

**WHEN THE FRONT DOOR DOESN'T OPEN.**

**TRY THE SIDE DOOR!**



## **CARDINAL RULES**

- **STAY IN CONTROL**
  - Deal with as many situations as possible at the classroom level
- **NEVER LET THEM SEE YOU SWEAT**
  - Act logically. If you get emotional, so will the student
- **HAVE A PLAN**
  - Know what your rules are and develop a consistent style for dealing with misbehavior.
- **ACKNOWLEDGE THAT THE CHANGE MAY HAVE TO COME FROM YOU**

## **STAGE 1**

- Out of seat
- Not ready to work
- Interfering with others
- Arriving late
- Talking out of turn
- Teasing
- Play fighting
- Restlessness

## **ACTION PLAN 1A**

- **ADVISE STUDENT WHAT YOU WANT FROM THEM**
- Joan, I need you to sit down and stay in your seat, thank you.
- Trevor, could you please not distract Sally as she is trying to work.
- Tom, do you need me to come over and help you get started on your work?

## **ACTION PLAN 1B**

### **• GO OVER AND TALK TO STUDENT**

- Julie, I've noticed that since you came to class today that you've hardly been in your seat? Why is that?
- Sam, You've been late for class twice this week. What can we do to get you here on time.
- Mary, here is what I need you to do right now. I need you to get your math book out...

## **STAGE 2**

- Defiant
- Challenging you
- Not co-operating
- Testing limits
- Trying to engage you in a power struggle
- Less predictable

## **ACTION PLAN 2A**

### **• BE DIRECT WITH YOUR REQUEST**

- I need you to sit down now.
- Your behavior is distracting to others. Please stop.
- This is silent reading time. Please respect that.

## **ACTION PLAN 2B**

### **• GO OVER AND TALK TO THE STUDENT**

- Right now you are distracting others. This is unacceptable. You can finish the math sheet or do some work out of the textbook. Those are your choices. Which would you like to do?
- I am not going to argue with you. If you would like to talk later, I'll be more than happy to meet with you after school.

## **STAGE 3**

- Out of control
- Openly challenging you
- Verbal and physical abuse
- Oblivious to consequences
- Throwing things

### **ACTION PLAN 3A**

- ASSESS THE SAFETY LEVEL
- Clear classroom
- Get help
- Remove what is causing the anger
- Reduce your talking to direct non threatening statements
- Minimize your physical actions
- Try to keep the student with you until help arrives

### **ACTION PLAN 3B**

- CAN THE STUDENT BE DISTRACTED
- Maintain a calm running dialogue
- Only one individual should deal with the student
- Attempt to distract the student by calling the student by name and in a loud voice say "Stop"
- Try to get the student to go to a controlled area
- Maintain a safe distance between you and the student

## **STAGE 4**

- Student runs out of steam
- Reason comes back
- Student is more aware of surroundings
- Student could be: emotional, apologetic, embarrassed, confused, or tired.

## **ACTION PLAN 4A**

- THE IMMEDIATE PLAN
- Establish a rapport with the student
- Ask the student if he is ready to go to the office
- Find out where the student is going if he wants to leave the school
- Inform the office of the incident
- Inform the parents of the incident
- Remember, at this point, that the student is still susceptible to an outburst
- Always keep in mind the safety factor

## **ACTION PLAN 4B**

- CONFERENCING
- This can include an administrator
- Talk about what brought on the outburst
- Explain the necessary consequences
- Work on learning new skills
- Opportunity to plan for more appropriate behavior

## **ACTION PLAN 4C**

- STAFF DEBRIEFING
- It is important that staff be allowed to debrief when a crisis occurs. Emotions can ride high and staff need time to reflect and interpret the situation.

## THE TEN COMMANDMENTS OF MAINTAINING DISCIPLINE

1. Pick your battles - what is worth fighting for - this applies to both teachers and students - go back to your goals - what do you want to see happen and then work to make it happen – don't get side -tracked
2. No, does not mean no - do not allow no for an answer - investigate what the student means by no - that what you show that no is not an option in your room
3. Get them to agree - that way they have an investment in making it work - get them to commit and if necessary, commit as a group
4. Anticipate – don't wait for something to happen when you can see it coming - it shows that you care and that you are in control
5. Allow for choices - most things can be presented in a choice format - this also reduces the likelihood of hearing no for an answer
6. Be as consistent as you can - if you are going to miss a deadline, then talk about it with the kids – don't let deadlines slip – don't let the small stuff slip
7. Remember you are giving the cues - kids will look to you for modeling - try to model the behavior you expect - both with students and staff
8. You can offer safety - it may be the only safe place someone has to go all day
9. Get your leaders to work for you - if they have leadership qualities then get them to work for you
10. WHO IS GOING TO CHANGE? YOU!