



Classroom Management Skills

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Chat about why you are here today.

Are there specific questions you have? Put on a Sticky Note on Whiteboard

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Improving Your Non-Verbal Management in the Classroom

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Overview

- Background Information and Thoughts
- Group Management (Non-verbals)
- Individuals student management



Takeaways

What I want you to walk away with

1. Relationships are a critical component of good teaching and management.
2. Good classroom management can be developed at any level and with all classes.
3. “We are in love with the influence of power, when we should be in love with the power of influence.” Michael Grinder



Statement by an Administrator

“If you write a good enough lesson plan, you do not need to worry about classroom management.”



My Basic Beliefs about Classroom Management

- Education and Classroom Management is a Science (Skills)
- Education and Classroom Management is an Art (Application of Skill)
- Classroom Management is not a specific program (Personal Belief)
- Healthy relationships with students are required for good management
- Management is NOT Discipline



Good Classroom Management is not Complicated

- Remember that you are in charge of the classroom (Person in Charge)
- Build positive, healthy relationships with students (not friendship)
- Set and Maintain clear and consistent expectations within your class from day one
- Know when to be flexible in all of the above (art not science)
- Be in control of the things you can control
- The administrator and school policy must support the teachers in issues of management and discipline



Cautions

- Make Conscious, Objective Decisions
- Do not introduce new management tools or skills without telling/teaching the students.
- Teach what you expect. Model the behavior. (We can all learn from ECE/PYP Teachers)
- If it is important, write it down and post it where you and students can refer to it.
- Reinforce positive behavior OR behavior you want to encourage



Approaches

Power Approach

- Directly approach the inappropriate student or behavior
- From the front. Eye Contact.
- High Breathing
- Damages the relationship

Influence Approach

- Indirectly approach the inappropriate student or behavior
- From the side. No eye contact
- Low breathing
- Preserves the Relationship



Things to Consider

Self-Reflection

- Do you plan your group management?
- What happens before class starts?
- How do you start class?
- Where do you teach from (when the material is on the test)?
- Where do you manage from?
- What does your class “sound” like?
- How do you breathe when teaching?

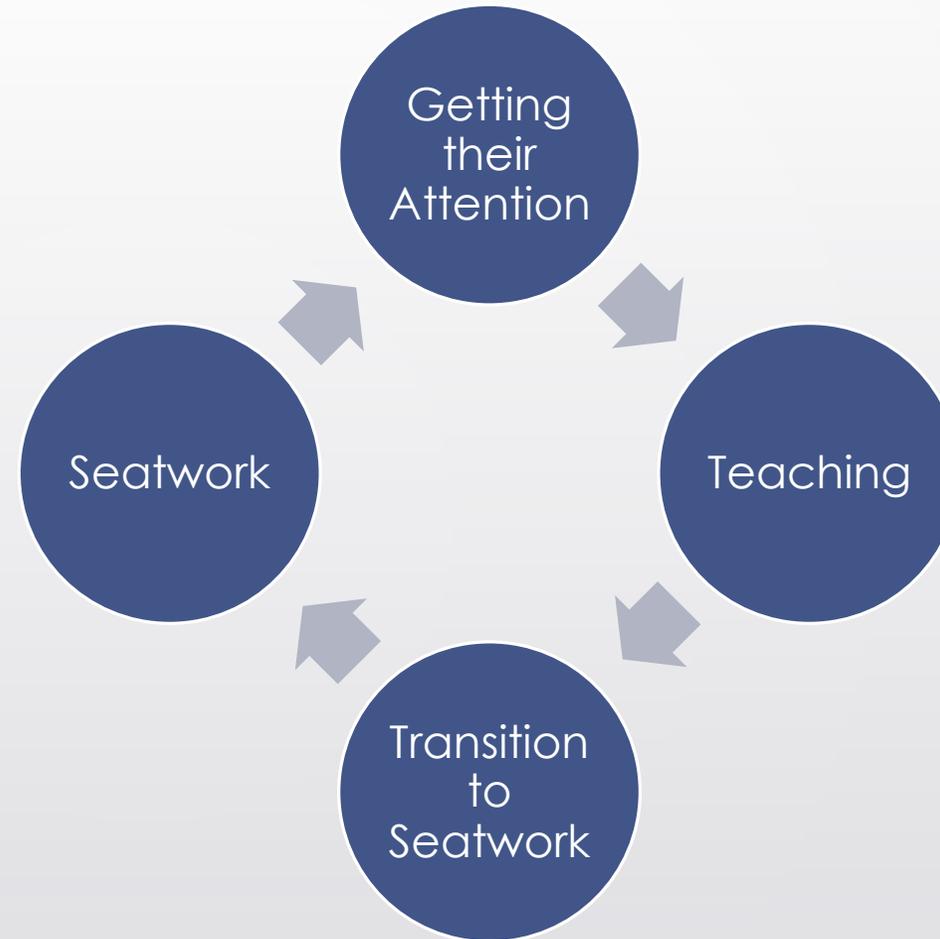


Four Phases of Instruction

This is not a “hard and fast” cycle or program.

