



VIDHYA VIDHAI FOUNDATION

CLASSROOM MANAGEMENT STRATEGIES





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VIDHYA VIDHAI FOUNDATION



Vidhya Vidhai is a not for profit organization located in Chennai, working towards enabling schools to provide quality education. We believe that every child, irrespective of their social, cultural and economic backgrounds, deserve a quality education that will help them realize their potential. We strive to create a learning environment in school by building the capacity of every individual in the school to contribute towards better students learning outcomes. We are currently working in 7 affordable private schools and 4 Government schools in Tamil Nadu impacting 8300 students.

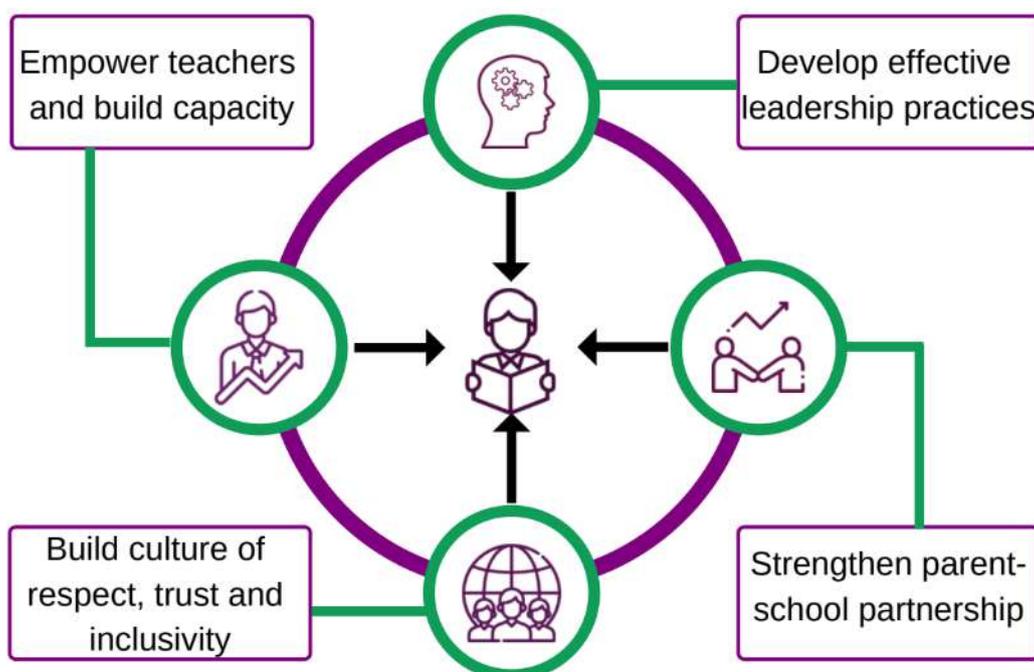
Our Vision-

Transform schools in Tamil Nadu to ensure quality education for every child.

Our Mission-

Enable schools to-

1. Ensure best teaching-learning practices in school
2. Improve structures and procedures that promotes learning environment
3. Develop a culture of trust, respect and inclusivity in school



Enabling schools to develop each stakeholder to contribute for the holistic development of students

WHAT IS CLASSROOM MANAGEMENT?

Creating an engaging and joyful environment where every child knows what is expected of him/her and works towards achieving his or her potential.

It is the wide variety of skills and techniques that teachers use to keep students organized, focused, orderly, attentive, on task and academically productive during the class.

The first part of this handbook contains various strategies and techniques for managing students' actions in classroom.

The second part is setting up of expectations for students to achieve positive behaviour in classroom.



HOW TO GRAB THE ATTENTION OF STUDENTS?

Why?

- To make sure that all the students are attentive
- To make sure that all students listen to the instructions given

When?

- When the students are distracted during the lesson
- Before you give instruction to the whole class

How?

- Stand at the fixed spot and do the attention getting signal, without moving around
- Repeat it more than once but not more than three times to ensure that all students paid attention
- Appreciate the students immediately after getting their attention

Here are some sample techniques to gain the attention of your class.



ATTENTION SEEKERS



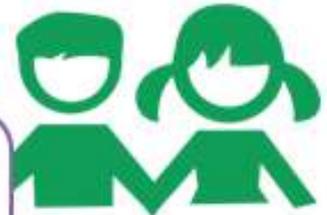
One, two

Eyes on
you!



