

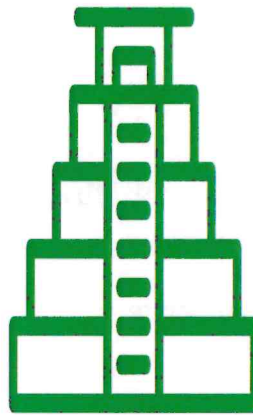
CLASSROOM MANAGEMENT TIPS

Books We Recommend

Culturally Responsive Teaching & The Brain, Zaretta Hammond

Teach Like a Pirate, Dave Burgess

There's No Such Thing as a Bad Kid, Charlie Appelstein



Build a Solid Foundation

Let your students get to know you.

Tip: A great way to start out the year is to have your students fill out a True/False quiz about 10-15 things you would like them to know. It can be as simple as knowing your favorite soda. Remember, don't share items that are too personal, like "I like to party", etc. For younger grades, you could have a mystery bag that contains items that pertain to you. Your students can guess what might be in the bag.



Know Your Students

Learn your students interests, likes, dislikes, and multiple intelligence/learning styles. Also, know what topics your students are interested in. You can use this information to plan for lessons that interest your students within the context of your classroom. Also knowing pop culture and what's popular is an easy way to reach kids. Consider using culturally relevant literature and articles that have interesting topics for your students. The more engaged they are in class, the better.

Tip: An ounce of prevention is worth a pound of cure. You've probably heard this a million times, but greeting students at the door to say hello and to gauge their mood mindset can really set the stage for knowing your students. Also, don't be afraid to smile on Day One.

Use A MIND-BODY Approach

Mind-Body activities can help students tolerate discomfort better, help teach self-regulation, reduce meltdowns, lower stress, and create focus. **Our role is not to diagnose or be a therapist. Our role is to provide a safe, consistent environment where students can feel supported.**

When to use: Time-ins for individual students or as individual strategies, brain breaks or transition to another activity, throughout the day, either before or after a challenging task. These work well for adults too! Consider age appropriateness and whole group instruction or individual instruction as it suits your students' needs.

Children who succeed seem to do so when they have people in their lives who believe they can succeed and have meaningful relationships with caring adults.

Mind Body activities include breathwork, yoga, mindfulness, and meditation.



STRATEGY

Mirroring

People with developmental trauma may not have had adequate mirroring from a caretaker. Mirroring can be a reparative practice for a child when done with a safe adult. Mirroring happens when a person is able to validate or reflect the state of another person.

Statement: I'm mad today. I don't want to do math.

Mirroring reflection: I hear that you're angry and you really don't want to do math.

5 ways to have trauma-informed classroom management

Consistency & Structure

- Share a clear agenda
- Consistent transition routines
- Use a visual timer
- Grounding after breaks
- Offer choices

Social Emotional Learning Instruction

- Explicit SEL lessons to teach self-regulation and self-awareness
- In class meditation and mindfulness practice

Restorative, Not Punitive

- Set clear boundaries
- Use differential reinforcement
- Use mirroring
- Use restorative circles

Differential Reinforcement

- Acknowledge student feelings
- Set boundaries
- Offer alternative choices

Self-Care Is Not Selfish, It's Survival.

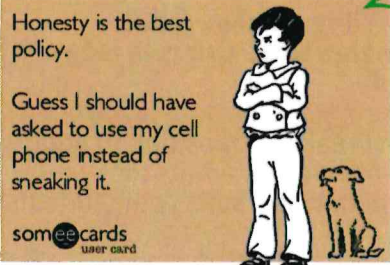
- Set clear boundaries for yourself.
- Source: A Room 241 Blog, Concordia University, Portland, 2018.

Calming Strategies

When students “ruminate”, their brain is unable to let go of the negative experience they are thinking of.

Ruminating comes from our body’s inability to discharge energy from our freeze state. Some children may experience early adversity and/or inborn reactivity to negative events. These exaggerated responses over time can lead to a propensity to develop anxiety disorders later in life. Distraction is one way to stop students from ruminating. Charlie Appelstein, author of *No Such Thing as a Bad Kid*, recommends the following strategies for students:

- Go for a walk
- Play sudoku
- Get a drink of water
- Read a book
- Breathing exercises
- Coloring or scribbling
- Listen to a book, or be read to
- Do a “find an object” activity like in “Where’s Waldo”

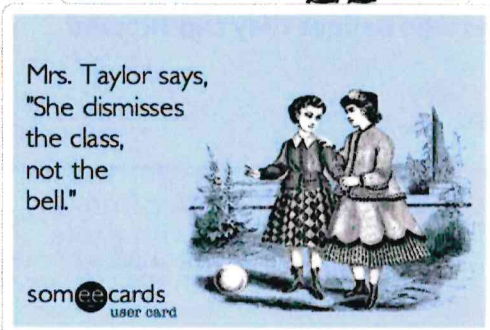


Class Norms

Class norms should be both written and taught to students at the beginning of the year. Students are expected to remember a lot of norms on a campus so it may not come naturally to remember all of the different norms and expectations. Review expectations on a regular basis and if something isn't working for you or your students, be flexible and open to change.

Guidelines for establishing class norms are:

- Involve the class in establishing those norms.
- Keep the norms short and easy to understand.
- Phrase rules in a positive way.
- Key children in to when different rules or norms apply.
- Post the expectations and review them periodically.



Karen Taylor, 2021
Instruction & Professional Development