

1

Set Yourself Up for Success

DELIVERING AN UNEQUIVOCAL MESSAGE

It's Monday morning. The school day is beginning, outside your door. Students arrive and begin to line up, everyone is talking, and various moods can be observed, from excitement to dreaminess. The students know they are free to visit with friends, and they seem happy to be there.

Then you arrive, greeting them with a big smile. You are fully aware that this is the time and the place, outside the door, where you will deliver by your very demeanor a most essential message. Without words, your appearance and your expression will say, "The teacher is in charge here and happy to see you. As we enter the classroom, our attitude is one of mutual respect. Together we will make this classroom a good place in which to learn."

The message is unequivocal though unspoken, yet delivered in a friendly way. The positive comments that you subsequently make will reinforce the message and will also reiterate how much you care for them: "Good morning! I'm glad to see you looking so bright and splendid today!" You brief them with a few plans: "This morning we have two teams ready for our spelling relay, and computer lab at 11:00. And I do believe it's Kevin's birthday!"

Today is a new day, a fresh start. As the students file into the room, your no-nonsense demeanor and your words remind them that the rules and standards for their classroom are now in effect. You are confident that your groundwork of classroom management has been reinforced.

School has begun, outside the door.

2 ● Teach More and Discipline Less

**SURVIVAL SKILL NUMBER 1:
CLASSROOM MANAGEMENT**

Teaching is a rewarding but undoubtedly challenging endeavor. Perhaps you are a new teacher fresh out of college, perhaps you're changing to a new grade level, or maybe you are an experienced educator gathering new and different ideas. Whatever your level of experience, teaching will have its challenges, and managing a classroom must come first.

Classroom management is survival skill number 1, and it begins with a "certain presence" that subtly demands respect. This presence is an attitude or manner found in effective teachers, whether new to the profession or experienced, whether young or old. It is an attitude that greatly aids their ability to manage a group of students with seemingly very little effort.

A "certain presence" is hard to define, but may be described by the laudatory remark of a fellow teacher. "Mrs. J. just has those kids in the palm of her hand every minute of the day," she comments. "I don't know how she does it."

However, if we look closely at the behavior of an effective classroom manager, we will most likely find that he or she

- Remains calm in all circumstances
- Smiles a lot
- Speaks with a quiet voice
- Is attentive to each individual child
- Remains focused
- Obviously has established rules with students
- Remains courteous in the face of anger
- Maintains a positive attitude

Mastering classroom management, survival skill number 1, is not just for beginners. Every teacher, green as a cucumber or wrinkled as a prune, must continually work to improve the strategies of managing a classroom. We all strive to develop and refine the techniques which bring us success, and this refinement continues throughout our careers.

The Message Is:

The teacher who has mastered classroom management knows that a delicate but crucial balance must be found, a balance between being an authority figure and being a buddy. The master teacher reaches for this balance with every encounter, delivers it with assurance, and strives to maintain it throughout the day.



Figure 1.1 The teaching day begins outside the door.

KIDS DON'T CARE HOW MUCH YOU KNOW UNTIL THEY KNOW HOW MUCH YOU CARE

A teacher who greets her class with assurance and a smile every day knows that teachers teach more by who they are than what they say. She realizes it's important to make sure that a message of caring comes through along with the respect she engenders. She is consciously and purposefully cheerful when she speaks with her children.

When Mrs. McKeown welcomes the children in her class each morning, she makes it a point to say their names, and to ask a quick question here and there. "How did the soccer game go, Billy?" "How was the party, Birthday Girl?"

Being a caring teacher means remembering details about students' lives. It means writing notes to students, a little thank-you for the gifts they make or bring you, or an acknowledgement of a thoughtfulness that you observed. Being a caring teacher means asking students what they think, and then caring about the answers. It means responding authentically and respectfully rather than giving patronizing pats on the head. And it includes being available, as time permits, for private conversations on kid-relevant issues.

