

## Quick and Easy Classroom Interventions

(Note: These interventions go from least to greatest. Start small and work up if necessary)

1. Give the evil eye.
2. Smile and walk slowly toward the misbehaving student without looking at him/her. Continue teaching while this is happening.
3. Stand next to the student while you are teaching.
4. Walk away from the student, make eye contact, and shake your head “No” as if telling them to stop the behavior.
5. Without making eye contact, place a hand gently on their shoulder.  
\*Make sure you know your students and only use this tactic on students who you know will be able to handle being touched.
6. Approach from the rear, smile and whisper in the ear, “Is this necessary?” OR “Just cause we’re friends, should I let you get away with that?” Don’t forget by maintaining the integrity of the relationship, you show them that the problem is not them but the behavior.
7. Change the student’s location in the classroom. “Would you mind moving to that seat over there?” Saying, “would you mind” gives the student a sense of choice and control, which might make them easier to deal with.  
After you have asked, walk away which will give the assumption of compliance.
8. Emphasize the fact that the behavior is not necessarily bad but just misplaced. “Could you save that for after school/lunch?” “Do you think this is the best time for that?” “Would you mind saving that behavior for Mr.\_\_\_\_’s classroom?” (Don’t worry, this isn’t sabotaging your fellow teachers because they can use the same technique).
9. Use “I-messages”. Provide the information needed to get across your feelings but stop talking before you tell the student what they should do.  
The I-message is a description of what is happening, a description of how it makes you feel, followed up by “I just wanted to tell you how I feel”.  
The I-messages, if delivered on the spot will not work right away. You need to state your I-message, say thank you and walk away giving the student time and space.  
(For those of you familiar with Love & Logic, these are different than Enforceable Statements. I-messages describe feelings; Enforceable Statements describe what you will do.)
10. Set limits through enforceable statements. Don’t tell the student what to do, describe what you will do instead. You only have control over you. Describe what you do/allow/provide. “I will teach as soon as it’s quiet.” “I allow students to enjoy free time when their class work is done.”

11. Create a Recovery Area in your classroom or someone else's. For more information on creating a Recovery Area, visit this link: <http://www.loveandlogic.com/Pages/0401recoveryprocess.html>

12. Let the student think through some questions in Recovery.

- What happened?
- How did I feel?
- What did I do?
- How did it work?
- What am I going to do next time?

It is up to the student to determine how they will deal with the questions. If students go to recovery with another teacher or to the counseling or dean's office, ask the adult not to do any counseling or directing. This is a cool down time for the student.

13. If you are struggling to get your point across to the student, make an appointment for them

- Give them two times to choose from, both of which will work for you.
- Don't make a big deal when the student comes in for the appointment.
- Use I-messages: "When \_\_\_\_\_ happens, I get really distracted and teach poorly. I just wanted to share that with you. Thanks for coming in."
- If the student fails to show up for their appointment, let the parent know that they didn't come and you'll be picking them up from their last period class to speak with them. Ask the parent not to tell the student.

14. Allow the student to return to their normal routine and come back to the classroom as soon as he/she has written their plan of action for fixing the problem and not letting it happen again.

15. Using the plan of action, allow the student back in class for every day where they follow their plan. "If you have a good day Tuesday, what's your guess about Wednesday?"

16. Provide natural and logical consequences with EMPATHY. For help on designing a logical consequence, come see Mandy Moler.

17. Allow the students to choose whether they would like to inform their parents about a particular problem over the phone or in a letter. Call the parents (without the student knowing) and let them know that their child will be calling/writing. Let the parents know that you don't want them to take on the problem but simply listen to the student explain the problem and his/her solution. Ask them to end with: "Thanks for sharing. Is there anyway I can help?"

\*Most people will believe the first person they talk to about a situation, so get your side of the story in first!

18. If problems continue with the student, make an appointment with the Dean or Principal for a consultation. Ask that the administrator meet with the student while you are present so that you, as the teacher, can remain the authority figure to the child.
19. Set up a meeting with the parents to discuss the problem.
20. Suspension
  - A contract should be made between the student, teacher, parent, and administrator that states that the child is allowed to be at school for as long each day as he can go without interrupting the classroom.
  - Identify specific behaviors in the contract that when seen signal that the student needs to go home for the day.
  - Remember: If the student is being so disruptive you need to get to the step, then they probably are not learning much in class and they can continue to learn nothing at home as well.

Use discretion! Most of these steps should never even have to become options. Try to fix the problem the moment it starts by being consistent, empathetic, and allowing the student to take ownership for the problems they cause.

**\*Always keep in mind the following:**

- **Build positive relationships with the students and always make sure your reaction to them strengthens rather than harms that relationship.**
- **Students believe strongly in the premise that respect must be earned.**
- **Meet them at the door and notice them as a person, not just them as a student.**
- **For harder to reach students, try the “I noticed” routine. Tell them every day for a week or two something that you notice about them as a person. For example: “I noticed you like the Lakers”. Follow it up by saying “I just wanted you to know that I noticed that” and say nothing else. Continue this process each day and after awhile, ask them to do a certain behavior just for you. “Would you turn around in your seat, just for me? Thank you.” See what happens, it’s worth a try!**
- **NEVER, NEVER, NEVER embarrass a student. It is not an effective way to maintain the relationship.**
- **Whisper or talk in a quiet voice whenever possible.**
- **Always keep teaching and just take enough time to do some of the quick interventions before going right back to where you left off. If this is not possible, simply say, “Excuse me class, I need to deal with something quickly”.**

- **SMILE, SMILE, SMILE** even when you're upset, it takes the student out of the emotional state and puts them in the thinking state and it's harder to be mean to someone who's smiling at you.
- Be empathetic whenever possible. **SAD NOT MAD**. Sarcasm will not work well. This is not about feeling sorry for them, this is about sending the message that you are sad for them but you know they can handle the situation. **THEY ARE CAPABLE!!!**
- Send the message that handling them in class is a piece of cake.
- If it's not working, move on to the next suggestion or try having a heart-to-heart with the student.
- Don't forget - these interventions are not miracle workers but they will help with most kids.