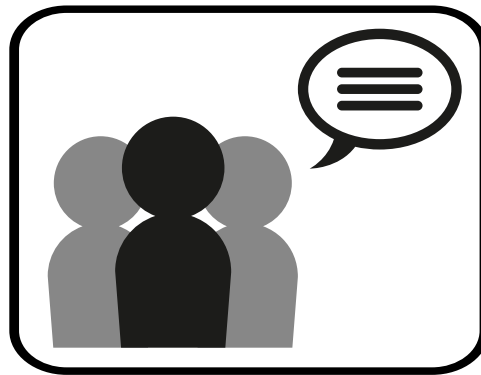


MANAGING THE MADNESS

A Guide to Classroom Management



Based on the book ***Managing the Madness***

Berckemeyer Consulting Group

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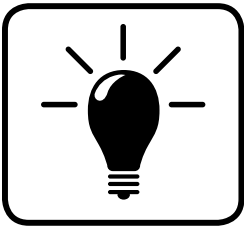
NOTES:

? Why do adolescents interrupt the classroom setting?

- » Desire to feel powerful
- » Humor and attention
- » Boredom
- » Physical changes
- » Fear
- » Human Threading
- » De-humanization of authority figures
- » Pack mentality
- » Cannot handle mixed messages

Methods teachers use to respond to interruptions

- » “Ssssh!”
- » Ignore the act
- » Reprimand
- » Use of humor
- » Point of authority
- » Issue a consequence
- » Discipline Form
- » Flick the lights, heads down
- » Asking fewer questions

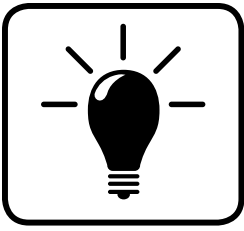


Ideas, Thoughts and Strategies

- » Lessons should always be well planned and involve students.
- » Lessons should constantly be changing, new tasks every 15 minutes or less.
- » Review your seating arrangement—how many kids are in the back row?
- » Have an opening activity or task, something they can start right away—journal, problem of the day, a quick thing to read or task to perform.
- » Dissolve free time—have a closing activity—“Catch it, explain it”, story pyramid, or a task to do when completed.
- » Always have more to do than time will allow—post it on the board—“These are the things we need to accomplish today,” “When you finish ...”
- » Set up team expectations that everyone must follow.
- » Use all types of strategies when teaching—cooperative learning, silent reading, lecture, and visual aids.
- » Use of small dry erase boards.
- » Repeat what the student said.
- » No student leaves class until the teacher says, “Have a nice day.”
- » “Ready To Learn.”
- » Have students call you by your last name, not “bro.”

Humor can save the day

- » Use of students’ names when discussing a topic.
- » Talk to a student who is not in the room.
- » Oh, chalkboard.
- » Saturday Night Live character.
- » Use of pop culture.
- » Word of the day, “BOO HA HA.”



Reward the Positive

- » Look for good qualities, point them out—“Hey, Jose is on the right page and Jack has the right book out.”
- » Always point out one good thing.
- » Destroy their papers – a ripped up paper by the teacher means a free A.

Have a Team or Individual Discipline Plan

- » As a team or by yourself, establish a list of consequences that you can use when needed.
- » Know your limits and set expectations.
- » Establish team-wide expectations.

For Every Action There is a Re-action

- » Policeman attitude—calm, cool, collected—just the facts.
- » Quick and to the point comments when dealing with disruption; don't stop teaching; put something on their desk; give eye contact; stand close to the situation.
- » You escalate; they escalate.
- » Question how you spend your time when students are working independently.
- » Don't be afraid to deviate from the lesson.
- » Too much content can detract from the lesson.

The Power of Proactive Discipline

- » Team Talk
- » Standing by the door
- » One-on-ones
- » Honest talk
- » Never let someone else give the big consequences; be there to discuss the issues when they come back to your class and offer your consequence as well.
- » When calling home talk to the parent *and* the student.
- » Follow up after you write a discipline referral.
- » Student signs a referral before you send them to the office; keep it in your drawer, next time send them to the office or to your team meeting with the completed referral.
- » Listen to your students.



Student Behavior Reflection Sheet

Name: _____

Class/Period: _____ **Date:** _____

» Describe what happened:

» How did your involvement help or hurt the situation?

» If you had the chance to do it all over again, what would you have done differently?

» What consequences should be given?

» What ideas do you have to make sure this situation does not happen again?

Teacher/Team Notes

» Consequences given:

» Additional Comments:

Team Member _____ Student _____

Team Meeting with Student

Date: _____

Room: _____

Dear _____

At our 8-A team meeting on _____ we discussed _____

We would like to meet with _____ during _____ period on _____ to develop a workable plan. We would like to have some input from you. Which of the topics listed below are of most interest to you? Please check two or three and add any comments you think are appropriate. You may add your own topics on the space provided below.