A teacher like Mary McKeown is very cognizant that her caring and respectful manner eases her task of classroom management. She realizes that when she listens patiently, apologizes for something she has said, or shows concern for others, she is setting herself up as a model, showing the students how to conduct themselves in the classroom.

4 ● Teach More and Discipline Less

Teachers need to encourage children to care about themselves and each other. Caring children rarely disrupt classroom activities, have conflict with peers, or bully others. Teachers thereby play a role in nurturing the social and emotional development of their children along with their intellectual growth. By dedicating themselves as role models, teachers find that their actions, attitudes, and expectations greatly influence how children act.

Educators fully realize the importance of modeling positive behavior. They know that students will succeed in school and score higher on standardized tests if they spend their day in a positive learning environment. It is the caring teachers who model the behaviors which will create that climate.

Mrs. McKeown holds sacred her opportunity to be a role model, with a successful mixture of kindness and humor conducted in a businesslike, task-oriented atmosphere. She shows the way for her children to follow, stressing cooperation, respect, and fairness for all.

The Message Is:

When students feel cared about, they want to cooperate, not misbehave. Kids know you care when you take the time to find out who they really are, when they feel listened to, and when their thoughts and feelings are taken seriously.

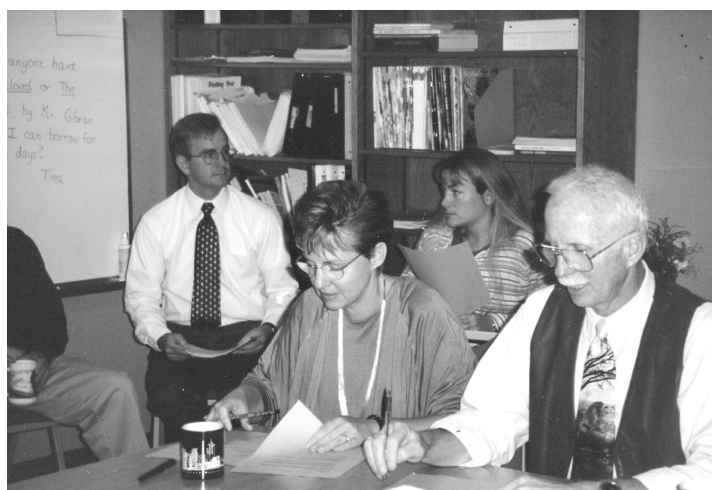
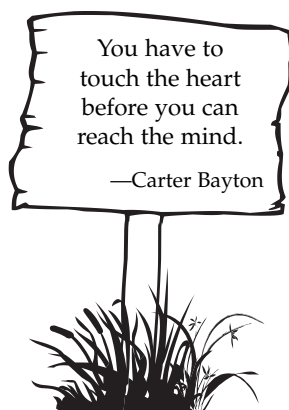


Figure 1.2 Faculty members who make a positive impact on the lives of children.

What Is a Teacher?

A teacher is many things:
She is knowledge with a smile on her face.
He is democracy with a book in his hand.
She is wisdom with a smudge of chalk across her eyebrow.
A teacher has to be an authority on soccer,
grasshoppers, Lear jets, dinosaurs, young love, and music.
—and how to live three months of the year without a
paycheck!

Teachers can be found after school wiping blackboards,
rehearsing plays, coaching football games, correcting papers,
—or just sitting at a desk waiting for the strength to go home!

Unappreciated at times, harried, and overworked,
they will still admit they have the greatest job of all.
And they have!
They are the future of the nation!

BASIC TECHNIQUES OF POSITIVE TEACHERS

When we see truly effective teachers, we are looking at people who are warm and caring. Whether men or women, they are dedicated to being positive and supportive persons who strive to make a difference with children. Much of what they teach is an “invisible curriculum” that is just as important as a concept or skill. Without even thinking, they practice the following basic courtesies with children, which they offer to you:

1. *Smile.* Make it sincere; smile with your eyes too. A smile says, “I’m here to help you. I care.”
2. *Say “please.” Say “thank you” and “you’re welcome.”* Model basic courtesy and kindness with these words.
3. *Use a person’s name.* Never forget how important a name is to a child.

