

# ***Strategies to Reduce***

**CLASSROOM DISRUPTIONS**

**&**

**MINOR DISCIPLINE PROBLEMS**



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## NOTES

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## Strategies to Reduce Classroom Disruptions & Minor Discipline

### 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*

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- 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 then 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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## Strategies to Reduce Classroom Disruptions & Minor Discipline Problems

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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

#### **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



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## Student Behavior Reflection Sheet

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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?

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### Teacher/Team Notes

Consequences given:

Additional comments:

Team Member \_\_\_\_\_ Student \_\_\_\_\_

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## Team/Parent Conference Form

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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: \_\_\_\_\_

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## Team Meeting with Student

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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*

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## Missing Assignment

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# Missing Assignment!

Subject: \_\_\_\_\_

Teacher: \_\_\_\_\_

Title of work: \_\_\_\_\_

Student: \_\_\_\_\_

***Student has not turned in the above assignment.***

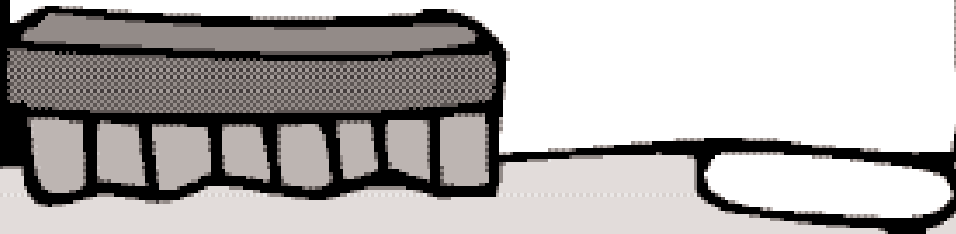
Student Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



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## Academic and Behavioral Interventions

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ACADEMIC AND BEHAVIORAL INTERVENTIONS  
for

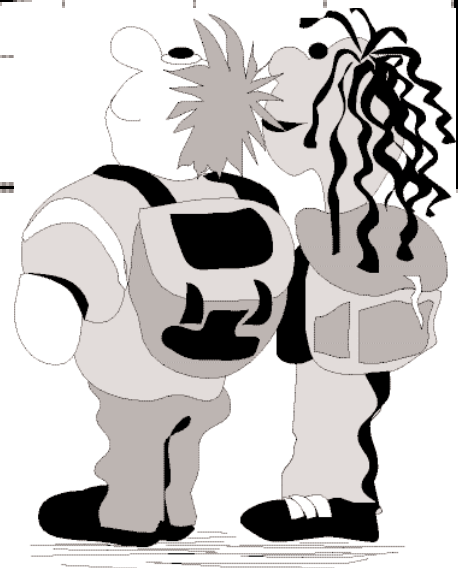
Student

Address

Address

Phone

Team



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## Academic Interventions

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Student academic challenges as observed by team: \_\_\_\_\_

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### ***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	_____

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## Academic Interventions *(continued)*

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### ***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: _____	_____

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## Behavior Interventions

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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 \_\_\_\_\_

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## Behavior Interventions *(continued)*

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### ***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: \_\_\_\_\_

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## Story Pyramid

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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: \_\_\_\_\_

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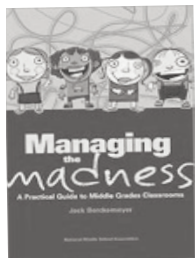
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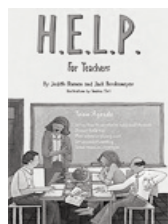
National Middle School Association Website [www.nmsa.org](http://www.nmsa.org)



Managing the Madness- A practical guide to Middle Grades Classrooms

by Jack Berckemeyer

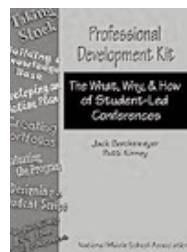
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