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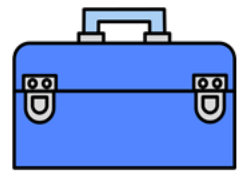
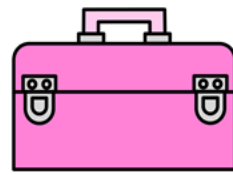
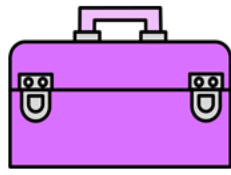
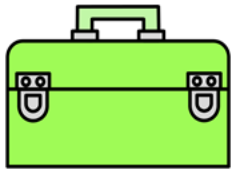
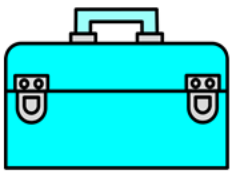


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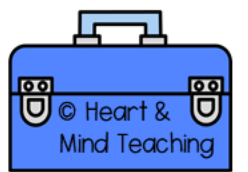
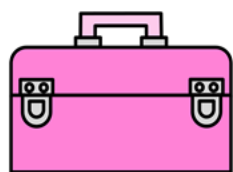
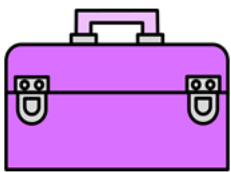
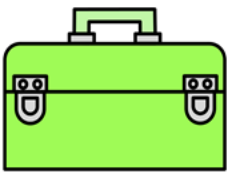
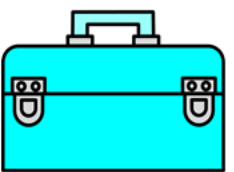
If you have any questions or concerns please email me at:  
[heartandmindteaching@gmail.com](mailto:heartandmindteaching@gmail.com)

♥  
*Ashley*

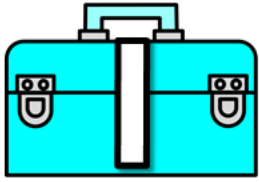


# BEHAVIOR TOOLBOX

## Class Clown



# BEHAVIOR TOOLBOX



## Class Clown

### What it looks like

- \*Student is constantly disrupting class with jokes, wisecracks, and jests.
- \*He/she will say and do anything to be the center of attention.
- \*This student is actually funny at times but does not know when to stop and does not have appropriate timing.
- \*He/she responds with a smart-aleck comment at every opportunity.
- \*He/she likes positive and negative attention, sometimes even likes to be reprimanded (for the attention).
- \*This student will not stop until they get the attention they want, even if the behavior is ignored.
- \*Student irritates classmates by poking, touching, or grabbing.
- \*Student is very aware of his/her peers, what they are doing, what they are saying, and their reactions to him/her.
- \*He/she is immature emotionally, hyperactive, insecure, unprepared for class, and takes nothing seriously.

## Class Clown

# BEHAVIOR TOOLBOX



## Class Clown

### What to do

\*The first time the student makes a comment, enjoy the joke with the class, smile and laugh a little. Then, use a hand signal to tell the student to stop. The second time, respond with silence. This does not mean to ignore it, rather intentionally stop speaking/teaching your lesson. This tells the student that he did something wrong without verbally saying anything. It may also help to look at the student non-emotionally while you stay silent. Once the student stops, continue on with the lesson. Do not address the comments at that time. This may cause him/her to start up again.

\*This student has a strong need for attention, find other ways to get that student attention. One way is to give the student a chance to perform, such as making him the class jester, and during morning meetings or afternoon pack-up times he is allowed to tell jokes. Another option is to have him be the class announcer. He is responsible, at a time you designate, to make important announcements (that you provide) to the class.

\*Have a class discussion about being mature. Explain that you like to have fun with them but that there are a time and place for fun and jokes. A mature student and class know when it is time to work and when it is time to have some fun. It is important for the students to understand that you decide what times are for fun, in the middle of a lesson, is not that time.

\*After you had the class talk about maturity, speak to the student in private about his/her behavior and comments. Talk about the class discussion held earlier, and what he/she thought about it. Discuss respect, and reiterate that there are a time and place for making others laugh. Work together to come up with ideas for appropriate times, such as recess or lunch. Also, discuss that humor is a positive trait, it just needs to be perfected to be executed at the right time, otherwise it becomes negative.

