

Classroom Management: The No-Nonsense Nurturer

No-Nonsense Nurturer

- Makes no excuses for students engaging in disruptive behavior
- Maintains high academic achievement expectations for all students
- No-Nonsense in front of the class
- Nurturing 1-1 and/or small groups
- Culturally responsive



Attributes Of The No-Nonsense Nurturer (see below ★)

- Gives precise directions
- Narrates
- Consistently takes corrective action
- Builds relationships with students



Beliefs Of The No-Nonsense Nurturer:

- I have to earn the respect of my students.
- I expect 100% compliance from all of my students, 100% of the time (this includes inappropriate talking).
- I know all of my students can behave and meet my expectations (except those with “organic issues”).
- I understand the expanded role of the teacher

The Expanded Role of the Teacher:

- Earn the respect of your students
- Get to know your students
- Be authentic
- Engage in non-academic talk with students
- Contact after a difficult day
- Call when absent
- Attend extracurricular activities
- Have positive contact with families (Home visits when possible)

★Attributes Of The No-Nonsense Nurturer Cont...



Gives precise directions related to:

- Verbal behavior (silent, level one voice etc) **Teach Voice Level Expectations!**
- Movement (at your table, on the floor in a circle etc)
- Participation (i.e.: with a partner, in groups, independently)

Directions (Some things to consider):

- Attention getting signal
- Check for understanding (when appropriate/needed)
- Cue to start (i.e.-when I say 'go')

No-Nonsense Nurturer (Taken from Center for Transformative Teacher Training)



Positive Narration

Don't respond to students who are off task

Narrate behavior of students who are on task ("Tim has his book out")

Benefits:

Repeats directions in a positive manner

Eliminates drawbacks of praise

Creates positive momentum

Narration Guidelines:

Narrate immediately after giving directions

Narrate 2-3 students

Narrate BEFORE you correct

Look for difficult students to narrate

Pair with classwide reward (see below ★ ★)

Narrate approximately every minute during instruction (in first 6 weeks)



Consistently takes corrective action

After narrating 2-3 students, immediately correct student behavior

Calmly restate directions to the off task student, give a choice

Less talk = more effective

Use consequences from hierarchy

Re-build positive momentum after correcting a student and narrate that student ON TASK

Sample Hierarchy

Blue: Above and beyond behavioral expectations. Students should be moved to blue for exceptional behaviors only and this should be seen as an extreme privilege

Green: All students start on green each day; green=no misbehaviors

Purple: Warning; not action taken other than color movement

Yellow: Student to take focus chair for 5-10 minutes while still completing classroom exercises; call home to family at end of day

Orange: Student sent to buddy classroom for 15 minutes with focus sheet; call to family at the end of the day

Red: Office referral

Severe Clause: Fighting or verbally aggressive students will be sent to the office.

100% of the time, correct behavior

Correct inappropriate talking (80% of misbehavior is inappropriate talk)

TEACH AND ARTICULATE VOICE LEVEL EXPECTATIONS

Catch "difficult" students on task

Be prepared for student to test...

Don't Engage, Move in and Move out

Have restorative conversations with students who have left the room as a consequence (upon reentry)

★ ★ Positive Rewards: The most effective rewards recognize individual behavior, not class-wide behavior. Rewards should include tangible and intangible rewards, and should be given three times as often as consequences

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1. Parent Contact –make two contacts a day.
2. Praise – see investment section
3. Class Points
Class, tables and even individuals who are behaviorally challenged can earn points for good behavior (following directions, use seat signals, etc)

If the class earns 20 points by (any given day), they will participate in a reward (can be popcorn party or brief recess etc)

Teacher will ensure students earn the first reward so that students see she is good for it and want to earn it again (even if that means making the point goal 10 points the first week and upping it). DO NOT take away earned rewards if they earned it.



Builds relationships with students (See “The Expanded Role of the Teacher” (page 1)