

A pink book cover with a blue bookmark. The title is written in bold black text.

Chaos to Confidence:

5 Steps to Gain Control of Your Class and Enjoy Teaching Again

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Track Down the Chaos

Transitions

Chaos Rating (1-5)		Chaos Rating (1-5)	
<input type="text"/>	Entering the classroom	<input type="text"/>	Dismissal
<input type="text"/>	Getting materials out	<input type="text"/>	Getting water
<input type="text"/>	Putting materials away	<input type="text"/>	Using the restroom
<input type="text"/>	Getting into groups	<input type="text"/>	Passing out papers
<input type="text"/>	Walking in line (elementary)	<input type="text"/>	Turning in homework

Distractions

<input type="text"/>	Sharpening pencils	<input type="text"/>	Students bothering each other
<input type="text"/>	Tardies	<input type="text"/>	Garbage/recycling
<input type="text"/>	Forgotten materials	<input type="text"/>	Playing in desks
<input type="text"/>	Call outs/shout outs	<input type="text"/>	Toys/electronics
<input type="text"/>	Students talking while you are talking	<input type="text"/>	Throwing things
<input type="text"/>	Ripping/folding paper	<input type="text"/>	Phone/intercom

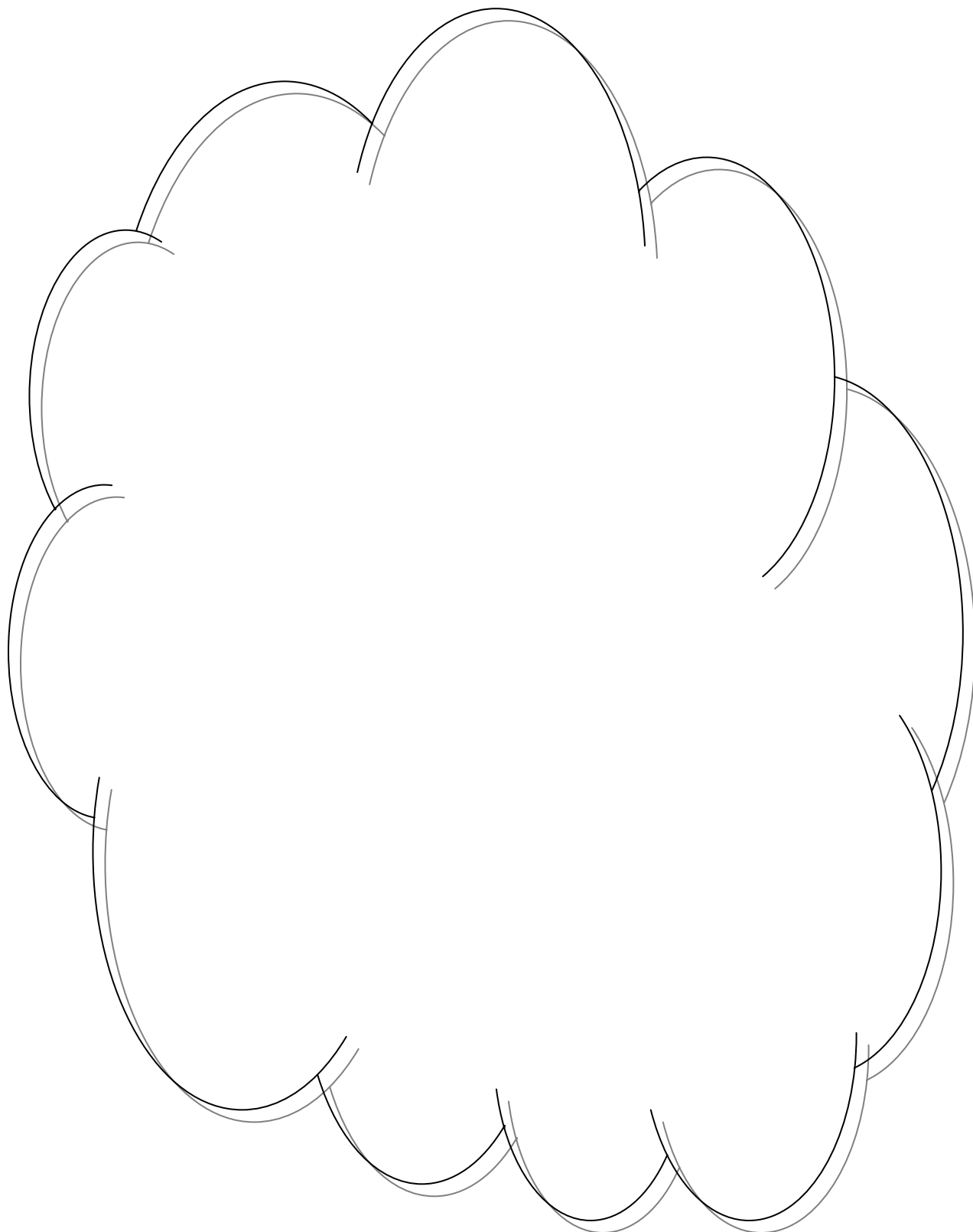
Times of Day

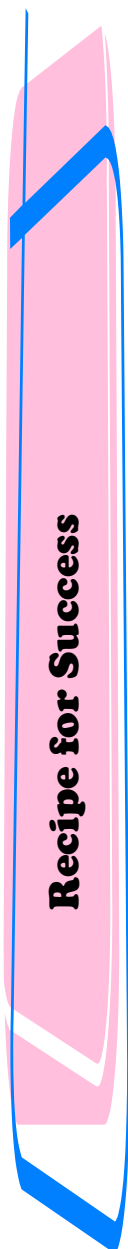
<input type="text"/>	Beginning of the day	<input type="text"/>	Independent work time
<input type="text"/>	After lunch	<input type="text"/>	Group work time
<input type="text"/>	After recess (elementary)	<input type="text"/>	Class discussions
<input type="text"/>	During homeroom (secondary)	<input type="text"/>	Working with a partner



**For this workshop, the
Chaos-Causer I will tame is...**

A Visit to La-La Land





Recipe for Success

	Step-By-Step Instructions	What could go wrong?	How to fix it	How quickly?	How quietly?
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					

Materials List

<input type="text"/>	_____	<input type="text"/>	_____
<input type="text"/>	_____	<input type="text"/>	_____
<input type="text"/>	_____	<input type="text"/>	_____
<input type="text"/>	_____	<input type="text"/>	_____
