

TOP 10 INTERVENTIONS

Sources: *Active Learning: 101 Strategies to Teach Any Subject*, Mel Silberman
CHAMPs, Randall Sprick
Building Better Relationships, Classroom Management in Cy-Fair ISD



1. Use active learning techniques.

Use relevant, interesting assignments that fit the learning styles of the students. Active learning techniques tend to minimize the classroom management problems that often plague teachers who rely too heavily on lecture and full-group discussion.



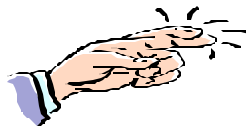
2. Connect on a personal level.

Whether the problem students are hostile or withdrawn, make a point of getting to know them. It's unlikely that students will continue to give you a hard time or remain distant if you've taken an interest in them. Personally greet students each day.



3. Use more positives.

"You catch more flies with honey than vinegar." Establish a positive classroom environment by increasing the amount of positive statements you make in class. Use positive reinforcement through incentives and rewards appropriate to the developmental level of students including symbolic, token, tangible, or activity rewards.



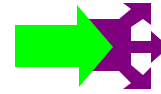
4. Signal nonverbally.

Make eye contact with students or move closer to them when they hold private conversations, start to fall asleep, or hide from participation. Press your fingers together (unobtrusively) to signal wordy student to finish what they are saying. Make a "T" sign with your fingers or other signal to stop unwanted behavior. Raise your hand to get students' attention. Teach students the behavioral expectations of your signals and practice using them until they become routine.



5. Listen attentively.

Give students your full attention when they are talking to you. Give them eye contact and positive body language. If students monopolize discussion, go off on a tangent, or argue with you, interject with a summary of their views and then ask others to speak. Or you can acknowledge the value of their viewpoints or invite them to discuss their views with you at a later time.



6. Change the method of participation.

Sometimes you can control the damage done by difficult students by inserting new formats such as using pairs or small groups rather than full-class activities.. Another way of changing participation is by using craft sticks. Put students' names on each stick and draw out names randomly. Give students the question and give think time or partner discussion time first before drawing a stick to call on a student. This increases their success rate.



7. Check back.

Periodically ask yourself what is going well and what needs improvement in your behavior management plan. If you identify something that needs improvement, take steps to do something differently. Remember that even though you may not be able to directly control student behavior, you can modify various aspects of your classroom (e.g., seating arrangements, activities, procedures, the way you interact with a student), which in turn may have a positive effect on the behavior.



8. Visibility radar.

Circulate around the room during seatwork activities, keeping students on task and providing help as needed.



9. Use good-natured humor.

One way to deflect difficult behavior is to use humor with students. Be careful, however, not to be sarcastic or patronizing. Gently protest the behavior (e.g., "Enough, enough for one day!"). Humorously, put yourself down instead of the students (e.g., "I guess I deserved this.").



10. Discuss negative behaviors in private.

You must call a stop to behaviors you find detrimental to learning. Firmly request, in private, a change in behavior of those students who are disruptive. Let the student know you care about him/her, and to prove it, increase the positive attention you give the student. If the entire class is involved, stop the lesson and explain clearly what you need from students to conduct the class effectively. Increase positive feedback to the class.



Note: Don't take personally the difficulties you encounter.

Remember that many problem behaviors have nothing to do with you. They are due to personal fears and needs or displaced anger toward someone else. Try to connect with the student to develop a relationship of trust and to communicate that you care about the student as an individual.