Hocus Pocus

Time to
focus



Hocus Pocus

Everybody
focus

Macroni
cheese

Everybody
freeze



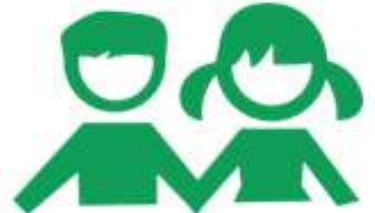
Class, Class

Yes, Yes!



**Hands on
top**

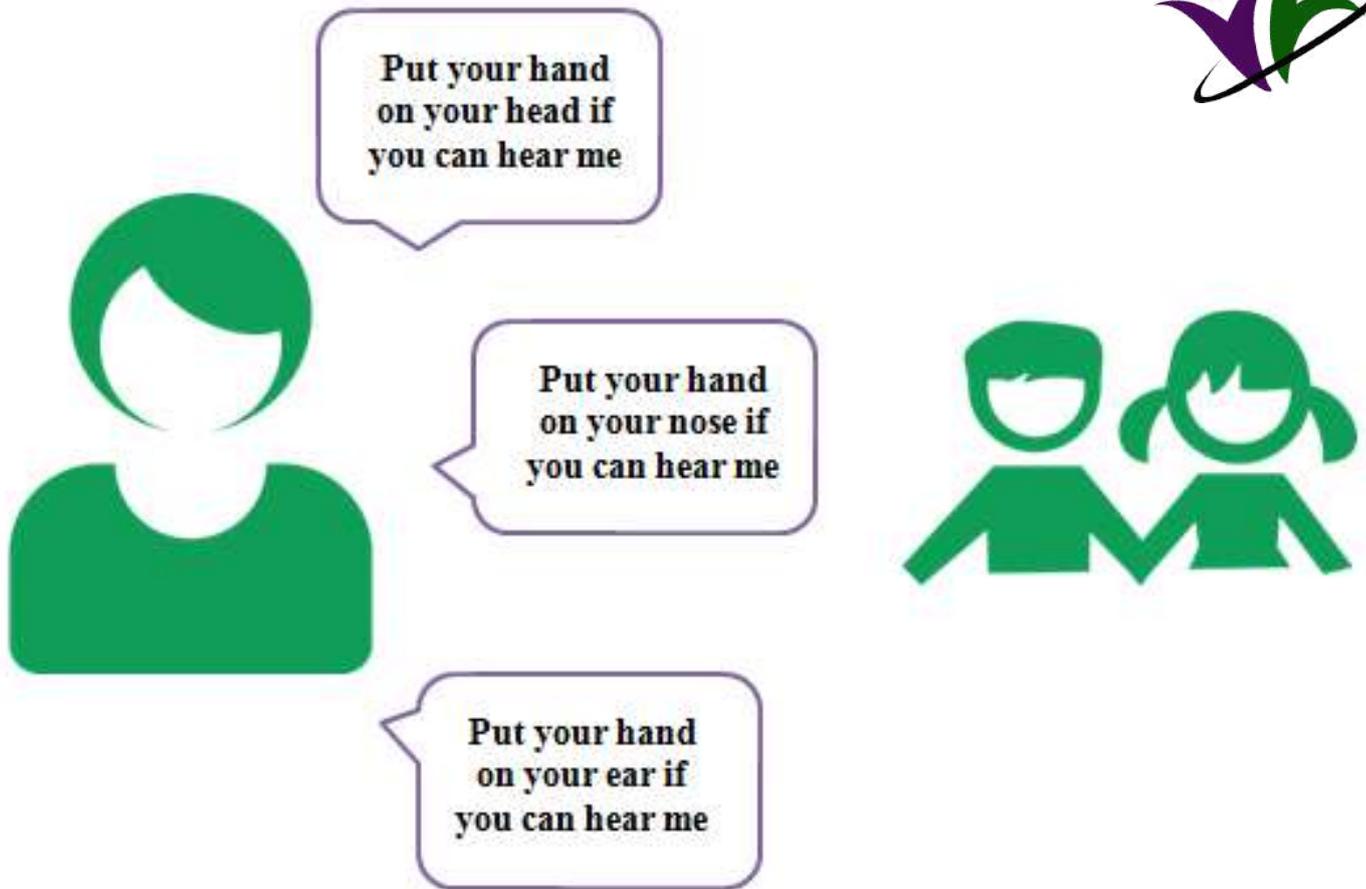
**Everybody
stop**



Hakuna

Matata





Freeze and Melt-

Say "Freeze like an ice". Say what you need to say then say "Melt".