\*During times that the class starts to become unruly after something this student said or did, regain the classes interest. Laugh along with them, try to relax, and state that they need to get back to the lesson. Most students will comply, for the few that do not, give them a non-emotional/more serious look and hand signal for them to stop.

## Class Clown

# BEHAVIOR TOOLBOX



## Class Clown

### What NOT to do

- \*Do not respond to this student with sarcasm or anger.
- \*Do not try to outwit the student, they will view this as a challenge and get worse.
- \*Do not ignore the student, he/she is desperate for attention and will do anything to get it despite any consequences given.
- \*Try not to overreact, the student will view this as reinforcing his need for attention (remember this student will take any attention, even negative).
- \*Do not bring the class's attention to the behavior.
- \*Do not take the behavior personally, he/she is not intentionally trying to bug you. The student's comments and actions are annoying and disruptive, but it is likely that they are not getting attention in other areas of their life and therefore are seeking it from you and classmates.
- \*Do not have two different expectations, one for the class and one for the class clown. You have the same high standards for all students, explain this to the student.

## Class Clown

# BEHAVIOR TOOLBOX

## Class Clown Quick Guide



### What it looks like

\*Student is constantly disrupting class with jokes, wisecracks, and jests.

\*He/she will say/do anything to be the center of attention.

\*This student is actually funny at times but does not know when to stop and does not have appropriate timing.

\*He/she responds with a smart-aleck comment at every opportunity.

\*He/she is immature emotionally, hyperactive, insecure, unprepared for class, and takes nothing seriously.



### What to do

\*The first time the student makes a comment, enjoy the joke with the class, smile and laugh a little. Then, use a hand signal to tell the student to stop. The second time, respond with silence. This does not mean to ignore it, rather intentionally stop speaking/teaching your lesson.

Once the student stops, continue on with the lesson. Do not address the comments at that time.

\*This student has a strong need for attention, find other ways to get that student attention. One way is to give the student a chance to perform, such as making him the class jester, and during morning meetings or afternoon pack-up he is allowed to tell jokes.

\*Have a class discussion about being mature. Explain that you like to have fun with them but that there are a time and place for fun and jokes. A mature student and class know when it is time to work.

\*After you had the class talk about maturity, speak to the student in private about his/her behavior and comments. Talk about the class discussion held earlier, and what he/she thought about it. Discuss respect, and reiterate that there are a time and place for making others laugh. Work together to come up with ideas for appropriate times, such as recess.

\*During times that the class starts to become unruly after something this student said or did, regain the classes interest. Laugh along with them, try to relax, and state that they need to get back to the lesson.



### What NOT to do

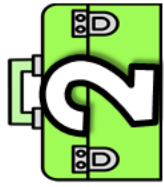
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\*Do not try to outwit the student, they will view it as a challenge.

\*Do not ignore the student, he is desperate for attention and will do anything to get it despite any consequences given.

\*Try not to overreact, the student will view this as reinforcing his need for attention.

\*Do not bring the class's attention to the behavior.



## Class Clown

### What to do (Cont.)

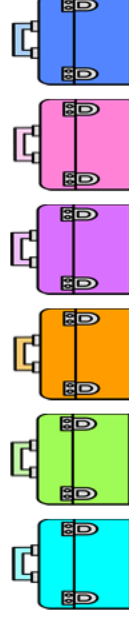
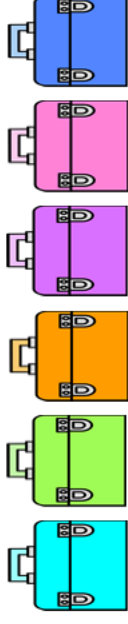
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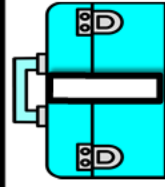
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"A change in  
behavior  
begins with a  
change in  
the heart."

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## Class Clown

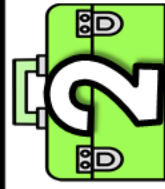




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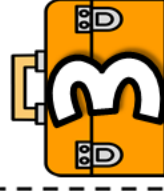


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(Continues on the flap)



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# THANK YOU

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Hi there! I'm Ashley- a School Counselor, curriculum developer, blogger, and mama to two young boys. I have a passion for creating fun and engaging resources for Counseling and Social Emotional Learning.

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Ashley

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