

Classroom Management Scenarios:

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1. You have a class management system whereby free time is earned for completing assigned class work. John never gets his work done and therefore never gets free time. You feel badly, but a rule is a rule. John and you are both frustrated. What do you do?

2. You teach a lesson and then give a follow-up worksheet to be completed by all pupils while you conduct individual student conferences. You are frequently interrupted with questions, and are unable to give your undivided attention to specific students during the individual discussion sessions. You find yourself increasingly angry at the class. What do you do?

3. Jane angrily enters your classroom. She has just been scolded by another teacher for "fooling around" and has had the privilege of eating lunch outside at the picnic tables revoked for the rest of the week. In your class she is refusing to do work, calls out and continues the behavior from the other class, adding to it her complaints of unfairness. The class is in danger of not earning the class reward of an extra recess period for having completed all of your assignments. What do you do?

4. You have carefully implemented a respectful way of talking to the students in your class. You are assigned a full time classroom parapro who frequently becomes angry with the children and takes it upon herself to harshly correct behaviors you choose to overlook. She thinks you're "too soft" and don't fully understand that the kids need "discipline." She was "spanked while growing up and thinks that's what the students need now. What do you do?

5. Doug is an eighth grade student. He is of average size and height for his grade. Doug receives special education services under certification as emotionally impaired. Doug has a variety of behaviors that he exhibits throughout the day on a daily basis. On one particular day, in his co-taught class Doug was repeatedly getting out of his seat. His teachers were repeatedly instructing him to remain seated, but every 3 to 5 minutes Doug either makes an attempt to get up and sharpen his pencil, get a drink, or squirm about in his chair. What do you do?

6. Seventh period, the last period of the day, has just started when Kim* walks into your classroom and slams her books onto her desk. Kim is a student who is usually moody, but in general has not caused many problems (or disturbances in your classroom, although you have heard of her being disrespectful to other teachers). You can't help but think that first she comes late and then interrupts your review of yesterday's material with the slamming of the books. You continue your lesson, but hear heavy sighs coming from Kim. A few moments later, you clearly hear an obscenity. What do you do?

7. It is your third period 10th grade environmental science class. You have just finished the lesson and your students are working either in pairs or alone – their choice. You notice that Heather* is working alone, again. She seems to work for a moment, then daydream out the window, and then return working again. You reflect that Heather's face often looks emotionless or blank and you can't remember if you have ever seen her smile since school started. However, you have seen her cry before during tests and also at times during individual or partner seatwork. Other teachers have remarked on seeing similar behavior but to a lesser extent than in your classroom. What do you do?

8. Throughout class you notice that Chris and Keith are glaring at each other and making some snide comments, when they are within ear-shot of each other. As your class begins to exit the room, Chris and Keith end up next to each other. Keith shoves Chris, which results in Chris turning around and throwing a punch. Chris has caused many previous problems in your class all year – particularly with the other students. He usually responds fairly well to you, but has had previous displays of aggressive behavior. Keith has previously not caused any problems for you and typically is a very well-behaved student, just with a little more energy than others. What do you do?

9. A student receives a failing grade on a test. In front of the rest of the class he protests his grade and is adamant about your changing his grade or allowing him to re-take the exam. You stand firm on your position and tell him that there are no make-ups or extra credit. His tone becomes increasingly aggressive. What do you do?

10. You plan to facilitate a discussion in your class about readings that you assigned. As students enter the room and settle into their seats, you can feel the buzz in the air. They are excited. They want to discuss the subject. You begin class by asking a very open-ended question, a question designed to allow the students to take the subject in an area that interests them. The first student who responds to your question, a question that is barely out of your mouth, is Nancy, or as her classmates call her, “Know-it-all-Nancy.” Nancy is a smart young woman who often has very smart things to say about the subject at hand. She answers your question with great precision, citing arguments from sources you did not require her to read. You know from experience that if you stand by quietly and let her finish, class would be over and no one else would have had a chance to speak. So, you cut her off—politely—to get other students involved in the discussion. You ask another question, directed at another student. Nancy answers. What do you do?

11. You are lecturing in a course that requires some lecture. You don’t lecture at every class session; you often have class sessions that center around group activities or discussion. You have a friendly approach to your students, and they are comfortable in the course and with you. But on this day, as you do your best to present to students information that they need, you notice Chatty Cathy and her friend Conversational Carl talking, openly and loudly. It is clear by their body language, their laughter, and the words you overhear that they are not discussing course content. You make eye contact, alerting them to the fact that you recognize their discussion and that you want it to stop. They stop talking. A few moments later, they start again; only this time, they are whispering. You verbally ask them to stop. You notice other students looking over at the chatty pair. Even those evil looks do not encourage the two students to stop their banter. They continue to talk and laugh. What do you do?

12. There are times during the day when students seem to be in a chaotic state (arrival, before lunch, and at the end of the school day). Students are wandering around the classroom and minor behavior problems are taking place. What procedures could be put in place to alleviate these issues?