6 ● Teach More and Discipline Less

4. *Listen.* Stop and really hear what the child is saying. Let your face show your interest.
5. *Take time.* You may have very little, but time is so valuable. Remember that, to a child, time translates to love.

I Care About Kids

- I demonstrate that I like them.
- I accept all kids as they are.
- I acknowledge that each child has something to contribute.
- I show my confidence in my students.
- I treat each child without prejudice or partiality.
- I help all children feel they belong.
- I help children accept each other.
- I respect the confidence of a student.
- I uphold promises and agreements with students.
- I avoid making remarks that may discredit others.
- I actively listen when a child speaks.
- I share things about myself.
- I spend time with children who need more of me.
- I admit "I don't know."
- I attempt to understand the unlikable kid.
- I help every student in my class feel successful.

STANDARD PROCEDURES: THE UNWRITTEN RULES

At the basis of a good teacher's philosophy for running her classroom lies a set of procedures that she wants her students to follow. These procedures, or class behaviors, help her maintain a smoothly run classroom, and are known as standard procedures. As a teacher you can create your own personal set of procedures as a guide to cooperation and problem prevention.

Very often you, the teacher, are one of the most stable persons in a child's life, unfortunate but true. It is only if you are lucky that a good percentage of your students come from homes where effective discipline is promoted, where limits are set and rules are consistently followed. More commonly, in the rapidly changing lives of today's families, at all socio-economic levels, many children have little stability at home. Frequently rules are few, and poor guidelines are provided for children's behavior. Some come to school unprepared to follow rules, to cooperate, or to

respect adult authority. Quite often this problem originates in a home where the word “stop” doesn’t require them to stop, where “no” means “maybe,” and where following rules is optional. Unfortunately, children carry these beliefs to school.

The most effective way to help students from such a wide range of home situations is to establish well-defined standard procedures, and to uphold them consistently. Consistency is, of course, the operative word. As children learn to depend on a constant and stable set of procedures, confusion is reduced. Cooperation evolves, misbehavior decreases, children learn better, and the teacher finds that the year runs more smoothly.

Begin introducing your standard procedures on the very first day of school, if possible, and cover as many of them as your class is ready for on that day. Then adopt the practice of reviewing and reinforcing the procedures every day for the next two or three weeks.

For the most part, standard procedures are unwritten. They are rarely posted on a chart and only occasionally written in a letter to parents. Taught, modeled, and reviewed, they will become implicit and understood by every student, and their importance cannot be overestimated. Standard procedures are guidelines which create both consistency and security for your students. Basically kids feel secure with known procedures, because they know what’s expected of them.

Your personalized procedures will form the backbone of your classroom management!

Basic questions concerning everyday classroom living will be answered as students internalize the standard procedures, questions such as

1. What are the procedures for entering the classroom?
2. When is it okay and not okay to talk to neighbors?
3. When is it okay to leave our seats?
4. Where do we put finished papers?
5. What do we do when our work is finished?
6. How do we respond to the “little freeze bell”?
7. What do we do if we need to go to the bathroom?
8. What happens if we don’t finish our work on time?

8 ● Teach More and Discipline Less



Figure 1.3 These children know precisely what to do with finished papers. It's a standard procedure.



Figure 1.4 This teacher posts a sign to remind students of the first few activities of the day.

The Message Is:

Standard procedures will form the foundation of a smoothly run classroom, even though they are “written” only in the students’ heads. If you enforce them consistently in September, you will thank yourself in March!

SUGGESTED STANDARD PROCEDURES**SP 1: Lining Up**

Line up outside the classroom door in an orderly manner. Talk quietly with your friends in line, even though you see children from other classes making the wrong choices about behavior.

