



KEY POINTS TO MINDFUL CLASSROOM MANAGEMENT

*Key Points
to Mindful
CLASSROOM MANAGEMENT*



Readiness - Chart Chat

Delivery - Video & Key Points to Mindful Classroom Management

Performance- What Would you Do?

Transfer ~ Exit Ticket



The greatest sign of success for a teacher is to be able to say, "The children are now working as if I did not exist."

- Maria Montessori

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1. Proximity and Classroom Management

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- ❖ The use proximity as a very effective tool for classroom management and for keeping students engaged in lesson activities . Simply put, that means that *teachers who walk around the classroom and monitor student conduct* usually maintain much better classroom control than those who remain in one spot . A teacher may choose to quietly move into the student's space (one to three feet), making the teacher the authority in that proximity.
- ❖ It can be highly effective to give a *specific classroom instruction while standing next to the student least likely to act on it* . This action often diffuses the student's desire to act out during a transitional move or speak out of turn while the other students are complying with the direction .

VERY INTERESTING AND IMPORTANT FACT

- ❖ The classroom is divided into *three distinct areas*.
- ❖ The *nearby red zone* is where the students are actively listening and involved.
- ❖ *The yellow zone* which is usually 10 to 15 feet from the teacher, is where the students may be involved when they think the teacher is watching.
- ❖ Finally, the *back of the room the green zone*, where the students are playing around or daydreaming because they don't feel engaged. When the teacher moves around, boundaries are changed in these groups, and the students who were in the yellow or red zones must start to pay attention.

2. *“Teacher, I’m done!”*

The common utterance “Teacher, I’m done” leads to the need for planning individual work time when a student has finished the assigned task . Problems often arise during the period of time when some students have finished their work and others are completing an assignment.

The teacher should introduce an approved extra activity before starting a task.

Extra activities during math time might include an extra set of math problems on the board or the freedom to explore a certain set of math manipulatives . During language arts instruction, the teacher might post a topic sentence and have the students write three sentences related to that topic . Students could also be given the chance to work in their handwriting books or to read silently .

3. Students out of Their Seats

It is effective to **decide when students can accomplish the various things they want to do .**

- ❖ Examples include **allowing students to sharpen pencils only at the set transitions** each day or offering preparation time before each activity during which students are allowed to get a piece of paper . Consider preventative procedures that save even this time; for example, have a can with sharpened pencils and a basket with extra paper. Students are responsible for preparing at the end of each school day for the following day .

4. Disruptive Behavior

- ❖ It may be appropriate to *isolate a student from other students due to a pattern of consistent disruptive behavior*.
- ❖ If this is the case, remember that the teacher needs to *maintain visual contact and be able to directly supervise this student at all times*. Try to make it as positive as possible by saying something like, “I want you to sit over here where you won’t be disturbed. You are important to us.” The movement should not be a punishment; it should be a removal of distractions.

5. Appropriate Use of Centers

There are certain things you will want to keep in mind when setting up and using centers .

- ❖ Centers need to be located away from the main flow of traffic, but also in places where teacher supervision and monitoring are easily managed
- ❖ Reinforce a skill that has already been taught. Make sure expectations and procedures for each center are taught, explained, and posted .
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6. *Pencil Sharpening*

- ❖ Have a cup of sharpened pencils and one with pencils that need to be sharpened, so that students may trade pencils instead of sharpening their own .
- ❖ Assign students the job of sharpening pencils before leaving class in preparation for the coming day . Many teachers have a monitor who does this job
- ❖ Allow sharpening for two minutes in the beginning of class with the use their own small pencil sharpeners

7. Reducing Transition Time

- ❖ Before any transition time, *first get the students' attention with a signal.* Have them point to where they are going or visualize how they will get to the next activity . Then give a signal when they can actually begin to transition .
- ❖ You can tell your class they have only *20 seconds to prepare for your next instructional activity.* *Counting down backwards in a calm voice* helps students regulate their responses and evaluate how much time they have to accomplish a task .
- ❖ When students are *transitioning into the room, always have something for them to do immediately.*

3 R'S

REHEARSE~

INTRODUCE & MODEL THE PROCEDURE

REINFORCE ~

UTILIZE WITH STRENGTH

REVIEW ~

PRACTICE FROM TIME TO TIME TO KEEP
PROCEDURES FRESH IN THE MINDS OF
STUDENTS