Secret word-

The secret word can be "Salami" which stands for "Stop And Look At Me Immediately." When you say the secret word, the students should immediately stop and look at you. Your students will love knowing that their class has a secret word that only they know.

Give me five-

Raise your open hand in the air without saying anything. Your students then put their hands in the air. Start counting down on your fingers (not saying anything, just moving your fingers) and your students will follow along moving their fingers. Teach them that by the time you are making a fist (representing zero) everyone should be quiet and looking at you.

Clap, snap or tap-

Do the actions in a pattern and your students mimic your rhythm.

HOW TO BOOST THE ENERGY OF YOUR STUDENTS?

Why?

- It boosts students' energy
- To make children actively engaged in learning
-

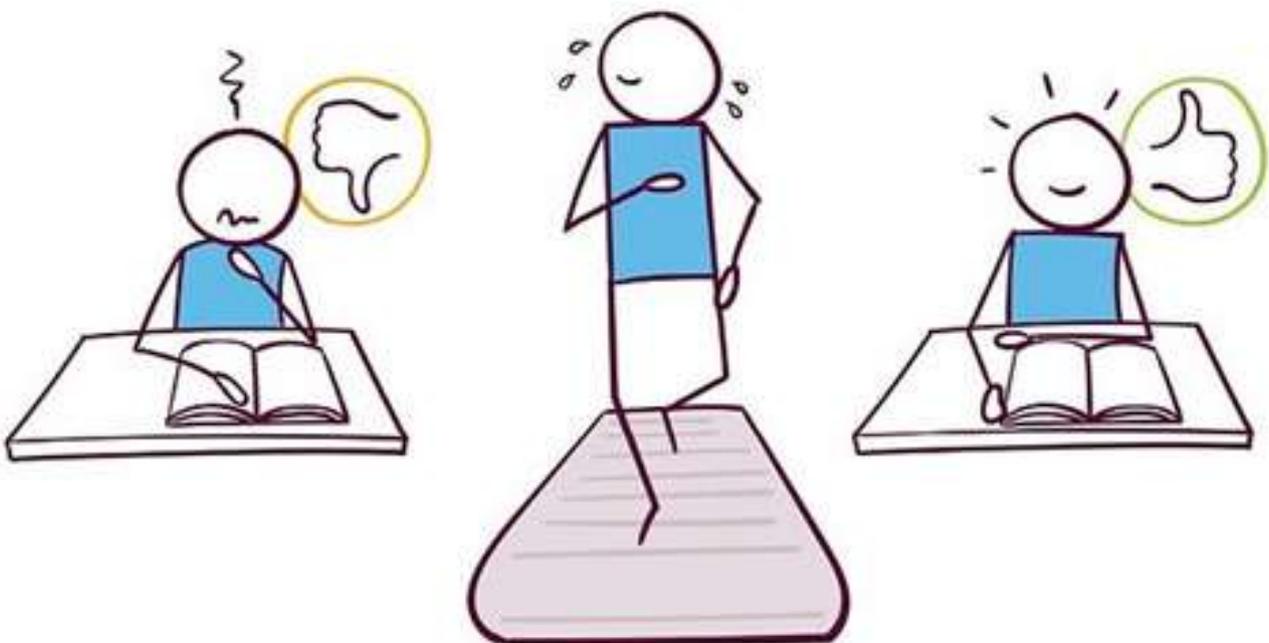
When?

- In between long classes
- Post lunch class
- Whenever they are low in their energy

How?

- Do an attention seeker to get all students attention before using the energizer
- Give clear instructions about what is about to happen before starting the energizer
- Appreciate the students for participating before continuing with the next action

Here are some sample techniques to boost the energy of your students.



ENERGIZERS



Simon Says-

- The teacher tells the students that they should follow instructions when the teacher starts the instruction by saying “Simon says...”
- If the teacher does not begin the instructions with the words “Simon says”, then the group should not follow the instructions!

Gentle Rain-

Tap the palm of one hand with one finger of the other hand, then two fingers; then three; then four, then the whole hand (four fingers and the thumb, not clapping); and then back again down to one.

