

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

Small Group Strategies

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Additional Resources

| Strategy | Description |
|---|---|
| 1. Increase ratio of positive to negative teacher to student interactions | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • Move continuously • Scan continuously & overtly • Interact frequently & positively • Positively reinforce rule following behaviors |
| 3. Positively interact with most students during lesson | <ul style="list-style-type: none"> • Physical, verbal, visual contact • Group v. individual • Instructional & social |
| 4. Manage minor (low intensity/frequency) problem behaviors positively & quickly | <ul style="list-style-type: none"> • Signal occurrence • State correct response • Ask student to restate/show • Disengage quickly & early |

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| 5. Follow school procedures for chronic problem behaviors | <ul style="list-style-type: none"> • Be consistent & business-like • Precorrect for next occurrence |
| 6. Conduct smooth & efficient transitions between activities | <ul style="list-style-type: none"> • Taught routine • Engage students immediately |
| Strategy | Description |
| 7. Be prepared for activity | <ul style="list-style-type: none"> • Prepare filler activities • Know desired outcome • Have materials • Practice presentation fluency |
| 8. Begin with clear explanations of outcomes/objective | <ul style="list-style-type: none"> • Advance organizer • Point of reference |
| 9. Allocate most time to instruction | <ul style="list-style-type: none"> • Fill day with instructional activities • Maximize teacher led engagement |
| 10. Engage students in active responding | <ul style="list-style-type: none"> • Write • Verbalize • Participate |
| 11. Give each student multiple ways to actively respond | <ul style="list-style-type: none"> • Individual v. choral responses • Written v. gestures • Peer-based |
| 12. Regularly check for student understanding | <ul style="list-style-type: none"> • Questions • Affirmative gestures • Written action |
| 13. End Activity with specific feedback | <ul style="list-style-type: none"> • Academic v. social • Individual v. group |
| 14. Provide specific information about what happens next | <ul style="list-style-type: none"> • Homework • New activity • Next meeting |
| 15. Know how many students met the objective/outcomes | <ul style="list-style-type: none"> • Oral • Written • Sample |
| 16. Provide extra | <ul style="list-style-type: none"> • More practice • More instruction |

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| time/assistance for unsuccessful students | |
| 17. Plan for next time activity conducted | <ul style="list-style-type: none">• Firm up outcome• New outcome• 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)

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)

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|---|---|
| List Classroom Rules: | |
| 1. | |
| 2. | |
| 3. | |
| 4. | |
| 5. | |
| <i>Are they observable, measurable, positively stated, with no question about meaning?</i> | |
| <i>Do the rules coincide with school-wide expectations?</i> | |
| 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? | |

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| <p>Identify Student Routines (e.g. requesting assistance, entering class, sharpening pencils, class dismissal, passing in papers, grading papers, transitions, working with peers, etc.)</p> <p>List routines and steps</p> <p>Date Taught</p> | |
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| <p>Identify Teacher Routines (e.g. greeting & escorting students, signaling for attention, giving directions, providing feedback or corrections, grading, etc.)</p> <p>List routines and steps</p> <p>Date Taught</p> | |
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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 unpredictable5 = consistent and predictable

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| 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.