SP 2: Entering Classroom

Enter our classroom quietly and respectfully. Hang up backpacks and coats. Put homework or notes in the basket. Take your seat quietly.

Practice and reinforce these first two procedures daily for many days. They will accomplish two tasks for you: They set the tone for the day, and, with constant reinforcement, they lay a groundwork of significance for subsequent standard procedures.

Tell your class, “We are responsible for our own conduct. We stand outside quietly, talking with neighbors, and we are proud of our behavior.” Tell them that you hope other teachers will look at your class and think, “She’s been given the best students in the school.” Acknowledge them as they enter the room and sit down at their desks with no teacher reminders.

SP 3: Talking in Classroom

There will be times when you may talk quietly to neighbors at your desks, and times when no talking is allowed.

Display a two-sided sign at the front which can be reversed as needed. The sign should say “No Talk” on the front and “Quiet Talk” on the back.

SP 4: Getting Up From Seats

Please stay seated during class work time; I will explain to you when you may walk around in the classroom and where to get your class materials.

10 ● Teach More and Discipline Less

When explaining your standard procedures, keep the lessons simple and concrete. Don't assume that words will be enough, but spend time demonstrating and modeling the correct behavior. When your students forget or get it wrong, practice until they get it right. When the students see you devote so much time and energy to teaching these procedures, they will begin to realize that you are serious about them. "Practice is crucial," warns a veteran teacher. "The beginning of the year is the time to teach and re-teach all important procedures. It usually takes several weeks, but the initial time invested pays huge dividends throughout the year."

SP 5: Pencils Sharpened

Put your worn-down pencil in the can and take a new one whenever you need to.

SP 6: Finished Papers

Unless I tell you differently, put your finished papers in this tray.

SP 7: What to Do When Work Is Finished

Listen carefully as I explain your choices of silent activities. See suggestions later in this chapter and also in Chapter 5.

SP 8: Little Freeze Bell

Stop where you are when the teacher rings the little freeze bell; freeze and listen to a message or special directions.

SP 9: Getting a Drink of Water

Recess is the time for drinks of water; we're sure you can wait till then. This procedure may change later in the year.

SP 10: Going to the Bathroom

Please raise your hand to be excused for the bathroom. I will always say yes. One at a time, of course!

SP 11: Sending Home Student Work

Each Friday you will take home a folder of your work. Your parents will need to sign a form that tells me they have monitored your work.

SP 12: Unfinished Work

The logical consequence for not completing class work or homework is to lose the privilege of Fun Friday Afternoon. You may finish your work then.

SP 13: Fun Friday Afternoon

As a class we will decide on some fun activities for Fun Friday Afternoons. You are eligible to take part if all of your class work and homework have been completed.

Teacher Note

Teachers who have the fewest discipline problems spend much of their first two weeks teaching and reviewing rules and standard procedures.

The Message Is:

Standard procedures, or SPs, are not the same as rules, which are discussed later in this chapter. SPs are simply “how things operate” in order to establish a smoothly run classroom. Teachers should alter the list at their discretion, adding procedures for going to the library, behavior at assemblies, etc. A good deal of teacher time must be allotted, especially in early months, to introduce, teach, model, role play, and review SPs in clever ways. Believe me, it will pay off!

TOGETHER WE MAKE A DIFFERENCE

Wise teachers will wish to elicit parent support for the final three standard procedures, which concern Friday folders, Fun Friday Afternoons, and the consequences for class work not finished. They also need to explain homework procedures. Therefore, the following three-part letter may be useful to deliver this information, and should be sent home as soon as possible.

Never underestimate the potential value of parent support. Good public relations at the beginning of school is important and will reap rewards later. (See Chapter 5 for more ideas on working with parents.)

Letter to Parents

Dear Parents,

Welcome to a new year and a new classroom for your child!

