"I've come to the frightening conclusion that I am the decisive element in the classroom. It's my personal approach that creates the climate; it's my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child's life miserable or joyous. I can be a tool of torture, or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations it is my responses that decides whether a crisis will be escalated or de-escalated or a child humanized or de-humanized."

-Haim Ginott

Top **17** Classroom Management Strategies that should be emphasized in every classroom

Strategy	Description
1. **Increase ratio of positive to negative teacher to student interactions**	• **At least 4 to 1** • **Positive interaction every 5 minutes** • **Follow correction for rule violation with positive reinforcer for rule following**
2. **Actively Supervise at all times**	• **Move continuously** • **Scan continuously & overtly** • **Interact frequently & positively** • **Positively reinforce rule following behaviors**
3. **Positively interact with most students during lesson**	• **Physical, verbal, visual contact** • **Group v. individual** • **Instructional & social**
4. **Manage minor (low intensity/frequency) problem behaviors positively & quickly**	• **Signal occurrence** • **State correct response** • **Ask student to restate/show** • **Disengage quickly & early**
5. **Follow school procedures for chronic problem behaviors**	• **Be consistent & business-like** • **Precorrect for next occurrence**
6. **Conduct smooth & efficient transitions between activities**	• **Taught routine** • **Engage students immediately**
7. **Be prepared for activity**	• **Prepare filler activities** • **Know desired outcome** • **Have materials** • **Practice presentation fluency**
8.	• **Advance organizer**

Begin with clear explanations of outcomes/objective	• **Point of reference**
9. **Allocate most time to instruction**	• **Fill day with instructional activities** • **Maximize teacher led engagement**
10. **Engage students in active responding**	• **Write** • **Verbalize** • **Participate**
11. **Give each student multiple ways to actively respond**	• **Individual v. choral responses** • **Written v. gestures** • **Peer-based**
12. **Regularly check for student understanding**	• **Questions** • **Affirmative gestures** • **Written action**
13. **End Activity with specific feedback**	• **Academic v. social** • **Individual v. group**
14. **Provide specific information about what happens next**	• **Homework** • **New activity** • **Next meeting**
15. **Know how many students met the objective/outcomes**	• **Oral** • **Written** • **Sample**
16. **Provide extra time/assistance for unsuccessful students**	• **More practice** • **More instruction**
17. **Plan for next time activity conducted**	• **Firm up outcome** • **New outcome** • **Test**

MORE Prevention Strategies

1. **Proximity Control:** Closeness of the child to the teacher in a stressful moment may stem an outburst, not so much because of fear of detection but because the child can draw added strength from the teacher's nearness. The staff member can stand near the student or in some cases can touch the student in a reassuring way (hand on shoulder). Touch should be used with caution, as it may be upsetting to some students.

2. **Planful Ignoring:** The technique of ignoring depends on the situation and whether or not we can safely afford to ignore what is happening. The student may be using the behavior to test the staff. By ignoring the behavior we are showing our disapproval of that behavior. Attend to him when he/she is on task.

3. **Signal Interference:** We signal by a nod, pointing or a gesture calling attention to the fact that what is going on should be controlled. Signals are usually most effective in the early stages of misconduct and may prevent incidents from escalating.

4. **Emotional Drain Off:** When a child can verbalize anger and frustration s/he is less likely to act it out. This may be done by allowing the child to openly express feelings either to the group or to the teacher, whichever seems most appropriate or available.

5. **Humor:** Laughter can serve several useful functions. It can reassure the child he has little reason for anxiety. By handling an incident with humor, the teacher retains the leadership of the group, while wiping out the anxiety. Humor should be genial and kindly. There is no place for sarcasm or ridicule.

6. **Hurdle Help:** Some children misbehave in school when they do not know how to cope with some aspect of the work. If this occurs, provide some assistance and help the student over the hurdle of what seemed difficult. The teacher's strategy is to help the child with the task at hand, to prevent the misconduct.

7. **Diversion and Re-Direct:** Sometimes a growing restlessness becomes evident with the student or the class as a whole. Rather than concentrate on the over-excitement, it may be wise to change the nature of the activity or re-direct the students to a new focus of interest/activity.

8. **Support from Routines:** In some groups problems arise because children do not know what is expected of them. The establishment of routines meets this need. Consistent daily management and organization are the best tools to support positive behavior.

