

## Non-Confrontational Classroom Management Techniques

Diversify classroom management techniques and utilize the wide range of methods that can trigger positive reactions from students. Here are over 25 different ways of negotiating student behavior.

| <i>Technique</i>      | <i>Suitable for</i>                        | <i>Example</i>  |
|-----------------------|--|---|
| <b>1. Point</b>       | Individuals                                | Point to your head when a student is wearing a hat. Pointing to the paper on the group the student threw. Pointing to the open desk the student should move to.                                       |
| <b>2. Whisper</b>     | Individuals                                | Leaning down to the student's ear and politely saying, "Can you please stop talking, it's distracting to the lesson I'm teaching."  |
| <b>3. Post It</b>     | Individuals                                | Don't underestimate the written word, or the special feeling students get when getting a note – Sticky note says: Please stay in your seat, thank you.  |
| <b>4. Acknowledge</b> | Whole Class<br>Small Groups<br>Individuals | To the class aloud, "I want to say thank you to x, y and z for working quietly on their assignment." Or "Everyone is working so well, keep up the good work!"   |
| <b>5. Reward</b>      | Whole Class                                | Silently placing a piece of candy on the desk of every student who is following the directions. Offering extra credit coupons to students who're working well.  |
| <b>6. Proximity</b>   | Individuals<br>Small Groups                | Teacher stands close to students who are talking or disruptive. If appropriate, touching a student on the shoulder to get their attention.  |
| <b>7. Eye contact</b> | Individuals                                | When doing something wrong, students often look at the teacher to see if they're getting caught. Ex: The teacher makes eye contact with a student throwing paper and looks sternly, shakes head "no." |
| <b>8. Gesture</b>     | Individuals<br>Small Groups                | Teacher uses proximity and then puts finger to mouth indicating, "shh" – but doesn't say anything. A teacher sees and hears a student popping gum and gestures, "cut it out".                         |
| <b>9. State Facts</b> | Individuals<br>Small Groups<br>Whole Class | Students shout out obscenities the teacher says, "That language is inappropriate in school." The teacher moves on.  |
| <b>10. Repeat</b>     | Individuals<br>Small Groups<br>Whole Class | Class is rowdy the teacher says, "Ladies and gentlemen, can I have your attention," again and again until the class quiets down – never raising his/her voice   |



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| <b>11. Wait</b>                   | Whole Class                 | Teacher is speaking to the class when talking begins. The teacher s freezes – doesn't speak or move -- mid-sentence and doesn't speak again until the room is quite.  |
| <b>12. Private conference</b>     | Individuals                 | Student is especially disruptive, the teacher whispers, "Can you see me at the door please; thank you." And walks towards the door.   |
| <b>13. "Come Here"</b>            | Individuals                 | Teacher makes eye contact with a student and motions "come here". When the student comes the teacher politely addresses the problem.  |
| <b>14. Assign Seats</b>           | Whole Class                 | The teacher changes the seating assignments of the entire class separating problem students and possibly moving them in close range of the teacher.   |
| <b>15. "Not right now"</b>        | Individuals                 | A student interrupts the lesson by getting out of his/her seat, shouting out a question at an inappropriate time, or asking for a pass and the teacher politely responds, "Not right now." And moves on – w/out entertaining a negotiation.   |
| <b>16. Create a Ritual</b>        | Whole Class                 | ex: Yellow Card --teacher explains that a Yellow Card (like in soccer) is a warning. 3 yellow cards in a class period result in a consequence like changing seats or a phone call home.   |
| <b>17. Call home</b>              | Individuals<br>Small Groups | Student causes a major disruption or behaves in a vulgar or offensive manner. The teacher calls the student's home that evening – and as often as possible until the behavior is corrected. No warning to the student is necessary.   |
| <b>18. Call List notification</b> | Individuals<br>Small Groups | A form that indicates the behavior problem and tells students that a phone call home will be made if the student's behavior does not change. The student signs the form and the teacher collects it.  |
| <b>19. Communicate Concern</b>    | Individuals                 | <i>Students don't care what you know, until they know you care.</i> Student has his/her head on the desk. The teacher walks over and asks, "Are you okay? If, yes, then the teacher states the appropriate behavior, "Then would you please sit up, heads down is not appropriate in this class." If answer is No, then the teacher has an opportunity to connect with the student. |
| <b>20. Action Plan</b>            | Individuals                 | A form that asks students to explain the problem, why the problem has occurred, what can be done to correct the problem, and what the consequence should be if the problem is not resolved. Form is signed by the teacher and student – if necessary the parent or an Administrator.  |



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| <b>21. Offer help</b>             | Individuals<br>Small Groups | Student is disruptive or disengaged in the assignment. The teacher first asks, "Do you need help/have a question?" If yes, the teacher helps the student begin working. If no, the teacher says, "Then can you please get started on the assignment?"   |
| <b>22. No Negotiating</b>         | Individuals<br>Small Groups | Student disrupts the class with outlandish questions unrelated to the lesson or clearly meant to disrupt. The teacher responds promptly and politely and ends the conversation without engaging in a pointless argument that only continues the disruption. "Can I go to the bathroom." "Not right now." "Why." "Not right now. Get back to work please." Walks away. |
| <b>23. Change the Environment</b> | Whole Class                 | During a rowdy class the teacher can't get the students' attention. The teacher does something physical -- flickers out the lights, stands on the desk, closes the door, rings a bell, etc.   |
| <b>24. Just a Whisper</b>         | Whole Class                 | We have a tendency to raise our voices over those of our students but sometimes if a teacher becomes quieter while they're speaking, the class will quiet down to hear what is being said.  |
| <b>25. Ignorance is Bliss</b>     | Individuals                 | A student is calling out inappropriately. The teacher ignores all comments from the student until they change their behavior. Sometimes a reminder is necessary. "X, I'm not responding to you because you didn't raise your hand."   |
| <b>26.</b>                        |                             |   |
| <b>27.</b>                        |                             |   |
| <b>28.</b>                        |                             |   |

**ADD YOUR OWN!**