Number Count-

- Stand in a circle. Count in turn around the circle.
- Anyone with a multiple of five claps hands instead of saying the number. Anyone with a multiple of seven or number with seven in it, turns around once instead of saying the number. Those who make mistakes drop out.

Person to person-

- Ask participants to choose a partner.
- When teacher calls out two parts of the body (for example, hand to head) one person puts her hand on the head of her partner.
- Continue calling out different combinations until people are tangled up.
- At that point shout “person-to-person” and everyone should change partners. The person who does not have a partner than becomes the body part caller.

Clap exchange-

- Students sit or stand in a circle. They send a clap around the circle by facing and clapping in unison with the person on their right, who repeats the clap with the person on their right, and so on.
- Do this as fast as possible. Send many claps, with different rhythms, around the circle at the same time.

HOW TO CALM DOWN THE STUDENTS?

Why?

- Calmers are used to bring down the energy level of students and help them settle down quickly for the next class.
- They relax the brain and help students focus.
-

When?

- Right after break or P.T period
- In between free periods or when teacher is not in the class
- While waiting excitedly for some school event or last bell

How?

- Do an attention seeker to get all students attention
- Give clear instructions about what is about to happen before starting the activity
- Appreciate the students for participating before continuing with the next action

Here are some sample techniques to calm down your students or bring back their energy level to normal.



CALMERS

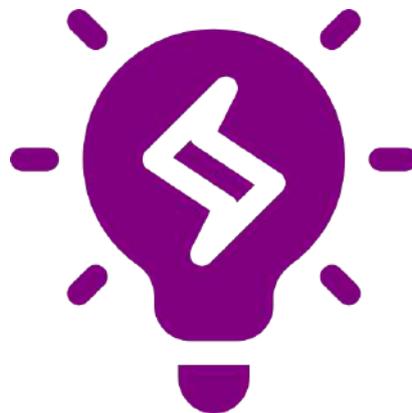


1. Copy Cat-

- The facilitator tells the group that they should follow the actions the facilitator do but in a complete silence.
- The facilitator actions can be-
Shaking hands,
Wiggling hands,
Blossoming flower or those actions that calm down their energy level

2. Closed Eyes-

- Having students spend a few moments stretching, taking deep breaths, or doing breathing exercises.
- Meditating or directing their thoughts toward particular topics can also be very calming and focusing.



REMEMBER-

Always do attention seeker and give instructions before doing an energizer or calmer.

WHY CLASSROOM RULES ARE NECESSARY?

Why?

- Rules create clear expectations for the children and need to define what acceptable behaviour is. .
- These must be reinforced on a regular basis and placed in a visible place on the classroom wall.
- Include the children in developing the rules as this will give them ownership.

How?

- When designing your classroom rules, they should be-
 - o Clear
 - o Few (Max 5)
- Rules should be in a positive way and avoid using 'don'ts'. E.g., 'I will walk sensibly around the school' rather than 'Don't run around the school'.
- Check children' understanding of the rules.
- Explain the rationale behind the rules



CLASSROOM RULES

WHY DO I GET IF I FOLLOW MY CLASSROOM RULES?

Consequences can be either positive or negative; they teach students that any action, whether it is following a rule or breaking a rule, will have a consequence and it is up to them to make that choice.

Effective rewards should be-	
Immediate	Immediately reward behaviour you wish to increase
Consistent	Consistently reward to help maintain the desired behaviour
Achievable	Ensure that rewards are achievable to help maintain attention and motivation
Fair	Make sure all students are fairly rewarded during the school day

What happens if I follow the rules?	What happens if I didn't follow the rules?
<p>POSITIVE</p> <ul style="list-style-type: none"> • Intangible (praise) • Tangible (stars, jobs, etc) 	<p>NEGATIVE</p> <ul style="list-style-type: none"> • Losing points, incentives • Change of seat/reflection corner • Losing activity time

HOW TO PRAISE AND GIVE ATTENTION TO STUDENT?



1. Use specific, labeled praise-



"Thanks for being so patient and waiting while I was . . ."



"I like the way you remembered to walk quietly to your desk."

2. Praise and Encourage the Child's Efforts and Progress-



"See how you have improved in your reading, you recognize most of the words now."



"You must feel proud of yourself for. . ."

3. Promote Child Self-Praise-



"If you had the same answer, pat yourself on the back for your answer."

HOW TO PRAISE AND GIVE ATTENTION TO STUDENT?



4. Have Positive Expectation for All Students



"See, you are able to do this. I knew you could!"