The following are suggestions for you to help him or her become a better learner and to show that you care. Also, please note the Homework Policy and the Friday Folder Procedure that I have included. It is most helpful if you go over these suggestions with your student.

1. Make sure your child gets 8 or 9 hours of sleep each night.
2. Make sure your child has a good attendance record. Children who fall behind in their work become anxious and frustrated.
3. Read to your child and encourage him or her to read to you. Remember, the best way to learn to read is to read!
4. A good policy regarding children and TV is to watch with them and help them evaluate what they're watching in light of your family's values.
5. Please attend our Back-to-School night on _____.
I look forward to meeting you.

Parent support is needed and greatly appreciated. When a problem arises in the classroom, I will make every effort to resolve the matter with your child. But if we are unable to resolve the problem, I may need to ask you for assistance and support. Together we can usually resolve problems early and get the child back on track.

Teacher's signature

Homework Policy

Homework assignments serve specific purposes. Students need practice with new skills or concepts, and they need to brush up on old ones.

Each week, homework assignments will be sent home with the students in this class on _____ and are due on _____ for full credit.

Parents often have concerns about homework. They wonder how many reminders and how much help they should give. Basically parents must remember that it is the child's responsibility to do the homework. Parents may help in these five ways:

1. Decide with your child on a time that homework will be done each day, building a consistent, regular routine. Insist on absolute quiet during study time.
2. Set up a working place, preferably a desk or table with good light—a place of his own—which delivers the message that studying is valued in this home.
3. Avoid giving more than one reminder that it's time to do homework.
4. Be available for brief help when needed. The message is "I'm here to help, but I won't do the work for you."
5. Explain clearly in advance the logical consequence you will be using when homework is not completed. Examples of consequences are loss of after-school play privileges, no visiting with friends, and no TV or video games.

Friday Folder Procedure and Fun Friday Afternoon

Almost all of your child's completed work for the week will be sent home on Friday in his Friday work folder. Please look over the work, offering praise when appropriate. Sign the folder, make any comments you desire, and return the folder with your child on Monday.

Students in this class who have completed all of their assignments, including homework, by Friday noon are eligible for participation in Fun Friday Afternoon, a preferred activity time.

Students who are not eligible will use that time to catch up on remaining work. Any work not completed on Friday afternoon will be noted in the folder and sent home to be done over the weekend and returned for partial credit on Monday.

Copyright © 2005 by Corwin Press. All rights reserved. Reprinted from *Teach More and Discipline Less: Preventing Problem Behaviors in the K-6 Classroom*, by Barbara Reider. Thousand Oaks, CA: Corwin Press, www.corwinpress.com. Reproduction authorized only for the local school site that has purchased this book.

THE POWER OF A QUIET VOICE

A teacher in San Francisco, who is also an author, titled one of her books *Good Morning, Class. I Love You*. I know that my friend Esther Wright doesn't actually say these very words each morning. She doesn't have to. She lives them; she constantly demonstrates them.

One of Mrs. Wright's techniques is to speak, invariably, in a calm, quiet tone of voice. She suggests that we teachers listen to ourselves as we speak to students, since some of us may be completely unaware of our tone of voice and volume. We can remember to speak in low, well-modulated, courteous voices, demonstrating to students that we respect them and want them to speak quietly also.

Teacher Note

Never speak when someone is talking.
Never try to talk over the noise. Stop. Ring a quiet bell, if needed. Wait.
 Begin *only* when you have students' attention.

Teachers who have trained themselves to speak in a lower tone of voice tell of amazing changes in their classrooms. Some of their comments are

The children listen better and now they're also lowering their voices.

My whole class calms down when they have to concentrate. They like it, and it makes my room much more pleasant.

The Message Is:

At all times of your day, keep a quiet, calm demeanor. Let your voice remain uniformly low. Try playing a little classical music softly in the background. Turn on a soft lamp. These things are very calming to the children.

