescents interrupt the classroom setting?

- Desire to feel powerful
- Humor and attention
- Boredom
- Physical changes
- Fear

Methods teachers use to respond to interruptions

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



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 a 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 while teaching—cooperative learning, silent reading, lecture and visual aids
- Check for comprehension—swipe board
- Repeat what the student said

Humor can save the day

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

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IDEAS, THOUGHTS AND STRATEGIES (continued)

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

Einstein was right—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
- Being an advocate
- Every kid, every card activity
- Honest talk
- Never let someone else give the big consequences, be there to discuss the issues when they come back to class and offer your consequence as well
- When calling home talk to the parent and 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 then send them to the office or to your team meeting with the completed referral
- Listen to your students



Student Behavior Reflection Sheet

Name _____ Class/Period _____ Date _____

Describe the situation that 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 _____

Team/Parent Conference Form

Student _____ Date _____

Reason for Conference:

Parent Concerns:

Team Concerns:

Student Concerns:

Action Plan: (1) _____

(2) _____

(3) _____

Acknowledgements:

Student _____

Parent _____

Team Representative or 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.

- Punctual to class
- Prepared for class
- Participates in class
- Respectful of others
- Responsible
- Neat and organized
- Obedient of class and school rules

Please return this letter by _____. Thank you for your contributions.

The student will be picked up by a team member.

Sincerely,

Team Leader

Missing Assignment

Missing Assignment!

Subject: _____

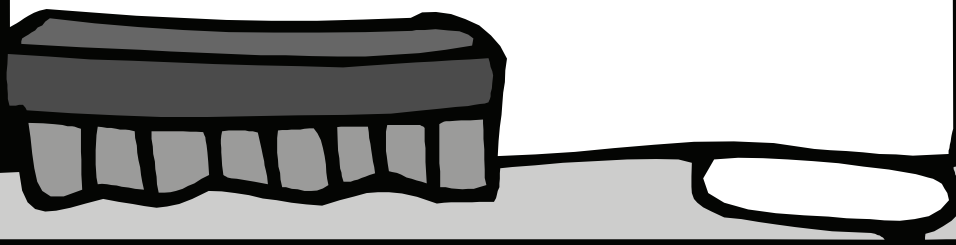
Teacher: _____

Title of work: _____

Student: _____

Student has not turned in the above assignment.

Student Comments: _____



Academic and Behavioral Interventions

ACADEMIC AND BEHAVIORAL INTERVENTIONS
for

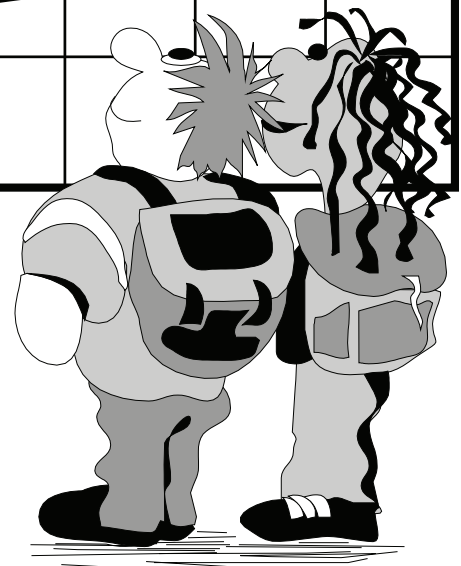
Student

Address

Address

Phone

Team



Academic Interventions

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	_____
Use of peer tutor	_____
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	_____
Naught slips used	_____
Mini-course recommended	_____
Other: _____	_____

Student Strategies

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	_____

Academic Interventions *(continued)*

Student Services Involvement

- 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 _____
- KBIT 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

Student behavior challenges as observed by team: _____

Classroom Teacher Intervention/Strategies

Date and Initial

Intervention

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, response, consequence documentation _____

Adult Mentor _____

Other: _____

Student Responsibilities

Communicates Feeling of anger and frustration _____

Utilizes time out to re-center _____

Utilizes conflict resolution strategies _____

Behavior Interventions *(continued)*

Student Services Involvement

- Consult with Pupil Services _____
- Consult with Mental Health _____
- Mental Healthy interview _____
- Consult with Counseling _____
- Counseling interview _____
- Peer Counseling Support _____
- Child Study Meeting _____
- 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: _____

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: _____