

# Behavior Management in the Classroom

techniques to  
help you get  
back to teaching

*tips from teachers who know*

# What Does Chaddock School Know About Behavior Management?

---

Chaddock School is a private special education school which serves students, ages 6 - 21, with the special education labels of Emotionally Disabled (formerly Behaviorally Disabled), Learning Disabled, Educably Mentally Handicapped, or Other Health Impaired.

Located in Quincy, Illinois, Chaddock School is part of a larger organization, Chaddock, which offers a full continuum of community based, educational and residential services for children and families.

Accredited by the North Central Association of Colleges and Schools, Chaddock School serves youth placed in Chaddock's residential treatment programs, as well as community youth whose educational needs cannot be met by their local school district.

All of Chaddock's teachers are special education certified and also receive extensive training in areas such as behavior management, anger management, and Reality Therapy. This specialized training, together with the experience that comes from building a successful educational environment made up entirely of behaviorally challenging youth, makes Chaddock School staff uniquely qualified to offer insights into managing classroom behavior.

*If you would like to learn more about Chaddock School or any of Chaddock's programs, please feel free to contact the organization at (217) 222-0034.*

# Classroom Behavior Management

## *Table of Contents*

Pre-test .....	7
Why Are You At School? .....	9
Doing Your Homework – Every Day .....	11
Strong Arm vs. Quiet Touch .....	14
How do You Spell C-o-n-s-e-q-u-e-n-c-e? .....	17
Multiple Choice Questions .....	20
When You SHOULD Make Assumptions .....	23
What to do if You're Afraid .....	25
Bell to Bell Backup .....	28
What's Different about 2'6" vs. 6'2"? .....	30
Staying Cool When Things are Heating Up .....	33
When the Drill is Real .....	36
Post Test .....	39

**Your Turn:**  
*To get the most out of this manual, you are encouraged to jot down notes of actual situations you have encountered in the classroom and consider how the techniques discussed may have impacted the outcome.*

*Throughout this manual, actual classroom examples of the concepts being discussed – both those that worked, and some that didn't – will be provided in the shaded boxes.*

# Pre-Test

*How are you managing behavior now?*

---

Prior to reading this manual, please read each of the scenarios below and write down your probable response and the expected outcome of that response. At the conclusion of this manual, you will repeat the exercise to see if your response changes based on the information and examples provided throughout the workbook.

*1. It is the second week of school. You have thoroughly explained your classroom rules regarding students hitting each other. Right in the middle of Math Class, Jimmy smacks Angela hard on the top of her head. Angela starts crying. What will you do?*

---

---

---

---

---

---

---

*2. It is recess on the playground. Jill pushes Amy down. Amy's knee starts bleeding and she is hollering. Upon inquiry, you discover this has happened a number of times with Jill and other students. Jill, of course, denies it. What will you do?*

---

---

---

---

---

3. *Yesterday during English Class, Alfonso screamed out loud. There did not seem to be any reason. When you asked Alfonso what was wrong, he shouted curse words back at you in front of the whole class. What should you do?*

---

---

---

---

---

4. *Steven is a student who causes many problems. He doesn't get his assignments completed, seems to be unhappy and is not your favorite student. Today he has broken several valuable things of yours and isn't even sorry. You have sent him to the Principal's office many times but have seen little change. Now the Principal is asking for your input on how to handle the situation. What should happen?*

---

---

---

---

---

5. *In your school there is an "Alternative Classroom" where students having continual problems are sometimes sent. Dawn, who has been talking a lot in class, not completing assignments, and is sometimes rude and argumentative with you is a candidate. How long should she be there and when do you want her back?*

---

---

---

---

---

# Why Are You At School?

*And do your students know that?*

As the name implies, most teachers enter the profession because they want to teach. And yet, in reality, far too many educators find themselves spending so much time on behavior management, basic life skills, and “counseling” – areas where they may not have had formalized training – that the teaching part of their job seems to have become secondary.

The list of distractions and deterrents to effective education may seem to grow daily, however that does not change your primary function and responsibility – teaching.

Throughout this workbook, you will find techniques to help you address “behavior management” challenges. These techniques should be used to complement and facilitate the teaching environment in your classroom. They should not become the focus of your efforts, but rather should be seen as tools to help accomplish your primary responsibility – teaching.

Good classroom lesson planning and preparation will help keep you on track. When you have clearly identified goals for each class period – and flexibility in how you accomplish those goals – there is less likelihood that distractions from students will throw you of course.

The tools and techniques in this manual can help minimize problem behavior within your classroom, however they should not be seen as more important than, or a replacement for, the academic content of any class. Rather, by incorporating these techniques into your daily interaction with students, the focus of

your efforts can return to teaching. Some of these techniques may challenge your perception about your responsibility within the classroom. If they do, then ask yourself one simple question: “Is what I am currently doing working?” Or, stated another way, “Am I able to teach without student behavior negatively impacting the ability of other students to learn?”

If you are satisfied that student behavior is not negatively impacting your ability to teach, then . . . (please pardon the incredibly bad English) . . . “if it ain’t broke, don’t fix it.” On the other hand, if you think there is room for improvement, start by considering the following:

## A Few Considerations . . .

- 1) Which is more important in your classroom?
  - A. Student learning
  - B. Following your agenda
- 2) Which is more important to instill in your students?
  - A. Responsibility
  - B. Obedience
- 3) Can a student be responsible and learn without being obedient and following your agenda?
  - A. Yes
  - B. No
- 4) Ultimately, to which are you and your students held primarily accountable?
  - A. Responsible learning
  - B. Obedient following

**Your Turn:** *List the three things that most distract you from your primary role of teaching:*

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

# Why Are You At School?

*And do your students know that?*

---

Although the remainder of this workbook focuses on managing classroom behavior (which is not necessarily the same as being “in control”), it is important to realize that a student’s “good” behavior is a means to an end, not the ultimate goal. At the risk of sounding like a broken record, your primary responsibility is to teach.

niques you can use to minimize the impact they have on your classroom.

The concepts outlined in this workbook intentionally leave a lot of room for individualized application. Every teacher – like every student – is unique. Therefore, it is important that these ideas are incorporated into the classroom in ways that feel natural and authentic to both the students and the teacher. You’ll know if it feels natural to you. Your students will let you know if it feels authentic to them.

The techniques offered in this manual should be viewed as additional tools for your toolbox, which can help you build a classroom environment that facilitates what you’re at school to do . . . teach.

*A student’s “good” behavior is a means to an end, not the ultimate goal.*

Consider the distractions from teaching you identified on the previous page. If the reason you are at school is to teach, then you have a responsibility to minimize the distractions that keep you from that goal. Eliminating distractions entirely is probably not realistic, but there are very real tech-