These are phases during your instruction of students or adults.

You may move between these phases



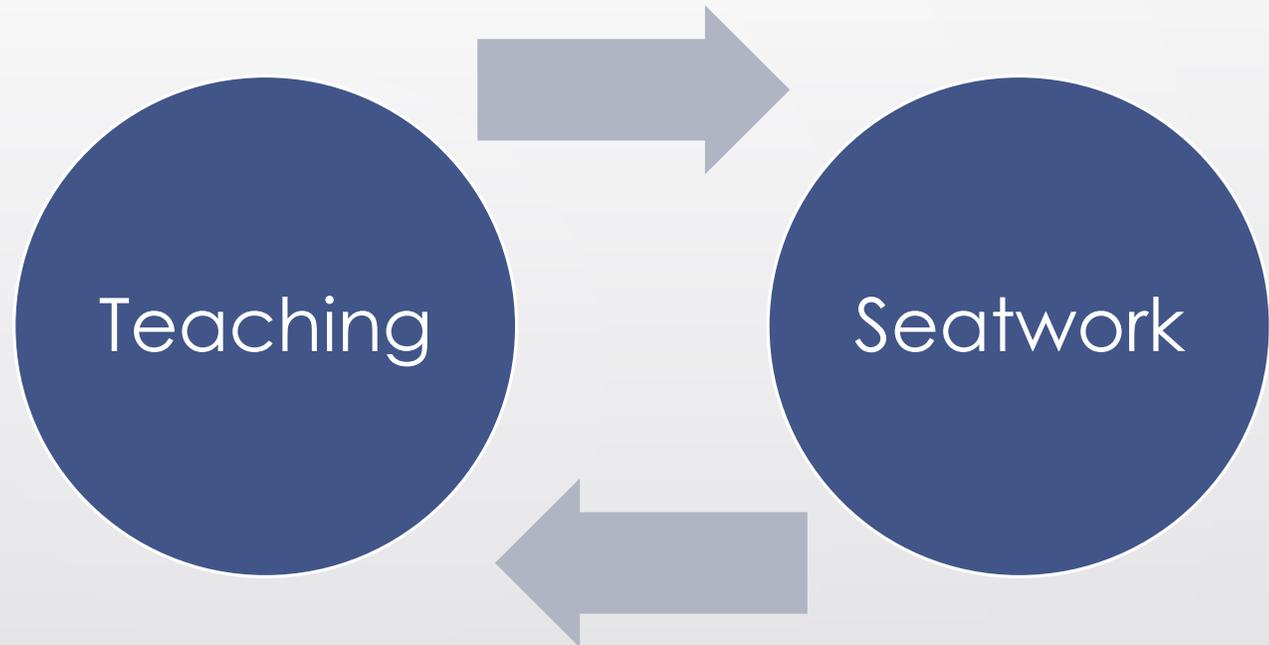


Good Teaching Days

The days when you wish the principal would come and observe you.

Everything goes smoothly.

You teach and students work.





The Other Days...

