CLASSROOM MANAGEMENT
Managing the Madness
Why do adolescents interrupt the classroom setting?

- Desire to feel powerful
- Humor and Attention
- Boredom

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

- 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
- 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
Ideas, Thoughts and Strategies, cont.

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 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
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

➤ Consequences given:

➤ Additional Comments:

Team Member ____________________________ Student ____________________________

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Team/Parent Conference Form - page one

Student: __________________________
Date: __________________________

➤ Reason for Conference:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

➤ Parent Concerns:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

➤ Team Concerns:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

➤ Student Concerns:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Team/Parent Conference Form - page two

Student: _____________________________
Date: _______________________________

» Action Plan:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

» 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.

☐ Punctual to class  ☐ Neat and organized
☐ Prepared for class  ☐ Obedient of class and school rules
☐ Participates in class  ☐
☐ Respectful of others  ☐
☐ Responsible  ☐

Please return this letter by ______________________

Thank you for your contributions.

The student will be picked up by a team member.

Sincerely,

Jack C. Berckemeyer
www.jackberckemeyer.com | jberckemeyer@yahoo.com
www.NutsandBoltsSymposiums.com
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)).
### Planning Form

#### Issues
- 
- 
- 

#### Strategies for Moving Forward
- 
- 
- 
- 
- 

#### 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: ____________________________________________

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### Academic Interventions - page one

Student academic challenges as observed by team:

<table>
<thead>
<tr>
<th>Classroom Teacher Intervention</th>
<th>Date and Initial</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conference with student</td>
<td></td>
</tr>
<tr>
<td>Signed agenda</td>
<td></td>
</tr>
<tr>
<td>Phone conference with parent</td>
<td></td>
</tr>
<tr>
<td>Daily Progress Report</td>
<td></td>
</tr>
<tr>
<td>Notification of grades and progress</td>
<td></td>
</tr>
<tr>
<td>Mini-Course recommendation</td>
<td></td>
</tr>
<tr>
<td>Simplified assignments</td>
<td></td>
</tr>
<tr>
<td>Provide scribe notes for student</td>
<td></td>
</tr>
<tr>
<td>Have student repeat directions</td>
<td></td>
</tr>
<tr>
<td>Weekly assistance with organization</td>
<td></td>
</tr>
<tr>
<td>Multi-modal approach</td>
<td></td>
</tr>
<tr>
<td>Provide help at lunch/after school</td>
<td></td>
</tr>
<tr>
<td>Verbal checks for understanding</td>
<td></td>
</tr>
<tr>
<td>Use of advanced organizers</td>
<td></td>
</tr>
<tr>
<td>Plan of Improvement</td>
<td></td>
</tr>
<tr>
<td>Adult Mentor</td>
<td></td>
</tr>
<tr>
<td>Lab class recommended</td>
<td></td>
</tr>
<tr>
<td>Team study hall recommended</td>
<td></td>
</tr>
<tr>
<td>Mini-course recommended</td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
</tr>
</tbody>
</table>

### Student Strategies

Electronic Portfolio
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 - page two

## Student Services Involvement

<table>
<thead>
<tr>
<th>Intervention</th>
<th>Date and Initial</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly progress report</td>
<td></td>
</tr>
<tr>
<td>Academic contract</td>
<td></td>
</tr>
<tr>
<td>Care and concern process initiated</td>
<td></td>
</tr>
<tr>
<td>Reduce/break-up assignments</td>
<td></td>
</tr>
<tr>
<td>Pacing instructions (slower/faster)</td>
<td></td>
</tr>
<tr>
<td>Offer alternative assessment</td>
<td></td>
</tr>
<tr>
<td>Modify tests/assignments</td>
<td></td>
</tr>
<tr>
<td>Simplified reading assignments</td>
<td></td>
</tr>
<tr>
<td>ADD/ADHD referral</td>
<td></td>
</tr>
<tr>
<td>Child study meeting</td>
<td></td>
</tr>
<tr>
<td>Mini Woodcock administered</td>
<td></td>
</tr>
<tr>
<td>Discussion at team meeting in re: academics</td>
<td></td>
</tr>
<tr>
<td>Conference with parent, student, counselor, administrator, Mental Health, teachers</td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Parental Involvement