- | | |
|--|---|
| <input type="checkbox"/> Punctual to class | <input type="checkbox"/> Neat and organized |
| <input type="checkbox"/> Prepared for class | <input type="checkbox"/> Obedient of class and school rules |
| <input type="checkbox"/> Participates in class | <input type="checkbox"/> |
| <input type="checkbox"/> Respectful of others | <input type="checkbox"/> |
| <input type="checkbox"/> Responsible | <input type="checkbox"/> |

Please return this letter by _____

Thank you for your contributions.

The student will be picked up by a team member.

Sincerely,



Explanation of the Team Intervention Plan

The Team Intervention Plan is a structure that provides teachers, parents (or caregivers) a support system to help students get back on track by:

- » Identifying issues.
- » Setting workable strategies for solutions.
- » Following up on the plan for improvement.

The team prepares for a conference by following these easy steps:

- » For the first **3**: identify three issues that need attention from the teachers who are focused on this student.
- » For the next **5**: create five strategies that the student, team, and parents are going to try to move forward on.
- » For the last **3**: decide on three ways that the team, parent(s) or caregiver(s) and student are going to follow-up on the plans made.
- » Fill out the Team Intervention Plan and decide who will talk during the meeting with the student.

Tips

- » Remember that this is a focused intervention on just 3 issues, not 54 problems. Do not mix academic and behavior issues. Brainstorm issues as a team but narrow it to no more than three issues in either in the academic or behavior category. As you gather ideas for strategies, be sure to include only those that are realistic.
- » You can also, as a team, create reward systems for the student.



Planning Form

3 » 3 Issues

-
-
-

5 » Strategies for Moving Forward

-
-
-
-
-

3 » Ways to Follow Up

-
-
-

Student Signature _____

Parent or Caregiver Signature _____

Teacher Signature _____

Missing Assignment

Subject: _____

Teacher: _____

Title of Work: _____

Student: _____

Student has not turned in the above assignment.

Student Comments: _____

Refusal to Work Form

Student Name _____ Subject _____ Date _____

I am choosing to refuse to do the work that the teacher has asked me to do because:

I understand that in choosing to refuse to pay attention and do my work that I am missing out on learning. I also understand that I will email my parent(s) and my teacher to notify them of my choice.

Student Signature

Teacher Signature

Student refused to complete form.



ABOUT THE AUTHOR

Contact Jack directly for special pricing!

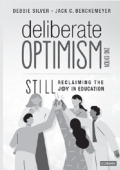


A nationally recognized presenter, author, and humorist, Jack Berckemeyer began his career as a middle school teacher in Denver, Colorado. After only two years, he was recognized as the outstanding educator at his school and in his district. Then in 2003, Jack received the Outstanding Alumni Award from the Falcon School District. Jack has also served as a judge for the Disney American Teacher Awards and has served on the selection committee for the USA TODAY All-Teacher Team. Jack has a master's degree in Middle Level Education as well as an administrator's degree.

For 13 years Jack served as the Assistant Executive Director for the National Middle School Association. He is the owner of Berckemeyer Consulting Group where he has presented in hundreds of school district and conference settings both nationally and internationally. Jack is known not only for his keynotes and workshops but is also highly regarded as one of the best long-term professional developers in the country. Jack is best-practice focused and research-based. He is in high demand and enjoys working with educators and schools.

He is the author of *Managing the Madness: A Practical Guide to Middle Grades Classrooms*; *How to Do Virtual Teaching Even If You Have a Face for Radio*; along with numerous educational articles. His book, *Successful Middle School Teaming*, was released fall of 2022. In addition, he is the lead author of the comprehensive professional development curriculum: *Elements of Effective Teaming*. His most recent book, *Deliberate Optimism: STILL Reclaiming the Joy in Education*, co-authored with Dr. Debbie Silver, was released in early 2023.

Jack lives in Denver, Colorado and has no pets, plants, or people.



Deliberate Optimism: STILL Reclaiming the Joy in Education

by Dr. Debbie Silver & Jack Berckemeyer

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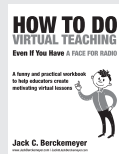
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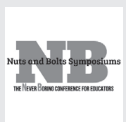
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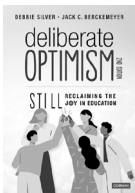
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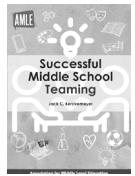
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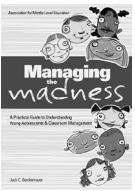
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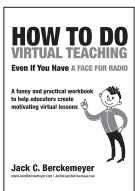
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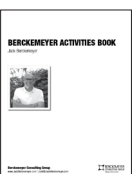
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