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Introduction

Possessing effective classroom and behavior management skills is essential in running successful school and classroom programs. The top reason that most teachers give for leaving the profession prematurely is unruly student behavior. It is impossible to teach and to have students learn in a chaotic environment.

The purpose of this workshop is to help educators explore four key components of effective classroom and behavior management that will help them establish an atmosphere that supports learning for all students. The workshop will provide educators with well-researched, practical tools to meet this challenge. The four components are:

1. **Building Community**—Build classroom community by connecting with students personally, academically, and socially.

2. **Motivation**—Motivate learners by welcoming all students, creating energizing lessons, finding ways for the teacher to maintain high energy, and using evaluation to encourage hope.

3. **Responsibility**—Develop responsibility in students by helping them become aware of their behavior, enabling them to see the connection between their behavior and consequences, and encouraging them to participate in classroom decision-making.

4. **School Safety**—Make and keep students safe by establishing predictable routines and procedures, effectively defusing power struggles, and teaching students how to handle difficult situations.

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This workshop is based on the work of Allen N. Mendler, Ph.D., and Richard L. Curwin, Ed.D., whose book, *Discipline With Dignity* (1999, revised edition), revolutionized the way many schools view their discipline policies. Dr. Curwin's most recent publication, *Making Good Choices*, offers teachers strategies designed to encourage students to accept responsibility for their own behavior, to recognize that mistakes can become opportunities for learning, and to help them learn how to formulate and live with classroom and community rules that promote responsibility, respect, and self-discipline. Dr. Mendler's most recent book, *Just in Time: Powerful Strategies to Promote Positive Behavior*, provides practical, easy-to-read tips and specific methods for preventing discipline problems. In this workshop, Curwin and Mendler bring together what they have learned over the years about classroom and behavior management.

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Workshop Overview

The four sessions, the time required, and included handouts are summarized in this **Overview** and are described fully, with teaching suggestions, in the **Conducting the Workshop** portion of each session.

A DVD player and monitor is required for all sections of the four workshop sessions. One DVD is provided with this workshop resource. You will need flip charts, chalkboards, or whiteboards with appropriate writing materials to conduct each session.

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Session One: Building Community

Time (in minutes)	Section	Handouts
30	Welcome and Opening Activity	
20	1. Building a Sense of Classroom Community	
30	2. Connections—Personal, Academic, Social	**"Connections" and "Strategies for Making Connections"**
20	3. Shared Community Values	
40	4. A Community for Everyone	
20	5. Three Basic Needs	**"The Three Cs"**
40	6. Extension Activity	

Session Two: Motivation

Time (in minutes)	Section	Handouts
15	Welcome and Opening Activity	
20	1. What Is Motivation?	
70	2. Motivation Strategies	**"Motivating Students"**
(10)	*Introduction*	
(15)	*Feeling Part of the School*	
(15)	*Energizing Lessons*	**"Motivation Strategies"**
(15)	*Energizing Ourselves*	
(15)	*Energizing Evaluation*	
40	3. Your Role in Motivation	
40	4. Extension Activity	

Session Three: Responsibility

Time (in minutes)	Section	Handouts
15	Welcome and Opening Activity	
20	1. Responsibility vs. Obedience	**"Making Comparisons"**
50	2. Building Blocks of Responsibility	**"Building Responsibility"**
(10)	*Introduction*	
(10)	*Awareness*	
(20)	*Choices*	
(10)	*Planning*	
30	3. Appropriate Consequences	**"Consequences"**
35	4. Punishment vs. Consequences	**"Traits of Effective Consequences"**
40	5. Extension Activity	

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Session Four: School Safety

Time (in minutes)	Section	Handouts
15	Welcome and Opening Activity	
10	1. Physical and Emotional Safety	
10	2. Dangerous Children	
15	3. Routines and Procedures	
40	4. Power Struggles	**"Dealing With Power Struggles"**
35	5. Mediation	**"PMI Chart"**
10	6. Gangs and Bullies	
15	7. Management Essentials	
40	8. Extension Activity	**"Resources by Richard Curwin and Allen Mendler"**

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Session One
Building Community

Statement of Purpose

The purpose of this session is to introduce educators to the idea of establishing a sense of classroom community as a critical component of classroom management and learning and to identify strategies that educators can use to build a sense of community in their classrooms.

Learning Objectives

After viewing the video and participating in the activities for this session, workshop participants will be able to:

- Explain why establishing a sense of classroom community is essential to effective classroom management and learning.
- Identify, describe, and practice using three strategies for making connections with students.
- Articulate the relationship between shared values and classroom rules.
- Recommend strategies for including all students in the classroom community.

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Video Overview

Managing classroom behavior is much easier when students feel connected in a positive way to their teacher. Wise educators take time to cultivate relationships with their students because they know that they are likely to gain much more cooperation and compliance as a result. "Connectedness" is crucial for good classroom management and is arguably the most important component in keeping a school safe. Safe schools depend on creating a climate of trust so that our students share with us when either they or a classmate is in distress.

While most teachers agree with the importance of making their students feel welcome, many believe that they simply do not have the time to connect with their students because the time spent connecting would take away from academics. Yet the need to belong is as essential to learning as the need to eat is to survival. This workshop session focuses on building classroom community by connecting with students personally, academically, and socially.

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Materials

- Video Program One: Building Community
- Handouts for each participant:
  - **"Connections"** and **"Strategies for Making Connections"** for use in Section 2, Connections: Personal, Academic, Social
  - **"The Three Cs"** for use in Section 5, Three Basic Needs

  Handout masters appear on pages 48–63.

- Flip chart, chalkboard, or whiteboard with appropriate writing utensils

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Conducting the Workshop

Show the Video

You can show the video without stopping (it is about 20 minutes in length) and then conduct the activities for each section. It is strongly recommended, however, that you stop the video at the end of each section—when a question appears on the screen. Then conduct the activities associated with that section. The suggestions in this guide are designed to support this second approach.

Section Activities

After showing each video section, give workshop participants an opportunity to comment on, express opinions, or ask questions about the material presented. "Tell me what you heard and saw" is a good starting point for the discussion. Continue by using the following questions and activities to structure the discussion for each section. Workshop participants may want you to replay sections of the video as they consider the material. (Note that questions that appear in italics in this guide appear onscreen at the end of a video segment.)

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Welcome and Opening Activity (30 minutes)

1. Welcome participants to the workshop and introduce yourself and anyone else serving as a workshop host, co-leader, or organizer. Tell more about yourself and why you are leading this workshop.

2. Address any logistics matters regarding lodging, meals, parking, agenda changes, and so forth.

3. Icebreaker: Ask participants to form pairs and interview each other for about 5 minutes. Then have pairs introduce each other to the group, stating the person's name, something interesting or different about the person, and what the person hopes to gain from the workshop.

NOTE: If there are more than 20 people in the group, have each pair join another pair and only make introductions within the group of four.