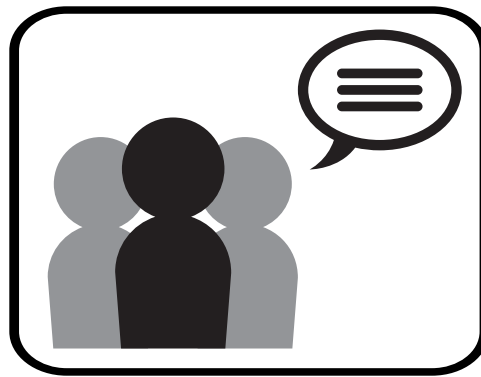


# CLASSROOM MANAGEMENT

Managing the Madness



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# NOTES:

## **? Why do adolescents interrupt the classroom setting?**

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- » Desire to feel powerful
- » Physical changes
- » Humor and Attention
- » Fear
- » Boredom

## **Methods teachers use to respond to interruptions.**

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



## **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 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 when teaching—cooperative learning, silent reading, lecture and visual aids
- » Check for comprehension—swipe board
- » Repeat what the student said
- » 3-5-5 Plan
- » “Ready To Learn”

### **Humor can save the day**

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



## **Ideas, Thoughts and Strategies, cont.**

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



## Student Behavior Reflection Sheet

**Name:** \_\_\_\_\_

**Class/Period:** \_\_\_\_\_ **Date:** \_\_\_\_\_

» Describe what 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

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» Consequences given:

» Additional Comments:

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

## Team/Parent Conference Form - page one

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

**Date:** \_\_\_\_\_

» Reason for Conference:

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» Parent Concerns:

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» Team Concerns:

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» Student Concerns:

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## Team/Parent Conference Form - page two

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

**Date:** \_\_\_\_\_

» Action Plan:

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» Acknowledgements:

Student \_\_\_\_\_

Parent \_\_\_\_\_

Team Representative/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.

- |  |   |
|--|---|
| <input type="checkbox"/> Punctual to class     | <input type="checkbox"/> Neat and organized                 |
| <input type="checkbox"/> Prepared for class    | <input type="checkbox"/> Obedient of class and school rules |
| <input type="checkbox"/> Participates in class | <input type="checkbox"/>                                    |
| <input type="checkbox"/> Respectful of others  | <input type="checkbox"/>                                    |
| <input type="checkbox"/> Responsible           | <input type="checkbox"/>                                    |

Please return this letter by \_\_\_\_\_

Thank you for your contributions.

The student will be picked up by a team member.

Sincerely,



## Explanation of the **3 5 3** Practice

The **3-5-3 Practice** is a structure that allows adults (parents or guardians and teachers) to help students get back on track by:

- » Identifying issues of intervention
- » Setting workable strategies for solutions
- » Following up on the plan for improvement

The team prepares for a conference by following these easy steps:

- » For the first **3**, identify three issues that need attention from the adults who are focused on this student.
- » For the **5**, create five strategies that the student, team, and parents are going to try to move forward on identified issues.
- » For the last **3**, decide on three ways that the teacher(s), parent(s) or guardian(s), and student are going to follow-up on the plans made.
- » Fill out the **3-5-3 Practice Form** and decide who will host the conference.

### Tips

- » Remember that this is for an intervention conference. Do not mix academic and behavior issues. Brainstorm issues as a team, but narrow it to no more than three issues in either the academic or behavior category. As you gather ideas for strategies, be sure to include only those that are realistic.
- » You can change the number from 3-5-3 to 2-3-2, 3-2-3, or any combination that works. Just remember that the opening list should always focus on what the student is doing well or how the student has grown.
- » For parent or guardian conferences, a 3-2-3 can identify three areas of success or good progress, two areas that need improvement, and three strategies that can be taken to assure improvement (one for the student, one for the teacher(s), and one for the parent(s) or guardian(s)).