9. **Direct Appeal:** A direct verbal appeal to the student to discontinue the misbehavior may be sufficient to alter the situation. Direct appeal is most

effective when used sparingly. It should be clearly stated which behavior is unacceptable, what needs to be done instead of the inappropriate behavior, and the likely consequences for the student's choices.

10. **Conflict Resolution Room:** When a student becomes a danger to self or others or severely disrupts the ongoing program, it is necessary to remove the child from the classroom. This should be the last resort after other proactive options have been tried. While in the Conflict Resolution Room (CRR), the adult helps the student to regain control and then to make sense of what happened so that the student can learn more adaptive ways to handle future situations. This is a time of problem-solving and consequences, not punishment. The student should be welcomed back into class with the plan that the student and CRR staff developed together.

11. **Skillful Use of Classroom Materials:** There are objects which hold strong appeal for children. If misuse occurs, then the child and the object must be gently separated. At other times, the object may be so supportive and tension-relieving, that it may be helpful during times of stress. Skilled use of classroom materials will help to support individual needs and positive behaviors.

12. **Encouragement Rather Than Criticism:** "Catching the child doing something good" is a more effective way to shape behavior than criticism. Praise students by giving concrete, specific examples of their academics and behavior that highlight positive gains. Students are better able to accept descriptive praise rather than personality praise. Say "The colors that you used in the artwork are vibrant!" rather than "You're great!" Students with low self-esteem are better able to "own" concrete examples of their accomplishments rather than general praise.

13. **Anticipating Planning:** Some new situations are hard for children to manage. Often a brief description of what the situation may be like or what limitations may be anticipated will enable the group to feel more relaxed in the face of the challenging event.

14. **No:** You must say "no" when a "no" is required. It can be given firmly and calmly. Its judicious use will increase its effectiveness. It can be reassuring for the child to have the adult set the limits.

15. **Rewards and Promises**: Receiving a reward or reinforcement is one way to acknowledge and promote behavior that is appropriate. Reinforcement should always be paired with social praise so the student understands the direct connection between his/her behavior and the reward. Initially, the student may need instant gratification to encourage personal growth. Start where the student is at and gradually delay the reinforcement or require more to get it so that the student can progress. Success breeds success.

16. **Consequences/Not Threats:** It is helpful to clearly state the consequences of the choices that students may make, acknowledging that they have the power to choose their own behavior. Encourage them to choose wisely. Threats undermine relationships, put the locus of control on the adult, and create anxiety. Consequences encourage responsible decision-making.

Effective Teaching Strategies

- There are high rates of engaged time
- There are high rates of student success
- Teacher maintains student attention
- There are smooth and effective transitions
    - teach rules about transition
    - pre-corrects & advanced organizers
- Clear group rules
    - stated positively
    - stated succinctly
    - stated in observable terms
    - made public
    - enforced
    - small number
    - taught
- Positive climate
    - communicate expectations for achievement
    - safe, orderly, and focused environment for work
    - smooth group prevention management strategies
- Rapid pacing
- Frequent questioning
- Appropriate feedback given to students
    - always provide immediate feedback in the acquisition phase
    - always provide precise feedback
    - combine feedback with instruction
- There are high expectations for student learning
- Incentives and rewards are used to promote   excellence
- Personal interactions between teachers and students are positive

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Promoting Positive & Effective Learning Environments
Classroom Checklist
(Lewis)

Instruction

_____ Advanced organizers given

_____ Specific explanations and clear instructions given

_____ Lesson well paced

_____ Student attention maintained throughout lesson

_____ Opportunity for student practice

_____ Frequent and detailed positive feedback given to students

_____ Appropriate error correction and review strategies employed

Classroom Management

_____ Precorrects given

_____ Active positive interactions with students

_____ Positive feedback given to students

_____ Smooth transitions between lessons/activities

_____ Differential reinforcement used appropriately

_____ Non Instructional time is kept to a minimum

_____ Positive, predictable, orderly learning environment maintained

_____ Classroom rules posted and enforced consistently and equitably

_____ Individual behavior change strategies implemented appropriately

Effective Classroom Plan
(Newcomer & Lewis)

List Classroom Rules:	
1.	
2.	
3.	
4.	
5.	
Are they observable, measurable, positively stated, with no question about meaning? *Do the rules coincide with school-wide expectations?*	
Identify Procedures for Teaching Classroom Rules: How and when will they be taught?	**Record dates taught & reviewed**
Identify your attention signal:	**Date taught**

Determine your daily/hourly schedule

Is your schedule posted?