MINIMIZE PROBLEMS AS YOU ARRANGE DESKS

Effective teachers carefully arrange the desks in their classrooms on the first day of school and just as carefully assign students to designated seats. These first arrangements will probably be temporary, but their goals are valid. Teachers wish to maximize learning, implement classroom management, and minimize behavior problems. These teachers declare that it is important to observe two basic procedures regarding desk arrangements and assignments:

1. Desk arrangements must allow the teacher to move around the room quickly and easily. Many arrangements meet this criterion, but one good suggestion is the “capital E” arrangement, where desks are placed in two letter E’s facing each other. (See diagram.) In this way all students can see the front board, and the teacher can walk within the center to supervise each student.
2. Carefully assigned seats should be calculated to prevent problems. Two types of students will be seated near the front of the room: those who may need help with class work, and those who are potential disrupters. Independent workers and those capable of working together may be seated at the sides, the back rows, and the corners of the E.

Do not hesitate to make frequent changes in seating as the weeks progress. As the class works and interacts, observe behavior and interpersonal relations. Take notes, and when the class leaves for the day, make desk changes accordingly. Experienced teachers claim that classroom management is greatly improved simply by wise placement of students’ desks.

Teacher Note

You will have a more effective class from the first if you assign students to their desks. However, as a feeling of trust and cooperation builds within your group, students may be allowed to request desk changes. Wise teachers require a good behavior agreement between the parties involved.

16 ● Teach More and Discipline Less



Figure 1.5 "Capital E" desk arrangement.

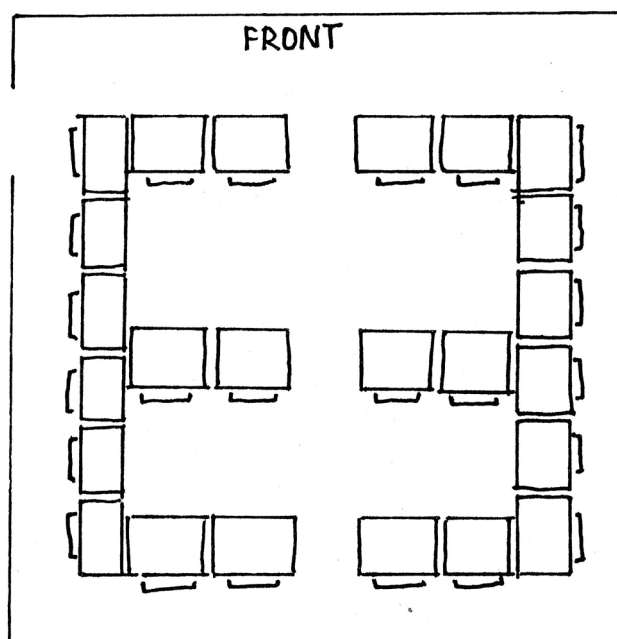


Figure 1.6 Diagram of "Capital E" desk arrangement.



Figure 1.7 In a smoothly run classroom, students know what to do when work is done.

The Message Is:

Make the effort to structure the physical environment and you will reduce the occurrence of problems.

“TEACHER, WHAT DO I DO NOW?”

Students need to know what to do when their work is done. This standard procedure (number 7 on our list) is very important in terms of a smooth-running classroom. In fact, your entire management plan can fall apart during these transition times if children who finish their work either interrupt you for directions or begin playing around.

There are many options from which you, the teacher, can choose. The most simple is to post a list of choices. One clever teacher has devised a small chart with cards that fit into three slots. The chart is headed, “THREE SILENT CHOICES.” Written on the cards are three of the following suggestions, to be changed frequently:

18 ● Teach More and Discipline Less

- Magazine Rack
- Pillows 'N' Books
- Art Cart
- Activity Workbooks
- Puzzle Place
- Science Table
- Quick Draw Station
- Clay Corner

Obviously, a small bit of teacher set-up time is required for the three choices, the simpler the better being the key.

