# Top 17 Classroom Management Strategies that should be emphasized in every classroom
## Small Group Strategies

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**Additional Resources**

| Strategy | Description |
|---|---|
| **1.** <br> **Increase ratio of positive to negative teacher to student interactions** | <ul><li>**At least 4 to 1**</li><li>**Positive interaction every 5 minutes**</li><li>**Follow correction for rule violation with positive reinforcer for rule following**</li></ul> |
| **2.** <br> **Actively Supervise at all times** | <ul><li>**Move continuously**</li><li>**Scan continuously & overtly**</li><li>**Interact frequently & positively**</li><li>**Positively reinforce rule following behaviors**</li></ul> |
| **3.** <br> **Positively interact with most students during lesson** | <ul><li>**Physical, verbal, visual contact**</li><li>**Group v. individual**</li><li>**Instructional & social**</li></ul> |
| **4.** <br> **Manage minor (low intensity/frequency) problem behaviors positively & quickly** | <ul><li>**Signal occurrence**</li><li>**State correct response**</li><li>**Ask student to restate/show**</li><li>**Disengage quickly & early**</li></ul> |

| Strategy | Description |
|---|---|
| **5.**<br>**Follow school procedures for chronic problem behaviors** | • **Be consistent & business-like**<br>• **Precorrect for next occurrence** |
| **6.**<br>**Conduct smooth & efficient transitions between activities** | • **Taught routine**<br>• **Engage students immediately** |
| **Strategy** | **Description** |
| **7.**<br>**Be prepared for activity** | • **Prepare filler activities**<br>• **Know desired outcome**<br>• **Have materials**<br>• **Practice presentation fluency** |
| **8.**<br>**Begin with clear explanations of outcomes/objective** | • **Advance organizer**<br>• **Point of reference** |
| **9.**<br>**Allocate most time to instruction** | • **Fill day with instructional activities**<br>• **Maximize teacher led engagement** |
| **10.**<br>**Engage students in active responding** | • **Write**<br>• **Verbalize**<br>• **Participate** |
| **11.**<br>**Give each student multiple ways to actively respond** | • **Individual v. choral responses**<br>• **Written v. gestures**<br>• **Peer-based** |
| **12.**<br>**Regularly check for student understanding** | • **Questions**<br>• **Affirmative gestures**<br>• **Written action** |
| **13.**<br>**End Activity with specific feedback** | • **Academic v. social**<br>• **Individual v. group** |
| **14.**<br>**Provide specific information about what happens next** | • **Homework**<br>• **New activity**<br>• **Next meeting** |
| **15.**<br>**Know how many students met the objective/outcomes** | • **Oral**<br>• **Written**<br>• **Sample** |
| **16.**<br>**Provide extra** | • **More practice**<br>• **More instruction** |

| time/assistance for unsuccessful students | |
|---|---|
| **17.**<br>**Plan for next time activity conducted** | • **Firm up outcome**<br>• **New outcome**<br>• **Test** |

### *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

### *Promoting Positive & Effective Learning Environments*
### Classroom Checklist
(Lewis)

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**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

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**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 <br> Date Taught | |
|---|---|
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| **Identify Teacher Routines (e.g. greeting & escorting students, signaling for attention, giving directions, providing feedback or corrections, grading, etc.** <br><br> List routines and steps <br> 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.**