<table>
<thead>
<tr>
<th>Involvement</th>
<th>Date and Initial</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutoring</td>
<td></td>
</tr>
<tr>
<td>Alternative learning settings considered</td>
<td></td>
</tr>
<tr>
<td>Follow up on academic contract</td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Behavior Interventions - page one

Student academic challenges as observed by team:

<table>
<thead>
<tr>
<th>Classroom Teacher Intervention/Strategies</th>
<th>Date and Initial</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preferential seating</td>
<td></td>
</tr>
<tr>
<td>With a role model</td>
<td></td>
</tr>
<tr>
<td>In a study corral/isolated</td>
<td></td>
</tr>
<tr>
<td>Near teacher/front</td>
<td></td>
</tr>
<tr>
<td>Time out to re-center</td>
<td></td>
</tr>
<tr>
<td>Positive reinforcement for desired behaviors</td>
<td></td>
</tr>
<tr>
<td>Lunch detention</td>
<td></td>
</tr>
<tr>
<td>After school detention</td>
<td></td>
</tr>
<tr>
<td>Conference with student</td>
<td></td>
</tr>
<tr>
<td>Phone call to parent</td>
<td></td>
</tr>
<tr>
<td>Referral/Resolution</td>
<td></td>
</tr>
<tr>
<td>Stimulus, response, consequence, documentation</td>
<td></td>
</tr>
<tr>
<td>Adult mentor</td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
</tr>
</tbody>
</table>

### 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.

<table>
<thead>
<tr>
<th>Action</th>
<th>Date and Initial</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavior Contract</td>
<td></td>
</tr>
<tr>
<td>Meet with student</td>
<td></td>
</tr>
<tr>
<td>Phone call/conference with parent</td>
<td></td>
</tr>
<tr>
<td>Two week follow up</td>
<td></td>
</tr>
<tr>
<td>Referral for Care and Concern process</td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
</tr>
</tbody>
</table>

### Administrative Involvement

<table>
<thead>
<tr>
<th>Action</th>
<th>Date and Initial</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion at team meeting in regard to behavior</td>
<td></td>
</tr>
<tr>
<td>Discussion at team meeting in regard to attendance</td>
<td></td>
</tr>
<tr>
<td>Conference with parent, student, counselor, administrator, mental health, teachers</td>
<td></td>
</tr>
<tr>
<td>Habitually disruptive student process initiated</td>
<td></td>
</tr>
<tr>
<td>In-school isolation</td>
<td></td>
</tr>
<tr>
<td>Saturday School</td>
<td></td>
</tr>
<tr>
<td>Out of school suspension</td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
</tr>
</tbody>
</table>

### Effective positive reinforcement for this student include:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

### Effective consequences for this student include:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

### Other:

________________________________________________________________________
Story Pyramid

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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ABOUT THE AUTHOR

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 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 Falcon School District. Jack brings his energy, humor and expertise to all staff development as he helps teachers and administrators remember why their jobs make a difference.

Jack Berckemeyer is known for his motivational, practical ideas that bring hope, laughter, and insight about the nature of young adolescents. Jack lives in Denver, Colorado and has no pets or plants.

Deliberate Optimism: Reclaiming the Joy in Education
by Debbie Silver, Jack Berckemeyer & Judith Baenen
$27.00

Taming of the Team: How Great Teams Work Together
by Jack Berckemeyer
$25.00

Managing the Madness: A Practical Guide to Middle Grades Classrooms
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H.E.L.P. for Teachers
By Judith Baenen & Jack Berckemeyer
$15.00

Paper Plate Activities - Letters and Numbers
by Jack Berckemeyer
$35.00

Teaming Curriculum Notebook
by Jack Berckemeyer
$450.00
Resources

Nuts & Bolts - Ready to Lead, Teach and Learn Conferences
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The What, Why, and How of Student-Led Conferences by Jack Berckemeyer & Patti Kinney
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