Some teachers suggest a "Free-Time Writing Activity" for students who have finished their work early. Each week a quick and easy writing idea is displayed on a card and accompanied by a small pile of paper.

Free-Time Writing Activities

- List five jobs you'd enjoy doing in your lifetime.
- You are in a jungle. Describe what you see, hear, and touch.
- List 13 lucky things that have happened in your life.
- Write 20 things that you wonder about.
- Write a surprise welcome-home note to your mom or dad.
- Tell what makes you grouchy. What makes your mom grouchy?
- Pick an unusual word in the dictionary. Write two definitions, one real and one fake. Can someone guess which is fake?
- Write a sentence using each word in alphabetical order. "Annie bites carrots diligently . . ."
- List 10 essential items you'd take on a camping trip.
- Create 10 exciting new holidays to add to the year's calendar.
- Name five of your all-time favorite characters from books.
- If you had no paper, no telephone, no computer, how would you send a message to a friend in another town?
- List and illustrate 10 things that are green.
- Delicious. Parallelogram. Biplane. List your 20 favorite words.
- Write a thank-you note to tell your teacher of 10 things you like about this school year.
- Describe the most beautiful place you've ever visited.
- List 10 things that make you smile, your teacher smile, and your mom or dad smile.
- List five questions you would like to ask the principal.
- List five things you would like to tell your teacher.

CLASSROOM RULES ARE SET COOPERATIVELY

In addition to standard procedures, you will need to establish a few general rules of classroom conduct. Rules are needed in every classroom, and they should be set up cooperatively by you and your students. To do this you will need to conduct a meaningful discussion with your class, whether it be first or eighth grade. This discussion is actually an invitation for students to describe the class they would like to be part of and to make their suggestions for class rules. It is helpful to conduct this discussion on one of the very first days of school.

Discussion Questions About Rules

1. What makes a good classroom?
2. What is a good teacher like?
3. What are good students like?
4. What kinds of behaviors can ruin a class?
5. What rules might be helpful in our class?
6. What should happen if a child breaks a rule?
7. Who can suggest a good rule for our list?

The importance of the discussion is the discussion itself, just as meaningful, in fact, as the list of rules that will result. There is untold value in encouraging students to think about and decide upon the behaviors and work habits they believe are important. You, of course, will steer the discussion toward the points you want covered, and you will ensure that they include

- Careful listening
- Doing their best work
- Being responsible for their own learning
- Respect and kindness toward others

When the list of rules is decided upon, compliment your class on their cooperation. "This is our learning environment, and together we are responsible for making it work!" Have a student copy the rules onto a permanent chart to be posted in the room. Also, when each student makes a copy, send them home with reminders that "in our class, everybody makes the rules."

Teacher Note

Students know that you respect and care about them when they are consulted and involved in decision making. Teachers who fear a loss of control will find that when student input is encouraged, control is seldom needed.

The Message Is:

Students who have “ownership” in setting up rules are much more likely to follow them.



Figure 1.8 Rules chosen by student consensus.

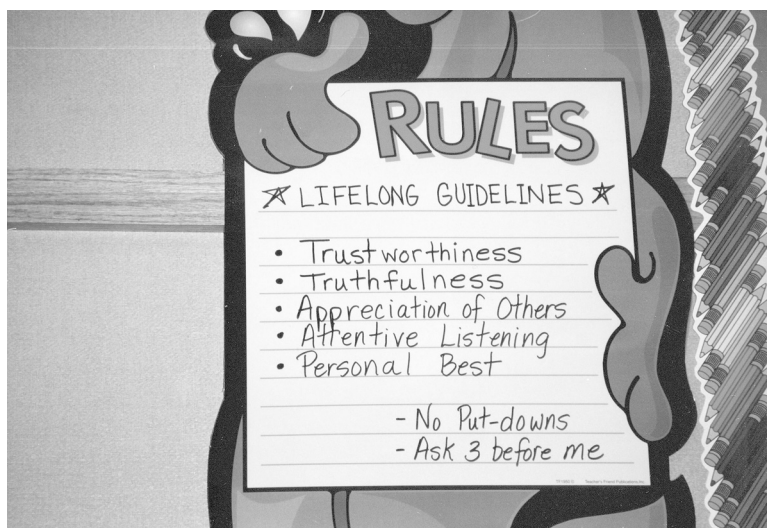


Figure 1.9 Rules posted by a teacher.