Identify Student Routines (e.g. requesting assistance, entering class, sharpening pencils, class dismissal, passing in papers, grading papers, transitions, working with peers, etc.)
List routines and steps
　Date Taught

Identify Teacher Routines (e.g. greeting & escorting students, signaling for attention, giving directions, providing feedback or corrections, grading, etc.

List routines and steps
　Date Taught

Identify procedures for encouraging appropriate behavior:

Whole Group

Individual Student

Identify procedures for discouraging problem behaviors

ENVIRONMENTAL INVENTORY

Rate each feature using the following scale:
1 = inconsistent or unpredictable ……….5 = consistent and predictable

Physical Space: Is physical space organized to allow access to instructional materials?	
• Work centers are easily identified and corresponds with instruction	1 2 3 4 5
• Traffic flow minimizes physical contact between peers and maximizes teacher 's mobility	1 2 3 4 5
Attention: Does the teacher gain the attention of the students prior to instruction?	
• A consistent and clear attention signal is used across instructional contexts	1 2 3 4 5
• Uses a variety of techniques to gain, maintain, and regain student attention to task.	1 2 3 4 5
Time: Does the teacher initiate instructional cues and materials to gain, maintain, and regain student attention?	
• Materials are prepared and ready to go.	1 2 3 4 5
• Pre-corrects are given prior to transitions.	1 2 3 4 5
• Common intrusions are anticipated and handled with a consistent procedure. Unexpected intrusions are minimized with an emphasis on returning to instruction.	1 2 3 4 5
• Students engaged at high rates during individual work	1 2 3 4 5
• Down-time (including transitions) is minimal	1 2 3 4 5
Behavior Management: Does the teacher have universal systems of PBS in place?	
• Rules are posted	1 2 3 4 5
• Rules are referred to at appropriate times	1 2 3 4 5
• Students receive verbal praise for following rules	1 2 3 4 5
• Corrections are made by restating the rule/expectation and stating the appropriate replacement behavior.	1 2 3 4 5
• Continuum of consequences for encouraging expected behaviors	1 2 3 4 5
• Continuum of consequences for discouraging expected behaviors	1 2 3 4 5
• Maintains a 4:1 ratio of positive to negative statements	1 2 3 4 5
Routines: Does the teacher have procedures and routines that are clear and consistently followed?	
• Start of class	1 2 3 4 5
• Working in groups	1 2 3 4 5
• Working independently	1 2 3 4 5
• Special events (movies, assemblies, snacks, parties)	1 2 3 4 5
• Obtaining materials and supplies	1 2 3 4 5
• Using equipment (e.g. computer, tape players)	1 2 3 4 5
• Managing homework and other assignments	1 2 3 4 5
• Personal belongings (e.g. coats, hats)	1 2 3 4 5
• Entering/exiting classroom (e.g. using restroom/drinking fountain, going to library, moving around room	1 2 3 4 5

Curriculum and Content: Does the teacher implement effective instruction strategies?	
• Assignments can be completed within allotted time period	1 2 3 4 5
• Content presented at student level resulting in high rates of engagement	1 2 3 4 5
• Frequently checks student learning for understanding	1 2 3 4 5
• Instructional focus builds on student's current and past skills	1 2 3 4 5
• Gives clear set-up and directions for task completion	1 2 3 4 5

Based on the observation, summarize strengths and weaknesses of universal PBS implementation in the classroom.

School-Wide Objectives

1. **"RED Line-It"** - (Food stops at the red line) remind your students to be aware of the red lines throughout the campus and to not bring food into the hallways.

2. **"On Time Every day, Every Class."**

3. **"WALK RIGHT"** - Encourage your students to always walk on the right side of the hallways and breeze ways as to not cause congestions as well as reminding them how to enter and exit classrooms and locker rooms.

4. **"TO GET RESPECT, YOU NEED TO GIVE RESPECT"** - remind your students daily of proper ways to show respect.

5. **"Check your Dress"** - Remind students about proper uniform wear and have them correct what can be corrected in class.