

The background of the slide is a photograph of a green chalkboard. Two pieces of pink chalk are lying on the board, one standing upright and the other lying horizontally. There are several white chalk markings on the board, including a large 'V' shape and some curved lines. The text is overlaid on this background.

# 12 Steps to Building Effective Classroom Management

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# 1. Expectations: Invest in Appropriate Behavior

- Define and systematically teach 3-5 expectations for your classroom early in the year
  - *Positively stated expectations*
  - *Easy to remember - kid language*
  - *Posted in classroom*
  - *Consistent with School-wide rules/expectations*
  - *Taught Directly: Explain, specify student behaviors, PRACTICE, Monitor and Review*
    - Positive and negative examples




## Examples:

- Be safe
- Be responsible
- Be respectful

## *Alternately:*

- Do your best
- Be responsible
- Cooperate
- Be respectful



## 2. Establish, Teach & Maintain Routines: Build a Predictable Environment


Define and teach classroom routines:

- Explain and specify student behaviors
- PRACTICE
- Monitor
- Review



- Understand the benefits
- Specify student behaviors for each routine
  - *How to enter class and begin to work*
  - *How to predict the schedule for the day*
  - *What to do if you do not have materials*
  - *What to do if you need help*
  - *What to do if you are handing in late material*
  - *What to do if someone is bothering you*
  - *Signals for moving through different activities*
    - “Show me you are listening”
  - *How to determine if you are doing well in class*



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- Establish a signal for obtaining class attention
  - Teach effective transitions
  - Teach students to self-manage
    - *Once students know the routines, allow routine initiation to be prompted by normal events (the bell...or completion of assignment)...versus relying on teacher prompts.*
    - *Teach self-management behavior*
      - Prompts - reminders, pre-corrections
      - Consequences -
        - Positive consequences provide immediate feedback that behavior that is acceptable or desired - increase likelihood behavior will be repeated



### 3. Engage in Active Supervision

- Movement
- Use student names
- Scan
- Interact (acknowledge and correct)



## 4. Establish a “positive environment”

- Five instances of praise for every correction
- Begin each class period with a celebration
- Your first comment to a student establishes behavioral momentum
- (Engelmann, Mace) “interspersed requests”
- Provide multiple paths to success / reinforcement / praise
  - *Group contingencies, personal contingencies, etc.*





## 5. Design a Functional Physical Layout for the Classroom

- Different areas of classroom defined for different activities
  - *Define how to determine “what happens where”*
- Traffic patterns
- Groups versus separate work stations
- Visual access
  - *Teacher access to students at all times*
  - *Student access to relevant instructional materials*
- Density
- Your desk



## 6. Maximize Academic Engagement Time

- Efficient transitions
- Maximize opportunities for student responses
- Self-management
- Active supervision
  - *Move*
  - *Monitor*
  - *Communication/Contact/Acknowledge*



## 7. Promote Academic Success: Match Curriculum to Student Skills

- Failure as a discriminative stimulus for problem behavior
  - *Minimal 70% success rate*
  - *Young learners versus experienced learners*
  - *How can we teach with success and still teach the required curriculum?*
- Monitor and adapt
  - *Maintain instructional objective, but adjust the curriculum/instruction*
  - *The art of curricular adaptation (strategies)*



## 8. Instruction Influences Behavior

- Pacing of instruction
- Opportunities for student responses
  - *Acquisition of skill vs Practice/Performance (Joe Wehby, Phil Gunter)*
  - *Questioning and wait time*
- Student feedback from teacher
  - *Provides information and knowledge of processes and results in an effort to promote transfer or maintenance of skills and behavior*



## 9. Establish an Effective Hierarchy of Consequences for Problem Behavior

- Do not ignore problem behavior
  - *(unless you are convinced the behavior is maintained by adult attention)*
- Establish predictable consequences - low level
- Establish individual consequences AND group consequences - low level






## 10. Vary Modes of Instruction

- Direct instruction - using effective instructional strategies
- Small groups; cooperative learning groups
- Independent work
- Integrating activities
- Reciprocal learning; peer tutoring



## 11. Teacher has System to Request Assistance

- Teacher should be able to identify need for assistance and request help easily
  - *Teacher request for assistance form*
  - *Three times each year when teacher is prompted to identify students needing extra support*



## 12. Role of School-wide Behavior Teams (PBIS Teams): Ensure Teachers Have a Plan

- Distinguish between office managed and classroom managed behaviors
- Classroom plans include opportunities for students to learn and /or practice more acceptable behaviors - re-teaching is a constant practice
- Help ensure consistency in delivery of consequences - fairness
- Consistent documentation system (across classrooms) for classroom managed problems
- Consistent practice (across classrooms) for notifying parents of problems
- Emphasize prevention