REMINDERS ABOUT RULES

1. There should be relatively few classroom rules (five or less).
2. Rules should be set up cooperatively.
3. Parents need to be aware of class rules.
4. Reinforce students who are following the rules.
5. Remind students, “These are *our* rules; we made them together.”
6. Rules must be enforced every time they are broken. Failure to finish work, for example, requires a child to make up the work at recess time. (See Chapter 6 for more help with the use of logical consequences.)
7. Students like rules and appreciate a well-managed classroom.
8. If a rule isn’t working, discuss and change it.

Teacher Note

Let your students know that rules show how you expect them to behave in the classroom. Motivate them to follow the rules because it is the right thing to do, and it leads to a better classroom for everyone.

The Message Is:

You, the teacher, must be consistent about sticking to the rules. Be the same every day. If your behavior varies, children will never stop testing you! Show them that you say what you mean and mean what you say.

RECOGNITION AND REINFORCEMENT

You can set yourself up for success by reinforcing good behavior on the very first week of school. Let’s look again at SP 7 (What to do when work is finished) as an example of how easy it can be. Posted in your classroom is a list of activities from which students may choose when their work is finished, such as a Three Silent Choices list.

Here is the set-up: Your students are working on an assignment at their desks. Wait until one child finishes his work. Notice as he puts his paper on the tray for finished work, stops to briefly read over the list of choices, makes his decision, and perhaps chooses a fun reading book.

22 ● Teach More and Discipline Less

At that precise moment, say aloud to the class, “I’ve noticed that when one of you was finished, he checked our list and chose the activity he preferred. Nice going.”

It is this kind of reinforcement technique which must be used with each of your SPs as it comes up, until all students have demonstrated that they know each and every standard procedure and it has become a habit or routine!

The importance of the first day and first week cannot be over-emphasized. In any good book about classroom management, you can read these words over and over: “Establish your rules and procedures carefully and you will reap the benefits all year.” The actual first day and week will become almost boring with all of the redundant but crucial practice and review.

The Message Is:

Consistency is the key—until each rule and procedure is very clear, and there is no doubt in anyone’s mind about how to behave in this classroom. Each successful incidence must be recognized and reinforced. You truly are setting yourself up for success!

Unfortunately, a sound emphasis on standard procedures and class rules is occasionally treated lightly by teachers who overlook their importance at the beginning of the year. Educator/author Fred Jones warns, “A cavalier approach to rules will stress not only the class management system but also the teacher’s body throughout the school year, a brutal price to pay for having shortchanged a crucial topic.”

As teachers we have a choice. Either we begin early, take the time to teach and reinforce the rules, or we exhaust ourselves trying to mend fences later in the year.

ROUNDUP OF CHAPTER 1

1. Begin teaching outside the classroom door.
2. Engender respect by your presence and demeanor.
3. Strive to develop strategies of good classroom management.
4. With your first words, deliver a message of caring.

5. Start immediately to teach your standard procedures.
6. Practice and review SPs for complete understanding.
7. Never underestimate the importance of SPs.
8. Inform parents of the homework policy and Friday procedures, and elicit their support.
9. Carefully calculate your seating arrangement.
10. Arrange your student desks to allow for quick, easy teacher movement.
11. Purposefully build a habit within yourself of speaking with a calm, quiet tone of voice.
12. Let your students take part in setting rules.
13. Enforce the rules as well as the SPs with unwavering consistency.