"I know this is hard. With practice I know you will learn to do it."

5. Praise difficult students more often

6. Remember the Shy Student

7. Nonverbal Encouragement-

- A "thumbs-up" sign
- High five

A few examples of behaviors to encourage and praise-

- Sharing
- Talking politely
- Quiet hand up
- Helping a classmate
- Giving a compliment to another classmate
- Persisting with a difficult academic task (working hard)

Consequence Systems-

Ticket System-

HOW:

- Students earn a ticket when they are exhibiting a positive behavior.
- At the end of class, students write their names on their tickets and place them in jar/bag/box for raffle
- Hold weekly or bi-weekly drawings and the child(ren) whose name(s) you pull gets a prize.

WHY:

Behaviors are rewarded immediately.

SUGGESTIONS:

- Have a prize box in your classroom, filled with a variety of cheap prizes, and allow raffle winners to choose their prize
- Track students' daily ticket count for teacher records and for the class (ex. End-of-the-day recording sheet; daily tracker)



Mystery Student-

HOW:

- Create a "Mystery Person" poster or envelope and display it in the front of the room
- Select a mystery person for the day (do not tell students who it is) and place their name in the envelope.
- Watch the student throughout the day for desired behaviors
- At the end of the day, reveal the mystery person and have classmates discuss whether or not the student deserves a reward
- Give rewards when merited

WHY:

All students are motivated to exhibit positive behaviors because they may receive a reward

SUGGESTIONS:

- Frequently remind students of their chance of being chosen as the mystery person
- Reveal the mystery person every day, even if the student does not deserve a reward. Openly discuss desirable and undesirable behaviors with class.

Consequence Systems-

Students' Marbles-

HOW:

- Add a handful of marbles to the class jar each time the entire class is on task or performs a procedure perfectly
- When the class fills the jar, reward them with a class party or a privilege, e.g. extended free time

WHY:

Encourages students to insist that their classmates are on-task.

SUGGESTIONS:

- Start off with adding 2-3 handfuls of marbles the first few times so the class will easily obtain their reward and be more likely to repeat the behaviors.
- Add marbles whenever the class receives a compliment outside of the classroom for walking in a straight, silent line or for excellent participation in a specific activity.



S-T-A-R

How?

- Write a letter of the word "STAR" on the board each time the entire class is on task or performs a procedure perfectly.
- When the entire word "STAR" is written, reward the class with an exclusive privilege, e.g. extended free time.

WHY:

Very little time and effort to set-up the system

SUGGESTIONS:

- Use a word other than STAR that relates to the class theme and/or class values.
- Track how many days the class is able to spell out "STAR" and don't reward the class until they have spelled "STAR" for X number of days
- Modify the system so that the class can also lose letters for whole-class misbehavior (3 or more students off-task)

STAR

Individual systems for disruptive behaviour-

Turn a card-

HOW:

- Each student has their name on a card with at least 5 different colors inside the card. E.g.,
GREEN: I'm having a great day! <reward>
BLUE: I'm having a good day <start here>
YELLOW: I have a warning
PURPLE: I need to reflect ('think sheet')
BLACK: I need to lose a privilege
- Every day students start on the 2nd most positive color and pull or turn their card each time they misbehave.

WHY:

Allows students to visually track their daily behavior.

SUGGESTIONS:

Incorporate at least 5 card colors or levels to give students multiple chances to reflect on and correct misbehaviors.



THE TRAFFIC LIGHT-

How?

- Create a traffic light with at least 5 varying colors with corresponding consequences.
GREEN: treat at end of day
BLUE: warning
YELLOW: time out
ORANGE: written reflection
RED: phone call/note home
 - Students' names can be written clothespins
- Every day students start on the highest color and move their name down each time they engage in misbehavior.

WHY?

- Allows students to visually track their daily behavior.

SUGGESTIONS:

Incorporate at least 5 stoplight colors or levels to give students multiple chances to reflect on and correct misbehaviors.