<input type="text"/>	_____	<input type="text"/>	_____
<input type="text"/>	_____	<input type="text"/>	_____

Physical Space

Check for these common obstacles to success, and fix them. What others did you find?

- Objects (such as plants or other students) blocking the instructional area
- Distracting window view next to instructional area
- Students' backs are to the instructional area
- Window creates glare on the board, Smartboard, or screen
- Colorful posters or displays next to the instructional area or board
- Tripping hazards (cords, desks, chairs) in the path while performing the routine
- Hard to reach materials
- Students much reach across each other to get needed materials
- Students must cross in each others' paths to do the routine
- Objects students must pass are easy to knock over
- There are areas out of view of teacher

How Quickly/How Quietly

How Quickly

- Let's see who can be the first to...
- Which table group will be the first to...
- By the time I count to 10
- When I say go. Ready, go!
- In one minute
- In 5 seconds or less
- In less than 30 seconds
- By the time we finish the ABC Song (elementary)
- Faster than the class record (world record, 5th grade record)
- Before the bell rings (secondary)
- By 11:03
- On my count—one (students do step 1), two (students do step 2), three (students do step 3)
- Before the music stops
- Before I get to my chair

How Quietly

- Without talking
- Using whisper voices
- With silent feet
- Talking only to the people right beside you
- Without scraping your chair or desk
- Silently
- Without making a noise
- So quietly that our principal will wonder if the class is even in the room

Lesson Plan

Objective

Students will be able to correctly perform the routine for

Explanation/Rationale

What will you say when you explain the importance of this routine?

Demonstrate

1. Perfectly done (La-La Land) - use the word “without”
2. Incorrectly done (only teacher does this—never students; include tiny mistakes)

Practice

Keeping It Going

Remind

Cue

Correct

I see _____. Next, I would like to see _____.

I see _____. Next, I would like to see _____.

Reward

Consequence