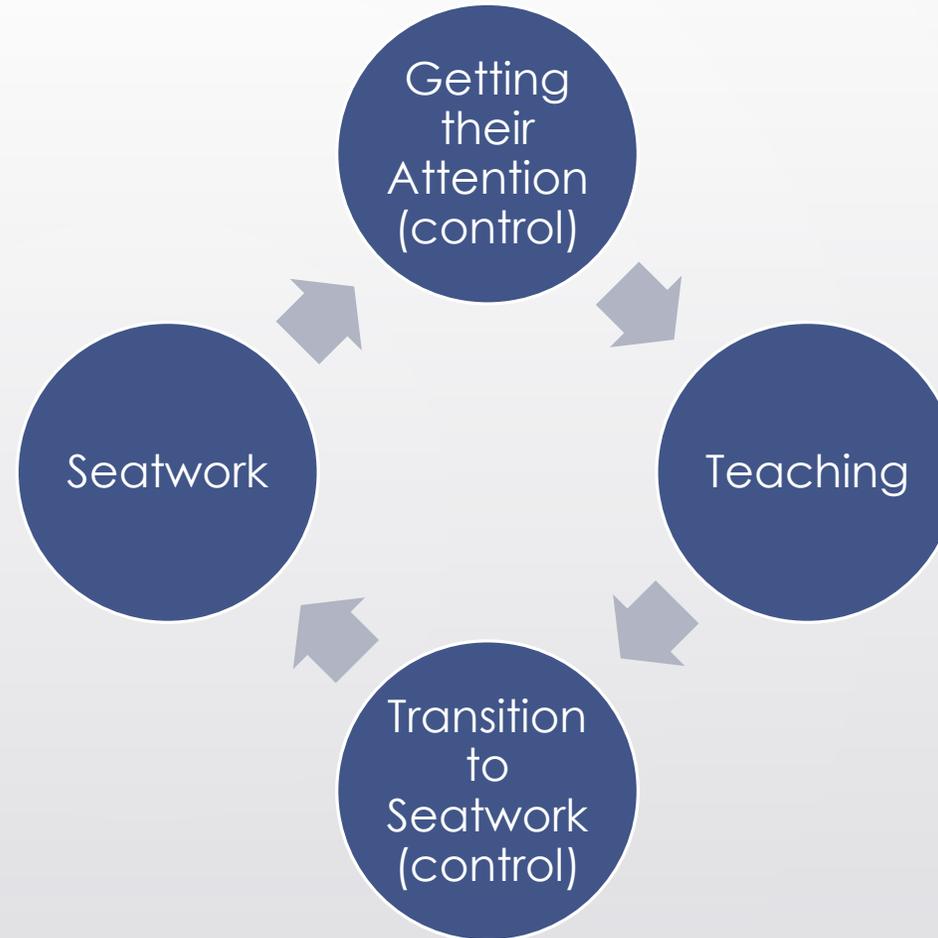
The days your principal actually shows up
(unannounced)

The week before or after a holiday

Full moon

Change in weather

The teacher must exert higher levels of
control during Gaining Attention and
Transitions





Skills:
Getting their
Attention

Freeze Body

Above – Pause - Whisper

- Freeze Body
 - STOP Moving
 - Stand in the Front of the Room (or management space)
 - Feet Evenly Spaced and Weighted
 - Hands at Stomach or Sides
 - Give short instructions (management not instruction)
- Above – Pause – Whisper
 - Above - Voice above the level of the class volume (PE teacher voice)
 - Pause – Do not talk until class is quiet
 - Whisper – Drop voice lower than the class volume



Skills: Teaching

Raise Hand versus Shout Out

- Raise Hand versus Shout Out
 - You must model this
 - Determine what non-verbals you wish students to use to ask questions or engage in discussion
 - Use non-verbal with verbal instruction the first time you do this
 - Over time, drop the verbal instruction



Skills: Transition to Seatwork

Visual Exit Directions (Entrance
also)

Most Important Twenty
Seconds (MITS)

- Visual Exit Directions
 - Write all important details of the work you expect
 - Post it where students can see it
 - Refer to it when student ask “what do I do”



Visual Entrance Direction: Classroom Management Skills

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Visual Exit Directions (Entrance
also)

Most Important Twenty
Seconds (MITS)

- Most Important Twenty Seconds
 - After giving instructions and writing them down, Freeze Body
 - Wait until all, or most, students are on task
 - Re-direct students to the Visual Directions
 - Then move and reinforce student work



Skills: Seatwork (Reinforcement)

OFF/Neutral/ON (student)

Influence Approach (Teacher)

- OFF/Neutral/On versus OFF/Neutral/OFF
 - Student off-task
 - Teacher approaches, student holds breath
 - Teacher leaves, student goes back off-task
 - To get to ON Task, see below
- Influence Approach
 - Approach from the side or back not front (this may be enough)
 - Non-verbally direct student to the work (if necessary)
 - Wait for student to breathe
 - Observe student starting task, going to ON
 - Step away slowly



Managing Individuals

Look Underneath the Behavior
(3 reasons Why)

What is the reason for the
behavior?

- Why are they doing what they are doing?
 - Attention – high percentage cause
- Identify the:
 - Behavior – What are they doing specifically?
 - Cause – Why are they doing the behavior?
 - Timing – When are they doing the behavior?
- Creative Solutions
- Manage in public, discipline in private



What is the Benefit?

Why should I waste my time on smoke and mirrors?

- Teaching is tough physically and mentally.
- Consistency of behavior expectations in the classroom or school
- Less time managing = more time to teach
- Teaching on the tough days is easier.
- Yes, research says all the normal things as well...



Transition to ENVoY

- Employing Non-Verbal Yardsticks (ENVoY)
 - Michael Grinder's Work
 - Dr. Kendall Zoller – Doctoral Dissertation of Non-Verbal Communication



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