TRACKERS AND BEHAVIOUR REFLECTIONS



Weekly Discipline Tracker				Date:		
Name	On time	Cleanliness	Being nice	Listening	Values	Home Work

Student:	Daily Progress Report	
Date:	Yes	No
I used appropriate language		
I followed directions the first time given		
I had a positive attitude		
I carefully handled classroom objects and materials		
I walked in the corridor correctly		
I respected my teachers and classmates even when upset		
Additional Comments		
Teacher Signature:	Parent/ Guardian Signature:	

Behaviour Reflections		
Name	Date	
Reasons for my behaviour	Description of my behaviour	Consequences of my behaviour
Plan for improvement-	Teacher-	
	Parents/ Guardian-	

LET US PRACTICE CLASSROOM MANAGEMENT STRATEGIES GOING FORWARD! HAPPY CLASSROOMS!



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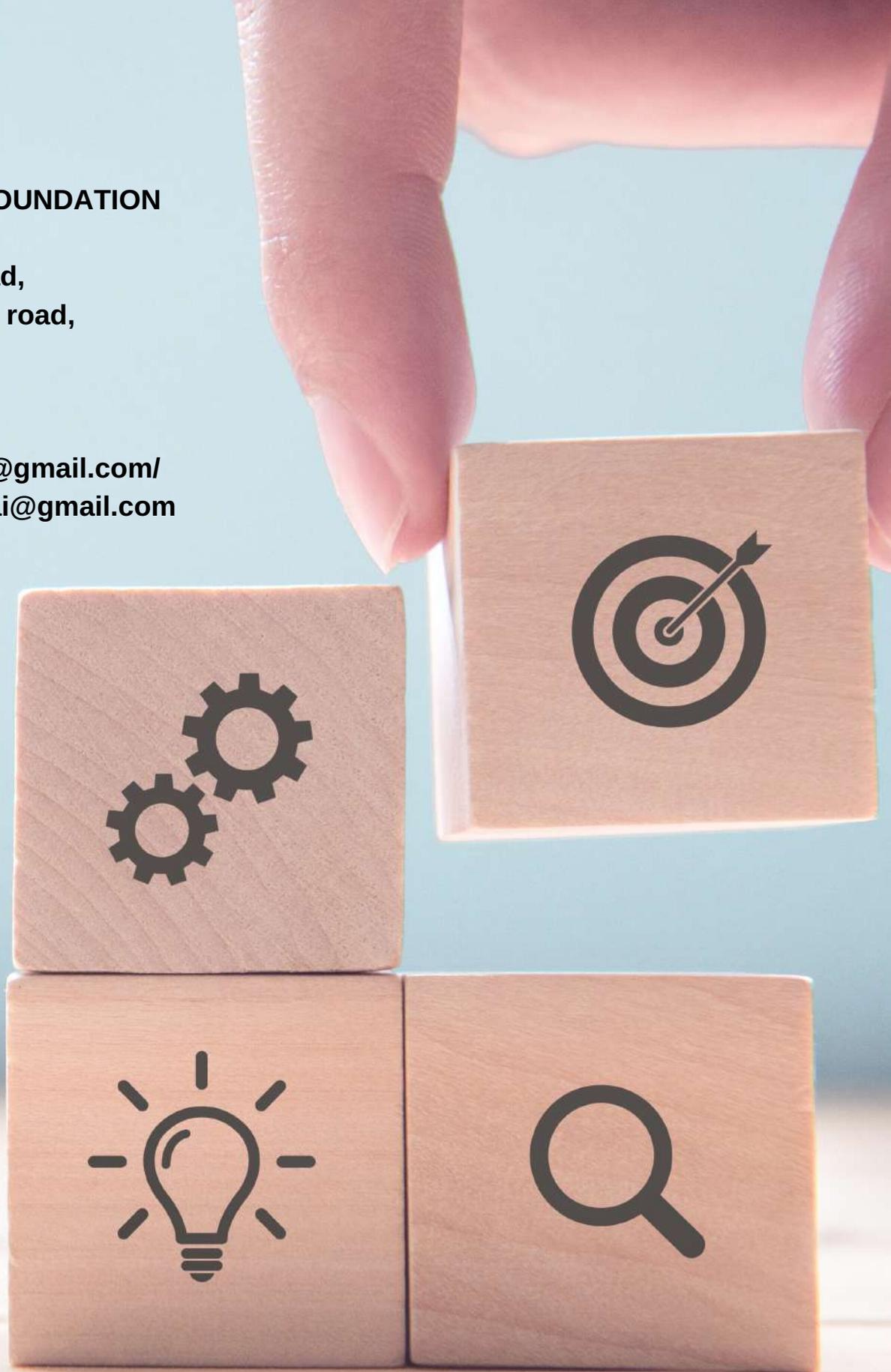
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