

Class Management Strategies

“Every minute spent in proactive classroom management, time actually spent teaching rules and procedures at the beginning of the year, pays off every day for the rest of the year.”

Why do students misbehave:

- The student has unmet basic physical and psychological needs.
- The student does not know what the teacher’s expectations are.
- The student does not know how or when to display the appropriate behavior.
- The student is unaware of his or her own behavior.
- The student receives some pleasant outcome from misbehavior.
- The student avoids some unpleasant outcome from the misbehavior.
- The teacher-student relationship is strained or negative.

PROACTIVE VS REACTIVE

The Power of Observation:

Observe the environment- does the environment accommodate to the child’s needs

Observe yourself- the teacher: Are you make changes of your teaching strategies to best practice for the students

Observe the child

EFFECTIVE Strategies:

Plan, establish and teach procedures:

- Bringing materials to class
- Turning in assignments
- Completing makeup work
- Transitions between activities
- Beginning and ending routines
- Participation in small group, large group, cooperative activities
- Participation in teacher-led activities
- Working independently

CHAMPS

C- conversation (can students talk?)

H- help (what should students do if they need assistance?)

A-activity (what is the objective and end project?)

M- management (what can the student do to help manage his/her behavior, what can the teacher do)

P- Participation (**how do students show that they are fully participating to their ability?**)

Behavior- students need to know what behavior is acceptable and unacceptable and the consequences to follow.

LIFE RULES

Be prompt
Be prepared

Show respect

Be responsible

CLASS EXPECTATIONS

meet deadlines
have materials. Listen for instruction. Follow .
instructions.
Be a part of discussion. Complete work. Stay
engaged. Honor self and others. Value property.
Accept ownership. Plan more effective behavior.

EMOTIONAL SAFETY

- A sense of belonging and acceptance
- Being valued and recognized for ones unique talents and skills
- A clear understanding of expectations
- Predictability of consequences and freedom of arbitrary and unexpected punishment
- Freedom from harassment., labeling, name calling, teasing and CRITISCM
- Freedom to make choices and influence of ones own learning
- Freedom from prejudice
- Freedom to be able to express one's own feelings and opinions and feelings without fear

RELATIONSHIP DRIVEN PROACTIVENESS

- **Effective cueing and signaling**
- **Precorrection**- preparing a student prior to going into a situation where misbehavior has occurred in the past.
- **Reteach and Practice CLEANING UP CLASS (8 Steps)**: materials away, wait for cue, stand up, push in chair, walk appropriately, maintain personal space, wait for cue to leave the room.
- **Preplanned responses**- rehearse a positive response to a negative predictable behavior that may occur

RELATIONSHIP BUILDING FOR DIFFICULT STUDENTS

- **Nondirectional** dialogue- talk about anything other than the behaviors or problems present
- **Input seeking**- seeking student input about the class makes the student feel valued and important- a positive voice.
- **4 to 1 Ratio**- For many students negative attention is better than no attention. GOAL- interact with the student 4 times more frequently when her or she is behaving appropriately verses not- this is difficult but powerful.

TEACHING STUDENTS HOW TO SATISFY BASIC NEEDS

Pg 54

20 Responses to preplanned behavior

