

Volusia Classroom Management

Creating a positive classroom environment structured for success.

Substitute Edition

Attention signal

Many schools use the universal – “Give me five”

- Secondary -“Give me your attention please.” Or “Attention please.”
- Elementary -“Stop, Look, and Listen.”

Using a verbal count down, “5, 4, 3, 2, 1, thank you,” allows students to disengage from the previous activity, then redirect their attention to you. Once you have their class’s attention, quickly proceed with your next steps.



Shaping and Correcting Behavior

1. Frequently recognize students when they are on-task.
 2. When needing to modify a behavior, before addressing it directly, first narrate the desired behavior you notice another student displaying.
- This allows the offending student an opportunity to self-correct, while giving attention to the student who is on-task.

This can lead to a win-win!

Best Practices for Building Relationships

- Greet students at the door – with a smile.
 - Try to acknowledge students by name.
 - Reinforce on-task participation.
- Here are some ways to praise:
- “Thank you for...”
 - “Great job with...”
 - “Nice work with...”



Planning

If teacher plans have been provided, follow the plan as closely as possible.

Consistency is key!

If there are no plans:

- Contact the office staff/team teacher in Elementary. Secondary-speak to the academic coach/department chair.
- Have a tool box of school appropriate time fillers as a backup.
- Consider a balance of teacher talk and student talk.



Helpful Hints

- Respect student space.
- Don't take it personally.
- Know where the bathroom is.
- Don't share personal information (social media, phone, etc...).
- Expect the unexpected (fire drills, students getting sick, extra students coming to your room, assemblies, varying schedules, support teachers, etc...).
- Just keep smiling – seriously keep smiling.



De-escalation Strategies

Unless safety is at stake, make sure the class is meaningfully engaged before addressing individual student needs. If student safety is a concern, please contact the office for assistance.

- Avoid a battle...don't provoke.
- Appear calm and controlled.
- Make statements, rather than asking questions.
- Allow time and listen...acknowledge feelings "I understand you are ____".
- Allow personal space...don't crowd or touch.
- Set limits calmly but firmly, and privately.
- Lower voice and slow down speech.
- Avoid prolonged eye contact.
- Negotiate ways for the child to maintain dignity.



Routines, Procedures, Rules

Consistency is key! If routines, procedures, and rules are already established- stick with them. If not, be prepared with a few non-negotiables. Special situations that may require consistent routines and procedures are:

- Students with special needs
- Using the restroom
- Supplies (sharpening/getting pencil)
- Entering and exiting the classroom
- Clinic

Examples of rules:

- Be respectful
- Don't talk while I'm talking



Communicating Expectations

Give clear and concise expectations, one way is to use the CHAMPS acronym:

C – conversation – How are students to respond to you? Basic conversation formats: raise your hand, popcorn, turn and talk. What the topic is about?

H – help – How do students get help?

A – activity – What are students working on and a time limit?

M – movement – Can students move about the room?

P – participation – What does appropriate participation look like?

S – success – How will students know they are successful at the end of the activity?

**Say what you mean and mean what you say.
Be accountable and follow through with your words.**