# 3 5 3 Planning Form

## 3 » Issues

- 
- 
- 

## 5 » Strategies for Moving Forward

- 
- 
- 
- 
- 

## 3 » Ways to Follow Up

- 
- 
- 

Student Signature \_\_\_\_\_

Parent or Guardian Signature \_\_\_\_\_

Teacher Signature \_\_\_\_\_

# **!** 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 Intervention for:

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

**Address:** \_\_\_\_\_

\_\_\_\_\_

**Phone:** \_\_\_\_\_

**Team:** \_\_\_\_\_



## Academic Interventions - page one

Student academic challenges as observed by team:

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### Classroom Teacher Intervention

### Date and Initial

Conference with student

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Signed agenda

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Phone conference with parent

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Daily Progress Report

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Notification of grades and progress

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Mini-Course recommendation

---

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

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Plan of Improvement

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Adult Mentor

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Lab class recommended

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Team study hall recommended

---

Mini-course recommended

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Other: \_\_\_\_\_

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\_\_\_\_\_

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### Student Strategies

Electronic Portfolio

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Records homework assignments in agenda

---

Asks for help when necessary

---

Attends help sessions, lunch, before/after school

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Organized binder weekly

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Uses daily progress report or signed agenda

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## Academic Interventions - page two

### Student Services Involvement

### Date and Initial

Weekly progress report

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Academic contract

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Care and concern process initiated

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Reduce/break-up assignments

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Pacing instructions (slower/faster)

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Offer alternative assessment

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Modify tests/assignments

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Simplified reading assignments

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ADD/ADHD referral

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Child study meeting

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Mini Woodcock administered

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Discussion at team meeting in re: academics

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Conference with parent, student, counselor, administrator, Mental Health, teachers

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Other: \_\_\_\_\_

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### Parental Involvement

Tutoring

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Alternative learning settings considered

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Follow up on academic contract

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Other: \_\_\_\_\_

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## Behavior Interventions - page one

Student academic challenges as observed by team:

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### Classroom Teacher Intervention/Strategies

### Date and Initial

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, reponse, consequence, documentation

Adult mentor

Other: \_\_\_\_\_

### Student Responsibilities

Communicates feelings of anger or frustration

Utilizes time out to re-center

Utilizes conflict resolution strategies

### Student Services Involvement

Consult with Pupil Services

Consult with Mental Health

Mental Health interview

Consult with Counseling

Counseling interview

Peer Counseling Support

Child Study Meeting

## Behavior Interventions - page two

### Student Services Involvement, cont.

### Date and Initial

Behavior Contract

    Meet with student

    Phone call/conference with parent

    Two week follow up

Referral for Care and Concern process

Other: \_\_\_\_\_

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### 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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### Effective positive reinforcement for this student include:

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### Effective consequences for this student include:

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### Other:

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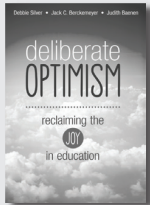
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A nationally-recognized presenter, author, and humorist, Jack Berckemeyer, began his career as a middle school teacher in Denver, Colorado. After two years of teaching he was named as an outstanding educator at his school, and shortly thereafter he was identified as one of the outstanding educators in the district. In 2003, he received the Outstanding Alumni Award from the Falcon School District. Jack brings his energy, humor, and expertise to all staff development as he helps teachers and administrators remember why this job makes a difference. Jack has presented in conference and school district settings both nationally and internationally. Jack served as a judge for the Disney American Teacher Awards and served on the selection committee for the USA TODAY All-Teacher Team.

Jack Berckemeyer is known for his motivating, practical ideas communicating a message of hope, laughter, and insight into education. Jack was also the Assistant Executive Director for the National Middle School Association for 13 years and is the author of *Managing the Madness - A Practical Guide to Middle Grades Classrooms*. His most recent publications are *Taming of the Team - How Great Teams Work Together* and *Deliberate Optimism - Reclaiming the Joy in Education*, co-authored with Dr. Debbie Silver and Judith Baenen.

Jack is currently the Owner and Director of *NUTS and BOLTS - Ready to Lead, Teach, and Learn Conferences* located in Denver, Colorado and Destin, Florida. Jack lives in Denver, Colorado and has no pets or plants.



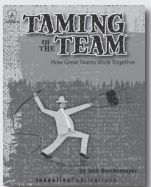
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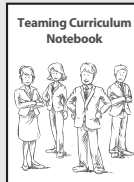
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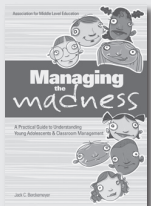
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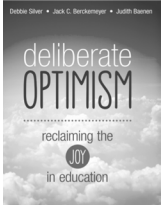
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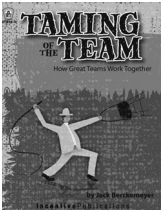
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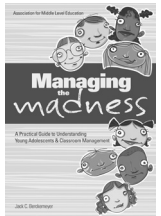
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